

Changes to Term 2 activity and reporting

In the new environment of Term 2, many hub leaders are finding ways to offer support to their community remotely. As a result, Community Hubs Australia (CHA) is making some changes and will adapt our reporting requirements for the Term.

To ensure expectations are clear, we have outlined below the changes and what will be overseen and managed by CHA and what will be the responsibility of hub leaders and/or support coordinators.

a. Changes to childminding

Childminding funding provided by the Office for Women is for the specific purpose of supporting women to access English and skills training programs to support their pathway to employment. As hubs will be run 'virtually' for Term 2, and possibly further if the Government requires it, we will hold the funds and distribute them to each hub once they are operating from the school again.

b. Hub Central

This is a new resource, outlined in our email to you on 30 April 2020. CHA will:

- collect data on who logs in to Hub Central, how long they engage with resources on the site and what resources or content they engage with the most
- review the feedback submitted online by hub leaders on content and through the 'help desk' functionality.

Hub leaders should:

- use the rating system and provide feedback and comments on resources and items posted and shared via Hub Central
- feel reassured that, due to privacy requirements, no personal information regarding their usage of Hub Central is monitored.

Important: changes specifically for hub leaders (with support from support coordinators)

1. Entering data into the portal

Currently, all hubs are expected to populate the portal each term with their hub timetable and attendances at hub activities. **The 'number of families engaged' should also be reported under the Referrals tab.**

- Where attendance data can be collected, including the number of adults or children participating in each session, we would like this reported in the portal. For example, if you are running a session via a communication platform like Zoom or WebEx, you can count the number of participants who have logged in.
- Some hubs will distribute activity packs in the mail. If you are distributing packs to hub families, please enter this activity in the portal and note the number of kits distributed.
- Some facilitators or hub leaders will connect one to one with hub families to support English, Coffee and Chat or Health and Wellbeing. Where possible, use the portal to report the number of engagements with individuals or families. For example, Week One – Coffee and Chat – 15 adults. This shows that the hub leader has 'checked in' on 15 adults in that session. If the same adult or child attends another session, their attendance should be counted each time, at each activity or engagement.

2. Completing English evaluations

Currently, most hubs have funding to run conversational English classes. We have been collecting evaluations at the end of each term about participation, demographics of participants and the level of English being delivered e.g. beginner, intermediate or advanced.

We expect that participation data will continue to be collected. This should be reported in the portal. We would also like information about the method used by each hub to deliver English e.g. one to one phone conversations, posting material to families.

Additional information may be collected by facilitators or partner organisations who are supporting the delivery of English. To avoid duplication, we ask you to share these evaluation reports with CHA at the end of Term 2.

3. Completing the Rapid Review - by 10 July 2020

In the past, at the end of Terms 1, 2 and 4, hub leaders have been asked to complete a Rapid Review reflecting on the quality of programs delivered across the Term. This is a brief document completed online with a series of questions about a program category. Considering the new working arrangements for Term 2, we would like all hub leaders to reflect on what they delivered, the quality of the programs, any issues encountered and what they have learnt from the experience of delivering hub programs remotely.

The reporting template will be a survey and will comprise questions including:

- How many families did you engage online?
- How many families did you engage otherwise?
- What methods were used to engage with families?
- Of the four content categories featured on Hub Central, which content did you refer to?
- What additional programs did you run? Explain why and how you ran these programs.
- What worked well / what didn't / what would you change next time?
- What were the barriers to engagement?
- What has surprised you about engaging virtually with hub participants?
- Is there anything else you have done that we could learn from?

Important: changes specifically for support coordinators (with input from hub leaders)

1. Compiling qualitative information with hub leaders

Support coordinators are responsible for compiling a qualitative report each term, currently reflecting on the following categories from their region which they oversee:

- Highlights
- Challenges
- Opportunities
- Learnings

A new template for this reporting will be developed over the next month together with support coordinators. It's an opportunity to provide reflections from the support agencies in supporting hubs to provide quality, coordination and support a collaborative network. The report will also capture localised issues which might impact the hub environment as well as celebrating success and achievement.