



# **Application guidance**

A supportive home: helping families to overcome challenges

September 2021

## About The Youth Endowment Fund

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. Through our grant rounds, we'll build that knowledge. And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers we'll ensure they influence our work, and we understand and are addressing their needs.

But none of this will make a difference if all we do is produce reports that stay on a shelf. Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible.

Our [strategy](#) sets out how we'll do it.

## About Comic Relief

By coming together, Comic Relief bring their unrivaled reach, trust and creativity to this partnership, adding to the Youth Endowment Fund's expertise in evidence, evaluation and scaling impact.

Comic Relief have worked with an incredible group of co-creators - young people aged 16-24 with direct experience of youth violence and a unique perspective on what really makes a supportive home – to design the scope of this exciting new funding programme.



# A supportive home: helping families to overcome challenges

We're here to improve the lives of children and young people. We're building all of our work around a set of themes – the conditions that we think children and young people need in their lives to keep them safe from becoming involved in violence. This set of themes provides a focus for the knowledge we want to build about what works to help put these conditions in place for every child and young person.

This grant round, *A supportive home: helping families to overcome challenges*, is the first we'll run as part of our **supportive home** theme.

We're working together with Comic Relief on this grant round. They're investing some of their funds and have helped us involve young people in deciding what we want to invest in and learn from this round.



## Young people need...



### A supportive home

Whether it's through family therapy or parenting classes, we know that helping parents and carers can make a difference to children at risk of becoming involved in violence. This includes specific support for children in care.

### Adults they trust

It might be a teacher, youth worker, sport coach, mentor or friend of the family. Children and young people need adults they can trust to talk through their problems and get help when they need it.

### A safe, positive place to learn

Keeping children engaged in their education helps to keep them safe from involvement in violence. We'll look at making sure schools, colleges, Pupil Referral Units and other forms of schooling have programmes in place to make sure they're safe, positive places to learn.

### Opportunities

Young people need opportunities – whether it's employment, training or education. A bright future, with the chance to build their strengths and talents, can protect young people from becoming involved in violence.

### A safe neighbourhood

Having a strong friendship network and safe places to go in their neighbourhood means that children and young people can keep safe. That might include opportunities to take part in a sports team or the chance to make art or music. And it involves policing that that is effective, fair and trusted.

### Another chance

Sometimes things go wrong. If a young person gets into trouble, is arrested or convicted of a crime, they need a route to take an alternative path and avoid a cycle of re-offending.

### Social skills and good mental health

Children and young people need to develop social and emotional skills. If they can recognise and manage their feelings, they can build strong relationships with other people and overcome the challenges they face. They also need the best possible support, to improve their mental health and self-esteem.

### A fair society

To make sure that every child gets the same chances in life, we need to work to make society fairer. That means tackling racism, discrimination and poverty.

## What is family support?

Having a **supportive home** helps to keep children safe from involvement in violence. Where children live in homes where there's conflict or domestic abuse, alcohol or substance misuse or where other family members are involved in crime, they're at higher risk of becoming involved in violence.

That's why we want to invest in programmes that offer help to families and understand what's most effective at reducing that risk. Through this round, we're particularly interested in four types of family support:

- 1 **Parenting programmes** (including programmes for foster carers or people working with children in residential care), which help parents and their children to develop positive behaviours and relationships.
- 2 **Family therapy interventions** (including for children in foster care), which offer whole families structured forms of therapy.
- 3 **Programmes to reduce parental conflict**, which are specifically designed to improve relationships between parents or carers.
- 4 **Domestic abuse interventions**, which are specifically designed to prevent and reduce harm to children and adults.

We want the projects we fund to include family support for children in the care system, who are significantly overrepresented in the youth justice system.

## Why are we investing in family support?

Our conversations with people working to keep children safe – and young people themselves – made it clear that we should focus on helping families. There's also clear evidence that family support could be effective. **But lots of the evidence is international rather than UK-based**, and many of the underlying studies have limitations.

By funding programmes in England and Wales, we can build our knowledge of how best to support families, foster carers and children's homes so that children have a supportive home.

Through this **themed grant round**, we want to answer the research question:

Which approaches are most effective in helping families and carers to create a supportive home environment for 6 to 14-year old children (or children aged up to 18 years old if they're in the care system or have special educational needs and disabilities), reducing the likelihood of them becoming involved in violence?

There are different levels of existing evidence about how well different types of family support might work to prevent children and young people from becoming involved in violence.

That's why, to answer our broad research question, we've come up with specific questions which show you what we hope to learn about each of the four types of family support we want to fund.

We've outlined the type of evaluation we expect projects to be ready for. We've also given an example of a more detailed research question we could set for an evaluation of a programme we're funding through this round. These illustrate the types of detailed questions we're likely to be interested in, but we're open to others depending on the type of project.

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## 1 Parenting programmes

**Overall research question:** What's the impact of parent or carer education and training interventions on YEF child outcomes, for example supporting positive behaviour or reducing aggression?

**Type of evaluation:** We'd use a randomised control trial or another rigorous type of evaluation to understand if a programme created these positive impacts.

*Example of a more detailed research question we could set for a programme's evaluation:*

- ♦ Is parenting training and communication training an effective way of improving family communication and reducing a child's substance misuse and anti-social behaviour?

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## 2 Family therapy interventions

**Overall research question:** What's the impact of family therapy interventions on YEF child outcomes?

**Type of evaluation:** We'd use a randomised control trial or another rigorous type of evaluation to understand if a programme created these positive impacts.

*Example of a more detailed research question:*

- ♦ Is intensive therapeutic support that builds on families' strengths – to overcome the challenges that are contributing to child maltreatment – an effective way of improving family relationships, reducing child behavioural problems and reducing the likelihood that a child will go into care?

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## 3 Programmes to reduce parental conflict

**Overall research question:** What's the impact of parental conflict interventions on YEF child outcomes?

**Type of evaluation:** We'd like to use a randomised control trial or another rigorous type of evaluation to understand if a programme achieves these positive impacts, but because there's less existing evidence in this area we may need to run an earlier stage evaluation, such as a pilot study, first to establish how a programme supports children before moving onto a more robust study of its impact.

*Example of a more detailed research question for a pilot study:*

- ♦ Is it feasible to robustly evaluate an intervention to reduce parental conflict that incorporates family counselling and individualised services for parents and children in the UK, and is there preliminary evidence that the intervention leads to improvements in children's emotional and behavioural difficulties?

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## 4 Domestic abuse interventions

**Overall research question:** What's the impact of domestic abuse interventions on YEF child outcomes?

**Type of evaluation:** We'd like to use a randomised control trial or another rigorous type of evaluation to understand if a programme achieves these positive impacts, but because there is less existing evidence in this area we may need to run an earlier stage evaluation, such as a pilot study, first to establish how a programme supports children before moving onto a more robust study of its impact.

*Example of a more detailed research question for a randomised control trial:*



- ♦ Do programmes that address the harm caused by domestic abusers to the bond between the parent who has been abused and their child, improve self-esteem and confidence in the parent and reduce emotional and behavioural difficulties in the child?

In addition to these research questions, we will explore other questions in the evaluations of programmes we fund across all four types of family support. These will focus on how the project is implemented and their cost.

## What we'll invest in

We'll aim to identify around **5 to 10 programmes** to fund and evaluate. We're planning to spend between £6 million and £10 million depending on how well applications meet our criteria.

For the full scope of programmes we'll fund in this round, read the update to our 2021 prospectus [here](#). To find out about the types of evaluation we want to run, you should also read our full prospectus [here](#).

## About the guidance

This guidance is broken down into five sections:

### 1 Finding out about what works

This section outlines where to find information about the evidence on how family support programmes can prevent children from becoming involved in violence. This will help you use evidence to demonstrate how further evaluation of your project will help us learn more about what works.

### 2 How we'll assess your application

This section outlines the criteria we'll use to assess your application.

### 3 How to apply: using our online portal

This part of the guidance explains how to set up your application form and explains how to use it.

### 4 How to apply: how to respond to our questions – a step-by-step guide

This section explains how we'll assess your application and what we're looking for in your answer to each of the questions in the online form.

### 5 What happens next

We explain what to expect when you've submitted your application.



# Finding out about what works



# 1. Finding out about what works

The Youth Endowment Fund exists to prevent children and young people becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

We'll use our funding to learn what works best. When we know more about how we can best support young people, we'll work hard to make sure those approaches, practices and programmes are there for the young people who need them.

This means that **we'll prioritise our funding on activity where we can run rigorous evaluations**. That'll mean projects **that are already delivering** and can show us **some existing evidence** that they have a positive impact on the children and families they work with and will be ready for a robust type of evaluation. Existing evidence could include results from randomised control trials (which have shown that your project works in other countries or contexts but haven't yet been robustly tested in the UK) or really strong preliminary evidence about your programme itself (like a pilot study).

The only exceptions to this will be for some projects aiming to **reduce parental conflict** and support families affected by **domestic abuse**. In these areas we may fund early-stage evaluations for some projects in this round. That's because while there's some evidence about how these programmes can help adults, there just hasn't been as much research on how or if they work well to support the children in those families and if they could reduce the risk of them becoming involved in violence, so we'd be interested in helping establish that preliminary evidence in these areas.

This doesn't mean that we won't fund later stage evaluations where there are **reducing parental conflict** and **domestic abuse** programmes that are ready. Helping projects produce robust evidence about what works is still our priority and we hope there'll be some programmes ready for this. And **we'll still expect projects conducting early-stage evaluations to be able to share some preliminary evidence with us** (like a pilot study). That's because it'll give us a clearer idea about whether we'll be able to fund advanced types of evaluation in the future.

Being a YEF partner is a big commitment; to help us achieve our mission to find out what works, you'll need to work closely with your evaluator. If you aren't willing to be independently evaluated, our funding isn't right for you.

*For more information on which evaluations we're likely to commission for the different types of activities we want to fund, please read [our 2021 prospectus](#) and [our update](#) (which includes specific information on our **A supportive home: helping families to overcome challenges** grant round).*

To find out what we mean when we're talking about different types of evaluation, you can also read [our guidance for evaluators on different types of studies](#). The Early Intervention Foundation's [10 Steps for Evaluation Success](#) might be helpful too.

## How do I find out about what works?

If you're applying for a grant from our supportive home: helping families to overcome challenges round, you probably already have a lot of **experience delivering activities to families**.

We've put this section together to help you find **existing evidence** that may help you to prepare your application. We encourage you to be as specific as possible when explaining how your proposed activities are informed by previous evidence and evaluation.

## Our review of the evidence

Working with our partners at the Early Intervention Foundation, we've already summarised some of the existing evidence about family support programmes and how they might work to prevent violence.

You can read it [here](#).

## The YEF Toolkit and Evidence and Gap Map

The [YEF Toolkit](#) summarises the best-available research evidence about different approaches to preventing serious youth violence. It's based on real-life data about what has happened when these approaches have been used before.

It provides insight on 13 different approaches, with more to be added in the future. For each approach it explains what it is, how effective it's likely to be, how confident you can be in the evidence of its impact, as well as an indication of the costs. It also includes helpful links to related resources and programmes. You can use the YEF Toolkit to find out about relevant family support programmes, like [parenting programmes](#) and a type of family therapy called [Multi-Systemic Therapy](#).

It doesn't include information on all the interventions we're looking to fund in this round. So if you can't find the information you need, you can try [our Evidence and Gap Map](#), the world's largest resource mapping evidence on what works to keep children safe from involvement in violence. It's quite a technical resource (unlike our accessible Toolkit), but if you're trying to find studies about projects similar to yours, it might be a useful tool to help you find where evidence exists and where there are gaps.

The Evidence and Gap Map gives you a visual representation of the quantity and quality of evidence for different programmes. It provides an easy way to search for and find relevant studies from across the world. It's also important to recognise that, while the Evidence and Gap Map shows you what evidence is available for different activities, it can't tell you whether a specific programme has been effective in achieving its intended results. To find this out, you'll need to read the studies themselves.

## Other places to find out about what works

There are lots of places you can find out about existing evidence about family support programmes. We'd recommend two resources from organisations that, like us, are members of the [What Works Centre Network](#).

### The Early Intervention Foundation Guidebook

The Early Intervention Foundation champions effective early intervention to improve the lives of children and young people. They've produced their Guidebook, where you can find more information on specific programmes that have been shown to make a difference for children and young people.

You can read more [here](#).

### College of Policing's Crime Reduction Toolkit

The College of Policing has created a [Crime Reduction Toolkit](#), which summarises the best-available research evidence on what works to reduce crime.

You can search for the evidence they've collated on reducing children and young people's offending [here](#).

# How we'll assess your application



## 2. How we'll assess your application

We'll have a team of assessors who'll review your application and score it based on eight things we're looking for.

We'll use these scores to shortlist applications for further assessment which will include an interview and input from young people who have helped shape this grant round.

The eight criteria we'll score your application on are:

### 1 A worthwhile outcome

We're trying to assess, if you deliver your project well, whether the outcome you are hoping to achieve will prevent children from becoming involved in violence.

### 2 If delivered well, how likely the project is to achieve the outcome

We're trying to find out whether your project is likely to work. To make that assessment, we're asking ourselves two main things:

- a. **Have you clearly explained what your project involves and how it leads to the change you want to see for the children you work with?** This is sometimes called a theory of change, which is a method to help you describe your long-term goals and maps backwards to explain how your project will get you there. We're interested in understanding what the existing evidence says about how successful your chosen activities are likely to be, how clearly we can understand your planned activities, and whether the length of time you're planning to run your activities seems reasonable.
- b. **What does the evidence say about how effective your project is likely to be?** We'll prioritise applications where there's evidence that your project can be successfully implemented and leads to positive change for children and young people.

### 3 Aiming to reach the right type of young people

We're trying to assess if the type of children and young people you're planning to work with are in most need of support. That might include children who:

- ♦ are showing early signs of, or who have developed challenges with their behaviour or their ability to regulate their emotions,
- ♦ have committed an offence,
- ♦ abuse or misuse substances or have a substance misuse disorder,
- ♦ experience maltreatment or neglect from a parent or other family member,
- ♦ have experience of the care system.

#### 4 Likely to lead to future change

A core part of YEF's strategy is scaling the projects we find work. When a project is shown to be effective, we'll look to expand it. That could include expanding their existing provision or replicating projects in new locations across their networks.

That's why we'll assess whether, if your project was proven to work, it would be possible to start delivering the activity in new areas, persuade other organisations to take up learning from your work, or to influence others to change how they work in order to benefit young people.

#### 5 Likely to reach the right type of young people

We're trying to assess if you've got experience of reaching the type of children you're hoping to work with and if you've plausible and realistic methods for engaging them in your project.

#### 6 Able to deliver

We're trying to assess how likely it is you'll be able to deliver your proposal. To do this, we'll look at your previous experience, the support, training and supervision you provide to delivery staff, and your understanding of the various risks and how to mitigate them.

#### 7 Evaluable

We're trying to assess whether or not we can properly evaluate what you do. This is partly about ensuring that you'll be able to reach and engage a large enough group of children that will allow us to conduct a randomised control trial (or another rigorous evaluation). For **parenting programmes** and **family therapies**, we'd expect this to be within one to two years of funding being granted. For **reducing parental conflict** and **domestic abuse** programmes, we know that this might take longer for some programmes. But overall, **we'll prioritise projects that will be ready for these types of evaluation as soon as possible.**

#### 8 Able to deliver to the right number of children and young people

We're trying to assess whether or not you can work with enough children so that we can conduct a randomised control trial (or another rigorous evaluation). For some **reducing parental conflict** and **domestic abuse** programmes, we'll assess whether you're reaching enough children to run an earlier stage study.

To find out which questions we'll use when we're assessing against each criteria, read the [How to apply: how to respond to our questions – a step-by-step guide](#) part of the guidance.

## Our commitment to equality

It's also important to say that, when we're making our decisions, we'll make sure we meet our commitment to equality.

Children and young people from marginalised backgrounds – including black and Asian children and young people and children who've been in care – are significantly overrepresented in the youth justice system. If we truly are going to make a difference, we need to make sure that our funding is used in a way that reaches and represents the children we are here to serve.

So through this grant round, we will make sure that the projects we fund are supporting children from marginalised backgrounds and we'll ensure our partnerships include projects that are led by black, Asian and ethnic minority leaders. This is something we'll take into account through our assessment process.



# How to apply: using our online portal



### 3. How to apply: using our online portal

When you've thought about the evidence and the scope of this grant round, you can start your application online.

#### *Application tip*

We'd recommend writing your responses in a document that you regularly save and then copy your responses into our form when you're happy with them. That way, if there are any technical issues, you won't have lost your work.

#### Step one: find the form

Click this link which will take you to our online portal. We recommend using [Google Chrome](#) as your browser if you can.

#### Step two: enter your information

Start filling in the information. We've got step-by-step guidance on how to respond to each question in this guidance – see [How to apply: how to respond to our questions – a step-by-step guide](#).

When you're writing, please **don't** use the forward and back buttons on your browser, as you could lose your work. Instead, use the **Next** and **Previous** buttons to move through the form.

#### Step three: save and come back to your work

Save as you go along. You can save your work at any stage and return to it later, by clicking the **Save** button on each page. When you save, you'll be sent an email that includes a password. You can use the password to return to the form and pick up where you left off.

#### Step four: send us your application

When you've completed the form, don't forget to click **Submit**! If you don't, we won't receive your application.

When you've sent us your finished form, you'll receive a confirmation email from us. You'll also be able to save and download your application, so you can use it for your personal records.

#### Data and privacy

If you want to know how we store and use the data in your form, you can read our [data privacy policy](#). If you want to learn more about data sharing between successful grantees and evaluators, you can read the [guidance on our secure data archive](#).



#### Get in touch

If you're struggling to use our online form, or have any questions, please get in touch! Email us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk) and we'll do our best to help.

# How to apply: how to respond to our questions – a step-by-step guide



## 4. How to apply: how to respond to our questions – a step-by-step guide

### About the application form

There are two stages to our application form.



#### Stage one: a quick eligibility check

We want to make sure this funding is right for you. We know that organisations invest a lot of time and resources in developing proposals and applying for funding. That's why the first section of our application form will check you meet all of the eligibility criteria before we ask you to fill out the full application.

*If you're going through this first section and you think the system is wrongly classing your application as ineligible, you can email [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk) to ask a question and get help from us.*



#### Stage two: the full application

There are seven parts to the full application process. Some of the sections are there to help us understand more about you as the applicant (such as details of your organisation and any organisations you're applying with), while other sections provide information that will help us to assess the strength of your application.

In this guidance, we'll be clear which sections we're using to help us assess your application, what we'll be assessing you on and the information we're looking for you to provide in response to each question.

### Stage one: a quick eligibility check

In this section, we want to make sure you meet all of our eligibility requirements for this round. If you don't meet one of our criteria, help text will appear explaining why you aren't eligible this time around.

If you have questions about your eligibility you can email us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk).

Otherwise, please [sign up to our newsletter](#) to look out for future opportunities with the Youth Endowment Fund that might be right for you.

#### Questions:

##### 1. Is your organisation registered? For example, are you a registered charity, company, statutory body or CIC?

You must be registered to receive funding from the Youth Endowment Fund. We aren't accepting applications from individuals or unregistered groups.

##### 2. Are you requesting funding for work in England and / or Wales?

At the Youth Endowment Fund, we only provide grants to organisations operating in England and Wales. We can't provide funding for an organisation or any activity happening outside of England and Wales.

### 3. Are you the lead organisation making a grant application to the YEF?

To make sure we don't receive multiple applications for the same project, we only accept applications from the lead organisation in your consortium. If you are applying as a consortium of partners, the lead organisation is the one who will be responsible for signing the agreement with YEF and for reporting to us on a regular basis.

If you are applying as part of a consortium, but aren't the lead organisation, please stop filling out this application and coordinate with your lead, who will be submitting on your behalf. Applying in partnership with other organisations will not mean you are more or less likely to be awarded a grant. What's most important is that you're able to provide evidence to demonstrate why your partnership would provide a diversion project that effectively prevents children and young people from becoming involved in violence.

### 4. Do you believe your work reduces the likelihood of young people committing an act of violence later in life?

The mission of the Youth Endowment Fund is to prevent children and young people becoming involved in violence. With this round of funding, we're aiming to learn which family support programmes work to prevent 6 to 18-year-olds from becoming involved in violence. It's critical that you believe that your project will help us to achieve this ultimate aim.

### 5. We are looking for activity focused on the grant round theme specified at the top of the page. Is your funding focused on this theme?

We're looking to fund family support programmes, which support children and their parents or carers. For more information about the focus of this grant round and to check if your activity fits within this focus, please refer to [our prospectus update](#).

We will only be providing grants to projects that very clearly fit within the criteria we've set for this round. If you're not sure if your project meets our criteria, you can email [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk). There may be other opportunities, now or in the near future, that may be better suited for your project. Find out more about our plans for the rest of this year in section 5 of [our 2021 prospectus](#).

### 6. Will the majority of your delivery outlined in your proposal focus on / work with either:

- ◆ Families with dependent children who are 6 to 14-years-old or 6 to 18-years-old for dependent children with special educational needs and disabilities (SEND).
- ◆ Looked after children who are 6 to 18-years-old.

By 'families', we mean anyone who plays a long-term supportive role in a child's life, this could include extended family members or kinship networks, foster families and children's homes. Family may not necessarily be blood relations or family members who permanently live in the same household. We want to understand what works for children growing up with all different kinds of families.

The mission of the Youth Endowment Fund is centred around children and young people. In this grant round, we're aiming to learn which family support approaches work best at preventing 6 to 14-year-olds (or 6 to 18-year-olds with special educational needs and disabilities and / or experience of the care system) from becoming involved in violence.

This means that the **large majority** (greater than 80%) of the children you're working with must be within the age ranges we've outlined. Otherwise, you won't be eligible for funding in this round.

**7. In this round, we are interested in funding and learning about the following groups of activities. Please select which group and activity your project falls in:**

**GROUP A:**

- ♦ Parent education and training interventions (including for looked after children) that focus on helping parents or carers and their children to develop positive behaviours and relationships.
- ♦ Family therapy interventions (including for looked after children), which offer structured forms of therapy that takes place between a trained therapist and the family.

**GROUP B:**

- ♦ Parental conflict interventions, which are specifically designed to improve relationships between parents and carers.
- ♦ Domestic abuse interventions, which are specifically designed to prevent and reduce harm to adults, and often to mitigate the impact of exposure to domestic abuse on children.

We want to know which group your project falls into. We want to invest in finding out how reducing parental conflict can prevent children from becoming involved in violence. But there isn't as much evidence to build on as there are for parenting programmes or family therapies. This means we'll probably commission earlier stage evaluations for projects that fall into Group B, because there's less research for an evaluation to build on. However, that doesn't mean we won't require any evidence. For projects in Group B, we'll prioritise programmes that can show us preliminary research (like pilot studies), as well as theories of change.

Find out more about why we're funding two different groups of activity and evaluations by reading [our prospectus update](#). It also includes more information about different stages of evaluation in a helpful diagram on page 7.

**8. Every YEF funded project is independently evaluated to enable us to learn more about what does and doesn't work to reduce youth violence. You will need to work with an evaluation partner throughout this project. Please read [section 4 of our prospectus](#) and [watch our video on evaluation](#).**

- ♦ Have you read the supporting information and watched our video?
- ♦ Have you shared this information with key decision makers in your organisation and with your proposed project partners?
- ♦ Does your organisation and any project partners agree to work with an independent evaluator?
- ♦ If you select yes we will assume for the remainder of the application process that you will comply with our approach, this is something YEF are unable to compromise on so please ensure the relevant members of your organisation has read, understood and agreed to our approach.

Being a YEF partner is a big commitment; to help us achieve our mission to find out what works, you'll need to work closely with your evaluator. If you aren't willing to be independently evaluated, our funding isn't right for you.

Make sure you've read all the resources we've shared in the application form, so you know what an independent evaluation involves. For even more detailed information you can also [find resources aimed at our evaluation partners](#) on our website.

**9. The Youth Endowment Fund exists to find what works to prevent children and young people from becoming involved in violence. We want young people to get the best possible support at the right time. This means we need to conduct the most robust types of research. That way, more young people will get the evidence-led services they deserve. This means that we'll run evaluations that have a 'control group' of young people who don't take part in an activity. In many cases, it is necessary to allocate young people to this 'control group' randomly otherwise it is impossible to know if something really works. Please select 'yes' to confirm that you understand that this is how we work or 'no' if you don't want to help us do this.**

Please read more about why we are committed to rigorous evaluations that include a control group in section 4 of [our prospectus](#). We want to fund robust evaluations, like randomised control trials. In these evaluations, one group takes part in a project while the other group doesn't. By looking at both groups before and after you work to support young people, we can clearly see what the impact of your project has been. If you aren't willing to take part in an evaluation that includes a randomised control group, our funding isn't right for you.

**10. We are passionate about understanding what works to change things for children in the long-term. We want to avoid promoting work that looks great but doesn't make a long-term difference. To avoid this, it is a requirement for YEF funded projects to agree to our approach to collecting and storing data to enable long-term follow-up through our data archive. The data archive means we'll be able to learn more about what does and doesn't work to reduce youth violence over the long-term. You will not be able to progress with our funding unless you, your organisation(s) and where appropriate project partners have read, understood and agreed to our data archive. Please read the information on our website and watch our video explainer.**

- ◆ Have you read the supporting information and watched our video?
- ◆ Have you shared this information with key decision makers and / or relevant data leads in your organisation and with your proposed project partners?
- ◆ Does your organisation and where appropriate project partners agree to the data archive?
- ◆ If you select yes we will assume for the remainder of the application process that you will comply with our approach, this is something YEF are unable to compromise on so please ensure the relevant members of your organisation has read, understood and agreed to the Data Archive.

**If you have any questions or queries please contact [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk)**

To make sure we can understand what works, we need to collect and store data so that we can follow the future progress of the children who've been supported by our projects. To find out more about the data we'll collect, how we'll store it and how we'll keep it safe, make sure you've read and watched all **the resources** on [our website](#).

All data we collect is securely stored so that a child's identity will never be able to be traced by researchers accessing the data in the future. If you're unwilling or unable to collect the personal data of the participants in your project, our funding isn't right for you.

**11. This round we are exclusively interested in children and young people who have been identified (most likely by children's social care or other statutory body) as having unmet needs in their life, which increase their likelihood of becoming involved in violence in the future.**

We are particularly interested in projects that focus on the following areas / unmet needs. Which of these areas / unmet needs does your project target?

- ◆ Children and young people who are showing early signs of, or who have developed challenges with their behaviour or their ability to regulate their emotions.
- ◆ Children and young people who have committed an offence.
- ◆ Children and young people who abuse or misuse substances, or have a substance misuse disorder.
- ◆ Children and young people who experience maltreatment or neglect from a parent.
- ◆ Children and young people who have experience of the care system.
- ◆ Families where parents, carers or siblings are involved in crime.
- ◆ Families where parents or carers have not had opportunities or support to develop positive relationships with their children.
- ◆ Families where there's family conflict (for example, where there's domestic violence or where conflict means parents or carers aren't able to offer emotional support to children).
- ◆ Families where parents, carers or siblings abuse or misuse substances.
- ◆ Families where parents or carers are struggling with their mental health and wellbeing.
- ◆ None of these.

We want to make sure we're funding programmes that support the children and young people who are in the most need of support. We've identified these areas as being particularly important needs to meet to prevent children becoming involved in crime and violence in the long-term. That's why we'll prioritise funding for programmes that specifically support young people in these situations.


**12. We are interested in exploring the impact that projects might have on child and young person outcomes. To do this we need you to either:**

- ◆ Know what child and young person outcomes your project focuses on.
- ◆ Be willing to work with us to find out what child and young person outcomes your project might focus on.

Please confirm this is something you are willing and able to do.

Outcomes are the changes you'd hope to see your project make for the children and families you work with. For this round, family outcomes might include reducing domestic abuse, supporting good relationships between parents or carers, helping parents or carers to improve their parenting skills or supporting parents or carers to reduce their own substance misuse. For a full list of the outcomes we're interested in in this grant round, **see question 36**.

To make sure we're gathering high quality evidence, we'll need you to measure things that help us to understand whether your project is helping children in the ways you'd expect. This might be through the support provided to other family members. For example, we might ask you to measure whether there



have been improvements in children's behaviour, self-esteem, or improved attendance at school. That's because it'll help us to find out if taking part in your project makes a difference to the children and families you work with over time.

It's also important to say that it's possible that, if you get through to the co-design stage with your partner evaluator, there might be changes to the outcomes you intended to measure.

If you aren't willing to work with your evaluator help us measure the impact of your project, our funding isn't right for you.

**13. To make sure that we're reaching the right children, young people and families we expect them to have been identified and referred by relevant statutory agencies. Please select which statutory agency refers to your project.**

While applications can be submitted from a range of different organisations, children must be referred into your project by a public service or body.

By a public service, we mean services that are paid for and provided by the government. This means that, to be eligible, you should get a referral from organisations including:

- ◆ The police
- ◆ Youth offending teams
- ◆ Schools and pastoral staff
- ◆ Housing teams
- ◆ Multi agency safeguarding hubs/multi agency exploitation hubs
- ◆ Community safety referral teams (or public protection teams)
- ◆ Multi agency risk assessment conferences
- ◆ Acute centres
- ◆ Children's Services
- ◆ Social care
- ◆ Charities working on behalf of a statutory body (like a local authority, police force or the NHS)

If the children aren't referred into your project by a public service, this round of funding isn't right for you.

If you're not sure if your referral point would qualify as 'a public service', email [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk) to check before you continue with your application.

**14. Have you read the accompanying YEF guidance documents?**

Our guidance documents are here to help you make the best decision about whether funding from the Youth Endowment Fund is right for you.

Our aim is to make sure that you know what to expect as a YEF partner. That means you'll need to make sure that you've read [our prospectus update](#), [our prospectus](#), [information on our evaluations](#) and [our guidance on our data archive](#).

## Stage two: full application

Our full application has the following seven sections:

### 1. Your organisation

We want to know about your role as the people submitting the application on behalf of your organisation, the type of organisation you work for, if you are working in partnership and who those partners are. This section is for our information only and isn't used to assess the strength of your application.

#### *Application tip*

If your application is being written by someone external, please make sure you also include a contact within your organisations so we can let you know the outcome of your application as quickly as possible.

### 2. Improving the diversity of the organisations we fund

We're committed to being a diverse and inclusive funder. We believe that diversity drives innovation, increases diversity of thought and experience, and helps us represent and best serve the young people that we're seeking to support.

This section asks you to share information about the size of your organisation, the diversity of your leadership team, the diversity, age and gender of the children you hope to work with and where your activity will take place. This information isn't used to assess the strength of your application. This information will help to make sure we're partnering with a diverse range of organisations.


### 3. Understanding the activity

In this section we're aiming to understand the detail of your project. We want to know about the activities you plan to run, how long those activities take, where you're planning to run them and, critically, what outcomes you're hoping to achieve.

We're particularly looking for applications that describe very clearly the experience and the timeline from the child or family's point of view. What do they experience and in what order? This is likely to be easier to achieve if your application describes a single journey for most families (for example, all families take part in a weekly therapy session, delivered by a trained professional, once a week over 24 weeks). In this grant round we're less interested in funding applications that are from the practitioner's point of view or for activity that's not a direct intervention with a young person or their carers (for example, changes to the system or training for professionals). We'll be very interested in this in later rounds, however. Find out more about our future plans in [our 2021 prospectus](#).

### 4. Your current evidence and track record

In this section, we're trying to understand how likely your project is to succeed and how likely it is that your activity will lead to its intended change. In our themed grant rounds, we'll prioritise applications from projects that are already delivering, can show us some existing evidence that they work and are ready for robust evaluation (like a randomised control trial). This doesn't mean that we won't consider applications at an earlier stage of evaluation (especially for **reducing parental conflict** and **domestic abuse** programmes, where there's less evidence for us to build on). However, it's important to say that **we still want to see some evidence that these early programmes would be effective**, whether that's a theory of change (which describes your long-term goals and maps backwards to explain how your intervention will get you there), academic evidence or evidence from other sectors.



In all cases, but for parenting programmes and **family therapy** in particular, we will prioritise projects that would be ready for a robust trial within two years.

## **5. Risk**

All projects come with risks. In this section we want to make sure you've clearly thought through the risks to your delivery and how you may mitigate them.

We'll ask you about risks related to reaching the young people you intend to work with, risks associated with working in your location, delivery risks and project management risks. We'll also want to understand your experience delivering this type of activity in the past and experience working with the group of children you're trying to reach.

## **6. The young people you will be working with**

In this section we're trying to develop a deep understanding of the type of child you're hoping to work with and the number of children you're planning to work with. It's important that we fund organisations that are ready for a rigorous evaluation of their work or will be ready for that within two years. For that reason, we do look carefully at the number of children you think you can reach, because it's important that there's a large enough sample size for the type of evaluations we want to run.

## **7. Budget**

In this section, we ask you to provide a summary of what you intend to spend on this project. At this point, we want to know how much you think you'll spend at a high level, by year, to deliver your project as planned (including project costs, overhead costs, staff costs and equipment costs).

The application process with the Youth Endowment Fund is iterative. If you progress to the second phase of the application, you'll be paired with an evaluator and the two of you will work together on a final project design. We recognise that changes to your plan would mean changes to your budget. That's why we're not asking for a detailed budget at this stage.

*For more detail on exactly what we're looking for in response to each question in the sections above, see the next section.*

# Step-by-step guidance to answering questions in the full application

## Understanding the activity

(starting from question 34 in the application form)

### **34. What difference, if funded, do you think your project will make? / If funded, what do you hope your project will achieve? [Max 250]**

This is another way of saying the differences that you hope will happen as a result of your work. It's important to make a distinction between the differences (outcomes) that a project is aiming to make for children and young people and the activities and services it's providing. So if your programme involves therapy for a whole family, the difference or outcome isn't the therapy session itself, but the changes that will happen in the lives of the children and their families as a result. For example, this might be improved self-esteem or to reduce aggression in a young person.

You'll need to tell us the most important differences you think your project will make that will improve children's lives. If you're awarded a grant, you'll be asked to report back on these in detail.

- ♦ For each of your differences, be succinct and talk about a single, significant change only. Do not provide a list of differences or changes.
- ♦ The difference will occur in the time you are in contact with the children you support. It can be a small change or a lasting change

### **35. What is the need / demand for your project? What evidence is there for this? [Max 250]**

We want to know why you think that the specific group of children, young people and families you want to work with need the project that you're proposing. Please share any evidence that supports your reasoning.

For example, is there a specific issue with substance misuse in the area(s) you're planning to work in? Are there statistics from healthcare or local authority providers that demonstrate the extent of this need?

## Application tip

Want to find out more about how you can provide us with evidence for the need for your project? Join one of our workshops and ask our assessment team. Sign-up on our website [here](#).

### **36. If working with families please select the main two outcomes the project seeks to influence:**

- ♦ Supporting parent or carer skills, practices and behaviours
- ♦ Reducing child maltreatment
- ♦ Reducing family conflict and supporting positive interaction in the family
- ♦ Supporting good relationships between parents or carers
- ♦ Reducing domestic abuse

- ◆ Reducing parental or carer mental health problems
- ◆ Reducing parental or carer substance misuse
- ◆ Reducing criminal involvement of family members
- ◆ Supporting positive role models in the family
- ◆ Other – if selected provide with a free text field
- ◆ N/A

If you are proposing to work with looked after children only please select the not applicable box.

**Answer Format – Tick Box / dropdown – 2 options only**

Outcomes are the changes you'd hope to see your project make for the children and / or families you work with. Please select the two most relevant changes that you think your project will make. And if your project is working with children who are living in residential care settings, please only select the 'N/A' option.

**37. We are focused on achieving positive outcomes for children and young people.**

**Below is our (YEF's) list of child outcomes for this grant round. If you know the child outcomes your project seeks to influence, please select the top two outcomes. This may be through the work undertaken with parents, carers or other family members.**

- ◆ Reducing behavioural problems
- ◆ Reducing aggression
- ◆ Reducing impulsivity
- ◆ Supporting positive behaviour and helping others
- ◆ Reducing anxiety and nervousness
- ◆ Supporting self-esteem
- ◆ Reducing antisocial or negative attitudes
- ◆ Supporting school engagement, attendance, and attainment
- ◆ Reducing substance misuse
- ◆ Reducing non-violent offending
- ◆ Reducing violent offending
- ◆ Other – if selected provide with a free text field
- ◆ Not sure

Some projects applying through this round focus on other family members (e.g. parents and carers) and may not know how the project might impact on children. If this is the case, please select the 'Not sure' box.

**Answer Format – Tick Box / dropdown – 2 options only**

Outcomes are the changes you'd hope to see your project make for the children and / or families you work with. Please select the two most relevant changes that you think your project will make.

**38. In this round, we are interested in funding and learning about the following groups of activities. Please select the activity your project falls in to:**

**GROUP A:**

- ♦ Parent education and training interventions (including for looked after children) that focus on helping parents or carers and their children to develop positive behaviours and relationships.
- ♦ Family therapy interventions (including for looked after children), which offer structured forms of therapy that takes place between a trained therapist and the family.

**GROUP B:**

- ♦ Parental conflict interventions, which are specifically designed to improve relationships between parents and carers.
- ♦ Domestic abuse interventions, which are specifically designed to prevent and reduce harm to adults, and often to mitigate the impact of exposure to domestic abuse on children.

To find out more about the types of **parenting programmes**, **family therapies**, **reducing parental conflict** and **domestic abuse interventions** we think are the most well-evidence, [read our summary](#) of the evidence review conducted by our partners at the Early Intervention Foundation.

It's also worth noting that we'd like to fund programmes for looked after children across Groups A and B. For example, that could mean family therapy programmes for children and the people who work in residential care homes, or parental conflict interventions for foster families.

**39. Please describe the activity your project team and partners plan to deliver? What is the experience of the children, young people and families involved in your project? What is timeline of activities from their point of view? We are asking this question to assess whether what you are planning to do is likely to achieve the outcomes you have in mind, so do describe as clearly as possible.**

Please be as clear and detailed as possible. This is a very important part of your application.

Please give us a description of all activities you plan to do, who is delivering those activities, who is taking part in those activities, how long each activity will take place for, and how often a young person will do the activity. We're particularly interested in understanding the experience and the timeline from the child's point of view.

**Questions you should think about answering in your response:**

- ♦ What specific activities will a child, young person or whole family receive?
- ♦ If you're working with parents and carers, will the child be involved in the same activities, or will you be doing something different with adults?
- ♦ Who delivers your activities? How long for? Where do they take place?
  - ♦ While the stages within your project are likely to vary by project, your application might explain:  
**Stage one:** How children, young people and families are recruited in your project (for example, through referrals from local schools)  
**Stage two:** Explain the first stage of your activities (for example, meeting families in a safe place (like their home) over a six week period, to build trusted relationships with your trained family outreach workers). Please also explain why this is important (for example, building trusted

relationships has been important in previous delivery for recruiting, engaging and retaining participants).

**Stage three:** Explain the next stage(s) of your activities (for example, 12-week therapy sessions with children, delivered by a trained therapist with a focus on reducing aggression. This is run alongside a 12-week parent and carer training session, also run by a trained therapist, with a focus on developing parenting skills). Link back to what it is you hope your project will achieve and make sure you reference your source material, which could be your own data, prior evaluations or broader academic literature (for example, these sessions have commonly been shown to reduce aggression and encourage positive behaviours among children, which lowers the chance that they'll becoming involved in violence in the future.)

**40. Please tell us what happens at the end of your project? Once a child, young person, and / or family have come to the end of the project activities how do you transition them out of your project? [250 Max]**

We want to know what happens when your project comes to an end.

For example, would you signpost a child or family to other support services? Who are those services run by? Will you check a child or family's eligibility for those services?

Please be as specific as possible.

**41. In what setting are the activities mainly delivered?**

You will be given a list of settings where your activity could be delivered.

You are free to choose more than one location.

If you choose more than one location, please explain why in the free text section.

**42. On average, how long do you work with children and / or families to deliver this activity? Please enter the number of months. What is the reason for the length of delivery? [Max 150 words]**

Please answer this from the perspective of the family or child engaging with your activity, not the amount of time it takes you to do the activity.

For example, if a family therapy is running for a period of 10 months (your staff are doing it for this period of time), but a single family will be receiving their therapy for a 2-month window, please enter 2 months.

## Your current evidence and track record

**43. You have now told us what difference your activity aims to make to young people and what your activity is.**

**How confident are you that your activity will lead to this change?**

**What makes you pick this option? Please include any explanation of how your activity causes this change. [Max 500 words]**

**Please include a link/reference to any supporting evidence cited – avoid links to videos or multimedia as we will not be able to assess these as part of the application.**

Please aim to give an honest reflection based on what is already known about the impact of your project.

You'll be asked to select either high, medium or low to indicate how confident you are that your activity will lead to change. You'll then be asked to fill out a free text box providing an explanation for why you gave the rating that you did. For any evidence or sources referenced, please include a link / reference.

- You might give a **high rating** if there is existing evidence that your activity will work (from another organisation or from operating in a different location), if you have been running this activity for some time and you have strong evidence that it works.
- You might give a **moderate rating** if your project has a strong theory of change supported by the existing evidence base and you have collected monitoring, engagement or satisfaction data that indicates your project can be successfully implemented.
- You might give a **low rating** if this is a new project in an innovation phase.

**44. If you would like to include any supporting information and / or publicly available evaluations of your project please include this here along with a link/reference.**

**If you have Theory of Change and / or Logic Model that you would like to share with us, please upload the documentation here.**

**Please ensure this is evidence and information based rather than links to videos.**

If your project has previously gone through an independent evaluation and a report is available, please upload it.

While this is not a requirement, it will strengthen your proposal. This is also the case for Group B projects; even though we expect that there will be less evidence to build on, we'll prioritise programmes where there have been early evaluations (like feasibility studies). To find out more about what we mean by evaluation and its different stages, you can find a helpful diagram on page 7 of our [prospectus update](#).

**45. Please tell us about the type of children and / or families you plan to work with?**  
**Options: Free text [250 words]**

Knowing exactly who you intend to reach will help us understand if your project will work with the children, young people and families we're most interested in supporting. Please be as specific and detailed as possible.

**Questions you should think about answering in your response:**

- ♦ Can you clearly explain who will benefit from your project? What are the challenges that they face in their lives? *For more information on the needs we want the projects we fund to address, can see **questions 35 and 36**.*

- ♦ How will you make sure that children, parents and carers will be able to take part in your project? For example, will you offer delivery around parent's working hours, or deliver to children in a school setting?

**46. How do children, young people and, if appropriate, families get referred to your project? If you have multiple referral pathways please tell us where most of your referrals will come from?**

**Can you tell us what happens to children, young people and families who don't get referred to your project – what else is provided or offered by you or others?**

**Answer format: Free text [250 words]**

We'll prioritise projects that include a referral from a statutory body into your project.

Please be sure to explain in detail how that referral will happen. If you already have relationships with the organisations you'll get referrals from, please describe them here.

A strong answer to this question might include evidence of:

- ♦ A network of statutory partners that you work with effectively to identify children and their families.
- ♦ Staff training to manage referrals from statutory partners.

## Risk

**47. Often organisations struggle to reach the children and young people that they want to work with. What risk is there that you won't be able to successfully reach the type of children that we are trying to reach? What makes you pick this option? (Help us understand how you will reach these children and how you will avoid other types of children accessing the activity instead).**

We're specifically asking you to respond to the risk of being able to reach, engage and retain children and young people. Recruiting young people into projects is always a difficult task, so we expect there to be some risks to you being able to do this effectively and we want to make sure you've thought about these and have mitigated them in the past.

You'll first be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low). You'll then be asked to fill out a free text box providing an explanation for why you gave the rating that you did.

In your free text section, please include what you would do to mitigate this risk if you already have a plan in place for this.

A strong response to this question might include evidence of:

- ♦ Your experience of reaching right families and children we want to reach through this grant round.
- ♦ Your experience of monitoring the journeys of the children and families who take part in your activities.
- ♦ High rates of engagement and retention rates in your programmes. That might also include a waiting list to take part.
- ♦ A workforce with strong qualifications in delivery (including formal relevant qualifications and / or having staff with a similar lived experience to the children or families you're working with).

- ♦ Involving the children and families you work with in the design of your projects.
- ♦ Good, clear branding that appeals to the families and children you're aiming to reach.

**48. Often organisations struggle to deliver the activity they have applied to deliver.  
What risk is there that you won't be able to successfully deliver this intervention?  
What makes you pick this option? [Max 500 words]**

We're looking for you to respond with general risks to project implementation. This could include risks like the ability to recruit the right staff members, being able to mobilise your project in a timely way, risks of continued social distancing measures, etc.

You'll first be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low). You'll then be asked to fill out a free text box providing an explanation for why you gave the rating that you did.

In your free text section, please include what you would do to mitigate this risk if you already have a plan in place for this.

**49. What experience have you got of delivering this activity to this type of children, young people or families? [Max 100 words]**

Make sure to answer both parts of the question:

- ♦ Part one: What experience do you have with this type of activity?
- ♦ Part two: What experience do you have with this type of young person or family?

It may be that you have experience with one and not the other. That's OK, just be sure to explain.

Please also be aware that, to be successful, your project (which might include your organisation and / or a partner) must have delivered this activity for at least 12 months by the time you submit your application. While we will consider projects that have been delivered for over 6 months, **we won't not fund brand new activities that have never been delivered.**

**Questions you should think about answering in your response:**

- ♦ How long has your staff or your partnership been involved in delivery of this activity?
- ♦ If you are submitting an application as a coalition, make sure you tell us about the experiences of different members of your partnership. Does one organisation have delivery experience over a number of years? Is another a specialist in working with the children, young people and families we most want to support?

**50. What adjustments have you made to ensure all children and young people have equal access and are able to engage with the activities you deliver? [Max 250 words]**

Children and young people from marginalised backgrounds – including black and Asian children and young people and children who've been in care – are significantly overrepresented in the youth justice system. We're committed to understanding and addressing this inequality.

We want to make sure that our funded projects are reaching all children who need support. We want to know how you'll make sure that children and families from marginalised backgrounds will be supported to participate in your project. That might include things like producing easy reading

materials for children with special educational needs or disabilities (SEND), taking steps to ensure that your programme recognises and adapts to cultural differences (for example, by working with local community groups to review recruitment resources) or working with your local authority to reach out to families where children are known to children's services teams.

**51. We are interested in the level of experience of the people delivering the activities. Could you tell us a bit about who these people are (volunteers or paid staff), their average level of experience, any training or professional qualifications they would have and any ongoing support, supervision or continuing professional development they are required to receive as part of the role? [Max 100 words]**

Please make sure that through your answer we have a clear understanding of the:

- ◆ Qualification and experience of your staff (including their lived experience).
- ◆ The training needed before delivery can start.
- ◆ The ongoing support, training and supervision you'll provide to the staff and / or volunteers delivering activities.

You might want to consider things like:

- ◆ Staff training on trauma and how to work with families in vulnerable situations.
- ◆ How staff qualifications and training will make sure your project is culturally appropriate for the families you're aiming to work with.

**52. Often organisations struggle to deliver the activity in the location that they have in mind. What risk is there that you won't be able to successfully deliver this intervention in this location? What makes you pick this option? [Max 250 words]**

We're specifically asking you to respond to the risks associated with your location (geographic and/or setting). Please refer to geographic locations as well as to question 41 when responding to this question.

You'll first be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low). You'll then be asked to fill out a free text box providing an explanation for why you have the rating that you did.

In your free text section, please include what you would do to mitigate this risk if you already have a plan in place for this.

**53. Often organisations struggle to deliver the activity as they haven't spotted why things would go wrong. Aside from things you have already mentioned, what is the main risk to you not being able to deliver this intervention? [Max 20 words] How likely is this? Why do you say this level of risk? [Max 250 words]**

This is your opportunity to include any more information about a risk you see to your project that did not fall within one of the above categories.

Please use this section to highlight any risks which are unique to your project or delivery context.

You'll first be given a free text box where we ask you to state the main risk you see to not being able to deliver your project.

You'll then be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low). Finally, you'll then be asked to fill out a free text box providing an explanation for why you have the rating that you did.

## Young people you will be working with

**54. If your application is successful, the number of children, young people and families you deliver to will be influenced by your project's capacity and the type of evaluation study undertaken. This will be explored in detail with your evaluator and YEF. As we want our funded projects to have a focus on child and young person outcomes we need projects to be able to work with at least 60-100 children and young people in total across the duration of their proposed project.**

**What is the minimum and maximum number of children and young people you could deliver activities to across the duration of your proposed project?**

Through this round of funding, we'll prioritise Group A projects (parenting and family therapy programmes) that are ready for a robust evaluation before year 3. While we recognise that it's less likely that projects in Group B (reducing parental conflict and domestic abuse interventions) will be ready for robust impact evaluations, we'll prioritise projects that are already evidenced (for example, through a feasibility study). To find out more about what we mean by evaluation and its different stages, you can find a helpful diagram on page 7 of [our prospectus update](#).

This means that:

- ♦ **GROUP A** activities should demonstrate that they'll be working with at least 100 children or families across the duration of the project.
- ♦ **GROUP B** activities that require an earlier evaluation should demonstrate that they'll be working with at least 60 children or families across the duration of the project.

The reason we ask this question in this way is because we recognise it takes some time to recruit children and their families. At the same time, you must be delivering to enough young people in your project for us to be confident that we can conduct the right kind of evaluation to help us learn about the impact of your work.

**55. a) How many children and young people did you deliver this project to this year?**

**b) If applicable, how many parents or carers did you deliver this project to this year?**

**c) How many children and young people would you seek to deliver to in the first year?**

**d) If applicable, how many parents or carers would you seek to deliver to in the first year?**

**e) How many children and young people would you seek to deliver to in the second year?**

**f) If applicable, how many parents or carers would you seek to deliver to in the second year?**

**g) How many children and young people would you seek to deliver to in the third year? (if applying for three years)**

**h) If applicable, how many parents or carers would you seek to deliver to in the third year? (if applying for three years)**

**i) How high is the risk that you won't be able to scale up like this, assuming we provide the funding?**

**j) Why do you say this level of risk? [Max 250 words]**

Please be sure to distinguish the number of young people you will reach by year in the answer boxes of a) through to h).

We need to make sure that you'll reach enough children and families for us to be able to run evaluations that tell us about the impact of your work. This often means we'll ask you to reach high numbers (for example, it's likely that your project would need at least 100 participants to run a randomised control trial, or other robust kind of evaluation). We won't ask you to deliver to more children and families than we'll need to take part for a strong evaluation.

## Risk

You'll be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low) to respond to how high the risk is that you won't be able to scale up your project to reach this number of young people as planned. You'll then be asked to fill out a free text box providing an explanation for why you have listed the rating that you did. In this section, please be sure to also state what measures you have in place to ensure children and families remain engaged for the duration of your project (i.e. don't drop out of the project before it is completed).

This is important for us to be able to see that you have a realistic plan for scaling up your project to be able to conduct a successful evaluation of your work.

**56. If we found that what you do works brilliantly, we would want to take it across England and Wales. If we wanted to make that happen, which would be the easiest way to do it do you think? [Select from the answers]**

You'll first be asked to select which of the below three options would be easiest for you to make happen. You'll then be asked to choose one of four ratings from a list of options (impossible, hard, moderate, easy) to respond to how hard you think your chosen option will be to execute. Finally, you'll be asked to fill out a free text box providing an explanation for why you have listed the rating that you did.

- ◆ **You become a larger organisation with a national reach:** In your free text section explain your rating for how hard this would be to achieve and what you would require to be able to successfully scale up to a larger organisation.
- ◆ **Others are trained to deliver what you are doing:** in your free text section, explain how you think this could work and how likely it would be that other organisations could take up learning from your work. Is this work so unique to you or your context that you would find it hard for other organisations to replicate or adapt to your learning? Or is this something that could spread?
- ◆ **A change to policy leading to this becoming mainstream activity:** in your free text section, explain your rating and what you think it would take to achieve a policy change in this area.

**57. Have you, or someone involved or associated with your project applied for or are in the process of applying for any research grants for the project you are seeking YEF funding for?**

- ◆ Yes
- ◆ Don't know
- ◆ No

If you've selected 'Yes', we'll ask for more details about the research funding you've received.

The answer to this question will help us understand how we can make the most of any other research that's been conducted about your project. By knowing about other, ongoing evaluation work, we can make sure that our evaluations aren't duplicating any work and that we're building on existing research and evidence.

## Budget

**58. What is the total budget value for this project?**

Input the total value of the project from start date to end date, regardless of who is providing the funding.

Please also note that, at this stage, we're only expecting project budgets to be an indication of costs. It's likely that, if you reach the co-design stage of the application process, we'll likely revisit and refine both your project and budget.

**59. What percentage of the total budget for your proposed activity is coming from us?**

Input the amount of the total budget above that you are requesting from YEF.

It's not a problem if you are requesting 100% of the total budget from YEF and these two numbers match.

It's not a requirement that you find other sources of funding for your project to be approved for a grant and this will not factor into how your application is being assessed. However, we do encourage you to find other sources of funding for your project whenever possible. These sources of funding can include other grants, contributions you make through your own unrestricted funding, or in-kind and pro-bono support your organisation receives for the activities.

**60. Please complete the table below to tell us how much your project will cost.**

**We have asked you to split your amounts into 4 types:**

- a. Project costs**
- b. Overhead costs (e.g. your office costs)**
- c. Staff costs**
- d. Equipment costs**

You can apply for up to 3 years of funding. If you are only applying for 1 or 2 years of funding, you only need to complete those parts of the table.

Please use the following definitions to help you fill in the table:

- a. Project costs:** a direct cost associated with carrying out your activity. (example: travel costs)
- b. Overhead costs:** the cost isn't to pay for the activity itself, but is essential and used to support multiple activities in your organisation. (example: office rent, the cost of which is distributed to different activities you run)
- c. Staff costs:** these are the costs associated with the staff who will directly be working on your activity. If it is a staff cost for a finance person or other back-office staff member who supports your whole organisation, include their costs in the overhead section.
- d. Equipment costs:** if you are purchasing an item with a unit value of £1,000 or greater, include it in this section. If you are purchasing an item with a unit value of less than £1,000, include it in the project costs section.

**61. Based on the minimum and maximum number of children you said you could deliver activities to across your whole project what would the cost per child and if appropriate cost per family engaging in your project?**

Please fill in the table to help us understand the cost of your project per child or family. We aren't expecting this to be an exact calculation. It's just helpful for us to have a rough guide, so we can see how much your project would cost to deliver at a smaller or larger scale.



# What happens next



## 5. What happens next?

### Step one: assessment

Once you submit your application, it will be sent to our team of trained assessors to review against the eight criteria described in the [How we'll assess your application](#) section of the guidance. We'll begin assessing applications as soon as they are received. We therefore **encourage you to submit your application as soon as you're ready**, rather than waiting until the deadline.

Our assessment team will be tasked with developing a shortlist of applications, which will be sent to our Grants and Evaluation Committee for review. Young people who have helped us to develop the scope of this round will also input into developing the shortlist.

### Step two: Grants and Evaluation Committee review

#### About the Grants and Evaluation Committee

Our Grants and Evaluation Committee are a group of independent experts in the fields of grant management, serious violence amongst young people and assessing the evidence base of projects. We ensure this Committee has diverse representation across age, gender, ethnicity, background and geographic location. It is up to our [Grants and Evaluation Committee](#) to make the final decisions on everything we fund and evaluate.

The first job of our [Grants and Evaluation Committee](#) is to review the work of our assessors and confirm our final list of applications to be brought to the second stage of our application process.

It's after this Committee review that we will contact you with the outcome of your application (either you are unsuccessful or you are moving to the next phase of the application). We expect this first communication to happen in mid-March 2022.

### Step three: matching you with an evaluator

Once we've decided which projects move to the next stage, we'll match those applicants with an evaluator from our evaluator panel. This panel is made up of approximately 35 research organisations and universities that have the knowledge, skills and expertise to conduct rigorous evaluations of the implementation and impact of the projects we fund.

#### The importance of independent evaluations

Our commitment to independent evaluation means that we'll make sure the evaluations we commission are separate to project delivery. We'll work to pair you up with an evaluator who has the right skills and expertise to understand your project.

Each organisation will competitively bid to be partnered with you if you make it to this phase of the application. Evaluators will be matched to your project based on a range of considerations, including the strength and quality of their bid, their skills and experience in the evaluation methods that are appropriate for your project and subject specific knowledge.

### Step four: co-design

Once you're paired with an evaluator, you'll enter a 'co-design' period where you'll work with your evaluator to design a final proposal and project design that has the best chance of achieving an effective evaluation. This means components of your original design and application could change.

We'll work with you to make sure this is done thoughtfully and strategically, and if this means that your budget or your timeline changes, we understand that and will support that. Our goal is to make sure this is done collaboratively and you're supported through whatever changes are made.

### Step five: final proposals

Once you submit your final proposal, which has been co-designed with your evaluator, we will send it to our Grant and Evaluation Committee who will make the final decision on whether or not to award the grant and the evaluation.

The length of time this 'co-design' phase will last will depend on the type of evaluation your project requires but will start in late June and be completed in Autumn 2022.

### Time

It's important to be aware that from the time you submit the first part of your application to the point you hear the final outcome (i.e. whether or not YEF will be award the grant and the evaluation) is likely to be from around 10 to 12 months. We believe that this amount of time working with our team and your paired evaluator is critical. Together, it will help you develop a strong foundation to find out what works to prevent children and young people becoming involved in violence.



