



Invitation to tender for an independent evaluation of JFA Purple Orange's Inclusive School Communities Project, funded by the National Disability Insurance Agency (NDIA)

Introduction

JFA Purple Orange is the commissioning organisation. We are a social profit organisation on a mission to create a world where people who live with disability have a fair go at what life has to offer. We listen to, learn from and work alongside people who live with disability to develop policy and practice that makes a difference. Our work is guided by the Model of Citizenship Support.

Further details about JFA Purple Orange and our work is available on our website <https://www.purpleorange.org.au/>

Focus of the evaluation

The evaluation will be of the Inclusive School Communities Project, which is funded by the National Disability Insurance Scheme (NDIS) Information Linkages and Capacity Building (ILC) Jurisdictional Based Grants. The project commenced on 1 July 2018 and will conclude on 30 June 2020.

This brief sets out the nature of the evaluation, the anticipated outputs and the intended outcomes. It should form the basis of your Expression of Interest (EOI) in bidding for the contract. This should set out the methodology of how you will evaluate the success of the project in assessing its impact and achieving outcomes for project stakeholders including students living with disability, schools and school communities.

Your EOI should include the methodology to be employed and the tools needed to gather qualitative and quantitative data such as questionnaires, focus groups, etc. in order to demonstrate the difference that has been made by the project.

Note there is a fixed price of \$10,000 (exclusive of GST) available for the work however options may be discussed for supplementing this funding. Given the evaluation elements are relatively broad; we are interested in EOIs that set out a methodology that can provide best value for this budget in delivering on the evaluation task and evaluation needs. We are happy to discuss the budget and our expectations of the evaluation privately with interested parties. We are also interested in publication of the evaluation.

The project

The Inclusive School Communities Project seeks to increase the capacity of at least 12 schools, primary and secondary, across metropolitan and greater Adelaide to advance inclusion practices in their schools. The project methodology is a 'cascade' community of practice, where a cohort of school leaders (Principals/Deputies and student representatives) with an established track record of inclusion practices and young people living with disability ('Inclusive School Mentors') who carry rich



experiences of their own education journey form a Community of Practice (CoP) to capture good inclusion practices and develop resources applicable to other schools. The first CoP will influence the practice of second cohort of school leaders who are not yet active in relation to inclusion and who will form the second CoP.

JFA Purple Orange hopes this methodology will create sufficient momentum that it develops inbuilt sustainability, rolling out practice to an increasing number of school leaders and their schools in SA.

Purpose of the evaluation

This evaluation will be used to assess progress and impact in meeting the project outcomes. It will be used to highlight the changes, or otherwise, that the project has made to its beneficiaries and other organisations and professionals way of working or understanding. The evaluation will need to draw out the learning from the work, including on the model of delivery and identify best practice for dissemination.

Audience

The report will be used both internally and to promote the effectiveness of the project externally to various stakeholders including the NDIA, Department for Education and Department of Human Services. It will also be used to identify future areas of work for development.

Existing data and reports

We will have progress reports and a final report produced for the NDIA, which will be available to the successful evaluator. Information and data on participating schools will be available, including survey and interview data. We will also be able to facilitate access to steering group members and community-of-practice participants. The successful evaluator will need to contact organisations and professionals that have worked with the project – we will provide contact details and will have informed them of this evaluation.

Evaluation task

The project has specified NDIS ILC Outcomes to gauge the level of impact agreed with its funder, the NDIA. These are related to NDIS ILC priority (at time of funding), and are set out below, as well as the requirements from the evaluation.

Further details about ILC Outcomes is available on the NDIS website
<https://ilctoolkit.ndis.gov.au/outcomes/ilc-outcomes>

Primary ILC Outcome

1. People with disability use and benefit from the same mainstream services¹ as everyone else²
- Activity Outcomes - Primary*

¹ Mainstream education

² E.g., Index for Inclusion (2002)

- a) Positive change in attitudes and culture within mainstream services
- b) Increased knowledge and capability within mainstream services

Secondary ILC Outcome

1. People with disability actively contribute to leading, shaping and influencing their community³

Activity Outcomes - Secondary

- a) Increased connections between all key stakeholders (inc. Mainstream , community and NDIA registered providers of supports)
- b) Increased opportunities for active participation and feelings of belonging in community

Details on how we intend to measure the primary and secondary outcomes are available on request.

Evaluation needs to address and include

- The extent to which the project has achieved the intended outcomes
- The impact and nature of it on users accessing and supported by the project
- Identify any unintended benefits or drawbacks of the project to users, organisations and professionals
- Identify strengths and weaknesses of the approach taken to build the capacity of schools
- If feasible whether this approach has had a differential impact on specific groups (e.g., primary vs secondary schools, physical disability vs autism vs intellectual disability vs sensory impairment)
- Measurable outcomes on level of involvement of students with disability in extra-curricular activities as a measure of belonging
- What could have been done differently
- Describe the extent to and how the project built successful partnerships
- How has the project influenced other organisations and professionals (if at all)
- Provide beneficiary case studies
- Lessons learnt and good practice

Reporting

We will expect a brief interim report plus a draft followed by the final report due mid-2020.

EOI Requirements

Potential bidders will need to provide the following:

- An up to date CV outlining evaluations or research undertaken
- Key personnel to be involved – experiences and past work
- Framework to undertake the work, including milestones and timelines
- Proposed methodology including details of any data collection, analysis and any standardized questionnaires or instruments that might be applied within this evaluation

³ E.g., Model of Citizenship Support Index (2018)



- Itemized budget (inclusive of GST and expenses where applicable)
- Names and contact details of 2 independent referees

Schedule

The proposed schedule for this work is as follows:

- Deadline for EOIs: 5 November 2018
- EOIs evaluated: 30 November 2018
- Confirmation of contract: 31 December 2018
- Delivery of final report: 30 June 2020

Budget

There is a budget of \$10,000 (ex. GST) set aside to pay for this evaluation.

Contact details

To register your interest, submit EOIs or to clarify any aspect of this tender, please contact via email only:

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