

CITY OF
WOLVERHAMPTON
C O U N C I L

HeadStart Outcomes Framework

Produced in partnership with University of Wolverhampton by:

Insight and Performance Team

Communications

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Supporting Documents: Appendix A_Outcomes-Framework_v0.4	

Change Control			
Version	Date	Name	Description
V1.0	04/07/2017	Helena Kucharczyk	Creation of document for presentation at HeadStart Board
V2.0	31/10/2017	Helena Kucharczyk	Addition of governance structure, equalities framework outcome and qualitative questions
V2.1	02/11/2017	Helena Kucharczyk	Further development of the equalities framework
V2.2	27/11/2017	Ashley Banks	Added Young People’s Group for Business to the governance structure

Overview:

HeadStart is a major, 5 year, programme, funded by Big Lottery, which involves different areas across England implementing a broad range of initiatives to improve mental health and resilience in children and young people aged 10-16.

This outcomes framework seeks to set out how the programme will be measured in terms of its success in delivering improved outcomes.

HeadStart Mission

From our partnership:

To promote, protect and preserve the mental wellbeing of 10-16 year olds across our city, by inspiring them to dream big, supporting them to maintain motivation and control, and equipping them with the skills to cope with setbacks and adversity.

From our young people HeadStarters:

To empower the young people of Wolverhampton to improve and spread awareness of their own mental wellbeing and that of their peers.

HeadStart Programme Overview

The HeadStart programme consists of four different intervention levels, 3 of which are targeted to specific areas of the City and specific groups. These are outlined below.



Wolverhampton's targeted geographical areas

Area A: Low Hill, The Scotlands and Bushbury South
 Area B: Springfield, Heath Town, Park Village, Old Heath/Eastfield
 Area C: Bilston East
 Area D: All Saints, Blakenhall, Parkfields and Ettingshall

Intervention Level	City Wide	Universal	Universal Plus	Targeted Intervention
Description	A range of services for young people across the city.	Services for target* geographical areas in the city.	Services for key age groups in target* areas.	Additional support for the most vulnerable young people.
Offer	<ol style="list-style-type: none"> Digital and multimedia platforms to provide information, advice and peer support for young people, parents/carers and professionals. Mental health campaigns – mental wellbeing awareness-raising activities including anti-bullying, safeguarding and online safety activities. Awareness-raising activities, e.g. mental health anti-stigma campaigns and events 	<ol style="list-style-type: none"> HeadSpace Hubs – central locations in each geographic area*containing a dedicated team of professionals. Commissioned activity – a range of activities commissioned from the voluntary sector and other organisations. School-based activity - programmes for pupils, teachers and other school staff. Building communities and organisations – programmes to build expertise, understanding and new capabilities for professionals and young people 	<ol style="list-style-type: none"> Additional programmes to support year 6 and year 7 pupils in the key geographical areas* <ul style="list-style-type: none"> Sumo resilience and mental wellbeing programme for schools Digital literacy and internet safety programmes HEROS peer support programme in schools 4YP radio show – live broadcasts and podcasts Employability work-skills programmes HeadStarters Programme 	<ol style="list-style-type: none"> Support for the most vulnerable young people in the key geographic areas* <p>Who might be at risk? (based on detailed needs analysis) witnessing domestic violence / a family history of mental illness/ BAME (Black, Asian, Minority, Ethnic) / LGTBQ / new arrivals or ROMA / young carers / at risk of crime or gangs</p>

Evaluation Structure

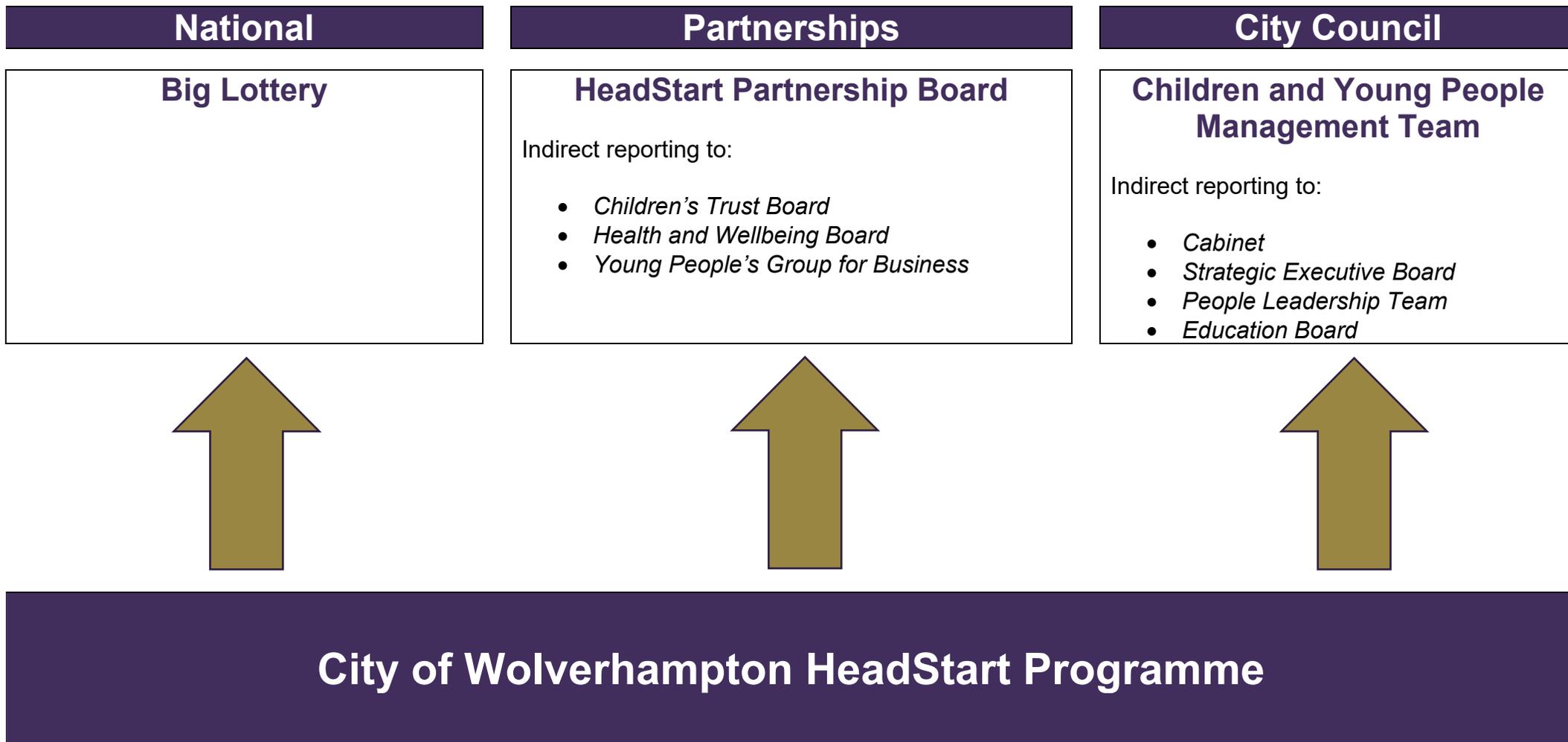
There are several elements of evaluation, both quantitative and qualitative which will produce data and information be undertaken throughout the programme. These evaluations and analysis will enable the relevant indicators to be produced to monitor the outcomes. While the qualitative evaluations are relatively set, additional data sets will continue to be developed and identified on an iterative basis. The table below broadly outlines the different evaluation strands.

Evaluation	Description																																										
<p>National Evaluation</p> <p>This evaluation will be carried out by the national evaluation team</p>	<table border="1" data-bbox="667 435 1240 655"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>x</td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>2020</td> <td></td> <td></td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>2021</td> <td></td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>2022</td> <td></td> <td></td> <td>x</td> <td></td> <td>x</td> </tr> </tbody> </table> <p>Every year children in years 7 and 9 from schools in the targeted areas will complete a school wellbeing measurement framework about their feelings and friendships. This is known as the Common Measurement Framework or CMF.</p> <p>The National Evaluation will use information from the CMF together with information about who received which HeadStart intervention(s) and when. This information will be used to measure the effectiveness of HeadStart interventions and will be shared so that it can be used locally.</p>		Y7	Y8	Y9	Y10	Y11	2017	x		x			2018	x	x				2019		x	x			2020			x	x		2021				x	x	2022			x		x
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<p>Local Evaluation</p> <p>Carried out by the local evaluation team.</p> <p>This Local Evaluation Measure evaluation applies to school-based interventions.</p> <p>The Qualitative Research applies to selected school and community interventions.</p>	<p>The Local Evaluation Measure (known as the LEM) is an online survey of year 6 and year 7 children in HeadStart schools.</p> <p>The 2017 year 6 cohorts in all HeadStart schools will be tracked for four years up to year 9. In addition, each year 6 cohorts up until 2020 will be surveyed to provide a constant and demonstrate change over time, although cohorts from 2018 onwards will not be tracked further. In addition, the 2017 year 7 cohorts in all HeadStart schools will be surveyed, with the same cohort being surveyed again the following year.</p> <p>Care will be taken to use cohorts that have not been selected by the national team to minimise disruption.</p> <p>The Local Evaluation also involves Qualitative Research. This includes in depth, interviews and focus groups, video case studies with young people, teachers, parents and other stakeholders. Interventions will be selected each year for qualitative research.</p>																																										

Evaluation	Description
<p>Quality Assurance Self-Evaluation</p> <p>This evaluation is carried out by the intervention lead (provider).</p>	<p>All community and targeted interventions will need to carry out a self-review using a standard evaluation framework looking at whether participants:</p> <ul style="list-style-type: none"> • enjoyed the experience • what they learned • if they modified any behaviour because of the intervention • what changes they have managed to make and sustain in their lives because of the intervention. <p>This will be used to capture satisfaction with interventions.</p>
<p>Economic Evaluation</p> <p>This evaluation is carried out by the intervention lead (provider).</p>	<p>This evaluation measures whether and how interventions are value for money. For example, how an intervention may have provided a cost saving by preventing mental health problems before they require intensive help. Data will be collected directly from providers and will be analysed in line with outcome data and avoidable costs</p>
<p>Reach Data</p> <p>This data will be captured by the intervention lead (provider).</p>	<p>This data will capture the numbers and demographics of children and young people who are receiving HeadStart interventions. This data will be captured by intervention leads, providers and schools via registers and will enable linkages to be made with other data sets to monitor wider outcomes for those who have received interventions</p>
<p>Outcomes and System Activity Data</p> <p>This data will be pulled together by the data team from multiple data sources</p>	<p>Data sets and indicators relating to the key HeadStart outcomes will be captured and analysed such as attendance, academic achievement, mental health interventions (CAMHS) and other health data and crime data. This will enable the programme to demonstrate the effectiveness of HeadStart in improving these areas. As much as possible will also be done to analyse this data in relation to the targeted HeadStart areas as well as City wide.</p> <p>Where possible, the data captured about the individual children and young people receiving interventions will be matched to these data sets to identify the specific outcomes relating to individual interventions.</p>
<p>Equalities Evaluation</p>	<p>Data and analysis to demonstrate that the programme is meeting the required equalities obligations will underpin the whole framework and be included within each outcome where relevant. Demographic profiles will monitor service reach and outcome indicators will demonstrate the level of outcomes achieved for different groups.</p> <p>Based on the nine protected characteristics where relevant and available: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p>

Governance Structure

The HeadStart programme is governed nationally by Big Lottery, locally by the HeadStart Partnership Board and directly managed via the Councils Children and Young People Management Team. It also indirectly reports into various other boards. The diagram below shows this governance structure.



Outcomes and Objectives

The five high level outcomes or goals for HeadStart were identified by Big Lottery. These are shown below along with the local objectives that have been identified to contribute to the achievement of the goals. Each outcome and objective will be monitored and evidenced using a range of quantitative and qualitative data obtained via the evaluation methods outlined above. The following pages summarise the indicators identified for each goal. Further detail about which specific indicators link to each objective, along with their corresponding data sources can be found at appendix A. Please note that appendix A is working document and will be updated on an iterative basis as data sources are refined.

Equalities Framework

HeadStart will provide equality of access and equality of outcomes to all young people

- a) To incorporate equality monitoring into existing processes considering all applicable 'protected characteristics'
- b) To monitor HeadStart interventions/activities to progress towards improved equality of access
- c) To monitor HeadStart interventions/activities to progress towards improved equality of outcomes
- d) To use equality monitoring to develop and improve interventions/activities and to act action where differences exist

Socially significant improvement in the mental wellbeing of at risk young people	Reduction in the onset of diagnosable mental health disorders	Improved engagement in school and improved academic attainment	Reduced engagement in 'risky' behaviour including: Substance abuse, Criminality, Teenage pregnancy (and STIs)	Improved employability
<p>a) To increase the mental wellbeing of 10-16 year olds</p> <p>b) To increase the resilience of 10-16 year olds ('Resilience' is the assets, e.g. people, places, opportunities etc., around an individual that enables s/he to live a healthy life.)"</p> <p>c) To increase access to skills and strategies that support resilience and wellbeing through the creation of an embedded and sustainable PHSE curriculum and community interventions</p> <p>d) To improve access to an appropriate level of mental health support for young people</p>	<p>a) To increase the availability of support for young people (so that there is a reduction in numbers diagnosed with a mental health disorder)</p> <p>b) To achieve systemic change in the way that mental health in young people is viewed, understood, assessed, supported and treated</p> <p>c) To achieve a more skilled, capable and knowledgeable workforce that can support positive mental wellbeing and deliver quality support</p> <p>d) To achieve a better-informed support network of parents/carers</p>	<p>a) To increase academic attainment</p> <p>b) To improve behaviours and relations with teachers and parents/carers that leads to increased engagement in schools</p> <p>c) To raise the hopes and aspirations of young people so that they can visualise and aspire to increased opportunity</p>	<p>a) To reduce the likelihood of risky behaviour</p> <ul style="list-style-type: none"> i) substance misuse ii) criminality iii) teenage pregnancy, STIs <p>b) To increase pro-social behaviour</p>	<p>a) To provide effective interventions that improve employability (including 'soft' skills such as teamworking, problem solving, self-management in addition to job search and job seeking skills)</p>

Equalities Framework - HeadStart will provide equality of access and equality of outcomes to all young people

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Indicators

How Much?	How Well?	Outcomes
<p>Number of young people receiving HeadStart Services broken down (where available and relevant) by:</p> <ul style="list-style-type: none"> • Age • Disability • gender reassignment • marriage or civil partnership (in employment only) • pregnancy and maternity • race • religion or belief • sex • sexual orientation. 	<p>Numbers and proportions of young people accessing interventions and services reflect the population.</p> <p>(HeadStart is a targeted programme (towards specific groups) in specific areas of Wolverhampton. Equality will be monitored against the characteristics of the target population.)</p>	<p>Improved equality (over the programme term) in terms of access to and outcomes from HeadStart interventions/activities</p> <p>% change in outcome measures across the framework for different groups.</p> <p>Reduction in the gap between outcomes for different groups</p>

Quality Assurance Questions

Are opportunities and outcomes improving for groups who are more disadvantaged?
 Does the access to HeadStart reflect the demographics of the targeted populations?
 Are interventions being tailored to the needs of different groups rather than a 'one size fits all approach'?

Further quality assurance questions to be developed.

Socially significant improvement in the mental wellbeing of at risk young people

- a) To increase the mental wellbeing of 10-16 year olds
- b) To increase the resilience of 10-16 year olds ('Resilience' is the assets, e.g. people, places, opportunities etc., around an individual that enables s/he to live a healthy life.)"
- c) To increase access to skills and strategies that support resilience and wellbeing through the creation of an embedded and sustainable PHSE curriculum and community interventions
- d) To improve access to an appropriate level of mental health support for young people

Indicators

How Much?	How Well?	Outcomes
<p>Numbers receiving relevant interventions (see activities)</p> <p>Number engaging with online self-help sources</p> <p>Number of young people reporting to A&E specifically for self-harm</p> <p>Number of referrals from HeadStart staff/Commissioned activity (into relevant targeted interventions/CAMHS/Early Help</p> <p>Number of sources of mental wellbeing information (physical)</p>	<p>Numbers of programmes recommissioned for subsequent years (sustainability)</p> <p>Numbers accessing appropriate support (would expect a decrease in numbers of young people being escalated to the next tier, might be increase in numbers of referrals)</p> <p>Timeline of access/speed of access/Referral time</p> <p>Numbers in targeted provision</p> <p>Numbers engaging with different online self-help/information resources</p> <p>Young peoples' voices/feelings relating to quality of intervention</p>	<p>% change in wellbeing in self-report measures</p> <p>Qualitative, triangulated assessment of wellbeing from key stakeholders (schools, community, parents)</p> <p>Scores on SWEBWEMS (see Evaluation docs)</p>

Quality Assurance Questions

- What is the reach of different interventions? Which ones are the most popular?
- Which interventions achieve the best outcome?
- Do different groups of children prefer different interventions?
- Do the outcomes differ for different groups by intervention?

Further quality assurance questions to be developed

Reduction in the onset of diagnosable mental health disorders

- a) To increase the availability of support for young people (so that there is a reduction in numbers diagnosed with a mental health disorder)
- b) To achieve systemic change in the way that mental health in young people is viewed, understood, assessed, supported and treated
- c) To achieve a more skilled, capable and knowledgeable workforce that can support positive mental wellbeing and deliver quality support
- d) To achieve a better-informed support network of parents/carers

Indicators

How Much?	How Well?	Outcomes
Number of young people diagnosed with a mental health disorder	% change in the numbers referred up; % change in the number referred back or referred to other things	Number and nature of changes resulting from young people's/parents' involvement
Number of young people accessing Tier 3 CAMHS services	Increased number of support mechanisms propagated through effective interventions at community and school levels	Sampling of teachers/community workers views to assess how the quality of support they deliver has benefited from interventions/activities undertaken "
Number of young people accessing Tier 4 CAMHS services	Increased numbers of appropriately informed personnel/records of people engaged in workforce development	% change in the number of people in lower level interventions (should see fewer young people going up to CAMHS)
A&E presentations/admissions	Revised assessment and support flows/Improved assessment and support mechanisms	
Number and nature of community stakeholders involved	% change in the number of qualified personnel at various levels	
Numbers of awareness-raising activities undertaken over programme	Courses are effective	
Records of people engaged in family/carer oriented interventions	Numbers of young people engaging in mental health issues at decision-making level	
Number engaging with online self-help sources		

Quality Assurance Questions

Has the prevalence of mental health conditions among children who have experienced HeadStart interventions changed over time?

Further quality assurance questions to be developed

Improved engagement in school and improved academic attainment

- a) To increase academic attainment
- b) To improve behaviours and relations with teachers and parents/carers that leads to increased engagement in schools
- c) To raise the hopes and aspirations of young people so that they can visualise and aspire to increased opportunity

Indicators

How Much?	How Well?	Outcomes
Number of young people from each HeadStart area undertaking further education courses	% change in the number of young people transitioning to higher education (Level 3+) courses	Increase in school performance - annual performance indicators
Number of young people from each HeadStart area undertaking higher education courses	% change in the number of young people transitioning to further education (Level 2+) courses	Increase in GCSE attainment
Number of pupils from HeadStart areas/schools engaged or referred to AEP (Alternative Education Provision)	% change in the number of fixed term / permanent exclusions	Link(s) between numbers engaging in community settings and relationship to increased academic attainment
Number of 'Managed Moves' between schools in HeadStart areas (often a proxy for exclusions)	% change in self-report measures pertinent to behaviour	Number of teachers/young people/parents reporting improved behaviour and relationships
Number of behaviour/incidents in schools	Evidence of change in identity/social capital	% change in self-report measures relating to self-esteem, confidence and self-efficacy
Stated aspirations and goals of young people (qualitative)		

Quality Assurance Questions

Has attendance in HeadStart schools improved?
Is there a difference between attainment at HeadStart schools compared to non-HeadStart schools? Is the gap narrowing?
Do children who have experienced HeadStart interventions report higher self-esteem?

Further quality assurance questions to be developed

Reduced engagement in 'risky' behaviour including: Substance abuse, Criminality, Teenage pregnancy (and STIs)

- a) To reduce the likelihood of risky behaviour
 - i) substance misuse
 - ii) criminality
 - iii) teenage pregnancy, STIs
- b) To increase pro-social behaviour

Indicators

How Much?	How Well?	Outcomes
Numbers of young people engaging with substance misuse services	% change in self-report measures related to risky behaviours	Modified behaviours, friendship groups and aspirations (Qualitative)
Number of young people engaging in criminal behaviour	% change in the number of young people engaging with substance misuse services	Increased engagement with community activities
Number of teenage pregnancies	% change in the number of young people engaging in criminal behaviours	Improved relationships with teachers /community intervention/activity leaders
Number of reported STIs	% change in the number of teenage pregnancies % change in the number of reported STIs Locations of risky behaviour (change in 'risky behaviour' in HeadStart areas)"	Improved attendance and performance at school

Quality Assurance Questions

Can any reductions in substance misuse, criminal behaviour, pregnancies or STIs be directly linked back to HeadStart interventions?
 Do young people who have engaged with HeadStart report that it has helped them to modify their behaviour?
 What other social and economic factors may be impacting on any changes in these measures?

Further quality assurance questions to be developed

Improved employability

a) To provide effective interventions that improve employability (including 'soft' skills such as teamworking, problem solving, self-management in addition to job search and job seeking skills)

Indicators

How Much?	How Well?	Outcomes
Numbers of young people enrolling on Apprenticeship schemes	% change in NEETS % not in employment, further education or further skill-based training post 16 Increased numbers transitioning to employment Effectiveness of project-initiated employability provision	Young people's perceived change/improvement in employability skills development (post course) in terms of readiness for work

Quality Assurance Questions

What type of work are young people engaged in – is it short-term and insecure, or long term and stable/
 Are young people who have engaged with HeadStart seeing better employment outcomes than their peers who have not experienced a HeadStart intervention?
 Are the types of employment that young people who have engaged with HeadStart experiencing different from their peers?

Further quality assurance questions to be developed