YOUTH
ENDOWMENT
FUND

Application guidance
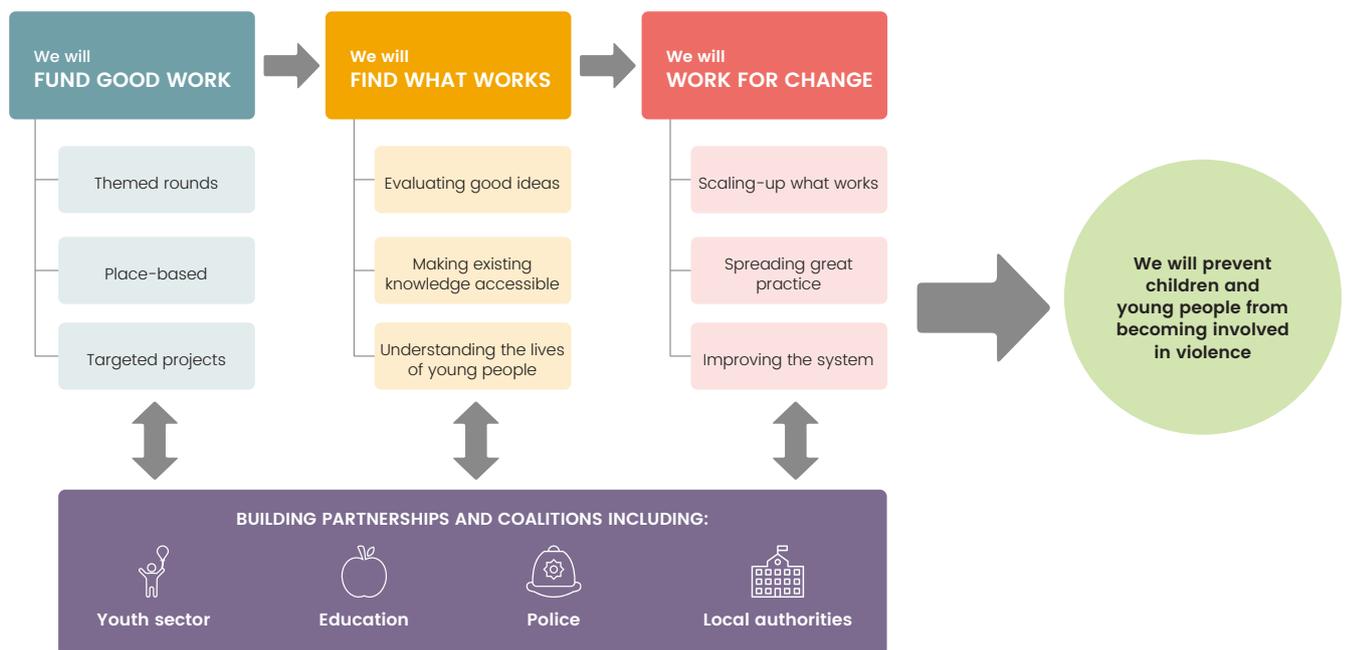
Funding round: A trusted adult

SEPTEMBER 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.

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, children and young people deserve support grounded in the evidence. Through our grant rounds, we'll build that knowledge. And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers we'll ensure they influence our work, and we understand and are addressing their needs.

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

Our strategy sets out how we'll do it.

We will FUND GOOD WORK	We will FIND WHAT WORKS	We will WORK FOR CHANGE	
Themed rounds	Evaluating good ideas	Scaling-up what works	We will prevent children and young people from becoming involved in violence
Place-based	Making existing knowledge accessible	Spreading great practice	
Targeted projects	Understanding the lives of young people	Improving the system	

BUILDING PARTNERSHIPS AND COALITIONS INCLUDING:

Youth sector   Education   Police   Local authorities

Our themes – keeping children and young people safe

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

This grant round, *A trusted adult*, is focused on building trusted relationships to improve outcomes for children and young people who have been or are at high-risk of being affected by violence, offending and/or exploitation.

Young people need...

A trusted adult

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

A supportive home

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

A safe, positive place to learn

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

A safe neighbourhood

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

Social skills and good mental health

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

Opportunities

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

Another chance

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

A fair society

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

A trusted adult

When a child or young person is vulnerable and in need of support, having an adult in their life who they can turn to for help, guidance and reassurance can make a big difference. For some, this might be a family member. But others may feel more comfortable seeking help from someone outside their family or friends – for example a youth worker, sport coach or a key or case worker.

For a child or young person to share information with an adult outside of their family, they need to feel safe and comfortable. These relationships can take time to nurture. But once established, the trusted adult can provide emotional and practical support to guide them toward positive choices.

In our *A trusted adult* grant round, we're looking to fund and evaluate projects where trusted adult relationships - outside of the family environment - is a defining or core feature of their work to improve outcomes for children and young people **who have been or are at high-risk of being affected by violence, offending and/or exploitation.**

What is a 'trusted adult'?

When we say 'a trusted adult' we mean…

…an adult who is not a family member or friend, but is someone who has the knowledge, skills and capabilities to build trusted relationships and deliver specific approaches that support positive outcomes for a child or young person. Clear roles, responsibilities and boundaries are established between a trusted adult and a child and young person.

For the purposes of this grant round a trusted adult can be a paid or voluntary youth practitioner who is either a:

* Mentor

* Key worker

* Case worker

Characteristics of high-quality trusted adult-young person relationships include:

* Children and young people have some agency in shaping how they work with their trusted adult.

* Sufficient time is provided to build a relationship that enables children and young people to get to know and feel comfortable sharing information with their trusted adult.

* Providing a safe and non-judgemental space in which a trusted adult is able to listen, be empathetic and supportive.

- Setting and holding clear boundaries. This includes the trusted adult being honest, consistent and reliable. They should also be able to help young people access appropriate practical and relevant support where necessary.

- Understanding the child's or young person's context, including their culture or any experience of marginalisation.

- Ensuring the trusted adult has strong relational skills alongside their professional competencies.

Why are we investing in trusted adult relationships?

We know that trusted adult relationships are important in children and young people's development. But what we don't really know - due to a lack of high-quality research and impact evaluations - is the impact these relationships have on reducing youth offending and violence.

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

Do approaches that focus on building positive and trusted relationships with an adult outside of the family environment lead to improved outcomes for children and young people (primarily aged 10 to 18 years old) with the greatest unmet needs that put them at high risk of being affected by violence, offending an /or exploitation?

What we'll invest in

In our *A trusted adult* grant round, we'll aim to identify around 6 to 10 projects to fund and evaluate. We're planning to spend between £8 million and £12.5 million depending on how well applications meet our criteria.

Projects must be delivered in either **England and/or Wales.** Applications from projects delivering outside of these countries are ineligible for our funding.

Who we're looking to support

The focus of this round is on supporting children and young people who have been or are at high-risk of being affected by violence, offending and/or exploitation. Our aim is to prevent violence happening or reoccurring, so that we can reduce long-term harm.

Programmes aimed at young people who have already been affected by violence, offending and/or exploitation is commonly referred to as tertiary prevention. In this guidance you'll see it referred to as 'tertiary level'.

We're looking to fund and evaluate projects that target, support and work with children and young people who are:

- Primarily aged 10 to 18 years old.

And have one or more of the following key characteristics or unmet needs:

- Affiliation with groups (often referred to as gangs) involved in crime, violence and trafficking.

- Affected by serious violence, criminal or sexual exploitation (as perpetrators and/or victims).

- Part of families with history of harmful or challenging behaviour and repetitive cycles of abuse, trauma and neglect.

And are:

- In contact with services that target youth offending and/or affiliation with groups involved in violence and/or child criminal or sexual exploitation.

- Have been in custody or known to the police and multi-agency safeguarding teams.

We know that some children and young people are overrepresented in the youth justice system or struggle to access mainstream support services. In our A trusted adult grant round, we're particularly interested in projects which can show that they successfully and appropriately support these groups. This includes children and young people from Black, Asian and other racially minoritised groups and those who have experience of care, as well as young women and girls. For more information about our commitment to equality, please see here.

What we're looking to fund

We're looking to fund projects that assign children or young people either an adult **mentor** or a **key or case worker** to act as a trusted adult.

Applications **must** include one of these two approaches and support children and young people with the characteristics/unmet needs specified in the Who we're looking to support section. Projects that don't meet these criteria are not eligible to apply for this grant round.

That means we'll invest in:

1. Mentoring projects (tertiary level) - this involves children or young people being assigned an adult mentor.

What we mean:

Mentoring pairs a child or young person with a mentor and encourages them to meet regularly. It aims to help the child form a good relationship with a positive role model. This relationship could help the child to develop social skills, form constructive relationships with others, and develop positive behaviours and aspirations. In this grant round we are only interested in projects with adult mentors, and not peer mentors or family members.

Activities may include:

- Building genuine trusted relationships that demonstrate care about the young person and their future.

- Setting goals, motivating young people and empowering them to solve problems.

- Providing information, advice and guidance to address practical issues such as housing, employment and debt.

- Signposting to and advocating for access to other services.

- Actively engaging in changing attitudes and thinking and developing skills for reflective thinking.

- Finding opportunities to engage in positive activities (e.g. sport, theatre, music).

2. Key and case worker projects (tertiary level) - this involves children or young people being assigned a keyworker or caseworker.

What we mean:

A key worker, or case worker, is a method of service delivery involving a person who works in a guide role with children. It may include YOT workers or social workers, as well as other youth workers. The worker acts as a single point of contact, helping to coordinate different types of care and support for the child both within and across systems, for example education, social services, financial resources, recreation and transportation. The main purpose of the worker's role is to provide the child with support, resources and information tailored to meet their individual needs.[1]

Activities may include:

◆ Building genuine trusted relationships that demonstrate care about the young person and their future.

◆ Assessment of need and tailored support for each young person.

◆ Working with the adults around the child.

◆ Providing information, advice and guidance to address practical issues such as housing, employment and debt.

◆ Signposting to and advocating for access to other services.

◆ Providing therapeutic interventions.

◆ Finding opportunities for engagement in positive activities (e.g. sport, theatre, music).

All projects funded through this grant round **must include mentoring or a key/case worker**, but they **can also include other components as well**. Other components, as suggested in the activities listed above, could include: therapeutic work; positive leisure activities; signposting to other services, including advocacy or immigration support; education, employment or training opportunities; housing support; finance and debt support; or drug and alcohol support.

We're interested in projects that help young people to exit groups involved in crime, violence or exploitation (often referred to as 'gang desistence interventions'). Sport is not viewed as standalone activity in this round, but we would consider projects that integrate sport with support from a mentor or key/case worker.

As part of the mentoring and key/case worker projects we're looking to fund, children and young people may be referred to the project from detached or outreach youth work, as well as other referral pathways, such as statutory services.

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1.   Our definition of key/case workers has been adapted from the work of CanChild

Call for information: Violence interrupter models

In addition to mentoring and key/case worker projects, another approach that we're interested in learning more about is violence interrupter models.

What we mean:

Violence interrupter models recruit people who use their personal relationships, lived experience and standing in the community to address ongoing disputes and prevent them from escalating into serious violence. Their activities might include talking individuals and groups out of planned violent events or bringing together those involved to 'cool down' conflicts. Mediation approaches could also be considered as part of violence interrupter models.

Currently there are few robust studies available on the impact of violence interrupter models. To help us better understand how the approach has been adopted in England and Wales and if we can feasibly evaluate the model, **we're inviting organisations that deliver violence interrupter models to get in touch to tell us more about their work.**

If after our conversation we feel your violence interrupter model could be effectively evaluated, we may invite you to submit an application through our *A trusted adults* funding round or explore other evaluation options with you.

⚠️ **If you deliver a violence interrupter project, please contact us before you apply. For further information, please visit our website.**

Duration of project delivery and funding

In this round we're looking to invest in a mix of short and long-term projects.

- We define short-term projects as interventions which support children and young people for a period of between 5 to 12 months.

- We define long-term projects as interventions which support children and young people for a period of between 12 months to 24 months.

This means we will not be investing in projects that support children and young people for less than 5 months or longer than 24 months.

In this guidance we have not specified the length of time we will fund projects for. We're keen to work with individual projects to identify the length of time needed to effectively evaluate the intervention. We also want to ensure funded projects build in sufficient time for referrals and building relationships with the children and young people they plan to support.

In our application form, we'll ask you to provide either a two or three-year budget, but please note, this is only indicative. Should your project progress to the next stage of our application process (we call this our 'co-design' phase – please see box below for more details), we'll work with you and our independent research partners to determine the funding and length of funding that we'd need to be able to run a robust evaluation.

? What is 'co-design'?

Projects that are shortlisted will be invited to progress to the next phase of our application process: 'co-design'. During this stage you'll work closely with your paired evaluator to create a more detailed plan for the delivery of your project. They'll help you to:

- Clearly define your outcomes.

- Critically think about your project and theory of change and identify areas for improvement.

- Create a detailed implementation plan.

- Create a detailed cost plan to ensure you have the resources and capacity to deliver your project and support its evaluation.

To read more about our application process, please see here.

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. If we truly are going to make a difference, we need to make sure that our funding is used in a way that reaches and represents the children we are here to serve.

Through our *A trusted adult* grant round, **we commit to funding at least one project that is led by Black, Asian and other racially minoritised leaders**.

In addition to welcoming applications from organisations working to benefit children and young people from Black, Asian and other racially minoritised groups, we're also interested in projects that use mentoring or key/case workers to specifically **support Black young women and girls who've been affected by violence, offending or exploitation**.

Through our early research and consultation, we know this is an area that lacks evidence. We want to help change this. We believe by investing in high-quality research and sharing what we learn with practitioners, policy makers and commissioners, we can help children and young people get support that has the best chance of making a difference. That's why we're keen to hear from projects working closely with Black young women and girls, who may be able to help us build this evidence base and improve our understanding about the role, influence and impact of trusted adult relationships in their lives.

What's out of scope for this round

Detached and outreach youth work

In this grant round we **will not** be funding projects where the primary activities are **detached youth work** or **outreach youth work** (though these activities can be used to refer children and young people onto your mentoring or key/case worker project).

Both detached and outreach youth work are reliant on trusted adult relationships. They are also approaches which could benefit from more robust evidence and impact evaluations to better understand their impact on youth violence. However, due to their complexity and variability, the research methods needed to evaluate these approaches effectively are likely to be very different to those needed for mentoring or key/case worker projects, which typically provide more consistent and defined offers of support.

For this reason, we've decided to keep detached youth work and outreach work out of scope for this grant round. Instead, we will be publishing separate research plans for these two approaches. More details about our plans, timelines and opportunities can be found on our website here.

Other out of scope projects and practices

Other approaches, projects and practices which are **out of scope** for this round include:

- Projects that support children and young people who do not have at least one of the key characteristics or unmet needs outlined (please see here).

- Projects where family members are considered the 'trusted adults'.

- Projects where children and young people are mentored by their peers, not 'trusted adults'.

- Volunteer or paid practitioners who don't have the relevant knowledge, skills and training to deliver high-quality and safe activities to children and young people.

- Approaches that are indefinite or have no timeframe for delivery.

- Projects that support children and young people for less than five months.

- Projects that are not delivered in either England and/or Wales.

What we hope to achieve

The overarching research question for this funding round is: **Do approaches that focus on building positive and trusted relationships with an adult outside of the family environment, lead to improved outcomes for children and young people (primarily aged 10-18 10 to 18 years old) with the greatest unmet needs that put them at high risk of being affected by violence, offending an /or exploitation?**

To help us answer this question, we plan to identify and fund the most promising projects and evaluate their impact against the outcomes listed below.

Outcomes

By outcomes, we mean the positive changes you'd hope to see your project make for the children and young people you work with.

Primary outcomes of interest for our *A trusted adult* grant round

The primary focus of this grant round is to better understand whether trusted adult relationships can reduce offending behaviour (both violent and non-violent crimes) in children and young people. However, we recognise that due to constraints around projects' sample sizes and length of support that it may not always be possible to evaluate these outcomes. We've therefore identified a number of other primary outcomes which we're also interested in evaluating. Our primary outcomes of interest are:

OUTCOME	DEFINITION
Behavioural difficulties	Also called 'externalising behaviours'. A young person's distress or needs expressed through behaviours that are generally categorised as disruptive and aggressive.
Breaking the law or 'offending behaviour' - violent crime	Criminal acts involving harm against another person (e.g., assault, robbery using threat or force, homicide).
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).
Criminal peers	Also called 'substance misuse/abuse'. 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.
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.

Secondary outcomes of interest for our *A trusted adult* grant round

In addition to our primary outcomes, we're also interested in the wider outcomes a project may positively impact. These include:

OUTCOME	DEFINITION
Ability to resolve conflicts	Also called 'conflict resolution'. Having the skills and techniques to de-escalate situations and arguments with or between other people.
Anxiety	Persistent worry, distress or restlessness, often accompanied by physical symptoms, that occur for several weeks or months.
Building and maintaining relationships	Also called 'social-emotional skills'. 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.
Criminal exploitation	An individual or group with greater power who coerces, manipulates or deceives a child or young person under 18 to engage in criminal activity.
Depression	Persistent low mood, lack of pleasure and high levels of worry that occur for several weeks or months.
Experience of potentially traumatic events	Experiencing or witnessing recent or ongoing distressing events that may lead to a lasting negative impact for some.
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.
Helping others	Also called 'prosocial behaviours'. Doing positive things for other people, such as helping and comforting them and sharing things with them.
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.
Meaningful relationships	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.
Opportunities for education, employment and training	Opportunities for children and young people to thrive through education, employment or training.
Positive and prosocial identity	Viewing yourself as someone who engages in positive and meaningful activities and not in criminal activities.

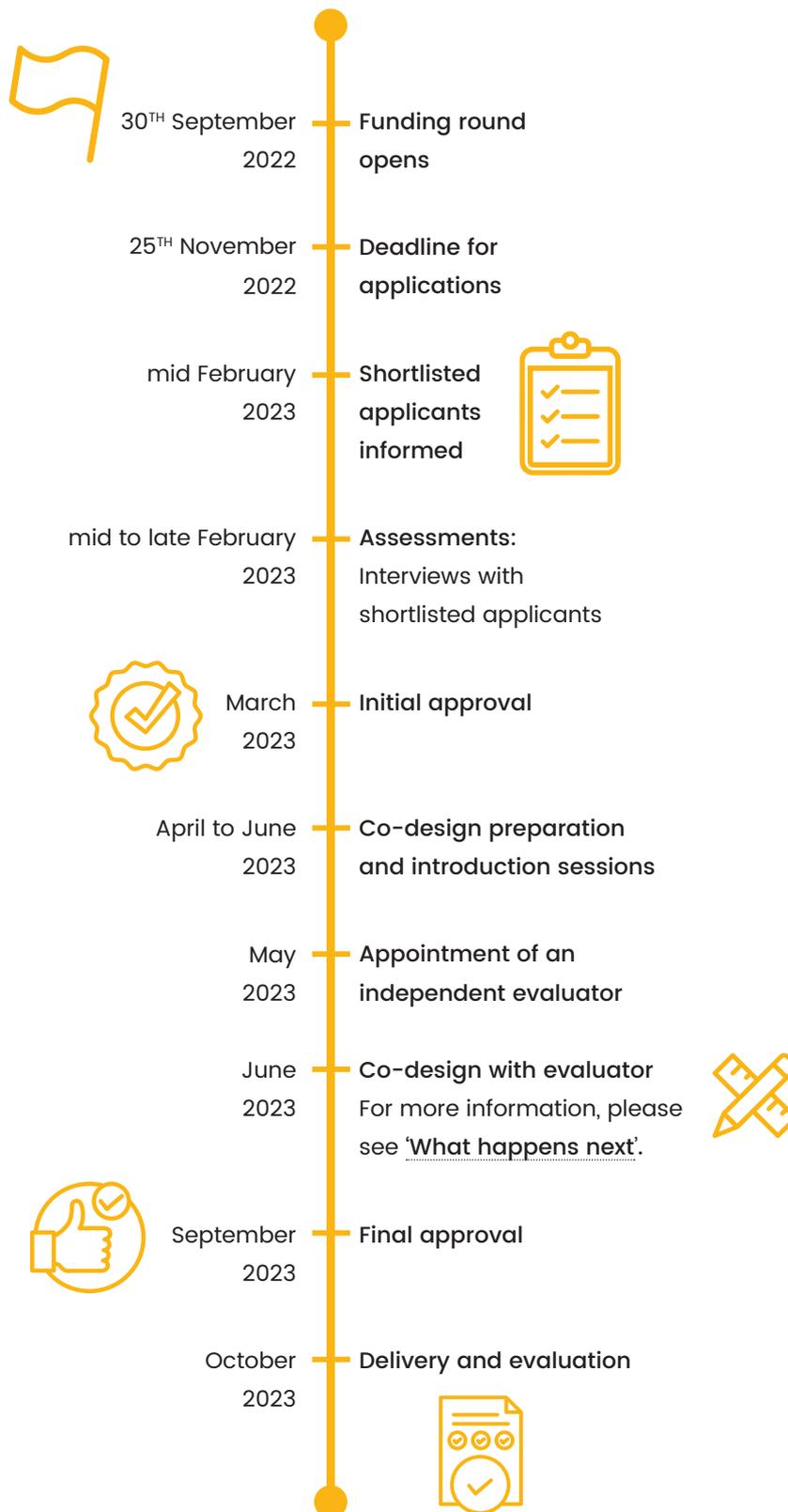| OUTCOME	DEFINITION
Provision of activities that have a positive impact	Access to positive activities for children and young people in the community.
Racism and discrimination	Experiencing prejudice, discrimination, or antagonism on the basis of membership (or perceived membership) of a marginalised racial or ethnic group. 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.
Regulating and managing emotions	Also called 'emotion regulation'. Having the skills and techniques to manage feelings and reactions to situations and events, reducing the intensity, duration, and impact of such feelings.
Self-esteem	Viewing yourself positively, including confidence in your abilities, appearance and self-worth.
Sexual exploitation	An individual or group with greater power who coerces, manipulates or deceives a child or young person under 18 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.

It's not expected that funded projects will be evaluated on every primary and secondary outcome listed here. Projects which are shortlisted to the next phase of our application process will work with their chosen evaluator to determine the most suitable outcome(s) to be evaluated.

Building knowledge

As part of our overarching research question for the round, we're looking to fund and evaluate a mix of mentoring and key/case worker projects that will help us better understand what works, why and for whom. Some of our specific questions around how projects are structured and delivered include:

◆ Do mentoring and key/case worker projects lead to improved outcomes for children and young people affected by violence, offending and/or exploitation?

◆ How does the duration and intensity of the support affect outcomes?

◆ How does targeting support to the needs and experiences of specific groups of children and young people affect outcomes (for example, children and young people from Black, Asian and other racially minoritised groups, young women and girls, children of prisoners, and those affected by child criminal exploitation or child sexual exploitation)?

◆ How does integrating one-to-one support from a trusted adult with other components, such as therapeutic work or other practical support, affect outcomes?

◆ What mechanisms, factors and practices (for example, the experience of the mentor or key/case worker, the delivery setting or integration with other statutory services) enhance outcomes?

Timeline

30TH September 2022	**Funding round opens**
25TH November 2022	**Deadline for applications**
mid February 2023	**Shortlisted applicants informed**
mid to late February 2023	**Assessments:** Interviews with shortlisted applicants
March 2023	**Initial approval**
April to June 2023	**Co-design preparation and introduction sessions**
May 2023	**Appointment of an independent evaluator**
June 2023	**Co-design with evaluator** For more information, please see 'What happens next'.
September 2023	**Final approval**
October 2023	**Delivery and evaluation**

Specific guidance

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

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

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

3 **How to apply: using our online portal**
This part of the guidance explains how to set up your application form and explains how to use it.

4 **How to apply: how to respond to our questions – a step-by-step guide**
This section explains how we'll assess your application and what we're looking for in your answer to each of the questions in the online form.

5 **What happens next**
We explain what to expect when you've submitted your application.

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.

A strong theory of change (which describes your long-term goals and maps backwards to explain how your intervention will get you there), can help us to understand how your project works. In particular, how the activities you deliver are linked to improved outcomes for the children and young people you support. However, being able to describe your theory of change now is not a requirement to receive funding.

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 underlined 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'll commit to be independently evaluated and work closely with the evaluator throughout the project, including set-up and design stage, delivery, data collection and reporting.

2. How we'll assess your application

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

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

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

1 **A worthwhile outcome**

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

To make that assessment, we will look at what you say you're trying to achieve and what evidence you have – or what we know from other research - that suggests your project can prevent children and young people becoming involved in violence.

2 **If delivered well, likely to achieve the outcome**

We're asking ourselves two main things:

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

    b.   What does the evidence say about how effective your project is likely to be? We'll prioritise applications where there's evidence that your project can be successfully implemented and leads to positive change for children and young people.

3 **Aiming to reach the right type of children and young people**

We're trying to assess if the type of children and young people you're planning to work with are in most need of support. In this grant round that will include children and young people who are primarily aged 10-18 and who have been or are at high-risk of being affected by violence, offending and/or exploitation, to prevent recurrence and reduce long-term harm. Please refer to the characteristics/ unmet needs specified in the Who we're looking to support section.

We know that some children and young people are over-represented in the youth justice system or struggle to access mainstream support services. We are particularly interested in projects which can show that they successfully and appropriately support these young people. This includes children and young people from Black, Asian and other racially minoritised groups and children who've been in care, as well as young women and girls.

4 Likely to lead to future change

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

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

5 Likely to reach the right type of children and young people

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

6 Able to deliver

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

7 Evaluable

We're trying to assess whether or not we can properly evaluate what you do. This is partly about ensuring that you'll be able to reach and engage a large enough group of children that will allow us to conduct a randomised control trial (or another rigorous evaluation). It will also be about making sure you are willing to engage with an independent evaluator. Overall, we'll prioritise projects that will be ready for these types of evaluation as soon as possible.

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

We're trying to assess whether or not you can work with enough children so that we can conduct a randomised control trial (or another rigorous evaluation). For some programmes, we'll assess whether you're reaching enough children to run an earlier stage study or if we could bring projects together with similar practices to participate in a 'multi-site' evaluation.

3.   How to apply: using our online portal

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

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

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

Step two: enter your information

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

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

Step three: save and come back to your work

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

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

About the application form

There are two stages to our application form.

Stage one: a quick eligibility check

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

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

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

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)

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 aren't accepting 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 operating in England and Wales. We can't provide funding for an organisation or any activity happening outside of England and Wales.

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

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

   If you are applying as part of a consortium, but aren't the lead organisation, please stop filling out this application and coordinate with your lead, who will be submitting on your behalf.

   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.

4. **Do you believe your work could reduce the likelihood of children and young people becoming involved in violence?**

   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 what kind of Trusted Adult relationship can prevent 10 to 18-year-olds from becoming involved in violence. It's critical that you believe that your project will help us to achieve this ultimate aim.

5. **Will the majority of your delivery outlined in your proposal work with children and young people (primarily aged 10-18) who are:**

   - Affiliated with groups, often referred to as gangs, involved in crime, violence and trafficking

   - Affected by serious violence, criminal or sexual exploitation (as perpetrators and/or victims). AND/OR

   - Part of families with history of harmful/ challenging behaviour and repetitive cycles of abuse, trauma and neglect.
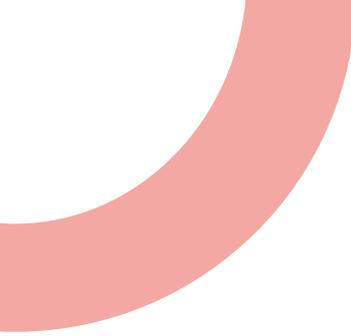
The mission of the Youth Endowment Fund is centred around children and young people. In this grant round, we're aiming to learn whether a trusted adult relationship enables better outcomes for young people who are already impacted or involved in crime and violence.

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

We are particularly interested in projects which support young people who are overrepresented in the criminal justice system, or struggle to access mainstream services.

6. **Will the project you describe in your proposal include assigning every child or young person with either a mentor or a key/case worker?**

We know that there are lots of different types of trusted adult relationships. In order to have the best chance of providing useful evidence of what works, we are focusing this grant round on projects which include mentoring or a key/case worker relationship. Projects may also include other components, for example therapy, support with substance misuse or anger management. Please see more information in the 'What we're looking to fund' section of this guidance.

Due to the projects that we are already funding and evaluating, we are not intending to fund projects in this grant round which work to develop supportive homes or which focus on improving young people's attendance in school. We are also not focusing this grant round on supporting young people who show early signs of being at risk of becoming involved in crime and violence (i.e. early help or preventative projects)

7. **Is the project you describe different to the statutory care that young people always receive?**

In order for us to be able to evaluate your project it needs to be different to what children and young people always receive as part of statutory duties. This is because we need to be able to compare the impact of your project to the support that all young people receive. We will set up a 'control group' to do this.

For example, all young people who are in a foster care placement are also assigned a social worker. Although a social worker could be an example of a key worker, we wouldn't be able to fund a Local Authority to pay social workers to continue their usual work of supporting children in foster care.

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

   ◆ Have you read the supporting information and watched our video?

   ◆ Have you shared this information with key decision makers in you organisation and with your proposed project partners?

   ◆ Does your organisation and any project partners agree to work with an independent evaluator?

   ◆ If you select yes we will assume for the remainder of the application process that you will comply with our approach, this is something YEF are unable to compromise on so please ensure the relevant members of your organisation have read, understood and agreed to our approach.
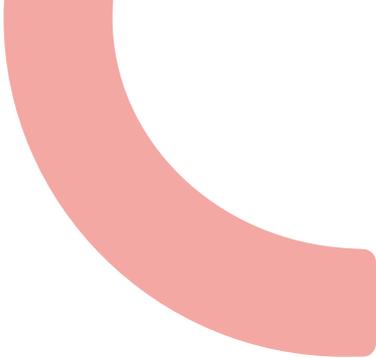
Being a YEF partner is a big commitment; to help us achieve our mission to find out what works, you'll need to work closely with your evaluator. If you aren't willing to be independently evaluated, our funding isn't right for you.

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

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

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

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

   ◆ Have you read the supporting information and watched our video?

   ◆ Have you shared this information with key decision makers and / or relevant data leads in you organisation and with your proposed project partners?

   ◆ Does your organisation and where appropriate project partners agree to the data archive?

   ◆ If you select yes we will assume for the remainder of the application process that you will comply with our approach, this is something YEF are unable to compromise on so please ensure the relevant members of your organisation have read, understood and agreed to the Data Archive.

If you have any questions or queries please contact grants@youthendowmentfund.org.uk.

To make sure we can understand what works, we need to collect and store data so that we can follow the future progress of the children and young people who've been supported by our projects. To find out more about the data we'll collect, how we'll store it and how we'll keep it safe, make sure you've read and watched all the resources on our website.
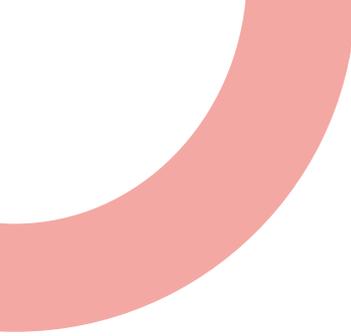
All data we collect is securely stored so that a child or young person's identity will never be able to be traced by researchers accessing the data in the future. If you're unwilling or unable to collect the personal data of the participants in your project, our funding isn't right for you.

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

    ◆ Know what child and young person outcomes your project focuses on.

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

    Outcomes are the changes you'd hope to see your project make for the children and young people you work with. For a full list of the outcomes we're interested in in this grant round, see primary outcomes of interest for our *A trusted adult* grant round in this guidance.

    To make sure we're gathering high quality evidence, we'll need you to measure things that help us to understand whether your project is helping children in the ways you'd expect. For example, we might ask you to measure whether there have been improvements in children's behaviour or a reduction in offending behaviours. That's because it'll help us to find out if taking part in your project makes a difference to the children and young people you work with over time.

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

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

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

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

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

Stage two: full application

The full application is divided into seven sections.

1 **Your organisation**

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

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 and young people you hope to work with and where your activity will take place.

In this grant round we are committed to funding at least one project that is led by Black, Asian and other racially minoritised leaders. We will also be particularly interested in projects which support young people from marginalised backgrounds.

3 **Understanding the activity**

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

We're particularly looking for applications that describe very clearly the experience and the timeline from the child point of view. What do they experience and in what order? This is likely to be easier to achieve if your application describes a single journey for most children or young people (for example, all young people take part in a weekly mentoring session, delivered by a trained professional, over 18 months). In this grant round we're less interested in funding applications that are not a direct intervention with a young person (for example, changes to the system or training for professionals).

4 **Your current evidence and track record**

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

In all cases, we will prioritise projects that would be ready for a robust trial within two years.

5 **Risk**

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

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

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

7 **Budget**

In this section, we ask you to provide a summary of what you intend to spend on this project. At this point, we want to know how much you think you'll spend at a high level, by year, to deliver your project as planned (including project costs, overhead costs, staff costs and equipment costs). Please note, you don't need to include the costs of the evaluation in your budget. Evaluators submit their own budgets.

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

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

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

Section 3: Understanding the activity (starting from question 25 in the application form)

25. **If funded, what difference do you think your project will make? What do you hope your project will achieve? [Max 250 words]**

It's important to make a distinction between the differences (outcomes) that a project is aiming to make for children and young people and the activities and services it's providing. So, if your programme involves mentoring for a young person, the difference or outcome isn't the mentoring session itself, but the changes that will happen in the life of the young person as a result. For example, this might be improved self-esteem or reduced aggression and behavioural difficulties.

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 outcomes, be succinct and explain a single, significant change. You can explain more than one, but don't just provide a list of outcomes or changes.

- The difference will occur in the time you are in contact with the children you support. It can be a small change or a lasting change.
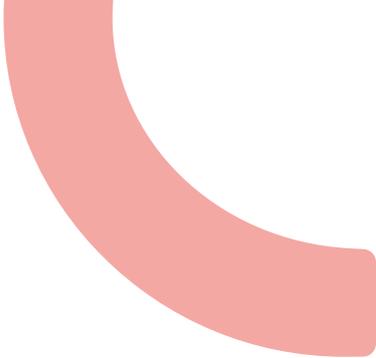
26. We are focused on achieving positive outcomes for children and young people. Below is our (YEF's) list of child outcomes for this grant round. If you know the child outcomes your project seeks to influence, please select the top two outcomes.

- Reducing behavioural problems

- Reducing aggression

- Reducing non-violent offending

- Reducing violent offending

- Reducing contact with criminal peers

- Supporting positive, prosocial behaviour

- Reducing vicitimisation of crime

- Reducing drug and alcohol use

- Supporting ability to resolve conflicts

- Supporting building and maintaining relationships

- Support meaningful relationships

- Supporting happiness and wellbeing

- Supporting setting and reaching meaningful goals

- Supporting regulation and management of emotions

- Supporting Self-Esteem

- Reducing Anxiety and Nervousness

- Improving low mood/ depression

- Reducing likelihood of becoming criminally exploited

- Reducing likelihood of experiencing sexual exploitation

- Reducing child maltreatment or abuse

- Reducing likelihood of experiencing potentially traumatic events

- Reducing experiences or negative consequences of racism and discrimination

- Supporting joined up services

- Reducing housing problems

- Supporting opportunities for education, employment or training

- Supporting access to positive activities

- Other

◆ Not Sure

Answer Format – Tick Box / dropdown – 2 options only

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

27. **In this round, we are interested in funding and learning about interventions which include children and young people being assigned either a mentor or a key/case worker. Please select which type of trusted adult relationship a young person works with as part of your proposed project.**

◆ Mentor

◆ Mentor plus other components

◆ Key worker/Case worker

◆ Key worker/Case worker plus other components

◆ Both a Mentor and a Key/Case worker

◆ Both a Mentor and a Key/Case worker plus other components

Mentoring pairs a child or young person with a mentor and encourages them to meet regularly. It aims to help the child form a good relationship with a positive role model. This relationship could help the child to develop social skills, form constructive relationships with others, and develop positive behaviours and aspirations. In this grant round we are only interested in projects with adult mentors, and not peer mentors or family members.

A key worker, or case worker, is a method of service delivery involving a person who works in a guide role with children. It may include YOT workers, qualified social workers or other youth work practitioners. The worker acts as a single point of contact, helping to coordinate different types of care and support for the child both within and across systems, for example education, social services, financial resources, recreation, transportation. The main purpose of the worker's role is to provide the child with support, resources and information tailored to meet their individual needs.[2]

Other components could include: therapeutic work; positive leisure activities; signposting to other services, including advocacy or immigration support; education, employment or training opportunities; housing support; finance and debt support; or drug and alcohol support.

28. **Please describe the activity your project team and partners plan to deliver. What is the experience of the children and young people involved in your project? How do you make sure that the activities are accessible and engaging for diverse young people? What is the timeline of activities from their point of view? (Max 500 words)**

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

This is a very important part of your application.

Please give us a description of all activities you plan to do, who is delivering those activities, who is taking part in those activities, how long each activity will take place for and how often a child or

2. Our definition of key/case workers has been adapted from the work of CanChild

young person will do the activity.

Questions you should think about answering in your response:

- What specific activities will a child or young person receive?

- Who delivers your activities? How long for? Where do they take place?

- How do you make sure that the activities are accessible and engaging for diverse young people?

- Is there a period of time allocated to build the relationship before any formal activities begin?

While stages within a project are likely to vary by organisation, your application might explain:

Stage one: How children and young people are recruited to your project (for example, through referrals from local schools, or through detached youth work)

Stage two: Explain the first stage of your activities (for example, meeting young people in a safe place over a six week period, to build trusted relationships. Please also explain why this is important).

Stage three: Explain the next stage(s) of your activities (for example, a structured mentoring programme focusing on 8 key learning areas over a period of 12 months). Link back to what it is you hope your project will achieve and make sure you reference your source material, which could be your own data, prior evaluations or broader academic literature (for example, these sessions have commonly been shown to reduce aggression and encourage positive behaviours among children and young people, which lowers the chance that they'll becoming involved in violence in the future.)

29. **Please tell us what happens at the end of your project. Once a child or young person has come to the end of the project activities how do you transition them out of your project? What support do children and young people have after they have competed the project? (Max 250 words)**

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

    Please be as specific as possible.

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

    You will be given a list of settings where your activity could be delivered. You are free to choose more than one.

31. **How do you ensure that the choice of setting doesn't disadvantage some young people? (Max 250 words)**

    Please explain how you make sure that the setting(s) are inclusive and accessible to all young people. For example, how do you make sure that young people feel safe in the setting? .

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

    For this grant round we expect project activities to need to last a minimum of 5 months and a maximum of 24 months. This is because we think that establishing a trusting relationship takes time.

    Please answer this from the perspective of the child engaging with your activity, not the amount of time it takes you to do the activity. For example, if a key worker is running a project for a period of 15 months (your staff are doing it for this period of time), but a single young person will be taking part

in the project for 6 months, please enter 6 months.

33. **What is normally delivered to young people who aren't referred to your project? i.e. what is 'support as usual'? (Max 250 words)**

If a child or young person doesn't receive your project because you don't have capacity, they aren't referred to you, or they choose not to engage, what support do they receive instead? You may not know exactly what they would receive but please provide as much information as you have. For example, it might be that most of the children and young people you work with have social workers, so 'support as usual' might be continued support from their social worker.

Section 4: Your current evidence and track record

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

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

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

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

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

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

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

   If you have 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.

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

   While this is not a requirement, it will strengthen your proposal.

36. **Please tell us about the type of children and young people you plan to work with. [Max 250 words]**

   Please note in this grant round we are interested in working with children and young people who are

   - Affiliated with groups, often referred to as gangs, involved in crime, violence and trafficking

   - Affected by serious violence, criminal or sexual exploitation (as perpetrators and/or victims).

   - Part of families with history of harmful/ challenging behaviour and repetitive cycles of abuse,

trauma and neglect

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

Questions you should think about answering in your response:

- Can you clearly explain who will benefit from your project? What are the challenges that they face in their lives?

- How will you make sure that children and young people will be able to take part in your project? For example, will you offer delivery outside of school hours?

37. **How do children and young people get referred or recruited to your project? What do you do to ensure children and young people of all backgrounds have an equal chance of being referred or recruited to your project? If you have multiple referral or recruitment pathways please tell us where most of the children and young people will come from?**
[Max 250 words]

Please be sure to explain in detail how you will recruit young people to your project. This may be that you already have relationships with organisations that refer young people to your project. Or maybe you recruit young people through detached youth work.

Please make sure that you explain how you get referrals from groups less likely to be referred, for example girls and young women. Explain how you ensure that there isn't bias in the referrals you receive.

38. **What is the need or demand for your project? What evidence if there for this? [Max 250 words]**

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

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

Section 5: Risk

39. **Often organisations struggle to reach the children and young people that they want to work with. How would you rate the risk that you won't be able to successfully reach the type of children and/or young people that we are trying to reach? What makes you pick this option? [Max 500 words]**

Help us understand how you will reach these children and young people and how you will avoid other types of children and young people accessing the activity instead.

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

You'll first be asked to choose one of five ratings from a list of options (very high, high, quite high,

moderate, low). You'll then be asked to fill out a free text box providing an explanation for why you gave the rating that you did.

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

A strong response to this question might include evidence of:

◆ Your experience of reaching the children and young people we want to reach through this grant round.

◆ Your experience of monitoring the journeys of the children and young people who take part in your activities.

◆ High rates of engagement and retention rates in your programmes. That might also include a waiting list to take part.

◆ A workforce with strong qualifications in delivery (including formal relevant qualifications and / or having staff with a similar lived experience to the children or young people you're working with).

◆ Involving the children and young people you work with in the design of your projects.

◆ Good, clear branding that appeals to the children and young people you're aiming to reach.

40. What risk is there that you won't be able to successfully deliver your project in the locations you've specified? What makes you pick this option? [Max 500 words]

We're looking for you to respond with general risks to project implementation. This could include risks like the ability to recruit the right staff members, being able to mobilise your project in a timely way, risks of continued social distancing measures, etc. There may also be delivery risks to the locations you're proposing to work in. For example, you may not have worked in these local authorities before.

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

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

41. What experience have you got of delivering this activity to the children and young people you intend to support? Is your project informed by young people or communities with lived experience and if so, how? If not, why not? [Max 500 words]

Make sure to answer all parts of the question:

◆ **Part one:** What experience do you have with this type of activity?

◆ **Part two:** What experience do you have with this type of child or young person?

◆ **Part three:** Is your project informed by young people or communities?

It may be that you have experience with one and not the other. That's OK, just be sure to explain. Please also be aware that applications are more likely to be successful if your project (which might include your organisation and / or a partner) has delivered this activity for at least 6

months by the time you submit your application. We won't fund brand new activities that have never been delivered.

Questions you should think about answering in your response:

- How long has your staff or your partnership been involved in delivery of this activity?

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

42. **How do you plan to support young people who are overrepresented in the youth justice system or who struggle to access mainstream support services? [Max 250 words]**

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

We want to make sure that our funded projects are reaching all children who need support. We want to know how you'll make sure that children and young people from marginalised backgrounds will be supported to participate in your project. That might include things like producing easy reading materials for children with special educational needs or disabilities (SEND), taking steps to ensure that your programme recognises and adapts to cultural differences (for example, by working with local community groups to review recruitment resources) or working with your local authority to reach out to families where children are known to children's services.

43. **We are interested in the level of experience of the people delivering the activities. Could you tell us a bit about who these people are (volunteers or paid staff), their average level of experience, any training or professional qualifications they would have and any ongoing support, supervision or continuing professional development they are required to receive as part of the role? What experience do those delivering the activities have working with the children and young people you'd like to support? [Max 250 words]**

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

- Qualification and experience of your staff (including their lived experience).

- The training needed before delivery can start.

- The ongoing support, training and supervision you'll provide to the staff and / or volunteers delivering activities.

You might want to consider things like:

- Staff training on trauma and how to work with children and young people in vulnerable situations.

- How staff qualifications and training will make sure your project is culturally appropriate for the children and young people you're aiming to work with.

44. **Often organisations struggle to deliver the activity as they haven't spotted why things would go wrong. Aside from things you have already mentioned, what is the main risk to you not being**

able to deliver this intervention? [Max 20 words] How likely is this? Why do you say this level of risk? [Max 250 words]

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

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

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

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

Section 6: Young people you will be working with

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

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

46. How many children and young people did you deliver this project to this year?

47. How many children and young people would you seek to deliver to in the first year?

48. How many children and young people would you seek to deliver to in the second year?

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

Please be sure to distinguish the number of young people you will reach by year in the answer boxes of 45 through to 49. The reason we ask this question in this way is because we recognise it takes some time to recruit children and young people.

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

50. How high is the risk that you won't be able to scale up like this, assuming we provide the funding? Why do you say this level of risk? [Max 250 words]

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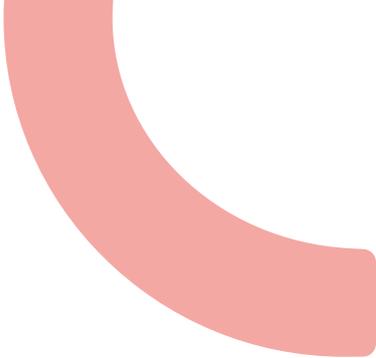
please be sure to also state what measures you have in place to ensure children and young people remain engaged for the duration of your project (i.e. don't drop out of the project before it is completed).

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

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]**

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

- You become a larger organisation with a national reach: In your free text section explain your rating for how hard this would be to achieve and what you would require to be able to successfully scale up to a larger organisation.

- Others are trained to deliver what you are doing: in your free text section, explain how you think this could work and how likely it would be that other organisations could take up learning from your work. Is this work so unique to you or your context that you would find it hard for other organisations to replicate or adapt to your learning? Or is this something that could spread?

- A change to policy leading to this becoming mainstream activity: in your free text section, explain your rating and what you think it would take to achieve a policy change in this area.

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

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

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

Section 7: Budget

53. **What is the total budget you need to deliver this project?**

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

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

54. **What is the amount you are requesting from the YEF to deliver this project?**
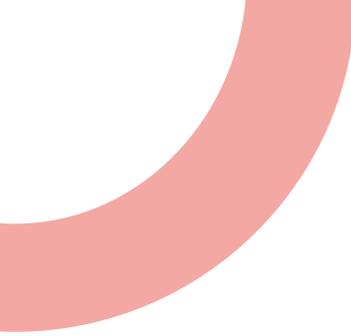
Input the amount of the total budget above that you are requesting from YEF.

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

It's not a requirement that you find other sources of funding for your project to be approved for a grant and this will not factor into how your application is being assessed. However, we do encourage you to find other sources of funding for your project whenever possible.

These sources of funding can include other grants, contributions you make through your own unrestricted funding, or in-kind and pro-bono support your organisation receives for the activities.

If you have other sources of funding please provide information about these sources and how secure this funding is.

55. **Please complete the table below to tell us how much your project will cost. We have asked you to split your amounts into 4 types:**

   a. **Project costs**

   b. **Overhead costs (e.g. your office costs)**

   c. **Staff costs**

   d. **Equipment costs**

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

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

   a. **Project costs**: a direct cost associated with carrying out your activity. (example: travel costs).

   b. **Overhead costs**: the cost isn't to pay for the activity itself, but is essential and used to support multiple activities in your organisation. (example: office rent, the cost of which is distributed to different activities you run).

   c. **Staff costs:** these are the costs associated with the staff who will directly be working on your activity. If it is a staff cost for a finance person or other back-office staff member who supports your whole organisation, include their costs in the overhead section.

   d. **Equipment costs**: if you are purchasing an item with a unit value of £1,000 or greater, include it in this section. If you are purchasing an item with a unit value of less than £1,000, include it in the project costs section.

56. **Based on the minimum and maximum number of children and young people you said you could deliver activities to across your whole project what would be the cost per child engaging in your project?**

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

5. What happens next

Step one: assessment

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

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

Step two: Grants and Evaluation Committee review

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

It's after this Committee review that we will contact you with the outcome of your application (either you are unsuccessful or you are moving to the next phase of the application). We expect this first communication to happen by the end of March 2023.

Step three: developing or refining a Theory of Change

We will work with the projects which have reached the second stage of our application process to develop or refine your Theory of Change. For more information about Theories of Change please see the resources provided by the Early Intervention Foundation.

This process will help us to check that we fully understand your project and feel confident that there will be a way to conduct a rigorous evaluation of it.

Step four: matching you with an evaluator

We'll then 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.

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, their subject specific knowledge and experience of conducting research with the children and young people your project supports.

Step five: 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 six: 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 early June and be completed in Autumn 2023.

Time

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

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