Australian Government

Program Specific Guidance for Outcome 2.1 Families and Communities Program in the Data Exchange

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Introduction

The Program Specific Guidance

The Program Specific Guidance assists service providers on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered.

Purpose of this document

This document provides policy guidance on entering data into the Data Exchange for activities funded under **Outcome 2.1 Families and Communities Program** by the **Department of Social Services**.

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

The **Program Specific Guidance** is intended to provide practical information for managers and front-line staff to better understand the data expected for their program. It also assists them in integrating Standard Client/Community Outcome Reporting (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.

The Program Specific Guidance for Commonwealth-funded programs was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for Commonwealth Agencies in the Data Exchange

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DEPARTMENT OF SOCIAL SERVICES

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.

Families and Children Program

Services and initiatives to support families, strengthen relationships, improve the wellbeing of children and young people, enhance family and community functioning, and build capacity within the families and communities sector.

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

- Children and Family Intensive Support
- Children and Parenting Support Services
- Children and Parenting Support Services – Ad hoc grants
- Communities for Children Facilitating Partners
- Community Mental Health – A Better Life (ABLe)
- Family and Relationship Services
- Family and Relationship Services – Specialised Family Violence
- Family Mental Health Support Services
- Forced Adoption Support Services
- Home Interaction Program for Parents and Youngsters
- National Find and Connect
- Reconnect
- Redress Support Services.
- Specialised Family Violence Services – Fourth Action Plan (SFVS-4AP)

Children and Family Intensive Support

Description

Children and Family Intensive Support (CaFIS) provide support to families living in selected communities in the Northern Territory (NT) and Anangu Pitjantjatjara Yankunytjatjara (APY) Lands in South Australia so that these children are growing up strong in families and communities that are safe and nurturing. CaFIS provides services that build on the strengths of families and communities to care for children in their culture. It supports parents and family members to develop their confidence and capability to bring children up strong, support co-ordinated services to meet the needs of families and address areas of concern that impact on children's safety and wellbeing.

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 0-18 years.

This may include people:

- from a cultural and linguistically diverse background
- identifying as Aboriginal or Torres Strait Islander
- residing in a regional or remote area
- under 18 years / children

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?

CaFIS 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.

The partnership approach

All organisations are **required** to participate in the partnership approach, means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 - 60 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 - 60 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded **at least twice** for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations should also record a SCORE assessment every 6 months to track how the client's outcomes change over time.

Please refer to the Data Exchange Protocols (section 7) for more information.

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

Organisations are expected to record outcomes in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Family functioning ▪ Personal and family safety	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with	▪ Group/community knowledge, skills and behaviours

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, organisations are encouraged to collect and record the following additional data fields:

Client Level Data	Session Level Data	Case Level Data
▪ Homeless indicator ▪ Main source of income ▪ Is client a carer	▪ Referral out (type and purpose) ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance)

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
Intake and assessment	Initial engagement, family planning.
Information/Advice/Referral	Referral to other services, service planning and case work.
Education and skills training	Parenting and life skills training and education.
Advocacy/Support	Advocacy on behalf of the client, support of the client - with the clients permission, speak on behalf of the client to represent their views and needs.
Community capacity building	Activities that promote community relationships and awareness, group workshops/activities, provision of information/education sessions, interagency service meetings.
Family capacity building	Activities that promote strong family interactions, group workshops/activities.

Children and Parenting Support Services

Description

Children and Parenting Support (CaPS) focuses on early intervention and prevention services and resources aimed at improving children's development and wellbeing, and supporting the capacity of those in a parenting role. Services actively seek to identify issues that are, or could, impact on child or family outcomes, and provide interventions or appropriate referrals before these issues escalate. Services have a primary focus on children aged 0-12 years, but may include young people up to age 18 years as necessary.

Who is the primary client?

Primary clients for CaPS are children aged 0-12 and those in a parenting role, but may include young people up to age 18 years as necessary.

What are the key client characteristics?

Children aged 0-12 years (and young people up to 18 years).

Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:

- from cultural and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- identifying as having a condition, impairment or disability
- supporting children with additional needs (including children with disability or chronic medical conditions)
- who lack social supports
- experiencing mental illness, alcohol or other drug issues, or domestic violence issues

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, family members, guardians, carers, case workers, friends or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

No more than 10 per cent of an organisation's clients in a reporting period should be recorded as unidentified clients. The department expects organisations to deliver services to clients who are known to their staff.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For CaPS, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate development ▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Material wellbeing ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health ▪ Housing	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community structures and networks

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information and match them to services.
Information/Advice/Referral	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.
Education and skills training	Assisting parents and carers (as clients) in learning or building knowledge about a topic, or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system.
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group setting 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.
Counselling	Includes one-on-one as well as family group counselling sessions that are delivered/facilitated by a qualified practitioner.
Advocacy/Support	Advocacy on behalf of the client, or collaboration with other services and specialists, or collaboration with community stakeholders and networks.
Community capacity building	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic. Community capacity building activities are delivered to a group rather than individuals or families.
Family capacity building	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.
Mentoring/Peer support	Group work offering participants support through discussion and activities. Generally includes a facilitator.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Children and Parenting Support Services – Ad hoc grants

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. Children and Parenting Support Services (CaPS) – Ad hoc grants aim to improve children's development and wellbeing, (with a focus on school-age children) and support the capacity of those in a parenting role.

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?

Primary clients for CaPS – Ad hoc grants are children aged 0-12 and those in a parenting role, but may include young people up to age 18 years as necessary.

What are the key client characteristics?

- Children aged 0-12 years (and young people up to 18 years)
- Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:
    - from a cultural and linguistically diverse background
    - identifying as Aboriginal and/or Torres Strait Islander
    - identifying as having a condition, impairment or disability
    - supporting children with additional needs (including children with disability or chronic medical conditions)
    - who lack social supports
    - experiencing mental illness, alcohol or other drug issues, or domestic violence issues

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?

No more than 10 per cent of an organisation's clients in a reporting period should be recorded as unidentified clients. The department expects organisations to deliver services to clients who are known to their staff.

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.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For CaPS – Ad hoc grants, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Education and skills training ▪ Family functioning ▪ Personal and Family Safety ▪ Material wellbeing ▪ Mental health, wellbeing and self-care ▪ Community participation and networks ▪ Physical health ▪ Housing ▪ Employment	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group / community knowledge, skills, attitudes and behaviours ▪ Community structures and networks

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Advocacy/Support	Advocacy on behalf of the client, or collaboration with other services and specialists, or collaboration with community stakeholders and networks.
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group setting 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.
Community capacity building	Targeted at building and/or strengthening a community's skills/cohesion or understanding of a topic. Community capacity building activities are delivered to a group rather than individuals or families.
Counselling	Includes one-on-one as well as family group counselling sessions that are delivered/facilitated by a qualified practitioner.
Education and skills	Assisting parents and carers (as clients) in learning or building knowledge about a topic, or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.
Family capacity building	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.
Information/Advice/Referral	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.
Intake/Assessment	Initial meeting with clients to gather information and match them to services.
Mentoring/Peer support	Group work offering participants support through discussion and activities. Generally includes a facilitator.

Communities for Children – Facilitating Partners

Description

Communities for Children Facilitating Partners (CfC FP) are place-based services that develop and facilitate a whole-of-community approach to early childhood development and wellbeing for children aged 0-12 years old (but may include young people up to 18 years old as necessary).

CfC FPs build 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. CfC FPs collaborate with organisations and fund 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 CfC FP are children aged 0-12 and their families, but may include young people up to 18 years old as necessary.

What are the key client characteristics?

Children aged 0-12 years (and young people up to 18 years old)

Specific groups of vulnerable and disadvantaged children, young people and families who are at risk of poor outcomes, which may include those:

- with children at risk of abuse or neglect
- from culturally and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- with a parent or child with disability
- who are jobless or on low incomes
- identifying as young parents or sole parents
- experiencing problems with housing, domestic violence, substance abuse, mental health or child protection.

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, family members, guardians, carers, case workers, friends or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

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

Should unidentified clients be recorded?

Some service types may include client interactions where it is not practical to collect individual details. In order to reflect the full extent of service provision to these groups, or the provision of informal events, you can record the attendees as 'unidentified' clients. This may include delivering services to larger groups, such as information sessions to community organisations or health care professionals.

Service types that may have 'unidentified' clients include: Information (as a subset of Information / Advice / Referral); Child/Youth focussed groups; Community Capability Building; Family Capability Building.

CfC FPs fund services 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 reporting 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.

For services or events where it is not appropriate to collect individual details and attendees will be or have been recorded as 'unidentified' clients, organisations should report this in their Activity Work Plans (AWPs) and AWP reports.

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?

While there is no specific case structure recommended for this program, organisations should set up cases to reflect the local activity being delivered under their AWP.

If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For CfC FP, participation means all organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate development ▪ Community participation and networks ▪ Education and skills training ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake and assessment	The initial meeting with a client during which the organisation gathers information on the client's needs, defines the outcomes sought for the client and determines the support they need. This is usually (but not limited to) the first session attended by a client. ▪ The primary client should be recorded as an individual client. ▪ Other people participating in the session, including family members, can be individually recorded as support persons if appropriate.

Service Type	Example
Information/Advice/Referral	Providing standard advice/guidance or information relevant to a client's immediate needs. It can include advice to a family member or support person. It also applies where the service offered was primarily a referral to another service provided within or external to your organisation. This service type can be used for engaging with an individual client or a group of clients on a particular topic. ▪ The primary client should be recorded as an individual client. ▪ If details of the primary client are not yet known, no client should be attached to the session. ▪ Other people participating in the session, receiving advice or being referred, can be individually recorded as support persons. Information sessions to community groups may also be reflected under this service type. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience of at-risk people. Details of these activities should be provided in AWP Reports. ▪ Primary clients (where applicable) can also attend these sessions.
Education and skills training	Providing services with the intention to build knowledge about a topic or develop a skill that is relevant to the client's circumstances. This includes accessing education and training, including re-engaging with the education system. ▪ The primary client should be recorded as an individual client. ▪ Other people participating in the session, such as family members, can be individually recorded as support persons.
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group setting rather than on an individual basis. Examples include school-based groups and awareness raising activities for children/youth. ▪ The primary client should be recorded as an individual client. ▪ Where consent has been gained to work with a child or young person, that child or young person should be recorded as an individual client. ▪ 'Unidentified' clients are acceptable if details of the primary client are not known, such as in the case of group awareness raising activities where consent is not required. Details of these activities should be provided in AWP Reports. ▪ Other people participating in the session, receiving advice or being referred, can be individually recorded as support persons.
Advocacy/Support	Advocating on a client's behalf; helping the client access a service, or contacting an organisation on their behalf. ▪ The primary client should be recorded as an individual client. ▪ You cannot advocate on behalf of unidentified clients or support persons.

Service Type	Example
Community capacity building	This service type should be used when organising a community event that builds and/or strengthens a community's skills/cohesion or understanding of a topic or subject. ▪ Primary clients (where applicable) are recorded as individual clients. ▪ Support persons are recorded only where they accompany the primary client to the activity. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience. Details of these activities should be provided in AWP Reports.
Family capacity building	Provision of services to children and parents together with a focus on supports such as relationship building and communication. For example: supported and community playgroups, peer support groups; home-based support including assistance with developing family-centred activities, establishing routines and practical help with tasks. ▪ Primary clients (where applicable) are recorded as individual clients. ▪ Support persons are recorded only where they accompany the primary client to the activity. ▪ 'Unidentified' clients are acceptable when the session primarily provides general information to a group, or advice to a broad audience. Details of these activities should be provided in AWP Reports.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Community Mental Health – A Better Life

Description

A Better Life (ABLe) 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 locations, 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 a Cashless Debit Card or reside in a Cashless Debit Card location
- 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'.

Recording outcomes data using SCORE

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

A client SCORE assessment is typically recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. If it is appropriate, 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
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Housing ▪ Financial resilience ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake and assessment	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.
Information/Advice/Referral	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.
Education and skills training	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.
Counselling	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.
Advocacy/Support	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.
Mentoring/Peer support	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. 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.
Facilitate employment pathways	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.
Transportation services	Provision of transport to assist clients to access services and attend appointments, such as attendance at rehabilitation or other clinical services.

Family and Relationship Services

Description

Family and Relationship Services (FaRS) aims 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. Services focus primarily on early intervention and prevention, and target critical family transition points including formation, expansion of family, and separation.

Who is the primary client?

FaRS is a universal service that provides support for families, couples, children and individuals.

What are the key client characteristics?

Families, couples, children and individuals, but priority should be given to:

- couples forming long-term relationships
- families experiencing relationship issues or at risk of breakdown
- families with children at risk of abuse or neglect
- families experiencing disadvantage or vulnerability
- individuals, couples, children and families who are experiencing or at risk of family or domestic violence

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, family members, guardians, carers, case workers, friends or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

No more than 10 per cent of an organisation's clients in a reporting period should be recorded as unidentified clients. The department expects organisations to deliver services to clients who are known to their staff.

While organisations might deliver education, skills or information sessions to groups of people, they should collect client details for each individual participant and record them as individual clients in the Data Exchange, where possible.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

Organisations can create a separate case for each couple or family unit. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

If an organisation delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For FaRS, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate development ▪ Community participation and networks ▪ Employment ▪ Housing ▪ Material wellbeing ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Advocacy/Support	Providing support to a family member making an appearance in the Family Court or Children's Courts.
Child/youth focussed groups	Sessions targeted at children or youth, and delivered in a group setting rather than on an individual basis.
Community capacity building	Developing a community's skills in strengthening family relationships.
Counselling	Counselling for couples, families, children or vulnerable people experiencing relationship issues.
Education and skills training	Relationship education courses, or skills and education training for families, children and couples.
Family capacity building	Strengthening family capacity by improving communication skills between parents and children.
Information/Advice/Referral	Information session, brokerage to obtain other services or referral to another service (e.g. legal, mental health etc.).
Intake and assessment	Assessing a client in an initial session.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Family and Relationship Services – Specialised Family Violence Services

Description

Family and Relationship Services (FaRS) – Specialised Family Violence Services (SFVS) is a component of FaRS. 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. FaRS SFVS delivers services to support individuals, couples, children and families affected by family or domestic violence.

Who is the primary client?

FaRS SFVS is a universal service that provides support for families, couples, children and individuals who are experiencing, or at risk of experiencing, family or domestic violence.

What are the key target group client characteristics?

Families, couples, children and individuals, but priority should be given to:

- people who identify as Aboriginal and Torres Strait Islander
- people from cultural and linguistically diverse backgrounds
- women with disability
- children and young people
- LGBTIQ communities
- people who use violence.

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, family members, guardians, carers, case workers, friends or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

FaRS SFVS has limited use for unidentified clients.

No more than 10 per cent of an organisation's clients in a reporting period should be recorded as unidentified clients. The department expects organisations to deliver services to clients who are known to their staff.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each group of individuals. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For FaRS SFVS, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Community participation and networks ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health ▪ Housing	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues.	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Advocacy/Support	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
Child/ Youth focussed groups	Group interventions for children and/or youth who have experienced or witnessed family or domestic violence, focusing on child therapeutic approaches.
Community capacity building	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.
Counselling	Domestic violence counselling services.
Education and skills training	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
Family capacity building	Group program to strengthen relationships between parents and their children.
Information/Advice/Referral	Information session, brokerage to obtain other services or referral to another service (e.g. legal, mental health, etc.)
Intake/Assessment	Assessing a client in an initial session.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

Family Mental Health Support Services (FMHSS)

Description

Family Mental Health Support Services (FMHSS) aims to improve the wellbeing and community participation of children and young people up to the age of 18 who are showing early signs of, or at risk of developing, mental illness. FMHSS provides early intervention and non-clinical community mental health support through intensive and/or immediate support to children and young people, support for their families or carers, and community outreach, mental health education and community development activities.

Who is the primary client for this program activity?

Primary clients for FMHSS are children and young people. Highest priority is directed towards vulnerable children, young people and their families including those from Indigenous or culturally and linguistically diverse backgrounds, children and families in contact with the child protection system, and young people transitioning from out-of-home care.

What are the key client characteristics?

Children and young people up to the age of 18 who are showing early signs of, or at risk of developing, mental illness.

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, family members, guardians, carers, case workers, friends or mentors.

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

- A parent attends a session without their child. 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.

It is important to note that clients must have suitable adults who are willing and able to work with them and engage with services. FMHSS does not work in isolation with family members or children and young people. All assistance is provided in a whole-of-family context.

Recording support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

No more than 10 per cent of an organisation's clients in a reporting period should be recorded as unidentified clients. The department expects organisations to deliver services to clients who are known to their staff.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

If an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

If an organisation primarily delivers services to couples or families, a case can be created for each couple or family unit. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26', or an individual's Client ID.

The partnership approach

All organisations are required to participate in the partnership approach. For FMHSS, participation means all organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

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

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Family functioning ▪ Age-appropriate development ▪ Community participation and networks ▪ Education and training ▪ Employment ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example of service type use within this program activity
Intake and assessment	Initial meeting with a client in which the organisation gathers information on the client's needs and matches them to services available, and/or assesses the client's eligibility for participation in a particular service. This service type is usually applicable, but not limited to, the first session a client attends.
Information/Advice/Referral	Provision of standard advice/guidance or information in relation to a specific topic such as an information session on grief and loss. Collaborative meetings with schools. Referrals to another service provided internally or externally, such as housing, child protection, etc.
Education and skills training	Assisting a client in learning/building knowledge about a topic or developing/enhancing a skill that is 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.
Child/Youth focussed groups	Sessions targeted at children or youth and delivered in a group setting rather than on an individual basis. Examples include playgroups, breakfast clubs, school holiday activity groups and other similar services.
Counselling	Working through a particular issue such as relationship concerns or financial concerns, in-home family support, or grief and loss counselling. Counselling must be delivered by a qualified practitioner.
Advocacy/Support	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.
Community capacity building	Development of a community's skills/cohesion or understanding of a topic. Community capacity activities are delivered to a group of people rather than an individual. Examples include Harmony Day, Karoonda Farm Fair, Mental Health week, RUOK?, Mental Health Awareness at schools, and Children's week/day events. These types of activities should be for the purpose of building effective referral networks or initiating contact with potential participants.
Family capacity building	Provide appropriate support that helps families manage their lives effectively. For example: relationship building; conflict resolution and communication; home-based support, including assistance with developing family-centred activities; tools to increase family coping skills/knowledge, establish routines, provide practical help with tasks or improve housing stability.

Service Type	Example of service type use within this program activity
Mentoring/Peer Support	Group work offering participants support through discussion and activities. Generally includes a facilitator.
Exit Interview	A client is exiting the program and will no longer be receiving services. A SCORE assessment could be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.

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 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. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

The partnership approach

All organisations are required to participate in the partnership approach. For FASS, participation means all organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this activity it is expected that organisations collect and record SCORE assessments in the following domains.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Collecting extended data

For this program activity, organisations are strongly encouraged to collect the 'service setting' extended data item.

Collecting 'service setting' helps to differentiate where/how 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

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. See Protocols sections 6 and 11 for more information.

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

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake and assessment	Discuss/assess needs and impact of forced adoption.
Information/Advice/Referral	Deliver information and/or advice based on individual needs of client. Deliver referral and support services. Provide warm referrals to relevant services including counselling.
Counselling	General counselling and emotional support – may include therapeutic counselling where services have expertise and capacity to deliver this.

Service Type	Example
Advocacy/Support	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.
Records search	Contact with the client regarding records and records research on behalf of the client.
Community capacity building	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. 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.
Mentoring/Peer support	Group work offering reciprocal support to individuals through discussion and activities, and generally led by a facilitator.

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 three and four years, parents/carers and tutors (who may also be parents/carers in the program).

What are the key client characteristics?

Children aged three - four 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, and/or
- from a cultural and linguistically diverse background

Who might be considered 'support persons'?

For this program activity, support persons are not relevant.

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 is 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. Cases should include one parent and one child as a minimum.

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 required to participate in the partnership approach. For HIPPY, participation means the service provider must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Collection of extended demographics data from their clients is **not required** for this program, but the service provider may choose to do so for their own purposes.

The service provider must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for at least **50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for at least **50 per cent** of identified clients.

A SCORE assessment for Circumstances and Goals is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, multiple SCORE assessments for a client can be recorded at regular intervals to track how the client's outcomes change over time.

- Report Satisfaction SCOREs for at least 10 per cent of identified clients.

A SCORE assessment for Satisfaction must be recorded at the end of service. It is also recommended that a satisfaction SCORE assessment is completed at the end of the first year of service.

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

Organisations record client outcomes through 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.

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
▪ Age-appropriate development ▪ Education and skills training ▪ Family functioning	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice & control to make own decisions ▪ Engagement with relevant support services	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE scale descriptions when assessing clients in the following Circumstances domains. For those SCORE domains not shown below, organisations can record SCORE assessments as outlined in the Data Exchange Protocols.

Circumstances	1	2	3	4	5
Age-appropriate development (HIPPY children) It is preferred that a validated tool be used to assess this domain	My child always struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child often struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child sometimes struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child rarely struggles to achieve the language skills, cognitive skills and social skills you would expect for their age	My child never struggles to achieve the language skills, cognitive skills and social skills you would expect for their age
Education and Skills (for tutors)	I have not yet learned any new skills and knowledge about early childhood development	I have only learned a few new skills and knowledge about early childhood development	I have learned some new skills and knowledge about early childhood development	I have learned many new skills and knowledge about early childhood development	I have learned a lot of new skills and knowledge about early childhood development
Parent engagement (Family Functioning)	I never spend time with my child(ren) on educational activities in the home. E.g. solving puzzles, playing games, reading, counting, musical games, etc	I rarely spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I sometimes spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I often spend time with my child(ren) on educational activities in the home E.g. solving puzzles, playing games, reading, counting, musical games, etc	I routinely spend time with my child(ren) on educational activities in the home. E.g. solving puzzles, playing games, reading, counting, musical games, etc

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. For those SCORE domains not shown below, organisations can record SCORE assessments as outlined in the Data Exchange Protocols.

Goals	1	2	3	4	5
Changed behaviours development (for parents of HIPPY children)	I am not at all involved with my child's learning I have no goals in place to change my behaviour	I am not very involved in my child's learning I have started to identify some goals that will change my behaviour	I am involved in some parts of my child's learning I am making progress towards achieving some goals to change my behaviour	I am involved in most parts of my child's learning. My goals are on track to be achieved as my behaviour is changing	I am very involved in my child's learning I have achieved my goals and changed my behaviour
Changed knowledge and access to information (for parents of HIPPY children)	I know nothing about teaching my child at home For example I don't read to my child	I know a little bit about what I need to enable me to teach my child at home For example I read to my child on 1 or 2 days a week	I have a reasonable / some knowledge of what I need to enable me to teach my child at home For example I read to my child on 3 or 4 days a week	I have a good knowledge of what I need to enable me to teach my child at home For example I read to my child on 5 or 6 days a week	I have very good knowledge of what I need to enable me teach my child at home I read to my child every day
Changed Skills (HIPPY children)	My child does not have the skills to be ready for school	My child has limited skills to be ready for school	My child has some of the skills to be ready for school	My child has most of the skills to be ready for school	My child is ready for school
Changed Skills (for parents of HIPPY children)	I feel I don't have the skills to help improve my child to achieve school readiness	I have limited skills to help improve my child to achieve school readiness	I have some of the skills needed to help improve my child to achieve school readiness	I have most of the skills needed to help improve my child to achieve school readiness	I have all the skills I need to help my child to achieve school readiness
Empowerment, choice & control to make own decisions (for parents of HIPPY children)	I do not feel confident when speaking with teachers and other professionals about my child's development	I rarely feel confident when speaking with teachers and other professionals about my child's development	I sometimes feel confident when speaking with teachers and other professionals about my child's development	I mostly feel confident when speaking with teachers and other professionals about my child's development	I am very confident when speaking with teachers and other professionals about my child's development

Goals	1	2	3	4	5
Empowerment, choice & control to make own decisions (For Tutors)	I do not feel confident in my abilities as an early childhood support tutor to work with families in my community	I feel a little bit confident in my abilities as an early childhood support tutor to work with families in my community	I feel somewhat confident in my abilities as an early childhood support tutor to work with families in my community	I feel quite confident in my abilities as an early childhood support tutor to work with families in my community	I feel very confident in my abilities as an early childhood support tutor to work with families in my community
Engagement with relevant support services	I do not feel confident about finding information on local community services when I need them	I rarely feel confident about finding information on local community services when I need them	I sometimes feel confident about finding information on local community services when I need them	I mostly feel confident about finding information on local community services when I need them	I am very confident about finding information on local community services when I need them

Completing a Satisfaction SCORE assessment

If an organisation already uses an existing outcomes measurement tool that meets their needs, they can continue to use it and translate the outcome data to SCORE, otherwise organisations can record SCORE assessments as outlined in the Data Exchange Protocols.

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

Note: The service type describes the **main** focus for the session being delivered. As HIPPY is a two year activity involving multiple sessions, the first session should be recorded under the 'Intake and Assessment' service type. Do not use the 'Intake and Assessment' service type for any further sessions.

If a HIPPY session covers multiple service types, choose the most relevant service type. This could be what the client spent the **most time** on in a session, or the main way they **achieved an outcome**.

Only use the service type 'Service Review' when a client has completed year one of HIPPY, and 'Core Component Completed' when a client is ceasing or has completed their HIPPY participation.

Different service types can be used for children-focused sessions or parent/carer-focused sessions. Choose the most relevant service type for the client attending the session.

Note: some HIPPY parents are also HIPPY tutors. For these clients, use a service type appropriate for a parent/carer-focused session.

Service Type	Example
Intake and assessment	This service type is only 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. Note: also use this service type when a Tutor has a 'Staff Demographic information' submitted **Note** – if a HIPPY Parent/Carer/Child is not continuing into commencement; whether because they are not sure they want to continue or their circumstances may have changed, the Coordinator may engage in additional support-related activities before delivery to support their enrolment. These are to be recorded as the Information/Advice/Referral service type, even if unsuccessful in keeping them in the program.
Information/Advice/Referral	This service type is used when a HIPPY Parent/Carer/Child receives individualised specific information or a referral/service connection as part of family engagement with HIPPY. **Note – report HIPPY promotional events attended by the general public such as information sessions and community participation events via Activity Work Plans.**
Child Focused Activity	This service type is used for the sessions that involve activities that specifically focus on the HIPPY child, such as the delivery of HIPPY activity packs.
Parenting Programs	This service type is used when a HIPPY Parent/Carer attends a 'standard' HIPPY group meeting or gathering.
Service review	This service type is used when a HIPPY participant has completed **year one** of HIPPY, regardless of whether they continue on to year two of program or exit HIPPY at that time without completing the core components of the program. If the HIPPY participant is exiting before commencing year two of HIPPY, an exit interview and SCORE assessment should be completed. **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.**

Service Type	Example
Core component completed	**Completion of year two of HIPPY** - This service type is used to assess that a HIPPY participant has completed all the core components of the program at the time of the final session signifying the participant has completed **year two** of HIPPY. **Note – This would also be the point in time where an exit interview or SCORE outcomes assessment should be completed.**
Education and skills training (for Tutors)	This service type is used when a HIPPY Tutor is undertaking education and skills training activities, including: ▪ tutor training (HIPPY program content/curriculum), and supervised home visits and tutor reflection
Facilitate employment pathways	**For Tutors Only**: This service type is used when a HIPPY Tutor engages in the Pathways to Possibilities process, including: ▪ tutor professional development and training ▪ Tutor Pathways to Possibilities (skills development activity) ▪ Tutor Pathways to Possibilities (review) ▪ Tutor Pathways to Possibilities (plan) HIPPY tutors participate in the Pathways to Possibilities (P2P) program, which was specifically designed by HIPPY Australia to structure the coaching and mentoring provided to home tutors by site coordinators. Distinct from the training that prepares tutors to undertake home visits and deliver the integrated parental support and early learning program, P2P focuses on preparing tutors for future employment.
Tutor training completed	**For Tutors Only**: This service type is used when a HIPPY tutor has done a staff exit survey.

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. If an organisation uses the web-based portal, it should create cases in a way that works best its staff and is useful over multiple reporting periods.

The partnership approach

All organisations are required to participate in the partnership approach. For the Find and Connect program, participation means all organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this activity it is expected that organisations collect and record SCORE assessments in the following domains.

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Family functioning ▪ Mental health, wellbeing and self-care	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills, attitudes behaviours ▪ Organisational knowledge, skills and practices ▪ Community infrastructure and networks ▪ Social cohesion

Collecting extended data

For this program activity, organisations are strongly encouraged to collect the 'service setting' extended data item.

Collecting 'service setting' helps to differentiate where/how 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

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. See Protocols sections 6 and 11 for more information.

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

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information about their circumstances and support needs.
Information/Advice/Referral	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.
Education and skills training	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.
Counselling	Working through a particular issue such as personal relationship concerns or financial concerns, as delivered by an industry recognised qualified professional.
Advocacy/Support	Representation on behalf of the client. Support of the client to reconnect with family.
Records search	Records research on behalf of the client. Contact with the client regarding records.
Community capacity building	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 events enhance the health and wellbeing of clients and provide a sense of community.
Mentoring/Peer support	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. 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.

Reconnect

Description

Reconnect is a community-based early intervention program for young people 12 to 18 years (or 12-21 years for newly arrived youth) 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, who are homeless or at risk of homelessness, and their families.

What are the key client characteristics?

- First Nations Peoples
- cultural and linguistically diverse backgrounds
- LGBTIQA+
- newly arrived in Australia (in the last five years)
- with disability or adversely impacted by mental health
- young incarcerated women or young people with mothers who are incarcerated.

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 service providers are required to participate in the partnership approach. As part of the partnership approach, Reconnect service providers 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?

Reconnect 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
▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Family functioning ▪ Housing ▪ Mental health, wellbeing and self-care	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Group/community knowledge, skills, attitudes and behaviours

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
Intake and assessment	Immediate response; contact made within 24 hours of referral to Reconnect service. Assessment of individual situation (housing, accommodation, education, training, employment etc.).
Information/Advice/Referral	Includes an information session, brokerage to obtain other services, or referral on to another service (legal, mental health service etc.).
Child/Youth focussed groups	Sessions targeted at children or youth, and delivered in a group rather than individual basis. Examples include playgroups, breakfast clubs and other similar services.
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
Scenario 1: Who is the Client? Recording clients and support persons.	**Scenario:** 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. **Who is the Client?** Chris is the client. **Action:** Collect and record data on Chris in the Data Exchange, record a session with Chris as the client. **Who is the Support Person?** Chris's mum, sister and grandmother are the support persons. **Action:** 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'.

Example	Table of scenarios for Reconnect clients
Scenario 2: **Who is the Client?** **Recording clients and support persons.**	**Scenario:** 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. **Who is the Client?** Jesse is the client. **Action:** 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. **Who is the Support Person?** Jesse's mum and dad are the 'support persons'. **Action:** 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'.

Redress Support Services

Description

Redress Support Services

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.

Financial Counselling

The Redress Financial Counselling service provides access to financial advice to assist participants in the Scheme to better manage their finances, including after the receipt of a redress payment.

Who is the primary client?

The primary client for this program (and its activities) is people who are engaging with the Scheme. Engagement with the Scheme 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, including completing any additional processes requested or required by the Scheme
- receives a determination from the Scheme, including where they are considering whether to accept or decline an offer of redress, request an internal review of a determination, accept an offer of redress and accesses any of the three components of redress

What are the characteristics of a client?

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 who will turn 18 years before the Scheme end date of 30 June 2028 can also access support through this program activity.

Should 'support persons' be recorded?

Recording support persons is voluntary. For this program activity, support persons may include families of clients, a close friend or support worker. 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 Redress Support Services 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.

The Redress Financial Counselling service provides support and advice to clients across all stages of the Scheme. It also provides capability building support to other support services and financial counsellors. It is expected that **no more than 10 per cent** of its 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 a 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. 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

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.

Organisations must meet the following minimum requirements for SCORE data:

- Report Goal SCORE assessments for **a minimum of 10 per cent** of identified clients.
- Report a Satisfaction SCORE for **a minimum of 10 per cent** of identified clients.

A SCORE assessment is recorded **at least twice** for each client – once towards the beginning of service delivery and once again towards the end.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the **1** goal domain and **3** satisfaction domains shown below:

Goals	Satisfaction
▪ Changed knowledge and access to information	▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues ▪ I am better able to deal with issues that I sought help with

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information	I know nothing about my options for Redress The service has provided no information about my options for Redress	I have little knowledge about my options for Redress The service has provided little information about my options for Redress	I have some knowledge about my options for Redress The service has provided some information about my options for Redress	I have good knowledge about my options for Redress The service has provided a good amount of information about my options for Redress	I have very good knowledge about my options for Redress The service has provided all the information I need about my options for Redress

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	I did not feel heard and believed about my experience	I felt a little heard and believed about my experience	I felt mostly heard and believed about my experience	The service heard and believed my experience	The service proactively made me feel heard and believed my experience
I am satisfied with the services I have received	I did not feel safe and supported throughout my experience with the service	I felt a little safe and supported throughout my experience with the service	I felt mostly safe and supported throughout my experience with the service	I felt safe and supported throughout my experience with the service	I felt very safe and supported throughout my experience with the service
I am better able to deal with issues that I sought help with	The service is providing no practical and/or emotional support throughout the redress process	The service is providing minimal practical and emotional support throughout the redress process	The service is providing some practical and emotional support throughout the redress process	The service is providing good practical and emotional support throughout the redress process	The service providing strong practical and emotional support throughout the redress process

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

Service Type	Example
Intake and assessment	Initial meeting with clients to gather information about their circumstances and their support needs.
Information/Advice/Referral	Provide information or advice/guidance in relation to the scheme, or provide clients with a warm referral to another service.
Advocacy/Support	Advocacy on behalf of the client, collaboration with other services (e.g. Centrelink) and specialists, collaboration with community stakeholders and networks. Use this service type when assisting a client to undertake a Direct Personal Response, including preparation, attending the Direct Personal Response and debriefing.
Records search	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.

Service Type	Example
Awareness session	Holding an event or activity to promote, raise awareness, or communicate information about the scheme to the community. Unidentified clients is acceptable here only when the session primarily provides general information or advice to a broad audience. 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.
Intensive support	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.
Counselling	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 Scheme assesses an application. **Use 'Intensive Support'** service type when providing any support relating to the completion of the application form.
Advocacy and internal review	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. 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. **Do not** use this service type if a person has received a determination but has not requested the Scheme undertake an internal review.

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
▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

Collecting extended data

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

Case Level Data
▪ Referral source

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
Advocacy/Support	Support to people impacted by family violence who are involved in either the Family Court or Children's Courts.
Child/ Youth focussed groups	Group interventions for children and/or youth who have experienced or witnessed family and domestic violence, focusing on child therapeutic approaches.
Community capacity building	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.

Service Type	Example
Counselling	Domestic violence counselling services.
Education and skills training	A program for people who have experienced abuse in their family relationships, or a behavioural change program.
Family capacity building	Group program to strengthen relationships between parents and their children.
Information/Advice/Referral	Information session, brokerage to obtain other services, or referral to another service (e.g. legal, mental health etc.)
Intake/Assessment	Assessing a client in an initial session.

Financial Wellbeing and Capability (FWC)

The Financial Wellbeing and Capability (FWC) activity includes services and initiatives to provide support to vulnerable individuals and families to navigate financial crises, address financial stress and hardship, and increase financial literacy for individuals and families.

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

- Commonwealth Financial Counselling and Financial Capability
- Financial Counselling Helpline (National Debt Helpline)
- Financial Crisis and Material Aid – Emergency Relief
- Financial Resilience
- Money Support Hubs
- No Interest Loan Scheme for Women Experiencing Domestic and Family Violence (NILS-DV)
- Problem Gambling Financial Counselling
- Community-Led Local Partners Transition Project

Commonwealth Financial Counselling and Financial Capability

Description

Please refer 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

All organisations **are required** to participate in the partnership approach. For Commonwealth Financial Counselling and Financial Capability, participation means organisations **must** record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances	I know a little about the areas I need to meet my needs and improve my current circumstances	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances	I have good knowledge in the areas I need to meet my needs and improve my current circumstances	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances

Goals	1	2	3	4	5
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstances
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstanc es	My behaviour allows me to improve my circumstanc es
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure / networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks–but emerging engagement of community networks	Limited change in community infrastructure / networks – but strong engagement of community networks	Moderate change in community infrastructure / networks	Significant positive change in community infrastructure / networks to better respond to the needs of targeted clients / communities
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours – but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours – but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours

Community	1	2	3	4	5
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Client Level Data	Case Level Data	Session Level Data
▪ Homeless indicator ▪ Highest level of education/qualification ▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Reason for seeking assistance ▪ Client exit reason	▪ Referral type ▪ Referrals to other services

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	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.
Information/Advice/Referral	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. Please note for Commonwealth Financial Counselling, 'advice' does not refer to financial or legal advice.

Service Type	Example
Education and skills training	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.
Counselling	Working with clients to improve particular issues such as relationship or financial concerns.
Advocacy/Support	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.
Community capacity building	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.
Access to money (Loans)	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.

Financial Counselling Helpline (National Debt Helpline)

Description

The Financial Counselling Helpline, also known as the National Debt 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

All organisations **are required** to participate in the partnership approach. For Financial Counselling Helpline, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances.	I know a little about the areas I need to meet my needs and improve my current circumstances.	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances.	I have good knowledge in the areas I need to meet my needs and improve my current circumstances.	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances.

Goals	1	2	3	4	5
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstances
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstances.	My behaviour allows me to improve my circumstances
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure/ networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks – but emerging engagement of community networks	Limited change in community infrastructure/ networks – but strong engagement of community networks	Moderate change in community infrastructure / networks	Significant positive change in community infrastructure / networks to better respond to the needs of targeted clients / communities
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours – but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours–but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours

Community	1	2	3	4	5
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Client Level Data	Case Level Data	Session Level Data
▪ Homeless indicator ▪ Highest level of education/qualification ▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Reason for seeking assistance ▪ Client exit reason	▪ Referral type ▪ Referrals to other services

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	Gathering information on clients' needs, assessing eligibility, matching clients to services available, initial assessment of client's financial literacy and ability to budget.
Information/Advice/Referral	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.
Education and skills training	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.

Service Type	Example
Counselling	Working with clients to improve financial concerns.
Advocacy/Support	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.
Community capacity building	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 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

The Partnership Approach

For this program, organisations are strongly encouraged to participate in the partnership approach by submitting SCORE outcomes data for as many clients as is practical.

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. By recording outcomes data, you can:

- demonstrate the positive changes you are making to people's lives
- prioritise and allocate resources where they are most needed or can make the most difference, and modify your service delivery as needed
- know that you are making a difference to your clients and the community

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
▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Financial resilience ▪ Housing ▪ Personal and family safety ▪ Physical health ▪ Material wellbeing and basic necessities	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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
Accommodation assistance	Providing short term accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless)
Advocacy/Support	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)
Community capacity building	Provision of Emergency Relief to help strengthen communities. Community capacity activities are delivered to a group of people rather than an individual.
Education and skills training	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.
Food parcels & food vouchers	Provide food parcels, food vouchers and supermarket vouchers to clients.
Health care assistance	Assistance to help pay for medical bills and/or chemist vouchers for medication.

Service Type	Example
Information/Advice/Referral	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.
Intake and assessment	Initial contact to discuss and assess the clients' needs.
Intensive support	Where a client is being case managed or receiving intensive support services.
Material aid	Where multiple forms of aid are provided in the one session, including food parcels, vouchers, clothing bedding and/or household items.
Material goods	Provide help with non-food material aid such as clothing, bedding and household items.
Transport assistance	Provide bus, train, fuel vouchers.
Utility bills assistance	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, microenterprise development support and 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 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 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. This means if a client accesses one or more services (such as NILS and Saver Plus) 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

All organisations **are required** to participate in the partnership approach. For Financial Resilience, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances	I know a little about the areas I need to meet my needs and improve my current circumstances	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances	I have good knowledge in the areas I need to meet my needs and improve my current circumstances	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstances
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances .	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstances	My behaviour allows me to improve my circumstances
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances.	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances.	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties

Goals	1	2	3	4	5
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure/ networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks–but emerging engagement of community networks	Limited change in community infrastructure/ networks–but strong engagement of community networks	Moderate change in community infrastructure/ networks	Significant positive change in community infrastructure/ networks to better respond to the needs of targeted clients / communities

Community	1	2	3	4	5
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours–but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours–but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this activity, it is expected that organisations collect the following extended data items for all clients:

Client Level Data	Case Level Data	Session Level Data
▪ Homeless indicator ▪ Highest level of education/qualification ▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Reason for seeking assistance ▪ Client exit reason	▪ Referral type ▪ Referrals to other services

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	Microfinance loan interview for No Interest Loans Scheme (NILS), enrolment with Saver Plus and assessment of eligibility, initial meeting with a Community Development Financial Institution (CDFI) and pre-business planning.

Service Type	Example
Information/Advice/Referral	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. 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).
Education and skills training	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.
Advocacy/Support	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 to improve their ability to apply for and service a NILS loan.
Mentoring/Peer support	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.
Access to money (Loans)	Provide access to a NILS loan for material goods /household items, healthcare or educational expenses. 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 does not apply to matched savings payments for Saver Plus. This service type does not apply to following up on existing loans that are not currently being paid. This service type does not cover business loans for microenterprise development.
Facilitate employment pathways	Referring clients to employment providers (such as job active), employment opportunities, assisting clients to move into employment, including self-employment.
Access to money – Matched savings	In relation to Saver Plus, the issuing of a matched savings payment.

Service Type	Example
Access to money – Business Loan	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.
Business planning	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.

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

All organisations **are required** to participate in the partnership approach. For Money Support Hubs, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances	I know a little about the areas I need to meet my needs and improve my current circumstances	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances	I have good knowledge in the areas I need to meet my needs and improve my current circumstances	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances

Goals	1	2	3	4	5
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstance.
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstances	My behaviour allows me to improve my circumstances
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties.
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure / networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks–but emerging engagement of community networks	Limited change in community infrastructure / networks–but strong engagement of community networks	Moderate change in community infrastructure / networks	Significant positive change in community infrastructure / networks to better respond to the needs of targeted clients / communities
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours–but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours–but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Client Level Data	Case Level Data	Session Level Data
▪ Homeless indicator ▪ Highest level of education/qualification ▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Reason for seeking assistance ▪ Client exit reason	▪ Referral type ▪ Referrals to other services

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	Gathering information on clients' needs, eligibility, matching clients to services, initial assessment of client's financial literacy and ability to budget.
Information/Advice/Referral	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, referrals to another service such as financial counselling, emergency relief, Centrelink etc.
Education and skills training	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.
Counselling	Delivered by an industry recognised, qualified staff member. Provision of counselling to individuals and families in relation to financial and relationship concerns.
Advocacy/Support	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.
Community capacity building	Delivery of information sessions designed to inform communities about topics such as consumer rights, fee free banking and payday lenders.

Service Type	Example
Access to money (Loans)	Providing financially vulnerable people with access to safe and affordable financial products including no interest loans. 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.

No Interest Loan Scheme for Women Experiencing Domestic and Family Violence (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 affected by family or domestic violence in the last 10 years
- Must be able to service the loan

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 and phone 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

All organisations **are required** to participate in the partnership approach. For NILS-DV, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this

data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances	I know a little about the areas I need to meet my needs and improve my current circumstances	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances	I have good knowledge in the areas I need to meet my needs and improve my current circumstances	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstances

Goals	1	2	3	4	5
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstances	My behaviour allows me to improve my circumstances
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure / networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks–but emerging engagement of community networks	Limited change in community infrastructure / networks–but strong engagement of community networks	Moderate change in community infrastructure/ networks	Significant positive change in community infrastructure / networks to better respond to the needs of targeted clients / communities
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours–but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours–but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours

Community	1	2	3	4	5
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this activity, it is expected that organisations collect the following extended data items for all clients:

Client Level Data	Session Level Data
▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Referral out (type and purpose)

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	Initial interview and/or assessment for a NILS-DV loan.
Information/Advice/Referral	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.
Counselling	Administration of a 'financial conversation' to check on a client's wellbeing and develop a case plan.
Access to money (Loans)	Provide access to a NILS-DV loan for rent, rental bond, relocation, travel costs or essential goods. 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.

Problem Gambling Financial Counselling

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 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

All organisations **are required** to participate in the partnership approach. For Problem Gambling Financial Counselling, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients
- Report satisfaction SCOREs for **at least 10 per cent** of identified clients

It is a requirement of your grant agreement that you collect and report outcomes data for a majority of your clients. For organisations not already doing so, from 1 July to 31 December 2022, you are encouraged to report outcomes data for **50 per cent** of your clients. From 1 January 2023, should you not provide this data for **at least 50 per cent** of your clients it may impact future program and/or organisation funding.

A client SCORE assessment is to be recorded at least twice – towards the beginning of the client's service delivery and once again towards the end. Where practical, organisations should record a SCORE assessment every six months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations are required to collect and record SCORE assessments in the following domains as per the above guidance:

Circumstances	Goals	Satisfaction	Community
▪ Financial resilience ▪ Material wellbeing and basic necessities	▪ Changed knowledge ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions ▪ Engagement with support services ▪ Changed impact of immediate crisis	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Financial resilience	I am experiencing financial hardship. I feel like I cannot recover financially from this	I am experiencing financial hardship. I feel I could recover financially from this but it will be difficult	I am experiencing financial hardship but I am making some progress towards recovering financially	I am or were experiencing financial hardship and have made good progress towards recovering financially	I am no longer experiencing financial hardship and have recovered financially
Material wellbeing and basic necessities	I always go without the basic things* I need to live. I do not participate in any of the things I would like to because I have no spare money	I often go without the basic things* I need to live. I rarely participate in any of the things I would like to because I hardly ever have spare money	I sometimes go without the basic things* I need to live. I sometimes participate in the things I would like to if I have spare money	I rarely go without the basic things* I need to live. I often participate in the things I would like to because I usually have spare money	I never go without the basic things* I need to live. I always participate in the things I would like to because I consistently have spare money

*Basic things include food, housing, appropriate clothing for the climate, healthcare and security (protection from danger)

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge	I know nothing about the issues I sought help with or how to improve my current circumstances	I know a little about the areas I need to meet my needs and improve my current circumstances	I have reasonable knowledge in the areas I need to meet my needs and improve my current circumstances	I have good knowledge in the areas I need to meet my needs and improve my current circumstances	I have very good knowledge in the areas I need to meet my needs and improve my current circumstances
Changed skills	I have very poor skills in the areas I need to meet my needs and improve my current circumstances	I have poor skills in the areas I need to meet my needs and improve my current circumstances	I have reasonable skills in the areas I need to meet my needs and improve my current circumstances	I have good skills in the areas I need to meet my needs and improve my current circumstances	I have very good skills in the areas I need to meet my needs and improve my current circumstances
Changed behaviours	My behaviour makes it very hard for me to improve my circumstances	My behaviour makes it hard for me to improve my circumstances	My behaviour makes it a little hard to improve my circumstances, but not always	My behaviour generally allows me to improve my circumstances	My behaviour allows me to improve my circumstances
Empowerment, choice and control to make own decisions	I have no confidence to make decisions that improve my circumstances	I have limited confidence and limited power to make decision that improve my circumstances	I have some confidence and some control in making decisions that improve my circumstances	Most of the time I have high confidence and feel better empowered to make decisions that improve my circumstances	I have very good confidence and feel empowered to make decisions that improve my circumstances
Engagement with support services	I have a lot of difficulty engaging and working with services to help me improve my circumstances	I have some of difficulty engaging and working with services to help me improve my circumstances	I occasionally have difficulty engaging and working with services to help me improve my circumstances	I hardly ever have difficulty engaging and working with services to help me improve my circumstances	It is easy to work with services to help me improve my circumstances. I rarely have difficulties.

Goals	1	2	3	4	5
Changed Impact of immediate crisis	Right now, I am facing a crisis that I struggle to cope with and this has an impact on my life	The immediate crisis I am facing is difficult and has an impact on my life. I am interested in improving this	The immediate crisis I am facing is sometimes difficult but I am working with a service to improve this	The crisis I am facing is lessening and the service I am working with has helped me improve this	I am no longer facing an immediate crisis and the service helped me manage this

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues a lot of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am not satisfied	I am a little satisfied	The service was ok	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the following Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	No change in community infrastructure/ networks to respond to the needs of targeted clients / communities	Limited change in community infrastructure / networks–but emerging engagement of community networks	Limited change in community infrastructure/ networks–but strong engagement of community networks	Moderate change in community infrastructure/ networks	Significant positive change in community infrastructure / networks to better respond to the needs of targeted clients / communities

Community	1	2	3	4	5
Group/ community knowledge, skills, attitudes and behaviours	No change in knowledge, skills, attitudes, behaviours	Limited change in knowledge, skills, attitudes, behaviours – but emerging engagement	Limited change in knowledge, skills, attitudes, behaviours – but strong engagement	Moderate change in knowledge, skills, attitudes, behaviours	Significant positive change in knowledge, skills, attitudes, behaviours
Organisational knowledge, skills and practices	No change in organisational knowledge, skills, practices to respond to the needs of targeted clients / communities	Limited change in organisational knowledge, skills, practices – but emerging engagement	Limited change in organisational knowledge, skills, practices – but strong engagement	Moderate change in organisational knowledge, skills, practices	Significant positive change in organisational knowledge, skills, behaviours to better respond to the needs of targeted clients / communities

Collecting extended data

For this program activity, it is expected that organisations collect the following extended data items for all clients.

Client Level Data	Case Level Data	Session Level Data
▪ Homeless indicator ▪ Highest level of education/qualification ▪ Employment status ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Reason for seeking assistance ▪ Client exit reason	▪ Referral type ▪ Referrals to other services

You may also record other details or SCORE domains 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. Where 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
Intake and assessment	Gathering information on clients' needs, matching clients to services, initial assessment of financial literacy/ability to budget or assess the seriousness of their situation.

Service Type	Example
Information/Advice/Referral	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.
Education and skills training	Assisting a client in learning or building skills about a topic, such as budget development training and self-advocacy.
Counselling	Working with clients to improve financial concerns or supporting the families or partners of problem gamblers.
Advocacy/Support	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).
Community capacity building	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.
Access to money (Loans)	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).

Community-led Local Partners Transition Project

Description

This activity provides support to participants who have transferred off the Cashless Debit Card (CDC) and people who have volunteered for enhanced income management beyond 31 March 2023. Organisations help participants to understand their personal and skills development needs and to navigate the local services that can help meet these needs. Organisations provide ongoing support to participants and may also provide direct services such as digital and financial literacy services.

Who is the primary client?

The primary clients for this program is participants who have transferred off the CDC and people who volunteered for enhanced income management beyond 31 March 2023.

What are the key client characteristics?

Key client groups include:

- People identifying as Aboriginal or Torres Strait Islander
- People residing in a rural or remote area
- People receiving government payments, pensions allowances and/or income management
- People and families who are unemployed, ill, studying and/or experiencing financial distress

Who might be considered 'support persons'?

For this program activity, support persons may include families or relatives of clients, case or support workers or guardians of clients.

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?

This program activity provides face to face services, where clients are known to the service. Therefore, it is expected that **no clients (0%)** should be recorded as unidentified group clients.

How should cases be set up?

A case should be created for each individual accessing the service. When a client leaves a service, the case should be closed using the 'Exit Reason' field. If a client reengages with a service after exiting, a new case should be created for that client.

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

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 recording an extended set of data.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 70 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 70 per cent** of identified clients.

- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

  A client SCORE assessment should recorded at the following times:

  - near the beginning of the client's service delivery
  - every **three** months during service delivery, and
  - towards the end of service delivery.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Financial Resilience ▪ Mental health, wellbeing and self-care	▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Community participation and networks	I never participate in activities in my community	I rarely participate in activities in my community	I occasionally participate in activities in my community	I sometimes participate in activities in my community	I regularly participate in activities in my community
Education & skills training	I have not completed any education or training in the areas I am interested in	I have enrolled in an education and/or training program in an area I am interested in	I have started attending an education and/or training program in an area I am interested in	I am part way through an education and/or training program in an area I am interested in	I have completed an education and/or training program in an area I am interested in
Employment	I am not employed which is not suitable for my current situation	I am in work that is not suitable for my current situation	I am in work that is suitable for my current situation in some ways	I am in work that is suitable for my current situation in most ways	I am in work that is suitable for my current situation in all ways

Circumstances	1	2	3	4	5
Financial Resilience	I do not feel confident that I could recover if I experienced a financially stressful event.	I feel a little confident that I could recover if I experienced a financially stressful event.	I feel somewhat confident that I could recover if I experienced a financially stressful event.	I feel mostly confident that I could recover if I experienced a financially stressful event.	I feel very confident that I could recover if I experienced a financially stressful event.
Mental health, wellbeing and self-care	My mental health stops me from doing all of the things I want to do.	My mental health stops me from doing most of the things I want to do.	My mental health stops me from doing some of the things I want to do.	My mental health rarely stops me from doing the things I want to do.	My mental health almost never stops me from doing the things I want to do.

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information	I have no goals in place to increase my knowledge about the issues I have sought help with	I want to increase my knowledge about the issues I have sought help with	My knowledge is increasing in the areas relevant to the issue have sought help with	I have good knowledge in the areas relevant to the issues I sought help with	I have very good knowledge in the areas relevant to issues I sought help with
Empowerment , choice and control to make own decisions	I have no control over decisions that affect my life I would like to become more empowered	I have a little control to make decisions that affect my life I have started making progress towards achieving my goals	I have some control over decisions that affect my life I am making progress towards achieving my goals	I have control over most of the decisions that affect my life I am making good progress towards achieving my goals	I have control to make my own decisions on things that affect my life I am close to or have achieved my goals
Engagement with relevant support services	I am not working with any support services that could help me improve my situation	I am working with a support service to improve my current situation but we are not working together very well	I am working with a support service to improve my current situation and we are working ok together	I am working with a support service to improve my current situation and we are working well together	I am working with a support service to improve my current situation and we are working very well together

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues most of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am very unsatisfied	I am a little unsatisfied	I am somewhat satisfied	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	I cannot deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Highest level of education / qualification	▪ Referral out (type) ▪ Referral purpose ▪ Service Setting	▪ Attendance profile ▪ Exit reason

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

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

Service Type	Example
Service transition	Helping clients to learn about and access local services to meet their employment, skills development, social or mental health needs. This might include: ▪ Assessing a client to learn about their specific needs ▪ Ongoing contact with clients to provide continued support. ▪ Referring clients to a local service provider for assistance. **Note**: If referring a client to a local service provider, use this service type and add a referral to the session. When adding a referral, select whether it is to an internal or external service, then select the reason for referring the client. You must use the following referral reasons: ▪ Mental health, wellbeing & self-care ▪ Community participation & networks ▪ Financial Resilience ▪ Employment ▪ Education and skills training (when referring for digital literacy building)
Digital Literacy Building	Providing digital literacy support services to help clients: ▪ Increase their digital literacy ▪ Increase their understanding of digital and online safety. **Note**: Only use this service type if your organisation provides this service. For referrals to a local service provider, use 'Service Transition' add a referral out to the session.
Financial Literacy Building	Providing financial literacy support services to help clients: ▪ Increase their financial literacy ▪ Improve their budgeting and money management skills. **Note**: Only use this service type if your organisation provides this service. For referrals to a local service provider, use 'Service Transition' add a referral out to the session.

Family Safety

The Family Safety 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:

- Accredited Training for Sexual Violence Responses: *Recognising and Responding to Sexual Violence*
- Domestic Violence Response Training (DV-alert)
- Escaping Violence Payment place-based trial
- Escaping Violence Payment
- Gender Disaster Recovery
- Helping Children Heal
- Keeping Women Safe in Their Homes
- Local Support Coordinators
- National Perpetrator Intervention and Referral Service
- National Plan to Reduce Violence Against Women and their Children
- Safe Technology for Women
- Temporary Visa Holders Experiencing Violence Pilot

Accredited Training for Sexual Violence Responses: *Recognising and Responding to Sexual Violence*

Description:

Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence is a nationally accredited vocational education course to build capability and capacity of the service system by training frontline workers to better recognise and respond to all people who experience sexual violence. A rigorous evidence base ensures the package is trauma informed, culturally appropriate, and responsive to the diverse needs of the community.

The vocational course aims to develop frontline workers' capacity and improve their ability to recognise and respond to disclosures of sexual violence. The intention of the training is to increase frontline workers awareness and understanding of sexual violence including: what constitutes sexual violence; indicators of sexual violence; perpetrator behaviours; escalation of violence; and its impacts on the individual and the wider community.

Who is the primary client?

The target cohort of frontline workers is broad, and for the purposes of this program includes frontline workers from the community services sector, and other relevant frontline services providers as determined by the department over the duration of this program.

Should unidentified clients be recorded?

This activity has limited use for unidentified clients. Clients are required to register for training and are known to the service, therefore, it is expected that **no more than 5 per cent** of clients are recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange Protocols for further guidance on appropriate use of unidentified clients, including clients who do not wish for their information to be stored in the Data Exchange.

How could cases be set up?

There is no formal case structure recommended for this activity. The provider can create cases that reflect individual activities. A possible structure is name of training, unit, core competency, month and year. To protect client privacy, names should never be used in the Case ID field.

The partnership approach

All organisations **are required** to participate in the partnership approach. For Accredited Training for Sexual Violence Responses: *Recognising and Responding to Sexual Violence (VET stream)*, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstance SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCORE for **at least 10 per cent** of identified clients.

A Circumstance SCORE assessment for a client should be recorded at least twice; once at the start of VET Unit 1, and once at the end of that unit. If the client completes VET Unit 2, a subsequent Circumstances SCORE assessment should be recorded at the end of that unit.

A Satisfaction SCORE assessment should be completed at the end of a unit.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Satisfaction
▪ Education and skills training	▪ I am satisfied with the services I have received ▪ I am better able to deal with issues I sought help with

The service provider can also choose to record outcomes for the client against the following additional domains that have been identified as relevant to the program:

Goals
▪ Changed knowledge ▪ Changed skills

If you record a SCORE assessment for a client, you **must** also record 'Assessed by' at the SCORE level to capture who completed the SCORE assessment.

Completing a Circumstances SCORE assessment

For this program activity, you must use the following question and SCORE descriptions when assessing clients in the Circumstance domain "Education and Skills Training".

Circumstance	1	2	3	4	5
Education & skills training	My level of awareness and understanding of sexual violence is very low	My level of awareness and understanding of sexual violence is low	My level of awareness and understanding of sexual violence is adequate	My level of awareness and understanding of sexual violence is high	My level of awareness and understanding of sexual violence is very high

Completing a Satisfaction SCORE assessment

For this program activity, you must use the following question and SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
I am satisfied with the services I have received	I am very unsatisfied	I am a little unsatisfied	I am somewhat satisfied	I am mostly satisfied	I am very satisfied

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	I am not any better able to deal with the issue of recognising/ responding to sexual violence	I am a little better able to deal with the issue of recognising/ responding to sexual violence	I am somewhat better able to deal with the issue of recognising/ responding to sexual violence	I am mostly better able to deal with the issue of recognising/ responding to sexual violence	I am a lot better able to deal with the issue of recognising/ responding to sexual violence

For all other SCORE domains, you can record SCORE assessments as outlined in the Data Exchange Protocols.

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?

Sessions of training is delivered online (including via Zoom) and must be captured using the below service types.

Service Type	Example
Educations and skills training	**VET Unit One – Develop Knowledge on the impacts of sexual violence** Attend an online or face-to-face workshop as a part of the Accredited training. Unit One is a core unit and a prerequisite for Unit Two. Unit Two is optional. This flexibility is to allow for frontline workers current work, functions and experience.
Education Engagement	**VET Unit Two – Respond to disclosures of sexual violence** Attend an online or face-to-face workshop as a part of the Accredited training. Unit One is a core unit and a prerequisite for Unit Two. Unit Two is optional. This flexibility is to allow for frontline workers current work functions and experience. Completion of both Unit One and Unit Two is required to obtain the VET Statement of Attainment.

Domestic Violence Response Training (DV-alert)

Description

The Domestic Violence Response Training (DV-alert) program provides free, nationally 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 workshops 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 and family violence. Primary clients for DV-alert awareness workshops are members of the public and organisations. The Brothers Standing Tall awareness workshops on family violence is specifically for First Nations males aged 16 years and over where workshops 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.

To be eligible to receive accreditation, participants must undertake a four step process. Participants must attend a 2-day DV-alert Foundations workshop and complete a DV-alert eLearning Foundations course (11 hours) followed by a 1-day focused workshop. Assessment is the final step to gain accreditation. Some students who complete training requirements may elect not to undertake the final assessment to gain accreditation.

Awareness Workshops

Primary clients for DV-alert awareness workshops are members of the public and organisations. The Brothers Standing Tall awareness workshop on family violence is specifically for First Nations males aged 16 and over where workshops 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, virtual, and online (eLearning) training where clients are known to the service, therefore, it is expected that **less than 5 per cent** of 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
▪ Education and skills training	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Engagement with relevant support services	▪ I am satisfied with the services I have received ▪ I am better able to deal with issues I sought help with

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

Service Type	Example
Awareness session – 2 hours	**2-Hour DV-aware is an awareness workshop (two hours, non-accredited)** that helps raise the awareness of the public around the issues of domestic and family violence. 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.
Awareness session – 1 day	**1-Day DV-aware is an awareness workshop (one day, non-accredited)** that is available to the public and organisations to provide more in depth learning around the issues of domestic and family violence. 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.
Awareness session – Brothers Standing Tall	**Brothers Standing Tall is an awareness workshop (two hours, non- accredited)** on family violence specifically for First Nations men aged 16 and over with workshops tailored to the specific community. The workshop provides a space for First Nations men to learn and have a yarn about family violence and its impact on their communities. They are encouraged to reflect on what they can do to prevent family violence in their community. Participants will gain some basic knowledge and tools to recognise the signs of family violence and provide an opportunity to reflect on what they can do as an individual or group to prevent family violence.

Service Type	Example
General workshop	**DV-alert Foundations workshops (two days, accreditation component)** are designed to build the knowledge and capacity of community frontline workers in Australia to provide appropriate support to women and children experiencing domestic and family violence in Australia. Foundations 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. To be eligible to attend, participants must work or volunteer in a community frontline capacity supporting the general community.
Indigenous workshop	**DV-alert First Nations workshops (two days, accreditation component or accredited workshop)** are designed to build the knowledge and capacity of community frontline workers supporting First Nations communities to provide appropriate support for women and children experiencing violence. The drivers of violence against First Nations women and children are complex and multi-faceted. 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 that should be used to refer people on to the most appropriate support service. Lifeline engages and consults with First Nations communities to obtain endorsement prior to delivering DV-alert First Nations workshops within that community. Workshops are co-delivered with recognised First Nations trainers. **Note: When delivered in RA1-2 these workshops are an accreditation component, when delivered in RA3-5 they are a standalone accredited workshop to provide equitable access for rural and remote communities.**
Foundation E-learning online workshop	**DV-alert eLearning Foundations (11 hours, accreditation component)** is for community frontline workers in Australia to supplement their learning to continue to build their knowledge and capacity to provide appropriate support to women and children experiencing violence in Australia. Completed either before or after the Foundations workshop, participants will work at their own pace to complete this 11-hour course to deepen their learning on 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.

Service Type	Example
Multicultural workshop	**DV-alert Multicultural focused workshops (one day, accreditation component)** 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. 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. Participants may also access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
First Nations workshop	**DV-alert First Nations focused workshops (one day, accreditation component)** are designed to build knowledge and capacity of community frontline workers supporting First Nations communities to provide appropriate support to First Nations women and children experiencing violence in Australia. Drivers of violence against First Nations women and children are complex and multi-faceted. 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 that should be used to refer people on to the most appropriate support service. Lifeline engages and consults with First Nations communities to obtain endorsement prior to delivering DV-alert First Nations workshops within that community. Workshops are co-delivered with recognised First Nations trainers. Participants may also access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV-alert workshop.

Service Type	Example
Disability workshop	**DV-alert Women with Disability focused workshops (one day, accreditation component)** 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. Participants attending a one-day Women with Disability workshop learn how to recognise the signs of domestic and family violence within the context of disability, how to respond to a woman with disability who is experiencing domestic and family violence, and what best practice methods should be used to refer to the most appropriate support service. Participants may also access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
Specialist support	**DV-alert Gendered Violence in Diverse Communities workshops (one day, accreditation component)** are designed to introduce participants to gendered violence in diverse communities which include trafficking/slavery, forced marriage, dowry abuse and female genital mutilation/cutting. Participants learn about recognising the signs of gendered violence in diverse communities, and how to respond appropriately and refer people for specialist support. Participants may also access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
Interpreter workshop	**DV-alert Engaging with Interpreters focused workshops (one day, accreditation component)** 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. Across the one day workshop, participants will learn how to work with interpreters to recognise the signs of domestic and family violence and how to respond through an interpreter to someone experiencing domestic and family violence. 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 and referral. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend participants must work or volunteer in a frontline capacity, supporting the general community.

Service Type	Example
Information/Advice/Referral	**DV-alert Men who use Violence focused workshops (one day, accreditation component)** are designed to provide education around the drivers of men's use of violence, and how to take actions that will lower the risk these men present to their partners and children. Participants will not learn counselling, therapy or behaviour change skills. Participants may access this course as part of the Assessment or Learning Pathway. To be eligible to attend, participants must have completed any 2-day DV- alert workshop.
Core Component Completed	**Assessment (one hour, accreditation component)** is the final step in the Assessment Pathway to receive the unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence. Assessments may be undertaken face-to-face or virtually, with a short element to be completed online beforehand.
E-learning online workshop	The **DV-alert eLearning General course (accredited)** is for community frontline workers in Australia who are not able to attend the face-to-face Learning Pathway to assessment. 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. Over a period of up to nine 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.
Disability eLearning	The **DV-alert eLearning Working with Women with Disability course (accredited)** is for community frontline workers in Australia who are not able to attend the face-to-face Learning Pathway to assessment. The aim is to provide an accessible accredited learning package to frontline workers specific to the disability sector. Over a period of up to nine weeks, participants will learn to recognise and respond to the signs of domestic and family violence experienced by 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.

Escaping Violence Payment place-based trial

Description

The two-year Aboriginal and Torres Strait Islander place-based trial of the Escaping Violence Payment will provide eligible individuals in the Cairns region access of up to $5,000 in financial assistance to support them to leave a violent intimate partner relationship. This includes a cash payment of up to a maximum of $1,500 and the remainder in goods, services and supports or other items needed to establish a home free from violence.

It is anticipated the majority of clients will identify as Aboriginal and/or Torres Strait Islander, and the service provider is expected to deliver the service in a culturally safe and appropriate way. However, the place-based trial is available to all eligible individuals.

Who is the primary client?

For Escaping Violence Payment place-based trial, the primary client is eligible Aboriginal and/or Torres Strait Islander individuals who need financial assistance to leave a violent relationship. However, the trial is available to any individual who meets the eligibility criteria.

What are the key client characteristics?

Key clients may include people:

- with cultural and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- living in crisis, emergency or transition accommodation and/or identify as homeless
- identifying as having a condition, impairment or disability
- residing in communities with low Socio-Economic Indexes for Area (SEIFA) scores
- residing in a rural or remote area
- receiving government payments, pensions allowances and/or cashless debit card holders, and
- 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 / relatives, case or support workers, community leaders, mentors, informal care givers, or legal representatives of clients (who are present but not directly receiving a service).

Should unidentified clients be recorded?

The trial provides face to face services, where clients are known to the service. Therefore, it is expected that **no clients (0 per cent)** should be recorded as unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

Where an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

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.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report a Satisfaction SCORE for **at least 10 per cent** of identified clients.

A client SCORE assessment is recorded **at least twice** for each client – once towards beginning of the client's service delivery and once again towards the end of service delivery. Organisations can choose to record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Employment ▪ Financial resilience ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Employment	I am not employed	I am working but it does not fit my needs	I am working and in some ways it fits my needs	I am working and in most ways it fits my needs	I am working and it fits all my needs
Financial resilience	I am financially stressed and I do not know what to do	I am financially stressed and I have made little progress	I am financially stressed and I have made some progress	I am financially stressed and I have made good progress	I feel good that I can bounce back after being financially stressed.
Housing	I am homeless or in crisis accommodatio n today	I am living in housing that does not meet my needs	I am living in housing that fits my needs in some ways	I am living in housing that fits my needs in most ways	I am living in housing that fits my needs
Material wellbeing and basic necessities	I always go without the basic things I need	I often go without the basic things I need	I sometimes go without the basic things I need	I rarely go without the basic things I need	I always have what I need
Mental health, wellbeing and self-care	I never take time out for myself	I rarely take time out for myself	I sometimes take time out for myself	I often take time out for myself	I always take time out for myself
Personal and family safety	I do not feel safe where I live	I rarely feel safe where I live	I sometimes feel safe where I live	I feel safe where I live most of the time	I feel safe where I live
Physical health	My health stops me from doing the things I want to do	My health stops me from doing most things I want to do	My health stops me from doing some things I want to do	My health hardly ever stops me from doing things I want to do	My health does not stop me from doing things I want to do

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed impact of immediate crisis	Right now, I am struggling to cope	Right now, I am struggling to cope, but I want to make changes	I am struggling to cope and I'm working on changing my situation	I have started to improve my situation	My situation has improved
Changed knowledge and access to information	I am not getting any information to support me	I have started to get information to support me	I have information to support me	The information I received has helped me	The information I've received has been very helpful
Empowerment, choice and control to make own decisions	I don't feel confident and strong to make my own choices	I feel a little confident and strong to make my own choices	I feel confident and strong to make some of my own choices and achieve my goals	I am confident and strong to make most of my own choices and achieve my goals	I am confident and strong to make all of my own choices and achieve my goals
Engagement with relevant support services	I am not working with any support services	I am working with a support service but it's not going well	I am working with a support service and it's going okay	I am working with a support service and it's going well	I am working with a support service and it's going really well

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	I still cannot deal with issues I needed help with.	I have started working on issues I need help with.	Sometimes I can deal with issues I needed help with.	Mostly I can deal with issues I need help with.	I am able to deal with my issues and get help.
I am satisfied with the services I have received	I am very unhappy with the service support	I am a little unhappy with the service support	I am somewhat happy with the service support	I am mostly happy with the service support	I am very happy with the service support

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	I did not feel culturally safe and respected	I felt a little culturally safe and respected	I felt somewhat culturally safe and respected	I felt mostly culturally safe and respected	I felt culturally safe and respected

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Homeless indicator ▪ Household composition ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Interpreter present ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance)

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

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

Service Type	Example
Accommodation Assistance	Providing short-term crisis accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless). This could include hotel, refuge, payment of longer-term rental bond or mortgage payments.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc.
Specialist Support	Working with specialist support, a suitably qualified worker – in some cases this will involve engaging/employing specialist services for a fee to work with the person more intensively, where these services can't be engaged any other way, or in a timely manner. Specialist services in this type are focused on sexual violence support services, drug and/or alcohol services, intellectual and or physical disability services, and problem gambling services.
Domestic and Family Violence support	Specialist support services for Domestic and Family violence services including counselling, mediation, having a case worker engaged with the family more intensively and receive specialist care due to trauma and crisis of FDV including financial abuse or coercive control.

Service Type	Example
Indigenous Community Engagement	Organising Indigenous community events that support Indigenous communities, or community events promoting Indigenous issues. This may include cultural services and support for Aboriginal and/or Torres Strait Islander clients such as meetings with Traditional Owners and Elders, Welcome to Country ceremonies and yarning circles.
Material aid (multiple items, parcels or vouchers)	Where multiple forms of aid are provided in the one session, including food parcels, gift/food vouchers, clothing, bedding and/or household items, whitegoods cash/cash equivalent.
Counselling	Counselling for couples, families, children or vulnerable people experiencing issues, financial counselling.
Health Care Assistance	Provide health-related assistance such as chemist vouchers or part payment of medical bills.
Transportation Assistance	Provide bus, train, fuel vouchers.
Fundamental life skills	Support for fundamental life skills are sourced or delivered directly, based on identified interests and needs of participants, ensuring cultural safety and appropriateness for Aboriginal and/or Torres Strait Islander clients. This skills training can include but is not limited to Legal Aid, Financial Budgeting, how to open a bank account and how to apply for a tax file number.
Intake/assessment	Only applies to clients who are eligible for support. Initial interview/assessment. Conducting a needs based assessment, gathering information on clients' needs, eligibility, matching clients to services.

Escaping Violence Payment Trial

Description

The two-year Escaping Violence Payment trial will provide eligible individuals leaving a violent relationship with access of up to $5,000 in financial assistance. This includes a cash payment of up to a maximum of $1,500 and the remainder in goods, services and supports from a community service provider or other items needed to establish a home free from violence.

Who is the primary client?

The primary client is eligible women who need financial assistance to leave a violent relationship.

What are the key client characteristics?

Key clients may include people:

- with cultural and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- identifying as LGBITQ+
- living in crisis, emergency or transition accommodation and/or who identify as homeless
- identifying as having a condition, impairment or disability
- residing in communities with low Socio-Economic Indexes for Area (SEIFA) scores
- residing in rural or remote areas
- receiving government payments, pensions, allowances and/or cashless debit cards
- who are unemployed, ill, studying and/or experiencing financial distress

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, friends, family members including children, case workers, legal representatives, community leaders or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

The Escaping Violence Payment Trial provides individual support, where clients are known to the service. Therefore, it is expected that **no clients (0 per cent**) should be recorded as unidentified clients for this program.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

Where an organisation primarily delivers one-on-one services, it can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID

The partnership approach

All organisations **are required** to participate in the partnership approach. For the Escaping Violence Payment Trial, participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A SCORE assessment is recorded at least twice for each client – once towards the beginning of service delivery and once again towards the end. Where practical, organisations can record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Employment ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Financial resilience ▪ Personal and family safety ▪ Physical health	▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment status ▪ Homeless indicator ▪ Household composition ▪ Income (frequency and approximate gross income) ▪ Main source of income	▪ Interpreter present ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance)

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Accommodation Assistance	Providing short term crisis accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless). This could include hotel, refuge, payment of longer-term rental bond or mortgage payments.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc.
Specialist Support	Working with specialist support, a suitably qualified worker – in some cases this will involve engaging/employing specialist services for a fee to work with the person more intensively, where these services can't be engaged any other way, or in a timely manner. Specialist services in this type are focused on sexual violence support services, drug and/or alcohol services, intellectual and or physical disability services, and problem gambling services.
Domestic and Family Violence support	Specialist support services for Domestic and Family violence services including counselling, mediation, having a case worker engaged with the family more intensively and receive specialist care due to trauma and crisis of FDV including financial abuse or coercive control.
Material aid (multiple items, parcels or vouchers)	Where multiple forms of aid are provided in the one session, including food parcels, gift/food vouchers, clothing, bedding and/or household items, whitegoods cash/cash equivalent.
Counselling	Counselling for couples, families, children or vulnerable people experiencing issues, financial counselling.

Service Type	Example
Health Care Assistance	Provide health-related assistance such as chemist vouchers or part payment of medical bills.
Transportation Assistance	Provide bus, train, fuel vouchers
Fundamental life skills	Support for fundamental life skills are sourced or delivered directly, based on identified interests and needs of participants. This skills training can include but is not limited to Legal Aid, Financial Budgeting, how to open a bank account and how to apply for a tax file number.
Intake/assessment	Initial interview/assessment. Conducting a needs based assessment, gathering information on clients' needs, eligibility, matching clients to services

Gender and Disaster Recovery

Description

To improve the safety of women and children experiencing and recovering from disasters. Natural disasters are often linked with increased rates of family violence, either through increased intensity of violence where it already exists in relationships, or through the triggering of new violent behaviours. Training provided under this Grant assists first responders and service providers to better recognise and respond to family and domestic violence.

Who is the primary client?

The primary clients for this program are frontline responders, service providers and targeted agencies who provide assistance to members of the community at times when natural disasters strike. Examples include, but are not limited to, Rural Fire Service, State Emergency Services, Red Cross and other frontline workers from Local Councils, Community Health and volunteer organisations.

Who might be considered 'support persons'?

Support persons are not applicable for this program activity.

Should unidentified clients be recorded?

All service types provide virtual and face-to-face training where clients are known to the service. Therefore, it is expected that **no clients (0%)** should be recorded as unidentified group clients.

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. As the activity focuses on training, a case is to be created for each individual client. To protect client privacy, organisations should never record any identifiable client information, such as the client's name, in the Case ID field.

The partnership approach

For this program activity, participation in the partnership approach **is required**, this means that you must record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes recording an extended set of data.

You must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A client SCORE Circumstance and Goals assessment is recorded at least twice for each client – once at the start of a Training Module/Train the Trainer (TTT) and once upon the completion of the Training Module/TTT. A client SCORE Satisfaction assessment is recorded at the completion of the Training Module/TTT.

What areas of SCORE are most relevant?

For this program activity, it is expected you collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Education and skills training	▪ Changed knowledge and access to information ▪ Changed skills	▪ I am satisfied with the services I have received ▪ I am better able to deal with issues I sought help with

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, you must use the following question and SCORE descriptions when assessing clients in the Circumstance domain "Education and Skills Training".

Circumstance	1	2	3	4	5
Education & skills training	My level of awareness and understanding of the impact disasters have in regards to family and domestic violence is very low	My level of awareness and understanding of the impact disasters have in regards to family and domestic violence is low	My level of awareness and understanding of the impact disasters have in regards to family and domestic violence is adequate	My level of awareness and understanding of the impact disasters have in regards to family and domestic violence is high	My level of awareness and understanding of the impact of disasters have in regards to family and domestic violence is very high

Completing a Goals SCORE assessment

For this program activity, you must use the following SCORE descriptions when assessing clients in the following Goals domains:

Goals	1	2	3	4	5
Changed Knowledge	I have no knowledge on how to recognise and respond to family and domestic violence in the context of natural disasters	I have very little knowledge on how to recognise and respond to family and domestic violence in the context of natural disasters	I have some knowledge on how to recognise and respond to family and domestic violence in the context of natural disasters	I have good knowledge on how to recognise and respond to family and domestic violence in the context of natural disasters	I have strong knowledge on how to recognise and respond to family and domestic violence in the context of natural disasters

Goals	1	2	3	4	5
Changed Skills	I have no skills in how to recognise and respond to family and domestic violence in the context of natural disasters	I have very few skills in how to recognise and respond to family and domestic violence in the context of natural disasters	I have some skills in how to recognise and respond to family and domestic violence in the context of natural disasters	I have good skills in how to recognise and respond to family and domestic violence in the context of natural disasters	I have strong skills in how to recognise and respond to family and domestic violence in the context of natural disasters

Completing a Satisfaction SCORE assessment

For this program activity, you must use the following question and SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
I am satisfied with the services I have received	I am very unsatisfied	I am a little unsatisfied	I am somewhat satisfied	I am mostly satisfied	I am very satisfied
I am better able to deal with issues that I sought help with	I am not better able to deal with the issue of the impact of disasters on the safety of women and children	I am a little better able to deal with the issue of the impact of disasters on the safety of women and children	I am somewhat better able to deal with the issue of the impact of disasters on the safety of women and children	I am mostly better able to deal with the issue of the impact of disasters on the safety of women and children	I am a lot better able to deal with the issue of the impact of disasters on the safety of women and children

Collecting extended data

For this program activity, you must collect and record the ‘service setting’ extended data items.

Service Setting

Collecting ‘service setting’ helps to differentiate where/how services are delivered. You can select from the following list of values:

- organisation outlet/office
- client’s residence
- community venue
- partner organisation’s facilities
- healthcare facility – including state/territory government facilities (e.g. government training facilities and SES / RFS units)
- telephone (including video-conferencing or online chat), and
- digital.

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
Training Module 1	**Lessons in Disaster Sessions (LIDS)** **LIDS Training – Session 1: Gender and Disaster – the Evidence** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 2	**LIDS Training – Session 2: The Drivers of Family Violence in Disasters** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 3	**LIDS Training – Session 3: Disaster, Gender and Diversity** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Training Module 4	**LIDS Training – Session 4: Working Towards Change** This training is designed to strengthen the capacity of health, community and emergency sectors to challenge gender stereotypes in a disaster context. This may be delivered virtually or in person.
Mentoring/Peer Support	**Train the Trainer Sessions (TTT)** This is a two-day intensive program designed to provide participants with the capability to deliver the Lessons in Disaster Sessions. **Note**: Train the Trainer training is only available to those who have completed all four Lessons in Disaster training sessions.

* A client can be recorded as having attended a combination of the listed training service types on any day. However, they cannot be recorded as having attended multiple of the same service type on one day.

Helping Children Heal

Description

Helping Children Heal aims to improve social, emotional and educational outcomes for children who have experienced family and domestic violence.

This program will facilitate therapeutic activities for children, as well parenting focussed activities for their parent/carer. Activities will occur individually, and in groups. Through participation in trauma-informed, therapeutic care, children will be equipped with the understanding and skills needed to develop healthy ways of engaging with others. The program also aims to restore and strengthen mother and child relationships, which are often damaged due to the trauma experienced by mothers who are victims of violence.

Who is the primary client?

Children and young people aged 6-12 years, their immediate siblings and their parent/carers who have experienced family and domestic violence and are currently receiving assistance through the Women and Girls Emergency Centre (WAGEC).

What are the key client characteristics?

- Children aged 6–12 years and immediate siblings
- The parent or other adult (carer)
- Persons from a cultural and linguistically diverse background
- Persons identifying as Aboriginal or Torres Strait Islander
- Persons living in crisis, emergency or transition accommodation or are living in their own home
- Persons identifying as having a condition, impairment or disability

Who might be considered 'support persons'?

For this program activity, support persons may include: guardians, relatives, case / support workers, community leaders, mentors, and informal care givers.

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?

This program activity provides face to face services, where clients are known to the service. Therefore, it is expected that **no clients (0 per cent)** should be recorded as unidentified clients.

How should cases be set up?

There is no formal case structure recommended for this program activity. However, the organisation can create a separate case for each client (i.e. child) accessing services. To protect client privacy, the organisation should never record any identifiable client information, such as the client's name, in the Case ID field.

The partnership approach

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

The organisation must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for at least 50 per cent of identified clients.
- Report an initial and at least one subsequent Goals SCORE for at least 50 per cent of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

When assessing SCORE for a client that is a child, the child's parent/carer should answer on their behalf, ensuring the *child's* experience is recorded.

A client SCORE assessment for Circumstances and Goals is recorded at least twice– once towards beginning of service delivery, and once again towards the end of service delivery to track how the client's outcomes change over time.

A client Satisfaction assessment should only be recorded towards the end of service delivery.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains. Some domains are only relevant to children and some to parents. Check the rubric below for more detail.

Circumstances	Goals	Satisfaction
Age-appropriate development Education and skills training Parent engagement (Family functioning) Housing Material wellbeing and basic necessities Mental health, wellbeing and self-care Personal and family safety Physical health	Changed behaviours Changed knowledge and access to information Engagement with relevant support services	I am better able to deal with issues that I sought help with I am satisfied with the services I have received The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment. When a parent/carer answers on behalf of a child, this is recorded as 'SCORE directly – support person'.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions as a guide when assessing clients in the following ***Circumstances*** domains.

Circumstances	1	2	3	4	5
Age-appropriate development For parents / carers	My child does not appear to be meeting any of the developmental milestones appropriate for their age	My child appears to meeting only one or two of the developmental milestones appropriate for their age	My child appears to be meeting many of the developmental milestones appropriate for their age	My child appears to meeting most of the developmental milestones appropriate for their age	My child is meeting all the developmental milestones appropriate for their age
Education and skills training For children - parents/carers can answer on behalf of the child	My child / I am not attending school at all	My child / I am rarely attends school and is disengaged from learning activities.	My child / I am attends school sometimes and is often disengaged from learning activities.	My child / I attends school most of the time and is generally engaged with learning activities	My child / I regularly attends school and is actively engaged with learning activities.
Parent Engagement (Family functioning) For parents / carers	I never have fun with my child	I rarely have fun with my child	I sometimes have fun with my child.	I often have fun with my child.	I have fun everyday with my child.
Housing For parents / carers	I do not have access to stable adequate housing	I do not have access to housing that is unstable and inadequate	I do not have access to housing that is stable most of the time but not adequate	I have access to housing that is stable most of the time and adequate	I have access to housing that is stable and adequate
Material Wellbeing and basic necessities For children - parents/carers can answer on behalf of the child	My child / I regularly go without basic necessities they need like food, adequate clothes, transport, health care or essential equipment	My child / I sometimes have to decide which basic necessities my child will go without	My child / I have access to basic necessities but there are no resources for extras	My child / I have access to all their basic necessities as well as occasional extra activities and materials	There are enough family resources for all basic necessities for my child / for me to engage in activities and interests of their / my choice
Mental health, wellbeing and self-care For children - parents/carers can answer on behalf of the child	My child's / my mental health stops them / me from doing all of the things they /I enjoy	My child's / my mental health stops them / me from doing most of the things they / I enjoy	My child's / my mental health sometimes stops them / me from doing the things they / I enjoy	My child's / my mental health rarely stops them / me from doing of the things they / I enjoy	My child's / my mental health almost never stops them / me from doing the things they / I enjoy

Circumstances	1	2	3	4	5
Personal and family safety For children - parents/carers can answer on behalf of the child	My child / I do not feel safe where my child / I live	My child / I rarely feel safe where my child / I live	My child / I sometimes feel safe where my child / I live	My child / I feel safe where my child / I live most of the time	My child / I feel safe where my child / I live
Physical health For children - parents/carers can answer on behalf of the child	My child's / My physical health stops them / me from doing all of the things they / I want to do	My child's / My physical health stops them / me from doing most of the things they / I want to do	My child's / My physical health stops them / me from doing some of the things they / I want to do	My child's / My physical health rarely stops them / me from doing the things they / I want to do	My child's / My physical health never stops them / me from doing the things they / I want to do

When recording a SCORE Circumstance assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment, specifically:

- 'Assessed by Client' if the child answers
- 'Assessed by Support Person' if the parent/carer answers.

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Goals domains.

Complete Goal SCORE assessment for parents/carers only.

Goals	1	2	3	4	5
Changed behaviours For parents / carers	I have no goals in place to change my behaviour	I have identified goals to change my behaviour	I am starting to make progress towards achieving my behaviour goals	I am making good progress towards achieving my behaviour goals	I have achieved my behaviour goals
Changed knowledge and access to information For parents/ carers	I am not attending any parenting coaching classes right now	I have signed up to attend a parenting coaching class	I have recently started attending a parenting coaching class	I am almost finished with the parenting coaching class I am attending	I have finished the parenting coaching class I was attending
Changed Skills For parents/ carers	I feel like I don't have any of the knowledge or skills I need to be a good enough parent.	I feel like need significantly more knowledge and skill to be a good enough parent.	I need more knowledge and skill to be a good enough parent.	I have most of the skills and knowledge I need to be a good enough parent.	I have all the skills and knowledge I need to be a good enough parent.

Goals	1	2	3	4	5
Engagement with relevant support services For parents/carers	I am not working with any support services that help me improve my and/or my child's situation	I am working with a support service to improve my and/or my child's current situation but it is not helping	I am working with a support service to improve my and/or my child's current situation and it is helping a bit	I am working with a support service to improve my and/or my child's current situation and it is making a big difference	I am working with one or more support service that is meeting all of my and my child's needs

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions as a guide when assessing clients in the following Satisfaction domains.

Complete Satisfaction SCORE assessment for parents/carers only.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with For parents/ carers	I cannot deal with the issues I sought help with.	I can occasionally deal with the issues I sought help with.	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with.	I am always able to deal with the issues I sought help with.
I am satisfied with the services I have received For parents/ carers	I am very unsatisfied.	I am a little unsatisfied.	I am somewhat satisfied.	I am mostly satisfied.	I am very satisfied.
The service listened to me and understood my issues For parents/ carers and children	The service does not listen or understand my issues at all.	The service listens a little bit or understands some of my issues.	The service sometimes listens or understands my issues.	The service listens to me and understands my issues most of the time.	The service always listens to me and understands my issues.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields in relation to the parent/carer:

Client Level Data	Session level data	Case level data
Employment status Homeless indicator Is client a carer	Referral out (type and purpose) Service setting	Attendance profile Referral in (source and reason for seeking assistance) Exit reason

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

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

Service Type	Example
Child Focused Activity	**Applicable to children only** Individualised sessions for children (such as tutoring, therapeutic play, homework support)
Child / Youth Focused Groups	**Applicable to children only** Attendance at group sessions (such as Homework Hubs, therapeutic groups)
Specialist support	**Applicable to children only** Includes access to therapeutic children's programs and services, individual and multidisciplinary specialist (such as psychologist, psychiatrist and paediatrician) services, support plans and assessments
Counselling	**Applicable to parents / carers only** Counselling activities that include attachment-based family therapy and psychological counselling services delivered / facilitated by a qualified practitioner
Mentoring / peer support	**Applicable to parents / carers only** Parenting programs delivered individually, such as one-on-one coaching
Parenting programs	**Applicable to parents / carers only** Attendance at Parenting programs delivered in a group, such as Circle of Security or Bringing Up Great Kids: Parenting After Violence.
Advocacy / Support	**Applicable to parents / carers and or children** Advocating on behalf of parent / carer and or child or collaboration with other services and specialists
Exit interview	**Applicable to parents / carers and children** A client's final session with the program. Accompanied by the 'Exit reason' field at the case level and may include a SCORE assessment.
Supported playgroups	**Applicable to parents / carers and children** Supported therapeutic play in a group (eg with siblings, parent/carer or other children) to support processing of traumatic experiences, repair of family relationships, and strengthening of bonds that enable positive parenting.

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 participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Financial resilience ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

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

Service Type	Example
Intake and assessment	Initial assessment as part of program including risk assessment.
Information/Advice/Referral	Information/advice/referral as part of program case management.
Education and skills training	Advise clients of risk assessment outcomes and provide information on the use and safety of newly installed personal and home security equipment.
Counselling	Working through a particular issue such as domestic violence, as delivered by an industry recognised qualified staff member.
Advocacy/Support	As required with partner agencies and external providers.
Outreach	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.
Family capacity building	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.
Facilitate employment pathways	Assisting clients to become 'job ready' by building capabilities in employment and education and linking clients with mainstream employment.

Service Type	Example
Basic home security upgrades	Improvements to make the home more secure, such as window and door locks, screens, lighting and improving visibility.
Technological safety upgrades	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 participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning ▪ Financial resilience ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

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

Service Type	Example
Intake and assessment	Initial assessment as part of program.
Information/Advice/Referral	Information/advice/referral as part of program case management.
Education and skills training	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.
Counselling	Working through a particular issue such as relationship concerns or financial concerns, as delivered by an industry recognised qualified staff member.
Advocacy/Support	As required with partner agencies and external organisations.
Outreach	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.
Family capacity building	Family capacity building should be used where the session is focused on any support actions that help the family manage their lives effectively.
Material goods	Providing women with brokerage for immediate assistance such as moving costs, emergency accommodation and personal items.

National Perpetrator Intervention and Referral Service

Description:

The National Perpetrator Intervention and Referral Service (NPIRS), has three components:

- The Men's Referral Service provides national direct telephone and online support for men who are using violent and controlling behaviour.
- The Brief Intervention Service (BIS) offers multi-session telephone based counselling for men who use violence and may be waiting to access a Men's Behaviour Change Program.
- The Five Essential Discussion Tools (5EDT) offers online training to frontline workers, responding to men who use violence.

Data for the BIS and 5EDT will be reported into DEX.

Who is the primary client?

The primary client for this program activity is men who use or are at risk of using domestic and family violence (BIS), and professionals wishing to support a client who is using or experiencing family violence (5EDT).

Should unidentified clients be recorded?

The BIS counselling services are multi-session where ongoing relationships are formed, and the 5EDT provides virtual face-to-face training, therefore it is expected that only **10 per cent** of clients and participants or less be recorded as unidentified clients in any reporting period.

How could cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

For the BIS, the organisation can create a case for each individual client. This means all contact with a specific client is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID.

For the 5EDT, data should be reported for each individual participant, however the organisation can create a case structure such as State, name of training, month and year.

The partnership approach

All organisations are required to participate in the partnership approach. For the NPIRS participation is only required for the BIS. Participation means organisations must record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

A SCORE assessment for a client should be recorded at least twice. Once in the intake assessment and once in the final counselling session.

It is expected that, where practical, organisations collect outcomes data for at least 50% of participants.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record BIS SCORE assessments in the following domains:

Goals	Satisfaction
▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

If you record a SCORE assessment for a client, you **must** also record 'Assessed by' at the SCORE level to capture who completed the SCORE assessment.

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. For those SCORE domains not shown below, organisations can record SCORE assessments as outlined in the Data Exchange Protocols.

Goals	1	2	3	4	5
Changed behaviours	I have no goals in place to change my violent and/or controlling behaviours	I have identified goals to help me change my violent and/or controlling behaviours	I am starting to make progress towards achieving my goals that help me change my violent and/or controlling behaviours	I am making good progress towards achieving my goals that help me to change my violent and/or controlling behaviours	I have achieved/have almost achieved my goals that help me to change my violent and/or controlling behaviours
Changed knowledge and access to information	I know nothing about the issues I sought help with or how to access information or services to help change my behaviour	I know a little about the issues I have sought help with and/or how to access information or services to help change my behaviour	I have reasonable knowledge about the issues I have sought help with and/or how to access information or services to help change my behaviour	I have good knowledge about the issues I have sought help with and/or how to access information or services to help change my behaviour	I have very good knowledge about the issues I have sought help with and/or how to access information or services to help change my behaviour
Engagement with relevant support services	I am not working with any other support services that could help me improve my behaviour	I have started working with another support service to improve my behaviour	I am working with another support service and I am making some progress towards improving my behaviour	I am working with another support service and I am making good progress towards improving my behaviour	I am fully engaged with another support service, and have improved my behaviour

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following satisfaction domains.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help for is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with.	Most often I am able to deal with the issues I sought help with	I am able to deal with the issues I sought help with
I am satisfied with the services I have received	I am very unsatisfied	I am a little unsatisfied	I am somewhat satisfied	I am mostly satisfied	I am very satisfied
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues most of the time	The service always listens to me and understands my issues

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields where possible:

Client level data	Session level data	Case level data
▪ Employment status	▪ Referral out (type and purpose) ▪ Interpreter present	▪ Referral in (reason for seeking assistance) ▪ Exit reason

For exit reason, the following field values must be used:

- **Exit reason – Service unable to provide assistance**
  Use when client disengages per agreed definition in Activity Work Plan
- **Exit Reason – Client needs have been met**
  Use when service concludes per agreed definition in Activity Work Plan.

Organisations may record other outcomes and extended client details, if they think it is appropriate for their program and for their clients to do so.

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

For all services, the service settings, 'telephone' or 'digital' should be used to indicate how the session was conducted.

Service Type	Example
Intake and assessment	**Brief Intervention Service only:** Conduct an initial assessment. Not to be used in conjunction with any other service types.
Information/Advice/Referral	**Brief Intervention Service only:** Provision of referrals to local Men's Behaviour Change programs or other appropriate services as a long term solution. Ensure participants have an appropriate exit pathway including wherever possible a warm referral to a local Men's Behaviour Change Program. Provide information about support services for the partner and family. Not to be used in conjunction with any other service types.
Counselling	**Brief Intervention Service only:** Delivers short-term multi-sessional BIS telephone counselling support to men who use violence, or are at risk of using violence. This aims to enhance family safety and wellbeing through perpetrator support, achieve at least short-term change in some aspects of men's behaviour and reduce the risk of violence, and monitor and help to manage high-risk situations involving the safety of any person. Not to be used in conjunction with any other service types.
Education and skills training	**5 Essential Discussions Toolkit only:** Delivery of the Five Essential Discussion Tools which provides resources and training to support and upskill practitioners to work with men who use violence and controlling behaviour to de-escalate and undertake safety and accountability planning.

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
Respect and Responsibility Project: ▪ Community participation and networks ▪ Education and skills training ▪ Employment	**Respect and Responsibility Project**: ▪ Empowerment, choice and control to make own decisions ▪ Changed skills	**Respect and Responsibility Project**: ▪ I am satisfied with the services I have received	**All projects:** ▪ Community infrastructure and networks
Three E's to Freedom: ▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Family functioning	**Three E's to Freedom**: ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	**Three E's to Freedom**: ▪ I am satisfied with the services I have received	
Building Resilience Project: ▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	**Building Resilience Project**: ▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Engagement with relevant support services	**Building Resilience Project**: ▪ I am better able to deal with issues that I sought help with	
Support for Family Safety in the Kimberley Project: ▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	**Support for Family Safety in the Kimberley Project:** ▪ Changed behaviours ▪ Changed skills	**Support for Family Safety in the Kimberley Project:** ▪ I am better able to deal with issues that I sought help with	

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

Service Type	Example
Intake and assessment	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.
Information/Advice/Referral	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.
Education and skills training	Leadership courses, pilot programs.

Service Type	Example
Counselling	Working with clients to improve particular issues or concerns, as part of a pilot program. **This service type is only to be used by the "Support for Family Safety in the Kimberley" Project.**
Mentoring/Peer support	Industry mentors.
Advocacy/Support	Individual case manager support.
Community capacity building	Information resources on preventing violence, development of social media resources on respectful relationships.
Family capacity building	Support actions and activities that promote strong family interactions, such as communications, relationship building and conflict resolution. **This service type is only to be used by the "Support for Family Safety in the Kimberley" Project**.
Facilitate employment pathways	Vocational education, support to obtain a driver's license, work fitness, communications, IT and job seeking training, advanced life skills, social skills.
Resource development	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.: 128. This works 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
▪ Education and skills training ▪ Employment	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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

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

Temporary Visa Holders Experiencing Violence Pilot

Description

The Temporary Visa Holders Experiencing Violence Pilot provides a grant to provide support to help temporary visa holder to manage their immediate crisis situation through the provision of financial and material aid, food parcels, and clothes or vouchers (for example supermarkets or utilities). The grant will also assist people by providing referrals to financial, migration and legal assistance support services where appropriate.

Who is the primary client?

Primary clients for this program activity are people on temporary visas and their dependents.

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 on temporary visas who may access limited government support

Who might be considered 'support persons'?

Recording support persons is voluntary; instructions on how to record support persons 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 (including parents, guardians and children), case/support worker, legal representative of clients, community leaders/mentors, informal care givers, migration agents or translators.

Should unidentified 'group' clients be recorded?

Temporary Visa Holders Experiencing Violence Pilot provides face-to-face support, where clients are known to the service. It is therefore expected that **no clients (0 per cent)** 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. Organisation should create cases that reflect their own administrative processes. If an organisation is using the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

The partnership approach

All organisations are required to participate in the partnership approach. For this program activity, participation means organisations must record extended data and client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting. Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 50 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 50 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

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

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Family functioning ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	All three Satisfaction outcomes are relevant for this program activity

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data
▪ Homeless indicator ▪ Household composition ▪ First arrival in Australia (year and month) ▪ Visa Type ▪ Ancestry	▪ Interpreter present

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Accommodation assistance	**Australian Red Cross only:** Providing short term accommodation (e.g. for victims of domestic violence, people at risk of homelessness or who are homeless).
Advocacy/Support	Advocating on a client's behalf to another entity such as a government body or other organisation

Service Type	Example
Domestic and Family Violence support	**Australian Red Cross only:** Covers a range of supports for clients experiencing domestic and family violence. Consider if another service type would more accurately capture the kind of service provided before selecting this one. This may be changed or removed based on further discussion.
Food parcels & food vouchers	**Australian Red Cross only:** Provide food parcels, food vouchers and supermarket vouchers to clients.
Health care assistance	**Australian Red Cross only:** Provide health-related assistance such as chemist vouchers or part payment of medical bills.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, referrals on to another service such as financial counselling, emergency relief, Centrelink etc.
Intake/assessment	Gathering information on clients' needs, eligibility, matching clients to services
Intensive support	Where a client is being case managed or receiving intensive support services.
Material aid (multiple items, parcels or vouchers)	**Australian Red Cross only:** Where multiple forms of aid are provided in the one session, including food parcels, vouchers, clothing bedding and/or household items.
Rent / Mortgage assistance	**Australian Red Cross only:** Provide assistance with payment of rent or mortgage costs.
Specialist support:	Specialist support is delivered by a suitably qualified worker – in some cases this will involve engaging/employing specialist services for a fee to work with the family more intensively, where these services can't be engaged any other way, or in a timely manner. Services may include drug and/or alcohol services, intellectual and or physical disability services, family mediation, domestic violence and sexual assault support services and problem gambling services.
Transport assistance	**Australian Red Cross only:** Provide bus, train, fuel vouchers.
Utility bills assistance	**Australian Red Cross only:** Help with payment of bills such as gas, electricity, water and telephone.

Protecting Australia's Children

Protecting Australia's children includes strategies focused on national efforts to improve the wellbeing of Australia's children.

The following program activities are included in Protecting Australia's Children:

- Developing Cultural Competency and Trauma Responsiveness
- Intercountry Adoptee and Family Support Service

Developing Cultural Competency and Trauma Responsiveness

Description

The program aims to build the organisational and workforce capability of the child and family sector in working with First Nations clients. This will ensure organisations and workers in this sector are better able to deliver prevention and early intervention services that are culturally aware, and trauma and healing-informed.

Who is the primary client?

The primary clients for this program will be the workforce and volunteers at child and family service providers who undertake the training program.

Who might be considered 'support persons'?

Support persons are not applicable for Developing Cultural Competency and Trauma Responsiveness.

Should unidentified group clients be recorded?

Unidentified group clients are used when a large group event is held, such as a festival or town hall info session, and it is not reasonable to identify attendees.

This program activity provides face to face training, where clients are known to the service. Therefore, it is expected that **no clients (0%)** should be recorded as unidentified group clients.

Client Consent

Some clients may not consent to their information being stored in the Data Exchange. Client details are required to generate a statistical linkage key (SLK), but if consent is not provided, these details will not be saved in the Data Exchange.

More information on this process and generating an SLK can be found in the Data Exchange Protocols.

How should cases be set up?

Organisations can create separate cases for this program activity. This means all contact with members of a group, whether some or all, is recorded in the same place and is easy to find for future use.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'EmployeeA24', or an individual's Client ID.

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. Organisations are **not required** to collect extended demographics data from their clients, but may choose to do so for their own purposes.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Goals SCORE for **at least 50% per cent** of individual identified clients.
- Report a Satisfaction SCORE for **at least 50% per cent** of individual identified clients.

A client Goals SCORE assessment is recorded at least twice for each client – once at the start of training, and again after training has been delivered.

A client Satisfaction SCORE assessment is recorded after training has been delivered.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Goals	Satisfaction
▪ Changed knowledge and access to information ▪ Changed skills	▪ I am better able to deal with the issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Goals SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information	My level of understanding of cultural awareness and trauma responsivenes s is very low	My level of understanding of cultural awareness and trauma responsiveness is low	My level of understanding of cultural awareness and trauma responsivenes s is ok	My level of understanding of cultural awareness and trauma responsivenes s is high	My level of understanding of cultural awareness and trauma responsivenes s is very high
Changed skills	I do not have any skills on how to respond to trauma in a culturally sensitive way	I have a few skills on how to respond to trauma in a culturally sensitive way	I have some skills on how to respond to trauma in a culturally sensitive way	I have a good number of skills on how to respond to trauma in a culturally sensitive way	I have lots of different skills on how to respond to trauma in a culturally aware sensitive

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	I do not think the training providers understood my need to increase my cultural awareness	I think the training providers understood my need to increase my cultural awareness a little	I think the training providers somewhat understood my need to increase my cultural awareness	I think the training providers mostly understood my need to increase my cultural awareness	I think the training providers fully understood my need to increase my cultural awareness
I am satisfied with the services I have received	I am not satisfied that the training has helped me improve cultural awareness to support clients	I am a little satisfied that the training has helped me improve cultural awareness to support clients	I am somewhat satisfied that the training has helped me improve cultural awareness to support clients	I am mostly satisfied that the training has helped me improve cultural awareness to support clients	I am satisfied that the training has helped me improve cultural awareness to support clients
I am better able to deal with issues that I sought help with	I am not confident that I have the cultural awareness skills to provide support to First Nations people	I am a little confident that I have the cultural awareness skills to provide support to First Nations people	I am somewhat confident that I have the cultural awareness skills to provide support to First Nations people	I am mostly confident that I have the cultural awareness skills to provide support to First Nations people	I am confident that I have the cultural awareness skills to provide support to First Nations people

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

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

Service Type	Example
Education And Skills Training	Participating in a training session / workshop to help improve cultural awareness of First Nations clients and trauma responsiveness

Intercountry Adoptee and Family Support Service

Description

The Intercountry Adoptee and Family Support Service (ICAFSS) provides free, national intercountry adoption-specific support, including counselling, information and education, to all members of the intercountry adoption community.

The main components of the program are to provide accessible support to the intercountry adoption community via therapeutic care, community capacity building and a Small Grants and Bursaries Program.

Who is the primary client?

All members of the intercountry adoption community, including: young and adult adoptees, adoptive parents and adoptive siblings, prospective adoptive parents, members of the community formed through expatriate adoptions and partners and children of adoptees where their need for support relates to the adoptee's experience of intercountry adoption.

What are the key client characteristics?

Young adoptees, adult adoptees, adoptive parents, adoptive siblings, prospective adoptive parents, partner of adoptee and children of adoptee.

Members of the intercountry adoption community may also include the following who have had an adoption experience:

- Persons who have arrived in Australia in the last five years
- People from a cultural and linguistically diverse background
- Persons living in crisis, emergency or transition accommodation and/or identify as homeless
- People identifying as having a condition, impairment or disability
- People residing in a rural or remote area
- Persons and families who are unemployed, ill, studying and/or experiencing financial distress
- Persons under 18 years / children.

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, case/support workers, parents/guardians of clients, legal representatives of clients, children of clients and community leaders/mentors/informal care givers.

Should unidentified clients be recorded?

The Intercountry Adoptee and Family Support Service is a combination of face-to-face, phone and online supports. Where it is practical and possible to collect client level data, this should be collected and reported into the Data Exchange.

It is expected the Intercountry Adoptee and Family Support Service will report in each reporting period **no more than 10 per cent** of clients as 'unidentified clients'.

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.

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.

The partnership approach

For this program activity, all organisations **are required** to participate in the partnership approach by submitting additional client data. The partnership approach also includes the ability to record an extended data set. It is expected that, where practical, you collect outcomes data for **at least half (50-60 per cent**) of clients.

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). A client SCORE assessment is to be recorded at least three times; near the beginning of the client's service delivery, at the mid-point and again towards the end of service delivery. Where appropriate, you can also collect an additional SCORE assessment at stages during service delivery; for example when a significant shift has occurred for the client, when goals have changed, or when there has been no change where one would have been expected.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Community participation and networks ▪ Family functioning ▪ Mental health, wellbeing and self-care ▪ Personal and family safety	▪ Changed behaviours ▪ Changed impact of immediate crisis ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours

Collecting extended data

For this program activity, organisations are encouraged to collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ First arrival in Australia (year and month) ▪ Visa Type ▪ Ancestry[1]	▪ Referral out (type and purpose) ▪ Interpreter present ▪ Service setting	▪ Attendance profile ▪ Referral in (source and reason for seeking assistance)

[1] Whilst the collection of Ancestry is strongly encouraged, we acknowledge the sensitivities for intercountry adoptees associated with the collection of this information. Organisations are encouraged to use their discretion when collecting this data item.

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
General Workshop	Group Work: This item should be used to report group work. Support children, young people and adult members (including, but not limited to, adoptees and prospective/adoptive parents) of the community by offering participants support through discussion, workshops and activities in a group setting. **Delivery method:** can include face-to-face and/or online or phone support. **Relationship type:** group activities between trained/supported mentors, facilitators or professionals to support members of the community.
Community capacity building	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. Can include activities that promote community relationships and awareness, group workshops/activities, provision of information/education sessions or interagency service meetings. Activities include: ▪ Development of guidance resources for the community. ▪ Development and coordination of intercountry-informed resources for parents, schools and allied health professionals. ▪ Development of education and training for practitioners to become more intercountry adoption aware. ▪ Training and resources for adoptees and adoptive families in mentoring and peer support.
Counselling	Counselling for all members of the intercountry adoption community, including individuals, couples and families.
Family capacity building	Supports and activities that promote strong family interactions and help the family to manage their lives effectively, such as relationship building, conflict resolution and communication. Can also include home-based support such as assistance with developing family centred activities, establishing routines and practical skills-building or help with tasks.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic and/or where a referral was made to another service within or external to the organisation.
Intake/assessment	Assessing a client in an initial session, or re-assessment throughout engagement based on the client's progress and needs.

Service Type	Example
Mentoring/peer support	Support provided to individual members of the community or community groups through peer to peer discussion and activities with those with lived experienced, who are also trained and supported as mentors or in peer support. **Delivery method:** can include face-to-face and/or online or phone mentoring and support. May include a facilitator. Includes training and resources for adoptees and adoptive families in mentoring or peer support. Includes training, assessment and screening of facilitators and mentors. **Relationship type:** one-to-one or group peer/mentoring sessions with trained and supported mentors with lived experience.
Records search	**Search Support**: Provide practical and emotional support for search and reunion, including preparation, planning and post-tracing and reunion support.
Specialist support	Specialist support is delivered by a suitably qualified worker. In some cases this will involve engaging or employing specialist services for a fee to work with the family more intensively, where these services can't be engaged any other way, or in a timely manner. Services may include alcohol or other drug services, intellectual and or physical disability services, family mediation, problem gambling services and domestic violence and sexual assault support services. Please note –providers should confirm with their DSS Funding Arrangement Manager the need for specialist support, prior to engaging a specialist.
Supported playgroups	Supported playgroups for intercountry adoptive parents are an opportunity to share experiences and learn new parenting skills while being supported by workers who coordinate activities.

Social Impact Investing Initiatives

Social impact investing (SII) aims to achieve measurable positive social outcomes while delivering a financial return. It brings together governments, service providers, investors and philanthropists to create innovative responses to complex social issues.

The following program activities are included in Social Impact Investing Initiatives:

- Social Impact Investing – Payment by Outcomes Trials: PBO 1 Microenterprise Development Program
- Social Impact Investing – Payment by Outcomes Trials: Project 2
- Social Impact Investing – Payment by Outcomes Trials: PBO 3 Long-term Employment Outcomes

Social Impact Investing – Payment by Outcomes Trials: PBO 1 Microenterprise Development Program

Description

The PBO 1 Microenterprise Development Program aims to assist people on working age or parenting payments to establish their own business to increase their financial independence and decrease their welfare dependence.

Who is the primary client?

Primary participants are people who:

- are aged between 21 and 59 years (inclusive)
- are currently receiving a Working Age Welfare Payment or Parenting (Partnered or Single) Payment
- have received a Working Age Welfare Payment or Parenting (Partnered or Single) Payment for 13 or more fortnights in the 26 fortnights immediately prior to Enrolment,
- resides in the Catchment Area,
- intend to establish a business within the next 12 months, including businesses with more than one owner; and
- have not previously been supported by Many Rivers to establish a business.

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

Microenterprise Development Program provides face to face support, where clients are known to the service. Therefore, it is expected that **no clients (0 per cent)** should be recorded as unidentified clients.

How should cases be set up?

Organisations should use the Many Rivers Business ID as the Data Exchange Case ID. There should be one business per case. A case should have one client attached to it and record any business partners as support persons.

To protect client privacy, names should never be used in the Case ID field.

Organisations should use the Many Rivers client ID as an individual's Client ID.

The partnership approach

For this program activity, organisations are required to collect some extended client level data under the partnership approach. Organisations are **not required** to report outcomes information using the Standard Client Outcomes Reporting (SCORE) tool but may choose to do so.

Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, organisations may collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction
▪ Employment ▪ Financial resilience	▪ Empowerment, choice and control to make own decisions	▪ I am better able to deal with issues that I sought help with ▪ I am satisfied with the services I have received ▪ The service listened to me and understood my issues

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Session level data	Case level data
▪ Referral out (type and purpose) ▪ Service setting	▪ Attendance profile ▪ Exit reason ▪ Referral in (source and reason for seeking assistance)

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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	Assessing business idea and potential participant's eligibility for enrolment in the PBO 1 project.
Business planning	Developing a business plan including cash flow analysis, marketing plan, regulatory requirements and risk analysis. 1st session is the Enrolment Date for outcomes measurement purposes (Outcome 2).
Education and skills training	Supporting skills development in operating a sustainable business such as invoicing, recordkeeping and hiring staff.
Access to money – Business loan	Date the business loan is approved.
Mentoring/Peer support	General catch-up to provide support, encouragement and review progress.

Service Type	Example
Core component complete	Date Business Establishment is confirmed though the Many Rivers approval/confirmation process. Used once for outcome measurement purposes (Outcome 1).
Service review	Used to record SCORE ratings provided through the COMPASS survey or other assessment process.
Exit Interview	Date the participant exited the program. To be used in conjunction with Exit Reason at the case level. Exit Reasons to be used are: **Exit Reason - Client no longer requires assistance** ▪ Meaning an Enrolled Participant withdraws their consent to share their personal information through the Data Exchange (DEX) and is an Eligible Exclusion and can be replaced in the Measurement Group. **Exit Reason – Service unable to provide assistance** ▪ Meaning an Enrolled Participant presents a significant risk to the safety of Many Rivers' staff or clients (Incident Report to be kept on file) and is an Eligible Exclusion and can be replaced in the Measurement Group. **Exit Reason – Client died** ▪ Meaning an Enrolled Participant is deceased and is an Eligible Exclusion and can be replaced in the Measurement Group. **Exit Reason – None of the above** ▪ Meaning an Enrolled Participant has decided they will not establish a business or has decided to close the business. Cannot be replaced in the Measurement Group.

Social Impact Investing – Payment by Outcomes Trials: Project 2

Description

Payment by Outcomes Trials: Project 2 is designed to support pre-school aged children from financially disadvantaged families in South-East Tasmania to engage in early childhood education and be school ready.

Who is the primary client?

The primary client is a child who is aged 3 at the closest 1 January of their Enrolment Date (DEX Service Type: Intensive Support) and:

- Intends to enrol in a Specified School in Tasmania (with **no more than 10 per cent** of the total Measurement Group residing outside the catchment area of a Specified School)
- Has a parent who has a current Concession Card (includes Health Care Card, Pensioner Concession Card and Low Income Health Care Card)
- Attends **no more than 10 hours** of childcare per week, on average.
- Is not enrolled in the Tasmanian Government Department of Education Working Together program.

The parents or caregivers of the child are also entered as DEX clients.

Who might be considered 'support persons'?

A Support Person may be a person supporting a child or parent or guardian but is not receiving a service. For example a caseworker, school teacher or Allied Health Professional.

Should unidentified clients be recorded?

Payment by Outcomes Trials: Project 2 provides face-to-face support and all clients are known to the service; **no clients (0 per cent)** should be recorded as unidentified clients.

Outlets

Each of the Specified Schools and any New Schools are to be set up as an outlet in DEX throughout the project.

How should cases be set up?

A case is a family consisting of at least one child and at least one parent or guardian.

To protect client privacy, client names should never be recorded in the Case ID field.

The partnership approach

For this program activity, organisations are required to collect some extended client level data under the partnership approach. Organisations are **not required** to report outcomes information using the Standard Client Outcomes Reporting (SCORE) tool but may choose to do so.

If SCORE Circumstances are reported, the assessment tools are the Child Neglect Index or the Personal Wellbeing Index (refer to the SCORE Translation Matrix).

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Case Level Data	Fields and Meaning	
▪ Reason for seeking assistance	For this program, all referrals are for **Age-appropriate development**.	
▪ Referral source	Health Agency	E.g. Allied Health Professional, Early Childhood Intervention Service (ECIS), Child and Family Centre, Parenting Centre.
	Community services agency	E.g. non-government family support services, supported playgroup
	Educational agency	E.g. school, Kindergarten, Launching Into Learning.
	Employment/job placement agency	Government funded Employment Support Service i.e. ParentsNext, JobActive
	Centrelink	Centrelink
	Other Agency	Department of Communities e.g. Child Safety Service, Family Violence Counselling and Support Service, Youth Justice Service, Housing Tasmania, Tasmanian Autism Diagnostic Service (TADS).
	Self	Parent/caregiver
	Family	Family of parent/caregiver
	Friends	Friends of parent/caregiver
	General Medical Practitioner	General Medical Practitioner
▪ Referral to other service (purpose)	Physical health	General Medical Practitioner (not for a Mental Health Plan), dietician, dentist, maternal child health nurse.
	Mental health, wellbeing & self-care	General Medical Practitioner for the purpose of a Mental Health Plan, Psychologist/counsellor.
	Personal and family safety	Child Safety Services, Family Violence Counselling and Support Service
	Age-appropriate development	Early Childhood Intervention Service (ECIS) or Tasmanian

Case Level Data	Fields and Meaning	
		Autism Diagnostic Service (TADS).
	Community participation & networks	Volunteering, social or special interest groups (i.e. AA, hiking, craft, play group for fathers).
	Financial Resilience	Financial counselling, Centrelink, Microenterprise Development Program
	Family functioning	Specialist family support service, family and relationship counselling.
	Employment	Employment Support Service (JobActive, ParentsNext)
	Education and skills training	Allied Health Professional
	Material wellbeing and basic necessities	No-interest Loans Scheme, Emergency Relief
	Housing	Supported Accommodation Program, Community Housing, Social Housing, Housing Connect.
	Support to caring role	In-home support, respite.
	Other	
▪ Attendance profile	Parents or guardians and children are a 'family'	
▪ Service setting	Organisation outlet/office	SCA premises
	Clients residence	Child's home
	Community venue	P2L venue
	Partner organisation	Family support service or other caseworker/case coordinator, family and relationship counselling service etc.
	Telephone	Conversation on phone
	Video	Contact through zoom, teams etc. using camera function
	Online service	Contact through email, text etc.
	Healthcare facility	Early Childhood Intervention Service (ECIS) or Tasmanian Autism Diagnostic Service (TADS), General Practitioner, Hospital, Allied Health Professional etc.

Case Level Data	Fields and Meaning	
	Education facility	Launching into Learning site, Kindergarten, School
	Justice facility	Youth or adult justice service (community or detention)
▪ Exit reason	Add Exit Reason to the case level when Service Type - **Exit Interview** is used. Refer to Exit Interview and Table A or B below for further guidance.	

You may record 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?

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	Gather and assess information to confirm referred child and parent or guardian's suitability and eligibility prior to enrolment (Stage 2 and 3 of intake process). When used after the child's Enrolment Date (DEX Service Type: Intensive Support), a PICCOLO (Parent Interactions with Children – Checklist of Observations Linked to Outcomes) assessment undertaken with a parent or guardian.
Intensive Support	The Intensive Support service type is used once for each family at the time of enrolment and identifies the date of enrolment in the Payment by Outcomes Trials: Project 2. At the Intensive Support session: ▪ the referred child and parent(s) are enrolled, and ▪ the Privacy Notice and Consent form is signed
Goal Setting	Case Plan Development/Review - formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.
Supported playgroup	Attendance at a P2L supported playgroup. Supported playgroups are an opportunity for parents to share experiences of parenting and learn new parenting skills while being supported by workers who coordinate the activities. Recorded as a group session with identified clients.

Service Type	Example
Child Focused Activity	Child Focused Activity is to be used when the purpose of the interaction is to promote the child's healthy development through activities with the child in line with the development gaps identified through the ASQ, for example: ▪ Developing language & confidence so that a child can predict and understand, ask questions, respond to questions, speak with greater fluency ▪ Engage in imaginative play such as drawing ▪ Recognise own name in print and counting from 1 to 5 ▪ Separate comfortably from parent/carer ▪ Toilet independently ▪ Cooperate with other children in extended play situations.
Family Capacity Building	Support to enhance parents' skills and confidence to ensure their children meet their developmental milestones, this may include support with: ▪ Setting bedtime & meal routines ▪ Managing challenging behaviour ▪ Reading/playing with children ▪ Build attachment and bonding ▪ Parental emotional regulation.
Developmental Assessments	An ASQ (Ages and Stages Questionnaire) assessment undertaken with the child.
Education Engagement	First day a child attends Kindergarten.
Exit Interview	▪ **No Enrolment Date** (Service Type: Intensive Support): a child was not enrolled and case is closed. ▪ **Exit Reason** Refer to Exit Reason Table A – Person not enrolled after intake process. ▪ **An Enrolment Date** (Service Type: Intensive Support): a child was exited from Payment by Outcomes Trials: Project 2. Refer to Exit Reason Table B – Allowable exclusions

Table A – Child is not enrolled after intake process

DEX Exit Reason for exits during Intake: Stage 2 and 3 referrals only

Stage 1: Referrals received from referring agency. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner will provide advice to the referring agency and the referring agency will inform the family and provide alternative options.

Stage 2: Phone screening with referred parent or guardian. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner informs the family and provides them with alternative options for support.

Stage 3: Practitioners undertake an initial face to face home visit for assessment. Where Payment by Outcomes Trials: Project 2 is not the most suitable program, the practitioner will provide a warm handover to alternative support services.

Reason family is not enrolled	DEX Exit Reason					
Note: Exit Reason is reported against the child	Client has moved out of area	Client no longer eligible	Client now requires higher level of care	Service unable to provide assistance	Client died	None of the above
Family does not reside in a Specified School catchment area.	x					
Child is the subject to a Care and Protection Order (up to 12 months) or an Assessment Order of 4 or 8 weeks under the Children, Young Person's and their Families Act 1997 (Tasmania).		x				
Child has been diagnosed with a medical condition, disability or significant atypical development that has a high probability of contributing to a long-term developmental delay.			x			
Parent or guardian does not have a current Concession Card.				x		
Child is not the right age.				x		
Child is attending more than 10 hours of childcare or is currently enrolled in the Working Together program.				x		
Parent or guardian does not provide consent for personal information to be shared and used for stated purposes.						x

Table B – Child is exited during their Program Period

DEX Exit Reason for Approved Eligible Exclusions

Exit Reason	DEX Exit Reason					
Note: Exit Reason is reported against the child	Client has moved out of area	Client no longer eligible	Client now requires higher level of care	Service unable to provide assistance	Client died	None of the above
Family moves outside T2S catchment area but remains in Tasmania during Program Period (time dependent – refer to Operations Manual).	x					
Families moves interstate or overseas during Program Period.	x					
Child is the subject to a Care and Protection Order (up to 12 months) or an Assessment Order of 4 or 8 weeks under the *Children, Young Person's and their Families Act 1997* (Tasmania) (time dependent – refer to Operations Manual).		x				
Child is diagnosed with a medical condition, disability or significant atypical development that has a high probability of contributing to a long-term developmental delay.			x			
Extended illness (e.g. sectioned or hospitalised) of child or parent or guardian (time dependent – refer to Operations Manual).						x
Imprisonment of carer or guardian.						x
Death of child or parent or guardian.					x	
Parent or guardian withdraws consent for personal information to be shared and used for stated purposes.				x		

Social Impact Investing – Payment by Outcomes Trials: PBO3 Long-term Employment Outcomes

Description

The PBO3 Long-term Employment Outcomes trial aims to provide employment opportunities with wrap around support services in Participating Social Enterprises (PSEs) for people experiencing significant disadvantage in the labour market, particularly those with a disability.

Who is the primary client?

Primary clients (PBO3 participants) are mainly people with disability and who:

- are aged between 16 and 59 years (inclusive)
- are currently receiving an eligible income support payment
- are eligible for Disability Employment Services, or the Community Development Program in a remote area
- were unemployed for at least 19 of the 26 fortnights immediately prior to their employment date,
- have been employed by a PSE for a maximum period of 2 fortnights prior to their Enrolment Date, or
- are approved by the department to be an Eligible Person in accordance with the Operations Manual

What are the key client characteristics?

Key clients may include persons:

- identifying as having a condition, impairment or disability, or receiving support services in a remote area
- receiving government payments and/or disability support pension allowances

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include carers of clients and care recipients, family members, guardians, and legal representatives of clients.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Should unidentified clients be recorded?

The PBO3 Long-term Employment Outcomes trial provides face-to-face support, where clients are known to the service. Therefore, it is expected that **no clients (0 per cent)** should be recorded as unidentified clients.

How should cases be set up?

For PBO3, a single case must be allocated to each individual client/participant. This means all contact with a specific client is recorded in the same place and is easy to find for future use. Cases are to be closed if a client/participant exits the trial, stops working or transitions to another employer.

To protect client privacy, names should never be used in the Case ID field.

The partnership approach

For this trial activity, organisations are required to collect some extended client level data under the partnership approach. Organisations are **not required** to report outcomes information using the Standard Client Outcomes Reporting (SCORE) tool but may choose to do so.

If you choose to record a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this trial activity, it is expected organisations collect and record the following additional data field:

Case level data
▪ Exit reason

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

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	The participant commences their paid employment in the trial. Use this service type to record the date of commencement.
Facilitate employment pathways	Records participants' fortnightly pay dates and wages. Enter this service for each of the participants' fortnightly pay dates. 'Total cost' data field ▪ In the 'total cost' field, enter the total value the participant receives as wages payment from the social enterprise (excluding superannuation) every fortnight, rounded to the nearest dollar.
Service transition	The date of the participant's last paid day of work with the social enterprise before moving to other employment, or the date of the last day of work where they are employed exclusively by the social enterprise. If the participant is leaving the trial without transitioning to any other employment, do not use this service type. Use 'Exit interview' below.

Service Type	Example
Exit interview	The participant is exiting the trial. This means the participant is leaving the trial without transitioning to any other employment. Record the last day of paid employment before a participant exits from the trial. An exit is leaving the trial without transitioning to any other employment. This service type is to be used in conjunction with Exit Reason at the case level. Exit Reasons to be used are: ▪ **Exit reason - Service unable to provide assistance** Use when an allowable exclusion has been agreed because a participant has developed an unforeseen physical, intellectual or psychiatric condition, or the participant presents a significant risk to the safety of PSE staff, self or other employees. ▪ **Exit reason – Client has moved out of area** Use when an allowable exclusion has been agreed because a participant has moved more than 1 hour in travel time from the PSE, or as agreed on a case-by-case basis by the department for moves of 30 minutes travel time from PSE. ▪ **Exit reason – Client terminated the service** Use when client leaves employment (but not due to an allowable exclusion). ▪ **Exit reason – Client died** Use when an allowable exclusion has been agreed because a participant has died. ▪ **Exit reason – Client no longer eligible** Use when a client achieves all retention outcomes and remains employed in the social enterprise. ▪ **Exit reason – None of the above** Use when an allowable exclusion has been agreed because a participant withdraws consent.

Volunteering and Community Connectedness

The Volunteering and Community Connectedness activity includes services and initiatives to strengthen communities and promote inclusion and participation in community life.

The following program activities are included in Volunteering and Community Connectedness:

- Be Connected
- Cashless Debit Card (CDC) Support Services / Cashless Debit Card (CDC) Support Services – Job Support Hubs
- Strong and Resilient Communities (SARC) - Community Resilience
- Strong and Resilient Communities (SARC) – Community Support
- Strong and Resilient Communities (SARC) - Inclusive Communities
- Seniors Connected Program Village Hubs

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 culturally 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?

Be Connected is a combination of face-to-face and online support activities. It is therefore expected that the majority of online clients, recorded through the learning portal, 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.

Where face-to-face support is provided, and clients are known to the service, it is expected organisations will report **only 25 per cent or less** of clients as unidentified in each reporting period.

Where online learning portal support is provided, and clients are registered and known to the service, it is expected organisations will report client level data 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
▪ Community participation and networks ▪ Personal and family safety	▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions	▪ I am satisfied with the services I have received	▪ Group/community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices

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

Service Type	Example
Fundamental life skills	Includes, but not limited to, the following topics: 1. The absolute basics 2. Getting to know your device 3. Getting started online 4. Safety first
Social participation	Includes, but not limited to, the following topics: 1. More online skills 2. Connecting to others 3. What is data? 4. What is Wi-Fi? 5. Online hobbies 6. Apps – little programs that do a lot 7. Introduction to buying and selling online 8. Social media apps 9. Introduction to smart homes 10. Introduction to mobile banking 11. Booking online travel 12. Find my smart device / cloud
Education and skills training	Includes activities in the following areas: ▪ 'Digital playground', a practice area involving instructional videos, printable instructional text, and interactive practice activities. ▪ 'Games', to practice mouse dexterity, keyboard skills, and gain computer confidence.
Specialist support	Includes content related to Phase 3 activities, including setting up and getting started with different mobile and desktop devices (both new and second-hand).

Service Type	Example
Service Type	Example
Fundamental life skills	Includes, but not limited to, the following topics: 5. The absolute basics 6. Getting to know your device 7. Getting started online 8. Safety first
Social participation	Includes, but not limited to, the following topics: 13. More online skills 14. Connecting to others 15. What is data? 16. What is Wi-Fi? 17. Online hobbies 18. Apps – little programs that do a lot 19. Introduction to buying and selling online 20. Social media apps 21. Introduction to smart homes 22. Introduction to mobile banking 23. Booking online travel 24. Find my smart device / cloud
Education and skills training	Includes activities in the following areas: ▪ 'Digital playground', a practice area involving instructional videos, printable instructional text, and interactive practice activities. ▪ 'Games', to practice mouse dexterity, keyboard skills, and gain computer confidence.
Specialist support	Includes content related to Phase 3 activities, including setting up and getting started with different mobile and desktop devices (both new and second-hand).

Cashless Debit Card (CDC) Support Services / Cashless Debit Card (CDC) Support Services – Job Support Hubs

Description

Cashless Debit Card (CDC) Support Services aim to support vulnerable and disadvantaged people on pathways to self-reliance and empowerment through local community-driven solutions that strengthen economic participation.

For more information about the reporting requirements for this program, please refer to *CDC Support Services – DEX Program Specific Data Recording Guidelines*.

Who is the primary client?

The primary clients for this program activity are Cashless Debit Card participants in Ceduna; East Kimberley; the Goldfields; Bundaberg and Hervey Bay; and the Northern Territory.

What are the key client characteristics?

Key clients groups include:

- People aged 16 to 65 years of age receiving a working age payment. Note: an Age limit of 35 or under applies to Bundaberg/Hervey Bay region.
- People issued with a Cashless Debit Card (CDC) and people in the NT transitioning from Income Management to the CDC
- People willing to participate in the service voluntarily, to seek assistance from support services into pathways to employment
- People willing to participate in the service voluntarily, to seek assistance from support services into pathways to employment
- Young people aged 16 to 24 years of age
- People who are homeless or at risk of homelessness
- 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 who are residing in a low SEIFA area
- 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 support persons 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?

The department expects organisations to deliver services to people who are verified as CDC participants, and who are known to service provider staff. Therefore, **no clients (0 per cent)** should be recorded as unidentified.

How should cases be set up?

A separate case should be created for each CDC participant accessing the service/s. This means that every time the client uses the service further information can be recorded in the same in place making it easy to find information in the future.

Where group sessions or workshops are conducted separate cases should be created for each participant. It is recognised that only basic information may be recorded (for example, name and address) and that further information will be recorded when and if the client makes subsequent contact with the service. In order to easily recall the client record for future use a workshop reference may be entered into the Client ID field for example, a financial literacy workshop held on 1 April 2022 might be entered as FINLIT 010422.

When a case is created and where a reference number is not entered by staff, the system will automatically create a Client ID.

Note: To protect client privacy, family names should never be recorded in the Case ID field nor should a person's Centrelink Customer Reference Number be recorded in the Case ID field.

The partnership approach

All organisations **are required** to record client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

Organisations must meet the following minimum requirements for SCORE data:

- Report three circumstance SCORES for **at least 90 per cent** of CDC participants who engage with the service in either the June or September Quarter of 2022 and continue with the service in the June Quarter of 2023.
- Report an initial and at least one subsequent Goals SCORE for **at least 90 per cent** of CDC participants who engage with the service in either the June or September Quarter of 2022 and continue with the service in the June Quarter of 2023.
- Reporting against the Satisfaction and Community SCOREs is **not required**.

It is expected that a SCORE assessment is completed **up to four times** over a 12 month period:

- once at the initial intake/assessment stage;
- whenever the service checks-in with a CDC participant, where a significant event or a significant change in their situation occurs, for example:
    - the person completes a long training course
    - the person receives assistance in overcoming a significant barrier, such as a program of therapy to overcome trauma
- as a precursor to closing a client case at the end of the project

What areas of SCORE are most relevant?

For this activity, it is expected that organisations record SCORE against the following domains:

Circumstances	Goals
▪ Age-appropriate development ▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Family functioning ▪ Housing ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Financial resilience ▪ Personal and family safety ▪ Physical health	▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services ▪ Changed impact of immediate crisis

When recording a SCORE assessment, it is expected that you also record the 'Assessed by' field to capture who has completed the assessment.

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session level data	Case level data
▪ Employment Status ▪ Highest level of education / qualification ▪ Homeless indicator ▪ Household composition ▪ Is client a carer	▪ Service setting	▪ Referral in (type and purpose) ▪ Exit Reason

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
Intake and assessment	Assessing a client's circumstances to determine what assistance will have the most impact to help the client navigate a reasonable pathway to employment. This includes listening to a client's story, establishing rapport and capturing client data. An initial SCORE assessment **must be** completed at this time. This assessment is required prior to preparing an individualised case plan reviewed (see **Goal Setting** and **Service Review**, respectively).

Service Type	Example
Goal Setting	Preparing an individualised case plan for a client based on their circumstances, needs and the barriers they face (see **Intake and assessment** above).
Service review	Reviewing a client's individualised case plan. A review may occur when a client presents after receiving assistance either directly from the provider from another, external provider. For example, after attending a referral or starting a training course. The purpose of this is to review the most recent assessment, (see **Intake and Assessment** above) and update the client's individualised case plan if necessary. This is also the time to organise what further assistance should be provided to assist the client on their pathway to employment.
Counselling	Assistance delivered to the client by an appropriately qualified staff member to help the person work through a particular issue. This may be personal or family counselling to address: ▪ trauma ▪ relationship issues ▪ financial issues ▪ underlying mental health concerns
Advocacy/Support	Providing intensive support to help a client navigate the service provider, welfare and employment systems so they receive the assistance they need to progress on their pathway to employment. This may include: ▪ accompanying a client to their initial appointment with a service provider ▪ contacting a client after their appointment to check in and provide support
Transport assistance	Assistance provided to a client to enable them to attend an appointment, training course or interview. For example; purchasing bus tickets.
Literacy and Oral Communication Skills Building	Assisting a client to improve their literacy and/or oral communication skills. This may include training in: ▪ understanding instructions on forms and how to fill in forms ▪ preparing and responding to emails ▪ interview preparation including mock interviews (video or face to face)

Service Type	Example
Financial Literacy Building	Building a client's basic budgeting and bank account management skills. This may include: ▪ how to prepare a budget ▪ understanding you bank balance ▪ making you money go further **For NT Support Services ONLY**: This may also include: ▪ understanding the benefits of the CDC ▪ getting on to the CDC ▪ getting the most from your CDC
Digital Literacy Building	**For NT Support Services ONLY**: Building a client's digital literacy. This may include: ▪ keeping your ID/CDC safe ▪ safely using the CDC app on your mobile phone ▪ using the phone help service
Pre-employment checks	Assisting a client to obtain pre-employment checks. For example, Working With Children check, Police check, ID documents.
Pre-employment – Clothing and other	Assisting a client to present for a job interview. ▪ This may include: ▪ providing appropriate clothing ▪ preparing a CV ▪ other purchases to help with the first day on the job
Pre-employment – Driver's License	Assisting a client to obtain a driver's licence. This may include: ▪ contributing to a driver training course ▪ assisting the client to sit for their driver's license test
Rehabilitation Program	Assisting a client to access and undergo a program of rehabilitation to address an addiction.

Strong and Resilient Communities (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
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Material wellbeing and basic necessities ▪ Personal and family safety	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes behaviours ▪ Organisational knowledge, skills and practices ▪ Social cohesion

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

Service Type	Example
Intake and assessment	Initial meeting with client to gather information and discuss needs.
Information/Advice/Referral	Provision of information or advice through community workshops or forums, provision of information and advice online, or referral to another service.
Education and skills training	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.
Child/Youth focussed group	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.
Community capacity building	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.
Family capacity building	Early intervention or crisis prevention to support children and parents.
Community engagement	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.

Strong and Resilient Communities (SARC) – Community Support

Description

Strong and Resilient Communities – Community Support assists vulnerable and disadvantaged people to participate socially and economically through local, community-driven solutions by providing grant funding for one-off, time limited, projects.

Who is the primary client?

The primary clients for this program activity include young people aged 12-18 years of age, people who are unemployed and their families, vulnerable and disadvantaged women, and people with disability or mental health issues.

What are the key client characteristics?

- Young people aged 12 to 18 years
- Persons who are unemployed
- Persons identifying as having a condition, impairment or disability, and
- Women experiencing disadvantage.

Who might be considered 'support persons'?

For this program activity, support persons may include carers of clients, care recipients, families of clients, parents/guardians of clients, and case/support workers.

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?

This program activity has limited use of unidentified clients. This program activity predominantly 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. Unidentified clients can only be recorded for group activities, or community events, where it is not practical to collect client details.

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 client accessing services. To protect client privacy, organisations should never record any identifiable client information, such as the client's name, in the Client ID or Case ID field.

The partnership approach

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

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 80 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 80 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 per cent** of identified clients.

A client SCORE assessment is recorded **at least twice** for each client – once towards beginning of the client's service delivery and once again towards the end of service delivery. Organisations can choose to record multiple SCORE assessments for a client at regular intervals to track how the client's outcomes change over time.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Education and skills training ▪ Employment ▪ Material wellbeing and basic necessities ▪ Mental health, wellbeing and self-care ▪ Physical health	▪ Changed knowledge and access to information ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with	▪ Social cohesion

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients. For those SCORE domains not shown above, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

When recording a SCORE assessment, it is encouraged that you also record the 'Assessed by' field to capture who has completed the assessment.

Completing a Circumstances SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Community participation and networks	I feel very isolated. I have no contact with family, friends or my community. I have no support	I feel fairly isolated. I have little contact with family, friends or my community. I have little support	I feel somewhat connected. I have some contact with family friends, or my community. I have some support	I feel reasonably connected. I have a reasonable amount of contact with family, friends or my community. I have good support	I feel very connected. I have a lot of contact with family, friends or my community. I have great support

Circumstances	1	2	3	4	5
Education and skills training	I have a lot of difficulty finding or remaining in education or training	I have some difficulty finding and remaining in education or training	I occasionally have difficulty finding and remaining in education	I am in education or training that is suitable in most ways	I am in education or training that is very suitable in all ways
Employment	I have no work and this has a negative impact on my daily life	I have some short-term work but I'd like to work more	Sometimes I have work and my ability to find work is improving	I am in work that is suitable in most ways	I am in work that is very suitable in all ways
Material wellbeing and basic necessities	I always go without the basic things I need to live	I often go without the basic things I need to live	I sometimes go without the basic things I need to live	I rarely go without the basic things I need to live	I never go without the basic things I need to live
Mental health, wellbeing and self-care	My mental health and well-being is very poor	My mental health and well-being is somewhat poor	My mental health and well-being is okay	My mental health and well-being is quite good	My mental health and well-being is very good
Physical health	My physical health is very poor	My physical health is somewhat poor	My physical health is okay	My physical health is quite good	My physical health is very good

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

Goals	1	2	3	4	5
Changed knowledge and access to information	I have no plans to increase my knowledge about the issues I have sought help with. I am not accessing any information to support me	I want to increase my knowledge about the issues I have sought help with and have started to access information to help me	My knowledge is increasing in the areas relevant to the issues I have sought help with. I am accessing information to help me	I have good knowledge in the areas relevant to the issues I sought help with. The information I am accessing has been helpful	I have very good knowledge in the areas relevant to issues I sought help with. The information I have accessed has been very helpful in supporting me to achieve my goals
Engagement with relevant support services	I am not working with any support services that could help me improve my situation	I am working with a support service to improve my current situation but we are not working together very well	I am working with a support service to improve my current situation and we are working ok together	I am working with a support service to improve my current situation and we are working well together	I am working with a support service to improve my current situation nd we are working very well together

Completing a Satisfaction SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Satisfaction domains.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	I cannot deal with the issues I sought help with is. It is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisation must use the following SCORE descriptions when assessing clients in the following Community domains.

Community	1	2	3	4	5
Social cohesion	Social cohesion is poor with group members not interacting with each other	Social cohesion is growing with group members starting to interact with each other	Social cohesion is satisfactory with some group members interacting well	Social cohesion is very good with most of the group members interacting well	Social cohesion is excellent with all of the group members interacting well

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

Service Type	Example
Education engagement	Contact between an employer or potential employer and a client or service provider.
Education, skills and training	Assisting a client in learning or building knowledge about a topic or aimed at developing or enhancing a skill relevant to the client's circumstances, including life skills. This may be online or in person.
Employer engagement	Contact between an employer or potential employer and a client or service provider.
Exit interview	A client's final session with the program. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program. A SCORE assessment should be conducted at this time.
Facilitate employment pathways	Assisting clients to become 'job ready' by building capabilities in employment skills and linking clients with opportunities that will further develop work skills.

Service Type	Example
General workshop	Workshops where clients learn the practical application of a wide range of skills, knowledge and behaviours. This may include; wilderness treks, yoga, arts and crafts, and English language classes. Workshops can be online or in person, one-on-one or in groups.
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Intake/assessment	An initial meeting to gather information on a clients' needs, eligibility for participation in the project and matching clients to services. A SCORE assessment should be conducted at this time
Material goods	**This service type should only be used by Good360 Australia.** Provide help with non-food material aid such as clothing, bedding and household items.
Mentoring/peer support	Support group sessions offering clients support through discussion and activities. This generally includes a facilitator.
Social participation	Activities, groups or events that provide social support. This may include activities that increase community engagement, community connectedness, social networks, belonging, social wellbeing, and reducing isolation.

Strong and Resilient Communities (SARC) – Inclusive Communities (grants commencing from 2022)

Description

Strong and Resilient Communities (SARC) Activity – Inclusive Communities aims to support vulnerable and disadvantaged people on pathways to self-reliance and empowerment through local community-driven solutions that support them to participate socially and economically.

Who is the primary client?

The primary clients for this program activity include young people, people without employment and their families, vulnerable and disadvantaged women and people with disability or mental health issues.

What are the key client characteristics?

Key clients may include:

- young people aged 12 to 18 years
- persons who are unemployed
- persons who identify as having a condition, impairment or disability
- women experiencing disadvantage

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/carer recipient, families or guardians, case and support workers, legal representatives, community leaders, mentors and informal care givers.

Should unidentified clients be recorded?

Strong and Resilient Communities Activity – Inclusive Communities imposes a limit on group activity with unidentified clients, therefore it is expected that **no more than 30 per cent** of your clients should be recorded as unidentified clients in each reporting period.

Unidentified clients may be appropriate for large group information sessions and events; however, organisations should aim to collect individual client details for each client 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 formal case structure recommended for this program activity. The organisation 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 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.

Organisations must meet the following minimum requirements for SCORE data:

- Report an initial and at least one subsequent Circumstances SCORE for **80 – 90 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **80 – 90 per cent** of identified clients.
- Report a Satisfaction SCORE for **at least 10 per cent** of identified clients.

- The Community SCORE can only be recorded when the service is delivered as a group activity, where individual reporting is not possible.

A SCORE assessment is recorded **at least twice** for each client – once towards the beginning of service delivery and once again towards the end.

Where practical, organisations should also record a SCORE assessment every 6 months to track how the client's outcomes change over time. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in at least one circumstance, one goal and one satisfaction domain shown below.

Circumstances	Goals	Satisfaction	Community
▪ Age-appropriate development ▪ Community participation and networks ▪ Employment ▪ Education and skills training ▪ Mental health, wellbeing and self-care ▪ Personal and family safety ▪ Physical health	▪ Changed behaviours ▪ Changed knowledge and access to information ▪ Changed skills ▪ Empowerment, choice and control to make own decisions ▪ Engagement with relevant support services	▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group / community knowledge, skills, attitudes and behaviours ▪ Organisational knowledge, skills and practices ▪ Social cohesion

When recording a SCORE assessment for a client, you must also record '**Assessed by**' at the SCORE level to capture who has completed the assessment.

Completing a Circumstances SCORE Assessment

For this program activity, all funded organisations must use the following SCORE scale descriptions when assessing clients in the following Circumstance domains. For those SCORE domains not shown below, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

Circumstances	1	2	3	4	5
Age-appropriate development	Compared to other people the same age, I struggle to learn and use the skills or knowledge they seem to know	Compared to other people the same age, I have learned and can use some skills or knowledge	Compared to other people the same age, I know many of the same skills and knowledge	Compared to other people the same age, I have learned and can use most of the skills and knowledge others know	Compared to other people the same age, my skills and knowledge are well developed

Circumstances	1	2	3	4	5
Community participation & networks	I feel very isolated. I have no contact with family, friends or my community. I have no support	I feel fairly isolated. I have little contact with family, friends or my community. I have little support	I feel somewhat connected. I have some contact with family friends, or my community. I have some support	I feel reasonably connected. I have a reasonable amount of contact with family, friends or my community. I have good support	I feel very connected. I have a lot of contact with family, friends or my community. I have great support
Employment	I have no work and this has a negative impact on my daily life	I have some short-term work but I'd like to work more	Sometimes I have work and my ability to find work is improving	I am in work that is suitable in most ways	I am in work that is very suitable in all ways
Education and skills training	I have a lot of difficulty finding or remaining in education or training	I have some difficulty finding and remaining in education or training	I occasionally have difficulty finding and remaining in education	I am in education or training that is suitable in most ways	I am in education or training that is very suitable in all ways
Mental health, wellbeing and self-care	My mental health and well-being is very poor	My mental health and well-being is somewhat poor	My mental health and well-being is okay	My mental health and well-being is quite good	My mental health and well-being is very good
Personal and family safety	I don't feel safe at all	I don't feel completely safe	I feel my personal safety has improved, but I don't always feel safe	I feel safe in the short term	I feel safe almost all the time
Physical health	My physical health is very poor	My physical health is somewhat poor	My physical health is okay	My physical health is quite good	My physical health is very good

Completing a Goals SCORE assessment

For this program activity, all funded organisations must use the following SCORE descriptions when assessing clients in the following Goals domains. For those SCORE domains not shown below, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

Goals	1	2	3	4	5
Changed behaviours	I have no goals in place to change the behaviours that aren't helping me to improve my situation	I have identified my goals to help me change the behaviours that aren't helping me to improve my situation	I am starting to make progress towards achieving my goals and can see that my situation is/will improve	I am making good progress towards achieving my behaviour goals. My situation is improving	I have/almost achieved my goals. My changed behaviours are really helping to improve my situation
Changed knowledge and access to information	I have no plans to increase my knowledge about the issues I have sought help with. I am not accessing any information to support me	I want to increase my knowledge about the issues I have sought help with and have started to access information to help me	My knowledge is increasing in the areas relevant to the issues I have sought help with. I am accessing information to help me	I have good knowledge in the areas relevant to the issues I sought help with. The information I am accessing has been helpful	I have very good knowledge in the areas relevant to issues I sought help with. The information I have accessed has been very helpful in supporting me to achieve my goals
Changed skills	I have no goals in place to develop or improve the skills I need to help improve my situation	I want to develop or improve my skills and have a plan to help me achieve my goals	My am starting to develop and improve my skills	I have good skills in the areas I need to be able to improve my current situation	I have very good skills in the areas I need to be able to improve my current situation

Goals	1	2	3	4	5
Empowerment choice and control to make own decisions	I am not empowered to make my own choices or have control over decisions that affect my life. I would like to become more empowered	I have limited empowerment to make my own choices and have very little control to make decisions that affect my life. I have started making progress towards achieving my goals	I am empowered to make some of my own choices and have some control over decisions that affect my life. I am making progress towards achieving my goals	I am empowered to make most of my own choices and have control over most of the decisions that affect my life. I am making good progress towards achieving my goals	I am empowered to make all of my own choices and have control to make my own decisions on things that affect my life. I am close to or have achieved my goals
Engagement with relevant support services	I have made enquires to support services I believe will help me improve my situation	I have started working with a support service	I am working with a support service and I am making some progress towards improving my situation	I am working with a support service and I am making good progress towards improving my situation	My situation has improved because I engaged with a support service that helped me. I will access support services in the future because of my experience

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Satisfaction domain. For those SCORE domains not shown below, organisations can record a SCORE assessment as outlined in the Data Exchange Protocols.

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	My ability to deal with the issues I sought help with is the same	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing group clients in the following Community domains. This set of domains is only relevant to unidentified group activities and not individual support.

Community	1	2	3	4	5
Community infrastructure and networks	There is no community infrastructure in place, nor any community networks that targeted clients could participate in	Community infrastructure and community networks available to targeted clients are weak and few	There are some elements of community infrastructure and some community networks that targeted clients could participate in	Community infrastructure and networks are strong and readily accessible to targeted clients	Community infrastructure and networks are plentiful, accessible and exceptionally strong and targeted clients can participate easily
Group / community knowledge, skills, attitudes and behaviours	Group / community knowledge and skills are very poor, and attitudes and behaviours are negative/ harmful to clients	Group / community knowledge and skills are poor and attitudes and behaviours are poor towards clients	Group / community knowledge and skills are fair, and attitudes and behaviours towards clients are satisfactory	Group / community knowledge and skills are good, and attitudes and behaviours towards clients are positive/helpful	Group / community knowledge and skills are very good, and attitudes and behaviours towards targeted clients are proactive and inclusive
Organisational knowledge, skills and practices	Organisational knowledge, skills and practices are very poor and do not meet the needs of clients	Organisational knowledge, skills and practices are poor and rarely meet the needs of clients	Organisational knowledge, skills and practices are satisfactory and generally meet the needs of clients	Organisational knowledge, skills and practices are good and usually meet the needs of clients	Organisational knowledge, skills and practices are very good and meet the needs of clients
Social cohesion	Social cohesion is poor with group members not interacting with each other	Social cohesion is growing with group members starting to interact with each other	Social cohesion is satisfactory with some group members interacting well	Social cohesion is very good with most of the group members interacting well	Social cohesion is excellent with all of the group members interacting well

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

A service type describes the main focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Intake/Assessment	An initial meeting to gather information on a clients' needs, eligibility for participation in the project and matching clients to services. A SCORE assessment should be conducted at this time.
Exit Interview	A client's final session with the program. A SCORE assessment should be conducted at this time. Use the 'Exit Reason' field at the Case level to indicate why the client is exiting the program.
Counselling	Counselling for couples, families, children or vulnerable people. This may include using cognitive behavioural therapies.
Developmental Assessments	Assessment of a client's development.
Domestic and Family Violence Support	Supporting a client experiencing domestic and family violence.
Education and skills training	Assisting a client in learning or building knowledge about a topic or aimed at developing or enhancing a skill relevant to the client's circumstances, including life skills. This may be online or in person.
Education Engagement	Assisting a client to engage with all levels of education. This may include developing a vocational plan.
Employer Engagement	Contact between an employer or potential employer and a client or service provider.
Facilitate Employment Pathways	Assisting clients to become 'job ready' by building capabilities in employment skills and linking clients with opportunities that will further develop work skills.
General Workshop	Workshops where clients learn the practical application of a wide range of skills, knowledge and behaviours. This may include; wilderness treks, yoga, arts and crafts, and English language classes. Workshops can be online or in person, one-on-one or in groups.
Goal Setting	Formal identification of issues, strategy development for addressing those issues, stocktake of progress against agreed goals.
Indigenous Social Participation	Initiate or facilitate social activities for Indigenous communities.
Information/Advice/Referral	Provision of standard advice, guidance or information on a specific topic, and referrals on to another service.
Mentoring / Peer Support	Support group sessions offering clients support through discussion and activities. This generally includes a facilitator.

Service Type	Example
Service Review	Reviewing the services provided with the client. **Note**: this requires direct contact with the client.
Social Participation	Activities, groups or events that provide social support. This may include activities that increase community engagement, community connectedness, social networks, belonging, social wellbeing, and reducing isolation.
Transportation Services	**Breakaway Aboriginal Corporation only:** Provision of transport to assist clients to access services and attend appointments.

Seniors Connected Program Village Hubs

Description

The Seniors Connected Program, Village Hubs Activity, aims to support the establishment and operation of community-based organisations offering social, physical and other activities or opportunities to older Australians living in their community, to contribute to positive mental and physical wellbeing by addressing loneliness and social isolation.

The Village Hubs Activity involves a 'National Grants Manager' organisation that administers grant funding on behalf of Government to the community-based organisations that will establish and operate new Village Hubs across Australia.

The Village Hubs Activity is part of the Seniors Connected Program, which was established to implement the Government's 2019 election policy: 'More Support for Older Australians'. The Seniors Connected Program terminates on 30 June 2024.

Who is the primary client?

The primary clients are Australians aged 55 years and over (or Indigenous Australians aged 50 or over) who are living in their community.

What are the key client characteristics?

Key clients may include people:

- with cultural and linguistically diverse backgrounds
- identifying as Aboriginal and/or Torres Strait Islander
- identifying as LGBITQ+
- identifying as having a condition, impairment or disability

Who might be considered 'support persons'?

A support person is anyone who attends a session with a client but is not directly receiving services. Support persons may include, but are not limited to, guardians or family members including parents and children, carers or informal care givers, case workers, community leaders or mentors.

Recording the details of support persons is voluntary. Instructions on how to record support persons in the web-based portal can be found on the Data Exchange website.

Volunteers are not considered Support Persons. The definition of Volunteer for this activity is a person (over 18 years of age) who willingly gives their time without financial gain to contribute to the running of the Village Hub, including coordination of Village Hub activities. A Volunteer may also be a Member. Activities undertaken in the volunteering capacity should not be recorded in DEX.

Should unidentified clients be recorded?

The Village Hubs program provides individual face to face or digital support, where clients are known to the service and ongoing relationships are formed.

These participants should have a 'client' record created within the Data Exchange. Where participants are unknown to the service, e.g. a community event, **a percentage (30%)** of unknown participants may be recorded as unidentified 'group clients'.

Unidentified group 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.

Please refer to the Data Exchange Protocols for further guidance on recording unidentified clients.

How should cases be set up?

There is no specific case structure recommended for this program. If an organisation uses the web-based portal, it should create cases in a way that works best for its staff and is useful over multiple reporting periods.

To protect client privacy, names should never be used in the Case ID field; organisations should use other identifying nomenclature such as 'FamilyA24', 'Couple 26' or an individual's Client ID

The partnership approach

All organisations are required to participate in the partnership approach. For the Village Hubs, participation means organisations must record extended data and client outcomes, known as Standard Client/Community Outcomes Reporting (SCORE) reporting.

It is expected that, where practical, organisations:

- Report an initial and at least one subsequent Circumstances SCORE for **at least 70-80 per cent** of identified clients.
- Report an initial and at least one subsequent Goals SCORE for **at least 70-80 per cent** of identified clients.
- Report Satisfaction SCOREs for **at least 10 percent** of identified clients.

A SCORE assessment for a client should be recorded a minimum of three times – at the start of a client's interaction with the Village Hub, 6 month after their initial interaction, and then at the end of their interaction with the Village Hub. Ideally, additional SCORE assessments should be conducted every 6 months.

Given the nature of service delivery within this program it is likely SCORE assessments will be recorded at greater intervals, subject to practical application by participating organisations. Please refer to the Data Exchange Protocols (section 7) for more information.

What areas of SCORE are most relevant?

For this program activity, it is expected organisations collect and record SCORE assessments in the following domains:

Circumstances	Goals	Satisfaction	Community
▪ Community participation and networks ▪ Mental health, wellbeing and self-care ▪ Physical health	▪ Changed knowledge and access to information ▪ Changed skills ▪ Changed behaviours ▪ Empowerment, choice and control to make own decisions	▪ The service listened to me and understood my issues ▪ I am satisfied with the services I have received ▪ I am better able to deal with issues that I sought help with	▪ Community infrastructure and networks ▪ Group/community knowledge, skills, attitudes and behaviours ▪ Social cohesion

Completing a Circumstances SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Circumstances domains.

Circumstances	1	2	3	4	5
Community participation & networks	Almost all of the time I feel disconnected from the people in my community and/or feel alone	Most of the time I feel disconnected from the people in my community and/ or feel alone	Some of the time I feel disconnected from the people in my community and/ or feel alone	Rarely do I feel disconnected from the people in my community and/ or feel alone	I almost never feel alone and/or disconnected from the people in my community
Mental health, wellbeing & self-care	My mental health stops me from doing almost all the things I want to do	My mental health stops me from doing most of the things I want to do	My mental health stops me from doing some of the things I want to do	My mental health rarely stops me from doing the things I want to do	My mental health almost never stops me from doing the things I want to do
Physical Health	My physical health stops me from doing almost all the things I want to do	My physical health stops me from doing most of the things I want to do	My physical health stops me from doing some of the things I want to do	My physical health rarely stops me from doing the things I want to do	My physical health almost never stops me from doing the things I want to do

Completing a Goals SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the following Goals domains.

For guidance translating Village Hub participants goals to the Goals domains, please refer to the Village Hubs Goals Translation Matrix at Table 1.

Goals	1	2	3	4	5
Changed knowledge and access to information	I have no goals in place to increase my knowledge about the issues I have sought help with	I want to increase my knowledge about the issues I have sought help with	My knowledge is increasing in the areas relevant to the issue have sought help with	I have good knowledge in the areas relevant to the issues I sought help with	I have very good knowledge in the areas relevant to issues I sought help with

Goals	1	2	3	4	5
Changed skills	I have no goals in place to develop or improve the skills I need to help to help me achieve my goals	I want to develop or improve my skills and have a plan to help me achieve my goals	I am following my plan and have developed and improved some of my skills	I am following my plan and have good skills to help me achieve my goals	I have very good skills in the areas I need to help me achieve my goals
Changed behaviours	I have no goals in place to change the behaviours that aren't helping me to improve my situation	I have identified goals to help me change the behaviours that aren't helping me to improve my situation	I am starting to make progress towards achieving my behaviour goals that help me to improve my situation	I am making good progress towards achieving my behaviour goals that help me to improve my situation	I have/almost achieved my goals that help me to improve my situation
Empowerment, choice & control to make own decisions	I have no control over decisions that affect my life. I would like to become more empowered	I have a little control to make decisions that affect my life. I have started making progress towards achieving my goals	I have some control over decisions that affect my life. I am making progress towards achieving my goals	I have control over most of the decisions that affect my life. I am making good progress towards achieving my goals	I have control to make my own decisions on things that affect my life. I am close to or have achieved my goals

Completing a Satisfaction SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing clients in the satisfaction domain.

Satisfaction	1	2	3	4	5
The service listened to me and understood my issues	The service does not listen or understand my issues at all	The service listens a little bit or understands some of my issues	The service sometimes listens or understands my issues	The service listens to me and understands my issues most of the time	The service always listens to me and understands my issues
I am satisfied with the services I have received	I am very unsatisfied	I am a little unsatisfied	I am somewhat satisfied	I am mostly satisfied	I am very satisfied

Satisfaction	1	2	3	4	5
I am better able to deal with issues that I sought help with	I cannot deal with the issues I sought help with	I can occasionally deal with the issues I sought help with	Sometimes I can deal with the issues I sought help with	Most often I am able to deal with the issues I sought help with	I am always able to deal with the issues I sought help with

Completing a Community SCORE assessment

For this program activity, all organisations must use the following SCORE descriptions when assessing community groups in the Community domains.

Community	1	2	3	4	5
Community infrastructure and networks	The community is not engaged with changing the infrastructure and/or networks that support the community	The community has started to engage with progressing changes in infrastructure and/or networks. At present, the community has made limited changes	The community is strongly engaged with progressing changes in infrastructure and/or networks. At present, the community has made limited changes	The community is strongly engaged with progressing changes in infrastructure and/or networks. At present, the community has made moderate changes	The community is strongly engaged with progressing changes in infrastructure and/or networks. At present, the community has made significant changes
Group/ community knowledge, skills, attitudes and behaviours	The community has not yet made any progress toward improving their knowledge, skills, attitudes or behaviours	The community has started to engage with the issues that affect them and has made limited progress toward improving their knowledge, skills, attitudes or behaviours	The community has strong engagement with the issues that affect them. At present the community has made limited progress toward improving their knowledge, skills, attitudes or behaviours	The community has strong engagement with the issues that affect them. At present the community has made moderate progress toward improving their knowledge, skills, attitudes or behaviours	The community has strong engagement with the issues that affect them. At present the community has made significant progress toward improving their knowledge, skills, attitudes or behaviours

Community	1	2	3	4	5
Social Cohesion	The community has not yet made any progress towards demonstrating greater community cohesion	The community has started to engage with the issues that affect them and has made limited progress towards greater community cohesion and social harmony	The organisation has strong engagement with the issues that affect them. At present the organisation has made limited progress towards greater community cohesion and social harmony	The community has strong engagement with the issues that affect them. At present the community has made moderate progress toward greater community cohesion and social harmony	The community has strong engagement with the issues that affect them. At present the community has made significant progress toward greater community cohesion and social harmony

Collecting extended data

For this program activity, it is expected organisations collect and record the following additional data fields:

Client Level Data	Session Level Data	Case Level Data	SCORE Level Data
▪ Household composition	▪ Referral in (source and reason for seeking assistance)	▪ Referral out (type and purpose)	▪ Assessed by

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?

A service type describes the **main** focus of a session with one or more clients. If a session covers multiple service types, the person delivering the session should record only the most relevant service type, which is typically the one that required the most amount of time or contributed most significantly to an outcome.

Service Type	Example
Community capacity building	Implementation of activities for Village Hub participants / leaders, targeted at building and strengthening community cohesion by providing local solutions to address issues specific to the local community, or by building a Village Hub's leadership skills to foster greater community cohesion. Consultation between Village Hub participants / leaders and community groups to identify common goals, interests and needs with a view to developing community strategies and plans that will assist communities to establish groups and/or informal associations. Supporting Village Hub participants / leaders to strengthen relationships with key stakeholders who are integral to providing holistic and quality services.
Community sector planning	Planning activities to assist Village Hub participants / leaders to support their communities to achieve outcomes. Examples include: • representation/advocacy • brokering partnerships • networking • research and evaluation • policy advice
Core component completed	Assessing that the participant 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 participant survey. Village Hub participants will undertake surveying when they join the Village Hub and then periodically thereafter.
General workshop	Workshops involve attending practical sessions where Village Hub participants learn through discussion and action, the practical application of skills, knowledge and behaviours related to a specific topic. Sessions allow for 2 way interaction between the participant(s) and presenter.
Governance	Training on organisational governance for Village Hub organisations, and community leaders (including assisting Village Hub to become incorporated organisations if required). Support the development of Village Hub participant's 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.

Service Type	Example
Indigenous community engagement	Activities, events or festivals that support or promote Indigenous community issues and engagement.
Indigenous healing workshops	Activities which facilitate healing for Indigenous communities, families or individuals. Examples could include: grief and loss workshops.
Indigenous social participation	Activities for Indigenous communities that are in line with Village Hub outcomes. This could include: • social, cultural, recreational, art or language activities • workshops • linking up members of a community around a shared issue • memorial days • reconciliation activities • erecting plaques or monuments
Information/advice/referral	Provision of standard advice, guidance or information on a specific topic, referrals to another service such as financial counselling, emergency relief, Centrelink etc.
Intake/assessment	Intake survey and assessment to gather information on participants' needs eligibility and matching to services and activities.
Mentoring/Peer support	Support group work offering Village Hub participants support through discussion and activities, generally involving a facilitator.
Social participation	Groups activities (including buddy activities) that provide a variety of social support for participants.
Community engagement	Consultation with community groups to identify common goals, interests and needs with a view to developing community strategies and plans that will assist communities to establish groups and/or informal associations. **Note: This service type will no longer be available from July 2023.**
Community sector coordination	Activities to support coordination and collaboration to strengthen organisational capacity of Village Hubs, such as Communities of Practice to share information between the Village Hub organisations. **Note: This service type will no longer be available from July 2023.**

Table 1: Village Hubs Goals Translation Matrix

Use this matrix to determine which DEX Goals Domain to select when assessing a Village Hub Goal.

When assessing a Goals domain, it is expected that you **also** assess the client against the relevant Circumstance domain.

DEX Goal Domain	Village Hub Goals terminology	Relevant Circumstance domain
Changed skills	I want to learn new skills.	Village Hub should determine the most suitable Circumstances domain based on the new skills.
Changed knowledge and access to information	I want to improve my knowledge and access to information.	Community participation and networks
Empowerment, choice and control to make own decisions	I want to increase a sense of empowerment and control over my own life.	Community participation and networks. **OR** Mental health wellbeing and self-care.
Changed behaviours	I want to stay socially connected (meet new people, interact with others, etc.).	Community participation and networks.
	I want to improve my physical health.	Physical health.
	I want to improve my mental health and well-being.	Mental health, wellbeing and self-care.
	I want to learn new ways of doing things (changing behavioural patterns).	Village Hub should determine the most suitable Circumstances domain based on the new skills.
	I want opportunities to share my passion/knowledge/skills with others.	Community participation and networks.

Version History

Version 1, August 2023

First publication and release of document.

This document was detached from the previous **Program Specific Guidance for Commonwealth Agencies** based on department and outcome type.

Program activities added:

- Escaping Violence Payment Place-based Trial
- National Perpetrator Intervention and Referral Service
- Community-led Local Partners Transition Project

Program activities modified:

- Accredited Training for Sexual Violence Responses: Recognising and Responding to Sexual Violence
  - revision to SCORE outcome reporting requirements
- Domestic Violence Response Training (DV-alert)
  - The addition/removal/renaming of workshops
  - The term 'Aboriginal and / or Torres Strait Islander' has been replaced with 'First Nations'
  - Workshops descriptions (and titles, where required) have been updated in line with the revised DV alert workshop model
  - Removal of the Community SCORE domains so that there are no unidentified clients
  - The removal of 2 Circumstance SCORE domains
    - Employment
    - Personal and family safety
- Family and Relationship Services
  - changes to the client characteristics description
- Family Mental Health Support Services
  - changes to the primary client description and characteristics
- Reconnect
  - changes to client age and characteristics
  - expanded primary client description
  - references of 'organisations' changed to 'service providers'
- Seniors Connected Program Village Hubs
  - all three Satisfaction SCORE domains listed and supporting guidance to measure against the domains.
- Social Impact Investing – Payment by Outcomes Trials: PBO 1 Microenterprise Development Program
  - changes to primary client description
- Social Impact Investing – Payment by Outcomes Trials: Project 2
  - updated example for reporting Intensive Support service type
- Social Impact Investing – Payment by Outcomes Trials: PBO 3 Long-term Employment Outcomes
  - primary client description and characteristics
  - modified description for 'exit interview' service type

Program activities removed:

- NILS-CV
- SARC – Inclusive Communities (grants concluding 2022 or before)

Version 2, March 2024

Program activities added:

- Gender and Disaster Recovery
- Helping Children Heal
- Developing Cultural Competency and Trauma Responsiveness
- Strong and Resilient Communities – Community Support

Program activities modified:

- ABLe
  - Name revised to reflect formal program name: Community Mental Health – A Better Life (ABLe)
- Community-led Local Partners Transition Project
  - Placement now below Financial Wellbeing and Capability
- NILS-DV
  - Name revised to reflect formal program name: No Interest Loan Scheme for Women Experiencing Domestic and Family Violence (NILS-DV)
- Intercountry Adoptee and Family Support
  - Inclusion of minimum SCORE reporting requirements
- Strong and Resilient Communities – Inclusive Communities
  - Removal of the requirement to report the extended data set under the Partnership Approach

Program activities removed:

- Budget Based Funded Program
  - Program merged into Children and Parenting Support Services from 1 July 2023
- Transition Funding for Successful Try, Test and Learn Projects
  - Program ceased