



Give Kids a Chance

**Evaluation and Monitoring Report
April 2008 – March 2009**

Give Kids a Chance

Is co-ordinated by NHS Grampian,

In partnership with local community networks.

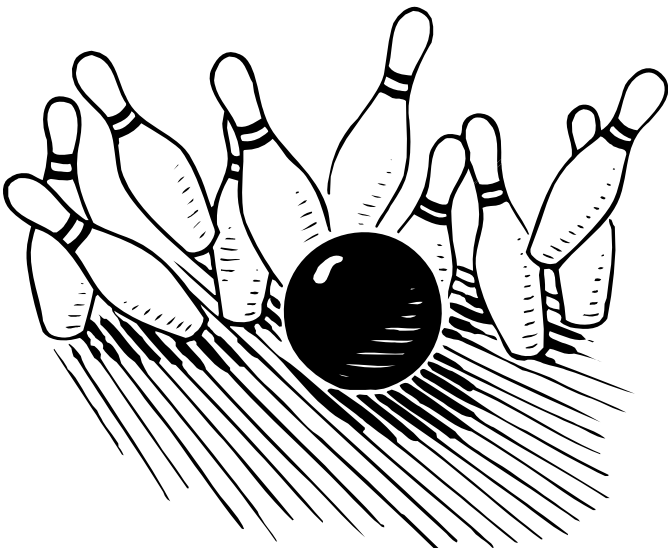
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Mission Statement

Give Kids a Chance (GKAC) provides disadvantaged young people with positive, worthwhile activities in a safe environment and helps relieve boredom, raise self-esteem, confidence and personal skills.

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1. Introduction



At the start of 2008 Give Kids a Chance was fortunate to be awarded an account with Evaluation Scotland which was sponsored by the Wood Family Trust. Part of the support offered by Evaluation Scotland involved help to review the operational delivery of the project.

During discussions with Evaluation Scotland it was decided to pilot and refine the new monitoring and evaluation process and work with a small number of young people, looking to increase the use of this new method across our work over time.

For the period April 2008 – March 2009 Give Kids a Chance produced a plan to monitor progress and record outcomes for the overall performance of the project and for identified groups of young people.

The following groups were identified as the pilot activities to be involved with the collection of information using the new forms developed specifically by GKAC to collect information that would provide feedback on the four capacities highlighted under Curriculum for Excellence. The information contained within this report will relate to these activity choices, will also include a number of case studies and contain more general information from the project database. The numbers of young people identified below is based on the numbers attending the activities as at July 2008.

Table 1. Activities initially selected for study

Area	Activity	No. of YP	Tutor
Aberdeen	Cooking	6	Sarah Crombie
Aberdeen	Swimming	6	Alison Hick
Aberdeen	Singing	5	Debbie Kirkness
Aberdeen	DJ Group	4	David Craig
Moray	Fishing	3	Jim Soutar
Moray	Horseriding	4	Heather Younie
Aberdeenshire	Horseriding	10	Caroline Drury
Aberdeenshire	Swimming	1	Marie Cheyne

Before looking at the evaluation information the following list of local and national policy drivers may be of interest. This was compiled last year to map the range of initiatives that GKAC could be contributing to.

Curriculum for Excellence

Curriculum for Excellence has already been identified as the most important driver for GKAC. Curriculum for Excellence is about ensuring that we all help develop and educate our young people and invest in them to become:

- Successful learners
- Responsible citizens
- Confident individuals
- Effective contributors

Curriculum for Excellence is not only a school based initiative but is a core component of youth work interventions and other informal learning opportunities out with the school curriculum. GKAC aims to encourage and note progress towards these four capacities for each of the young people we are involved with. Monitoring and evaluation data within this report will be based on progress towards these capacities.

The following list gives an indication of additional documents that GKAC may contribute to, directly and indirectly.

- **NHS Grampian Vision & Value:** Improving the Public's Health & Reducing Inequalities
- **Scottish Government, National Outcome No 4:** Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- **Scottish Government, National Outcome No 5:** Our children have the best start in life and are ready to succeed.
- **Scottish Government, National Outcome 8:** We have improved the life chances for children, young people and families at risk.
- **Equally Well, Early Years, EY6:** Children's mental wellbeing/resilience
- **Equally Well, Early Years, EY8:** Improved health and wellbeing of looked after children
- **Equally Well, Early Years, EY9:** Children's and young people's skills for life, including literacy and numeracy
- **Equally Well, Early Years, EY10:** School leavers in positive and sustained destinations.
- **Equally Well, Early Years, EY11:** Children have more active lifestyles, access to green space and opportunities for play.
- **Equally Well, Harms to Health, ADV10:** Greater uptake of positive activities for young people.
- **Equally Well, Mental Health and Wellbeing, MW6:** Better prospects of moving into good and sustained employment.
- **Equally Well, MW8:** More volunteering
- **Towards a Mentally Flouring Scotland Policy and Action Plan:** Mentally Healthy Infants, Children and Young People; Improving the quality of life of those experiencing mental health problems and mental illness.

Give Kids a Chance has started a process of collecting baseline information for each participant which may provide data for reporting progress towards these targets as well.

2. Project Statistics

Number of young people involved

The following information gives a breakdown of the numbers of young people GKAC have supported and the comparison with the previous year.

Table 2. Breakdown of young people involved during 08/09 with comparable figures from previous year.

Area and allocation of places	Total No. of young people		Participants registered at 31.3.2008		Leavers* at 31.3.2008			
	2007/8	2008/9	2007/8	2008/9	2007/8	2008/9		
Aberdeen	150	100	172	164	128	84	44	80
Fraserburgh	30	20	26	27	13	19	13	8
Peterhead	20	15	17	18	13	7	4	11
Moray	30	20	40	27	22	15	18	12
TOTAL	230	155	255	236	176	129	79	107

*Leavers are young people who have been involved but have left the scheme during this year.

Although we have reduced the allocation of places across the area by 75 places this is not reflected in the overall number of young people supported. The difference between total number supported in 07/08 (255) and 08/09 (236) is only 19 young people. However, the numbers of ex-participants who have been involved in GKAC has increased. This is due to the introduction of the Quarterly Review process for the Aberdeen area. This was introduced in March 2008 to replace the waiting list. The waiting list was proving counter productive as young people were not receiving the support they needed timely enough. This new method of working has led to increased turnover of places.

Table 3. Breakdown of areas and places allocated during 08/09

Area & no. of places	Places Allocated	Percentage of use
Aberdeen - 100	84	84%
Fraserburgh – 20	19	95%
Peterhead – 15	7	47%
Moray – 20	15	75%

At the end of March 2009 only 129 young people were registered on the GKAC scheme, leaving 26 free places. This equates to 83% of places being allocated. This reflects a slight under usage but is still within our target aim of 75% of available places being allocated.

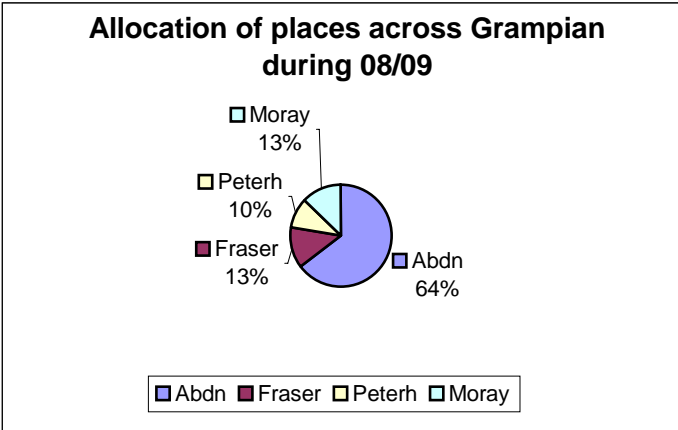
The table above shows the breakdown across each area. Peterhead is the only area showing a level of usage that is below the recommended target of 75%. This is only

a snapshot of status at the time the data was collected. In the following months, 5 new referrals were made from the Peterhead area which changed this situation.

Chart 1. Allocation of places on the scheme during 08/09

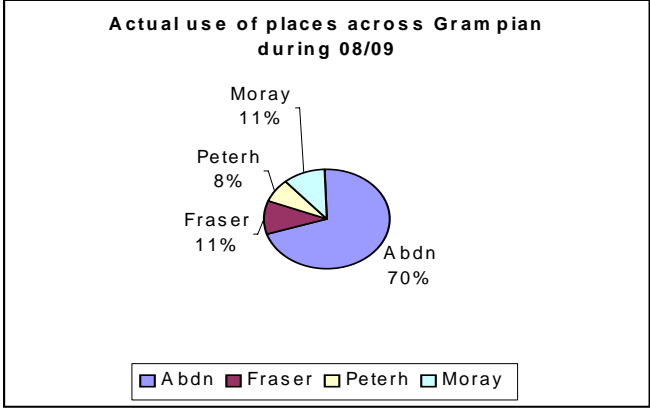
The chart opposite illustrates the percentage split across the three areas based on the numbers of places allocated.

This may be a means of allocating resources for future years.



Charts 2. Actual use of places on the scheme during 08/09

The chart opposite illustrates the actual use of places across the three areas based on the numbers of young people who were registered on the scheme during the current year.



The usage and allocation figures are reasonably comparable and would indicate that the allocation of core places could be a fair means of allocating funding in future years.

The revised allocation of places is proving more realistic and allows a little more time for the collation of monitoring and evaluation information.

Range of activities provided

During this year Give Kids a Chance participants across Grampian have had access to 34 activities. This is an increase of 2 since last year. We are no longer offering ice hockey in Aberdeen but have added the Multi Sport Club, and taster activities in Fraserburgh and Peterhead, and gymnastics in Moray.

Table 4. The range of activities co-ordinated 1 April 08 – 31 March 09

Aberdeen		Aberdeenshire	Moray
Football	Outdoor Activities	Horse-riding	Horse-riding
Drama	Sooyang Do	Swimming	Sea Cadets
Dance	Band Practice	Sea Cadets	Girl Guides
Drum lessons	Singing	Rock School	Tae Kwon Do
Snooker	Guitar lessons	Trampolining	Stage Stars Drama
Keyboard	Golf	Taster Activities	Ice Skating
Trampolining	Tennis		Ten Pin Bowling
Cooking	Ten Pin Bowling		Gymnastics
Swimming	Multi Sport Club		
DJ Sessions			

The range of activities can be broadly categorised into Physical Activity, Music and Arts, Cooking and Mixed Taster Sessions (these can feature a range of activities including, craft work, cooking, sport and music or involvement in uniformed organisations).

During 2008/9 Give Kids a Chance worked with 236 young people. To illustrate the breakdown of activities they were involved with we have prepared a table.

You should bear the following points in mind when considering the table:

- for young people who left the scheme in 2008/9 we have categorised them using the last activity they attended.
- for young people who have been involved in more than one activity we have used the most recent activity choice.
- young people identified as “new arrivals” had not yet chosen an activity at the time of this exercise.

Table 5. Breakdown of Activity Choices across Grampian 1 April 08 – 31 March 09

Area	Physically Active	Music & Arts	Mixed Taster Sessions	Cooking	New Arrivals	Total
Aberdeen	105	46	0	7	6	164
Fraserburgh	16	0	7	0	4	27
Petehead	8	3	4	0	3	18
Moray	15	6	3	0	3	27
TOTALS	144	56	14	7	16	236

Physically active choices are clearly the most popular. In Aberdeen this represents 64% of participants, with Fraserburgh figures at 59%, Moray at 56% and Peterhead at 44%. In Aberdeen and Fraserburgh the project has excellent links with the Active Schools Co-ordinators who have helped set up the Multi Sport Club in Aberdeen and the Mixed Taster Sessions in Fraserburgh. We feel that young people look on physically active activities as being more exciting and they are certainly the most frequently requested choices.

Reasons for Referral

For the first time this year GKAC are reporting on the reasons why young people are referred. The following information is based on the 55 new referrals received from 1st April 1008 to 31st March 2009 and has been recorded directly from the individual referral forms completed by professionals making the referral. This will provide a profile of the young people being supported by GKAC. This information relates only to the new referrals made during the current year (55/236 – 21%).

This information will be included in future annual reviews for comparison purposes.

Chart No 3. Comparison of male and female referrals

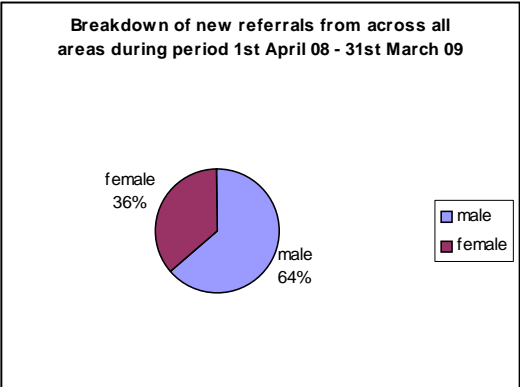


Table No 4. – Comparison of male and female referrals.

New Referrals			
Area	male	female	Number
Aberdeen	22	14	36
Fraserb	10	2	12
Peterhead	3	1	4
Moray	0	3	3
TOTAL	35	20	55

Male referrals are predominantly higher than female with percentages attributed as Aberdeen (61%), Fraserburgh (83%) and Peterhead (75%).

Moray appears to be the exception with only female referrals made this year.

Age at referral

The most common age for referral to GKAC is the ages of 11 (20%), 12 (22%) and 13 (22%) years.

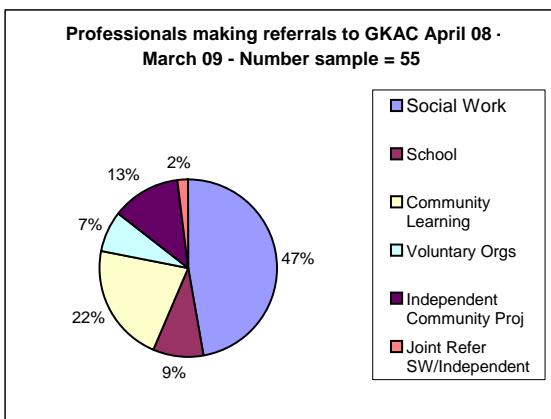
Table 6. Age at Referral during 1 April 08 – 31 March 09

Areas		Aberdeen		Fraserb		Peterhead		Moray		totals
Year of Birth	Age	M	F	M	F	M	F	M	F	
1998	10		3		2		1		1	7
1997	11	7	1	1		1			1	11
1996	12	7	2	1		2				12
1995	13	3	4	5						12
1994	14	2	1	3					1	6
1993	15	2	1							3
1992	16		3							3
Total numbers		21	15	10	2	3	1	0	3	55

Referral at this age has been consistently evidenced throughout the life of the project. The transition between primary and secondary education has always been viewed as a potentially difficult time for young people and this would appear to confirm the identified need for additional support at this crucial time. It also indicates that professionals are identifying this as a potentially difficult time and trying to factor in support in a preventative way.

Who is referring to Give Kids a Chance?

Chart No 4. Professionals referring from 1 April 08 – 31 March 09



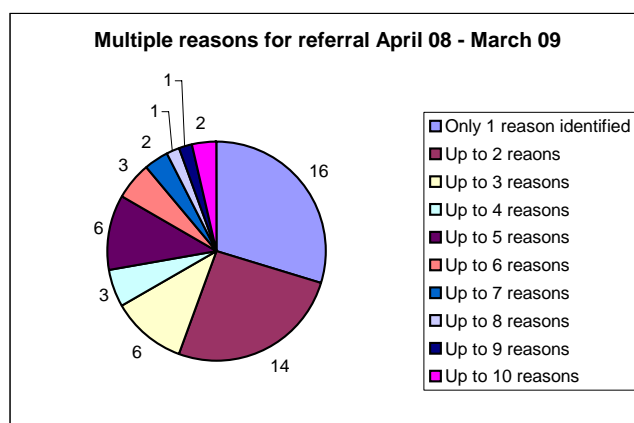
The majority of referrals this year have once again been from Social Work sources with the figure identified as 47%. In previous years social work referrals represented 66% of the Give Kids a Chance total in 2008, and 35% in 2007.

This year's figure is lower at 47% but still identifies Social Work as the main referring organisation.

Give Kids a Chance uses a printed referral form which collects general information on the young people, lists a range of 11 possible reasons for referral, and then asks a few questions about involvement in other activity and ability to engage. The form then asks details on expectations from the professional making the referral and the young person themselves. A copy of the referral form can be found at the end of this document.

When trying to analyse the reasons for referral it was clear that most professionals had identified multiple reasons for referral. Only 16 of the 55 young people had 1 reason identified with the remaining 39 young people having 2 or more reasons for referral. Two young people had 10 reasons identified for referral. The chart opposite illustrates the frequency of multiple reasons for referral.

Chart No 5 . Multiple reasons for referral



There were a total of 176 reasons identified for the 55 referrals made during this year.

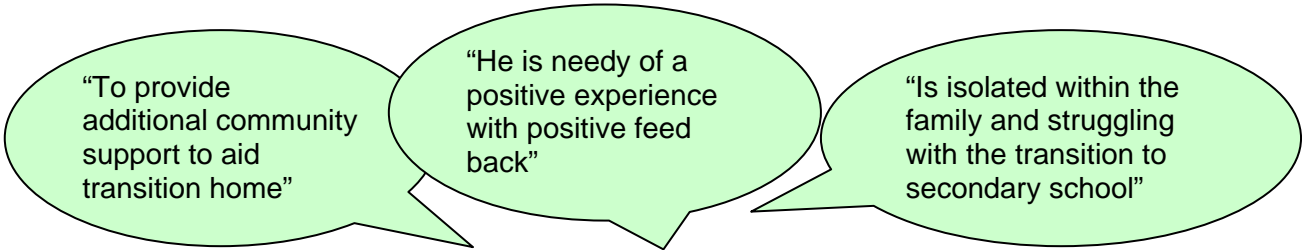
From this information the most common reasons for referral were identified as:

- Isolation and or exclusion from peer group (28)
- Economic or social disadvantage (24)
- At risk of entering a cycle of anti-social behaviour (23)
- Known to core agencies (18)
- Living in an area with a history of substance misuse (17)
- Unable to access or sustain personal relationships (15)

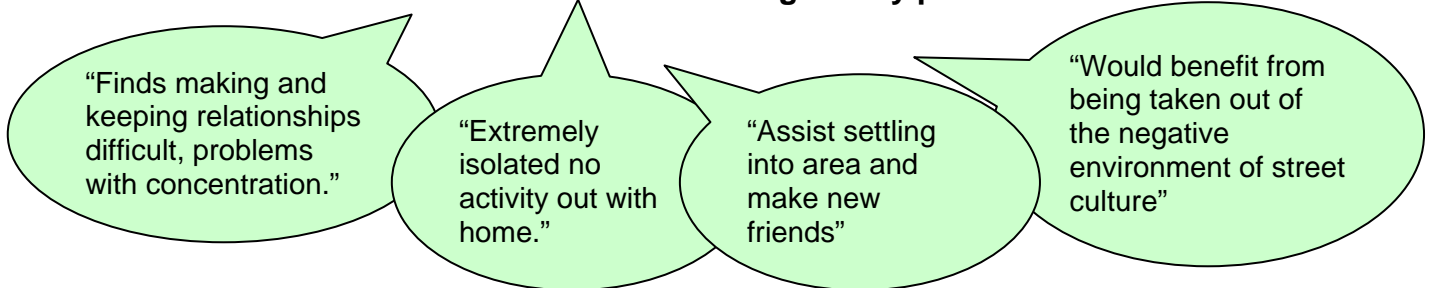
Professionals were asked for more information on why the referrals had been made. When all the statements were analysed they could be broadly categorised as follows:

Reason for Referral	No of times mentioned
Lack of access	19
Lack of / or difficulties with friendships	12
Need to build self confidence and self esteem	8
Need to build social skills	7
Prevention from anti social behaviours	8
Need for positive experiences	4
Family circumstances	3
Need for positive focus	3
Behaviour issues	2
Requires help to settle into new area	2
Lack of finance	1

These reasons focus predominantly on the lack of access, the need for help to develop social skills that would overcome friendship and peer relationship difficulties, the need to build self confidence and self esteem and prevention from anti social behaviours. It is interesting to note that lack of finance was mentioned in only 1 of the 55 new referrals received during the year which would lead us to believe that social disadvantage is a key factor for the young people referred to GKAC.



These are some of the statements given by professionals:



When asked about the anticipated timescale for involvement with GKAC the majority of professionals asked for ongoing and/ or long term support

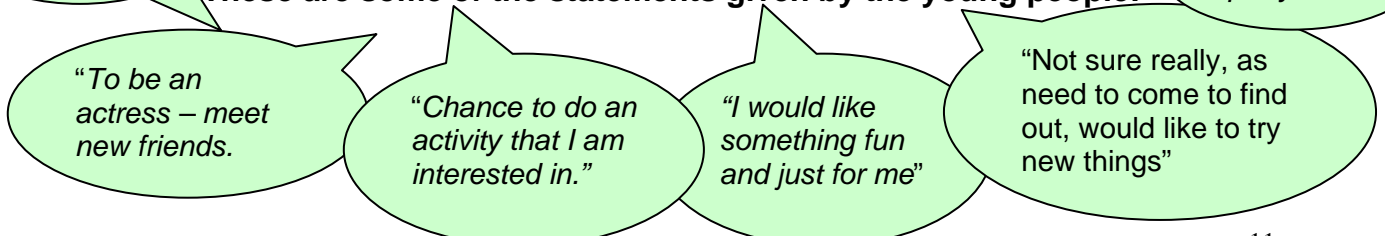
Young people were also asked to add their expectations of what GKAC would mean to them on the referral form. Twelve young people did not answer this question.

When the reasons were broadly categorised it was clear that the young people wanted the opportunity to be involved in activities and wanted o make new friends. Some were unsure about what to expect.

Young People’s expectations	No of times mentioned
Involved in activity / learn new things	27
New friends	12
Stop getting into trouble	1
Have something / stop being bored	2
Not sure	5
Raise confidence	3
Enjoy self/ forget about troubles	1
Social skills	1
Get fitter	1
Limited understanding of English but parents keen	1



These are some of the statements given by the young people:



Professionals were also asked to comment on the anticipated outcomes they expected for the young people referred. Many of the comments were repeated and are summarised below:

Anticipated outcome	No of times mentioned
To be involved in a new activity / meet new people	14
Provide support and encouragement, opportunities to grow as a young person, development of skills, wellbeing and personal coping	13
Boost self confidence and self esteem	14
To be involved in something positive, gaining a sense of achievement & pride	8
Improve friendship, relationship or social skills by meeting other young people	6
Encourage positive behaviour and constructive use of time	5
Divert away from offending or negative activities	2
To be more active	2
Additional support at a vulnerable time	2
Meet role models, new friends	1
Time away from family	1
Opportunity not normally available	1
Try new things	1

Incidental statistics

- 2 of the 55 (4%) new referrals were from a background other than White (both were Eastern European)
- 5 of the 55 (9%) new referrals were identified as having a disability (4 learning disability and 1 physical disability)
- 13 of the 55 (24%) would require support from an adult support worker to access their chosen GKAC activity.
- Only 9 of the 55 (16%) new referrals were involved with other social activities. These involved football (2), Salvation Army, Girls Club, Craigielea project, Youth Groups (2), Young Carers Group and After School Club.

Disability Statistics

In December 2008, GKAC was asked to provide a report detailing the service provided to young people with a disability. At that time an audit of the 131 young people registered on the scheme was undertaken and a short report produced.

Twenty nine of the 131 young people had a diagnosed disability. One young person with a visual impairment was undergoing tests for ADHD, Dyspraxia and Autism. Another young person with no diagnosed disability was currently undergoing tests. This equates to approximately 23% of young people involved with GKAC having a disability.

The Range of Disabilities included

No. of young people	Disability
4	Aspergers / Autistic Spectrum disorder
9	Learning Disability
3	Dyslexia and or Dyspraxia
1	Severe Asthma
6	ADHD
2	Visual impairment
1	Von Willienburg Disorder
1	ADHD & Perthes Disease
2	Epilepsy
1	No current diagnosis but under investigation
30	Total number of young people

Pilot Evaluation

GKAC set an action plan to help evaluation the project during this year. The following activities were identified as pilot schemes for the compilation of individual portfolios using the identified GKAC process. This has not proved to be an easy job to complete and will require further work to refine the process. However short summaries have been included in this report for a selection of the activities identified.

Area	Activity	No. of YP	Tutor
Aberdeen	Snooker	7	Adrian Hidalgo
Aberdeen	Swimming	6	Alison Hick
Aberdeen	Singing	5	Debbie Kirkness
Aberdeen	DJ Group	4	David Craig
Moray	Fishing	3	Jim Soutar
Moray	Horseriding	4	Heather Younie
Aberdeenshire	Horseriding	10	Caroline Drury
Aberdeenshire	Swimming	1	Marie Cheyne

Aberdeen, DJ Group

At the start of this process four young people were attending the group. Two of the young people had been attending for 1 and 2 years and the others were new to the group. The two experienced young people had already identified goals and were working towards specific targets. Their targets included *“to get a regular night in a club”* and *“To develop my dj’ing and start teaching to pass my skills on to others,”*

The introduction of new members to the group would help develop the teaching aspirations of the more experienced members and the tutor would help them develop their own teaching plan. The more experienced members of the group had clear evidence of progress towards the four capacities of confident individuals, effective contributors, responsible citizens and successful learners with their tutor highlighting many attributes that backup up his assessments.

Their teaching and interaction with the new members of the group where also highlighted and commended *“Not only did he work hard and show a real dedication in learning but his understanding and interpretation of class structure, communicating ideas and motivating others has been fantastic”*.

The 2 experienced lads were also involved in the delivery of a six week teaching programme to Occupational Therapists from Cornhill Hospital in preparation for working with young people. They have also performed in various venues across Aberdeen and were both registered for MV awards.

The young people they were teaching have not been quite so enthusiastic –one has since left due to work commitments but the other is still involved.

Moray Horse riding group

Four young people were attending this group at the start of the process. All had been attending Grange riding school in Keith and transferred to Cranloch when the Keith school closed. Three of the group are supported by GKAC Youth Worker, Alison Finlay who provides transport from the Keith/Buckie area and one young person is transported by her foster carer. Again there is evidence of progress towards the capacities identified with additional comments made by the instructors highlighting particular success or areas of change. These included:

“V.... strengths are working/helping with younger riders. As well as her GKAC lessons she comes and helps at the stables on Saturdays”

“J.... riding ability has progressed in leaps and bounds. Her attendance has been excellent and she is confident working around the horses”

“T.... attendance has been very sporadic. She’s not made much progress, However, she seems to enjoy herself when she is here.”

These young people were also asked what they liked most about GKAC and replied, *“Enjoy riding and meeting others especially, Pony for the Day”*
“Everything” and *“Wouldn’t off started riding”*.

One of the young people decided not to continue with the horse-riding and joined a theatre group in Keith. She has settled well at this new activity.

Her place was taken by another young person. Although he was a competent and able rider he decided he did not want to continue. He has since joined an Archery club in Keith.



Three of the Moray riders took part in a Gymkhana and each won 2 rosettes.

They have also been involved in “Pony for the Day” events and had to take turns in some of the stable management tasks.

Aberdeen, Singing Group

Five young people were attending the Music 4U group at the start of 2008. One young person decided she did not wish to return and changed her activity to dance. One new young person joined in October 2008 bringing the total back up to 5 girls attending. These five young people continued to attend throughout the Summer and Autumn terms. One of the girls left the project at the start of 2009 after being involved for 2 years. Her grandmother advised that *“she was now able to take part in school activities and had been singing in school concerts and wanted to concentrate on this.”* This was a great achievement as she now had the confidence to get involved and was keen to pursue her singing on her own and didn't need the support of GKAC. Another young person left the group but did not wish to take up the option of any alternative activity. She had enjoyed her time at Music4U but felt she had now outgrown the choir.

Tutor, Debbie Kirkness, reported good progress made by each of the young people who had been attending and advised that one of the young people had received a special commendation from the management committee for her efforts in supporting and helping some of the younger members of the choir during the performances of their bi-annual performance at the Arts Centre – “The Show Must go on – Tribute to Top of the Pops”

All 3 GKAC young people who are still involved with Music4U were involved in this performance.



The choir had been invited to sing at a number of events during 2008 and the GKAC participants were involved as appropriate. The most exciting was the invitation to perform on stage at the Music Hall with the Abba Mania Tribute Show.

The youngsters worked hard rehearsing for the show and gave an excellent performance of the Abba number “I have a Dream”.

Cooking Group - Aberdeen

The Cooking Tutor at Powis Community Centre was being asked to complete Community Learning LEAP Paperwork and GKAC forms. She opted for the Community Learning paperwork. This was a slightly different method of recording the progress of the group but worked well and provided an good record. Following the LEAP process the groups identified what they wanted to do and planned the programme accordingly. At the end of each session the Tutor recorded what had taken place. Apart from the learning and discussion that was attached to the preparation of food other discussions during the session were noted and these included, hostility between Polish and local kids at school, concern about eating habits of some of the group, mother/daughter relationships, videos on mobile phones and violence and sex. This highlights the positive benefits of "someone to talk to". These were obviously issues that the group wanted to discuss and they were able to do that with the cooking tutor who is also an extremely experience youth worker.

This is often an aspect of involvement with GKAC that is overlooked - the opportunity for contact with adults who can offer young people support.

After the session the group were asked to comment by completing simple forms. Most of the responses received were positive but sometimes the meal choices were not to everyone's liking. At the end of the block the group were asked to comment on their overall GKAC experience. When asked what they had enjoyed most about the cooking activity the comments were very positive. All the young people had enjoyed the sessions, the comment from one young person sums up the experience of the others when she said "*I have enjoyed everything, it has been a good laugh with Sarah as our worker.*"

This also confirms to us that sometimes the content of the session is not the important factor, it's the person delivering that has the most impact on the young people's experience. All staff and volunteers involved with GKAC need to have a passion for working with young people and be skilled communicators.



The cooking group prepared an afternoon tea for the last class of the session in March 2009. They were involved in deciding what to make, the preparation and clearing up and in deciding who to invite.

Swimming - Aberdeen

A total of 8 young people have been involved with swimming in Aberdeen during this year. Seven of the youngsters have been receiving tuition at Bucksburn swimming pool with the GKAC swimming coach and 1 young person has joined Aberdeen Amateur Swimming Club and receives lessons at Kincorth Swimming Pool.

The young person attending Kincorth pool started in January 09 and had very poor swimming skills. After only a few months she was able to swim without any buoyancy aids, was confident enough to put her face under the water and could push off and glide away from the side. The development of her swimming skills was encouraging but one of the most important aspects of her involvement was the overall growth in her confidence. Her support worker advised that *"when A... first started attending she wouldn't come out of the changing room without me. She is now quite happy to attend the club sessions on her own and also goes swimming at the pool open sessions."*

The next step for A... is a move into the adult class. This also involves a change in venue. She is a little nervous at the prospect of this move but her support worker will take her to the new class and make sure that she settles in.

The Bucksburn attendees have been broken down into 2 groups depending on their ability and skill. Alison Hick, the swimming coach has reported improvements in all of the group members. All the improvements have been at differing levels because of the range of disability some of the young people are affected by. Three of the youngsters have learning difficulties, but have made wonderful progress at the class. Alison advised that one of her young pupils who is approaching the age of 18 *"has progressed really well and is now able to go swimming on her own without any adult support. She has gone from a non swimmer to a confident swimmer, able to complete up to 14 lengths in a 30 minute period. H... 's social skills are also much improved and although still quiet has opened up more, become more talkative and will instigate conversation."*

**More detailed information or statistics are available on request from
GKAC by contacting**

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