

WAY2WORK#CASHBACK ANNUAL REPORT 2018/2019



#Welcome

Welcome to the second Annual Report for Bridges Project's Way2Work#CashBack programme. Bridges Project is privileged to be entrusted by the Scottish Government to make a contribution to tackling inequality in East Lothian and Midlothian by assisting young people to build meaningful and sustainable pathways to employment.

The Way2Work#CashBack service is privileged to be entrusted by young people to be key supports on their employability journeys. The service is fully committed to working with young people who are disadvantaged by: living in areas of deprivation; being unemployed, not in education or training or by being excluded or at risk of exclusion from school.



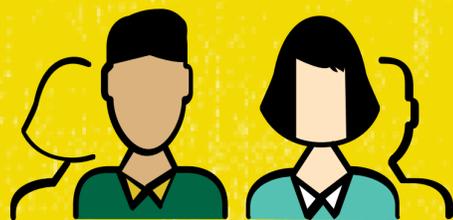
Bridges Project was granted up to £393,183 from the Phase 4 CashBack for Communities to deliver Way2Work#CashBack over three years. The programme is designed to support vulnerable young people aged 14-21 to transition from school or unemployment into positive destinations such as work, training or further education. By providing a flexible and responsive mix of individual support, group learning and group work and through working collaboratively with local and national partners, Way2Work#CashBack aims to provide opportunities for young people to feel positive about themselves, recognise and value their skills and competencies and to succeed.

This report shines a light on the work and effort of the team in the second year of the programme. It highlights the team's progress towards meeting their goals and acknowledges the benefits of working in partnership. It unpacks the ongoing learning process and the areas for continuing improvement. Most importantly, it celebrates the enormous achievements of the participants who continually surprise us with their resilience and their determination to make a difference for their future prospects as contributing members of the community.

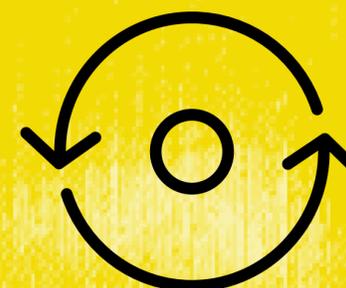
#OURNUMB3RS



235 group work sessions



109 young people engaged



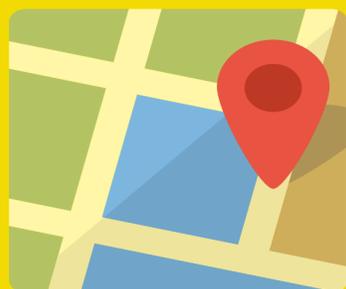
66 young people continued on from Year 1



42 female



67 males



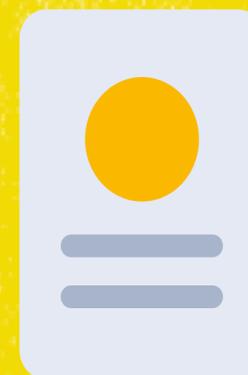
60 sustained positive destinations



1,400 hours worked with young people



132 social media posts



215 accreditations

#YOUNGPEOPLE

This year, Way2Work#CashBack has worked with 175 young people from across East Lothian and Midlothian. 109 of them were new to us this year. 66 young people carried over to complete programmes, continue with individual support or with our rolling CSCS and Animal Care programmes at our Musselburgh office.

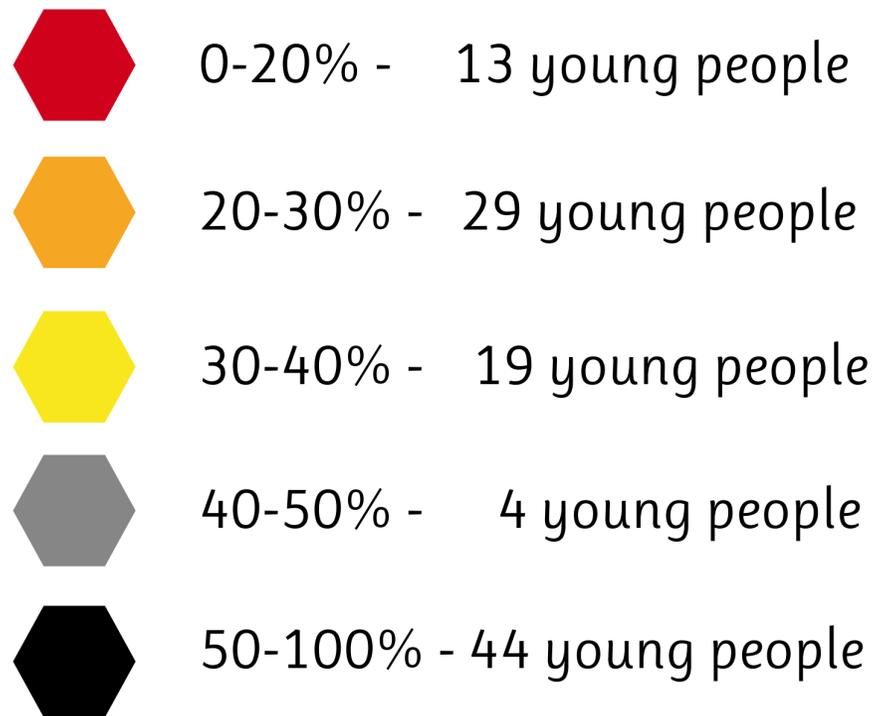
The backgrounds of young people referred remain similar- multiple adverse childhood experiences and disruptive adolescent circumstances. This year, however, more young people are coming to the service with autism, crippling social anxiety and from backgrounds of household poverty, made worse by the roll out of Universal Credit and PIP.

Referring partners are becoming acutely aware of the risks to young people associated with leaving school with no clear positive destinations. They have approached the service for interventions, which address personal confidence and self-awareness, and employability skills for fixed cohorts of pre-selected young people.

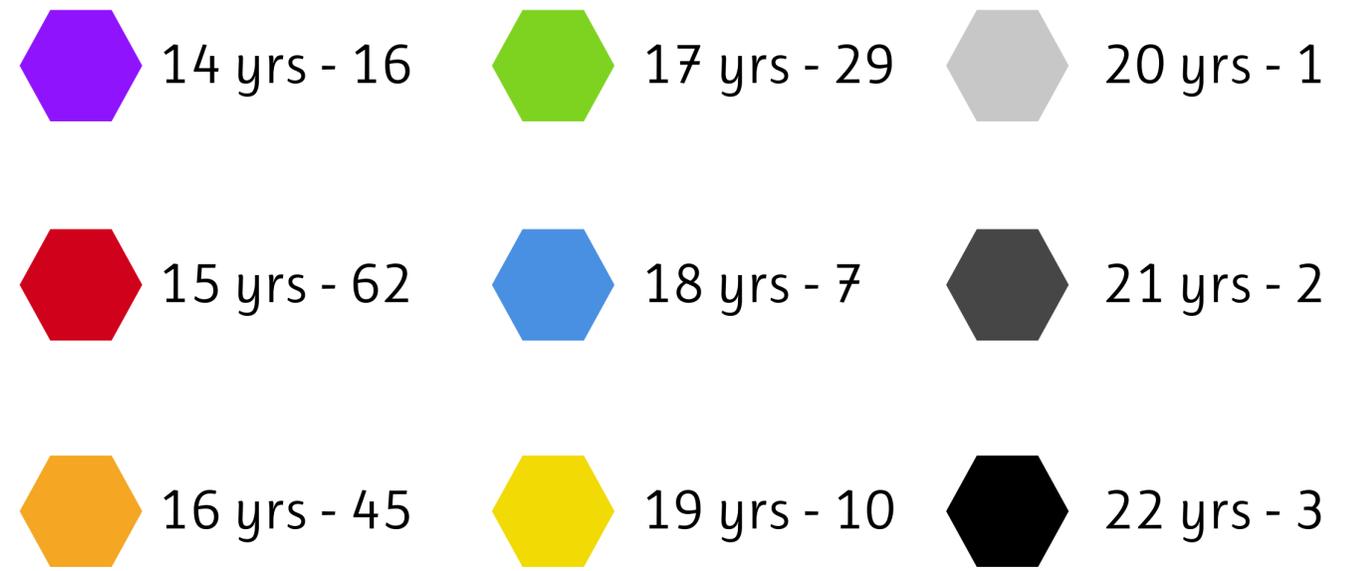
- As a result of the new partnership with Musselburgh Grammar School and their Construction Academy, the proportion of young men new to the service has increased to 62% from 52% last year.
- The proportion of young people referred who are still on the school roll has shifted from 40% last year to 75% this year and the average age of new participants is now 15.5 years, down from 16.5 years last year.
- Last year, 57% of new participants lived in Midlothian and 43% in East Lothian. This year, 37% come from Midlothian and 63% from East Lothian



#SIMDCOUNT



#AGEOFYOUNGPEOPLE



#REFERRALS

The Way2Work#CashBack programme for groups and learning is developed through negotiation with partners and informed by our own learning. Access to our rolling CSCS and Animal Care provision, additional motivational groups and individual support is through open referral. Referrals for bespoke group and learning activity in schools and Midlothian Activity Agreement clusters is managed through guidance staff and LLE coordinators. Demand for school and community based group provision is way beyond what we are able to deliver. This year, our new participants came to us via the following routes:

Musselburgh Grammar School	29
Penicuik High School	18
Midlothian Council Lifelong Learning and Employability	17
Harbour Point School	8
Ross High School	7
East Lothian Social Work teams	6
Self Referral (incl via social media and signposting)	6
S2S at Bridges	3
Lasswade High School	3
North Berwick High School	3
East Lothian Works	3
Preston Lodge High School	2
JobcentrePlus/DWP	1
Skills Development Scotland	1
Cyrenians	1
Knox Academy	1



#OURSERVICE

It has been an incredibly busy year for our Way2Work#CashBack Team who received invaluable support from our social work interns from Baden-Wuerttemberg Cooperative State University (DHBW). Young people are at the centre of all that we do and their experience and progress shapes our activity. Together, and with the help of our partners, we sought to achieve the following outcomes:

- Young people build their capacity and confidence
- Young people develop their physical and personal skills
- Young people's behaviours and aspirations change positively
- Young people's wellbeing improves
- School attendance and attainment improves
- Young people participate in activity, which improves their learning, employability and employment options



Our progress towards meeting these outcomes is set out later in the report. We learned a lot from year 1 of Way2Work#CashBack. The programme we delivered during the year to the 175 participants was designed to enable young people to succeed and to make strides towards achieving their goals and ambitions. We recognise that every journey is unique and that the obstacles and barriers which litter the road can take a while to get over and around. We are confident that the CashBack programme helped the vast majority of participants make some tentative steps and some giant leaps on the road to success.

#GROUPLearning

In year 2, we focused on continuing what worked very well in year 1 and introduced some new methods for programme delivery, which combined the best of motivational and self-awareness learning with harder employability skills development. In this new approach, young people participated in PX2 and Mindbuzz and followed through to a range of employability orientated options. 14 programmes were delivered during the year some of which were carried over from year 1 of funding,



142 young people
in group work



56 took part in accredited
employability learning groups



12 engaged with life skills
and employability learning



55 participated in
motivational groups



17 gained Health and Safety
qualifications



36 participated in
CSCS training



23 accessed accredited
animal care learning

Participating in groups can be difficult for many young people using the service. They have not had a great experience at school, can be incredibly anxious about sharing and speaking in front of people and are terrified of failure and that they might be judged. We keep groups as small as possible and it is testimony to our staff and our partners that participation rates are so high and that most young people 'stay the course'. They learn the value of working collaboratively with others, the art of compromise, the benefits of structure and the importance of finding their voices – all important skills in employment, training, further education and volunteering.

Our direct learning and group programme is a vital element of Way2Work#CashBack provision. Our team is delighted with the input from partners like Fast Forward, Morrison Construction, Bruce Robertson Training, East Lothian Extinguishers, Scottish Rural Urban College and Edinburgh College. We are always grateful to receive support from guidance colleagues in schools, trusted professionals in Midlothian's Lifelong Learning and Employability service and from the myriad of private sector, further education, charitable and local authority organisations who are more than happy to arrange site visits, deliver sessions on specific vocational matters and make offers of supported work placements.

#STAKEHOLDERCOMMENTS

L has demonstrated improved skills in understanding himself and his behaviour. In particular, L has spoken about his anxiety and not only does he understand this better, but he is motivated to address this.

#STAKEHOLDERCOMMENTS

The change in M is evident - she is now asking to do more group work, is more confident and is communicating better with peers and workers. Her attendance has improved dramatically and has risen to 100% attendance for her accredited learning with Cashback

#INDIVIDUALSUPPORT

For the most vulnerable and difficult to reach young people, employability journeys are better enhanced with intensive, bespoke individual support. Way2Work#CashBack staff are required to develop empathetic and trusting relationships whilst building in challenging and risk taking opportunities for participants.

This work is skilled and time consuming - staff need to be informed about the different educational, training and employment pathways available to young people, as well as the range of external forces which can help to shape or hinder their progress to meeting their ambitions. Housing, income, benefits, transport, health and wellbeing are all key issues which require intervention if employability pathways are to be secure and sustainable. Family, caring, leaving home and leaving care are all important responsibilities, which need to be negotiated. We are grateful for the support of colleagues in other agencies and at Bridges Project for their help and support in enabling young people to participate in pathways, which take account of complex circumstances and the enormous weight, which can rest on very young shoulders.

The growing opportunity elsewhere in Bridges Project has played an important part in developing pathways for young people; particularly the accredited learning programme being delivered by our Support2Succeed service, The Robertson Trust funded Tutor service and the emotional support provided by our two Personal Development Workers in the Support2Succeed and Transitions teams. The emerging synergy among and between teams at Bridges Project and the added value this brings, is an important element of the support package for young people on the Way2Work#CashBack programme.

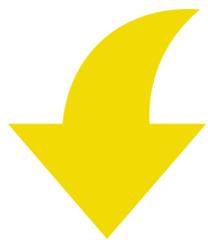


#ALONGREAD

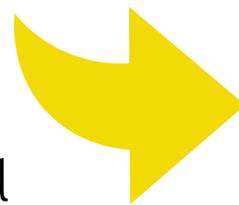
James, aged 20, self-referred himself to the Way2Work#CashBack team, after participating in a number of social group activities at Bridges Project and had grown enough in confidence to consider his future. He'd just moved in to shared, supported accommodation having spent most of his life being looked after by foster carers; he has a good relationship with them and still visits them regularly. James was traumatised at birth – he is dyslexic, struggles with reading and writing and has Worster Drought Syndrome, a form of cerebral palsy, which causes problems with his throat, mouth and tongue. He has difficulties with speech and retaining information. His time at school was split between a mainstream and additional support needs schools. He previously attended Edinburgh College on a Work Preparation course but was unable to sustain this.



Despite all the obstacles in his way, James is determined to succeed and to contribute to his local community. Our team at Bridges Project secured a virtuous circle of support for James to manage the transition from foster care to independent living. He got help from the Action Group with an appeal for Personal Independence Payments (PIP), attended adult literacy classes to improve his skills in reading and writing and to help with driving theory and was being supported to manage his anger and impulsive behaviour. At the point of his self-referral to Way2Work#CashBack, James was about to take driving lessons and was exploring a short volunteer placement in a local Recovery café. He wanted the team to help him to focus his thinking on his future and to create an action plan that integrated old and new experiences, which could lead to future employment.



Stage one with Way2Work#CashBack involved assessment and action planning: James wanted to focus on driving theory, creating a CV, unpacking his skills and strengths, securing work experience and attaining his food hygiene certificate to support his volunteering ambitions.



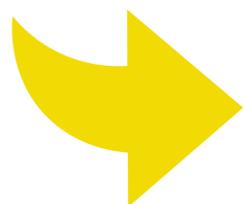
Stage 2 involved creating a CV, which was difficult, as it challenged his reading and writing skills. His worker used a mix of games and activities that were easier for him to understand, to unpack his skills and competencies. She worked with his old carers to put together a file of his previous achievements. Together, they explored college and job opportunities and came to a joint conclusion that he was not ready for college or employment.



Stage 3 concentrated on the achievable - attaining accredited Food Hygiene certification through online learning to support his fledgling volunteering placement. They worked through this week by week and covered the material in detail to make sure that he had a good understanding of the different concepts. They used the Project's training kitchen to explore risks and discussed the work and procedures he followed when he was in the cooking group. Twelve individual sessions later, James completed his Level 2 Food Hygiene certificate - a major achievement for him.



After this, James reviewed his action plan to decide on his next priorities. Together, they created a timetable of his week, which acknowledged the value of his existing activity. He decided that his best step forward was to secure another volunteer placement to improve on his existing set of skills and competencies. He was keen to explore charity shops to build on previous retail work experience, gained whilst at school.



Stage 4 involved his worker supporting James to complete applications for volunteering and helping him with telephone skills, as he was nervous about this. Visits were arranged to different retail placements, supported by a student on placement with the Way2Work#CashBack team. Although he struggled a bit with the concept of choice, he eventually plumped for the PDSA shop in Musselburgh. The worker helped him with interview skills and took him to meet with staff at the shop. He started on their training programme and now volunteers one day a week, which he finds fulfilling.



To finish his work with Way2Work#CashBack, the worker helped him with extra practice for his driving theory, which improved his results. He also finished the personal statement section of his CV and was able to identify and evidence more skills, attributes and competencies. James has concluded his involvement with Way2Work#CashBack. He is much more relaxed, communicative and confident. He has a full timetable of purposeful activity during the week involving driving lessons, literacy and numeracy classes, volunteering at the PDSA and Starfish Recovery Café. He has a small circle of friends whom he meets regularly. He is engaged and settled with all of his activities and is well prepared for future employment when supported employment opportunities become available in the community.



#INCREASINGCONFIDENCE

Our performance is measured against the six outcomes set out below. The numbers tell only a part of the story. Some young people have just started with us and have no outcomes. Others have achieved numerous outcomes and participated in a host of activities on their pathways to education, training, employment and volunteering but are counted only once. The vast majority should be and are proud of their achievements and successes. Our team has worked very hard to help young people achieve – they too should be proud of their professionalism and their success.

The actual numbers are the count of young people achieving an indicator for the first time only during year 2 – they do not include young people who build on their initial achievements throughout the year. These are noted separately in our quarterly returns. Targets relate to the expectations for year 2 only.

Stakeholder comments and feedback are important elements in the whole evaluation framework. They provide positive reinforcement for young people and help staff gauge the impact of their work. It is not easy to get feedback from stakeholders and some young people come to us with no involvement from external stakeholders. The stakeholder data in the tables refers to the written returns made by external stakeholders for 55 young people this year.



99 young people increase their confidence



130 young people increased participation in groups/activities involving other young people



90 young people reported they are able to do new things



73 young people went on to do new things after initial CashBack involvement

Esteem and personal confidence can be nebulous concepts for many young people. At Way2Work#CashBack we receive young people with wildly different interpretations of where they are in relation to personal confidence and how this might improve through individual activity and group participation. Many have crippling social anxiety and fear what to others seem like simple transactions – like getting on a bus or buying something in a shop. Some are overly confident about the depth of their capacities and what they might achieve, given an even break.

We use a mix of evidence, drawn from ongoing SHANARRI self-evaluations and Employability Skills Assessments, stakeholder feedback and actual participation to benchmark and measure increases in confidence and capacity. These are rough measures, but taken together, do give good indications of direction of travel. We are delighted that so many young people do feel more confident and able to take on the appropriate risks and challenges, which are essential to benefit from full participation in community and family life and to become the builders of their own pathways to employment.

#STAKEHOLDERCOMMENTS

Michelle has issues with groups. She was very quiet and did not contribute very much but her confidence has improved massively and she is now much more willing to take part in group discussions.

Tom's confidence has increased a lot, due to being successful on the course, working in small groups and building relationships with others. He has been able to attend a work placement and do the initial visit alone.

Jack lacks confidence but it has improved slightly, which is a massive step for him.



#DEVELOPINGSKILLS

If you have not been at school, you are not going to achieve. If you lock yourself away in your room, you are not going to have the skills required to manage life, independent living or work. If you don't mix with other people you will not have friends and you will not be able to work as part of a team.

These are the messages young people read, hear and receive on a daily basis. Whilst the Way2Work #CashBack team recognise the difficulties poor attendance and low attainment at school make to life chances and the problems self-imposed social isolation pose in relation to community involvement and participation, our message to young people is positive. The whole programme is couched in terms of success, achievement, potential, attainment, participation, inclusion, involvement and prospects. It is delivered at a pace that is suitable for vulnerable young people and in groups and settings, which don't frighten them off. Success is acknowledged, celebrated and built on. Failure is a normal experience for everyone and is temporary. We're pleased at being in the position to help young people to develop the skills and competencies required on their pathways to employment and delighted that our sister services and local partners are able to support us in this mission. We're particularly happy at being able to deliver or link directly to provision that delivers meaningful and achievable accredited qualifications – often the first recognised achievements young people have made. We do need to be smarter, however, in helping more young people to recognise that their skills have increased – by ensuring that self-evaluations are more frequent and by helping them to value the skills they increasingly use in their everyday transactions.

#STAKEHOLDERCOMMENTS

Thomas has increased his skills a lot. Much of this is due to the supportive environment created by the CashBack team. Thomas has been able to complete a mock apprenticeship test and is now preparing to take his CSCS card test. His skills have increased in most areas too, by being willing to try new things.



#215ACCREDITATIONS



-  SCQF Level 2 - 1 achieved
-  SCQF Level 3 - 44 achieved
-  SCQF Level 4 - 118 achieved
-  SCQF Level 5 - 37 achieved
-  Industry accredited - 15 achieved

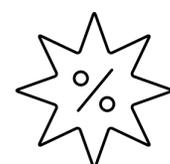
CSCS Industry Accredited	15
Developing Confidence for Employment SCQF Level 4	19
Preparation for Employment SCQF Level 4	18
First Step to Employment SCQF Level 4	2
Steps to Work SCQF Level 4	1
Employability SCQF Level 4	1
Health and Safety at Work (REHIS) SCQF Level 5	28
ICT SCQF Level 4	1
Animal Care (various credits) SCQF Level 4	10
Work experience SCQF Level 4	1
Food Hygiene SCQF Level 5	1
Self Evaluation SCQF Level 4	9
Health and Wellbeing SCQF Level 4	6
Lifeskills SCQF Level 4	3
Etive Challenge SCQF Level 3	2
Personal Development Award SCQF Level 4	1
Access 2 SCQF Level 2	1
National 3 Awards	42
National 4 Awards	46
National 5 Awards	8



103 young people achieved accredited learning outcomes



63 young people report an increase in their skills



100 % Stakeholders report skills increasing in young people

#IMPACTREAD

At 15 years of age, his school guidance teacher referred David to Bridges Project. David lives at home, in an affluent part of East Lothian, with his parents, who are both working. For a couple of years before the referral, David disengaged from family life and spent most of the time on his own in his room or out in the local community with friends. His relationship with his parents was very strained due to “bad” choices he was making at school as well as with his peer group in the community. David had been in trouble with the Police numerous times for his behaviour in the community and his attitude towards others in the school. Police and youth justice social worker involvement escalated during an investigation of two separate incidents in which he was implicated – assault and extortion of one young person and online harassment/bullying of another. At school, he was confined to the pupil support base for extra help with his studies and to secure the safety of other pupils. After multiple exclusions from school in years 3 and 4 he was placed on a reduced timetable. David was unable to manage this timetable: his behaviour deteriorated and his attendance reduced, just as his consumption of alcohol and drugs outside of school was increasing. At this point, David’s poor choices were perceived by him as lifestyle choices.

At the point of referral to Way2Work#CashBack, he was completely disengaged from school and all helpful social anchors. He was on course to leave the school roll with no qualifications and no positive destination. He was on a rolling compulsory supervision order and was looked after at home – he was at risk of being sent to secure accommodation through the Children’s Hearing system because of his continuing aggression towards other young people in the community. His broken relationships with his parents, family and friends meant he was socially isolated. This affected his mental health as his mood became very low and he lost all motivation to engage with all other services.

The Way2Work#Cashback team made initial contact with David and his family in September 2018. At this point, his mother advised that David was going to access an army preparation course at college and did not require support from the service. This pathway fell apart very early and his parents got back in touch with the Way2Work#Cashback service in October to ask for an intervention. Due to self-travel issues and not feeling comfortable in the community, the team arranged home visits for David to ease him into the process and ensure that maximum initial engagement could happen. During the initial set of meetings David and the team created an action plan which they could work on together to reach and sustain achievable goals. David was surprised at the process – he was used to being told what he was not good at and how he was not going to achieve anything purposeful. The assessment and action planning process recognised deficits but focused much more on strengths and competencies, using a mix of third party information and David’s own reflections.

He desperately wanted to work outdoors, with his hands, as the thought of sitting behind a desk or working in a shop or warehouse all day scared him. David explored his options with the team and set some personal goals – the first in a very long time. These were:

- To gain his REHIS Health and Safety certificate and CSCS card
- To research and apply to college / jobs
- To work on building relationships with his family

David starting working on this plan immediately, by coming to the weekly CSCS drop. This proved difficult for him due to friction with some other participants who knew him from the past. To ensure that everyone could access the service, it was agreed that David could work on a 1:1 basis to secure his CSCS card before other young people where in the building. He became less anxious about attending the service. Within a few weeks, David started to pass his CSCS mock test and he realised realise that he did have the potential to achieve goals – if he worked for them. This had a knock on effect with David's home life. The relationship with his parents – although still fraught at times – started to improve. He spoke more positively about them and in our conversations with his parents they talked about starting to trust him again.

David passed his REHIS Health and Safety test in November 2018 and was successful with his CSCS test in January 2019. The next task on his action plan was to research meaningful and sustainable job and college pathways. With support from his Way2Work#Cashback Employability Support Worker, David started to learn job searching skills and how to complete application forms. Together, they researched different jobs, identifying the skills and competencies required to fulfil these roles and created a tailored CV. Equipped with his newfound confidence, job seeking skills, CSCS card and CV, David continued to job search outside of his time at Bridges Project. He found a suitable full time opportunity as a golf course green keeping assistant and was, ultimately, successful with his application. David had turned behaviours and responses to challenge around - from being aggressive and dismissive to being assertive and motivated.

Throughout David's time with the team, he evaluated his progress every 3 months. His Employability Skills Assessment rose from 42 to 54 with the biggest increases being in confidence, engagement and reliability. David managed to stay clear of criminal activity throughout, which concluded with his supervision order being lifted. He is still working at the golf club and is being mooted for further technical training by his supervisor. He is coming home every day and sharing what he has learned with his parents. His mum noted that: "David can see himself working at the gold club for the next few years until he wants to move up the career ladder. His money is always spent before we can even see it but it is being used for transport to work and that is a better choice than some of the alternatives. He smiling and laughing – back to his old self."

#POSITIVEchanges

When you have spent half a lifetime or more being told that your behaviour is unacceptable or that your lack of ambition will lead to a lifetime on the dole, it is hard to make the shift and recognise that behaviour can and does improve with opportunity and that aspiring to belong and achieve in small increments, is what most of us do. Young people constantly underscore themselves in self-evaluations when it comes to recognising improvements in behaviour patterns. They undervalue the tectonic shift in thinking from simply wanting to get through the day without feeling completely worthless to planning what activity or course they want to next.

We have a great deal of soft evidence to support the changes participants make on a daily basis to their behaviour and to their goal setting and this is complemented by stakeholder feedback. Their participation in new activity, their successes in achieving learning outcomes, their complex travel arrangements to get to a course and attaining positive destinations add testimony to the significant changes young people have made to behaviours and to the upward curve of ambition. We are in awe of their resilience, determination and ability to overcome adversity. This year, we integrated our tried and tested motivational PX2 and Mindbuzz activity with more traditional employability learning and skills development for some the schools and community groups. It has been a success. Participants used the motivational and confidence building activity as a foundation for the harder learning that followed.

The outcomes for individuals in completed groups are exceptional. We're sure it must feel like a bit of a slog for participants but are equally sure that the payback for them is real and valued. Our team intends to continue with this model in year 3 of the CashBack programme.



#STAKEHOLDERCOMMENTS



Josh can now see a future in terms of a career. He realises that he can do things and that he can access further education. He leaves class much less. He is still working on improving communication with adults but has started to speak more with them. Josh still has many insecurities but he is managing these better, with support from the team.

Mike's behaviour issues have improved massively. He always had issues attending and sticking to any programme but he has enjoyed PX2 so much, he has attended every week.

Sara still has problems understanding what appropriate behaviour is in different settings. This is now a work in progress - her bad behaviour is always challenged and she actually responds well to this.

Pete has really embraced the PX2 course and often reflects on the previous course elements. He likes the games and brainteasers and enjoys the problem solving aspects. He has become more relaxed and is a great contributor to the group.



#WELLBEING

The classical definition of wellbeing is the state of being comfortable, healthy or happy. We all know that this is a movable feast and that the state can change for individuals on a day-to-day basis. Our sense of wellbeing can soar on a sunny Friday afternoon and sink like a stone on a wet Monday morning. It is not easy to find globally applicable measures and indicators, which track the state of people's wellbeing over time. Yet, the notion of wellbeing is becoming an increasingly important part of the professional lexicon for disparate groups like economists, health professionals, educators and social workers. Wellbeing terminology occupies a spot in the increasingly busy field of emotional welfare and bumps against wellness, mindfulness, resilience, happiness, satisfaction and anxiety. We use the eight SHANARRI indicators, feedback from external stakeholders, participation indicators and engagement with social anchors to inform our understanding of how the wellbeing of CashBack participants improves, or not, by being on our programme.

By any measure, the wellbeing of a high proportion of young people joining Way2Work#Cashback is not good. This is hardly surprising, given their circumstances and experiences at home, at school and in the community. Our team is aware of its limitations in affecting these external factors, which act as a drag on participants' wellbeing. It focuses, therefore, on what it can do to help young people develop and sustain a more positive sense of wellbeing by providing opportunities to: experience success; enjoy the company of others; become part of a team; recognise and value skills and aptitudes; overcome challenges and take risks and to have some fun. Most importantly, providing affirmation of their ambitions for the future and celebrating their achievements on the pathways to positive destinations are key elements in how the team contributes to improving wellbeing. Our team members also recognise that young people need to own their own progress and to take that learning back home and into friendship, learning and community settings for it to be sustained. We are thrilled to be involved in their wellbeing journeys and delighted that what we offer, does, indeed play a part in improving wellbeing.



121 young people attendance increased at Bridges Project



67 young people improve wellbeing against SHANARRI indicators



60 young people increase interaction with families, peers and communities

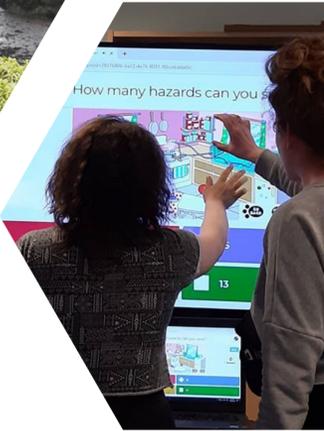
#STAKEHOLDERCOMMENTS

Shona is much more positive now and her wellbeing is massively improved due to the course. She is now aware of how she thinks and has a greater understanding of her negative thought processes. The team always give great real life examples and that makes the learning relatable.

Sam enjoys coming to the group every week and this has improved his wellbeing and positive thinking

John's wellbeing was in a very bad place before he started PX2. This is now slowly improving - it is an ongoing work in progress.

Their wellbeing has improved and this is evidenced by building improved relationships within the group and with adults in and around the building, by changing lunchtime routines, taking risks and trying new things in the group



#ATTENDANCE AND ATTAINMENT

This information is presented in summary, as it has been incredibly difficult to attain hard, accurate evidence on the indicators that inform performance. Absence of benchmarking, different methods of counting attendance, and the lag in securing attainment data means that the picture presented is not the full one and is more an indication of the impact of the contribution of CashBack interventions can have.



40 young people's attendance at school improved



43 young people's attainment at school improves



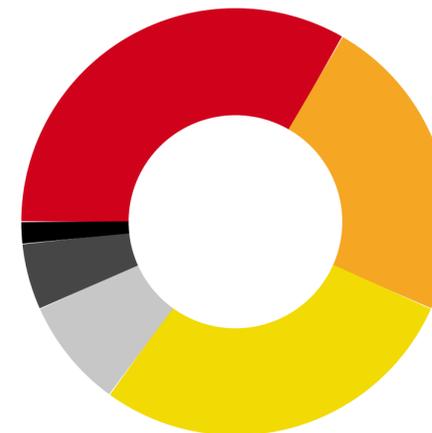
29 young people leave school with more qualifications than expected



30 young people take part in school based work experience programmes

#DESTINATION KNOWN

The numbers do not tell the full story for the year. There is a built in lag in positive destination numbers, as the end of year count does not accommodate young people in programmes which don't finish until after the turn of the year, including those at school who are moving in to work experience before progressing in to training, further education and employment. These outcomes will be counted in Year 3.



Employment and Apprenticeship 20



Training 14



Further education 17



Extended work experience 5



Return to school 3



Volunteering 1

#THISISUS

For 34 years, Bridges Project has been delivering good quality services that are meaningful and relevant to disadvantaged young people. We know who we are and what we do best. Our energies and the money we raise each year are focused on maintaining and improving service provision. We're not terribly good at branding and we don't have a marketing department. We have, however, grown into our CashBack clothes and we're more than happy with the fit! In meetings, on the phone, in conversation, 'that'll be for the CashBack team', 'she's a member of the CashBack team', 'he should come to our CashBack service' are frequently used phrases. It's not easy to recall the last time we used 'Way2Work#Cashback' in seminars, presentations or multi agency meetings. It's a good feeling to 'belong' to something bigger and we are proud to share the CashBack philosophy and represent the CashBack brand.

Our Musselburgh Grammar School group enjoyed meeting with Ash Denham MSP, Minister for Community Safety at the school. They spoke in glowing terms about their PX2 experience and their learning achievements through the SCQF level 4 Preparation for Employment course. The six young men, all of whom have learning challenges, were delighted to receive an invitation to visit the Scottish Parliament where they were given a guided tour by parliamentary staff. They had many questions about what goes on in parliament and were treated with utmost dignity and respect.

Toby was thrilled to represent Way2Work#CashBack at the Youthlink Scotland CashBack consultation event with Humza Yousaf MSP, Cabinet Secretary for Justice. Being listened to by adults who make decisions was an important experience for Toby and he got a lot from being the representative voice of Way2Work#CashBack and being part of a large group of peers.

The Princes Trust Development Awards programme is an important partner for our own service. Over the last couple of years, 45 young people have benefited from the scheme - from small awards to pay for CSCS and REHIS tests to larger awards for college laptops and photography equipment. Our German social work intern and a member of the team represented the Way2Work#CashBack at the Trust's celebratory event this year and they too, were very happy to meet and chat with Humza Yousef.

#MONEYTALKS

This year we have spent £122,344

East Lothian spend: £67,813 on 97 young people

Midlothian spend: £54,531 on 78 young people

		Actual	Target	Variance
<u>Project Activity</u>				
Co-ordinator and Employability Support Workers - Salaries	£	73,137	78,704	5,567
Co-ordinator and Employability Support Workers - NIC	£	6,799	7,500	701
Co-ordinator and Employability Support Workers - Pensions	£	7,314	7,868	554
Staff travel	£	2,906	7,200	4,294
Staff training	£	219	1,800	1,581
YP Subsistence	£	241	500	259
YP Travel	£	884	3,000	2,116
YP Development costs	£	2,328	4,000	1,672
YP Mobile phones	£	1,293	1,200	-93
YP Resources	£	4,092	4,500	408
YP Resources C/Fwd Year 1	£	4,100	2,885	-1,215
Total Project Activity	£	103,312	119,157	15,845
<u>Other Project Costs</u>				
Management and Marketing (up to 10% of CashBack funding)	£	13,032	13,032	0
External Evaluation (up to 5% of CashBack funding)	£	6,000	6,000	0
Total Other Project Costs	£	19,032	19,032	0
Total Expenditure	£	122,344	138,189	15,845

#OUTCOMETRACKING

Outcome 1 - Indicator	Target	Actual
Young people increased their confidence/capacity	76	99
Young people reported they are able to do new things	78	90
Stakeholders report increasing confidence through surveys	70%	96.4%
Young people went on to do new things after initial CashBack involvement	82	73
Young people increased participation in groups/activities involving other young people	84	130
Stakeholders report young people more willing to try new things though survey	N/A	98.2%
Outcome 2 - Indicator		
Young people increased personal skills achieving accredited learning	54	103
Young people report an increase in their skills	95	63
Stakeholders report skills increasing in young people through surveys	70%	100%
Outcome 3 - Indicator		
Young people report increased aspirations	96	61
Stakeholders report increased aspirations in young people through surveys	55%	85.5%
Young people positively change behaviours	96	65
Stakeholders report positive changes in behaviours in young people through surveys	55%	94.3%
Young people take part in PX2 and other motivational groups	60	66
Young people set positive destination goals	120	84
Young people access other Bridges Project services/activities	60	58
Outcome 4 - Indicator		
Young people improve wellbeing against SHANARRI indicators	96	67
Stakeholders make positive comments about wellbeing against one of the relevant SHANARRI indicators	55%	94.5%
Young people increase attendance at Bridges Project	72	121
Young people increase interaction with families, peers and communities	74	60
Outcome 6 - Indicator		
Young people take part in training during the programme	62	61
Young people take part in learning during the programme	90	82
Young people achieve positive destinations	84	60
Young people will access learning (including staying on at school)	42	21
Young people progress to training	NA	29
Young people volunteer following completion of the programme	6	5
Young people gain employment	36	28

#THELASTWORD

Chloe wanted to let people know about her life experiences and about her time with Way2Work#CashBack. She wanted to use her own name and her own words, her own spelling and her own reflections. Her mum is amused Chloe, once more, gets to have the last word:

Building Bridges

I started attending the Way2Work #Cashback project when I was 16 and to be honest I wasn't really too sure what to expect but after my first meeting with my Employability Support Worker Ross I knew I was going to be in for a journey like no other.

My first step was working 1 to 1 with Ross was while I was in school I was struggling to achieve my N4 maths qualification so Ross offered to work with me once a week to help me achieve my qualification. Each week we would go through whatever topic I was learning about in school and he would take the time to rephrase questions or use examples to make sure that I understood the topic fully. I ended up leaving school with my N4 maths qualification which I was really pleased about.

After that I started to build my confidence up bit by bit and I decided to try some of the groups that the Way2Work #Cashback team had to offer. I've attended the Cooking, Art, Mindbuzz, Animal care and the Playback Ice groups. The cooking group was on for 6 weeks and during that time we learned different recipes which was enjoyable. The art group was quite relaxed as we got to do different activities each week which was fun. The Mindbuzz group was a course which was all about learning to change your perspective and way of thinking through different activities which I liked as it was something that I hadn't tried before. I've currently achieved 2 of my Animal Care qualifications - Feed and Water and Animal Accommodation. I'm awaiting the assessment so I can achieve my 3rd qualification for the Health and Safety unit.

I've also completed 4 playback ice units - 3 with my tutor Nicola and 1 with my Employability Support Worker Ross. The Life Skills, Self Evaluation and Health and Wellbeing courses I completed in a group with my Tutor Nicola which was enjoyable as we were able to work through them at a steady pace as a group. I've just recently completed the 4th Playback Ice unit - the Work Experience course with my Employability Support Worker Ross which is awaiting verification so that I can receive my certificate.



I've also attend their Christmas sessions in December which I loved as everyone's always super festive which makes the activities more fun and the atmosphere feels more laid back. The Christmas activities are usually arts and crafts and cooking.

After I left school Ross helped me to fill in the application form to apply for the First Steps into Employment Level 4 course at Edinburgh College in Dalkeith. The course was quite general but manageable. Part of my college course was to complete a 3 month work experience placement. I wasn't too sure what type of placement I wanted to try so I decided to do my placement at the Rosewell Development Trust in Rosewell. I was given a list of basic admin tasks which I could work through it my own pace. Overall the placement was ok but I'm not sure if it's something I can see myself doing in the future. The course ran from August 2017 to June 2018 and I received my qualification at the end of the course. I appreciate Ross's help to apply for the course as it's lead me on to my current activities which I really enjoy.

When I was 17 I received a diagnosis of ASD - Autism Spectrum Disorder and it helped me to understand myself better and why my mind worked differently from everyone else's. One thing that I always found difficult is being able to speak up for myself so my Employability Support Worker Ross explained to me why it would be a good idea to start my own blog on WordPress - Quiet Voices Loud Minds and I'll admit that I was quite hesitant at first but I've been blogging for about 3 - 4 months now and I feel that it's helped me to find my voice as I love writing my stories and I enjoy hearing other people's feedback when I show them my stories. For me writing and blogging are both creative ways for me to be able to express the words that are on my mind which I don't feel that I would normally be able to express verbally.

Overall I've really enjoyed my time so far as everyone's been so supportive of me especially my Employability Support Worker Ross. He's offered me advice when I wasn't enjoying College and he's jumped for joy when I came back from the Special Olympics with medals. I feel that being involved with the Way2Work#Cashback team has given me the confidence to transition from school to college and now to Upmo which I love.

I'm also doing my Bronze Duke of Edinburgh at the moment which I'm enjoying as I can set myself goals to achieve. I also like attending the Artlink workshops in Mayfield as I enjoy being creative. These are usually every few months and they take place on a Wednesday morning.

I'm not completely sure what my future goals or steps are yet but I know that with the help of the Way2Work #Cashback team that I'll figure it out along the way.

"Building a bridge takes time but as long as you have the right materials you'll get there one day." - Chloe 2019

#THEYEARAHEAD

It's been another busy and incredibly quick year and we look forward to a third year as part of the CashBack family. We have changed a few things about, kept the most effective strands of work and lost the less effective ones. In year 3 we will build on our continued learning and development and shake a few things around again to ensure that young people, who entrust with an important part of their learning and development, get the best possible experiences and the best possible outcomes.

From April 1 we welcome Sam Lamond to the team. Sam replaces Megan Welsh as one of the Employability Support Workers. Sam was the Project Skills Coordinator at Morrison Construction when Way2Work#CashBack partnered with them to deliver construction skills training. Team coordinator, Jan Anderson and Employability Support worker, Ross MacPherson continue in post.

We hope to improve the offer to young people by introducing: Preparation for College workshops for winter and summer leavers; SQA Level 3 and 4 awards in to selected schools programmes; a continuum of construction employability training in the new Build You Up course.

We intend to embed more STEM learning and training across our provision and build on the relationships with Musselburgh Grammar School and its Construction Academy.

We will be smarter in our use of indicators to inform service monitoring and young people's self evaluations

#GETINTOUCH



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