



Evaluation Report



7th Quarter
(October - December 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 seventh quarter - from 1st October to 31st December 2020.

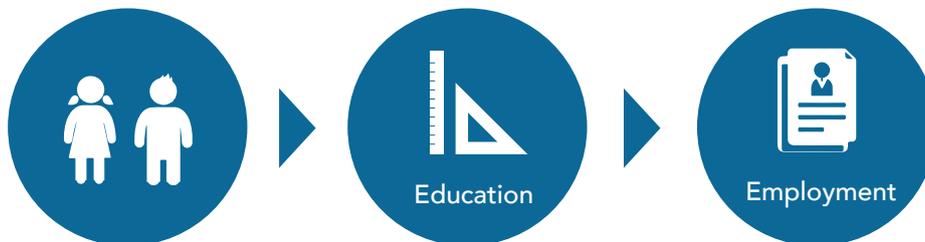


PROJECT GOAL

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. Youth-at-risk 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

During this quarter the *Getting Ready for take off* program has had several lessons to highlight as follows:

Awareness Stage - Continuous referrals from High Schools and Flexible Learning Option (FLO) centres – an increasing source of referrals in this quarter, seven (7) new participants have been recruited. This is an extremely positive achievement, both for the recruitment target (160 participants in total) and as a reflection of the value the *Getting Ready for Take Off* program has for existing participants.

Registration Stage - Communications via facebook private page and messenger seem to be the most effective way of communicating. The appointment of the Life Coach (LC) Assistant has contributed value to the team. The delivery of key areas of the program, assisting with the demand of work load and processing the new registrations more accurately.

Individualised Vision Planning Stage - The Life Coach approach and techniques used have contributed to building trust and rapport as key enablers for participants to develop their career pathway, through the SMART method and continuous engagement. The LC's continuous encouragement for participants to dig deep and discover their passions and purpose in life and develop a career action plan has been valuable. 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.

Engagement & Mentoring Stage - Group workshops and day events during this last Quarter, were highly effective and we could see improved engagement from some of the participants who used to struggle to engage.

These workshops and events are vital to maintaining momentum within the program and subsequently keeping the cohort continuously motivated. We have seen some participants transform from being self-conscious to becoming confident and connecting participants to a community sport or recreation improved their social networks and so much more.

Exit Stage - During the Project Exit Stage some challenges have been identified:

Life Coaches found it difficult to carry out the exit interview process mainly due to lack of contact or the participant has now moved on and not returning phone calls. Also, some participants chose not to do the exit (post assessment). Additionally, some participants moved interstate and contact was lost. In some cases participants have achieved what they wanted, gained employment and did not return phone calls.

And last but not least, a number of key lessons from this exit process has been learnt:

- Project Manager to focus on this stage of the program more closely to ensure this stage has been effectively carried out.
- Connecting participants with partner agencies, organisations and employment networks empowered them with the confidence and independence to maximise their opportunities and build their own networks plus gain employment.
- Working with participants 15 and under was challenging and demanding as some were not prepared or motivated to receive life coaching.
- Losing contact after Stage Four and completion of the core components made it difficult to properly exit participants out of the project and obtain their feedback.
- Losing communication made it frustrating and disappointing for staff, as disinterested and disengaged participants, often do not return phone calls or text messages.

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GETTING READY FOR TAKE OFF - 7th 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	 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	63 participants from current database
5	 Workshops	Hold information retreat/workshops	Ongoing	Also, 6 outdoor events were held with the objective to strengthen and build relations. Job hunting sessions were held.
6	 External	<ul style="list-style-type: none"> • Network with Flo Program • Flexi Learning Centre • Streetlight Community • Wellbeing Officers 	Ongoing	8 participants from Flo Programs.
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 8 th Quarter.

What Worked Well?



Referrals

Continuous referrals from High Schools and flow centres – an increasing source of referrals in this quarter, seven (6) new participants have been recruited. 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 and older



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.

Key Lessons from Recruitment Process

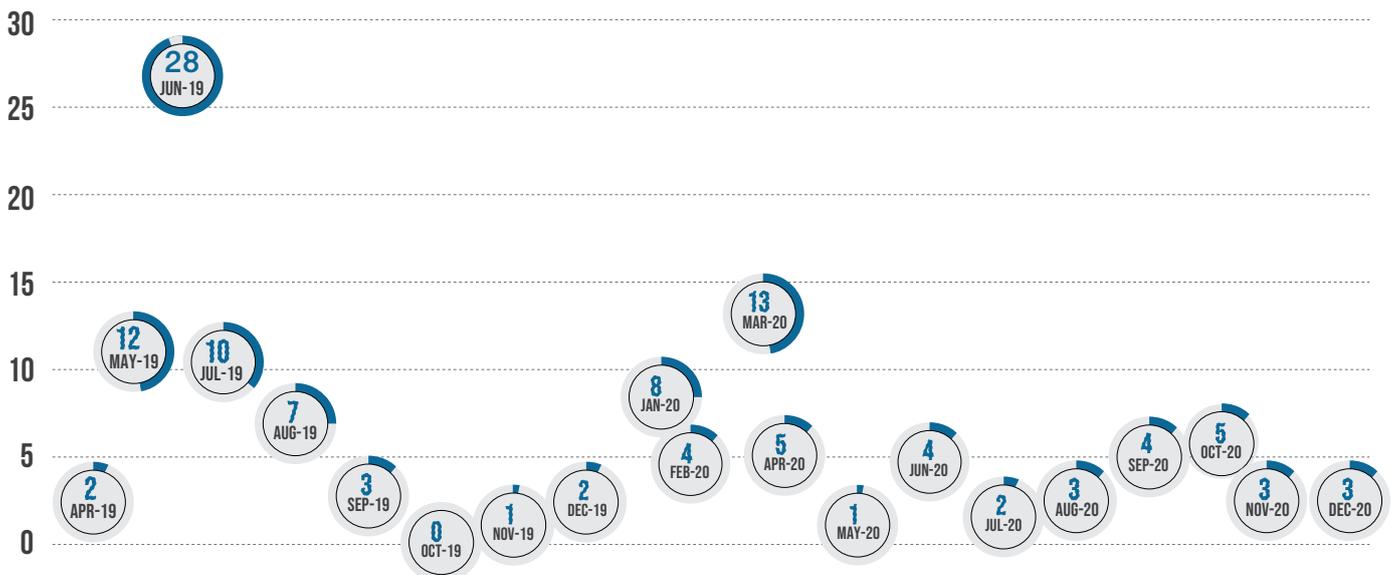
- 1** Connecting with high schools and Flexi Learning Centres harvested on going referrals of participants aged 15 to 17 years.
- 2** Refocusing on the specific target group (aged 16 and over). This key target group was found to be better prepared, motivated and willing to explore employment opportunities.

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, totaling 120 as at 31st December 2021

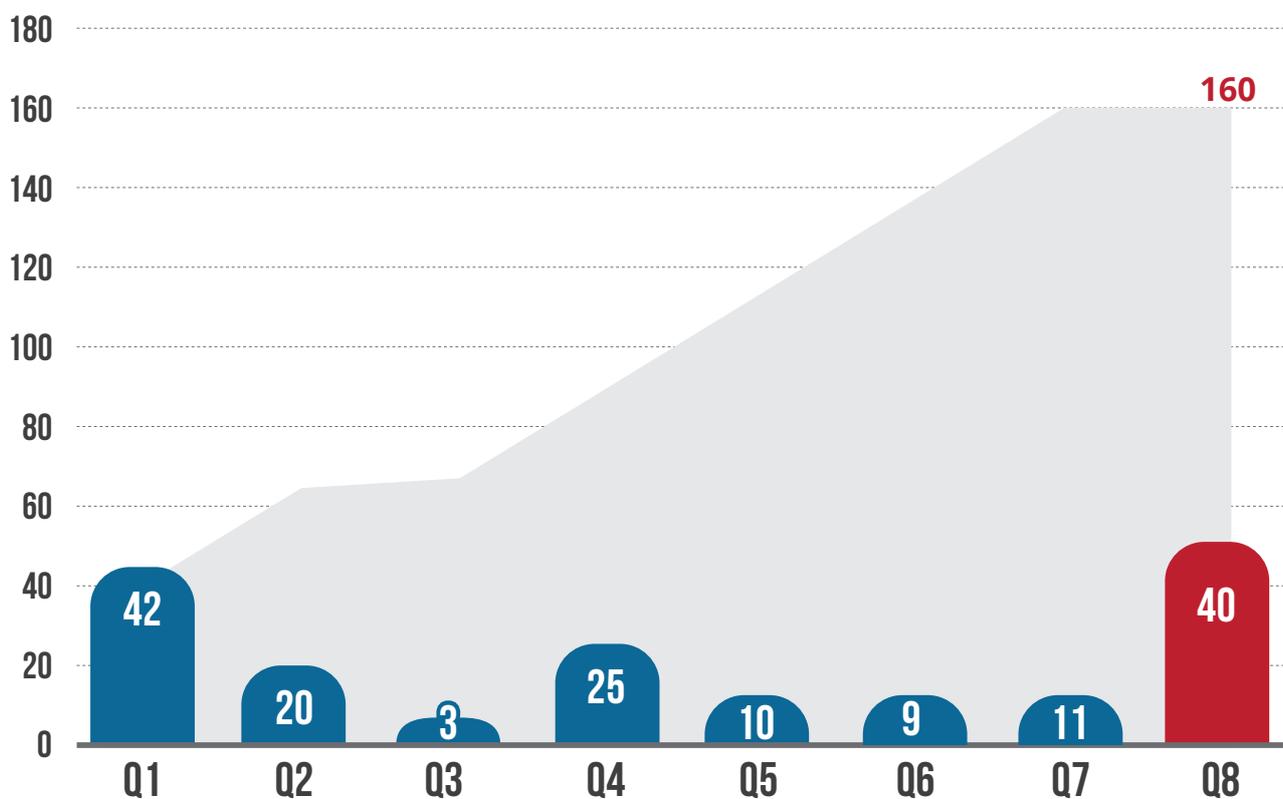


Similar to latest quarters, the recruitment and registration of new participants has been affected by the unfolding of the Covid-19 pandemic and remained at relatively low levels.

Participant Enrolment - Projection

Recruitment of 160 Youth 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 88% of the project completed (21 out of 24 months), participant registration has reached 75% of the project's target (120 out of 160).

What Worked Well?

- 1** Communications via face book private page and messenger seem to be the most effective way of communicating.
- 2** The appointment of the Life Coach Assistant has contributed value to the team and the delivery of key areas of the program, and assisting with the demand of work load and processing the new registrations more accurately.

What Could Be Improved?

- 1** Life Coaches to plan how and which stakeholders to target to recruit more vulnerable youth to the program.

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



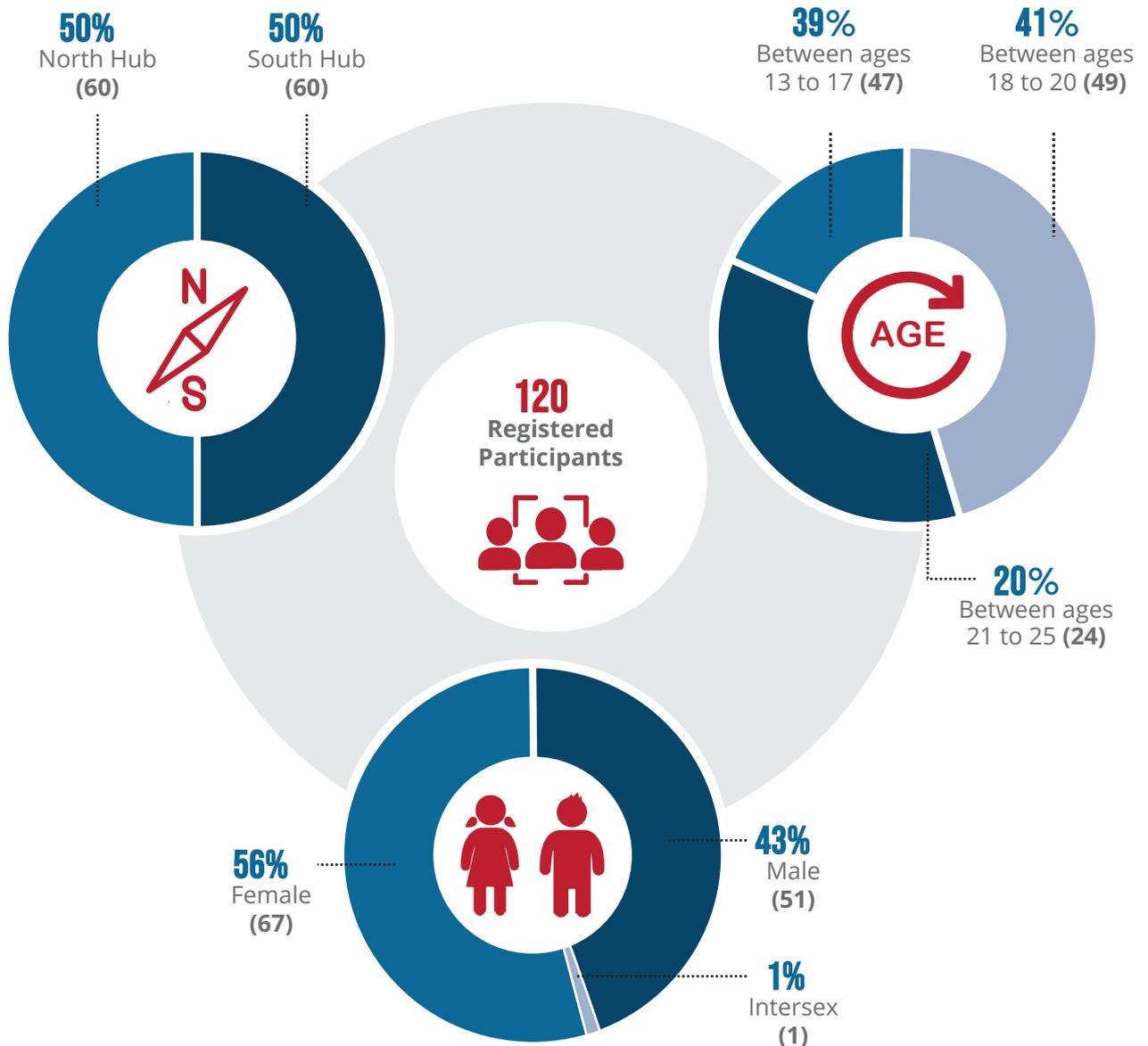
Ongoing improvement needed for Registration Forms and data collection there is still a need for continuous improvement for LCs to ensure registration forms are properly completed, and for them to accurately record the data into the CRM with the help of the LC Assistant.

Key Lessons from Recruitment Process

- 1** Continuous focus on identifying 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.
- 2** Building speedy rapport and trust between the Life Coaches and participants was a vital element to the success of the registration process.

Participants' Profile as at 31st December 2020

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



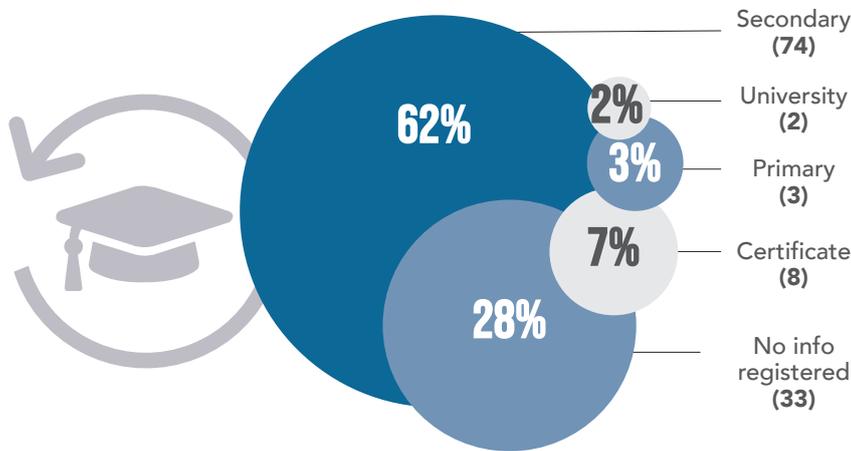
The overall project socio-demographic profile is fairly balanced in regards to location and gender.

Having over 60% of participants with 18 years or more illustrates the focus of the project in supporting participants to transition from education to employment. Furthermore the significant almost 40% of participants between 13 and 17 years shows the importance of the PK database as SCSA contact and recruits participants from early ages in this hard to reach age group.

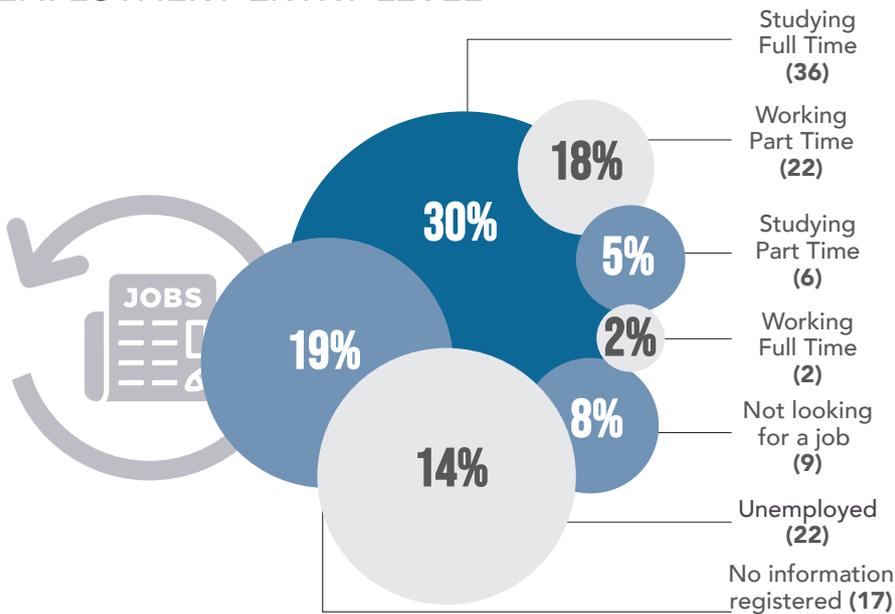
Extended Demographics of 120 Participants



EDUCATION ENTRY LEVEL



EMPLOYMENT ENTRY LEVEL



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

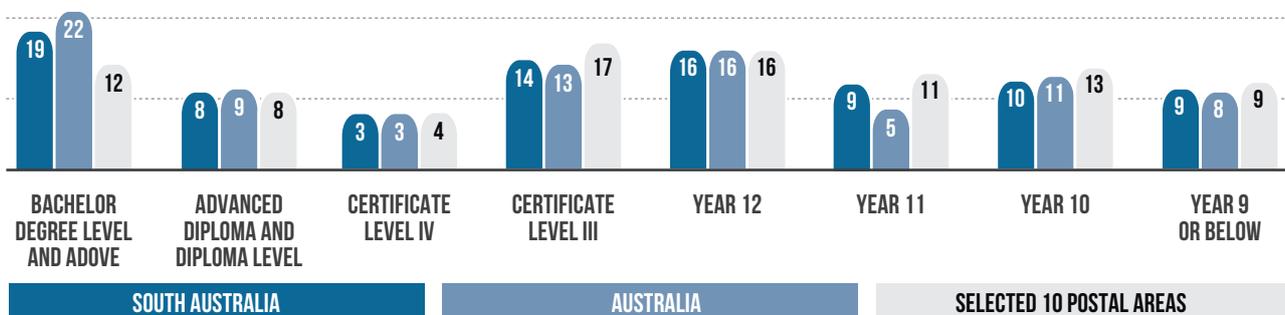
About half of the participants aged 15 years and older (47%) live in one of the following 10 postcode areas:

5032 5092 5093 5108 5112 5113 5162 5163 5165 516

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)²

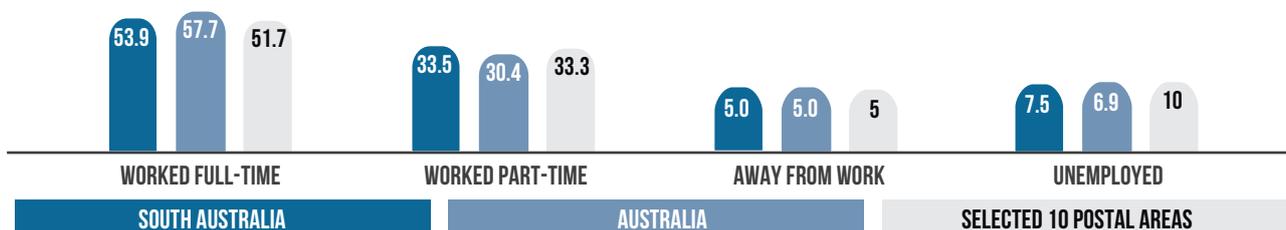
% of people aged 15 and over



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)²

% 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.

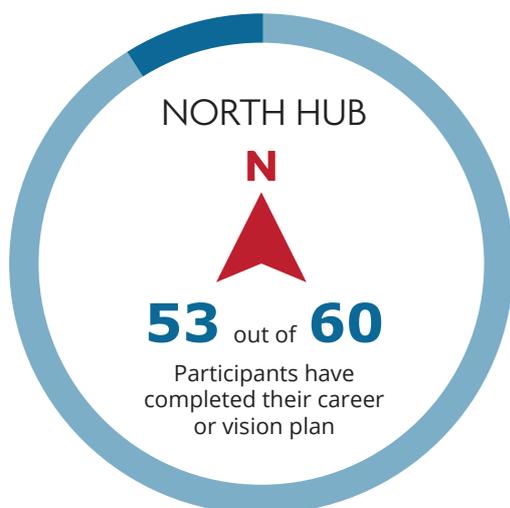
¹It is important to consider that POAs are ABS's approximations of the postcode boundaries and that the data relate to the POA boundary and not to the postcode boundary.

²Created 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 31st December 2020



Most Common Goals



37
participants
37% of all >16 y/o

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



31
participants
(29 %)

Finish a Certificate or Diploma through TAFE SA and other service providers.



16
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.



13
participants
(12 %)

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

Professional Development Plan

By 31st of December 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?



The Life Coach approach and techniques used

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

Continuous engagement the need for LCs to continuously and effectively encourage participants' to dig deep and discover their passions and purpose in life.



Career action plan as a valuable tool

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.

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



Registration Form

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, and for them to accurately record the data into the CRM with the help of the LC Assistant.

What has not Worked Well?



The participant could visually seen what his plan for their life's could look like and to know what actions to take to achieve them.

What Could Be Improved?

1

For Life Coaches to continuously follow up on the progress of these vision plans, but due to the demand on how many we have registered it is not always practical.

Key Lessons from Individualised Vision Plan

- 1** Identifying barriers to employment in the early stages assisted Life Coaches in supporting participants to overcome and pre-empt their challenges.
- 2** Sourcing and obtaining personal ID documents for participants has been an essential support service, allowing participants to access training and employment and to qualify for their driver's licenses and tax file numbers.
- 3** Building confidence in participants through employment workshops, events, retreats, and life coaching sessions has improved engagement and job-readiness.

STAGE 4: COURSE ENGAGEMENT & MENTORING

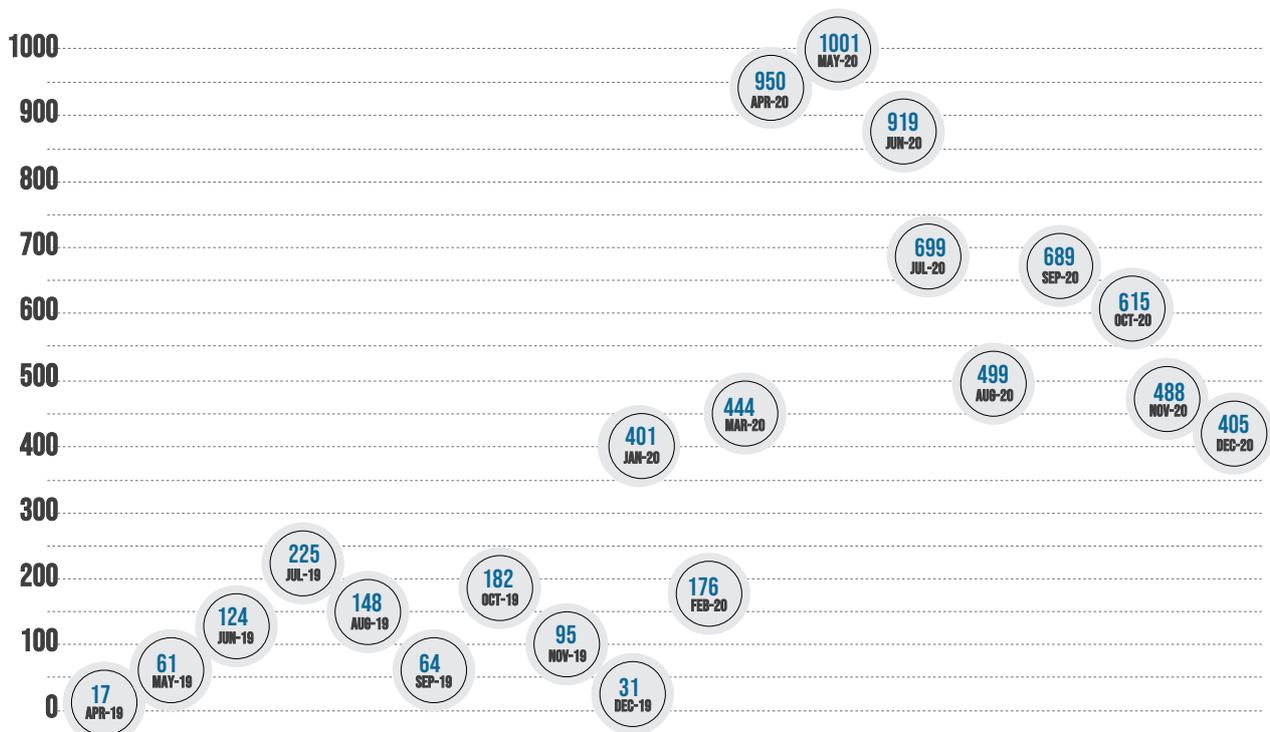
An agreed vision plan is the kick start point from which participants are enrolled into one or more courses of their selection, while also attending regular Life Coaching sessions.

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 31st December 2020

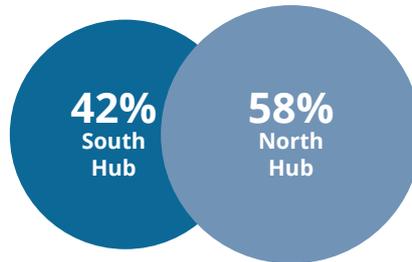


SESSIONS AND INTERACTIONS PER MONTH

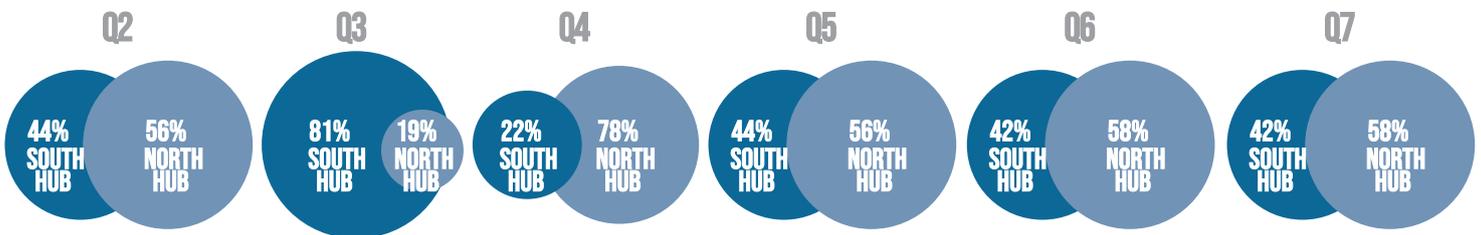


Following the trend from recent quarters, from October to December 2020, there were significant numbers of recorded Life Coaching sessions which are returning to pre pandemic levels. Since Covid-19 restrictions were imposed, increased LC sessions were a key enabler to motivate the cohort to stay connected and engaged with their project activities.

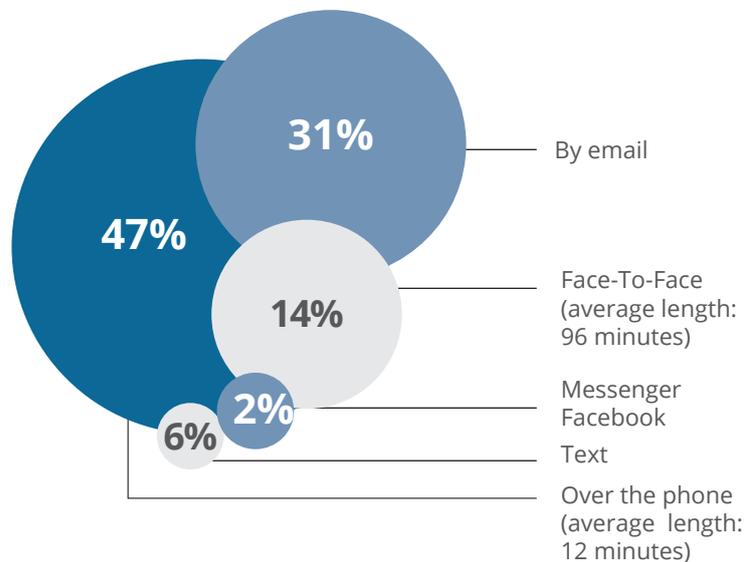
LIFE COACHING SESSIONS - ACCUMULATED BY HUB



THE COACHING SESSIONS PER QUARTER BY HUB

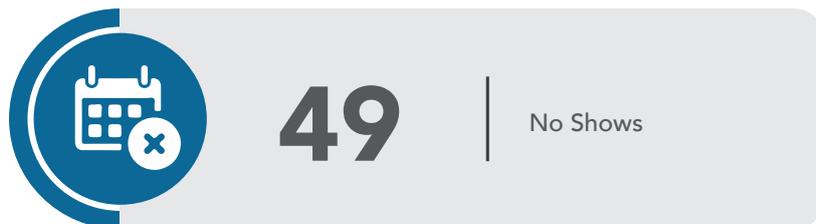
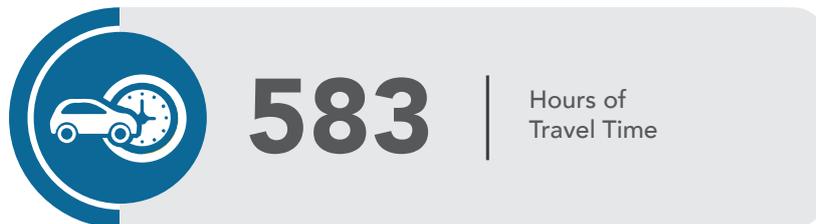
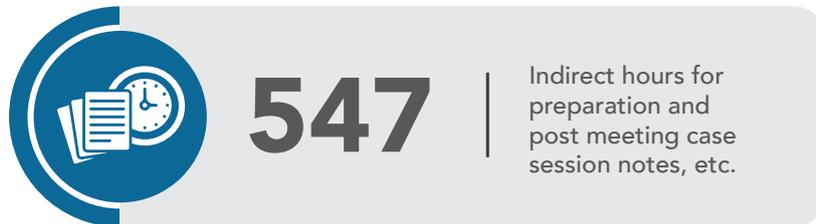
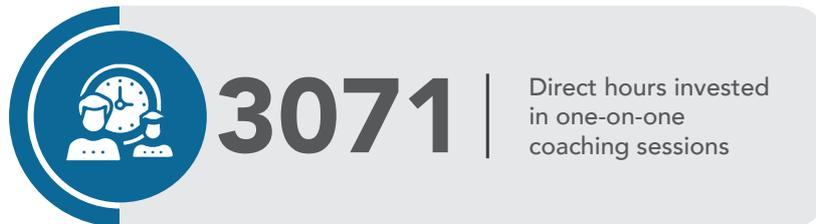


LIFE COACHING SESSIONS - ACCUMULATED BY SESSION TYPE



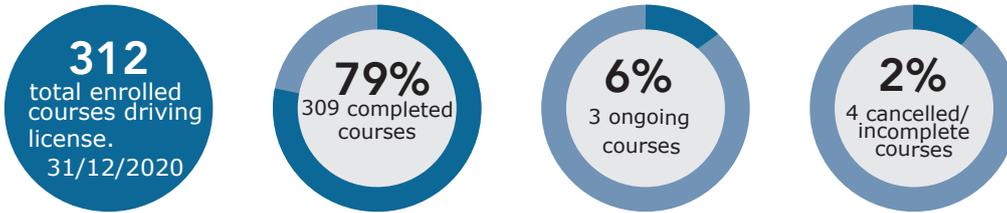
During this quarter, sessions in the North Hub have remained slightly higher than in the South Hub. Overall, the accumulated sessions since the start of the program are balanced for participants registered to the North Hub. This quarter we have experienced a similar behaviour to the previous one.

Life Coaching Sessions - Accumulated Snapshot April 2019 to December 2020



On average, SCSA staff have spent a combined total of approximately **34** hours per week directly in life coaching and engagement sessions. In addition, a combined **6** 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)
-  3 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
-  2 Early Childhood Care
-  1 Hospitality

DEGREES

-  3 Nursing
-  1 Marine Biology
-  1 Teaching
-  1 Music

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

34



Participants

For casual, part-time or full-time work

12



Employment Services

Participants have been referred directly to employment

REFERRALS FOR ADDITIONAL SUPPORT

37



Participants

Have been referred to specialist services for additional support

15 To LP Fitness (personalised training program)

5 To Victim Support Services

4 Junction Australia (social housing)

8 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 31st December 2020

12 Registered in a Gym

4 Taking music lessons

1 Diving

1 Ice hockey

3 Rugby Union

1 Engaged in athletics

3 Engaged in dance

3 Engaged in martial arts

2 Soccer

1 Golf

2 Rugby League

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?



Group workshops and activities

Group workshops and day events during this last Quarter, was highly effective and we could see the level of engagement from some of the participants who use to struggle to engage.



These workshops and events are vital to maintaining momentum within the program and subsequently keeping the cohort continuously motivated. We have seen some participants transform from be self-conscious to becoming confident.



Community

Connecting participants to a community sport or recreation improved their social networks and so much more.

What Could Be Improved For The Future?

1

We would like to see a lot more participants commit to attending workshops and events, so they too can improve their social and economic skills.

2

Life Coaches to encourage more face to face sessions and less phone calls and other forms of social media.

Continuous Engagements Enablers

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

As at 31 December 2020:

We have been able to provide 20 metro cards to participants who need independent transportation, 65 taxi vouchers were supplied and 35 re-charge vouchers for mobile phone plans, with no excuses for missed appointments with their assigned LC or study lessons or job interviews.

Key Lessons from Engagement and Mentoring Process

- 1** Ongoing building of rapport in these uncertain times.
- 2** Minimising the time delay from registration stage to career goal setting and vision planning stage, improved participant engagement and maximised their commitment.
- 3** Improving the timing and matching of goals to align with courses and opportunities available at the time improved engagement and built momentum.

**“The Life Coaches are always there to talk to; providing support and encouraging us with reaching our goals.”
Sophie, participant.**

GOOD NEWS STORIES



KELLY, 19

"Since joining Getting ready for Take Off, I've noticed 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 I start. I'm really excited about life and the future!"



KYLE, 15

Becoming a teenager was a turning point for Kyle. "I started seeing my dad who I hadn't seen since I was a baby, and because he's a drug addict, I started drugs too." Since joining GRFTO, Kyle has put in the hard work to turn his life around. With the support of his Life Coach, he's back at school and is making different choices for his future. "I think the program has motivated me to be someone better than my dad".



SARAH, 18

Struggling to finish Year 12, Sarah was anxious for her future and unsure of what to do next. After talking through her interests and skills with her Life Coach, she was encouraged and supported to enrol in a certified swimming instructor course. Sarah now teaches swimming on weekends, is on her P's, and is exploring pathways to university next semester.



DAN, 21

After dropping out of high school, Dan tried a range of jobs but struggled keeping them, eventually losing motivation. With support and accountability from his Life Coach, Dan has completed a traffic management course and also earned his White Card. He now utilises his skills in a new full-time job.

Impact Analysis

At the close of the project's 7th Quarter, **24 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

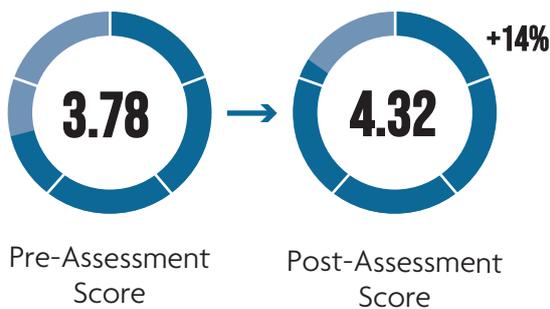
Getting Ready for Take Off has **three (3) defined immediate outcomes**, each comprised of **two (2) outcome indicators**, as key building blocks for a quantitative impact assessment at a project level.

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

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



Indicator I: Changed Behaviour



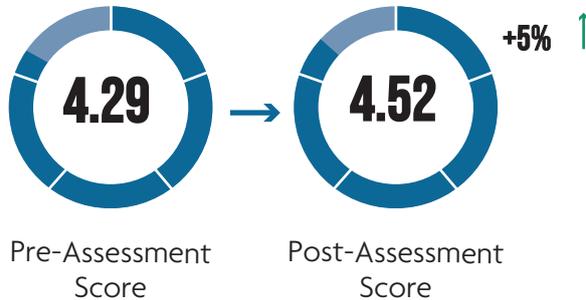
Indicator II: Employability



¹This section provides preliminary results based on a small sample of 24 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

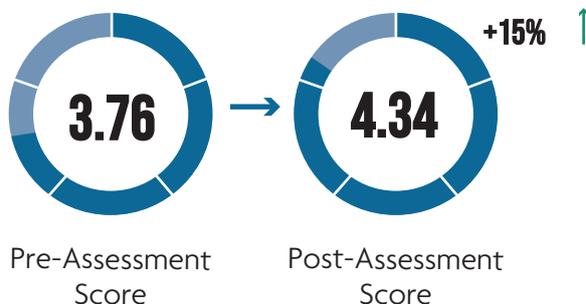


Indicator II: Proactive behaviour towards exploring options



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:

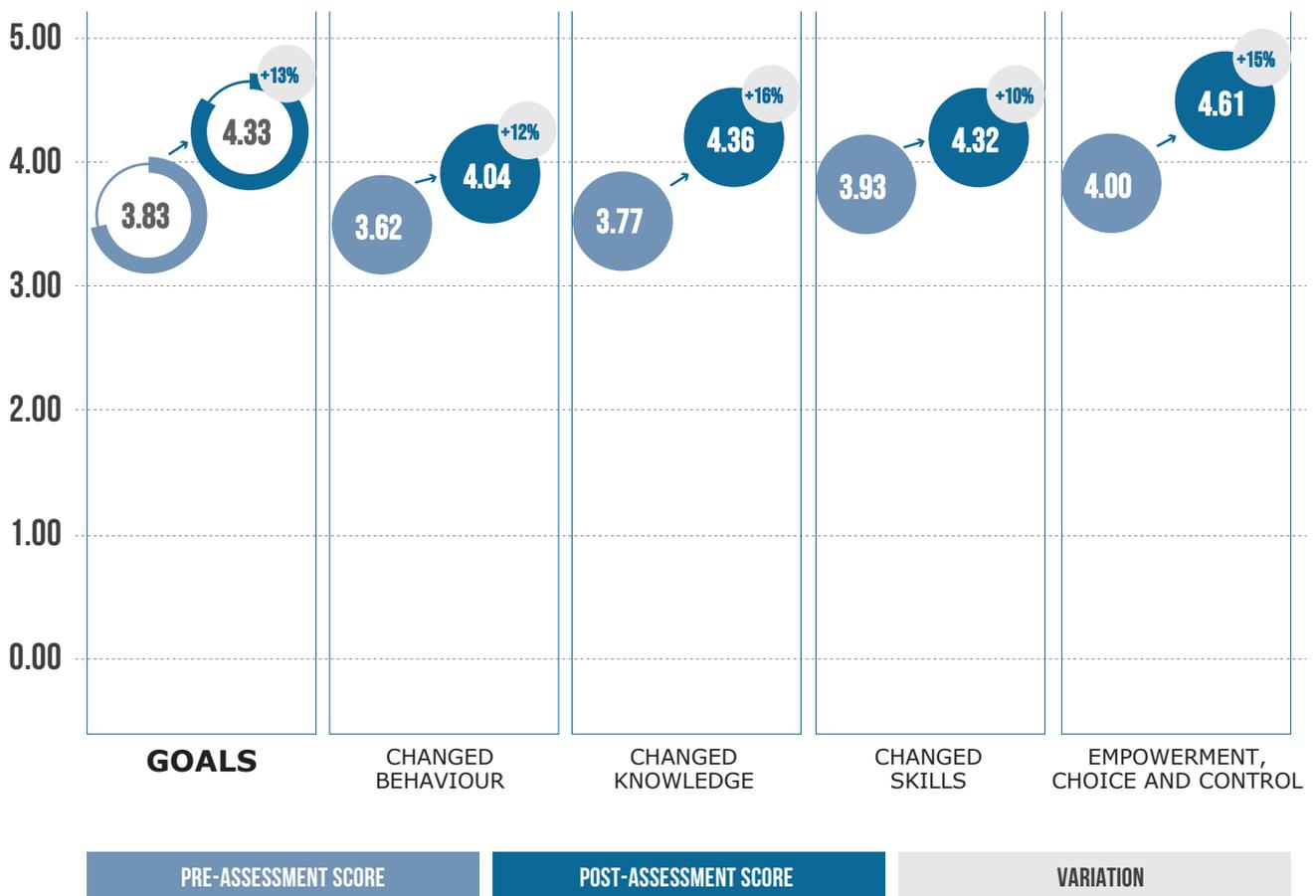
- 1- 'Developed new skills and addressed identified barriers'
- 2- 'PKs have hope for future and they know they are employable'.

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.

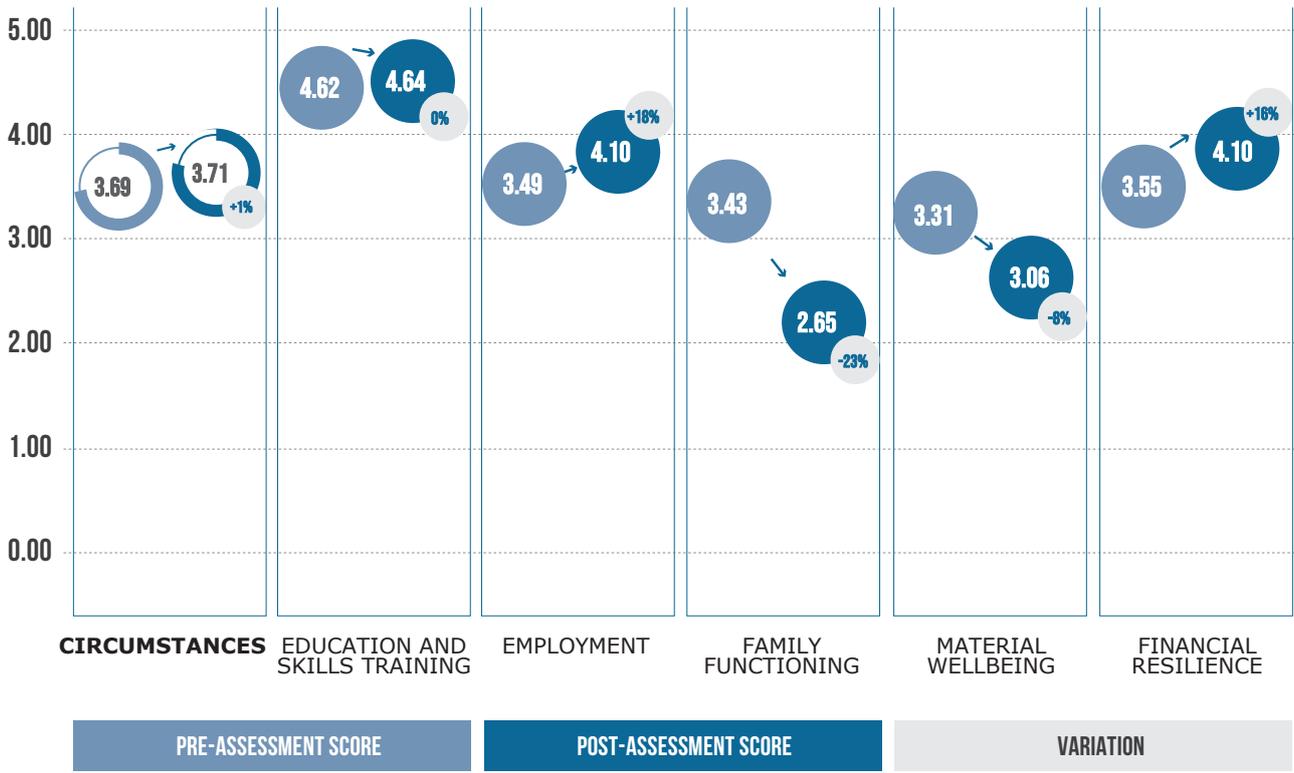
OUTCOME-BASED ANALYSIS - AS AT 31st DECEMBER 2020 (includes average of preliminary results from 24 respondents)²

GOALS

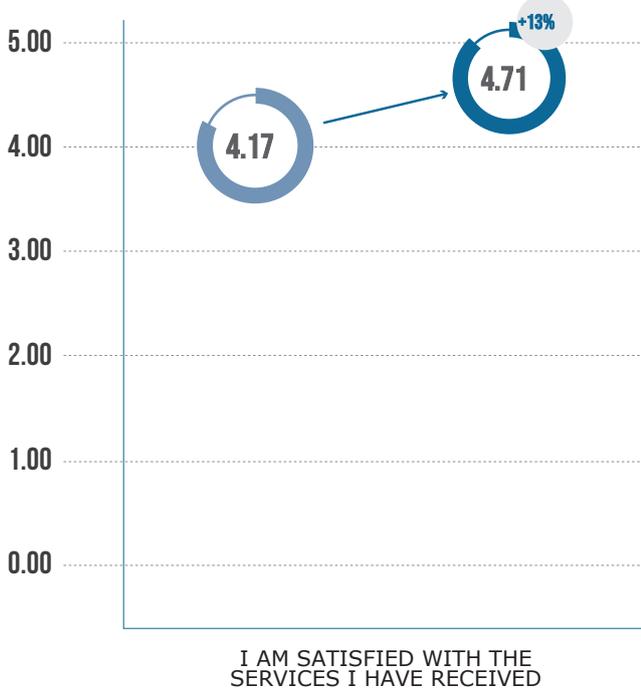


² This section provides preliminary results based on a small sample of 24 participants. As more responses are collected for both pre and post assessments, the results in this section will be updated accordingly in future Quarterly Evaluation reports.

CIRCUMSTANCES



SATISFACTION



COMMUNITY



A preliminary impact analysis indicates an improvement in all 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 **+10% to 16%**



Satisfaction for the Services Received and Community Infrastructure and Networks show an improvement of **+13% and 21%** respectively.



Within CIRCUMSTANCES:

- Employment and Financial Resilience show positive change, at or above **+16%**
- Education and Skills Training show almost no change, with a very high baseline (4.69 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

At the end of the seventh Quarter, thirty six (36) participants have exited the project due to successful resolution or loss contact or disengagement.

Challenges During The Exit Stage

-  Life Coaches find it difficult to carry out the exit interview process mainly due to lack of contact or the participant has now moved on and not returning phone calls.
-  Some participants choose not to do the exit (post assessment).
-  Some participants move interstate and contact is lost.
-  In some cases participants have achieved what they wanted and have employment and just don't return phone calls.

What Can Be Improved?

- 1** Life Coaches to ensure that the exit interview is done before losing contact.
- 2** Before a participant is exited that they have been assessed to ensure they have outside support from other service providers.

Key Lessons from Project Exit

- 1** Project Manager to focus on this stage of the program more closely to ensure this stage has been effectively carried out.
- 2** Connecting participants with partner agencies, organisations and employment networks empowered them with the confidence and independence to maximise their opportunities and build their own networks plus gain employment.
- 3** Working with participants 15 and under was challenging and demanding as some were not prepared or motivated to receive life coaching.
- 4** Losing contact after Stage Four and completion of the core components made it difficult to properly exit participants out of the project and obtain their feedback.
- 5** Losing communication made it frustrating and disappointing for staff, as disinterested and disengaged participants, often do not return phone calls or text messages.



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