



Do good, better.



**I HAVE
A DREAM**



I Have a Dream New Zealand

I Have a Dream
ImpactLab GoodMeasure Report
May 2023

ImpactLab
GoodMeasure Report

Wellington, New Zealand

Prepared for:
I Have a Dream New Zealand

May 2023

ACKNOWLEDGEMENTS

We would like to thank Chris Twiss and the I Have a Dream New Zealand team who contributed to the preparation of this report by sharing their values, processes, evidence and experience.

This report was sponsored by Due Drop Foundation who focus on intelligent giving.



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Simplifying social impact measurement

I had the privilege in public life to work with people who understood the need for positive change in the lives of those around them and worked hard to achieve it.

Our social services do a tremendous job of bringing positive change to our most deserving individuals and communities. These organisations are built by volunteers and community workers who dedicate their lives to helping others.

Social service workers can see the positive impact of their work. Children thriving, families united, jobseekers in new employment and people empowered to change their life course.

With more tools they could do more good. I want to help them by finding ways to make sure that effort is recognised, results are measurable and they can make decisions about how to do more good.

ImpactLab grew from a desire to make available to community organisations tools that use the power of public information and the latest technology, so these organisations can change more lives.

By measuring social change and positive outcomes, ImpactLab enables charities and social service providers to speak the language of funders, investors and governments.

It has been a pleasure to work with I Have a Dream New Zealand to learn how this organisation changes lives throughout Whangārei.

Calculating social value helps inform decision making and investment and enables you to do good, better.

Thank you for joining us on this journey.

A handwritten signature in black ink, which appears to read "Bill English".

Sir Bill English
ImpactLab Chairman

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GoodMeasure Summary

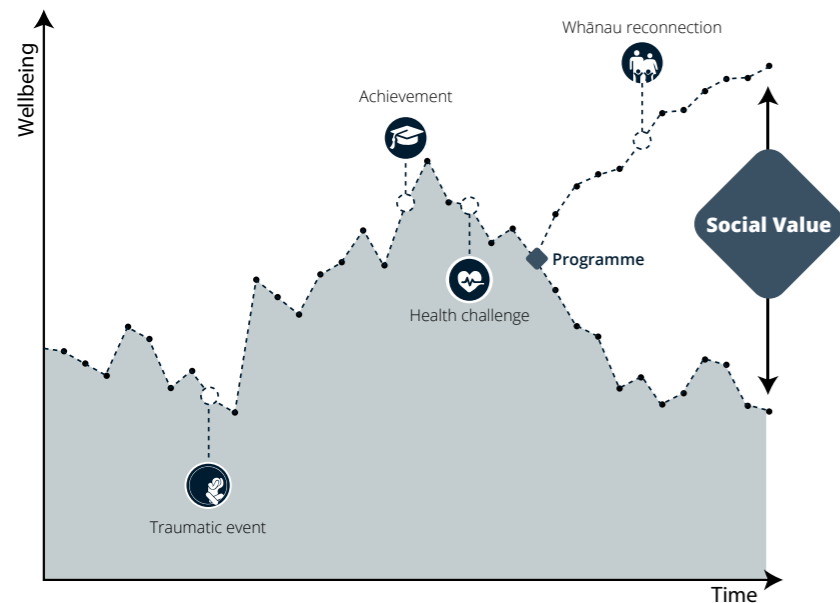
GoodMeasure connects decision makers with information they can act on to grow their social impact. It supports organisations to focus on investment that works for communities so that people can live the lives they choose.

Through the GoodMeasure journey ImpactLab supports our customers to understand their social value and empowers them to further understand their data, people and impact stories.

We use a standardised methodology that draws on publicly available data, academic research, and an organisation's own data, to estimate social value and a social return on investment (SROI).

Understanding social value

Social value is the social impact in dollar terms that a programme achieves for participants over their lifetime.



Throughout our lives, different events occur which impact our overall wellbeing trajectory. ImpactLab measures the impact on an individual's wellbeing across multiple domains when they're supported by a programme to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government.

To calculate social value, we combine these impact values with

- ◆ Evidence from global literature about how effective a programme can be.
- ◆ The size of the opportunity for the people an organisation serves to achieve more positive outcomes.
- ◆ The number of people supported.

By combining these inputs, the social value calculation helps us understand how a programme or intervention helps change lives for the better. We combine the social value with cost information to calculate a programme's social return on investment.

GoodMeasure for I Have a Dream

I Have a Dream (IHAD) aims to demonstrate how long-term, holistic and strengths-based investment in a generation of local children will have a positive collective impact on the community, focusing on the Northland region and Aotearoa as a whole. IHAD empowers tamariki and rangatahi, Dreamers, to navigate their own path to academic and life success.

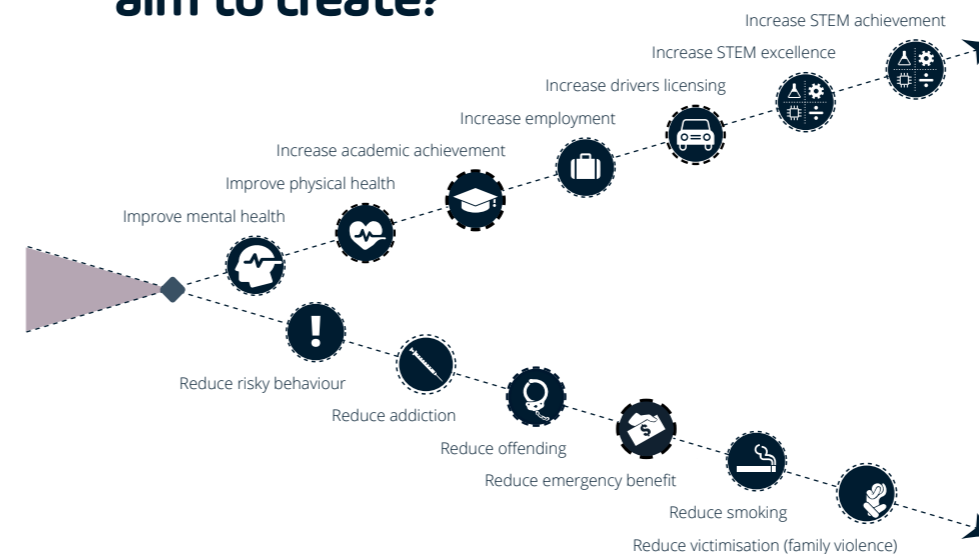
Who does I Have a Dream serve?

I Have a Dream serves communities in Whangārei, guiding Dreamers socially and academically through their school years, inspiring tamariki and rangatahi to dream, hope and aspire to all that they are capable of, ultimately improving intergenerational outcomes across communities.

What does I Have a Dream do?

I Have a Dream provides Dreamers with personal support, opportunities and resources, empowering them to increase their abilities and find success for themselves throughout their educational and early life journey. The primary way that IHAD achieves this is through the presence of consistent, caring adults (Navigators) who support them inside and outside the classroom, providing high trust and individualised support.

What outcomes does I Have a Dream aim to create?



GoodMeasure outcomes

These outcomes directly contribute to this year's social value calculations.

- Improve mental health
- Improve physical health
- Increase academic achievement
- Increase drivers licensing
- Increase employment
- Increase STEM achievement
- Increase STEM excellence
- Reduce addiction
- Reduce emergency benefit
- Reduce offending
- Reduce risky behaviour
- Reduce smoking
- Reduce victimisation (family violence)

Additional outcomes

These outcomes do not directly contribute to this year's social value calculations.

- Improve communication and social skills
- Improve connection to Te Ao Turoa (the natural world)
- Improve teaching
- Increase belonging (whanaungatanga)
- Increase confidence
- Increase cultural connectedness
- Increase emotional regulation
- Increase resilience
- Increase school attendance
- Increase social connectedness
- Reduce self-harm and suicide

I Have a Dream's impact



Social value definition

Social value generated for each participant	\$10,710
Measurable benefits as proportion of programme cost	360%
Cost of the programme per participant	\$2,895

When we take into account the operating costs of I Have a Dream, we can calculate the social return on investment that is generated for every dollar in the programme.





Period in scope
1 Jan 2022 – 31 Dec 2022

I Have a Dream's people

Participants

Participant type	Participant group	Description	# starting	# early exit	# successful engagement
Main	Dreamers	Dreamers who were enrolled with IHAD in the 2022 year in scope	250	6	244
Additional	Kaiako (Teachers)	The Kaiako (teachers) who are supported by Navigators to deliver teaching and support student needs holistically	54	0	54
Additional	Whānau members	Minimum one adult whānau member per participating Dreamer	250	6	244

Title of intervention	Brief description	Duration	Frequency	Participant group
I Have a Dream (IHAD)	In-school educational and out-of-school life/social support for tamariki and rangatahi Dreamers as they navigate school and early life	Up to 15 years	2-3 times per week	Tamariki and rangatahi Dreamers

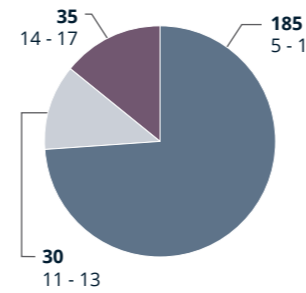
The I Have a Dream initiative in Whangārei believes that all young people, “Dreamers”, and their whānau should have equity of access to resources and opportunities that enable them to continue their education and achieve their aspirations. IHAD seeks to build and sustain long-lasting relationships with Dreamers through trusted workers called “Navigators” who address Dreamers social and educational needs, and empower Dreamers to live the lives they choose.

The Whangārei community in which the four “Dream Partner” kura (schools) are located is full of potential to be realised. This local community is predominantly Māori and in a low-socioeconomic area. In the past, very few rangatahi from this community have gone on to higher education and intergenerational cycles of trauma perpetuate inequitable outcomes for Dreamers, preventing them from realising their full potential. IHAD Navigators provide a combination of in-class educational support, outside-of-class educational, social, and community-building activities, and mentoring interventions to Dreamers. The aim of IHAD is to instil in Dreamers a strong sense of self, autonomy, and resilience as well as foster academic and social skills that will set them up for success in their future education and employment.

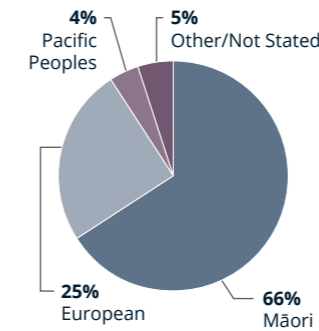
The IHAD Navigators are respected community members who are involved in local organisations and invested in the lives of their Dreamers. Each Navigator brings unique skills and experiences to their role, including teaching, social work, youth development, and outdoor education knowledge, enabling them to build relationships with Dreamers and provide a variety of opportunities, activities and learning support tailored to the unique needs of their group of Dreamers. Navigators encourage Dreamers and whānau to voice successes and challenges in their journey with IHAD to maintain inclusivity and transparency. Navigators form partnerships with other community organisations including arts, sport, and music organisations with whom they collaborate to provide exciting events and opportunities to Dreamers. IHAD has a pool of volunteers, including programme volunteers, tutors and mentors who support individual and large groups of Dreamers at IHAD programmes and events. IHAD has developed meaningful relationships with local businesses who provide a wide range of support to Dreamers including donations, financial literacy training, vocational training, job opportunities, and extracurricular experiences.

The IHAD New Zealand programme is anchored in the original United States-based I Have a Dream International movement using an evidence-based, whole child approach with the vision of enabling young people to navigate their own path out of intergenerational challenges and achieve their dreams.

Age



Ethnicity



Note: This is across the 250 new enrolled Dreamers in 2022

Gender



Location

New Zealand



The change journey

I Have a Dream provides consistent, holistic, practical, and educational support to Dreamers with the aim of breaking intergenerational cycles of poverty and inequity, enabling positive life outcomes for Dreamers and their whānau beyond school walls.

In-School Navigator Support

IHAD Navigators work across four low-decile schools in Whangārei, three primary schools: Tikipunga Primary, Te Kura o Otangarei; and Totara Grove School, and one High School: Tikipunga High. Upon enrolment, school staff explain IHAD involvement to parents and, in 2022, 94% of parents signed their children up to participate.

In-school IHAD programme

Navigators engage with parents at the earliest convenience to build trust. Relationships are at the centre of IHAD's work, with Navigators connecting with Dreamers in class time, on the playground, or in programmes outside of school hours. Classroom support provided by Navigators differs between schools and changes according to the needs of both students and teachers.

Navigators use their personal knowledge and lean into their strengths to share their knowledge. Navigators are responsive to the needs of their Dreamers, helping them to process emotions, checking on their wellbeing, teaching mindfulness techniques, and addressing negative self-talk. Many Navigators spend a minimum of 2-3 hours per day in class supporting Dreamers. The IHAD headquarters at Tikipunga High is open during school breaks and is a place of connection and belonging. Navigators lead two lunchtime activities a week which may include sports, swimming, arts, and crafts.

Dreamers are encouraged to continue their education and enabled to pursue their dreams, with Navigators providing support in scholarship applications. University is not a goal for every Dreamer, and Navigators will facilitate opportunities for Dreamers to find work, setting up internships with local businesses, and providing support in job application processes.

Teacher support

Navigators assist teachers to address challenging behaviours and educational deficits on a needs-basis. Teachers often call upon Navigators to gather further information and perspectives on Dreamer attitudes, personal situations, and barriers to learning.

Finishing school

When a group of Dreamers finish kura, it is a celebrated event. In 2022, the year 11 Dreamer group put on a dinner for the year 13 Dreamers. Navigators provide support to Dreamers for up to two years after they finish school.

Navigator training & engagement

Navigators have a thorough IHAD induction process, undertake weekly reporting oriented around key performance indicators, have individual professional development plans and take part in external supervision.

Outside of School Navigator Support

A large proportion of the IHAD programme is activities that happen outside of school hours. These activities occur before school, after school, during the weekends, and school holidays.

Dreamer led; Navigator facilitated

Navigators draw upon their strengths and experiences to provide educational and fun activities that build a sense of community within their group of Dreamers. The content, number, and frequency of outside of school activities occurs largely at the Navigator's discretion and activities are optional for Dreamers.

A range of activities

Some activities led by Navigators include a hiking club, a Lego club, ako (learning) clubs, music activities, STEM learning opportunities, movie nights, and fundraising activities. Navigators also capitalise on events occurring in the community and will take Dreamers to attend sessions at the Hundertwasser & Quarry Arts Centres in central Whangārei, among other opportunities. Some activities are tailored to Dreamers with poor school attendance, and Navigators will pick Dreamers up from their homes, take them to morning activities and make sure that they get to school. Some activities also involve the whānau of Dreamers, providing opportunities for Navigators to build relationships with whānau in the school community.

Wellbeing focused

The work of Navigators is founded in Te Whare Tapa Whā model of wellbeing, the circle of mana/courage model and IHAD's tikanga values [Ako (learning), Aroha (love), Whānaunatanga (relationships), Tumanako (hope) and Rangatiratanga (autonomy)]. Activities conducted by Navigators encourage personal learning and self-discovery for Dreamers, giving them opportunities to prioritise their physical health and wellbeing, nurture their mental and emotional wellbeing, and develop relationships increasing their social wellbeing. Outdoor-based activities and camps give Dreamers the chance to connect to the natural environment, develop relationships, and develop a wide range of life skills. Access to sufficient nutritious kai (food) can be a challenge for some whānau. IHAD provides healthy kai to Dreamers at all programmes, and daily breakfast clubs are led by IHAD teams across primary schools.

Practical Support

Navigators will observe the needs of whānau, reaching out with kai packages to meet whānau basic needs at times of hardship, and guiding whānau members toward services that can best support them, including budgeting services, healthy housing organisations, and food banks. Navigators will provide job-search support to Dreamers and their whānau, providing CV writing support and connecting them with local individuals and businesses who provide training and employment opportunities.

Volunteers, Mentoring and External Agency Support

The IHAD programme provides additional support and resources to Dreamers through the involvement of volunteers, mentors, and referral to external organisations.

Volunteers

Navigators are supported in their mahi by passionate volunteers who assist with after school programmes, weekend activities, school holiday programmes, and trips/camps. Volunteers are community members who want to see tamariki and rangatahi thrive and represent another opportunity for Dreamers to form meaningful relationships with responsible adults who provide advice, support, and encouragement.

Mentoring

Mentoring is offered to some Dreamers who have been identified by Navigators to benefit from having another supportive adult in their lives. Volunteer adult mentors are recruited from the local community. Mentors go through recruitment, induction, development, training, and police vetting processes to become a mentor.

When Dreamers are aged 11-13 years, Navigators will put forward a list of Dreamers that would benefit from the support of a mentor. These Dreamers attend multiple group volunteer matching sessions over a period of 5-6 months to meet the pool of volunteer mentors to see who they form a connection with. Mentor-Dreamer matching is a considered and deliberate process, considering shared interests and relational connection.

The Mentor-Dreamer relationship continues beyond group matching sessions to one-on-one sessions outside of organisational hours, providing Dreamers with experiences that they would not otherwise get. Mentor-Dreamer sessions take place 1-2 times per month face-to-face; however, ongoing support is often provided over the phone/online.

Collaboration with external organisations

IHAD works closely with other organisations to provide opportunities for further learning and adventure to Dreamers. One organisation, Sistema, provides string instrument music lessons, enabling Dreamers to learn the violin or cello.

Referrals to external support

Navigators form networks with organisations in the local community who have varied expertise, referring Dreamers and whānau to services that will meet their unique needs. These external services include budgeting, counselling, youth mental health, general health practitioners, family planning, work and income, and holiday programmes. Navigators will walk alongside whānau and Dreamers, providing a warm referral to the external service, offering to sit with them through their session, and assisting them to make appointments.

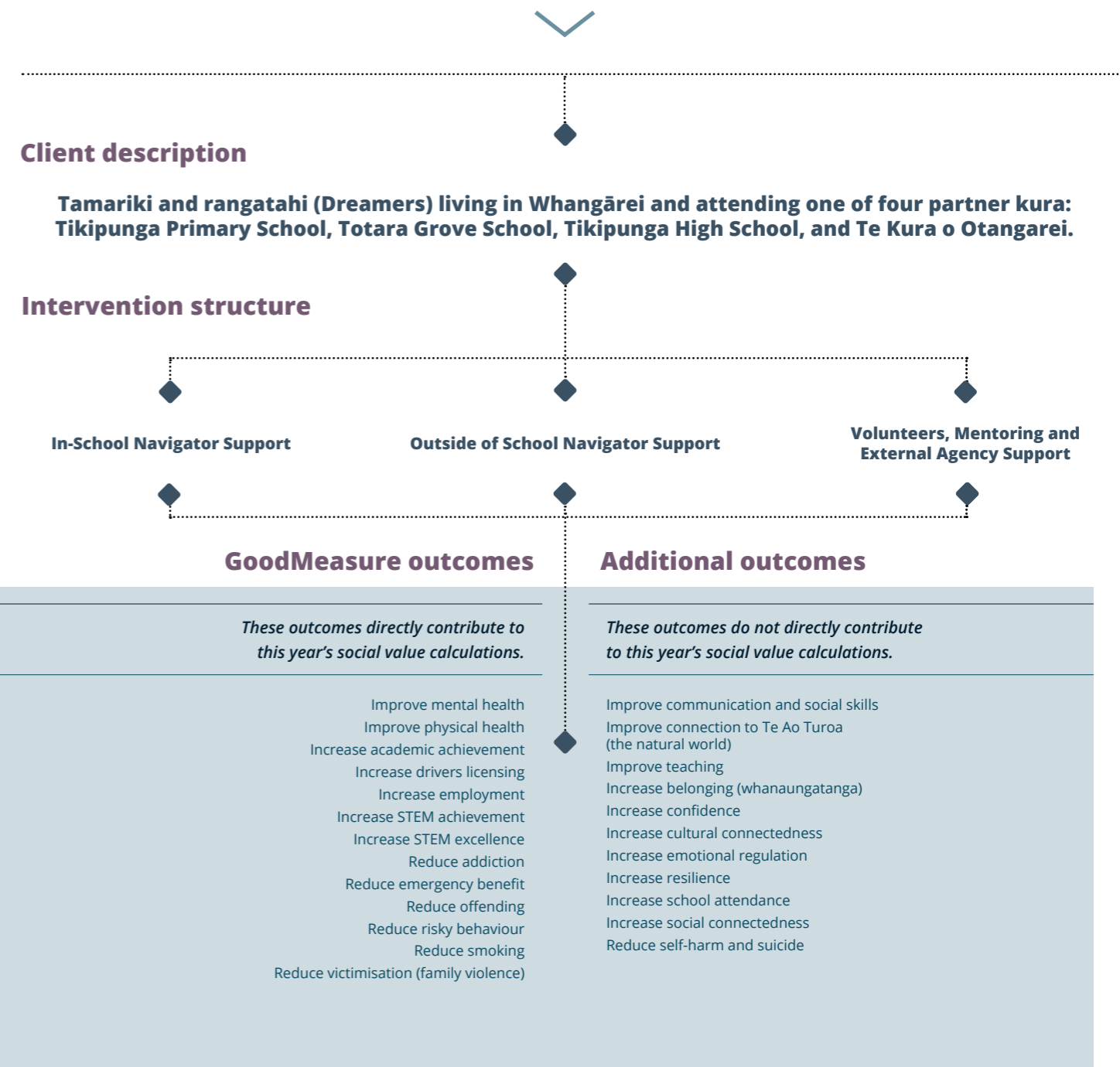
Outcomes map

The outcomes that I Have a Dream aims to achieve and how these are reflected in the GoodMeasure calculation.

Referral channels

Through their enrolment at one of the four listed low decile kura. All children attending these kura are eligible to take part in IHAD.

IHAD enrolment forms are a part of the kura enrolment pack. Whānau are introduced to the IHAD kaupapa (programme) as they enrol their tamariki into the kura by the kura staff member. Whānau who opt out at the enrolment interview can opt in at any time through their child's learning years within the partner kura. Many Dreamers come on board part way through the year, especially when they see their friends enjoying the benefits of Navigators and the After School Programmes. In 2022, 94% of children enrolled in the four Dream Partner kura were also enrolled as Dreamers



GoodMeasure results summary

Every year, I Have a Dream delivers \$5,804,908 of measurable good to society in New Zealand.

I Have a Dream's real-world value is even greater than this, as some outcomes such as increased resilience and self-efficacy cannot yet be directly quantified with available data.

When we consider the operating costs of I Have a Dream, we can calculate the social return on investment that is generated for every dollar that is invested in the programme.

Social value generated for each participant:	\$10,710
Measurable benefits as proportion of programme cost:	360%
Cost of the programme per participant:	\$2,895

The Living Standards Framework is a practical application of national and international research around measuring wellbeing.

It was designed drawing from the Organisation for Economic Co-operation and Development's (OECD) internationally recognised approach, in consultation with domestic and international experts, and the NZ public.

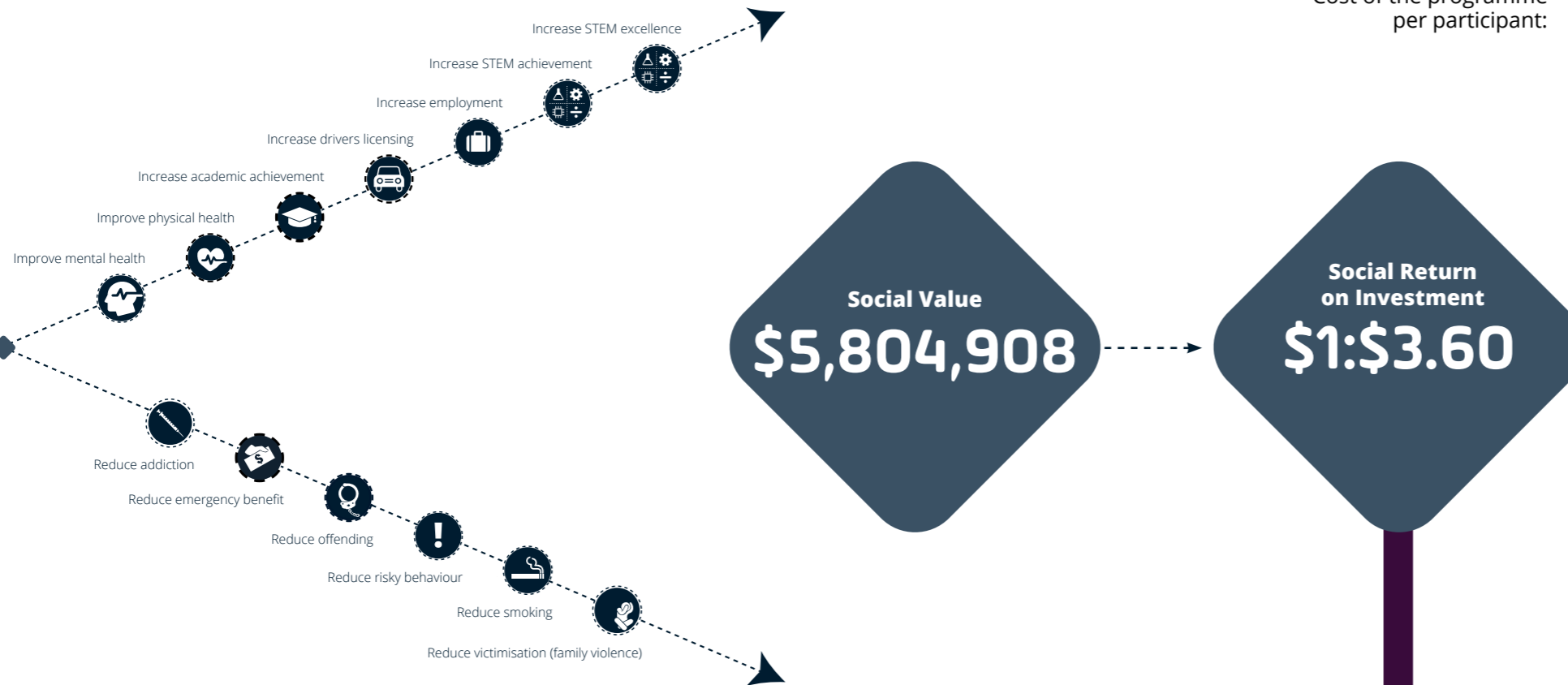
Definitions

Jobs and Earnings:
Freedom from unemployment

Income and Consumption:
People's disposable income

Health: People's mental and physical health

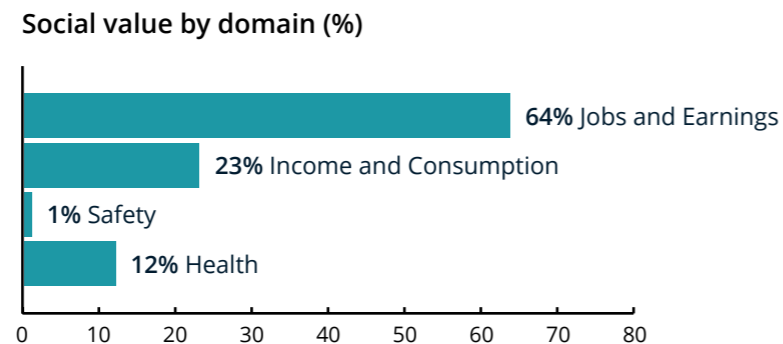
Safety: People's safety and security and freedom from risk of harm



Social value breakdown

I Have a Dream creates social value across different aspects of people's lives.

This chart shows the breakdown of social value created according to the Living Standards Framework. Each domain highlights a different aspect of wellbeing.



This means that every dollar invested in I Have a Dream delivers \$3.60 of measurable good to New Zealand.

(1 Jan 2022 - 31 Dec 2022)

GoodFeatures

GoodFeatures are actionable insights drawn from literature. Research has connected these actions with positive outcomes for participants.

Use GoodFeatures to prompt discussion about your programme and service delivery compared to examples of effective practice from international literature.

◆ Navigation and Relationships

- The programme provides a Navigator for each student who guides them through academic and personal challenges when needed.
- Navigators work to build long-term developmental relationships with Dreamers characterised by mutual attachment, reciprocity, and progressive relational depth, and that consistently promote positive development within one-on-one and group settings.
- The programme offers Dreamers a range of extracurricular pursuits, including sports, arts, and cultural activities, to help them develop a well-rounded set of skills and experiences.
- Dreamers are connected with industry professionals through work-experience, workshops, and guest speaker events, exposing them to a range of career paths.
- The programme provides ongoing support for Dreamers beyond high school, helping them navigate post-secondary education and career opportunities.
- The programme emphasises the importance of cultural identity and offers opportunities for Dreamers to connect with their cultural heritage, history, and traditions.

◆ Access and Equity

- The programme is committed to breaking down barriers to education and increasing access to opportunities for underserved communities.
- The programme partners with schools and local organisations to identify Dreamers who may be facing systemic barriers to academic success.
- The programme offers scholarships and financial assistance to help Dreamers overcome financial barriers to tertiary education.
- The programme provides a safe and comfortable space for Dreamers of all ages to rest, air their troubles, and form lasting bonds.

◆ Holistic Support

- The programme takes a holistic approach to support, recognising that academic success is just one component of overall wellbeing.
- The programme emphasises the importance of community involvement and encourages Dreamers to give back to their communities.
- The programme recognises the importance of mental health and offers resources and support to students to help them manage stress and other challenges.
- The programme provides resources and support for whānau, helping them to navigate the education system and support their child's academic journey.
- The programme works in collaboration with whānau and communities to create a supportive network around Dreamers, promoting a sense of belonging and connectedness.

References and further reading

In compiling our reading lists we consider a wide variety of topics, focusing on specific aspects of service delivery or outcome attainment. Here are a selection of readings that may be of interest.

Apsler, Robert, et al. "Promoting positive adolescent development for at-risk students with a student assistance program." *Journal of Primary Prevention* 27 (2006): 533-554.

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DuBois, David L., et al. "How effective are mentoring programs for youth? A systematic assessment of the evidence." *Psychological Science in the Public Interest* 12, no. 2 (2011): 57-91.

Durlak, Joseph A., et al. "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology* 45 (2010): 294-309.

Eddy, J., Mark, et al. "A randomized controlled trial of a long-term professional mentoring program for children at risk: Outcomes across the first 5 years." *Prevention Science* 18, no. 8 (2017): 899-910.

Hemelt, Steven W., et al. "Do teacher assistants improve student outcomes? Evidence from school funding cutbacks in North Carolina." *Educational Evaluation and Policy Analysis* 43, no. 2 (2021): 280-304.

Kahne, Joseph, and Kim Bailey. "The role of social capital in youth development: The case of 'I Have a Dream' programs." *Educational Evaluation and Policy Analysis* 21, no. 3 (1999): 321-343.

Li, Junlei, and Megan M. Julian. "Developmental relationships as the active ingredient: A unifying working hypothesis of 'what works' across intervention settings." *American Journal of Orthopsychiatry* 82, no. 2 (2012).

Rix, Grant, and Ross Bernay. "A study of the effects of mindfulness in five primary schools in New Zealand." *Teachers' Work* 11, no. 2 (2014): 201-220.

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Appendix

Note:

Data and percentages throughout this report may have been rounded.

About ImpactLab

The team at ImpactLab share the goal of helping all organisations do good, better.

Our story

Our team at ImpactLab has seen the power of understanding social change. Our founders came together working in the public sector, where we led the development of new processes to link social value measurement with decision making. We believe that all organisations should be able to understand and improve their social impact. Our mission is to help impact creators and investors make decisions that change more lives.

Our team

To make better decisions, it's crucial to consider both the hard facts and the human stories that substantiate them. Our family of researchers, data scientists and statisticians are committed to combining powerful analytics with what you know works for your community.

Alongside expertise in data-driven decision making, our team brings a wealth of real-world experience. We are parents, teachers, volunteers and customers of social services.

Contact us



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Key Terms

Below is a list of definitions of key terms contained in this report.

Amount invested

The dollar amount that has been invested in a specific programme, in New Zealand dollars.

Cost per person

The dollar amount invested in the programme divided by the number of people supported by the programme (including those who did not successfully complete it).

Domain

A domain is a way of dividing or filtering the subject and outcome material in your ImpactLab results. ImpactLab refer to domains as per the New Zealand Treasury's Living Standards Framework domains.

Population

The group of people supported by the programme, in terms of age, gender, and ethnicity.

Programmes

The services delivered by the provider for the amount invested.

Social ROI

This is the Social Return on Investment. It is calculated by comparing the social value generated by the programme to the amount invested in it.

Social Value

The social impact in dollar terms that the amount invested achieves for participants over their lifetime. The social value is calculated by combining impact values with a service delivery quality score, the size of the opportunity to support a population, and the number of people supported.

Attribution

Some data and information used in the Social ROI calculations is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) Licence. It is attributed to the NZ Treasury.

Disclaimer

This disclaimer sets out important information about the scope of our (ImpactLab Limited) services. It should be read in conjunction with the contract that we have entered into with you (or your company/organisation) for our services, including the applicable terms and conditions.

We have endeavoured to ensure that all material and information on GoodMeasure, including all ROI calculations and impact numbers (together the information) is accurate and reliable. However, the information is based on various sources, including information that you have provided to us, which we do not independently verify. Accordingly, we do not provide any representations or warranties in relation to any information, including any representations or warranties relating to the accuracy, adequacy, availability or completeness of the information or that it is suitable for your intended use. We do not provide advice or make any recommendations in relation to decisions, financial or otherwise, that you may make.

How we measure social value

Our consistent approach to measurement enables comparisons across wellbeing domains and over time.



Map programme dimensions

ImpactLab engages with providers to understand their people, their service and the outcomes they seek to achieve.

Clean and analyse data

ImpactLab uses the best of data about people's lives to understand what works, for whom, at what cost. We combine publicly available insights from the NZ Treasury, NZ Statistics and other sources. Impact values produced using Statistics NZ's Integrated Data Infrastructure are a particularly valuable resource. The IDI is a dataset containing information on every New Zealander about many areas of their lives – education, health, social welfare, employment and others. It's anonymised, so we can't identify anyone. This adds up to over 166 billion facts, for nine million New Zealanders (some have left the country, and some have passed on), for more than a generation of us.

Collect and synthesise literature

ImpactLab draws on the best academic impact literature from around the world. We access globally screened evidence from top universities and governments to estimate how impactful a programme can be. We also identify service delivery model features associated with the most effective programmes.

Calculate impact

Our algorithm combines New Zealanders' life experiences, with the wisdom about what works from the brightest minds across the world, with what we know about need in communities.

This combination of system level insights and grassroots know-how means we can consistently calculate the expected impact of a programme, and the social return on investment.

Map social value to frameworks

Because we start with individuals' experience, we can organise our insights into the relevant government and international frameworks. The New Zealand Treasury's Living Standards Framework (Living Standards Framework) is the Treasury's way of systematising wellbeing. It has four 'capitals' – social capital, financial and physical capital, human capital and natural capital. ImpactLab's GoodMeasure tool links the social value and return on investment created to domains within human capital.

We can also map social value and return on investment to the relevant OECD Sustainable Development Goals.

