



Home Office

## Application guidance

Funding round: Trauma-informed practice  
and its impact on youth violence

AUGUST 2022



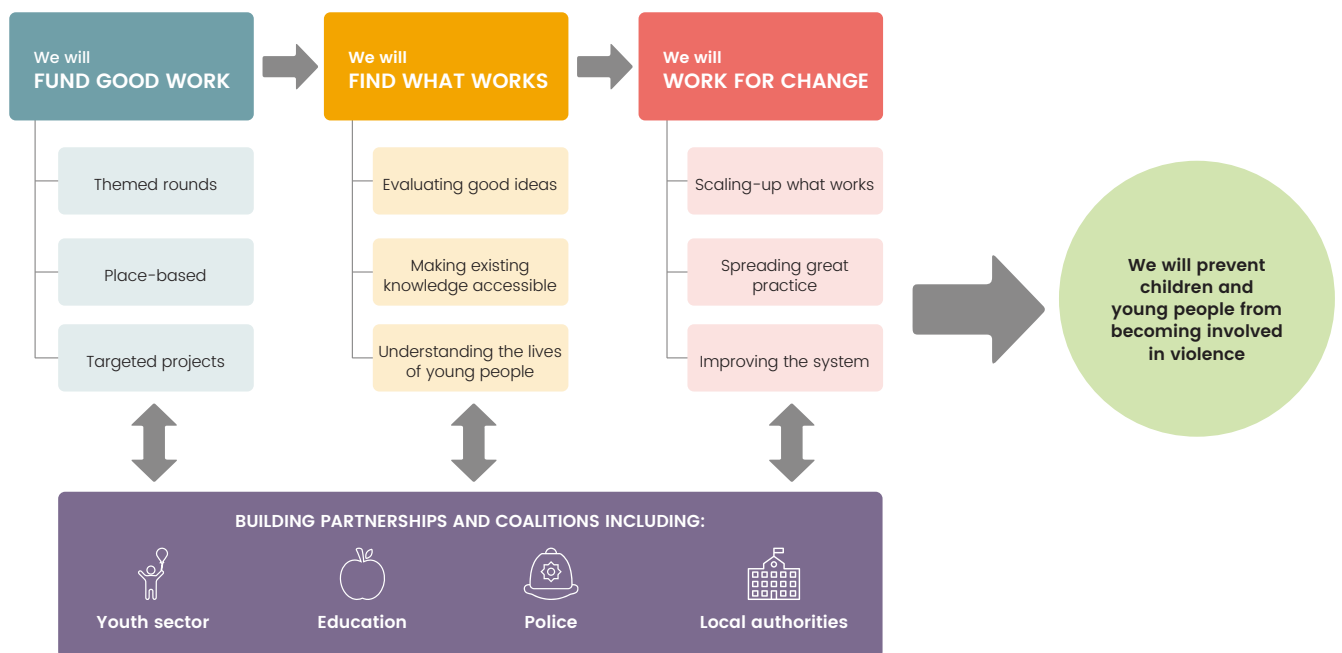
## About the Youth Endowment Fund

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. We're committed to making a significant and lasting difference for children, young people, families and their communities.

To achieve our mission, we gather, build and share the best available evidence on what works, for whom, and why. We do this so that we can support you to keep children and young people safe.

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.

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. At its heart it says that we will fund good work, find what works and work for change.



We do this through three key funding streams. Firstly, our themed funding rounds focus on key areas where change is possible and where we know there is a good opportunity to build knowledge of what works. Secondly, we use a place-based approach to working with local communities in areas of high need. Thirdly, through our targeted projects, we provide funding to evaluate programmes that don't fit into the themed or place-based streams, but are either widely used, or are promising with the potential to be scaled up to reach even more young people. This funding round on trauma-informed practice (TIP) sits within our targeted projects funding stream.

# Trauma-informed practice: understanding its impact on youth violence

Trauma-informed practice has become increasingly popular across sectors related to youth violence, but currently lack a robust evidence base. We want to change this and, alongside the Home Office as co-funders, we're launching this funding round to build our understanding of trauma-informed practice and its impact on youth violence.

The aim of this guidance is to give you the relevant information about this funding round. It will explain the background and scope, what we want to fund and why. This will help you decide if this funding is right for you. It also explains the application process and explains what we ask for in the application form so you can prepare your submission ahead of the **1 September 2022** when this round will open for applications.

## What do we mean by trauma and trauma-informed practice?

**Trauma** can be defined as 'an event, series of events, or set of circumstances that is experienced by an individual or a community as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.'<sup>1</sup>

Traumatic experiences in childhood are often referred to as **Adverse Childhood Experiences (ACEs)** which are defined by Public Health Wales as traumatic or stressful experiences that occur during childhood that directly harm a child or affect the environment in which they live and are remembered throughout adulthood. An ACE may be exposure to one or more of these factors: Verbal and / or mental abuse, physical abuse, racial abuse, sexual abuse, hostile parental separation, domestic violence, parental mental illness, alcohol abuse, drug use, neglect, and parental incarceration.<sup>2</sup> Further types of trauma such as experience of poverty, witnessing community violence, experiencing systemic racism, homophobia and multiple other potentially traumatic factors can also be present in a young person's life.

**Trauma-informed practices**<sup>3</sup> broadly refer to practitioners working in a trauma-informed way. A programme, organisation, system or person that is trauma-informed:

- ♦ **realises** the widespread impact of trauma and understands potential paths for recovery;
- ♦ **recognises** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and
- ♦ **responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and

1. Substance Abuse and Mental Health Services Administration [SAMHSA]. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884. [https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf)

2. Public Health Wales: <https://phw.nhs.wales/topics/adverse-childhood-experiences/>. Please note this is not an exhaustive list of factors.

3. It's widely acknowledged that terminology and definitions of trauma-informed activities vary in the literature. The terms 'trauma-informed practice', 'care', and 'approaches' are often used interchangeably. For the purpose of this funding round, we refer to trauma-informed practice (TIP).

- ♦ seeks to actively **resist re-traumatisation**<sup>4</sup> which can occur when individuals who have experienced trauma encounter people, processes or systems which trigger or negatively interact with their traumatic experiences.

### Please note:

A distinction should be made from trauma-specific therapeutic interventions involving practitioners with specialised skills, such as trauma-focused Cognitive Behavioural Therapy or Eye Movement Desensitisation and Reprocessing therapy, **which are not the focus of the funding round.**

## Why are we investing in trauma-informed practice?

The harmful effects of childhood exposure to traumatic events have been demonstrated consistently and across many different areas of a person's life, including health, education, employment, and involvement with the criminal justice system.

Adverse childhood experiences (ACEs) have been associated with a range of concerning behaviours and there's growing evidence that shows the high prevalence of ACEs among young people involved in the youth justice system. It's estimated that 70–90% of youth offenders have experienced one or more types of trauma, including physical or sexual abuse, witnessing domestic violence, and exposure to violence in school or the community<sup>5</sup> and various other types of trauma we now know to be potentially present and harmful in young people's lives.

There's growing recognition that childhood experiences of trauma influence children's and young people's development and behaviour and that this needs to be considered when working in sectors with high prevalence of trauma among children and young people in order to respond appropriately, to prevent re-traumatisation and to build trusting relationships.

Whilst the development and implementation of trauma-informed practices has become increasingly popular, there's very little robust research on the effectiveness of this approach in general and for protecting children from involvement in violence specifically. For example, in the 'trauma-informed training and service redesign' strand of the YEF Toolkit, there's currently insufficient evidence to estimate its overall impact on crime and violence. That's why we need to conduct robust evaluations, like randomised control trials in order to build the evidence base.

4. Substance Abuse and Mental Health Services Administration [SAMHSA]. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884. [https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf)

5. Branson, E. C., Baetz, L. C., Horwitz, M. S., and Hoagwood, E. K. (2017). Trauma-informed juvenile justice systems: A systematic review of definitions and core components, *Psychol Trauma*, 9, 635-646.

## What we'll invest in

We aim to identify and fund the delivery and evaluation of up to three programmes of TIP. We're planning to spend **around £4 million in total** on delivering these programmes (up until March 2025), depending on how well applications meet our criteria. Please note that you can also apply in partnership with other organisations.

### That means we'll invest in:

- 1 **The delivery of up to three promising programmes of TIP.** We'll focus on programmes that involve activities that are being delivered in the following areas:
  - a. Organisational learning: staff training and development, and / or
  - b. Organisational policies: changes to policies and ways of working, and / or
  - c. Organisational processes: implementing trauma-focused referrals and planning.

We aim to fund providers that deliver activities to professionals / organisations that work with the children and young people we want to reach and that have a good understanding of how their planned activities lead to the intended changes (also called outcomes).

- 2 **Rigorous evaluations of the projects we fund.** This will include an estimate of their impact on staff and child-level outcomes. The main evaluations will be randomised controlled trials or quasi-experimental designs, that will compare the outcomes of staff, children and young people that took part in the project with the outcomes of staff, children and young people that did not take part and continued with their usual practice. Through our evaluations, we'll also aim to find out how the programmes were implemented and how and why they worked (or didn't work). The evaluation will be designed and conducted by an independent evaluator (which is appointed by YEF), in collaboration with the successful applicant. More information and relevant resources are included in the [Finding out about what works section](#).

We aim to start funding the delivery and evaluation of these projects from August 2023. But successful applicants will also need to devote time to work with us on planning, set up and co-designing the approach to evaluation from February 2023.

In the next section, we give you some examples of the short, medium and long-term outcomes that the evaluation of the funded projects will focus on. We'll work with successful applicants to determine the specific outcomes that are appropriate for their programme.

We also outline in more detail what types of TIP programmes and types of organisations we're interested in funding ([see also eligibility screening questions](#)). This will help you determine whether this funding is right for you.

## Scope of the round

The overarching research question for this funding round is: **How effective is the implementation of trauma-informed practice in preventing young people from becoming involved in violence?**

To help us answer the research question, we plan to identify and fund the most promising programmes of TIP delivered in the **education, children's social care or youth justice sectors** and evaluate their impact on the below short and medium-term outcomes for staff and practitioners, as well as longer-term outcomes for young people.

We acknowledge that TIP is likely to be implemented in the context of a wider system of support for young people and we see TIP as a contribution to broader efforts to reduce youth violence. In the evaluation we also want to find out about other strategies that are being used alongside TIP and the added value of its implementation.

### Outcomes

Outcomes are the changes you'd hope to see your project make for professionals, organisations and ultimately children and young people.

#### Long-term outcomes:

Our ultimate interest is in whether TIP leads to a reduction in youth offending. To explore this, our evaluations will look at whether and how different TIP approaches can lead to **reductions in child-level offending outcomes** – both violent and non-violent.<sup>6</sup> This will ensure that the evidence we generate is relevant to YEF's mission.

But because we want to prevent children and young people from becoming involved in violence in the first place, we also want to look at how impactful TIP approaches can be in affecting other outcomes that are related to offending behaviour later on; these are sometimes termed 'risk factors' or 'protective factors'. Our evaluations will therefore also look at the following child-level outcomes:

- ◆ Behavioural difficulties
- ◆ Bullying (as victim, perpetrator, or both)
- ◆ Drug and alcohol misuse
- ◆ Becoming a victim of crime
- ◆ Involvement with criminal peers
- ◆ Helping others (also known as 'prosocial behaviours')
- ◆ School engagement, attendance, exclusion and attainment
- ◆ Meaningful relationships

6. These outcomes can be measured in a range of ways and don't necessarily need to be recorded offences sourced from official crime data. YEF will be publishing a measures review in due course, with guidance around how to capture information on outcomes – evaluators will use this as a guide.

Which outcome(s) each evaluation will focus on will depend on the individual project and the outcomes the project intends to change. Grantees know their projects best and can suggest which outcomes the evaluations might want to focus on.

Depending on which outcomes are selected, the relevant data could be collected directly from young people or accessed via administrative data sources (for example, through the [National Pupil Database](#) which is controlled by the Department for Education and contains data on educational outcomes). The length of time evaluators need to collect this data over will vary depending on the project; but it will be a minimum of two years over the evaluation period.<sup>7</sup>

We recognise that in order to have an impact on young people in the long-term, TIP must first have shorter-term impacts on the staff and practitioners who receive the training or service provision. We might assume, for example, that a training programme leads to increased knowledge of trauma among staff, which then results in improvements to their practice, and this subsequently means the young people working with these staff experience better outcomes. We'd need to measure each stage in this causal chain.

This means that we're also interested in evaluating a project's impact on the following short and medium-term outcomes (this is not an exhaustive list):<sup>8</sup>

#### Short-term outcomes:

- ◆ Staff knowledge, understanding and awareness of trauma and its long-lasting impacts on people's lives.
- ◆ Staff confidence in avoiding re-traumatisation of young people and communities.
- ◆ Use of trauma-informed knowledge to manage and limit the negative impact of vicarious trauma.
- ◆ Consistency in language and approaches used across services.
- ◆ Changes to organisational policies and processes.

#### Medium-term outcomes:

- ◆ Change in practice: this may include the use of appropriate coping strategies to manage vicarious trauma amongst staff; improvements in availability of support; increased collaboration across services, including information sharing regarding trauma histories, reflecting this in care plans and using it to improve the accuracy/relevance of referrals; introducing procedures to identify trauma through triage/screening and through initial case histories; and so on.
- ◆ Staff resilience.

7. In addition to assessing the impact of projects on young people over the evaluation period, we also wish to evaluate their longer-term impact on offending behaviour through our data archive. You can find more information about the data archive on our website [here](#), as well as our Guidance for Projects and Evaluators [here](#).

8. These are informed by research conducted by the Early Intervention Foundation: Wilson, H., Santana de Lima, E. & Davis, G. with Molloy, D. & McBride, T. (Eds.). (2022 forthcoming). *Understanding the potential of trauma-informed training in Violence Reduction Units*. Early Intervention Foundation. <https://www.eif.org.uk/>

- ◆ Staff well-being.
- ◆ Organisation-wide changes, including to services' facilities and policies.
- ◆ Young people's experiences and perceptions of the services.
- ◆ Increases in levels of engagement in services among young people.
- ◆ Reducing re-traumatisation of young people.
- ◆ Young people's wellbeing and mental health.

## Eligibility

The table below summarises the scope of this funding round and will help you determine whether you're eligible. If you're unsure or have questions, you can get in touch with us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk). Please specify 'TI query' in the subject line of your email.

	IN SCOPE	OUT OF SCOPE
<b>Children and young people we want to reach</b>	<p>We want to fund projects that ultimately aim to benefit children and young people who are in most need of trauma-informed practice. This means the TIP programmes should focus on benefiting children and young people that are likely to have been exposed to traumatic experiences and / or show behaviours that are associated with exposure to traumatic experiences and are associated with an increased risk of becoming involved in violence.</p> <p>At least one of the following should apply to the children and young people who could benefit:</p> <ul style="list-style-type: none"> <li>◆ Have committed an offence or are at risk of committing an offence (violent or non-violent)</li> <li>◆ Have been a victim of crime</li> <li>◆ Are showing early signs of, or who have developed challenges with their behaviour</li> <li>◆ Abuse or misuse substances, or have a substance misuse disorder</li> <li>◆ Have experience of the care system</li> <li>◆ Show poor school attendance and exclusion (fixed-term or permanent exclusions), or are at risk of exclusion</li> <li>◆ Have been exposed to verbal, mental or physical abuse</li> <li>◆ Have had experiences of racism</li> <li>◆ Have been exposed to sexual or alcohol abuse</li> <li>◆ Have experienced hostile parental separation, domestic violence, parental mental illness, neglect, or parental incarceration</li> <li>◆ Have had other experiences of trauma</li> </ul>	<p>Children and young people outside this focus.</p>



	IN SCOPE	OUT OF SCOPE
<b>Age of the children and young people</b>	Programmes that work with professionals/organisations that <i>predominantly</i> reach 10 to 18-year-olds (at the start of the project) or 10–21-year-olds for looked after children (LAC) and children with special educational needs and disabilities (SEND).	Anyone outside this age range.
<b>Activities</b>	<p>Programmes / approaches that deliver trauma-informed activities to professionals / organisations that work with children and young people as outlined above on a regular basis and in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>◆ Organisational learning: staff training and development</li> <li>◆ Organisational policies: changes to policies and ways of working</li> <li>◆ Organisational processes: implementing trauma-focused referrals and planning</li> </ul> <p>See below for a more detailed overview of the areas we're interested in.</p> <p>Projects need to demonstrate a plausible (and preferably evidence-based) theoretical link between the planned activities and the changes they seek to make (the intended outcomes).</p>	<p>Therapeutic/clinical trauma-specific interventions involving practitioners with specialised skills. For example, trauma-focused Cognitive Behavioural Therapy or Eye Movement Desensitisation and Reprocessing (EMDR) for the treatment of post-traumatic stress disorder.</p> <p>Projects with no plausible theoretical link between activities and intended outcomes.</p>
<b>Delivery organisations</b>	<p>Education settings, local authorities, or other relevant statutory bodies, charities, public services or private sector organisations.</p> <p>Programme must be delivered in:</p> <ul style="list-style-type: none"> <li>◆ England and / or Wales and</li> </ul> <p>We're particularly interested in organisations delivering in:</p> <ul style="list-style-type: none"> <li>◆ The youth justice or education or children's social care services*</li> </ul> <p>Capacity or potential (if provided with sufficient funding) to deliver to a sufficient number of professionals. This number will depend on how many children and young people one professional works with on average. Over the course of the project, trained professionals need to interact with at least 500 children and young people.**</p>	Delivery organisations not meeting these criteria. For example, organisations that won't be able to deliver in England and / or Wales.
<b>Type of evaluation</b>	<p>We'll prioritise projects that meet the conditions needed for a rigorous impact evaluation***, such as a randomised controlled trial.</p> <p>This requires a fully developed programme (including fully developed delivery model, activities and materials) that has been delivered for at least six months in the UK.</p> <p>However, we'll also consider projects that aren't fully developed yet and require a pilot study prior to an impact evaluation. We would work with you on the development. This would be on the condition that both the pilot and the impact evaluations could feasibly be conducted within the specified delivery time (between August 2023 – March 2025).</p>	<p>Programmes that are not fully developed and do not have the potential to be fully developed within six months.</p> <p>...</p>

\* We're particularly interested in applications from organisations working in the above sectors. Organisations delivering in other sectors may still be eligible, but we would have to give this further consideration at the application stage and understand how they will make sure that the professionals / organisations they work with will in turn work with children and young people most at risk of violence.

\*\* For example, if each professional works, on average, with 15 children and young people at any given time then this would require a project to deliver to approx. 34 professionals for their work to ultimately reach 500 children and young people. This would require an organisation to recruit a total of 68 professionals so that half of the total sample can form the comparison group that continues with their usual practice. It is important to note that all participating professionals will be involved in the evaluation.

\*\*\* See criteria 'Evaluable' in the [How we'll assess your application](#) section

## Activities this round focuses on

There's little guidance on what constitutes the essential elements of trauma-informed practice (TIP). In the literature, a set of TIP components are often considered relevant across different trauma-informed frameworks.<sup>9</sup>

The components are divided into the areas below. We're keen to fund projects that deliver activities in one or more of these areas.

### Organisational learning: staff training and development\*

- ◆ Training of staff on the impact of abuse or trauma, including how to understand the link between neuroscience and their day-to-day practice.
- ◆ Training to enable staff to adapt approaches to working with young people based on an understanding of their trauma.
- ◆ Measuring staff knowledge/practice.
- ◆ Developing strategies/procedures to address/reduce traumatic stress (secondary or vicarious trauma) amongst staff.
- ◆ Increasing knowledge/skills in accessing evidence-based services.
- ◆ Training staff on how to engage in reflective practice.
- ◆ Supporting staff to understand and implement case management.

*\* This can include either whole organisation training (e.g. all social workers within a YOT) or some individuals within one / across multiple similar organisations (e.g. some, but not all, teachers within an alternative provision setting).*

### Organisational policies: changes to policies and ways of working

- ◆ Establishing within-agency collaboration/service coordination.
- ◆ Establishing outside-agency collaboration/service coordination.
- ◆ Creating a positive, safe physical environment.
- ◆ Developing strengths-based approaches to promote positive development.

9. Bunting, L., Montgomery, L., Mooney, S., MacDonald, M., Coulter, S., Hayes, D., & Davidson, G. (2019). Trauma Informed Child Welfare Systems-A Rapid Evidence Review. *International journal of environmental research and public health*, 16(13), 2365.  
Hanson, R. F., & Lang, J. (2016). A Critical Look At Trauma-Informed Care Among Agencies and Systems Serving Maltreated Youth and Their Families. *Child Maltreatment*, 21(2), 95-100.  
Asmussen, K., Masterman, T., McBride, T., & Molloy, D. (2022). *Trauma-informed care: Understanding the use of trauma-informed approaches within children's social care*. Early Intervention Foundation. <https://www.eif.org.uk/report/trauma-informed-care-understanding-the-use-of-trauma-informed-approaches-within-childrens-social-care>

- ◆ Developing and implementing written policies that include trauma.
- ◆ Ensuring senior buy-in for trauma-informed approaches, including making explicit ambitions around TIP in organisational strategies and planning.

### Organisational processes: implementing trauma-focused referrals and planning

- ◆ Increasing availability of and access to evidence-based trauma-specific services.
- ◆ Ensuring trauma history is always fully incorporated into the development of case / service plans, including creating tailored plans, and ensuring the implementation of processes to collate relevant information – for example, through triage or through co-production with the client or other professionals.

We're particularly interested in programmes that feature all or some of the following:

- ◆ Include trauma-informed training that's delivered as part of broader efforts to implement trauma-informed practice, including organisational policies and processes (e.g. developing new organisation strategies to become trauma-informed or smaller-scale efforts like putting in place additional support for staff wellbeing).
- ◆ Deliver training to senior staff as well as frontline practitioners.
- ◆ Focus on the connection between changes in knowledge and changes in practice.
- ◆ Include ongoing activities and support to reinforce learning and the implementation of knowledge into practice.
- ◆ Involve communities in co-creating trauma-informed practice (for example, getting young people's feedback on training content) and taking account of delivery context (for example, through engaging with professionals in the specific sectors targeted through the training to facilitate a tailored and appropriate approach).
- ◆ Have developed quality assurance processes to ensure training is of a consistent and high quality.
- ◆ Assign trauma-informed trainers and champions within the workforce (including for example training to specialise staff in trauma-informed practices, champions that have resources and time allocated to support trauma-informed practice).

Out of scope for this funding round are therapeutic / clinical trauma-specific interventions for children and young people. For example, trauma-focused cognitive behavioural therapy or Eye Movement Desensitisation and Reprocessing (EMDR) for the treatment of post-traumatic stress disorder.<sup>11</sup>

10. A Wilson, H., Santana de Lima, E. & Davis, G. with Molloy, D. & McBride, T. (Eds.). (2022 forthcoming). *Understanding the potential of trauma-informed training in Violence Reduction Units*. Early Intervention Foundation. <https://www.eif.org.uk/report/understanding-the-potential-of-trauma-informed-training-in-violence-reduction-units>

11. Please note that YEF is planning to run a Themed Grant Round in future which will focus on therapeutic interventions, including trauma-specific interventions

## Examples

In this section we provide examples for eligible approaches for each of the sectors. For each of these, we assume that the organisation has a fully developed delivery model with a proven track record of successful delivery, a set of clearly defined activities and resources, and a good understanding of how the activities lead to the change they hope to make.

However, we're open to work with organisations to get to this stage provided they have a promising programme. For example, it may be relevant to test the feasibility of the approach and its implementation specifically in a sample of settings. This could be done through a pilot study prior to conducting an impact evaluation (for example a six-month pilot study, followed by one-year delivery for the impact evaluation).

### *Children's social care services:*

The delivery organisation applies to work with residential children's social care staff who offer support to young people in care to develop trauma-informed practices. They have the capacity to deliver their specified activities to at least 35 professionals and are able to recruit twice as many, so that half can be randomly allocated to the comparison group that will continue with business as usual. Activities include training staff on the impact of trauma, developing organisation-wide policies that include trauma (for example, written TIP policies setting out a code of conduct), providing ongoing support to staff through monthly meetings to reflect on their practice and to discuss ways to work in a trauma-informed way.

### *Education:*

The delivery organisation is able to recruit 80 alternative provision settings and deliver to 40 alternative provision settings. Broadly, their programme includes two days of training for staff on the impact of trauma, how to identify and respond to trauma in a way that reduces the risk for re-traumatisation. Additional workshops will take place on a monthly basis for designated 'champions' who are there to support trauma-informed practices. The delivery team works with the settings to develop and implement setting-wide trauma-informed policies.

### *Youth Justice:*

The organisation recruits 100 Youth Offending Team (YOT) workers. Half of them are allocated to the group that receives their programme. They then deliver their programme to 50 YOT workers, which includes three days of training, including a focus on understanding the impact of traumatic developmental experiences, techniques to deliver TIP and increasing knowledge in accessing evidence-based services. Through continuous support and follow-up visits the delivery organisations help YOT workers adapt their way of working to fit with the TIP programme and develop organisation-wide policies and procedures that are trauma-informed. They are also developing strategies to address traumatic stress (vicarious trauma) amongst staff.

### *Evaluation:*

The evaluation would then aim to measure whether and how the approach changed staff's understanding of trauma, as well as their practice and whether this ultimately had an impact on the children and young people those staff work with. For example, we would want to find out whether a change in practice led to a reduction in incidences of violence amongst the children and young people they work with. We would do this by comparing this group of children and young people to a group that worked with staff that weren't part of the project. It is important that all participating professionals (in both groups) are aware that they are part of the evaluation. Delivery organisations need to explain this at the start of the project.

The [Finding out what works](#) section explains in more detail how we aim to evaluate the effectiveness of an approach.



# Timeline



## Specific guidance

The remainder of this guidance is broken down into five sections:

- 1 Finding out about what works
- 2 How we'll assess your application
- 3 How to apply: using our online portal
- 4 How to apply: how to respond to our questions – a step-by-step guide
- 5 What happens next



# 1. Finding out about what works

We use our funding to find out what approaches, practices and programmes work best. 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 children and young people, and will be ready for a robust type of evaluation. We want programmes to have a strong theory of change with supporting evidence for the link between the delivered activities and intended outcomes. This may include preliminary evidence suggesting a positive impact on intended outcomes (for example based on results from a pilot study or qualitative findings from an evaluation involving interviews and surveys with staff and young people).

However, this is not a requirement to receive funding. We're also open to applications that are not ready for a rigorous evaluation yet, but are willing to work with YEF to get to this stage (provided that a rigorous evaluation can be completed within the funding timeline). Areas where we would be able to support, are:

- ◆ **Delivery capacity:** an organisation doesn't have capacity to deliver to the required number of professionals / organisations and needs support with capacity building in order to reach the required number.
- ◆ **Approach is not fully developed:** for example, lacks a set of clearly defined activities and resources, or the delivery model is not standardised enough for a rigorous evaluation.
- ◆ **Delivery track-record:** an organisation may have a fully developed approach, but they haven't delivered the approach for at least 6 months. A pilot could establish whether the approach is feasible to deliver.
- ◆ **Recruiting and retaining professionals / organisations:** an organisation may not have enough experience in recruiting and retaining the type of professionals and organisations they plan to work with. Funding could be provided to test methods for recruiting and retaining professionals / organisations into a project that involves randomising groups into a control and treatment group.
- ◆ **Identifying and monitoring the type of children and young people we focus on in this round:** we may need to test how far this is possible for a project, where an organisation has little experience in monitoring outcomes for children and young people.

Please be as clear and honest as possible about your capacity and experience in the application form so that we can assess whether our support is needed prior to conducting a rigorous impact evaluation.

Being a YEF partner is a big commitment. It's important that you're aware of what we'll need from you to make the partnership work for everyone. If your application is successful, YEF will go through a competitive tender process to identify a suitable evaluator from our [approved panel](#). This process of selecting an evaluator will be done by us. The assigned evaluator will then work with you to set up the project and design the best possible evaluation to find out if, how and why your approach works. We will be working as a team and ensure that you're supported throughout the evaluation process. To find out more about the process you can watch this [video explaining our approach to evaluation](#) and read through our [guidance](#) explaining the relationship with the evaluator and your role and responsibilities.

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

helpful too. Please note that we don't expect successful applicants to have any technical expertise or knowledge of evaluation techniques. We only expect that you're willing to be independently evaluated and work closely with the evaluator throughout the project, including set-up and design stage, delivery, data collection and reporting.

### YEF's evaluation data archive

We're 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 prevent children and young people becoming involved in violence over the long-term. It's important that organisations and - where appropriate - project partners have read, understood and agreed to our data archive. You can find relevant about the data archive [here on our website](#) and you can watch this [video](#) explaining the data archive.





## 2. How we'll assess your application

We'll have a team of internal assessors who'll review your application and score it based on seven 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 (our [Youth Advisory Board](#)).

The criteria we'll score your application on are:

### 1 A focus on YEF's main outcome

We're trying to assess, if you deliver your project well, whether the outcome(s) you're hoping to achieve will ultimately contribute to preventing children from becoming involved in violence.

### 2 Likelihood of achieving 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 as a consequence of your work?** 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 staff, children and young people.

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

We're trying to assess if your work will ultimately reach the children and young people most in need of support and that are the main focus of this funding round ([see table in this section](#)).


### 4 Likelihood of leading 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 Able to deliver to a high standard

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, your experience



of reaching professionals and organisations in the sectors of interest to us, including those that work with the type of children we want to benefit from this funding and your understanding of the various risks and how to mitigate them.

## **6** **Evaluable**

We're trying to assess whether we can properly evaluate what you do. Therefore, we want to:

- ◆ Ensure that your work will reach enough children and young people so that we have a large enough sample to measure its impact on our child-level outcomes of interest. This will allow us to conduct a randomised control trial (or another rigorous evaluation). As this will be influenced by the number of professionals / organisations that you work with we need to make sure that you will be able to reach and engage a large enough number of professionals / organisations that haven't yet received your programme (with 'ability to reach' determined by either current capacity or potential capacity with expansion using YEF funding).
- ◆ Prioritise organisations that have a fully developed delivery model (including a set of clearly defined activities and resources) with a proven track record of successful delivery. However, we will also consider organisations with a promising model that requires some further work to get to this stage.
- ◆ Ensure that it's possible to identify children and young people that interact with the professionals / organisations that you plan to work with and that it is feasible to measure the impact of the project on children and young people (for example, this may require young people to fill out a questionnaire).

## **7** **Able to deliver to the right number of professionals / organisations**

We're trying to assess whether you can work with enough professionals / organisations so that we can ultimately include enough children and young people to conduct a randomised control trial (or another rigorous evaluation). We also consider projects that are promising but require support in delivering to enough professionals / organisations, as long as this can be achieved within the funding timeframe.

You may also want to consider applying as a consortium together with partners if this helps you delivering your approach.

## Our commitment to equality

Children and young people from marginalised backgrounds – including Black and Asian children as well as young people and children who've been in care – are significantly overrepresented in the youth justice system. The YEF is committed to understanding and addressing this inequality.

We will continue to ensure that our staff, partnerships, governance and funding reaches and represents young people from all backgrounds. We will also strive to ensure that organisations led by Black, Asian and ethnic minority leaders access our funding and knowledge.

To make absolutely sure of this, we will now be asking for more detailed information about your organisation's background and about the young people your work will eventually reach. We know that this is just a start, and there is more we will do. We're committed to continuing to work with you to make sure our funds, the knowledge we develop and our work for change all build towards a society where every child can thrive.

**We're particularly interested in receiving proposals from organisations that are led by Black, Asian and minority ethnic leaders and / or whose work has a particular focus on ultimately benefitting young people from Black, Asian and minority ethnic backgrounds.**

If you're a Black, Asian and minority ethnic-led organisation but don't think you fully meet our eligibility criteria, for example you're currently reaching fewer children and young people than what we have specified as a minimum requirement, please get in touch with us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk). Please specify 'TI query' in the subject line of your email.



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

Once you've read through the application guidance and other YEF resources we've referenced in this document and have determined that you're eligible for funding, you can access the online application form on [our website](#) (this will be made available on the 1st of September 2022.)

#### Important 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

A link on [our website](#) 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. It's really important that you make sure that the email you have provided is correct and that you make a note of the password.

#### 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. Please make sure to check your spam folder.



## 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 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 [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk) specifying 'TI query' in the subject line of your email.



## 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 the eligibility criteria before we ask you to fill out the full application.

You can also use the [eligibility checker](#) on our website prior to starting your 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. Please specify 'TI query' in the subject line of your email.

### 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: Checking whether this funding is right for you (eligibility screening questions)

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

If you have questions about your eligibility in advance, you can email us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk), specifying 'TI query' in the subject line of your email.

Otherwise, please [sign up to our newsletter](#) to look 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 Community Interest Company (CIC)?**

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

- 2. Are you requesting funding for work that will be delivered in England and / or Wales?**

At the Youth Endowment Fund, we only provide grants to organisations delivering in 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 if you're applying as a consortium. If you're 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're 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're 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 project that effectively prevents children and young people from becoming involved in violence. Please make sure to be clear about roles and responsibilities of each consortium partner in your application.

- 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 if and how trauma-informed practice can prevent 10 to 18-year-olds (up to 21 for looked after children or children with SEND) from becoming involved in violence. It's critical that you believe that your project will help us to achieve this aim and that you can demonstrate this in your application.

**5. We're looking to fund the delivery of activities that focus on the implementation of trauma-informed practice as specified in the beginning of this guidance document. Is your project focused on this theme?**

The sections [What we'll invest in](#) and [Scope of the round](#) give you information on the types of trauma-informed practice programmes we aim to fund. We understand that there are many ways to create trauma-informed practice and there's a lot of variation in terms of the activities being delivered to promote trauma-informed practice. Please read through the sections carefully to ensure that your activity fits within this focus.

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 use the eligibility checker on our website or email [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk). Please specify 'TI query' in the subject line of your email.

**6. Will the activities outlined in your proposal be delivered to staff and organisations that (all must apply):**

**a. Work with children and young people for which at least one of the below applies:**

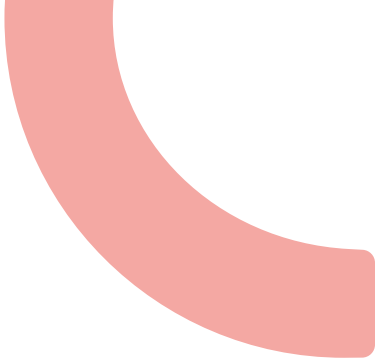
- ◆ Have committed an offence or are at risk of committing an offense (violent or non-violent).
- ◆ Have been a victim of crime.
- ◆ Are showing early signs of, or who have developed challenges with their behaviour.
- ◆ Abuse or misuse substances, or have a substance misuse disorder.
- ◆ Have experience of the care system.
- ◆ Show poor school attendance and exclusion (fixed-term or permanent exclusions), or are at risk of exclusion.
- ◆ Have been exposed to verbal, mental or physical abuse.
- ◆ Have had experiences of racism.
- ◆ Have been exposed to sexual or alcohol abuse.
- ◆ Have experienced hostile parental separation, domestic violence, parental mental illness, neglect, or parental incarceration.
- ◆ Have had other experiences of trauma

**b. Work with children and young people that are *predominantly* aged between 10 and 18, or 10 and 21 for looked after children and children with special educational needs and disabilities.**

**c. Work within the youth justice or education or children's social care services**  
(Please note these are the sectors we are particularly interested in; you may still be eligible if you deliver in a related sector)

**d. Work in England and / or Wales.**





These are the eligibility criteria we have set out for the professionals / organisations this funding round focuses on. We explain the rationale for each requirement in the following sub-questions.

**6.1 Please select the characteristic(s) that best describe the children and young people your project would ultimately reach if funded (please select one or more):**

- ◆ Have committed an offence or are at risk of committing an offense (violent or non-violent)
- ◆ Have been a victim of crime
- ◆ Are showing early signs of, or who have developed challenges with their behaviour
- ◆ Abuse or misuse substances, or have a substance misuse disorder
- ◆ Have experience of the care system
- ◆ Show poor school attendance and exclusion (fixed-term or permanent exclusions), or are at risk of exclusion
- ◆ Have been exposed to verbal, mental or physical abuse
- ◆ Experiences of racism
- ◆ Have been exposed to sexual or alcohol abuse
- ◆ Have experienced hostile parental separation, domestic violence, parental mental illness, neglect, or parental incarceration
- ◆ Have had other experiences of trauma
- ◆ None of these

Ultimately, we want to reach children and young people who could benefit most from trauma-informed practice. Therefore, we focus on children and young people that are likely to have been exposed to one or more traumatic experiences and / or show behaviours that have been associated with the exposure to traumatic experiences and / or are associated with an increased risk of becoming involved in violence.

This means that you deliver your activities to professionals and organisations that work with children and young people as described above.

**6.2 Please select the main area in which your project will be delivered (please select one):**

- ◆ Education
- ◆ Children's social care
- ◆ Youth justice sector
- ◆ Other

Trauma-informed practice has become an increasingly popular approach across sectors related to youth violence, including education, children's social care services and the youth justice system. There is, however, little research on the effectiveness of this approach. That's

why we want to focus on these areas, so that professionals have a good understanding of the benefits and challenges of this approach, based on robust evidence.

Therefore, we are particularly interested in applications from organisations working in these sectors. If you selected 'other', you may still be eligible, but we would have to give this further consideration at the application stage and understand how you will make sure that the practitioners / organisations you work with will in turn work with children and young people most at risk of violence.

**7. Every YEF funded project is independently evaluated to enable us to learn more about what does and doesn't work to prevent children and young people becoming involved in violence. You'll work with an evaluation partner throughout this project. Please read this [guidance on our website](#) and watch the [video explaining our approach to evaluation](#). Please confirm that you:**

- ♦ Have read the guidance document and watched the video explaining our approach to evaluation
- ♦ Have shared this information with key decision makers in your organisation and with your proposed project partners?
- ♦ Your organisation and any project partners agree to work with an independent evaluator?

If you select 'Yes' we'll 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 have 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're not willing to be independently evaluated, our funding isn't right for you.

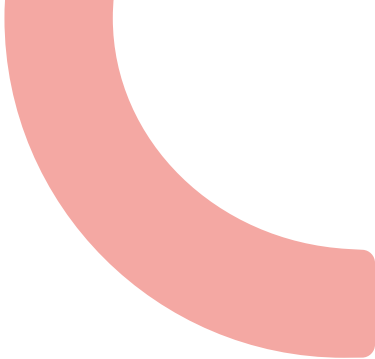
**Supporting information:**

We have prepared the following resources so that you're fully informed about the process, as well as your role and responsibilities as a YEF partner:

- ♦ [Video explaining our approach to evaluation](#)
- ♦ [Guidance explaining the relationship with the evaluator, and your role and responsibilities](#)

Make sure you've watched the video and read the guidance, so you know what an independent evaluation involves. For even more detailed information you can also [find resources aimed at our evaluation partners and resources for grantees on our website](#).

**8. 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 professionals / teams / organisations and young people who don't take part in an activity. In many cases, it's necessary to allocate young people to this 'control group' randomly otherwise it's 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.**



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've delivered your activities, we can clearly see what the impact of your project has been. If you have questions about this you can contact [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk), specifying 'TI query' in the subject line of your email.

**9. We're 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's 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](#). Please confirm that you:**

- ◆ Have read the supporting information and watched our video?
- ◆ Have shared this information with key decision makers and / or relevant data leads in your organisation and with your proposed project partners?
- ◆ 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

It's important that you have read and understood the supporting information. You can find this information on our website:

- ◆ [Information about the data archive](#)
- ◆ [Video explaining the data archive](#)

**10. In this funding round, we're interested in exploring the impact that projects might have on the following child outcomes. Please select the main outcome(s) your project is likely to achieve (please only select the main outcomes):**

- ◆ Reduce violent offending
- ◆ Reduce non-violent offending
- ◆ Reduce sexually violent offending
- ◆ Reduce behavioural difficulties
- ◆ Reduce bullying (as victim, perpetrator, or both)
- ◆ Reduce drug and alcohol misuse
- ◆ Reduce the likelihood of becoming a victim of crime
- ◆ Reduce involvement with criminal peers
- ◆ Support behaviour that is helping others (also known as 'prosocial behaviours')

- ◆ Support school engagement, attendance, exclusion and attainment
- ◆ Support meaningful relationships
- ◆ None of these

Outcomes are the changes you'd hope to see your project make for the children and young people your work will ultimately reach. In this question, we want to know how your work with professionals and organisations will impact the children and young people they interact with. For example, you might deliver your programme in schools and train teachers to work in a trauma-informed way. This may lead to better interactions between teachers and pupils, which in turn may impact on pupils' behaviour, and you might expect fewer behavioural difficulties, better attendance and fewer school exclusions.

To make sure we're gathering high quality evidence, we'll need to measure things that help us to understand whether your project is helping children and young people in the ways you'd expect. Taking the school example above, in an evaluation we would measure behavioural difficulties, attendance and school exclusions at the end of your programme and compare the outcomes with pupils from schools that haven't taken part in your programme (the control group). That's because it'll help us to find out if taking part in your project makes a difference to children and young people.

For each project we will agree on one or more specific outcomes. It's possible that, through discussions with evaluator during the co-design stage, there might be changes to the outcome(s) we intend to measure.

**11. Are you confident that the professionals / organisations you plan to work with will interact with children and young people this funding focuses on and that they will work with them on a regular basis? In the free text please tell us how long, on average, you would say each professional interacts with one child / young person at any given time (in weeks or months).**

- ◆ Yes
- ◆ No
- ◆ don't know

**12. It is important for the evaluation that we can measure the impact of your work on children and young people that this funding round focuses on. Therefore, we want to fund project that work with professionals / organisations that interact with these children and young people and interact with them on a regular basis. If you think this isn't the case then this funding isn't right for you. If you are unsure, you can get in touch at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk), specifying 'TI query' in the subject line of your email.**

This guidance document, and resources referred to, 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 through this guidance and the documents referred to in Question 7 and 9.

## Stage two: full application

The full application is divided into seven sections. These are:

- 1 About your organisation
- 2 Improving diversity of the organisations we fund
- 3 Understanding your activity
- 4 Your current evidence and previous delivery experience
- 5 Risk
- 6 Tell us about the people you will be working with
- 7 Budget

We will explain for each section and / or question what we aim to find out.

### Section 1: About your organisation

In this section, 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're 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.

#### 13. Please tell us about you

- ◆ Your name
- ◆ Your email address
- ◆ Your role in the organisation
- ◆ Your phone number

#### 14. Please provide a secondary contact:

- ◆ Name
- ◆ Email address
- ◆ Role in the organisation
- ◆ Phone number

#### 15. Your organisation

- ◆ Organisation name
- ◆ What type of organisation are you (Drop down with options (Charity, Company, Charity and Company, CIC, College, For profit, Local Authority, Multi-Academy Trust or University, NHS, Other Public Sector Police Service or PCC, School, PRU, VRU, Other))
- ◆ Please give details of your registration



- ◆ Organisation Address:  
Address 1,  
Address 2,  
Town/City,  
County,  
Postcode,  
Telephone Number

**16. Will you be working in partnership with any other organisations on this project (i.e. as a consortium)?**

- ◆ Yes (if yes, who are they: include free text)
- ◆ No

**17. What is the name of your project?**

*Free text (no more than 10 words)*

## **Section 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 your work ultimately reaches 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.

**18. What percentage of your leadership (Trustees and Leadership Team) identify as: Black, Asian or minority ethnic?**

**19. What percentage of your leadership (Trustees and Leadership Team) identify as Black?**

**20. What percentage of your leadership (Trustees and Leadership Team) identify as Women?**

**21. What percentage of your leadership (Trustees and Leadership Team) consider themselves to have a disability?**

**22. How many paid staff do you have?**

**23. How many volunteer staff do you have?**

**24. What was your total expenditure in the last financial year?**

**25. This question is about the children and young people the professionals that take part in your project work with. What % of the children and young people they work with do you believe will have special education needs or disabilities?**

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

**26. This question is about the children and young people the professionals that take part in your**

project work with. What % of the children and young people they work with do you believe will be in care or have been in care?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

27. This question is about the children and young people the professionals that take part in your project work with. What % of the children and young people they work with do you believe will be girls?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

28. This question is about the children and young people the professionals that take part in your project work with. What % of the children and young people they work with do you believe will be from Black, Asian, or Minority Ethnic communities?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

29. This question is about the children and young people the professionals that take part in your project work with. What % of the children and young people they work with do you think will be 10-14 years old?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

30. This question is about the children and young people the professionals that take part in your project work with. What % of the young people they work with do you think will be 15-18 years old?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

31. This question is about the children and young people the professionals that take part in your project work with. What % of the young people they work with do you think will be 19-21 years old?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

32. This question is about the children and young people the professionals that take part in your project work with. What % of the young people they work with do you think will have been exposed to one or more traumatic experiences?

*(Answer format: 0-25% / 26-50% / 51%-75% / 76-100%)*

33. What area of the country will you work in? Where will this work take place (multiple regions can be selected)?

*Options: England / Wales*

If England selected – display list of regions in drop-down selector:

- ◆ East Midlands
- ◆ East of England
- ◆ London
- ◆ North East

- ◆ North West
- ◆ South East
- ◆ South West
- ◆ West Midlands
- ◆ Yorkshire and Humber

You will be able to select the region and then find the LA area within it. You can select multiple if you plan to deliver over multiple regions and LA areas. This will include English and Welsh LAs.

### Section 3: Understanding your 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 specific activities that you will deliver and to whom, including a timeline. What do participants experience and in what order? This is likely to be easier to achieve if your application describes a single journey for most professionals / organisations you will work with.

For each question, we will provide further information on how to answer the question and what we're looking for.

#### 34. What is the need / demand for your project? What evidence is there for this? [Max 500]

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

#### 35. Please describe your approach and the activity your project team and partners plan to deliver, as well as the support you will provide? Who will you deliver the activities to? What is the timeline of activities from their point of view? How do you expect this will ultimately impact the young people involved? [Max 500]

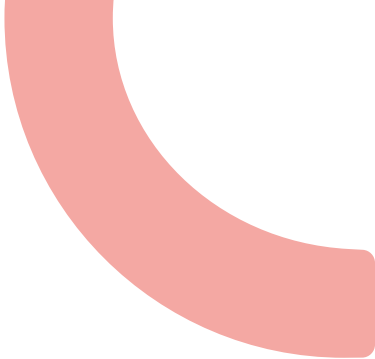
*Here, we would like to know about your project, please include information on:*

**Your approach:** Please give a brief description of your project (2-3 sentences).

**Activities:** Please describe all activities that you plan to deliver, including how long each activity takes, how often each activity take place and who the activities will be delivered to. Ideally, you can give a timeline similar to what you would give professionals / organisations.

**Resources:** Please describe the resources and materials you will provide to professionals and organisations you work with.

**Outcomes:** Please describe what your activities aim to achieve, including outcomes for staff and organisations as a whole, as well as outcomes for children and young people they work with. Be as specific as possible about the outcomes and briefly explain how your activities achieve the



outcomes you have selected in Question 10. We want to know who will benefit from your project and how. You will be able to explain this further and provide supporting evidence in your answer to Question 41.

We're asking this question to assess whether what you're planning to do is likely to achieve the outcomes you have in mind, so please describe as clearly as possible.

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 the main significant change(s) only. Do not provide a list of differences or changes.

**36. Specifically, which of the short- and medium-term outcomes below does your approach mainly aim to change (multiple choice):**

- ◆ Staff knowledge, understanding and awareness of trauma and its long-lasting impacts on people's lives.
- ◆ Staff confidence in avoiding re-traumatisation of young people and communities.
- ◆ Use of trauma-informed knowledge to manage and limit the negative impact of vicarious trauma.
- ◆ Consistency in language and approaches used across services.
- ◆ Changes to organisational policies and processes.
- ◆ Change in practice: this may include the use of appropriate coping strategies to manage vicarious trauma amongst staff; improvements in availability of support; increased collaboration across services, including information sharing regarding trauma histories, reflecting this in care plans and using it to improve the accuracy/relevance of referrals; introducing procedures to identify trauma through triage/screening and through initial case histories; and so on.
- ◆ Staff resilience.
- ◆ Staff well-being.
- ◆ Organisation-wide changes, including to services' facilities and police.
- ◆ Young people's experiences and perceptions of the services.
- ◆ Increases in levels of engagement in services among young people.
- ◆ Reducing re-traumatisation of young people.
- ◆ Young people's wellbeing and mental health.
- ◆ Other

These are the short and medium-term outcomes we would be interested in exploring. Please select only the ones that you think would be worth exploring through the evaluation.

**37. How many months have you been delivering the activity as described above?**

We want to hear about how long you've been delivering this approach for. Please use the free text box.

**38. Below we have listed common components of trauma-informed practice. Please select all**

**components your approach focuses on.**

**Organisational learning: staff training and development**

- ♦ Training of staff on the impact of abuse, adverse childhood experiences and other traumatic experiences.
- ♦ Training to enable staff to adapt approaches to working with young people based on an understanding of their trauma.
- ♦ Measuring staff knowledge/practice.
- ♦ Developing strategies/procedures to address / reduce traumatic stress (secondary or vicarious trauma) amongst staff.
- ♦ Increasing knowledge/skills in accessing evidence-based services.
- ♦ Training staff on how to engage in reflective practice.
- ♦ Supporting staff to understand and implement case management.
- ♦ Others (free text).

**Organisational policies: changes to policies and ways of working**

- ♦ Establishing within-agency collaboration/service coordination.
- ♦ Establishing outside-agency collaboration/service coordination.
- ♦ Creating a positive, safe physical environment.
- ♦ Developing strengths-based approaches to promote positive development.
- ♦ Developing and implementing written policies that include trauma.
- ♦ Ensuring senior buy-in for trauma-informed approaches, including making explicit ambitions around TIP in organisational strategies and planning.
- ♦ Others (free text)

**Organisational processes: implementing trauma-focused referrals and planning:**

- ♦ Increasing availability of and access to evidence-based trauma-specific services.
- ♦ Ensuring trauma history is always fully incorporated into the development of case/service plans, including creating tailored plans, and ensuring the implementation of processes to collate relevant information – for example, through triage or through co-production with the client or other professionals.
- ♦ Others (free text).

Creating trauma-informed practice can be achieved in many different ways. We're interested in finding out what works. We're keen to fund approaches that deliver activities in one or more of these areas. Please select the components that your approach focuses on. You can also add other components that are not included in the list.



**39. Please select from the below list of characteristics/activities the ones that apply to your approach (multiple choice).**

- ◆ Includes trauma-informed training that is delivered as part of broader efforts to implement trauma-informed practice, including organisational policies and processes (e.g. developing new organisation strategies to become trauma-informed or smaller-scale efforts like putting in place additional support for staff wellbeing).
- ◆ Delivers training to senior staff as well as frontline practitioners.
- ◆ Focuses on the connection between changes in knowledge and changes in practice.
- ◆ Includes ongoing activities and support to reinforce learning and the implementation of knowledge into practice.
- ◆ Involves communities in co-creating trauma-informed practice (for example getting young people's feedback on training content) and taking account of delivery context (for example, through engaging with professionals in the specific sectors targeted through the training to facilitate a tailored and appropriate approach).
- ◆ Includes quality assurance processes to ensure training is of a consistent and high quality.
- ◆ Assigns trauma-informed trainers and champions within the workforce (including for example training to specialise staff in trauma-informed practices, champions that have resources and time allocated to support trauma-informed practice).
- ◆ None of the above.

Although we're particularly interested in approaches that include a combination of these, this is not a requirement.

**40. In what setting are you planning to deliver the activities?**

- ◆ School
- ◆ Other educational setting (e.g. Pupil Referral Unit / Alternative Provision)
- ◆ Sports club or recreation / leisure facilities
- ◆ Youth centre or other community setting
- ◆ Social care setting
- ◆ Children's services setting
- ◆ Police
- ◆ Youth Offending Services or other youth justice settings
- ◆ Other [Free text]

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

**41. On average, how long do you work with professionals / organisations 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 question from the perspective of the professionals / organisation you're working with. We want to know how long it takes to deliver all activities to one professional and / or organisation, on average. That is the time from the start of the first activity to the end of the last activity (from the perspective of the professionals / organisations you aim to work with).

**Section 4: Your current evidence and previous delivery experience**

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.

We'll prioritise applications from organisations that:

- ♦ have already delivered their approach as described in their proposal for at least six months; and
- ♦ 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 (for example, if the approach needs some further developmental work in order to be evaluable, need support with building capacity to deliver to a larger number of professionals, or haven't delivered the approach for at least six months).

However, it's important to say that we still want to see some evidence supporting the effectiveness of your project, whether that's a theory of change (which describes your short and long-term goals and maps backwards to explain how your programme will get you there), preliminary evidence based on data routinely collected by the organisation to measure outcomes, from pilot studies or qualitative findings based on interviews, academic evidence or evidence from other sectors.

**42. What is the theory behind your approach and what evidence supports this? Please include a link / reference to any supporting evidence cited. [Max 500 words].**

Here we want to understand how and why you think your approach works to reduce youth violence. Here you should focus specifically on the outcomes you have selected in question 10.

Please explain how the specific activities you deliver lead to the intended short, medium- and long-term outcomes. What changes are you expecting to see in the short term and how are these likely to influence change in the long-term.

For example, if your approach involves training staff, how do you expect the activities you deliver to change practice and how will this change impact on outcomes for the children and young people they work with?

Please draw on the wider research evidence to support your approach's theory. Is your approach backed up by robust theory and research? The YEF toolkit, the EIF guidebook and the EEF toolkit might be useful resources.

43. If you would like to include any supporting information and / or publicly available evaluations of your programme or similar programmes please include this here along with a link/reference. If you have a 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 or individual testimonies/case studies.

If your project has previously been evaluated and a report is available, please upload it. Whilst this would strengthen your application this is not a requirement and for this funding round, we expect that there will be less evidence to build on.

44. Has the proposed approach been previously evaluated? If so, please select the type of research (multiple choice):

- ♦ Randomised controlled trial
- ♦ Quasi-experimental design trial (e.g. matched control)
- ♦ Pre- and post-test data
- ♦ Pilot study
- ♦ Case study data
- ♦ Other qualitative research (e.g. including focus groups and interviews)
- ♦ No previous evaluation
- ♦ Not sure (please select this option if it has been evaluated but you don't know what type of research it is)

45. If the approach has been evaluated previously, what outcomes did the evaluation focus on?

- ♦ Free text

*Please upload any supporting material.*

46. If the proposed approach has previously been evaluated, please summarise the key findings.

Please also describe the type of evaluation(s) that the findings are based on, sample size, pupil characteristics and outcome measures. Please also explain who has conducted the evaluation.

#### **Section 4: Tell us about the people you will be working with**

47. How many professionals and / or organisations did you deliver your project to between September 2021 – September 2022?

Please specify if you refer to professionals or organisations. If both numbers are relevant, please include both.

48. How many professionals and / or organisations do you plan to deliver to between September 2022 – September 2023 (discounting YEF funding)?

Please specify if you refer to professionals or organisations. If both numbers are relevant, please include both. Please include a number that is irrespective of whether you get this funding or not.

**49. Approximately, how many professionals and / or organisations would you be able to deliver to within the period of August 2023 – March 2025 if your application for YEF funding is successful?**

**a. What's the minimum and maximum number of professionals and organisations you could deliver your activities to across the duration of your proposed project?**

If your application is successful, the number of professionals / organisations 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. However, it's useful to have an indication of the numbers of professionals/ organisations that you're comfortable working with. Please include number for both, professionals and organisations, where possible.

Please state the minimum and maximum number of professionals / organisations you could deliver your activities to from when you propose to start delivering to the end of delivery. You should make sure that this aligns with the funding timeline. The reason we ask this question in this way is because we recognise it takes some time to recruit professionals / organisations. At the same time, you must be able to deliver to enough professionals / organisations for us to be confident that we can conduct the right kind of evaluation to help us learn about the impact of your work. The exact and final number will be determined at the set-up and co-design stage.

The number of professionals / organisations you'll need to deliver to will depend on the number of children and young people they work with and are willing to engage with the evaluation activities. In the next question, we therefore ask you to also estimate the number of children and young people you expect participating professionals to work with.

**b. What's the minimum and maximum number of children and young people that will ultimately benefit from your work across the duration of your proposed project?**

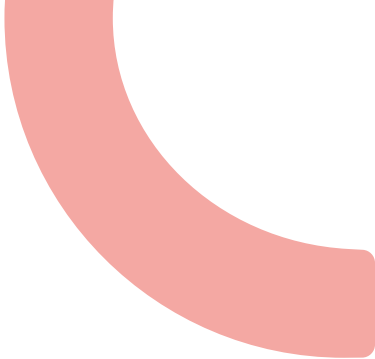
As part of the evaluation, we aim to measure the impact of each funded project on children and young people the participating professionals work with.

Please state the minimum and maximum number of children and young people that would ultimately benefit from your work; that is the number of children and young people participating professionals / organisations work with.

This number will be influenced by the number you've stated in your answer to the previous question and the number of children and young people the participating professionals / organisations work with over the course of the project. Therefore, please give us an estimate for:

- ♦ The minimum and maximum number of children and young people you expect one professional to work with, on average, at any given time. We would also like to know for how long they would work with them, on average. Think about the time that you start delivering your first activity, for example this may be delivering training to participating professionals. At that time, how many children and young people would you expect each professional to work with? This doesn't have to be an exact number, an estimate is fine.
- ♦ The minimum and maximum of the total number of children and young people participating professionals work with. For example, if you deliver training to 30-40 professionals and each professional works with 15 children and young people on average, then your total is 450-600.

Please describe how you determined that number.



We ask this question so that we can make sure that we can run evaluations that tell us about the impact of your work on children and young people. This often means we'll ask you to reach high numbers. For example, it's likely that your project would need to ultimately reach approximately 500 children and young people to run a randomised control trial, or other robust kind of evaluation. For our example above, that would mean delivering to approximately 34 professionals and identifying / recruiting 68, 34 of which would be assigned to a control group.

**c. If the number you gave for question 48.b is below 1,000, do you think you could scale up your activity to reach 1,000 children and young people with financial support from YEF? Do you think that it would be feasible to get there within 6 months? Roughly how much do you think it would cost to scale up by this amount?**

**d. If the number you gave for question 48.b is below 2,000, do you think you could scale up your activity to reach 2,000 children and young people with financial support from YEF? Do you think that it would be feasible to get there within 6 months? Roughly how much do you think it would cost to scale up to this amount?**

**50. This question is about the children and young people the participating professionals / organisations work with. Do you know if they have been identified and referred by relevant statutory agencies?**

- ◆ Yes, they have
- ◆ No, they haven't
- ◆ I don't know
- ◆ NA

By a statutory agency, we mean services that are paid for and provided by the government. This means they have received referrals 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 you selected yes, we will ask you to select which of these statutory agency/agencies apply.



51. 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]

Options:

- ◆ You to become a larger organisation with a national reach
- ◆ Others to be trained to deliver what you're doing
- ◆ A change of policy leading to this becoming mainstream activity

How hard do you think this would be:

- ◆ Impossible
- ◆ Hard
- ◆ Moderate
- ◆ Easy

What makes you choose this option:

*Free text (250 words)*

52. Has your organisation or any of your partners (if you're applying as a consortium) received funding from the YEF in the past?

- ◆ Yes
- ◆ Don't know
- ◆ No

## Section 5: Risks to delivery and evaluation

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.

53. What are the key risks to your ability to deliver your proposed project as planned, and what would your key mitigation strategies be? [Max 500 words]

A strong response to this question might include evidence of:

- ◆ A really good awareness of the range and likelihood of potential risks that could impact your ability to delivery.
- ◆ Your experience of reaching and engaging professionals / organisations working with children and young people we want to reach through this funding (e.g. how long have your staff been involved in delivering this activity, what is your track record in this area (for example, recruiting settings / organisations, managing complex programmes, working with relevant partners)
- ◆ Proof that you've been able to mitigate risk in the past – e.g. 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 and experience in delivery (including formal relevant qualifications and / or having staff with a similar lived experience to the children and young people we want to reach – please specify).

**54. In this funding round we want to find out what impact trauma-informed practice may have on children and young people. In order to evaluate this, we need to be able to identify which children and young people have been in contact with the professionals and organisations your project has trained/worked with. We will also need to be able to measure how far the intended outcomes were achieved for those particular young people. Please tell us if and how you would clearly identify the professionals / organisations you've worked with as well as the individual children and young people they've engaged? [Max 500 words]**

At the end of each funded project, we want to find out whether the implementation of the approach had a positive impact on children and young people. We do this by comparing children and young people that have worked with professionals / organisations that received your programme with children and young people that worked with professionals / organisations that didn't. In order to evaluate this, we need to be able to identify and reach these children and young people and be able to measure the intended outcomes (for example, through surveying children and young people).

In some cases, this won't be possible – for example, a provider might train 100 police officers but due to the ad-hoc nature of their engagement with young people, we wouldn't be able to track the individuals they had or hadn't reached. In other cases, it's easier – for example, a provider might train 50 teachers and we would know who the approximately 30 individual young people in their classrooms were.

Identifying and engaging young people for the purpose of an evaluation 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.

A strong response to this question might include:

- ♦ A plan explaining how you would work with the professionals / organisations in your project to ensure this is possible.
- ♦ Your experience of monitoring the experiences of the children and young people that interact with the professionals you work with.

**55. We will probably need to be able to survey the young people with whom the organisations/ professionals you've worked with have been in contact – both before and after you've delivered your programme. Please tell us if and how this would be possible. [Max 200 words]**

If you are unsure about exactly how this would work, please provide us with your best guess.

## **Section 7: Budget**

**56. How much will your proposed project cost to deliver?**

Input the total cost to deliver the project from its start date to its 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 need to revisit and refine both your project and budget.

**57. How much of that total cost would need to come from YEF?**

Input the amount of the total cost that you're requesting from YEF.

It's not a problem if you're requesting 100% of the total cost 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.

**58. What is the cost to deliver your project per professional / organisation**

We're not 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

### Step one: assessment

Once you submit your application, it will be sent to our team of trained assessors to review against the seven 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 in collaboration with young people from our Youth Advisory Board, which will be sent to our Grants and Evaluation Committee for review. Shortlisted applicants will be invited for interviews.

### Step two: Grants and Evaluation Committee review

#### About the Grants and Evaluation Committee (GECo)

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's 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 next stage of our application process.

It's after this Committee review that we'll contact you with the outcome of your application (either you're unsuccessful, or you're moving to the next phase of the application). We expect this first communication to happen at the end of January 2023.

### 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. This will likely happen in February 2023

#### 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 mid-February 2023 and be completed by the end of July 2023.

You can find more information on our website about [what to expect as a YEF grantee](#) and our [resources for grantees](#).

If you have any questions at all about this process or the application form / guidance more generally, please contact us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk) specifying 'TI query' in the subject line of your email.





