Getting Ready for TAKE OFF

Evaluation Report

1st Quarter

(April – June 2019)

Second CHANCES SA
restoring hope

NOVA
SMART SOLUTIONS
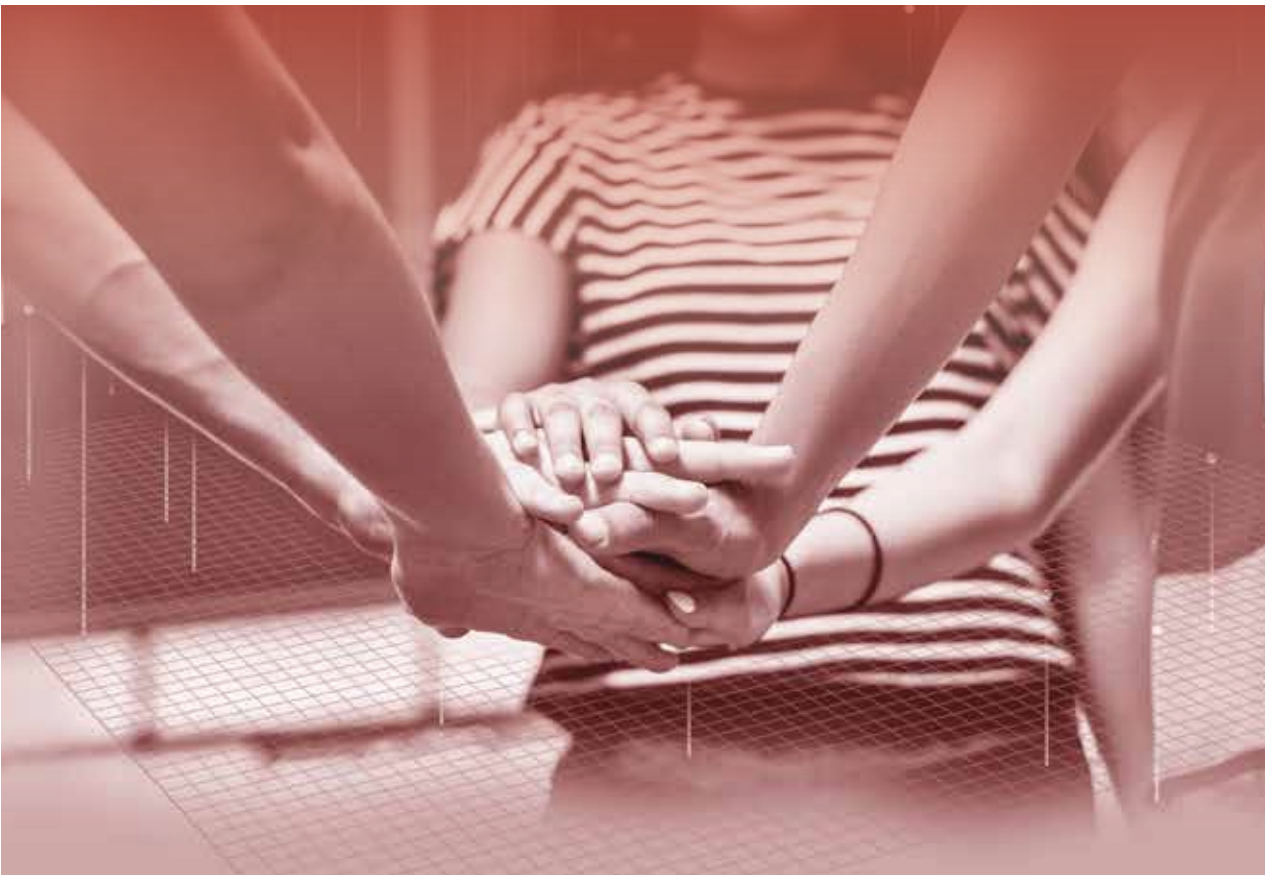
1. CONTEXT
WHAT ARE WE EVALUATING?

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 **first Quarter – from 1st April to 30 th June 2019.**

PROJECT GOAL

To assist a target of at least

Prisoners' Kids (PKs)

160

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 to develop a
pathway through education to employment

Education → 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.

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[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 geography as can be seen in the map below.

North Hub:
Unit 1/25 Phillip
Highway, Elizabeth

South Hub:
Unit 6 & 7 230 Main South
Road, Morphett Vale

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.

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 certainly made a fast start in its first Quarter of existence.

The SCSA's team has applied an effective networking strategy for internal and external referrals, with 42 PKs recruited up to 30th June 2019.

At this point, with only 12% of the total project length covered (3 out of 24 months), PKs registration has already reached 26% of its target (42 out of 160 total participants).

The project started operating on April 1st, 2019, with the launch of the southern hub office, and one month later finished its early set-up & kick-off with the opening of the 2nd hub office in the North. Both offices are fully equipped together with a leased vehicle and an assigned Life Coach (LC) to work in the defined catchment area.

Based on the initial development of the project activities, several lessons have been learned and some preliminary observations can be already drawn. PKs have shown a particular interest in getting their Learners Permit, together with identifying short-term career goals to becoming job ready, such as creating their first Resume, obtaining their TFN or learning tactics for a successful job interview.

Moreover, the LCs approach, with their own background merged with SCSA's years of experience working in the sector, has proven to be a key enabler towards building trust with each PK; a crucial factor for them to effectively engage with the project and to develop an ambitious career pathway through education to employment.

During April, May and June 2019, 202 Life-Coaching sessions were held with the 42 enrolled participants, 49% of them face-to-face with an average length of 82 min per session. Additionally, the PKs have already enrolled in a wide range of courses, according to their age stage, their own interests and vision plan goals. Some of the most common courses involve short-term courses such as Barista (2-day) or Learning Permit course (3-day) and mid-term varied courses offering a TAFE Certificate (up to 12 months).

At this point, the PKs high level of engagement and motivation towards attending both their course classes and coaching sessions are a positive highlight. In contrast, some barriers were also identified, for instance, several PKs with educational issues (numeracy, literacy & learning difficulties) and a certain level of anxiety (usually younger kids). These need to be addressed as they can certainly affect the overall project's performance.

This initial quarterly report is the first one of eight quarterly reports across *Getting Ready for Take Off's* length. It captures a preliminary analysis of the set-up and early days of the project, and will continue to evolve and gain more depth as the project progresses and its data collection process is fully deployed, from both a quantitative and qualitative perspective, across its 24-month journey.

As you will learn in the next section, its content will always be guided by the monitoring and analysis of the project's defined activities and the evaluation of its performance towards the defined outcomes.

3. *GETTING READY FOR TAKE OFF* - 1st Quarter
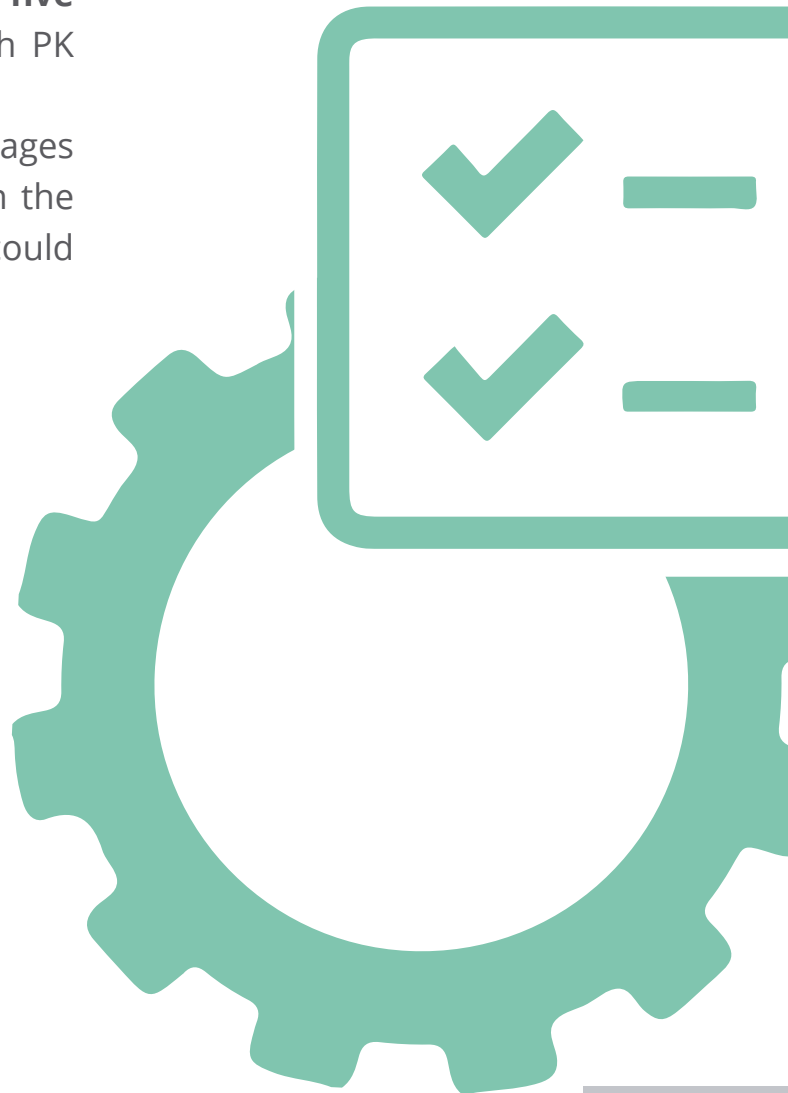## PROCESS MONITORING & PROGRAM EVALUATION

This evaluation report for *Getting Ready for Take Off* is comprises 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 would be in the course engagement stage, another PK could be just starting at the registration stage

STAGE 1
Awareness
& Contacts

STAGE 2
Registration

STAGE 3
Individualised
Vision Plan

STAGE 4
Course
Engagement
& Mentoring

STAGE 5
Project Exit

STAGE 1: AWARENESS & CONTACTS

During this stage, potential clients (PKs) get the first glimpse of the existence of the project, with an initial contact established with the Life Coach in their area.

EARLY START

SCSA initial action involved running a

3 day

information retreat held
between

8th of March 2019 and **10th** of March 2019

This initiative has proven to be very effective:

13
PK´s attended
the retreat

7
signed up
to the project

56%
conversion
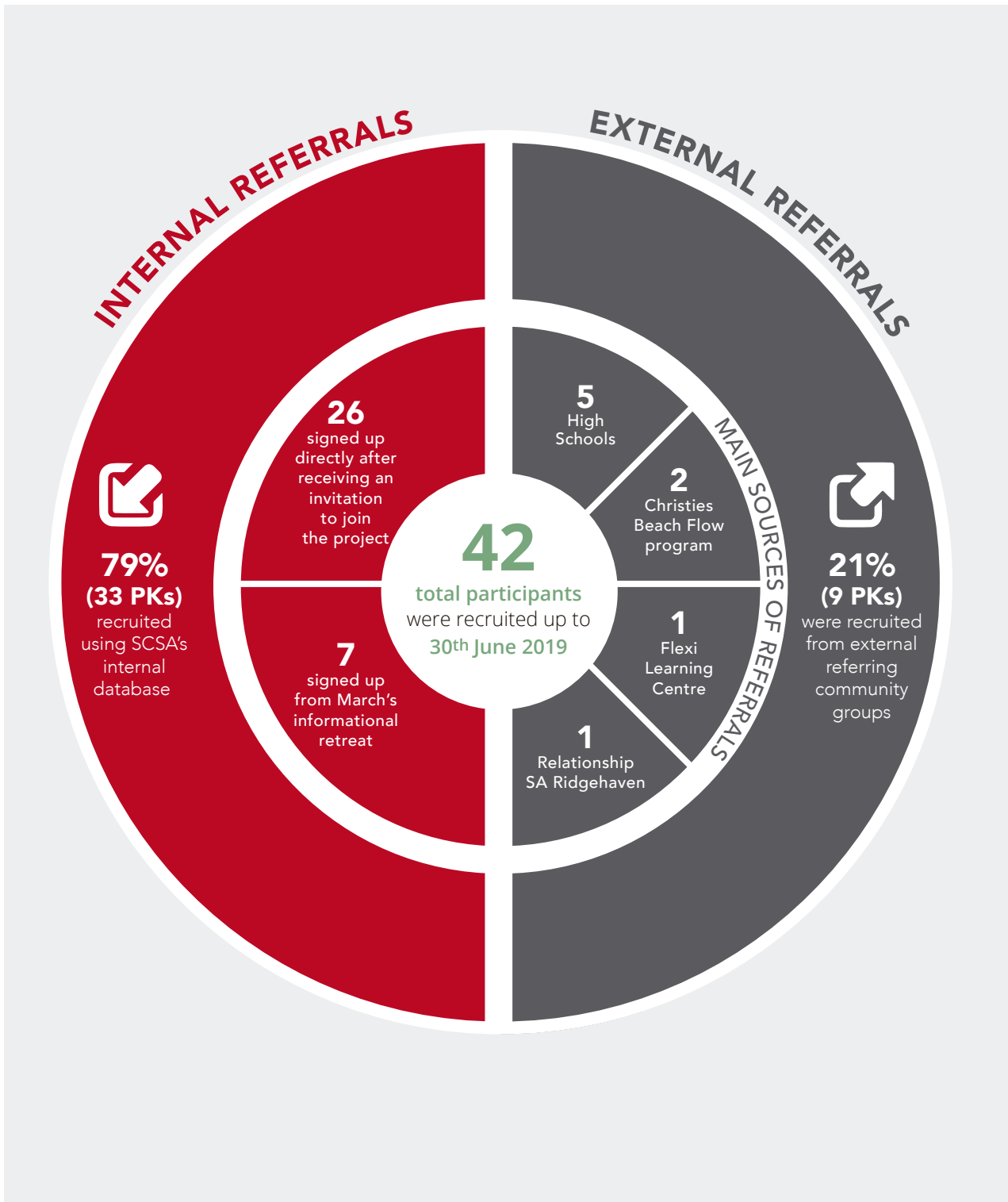rate

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Getting Ready for Take Off recruitment overall snapshot

INTERNAL REFERRALS

EXTERNAL REFERRALS

**79%
(33 PKs)**
recruited
using SCSA's
internal
database

26
signed up
directly after
receiving an
invitation
to join
the project

7
signed up
from March's
informational
retreat

42
total participants
were recruited up to
30th June 2019

5
High
Schools

2
Christies
Beach Flow
program

1
Flexi
Learning
Centre

1
Relationship
SA Ridgehaven

MAIN SOURCES OF REFERRALS

**21%
(9 PKs)**
were recruited
from external
referring
community
groups

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Activity Highlights

NETWORKING STRATEGY FOR PKs RECRUITMENT

SCSA has been implementing a networking strategy, aimed to raise awareness about the project kick-off to recruit participants within the targeted cohort. This action plan is composed of 6 strategic blocks.

No	Strategy	Description	Tactics	Responsible person	Target Date
1	Current Data Base	Pre-existing Data over 10 years	Approach either via email or phone facebook messenger potential participants	Life Coaches	31 Dec 2019
2	Workshops	Hold information retreat/workshops	Invite stakeholders from the current data base	Project Manager	Several over 24 months
3	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
4	External	• Network with Flo Program • Flexi Learning Centre • Streetlight Community • Wellbeing officers	Organise information workshops/sessions Set up meetings Approach via email and phone call	Project Manager and Life Coaches	30 June 2020
5	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	15 Dec 2019
6	Government/ NGO Stakeholders	Announce the project via media	• DSS • Other organisations	CEO Project Manager	21 Sep 2019

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WHAT WORKS WELL?

Secondary schools
During the first quarter of operations Secondary schools proved to be the most responsive in referring participants in the age segment 13-to-17 years old. LCs usually establish an introductory meeting with the school requesting referrals.

Meeting a need
The project represents a good fit for PKs transition stage from high-school and ¨flexi education¨ to getting a part-time job, job readiness skills and vocational training. PKs and school mentors appreciate how it facilitates 'a taste of industry', for them to explore and develop a useful experience which can then be taken to the next level (i.e. Enroll for a Certificate degree course).

WHAT COULD BE IMPROVED FOR THE FUTURE?

Limited recruitment process
During April 2019, the promotion and communication of the project's kick-off was temporarily put on-hold due to administrative processes (contract signature, federal elections & other matters).

Additional information retreats
It would have been good to have another information retreat during the early months of the project. SCSA team capacity was fully focused on setting-up both office hubs and in the recruitment and training of the 2 LCs. This initiative could be considered for Q2 & Q3.

Recruiting 21+ year old's is a challenge
While social agencies seem to be the best source of referrals, there is a need to proactively raise awareness of the *Getting Ready for Take Off* project among these. Currently, this is under the scope of the LCs and Project Manager, who play both roles: Obtaining referrals and delivering mentoring services.

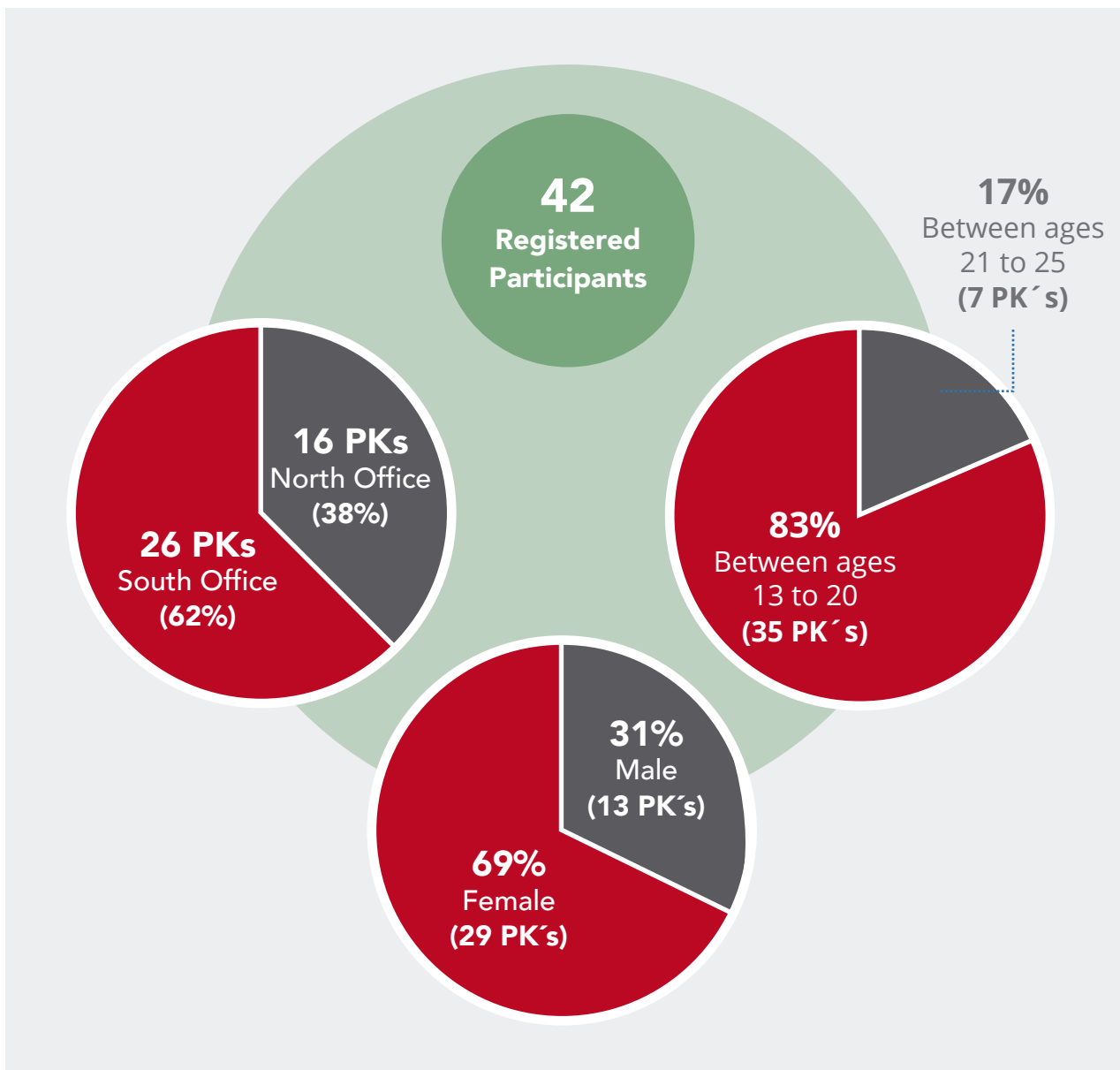**Social media tools**
These could be used to find more leads and pursue those from old programs (SCSA's database). This could sort out some barriers such as PKs moving or changing their contact details over time.

Key Lesson #1: *Word-of-mouth* has proved to be a very powerful tool within this particular cohort. It is the No.1 tactic to enhance awareness & achieve effective recruitment goals.

STAGE 1
Awareness
& Contacts

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Project Exit

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.*

REGISTERED PARTICIPANTS AT 30 JUNE 2019

42
Registered Participants

17%
Between ages
21 to 25
(7 PK´s)

16 PKs
North Office
(38%)

26 PKs
South Office
(62%)

83%
Between ages
13 to 20
(35 PK´s)

31%
Male
(13 PK´s)

69%
Female
(29 PK´s)

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PARTICIPANTS ENROLMENT - PROJECTION

160 Prisoners Kids (PKs) registered is the main goal of the project regarding number of participants. Even if the last 2 quarters were not considered, assuming those recruited at the end would rather remain engaged for at least 6 months, the forecast below helps to understand how promising the situation is:

GRTO Participants Projection
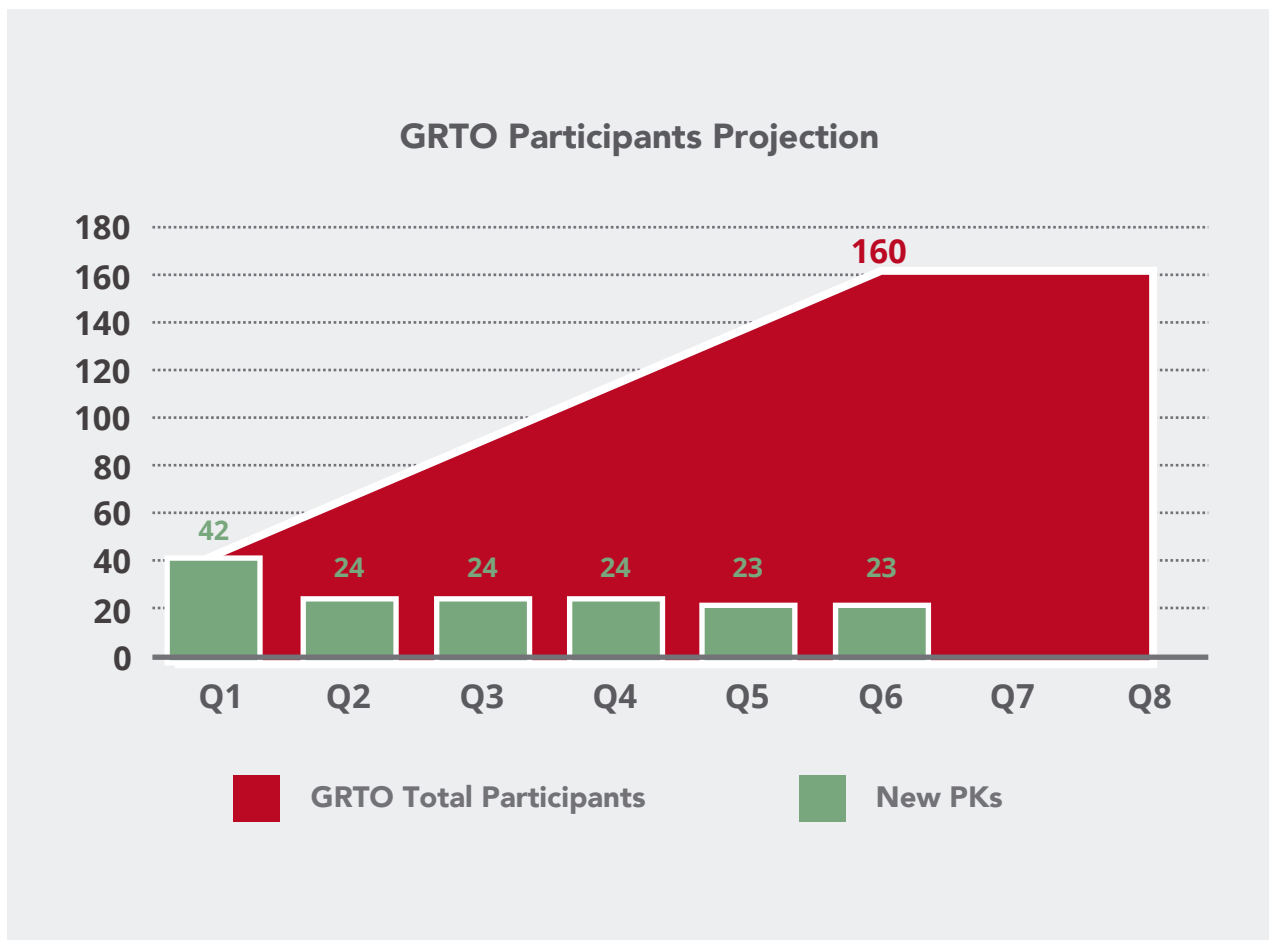
Key Lesson #2: A fast set-up & kick-off is key to success in a 24-month project with challenging recruitment goals.
For *Getting Ready for Take Off,* with only 12% of the total length covered (3 months / 24 months), participants registration has already reached 26% of the project's target (42 / 160)

STAGE 1
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Activity Highlights

WHAT WORKS WELL FOR THIS STAGE?

Quick project set-up and operational kick-off for both hubs in the catchment areas.

- April 1st - South office started operating, and its assigned LC started working on the same day.

- May 1st - North office started operating, and its assigned LC started working on the same day.

- Both hubs have been:

  - Rented and secured in the defined Catchment Areas.

  - Fully equipped with 30 laptops and computers for both sites

  - Assigned a leased vehicle to meet transportation needs for participants.

WHAT COULD BE IMPROVED FOR THE FUTURE?

Sorting barriers #1 - Initial resistance
Sometimes, there is reluctance for the LC to get engaged with the project activities, as they might be seen as a 'representative of the system' (e.g. DCP). PKs must get to know the people involved, to open up to LCs sooner and build mutual trust.
These are crucial factors which need to be taken into account when thinking about scaling up the project to target vulnerable young adults within this specific cohort.

PK's enrolment barriers
Several PKs present numeracy & literacy issues, vulnerable living conditions and a complex home environment (e.g. risk of homeless-ness or acting as siblings' carers), which are all barriers towards their engagement.

Manual Data Collection Process
For the registration process, there was double work from April until the end of May 2019 (when paper-based registration forms migrated to a digital version in the CRM system).

Key Lesson #3: Younger kids - 13 to 17 y/o - need a higher level of motivation and building trust component before getting them engaged with completing the formal process:
1st stage: consent form & registration form → 2nd stage: pre-assess form & individualised vision plan.

STAGE 1
Awareness
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Project Exit

STAGE 3: INDIVIDUALISED VISION PLAN

After a client is registered, with their given consent to join the project with a commitment to achieve specific goals, they then focus on filling-in 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 they are the main contact for all the activities involved.

VISION PLANS UP TO 30 JUNE 2019

South Office

25 out of **26**
enrolled participants have
completed their vision plan

North Office

4 out of **16**
enrolled participants have
completed their vision plan

COMMON GOALS

1 — **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 drivers licence (driving hours + test).

2 — **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.

3 — **Finishing year 12 -** Many show a passion for finishing secondary school, although they are unsure how this will be able to happen.

INITIAL SCORE ASSESSMENT & TOC OUTCOMES ANALYSIS

1st Quarter

At the close of the project's first Quarter, the pre-assessment was performed in hard copy, with paper-based questionnaires completed by PKs with assistance provided by their LC.
By the end of July 2019, the integration of the CRM system (CDS) and the data collection tools were being fully deployed. For the 42 participants already enrolled, the data was manually uploaded into the system, with its attached time-consuming and human error factor.

2nd Quarter

In the 2nd Quarterly Evaluation report, we expect to include the initial insights taken from the initial pre-assessments performed by those participants who have started the project between April to September 2019. This will establish a baseline of the PKs current job readiness, level of confidence and other factors relevant to the project's objectives, aligned to the SCORE outcomes and the project's defined TOC immediate outcomes.

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Activity Highlights

WHAT WORKS WELL?

LCs approach
SCSA's LCs have years of experience, which facilitates building trust as a key enabler for every PK to engage with the project and develop their own career pathway through education to employment.

Sorting barriers #2
13 to 17 y/o self-discovery initial journey
Young PKs move from an initial attitude very much influenced by their usually low self-esteem and trust issues (they have had many disappointments throughout their lives), to transition towards a higher level of engagement, slowly opening themselves to receive support from the LCs for their daily activities.

Developing a visual career pathway
A tangible timeline of key milestones towards their goals enables them to conclude they can actually be successful.

WHAT COULD BE IMPROVED FOR THE FUTURE?

Continuous engagement
To keep them focused and committed to their vision plan, some vision planning and motivational workshops are being designed, starting in September 2019.
Two sessions per month at each hub:

1. Vision Planning session

2. Motivational and Job interview skills (dress code, CV, Cover letter).

Sorting barriers #3
Vision Plan development for younger PKs:

I. Language: For those under 17 y/o, the language around developing their own employment or education pathway plan is quite difficult.

POTENTIAL SOLUTION → **Nova to develop a new vision plan form for PKs between 14 to 17, using simpler words which are adapted to their school stage.**

II. Anxiety: Some PKs get nervous about what to do and how to get everything done quickly. They ask their LC to make phone calls on their behalf or even to apply for courses for them.
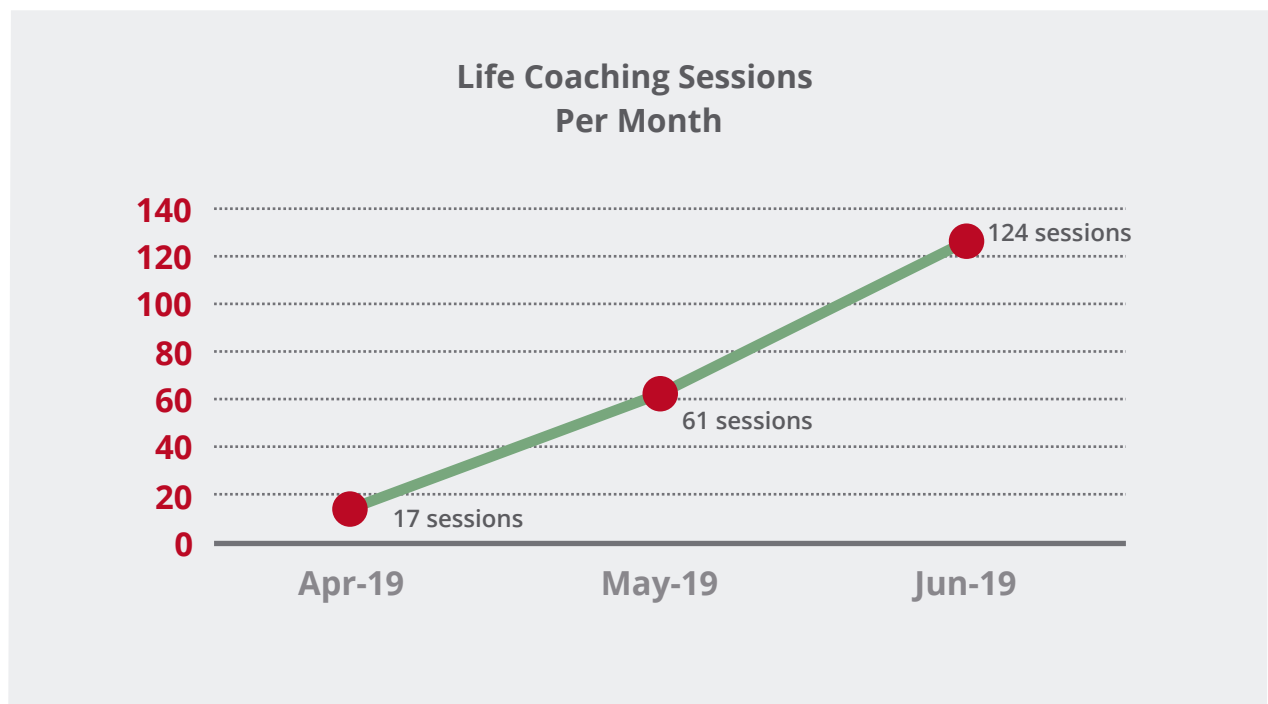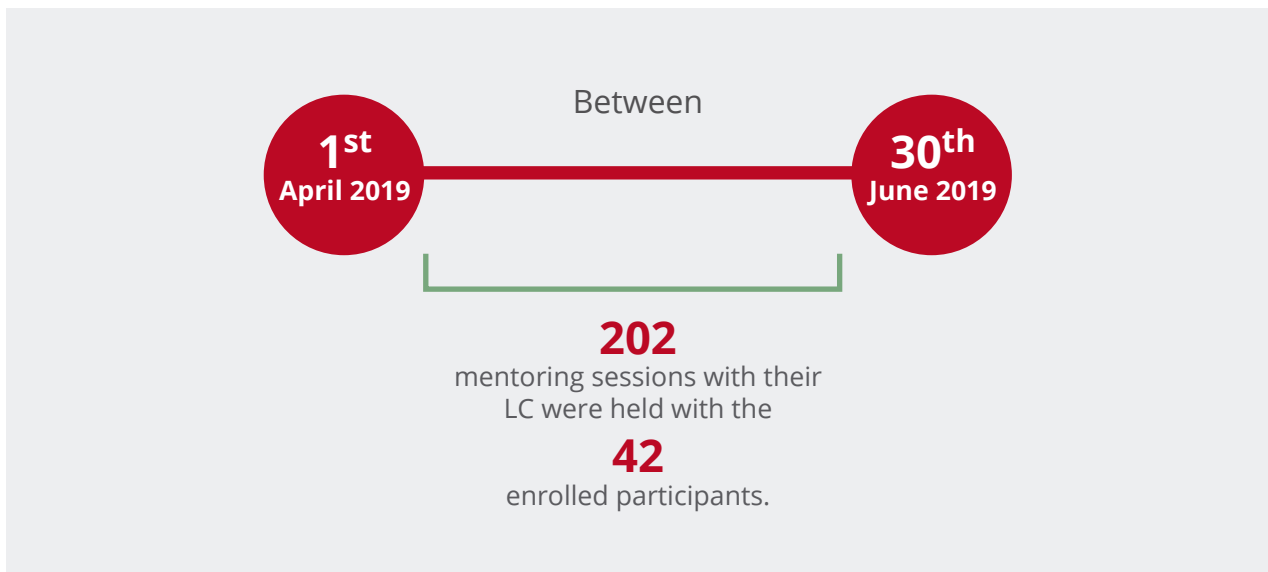
POTENTIAL SOLUTION → **Assess different options to help them deal with anxiety and worry – e.g. mindfulness, yoga classes, etc.**

16

STAGE 1
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STAGE 4
Course
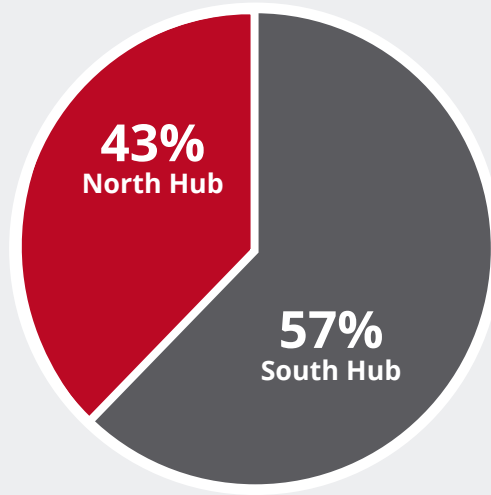Engagement
& Mentoring

STAGE 5
Project Exit

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 they also attend regular Life Coaching sessions with their assigned LC.
This stage of the project will last for the duration of the courses involved in their vision plan or until the overall project reaches its end, whichever occurs first.

LIFE COACHING SESSIONS UP TO 30 JUNE 2019

Between

1st
April 2019

30th
June 2019

202
mentoring sessions with their
LC were held with the
42
enrolled participants.

**Life Coaching Sessions
Per Month**

124 sessions

61 sessions

17 sessions

Apr-19   May-19   Jun-19

STAGE 1
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Project Exit

Life Coaching Sessions
By office hub

43%
North Hub

57%
South Hub

*The North office started operating one month later.

Life Coaching Sessions
By session type

3,0%
By email

48,5%
Over the phone
(average length:
18 minutes)

48,5%
Face To-Face
(average length:
82 minutes)

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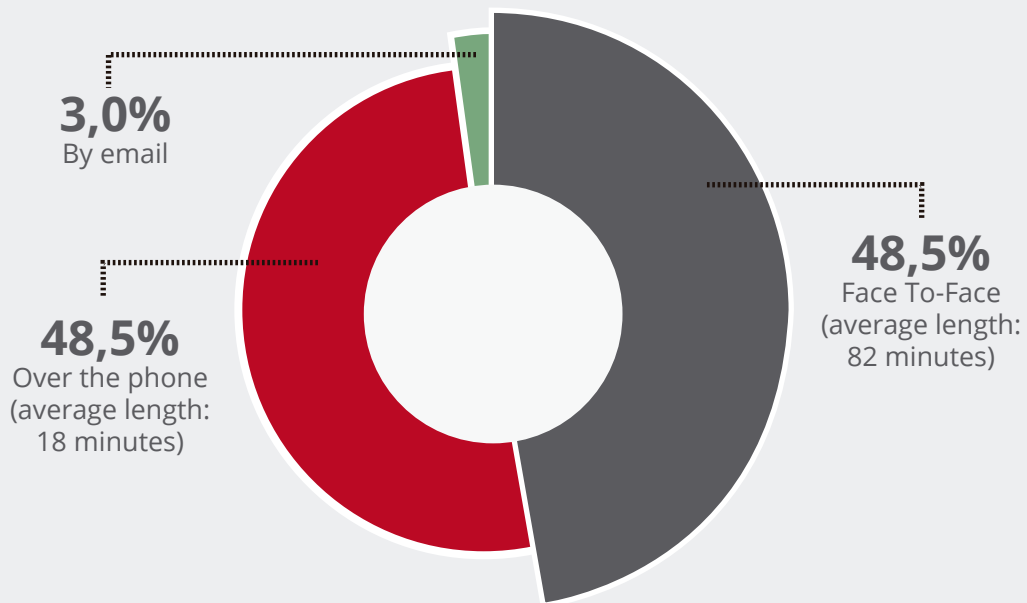
MENTORING SESSIONS - OVERALL SNAPSHOT

165.6 | Direct hours invested in one-to-one coaching sessions

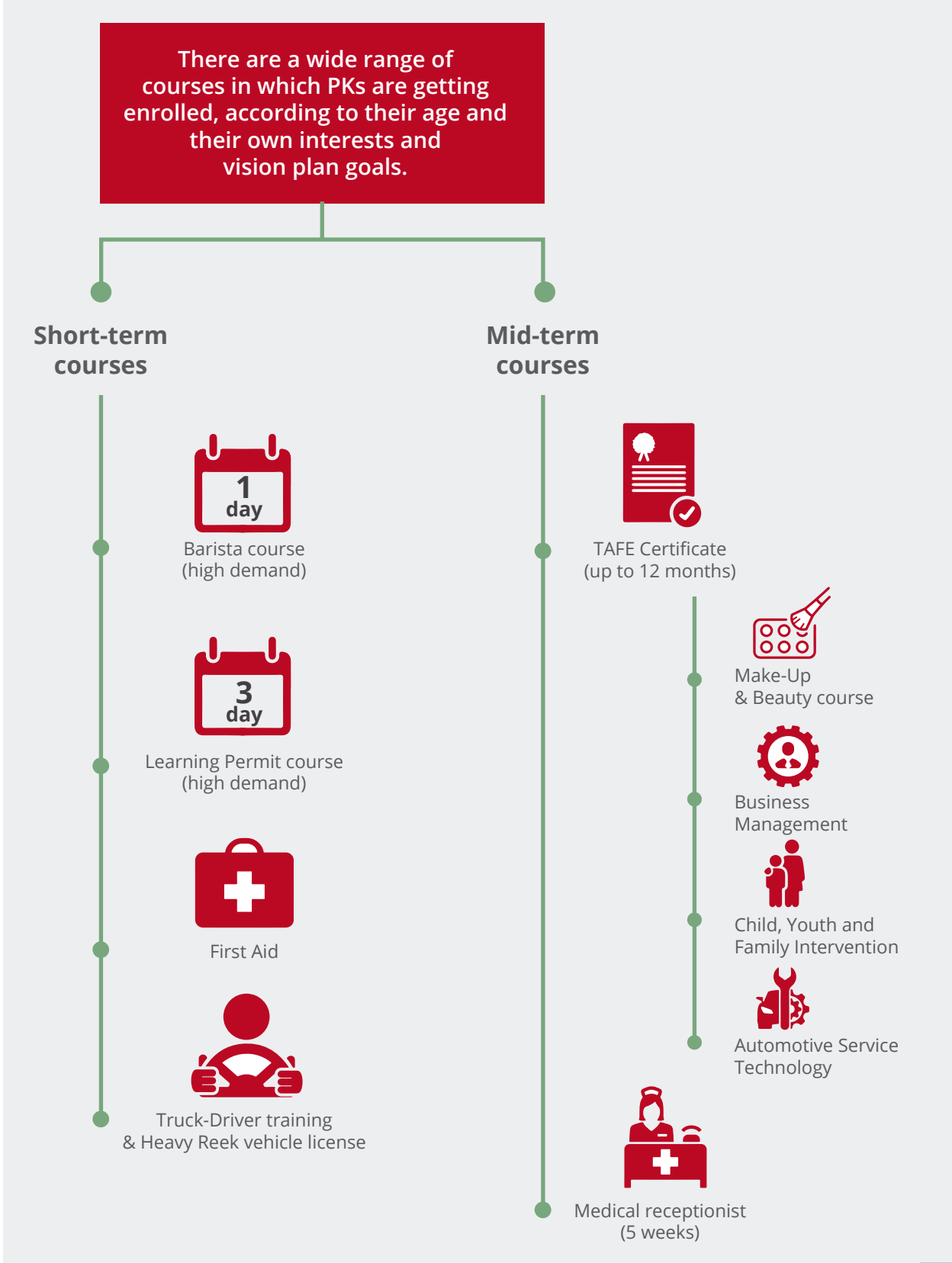**75.2** | Indirect hours for preparation and post meeting case session notes, etc.

90.3 | Hours of Travel Time

2 | No Shows (PK not attending the meeting)

Key Lesson #4: Each PK has attended, on average, 4.2 life-coaching sessions in the last quarter.

COURSE ENGAGEMENT
OVERALL SNAPSHOT AT 30 JUNE 2019

There are a wide range of courses in which PKs are getting enrolled, according to their age and their own interests and vision plan goals.

Short-term courses

1 day
Barista course (high demand)

3 day
Learning Permit course (high demand)

First Aid

Truck-Driver training & Heavy Reek vehicle license

Mid-term courses

TAFE Certificate (up to 12 months)

Make-Up & Beauty course

Business Management

Child, Youth and Family Intervention

Automotive Service Technology

Medical receptionist (5 weeks)

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Project Exit

Daisy's [3] journey through *Getting Ready for Take Off*

Daisy attended the information retreat in March 2019, where she was extremely excited to sign up with the project.
Since then she has overcome the following barriers to transition successfully into the workforce:

- Obtained a Learner's permit after attending 10 driving Lessons

- Got access to a public transportation Metro Mate card (student concession)

- Enrolled into a first Aid course

- Will start her studies in Child, Youth and Family Intervention at TAFE SA in August 2019, with a duration of 12 months.

- She has a casual job in child-care

Activity Highlights

WHAT WORKS WELL AT THE COURSE ENGAGEMENT & MENTORING STAGE?

High Engagement
In most cases PKs are showing a high level of commitment to attend the courses until completion, with infrequent dropouts. Also, there were only 2 'no shows' to coaching sessions with their assigned LC. LCs facilitate this with regular follow-ups to ensure they are attending courses, always providing transportation when needed.

High Motivation
There is an outstanding level of organic motivation (coming from within).
This is supported by the LC to fully back up and avoid PKs becoming overwhelmed with their course requirements and/or assignments.

Gratefulness
Once the 'building trust' initial phase is overpassed, PK's are very grateful for the opportunity they are having regarding the vocational side of the project. Their high level of attendance to both courses and coaching session supports this.

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[3] For privacy concerns, the participant's real name has been changed.

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WHAT COULD BE IMPROVED FOR THE FUTURE?

Incomplete assessment over the Activity Work Plan Progress Report
The Activity Work Plan (AWP) for the overall project was recently submitted (by 15 June 2019), with the first Progress Report against the AWP to be reported by 4 October 2019. Therefore, this initial Quarterly Report doesn't fully integrate all of the AWP elements, which will be included in the next Quarterly Evaluation Report – 2nd Quarter: July to September 2019.

Sorting barriers #4
PKs educational assessment
There is a gap to close regarding having an educational assessment for PKs, to identifying their numeracy, literacy & learning difficulties. In cases where support from specialists would be required, it is imperative to identify their learning issues in order to assist them on this journey.

Sorting barriers #5
Mismatch between vision plan goals and course availability.
In some situations, PKs need to be patient to wait for a course to start, following the yearly intakes & time schedules of each educational provider.

Mismatch Goals vs. Resources
Sometimes, there is a mismatch between the PK's goals and the resources the project has available. For example, they can get a Learners Permit, although they don't have a car to regularly use for transportation.

Emerging Barriers
Getting Ready For Take Off's **timeframe vs.**
PK's vision plan goals
Some challenging questions start to arise, such as:

If a PKs goal is willing to attend University, 4 years from now, to what extent can this be embraced and supported by the project?
What options are on the table if the PK seems ready to go for it?

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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 graduate from one or several courses, or a negative one, where PKs do not reach graduation, due to underperformance or because they abandoned classes. Either way, all situations are to be captured for later processing and learning.
When PKs achieve a positive result, they may be referred out to other institutions for linking them with potential employers.

At the end of the first Quarter, no participant has exited the project. The first participant to complete their formal engage-ment with the project is expected to finish during the second Quarter after a 3-month course engagement, to become a qualified truck driver, together with obtaining a First Aid certificate and a white card (safety card).

At the opposite end, there are some young participants aged around 13-14 years, who will never fully transition into the workforce as part of the project, reaching year 10 more than 24 months from now.

4. Key Recommendations

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

Key Recommendations

1- **CREATE TARGETED SOCIAL MEDIA CONTENT FOR FURTHER RECRUITMENT**

For the *Awareness & Contacts stage,* creating targeted content i.e. on Facebook, could boost even more the 'digital word-of-mouth', enabling SCSA to approach those hard-to-reach potential candidates.

2- **GROW SCSA'S *GETTING READY FOR TAKE OFF* ACTUAL TEAM**

There are two facts which will keep adding pressure to the current team's capacity. The project needs to keep growing to reach the target of 160 PKs participants. Additionally, it is tailored to each PKs own career pathway, which means once it is deployed in full, stages will overlap, with several PK's at different phases.

Two main arising issues will then need to be addressed:

- There will be a continuous need to collect an increasing amount of data at each stage of the project, due to the stage overlap.

- LCs will need some support in the recruitment process (Awareness & Contacts stage), as they will be required to deliver a substantial number of coaching sessions each week.

3- **EXPLORE OPTIONS TO OFFER CROSS-FUNCTIONAL SUPPORT**

There is a need to conduct an educational assessment for some PKs, to identify their numeracy & literacy issues. Subsequently, the project could provide them access to complementary generic courses (e.g. a Math's reinforcement course) to allow them to succeed in their specific vision plan goals.
Additionally, other cross-functional courses could be provided to help PKTs deal with anxiety and self-esteem issues which directly affect the development of their vision plan. For example, courses such as mindfulness or yoga could be included in the wide range of options they have available.

NOVa
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