

Multi-year Community Impact Grants

Appendix 1 – Hypothetical Case Studies

The following hypothetical project snapshots provide an example of the sorts of projects which could be eligible for funding.

- **An Adelaide-based migrant service organisation** and a social services organisation team up with a local high school to test a peer support program, where high school students and their parents in Unley are paired with students from migrant backgrounds. This promotes social inclusion, sharing of cultures, shared understandings and new friendships. They are provided with \$10,000 to appoint a coordinator one day a week, who works with the partners to set up the program, induct participants, and process the initial expressions of interest. After year 1, the partners remodel the program to have more structure, based on what worked and what didn't. In Year 2, meetings of the two families/ students are modelled around homework support, weekend activities, or sharing of a meal. Students are invited to share their experiences at their respective assemblies, and the program grows. Year 3 sees the program develop further, with key 'lessons for success'. Past families of the program are asked to become volunteers to promote the program, and to work with the partners to ensure seamless 'family matching'. The program becomes the subject of numerous SACE Stage 2 Research Projects. A portion of the Year 3 funding goes towards evaluation, which forms the basis for applying for more sustainable funding from the Australian Government.
- **A local Neighbourhood Watch group** agrees that mental health promotion is lacking in the City of Unley and an issue that affects us all in the community. They approach a mental health peak body to develop a local social media and advertising campaign. They apply for \$7,000 over three years to engage a designer, and ask for the City of Unley's in kind assistance to help with promotion. Volunteers coordinate the distribution of material. Local people are featured in the campaign, and residents are asked to become ambassadors to consider putting a corflute or other on to their own fence with positive messages e.g. 'you can share your thoughts with me' or 'let's talk. I've been through hard times too'. Every year the focus of the campaign is changed. Whilst the campaign does not last beyond three years, it is deemed a successful media campaign. However, further projects develop out of strong partnerships formed amongst the partners.
- **A youth services organisation** partners with one of Unley's main street trader associations, to assist a cohort of young people to develop leadership and business skills. Grant funding supports the appointment of a coordinator who works to match job seekers with local business leaders to develop a mentorship arrangement. Young people are mentored for a year through an arrangement negotiated between them, and the coordinator organises monthly leadership and business seminars for the young people. The program directs young people keen to develop their own business, into the New Employment Incentive Scheme



run by the Commonwealth Government. For others, it provides insight into the sort of industry they might like to receive further training in e.g. marketing. The program provides important life experience as well as work experience for participant's resumes. Year 2 sees some of Year 1's mentees providing a volunteer advisory role to further develop the program. Another main street trader becomes involved due to the success of the program, allowing the year 2 cohort to grow to thirty participants. Year 3 sees the seminar program refined and an opportunity for Year 1 and 2 participants to attend seminars, explain their life trajectories thus far, and support the new cohort. By the end of Year 3 a number of young people decide to form a community association to run the program themselves. The coordinator supports the young people in the process of becoming an association and applying for State Government grants.

- **A local folk and percussion band** have members with Music Therapy qualifications and want to work with children with learning difficulties and special needs such as Attention Deficit Disorder. They have piloted a technique using percussion instruments which when used as part of a child's school day, has the potential to calm the child and refocus their attention. They partner with a large primary school in the area to submit a grant application which pays for tutors and a researcher's time to pilot several group sessions per week. As it is a pilot program, the band members use the evidence collected by the researcher to refine their approach as the year progresses. They seek feedback from the teachers of the children as well as the children itself. Year 2 of the program sees the band members partner with the local schools partnership to pitch their refined program and deliver it to one more school in the area. The researcher continues to collect evidence and data using both quantitative and qualitative methods. They coordinate an end of year concert for the local carols event. In Year 3, the band members work with the school's involved to develop a 'train the trainer' program so that teachers feel comfortable continuing with the therapy by themselves. They also develop a number of resources and Youtube videos which can be used by the children in self-directed sessions. Evidence collected over the three years forms part of two academic papers. The band members decide to form a business which allows them to spread their therapy program throughout South Australia on a fee for service model. Many local schools partnerships engage them as preferred service providers.
- **A local sustainability group** want to encourage more native plants in gardens for bees and butterflies and foster the community wellbeing aspects of gardening. Plants don't always grow within one financial year so a multi-year grant will allow better planning and follow through of the project. They partner with a conservation organisation to assist with local seed collection and purchase seedling equipment. They encourage local groups to participate by attending a workshop to plant and then take home to raise the seedlings. A follow up workshop is held where mixed small starter kits are made up to be given to interested Unley residents and groups to grow in their gardens. Year 2 they improve on the project and expand the amount of seedlings. By end of year 3 they have established a project with existing equipment that can attract other funding and/or be supported by charging a small fee to cover costs for the raised seedlings.
- **A state sporting organisation**, in conjunction with a local sports club and an Adelaide-based migrant service organisation enters into a partnership to offer an active recreation program for new residents from migrant backgrounds to the City of Unley. The program includes skills in a range of different sports and recreation activities (such as cricket, football, tennis, etc), as well as information about leading healthy lifestyles, including eating and health checks. The program promotes social inclusion, sharing of cultures and the importance of healthy lifestyles. The partner agencies are provided with \$10,000 to appoint a coordinator one day a week, who works with the partners to set up the program, induct participants, and process the initial expressions of interest. After year 1, the partners redefine the program to offer it to other City of Unley residents who want to learn new skills and meet new people. In Year 2, the program is able to reach further to offer different activities, such as bush walking and orienteering etc., and connect participants with new organisations. Year 3 sees the program develop further, with past participants asked to become volunteers and mentors to promote the program. An evaluation is undertaken in year 3 funding, which forms the basis for applying for more sustainable funding from the private sector, as well as State and Federal Government departments.