



# **Impact Annual Report 2009 – 2010**

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## 1. Overview

This report has been prepared by Alex Rusch, SOVA Project Manager, and covers the reporting period February 2010 – April 2010.

In late 2009, SOVA were commissioned by Birmingham City Council (WNF funded) to deliver the Impact Mentoring Service. The objective of the Impact project is to provide an intensive Mentoring service to young people currently engaged with the Birmingham Youth Offending Service, with specific ETE targets (Education, training, Employment).

A full-time SOVA mentor is based at each of the 5 YOTS (North, East, South, West, Central). They each manage their own caseload to engage and support NEET young offenders, aged 16 to 18 years, into a range of personal development activities and opportunities, with the aim of successfully supporting them to engage in education, training and / or employment.

The IMPACT project places high importance upon provision of an excellent quality, intensive support programme, combined with innovative individually tailored experiences that will enable young people referred to the project to grow and develop. The Project ethos is to create an environment in which there is a high expectation that young people will achieve.

The Impact Project provides a dedicated Mentoring service from within the individual YOTs, whereby the SOVA Mentor are able to 'spend time' with the young person to get to know them and their interests, their qualities and their strengths. With intensive support from the Impact Mentors, young people will begin to engage in positive developmental activities to help prepare them to engage more successfully in the workplace.

IMPACT has specific targets to meet. During the Contract Period each Impact Mentor will:

- Engage 65 of the YP referred into ETE for the last week of their order
- Engage 18 YP to participate in personal development activity ie: primarily the Duke of Edinburgh Award Scheme
- Support 15 YP to engage in a work experience placement. The work experience should be of at least 3 days duration (ideally more than 1 week)
- Encourage, motivate and support 24 YP to participate in Endurance Initiative opportunities linked to the Impact Project

In addition, Impact Mentors will:

- Deliver one to one / small group numeracy, literacy and basic I.T. sessions as necessary
- Help overcome financial barriers to ETE by enabling young people to access the ETE Barrier Fund

- Deliver Sections of the Duke of Edinburgh award where appropriate (ie. Service/ Volunteering section, Physical section, Skills section) and assist in the Expedition section
- Help young people complete application forms, produce canvassing letters and prepare for interviews
- Provide intensive support to transport young people to ETE provision so they can successfully engage and develop the self-motivation to continue
- Offer on going mentoring support to young people once they are placed in ETE to ensure they continue to succeed in the placement.

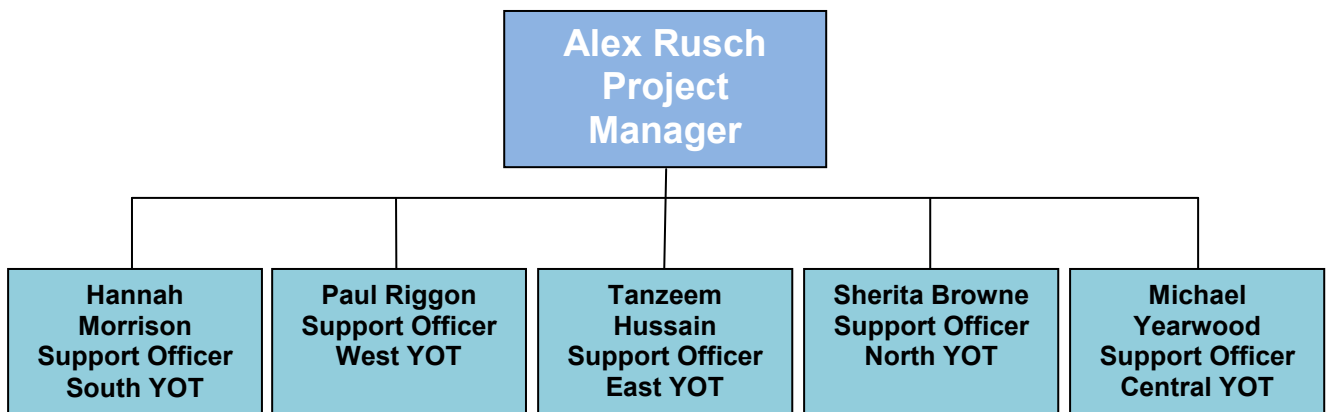
The Impact mentor should work primarily with the 16 -18 year olds, however joint working with the Link mentor, where some pre-16's may benefit, is acceptable.

Additionally, where there is no link mentor some work with year 11's around motivating for post-school is an option.

## 2. Staffing

The reporting period covers the initial recruitment and induction of the SOVA Impact Mentors. This process has been undertaken in partnership with the YOT, who have been fully involved in the recruitment and induction process. The following section outlines progress to date in relation to this process and confirms the full complement of staff into the programme.

Recruitment took place in January 2010. Five members of staff were recruited onto the programme, and were due to start officially on the 15<sup>th</sup> February 2010. Unsatisfactory references for one of the successful candidates meant that we had to withdraw our offer of employment to that individual on the 12<sup>th</sup> February, but a replacement from the pool of candidates interviewed was approached and happily agreed to take up the post. This individual joined the project on the 18<sup>th</sup> February – 4 days into the induction.



An intensive induction took place over a two week period. The mentors completed the OCN accredited training programme with SOVA, and attended a range of sessions with both the SOVA Project Manager and the YOT Project & Performance Manager, ETE (David Webb). The aim of the induction programme was to equip the mentors with all the necessary knowledge and skills to support them in their roles. The induction also included an introduction to the YOT Teams, and familiarisation with their local area.

Since completing their induction, the Impact mentors have undertaken the 'introduction to SOVA' course and our internal 'Child Safeguarding' course.

Overall, feedback gathered from the mentors following their induction has been extremely positive.

**Sherita Browne - North YOT**

“... I am very excited and looking forward to the challenges that the next year will bring...”

**Tanzeem Hussain - East YOT**

“...the induction by Dave was useful as it made me understand the role from the YOS perspective as well as a mentor..”

**Michael Yearwood - Central YOT**

“... the induction also helped me bond with my fellow work colleagues...”

**Hannah Morrison - South YOT**

“... it was good to get the opportunity to get an OCN qualification...”

**Paul Riggon - West YOT**

“...the targets that are set are now clearer to what and how we achieve them...”

The mentors joined their teams on the 1<sup>st</sup> March, and are now settling into their new roles. So far the early experiences of the mentors have been varied – some have been extremely positive, whilst others are encountering some difficulties. However, these were anticipated by the ETE Programme Manager and are being addressed.

We have recently completed the Mentors 8-week supervisions, in partnership with their Deputy Managers at the YOTs.

### **3. Steering Group**

During this initial period, Steering Group meetings have been held every 4-6 weeks between David Webb, Project and Performance Manager, ETE, Debbie Veitch, Birmingham City Council Contracts Manager, Sophie Wilson and myself.

Whilst the Mentors settle in to their role and the project finds its feet, these meetings have allowed us to tackle any immediate problems head-on. However as Impact becomes more established, we shall be meeting less frequently.

Contract meetings will be held between SOVA and the YOT on a quarterly basis to look at actual performance against projected targets.

#### **4. Objectives and targets**

The objective of the Impact project is to provide intensive one-to-one support for young people coming through the Youth Offending Teams, with specific ETE outcomes.

A fundamental part of the mentors role is to share some of the burden of the PA's in working with YP who aren't ETE ready or don't won't to engage in ETE. Mentors may chose to take a step back from talks of ETE and just begin to engage with the young person and build a positive relationship. This can be done through helping the YP identify their skills and abilities and using WNF funds to develop their interests and so build self esteem and self belief so that engaging in ETE becomes an option the YP would consider.

The Impact mentors work with the ETE team and discussion takes place as to who is best placed to support the engagement of the young person in ETE.

The additional resource of the Impact mentor provides a closer support system for the young person, therefore maintaining their motivation and ensuring the young person's attendance during a course which can often wane when the eye is taken off them.

During the course of the project (March 1st 2010 - March 31st 2011), each IMPACT Mentor will be expected to deal with a minimum of 80 referrals (400 across the project/all 5 YOTs) – dealing with approx 15 caseloads each at any one time. During this period, they will be expected to hit, if not exceed, the following targets:

# **65 YP into ETE for the last week of their court order.**

**Target 1 - The Impact mentor will help engage 65 YP into ETE for the last week of the court order. (this may mean that they have to work with over that number to achieve this target.)**

This target was set assuming a September 09 start (actual start date March 2010) and so this is a more pressured target than originally planned.

Mentors may also provide supportive assistance for young people who are engaging in ETE but need ongoing support to maintain their successful engagement

This could be going with the YP to an interview or ensuring they start on their first day or perhaps supporting the YP to attend one of the YOTs purchased courses.

# **18 YP into personal development project work.**

## **Target 2 – To engage 18 YP in Personal Development based project work.**

- This can be group work i.e. an employability course / self awareness course / course linked to vocational interest of the young people.
- It could be about encouraging YP to undertake the D of E award and monitor and track their progress through this.
- It could be one-to-one work around motivating and building confidence.
- For these pieces of work to be accepted as Personal development project work there needs to be a brief course / sessions outline identifying the aims and outcomes of the work.

Support funding for this part of the project has been provided to each. This Personal Development work will evolve as the mentors engage with the YP. Any project ideas and personal development work will often be tailored in response to the young people's needs and interest areas through the duration of the project.

# **15 YP into Work experience placements.**

## **Target 3 – To engage 15 young people in work experience placements.**

- Work experience placements need to be for a minimum of 3 days for the contract target, however we want to encourage employers to offer a minimum of one week.
- There is a £300 incentive for the employer for each YP (maximum amount whatever the length of the placement).
- The Impact mentors are encouraged to work with the SOVA WFV team who already hold an established list of work placements providers. There is a Work placement agreement that the employer needs to sign which sets out their commitment and the agreement of the payment for offering the placement.

Even if a young person has not been referred onto the caseload of the Impact mentor a work placement can still be requested by the YOT and this will go towards meeting the Impact mentors Work Experience target.

# **24 YP on an endurance initiative .**

**Target 4 – To support 24 young people on an endurance initiative.**

- Endurance initiatives will be purchased from external providers ie. the Army, Fire service, Fairbridge etc and can be either Residential or non-Residential programmes that help improve the YP's confidence, stamina, team work and ultimately their employability.

## 5. Achievement of period September 2009 – April 2010

The Impact project was originally due to start in September 2009, however due to delays in contract award, staff did not begin until February of this year. The outlined targets were set assuming a September 09 start, however the achievements detailed below reflect progress made for March and April only.

March - April 2010	NORTH	EAST	SOUTH	WEST	CENTRAL	PROJECT END
In ETE at end of order	3	4	2	2	1	<b>12/325</b>
In ETE - not yet at end of order	11	2	11	4	4	
Pre 16's	2	0	0	5	0	

March - April 2010	NORTH	EAST	SOUTH	WEST	CENTRAL	PROJECT END
Post 16's in work experience	1	1	0	1	0	<b>3/75</b>
Pre 16's in work experience	0	0	0	0	0	

March - April 2010	NORTH	EAST	SOUTH	WEST	CENTRAL	PROJECT END
Post 16's having completed Personal Development programme	2	1	12	0	1	<b>16/90</b>
Pre 16's having completed Personal Development programme	1	0	0	0	0	

March - April 2010	NORTH	EAST	SOUTH	WEST	CENTRAL	PROJECT END
Post 16's on an endurance initiative	0	0	0	0	0	<b>0/75</b>
Pre 16's on an endurance initiative	0	0	0	0	0	



I feel confident in all situations (A4)										
I have lots to do in my spare time (A7)										
I have hobbies / interests (A7)										
I like to try new things (A4)										
I like being active (C4)										

EDUCATION	1	2	3	4	5	6	7	8	9	10
I can read well (A6)										
I can write well (A6)										
I am good with numbers (A6)										
I like learning (C6)										
I know how to access education (C6)										

EMPLOYMENT	1	2	3	4	5	6	7	8	9	10
I know what job I want to do (C7)										
I know the qualifications I need (C7)										
I can fill out an application form (C7)										
I know how to search for a job (B7)										

HOW WOULD YOU RATE YOUR ...	1	2	3	4	5	6	7	8	9	10
<u>ability</u> to get into employment / training / education										
<u>confidence</u> to get into employment / training / education										
<u>motivation</u> to get into employment / training / education										

I am .....

One day .....

I like ..... I dislike .....

In 1 years' time ..... In 5 years' time .....

## 6.2 Statistics and performance

### Current caseload numbers

	NORTH	EAST	SOUTH	WEST	CENTRAL
March and April caseload numbers	20	15	21	16	14

GENDER	NORTH	EAST	SOUTH	WEST	CENTRAL
Male	17	8	17	15	13
Female	3	7	4	1	1

AGE	NORTH	EAST	SOUTH	WEST	CENTRAL
13	0	0	0	1	0
14	1	0	0	2	0
15	3	0	0	1	0
16	6	7	0	3	4
17	5	5	6	6	4
18	5	3	10	3	6
19	0	0	5	0	0

ETHNICITY	NORTH	EAST	SOUTH	WEST	CENTRAL
White British	10	6	18	3	3
White Irish	1	0	0	0	0
White other	1	0	0	0	1
Black British	0	0	1	0	0
Black African	0	1	0	2	1
Black Caribbean	5	0	0	9	3
Asian	0	3	0	0	2
Mixed – White/Black	3	1	2	2	2
Mixed – Black/Asian	0	0	0	0	0
Mixed – White/Asian	0	1	0	0	2
Mixed – Other	0	1	0	0	0
Other	0	2	0	0	0

### 6.3 Case Studies

Zara's mother passed away last year, she had dropped out of school and had a lack of positive role models in her life.

“...let me tell you about **Zara.**

It took four attempts to **engage** with Zara as she would not attend appointments. Once she was assured I would not give up on her, I began to spend a lot of time **building her trust** and encouraging her to be **open** and **honest** with me.

Zara had previously failed to attend interviews with HOET and disclosed a fear of the unknown. To help eliminate her apprehensions, I arranged a pre-visit to meet a tutor and have a look around the facilities.

Zara **successfully attended** the third interview at HOET and was subsequently offered a place. I supported Zara with purchasing the correct uniform and she has been attending HOET since.

Zara still requires some encouragement and we are in weekly contact”

Sean has 5 siblings and is brought up solely by his father. Sean's mother left the family home in 2007 following the involvement of social services and around the time of Sean's first offences. Sean lives in Kings Norton – a poor area known for gang affiliation, has been in a YOI and is on a tag. His case worker advised that Sean's self confidence was at an all time low.

“...let me tell you about **Sean.**

Sean was placed on an e2e course in catering. Sean dropped out from day two and was referred to me to **monitor and motivate** to attend. I explained to Sean that there were other options available to him and recommended the **Forward project.** It turned out that Sean didn't want to admit he found the catering course too difficult and when another option was offered to him, he readily accepted.

Sean began with Forward the following week, has been attending regularly and is **engaging and working well.** His behaviour is also good and he has relaxed a little now he understands there are **other options available to him.**

Sean also participated in PAYP for 3 weeks during the Easter holidays and says 'I like Forward and I like it's not College - I can concentrate better when it's more chilled'. Sean admitted that Forward gives him the

**structure in his life** he was previously missing.”

“...let me tell you about **Shannon**.

Shannon is a very **positive, proactive, motivated and determined** young man. He realises that he has made several bad choices, but more importantly he seems to have learnt from these and now wants to move forward with his life.

Eventually Shannon would like to join the army; however he remains **open-minded** and has many other focuses / aspirations, including **Mentoring and Youth Work**. Shannon would like to complete a part-time course at college in **Youth & Community work** and has already enquired about starting this in the autumn. He is also due to start an **E2E** course at **ENTA** (training provider) in April, but has admitted that this isn't what he wants to do and he will only be attending for the **EMA** (Education Maintenance Allowance). By his own admission he will not get a lot out of this course, as he will be **'attending for the wrong reasons'**.

The fact that Shannon has many aspirations isn't fundamentally a negative, however he does currently **lack direction**, which has potentially been a barrier to him in achieving his short-term goals. As part of his **Action Plan**, Shannon and I worked together to set **SMART** targets which will give him the direction he is lacking and will play a pivotal role in helping him progress.

I have found Shannon a one-week **Mentoring work experience** placement. This will be a good opportunity for him to get a feel for this line of work and he is looking forwards to getting started.”

Shannon's licence finished in April and he is looking forwards to his future post **DTO** (Detention & Training Order). Sherita will continue to support Shannon in the short-term post license.

## **7. Project development and targets for the coming year**

This is early days for the Impact project and we have experienced some resistance and misunderstanding from YOT staff. However, as we begin to make progress and get positive results, the Impact mentors are starting to see a turnaround in attitude.

The scope for this project is endless and we are very fortunate to have such great support from within the YOT in the form of David Webb who remains enthusiastic and positive and open to innovative thinking to get quality results.

The YOTS already work with a number of interesting training providers including 'Hoodies to Entrepreneurs' ( business based course working with YP to design and manufacture their own clothing, understand the concepts of marketing, pricing structures and sales), and A1 training who run a number of practical work-focused courses, for example Fork-lift Truck Driving.

The Impact staff have embraced their new roles and will continue to work towards their overall project targets during this coming year, closely monitored by their Project Manager on a monthly basis.

**“Tanzeem has gone far and beyond to ensure Zara got a place in training and the difference in confidence now to when I first met Zara is astonishing and that is due in no small part to the efforts of Tanzeem.**

**I feel good work should be praised and hope my clients have the benefit of Tanzeem’s expertise in the future in getting them the help and support they need.”**

**Paul Withey (Youth Crime Officer), East YOT**

## **8. Conclusion**

Following the mentor's intense induction period, they have demonstrated a good understanding of their role and importantly, continue to ask questions to ensure clarity of understanding. However, as these are early days they recognise the benefit of picking the brains of their fellow colleagues at both the YOT and SOVA and using one another for support.

There are significant targets to be met and although we have made a strong start, due to the delayed 'project live' date we must maintain focus, work smart and ensure we remain on top of things. I am confident that with David Webb's continued support we shall be able to meet the targets set and produce some quality work and positive outcomes for the young people we work with.

IMPACT is a brand new project for SOVA and the role of the IMPACT mentor is uncharted territory – but this is what makes it such a unique and exciting opportunity. The team have already demonstrated great ability, diligence and endless enthusiasm and I am confident that they will continue to be valued members of the team and great ambassador for SOVA within the YOTs.