**Pathways to Confidence Research Brief**

COVEY Befriending (COVEY) and Bellshill and Mossend YMCA (BMYM) are calling for proposals to evaluate the Pathways to Confidence (PtC) project. The evaluation will help project partners to better understand the impact of PtC and to gain a greater insight into the critical success factors of the PtC model.

**Background**

**Covey Befriending**

COVEY's vision is that young people aged between seven and eighteen and parent/carers have reliable support to help them through their difficulties, enabling them to fulfil their potential. COVEY offers one-to-one befriending services, mentoring and group activities for children, young people and adults in need. COVEY strives to make a positive difference in the lives of vulnerable young people and parent/carers and reaches over 200 people each year.

**Bellshill and Mossend YMCA**

Bellshill and Mossend YMCA (BMYM) as a youth organisation provides a space in which young people can take part in new activities, meet new people and make new friends. BMYM provides a wide range of services for the young people focusing on a range of topics from health and wellbeing to drugs and alcohol. BMYM

**Pathways to Confidence Project** – www.pathwaystoconfidence.org.uk

PtC is funded by the William Grant Foundation Youth Opportunities Fund, through Foundation Scotland and the Big Lottery Fund. It is a partnership initiative between COVEY and BMYM that began in October 2014. The project is delivered in North and South Lanarkshire, and COVEY is the lead project partner. PtC aims to work with an average of 88 individuals and families per year from Bellshill, Hamilton, Blantyre and Uddingston.

PtC supports young people and their principal care givers to develop confidence, self-esteem and have improved family relationships. This helps young people to engage better in school and integrate better into their communities. Offering the right support at the right time to young people and parent/carers can avoid escalation and the need for involving more specialist services.

COVEY and BMYM collaborate with other partners to deliver PtC. Funding is included for Airdrie Citizens Advice to deliver specialised work, for example debt advice and income maximisation. Through CAB, barriers are reduced for those with literacy, numeracy and other additional needs.

The wider partnership approach includes various other agencies, for example Community Learning and Development and other local charities allowing the project to offer wider support for families and young people.

## Project Activities

The project is designed to offer support to adults and children through a partnership approach. COVEY provides mentoring support to parents and carers, through volunteer mentors and staff, while BMYM provides befriending services for children and young people aged 8-14. The project is, as far as we know, unique because it supports both young people and their primary carers in a holistic way through a partnership model.

A Young Persons' Coordinator and Family Support Coordinator ensure that families get the right support through a team of paid Befrienders and Family Support Workers. Trained volunteers are also engaged as Family Mentors. In addition, an Aspire Coordinator works in two schools coordinating group and one-to-one links between young volunteer mentors and younger pupils. This is proving an effective route to engaging young people and families who can go on to benefit from other BMYM support.

The service is not specifically based on any one issue e.g. substance misuse/offending behaviour/ mental health. Referrals are focused on the young person, where there are concerns about these issues as well as disengagement with school, risk of offending, poverty and social isolation. Wraparound provision is offered for children and young people, parents and carers with holistic, trusting and reliable relationships at the core.

## Project Outcomes

The outcomes for PtC participants (young people, parents and carers) are:

- Improved and sustained confidence and self-esteem with increased engagement in their development, and improved self-belief, leading to increased aspirations.

- Better connected to the community with reduced isolation and increased access to support, education, employment and learning opportunities.

- Increased skills and interests, including reduced aggressive, anti-social and offending behaviour and increased pro-social behaviour.

- Improved and sustained health and wellbeing, including reduced risk taking behaviours and better family relationships.

## Wider Context

We believe that the significant strengths of PtC are its partnership practices, early intervention/prevention focus and holistic approach. The holistic model of intervention enables the strengthening of emotional resilience. Families who are finding life challenging due to a range of factors have the support they need to move on in their lives.

PtC aligns with a range of local and national policy objectives. These include Early Intervention, Adverse Childhood Experiences (ACEs), GIRFEC, the Scottish Government's

National Health and Wellbeing Outcomes, Alcohol and Drug Partnerships (ADPs) Closing the Attainment Gap and Parenting Support Pathways based on the Solihull Approach.

In particular, current research around ACEs shows that they can affect people across their life-course. Experiences of childhood adversity can have direct and indirect impacts on how people respond to stress, their resilience and ability to form lasting relationships. PtC supports young people and provides a trusted adult through befriending services provided by BMYM. Research shows that having a trusted reliable adult in someone's life can mitigate the effects of ACEs. Mentoring support for parents and carers through COVEY can also help to address long-standing issues rooted in their own childhood trauma.

## Research Aims and Objectives

A previous evaluation undertaken by North Lanarkshire Council Psychological Services in 2016 found the project was having a positive effect on the families it worked with. A summary of the evaluation can be found at http://www.pathwaystoconfidence.org.uk/. Since then, the project has worked with many more people and there is an opportunity to assess the longer-term impact on earlier participants. In addition, the school-based Aspire Mentoring aspect of the project has since come on stream.

The immediate priority of the PtC partnership is to help the project partners consider the impact of the project and the effectiveness of the model as well as considering the aspects of sustainability and development. Any evidence of a sustained positive impact on beneficiaries over its first 4 years, will also help make a case for ongoing funding.

In addition, the partners wish to evaluate the PtC model to identify what works well and what could be improved. If the project is to extend its reach or be replicated elsewhere, it will be important to understand what the critical elements that need to be replicated are.

Therefore, the PtC Governance Group wants to commission an external evaluation of the Pathways to Confidence Project. This will maximise the opportunity to build on the already significant investment made into the project. It will enable project partners to deliver a service that is responsive and relevant to current and future policy, funding and social initiatives, and allow the PtC Governance Group to consider the future options for the project.

We believe that there is particular relevance for PtC in relation to the education sector. Therefore we would like the evaluation to include evidence on educational outcomes, including attendance, attainment and GIRFEC, alongside other indicators linked to wider policy drivers.

<span style="color:#e91e63">**Aims of the Evaluation**</span>

The overall aims of this evaluation are:

- **Impact**: To determine progress towards meeting the outcomes of the project and impact on beneficiaries and partners.

- **Process:** To evaluate the effectiveness of the PtC model, including the approach to supporting young people and parent/carers, partnership working and value for money.

<span style="color:#e91e63">**Objectives of the Evaluation**</span>

We would like the evaluation to focus on the following key areas:

**PtC Impact**

- Evaluate the impact of PtC on young people, parent/carers, project staff, partners, support providers and wider strategic stakeholders.

- To undertake a return on investment of the project to identify any cost savings made for public services, for example through reduced Social Work interventions.

- To link the impact of Ptc to local and national strategic policy objectives.

**PtC Model**

- To review the current data collection methods for the project, identify strengths and weaknesses, and suggest improvements for capturing evidence in the future.

- Evaluate the effectiveness of the PtC model, identify its critical success factors, and compare and contrast with other models such as Stepping Stones to Families and MCR Pathways.

**Conclusions**

Drawing these two strands together, conclusions and recommendations should be made for service delivery including sustainability and options for development, based on learning.

<span style="color:#e91e63">**Potential Research Questions**</span>

Aligned to these themes, there are some key research questions for the evaluation partner to explore.

**Evaluation of outcomes and impact:**

- To what extent has Pathways to Confidence met its intended outcomes noted on page 2 for both young people and adults?

- To what extent has the project impacted on education outcomes for children and young people (e.g. attendance, attainment, reduced exclusion rates, literacy, listening, forming relationships with peers and teachers, parental engagement with school)?

- Has Pathways to Confidence helped reduce Social Work and other service interventions for families / prevented families being referred back to Social Work, reducing pressure on / cost of services in the longer term?

- Have longer-term changes been sustained for young people and parent carers from the project?

**Evaluation of the project model and approach:**

- What are the critical success factors of the project model and why (e.g. holistic partnership approach, befriending and mentoring approach, staff support, partnership working)?

- How effective and robust are the processes? What are the successes and challenges?

- How successfully does the project approach integrate with other services and initiatives working to similar agendas?

- Does the project reach the people it can best help?

These are suggested and not prescriptive research questions. The successful evaluator will decide which are most appropriate and relevant towards the research aims and develop additional research questions where required. Appendix 2 contains a SWOT Analysis of PtC, to enable the evaluation partner to further review and refine the research questions for an evaluation.

## Data Available for the Evaluation

COVEY and BMYM gather a wide range of data about the project and its participants. The project uses a range of tools and techniques to capture progress of and impact on participants, including wellbeing scales and questionnaires. A full summary of these tools can be found in Appendix 3. This data is captured and stored in three main ways:

- Survey Monkey – used to collect and store participant responses to questionnaires, and health and wellbeing frameworks. These are re-visited and updates every six months.

- PtC Access Database – allocates a unique ID to participants and stores a wide range of information including personal details about active and former participants, notes of communications and interactions with statutory service and other partners, assessment packages detailing needs, barriers, issues and goals, exit interviews, volunteer and mentor notes, referral information and other statistics.

- Hard copy data – most of which is input into the project's online systems, including notes about participants including initial visits, evaluation sheets, consent forms, contact details, correspondence, notes about Aspire Mentors in each school, and school referral paperwork.

North Lanarkshire Psychological Services have agreed to provide their original research tools and evaluation findings to assist with ongoing evaluation.

The evaluation partner will decide what additional evidence needs to be gathered, to undertake a full evaluation of PtC. Suggestions for gaps in current information and supplementary data collection can be found in Appendix 1. These data collection methods are suggested and not prescriptive. The successful evaluator will review existing evidence, identify gaps and design data collection methods to complete the picture.

The contractor commissioned to evaluate the PtC project will have access to all of the above data, apart from confidential correspondence documentation (such as medical reports and letters) filed in hard copy at COVEY and BMYM.

### Research Methodology

It is expected that the evaluation will use mixed method to meet the aims of the project. The PtC Governance Group is not prescriptive in the methodology used to undertake the evaluation, and is open to innovative ideas. However, it is expected that the successful tender will include a range of qualitative and quantitative approaches that will include:

- analysis of existing PtC evidence and data available including project documentation;
- qualitative research to evaluate the impact and process, with PtC beneficiaries, staff; governance group, volunteers, partners, support providers and other relevant external stakeholders;
- review of progress towards PtC outcomes and impact on PtC beneficiaries;
- analysis of critical success factors of the PtC model and comparisons with others models of support;
- value for money assessment of PtC; and
  case studies illustrating the distance travelled by project participants.

All evidence will be collated and analysed to reflect the perspectives of the wide range of beneficiaries and stakeholder groups engaged in PtC. Evidence should demonstrate the impact of the project and effectiveness of the process.

### Reporting Requirements

It is expected that there will be fortnightly progress updates made to the PtC Governance Group. These can be a mix of meetings, emails and telephone calls.

An interim report focussing on the outcomes and impact will be submitted by 31 March 2019. A full draft report including this and exploring the findings around the model will be submitted by the end of 26 April 2019. Following discussions and any necessary revisions, a final report will be submitted to the PtC Governance Group by 10 May 2019. The evaluation findings will be presented to staff, partners and stakeholders for 24 May 2019.

### Timescales

| | |
|---|---|
| Research put out to tender | Friday 30 November 2018 |
| Proposals received by | Wednesday 19 December 2018 |
| Interviews / presentations of proposals | Thursday 10 January 2019 |
| Tender awarded by | Tuesday 15 January 2019 |
| Inception meeting | Monday 21 January 2019 |
| Draft report | Friday 26 April 2019 |

| Final report | Friday 10 May 209 |
| Presentation of key findings | Friday 24 May 2019 |

## Budget

The total budget available for this work is between £10,000 - £15,000 (plus VAT). This includes all fees, costs (such as survey incentives) and expenses.

## Management of the Contract

The contract will be managed by the Pathways to Confidence Governance Group, the key contact being based at Regent House in Hamilton. It is expected that the evaluation partners will work closely with the Project Leader at COVEY Befriending who manages the project operationally and strategically.

## Response to Tender

A demonstration of alignment to the project values is important and all responses will be scored against the following:

| Scoring Criteria | Weighting |
|---|---|
| Demonstrates an understanding of issues relating to supporting vulnerable children, young people and adults | 15% |
| Demonstrates a knowledge and understanding of mentoring and befriending as evidence-based approaches to providing support services | 10% |
| Demonstrates an understanding of the benefits of holistic support models and the impact on wider families. | 10% |
| Demonstrates an understanding of the policy context and funding landscape surrounding the intervention | 10% |
| Produces an effective and convincing research method | 15% |
| Produces an achievable project plan that shows how the requirements set out in the brief will be met (including timetable). | 10% |
| Explains clearly how the project will be successfully managed (including quality assurance, managing risk and ethics) | 10% |
| Demonstrates a research team that will deliver this project that have the full range of experience and technical skills required | 15% |
| Offers and maximises value for money. | 5% |

The deadline for responses is Wednesday 19 December 2018. Please email responses to R.Reid@coveybefriending.org.uk. Responses should be no more than five pages, and one-page CVs of consultants or researchers who will work directly on the evaluation should be provided as an appendix. Please submit a payment schedule in your response.

Any queries about the evaluation should be directed to:
Rhoda Reid
Project Leader
COVEY Befriending
Regent House 9 High Patrick Street Hamilton ML3 7JA
R.Reid@coveybefriending.org.uk / 01698 994013

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## Appendix 1 – Potential research questions

| Outcomes Research Questions and Data Collection Methods | | |
|---|---|---|
| **Outcome-related research questions** | **Data collection methods** | |
| | **Available** | **Suggested** |
| **Has Pathways to Confidence met its intended outcomes for both young people and adults?** | Some early evidence available through the North Lanarkshire Psychological Service's evaluation but not up-to-date. Some evidence available through project monitoring tools with responses stored on Survey Monkey / hard copy. Some evidence available through PtC database (qualitative notes, assessment packages, exit interviews and volunteer and mentor notes). | Capture progress towards PtC outcomes through primary qualitative research including interviews with young people, adults, wider family, project staff and partners. |
| **Has the project improved the confidence and self-esteem of young people and adults? In what way?** | Some evidence available through project monitoring tools with responses stored on Survey Monkey / hard copy. Some evidence available through PtC database (qualitative notes, assessment packages, exit interviews and volunteer and mentor notes). | Qualitative research including interviews with young people, adults, wider family, project staff / volunteers and partners to understand impact on confidence and self-esteem. |
| **Has the project improved the metal health and wellbeing of young people and adults?** | Some evidence available through previous evaluation / project monitoring tools with responses stored on Survey Monkey / hard copy (health and wellbeing frameworks, questionnaires). Some evidence available through PtC database (qualitative notes, assessment packages, exit interviews and volunteer and mentor notes). | Qualitative research including interviews with young people, adults, wider family, project staff / volunteers and partners to determine impact on mental health and wellbeing. |
| **Has the project improved the personal skills of young people and adults (e.g. social interaction, communication, relationship building, resilience, aspirations) and positively impacted the behaviours and lifestyle choices of young people and adults?** | Some evidence available through previous evaluation / project monitoring tools with responses stored on Survey Monkey/ hard copy (school information sheets, feedback from Aspire Mentors, health and wellbeing frameworks, and questionnaires). Some evidence available through PtC database (assessment packages, volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with young people, adults, wider family, project staff / volunteers and partners to understand the development of improved personal skill and changes in behaviours and lifestyle choices. |

| | | |
|---|---|---|
| **Has the project impacted education outcomes for children and young people (e.g. attendance, attainment, reduced exclusion rates, literacy, listening, forming relationships with peers and teachers)?** | Some evidence available through previous evaluation / project monitoring tools with responses stored on Survey Monkey / hard copy (e.g. school information sheets, feedback from Aspire Mentors, health and wellbeing frameworks, and questionnaires). Some evidence available through PtC database (assessment packages, volunteer and mentor notes, qualitative notes and exit interviews). Some evidence available through PtC database including qualitative notes abut interactions with other services, project statistics and assessment packages. | Qualitative research including interviews with young people, adults, wider family, project staff / volunteers and partners to determine impact on education outcomes. |
| **Has the project improved parental engagement with school? In what way?** | Some evidence available through previous evaluation / project monitoring tools / hard copy (school information sheets, feedback from Aspire Mentors, health and wellbeing frameworks, and questionnaires). Some evidence available through PtC database (assessment packages, volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with parents, wider family, project staff / volunteers, school staff and other services to understand changes in parental engagement with schools. |
| **Has Pathways to Confidence helped reduce Social Work interventions for families / prevented families being referred back to Social Work, reducing pressure on / cost of services in the longer term?** | Some evidence available through previous evaluation / project monitoring tools / hard copy (school information sheets, feedback and questionnaires). Some evidence available through PtC database (volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with project staff / volunteers, partners and other support agencies to determine reduced interventions / referrals. Development of longitudinal case studies with the first PtC cohorts. |
| **Have longer-term changes resulted for young people and adults from the project? Have young people and adults achieved and sustained positive destinations?** | Some evidence available through previous evaluation / project monitoring tools / hard copy (school information sheets, feedback from Aspire Mentors, mentor assessments). Some evidence available through PtC database volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with longer-term / former participants, wider family, project staff / volunteers, partners and other agencies to understand longer term project impacts. Development of longitudinal case studies with the first PtC cohorts. |

## Process Research Questions and Data Collection Methods

| Process-related questions | Data collection methods | |
|---|---|---|
| | **Available** | **Suggested** |
| **How many young people and adults has the project engaged with to date? How does this compare with targets?** | Available through PtC database (open statistics) and project documentation outlining intended targets. | Nothing additional to collect. |
| **What is the profile of young people and adults participating in PtC? Is it reaching the right people?** | Available through PtC database (information about active and former participants, open statistics). | Nothing additional to collect. |
| **What are the critical success factors of the project model and why (e.g. holistic whole family approach, befriending and mentoring approach, staff support, partnership working)?** | Some evidence available through previous evaluation / project monitoring tools / hard copy (health and wellbeing frameworks and scales, family diaries, staff observations). Some evidence available through PtC database volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with young people, adults, project staff / volunteers, mentors, partners and other agencies to explore the critical success factors of the project model and why (e.g. holistic whole family approach, befriending and mentoring approach, staff support, partnership working)? |
| **How does the referral process work? What are the successes and challenges?** | Some evidence available through previous evaluation / project monitoring tools / hard copy (health and wellbeing frameworks and scales, family diaries, staff observations). Some evidence available through the PtC database ('referred from' and 'referred to' lists, open statistics). | Qualitative research including interviews with young people, adults, project staff / volunteers, mentors, partners and other agencies about the effectiveness of the referral process. |
| **How successfully does the project approach integrate with other services and initiatives working to similar agendas?** | Some evidence available through PtC database volunteer and mentor notes, qualitative notes and exit interviews). | Qualitative research including interviews with project staff / volunteers, mentors, partners and other local / national agencies about the effectiveness of integration with other services. |
| **How did the partnership approach between COVEY, BMYM and other partners develop?** | Some evidence may be available through project background documentation. | Qualitative research including interviews with project staff / volunteers, mentors, partners and funders about partnership approach.<br>Online surveys to gather qualitative and quantitative evidence from project staff / volunteers, mentors, partners and funders. |

## Pathways to Confidence SWOT

| Strengths | Weaknesses |
|---|---|
| • Governance<br>• Equal and supportive partnership<br>• Shared values<br>• The consistently good outcomes for YP and Families<br>• Processes and procedures well established<br>• Commitment and passion of all staff<br>• Directly relates to local and national government priorities – raising attainment/reduction of poverty/<br>• Identification of clusters of issues (Risk Factors / ACES) including Mental Health issues for parents and children rather than addressing only one aspect – a holistic approach<br>• Strong links to CAB and the immediate benefit to families | • Capacity/resources at the current time due to limited resources unless the project has access to additional resources<br>• Limited reach into national strategies<br>• Limited geographical area<br>• Limited profile<br>• Limited capacity for development and strategic connections due to resources<br>• Having all the data for evaluation and having limited capacity to draw down findings in a meaningful way for a wider audience |
| **Opportunities**<br>• Development and expansion based on impact<br>• Replication<br>• Overlap with other YM and COVEY projects<br>• Has a unique approach – partnership working /taking a person-centred youth work approach / flexible to the needs of the families / responsive and holistic<br>• Developing of the Aspire model further as a stand alone<br>• Pupil Equity Funding<br>• Links with Child Poverty Agenda<br>• To provide a further evaluation<br>• Carry out compare/contrast of models<br>• To define our learning - Insight/Learning and Evaluation to<br>• Improve the project<br>• Be available and of interest to third parties<br>• To develop statutory partner contacts at national and local level to align with outcomes<br>• Continuing model development across statutory partners with a particular emphasis on health related services*<br>• Mental health / substance misuse /justice services / attainment / child poverty | **Threats**<br>• Immediate funding gap October 2019<br>• Political/Economic and Social challenges impacting on the availability of funds<br>• Needing to divide up the project into the two elements Parent Support/YP support to attract specific funds from trusts<br>• Elements of project would need to be annexed thus breaking the link and unique partnership approach<br>• Competition for resources<br>• Augmenting |

## Appendix 3

**Pathways to Confidence monitoring tools and techniques**

Monitoring tools and techniques currently used to capture progress of and impact on young people include:

- the Stirling Children's Wellbeing scale containing a series of rated statements that apply to young people;

- My Support Circle used to identify who are the people in their lives that provide them with different levels of support;

- Supplementary questions / statements for young people about their families, school and wider aspirations;

- an information sheet for schools to capture observational views on changes in young people;

- a Project View of change to collect views of project staff on the changes in young people; and

- My Picture Profile capturing the views of young people using topic cards that relate to their lives.

Monitoring tools and techniques currently used to capture progress of and impact on adults include:

- the Adult Wellbeing Scale used to measure mental health support needs relating to depression, anxiety and irritability;

- the Warwick-Edinburgh Mental Wellbeing Scale;

- the Parent and Family Activity Diary exploring interactions between parents and their children; and

- a Project View of change to collect views of project staff on the changes in parents;