



**HANDS UP
MALLEE**

HOMEBASE HOOPS

**Measurement, Evaluation and
Learning Plan**

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HomeBase Hoops MEL Plan

Overview of HomeBase Hoops

HomeBase Hoops is a late-night basketball tournament for young people aged 10-17. It has been designed and informed by the needs of local young people. HomeBase Hoops is a six-week tournament that runs each school term at Chaffey Secondary College stadium. HomeBase Hoops aims to provide young people with safe, accessible opportunities to participate and connect with peers and trusted adults, out of hours. Youth service staff and community volunteers support young people at each tournament in roles such as coaches, supervisors, bus drivers and scorers.

HomeBase Hoops aims to support positive outcomes for youth by ensuring they are feeling valued, loved and safe, are participating, healthy and have a positive sense of identity and culture.

The ways of working and principles that underpin the HomeBase Hoops model and collaborative partnership are: **Youth Centered, Equity, Collaboration and Learning by Doing.**

Sunraysia Community Health Services (SCHS) is the lead agency responsible for Hoops and it is delivered and supported by a collaborative partnership of local services. Service partners contribute to the planning and resourcing of Hoops (e.g. staff, busses, promotion and engagement, venue). Grant funding covers program costs such as food, umpires and equipment.

Hands up Mallee (HUM) supported the development and establishment of the HomeBase Hoops program model and partnership model and is supporting the transition of HomeBase Hoops to SCHS.

Introduction to the Measurement, Evaluation and Learning (MEL) Plan

This MEL plan has been developed based on the previous evaluations of the program undertaken by the HUM team and has been guided by the HUM 9-18 MEL Framework.

The plan provides an overview of evaluation tools such as a Theory of Change, key evaluation questions, examples of data collection tools and suggested evaluation cycle. It should guide and support effective evaluation of the HomeBase Hoops program.

Why evaluation is important for HomeBase Hoops

It is important to regularly measure, evaluate and learn from programs like HomeBase Hoops as they occur and evolve to ensure that they are achieving the goals and

outcomes as intended. Evaluation helps to demonstrate impact which supports engaging partners and obtaining funding, which supports sustainability.

Some examples of where evaluation of HomeBase Hoops has supported the program:

Boots for Hoops During post-tournament reflections by the collaborative partnership in 2022, it was identified that a number of young people did not have suitable footwear for basketball. This was both a participation barrier and a safety issue. By identifying this issue, it created an opportunity for one of the key partners to initiate a shoe drive 'Boots for Hoops' which resulted in a number of donations of shoes. The team were able to distribute basketball shoes to a number of young people which supported their engagement and participation.

Girls Participation By capturing and reviewing player data and patterns after each tournament, it was identified that there had been a significant drop in girls participating in Hoops. By identifying this change, the team was prompted to engage with the girls who were participating and learn more about their experience and suggestions for how to support increased engagement of girls. Some of the strategies and adaptations included a girl only team, as some girls were not getting a good go at getting the ball when there were so many boys on the court. Another adaptation was a 'girls only' night at the start of term which provided a different, safe and supportive entry to Hoops and focussed on skill development and connection – this has resulted in an increase in girls participation at Hoops.

Bus Systems During mid and post tournament reflection sessions it was identified that the bus systems were not working effectively. This prompted changes in the approach and the introduction of a much more planned out system that better managed exit points, clarity around busses by using colours and reduced confusion at the end of the night. This system has been embedded and continues to work effectively.

Theory of Change

A Theory of Change (TOC) is a tool that is useful for planning, design and evaluation of projects or programs. It is a visual depiction of the changes that are expected to happen as a result of successfully implementing an idea and helps to identify pathways between short term outcomes and longer-term outcomes.

- A TOC is not a static document but a guide that should be tested and reviewed regularly
- Change is not always linear and many changes are interconnected depending on who and how the change is happening
- Population level impact and change is long term work. Projects like HomeBase Hoops should focus on the measurement and evaluation of early & intermediate changes and evaluation of ways of working and adherence to core principles.

HomeBase Hoops Theory of Change

COMMUNITY ASPIRATION	Young people are valued, loved and safe, are healthy, participating, have a say in what affects them and have a positive sense of identity and culture			
BROADER GOALS	Connection to peers & supportive adults	Young people are empowered to have a say about what's offered and how	Program meets the needs of youth	Participation in activities in safe spaces
END OF PROGRAM OUTCOMES	Young people feel safe, engaged and connected	Partners adopt new approaches and involve young people in co-design	young people experience a safe, enjoyable and welcoming program	
INTERMEDIATE OUTCOMES	Program model is responsive to changing needs and is adaptable	Relationships between volunteers & youth are positive and supportive	Peer to peer relationships are strong and supportive	
	Volunteers have increased skills and confidence working with young people	Regular evaluation cycles to further shape model and meet youth & service needs	Players are encouraging others to participate	
	Volunteers are inducted and supported	Youth voice is centered in evaluation	Players are enjoying themselves and participating regularly	
	Planning and delivering a series of tournaments	Volunteer recruitment (inc. youth)	Regular meeting & debriefing to review	Engage players
INFLUENCE ACTIVITIES	Hoops Program model	Partnership model with key ways of working	Secure Resources	Promotion/engagement plan

Key Evaluation Questions

To evaluate HomeBase Hoops the following questions are suggested as key evaluation questions:

1. How effective are we in the implementation of our collaborative approach?

- How well are we working together?
- What impact has Hoops had for young people?
- How plausible was our TOC and project design?
- To what extent is the voice of young people being heard?

2. How well are our learnings and insights being used to improve our collaborative work?

- What are the key learnings?
- How are we using the learning for further improvement?

Evaluation Evidence

To answer the key evaluation questions for HomeBase Hoops there is a range of evidence or data (qualitative and quantitative) that can be collected and analysed.

Different forms of data help to measure and evaluate some of the key aspects and principles that inform Hoops. For example, when measuring reach and evaluating how well the program is holding equity as a key principle – the player demographics help tell the story. Player data can also help identify changes over time in terms of who is participating in HomeBase Hoops and can track peer-to-peer engagement, e.g. Red Cliffs player patterns.

Quantitative data or metrics:

- # players & reach of players (e.g., demographics such as age, Health Care Card, culture, school/postcode, transport needed)
- # Collaborative partners
- # Volunteers
- # Tournaments
- # staff
- # contributions (e.g. funding, in-kind, busses, venue, food etc)

Qualitative Information & Tools

- Surveys and interviews (see appendix 1 for sample Hoops Player Survey, which focusses on measuring key goals and was shaped by youth to ensure the questions were right and made sense)
- Journey Mapping (see appendix 2 for sample Journey Map and Facilitation Guide)
- Social Media – tracking posts, responses, shares, what social media is most effective – planned or unplanned

- Group reflections (see appendix 3 for sample reflection questions for post tournament debriefs)
- Most Significant Change
- Most Significant Learning
- Videos, photos

Evaluation Audiences

Ideally there will be a primary audience for an evaluation/evaluation report. There may also be secondary audiences.

Audience	Purpose and Information Needs
Funding Body	<ul style="list-style-type: none"> • To ensure accountability
SCHS Executive	<ul style="list-style-type: none"> • To demonstrate contribution, value and impact • To support decision making
Collaborative Partners	<ul style="list-style-type: none"> • To demonstrate contribution, value and impact • Support shared learning about what works in our community • To support decision making
Young people and community	<ul style="list-style-type: none"> • To ensure accountability • To support decision making
Hands Up Mallee	<ul style="list-style-type: none"> • To share learnings





Evaluation Cycle

Because HomeBase Hoops runs in school terms it is important to be collecting data during and reflecting on each tournament (cycle). This will allow the data collected to inform immediate action, changes or support continuation of program as is. The data collected should inform decision making along the way.



An annual evaluation of Hoops will likely align with funding cycles and can support engaging new partners to collaborate on HomeBase Hoops by providing evidence of how HomeBase Hoops works and the impacts for young people and community.

Appendix 1








	Definitely not	Not really	Not sure	Yes mostly	Yes absolutely
 I have met new people at Hoops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 I feel safe at Hoops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 I have made new friends at Hoops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 I would like to volunteer at Hoops one day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to encourage other people to come to Hoops?

 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 

Not Likely 1 2 3 4 5 6 7 8 9 10 Very Likely

What is your general feeling about Hoops?

Is it **hard** to get to Hoops on a Friday night?

☐ Yes ☐ No ☐ Sometimes

Can you tell us a bit about why?.....

Finish this sentence:
If I wasn't at Hoops tonight, I would be...

.....

Appendix 2

A Journey Map is an evaluation tool that can help to make visible some of the experiences people have from being involved in something like Homebase Hoops. They can also be a nice way to celebrate the end of a project/ program and look back on all that has happened along the way. The process involves some preparation work prior to a facilitated session which will take about an hour and a half.

Basic Facilitation Guide

Preparation Work

- Put together a visual representation of the timeline – e.g. Term 1 – Term 4 using large paper, photos and other details, for example dates of terms and numbers of young people involved.
- Collect a number of different coloured sticky notes or paper & textas
- Invite a group of people involved in HomeBase Hoops (e.g. just youth or youth and collaborative partners) to come together to work on the Journey Map together.

Key steps for facilitation

1. Introduce what a Journey Map is and explain purpose of creating one together.
2. Encourage people to use the different coloured sticky note/paper to write down or talk about their experiences at Hoops:
e.g. – blue – thoughts, green – feelings, yellow – highlights, red – challenges, pink – what you contributed, purple – what you got out of it.
3. Encourage people to share their thoughts and support people to elaborate. If people get stuck, use different ways to phrase the questions to get people to feel more comfortable answering... e.g. *Which term was the best term at Hoops...? Why? What did you notice about yourself/others? Any changes along the way?*
4. Ask people to stick those thoughts, feelings at the different points along the ways to map out where along the journey they were experiencing those thoughts and feelings. Use curious questions to help guide people e.g., *'did you feel like that at the start or at the end?'* *'How did you feel at the start? Was it different at the end?'*
5. When finished, ask everyone to look over the journey and talk about what they think is significant and have a conversation about what should happen next based on all that has been shared. Capture this!

You should now have some great qualitative data to support the evaluation.



Appendix 3

Post-tournament Reflection Questions

These questions can be used to guide discussion and reflections at the completion of each term, as part of a debrief process.

It is important to include partners (including services, youth and possibly volunteers in this process). A reflection process is informal and guided by key questions:

Who came along? (look at player stats) Did we reach capacity? Did we reach broadly into community? Any changes in demographics? What supported that?

What worked well?

What didn't work so well?

What could we change or do differently?

What is needed to make that happen?

Who can help with this?

Capturing these reflections will provide useful data for program adaptations as well as evaluation purposes.



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