



Evaluation Report



4th Quarter
(January - March 2020)

1

CONTEXT WHAT ARE WE EVALUATING?

Getting Ready for Take Off is a project developed by Second Chances SA (SCSA), to improve the employment opportunities of youth and young adults up to 25 years affected by parental imprisonment.

This quarterly report addresses the project's progress and performance throughout its fourth Quarter - from 1st January to 31st March 2020.



PROJECT GOAL

To assist a target of at least



who have been identified as being at high risk of becoming welfare dependent to **transition successfully into the workforce**^{1 2}. 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.

¹ Dropping off the Edge 2015

² 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 is to:



Report on the project's progress - what works well and what requires improvements towards tackling the project's targeted objective, in terms of process and performance.



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.



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.

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

Getting Ready for Take Off has evolved and grown at an expected rate in the first year of operation, reaching its half lifetime with promising results.

After experiencing a plateau during the last quarter, SCSA's team has regained a positive output upon the recruitment of participants. As at 31 March 2020, 91 Prisoners Kids Youth (PKs) have registered for the project. With 50% of the project delivered by the end of the 4th Quarter, participant registration has already reached 57% of the project's target (91 out of 160).

Within this context, the trend for sources of referrals remain similar to previous quarters. Internal referrals continue to be the main source of participant registration to the project (58% of total PKs registered), with High Schools the main source of total external referrals (42%), representing over 45% of this last sub-group.

51 out of 73 active participants have completed their individualised vision or career plan. From these, some common patterns can be understood. 30% of all PKs over the age of 16 have shown a particular interest in getting their Learners Permit, 18% are looking for enrolling and/or finishing a Certificate degree, 17% 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% have 'Finishing year 12 of school' as a priority.

However, their low level of representation, as a percentage (%), reflect the highly individualised approach of *Getting Ready for Take Off*.

At the close of the project's 4th Quarter, **69 participants have completed their Pre-Assessment questionnaire.** With these, an updated preliminary baseline has been defined

for the project's defined performance indicators to be 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 keep the LCs informed about the areas of low and high priority when addressing participants in their life coaching sessions.

From April 2019 to March 2020, **1969 Life-Coaching and mentoring interaction/sessions were held with the 91 enrolled participants.** 23.4% were held face-to-face and 63.5% by phone, with January and March reaching a large peak of individual and grouped engagement with each active participant, especially in the North hub, closing the previous quarter gap due to the absence of an assigned LC.

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 (70 PKs enrolled) or a 1-day Barista course (19 PKs). A smaller number of PKs have enrolled in mid-term varied courses offered at TAFE Certificate (7 PKs) and a couple of them in over 12-month courses (2 PKs).

This report is the fourth 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 CONTEXT

WHAT ARE WE EVALUATING?

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.

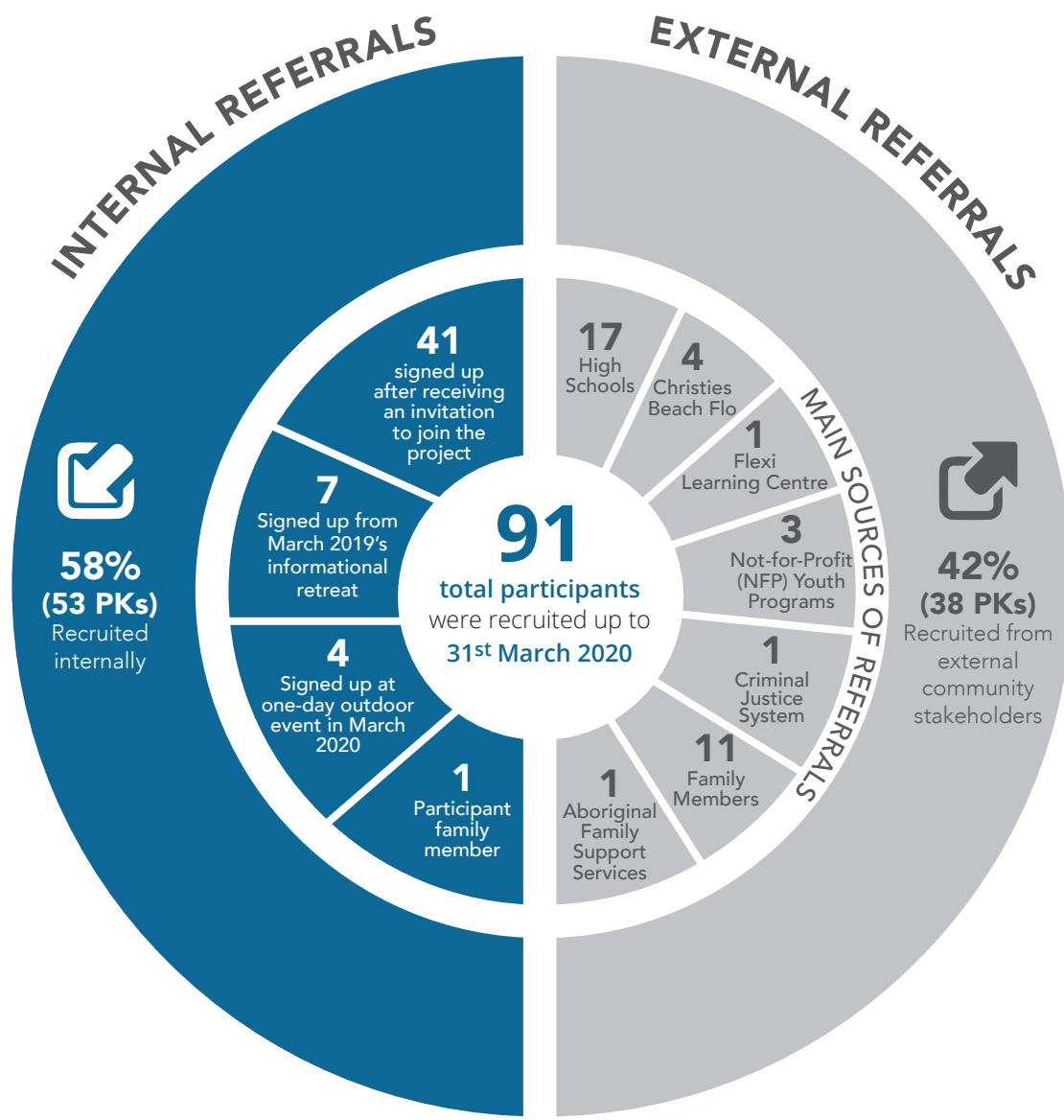
Once the project is deployed in full, stages will overlap. While one PK will be in the course engagement stage, another PK could be in the registration stage.



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



High Schools remain the main source of external referrals, representing 45% of total external referrals as at 31 March 2020.

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 8 strategies.

NO	STRATEGY	DESCRIPTION	STATUS	PROGRESS UPDATE
1	 List from Co-development Workshop	List of stakeholders who attend the TTL information retreat from both the North and South	Achieved	Completed by March 2019 with one weekend information workshop held
2	 Government/ NGO Stakeholders	Announce the project via media	Achieved	Completed by September 2019 with an official launch event at SCSA Fullarton office
3	 Social media Messenger	Accessing old stakeholder CRM data	Ongoing	Regular recruitment activity using a Private Facebook Page and Messenger
4	 Current Database	Pre-existing Data over 10 years	Ongoing	73 participants from current database
5	 Workshops	Hold information retreat/workshops	Ongoing	Two weekend retreat workshops and regular on-site workshops are held at the hubs
6	 External	<ul style="list-style-type: none"> • Network with Flo Program • Flexi Learning Centre • Streetlight Community • Wellbeing officers 	Ongoing	6 participants from Flo Program 2 from Flexi Learning Centre 5 referred by Wellbeing officers
7	 Prison Ministry Networking	Network with Chaplaincy, Edge and Kairos	Ongoing	CEO and PM to attend meetings and key events throughout 2020
8	 Public Speaking Appointments	Invited by Members of Parliament (MP)	Ongoing	Two Information events held in Q4 at the South Hub Two events to still be held at the North Hub

What Worked Well?



PK Family Care team – separate SCSA program

The PK Family Care team have been actively working towards referring PKs who are age-appropriate onto the Life Coaches for their enrolment in *Getting Ready for Take Off*.



Positive response from information sessions

Two new referrals were obtained from a day-event held on the 7 March 2020 at Woodhouse Activity Centre. The team was able to build stronger connections with the PKs.



Participants' siblings - potential engagement

Over the past quarter, SCSA has observed PKs who are currently engaged in the program, are now encouraging their siblings to join the *Getting Ready for Take Off* program.

What has not Worked Well (and/or could be improved for the future)?



Parents/Caregivers as a challenging barrier

Some caregivers and parents have delayed completing and signing off participants consent forms.

Key Lessons from Recruitment Process

1

Facebook closed group for recruitment

There is not a perceived direct benefit for new referrals at this stage. It is mainly a tool to keep participants informed of what is happening in the program and to communicate positive affirmations and good news stories amongst them.

2

Recruitment – top 3 sources of referral

After 12 months, internal referrals from SCSA's database stay at the forefront as the main source of referrals for recruitment. Referrals from both High Schools and PK family members are the other key sources for recruitment to the project.

3

Consent forms

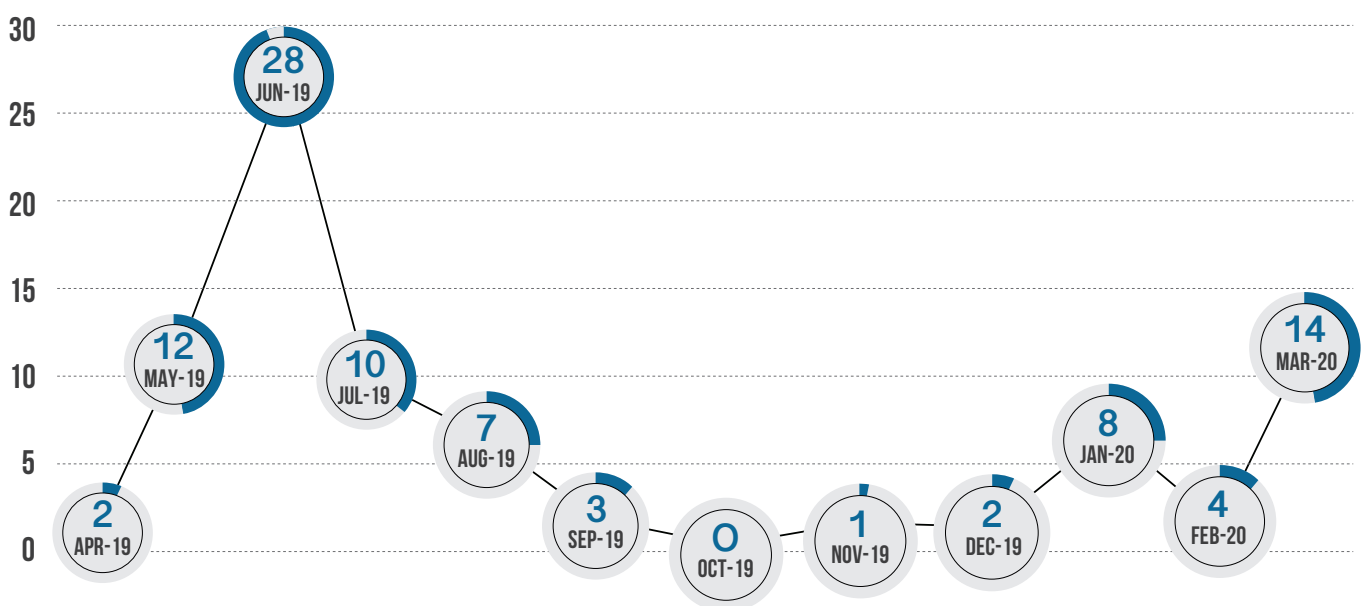
It has proven to be more 'effective' for the Life Coach to ensure consent forms are signed when visiting the PKs caregiver, rather than leaving the form at the residence.

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 onto the *Getting Ready for Take Off* program.

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 91 as at 31st March 2020.

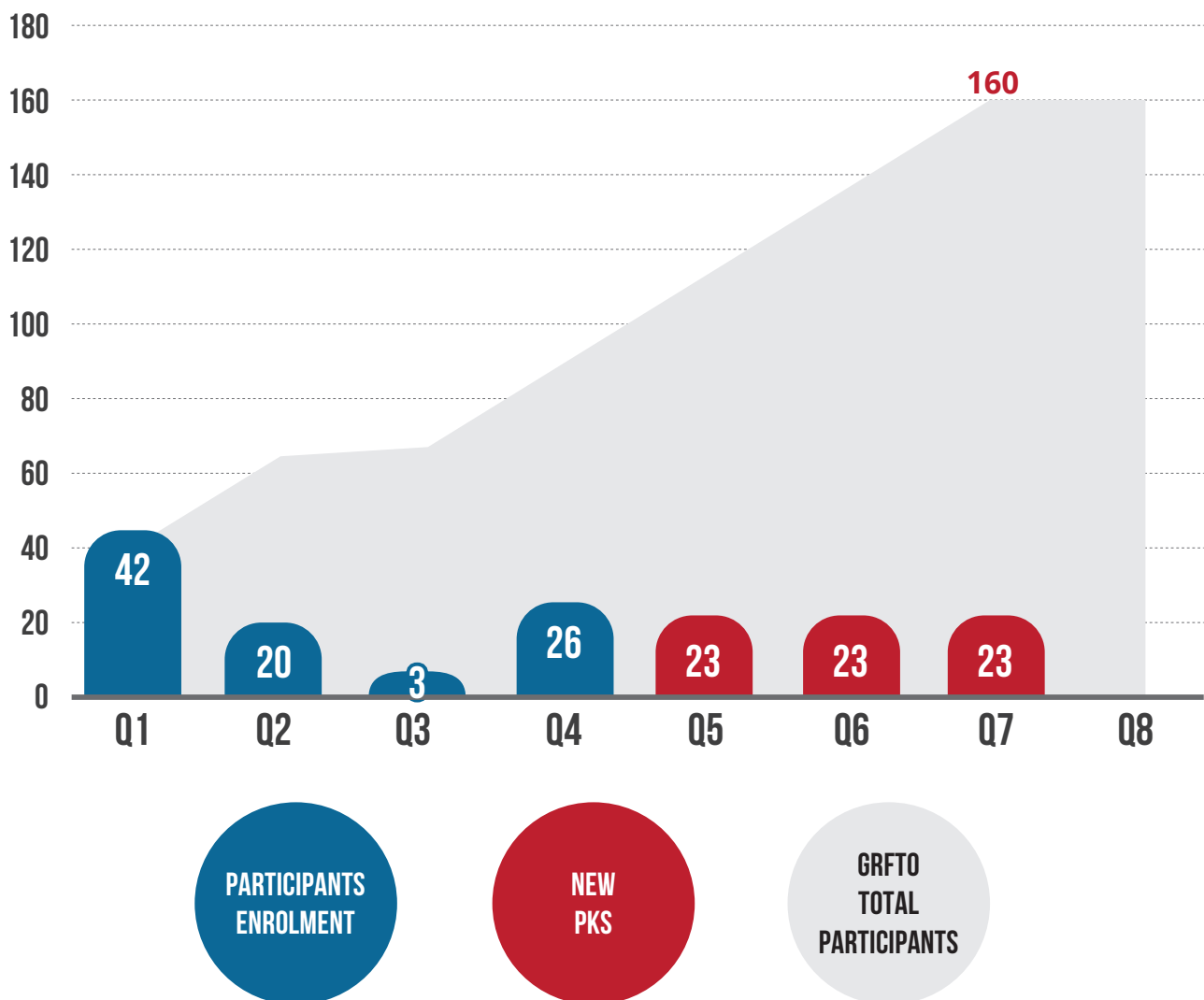


Over the past three months, with both LCs fully operative again, the recruitment and registration process regained a positive output.

Participants Enrolment - Projection

Recruitment of 160 Prisoners Kids Youth (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 quarter of the project.

PARTICIPANTS PROJECTION



Recruitment Goal – partial performance. With 50% of the project completed (12 out of 24 months), participant registration has already reached 57% of the project's target (91 out of 160).

What Worked Well?



Improvements to Registration form

Getting Ready for Take Off's project manager has implemented improvements to the Registration form used for participants enrolment. The document was simplified based on the feasibility of obtaining certain personal information without compromising the integrity of key data sources needed for analysis and evaluation of the project.



Sorting barriers #1 – Improving digital communication with PKs

As referred in the previous Quarter report, the SCSA team has created a closed Facebook group. This new communication channel has 23 participants to date, and has already improved digital communications, particularly with the disruption caused by COVID-19 and associated restrictions. It has been very useful to invite project participants to Workshops, Informational retreats, share what courses are available and any other relevant information for their individual and group involvement at each Hub.



Growing the SCSA team

The newly recruited Life Coach in the North - who started December 2019 but was on the ground running in early January 2020 – has made a positive impression in her first few months in the role. Her background in social work and experience in dealing with trauma and crisis has proven to be complementary skill sets to the role of Life Coach. Additionally, the Project Manager has enrolled her into an online LC certificate of training.

Also, during this past quarter, a new part-time Community Engagement Coordinator has assisted with the health and well-being of PKs, in addition to an overall improved engagement with the program.

Finally, a new 'Family Care' team member – a separate program run by SCSA - joined in January 2020, and contributed to the increase of internal PK referrals to the *Getting Ready for Take Off* program, creating cross-program synergies within the organisation.

What has not Worked Well (and/or could be improved for the future)?



Data collection – quantity and quality

SCSA's admin staff and Life Coaches need to keep improving, both the quantity and quality of the data collected when a new participant is registered.

The recently reviewed Registration form will assist the process, but some further assistance may need to be given for LCs to enhance the quality of data collection.

Key Lessons from Registration Process

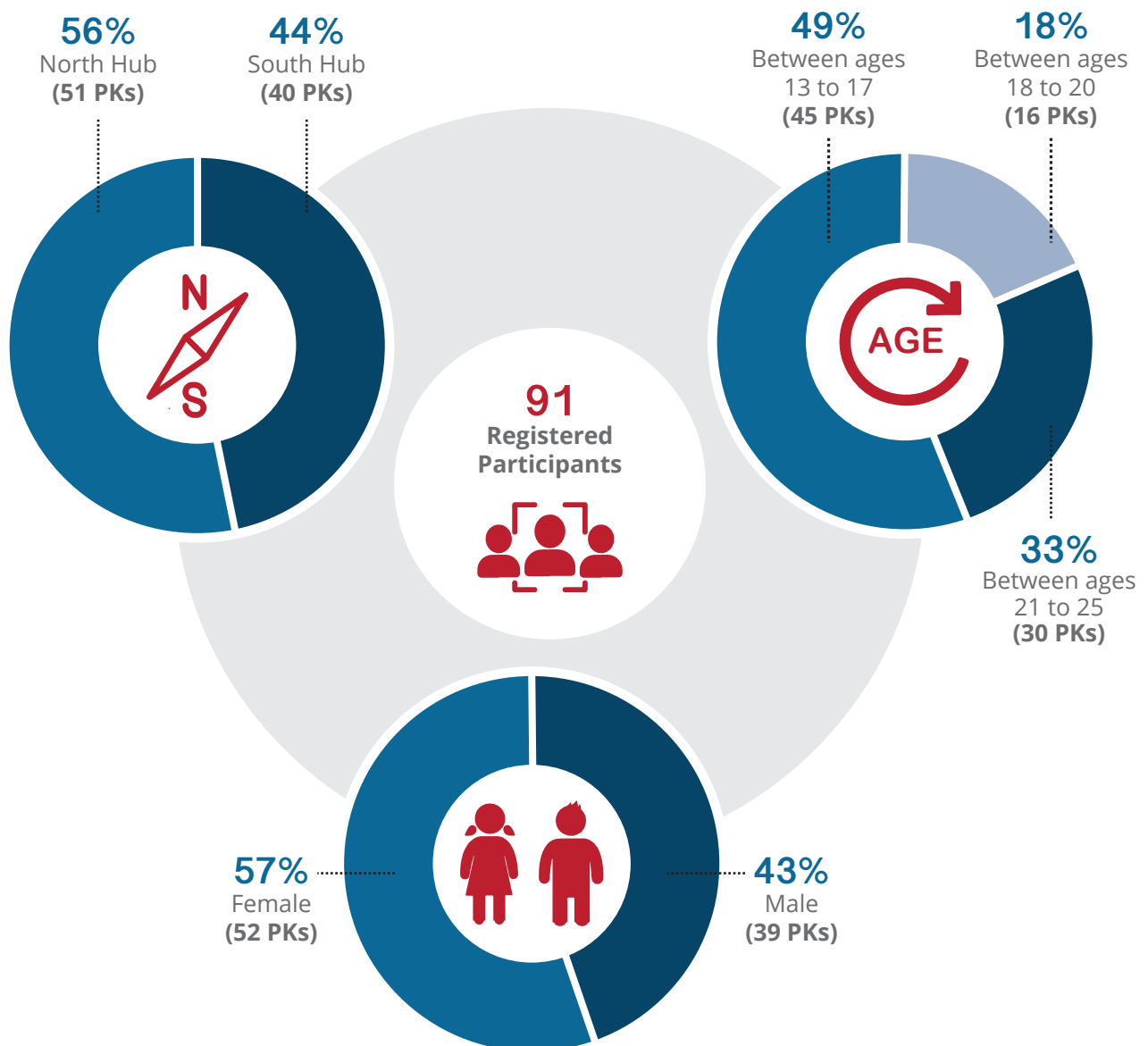
1

Positive impact of having two full time LCs operative again

Getting Ready for Take Off's participant registration target is back on track, showing up to date promising figures towards achieving the challenging project goal of registering 160 Prisoners' Kids Youth over its 24 months of operations.

Participants' Profile as at 31 March 2020

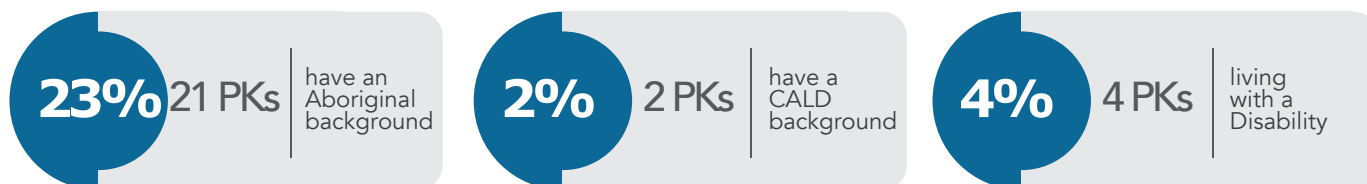
The registered participants to date show a wide range of demographic profiles within the targeted cohort.



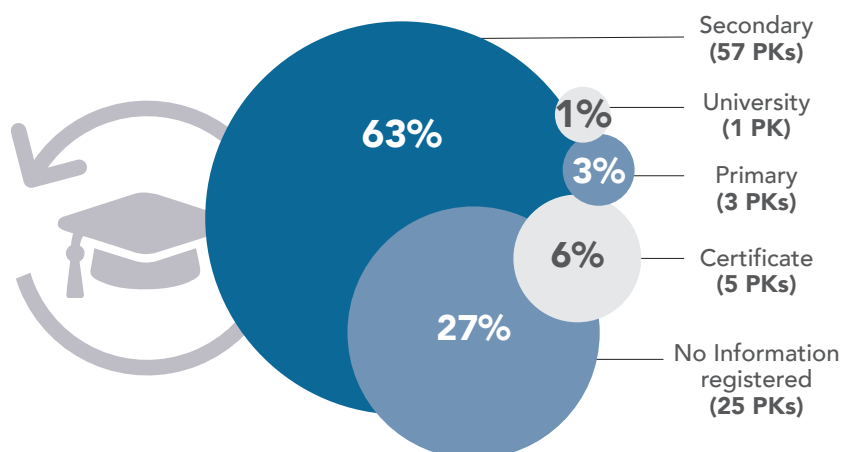
The overall project socio-demographic profile seems to be fairly balanced in regards to location and gender.

There is a clear pattern in regards to participants age, with almost half of the total participants commencing the program under the age of 18. This demonstrates the influence of PK internal database SCSA has used to contact and recruit young participants for the program.

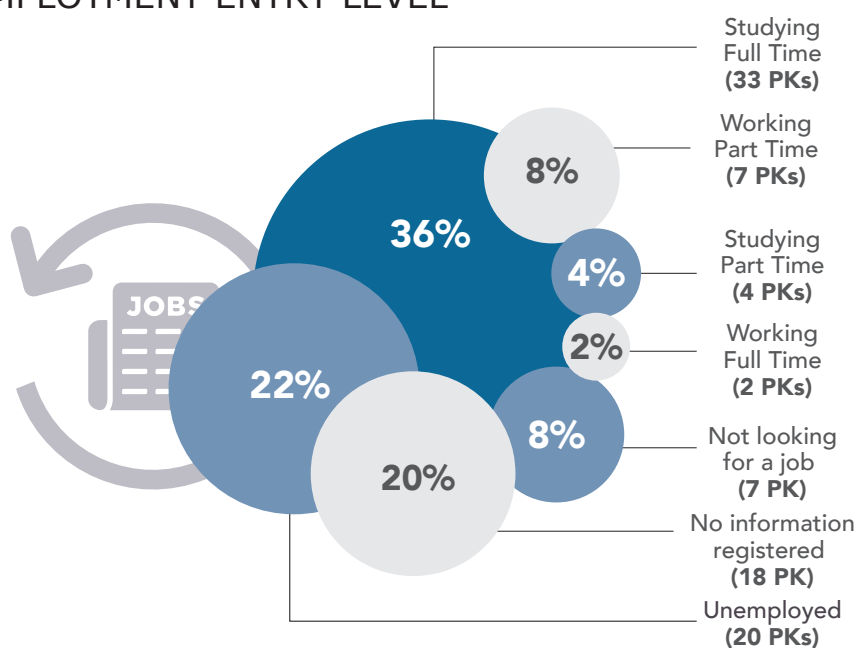
Extended Demographics of 91 Participants



EDUCATION ENTRY LEVEL



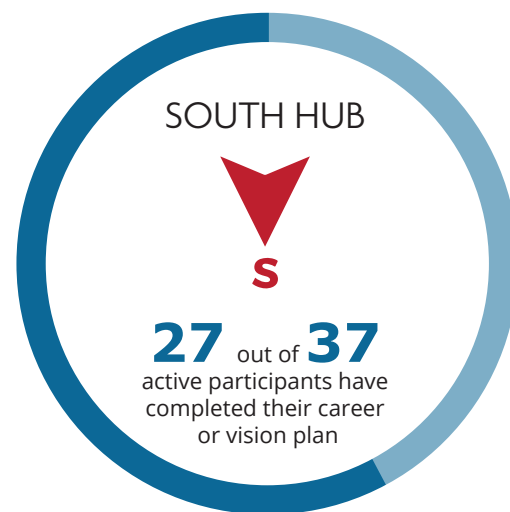
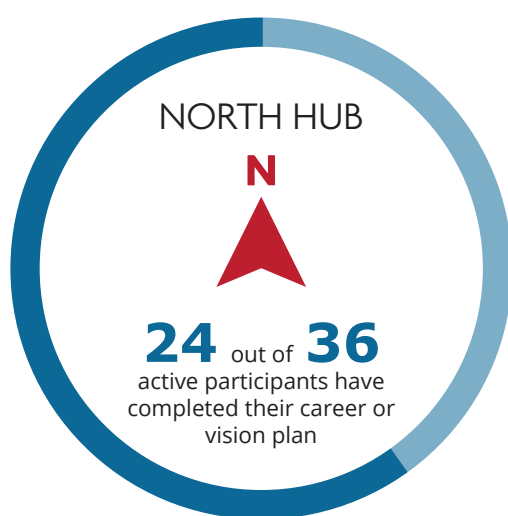
EMPLOYMENT ENTRY LEVEL



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 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 March 2020



Most Common Goals



21 Pks
(30 % of all PKs > 16 y/o)

Obtaining a **Learners Permit (>16 y/o)**, encouraging independence, building confidence and improving job readiness.



12 Pks
(18 %)

Enrol and/or finish a **Certificate or Diploma** through TAFE SA and other service providers.



11 Pks
(17 %)

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.

Pre-assessments: Initial Baseline up to 31 March 2020

At the close of the project's third Quarter, 69 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 comprised of two outcome indicators which enable measurement of performance on a scale of 1 to 5.

1 OUTCOME:
PKs have hope for future and they know they are employable

- i. Changed Behaviour
- ii. Employability

2 OUTCOME:
PKs want to advance personally and professionally and explore options

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

3 OUTCOME:
PKs have developed new skills and addressed identified barriers

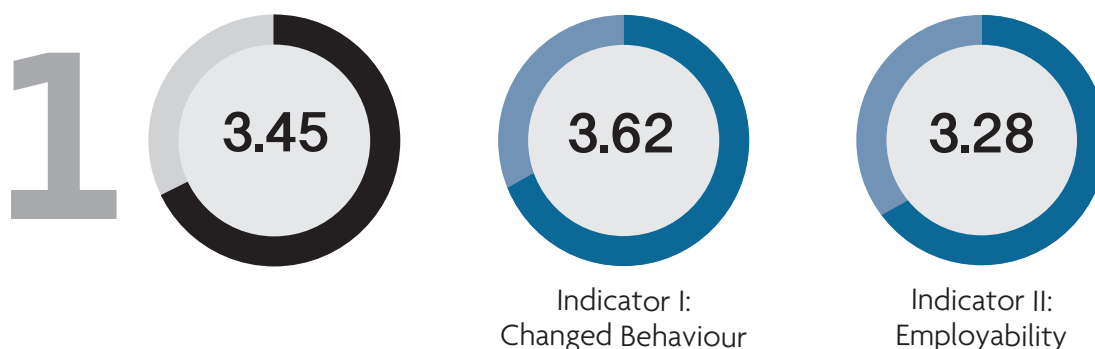
- i. Improved Skills
- ii. Tackling/Overcoming barriers

In the graph below, a preliminary baseline can be drawn from the results of 69 PKs who have completed the pre-assessment questionnaires.

PRE-ASSESSMENTS AS AT 31 MARCH 2020 (average results from 69 grouped responses)

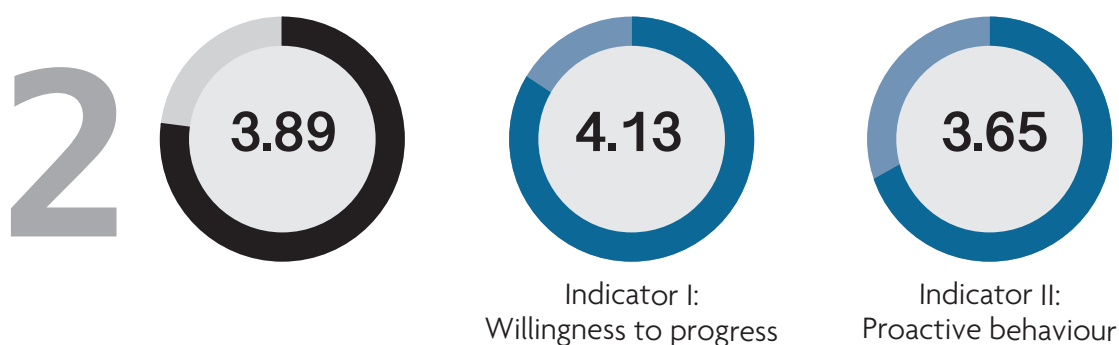
OUTCOME

PKs have hope for the future and they know they are employable



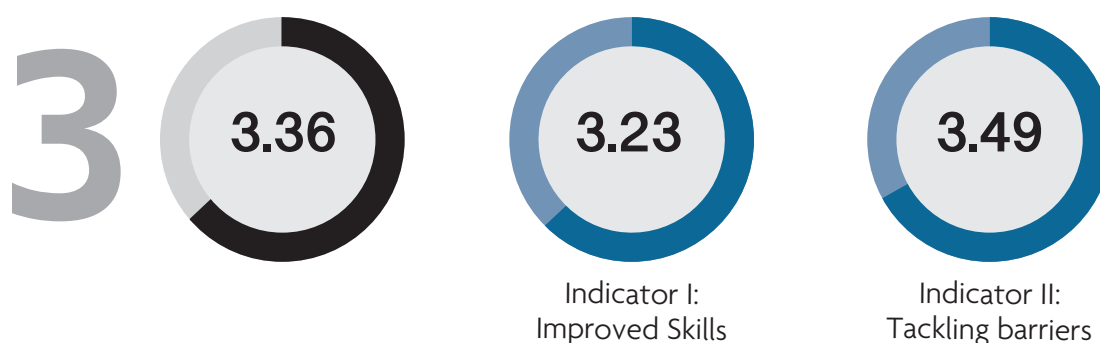
OUTCOME

PKs want to advance personally and professionally and explore options



OUTCOME

PKs have developed new skills and addressed identified barriers

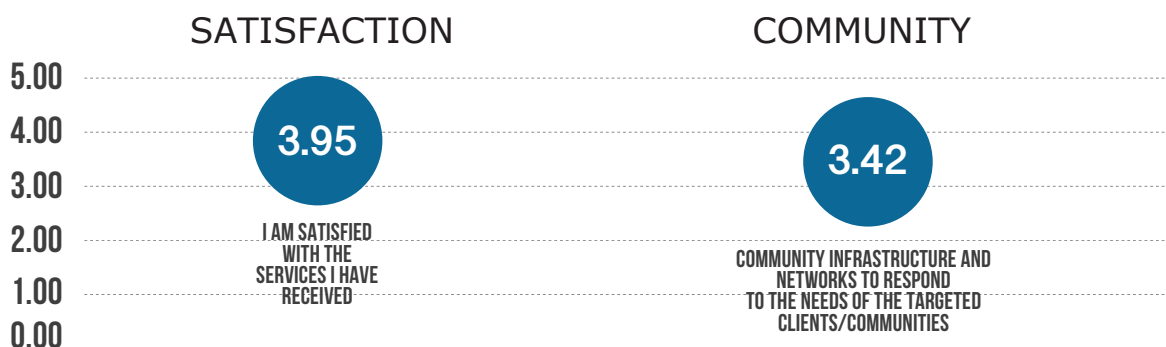
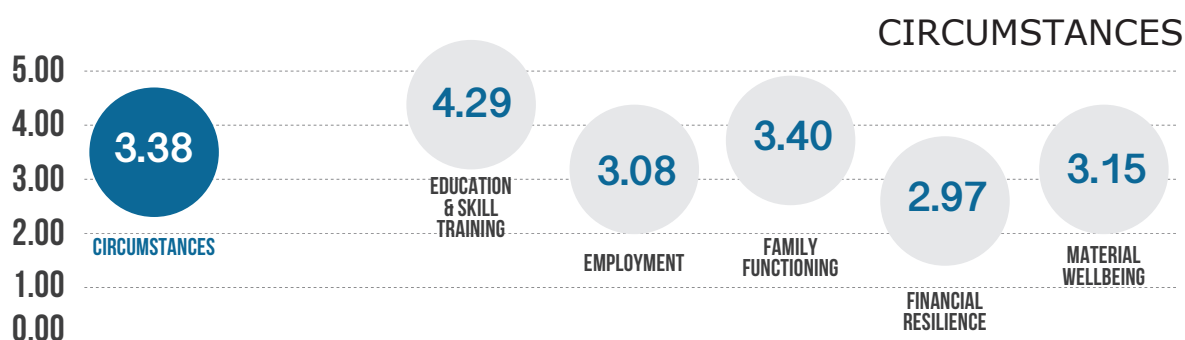
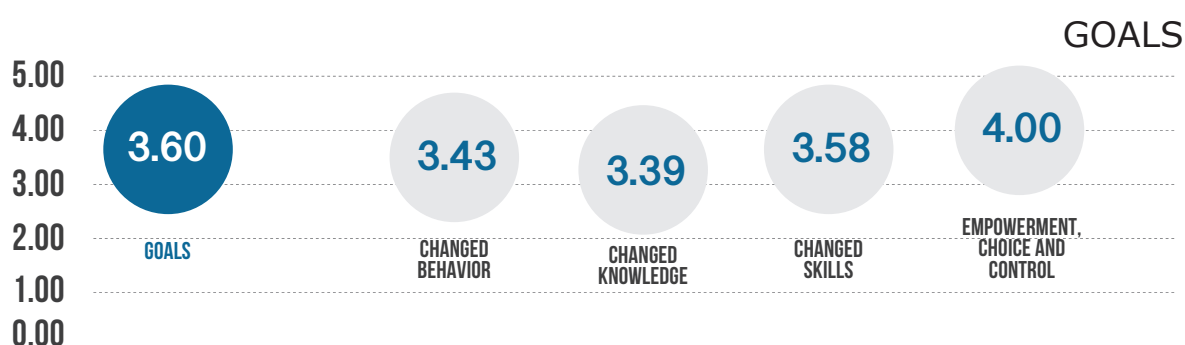


DEX Score Results

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 69 PKs who have completed the pre assessment questionnaires.







PRE-ASSESSMENTS AS AT 31 MARCH 2020 (average results from 69 grouped responses)



Pre-assessment Analysis at a Question Level: Top & Low Ranking

Among the 69 pre-assessed participants, there are five questions with an average score lower than 3 (out of 5), and six questions with an average score higher than 4.

TOP RANKED

Pre Assessment - 69 respondents April 2019 to March 2020	Average Score
I know what kind of career I want	4.1 
I am satisfied with the services and help provided by my assigned Life Coach	4.1 
I want to engage in education	4.3 
I think education is important	4.5 
I want to skill up towards employment	4.5 
I think employment is important.	4.7 

These pre-assessment results 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 - 69 respondents
April 2019 to March 2020

Average Score

What is your current job situation?

2.5



I know where to get help to fill out my tax return

2.7



I review my daily learnings frequently

2.8

My family has had stable employment in the
past 6 months

2.9



I never forget to do my tasks

3.0



These pre-assessment results 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?



Completion of Pre-Assessments

Over the past quarter, there has been a clear rise in the number of pre-assessments conducted, 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*.

The Project Manager has focused their attention onto this point to ensure that every new registered participant has their pre assessment conducted by their assigned LC and processed into the CRM system.



Completion of Vision Plans

Even though the hard figure shows, up to 31 March 2020, 21 out of 73 active participants don't have a vision plan, these can be explained by the combination of two factors:

- The high number of new participants recently registered across this last quarter.
- Life Coaches need to build rapport with the participants before they get work on their vision plan.

Based on these, it can be stated that during the first year of operations, the completion of Vision/Career plans as a key component of the program has been successfully achieved.



Sorting barriers #2 – mobile data and internet access

During the past quarter, 9 participants were provided with mobile data on their phones, to help remove the barrier towards accessible internet connectivity. Also, 5 participants have attended the Hubs to access the computers available. In late March 2020, COVID-19 has made this more difficult, with access limited to two participants at the same time due to social distancing measures.

What has not Worked Well (and/or could be improved for the future)?



Clearer expectations - Consent form improvements

An additional section to address 'clear expectations' on both sides will be included in the Consent form to assist communications and ongoing engagement expectations between participants and their assigned Life Coach.



Pre-assessment partial results – identified areas for PKs development

Over the next Quarter - April to June 2020 – the LCs will focus on coaching participants with building confidence, body language, job interview techniques and how to fill in a tax form and read a payslip.

Also, motivational virtual sessions (via Zoom), will be held to assist them on building self-esteem and focusing on their mental health and physical wellbeing.



Post-assessment initial results

Of the 32 participants who have finished the core component of the project, 14 have completed post-assessment forms.

With a more robust and representative sample in place, Nova expects to incorporate a preliminary evaluation analysis over the Outcomes achieved by these participants, at both an individual and program level.

Key Lessons from Individualised Vision Plan Stage

1 Top 3 identified barriers to employment

Over the past 12 months, the following barriers have been identified by each Life Coach, as the most common main barrier or challenge standing in the way of PKs becoming employable or being employed.

Improve their
Resume
21%
of total participants*

No driver's
license
8%

Need to explore
their career direction
8%

*Only 58% of all the total registered participants have had their barrier to employment identified.

2 PKs main and secondary presenting problems

When starting to work with a new participant, Life Coaches also assess the main and secondary problems they are experiencing at the time of engagement with the program. Out of these, three clear presenting problems can be observed as common patterns:

Need for Training
49%
of total participants

Family-related
issues
13%

Employment
12%

3 PKs Job Readiness –

A participant is considered to be job ready when they:

- they own self-realisation and feel confident
- are ready to search and identify possible jobs
- have created a professional Resume
- are prepared for an interview
- have achieved their career goals

As at 31 March 2020, there are 47 active participants who have been assessed upon their

47%
have been assessed
as job ready

53%
as not being
job ready yet

STAGE 4: COURSE ENGAGEMENT & MENTORING

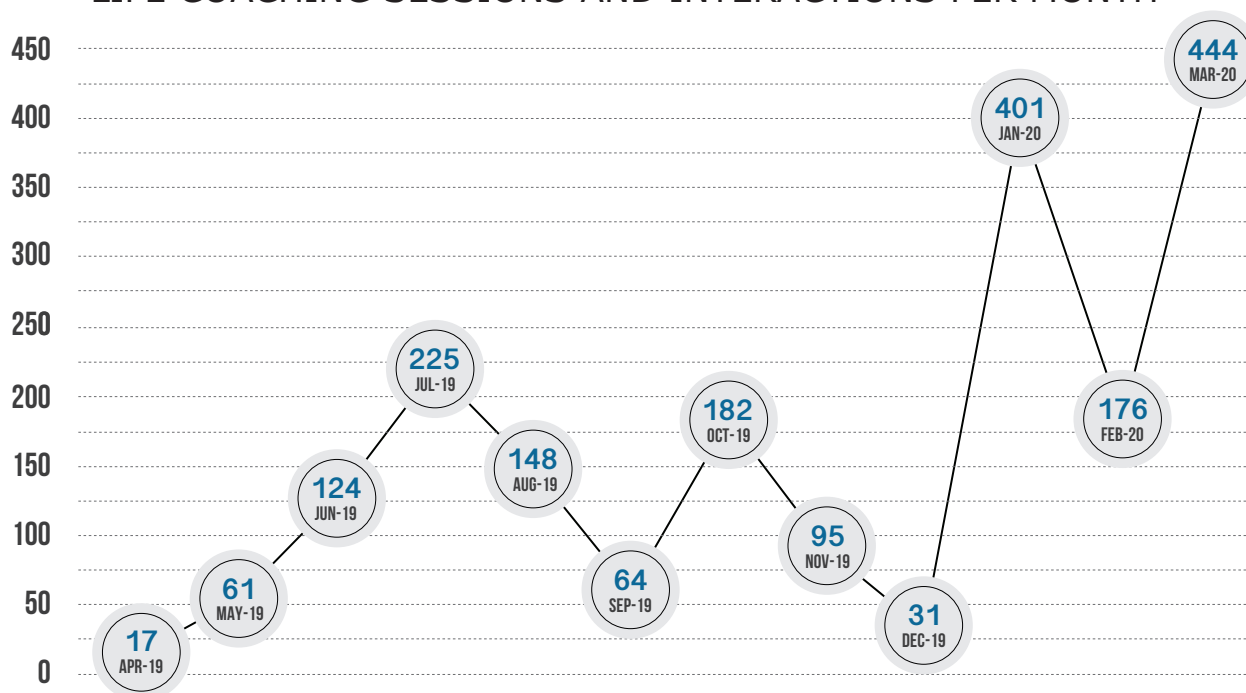
An agreed vision plan is the kick start point from which PKs are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions.

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 March 2020



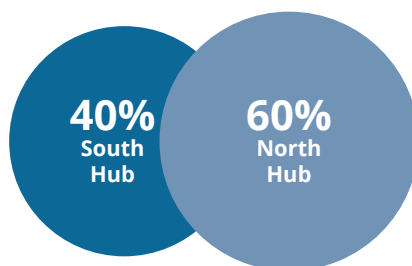
LIFE COACHING SESSIONS AND INTERACTIONS PER MONTH



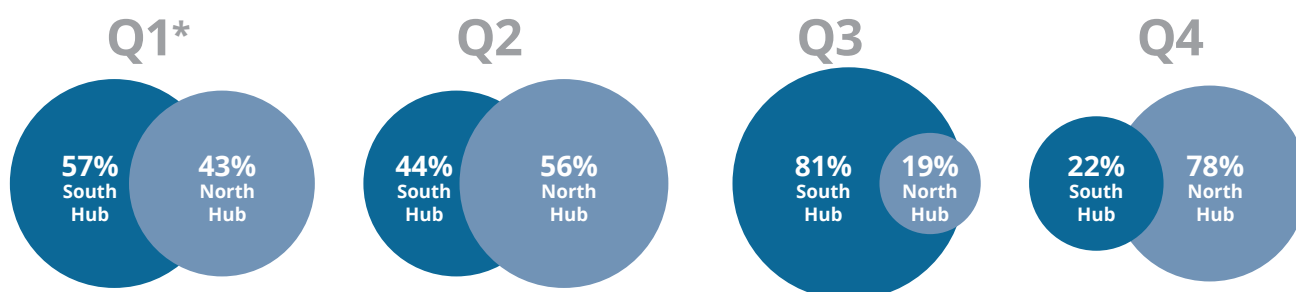
During the last quarter, the LCs and Community Engagement Coordinators have provided a high number of coaching sessions and follow-up activities, with both individual and group-based interactions with active participants.

This can be explained by a variety of reasons, mainly: - SCSA's expanded project team working at full capacity. - LCs focused on weekly targets regarding participant engagement. - Regular workshops held, outside of the educational service providers, at each of the Hubs. - Increased accuracy of recording each session in the CRM system.

LIFE COACHING SESSIONS - ACCUMULATED BY HUB

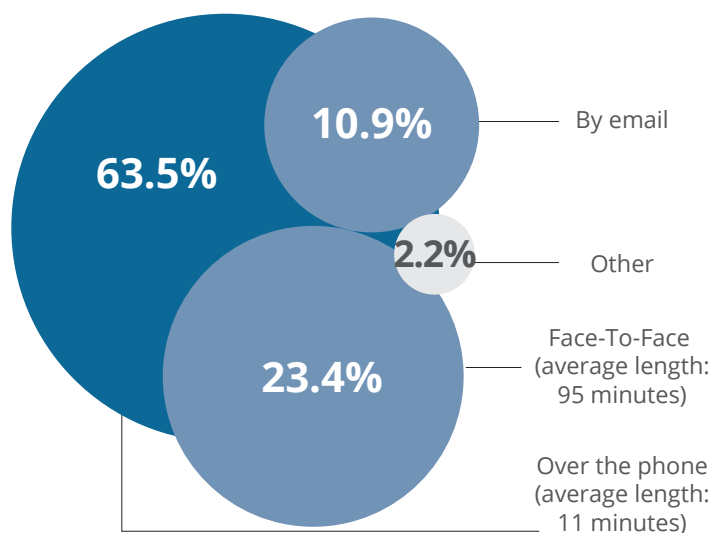


THE COACHING SESSIONS PER QUARTER BY HUB



*The North Hub started operating one month later.

LIFE COACHING SESSIONS - ACCUMULATED BY SESSION TYPE



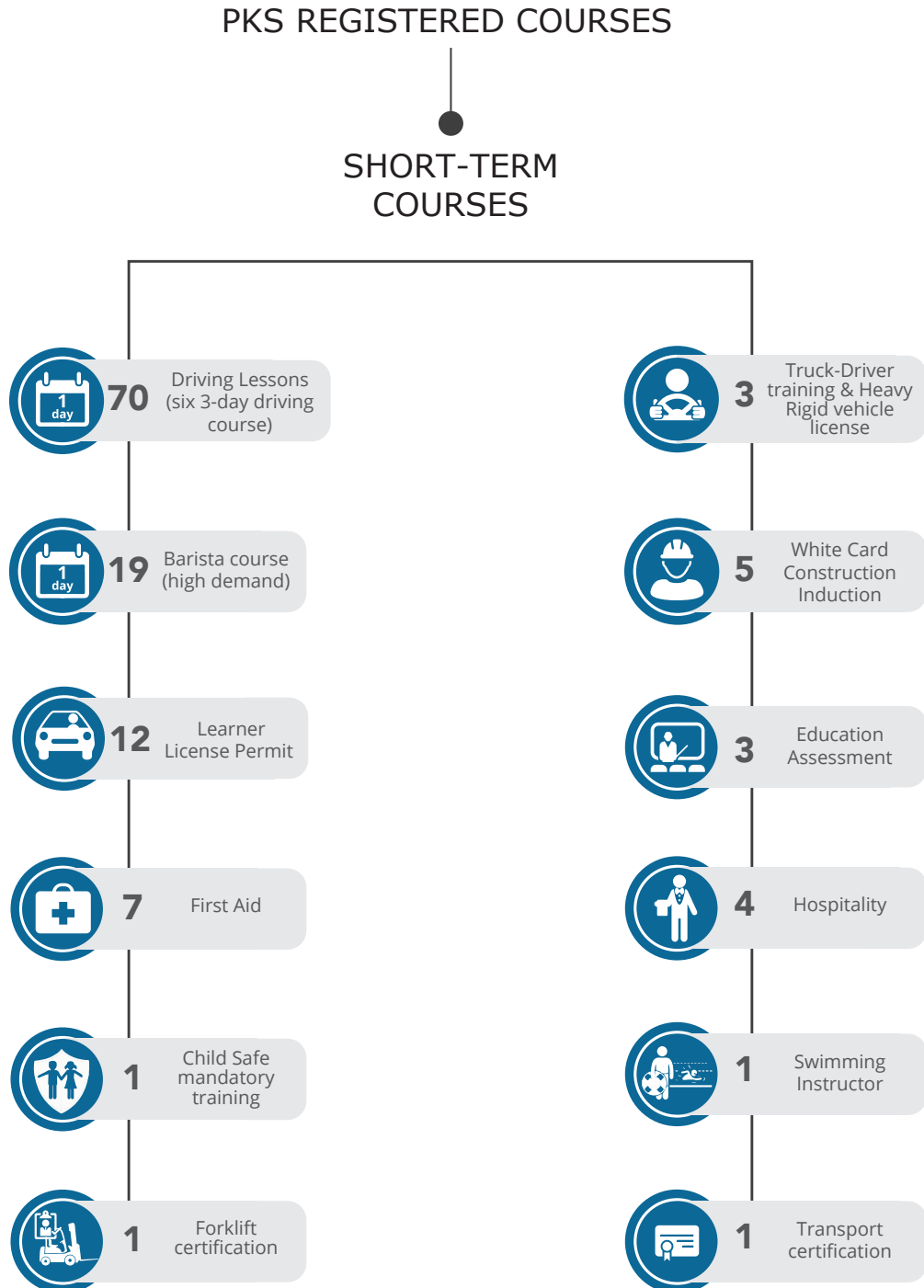
During this quarter, the North Hub sessions have been substantially increased. Consequently, these have closed the identified gaps to ensure the participants on the North receive the correct level of coaching and follow-up activities towards their goals and career plans.

Life Coaching Sessions - Accumulated Snapshot April 2019 to March 2020

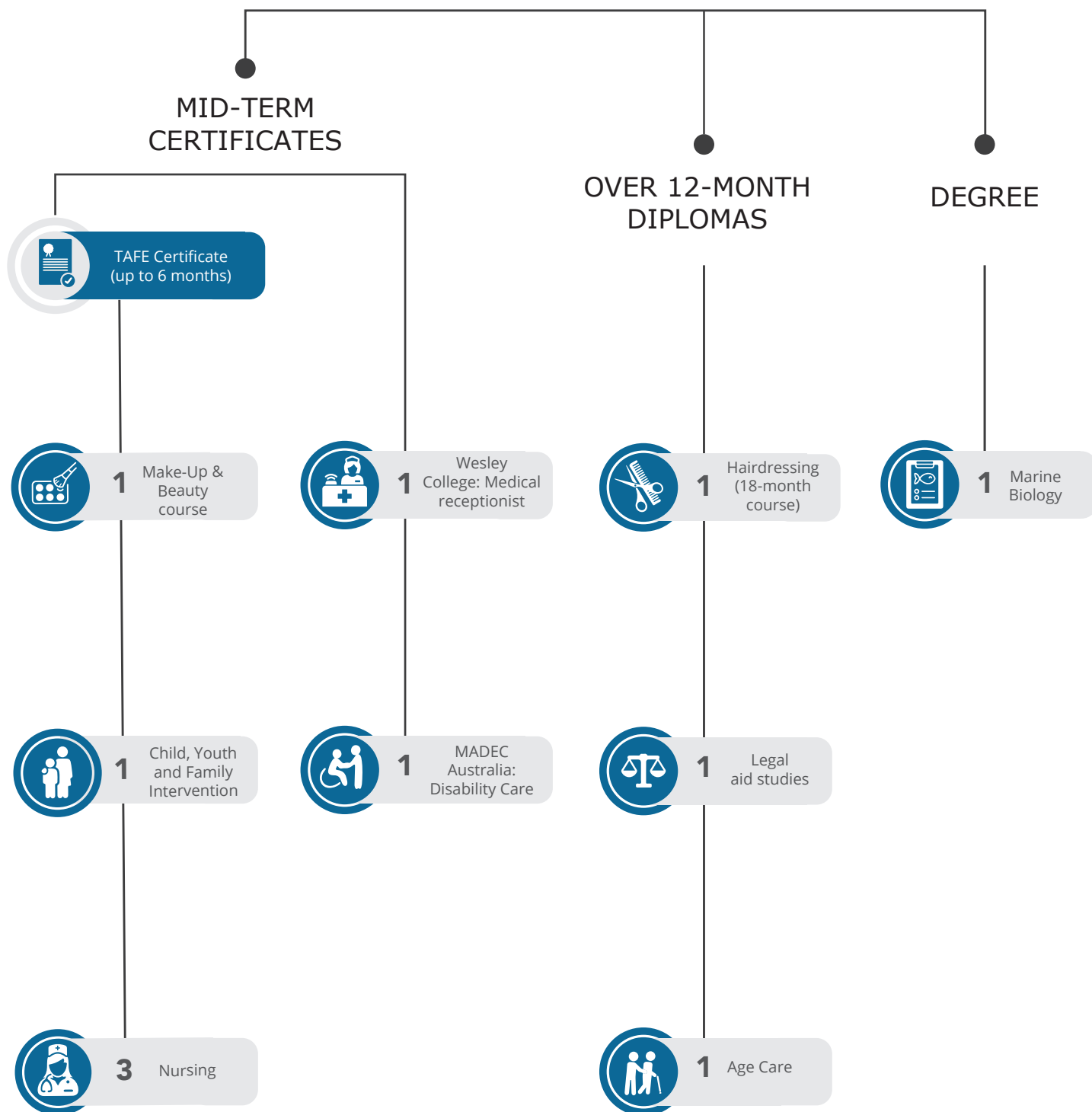
**989**Direct hours
invested in one-to-one
coaching sessions**226**Indirect hours for
preparation and
post meeting case
session notes, etc.**262**Hours of
Travel Time**10**No Shows
(PK not attending
the session)

On average, both Life Coaches have spent a combined total of approximately 20 hours per week directly with PKs in life coaching sessions. In addition, a combined 4 hours per week was spent planning and debriefing sessions, and another 5 hours per week combined in traveling time across metropolitan Adelaide.

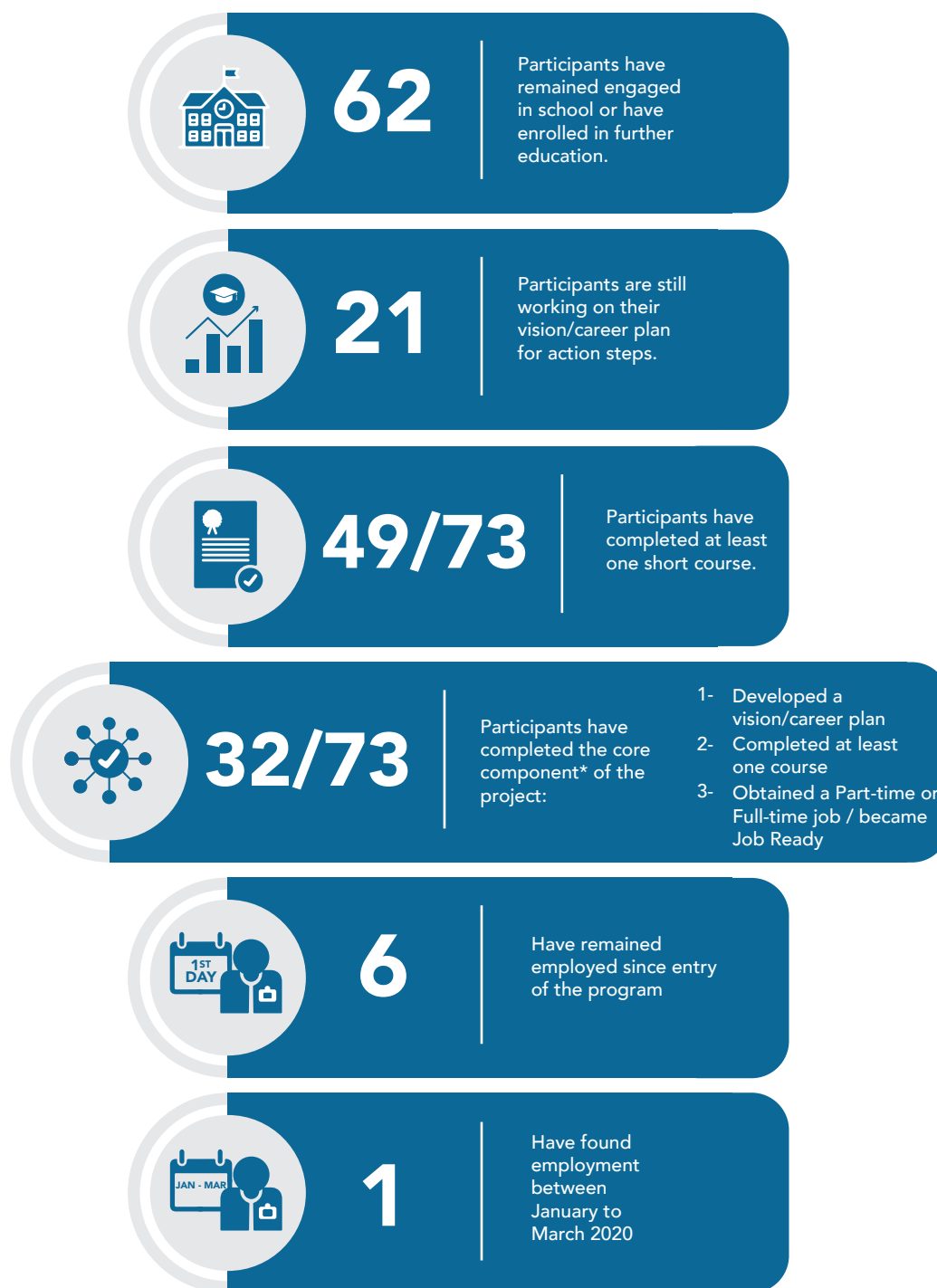
Course Engagement Overall Snapshot



PKS REGISTERED COURSES



Continuous Engagement – In Numbers



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

This specific cohort requires ongoing support and encouragement from their Life Coach to stay focused and committed to their vision and career plans.

What Worked Well at the Course Engagement & Mentoring Stage?



Group workshops and activities

A total of 4 workshops have been held at both hubs this quarter, in addition to a 1-day event. These group-based sessions have proven of great value to keep participants motivated and engaged, and to work together to address common barriers such as low self-esteem, job interview preparations and mental health and wellbeing.



Community Engagement Plan for 2020/21

The community engagement coordinator has been working on an individual community engagement plan and a 3-month evaluation for each participant. To date, 6 participants have already engaged in a sport or recreational activity.



Continuous Engagement - Enablers

A number of initiatives are in place to help facilitate PKs engagement with the project's key activities such as enrolling / attending a course class, attending a job interview and/or a mentoring session with their LC.

As at 31 March 2020:

- Enabler #1
28 metro cards have been provided to participants who need independent transportation.
- Enabler #2
32 re-charge vouchers for mobile phone plans, with no excuses for missed connections with their assigned LC.
- Enabler #3
3 birth certificates have been processed to support participants who need a form of identification.

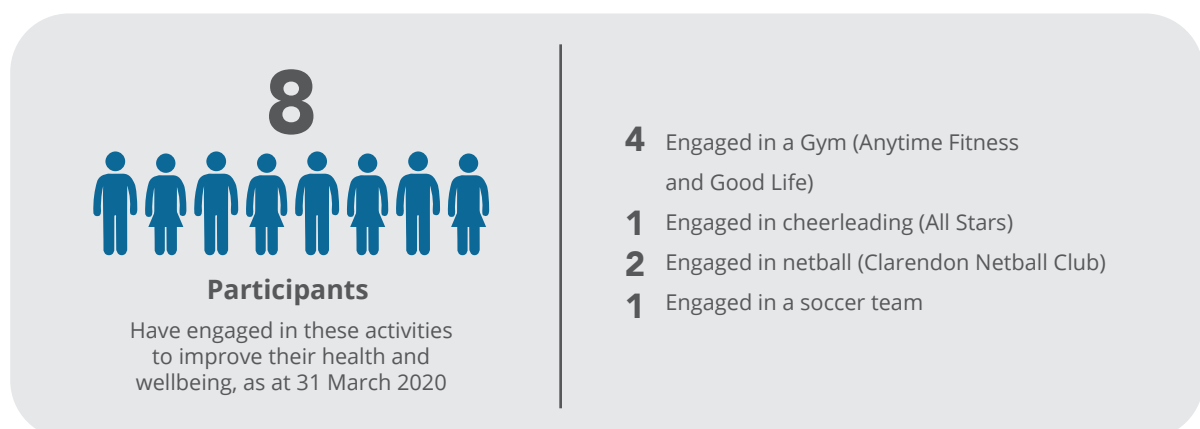
REFERRALS TO EMPLOYMENT SERVICES



REFERRALS FOR ADDITIONAL SUPPORT



COMMUNITY SPORTS & RECREATIONAL ACTIVITIES IN NUMBERS:



PKs Ongoing Successful Journeys

Participant Good News snapshots



*"Thank you for your workshop.
It helped me think about things
a lot differently."*

GRACE*



*"Thank you for keeping me strong
and building me up when I thought
I had no one."*

SARAH*



*"Doing one course has really
given me the confidence to
now do other things."*

MARK*

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

What has not Worked Well (and/or could be improved for the future)?



Courses enrolment – summer season

Course enrolment and engagement during January was slow due to the holiday season, and PKs getting back into study mode.

Key Lessons from Course Engagement & Mentoring stage

1 Competing priorities for LCs

As the project scales up and recruits more PKs, the number of active participants at a defined point in time keeps increasing. This brings a challenging scenario for LC's time management, as they need to keep an ongoing balance between recruitment of new participants, development of vision plans, courses enrolment and life coaching one-on-one sessions, which are all key elements of the program at each stage.

As such, the Project Manager role is key to ensuring all stages of the project are being carried out effectively, therefore contributing to positive experiences of each participant in their individually tailored journey through *Getting Ready for Take Off* program.

2 Outdoor Events

The March event held at Woodhouse, Piccadilly was a unique opportunity for PKs and LCs to build relationships for more positive ongoing engagement. As a result more are being planned for next quarter.

3 Engagements

Community engagement strategies have proven to benefit participants becoming more focused and committed to their studies. An improvement in a sense of belonging has developed through participation in community sporting teams.

Both Outdoor Events and Community Engagement activities, which are above and beyond course participation, underpin and strengthen the **Course Engagement and Mentoring Stage**.

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 fourth Quarter, **fifteen participants (15)** 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 16% (15 out of 91).
- At the end of the project's fourth Quarter (March 2020), **three (3) participants** have fully completed their formal engagement with the project with a successful resolution. These participants have 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.



Recommendations

1

ALTERNATIVE OPTIONS FOR INFORMATION SESSIONS

Information sessions and engagement activities for the general public have proven to be a positive tool for recruitment in the past quarter. While COVID-19 restrictions remain in place which inhibit in-person activities, SCSA will need to be creative in looking for alternative ways to inform and continue attracting potential candidates to the project.

This should be included as a complementary point to SCSA's '*COVID-19 Work Frame Strategy*' which addresses limited face to face contact, onsite workshops at the Hubs and access to study centres, together with potential loss of employment and poor mental health and wellbeing for some of the project participants.

2

FOCUS ON ASSESSING AND BUILDING PARTICIPANTS' *JOB READINESS*

The CRM figures show that only 47 active participants have been assessed for their *job readiness*, which is one of the building blocks for the project's core component. This should be considered a priority for the next quarter.

3

FOCUS ON PRE AND POST ASSESSMENTS

The project currently has a significant number of active participants at varied stages, which brings competing priorities at a program level. The PM and LCs need to focus on conducting both pre and post assessments in a timely manner which will enable effective impact assessments of participant experiences and their progress through *Getting Ready for Take Off*.



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