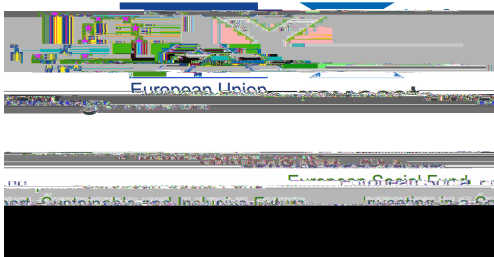# Kibbleworks

Evaluation Of Supportive Transitions Project For Young Care Leavers

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1 Executive Summary

Care experienced young people are known to be faced with various challenges and barriers to successful independent living at higher rates than their non-care experienced peers. The report examines data collected during the Positive Transition for Care Leavers project established to support young people to self-manage independent living. The project provided individualised, bespoke support to young care leavers either living independently within the community in eight local authorities or while planning their transition from the Kibble environment who required support building skills beyond stage 5 of the employability pipeline or who were at risk of unemployment, poverty, homelessness and feelings of isolation. For young people transitioning from Kibble the project helped to ease the change from the intense levels of support they had been used to prior to independent living. The team helped young people to build their resilience while continuing to be supported.

Background

When young people leave care, and the high levels of support they've been used to are no longer available, it can be overwhelming. They are simply not equipped to deal with the next steps on their journey towards independent living. From our own experience, care leavers often turn to Kibble for support when employment or relationships fail, or they become homeless.

The research available and the demand we've experienced for this support evidenced the need to develop a new approach for those young people transitioning to independent living. The funding enabled us to grow the social economy through Kibbleworks with the formation of a new project team to develop a new model and activities to expand the help available to care leavers and assist them to sustain positive destinations.

The Team

Manager (part-time) who also undertook caseloads, Senior Transitions Advisor (full-time) and two Transitions Advisors

meetings were scheduled in succession to minimise unnecessary travel and reduce the carbon footprint.
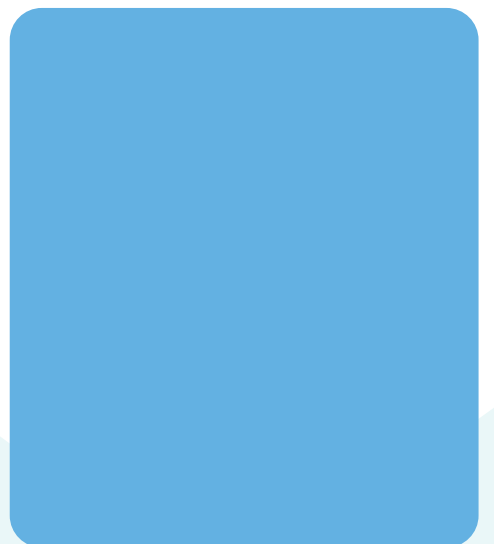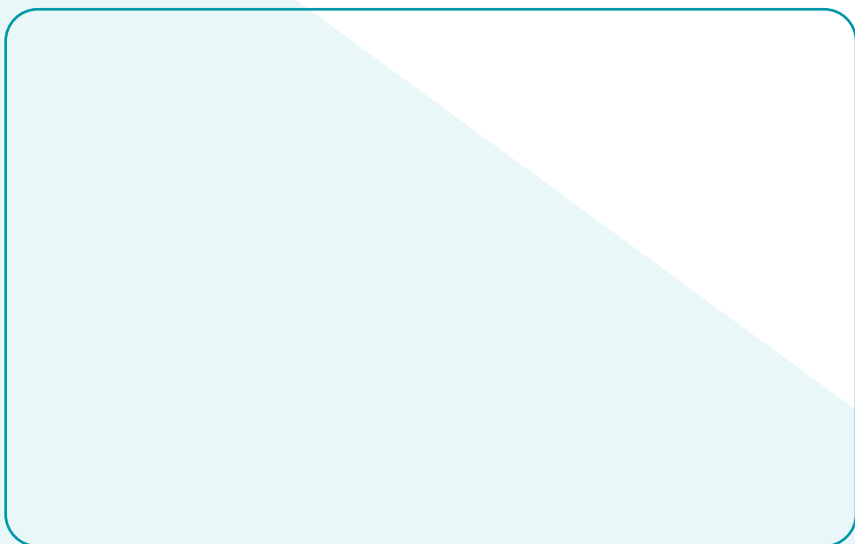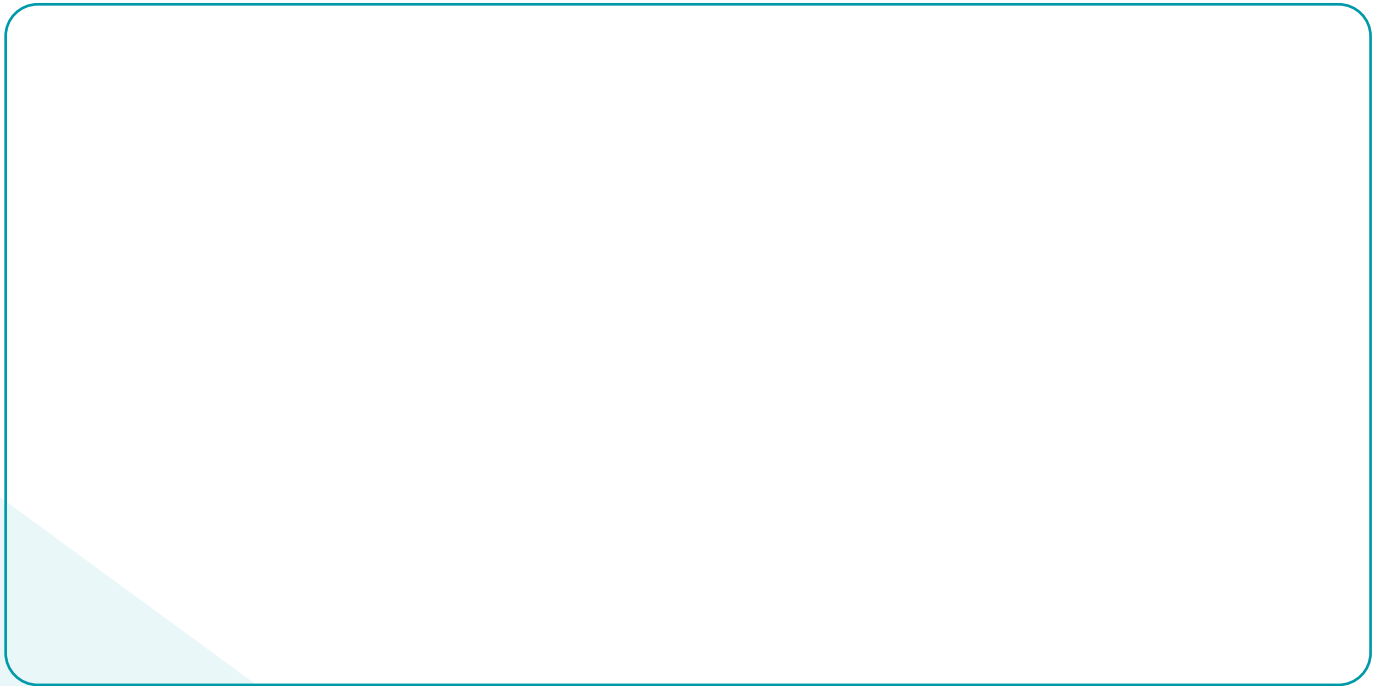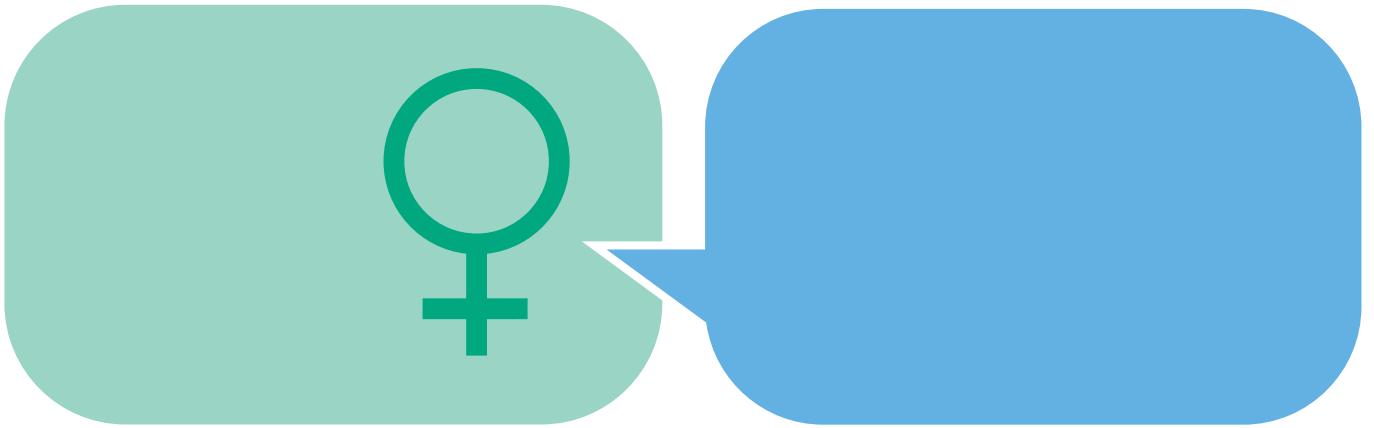
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A Flexible Approach

meet the need of the young people we were supporting and be there for them when they really needed us. As such,

and weekends.

to-face. Initial meetings would take place either at the team base or in the young person's locality, whichever was most convenient. Bearing in mind, for care leavers venturing to a new place to meet a new person can be a daunting prospect,

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2 Infographic Summary

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4   Contents

kibbleworks

Table of Figures

kibble

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5 Introduction

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Care experienced people are particularly vulnerable and face additional barriers to good health and wellbeing by

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services previously provided by the prison service. In this way a transition from prison is much like a transition from care

5.9 Transitions Project and Research Questions

The background information above highlights the areas in which there are discrepancies between care leavers and their non-care experienced peers in transitioning to independent living. The Transitions project enabled:

- Kibbleworks (Kibble's collective of social enterprises) to widen its role in supporting care leavers for up to one year who were at risk of worklessness, poverty and homelessness. This was achieved through the work of the newly formed Transitions team as they supported young people through their journey to independence. The fund enabled Kibbleworks to grow its capacity to support those facing disadvantage. Through the project we were able to recruit

  people could get in contact for practical and emotional support and signposting. This approach equipped young people with the skills and resources needed to overcome barriers they faced,

- The team provided bespoke support in a number of areas and helped care leavers to sustain employment, education, apprenticeships and tenancies. They were the team young people could turn to for guidance, ultimately helping them to adapt and self-manage independent living,

- Support included provision of guidance, signposting and practical assistance in the areas of housing and welfare,

  eating well and social inclusion.

lack of clarity about the consequences of implementation and the value of the initiative. In this case, Kibble's extensive experience in supporting young people in care provided the grounds for service development.

Research and evaluation of initiatives can provide clear evidence of value and inform any further roll-out and implementation. The research questions addressed by the current report are:

- What are the consequences of the implementation of additional participant-led support being made available to

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6 Methodology

6.1 Participants

Support from the Transitions team was made available to 56 participants who required help to sustain education, employment or an apprenticeship or tenancy in one of the eight local authority areas in which the project supported.

Renfrewshire, South Ayrshire and West Dunbartonshire.

One participant has withdrawn from the programme prior to completion and the data presented below includes varied numbers of participants in each section of the report detailing missing data due to lack of engagement. See table one below for a breakdown of data sources and completion rates.

Referral interview	56 participants completed a referral interview, one requested this data to be withdrawn upon their withdrawal from the project.
Initial support requests	56 participants completed a referral interview, one requested this data to be withdrawn upon their withdrawal from the project.
Baseline self-assessments	by not attend their scheduled meetings. Due to the brevity of engagement with these participant self-assessments were either deemed unnecessary or were not completed due to lack of attendance.
	contacts with young people using the Transitions service.
Final Self-Assessments	prior to completion of the programme.
Case notes	Case notes supplied for participants were coded to identify themes and comments relevant to domains.

6.2 Quantitative Materials

Initial demographics regarding inclusion criteria and demographics relevant to the support available was collected during the initial referral interview.

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Asks young people to rate their ability to manage each factor independently. Therefore, low scores indicate a support need while high scores indicate the young person is coping with the aspect of independent living represented. Participants complete these prior to supportive assistance being received as part of a rapport-building interview which aimed to aid communication between the advisor and the young person and to encourage clarity in identifying support need priorities.

Identical to the baseline assessment, asks young people to rate their ability to manage each factor independently. Low scores indicate a support need while high scores indicate the young person is coping with the aspect of independent living represented. Participants complete these following supportive assistances and long-term engagement with the

education and employment.

6.3 Qualitative Materials

an overview of a young person's journey during their time engaging with the Transitions team and programme. These were examined qualitatively to investigate the impact of domains as well as to highlight emerging themes.

6.4 Procedure

meeting with a Transitions team member, participants were asked to complete an evaluative self-assessment which asked how able each participant was to manage these key areas independently and which they may require further support with. Finally, participants were asked to complete the evaluation assessment a second time at the end of the project after having worked with the Transitions team over time on progressing in these key areas. Transitions Advisors also kept details of contact, support provided, and progress made through the use of case notes and the engagement record.

6.5 Analysis

The analysis conducted in the current report are mixed method, thereby, integrating the quantitative approach and

knowledge of the Kibble community.

6.6 Coding

An adapted variation of grounded theory was used to code the case notes qualitatively. Using this method case notes were examined using the following steps:

Line by line read through with semantic interpretation.

3.

thematic structure.

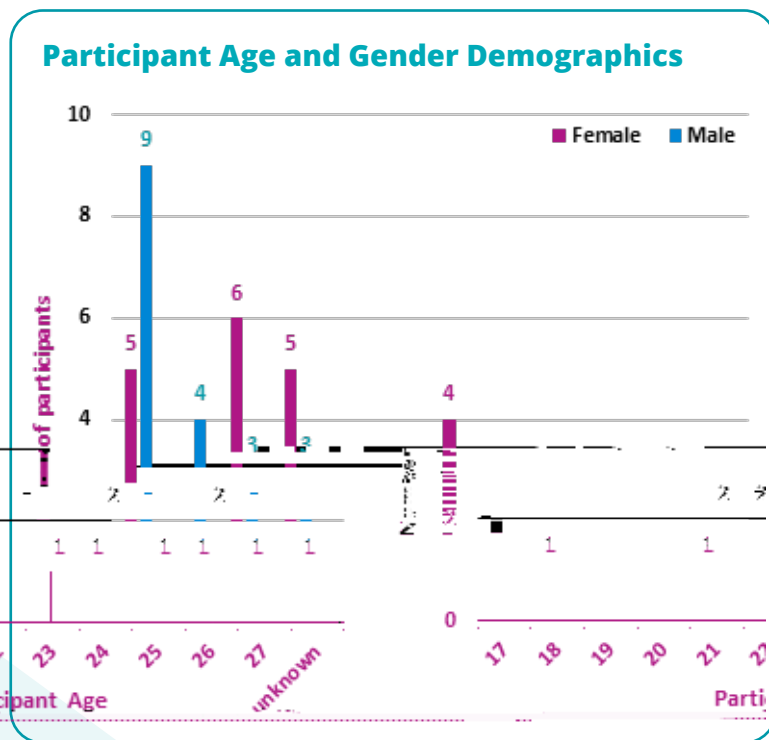5.   Final read through to identify comments relevant to domains.

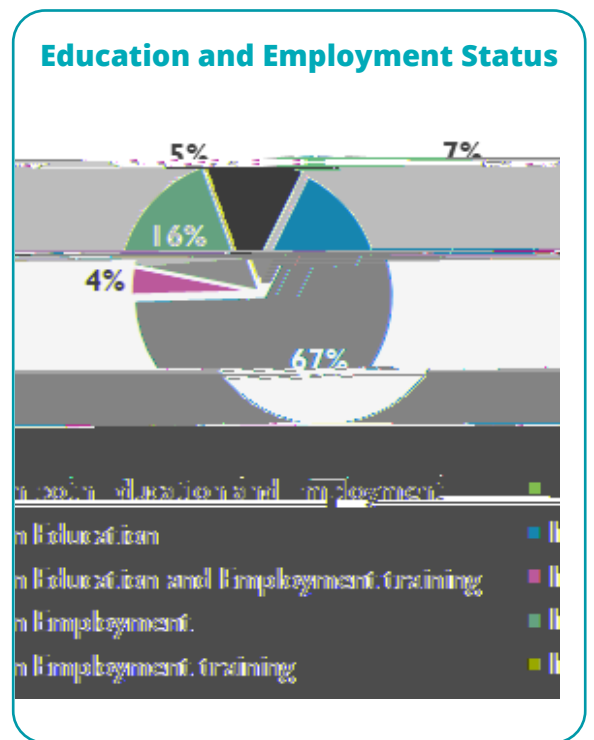kibble

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7 Quantitative Findings

7.1 Participant Demographics

The Transitions team worked with 56 participants during the project however one participant has since withdrawn

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Figi fe 2: Pafhici| anhcommihmenhg
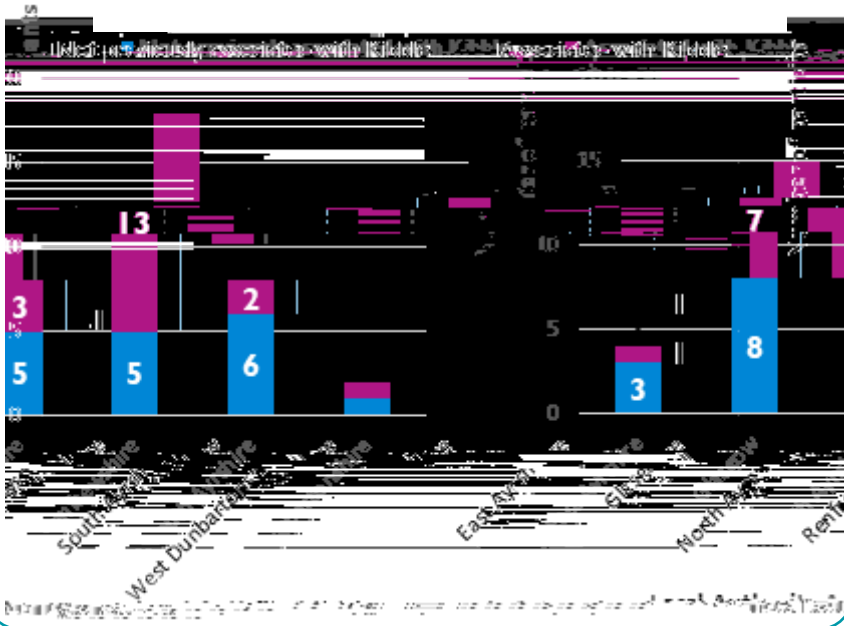
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## Participant Locality and relationship to Kibble

Figure 3 shows the number of participants based in each local authority area as well as how many have a pre-existing relationship with Kibble. Most participants were found to be from

West Dunbartonshire (3). One of the 56 participants chose not to disclose location information and is therefore not

Figure 3: Participant Locality and Association With Kibble

Scottish Index of Multiple Deprivation (SIMD, Decile)
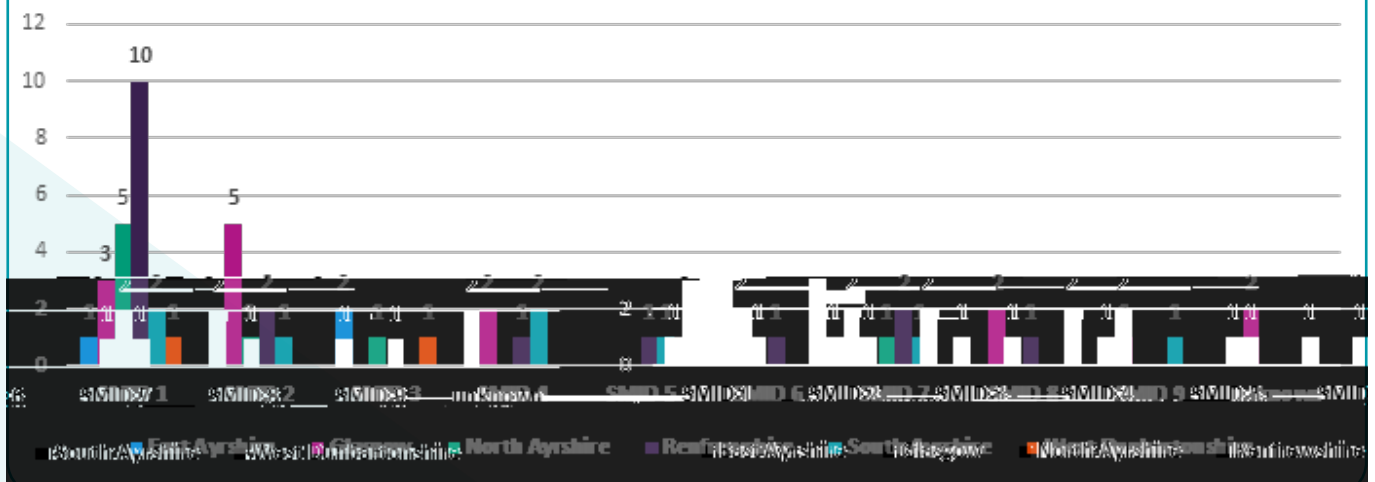
Figure 4: Participant Local Authority and SIMD Category (Decile)

Figure 5 shows the spread of participants' postal codes against the Scottish Index of Multiple deprivation (SIMD, decile). It was found that participants who sought the support of the Transitions team were disproportionately from the areas
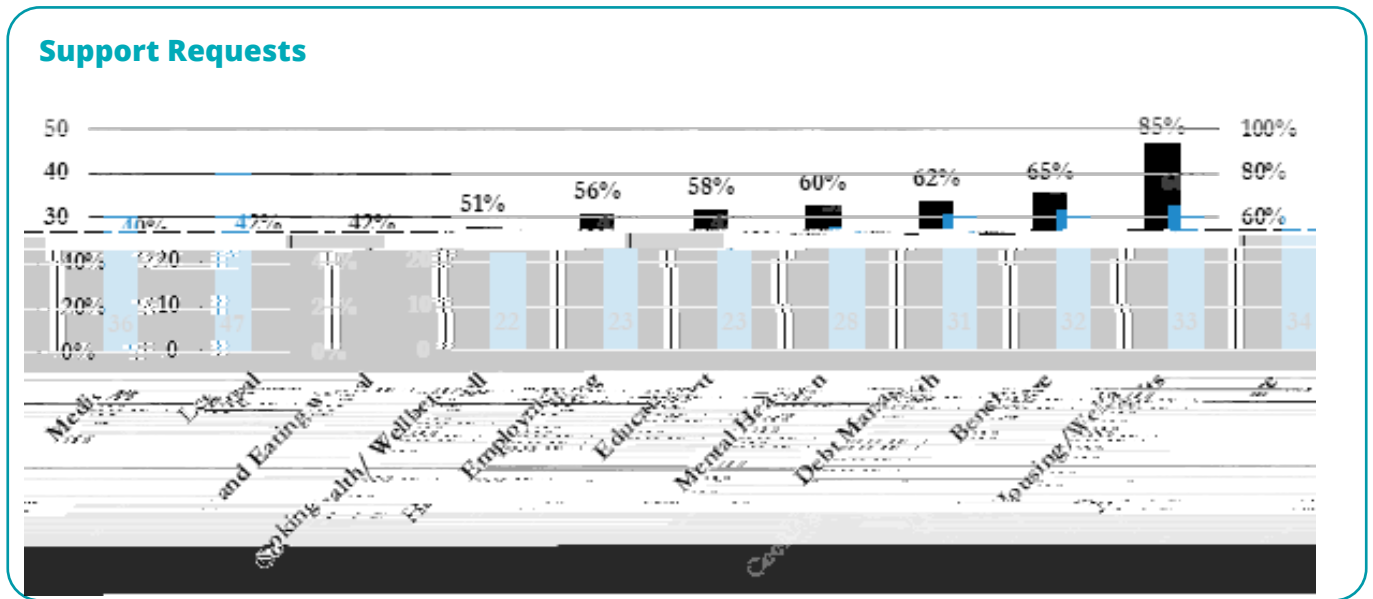
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7.2 Initial Referral Support Requests

Support Requests

Figi fe 5: Ni mbef and Pefcenhage of Pafhici|anhg Reei eghing Si || ofhin Each KemAfea

Figure 5 shows the number of young people who requested support in the areas listed during initial consultations with

7.3 Baseline Self-Assessments

Baseline Average Scores

Figi fe 6: Bageline gelf-aggeggmenhgcofeg fof all kemafeag incli gij e of aj efage gcofeg fof hhoge feei eghing gi || ofh, hhoge nohfeei eghing gi || ofh and oj efall gcofeg
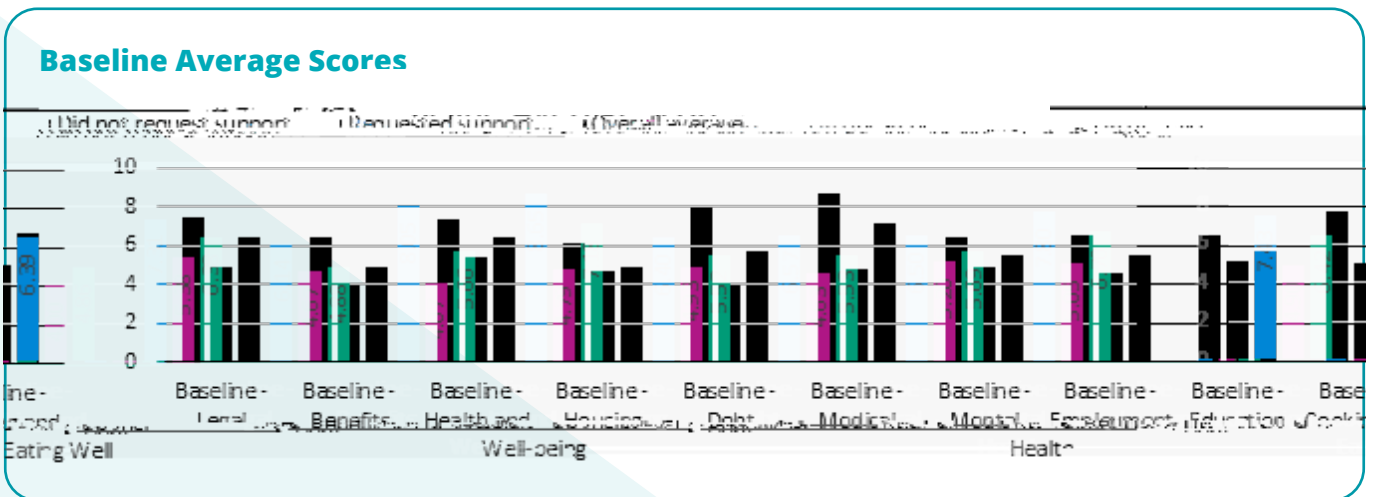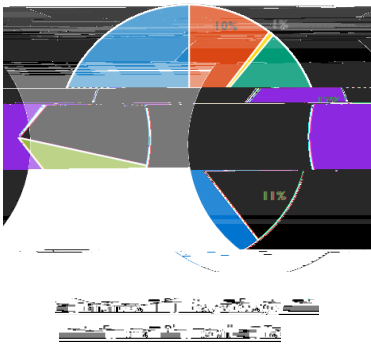
Figure 6 shows the average score of participants prior to supportive intervention using the self-assessment tool, higher average scores indicates lower needs and higher ability to manage this area independently. Across all factors those who did not request support scored higher in their self-assessments than those who did request support in each area.

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This suggests these are the areas with the most need for support among participants. In addition, the largest mean
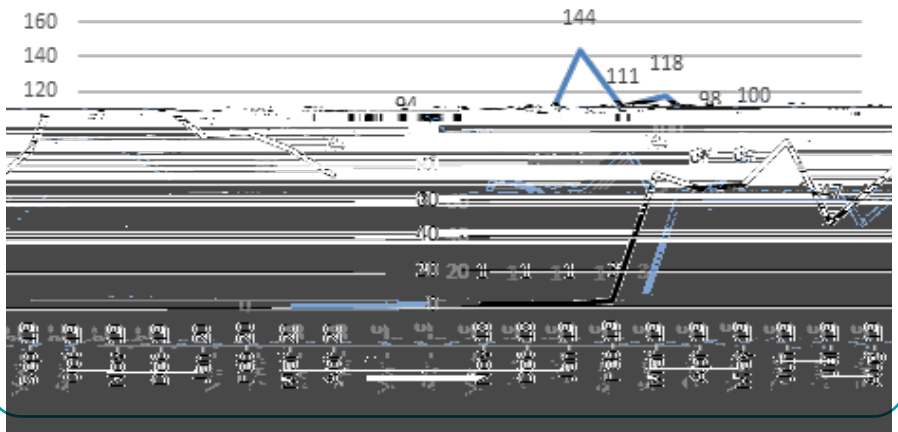
7.4   Level of Engagement

What kind of contact did participants have with the Transitions team?

Figi fe 8: Tm} eg of conhachi ged k ihh | afhici| anhg

Engagment of Participants

Figi fe 7: Engagemenh (ni mbef of conhachg) made | ef monhh k ihh noi ng | eo| le

October's peak in engagement can be seen to align with the beginning of the academic term with participants seeking additional support as they move onto new educational placements.
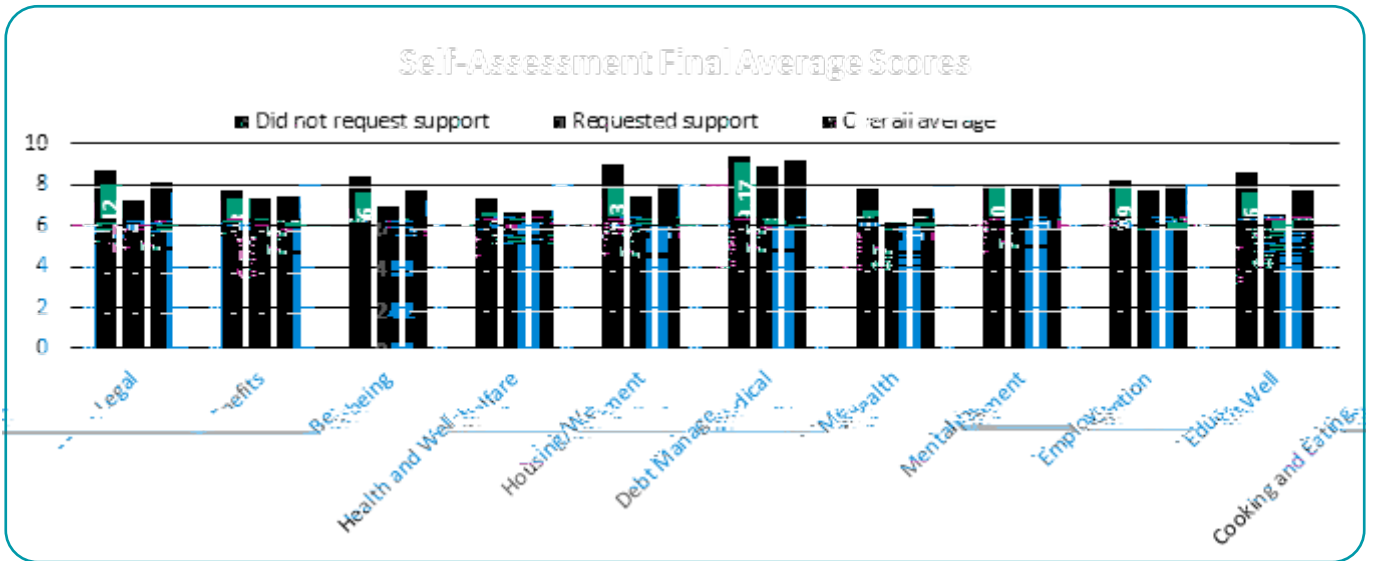
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7.5 Final Self-Assessments

Figure 9: Final self-assessment scores for all measures including average scores for those requesting support, those not requesting support and overall scores

who requested support and those who did not request support in each area. Higher average scores indicate lower needs and higher ability to manage this area independently.

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7.6 Comparing Baseline and Final Scores

Self-Assessment Baseline and Final Average Scores
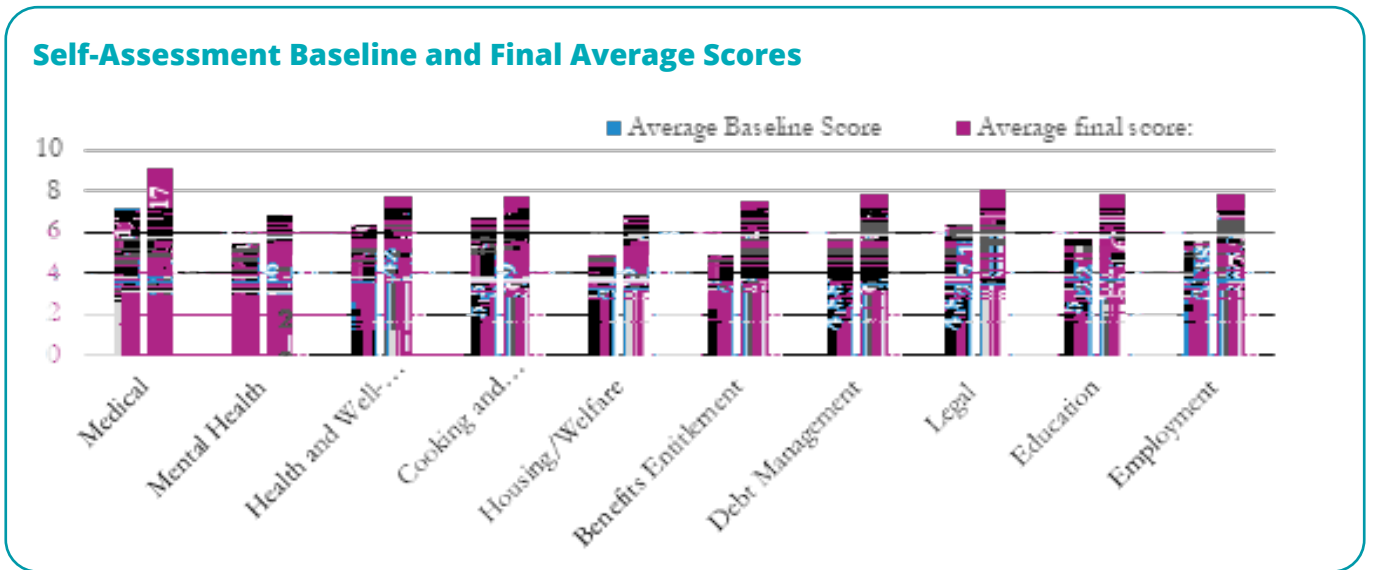
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higher levels of progress being achieved by those seeking and receiving support. The most progress was made in

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7.7 Findings Summary 1: Overview

For each area of need the average scores on the baseline self-assessment task were found to be lower for those participants who requested support in those areas than those who did not. This suggests young people are able to accurately identify which areas to prioritise in their engagement with the Transitions team when working to maintain tenancy, education and employment and to succeed in living independently. Following engagement with the transitions

requesting support in the relevant area as well as those who did not request support (managing independently) and overall scores representing the average for all participants.

Cooking and Eating Well on a Budget

Participants attending Cooking and Eating well on a budget sessions
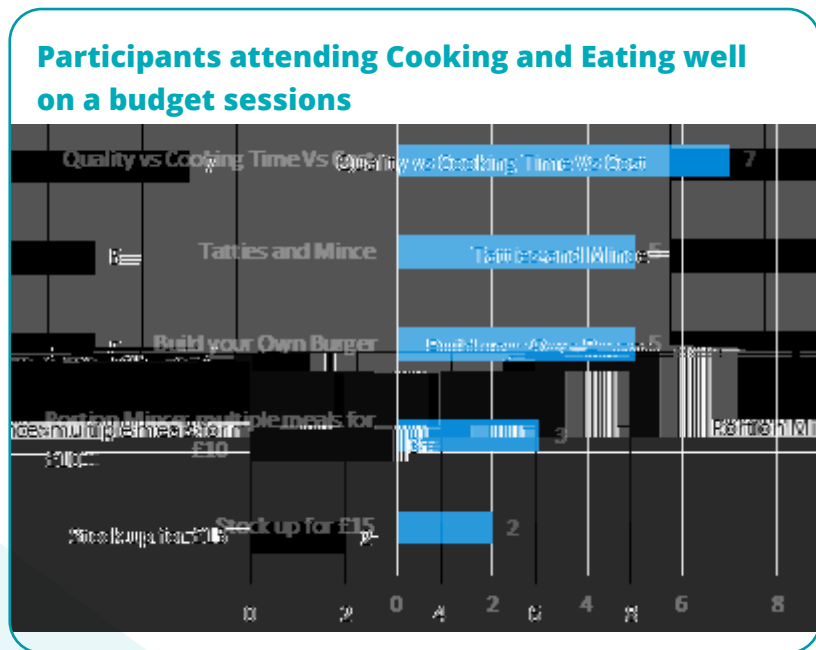
cooking tutorials or through the pilot practical sessions. Further data was collected regarding the attendance of participants at the various cooking and eating well workshops made available to participants in the Transitions programme. The graph shows the number of participants in attendance at each workshop.

Case Study

has lived for several years. A met with his Transitions Advisor and they discussed areas of support that he felt he needed.

A disclosed that he would like to start college, however he was not sure which course would be best suited to him. He also

as he was becoming socially isolated and preferred to stay in his room. He stated he would like support to become a more independent person. A did not like the thought of moving on from his residential care house as he felt he had no skills in cooking or how to be independent.

At the second meeting A decided that he would apply to college to do a course he was interested in. Together A and the Transitions Advisor completed the application. In order to increase his independence, the Advisor worked closely with the

Transitions cooking programme where he learned ideas about cooking on a budget and how to make his favourite dishes.

I had such a great time at the cooking programme, it was a lot of fun and I learned how to make some of my favorite food. The Transitions team helped me a lot with my independence and my college applications.

Case Study

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8 Qualitative Findings: Thematic Analysis

further below.
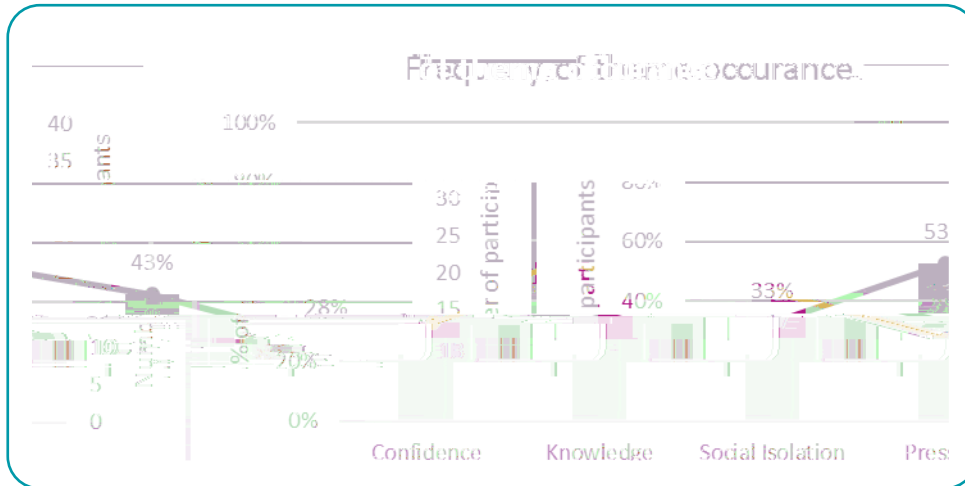
the themes emerged from the

It was found that the theme
most commonly expressed was

Frequency of theme occurance

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- H is on a full-time college course and stated on her referral that she would like support to help build her C.V. and to look for volunteering jobs within an advocate role. The advisor put H in touch with a few advocacy agencies in

  that she had gained over the last few years at college. She explained that she did not know how to list them on

  she was waiting to hear back and is hopeful that she will get a job volunteering soon.

- A requested support to look at college courses suitable to her and help to complete the application. She also

  Transitions Advisor on campus where they discussed her areas of interest and what type of jobs she would like in the future. A felt that she would be suited to health and beauty courses as this was of great interest. The Transitions advisor and A looked at available courses online and applied to a college nearby. A also wanted to know if she could get any money whilst studying. Together they found that as A was care experienced, she would be entitled to the care experienced bursary. A requested the relevant documentation and applied for the bursary.

- A Transitions Adviser met with M and completed an assessment tool, where she indicated that she was concerned about college as she had been unable to complete her hairdressing placement. If she did not complete this part of the module she would not be allowed to progress to the next year. The Transition Adviser contacted M's course leader and asked if M would be able to complete the placement aspect of her course over the summer holiday, the course leader was happy that if M completed this successfully then she could progress to the next level. The Transitions Adviser also met with M to discuss contacting local salons and asking to complete a summer placement. M was a bit nervous about this, but with support and guidance she was found one that let her complete her

  ensure that they were aware and able to progress her to the following year.

- J disclosed that he would like to start college, however he was not sure which course would be best suited to

  do something with his life as he was becoming socially isolated and preferred to stay in his room, he stated he would like support to become a more independent person. J decided that he would apply to college to do a course he was interested in. Together J and the Transitions Advisor completed an application for college. In

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which may impact upon an individual's ability to maintain successful placements in education and employment as well as tenancy.

Concerns regarding mental wellbeing and access to support services.

- The allocated Transition Advisor met with U in person at a local café within U's local community, to build a

  of additional support. The Transitions Advisor was able to identify local support provision and signposted U

  mental health issues.'

- V disclosed that she had issues with anxiety and depression which she thought could stop her from attending

  became stressed at any time.

- After much exploration the advisor sat down with X and prioritised her issues. Together they wrote a plan in

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Concerns regarding interactions with the criminal justice system

- F   Concerns regarding child custody and access to visit looked after relatives.

-     social work not long after given birth. X was faced with issues regarding visitation rights with her child. The Transitions Advisor supported X to make contact with social work and explain how unhappy she was with the current arrangement. Social work arranged a meeting with X for the following week which she felt happier about.

-

Case Study

O was referred to the Transitions project by student support services. He needed support to manage his outstanding debt in order to continue to attend his college placement and sustain his tenancy.

The allocated Transition Advisor met with O at one of the drop-in stalls within the college. O was able to share that he was getting increasingly overwhelmed and stressed from his large debt and needed a solution. O was concerned that he would lose his tenancy as well, which he needed as he was a parent.

The Transition Advisor was able to support O as he contacted a debt management company. She provided further information for O to understand and think through options such as bankruptcy, consolidating outstanding debt, individual repayments and a Scottish Trust Deed.

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11.2 Limitations

While the Transitions team were able to assist with most of the issues faced by young care leavers the advisors faced
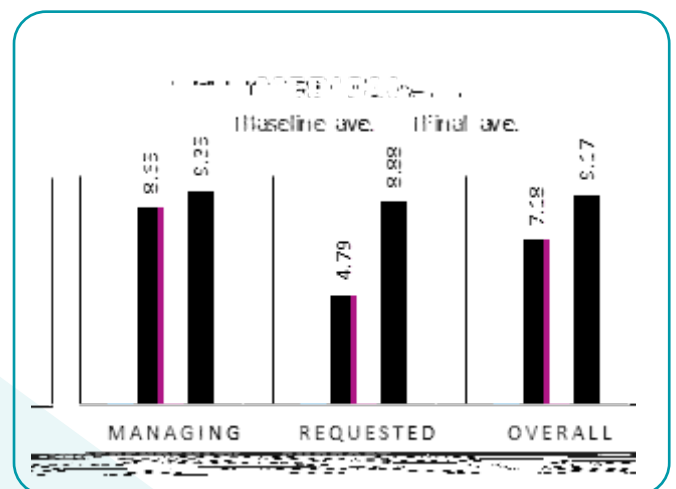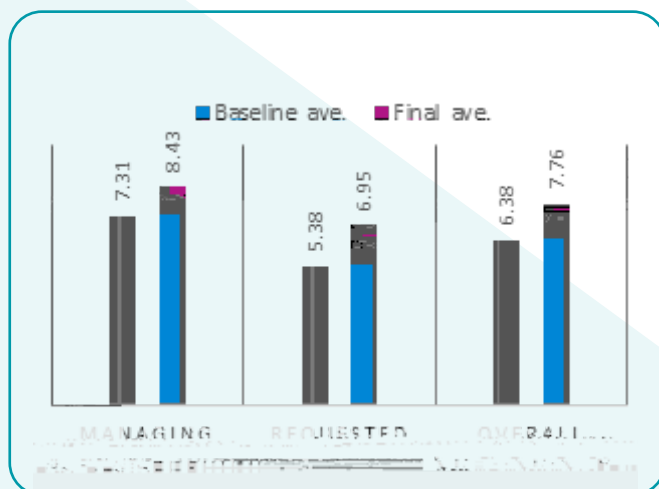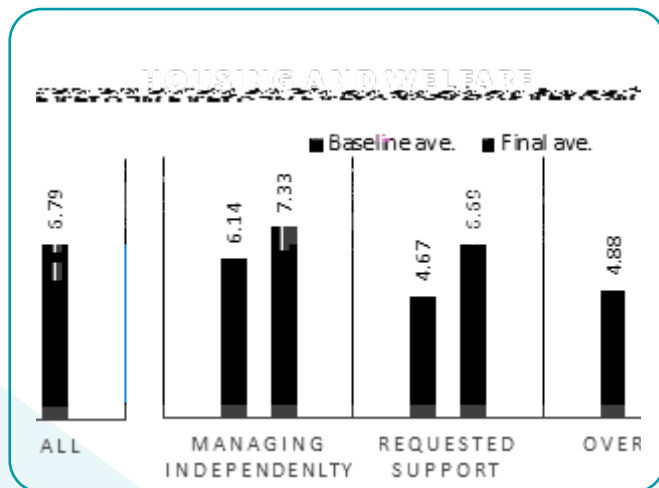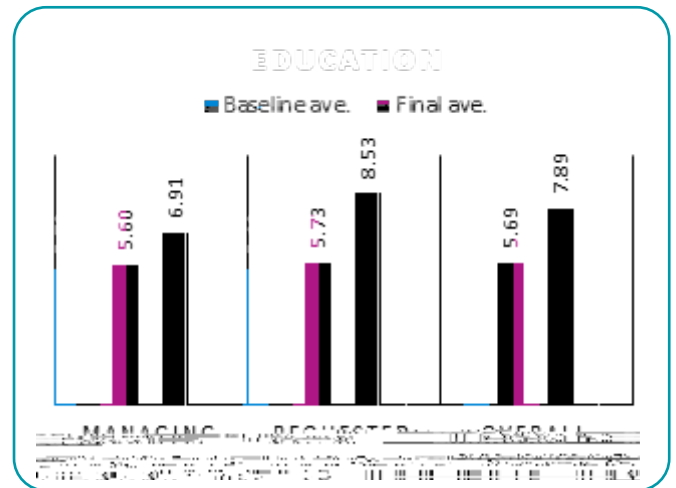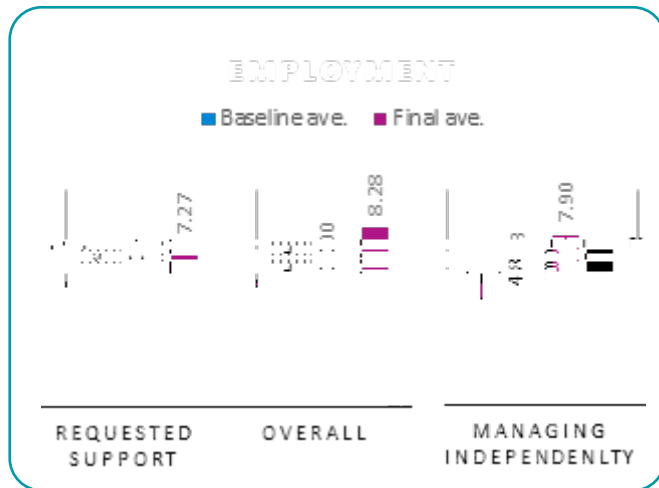
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12   References

summary. London: HMSO.

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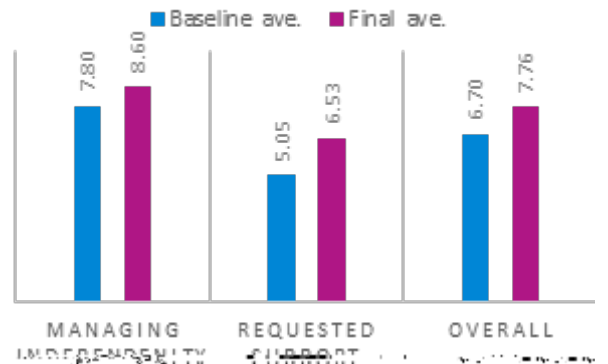## 13 Appendices

13.1 Appendix 1: Overview of progress in key areas

EMPLOYMENT
Baseline ave. ■ Final ave.
REQUESTED SUPPORT · OVERALL · MANAGING INDEPENDENLTY
7.27 · 8.28 · 4.8 3 · 7.90

EDUCATION
Baseline ave. ■ Final ave.
MANAGING · REQUESTED · OVERALL
5.60 · 6.91 · 5.73 · 8.53 · 5.69 · 7.89

HOUSING AND WELFARE
Baseline ave. ■ Final ave.
ALL · MANAGING INDEPENDENLTY · REQUESTED SUPPORT · OVER
5.79 · 6.14 · 7.33 · 4.67 · 5.59 · 4.88

LEGAL
Baseline ave. ■ Final ave.

Baseline ave. ■ Final ave.
MANAGING · REQUESTED · OVERALL
7.31 · 8.43 · 5.38 · 6.95 · 6.38 · 7.76

Baseline ave. · Final ave.
MANAGING · REQUESTED · OVERALL
6.55 · 6.25 · 4.79 · 6.88 · 7.48 · 6.47

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Mental Health

Cooking and Eating Well

Baseline ave. | Final ave.

7.80 | 8.60 — MANAGING INDEPENDENTLY
5.05 | 6.53 — REQUESTED SUPPORT
6.70 | 7.76 — OVERALL

Benef ts Entitlement

Debt Management

Cooking and Eating Well

Baseline ave. | Final ave.

NAGING 'ENDENLTY | REQUESTED SUPPORT | OVERALL | MA INDEF