EMWPREP

East Midlands Widening Participation Research and Evaluation Partnership

USING DATA IN OUTREACH WORK

Emma Church

Introduction to EMWPREP

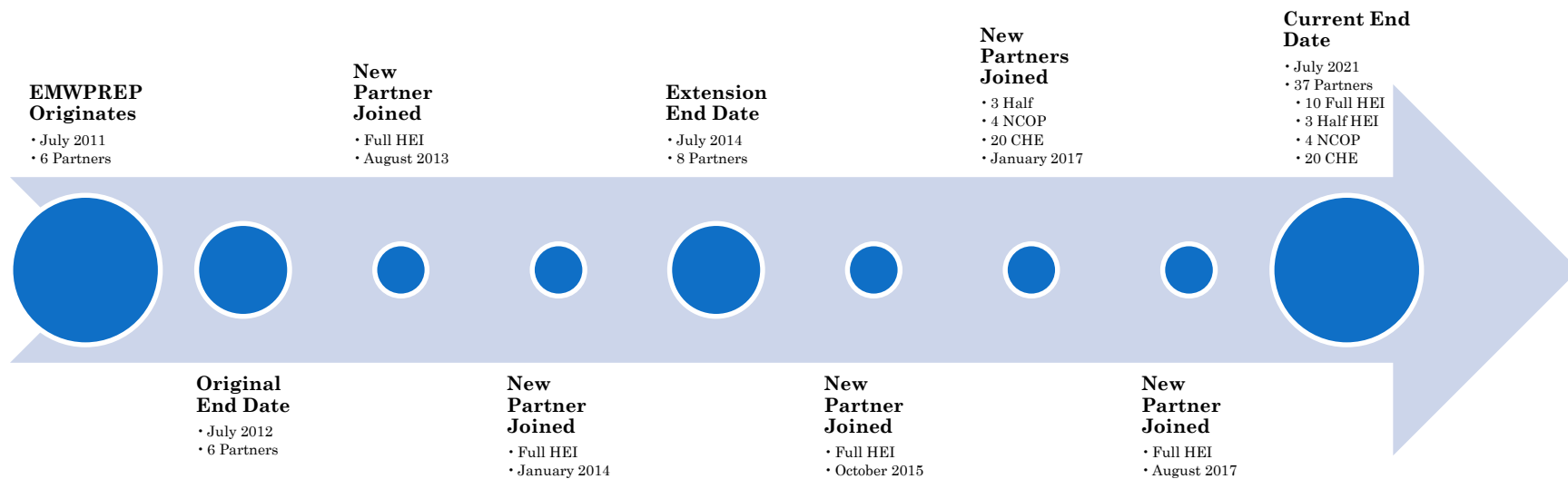Setting the Scene- Who and What?

'Using Data in Outreach Work'

How can data be deployed to inform practice, intervention and future outcomes?

Evaluation Framework

EMWPREP: THE STORY SO FAR

EMWPREP Originates
• July 2011
• 6 Partners

Original End Date
• July 2012
• 6 Partners

New Partner Joined
• Full HEI
• August 2013

New Partner Joined
• Full HEI
• January 2014

Extension End Date
• July 2014
• 8 Partners

New Partner Joined
• Full HEI
• October 2015

New Partners Joined
• 3 Half
• 4 NCOP
• 20 CHE
• January 2017

New Partner Joined
• Full HEI
• August 2017

Current End Date
• July 2021
• 37 Partners
• 10 Full HEI
• 3 Half HEI
• 4 NCOP
• 20 CHE

SETTING THE SCENE

What is WP?

Who are the under-represented groups?

WP

What shapes WP?

EVALUATION FRAMEWORK

Targeting
- To Inform

Monitoring
- To Evidence

Evaluation
- To Improve

Tracking
- To Influence

Targeting	Monitoring
Tracking	Evaluation

EVALUATION FRAMEWORK

- School Profiles
- Cohort Lists
- Postcode Checker

Targeting
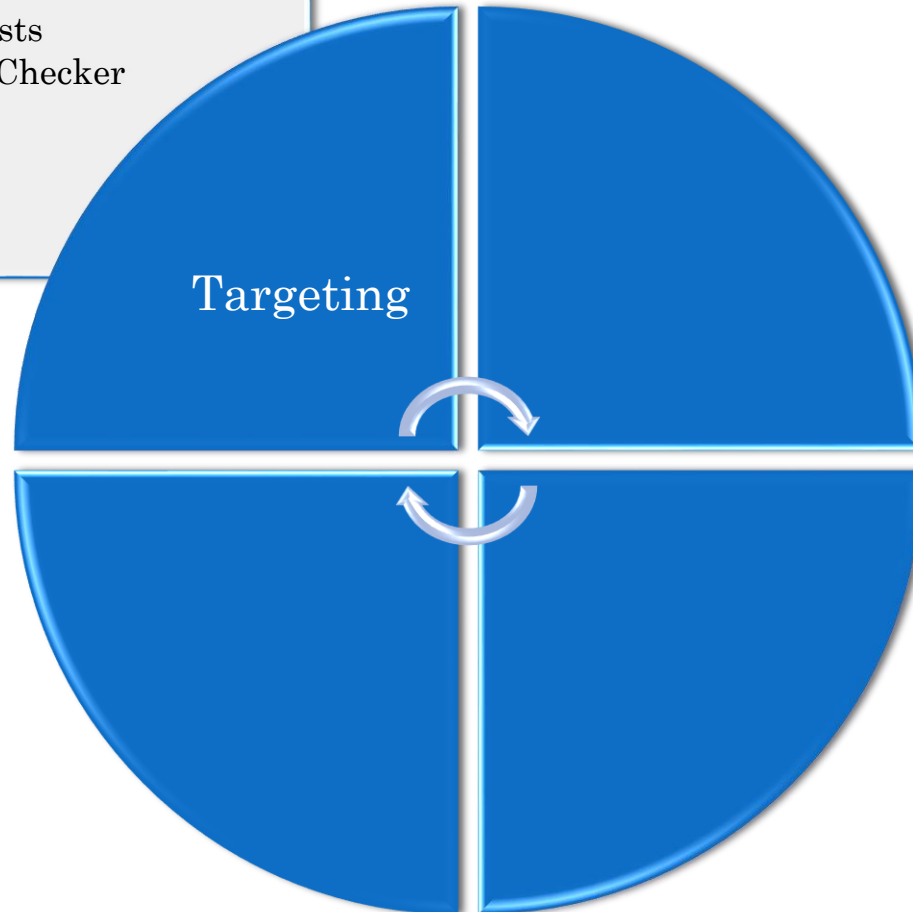
TARGETING: SCHOOL LEVEL

School Name	% residing in POLAR quintile			% residing in IMD area			Free School Meals (FSM)	GCSEs	KS2	No. of Pupils		Targeting	
	qYPR 1	qYPR 2	qYPR 1or2	10% most deprived	20% most deprived	40% most deprived	% eligible for FSM (performance table stats)	% 5+ A*- C inc E&M 2012	% achieving level 4 or above in reading and mathematics test and writing teacher assessment	Total No. of Pupils	No. used in analysis	Target School	Total All Criteria
School A	64%	34%	97%	94%	95%	99%	49%	N/A	77%	342	342	✓	10
School B	62%	3%	65%	9%	9%	57%	29%	N/A	74%	120	116	✓	4
School C	62%	11%	73%	17%	32%	61%	17%	N/A	46%	760	759	✓	3
School D	60%	1%	61%	56%	60%	97%	44%	NO DATA AVAILABLE	N/A	293	289	✓	9
School E	46%	45%	92%	0%	0%	20%	17%	NO DATA AVAILABLE	N/A	395	395	✓	1
School F	44%	22%	67%	43%	70%	84%	67%	0%	N/A	63	63	✓	8
School G	44%	44%	88%	0%	0%	20%	17%	31%	N/A	403	403	✓	1
School H	42%	35%	77%	49%	52%	81%	25%	49%	N/A	1,040	1035	✓	6
School I	41%	26%	67%	35%	40%	50%	18%	NO DATA AVAILABLE	N/A	500	498	✓	2
School J	41%	38%	80%	0%	0%	14%	9%	NO DATA AVAILABLE	N/A	468	467		0

o Assists in targeting schools

o Combines various datasets (including Performance Tables information, Statistical Release data, NPD data, deprivation and key geographical locators) to indicate which schools could be offered activities

o Can help clarify levels of priority

TARGETING: SCHOOL LEVEL

	Criterion 1: >= x% of pupils from 10% most deprived areas (IMD)	Criterion 2: >= x% of pupils from 20% most deprived areas (IMD)	Criterion 3: >= x% of pupils from 40% most deprived areas (IMD)	Criterion 4: >= x% of pupils from 20% most deprived areas (Education, Skills & Training Domain)	Criterion 5: >= x% of pupils from 40% most deprived areas (Education, Skills & Training Domain)	Criterion 6: >= x% of pupils from 20% most deprived areas (Income Deprivation Affecting Children Index Domain)	Criterion 7: >= x% of pupils from 40% most deprived areas (Income Deprivation Affecting Children Index Domain)
x=	25%	40%	60%	50%	80%	50%	80%

Criterion 8: >= x% of pupils from POLAR quintile 1	Criterion 9: >= x% of pupils from POLAR quintiles 1 OR 2	Criterion 10: >= x% of pupils eligible for FSM	Criterion 11: <= x% of pupils achieving 5+ A*-C including English & maths	Criterion 12: >= x% of pupils achieving 5+ A*-C including English & maths	Criterion 13: <= x% of pupils achieving level 5 or above in reading and mathematics test and writing teacher assessment	Criterion 14: >= x% of pupils achieving level 5 or above in reading and mathematics test and writing teacher assessment
50%	80%	25%	-1%	101%	-1%	101%

TARGETING: INDIVIDUAL LEVEL- EXAMPLE

- Currently a student will fall into the cohort if they meet the following criteria:

    - They are predicted a 45% chance of achieving 5+ A*-C GCSEs including English and Maths

    AND

    - They are eligible for Free School Meals (FSM),

    OR

    - They fall within one of the 20% most deprived areas nationally according to the Indices of Multiple Deprivation (IMD)

    OR

    - They fall within one of the 20% lowest young HE participation wards (quintile 1) of POLAR,

    OR

    - they fall within one of the 40% most deprived areas nationally according to IMD **AND** within one of the 40% lowest young HE participation wards (quintile 1 or 2) of POLAR.
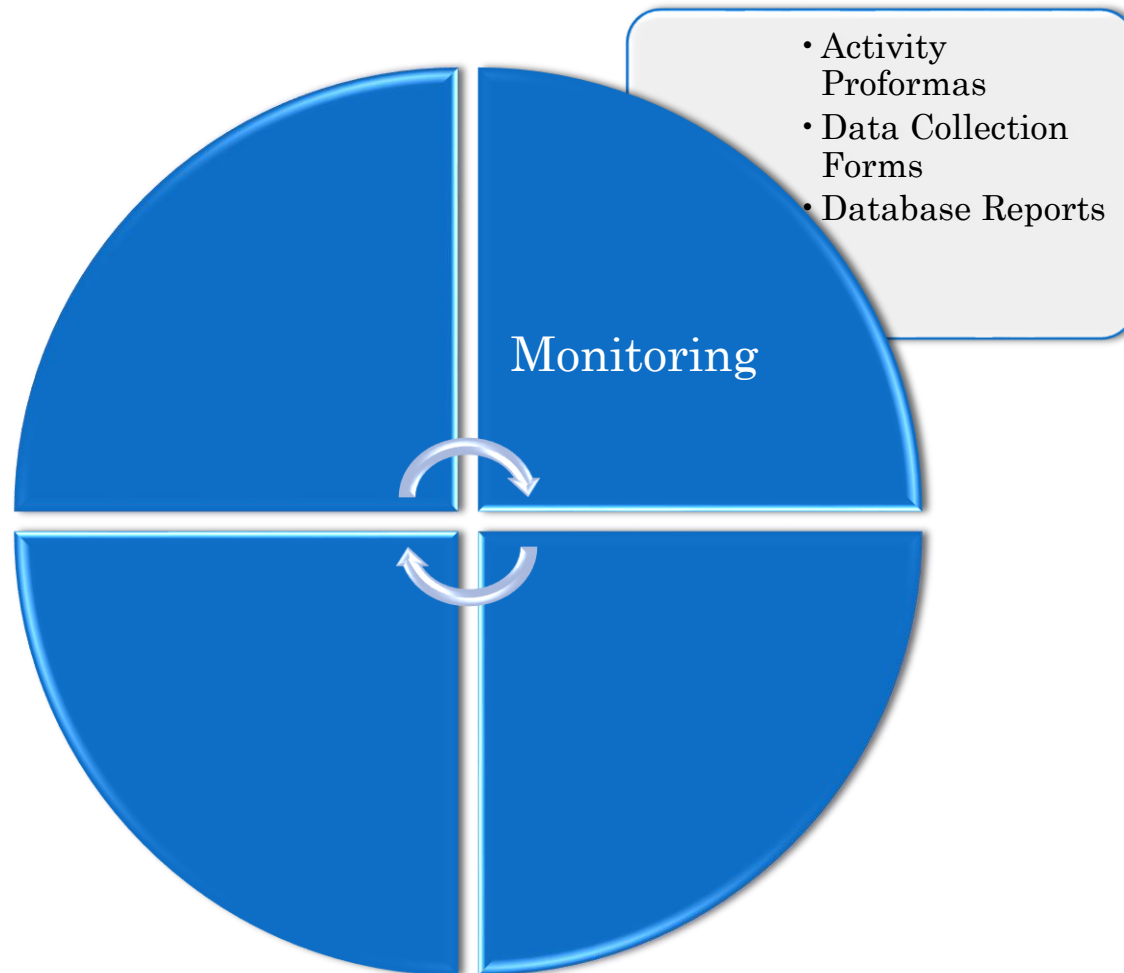
TARGETING: POSTCODE CHECKER

- Online resource
- Allows one or multiple postcodes to be checked at a time
- Provides WP indicators: IMD, IDACI, POLAR, and NCOP eligibility
- Useful where agreements with LAs do not exist
- Able to provide access for schools to check their own postcodes

EVALUATION FRAMEWORK

- Activity Proformas
- Data Collection Forms
- Database Reports

Monitoring

MONITORING: M&E DATABASE

MONITORING: PROFORMAS AND DATA COLLECTION FORMS

- The proformas allow partners to record a wide variety of information about their interventions such as:
  - Activity type
  - Category
  - Funding stream
  - Duration
  - Location
  - Target group
  - Number of participants involved

- The data collection forms allow partners to collect key tracking information including:
  - Name
  - DOB
  - Postcode

- As well as contextual data including:
  - Parental HE experience
  - FSM eligibility
  - Disability
  - Ethnicity
  - LAC status

- The above provides partners greater insights into the types of students they are working with

Monitoring: EMWPREP partner activity and participant demographics

No. of Activities	3,602
No. of Participants	160,612

Activity Category	No. of Activities	%age of Activities	No. of Participants	%age of Participants
Cat1	2,210	61.4%	120,204	74.8%
Cat2	1,392	38.6%	40,408	25.2%
Grand Total	**3,602**	**100.0%**	**160,612**	**100.0%**

Core Activity Type	No. of Activities	%age of Activities	No. of Participants	%age of Participants
Campus Visits (generic)	191	5.3%	7,134	4.4%
Information, Advice and Guidance	2,297	63.8%	125,853	78.4%
Master Classes, including subject enrichment or revision sessions	442	12.3%	17,224	10.7%
Mentoring	494	13.7%	2,164	1.3%
School or college based interventions as part of an agreed programme	170	4.7%	7,634	4.8%
Student Ambassadors	2	0.1%	80	0.0%
Summer Schools and other HE related residential experiences	6	0.2%	523	0.3%
Grand Total	**3,602**	**100.0%**	**160,612**	**100.0%**

Data analyses are taken from the East Midlands Widening Participation Research and Evaluation Partnership Monitoring and Evaluation Database for all partner University activities. The analyses are based on data collected on activities which have taken place during the 2017/18 academic year as at 31st January 2018. Only those activities that were stored on the database are included in the analyses.

MONITORING: EMWPREP PARTNER ACTIVITY AND PARTICIPANT DEMOGRAPHICS

Targeting Summary	%age in target group	Total No. Participants
IMD- 40% Most Deprived	58.6%	15,493
IDACI- 40% Most Deprived	56.2%	15,465
POLAR4 qYPR (quintiles 1 and 2)	68.9%	15,493
FSM Eligibility	27.2%	14,166
Parents/Carer HE	67.8%	14,149
Gender- Male	41.8%	15,426
Declared Disability	9.8%	14,297
Ethnicity- BME	23.7%	15,378
LAC	2.1%	13,866
Young Carer	3.3%	13,318
NCOP Eligibility	43.7%	15,749
Total No. Participants in analysis		**15,749**

Analyses are based on data collected on participants in activities which have taken place during the 2017/2018 academic year as at 31st January 2018. This data is returned via valid data collection (or application) forms, combined with activity data. Consequently, activities where participant data is not collected are not considered here. Only those activities and participants that were stored on the database are included in the analyses.

EVALUATION FRAMEWORK

Evaluation

Complementary Methods
- Specific Evaluations
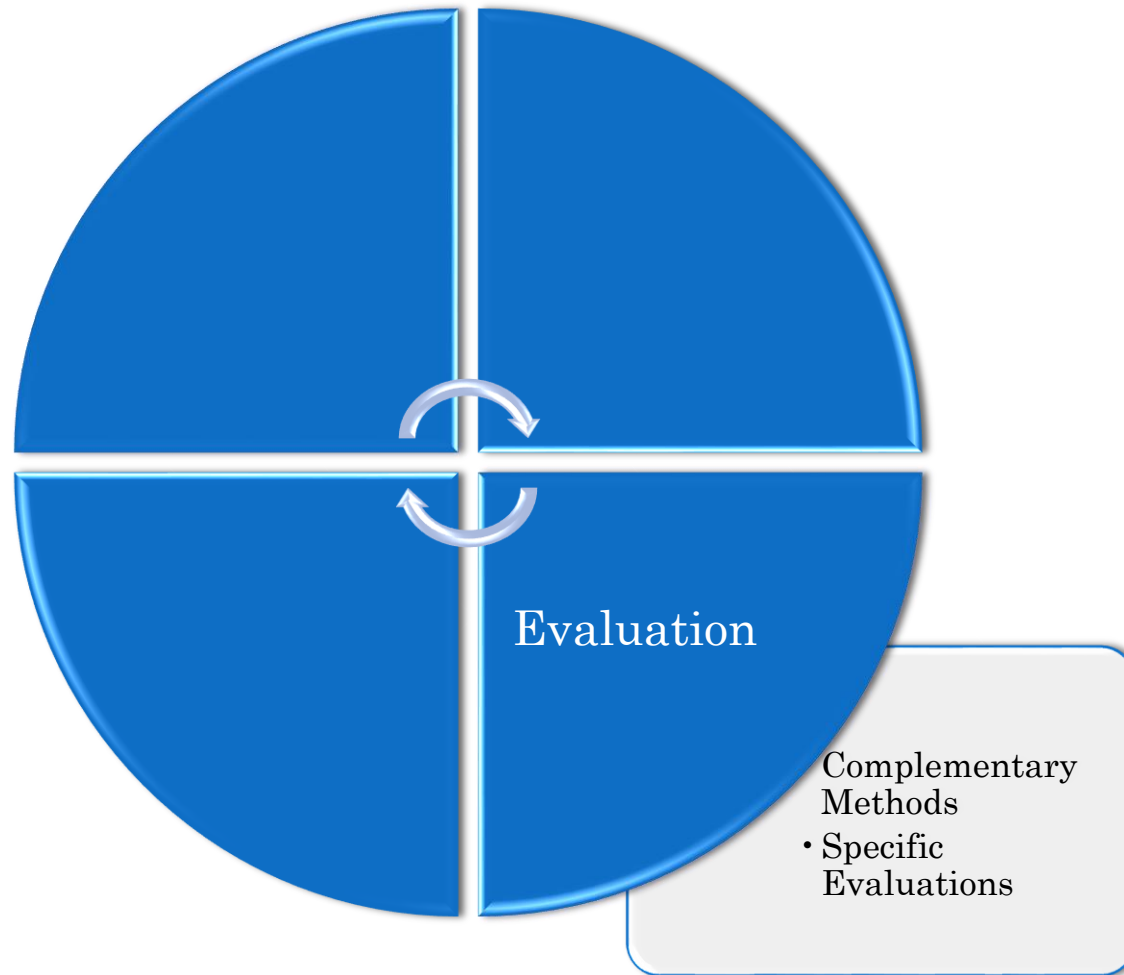
EVALUATION: COMPLEMENTARY METHODS

- Effective evaluation should:
  - Be a fundamental part of the WP process
  - Be built-in to the activity design
  - Provide evidence using suitable methods which are linked to the aim and objectives of the activity
  - Allow for outcomes to be reflected on and fed back into planning
  - <u>Not</u> be confused with monitoring and feedback
  - Look to assess the short, medium and long term effectiveness of interventions
  - Be consistent!!

EVALUATION: COMPLEMENTARY METHODS

- Activity Questionnaires
  - Should look to evidence different things at different stages:
    - To record the success of the events (feedback forms)
    - To record the impact of the events (activity questionnaires)
    - To record change over time (longitudinal evaluation)

- Interviews and Focus Groups
  - Helps provide in-depth insights into participants understanding

- Reflective Logs
  - Allow participants to assess their own progress during and after taking part in interventions
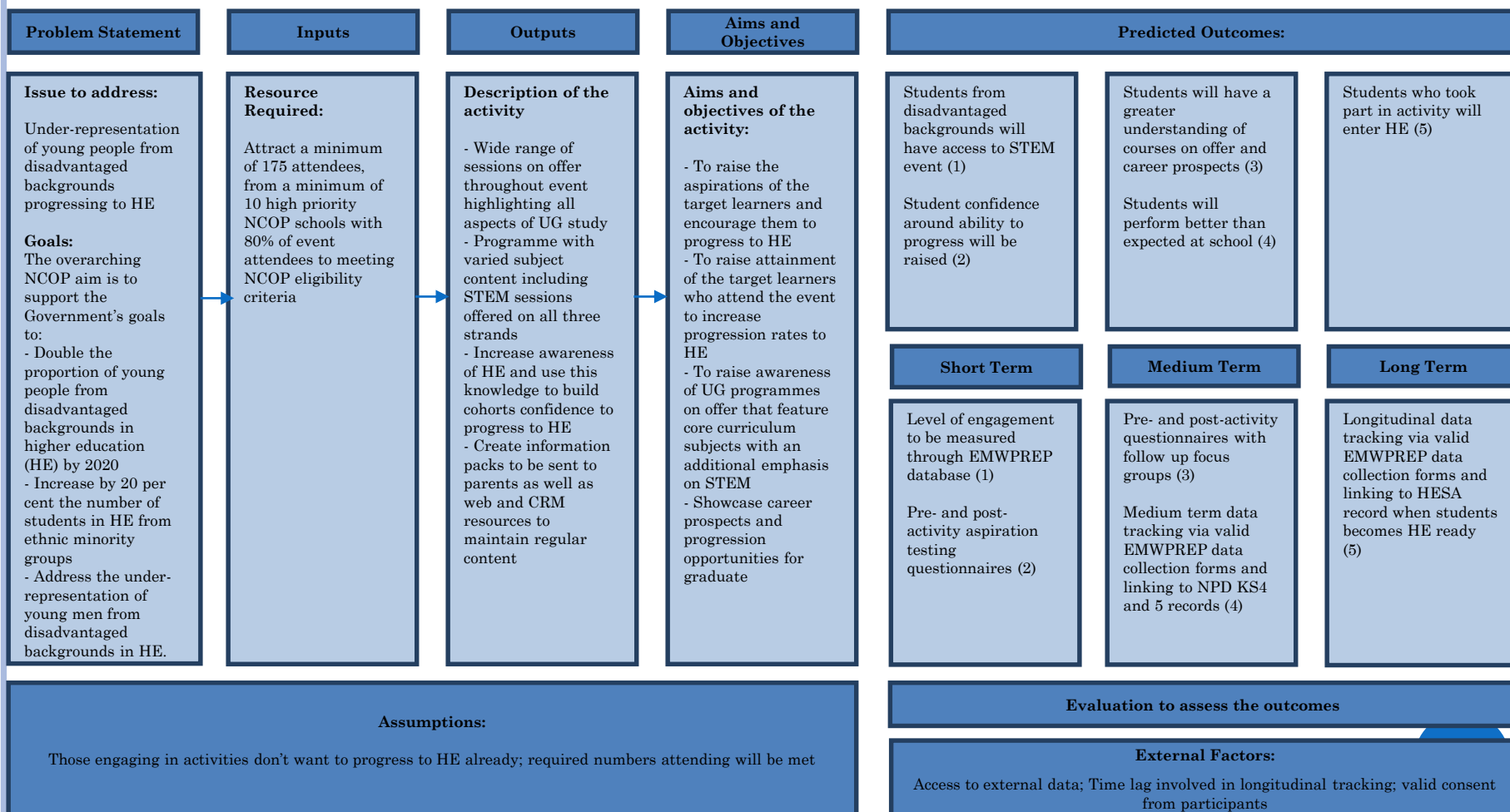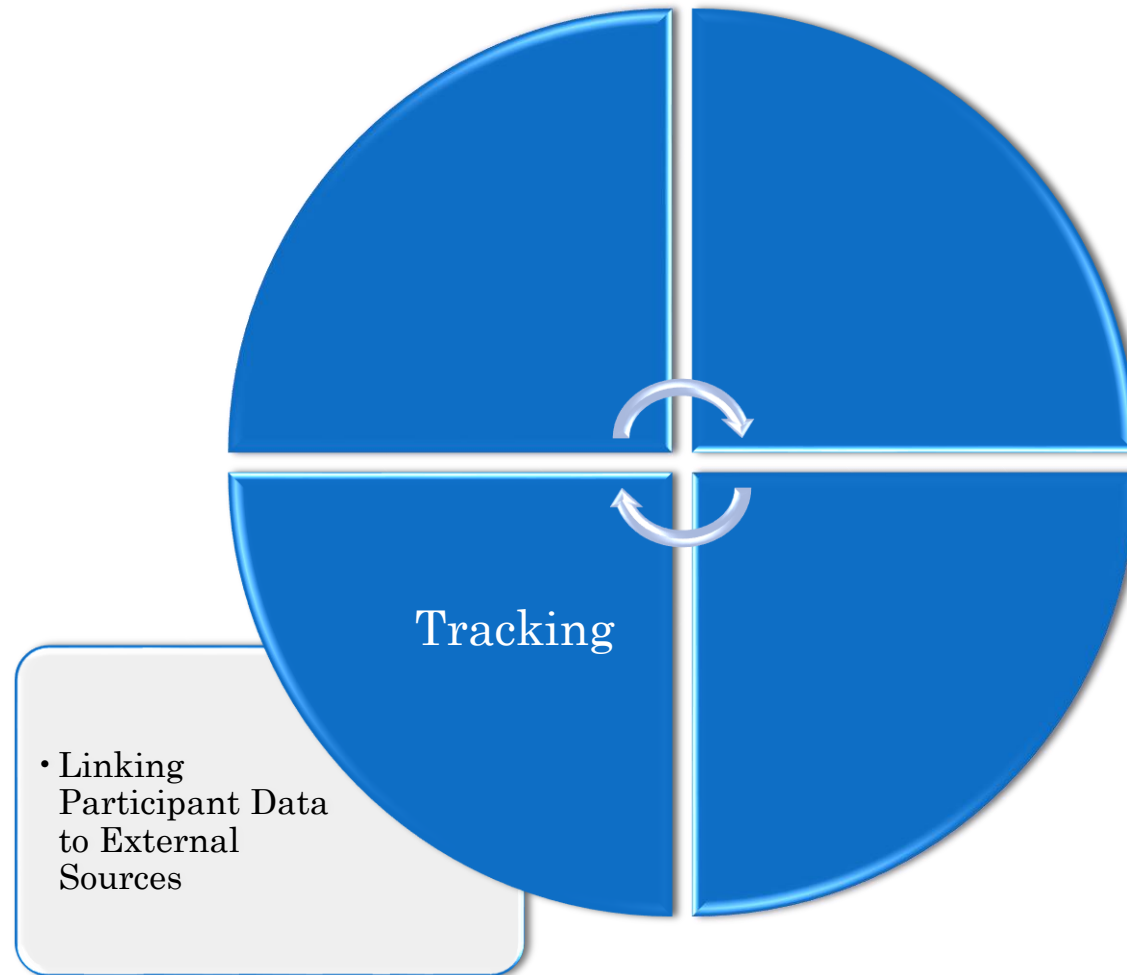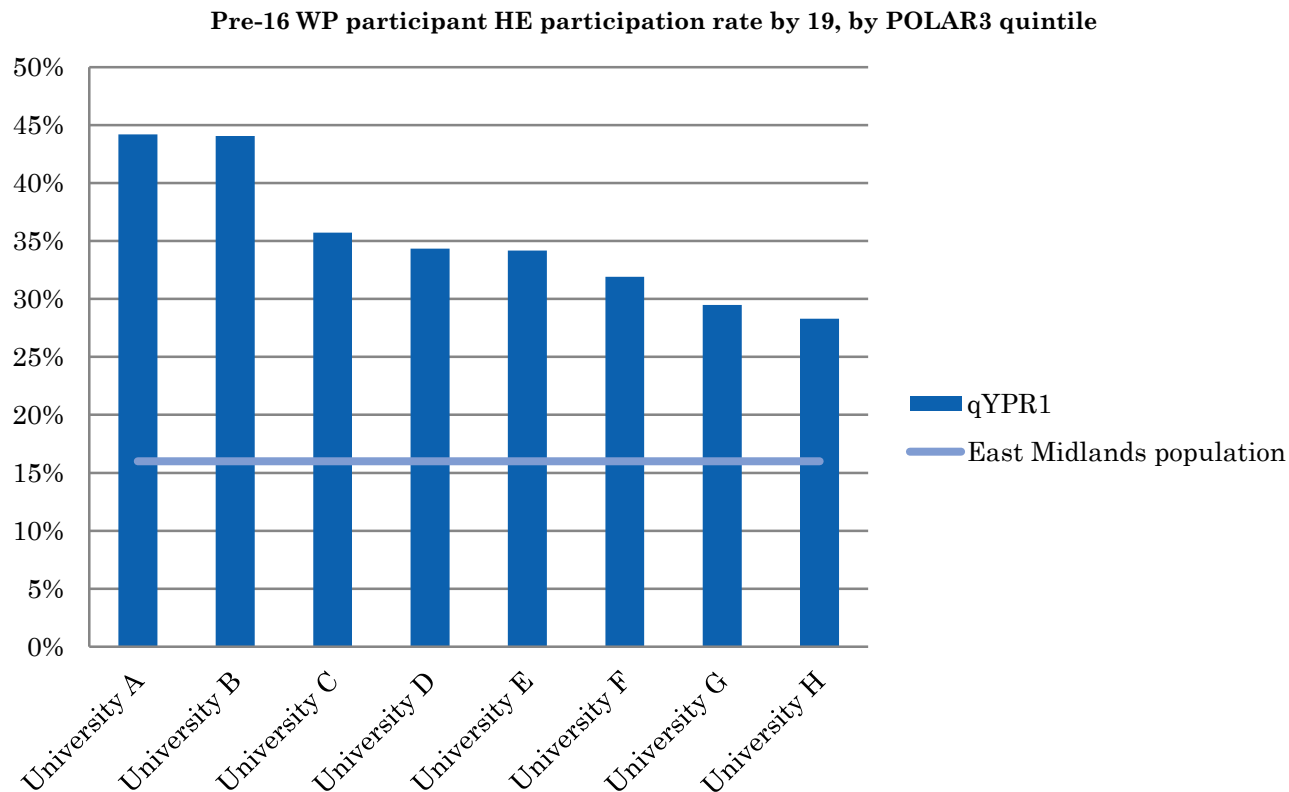
Evaluation: Specific Evaluation Example

Problem Statement

Issue to address:

Under-representation of young people from disadvantaged backgrounds progressing to HE

Goals:
The overarching NCOP aim is to support the Government's goals to:
- Double the proportion of young people from disadvantaged backgrounds in higher education (HE) by 2020
- Increase by 20 per cent the number of students in HE from ethnic minority groups
- Address the under-representation of young men from disadvantaged backgrounds in HE.

Inputs

Resource Required:

Attract a minimum of 175 attendees, from a minimum of 10 high priority NCOP schools with 80% of event attendees to meeting NCOP eligibility criteria

Outputs

Description of the activity

- Wide range of sessions on offer throughout event highlighting all aspects of UG study
- Programme with varied subject content including STEM sessions offered on all three strands
- Increase awareness of HE and use this knowledge to build cohorts confidence to progress to HE
- Create information packs to be sent to parents as well as web and CRM resources to maintain regular content

Aims and Objectives

Aims and objectives of the activity:

- To raise the aspirations of the target learners and encourage them to progress to HE
- To raise attainment of the target learners who attend the event to increase progression rates to HE
- To raise awareness of UG programmes on offer that feature core curriculum subjects with an additional emphasis on STEM
- Showcase career prospects and progression opportunities for graduate

Predicted Outcomes:

Students from disadvantaged backgrounds will have access to STEM event (1)

Student confidence around ability to progress will be raised (2)

Students will have a greater understanding of courses on offer and career prospects (3)

Students will perform better than expected at school (4)

Students who took part in activity will enter HE (5)

Short Term

Level of engagement to be measured through EMWPREP database (1)

Pre- and post-activity aspiration testing questionnaires (2)

Medium Term

Pre- and post-activity questionnaires with follow up focus groups (3)

Medium term data tracking via valid EMWPREP data collection forms and linking to NPD KS4 and 5 records (4)

Long Term

Longitudinal data tracking via valid EMWPREP data collection forms and linking to HESA record when students becomes HE ready (5)

Assumptions:

Those engaging in activities don't want to progress to HE already; required numbers attending will be met

Evaluation to assess the outcomes

External Factors:

Access to external data; Time lag involved in longitudinal tracking; valid consent from participants

EVALUATION FRAMEWORK

Tracking

- Linking Participant Data to External Sources

EVALUATION: ATTAINMENT & PROGRESSION

o Assess progression to HE by linking participants of outreach interventions to attendance at HEIs

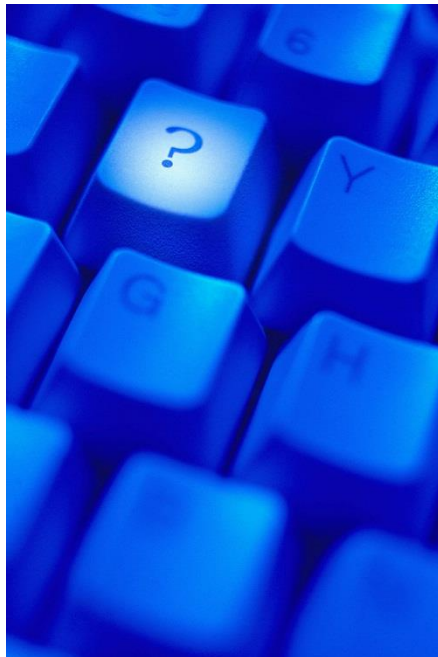**Pre-16 WP participant HE participation rate by 19, by POLAR3 quintile**

CONCLUSION ....

- School Profiles
- Cohort Lists
- Postcode Checker

- Activity Proformas
- Data Collection Forms
- Database Reports

Targeting

To Inform

Monitoring

To Evidence

Tracking

To Influence

Evaluation

To Improve

- Linking Participant Data to External Sources

- Complementary Methods
- Specific Evaluations

… AND NEXT STEPS

ANY QUESTIONS?

CONTACT DETAILS

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