# Families and Children Activity program logic template

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| **Objective/s:** Write one or two lines about what you want to achieve through service delivery. | | | | | |
| **Needs statement**  The situation summary provides important information about why a service is needed. In a few sentences, describe the problem or need that the program will address. Include information about:   * The nature and extent of the problem or need within the community * Why the situation needs a response and what will happen if it is not addressed * Who is primarily affected by the situation or who in particular needs support i.e., who is the target group   Reference any data sources you use or claims you make here. Refer to your needs assessment if you have one or the needs statement in your Activity Work Plan. | | | | | |
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| Inputs are the resources you have to deliver the service/s.  Resources can be material (e.g., funding, physical spaces) and non-material (e.g., staff knowledge).  Consider:   * People * Training * Funding * Knowledge * Networks * Places * Spaces (office infrastructure/ staff accommodation * Equipment * IT systems * Partner organisations | **If you only deliver one or two services**, the activities you list here will be core components of that service/s.  Core components are the fixed parts of a service and the things that are needed to achieve the desired program outcomes. They usually relate to the service content and mode of delivery.  For example, in a parenting program, the core components might include parent education sessions on different topics, role modelling and referrals.  See the [single service example](https://www.dss.gov.au/families-and-children-programs-services-parenting-families-and-children-activity/families-and-children-activity-program-logic-template-for-service-providers) for further guidance.  **If you deliver multiple services (e.g., peer support program, counselling and playgroup)**, the activities you list here will be the name of those services. It should match the services you have documented in your Activity Work Plan.  If your services have similar target groups and outcomes, consider grouping them together. For example, parenting programs.  See the [multi-service example](https://www.dss.gov.au/families-and-children-programs-services-parenting-families-and-children-activity/families-and-children-activity-program-logic-template-for-service-providers) for further guidance. | Outputs are measures of what you do in the service and who receives the service.  Output data is used for program monitoring and should be collected and reviewed regularly during program implementation.  Consider:   * The number of activities or sessions to be delivered as part of the service/s * The number of clients who attend the service/s * Client attendance rates * Client demographics (this should match the target group you described in your situation) * Relevant intake, assessment and referral numbers | Outcomes are the changes you would expect to see in your target group after attending the service. Collecting outcomes data can help you to understand the impact your service has on participants. As such, it is important to word outcomes so that they can be measured. For example, children have increased school attendance.  You will also need to ensure that there are logical connections between the inputs, activities, outputs, and outcomes  Where possible, align your outcomes with the FaC Activity Outcomes Framework (as included in your program’s [Operational Guidelines](https://www.dss.gov.au/our-responsibilities/families-and-children/programmes-services/parenting/families-and-children-activity)). This could mean using the wording in the Outcomes Framework, or a closely related term. | | |
| Short-term outcomes usually include changes in skills, knowledge, attitudes and/or awareness.  Consider setting a timeframe for your anticipated short-term outcomes in your submission. | Medium-term outcomes are what should happen when participants apply the skills and knowledge they acquired in the short-term.  They can take some time to see and commonly include changes in behaviours and practices.  Consider setting a timeframe for your anticipated medium-term outcomes in your submission. | Long-term outcomes share similarities with your objective, and they offer a solution to the situation.  They usually take a long time to be seen.  Consider setting a timeframe for your anticipated long-term outcomes in your submission. |
| **Theory of change statement**  The statement you write here is intended to be a simplified version of a [Theory of Change](https://aifs.gov.au/cfca/expert-panel-project/what-theory-change). It should explain how and why the activities in the program logic model will lead to the intended service outcomes: it is your theory or explanation of why you think what you do (activities and outputs) will produce the results (outcomes) you want.  The statement should provide a brief description of each activity listed above, explain how it aligns with published research evidence about what works and how you expect it to contribute to the intended outcomes.  If your work is guided by practice frameworks (e.g., [Best Interests Framework for Vulnerable Children and Youth](https://providers.dffh.vic.gov.au/best-interests-framework-vulnerable-children-and-youth-pdf)) or theories (e.g., attachment theory), you should say what they are and why they are relevant to the intended outcomes.  It is important to use published evidence (e.g., journal articles, evidence summaries, evaluation reports, government reports etc.), where possible, to support your claims about how the program is expected to work. Include references where appropriate. If there is no available research evidence to draw from, then explain why you think your chosen strategy will work – preferably using some other form of evidence such as client feedback or practitioner experience.  If you’re unsure where to find research evidence, or the best kind of evidence to use, these resources can help:   * Evidence Based Section of your Activity Work Plan, and the associated Activity Work Plan Guidance document * AIFS guide on [how to review evidence](https://aifs.gov.au/cfca/expert-panel-project/how-review-evidence) (step 3 in particular) * AIFS resource on [What is an evidence-informed approach to practice and why is it important?](https://aifs.gov.au/cfca/2021/03/16/what-evidence-informed-approach-practice-and-why-it-important) * [CFCA library of publications](https://aifs.gov.au/cfca/topics) on various child, family and community related topics * [Google scholar](https://scholar.google.com/)   If you are looking for evidence in support of your theory of change, you can narrow your search by asking these questions:   * What strategies, practices or interventions are effective for achieving the desired outcomes? * What strategies, practices and interventions are effective when working with the target group? * Are there any known theories that have been shown to produce positive outcomes for the target group? * What are the benefits of the type of service you deliver (e.g., counselling service)? | | | | | |
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