

Y2K Youth Project CASH BACK+ 180

positive change positive futures



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Year One Highlights

45

Young people Participated



100%

Of Participants Enjoyed taking part



14

CB180 Group work sessions



32

Contacts over lockdown with CB180 service users



99

CB180 1:1 sessions



29

Accredited Awards



147

Hours worked with young people in 1:1's and Programmes



1627

Individual Engagements during detached youth work sessions

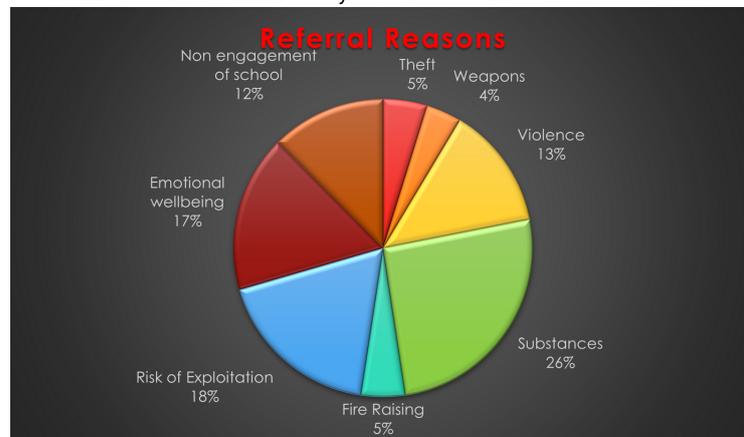


YOUNG PEOPLE

Our Service Users

Over the last year, we have worked with 45 young people across Midlothian East who had been referred by social workers and guidance teachers as result of concerns around their involvement with risk taking, offending or anti social behaviours.

A breakdown of the referral reasons for the year is as follows:



The CashBack 180 team, considered the issues impacting the young people when devising programmes, creating bespoke packages of support to meet their needs.

The pandemic and subsequent lockdowns, meant that there were periods throughout the year that made it more difficult to deliver our service in the usual, planned ways. Our main focus over lockdown periods was to keep in touch with service users, offering advice and support in a wider capacity. We achieved this through using a range of methods including phone calls, zoom groups, social media messages and detached youth work in the community. This consistent and responsive approach resulted in us being able to quickly and positively return to face to face delivery of our group work programmes and 1:1 sessions as soon as it was possible to do so.

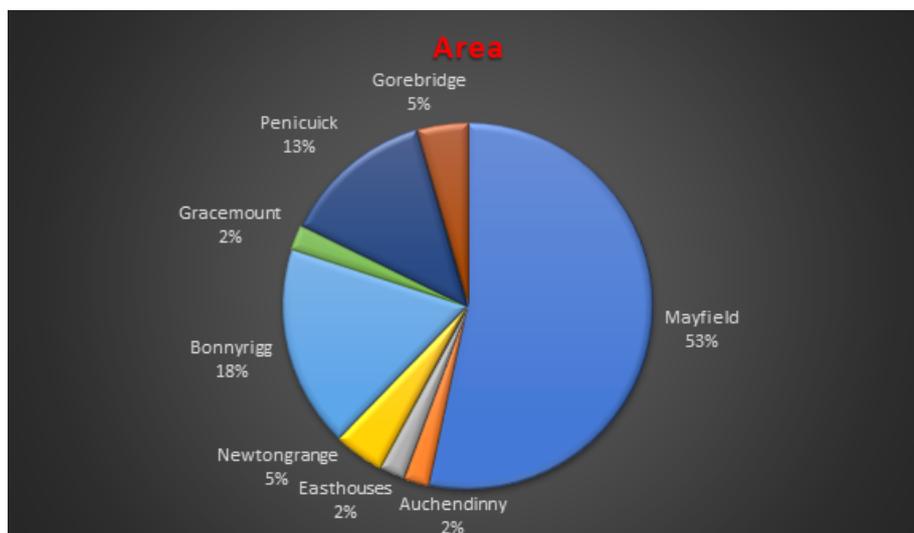
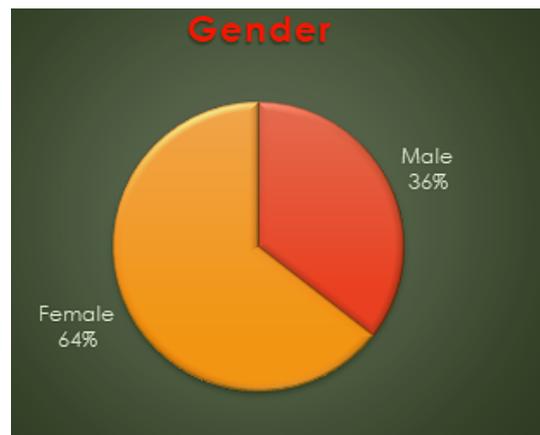
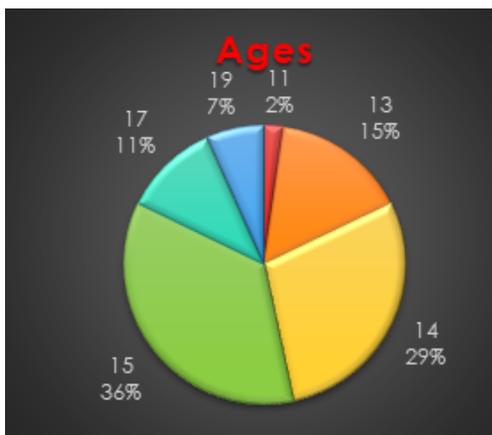


MORE ABOUT OUR YOUNG PEOPLE

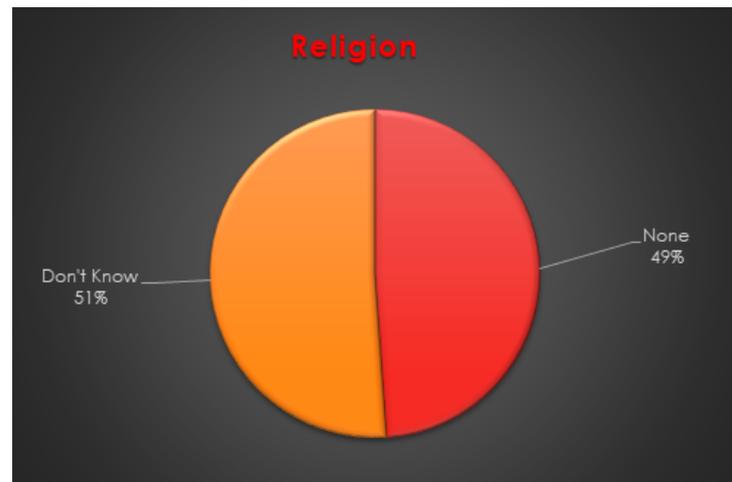
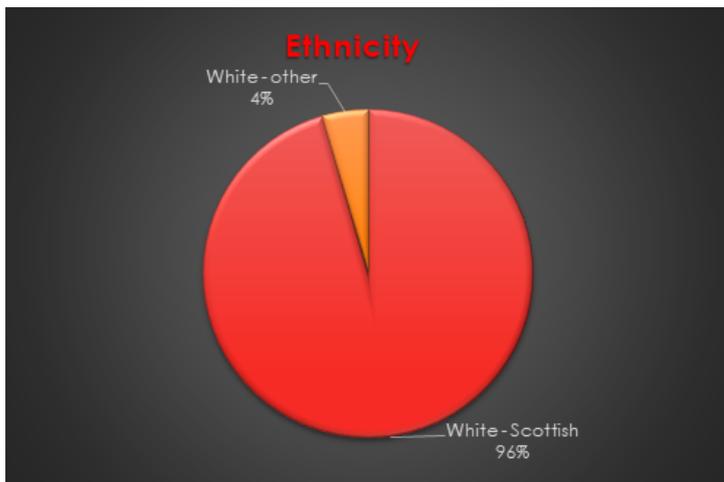
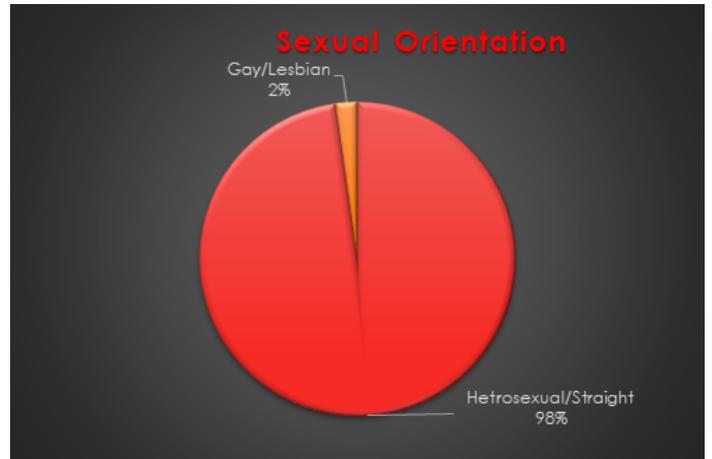
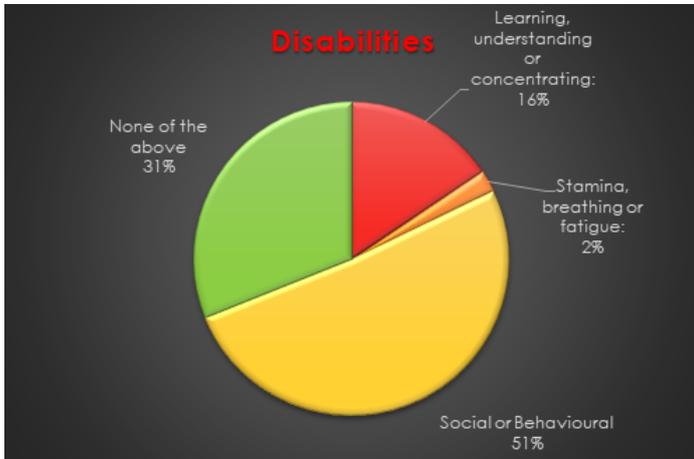
Our CashBack 180 service has worked with young people from **five** Midlothian High schools across Midlothian: Newbattle, Beeslack, St David's, Lasswade and Dalkeith. We also worked with young people who, for varying reasons, did not attend school and instead accessed alternative provisions.



Those who engaged with the service were all from areas considered to be in the top **20%** of the most deprived communities in Scotland according to the Scottish Index of Multiple Deprivations (SIMD).



PERSONAL CHARACTERISTICS



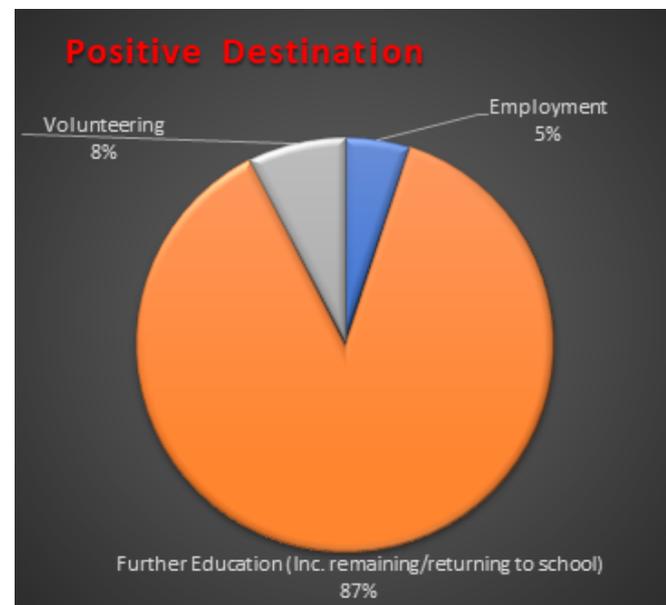
POSITIVE DESTINATIONS AND ACCREDITATION

All young people who access the CB180 service are actively supported and encouraged to work towards accredited youth achievement awards. We also spend time with young people on an individual basis, exploring what matters most to them with regards to their futures and supporting them to move closer towards identified goals.

Over the last year, **29** young people achieved SCQF level 3 accredited Dynamic Youth Awards through their participation in the CB180 project.

Positive destinations achieved so far include:

- **2** young people went on to volunteer with community based youth projects
- **2** young people took on a leadership role at Y2K and joined our youth rep group. This role involves implementing positive change in the project and sharing their experiences to improve things for the future
- **1** young person went on to secure employment
- **3** young people who had disengaged from school, went on to reengage as a result of their experience with the service
- **37** young people who had been at risk of leaving school due to behavioural issues and breakdowns in relationships, were able to improve key relationships with those in school and stay in education.



A Word from our Evaluators

External Evaluation

Y2K has commissioned external evaluation support from The Lines Between, a social research agency with expertise in accessible and engaging evaluation activity. The evaluation has the primary aim of evidencing the outcomes generated and articulating the impact the project has had on participants. The evaluation will also capture learning and good practice in relation to the project delivery Evaluation activity, as well as the wider impact generated for stakeholders.

Evaluation activity

To date, The Lines Between have:

- Produced the Evaluation Foundation Summary report which sets out the specifics of the evaluation in terms of what will be delivered, how it will be delivered, the data sources aligned to outcomes, a timeline for delivery and the evaluation tools
- Supported the development of a survey/forms used by Y2K to gather feedback from our service users
- Carried out case study fieldwork and produced case studies for Q3 and Q4
- Supported the development of a flyer to promote the programme

Findings from the case study research

Background to the case studies

The quarter three case study took place with a group of pupils from Beeslack High School that had participated in Y2Ks structured 8-week programme, which culminates in achievement of accredited awards. The case study research also included a discussion with the Deputy Headteacher at Beeslack school to understand their perspective of the programme and why it was a valuable provision for the school to have access to.

The quarter four case study research was delivered as a one-to-one discussion with a young male from Newbattle High School that had received tailored one-to-one support through the CashBack programme. We also spoke to his guidance teacher to explore the differences she had observed in the young person since accessing the support.

Stakeholder experience and impact

Across both case studies the teachers we spoke with were wholly positive about the difference the programme of support had made for their students, and emphasised the importance of the provision in helping them to ensure that students support needs are being met.

"We would definitely do that again. We've got a whole list of people we would want to start working with. Absolutely. And I would like to. I don't know how many hours they've got that they could give to us, but we could fill every day with the needs that we have with our young people. That kind of approach, it's not just about education, it's the approach it's taking to learning."

"Although we were kind of managing them in school, still there were some difficulties. We were still getting these reports from the community and from our community police officer... So that's stopped now, which is really fantastic."

"He's a different boy to be honest. He still has his moments, but he's a lot better. Before if he was sent out, I would need to listen to the big explosion from him first and need to give him time to calm down. Whereas now... it's not as often at all, so he's in a lot more lessons now."

"The service as a whole is just amazing, and it ticks so many boxes. For Ben, his need is for anger management. Then you've got drugs and alcohol problems in the community, you've got sexual health, you've got anxiety. It's just amazing and they're so available, communication is great, you can get them at any time via email. They support the school. They're the best agency without a doubt that we work with."

Experience and impact for the young people involved

The young people that had taken part in the 12-week programme spoke about their enjoyment of it, and how it was different from what they would normally be doing and learning about in school

"You're like talking to people, like the people that are teaching you, you can actually be honest with, it's not like one of our teachers who are teaching you, so it's better."

"Yeah. They're not like teachers. The things we've been taught is nothing we've been taught about in school."

The most pronounced outcome for these young people was reported to be a greater awareness of their own behaviours and the consequences of that, and also the ability to stop, think and make better decisions.

"Learned the risks... Staying safe... Learn about the stupid stuff we do... stealing, fires..."

"I think about it more, instead of just doing it."

The young male that had received one-to-one support acknowledged that prior to engaging with Y2K, he was getting in a lot of trouble in school and outside of school. Accessing support through Y2K gave him the space and opportunity to explore what had been influencing his behaviour, and as a result opened up about things that he hadn't spoken about before.

"Natalie actually found out it's more, like, with grief. I had lost a couple of people in my family, so I was quite upset and my anger and all that was just, I couldn't control it."

As a result of the support he is a much less disruptive presence in the classroom, and now has the confidence, self-awareness and techniques to manage his emotions and control his reaction to difficult situations.

"I used to always be nervous and scared and shy and I wouldn't put my hand up for anyone, because I'd be so scared. School is the safe place that it should be now."

"It's, like, confidence and I just know there's always somebody there if I need them. If I really want to ask [Natalie] a question she's always in school, so I can ask her a question."

"I'm spending probably more time with my family, just enjoy being outside instead of stuck in my room. I just started mucking about with my old friends from primary and I've just been going out all the time, going out on my bike to the jumps and cycling. I don't get in any bother now"

Overall, the case study research that has been carried out has provided rich evidence and examples of the intended CashBack for Communities outcomes being achieved for the young people that Y2K work with.

Collaborations

CashBack Partners

Over the last year, the Y2K youth work team have attended a wide range of training opportunities facilitated by our CashBack partners Youth Scotland. As a result of this, our team have continued to upskill and develop to ensure we are delivering the highest quality services to our young people. Our team have attended training sessions around a diverse range of issues including child protection, attainment and awards, leadership, street work delivery and delivering digital based youth work. These training opportunities were particularly useful over lockdown periods, when staff had more time to focus on development opportunities.

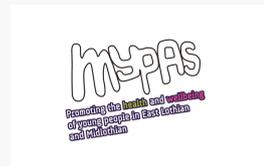


Partnership Working

The success of the CashBack 180 service has been contributed to by our invaluable partners from both statutory and third sector organisations who regularly deliver issue based sessions as part of our programmes.

Over the last year we have worked collaboratively with:

- Police Scotland
- Fire and Rescue Scotland
- Health in Mind
- Edinburgh Rape Crisis Centre
- The British Red Cross
- Midlothian Council
- Fast Forward
- MyPas



COMMUNICATIONS

Ministerial Visit

In January 2020, we were delighted to welcome the Justice secretary, Humza Yousef to Y2K for the official launch of CashBack Phase 5. Young people who had benefitted from the 180 service came along to meet the justice secretary and share more about the impact the project had had on their lives.



Press Coverage

Our visit from the justice secretary was covered on Reporting Scotland, STV news and in local newspapers. Three 180 service users were interviewed by journalists about their personal experiences. Click on the link below to hear from one of the young people who has benefitted from the service.

http://youth2000project.com/wp-content/uploads/Schoolboy-says-project-support-stopped-him-from-being-a-heavy-fighter_.mp4



Social Media

Number of Posts: **442**

Followers: **1223**



KPI ' S



Outcome 1: YP build their capacity and confidence	Actual
YP report increased confidence	34
YP report they can do new things	38
YP feel more resilient	37
Other stakeholders report increasing confidence in YP	83%
YP report positive supportive networks	38
YP report positive changes in their behaviour	42
Other stakeholders report perceived positive changes in behaviour of young participants	80%
Outcome 2: YP develop their physical and personal skills	
YP increased personal skills, achieving accredited learning	32
YP report an increase in their skills	35
Other stakeholders report skills increasing in YP	65%
Outcome 3: YP health and well-being improves	
YP improve wellbeing against SHANARRI indicators	42
Other stakeholders report perceived increases in SHANARRI indicators	100%
Outcome 4: YP participate in activity which improves their learning, employability and employment options (positive destinations)	
YP will achieve a positive destination	40
YP will improve school attendance	36
YP will improve school attainment	35
Outcome 5: YP contribute positively to their communities	
YP take on a volunteering role	10
Number of hours of volunteering by YP	33
Number of community focussed awards gained by participants	6
YP feel their contribution, links with communities and social interaction are improving	37
Other stakeholders perceive improvement in YP contribution, links and social interaction	80%
Participant's perception of their neighbourhood improves	36
Participants have heightened sense of belonging to a community	35
Participants have increased motivation to positively influence what happens in their community	30
Outcome 6: YP are diverted from criminal behaviour or involvement with the criminal justice system	
Reported anti-social behaviour and/or criminal behaviour may reduce in area concerned	40
YP report own participation in anti-social and/or criminal behaviour has reduced	40
YP feel less inclined to participate in anti-social and/or criminal behaviour	40

Due to the unpredictability of delivery in respect of COVID-19 restrictions the targets mainly reflect the actual delivery achieved. The contributions that delivery has made towards the agreed targets under the Grant Offer Letter for the 3 year project are being monitored and will be published in further annual reports.

Case Studies



A Different Approach

CashBack 180 is a twelve-week youthwork programme designed by Mayfield and Easthouses Youth 2000 Project (Y2K). It supports young people aged 11-18 who are considered at risk of anti-social behaviour and face poor life chances. Through group work and one-to-one sessions, the aim is to improve young people's confidence, resilience, wellbeing, connections and skills; supporting them on their journeys to a positive future.

At Beeslack Community High School, Peniculk, six pupils took part in the programme in autumn 2020. They were selected because of increasing concerns about their behaviour in school and in the local community. A deterioration during lockdown had led to police involvement.

In this case study Mrs. Semple, Deputy Headteacher Pupil Support, describes the reasons behind the school's recent use of the programme, and its impact on young people.

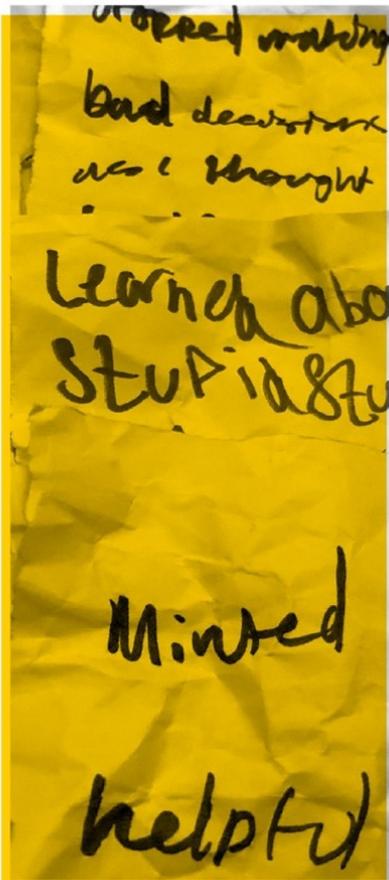
“ They're beginning to connect things they do and actions they take with consequences, which is what's important... that's what we're beginning to see, that they're beginning to own things.” [Mrs Semple]

Y2K Youth Project

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FOR COMMUNITIES

The Lines Between



Starting points

School staff sought an intervention to support pupils because a continuation of current behaviour was likely to damage their future prospects. They felt the pupil/teacher relationship might not be the best solution.

“ During lockdown some of the risk-taking behaviours really ramped up. All these young people either have had charges or are about to have charges, you know, involved in drug taking, antisocial behaviour, and having that time in lockdown, just amplifying that...”

“...that was then in third year (S3), getting to a stage where if this kind of behaviour continued, it was getting really detrimental to their futures.”

“We know that they [young people] don't want to tell us everything, we're school teachers, so they're not really being honest with us.”

Owning it

“We've seen a real difference even now in school, where I'm not getting anywhere near the same amount of referrals. The fact I've not had any referrals for these guys for the past four, four and a half weeks. Which is really amazing... And no exclusions. These folk were all at risk of exclusions.”

“Late-coming is something that's really improved, because they'd all be coming in late in the morning.”

“They've also been more open and honest, so, they will say to me about their drug use, of how they're wanting to try and stop, and they're trying to help each other, which is a new thing as well. Things haven't been hidden anymore, which is really helpful.”

“Although we were kind of managing them in school, still there were some difficulties. We were still getting these reports from the community and from our community police officer... So that's stopped now, which is really fantastic.”

Honest relationships

“ It's the youth work approach that really works, because they'll get all this information in PSE, but it goes in one ear and out the other [because it's from] a teacher. But when it's the youth work approach and that kind of relationship, then it's embedded more.”

“The workers are really important... because twelve weeks isn't a lot of time. Being able to quickly build a relationship where they [young people] feel trusted and can talk about anything. And then you start talking and then [the young person realises]: nothing happened, it's ok, I'm allowed to share things that maybe you thought you weren't able to say because you were scared of consequences or whatever. So that's the first step to changing their behaviour. So it's really, really helped.”

More? Absolutely

“ We would definitely do that again. We've got a whole list of people we would want to start working with. Absolutely. And I would like to. I don't know how many hours they've got that they could give to us, but we could fill every day with the needs that we have with our young people. That kind of approach, it's not just about education, it's the approach it's taking to learning.”



In the accompanying case study, three young people reflect on their involvement in CashBack 180 and what they learned.

Case Studies



Making Better Decisions

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Through CashBack 180 young people have support from Y2K youth workers. They are also introduced to speakers from Police Scotland, Scottish Fire and Rescue Service and Health in Mind who talk to them about different types of risk behaviour.

In this case study three young people reflect on their involvement in CashBack 180; what they enjoyed, how it felt different from interventions at school and what they learned.

*Illustrative photo used to protect anonymity

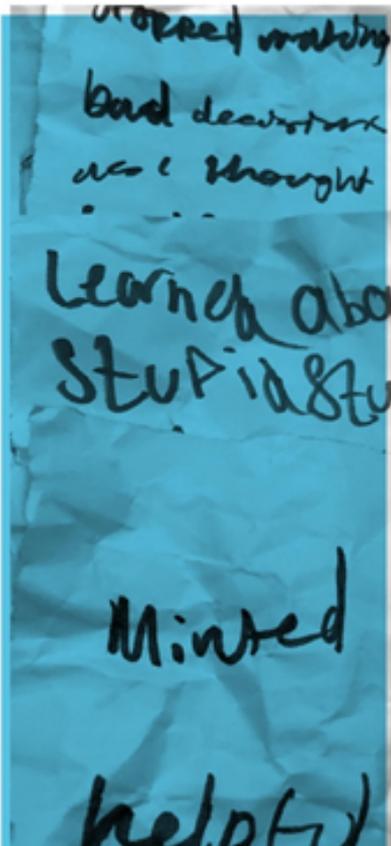
“...got us all thinking – what we should and shouldn't do, what's sensible and what's not.”
[Young person]

Youth Project

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CASH BACK 180
FOR COMMUNITIES

The Lines Between



Learning from lived experience

[Researcher]: What bits have you enjoyed most, what's been the best part of it?

[Young Person]: Like the bit where the people came in. That was quite fun.

That was people who had issues in the past and they were coming in and telling you?

Yeah.

What was useful about that, why did that make you think about stuff?

Because when they were younger, they were making the same mistakes as like people our age do now. And it all just leads up.

When you were listening to them, were you thinking, 'I can hear a bit of me in that'?

Yeah, when they were talking about their young age.

Thinking differently, talking differently

[Young person]: I think about it more, instead of just doing it.

[Researcher]: How, why, what do you think different?

Because you just like, see when you're doing something, you just remember you were told not to do that – we've spent two periods talking about not doing it!

But people would maybe tell you to stop doing stuff before, so what's happened now? What's the extra bit that's made you think more about it?

You're like talking to people, like the people that are teaching you, you can actually be honest with, it's not like one of our teachers who are teaching you, so it's better.

Do you find it easier to talk about stuff [as part of this programme] than you did before?

Yeah. They're not like teachers.

The things we've been taught is nothing we've been taught about in school.

Memories and surprises

[Researcher]: What's the best thing you've learnt, the most interesting you've learnt?

[Young person]: Most things we've been taught I knew already, but I knew like the basics of it, now I've learnt more about it.

Learned the risks... Staying safe... Learn about the stupid stuff we do... stealing, fires...

I'd just say not being a bampot*. Just not being a wee bampot. [*expletive replaced]

Tell me something that you've learnt that surprised you?

The fire service are always having to do stuff. They're always getting called out, like small fires, and they could be like doing something better like stopping a house fire.

“You're like talking to people, like the people that are teaching you, you can actually be honest with, it's not like one of our teachers who are teaching you, so it's better.” [Young person]



In the accompanying case study, Mrs. Sample, Deputy Headteacher Pupil Support, describes the reasons behind the school's recent use of the programme, and

Case Studies



A lifeline for teachers

Tailored one-to-one support from CashBack 180 helps teachers ensure students' needs are met.

CashBack 180 delivered by Mayfield and Easthouses Youth 2000 project (Y2K) has two key offers for young people in the area; a group youthwork programme and one-to-one sessions for young people tailored to their needs. In this case study Miss Bruce, a guidance teacher at Newbattle High School, reflects on how CashBack 180 has supported her student Ben*, and why it is a vital resource for the school.

Missing out on education

Ben was being disruptive in class and had trouble controlling his anger. This caused him to miss a lot of class time and there was no sign of things getting better.

"Some students I don't see at all unless I'm teaching them. But there's some that I'll see every day, sometimes multiple times a day. Ben was one of those ones. He was being sent out of classes quite a lot, it was quite clear that he couldn't manage his anger, that was his main issue."

"His second year was worse, where it was all the time and he didn't have relationships with his teachers, just because he got so angry; you couldn't tell him off without him exploding. It did eventually get to the stage where we thought: 'Right we need to do something, this wee guy is struggling.' That's when Y2K and Natalie came onboard. The work she does on the 180 Project, it's more about anger and getting into trouble in the community and school, sexual health, all these sorts of things that would help somebody like Ben."

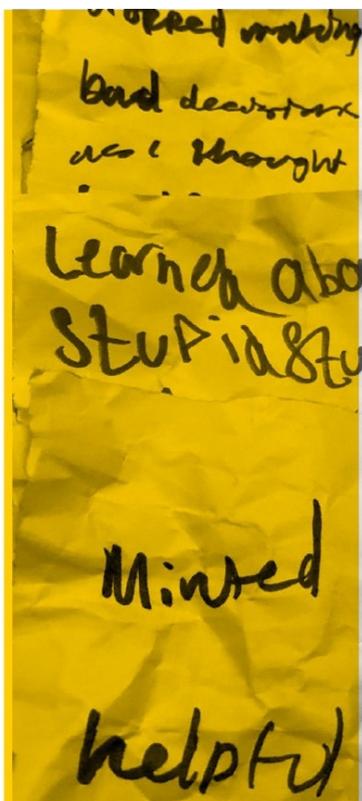
“Honestly, Y2K, I'm not just saying this, they're amazing. They're an absolute life source for the school.” [Miss Bruce]

Y2K Youth Project

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The Lines Between



Starting points

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"...that was then in third year (S3), getting to a stage where if this kind of behaviour continued, it was getting really detrimental to their futures."

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Owning it

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Honest relationships

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Case Studies



© Photo by Taylor Wilcox on Unsplash

Finding a new way

One-to-one support from CashBack 180 helps young people face their challenges and make positive changes.

The person-centred, one-to-one support provided by Mayfield and Easthouses Youth 2000 project (Y2K) through CashBack 180 creates a safe space for young people to open up and get the help they need.

In this case study Ben*, a student at Newbattle High School, tells us about the challenges he was facing and how CashBack 180 has given him the confidence and tools to do things differently. Being able to make positive changes both inside and outside school has given him a brighter outlook on life.

“ I feel happy. I don't feel down as much anymore, I feel like, if it wasn't for Natalie (Y2K) I'd be going downhill.” [Ben]

Y2K Youth Project

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The **Lines Between**



Ben was having a difficult time in school and didn't want to be there. The people he was hanging about with outside school were getting him in trouble.

“I just hated school and I'd sit on the phone and tell my mum that I wasn't going to class, and my mum would break down, having to phone Miss Bruce. I was just not in the right mindset to go to school at that moment in time. Before I done the sessions, I felt like school wasn't a safe place for me. So I was quite, like, scared to come into school sometimes.”

“ I was getting sent out (of class); I was spending quite a lot of time in Nurture.”

“I used to muck about with the wrong crowd outside of school and sometimes I used to get into trouble. Then my mum was like: “It's either them, you're going to be in trouble with everyone you go about with or...”

Getting to the root cause

The sessions helped Ben understand that the grief he was experiencing was influencing his reactions. This opened up other areas that Ben wanted to find out more about.

“ Natalie actually found out it's more, like, with grief. I had lost a couple of people in my family, so I was quite upset and my anger and all that was just, I couldnae control it.”

“I wanted to know more about sexual health and all that. So, at the end of the last two weeks, we covered a lot of the topic of sexual health, just because I was quite concerned to see what it was like.”

Dealing with things differently

Working with Y2K has given Ben the confidence, self-awareness and techniques to manage his emotions and

start like shouting at them. I've learned to control my anger and just like be less agitated.”

“I used to always be nervous and scared and shy and I wouldn't put my hand up for anyone, because I'd be so scared. School is the safe place that it should be now.”

“It's, like, confidence and I just know there's always somebody there if I need them. If I really want to ask [Natalie] a question she's always in school, so I can ask her a question.”

Outside of school

As well as a more positive school life, Ben doesn't hang out with the 'wrong crowd' anymore. His mum has noticed the change she has seen in him.

“ My mum says I'm more positive, I'm not really moody a lot and I'm not, like, low. She could tell I'm low because my body language was down, and I wasn't coming out my room, my door would be shut.”

“I'm spending probably more time with my family, just enjoy being outside instead of stuck in my room. I just started mucking about with my old friends from primary and I've just been going out all the time, going out on my bike to the jumps and cycling. I don't get in any bother now. There's only like 10 of us and we just go on our bikes and we just see how far we can cycle to and just come back.”

*Pseudonyms and illustrative photos have been used



In the accompanying case study Miss Bruce, reflects on how CashBack 180 supported Ben and why it is a vital resource for the school.

Y2k...Making it Count

Project Direct Activities		Actual	Target	Variance
Project Leader - Salaries	£	25,434.00	25,954.00	520.00
Project Worker - Salaries	£	13,448.00	20,171.00	6,723.00
Young People Activities	£	900.00	900.00	0.00
Volunteer Expenses	£	500.00	500.00	0.00
Staff Training & Travel	£	605.00	600.00	-5.00
Resources & Materials	£	1,075.00	1,075.00	0.00
Total Project Direct Activities	£	41,962.00	49,200.00	7,238.00
Other Project Costs	£			
Management & Marketing	£	4,612.00	4,612.00	0.00
External Evaluation	£	2,663.00	2,830.00	167.00
Total Other Project Costs	£	7,275.00	7,442.00	167.00
Total Expenditure	£	49,237.00	56,642.00	7,405.00



OUR RESPONSE TO THE COVID 19 CRISIS

The pandemic and Government guidance required us to change our approach and focus to ensure we were being responsive and flexible to local young peoples needs. We quickly moved our services to digital based supports and offered daily check ins with our young people throughout the lockdown periods. We were able to provide emotional supports to those struggling as result of the pandemic. We also worked closely with the local secondary school to reach out to those who had disengaged with remote learning. We used our social media platforms to keep in touch with service users and to share tips and strategies for looking after their wellbeing. Two seperate "drop offs" took place where staff hand delivered wellbeing packs and Christmas gifts to 100 young people. We delivered weekly zoom based groups over periods when face to face supports were suspended. Youth work staff delivered fun activities, issue based workshops and consultations with participants

Young people engaged with in addition to CB180 service users over lockdowns

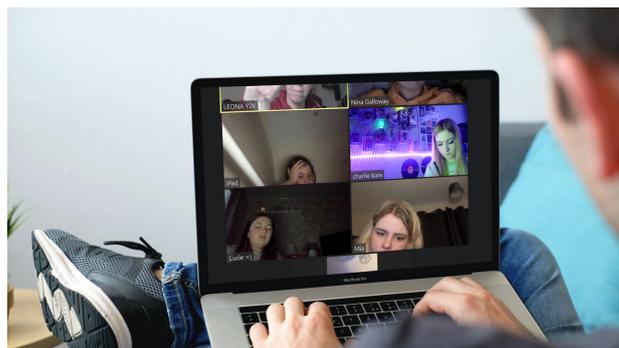
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"Coming to the Y2K zoom groups was the highlight of my week. It helped me keep in touch with pals"

As soon as face to face youth work delivery was permitted, our youth workers provided 1:1 "Walk and Talk" supports and small outdoor based group work sessions in the Y2K project garden.

Over the months of August-December, detached street work sessions were delivered during evenings and afternoons where we engaged with young people offering advice and challenging risk taking behaviours. Over this period 1627 individual outreach engagements took place.



Looking Ahead

2020-2021, has not been the year anyone expected and it has been a challenging time for us all. The way in which we have delivered the CashBack 180 service has had to change and our youth workers have had to adopt a creative and flexible approach to service delivery.

Our Priorities for year 2 are:

- Deliver an increased number of group work programmes and 1:1 support sessions with referred young people.
- Strengthen the relationships we have with partners and explore new opportunities for joint delivery.
- To increase opportunities for young people to access the Y2K project to reduce their involvement in anti social/offending and use a harm reduction approach to service delivery
- Provide support to 100 at risk local young people

We are looking forward to a more positive and exciting year ahead for the CashBack 180 service. The last year has allowed time for staff to access a range of opportunities for development and training which will be invaluable in our ongoing commitment to improving and strengthening the service we deliver. We will as always listen to the voices of local young people to ensure we are meeting their needs and being responsive to the issues that matter to them and their communities.

