

Youth Endowment Fund Outcomes Framework



Background

The Youth Endowment Fund (YEF) is a charity with the mission to prevent children and young people from becoming involved in violence. We are committed to making a significant and lasting difference for children, young people, families and their communities.

As part of this mission, we gather, build and share the best available evidence on what works, for whom, and why, in keeping children and young people safe from involvement in violence. We do this through three key funding streams. Firstly, our [themed funding rounds](#) focus on areas where change is possible and where we can build knowledge of what works. Secondly, we use a [place-based approach](#) to working with local communities in areas of high need. Thirdly, as part of our [targeted projects](#), we provide resources to evaluate and learn from programmes that don't fit into either of the two funding streams, but are either widely used, or have been shown to make a difference and could be scaled up to reach even more young people.

To build knowledge of what works within these three areas, YEF is involved in a range of research activities, including:

- **Understanding the lives of young people**

We want to change things to make children and young people safer. Knowing which programmes and practises work is critical to this. But just as important is finding out about children and young people's lives. We want to make sure young people's voices are heard, and that we understand their needs and experiences. For example, our [Peer Action Collective](#) is a network of young people, who are designing and conducting research about young people's experiences of violence.

- **Making existing knowledge accessible**

We combine and summarise existing research to build a more detailed overall picture of what works. For example, our [Toolkit](#) is designed to combine the best available evidence about different approaches aiming to prevent youth violence into accessible and easy to understand summaries. This helps people understand and use the evidence when making decisions about how best to keep children safe from violence.

- **Evidence generation**

To generate new evidence YEF puts resources into funding and evaluating promising interventions and activities that aim to reduce youth crime and violence. We do this to find the most effective ways to tackle youth offending. This is where this project comes in.

This Outcomes Framework plays a crucial role in ensuring that the evidence we generate is of high quality and relevant to our mission.

At the heart of our approach to evaluation is the use of rigorous research methods, such as [randomised controlled trials \(RCTs\)](#) or [quasi-experimental designs \(QEDs\)](#) to find out whether an intervention, project or activity is effective. Implementation and process evaluation is also core to YEF's approach to evaluation, helping us to understand if a project is being implemented as intended. Effectiveness can be measured in many ways and depends on what the intervention aims to change – the outcome.

Ultimately, YEF's mission is to build the evidence base for what works in reducing violence and we aim to test how effective different approaches are in the long-term, through our [secure data archive](#). Because we want to prevent children and young people from becoming involved in violence and crime in the first place, we fund interventions, projects or activities that support children and young people early in their lives. That means that we focus on projects that aim to change outcomes (or risk and protective factors) that are related to violent and criminal behaviour later on.

To make sure we fund the most promising programmes, we need to know which outcomes have the potential to decrease the likelihood of becoming involved in crime and violence. This is one of the aims of this project.

The other aim focuses on identifying tools to measure these selected outcomes. In order to evaluate rigorously how far an intervention has the potential to change the intended outcome(s), we need to ensure that appropriate measures are used to assess them. By appropriate we mean measures that are user-friendly (to avoid errors and reduce burden on participants) and that reliably measure what they are supposed to measure. For an evaluation of a programme to be meaningful it must measure the outcome(s) that the tested programme intends to change. This is why it is essential to ensure that the chosen measure actually measures what it intends to measure, and not something else.

Relevant information about each measure, for example what it intends to measure and whether there is good evidence that it does so reliably, will be summarised and made publicly available. Knowing the strengths and weaknesses of available measures will allow us to make an informed decision when choosing a suitable outcome measure.

Project objectives

The objectives of this project are to:

- Develop a set of **outcomes** that are important to the YEF's mission of preventing children and young people from becoming involved in violence, and
- Identify robust and user-friendly **measures** of those outcomes that can be used in high quality evaluations.

Through working in partnership with projects and evaluators, this will enable us to **build the evidence base** about what works to protect children and young people becoming involved in violence. This ultimately helps children receive the right support at the right time.



By outcomes, we mean factors that an intervention, project or activity is expected to change. In some instances, a project may directly seek to reduce the numbers of young people breaking the law, so the intended outcome is reducing 'offending'. However, YEF funded projects focus on intervening early and often work with younger children. Therefore, they often target earlier outcomes associated with crime and violence. For example, they may seek to improve positive behaviour or reduce behavioural difficulties, by providing support and addressing associated needs. In these cases, the intended outcome might be 'helping others' (sometimes known as 'prosocial behaviour').



By measures, we mean the ways or tools used to assess the outcome of interest. For example, this might be through a questionnaire completed by the young person or their parent/carer. It is important that measures have **good psychometric properties**, meaning they accurately measure what they are supposed to, and are **user friendly**, practical and meaningful to those involved in projects.

This Outcomes Framework details how we have identified the most important outcomes for YEF-funded evaluations. Supplementing this Framework is an online database of the best measures for each outcome, which will be accessible here (in progress).

Considerations when reading the Outcomes Framework

The discussions with the Expert Reference Group for this project raised some considerations when reading the Outcomes Framework. It is critically important to be clear that a child or young person's behaviours that are interpreted as criminal are recognised as being related to their broader experiences (e.g. distress), contextual factors (e.g. previous trauma), and their underlying social circumstances (e.g. disadvantage). The network of adults across the system around a child or young person (e.g. parents/carers, educators, professionals, service providers) have the responsibility to identify or address a young person's difficulties, disadvantages, or needs; this is not the responsibility of the individual child or young person. It is particularly important to acknowledge this given the imbalance in power, autonomy, and access to resources between children and young people and the network around them. For example, we know that unidentified and unmet neuro-diverse or educational needs impede children and young people's ability to engage with education, employment, and training, limiting the resources and opportunities available to them across the life-course.

The YEF's approach is to support the network around the child. This helps to address children and young people's distress, disadvantage and unmet needs as early as possible. Whilst also building on their positive relationships, strengths and access to opportunities and resources. The ultimate aim is to prevent youth crime and violence.

When evaluating programmes and projects that aim to address children and young people's distress, disadvantage, and unmet needs before escalation to the point of crisis. It's important to understand that child or young person's context and experiences. Although a single evaluation would not be able to capture all of these factors, we aim to take a holistic approach in the Outcomes Framework that follows, whilst prioritising a small number of outcomes particularly important to youth crime and violence.

Who might be interested in the Outcomes Framework?

This Outcomes Framework will inform YEF's work and play a crucial role in ensuring that we commission high quality evaluations. It's primarily meant as a useful tool for:

- **Evaluators** of YEF projects, to identify primary and secondary outcomes and contextual factors (please see Understanding the Outcomes Framework below for what we mean by these terms).

We hope it will also be interesting to and useful for:

- **Projects** applying for YEF funding, to help understand what outcomes are important to reducing crime and violence, and how the difference a project intends to make fits with that.
- **Others involved or interested in YEF's work**, such as practitioners working on projects, young people, families, those working in police forces, Local Authorities, youth charities and school leaders. In particular, we hope that the infographic gives an accessible insight into the difference we hope to make.
- **Researchers and academics** with an interest in youth violence – we hope all findings, including the technical appendix, will be of interest to this group.

For each funding round, a small number of primary outcomes will be chosen as the focus of the round. Similarly, for each evaluation commissioned within a round, a primary outcome will be chosen by the YEF. Whilst the Outcomes Framework will inform YEF's decision making, we will always base our decisions (for example about the primary outcomes) on multiple factors and will take into account our strategic objectives at the time.

Methods we used

To identify and prioritise the most important outcomes relating to youth crime and violence, we gathered evidence from both previous research studies and an **Expert Reference Group** made up of young people, parents/carers, frontline staff and community organisations, and researchers and academics all working within the field.

Prior to the start of this project, the YEF did an initial scoping of the research on outcomes related to youth crime and violence, which resulted in the identification of 33 primary or secondary outcomes. The preliminary findings resulting from this literature review and how they feed into the final list of outcomes can be found in the [Appendix](#).

Next, we looked at 30 large reviews of studies, called '**systematic reviews**', on outcomes related to youth crime and violence for 6- to 18-year-olds. The studies defined crime and violence with 18 different categories, such as offending, anti-social behaviour, dating violence, or physical aggression. The results gave us 116 outcomes representing factors that may increase or decrease a young person's likelihood of being involved in youth crime and violence. We gave each outcome a 'strength of association' with the various categories of crime and violence: evidence of association, evidence of possible association, and uncertain evidence of association.

This summary of 30 systematic reviews is a extensive source of evidence of the outcomes related to youth crime and violence. One limitation of the systematic review evidence is that many of the underpinning studies are from the United States. For example, in the review by Murray, Farrington and Sekol (2021), 36 of the 40 studies included are from the US. This limitation is another reason why a broader range of evidence, including the input from the Expert Reference Group, was important for the outcomes framework.

More details can be found in the publication [here](#).

¹ Murray, J., Farrington, D. P., & Sekol, I. (2012). Children's antisocial behavior, mental health, drug use, and educational performance after parental incarceration: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 175–210. <https://doi.org/10.1037/a0026407>




For example, where a review(s) reported a moderate, moderate-strong, or strong statistically significant association, this was recorded as 'evidence of association'*. A reported statistically significant weak or weak-moderate association was recorded as 'evidence of a possible association'. Taking conflict resolution skills as an illustrative example, there was evidence of a weak to moderate negative association with dating violence ($r = -0.17$, 95% Confidence Interval = -0.28 to -0.06 , $p < 0.01$). Findings that were reported as not statistically significant were recorded as 'uncertain evidence of association'.

* For example, the thresholds for r (Pearson's correlation coefficient) for statistically significant positive or negative results:

- Weak: 0.02 to 0.100 (possible association)
- Weak to moderate: 0.101 to 0.200 (possible association)
- Moderate: 0.201 to 0.400 (association)
- Moderate to strong: 0.401 to 0.600 (association)
- Strong: 0.601 and above (association)

Lastly, we met with our **Expert Reference Group** to hear their views on what they thought were the most important outcomes related to youth crime and violence. This helped to give context to previous research and situate them in the 'real world', as well as identify gaps in the research. The expert group came up with 43 outcomes, with the most important ones being related to school engagement and relationships in a young person's life (e.g. role model, mentor, key worker). We met several times throughout the project to prioritise and define outcomes, highlight important messaging, and to guide us on making this Framework practical and meaningful to all users.

The purpose of this activity was not to identify **all** relevant outcomes, but to shortlist **up to 15 of the most important outcomes** that will become the YEF's primary outcomes in evaluations. However, to keep in line with our holistic approach, we wanted to acknowledge relevant secondary outcomes that can be measured alongside primary outcomes in an evaluation. An explanation of what differentiates a primary from a secondary outcome can be found in the next section.



Ultimately, we used the three data sources described above to guide us in shortlisting the most important outcomes: (1) preliminary findings, (2) Expert Reference Group, and (3) systematic review. Outcomes that were similar across these three sources were matched up (e.g. ‘prosocial values and attitudes’ in the systematic review and ‘prosocial identity’ in the expert group). This mapping process allowed us to see where outcomes overlapped. Some outcomes from the expert group were excluded because they were contextual factors (see [Understanding the Outcomes Framework](#)) or not a major discussion theme. Similarly, outcomes from the systematic review were excluded if they were contextual, had uncertain evidence, or were not a conceptual fit with other outcomes. Finally, all outcomes were reviewed to ensure they would be relevant to programmes funded by the YEF.

The final list of outcomes were chosen based on the strength of evidence from the review, the level of importance given by the experts, and the relevance to YEF’s strategic goals. The data sources were weighted equally in importance, which is why some outcomes with weaker evidence in the review have been shortlisted. The fuller rationale for primary and secondary outcomes is available in the [Appendix](#).

Understanding the Outcomes Framework

Our approach to the Outcomes Framework involves an ecological model, which reflects that outcomes associated with crime and violence exist at the different contexts children and young people develop within (i.e. individual, family, school, community and society). The ecological model shows how outcomes at different levels are connected and work together to influence a child or young person's likelihood of becoming involved in crime and violence.

We know there are lots of different things in a child or young person's life that might mean they are more or less likely to become involved in crime and violence. In order to focus the Outcomes Framework, we make distinctions between primary outcomes, secondary outcomes, and contextual factors.

Primary and secondary outcomes

The YEF Outcomes Framework distinguishes between those outcomes that could be a primary outcome in YEF evaluations and those that could be a secondary outcome.



A primary outcome is the outcome that determines whether or not an intervention or programme is considered effective, and it is the main reason why an evaluation is being conducted. Because of this, most evaluations have just one primary outcome measure. All primary outcomes in this framework have links to evidence of being associated with crime and/or violence in the systematic review, have a more direct impact/relationship, and are at the core of YEF's strategy.



In contrast, a **secondary outcome** provides useful information about the effect an intervention or programme has and often helps us understand how a programme works. They are also often the pathway through which primary outcomes are achieved. However, a single secondary outcome alone is not used to determine whether a programme is considered effective and evaluations often have more than one secondary outcome measure. Secondary outcomes in this framework typically have weaker evidence than primary outcomes or are more indirect in their relationship to youth crime and violence.

Contextual factors

It's important to note that the Outcomes Framework is not a comprehensive overview of all factors that are associated with crime and violence. The Outcomes Framework focuses on well-evidenced factors that an intervention, programme, or activity is expected to change. As emphasised by the Expert Reference Group, contextual factors refer to other important factors across the ecological system about a child or young person's history or circumstances that help us to take a holistic view of the individual. They can also help to answer questions such as for whom interventions are more, or less, helpful. Contextual factors can include biological or developmental factors. They can include protected characteristics or additional needs. They can include economic disadvantage or structural racism and inequity. Some of these contextual factors are fundamentally important for tackling the root causes of youth crime and violence. Directly changing these contextual factors like the ones above may not be possible within the scope and timeframe of YEF-funded programmes and projects, and may require wide-scale systemic change. Nonetheless, it is important to measure these as appropriate to have a better understanding of any changes in primary and secondary outcomes that might occur.

Why are most of the primary outcomes at the individual level?

YEF is committed to making changes to the lives of individual children and young people. We therefore see these individual outcomes as the best indicator of positive change to the lives of children and young people, and observable in the shorter term.

Clearly, it is vital to work towards family, community, and societal level changes to support children and young people so that distress does not manifest in behaviours that come to the attention of the youth justice system. So, while we expect to fund projects that target multiple levels of the ecological model, we anticipate that in most cases it is at the individual level that the success of a project will be judged. For example, in its Launch Grant Round, YEF funded and evaluated **Multi-Systemic Therapy (MST)**. This is an intensive therapeutic intervention that works at multiple levels of the ecological model. It works directly with children and young people and their families as well as supporting them to improve relationships with schools and develop sustainable, positive support in the community. However, it is still at the individual level that the success of the intervention will be judged.



What is MST-E?

Multi-Systemic Therapy (MST) is a family therapy programme which works with children aged 10-17 and their families when the children are at risk of being placed in custody or care. MST-E is an augmented version that is specifically adapted for children at risk of criminal exploitation. As with traditional MST, MST-E focuses on the 'whole world' of the child, including their homes and families, schools and teachers, and neighbourhoods and friends. It therefore operates across multiple domains, in order to promote multiple positive outcomes across different areas in a child's life. This is achieved through intensive support where a therapist is available 24 hours a day, seven days a week, for a period of three to five months.

The support itself can take a range of different forms and is customised to the child's needs and setting but may include different forms of family therapies (e.g. strategic or structural family therapy), individual therapies (e.g. Cognitive Behavioural Therapy) and practical support around managing challenging behaviours.

What outcomes does MST-E aim to achieve?

MST-E works on a number of different levels and aims to have multiple positive outcomes across a number of different areas in a child's life. These outcomes are then measured in the evaluation. At the societal and community levels, the evaluation measures social deprivation and presence of criminal peers. At the school and family levels, the evaluation measures engagement in education and family functioning. At the individual level the evaluation measures wellbeing, empathy and crime and violence outcomes. The crime and violence outcome is the evaluation's primary outcome and the rest of the outcomes are the evaluation's secondary outcomes.

Our Outcomes Framework

Below you'll find information on each outcome in our Outcomes Framework.

In Table 1 you will see the **outcome** name, whether it is a subcategory of a larger outcome, its definition, and important notes. [Table 2](#) provides definitions for **secondary outcomes**.

We took an integrative approach for defining outcomes that involved asking our experts what each outcome meant to them and aligning this with an academic definition in the research literature. For example, prosocial behaviours (i.e. 'Helping others'), has been defined in different ways by various researchers over the years, but there are a few widely-accepted definitions. We took into consideration how the experts talked about prosocial behaviour and integrated this with one of the main academic definitions.

Table 1. Primary outcomes

Primary outcome	Outcome subcategories (if applicable)	Definition	Notes
Breaking the law or 'offending behaviour'	Non-violent crime	Criminal behaviours that do not involve violence against another person (e.g. shoplifting, graffiti, using illegal drugs).	
Breaking the law or 'offending behaviour'	Sexually violent crime	There are many forms of sexually violent crimes that can take place in a range of settings. We focus on two forms of sexual violence most relevant to YEF programmes and the target age range of young people: sexual violence in a relationship and sexual harassment.	

Table 1. Primary outcomes (continued)

<p>Breaking the law or 'offending behaviour'</p>	<p>Violent crime</p>	<p>Criminal acts involving harm against another person (e.g. assault, robbery using threat or force, homicide).</p>	
<p>Bullying</p>		<p>Also called 'bullying perpetration'.</p> <p>Repeatedly directly harassing others verbally or physically, or repeatedly indirectly harassing others by isolating them, stealing from them, or destroying their property.</p>	<p>Bullying others and being bullied by others are often related, and some of the measures we include will capture both of these sides of bullying.</p>
<p>Behavioural difficulties</p>		<p>Also called 'externalising behaviours'.</p> <p>A young person's distress or needs expressed through behaviours that are generally categorised as disruptive and aggressive.</p>	<p>In some definitions, hyperactivity may be included as part of both neuro-diverse needs (e.g., ADHD) and also externalising behaviours. After discussion with the expert group, our definition of externalising behaviours excludes hyperactivity and neuro-diverse needs.</p>
<p>Criminal peers</p>		<p>Also called 'delinquent* peers'</p> <p>Having a close group of people who take part in and promote criminal behaviour – criminal behaviour may be an important part of the group's identity.</p> <p>*The term 'delinquent' is falling out of use to reduce stigma.</p>	<p>Being involved with criminal others, such as a gang, may mean a child or young person is more likely to experience criminal or sexual exploitation (see these secondary outcomes below).</p>

Table 1. Primary outcomes (continued)

<p>Drug and alcohol use</p>		<p>Also called 'substance misuse/abuse'.</p> <p>Problematic use of drugs and/or alcohol that results in negative and harmful consequences to the self or others, such as impaired physical health, difficulties concentrating or skipping school.</p>	
<p>Helping others</p>		<p>Also called 'prosocial behaviours'.</p> <p>Doing positive things for other people, such as helping and comforting them and sharing things with them.</p>	<p>The Expert Reference Group highlighted that prosocial behaviours can also be considered as self-directed. For example, going to work might not help other people, but it helps my life and positive engagement with society.</p>
<p>Meaningful relationships</p>		<p>Having someone in your life who understands you and is there for you. Here, relationships are with people who want the best for you – someone who does not want you to be involved in criminal activities.</p>	

Table 1. Primary outcomes (continued)

<p>School engagement</p>		<p>School engagement is a multifaceted construct including affective, behavioural, and cognitive components. The sub-outcomes below are different indicators of school engagement.</p>	<p>A recurring theme in discussions with the Expert Reference Group was the importance of having an educational environment and system that enables children and young people to meaningfully engage with schooling. Without this, a child or young person’s opportunities and resources are narrowed, meaning they are not included in society. This increases the likelihood of criminal activity.</p>
	<p>Attending school</p>	<p>Also called ‘school attendance and truancy’. Amount of time being at school.</p>	
	<p>School connectedness</p>	<p>Students’ meaningful participation in and connection with their school and learning, teachers and staff, and friends and peers.</p>	
	<p>School exclusions</p>	<p>Suspensions (fixed-term exclusion) or expulsions (permanent exclusion).</p>	

Table 1. Primary outcomes (continued)

	School grades	Also called 'academic attainment/ achievement'. School progress as measured by standardised tests and grades.	To be clear: just because you get a certain grade it does not mean you will become involved in criminal activity. School grades alongside things like school connectedness may form a picture of school engagement (also see above).
Victim of crime		Also called 'criminal victimisation'. Having experience, or being a victim, of different types of crime, including robbery, theft, vandalism, assault and kidnapping.	This captures being a victim of general forms of crime. There are other specific forms of crime that children and young people in some programmes may be more vulnerable to, such as maltreatment, abuse, neglect, criminal exploitation and sexual exploitation (see these secondary outcomes below).

Table 2. Secondary outcomes

Secondary outcome	Definition
Ability to resolve conflicts	<p>Also called 'conflict resolution'.</p> <p>Having the skills and techniques to de-escalate situations and arguments with or between other people.</p>
Anxiety	<p>Persistent worry, distress or restlessness, often accompanied by physical symptoms, that occur for several weeks or months.</p>
Building and maintaining relationships	<p>Also called 'social-emotional skills'.</p> <p>Social and emotional skills that are helpful in relationships such as listening, cooperating and understanding others' emotions as well as your own. Conflict resolution is also part of building and maintaining relationships.</p>
Community connectedness	<p>Feeling connected to one's community can look like identifying as a member of the community, trusting others in the community, having personal needs met by the community and engaging in community activities.</p>
Criminal exploitation	<p>An individual or group with greater power who coerces, manipulates or deceives a child or young person under 18 years old to engage in criminal activity.</p>
Depression	<p>Persistent low mood, lack of pleasure and high levels of worry that occur for several weeks or months.</p>
Experience of potentially traumatic events	<p>Experiencing or witnessing recent or ongoing distressing events that may lead to a lasting negative impact for some.</p>
Family conflict	<p>Frequent negative interactions with family members such as arguing, yelling or criticism. Also see 'violence in the home'.</p>

Table 2. Secondary outcomes (continued)

Family relationships and support	Positive and supportive relationships with family members.
Goals for the future	Setting meaningful personal goals for the future and having a plan for how to reach them.
Happiness	Positive wellbeing, enjoying things, and feeling good about yourself and your life.
Housing problems	Housing problems include for example overcrowding, temporary accommodation, residential mobility and unsafe/unsuitable housing conditions.
Joined up services	Also called ‘multisystemic collaboration’. Professionals from a range of services working together to support children, young people and families to achieve positive outcomes (e.g., education, health, youth justice, social care).
Maltreatment and abuse	Experience of physical or emotional neglect, or physical, emotional or sexual abuse.
Opportunities for education, employment and training	Opportunities for children and young people to thrive through education, employment or training.
Parenting practices	Parenting practices, often learnt from a parent/ carer’s own experience of being a child, that are not appropriate for a certain situation. It includes harsh or inappropriate discipline, controlling behaviour, inconsistent parenting or low parental warmth.
Positive and prosocial identity	Viewing yourself as someone who engages in positive and meaningful activities and not in criminal activities.
Provision of activities that have a positive impact on people	Access to positive activities for children and young people in the community (e.g. youth centres, mobile services, art spaces, religious centres).
Racism and discrimination	Being treated differently because of one’s skin colour, ethnicity or nationality. It includes indirect and direct discrimination and harassment. It also includes negative consequences experienced as a result of making a complaint about racism and discrimination.

Table 2. Secondary outcomes (continued)

<p>Regulating and managing emotions</p>	<p>Also called ‘emotion regulation’.</p> <p>Having the skills and techniques to manage feelings and reactions to situations and events, reducing the intensity, duration, and impact of such feelings.</p>
<p>Resilience</p>	<p>Contexts and resources that enable some children and young people to thrive despite experiencing difficult circumstances.</p>
<p>School engagement with parents/carers</p>	<p>Opportunities to involve parents and carers in a child or young person’s educational journey.</p>
<p>School environment</p>	<p>Also called ‘school climate’.</p> <p>A positive whole-school culture encompasses emotional, relational and physical safety, as well as cultivates shared nurturing values. This environment fosters the wellbeing of children, young people, parents/carers and staff.</p>
<p>School provision of education that meets different needs</p>	<p>It is the school’s responsibility to provide inclusive education (e.g., special education provision) that enables children and young people with neurodevelopmental, emotional, physical and/or learning needs to receive effective education and training.</p>
<p>School provision of emotional health support</p>	<p>Schools can play an important role in identifying and supporting children and young people’s mental health and wellbeing. Mental health approaches in schools may include whole-school approaches, training school staff and targeted mental health support.</p>
<p>Self-esteem</p>	<p>Viewing yourself positively, including confidence in your abilities, appearance and self-worth.</p>
<p>Sexual exploitation</p>	<p>An individual or group with greater power who coerces, manipulates or deceives a child or young person under 18 years old to engage in sexual activity; this may occur through physical contact or the use of technology. This coercion may take the form of providing something the child or young person wants, or it may be for the financial gain of those with greater power.</p>

Table 2. Secondary outcomes (continued)

Stable provision of health, social care, financial, speech and language and education services	<p>Also called 'continuity of care'.</p> <p>This refers to the reliable provision of services that meet a person's individual needs, enabling all children and young people to receive the necessary resources and opportunities to thrive.</p>
Violence in the home	<p>Also called 'domestic violence'.</p> <p>Witnessing or being the victim of violent or abusive behaviour in the home which can be physical, emotional, sexual or financial. Violence in the home may also be related to maltreatment and abuse, and in some cases bullying.</p>
Youth justice stigma	<p>The stigma of being involved and perceived as likely to be involved in the youth justice system, which narrows opportunities and resources for young people and may cement them on a pathway towards youth crime and violence rather than away from it.</p>

Measures review and definitions

The second aim of the project was to find the best ways to measure each of the primary outcomes (called **outcome measures**) and develop a publicly available database as a helpful tool for YEF-funded or other evaluations that aim to measure these outcomes. Outcome measures are often questionnaires but also include observational tools and interviews. For each primary outcome, we looked through systematic reviews, the [YEF Evidence and Gap Map](#), and the research databases PsycINFO, MEDLINE and EMBASE. Outcome measures were screened on the following criteria: cost and training involved, ease of completion, length of completion, and whether it has been validated or used in at least 5 studies. Finally, we checked their psychometric properties using the [COSMIN criteria](#) to ensure the measures were of high quality.



Related resources

If you are interested in the full details of the research that helped inform the framework, you can access the systematic review of reviews [here](#).

The [YEF Toolkit](#) is also a helpful resource summarising the evidence about different approaches to preventing serious youth violence.

Appendix

[Supplementary file 1. Evidence Sources for Primary and Secondary Outcomes](#)

[Supplementary file 2. Excluded Outcomes](#)



Have a question?

If you have a question or would like to discuss any of the points raised in this document please feel free to contact us on:

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We reserve the right to modify the document at any time, without prior notice.

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