3.4 Pregnant Young Women Remaining in Education

Improvement Project Title: Pregnant Young Women remaining in education
Executive Sponsor: Rob Polkinghorne (ICS Board Chair)
Project Lead: Claire James, NHS, Programme Manager (GClarke@aberdeencity.gov.uk)
Increase the number of pregnant young women who are able to remain in education during pregnancy by 50%, by 2022
Link to Local Outcome Improvement Plan: **Stretch Outcome 3:** 3.1 Ensuring that families receive the parenting and family support they need.
Why is this important Inequalities in outcomes in the early years are driven by a range of factors, including household poverty and poor maternal health, and it is well established that the home environment, family life and parenting are important factors in helping to achieve later positive outcomes for children. Therefore, if young pregnant women can stay in education during and after pregnancy, the chances of them improving their and their child's economic well-being over time are increased, ultimately this ensures that babies are given the best start in life in aiming to break cycles of poverty and deprivation. Currently, in Aberdeen City, the Family Nurse Partnership has identified a number of young women who meet these criteria. These figures are not currently reflected consistently in the respective education systems. To ensure that these young women are consistently identified and are able to receive appropriate support with their education, this project aims to support schools to introduce supports and interventions to more consistently identify the young women in question and develop means to aid them to remain in education through pregnancy and immediately afterwards.

Measures:
 	
• **Outcome measures**
 	
    • Number of pregnant teenagers remaining in education
    • % of Pregnant teenagers receiving additional support
 	
• **Process measures**
 	
    • % of pregnant teenagers understanding their educational choices during and after pregnancy
    • Number of pregnant teenagers reporting positive, supportive, experiences in school during this period
    • % of pregnant teenagers accessing google classroom or alternative curriculum
    • Number of pregnant teenagers reporting financial security whist remaining in education

- Number of pregnant teenagers remaining in education without being stigmatised by peers
- Number of young women being able to access crèche facilities postpartum to return to education

Change Ideas

Develop an effective tracking process to identify young women and need

Awareness Raising: Using new guidelines: 'Educational Support for Young People who are Parents in Schools" in order to raise staff awareness in schools about young parent's education choices including:

- Awareness raising for staff
- Awareness raising for pupils (in order to destigmatise)
- Awareness Raising for Parents

Develop an accredited course for young parents to aid them back into education or employment testing on topics including:

- Use of Google classroom as an online means of supporting pupils
- Financial support
- Specific career support and advice

Improving the School Environment:

- Providing or supporting access to crèche facilities
- Provide breastfeeding areas in school

Potential risks and/or barriers to success & actions to address these

Finance

SEEMis not able to generate a code to identify young parents

Staff confidence to support this client group

Poor breast feeding facilitates

Limited crèche facilities

Stigma

Disengaged students

Project Team:

- Claire James - FNP Supervisor
- Donna McCann - Education Social Worker
- Nik Berry - Community Midwife
- Gillian Taylor - Guidance Teacher

• Nelly Jaka - Choices Aberdeen • Natalie O'Young - School Nurse • Angie Johnston - Aberdeen Lads Club • Margaret Rosado – Skills Development Scotland • Louise Murray – Family Nurse • Iain Robertson – Data Analyst	

Outline Project Plan - Set out your initial plan about the timeline for your project. (This should be reviewed regularly)

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	• Forming the improvement team • Developing the project charter • Gathering and analysing baseline data • Understanding the current system • Secure finances for accredited course	October/November 2019 Draft December 2019 January 2020 January 2020 December 2019
Designing and Testing Changes (Project Score 4-7)	• Agreeing which process to raise awareness using new guidelines to try first • Deciding if further training is required for the improvement team to use and promote guidelines • Deciding on one secondary school to pilot first PDSA • Sharing change ideas and plans with colleagues • Deciding on format for accreditated course and facilitators to use (e.g. follow format of Foyer Families?) • Deciding on area/group of clients • Sharing change ideas and plans with colleagues and clients	January 2020 January 2020 January 2020 February 2020 March 2020 February 2020 April 2020
Implementing and sustaining changes that demonstrate improvement (Project Score 7-10)	• Implications of implementing changes across other secondary schools considered • Successful change ideas to be shared with colleagues- celebrate success! • Capacity to inform/train other schools to make changes	August 2020

	• Roll out of accredited course to another area in Aberdeen City considered	
Spreading Changes (Project Score 9-10)	• Identify which staff groups need to be involved to ensure change is implemented • Seek feedback from clients around successful interventions to share with staff teams • Explain reason for change – use of data to evidence this – to staff required to make changes • Provide support/training required to allow change to be implemented • Ongoing review of data	December 2020