The Confidence Framework

The Centre for Youth Impact and
Dartington Service Design Lab

The Confidence Framework

Introduction and guidance

The Confidence Framework is a tool designed to support improvements in the quality, scale and impact of programmes and services for children and young people. The Framework was originally developed by Dartington Service Design Lab (DSDL): this version has been created by the Centre for Youth Impact ('the Centre').

It is a way of assessing the strength and overall balance of different types of evidence for a service, and identifying where developments or changes could improve the service or programme's quality, consistency and impact.

Throughout, we use the word 'service' to refer to a specific project, programme or activity for young people, delivered by your organisation. This process is designed to focus on *one service* you offer, rather than all of the services your organisation may provide.

The process will support you to describe the current picture for your service, across three core domains:

1. Design - what is the service or programme you are delivering, exactly, and how have you documented this?
2. Deliver - what systems and processes do you have in place to track whether you are delivering your service or programme as you have designed it?
3. Learn - how do you gather, analyse and act on evidence about whether your service or programme is working as intended, and share what you are learning?

Once these have been completed, a further two domains may be undertaken, should they be particularly relevant to your priorities for service improvement:

4. Outcomes - what evidence do have that your service improves outcomes for young people and/or communities?
5. Sustain - how will you secure the resources you need to sustain your service for the longer term?

Assessing each domain involves completing an online form, gathering evidence to back up your responses, and submitting them for feedback and discussion with a specialist in learning and evaluation. This will be a coaching process, in which you and your colleagues are supported to develop and implement an improvement plan of which you all take ownership, rather than being ‘told what to do’.

1. Design

What is the service or programme you are delivering, exactly, and how have you documented this?

INSTRUCTIONS

a) Gather your evidence
Before completing this form, we recommended that you gather any key documents you have already produced by way of evidence to support your responses below. Your primary sources of evidence for this domain will typically be a theory of change, and an evaluation plan. If these terms are not familiar to you, you can find an introduction to the key concepts and terms in pp.3-13 of the Asking Good Questions guide.

To support these key documents, you may also have developed materials and resources which are designed to be used in the delivery of your service. These might include a training course for staff or volunteers, activity plans, and materials to use during activities, such as equipment lists or worksheets/handouts for young people.

b) Fill in the form (link here)
It is important to remember that this process is a self-assessment, not an exam! The intention to support you and your colleagues to identify areas where you are confident, and areas for improvement. As you work through the questions, refer to the evidence you have gathered to support your answers. You may also find that some of the questions remind you of other evidence you have - gather together any such additional evidence as you work through the form.

c) Upload evidence
At the end of the form, you will be invited to upload up to 5 pieces of evidence that support your responses to the questions below. Uploaded documents will be viewed only by staff from The Centre and DSDL in the review and feedback process, and will not be shared with anyone else.

Design - Questions

1. **Have you written a theory of change?** *(Yes / No / Not sure)*

2. **Have you written an evaluation plan?** *(Yes / No / Not sure)*

3. **Target population - Which of these options best describes your service?**

   This is about who you want to use your service. Defining your 'target population' allows you to describe why you think the service you have designed will work for that particular group of young people. This should be clearly set out, with inclusion and exclusion criteria which staff can use to guide their enrolment decision. Criteria may include age, gender, location, other demographic factors, or risks.

   i) We have not specified any particular group of young people we want to use the service

   ii) We have identified a particular group of young people we want to use the service, but we haven't written down why we want to focus on that group

   iii) We have identified a particular group of young people we want to use the service, and written down why we focussing on that group

   iv) We have identified a particular group of young people we want to use the service, written down why we focussing on that group, and have identified evidence from other services that indicates that group will benefit from our service

   v) We have identified a particular group of young people we want to use the service, written down why we focussing on that group, have identified evidence from other services, as well as from previous delivery of this service, that indicates that group will benefit from our service

4. **Target community - Which of these options best describes your service?**

   This is about the community or communities you want to benefit from your service. This could be a local area, a particular group within an area, or a group with a shared characteristic or cause, across a whole region or country.

   i) We have not specified any particular community we want to benefit from the service

ii) We have identified a particular community we want to benefit from the service, but we haven't written down why we want to focus on that group

iii) We have identified a particular community we want to benefit from the service, and written down why we focussing on that group

iv) We have identified a particular community we want to benefit from the service, written down why we focussing on that group, and have identified evidence from other services that indicates that group will benefit from our service

v) We have identified a particular community we want to benefit from the service, written down why we focussing on that group, have identified evidence from other services, as well as from previous delivery of this service, that indicates that group will benefit from our service

5. How have you set out the details of what activities your service involves?

Describing in detail what you do, how often, with whom and in what setting, allows you to assess whether you are delivering the service as you intend it to be delivered. Some aspects should be 'Core', while others may be 'Flex'. Core elements of your service are those which – if they weren't there – would fundamentally change your service into something else, and potentially something less effective. The core elements are the things that you hope every single young person you work with will experience. This isn't necessarily an activity (like a one to one session with a mentor) and could be a perception, like feeling safe or respected. Flex refers to other elements which, while also valuable, are 'flexible' – their presence or otherwise doesn't make or break the impact of service.

i) We have not written down the details of the activities we provide

ii) We have a description of some our activities written down, but without much detail

iii) We have a description of some of our activities written down, with some detail

iv) We have a description of all of our activities written down, with some detail, including describing some activities as 'core' or 'flex'

v) We have a detailed description of all of our activities written down, including describing which are 'core' and which are 'flex', and these are supported by evidence

6. How developed are the materials and resources required to deliver the activities involved in your service?

If you are in the early stages of designing your service, you will not yet have developed materials and resources. If your service has been up and running for some time, it is good practice to test out their suitability, and update them in the light of feedback from young people, staff and volunteers who are using them.

1 (Not at all) ---------- 5 (Fully developed, tested and updated)

7. **How have you described the 'mechanisms of change' for your service?**

Mechanisms of change are the experiences that young people have in your provision that affect a change in outcomes. They are often referred to as the 'active ingredients' in your work and are markers of high-quality delivery. For example, if you are running an open access drop-in healthy living group, the key priorities for you and your team might be for young people to feel safe, get active and have fun. Over the course of six months, or a year, of a young person regularly attending your drop-in, feeling safe, getting active and having fun, we hope they will in turn experience a positive development in their relationships, their motivation and their focus. You can find more information about mechanisms of change on pp.10-11 of the Asking Good Questions guide.

i) We have not written down any mechanisms of change

ii) We have specified some things we want young people to experience while using our service

iii) We have specified some things we want young people to experience while using our service, based on some external evidence

iv) We have specified the key things we want young people to experience while using our service, based on some external evidence, and have specified what data we need to collect to check whether this is happening.

v) We have specified the key things we want young people to experience while using our service, based on some external evidence, and collected some data to check whether this is happening.

8. **How confident are you that you can define what delivering your service with 'high quality' looks like?**

Defining high quality will support your staff and volunteers to deliver a consistent, effective service for young people. This definition should be bound up with your theory of change: your

activities and mechanisms of change should set out what high quality looks like. For example, if you offer kayaking for young people, you will need to have enough safe, working equipment for them all to get involved, ensure that staff are trained in the safety procedures, and are skilled in creating an environment in which young people can challenge themselves with support, and reflect on the process. You can find more information about defining quality on pp. 14-18 of the Asking Good Questions guide.

1 (Not confident at all) ---------- 5 (Very confident)

9. Have you defined measurable outcomes for young people benefitting from your service?

Outcome measurement is about gathering information about the changes you intend to result from your activities, and progress towards meeting your aims. Outcomes are always phrased as an increase, decrease, or maintenance in something, so that they refer to a state that can change over time. Maintaining something (like mental wellbeing, engagement with a counsellor, or contact with family) is also important, particularly where a situation might have deteriorated without support for the young person. Measuring outcomes is about assessing whether or not this change has been achieved, and looking at the progress towards it. You can find more information about defining outcomes, and how to go about measuring them, on pp.21-24 of the Asking Good Questions guide.

i) No, we have not specified any outcomes for young people

ii) We have specified some outcomes for young people, but most or all of them are not measurable

iii) We have specified some outcomes for young people, and some of them are measurable

iv) We have specified all of our intended outcomes for young people and most or all of them are measurable, and we have identified tools to measure them.

v) We have specified all of our intended outcomes for young people and most or all of them are measurable. We have also used measurement tools to gather outcomes data.

10. Have you defined measurable outcomes for communities benefiting from your service?

What positives changes are you intending to bring about for your target community or communities, and how will you know if these have occurred?

i) No, we have not specified any outcomes for communities

ii) We have specified some outcomes for communities, but most or all of them are not measurable

iii) We have specified some outcomes for communities, and some of them are measurable

iv) We have specified all of our intended outcomes for communities and most or all of them are measurable, and we have identified tools to measure them.

v) We have specified all of our intended outcomes for communities and most or all of them are measurable. We have also used measurement tools to gather outcomes data.

11. How have you considered equality, diversity, and inclusion in the design of your service?

The Centre has made a commitment that all of our programmes, projects and practitioners should explicitly consider equality, diversity, and inclusion in the design and delivery of our work. Please tick as many of the following options which apply to the design of your service. Please refer to this paper from Project Evident, which provides more detail on each of these options:

i) Our service design has been informed by the needs and voices of beneficiaries, community members, and staff with lived experiences similar to those we serve.

ii) We have considered systemic drivers of inequities

iii) We have considered unintended consequences

iv) We work to align board, staff and beneficiaries on theory of change and outcome measures

v) Other

2. Deliver

What systems and processes do you have in place to track whether you are delivering your service or programme as you have designed it?

INSTRUCTIONS

a) Gather your evidence

Before completing this form, we recommended that you gather any key documents you have already produced by way of evidence to support your responses below. Your primary sources of evidence for this domain will typically be documents describing how you collect, store and analyse the information you need to manage delivery of your service. This information should be what you set out to collect in an evaluation plan, which in turn is derived from your theory of change.

We refer to the process of gathering information about your delivery as ensuring 'fidelity' to your service design: in other words, checking that you are reaching the young people and communities you set out to, and the service being delivered in the way you intended, maintaining consistently high quality. If you are unfamiliar with any of this terminology, you can find an introduction to the key concepts and terms on pp.14-18 of the Asking Good Questions guide.

You may have systems and processes set up, but you have not yet documented (or "manualised") them. This is not unusual, particularly in the earlier stages of developing and delivering a service. For the purposes of this exercise, the evidence you submit can include brief summary documents, setting out an overview of your systems/processes. Through this review process, you may identify developing these documents into more fully-fledged 'manuals' as a valuable improvement goal. If you have already developed any form of manual for your service, please include this in the evidence you submit.

b) Fill in the form (link here)

It is important to remember that this process is a self-assessment, not an exam! The intention to support you and your colleagues to identify areas where you are confident, and areas for improvement. As you work through the questions, refer to the evidence you have gathered to support your answers. You may also find that some of the questions remind you of other evidence you have - gather together any such additional evidence as you work through the form.

c) Upload evidence

At the end of the form, you will be invited to upload up to 5 pieces of evidence that support your responses to the questions below. Uploaded documents will be viewed only by staff from The Centre and DSDL in the review and feedback process, and will not be shared with anyone else.

Deliver - Questions

1. **Have you written a 'manual' for your service?** *(Yes / No / Not sure)*

2. **"Codification" - Which of these options best describes your service?**

   *Codification involves setting all of the relevant details of the service you are delivering, including which elements are "core" (all young people *must* access them), and which are "flex" (valuable additions to the core). This is an extension of your design work - turning a theory of change and evaluation plan into a comprehensive 'recipe' for all staff to follow. Once you have this recipe, you should then gather evidence that all staff understand it, and can consistently follow it correctly.*

   i) The service design is not codified.

   ii) The service design is partly codified and some staff are aware of the key components that should be consistently delivered.

   iii) The service design is comprehensively codified, and we think most staff are aware of the key components that should be consistently delivered.

   iv) The service design is comprehensively codified, and we have evidence that most staff are aware of the key components that should be consistently delivered.

   v) The service design is comprehensively codified, and we have evidence that all staff are aware of the key components that should be consistently delivered.

3. **How confident are you that your process for monitoring fidelity is fully developed?**

   If you are in the early stages of designing your service, you will not yet have developed materials and resources. If your service has been up and running for some time, it is good practice to test out their suitability, and update them in the light of feedback from young people, staff and volunteers who are using them.

   1 (Not at all confident - we do not have a process in place) -
   5 (Very confident - the process is in place and we have strong evidence that it is understood and used correctly by all staff)

4. **Delivery targets - Which of these options best describes your service?**

Creating ambitious but realistic targets across key metrics creates organisational focus and allows you to track and reward progress. Targets can be operationally useful - for example you may want only 75% of your young people to be economically disadvantaged (your target population definition) because you need to subsidise their costs with 25% of young people who can pay full fees. Targets may refer to any relevant aspect of the service, such as the number of young people enrolled, engagement over time, or evidence of outcomes achieved. As with all targets, these should be tracked, and regularly reviewed and revised in the light of experience.

i) There are no delivery targets set

ii) A targets has been set for one or two key measures

iii) Targets have been set for all key measures

iv) Targets have been set for all key measures, and data is routinely collected to track them

v) Targets have been set for all key measures, data is routinely collected to track them, and there is a regular process to review and refine them.

5. Recruitment - Which of these options best describes your service?

Staff must have the appropriate skills and experience if they are to deliver a high-quality service - this includes qualifications, competencies, and past experiences. Therefore, it is vital that delivery of your service is supported by an effective recruitment strategy. Every staff and voluntary role, and the associated skills required, should be clearly documented. Over the longer term, these roles and skill profiles should be revised and updated, as you learn more about the requirements of the service.

i) We have not documented roles or skill profiles for staff or volunteers delivering the service.
ii) All staff roles for staff or volunteers delivering the service are documented, but not the associated skill profiles.
iii) All staff/volunteer roles are clear and skill profiles exist but there is limited evidence that staff are recruited according to these criteria.
iv) All staff/volunteer profiles and their associated skill profiles are clearly documented, and there is good evidence that staff are recruited according to these criteria.
v) All staff/volunteer profiles and their associated skill profiles are clearly documented, there is good evidence that staff are recruited according to these criteria, and the criteria have been refined/revised in the light of experience.

6. **How confident are you that your staff and volunteers are provided with the training and support they need to deliver your service?**

   Once recruited, staff and volunteers will always need some mix of training and support in order to be as effective as possible. This should include an appropriate level of appraisal and review - including, for staff members, a probation period/process, and an annual appraisal. For volunteers, any review process will necessarily be lighter-touch - but there should always be some process in place to ensure they understand their role and responsibilities and are maintaining standards as required.

   1 (Not confident at all) ---------- 5 (Very confident)

7. **Stakeholder identification - which of these options best describes your service?**

   Successful delivery frequently depends on external partners - organisations or individuals who refer young people to (or take referrals from) your service, 'host' a social action opportunity, or who enable your service to succeed in some other way. Active engagement with these groups is essential. Successful stakeholder management involves identifying who you need to engage (and why), then actively engaging them in positive, functional relationships.

   i) No stakeholders have been identified
   ii) A couple of stakeholders have been identified
   iii) All key stakeholders have been identified, and their roles to support delivery documented.
   iv) All key stakeholders have been identified, their roles to support delivery documented, and an engagement plan has been developed.
   v) Both key and secondary stakeholders have been identified, their roles to support delivery documented, and an engagement plan has been developed.

8. **How would you rate the relationships you have with your stakeholders?**

   1 (Poor - most or all stakeholders are not aware of our service) -
   5 (Excellent - all key and secondary stakeholders are actively supportive of our service)

9. **How have you considered equality, diversity, and inclusion in the delivery of your service?**
   With reference to your response to the 'EDI' question in the Design module, please use the space below to set out how you have taken these issues into account as your service has been delivered.

3. Learn

How do you gather, analyse and act on evidence about whether your service or programme is working as intended, and share what you are learning?

INSTRUCTIONS

a) Gather your evidence

Before completing this form, we recommended that you gather any key documents you have already produced by way of evidence to support your responses below. Your primary sources of evidence for this domain will typically be records of learning processes, in which the project team and other stakeholders review and reflect upon data relating to the service. These records will ideally include specific improvements or refinements you have identified and acted upon, and may also include examples of sharing learning outside of your organisation or delivery/project team.

The data reviewed in these processes should include a range of different types of data - user, engagement, quality, feedback, outcomes and, where applicable, impact. You can access more information on all of these data types and their uses here in the appendix below (and in the slides for the second introductory webinar, slide 19), and specific detail about the use of feedback, outcomes and impact data on pp.19-24 of the Asking Good Questions guide.

b) Fill in the form (link here)

It is important to remember that this process is a self-assessment, not an exam! The intention to support you and your colleagues to identify areas where you are confident, and areas for improvement. As you work through the questions, refer to the evidence you have gathered to support your answers. You may also find that some of the questions remind you of other evidence you have - gather together any such additional evidence as you work through the form.

c) Upload evidence

At the end of the form, you will be invited to upload up to 5 pieces of evidence that support your responses to the questions below. Uploaded documents will be viewed only by staff from The Centre and DSDL in the review and feedback process, and will not be shared with anyone else.

Learn - Questions

1. **How would you rate your organisation on the following scale?**

1 (We spend little or no time engaged in learning and reflection activities related to this service) - 5 (Learning and reflection is a high priority, with regular, dedicated time allocated with project teams and across the organisation as a whole)

2. **Service users - which of these options best describes your service?**

Collecting data about which young people you are reaching (your 'users') allows you to assess whether you are reaching the target population you set out to when you designed the service, and identify any ways you could improve the reach of your service.

i) We do not collect any data about the young people accessing our service
ii) We collect some data about the young people accessing our service, but we do not have any process to review, reflect and act on this data.
iii) We collect some data about the young people accessing our service, and review, reflect and act on this data on an ad hoc basis.
iv) We collect most of the data we need about the young people accessing our service, and have a regular process to review, reflect and act on this data.
v) We collect all of the relevant data we need about the young people accessing our service, and have a regular process to review, reflect and act on this data.

3. **Engagement - which of these options best describes your service?**

While user data tells you which young people you are reaching (the 'who'), engagement data details which activities they are taking part in (the 'what'). In the design of your service, you should have set out which of these activities are 'core' and 'flex', in order to be able to track which young people are accessing a full 'dose' of your service.

a) Process:
   - We have no process for reviewing and acting on engagement data
   - We review and act upon engagement data on an ad hoc basis
   - We have a regular process for reviewing and acting upon engagement data.

b) Collection:
   - We do not collect any data about whether young people are engaging in our service
   - We collect some data about young people's attendance
   - We collect most of the data we need about young people's attendance

- We collect all the data we need about young people's engagement, including 'core' and 'flex' aspects of the service.

4. **Do you follow a quality assessment process for the practitioners delivering your service?** *(Yes / No / Not sure)*

   In order to fully verify that a young person has accessed a full 'dose' of your service, it is important to have a process in place which confirms that your service is being delivered to a high quality. This could typically include practitioners completing a structured check-lists to ensure all elements of an activity are delivered, and/or colleagues observing each other's practice, and conducting regular reflection sessions to celebrate successes and identify areas to improve.

5. **Feedback and youth voice: which of the following apply to your organisation and/or service?**

   Collecting and acting on feedback from young people, sharing these examples publically, and bringing young people into the formal structures of your organisation, are powerful ways to learn whether your service is working as intended, and identify ways in which it could be improved.

   i) We have a formal group, structure or process to receive and act on feedback from the young people who access our services

   ii) We publicly share specific examples of how feedback from young people has changed how we work

   iii) At least one of our trustees is a young person (25 or under)

6. **Outcomes for young people - which of these options best describes your service?**

   Monitoring the outcomes specified in your theory of change with all of your participants helps you to understand whether progress is being made in the areas your service has set out to improve. For individual young people, this can help delivery staff to identify who may need more or less support in certain areas. On a group level, it can help the delivery team as a whole to identify whether the service is helping to make a difference overall, as well as whether it is contributing to progress in some areas or with some groups more than others, and to make changes as a result. Where possible, outcomes should be measured with tools that have been tested for validity (the tool measures what it claims to measure) and reliability (the results are consistent regardless of who's implementing the tool). They should be systematically measured before and after a service is delivered, to give some sense of the extent of progression. Please

note - this question relates solely to outcomes for young people - outcomes for communities will be addressed in the next module, 'double benefit'.

i) We do not systematically monitor the outcomes for young people participating in our service.

ii) We have identified standardised tools to measure outcomes, but these are used in an ad hoc way.

iii) We have identified standardised tools to measure outcomes, and these are used systematically for all young people accessing our service.

iv) We have identified standardised tools to measure outcomes, these are used systematically for all young people accessing our service, and the resulting data is used by the delivery team, on an ad hoc basis.

v) We have identified standardised tools to measure outcomes, these are used systematically for all young people accessing our service, and the resulting data is used by the delivery team, as part of a regular, structured process.

7. **Sharing learning - how would you rate your organisation on the following scale?**

Sharing what you are learning about your service with external stakeholders - peer organisations, infrastructure bodies, funders, commissioners - is an opportunity to influence the practice of others, as well as receive valuable feedback about and engagement in your service from individuals and organisations who may support its ongoing delivery.

1 (We do not share what we are learning about our service with anyone outside the organisation) - 5 (We consistently share what we are learning about this service, with a broad range of stakeholders)

4. Outcomes

What evidence do you have that your service improves outcomes for young people, and the communities or causes they are supporting with their social action?

INSTRUCTIONS

a) Gather your evidence

Before completing this form, we recommended that you gather any key documents you have already produced by way of evidence to support your responses below. Your primary sources of evidence for this domain may include:

i) Outcomes data collected through your service delivery. This should be considered alongside other data to provide context (as described in the Asking Good Questions guide), and will typically have been collected over **12 months** or more.

ii) Research and evaluation(s) of your service, and any other services which are sufficiently similar to provide a meaningful comparison, or directly influenced the design of your service.

b) Fill in the form (link here)

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c) Upload evidence

At the end of the form, you will be invited to upload up to 5 pieces of evidence that support your responses to the questions below. Uploaded documents will be viewed only by staff from The Centre and DSDL in the review and feedback process, and will not be shared with anyone else.

Outcomes - Questions

1. **Is the Theory of Change for your service supported by published research?**
   (Yes / No / Not sure)

A theory of change maps out the connections between the activities you deliver, the mechanisms of change a young person experiences, and the intended outcomes for your service. Ideally these connections will have some research evidence underpinning them. For example, is there evidence that outcome A is affected by risk factor B, and has activity C been shown to reduce risk factor B? This could be research relating to your service, or other similar services delivered by your organisation, or by others.

2. **Outcomes from similar services - which of these best describes your situation?**

If there is evidence from similar services - whether delivered by other organisations, or by your organisation in a different location - that positive outcomes have been achieved, you can be more confident that your service has (or will) also achieve those positive outcomes.

a) We are not aware of any sufficiently similar services.
b) There is some anecdotal evidence to suggest that at least one similar service improves outcomes when implemented elsewhere.
c) There is some structured data indicating that outcomes improve in line with expectations, when at least one similar service has been implemented elsewhere.
d) There is at least one pilot or early stage study which indicates that outcomes improve in line with expectations, and that outcomes may be attributable to the intervention, when at least one similar service has been implemented elsewhere.
e) There is at least one robust evaluation with a comparison group demonstrating a positive impact on outcomes for young people, when at least one similar service has been delivered elsewhere.

3. **Outcomes for your service - which of these best describes your situation?**

a) We do not have any evidence of outcomes improving for those accessing or affected by our service
b) There is some anecdotal evidence to suggest that our service improves outcomes.
c) There is some structured data indicating that our service improves outcomes in line with our expectations.
d) There is at least one pilot or early stage study which indicates that our service improves outcomes improve in line with expectations, and that outcomes may be attributable to our service.

e) There is at least one robust evaluation which demonstrates a positive impact on outcomes for those accessing or affected by our service.

4. Evidence and outcome types

What kind of evidence do you have that your service improves outcomes for young people, and the communities or causes they are supporting with their social action?

	None	Anecdotal	Early stage data/study	Robust Evaluation	Not applicable
Young People					
Communities					
Causes					

5. Analysing and communicating evidence of outcomes - which of these options best describes your service?

a) We do not collect any outcomes data on outcomes
b) We collect and store some outcomes data but it is not analysed or communicated consistently
c) We analyse outcomes data, and communicate it with some stakeholders - on an ad hoc basis.
d) We regularly use outcomes data to generate good quality analysis, and share it with stakeholders internally and externally.
e) We provide a balanced interpretation of the routine analysis of outcomes for all stakeholders and we are advancing the evidence base in our field.

5. Sustain

How will you secure the resources you need to sustain your service for the longer term?

INSTRUCTIONS

a) Gather your evidence

Before completing this form, we recommended that you gather any key documents you have already produced by way of evidence to support your responses below. Your primary sources of evidence for this domain may include:

i) A business or fundraising plan, for your organisation as a whole, or just for this service. Aspects of any such plan may need to be kept **confidential**. If you want to review your plans through this process, you may wish for the Centre and any associates supporting you to sign a 'Non-disclosure agreement' (NDA).

ii) Research and evaluation(s) of your service.

b) Fill in the form (link here)

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c) Upload evidence

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Sustain - Questions

1. **Based on your current secured funding, how much longer will be you able to deliver your service?**

a) Less than 6 months
b) Between 6 and 12 months
c) Between 12 and 18 months
d) More than 18 months

2. **Do you have a business or fundraising plan for this service?** *(Yes/No/I'm not sure)*

A business or fundraising plan should set out the value of your service - to young people, communities, causes - how much it costs to deliver, a model of the potential scale for the service (including, where appropriate, plans to replicate the service in other places), a list of the 'paying customers' (typically funders/commissioners) who may be prepared to pay for the service, and an engagement plan to secure their support. It should also include some analysis of similar services offered by others - these may be viewed as potential collaborators, rather than 'competitors'.

3. **How would you rate your confidence in articulating the following aspects of your business case for your service?**

	1 - Not confident at all	5 - Very confident	Not Applicable
How this service contributes to your organisation's overall mission or purpose.			
The value of the service for the young people you serve			
The value of the service for the communities you serve			
The value of the service for the causes you serve			
Delivery costs of your current service			
A model for potential scale of your service			
Delivery costs of your service at scale			
Who your 'paying customers' are (or may be)			

APPENDIX

6 Types of data

Any continuous improvement process requires good data from which you can generate insights, and take action. Planning an evaluation involves making very clear decisions about what data you need in order to learn and improve. This should include a range of different types of data*, which will combine together to give you a good understanding of how provision or service is working.

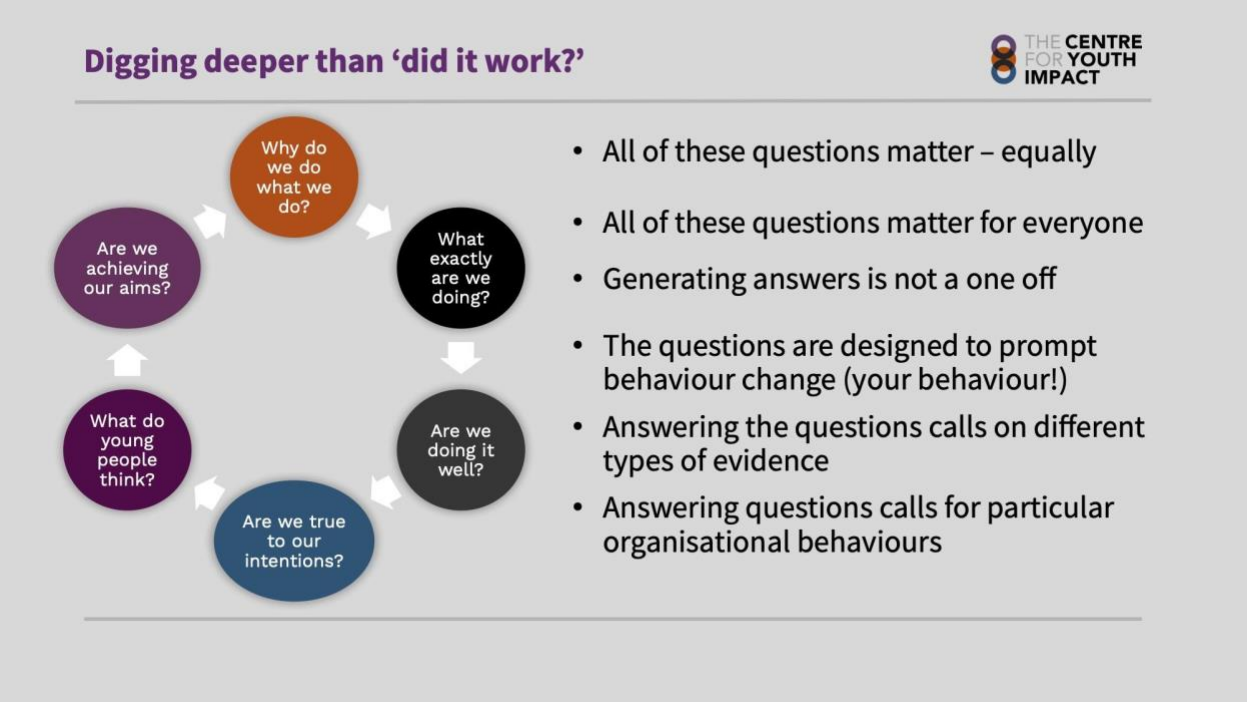
- This **must** include user data (who is using provision, and is it in the way intended?) and engagement data (what activities are they taking part in, how often, and is it in the way intended?)
- It **should** also include data about quality (are practitioners consistently providing high quality support to young people?) and feedback (what do young people think and feel about provision?)
- It **might** also include outcomes data (have young people developed their social and emotional skills while engaging with provision?)

These five types of data are generally all that an individual organisation should be collecting to support a meaningful evaluation and continuous improvement process. A sixth type of data - impact data - provides evidence of a long-term difference in the lives of young people, their families or communities. In our experience, it is very rarely practical or appropriate for youth organisations to seek to demonstrate this kind of impact.

Data	Establishes
User	Who is using provision, and is it in the way intended?
Engagement	What activities are they taking part in, how often, and is it in the way intended?
Quality	Are practitioners consistently providing high quality support to young people? The quality of environment and staff practices that can be reflected on, celebrated, and improved.
Feedback	What do young people think and feel about provision? Do the young people who engage with your service have the experiences and feeling that you intend?
Outcomes	Have young people developed their social and emotional skills while engaging with provision?

Impact	Provides evidence of a long-term difference in the lives of young people, their families or communities. In our experience, it is very rarely practical or appropriate for youth organisations to seek to demonstrate this kind of impact.

** These types are adapted from work originally developed by New Philanthropy Capital (NPC)'s 5 Types of Data framework.*

Asking Good Questions guide and workbook

Question 1: Why do we do what we do? [pp.8-9]
Question 2: What exactly are we doing? [pp.10-13]
Question 3: Are we doing it consistently well? [pp.14-16]
Question 4: Are you true to your intentions? [pp.17-18]
Question 5: What do young people think about what you do? [pp.19-20]
Question 6: Are you achieving your aims? [pp.21-24]
Six Questions Workbook [pp.25-33]