



The Ian Potter Foundation

Grantee Key Learnings

Community Wellbeing

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Key learnings from Community Wellbeing grant recipients

Introduction

This document is intended for future applicants and grantees in the Community Wellbeing program area. It contains the summarised learnings of all Community Wellbeing grantees over the past seven years.

The information documented here has been taken from the final reports of Community Wellbeing grantees, which were submitted to The Ian Potter Foundation following the completion of their projects. As such, the views expressed here do not necessarily represent the views of The Ian Potter Foundation.

Program types

Employment programs

In general, training programs are more successful when provided alongside employment and engagement pathways.

If providing education or training, consider getting your program accredited. For instance, to become a Registered Training Organisation, the first step is to register with Adult & Further Education (ACFE) as a 'Learn Local' provider.

If your proposal is dependent upon TAFE or government programs, have contingency plans in place. One grantee's program was affected by changes to TAFE fee structures.

Engaging jobseekers

Know your target audience. For example, flexibility in training and work pathways is attractive to youth and more likely to lead to ongoing participation.

Consult with participants prior to program development; and respect their experience. Treating unemployed jobseekers as experts provided one grantee with insight into user behaviour of a particular web-based platform, which led to the development of a more effective and successful program.

Conduct a needs assessment. One organisation had to cancel its pre-employment workshop due to difficulty with recruiting participants; job agencies didn't promote the workshop as they ran their own workshops.

Employers and employment service providers

Begin fostering relationships with local employers early. Don't assume participants will want to travel to pursue employment opportunities (especially interstate).

Have a rigorous employer engagement strategy in place, as the process of getting employers to sign up can be long and complex. In some instances, employers may want to start small and only make a bigger commitment once they see the program is working. For one grantee this led to additional work and levels of complexity as start dates with multiple employers were staggered across the life of the project. However, the upside was that the employers became very much invested in the success of the program.

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Many employers require participants with formal qualifications/training for entry-level positions; it is, therefore, essential to provide participants with as much training and work experience as possible.

Consider the way you market your service; for one grantee, a new marketing approach led to business engagement surpassing the readiness of clients to take up opportunities.

High-end businesses that can afford the fee-for-service job placements prefer to engage via a donation and require more highly trained, specialised candidates for paid employment.

Likewise, it is important to build strong relationships with employment service providers, as they will be able to recommend jobseekers onto your program. This is also a good way to avoid duplication of services.

Employment service providers may lack knowledge around the complex needs of some jobseekers. One grantee is looking to develop an educational tool to improve understanding of individuals with alcohol brain impairment among disability employment service providers.

Ensuring outcomes

It is important to delegate responsibilities to participants gradually to grow their confidence.

If upskilling participants through volunteer work, be prepared for attrition due to volunteers finding employment.

While jobseekers attaining any form of employment is great, often they enter the casualised workforce, which of course comes with less job and financial security. It is therefore important that they continue to have support systems in place.

Sustained programs (>12months) are more likely to produce consistent outcomes for individuals with alcohol or other substance brain impairment.

Incorporating short-term, outcome-focused projects into training programs can allow participants to build up skills and see tangible outcomes relatively quickly, encouraging a positive attitude to education and training in the longer-term.

One social enterprise offering employment to people experiencing mental illness found that they needed to shift their focus from those who were still experiencing acute episodes of complex mental health issues to people who had been previously excluded from the open employment market due to mental illness, but were now managing their condition successfully and were ready to jump back in. The grantee had much more success in being able to bestow the benefits of work for them and consequently help them move into a long term career.

Employment Pathways (disability programs)

One grantee assisting young people with a disability to transition to employment found that students who were previously not considered for employment were both interested in and capable of pursuing a pathway to employment if offered a supportive flexible program with both individualised placements and small group learning.

Additionally, the grantee realised that using a small group setting could at times be more like a school classroom (juvenile) than an adult learning setting. In future, they will work to change (mature) the culture of the group sessions to further help participants to transition to a work environment.

Another important key to success seems to be a program's flexible duration. While most transition to work programs are fixed duration, one grantee found that some participants were ready for employment after three months in the program and were successfully referred

Homelessness programs

Working with participants

Engage people in situ, on the street or in their community spaces, rather than expecting them to come to you. Outreach is a particularly effective way of engaging participants, especially if they have other pressures, e.g. families with children.

A grantee reported: ***'some residents had reported feeling uneasy [coming to the] offices to access information about financial counselling and/or attending workshops with housing representatives present, as they did not want their housing team to know they were in financial difficulty, due to concerns that this may affect their tenancy. Moving forward, we are seeking to engage a Financial Inclusion service that offers outreach services to mitigate and combat these concerns.'***

Not all participants will want to engage in group training and skills development opportunities. One grantee found that participants preferred to undertake learning one-on-one within 6–12 months of a crisis affecting their housing and livelihood.

Be prepared for participants to require post-program support; at the very least, you should have referral pathways in place for participants to seek support elsewhere.

Don't underestimate how long it will take participants to find accommodation. One grantee found that clients stayed in their shelter for longer than was anticipated due to lack of external accommodation. This lower than expected turnover led them to have remaining funds, so they offered additional material support to clients who had recently found accommodation.

Dealing with participants who have little experience dealing with social services can require more persistence and patience on behalf of the caseworkers/coordinator. A grantee reported: ***'The coordinator reported that a large percentage of the clients had never accessed services previously and therefore required a 'step by step' approach in navigating the system. [These were often] senior women who have become homeless after years of stable and secure housing find it difficult to navigate services such as Centrelink and Housing NSW. For some clients, it [also] required that they re-evaluate and adapt to a new reality which may mean moving into accommodation that may challenge their previous standard. This means a lot of persistence and patience on behalf of both the coordinator and client to be able to find good outcomes.'***

Homelessness is a complex issue that intersects with a variety of other social problems. For more specific information regarding women and children, OOHc leavers, and at-risk youth, please see [At-risk participants](#).

Collaborative approaches

Whether working with individuals who are already homeless, at risk of becoming homeless, or have recently been homeless, coordination with local services is vital. Many vulnerable individuals are unaware of services available, and it is often extremely difficult for them to navigate the public and private system, particularly if new to homelessness.

The public health system can be particularly complicated and difficult to access. One grantee found that despite receiving assistance, challenges still existed for some clients who were unable to access/receive the medical help they required.

In addition to health care providers, it is important to identify and nurture relationships with boarding house managers and accommodation providers, so they can refer individuals at the right time, allowing early intervention.

One grantee also began discussions with housing providers, the housing peak body, service clubs and corporates about increasing access to affordable housing for OOHC leavers. A collaborative, sector-wide approach is necessary to help vulnerable individuals in general (not just OOHC leavers) to find and maintain suitable accommodation, which is perennially difficult.

A grantee reported: ***'Flexibility has been integral to the program's success, as each young person has had very different issues, goals and housing needs. Some young people have required longer-term, intensive support, while others have needed only a brief intervention of one or two weeks. Establishing strong networks with the private rental sector contributed to achieving successful housing outcomes for young people and will continue to have a positive impact across our services into the future.'***

Another grantee experienced some frustrations when dealing with partners in the finance sector. ***'There were some challenges in the development of the financial modelling. We initially worked with a community bank, but this partnership gave rise to some frustrations, as they kept coming back to a model that we made clear was not the way forward for this scheme. We have had greater success in modelling different scenarios in-house, which our financial team has the expertise to do.'***

A collaborative approach to case management should continue after housing is provided to ensure individuals have the necessary support to maintain stable accommodation permanently. For more information on collaborative approaches to case management, see [Case management and referral pathways](#).

Complying with government legislation

Government legislation can be a complicating factor when trying to develop new for people relying on social welfare payments. One grantee reported: ***'One unanticipated sticking point has been current legislation around Commonwealth Rental Assistance (CRA), which makes it very difficult for someone who owns part of their housing and is deemed by the Federal Government to be a homeowner to access. A ruling obtained by another housing organisation, which enabled participants in a shared equity scheme to obtain CRA, appeared to be out of date.'***

Justice system programs

Staging programs in prisons involved several challenges. Anticipate delays in gaining access (due to security requirements) as well as interruptions to classes. High prison turnover can mean few participants can attend for the full program duration and reap the full benefits. Don't assume participants will return post-release to engage in programs, as this is often impractical and/or unrealistic.

One grantee's legal clinic could only facilitate six prisoners at any one time, which created a risk that prisoners might be released or relocated before seeing a lawyer. The grantee addressed this issue by scheduling more telephone appointments for urgent matters.

There is a difference between sentenced prisoners versus prisoners on remand. One grantee did not anticipate the high rate of prisoners on remand compared to sentenced prisoners, which made it difficult to maintain contact with clients and provide ongoing legal assistance, as prisoners on remand often exit or move to other prisons without notice.

In general, it can be difficult for individuals involved in the justice system to maintain ongoing participation due to incarceration, transfers, court dates, etc. Likewise, it can be difficult to follow up with participants following court hearings for evaluation purposes, as many change their residential address and housing circumstances frequently. Therefore, consider budgeting for additional staffing hours to facilitate ongoing participation in the face of these difficulties.

Cultural competence is required when working with individuals involved in the justice system. One grantee had to adapt their program, which supported children affected by parental incarceration, to address the needs of children from Vietnamese and Chinese families (the population of the prison they were working with was comprised of approximately 25% Vietnamese and Chinese women). For more information regarding cultural competence, see [Diverse populations](#).

One grantee advises that anyone undertaking a research project in the justice system should be aware that gaining ethics approval for working with incarcerated persons can take time.

Social enterprises

Revenue models

Achieving revenue goals is difficult for any enterprise. Social enterprises often need to re-think the revenue model. One grantee reported that they realised they needed to rethink where their revenue would come from: ***'The revenue from charities has been less than expected... [we] therefore revised our revenue model to have less emphasis on charity revenue and instead increase the cash contribution from corporate/product donors and philanthropy/government for projects or campaigns.'***

Scaling up

The following factors support successful scaling and growth ventures:

- Streamlined and efficient systems and processes (such as workforce model and systems, customer service approach, sales acumen and competitive pricing models)
- Strong and stable foundations (positive demonstrated/predicted cash flow, reliable customer base)
- Strategic partnerships and relationships (one grantee successfully leveraged the contacts of one of its supporting partners).

When scaling up or growing the capacity of an organisation, a comprehensive business plan is essential (with steps to get the business operational as well as capacity building elements to ensure sustainability).

If a proposal involves fees for services, make sure the organisation has:

- adequate staffing capacity
- partnered with relevant agencies who will promote those services.

Consider seeking funding specifically for capacity building. One grantee reported: ***'We have learned that a marketing asset is crucial to the success of any business; ideally the position should be full-time since it impacts all facets of a company and assists every other role in the organisation.'***

Expansion to new locations

Factor in time zones and geographical distance when rolling out programs in new locations.

One grantee found that the support of the local government authority made the roll-out of their program in two regional centres move more quickly, as did being able to undertake site visits to existing program centres.

Local business donors favour donating locally and need to be engaged as early as possible.

If your service involves coordination with local agencies, the earlier relationships can be established, and the more intensive they are, the better.

It can be difficult to secure new funding for a program in a new location. It is a good idea only to proceed with further feasibility studies if having already secured at least part of the funding necessary to establish and run the pilot program.

When rolling out a program in a new location, there will always be specific local issues that need to be addressed differently. For example, in a regional location like Shepparton, mentors and participants do not experience the same level of anonymity that exists in inner-city Melbourne. Therefore, privacy and confidentiality are more of an issue in a regional setting.

Competitiveness

For social enterprises, offering a competitive product or service can be challenging. One grantee observed that the social outcomes (i.e. employment of individuals with a disability) and working towards sustainability were effective ways to market services when competing with providers of a similar service at less cost.

Technology programs

Technology programs can refer to website and database upgrades, client management systems, telephone and video outreach services, as well as general use of tablet and laptop technology.

Do your research. Know your software and IT options; ensure you're receiving the best possible services.

It is crucial to test websites and programs with the end-user as early as possible, to avoid having to make changes at a later date and incurring substantial costs in the process.

If your project is reliant on external networks or services, be sure to test this early in the planning process. One grantee's project was dependent upon free city Wi-Fi, which as it turned out did not extend to the apartments of some program participants.

Be prepared for ongoing IT costs. One grantee did not anticipate that ongoing cost of monthly connections to Telco services. Another did not anticipate the ongoing expense of maintaining a website and renewing website content.

Consider appropriate leadership for tech-based projects. It can be challenging if you don't have internal expertise, especially when it comes to managing external IT vendors. One grantee made use of an 'IT Board' to guide their decision-making. Another found that working remotely on software projects with offshore providers was challenging and that although such work may be slower and more expensive to complete in-house, it may work better.

When upgrading CMS systems and databases, ensure all staff receive training in the program before rollout. One grantee found that bringing together management staff from all states was an effective way to ensure that they understood the requirements of the new system and could communicate this to their own staff.

Participants with complex needs may also need patience and support to overcome their hesitation in using technology.

If developing services that require crowd-sourced content, make sure your website/app allows easy uploading of information. A grantee reported: ***'At the time of launch, we witnessed a significant amount of usage of the site, with some places receiving hundreds of visits. However, this did not result in a rise in registered users, nor with the addition of new information. It seemed clear that the notion of the website was extremely motivating for people, prompting visits to the site, but that once there, the delivery [of content] was failing.'*** Analysis of the absence of people registering or adding data convinced the grantee of the need to rebuild the website entirely.

Tablet, mobile or laptop?

Consider the best form of device for your particular project. If unsure, consult participants and do your research. One grantee's initial proposal involved using donated personal computers and offering them to participants via a rent-to-buy scheme. Subsequent consultation indicated this would not benefit those with the highest need or be desirable for most participants. Instead, tablet devices were purchased and loaned as an incentive for engagement in study/development programs.

Some things to consider about tablet technology:

- Making sure tablets (and keyboards) are charged can be an issue.
- Consider using wireless charging docks to ensure tablets are charged (though not all tablets support this feature).
- If managing a significant number of tablets, consider the need for tablet management software to track, secure and backup tablets.

One grantee found that their Clinical Management Software (which was web browser based) was not very well optimised for use with a tablet in comparison to a laptop. The tablet allowed information to be displayed but made it difficult to enter complex data, unless connected to a laptop. Adding a physical keyboard did help but then made the tablet less useful in a mobile environment (i.e. to be used in one hand efficiently).

Outreach

There are several things to consider when providing outreach services via technology.

IT-based outreach is often used to provide services to regional and rural communities. Keep in mind that regional and remote community organisations may require assistance with setting up and using the required technology. Furthermore, regional participants may have limited access to the internet. As a rule, longer timelines are required to promote services in rural areas.

If using Skype or other video technology, consider having a telephone service as a backup in case of unstable connectivity. This is especially true of video-based counselling services. One grantee planned to develop a fully integrated video conferencing platform, which would decrease the chances of session 'drop-out' that was common when using Skype.

Training and information sessions are generally required to assist program facilitators in transitioning to new service modalities such as video, web-chat and virtual action learning. In the case of overseeing chat rooms and online learning groups, facilitators may also require training in group facilitation.

One grantee found that virtual action learning sessions held in regional centres were not as effective as face-to-face action learning sessions held as part of capital city programs.

Volunteer programs

Recruitment & engagement

Flexibility is important in terms of attracting volunteers and maintaining engagement. One grantee initially only had their clinic opened two days per week but decided to open on other days and be flexible with opening and closing hours to accommodate volunteer availability.

It is important to give volunteers a sense of ownership in their day-to-day activities as well as the broader activities of the service. This can be achieved by diversifying volunteer roles to include administration, fundraising and events, or by specifying roles, for example, supporting pregnancy and early parenting.

Selecting the right volunteers for particular demographics can also be important. One grantee working with older participants reported: ***'The project highlighted the value and efficacy of the approach of using trained volunteer peer educators to improve community awareness and understanding of palliative care. The Council of the Ageing volunteer peer educators were highly motivated and effective in delivering sessions to their peers, and the project increased their understanding and confidence in dealing with these issues. It also effectively used existing social networks to promote access to the sessions.'***

Offering a mix of volunteer roles can be attractive to corporate partners, who are seeking opportunities to suit a variety of employees.

Be realistic about recruiting volunteers, especially for niche roles. One grantee found it hard to find volunteers who were physically able to help set up some of the outdoor structures necessary for their program.

Consider surveying volunteers to understand why they wanted to volunteer to understand better how to recruit others.

Training

Be prepared for volunteers' capabilities to be quite varied. Some volunteers will be limited in their capacity to develop stronger skills in certain areas of their volunteer roles.

One grantee found that training was necessary to increase the confidence of emergency relief volunteers, especially concerning making referrals to other services and addressing the needs of complex clients. Without training, volunteers were more likely to make a general referral to a website/intake service than engage with the client around their needs.

Another grantee found that their specifically recruited and highly trained volunteers in non-crisis support roles provided suitable support to individuals with complex backgrounds, challenging the assumption that only experienced and trained caseworkers can do so. This 'dignity of risk' in volunteering was also important in attracting further volunteers to their program.

Appropriately trained and resourced volunteers can successfully facilitate peer support groups and provide much-needed support, particularly in regional and rural areas.

Volunteers can also provide valuable feedback on future training and induction. One grantee advises: ***'If running a program with student volunteers, use the feedback from the first year to improve the program in its second year. For example, student preference was for a quicker induction period, with more time to apply their learning in practice. The key learning here was to condense the induction into a shorter but more intense time frame, which they started doing in the second year of the grant.'***

Young volunteers

Anticipate that it will take young volunteers longer to build confidence in leading and facilitating activities, compared to older volunteers.

Generally, young volunteers will require some degree of supervision. One grantee found that organising structured supervision sessions, at least once a term, was a good way to provide support and development opportunities to the high school students volunteering in their homework club program. It's a good idea to rotate student volunteers.

Another grantee found that young volunteers required a high level of supervision and support in the context of volunteering in remote Australia, to prepare them for issues including farmers under stress, unfamiliar driving conditions and isolation. This took the form of an induction period, which involved a high level of logistical support and limited numbers of up to 30 per trip, which included the professional supervisors as well as the youth volunteers.

Volunteer support

It is a good idea to provide volunteers with as much support as possible. This can take the form of a handbook or pamphlet that volunteers can refer to, or even a dedicated page or portal on a website.

A volunteer coordinator or supervisor is important, especially when volunteer mentors are assisting individuals with complex needs and incidents arise that are beyond a volunteer's experience and role. A coordinator can arrange for swift re-referral to crisis case management. For example, in the case of homeless individuals, this early intervention can stop the unnecessary relinquishment of permanent housing.

Creative use of information technology is essential in supplementing and expanding the support provided to volunteers, especially in rural and regional areas.

Participant types

At-risk participants

Although true of any project type, it is worth reiterating: community consultation is essential. It is of particular importance when working with vulnerable people, to ensure they have a voice (especially given they're often used to not being heard) in the project process and outcomes.

Community consultation can also help overcome participant reticence, owing to the perception that programs 'come and go' without making any substantive difference. For example, one grantee found that certain parts of the community were reluctant to participate in their drug and alcohol education forums due to the perception that it was just 'another drug lecture'. The grantee reported that groundwork and persistence were required to overcome these perceptions.

Building relationships with participants takes time, persistence and patience. Consistency of care (i.e. same caseworker working with participants for program duration) is particularly important to build trust and rapport with vulnerable individuals. It is a good idea to have strategies in place (and salaries, etc. accounted for in the budget) for staff/volunteer retention to ensure consistency of care.

Bigger is not necessarily better. Sometimes the smaller the group, the greater the results.

Youth

Smaller class sizes lead to easier behaviour management. Moreover, smaller age differences between participants are preferred when facilitating groups, especially when discussing personal experiences (i.e. 12–14 years is better than 12–16 years).

A grantee reported: ‘Smaller group of participants is better. The appropriate number of participants should not exceed 24, age range from 14-17 years and aim to have a 50/50 gender balance. Hands-on interactive activities (cooking, outside trips, camps) [work better]. For workshop sessions, limit guest speakers who talk too long, or can be boring or repetitive.’

Consider the fact that youth may have varied needs. One grantee found that a handful of high-needs children disrupted workshops for the other students in attendance. Going forward, they plan to develop a specialised program for these children with a much lower staff/volunteer to children ratio (2:1).

Young people value being acknowledged as young adults, and something as simple as a handshake from a mentor can be an empowering gesture for them.

Consider ‘young’ modes of communication; one grantee found that text messages and social media were effective ways for mentors to communicate with students.

Don’t underestimate the complexities of working with young people from traumatised backgrounds. This can involve children having learning difficulties, problems managing anger, low self-esteem and ADHD or similar behaviour disorders. Consider utilising financial and informed trauma-based response and providing support pathways for families or carers.

It can be difficult to get in touch with vulnerable young people. One grantee found that despite staff actively attempting to place children in their program, the families were often barriers in and of themselves.

Be sure program facilitators can work well with both parents and adolescents, as the two modes require different skills and approaches.

Have referral pathways in place to provide youth with on-going support post-program. For more information on referral pathways, see [Collaboration > Case management and referral pathways](#).

OOHC transitions

Working with young people transitioning out of Out of Home Care (OOHC) with the most complex needs requires:

- person-centred, intensive support
- assertive engagement
- assistance to navigate the fragmented service system
- flexible brokerage
- empowerment

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- program breadth
- particular focus on housing (see [Homelessness programs](#))
- a step up, step down approach
- working across regional boundaries.

There is a need for standardised cultural competence training in the out of home care sector. For more information on cultural competence, see [Diverse populations](#).

Women and children

In terms of engaging women in situations of domestic violence, consider how you market your services. One grantee found that promoting the education tools their service provided (e.g. financial capability coaching), rather than emphasising the fact that it was for women experiencing family violence, led to higher engagement with women from a broader range of backgrounds.

If working with new mothers and babies, factor feeding and sleep times into the schedule, and be prepared for interruptions due to infant sickness, tiredness, etc. Flexibility is essential, especially regarding attendance; consider allocating time at the beginning of classes for those that could not attend the week before to catch up on activities or lessons.

People with a disability

Maintaining the self-confidence and morale of participants with a disability can be challenging. One grantee reported that it was difficult to boost the morale of attendees of their financial literacy program as many struggled with short attention spans, low self-esteem and negative peer pressure.

Diverse populations

Consider the intersection of diversity. For instance, one grantee organised for two Indigenous mentors to support a group of Indigenous university students but didn't take into account gender (they engaged two male Indigenous mentors, which created a barrier for some female students).

Indigenous communities

In remote communities, children can face many challenges that can interrupt formal western-style learning. Flexibility is, therefore, important.

When engaging Indigenous youth, it is crucial to develop positive relationships with community elders, as the quality of these relationships often determine the quality of relationships with youth. One grantee noted that some elders were reluctant to participate in the grantee's support groups in the absence of an Indigenous-specific model.

Providing a safe environment is important to encourage cultural inclusion, especially in communities that are highly monitored and socially controlled, and which may have a visible police presence. One grantee reported that providing an informal drop-in space for local (and travelling) Aboriginal community members to connect with others, seek information and relax in a safe environment enhanced social inclusion, community safety and services coordination.

One grantee provided the following advice or other organisations working with the Indigenous community:

1. Consultation and co-design are essential with Aboriginal stakeholders.

It is essential to engage with community leaders from the beginning. Developing and building trust with families takes considerable time and a culturally appropriate approach. Recruitment of a local Aboriginal woman as the Project Lead was pivotal to the success of their project.

2. Coach and mentor local champions

Select and train local champions. Once the local champions have undertaken their training program, it is important to have regular follow-up with an individual action plan and to meet with other champions to share their successes and challenges to create a community of practice.

3. Build on local leadership for sustainability

Engage and gain the commitment of Elders and service providers ensures the continuing use of resources or tools and the key messages.

4. Adapt the program to the local context and engage community with new ideas

Through the process of training local champions and supporting the use of the toolkit, local resources can be developed and various activities undertaken that involve the community and are adapted to fit a particular community.

5. Find ways to communicate locally with stories of change

Stories can be exchanged which build on the local knowledge and provide practical ways to translate the key messages. Communication strategies are important via a range of mediums.

6. Develop strong partnerships with Aboriginal organisations

The support of all Aboriginal organisations is necessary for project implementation and success

7. Be flexible when identifying and managing challenges

Challenges were discussed at each review cycle which generated a shared understanding of what was working well and what needed to change for the next cycle. Having a team supporting the local Aboriginal project lead assisted in her growth and development over the project period.

CALD/Refugees/Migrants

Differentiate between language and cultural diversity. One project targeting the parents from a Chinese-speaking background assumed a common culture. However, Chinese-speaking parents were from different countries such as China, Hong Kong, Singapore, and Vietnam; and therefore values, culture and social rules varied.

One grantee reported that the most needed resources for carers in terms of cultural competence were:

- Information sheets
- Telephone support
- Cultural competence training.

If something isn't working, don't force it. Be flexible. One grantee found that they had to pitch their program to a slightly more settled refugee population as working with a particular group of very recently arrived refugees proved too difficult.

It is a good idea to recruit group leaders and project facilitators from the CALD, migrant or refugee community. This makes the process of building trust and rapport between project facilitators and communities easier.

Be mindful of the timing of cultural holidays, which may affect the delivery of programs. One grantee reported: ***Three months had to be added to the original 12-months schedule. The last workshops***

fell on the Muslim fasting month of Ramadan, affecting most of our participants' ability to attend the workshops.'

Parents (disability programs)

Sometimes the target participants are carers, often parents.

Following initial participant feedback, one grantee adapted schedules to move workshop dates to a Saturday making it easier for parents to attend. This change worked well in making the education sessions as accessible as possible for participating families. There was also a positive unexpected consequence of engaging with parents. Through parents' connections were made with special needs schools, resulting in interest from teachers wanting to learn more about canine-assisted therapy to integrate into their school environment through provision of Educational Support Dogs. As a result, the parent workshops have helped facilitate the placement of two Educational Support Dogs directly supporting up to 80 additional young children with autism and other disabilities daily.

Another grantee recommends surveying parents to obtain their feedback. As a result, the grantee learnt that adding student success stories and more information about preparation and attendance at camp was important to parents.

Collaboration

Working with government

Federal programs are not always appropriate in rural/regional areas, as meeting government requirements and working within government frameworks can cause unnecessary delays and challenges – consider management by community organisations, such as the local Shire.

If a proposal relies on international law or principles (for example, UN Conventions) check that Australia has ratified or adopted said principles.

National Disability Insurance Scheme (NDIS)

The introduction of the NDIS has added a layer of compliance for many service providers in the Disability sector.

For one grantee the timeline for completing their project was impacted by the organisation's strategic planning and the broader environment of changes to the NDIS. The organisation has a very small administration base, which means there is limited capacity to take on large areas of organisational development. Without additional staff and funding it was difficult to establish the organisation as an NDIS service provider.

Grantees have also had to adjust the timelines of their projects to fit in with NDIS timelines. For example, a grantee met the project goals as outlined, but they needed to find additional resources to allow them to extend the project through to the end of the NDIS trial period (end of June 2016), so that their evidence collecting would be more complete. This was critical to ensuring the momentum they built in re-shaping policy and practice frameworks of the NDIS so they could continue responding to the needs of the target group.

One grantee notes that if people with disability are to be able to access greater job choice through the NDIS they will additionally need to access a greater variety of adapted training courses. The grantee plans to continue to provide feedback to the Government on this matter.

Another grantee reported that throughout the process of stakeholder engagement it became apparent that the needs of the disability sector were slightly different in terms of training

requirements than was initially anticipated. This influenced their decision to create a training module to include in a Certificate III course commonly undertaken by disability staff and carers.

Another challenge in the new NDIS environment is ensuring proper follow up. In one case, a grantee found they needed to establish whose role it was to follow through with a mother as there were multiple therapists involved in a family's care, not just a solitary Key Worker. One organisation now allocates families to ensure there is a key contact person identified for this purpose.

Sector collaboration

It can be difficult to engage sector leaders in a collaborative project over the long term without financial support for those organisations to participate.

If attempting a state-wide response to an issue, expect that some regions will be more receptive than others to collaboration.

Be mindful that organisations are not always upfront with their plans. As such, it is essential to be adaptable and be willing to depart from project plans where necessary.

Collective Impact as a framework, as well as collaboration in general, requires a flexibility of approach that enables the group to progress without being curtailed by stringent rules and processes and allows for differences in views and approaches. For example, one grantee's initial plans to establish a national framework changed to a series of place-based responses, as their understanding of what constitutes a successful collective impact intervention evolved.

Case management and referral pathways

As a rule, successful programs result through multi-tiered, close engagement with participants, partner agencies and the community sector more broadly.

A collaborative approach to case management is always important, especially when working with individuals and families who have complex needs. Some things to keep in mind:

- Importance of developing partnerships and working collaboratively with agencies, e.g., health care providers, housing providers.
- Ongoing relationship development with other agencies can also be an effective way to establish your program as an accepted provider of quality support and to identify opportunities to provide services.
- Be prepared for issues to arise for participants during programs. For instance, one grantee noted that it became apparent that participants in their training program required counselling. It is therefore imperative that facilitators/volunteers are equipped to refer participants on to the necessary services/agencies.
- Without training, volunteers or emergency relief workers are sometimes less likely to make referrals onto other services and lack confidence in addressing the needs of complex clients. It's, therefore, imperative to provide these training/professional development opportunities.
- If sharing a space with other service providers, develop protocols around the use of the space by each party.

Working with schools (disability programs)

Working directly with schools can be challenging. Grantees recommend considering developing resources about inclusion and working with the Education Department to incorporate these resources for teachers and students into the curriculum to reach more schools in more efficient way.

It can be overwhelming for teachers trying to choose from the multitude of available teaching resources. It is important to link curriculum with the activities that are to be carried out as part of a Schools Inclusion Program, and if possible publish resources as activity sheets.

One grantee found that teachers completion rate of e-learning modules was largely due to the Education Support Coordinator. This demonstrates that a champion is needed to spread the word to educators. Grantee staff need to be continually talking to teachers and making them aware of the resources available.

Evaluation

If a proposal primarily involves monitoring or evaluating a program, consider outsourcing. One grantee found this was an efficient and more cost-effective approach than internal resourcing.

Consider benchmarking against Federal standards to clearly define the organisational purpose and add credibility when communicating program outcomes and impact.

Data collection

Follow-up data collection is much more accessible using online survey tools.

Maintaining contact with program participants for evaluation is not always easy. Participants, especially those with complex needs, can be difficult to follow up with due to changes in housing circumstances, for example. It is important to have practices in place (Facebook groups, friends' mobile numbers) to allow for comprehensive follow-up information to be collected.

In some cases, it may be necessary to verify the qualitative data provided in interviews. For instance, one grantee had to implement processes that would allow searches of court records and criminal histories to corroborate information provided by their clients, which included informing clients of these processes at the initial interview and including information in the sign-up agreement.

Collecting data can be time-consuming, especially when it is protected by confidentiality and privacy laws. Consider requesting the client's consent for this data to be kept on file, once obtained, to circumvent protracted procedures for future evaluations.

Anticipate variance in the application of evaluation processes when dealing with multiple organisations or agencies. Evaluation tools should be straight-forward, plain-English and easy-to-use to achieve as much consistency as possible. This is especially important if relying on volunteers to collect data. Where possible, consider assigning evaluation activity to a staff member, rather than relying on volunteers.