

# 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 we particularly welcome input from those who are able to contribute to this.

Our approach to measuring effectiveness is based on the following:

- Making best use of existing data sources and identifying additional data required
- Coordinating feedback from young people, carers and 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.

## **Making best use of existing data sources and identifying additional data required:**

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 is likely to be significant gaps between the data you need and what is available. We have listed National policy information and statistics at the end of this section, however these are likely to be of limited value to you. Other potentially more useful and locally focused data sources are available by request, for example from Skills Development Scotland's 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 phase ARC Scotland will support a small number of 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 co-ordinate 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 and information is passed on and we do not miss those who do not meet eligibility criteria or are not currently engaging with services.

## **Feedback from young people, parents, carers and staff**

Feedback from young people, parents, carers and staff is essential to enable you to use this improvement framework 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, carers and staff. 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 parents, carers young people and staff will be asked are listed below, with a note of the Principle that they most apply to.

To gather this information we have developed 'Compass', a web-based application for parents, carers and young people. Compass will provide them with targeted information to help navigate their transitions, while inviting them to communicate their experiences by responding to our evaluation questions. 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. Compass will be tested during the trial phase, beginning with the parent and carer interface, 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. The questions shown below are therefore subject to change.

## Evaluation Questions (under consultation)

### We ask young people:

- Has someone been helping you to make a plan for what you want to do in the future? Has this been helpful? (Principle 1)
- Do you feel people are listening and including you in decisions made about your life? What else should they do to include you? (Principle 1)
- Does your plan have the things most important to you in it? (Principle 1)
- Do you get to choose who comes to your transitions meetings? (Principle 1)
- Is everyone helping you plan for the future working well together? (Principles 2)
- Have you been given enough time and help to plan for your future? (Principle 3)
- Are you able to change what is in your plan if you want to? (Principle 3)
- Are you getting the support you need to do the things that are most important to you? How could this be better? (You may wish to list different life areas- communities, work, social life, independence, learning, health, housing etc. so people can comment on them specifically) (Principle 4)
- Do you know what your options are for the future and what types of support you can get? (Principle 4)
- Have you been asked what you think about how services are planned and run in your local area? (Principles 4)
- Do you know what should happen to help you plan for the future, and who should be involved? (Principle 5)
- Do you know how to complain or get help if things are not working well? (Principle 5)
- Do you know what your options are for the future and what types of support you can get? (Principle 5)
- Do you know what an advocate does? Do you know how to ask for one if you want to? (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)

**We ask professionals:**

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 on-going improvements to transitions in your local area. (Principle 7)

## Policy information and statistics

A complex (and often bewildering) array of policy information and statistics is available to help us better understand the experience of young people who require additional support as they make the transition from school to adulthood. This section focuses on those which are up-to-date, relevant and available online. It suggests some questions you may have, and possible sources of answers.

### General

Policy / statistical question	Possible answer
Where can I see the Scottish Government's broad policy on education - from school through to work?	The ' <b>15 – 24 Learner Journey Review</b> ' published in May 2018 outlines the Scottish Government's vision for a 'world class education and skills system'. It highlights the need for advice and guidance, for work-based learning, and for young people to be able to progress more quickly. <a href="http://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/">www.gov.scot/publications/15-24-learner-journey-review-9781788518741/</a>

## While the young person is at school

Policy / statistical question	Possible answer
How can I get a picture of how well young people are doing as they make the transition to adulthood?	<p><b>'School leaver attainment and initial destinations: statistics' (Scottish Government 2019)</b>  <a href="http://www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/">www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/</a>            This is the first 'Summary Statistics for Attainment and Initial Leaver Destinations' report. In June 2019 the first edition of 'Summary Statistics for Follow-up Leaver Destinations' will be published. Both of these publications report on all school leavers.</p>

Further useful information is available in the '**Supporting Files**' section of the website (an excel spreadsheet) [www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/](http://www.gov.scot/publications/summary-statistics-attainment-initial-leaver-destinations-1-2019-edition/).

All the tables mentioned below are available in the 'Supporting Files'.

Policy / statistical question	Possible answer
How well do young people who require additional support do academically compared to young people who don't?	<b>Table A3.2.</b> 'Percentage of secondary and special school leavers from publicly funded schools by total qualifications achieved and Additional Support Need, 2017/18'. This provides statistics on the <b>qualifications achieved by young people who require additional support</b> in 2017/18
What are the long term academic trends for young people who require additional support?	<b>Table 6.</b> 'Percentage of school leavers by attainment at SCQF Level 4 to 6, by pupil characteristic, 2009/10 to 2017/18'. This provides statistics on <b>attainment at SCQF Level 4 to 6 and pupil characteristic</b> (including additional support needs) for the period 2009 to 2018.
How well do young people from my local authority do compared with other authorities?	<b>Table L2.1.</b> 'Percentage of school leavers by initial destination and local authority, 2009/10 to 2017/18. This provides statistics on the <b>'initial destination'</b> and <b>'local authority'</b> for the period 2009 to 2018.
Where can I find out how young people with different types of need do when they leave school?	<b>Table L3.1.</b> 'Percentage of secondary and special school leavers from publicly funded schools in Scotland by initial destination and Additional Support Need, 2017/18'. This provides statistics on the <b>'destination'</b> and <b>'reason for support'</b> for young people in 2017/18.
What are the long term trends in positive destinations for young people who require additional support?	<b>Table 3</b> 'Percentage of school leavers in a positive initial destination, by pupil characteristic, 2009/10 to 2017/18'. This provides statistics on <b>positive destinations</b> and <b>pupil characteristic</b> (including additional support needs).

## When the young person leaves school

Policy / statistical question	Possible answer
What is the Scottish Government's policy on helping young people find the job they want?	<p><b>'Developing the young workforce: 2017 - 18 progress report' (Scottish Government, December 2018)</b> <a href="http://www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/">www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/</a></p> <p>'Developing the Young Workforce' (DYW) is Scotland's youth employment strategy. Through DYW, the Scottish Government aims to reduce youth unemployment levels by 40% by 2021.</p> <p>The strategy aims to create an enhanced curriculum offer for young people in schools, colleges and to increase opportunities for employment.</p>
How well is the Scottish Government doing in trying to achieve this?	<p>The fourth annual progress report of the 'Developing the Young Workforce' (DYW) programme includes some useful data on equalities, and on young people with disabilities in particular.</p> <p><a href="http://www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/pages/9/">www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/pages/9/</a></p> <p>As examples, the DYW report includes the following types of information:</p> <ul style="list-style-type: none"><li>• There is a commitment (KPI 10) to increase the employment rate for disabled young people to the population average by 2021. The 2017 rate for all young people was 59.4%, with the figure for young disabled people being 42.3%</li><li>• The Scottish Government will publish a Disability Employment Action Plan (DEAP) in 2019, setting out initial steps towards achieving its ambition to reduce the disability employment gap by at least half and building on work underway across a number of programmes of activity.</li><li>• The number of Modern Apprenticeship starts who self-identify as disabled has improved year on year since the DYW action plan commenced. 11.3% of starts self-identified an impairment, health condition or learning difficulty, an increase of 2.7 percentage points in 2016/17 (8.6%) and an increase of 7.4 percentage points since 2015/16 (3/9%), the baseline figure.</li></ul>

Policy / statistical question	Possible answer
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What is the Annual Participation Measure (APM) and why is it important?

**'Annual Participation Measure for 16 – 19 year olds in Scotland 2018' (Skills Development Scotland, August 2018, revised November 2018)**

[www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/participation-measure/?page=1&statisticCategoryId=7&order=date-desc](http://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/participation-measure/?page=1&statisticCategoryId=7&order=date-desc)

Skills Development Scotland (SDS) worked with the Scottish Government to develop a new measure of participation, first published in 2015, which allows identification of the participation status of the wider 16-19 cohort. This was developed to become the Annual Participation Measure (APM).

How are young people doing according to the APM?

This latest Participation Measure report (published August 2018) marks the fourth release of statistics on the participation of 16-19 year olds at a national and local authority level. The Annual Participation Measure has been adopted in the Scottish Government's National

Performance Framework as the measure of young people's participation. The report contains an analysis of participation statuses broken down by disability (page 14).

As examples, the report includes the following types of information:

- At 86.3%, the participation rate of 16-19 year olds identified as disabled was 5.5 pp lower than the national average and 5.8 pp lower than those identified as not disabled.
- The participation rate for those identified as disabled has shown a slight year on year increase since 2016. Despite this, the participation gap between those identified as disabled and those not identified as disabled has widened. In 2016 the gap was 4.5 pp but by 2018 this had increased to 5.8 pp.
- Table 8 on page 16 provides a breakdown of the APM results by local authority for 2016, 2017 and 2018.

Policy / statistical question	Possible answer
<p>Where can I get information about young people who require additional support and modern apprenticeships?</p>	<p><b>Equalities action plan for Modern Apprenticeships in Scotland (SDS 2015)</b>  <a href="http://www.skillsdevelopmentscotland.co.uk/media/40691/2869_sds_equalities_action_plan_digital_v7.pdf">www.skillsdevelopmentscotland.co.uk/media/40691/2869_sds_equalities_action_plan_digital_v7.pdf</a></p> <p>This five-year plan outlines the range of work Scottish Government will do to improve diversity and equality of opportunity in Scottish Apprenticeships. The plan outlines its contribution towards achieving the ambitions from Developing Scotland's Young Workforce to increase the employment rate for young disabled people to the population average by 2021.</p>
<p>How are they doing in practice?</p>	<p><b>Apprenticeship Equality Action Plan Annual Report 2018</b>  <a href="http://www.skillsdevelopmentscotland.co.uk/media/44830/apprenticeship-equality-action-plan.pdf">www.skillsdevelopmentscotland.co.uk/media/44830/apprenticeship-equality-action-plan.pdf</a></p> <p>This second annual report reported progress against the targets identified by Scottish Government in Developing Scotland's Young Workforce.</p> <p>As an example, the report includes the following types of information:</p> <ul style="list-style-type: none"> <li>• Against the 2021 target of 12.5% of MA starts self-identifying an impairment, health condition or learning difficulty, 11.3%% had been achieved by 2017-18.</li> </ul>