

## Staying Close feasibility study

<b>Intervention Developer</b>	Department for Education
<b>Delivery Organisations</b>	Coventry, Dorset, Durham, Gateshead, Hull City Council, Manchester, Newcastle Upon Tyne, Sheffield, Somerset, South Tyneside, Southampton, Stockport, Tameside, Wakefield, Wiltshire
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<b>Age or Status of Participants</b>	Residential care leavers
<b>Number of Participating Sites</b>	15

## Summary

This protocol summarises plans for a feasibility study of the Staying Close programme, which 15 local (LAs) authorities received funding for in 2022-23. The intervention consists of safe accommodation and a key consistent relationship, alongside bespoke packages of support for young people leaving residential care to help develop their confidence and skills for independent living, and for their emotional health and wellbeing. The feasibility study aims to develop the theory of Staying Close and refine how the variations of it are understood; and to understand how the impact of the intervention might be robustly evaluated in 2023-24. Findings from the study will be reported in spring 2023, while a protocol for the impact evaluation will also be published in the summer of 2023.

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## Background and problem statement

Many care leavers report experiencing a 'cliff-edge' when they leave care and move into semi-independent accommodation or an independent tenancy. They report not feeling equipped to deal with the challenges of living independently and as a result, many get into debt and arrears and lose their tenancies. Also, many young people leaving care do not have strong support networks to help them with the transition to independent living. As a result, they are particularly at risk of homelessness due to deficiencies in transitional and practical support.<sup>1</sup>

The Staying Close programme aims to address these issues by providing support for young people leaving residential care. The support is designed to improve wellbeing and strengthen relationships; reduce housing insecurity; and increase participation in education, employment and training.

Eight small scale studies of Staying Close were conducted in 2018/2019. Interviews with young people suggested that they found the programme helpful in a number of ways, such as providing support for university applications and combating loneliness. There were also reported improvements in rates of young people in education and training; greater stability in living arrangements; and improvements to relationships skills and wellbeing. However, these studies were small-scale and qualitative in nature, and they do not robustly tell us if the programme has an impact on these outcomes. These reports do however indicate that the programme shows promise.

In April 2022 DfE announced the roll out of the Staying Close programme to more local authorities (LAs) in two stages between 2022 and 2024. DfE expects to provide funding for 15 LAs in 2022/3, increasing to 48 for the second year (2023/4) of the roll out. In year 1, LAs will begin to receive funding in July 2022, while the intervention is expected to 'go live' in sites around October 2022.

The roll-out offers an opportunity to generate a comprehensive evidence base for the Programme. This study aims to understand the feasibility of the programme's implementation at scale and its hypothesised theory of change; as well as how it might be robustly evaluated in a future impact evaluation, and accompanying implementation and process evaluation to take place in the second year of the programme's scale up.

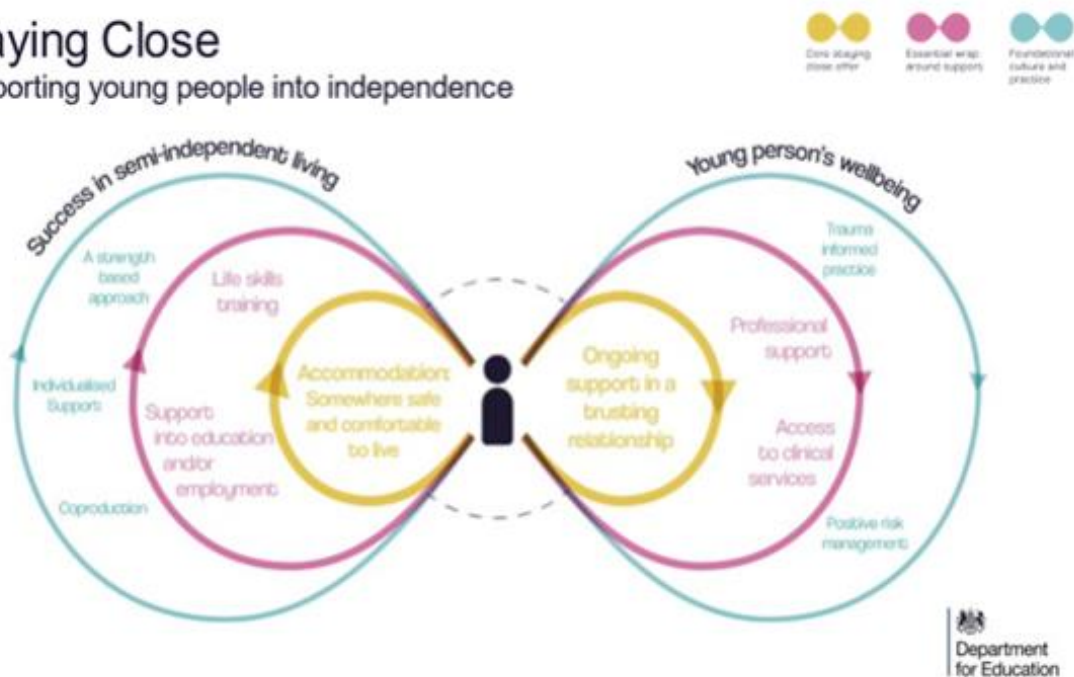
## Intervention

Staying Close consists of safe accommodation and a key consistent relationship, alongside bespoke packages of support for young people leaving residential care to help develop their confidence and skills for independent living, and for their emotional health and wellbeing.

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<sup>1</sup> Atkinson, Cathy, and Rebekah Hyde. "Care leavers' views about transition: a literature review." *Journal of Children's Services* (2019).

**Staying Close**  
 Supporting young people into independence



As well as improved wellbeing, Staying Close aims to positively influence a number of other outcomes across policy areas. The eight pilot studies reported a range of different outcomes, but potential benefits for young people transitioning from care common to several of these evaluations include:

- Housing stability and reduced likelihood of homelessness;
- Access to education, employment and training;
- Reduced likelihood of offending.

The intervention addresses these outcomes by providing a stronger social network and emotional and practical support in key life areas, including: readiness for jobs or educational courses and help in the application process; housing stability; use of personal budgets; emotional support and counselling. The support offered also encompasses life skills more broadly.

Insights from DfE's pilot evaluations suggest that this may lead to increased education, employment, and training (EET), reduced evictions and homelessness, increased well-being and a reduction in mental health crises, reduced police involvement and reduced hospital admissions. For example, providing young people with safe accommodation and support to develop life skills such as budgeting after they leave the children's home, means they are better able to gradually increase their independence and resilience. This reduces the risk of getting into debt and losing their tenancies, and subsequently the vulnerabilities of homelessness and exploitation. These outcomes, in turn, lead to positive engagement in society (social, emotional and financial wellbeing) and cost savings for services and society including many public agencies.

At the point of publication, a summary of the findings from pilot evaluations has been conducted and

used to inform this protocol design. Although we know broadly how Staying Close is expected to work, this study will include theory of change development, to better understand the core components and mechanisms of the intervention. We aim to exploit the natural variation in how the programme is implemented, comparing different models of the intervention, to provide insights which will help refine the future delivery of Staying Close as well as its evaluation.

## Aims

This work is being undertaken as fifteen local authorities are beginning their implementation journey. We are therefore unable to adequately explore questions of enablers and barriers to implementation. Instead we will focus on unpicking the range of approaches and interpretations of Staying Close across the fifteen authorities, as they intend to deliver it – though we may glean early insight into necessary adaptations already being made – to create a small number of types and an overarching theory for the upcoming impact evaluation and IPE.

The aims of this feasibility study are:

- To develop the theory of Staying Close and refine how the variations of it are understood
- To understand how the impact of the intervention might be robustly evaluated in 2023-24

This work is also expected to inform ongoing development of the Staying Close offer, exploring its core and flexible components, in order to aid implementation in year two and beyond.

DfE have agreed to conduct a Cluster Randomised Controlled Trial (CRCT) in 2023-24, so work on the impact evaluation concerns choice of outcome for the trial, sources of data for the analyses, and design of quasi-experimental designs (QEDs) to supplement this analysis.

## Research questions

The research questions considered in this study are not designed to compare groups of participants or to assess the impact of the programme. Rather, they are to find out more about the programme and which methods are most promising to evaluate it in 2023-24. Research Question One aims to identify the questions to be answered in the mainstage evaluation of Staying Close. Research Question Two aims to understand how the impact of the intervention might be robustly evaluated.

### **1. How can we best articulate the theory and range of implemented versions of Staying Close?**

- a. What are the most likely outcomes of SC and what components are expected to have the greatest effect on these outcomes?
- b. What mechanisms are expected to mediate the effect of (specified components of) SC on outcomes?
- c. What groups are expected to benefit the most/least from SC?

- d. What local factors and constraints are expected to influence outcomes? (e.g. population density, staff caseloads, cultural alignment between SC and BAU)
- e. What are the expected drivers and obstacles to implementation?
- f. What are the factors expected to drive costs?
- g. What else can be learned about the delivery and evaluation of Staying Close?

**2. What are the most suitable evaluation methods to capture the possible impact of Staying Close?**

- a. What is the most suitable quasi-experimental design to supplement the CRCT?
- b. What are the most suitable outcomes for use in the CRCT and QED? What data sources will be used to include these outcomes?

## Design

**Research Question One** will be answered by:

- conducting desk research
- consulting with LAs
- developing theory using the knowledge of the team and stakeholders
- interviews and focus groups.

**Research Question Two** will be answered by:

- conducting desk research
- consultations with LA data teams and external researchers
- internal workshops
- collecting administrative data from LAs
- conducting surveys with young people
- exploring access to national datasets.

The methods for each of the two key questions are discussed in turn and in detail below.

## Methods

### Research Question One: How can we best articulate the theory and range of implemented versions of Staying Close?

#### Mapping and developing typologies

Staying Close is expected to be delivered differently across local authorities, however the provisions in different LAs have not been mapped out and so the extent of the differences is not yet known. To address this, a framework will be developed based on what is known about Staying Close from previous evaluations, drawing on the knowledge of developers within the Department for Education. This detailed framework will then be populated with information about business as usual as it relates

to the Staying Close model, using local care leavers offers and other documentation. It will also be populated with information about the Staying Close model, using expressions of interest submitted for funding, in each of the fifteen participating local authorities. This framework and data entry will enable the team to unpick the different offers in each area, such as type of accommodation and bespoke support offered, so they can be compared and grouped by emerging themes. Informal fact-checking and qualitative interviews will then be conducted with local authority professionals to ensure clarity and accuracy, enabling the finalisation of the mapping activities and a description of how Staying Close is being delivered across LAs.

Mapping offers will also enable the team to typologise them, and by doing so be able to more effectively manage the complexity of the intervention. The typologising process will compare then thematically group Staying Close (SC) models into small 'types'. For example, a 'type' may have a strong focus on key relationships over and above accommodation, or may focus on a particular type of housing offer. This work will enable the team to identify the variations that matter, better defining SC and enabling the team to identify the most relevant questions for the evaluation.

### **Workshops**

Alongside the work outlined above, workshops will be conducted to identify and prioritise theories that can be tested in the mainstage evaluation. This will draw on the synthesised information from previous delivery and evaluation of the eight pilots, as well as theoretical knowledge and lived experience of those in research, practice and policy teams within WWCSC. The workshops will take each of the key questions in turn, exploring components; mechanisms; subgroups; local factors; implementation; and costs.

### **Interviews and focus groups**

As stated above, semi-structured interviews and/or focus groups will be conducted on a small scale in all local authorities. Within each of the local authorities, we will aim to speak to 2-3 professionals best placed to articulate their Staying Close offer, including the intended offer and any adaptations made, and offer insights into how best to conduct the IPE and impact evaluation in 22-23. This will likely include Staying Close leads and team managers and relevant practitioner roles such as PAs, SC support workers and key workers, as well as senior leadership roles.

Individual face to face or telephone/video conferencing interviews with leaders, managers and practitioners will be expected to last 45-60 minutes. Interview schedules will be adapted according to the role of the interviewee. Interviews will be recorded, transcribed and pseudonymised prior to analysis. After the first two to three interviews of each type, the interview schedule will be adapted if necessary. Where possible logistically, focus groups of 3-6 individuals will be carried out in place of, or alongside, interviews. These will be expected to last 45-60 minutes, and will each be facilitated by two researchers. Focus groups will be recorded, transcribed and pseudonymised prior to analysis.

The planned number of professionals to be engaged across the 15 local authorities, in total, is available in the data collection schedule below.

### **Deliberation**



Following these workshops and the ongoing mapping, typologising and theory of change development, workshops drawing on deliberative methods will be held to discuss, stress-test and interpret the theory and practice of Staying Close, as well as the best methods for data collection in the SC evaluation. This will inform plans for the 22-23 evaluation, and aims to bring together a range of professionals with relevant expertise, and young people with experience of residential care (and ideally, of Staying Close). Recruitment is likely to draw on the Expert Advisory Group supporting this work, and ideally young people involved in co-production activities relating to Staying Close offers.

### **Desk research**

Desk research was carried out at the beginning of the process prior to writing this protocol, to synthesise the pilot evaluations done to date. Further desk research will be carried out to explore the experiences of children leaving residential care more widely, and any literature regarding interventions that support the transition from residential care to independence. This will aid in contextualising and refining the theory of Staying Close, and progress considerations of how it may impact young people leaving residential care in different circumstances or from different backgrounds.

### **Research Question Two: What are the most suitable evaluation methods to capture the possible impact of Staying Close?**

To answer question two, we will systematically assess the suitability of a wide range of possible evaluation designs and outcomes. This will be done in two stages. In the first stage, we will conduct detailed scoping via desk research, and consultations and workshops with internal and external researchers to identify the most promising options. In the second stage, we will examine these options further by collecting data from LAs and young people to finalise our evaluation methods choices for the impact evaluation.

### **Stage One:**

#### **Desk research**

For both the evaluation design and outcomes scoping work, we will begin the process by conducting in-depth desk research.

For the evaluation design, this will involve scoping all possible designs and describing what they would look like in the context of Staying Close, and describing their strengths and weaknesses. Based on this initial scoping, the most promising designs will be shortlisted and assessed in a second exercise based on several criteria (see analysis section below). Areas of uncertainty (the credibility of assumptions required for internal validity, for example) will also be identified in this stage.

We will conduct an equivalent scoping exercise to identify the most promising outcomes and data sources for the evaluation. In the first stage, we will identify the variables most likely to capture the impact of the programme and therefore be suitable for the evaluation. Next, we will undertake a more detailed assessment of the available data against a number of criteria to better understand their suitability for the evaluation. The criteria are outlined in detail in the analysis section below.



### **Consultations and workshops**

Alongside the desk research, we will also hold consultations and workshops with internal and external stakeholders to assess the design and data options. We will:

- Hold regular consultations with colleagues from project partners CHI and CoP and ask for feedback at each stage of our scoping exercise to verify our decisions and their rationale.
- Hold consultations with data managers from all 15 LAs to understand their ability to record different outcomes for young people and their views on their suitability for the evaluation.
- Hold two internal workshops with members of the WWCS to sense-check the results of our evaluation design and data scoping.

Information gathered during this process and the desk research described above will be used to create a plan to address these uncertainties via data collection with LAs and young people to identify our final methods for the impact evaluation.

### **Stage Two:**

#### **Data collection and dataset scoping work**

In the second stage of the evaluation methods work, we will gather more information to complete the assessment of the shortlisted outcomes. This will involve collecting administrative and survey data from LAs to test our hypotheses on its quality and missingness, and contacting government data sharing teams to understand more about the feasibility of linking individual records in national datasets.

We will collect quantitative data for a number of variables from each LA. We will agree more extensive data sharing agreements with a small number of LAs allowing us to test data linkage via individual-level matching between LA data with national datasets. We will also ask LAs to implement surveys with the young people in their programme so that we can test the suitability of different measures. Using this information, variables will be scored against a number of criteria (outlined in the analysis section below).

Final recommendations for the set of outcomes for the impact evaluation will then be made drawing from the final suitability assessment process, the ToC work being conducted as part of a separate strand of the feasibility study, and other considerations such as importance to YP and policy-makers and ability to conduct cost analysis.

## Project activity schedule

RQ	Method	Provisional timeline	Sample (if applicable)
2	Desk research to scope possible designs and use of data for impact evaluation	Sep - Dec 2022	n/a
1	Mapping of local authority BAU and SC offers using documentation, iteratively developing typologies	Oct - Dec 2022	<ul style="list-style-type: none"> <li>15 LAs</li> </ul>
2	Consultations and workshops with colleagues from CHI and CoP; LA data managers from all 15 LAs; and the WWCSC research team. These will be to check our conclusions from the scoping phase and confirm recommendations for a data collection plan to determine our final methods for the impact evaluation.	Oct - Dec 2022	<ul style="list-style-type: none"> <li>WWCSC researchers</li> <li>CHI and CoP project partners</li> <li>15 LA data managers</li> </ul>
1	Workshops among the research team to build and explore theories underpinning Staying Close	Oct 2022 - Jan 2023	<ul style="list-style-type: none"> <li>WWCSC researchers</li> </ul>
2	Evaluation design and outcomes shortlisting: the most promising designs and outcomes assessed on several criteria to better understand their suitability for the impact evaluation. Areas of uncertainty to address in the next stage will also be identified.	December 2022	n/a
1	Interviews and focus groups with local authorities	Jan - Feb 2023	<p>Total interviews across 15 local authorities: 30-45, including</p> <ul style="list-style-type: none"> <li>15 SC/senior leads</li> <li>8 - 15 managers</li> <li>8 - 15 practitioners</li> </ul>
1	Deliberative workshops with stakeholders and young people exploring internal WWCSC	Jan - Feb 2023	<ul style="list-style-type: none"> <li>Approx. 10-15 stakeholders across the sector</li> </ul>

	theoretical work and outputs from mapping and typologising		<ul style="list-style-type: none"> <li>• Approx. 5-10 YP</li> </ul>
2	Data collection and dataset scoping work to gather more information to complete the assessment of the shortlisted outcomes. This will involve collecting administrative and survey data from LAs and contacting government data sharing teams to understand more about access to national datasets.	Jan - Mar 2023	<ul style="list-style-type: none"> <li>• 15 LAs</li> </ul>
1	Analysis and reporting	Mar 2023	n/a
2	Finalised impact evaluation design	Mar 2023	n/a

## Analysis

### Research Question One: What are the most important questions to ask in the evaluation of Staying Close?

#### Theory of Change development

The work conducted through the typologising exercise and workshops will be brought together in a final theory, or series of theories, of change (or logic model/s depending on the outputs). This will be accompanied by a description of the process used to develop the typologies and theories.

#### Interviews, focus groups and workshops

To promptly inform plans for the upcoming evaluation of Staying Close, notes will be taken during the interviews, focus groups and workshops and be utilised to refine the information about the Staying Close offer in each authority, and contribute to decision-making about questions and methods. This will be shortly followed by a rigorous qualitative analysis, as detailed below, to quality assure and further develop theories and insights that will support the evaluation of Staying Close once live.

Interviews, focus groups and workshops will be recorded, transcribed and pseudonymised prior to analysis. Qualitative analysis of interviews and focus groups will use NVivo software and follow a thematic analysis approach. This will involve data familiarisation, checking accuracy of transcription, labelling the data with descriptive and interpretive codes and searching for, refining, then defining themes to capture patterns across the data to answer the pre-specified research questions. Analysis will look for patterns, consistencies and inconsistencies across different informants and time points

that might be informative for the research questions. The following steps will be taken by the research team at WWCSC to ensure rigour in the analysis and reporting of qualitative data:

- A collaborative coding process will be used for analysis to facilitate a rich and rounded interpretation of the data and enhance the dependability and credibility of the process.
- A reflexive process will be followed to further contribute to the dependability of the research, with researchers considering their position and influence within the study and how this may impact on results.
- Confidence that the findings are an accurate reflection of participant experience will be ensured through presentation of examples of participant responses using quotes, and triangulation between different informants and data collection methods.
- The degree to which findings are transferable to other contexts will be considered through detailed description of contextual factors, and collection of data from a range of informants to gather a range of perspectives.
- Transparent reporting of the research and analysis process will ensure the study methods are clear and repeatable.
- When interpreting findings, consideration will be given to contrasting and inconsistent accounts, as well as findings from previous research using the intervention model.

### **Triangulation and reporting**

The ongoing findings will be worked through alongside the findings from question two, towards designing the most appropriate impact evaluation; prioritising outcomes and measures according to what is most theoretically promising as well as most feasible to meaningfully gather and measure.

The thematic analysis of the qualitative fieldwork will be brought together with the theoretical work to culminate in a feasibility study report that finalises a working theory, or theories, of change, detailing core and flexible components of the emergent model/s of Staying Close. This report will also articulate the findings and process followed to reach decisions for the upcoming evaluation across both questions. The analysis and decision-making process for question two is detailed below.

## **Research Question Two: What are the most suitable evaluation methods to capture the possible impact of Staying Close?**

### **Stage One:**

In the first stage of our feasibility work for evaluation methods, we will scope and assess a range of evaluation design and data options. For the evaluation design we will conduct a first round of rapid assessments to determine the most promising options for the evaluation to be shortlisted and considered in more detail. We will assess these in a second exercise based on several criteria (using information gathered through our desk research, consultations and workshops):

- **Internal validity** - the likelihood that the necessary conditions for the design are met. This considers the suitability of the assumptions implied by the design with respect to, for example:

- Statistical power, including the number of young people in the control group and their comparability to the treated group;
- Confidence in balance between treatment groups and risk of confounders;
- **Ease of implementation** - the degree of difficulty in conducting an impact evaluation in this way. Considering, for example:
  - Access to data, and timeliness of access;
  - Participant engagement in the evaluation.
  - Timeliness of programme implementation
- **Analytical simplicity** - the resource which would be required to conduct the analysis (quasi-experimental analyses, for example, tend to be more complex than experimental designs).

Designs will be ranked according to these criteria, and areas of uncertainty identified to be addressed in the second stage of the feasibility work.

For the data framework scoping, we will assess the longlist of variables most likely to capture the impact of the programme according to the following criteria (using information gathered from our desk research, external consultations and workshops):

- **Alignment with Theory of Change (ToC)**; considering how well the outcome matches the aims of the programme according to the ToC and evidence synthesis work conducted by the WWCS team and the external stakeholder consultations outlined above. Outcomes not sufficiently aligned are not assessed further.
- **Validity**; the degree to which an instrument measures what we intend to measure. e.g. police contacts for risky / criminal behaviours.
- **Expected ease of implementation**; how feasible it is to access this information via surveys, LA monitoring data or national datasets.
- **Expected missingness**; how complete the dataset is and the degree to which it provides information for the entire cohort of interest
- **Timeliness of access**; the feasibility of accessing data within project timelines.

This will allow us to rule out some options which we do not consider sufficiently promising for the evaluation, and a shortlist of variables to test more thoroughly in the second stage of the study.

### **Stage Two:**

For the evaluation design, the suitability of candidate designs will be assessed by exploring access to national datasets, which may be a requirement for some designs (e.g. matching methods), and continuing to hold consultations with field experts. Based on what we learn, and our ranking of designs from the first stage, we will select the QED we believe is strongest to conduct alongside the CRCT.

To answer Research Question 2b, we will collect data from LAs and young people and assess its suitability based on the following:

- **Reliability** - the degree to which the measure produces consistent findings
- **Ease of implementation** - how feasible it was to access this information via surveys / LA monitoring data / national datasets.
- **Data distribution** - whether the data presents significant variation, ceiling or floor effects
- **Missingness** - the level of completeness of the dataset
- **Timeliness** - whether the data is up to date and whether it is likely to result in any delays to the project reporting timelines.
- **Acceptability** - the views of practitioners and young people of the measures tested, including how easily they are understood and how well they feel they capture their experiences.

Final decisions for selection of research questions for the impact evaluation will be made considering, for example:

- Centrality of outcome to Theory of Change
- Feasibility of being positively influenced by Staying Close within trial period
- Importance of outcome to DfE and HMT, including size of possible monetary saving
- Suitability of outcome for cost analysis.

## EDIE

As part of our organisational strategy to prioritise equality, diversity, inclusion and equity in our work, each of our project teams will commit to a number of principles and associated actions within a research project. The learning from this will inform future research and strives to better understand and articulate societal inequality in our approach to this ongoing research project, with the hope to influence beyond it as well. Our actions and points in our work that they will feed into our work are outlined in the table below.

Commitment	Description	Timeline
Capture diverse perspectives and impacts on different groups, including those with protected characteristics	<p>We will explore questions about ways in which young peoples' experiences of the programme may differ according to their characteristics through our workshops and literature review. When interpreting our findings, we will also consider how different groups experience the intervention. Potential unintended impacts will also be carefully surfaced and explored.</p> <p>Input from advisory groups and stakeholders will help to provide a range of diverse views on this alongside fieldwork and other project activities.</p>	Through the theoretical workshop on subgroups and subsequent deliberations, and through the analysis of fieldwork. This will be captured in reporting and will inform later evaluation.



Reflexive practice	We will draft a reflexivity statement during the design process addressing the team's positionality and potential biases and their mitigations. This statement will also be used in the reporting and interpretation of our findings, considering how our identities may influence our planning and understanding of the research and outcomes.	Reflexive workshops among researchers will be held prior to the design and delivery of qualitative fieldwork and administrative/survey data collection, prior to analysis and prior to reporting. Statements will be included in reporting.
Flexible scheduling for data collection	We will be flexible on times and settings for interviews, acknowledging that business hours are not convenient for all participants, such as those with caring responsibilities	During fieldwork period, with a review meeting at close of fieldwork and reflections included in reporting
Use accessible language during interactions with young people and Staying Close professionals	We will use accessible language for all documents provided to young people and Staying Close professionals, including information sheets, consent forms and surveys, as well as during interviews and focus groups. This includes using videos.	Designing and delivering fieldwork materials, with a review meeting at close of fieldwork and reflections included in reporting
Make research outputs accessible to the relevant stakeholders	We will write a short summary of our findings and their implications to provide young people and professionals involved in Staying Close with an accessible overview of the main themes and variations in how Staying Close works and is implemented.	Writing and external reviewing of reporting outputs

## Ethics

All WWCSC research is assessed by an initial ethics checklist to determine the level of risk posed. This study was deemed to pose sufficient risk of harm that a full review by our independent Research Ethics Committee was undertaken. This involved the project team at WWCSC completing a detailed form, receiving feedback from two reviewers, responding to this by making adaptations to the project which led to receiving support from the reviewers to go ahead with the project as proposed. The key points of feedback received, and adaptations made, were:

- To clarify our relationship with McPin and the peer researchers in information sheets for young people invited to take part, including ensuring both WWCSC and McPin are explained as organisations and privacy notices, including how data is stored, are clearly signposted.

- To thoroughly proof-read information sheets to ensure it aligns, for example information sheets indicated that participants may be contacted to participate in a survey but some internal documentation read that all people receiving Staying Close would be surveyed.
- To consider engagement with young people more thoroughly, including ensuring those who could benefit from additional support to understand the information can access it, stating how much the voucher being offered for participation is worth upfront, and clearly explaining what support is available during or after an interview should a participant become distressed.

## Data Protection

Our data protection statement for all research projects is available on the WWCSC website. [The Data Protection Statement](#) is not the Data Protection Notice, this is provided to all research participants prior to the point of data collection.

<b>Regulatory framework</b>	
<b>Relevant legislation</b>	UK Data Protection Act 2018 (DPA) UK General Data Protection Regulation (GDPR)
<b>Data Protection Identifier (DPID)</b>	3036
<b>DPIA outcome/ risk level</b>	Low/Medium
<b>Type of data processing</b>	Use (and share)
<b>Categories of data subjects</b>	Name Email address Phone number Borough/council Job title Social worker name CLA status English additional language Interview answers Interview recordings Unspecified disclosures Sex Age Racial or ethnic origin Disability Instances of harm Gender reassignment

	<p>Sexual orientation Medical or health information Emotional difficulties Behavioural difficulties Special educational needs Pregnancy and maternity</p>
<b>Privacy notice</b>	<p>There are two privacy notices that will be shared with two types of data subject at the first point of collection of their data (or at a location made accessible to the data subject should WWCSC not have direct contact with data subjects and there is a disproportionate effort in our transparency measures):</p> <ol style="list-style-type: none"> <li>1. Care Experienced Service Users;</li> <li>2. Social Workers &amp; Stakeholders</li> </ol>
<b>Personal data</b>	
<b>Lawful basis</b>	<p>GDPR Article 6.1(e) 'Public Interest' also known as Public Task.</p>
<b>Justification for the lawful basis</b>	<p>What Works for Children's Social Care (WWCSC) is acting upon the instructions from the DfE in accordance with Annex K of the Grant Offer Letter to WWCSC, where it is stated that WWCSC acting as a Processor on behalf of the DfE as Data Controller, and the subject matter of the processing "is needed in order that the Processor [WWCSC] can effectively deliver the grant to provide a service to the Children's Social Care sector".</p> <p>WWCSC is therefore acting under the authority vested upon it by the DfE as its funder which appropriately corresponds to WWCSC conducting its research under Article 6.1(e) of the UK GDPR:</p> <p style="text-align: center;">"Processing is necessary for the performance of a task carried out in the public interest."</p>
<b>Special category data</b>	

<b>Lawful basis</b>	GDPR Article 9.2(j) and DPA18 Schedule 1 Part 1.4(a),(b)&(c) for special category data including data considered to be a protected characteristic under the UK Equality Act 2010.
<b>Justification for the lawful basis</b>	As above and 'Archiving, research and statistics (with a basis in law)'.
<b>Roles</b>	
<b>Data controller(s)</b>	WWCSC McPin Participating local authorities
<b>Data processor(s)</b>	N/A
<b>Data sharing mode</b>	<ul style="list-style-type: none"> <li>• A secure portal and/or</li> <li>• Encrypted email and/or</li> <li>• Secure access to other organisations' technical systems according to each local authority</li> </ul>
<b>Archiving</b>	
<b>Archiving</b>	N
<b>Archive used for this project</b>	N/A
<b>Linking to NPD and use of SRS</b>	
<b>Name of the organisation(s) submitting data to the NPD team</b>	N/A
<b>Name of the organisation(s) accessing the matched NPD data</b>	N/A
<b>Retention and Destruction</b>	
<b>Expected date of report publication</b>	May 2023

## Timeline

	Sept	Oct	Nov	Dec	Jan	Feb	March	April
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	2022	2022	2022	2022	2023	2023	2023	2023
Evaluation design and data scoping	x	x	x	x				
Framework data entry and typologising		x	x	x				
Consultations and workshops (evaluation design and data)		x	x	x				
Evaluation design and data shortlisting				x				
Theory workshops and deliberation			x	x	x	x		
Interviews and focus groups					x	x		
Admin and survey data collection					x	x		
National dataset scoping					x	x	x	
Analysis and triangulation							x	
Impact evaluation plan							x	





			<p>experiences.</p> <p>Lastly, it is anticipated that care leavers will be ar likely to engage due to their investment in the programme. Therefore reaching targets is expected to be achievable.</p>
Delays caused by changes in leadership, or other unexpected internal or external events involving practitioners	Medium	Medium	WWCSC will work closely with colleagues within local authorities to anticipate where possible, and manage and minimise any disruption caused by these factors. Should there be delays with delivery, the evaluation dates will be delayed accordingly as well.
Bias in qualitative sampling and reporting from participants	Medium	Medium	It is likely that the participants sampled are going to be biased towards being more positive about children's social care due to a combination of social desirability bias, and concerns about what they say getting back to children's services. Steps will be taken in interviews to build rapport with participants, reassure them of the researchers' independence, and explain clearly the confidential nature of the research to minimise this bias.