

# Getting Ready for *TAKE OFF*



## Evaluation Report

3<sup>rd</sup> Quarter

(October - December 2019)



# 1. CONTEXT

## WHAT ARE WE EVALUATING?

***Getting Ready for Take Off*** is a project developed by Second Chances SA (SCSA), a non-profit volunteer organisation committed to restoring hope in the lives of prisoners, their families and their communities across South Australia.

This quarterly report addresses the project's progress and performance throughout its **third Quarter - from 1<sup>st</sup> October to 31<sup>st</sup> December 2019.**



## PROJECT GOAL

To assist a target of at least



**Prisoners' Kids Youth (PKs)**

# 160

who have been identified as being at high risk of becoming welfare dependent to **transition successfully into the workforce**<sup>1 2</sup>.  
The project aims for each PK youth to develop a **pathway through education to employment**



and to break the cycle of intergenerational welfare dependence, helping them to become 'Job Ready'.



## PROJECT COHORT

The targeted cohort presents the following characteristics:

- Aged between **13 – 25 years (inclusive)**;
- Have or had an incarcerated parent or guardian;
- Are at-risk of long-term welfare dependency; and
- Ordinarily reside in inner and outer Adelaide.

<sup>1</sup> Dropping off the Edge 2015

<sup>2</sup> Johnson & Waldfogel, 2002; Woodward, 2003; Sheehan & Levine, 2006

# PROJECT DELIVERY GEOLOCATION

Two offices have been strategically located, one in the City of Playford (north) and another one in the City of Onkaparinga (south), to fully cover the targeted geographical areas as can be seen in the map below.



# QUARTERLY EVALUATION PURPOSE

## The main purpose of this evaluation report is to:

1



Inform about whether the project is on track - what works well and what requires improvements towards tackling the project's targeted objective, in terms of process and performance.

2



Measure the progress of the social outcomes established in the Program Logic:

- I. PKs have hope for their future and they know they're employable.
- II. PKs have a desire to advance personally and professionally, and to explore their options.
- III. PKs have developed new skills and addressed identified barriers.

3



Provide insights and intelligence for policy design and program escalation in the long term which will target the same population cohort. With a special focus on identifying the foundational aspects of the project which underpin and enable the key activities that lead to the desired impact.

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For further information about the supporting guiding principles for this Evaluation Report, please refer to the document **EVALUATION STRATEGY FOR SOCIAL PROJECTS - 'Getting Ready for Take Off' Project.**

## 2. EXECUTIVE SUMMARY

The project operations experienced a plateau during its third quarter. The simultaneous resignation of both LCs in August 2019 continued to impact throughout the period October to December 2019, resulting in a direct consequence to the number of new participants registered for the project during its 3<sup>rd</sup> Quarter (only 3 new participants in total). As at 31<sup>st</sup> December 2019, the project has **65 Youth recruited**.

In other words, with 38% of the project delivered by the end of the 3<sup>rd</sup> Quarter, participant registration has reached 40% of the project's target (65 out of 160). However, SCSA's team will need to recruit between 8 to 12 participants each month to ensure project participation hits the required target by the end of 2020.

Within this context, the statistics for recruitment and referrals are similar to the previous Quarter. Internal referrals continue to be the main source of participant registration to the project (66% of total PKs registered), with High Schools the main source of total external referrals (34%), representing over 55% of this last sub-group.

**55 of the 65 registered participants have completed their individualised vision or career plan**, while the preliminary observations sourced from these remain similar as in the previous report. 36% of all PKs over the age of 16 have shown a particular interest in getting their Learners Permit, 15% have identified short-term career goals to becoming job ready, such as creating their first Resume or learning tactics for a successful job interview, and 12% of them have 'Finishing year 12 of school' as a priority.

These three figures show the most commonly shared goals amongst participants, however their low proportion (%) **reflect the highly individualised approach of *Getting Ready for Take Off***.

At the close of the project's 3<sup>rd</sup> Quarter, **46**

**participants (vs. 44 as at 30 September 2019) have completed their Pre- Assessment questionnaire.** With this key information, a preliminary baseline can be provided of the project's defined performance indicators being measured across the life of the project: the Theory of Change (TOC) immediate outcomes and the DEX SCORE Dimensions and Sub-categories. Together with this, the questions with the highest and lowest average score can inform LCs the areas of low and high priority when addressing participants in their life coaching sessions.

From April to December 2019, **948 Life-Coaching sessions were held with the 65 enrolled participants**. 31.5% were held face-to-face and 61% by phone, representing an average of 1.6 sessions per month held with each PK.

The absence of an LC assigned for the North hub during the period October to December 2019 had a substantial impact on the number of mentoring sessions for this sub-area. Only 59 hours of mentoring sessions were held during the entire quarter (19% of total sessions) for North participants, compared to 249 hours held with South participants (81% of total sessions).

Finally, the **PKs have been enrolled in a wide range of courses**, according to their age, own interests and vision/career plan goals. Some of the most common courses are Driving Lessons (40 PKs enrolled) or a 1-day Barista course (16 PKs). A smaller number of PKs have enrolled in mid-term varied courses offered at TAFE Certificate (6 PKs) among other courses undertaken.

This report is the third of eight quarterly reports for *Getting Ready for Take Off* and captures preliminary analysis of the total project, due for completion by March 2021. Each report will evolve and gain more depth as the project's data collection process is fully deployed, from both a quantitative and qualitative perspective.

### 3. *GETTING READY FOR TAKE OFF* - 3<sup>rd</sup> Quarter PROCESS MONITORING & PROGRAM EVALUATION

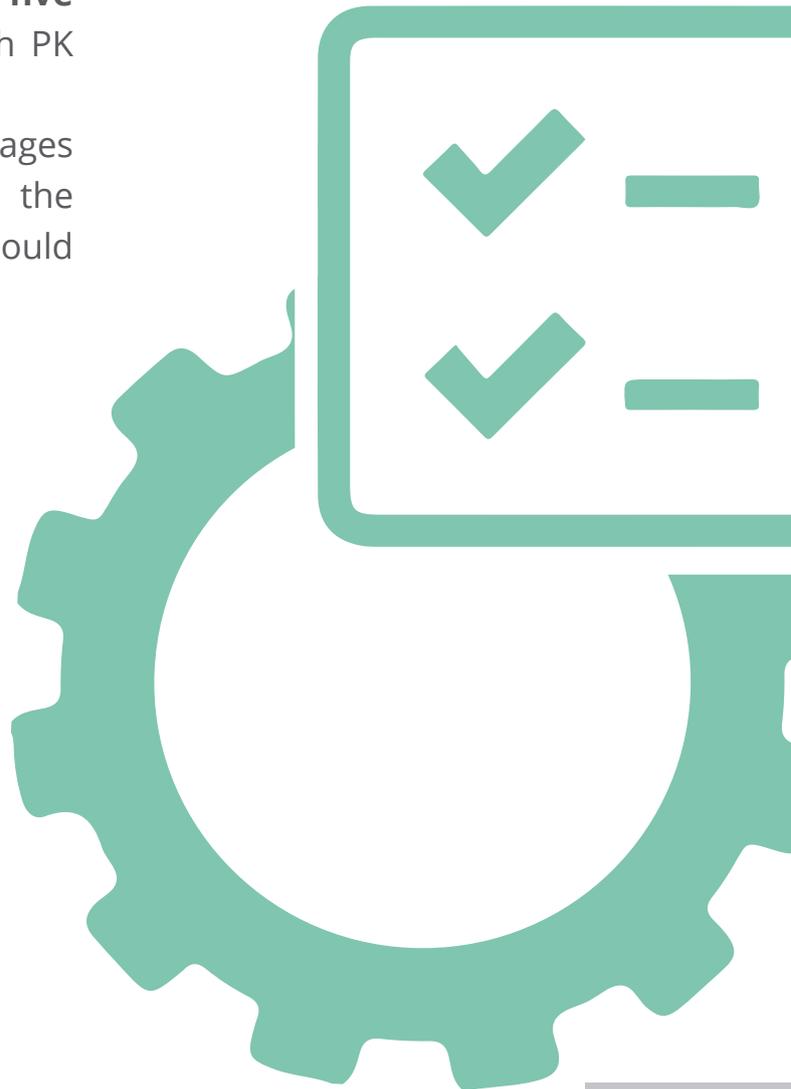
This evaluation report for *Getting Ready for Take Off* is comprised of two core sections:

#### 1. **Process Monitoring** &

#### 2. **Project Outputs & Outcomes**

which are assessed across each of the **five stages** of activities performed by each PK during their entire journey.

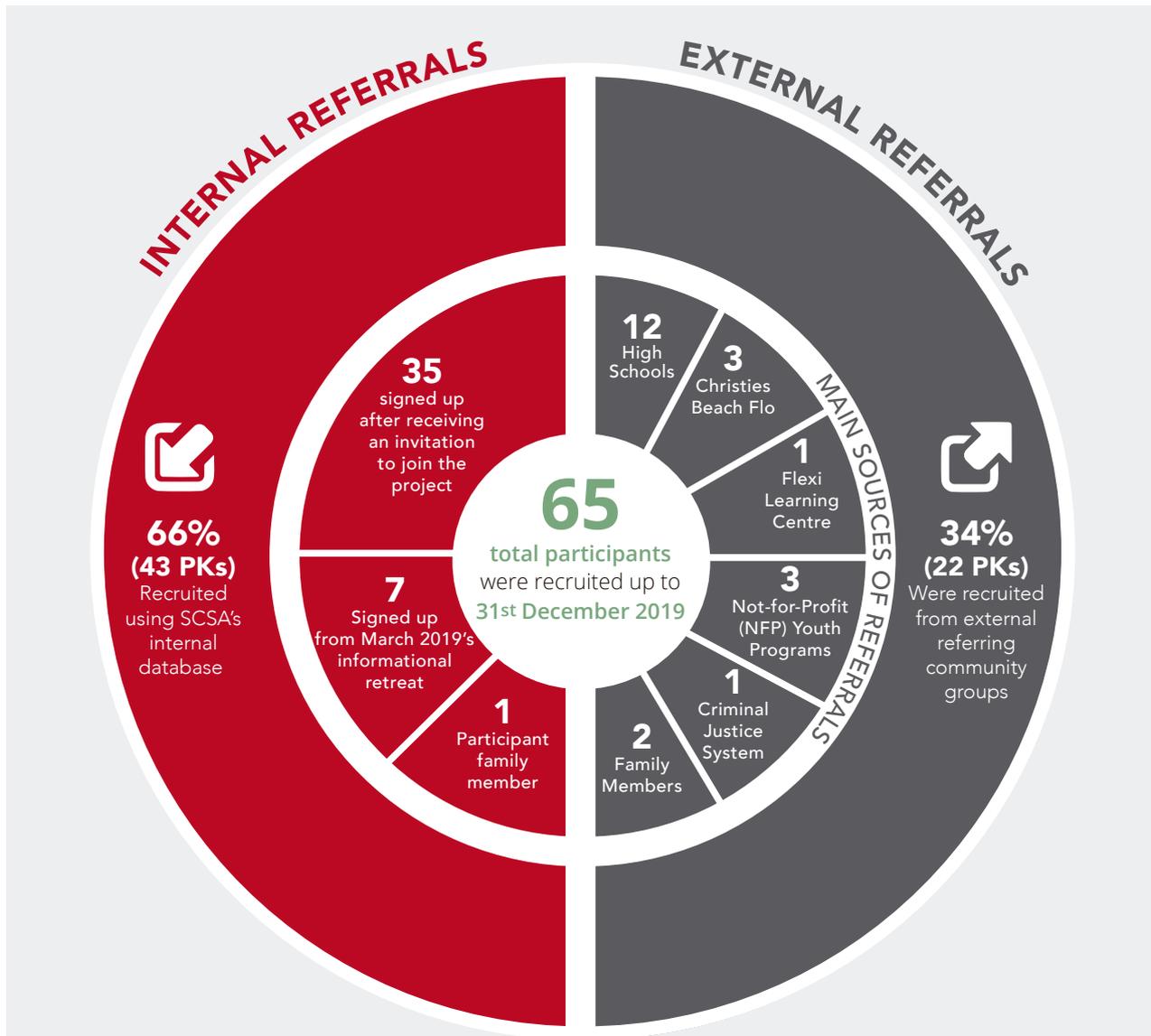
Once the project is deployed in full, stages will overlap. While one PK will be in the course engagement stage, another PK could be in the registration stage.



## STAGE 1: AWARENESS & CONTACTS

During this stage, potential clients (PKs) receive their first introduction to the project through initial contact established by the Life Coach in their area.

### OVERALL SNAPSHOT



**Key Lesson #1:** High Schools are the main source of external referrals, representing 55% of total external referrals as at 31 December 2019.

## NETWORKING STRATEGY FOR PKs RECRUITMENT

To raise awareness about the project, SCSA has been implementing a networking strategy to recruit participants within the targeted cohort. This action plan is comprised of 6 strategies.

No	Strategy	Description	Tactics	Responsible person	Target Date
1	 List from Co-development Workshop	List of stakeholders who attend the TTL information retreat from both the North and South	Call and set up one-on-one assessments with North and South participants who showed interest in the 'Getting Ready For Take Off' project	Life Coaches	30 June 2019
2	 Government/ NGO Stakeholders	Announce the project via media	<ul style="list-style-type: none"> <li>• DSS</li> <li>• Other organisations</li> </ul>	CEO Project Manager	21 Sep 2019
3	 Social media Messenger	Accessing old stakeholder CRM data	Create a SCSA messenger profile for Life Coaches to have permission to use Facebook Messenger to gain contact due to only form of contact	Life Coaches	31 Mar 2021
4	 Current Data Base	Pre-existing Data over 10 years	Approach either via email or phone facebook messenger potential participants	Life Coaches	31 Dec 2019
5	 Workshops	Hold information retreat/workshops	Invite stakeholders from the current database	Project Manager	Several over 24 months
6	 External	<ul style="list-style-type: none"> <li>• Network with Flo Program</li> <li>• Flexi Learning Centre</li> <li>• Streetlight Community</li> <li>• Wellbeing officers</li> </ul>	Organise information workshops/sessions Set up meetings Approach via email and phone call	Project Manager and Life Coaches	31 Mar 2021
7	 Prison Ministry Networking	Network with Chaplaincy, Edge and Kairos	Attend meetings and key events	CEO Project Manager	31 Mar 2021
8	 Public Speaking Appointments	Invited by Members of Parliament (MP)	Present <i>Getting Ready For Take Off</i> at community events around Adelaide metro	Project Manager	31 Mar 2021

## WHAT WORKED WELL?



### Engagement workshops

On October 9<sup>th</sup>, a workshop was held in the South hub. Five PKs already registered in the project attended a meet & greet session to build further rapport. Out of this meeting, two participants referred the project to their siblings which resulted in two new participants signing-up.

### Motivational retreats

On the weekend of 22<sup>nd</sup> to 24<sup>th</sup> of November, an informational retreat was held at Mylor Adventure Camp. This replicated the success of the previous event from March 2019.

There were activities planned for both project participants and non-participants, which focused on increasing self-confidence and motivation, teamwork and how to build meaningful relationships.

Some of the key messages delivered to participants\*.

- Don't let family, circumstances, culture or finances determine your future.
- Start with the end in mind.
- Choose not to give up when things get tough.
- Do something which makes you tick (one or two things you're passionate about/have a gift in).
- Work hard and be committed.
- Don't give up on your dreams and passions.
- Don't allow people and circumstances to stand in your way of achieving your passions.
- Decide if you're going to be driftwood or a sailboat, based on the analogy of "driftwood vs a sailboat" to paint the comparison of life with a conscious direction, focus and intention vs. a life where you just drift without any specific goals or direction.
- Defining their own "Why, What, How" model.

In total, 8 PKs attended - 5 participants and 3 potential candidates - with 2 of the latter signing up in January (66% conversion rate).

\*Sourced from keynote speakers speeches: Henry Olonga and Ben Elliott.

## WHAT COULD BE IMPROVED FOR THE FUTURE?



### *Getting Ready for Take Off's* project manager - recruitment focus

For 1Q 2020, her focus will be on connecting with other external sources of referrals, such as High Schools (Year 11 & Year 12 students), Flexi-learning centres, State Department of Education, Wellbeing public officers, and SA's Youth Justice system among others.

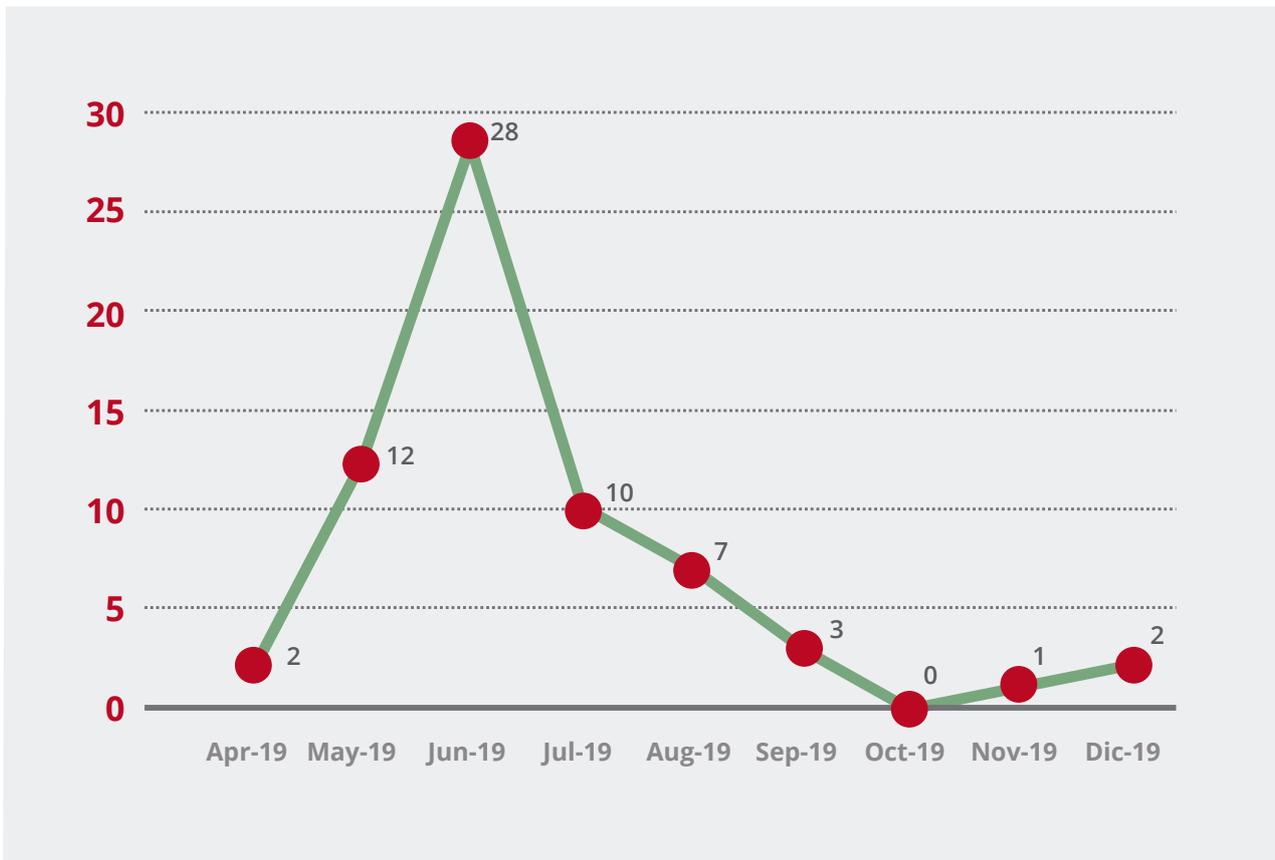
**Key Lesson #2:** SCSA's team expect to run several Motivational Retreats on a quarterly basis during 2020, addressing motivational enablers and job interview skills among other detected building blocks to keep PKs focused and committed to their career plan.

## STAGE 2: REGISTRATION

When PKs first approach SCSA (or vice versa), they are informed about several key aspects of the project such as the main goals, expectations, key milestones and ways of engaging. Once PKs have demonstrated a certain level of interest, SCSA's team enroll them as participants for *Getting Ready for Take Off*.

### PARTICIPANTS ENROLMENT - PER MONTH

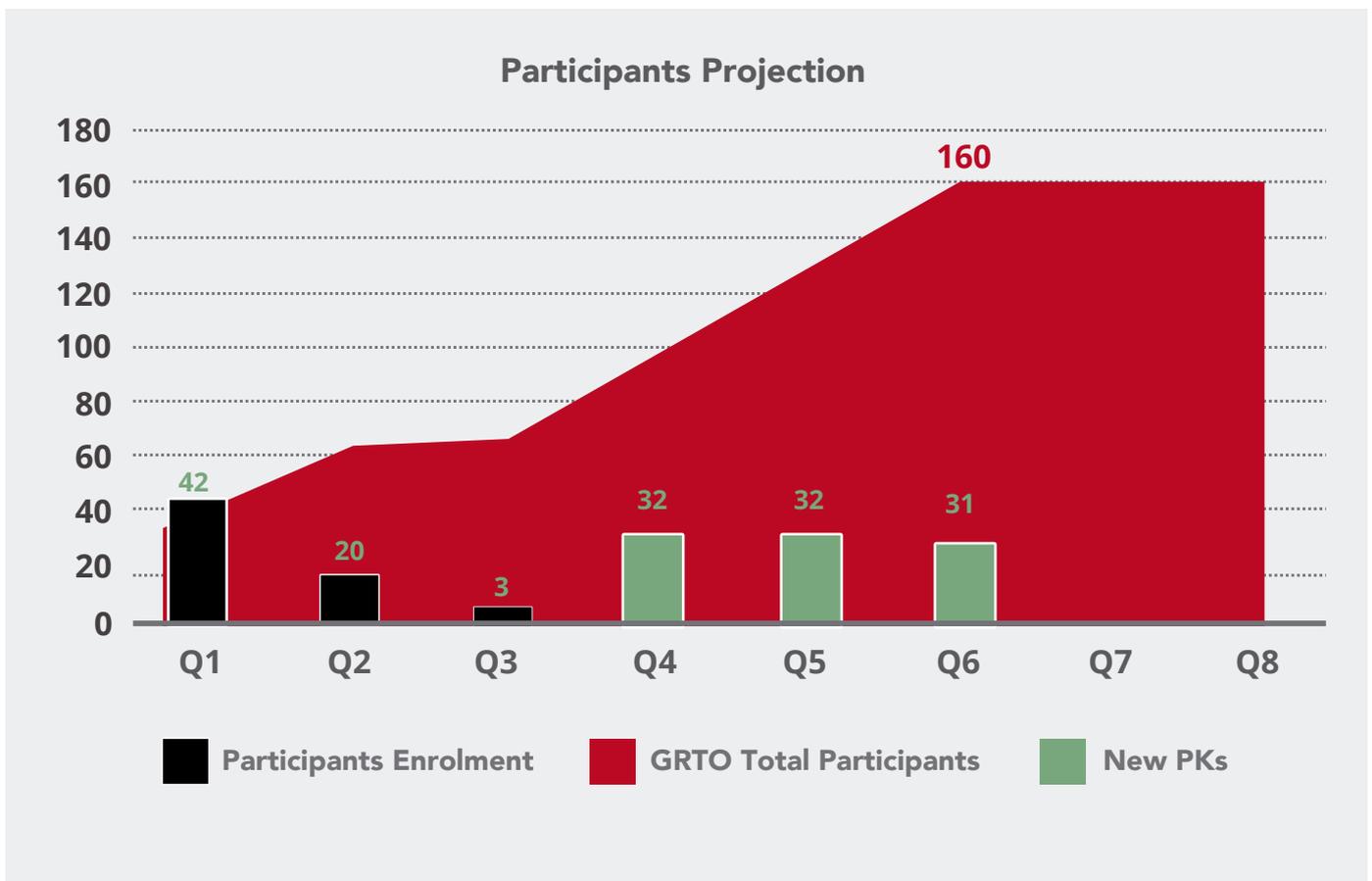
The graph below shows the number of cases which were formally opened each month, as reflected on the CRM system, totalling 65 as at 31<sup>st</sup> December 2019.



The reduction in staff in August 2019 has continued to show a direct negative impact over the recruitment and registration of new participants between October to December 2019.

## PARTICIPANTS ENROLMENT - PROJECTION

Recruitment of 160 Prisoners Kids (PKs) is the targeted number of project participants. Assuming that participants would be engaged in the project for a minimum of 3-6 months, the below forecast helps understand how many PKs should be recruited per quarter to reach the target of 160 without relying on the recruitment of new participants within the final 2 quarters of the project.



**Key Lesson #3:** *Getting Ready for Take Off* will need to recruit, on average, 10 PKs every month up to and including quarter 6 in order to reach the project target. This allows the final 2 quarters to be fully focused on supporting participants prior to the close of the project in March 2021.

## WHAT WORKED WELL?



### **Sorting barriers #1 – Improving the communication with PKs**

On December 2019, the SCSA team created a closed FB group for the *Getting Ready for Take Off* project, developed out of the PKs internal database.

From January 2020 onwards, they expect to use this channel to invite project participants and potential candidates to Workshops, Informational retreats, share what courses would be available and overall, establish a continuous communication pipeline with them.

Also, this initiative follows one of the 1<sup>st</sup> Quarter Evaluation report's recommendation, to use targeted digital content to further boost the '*digital word-of-mouth*', enabling SCSA to approach those hard-to-reach potential candidates.

### **Growing the team**

Aligned with one of the 1<sup>st</sup> Quarter Evaluation report's recommendations, SCSA's project team has incorporated an Life Coach Assistant, who started working in early December 2019, to assist with participant data collection and other admin support for the LCs.

The next step would be to incorporate a part-time Community Engagement Officer to focus on enrolling participants into community sports / recreation to support their mental health and wellbeing.

## WHAT COULD BE IMPROVED FOR THE FUTURE?



### **Stronger recruitment strategy for Life Coaches**

The simultaneous resignation of both LCs in August 2019 has impacted the project throughout the period October to December 2019, directly affecting the number of new participants registered for the project during its 3<sup>rd</sup> Quarter (only 3 new participants in total).

The new LC for the South hub started working in September 2019, focused on supporting current participants as part of their induction and on boarding process.

For the North hub, *Getting Ready for Take Off's* project manager covered the basic components of this role, and a new LC has been assigned on December 10th and operational in January 2020.

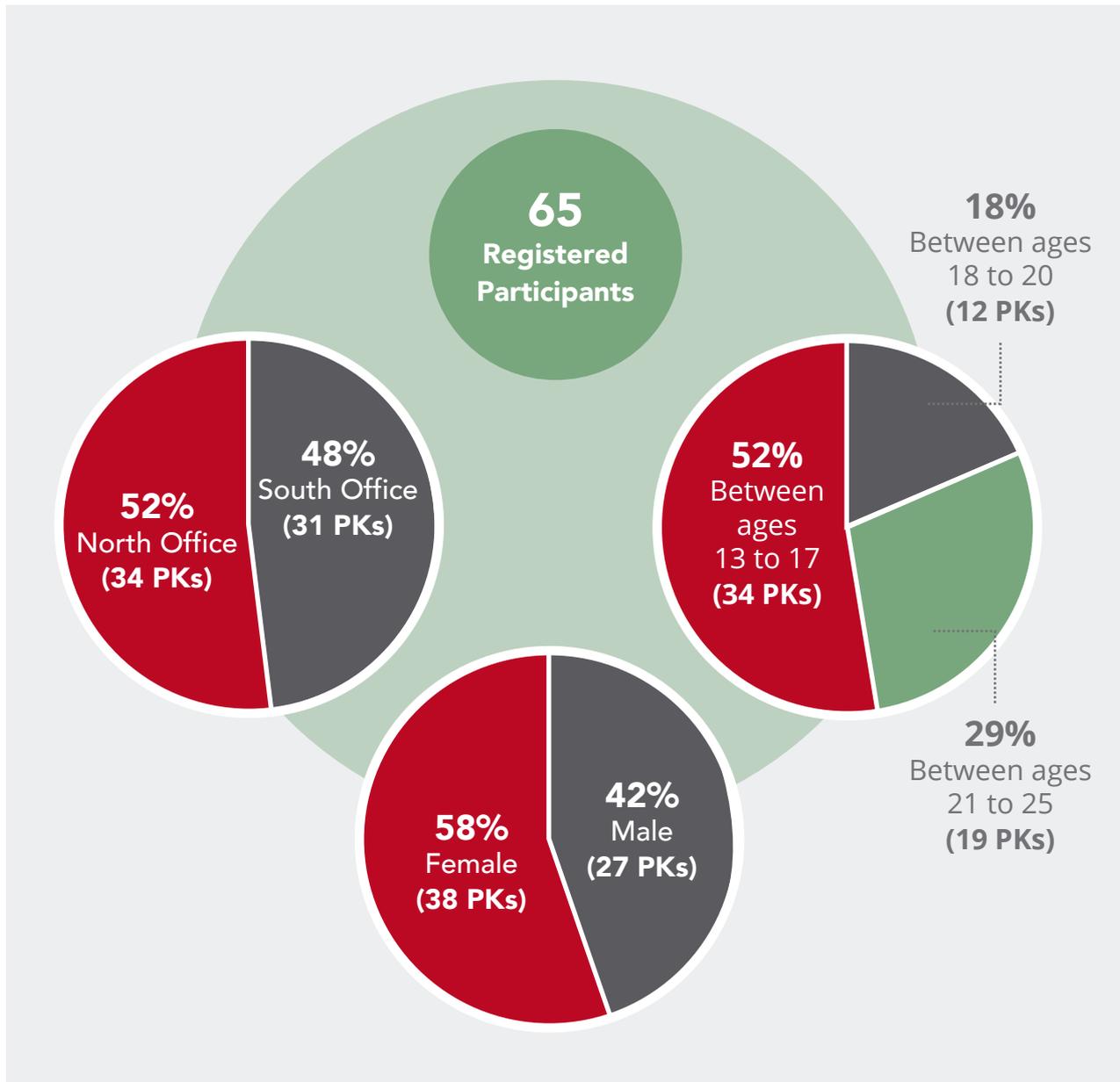
SCSA needs to have both a mitigation plan (ensuring LCs experience a high level of engagement to reduce the probability of them leaving the job) and a contingency plan to control the impact in case this occurs again before the end of the project (March 2021).

### **Improved Registration form**

During the project first 9 months of operation, there are several fields within the Registration form which are not being completed with client information. *Getting Ready for Take Off's* project manager will analyse the current form and propose updates to be reviewed with Nova's team for continuous improvement of this important component of the project's data collection process.

## PARTICIPANTS' PROFILE AT 31 DECEMBER 2019

The registered participants to date show a wide range of demographic profiles within the targeted cohort.

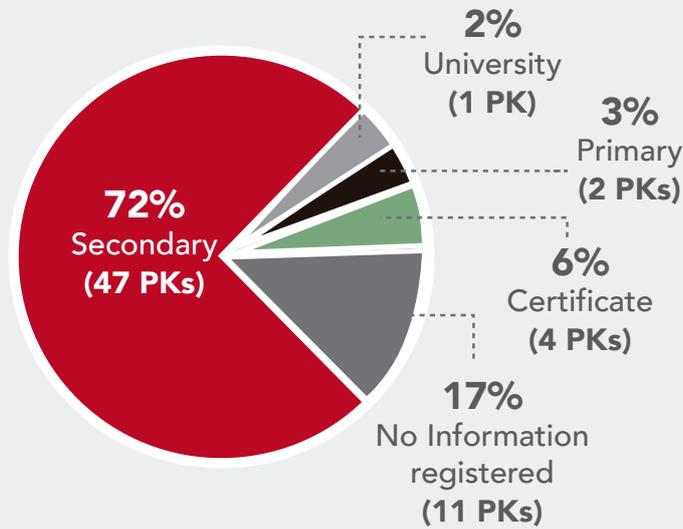


**Key Lesson #4:** The overall project socio-demographic profile seems to be balanced in regards to location distribution (North vs. South). Female participants account for almost 60% of the project's participants, and more than half of the total participants commenced the program under the age of 18.

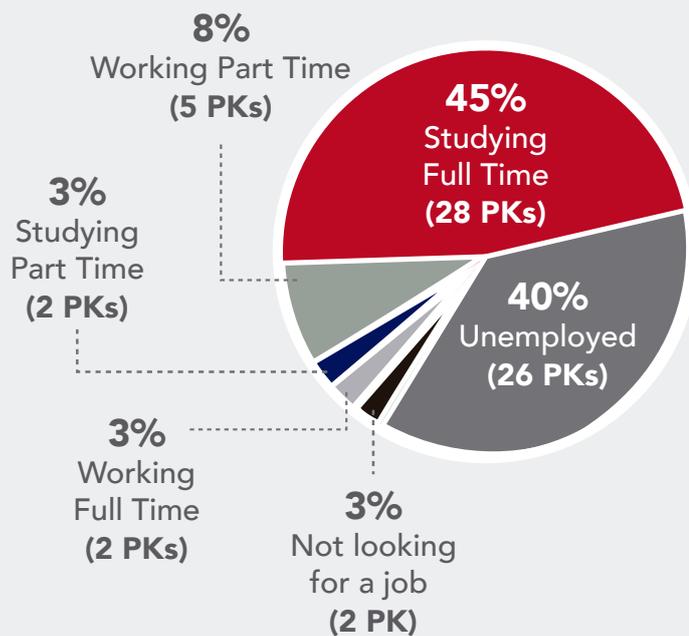
**EXTENDED DEMOGRAPHICS OF 65 PARTICIPANTS**



**Education Entry Level**



**Employment Entry Level**



## STAGE 3: INDIVIDUALISED VISION PLAN

After a client is registered with their consent and a commitment to achieve specific goals, they then focus on completing a pre-assessment form and developing their own individualised employment or education pathway plan. This plan is to be co-developed by each PK and their assigned LC, who plays a pivotal role in the project as the main contact for all activities involved.

### VISION/CAREER PLANS UP TO 31 DECEMBER 2019

#### North Office



**30** out of **34**  
enrolled participants have  
completed their career or vision plan

#### South Office



**25** out of **31**  
enrolled participants have  
completed their career or vision plan

### MOST COMMON GOALS

**19 Pks**  
(36 % of all PKs > 16 y/o)



Getting the Learners Permit (>16 y/o), with their age stated as a growing sign and status and/or transitioning from L to a full driver license (driving hours + test).

**10 Pks**  
(15 %)



Becoming Job ready – having their first Resume, obtaining their birth certificate, a bank account, their TFN, tactics for a successful job interview, applying for Centrelink (>18) and/or Newstart Allowance, etc.

**8 Pks**  
(12 %)



Finishing year 12 - South Australian Certificate of Education (SACE), they show a passion for finishing secondary school, although they are unsure how this will be able to happen.

## PRE-ASSESSMENTS: INITIAL BASELINE UP TO 31 DECEMBER 2019

At the close of the project's third Quarter, 46 participants have completed their Pre-Assessment, with assistance provided by their LC to answer a comprehensive questionnaire composed by 49 questions with an attached scale of 1 (Disagree) to 5 (Agree).

The answers from each PK's pre and post assessment are then processed through the Translation Matrix to inform the progress of each of the project's defined Theory of Change (TOC) immediate outcomes and the DEX SCORE Dimensions and Sub-categories. For further information about the questionnaire and its translation matrix, please refer to the document EVALUATION STRATEGY FOR SOCIAL PROJECTS - 'Getting Ready for Take Off' Project.

### TOC IMMEDIATE OUTCOMES & OUTCOME INDICATORS

*Getting Ready for Take Off* TOC has 3 defined immediate outcomes, each composed of two outcome indicators which enable to measure their performance under a scale of 1 to 5.

#### **OUTCOME 1:**

PKs have hope for future and they know they are employable

- **i.** Changed Behaviour
- **ii.** Employability

#### **OUTCOME 2:**

PKs want to advance personally and professionally and explore options

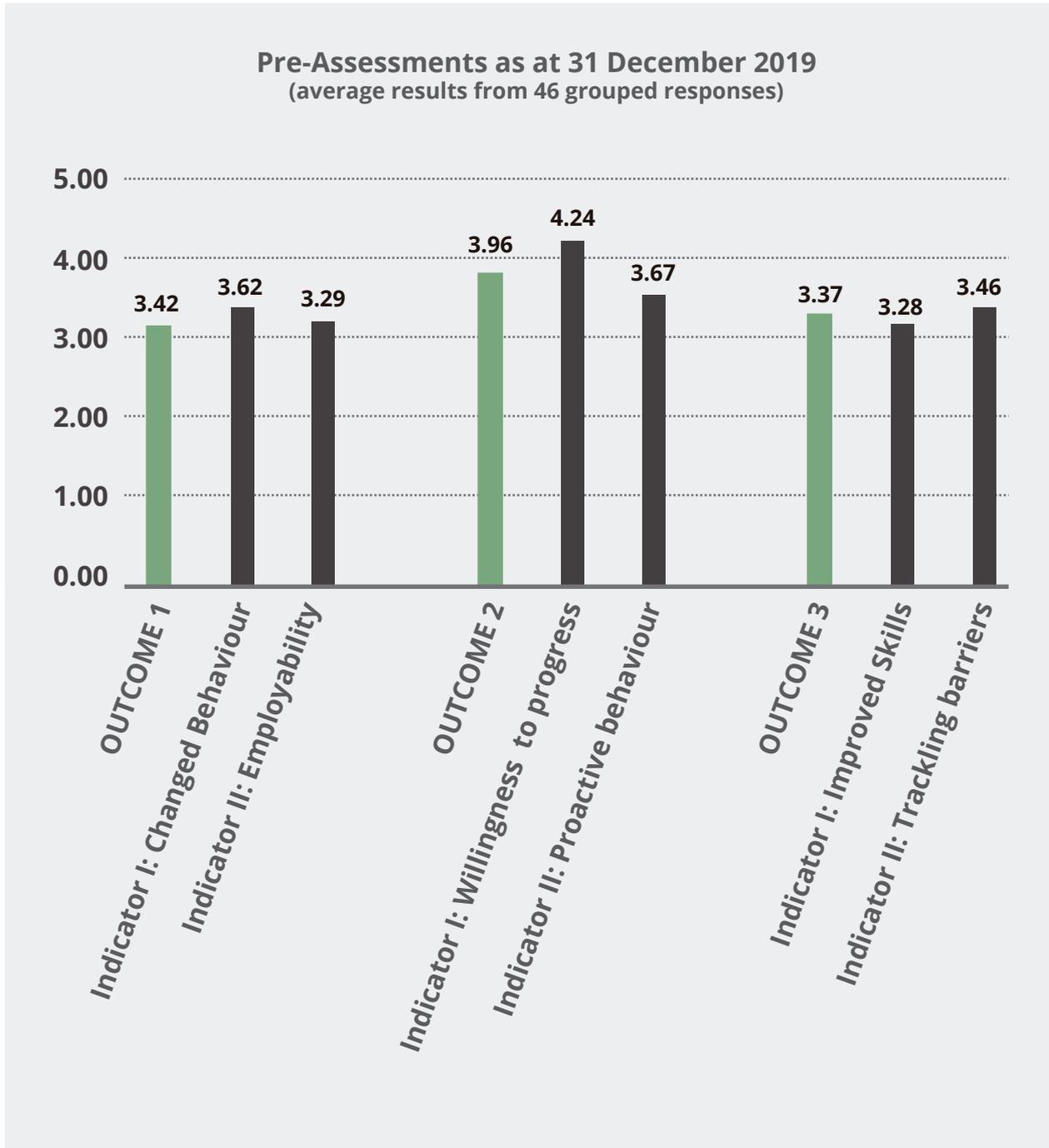
- **i.** Willingness to progress
- **ii.** Proactive behaviour towards exploring options

#### **OUTCOME 3:**

PKs have developed new skills and addressed identified barriers

- **i.** Improved Skills
- **ii.** Tackling barriers

In the graph below, a preliminary baseline can be drawn upon the results of 46 PKs who have completed the pre assessment questionnaires.

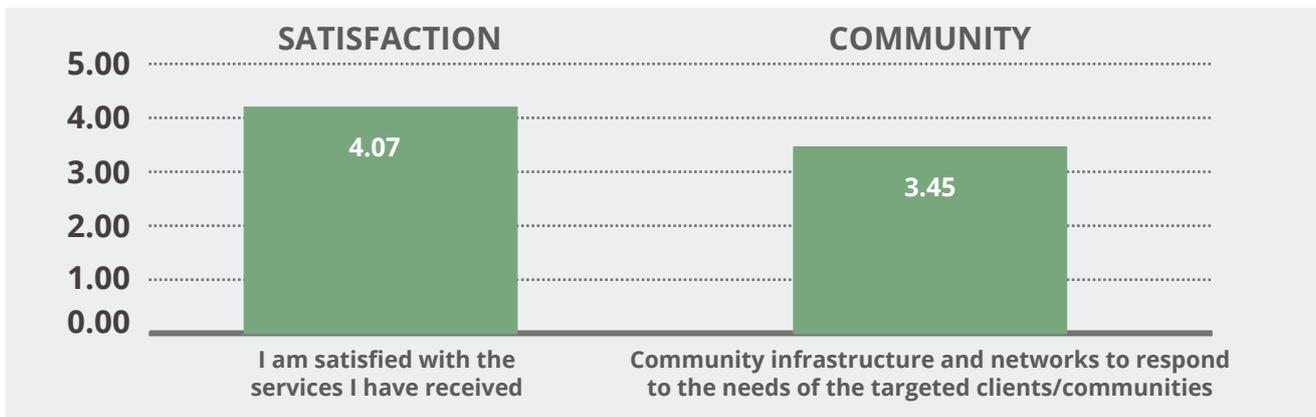
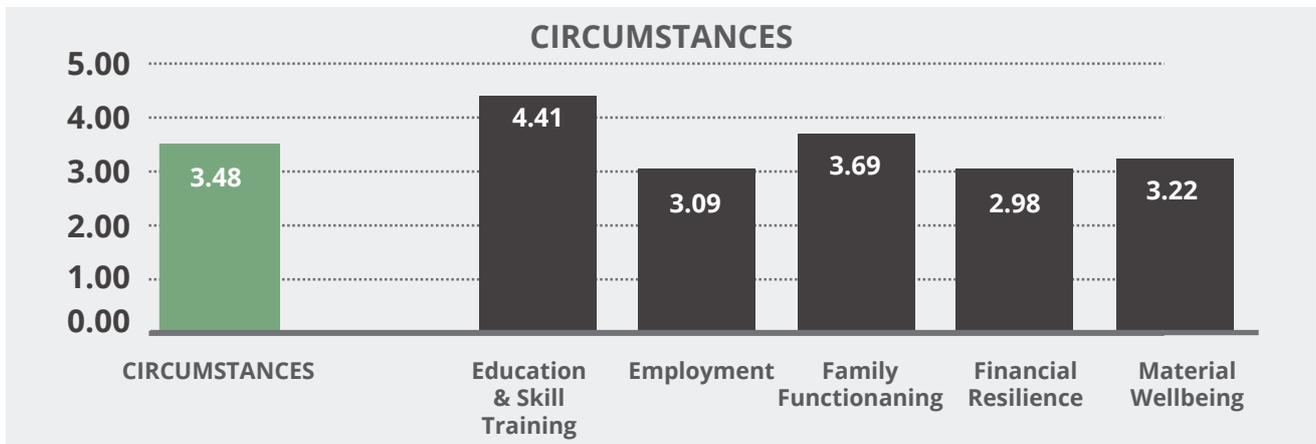
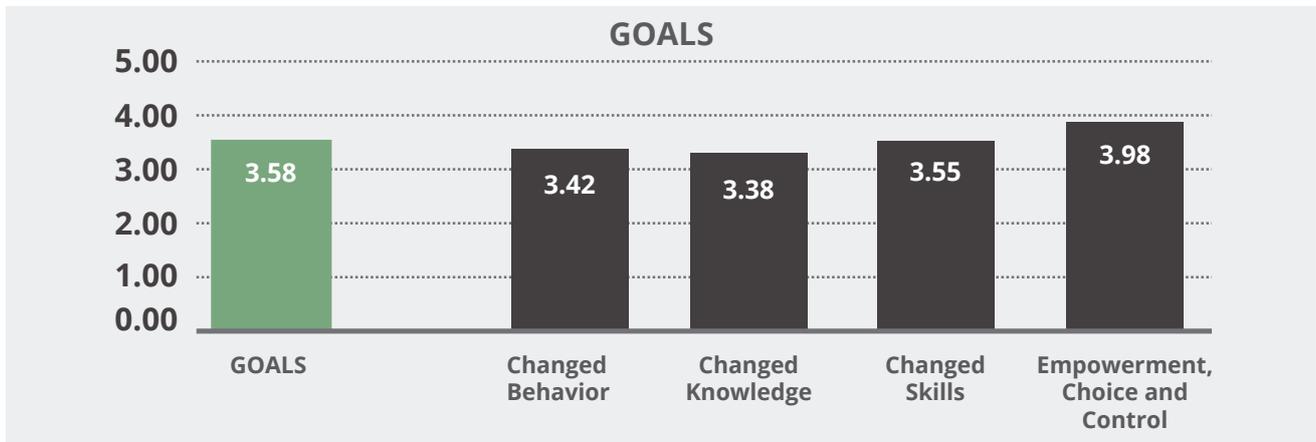


## DEX SCORE RESULTS:

*Getting Ready for Take Off* has a monthly report through DEX of SCORE four Dimensions (GOALS - CIRCUMSTANCES - SATISFACTION - COMMUNITY), each one comprised of one or more DEX Categories.

In the graph below, a preliminary baseline can be drawn from the results of 46 PKs who have completed the pre assessment questionnaires.

### Pre-Assessments as at 31<sup>st</sup> December 2019 (average results from 46 grouped responses)



## PRE-ASSESSMENT ANALYSIS AT A QUESTION LEVEL: TOP & LOW RANKING

Among the 46 pre-assessed participants, there are seven questions with an average score lower than 3 (out of 5), and seven questions with an average score higher than 4.

TOP RANKED	
Pre Assessment - 46 respondents April to December 2019	Average Score
I am satisfied with the <i>Get Ready For Take off</i> facilities available	4.0 
I know what kind of career I want	4.2 
I am satisfied with the services and help provided by my assigned Life Coach	4.3 
I want to engage in education	4.4 
I think education is important	4.5 
I want to skill up towards employment	4.7 
I think employment is important.	4.8 

**Key Lesson #5:** These responses demonstrate how participants view the importance of education and employment. Also, from the very beginning, they are grateful for the opportunity to participate and for the services provided to them.

LOW RANKED	
Pre Assessment - 46 respondents April to December 2019	Average Score
What is your current job situation?	2.5 ★ ★ ☆ ☆ ☆
I review my daily learnings frequently	2.7 ★ ★ ☆ ☆ ☆
I know where to get help to fill out my tax return	2.7 ★ ★ ☆ ☆ ☆
I find it easy to maintain my focus on projects that take more than a few months to complete	2.8 ★ ★ ☆ ☆ ☆
My family has had stable employment in the past 6 months	3.0 ★ ★ ★ ☆ ☆
I've been pretty successful in life	3.0 ★ ★ ★ ☆ ☆

**Key Lesson #6:** These responses show how vulnerable the PKs are, and show the wide range of areas they require support in order to help succeed in their education as a pathway to employment.

## WHAT WORKED WELL?



### **Sorting barriers #2 – internet access**

During this quarter, the SCSA team has identified that some participants have no access to internet, which creates a direct barrier for employment, specifically relating to job searching, online applications and interview processes.

As at the end of 2019, there are now 30 computers available for participant use at each Hub, to be used under the supervision of an LC.

### **Sorting barriers #3 – lack of confidence**

Lack of confidence is often a huge barrier within this targeted cohort. One of the main outcomes of the last informational and motivational retreat was the improvement in confidence and positive transformation of the newer participants. SCSA's team has received direct feedback from the participants that they feel more confident and that they have established some good relationships with other participants and LCs, and thus has resulted in them being more engaged in the program.

## WHAT COULD BE IMPROVED FOR THE FUTURE?



### **Sorting barriers #4 – PKs gaining some initial working experience**

SCSA's team will start promoting a list of volunteering opportunities for PKs to get some working experience by volunteering their time (at least for a month) and/or to get some experience in their field of interest.

### **Career/Vision Plan - form review**

There is an opportunity to streamline the current career/vision plan form, making it feasible for the form to be completed within one session LC-with-PK. *Getting Ready for Take Off's* project manager will analyse the current form and propose a more concise version to be discussed with Nova for its future implementation.

### **Pre-assessment forms - missing responses**

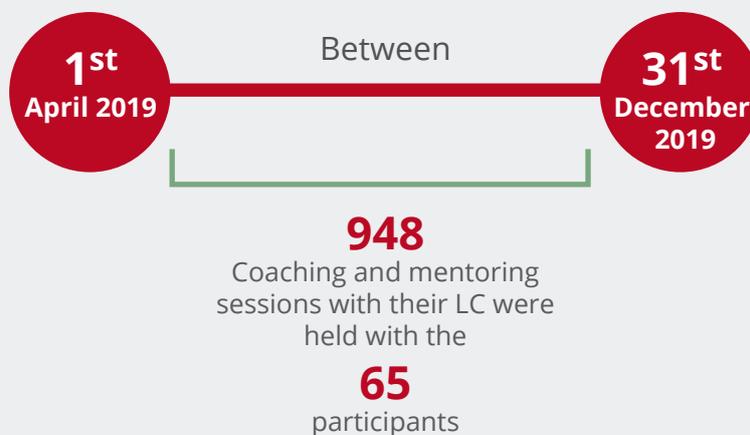
From 65 registered participants as at 31 December 2019, 46 have completed their pre assessment survey. Taking out of consideration the 5 participants who withdrew from the program, there are still 14 participants who need to complete their pre assessment, a key point in the project's data collection process to have a comprehensive baseline for capturing desired impact before and after their enrolment in *Getting Ready for Take Off*.

**Key lesson #7:** Small things have a huge impact over the lives of PKs. Therefore, holding regular motivational retreats are crucial to keep the participants engaged with their personal journey towards achieving their own career/vision goals.

## STAGE 4: COURSE ENGAGEMENT & MENTORING

An agreed vision plan is the kick start point from which PKs are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions. This stage of the project will last for the duration of the courses involved in their vision plan or until the project reaches its end, whichever occurs first.

### LIFE COACHING SESSIONS AS AT 31 DECEMBER 2019

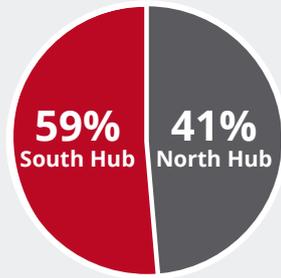


#### Life Coaching Sessions Per Month

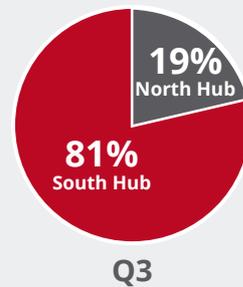
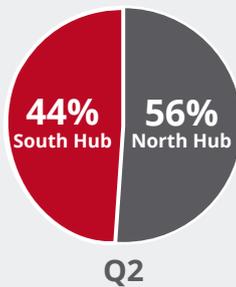
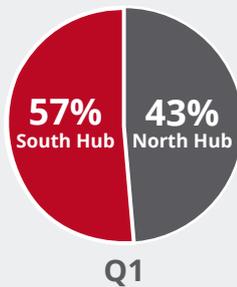


**Key Lesson #8:** After a trough in September 2019, a direct consequence of both LCs resignation, the level of Coaching activity regained a positive trend in October, showing another decreasing tendency in the following months. Yet, December 2019 should be considered as an outlier due to the Festive season.

**Life Coaching Sessions - Accumulated  
By Office Hub**

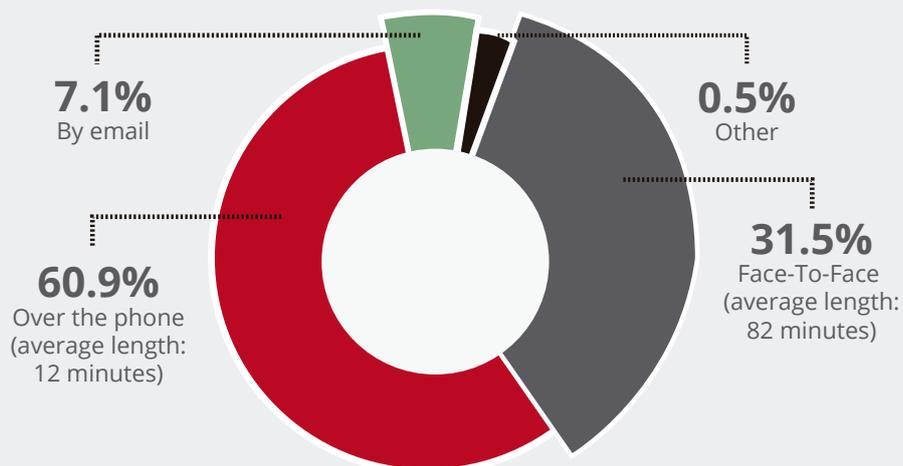


**The Coaching Sessions Per Quarter  
By Office Hub**



\*The North office started operating one month later.

**Life Coaching Sessions - Accumulated  
By Session Type**



**Key Lesson #9:** The absence of a LC assigned for the North hub during Q3 led to a substantial decrease on the number of Life Coaching sessions delivered to participants living in the Northern region.

**Key Lesson #10:** The number of accumulated Coaching sessions on the phone almost duplicate, in number of contacts, the registered Face-To-Face sessions.

## MENTORING SESSIONS - ACCUMULATED SNAPSHOT APRIL TO DECEMBER 2019



**534** | Direct hours  
invested in one-to-one  
coaching sessions



**199** | Indirect hours for  
preparation and  
post meeting case  
session notes, etc.



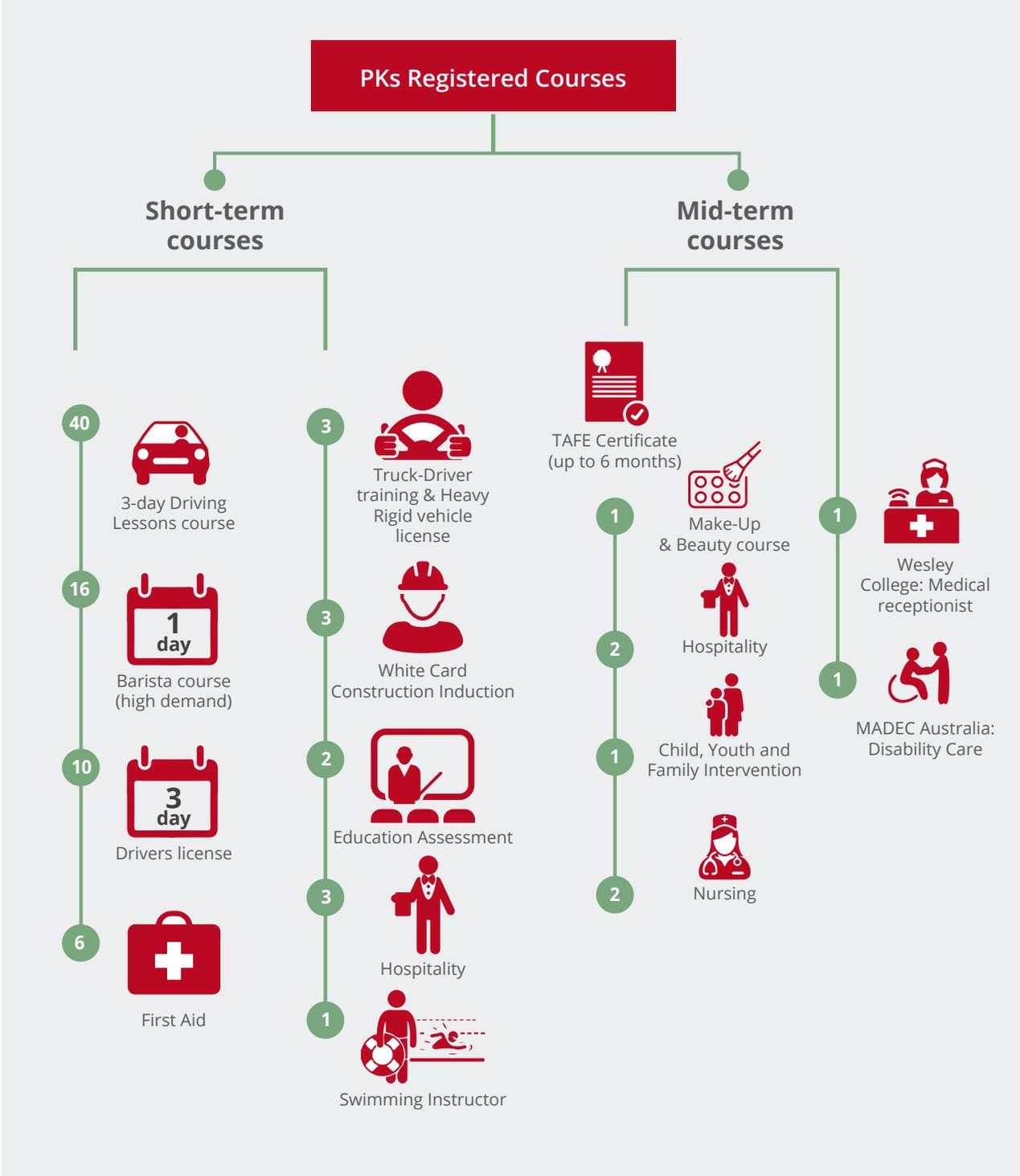
**207** | Hours of  
Travel Time



**6** | No Shows  
(PK not attending  
the meeting)

**Key Lesson #10:** Each PK has attended, on average, more than 13 life-coaching sessions (face-to-face or on the phone) in the first 9 months of the program, approximately 1.5 per month.

**COURSE ENGAGEMENT  
OVERALL SNAPSHOT**



**Key Lesson #11:** Short-term courses such as First Aid are confidence builders and strengthen PKs' Resumes.

## CONTINUOUS ENGAGEMENT – IN NUMBERS



58

Participants have stayed engaged in school or have enrolled in further education.



10

Participants are still working on their vision/career plan for action steps.



40/65

Participants have completed at least one short course.



15/65

Participants have completed the core component\* of the project:

- 1- Develop a vision/career plan
- 2- Completed at least one course
- 3- Obtained a Part-time or Full-time job



7

Have remained employed since entry of the program



5

Have found employment between October to December 2019. 1 full time and 4 part-time.

\*A PK can complete the core component and still remain engaged with the project for future course enrollment.

**Key Lesson #12:** This specific cohort requires ongoing support and encouragement from their Life Coach to stay focused and committed to their vision and career plans.

## Activity Highlights

### WHAT WORKED WELL AT THE COURSE ENGAGEMENT & MENTORING STAGE?



#### **Continuous Engagement - Enablers**

To facilitate PKs engagement with the project's key activities, e.g. enrolling / attending a course class, attending a job interview and/or a mentoring session with their LC, as per requirement:

**Enabler #1** → 10 metro cards have been provided to participants who need independent transportation.

**Enabler #2** → 6 re-charge vouchers for their mobile plans, with no excuses for missed connections with their assigned LC.

**Enabler #3** → Obtaining a copy of their **birth certificate** has been approved as a required expense to support participants who need a form of identification. 2 birth certificates have already been processed.

#### **Life Coach key role**

The new Life Coach in the South has been instructed to connect with participants with an approach based on empathy. This approach shows the PKs a vulnerable side of the Life Coach; by sharing his own experiences and how he himself could have given up, he is able to demonstrate to PK's it is possible to overcome difficulties. This provides PKs with encouragement, inspiration and motivation at an early stage in the program. In other words, the LC role is based on learning the language of Life Coaching from within, not from a textbook, with a genuine lens based on empathy rather than sympathy.

**REFERRALS TO EMPLOYMENT SERVICES**

**8**

**Participants**



Have been referred to a potential employer for work

**REFERRALS FOR ADDITIONAL SUPPORT**

**6**

**Participants**



Have been referred to specialist services for additional support

- 2** → To undertake an educational assessment
- 1** → Was experiencing homelessness, and was referred to Junction Australia
- 1** → To a provider of Disability supports (Novita)
- 1** → To an educational psychologist
- 1** → To a mental health worker

**COMMUNITY SPORTS & RECREATIONAL ACTIVITIES IN NUMBERS:**

**5**

**Participants**



Have engaged in these activities to improve their health and wellbeing, as at December 2019

- 2** → Engaged in a Gym (Anytime Fitness and Good Life)
- 1** → Engaged in cheerleading (All Stars)
- 2** → Engaged in Netball (Clarendon Netball Club)

## PKs ONGOING SUCCESSFUL JOURNEYS PARTICIPANT CAMEOS

### Grace\*



- ✔ Is 23 years old and was homeless when she signed up with *Getting Ready for Take Off*.
- ✔ She was 31 weeks pregnant with no family or friends in Adelaide and no money.
- ✔ SCSA took her under their wings and ensured that within the first 24 hours she had emergency accommodation, food, clothes, Centrelink crisis payment and most importantly, hope.
- ✔ A few weeks later she engaged in the *Getting Ready for Take Off* program. After networking with Baptist Care and Junction Australia, SCSA's team was able to find suitable accommodation for her within 30 days.
- ✔ She now has a fully furnished 3-bedroom home and is fully active in the project.
- ✔ She had her baby boy on the 1/1/2020 who was taken from birth by DCP. To help her cope with this trauma, the project team has ensured she stays connected with the right support services while she follows up her case in court to get her little boy back.
- ✔ She is currently keeping positive and is staying engaged with her LC. She has completed her first online course and has signed-up in a community gym to assist her overall health and wellbeing. She is currently looking for part-time work.

## Adam\*



- ✔ Is 18 years old and has gained employment since receiving support with his resume and cover letters.
- ✔ He gained employment as a kitchen hand at the Royal Hotel on Henley Beach Road.
- ✔ One time, his LC was rung up by his school case worker who was very worried about him being disengaged from school. This led to some strong conversations with him stressing the importance of attendance and focusing on his direction, not just what he was feeling.
- ✔ He now has approached his LC about getting registered for driving lessons which will help him get more shifts at his new job.

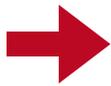
## Sarah\*



- ✔ Is a 18-year old young lady with a bright future now.
- ✔ She is having troubling times while living at home with her step mum and needs independence. Her LC is helping her search for suitable accommodation.
- ✔ She completed a swimming instructor certificate in November '19 in which she attended a weekend course and passed with flying colours. Since then she has gained employment at MINDA and works on Saturday mornings teaching people how to swim.
- ✔ Sarah has made such a good impression that she has been offered an apprenticeship in Community Services which they will support her to complete. She will now attend MINDA a couple of days a week and be paid while also completing this course.
- ✔ She is now motivated and her confidence and people skills have developed in leaps and bounds.

\*For privacy concerns, the participant's real name has been changed.

## WHAT COULD BE IMPROVED FOR THE FUTURE?



### **Increased Life Coaching sessions in the North**

The absence of a LC assigned for the North hub during the period October to December 2019 had a substantial impact on the number of mentoring sessions for this sub-area. Only 59 hours of mentoring sessions were held during the entire quarter (19% of total sessions) for North participants, compared to 249 hours held with South participants (81% of total sessions).

A more balanced approach needs to be considered for the next quarters, to ensure the participants on the North receive the correct level of mentorship and follow-up activities towards their goals and career plans.

### **Community Engagement**

SCSA's team will aim to build and implement a Community Engagement Plan for 2020/21 to positively impact the participants' health and wellbeing.

### **Use of CRM for boosting participants' engagement**

There is an opportunity to use the CRM implemented for *Getting Ready for Take Off's* to send automatic emails to the project participants as a reminder for them to attend specific sessions of their chosen courses.

### **Sorting barriers #5 - Events published on FB private group**

SCSA's team is assessing the option to publish key activities in the FB closed group, e.g. motivational and other workshop sessions, volunteering options, courses running in the month, etc.

### **Sorting barriers #6 - PKs lack of finances to purchase a vehicle**

SCSA continues to assist PKs in obtaining their learners and paying for driving lessons. There is some concern that having worked hard to qualify for their P's may lead to a feeling of discouragement if unable to access a vehicle or purchase one of their own.

## STAGE 5: PROJECT EXIT

Two different results could be achieved at the time of closing the project cycle for each PK. A positive one, where PKs of school age remain successfully engaged in school and continue with their vision plan related activities, or where post-school PKs graduate from one or several courses and obtain a part-time or full-time job.

It is also possible that PKs may not reach graduation at their enrolled course(s), due to under-performance or because they have abandoned classes and lost contact with their LCs. Either way, all situations are being captured in the data collection processes for later evaluation and learning.

When PKs are post-school age and achieve a positive result, they may also be referred to other institutions that can link them with potential employers.

At the end of the third Quarter, **five participants** have exited the project due to disengagement. They have shown low commitment and their LCs have lost contact with them, leading to the determination to close their cases. This means a partial churn rate of 8% (5 out of 65).

At the end of the project's third Quarter (December 2019), **one participant** has fully completed their formal engagement with the project, who now has a full-time job in their field of interest. This participant has also completed their post assessment form at the end of their participation with the project.

# 4. Key Recommendations

We recommend some action points for SCSA to address, sourced from the wide range of key lessons described previously, particularly from those aspects of the project which require improvements.



# Key Recommendations

## **1- KEEP RECRUITMENT AS THE KEY PRIORITY FOR SCSA'S TEAM**

To achieve the overall project target of 160 participants, SCSA needs to invest further resources, mainly time (team member's focus) and money (targeted advertising & promotion) to recruit between 8 to 12 participants each month up to and including quarter 6.

## **2- MITIGATION & CONTINGENCY PLAN FOR THE PROJECT'S HR**

As mentioned earlier in the report, SCSA needs to have a mitigation and contingency plan in place, to avoid and/or compensate the impact in case one of the team key members (LCs and PM) leaves or is unable to work in the role for a prolonged period of time during 2020 and early 2021.

## **3- INTENSIVE LIFE COACHING SESSIONS FOR PARTICIPANTS AT THE NORTH HUB**

To compensate for the low level of mentorship activity on the North during the project's third quarter (October to December 2019), the new appointed LC and the PM need to ensure the participants in the North receive the correct support and follow-up activities towards achieving their career/vision goals.



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