



Evaluation Report



5th Quarter

(April - June 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 **fifth Quarter** - from 1st April to 30th June 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 are employable.
- II. Hunger to advance personally and professionally, and to explore their options.
- III. 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 outcomes.

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.**

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EXECUTIVE SUMMARY

Getting Ready for Take Off has faced a very challenging period during its 5th Quarter, with the pandemic creating several barriers to participant engagement and the overall project development.

After experiencing a significant increase in the number of total participants recruited, **throughout the last quarter 10 new participants have joined the program – totalling 100 participants as at 30 June 2020.** With 63% of the project completed (15 out of 24 months), participant registration has equally reached 63% of the projects target (100 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 (61% of total participants registered), with High Schools the main source of external referrals (39%), representing over 43% of this last sub-group.

The overall socio-demographic participants profile is 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 (44%) commencing the program under the age of 18.** This clearly demonstrates the influence of the PK internal database used by Second Chances SA to contact and recruit young participants to the program.

In terms of the education and employment levels, a new analysis shows that around **51% of the participants aged 15 years and beyond live in areas across Adelaide Metro where the education and average employment rates are lower compared to SA and nation-wide figures (ABS-2016 data).**

61 out of 69 active participants have completed their individualised vision or career plan, a clear improvement compared to previous quarters. From these, the most common patterns continue to follow a similar trend - 33% of all participants over the age of 16 have shown a particular interest in obtaining their Learner's Permit, 32%

seek to enrol and/or finish a Certificate or Diploma, 16% have identified short-term vision/career goals to becoming Job Ready, such as creating their first Resume or learning tactics for a successful job interview, and 12% have 'Finish year 12 of school' as a priority.

The top 3 identified barriers to employment are:

1. Lack of support and guidance from their parent/s or caregiver, 2. Lack of work experience and job availability and 3. Increased issues on mental health and wellbeing. As at 30 June 2020, 61 active participants have been assessed upon their job readiness, with **52% being assessed as Job Ready.**

The project has seen a huge spike in recorded life coaching and mentoring sessions throughout the last quarter; from April 2019 to June 2020, a total of 4839 sessions were held with the 100 enrolled participants. **During Covid-19 restrictions, this was a key enabler for SCSA staff to keep the cohort connected and engaged with their project activities.** From the total sessions, 15% were conducted face-to-face and 53% by phone (the remaining 32% were engaged through alternate methods).

At the close of the project's 5th Quarter, **58 out of 69 active participants have completed the core component of the project.** And within these, only 14 participants having completed both their Pre-Assessment and Post-Assessment questionnaire. Based on these results, **a preliminary impact analysis indicates a clear improvement in the three (3) immediate outcomes identified in the project's Theory of Change.** Similar positive conclusions can be drawn from the average results of pre and post assessments for **three (3) out of four (4) SCORE Dimensions** addressed by the project.

This report is the fifth 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 quarterly report continues to evolve and gain more depth as the project's data collection process is fully deployed, from both a quantitative and qualitative perspective.

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GETTING READY FOR TAKE OFF - 5th 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 participant during their entire **Getting Ready for Take Off** journey.

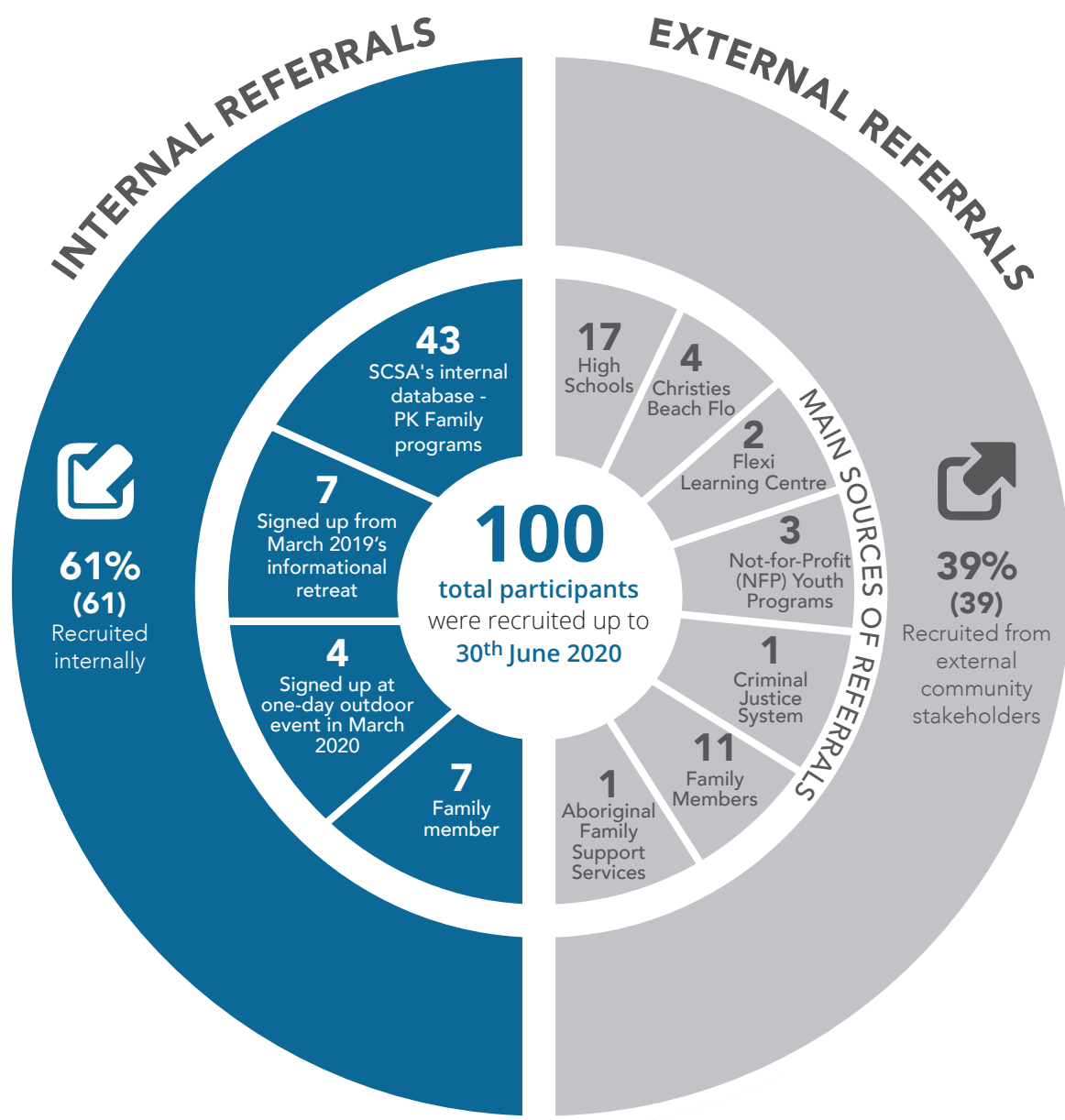
Once the project is deployed in full, stages will overlap. One participant may be in the *course engagement* stage, while another could be in the *registration* stage.



STAGE 1: AWARENESS & CONTACTS

During this stage, potential participants receive their first introduction to the program through initial contact established by the Life Coach in their area.











Overall Snapshot



High Schools remain the main source of external referrals, representing 44% of total external referrals as at 30 June 2020.

Networking Recruitment Strategy

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 10 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	Zoom sessions took place during Covid-19
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	On hold until further notice due to Covid-19 restrictions
8	 Public Speaking Appointments	Invited by Members of Parliament (MP)	Ongoing	The strategy will focus on this for the 6 th and 7 th Quarter
9	 Commissioner for Children SA	Network with Helen Connolly, South Australia's first Commissioner for Children and Young People.	Not started	Starting on 6 th Quarter onwards
10	 Spire Coaching	Invite to facilitate a small team project, to assist in solving work experience as a barrier to employment.	Not started	6 th Quarter and 7 th Quarter

What Worked Well?



Participants' siblings – an increasing source of referrals

In the last quarter, seven (7) new participants have been recruited who are family members of participants currently engaged in the program. It was a direct consequence of the SCSA Family Care team identifying the recruitment of family members would have a positive impact on siblings, thus resulting in an increase in family members joining the program.

This is an extremely positive achievement, both for the recruitment target (160 participants in total) and as a reflection of the value *Getting Ready for Take Off* program has for existing participants.



Recruitment of participants aged 16

The SCSA team has identified that, in general, participants aged over 16 have a higher level of engagement in the program and are more motivated to follow through on their career goals to become job ready.

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



Covid-19 restrictions for face-to-face networking

Covid-19 has had a negative impact in terms of face to face recruitment of potential new participants, and has put a hold on some of the networking initiatives to recruit new participants.

Key Lessons from Recruitment Process

1 Social Media: an important awareness tool in times of Covid-19

With Covid-19 creating impediments to raising project awareness within traditional networking channels, SCSA has implemented a very active social media plan showcasing participants' stories and experiences to promote the program, keep participants informed of job opportunities, in addition to the regular Affirmations which are posted to keep them motivated and encouraged.

Second Chances SA

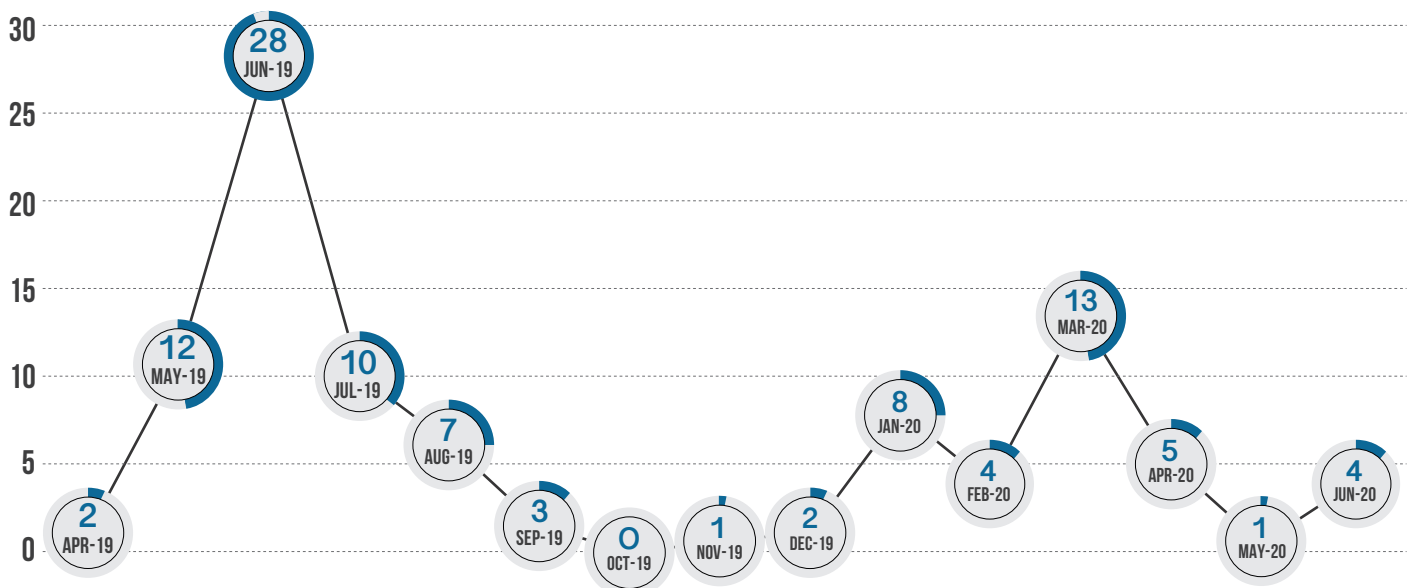
Day 27 #GoodNewsMonth
For many of our Getting Ready for Take Off participants, the first step is often the hardest. For Mark*, just completing a short vocational course has now given him the confidence boost to get out there and try other courses or jobs that he may not have in the past. ✓

STAGE 2: REGISTRATION

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

Participant Enrolment - Per Month

The graph below shows the number of cases which were formally opened each month, as reflected on the CRM system, totalling 100 as at 30th June 2020.

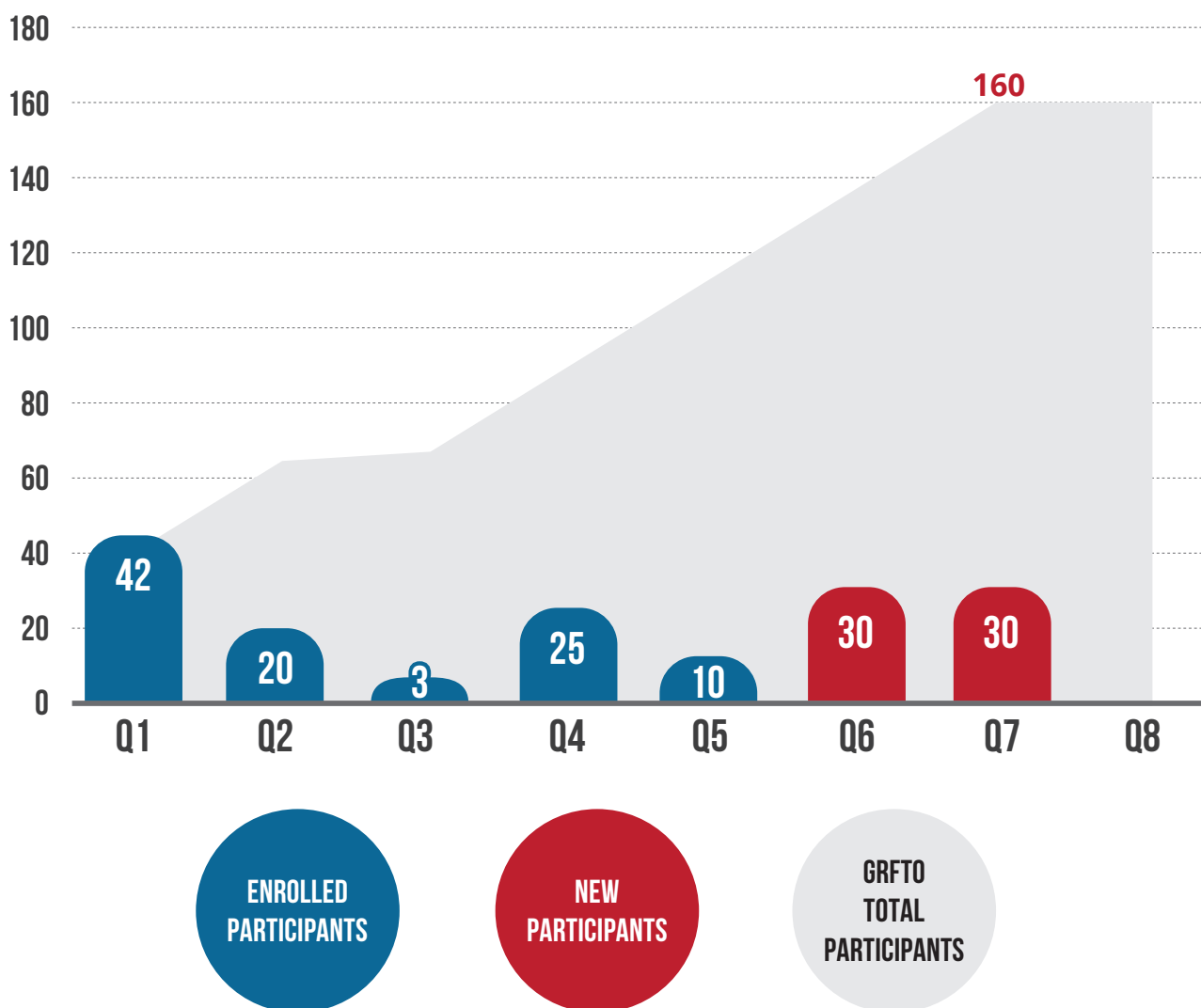


Over the past three months, which coincide with the unfolding of the Covid-19 pandemic, the recruitment and registration of new participants experienced a decline compared to the previous quarter.

Participant Enrolment - Projection

Recruitment of 160 Prisoners Kids Youth (PKs) is the targeted number of project participants. Assuming that participants would be engaged in the program for a minimum of 3-6 months, the below forecast helps understand how many participants 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 program.

PARTICIPANT PROJECTION



Recruitment Goal - partial performance: With 63% of the project completed (15 out of 24 months), participant registration has equally reached 63% of the project's target (100 out of 160). An increase in quarterly intakes is required to reach the project goal by 31st March 2021.

What Worked Well?



Communications via Zoom Sessions

As soon as Covid-19 restrictions were established across SA, the SCSA team implemented a COVID-19 Action Plan, and one of the actions was to communicate via Zoom Sessions each week, which helped keep participants engaged and motivated – a key factor in keeping the new participants on board.



Growing the SCSA team

As the *Getting Ready for Take Off* Program continues to grow in the number of total participants and their engagement level within the core components of the project, the SCSA team keeps growing to provide a consistent level of support.

During this past quarter, the recruitment of a Communications Manager has proven to be of great value for both recruitment (program awareness through digital marketing) and staying in close contact with active participants through online communications.

Finally, during May 2020, both LCs completed an online course in Life Coaching for their own personal development.

During this time the CEO focused on keeping the morale and wellbeing of staff up by monthly staff trainings.

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



Ongoing improvement needed for Registration Form data collection

There is still a need for continuous improvement for LCs to ensure registration forms are properly completed in person, and for them to accurately record the data into the CRM with the help of the LC Assistant.

Key Lessons from Registration Process

1

Early identification of barriers to employment

During the registration process, LCs are able to identify barriers up front, and assist participants to address them in the early stages of the program.

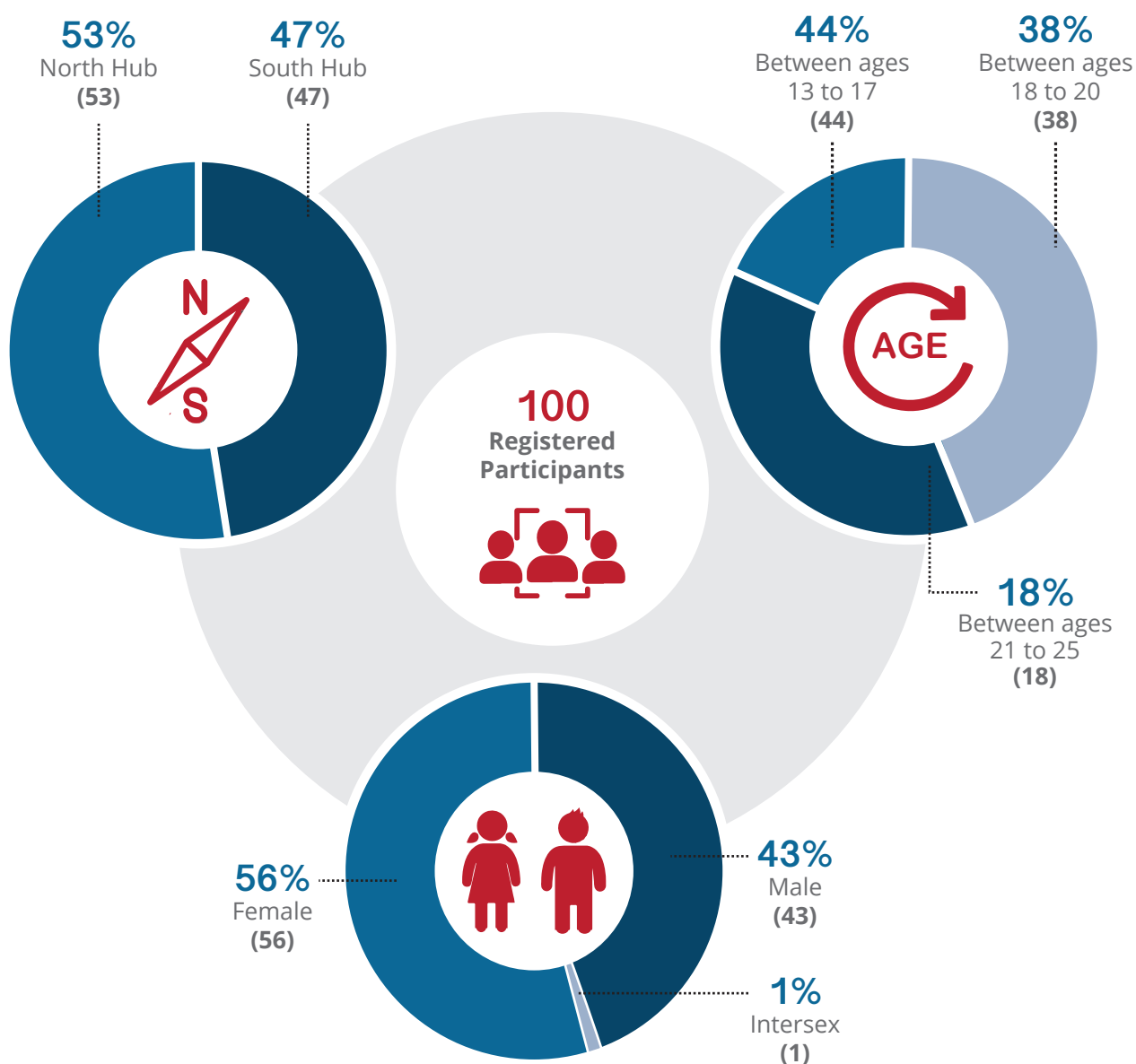


"Thank you for your workshop. It helped me think about things a lot differently."

Getting Ready for Take Off participant

Participants' Profile as at 30th June 2020

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



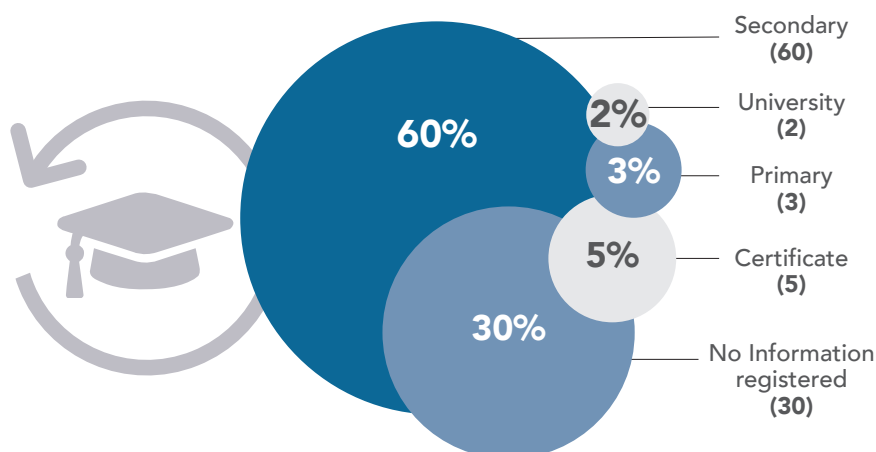
The overall project socio-demographic profile is fairly balanced in regards to location and gender.

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.

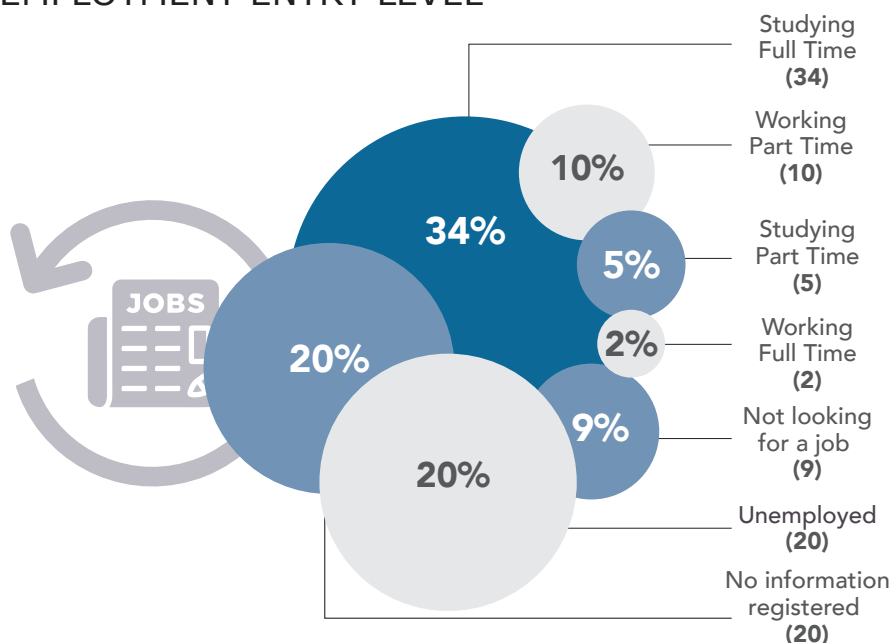
Extended Demographics of 100 Participants



EDUCATION ENTRY LEVEL



EMPLOYMENT ENTRY LEVEL



Extended Demographics - Education & Employment of participants' top 10 selected living areas

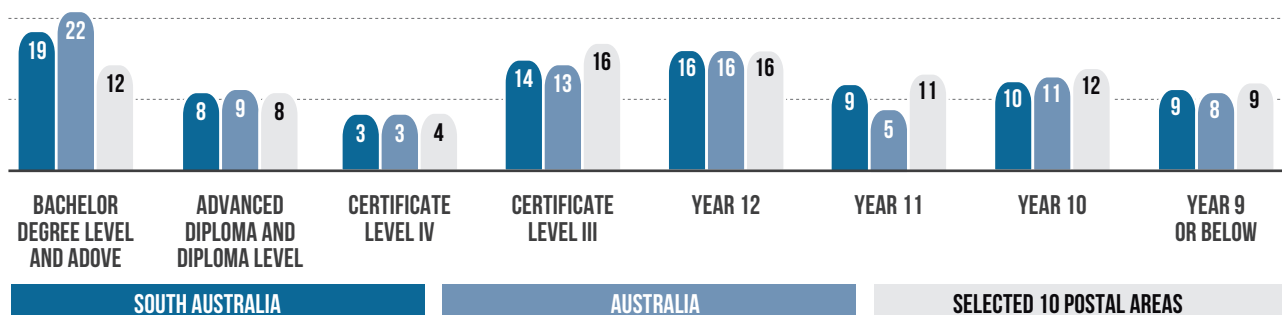
About 51% of the participants - aged 15 years and older - live in one of the following 10 postcodes areas:

5163 5113 5092 5093 5112 5125 5162 5165 5032 5108

Using ABS Postal Areas (POAs) data from the latest census it is possible to gather socio-economic information that approximates that of the selected top 10 postcodes¹ for Employment and Education level averages in South Australia and Australia.

HIGHEST EDUCATION ATTAINED (2016)

% of people aged 15 and over

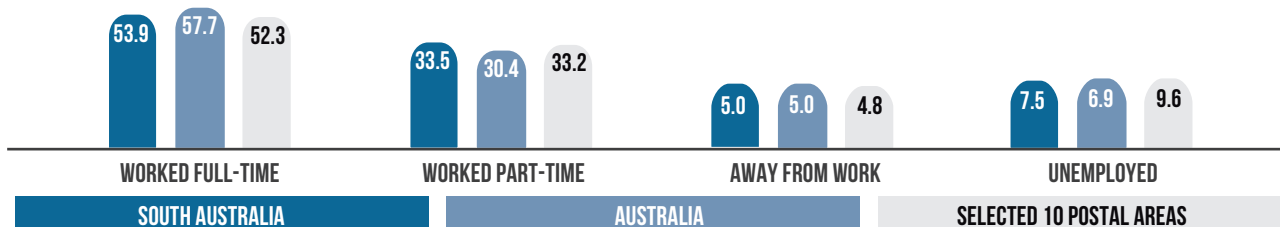


In terms of Employment, the selected top 10 postcode¹ areas show a substantially higher unemployment level compared to SA and Australia, as well as the lowest Full-time Work rate of all three.

The highest level of education achieved by the population living in the 10 selected areas is consistently higher in lower levels of education, and shows the lowest rate for the highest level – Bachelor Degree and above.

EMPLOYMENT (2016)

% of people who reported being in the labour force, aged 15 years and over



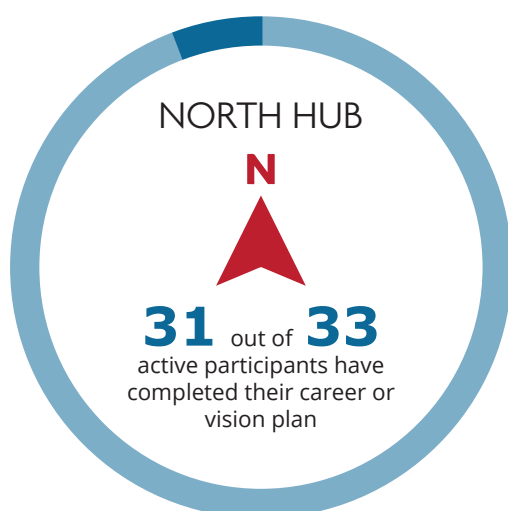
In terms of Employment, the selected top 10 postcode areas show a substantially higher unemployment level compared to SA and Australia, as well as the lowest Full-time Work rate of all three.

¹ It is important to consider that POAs are ABS's approximations of the postcode boundaries and that the data relate to the POA boundary and not to the postcode boundary.

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 participant and their assigned LC, who plays a pivotal role in the program as the main contact for all activities involved.

Vision/Career Plans up to 30th June 2020



Most Common Goals



23
participants
33% of all >16 y/o

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



22
participants
(32 %)

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



11
participants
(16 %)

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
participants
(12 %)

Finishing year 12 - South Australian Certificate of Education (SACE), they show a passion for finishing secondary school.

Professional Development Plan

By 30 June 2020, 8 participants have completed a professional development plan developed by the SCSA team – which includes a Gallup assessment, a list of actionable steps for achieving their career goals within a Career Action Plan, their Cover Letter and Resume, and progressing down their chosen career pathway.

MY CAREER ACTION PLAN - EXAMPLE

- GOAL 1** 12 Week Hairdressing Induction Course
- GOAL 2** Complete a Certificate III in Hairdressing
- GOAL 3** Find work or an apprenticeship in Hairdressing or start own Hairdressing Business

Additional support

- For her mental health she is currently connected to GP and Psychologist and a local Gym
- Financial assistance with child care costs

**Professional
Resume and
cover letter**

Complete

**Gallup
Strength
Assessment**

Achieved

**First Aid
Course**

Achieved

RSA

Achieved

**Certificate
III**

In Progress

**Community
Engagement**

Connected
to a Gym

**Part time/
Full time
Employment/
Apprenticeship**
30 March 2021

FACE TTO FACE SESSIONS: 12

What 5 key actions we have encouraged her to accomplish by end of 30 March 2021?

1. Complete Certificate III in Hairdressing
2. Core component of program completed - Done
3. Look for an apprenticeship/employment by March 2021
4. Have a professional resume and cover letter done by 30 September 2020

HOW MANY ZOOM SESSIONS: 2

WORKSHOPS ATTENDED: 1

RETREATS ATTENDED: 1

Action 1: Professional Resume and
cover letter

Complete

Action 2: Finish Certificate III in
Hairdressing

In Progress

Action 3: Find Apprenticeship/
Employment In the hairdressing
Industry

In Progress

Action 4: Complete Core component of
the Program Post assessment/Exit form
when she no longer requires assistance
from GRFTO Program

Complete

GRFTO (TTL FUNDED PROGRAM) DESIGNED BY KIM PIENAAR PROJECT MANAGER

What Worked Well?



A new 'Participant - Life Coach' consent form

The updated Consent form now includes a new agreement between participants and LCs, setting clear expectations on both sides to assist communications and ongoing engagement prospects between participants and their assigned Life Coach.



High number of Vision/Career plans completed

About 88% (61 out of 69) of active participants have completed their Vision/Career plan, closing a gap which has been identified in previous Monitoring and Evaluation reports.



The Life Coach approach and techniques used

They have contributed to building trust and rapport, key enablers for participants to develop their career pathway through the SMART method.



Continuous engagement

The need for LCs to continuously and effectively stir up the participants' passions and purpose.



Career action plan as a valuable tool

The career action plan has been a helpful tool and resource for participants to have hope for their future as they can visually reflect on their career pathway.



Life Coaching sessions' role

Life Coaching sessions have assisted participants to build resilience and accountability to push through challenges in order to achieve their goals they have set out for themselves.

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



Covid-19 restrictions for volunteering opportunities

Due to Covid-19 restrictions, the promotion of a list of volunteering opportunities for participants to get some working experience by volunteering their time has been put on hold for the moment.



Covid-19 barriers for personal connection

This was a concern for most of the participants. Isolation and stress in most dysfunctional homes was also perceived as high – a few participants felt they needed to attend counselling sessions to cope with the pandemic – something totally new to all of them. Additionally, not having the healthy family interaction support caused a huge impact on the project cohort as a whole.

Key Lessons from Individualised Vision Plan

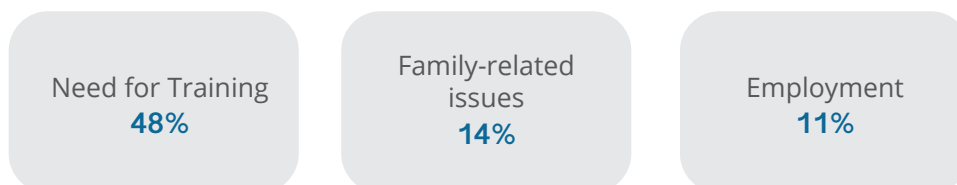
1 Top 3 identified barriers to employment

Over the past 15 months, the following barriers have been identified by each Life Coach, as the most common main barrier or challenge standing in the way of participants becoming employable or being employed.



2 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 problems can be observed as common patterns:

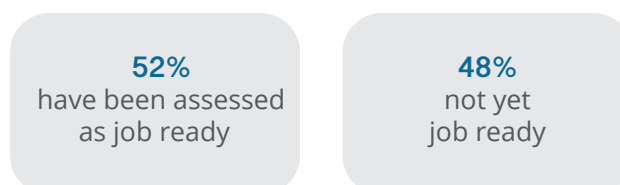


3 Job Readiness

A participant is considered to be job ready when they:

- Have achieved their career goals
- Have up skilled
- Have built up confidence
- Have a professional Resume
- Have prepared themselves for potential job interviews

As at 30th June 2020, there are 61 active participants who have been assessed upon their job readiness.



STAGE 4: COURSE ENGAGEMENT & MENTORING

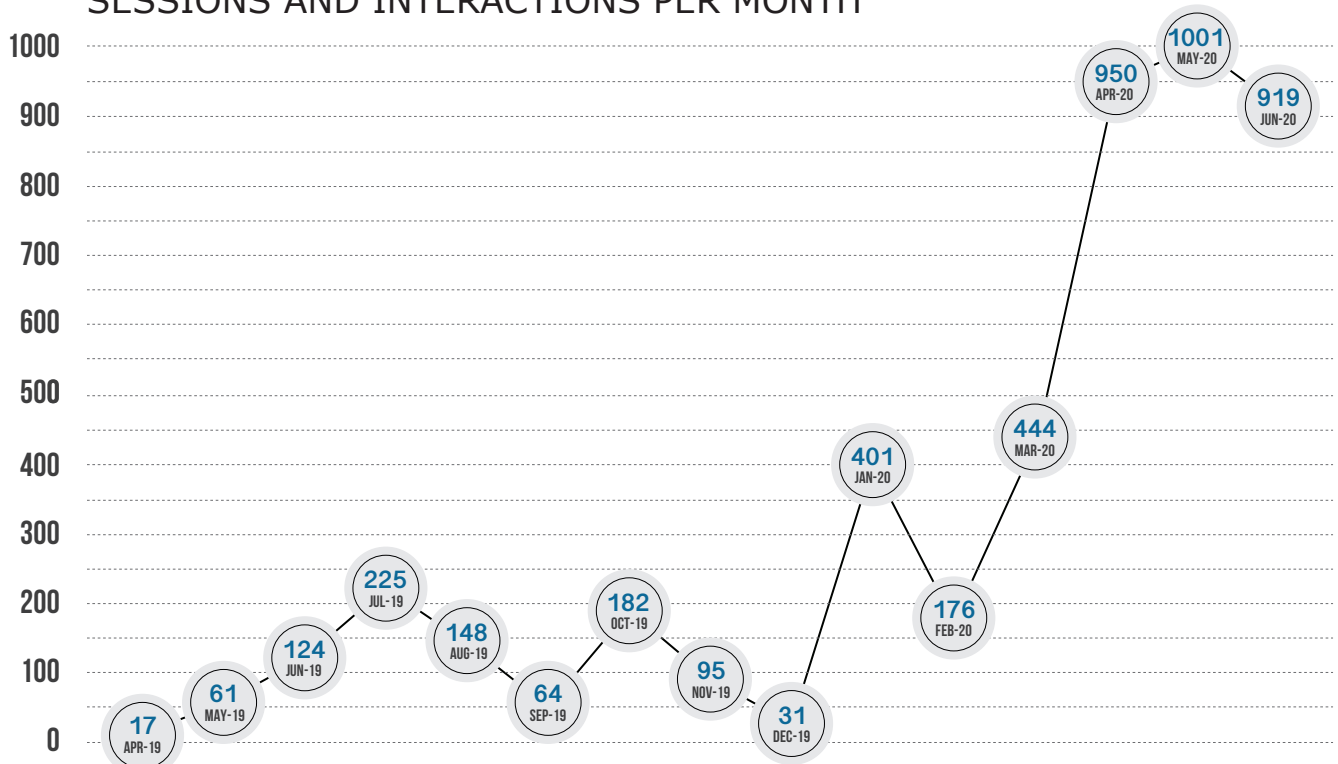
An agreed vision plan is the kick start point from which participants are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions.

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 and interactions as at 30th June 2020



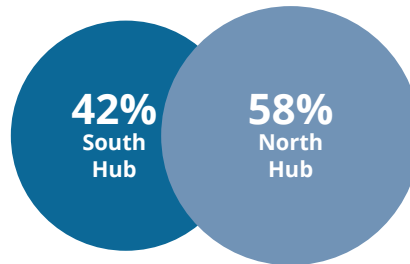
SESSIONS AND INTERACTIONS PER MONTH



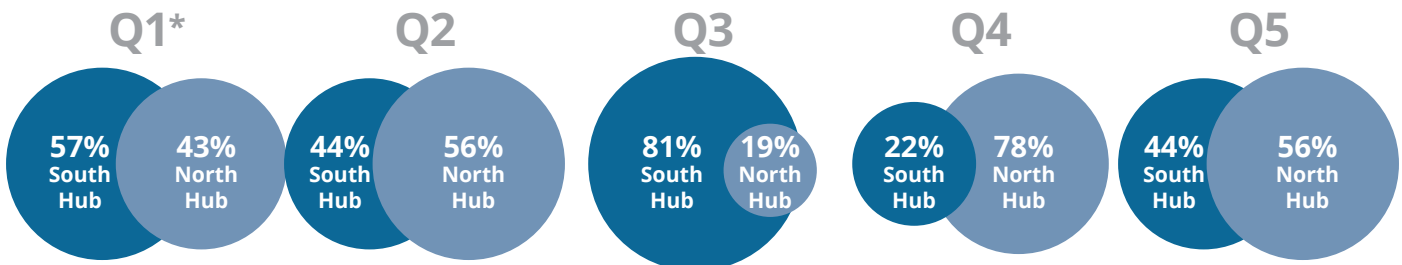
Following the trend from last quarter, from April to June 2020, there was a huge spike in recorded Life Coaching sessions with active participants from both Hubs. During Covid-19 restrictions, this was a key enabler to motivate the cohort to stay connected and engaged with their project activities.

It is also important to note that during Covid-19 restrictions, Facetime and Zoom conversations were considered as Face-to-Face sessions, together with several online workshops held.

LIFE COACHING SESSIONS - ACCUMULATED BY HUB

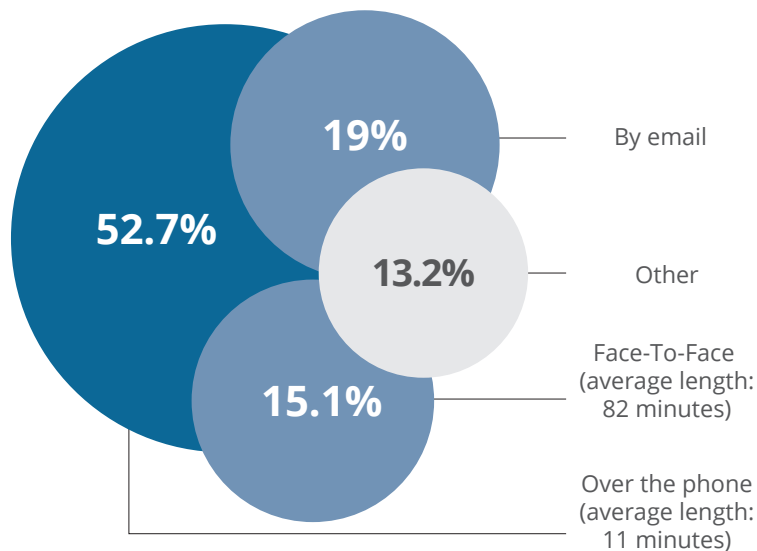


THE COACHING SESSIONS PER QUARTER BY HUB



*The North Hub started operating one month later.

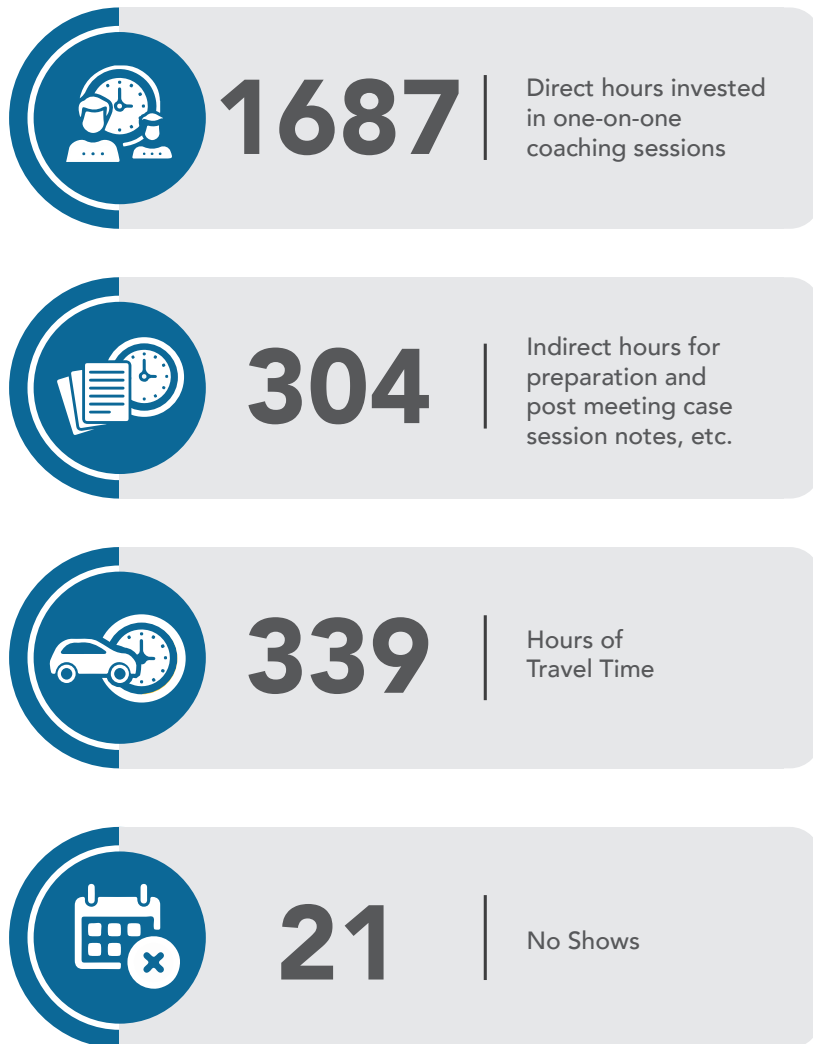
LIFE COACHING SESSIONS - ACCUMULATED BY SESSION TYPE



During this quarter, sessions in the North Hub have remained slightly higher than in the South Hub. Overall, the accumulated sessions since the start of the program are balanced for participants registered to the North Hub.

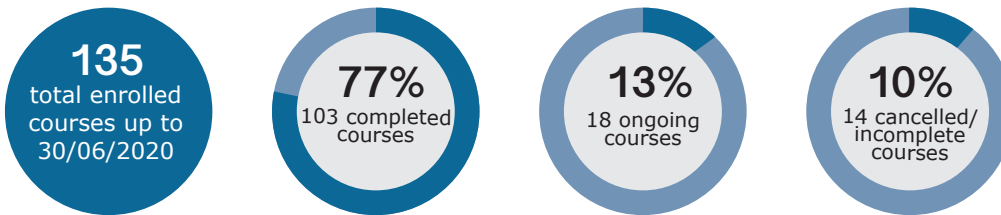
The Covid-19 pandemic affected the type of sessions held with participants, with 'Face-to-Face' sessions experiencing a relative decline (currently accounts for 15% of total the sessions), while 'By email' and 'Other' increased this quarter.

Life Coaching Sessions - Accumulated Snapshot April 2019 to June 2020



On average, SCSA staff have spent a combined total of approximately 26 hours per week directly in life coaching and engagement sessions. In addition, a combined 5 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

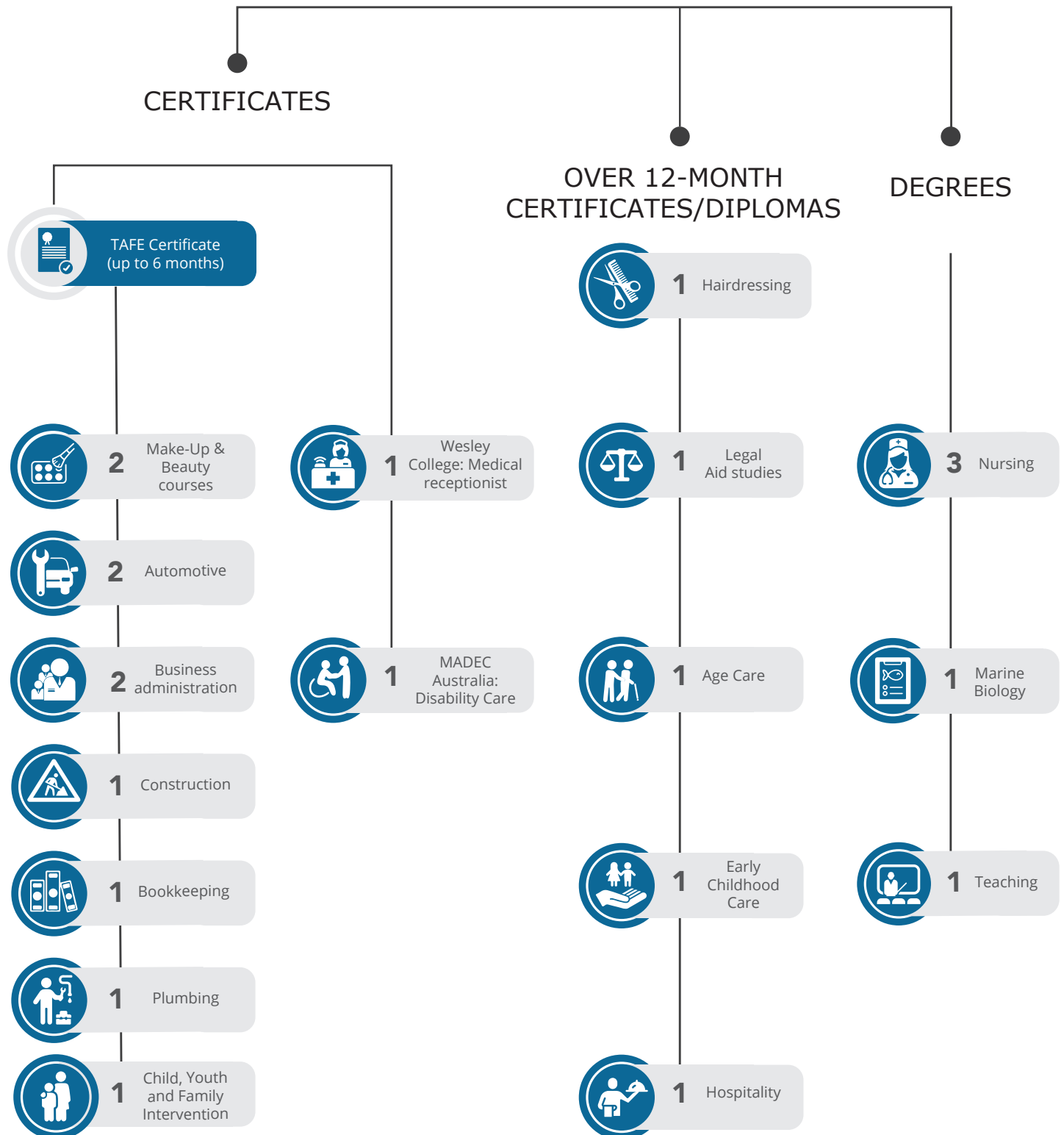


REGISTERED COURSES

SHORT-TERM COURSES



REGISTERED COURSES



Continuous Engagement

PROJECT CORE COMPONENT



EDUCATION AND GOALS ACHIEVEMENT



EMPLOYMENT



*A participant 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.

Continuous Engagement (continued)

JOB READY

43



Participants

For casual, part-time or full-time work

8



Employment Services

Participants have been referred directly to employment

REFERRALS FOR ADDITIONAL SUPPORT

20



Participants

Have been referred to specialist services for additional support

5 To LP Fitness (personalised training program)

5 To Victim Support Services

4 Junction Australia (social housing)

4 Psychologist

1 Baptist Care SA

1 Counseling

COMMUNITY SPORTS & RECREATIONAL ACTIVITIES

23



Participants

Have engaged in these activities to improve their health and wellbeing, as at 30th June 2020

10 Registered in a Gym

3 Taking music lessons

3 Engaged in rugby

2 Engaged in netball
(Clarendon Netball Club)

2 Engaged in gymnastics

1 Engaged in soccer

1 Engaged in cheerleading

1 Engaged in boxing

This part of the program is key for the target cohort:

- It has and will continue to improve participants mental health, wellbeing and social connections.
- Assists participants to connect to a local community to improve their social skills as well as open up doors of employment opportunity.
- Improves their overall quality of life.
- Widens their circle of influence.

What Worked Well at the Course Engagement & Mentoring Stage?



Group workshops and activities

During this last Quarter, two (2) outdoor retreats, eight (8) Zoom sessions and ten (10) workshops were held with participants from each Hub, following social distancing and Covid-19 safety compliance guidelines.

Also, 14 participants have completed a Gallup assessment of their top 5 strengths and 12 have completed an intensive career profiling assessment.

For SCSA staff, there were four (4) training days held to keep staff morale up; this was vital to maintaining momentum within the project and subsequently keeping the project cohort motivated. The training was perceived to have a positive effect.



Strategic Covid-19 Work Frame plan for all staff

With the introduction and disruption caused by pandemic restrictions, the Project Manager created and implemented a strategy based on five challenges and a method to approach each one:

I. Limited Face-to-Face contact → Transition active communications to a private Facebook group (~33 participants are already members) to build and strengthen relationships amongst the participants and SCSA's staff.

II. Limited onsite workshop at the Hubs → Organise weekly creative and engaging workshop Zoom sessions to motivate the cohort to stay connected and engaged in their project activities.

III. Limited access to study Centre's i.e. TAFE SA → Encourage, support and monitor participants in their transition to e-learning courses, and in continuity of ongoing studies from home.

IV. Loss of employment → Keep participants informed about employment opportunities via the Facebook group.

V. Poor Mental Health and Wellbeing → A range of actions, including the proposal of mental health daily challenges and provision of affirmation/inspirational quotes among others.



Continuous Engagement - Enablers

A number of initiatives are in place to help facilitate participants 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 30th June 2020:

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

Ongoing Successful Journeys

Participant Good News snapshots



"GRFTO is a really good opportunity that a lot of people aren't going to have which is unfortunate. But to be able to have this opportunity – it's really opened a lot of pathways to ensure we better our lives. And it's good knowing that you have support as well to fall back on if everything doesn't go to plan, because sometimes life does change a bit and it's hard to get back up."

"[Since joining GRFTO], I've noticed that I've become more driven. I've always wanted to do things but I've never really had the fire to finish things but with the program, I've been able to finish everything that I start. I'm really excited about life and the future!"

Kelly*



"[Since joining GRFTO], I've felt a lot less stressed financially. They're always there to talk to. Life Coaches are supportive and encouraging us with reaching goals. I'm the kind of person who always wants to learn more and they've been really supportive of that – offering courses to do, holding information sessions and providing opportunities to meet new people."

Sophie*



"I think [GRFTO] has like motivated me to be someone better than my dad. I've got a really good mum so that helps."

Kyle*

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

Participant Good News story



SOPHIE*

Ask Sophie about Clownfish or skates and rays and watch her eyes light up. *"I always knew I wanted to work with animals,"* she says. Currently completing her final year of a Bachelor of Marine Biology and Aquaculture, Sophie is already thinking ahead to Honours and beyond.

Ten years from now, Sophie, looks forward to not only establishing a stable career but also establishing a stable home life. *"I want to own my own property. I want to feel grounded because throughout my childhood I was constantly moving house to house. I just want my future kids to have a solid, grounded place."*

Growing up, Sophie's home life can only be described as disruptive. With a dad hooked on drugs and her parents stuck in an unhealthy and abusive relationship, Sophie and her siblings found themselves caught in the middle with the family's dysfunction on public display for all to see. *"We only used to live a couple houses down from the school so everybody knew what was happening,"* Sophie says.

Eventually, Sophie and her siblings found themselves transiting between their parent's homes via the local police station in order to avoid conflicts and family flare ups. Sophie always knew she wanted a different life for herself. *"I didn't want anybody to think different of me because of my dad. I've always been one to try and push past all the negative; having seen what they've gone through."*

At 16 Sophie moved out of her mum's house and in with her older cousin for a couple of years before finding her feet and a more stable sense of home with her step mum (her dad's ex-partner). *"She's so supportive. My little sister and I live with her. We wouldn't have it any other way. She's our support system."*

In just the three short months Sophie has been with Getting Ready for Take Off, she's already noticed the change. *"I've felt a lot less stressed financially,"* she shares. *"The Life Coaches are always there to talk to; providing support and encouraging us with reaching goals. I'm the kind of person who always wants to learn more and they've been really supportive of that – offering courses to do, holding information sessions and providing opportunities to meet new people."*

For Sophie, there's been an emotional shift too. *"I've been able to talk about things that have been going on and seek help and counselling."* The program has also enabled her to get enrolled at a local gym – an opportunity that she credits with helping *"kickstart her day!"*

The future is bright for Sophie. She envisions a career in marine biology leading to job prospects in the commercial sector (shellfish and oyster industry) or consulting on projects like the upcoming artificial shellfish reef in Glenelg.

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

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



Covid-19 – negative impact towards participants engagement

The pandemic affected the overall engagement of the participants at a program level. Some suffered loss of employment. Others were not able to stay connected and motivated to follow through on achieving their goals, which resulted in the close of 10 cases during the most severe Covid-19 restrictions period.

In general, participants found it frustrating not to be able to attending campus and courses they had enrolled in. This impacted participant motivation to continue studies online and/or to enrol in new online courses.



Post Assessments conducted between April to June 2020

Even though approximately 10 to 20 post assessments have been conducted during the last quarter, these have not been uploaded to the CRM system. They are expected to be uploaded during August 2020, and their results will be available for the 6th Quarter evaluation report.

Key Lessons from Course Engagement & Mentoring

1

Building rapport in times of Covid-19

The underpinning factor for program engagement to occur is the relationship and rapport built between the LC and each participant. Once trust is built, participants believe in their LC, and they value what SCSA is doing for them through GRFTO and the opportunities the program brings. With a strong relationship established with their LC, participants quickly begin to realise the direct benefits for their own life.

The challenge throughout the height of Covid-19 restrictions was exactly this; sustaining this ongoing relationship with current participants, and finding ways to build this trust with new participants coming on board.

In addition, the perception of less available opportunities was another factor for program disengagement, with an increase in the churn rate as shown in the next section.

2

Increase of staff support - excellent timing to counteract the impact of Covid-19

During this past Quarter, two new roles were created to support both LCs and the PM: Communications Manager (part-time) to keep improving *Getting Ready for Take Off* communications and sharing good news stories; and a Community Engagement Coordinator to focus on the mental health and wellbeing of the participants.

Still, the workload of the Project Manager overall is an ongoing challenge as the project keeps growing in number of participants and scope of reports. This has impacted on the time investment needed to cover all of the increasing demands in order to ensure the program outcomes are achieved before March 2021. There is an ongoing need for the PM to delegate more and to focus on their own health and wellbeing.

3

Covid-19 restrictions required additional support to overcome new barriers

Covid-19 has proven to be challenging for participants to stay at home due to family tensions and tough circumstances in an already dysfunctional environment.

Single mums with young siblings and who are trying to complete their studies or apprenticeships have needed to overcome the barrier of having the funds to pay for childcare costs. As they aim to successfully complete their studies and future career goals, *Getting Ready for Take Off* Program has been able to support them with approval of the funding manager to pay for childcare costs

Impact Analysis

At the close of the project's 5th Quarter, **14 participants have completed both their Pre and Post Assessments** - a comprehensive questionnaire composed by 49 questions (scaled 1 to 5). The answers from each participant are then processed through a Translation Matrix to inform the progress of each of the project's defined **Theory of Change (TOC) immediate outcomes** and **DSS' STANDARD CLIENT OUTCOMES REPORTING (SCORE) domains**.

For further information 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 has **three (3) defined immediate outcomes**, each comprised of **two (2) outcome indicators**, as key building blocks for a quantitative impact assessment at a project level.

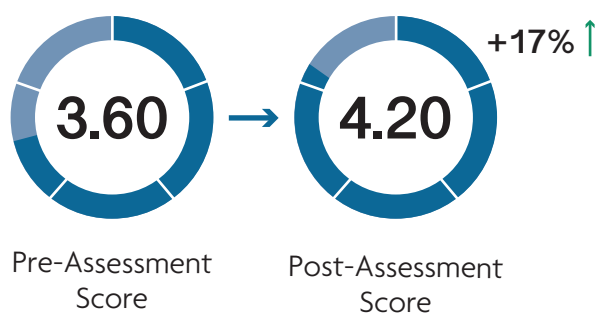
NOVA's quantitative (preliminary) analysis shows very promising results.

To date, *Getting Ready for Take Off* has been effective in achieving its objectives, with all three (3) intended immediate outcomes reflecting a clear positive evolution when comparing pre and post assessments averaged scores¹.

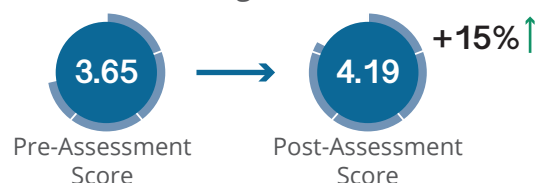
1

OUTCOME

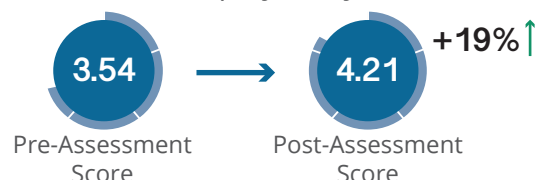
PKs have hope for the future and they know they are employable



Indicator I: Changed Behaviour



Indicator II: Employability

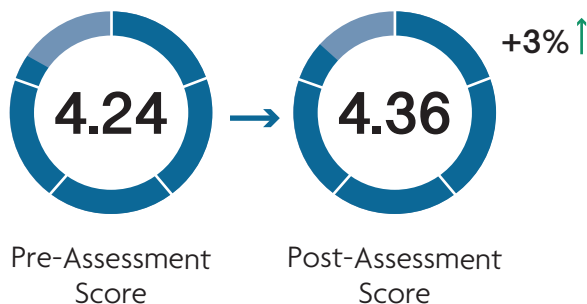
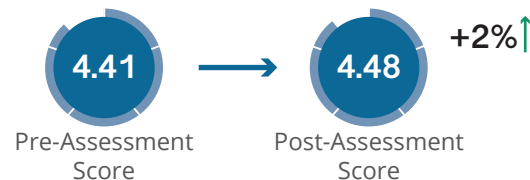
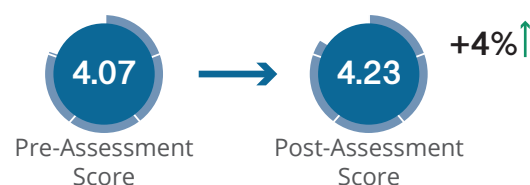


¹This section provides preliminary results based on a small sample of 14 participants. As more responses are collected for both pre and post assessments, the results in this section will be updated accordingly in future Quarter Evaluation reports.

2

OUTCOME

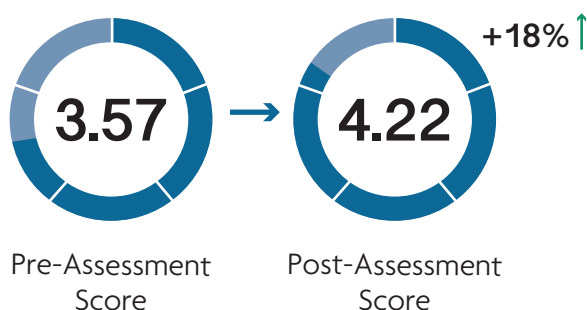
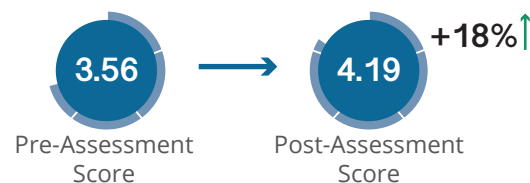
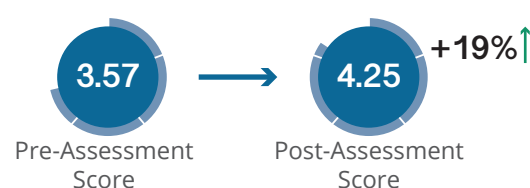
Hunger to advance personally and professionally and explore options

**Indicator I:** Willingness to progress**Indicator II:** Proactive behaviour towards exploring options

3

OUTCOME

Have developed new skills and addressed identified barriers

**Indicator I:** Improved Skills**Indicator II:** Tackling/Overcoming barriers

A preliminary impact analysis indicates a clear improvement in the three (3) immediate outcomes addressed by the project, with the greatest positive change observed in:

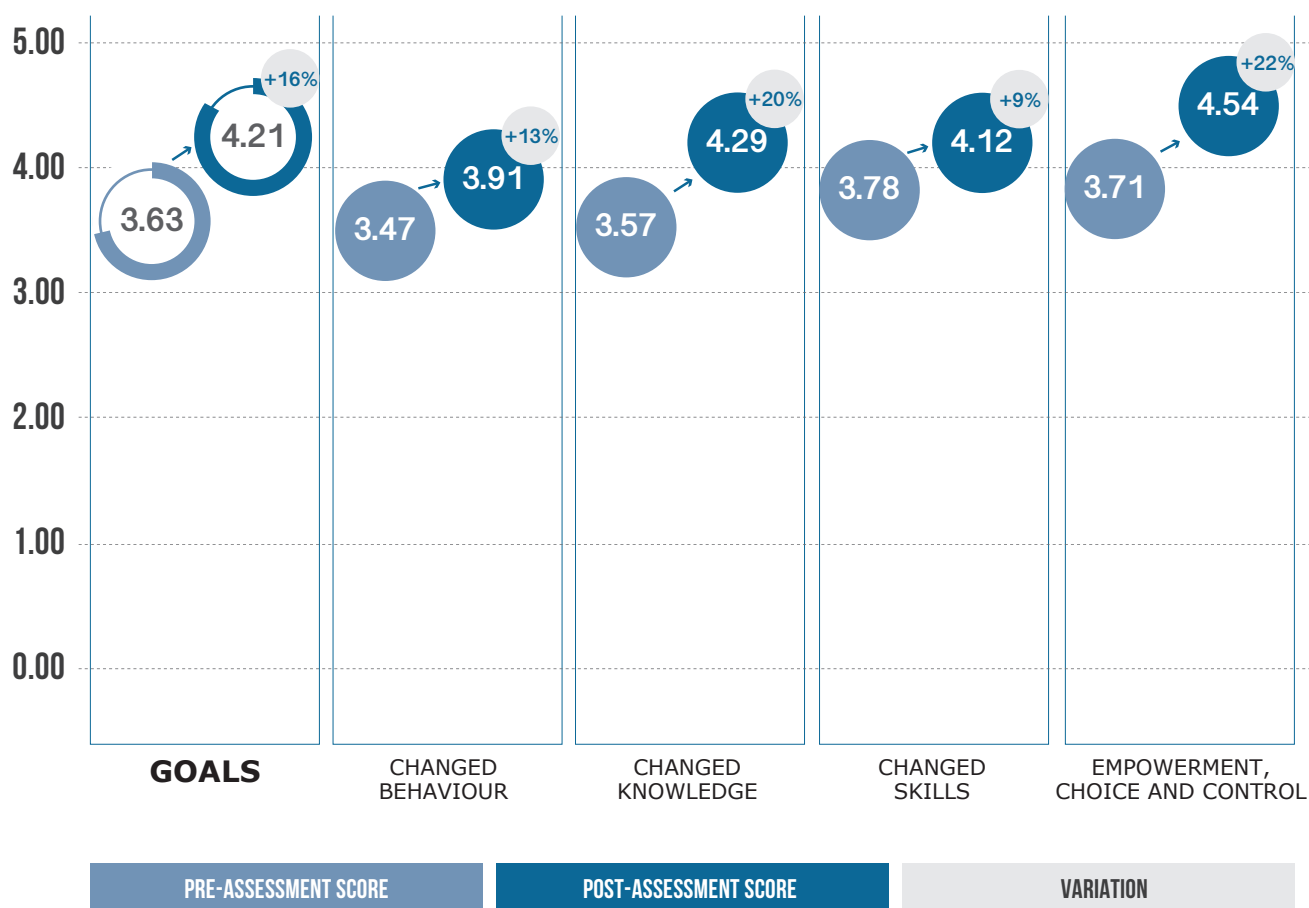
- 1- 'Developed new skills and addressed identified barriers'
- 2- 'PKs have hope for future and they they are employable'.

DEX SCORE RESULTS

Getting Ready for Take Off has been reporting monthly through DEX about the pre and post assessments for four (4) of the SCORE Dimensions (GOALS - CIRCUMSTANCES - SATISFACTION - COMMUNITY), each one comprised of one or more sub-categories. In the graph below, a preliminary performance measurement can be drawn from the service delivery outcomes achieved to date.

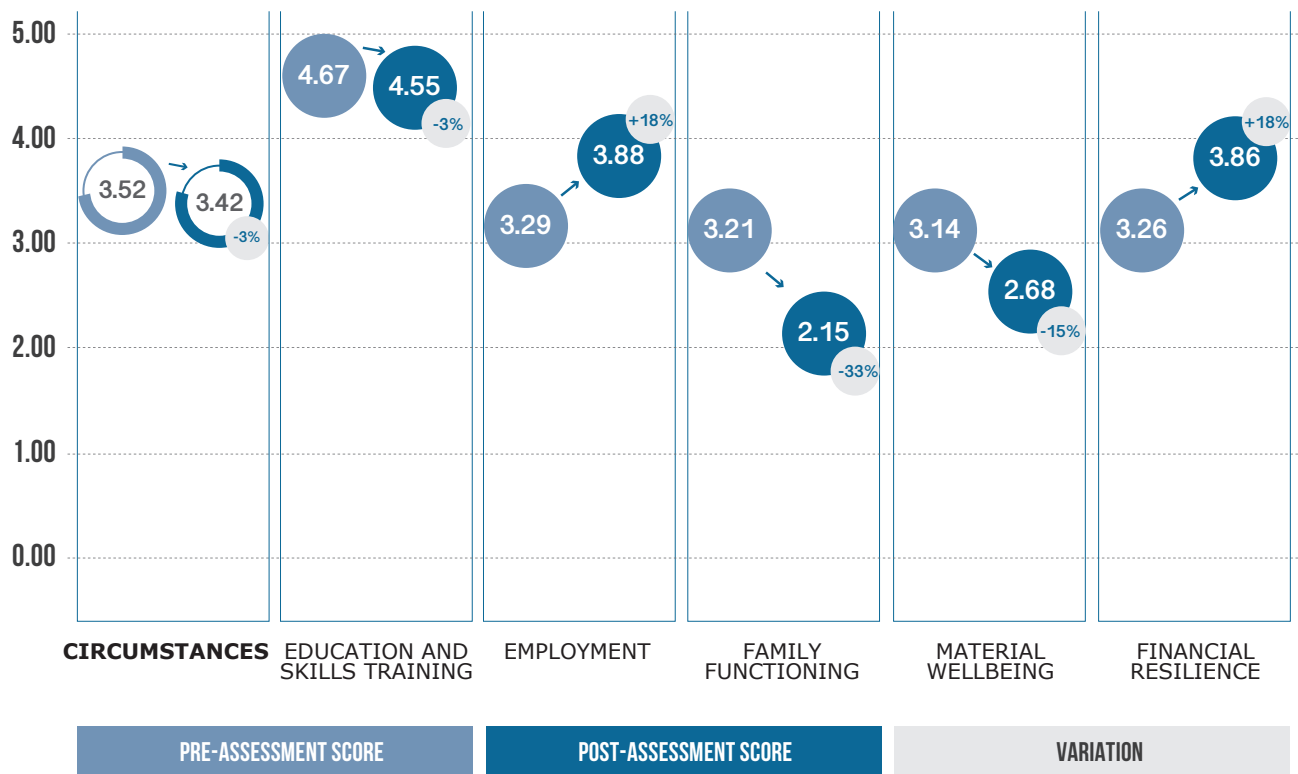
OUTCOME-BASED ANALYSIS - AS AT 30TH JUNE 2020 (includes average of preliminary results from 14 respondents)²

GOALS

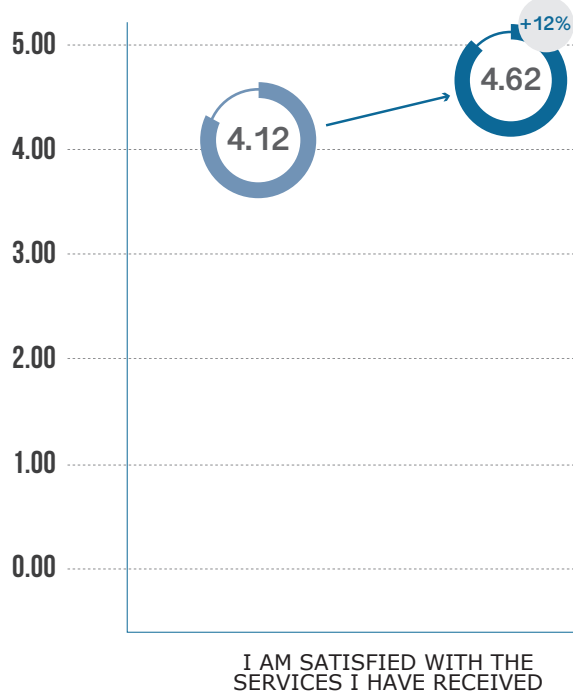


² This section provides preliminary results based on a small sample of 14 participants. As more responses are collected for both pre and post assessments, the results in this section will be updated accordingly in future Quarterly Evaluation reports.

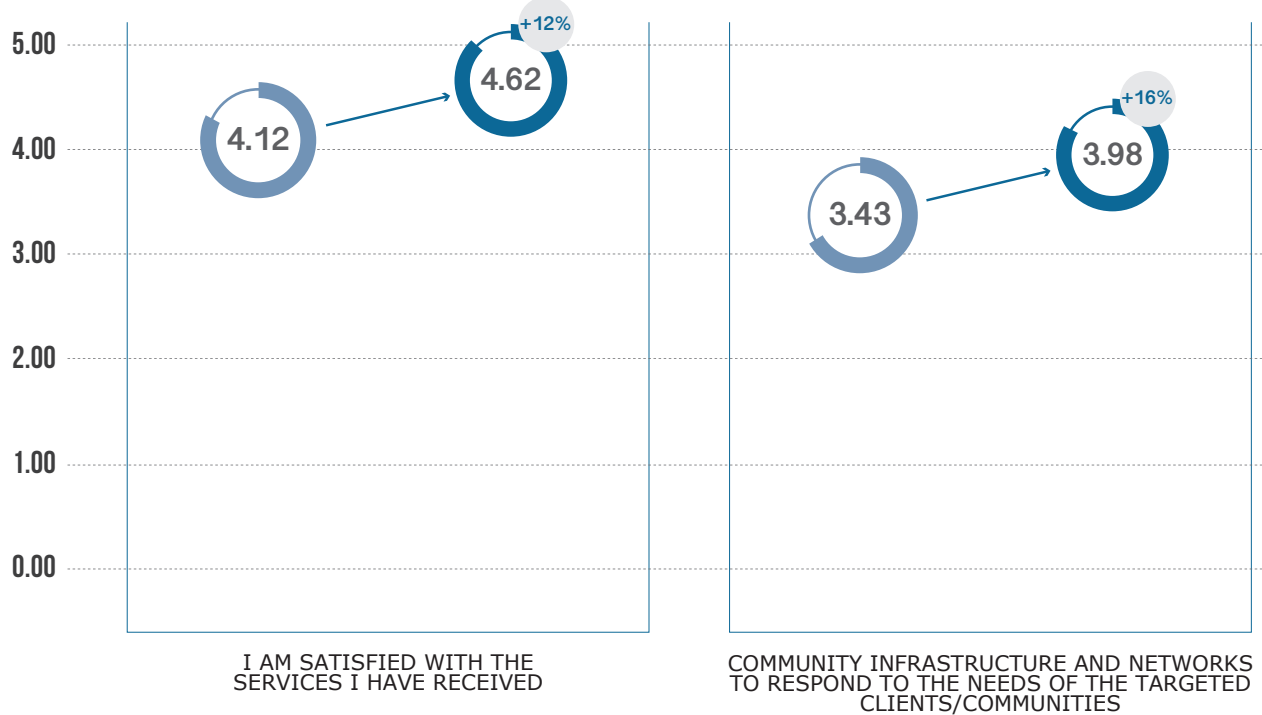
CIRCUMSTANCES



SATISFACTION






COMMUNITY



A preliminary impact analysis indicates clear improvement in the three (3) out of four (4) SCORE Dimensions addressed by the project.

Within each of the SCORE sub-categories, preliminary results show:


-  All GOALS sub-categories have seen positive change, between +9% and +22%
-  Satisfaction for the Services Received and Community Infrastructure and Networks show an improvement above +10%
-  Within CIRCUMSTANCES:
 - Employment and Financial Resilience show positive change, at above +15%
 - Education and Skills Training show almost no change, with a very high baseline (4.67 out of 5)
 - Family Functioning and Material Wellbeing are the only sub-categories showing a negative performance. These two are linked to questions about their family employment status, and to their own situation regarding the receipt of welfare payments from the government.

STAGE 5: PROJECT EXIT

Two different results are possible at the close of the project cycle for each participant. A positive outcome, where participants of school age remain successfully engaged in school and continue with their vision plan related activities, or where post-school participants graduate from one or several courses and obtaining a casual, part-time or full-time job.

It is also possible that participants may not reach graduation in their enrolled course(s) due to underperformance, or because they have abandoned classes and lost contact with their LCs. All situations are being captured in the data collection processes for later evaluation and learning.

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



At the end of the fifth Quarter, **twenty seven (27) 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 27% (27 out of 100).

At the end of the project's fifth Quarter (June 2020), **four (4) participants** have fully completed their formal engagement with the project with successful resolution. These participants have also completed their post assessment form at the close 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 throughout this quarter report, particularly from those aspects of the project which have opportunity for improvement.



Recommendations

1

ESTABLISH A RETENTION STRATEGY WITHIN ONGOING COVID-19 CONDITIONS

It is understandable, however due to the impact of the pandemic, the project has shown an alarming increase in churn rate, now at a total of 27%.

SCSA needs to keep adapting their communication channels, re-define an ongoing retention strategy to ensure participants remain actively engaged with their vision/career plans.

2

JOB READINESS AND EMPLOYMENT AS A PRIORITY

Within this 2nd half of the project, SCSA staff need to focus on the 48% of participants assessed as not being **Job ready** and supporting them to become ready for employment by tackling their major barriers identified (e.g. Resume improvement).

For the 52% of participants labeled as **Job ready**, support should be focused on exposing them to the job market to gain successful employment in their field of interest.

3

FOCUS ON PRE AND POST ASSESSMENTS

A strong focus on conducting both pre and post assessments in a timely manner will enable a more robust preliminary outcome-based impact assessment with a broader sample of participant experiences. A focus on this important aspect of the data collection by the PM and LCs will also help Nova obtain a more representative progress measure of the immediate outcomes at a program level.



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