



## Evaluation Report



6<sup>th</sup> Quarter  
(July - September 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 of age affected by parental imprisonment.

This quarterly report addresses the project's progress and performance throughout its **sixth Quarter** - from 1<sup>st</sup> July to 30<sup>th</sup> September 2020.

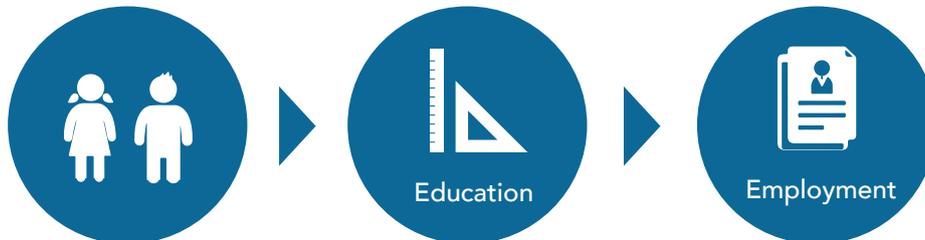


# PROJECT GOAL

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**<sup>1 2</sup>. The project aims for each PK youth to develop a **pathway through education to employment**



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



# PROJECT COHORT

The targeted cohort presents the following characteristics:

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

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

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

# PROJECT DELIVERY GEOLOCATION

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



# QUARTERLY EVALUATION PURPOSE

The main purpose of this evaluation 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.**

# 2

## EXECUTIVE SUMMARY

Quarter six was a transition quarter for the **Getting Ready for Take Off** program with COVID-19 related restrictions take out being eased program engagement started to become more comparable to previous quarters.

**10 new participants have joined the program – totaling 110 participants as at 30 September 2020.** With 75% of the project completed (18 out of 24 months), participant registration has equally reached 69% of the projects target (110 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 with High Schools the main source of external referrals.

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 commencing the program under the age of 18.** This demonstrates the influence of the PK internal database used by Second Chances SA to contact and recruit young participants to the program.

**78 out of 79 active participants have completed their individualised vision or career plan,** consistent trend when compared with previous quarter.

The top 3 identified barriers to employment are consistent with the ones found in previous analysis: 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 September 2020, a total of 6710 sessions were held with the 110 enrolled participants.

At the close of the project's 6<sup>th</sup> Quarter, **78 out of 79 active participants have completed the core component of the project.** 32 participants have gained employment following entry into the program, 12 remained employed since entry into the program, 4 have found employment in this quarter and 2 had been laid off from casual work due to Covid-19.

This report is the number 6 of 8 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.

# 3

## GETTING READY FOR TAKE OFF - 6<sup>th</sup> QUARTER PROCESS MONITORING & PROGRAM EVALUATION

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

1. Process Monitoring
2. Project Outputs & Outcomes

Which are assessed across each of the five stages of activities performed by each participant during their entire **Getting Ready for Take Off** journey.

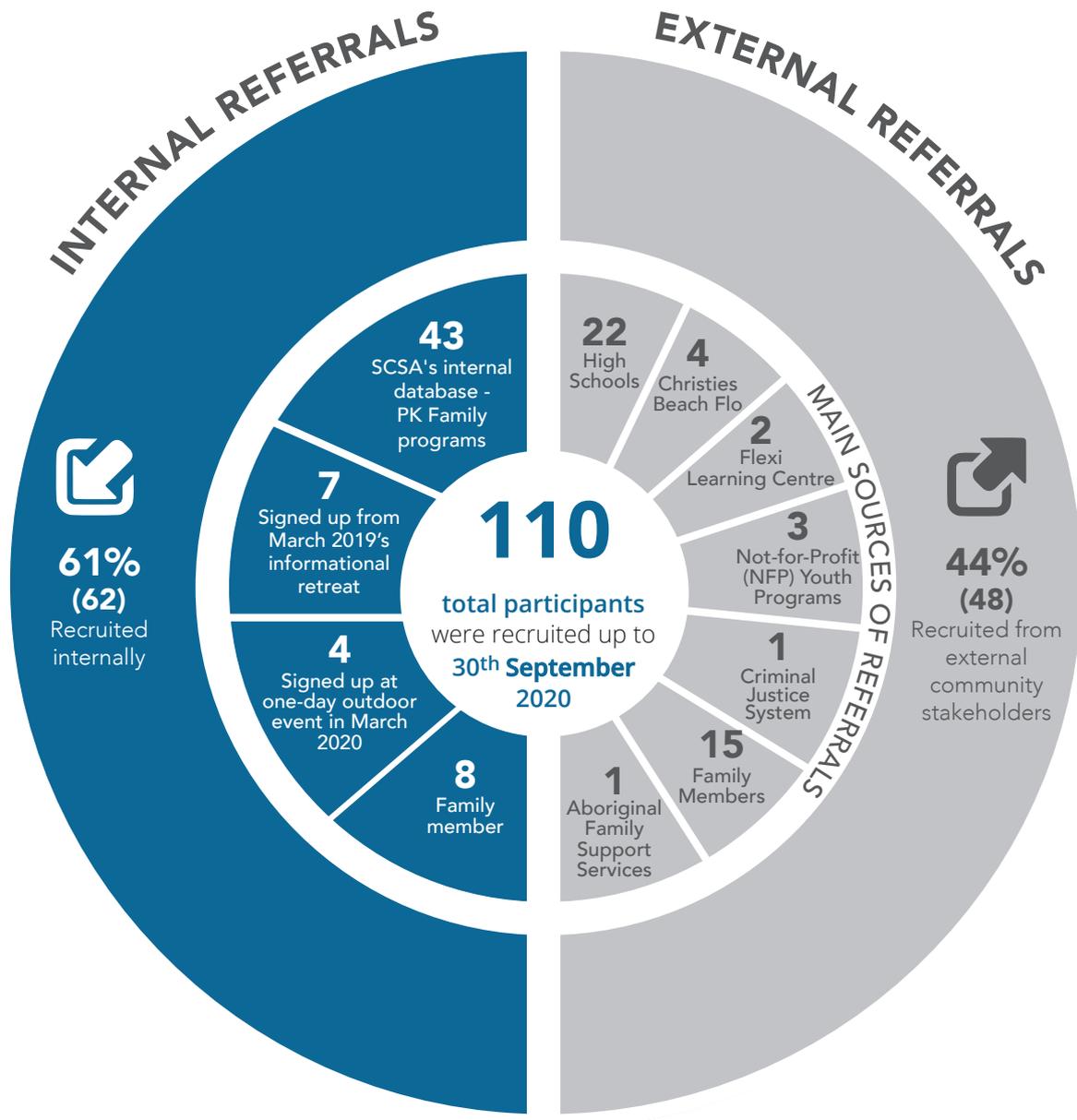
Once the project is deployed in full, stages will overlap. One participant may be in the *course engagement* stage, while another could be in the *registration* stage.



# 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.

## 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  | <br>List from<br>Co-development<br>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  | <br>Government/<br>NGO Stakeholders         | Announce the project via media   | Achieved    | Completed by September 2019 with an official launch event at SCSA Fullarton office   |
| 3  | <br>Social media<br>Messenger               | Accessing old stakeholder CRM data   | Ongoing     | Regular recruitment activity using a Private Facebook Page and Messenger   |
| 4  | <br>Current<br>Database                    | Pre-existing Data over 10 years  | Ongoing     | 73 participants from current database  |
| 5  | <br>Workshops                             | Hold information retreat/workshops   | Ongoing     | 2 First Aid group sessions and 1 professional stylist session. Also, 3 outdoor events were held with the objective to strengthen and build relations. Job hunting sessions were held, as well as, OP shop shopping events. |
| 6  | <br>External                              | <ul style="list-style-type: none"> <li>• Network with Flo Program</li> <li>• Flexi Learning Centre</li> <li>• Streetlight Community</li> <li>• Wellbeing Officers</li> </ul> | Ongoing     | 6 participants from Flo Program<br>2 from Flexi Learning Centre<br>5 referred by Wellbeing Officers  |
| 7  | <br>Prison Ministry<br>Networking         | Network with Chaplaincy, Edge and Kairos   | Ongoing     | On hold until further notice due to Covid-19 restrictions  |
| 8  | <br>Public Speaking<br>Appointments       | Invited by Members of Parliament (MP)  | Ongoing     | The strategy will focus on this for the 6 <sup>th</sup> and 7 <sup>th</sup> Quarter  |
| 9  | <br>Commissioner<br>for Children SA       | Network with Helen Connolly, South Australia's first Commissioner for Children and Young People.   | Not started | Starting on 6 <sup>th</sup> Quarter onwards  |
| 10 | <br>Spire Coaching                        | Invite to facilitate a small team project, to assist in solving work experience as a barrier to employment.  | Not started | 6 <sup>th</sup> Quarter and 7 <sup>th</sup> Quarter  |

## What Worked Well?



### **Post-pandemic networking and word of mouth**

The program recruited ten new participants during this quarter due to the word of mouth and networking activities. During this quarter three outdoor events were held with the objective to strengthen and build relations and for new participants to feel they belong and to get to meet the other staff and participants. Additionally, two first aid group sessions, one professional stylist session were provided. Also, the program has made available two OP Shop shopping events for participants to purchase work clothes and basic secondhand clothes. Last but not least, a number of job hunting sessions were held at both hubs.

## What didn't Work Well?



### **Covid-19 situation and context**

Covid-19 has had a negative impact mainly on the mental health of participants and families which might also have lost employment.

## Key Lessons from Recruitment Process

### **1 Social Media strengthens face-to-face events**

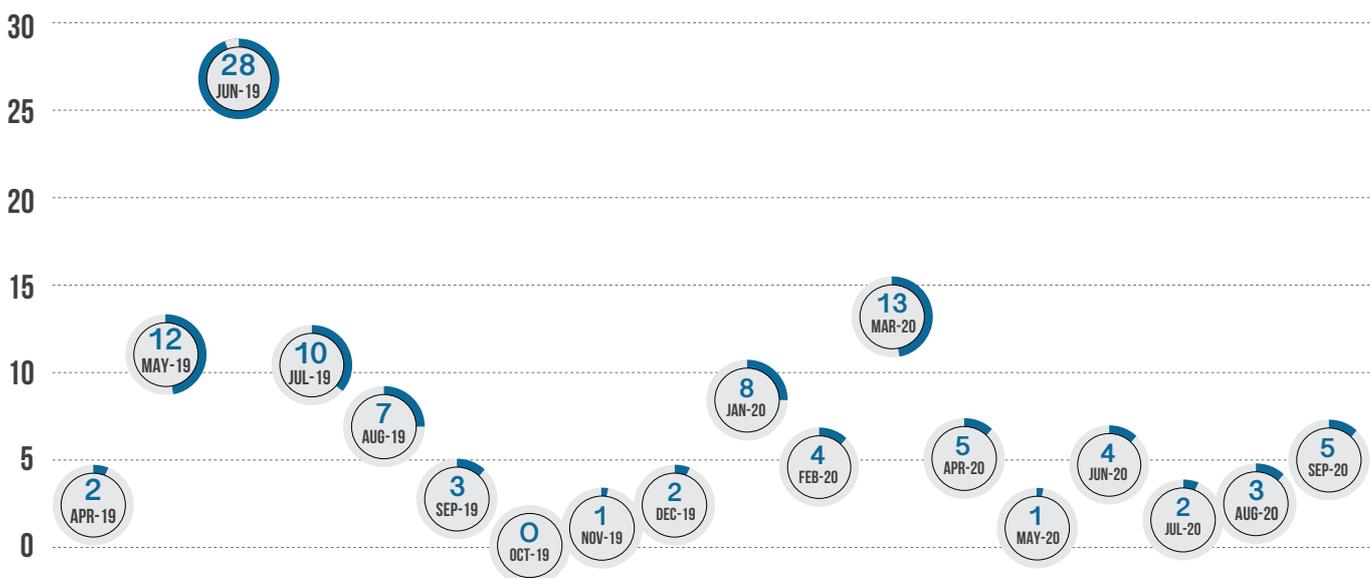
Last quarter with Covid-19 creating impediments to raising project awareness within traditional networking channels, SCSA has implemented an active social media plan showcasing participants' stories and experiences to promote the program, keep participants informed of job opportunities which has had a positive impact during pandemic times. This quarter, with the ease of restrictions, the social media strategy SCSA has implemented has proven to strengthen face-to-face sessions, workshops and networking activities.

## 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 110 as at 30<sup>th</sup> September 2020.

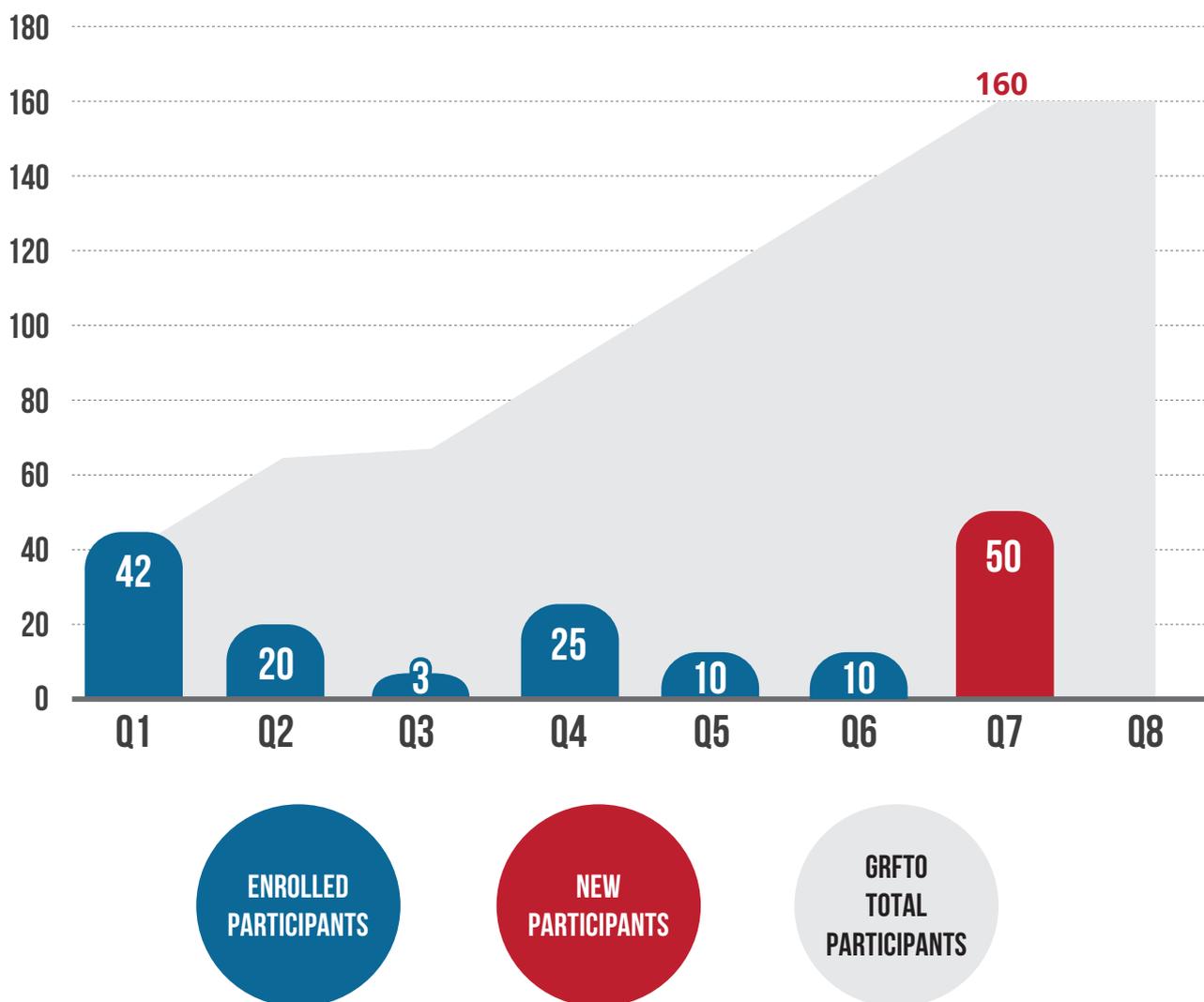


Over the past three months, which have been affected by the unfolding of the Covid-19 pandemic, the recruitment and registration of new participants has remained relatively low.

## 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 75% of the project completed (18 out of 24 months), participant registration has reached 69% of the project's target (110 out of 160). A significant increase in quarterly intakes is required to reach the project goal by 31<sup>st</sup> March 2021.

## What Worked Well?

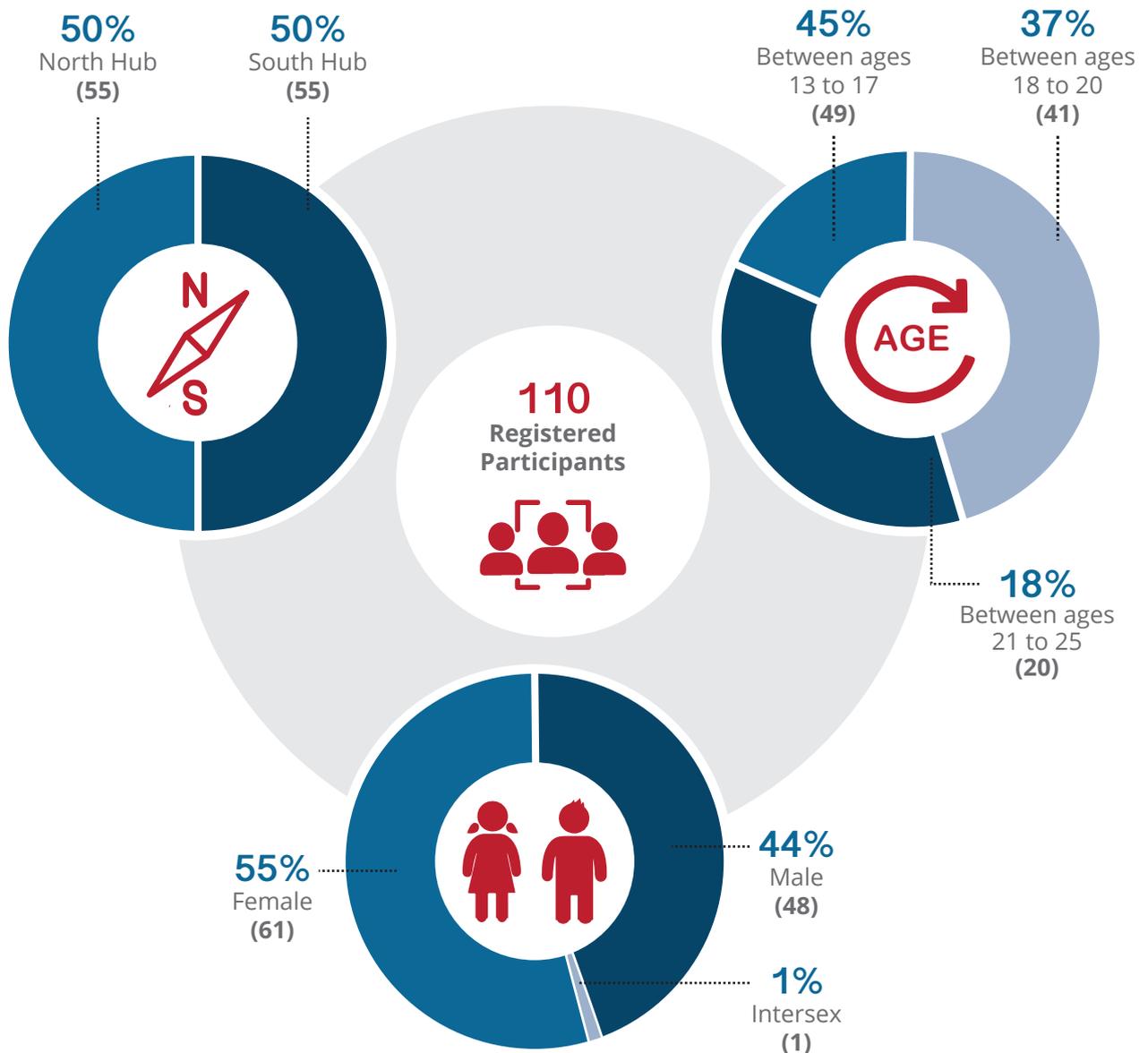
- 1 Ongoing modification** of internal forms and documents created a tangible improvement in efficiency of the registration process.
- 2 Redefining selection criteria** for hiring Life Coaches improved the recruitment process, with greater focus on career and employment coaching skills.
- 3 Communicating through social media** was an important awareness and engagement tool especially during the height of COVID-19 restrictions in South Australia.
- 4 Refocusing on the specific target group** (aged 16 and over) improved participant registration and engagement. This key target group was found to be better prepared, motivated and willing to explore employment options.
- 5 Build speedy rapport and trust** between Life Coaches and participants was a vital element to the success of the registration process.



Participants at the South Hub complete online strengths assessments.

## Participants' Profile as at 30<sup>th</sup> September 2020

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



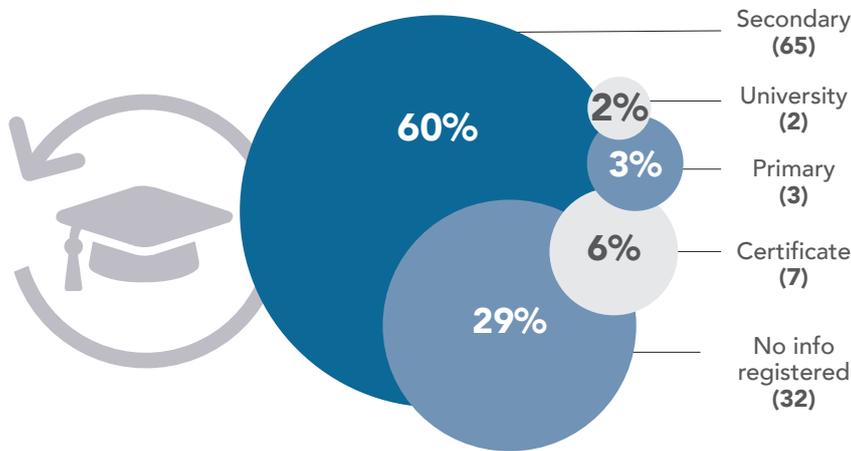
The overall project socio-demographic profile is fairly balanced in regards to location and gender.

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.

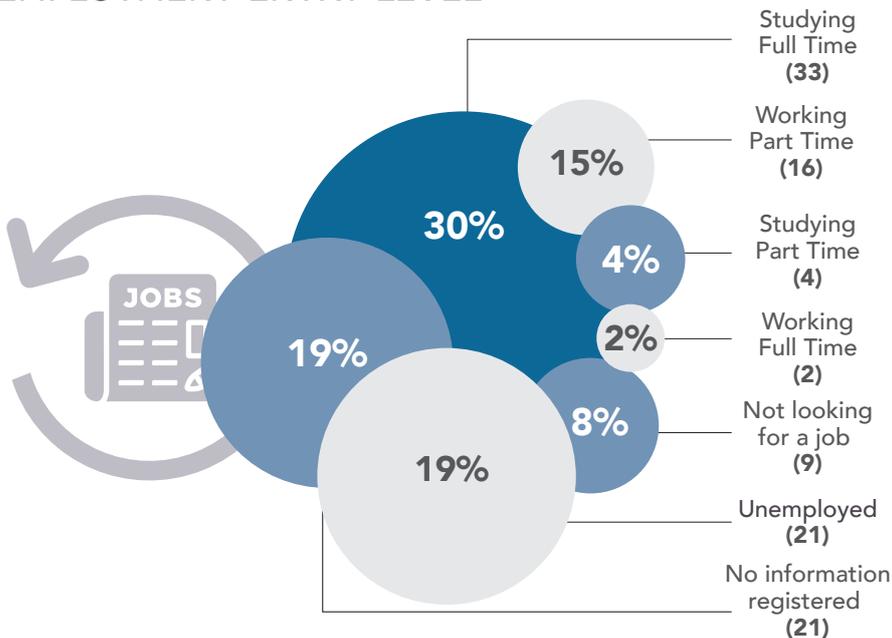
# Extended Demographics of 110 Participants



## EDUCATION ENTRY LEVEL



## EMPLOYMENT ENTRY LEVEL



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

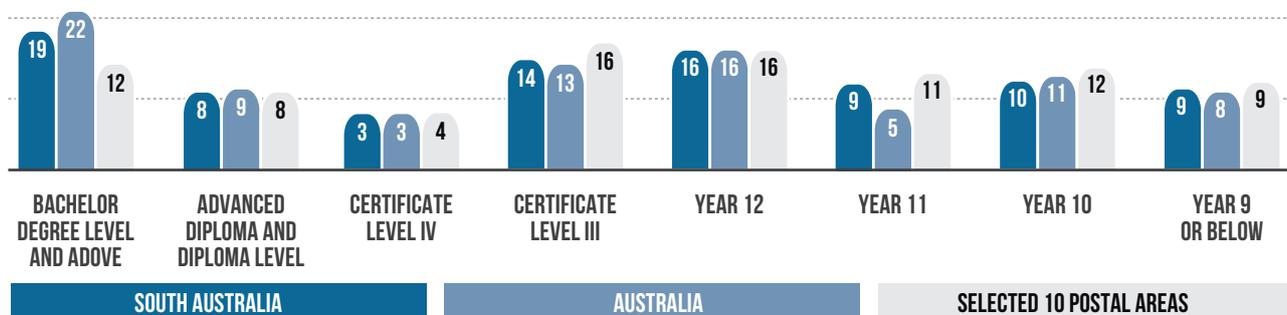
About half of the participants aged 15 years and older (48%) live in one of the following 10 postcodes areas:

**5032 5092 5093 5108 5112 5113 5125 5162 5163 5165**

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 postcodes<sup>1</sup> for Employment and Education level averages in South Australia and Australia.

### HIGHEST EDUCATION ATTAINED (2016)<sup>2</sup>

% of people aged 15 and over

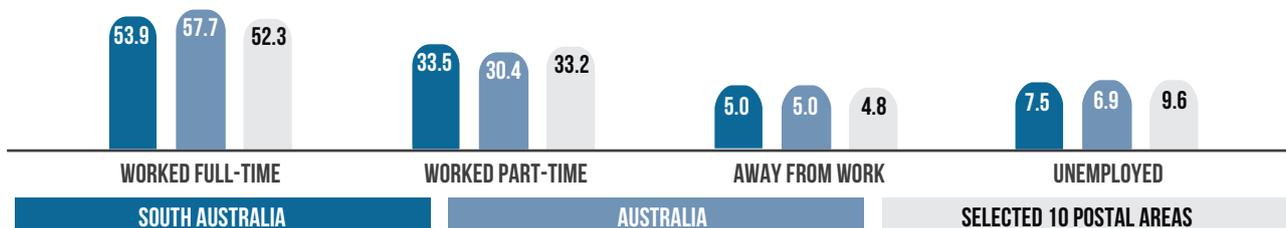


In terms of Employment, the selected top 10 postcode<sup>1</sup> areas show a substantially higher unemployment level compared to SA and Australia, as well as the lowest Full-time Work rate of all three.

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)<sup>2</sup>

% 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.

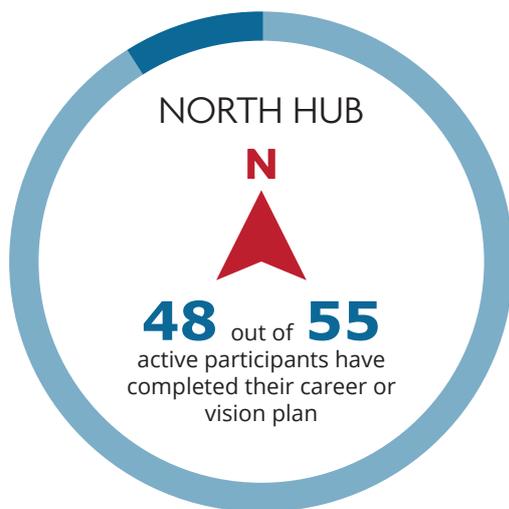
<sup>1</sup> It is important to consider that POAs are ABS's approximations of the postcode boundaries and that the data relate to the POA boundary and not to the postcode boundary.

<sup>2</sup> Created by Nova based on ABS data.

## 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 30<sup>th</sup> September 2020



### Most Common Goals



**32**  
participants  
40% of all >16 y/o

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



**25**  
participants  
(27 %)

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



**14**  
participants  
(15 %)

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



**10**  
participants  
(11 %)

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

## Professional Development Plan

By 30th of September 2020, 16 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. It is worth noting that the professional development plan is only for those not engaged in school but are job ready or employed.

### 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 TO 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

Action 1: Professional Resume and  
cover letter

Complete

Action 2: Finish Certificate III in  
Hairdressing

In Progress

WORKSHOPS  
ATTENDED: 1

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

RETREATS  
ATTENDED: 1

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

Almost 100% (78 out of 79) 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)?



### Extended 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 in quarter five. The idea was to select a small project team which would be made up of North and South participants (4 in total) to come up with strategies to address the Young Adult work experience issues with our own cohort and then in the wider community. During quarter six, SCSA life coaches and support staff have focused their efforts to ensure the participants are achieving their goals and therefore, the only progress made around volunteer opportunities is an action plan which needs to be executed next.

# Key Lessons from Individualised Vision Plan

## 1 Top 3 identified barriers to employment

Over the past 18 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:

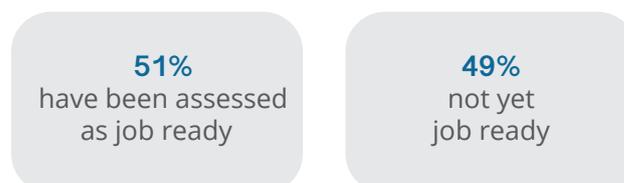


## 3 Job Readiness

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 30<sup>th</sup> September 2020, there are 61 active participants who have been assessed upon their job readiness.



## STAGE 4: COURSE ENGAGEMENT & MENTORING

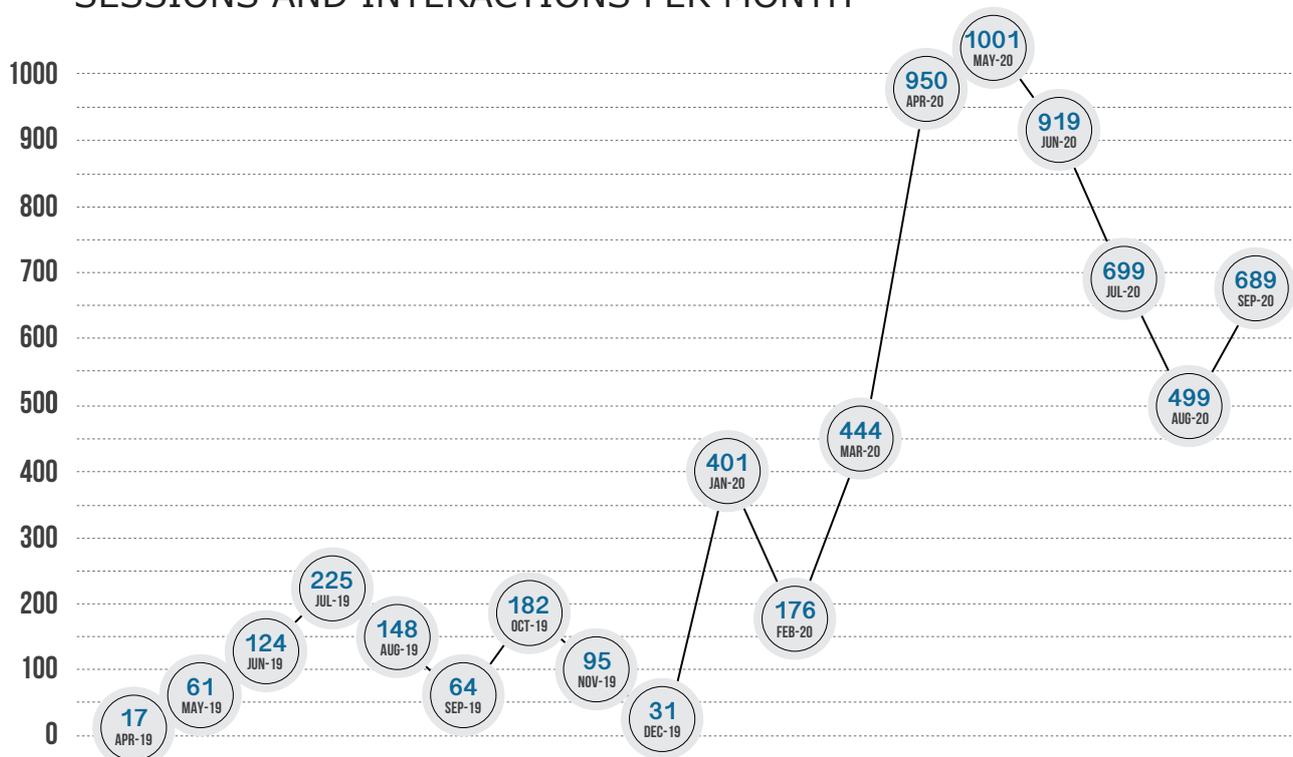
An agreed vision plan is the kick start point from which participants are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions.

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 30<sup>th</sup> September 2020

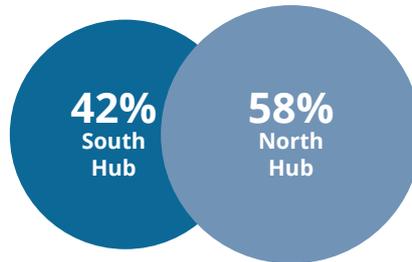


#### SESSIONS AND INTERACTIONS PER MONTH

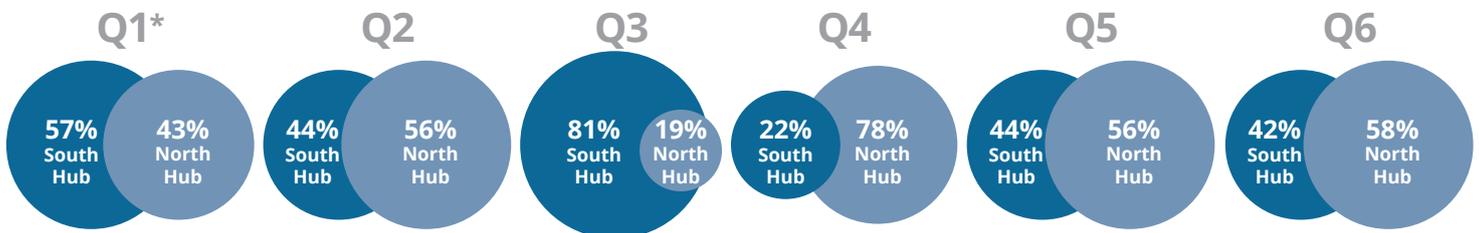


Following the trend from recent quarters, from July to September 2020, there were significant numbers of recorded Life Coaching sessions with active participants from both Hubs. During Covid-19 restrictions, this was a key enabler to motivate the cohort to stay connected and engaged with their project activities.

### LIFE COACHING SESSIONS - ACCUMULATED BY HUB

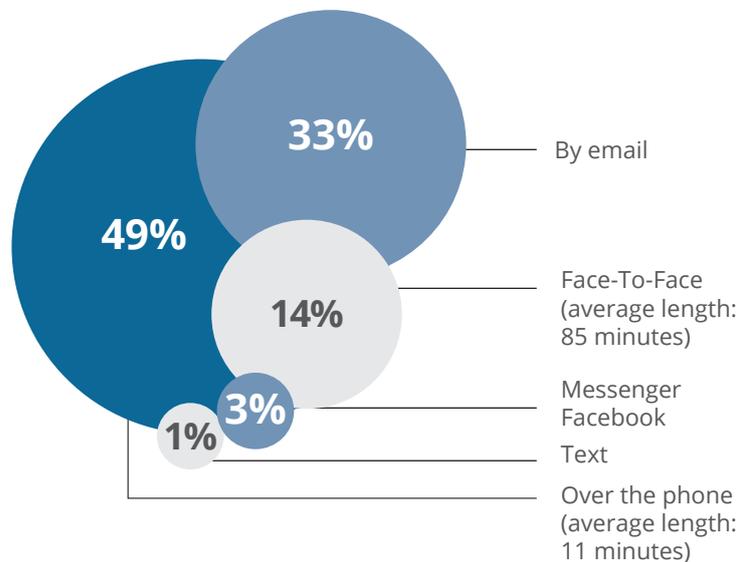


### THE COACHING SESSIONS PER QUARTER BY HUB



\*The North Hub started operating one month later.

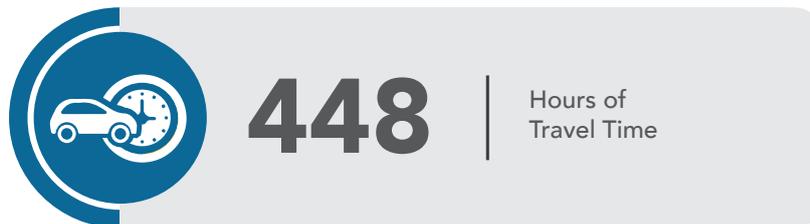
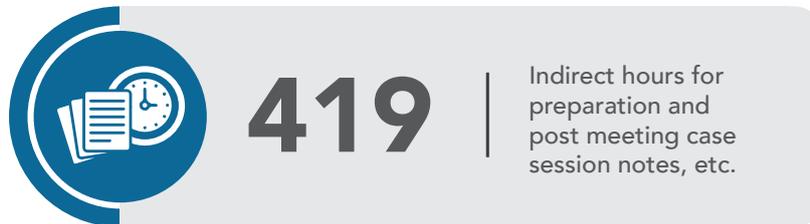
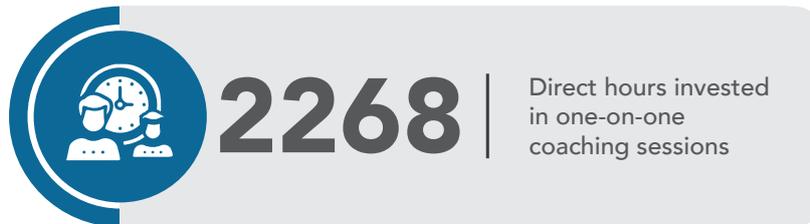
### LIFE COACHING SESSIONS - ACCUMULATED BY SESSION TYPE



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.

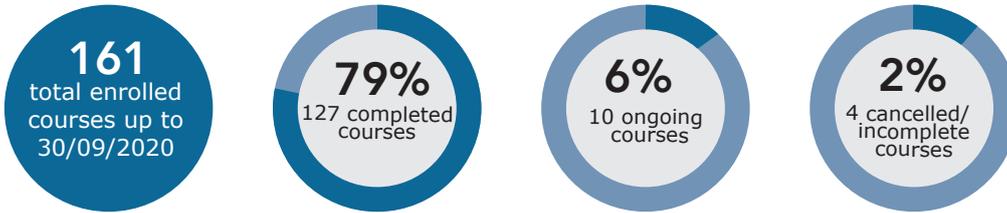
The Covid-19 pandemic affected the type of sessions held with participants, with 'Face-to-Face' sessions experiencing a relative decline (currently accounts for 14% of total the sessions), while 'By email' has increased sharply to reach 33% of the accumulated sessions up to 30 September 2020.

## Life Coaching Sessions - Accumulated Snapshot April 2019 to September 2020



On average, SCSA staff have spent a combined total of approximately 29 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 about 6 hours per week combined in traveling time across metropolitan Adelaide.

# Course Engagement Overall Snapshot



## REGISTERED COURSES

### SHORT-TERM COURSES



REGISTERED COURSES

CERTIFICATES

-  TAFE Certificate (up to 6 months)
-  2 Make-Up & Beauty courses
-  2 Automotive
-  2 Business administration
-  1 Construction
-  1 Bookkeeping
-  1 Plumbing
-  1 Child, Youth and Family Intervention

-  1 Wesley College: Medical receptionist
-  1 MADEC Australia: Disability Care

OVER 12-MONTH CERTIFICATES/DIPLOMAS

-  1 Hairdressing
-  1 Legal Aid studies
-  1 Age Care
-  1 Early Childhood Care
-  1 Hospitality

DEGREES

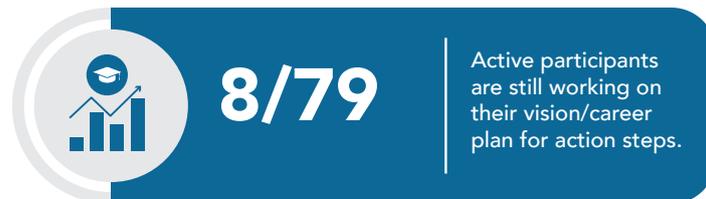
-  3 Nursing
-  1 Marine Biology
-  1 Teaching

## 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

32



#### Participants

For casual, part-time or full-time work

10



#### Employment Services

Participants have been referred directly to employment

### REFERRALS FOR ADDITIONAL SUPPORT

25



#### 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)
- 6 Psychologist
- 1 Baptist Care SA
- 4 Counseling

### COMMUNITY SPORTS & RECREATIONAL ACTIVITIES

33



#### Participants

Have engaged in these activities to improve their health and wellbeing, as at 30<sup>th</sup> September 2020

- 4 Registered in a Gym
- 1 Taking music lessons
- 1 Diving
- 1 Ice hockey
- 1 Engaged in athletics
- 1 Engaged in dance
- 1 Engaged in martial arts

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, eight workshops were held including two professional styling workshops, one in the North and one in the South were eight females have attended. Also, an Op shop shopping session was held to buy work clothing, one first aid training workshop were ten people attended, two Gallup assessments and two career profiling sessions were held at the Hubs. No new participants were raised from these.



### 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 September 2020:

#### Enabler #1

7 metro cards have been provided to participants who need independent transportation.

#### Enabler #2

73 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.

#### Enabler #4

During this quarter, SCSA kept managing and administering a close Facebook group to ensure communication and awareness of events to provide participants with motivation and encouragement.

## Ongoing Successful Journeys

### Participant Good News snapshots



*"[GRFTO] Is rewarding and it helps me be more open with people which is good."*

*"It's nice to know that there are people helping me, looking out for me," she says of the Getting Ready for Take Off team.*

*The biggest change she's noticed within herself since joining Getting Ready for Take Off. "I'm not as shut off from the world as I used to be," she says thoughtfully.*

Amelia\*



*With the encouragement and financial backing of the Getting Ready for Take Off team, Samantha is over halfway through her Certificate IV in Youth Work at TAFE. "I'm so invested in youth work. It's something I really want to do."*

*"If I need support, I have someone I can go to and ask for help. It's definitely a game-changer in a sense. And I've met some great people here too."*

Samantha\*



*"Getting Ready for Take Off Program has motivated me to be someone better than my dad," he says. After poor school attendance throughout Year 8 and his own run-ins with the law, Kyle is now back at school and even completed a full term – an achievement he refers to as feeling "pretty good!" Kyle\**

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

## Participant Good News story

### ANNIE\*

"I want to be invisible but at the same time I want to be seen." These are Annie's words as she explains why she identifies with chameleons. Present, acknowledged, seen and safest when she can quickly and effortlessly fade into the background when needed.

Growing up, between a large family and a revolving door of guests, there was always a crowd at Annie's house. "There was a lot of people always in the backyard because dad liked to drink, and party and mum was the one that mainly worked. But we were well fed, we had good stuff, everything was fine."

Five years ago, that all changed when Annie's parents began fighting – mainly over drugs, she says. "They had relationship issues, and everything really messed up my dad mentally and mum was the one that left." Suddenly, the crowds dispersed and now it was just Annie, her dad, and her younger brother left.

According to Annie, her dad was now financially reliant on Centrelink and emotionally dependent on alcohol. "He would yell. He would get upset. He would cry sometimes and all that stuff. And at the end of the day, I was the one who pretty much sat next to him and talked about these issues." Annie was all of 14 and had only just started high school.

When Annie's dad was later arrested and imprisoned on drug related charges, the family was now just down to two: Annie and her brother. Not to be hostage to her situation, Annie has proactively faced her challenges and is doing whatever she can to create a better future for her and her brother.

"Because dad's in jail, we took over the house and put it in my name. We're doing well for ourselves and we're looking after ourselves. I definitely want dad to pay his way too when he gets out," she says assertively.

And yet, Annie does not resent her dad, nor her mum who has since established a new life with a new partner. She still stays connected with them both and is preparing for her dad's release from prison next year.

In the meantime, Annie is finally finding the time to pursue her own interests and future with the support of Getting Ready for Take Off. She is currently in the process of finishing her Certificate II in Hospitality, a significant milestone which has pushed Annie, who is mildly autistic, far beyond her comfort zone.

"The Getting Ready for Take Off team have helped when it comes to paying for TAFE, helping me with my resume and with understanding myself. They've even donated food when we've needed it which I am grateful for."

And what advice would Annie give her younger self? She takes a moment to reflect and pause. After a beat, she points her index finger to the sky and says unwaveringly, "Don't take things for granted."

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

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



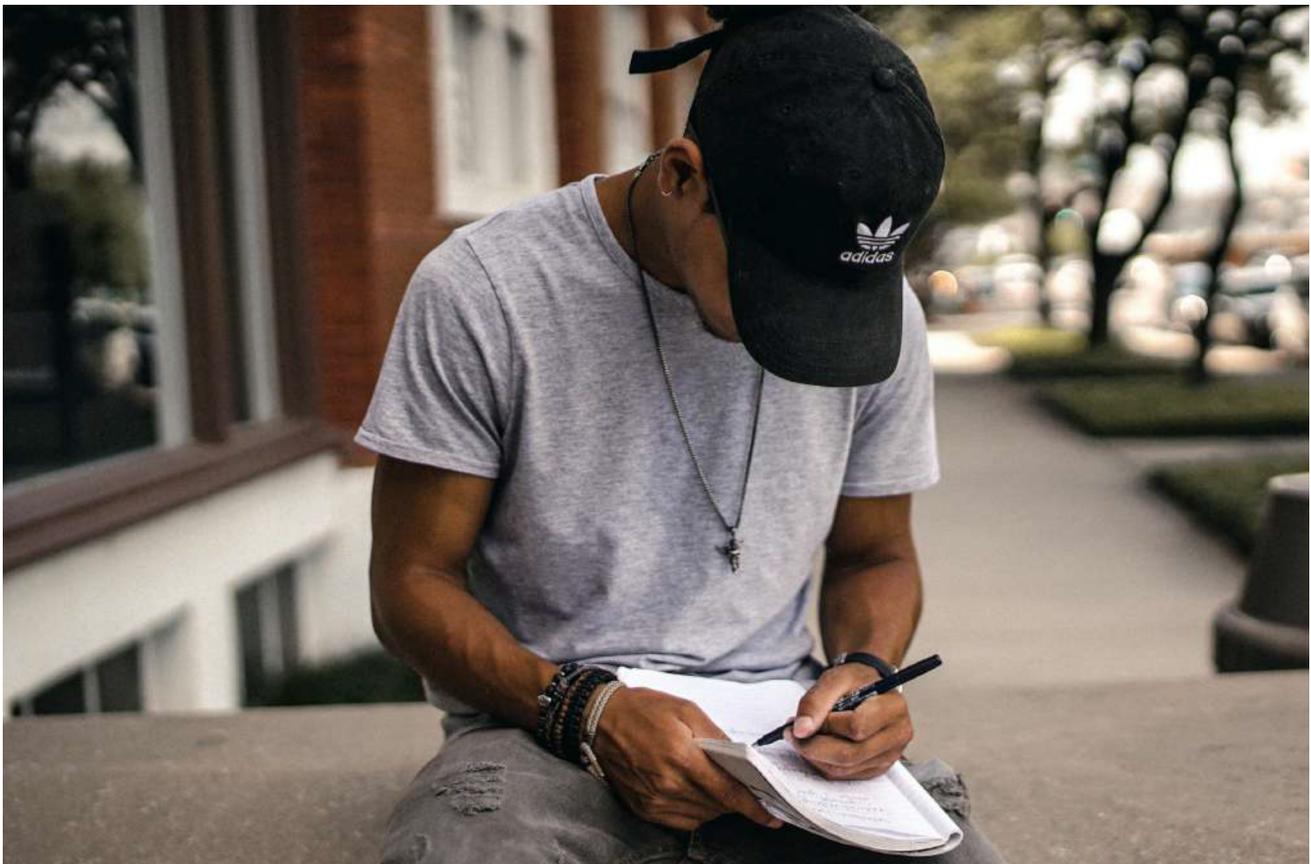
### **Covid-19 – negative impact towards participants engagement**

Although the number of LC face-to-face sessions are still high for this quarter when comparing with other quarters, it is low when compared to the previous quarter. This, was due to Covid restrictions. Now, that they have been eased life coaches are becoming to deliver more face-to-face session which results in less emails and text messages.



### **Ongoing barriers faced due to Covid-19**

We have observed some mental health issues in clients due to not being able to attend gym.



## Impact Analysis

At the close of the project's 6<sup>th</sup> Quarter, **18 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

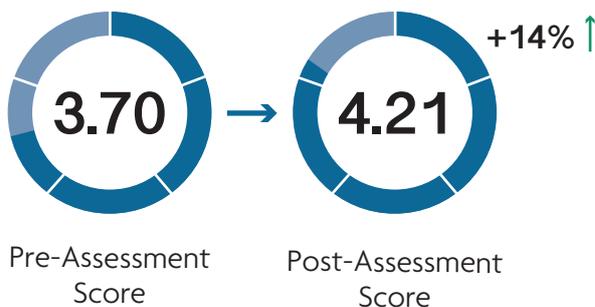
*Getting Ready for Take Off* has three (3) defined immediate outcomes, each comprised of two (2) outcome indicators, as key building blocks for a quantitative impact assessment at a project level.

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 scores<sup>1</sup>.

#### 1 OUTCOME

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



#### Indicator I: Changed Behaviour



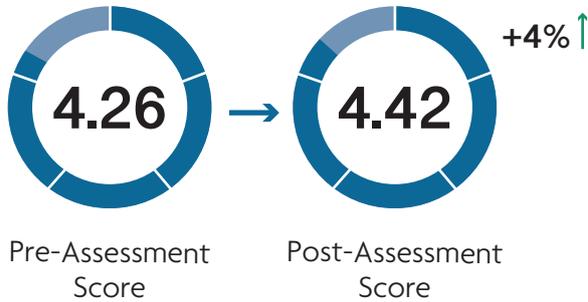
#### Indicator II: Employability



<sup>1</sup>This section provides preliminary results based on a small sample of 18 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

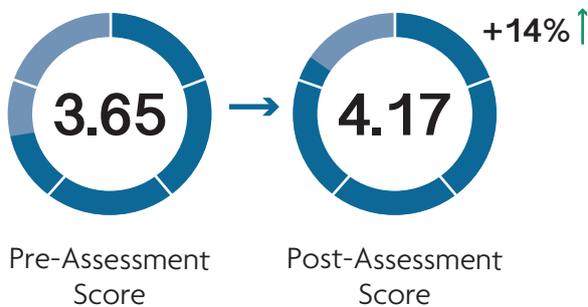


### Indicator II: Proactive behaviour towards exploring options



## 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:

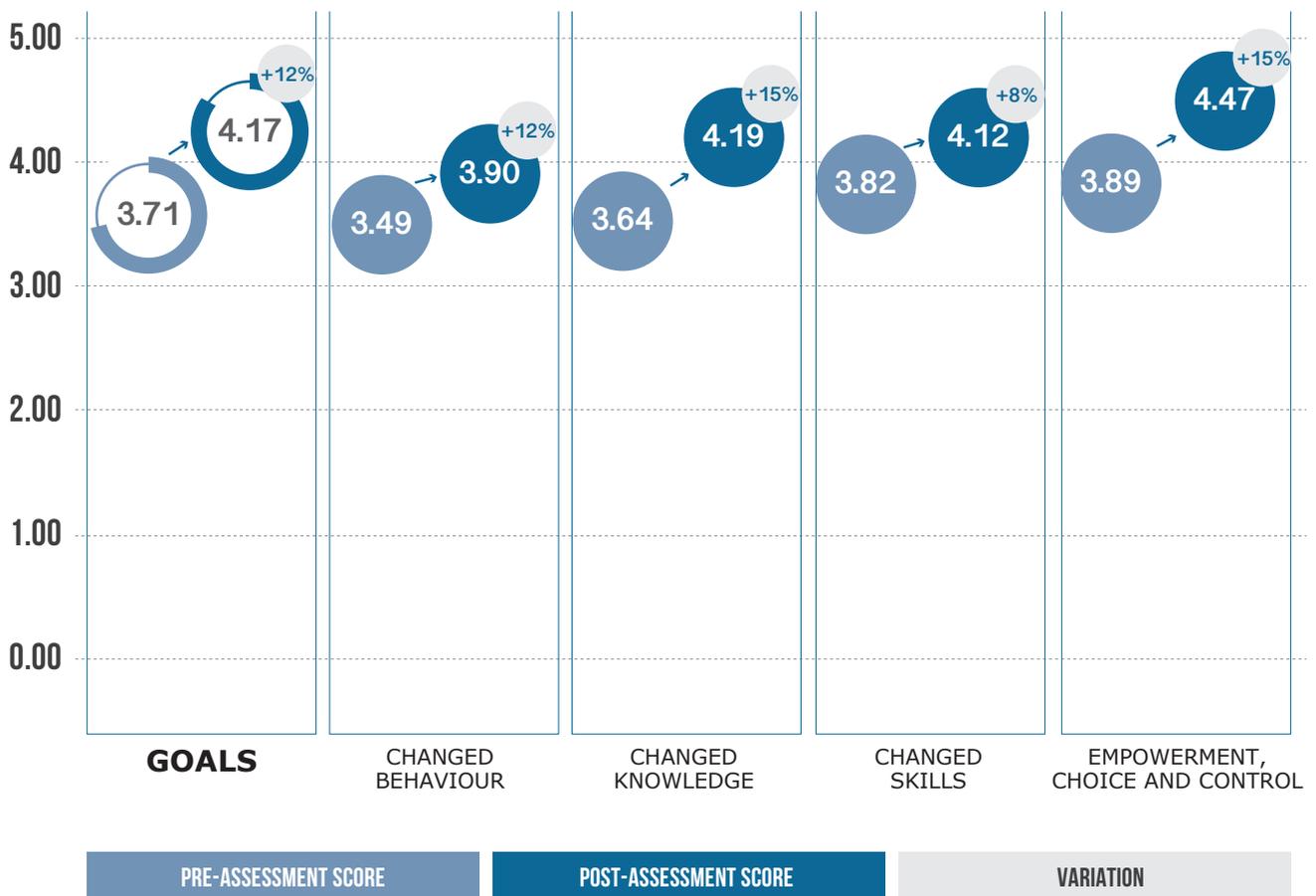
- 1- 'Developed new skills and addressed identified barriers'
- 2- 'PKs have hope for future and they know they are employable'.

## 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.

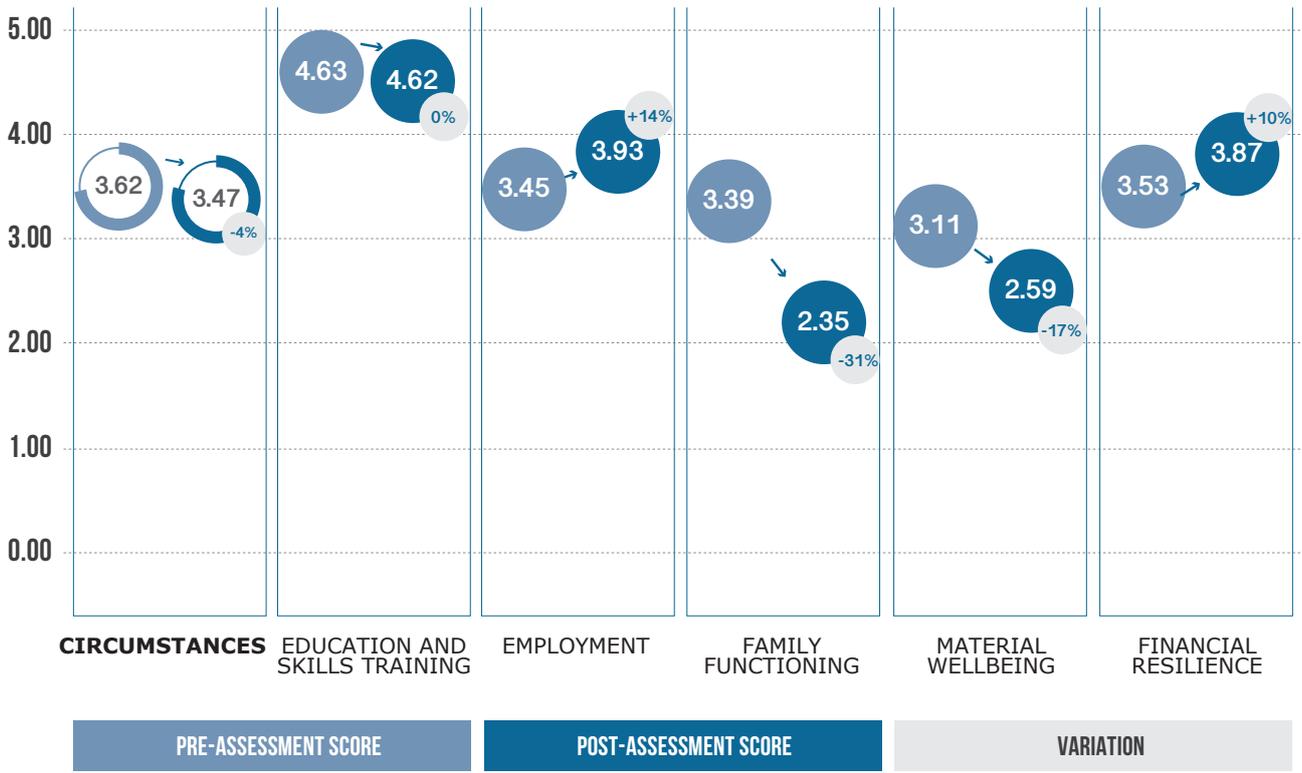
### OUTCOME-BASED ANALYSIS - AS AT 30<sup>TH</sup> SEPTEMBER 2020 (includes average of preliminary results from 18 respondents)<sup>2</sup>

#### GOALS

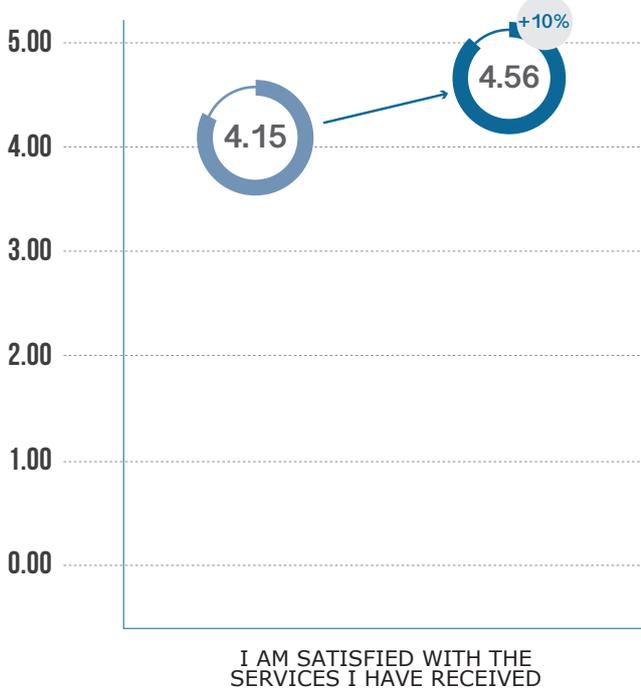


<sup>2</sup> This section provides preliminary results based on a small sample of 18 participants. As more responses are collected for both pre and post assessments, the results in this section will be updated accordingly in future Quarterly Evaluation reports.

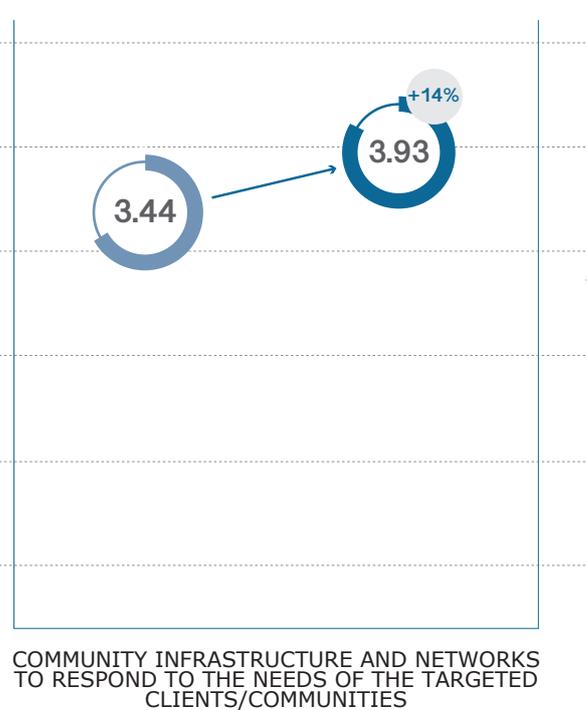
CIRCUMSTANCES



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 +8% and +15%
-  Satisfaction for the Services Received and Community Infrastructure and Networks show an improvement of +10% and +14% respectively.
-  Within CIRCUMSTANCES:
  - Employment and Financial Resilience show positive change, at or above +10%
  - Education and Skills Training show almost no change, with a very high baseline (4.63 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 obtain a casual, part-time or full-time employment.

It is also possible that participants may not reach graduation in their enrolled course(s) due to under-performance, 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 which can link them with potential employers.

At the end of this Quarter, **zero (0) participants** have exited the project due to disengagement. During this quarter, Covid-19 situation had a large impact in the program and there were no disengagement exits.

At the end of the analysed quarter (September 2020), **zero (0) participants** have fully completed their formal engagement with the project with successful resolution. It is expected a large number of participants will successfully finish the program at the end of quarter seven.

# 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

## BOOST INTAKE TOWARDS THE END OF THE PROJECT

Understandably due to the pandemic situation, program participation ratio 69% is still low considering the program is entering the last phase. Focus should be put on increasing recruitment and participation to meet the goal of 160 participants by the end of the program.

## JOB READINESS AND EMPLOYMENT AS A PRIORITY

2

As the project heads to its end, SCSA staff need to focus on the 49% 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 51% 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.

## FOCUS ON PRE AND POST ASSESSMENTS

3

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.

# 5

## Participants' Program Perception Survey

During this quarter six SCSA has shared a Participants' Program Perception Survey. 27 participants provided their input. The results are summarised below. This survey is planned to be repeated by the end of December 2020.



# Program Logic Outcomes' Survey

- 93% stated they feel they have hope for their future.
- 93% stated their Life Coach is assisting them to achieve their Career Goals.
- 86% stated their work ethic has improved since been on the program.
- 96% stated their Life Coach has assisted them in overcoming barriers.
- 97% stated they have developed new skills for their future since joining the Program.
- 83% stated the GRFTO Program has assisted them in improving their employment opportunities.
- 87% stated they are now employable.
- 79% stated they receive support from family or carer.
- 48% stated they are currently looking for work as some are already employed or studying.
- 26% have found employment since joining the program
- 96% stated they are becoming good role models for their family members.
- 85% stated being connected to a community sport or recreation would benefit their overall health and wellbeing.
- 82% stated they have experienced a 3 Star rating on their overall experience. They had a choice of 1- 3 stars, 3 being the best experience.
- 100% stated they would like to see the program continue beyond 31 March 2021 to assist other young adults achieve their career goals.



Nova Smart Solutions Pty Ltd  
ABN 34 609 549 251  
[www.novasmartsolutions.com.au](http://www.novasmartsolutions.com.au)  
[contact@novasmartsolutions.com.au](mailto:contact@novasmartsolutions.com.au)  
+61 423 540 305  
Adelaide, SA