Youth Investment Fund: Learning and Insight Paper Three

A shared outcomes framework for open access youth provision

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Contents

Introduction

This is the third in a series of Learning and Insight papers published as part of the learning project for the Youth Investment Fund (YIF).

We hope these papers will be useful for a broad range of youth organisations (including those that are not part of the YIF cohort), as well as funders, policymakers and evaluators working with and for young people. Our intention for each of these papers is to draw out reflective learning and share actionable insights. In this paper, we describe the YIF shared outcomes measurement framework that has been developed for the YIF funded organisations and set out the rationale behind the outcomes framework design.

This framework is part of the largest shared evaluation of open access youth provision in the UK to date. The outcomes data will sit alongside data on young people's engagement and feedback, and data on the quality of open access provision, gathered by peer and external observation.

Who is this paper aimed at?

This paper is for anyone working within, supporting or providing funding and resources for informal and non-formal learning provision for young people in the UK. The YIF only covers England, but we believe that the learning is relevant across the UK.

Although our work in developing this outcomes framework has been primarily with YIF grant holders, which are all providing open access provision for young people, the shared evaluation framework is specifically designed to apply to the wider youth sector.

It is closely aligned to the Centre for Youth Impact's Outcomes Framework (A Framework of Outcomes for Young People 2.0), which has been developed in collaboration with its regional networks and with the support of the Local Government Association (LGA). The approach also follows NPC's five types of data framework and our principles of shared measurement, which set out strong arguments for developing and embedding shared approaches to measurement as a means of providing a consistent basis for learning, service improvement and evaluation.

To contact us about getting involved in shared evaluation approaches for the youth sector, please contact the Centre for Youth Impact: hello@youthimpact.uk, @YouthImpactUK

To find out more about the YIF programme, please contact YIFlearning@thinknpc.org and visit www.YIFLearning.org

The Youth Investment Fund

The YIF is a joint investment between the Department for Digital, Culture, Media and Sport (DCMS) and the National Lottery Community Fund of £40m, to expand delivery of open access youth services in six regions of England,± and to enable funded organisations to invest in their own development to increase the sustainability of this youth provision. The three-year programme (2017-2020) is providing new opportunities for young people to get involved in their communities and aims to support the personal development of thousands of young people across England, building their confidence and supporting their transition to becoming happy, healthy and economically active adults.

The Youth Investment Fund learning project

As part of the investment in local voluntary and community youth organisations, the funders allocated £1m to a learning project led by New Philanthropy Capital (NPC) in partnership with the Centre for Youth Impact and a wider consortium of research partners. The learning project commenced in May 2017 and is due to be completed in January 2021. It aims to:

Build a base of knowledge and insight into young people's engagement in informal and non-formal provision, and how it makes a difference to their lives.

Co-develop a shared approach to evaluation that is adaptable and appropriate across all provision.

Leave the sector with what they need to self-evaluate long after YIF funding has ended.

Within the YIF, 'open access youth services' are broadly defined and include both traditional youth club provision and more targeted and structured provision across a range of areas including sports, arts, social action and employability. The main unifying features are that young people do not need to be referred to provision, access is 'open', and engagement is voluntary on behalf of the young person.

The Youth Investment Fund shared evaluation framework

In our first insight paper, we described the YIF shared evaluation framework, which is made up of two key elements:

- A shared theory of change for open access youth provision; and
- A shared approach to collecting five common types of data, of which outcomes is one.

The shared evaluation framework has been developed through building consensus among YIF grant holders on how open access youth provision, in its various forms, impacts on the life chances and wellbeing of young

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± The six regional areas that received three-year funding from the Youth Investment Fund in 2017 Bristol and Somerset, East London, Eastern Counties, Liverpool City Region, Tees Valley and Sunderland, and West Midlands

people, by creating a shared theory of change. Through this process we were also able to build consensus on five key types of data that could be gathered collectively, and which are proportionate and appropriate for use within open access youth settings.
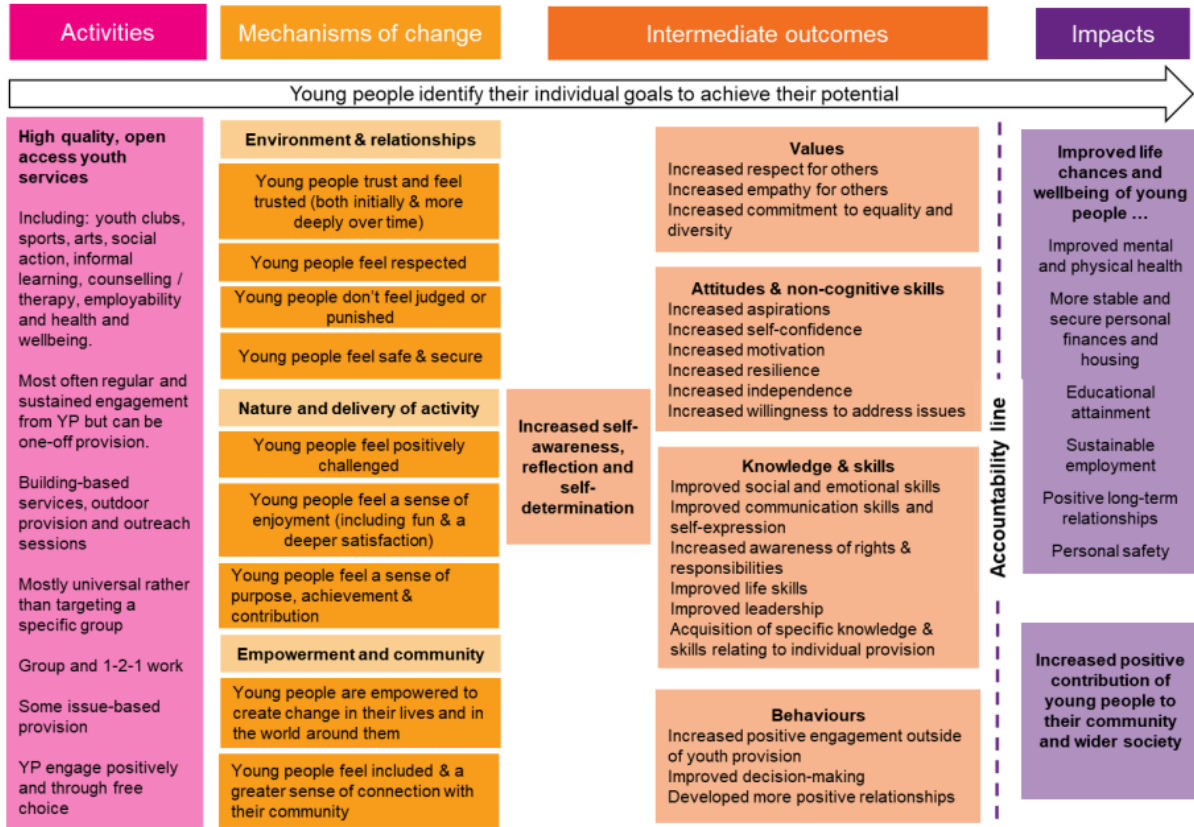
The YIF shared evaluation framework gives grant holders and others the opportunity to develop greater understanding and insight into how open access provision effects change among young people, whilst also supporting learning and service improvement. It provides a helpful context for organisations to consider how their work fits within this framework, and to explore the shared data collection tools being used in the YIF evaluation.

As we noted in our first insight paper, the YIF learning project provides an important opportunity to explore and respond to some of the perpetual challenges in evaluating the impact of open access settings on the lives of young people:[1]

- **Much open access youth provision does not have pre-determined outcomes for young people**. The aims and goals of provision are not pre-determined or intended to address specific issues unless expressed by young people.

- **Understanding long-term outcomes calls for longitudinal research**. Much open access youth provision is seeking to support young people in their transition to adulthood, with impact only becoming apparent with sustained engagement over a number of years.

- **Some elements of youth engagement are difficult to measure.** Some elements of high quality provision, such as trusting relationships and supportive challenge, are harder to capture than more objective elements, like attendance.

- **Engagement can be irregular and unpredictable.** Due to the drop-in and/or voluntary nature of open access youth provision, young people navigate very different paths through activities.

- **The ethics and administration of data collection doesn't align with the setting.** The informal, semi structured or unstructured open nature of provision means that even basic individual data collection can be extremely difficult, sometimes directly conflicting with values of confidentiality and young people's autonomy.

- **There is limited evaluation capacity and capabilities among the workforce.** This is a challenge across the charity sector but is particularly acute within open access provision, where many practitioners are working on part-time contracts, or in volunteer positions, and find it difficult to manage data collection administration alongside their direct support to young people.

- **There are clashes with the values and ethics of informal learning**. Evaluation can be met with scepticism or resistance when it does not align with (or worse, is perceived to actively undermine) the values of informal learning practice, where it does not allow opportunities for youth involvement, or has outcomes that are pre-defined by funders or government.

- **Evaluation can be disconnected from practice**. Outcomes measurement is often undertaken in isolation from understanding the developmental relationships between youth workers and young people, resulting in limited ability to link the experiences of young people participating in provision with changes in their lives.

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[1] Hill, M., et al (2019) Youth Investment Fund: Learning and insight paper one. NPC

Figure 1: Youth Investment Fund grantee level theory of change

Activities	Mechanisms of change	Intermediate outcomes	Impacts

Young people identify their individual goals to achieve their potential

High quality, open access youth services

Including: youth clubs, sports, arts, social action, informal learning, counselling / therapy, employability and health and wellbeing.

Most often regular and sustained engagement from YP but can be one-off provision.

Building-based services, outdoor provision and outreach sessions

Mostly universal rather than targeting a specific group

Group and 1-2-1 work

Some issue-based provision

YP engage positively and through free choice

Environment & relationships

Young people trust and feel trusted (both initially & more deeply over time)

Young people feel respected

Young people don't feel judged or punished

Young people feel safe & secure

Nature and delivery of activity

Young people feel positively challenged

Young people feel a sense of enjoyment (including fun & a deeper satisfaction)

Young people feel a sense of purpose, achievement & contribution

Empowerment and community

Young people are empowered to create change in their lives and in the world around them

Young people feel included & a greater sense of connection with their community

Increased self-awareness, reflection and self-determination

Values
Increased respect for others
Increased empathy for others
Increased commitment to equality and diversity

Attitudes & non-cognitive skills
Increased aspirations
Increased self-confidence
Increased motivation
Increased resilience
Increased independence
Increased willingness to address issues

Knowledge & skills
Improved social and emotional skills
Improved communication skills and self-expression
Increased awareness of rights & responsibilities
Improved life skills
Improved leadership
Acquisition of specific knowledge & skills relating to individual provision

Behaviours
Increased positive engagement outside of youth provision
Improved decision-making
Developed more positive relationships

Accountability line

Improved life chances and wellbeing of young people …

Improved mental and physical health

More stable and secure personal finances and housing

Educational attainment

Sustainable employment

Positive long-term relationships

Personal safety

Increased positive contribution of young people to their community and wider society

Development of the YIF outcomes framework

The YIF outcomes framework aims to provide a consistent shared approach to measuring changes in the values, attitudes, knowledge, skills and behaviours that young people develop as a result of participating in YIF provision. In the YIF theory of change, these changes are referred to as 'intermediate outcomes'. The YIF theory of change, which was built on existing evidence and the expertise of YIF grant holders, acts as a set of hypotheses about the causal links between YIF activities and young people's intermediate outcomes and the longer-term impact on their lives. Some of the links have already been established through previous research (see 'Building on existing research' on page 8), largely in relation to intermediate outcomes and longer-term impact. However, limited evidence exists of the links between activities and mechanisms of change, and intermediate outcomes. The YIF outcomes framework is focused on understanding the links between young people's engagement in open access youth provision and changes in their values, attitudes, knowledge, and skills and behaviours.

Understanding the measurement challenges of open access youth provision

Open access provision poses particular practical and methodological challenges for outcomes measurement. These challenges mean there is no established body of evidence highlighting the impact of open access youth provision on outcomes for young people. Through the YIF evaluation, we are testing the potential to design an outcomes framework appropriate for open access youth provision *and* an approach that is feasible in practice.

To help us better understand the current outcome measurement approaches in the open access youth sector, we asked the 90 YIF funded organisations to share their existing practices with us. Despite the challenges noted above, in particular a lack of pre-determined outcomes, a significant number of YIF providers (n= 21) reported already engaging in some form of quantitative self-reported outcomes measurement over time (that is, at more than one time point). Organisations reported the use of a variety of different validated (usually one or two) and non-validated bespoke outcome measurement tools. A small number (n=7) also reported using 'Youth Star'™±, a tool developed by Triangle to measure changes in outcomes, which is administered by youth workers in conversation with young people. Other tools included the Youth Spectrum Star (also developed by Triangle, and designed for young people on the autistic spectrum), the McKenna and Kear reading and attitudinal scale, the Life Effectiveness Questionnaire (LEQ), and bespoke outcome tools developed by individual organisations themselves (e.g. Scout Association metrics and Knowsley Youth Mutual Evaluation Framework). The use of qualitative methods to capture outcomes—usually at one timepoint—was also a feature in many (n=41) of the YIF providers' measurement approaches.

The variation in the chosen outcomes and measurement approaches adopted by YIF grant holders posed another challenge in developing a shared approach.

± Youth Star™ is a licenced outcome measure developed by Triangle Consulting Social Enterprise Limited that was designed for universal and community based youth work to measure where young people are and their progress in six areas of their lives: 1) Making a difference; 2) Hopes & dreams; 3) Wellbeing; 4) Education & work; 5) Communicating and 6) Choices & behaviour

A measurement approach that is proportionate and appropriate

The YIF outcomes framework is designed to be appropriate and usable for a broad range of open access provision, although the approach explicitly rejects the value of collecting outcomes data for some forms of provision, particularly where the engagement is light-touch, very fleeting or irregular. It is not designed to be used in detached provision or provision that is only open for short timeframes (e.g. residentials or one-off events). This is not to say that these forms of provision will not contribute to positive change for young people but rather that it is neither proportionate nor meaningful to seek to capture this change through standardised pre and post questionnaires. Moreover, the YIF outcomes framework was only expected to be tested with a proportion of grant holders (rather than blanket testing) and with close attention to the circumstances in which it is most appropriate.

As part of the broader YIF evaluation of open access youth provision, we are also capturing qualitative data on the outcomes for young people attending five YIF case study organisations. This involves speaking to young people, youth workers, parents and other stakeholders. By using more than one source of data to test and support each causal link in the theory of change (a process known as 'triangulation' of data), we seek to both identify agreement (validate our findings) and differences (establish new insights and understanding) in the findings. Our qualitative investigation also aims to examine how the processes of delivery (which we refer to as 'mechanisms of change') and young people's engagement with open access youth provision contribute towards a better understanding of how outcomes are experienced and achieved by young people (see YIF theory of change). We plan to share the findings of our qualitative (process) evaluation in a future insight paper, published later in 2020.

The development process

We took both a research-based and a co-design approach to the development of the YIF outcomes framework. Firstly, we acknowledged the extensive existing work on developing outcomes frameworks for the youth sector. Secondly, we recognised the volume of research that highlights the importance of social and emotional learning across the life course: the values, attitudes, skills, knowledge and behaviours that feature in the YIF theory of change, and so many others within youth provision. We drew on this evidence to co-design a draft outcomes framework and young people's survey with our co-design advisory group. We focused primarily on the social and emotional skills that grantees felt to be core to open access provision *and* which the research suggested were most strongly connected to longer-term impact.

We pilot tested this approach with seven self-selecting YIF grant holders who, combined, provided a range of different types of provision and reflected the six YIF regions (Bristol and Somerset, East London, Eastern Counties, Liverpool City Region, Tees Valley and Sunderland, and West Midlands). During a six month window in early 2018, surveys were collected from a sample of young people at 'baseline' (when a young person first joins provision) and three months later. The purpose of the pilot was to assess the feasibility and acceptability of our draft outcomes approach, with both young people and YIF grant holders, and to assess the appropriateness of the chosen outcome measures.

Following the results from the pilot, significant revisions were made to our approach in consultation with our co-design advisory group and our research partners, and on re-examination of the available evidence. The final design approach is outlined below.

Building on existing research

There is an extensive body of research that highlights the role of social and emotional skills in a young person's development and positive transitions. Much of this research focuses on the links between social and emotional skills and longer-term 'hard outcomes', such as good mental and physical health, secure employment and financial inclusion. These links are increasingly well-recognised, as is the relationship between poorer outcomes in adulthood (for example, unemployment, poor mental and physical health, homelessness, involvement in the criminal justice system) and fractured transitions and a lack of support in adolescence.

There are also numerous outcomes frameworks that bring together and present the social and emotional skills that matter for young people's social, academic and civic learning and development.[2] In total, there are more than 120 of these frameworks in use internationally and the YIF approach builds on learning from across these frameworks, with a specific focus on content that is relevant to open access youth provision. In developing the YIF approach, our main emphasis was on the feasibility of gathering outcomes data in open access settings, and testing the hypotheses in the YIF theory of change—that is, the changes in social and emotional outcomes that young people experience as a result of participating in open access youth provision.

As part of the design of the outcomes approach for YIF, we explored the existing literature to identify specific links between YIF intermediate outcomes and long-term impact, and to identify potential social and emotional outcome measurement approaches / tools that have been previously used with young people aged between ten and eighteen.

The research highlights a number of key themes:

1. Factors that affect young people's outcomes

In A Framework of Outcomes for Young People, published in 2012, the Young Foundation (as part of the Department for Education funded Catalyst Consortium) developed a conceptual model for thinking about factors that affect young people's social and emotional outcomes and how these can influence the long-term, 'intrinsic' outcomes for young people and 'extrinsic' outcomes for society.[3]

The framework suggests that young people's emotional, social and educational development is affected by formal institutions (such as schools), informal and non-formal learning opportunities, peer networks, families and neighbourhoods, through reduced exposure to negative or 'risk factors', and through increased access to protective factors. This framework has recently been updated and A Framework of Outcomes for Young People 2.0 was published in late 2019.[4]

Both frameworks highlight the role of informal and non-formal learning provision within and across young people's lives, and the primary role of such provision in developing social and emotional skills. In particular, the updated framework focuses on social and emotional skills that are malleable—that is, can be developed through high quality youth provision. High quality youth provision is that which starts from young people's perceptions of themselves and the world, engages their interests, and helps them to focus and practise social and emotional skills.

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[2] Humphrey, N., et al (2010) Social and Emotional Aspects of Learning (SEAL) Programme in Secondary School: National Evaluation. Department for Children, Schools and Families

[3] McNeil, B., et al (2012) A Framework of Outcomes for Young People. The Young Foundation

[4] McNeil, B., et al (2019) A Framework of Outcomes for Young People 2.0. Centre for Youth Impact & LGA

2. Relationship between intermediate outcomes and longer-term impact

The relationship between intermediate outcomes and long-term impact for young people is complex, and far from linear. Young people will experience changes in their knowledge, attitudes and behaviours in different ways and at different times, and this will influence different aspects of their lives. Young people 'arrive' at provision with very different social and emotional 'histories', and will engage, learn, and develop through their own journeys.

Whilst it may be desirable, it is not possible to say which social and emotional skills might be more or most influential on long-term outcomes (for example, health or educational achievement) compared with others.[5] [6] Social and emotional skills are often inter-related, inter-dependent and will 'matter more or less' depending on the long-term outcome of interest. In addition, social and emotional skills cannot be developed for an individual young person in isolation, so multiple skills should be considered when measuring outcomes.[7] For example, young people's health and wellbeing has been identified as both a positive outcome in itself and a key factor in determining a range of other long-term outcomes for young people (for example, positive mental health and educational attainment),[8] [9] alongside intermediate outcomes such as 'pro-social' behaviours and positive relationships.[10] Recent research in the US suggests personal, social and emotional skills, such as emotion management, teamwork, responsibility, initiative and motivation, and agency, are key to strong intermediate outcomes of self-confidence and positive beliefs and behaviours.[11]

There is, however, near universal agreement that social and emotional skills matter for young people, both in supporting them to thrive and navigate the world today, and for their futures. To explore the links between social and emotional skills specifically in youth and longer-term outcomes in later life (including health, employment and education), we reviewed literature from the Education Endowment Foundation and the Early Intervention Foundation, both of which are recent, comprehensive evidence reviews.[12] [13] Whilst neither review claims to be conclusive, both report that self-control and self-regulation appear to be critically important to positive outcomes in adulthood (in health, employment and education). Self-awareness, self-esteem and the belief that one's own actions can make a difference have also been found to be important for educational attainment, mental health and wellbeing, employment, and positive behaviour.[14]

A 2015 systematic review of (mostly qualitative) European studies, focused on universal youth work, reported that common intermediate outcomes (including developing skills and competencies; strengthening networks and social capital; changing behaviours perceived as 'risky'; and the development of specific skills such as self-

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[5] Anderson-Moore, K., et al (2017) Research Brief: Flourishing from the Start: What Is It and How Can It Be Measured? Child Trends

[6] Public Health England (2014) The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings

[7] CASEL (2017) Social and emotional learning (SEL) competencies

[8] Public Health England (2014) The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings

[9] Children's Society (2016) Promoting positive wellbeing for children

[10] Ibid

[11] Smith, C., et al. (2016) Preparing youth to thrive: Promising practices for social emotional learning. David P. Weikart Center for Youth Program Quality. Forum for Youth Investment

[12] Gutman, L.M. and Schoon, I., (2013) The impact of non-cognitive skills on outcomes for young people. Institute of Education

[13] Goodman, A., et al (2015) Social and emotional skills in childhood and their long-term effects on adult life. Institute of Education

[14] McNeil, B., et al (2019) A Framework of Outcomes for Young People 2.0. Centre for Youth Impact & LGA

efficacy; resilience; communication skills; confidence and 'social' and 'interpersonal skills') were found to link with longer-term impacts in educational attainment, employability, and health and wellbeing.[15]

3. Outcome measurement frameworks and tools for young people

There have been many attempts over the past decade to produce outcome frameworks for the youth sector. However, the creation of different frameworks that use different outcomes, different language and different underpinnings, has left the sector confused and uncertain about what measurement approach to use in evidencing the potential impact of youth work practice on young people's lives.[16]

In the main, these frameworks are similar and tend to take a very broad perspective on 'outcomes' for young people, drawing together beliefs, behaviours, experiences, knowledge, skills and attitudes. This can cause particular challenges when thinking about measurement, as the methods involved will be very different. Most frameworks also focus on the outcomes for young people rather than the quality or design of provision. This makes it difficult to assess whether it is reasonable to expect specific outcomes to result from specific types of provision. Pre-defining outcomes and the timescale on which one might expect to be able to measure change presents difficulties in open access youth provision in particular.

These frameworks point to the vast array of tools intended to measure changes in outcomes for young people, but also the perceived lack of tools that are both valid and reliable, *and* accessible and cheap. Crudely, the more robust a tool, the more inaccessible it is perceived to be (either due to cost, formal language or the inability to tailor it). Conversely, the more light-touch and adaptable a tool, the less reliable it is perceived to be. Existing frameworks also raised questions about the timescales on which one might expect to see change in young people's self-reported outcomes, and the extent to which these changes are maintained. This is a particular issue for open access provision, where young people's patterns of engagement will vary widely.

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[15] Edinburgh Youth Work Consortium and the University of Edinburgh (2015) Universal youth work: A critical review of the literature

[16] McNeil, B., et al (2019) A Framework of Outcomes for Young People 2.0. London: Centre for Youth Impact & LGA

The YIF outcomes approach

What are we measuring?

Given the lack of an established body of evidence highlighting the impact of open access youth provision on young people's lives, and the wide range of approaches to capturing the outcomes of young people in use across the sector, it was important for us to balance a research informed and co-design approach. This has enabled us to remain focused on measuring social and emotional skills as the key intermediate outcomes that YIF grant holders felt to be core to open access provision (as outlined in our YIF theory of change), and which research suggests are most strongly connected to longer-term impact.

We have focused on a small number of outcomes, to avoid the approach becoming overwhelming and burdensome. The outcomes selected need to be both measurable and malleable and have the potential to change in a three to six-month period.

Figure 2 provides a breakdown of the intermediate outcomes that the YIF outcomes approach is measuring and how these relate to the broad YIF outcome domains and long-term impacts as outlined in our YIF theory of change. We have selected these intermediate outcomes because they reinforce and support other outcome domains and long-term impacts. Appendix 2 provides a list of the questions we are asking, for each of the outcome domains being measured.

Following consultation with the National Lottery Community Fund and DCMS (as the funders of YIF), our research partners, and our co-design advisory group chose to include mental health and wellbeing—one of the longer-term impact goals of open access youth provision—in our YIF outcomes framework.[±] We hope to be able to compare the YIF data with national data on young people's mental health and wellbeing and assess the level of need among young people attending open access youth provision. However, we hypothesise that young people's mental health and wellbeing is likely to stay the same or even show some decline (as young people's wellbeing declines with age) during the proposed six-month period that young people are being surveyed.

[±] Research partners include: Renaisi; Keystone Accountability; Dartington Service Design Unit; BPSR and David Pritchard

Figure 2: Outcomes and impacts being measured in the YIF evaluation

	Outcome domains in our YIF theory of change	Outcomes to be measured		Links to other intermediate outcomes		Links to impacts (long-term change)
Intermediate outcomes in our theory of change	**Self-awareness and reflection±**	Self-confidence and locus of control		Direct link to →		• Improved health • Educational attainment • Employment
	Pre-requisite to achieving all other intermediate outcomes					
	Attitudes and non-cognitive skills	• Self-confidence and locus of control • Loneliness • Aspirations and hope for the future • Motivation	→	• Self-awareness • Resilience • Ability to address issues • More positive relationships and social connectedness	→	More positive relationships (both an impact and intermediate outcome measure)
		• Self-confidence and locus of control • Life satisfaction (both intermediate and impact)		Direct link to →		• Improved health • Educational attainment • Employment • Life satisfaction
	Knowledge and skills	• Confidence in communication skills and self-expression • Social competence / interaction skills • Time management skills • Leadership skills	→	More positive behaviours and attitudes	→	Improved emotional wellbeing
				Direct link to →		
	Behaviours	Emotion management				• Positive long-term relationships • Improved mental and physical health • Educational attainment • Improved mental and physical health • Educational attainment
				Direct link to →		

± Self-awareness and reflection is defined in our YIF theory of change as the knowledge and appreciation of one's own character, strengths and personal challenges, and is considered the pre-requisite to achieving all other intermediate outcomes

Design considerations

Universal applicability

A key design feature of our YIF shared outcome measurement approach was the need for any measurement tool to be broad enough in our selection of outcomes to be applicable across different types of youth provision, rather than attempting to include a myriad of specific outcomes for specific types of provision (i.e. development of knowledge and skills in sports, music, dance etc).

Our co-design advisory group advised that youth providers were already experienced in measuring these provision-specific outcomes (such as increased physical activity or greater awareness of healthy eating) but were less confident in measuring personal, social and emotional development outcomes. Therefore, we needed to select a measurement approach that could sit alongside existing provision-based outcomes measurement approaches.

In addition, we needed to select tools with simple and standardised implementation, to help all grant holders to use it in the same way. The validity of the most robust outcome measurement tools rests on their being used as prescribed, rather than adapted locally. Tools that are overly long or complex are more likely to be adapted in practice.

Focus on high quality, targeted data collection

The approach moves away from 'blanket' collection of outcomes data, where the evaluation attempts to 'count up' all outcomes for all young people participating in a particular provision. This usually happens by ascribing a particular outcome to all young people who participated in a particular activity—for example, the 25 young people who attended an outdoor multi-sports activity achieved an outcome of increased physical activity.

Instead, if the focus is on building the evidence base for the link between different types of provision and outcomes for young people, then we felt that a better approach is to collect higher-quality data for a sub-section of young people and focus on a sub-section of outcomes, over a meaningful period of time. In the case of the YIF, this is planned to be over a three to six-month period.

As previously noted, the approach explicitly rejects the value of collecting outcomes data for some forms of provision, including where the intensity of engagement is light-touch, very fleeting or irregular—for example for detached (outreach) provision.[±] This is not to say that these forms of provision will not contribute to positive change for young people but rather that it is neither feasible nor meaningful to seek to capture this change through standardised pre and post questionnaires.

Using a quasi-experimental approach

The hardest part of assessing the impact of any provision is knowing what would have happened anyway—this is called the counterfactual. This is a fundamental yet extremely challenging element of answering questions about impact. It is particularly challenging—both ethically and practically—to open access youth provision. To help us answer this question, we have commissioned YouGov to carry out a counterfactual study, in which a sample of young people from across England, who are not involved in YIF provision, will be invited to complete the same outcomes survey and be matched as close as possible to our YIF sample of young people in terms of age, gender and geography. By measuring the same outcomes among a comparative sample of young people who didn't

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[±] Detached provision refers to youth work that involves going out to where young people are, whether that be out on the street, in a park or any other space where young people are

attend YIF provision, we hope that we will have a greater understanding of causality and the contribution of YIF provision to changes in young people's outcomes.

Using co-design, pilot user testing and cognitive testing

The design of both our pilot and final YIF outcomes survey tool for young people (Appendix 2) were developed and tested with youth workers and young people. This was a critical part of the process to increase the likelihood that our outcomes measurement approach aligns with provision, is appropriate for different groups of young people, and provides meaningful data.

It was important for us to pilot our YIF outcomes survey tool with a sample of young people attending different types of open access provision, so that we could ensure that young people across the YIF age range (10-18 years) fully comprehend the questions and understand how to complete the survey. The pilot also tested the time it takes for young people to respond to and complete the survey. Plus, we wanted to identify any other issues that we hadn't anticipated.

It was also important for us to get feedback from youth workers on the process of data collection with young people, to ensure it was simple and clear for them to follow.

Low or no cost

A key consideration in choosing tools and questions to measure outcomes in YIF provision was that there had to be no cost associated with their use, so that other youth providers could easily access them in the future. This immediately ruled out a range of tools that either had a charge associated with using them, or a charge involved in entering / analysing the data electronically.

Using standardised measurement tools and questions

The widespread use of bespoke, non-validated and non-standardised measurement tools across the youth sector is a significant factor in the limited availability of shared outcomes data. Where individual organisations and projects prefer to use a tool that is unique to them, and has possibly been designed by them, it is not possible to combine that data or sit it alongside data from any other organisation or project. Tools that are non-validated and non-standardised tend to be used in very different ways, again making it difficult to combine or compare data. It's not always clear that they are measuring the same thing ('leadership', for example, or 'confidence' are both fairly contested terms that can be interpreted very differently) in the same way.

A key feature of the YIF learning project is the shared approach, and the intention to develop and use tools that can be picked up by other youth organisations beyond YIF. Such an approach calls for standardised tools, but we were very conscious of the benefits and challenges.

The advantages of using standardised tools are that:

- They have a high level of validity and reliability—that is, they measure the same thing, in the same way, over time and across settings.
- They have usually been widely used in previous research and thus data can be compared with results from previous studies, helping to put it into context and strengthen the emerging findings.
- The questions have been cognitively tested with young people and they have been selected for their relevance and fit with provision.
- They have been used with young people before so that we can be reassured that they will cause no harm.

The disadvantages of using standardised tools are that:

- The questions are often repetitive—for example, they use more than one similarly worded question to measure one feature of an outcome.

- They can be complex because they cover more than one feature of an outcome.

- Questions cannot be changed or amended in any way as this will undermine validity and reliability.

- They can take a long time to complete.

Learning from pilot testing

Our first pilot, tested an outcome survey tool that included a combination of mainly standardised and validated outcome tools (such as Short General Self-Efficacy Scale and the SWEMWBS emotional health and wellbeing scale[17]) and one question on life satisfaction (Good Childhood Index, Children's Society) that had been used in longitudinal studies with children and young people, alongside some questions about friendship (NPC's children's wellbeing measure).

Results from the pilot showed that young people felt the standardised tools were too blunt and the questions too repetitive. In addition, we found little change in these outcomes over time, despite the SWEMWBS measure having been tested for responsiveness and considered adept at picking up change at an individual and population level. Youth workers said that they needed the option for young people to complete the survey by hand or online. They also reported that young people struggled with surveys due to questions that were repeated (a common feature of validated tools) and response formats changing between each question (for example, scales going from positive to negative and then negative to positive).

Following discussions with the co-design advisory group and the YIF funders, we agreed to remove the General Self-Efficacy Scale and questions on friendship (from NPC's children's wellbeing measure) and only include the full set of questions related to the SWEMWBS tool, and one question related to life satisfaction. These tools help to measure the long-term outcomes of health and life satisfaction. Our rationale for including the SWEMWBS measure was to be able to compare the emotional wellbeing of young people participating in YIF funded activity with other national datasets that measure the mental health and emotional wellbeing of young people of similar ages, rather than to attempt to measure changes. Based on existing evidence and our pilot results, it was accepted that we are not likely to see significant changes in young people's mental health and emotional wellbeing over the planned three to six-month timeframe in which they would be surveyed.

We appreciate that one of the trade-offs of our combined approach to using both full validated measurement tools *and* selected questions from validated tools is the potential reduction in confidence in accurate measurement of outcomes, and the reduced ability to compare results fully with studies that have used the full validated scale. By only selecting one or more questions from the scale, we may have reduced the validity of the questions in measuring accurately our chosen outcome. Our approach is far from unique—there are other, major research studies that have taken a similar path—but we are still alert to the challenges.

Therefore, in our final combined approach to measuring the outcomes of young people, we use both freely available, fully standardised outcomes tools alongside selected questions (one or more) from other standardised measurement tools (See Appendix 1). For those outcomes where previous studies have shown that one question is the strongest predictor of change, we chose to use this one question instead of the full scale (for example, life satisfaction and self-belief). In this way, our combined approach has helped to reduce the burden on young people and improve the understanding and usability of the YIF outcomes survey. All tools and questions chosen

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[17] NHS Health Scotland, University of Warwick and University of Edinburgh (2008) Short Warwick Edinburgh Mental Well-Being Scale (SWEMWBS) ©

have previously been used with young people aged ten years and over, which has informed our inclusion criteria for our YIF outcomes measurement approach.

Following revisions to our YIF outcomes approach, in response to results from the pilot, we undertook some cognitive testing of our second version of the young people's outcomes survey. The purpose was to assess how difficult young people found the questions to understand or answer, and to identify where questionnaire adjustments were required, so that we could reduce error in the survey results and maintain validity across different open access youth settings.

Cognitive testing is a qualitative method of assessing whether respondents understand survey questions as the researchers intended, and seeks to assess four stages of cognition required for accurate survey responses: comprehension, retrieval, judgment, and response. Our cognitive testing involved a one-to-one discussion between a youth worker and a young person in which young people were first asked to complete the proposed outcomes survey and then asked to have a discussion with the youth worker on their interpretations (understanding) of the questions, exploring ease of use of the response scales (for example, identifying any challenges or difficulties in answering any of the questions). As a result of feedback from young people during our cognitive testing, the number of questions was reduced and the formatting and ordering of the questions were changed.

Data collection

All YIF grant holders were invited to participate in the YIF shared outcomes data collection. It was important for organisations to want and to have capacity to engage, as involvement in outcomes data collection would add another level of administrative demand on them, therefore the ability to opt in was important.

The collection of outcomes data commenced in January 2018 and is due to be complete in Summer 2020. A summary report on the findings of our YIF outcomes data will be published in early 2021.

'New' vs 'existing' users

YIF grant holders that opted into the outcomes data collection were asked to prioritise young people who were 'new' to provision. We defined this as being within four weeks of first attending and / or registering with the provider. This is because we hypothesized that outcomes were most likely to change in response to provision during the first three to six-months of attendance, rather than an arbitrary six-month period for young people who had been attending the same provision for some months or years previously.

However, learning from the pilot suggested that we should also include young people who have been attending for some time ('existing users'), so that the results of the YIF outcomes research would reflect the profile of all young people attending provision. It was also of interest to YIF grant holders, the evaluation team and to funders, to understand the potential change in outcomes for 'existing users' versus 'new users.' However, it was agreed that a greater emphasis should be placed on collecting outcomes surveys from 'new users' to allow us to compare results more robustly with a counterfactual sample of a similar group of young people who do not attend YIF funded provision.

Consent

All YIF grant holders participating in the outcomes data collection are required to inform and obtain consent from parents / carers of young people aged under 16 years prior to a young person receiving their first baseline outcomes survey. Parents / carers are given an information sheet about the proposed research and asked to give consent (either explicit written or opt out consent) to their child participating in the research. The information sheet includes the following information:

- Why their child's information is being collected and their rights (for this project, the law in England allows the National Lottery Community Fund to use information about your child because it is a task in the 'public interest.' Their child has the right to: know who is using their information, who it's shared with and what for; and the right to ask to see, amend or delete their information at any time).

- Who is collecting and using their child's information.

- What information will be collected.

- How the surveys are given to young people.

- Who will have access to the data.

- What will be shared with the evaluation team.

- What the information will be used for.

- Where it will be stored and for how long.

- What to do if parents / carers don't want the evaluation team to use their child's information.

- What to do if parents / carers want to see, change or delete their child's information.

All young people aged 16 years and over are given a similar information sheet about the research prior to being given the outcomes survey, and having read through this information sheet, are asked to provide written informed consent to participate in the research.

Administering the surveys

The outcomes surveys were administered by staff members (for example, youth workers or managers) in participating YIF organisations.

All staff were given clear written guidance and brief training from the research team on the YIF data collection process, which covered obtaining consent (as outlined above) and how and when to support young people completing the questionnaire.

Each YIF grant holder could choose to collect data from the surveys in written form or by using an online version.

All staff members allocated each outcome survey an 'External ID Number', which was then used to identify the individual young person's survey without using their name.

Each organisation could also choose to add additional questions at the end of the YIF outcomes survey for their own purpose or interest.

Reflections and conclusions

The process of designing, testing and implementing the approach to gathering outcomes data within YIF has been both challenging and engaging. Throughout, there have been critical trade-offs to navigate, and high expectations to manage.

There remains a strong interest and debate among YIF grant holders on whether outcomes can be measured at all in open access youth provision—even if there is a sense that it is desirable. For those who feel it is feasible, there is no real consensus about what approaches are most likely to work in practice. Both the evaluation team and YIF grant holders are keenly aware that there has not been a 'successful' outcomes research study in open access settings to date, and there were both high aspirations for what could be achieved within YIF and a strong sense of scepticism.

Prior to securing funding through the YIF, just over a quarter of grant holders were already using self-report outcome measurement tools (either bespoke or validated surveys) to measure changes in outcomes for young people attending their provision, but the majority had not used these in a before and after design (i.e. over a given time period to measure change).

The rationale for using these surveys was in response to funder requirements for evidence of outcomes in funding applications and reporting, and to a growing interest among providers themselves to be better able to evidence and report on the outcomes of young people engaging in their provision. The most common method for reporting on outcomes among YIF providers was case studies. This meant that our outcomes approach was 'new' to the vast majority of grant holders, and in some cases, tested their capacity, values and capability. We were aware that we were asking YIF grant holders to participate in data collection that would stretch them and their provision, and we appreciated their willingness and honesty in their feedback.

The design of this approach posed both practical and methodological challenges

On methodology, we have not aligned ourselves to any one conceptual or theoretical framework for understanding young people's cognitive and non-cognitive development. However, we feel it aligns closely to the Framework of Outcomes for Young People 2.0, which identified the important role that social and emotional skills play in young people's ability to make successful transitions to adulthood and achieve positive life outcomes, including educational attainment, employment, and good health. In addition, no one outcomes tool will be relevant and appropriate for all different types of provision.

The YIF outcomes tool includes measures that are broad enough to be applicable to a range of different settings and types of provision, but it is not appropriate for detached (outreach) provision or for provision that is very short-term in nature (for example, school holiday programmes or events). Arguably, our trade-off has been to lose some of the specificity on outcomes that may have been achieved if we had focused on a particular type of open access youth provision. Given that there is no pre-existing standardised outcome tool for open access youth provision, we chose to use a mix of both full standardised outcome tools and specific questions from open source (free to use) outcome tools, so as to reduce the burden on young people and improve the understanding and usability of the YIF outcomes survey.

This is still a relatively novel approach and means, as a consequence, that we are using a composite tool that has not been used elsewhere. Although the YIF learning project commenced shortly after delivery, the co-design period for the YIF outcomes approach started six months later than the main evaluation approach and the need to design the outcomes approach, prior to pilot and roll out, reduced our window of opportunity for data collection. Outcomes are being measured over a short three to six-month timeframe, and therefore, our approach reflects a snapshot in time for young people and will not reflect on the changes in outcomes that young people can potentially achieve by engaging over longer time periods.

Furthermore, the very nature of this type of provision means that young people choose when and how to engage, and their engagement can be irregular and unpredictable. This poses a significant challenge for outcome measurement, which is in part reliant upon young people having similar or even standardised 'user journeys'. As a result, the effectiveness of the YIF outcomes tool in measuring change is likely to affected by the variety of young people's journeys through open access provision—an issue we plan to mitigate by collecting data on young people's attendance at YIF activities, to enable disaggregation of the outcomes data. Finally, there is a risk that the young people will not even be attending provision when their follow-up surveys are due, creating a significant problem of attrition.

Providers and researchers alike recognise the practical challenges of administering self-report outcome measurement tools to young people in open access settings. The approach requires organisations to allocate staff time to obtaining informed consent (from either young people or their parents / carers) prior to the administering of surveys to young people in delivery sessions, and additional time for monitoring and collecting follow-up surveys. For young people themselves, it requires a meaningful level of engagement (time and reflection) with the survey, in a setting and at a time when they want to socialise and participate in activities. Open access settings are usually characterised by informal and unstructured or semi-structured activities, and administration of a survey (with particular requirements in how it's completed) can be jarring. This is particularly the case at 'baseline': when young people are first engaging with a provider, and so they are building trust. The tools themselves are designed to be completed by young people individually, without support or explanation from youth workers. This does not align well with the values and ethics of youth work, which encourage dialogue and inter-personal support. Again, there is a trade-off to be made between the desire for the most robust data, and the focus on quality youth work and building relationships.

The practical and methodological challenges have had a significant impact on response rates. Though our initial call out for grant holders to opt into the outcomes data collection resulted in one third of the cohort signing up (the proportion which we hoped for), this level of engagement was not maintained. A number of organisations subsequently withdrew or dropped out, and from those that remained involved, we've received fewer surveys than we had hoped.

There have been particular challenges in collecting surveys from 'new' young people with the majority of surveys being completed by young people who had been attending provision for some time (from two months to five plus years). There is also a substantial number of young people for whom we do not know how long they have been attending YIF provision because of missing data. This means that at the time of publication, when data collection has ended, we are unsure whether we have a big enough sample of 'new' young people to undertake robust comparisons between outcomes over time with young people who have been attending for some time. However, there may be enough variation in the length of time that young people have been attending YIF provision and the types of activities that they attend, to enable us to examine the relationship between these factors and outcomes for young people. Furthermore, there has been a high level of attrition between the baseline and three and six month data collection time points for both 'new' and 'existing' young people, which has resulted in a smaller than expected sample size. This may create a bias if the characteristics of young people who do not complete follow-up three and six-month surveys differs to those who do. We also know that some organisations have struggled

with using the data system developed for the YIF to both collect and / or input surveys, and where possible we have supported organisations with data entry.

The outcome data collection limitations described above pre-dated the Covid-19 pandemic. However, the crisis has exacerbated these limitations by bringing our data collection period to an end three months prematurely. These limitations mean that we will not be able to fully and confidently answer as many of the research questions as had originally been planned. Furthermore, we anticipate not being able to detect much change over the relatively short-time frame that the majority of surveys were completed. However, we remain hopeful that the dataset will prove to be large and robust enough to enable us to make a useful contribution towards increasing our shared understanding of what, if any, short term changes in young people's personal, social and emotional development are achieved through regular attendance at open access youth provision over time.

We have made what we hope are pragmatic yet sound decisions in developing an appropriate and proportionate outcomes measurement approach for YIF funded provision using NPC's four pillars approach to impact measurement.[18] This has involved taking the time to consider existing research evidence and using a strong co-design approach with both youth workers and young people, which has been critical.

Following analysis of the YIF outcomes data (alongside analysis of the other YIF datasets) in the summer and autumn of 2020, full results will be shared in Spring 2021. We anticipate that the results will provide an important contribution to the ongoing debate on the feasibility and appropriateness of measuring outcomes in open access youth provision.

Our intention, as outlined earlier in the paper, is to be open and honest about what worked and what didn't with the YIF outcomes approach, and to share the lessons learnt so that others can continue to progress with this work in the future.

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Appendix 1: List of the YIF outcomes and impact measures

For the purposes of the YIF evaluation, this is known as the 'Young People's Outcome Survey'. Table 1 below provides a breakdown of the different outcomes that are being measured, and then a list of the measurement tools and the questions these relate to in the young people's survey. A copy of the YIF outcomes data collection tool can be found in Appendix 2 below.

Table 1: List of outcomes and impacts being measured, and questions being used to measure them

Long-term impact			
Long-term impact	Intermediate outcomes that link	Source	YIF young people's outcome tool question
Improved mental and physical health		SWEMWBS	Q 6. Mental health and emotional wellbeing
Life satisfaction		Good Childhood Index (Children's Society)	Q.8. How happy are you with your life as a whole?
Positive long-term relationships	Loneliness/Social connectedness	Millennium Cohort Study	Q2. Item 2: I have family and friends who help me feel safe, secure and happy Q2. Item 3: There is someone I trust who I would turn to for advice if I were having problems Q2. Item 4: There is no one I feel close to Q5. Item 5: I can stay calm in stressful situations
	Emotion management	LEQ (Life Effectiveness Questionnaire)	

Educational attainment	Self-confidence and self-esteem	ROPELOC (Review of Personal Effectiveness with Locus of Control)	Q5. Item 1: I am confident that I have the ability to succeed in anything I want to do
Employment	Self-awareness and determination		Q5. Item 2: I can handle things no matter what happens
Health			Q5. Item 3: My life is mostly controlled by external things
		ROPELOC	Q5. Item 4: My own efforts and actions are what will determine my future
	Emotion management	LEQ	Q5. Item 5: I can stay calm in stressful situations

Intermediate outcome: Self-awareness, reflection and self-determination			
Intermediate outcome	Outcome construct	Measurement tool	YIF young people's outcome tool question
Increased self-confidence	Personal local of control	ROPELOC	Q5. Item 1: I am confident that I have the ability to succeed in anything I want to do
			Q5. Item 2: I can handle things no matter what happens
			Q5. Item 3: My life is mostly controlled by external things
			Q5. Item 4: My own efforts and actions are what will determine my future
	Self-belief	NPC wellbeing measure	Q3. Item 1: I have a lot to be proud of

Intermediate Outcomes: Attitudes & non-cognitive skills			
Intermediate outcome	Outcome construct	Measurement tool	YIF young people's outcome tool question
Aspiration	Hope/Positive about the future	SWEMWBS	Q4. Item 1: I've been feeling optimistic (positive) about the future

Self-confidence	Self-confidence & personal locus of control	ROPELOC	Q5. Item 1: I am confident that I have the ability to succeed in anything I want to do Q5. Item 2: I can handle things no matter what happens Q5. Item 3: My life is mostly controlled by external things Q5. Item 4: My own efforts and actions are what will determine my future
	Self-belief	NPC wellbeing measure	Q2. Item 1: I have a lot to be proud of
Resilience	Ability to deal with problems	SWEMWBS	Q.4. Item 4: I've been dealing with problems well Q5. Item 2: I can handle things no matter what happens

Knowledge & Skills			
Intermediate outcome	Outcome construct	Measurement tool	YIF young people's outcome tool question
Social and emotional skills	Emotion management skill	LEQ	Q5. Item 5: I can stay calm in stressful situations
Improved communication & self-expression skills		Personal development scale (NCS)	Q.3. Please tell us how confident you feel on a scale of 1-5 about the following things: Item 3.4: Putting forward my ideas Item 3.6: Explaining my ideas clearly Item 3.10: Standing up for myself without putting others down

	Improved social competence skills	Personal development scale (NCS)	Q.3. Please tell us how confident you feel on a scale of 1-5 about the following things: Item 3.1: Having a go at things that are new to me Item 3.2: Working with other people in a team Item 3.3: Meeting new people Item 3.8: Dealing with conflict with/ between friends Item 3.9: Being in large groups of people
	Improved leadership skills	Personal development scale (NCS)	Q.3. Please tell us how confident you feel on a scale of 1-5 about the following things: Item 3.5: Being the leader of a team
	Improved time management skills	Personal development scale (NCS)	Q.3. Please tell us how confident you feel on a scale of 1-5 about the following things: Item 3.7: Getting things done on time

Appendix 2: The YIF young people's outcomes survey

What is the survey about?

[insert organisation name] have got some funding from the government and the National Lottery Community Fund for our work with young people. We are committed to evaluating what we do to help us better understand how our work helps and supports young people, and also learn what we can do better. As you've been taking part in our activities, we would love you to do our survey. We hope lots of young people will take part, so we can understand what different young people think and feel.

Just to let you know

- Completing this survey is voluntary – you don't have do it!
- It only takes 6-8 minutes to complete
- Take your time to read the questions carefully and give honest answers!
- It is not a test, so there are no right or wrong answers
- You don't have to answer all the questions if you don't want to
- If you don't feel comfortable answering a question, leave it and move on to the next question
- If you make a mistake just put a line through it and put in your new answer

Before moving on to the survey questions, we ask that you answer the following statements:

I have read and understood the evaluation information sheet and privacy notice

YES ☐   **NO** ☐

I agree to take part in the [insert organisation name] **young people's evaluation survey**

YES ☐   **NO** ☐

FOR OFFICE PURPOSES ONLY:

Date __ / __ __ / __ __ __   **ACTIVITY:** _____   **ID:** _____   **Assistance required** Y / N   **Version:** Baseline / 3 month / 6 month

NAME: _____ **If aged 16 or over**, please provide your email address: _____

Q.1. Apart from attending [INSERT ORGANISATION NAME], have you done any of these following activities outside of school hours (even if organised by school) in the <u>last 3 months</u>, and how often did you do these activities? Please tick all that apply

	Every day	Once or twice a week	Less than once a week	Once or twice a month	Once or twice in the last 3 months	Never
Attended GirlGuiding, Scouts, Cadets	☐	☐	☐	☐	☐	☐
Attended music, art, dance, craft, language and/or drama activities	☐	☐	☐	☐	☐	☐
Participated in team sport activities like football or netball	☐	☐	☐	☐	☐	☐
Attended a different youth club (e.g. at a local community centre, church hall, youth centre)	☐	☐	☐	☐	☐	☐
Volunteers or helped out in your community (this could include helping out a neighbour)	☐	☐	☐	☐	☐	☐

Q.2. For each statement below, please **Circle ONE** that best fits with your experiences of coming to **[INSERT ORGANISATION NAME]?**

	A great deal	Somewhat	Not at all

Do you feel you belong at ****?	1	2	3
Do you feel a sense of achievement from your activities at ****?	1	2	3
Do you trust the staff and volunteers at *****	1	2	3
Do you enjoy your time at *****	1	2	3
Do you feel respected whilst at ****	1	2	3

Q.3. Please Circle ONE answer for each of the statements below

	Very True	Partly True	Not True at all
I have a lot to be proud of	1	2	3
I have family and friends who help me feel safe, secure and happy	1	2	3
There is someone I trust who I would turn to for advice if I were having problems	1	2	3
There is no one I feel close to	1	2	3

Q.4. Please Circle ONE answer for the statements below

	Often/ always	Some of the time	Occasionally	Hardly ever	Never
How often do you feel lonely?	1	2	3	4	5

Q.5. Please tell us how **confident** you feel on a scale of 1-5 about the following things, even if you have never done them before. **Circle 1 number** for each statement. *[1= Very Confident 5= Not Confident at all]*

	Very confident	Confident	Not Sure	Somewhat Confident	Not at all Confident
Having a go at things that are new to me	1	2	3	4	5
Working with other people in a team	1	2	3	4	5
Meeting new people	1	2	3	4	5
Putting forward my ideas	1	2	3	4	5
Being the leader of a team	1	2	3	4	5
Explaining my ideas clearly	1	2	3	4	5
Getting things done on time	1	2	3	4	5
Dealing with conflict with/ between friends	1	2	3	4	5

Being in large groups of people	1	2	3	4	5
Standing up for myself without putting others down	1	2	3	4	5

Q.6. How have you been feeling recently?

Below are some statements about feelings and thoughts. **Please circle the number that best describes your experience of each over the last 2 weeks. Only circle one answer for each sentence.**

	False/ not like me						True/ Like Me	
I am confident that I have the ability to succeed in anything I want to do	1	2	3	4	5	6	7	8
I can handle things no matter what happens	1	2	3	4	5	6	7	8
My life is mostly controlled by external things	1	2	3	4	5	6	7	8
My own efforts and actions are what will determine my future	1	2	3	4	5	6	7	8
I can stay calm in stressful situations	1	2	3	4	5	6	7	8

Q.7. Please **circle one** number for each statement that best describes you?

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic (positive) about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

Q.8. How happy are you with your life as a whole? (Please circle one answer)

Very unhappy					not happy or unhappy					Very happy
0	1	2	3	4	5	6	7	8	9	10

Q.9 Would you recommend [INSERT ORG NAME] to anyone?

YES ☐   NO ☐   NOT SURE ☐

[NEXT question for existing young people at baseline / or for 3 month survey for NEWLY registered young people]

ADDITIONAL SURVEY QUESTIONS/ STATEMENTS CAN BE ADDED BY ORGANISATIONS

Q.10. Please tell us why [INSERT ORG NAME] is important and valuable to you? *(please tick all that apply)*

	TICK
Somewhere to go/ something to do	
I enjoy the activities	

I meet friends	
The adults are easy to talk to	
I get to meet new people	
Keeps me out of trouble	
I like coming here, it's fun	
The adults understand me	
I learn new things	
I get support if I need it	
Everyone is calm and happy	
Other (please tell us what)	

Thank you for your time in completing this survey