

# Live, Learn, Grow

14 December 2015 to 31 March 2017

Louise Rak, The University of Newcastle

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.  
Alternate text inserted for all images. Minor typographical errors corrected.

# Higher Education Participation and Partnerships Programme (HEPPP)

## 2015 National Priorities Pool FINAL REPORT

Live, Learn, Grow

14 December 2015 to 31 March 2017

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In accordance with the Conditions of Grant, you must submit to the Department a Final Report (Clause 6.1 of Part A) and an Acquittal Report (clause 6.4 of Part A).

To meet this obligation, please submit:

- the completed **Final Report** template, in Word and PDF
- the completed and signed **Declaration** form, in PDF
- the completed **Acquittal Report** template, in Excel and PDF.

All documents must be submitted to [equity@education.gov.au](mailto:equity@education.gov.au) by **31 January 2017**.

If you require additional guidance or clarification, please contact us at [equity@education.gov.au](mailto:equity@education.gov.au).

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# 1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)

## Objectives

*Indicate the extent to which the Project Objectives specified in clause 3 of Part A of the Conditions of Grant were met. Where obligations established in the Conditions of Grant were not met, please identify these and provide an explanation of circumstances and consequences.*

**Table 1: Project objectives**

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
To overcome barriers that are known to prevent care leavers engaging with higher education through a combination of practical assistance and early intervention support strategies.	<p>The Live, Learn, Grow project met this objective in several ways:</p> <ol style="list-style-type: none"><li>1. Through the project, several internal systemic issues were raised. Practice has since changed to mitigate against these barriers.</li><li>2. Through extensive consultation with the community and OOHC sector; carers, teachers and government and NGO case workers have identified ways in which they can incorporate conversations promoting the benefits of higher education in their daily conversations with young people.</li><li>3. The Minister of Family and Community Services has referenced the program as something other NSW universities could be implementing.</li><li>4. Finally, young people with an OOHC experience who engaged with the program have stated that it has enabled and supported them to do things they didn't think were possible for them, specifically be at university.</li></ol>

## Project Activities, Milestones and Key Performance Indicators

*Below, please specify whether:*

- *all project Activities specified in Schedule 1 of the Conditions of Grant were completed*
- *all Project Milestones specified in Schedule 1 of the Conditions of Grant were completed*
- *all Key Performance Indicators specified in Schedule 1 of the Conditions of Grant were met.*

*Where obligations established in the Conditions of Grant were not met, identify these and provide an explanation of circumstances and consequences.*

**Table 2: Project activities, milestones and KPIs**

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
Jan 2016	Recruitment and appointment of pilot case manager with a view to commence in January- February 2016	Completed	Case manager contracted and inducted	A person with experience in the OOH sector was appointed, inducted to the program.
Jan 2016	Pilot is advertised and candidates nominated, identified and apply	Completed	<ol style="list-style-type: none"> <li>1. Participants are identified, and offered a place in the pilot.</li> <li>2. Risk assessments are completed.</li> <li>3. Rights and responsibilities are explained.</li> <li>4. Connections with CYP, carers, birth families, caseworkers and high school teachers are established.</li> <li>5. Pre-pilot wellbeing information is collected.</li> </ol>	<ol style="list-style-type: none"> <li>1. The program was advertised through NSW government and NGO channels. Applications were received and initial interviews held.</li> <li>2. During interviews, risk assessments were conducted.</li> <li>3. All applicants received information about the program at interview stage including their rights and responsibilities.</li> <li>4. Caseworks, carers and teachers were offered telephone and in person meetings and information regarding the program.</li> <li>5. A narrative assessment was used at interview stage to collect generic wellbeing information as well as program expectations and future aspirations.</li> </ol>
Feb 2016	Bridging programme	Completed	Delivery of orientation activities that encompass areas including academic, social and living skills development.	Each participant was given a tailored individual campus and university orientation session. Participants were also supported to attend the university held orientation activities through 'Orientation Week'. Prior to commencing studies, all participants were offered links and information about local health and bulk

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
				billing support services. Participants who were not in receipt of study allowance were supported to apply.
Feb-Nov 2016	University component of pilot commences	Completed	<ol style="list-style-type: none"> <li>1. During this period, participants will:</li> <li>2. Move into on-campus accommodation</li> <li>3. Meet with the case manager, contributed and agreed to a case plan</li> <li>4. Adhere to the requirements of their course</li> <li>5. Register with an on-campus club</li> <li>6. Commence employment with the AIM HIGH team</li> <li>7. Complete six weeks of UoN mentoring with a second year student</li> <li>8. Undertake career counselling</li> <li>9. Address areas for improvement identified in a skills assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Due to the embargo on announcement of funding and the personal circumstances of the participants, not all participants elected to move on to campus. All participants were housed safely (on and off campus) by the commencement of the university semester.</li> <li>2. All participants met and were in contact with the case manager (re-named as the Program Facilitator) regularly throughout the year. These meetings contributed to individual and flexible approaches to learning and staying engaged with study and university life.</li> <li>3. All participants, while enrolled, adhered to the requirements of their course.</li> <li>4. Participants were exposed to the universities on campus clubs. Some were unable to join clubs due to their course and work commitments, others had pre-existing associations while other participants elected to engage with shorter term on-campus activities.</li> <li>5. Participants not already employment and with the capacity to work with their course commitments</li> </ol>

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
				<p>applied, interviewed and gained employment with the AIM HIGH team.</p> <p>6. Depending on their course offerings, all participants engaged with formal and informal mentoring with 2-4th year university students.</p> <p>7. Through regular meetings with the Program Facilitator, all participants were offered support to improve upon areas identified in a narrative skills assessment.</p>
Feb-Nov 2016	School and community based component of pilot commences	Completed	<ol style="list-style-type: none"> <li>1. 12 students in OOHC in years 11-12 will be identified.</li> <li>2. Four tailored on-campus visits to be scheduled specifically for CYP in OOHC, their carers, teachers and where appropriate birth family members.</li> </ol>	<ol style="list-style-type: none"> <li>1. 21 young people in years 11 and 12 (and in OOHC) were identified and offered on campus experience sessions. In addition, 120 young people in OOHC in years 10-12 from across NSW were engaged with and provided program information. 150 young people in OOHC aged 2-18 had access to a full day of university science, maths and digital learning activities.</li> <li>2. 21 young people in years 11 and 12 (and in OOHC) were identified and offered two on-campus experience sessions.</li> <li>3. 194 carers, caseworkers, teachers and birth family members attended 5 on-campus events.</li> <li>4. 29 15 year old people in OOHC had a 5 day residential university experience.</li> </ol>

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
Feb-Nov 2016	Sector development commences	Completed	Four community sector development forums are scheduled with topics to be sourced from the sector.	337 community sector representatives engaged with 14 forums.
Dec 2016	Evaluation	Completed	Participant pre and post evaluations are correlated and analysed.	Pre and post information has been correlated and analysed.
Jan 2017	Reporting and dissemination of findings	In progress	Reports are finalised and disseminated to involved stakeholders.	Final reports are in the process of completion. Complete dissemination will not occur until the next LLG Consultation Group meeting to be held in February 2017.

## Highlights and Issues

*Provide a summary of highlights and achievements arising from your project (maximum half page)*

The LLG program engaged with over 880 people in ten months, this included providing and talking about genuine options and opportunities for people to consider university when they otherwise would not have. The following testimonial from a former participant given in her own words has been included as a demonstration.

### Aleta

The Live Learn Grow program has been a big part of my university experience so far. I have been given some great opportunities and help with confusing uni stuff like enrolling in classes and navigating some of the confusing uni sites. I have had a mentor with me named Emily who checks up on me and is there for any questions I might have. We catch up most weeks for a chat or some friendly banter. This program has given me confidence and also encouraged me to do some things out of my comfort zone which can be challenging but so worth it. Most of all it has been great to have that extra support at a time with so much change going on.

The program offered me subsidised on campus living which I was really excited about because originally I had organised to move in to a share house as on campus living didn't seem possible at the time. They've helped me gain employment through the university, so I now work with Aim High who run programs to educate, encourage and inspire younger people into further education whether it be uni, tafe, traineeships, apprenticeships etc. As you can imagine this has been a very rewarding job. I've also been given the opportunity to take part in research discussions with people in the OOH community about why such a low percentage of people care come to uni and how this can be improved. It was really cool to be able to put some ideas out there and share what I had learnt about being in care. This



also led to me meeting the Minister for Family and Community Services and getting the opportunity to sit and chat with him.

*Did the project lead to implementable outcomes? What changes will result at your institution/nationally? How is research being translated into practice? Are there activities resulting from this project that will be continued?*

While people with an OOHC experience should not be treated as a homogenous group, the program has provided valuable insight into systemic factors that both help and hinder access and successful participation in higher education. As an institution, the University of Newcastle recognises the important role regionally and nationally regarding educational outcomes for people with a care experience. This is demonstrated in the University of Newcastle funding Live, Learn, Grow beyond 2016. We have been approached to present on the program as well as consult with other universities about how program implementation worked for this university. There are plans to translate the practice into research in 2017 so that other institutions can gain an understanding about tertiary systemic barriers to higher education.

*Did you undertake an evaluation of your project?*

Yes ☐ No ☒

We are currently waiting for HREC approval to finalise a new area of program evaluation to inform further research.

*Where applicable, indicate number of the following resulting from this project:*

<b>Student contacts</b>	293
<b>Journal (or other publication) submissions</b>	N/A
<b>Conference Presentations</b>	3
<b>Websites developed</b>	N/A
<b>Educational or marketing campaigns</b>	N/A
<b>Community organisations engaged</b>	35
<b>Schools engaged</b>	15
<b>Parental/family contacts</b>	50

*Optional - If you included transformational/behavioural change KPIs in your EOI please summarise outcomes here:*

*Describe any issues that occurred during the year and any mitigation strategies you implemented.*

The project encountered minimal issues. One factor we witnessed was differing levels of engagement in the project from OOHC NGO agencies. Different tactics such as presenting at wider forums were used which resulted in a greater uptake of engagement.

## 2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)

*List the titles of any published reports, pamphlets or other documentation produced in the course of the Project and attach them to this Final Report.*

**Table 3: Additional materials produced over the course of the project**

TYPE	AUTHOR	DATE OF PUBLICATION	PUBLICATION DETAILS
N/A			

### 3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)

*Have you fully expended the Grant Funds provided under the Conditions of Grant?*

Yes ☒ No ☐

*If the answer is No, please specify:*

- *the amount of funds remaining: \$*
- *the reason for this underspend:*

*Ensure that the completed Acquittal Report template is signed by an appropriate university officer and attached to this Final Report.*

*\*IMPORTANT NOTICE - Unspent 2015 National Priorities Pool Grant Funds*

- *Grant recipients must fully expend these 2015 National Priorities Pool funds in the project period for which the grant is made and report on this expenditure to the Commonwealth, including the amount of any unspent funds.*
- *If a provider fails to spend the full amount granted it in respect of a year, the unspent funds may be recovered by the Commonwealth.*

# DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in the **Final Report** and **Acquittal Report** for the HEPPP 2015 National Priorities Pool project *Live, Learn, Grow* is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

I agree to publication of the Final Report on the Department of Education and Training website, once accepted by the department.

<b>Title</b>	Professor
<b>Name</b>	Liz Burd
<b>Position</b>	Acting Deputy Vice-Chancellor (Academic)
<b>Signature</b>	