



Australian Government

# Program Specific Guidance for Commonwealth Agencies in the Data Exchange

Version dated 4 January 2021

# Introduction

## Purpose of this document

This document provides policy guidance on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered. It is divided into two parts:

- Program specific guidance for **Commonwealth agencies** (this document)
- Program specific guidance for **State agencies**.

These guidelines should be read in conjunction with:

- Data Exchange [Protocols](#)
- Your funding agreement
- Your program guidelines
- The Task Cards and e-Learning modules available on the Data Exchange [website](#)

## Intended use

**Program Specific Guidance** (formerly Protocols – Appendix B) is intended to provide practical information for managers and front-line staff to better understand the data expected, and assist them in integrating SCORE outcomes and partnership data collection into existing service and administrative practices.

Additionally this guide aims to provide consistency on how program data is interpreted within program activities, and support a consistent interpretation of the Data Exchange protocols across commonly funded organisations.

This document will be periodically updated to provide more detailed guidance on questions as they arise and as new programs come on board to the Data Exchange. Users of this document are encouraged to provide feedback where further guidance related to their program activity is needed.

All resources associated with the Data Exchange are available on the Data Exchange [website](#) .

# Contents

<b>Introduction .....</b>	<b>1</b>
<b>DEPARTMENT OF SOCIAL SERVICES .....</b>	<b>5</b>
<b>Outcome 1.10 – Working Age Payments .....</b>	<b>5</b>
<b>Try Test and Learn Fund (TTL) .....</b>	<b>5</b>
Try Test and Learn – tranche 1.....	6
Try Test and Learn – tranche 2.....	12
<b>Outcome 2.1 - Families and Communities.....</b>	<b>16</b>
<b>Adult Specialist Support Services .....</b>	<b>16</b>
Forced Adoption Support Services (FASS) .....	17
National Find and Connect.....	19
Redress Support Services.....	22
<b>Digital Literacy for Older Australians .....</b>	<b>25</b>
Be Connected .....	26
<b>Families and Children Program .....</b>	<b>28</b>
Budget Based Funded Program .....	29
Children and Parenting Support Services .....	31
Communities for Children – Facilitating Partners .....	33
Family and Relationship Services .....	35
Family and Relationship Services - Inter-country Adoption .....	37
Family and Relationship Services – Specialised Family Violence .....	39
Home Interaction Program for Parents and Youngsters (HIPPY).....	41
Intensive Family Support Services .....	44
Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP).....	46
The Fathering Project.....	48
<b>Financial Wellbeing and Capability (FWC) .....</b>	<b>50</b>
Commonwealth Financial Counselling and Financial Capability.....	51
Problem Gambling .....	54
Financial Counselling Helpline .....	56
Financial Crisis and Material Aid – Emergency Relief .....	58
Financial Resilience .....	60
NILS-CV.....	64
NILS-DV.....	66
Money Support Hubs .....	68
<b>National Initiatives .....</b>	<b>71</b>
Domestic Violence Response Training (DV-alert) .....	72
Keeping Women Safe in their Homes .....	76

Local Support Coordinators .....	78
National Plan to Reduce Violence against Women and their Children .....	80
Safe Technology for Women.....	83
<b>Strong and Resilient Communities .....</b>	<b>85</b>
SARC – Community Resilience .....	86
SARC – Inclusive Communities.....	88
MUSTER - The Mutual Understanding, Support, Tolerance, Engagement and Respect initiative (managed by Department of Social Services) .....	90
<b>Volunteer Management.....</b>	<b>92</b>
Volunteer Management Activity.....	93
<b>Young People .....</b>	<b>96</b>
Reconnect .....	97
<b>Outcome 3.1 – Disability, Mental Health and Carers .....</b>	<b>100</b>
<b>Community Mental Health Program .....</b>	<b>100</b>
A Better Life .....	101
Community Mental Health, Early Intervention for Children, Young People and their Families (Family Mental Health Support Services (FMHSS)) .....	104
Individual Placement and Support Trial.....	107
<b>Disability and Carer Support.....</b>	<b>109</b>
Disability Royal Commission - Advocacy Support .....	110
Disability Royal Commission – Counselling Services.....	112
National Disability Advocacy Program (NDAP) .....	115
NDIS Appeals (formerly known as External Merits Review) .....	119
Young Carer Bursary Program (YCBP) .....	121
<b>Integrated Carer Support Service (ICSS).....</b>	<b>123</b>
ICSS Digital Counselling.....	124
ICSS Carer Gateway service providers .....	127
Tristate Carer Vocational Outcomes Program .....	134
<b>ATTORNEY GENERAL’S DEPARTMENT (AGD).....</b>	<b>137</b>
<b>Justice Services .....</b>	<b>137</b>
Elder Abuse Service Trials .....	138
<b>Family Law Services .....</b>	<b>146</b>
Children’s Contact Services.....	147
Family Dispute Resolution .....	149
Regional Family Dispute Resolution.....	152
Family Law Counselling .....	155
Family Relationship Advice Line.....	158
Family Relationship Centres.....	161
Parenting Orders Program .....	164

Supporting Children after Separation .....	167
<b>DEPARTMENT OF HEALTH .....</b>	<b>169</b>
<b>Commonwealth Home Support Programme .....</b>	<b>169</b>
Assistance with Care and Housing sub-program .....	170
Care Relationships and Carer Support sub-program .....	174
Community and Home Support sub-program .....	178
<b>DEPARTMENT OF HOME AFFAIRS .....</b>	<b>186</b>
<b>Settlement Services .....</b>	<b>186</b>
National Community Hubs Program .....	187
Settlement Engagement and Transitions Support (SETS) – Client Services .....	189
Settlement Engagement and Transitions Support (SETS) – Community Capacity Building .....	193
Settlement Engagement and Transition Support (SETS) – Innovation Fund .....	196
Youth Transition Support .....	199
Youth Hubs trial .....	202
Mutual Understanding Support, Tolerance, Engagement and Respect (managed by Department of Home Affairs) .....	204
<b>Version History .....</b>	<b>206</b>

# DEPARTMENT OF SOCIAL SERVICES

## Outcome 1.10 – Working Age Payments

Working age payments assist people temporarily unable to support themselves through work or have a limited capacity to work due to disability or caring responsibilities. Eligibility for payments is targeted with means testing and supplementary payments ensuring that assistance is directed to those with the greatest need. Recipients who have the capacity to work are required to actively seek it and may be required to attend training or work experience to improve their job prospects.

### Try Test and Learn Fund (TTL)

The Try, Test and Learn (TTL) Fund was announced in the 2016-17 Federal Budget as an initial response to the Australian Priority Investment Approach to Welfare. It will develop and fund new or innovative policy responses aimed at improving workforce participation or capacity to work for groups at risk of long-term welfare dependence.

There are two phases to the Fund known as 'tranches'. Each tranche is designed to gain insight into what works to improve the lives of clients from priority groups. All projects delivered under the TTL Fund are in scope for the Data Exchange.

The fund will focus on a number of different priorities groups that were informed by the 2015 Priority Investment Approach Baseline Valuation Report and additional analysis of Priority Investment Approach data, and were selected from a number of groups shown to have relatively high lifetime costs but also the potential to improve their lifetime outcomes.

The priority groups were selected by the Minister of Social Services based on advice provided by the Department of Social Services and the Priority Investment Approach Inter-departmental Committee.

# Try Test and Learn – tranche 1

## Description

The Try, Test and Learn (TTL) Fund tranche 1 priority groups include:

- young carers
- young parents
- young students
- former young students.

## Who is the primary client?

The primary clients for tranche 1 include young carers, young parents, young students and former young students at risk of long-term welfare dependency. They may be unemployed or at risk of unemployment, and most would be receiving government payments, pensions or allowances.

## What are the key client characteristics?

Young carers, young parents, young students and former young students, who are at risk of long-term welfare dependency. They may be unemployed or at risk of unemployment, and may be receiving government payments, pensions or allowances.

Some projects will have participants that fall under more than one of these categories.

## Who might be considered ‘support persons’?

Recording support persons is voluntary, but should be recorded where relevant and practical. For this program activity, support persons may include parents or guardians of clients, a friend or family member nominated by the client to help them achieve their goals, or a case/support worker.

## Should unidentified clients be recorded?

The majority of TTL projects provide face-to-face support where clients are known to organisations. It is therefore expected that for most TTL projects only 5 per cent of your clients or less should be recorded as unidentified clients in each reporting period. Where clients have been created in the Data Exchange, they should be attached to all relevant sessions, including those delivered to multiple individuals, such as group sessions.

If the nature of your project means that there is a larger percentage of unidentified clients than expected (5 per cent), the Department of Social Services may agree that it is appropriate for your project to record a higher percentage of clients as unidentified in each reporting period. Please contact your Funding Arrangement Manager to discuss this further.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes. If using the web-based portal, organisations should create cases in a way that works best for them and their staff, and will be useful over multiple reporting periods.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, or Customer Reference Numbers (CRN). To easily navigate cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

All TTL tranche 1 organisations, with the exception of those delivering the “Strengthening Students’ Resilience” project, have been asked to participate in the partnership approach.

As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting, which is designed to assist in measuring client change linked to service delivery over time (see Protocols, section 7).

The partnership approach also includes the ability to record an extended data set (see Protocols, section 6).

In addition to the minimum requirements outlined below, you are welcome to collect and enter other partnership approach data that you consider appropriate for your project, noting that the information you enter is what will be available to you in reports.

## Collecting outcomes data using SCORE

For TTL projects participating in the partnership approach it is expected that, where practical, you collect SCORE outcomes data for all participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

While generally a client SCORE assessment is recorded twice – towards the beginning of the client's participation in the project (Pre-SCORE) and again towards the end of their participation in the project (Post-SCORE), a SCORE assessment can be conducted at additional points if it is seen as beneficial to the client or the project.

As a minimum, it is expected that you record SCORE outcomes against the domains outlined in the table below.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Education and skills training</li> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> </ul>	<ul style="list-style-type: none"> <li>I am satisfied with the services I received</li> </ul>	<ul style="list-style-type: none"> <li>Community infrastructures and networks.</li> </ul>

## Collecting extended data

For TTL projects participating in the partnership approach, it is expected that you collect and record details on the 'main source of income' question. You may also record other details if you think it is appropriate for your program and for your clients to do so.

## List of TTL tranche 1 projects

- Build and Grow
- Career Readiness for Young Parents
- Carer Achievement Pathway
- Data-Driven Job Opportunities for Young Carers
- In-school Parent Employment Service (IPES)
- Mentoring to Work
- My Maintenance Crew
- Rewire the Brain
- Skills for Micro-Enterprise
- Strengthening Students' Resilience
- Support for VET Students
- Supporting Expecting and Parenting Teens (SEPT)
- Train and Care
- Y4Y Youth Force (Y4Y)

## For these projects, when should each service type be used?

Many of the service types below record the **level of intensity** of the service provided in a session. The basic level of intensity has no descriptor attached to it. For greater levels of intensity, organisations should record either a 'medium' or 'high' level of intensity, as set out in the guidelines below.



Service Type	Relevant to:	Example
<b>Advocacy/Support</b>	<ul style="list-style-type: none"> <li>▪ Career Readiness for Young Parents</li> <li>▪ IPES</li> <li>▪ SEPT</li> <li>▪ Train and Care</li> </ul>	<p>Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance, interview or application.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>
<b>Behavioural Insights</b>	<ul style="list-style-type: none"> <li>▪ Strengthening Students' Resilience</li> </ul>	<p>Behavioural Insights based services are interventions developed using insights from social and/or behavioural sciences, including behavioural economics, to change behaviour by providing participants with tools to overcome their behavioural biases.</p> <p>This kind of service may be delivered through a range of channels. These channels may include nudging techniques (e.g. text messages, phone calls, framing of messages or presentation of options) that alter choice architecture, or may use more complex behaviourally informed techniques. These services are tested using randomised control trials.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>
<b>Carer Support</b>	<ul style="list-style-type: none"> <li>▪ Career Readiness for Young Parents</li> <li>▪ Carer Achievement Pathway</li> <li>▪ Data-Driven Job Opportunities</li> <li>▪ IPES</li> <li>▪ Skills for Micro-Enterprise</li> <li>▪ SEPT</li> <li>▪ Train and Care</li> </ul>	<p>Carer support is aimed at improving health and wellbeing outcomes for carers.</p> <p>Supporting carers to establish and maintain relationships with individuals and/or organisations that are able to provide support and services to maintain their own wellbeing and caring role while maintaining/improving their employment/educational opportunities.</p> <p>Examples include referring young carers to health and wellbeing services (e.g. for Young Carer Achievement Pathway Plan); providing childcare onsite while the participant undertakes activities, facilitating childcare placements or care placement services.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>
<b>Core component completed</b>	All projects	<p>Assessing that the client has completed core components of the project at the time of the session. This would also be the point in time where one or more of the following would take place: an exit interview, a SCORE outcomes assessment and offer of participation in the final client survey.</p> <p>Refer to the project specific instructions for your project for information on when to enter a session under this service type.</p>

Service Type	Relevant to:	Example
<b>Education and skills training</b>	<ul style="list-style-type: none"> <li>Build and Grow</li> <li>Career Readiness</li> <li>Data-Driven Job Opportunities</li> <li>IPES</li> <li>Mentoring to Work</li> <li>My Maintenance Crew</li> <li>Rewire the Brain</li> <li>Skills for Micro-Enterprise</li> <li>Strengthening Students' Resilience</li> <li>Support for VET Students</li> <li>Train and Care</li> <li>Y4Y</li> </ul>	<p>Assisting a client in learning or building knowledge on a topic, or in developing a skill. Examples include career and education development, education on preparing for an interview, CV writing, vocational training etc.</p> <p><u>Levels of intensity for "Education and Skills Training":</u></p> <ul style="list-style-type: none"> <li>Short online or face-to-face learning modules (less than 30 minutes)</li> <li><b>Medium:</b> Longer online or face-to-face classes/workshops/learning or skills activities (30 minutes – 3 hours)</li> <li><b>High:</b> Extended online or face-to-face showcases/workshops/learning or skills activities (3 hours – full day).</li> </ul>
<b>Facilitate employment pathways</b>	<ul style="list-style-type: none"> <li>Career Readiness for Young Parents</li> <li>Carer Achievement Pathway</li> <li>Data-Driven Job Opportunities</li> <li>IPES</li> <li>Mentoring to Work</li> <li>My Maintenance Crew</li> <li>Skills for Micro-Enterprise</li> <li>Strengthening Students' Resilience</li> <li>Support for VET Students</li> <li>SEPT</li> <li>Train and Care</li> <li>Y4Y</li> </ul>	<p>Employment activities, group information sessions focussed on employment, such as job readiness training or mentoring programs. Also including consideration of employment history, activities required to achieve employment goals, education and training, monitoring progress to date, networks, contacts, references and other relevant supports.</p> <p>Examples include supporting the production of an achievement plan, industry matching sessions, work trials etc.</p> <p><u>Levels of intensity for "Facilitate Employment Pathways":</u></p> <ul style="list-style-type: none"> <li>Brief employment preparation activity session (less than 30 minutes)</li> <li><b>Medium:</b> Employment preparation activity session (30 – 60 minutes)</li> <li><b>High:</b> Extended employment preparation activity session (1 hour or more)</li> </ul>
<b>Family capacity building</b>	<ul style="list-style-type: none"> <li>Career Readiness for Young Parents</li> <li>SEPT</li> </ul>	<p>Strengthening family capacity by improving communication skills between parents and children, facilitating mediation, developing parenting skills and/or information to build knowledge about pregnancy or parenting young children.</p> <p><u>Levels of intensity for "Family Capacity Building":</u></p> <ul style="list-style-type: none"> <li>Session to provide guidance, support or mediation (less than 1 hour)</li> <li><b>Medium:</b> Session to provide guidance, support or mediation (1 – 2 hours)</li> <li><b>High:</b> Longer session to provide guidance, support or mediation (2 hours or more).</li> </ul>
<b>Health care assistance</b>	<ul style="list-style-type: none"> <li>Career Readiness for Young Parents</li> <li>SEPT</li> </ul>	<p>Assistance to help pay for medical bills, such as psychologist or drug rehabilitation.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of the assistance provided in a session.</p>

Service Type	Relevant to:	Example
<b>Information/Advice/Referral</b>	<ul style="list-style-type: none"> <li>▪ Career Readiness for Young Parents</li> <li>▪ Carer Achievement Pathway</li> <li>▪ Data Driven Job Opportunities</li> <li>▪ IPES</li> <li>▪ Mentoring to Work</li> <li>▪ My Maintenance Crew</li> <li>▪ Rewire the Brain</li> <li>▪ Skills for Micro-Enterprise</li> <li>▪ Support for VET Students</li> <li>▪ SEPT</li> <li>▪ Train and Care</li> <li>▪ Y4Y</li> </ul>	<p>Provision of advice, guidance or information in relation to a specific topic, such as career development or balancing caring and maintaining employment; or advice on addressing a client's immediate crisis, referrals to another service, such as financial, problem gambling or drug and alcohol counselling, mental health services, Centrelink, housing services etc.</p> <p>Note: if the referral is related to young carer or young parent and their caring role – please refer to the Carer Support service type.</p> <p><u>Levels of intensity for "Information/Advice/Referral" :</u></p> <ul style="list-style-type: none"> <li>▪ General/standard provision of referral, advice and information to a client (less than 30 minutes)</li> <li>▪ <b>Medium:</b> Provision of referrals based on significant assessment; significant provision of advice and information (30 - 60 minutes)</li> <li>▪ <b>High:</b> Provision of referrals based on extensive assessment; warm referrals with thorough handover, e.g. contacting a suggested service provider on the client's behalf and providing detailed history about the client; or extensive provision of advice and information (more than 1 hour).</li> </ul>
<b>Intake and assessment</b>	All projects	<p>An initial meeting with a client during which the organisation gathers information on the client's need and matches them to services available, and/or assesses a clients' eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.</p> <p><u>Levels of intensity for "Intake and Assessment":</u></p> <ul style="list-style-type: none"> <li>▪ Brief intake/registration, spending less than 20 minutes with the client</li> <li>▪ <b>Medium:</b> Intake and initial assessment taking 20 - 60 minutes</li> <li>▪ <b>High:</b> Complex intake and initial assessment, spending more than 1 hour with the client.</li> </ul>
<b>Mentoring/Peer support</b>	<ul style="list-style-type: none"> <li>▪ Career Readiness for Young Parents</li> <li>▪ Carer Achievement Pathway</li> <li>▪ Data Driven Job Opportunities</li> <li>▪ IPES</li> <li>▪ Mentoring to Work</li> <li>▪ My Maintenance Crew</li> <li>▪ Skills for Micro-Enterprise</li> <li>▪ Strengthening Students' Resilience</li> <li>▪ Support for VET Students</li> <li>▪ SEPT</li> <li>▪ Y4Y</li> </ul>	<p>Specialised or individual support, client mentoring, peer support, information and role modelling. This may include online access to peer-support forums, and sessions with a mentor, buddy or coach.</p> <p><u>Levels of intensity for "Mentoring/Peer Support":</u></p> <ul style="list-style-type: none"> <li>▪ Brief online session, or brief interaction with the buddy, mentor or coach (less than 20 minutes)</li> <li>▪ <b>Medium:</b> A longer meeting/coaching session or interaction with the buddy, mentor or coach (20-60 minutes)</li> <li>▪ <b>High:</b> An extended meeting, session or interaction with the mentor, buddy or coach (more than 1 hour)</li> </ul>

Service Type	Relevant to:	Example
<b>Service Review</b>	All projects	<p>Establishing, through contact/time spent with the client, that they will no longer be considered an active participant even though core components of the project have not been completed. An exit interview, SCORE assessment and offer of participation in the client survey may also occur.</p> <p>This service review requires direct contact with the client (in person, by phone, or other form of interaction). It should not be used when there has not been direct contact with the client which could enable such a review.</p>

## Try Test and Learn – tranche 2

### Description

The Try, Test and Learn (TTL) Fund tranche 2 priority groups include:

- Newstart Allowance recipients aged 50 and over
- migrants and refugees aged 16 to 64 and receiving income support
- carers aged 16 to 64 and receiving Carer Payment
- at-risk young people aged 16 to 21 and receiving income support
- other groups at risk of long-term welfare dependence, where the risk is supported by evidence
- Tranche 1 priority groups:
  - Young carers
  - Young parents
  - Young students and former young students.

### Who is the primary client?

The primary clients for tranche 2 are representatives from the nominated priority groups (above) or other groups who are at risk of long-term welfare dependency for whom the risk is supported by evidence.

### What are the key client characteristics?

Clients may be unemployed or at risk of unemployment, and may be receiving government payments, pensions or allowances. Some projects may have participants that fall under more than one of these categories.

### Who might be considered ‘support persons’?

Recording support persons is voluntary, but should be recorded where relevant and practical. For this program activity, support persons may include parents or guardians of clients, a friend or family member nominated by the client to help them achieve their goals, or a case- or support-worker.

### Should unidentified clients be recorded?

The majority of TTL projects provide face-to-face support where clients are known to organisations. It is therefore expected that for most TTL projects only 5 per cent of your clients or less should be recorded as unidentified clients in each reporting period. Where clients have been created in the Data Exchange, they should be attached to all relevant sessions, including those delivered to multiple individuals, such as group sessions.

If the nature of your project means that there is a larger percentage of unidentified clients than expected (5 per cent), the Department of Social Services may agree that it is appropriate for your project to record a higher percentage of clients as unidentified in each reporting period. Please contact your Funding Arrangement Manager to discuss this further.

### How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes. If using the web-based portal, organisations should create cases in a way that work best for them and their staff, and will be useful over multiple reporting periods.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as ‘FamilyA24’ or ‘Family Group 26’.

### The partnership approach

All TTL tranche 2 organisations have been asked to participate in the partnership approach.

As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting, which is designed to measure client change linked to service delivery over time (see Protocols, section 7).

The partnership approach also includes the ability to record an extended data set (see Protocols, section 6).

In addition to the minimum requirements outlined below, you are welcome to collect and enter other partnership approach data that you consider appropriate for your project, noting that the information you enter is what will be available to you in reports.

## Collecting outcomes data using SCORE

It is expected that, where practical, TTL projects will collect SCORE outcomes data for all participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

While generally a client SCORE assessment is recorded twice – towards the beginning of the client's participation in the project (Pre-SCORE) and again towards the end of their participation in the project (Post-SCORE), a SCORE assessment can be conducted at additional points if it is seen as beneficial to the client or the project.

As a minimum, it is expected that you record SCORE outcomes against the domains outlined in the table below.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Employment</li> <li>Education and skills training</li> </ul>	<ul style="list-style-type: none"> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Changed behaviours</li> </ul>	<ul style="list-style-type: none"> <li>I am satisfied with the services I received</li> </ul>	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> </ul>

## Collecting extended data

It is expected that TTL projects will collect and record details on the '*main source of income*' question. You may also record other details if you think it is appropriate for your program and for your clients to do so.

## TTL tranche 2 project instructions

Specific instructions for individual TTL tranche 2 projects will be provided directly to funded organisations. These instructions will state which service types should be used for that particular project. For a copy of the project specific instruction document please contact your Funding Arrangement Manager.

## For these projects, when should each service type be used?

Many of the service types below record the **level of intensity** of the service provided in a session. The basic level of intensity has no descriptor attached to it. For greater levels of intensity, organisations should record either a 'medium' or 'high' level of intensity as set out in the guidelines below.

Service Type	Example
<b>Advocacy/Support</b>	<p>Advocating on a client's behalf to an entity such as a government body, employment service provider or employer, or where support is given to a client in a particular circumstance such as a court appearance, interview or application. This includes individual case manager support, social support and cultural awareness.</p> <p>There are no levels of intensity for this service type the organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>
<b>Carer support</b>	<p>Carer support is aimed at improving health and wellbeing outcomes for carers.</p> <p>Examples include referring carers to services or organisations that are able to provide support to maintain individual wellbeing and engage meaningfully in education or employment, while continuing to fulfil caring responsibilities.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>

Service Type	Example
<b>Core component completed</b>	<p>Assessing that the client has completed core components of the project at the time of the session. This would also be the point in time where one or more of the following would take place: an exit interview, a SCORE outcomes assessment and offer of participation in the final client survey.</p> <p>Refer to the <b>project specific instructions</b> for your project for information on when to enter a session under this service type.</p>
<b>Counselling</b>	Counselling, emotional and psychological support services delivered to participants by accredited professionals who have Australian-recognised qualifications in psychology, social work, occupational therapy or mental health nursing and current registrations with the relevant Australian registration authorities.
<b>Education and skills training</b>	<p>Assisting a client to build knowledge or develop a skill. Examples include career and education development, education on preparing for an interview, CV writing and vocational training. This includes culturally-specific education and training.</p> <p><u>Levels of intensity for "Education and Skills Training":</u></p> <ul style="list-style-type: none"> <li>▪ Short online or face-to-face learning modules (less than 30 minutes)</li> <li>▪ <b>Medium:</b> Longer online or face-to-face classes/workshops/learning or skills activities (30 minutes – 3 hours)</li> <li>▪ <b>High:</b> Extended online or face-to-face showcases/workshops/learning or skills activities</li> <li>▪ (3 hours – full day).</li> </ul>
<b>Facilitate employment pathways</b>	<p>Employment activities such as group information sessions focussed on employment, job readiness training or mentoring programs. This includes supporting clients to navigate the transition from education to employment, considering employment history and building networks, contacts and references.</p> <p>Examples include goal setting, supporting the production of an achievement plan or job pathway, industry matching sessions and work experience.</p> <p><u>Levels of intensity for "Facilitate Employment Pathways":</u></p> <ul style="list-style-type: none"> <li>▪ Brief employment preparation activity session (less than 30 minutes)</li> <li>▪ <b>Medium:</b> Employment preparation activity session (30 - 60 minutes)</li> <li>▪ <b>High:</b> Extended employment preparation activity session (1 hour or more).</li> </ul>
<b>Facilitate English learning pathways</b>	<p>Activities that facilitate pathways to improved English language and literacy, English conversation groups, and group information sessions on accessing formal English language and literacy programs.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of service provided in a session.</p>
<b>Family capacity building</b>	<p>Strengthening family capacity through relationship building and improving communication skills. This includes activities that target families of young carers such as parent information nights.</p> <p><u>Levels of intensity for "Family Capacity Building":</u></p> <ul style="list-style-type: none"> <li>▪ Session to provide guidance, support or mediation (less than 1 hour)</li> <li>▪ <b>Medium:</b> Session to provide guidance, support or mediation (1 – 2 hours)</li> <li>▪ <b>High:</b> Longer session to provide guidance, support or mediation (2 hours or more).</li> </ul>



Service Type	Example
<b>Health care assistance</b>	<p>Provide health-related assistance such as part payment of medical bills for psychologists or drug rehabilitation, or referrals to medical practitioners or work readiness assessments.</p> <p>There are no levels of intensity for this service type. The organisation only needs to indicate whether this type of assistance was the main focus of the assistance provided in a session.</p>
<b>Information/Advice/Referral</b>	<p>Provision of advice, guidance or information in relation to a specific topic, such as career development or balancing caring and maintaining employment; or advice on addressing a client's immediate crisis, referrals to another service, such as financial, problem gambling or drug and alcohol counselling, mental health services, Centrelink and housing services.</p> <p><u>Levels of intensity for "Information/Advice/Referral" :</u></p> <ul style="list-style-type: none"> <li>▪ General/standard provision of referral, advice and information to a client (less than 30 minutes)</li> <li>▪ <b>Medium:</b> Provision of referrals based on significant assessment; significant provision of advice and information (30 - 60 minutes)</li> <li>▪ <b>High:</b> Provision of referrals based on extensive assessment; warm referrals with thorough handover, e.g. contacting a suggested service provider on the client's behalf and providing detailed history about the client; or extensive provision of advice and information (more than 1 hour).</li> </ul>
<b>Intake and assessment</b>	<p>An initial meeting with a client during which the organisation gathers information on the client's need and matches them to services available, and/or assesses a clients' eligibility for participation in a particular service. This is usually the first session a client attends.</p> <p><u>Levels of intensity for "Intake and Assessment":</u></p> <ul style="list-style-type: none"> <li>▪ Brief intake/registration, spending less than 20 minutes with the client</li> <li>▪ <b>Medium:</b> Intake and initial assessment taking 20 – 60 minutes</li> <li>▪ <b>High:</b> Complex intake and initial assessment, spending more than 1 hour with the client.</li> </ul>
<b>Mentoring/Peer support</b>	<p>Specialised or individual support, client mentoring, peer support, information and role modelling. This may include online access to peer-support forums, and sessions with a mentor, buddy or coach.</p> <p><u>Levels of intensity for "Mentoring/Peer Support":</u></p> <ul style="list-style-type: none"> <li>▪ Brief online session, or brief interaction with the buddy, mentor or coach (less than 20 minutes)</li> <li>▪ <b>Medium:</b> A longer meeting/coaching session or interaction with the buddy, mentor or coach (20 – 60 minutes)</li> <li>▪ <b>High:</b> An extended meeting, session or interaction with the mentor, buddy or coach (more than 1 hour).</li> </ul>
<b>Service review</b>	<p>Establishing, through contact/time spent with the client, that they will no longer be considered an active participant even though core components of the project have not been completed. An exit interview, SCORE assessment and offer of participation in the client survey may also occur.</p> <p>This service review requires direct contact with the client (in person, by phone, or other form of interaction). It should not be used when there has not been direct contact with the client which could enable such a review.</p>



# Outcome 2.1 - Families and Communities

The Families and Communities Outcome has a number of services which provide early intervention and prevention support to families, children, young people, volunteers, refugees, migrants and other individuals with special circumstances. Priorities include activities to improve financial wellbeing and capability, strengthen communities, support migrant's transition to life in Australia, and ensure the lifetime wellbeing of families and children.

The following pages provide practical guidance on data entry for Families and Communities program activities.

## Adult Specialist Support Services

Adult Specialist Support Services provide services and support to improve outcomes and enhance wellbeing for people adversely affected by past institutional and child-welfare practices and policies.

The following program activities are included in Adult Specialist Support Services:

- Forced Adoption Support Services
- National Find and Connect
- Redress Support Services.

## Forced Adoption Support Services (FASS)

### Description

Forced Adoption Support Services provide specialist support to people affected by forced adoption. The services complement and enhance existing services funded by state and territory governments and aim to improve access to peer support, professional counselling and records/family tracing.

### Who is the primary client?

The primary clients for this program activity include anyone affected by forced adoption policies and practices. This can include mothers, fathers, adopted people and extended family members. The priority of service should be to those directly involved. Services to extended family members can also be accessed through warm referrals on to other relevant organisations and services.

### What are the key client characteristics?

People affected by forced adoption policies and practices.

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients.

### Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that no more 15 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that work best for them and their staff.

### What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Education and skills training</li><li>Family functioning</li><li>Mental health, wellbeing and self-care</li><li>Personal and family safety</li></ul>	<ul style="list-style-type: none"><li>Changed knowledge and access to information</li><li>Engagement with relevant support services</li><li>Changed impact of immediate crisis</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Discuss/assess needs and impact of forced adoption.
<b>Information/Advice/Referral</b>	Deliver information and/or advice based on individual needs of client. Deliver referral and support services. Provide warm referrals to relevant services including counselling.
<b>Counselling</b>	General counselling and emotional support – may include therapeutic counselling where services have expertise and capacity to deliver this.
<b>Advocacy/Support</b>	Advocacy on behalf of the client to an entity such as a state government body, or another service, or other support of the client including assistance with family searching and intermediary services to help find and connect with family.
<b>Records search</b>	Contact with the client regarding records and records research on behalf of the client.
<b>Community capacity building</b>	<p>Activities targeted at building and/or strengthening community awareness, understanding, development of skills, promoting community relationships and cohesion relating to the effects of past forced adoption. Community capacity activities are delivered to a group rather than to individuals to raise community awareness, enhance group healing and build sector capacity to support people affected by past forced adoption.</p> <p>Examples of activities include group and therapeutic workshops, Apology anniversary commemorations, memorials, and community events. This does not include administration of Small Grants activities as these are reported directly to the Funding Arrangement Managers.</p>
<b>Mentoring/Peer support</b>	Group work offering reciprocal support to individuals through discussion and activities, and generally led by a facilitator.

# National Find and Connect

## Description

The National Find and Connect program provides specialist counselling, referral services, education and social support to locate and access records so that Forgotten Australians and Former Child Migrants may reconnect with family members (where possible). Find and Connect includes a support service in each state and territory, a national web resource to assist with records tracing and access, and representative groups that are funded to support stakeholders and present consolidated views and advice to Government and the sector.

## Who is the primary client?

Primary clients for this program activity are Forgotten Australians and Former Child Migrants. The majority of clients for this program activity are adults.

## What are the key client characteristics?

Adults who are Forgotten Australians and Former Child Migrants (also known as Care Leavers) who were in institutional care as children before 1990. These people are adversely affected by past institutional and child-welfare policies and practices.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service. It is expected that no more than 15 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that work best for them and their staff.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for the majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed impact of immediate crisis</li> <li>Changed knowledge and access to information</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	All four Community outcomes are relevant for this program activity

## Collecting extended data

All organisations are strongly encouraged to participate in the partnership approach by recording extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

Organisations are encouraged to collect the 'service setting' to help differentiate where services are provided, e.g. organisation outlet/office, client's residence, community venue, partner organisation's facilities, telephone (including video-conferencing or online chat), or digital. 'Service setting' may be selected for each session with (or on behalf of) a client.

Please refer to the Data Exchange [Protocols](#) for a full description of the service setting categories

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with clients to gather information about their circumstances and support needs.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a warm referral is made to another service within or external to the organisation.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes life skills courses, accessing education and training including re-engaging with the education system.
<b>Counselling</b>	Working through a particular issue such as personal relationship concerns or financial concerns, as delivered by an industry recognised qualified professional.
<b>Advocacy/Support</b>	Representation on behalf of the client. Support of the client to reconnect with family.
<b>Records search</b>	Records research on behalf of the client. Contact with the client regarding records.
<b>Community capacity building</b>	Group activities targeted at building and/or strengthening community awareness, promoting community relationships and social cohesion. These include common interest workshops/activities, outdoor activities, events including anniversary commemorations, drop-in centre, art and crafts, cook-ups and other social support programs. These social activities and

Service Type	Example
	events enhance the health and wellbeing of clients and provide a sense of community.
<b>Mentoring/Peer support</b>	<p>Semi-structured individual and group work sessions, offering reciprocal support and encouragement to clients through discussion and activities built on shared personal experience and empathy, and generally led by a lived experience facilitator who prepares content and guides the discussion.</p> <p>Sessions provide an opportunity for sharing issues within a safe environment, while working towards appropriate solutions, as well as information, resources and knowledge about relevant topics. Sessions can help clients articulate their service needs, and can bridge the gap between clinical practice and direct personal experience. These activities are designed to improve coping strategies, mental health and wellbeing of participants.</p>
<b>Outreach*</b>	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.

\* Please restrict use of 'outreach' as this service type is being phased out and will be removed on 1 January 2021. The department views 'outreach' as a delivery method which can now be recorded using 'service setting' (at the session level).

# Redress Support Services

## Description

Redress Support Services provide timely and seamless access to trauma-informed and culturally appropriate community-based support services to assist people's engagement with the [National Redress Scheme](#) (the Scheme) for people who experienced institutional child sexual abuse.

## Who is the primary client?

Primary clients for this program activity are people who are engaging with the Scheme. Engagement could be at any stage throughout the process, including where a person:

- enquires about the Scheme, or prepares to make an application
- completes, or receives help with completing, an application for redress
- awaits a determination on their application for redress. This includes completing any additional processes as requested or required by the Scheme
- receives a determination from the Scheme. This includes considering whether to accept or decline an offer of redress, or requesting an internal review of a determination, and
- accepts an offer of redress and accesses any of the three components of redress they choose.

Where the Redress Support Service deems that it is in the best interest of the person who experience institutional child sexual abused to assist a family member, close friend or support worker, for the delivery of services to these individuals, they are considered clients. For example, a support worker may wish to assist the family member with strategies for supporting the client as they complete an application for redress, and this would be recorded as a counselling session.

## What are the key client characteristics?

People who experienced sexual abuse as children (under the age of 18 years) in an institutional setting before the commencement of the Scheme on 1 July 2018. The majority of clients for this program activity are now adults, but children who experienced abuse in institutional contexts can also access support through this program activity.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include family members, close friends or a support worker who are present but not directly receiving a service.

## Should unidentified clients be recorded?

This program activity provides face-to-face support to clients across all stages of the Scheme, therefore it is expected that no more than 10 per cent of your clients should be recorded as unidentified clients in each reporting period.

It is appropriate to record unidentified clients when providing an awareness session to share general information and advice about the Scheme to broad audience (like a community forum) where it is impractical to collect individual details.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should only create cases that reflect their own administrative processes.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>Changed knowledge and access to information</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	No Community outcomes are relevant for this program activity

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with clients to gather information about their circumstances and their support needs.
<b>Information/Advice/Referral</b>	Provide information or advice/guidance in relation to the scheme, or provide clients with a warm referral to another service.
<b>Advocacy/Support</b>	<p>Advocacy on behalf of the client, collaboration with other services (e.g. Centrelink) and specialists, collaboration with community stakeholders and networks.</p> <p>Use this service type when assisting a client to undertake a Direct Personal Response, including preparation, attending the Direct Personal Response and debriefing.</p>
<b>Records search</b>	Contact with a client regarding records research. Use this service type when resources are specifically allocated to help a client find and/or access records to inform their application for redress.
<b>Awareness session</b>	<p>Holding an event or activity to promote, raise awareness, or communicate information about the scheme to the community.</p> <p>Unidentified clients is acceptable here only when the session primarily provides general information or advice to a broad audience.</p> <p>It should not be used where the session includes an element of counselling (e.g. group therapy sessions) or intensive support (e.g. application assistance) to a group of clients.</p>
<b>Intensive support</b>	Provide counselling or support to assist clients to complete, or complete on their behalf, an application for redress to the scheme. Provide additional information to the Scheme as needed, and support clients to understand and respond to a determination on an application for redress.
<b>Counselling</b>	Individual or group work to assist clients with safety and wellbeing or to work through a particular issue, as delivered by an industry recognised qualified staff member. This includes support for clients before completing the application for redress, during the application process where the session is solely on managing wellbeing, and while the



Service Type	Example
	<p>Scheme assesses an application.</p> <p><b>Use ‘Intensive Support’</b> service type when providing any support relating to the completion of the application form.</p>
<p><b>Advocacy and internal review</b></p>	<p>Once a person receives a determination on an application for redress from the Scheme, they may request the Scheme undertake an internal review of the determination.</p> <p>Use this service type when providing service to a client between the time they request an internal review from the Scheme, up to the point at which the determination of that review is made known to the client where the service relates to the internal review.</p> <p><b>Do not</b> use this service type if a person has received a determination but has not requested the Scheme undertake an internal review.</p>

## Digital Literacy for Older Australians

This program adopts a family and community-centred approach to supporting and coaching older Australians, while at the same time helping them to realise the relevance and value of being connected online and access appropriate learning support.

In 2017, following some research and concept testing, the Department identified 'Be Connected' as the preferred program name and branding for the 'Digital Literacy for Older Australians' initiative.

# Be Connected

## Description

Be Connected, aims to improve the skills, confidence and online safety of older Australians in using digital technology.

The program adopts a family and community-centred approach to supporting and coaching older Australians, while at the same time helping them to realise the relevance and value of being connected online and access to appropriate learning support. Learning and exposure to computers and the internet will be through one-on-one, face-to-face, self-paced learning with the help of family and friends at home, carers in aged care facilities or tutors/mentors in local community-based groups such as libraries, community centres, community clubs, etc.

## Who is the primary client?

Anyone aged 50 years and over who has low or no engagement with digital technology.

## What are the key client characteristics?

- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People in a low Socio-economic Indexes for Area (SEIFA)
- People residing in a rural or remote area.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients, carers of clients/ care recipients, children of clients, community leaders/mentors/informal care givers. .

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only 25 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each course. To protect client privacy, family names or other identifying information should never be recorded in the Case ID field.

## What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Personal and family safety</li></ul>	<ul style="list-style-type: none"><li>▪ Changed knowledge and access to information</li><li>▪ Changed skills</li><li>▪ Empowerment, choice and control to make own decisions</li></ul>	<ul style="list-style-type: none"><li>▪ I am satisfied with the services I have received</li></ul>	<ul style="list-style-type: none"><li>▪ Group/community knowledge, skills, attitudes and behaviours</li><li>▪ Organisational knowledge, skills and practices</li></ul>

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Fundamental life skills</b>	Includes the following topics: <ol style="list-style-type: none"> <li>1. The absolute basics</li> <li>2. Getting to know your device</li> <li>3. Getting started online</li> <li>4. Safety first</li> </ol>
<b>Social participation</b>	Includes the following topics: <ol style="list-style-type: none"> <li>5. More online skills</li> <li>6. Connecting to others</li> <li>7. What is data?</li> <li>8. What is Wi-Fi?</li> <li>9. Online hobbies</li> <li>10. Apps – little programs that do a lot</li> </ol>
<b>Education and skills training</b>	Includes activities in the following areas: <ul style="list-style-type: none"> <li>▪ ‘Digital playground’, a practice area involving instructional videos, printable instructional text, and interactive practice activities.</li> <li>▪ ‘Games’, to practice mouse dexterity, keyboard skills, and gain computer confidence.</li> </ul>
<b>Specialist support</b>	Includes content related to Phase 3 activities, including setting up and getting started with different mobile and desktop devices (both new and second-hand).

## Families and Children Program

The Families and Children Program aims to strengthen relationships, support families, improve children's wellbeing and increase the participation in community life to strengthen family and community functioning, and reduce the costs of family breakdown. The program provides a range of services focused on strengthening relationships and building parenting and financial management skills, as well as providing support for better community connections and services to help new migrants in their transition to life in Australia.

Services delivered under the Families and Children Program provide support to families to improve the wellbeing of children and young people to enhance family and community functioning, as well as increasing the participation of vulnerable people in community life.

The following program activities are included in Families and Children Program:

- Budget Based Funded Program
- Children and Parenting Support Services
- Communities for Children Facilitating Partners
- Family and Relationship Services
- Family and Relationship Services – Inter-Country Adoption
- Family and Relationship Services – Specialised Family Violence
- Home Interaction Program for Parents and Youngsters
- Intensive Family Support Services
- Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)
- The Fathering Project

# Budget Based Funded Program

## Description

The Budget Based Funded (BBF) program focuses on providing families with flexible, affordable and accessible adjunct care and early learning services. Early learning services should be responsive to the needs of today's families (who do not always work the traditional nine-to-five day, five-day working week) to ensure that children are fully prepared for learning and life. The main objective of BBF is the provision of quality services that promote positive learning and development outcomes for school readiness and allow parents to access educational and training opportunities. This requires the support and delivery of services in a limited number of approved locations where the market would otherwise fail to meet the needs of children and families.

## Who is the primary client?

The child is the primary client for this program where activities either target infant to primary school age children at risk, or where activities assist disadvantaged parents or migrant families with caring responsibilities for children.

The parents of children are also primary clients for this program where activities target training for parents, parental capacity building and family counselling sessions.

## What are the key client characteristics?

- People who have arrived in Australia in the last five years
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People residing in low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People receiving government payments, pensions allowances and/or cashless debit card holders
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People unable to access services catering for traditional nine-to-five, five-day working week.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#). For this program activity, support persons may include carers of clients, care recipients, families of clients, case/support workers, parents/guardians or community leaders/mentors.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than **10 per cent of your clients** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on the appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that works best for them and their staff, and will be useful over multiple reporting periods.

Where an organisation primarily delivers one-on-one services, a case can be created for each individual client. To protect client privacy, names should never be used in the Case ID field; the Client ID number can be used instead. This way, all contact had with a specific client is recorded in the same place and is easy to find for future use.

Where an organisation primarily delivers services to couples or families, a case can be created for each couple or family unit. To protect client privacy, names should never be used in the Case ID field. Organisations should use other identifying nomenclature, such as 'FamilyA24' or 'Couple 26'. This way, all contact had with members of that group, whether some or all, is recorded in the same place and is easy to find for future use.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach.

The following SCORE areas have been identified as the most relevant. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age appropriate development</li> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> <li>Physical health</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Organisational knowledge, skills and practices</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Social cohesion</li> </ul>

### For this program activity, when should each service type be used?

The service type describes the main focus for the session being delivered. If a session covers multiple service types the most relevant one should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Carer support</b>	Supporting carers to establish and maintain relationships with individuals and/or organisations that are able to provide support and services to maintain their own wellbeing and caring role while maintaining/improving their employment/educational opportunities.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than on an individual basis. Examples include school based groups such as breakfast clubs, skill building groups and awareness raising activities for children/youth.
<b>Counselling</b>	Includes one-on-one as well as family group counselling sessions and delivered/facilitated by an industry recognised qualified staff member
<b>Education and skills training</b>	Assisting parents and carers (as clients) to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training.
<b>Family capacity building</b>	Service delivery to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups home-based support including assistance with developing family centred activities, establishing routines and practical help with tasks.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation. Examples include informal parenting advice.
<b>Intake and assessment</b>	Initial meeting with clients to gather information and match them to services.

# Children and Parenting Support Services

## Description

Children and Parenting Support Services have a primary focus on children aged 0-12 years and provide support to children and their families based on prevention and early intervention. Services actively seek to identify issues that are, or could, impact on child or family outcomes and provide appropriate referrals before these issues escalate.

## Who is the primary client?

Primary clients for this program activity are children and young people aged 0-12, up to 18 years. This program also delivers services to vulnerable and disadvantaged children and families who are at risk of poor outcomes.

## What are the key client characteristics?

- People aged 0-12, up to 18 years (who may also be young parents)
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#). For this program activity, support persons may include families of clients, parents, guardians (who are present but not directly receiving a service), or carers.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only 10 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that work best for them and their staff, and will be useful over multiple reporting periods.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Family functioning</li><li>▪ Mental health, wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>▪ Changed knowledge and access to information</li><li>▪ Engagement with relevant support services</li><li>▪ Changed impact of immediate crisis</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community structures and networks</li></ul>



**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Initial meeting with clients to gather information and match them to services.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
<b>Education and skills training</b>	Assisting parents and carers (as clients) in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than on an individual basis. Examples include school based groups such as breakfast clubs, skill building groups and awareness raising activities for children/youth.
<b>Counselling</b>	Includes one-on-one as well as family group counselling sessions and delivered/facilitated by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	Advocacy on behalf of the client, collaboration with other services and specialists, collaboration with community stakeholders and networks.
<b>Community capacity building</b>	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic or subject. Community capacity activities are delivered to a group rather than to individuals or families.
<b>Family capacity building</b>	Service delivery to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups, home-based support including assistance with developing family centred activities, establishing routines and practical help with tasks.
<b>Mentoring/Peer support</b>	Support group work offering participants support through discussion and activities and generally includes a facilitator.

# Communities for Children – Facilitating Partners

## Description

Communities for Children Facilitating Partners (CfC-FP) are a place-based service which develops and facilitates a 'whole of community' approach to early childhood development and wellbeing for children from 0 – 12 years (but can include children up to 18 years).

CfC-FP builds on local strengths to meet community needs and create capability within local service systems, using strong evidence of what works in early intervention and prevention. The service collaborates with other organisations, and funds other organisations (known as Community Partners) to provide services including parenting support, group peer support, case management, home visiting services and other supports to promote child wellbeing.

## Who is the primary client?

Primary clients for this program activity are children and their families.

## What are the key client characteristics?

- Children aged 0-12 years (but can include children up to 18 years)
- Young parents
- Children and families residing in a low Socio-economic Indexes for Areas
- Children and families on government payments, pensions and allowances.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients, parents, guardians (who are present but not directly receiving a service), or a case/support worker.

In most cases, a support person is not likely to have achieved an outcome. If outcomes are recorded, it is possible that this is a client rather than a support person.

## Should unidentified clients be recorded?

Communities for Children Facilitating Partners fund programs that are client facing where ongoing relationships are formed, therefore it is expected that only 15 per cent of your Community Partners' clients **or less** should be recorded as unidentified clients in each reporting period.

An example of where use of unidentified clients is appropriate would include large events attended by the general public, such as a family fun day. Group clients should not be recorded for other types of activities.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## Is data sharing mandatory?

Sharing data between Facilitating Partners and Community Partners is voluntary and can commence or cease at any time through the Data Exchange portal. This is a matter for delivery partners to manage.

## How should cases be set up?

Organisations should set up cases to reflect the local activity being delivered under their Activity Work Plan (AWP).

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Community participation and networks</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with clients to gather information and match them to services.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation
<b>Education and skills training</b>	Assisting parents and carers (as clients) in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group rather than an individual basis. Examples include school based groups and awareness raising activities for children/youth.
<b>Advocacy/Support</b>	Advocacy on behalf of the client, collaboration with other services and specialists, collaboration with community stakeholders and networks.
<b>Community capacity building</b>	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic or subject. Community capacity activities are delivered to a group rather than to individuals or families.
<b>Family capacity building</b>	Service delivery to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups home-based support including assistance with developing family-centred activities, establishing routines and practical help with tasks.
<b>Governance</b>	<b>Facilitating Partners (FP) ONLY.</b> Used for administration of CfC sites, e.g. Committee meetings and advisory working groups.
<b>Community engagement</b>	<b>FP ONLY.</b> Ongoing consultations, meetings, focus groups, interviews, capacity building workshops, community consultations, co-designed and co-delivered activities.
<b>Service system capability/Capacity</b>	<b>FP ONLY.</b> Strategic planning, workshops and forums. Training other providers or professionals. Working with networks. Promotion of evidence based programs and validation.

# Family and Relationship Services

## Description

Family and Relationship Services aim to strengthen family relationships, prevent breakdown and ensure the wellbeing and safety of children through the provision of broad-based counselling and education to families of different forms and sizes. These services focus primarily on prevention, early intervention and target critical family transformations, including formation, extension, and/or separation.

## Who is the primary client?

This program is a universal service that provides prevention, early intervention and support for families, couples, children and individuals. Priority should be given to couples forming long-term relationships, families experiencing relationship issues or who at risk of breakdown, families with children at risk of abuse or neglect, and families experiencing disadvantage or vulnerability.

## What are the key client characteristics?

- Families, couples and children (as described above)
- People living in crisis, emergency or transition accommodation and/or identifying as homeless

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, families or friends (who are present but not directly receiving a service), case or support workers.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only 10 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

This program may include group education, skills or information sessions. However, organisations should collect client details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Age-appropriate development</li><li>▪ Family functioning</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community infrastructure and networks</li></ul>

### For this program activity, when should each service type be used?

The service types below are not limited to these examples, but are a small selection of possible services that could be provided under this program activity. Always refer to your grant agreement and Family and Children Program Guidelines for additional guidance.

Service Type	Example
<b>Advocacy/Support</b>	Providing support to a family member making an appearance in the Family Court.
<b>Child/youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group rather than individual basis.
<b>Community capacity building</b>	Developing a community's skills in strengthening family relationships.
<b>Counselling</b>	Counselling for couples, families, children or vulnerable people experiencing relationship issues.
<b>Education and skills training</b>	Relationship education courses, or skills and education training for families, children and couples.
<b>Family capacity building</b>	Strengthening family capacity by improving communication skills between parents and children.
<b>Information/Advice/Referral</b>	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.).
<b>Intake and assessment</b>	Assessing a client in an initial session.

# Family and Relationship Services - Inter-country Adoption

## Description

The Intercountry Adoption Family Support Service is a free, independent, nation-wide service that provides post placement support to families formed by inter-country adoption, those engaged in the inter-country adoption process and adult inter-country adoptees. The service provides counselling, information and support to assist with a range of issues faced by adoptees and their adoptive families.

## Who is the primary client?

This is a universal service available to people involved in the inter-country adoption process. The service can be accessed free of charge by people considering adopting a child from overseas, people engaged in the adoption process, and post-placement; including children, teenagers and adults who have been adopted from overseas and their families.

## What are the key client characteristics?

- Individuals adopted through inter-country adoption in Australia from culturally and linguistically diverse backgrounds
- People identifying as having a condition, impairment or disability.

**Please Note:** At least one prospective adoptive parent must be an Australian citizen to access the inter-country adoption process; therefore adoptive families are generally composed of one or more Australians.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, families or friends (who are present but not directly receiving a service), case or support workers.

## Should unidentified clients be recorded?

Intercountry Adoption has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only 5 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Family functioning</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community infrastructure and networks</li><li>▪ Group/community knowledge, skills, attitudes and behaviours</li><li>▪ Organisational knowledge, skills and practices</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
<b>Community capacity building</b>	Development of a communities skills/cohesion or understanding of a topic or subject. Community capacity activities' are delivered to a group of people rather than an individual.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, as delivered by an industry recognised qualified staff member.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Family capacity building</b>	Support actions that help the family manage their lives effectively such as: relationship building, conflict resolutions and communications, home-based support including assistance with developing family centered activities, establishing routines and practical help with tasks.
<b>Intake and assessment</b>	Assessing a client in an initial session.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
<b>Records search</b>	Searching for, or provision of clients' historic records such as birth certificates, adoption records or other contextual historic records.

# Family and Relationship Services – Specialised Family Violence

## Description

The Specialised Family Violence Services (SFVS) is a component of the Family and Relationship Services (FaRS) Sub-Activity. It contributes to the strategic vision of the National Plan to Reduce Violence against Women and their Children 2010-2022 that 'Australian women and their children live free from violence in safe communities' and its action plans. This will be achieved through delivery of specialised services that support individuals, couples, children and families who are experiencing or at risk of family or domestic violence.

## Who is the primary client?

Primary clients for this program activity are families and children.

## What are the key target group client characteristics for this program?

- People who have arrived in Australia in the last five years
- People living in crisis, emergency or transition accommodation and/or identify as homeless.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, families or friends (who are present but not directly receiving a service), case or support workers.

## Should unidentified clients be recorded?

Specialised Family Violence Services have limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only 10 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period. Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Family functioning</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community infrastructure and networks</li><li>▪ Group/community knowledge, skills, attitudes and behaviours</li><li>▪ Organisational knowledge, skills and practices</li></ul>



**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Advocacy/Support</b>	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
<b>Child/ Youth focussed groups</b>	Group interventions for children and/or youth who have experienced or witnessed family and domestic violence, focusing on child therapeutic approaches.
<b>Community capacity building</b>	Capacity sessions for community organisations (e.g. Sporting clubs, Men's Sheds) to target clients who could be violent against family members. Sessions engaging clients to promote cultural change.
<b>Counselling</b>	Domestic violence counselling services.
<b>Education and skills training</b>	A program for People who have experienced abuse in their family relationships, or a behavioural change program.
<b>Family capacity building</b>	Group program to strengthen relationships between parents and their children.
<b>Information/Advice/Referral</b>	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.)
<b>Intake/Assessment</b>	Assessing a client in an initial session.

# Home Interaction Program for Parents and Youngsters (HIPPY)

## Description

HIPPY is a two-year, home-based, early learning and parenting program for families with young children.

## Who is the primary client?

The primary clients for this program are children aged four and five years, parents/carers and tutors (who may also be parents/carers in the program).

## What are the key client characteristics?

Children aged 4-5 years old and their parents/carers:

- residing in a low Socio-economic Indexes for Areas (SEIFA) area
- residing in a rural or remote area
- identifying as Aboriginal or Torres Strait Islander
- from a cultural and linguistically diverse background

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons would be people who are present but not directly receiving the service.

## Should unidentified clients be recorded?

HIPPY provides face-to-face support and group sessions where both children and their family members are known to the service.

No unidentified clients are expected to be recorded in the Data Exchange for HIPPY promotional events attended by the general public, such as information sessions and community participation sessions. Attendance at such events are to be reported via an Activity Work Plan.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

The recommended case structure for this program activity is the family unit, in order to collect demographic information for all family members and groups within the same case.

To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. Family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

## The partnership approach

For this program, the service provider is strongly encouraged to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

Please refer to the Data Exchange [Protocols](#) (sections 6 and 11) for more information.

## What areas of SCORE are most relevant for this program activity?

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. Where practical, it is also recommended that you collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for the majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity

### For this program activity, when should each service type be used?

**Note:** The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	This service type is used for “Family Baseline Enrolment Journey” when the Site Coordinator meets with a HIPPY Parent/Carer/Child and completes an enrolment form and baseline journey (assessment) for measurement of the child/family and community outcomes and can be used for SCORE.
<b>Information/Advice/Referral</b>	<p>This service type is used when a HIPPY Parent/Carer/Child receives general information while attending a group meeting during enrichment.</p> <p>It can also be used when a HIPPY Parent/Carer/Child receives individualised specific information or a referral/service connection as part of family engagement with HIPPY.</p> <p><b>Note – HIPPY promotional events attended by the general public such as information sessions and community participation events are to be reported via Activity Work Plans.</b></p>
<b>Education and skills training</b>	<p>This service type is used when a HIPPY Parent/Carer/Child receives specific information while attending a group meeting during enrichment, such as computer skills/digital literacy/online safety or new skills and interests for HIPPY parents.</p> <p>It can also be used when a HIPPY Tutor is undertaking education and skills training activities, including :</p> <ul style="list-style-type: none"> <li>tutor training (HIPPY program content/curriculum)</li> <li>supervised home visits and tutor reflection</li> <li>tutor professional development</li> </ul>

Service Type	Example
<b>Community capacity building</b>	<p>This service type is used when a HIPPY Parent/Carer/Child is attending group meetings where the enrichment topic relates to community capacity building, such as:</p> <ul style="list-style-type: none"> <li>▪ safety (e.g. child safety, fire safety, road safety, police safety)</li> <li>▪ diversity and culture</li> <li>▪ events, field trips and excursions</li> <li>▪ getting to know the community, programs and services.</li> </ul> <p><b>Note – HIPPY promotional events attended by the general public such as information sessions and community participation events are to be reported via Activity Work Plans.</b></p>
<b>Core component completed</b>	<p>This service type is used to assess that a HIPPY participant has completed core components of the program at the time of the session. This would also be the point in time where an exit interview or SCORE outcomes assessment would take place.</p>
<b>Family capacity building</b>	<p>This service type is used for home visits to a HIPPY family where a HIPPY Parent/Carer/Child receives delivery of the HIPPY curriculum via the HIPPY activity packs.</p> <p>It can also be used when a HIPPY Parent/Carer/Child receives information while attending a group meeting where the enrichment topic relates to family capacity building, such as:</p> <ul style="list-style-type: none"> <li>▪ transition to school</li> <li>▪ creative activities for the family</li> <li>▪ early childhood development</li> <li>▪ early literacy and numeracy</li> <li>▪ family health, nutrition, behaviour and wellbeing</li> <li>▪ parenting techniques.</li> </ul>
<b>Facilitate employment pathways</b>	<p>This service type is used for group meetings with a HIPPY Parent/Carer, where the enrichment topic relates to employment and study skills pathways such as “employment/study seeking”.</p> <p>It is also used when a HIPPY Tutor engages in the Pathways to Possibilities process, including:</p> <ul style="list-style-type: none"> <li>▪ tutor professional development and training</li> <li>▪ Tutor Pathways to Possibilities (skills development activity)</li> <li>▪ Tutor Pathways to Possibilities (review).</li> </ul>
<b>Service review</b>	<p>This service type is used to establish, through contact/time spent with the client, that they will no longer be considered an active participant, even though core components of the program may have not been completed. An exit interview and a SCORE assessment may also occur.</p> <p>Note - this service review requires direct contact with the client (in person, by phone, or other form of interaction). It should not be used when there has not been direct contact with the client which could enable such a review.</p>

# Intensive Family Support Services

## Description

Intensive Family Support Services are evidence-informed and outcomes-based and focus on reducing child neglect and increasing the capacity of families to support their children to be safe, nurtured and thriving.

Intensive Family Support Services provides the most vulnerable families in identified communities in the Northern Territory and South Australia with practical parenting education and support to parents and caregivers in their communities and homes for up to 12 months, to help them improve the health, safety and wellbeing of their children.

## Who is the primary client?

Primary clients for this program activity are children, carers and families.

## What are the key client characteristics?

Families in identified communities with children aged 0-12 years, where child neglect concerns have been raised.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, mothers, partners of fathers, guardians or family members (who are present but not directly receiving a service), case or support workers.

## Should unidentified clients be recorded?

Intensive Family Support Services have limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 2 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## What areas of SCORE are most relevant for this program activity?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
All eleven Circumstance outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed impact of immediate crisis</li><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Engagement with relevant support services</li></ul>	<ul style="list-style-type: none"><li>I am better able to deal with issues that I sought help with</li></ul>	<ul style="list-style-type: none"><li>Group/community knowledge, skills and behaviours</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Initial engagement, family planning.
<b>Information/Advice/Referral</b>	Referral to other services, service planning and case work.
<b>Education and skills training</b>	Parenting and life skills training and education.
<b>Advocacy/Support</b>	Advocacy on behalf of the client, support of the client.
<b>Community capacity building</b>	Activities that promote community relationships and awareness, group workshops/activities, provision of information/education sessions, interagency service meetings.
<b>Outreach</b>	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
<b>Family capacity building</b>	Activities that promote strong family interactions, group workshops/activities.

# Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)

## Description

Specialised Family Violence Services – 4AP (SFVS-4AP) is a component of Family and Relationship Services (FaRS) Sub-Activity. It contributes to the strategic vision in the Fourth Action Plan (4AP) of the *National Plan to Reduce Violence against Women and their Children 2010-2022* that 'Australian women and their children live free from violence in safe communities' and its action plans. This will be achieved through delivery of specialised services that support individuals, couples, children and families who are experiencing or at risk of family or domestic violence.

## Who is the primary client?

Primary clients for this program activity are families and children.

## What are the key target group client characteristics for this program?

There are six priority cohorts for this program activity:

- Aboriginal and Torres Strait Islander people,
- People from culturally and linguistically diverse (CALD) backgrounds,
- Women with disability,
- Children and young people,
- Lesbian, Gay, Bisexual, Trans, Intersex and Queer (LGBTIQ) communities, and
- People who use violence.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the [Data Exchange website](#).

For this program activity, support persons may include carers of clients, care recipients, parents/guardians, family and community members (who are present but not directly receiving a service), legal representatives, case or support workers.

## Should unidentified 'group' clients be recorded?

Specialised Family Violence Services – 4AP have limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only **10 per cent of your clients or less** should be recorded as unidentified 'group' clients in each reporting period. Please refer to the [Data Exchange Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## The partnership approach

All SFVS – 4AP organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for the majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you could also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## Collecting extended data

For this program activity, it is recommended that you collect the following extended data items, where possible:

Case Level Data
<ul style="list-style-type: none"> <li>Referral source</li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
<b>Child/ Youth focussed groups</b>	Group interventions for children and/or youth who have experienced or witnessed family and domestic violence, focusing on child therapeutic approaches.
<b>Community capacity building</b>	Capacity sessions for community organisations (e.g. Sporting clubs, Men's Sheds) to target clients who could be violent against family members. Sessions engaging clients to promote cultural change.
<b>Counselling</b>	Domestic violence counselling services.
<b>Education and skills training</b>	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
<b>Family capacity building</b>	Group program to strengthen relationships between parents and their children.
<b>Information/Advice/Referral</b>	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.)
<b>Intake/Assessment</b>	Assessing a client in an initial session.



# The Fathering Project

## Description

Provide early intervention and prevention support to children and their families. Services seek to identify issues such as risk of neglect or abuse, within families, and provide interventions or appropriate referral(s) before these issues escalate. The Fathering Projects aims to improve child outcomes (with a focus on school-age children) by inspiring and equipping fathers and father figures to engage with their children.

Note, only the client-facing aspects of this program will report via the Data Exchange (i.e. not the development of websites, or web-based resources).

## Who is the primary client?

Fathers and father figures, particularly of school age children in vulnerable families.

## What are the key client characteristics?

- Fathers of children aged 0-12 (in some cases up to 18 years)
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- Father who is a member of a family identified as vulnerable in the school community.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#). For this program activity, support persons may include families of clients, carers, case / support workers and community leaders, mentors and informal care givers.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that **30 per cent of your clients or less** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include group activities and community events. However, organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that work best for them and their staff, and will be useful over multiple reporting periods.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Education and skills training</li><li>▪ Family functioning</li><li>▪ Personal and Family Safety</li></ul>	<ul style="list-style-type: none"><li>▪ Changed behaviours</li><li>▪ Changed knowledge and access to information</li><li>▪ Changed skills</li><li>▪ Engagement with relevant support services</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Group / community knowledge, skills, attitudes and behaviours</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Advocacy/Support</b>	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts
<b>Child / Youth focussed groups</b>	Group interventions for children and/or youth who have experienced or witnessed family and domestic violence, focusing on child therapeutic approaches
<b>Community capacity building</b>	Capacity sessions for community organisations (e.g. Sporting clubs, Men's Sheds) to target clients who could be violent against family members. Sessions engaging clients to promote cultural change
<b>Counselling</b>	Domestic violence counselling services
<b>Education and skills training</b>	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
<b>Family capacity building</b>	Group program to strengthen relationships between parents and their children.
<b>Information / Advice / Referral</b>	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.)
<b>Intake / Assessment</b>	Assessing a client in an initial session.

## Financial Wellbeing and Capability (FWC)

Under the Financial Wellbeing and Capability (FWC) activity, the Government provides support to individuals and families to navigate financial crises and build financial wellbeing, financial capability, and resilience. FWC targets those most at risk of financial exclusion and disadvantage and helps people in times of immediate financial crisis, as well as helps them build longer-term financial capability.

FWC services are aimed at easing financial crisis, addressing financial stress and hardship, and increasing financial literacy across Australia, with the intent of improving life outcomes. Services are free, voluntary and confidential and generally delivered by community organisations.

The following program activities are included in Financial Wellbeing and Capability:

- Commonwealth Financial Counselling and Financial Capability
- Problem Gambling
- Financial Counselling Helpline
- Financial Crisis and Material Aid – Emergency Relief
- Financial Resilience
- NILS-CV
- NILS-DV
- Money Support Hubs

# Commonwealth Financial Counselling and Financial Capability

## Description

Commonwealth Financial Counselling and Financial Capability services are delivered by community and local government organisations to help people address their financial problems, make informed choices and build longer-term ability to budget and manage their money. Commonwealth Financial Counselling and Financial Capability services consist of two sub-components:

### 1. Commonwealth Financial Counselling

Helps people address their financial problems through the provision of information, advocacy and/or negotiation on behalf of the client.

Financial counsellors provide intensive support through an in-depth assessment of a person's financial situation to understand the extent of the person's financial difficulties and to identify options to address these. They encourage the person to participate in the planning and decision-making process. Financial counsellors may also refer clients to other sources of support and assistance, such as addiction support services, as necessary.

### 2. Financial Capability

Helps people to build longer-term capability to budget and manage their money better and make informed financial decisions. These services provide:

- financial literacy education
- one-on-one budgeting support to individuals
- non-accredited financial literacy community education workshops to eligible people.

Financial Capability services supports eligible people with employment readiness through improving financial knowledge, skills and capabilities to assist them to achieve employment. Financial Capability helps people to build longer-term financial capability to budget and manage their money and to make informed choices about their money in the future. Financial Capability workers deliver basic financial literacy education, information and coaching. They maintain a strong focus on supporting clients to change their behaviour and 'learn by doing'.

## Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

## What are the key client characteristics?

Client eligibility to receive Commonwealth Financial Counselling services is restricted solely to people unable to pay their bills or at imminent risk of not being able to do so.

Client eligibility to receive Financial Capability services is restricted to:

- those in receipt of a Commonwealth social security benefit, allowance or payment
- newly arrived migrants/non-citizens (priority to be given to newly arrived refugees)
- women experiencing family violence for the purpose of assisting these women to become financially independent.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include a case or support worker.

## Should unidentified clients be recorded?

Commonwealth Financial Counselling and Financial Capability services provides face-to-face support where clients are known to the service and ongoing relationships are formed, therefore no more than **5 per cent of clients** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Education and skills training</li><li>Employment</li><li>Family functioning</li><li>Financial resilience</li><li>Material wellbeing and basic necessities</li><li>Mental health, wellbeing and self-care</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Gathering information on a client's needs, assessing eligibility, matching clients to services available, initial assessment of an individual's financial literacy/ability to budget.

Service Type	Example
<b>Information/Advice/Referral</b>	<p>Provision of standard advice/guidance or information in relation to a specific topic, such as consumer rights, fee free bank accounts, online financial literacy training, whether a financial counsellor may be required, and/or hardship programs.</p> <p>Please note for Commonwealth Financial Counselling, 'advice' does not refer to financial or legal advice.</p>
<b>Education and skills training</b>	<p>Assisting clients in learning or building knowledge and skills about a topic, such as one-to-one and group financial literacy training, workshops, budget development training, workshops aimed to build self-confidence in speaking effectively with creditors.</p>
<b>Counselling</b>	<p>Working with clients to improve particular issues such as relationship or financial concerns.</p>
<b>Advocacy/Support</b>	<p>Advocating on a client's behalf to another entity such as a government body or other organisation. This could include assistance in completing a hardship application form, searching for an appropriate bank account, providing support to a client self-advocating, advocating on behalf of a client to a bank, debt collector or energy company.</p>
<b>Community capacity building</b>	<p>Development of a community's skills or understanding on topics (i.e., consumer rights, fee free banking, payday lenders), running community education workshops, community engagement activities with gambling venues and other community services.</p>
<b>Access to money (Loans)</b>	<p>Providing access for vulnerable people to safe and affordable financial products. For use when assisting an individual to complete a No Interest Loans Scheme (NILS) form to be submitted to a NILS provider or assisting the families or partners of problem gamblers to access safe finance such as NILS. Note: NILS organisations should report against this service type under the separate Financial Resilience – Microfinance program activity.</p>

# Problem Gambling

## Description

The Problem Gambling activity provides specialist financial counselling for those affected by problem gambling and their families.

## Who is the primary client?

Primary clients for this program activity are people (individuals and family members) with financial issues as a result of problem gambling.

## What are the key client characteristics?

Client eligibility is restricted to people unable to pay their bills or at imminent risk of not being able to do so.

## Who might be considered 'support persons'?

Support persons are unlikely to be relevant for the Problem Gambling activity.

## Should unidentified clients be recorded?

The Problem Gambling activity provides face-to-face support where clients are known to the service and ongoing relationships are formed, therefore **5 per cent of clients or less** should be recorded as unidentified.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Family functioning</li><li>Financial resilience</li><li>Material wellbeing and basic necessities</li><li>Mental health, wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed impact of immediate crisis</li><li>Changed knowledge and access to information</li><li>Empowerment, choice and control to make own decisions</li><li>Engagement with relevant support services</li></ul>	<ul style="list-style-type: none"><li>The service listened to me and understood my issues</li><li>I am better able to deal with issues that I sought help with</li></ul>	<ul style="list-style-type: none"><li>Organisational knowledge, skills and practises</li></ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Gathering information on clients' needs, matching clients to services, initial assessment of financial literacy/ability to budget or assess the seriousness of their situation.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic, such as one-to-one budget development, accessing hardship programs, and budget management training, and information about services in gambling venues.
<b>Education and skills training</b>	Assisting a client in learning or building skills about a topic, such as budget development training and self-advocacy.
<b>Counselling</b>	Working with clients to improve financial concerns or supporting the families or partners of problem gamblers.
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance. This category includes negotiation alongside, or on behalf of, the client (e.g. with creditors).
<b>Community capacity building</b>	Development of a community's skills/understanding on topics such as consumer rights, fee-free banking, and payday lenders. Includes community education workshops, and working with gaming venues and state and territory funded problem gambling services.
<b>Access to money (Loans)</b>	Providing access for vulnerable people to safe and affordable financial products not available through mainstream organisations. Assisting the families or partners of problem gamblers to access safe finance such as No Interest Loans Scheme (NILS).



# Financial Counselling Helpline

## Description

The Financial Counselling Helpline helps eligible people to address their financial problems, make informed choices and build longer-term capability to budget and manage their money.

These services help people address their financial problems through the provision of information, advocacy and/or negotiation on behalf of the client.

Financial counsellors provide intensive support through an in-depth assessment of a person's financial situation to understand the extent of the person's financial difficulties and to identify options to address these. They encourage the person to participate in the planning and decision-making process. Financial counsellors may also refer clients to other local sources of support and assistance, such as addiction support services, as necessary.

## Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

## What are the key client characteristics?

Client eligibility is restricted to people unable to pay their bills or at imminent risk of not being able to do so.

## Who might be considered 'support persons'?

Support persons are not applicable for calls to the Financial Counselling Helpline.

## Should unidentified clients be recorded?

The Financial Counselling Helpline provides a variety of services. Where clients are known to the service, registration of some kind is taken, and ongoing relationships are formed, these clients should have a client record created within the Data Exchange. Where clients are unknown to the service, such as instances of calling in for a quick referral/enquiry or phone number, these calls can be captured as unidentified clients.

Unidentified clients should be avoided where possible, as they only provide an aggregate count and have no related information such as cultural and linguistic, indigenous, or disability demographics. Therefore it is expected that no more than 20 per cent of clients would be recorded as unidentified in any reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations may wish to create cases that reflect services delivered via the CFC Helpline, for example, 'Quick Referrals'.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> <li>Financial resilience</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Gathering information on clients' needs, assessing eligibility, matching clients to services available, initial assessment of client's financial literacy and ability to budget.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic, such as consumer rights, hardship programs, suggestions of an initial approach to address immediate financial crisis, and/or advice on where to find more information.
<b>Education and skills training</b>	Assisting a client in learning or building skills, such as a budget development, one-to-one budget training, or self-advocacy to speak effectively to creditors.
<b>Counselling</b>	Working with clients to improve financial concerns.
<b>Advocacy/Support</b>	Advocating on a client's behalf to another entity such as a government body or other organisation. For Financial Counselling this could include advocating with creditors including banks, debt collectors and energy companies.
<b>Community capacity building</b>	Development of a communities skills or understanding on topics such as consumer rights, fee free banking and payday lenders.

## Financial Crisis and Material Aid – Emergency Relief

### Description

Emergency Relief (ER) services help people address immediate basic needs in times of financial crisis by providing immediate financial or material aid to people. ER can act as a safety net for people experiencing financial distress or hardship, and who have limited means or resources to help them ease their financial crisis. The type of assistance offered by each organisation varies and may include: food, clothing, household items, vouchers (for example supermarket/utilities), budgeting assistance; and/or referrals to other services that help to address underlying causes of financial crisis. ER services are delivered by community organisations.

### Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial exclusion and disadvantage.

### What are the key client characteristics?

Client eligibility is restricted solely to people unable to pay their bills or at imminent risk of not being able to do so.

### Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include children of clients (who are present but not directly receiving a service), or a case or support worker.

### Should unidentified clients be recorded?

Emergency Relief provides face-to-face support where clients are known to the service and ongoing relationships are formed, therefore no more than **5 per cent of clients** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Organisations should create cases that reflect their own administrative processes. A separate case can be created for each activity delivered, for example:

Case ID = Food Vouchers

For organisations with large numbers of clients, a further month range can be specified for easier navigation of the web-based portal, for example: Case ID = Food Vouchers – January

### What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Education and skills training</li><li>Employment</li><li>Family functioning</li><li>Financial resilience</li><li>Housing</li><li>Personal and family safety</li><li>Physical health</li><li>Material wellbeing and basic necessities</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

**Note:** The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Accommodation assistance</b>	Providing short term accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless)
<b>Advocacy/Support</b>	Supporting clients on an immediate needs basis. For services providing intensive support this may include help filling out forms. For Emergency Relief, this category includes intensive support (as defined in FWC Program Information)
<b>Community capacity building</b>	Provision of Emergency Relief to help strengthen communities. Community capacity activities are delivered to a group of people rather than an individual.
<b>Education and skills training</b>	Basic help with how to manage money e.g. delivering budgeting sessions or running cooking classes so clients don't rely on take away food.
<b>Food parcels &amp; food vouchers</b>	Provide food parcels, food vouchers and supermarket vouchers to clients.
<b>Health care assistance</b>	Assistance to help pay for medical bills and/or chemist vouchers for medication.
<b>Information/Advice/Referral</b>	Information and/or general advice relevant to the clients' needs, provide information about and/or referral of clients to other services such as financial counselling, problem gambling help, drug and alcohol counselling, mental health services, Centrelink, housing services etc.
<b>Intake and assessment</b>	Initial contact to discuss and assess the clients' needs.
<b>Intensive support</b>	Where a client is being case managed or receiving intensive support services.
<b>Material aid</b>	Where multiple forms of aid are provided in the one session, including food parcels, vouchers, clothing bedding and/or household items.
<b>Material goods</b>	Provide help with non-food material aid such as clothing, bedding and household items.
<b>Transport assistance</b>	Provide bus, train, fuel vouchers.
<b>Utility bills assistance</b>	Help with payment of bills such as gas, electricity, water and telephone.

# Financial Resilience

## Description

Financial Resilience, or microfinance, provides financially vulnerable people with access to safe and affordable financial products including no interest loans, low interest loans, microenterprise development loans and matched savings that are not available through mainstream organisations of financial services. These products are offered as an alternative to other high risk, high interest products such as payday loans. These products are provided in conjunction with financial literacy training to improve capacity and self-reliance; assisting clients to build assets, savings and commence on pathways to financial inclusion.

## Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

## What are the key client characteristics?

Client eligibility for **Community Development Financial Institutions** (CDFI) services is restricted solely to:

- People requiring assistance to improve their financial knowledge, skills and capabilities in relation to loans provided to them by a bank
- People in receipt of an unemployment benefit to support them to enhance their workforce participation through increased business planning and workforce skills, development of sustainable microenterprises and creating opportunities for employment including self-employment
- Women experiencing family violence, for the purpose of assisting these women to become financially independent.

Client eligibility for the **No Interest Loan Scheme** (NILS) is restricted solely to:

- People and couples with income/s at or below the income test applicable for the single or partnered pension rate, where the person/s is otherwise unable to meet their immediate and basic needs and has no other capacity to obtain financial support to satisfy their basic needs
- Women experiencing family violence, to support them to become financially independent
- Parents and guardians on a low income with dependent children to ensure an adequate standard of living for their children
- People with disabilities or their family members who are on a low income, to support them with disability-related expenses.

Client eligibility for **Saver Plus** is restricted solely to those in receipt of a Commonwealth social security benefit, allowance or payment to assist them to manage their social welfare payment.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

## Should unidentified clients be recorded?

Financial Resilience provides support where clients are known to the service and ongoing relationships are formed, therefore **no clients (0 per cent)** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing service. This means that even if a client accesses one or more services (such as NILS and StepUP) all sessions related to that individual are recorded within a case assigned to them. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Education and skills training</li><li>Employment,</li><li>Family functioning</li><li>Financial resilience</li><li>Mental health, wellbeing and self-care</li><li>Personal and family safety</li><li>Physical health</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Microfinance loan interview for No Interest Loans Scheme (NILS) and StepUP, enrolment with Saver Plus and assessment of eligibility, initial meeting with a Community Development Financial Institution (CDFI) and pre-business planning.
<b>Information/Advice/Referral</b>	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc.  Includes following up existing loans that are not currently being paid.

Service Type	Example
	Includes following up people who have stopped saving for a period of time or stopped attending MoneyMinded training.  For CDFIs, includes providing clients with information or advice on certain business topics such as tendering, staffing etc. and referrals on to specialist services (accounting, legal, insurance and telecommunications).
<b>Education and skills training</b>	Building knowledge or skills about a topic relevant to the client's circumstance, such as financial literacy training, MoneyMinded sessions, one-on-one business education or group training workshops as well as assisting clients in re-engaging with the education system. For CDFIs, includes development of business skills such as cash flow planning, record and book keeping.
<b>Advocacy/Support</b>	Advocating on behalf of a client to a government body or other organisation such as Centrelink or real estate company, supporting a client in a particular circumstance such as negotiating with a supplier.
<b>Mentoring/Peer support</b>	For Saver Plus, this includes additional support and encouragement to save. For CDFIs, this includes business mentoring provided to vulnerable individuals throughout the development of a microenterprise, including business review and post establishment.
<b>Access to money (Loans)</b>	Provide access to NILS or StepUP loan for any essential goods or services, provide a loan for material goods/household items, healthcare assistance or transport. This service type should only capture signing a loan contract for a new loan; the follow up of a loan should be recorded as information/advice/referral. This service type includes repeat borrowers accessing new loans for essential goods or services.  This service type <b>does not</b> apply to matched savings payments for Saver Plus.  This service type <b>does not</b> apply to following up on existing loans that are not currently being paid.  This service type <b>does not</b> cover business loans for microenterprise development.
<b>Material goods</b>	Provide assistance with non-food material aid, such as clothing, bedding and household items.  This <b>does not</b> include loans issued for these purposes.
<b>Health care assistance</b>	Provide health-related assistance such as chemist vouchers or part payment of medical bills.  This <b>does not</b> include loans issued for these purposes.
<b>Transport assistance</b>	Provide assistance with transport-related costs, such as bus passes or petrol vouchers.  This <b>does not</b> include loans issued for these purposes.
<b>Utility bills assistance</b>	Provide assistance with payment of bills such as gas, electricity or telephone.  This <b>does not</b> include loans issued for these purposes.
<b>Rent/Mortgage assistance</b>	Provide assistance with payment of rent or mortgage costs.  This <b>does not</b> include loans issued for these purposes.
<b>Facilitate employment pathways</b>	Referring clients to employment providers (such as jobactive), employment opportunities, assisting clients to move into employment, including self-employment.
<b>Access to money – Matched savings</b>	In relation to Saver Plus, the issuing of a matched savings payment.

Service Type	Example
<b>Access to money – Business Loan</b>	Includes business loans for microenterprise development, facilitating access to a business loan. This only captures signing a loan contract for a new loan; the follow up of a loan should be recorded as information/advice/referral. This service type includes repeat borrowers accessing new loans for microenterprise development.
<b>Business planning</b>	Includes development and/or review of a business plan and related items, such as Australian Business Name and name registration, governance, risk analysis and development of a marketing plan.



# NILS-CV

## Description

The NILS-CV program provides a safe and affordable solution in the form of a no interest loan to meet the financial needs of people impacted by unemployment or loss of income due to the Coronavirus pandemic.

## Who is the primary client?

Primary clients for this program activity are unemployed persons, or persons suffering from financial hardship.

## What are the key client characteristics?

Client eligibility for the **NILS-CV** program:

- People residing in a rural or remote area.
- People and families who are unemployed, ill, studying and/or experiencing financial distress.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients, parents / guardians of clients or carers of clients / care recipients who are present but not directly receiving a service.

## Should unidentified clients be recorded?

NILS-CV provides personal support, either by face-to-face, telephone or online support where clients are known to the service and ongoing relationships are formed, therefore no more than **5 percent of clients** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing a service. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE).

It is expected that, where practical, you collect outcomes data for the majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically throughout service delivery.

The partnership approach also includes the ability to record an extended data set (See Protocols, section 6)

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Material wellbeing and basic necessities</li> <li>Mental Health, wellbeing and self-care</li> <li>Financial resilience</li> </ul>	<ul style="list-style-type: none"> <li>Changed impact of immediate crisis</li> <li>Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>The service listened to me and understood my issues</li> <li>I am satisfied with the services I have received</li> <li>I am better able to deal with issues that I sought help with</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>

## Collecting extended data

For NILS-CV, it is expected that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>Employment status</li> <li>Income (frequency and approximate gross income)</li> <li>Main source of income</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	<ul style="list-style-type: none"> <li>Referral out (type and purpose)</li> </ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Initial interview and/or assessment for a NILS-CV loan.
<b>Information/Advice/Referral</b>	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling. This service type includes information and/or advice to clients on current loans, or follow up sessions.
<b>Counselling</b>	Administration of a 'financial conversation' to check on a client's wellbeing and develop a case plan.
<b>Access to money (Loans)</b>	Provide access to a NILS-CV loan for rent, mortgage and utility bill payments. This service type should only capture signing a loan contract for a new loan. The follow up of a loan should be recorded as Information/Advice/Referral. This service type includes repeat borrowers accessing new loans.

## NILS-DV

### Description

The NILS-DV program aims to increase the economic empowerment of women experiencing domestic and family violence by providing safe, affordable credit in the form of a no interest loan.

### Who is the primary client?

Primary clients for this program activity are women experiencing family and domestic violence.

### What are the key client characteristics?

Client eligibility for the **NILS-DV** program is restricted solely to:

- Women from a cultural and linguistically diverse background
- Women identifying as Aboriginal, Torres Strait Islander, or both
- Women living in crisis, emergency or transition accommodation and/or identifying as homeless
- Women receiving government payments, pensions, allowances and/or cashless debit card holders
- Women who are unemployed, ill, studying and/or experiencing financial distress

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients or a case / support worker who are present but not directly receiving a service.

### Should unidentified clients be recorded?

NILS-DV provides face-to-face support where clients are known to the service and ongoing relationships are formed, therefore no more than **5 per cent of clients** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing service. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286.

### The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically throughout service delivery.

The partnership approach also includes the ability to record an extended data set (See Protocols, section 6)

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Family functioning</li> <li>Housing</li> <li>Material wellbeing and basic necessities</li> <li>Financial resilience</li> <li>Personal and family safety</li> <li>Physical health</li> </ul>	<ul style="list-style-type: none"> <li>Changed impact of immediate crisis</li> <li>Changed knowledge and access to information</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Social cohesion</li> </ul>

## Collecting extended data

For this program activity, it is required that you collect the following extended data items, noting it is mandatory to record all referrals to Financial Counsellors for this program:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>Homeless indicator</li> <li>Household composition</li> <li>Main source of income</li> <li>Is client a carer</li> </ul>	<ul style="list-style-type: none"> <li>Referral in (source and reason for seeking assistance)</li> </ul>	<ul style="list-style-type: none"> <li>Referral out (type and purpose)</li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Initial interview and/or assessment for a NILS-DV loan.
<b>Information/Advice/Referral</b>	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling. This service type includes information and/or advice to clients on current loans, or follow up sessions.
<b>Education and skills training</b>	Building knowledge or skills about a topic relevant to the client's circumstance, such as financial literacy training.
<b>Access to money (Loans)</b>	Provide access to a NILS-DV loan for essential goods and services. This service type should only capture signing a loan contract for a new loan. The follow up of a loan should be recorded as Information/Advice/Referral. This service type includes repeat borrowers accessing new loans for essential goods or services.

## Money Support Hubs

(Formerly known as 'Financial Counselling and Financial Capability - IM Hubs', and 'Financial Counselling and Financial Capability – Cape York')

### Description

Money Support Hubs provide integrated Commonwealth Financial Counselling and Financial Capability services, and in some instances Emergency Relief services and access to Microfinance products, in Income Management and Cashless Debit Card locations. Services are provided to people from all communities that lie within each organisation's coverage areas, including small outstations or communities, either through a permanent presence or outreach.

Money Support Hub services consist of two sub-components:

#### 1. Commonwealth Financial Counselling

Commonwealth Financial Counselling helps eligible people to address their financial problems through the provision of information, advocacy and/or negotiation on behalf of the client.

Financial counsellors provide intensive support through an in-depth assessment of a person's financial situation to understand the extent of the person's financial difficulties and to identify options to address these. They encourage the person to participate in the planning and decision-making process. Financial counsellors may also refer clients to other sources of support and assistance, such as addiction support services, as necessary.

#### 2. Financial Capability

Financial Capability services help eligible people to build longer-term capability to budget and manage their money better and make informed financial decisions.

These services provide:

- financial literacy education
- one-on-one budgeting support to individuals
- non-accredited financial literacy community education workshops to eligible people.

Financial Capability services support eligible people with employment readiness through improving financial knowledge, skills and capabilities to assist them to achieve employment.

### Who is the primary client?

Primary clients for this program activity are vulnerable people and those most at risk of financial and social exclusion and disadvantage.

### What are the key client characteristics?

Client eligibility to receive Commonwealth Financial Counselling services is restricted solely to people unable to pay their bills or at imminent risk of not being able to do so.

Client eligibility to receive Financial Capability services is restricted to:

- those in receipt of a Commonwealth social security benefit, allowance or payment
- newly arrived migrants/non-citizens (priority to be given to newly arrived refugees)
- women experiencing family violence for the purpose of assisting these women to become financially independent.

### Who might be considered 'support persons'?

Support persons are not applicable for Money Support Hubs.

## Should unidentified clients be recorded?

Money Support Hubs provides support where clients are known to the service and ongoing relationships are formed, therefore no more than **5 per cent of clients** should be recorded as unidentified.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, Organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Education and skills training</li><li>Employment</li><li>Family functioning</li><li>Financial resilience</li><li>Material wellbeing and basic necessities</li><li>Mental health, wellbeing and self-care</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

**Note:** The service type describes the main focus for the session being delivered. If a session covers multiple service types the most relevant one should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Gathering information on clients' needs, eligibility, matching clients to services, initial assessment of client's financial literacy and ability to budget.
<b>Information/Advice/Referral</b>	Provision of standard advice on a specific topic, guidance or information on a specific topic (consumer rights, fee free banking, online financial literacy, hardship programs etc.), advice on addressing a client's immediate crisis,

Service Type	Example
	referrals to another service such as financial counselling, emergency relief, Centrelink etc.
<b>Education and skills training</b>	Assisting a client in learning or building skills, delivery of financial literacy training or workshops and IHOME training, one-on-one budget training development, budget management training, building confidence to self-advocate and speak effectively to creditors.
<b>Counselling</b>	Delivered by an industry recognised, qualified staff member. Provision of counselling to individuals and families in relation to financial and relationship concerns.
<b>Advocacy/Support</b>	Advocating on a client's behalf to another entity such as a bank or government body, supporting individuals to self-advocate (e.g. when making a phone call), assisting a person to complete application forms such as hardship applications or bank account forms.
<b>Community capacity building</b>	Delivery of information sessions designed to inform communities about topics such as consumer rights, fee free banking and payday lenders.
<b>Access to money (Loans)</b>	<p>Providing financially vulnerable people with access to safe and affordable financial products including no interest loans.</p> <p>Assisting individuals to complete a No Interest Loans Scheme (NILS) form to be submitted to a NILS provider. Note: NILS providers should report against this service type under the separate Financial Resilience – Microfinance program activity.</p>

## National Initiatives

The National Initiatives aim to achieve positive outcomes for families, women and their children by working across sectors to improve the safety and wellbeing of children, advancing gender equality and reducing violence against women and their children. This activity also recognises the support to eligible victims of human trafficking, slavery and slavery-like practices including forced labour and marriage.

The following program activities are included in National Initiatives:

- Domestic Violence Response Training (DV-alert)
- Keeping Women Safe in Their Homes
- Local Support Coordinators
- National Plan to Reduce Violence Against Women and their Children
- Safe Technology for Women.



# Domestic Violence Response Training (DV-alert)

## Description:

The Domestic Violence Response Training (DV-alert) program provides free, national, accredited training to community frontline workers to improve their ability to recognise and respond to signs of domestic violence, as well as refer people to the most appropriate services. The program also offers free non-accredited awareness sessions to people who provide direct service and support to the community and to members of the public.

## Who is the primary client?

Primary clients for accredited training are health, allied health and community frontline workers assisting people in the community who are experiencing, or at risk of, domestic or family violence. Primary clients for DV-alert awareness sessions are members of the public or organisations. The Brother's Standing Tall awareness session on family violence is specifically for Aboriginal and / or Torres Strait Islander men (sessions are tailored to the specific community).

## What are the key client characteristics?

### Accredited Training

Primary clients for accredited training are health, allied health and community frontline workers assisting people in the community who are experiencing, or at risk of, domestic or family violence.

### Awareness Sessions

Primary clients for DV-alert awareness sessions are members of the public or organisations. The Brother's Standing Tall awareness session on family violence is specifically for Aboriginal and / or Torres Strait Islander men (sessions are tailored to the specific community).

## Who might be considered 'support persons'?

Support persons are not applicable for DV-alert.

## Should unidentified clients be recorded?

This program has limited use for unidentified clients. This program provides face-to-face training where clients are known to the service, therefore, it is expected that less than 5% DV-alert clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How could cases be set up?

There is no formal case structure recommended for this program activity. Providers can create cases that reflect individual project activities on the ground. A possible structure is State, name of training, month and year.

## What areas of SCORE are most relevant?

Service providers can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Education and skills training</li><li>Employment</li><li>Personal and family safety</li></ul>	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed impact of immediate crisis</li><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Engagement with relevant support services</li></ul>	<ul style="list-style-type: none"><li>I am satisfied with the services I have received</li><li>I am better able to deal with issues I sought help with</li></ul>	<ul style="list-style-type: none"><li>Organisational knowledge, skills and practices</li></ul>

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Intake and assessment</b>	Initial assessment and registration as part of program. Clients must register to attend accredited training courses offered in this program. There may be some instances where clients may not register for an awareness session. In most cases registration takes place for all courses offered.
<b>General workshop</b>	<p><b>General DV-alert workshops</b> are designed to build the knowledge and capacity of community frontline workers in Australia to provide appropriate support to women and children experiencing violence in Australia.</p> <p>General Workshops involve attending a two-day practical workshop where participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence and what best practice methods should be used to refer people to the most appropriate support service.</p> <p>To be eligible to attend, participants must work or volunteer in a community frontline capacity supporting the general community.</p>
<b>Multicultural workshop</b>	<p><b>Multicultural DV-alert workshops</b> are designed to build the knowledge and capacity of community frontline workers supporting multicultural communities to provide appropriate support to women and children experiencing violence in Australia.</p> <p>While taking into account the unique issues and contexts faced by multicultural communities in Australia, participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best practice methods should be used to refer people on to the most appropriate support service.</p> <p>To be eligible to attend, participants must work or volunteer in a community frontline capacity supporting Multicultural communities.</p>
<b>Indigenous workshop</b>	<p><b>Indigenous DV-alert workshops</b> are designed to build the knowledge and capacity of community frontline workers supporting Aboriginal and / or Torres Strait Islander communities to provide appropriate support to women and children experiencing violence in Australia.</p> <p>While taking into account the unique contexts of Aboriginal and / or Torres Strait Islander communities, participants will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and best practice methods should be used to refer people on to the most appropriate support service. Lifeline engages and consults with the communities' Council of Elders, Indigenous peak organisations, and community service providers before conducting any Indigenous Workshop. Indigenous Workshops are co-delivered with recognised Indigenous trainers.</p> <p>To be eligible to attend an Indigenous workshop, participants must work or volunteer in a community frontline capacity supporting Aboriginal and / or Torres Strait Islander communities.</p>
<b>Settlement services workshop</b>	<p><b>Settlement Services DV-alert workshops</b> are designed to build the knowledge and capacity of community frontline workers in the settlement services sector supporting refugee / humanitarian communities to provide appropriate support to women and children experiencing violence in Australia.</p> <p>Settlement Workshops involve attending a two-day practical workshop where participants learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence and what best</p>

Service Type	Example
	<p>practice methods should be used to refer people on to the most appropriate support service.</p> <p>To be eligible to attend, participants must work or volunteer in the settlement services sector supporting refugee / humanitarian communities in Australia.</p>
<b>Disability workshop</b>	<p><b>Disability DV-alert workshops</b> are designed to build the knowledge and capacity of community frontline workers supporting Disability communities to provide appropriate support to women and children experiencing violence in Australia.</p> <p>Disability Workshops involve attending a two-day practical workshop where participants learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence and what best practice methods should be used to refer people on to the most appropriate support service.</p> <p>To be eligible to attend a Disability Workshop, participants must work or volunteer in a community frontline capacity supporting Disability communities.</p>
<b>Awareness session – 2 hours</b>	<p><b>DV-aware</b> is a 2-hour awareness session that helps raise the awareness of the public around the issue of domestic and family violence.</p> <p>Participants will gain some basic knowledge and tools to recognise the signs of domestic and family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.</p>
<b>Awareness session – 1 day</b>	<p><b>One-Day DV-aware</b> is a one-day awareness session that is available to the public or organisations to provide a more in depth awareness session around the issue of domestic and family violence.</p> <p>Participants will gain some basic knowledge and tools to recognise the signs of domestic and family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.</p>
<b>Awareness session – Brothers Standing Tall</b>	<p><b>Brothers Standing Tall</b> is an awareness session on family violence specifically for Aboriginal and / or Torres Strait Islander men (sessions are tailored to the specific community). The session provides a space for Indigenous men to learn and talk about family violence and its impact on Indigenous families and start reflecting on what they can do to prevent family violence in their community.</p> <p>Participants will gain some basic knowledge and tools to recognise the signs of domestic and family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.</p>
<b>E-learning online workshop</b>	<p><b>DV-alert E-Learning</b> is for community frontline workers in Australia who are not able to attend a two-day face-to-face general workshop. DV-alert aims to build the knowledge and capacity of community frontline workers to provide appropriate support to women and children experiencing violence in Australia.</p> <p>During the 18-hour online course, over a period of 10 weeks, participants will work at their own pace to learn how to recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence, and know about the best practice methods that should be used to refer people on to the most appropriate support service.</p>
<b>Tailored workshop</b>	<p><b>DV-alert Tailored Workshops</b> for the <b>General, Disability, Indigenous or Multicultural</b> stream may be requested by not-for-profit or community organisations that support individuals and families directly. DV-alert aims to build the knowledge and capacity of community frontline workers to provide appropriate support to women and children experiencing violence in Australia.</p>

Service Type	Example
	Tailored workshops are provided to individual organisations that request training specifically for their staff (minimum of 15 people). Across the two-day workshop, staff will learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence, and the best practice methods that should be used to refer people on to the most appropriate support service.
<b>Interpreter workshop</b>	<p><b>DV-alert Interpreter Workshops</b> are designed to build the knowledge and capacity of community frontline workers working with interpreters to provide appropriate support to women and children experiencing, or at risk of, domestic and family violence in Australia.</p> <p>Across the two-day face to face accredited workshop, participants will learn how to work with interpreters to recognise the signs of domestic and family violence; how to respond to someone experiencing domestic and family violence; and what best practice methods should be used to refer people to the most appropriate support service. Participants will also learn the role of interpreters, barriers to effective interpreting, assessing the need for an interpreter, safety strategies, and learn about cultural values that may influence communication.</p> <p>To be eligible to attend, participants must work or volunteer with interpreters in a community frontline capacity.</p>
<b>Specialist support</b>	<p>Use this service type for the DV-alert <b>Complex Forms of Violence Workshop</b>. This is a one-day workshop with online resources that aims to build the knowledge and capacity of frontline workers working with cohorts experiencing, or at risk of, complex forms of domestic and family violence such as Female Genital Mutilation/Cutting (FGM/C), forced marriage, human trafficking/slavery (domestic servitude) and dowry abuse.</p> <p>To be eligible for this training, participants must successfully complete either the two-day multicultural or settlement services workshop to ensure they have a baseline knowledge about DFV.</p>
<b>Information/Advice/Referral</b>	<p>Use this service type for the DV-alert <b>Recognising, Responding to and Referring Men Who Use Violence Workshop</b>. This is a one-day workshop that provides advice and information to build the knowledge and capacity of frontline workers to recognise when violence is being used, respond appropriately and refer to support services.</p> <p>To be eligible for this training, participants must successfully complete a two-day accredited DV-alert workshop to ensure they have a baseline knowledge about DFV.</p>
<b>Disability eLearning</b>	<p>The DV-alert <b>Disability eLearning module</b> is for community frontline workers in Australia who are not able to attend a two-day face-to-face Disability Workshop. The aim is to provide an accessible accredited learning package to frontline workers in the disability sector.</p> <p>Participants will learn to recognise and respond to the signs of domestic and family violence against women with disability, and best practice methods to refer individuals to the most appropriate support service. Participants will learn about the additional barriers faced by people with disability in seeking help and finding pathways to safety.</p> <p>To be eligible for this training, participants must work or volunteer in a community frontline capacity in the disability sector.</p>

# Keeping Women Safe in their Homes

## Description

Keeping Women Safe in their Homes is a program designed to undertake risk assessment, safety planning and security upgrades for women and children experiencing domestic and family violence so they can stay safe in their own homes, or a home of their choice.

## Who is the primary client?

Primary clients for this program activity are women and children experiencing domestic and family violence.

## What are the key client characteristics?

- Women experiencing domestic and family violence
- Women from a cultural and linguistically diverse background
- Women identifying as Aboriginal and/or Torres Strait Islander
- Women identifying as having a condition, impairment or disability

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

## Should unidentified clients be recorded?

This program has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only 10 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect individual project activities on the ground.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Education and skills training</li><li>▪ Employment</li><li>▪ Family functioning</li><li>▪ Financial resilience</li><li>▪ Housing</li><li>▪ Material wellbeing and basic necessities</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li><li>▪ Physical health</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Initial assessment as part of program including risk assessment.
<b>Information/Advice/Referral</b>	Information/advice/referral as part of program case management.
<b>Education and skills training</b>	Advise clients of risk assessment outcomes and provide information on the use and safety of newly installed personal and home security equipment.
<b>Counselling</b>	Working through a particular issue such as domestic violence, as delivered by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	As required with partner agencies and external providers.
<b>Outreach</b>	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
<b>Family capacity building</b>	Support actions that help the family manage their lives effectively such as: relationship building, conflict resolutions and communications, home-based support including assistance with developing family centred activities, establishing routines and practical help with tasks.
<b>Facilitate employment pathways</b>	Assisting clients to become 'job ready' by building capabilities in employment and education and linking clients with mainstream employment.
<b>Basic home security upgrades</b>	Improvements to make the home more secure, such as window and door locks, screens, lighting and improving visibility.
<b>Technological safety upgrades</b>	Provision of technology to improve personal or home safety such as CCTV, monitored alarms and personal safety devices.

## Local Support Coordinators

### Description

Local Support Coordinators deliver support and services for women affected by domestic and family violence. This program is designed to help women navigate the service system by providing case management and facilitating the integration of the support service network.

### Who is the primary client?

Primary clients for this program activity are women and children experiencing domestic and family violence.

### What are the key client characteristics?

- Women experiencing domestic and family violence
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

### Should unidentified clients be recorded?

Local Support Coordinators have limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 10 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect the activities of the local support coordinator.

### What areas of SCORE are most relevant for this program activity?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Education and skills training</li><li>▪ Employment</li><li>▪ Family functioning</li><li>▪ Financial resilience</li><li>▪ Housing</li><li>▪ Material wellbeing and basic necessities</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li><li>▪ Physical health</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity



**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Initial assessment as part of program.
<b>Information/Advice/Referral</b>	Information/advice/referral as part of program case management.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, as delivered by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	As required with partner agencies and external organisations.
<b>Outreach</b>	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
<b>Family capacity building</b>	Family capacity building should be used where the session is focused on any support actions that help the family manage their lives effectively.
<b>Material goods</b>	Providing women with brokerage for immediate assistance such as moving costs, emergency accommodation and personal items.



# National Plan to Reduce Violence against Women and their Children

## Description

The National Plan to Reduce Violence against Women and their Children focuses on reducing violence, increasing support, prevention measures, and supporting women who have experienced violence to rebuild their lives as quickly as possible as part of a community-wide initiative.

## Who is the primary client?

Primary clients for this program activity are women and families who have experienced violence, particularly domestic violence, and their children.

## What are the key client characteristics?

- Women who have experienced violence, particularly domestic violence, and their children (aged 14 to 24)
- People who have arrived in Australia in the last five years
- People on a Humanitarian visa
- People receiving government payments, pensions allowances and/or cashless debit card holders
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People identifying as having a condition, impairment or disability.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families or children of clients who are present but not directly receiving a service.

## Should unidentified clients be recorded?

This program has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 10 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations should structure their cases in line with the following Program activity components:

**Respect and Responsibility Project:** no recommended case structure.

**Three E's to Freedom:** a separate case should be created for each activity. In the instance of ongoing one-on-one mentoring with an individual client, a separate case should be created for each client using the client's ID number e.g.: 1286.

**Building Resilience Project:** a separate case should be created per group.

**Resource Development Project:** a separate case should be created for each organisation working in partnership to best demonstrate the contact had with each of these external organisations.

**Support for Family Safety in the Kimberley Project:** a separate case should be created per group (such as a forum or a support group session).

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<b>Respect and Responsibility Project:</b> <ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> </ul>	<b>Respect and Responsibility Project:</b> <ul style="list-style-type: none"> <li>Empowerment, choice and control to make own decisions</li> <li>Changed skills</li> </ul>	<b>Respect and Responsibility Project:</b> <ul style="list-style-type: none"> <li>I am satisfied with the services I have received</li> </ul>	<b>All projects:</b> <ul style="list-style-type: none"> <li>Community infrastructure and networks</li> </ul>
<b>Three E's to Freedom:</b> <ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> </ul>	<b>Three E's to Freedom:</b> <ul style="list-style-type: none"> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> </ul>	<b>Three E's to Freedom:</b> <ul style="list-style-type: none"> <li>I am satisfied with the services I have received</li> </ul>	
<b>Building Resilience Project:</b> <ul style="list-style-type: none"> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	<b>Building Resilience Project:</b> <ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Engagement with relevant support services</li> </ul>	<b>Building Resilience Project:</b> <ul style="list-style-type: none"> <li>I am better able to deal with issues that I sought help with</li> </ul>	
<b>Support for Family Safety in the Kimberley Project:</b> <ul style="list-style-type: none"> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	<b>Support for Family Safety in the Kimberley Project:</b> <ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed skills</li> </ul>	<b>Support for Family Safety in the Kimberley Project:</b> <ul style="list-style-type: none"> <li>I am better able to deal with issues that I sought help with</li> </ul>	

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	A session's primary focus was an initial meeting with a client during which the organisation gathers information on the client's needs and matches them to services available, and/or assesses a clients' eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
<b>Education and skills training</b>	Leadership courses, pilot programs.
<b>Counselling</b>	Working with clients to improve particular issues or concerns, as part of a pilot program. <b>This service type is only to be used by the "Support for Family Safety in the Kimberley" Project.</b>
<b>Mentoring/Peer support</b>	Industry mentors.

Service Type	Example
<b>Advocacy/Support</b>	Individual case manager support.
<b>Community capacity building</b>	Information resources on preventing violence, development of social media resources on respectful relationships.
<b>Family capacity building</b>	Support actions and activities that promote strong family interactions, such as communications, relationship building and conflict resolution. <b>This service type is only to be used by the “Support for Family Safety in the Kimberley” Project.</b>
<b>Facilitate employment pathways</b>	Vocational education, support to obtain a driver’s license, work fitness, communications, IT and job seeking training, advanced life skills, social skills.
<b>Resource development</b>	Developing resources internally or in partnership with other organisations to encourage cultural change and reduce violence.

# Safe Technology for Women

## Description

The Safe Technology for Women program trains frontline services in how best to distribute smartphones to women experiencing domestic or family violence as part of the Safe Connections partnership program. The program trains workers and clients about how smartphones can be misused as well as how to use them safely, and even as a means to collect evidence to hold their abusers accountable.

## Who is the primary client?

Primary clients for this program activity are frontline services who assist women and children experiencing domestic and family violence.

## What are the key client characteristics?

- Organisational staff delivering services to women experiencing domestic violence and their children
- Organisational staff delivering services to women from a cultural and linguistically diverse background
- Organisational staff delivering services to women identifying as Aboriginal and/or Torres Strait Islander
- Organisational staff delivering services to women identifying as having a condition, impairment or disability.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

## Should unidentified clients be recorded?

Safe Technology for Women has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only a limited number of your clients would be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each individual accessing services. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in large group settings (such as a forum or social support group), cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = 'Monday Women's Group'

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Education and skills training</li><li>▪ Employment</li></ul>	<ul style="list-style-type: none"><li>▪ Changed behaviours</li><li>▪ Changed knowledge and access to information</li><li>▪ Empowerment, choice and control to make own decisions</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community infrastructure and networks</li><li>▪ Group/community knowledge, skills, attitudes and behaviours</li><li>▪ Organisational knowledge, skills and practices</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Initial contact to discuss and assess the client's needs.
<b>Information/Advice/Referral</b>	Information/advice/referral as part of program case management. May also include providing safe technology information to women.
<b>Education and skills training</b>	Providing frontline services with training on technology facilitated abuse in relation to smartphones, and new and emerging technologies associated with smartphones.
<b>Material goods</b>	Providing frontline services that assist women with new smartphones for distribution.

## Strong and Resilient Communities

The Strong and Resilient Communities Activity aims to build strong, resilient, cohesive and harmonious communities to ensure that individuals, families and communities have the opportunity to thrive, be free from intolerance and discrimination, and have the capacity to respond to emerging needs and challenges.

The following program activities are included in Strong and Resilient Communities:

- Community Resilience
- Inclusive Communities
- MUSTER - The Mutual Understanding, Support, Tolerance, Engagement and Respect initiative.

# SARC – Community Resilience

## Description

Community Resilience activities aim to build strong, resilient and cohesive communities to help make Australia more secure and harmonious as a whole. Community Resilience grants will address issues in communities that show potential for or early signs of low social cohesion, and/or racial, religious or cultural intolerance.

## Who is the primary client?

The primary clients for this program activity include anyone affected by issues in communities that can affect social cohesion. This can include adults, children, carers, care recipients, families and seniors.

## What are the key client characteristics?

- People who have arrived in Australia in the last five years
- People on a Humanitarian visa
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People under 18 years.

## Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, parent/guardians of clients, or community leaders.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only **40 per cent of your clients or less** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include: large group information sessions; community capacity building workshops to inform development and planning of a Community Resilience project; and community events such as a Harmony Day or multicultural event. However, organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. Organisations should create cases in a way that works best for them and their staff.

## What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Material wellbeing and basic necessities</li> <li>Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	All four Community outcomes are relevant for this program activity

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with client to gather information and discuss needs.
<b>Information/Advice/Referral</b>	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to addressing barriers to social and economic participation in the community.
<b>Child/Youth focussed group</b>	Activity that provides children and youth with services that increase their community participation. Examples include providing youth with access to services that aim to build trust and increase community participation, or addressing racial, cultural or religious tensions through educational, cultural or sporting activities.
<b>Community capacity building</b>	Activity that is targeted at building and strengthening social cohesion by providing local solutions to address issues specific to the local community, or building a person's leadership skills to foster greater community cohesion.
<b>Family capacity building</b>	Early intervention or crisis prevention to support children and parents.
<b>Community engagement</b>	Provision of a Harmony Day, multicultural arts or festival event or other activity that promotes social participation and community cohesion by bringing people from different backgrounds together.



# SARC – Inclusive Communities

## Description

Inclusive Communities activities aim to increase the social and economic participation of vulnerable and disadvantaged individuals and families within their communities and enhance their lifetime wellbeing and sense of community belonging.

## Who is the primary client?

The primary clients for this program activity include any vulnerable and disadvantaged individuals and families needing assistance to improve their social and economic participation, and their sense of belonging. This can include adults, children, carers, care recipients, families and seniors.

## What are the key client characteristics?

- People who have arrived in Australia in the last five years
- People on a Humanitarian visa
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People under 18 years.

## Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, parent/guardians of clients, or community leaders.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than **30 per cent of your clients** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include: large group information sessions; community capacity building workshops to inform development and planning of an Inclusive Communities project; and community events or festivals. However, organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no specific case structure recommended for this program activity. Organisations should create cases in a way that works best for them and their staff.

## What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with client to gather information and discuss needs.
<b>Information/Advice/Referral</b>	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, for example leadership training activities to empower newly arrived women.
<b>Child/Youth focussed group</b>	Sessions targeted at children and/or youth under the age of 18, and delivered in a group, rather than on an individual basis. Examples include early intervention, mentoring, recreational and peer support activities.
<b>Community capacity building</b>	Activity that is targeted at building and/or strengthening a community's skills or understanding of a topic or subject to build social cohesion and support the social and economic participation of people in the local community.
<b>Family capacity building</b>	Early intervention or crisis prevention to support children and their parents.
<b>Facilitate employment pathways</b>	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
<b>Mentoring/Peer support</b>	Provision of mentoring or peer support to increase a person's social and economic participation in the community.
<b>Community engagement</b>	Provision of a Harmony Day, multicultural arts or festival event, or other activity that promotes social participation and community cohesion by bringing people from different backgrounds together.

# **MUSTER - The Mutual Understanding, Support, Tolerance, Engagement and Respect initiative** (managed by Department of Social Services)

## **Description**

Mutual Understanding, Support, Tolerance, Engagement and Respect (MUSTER) is split into two separate program activities. The grants for one being managed by Department of Social Services, and the other managed by Department of Home Affairs.

MUSTER aims to build community resilience through grants that increase the ability of communities to connect and support each other.

MUSTER takes a place-based approach and is targeted to communities in need.

## **Who is the primary client?**

The primary clients for this program activity include anyone affected by issues in communities that can impact social cohesion. This can include adults, children, carers, care recipients, families and seniors.

## **What are the key client characteristics?**

- People who have arrived in Australia in the last five years
- People on a Humanitarian Visa
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People under 18 years.

## **Who might be considered 'support persons'?**

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, parent/guardians of clients, or community leaders.

## **Should unidentified clients be recorded?**

This program provides face-to-face support where clients are known to the service, therefore it is expected that only **40 per cent of your clients or less** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include: large group information sessions; and community sporting events or multicultural events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

Some organisations may receive grant funding for non-client facing services. In such cases, alternative reporting requirements will be set out in their funding agreement.

## **How should cases be set up?**

There is no specific case structure recommended for this program activity. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers.

Organisations should create cases in a way that works best for them and their staff.

## What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> <li>Material wellbeing and basic necessities</li> <li>Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group / community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> <li>Social Cohesion</li> </ul>

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with client to gather information and discuss needs.
<b>Information/Advice/Referral</b>	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to addressing barriers to social and economic participation in the community.
<b>Child/Youth focussed group</b>	Activity that provides children and youth with services that increase their community participation. Examples include providing youth with access to services that aim to build trust and increase community participation, or addressing racial, cultural or religious tensions through educational, cultural or sporting activities.
<b>Community capacity building</b>	Activity that is targeted at building and strengthening social cohesion by providing local solutions to address issues specific to the local community, or building a person's leadership skills to foster greater community cohesion.
<b>Facilitate English learning pathways</b>	Provision of opportunities to support English language learning to increase a person's social and economic participation in the community.
<b>Facilitate employment pathways</b>	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
<b>Family capacity building</b>	Early intervention or crisis prevention to support children and parents.
<b>Community engagement</b>	Provision of a Harmony Day, multicultural arts or festival event or other activity that promotes social participation and community cohesion by bringing people from different backgrounds together.
<b>Mentoring/Peer Support</b>	Provision of mentoring or peer support to increase a person's social and economic participation in the community.

## Volunteer Management

Volunteer Support Services provide volunteering information and support to individuals, volunteers, volunteer managers and volunteer involving organisations. These services are located in metropolitan and regional areas across Australia.

The following program activities are included in Volunteer Management:

- Volunteer Management Activity.

# Volunteer Management Activity

## Description

The Volunteer Management Activity supports the delivery of volunteer support services and one-off innovation and collaboration projects to encourage, support and increase participation in volunteering.

## Who is the primary client?

People experiencing disadvantage, in particular youth under 18 years, people who are unemployed, Indigenous Australians, people experiencing racial, cultural or religious discrimination, humanitarian entrants or new arrivals from culturally diverse backgrounds, people with disability or mental health issues and women experiencing harm or discrimination.

Any individual who receives a service (as part of the volunteer management activity) that is expected to lead to a measureable outcome should be recorded in the Data Exchange.

## What are the key client characteristics?

- People on a Humanitarian visa
- People who have arrived in Australia in the last five years
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People living in crisis, emergency or transition accommodation and/or identifying as homeless
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Areas
- People residing in a rural or remote area
- People receiving government payment, pensions allowances and/or cashless debit card holders
- People and families who are unemployed, ill, studying and/or experiencing financial distress.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them can be found on the Data Exchange [website](#).

For this program activity, support persons may include case or support workers, community leaders, mentors and informal care givers.

## Should unidentified clients be recorded?

This program activity includes services for clients and services for the community (e.g. employer organisations or community groups).

- Where services are delivered directly to clients, it is expected that **10 per cent of clients or less** should be recorded as unidentified clients in each reporting period;
- Where services are delivered to the community/other organisations, it is expected that no more than **50 per cent of clients** should be recorded as unidentified clients in each reporting period.

Applicable examples of where the use of unidentified clients may be appropriate include large group information sessions, providing assistance to employer organisations or community groups with managing a volunteer workforce and events; however organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each individual accessing service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Education and skills training</li><li>Employment</li></ul>	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Empowerment, choice and control to make own decisions</li><li>Engagement with relevant support services</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

Service Type	Example
<b>Community capacity building</b>	Developing Volunteer Involving Organisations' (VIO) skills and capacity to support volunteers, and in governance issues, raising awareness of rights and responsibilities of board members, training volunteers and volunteer management and supporting individuals to participate in their community as volunteers.
<b>Employer engagement</b>	Contact between a service provider and a VIO, to assist with the recruitment and management of volunteers.
<b>Facilitate employment pathways</b>	Assisting clients to become 'job ready' by building capabilities in employment skills and linking clients with volunteer opportunities that will further develop work skills.
<b>Information/Advice/Referral</b>	Provision of information, referral and support services, provide warm referrals to relevant services/organisations.
<b>Intake and assessment</b>	Initial meeting with potential volunteers to gather information.

## Scenarios to assist with determining client status

Examples	Determining client status
<p><b>Scenario 1:</b> Client and session details sometimes recorded</p>	<p><b>Scenario 1:</b> Maria attends your Volunteer Support Service seeking a volunteering opportunity. At this point we don't know whether she is a member of a priority target group.</p> <p><b>Session/Client records:</b></p> <ul style="list-style-type: none"> <li>▪ If you just provide details of another provider or point Maria to your website (she doesn't become 'your' volunteer), you do <u>not</u> record client or session details.</li> <li>▪ If you set up an initial meeting with Maria to gather information, and/or to make an assessment, you record her individual <b>client details</b> and a <b>session</b> under the '<b>Intake and assessment</b>' service type.</li> </ul>
<p><b>Scenario 2:</b> Client and session details recorded</p>	<p>At a subsequent session, your new volunteer, Maria, is provided with information and support for the next steps in her volunteering journey. This may include a personalised introduction to another organisation.</p> <p><b>Session/Client records:</b></p> <ul style="list-style-type: none"> <li>▪ A session is created for your meeting with Maria, using the '<b>Information /advice/referral</b>' service type.</li> <li>▪ Maria is recorded as an individual client attending this new session.</li> </ul>
<p><b>Scenario 3:</b> Individual/unidentified clients and session details recorded</p>	<p><b>Scenario 3:</b> Joe is an accountant who had previously sought a referral for placement as a volunteer. He attends a training session delivered by your organisation, together with 15 other people.</p> <p><b>Session/Client records:</b></p> <ul style="list-style-type: none"> <li>▪ A <b>session</b> is created for this training event, using the '<b>Community capacity building</b>' service type.</li> <li>▪ Joe and the 15 other participants are recorded as attending. <ul style="list-style-type: none"> <li>○ Joe is an <b>individual client</b> (who may already be registered).</li> <li>○ The other participants are recorded either as <b>individual clients</b> (if their details are known) or as <b>unidentified/group clients</b> (if their details are not known).</li> </ul> </li> </ul>
<p><b>Scenario 4:</b> Individual /unidentified clients and session details recorded</p>	<p><b>Scenario 4:</b> Fred is a newly arrived migrant who is looking to volunteer as a pathway to employment.</p> <p><b>Session/Client records:</b></p> <ul style="list-style-type: none"> <li>▪ If you just provide details of another provider or point the person to your website (they don't become 'your' volunteer), you do <u>not</u> record client or session details – see Scenario 1).</li> <li>▪ If you provide information that assists Fred to become a volunteer, such as linking him with volunteering opportunities to further develop his work skills, you record individual <b>client details</b>. A session is created for this event, using the '<b>Facilitate employment pathways</b>' service type.</li> </ul>
<p><b>Scenario 5:</b> Client and session details recorded</p>	<p><b>Scenario 5:</b> Bill approaches your Volunteer Support Service regarding how to find, recruit and organise volunteers. Bill is from a Volunteer Involving Organisation (VIO). As a result of the advice and training you provide, it is estimated that 15 new volunteers will join that organisation.</p> <p><b>Session/Client records:</b></p> <ul style="list-style-type: none"> <li>▪ Bill is recorded as a client, with his details entered in the Data Exchange.</li> <li>▪ A session is created, with Bill as one of the participants, using the '<b>Employer engagement</b>' service type.</li> <li>▪ The 15 potential new volunteers <u>cannot</u> be recorded at this point, as they didn't attend the session.</li> </ul>



## Young People

Young People services help young people and their families to improve family relationships, promote family functioning, and support engagement with work, education, training and the community. This includes a focus on young people who are at risk of homelessness.

The following program activities are included in Young People:

- Reconnect.

# Reconnect

## Description

Reconnect is a community based early intervention program for young people 12 to 18 years and their families, who are homeless or at risk of homelessness. Reconnect uses family focused early intervention strategies to help young people stabilise their living situation, achieve family reconciliation, and improve their level of engagement with work, education, training and the community. Reconnect services provide counselling, group work, mediation and practical support to the whole family to help break the cycle of homelessness, which can begin at an early age. Organisations also purchase other services to meet the individual needs of clients, such as specialised mental health services.

## Who is the primary client?

Primary clients for this program activity are young people aged 12-18 years, or 12-21 years of age for new arrivals to Australia.

## What are the key client characteristics?

- People aged 12-18 years (up to 21 for new arrivals)
- People on a Humanitarian visa
- People who have arrived in Australia in the last five years
- People from a cultural and linguistically diverse background
- People identifying as Aboriginal and/or Torres Strait Islander
- People living in crisis, emergency or transition accommodation and/or identifying as homeless
- People identifying as having a condition, impairment or disability.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients (especially in the instance of family mediation) or carers of clients.

## Should unidentified clients be recorded?

Reconnect is primarily client facing where ongoing relationships are formed. As an early intervention and prevention program, Reconnect services can work with clients and potential clients through group work. It is expected that most clients recorded will be identified and provided with individual client goals, although some clients can be recorded as unidentified clients.

For this program activity, an example of where use of unidentified clients may be appropriate includes education sessions delivered in a large group setting (such as a high school year group). Individual clients should be recorded in all other circumstances.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Cases should be structured to demonstrate casework for each youth client, with family members able to be recorded as support persons attached to that case, should organisations so wish.

For organisations that deliver information or education workshops to youth clients in large group settings (such as a high school year group), cases can be created to record these sessions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods (i.e. Case ID ='Love Bites').

## The partnership approach

It is expected that, where practical, you collect SCORE outcomes data for the majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

All Reconnect Organisations are required to participate in the partnership approach. As part of the partnership approach, Organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting, which is designed to assist in measuring client change linked to service delivery over time (See Protocols, section 7).

The partnership approach also includes the ability to record an extended data set (See Protocols, section 6).

## Collecting outcomes data using SCORE

While generally a client SCORE assessment is recorded twice – towards the beginning of a service delivery (pre-SCORE) and again towards the end (post-SCORE), for Reconnect cases which last for over 4 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

As a minimum, it is expected that you record SCORE outcomes against the domains outlined in the table below.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Employment</li><li>Education and skills training</li><li>Family functioning</li><li>Housing</li><li>Mental health, wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed impact of immediate crisis</li><li>Changed knowledge and access to information</li><li>Empowerment, choice and control to make own decisions</li><li>Engagement with relevant support services</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Group/community knowledge, skills, attitudes and behaviours</li></ul>

## Collecting extended data

For Reconnect, it is expected that you collect and record details in the 'homelessness indicator' field for your clients.

You may also record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Immediate response; contact made within 24 hours of referral to Reconnect service. Assessment of individual situation (housing, accommodation, education, training, employment etc.).
<b>Information/Advice/Referral</b>	Includes an information session, brokerage to obtain other services, or referral on to another service (legal, mental health service etc.).
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.

Service Type	Example
Counselling	Includes one-on-one as well as family counselling sessions.
Advocacy/Support	Advocacy on behalf of the client, collaboration with other services and specialists, collaboration with community stakeholders and networks.
Community capacity building	Group work to increase community capacity, group visits to community services.
Family mediation	Mediation to achieve reconciliation, settlement or compromise.
Goal setting	Formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.

**Table 2: Table of scenarios for Reconnect clients**

Example	Table of scenarios for Reconnect clients
<b>Scenario 1:</b> <b>Who is the Client?</b> <b>Recording clients and support persons.</b>	<p><b>Scenario:</b> Chris is 15 years old and lives with his mum, sister and grandmother. Chris is participating in a Reconnect program and an organisation provides an intake/assessment service at his home with his family present.</p> <p><b>Who is the Client?</b> Chris is the client.</p> <p><b>Action:</b> Collect and record data on Chris in the Data Exchange, record a session with Chris as the client.</p> <p><b>Who is the Support Person?</b> Chris's mum, sister and grandmother are the support persons.</p> <p><b>Action:</b> Collect and record their details in the Data Exchange, record a session with Chris's mum, sister and grandmother as attending the session as 'support persons'.</p>
<b>Scenario 2:</b> <b>Who is the Client?</b> <b>Recording clients and support persons.</b>	<p><b>Scenario:</b> Jesse is 13 years old and lives with his mum, dad, brother, uncle and cousin. Jesse has been participating in a Reconnect program and an organisation provides counselling for his mum and dad whilst Jesse is not present. Jesse's brother, uncle and cousin are also not present for his session.</p> <p><b>Who is the Client?</b> Jesse is the client.</p> <p><b>Action:</b> Collect and record data on Jesse in the Data Exchange, record a session with Jesse as the client, even though Jesse is not in attendance at this session.</p> <p><b>Who is the Support Person?</b> Jesse's mum and dad are the 'support persons'.</p> <p><b>Action:</b> Collect and record data for Jesse's mum and dad in the Data Exchange, record a session with Jesse's mum and dad as attending the session as 'support persons'.</p>

# Outcome 3.1 – Disability, Mental Health and Carers

The Disability, Mental Health and Carers outcome provides support and community-based initiatives for people with disability, mental illness and carers, so they can develop their capabilities and actively participate in community and economic life. The program aims to provide a foundation for integrated, community led program delivery that understands and meets local needs and promotes innovation and collaboration.

The following pages provide practical guidance on data entry for Disability, Mental Health and Carers activities.

## Community Mental Health Program

This program has a focus on providing early intervention and other support through community-based initiatives to help people with, or at risk of, mental illness to: access support; develop their capabilities; increase their wellbeing; and actively participate in community and economic life. It provides accessible, responsive, high-quality and integrated community mental health services that improve the lives of people with severe mental illness, provides support for families and carers of people with a mental illness, and intervenes early to assist families with children and young people affected by, or at risk of, mental illness.

The following program activities are included in the Community Mental Health Program:

- A Better Life
- Community Mental Health, Early Intervention for Children, Young People and their Families (Family Mental Health Support Services - FMHSS)
- Individual Placement and Support Trial.

# A Better Life

## Description

A Better Life (ABLE) trial provides increased opportunities for recovery for people aged 16 years and over whose lives are affected by mental illness. ABLe assists clients in overcoming social isolation and increases their connections to the community. Participants are supported through a recovery-focused and strengths-based approach that recognises recovery as a personal journey driven by the participant.

## Who is the primary client?

Primary clients for this program activity are people aged 16 to 65 residing in a Cashless Debit Card trial location, who have a mental illness that includes drug and alcohol misuse and/or problem gambling disorders.

## What are the key client characteristics?

- People aged 16 to 65 years of age, who have a mental illness that includes drug and alcohol misuse and/or problem gambling disorders
- People issued with the Cashless Debit Card in a trial site
- People willing to participate in the service voluntarily, to address drug or alcohol misuse and/or problem gambling.

Priority access to the following target groups:

- Young people aged 16 to 24 years of age
- People who are homeless or at risk of homelessness
- People who have previously been institutionalised (including Forgotten Australians, care leavers and child immigrants)
- Young people leaving out-of-home care
- People who have been previously incarcerated
- People from a cultural and linguistically diverse background, including humanitarian entrants and recently arrived migrants and refugees
- People identifying as Aboriginal and/or Torres Strait Islander.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (who are present but not directly receiving a service).

## Should unidentified clients be recorded?

ABLE has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only 10 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in large group settings (such as an information session or education program), cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = 'Drug Rehabilitation Workshop'

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> <li>Housing</li> <li>Financial resilience</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> <li>Physical health</li> </ul>	All six Goals outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with a client during which the organisation gathers information on the client's needs and matches them to services available, and/or assesses a client's eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic such as an information session on drug and alcohol awareness, referrals to another service internal or external for example housing, Drug and Rehabilitation Centres etc.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, such as drug and alcohol awareness and problem gambling addiction courses. This includes accessing education and training including re-engaging with the education system.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, personal support and family interventions and employment, as delivered by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.

Service Type	Example
<b>Mentoring/Peer support</b>	<p>Provision of specialised support, information and role-modelling from a person who identifies as having lived experience of disability and/or mental health condition, or a person who is a carer of someone with a disability and/or mental health condition.</p> <p>This service type is not limited to just ABLe peer support workers but can be selected for any service where the primary goal was to provide mentoring or peer support.</p>
<b>Facilitate employment pathways</b>	<p>Assistance in applying for work/training courses, creating CVs/resumes/selection criteria, supporting a client at interview, career and education development, assisting with navigating employment sites, education on preparing for an interview, practice interviews.</p>
<b>Transportation services</b>	<p>Provision of transport to assist clients to access services and attend appointments, such as attendance at rehabilitation or other clinical services.</p>



# **Community Mental Health, Early Intervention for Children, Young People and their Families (Family Mental Health Support Services (FMHSS))**

## **Description**

Community Mental Health, Early Intervention for Children, Young People and their Families (Family Mental Health Support Services (FMHSS)), aims to improve mental health outcomes for children and young people, up to the age of 18, who are affected by, or showing early signs of mental illness. This program provides intensive, long-term, early intervention and other support for children and young people and their families; short-term information, referral and assistance for families; and community outreach and group work.

## **Who is the primary client for this program activity?**

Primary clients for this program activity are children and young people up to and including 18 years of age who are affected by, or at risk of mental illness. This program is about outcomes for a child or young person, therefore the child or young person is the client.

## **What are the key client characteristics?**

- Children and young people, affected by, or showing early signs of mental illness up to the age of 18.

## **Who might be considered 'support persons'?**

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#). For this program activity, support persons may include families of clients, carers of clients and Parents/Guardians of clients.

Parents or family members are considered 'support people' even if the client doesn't attend a session. For example:

A parent attends a session without the client child or young person present. The session is recorded, identifying the child as the client and the parent as a 'support person'.

The parent is receiving support and a benefit from the service and will have a positive result, but the net effect of the parent's improvement is having a positive effect on the child.

Clients must have suitable adults willing and able to work with them and engage in the program. This program does not work with family members, or children and young people in isolation. All assistance is provided in a whole-of-family context.

## **Should unidentified clients be recorded?**

This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 10 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients.

## **How should cases be set up?**

There is no specific case structure recommended for this program activity. If using the web-based portal, Organisations should create cases in a way that work best for them and their staff.

## **What areas of SCORE are most relevant for this program activity?**

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Community participation and networks</li> <li>Education and training</li> <li>Employment</li> <li>Family functioning</li> <li>Housing</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> <li>Physical health</li> </ul>	All six Goals outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> </ul>

**For this program activity, when should each service type be used?**

Service Type	Example of service type use within this program activity
<b>Intake and assessment</b>	Initial meeting with a client during which the organisation gathers information on the client's needs and matches them to services available, and/or assesses a client's eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic such as an information session on grief and loss or collaboration meetings with schools. Referrals to another service provided internally or externally, such as housing, child protection etc.
<b>Education and skills training</b>	Assisting a client in learning/building knowledge about a topic or aimed at developing/enhancing a skill relevant to the client's circumstances. This includes accessing education and training, re-engaging with the education system, emotional wisdom skills, social skills workshops, and/or mental health awareness seminars.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group/rather than individual basis. Examples include playgroups, breakfast clubs, school holiday activity groups and other similar services.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, in-home family support, grief and loss counselling as delivered by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
<b>Community capacity building</b>	Development of a community's skills/cohesion or understanding of a topic or subject. Community capacity activities are delivered to a group of people rather than an individual, such as Harmony Day, Karoonda Farm Fair, Mental Health week, RUOK?, Mental Health Awareness at

Service Type	Example of service type use within this program activity
	schools, Children's week/day events. These types of activities should be for the purpose of building effective referral networks or as a way of initiating contact with potential participants.
<b>Outreach</b>	Where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location. As 'Outreach' demonstrates a delivery outlet/method rather than a description of the service delivered, this service type is being phased out. Organisations are advised to restrict their use of this classification.
<b>Family capacity building</b>	Provide appropriate support actions that help families manage their lives effectively: relationship building, conflict resolutions and communications, home-based support including assistance with developing family centred activities, establish tools to increase family coping skills/knowledge, establish routines and practical help with tasks and to improve housing stability.

# Individual Placement and Support Trial

## Description

The objective of the Individual Placement and Support Trial is to improve the educational and employment outcomes of young people with mental illness up to the age of 25, who are at risk of disengaging from education or employment and who are at risk of long-term welfare dependency.

## Who is the primary client?

Primary clients for this program activity are young people with a mental illness up to the age of 25 years requiring employment support.

## What are the key client characteristics?

- People up to 25 years of age with a mental illness
- People who are an eligible client of headspace in the participating trial site
- People with employment, education or training goals who face barriers to achieving these goals.

Priority access to the following target groups:

- People from a cultural and linguistically diverse background ( including humanitarian entrants and recently arrived migrants and refugees)
- People identifying as Aboriginal and/or Torres Strait Islander.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, parents or guardians of clients (who are present but not directly receiving a service).

## Should unidentified clients be recorded?

The Individual Placement and Support Trial has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 10 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. However, organisations can create a separate case for each individual accessing service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in large group settings (such as an information session or education program), cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = 'Education Workshop'

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
All eleven Circumstances outcomes are relevant for this program activity	All six Goals outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	All four Community outcomes are relevant for this program activity

## For this program activity, when should each service type be used?

**Note:** A session would not be recorded in situations where a vocational specialist attends a meeting with an employer on behalf of a client and the client is not in attendance.

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with a client where information is gathered on the client's needs and they are matched to services available, and/or assessment of a client's needs/eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, such as how to prepare for an interview, including appropriate attire, practice interview skills.
<b>Child/Youth focused groups</b>	Sessions targeted at children or youth, and delivered in a group rather than individual basis, such as school breakfast clubs.
<b>Counselling</b>	Counselling and personal support of clients.
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
<b>Facilitate employment pathways</b>	Assistance in applying for work/training courses, creating CVs/resumes/selection criteria, supporting a client at interview, career and education development, assisting with navigating employment sites, education on preparing for an interview, practice interviews.

## Disability and Carer Support

The Disability and Carer Support program aims to improve access, support and services for people with disability and carers. This includes appropriate means of self-reliance, communication, education services and advocacy by providing stakeholder engagement and improving access to services and support.

The following program activities are included in Disability and Carer Support:

- Disability Royal Commission – Advocacy Support
- Disability Royal Commission – Counselling Services
- National Disability Advocacy Program (NDAP)
- NDIS Appeals – Formerly known as External Merits Review
- Young Carer Bursary Program (YCBP)
- ICSS Digital Counselling
- ICSS Carer Gateway service providers
- Tristate Carer Vocational Outcomes Program

# Disability Royal Commission - Advocacy Support

## Description

Eligible National Disability Advocacy Program (NDAP) organisations will provide targeted advocacy support in their services areas for the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with a Disability. NDAP organisations will be funded in all states and territories.

## Who is the primary client?

Primary clients for this program activity are people with disability and others (such as parents and carers) who are affected by the Disability Royal Commission.

## What are the key client characteristics?

People affected by the Disability Royal Commission:

- identifying as having a condition, impairment or disability
- who are carers or family members of people with disability
- from a culturally and linguistically diverse background
- who identify as Aboriginal or Torres Strait Islander

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (who are present but not directly receiving a service). A support person may also include a legal representative.

## Should unidentified clients be recorded?

This program activity is primarily client based where ongoing relationships are formed, therefore it is expected that only **5 per cent of your clients or less** be recorded as unidentified clients in any reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each individual carer or care recipient accessing the service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers, e.g.: 1286

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>None of the Circumstances outcomes may be relevant for this program</li> </ul>	<ul style="list-style-type: none"> <li>Changed knowledge &amp; access to information</li> <li>Changed impact of immediate crisis</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills, attitudes and behaviours</li> </ul>

### Collecting extended data

For this program activity, it is required that you collect the following extended data items, where possible:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>Homeless indicator</li> <li>NDIS eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Referral in (source)</li> <li>Reason for seeking assistance</li> </ul>	<ul style="list-style-type: none"> <li>Referral out (type)</li> <li>Referral purpose</li> <li>Interpreter present</li> <li>Service setting</li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

### For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with clients to gather information.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service within or external to the organisation.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Advocacy/Support</b>	Representation in conjunction with the client to assist them to participate in the Disability Royal Commission. This includes assisting people engaging with the Disability Royal Commission to deal with other related issues e.g. finding housing, making complaints, or accessing services
<b>Community capacity building</b>	Some organisations have peer and social support programs, providing a sense of community for clients.



# Disability Royal Commission – Counselling Services

## Description

The Disability Royal Commission Counselling Services provide counselling support for people affected by the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with a Disability (Disability Royal Commission). Services provided will take into account not only that the recipient may have experienced profound trauma, that the services will need to be disability accessible and suitable for the range of people affected in a variety of residential settings (including closed institutions such as gaols and mental health facilities).

The target group to access and receives these services is highly diverse, and includes particularly vulnerable groups of people who may face complex barriers and other difficulties engaging with the Disability Royal Commission. This includes, but is not limited to, those with intellectual disability, acquired brain injury and mental illness. The services will also extend to families, carers, friends and support workers of people with disability.

These Counselling Services are delivered in two ways:

- A counselling and referral **telephone line** that offers ad hoc and short counselling sessions and referral to in person and other services as required; and
- **Frontline** counselling services that will provide face-to-face medium term counselling support and referral to other services if more intensive and non-related therapies and support is required.

## Who is the primary client?

Primary clients for this program activity are people with disability and others (such as parents and carers) who are affected by the Disability Royal Commission.

## What are the key client characteristics?

- People identifying as having a condition, impairment or disability, their families and carers;
- People affected by the Disability Royal Commission

## Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (when present but not directly receiving a service). Case/support workers and informal care givers and friends may also be recorded as support persons.

## Should unidentified clients be recorded?

- **Phone line services** are providing ad hoc counselling and referral to people affected by the Disability Royal Commission.  
  
Due to the nature of this service (in the context of the Disability Royal Commission) it is expected that a number of clients will have experienced profound trauma. Some clients contacting the service may also have severe disabilities. Therefore full client details may not always be able to be provided. Clients should be provided every opportunity to provide their details, and it is suggested that around **50 per cent of your clients or less** be recorded as unidentified clients in any reporting period. However this is not a specific target or requirement, and organisations should use appropriate care and judgment when asking for client details.
- **Frontline counselling services** are primarily client based where ongoing relationships are formed, therefore it is expected that only **5 per cent of your clients or less** be recorded as unidentified clients in any reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes. If using the web-based portal, organisations should create cases in a way that work best for them and their staff, and will be useful over multiple reporting periods.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

- For **Phone line services**, the organisation may choose to submit additional client data in return for access to additional self-service reports. This is known as the partnership approach. The partnership approach includes client outcomes data, as well as other extended data items.
- For **Frontline services**, all organisations are required to participate in the partnership approach by submitting additional client data for 50 – 60% of their clients, in return for access to extra reports.

See Protocols (sections 6 and 11) for more information.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

For **Frontline Services** it is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for the face-to-face component of this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Mental health and wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>▪ Changed knowledge &amp; access to information</li><li>▪ Engagement with relevant support services</li></ul>	<ul style="list-style-type: none"><li>▪ I am satisfied with the services I have received</li></ul>	None of the Community outcomes may be relevant for this program

## Collecting extended data

For **Frontline Services**, the service settings 'in-person', 'telephone' or 'digital' should be used to indicate how the counselling session was conducted.

You may record other extended client details, if you think it is appropriate for your program and for your clients to do so.

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Information Advice Referral</b>	<p>Provision of advice, guidance or information to people affected by the Disability Royal Commission, and/or enabling access and providing referral to another support service for further assistance.</p> <ul style="list-style-type: none"> <li>▪ The <b>Phone line</b> provides warm transfers to the Royal Commission, and to advocacy and legal support services. It constitutes a gateway to the Frontline face-to-face counselling services, and provides information and referrals to services that are outside the scope of their own service delivery;</li> <li>▪ The <b>Frontline services</b> provide warm transfers to the Royal Commission, to Royal Commission specific and other required support services. It constitutes a gateway to more specialised or intensive support as required, and provides information and referrals to services that are outside the scope of their own service delivery;</li> </ul>
<b>Counselling</b>	<p>Provision of accessible, client-focused and trauma-informed counselling support to people affected by the Disability Royal Commission.</p> <ul style="list-style-type: none"> <li>▪ The <b>Phone line</b> provides ad hoc counselling sessions and support over the telephone by suitably trained allied health professionals, such as counsellors and psychologists.</li> <li>▪ The <b>Frontline services</b> provide medium-term face-to-face counselling and support by suitably trained allied health professionals, such as counsellors and psychologists. Social and practical support can be provided in collaboration with appropriate external services.</li> </ul>

# National Disability Advocacy Program (NDAP)

## Description

This program provides people with disability with access to effective disability advocacy that promotes, protects and ensures their full and equal enjoyment of all human rights enabling community participation.

## Who is the primary client?

Primary clients for this program activity are all people with a disability, carers and families.

## What are the key client characteristics?

People identifying as having a condition, impairment or disability.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, children, parents or guardians of clients, or a carer or care recipient (who are present but not directly receiving a service). A support person may also include a community leader, mentor, legal representative or a case or support worker.

## Should unidentified clients be recorded?

The NDAP is primarily client based where ongoing relationships are formed, therefore it is expected that only 5per cent of your clients **or less** be recorded as unidentified clients in any reporting period.

For this program activity, applicable examples of where use of unidentified clients may be appropriate is in the instance of anonymous callers to a counselling crisis line. Group clients should not be recorded under all other circumstances.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each individual carer accessing the service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers, e.g.: 1286

The care recipient may be included in cases alongside their carer; however under this program activity should only be recorded as 'support people' in sessions.

## The partnership approach

For this program, all organisations are encouraged to participate in the partnership approach. By participating you agree to provide some additional information in exchange for the receipt of regular and relevant reports, noting that the information you enter is what will be available to you in reports. The main focus of the partnership approach is collecting information about the outcomes achieved by clients as a result of service delivery. The partnership approach also includes some extra data items that provide additional information about client demographics, needs and circumstances.

## What areas of SCORE are most relevant?

As carers needs for seeking assistance will vary, Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Physical health</li> <li>Mental health, wellbeing &amp; self-care</li> <li>Personal and family safety</li> <li>Age-appropriate development</li> <li>Community participation &amp; networks</li> <li>Family functioning</li> <li>Financial resilience</li> <li>Employment</li> <li>Material wellbeing and basic necessities</li> <li>Housing</li> </ul>	<ul style="list-style-type: none"> <li>Changed knowledge and access to information</li> <li>Changed behaviours</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> <li>Changed impact of immediate crisis</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Organisational knowledge, skills and practices</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Social cohesion</li> </ul>

### For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Intake/ assessment is used where the session's primary focus was the initial process of meeting or talking with the client during which the organisation gathers information on the client's needs and matches them to services available within or outside the organisations program and offer and/or assesses a clients' eligibility for participation in a particular service. This is usually (but not limited to) the first session a client attends.
<b>Information/Advice/Referral</b>	Information/Advice/Referral should be used where the session's primary focus was the provision of standard advice/guidance or information in relation to a specific topic. It is also applicable where the service offered was primarily a referral to another service provided within or external to the organisation.
<b>Education and skills training</b>	Education and skills training is used where the primary focus of the session was to assist a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes assisting clients to access education and training including re-engaging with the education system. For Disability Advocacy agencies this includes delivering group training on topics such as human rights, making complaints etc.
<b>Advocacy/ support</b>	Advocacy provided by a funded organisation should be recorded in the Data Exchange. Advocacy provided by a non-funded organisation should not be recorded. A session should be recorded when the advocacy occurred on behalf of the client (person with disability) regardless if the client was in attendance or not (e.g. an advocate making phone calls or enquiries on behalf of a client). A volunteer advocate is not a client.
<b>Outreach</b>	Outreach should be used where a session is delivered in a locality away from the outlet recorded against the case such as an alternative site, park, home or other non-standard location.
<b>Advocacy – Internal review</b>	All advocacy matters in relation to a client filing a request for a review of a reviewable decision with the NDIA. This may be referred to as a "review of a reviewable decision". Any person directly affected by a decision of the NDIA can request for a review of a decision (or an internal review). An internal review must be requested within three months of the initial NDIA decision and an internal

Service Type	Example
	review must be completed before making an application for an external review at the AAT.
<b>Systemic advocacy* – Local</b>	Acting upon systemic issues identified at a local level. This can include submission writing, meetings with decision makers or attending inquires or commissions.
<b>Systemic advocacy* – State</b>	Acting upon systemic issues identified at a state level. This can include submission writing, meetings with decision makers or attending inquires or commissions.
<b>Systemic advocacy* – National</b>	Acting upon systemic issues identified at a national level. This can include submission writing, meetings with decision makers or attending inquires or commissions

**\* Specific guidance on ‘systemic advocacy’ service types**

- **Clients:** Given that systemic advocacy does not relate to an individual client, the ‘unidentified/group client’ option should be used for systemic advocacy projects.
- **Cases:** Organisations can decide if they would like to use one case for all systemic sessions, or multiple cases for various systemic projects;
- **Session attendances:** Number of clients recorded should only reflect any individuals that were directly assisted through this work. For systemic advocacy projects it is not possible to know the number of clients benefitting directly from this service. To avoid affecting data quality in the Data Exchange, a ‘1’ should be entered in the ‘unidentified/group client’ field for each session.

**Activity Specific Requirements of the NDAP program**

Once a service type is selected, a user must select a topic from the following options (see below) to demonstrate the intent of the service type delivered.

Topic	Example
<b>Abuse/Neglect/Violence</b>	Issues related to abuse, neglect or violence
<b>Access to non NDIS services</b>	Issues related to access to non-National Disability Insurance Scheme (NDIS) services
<b>Child protection</b>	Issues related to child protection
<b>Community inclusion – Social/Family</b>	Issues related to community inclusion in social or family contexts. This can include issues about recreation/leisure
<b>Disability services</b>	Issues related to disability services complaints
<b>Discrimination/rights</b>	Issues related to discrimination/rights
<b>Education</b>	Issues related to education
<b>Employment</b>	Issues related to employment
<b>Equipment/aids</b>	Issues related to equipment/aids
<b>Finances</b>	Issues related to finances excluding government payments
<b>Government payments</b>	Issues related to Government payments such as Centrelink payments

Topic	Example
<b>Health/Mental health</b>	Issues related to health or mental health
<b>Housing/Homelessness</b>	Issues related to housing and/or homelessness
<b>Legal/Access to justice</b>	Issues related to accessing justice through legal and justice systems, including engagement with lawyers, police and courts
<b>NDIS – Internal review</b>	Issues related to assisting someone to request and manage a review of decision with National Disability Insurance Agency (NDIA)
<b>NDIS – Access/Planning</b>	Issues related to making a request to access the NDIS and assistance to develop a plan
<b>NDIS – Support implementing plan/Accessing services</b>	Providing support to implement an NDIS plan or access disability services that are included in a NDIS plan
<b>Other</b>	Issues related to any other issues
<b>Physical access</b>	Issues related to physical access to buildings, transport, community venues etc.
<b>Transport</b>	Issues related to transport
<b>Vulnerable/Isolated</b>	Issues related to vulnerable and/or isolated people with disability

# NDIS Appeals (formerly known as External Merits Review)

## Description

NDIS Appeals (formerly known as External Merits Review) allows individuals who have applied and been declined for the National Disability Insurance Scheme (NDIS) a means to disagree with that decision and seek follow-up.

## Who is the primary client?

The primary clients for this program activity include children, carers and/or family members who have applied for the NDIS and been declined.

## What are the key client characteristics?

- People who have applied for NDIS and have been declined
- People participating in NDIS who disagree with a National Disability Insurance Agency decision about their funding and/or support.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, carers, parents or guardians, or legal representatives of clients (who are present but not directly receiving a service).

## Should unidentified clients be recorded?

For this program activity, applicable examples of where use of unidentified clients may be appropriate are large education and awareness community events. Group clients should not be recorded under all other circumstances. Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations are advised to create a separate case for each individual accessing the service with the following convention:

NDIS Appeals – [Client ID] – [Month/Year of when client became an NDIS Appeals client]  
= NDIS Appeals – 1286 – 04/16

For community events or group work, organisations should name cases to reflect the activity delivered, i.e.: 'NDISAppeals Education – Expo', or 'NDISAppeals Ed – [Name] Presentation'.

## The partnership approach

For this program, all organisations are encouraged to participate in the partnership approach. By participating you agree to provide some additional information in exchange for the receipt of regular and relevant reports, noting that the information you enter is what will be available to you in reports. The main focus of the partnership approach is collecting information about the outcomes achieved by clients as a result of service delivery. The partnership approach also includes some extra data items that provide additional information about client demographics, needs and circumstances.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:



Circumstances	Goals	Satisfaction	Community
All eleven Circumstances outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>▪ Changed knowledge and access to information</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> <li>▪ Changed impact of immediate crisis</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Intake and assessment</b>	Initial appointment and intake.
<b>Information/Advice/Referral</b>	Information sessions for individuals, referral to other services, and referral to central assessment provider (CAP).
<b>Education and skills training</b>	Self-advocacy support for individuals, self-advocacy group sessions.
<b>Advocacy - External review</b>	Where the client has lodged an appeal with the Administrative Appeals Tribunal (AAT). This is likely to include the completion of an application for funding through the Central Assessment Provider (CAP), assisting the client with any conciliation hearings, meeting with legal representation etc. An application to the AAT must be filed within 28 days of the internal review decision of the NDIA.
<b>Advocacy - Internal review</b>	All advocacy matters in relation to a client filing a request for a review of a reviewable decision with the NDIA. This may be referred to as a “review of a reviewable decision”. Any person directly affected by a decision of the NDIA can request for a review of a decision (or an internal review). An internal review must be requested within three months of the initial NDIA decision and an internal review must be completed before making an application for an external review at the AAT.
<b>Community capacity building</b>	NDIS Appeals networking sessions, education presentations.
<b>Outreach</b>	Stalls at expos and events.
<b>Family capacity building</b>	Information sessions to people with disability, carers and families at venues.

# Young Carer Bursary Program (YCBP)

## Description

The Young Carer Bursary Program assists eligible young carers aged 25 years and under to continue or return to study. The Program aims to relieve the financial pressure on young carers to undertake part-time work in addition to their educational and caring responsibilities.

## Who is the primary client?

Primary clients for this program activity are young carers 25 years or younger, studying an approved course either full or part-time.

## What are the key client characteristics?

- Carers aged 25 years or younger and assessed as being greatest in need
- Carers from a cultural and linguistically diverse background
- Carers identifying as Aboriginal and/or Torres Strait Islander.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include care recipients of clients.

## Should unidentified clients be recorded?

The Young Carer Bursary Program is primarily client facing where ongoing relationships are formed, therefore it is expected that no more than 5 per cent of your clients be recorded as unidentified clients in any reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each individual accessing the service. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Education and skills training</li><li>▪ Family functioning</li><li>▪ Material wellbeing and basic necessities</li><li>▪ Mental health, wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>▪ Changed knowledge and access to information</li><li>▪ Changed skills</li></ul>	<ul style="list-style-type: none"><li>▪ I am satisfied with the services I have received</li></ul>	<ul style="list-style-type: none"><li>▪ Community infrastructures and networks</li></ul>

**For this program activity, when should each service type be used?**

<b>Service Type</b>	<b>Example</b>
<b>Intake and assessment</b>	Application and assessment process including: receipt and initial assessment of applications; recommendations made to Independent Selection Panel for final decision; and verification and selection of successful applicants.
<b>Information/Advice/Referral</b>	Provision of standard advice/guidance or information in relation to a specific topic or where a referral was made to another service provided within or external to the organisation.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic or aimed at developing a skill, or enhancing a skill relevant to the client's circumstance. This includes accessing education and training including re-engaging with the education system.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, as delivered by an industry recognised qualified staff member.
<b>Advocacy/Support</b>	Advocating on a client's behalf to an entity such as a government body, or where support to the client was given in a particular circumstance such as a court appearance.
<b>Community capacity building</b>	Development of a communities skills/cohesion or understanding of a topic or subject. Community capacity activities are delivered to a group of people rather than an individual.
<b>Outreach</b>	Targeted advertising and promotion, including website.
<b>Mentoring/Peer support</b>	Provision of specialised support, information and role-modelling. Mental health peer support/mentoring from someone who identifies as having a lived experience of disability and/or mental health condition. This includes carers of a person with a disability or mental health condition.
<b>Family capacity building</b>	Support actions that help the family manage their lives effectively such as: relationship building; conflict resolutions and communications; home-based support including assistance with developing family centered activities; and establishing routines and practical help with tasks.
<b>Carer support</b>	Awarding of Young Carer Bursaries.

## Integrated Carer Support Service (ICSS)

This service will help carers to access support early in their caring journey and build their capacity to sustain their caring role. It provides support when carers are in, or at risk of, a crisis which may adversely affect their caring role. It also helps carers to participate in everyday activities such as education and the workforce, and improves their long-term social and financial outcomes.

The ICSS program activities that will report via the Data Exchange are:

- ICSS Digital Counselling
- ICSS Carer Gateway regional delivery partners.

# ICSS Digital Counselling

## Description:

The Digital Counselling Service is a free short-term counselling service for carers having trouble with anxiety, stress, low mood or depression. It is delivered through a combination of digital channels, including telephone and online. The service will help carers to manage their own health so they can remain effective in their caring role and avoid crisis events.

## Who is the primary client?

Primary clients for this program activity are individual carers who meet the definition of the *Carer Recognition Act 2010*. Carers must be 18 years or older to access the service.

## What are the key client characteristics?

The key client characteristic is any carer who requires support around stress or mental health issues. All carers are eligible, including:

- young carers (aged 18–25)
- carers who identify as lesbian, gay, bisexual, transgender and intersex
- carers from a cultural and linguistically diverse background
- carers who identify as Aboriginal and/or Torres Strait Islander.

## Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

## Should unidentified clients be recorded?

The Digital Counselling Service provides individual support, where clients are known to the service. Therefore, it is expected that **no clients (0%)** should be recorded as unidentified clients for this program activity.

## How could cases be set up?

Organisations should create a separate case for each individual carer accessing the service. To protect client privacy, family names or other identifying information should never be recorded in the ‘Case ID’ field.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. ICSS services should use the standard Data Exchange approach to record client outcomes – known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client Circumstances SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery. A client Satisfaction SCORE assessment may be recorded just once (after service delivery) or multiple times when appropriate (such as after further service delivery),

Instructions on how to record outcomes in the Data Exchange can be found on the Data Exchange [website](#).

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Mental health, wellbeing and self-care</li> </ul>	<ul style="list-style-type: none"> <li>This program activity does not require Goals outcomes to be measured.</li> </ul>	<ul style="list-style-type: none"> <li>I am better able to deal with issues that I sought help with</li> <li>I am satisfied with the services I have received</li> <li>The services listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>None of the Community outcomes are relevant for this program activity</li> </ul>

## For this program activity, when should each service type be used?

Service type	Example
<b>Information/Advice/Referral</b>	<p>This service type should be used when providing information, advice or referral to an existing client of Digital Counselling.</p> <p>This service type can be used when:</p> <ul style="list-style-type: none"> <li>a carer has completed their Digital Counselling sessions and requires help considering further supports and/or services</li> <li>referral is provided to other services that may benefit the carer</li> <li>a carer finds the online or phone format difficult to follow and would like to discuss other services instead</li> <li>a carer requests specific information about their case.</li> </ul>
<b>Intake and assessment</b>	<p>For this program, 'Intake and assessment' is a defined <b>counselling needs assessment process</b> of the carer performed by an accredited professional.</p> <p>The carer would have previously registered their interest, either online or by phone. The assessor determines whether Digital Counselling would be clinically suited to their needs (and if the carer would benefit from other practical support and/or services). This assessment can take place in the following settings:</p> <ul style="list-style-type: none"> <li>in the <b>telephone</b> setting, the assessor is able to question the carer during a phone conversation</li> <li>in the <b>digital</b> setting, the assessor studies the responses previously provided online by the carer.</li> </ul>
<b>Service review</b>	<p>This service type should be used for the phone call to the carer to tell them the outcome of their counselling needs assessment. The caller will need to accurately and professionally:</p> <ul style="list-style-type: none"> <li>explain Digital Counselling</li> <li>explain suitability or unsuitability with empathy, possibly outlining reasons which may be sensitive or clinical in nature</li> <li>explain other services, within ICSS and beyond (e.g. NDIS).</li> </ul> <p>Where appropriate, the caller will also need to record new information that may be raised by the carer about their situation during this call.</p>

Service type	Example
<b>Counselling</b>	<p>For this program, counselling must be conducted by an accredited professional.</p> <p>Counselling should <u>only</u> be used when the 'intake and assessment' process indicated that the service is appropriate to the carer's clinical needs.</p> <p>There may be multiple sessions of this activity for each case. Sessions can be delivered by phone and/or through a digital channel – whichever is most convenient to the carer.</p> <p>The service setting ('<b>telephone</b>' or '<b>digital</b>') should be used to indicate how the counselling session was conducted.</p> <p>Counselling should cease after the carer has received the 'therapeutic dose' as identified in the 'counselling' needs assessment.</p>

### Service settings and other context details

For Digital Counselling, it is expected that organisations use the following service settings:

- To indicate whether the interaction with the client took place online or over the phone, one of the following service settings should be selected for each session with a carer:
  - **Telephone** (for phone sessions)
  - **Digital** (for online sessions).
- At the client record level, select '**Yes**' in response to the question 'Is the client a carer?'

You may also record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

## ICSS Carer Gateway service providers

### Description:

Carer Gateway service providers provide a range of services to meet the needs of carers throughout their service area. They are the primary source of information and assistance for carers, and a crucial source of information for the Department of Social Services through the provision of carer and service data. Carer Gateway service providers will:

- manage calls and enquiries received via the national 1800 number and call-backs requested on the Carer Gateway website
- support carers with intake, registration, needs assessment and support planning processes, and develop an Action Plan for the carer
- coordinate and broker access to ICSS services
- review carers' wellbeing.

Carer Gateway service providers are funded to deliver the following face-to-face ICSS services:

- Carer-Directed Support
- Emergency Respite Care
- In-Person Counselling
- In-Person Peer Support
- Carer Coaching (in the face-to-face facilitated format).

### Who is the primary client?

Primary clients for this program activity are individual carers who meet the definition of the *Carer Recognition Act 2010*.

When clients present to a service provider as a group of carers, all are eligible for services based on their individual needs. The ICSS service design prioritises carers who have primary care responsibility, but other relevant factors may also be taken into consideration (please refer to the Carer Gateway Service Provider Operating Manual for more information).

### What are the key client characteristics?

All carers are eligible clients, including:

- young carers (aged under 25)
- carers who identify as lesbian, gay, bisexual, transgender and intersex
- carers from a cultural and linguistically diverse background
- carers identifying as Aboriginal and/or Torres Strait Islander.

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. In this program activity the 'support person' may be the care recipient, another carer to the same care recipient (who may be receiving carer services themselves), another family member or a friend.

Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

### Should unidentified clients be recorded?

Carer Gateway service providers provide individual support, where clients are known to the service. Therefore, it is expected that clients are recorded as identified clients for all services, with the exception of information/advice/referral, which may be delivered to an unidentified client (i.e. a caller who is not registered, but is seeking information only). When a service provider delivers services for a group of carers (e.g. delivering a peer support forum for a group of carers), providers should record all clients present at the session.

### How could cases be set up?

Service providers should create a **separate** case for each individual carer accessing the service. When an organisation is working with more than one individual, such as a carer couple or group, these clients can be grouped together in a case.



A case set up for the 'In-Person Peer Support Service' can also have more than one client attached to it.

To protect client privacy, family names or other identifying information should never be recorded in the 'Case ID' field.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. Carer Gateway service providers should use the standard Data Exchange approach to record client outcomes – known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client Circumstances SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery. A client Satisfaction SCORE assessment may be recorded just once (after service delivery) or multiple times when appropriate (such as after further service delivery),

Service providers should use Carers Star™ to measure a carer's wellbeing, reporting this into the Mental health, wellbeing and self-care Circumstances domain. For instructions on how to translate Carers Star™ into the Circumstances domain, refer to the [Data Exchange Translation Matrix](#). Instructions on how to record outcomes in the Data Exchange can be found on the Data Exchange [website](#).

## What areas of SCORE are most relevant?

Service providers can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Mental health, wellbeing and self-care</li></ul>	<ul style="list-style-type: none"><li>This program activity does not require Goals outcomes to be measured.</li></ul>	<ul style="list-style-type: none"><li>I am better able to deal with issues that I sought help with</li><li>I am satisfied with the services I have received</li><li>The services listened to me and understood my issues</li></ul>	<ul style="list-style-type: none"><li>None of the Community outcomes are relevant for this program activity</li></ul>

## Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"><li>Is the client a carer?</li><li>Household composition</li><li>Main source of income</li></ul>	<ul style="list-style-type: none"><li>Reason for seeking assistance</li><li>Referral source</li></ul>	<ul style="list-style-type: none"><li>Referral type</li><li>Referral purpose</li><li>Service setting, where appropriate for the service type used (see below)</li></ul>

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

**For this program activity, when should each service type be used?**

Service type	Example
<b>Information/Advice/Referral</b>	<p>This service type should be used when providing information, advice or referral to an existing client, or may be used to provide information to a caller who is not current a client of the service provider (e.g. an unidentified client).</p> <p>This service type can be used when:</p> <ul style="list-style-type: none"> <li>▪ a registered carer is referred to an external service (for example, My Aged Care or NDIS)</li> <li>▪ a phone enquiry from an unidentified caller results in the provision of information/advice/referral <b>without</b> intake and assessment.</li> </ul>
<b>Material Goods</b>	<p>This service type should be used for instances of purchasing <b>material goods</b> as a <b>One-off Practical Support</b> for a Carer (under the <b>Carer Directed Support Service</b>).</p> <p>If multiple goods are provided, a session should be recorded in the Data Exchange when each instance of support is provided.</p> <p><b>'Total cost' data field</b></p> <ul style="list-style-type: none"> <li>▪ In the 'Total cost' field, enter the <b>total value</b> of the support that the client receives in the session, rounded to the nearest dollar. Do <b>not</b> enter any client contribution amounts.</li> <li>▪ Refer to the examples below.</li> </ul> <p><b>Scenario 1</b> The provider delivers to the carer a laptop costing \$500 (including GST) to assist with school work. The next day the provider delivers to the carer a printer costing \$100 (including GST) to enable the carer to print their school work.</p> <p>In this instance, the provider would create one session in the Data Exchange for the delivery of the laptop, and one session for the delivery of the printer. Each cost would be entered for the corresponding session and the carer is linked to both.</p> <ul style="list-style-type: none"> <li>▪ Session 1: Cost reported as \$500 and the carer is linked to the session.</li> <li>▪ Session 2: Cost reported as \$100 and the carer is linked to the session.</li> </ul> <p><b>Scenario 2:</b> The provider buys the carer a laptop costing \$500 (including GST) to assist with school work, and <u>at the same time</u> buys the carer a printer costing \$100 (including GST).</p> <p>In this instance, the provider would create one session in the Data Exchange for the delivery of the laptop and the printer together.</p> <p>Session: Cost reported as \$600, and the carer is linked to the session.</p>
<b>Carer support</b>	<p>This service type should be used for instances of providing <b>services</b> (such as vocational training or driving lessons) as a <b>One-off Practical Support</b> to a Carer (under the <b>Carer Directed Support Service</b>).</p> <p>If multiple services are provided, a session should be recorded in the Data Exchange for each instance of service.</p> <p><b>'Total cost' data field</b></p> <ul style="list-style-type: none"> <li>▪ In the 'Total cost' field, enter the <b>total value</b> of the support that the client receives in the session, rounded to the nearest dollar. Do <b>not</b> enter any client contribution amounts.</li> <li>▪ Refer to the example below.</li> </ul> <p><b>Scenario 1:</b> The provider agrees to pay for a cooking course for the carer to attend, which will help them in their caring role. The cost of the course is \$100 (including GST).</p> <p>The provider would create one session in the Data Exchange for the delivery of the course and the cost of services would be reported under that session.</p>

Service type	Example
	<ul style="list-style-type: none"> <li>Session 1: Cost reported as \$100 and the carer is linked to the session.</li> </ul>
Respite	<p>This service type should be used for instances of <b>planned respite (direct or indirect)</b> as a part of a <b>Carer Directed Package</b> (under the <b>Carer Directed Support Service</b>).</p> <p>If episodes of respite are provided, a session should be recorded in the Data Exchange for each instance of respite that is provided.</p> <p><b>‘Hours/Minutes’ and ‘Total cost’ data fields</b></p> <ul style="list-style-type: none"> <li>Enter the <b>number of hours and minutes</b> that the Respite Care Service provides the service to the carer. Exclude travel times for the carer, care recipient or workers. In cases when multiple care recipients have co-located normal living arrangements and their replacement care overlaps, this should be entered as part of the same instance of Respite Care.</li> <li>In the ‘Total cost’ field, enter the <b>total value</b> of the Respite Care (inclusive of transport costs) that the carer receives in the session, rounded to the nearest dollar. Do <b>not</b> enter any carer contribution amounts.</li> <li>Refer to the examples below.</li> </ul> <p><u>Service setting:</u></p> <p>One of the following service settings should be selected for each session with a carer:</p> <ul style="list-style-type: none"> <li><b>‘Client’s residence’</b>, when the care recipient(s) were provided replacement care in the carer’s home</li> <li>Another appropriate service setting, when the care recipient(s) were cared for in a location other than their home.</li> </ul> <p><b>Scenario 1:</b> Under the Carer Directed Support Service, the provider delivers planned respite services valued at \$800 (including GST) split over eight weeks, in order to allow the carer to undertake a coaching course. These planned respite services deliver in-home care for the care recipient, while the carer is away.</p> <p>The provider creates sessions in the Data Exchange for each instance of service that is delivered. The cost for each session is reported against that session.</p> <ul style="list-style-type: none"> <li>Session 1: Planned respite costs are reported as \$100, time is reported as 2:00 hours, and the carer is linked to the session.</li> <li>Session 2: Planned respite costs are reported as \$100, time is reported as 2:00 hours, and the carer is linked to the session.</li> <li>Session 3: Planned respite costs are reported as \$100, time is reported as 2:00 hours, and the carer is linked to the session.</li> </ul> <p>For sessions 4–8 (and any further services provided thereafter) the provider continues to create sessions in the same way.</p> <p><b>Scenario 2:</b> The provider delivers planned respite services costing \$900 (including GST) to a carer to relieve them of their caring duties for two days and nights (48 hours in one session) while renovations are conducted on the carer’s home. For these planned respite services, the carer’s care recipient is cared for in an external facility.</p> <p>The provider would create one session in the Data Exchange for the delivery of the planned respite services and the cost of services would be reported under that session.</p> <ul style="list-style-type: none"> <li>Session 1: Costs are reported as \$900, the time is reported as 48:00 hours, and the carer is linked to the session.</li> </ul> <p><b>Scenario 3:</b> The service provider delivers planned respite services costing \$600 (including GST) to a carer to relieve them of their caring duties for two days (split into two 12-hour sessions) while renovations are conducted on the carer’s home.</p>

Service type	Example
	<p>For these planned respite services, the carer's care recipient is cared for in an external facility.</p> <p>The service provider would create two sessions in the Data Exchange for the delivery of the planned respite services. The costs for each session of planned respite are reported against each session.</p> <ul style="list-style-type: none"> <li>Session 1: Costs are reported as \$300, the time is reported as 12:00 hours, and the carer is linked to the session.</li> <li>Session 2: Costs are reported as \$300, the time is reported as 12:00 hours, and the carer is linked to the session.</li> </ul>
<b>Specialist Support</b>	<p>This service type should be used for instances of purchasing <b>services or material goods</b> (such as a laptop, cleaning services or transport) as a part of a <b>Carer Directed Package</b> (under the <b>Carer Directed Support Service</b>).</p> <p>If multiple services are provided, a session should be recorded in the Data Exchange for each instance of service when support is provided.</p> <p><b>'Total cost' data field</b></p> <ul style="list-style-type: none"> <li>In the 'Total cost' field, enter the <b>total value</b> of the support that the client receives in the session, rounded to the nearest dollar. Do <b>not</b> enter any client contribution amounts.</li> <li>Refer to the example below.</li> </ul> <p><b>Scenario 1:</b> The provider agrees to provide a cleaning service to the carer over three weeks. The package includes one cleaning service per week. The cost to provide the service package is \$600 (including GST).</p> <p>The provider would create three sessions in the Data Exchange for each instance of cleaning that is delivered to the carer and enter the cost for each session as \$200.</p> <ul style="list-style-type: none"> <li>Session 1: Cleaning package costs are reported as \$200, and the carer is linked to the session.</li> <li>Session 2: Cleaning package costs are reported as \$200, and the carer is linked to the session.</li> <li>Session 3: Cleaning package costs are reported as \$200, and the carer is linked to the session.</li> </ul>
<b>Counselling</b>	<p>This service type should be used for sessions of <b>In-Person Counselling</b>, performed with an accredited professional counsellor. Sessions are delivered in-person.</p> <p>There may be multiple sessions of this activity for each case.</p>
<b>Education and skills training</b>	<p>This service type should be used for the <b>Coaching Service</b> delivered in the facilitated format.</p> <ul style="list-style-type: none"> <li>Note the <u>self-guided</u> format is an online version (<u>not</u> reported in the Data Exchange).</li> </ul> <p>There may be multiple sessions of this activity for each case.</p> <p><b>Service setting:</b></p> <p>One of the following service settings should be selected for each session with a carer:</p> <ul style="list-style-type: none"> <li>In-person</li> <li>Telephone</li> </ul>

Service type	Example
<b>Intake and assessment</b>	<p>This service type should be used when the service provider takes the carer through the <b>Carer Support Planning Process</b>, to access Carer Gateway services. This includes:</p> <ul style="list-style-type: none"> <li>▪ Intake</li> <li>▪ Registration</li> <li>▪ Needs assessment, which includes completing the Carers Star™ for the first time</li> <li>▪ Service planning, includes completing an Action Plan for the first time.</li> </ul> <p>If, due to urgency, a carer is provided with Emergency Respite Care immediately then no 'Intake and assessment' session should be created in the Data Exchange until a carer has the opportunity to complete their Carers Star™.</p> <p>This service type should be used when a carer transfers from any other service provider <u>without</u> an Action Plan.</p> <p><u>Service setting:</u></p> <p>One of the following service settings should be selected for each intake and assessment session with a carer:</p> <ul style="list-style-type: none"> <li>▪ In-person</li> <li>▪ Telephone.</li> </ul>
<b>Mentoring/Peer support</b>	<p>This service type should be used when a carer joins an <b>In-Person Peer Support</b> group session. This service type should only be used for instances of peer support with a record of the carer being present.</p> <p>Note that sessions can only be recorded when they are facilitated or organised by the service provider.</p> <p>For this service type, multiple carers will be assigned to a single case – which reflects the group format of this service.</p>
<b>Emergency Respite</b>	<p>This service type should be used when the <b>Emergency Respite Care service</b> cares for the care recipient(s) in an emergency situation.</p> <p><b>'Hours/Minutes' and 'Total cost' data fields</b></p> <ul style="list-style-type: none"> <li>▪ Enter the <b>number of hours and minutes</b> that the Emergency Respite Care Service provides the service to the carer. Exclude travel times for the carer, care recipient or workers. In cases when multiple care recipients have co-located normal living arrangements and their replacement care overlaps, this should be entered as part of the same instance of Emergency Respite Care.</li> <li>▪ In the 'Total cost' field, enter the <b>total value</b> of the Emergency Respite Care (inclusive of transport costs) that the carer receives in the session, rounded to the nearest dollar. Do <b>not</b> enter any carer contribution amounts.</li> <li>▪ Refer to the examples below.</li> </ul> <p><u>Service setting:</u></p> <p>One of the following service settings should be selected for each session with a carer:</p> <ul style="list-style-type: none"> <li>▪ <b>'Client's residence'</b>, when the care recipient(s) were provided replacement care in the carer's home</li> <li>▪ Another appropriate service setting, when the care recipient(s) were cared for in a location other than their home.</li> </ul> <p><b>Scenario 1:</b> The provider delivers in-home <b>Emergency Respite Care</b> to the care recipient for 48 hours while the carer is unexpectedly admitted to hospital. The total cost to provide the services is \$3200 (including GST). The carer offered to contribute \$400 and made this payment to the provider. The care is delivered on the last day of the current DEX reporting period, and first day of the next DEX reporting period.</p>

Service type	Example
	<p>The provider would create two sessions in the Data Exchange. The cost would be entered as \$3200, and the duration would be entered as 24:00 hours for each session.</p> <ul style="list-style-type: none"> <li>Session 1: Cost reported as \$1600, the time is reported as 24:00 hours, and the carer is linked to the session. This is reported in the current DEX reporting period.</li> <li>Session 2: Cost reported as \$1600, the time is reported as 24:00 hours, and the carer is linked to the session. This is reported in the following DEX reporting period.</li> </ul> <p><b>Scenario 2:</b> The provider delivers two instances of in-home <b>Emergency Respite Care</b> to the carer's care recipient while the carer is unexpectedly admitted to hospital on two separate occasions. Both instances are for 24 hours. The cost to provide the services is \$3200 (including GST). The carer offered to contribute \$400 and made this payment to the provider.</p> <p>The provider would create two sessions in the Data Exchange. The cost per session would be entered as \$1600, and the duration would be entered as 24:00 hours per session.</p> <ul style="list-style-type: none"> <li>Session 1: Cost reported as \$1600, the time is reported as 24:00 hours, and the carer is linked to the session.</li> <li>Session 2: Cost reported as \$1600, the time is reported as 24:00 hours, and the carer is linked to the session.</li> </ul> <p><b>Scenario 3:</b> The provider delivers <b>Emergency Respite Care</b> to the carer's care recipient at an external facility for 12 hours while the carer is unexpectedly admitted to hospital. The cost to provide the service is \$400 (including GST). The care recipient's transportation took an additional one hour each way and cost \$100 (including GST).</p> <p>The provider would create one session in the Data Exchange. The cost would be entered as \$500, as it includes both the service and travel costs, excluding any carer contribution. The duration would be entered as 12:00 hours (not including the travel time).</p> <ul style="list-style-type: none"> <li>Session: Cost is reported as \$500, the time is reported as 12:00 hours and the carer is linked to the session.</li> </ul>
<b>Service review</b>	<p>This service type should be used when reviewing a carer's situation, including:</p> <ul style="list-style-type: none"> <li>reviewing and/or re-completing the Carers Star™</li> <li>reviewing and/or re-completing an Action Plan.</li> </ul> <p>This service type should be used in the following situations:</p> <ul style="list-style-type: none"> <li>when some ICSS services have already been delivered to the carer</li> <li>when there is an unexpected change in a carer's circumstances</li> <li>for the completion of second and subsequent Action Plans</li> <li>when a carer transfers from another service provider <u>with</u> a Carers Star™ or Action Plan and needs this to be reviewed.</li> </ul> <p><u>Service setting:</u></p> <p>One of the following service settings should be selected for each session with a carer:</p> <ul style="list-style-type: none"> <li>In-person</li> <li>Telephone</li> </ul>

# Tristate Carer Vocational Outcomes Program

## Description

The purpose of the grant is to provide a pilot program of supported vocational training to carers in order to enhance carer employment outcomes. The program will deliver face-to-face and online training, to help carers who are looking for work gain vocational education qualifications that will help them build careers, primarily in the health care and social assistance sector.

It will target people who provide care and support for an elderly relative or friend, or someone with disability, mental illness or a long-term health condition, and who are interested in training and seeking employment.

## Who is the primary client?

Carers in specific areas of South East Queensland, South Australia and Tasmania

## What are the key client characteristics?

- Carers

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange website.

It is not expected support persons would be recorded for this program activity.

## Should unidentified clients be recorded?

No – this program activity provides face-to-face support where clients are known to the service and would not be 'unidentified'.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. Organisations should create cases that reflect their own administrative processes. If using the web-based portal, organisations should create cases in a way that work best for them and their staff, and will be useful over multiple reporting periods.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program activity, all organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically (six monthly) throughout service delivery.

The partnership approach also includes the ability to record an extended data set (See Protocols, section 6)



## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Employment</li><li>▪ Education and skills training</li></ul>	<ul style="list-style-type: none"><li>▪ Changed skills</li></ul>	<ul style="list-style-type: none"><li>▪ I am satisfied with the services I have received</li></ul>	<ul style="list-style-type: none"><li>▪ n/a</li></ul>

## Collecting extended data

For this program, it is expected you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"><li>▪ Employment status</li><li>▪ Highest level of education / qualification</li><li>▪ Income (frequency and appropriate gross income)</li><li>▪ Main source of income</li><li>▪ Is client a carer</li></ul>	<ul style="list-style-type: none"><li>▪ Referral in (source and reason for seeking assistance)</li></ul>	<ul style="list-style-type: none"><li>▪ Referral out (type and purpose)</li><li>▪ Service Setting</li></ul>

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	An initial meeting with a client during which the organisation gathers information on the client's vocational training needs, and/or assesses a clients' eligibility for participation in vocational training, and determining if the client is accessing Carer Gateway services. This is usually the first session a client attends. This service type should also be used for the creation of a vocational outcomes plan.
<b>Information/Advice/Referral</b>	Referral of client to Carer Gateway service providers for additional services and support.
<b>Education and skills training</b>	<p>Enrolling the client in a soft skills, accredited skills short course or certificate or diploma. Client builds knowledge or develops a skill identified in their vocational outcomes plan.</p> <p>A client may be enrolled in multiple courses throughout their service delivery period. A new session is to be created each time the organisation enrolls the client in a course on their behalf.</p>



<b>Facilitate employment pathways</b>	<p>Placement of carer in work experience or volunteer experience position, for exposure and practical skills development in line with their vocational goals.</p> <p>A carer can be placed on multiple sessions of work experience during their service delivery period. A new session should be recorded for each work experience placement.</p>
<b>Service Review</b>	<p>Vocational Coach establishes that the carer will no longer be considered an active participant even though core components of the project have not been completed. An exit interview, and SCORE assessment may also occur.</p> <p>This service review requires direct contact with the carer (in person, by phone, or other form of interaction). It should not be used when there has not been direct contact with the carer which could enable such a review.</p>
<b>Core Component completed</b>	<p>Client has completed core components of the vocational outcomes plan. This would also be the point in time where one or more of the following would take place: a post participation interview, and a SCORE outcomes assessment.</p> <p>This service type can be used multiple times if the client completes more than one course.</p>
<b>Mentoring/Peer Support</b>	<p>Vocational coach monitors achievement of milestone activities, facilitates scheduled meeting/touch points to ensure person-centred vocational support, and reviews and adjusts vocational outcomes plan.</p> <p>Levels of intensity for 'Mentoring / Peer Support':</p> <ul style="list-style-type: none"> <li>• Low: A brief interaction with the coach (less than 20 minutes)</li> <li>• Medium: A longer meeting/coaching session or interaction with the coach (20-60 minutes)</li> <li>• High: An extended meeting, session or interaction with the coach (more than 1 hour).</li> </ul>

# ATTORNEY GENERAL'S DEPARTMENT (AGD)

## Justice Services

The following program activities are included in Justice Services:

Elder Abuse Service Trials

## Elder Abuse Service Trials

The More Choices for a Longer Life - Protecting the Rights of Older Australians program - Elder Abuse Service Trials (the program) will run over four years from 2018-19 to 2021-22.

### Description:

The objective of the service trials is to improve the government's knowledge of, and expand its options to respond to, elder abuse in a variety of forms. The service trials will increase access to service and support options for those directly experiencing elder abuse.

The intended outcome of the program is to reduce the incidence and severity of elder abuse through the provision of information and support (including social, legal and potentially other forms of support, such as counselling) which is designed to meet the specific needs of the individual or couple being assisted. It will achieve this through creating new support options which were not previously available (including through expanding current services so that they can support more people).

Although services delivered may involve family members (depending on the particular circumstances) the focus of the program is to improve outcomes for the person experiencing or at risk of elder abuse. This may initially include liaising with a family member(s) to determine if abuse is occurring.

Eligibility for this program is determined by the age criteria **and** the risk or experience of abuse. Additionally, the eligible person must consent to participate in the program.

### Who is the primary client?

Primary clients for this program activity are Australians aged 65 and over, and Indigenous Australians aged 50 and over, who are at risk of or are experiencing elder abuse.

For this program activity, it is expected that you establish direct contact as soon as possible with the older person or couple who will be the beneficiary of the service delivery. If you are unable to contact the older person, or obtain consent to participate in the service trial program within an agreed timeframe, you cannot continue to deliver services within this program, although you may be able to refer the family to appropriate alternative services.

Organisations must adhere to the notification and consent arrangements regarding the collection and storage of personal information, as identified in the Data Exchange Protocols. In some circumstances it may be appropriate to seek consent from a guardian or carer (see Protocols, section 4 for more information).

There may be situations where a support person engages with a service provider on behalf of a primary client, but the primary client does not attend a particular session with the service provider. This could be for a range of reasons, such as the primary client being incapacitated, or the situation being stressful to the older person. The client could in some cases still be attached to a session even if they were not physically present, provided the client:

- a. has given consent to participate in the program,
- b. is directly benefitting from the service delivery, and
- c. is expected to achieve a measureable outcome as a result.

For information on how to record services delivered in circumstances where the client is not physically present please refer to the 'service type' and scenario sections below.

### What are the key client characteristics?

Clients are older Australians who are experiencing, or who are at risk of experiencing, elder abuse. This can include physical, sexual, psychological, emotional or financial abuse, and neglect.

## Who might be considered ‘support persons’?

When recording client level data in the Data Exchange you have the option to record details relating to the support person(s) who may be present at a session.

For this program activity, ‘support persons’ could potentially include family members who are in dispute with the older person (primary client) and/or other family members. It may also include legal representatives, community leaders or a case/support worker. Where organisations are delivering case management and mediation services to the primary client, family members are recorded as support persons.

There may be instances where a family member initially presents to an organisation seeking advice on alleged elder abuse. In this situation the family member is still considered a support person.

Recording support persons is required where relevant for this program. For information on how to record them, please refer to the ‘service type’ section below.

Instructions on how to record support persons in the web-based portal are on the Data Exchange [website](#).

## Should ‘unidentified’ clients be recorded?

The program is primarily focused on developing relationships with individual primary clients, although there may be instances where a family member/support person is the person initially contacting an organisation to seek advice on alleged elder abuse. In these circumstances, where the details of the client are not yet known, the older person must be attached to the case as an ‘unidentified client’, and the support person is also attached to this case. Examples of when and how to record ‘unidentified’ clients are provided in the service type descriptions/scenarios.

Depending on the service type being provided, you may be delivering services to larger groups, such as information sessions to community organisations or health care professionals. In these circumstances, or where it is not practical to collect individual details, you should record the attendees as ‘unidentified’ clients.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of ‘unidentified’ clients.

## How could cases be set up?

All cases must have an eligible (unidentified or identified) primary client attached to them; that is, there can be no ‘support person only’ cases.

Where the primary client’s details are not initially known, attach an unidentified client to the case. Once you have obtained the primary client’s details attach this person to the case and remove the unidentified client.

A case should be created for each primary client/couple experiencing abuse, except for instances of awareness sessions or community engagement events, where a separate case must be created to record these events.

- For primary client couples, if the abuser is not the same, a separate case must be created for each primary client.
- Where a case is created for an awareness or community engagement session, the attendance profile selected must be either ‘community event’ or ‘peer support group’.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, you should use other identifying descriptions, such as ‘FamilyA24’ or ‘Family Group 26’.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach.

As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record primary client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of primary clients. However, you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Physical health</li><li>Mental health, wellbeing and self-care</li><li>Personal and family safety</li><li>Family Functioning</li><li>Financial Resilience</li><li>Material well-being and self-care</li><li>Housing</li></ul>	<ul style="list-style-type: none"><li>All six Goals are relevant for this program activity</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>None of the Community outcomes are relevant for this program activity.</li></ul>

## Collecting extended data

For this program activity, it is recommended that you collect the following extended data items where possible for each primary client:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"><li>Household composition</li></ul>	<ul style="list-style-type: none"><li>Reason for seeking assistance</li><li>Referral source</li><li>Attendance profile</li></ul>	<ul style="list-style-type: none"><li>Referral type</li><li>Referral purpose</li></ul>

You may also record other details if you think it is appropriate for your program, and for your clients, to do so. See [Protocols](#) (sections 6 and 11) for more information.

## For this program activity, when should each service type be used?

The service type describes the **main** focus of the session being delivered. If a session covers multiple service types, the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

The table below describes when to use a particular service type.

Service Type	Example
<b>Advocacy/ Support</b>	<p>Advocating on a client's behalf to an entity such as a government agency, bank or in a family care conference (in the case of health justice partnerships); helping the client access a service, or contacting an organisation on their behalf - for example working with the Public Trustee and Guardianship Tribunal to intervene early in a financial abuse situation. It could also include negotiating with a bank in relation to a loan and mortgage or assistance with completing documents.</p> <ul style="list-style-type: none"><li>The primary client should be recorded as an individual client for this service type.</li></ul>

Service Type	Example
	<ul style="list-style-type: none"> <li>You cannot advocate on behalf of unidentified clients or support persons.</li> <li>Where you have already engaged with the primary client, they can sometimes be attached to a session even if they were not physically present, provided they are directly benefitting from the advocacy/support and are expected to achieve a measureable outcome as a result of the session.</li> </ul>
<b>Awareness session</b>	<p>Raising awareness about elder abuse by giving a session to a community group, or to a group of health professionals on, for example, how to identify elder abuse or how to access support services.</p> <ul style="list-style-type: none"> <li>'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people.</li> <li>Primary clients (where applicable) can also attend these sessions.</li> </ul> <p>Separate cases must be created for awareness sessions. The attendance profile selected for these cases must be either 'community event' or 'peer support group'.</p>
<b>Counselling</b>	<p>Provision of counselling services based on the need to work through and resolve relationship issues (including domestic violence, mental health or financial concerns) affecting the older person who is at risk of or experiencing elder abuse, as well as providing emotional and psychological support to the primary client.</p> <ul style="list-style-type: none"> <li>The primary client should be recorded as an individual client.</li> <li>If details of the primary client are not yet known, no client should be attached to the session.</li> <li>Other people participating in the mediation, such as family members, should be individually recorded as support persons.</li> </ul>
<b>Community engagement</b>	<p>This service type, should be used when organising a community event, or other activity that helps a person or a group of individuals affected by elder abuse to reconnect with others in the community. Although it is not expected that many organisations will select community engagement as a service type for this program, when used:</p> <ul style="list-style-type: none"> <li>Primary clients (where applicable) are recorded as individual clients.</li> <li>Support persons would be recorded only where they accompany the older person to the activity.</li> <li>Unidentified clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people.</li> </ul> <p>Separate cases must be created for community engagement sessions. The attendance profile selected for these cases must be either 'community event' or 'peer support group'.</p> <p><b>Information sessions to community groups should be recorded as 'awareness sessions'.</b></p>
<b>Dispute resolution</b>	<p>Helping the client to resolve a dispute with another person or persons. Examples include financial arrangements or property issues. This can involve helping the client work through particular issues with family members to avoid legal action. This service type is more likely to apply to Specialist Elder Abuse Units and Health Justice partnerships, though it may apply to some case management and mediation services.</p> <ul style="list-style-type: none"> <li>The primary client should be recorded as an individual client.</li> <li>If details of the primary client are not yet known, no client should be attached to the session.</li> <li>Other people participating in the dispute resolution process, such as family members, should be individually recorded as support persons.</li> </ul>
<b>Family mediation</b>	<p>This service type is likely to apply to mediation between the older person and their family to achieve reconciliation, settlement or compromise. The focus is on</p>

Service Type	Example
	<p>achieving a positive outcome for the primary client. This service type is more likely to apply to case management and mediation services, but may be present in other service trial types</p> <ul style="list-style-type: none"> <li>▪ The primary client should be recorded as an individual client.</li> <li>▪ If details of the primary client are not yet known, no client should be attached to the session.</li> <li>▪ Other people participating in the mediation, such as family members, should be individually recorded as support persons.</li> </ul> <p>Where you have already engaged with the primary client they can sometimes be attached to a session, even if they were not physically present, provided they are directly benefitting from the family mediation and are expected to achieve a measureable outcome as a result of the session.</p>
<b>Information/ Advice/Referral</b>	<p>Providing standard advice, guidance or information relevant to a client's immediate needs, such as advice on how to safeguard against abuse or advice about legal or financial options. It can also include advice to a family member or friend who suspects elder abuse. It also applies where the service offered was primarily a referral to another service provided within or external to your organisation, such as legal advice, financial assistance, health services or social work support.</p> <p>This service type can also be used for engaging with an individual client or a group of clients on a particular topic. Examples include managing finances, preparing wills or raising awareness of how to avoid abuse.</p> <ul style="list-style-type: none"> <li>▪ The primary client should be recorded as an individual client.</li> <li>▪ If details of the primary client are not yet known, no client should be attached to the session.</li> <li>▪ Other people participating in the session, receiving advice or being referred, can be individually recorded as support persons.</li> </ul> <p><b>Information sessions to community groups should be classified as 'awareness raising'.</b></p>
<b>Intake and assessment</b>	<p>The initial meeting with a client during which your organisation gathers information on the client's need, defines the outcomes sought for the client and determines the support they need. This is usually (but not limited to) the first session a client attends.</p> <ul style="list-style-type: none"> <li>▪ The primary client should be recorded as an individual client.</li> <li>▪ If details of the primary client are not yet known, no client should be attached to the session.</li> <li>▪ Other people participating in the session, such as family members, can be individually recorded as support persons.</li> </ul>
<b>Specialist support</b>	<p>The client receives specialist services from a lawyer or financial advisor. This could include assistance with complex litigation, legal advice, representation at tribunals and courts, preparing guardianship orders, or advice from a financial advisor on how manage finances to avoid financial abuse.</p> <ul style="list-style-type: none"> <li>▪ The primary client should be recorded as an individual client.</li> <li>▪ If details of the primary client are not yet known, no client should be attached to the session.</li> <li>▪ Other people participating in the session, such as family members, can be individually recorded as support persons.</li> </ul>



Scenarios	Elder Abuse Service Trials – Recording clients and support persons
<p><b>Scenario 1:</b></p> <p><b>Older person participating in the program.</b></p> <p><b>Client and support person both present at the session</b></p>	<p><b>Scenario:</b> Alice is 75 years old and lives with her husband Mark. Alice has agreed to participate in an Elder Abuse Service Trial and your organisation provides an <i>intake/assessment service</i> at her home with her husband present.</p> <p><b>Who is the client?</b> Alice is the client.</p> <p><b>Action:</b> Collect and record data on Alice in the Data Exchange, create a case with Alice as the client, then record a session with Alice as the client.</p> <p><b>Who is the support person?</b> Alice's husband Mark is the support person.</p> <p><b>Action:</b> Collect and record Mark's details in the Data Exchange, attach Mark to the session for Alice, and note him as attending the session as a 'support person'.</p>
<p><b>Scenario 2:</b></p> <p><b>Older person is participating in the program, but not present at the session</b></p> <p><b>No support person at the session.</b></p>	<p><b>Scenario:</b> Fred is 94 years old and lives with his daughter Sue. Fred is participating in an Elder Abuse Service Trial. After the initial intake meeting, the organisation <i>advocates</i> on Fred's behalf to a Government agency. Fred is not physically present whilst the advocacy is occurring.</p> <p><b>Who is the client?</b> Fred is the client, and a case has been created for him and his family members.</p> <p><b>Action:</b> Collect and record data on Fred in the Data Exchange at the intake meeting. Record a session of Advocacy/Support with Fred as the client.</p> <p><b>Who is the support person?</b> Not applicable, as the organisation is advocating on Fred's behalf and not on behalf of his daughter, Sue.</p> <p><b>Action:</b> No additional action required.</p>
<p><b>Scenario 3:</b></p> <p><b>Older person is participating in the program.</b></p> <p><b>Only support persons present at the session</b></p>	<p><b>Scenario:</b> Jessie is a 53-year old Ngunnawal woman who has been participating in an Elder Abuse Service Trial. Your organisation provides family mediation for her son and daughter whilst Jessie is not present.</p> <p><b>Who is the Client?</b> Jessie is the client.</p> <p><b>Action:</b> Client data would already have been recorded on Jessie in the Data Exchange, and she remains the client in the case record.</p> <p><b>Who is the support person?</b> Jessie's son and daughter are the support persons.</p> <p><b>Action:</b> Collect and record data for Jesse's son and daughter in the Data Exchange, record a session with Jessie's son and daughter as attending the session as 'support persons'. Jessie is part of the case, but is not recorded at this session, as she doesn't attend.</p>
<p><b>Scenario 4:</b></p> <p><b>Older person is not present and is unable to consent</b></p> <p><b>Support person has authority to consent on behalf of the older person</b></p> <p><b>Client does not attend the session.</b></p>	<p><b>Scenario:</b> Bob is 77 years old and lives with his son, Tim. Tim attends an initial meeting on behalf of Bob for the Elder Abuse Service Trial. Bob is unable to provide informed consent on his own, but Tim does have authority to provide consent on Bob's behalf. Tim provides your organisation with Bob's personal details, and agrees on Bob's behalf to participate in the program.</p> <p><b>Who is the client?</b> Bob is the client.</p> <p><b>Action:</b> Create a case with Bob as the client. Collect and record Bob's data in the Data Exchange as provided by Tim. Create a case with Bob as the client. Create a session with Bob as the client, even though he is not in attendance at this session.</p> <p><b>Who is the support person?</b> Tim is the support person.</p> <p><b>Action:</b> Collect and record data for Tim in the Data Exchange, and attach him to the session as a support person.</p> <p><b>Note –</b> Should Tim <u>not</u> provide consent for Bob to participate in the program, and Bob himself cannot provide informed consent, the case must be closed, as no further participation in the program is possible.</p>



Scenarios	Elder Abuse Service Trials – Recording clients and support persons
<p><b>Scenario 5:</b></p> <p><b>Older person not present.</b></p> <p><b>Support person does not have authority to consent on behalf of the older person.</b></p> <p><b>Older person provides consent and personal details via telephone.</b></p>	<p><b>Scenario:</b> Jill is 95 years old and has a daughter Mary, who is 67 years old. Mary attends an initial Elder Abuse Service Trial service on behalf of Jill, but does not have authority to provide consent on Jill's behalf. While Mary is at your office, your organisation contacts Jill via phone and she provides her consent and personal details. During the phone call Jill has an initial discussion regarding her concerns.</p> <p><b>Who is the client?</b> Jill is the client. Mary would not meet the eligibility criteria to be a client even though she is over 65, as she is not the one experiencing or at risk of abuse.</p> <p><b>Action:</b> Create a case with Jill as the client. Collect and record Jill's data in the Data Exchange. Record a session with Jill as the client, even though Jill is not physically in attendance at this session.</p> <p><b>Who is the support person?</b> Mary is the support person.</p> <p><b>Action:</b> Collect and record data for Mary in the Data Exchange. Attach Mary to the session created for Jill, and note Mary as attending the session as a support person.</p>
<p><b>Scenario 6:</b></p> <p><b>Older person not present.</b></p> <p><b>It has not yet been established whether there is abuse, nor whether there is a willingness to participate.</b></p> <p><b>One family member has power of attorney but does not provide consent.</b></p> <p><b>Another family member is seeking assistance for the older person, but does not have authority.</b></p>	<p><b>Scenario:</b> Ethel is 80 years old and lives with her son Bob, who has power of attorney. Ethel's daughter Jane contacts your Elder Abuse Service Trial service on behalf of her mother Ethel, claiming financial abuse by her brother Bob. However, Jane does not have authority to provide consent on Ethel's behalf. When contacted, Bob refuses to provide consent, and will not allow contact with his mother. Your organisation provides initial counselling and advice to Jane, and later meets with Bob separately.</p> <p><b>Who is the client?</b> Ethel is the client.</p> <p><b>Action:</b> A case is created with Ethel as an 'unidentified' client, as no individual details are available. Record sessions with one or more support persons until you are able to establish contact with Ethel, ascertain her personal details and willingness to participate in the program. At that point:</p> <ul style="list-style-type: none"> <li>▪ create a client record for Ethel, and</li> <li>▪ remove the unidentified client from the case.</li> </ul> <p><b>Who is the support person?</b> Jane and Bob are the support persons for the purposes of the Data Exchange.</p> <p><b>Action:</b> Collect and record data for Jane and Bob in the Data Exchange. Attach the attending family member(s) as support persons at the relevant sessions.</p> <p><b>Note –</b> if, within agreed timeframes, no contact with the client can be made, and there is no reasonable prospect of obtaining consent for the primary client to participate in the program, family members are no longer eligible to participate in this program, but may be referred to other services or programs for further support and assistance.</p>
<p><b>Scenario 7:</b></p> <p><b>A couple of older persons, initially not present, and no power of attorney is provided.</b></p> <p><b>One family member initiates contact with the service.</b></p> <p><b>Both older persons' details are later recorded.</b></p> <p><b>It turns out the abuse is perpetrated by different people.</b></p>	<p><b>Scenario A:</b> Fred (82) and Wilma (79) are married and live together in a nursing home. Their daughter Cynthia contacts your organisation seeking assistance for her parents who are allegedly both being abused by another relative (Mark). Cynthia provides her details and books an initial meeting with your organisation, but neither parent is present on that occasion.</p> <p><b>Who is the client?</b> Fred and Wilma are the clients.</p> <p><b>Action:</b> A case is initially created with both Fred and Wilma as 'unidentified' clients, as no individual details are available. Record sessions with one or more support persons until you are able to establish contact with Fred and Wilma, ascertain their personal details and willingness to participate in the program. At that point:</p> <ul style="list-style-type: none"> <li>▪ create two client records, for Fred and Wilma respectively, and</li> <li>▪ remove the two unidentified clients from the case.</li> </ul> <p><b>Who is the support person?</b> Cynthia is the support person. (Mark may later also be recorded as a support person).</p>

Scenarios	Elder Abuse Service Trials – Recording clients and support persons
	<p><b>Action:</b> Collect and record data for Cynthia (and Mark) in the Data Exchange. Attach the attending support person(s) to the relevant sessions.</p> <p><b>Scenario B:</b> It later turns out that Mark is indeed abusing Fred (financially), but also that Fred is abusing his wife Wilma (emotionally and physically).</p> <p><b>Action:</b> As there are now two separate elder abuse situations, a <u>new case</u> needs to be created. From this point, if Fred or Wilma both attend a session, the type of service delivered at that session would determine whether they attended as a client or a support person on that occasion.</p>

# Family Law Services

Family Law Services aims to improve family relationships in the best interests of children by providing alternatives to formal legal processes for families who are separated, separating or in dispute.

The following program activities are included in Family Law Services:

- Children's Contact Services
- Family Dispute Resolution
- Regional Family Dispute Resolution
- Family Law Counselling
- Family Relationship Advice Line
- Family Relationship Centres
- Parenting Orders Program
- Supporting Children After Separation Program.

# Children's Contact Services

## Description

Children's Contact Services enable children of separated parents to have safe contact with the parent they do not live with, in circumstances where parents are unable to manage their own contact arrangements. Where parents are not able to meet without conflict, Children's Contact Services provide a safe, neutral venue for the transfer of children between separated parents. Where there is a perceived or actual risk to the child, this program provides supervised contact between a child and their parent or other family member. Parents may be ordered to attend a Children's Contact Service by a court to facilitate changeover or have supervised visits with their children.

## Who is the primary client?

This program is a universal service that provides support to separated families and children where high conflict, family violence, child safety or high risks are factors. Clients may include grandparents and other extended family members who care for children.

## What are the key client characteristics?

Separating and separated couples, and family members, with children and young people in their care.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients; parents, guardians or nominated representatives (who are present but not directly receiving a service), case or support workers.

## Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service and safety is a priority, therefore it is expected that **5 per cent of clients or less** should be recorded as unidentified clients in each reporting period. This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community. However, organisations should collect registration details for each individual participant and record them as individual clients.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

### Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

### For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf or supporting a client in a particular circumstance.
<b>Education and skills training</b>	Assisting a client to learn or build knowledge about a topic or to develop and/or enhance a skill relevant to the client's circumstance, such as parenting and communication skills.
<b>Information/Advice/Referral</b>	Provision of information about post-separation parenting where there is high conflict, family violence and/or safety concerns. Provision of referrals to relevant services, especially the Parenting Orders Program, Supporting Children After Separation Program and specialist family violence services.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs and undertaking screening and risk assessment, including discussing the impact of family violence, safety concerns, and the need for a safety plan. Orientation sessions for parents and children are included in this service type.
<b>Supervised change-over/contact</b>	Supervised visits of children by a parent, guardian or carer, or the changeover of children to spend time with each parent, guardian or carer.

### Specific Family Law Services data fields:

Specific family law field name	Description
<b>Fees charged</b>	Fees charged but not necessarily collected. If no fees were charged, enter a zero (0) amount.

# Family Dispute Resolution

## Description

Family Dispute Resolution services assist families to reach agreement and to resolve their disputes related to family law issues outside of the court system, including but not limited to: separation and divorce; children; and property. This includes assistance in improving post-separation relationships.

## Who is the primary client?

This program activity is a universal service that assists families who are separating, separated or in dispute. Clients may include grandparents and other extended family members affected by family separation.

## What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients or nominated representatives (who are present but not directly receiving a service), or legal representatives of clients.

## Should unidentified clients be recorded?

Family Dispute Resolution provides support to clients who are known to the service, therefore it is expected that only **10 per cent of clients or less** should be recorded as unidentified clients in each reporting period. This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

## Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

## For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Group work to assist the children and young people of separating parents.
<b>Dispute resolution</b>	Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
<b>Education and skills training</b>	Workshops and training to educate separating families about post-separation parenting, conflict, dispute resolution and communication skills, and improving post-separation relationships.
<b>Information/Advice/Referral</b>	Provision of information about post-separation parenting. Provision of referrals to another Family Law Service or other relevant service.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

## Specific Family Law Services data fields:

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters

Specific family law field name	Description
	in dispute are agreed upon between the parties, but not all issues are resolved.
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted property mediation).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.



# Regional Family Dispute Resolution

## Description

Regional Family Dispute Resolution services assist families to reach agreement and to resolve their disputes related to family law issues outside of the court system, including but not limited to; separation and divorce, children, and property. This may also include the provision of counselling and group work as part of meeting the needs of separated families in their community.

## Who is the primary client?

This program activity is a universal service that assists families who are separating, separated or in dispute. Clients may include grandparents and other extended family members affected by family separation.

## What are the key client characteristics?

- Separating and separated couples with children and young people in their care, and
- Families in regional, rural and remote areas.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients or nominated representatives (who are present but not directly receiving a service), or legal representatives of clients.

## Should unidentified clients be recorded?

Regional Family Dispute Resolution provides support to clients who are known to the service, therefore it is expected that **10 per cent of clients or less** should be recorded as unidentified clients in each reporting period. This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

### Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

### For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Group work to assist children and young people in separating families.
<b>Counselling</b>	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
<b>Dispute resolution</b>	Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
<b>Education and skills training</b>	Workshops and training to educate separating families about post separation parenting, conflict, dispute resolution and communication skills, improving post-separation relationships and other relevant skills.
<b>Information/Advice/Referral</b>	Provision of information about post-separation parenting. Provision of referrals to another Family Law Service or other relevant service.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment, and discussion around confidentiality.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

### Specific Family Law Services data fields:

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date should also be included here.

Specific family law field name	Description
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted property mediation).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.

# Family Law Counselling

## Description

Family Law Counselling services help people with relationship difficulties better manage their personal or interpersonal issues, relating to children and family during marriage, separation and divorce.

## Who is the primary client?

This program activity is a universal service for family members with intact relationships, separated families, extended family members, individuals, children and young people, couples and significant others such as grandparents and kinship carers who have caring or other relationship responsibilities.

## What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients or nominated representatives (who are present but not directly receiving a service), or a case or support worker.

## Should unidentified clients be recorded?

Family Law Counselling provides face-to-face support where clients are known to the service, therefore it is expected that only **5 per cent of clients or less** should be recorded as unidentified clients in each reporting period. Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program. In addition, organisations can choose to record outcomes against any other domains that are relevant for the client.

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

### Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

### For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Group work to assist children and young people in separating families.
<b>Counselling</b>	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
<b>Dispute resolution</b>	Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. This may include a child inclusive practice session.
<b>Education and skills training</b>	Assisting a client to learn or build knowledge about a topic or to develop and/or enhance a skill relevant to the client's circumstance, such as parenting and communication skills.
<b>Information/Advice/Referral</b>	Provision of information about a family or relationship issue. Provision of referrals to another Family Law Service, such as family dispute resolution, or other relevant services.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

## Specific Family Law Services data fields:

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted property mediation).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.

# Family Relationship Advice Line

## Description

The Family Relationship Advice Line is a national, telephone-based service which aims to help families at all stages of their lives. It provides a range of information and advice on maintaining healthy relationships, family separation, the impacts of conflict on children and developing workable parenting arrangement after separation. This program also provides family dispute resolution, simple legal advice and referrals to a range of services.

## Who is the primary client?

This program is a universal service that supports anyone affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, step-parents and/or friends.

## What are the key client characteristics?

People affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, step-parents and/or friends.

## Who might be considered 'support persons'?

Support persons are unlikely to be relevant for calls to the Family Relationship Advice Line.

## Should unidentified clients be recorded?

Unidentified clients should be limited for the Family Relationship Advice Line. However, unidentified clients may be recorded for calls where collecting individual client level data is not possible. It is expected that **10 per cent or less** of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

There is no formal case structure recommended for this program activity. The organisation should create cases that reflect their own administrative processes.

## The partnership approach

For the **telephone and online dispute resolution** component of this activity, participation in the "partnership approach" is a requirement of funding. Organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports. For other components of this program, participation in the partnership approach is voluntary.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, the following SCORE areas have been identified as most relevant:



Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity

## Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

## For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf, or supporting the client in a particular circumstance.
<b>Counselling</b>	Working through a particular issue such as relationship concerns or financial concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
<b>Dispute resolution</b>	Telephone and Online Dispute Resolution Service. Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. May include a child inclusive practice session.
<b>Information/Advice/Referral</b>	Provision of advice and guidance. Provision of referrals to other Family Law Services and other relevant services.
<b>Intake and assessment</b>	Assessment of the client and gaining understanding of which Family Law Services may be useful for them. Screening and Risk Assessment.
<b>Legal advice</b>	Provision of legal advice on family law issues (parenting and/or property issues), including advice to family law services practitioners.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

## Specific Family Law Services data fields:

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any parenting agreement reached, whether oral or written, where the parties have agreed all parenting matters in dispute. This can include a formal parenting plan signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date should also be included here.



Specific family law field name	Description
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted property mediation).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution and property mediation. If no fees were charged, enter a zero (0) amount.

# Family Relationship Centres

## Description

Family Relationship Centres enable families to access information about family relationships at all stages – forming new relationships, overcoming relationship difficulties or dealing with separation.

Family Relationship Centres also refer families to other services that help people deal with a wide range of family issues.

Family Relationship Centres provide intact families with assistance with relationship and parenting skills through appropriate information and referral, and assist separating families to achieve workable parenting arrangements (outside the court system) by providing information, support, referral and dispute resolution services; delivering high-quality, timely, safe and ethical services.

## Who is the primary client?

This program is a universal service that supports anyone affected by family relationship or separation issues and difficulties including parents, grandparents, carers, children, young people, step-parents and/or friends.

## What are the key client characteristics?

Separating and separated couples, including those with or without children and young people in their care.

## Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients or nominated representatives (who are present but not directly receiving a service), or a case or support worker.

## Should unidentified clients be recorded?

Family Relationship Centres provide support to clients who are known to the service, therefore it is expected that only **10 per cent of clients or less** should be recorded as unidentified clients in each reporting period.

This program may include group education, skills or information sessions as part of meeting the needs of separated parents in their community, however, organisations should collect registration details for each individual participant and record them as individual clients where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as ‘FamilyA24’ or ‘Family Group 26’.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

### Collecting extended data

You may record extended client details, if you think it is appropriate for your program and for your clients to do so. See Protocols sections 6 and 11 for more information.

### For this program activity, when should each service type be used?

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf, or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or young people, and delivered in a group, rather than individual basis.
<b>Community capacity building</b>	Sessions delivered to large groups/community groups to improve understanding of a topic or to develop referral networks, relationships of trust and cooperation with local communities.
<b>Dispute resolution</b>	Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. May include a child inclusive practice session.
<b>Education and skills training</b>	Workshops and training to educate separating families about post separation parenting, conflict, dispute resolution and communication skills, improving post separation relationships and other relevant skills.
<b>Information/Advice/Referral</b>	Provision of information about post-separation parenting. Provision of referrals to another Family Law Service or other relevant service.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment, and discussion around confidentiality.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

### Specific Family Law Services data fields:

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any agreement reached, whether oral or written, where the parties have agreed all the parenting matters in dispute. This can include a formal parenting plan, signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date it should also be included here.

Specific family law field name	Description
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in the parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted dispute resolution).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.

# Parenting Orders Program

## Description

The Parenting Orders Program assists separated families in high conflict to work out parenting arrangements in a manner which encourages consideration of what is in a child's best interests. The program allows the establishment or maintenance of relationships while also ensuring the safety of all parties. It helps parents understand the effect their conflict is having on their children, and how to develop strategies to constructively develop and manage parenting arrangements.

## Who is the primary client?

Primary clients for this program activity are children and families. The Parenting Orders Program uses a variety of child-focused and child inclusive interventions and works where possible with all members of the family.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients who are present but not directly receiving a service.

## Should unidentified clients be recorded?

The Parenting Orders Program provides face-to-face support where clients are known to the service, therefore it is expected that only **5 per cent of clients or less** should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf, or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Group work to assist the children and young people of separating parents.
<b>Counselling</b>	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
<b>Dispute resolution</b>	Services helping families affected by separation to resolve their parenting disputes about post separation arrangements for children. This may include child inclusive practice session.
<b>Education and skills training</b>	Workshops and training to educate separating families about post separation parenting, conflict and dispute resolution, communication skills, and improving post separation relationships.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.
<b>Information/Advice/Referral</b>	Provision of information about post-separation parenting. Provision of referrals to another Family Law service or other relevant service.
<b>Property mediation</b>	Services helping families affected by separation to resolve arrangements for the splitting of their property, including finances.

**Specific Family Law Services data fields:**

Specific family law field name	Description
<b>Parenting agreement reached: full</b>	Any parenting agreement reached, whether oral or written, where the parties have agreed all the parenting matters in dispute. This can include a formal parenting plan, signed and dated by both parents in compliance with the Family Law Act section 63C. Agreements where the parties are in full agreement but do not sign and date it should also be included here.
<b>Parenting agreement reached: partial</b>	A written or oral agreement between the parties of some of the parenting matters in dispute. Can include a parenting plan, where some of the matters in dispute are agreed upon between the parties, but not all issues are resolved.

Specific family law field name	Description
<b>Parenting agreement: not reached</b>	Where the parenting matter/s in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial parenting agreement.
<b>Did a legal practitioner assist in parenting mediation sessions?</b>	Where a legal practitioner is present and participates in the parenting mediation sessions (legally-assisted family dispute resolution).
<b>Section 60I certificate type</b>	Please use the certificate categories in the Family Law (Family Dispute Resolution Practitioners) Regulations 2008 Regulation Schedule 1 (a) to (e).
<b>Date of certificate issued</b>	This item is related to the Section 60(I) certificate question and records the date the Section 60(I) certificate was issued.
<b>Property agreement reached: full</b>	Any property agreement reached, whether written or oral, where the parties have agreed all property matters in dispute. Written agreements where the parties are in full agreement but do not sign and date should also be included here.
<b>Property agreement reached: partial</b>	A written or oral agreement between the parties of some of the property matters in dispute. Not all property matters in dispute are resolved.
<b>Property agreement reached: not reached</b>	Where the property matters in dispute are not resolved.
<b>Date of agreement</b>	The date when the parties reached either the full or partial property agreement.
<b>Did a legal practitioner assist in property mediation sessions?</b>	Where a legal practitioner is present and participates in property mediation sessions (legally-assisted dispute resolution).
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.



# Supporting Children after Separation

## Description

The Supporting Children after Separation Program aims to support the wellbeing of children under the age of 18 years experiencing separated or separating families, and difficult family relationships. The program helps children to address relationship issues arising from these circumstances and provides opportunities for them to participate in decisions that impact upon them.

The Supporting Children after Separation Program provides a range of age-appropriate interventions including individual counselling and group work for children. Services can also facilitate access for families to child inclusive practice as a component of family dispute resolution where assessed as appropriate.

## Who is the primary client?

Primary clients for this program activity are children of separated parents and their families.

## What are the key client characteristics?

- Children of separating and separated couples.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients (who are present but not directly receiving a service), or a case or support worker.

## Should unidentified clients be recorded?

The Supporting Children after Separation Program provides face-to-face support where clients are known to the service, therefore it is expected that **10 per cent of clients or less** should be recorded as unidentified clients in each reporting period.

This program may include the provision of group work for children; however organisations should collect individual client details where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations can create a separate case for each family group. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate Cases, organisations should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26'.

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.



Organisations can choose to record outcomes against any domains that are relevant for the client; however the Family Relationship Advice Line is more likely to influence shorter term outcomes for clients (Goal SCORE) with regards to their knowledge and access to information, rather than longer term changes to their circumstances.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Age-appropriate development</li> <li>Family functioning</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Group/community knowledge, skills and behaviours</li> </ul>

**For this program activity, when should each service type be used?**

Service Type	Example
<b>Advocacy/Support</b>	Advocating on a client's behalf or supporting the client in a particular circumstance.
<b>Child/Youth focussed groups</b>	Group work to assist the children and young people of separating parents.
<b>Counselling</b>	Working through a particular issue such as relationship, separation and parenting concerns, as delivered by a person authorised to provide 'family counselling' as defined under the Family Law Act.
<b>Education and skills training</b>	Workshops and training to educate separating families about post separation parenting, conflict, dispute resolution and communication skills, and improving post separation relationships.
<b>Information/Advice/Referral</b>	Provision of information about post-separation issues. Provision of referrals to another Family Law service or other relevant service.
<b>Intake and assessment</b>	Assessing a client in an initial session to determine needs, undertaking screening and risk assessment and discussion around confidentiality.

**Specific Family Law Services data fields:**

Specific family law field name	Description
<b>Fees charged</b>	Fees charged but not necessarily collected for family dispute resolution or property mediation. If no fees were charged, enter a zero (0) amount.

# DEPARTMENT OF HEALTH

## Commonwealth Home Support Programme

The Commonwealth Home Support Programme (CHSP) includes four distinct sub-programs. These are based on the program's four target groups:

- Assistance with Care and Housing
- Care Relationships and Carer Support
- Community and Home Support, and
- Service Systems Development. \*

Each sub-program has its own objective, eligibility criteria and service types. This approach helps to target services and supports and enable grant recipients to respond more flexibly to their clients' needs.

Under the CHSP Whole of Government Grant Agreement, grant recipients receive funding to deliver specified outputs against one or a combination of service types under each sub-program. More information about these sub-programs is available in the [CHSP Manual](#).

The following pages provide practical guidance on data entry for CHSP activities. General information on how to report under the Data Exchange, including how to report client or outlet information, information on how to upload your data, privacy and technical specifications are outlined in the Data Exchange Protocols.

\*The fourth sub-program 'Service Systems Development' does not use the Data Exchange for performance reporting, and therefore is not included in the above list or subsequent information.

## Assistance with Care and Housing sub-program

### Description

Assistance with Care and Housing supports older Australians who are homeless or at risk of homelessness, to access appropriate and sustainable housing as well as community care and other support services, specifically targeted at avoiding homelessness or reducing the impact of homelessness.

### Who is the primary client?

The primary clients for this sub-program activity include frail, older people or prematurely aged people aged 50 years and over (or 45 years and over for Aboriginal and/or Torres Strait Islander peoples) who are on a low income and are homeless or at risk of homelessness as a result of experiencing housing stress or not having secure accommodation.

### What are the key client characteristics?

- People aged 50 years and over (or 45 years and over for those that identify as Aboriginal and/or Torres Strait Islander).

The person being assessed for assistance under the sub-program, and who must meet the sub-program eligibility requirement is regarded as the Principal Client. Refer to the CHSP Manual for more information on sub-program eligibility and co-habiting clients.

### Who might be considered 'support persons'?

Support persons are not in-scope for this sub-program.

### Should unidentified clients be recorded?

The Assistance with Care and Housing sub-program has limited use for unidentified clients. This sub-program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 5 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### Is there a recommended naming convention for outlets?

There is no recommended naming convention for outlets under this program activity; however, Organisations can align their outlets to those listed in the My Aged Care service finder. When creating, naming or renaming/maintaining your outlets, please consider guidelines stated in the Data Exchange Protocols.

### How should cases be set up?

There is no formal case structure recommended for this sub-program activity. However, organisations can create a separate case for each individual accessing services. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in group settings, cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, i.e.: Case ID = 'Drop-in advocacy – south west region'.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Education and skills training</li> <li>Employment</li> <li>Housing</li> <li>Financial resilience</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## For this program activity, when should each service type be used?

Each session recorded can only have one service type. Select the service type that best reflects the intent of the session, or the primary focus of that session. Each service type is listed in Appendix A of the Data Exchange [Protocols](#), and further defined in the [CHSP Manual](#). The Data Exchange is designed to capture client-facing services and interactions, therefore outputs reported should not include outputs multiplied by the number of attendees, should more than one client attend the session.

Note: The Data Exchange calculates outputs by clients in attendance, as such only the actual hours and minutes delivered in real time should be recorded. See notes and working examples at Table 2.

Table 1: Example of service type use within this sub-program activity

Service Type	Examples of service types used for this sub-program activity and measures reported
<b>Assistance with Care and Housing</b>	Assessment – referrals, Advocacy- Financial, Legal and Housing and squalor. Measure reported: time (recorded in hours and minutes) as actually delivered.
<b>Domestic assistance (ACH)</b>	General House Cleaning, Unaccompanied Shopping (delivered to home), Linen Services. Measures reported: Time (recorded in hours and minutes) as actually delivered.
<b>Goods, equipment and assistive technology (ACH)</b>	Car Modifications, Communication Aids, Medical Care Aids, Reading Aids, Self-Care Aids, Support and Mobility Aids.  This is an emergency provision only. CHSP service providers should not report Goods, Equipment and Assistive Technology outputs under the Assistance with Care and Housing Sub-Program unless directed by the Department of Health.  Personal alarms and home monitoring devices should be captured using the Other Goods and Equipment service type.  Measures reported: Quantity – number of items purchased or loaned; Cost in dollars – of the amount service provider spent (general cap of \$1000 per client per year. Refer to the CHSP Manual for more information); Client contribution amount (recorded in Fees field).  Additional notes: Each time an item of equipment or goods is provided to the client, it should be recorded under the relevant sub-service type (e.g. Other Goods and Equipment, etc.). It does not matter if the organisation lends or purchases the item for the client it will still be recorded using these categories.

Service Type	Examples of service types used for this sub-program activity and measures reported
<b>Social support - Individual (ACH)</b>	<p>Visiting, Telephone/Web Contact, Accompanied Activities such as shopping or appointments.</p> <p>Measures reported: Time (recorded in hours and minutes) as actually delivered.</p>
<b>Meals (ACH)</b>	<p>Meals prepared and delivered to client's at home; Meals provided at Centre or other setting.</p> <p>Measures reported: Quantity – Number of meals provided.</p> <p>Additional note: The term 'Meals' recognises and includes all varieties of service models in operation, including the provision of main meals such as two and three course lunches and dinners and complementary meal options such as breakfast and snack packs.</p> <p>For example, if a provider delivered a two-course meal (e.g. a main and dessert) this would be considered as one meal, even if the client chooses to eat the meal at separate occasions or on different days. Similarly, if a provider delivered a larger portion to a client, but it was still intended to be a part of the same meal, for reporting purposes, this would also be counted as one meal.</p> <p>By contrast, if a provider delivered dinners intended for two meals across the week, this would be considered two meals.</p>

**Table 2: Worked examples of reporting outputs and client contributions**

Example	Worked examples of reporting outputs and client contributions
<b>Scenario 1: Individual session</b>	<p><b>Scenario:</b> Margo advocates on behalf of her clients for assistance with suitable housing. Margo undertakes a 1 hour session for one client. In this instance, Margo can create 1 session.</p> <p><b>Session 1:</b> Time entered as 1 hour; 1 client linked to this session</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for this session: 1 hour, 0 minutes.</b></p>
<b>Scenario 2: Session with multiple clients – same amount of time spent delivering services for each client</b>	<p><b>Scenario:</b> Margo advocated for 3 clients in a day and spent an equal amount of time advocating for each client. In total the session went for 1 hour, 30 minutes (or 30 minutes per client). In this instance, Margo can create 1 session as the duration spent advocating for each client was the same within the session.</p> <p><b>Session 1:</b> Time entered as 30 minutes; 3 clients linked to the session</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for this session: 1 hour, 30 minutes.</b></p> <p>Alternatively, Margo could enter 3 sessions – one for each client:</p> <p><b>Session 1:</b> Time entered as 30 minutes; 1 client linked to this session</p> <p><b>Session 2:</b> Time entered as 30 minutes; 1 client linked to this session</p> <p><b>Session 3:</b> Time entered as 30 minutes; 1 client linked to this session</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the three sessions: 1 hour, 30 minutes.</b></p>

Example	Worked examples of reporting outputs and client contributions
<p><b>Scenario 3:</b>  <b>Session with multiple clients – different amount of time spent delivering services for each client</b></p>	<p><b>Scenario:</b> Margo advocated for 3 clients in a day but spent different amounts of time advocating for each client, ranging from 30 minutes to 2 hours. In this instance, Margo <b>cannot</b> create 1 session as the time spent advocating for each client varied within the same session.</p> <p>Session 1: Time entered as 30 minutes; 1 client linked to this session</p> <p>Session 2: Time entered as 1 hour; 1 client linked to this session</p> <p>Session 3: Time entered as 2 hours; 1 client linked to this session</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the three sessions: 3 hours, 30 minutes.</b></p>

## Care Relationships and Carer Support sub-program

### Description

The Care Relationships and Carer Support sub-program supports and maintains care relationships between carers and client, through providing good quality respite care for frail, older people so that regular carers can take a break.

### Who is the primary client?

Frail, older clients aged 65 years and over (or 50 years and over for Aboriginal and/or Torres Strait Islander people) will be the recipients of planned respite services, providing their carers with a break from their regular caring duties.

### What are the key client characteristics?

- People aged 65 years and over (or 50 years and over for those that identify as Aboriginal and/or Torres Strait Islander).

### Who might be considered 'support persons'?

Support persons are not in-scope for this sub-program.

### Should unidentified clients be recorded?

The Care Relationships and Carer Support sub-program has limited use for unidentified clients. This sub-program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 5 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### Is there a recommended naming convention for outlets?

There is no recommended naming convention for outlets under this program activity; however, Organisations can align their outlets to those listed in the My Aged Care service finder. When creating, naming or re-naming/maintaining your outlets, please consider guidelines stated in the Data Exchange Protocols.

### How should cases be set up?

There is no formal case structure recommended for this sub-program activity. However, organisations can create a separate case for each individual accessing services. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in group settings (such as centre-based respite or a community access group), cases can also be created to record these interactions, and should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, e.g. Case ID = 'Drop in centre-based respite'.

### What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this sub-program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>▪ Community participation and networks</li><li>▪ Education and training</li><li>▪ Employment</li><li>▪ Family functioning</li><li>▪ Mental health, wellbeing and self-care</li><li>▪ Personal and family safety</li><li>▪ Physical health</li></ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>▪ Community infrastructure and networks</li><li>▪ Group/community knowledge, skills, attitudes and behaviours</li><li>▪ Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

Each session recorded can only have one service type. Select the service type that best reflects the intent of the session, or the primary focus of that session. Each service type is listed in Appendix A of the Data Exchange [Protocols](#), and further defined in the [CHSP Manual](#).

The Data Exchange is designed to capture client-facing services and interactions, therefore outputs reported should not include outputs that have been multiplied by the number of attendees (should more than one client attend the session).

Note: The Data Exchange calculates outputs by clients in attendance, as such only the actual hours and minutes delivered in real time should be recorded. See notes and working examples at Table 2.

**Table 1: Example of service type use within this sub-program activity**

Service Type	Examples of service type use for this sub-program activity and measures reported
<b>Flexible Respite</b>	Community Access – Individual Respite, Host Family day Respite, Host-Family Overnight Respite, In-Home Day Respite, Mobile Respite, Other Planned Respite  Measures reported: time (recorded in hours and minutes) as actually delivered; Fees Received (recorded as whole dollars).
<b>Centre Based Respite</b>	Centre-Based Day Respite, Community Access – Group, Residential Day Respite  Measures reported: time (recorded in hours and minutes) as actually delivered; Fees Received (recorded as whole dollars).
<b>Cottage Respite</b>	Overnight community respite  Measures reported: Time (recorded in hours and minutes delivered in a night) as actually delivered; Fees Received (recorded as whole dollars).
<b>Domestic assistance (Respite)</b>	This is an emergency provision only. CHSP service providers should not report Domestic Assistance outputs under the Care Relationships and Carer Support Sub-Program unless directed by the Department of Health.  Unaccompanied Shopping (delivered to home).  Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Goods, equipment and assistive technology (Respite)</b>	Car Modifications, Communication Aids, Medical Care Aids, Reading Aids, Self-Care Aids, Support and Mobility Aids.  This is an emergency provision only. CHSP service providers should not report Goods, Equipment and Assistive Technology outputs under the Care Relationships and Carer Support Sub-Program unless directed by the Department of Health.  Personal alarms and home monitoring devices captured using the Other Goods and Equipment service type.  Measures reported: Quantity – number of items purchased or loaned; Cost in dollars – of the amount service provider spent (general cap of \$1,000 per client per year. Refer to the CHSP Manual for more information); Client contribution amount (recorded in Fees field).  Additional notes: Each time an item of equipment or goods is provided to the client, it should be recorded under the relevant sub-service type (e.g. Other Goods and Equipment, etc.). It does not matter if the organisation lends or purchases the item for the client it will still be recorded using these categories.
<b>Social support - Individual (Respite)</b>	This is an emergency provision only. CHSP service providers should not report Social Support Individual outputs under the Care Relationships and Carer Support Sub-Program unless directed by the Department of Health.



Service Type	Examples of service type use for this sub-program activity and measures reported
	<p>Telephone/Web Contact.</p> <p>Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).</p>
<b>Meals (Respite)</b>	<p>This is an emergency provision only. CHSP service providers should not report meals outputs under the Care Relationships and Carer Support Sub-Program unless directed by the Department of Health.</p> <p>Meals prepared and delivered to client's at home; Meals provided at Centre or other setting.</p> <p>Measures reported: Quantity – Number of meals provided; Client contribution amount (recorded in Fees field).</p> <p>Additional note: The term 'Meals' recognises and includes all varieties of service models in operation, including the provision of main meals such as two and three course lunches and dinners and complementary meal options such as breakfast and snack packs.</p> <p>For example, if a provider delivered a two-course meal (e.g. a main and dessert) this would be considered as one meal, even if the client chooses to eat the meal at separate occasions or on different days. Similarly, if a provider delivered a larger portion to a client, but it was still intended to be a part of the same meal, for reporting purposes, this would also be counted as one meal.</p> <p>By contrast, if a provider delivered dinners intended for two meals across the week, this would be considered two meals.</p>

**Table 2: Worked examples of reporting outputs and client contributions**

Example	Worked examples of reporting outputs and client contributions
<b>Scenario 1: Individual session of respite spanning 2 dates (overnight stay)</b>	<p><b>Scenario:</b> One client came to Georgia's centre for overnight respite. The client arrived at 4pm Thursday and left at 11am the next day.</p> <p>The session is recorded as the date the client 'checked in' for their stay. Georgia calculates the total amount of time that each client accessed respite for as 19 hours. In this instance, Georgia creates 1 session.</p> <p>Session 1: Time entered as 19 hours; The client is linked to this session</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the session: 19 hours.</b></p> <p>Note: Any meals provided to the client during overnight respite should be included as part of your normal respite outputs, and not under the meals service type.</p>
<b>Scenario 2: Multiple clients attend a respite session spanning 2 dates (overnight stay)</b>	<p><b>Scenario:</b> Two clients came to Georgia's centre for overnight respite. They arrived at 4pm Thursday and left at 11am the next day.</p> <p>The session is recorded as the date the client 'checked in' for their stay. Georgia calculates the total amount of time that each client accessed respite for as 19 hours. In this instance, Georgia can create one session.</p> <p>Session 1: Time entered as 19 hours; The two clients are linked to this session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the session: 38 hours.</b></p> <p>Note: If the clients attended the session of respite for different durations, two sessions need to be created in the Data Exchange.</p>

Example	Worked examples of reporting outputs and client contributions
<p><b>Scenario 3:</b> Individual session of respite spanning 3 dates and longer (multiple nights)</p>	<p><b>Scenario:</b> Often Georgia has clients that come to stay at the centre for multiple nights. For example, one client 'checked in' on a Thursday at 1pm and stayed until Monday, 10am.</p> <p>In this instance, Georgia would record one session, and include the date of service delivery as the Thursday, as this is when the client arrived. She would then calculate the total amount of hours spent with that client until their departure.</p> <p>1pm Thurs – 10am Mon = 93 hours 0 minutes</p> <p>Session 1: Time entered as 93 hours; The client is linked to the session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the session: 93 hours.</b></p>
<p><b>Scenario 4:</b> Individual session of respite that spans multiple nights with breaks in-between</p>	<p><b>Scenario:</b> One of Georgia's colleagues stayed overnight with a client on a Tuesday at the client's place of residence (in-home respite). The next day (Wednesday), this staff member left in the morning and a separate staff member returned in the afternoon to provide respite for a second evening. Respite was provided for 18 hours on both the Tuesday and Wednesday.</p> <p>In this instance, two sessions would be created in the Data Exchange. The overnight stay for the Tuesday would be recorded on that date, with total number of hours and minutes spent. The Wednesday would be recorded as a separate session with total number of hours and minutes.</p> <p>Session 1 (Tuesday): Time entered as 18 hours 0 minutes; the client is linked to this session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for Session 1: 18 hours</b></p> <p>Session 2 (Wednesday): Time entered as 18 hours 0 minutes; The client is linked to this session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for Session 2: 18 hours</b></p>
<p><b>Fees/Client contribution</b> <b>Scenario 1:</b> Individual session</p>	<p><b>Scenario:</b> A client is charged and pays a fee/client contribution of \$25 dollars for a session of respite, based on the provider's client contribution policy. The provider enters the fees/client contributions received for the session as \$25.</p>
<p><b>Fees/Client contribution</b> <b>scenario 2:</b> Group session</p>	<p><b>Scenario:</b> Two people attend an overnight respite session. The clients that attended the group session may or may not pay the same client contribution, based on the provider's client contribution policy. The sum of the fees/client contributions received for the session is reported against the session.</p> <p>For example, if one client paid \$20 and the other paid \$15, the provider would report the total fees/client contributions for the session of service as \$35 against the group/session service type.</p>

## Community and Home Support sub-program

### Description

The Community and Home Support sub-program provides entry-level support services to assist frail and older people to live independently at home and in the community.

### Who is the primary client?

The primary clients for this sub-program activity include frail, older people aged 65 years and over (or 50 years and over for people that identify as Aboriginal and/or Torres Strait Islander) who need assistance with daily living to remain living independently at home and in the community.

### What are the key client characteristics?

- People aged 65 years and over (or 50 years and over for those that identify as Aboriginal and/or Torres Strait Islander).

### Who might be considered 'support persons'?

Because of the significant role of family members and carers in supporting older Australians, often family members and carers access services that lead to a measurable outcome. In these instances, these persons should be recorded as 'support persons'.

Services delivered to support persons that involve CHSP funding are to be reported in the Data Exchange, and are reflected in the CHSP Organisation Overview Report. More information on support persons and how to record them in the web-based portal can be found on the Data Exchange website.

For this sub-program activity, support persons may include the following:

- Carers of clients/Care recipients
- Families of clients
- Children of clients
- Community Leaders/Informal Care Givers.

More information on support persons and how to record them in the web-based portal can be found on the Data Exchange website.

### Should unidentified clients be recorded?

The Community and Home Support sub-program has limited use for unidentified clients. This sub-program provides face-to-face support where clients are known to the service, therefore it is expected that no more than 5 per cent of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### Is there a recommended naming convention for outlets?

There is no recommended naming convention for outlets under this sub-program activity; however, Organisations can align their outlets to those listed in the My Aged Care service finder. When creating, naming or re-naming/maintaining your outlets, please consider guidelines stated in the Data Exchange Protocols.

### How should cases be set up?

There is no formal case structure recommended for this sub-program activity. However, organisations can create a separate case for each individual accessing services. To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286. This works well for ongoing one-on-one contact with clients.

For organisations that deliver services in group settings (such as a forum, social support group or promotional community event), cases can be created to record these interactions and can link the client ID of regular attendees to the case. These cases, should be titled in a way that allows staff to easily enter data and use the case over multiple reporting periods, e.g. 'Monday afternoon social support group'.

## What areas of SCORE are most relevant?

Organisations participating in the partnership approach can choose to record outcomes against any domains that are relevant for the client. For this sub-program, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and training</li> <li>Employment</li> <li>Material wellbeing and basic necessities</li> <li>Mental health, wellbeing and self-care</li> <li>Personal and family safety</li> <li>Physical Health</li> </ul>	All six Goal outcomes are relevant for this program activity	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> </ul>

## For this sub-program, when should each service type be used?

Each service type is listed in Appendix A of the Data Exchange Protocols, and further defined in the [CHSP Manual](#).

Each session recorded can only have one service type. Select the service type that best reflects the intent of the session, or the primary focus of that session.

The Data Exchange is designed to capture client-facing services and interactions, therefore outputs reported should not include:

- Time spent travelling to and from clients' homes while delivering services
- Time spent in administration or planning
- Outputs that have been multiplied by the number of people that attended the session (should more than one client attend the session).

Note: The Data Exchange multiplies the outputs entered for a session by the number of clients and/or support people in attendance. As such, only the actual hours and minutes delivered in real time, or the quantity of units received by each individual, should be recorded. See worked examples at Table 2.

**Table 1: Example of service type use within this sub-program activity**

Service Type	Examples of service type use for this sub-program activity and measures reported
<b>Domestic assistance</b>	General House Cleaning, Unaccompanied Shopping (delivered to home), Linen Services. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Personal care</b>	Assistance with Self-care, Assistance with client self-administration of medicine. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Social support - Individual</b>	Visiting, Telephone/Web Contact, Accompanied Activities such as shopping or appointments. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Other food services</b>	Food Advice, Lessons, Training, Food Safety, Assistance with food preparation in the home.

Service Type	Examples of service type use for this sub-program activity and measures reported
	Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Nursing</b>	As per standard definition in the CHSP Manual. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Allied health and therapy services</b>	Podiatry, Occupational Therapy, Physiotherapy, Hydrotherapy, Social Work, Speech Pathology, Dietitian or Nutritionist, Aboriginal and Torres Strait Islander Health Worker, Psychologist, Ongoing Allied Health and Therapy Services, Restorative Care Services, Diversional Therapy, Exercise Physiologist, Other Applied Health and Therapy Services. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Social support - Group</b>	As per standard definition in the CHSP Manual. Measures reported: Time (recorded in hours and minutes) as actually delivered; Client contribution amount (recorded in Fees field).
<b>Home modifications</b>	As per standard definition in the CHSP Manual. Measures reported: Total Cost – the total amount spent by the service provider (maximum of \$10,000 per client per financial year as per CHSP policy); Extra item detail – 10 tick boxes, to be selected as appropriate; Client contribution amount (recorded in Fees field).
<b>Home maintenance</b>	Minor Home Maintenance and Repairs, Major Home Maintenance and Repairs, Garden Maintenance. Measures reported: Time (recorded in hours and minutes) as actually delivered; Total Cost – the total amount spent by the service provider; Client contribution amount (recorded in Fees field).
<b>Goods, equipment and assistive technology</b>	Self-care aids, Support and mobility aids, Medical care aids, Communication aids, other goods and equipment, Reading aids, Car Modifications. Measures reported: Quantity – number of items purchased or loaned; Cost in dollars – of the amount service provider spent (general cap of \$500 per client per year. Refer to the CHSP Manual for more information); Client contribution amount (recorded in Fees field). Additional notes: Each time an item of equipment or goods is provided to the client, it should be recorded under the relevant sub-service type (e.g. self-care aids, support and mobility aids, etc.). It does not matter if the organisation lends or purchases the item for the client it will still be recorded using these categories. Do not report equipment purchased for home modifications under this item.
<b>Meals</b>	Meals prepared and delivered to client's at home; Meals provided at Centre or other setting. Measures reported: Quantity – Number of meals provided; Client contribution amount (recorded in Fees field). Additional note: The term 'Meals' recognises and includes all varieties of service models in operation, including the provision of main meals such as two and three course lunches and dinners and complementary meal options such as breakfast and snack packs. For example, if a provider delivered a two-course meal (e.g. a main and dessert) this would be considered as one meal, even if the client chooses to eat the meal at separate occasions or on different days. Similarly, if a provider delivered a larger portion to a client, but it was

Service Type	Examples of service type use for this sub-program activity and measures reported
	<p>still intended to be a part of the same meal, for reporting purposes, this would also be counted as one meal.</p> <p>By contrast, if a provider delivered dinners intended for two meals across the week, this would be considered two meals.</p>
Transport	<p>Direct transport (driver is a volunteer or worker) and in-direct transport.</p> <p>Measures reported: quantity - number of one-way trips; client contribution amount (recorded in Fees field).</p>
Specialised support services	<p>Continence advisory services, dementia advisory services, vision services, hearing services, other support services and client advocacy.</p> <p>Measures reported: time (recorded in hours and minutes) as actually delivered; client contribution amount (recorded in Fees field).</p>

Table 2: Worked examples of reporting outputs and client contributions

Example	Worked examples of reporting outputs and client contributions
<b>Scenario 1: Individualised session – Time to be reported</b>	<p><b>Scenario:</b> Graham delivers a range of CHSP services. Graham delivered 90 minutes of a domestic assistance to a CHSP client. In this instance, Graham would create one session in the Data Exchange.</p> <p>Session 1: Time entered as 1 hour, 30 minutes; The client is linked to the session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for this session: 1 hour, 30 minutes.</b></p>
<b>Scenario 2: Session with multiple clients – Time to be reported</b>	<p><b>Scenario:</b> Justine is an Exercise Physiologist. Justine delivers a weekly group exercise physiology targeting fall prevention on Wednesdays. The program goes for five weeks and there are 10 clients that usually attend.</p> <p>In week 1 of the program, all 10 clients attended the one-hour session. In this instance, Justine creates one session.</p> <p>Session 1: Time entered as one hour, 0 minutes. The 10 clients are linked to the session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for Session 1: 10 hours.</b></p> <p>In week 2 of the program, only eight clients attended the one-hour session. In this instance, Justine can create a copy of last week's session, and update the session to correct the date of the session and to remove the two clients that could not attend.</p> <p>Session 2: Time entered as one hour, 0 minutes; The eight clients are linked to the session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for Session 2: 8 hours.</b></p>
<b>Scenario 3: Shared services – Time to be reported</b>	<p><b>Scenario:</b> Husband (Charles) and wife (Jody) are both eligible to receive CHSP-funded assistance. Currently they share the benefits of one hour of domestic assistance each week. In this instance, there are two ways the provider can enter the data into the Data Exchange as Charles and Jody share the benefits of the domestic assistance.</p> <p>Session 1: Time entered as 0 hours, 30 minutes; The client records for Charles and Jody are linked to the session.</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the session: 1 hour</b></p> <p>Alternatively the data could be entered as:</p>



Example	Worked examples of reporting outputs and client contributions
	<p>Session 1: Time entered as 1 hour, 0 minutes; The client records for either Charles and Jody are linked (only 1 record is linked).</p> <p><b>Total outputs reflected in the CHSP Organisation Overview Report for the session: 1 hour.</b></p>
<p><b>Scenario 4:</b> Individual session – Quantity to be reported</p>	<p><b>Scenario a:</b> Jamie has recently been referred for CHSP meals as he is unable to cook while he is recovering from a hand injury. Jamie receives one meal per week from his local meals provider. His family are able to support Jamie throughout the week. In this instance, the meals provider creates a session for Jamie.</p> <p>Session 1: Quantity of meals entered as 1; Jamie's client record is linked to the session.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session: 1 (meal).</b></p> <p><b>Scenario b:</b> Jamie's family are unable to cook for him during the week because they are going on vacation for a week. The local meals provider has arranged to deliver five meals on Monday to Jamie that he can freeze and reheat for the week his family are away. In this instance, the meals provider would create a single session, and include the date of service delivery as the Monday.</p> <p>Session 1: Quantity of meals entered as 5; Jamie's client record is linked to the session.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session: 5 (meals).</b></p>
<p><b>Scenario 5:</b> Individual session – Quantity to be reported</p>	<p><b>Scenario a</b> – Meals provided in the client's home where the carer/support person is present</p> <p><b>Example:</b> The service provider delivers a meal to the client in their home. The client's carer/support person is also present, and is not themselves a CHSP client. The client receives a meal funded through the CHSP. The carer/support person has also requested a meal from the provider. Under this service, where meals are provided in the client's home, meals to a carer/support person must not be purchased using CHSP funds. The carer/support person and the provider must make their own arrangements regarding the cost of the meal. Under the CHSP only the client is counted as receiving the meal.</p> <p><b>Session 1:</b> 'Amount of Assistance' quantity 1, client record is linked to the session any fees paid by the client should be entered into the 'fees charged' section. The Data Exchange report will calculate the quantity of outputs which would be reflected as 1 meal. The meal provided to the carer/support person is not counted.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session: 1</b></p>
<p><b>Scenario 6:</b> Session with multiple clients – Quantity to be reported</p>	<p><b>Scenario a:</b> James is a local transport provider and provides group transport sessions. Today there were 15 CHSP clients that he drove from their homes to the shops. Each client is considered to have received 1 trip.</p> <p>Session 1: Quantity of trips entered as 1; The 15 clients are linked to the session.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session: 15 (trips).</b></p> <p><b>Scenario b:</b> Mary-Anne accesses CHSP transport services from James. She has recently had a fall and has lost her confidence in walking in shopping centres. Mary-Anne's husband (Dave) is her primary carer and is accompanying Mary-Anne on the bus and on her shopping outings, while she regains her confidence. In this instance, the provider enters the group session. Five clients (in addition to Mary-Anne) were driven from their homes to the local shopping centre.</p>

Example	Worked examples of reporting outputs and client contributions
	<p>Session 1: Quantity of trips entered as 1; The 6 clients in total are linked to the session as a client. Dave's record is attached to the session as a support person.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session: 6 (trips).</b></p>
<p><b>Scenario 7:</b> <b>Session with multiple clients – Quantity to be reported</b></p>	<p><b>Scenario a – Meals and Social Support Group provided</b></p> <p><b>Scenario:</b> David runs a Social Support Group activity run through the local senior citizens' club, where attendees are often accompanied by their carers. The activity involves a group excursion which returns to the centre late in the afternoon (meals are not provided as part of the excursion). David is also funded to provide meals. Upon return from the activity, the client and their carer are provided with a meal in the centre.</p> <p>As David is funded for both Social Support Group and Meals, then these activities should be reported separately.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the Social Support Group Activity</b>, session quantity entered as 1, sum of all client contributions entered; clients' and support persons' records are linked to the session.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the Meals services</b>, 'Amount of assistance provided' quantity entered as 1, sum of all client contributions entered; clients' and support persons records' are linked to the session. The Data Exchange report will then calculate the quantity of outputs which would be reflected as two meals (plus any additional attendees receiving meals as part of the same session).</p>
<p><b>Scenario 8:</b> <b>Session with multiple clients – Quantity to be reported</b></p>	<p><b>Scenario b – Social Support Group and light snacks provided</b></p> <p><b>Scenario:</b> Maude runs a Social Support Group activity run through the local senior citizens' club, at which attendees are often accompanied by their carers. The activity is a fitness class run entirely within the centre, with participants having some light snacks during a break, provided by the centre. The activity runs for 1 hour.</p> <p><b>Session 1:</b> Time entered as 1 hour, 0 minutes for Social Support Group activity. The sum of all client contributions entered; clients' and support persons records' are linked to the session and is reported as a Social Support Group. Quantity of meals entered as 0.</p> <p><b>Total quantity of outputs reflected in the CHSP Organisation Overview Report for the session:</b> 1 (Social Support Group), plus any additional attendees involved in the group activity at the centre as part of the same session.</p>
<p><b>Scenario 9:</b> <b>Individual session – Cost to be reported</b></p>	<p><b>Scenario:</b> Ben provides home modification services under the CHSP. Ben has recently installed a handrail for a client (Suzanne). The rail cost \$35 and the cost of labour was \$50. Suzanne's paid a contribution of \$15 towards the cost of the rail.</p> <p>Ben creates a session in the Data Exchange and ticks the extra item detail for "Handrails".</p> <p>Session 1: Cost reported as \$85; Suzanne's client record is attached to the session. The fees are entered as \$15.</p> <p><b>The total cost reflected in the CHSP Organisation Overview Report for this session is: \$85.</b></p>
<p><b>Fee/Client contribution</b> <b>Scenario 1:</b> <b>Individual session</b></p>	<p><b>Scenario:</b> Mary pays \$10 towards the cost of a personal care session. For the session being reported, the provider enters the fees/client contributions as \$10.</p>
<p><b>Fee/Client contribution</b> <b>Scenario 2:</b> <b>Group session</b></p>	<p><b>Scenario:</b> Twelve clients attend a social support – group session. The clients that attended the group session may or may not pay the same client contribution,</p>



Example	Worked examples of reporting outputs and client contributions
	<p>based on the provider's client contribution policy. The sum of the fees/client contributions received for the session is reported against the session.</p> <p>For example, 10 clients paid \$3 and 2 clients did not pay a contribution for a session, based on the provider's client contribution framework. The total fees/client contributions reported would be \$30 (as this is the sum of the fees/client contributions received).</p>
<b>Fee/Client contribution Scenario 3: Individual session</b>	<p><b>Scenario:</b> James provides 1 hour for the home maintenance service type of garden maintenance under the CHSP. James has recently mowed the lawn for a client (Leonie). The cost of the lawn mowing was \$20. Leonie has paid \$15 towards the cost of the lawn mowing service.</p> <p><b>Session 1:</b> Total cost reported as \$20; Leonie's client record is attached to the session. The fees charged are entered as \$15.</p> <p><b>The total cost as reflected in the CHSP Organisation Overview Report for this session is: \$20</b></p>
<b>Fee/Client contribution Scenario 4: Individual session</b>	<p><b>Scenario:</b> Sally provides 1 hour of gardening services under the home maintenance CHSP service type. Sally has recently mowed the lawn and trimmed the vegetation for a client (Jimmy) and will dispose of the garden cuttings at the rubbish tip. The cost of the lawn mowing and garden work was \$30. Jimmy has paid a fee/client contribution of \$10 towards the cost of the lawn mowing and gardening service plus \$5 to pay for the tip fee.</p> <p>The tip fee of \$5 is added to the cost of \$30 making it \$35. All contributions made by the client must be recorded.</p> <p><b>Session 1:</b> Total cost reported as \$35. Jimmy's client record is attached to the session. The fees charged are entered as \$15.</p> <p><b>The total cost as reflected in the CHSP Organisation Overview Report for this session is: \$35</b></p>
<b>Fee/Client contribution Scenario 5: Individual session</b>	<p><b>Scenario:</b> Angelo provides 1 hour of pressure cleaning to client's (Edward) verandah. The cost of the service is \$20. Included in this service is an additional \$5 to cover the cost of petrol and maintenance of the pressure cleaner.</p> <p>In this instance, the service is \$20 and the additional \$5 for petrol and maintenance. The total cost of the service is \$25.</p> <p>Edward pays a fee/client contribution of \$10 dollars based on the provider's client contribution policy. The provider enters the fees/client contributions received for the session as \$10.</p>
<b>Fee/Client contribution Scenario 6: Single fee for multiple sessions</b>	<p><b>Scenario:</b> Under an organisation's client contribution policy, they charge a fee/client contribution, and clients receive a combination of services, such as a meal and transport. When reporting the fees/client contributions for the different service types delivered, the provider should allocate the fees/client contributions received with consideration to their contribution toward the cost of the service delivered.</p> <p>For example, if the \$10 fee/client contribution notionally contributes \$6 towards the meal, and \$4 towards the transport, the fees/client contribution reported would reflect this breakdown under the two sessions reported.</p> <p>Alternatively, if the notional allocation of the client contribution is unknown in this scenario, organisations can divide the contribution by the number of services being received and report this amount against each service (e.g. \$5 towards the meal and \$5 towards transport).</p>
<b>Fee/Client contribution Scenario 7: Multiple service offering</b>	<p><b>Scenario:</b> Under an organisation's client contribution policy, they charge a weekly \$10 rate, and clients receive a combination of services, such as a meal and transport. When reporting the fees/client contributions for the different service types delivered, the provider should allocate the fees/client contributions</p>

Example	Worked examples of reporting outputs and client contributions
	<p>received with consideration to their contribution toward the cost of the service delivered.</p> <p>For example, if the \$10 fee/client contribution notionally contributes \$6 towards the meal, and \$4 towards the transport, the fees/client contributions reported would reflect this breakdown under the two sessions reported.</p>

# DEPARTMENT OF HOME AFFAIRS

## Settlement Services

Settlement Services delivers core settlement support for humanitarian entrants and other eligible migrants in their first five years of life in Australia. The broad aim of the Settlement Services Activity is to deliver services to migrants and humanitarian entrants that will assist them to become self-reliant and participate equitably in Australian society, with a focus on fostering social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

The following program activities are included in Settlement Services:

- National Community Hubs Program
- Settlement Engagement and Transitions Support (SETS) – Client Services
- Settlement Engagement and Transitions Support (SETS) – Community Capacity Building
- Settlement Engagement and Transitions Support (SETS) – Innovation Fund
- Youth Transition Support.
- Youth Hubs trial
- Mutual Understanding Supp Tol Eng & Resp

# National Community Hubs Program

## Description

The National Community Hubs Program (NCHP) (also referred to as Community Hubs) provides tailored, in-community support to migrants and humanitarian entrants, with a focus on helping women and their families.

The Community Hubs model uses familiar and culturally safe community facilities, usually schools, to create spaces to:

- improve access and engagement with existing services, such as language, employment, skills development and health, for migrant families and individuals;
- increase learning outcomes for children;
- contribute to social cohesion by enhancing the capacity of community organisations and service providers to reach out to migrant communities
- improve language, literacy and learning outcomes for migrants, including for isolated migrant mothers and provide early learning activities for their children
- improve pathways to employment for migrants through educational and social programs.

## Who is the primary client?

Primary clients for this program activity are humanitarian entrants and other vulnerable migrant women living in Australia.

## What are the key client characteristics?

- The key client characteristics are: Mothers, with primary school aged children, from a cultural and linguistically diverse background, including humanitarian entrants and recently arrived migrants.
- People, particularly migrant women, who cannot speak English well.
- People, particularly migrant women, needing support to connect to their local community.
- People, particularly migrant women, with employment, education or training goals who face barriers to achieving these goals.
- People, particularly migrant women, living in targeted Local Government Areas (LGAs) (generally in a low Socio-Economic Indexes for Area (SEIFA) area with a high migrant population).
- Young children of migrant families.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

It is not expected that for this program activity, support persons would be recorded.

## Should unidentified 'group' clients be recorded?

Community Hubs is primarily a group based support activity. It is therefore expected that the majority of the clients should be recorded as unidentified clients in each reporting period. Where it is practical and possible to collect client level data, this should be collected and reported into the Data Exchange.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations should create cases to reflect the main types of activities as set out in their Activity Work Plan. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
None of the Circumstances outcomes are relevant for this program activity	None of the Goals outcomes are relevant for this program activity	None of the Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> </ul>

### For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Information/Advice/Referral</b>	Provision of information or advice through group information sessions or workshops (e.g. information on health, parenting skills, housing), or referral to another service.
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to the client's circumstances, for example leadership training activities to empower newly arrived women.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
<b>Community Capacity building</b>	Activities targeted at building and/or strengthening community relationships and cohesion, peer and social support programs providing a sense of community for clients, volunteering opportunities.
<b>Facilitate employment pathways</b>	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
<b>Facilitate English learning pathways</b>	Activities that facilitate pathways to improved English language and literacy, English conversation groups, and group information sessions on accessing formal English language and literacy programs.

## Settlement Engagement and Transitions Support (SETS) – Client Services

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

### Description

The objective of SETS – Client Services is to equip humanitarian entrants and other vulnerable migrants in their first five years in Australia with the knowledge and skills to identify, understand and take action to address their identified settlement needs. Services will be delivered in accordance with a needs-based approach. Clients will be provided with settlement-related information, advice, advocacy, and assistance to access mainstream and other relevant services. Clients may also be provided high quality casework to address issues arising during their settlement experience. Typically client needs will align with the nine priority areas identified in the National Settlement Framework.

### Who is the primary client?

Primary clients for this program activity are eligible humanitarian entrants and other vulnerable migrants in their first five years of life in Australia, within the categories set out below under ‘what are the key client characteristics?’ A priority is youth within these categories.

### What are the key client characteristics?

Clients can be humanitarian entrants, family stream migrants with low English language proficiency, dependants of skilled migrants in rural and regional areas with low English language proficiency, selected temporary residents (Prospective Marriage and Provisional Partner visa holders and their dependants) in rural and regional areas with low English.

Clients may be experiencing one or more barriers impacting on their social and economic participation.

### Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families, children, parents, or carers of clients (who are present but not directly receiving a service), legal representatives, community leaders, mentors, informal care givers or a case/support worker.

### Should unidentified clients be recorded?

SETS – Client Services is primarily client facing where ongoing relationships are formed, therefore it is expected that 25-40 per cent of your clients **or less** should be recorded as unidentified clients in each reporting period. A specific percentage will be specified in each organisation’s Activity Work Plan.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include large group information sessions and events; however organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Organisations should create cases to reflect the main types of activities that are funded under SETS – Client Services, as set out in their Activity Work Plan.

### The partnership approach

All SETS Organisations are required to participate in the partnership approach. As part of the partnership approach, Organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for 50 - 60 per cent of all participants. However, it is

noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you should also collect SCORE assessments periodically throughout service delivery.

### What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>All eleven Circumstance outcomes are relevant for this program activity</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	<p>All three Satisfaction outcomes are relevant for this program activity</p>	<ul style="list-style-type: none"> <li>None of the Community outcomes are relevant for this program activity.</li> </ul>

### Collecting extended data

For this program activity, it is recommended that you collect the following extended data items, where possible:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>Month of first arrival in Australia</li> <li>Year of first arrival in Australia</li> <li>Visa Type</li> <li>Ancestry</li> </ul>	<ul style="list-style-type: none"> <li>Reason for seeking assistance</li> <li>Referral source</li> </ul>	<ul style="list-style-type: none"> <li>Referral type</li> <li>Referral purpose</li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

### For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Advocacy/Support</b>	Provide advocacy and support to assist clients to access mainstream and other relevant services. This may include working closely with mainstream Organisations to develop partnership approaches to enhance a holistic approach to client services, and promoting services to disengaged clients and assisting organisations to build cultural awareness.
<b>Child/Youth focussed groups</b>	Youth specific services may include, but are not limited to: <ul style="list-style-type: none"> <li>Providing flexible education and/or employment support options to meet the varying needs of those who experience disruption to schooling.</li> <li>Providing opportunities or support to young people to access</li> </ul>

Service Type	Example
	<p>volunteering opportunities, internships or work experience, to improve their employability.</p> <ul style="list-style-type: none"> <li>Working with young people to think about and articulate their goals for the future.</li> <li>Supporting family members to understand and support a young person's goals and pathways, including understanding the Australian education and employment system.</li> </ul>
<b>Education and skills training</b>	<p>Individual or group activities may include the following:</p> <ul style="list-style-type: none"> <li>Develop awareness and understanding of the Australian educational system requirements including enrolment, compulsory attendance, school curriculum and other requirements of an age-based education system.</li> <li>Undertake early intervention approaches to retain students at risk of disengagement including referral to community learning, mentoring programs, counselling services, and highlighting the importance of education in gaining employment.</li> </ul>
<b>Facilitate employment pathways</b>	<p>Activities may include providing information to individuals or groups on:</p> <ul style="list-style-type: none"> <li>Suitable employment readiness programs to improve employment outcomes, including orientation to work, job searching and applying for jobs, preparing resumes and responses to selection criteria, interview techniques, workshops, and advice on suitable workplace attire.</li> <li>Access to coaching, mentoring programs, volunteering, career advice, pre-vocational training, bridging courses, work experience and internship opportunities.</li> <li>Information about point of access for overseas skills/qualifications recognition.</li> <li>Information about Australian workplace systems and culture.</li> <li>Encouraging career counselling or advice to assist people in choosing a realistic career path and pursuing appropriate educational, training and work experience opportunities.</li> <li>Information and support to access mainstream employment providers or other employment agencies.</li> </ul>
<b>Facilitate English learning pathways</b>	<p>SETS does not fund English language training, rather it supports the acquisition of English language skills. Individual or group activities may include:</p> <ul style="list-style-type: none"> <li>Reinforcing the value of utilising English language classes, including awareness of available English language programs, how to access them and the importance of regular attendance.</li> <li>Opportunities to practice English skills in group work, conversational and practical settings.</li> <li>Referral to the Adult Migrant English Program (AMEP), the Skills for Education and Employment (SEE) program and/or other suitable programs, and support to remain engaged.</li> <li>Information on the availability of interpreting and translation services and how to access these.</li> </ul>
<b>Information/Advice/Referral</b>	<p>Provide <b>low-intensity casework</b> support to clients requiring minimal assistance to meet their settlement needs and achieve their goals. The client may present at the service only once or at infrequent intervals, and may not see the same caseworker. This includes warm referrals where possible.</p>
<b>Information/Advice/Referral – Medium intensity</b>	<p>Provide <b>medium-intensity casework</b> support to clients who are identified as requiring this through the needs assessment, which targets individual needs. This includes assigning a case worker to the client to ensure continuity of support, developing a case plan to identify the actions, responsibilities and timeframes needed to achieve identified outcomes, warm referrals to mainstream and other relevant services, and regular contact with the client until needs are met.</p>



Service Type	Example
<b>Intake and assessment</b>	Deliver intake services that provide the opportunity for an initial needs-based assessment to be undertaken that determines the level of support required by the client.
<b>Settlement services workshops</b>	<p>Address client needs through targeted group sessions that align with the nine priority areas identified in the National Settlement Framework (excluding employment, education and training, and assistance with English language as these are covered in separate service types), including:</p> <ul style="list-style-type: none"> <li>▪ One-off or ongoing information sessions, for example, inviting an expert to provide information on a specific topic.</li> <li>▪ One-off or ongoing workshops, for example 'Life Skills' sessions.</li> <li>▪ Structured groups that meet regularly on an ongoing basis.</li> </ul>
<b>Social participation</b>	Groups that provide social support, such as men's, women's or parenting groups.

## Settlement Engagement and Transitions Support (SETS) – Community Capacity Building

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

### Description

Some relatively new and emerging communities may lack capacity or capability to develop information networks and require support to maximise social inclusion and participation. The objective of SETS-Community Capacity Building is to empower new and emerging community groups and organisations to support their specific communities towards collectively increasing the social participation, economic and personal wellbeing of community members, to ensure that positive settlement outcomes are sustained in the long term. Support may include development of leadership and governance skills, linkages to the broader community, interaction with government and local stakeholders, and access to resources and facilities.

### Who is the primary client?

Primary clients for this program activity are new and emerging ethno-specific communities, community leaders and emerging community representatives and new and emerging ethno-specific organisations with limited corporate capacity.

### What are the key client characteristics?

Clients can be leaders and representatives of new and emerging ethno-specific organisations, whose members have arrived in Australia in the last five years and/or who are from a culturally and linguistically diverse background.

Clients may be experiencing one or more barriers impacting on their ability to support their specific communities to increase social and economic participation.

### Who might be considered ‘support persons’?

Support persons are unlikely to be relevant for this program activity.

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

### Should unidentified clients be recorded?

SETS – Community Capacity is likely to involve work with individuals and communities.

- Where services are delivered directly to individuals, it is expected that **5% of clients** should be recorded as unidentified clients in each reporting period;
- Where services are delivered to leaders or representatives of the community/other organisations, it is expected that **25-40% of clients or less** should be recorded as unidentified clients in each reporting period (a specific percentage will be negotiated and included in Activity Work Plans, as per funding agreements).

For this program activity, applicable examples of where use of unidentified clients may be appropriate include training, information sessions and consultation; however providers should aim to collect individual client details for each participant/attendee where possible. Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Organisations should create cases to reflect the main types of activities that are funded under SETS – Community Capacity Building, as set out in their Activity Work Plan.

## The partnership approach

All SETS organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for **a majority of all participants**. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you could also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Employment</li><li>Education and skills training</li><li>Material wellbeing and basic necessities</li><li>Financial Resilience</li></ul>	<ul style="list-style-type: none"><li>Changed behaviours</li><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Empowerment, choice and control to make own decisions</li><li>Engagement with relevant support services</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Group/community knowledge, skills, attitudes and behaviours</li><li>Organisational knowledge, skills and practices</li></ul>

## Collecting extended data

For this program activity, it is recommended that you collect the following extended data items, where possible:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"><li>Month of first arrival in Australia</li><li>Year of first arrival in Australia</li><li>Visa Type</li><li>Ancestry</li></ul>	<ul style="list-style-type: none"><li>Reason for seeking assistance</li><li>Referral source</li></ul>	<ul style="list-style-type: none"><li>Referral type</li><li>Referral purpose</li></ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Advocacy/Support</b>	<p>Provide opportunities for small ethno-specific groups to participate in the broader community and interact with different levels of government and engage with local stakeholders on settlement issues.</p> <p>Assist community groups to access community resources and facilities to support their capacity to self-organise.</p>
<b>Community engagement</b>	<p>Undertake consultation with ethno-specific community groups to identify common goals, interests and needs with a view to developing community settlement strategies and plans that will assist communities to establish groups and/or informal associations.</p> <p>Establish effective links and connections that facilitate referrals from a range of sources (self-referral; non-government community agencies; legal services; other government departments; or within the organisation).</p> <p>Strengthen relationships with key stakeholders who are integral to providing holistic and quality services. Establish and maintain partnerships and links with other relevant agencies.</p>
<b>Education and skills training</b>	<p>Provide training, leadership skills and mentoring to community leaders.</p> <p>Develop project management skills in ethno-specific community groups and organisations with a view to sustaining such groups and organisations in the longer term.</p>
<b>Governance</b>	<p>Provide training on organisational governance for organisations, community groups and community leaders (including assisting ethno-specific groups to become incorporated organisations).</p> <p>Support the development of administrative and operational skills, including in applying for and managing government funding, such as outlining requirements, record keeping and financial accountability requirements for government grants.</p>
<b>Mentoring/Peer support</b>	<p>Support leaders/staff of community organisations to establish and maintain relationships with individuals and / or other organisations that are able to provide support and services.</p>

## Settlement Engagement and Transition Support (SETS) – Innovation Fund

SETS is an early intervention program that equips and empowers eligible clients and communities to address their identified settlement needs in order to improve social participation, economic wellbeing, independence, personal wellbeing and community connectedness.

### Description

The Settlement Engagement and Transition Support (SETS) Innovation grant opportunity funds innovative projects that support and/or enhance employment for migrants and refugees.

### Who is the primary client?

Primary clients for this program activity are SETS eligible adult clients who are unemployed or underemployed.

### What are the key client characteristics?

There are four priority cohorts for this program activity:

- Adult persons who have arrived in Australia in the last five years
- Persons from a cultural and linguistically diverse background
- Persons with low English language proficiency
- Persons and families who are unemployed or underemployed.

### Who might be considered ‘support persons’?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include family members, , legal representatives, community leaders, mentors, or a case/support worker.

### Should unidentified ‘group’ clients be recorded?

This program has limited use for unidentified clients. It is expected that less than 5% of clients should be recorded as unidentified clients in each reporting period.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include training, information sessions and consultation; however providers should aim to collect individual client details for each participant/attendee where possible. Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Organisations should create cases to reflect the main types of activities, as set out in their Activity Work Plan. **The partnership approach**

All SETS organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, organisations will collect SCORE outcomes data for all participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

While generally a client SCORE assessment is recorded twice – towards the beginning of the client’s participation in the project (Pre-SCORE) and again towards the end of their participation in the project (Post-SCORE), a SCORE assessment can be conducted at additional points if it is seen as beneficial to the client or the project.

As a minimum, it is expected that you record SCORE outcomes against the domains outlined in the table below.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Employment</li><li>Education and skills training</li></ul>	<ul style="list-style-type: none"><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Empowerment, choice and control to make own decisions</li><li>Engagement with relevant support services</li></ul>	All three Satisfaction outcomes are relevant for this program activity	None of the Community outcomes are relevant for this program activity

## Collecting extended data

For this program activity, it is recommended that you collect the following extended data items, where possible:

Client Level Data
<ul style="list-style-type: none"><li>Employment status</li><li>Highest level of education / qualification</li><li>Income (frequency and approximate gross income)</li><li>Main source of income</li><li>First arrival in Australia (year and month)</li><li>Visa Type</li><li>Ancestry</li></ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Initial assessment of a client and their needs
<b>Facilitate employment pathways</b>	Assisting clients to become 'job ready' by building capabilities in employment skills and linking clients with opportunities that further develop work skills. Work experience placements, job readiness preparation and employment mentoring. Securing permanent employment (full-time, part-time or casual).
<b>Education and skills training</b>	Assisting a person to learn or build vocational, technical and work readiness skills to improve job skills in preparation for participation in the workplace.

Service Type	Example
<b>Facilitate English learning pathways</b>	Linking English language acquisition with greater employment and entrepreneurial options. This may include partnering with an employer for a client to improve their English language proficiency as part of employment “on-the-job”.

# Youth Transition Support

## Description

The Youth Transition Support Pilot builds on services provided under the Settlement Grants Youth Settlement Services component to address disengagement and marginalisation, and promote social cohesion in locations of high need. Organisations deliver a suite of services that provide early intervention assistance and addresses barriers to participation in education and employment that are specific to young humanitarian entrants and other vulnerable young migrants under 25 years of age.

## Who is the primary client?

Primary clients for this program activity are young refugees and other vulnerable migrants eligible for Settlement Grants under the age of 25.

## What are the key client characteristics?

Humanitarian entrants and other eligible migrants aged under 25 who have arrived in Australia in the last five years (clients outside this time period with complex needs may also be considered).

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include families of clients (who are present but not directly receiving a service), legal representatives, community leaders, mentors, or informal care givers.

## Should unidentified clients be recorded?

Youth Transition Support is primarily client facing where ongoing relationships are formed, therefore it is expected that no more than 20 per cent of your clients should be recorded as unidentified clients in each reporting period.

For this program activity, applicable examples of where use of unidentified clients may be appropriate include large group information sessions and events. However, organisations should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations should set up cases to reflect the four pillars for Youth Transition Services, as well as case work:

- Education
- Employment
- Vocational support
- Sports
- Case work.

Where Organisations are delivering specific activities, the case name should include the pillar activity followed by the local activity name. For example:

Sports – Tuesday Soccer Club

Where Organisations are working one-on-one with an individual, the case name should include the pillar activity followed by a client's ID number. For example: Case work – 1a7h52



## The partnership approach

For this program, all organisations are strongly encouraged to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See [Protocols](#) (sections 6 and 11) for more information.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE).

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of clients. However, it is noted that you should do so within reason and in alignment with ethical requirements.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"><li>Community participation and networks</li><li>Education and skills training</li><li>Employment</li></ul>	<ul style="list-style-type: none"><li>Changed knowledge and access to information</li><li>Changed skills</li><li>Empowerment, choice and control to make own decisions</li></ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"><li>Community infrastructure and networks</li><li>Organisational knowledge, skills and practices</li></ul>

## For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Casework – initial assessment of a client and their needs.
<b>Information/Advice/Referral</b>	Ongoing casework, referrals to other service, youth forums on a broad range of topics such as employment, education and other participation pathways.
<b>Education and skills training</b>	School mentoring (e.g. tutoring and homework support groups), vocational training, school support groups, youth forums focussed on education, driver education.
<b>Child/Youth focussed groups</b>	Sessions targeted at children or youth, and delivered in a group, rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
<b>Advocacy/Support</b>	Youth advisory committees.

Service Type	Example
<b>Community capacity building</b>	Life skill information workshops or mentoring (e.g. building confidence, leadership skills, working in teams, etc.). Leadership camps.
<b>Outreach</b>	School based casework and group activities (e.g. mobile hub services).
<b>Facilitate employment pathways</b>	Work experience placements, social enterprise partnerships, job readiness workshops, skills recognition, employment mentoring, youth forums focussed on employment.
<b>Social participation</b>	Sporting activities, youth forums focussed on other participation pathways.
<b>Facilitate English learning pathways</b>	Activities that facilitate pathways to improved English language and literacy, English conversation groups, and group information sessions on accessing formal English language and literacy programs.

# Youth Hubs trial

## Description

The Youth Hubs Trial aims to support young humanitarian entrants and migrants (in areas of either high social disadvantage, high migrant population or both) prepare for employment, education and training, and support their social integration and participation.

The Youth Hubs Trial uses familiar and culturally safe environments including schools, community facilities, sporting centres, youth centres and/or multicultural spaces to:

- improve young migrants' access to and engagement with existing services such as employment, skills development, education and training
- contribute to social cohesion and increased participation by enhancing the capacity of young migrants to identify and reach out to appropriate support services
- improve young migrants' engagement and participation in schools, as well as with families and communities
- support the needs of the local community and eligible cohort, including providing parenting advice and information for mothers of young people

## Who is the primary client?

Primary clients for this program activity are Culturally and Linguistically Diverse (CALD) youth, aged 12-21 years, both those newly arrived as well as those who have been in Australia longer than 5 years.

Mothers and families of migrant.

## What are the key client characteristics?

- Humanitarian entrants and other eligible migrant young people aged 12-21 years who have arrived in Australia in the last ten years (clients outside this time period may also be considered).
- Migrant young people needing support to connect to appropriate Commonwealth, state and territory, and local government services.
- Migrant young people with employment, education or training goals who face barriers to achieving these goals.
- Migrant young people and mothers/families of migrant young people living in targeted Local Government Areas (LGAs). Generally these would be in a low Socio-Economic Indexes for Area (SEIFA) area with a high migrant population.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

It is not expected that support persons would be recorded for this program activity.

## Should unidentified clients be recorded?

The Youth Hubs Trial is primarily a group based support activity. It is therefore expected that the majority of your clients should be recorded as unidentified clients in each reporting period. Where it is practical and possible to collect client level data this will be collected and reported into the Data Exchange.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Organisations should create cases to reflect the main types of activities, as set out in their Activity Work Plan.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for their clients.

For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>None of the Circumstances outcomes are relevant for this program activity</li> </ul>	<ul style="list-style-type: none"> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Changed behaviours</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>The service listened to me and understood my issues</li> <li>I am satisfied with the services I received</li> <li>I am better able to deal with issues that I sought help with</li> </ul>	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group/community knowledge, skills, attitudes and behaviours</li> </ul>

### For this program activity, when should each service type be used?

The service type describes the **main** focus for the session being delivered. If a session covers multiple service types the most relevant **one** should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

Service Type	Example
<b>Intake and assessment</b>	Initial registration to identify key areas of need, issues etc.
<b>Information/Advice/Referral</b>	<p>Provision of information or advice through group information sessions or workshops (e.g. Commonwealth, state or local government services, such as employment, education and other participation pathways) or referral to another service.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Supporting the needs of the local community and eligible cohort, including providing parenting advice and information for mothers/families of young people.</li> <li>Providing life skills information (e.g. building confidence, leadership skills, working in teams, health including mental health and sexual health, building healthy relationships).</li> </ul>
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to the client's circumstances. Examples include tutoring and homework support activities to keep young people engaged with schools.
<b>Facilitate employment pathways</b>	Provision of technical, vocational guidance and/or training to improve young people's job skills and employment opportunities.
<b>Social participation</b>	Sporting activities or youth forums focussed on community engagement and participation.
<b>Facilitate English learning pathways</b>	Activities that facilitate pathways to improved English language and literacy; group information sessions on accessing formal English language and literacy programs; and other activities aimed at improving reading and writing skills.

## Mutual Understanding Support, Tolerance, Engagement and Respect (managed by Department of Home Affairs)

Displaying in the Data Exchange as 'Mutual Understanding Supp Tol Eng & Resp'

### Description

Mutual Understanding, Support, Tolerance, Engagement and Respect (MUSTER) is split into two separate program activities. The grants for one being managed by Department of Social Services, and the other managed by Department of Home Affairs.

MUSTER aims to build community resilience through grants that increase the ability of communities to connect and support each other.

MUSTER takes a place-based approach and is targeted to communities in need.

### Who is the primary client?

The primary clients for this program activity include anyone affected by issues in communities that can impact social cohesion. This can include adults, children, carers, care recipients, families and seniors.

### What are the key client characteristics?

- People who have arrived in Australia in the last five years
- People on a Humanitarian Visa
- People from a cultural and linguistically diverse background (CALD)
- People identifying as Aboriginal or Torres Strait Islander
- People identifying as having a condition, impairment or disability
- People residing in a low Socio-Economic Indexes for Area (SEIFA)
- People residing in a rural or remote area
- People and families who are unemployed, ill, studying and/or experiencing financial distress
- People under 18 years.

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include carers of clients, care recipients, parent/guardians of clients, or community leaders.

### Should unidentified clients be recorded?

This program provides face-to-face support where clients are known to the service, therefore it is expected that only **40 per cent of your clients or less** should be recorded as unidentified clients in each reporting period.

Examples of where the use of unidentified clients may be appropriate include: large group information sessions; and community sporting events or multicultural events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

Some MUSTER organisations may receive grant funding for non-client facing services. In such cases, alternative reporting requirements will be set out in their funding agreement.

### How should cases be set up?

There is no specific case structure recommended for this program activity. To protect client privacy, the case identity (ID) should not contain any personal information, such as any part of a client's first or last names, Customer Reference Numbers (CRN) or My Aged Care reference numbers.

Organisations should create cases in a way that works best for them and their staff.

## What areas of SCORE are most relevant?

Organisations can record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>Community participation and networks</li> <li>Education and skills training</li> <li>Employment</li> <li>Family functioning</li> <li>Material wellbeing and basic necessities</li> <li>Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>Changed behaviours</li> <li>Changed knowledge and access to information</li> <li>Changed skills</li> <li>Empowerment, choice and control to make own decisions</li> <li>Engagement with relevant support services</li> </ul>	All three Satisfaction outcomes are relevant for this program activity	<ul style="list-style-type: none"> <li>Community infrastructure and networks</li> <li>Group / community knowledge, skills, attitudes and behaviours</li> <li>Organisational knowledge, skills and practices</li> <li>Social Cohesion</li> </ul>

## For this program activity, when should each service type be used?

Service Type	Example
<b>Intake and assessment</b>	Initial meeting with client to gather information and discuss needs.
<b>Information/Advice/Referral</b>	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
<b>Education and skills training</b>	Assisting a person to learn or build knowledge about a topic aimed at developing a skill, or enhancing a skill relevant to addressing barriers to social and economic participation in the community.
<b>Child/Youth focussed group</b>	Activity that provides children and youth with services that increase their community participation. Examples include providing youth with access to services that aim to build trust and increase community participation, or addressing racial, cultural or religious tensions through educational, cultural or sporting activities.
<b>Community capacity building</b>	Activity that is targeted at building and strengthening social cohesion by providing local solutions to address issues specific to the local community, or building a person's leadership skills to foster greater community cohesion.
<b>Facilitate English learning pathways</b>	Provision of opportunities to support English language learning to increase a person's social and economic participation in the community.
<b>Facilitate employment pathways</b>	Provision of technical, vocational guidance and/or training to improve a person's job skills and employment opportunities.
<b>Family capacity building</b>	Early intervention or crisis prevention to support children and parents.
<b>Community engagement</b>	Provision of a Harmony Day, multicultural arts or festival event or other activity that promotes social participation and community cohesion by bringing people from different backgrounds together.
<b>Mentoring/Peer Support</b>	Provision of mentoring or peer support to increase a person's social and economic participation in the community.

# Version History

## ***Version dated 4 January 2021***

### Programs removed/expired

- Legally Assisted and Culturally Appropriate Family Dispute Resolution
- Carer information and support service
- Commonwealth respite and Care link Centres
- Consumer directed respite care
- Counselling, support, information and advocacy
- Dementia education training for carers programme
- National carer counselling programme
- Mental health respite carer support
- Settlement Grants

### Programs added:

- SETS – Innovation fund

### Programs modified / changes to service types:

- Family Law Services – addition of Property Agreement fields (several programs) for incoming February 2021 changes.

## ***Version dated 14 August 2020***

### Programs added:

- Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)
- Mutual Understanding Supp Tol Eng & Resp

### Programs modified / changes to service types:

- Assistance with Care and Housing – Added 4 new Service Type categories and descriptions
- Care Relationships and Carer Support – Added 4 new Service Type categories and descriptions
- National Find and Connect – One additional service type, and one removed service type. Addition of Recording outcomes data using SCORE, and Collecting extended data
- National Disability Advocacy Program (NDAP) – Partnership Approach added, additional SCORE domains added to guidance
- NDIS Appeals – Partnership Approach added, additional SCORE domains added to guidance
- Disability Royal Commission - Advocacy Support - additional SCORE domain added to guidance
- Family Law Services (9 programs) moved from DSS-Outcome 2.1 – Families and Communities to AGD-Family Law Services

## ***Version dated 25 May 2020***

### Programs removed/expired:

- Emergency Relief - Service Continuity
- Commonwealth Financial Counselling and Capability - Service Continuity
- Financial Counselling Helpline - Service Continuity
- Personal Helpers and Mentors

### Programs added:

- Tristate Carer Vocational Outcomes Program
- Youth Hubs trial
- NILS – CV
- NILS - DV

### Programs modified / changes to service types:

- ICSS Carer Gateway service providers (formerly Integrated Carer Support Services (ICSS) Carer Gateway regional delivery partners) - modified name and guidance content
- Try Test and Learn – tranche 1 – two additional services types
- Home Interaction Program for Parents and Youngsters (HIPPY) – two additional service types
- MUSTER - The Mutual Understanding, Support, Tolerance, Engagement and Respect initiative – three additional service types
- Family Law Services – addition of Fees Charged (several programs)
- National Community Hubs Program- four removed service types and other content updates



### ***Version dated 20 December 2019***

Programs removed/expired:

- Career Pathways Pilot for Humanitarian Entrants
- Carers and Work

Programs added:

- Disability Royal Commission – Advocacy
- Disability Royal Commission – Counselling Services

Advance notification of upcoming changes:

- Family Law Services programs (several programs)

**Note** – minor changes to this document were made on 10 January 2020 to rectify publishing errors (affecting the Index and DRC Advocacy pages)

### ***Version dated 24 April 2019***

Programs removed/expired:

- Building Capacity in Australian Parents (BCAP)

Programs added:

- MUSTER - The Mutual Understanding, Support, Tolerance, Engagement and Respect initiative
- Elder Abuse Service Trials

Programs modified / changes to service types:

- Try Test and Learn – tranche 2
- DV-Alert

Advance notification of upcoming changes:

- Community Mental Health, Early Intervention for Children – Removal of 'Mentoring/Peer Support'
- NDIS Appeals – removal of 'Advocacy/Support'
- Family Law Services – removal of 'Outreach' (several programs)

### ***Version dated 14 February 2019***

Programs modified / changes to service types:

- Forced Adoption Support Services: changes to service type definitions.

### ***Version dated 31 January 2019***

Program removed/expired:

- Royal Commission Support Services

Programs added:

- Settlement Engagement and Transitions Support (SETS) – Client Services
- Redress Support Services

Programs modified / changes to service types:

- Financial Wellbeing and Capability:
  - Commonwealth Financial Counselling and Financial Capability
  - Financial Counselling Helpline
  - Problem Gambling
  - Financial Crisis and Material Aid – Emergency Relief
  - Financial Resilience
  - Money Support Hubs (formerly known as 'Financial Counselling and Financial Capability - IM Hubs', and 'Financial Counselling and Financial Capability Cape York').
- CHSP: Changes to some examples and descriptions in the following sub-programs:
  - Community and Home Support

### ***Version dated 3 January 2019***

Programs added:

- Financial Crisis and Material Aid - Emergency Relief - Service Continuity
- Commonwealth Financial Counselling and Financial Capability - Service Continuity
- Financial Counselling Helpline - Service Continuity

### ***Version dated 19 December 2018***

Programs reinserted:



- Try Test and Learn (TTL) – Tranche 2.

### **Version dated 10 December 2018**

Programs removed/expired:

- Try Test and Learn (TTL) – Tranche 2 Batch 1.

### **Version dated 3 December 2018**

The only change is the splitting of the Data Exchange program specific guidance into two documents:

- Appendix B - Commonwealth Agencies (this one), and
- Appendix B - State Agencies (see separate volume).

Future changes and additions will be noted in the version history of the respective documents.

### **Version dated 15 November 2018**

Programs added:

- Try Test and Learn (TTL) – Tranche 2 (the first of five 'batches' of projects)
- Stayin Kinnected - NSW Government - Family and Community Services

Programs modified / changes to service types:

- Be Connected: additional modules, and changes to service types/module groupings.
- ICSS – Digital Counselling: change to minimum age of carers from 14 to 18 years.

Advance notification of upcoming changes:

- Forced Adoption Support Services: changes to service types from February 2019.

### **Version 1.9, 20 August 2018**

Programs removed/expired:

- Royal Commission Support Services NT

Programs added:

- Integrated Carer Support Services (ICSS) – Digital Counselling

Programs modified / changes to service types:

- Money Support Hubs – name change, and now also incorporates 'Financial Counselling and Financial Capability - Cape York'
- Family & Relationship Services (FARS) – removed two service types
- FARS – Specialised Family Violence – removed two service types
- Financial Crisis and Material Aid – Emergency Relief – one additional service type
- Settlement Services (4 programs) - one additional service type
- Integrated Carer Support Services (ICSS) – Digital Counselling - one additional service type

Introduction of 'service settings'

Changes to the SCORE outcomes framework, including:

- split of the Employment, Education and Training domain into two separate domains
- a new Community SCORE of 'Social inclusion'
- minor changes to other SCORE domain names or descriptions

### **Version 1.8, 13 July 2018**

Programs added:

- Budget Based Funded Program (BBF)

Programs modified / changes to service types:

- Reconnect – added Collecting extended data
- Money Support Hubs – name change (formerly known as Financial Counselling and Financial Capability – IM Hubs)

### **Version 1.7, 23 May 2018**

Programs added:

- Strong and Resilient Communities (SARC) – 2 program activities
- Try, Test and Learn (TTL Tranche 1) – 14 projects.

Programs modified / changes to service types:

- National Disability Advocacy Program (NDAP) - to provide additional guidance around systemic advocacy;
- Family Mental Health program (FMHSS) - to reflect the incorporation of this activity into Community Mental Health, Early Intervention for Children, Young People and their Families activity; and
- Volunteer Management - to provide additional guidance through scenarios.

Advance notification of upcoming changes:

- Family and Relationship Services
- Emergency Relief
- Settlement Services

### ***Version 1.6, 7 March 2018***

Complete reformatting of Appendix B: Changes include the removal of diagrams, the listing of each program activity within a group, changes to the layout for SCORE information, simplified and standardised headings.

Two program activities have been added: “**Be Connected**” and “**Volunteer Management**”. A new project has been added to the “National Plan to Reduce Violence against Women and their Children”: “**Support for Family Safety in the Kimberley Project**”.

Other changes include a scenario table added for the Reconnect activity; a new service type added for the National Disability Advocacy Program; and a correction to the timeframes for the ‘Advocacy External Review’ service type in NDIS Appeals.

### ***Version 1.5, October 2017***

Information and counting rules updated for the Commonwealth Home Support Programme.

### ***Version 1.4, 18 July 2017***

Additional programs added: **Building Capacity in Australian Parents, Domestic Violence Response Training, National Disability Advocacy Program** and **Community Inclusion and Capacity Development**.

Amendments made to Career Pathways Pilot for Humanitarian Entrants. Amendments made to the National Initiatives diagram to reflect changes.

Two service types added to National Disability Insurance Scheme Appeals. New program activity for ‘Family Relationship Centres – Legally Assisted and Culturally Appropriate Family Dispute Resolution’.

New diagram added for National Disability Insurance Agency for the Community Inclusion and Capacity Development program. Update to the Disability and Carer diagram to reflect changes.

Additional paragraph added for Individual Placement and Support Trial.

### ***Version 1.3, 20 March 2017***

Service types to be removed in February extracted from listing. Updates to the following programs: ‘Commonwealth Home Support Program (CHSP)’ regarding fees charged as a mandatory field and ‘Safe Technology for Women’ key target groups. Addition of new program ‘Family Relationship Centres – Legally Assisted and Culturally Appropriate Family Dispute Resolution’.

### ***Version 1.2, 20 January 2017***

General Data Exchange items including Aboriginal, Torres Strait islander, disability and cultural and linguistic diversity removed from target groups under Settlement Grant services. Addition of new program ‘Royal Commission Support Services NT’.

### ***Version 1.1, 21 December 2016***

Acronyms removed and review of material of the following programs: ‘A Better Life’, ‘Carers and Work’, ‘Family Mental Health Support Services’ and ‘Individual Placement and Support Trial’.

### ***Version 1, December 2016***

First publication and release of document.