



Australian Government  
Department of Social Services

# Families and Children Performance Report – User Guide

February 2015



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## What is the Performance Report for?

Under the terms of the Families and Communities Programme Grant Agreement, the Families and Children Performance Report must be completed twice annually and submitted by 28 February and 31 July. The Report is designed to collect Families and Children (FaC) data as evidence to support ongoing funding for the Families and Communities Programme (FCP).

Communities for Children Facilitating Partners (CfC FP) are responsible for compiling and completing the Performance Report. Community Partners should not be given the template to complete. To collect necessary data from Community Partners, it is suggested that Facilitating Partners provide Community Partners with an abridged version of the template. An example, which can be adapted to individual Facilitating Partner specifications, is provided at **Attachment A**.

## How your information is used

The FaC Performance Report template is designed to gather the necessary information to:

- 1) Assess your performance in meeting your Grant Agreement deliverables and fulfilling the requirements of the FaC Performance Framework. For more information see the [FaC Performance Framework](#).
- 2) Assess overall performance of the programme within the FaC Performance Framework:
  - a) How well we are reaching vulnerable and disadvantaged families;
  - b) How well the FaC is achieving its objectives; and
  - c) Identifying trends, gaps, etc. to build the evidence base and inform future funding decisions and policy development.
- 3) Fulfil departmental obligations to:
  - a) Promote the efficient, effective, economical and ethical use of Commonwealth funding as required by the *Financial Management Act 1997* and the *Public Governance, Performance and Accountability Act 2013*;
  - b) Report against the Department's Key Performance Indicators in its Annual Report to Parliament; and
  - c) Inform our Minister of progress towards programme outcomes.

## PDF template

Organisations funded to deliver more than one Activity must complete a separate template for each Activity delivered, i.e. Children and Parenting Support, CfC Facilitating Partners or Intensive Family Support Services.

Each template is automatically generated by the Department's funding management system (FOFMS) and is linked to a particular funded Activity. Once issued, a template cannot be transferred to a different funded Activity.

The template is developed using Smartform technology, which gathers data in a uniform manner which is automatically loaded against the correct provider and Activity in FOFMS.

It is therefore important that details for each Activity are entered into the correct template, identified by the pre-filled Activity Title and Activity ID details printed on the front page of the template.

In order to fit into system capabilities, the template includes limits on the size of text boxes, with the maximum number of characters or words identified where relevant. Providers may, however, submit further information as attachments.

## Improvements made to the February Report

The Government's red tape reduction programme aims to reduce unnecessary regulation and red tape costs on business, community organisations, and individuals.

Providers submitting client data through the FSPDS as part of the trial will only be required to submit data via FSPDS for the period 1 July 2014 to 31 December 2014.

The following questions have been removed from the February template:

- 'Objectives – What did you plan to achieve' question;
- 'With which Outcome does this activity align' question;
- The 'Deliverables' section;
- The 'What Works' section;
- The 'Additional Information/Feedback' section; and
- The question asking for further comments on client outcome data collection.

## Client data – Who have you assisted this reporting period?

A **client** is anyone who receives a direct FaC service. This term is used generically and encompasses similar terminology such as 'participant', 'member' and 'customer'.

Those who enjoy a flow on benefit from a family member's access to FaC services are not counted as clients.

**Example:** If a mother and her child receive direct case management services, other family members may benefit indirectly from this service (e.g. siblings); however only the mother and child are counted as clients.

A **direct service** is a service delivered to a client by a FaC provider with the specific intent to contribute to achieving a FaC outcome.

Make sure that you read and understand the introductory notes and examples.

Provide details of all clients who have attended your service and received a direct service.

Note:

- Providers who do not deliver direct services to clients – e.g. peak bodies, services who only undertake research or deliver web based activities, etc. should enter '0' at 1a and are not required to complete further questions in Part 1;
- Where possible, provide a count of unique clients. i.e. if a client attends more than one of your service activities, count that person only once, rather than once per service activity;
- CfC Facilitating Partners should direct each Community Partner to provide unique client counts. CfC FPs are not expected to track unique clients who access services delivered by different Community Partners.

Do not include clients who:

- Attended promotional events and family fun days;
- Received straightforward referrals and were redirected to another service; or
- Received assistance that involved the provision of information, with no direct participation in your service.

1. How many clients participated directly in eligible activities?

a) **Total Clients**

Record (by age group) all clients who received a FaC service during the reporting period.

b) **Of the clients at 1a, how many attended your service during the previous July to December reporting period?**

**This question is only asked in the July reporting template each year.**

Record the number of those clients who received an FaC service during this reporting period, *who also received an FaC service from your Organisation in the July – December reporting period of this financial year.*

**Why?** Asking this question in the second reporting period each year (i.e. January to June) allows FaC to more accurately identify the total number of unique clients assisted in any given financial year. This is necessary for the FaC to report to government in the Department's Annual Report.

Of the clients in 1a, how many have identified themselves as:

c) **Aboriginal or Torres Strait Islander?**

Record the total number of clients who identify as Aboriginal or Torres Strait Islander.

**Why?** People who are of Aboriginal or Torres Strait Islander descent are a priority target group for FaC services.

The percentage of FaC clients who are of Aboriginal or Torres Strait Islander descent is published in the Department's Annual Report.

d) **Culturally and Linguistically Diverse (CaLD)?**

Record the total number of clients who were born overseas and who speak little or no English at home.

**Do not** include any Aboriginal or Torres Strait Islander clients in this count.

**Why?** Those whose cultural and/or linguistic diversity presents a disadvantage to fully participating in the community (e.g. poor language skills inhibit participation in education, employment, social activities) are a priority group for FaC services.

The percentage of FaC clients who are CaLD is a known 'vulnerable and at-risk of disadvantage' priority target group and reported in the Department's Annual Report.

e) **Having a disability**

Record all clients who have a disability that affects their quality of life and/or hinders their ability to fully participate in the community, e.g. participation in education, employment, social activities.

**Why?** People with a disability are known to be at greater risk of disadvantage. FaC uses this as a proxy measure for vulnerability.

**2. How would you describe each adult client identified at 1a?**

Count each of the adult clients who attended your service in one of the categories listed. The total of clients listed in questions 2 a) to 2 f) must be equal to the total adults listed in 1 a).

**Do not** count youth who are also parents here. This section collects data on adult demographics only. Young parents are recorded in the next set of categories section.

All adult clients who do not fit into categories a) to e) should be entered at f).

**Why?** Analysis of this data provides an insight into the level of:

- Services provided to demographic groups of particular interest to FaC and
- Professional skills development and community capacity building provided by FaC.

**3. How many of the clients at 1 a) fall into the following categories?**

Record all clients (adults, youth and children) who fall into any of the demographic categories listed. Include clients as in as many categories as relevant.

**a) Young parents <20**

**Why?** Young parents less than 20 years and their children are particularly vulnerable to disadvantage and are a priority target group for FaC services.

**b) Young parents 20-25**

**Why?** Young parents, 20-25 years may be at risk of disadvantage.

**c) From a family whose main source of income is believed to be from Centrelink or Department of Veterans' Affairs**

- If services collect this data for their own purposes, or if it is appropriate to ask clients for this information, services should report this figure.
- Where appropriate, the provider may use professional judgement to answer this question.
- Providers are not expected to ask clients for this information in a way that causes distress or if it is inappropriate to do so. Discuss alternatives with your Grant Agreement Manager.

**Why?** Income support is used as a proxy measure of disadvantage and vulnerability. We gather this to assess how well FaC reaches appropriate target groups.

**d) From a family known to have Centrelink income support payments subject to income management.**

This data is only required of providers who have reason to collect this information.

**Why?** Responses will be used to compare against the BAFW trial site results.

**e) From a family known to be referred by, or involved with, child protection.**

Provide this if your service has received a *warm referral* from a child protection agency or if your service works in collaboration with child protection in relation to a client.

This data is only required of providers who have reason to collect this information.

**Why?** This is used to assess the extent of FaC collaboration with Child Protection Agencies in line with the National Framework for Protecting Australia's Children 2009–2020.

## Key Service Activities

**Key service activities** are the individual components of a service provider's FaC service delivery. Each service activity includes all components that, in combination, contribute towards a common initiative. E.g. a provider delivers the 'Education for a Future' initiative that aims to promote positive education outcomes for children of newly arrived refugee families. While including the individual components for out of school hours groups, parent education support and casework, the 'Education for a Future' initiative is one key service activity.

Providers should think about how each service activity works toward achieving FaC outcomes. This provides data in a format that:

- Reduces the amount of mandatory data required, while allowing providers to present additional information if they wish; and
- Allows plenty of room to provide additional information that providers feel is important, including in the form of an attachment if necessary.

This Report only requires information about your **performance in achieving FaC outcomes**. Providing details of day-to-day activities that are unrelated to achieving FaC outcomes is not necessary.

Complete only one Key Service Activity sub-form entry per service activity. The aim is to gather necessary service activity information, reducing the time taken to complete the report.

New service activity sub-forms can be added as required (up to a limit of 25). If your organisation delivers more than 25 service activities, these may be attached as separate documents.

Note: if attaching additional service activity information, ensure that the same format used in the Performance Report template is followed. The template at **Attachment A** may be used for this purpose.

- There are five questions for each service activity sub-form. The first four focus on collecting information about what was achieved rather than a detailed description of how it was achieved. This provides the key information required for FaC assessment.
- The final question allows additional information to be provided about the service that is used to assess individual service performance. Supporting detail can be attached if desired.

### Examples

1. A provider delivers kindy gym in four different locations, to four different client demographic groups. This should be reported as one service activity, with any differentiating details of the four different groups (e.g. if a particular target group, or different community partner) included against the final question in Part titled Key Service Activities.
2. A provider delivers a 'Building Better Parks' community strategy which aims to involve a number of communities in improving their local parks. The strategy involves engaging community organisations and businesses, a promotion campaign, community forums, weekend busy bees, a colouring competition for school children and family group activities. This would be included as one service activity which might be recorded as follows:  
**Title:** Building Better Parks  
**Type of Activity:** community development/capacity building  
**Outputs:** at the demographic question select NO – as the programme is aimed at the whole community  
**Outcome Statement:** Parktown businesses and residents have built a stronger sense of community, developed skills, and established new connections and friendships while collaborating to plan, design and construct safe, quality community spaces for their families.

Narrative describing the individual components, their achievements, client groups, etc. would be included against the final question in Key Service Activities.

## What were the key service activities undertaken to deliver your service?

### a) Title of activity

This should be a descriptive name for the service activity only.

### b) Type of activity

Select the most appropriate value from the pick list. The 'other' category should only be selected where your service activity **clearly does not fit** with one of the categories listed.

If more than one category in the pick list is applicable to your activity, select the category that best describes the main focus of the activity. If required, further explanation can be included at the final question in Key Service Activities.

**Why?** These activity service types were designed to be generic rather than specific to enable the types of services to be categorised and analysed for mapping and planning *purposes*, including the identification of service gaps. They were derived from the most commonly reported service types in past reports.

#### Examples

1. A provider delivers the 'Education for a Future' initiative that aims to promote positive education outcomes for children of newly arrived refugee families. The initiative involves running out of school hours groups, providing parent education support, as well as casework. Rather than selecting the 'other' category (and listing all components e.g. 'out of school program', 'parenting/family skills training' and 'case management' select the following one category:

**Type of Activity:** 'Multidisciplinary/Whole Family'

2. A provider delivers a kindy gym in four different locations, to four different client demographic groups. This would be included as one service activity. The kindy gym employs a family support worker who assists parents with referrals and parenting/family skills sessions are also arranged as part of the program. Rather than selecting the 'other' category (and listing all components e.g. Early childhood, Parenting/family skills training and referral for ATSI children and families), select the following single category:

**Type of Activity:** early childhood

For each example above, narrative describing the individual components would be included against the final question in Key Service Activities.

### c) Suburb/town/community where this activity was delivered?

Include the location name/s of where the service activity is delivered.

If service activity is delivered in multiple nearby locations, the regional name may be recorded instead. E.g. City of Logan, rather than listing five individual suburbs within the City of Logan.

## Total clients for the activity for this reporting period

Record the total clients who participated in this service activity during the reporting period. If a non-direct service type that has no direct clients e.g. Community Development, enter '0'.

## Was this activity designed for or targeted at clients from a particular demographic group/s?

Select 'Yes' only if the service activity is **designed for** or **targeted at** a particular demographic group. If designed for a specific target group but open to all families with young children, tick 'Yes' and record only those clients in the target demographic.

Do not include details of untargeted demographic groups. If the activity is designed for a generic audience, but happens to be attended by participants who share a common demographic background, select 'No'. More details may be included in the question: How was the activity delivered?



**Example**

Activity and focus	Attendees	For particular demographic group/s?	What would be recorded Demographic	What would be recorded -Count
Family Day activity	35 women/mothers, 22 men/fathers, 66 children.	No	N/A	
Family Day activity for families who live in remote geographical areas	35 women/mothers, 22 men/fathers, 66 children	Yes	Isolated families	123
Information day for families of a child with disability	35 women/mothers, 22 men/fathers, 26 children with disability 40 siblings.	Yes	People with a disability; and/or family/carers	123
Parenting Program	12 Mothers 8 fathers 6 grandparents	No	N/A	
Parenting support for Grandparent carers	12 grandparents 2 kinship carers	Yes	Grandparents/ kinship carers	14

**Why?** The data assists the Department to identify services designed for and delivered to specific demographic groups in response to local need. It also identifies where specific demographic groups are located and what their needs may be.

**Demographic group/s targeted**

If 'Yes' is selected for the above question, this section should be completed. Up to three demographic groups per service activity can be selected from the pick list.

Select the most appropriate value from the pick list where possible. If your service activity is targeted to more than three listed demographic groups, select the main three.

The 'other' category should only be selected where your service activity **clearly does not fit** with one of the categories listed. Do not use the 'other' category to further refine an existing category. More information may be entered at the final question in Part 3 if necessary.

**Why?** The demographic group options are designed to be generic rather than specific to enable demographics to be readily analysed for mapping and planning purposes. Values were derived from the most commonly reported demographics in past reports.

Enter the number of clients who attended from each group.

Note: Individual demographic groups need not be mutually exclusive. If applicable, a client may be recorded against more than one demographic group. Therefore the sum of clients recorded here may exceed the total clients entered for the service activity.

**Example:** A total of 100 clients attended a playgroup activity designed for young Aboriginal and Torres Strait Islander parents. Of the 100 total clients attended the activity:

- 50 were young parents but only 30 of these were Aboriginal and Torres Strait Islander clients; and
- 50 clients were children 0<5 but only 30 of these were Aboriginal and Torres Strait Islander clients

The number of clients would be entered as follows:

1. Aboriginal and Torres Strait Islander (60)
2. Young parents <20 (50)
3. Children 0-5 years (50)

### What outcomes has this activity achieved?

Provide a precise statement or abstract that summarises the **activity specific outcomes** achieved by this service activity.

**Example:** Socially isolated parents were taught new social skills in a casual, supportive environment and encouraged to engage in their community.

- Do not describe the methods used to achieve outcomes – e.g. a playgroup was run two days per week for socially isolated parents. This should be provided under 'any additional comments about the service activity'.
- Do not enter a prescribed FaC Outcome here.

**Why?** This provides specific information on what each service activity is meant to achieve. When collated, this information will build a picture of the varied elements involved in achieving the FaC Performance Framework Outcomes.

### How was the activity delivered?

This is a free text field where you can include all qualitative information that may be required for your Agreement Manager to properly assess your performance.

Information reported here should include:

- A description of the service activity (Keep details precise and relevant to the FaC);
- An explanation of the community need/s this activity addresses;
- Community Partner details (if a CfC FP Activity);
- Unexpected outcomes or achievements, if any; and/or
- Challenges to achieving desired outcomes and strategies used to overcome those challenges, if any.

Enter text directly into the box.

**Why?** This information provides a precise snap shot of:

- what your service activity is doing
- the issues in the community where the service activity is delivered and
- how you are working to address these issues

## Additional Information

### FCP Objectives

All FCP services work towards the following aim:

To support families, improve children's wellbeing and increase participation of vulnerable people in community life to enhance family and community functioning.

### FaC Objectives

Key objectives are to:

- strengthen relationships,
- support families,
- improve children's wellbeing and increase the participation in community life to strengthen family and community functioning, and
- reduce the costs of family breakdown.

### FaC Outcomes

Long Term Outcomes:

- Improved child, adult and family functioning
- Increased economic engagement
- More cohesive communities

Intermediate Outcomes:

- Improved adult functioning
- Improved family functioning
- Improved child wellbeing
- Improved community functioning

Immediate Outcomes:

- Increased personal agency
- Stronger family relationships
- Increased parental capacity
- More cooperative post-separation arrangements
- Increased positive community connectedness

Service quality Outcomes:

- Increased use of evidence-based practice
- Increased use of early intervention and prevention
- Increased service integration and collaboration
- Improved access for vulnerable or disadvantaged individuals and families

## Types of Activity

Category from Drop Down List	Examples include
Advocacy	Co-ordinated Advocacy for Referral and Early Intervention in Schools Strategy
Antenatal/postnatal	Future Parenting Program Pregnancy support group, First time Mother's group
Case Management/therapy	Speech Therapy and Speech Awareness Whole of family therapy program
Community development/capacity building	Improved access to recreation, sporting facilities via community infrastructure redevelopment programs
Cultural awareness/support	Closing the Gap strategy - enhancing Indigenous understanding
Development/disability	Special needs program
Drug & alcohol education/support	Alcohol and other Drugs Residential Treatment Program for parents and their accompanying children Perinatal & Family Drug Mothers drop in clinic Smoke, Alcohol & Drug Free Family Fun Day
Early Childhood	Indigenous early years focussed network Child Health Checks Mobile Toy and Parenting Resource Service
Family Counselling/support	Specialist Child and Family Support Program
Family Violence/safety/awareness	Men's Behaviour Change Group for men with a history of abusive behaviour
Granparent/Carer Support	My Time for Grandparents Peer support for Kinship Carers
Health & nutrition education/support	Cooking activity and playgroup for young children 0-5 years
Home visits/outreach	Visiting Parent Mentors
In-school/Mentoring program	In school Anti-Bullying Program Mentoring program for vulnerable children / youth
Interagency/collaboration/linkages	Create linkages with Aboriginal organisations to develop trust and create soft entry pathways
Literacy/Numeracy	Rainbow Readers Program Learning Centre
Men/fathers program	Mentoring and demonstration of positive male role models and learning
Mental Health	Building Self Worth Program
Multidisciplinary / Whole Family	Multidisciplinary services Family Liaison Worker, Needs assessment
Out of school program	Camp/holiday program/after school program Superkids - afterschool kids program
Parenting/family skills training	1, 2, 3 Magic Workshops Financial Literacy and Advocacy for Young Parents
Peer support/social networking	Support Group for Aboriginal Kinship Carers
Playgroup	Supported playgroup
Professional training / development	Volunteer training Train the trainer program
Promotions/Referral/Information	Distribution of information and resources to support parenting practices
Resource development/research	Development of online training course
Respite/volunteer program	Voluntary Respite Volunteer support with at risk children and families
School readiness	Positive Start to School Program
Training/personal development	Social, Emotional and Life Skill Development Program for teenage girls at risk of disengaging Growing Strong Families and Families Together

## Demographic Target Groups

Category from Drop Down List:

- Aboriginal and/or Torres Strait Islander;
- CaLD;
- Carers;
- Children at risk;
- Early Childhood Professionals;
- Grandparent/Kinship carers;
- Homelessness;
- Isolated families;
- Jobless families;
- Men//Fathers;
- People with a disability;
- Pre-school/Infants;
- Primary school aged;
- Secondary school aged;
- Single parents;
- Socially isolated families;
- Women/Mothers;
- Young Parents/Expectant Parents (<20); and
- Young Parents/Expectant Parents (20 to 25).

## Attachment A - Abridged Version of the Families and Children Performance Report Template

### Client Data – Who have you assisted this reporting period?

Complete this part by counting the number of adults and children who participated directly in FaC service activities during the reporting period. Where possible, count unique clients only once.

Example 1

- A FaC service delivered a mothers' group that ran once a week during school term. Each participant should be counted only once, even if she attended all sessions.

Example 2

- A FaC service delivered a playgroup once a week. The same FaC service also ran a six week Parenting Program. Jane attended the playgroup with her toddler, and also attended the Parenting Program with her partner. Jane would be counted once.

Note: CfC Facilitating Partners may not be in the position to track unique clients who access services delivered by different Community Partners. In this case the Facilitating Partner should direct Community Partners to follow the advice above.

Exclude clients who:

- attended promotional events and family fun days;
- received straightforward referrals and were redirected to another service; or
- received assistance that involved the provision of information, with no direct participation in your service.

		Adults 18+ years	Youth 13 to <18 years	Children	
				5 to <13 years	0 to <5 years
1a)	<b>How many clients participated directly in eligible activities</b>				
1b)	How many of the clients listed above attended your service in the previous July to December reporting period? (I)				
	<b>Of the clients in 1a), how many have identified themselves as:</b>				
1c)	Aboriginal or Torres Strait Islander <sup>(i)</sup> ?				
1d)	Culturally and linguistically diverse Defined here as 'Born overseas and speak little or no English'. Do not include ATSI clients in this count?				
1e)	Having a disability ?				

**Of the total adult clients identified at 1a), how many are best described in the following categories?**

a)	Mother	
b)	Father	
c)	Grandparent	
d)	Related/kinship carer	
e)	Staff/Volunteers receiving a FaC funded community capacity building service <sup>(i)</sup> . Do not include staff delivering services	
f)	Other/unsure	
g)	TOTAL (must equal 1a) above)	

**Of the clients identified at 1a), how many fall into the following categories? Each client may be counted in as many categories as appropriate. Complete details based on client identification and / or professional judgement**

a)	Young parents: < 20 years	
b)	Young parents: 20-25 years	
c)	From a family whose main source of income is believed to be from Centrelink or Department of Veterans' Affairs payments	
d)	From a family known to have Centrelink income support payments subject to 'Income Management'	
e)	From a family known to be referred by, or involved with child protection authorities	

### Activity Information

Provide details of each key service activity during the reporting period. Do not include details of routine and administrative activities not integral to achieving FaC Objectives, e.g. committee meetings, routine training, general networking, etc.

**Copy questions in table below for each of your service activities.**

#### Service activity

What were the key service activities undertaken to deliver your service?			
a)	Title of activity		
b)	Type of Activity	Advocacy	
		Promotions/Referral/Information	
c)	In which suburbs, towns or communities was this activity delivered		
How much did you do?			
	Total clients this reporting period.		
	Was this activity limited to clients from a particular demographic group/s?	<b>Yes</b>	
	If you answered 'Yes' to 8.	Demographic Group/s targeted List up to three	Number of clients from this demographic group
		a) Aboriginal and/or Torres Strait Islander	
		b) Aboriginal and/or Torres Strait Islander	
		c) Aboriginal and/or Torres Strait Islander	
What difference did you make?			
	What outcomes has this activity achieved? (Provide an outcome statement only)		
How was the activity delivered?			
	This is a free text field. *Provide any additional comments about the service activity here.		

<b>What were the key service activities undertaken to deliver your service?</b>	
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	You can include all qualitative information about the service activity.
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\*Information reported here may include:

- Description of the service activity: keep details precise and relevant as character and word limits apply.
- Details of unexpected outcomes or achievements.
- Details of challenges to achieving desired outcomes and strategies used to overcome those challenges.