

Data and Evaluation: Measuring effectiveness

The purpose of this section is to provide guidance on how data and evaluation feedback can better inform planning and support for young people. This section is a 'work in progress' and will develop based on learning from the trial programme.

Our approach to measuring effectiveness is based on the following 3 sources of information and data:

1. Making best use of existing data sources.
2. Coordinating feedback from young people, parents and carers.
3. Coordinating feedback from staff.

Further work is required to develop these approaches, learn from good work already happening and to develop practical tools and resources that can be readily adopted by organisations and agencies across Scotland. This promises to avoid duplication of effort in what is a complex area. Developing and testing these resources will be an important aspect of trialling Principles into Practice.

1. Making best use of existing data sources

Throughout Principles into Practice we identify the most important 'data questions' relevant to informing the planning and decision-making for each Principle. These are questions that will help you to gather quantitative data, which together with the qualitative data gathered through your evaluative feedback (see section below), will help you form an understanding of to what extent each Principle has been put into practice in your service and across your local area and where further work is required.

The data questions are:

- How many young people with additional support needs are due to leave school in our area in the next two years?
- How many young people with additional support needs who are likely to require support post school have had an assessment of their needs by children's or adult services?
- How many young people with additional support needs are due to leave further or higher education in our area in the next two years?
- How many young people with additional support needs have a written down transitions plan?
- What proportion of young people (who were assessed as having additional support needs while at school) are assessed as eligible for adult social care services?
- What is the average age that a young person (who was assessed as having additional support needs while at school) receives adult social care support?
- What outcomes are young people achieving?
- How many young people have asked for support but have not received it (e.g. do not meet eligibility or are on a waiting list)?
- How many requests for advocacy have we received and has advocacy been provided?

There are two further data questions, which will likely require a greater amount of focus in order to answer. These are:

- What variation in outcomes/unmet need is there between different groups of young people? (e.g. young people with a learning disability or young people with autism)?
- To what extent does spend and investment in young people result in longer-term improved quality of life and reduced spend?

At present there are likely to be significant gaps between the data you need and what is available. Sources of national policy information and statistics are likely to be of limited value. Potentially more useful and locally focused data sources are available by request, for example from Skills Development Scotland's 16 + Data Hub and the Scottish Funding Council. Further work is required to explore to what extent these help answer our questions. As part of the trial programme ARC Scotland is supporting two local authority areas to explore all existing available data sets, review what localised approaches have been developed, how they link and where data sharing agreements are in place. All data we seek will be anonymised - at this stage we will not be seeking to identify or track individuals. This process should highlight to what extent our transitions questions can be answered and what further work is required. Seeking to establish systems to gather new data will be complex, time consuming and a last resort.

There is a need for basic data to track numbers of young people who are moving from school / children's services on to adult services in order to coordinate support between services and to ensure individuals get the support they need (Principle 2). There will be less data about those with low to moderate needs, particularly those attending mainstream schools. We need to make sure these young people are included, information is passed on and we do not miss those who do not meet eligibility criteria or are not currently engaging with services.

2. Coordinating feedback from young people, parents and carers

Feedback from young people, parents and carers is essential to enable you to use Principles into Practice in a meaningful way. This is best achieved by different professional sectors using the same basic evaluation questions in their consultations with young people, parents and carers. This will enable you to collate findings at a service and area wide basis, and to continually refine and improve what you do based on people's lived experiences. The evaluation questions that young people, parents and carers will be asked are listed below, with a note of the Principle to which they most apply. To gather this information we are developing Compass, a web-based application designed to provide tailored information and support for young people and their families at the right time for them. Compass also invites them to give feedback on their experiences using the evaluation questions set out below to help shape transitions services and policy in their local authority areas. To get an understanding of how their experiences change over time young people, parents and carers will be invited to respond to these questions on multiple occasions. All data gathered will be anonymised. There are two versions of Compass – one for young people, and one for parents and carers. Prototypes of Compass are being tested as part of the trial programme before being made more widely available. We will continue to consult with young people, parents and carers to ensure we are asking the questions that are most relevant and important to them, and that Compass provides them with the information they need.

Evaluation Questions

We ask young people:

Scale: Select one of the options:



Yes



Not sure



No

- Is anyone helping you work out what you want to do in the future? (Principle 1)
- Do you feel listened to when you talk about your goals and dreams? (Principle 1)
- Do you have a plan to help you achieve your goals and dreams? (Principle 1)
- Does your plan include the most important things to you? (Principle 1)
- Do you have a say in what happens in your life? (Principle 1)
- Do you feel respected and valued by people helping you plan for the future? (Principle 1)
- Are people working together well to help you overcome your challenges? (Principle 2)
- Have you had enough time to work out what you want to do in your future? (Principle 3)
- Do you feel excited about your future with no worries or concerns? (Principle 4)
- Are you able to do things most important to you? (Principle 4)
- Do you know what your options are for your future? (Principle 4 & 5)
- Do you know what support you can get to make your dreams and goals a reality? (Principle 4 & 5)
- Do you know who should be helping you to work out your next steps? (Principle 5)
- Do you know what your rights are? (Principle 5)
- Do you know what an advocate does? (Principle 6)
- Do you know how to get an advocate if you want one? (Principle 6)

We ask parents and carers

Rate the following statements using a scale of 1 – 5

(where 1 = strongly disagree and 5 = strongly agree)

- Everyone has agreed a written down plan to support your young person's transition (Principle 1)
- You are satisfied with the support your young person is receiving to plan for their future (Principle 1)
- Your young person's views are listened to and they are included in decisions made about their lives (Principle 1)
- Someone other than yourself is taking the lead in coordinating planning for your young person's transition (Principle 1)
 - Is there anyone it would be helpful to involve? Select from the list below
 - Social worker
 - Teacher/tutor
 - Health professional
 - Support agency
 - Friend/family member
 - Other (please specify)

- The plan reflects what is important to your young person and how they want to live their life (Principle 1 & 3)
- Your views are listened to in evaluating your young person's experience of transition (Principle 2)
- There is a clear transitions pathway for your young person (Principle 2)
- You know enough about the roles and responsibilities of the people involved in your young person's transition (Principle 2)
- Everyone involved (young person, family, professionals) is working well together (Principle 2)
- You are confident that you are able to change your young person's plan if their/your situation changes (Principle 3)
- You are getting enough time and support to plan for the future (Principle 3)
- You are satisfied with the support your young person is receiving from others (Principle 4)
- You have opportunities to influence and be involved in the planning and delivery of services in your local area (Principle 4)
- You have the information you need about the options and support available to your young person (Principle 4 & 5)
 - How could it be better? Select from the list below
 - Person centred planning
 - Open or distance learning
 - Local directory of services
 - Financial and/or legal advice
 - Social and leisure opportunities
 - Housing and accommodation
 - Employability/skills development
 - Other (please specify)
- You know what you and your young person are entitled to during the transition process (Principle 5)
- You are confident that you know how to complain or get help if things are not going well (Principle 5)
- You are confident in exercising your rights as a parent or carer (Principles 6)
 - How could this be improved? Select from the list below
 - More information on rights
 - Advocacy or personal support
 - Other (please specify)
- You are satisfied with the support that is available for yourself as a parent or carer (Principle 6)
- You are satisfied with the support your family as a whole is receiving (Principle 6)
- As a parent or carer you are able to balance your own needs with your other responsibilities (Principle 6)
- You know how to access advocacy services (Principle 6)
- My young person faces multiple challenges in their everyday life (Principle 2 & 4)
 - What are the biggest challenges your young person faces? Select from the list below
 - Accessing education
 - Finding employment
 - Budgeting/money management
 - Social relationships
 - Independent living skills (e.g. shopping, cooking, personal organisation)

- Mobility
 - Health
 - Eating/nutrition
 - Transport
 - Housing
 - Anxiety/mental health
 - Gender identity
 - Other (please specify)
- I'm confident I know what could help my young person overcome the challenges they face (Principle 2 & 4)
 - What would make these easier? Select from the list below
 - Transitions helpline
 - Professionals working in partnership with families/friends
 - More direct support
 - Other (please specify)

3. Coordinating feedback from staff

Feedback from staff across different professional sectors should be gathered using the basic evaluation questions listed below. This will enable you to collate findings at a service and area wide basis, and to continually develop the capacity of staff to work confidently, effectively and collaboratively. The evaluation questions are listed below, with a note of the Principle to which they most apply. These questions are being tested and refined as part of the trials of Principles into Practice through being circulated to staff by online survey.

Rate the following statements using a scale of 1 – 5
(where 1 = strongly disagree and 5 = strongly agree)

- You are enabled to work in a person-centred way, ensuring young people are listened to and included in the decisions made about their lives (Principle 1)
 - What would help make this better? Select from the list below
 - More training on person-centred approaches
 - More time to get to know the young person
 - Other (please specify)
- There is joint transitions planning documentation in place which is comprehensive and effective (Principle 1)
- There is a key person identified to coordinate the transition planning for each young person (Principle 1)
- You have good relationships and communication with other local partners involved in transitions (Principle 2)
- You clearly understand your role and responsibilities during transitions, and the roles and duties of others involved (Principle 2)
- The information sharing processes within your organisation and with others are effective and support the transitions planning process (Principle 2)
- You have undertaken transitions training and have opportunities for continuing professional development (Principle 2)
- There is an effective, joined up approach to assessment between children and adult services (Principle 3)

- You are able to begin transition planning with young people at least two years before they leave school (Principle 3)
- You are aware of the range of employment support options available to young people and the referral routes to access these (Principle 4)
- You are confident in using inclusive communication (Principle 5)
- You are aware of your local transitions improvement plan (Principle 7)
- You have opportunities to be involved in ongoing improvements to transitions in your local area (Principle 7)