Department of Communities and Justice 

# Wellbeing and Safety Program Activity – Young People

Targeted Earlier Intervention (TEI) Program Logic

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CURRENT SITUATION | EVIDENCE | ACTIVITIES AND SERVICES | OUTPUTS | THEORY OF CHANGE | CLIENT OUTCOMES |
| [**Please delete this instruction once the form is completed:**Describe the situation of the issue your program seeks to change. Consider TEI program priority target groups and information contained in the program-level Wellbeing and Safety – young people program logic (available in the TEI Program Specifications).Answers to the following questions should be incorporated into your statement:1. Who is your target group?
2. What are the current issues faced by this target group? Please include evidence to support this statement.
3. What are the causes of the current situation?
4. What will happen to the target group if these issues are not addressed?

Reference local data when completing this section. See [Understanding your Local Area](https://dcj.nsw.gov.au/service-providers/deliver-services-to-children-and-families/targeted-earlier-intervention-program/understanding-your-local-area.html) on the TEI website for some suggested data sources.][Click here to insert Current Situation]  | Socioemotional wellbeing is essential for our overall health and wellbeing. Socioemotional wellbeing is a state of wellbeing that encompasses personality traits and skills that characterise a person’s relationships in a social environment.Programs that seek to improve socioemotional wellbeing build behavioural and emotional strengths and the ability to adapt and deal with daily challenges and respond positively to adversity while leading a fulfilling life.Young people who are socioemotionally well and competent have been found to:* communicate well
* have healthy relationships
* be confident
* perform better at school
* take on and persist with challenging tasks; and
* be resilient against life stressors.

Five core components are common across evidence-based programs that foster socioemotional wellbeing in young people aged 10-24:1. self-concept, self-efficacy and confidence
2. mindfulness and self-regulation
3. prosocial skills and relationship building
4. building motivation and monitoring behavioural change
5. building knowledge and awareness for socioemotional wellbeing

(DCJ Evidence Portal: Youth [Socioemotional Wellbeing Evidence Review](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review.html)) Authentic relationships built on trust and mutual respect form the foundation of good youth work practice, together with having an ecological focus, encouraging personal agency, and fostering alternative possibilities.Many youth work interventions directly or indirectly foster empowerment and agency in young people. Rights-based approaches, and recognition of the need to give primacy to youth voice and participation in decision making are critical to empowering young people and safeguarding their rights.A synthesis of elements of best practice in youth work include:* **connectivity:** development of programs and services that are long term, sustainable and relationship based, birthed and sourced from within the community
* **strengths-based approach:** embracing notions of independence and autonomy among services for young people
* **capacity building:** ability to build capacity in terms of staff professional development, effective research, evaluation and information gathering and sharing, and leadership in the area of governance and management
* **contextual and systemic considerations:** consideration of macro-contexts including economic, political and social and cultural factors.

(DCJ Evidence Portal: [Agency and Empowerment Evidence Review](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-work-agency-and-empowerment-evidence-review.html))[Click here to insert additional evidence. This is optional, delete this text field if not needed]  | [**Please delete this instruction once the form is completed:**Leave all five core components in this column. Select service types that are funded.If a core component does not apply, select “**N/A**”, then delete the sub-sections below.]Service delivers the following core components and service types:[Self-concept, self-efficacy and confidence](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/self-concept--self-efficacy-and-confidence.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/A[**Please delete this instruction once the form is completed:**Include a service description that outlines the activities you will undertake within each service type. Copy and paste to duplicate the section below if there are multiple service types funded.]TEI Service Type 1: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]TEI Service Type 2: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description][Mindfulness and self-regulation](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/mindfulness-and-self-regulation.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/A[**Please delete this instruction once the form is completed:**Include a service description that outlines the activities you will undertake within each service type. Copy and paste to duplicate the section below if there are multiple service types funded.]TEI Service Type 1: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]TEI Service Type 2: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description][Prosocial skills and relationship building](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/prosocial-skills-and-relationship-building.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/A[**Please delete this instruction once the form is completed:**Include a service description that outlines the activities you will undertake within each service type. Copy and paste to duplicate the section below if there are multiple service types funded.]TEI Service Type 1: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]TEI Service Type 2: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description][Building motivation and monitoring behavioural change](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/building-motivation-and-monitoring-behavioural-change.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/A[**Please delete this instruction once the form is completed:**Include a service description that outlines the activities you will undertake within each service type. Copy and paste to duplicate the section below if there are multiple service types funded.]TEI Service Type 1: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]TEI Service Type 2: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description][Building knowledge and awareness for socioemotional wellbeing](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/building-knowledge-and-awareness-for-socioemotional-wellbeing.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/A[**Please delete this instruction once the form is completed:**Include a service description that outlines the activities you will undertake within each service type. Copy and paste to duplicate the section below if there are multiple service types funded.]TEI Service Type 1: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]TEI Service Type 2: [Choose a TEI Service Type] **Service Description:** [Click here to insert Service Description]Youth Work Best Practice ElementsOur service encompasses the key elements of youth work best practice.* **Connectivity:** [Click here to insert your answer]
* **Strengths-based approach:** [Click here to insert your answer]
* **Capacity building:** [Click here to insert your answer]
* **Contextual and systemic considerations:** [Click here to insert your answer]
 | As per contracted service deliverables. [Click here to insert contract outputs. This is optional, delete this text field if not needed] | [**Please delete this instruction once the form is completed:**This section brings together all the elements of your program logic into a clear logical statement. It is a check that together your activities and outcomes make sense and flow on from one another.Clearly explain how each proposed service activity will achieve the proposed outcomes. Reference the core components and elements of good practice from the evidence column and describe how your activities address these. Use the program-level program logic Theory of Change for guidance as per below.]Providing targeted support to young people ensuring their needs are met, will mitigate escalation of vulnerabilities. These vulnerabilities are things such as social and economic participation, health, mental health, drug and alcohol and family and domestic violence. Risk factors that lead to child abuse, neglect, and domestic and family violence addressed early through assessment and case planning will reduce the risk of entry into the child protection system. Providing opportunity to build new relationships and increase knowledge and skills will build self-esteem, self-confidence and engagement with community programs and services.Young people who are socioemotionally well and competent have been found to:* communicate well
* have healthy relationships
* be confident
* perform better at school
* take on and persist with challenging tasks; and
* be resilient against life stressors.

The service delivers on the five core components identified through the Youth Socioemotional Wellbeing evidence review, for example, by working with young people to develop self-directed goal setting plans and by providing workshops which address issues including the following:**Self-concept, self-efficacy and confidence**Building self-awareness and skills critical to dealing with difficult situations, embracing connection to self and culture, and fostering autonomy and independence is critical for young peoples’ self-concept, self-efficacy and confidence.**Mindfulness and self-regulation**Honing body awareness and strategies for calming the body, managing emotions and relieving stress is critical for young peoples’ mindfulness and self-regulation.**Prosocial skills and relationship-building**Build social skills required to positively interact with peers and community members through fostering communication and engaged learning with others. Peer learning and support activities where young people learn with their peers. Engagement with community and skill-building critical to establishing and maintaining healthy relationships.**Building motivation and monitoring behavioural change**Motivate a behavioural change or attitude and/or monitor and document behavioural changes over time. Encourage young people to consider and change otherwise risky behavioural choices, or to plan to make healthy choices that promote their socioemotional wellbeing.**Building knowledge and awareness for socioemotional wellbeing**Structured or unstructured learning and development activities that underpin the other core components (includes activities to enable critical thinking, metacognition and self-regulation, addressing risks, promote healthy relationships, consider social norms).Youth work interventions directly or indirectly foster empowerment and agency in young people, through a broad range of supportive practices and activities conducted with young people, across a range of different settings.Critical to youth work practice is:* a practice that places young people and their interests first
* a relational practice, where the youth worker operates alongside the young person in their context
* an empowering practice that advocates for, and facilitates a young person's independence, participation in society, connectedness and realisation of their rights
* voluntary, participatory, responsive, and contextual.

Authentic relationships built on trust and mutual respect form the foundation of good youth work practice, together with having an ecological focus, encouraging personal agency, and fostering alternative possibilities. | [**Please delete this instruction once the form is completed:**Add client outcomes that are expected to be delivered under your contract.**Safety** is a Client Outcome for all TEI service providers – do not delete] **Safety*** Reduced risk of entry into the child protection system
* Increased safety from Family Violence and (longer term) reduced rates of Family Violence

[**Please delete this instruction once the form is completed:** Below are other Client Outcomes: delete those which are not in your contract] **Social and Community*** Increased participation in community events
* Increased sense of belonging to their community

**Empowerment*** Increased client reported self-determination

**Education and Skills*** Increased school attendance and achievement

**Economic*** Sustained participation in employment

**Health*** Improved health of children and young people
* Improved parental health

**Home*** Sustained safe and stable housing

[Click here to add additional outcomes if applicable. Note: Aboriginal outcomes to be included. Delete this text field if not needed]  |

[Please delete the example below when the form is completed]

Department of Communities and Justice 

Example: Wellbeing and Safety Stream – Young People

Targeted Earlier Intervention (TEI) Program Logic

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CURRENT SITUATION | EVIDENCE | ACTIVITIES AND SERVICES | OUTPUTS | THEORY OF CHANGE | CLIENT OUTCOMES |
| In our local LGA, there are 20,000 young people aged 10-24 equating to 30% of the population (2021 Census).There are an increased number of young people with mental health concerns in our LGA (AIHW Australia’s Youth: Mental Illness).The number of children and young people in our LGA who were at risk of significant harm was 10% in 2023 and this number continues to increase every year (CP and OOHC Heat Maps Key Statistics DCJ).Data indicates that in our LGA, young people account for 40% of those experiencing homelessness (2021 Census). Domestic violence, substance abuse, conflict and mental health were identified as the leading causes. In 2022, there were 1200 recorded drug offences in the LGA of which 65% were committed by 10-17 year olds (BOSCAR NSW LGA Crime Tables).In 2022, 5% of students received short suspensions. The three local high schools in the area had lower than average attendance rates (NSW Dept of Education).If these local issues are not meaningfully addressed, young people and their families will not have the resilience and skills to better manage their emotions or relationships. The results of this could lead to greater family conflict, a risk of entering into the child protection system, homelessness in young people, involvement with the legal system, social isolation, increase in at risk behaviours, disengagement from school, training and the workplace, greater burden on the states hospital and mental health system.This service seeks to engage vulnerable young people in the LGA. Intervening early with youth and their families will help to mitigate the risk of issues escalating. | Socioemotional wellbeing is essential for our overall health and wellbeing. Socioemotional wellbeing is a state of wellbeing that encompasses personality traits and skills that characterise a person’s relationships in a social environment.Programs that seek to improve socioemotional wellbeing build behavioural and emotional strengths and the ability to adapt and deal with daily challenges and respond positively to adversity while leading a fulfilling life.Young people who are socioemotionally well and competent have been found to:* communicate well
* have healthy relationships
* be confident
* perform better at school
* take on and persist with challenging tasks; and
* be resilient against life stressors.

Five core components are common across evidence-based programs that foster socioemotional wellbeing in young people aged 10-24:1. self-concept, self-efficacy and confidence
2. mindfulness and self-regulation
3. prosocial skills and relationship building
4. building motivation and monitoring behavioural change
5. building knowledge and awareness for socioemotional wellbeing

(DCJ Evidence Portal: Youth [Socioemotional Wellbeing Evidence Review](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review.html)) Authentic relationships built on trust and mutual respect form the foundation of good youth work practice, together with having an ecological focus, encouraging personal agency, and fostering alternative possibilities. Many youth work interventions directly or indirectly foster empowerment and agency in young people. Rights-based approaches, and recognition of the need to give primacy to youth voice and participation in decision making are critical to empowering young people and safeguarding their rights. A synthesis of elements of best practice in youth work include:* **connectivity:** development of programs and services that are long term, sustainable and relationship based, birthed and sourced from within the community
* **strengths-based approach:** embracing notions of independence and autonomy among services for young people
* **capacity building:** ability to build capacity in terms of staff professional development, effective research, evaluation and information gathering and sharing, and leadership in the area of governance and management
* **contextual and systemic considerations:** consideration of macro-contexts including economic, political and social and cultural factors.

(DCJ Evidence Portal: [Agency and Empowerment Evidence Review](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-work-agency-and-empowerment-evidence-review.html)) | Service delivers the following core components and service types:[Self-concept, self-efficacy and confidence](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/self-concept--self-efficacy-and-confidence.html)Service type/s delivered under this contract[ ]  Counselling[x]  Education and skills training[x]  Information / advice / referral[ ]  Mentoring / peer support[x]  Specialist support[x]  Youth individualised support[ ]  N/ATEI Service Type 1: Education and skills training **Service Description:** Provide workshops covering a range of issues including self-care/self-esteem, leadership, conflict resolution, mental health, bullying, healthy relationships, body image, nutrition, cultural awareness, sexuality, social media, personal safety, resilience, budgeting, employment.TEI Service Type 2: Information / advice / referral **Service Description:** Facilitate the provision of information for education, training, employment, mental health and referral to services within the local area.TEI Service Type 3: Specialist support **Service Description:** Using a strengths-based approach, work with young people more intensively to meet needs and address vulnerabilities.TEI Service Type 4: Youth individualised support **Service Description:** Work with young people to identify goals and establishing a self-directed plan to maintain key areas of function for young people such as living arrangements, health and medical, education and vocational, emotional and behavioural functioning, family relationships, social skills and peer relationships, cultural identify, living skills and self-care.[Mindfulness and self-regulation](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/mindfulness-and-self-regulation.html)Service type/s delivered under this contract[x]  Counselling[x]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/ATEI Service Type 1: Counselling **Service Description:** Weekly or as needed individual and or family therapy provided by psychologists for young people aged 10-24 and their parents/caregivers.TEI Service Type 2: Education and skills training **Service Description:** As above.[Prosocial skills and relationship building](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/prosocial-skills-and-relationship-building.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[x]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/ATEI Service Type 1: Mentoring / peer support **Service Description:** Facilitating mentoring/peer support groups promoting consistent, prosocial relationships to support positive youth development.[Building motivation and monitoring behavioural change](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/building-motivation-and-monitoring-behavioural-change.html)Service type/s delivered under this contract[ ]  Counselling[ ]  Education and skills training[ ]  Information / advice / referral[ ]  Mentoring / peer support[x]  Specialist support[x]  Youth individualised support[ ]  N/ATEI Service Type 1: Specialist support **Service Description:** As above.TEI Service Type 2: Youth individualised support **Service Description:** As above.[Building knowledge and awareness for socioemotional wellbeing](https://evidenceportal.dcj.nsw.gov.au/evidence-portal-home/our-evidence-reviews/youth-socioemotional-wellbeing--evidence-review/youth-socioemotional-wellbeing--core-components/building-knowledge-and-awareness-for-socioemotional-wellbeing.html)Service type/s delivered under this contract[ ]  Counselling[x]  Education and skills training[x]  Information / advice / referral[ ]  Mentoring / peer support[ ]  Specialist support[ ]  Youth individualised support[ ]  N/ATEI Service Type 1: Education and skills training **Service Description:** As above.TEI Service Type 2: Information / advice / referral **Service Description:** As above.Youth Work Best Practice ElementsOur service encompasses the key elements of youth work best practice.* **Connectivity:** programs offered are based on client need and developed in consultation with local community.
* **Strengths-based approach:** the service facilitates autonomy and independence of young people, for example, case plans are developed in conjunction with young people recognising their identified goals. Youth workers maintain positive relationships with young people built on trust and mutual respect.
* **Capacity building:** the service is committed to staff professional development and evidence-informed practice, holding regular learning and development activities and connecting with service network partners in the local area.
* **Contextual and systemic considerations:** the service maintains oversight of the broader economic, political and social and cultural factors impacting the environment in which it delivers services.
 | As per contracted service deliverables. | Providing targeted support to young people ensuring their needs are met, will mitigate escalation of vulnerabilities. These vulnerabilities are things such as social and economic participation, health, mental health, drug and alcohol and family and domestic violence. Risk factors that lead to child abuse, neglect, and domestic and family violence addressed early through assessment and case planning will reduce the risk of entry into the child protection system. Providing opportunity to build new relationships and increase knowledge and skills will build self-esteem, self-confidence and engagement with community programs and services.Young people who are socioemotionally well and competent have been found to:* communicate well
* have healthy relationships
* be confident
* perform better at school
* take on and persist with challenging tasks; and
* be resilient against life stressors.

The service delivers on the five core components identified through the Youth Socioemotional Wellbeing evidence review, for example, by working with young people to develop self-directed goal setting plans and by providing workshops which address issues including the following:**Self-concept, self-efficacy and confidence**Building self-awareness and skills critical to dealing with difficult situations, embracing connection to self and culture, and fostering autonomy and independence is critical for young peoples’ self-concept, self-efficacy and confidence.**Mindfulness and self-regulation**Honing body awareness and strategies for calming the body, managing emotions and relieving stress is critical for young peoples’ mindfulness and self-regulation.**Prosocial skills and relationship-building**Build social skills required to positively interact with peers and community members through fostering communication and engaged learning with others. Peer learning and support activities where young people learn with their peers. Engagement with community and skill-building critical to establishing and maintaining healthy relationships.**Building motivation and monitoring behavioural change**Motivate a behavioural change or attitude and/or monitor and document behavioural changes over time. Encourage young people to consider and change otherwise risky behavioural choices, or to plan to make healthy choices that promote their socioemotional wellbeing.**Building knowledge and awareness for socioemotional wellbeing**Structured or unstructured learning and development activities that underpin the other core components (includes activities to enable critical thinking, metacognition and self-regulation, addressing risks, promote healthy relationships, consider social norms).Youth work interventions directly or indirectly foster empowerment and agency in young people, through a broad range of supportive practices and activities conducted with young people, across a range of different settings.Critical to youth work practice is:* a practice that places young people and their interests first
* a relational practice, where the youth worker operates alongside the young person in their context
* an empowering practice that advocates for, and facilitates a young person's independence, participation in society, connectedness and realisation of their rights
* voluntary, participatory, responsive, and contextual.

Authentic relationships built on trust and mutual respect form the foundation of good youth work practice, together with having an ecological focus, encouraging personal agency, and fostering alternative possibilities. | **Safety*** Reduced risk of entry into the child protection system
* Increased safety from Family Violence and (longer term) reduced rates of Family Violence

**Social and Community*** Increased participation in community events
* Increased sense of belonging to their community

**Empowerment*** Increased client reported self-determination

**Education and Skills*** Increased school attendance and achievement

**Economic*** Sustained participation in employment

**Health*** Improved health of children and young people
* Improved parental health

**Home*** Sustained safe and stable housing
 |