

HomeBase

Hoops

EVALUATION
2022



We sincerely acknowledge the traditional custodians of country throughout our communities and recognise their continuing connection to land, waters and community.

We pay our respects to them and their cultures; and to Elders past, and present and to emerging leaders.

We extend that respect to all Aboriginal and Torres Strait Islander people and our wider community.

ABOUT HANDS UP MALLEE

ESTABLISHED IN 2015, HANDS UP MALLEE (HUM) IS A PLACE-BASED COLLECTIVE IMPACT INITIATIVE IN THE MILDURA LGA.

A group of local service system leaders began the HUM initiative when they recognised the need to work together differently to better address social, health and wellbeing equity issues in our community.

HUM works in partnership with the community, local service providers, agencies and all three levels of government. The initiative takes a place-based approach to solutions for local issues by centering community voice and combining this with local data and current

research to develop collective action for a better community for children, young people and their families. HUM is committed to continuous learning and improvement concerning its work to achieve positive social outcomes for the Mildura community.

CONTRIBUTOR ACKNOWLEDGEMENT

Hands Up Mallee recognises the generosity of all partners and community members who share their time, words, insights and support to work collaboratively and create change.

Their contribution is essential to our work. The stories and information shared and outcomes achieved in our journey together to create a connected community where families matter and children

thrive, belong to them and the Northern Mallee.

FOR MORE INFORMATION ABOUT THIS REPORT CONTACT

CATHERINE THOMPSON
OR ADA PETERSON

93 PINE AVENUE
MILDURA
VIC 3500

PO BOX 10184
MILDURA
VIC 3502



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HOMEBASE HOOPS

SINCE MID-2019, A LATE-NIGHT BASKETBALL PROGRAM HAS BEEN TESTED AND TRIALLED,

through three iterations, delivered and supported by a collaboration of local youth services, and facilitated by Hands Up Mallee. Pandemic driven lockdowns interrupted the program for two years. But, because of its promising beginnings and the early outcomes achieved HomeBase Hoops resumed in 2022.

The need for the late-night basketball program was identified and advocated for by local youth, during Hands Up Mallee's Project Y. The basketball program was proposed as a preventative measure to address some of the complex social issues experienced by young people living in the Mildura Community.

The HomeBase Hoops program has grown into a powerful opportunity for modeling the importance of community-led action, while also enabling and nurturing strong collaborations across services and community. The relationships built through initiatives like HomeBase Hoops lay the strong and necessary foundations for broader systems change and collaborative work.

The Alcohol and Drug Foundation through the Local Drug Action Team (LDAT) program have provided the Mildura LDAT with Community Action Plan funding to delivery the HomeBase Hoops program for a twelve-month period. Sunraysia Community Health Services hold the funds for this grant as the lead auspicing organisation, and provides significant in-kind support to the program.



2022 HOMEBASE HOOPS PROGRAM AND GOALS.

As part of the iterative development of HomeBase Hoops the 2022 HomeBase Hoops program involved:

Delivering four six-week tournament cycles, during school terms. With free registration, and meals and transport available for participants.

Exploring the development of a volunteer induction process and program.

Trialling a skills exchange program between organisational staff and participating youth to build skills in key roles and understanding of local youth experiences.

Investigating opportunities to build connections with local basketball clubs and identify ways to link interested HomeBase Hoops players to local organised sporting clubs.

"Boots for Hoops" a partner initiated and driven initiative collecting donations of new and gently used shoes to provide HomeBase Hoops players with appropriate shoes to play in.

Goals for the program included:

An active collaboration with services and volunteers to deliver a program based on young people's ideas and interests, increasing access for youth support and coaching outside of traditional service hours.

Increase young people's access to social and recreational activities, to strengthen and broaden their social connections.

Provide youth with a fun, active and engaging out of school program.

Address access barriers such as: a safe place to be, transport, uniforms, food, inclusion, and coaching.

Build relationships with a network of caring adults, service providers and Victoria Police.

Empower young people through opportunities to develop their skills and confidence, by stepping up from playing to filling volunteering roles at HomeBase Hoops.

Identify ways to improve resource flows to build the sustainability of HomeBase Hoops.



COLLABORATION PARTNERS

HOMEbase HOOPS IS A POWERFUL MODEL OF COMMUNITY-LED ACTION, ENABLING AND NURTURING COLLABORATION ACROSS SERVICES AND COMMUNITY MEMBERS WHILE FACILITATING RELATIONSHIP BUILDING BETWEEN SERVICES AND YOUTH IN A NEUTRAL, INFORMAL SPACE. THESE RELATIONSHIPS INCREASE ACCESS TO SERVICES AND LAY THE SOLID AND NECESSARY FOUNDATIONS FOR LONG-TERM SYSTEMS CHANGE IN THE REGION.



PARTICIPATING YOUNG PEOPLE

ROLE:

Participation,
Advising,
Skill-sharing,
Survey collection.



SUNRAYSIA COMMUNITY HEALTH SERVICES

ROLE:

Lead agency, funding financial auspice, providing significant in-kind support to the program.

Responsibilities include:

- Policies and procedures,
- Public Liability & Accident Insurance,
- Volunteer & staff management,
- Marketing & communications,
- Financial management,
- Registrations & record keeping,
- Venue hire,
- Engaging additional staff e.g. referees, catering,
- Game and program administration,
- Allocating roles and resources.



PARTNERS

Sunraysia Community Health Services including HomeBase staff, Mildura Rural City Council, Mallee Accommodation and Support Program, Sunraysia Mallee Ethnic Communities Council, Victoria Police, Mallee Sports Assembly, Youth Justice, Northern Mallee Local Learning and Employment Network, Mallee District Aboriginal Services, Christie Centre.

ROLE:

Participating in cyclic planning, debriefing and evaluation.

Allocating staff, in paid and volunteer capacity, to HomeBase Hoops.

Support the promotion of HomeBase Hoops. Contribute to impact evaluation.

Support the Skills Exchange initiative trial, in partnership with the planning committee.

Contribute resources e.g. buses, providing off-court activities.

EARLY SERVICE PARTNERS HAVE CONSISTENTLY ENGAGED WITH HOMEBASE HOOPS ACROSS TOURNAMENTS, AND NEW PARTNERS FROM DIVERSE SERVICE AREAS ACROSS THE REGION CONTINUE TO JOIN THE COLLABORATION.

SERVICE PARTNERS PLAY A VARIETY OF ROLES INCLUDING SHARING OF RESOURCES TO COLLECTIVELY SUPPORT HOMEBASE HOOPS OPERATIONS. THEIR LEVELS OF CONTRIBUTION VARY ACCORDING TO CURRENT NEEDS AND PARTNER CAPACITY, AND CHANGE OVER TIME ACCORDINGLY.



**HANDS UP MALLEE
BACKBONE**

ROLE:

Facilitate HomeBase Hoops Collaboration.

Support partnership development for HomeBase Hoops.

Lead the process and impact evaluation.

Manage program funder relationship (ADF).

Assist with developing initiatives to support HomeBase Hoops growth and sustainability.

**ALCOHOL AND DRUG
FOUNDATION**

ROLE:

Funding HomeBase Hoops 2022, through the Local Drug Action Team Community Action Plan.

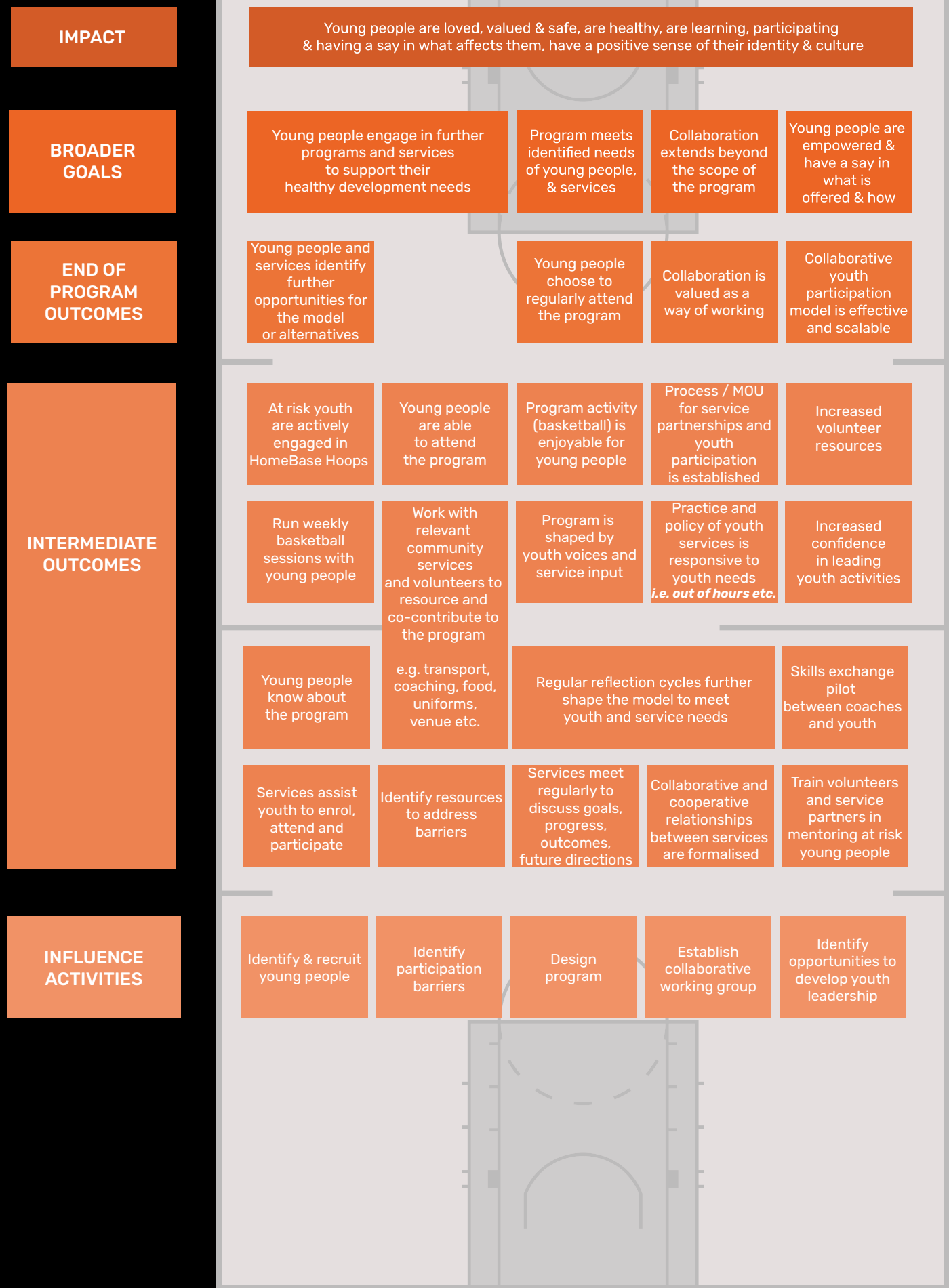
**STRONGER PLACES,
STRONGER PEOPLE**

ROLE:

Funding Hands Up Mallee Backbone team.

A STORY OF CHANGE

A STORY OF CHANGE DESCRIBES THE SHORT, MEDIUM AND LONG-TERM CHANGE FOR YOUNG PEOPLE AND SERVICES THAT WE WOULD EXPECT TO SEE AS A RESULT OF SUCCESSFULLY IMPLEMENTING AN IDEA.



DESIGN CONSIDERATIONS

WHAT WAS CONSIDERED WHEN DESIGNING THE HOMEBASE HOOPS 2022 PROGRAM?

TARGET AUDIENCE

Young people aged 10–17 years, particularly those experiencing socio-economic barriers to community connection and participation. Numbers of participants capped to meet stadium capacity limits.

PROGRAM OPERATION

Friday nights, in six-weeks cycles, each school term.

CYCLIC PLANNING

Project team held planning and reflection sessions for each term/cycle. There was an additional annual reflection session that contributed to the evaluation process.

SCHS. Booked the venues, transport and managed player registration lists.

VIBE

Accessible, safe, friendly and welcoming, inclusive and encouraging. With a focus on relationship and skill building. Addressing access needs of safety, transport, food, uniform and skills.

LOCATIONS

Chaffey Secondary College stadium
Mildura Sporting Precinct

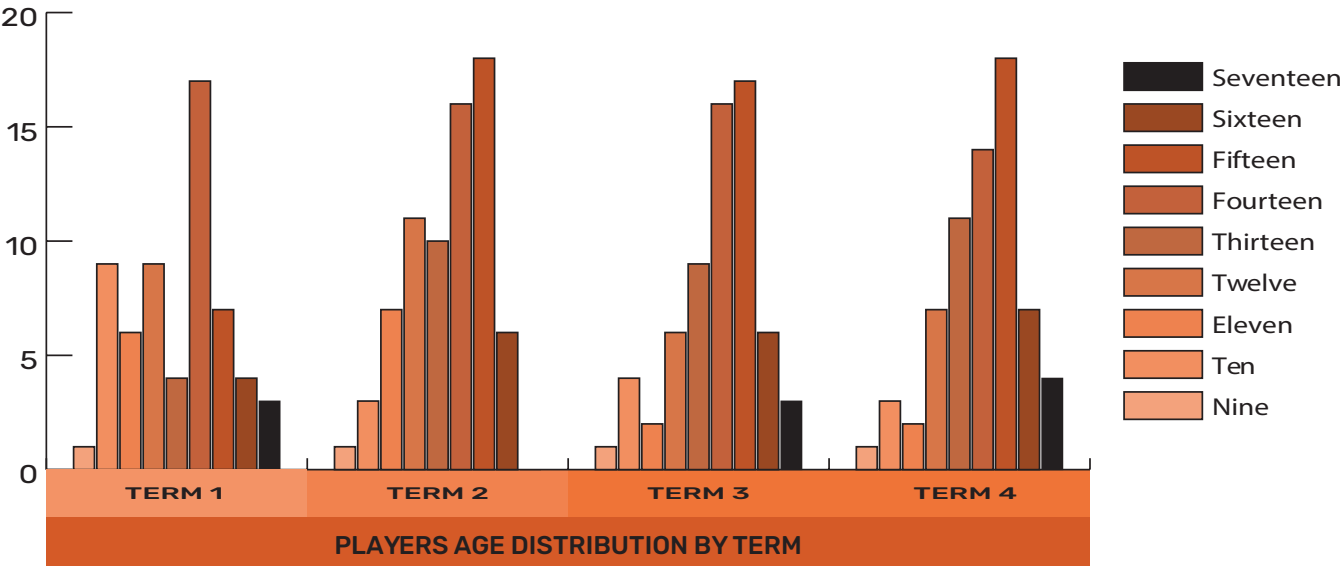
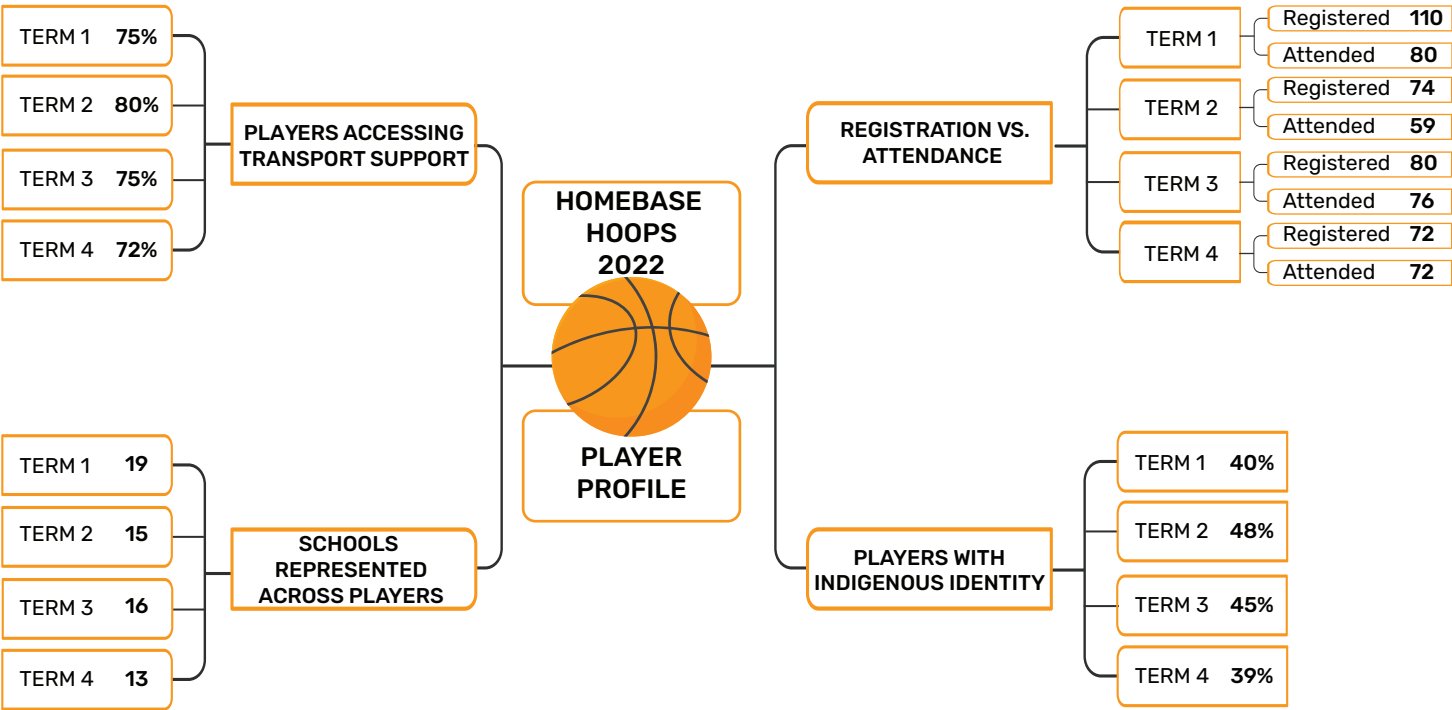
ACTIVITIES

Primary Focus - HomeBase Hoops Basketball Tournament

Other activities, provided by Mallee Sports Assembly, were offered to participants when rotating off court. Activities included: Cup stacking, table tennis, bowls, down-ball, Virtual Reality goggles, and music.



PLAYER INSIGHTS 2022



EFFECTIVENESS

DELIVERING HOMEBASE HOOPS OUTSIDE OF TRADITIONAL WORKING HOURS WOULD NOT HAVE BEEN POSSIBLE WITHOUT THE COLLABORATIVE EFFORTS OF MULTIPLE SERVICES PARTNERS AND VOLUNTEERS, THEIR OVERALL COORDINATION AND SHARED CONTRIBUTIONS TO THE PLANNING CYCLES, PROGRAM IMPLEMENTATION AND REVIEW.

WORKING TOGETHER

"THE ORGANISATIONAL SKILLS OF THE FRONT DESK CREW MADE FOR A **HARMONIOUS, ENGAGING NIGHT OF FUN** FOR SOME OF OUR LOCAL YOUTH."

"THE COHESIVENESS - **IT ALL FLOWED** - HIGHLIGHTS WERE THE SMILES ON [PLAYER] FACES."

"REITERATING THE CODE OF CONDUCT WITH PLAYERS AT THE START OF THE NIGHT [HELPS]... HOST ROLES NEEDS TO **BE ASSERTIVE** AND GET THE MESSAGES ACROSS."

"THE BUS LINE-UPS ARE **STILL A BIT CHAOTIC**. MAYBE USE THE SPACE IN THE STADIUM MORE AND SPREAD OUT TO AVOID CONGESTION AND MIX-UPS."

"**SPENDING TIME** WITH YOUTH TO UNDERSTAND THE RULES OF THE GAME AND BUILD THEIR SKILLS [IS IMPORTANT]."

PROGRAM DELIVERY EFFECTIVENESS

HomeBase Hoops seeks to reach young people who are growing up in our region experiencing complex socio-economic disadvantage.

After a significant period of uncertainty caused by COVID-19 lockdowns the collaborative relationship between partners required re-building and re-affirming ways of working due to shifts in staffing, agency capacity for involvement and reduced volunteer numbers. This reconnection was supported by creating a culture of continuous improvement using the term-based planning and reflection cycles.

HomeBase Hoops tournaments were delivered with increasing effectiveness by improving the following aspects across the year:

- Sufficient staff and volunteer numbers, with a diversity of skill-sets.
- Role clarity for staff and volunteers, distributing the workload and ensuring opportunities to interact and build relationships with players.
- Clear and regular expectations for COVID safety, including on and off court expectations for players.
- Early starts, warm-ups and time allocation for skills development.
- Balancing the composition of player teams aimed at:
 - Reducing interactions/inputs that might overwhelm and negatively influence player behaviours.
 - Distribute players more fairly with regard to age and skill levels.
 - Mixing players with new peers to encourage inclusion.
- Transport through better allocation of players to coordinated routes.
- Increasing volunteer skills.
- Supporting players who needed assistance navigating the events.

YOUNG PEOPLE'S EXPERIENCES

ONGOING PARTICIPATION BY YOUNG PEOPLE VALIDATED THE BELIEF THAT YOUNG PEOPLE THAT HOMEBASE HOOPS IS A POSITIVE EXPERIENCE.

Quarterly surveys of young people indicate that their main motivators for coming to Hoops are to meet with friends and make new ones, to play basketball or to hang out.

The vast majority felt comfortable at Hoops because they were with nice, caring, fun, helpful adults, and most enjoyed the meals supplied.

Most young people felt safe at Hoops. Although a few didn't like it when some peers were rude or mean, and could feel a bit scared of playing with bigger players.

Almost all liked everything about Hoops. A few found it difficult when waiting to play or losing a game, or with feeling alone when they had not yet made friends.



Sport brings people together, no matter their background. It has the ability to bring people together to connect in a healthy, happy, safe, and enjoyable environment. HomeBase Hoops has this feel.

**Nigel Pavilach
Richmond Insitutute
Mildura Campus**



I became more confident in myself and wasn't scared to go to Hoops by myself.



I became a leader, helped people with their confidence, became better at dribbling and shooting the ball.

THE JOURNEY MAPPING PROCESS REVEALED YOUNG PEOPLE ATTENDED HOPING THEY WOULD FEEL WELCOME, INCLUDED, AND THAT THEY COULD PLAY AND MAKE NEW FRIENDS.

They said they felt nervous and curious at the start of the season, and increasingly excited and confident as they progressed through the quarterly cycles.

The young people said that they gave each other encouragement, support and respect.

When asked about what were the highlights for them they indicated that it was a safe, welcoming, inclusive community where everyone had a go. They made new friends, and learnt more basketball skills.

When asked about what they saw as challenges they said that they would like to see more consistent and balanced teams, and that it is important that their team members consistently show up. They also said that it was important that everyone got a fair turn of being subbed off during the game.

They liked the staff and the way they treated them. Players liked the off-court activities on offer between their games, and also indicated that in future they would like an 'all-stars' match, and some Three on Three half court games.

FOSTERING EQUITABLE ACCESS

WHY YOUNG PEOPLE ATTENDED

The vast majority of young people said they came to Hoops because they wanted some fun, to play basketball, and to be with and make new friends. They said that if they were not at Hoops they would have been at home bored with nothing to do or would be watching TV or sleeping. One viewed it as a chance to get out from their satellite township.



**For me the highlight
this term was the
inclusiveness of each
other.
Without any
instruction from the
adults,
regardless of ability,
everyone is included.**

SPORT ACCESS CHALLENGES

The following factors were identified as barriers for local young people to accessing sport after school hours:

- Entry fees
- Transport
- Lack of uniforms
- Lack of suitable shoes
- Lack of food and water
- Lack of experience in the sport
- Social anxiety
- Feeling safe

The following factors were identified as opportunities to address barriers:

- Transport home at night after the game
- Providing uniforms
- Healthy food options
- Creating a welcoming and safe place
- Warm-ups and skill development
- Alternative games to participate in when off the court
- Balancing teams to diversify friendships and spread skill levels

The resources needed included to further reduce access barriers:

- No cost/low cost stadium
- Buses
- Food
- Uniforms and equipment
- First Aid Kit, COVID Safety kit
- Alternative activities
- Staff and volunteers with different skill sets – Coaches and Referees, Hosts and Transport staff, Youth workers/supervisors, Aboriginal staff.

A successful drive for basketball boots 'Boots For Hoops' was conducted by the staff from Mildura Rural City Council in a bid to support players observed slipping and sliding on court due to inappropriate or unsafe footwear.

REACHING OUR DIVERSE COMMUNITY

DATA COLLECTION WAS WIDENED IN TERM 4 IN ORDER TO UNDERSTAND PARTICIPATION RATES OF YOUNG PEOPLE IN OUR COMMUNITY WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE, HAVE A HEALTH CARE CARD OR ARE EMPLOYED.



		TERM 1	TERM 2	TERM 3	TERM 4
Number of	Players Registered	110	74	80	72
	Players Attended	80	59	76	72
	Schools Attended (across players)	19	15	16	13
Diversity of Players	Indigenous Identity	40%	48%	45%	39%
	Culturally or Linguistically Diverse Identity	Not collected	Not collected	Not collected	11%
Supporters	Players accessing Transport	75%	80%	75%	72%
	Employed	Not collected	Not collected	Not collected	5%

COMMUNITY-LED CHANGE

HOW WELL IS HOMEBASE HOOPS BEING LED BY COMMUNITY VOICES AND YOUNG PEOPLE'S IDEAS, ASPIRATIONS AND NEEDS?

During each session young people helped shape ideas for alternative activities, by providing feedback when not on the court. Young people have increasingly taken on the role of conducting feedback surveys and helping staff with different roles, either through their own initiative or by being invited/encouraged to help.

Some young people are feeling ready to participate in the Hoops Skills Exchange Pilot. This pilot aims to grow the confidence, practical skills and leadership skills in young people attending Hoops to enable them to step into key coordinating and supporting roles in future tournament rounds. It also aims to build collective ways of equally valuing knowledge, experience and skills that young people bring to the Hoops program, and our community. The Skills Exchange Pilot aims to achieve this by building on the existing connections between young people attending Hoops and adults currently playing key roles, who can support their development from participants to coaches/mentors and leaders.

Feedback from staff and young people about the Skills Exchange Pilot indicated that it was overall a positive experience.

Staff learnt to hand over more responsibility for coaching and calling the shots, and how to mentor young people in creating conditions for better teamwork and rotation of players. Participating staff recommended the creation of a framework of weekly skills focus, to scaffold learning, as this would benefit future Skills Exchange trials.

Young people learnt how to be more flexible and accommodating of team player needs and capabilities, were able to practice the role of Night Host, and supported coaches build a better atmosphere/ vibe on and off the court. Players did notice that they experienced the tension of wanting to be a player as well as a coach.



LEARNINGS

ABOUT COLLABORATIVE SERVICE DELIVERY

HomeBase Hoops saw changes as 2022 progressed. Staff noticed that, in addition to existing friendship groups attending, new core friendship groups formed over the year, this did not seem to cause any conflict or territorial-ism. A player from Red Cliffs has been bringing along other young people from their area, encouraging them to play. Which creates the opportunity for young people to mix with peers they might not otherwise meet.

Staff that were new to Hoops were initially concerned about the progress outcomes for young people involved. However, this was due to a belief that the outcome focus was on increasing basketball skills. Over time these staff were able to see that social connection with peers and caring adults were the key outcomes sought, with basketball providing a reason, place and time to bring people together and build connections.

Keeping services engaged, requires ensuring they can see the value in taking a preventative and early intervention approach, and have scope to advocate for working on this approach, despite their core work

largely falling under crisis intervention. The opportunity to work with a prevention and relationship building focus kept the staff energised, engaged and driving the work.

Staff valued the authentic engagement of youth and seeing the happiness that young people get from this weekly activity. They also valued the trusting relationships they built with young people, to the point that when seeing each other out in the community young people were comfortable to say hi.

Staff indicated that the strong sense of equity and empowering youth was the best way to invest in the future of the community.

Processes that help collaborative program delivery include:

- Spending more time supporting youth to understand the rules, and build their skills.
- Restricting spectator numbers helps provide a safe and supportive space.
- Sufficient spacing for groups when lining up for the bus, using colour coding and bus ticketing and keeping the players on consistent bus routes.

- Reiterating the code of conduct at the beginning of the night.
- Early start time and eating early, ensuring food stayed off the court.
- Laying out the space appropriately, and clearly, with a table in the entry way.



- Encouraging adults to engage young referees.
- Balancing player ages and skill levels across teams, and being mindful to support players who are heightened (and may need support or space to regulate) and those around them.



WHAT ARE WE LEARNING ABOUT THE PROGRAM AND ITS SUSTAINABILITY?

Key enablers for HomeBase Hoops sustainability.

Staff see a need to:

- Recruit more workers and volunteers to balance the workload better.
- Increase support from Aboriginal workers, to ensure cultural safety for Aboriginal players.
- Continue to provide transport home as this is a significant access enablers (around 75% of participating young people rely on this, which is important to note for other youth engagement pilots or programs in our region).

SIGNS OF

IMPACT AND SYSTEMIC CHANGE.

SIGNS OF IMPACT

Staff were impressed with young people and their skills, and how they support each other in play, including passing the ball off with fairness in mind over scoring. They noticed that over time young people's ability to self-regulate increased.

Staff saw that given a chance such as Hoops, young people without much or any previous experience playing can excel. They noted that many of the players had not previously had the opportunity to take part in a basketball competition. They also witnessed the high degree of support and encouragement young people provided each other with.

Social interaction, engagement in physical activities, mixing of ages and cultures, life-skills and abilities, and healthy eating are just some of the most positive outcomes for participants.

Participants were surveyed to understand how being at HomeBase Hoops makes them feel, and what it is that makes them feel that way. The majority of their responses fell within three core themes:

1. Happy, because they like basketball.
2. Enjoying being with friends and getting to make new friends.
3. Energetic, at the start and tired at the end.

Participants surveyed said that the worst thing about Hoops was:

- Nothing.
- Playing for the first time.
- Only getting to play three games.
- Getting hurt physically, or emotionally.
- Running.

If they weren't at Hoops participants said they would be:

- At home, doing nothing or bored, watching things on the internet, or in bed.
- Cleaning the house, or making a feed.

When asked how they feel at Hoops the responses included:

- Happy, because of basketball or friends.
- Feeling welcome.
- Nervous, because I am not used to playing with bigger people.

Staff observed young people learning core aspects of teamwork: being and feeling part of a team, wearing a uniform, respect and direction.

They also saw times where players were emotional, frustrated, feeling they were not doing the right thing, and being comforted by peers.

Staff also noted that over time young people made progress in being able to better regulate their emotions, and learning that violence and swearing were not needed.

SIGNS OF SYSTEMIC CHANGE

PRACTICES

Staff noted the following shifts in practices over the year:

- Clearer role descriptions for volunteers.
- Skill development before the sessions.
- Rapport building skills with different groups of young people.
- Working adaptively with young people.
- Changing the bus allocation and call-out process at the end of the sessions.
- Improving the flow of the evening.
- Increased team engagement and warm-ups.
- Reporting back to team meetings in their own organisations.
- Managing challenging behaviours better.
- Increasing youth leadership opportunities.

POWER DYNAMICS

- Experienced players beginning to support the inexperienced players and stepping into leading their teams.
- Coaches and volunteers going out of their way to ensure everyone had a happy night.

RELATIONSHIPS AND CONNECTIONS

The majority of young players felt the adults were nice or caring and thought the coaches were pretty cool and helpful when they were playing. Most felt they could trust their coach or another adult there, but not with their phone.

Young people surveyed about meeting new people and how they feel about other players. Most felt they had:

- Met new people who attend the same school, and would hang out with them again or see them at school.
- Met new people who attend a different school and would hang out with them again
- A small number of participants did not feel they had made positive connections and felt some peers had been mean to them.

CHANGE OF MINDSETS

Staff perspectives shifted and they came to some important realisations:

- That there needs to be a transition from Hoops to Club Basketball, But that Hoops is a good opportunity in itself.
- The activity is not what is important, it is the opportunity to participate and be part of a team.
- Sometimes we need to work harder to create opportunities for young people.
- Kids are better than what they are given credit for, they can work through problems when given the opportunity.

WHAT NEXT?

RECOMMENDATIONS FOR 2023

CONTINUED COLLABORATION

Continue to build on the existing collaborative relationships and resource sharing to run a 2023 HomeBase Hoops season.

INCREASE VOLUNTEERING

Identify and explore further opportunities to increase the number of volunteers involved.

ENHANCE SKILLS EXCHANGE

Further improve the Skills Exchange Pilot through adding a weekly skills focus program.

SUPPORT OFF-COURT

Continue to build and diversify the small activities for the teams to access when they are off-court.





ANNEX ONE

EVALUATION METHODOLOGY

REPORT PURPOSES

THE PURPOSES OF THIS REPORT ARE TO:

1. Capture learnings from the young people and services involved in HomeBase Hoops to understand what works and why.
2. Capture insights and understandings for HUM regarding the impact of the program, its effectiveness in:
 - Engaging young people through activities in a safe, supportive environment,
 - Supporting their voices to be heard,
 - and enabling them to make positive social connections.
3. Identify signs of systemic changes in resource flows, practices, relationships and connections, power dynamics, and mindsets through collaborative work.
4. Report to funders about the progress and outcomes of the project.
5. Make recommendations for future efforts to increase the opportunities for young people's participation, and providing them support to connect and strengthen peer to peer relationships and community belonging.

REPORT AUDIENCES

THE PRIMARY AUDIENCES ARE:

The Hands Up Mallee team

- To identify pilot is readiness for scaling.
- To understand what works for our place-based context.
- To understand what works in alignment with HUM ways of working and in engaging with families.

Lead Agency and Service Partners

- To support decision making around which projects to scale.
- To understand what works for our place-based context.

Project funders

- To ensure HUM's accountability
- To build understanding as to how to effectively engage local families and services in co-design processes.

KEY EVALUATION QUESTIONS

TO MEET OUR EVALUATION OBJECTIVES THE EVALUATION WAS CONDUCTED USING FOUR-HIGH LEVEL QUESTIONS AND THEIR SUB-QUESTIONS

KEQ 1. IMPACT - To what extent is our collaborative work achieving impact?

1.a What difference has HUM made for young people, their parents/carers, families, and organisations due to our collaborative work?

(This includes wellbeing outcomes and changes to people's knowledge, confidence, skills, behaviours, perceptions, relationships, mindsets, life circumstances, etc. linked to HUM's nested 9-18 journey of change. Also, look for including unintended and unexpected changes both positive and negative).

1.b To what extent is our collaborative work contributing to systems change?

(This includes how we influenced changes in the types of services and their delivery; decision-making power shifts; resource flows; organisational practices; power dynamics; mindsets; etc.)

1.c To what extent is our collaborative work achieving equity?

(This includes having an equity lens over our results to understand: for whom we are achieving outcomes and in what ways; whether those who need our help the most are receiving the support; if and how we are addressing the barriers preventing young people and their parents/carers/families from accessing what they need)

KEQ 2. EFFECTIVENESS - To what extent are we effective in the implementation of our collaborative approach?

2.a How well are we working together?

(This considers if we have engaged the critical actors needed for our work; how effectively we are working together to achieve shared outcomes; if we are building the culture and enablers for collaboration and strengthening partnerships and relationships)

2.b How well are we implementing our joint activities?

(This considers if we are upholding HUM principles when implementing our joint activities; if our collaborative work run to plan why/why not; and our what our implementation progress has been)

2.c What are people's experiences of HUM and the work, particularly the experiences of young people, their parents/carers/families, organisations, and the community?

2.d Are our collective model and joint activities effective in achieving the intended outcomes?

(This considers if our collaborative activities are on track and achievement of outcomes for young people, their parents/carers/families, organisations, and the community)

KEQ 3. COMMUNITY-LED - To what extent is our work led by community, particularly young people?

3.a To what extent are young people's ideas, aspirations, and needs guiding our work?

(This includes how and to what extent we have engaged and involved young people and their carers in co-design and decision-making. Considers if the voices and experiences of young people are shaping HUM's understanding of the issues and the way forward)

3.b To what extent is our work guided by an equity and inclusion lens?

(This includes how well we are honouring diversity by applying strengths-based and (culturally) appropriate approaches that meet the needs of young people and their parents/carers/families with diverse backgrounds – Aboriginal, Culturally and Linguistically Diverse, LGBTIQ+, people with disabilities)

KEQ 3. IMPROVEMENT - To what extent are our learnings and insights being used to improve our collaborative work?

4.a What are the key learnings from our collaborative work?

(This includes what worked well, what didn't work well, and why; what are the enablers and barriers for the work and progressing change; key learnings; and any unexpected results of the work)

4.b To what extent are we creating a learning culture?

(This includes how well we create opportunities for learning from success and mistakes, testing our assumptions/ideas, cultivating a safe, unbiased, and inclusive learning culture)

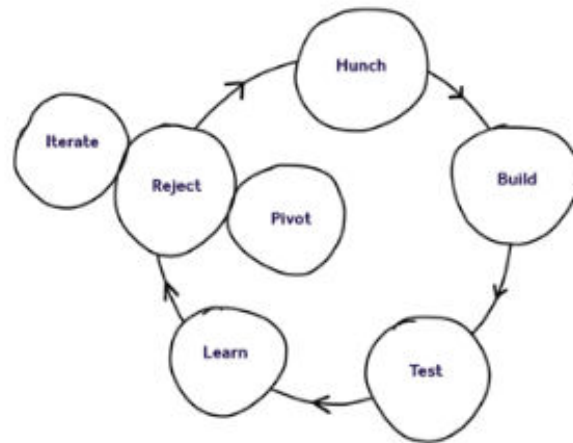
4.c How well are we sharing and using our learnings for improvement?

(This considers if we are sharing our learnings in (culturally) appropriate ways, using our learnings and how in and beyond place)

EVALUATION APPROACH

THE EVALUATION WAS UNDERPINNED BY A REFLEXIVE APPROACH, SUITED TO THE GENERATIVE AND SHORT-SPRINT NATURE OF THE DESIGN, TEST, REFLECT, REFINE, AND TEST AGAIN MODEL.

The methodology for the evaluation aimed to support strategic learning within the team and inform further iterative cycles, reflected in the figure below.



This meant that the evaluation process included shorter loops of reflection and learning (conducted throughout the life of the project) as well as a longer loop for the end of year assessment. The MEL approach was an intentionally light framework to suit the emergent and iterative approach, with short cycles for rapid reflection and pivots, drawing on logic, reflection sessions, and gathering and reporting data to support event development and implementation. The framework included a longer cycle to bring together overall evaluation findings at the end of the twelve month period, the results of which are presented in this report.

DATA COLLECTION METHODS:

Evidence for this report comes from an analysis of impact and reflection sessions, surveys, Facebook entries, and journey mapping with young people and services, and data.

Stories are a meaningful method for evaluating and understanding people's experiences as well as identifying the changes that have occurred through a project or development. A key finding of the evaluation was that storytelling has been a powerful component of 'what worked' for young people and services as part of the refinement process. As such, evidence draws on the overarching story, captured in the journey map.

LIMITATIONS:

Surveying families of the young people has been limited to a few due to time and resource constraints.

The following areas have not been able to be included in evaluation, but are recommended for incorporation in future evaluation and planning cycles to better understand the challenges and create solutions which enable the HomeBase Hoops program's long-term sustainability, and to spread strong ways of working with youth for youth in our community:

- Generating a deep understanding of the challenges for services in collaborating on this project, and working in these ways. What barriers can be reduced or removed to create stronger partnerships?
- Investigating the patterns of youth participation. What causes the shifts in who participates and who does not, and why?
- Measuring or mapping signs of systems change and ripples beyond that have been generated as a result of HomeBase Hoops, and what this can tell us about creating similar ways of working in other programs and spaces that will also significantly shift systems for the better.
- What can the community volunteer experience tell us. What makes volunteering at HomeBase Hoops accessible and rewarding for community volunteers, and what are the barriers and challenges? What can their experiences tell us about supporting participants and partners?

ANNEX TWO

EVALUATION METRICS

YOUTH SURVEYS

TERM ONE - Ten interviews

Main motivators for coming are:

- Fun, to play basketball,
- Because of a friend or relative,
- To make new friends,
- Don't have much to do

How do they feel at Hoops and why?

- Happy because they like basketball,
- Being with friends are getting to make new friends,
- Energetic at the start and tired at the end

How they feel about other people there?

- Have met new people that go to my school
- Met new people who go to another school
- Would hang out with them again
- Have not met new people that I would hang out with
- Would be comfortable to introduce myself to a new person if they were sitting next to me

How they felt about the adults at Hoops?

- The majority felt the adults were nice/caring and thought the coaches were pretty cool and helpful when they were playing
- Most felt they could trust their coach or another adult there, but not with their mobile phone

TERM TWO - Twenty-eight interviews

How they feel at Hoops.

- 82% felt good, happy or pumped
- 17% felt either nervous or sad or uncomfortable

What is good about Hoops?

- 18% everything
- 29% play basketball/fun
- 29% be with others
- 14% food
- Inclusive, be off the streets, something to do on Friday nights

What is bad about Hoops?

- 43% nothing
- 11% pending
- 11% behaviour or attitudes of some kids
- 7% food or losing
- 7% the school

Have you met new people at Hoops?

- 79% Yes
- 18% No

Are you comfortable at Hoops?

- 75% Yes because of friends or staff
- 14% No or think the bigger kids are scary
- 4% sometimes

TERM THREE - Fourteen interviews

If I wasn't at Hoops I would be...

- At home, doing nothing or bored, using internet, in bed
- Cleaning the house, making a feed

When I am at Hoops I feel...

- Happy because of basketball or a friend(s)
- Feel welcome
- Nervous because I am not used to playing with bigger people

Why I come to Hoops...

- To have fun
- To play basketball
- To be with or make new friends
- To get out of Red Cliffs
- To get away from home
- To see one of the adults

What is the best thing about Hoops?

- Meeting friends and making new friends
- Playing basketball
- Nice gathering, well ruled tournament

What is the worst thing about Hoops?

- Nothing
- Playing for the first time
- We only get three games
- Getting hurt or people being mean
- Running

Have you met new people at Hoops?

- The majority said yes and that most were pretty good and they would hang out with them again or they see them at school
- A couple said no and felt that some have been mean to them

Have you made new friends at Hoops?

- The vast majority said yes
- Some said no

How they felt about the adults/staff at Hoops.

- Majority said good, liked their coach
- They were easy to talk to, could be trusted

TERM FOUR - Nine interviews

I have met new people.

- Yes absolutely or mostly 9
- Unsure 1

I feel safe at Hoops.

- Absolutely 3
- Mostly 6

I have made new friends at Hoops.

- Absolutely 6
- Mostly 3

I would like to volunteer at Hoops one day.

- Not sure 3
- Mostly or absolutely 4

If I wasn't at Hoops tonight I would be...

- Bored out of my mind or in bed or doing nothing
- Home playing a game, watching TV or chilling
- Being with my family or riding my bike





93 Pine Avenue
Mildura
VIC 3500

Po Box 10184
Mildura
VIC 3502