

Working Paper:
Elaborating the Enabling Spaces
Conceptual Framework

September 2014

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Background and Purpose

The purpose of this working paper is to elaborate the conceptual framework for the Building Futures project. The focus is the three high level concepts (connectedness, meaning and control, or CCM), specifically, and grounding these. In increments, this links the high level concepts directly to three discrete case study examples of the type of evidence that supports them across three very different organisations in the learning sector.

The final steps (levels) for documenting the flow from concepts to evidence are as follows:

1. Abstract concepts (CCM)
2. Mid-level concepts (most agreed concepts)
3. The objectives against which these three organisations measure progress and outcomes, configured in relation to the above
4. The evidence that the three organisations use to measure outcomes that they relate to CCM, configured in relation to all of the above.

1. Abstract Concepts (CCM)

This section of the paper provides a description of the three high level concepts: connection, control and meaning.

Process, method and status

Definitions of Level 1 concepts were agreed by the BFYA team in February 2014 and tested in with the sector through the May Workshop. They were revised and tightened in the August mini-workshop, on the basis of internal testing in the three lead organisations and the sector feedback to date.

Findings

Definitions

Connection is one of the three organizing principles of the Enabling Spaces Framework. Connection as an organizing principle is the willingness to relate and trust, expose and accept vulnerability based on an understanding that communication, human networks and collective action contribute to individual and/or social good. It is reflected in relationships between individuals, groups and institutions.

Control is one of the three organizing principles of the Building Futures Framework. Control as an organizing principle is the enhanced capacity to act, based on skills, confidence and experience.

Meaning is one of the three Organizing Principles of the Building Futures Framework. Meaning as an Organizing Principle is the ability to make sense of current activity and future possibilities, so as to have a sense of purpose.

Short definitions

Connection: beneficial relationships between individuals, groups and institutions

Control: capacity to act, based on skills, confidence and experience

Meaning: sense of purpose, based on ability to make sense of current activity and future possibilities

Tiny definitions

Control: Capacity to act

Connection: Beneficial relationships

Meaning: Making sense

Observations to further test in the future

Capacity to act may be a more powerful and recognisable descriptor than the contested word: control.

2. Mid-level concepts

Below is the current synthesis of the group of most agreed concepts which sit under each of Connection, Control and Meaning.

Process, method and status

These are the most agreed mid-level concepts to date, distilled from our testing within the three lead sector organisations in the context of a synthesis of the May 2014 Sector Workshop data.

This distillation and these steps of the research process reflects the two (seemingly contradictory) philosophies which underpin it; that the resulting mid-level concepts should:

- a) come from the sector rather than being imposed by researchers
- b) offer a more simple and unifying set of lenses rather than amplifying the state of fragmentation in evaluation and measurement of outcomes

a) Gathering sector input

During the application process for the May 2014 Sector Workshop, Dusseldorp Forum asked some detailed questions of the partner agencies. In April, in response, 16 sector agencies sent three questions they currently use which they felt link to connection, control and meaning (CCM). These were synthesised into a series of interim mid-level concepts as a hypothesis, and a work-sheet created for the workshop. This hypothesis – the distillation of words describing the CCM concepts – was workshopped by small groups at the May Sector Workshop in order to gather data about what mid-level concepts would work for this audience, and where the likely sticking points would be.

These are described below as mid-level concepts (the more broadly defined collection for communication purposes)

b) Creating a simple and unifying set of lenses

The notes from the dialogue described above were fed into the August 2014 mini workshop. They were further distilled by the BFYA mini-workshop team, drawing on the testing within the three lead sector organisations selectively on the above, to create ‘tight’ definitions.

These are described below as mid-level concepts (the tightly defined collection for technical research purposes)

Findings

a) Mid-level concepts (a broadly defined collection for communication purposes)

The broader collection of ‘most agreed concepts’ from the May sector workshop can be understood as descriptors which can further help to identify the nature of connection, control or meaning, as 16 sector organisations understand it within their own work. The collection of concepts here can be used to make the higher levels more accessible and familiar to an external audience, in the sectors own terms. They are resource for addressing the question: ‘what does it look like?’.

Data distilled from the questions participants sent:

Connection: participating, having a role, feeling ok to engage, engaging, showing up, communicating, drawing from, still being there when it’s tough, achieving together, networking, feeling like part of something, naming a link to somebody or something

Control: confidence in relation to task / challenge, naming the challenge, awareness of choice or decision point, active decision making, mastery, skill, knowledge, increased capacity, achievement, using available tools, aware of supports

Meaning: identity, feelings, understanding, curiosity, purpose, internalising the importance of a task, claiming a role, knowing a feeling of making a contribution, success, aspirations, thinking about self in relation to education / learning

Further, these are the bundles of concepts emphasised by participants in the workshop small groups:

Connection: trust, engaging, communicating, feeling like part of something, relating, mentors, belonging, safe space / stability / constancy

Control: competence, capability, utility, self-regulation, self-determination, independence, interdependence, empowerment; aware of supports and it is ok to accept support; resilience, information, voice / being heard,

Meaning: identity, self-reflection, purpose, motivation

b. Mid-level concepts (a tightly defined collection for research and technical purposes)

This further distillation is to provide a unifying set of lenses for the purposes of research and data analysis. It potentially provides a conceptual filter to align like evidence with like. At this general – agreed – level, for research purposes and for technical purposes within the OHRM it is important to start with the numbers of concepts small. These identified concepts should be further tested in the future, and further concepts may be added in future as the need is discovered through testing.

Connection: Beneficial relationships

- Relate
- Communicate
- Trust

Control: Capacity to act

- Skills
- Learning experiences
- Confidence

Meaning: Making sense

- Sense of purpose
- Relevance
- Value

Observations to further test in the future

The three most-agreed concepts related to meaning may need further refining in future.

3. The objectives against which organisations are measuring their outcomes

In this section of the paper the existing work (outcome evaluation) of three leading sector-based not-for-profit organisations is featured, as exemplars. This level contains the objectives against which organisations currently measure young people's outcomes. Selected areas of their work are highlighted in relation to the three CCM concepts.

This is the point in the measurement framework where definitions are not generalizable and shared (referred to in the mini workshop as 'above the line'), but need to be recognisable as specific, tailored and useful to organisations' own work and evidence-gathering ('below the line').

Process, method and status

These are program goals or objectives, described by the three lead sector organisations own terms, importantly reflecting the way they link them to the higher level concepts.

This process began during the first year of our current Australian Research Council Linkage (2012-14) project with the collection and analysis of existing tools. Our lead partner sector organisations identified that much of what they would like to measure, they are not able to measure yet and that some existing measures are a proxy for things that matter. The Enabling Spaces conceptual framework was drafted accordingly.

In the lead up to the August 2014 mini-workshop the focus was on gathering the different organisations' main organising concepts, particularly in relation to their measurement of progress and outcomes (with young people only, at this stage), and the way these relate to connection, control and meaning (CCM). However at the workshop the lead sector organisations identified a need be able to relate the conceptual framework directly back to their outcome measurement, so their program objectives are now the focus for this level of analysis.

In some cases objectives and program goals have continued to evolve in these organisations throughout our project, reflecting in part the organisations' learning and also reflecting in part, elements what funders would like to see measured. So this is a snapshot in time.

Findings

Noting the partner organisations' unique orientations in their measurement

Although the organisations each all work across the three concepts, the focus and starting point when relating to CCM is different for each organisation.

Their work can be understood as providing three distinct case studies:

- 1) Beacon: focussing on the significance of the concept of meaning
- 2) Hands On Learning: focussing on the significance of the concept of connection
- 3) SEAAC: focussing on the significance of the concept of control

As revealed in the brief list below (and the more detailed listing in the appendix), this means that the objectives of each organisation reveal a different reading of the concepts of CCM.

In terms of implications, because of their unique missions, funding bases and organisational sets of lenses, measures and data are treated differently, and attributed to CCM differently, and within the organisations' frame of reference. This provides a rationale as to why organising concepts and

program objectives i.e. items 'below the line', are not merged, and remain distinct to the organisation.

The other most pronounced pattern is that the organisations' program objectives cut across CCM in diverse ways. These findings are both exemplified in the lists below, in the spread and the repetitions.

Objectives at Beacon Foundation, related to CCM

CONNECTION is congruent with and fostered through the following:

- School engagement
- Educational engagement
- Understanding of jobs and pathways

CONTROL can be manifest as:

- Self confidence
- Skills development
- Workforce readiness
- Educational engagement
- Understanding of jobs and pathways

MEANING is closely associated with:

- Aspirations
- Better career plan
- School engagement
- Educational engagement
- Understanding jobs and pathways

Objectives at Hands on Learning Australia (HOLA), related to CCM

CONNECTION is congruent with and fostered through:

- Intra-personal skills (being self aware)
- Inter-personal skills (ability to relate to others)
- Self-management skills (being able to self regulate, manage emotions, has coping skills)

CONTROL can be manifest as:

- Basic literacy and numeracy skills
- School attachment / retention
- Intra-personal skills (being self aware)
- Inter-personal skills (ability to relate to others)
- Self-management skills (being able to self regulate, manage emotions, has coping skills)

MEANING is closely associated with:

- School attachment and retention
- Intra-personal skills (being self aware)
- Self-management skills (being able to self regulate, manage emotions, has coping skills)

Objectives at Southern Ethnic Advisory and Advocacy Council (SEAAC), related to CCM

CONNECTION is congruent with and fostered through:

- Personal wellbeing (relationships, self esteem, mental health)
- Social participation (Citizenship, Participation in community life e.g. sports and recreation)
- Independence (access to transport, source of income, access and use of community and government services, ability to make life choices, gender equality)
- Social participation (English proficiency, participation in education and training)
- Life satisfaction and being connected to the community

CONTROL can be manifest as:

- Economic wellbeing (employment circumstances, level of income, level of debt, job satisfaction)
- Independence (access and use of community and government services, ability to make life choices, gender equality)
- Life satisfaction and being connected to the community (sense of belonging in Australia, sense of being treated well by the local community, level of discrimination and cultural religious expression)

MEANING is closely associated with:

- Economic wellbeing, employment circumstances, job satisfaction, satisfaction with accommodation)
- Personal wellbeing (mental health, self esteem, relationships)
- Life satisfaction and being connected to the community (a sense of belonging in Australia, sense of being treated well by the local community, level of discrimination and cultural religious expression)

A detailed listing of these organisational objectives, the associated measures, the related tools, the way these relate to CCM and the most agreed mid level concepts, is located in the appendix.

Observations to further test in the future

Is seems easier for organisation to relate their objectives to CCM than to the most-agreed concepts. Commitment to the shared process saw these organisations push though the task, but will others?

4. The evidence currently used to measure outcomes related to CCM

This is the level where the conceptual framework links to a description of the evidence collected by the three lead sector organisations. It is also providing the material to link the conceptual framework to the evidence framework which is being collated by the ESRC.

Process, method and status

The material presented at this level is a selective description of the evidence gathered by the three lead sector organisations, in their research and evaluation of their programs, which relates directly to CCM.

The research process has involved a series of conversations with the three lead sector organisations during 2012-2014 about the evidence they already have that speaks directly to the concepts of CCM, and the tools which best gather these data. A tool, or set of tools was identified in each organisation, and through a series of conversations during July-September 2014, the measures within these were aligned first with the CCM concepts (level 1), then with their organisational or program objectives (level 3), and finally with the most-agreed concepts (level 2).

Some distinctions and methodological tensions were highlighted by the organisations and are worth noting:

- The tension between concepts that drive organisations (or how they describe themselves and what they do) and concepts that can be more easily measured
- Qualitative and quantitative data: as shown best in appendix 3, the open questions and qualitative data gathered through can be related back to CCM in different ways to quantitative data against indicators.
- Quantitative measures are proxies (indicators of) what is valued, reflecting what can be measured in this way. In Beacon there are some open questions on surveys and also the use of focus groups, in HOL these tend to currently show up as photos videos narratives, in communications and PR, and in SEAAC these type of qualitative data form the substance of their reporting to government against a standard template. (i.e. for Department of Immigration and Citizenship through OSCAR – used annually until this year)
- Data gathered and reported primarily for pastoral care, program management purposes and / or internal organisational learning (e.g. the HOL daily logbook) or for external audiences against the kinds of progress and outcomes which might be expected for external audiences (e.g. for HOL the Term Data Sheet). The latter reflects the types of progress and outcomes reporting required to address the funding priorities and policy framework for SEAAC the performance report
- Items measured and reported by staff (e.g. the tools identified above) or self-reported by the young people (e.g. SEAACs program evaluation ‘happy sheet’, Beacon’s pre and post program surveys and HOLA’s new CCM survey)
- Data gathered and collated for primarily reporting purposes and to know whether to run the activity again, but with further tweaks the tools could be used for organisational learning, program development and connect more clearly back to CCM (e.g. 2 SEAACs happy sheet evaluation form)
- Tools already in use, and tools under development

Findings

Characteristics of the evidence (measures, data) supporting the framework

The appendix contains a detailed organisation-by-organisation record of the relationships between the following items: CCM concepts, most agreed concepts, organisations' objectives, their specific measures, the associated outcomes measurement tools.

Some of the most pronounced patterns in the evidence are not so visible in the appendix. One of the most significant features of the CCM framework are the overlaps between the key concepts. The value of this feature has been borne out powerfully in the conversations where we variously discussed and analysed the organisation's objectives, evidence and measures.

- Most of the measures used relate to more than one of these concepts (CCM), and to a multitude of the most agreed concepts
- Although potentially messy for the observer, the multiple relationships between measures and CCM concepts is best understood when it is not over-simplified. These overlaps and relationships are being recognised by the organisations concerned as integral to their sense of how change happens for young people. The overlaps pick up subtleties it would be hard to name otherwise
- These relationships often have a sequential quality, and in the documentation of this material it became clear that these sequences are being repeated within organisational data.
- Grounded in practice-based observations, the sequences described by the key organisational personnel can be understood as dynamic examples of organisations' own theories of change.

This series of observations becomes significant if the aim is to document some of the more nuanced (and usually less speakable) elements of the real work and effective practice with young people.

For example, in the process of documenting their evidence, we identified a recurring pattern of 'Control in order to Connect' in the way SEAAC classify their measures. Briefly, language skills, navigation skills (control) are essential for new arrived young people in order to find and identity (meaning) and make a home (connect) in their new country.

Meanwhile the conversations with HOLA about their concepts and measures have highlighted other patterns: intra-personal skills and being self aware: (control) is about regulating own behaviour, which leads to connection to self. Inter-personal skills – ability to relate to others – is about a movement from connection to control. Self-management skills - being able to self regulate, manage emotions, develop coping skills is about this movement – is a move of control > meaning > connection. School attachment and retention: the meaningful connection is generated through self discipline. Meanwhile for basic literacy and numeracy skills, the movement is control > meaning.

For Beacon, certain measures capture the important movement they discern between meaning and control, and then both of these and connection: Has today changed your ideas about this industry? Were you interested in working in this industry before? Are you interested in working in this industry now? Another measure - Percentage of students who report greater school engagement (enjoyment and attendance) provides an example the movement: meaning > connection > control of their lives.

Beacon also identifies the following aggregated and organisational measures where CCM are all in play: To increase the number and strength of relationships between business and Beacon schools; To

increase the capacity of Beacon schools to deliver good practice career education; Percentage of Beacon students going on to earning or learning Percentage of students who have changed intention from an insecure, unproductive or low-aspiring pathway to a secure, productive or high-aspiring pathway Young people to successfully transition from school to earning or learning. This is the overlap: Integrated and Interdependent young people making productive lives.

The short narrative data from SEAAC, some of which is itself included in this analysis, also directly signal relationships between the concepts, for example:

Meaning to control (this one is indicative of the most prominent flow in the data): 'Practical assistance to clients (particularly young Afghan girls) who have no knowledge of how to access public transport has been very successful. These young people now independently make their way around and have more freedom and confidence to make choices about their future.'

Connection to control and meaning: 'A client who had described himself as previously withdrawn and unsociable was invited to SEAACS 3 day camp which saw his confidence increase and a clear demonstration of his leadership skills. These have now been harnessed, as he is now a member of SEEAC's youth committee and acted as MC for SEAAC's refugee week event in June.'

Further examples can be located in Appendix 3.

Observations to further test in the future

Only information about the existing tools, which already have data behind at the time of conducting this research have been documented. Each of the organisations continues to develop their evaluation processes, reflecting changes in organisational priorities and understandings and also their engagement with the Enabling Spaces conceptual framework. Accordingly there are new measures and tools, informed by the project and not documented here which would potentially have a direct bearing on a future phase of the project.

Appendix 1: CCM concepts aligned with examples of HOLA objectives and measures

Connection at Hands On Learning

CCM concept	Agreed mid-level concept	HOL rationale (here used as ‘objective’)	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.			
CONNECTION	RELATE	Intra-personal Skills - Being Self Aware	Is aware of how what he/she does impacts him/herself and/or others (Relate (to self) but may be better as sense of purpose)				
		Inter-personal Skills - Ability to Relate to Others	Is able to listen and communicate clearly with other people				
			Is able to put views clearly to others without reverting to violence or confrontation				
			Is able to resolve differences without reverting to violence or confrontation				
			Is able to control what he/she does and says when he/she gets upset or mad				
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to follow instructions				
			Is able to work effectively in a team				
			Is able to take on a leadership role in a group				
		School Attachment/Retention	Is able to manage difficult relationships				
			Has a positive attitude towards school				
Attends school regularly							
Avoids or stays away from school whenever he/she can							
Gets on well with other students							
CCM concept	Agreed mid-level concept	HOL rationale (here used as ‘objective’)	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.			
CONNECTION	COMMUNICATE	Inter-personal Skills - Ability to Relate to Others	Is able to listen and communicate clearly with other people				
			Is able to put views clearly to others without reverting to violence or confrontation				
			Is able to resolve differences without reverting to violence or confrontation				
			Is able to control what he/she does and says when he/she gets upset or mad				
			Is able to follow instructions				
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to work effectively in a team				
			Is able to take on a leadership role in a group				
			Is able to manage difficult relationships				
		CCM concept	Agreed mid-level concept		HOL rationale (here used as ‘objective’)	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
CONNECTION	TRUST	Inter-personal Skills - Ability to Relate to Others	Is able to listen and communicate clearly with other people				
			Is able to put views clearly to others without reverting to violence or confrontation				
			Is able to resolve differences without reverting to violence or confrontation				
			Is able to control what he/she does and says when he/she gets upset or mad				
			Is able to follow instructions				
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to work effectively in a team				
			Is able to take on a leadership role in a group				
			Is able to manage difficult relationships				

Control at Hands On Learning

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
CONTROL	SKILLS	Intra-personal Skills - Being Self Aware	Is aware of how what he/she does impacts him/herself and/or others	
			Is able to exercise self control/control over his/her behaviour	
			Owns his/her actions and takes responsibility for what he/she does	
			Is able to bounce back or get over things	
			Is able to stick at things or see things through	
		Inter-personal Skills - Ability to Relate to Others	Is able to listen and communicate clearly with other people	
			Is able to put views clearly to others without reverting to violence or confrontation	
			Is able to resolve differences without reverting to violence or confrontation	
			Is able to control what he/she does and says when he/she gets upset or mad	
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to work through and solve problems	
			Is able to set goals and work towards them	
			Is able to prioritise activities and manage time in order to meet deadlines	
			Is able to follow instructions	
			Is able to work effectively on a task on his/ her own	
			Is able to work effectively in a team	
			Is able to stick at tasks - even ones that he/she does not enjoy - to get them done on time	
			Is able to work out how to do a task and set things up to so that he/she can complete it	
			Is able to take initiative and manage him/herself to get a task done	
			Is able to take on a leadership role in a group	
		Basic Literacy & Numeracy Skills	Is able to manage difficult relationships	
			Is able to read and understand written instructions	
			Is able to write basic work reports or correspondence	
		School Attachment/ Retention	Is able to do basic maths	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
CONTROL	CONFIDENCE	Intra-personal Skills - Being Self Aware	Is aware of how what he/she does impacts him/herself and/or others	
			Is able to exercise self control/control over his/her behaviour	
			Owens his/her actions and takes responsibility for what he/she does	
			Is able to bounce back or get over things	
		Inter-personal Skills - Ability to Relate to Others	Is able to stick at things or see things through	
			Is able to listen and communicate clearly with other people	
			Is able to put views clearly to others without reverting to violence or confrontation	
			Is able to resolve differences without reverting to violence or confrontation	
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to control what he/she does and says when he/she gets upset or mad	
			Is able to work through and solve problems	
			Is able to set goals and work towards them	
			Is able to prioritise activities and manage time in order to meet deadlines	
			Is able to follow instructions	
			Is able to work effectively on a task on his/ her own	
			Is able to work effectively in a team	
			Is able to stick at tasks - even ones that he/she does not enjoy - to get them done on time	
			Is able to work out how to do a task and set things up to so that he/she can complete it	
			Is able to take initiative and manage him/herself to get a task done	
		School Attachment/ Retention	Is able to take on a leadership role in a group	
			Is able to manage difficult relationships	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
CONTROL	LEARNING EXPERIENCES	Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to work through and solve problems	
			Is able to set goals and work towards them	
			Is able to prioritise activities and manage time in order to meet deadlines	
			Is able to follow instructions	
			Is able to work effectively on a task on his/ her own	
			Is able to work effectively in a team	
			Is able to stick at tasks - even ones that he/she does not enjoy - to get them done on time	
			Is able to work out how to do a task and set things up to so that he/she can complete it	
			Is able to take initiative and manage him/herself to get a task done	
			Is able to take on a leadership role in a group	
		School Attachment/ Retention	Is able to manage difficult relationships	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

Meaning at Hands On Learning

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
MEANING	SENSE OF PURPOSE	Intra-personal Skills - Being Self Aware	Is able to stick at things or see things through	
		Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to set goals and work towards them	
			Is able to prioritise activities and manage time in order to meet deadlines	
			Is able to follow instructions	
			Is able to work out how to do a task and set things up to so that he/she can complete it	
			Is able to take initiative and manage him/herself to get a task done	
		School Attachment /Retention	Has a positive attitude towards school	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
MEANING	RELEVANCE	Self-Management Skills - Being able to Self Regulate, Manage Emotions, Has Coping Skills	Is able to set goals and work towards them	
			Is able to prioritise activities and manage time in order to meet deadlines	
			Is able to follow instructions	
			Is able to work out how to do a task and set things up to so that he/she can complete it	
			Is able to take initiative and manage him/herself to get a task done	
		Basic Literacy & Numeracy Skills	Is able to read and understand written instructions	
			Is able to write basic work reports or correspondence	
			Is able to do basic maths	
		School Attachment /Retention	Has a positive attitude towards school	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

CCM concept	Agreed mid-level concept	HOL rationale (here used as 'objective')	HOL Question / Measure Measure = Leichardt scale: No Definitely Not; A Little; Somewhat; Mostly; Yes all the time?	HOL term data spreadsheet.
MEANING	VALUE	School Attachment/Retention	Has a positive attitude towards school	
			Attends school regularly	
			Avoids or stays away from school whenever he/she can	
			Pays attention in class or does not disrupt class	
			Puts an effort into class or appears motivated to learn	
			Has a strong work ethic	

Primary Tool: HOL term data spreadsheet. Purpose: used to track progress of whole student cohort beginning and end of year. This tool involves quantitative measures and is, filled in by staff principally to track the kinds of outcomes that external audiences understand and seek.

Appendix 2: CCM concepts aligned with examples of Beacon objectives and measures

Connection at Beacon

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONNECTION	RELATE	School engagement	How do you feel about school? (positive change between pre and post) How often did you attend school this year? (positive change between pre and post)	2013 Pre & Post program surveys
		Understanding of jobs and pathways	Learn more about the industry you want to work in Find a job you would definitely like to do/Find an organisation you would like to work in Has today changed your ideas about this industry? Were you interested in working in this industry before? Are you interested in working in this industry now?	Activity evaluation
		General operational questions	If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it	Activity evaluation

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONNECTION	COMMUNICATE	Understanding of jobs and pathways	Has today changed your ideas about this industry? Were you interested in working in this industry before? Are you interested in working in this industry now?	Activity evaluation
		General operational questions	If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it	Activity evaluation

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONNECTION	TRUST	School engagement	How do you feel about school? (positive change between pre and post) How often did you attend school this year? (positive change between pre and post)	2013 Pre & Post program surveys
		Educational engagement	Realise that what you learn at school is relevant to work Realise that school can help you set up your future Feel more confident about entering further education/training	Activity evaluation
		Understanding of jobs and pathways	Find a job you would definitely like to do/Find an organisation you would like to work in	Activity evaluation
		General operational questions	If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it	Activity evaluation

Control at Beacon

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONTROL	CONFIDENCE	Attitudinal, this was added for attitudinal research and we were not intending to measure this as an outcome but it has been used in this way a little.	How confident do you feel about: Entering further education or training	This set was 2013 post program only (not matched pre and post)
			How confident do you feel about: Finding a job you would be suited to	
			How confident do you feel about: Knowing how you would be expected to behave in the workplace	
			How confident do you feel about: Entering the workforce	
			How confident do you feel about: Your future in general	
		Self Confidence/ aspirations	Do you think this program helped you to: Be more confident about yourself	Activity evaluation
		Educational engagement	Do you think this program helped you to: Realise that school can help you set up your future	Activity evaluation
			Do you think this program helped you to: Be more successful at school	
			Do you think this program helped you to: Feel more confident about entering further education/ training	
		Workforce readiness	Do you think this program helped you to: Feel more confident about the interview process?	Activity evaluation
			Do you think this program helped you to: Feel more confident about entering the workforce	
			Do you think this program helped you to: Increase your chances of getting a job	

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONTROL	SKILLS	Skills development – this section was new last year and was not closely matched to indicators.	Have you done any activities at school this year that helped you to think about: Different jobs you might be able to do	This set was 2013 post program only (not matched pre and post)
			Have you done any activities at school this year that helped you to think about: Different ways you can enter the workforce	
			Have you done any activities at school this year that helped you to think about: The kinds of jobs that will be available in the future	
		Workforce readiness	Do you think this program helped you to: Feel more confident about the interview process?	Activity evaluation
		General operational questions	Did you learn something new at the program?	Activity evaluation

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
CONTROL	LEARNING EXPERIENCES	Better career plan	Where are you at in your career planning? (positive change between pre and post)	2013 Pre & Post program surveys
		Skills development – this section was new last year and was not closely matched to indicators.	Have you done any activities at school this year that helped you to think about: Different jobs you might be able to do	This set was 2013 post program only (not matched pre and post)
			Have you done any activities at school this year that helped you to think about: Different ways you can enter the workforce	
			Have you done any activities at school this year that helped you to think about: The kinds of jobs that will be available in the future	
		Attitudinal, this was added for attitudinal research and we were not intending to measure this as an outcome but it has been used in this way a little.	How confident do you feel about: Knowing how you would be expected to behave in the workplace	This set was 2013 post program only (not matched pre and post)
		Self Confidence/aspirations	Do you think this program helped you to: Be more confident about yourself	Activity evaluation
		Educational engagement	Do you think this program helped you to: Realise that school can help you set up your future	Activity evaluation
			Do you think this program helped you to: Be more successful at school	
			Do you think this program helped you to: Feel more confident about entering further education/ training	
		Workforce readiness	Do you think this program helped you to: Feel more confident about the interview process?	Activity evaluation
			Do you think this program helped you to: Feel more confident about entering the workforce	
			Do you think this program helped you to: Increase your chances of getting a job	
		Understanding of jobs and pathways	Do you think this program helped you to: Learn more about the industry you want to work in	Activity evaluation
			Do you think this program helped you to: Get a better idea of what employers want/expect	
		General operational questions	How helpful has the program/today been for you?	Activity evaluation

Meaning at Beacon

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
MEANING	SENSE OF PURPOSE	School engagement	How do you feel about school? (positive change between pre and post)	2013 Pre & Post program surveys
		Aspirations	What do you think you will do over the next few years?/ What do you think you will do after year 12?/ What do you plan to do after your gap year? (same question, just depends on their year level and whether or not they said they want to do a gap year) (positive change between pre and post – grouped into “positive” and “risky” pathways only)	2013 Pre & Post program surveys
		Better career plan	Where are you at in your career planning? (positive change between pre and post)	2013 Pre & Post program surveys
		Skills development – this section was new last year and was not closely matched to indicators.	Have you done any activities at school this year that helped you to think about: Different jobs you might be able to do	This set was 2013 post program only (not matched pre and post)
		Attitudinal, this was added for attitudinal research and we were not intending to measure this as an outcome but it has been used in this way a little.	How confident do you feel about: Finding a job you would be suited to How confident do you feel about: Your future in general	This set was 2013 post program only (not matched pre and post)
		Self Confidence/ aspirations	Discover more about yourself Think about options for your future that you might not have thought about before	Activity evaluation
		Educational engagement	Realise that what you learn at school is relevant to work Realise that school can help you set up your future	Activity evaluation
		Understanding of jobs and pathways	Learn more about the industry you want to work in Find a job you would definitely like to do/Find an organisation you would like to work in Were you interested in working in this industry before? Are you interested in working in this industry now?	Activity evaluation
		General operational questions	If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it Please tell us what you might do differently now/after today/in the future	Activity evaluation

Primary tool used here: Principally Pre and post program survey 2013, used with 14000 students, and activity evaluations where marked.

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
MEANING	RELEVANCE	School engagement	How do you feel about school? (positive change between pre and post)	2013 Pre & Post program surveys
		Skills development – this section was new last year and was not closely matched to indicators.	Have you done any activities at school this year that helped you to think about: Different jobs you might be able to do	This set was 2013 post program only (not matched pre and post)
			Have you done any activities at school this year that helped you to think about: Different ways you can enter the workforce	
			Have you done any activities at school this year that helped you to think about: The kinds of jobs that will be available in the future	
		Self Confidence/ aspirations	Think about options for your future that you might not have thought about before	Activity evaluation
		Educational engagement Educational engagement	Realise that what you learn at school is relevant to work	Activity evaluation
			Realise that school can help you set up your future	Activity evaluation
		Understanding of jobs and pathways	Learn more about the industry you want to work in	Activity evaluation
			Find a job you would definitely like to do/Find an organisation you would like to work in	
		General operational questions	Did you learn something new at the program?	Activity evaluation
			Was the information you learnt relevant to you?	
			Was the program well delivered?	
			If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it	
			How helpful has the program/today been for you?	
			Please tell us what you might do differently now/after today/in the future	

CCM concept	Agreed mid-level concept	Beacon Objectives	Beacon Question / Measure	Beacon Tool
MEANING	VALUE	School engagement	How do you feel about school? (positive change between pre and post)	2013 Pre & Post program surveys
		Skills development – this section was new last year and was not closely matched to indicators	Have you done any activities at school this year that helped you to think about: Different jobs you might be able to do	This set was 2013 post program only (not matched pre and post)
			Have you done any activities at school this year that helped you to think about: Different ways you can enter the workforce	
			Have you done any activities at school this year that helped you to think about: The kinds of jobs that will be available in the future	
		Self Confidence/ aspirations	Discover more about yourself	Activity evaluation
			Be more confident about yourself	
			Think about options for your future that you might not have thought about before	
		Educational engagement	Realise that what you learn at school is relevant to work	Activity evaluation
			Realise that school can help you set up your future	
		Understanding of jobs and pathways	Find a job you would definitely like to do/Find an organisation you would like to work in	Activity evaluation
			Has today changed your ideas about this industry?	
			Were you interested in working in this industry before?	
			Are you interested in working in this industry now?	
		General operational questions	Did you learn something new at the program?	Activity evaluation
			Was the information you learnt relevant to you?	
			Was the program well delivered?	
			If you found a job through the program that you would definitely like to do please tell us what it is and why you want to do it	
			How helpful has the program/today been for you?	

Appendix 3: CCM concepts aligned with examples of SEAAC objectives and measures

Connection at SEAAC

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / measure	SEAAC Tool
CONNECTION	RELATE	B/ PERSONAL WELLBEING Relationships	Number of programs/events	Program records
			Number of attendees at events	
			New friendships have been created which creates a greater sense of inclusion and aids the settlement process for young people.	Outcomes reported in commentary form to Vic Gov (OSCAR)
			The linking of young people between schools, in particular from Noble Park English Language School and mainstream government schools through group work and the SEAAC camp helped to provide a sense of continuity and safety when preparing for the transition from English school onwards	
			SEAAC's skilled workers under the SGP project, in the area of support and engagement with young people from refugee background, has provided our clients with reliable and safe place to go for support and help in times of need.	
			15/20 students agree that the best thing about the homework program is getting to learn English, getting help from tutors who provide great assistance and tips to guide students to more steady paths. Amongst other things, meeting new friends	Homework programme survey
		B/ PERSONAL WELLBEING Self-Esteem	Q25 I have a high level of self esteem..... (needs a better question) Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Mental Health Self-Esteem	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
			As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form to Vic Gov (OSCAR)
		C/ SOCIAL PARTICIPATION English proficiency Participation in education and training	Number of young people attending homework program 15/20 students agree that the best thing about the homework program is getting to learn English, getting help from tutors who provide great assistance and tips to guide students to more steady paths. Amongst other things, meeting new friends, learning new things and improving English are other best aspect of the homework program. Out of 20 students 17 students are satisfied with the help they get at the homework program. 16/20 students agree that their level of understanding English and other subjects has improved since coming to homework program.	Program records Results from Homework Program Survey
		C/ SOCIAL PARTICIPATION Participation in community life e.g. sports and recreation	29. I have a supportive group of friends and people around me Y/N 4 young people attended the session who found it very informative and gave them a better understanding of how to be safe while at the beach.	Settlement Framework Questionnaire Outcomes reported in commentary form to Vic Gov (OSCAR)
		C/ SOCIAL PARTICIPATION Citizenship	New friendships have been created which creates a greater sense of inclusion and aids the settlement process for young people. Following a group information session, one Afghan client independently approached SEAAC caseworker to volunteer his time at SEAAC to assist with any	Outcomes reported in commentary form to Vic Gov (OSCAR)

CONNECTION	RELATE		administrative tasks in order to gain more skills and knowledge	
		D/ INDEPENDENCE	1/ Number of 'Living in Australia' Workshops Held	Program records
		Access to transport Access and use of community and government services Ability to make life choices Gender equality	As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form to Vic Gov (OSCAR)
		D/ INDEPENDENCE	2/ Number of participants attending the workshops	Program records
		Access to transport Access and use of community and government services Source of income Ability to make life choices Gender equality		
		D/ INDEPENDENCE	3/ Number of referrals of clients to other agencies	Program records
		Access and use of community and government services Source of income		

CCM concept	Agreed mid-level concepts	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / measure	SEAAC Tool
CONNECTION	COMMUNICATE	B/ PERSONAL WELLBEING Relationships	Number of programs/events	Program records
			Outcomes reported in commentary form New friendships have been created which creates a greater sense of inclusion and aids the settlement process for young people.	Outcomes reported in commentary form
			SEAAC's skilled workers under the SGP project, in the area of support and engagement with young people from refugee background, has provided our clients with reliable and safe place to go for support and help in times of need.	Outcomes reported in commentary form
		B/ PERSONAL WELLBEING Self-Esteem	15/20 students agree that the best thing about the homework program is getting to learn English, getting help from tutors who provide great assistance and tips to guide students to more steady paths. Amongst other things, meeting new friends	Homework programme survey
			25 I have a high level of self esteem..... (needs a better question) Y/N	Settlement Framework questionnaire
			One of the successful outcomes from the "My Self – Self Esteem" workshop was a young girl participating in SEAAC's refugee week celebration who recited a poem on "Refugees" with confidence and a passion to speak for all refugees on their behalf.	Outcomes reported in commentary form
		B/ PERSONAL WELLBEING Mental Health Self-Esteem	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
			As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form
		C/ SOCIAL PARTICIPATION English proficiency Participation in education and training	15/20 students agree that the best thing about the homework program is getting to learn English, getting help from tutors who provide great assistance and tips to guide students to more steady paths. Amongst other things, meeting new friends, learning new things and improving English are other best aspect of the homework program. Out of 20 students 17 students are satisfied with the help they get at the homework program. 16/20 students agree that their level of understanding English and other subjects has improved since coming to homework program.	Results from Homework Program Survey
			29 I have a supportive group of friends and people around me Y/N	Settlement Framework Questionnaire
		D/ INDEPENDENCE Access to transport Access and use of community and government services Ability to make life choices Gender equality	4 young people attended the session who found it very informative and gave them a better understanding of how to be safe while at the beach.	Outcomes reported in commentary form
			1/ Number of 'Living in Australia' Workshops Held 2/ Number of participants attending the workshops	Program records Program records
		D/ INDEPENDENCE Access and use of community and government services Source of income	Young people are now well informed about services in their local areas and will be able to inform their peers about services available. This also includes information that has been provided regarding the legal system and personal health, dispelling myths that can often circulate amongst young people.	Outcomes reported in commentary form
			3/ Number of referrals of clients to other agencies	Program records

CONNECTION	COMMUNICATE	D/ INDEPENDENCE Ability to make life choices	28 I am able to resist negative peer pressure and dangerous situations	Settlement Framework questionnaire
		D/ INDEPENDENCE Source of income – potential but not proof Ability to make life choices Gender equality	Young people have gained leadership training in order to represent the school in various cultural events and celebrations to take the lead on organising and planning tasks.	Outcomes reported in commentary form

CCM concept	Agreed mid-level concepts	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / measure	SEAAC Tool
CONNECTION	TRUST	B/ PERSONAL WELLBEING Self-Esteem	25 I have a high level of self esteem..... (needs a better question) Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Mental Health	26 I believe my life has a purpose Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Mental Health Self-Esteem	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
			As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form
		B/ PERSONAL WELLBEING Relationships	SEAAC's skilled workers under the SGP project, in the area of support and engagement with young people from refugee background, has provided our clients with reliable and safe place to go for support and help in times of need.	Outcomes reported in commentary form
			The linking of young people between schools, in particular from Noble Park English Language School and mainstream government schools through group work and the SEAAC camp helped to provide a sense of continuity and safety when preparing for the transition from English school onwards	Outcomes reported in commentary form
			15/20 students agree that the best thing about the homework program is getting to learn English, getting help from tutors who provide great assistance and tips to guide students to more steady paths. Amongst other things, meeting new friends	Homework programme survey
		C/ SOCIAL PARTICIPATION Participation in community life e.g. sports and recreation	29 I have a supportive group of friends and people around me Y/N	Settlement Framework Questionnaire
			4 young people attended the session who found it very informative and gave them a better understanding of how to be safe while at the beach.	Outcomes reported in commentary form
		C/ SOCIAL PARTICIPATION Citizenship	New friendships have been created which creates a greater sense of inclusion and aids the settlement process for young people.	Outcomes reported in commentary form
		D/ INDEPENDENCE Access and use of community and government services Source of income	3/ Number of referrals of clients to other agencies	Program records
		D/ INDEPENDENCE Ability to make life choices	28 I am able to resist negative peer pressure and dangerous situations 24 I have control over the things that happen to me Y/N	Settlement Framework questionnaire
		D/ INDEPENDENCE Access and use of community and government services Ability to make life choices Gender equality	As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY	As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form

Control at SEAAC

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
CONTROL	SKILLS	A/ ECONOMIC WELLBEING	8 I am employed in part time work Y/N	Settlement Framework questionnaire
		Employment	9 I am employed in full time work Y/N	
		Circumstances	The result of this workshop was a greater awareness and understanding of how to manage personal finances, find employment and to care for oneself under challenging circumstances	Outcomes reported in commentary form
		Level of Income		
		Level of debt		
		Job satisfaction		
		D/ INDEPENDENCE	1/ Number of 'Living in Australia' Workshops Held	Program record
		Access and use of community and government services	2/ Number of participants attending the workshops	Program record
		Ability to make life choices		
		D/ INDEPENDENCE	24 I have control over the things that happen to me Y/N	Settlement Framework questionnaire
		Ability to make life choices	4 young people attended the session who found it very informative and gave them a better understanding of how to be safe while at the beach.	Outcomes reported in commentary form
		Gender equality		
		D/ INDEPENDENCE	Young people are now well informed about services in their local areas and will be able to inform their peers about services available. This also includes information that has been provided regarding the legal system and personal health, dispelling myths that can often circulate amongst young people.	Outcomes reported in commentary form
		Access and use of community and government services		
		Ability to make life choices	As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	
		Gender equality		
		D/ INDEPENDENCE	Young people have gained leadership training in order to represent the school in various cultural events and celebrations to take the lead on organising and planning tasks.	Outcomes reported in commentary form
		Access and use of community and government services		
		Ability to make life choices		
		E/ LIFE	The forum on racial bullying Through the use of role-play, young people were then able to identify appropriate methods for reacting to taunts of racism and the importance of thinking through our actions to ensure we all treat those around us with respect and dignity	Outcomes reported in commentary form
		SATISFACTION AND BEING CONNECTED TO THE COMMUNITY		
		Sense of belonging in Australia	As a result of the Multipride sessions young people from various ethnic backgrounds have a greater respect and awareness to the 'other' and are committed to changing the school culture to create a more harmonious environment for all.	Outcomes reported in commentary form
		Sense of being treated well by the local community		
		Level of discrimination and cultural religious expression		

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
CONTROL	LEARNING EXPERIENCES	A/ ECONOMIC WELLBEING Employment Circumstances Level of Income Level of debt	1/ Number of employment workshops held	Program record
			2/ Number of participants attending the workshops	Program record
		A/ ECONOMIC WELLBEING Employment Circumstances Level of Income Level of debt Job satisfaction	8 I am employed in part time work Y/N 9 I am employed in full time work Y/N	Settlement Framework questionnaire
			The result of this workshop was a greater awareness and understanding of how to manage personal finances, find employment and to care for oneself under challenging circumstances	Outcomes reported in commentary form
		A/ ECONOMIC WELLBEING Employment Circumstances	One young person was also assisted to apply to the Navy Boot camp but was unsuccessful as he was over the age limit.	Outcomes reported in commentary form
		D/ INDEPENDENCE Access and use of community and government services Ability to make life choices	1/ Number of 'Living in Australia' Workshops Held 2/ Number of participants attending the workshops 3/ Number of referrals of clients to other agencies Young people have gained leadership training in order to represent the school in various cultural events and celebrations to take the lead on organising and planning tasks.	Program record Outcomes reported in commentary form
		D/ INDEPENDENCE Ability to make life choices Gender equality	4 young people attended the session who found it very informative and gave them a better understanding of how to be safe while at the beach.	Outcomes reported in commentary form
		D/ INDEPENDENCE Access and use of community and government services Ability to make life choices Gender equality	Young people are now well informed about services in their local areas and will be able to inform their peers about services available. This also includes information that has been provided regarding the legal system and personal health, dispelling myths that can often circulate amongst young people. As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	Outcomes reported in commentary form Outcomes reported in commentary form
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia Level of discrimination and cultural religious expression	16 I receive support from three or more non-parent adults Y/N	Settlement Framework questionnaire
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia Level of discrimination and cultural religious expression	there was a healthy interaction between young people who were also thrilled to have learnt a new perspective for viewing the cultural context of their peers and school community The forum on racial bullying Through the use of role-play, young people were then able to identify appropriate methods for reacting to taunts of racism and the importance of thinking through our actions to ensure we all treat those around us with respect and dignity As a result of the Multipride sessions young people from various ethnic backgrounds have a greater respect and awareness to the 'other' and are committed to changing the school culture to create a more harmonious environment for all.	Outcomes reported in commentary form

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
CONTROL	CONFIDENCE	A/ ECONOMIC WELLBEING Employment	10 I believe I am in the best job for my ability Y/N/Not applicable	Settlement Framework questionnaire
		Circumstances	The result of this workshop was a greater awareness and understanding of how to manage personal finances, find employment and to care for oneself under challenging circumstances	Outcomes reported in commentary form
		Level of Income		
		Level of debt		
		Job satisfaction	3/ Number of referrals of clients to other agencies	Program record
		D/ INDEPENDENCE Ability to make life choices	28 I am able to resist negative peer pressure and dangerous situations	Settlement Framework questionnaire
		Gender equality	24 I have control over the things that happen to me Y/N	
		D/ INDEPENDENCE Access and use of community and government services	Young people are now well informed about services in their local areas and will be able to inform their peers about services available. This also includes information that has been provided regarding the legal system and personal health, dispelling myths that can often circulate amongst young people.	Outcomes reported in commentary form
		Ability to make life choices	As a result of the Noble Park school program we have seen approximately 30% of participants take up the opportunities offered by SEAAC and access local services that have increased their connectivity with the local community and enhanced their self-esteem and confidence to approach new experiences	
		Gender equality		
		D/ INDEPENDENCE Access and use of community and government services	Young people have gained leadership training in order to represent the school in various cultural events and celebrations to take the lead on organising and planning tasks.	Outcomes reported in commentary form
		Ability to make life choices		
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia	28 I feel that I fit in in Australia, that I belong here now Y/N	Settlement Framework questionnaire
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia	15 My family life provides a high level of support and love Y/N	Settlement Framework questionnaire
		Level of discrimination and cultural religious expression		

Meaning at SEAAC

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
MEANING	SENSE OF PURPOSE	A/ ECONOMIC WELLBEING	8 I am employed in part time work Y/N	Settlement Framework questionnaire
		Employment	9 I am employed in full time work Y/N	
		Circumstances	10 I believe I am in the best job for my ability Y/N/Not applicable	
		Job satisfaction		
		Satisfaction with accommodation		
		A/ ECONOMIC WELLBEING	The result of this workshop was a greater awareness and understanding of how to manage personal finances, find employment and to care for oneself under challenging circumstances	Outcomes reported in commentary form
		Employment		
		Circumstances		
		B/ PERSONAL WELLBEING	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
		Mental Health		
		Self-Esteem		
		B/ PERSONAL WELLBEING	26 I believe my life has a purpose Y/N	Settlement Framework questionnaire
		Mental Health		
		Self-Esteem		
		Relationships	The linking of young people between schools, in particular from Noble Park English Language School and mainstream government schools through group work and the SEAAC camp helped to provide a sense of continuity and safety when preparing for the transition from English school onwards	Outcomes reported in commentary form
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY	19 Other community groups I belong to provide a caring encouraging environment Y/N	Settlement Framework questionnaire
		Sense of belonging in Australia	There was a healthy interaction between young people who were also thrilled to have learnt a new perspective for viewing the cultural context of their peers and school community	Outcomes reported in commentary form
		Sense of being treated well by the local community	The forum on racial bullying Through the use of role-play, young people were then able to identify appropriate methods for reacting to taunts of racism and the importance of thinking through our actions to ensure we all treat those around us with respect and dignity	
		Level of discrimination and cultural religious expression	As a result of the Multipride sessions young people from various ethnic backgrounds have a greater respect and awareness to the 'other' and are committed to changing the school culture to create a more harmonious environment for all.	

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
MEANING	RELEVANCE	B/ PERSONAL WELLBEING Mental Health Self-Esteem Relationships	25 I have a high level of self esteem..... (needs a better question) 26 I believe my life has a purpose Y/N The linking of young people between schools, in particular from Noble Park English Language School and mainstream government schools through group work and the SEAAC camp helped to provide a sense of continuity and safety when preparing for the transition from English school onwards	Settlement Framework questionnaire Outcomes reported in commentary form
		B/ PERSONAL WELLBEING Mental Health Self-Esteem	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Relationships	Outcomes reported in commentary form SEAAC's skilled workers under the SGP project, in the area of support and engagement with young people from refugee background, has provided our clients with reliable and safe place to go for support and help in times of need.	
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia Sense of being treated well by the local community Level of discrimination and cultural religious expression	28I feel that I fit in in Australia, that I belong here now Y/N 15My family life provides a high level of support and love Y/N 16 I receive support from three or more non-parent adults Y/N 17 I know my neighbours and they are kind to me Y/N 18 School or college provides a caring encouraging environment Y/N 19 Other community groups I belong to provide a caring encouraging environment Y/N there was a healthy interaction between young people who were also thrilled to have learnt a new perspective for viewing the cultural context of their peers and school community The forum on racial bullying Through the use of role-play, young people were then able to identify appropriate methods for reacting to taunts of racism and the importance of thinking through our actions to ensure we all treat those around us with respect and dignity As a result of the Multipride sessions young people from various ethnic backgrounds have a greater respect and awareness to the 'other' and are committed to changing the school culture to create a more harmonious environment for all.	Settlement Framework questionnaire Outcomes reported in commentary form

CCM concept	Agreed mid-level concept	SEAAC KEY OBJECTIVES (settlement dimensions and key indicators)	SEAAC Question / Measure	SEAAC Tool
MEANING	VALUE	A/ ECONOMIC WELLBEING Employment Circumstances Job satisfaction Satisfaction with accommodation	8 I am employed in part time work Y/N 9 I am employed in full time work Y/N 10 I believe I am in the best job for my ability Y/N/Not applicable	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Mental Health Self-Esteem Relationships	25 I have a high level of self esteem..... (needs a better question) 26 I believe my life has a purpose Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Mental Health Self-Esteem	27. I am optimistic about my future Y/N	Settlement Framework questionnaire
		B/ PERSONAL WELLBEING Self-Esteem	One of the successful outcomes from the “My Self – Self Esteem” workshop was a young girl participating in SEAAC’s refugee week celebration who recited a poem on “Refugees” with confidence and a passion to speak for all refugees on their behalf.	Outcomes reported in commentary form
		E/ LIFE SATISFACTION AND BEING CONNECTED TO THE COMMUNITY Sense of belonging in Australia Sense of being treated well by the local community Level of discrimination and cultural religious expression	28I feel that I fit in in Australia, that I belong here now Y/N 15My family life provides a high level of support and love Y/N 16 I receive support from three or more non-parent adults Y/N 17 I know my neighbours and they are kind to me Y/N 18 School or college provides a caring encouraging environment Y/N 19 Other community groups I belong to provide a caring encouraging environment Y/N	Settlement Framework questionnaire
			there was a healthy interaction between young people who were also thrilled to have learnt a new perspective for viewing the cultural context of their peers and school community The forum on racial bullying Through the use of role-play, young people were then able to identify appropriate methods for reacting to taunts of racism and the importance of thinking through our actions to ensure we all treat those around us with respect and dignity As a result of the Multipride sessions young people from various ethnic backgrounds have a greater respect and awareness to the ‘other’ and are committed to changing the school culture to create a more harmonious environment for all.	Outcomes reported in commentary form

Primary tool used here: Performance report through OSCAR

(Online Settlement Client Activity Report) For Department of Immigration and Citizenship – used annually until this year. Purpose: used to track progress annually. This tool involves a sequenced combination of quantitative and qualitative measures and reporting and is filled in by staff. There are spaces for short narratives in most sections asking questions like: ‘expected outcomes’ and ‘actual outcomes - what difference has this activity made for clients?’