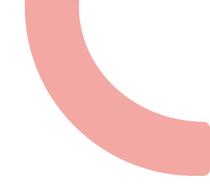


Application guidance Positive activities

APRIL 2023



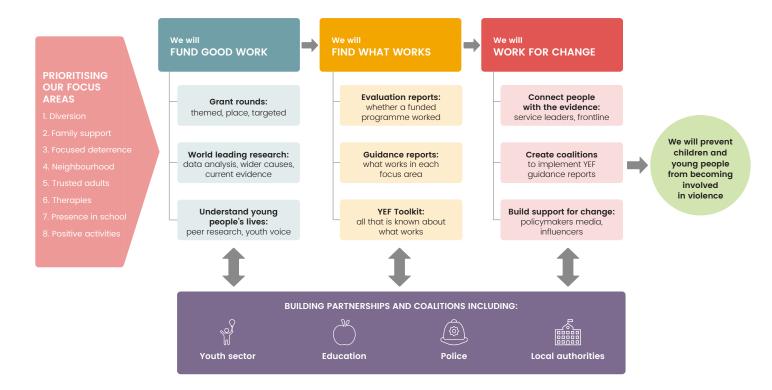
About the Youth Endowment Fund

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.



Our focus areas – improving support for children and young people

We're here to prevent children and young people becoming involved in violence. To help us make the biggest difference over the ten years of our endowment, we've selected a set of focus areas where we'll concentrate our funding and learning.

We believe these focus areas present some of the biggest opportunities to improve support for children and young people who are at risk of becoming involved in violence. They were carefully selected after listening to the needs and experiences of young people and the adults working to keep them safe.

The focus area for this grant round is **Positive activities**. We're looking to learn more about the impact of the arts, sports and wilderness and adventure activities on reducing violent offending behaviours for children and young people who have been – or are at high-risk of being – affected by violence, offending and/or exploitation.

Our focus areas are:



Structured sports, music, arts and outdoor activities can help young people develop social and emotional skills, which means they're better able to express their feelings in constructive ways – reducing any violence or harm to others. These activities can also be used as 'hooks' to engage children and young people in other beneficial services and support.



Whether it's through family therapy or better early help, 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.



Sometimes things go wrong. If a young person gets into trouble or is arrested, programmes that divert them away from the court system are an effective way to reduce offending, which is better for the child and potential victims.

Focused deterrence

Focused deterrence is an approach to violence reduction that was developed in Boston (USA) in the mid-1990s. The strategy identifies the people most likely to be involved in violence and offers support and positive routes away from it. But if violent behaviour persists, swift sanctions are enforced. It's been effectively used abroad and in Scotland. We're learning whether it can make a difference in England and Wales.



A lot of crime happens in very specific areas - a neighbourhood, a park, a row of shops or a few streets. One way to tackle this problem is to bring together local agencies, organisations and communities to plan and deliver targeted support to those children who are most at risk of becoming involved in crime and violence.



Not every child has someone in their family they can turn to for support and guidance. This area focuses on helping children and young people build trusted adult relationships – outside of their families – to keep them safe from violence, offending and exploitation.



If a child or young person is going through a tough time, talking through their worries with a skilled therapist can really help. It can give them the skills to manage negative thoughts or feelings and recover from experiences of trauma.



School absence – missed attendance, as well as fixed and permanent exclusion – not only impacts on pupils' attainment, but also the likelihood of them becoming involved in violence and crime. Schools need programmes, practices and policies that improve attendance, prevent unnecessary exclusions and create safe, positive places to learn.

Positive activities

Having opportunities to engage in positive activities in a safe environment, under the guidance of skilled practitioners, can be enormously beneficial for children and young people.

Positive activities can help children and young people to develop new skills and improve their physical and mental health. It can promote positive behaviour through improved engagement with their peers and relationships with trusted role models. And time spent engaging in positive activities may minimise exposure to potentially negative influences or actively divert them away from situations that puts them at risk of harm.

Through this grant round we're looking to assess the potential impact of positive activities on reducing violent offending behaviours by children and young people.



What are 'positive activities'?

For the purposes of this grant round, when we say 'positive activities' we specifically mean...sport, the arts or wilderness and adventure activities.

We define each of these positive activities as the following:

- Sport is a form of physical activity with social, physical, mental benefits (that is delivered through organised participation)¹. Participation can be formal or informal, competitive or non-competitive, but needs to be delivered at consistent times and places for children and young people to engage on a regular basis.
- The arts are creative activities that utilise the imagination, including music making, arts and craft, dancing, drama, creative writing and poetry, photography, painting, pottery, sculpture or new media/digital arts.¹ If there's an activity outside of this list, we would encourage organisations to contact the YEF to discuss their suitability to the grant round before applying. Participation can be formal or informal, but needs to be delivered at consistent times and places for children and young people to engage on a regular basis.
- Wilderness activities take place in the wilderness or nature setting, have an overnight stay and interpersonal elements and group activities -this may include counsellors and therapists.¹
- Adventure activities are challenge-based activities where children and young people must overcome challenges, these could be indoor or outdoor. Wilderness and adventure activities must be formal and have a clear structure.
- 1. Based on Sport England/Wales/ Council of Europe
- 2. 'The arts' definition is contentious resulting in no universally accepted definition, our definition draws on the description of arts activities in The Campbell Collaboration Systematic Review Registration funded by the YEF
- 3. Campbell Wilderness review

These positive activities can be:

- Recreational (formal or informal) or employment focused.
- Delivered as standalone activities or used as a 'hook' to engage young people in additional beneficial interventions (such as therapies, mentoring, skills development or signposting to particular services).

These positive activities must be:

- Delivered primarily to children and young people, aged between 10 and 18 years old.
- Focused on reducing violent offending behaviours.
- Delivered at the appropriate intensity and duration to meet the needs of the children and young
 people they intend to support.
- Delivered by appropriately trained and accredited practitioners (paid or volunteer).

Types of delivery

For the purposes of this grant round, we have identified three methods of delivery:

- **Positive activities delivered as standalone interventions** by this we mean projects where the positive activity is the sole activity delivered that leads to the outcomes you wish your children and young people to achieve.
- **Positive activities delivered as 'the hook'** by this we mean projects where the positive activity is used to engaged young people with additional interventions or support, such as therapies, skills development or signposting to other services. A combination of the two activities results in the children and young people achieving the outcomes.
- Positive activities delivered as **both the standalone intervention and 'the hook'** format within the same project by this we mean projects where both of the above formats are offered. For example, children and young people can either participate in the positive activity or participate in a positive activity plus a further intervention.





Why are we investing in positive activities?

We know that positive activities can help children and young people improve their physical and mental health, develop positive behaviours and build self-esteem. But what we don't really know - due to a lack of high-quality research and impact evaluations - is the impact these activities have on reducing youth offending and violence.

In the YEF Toolkit, we estimate that <u>sport programmes</u> have a 'high' impact on crime and violence. Adventure and wilderness therapy programmes also have an impact, though we estimate it's lower. In both instances, our confidence in the evidence is 'low' because of the lack of high-quality research. Evidence for the impact of arts programmes is currently limited. Later this year, we'll be publishing a new Toolkit strand summarising the existing evidence on arts participation.

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

Do positive activities (defined as sport, the arts, and wilderness and adventure activities) lead to improved violent offending outcomes for children and young people (primarily aged 10-18) who are at high risk of being affected by violence, offending and /or exploitation?

What we'll invest in

In our *Positive activities* grant round, we aim to identify **5 or 6 projects** to fund and evaluate. We're planning to spend between **£9 million and £10 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.

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:

- a) They are already **involved in the youth justice system**, either in custodial or community-based settings.
- b) They are considered at risk of involvement in youth offending, due to a variety of factors, including:
 - individual, familial or geographical reasons (often referred to as youth violence 'hotspots'), or
 - being affiliated with groups involved in crime, violence and trafficking (often referred to as 'gangs'),
 - · being excluded from school, or
 - being affected by serious violence, criminal or sexual exploitation (as perpetrators and/or victims).

We know that some children and young people are overrepresented in the youth justice system or struggle to access mainstream support services. In our *Positive activities* 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 children with special educational needs and disabilities and young women and girls. For more information about our commitment to equality, please see here.

Secondary and Tertiary prevention

Programmes aimed at young people who are at risk of involvement in youth offending is commonly referred to as **secondary** prevention. In this guidance you'll see it referred to as 'secondary level'.

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'.

What we're looking to fund

We're looking to fund projects that are delivering positive activities as either a standalone intervention, as 'the hook', or are delivering both standalone and the hook models concurrently.

Positive activities in this round are defined as either **sport**, **the arts** or **wilderness and adventure activities** (see 'What are positive activities' section for full definitions).

Applications must be delivering positive activities as defined above **and** be supporting children and young people with the characteristics specified in the <u>'Who we're looking to support'</u> section.

Projects that don't meet these criteria are **not eligible** to apply for this grant round.

Scale of projects

The primary aim of this grant round is to help us better understand the impact of positive activities on preventing offending behaviour. One of the most effective and reliable ways we can do this is through running large-scale impact evaluations, such as Randomised Control Trials (RCTs).

This means that we'll prioritise projects that are able to reach and support a large enough group of children and young people to be robustly evaluated. We estimate that the minimum number of children and young people projects will need to support over the course of the funding are:

- For projects measuring offending (either violent or non-violent) outcomes: between 700 (for tertiary prevention) and 1,980 (for secondary prevention).
- For projects measuring all other outcomes: between 350 (for tertiary prevention) and 800 (for secondary prevention).

If helpful, please refer to the tertiary and secondary prevention definitions in the <u>Who we are looking to</u> support section.

If you're delivering an arts project and are unable to reach the minimum sample sizes listed above but would still be interested in your project being evaluated on a smaller scale, there may be opportunities in the future. To register your interest, sign-up here.

What is a randomised controlled trial (RCT)?

In an RCT, one group receives the intervention while the other group doesn't. By looking at both groups before and after you work to support young people, we can see the impact your programme has made.

Duration of project delivery and funding

We support projects to start quickly and find our approach works best for projects that can be delivered effectively over a limited time frame. In this round we expect the **maximum project delivery time to be 24 months** and are keen to hear from projects that can deliver within a shorter period.

That said, we're keen to set up projects for success and will work with you to identify the length of time needed to effectively set up, run and evaluate the intervention.

In our application form, we'll ask you to provide either a one or two-year budget, but please note, this is only indicative. Should your project progress to the next stage of our application process (please the <u>'What happens next' section</u> for full application details), we'll work with you and our independent research partners to determine the level and length of funding needed to be able to run a robust evaluation.



Partnership applications

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To ensure we deliver the best evidence about what works for children and young people, we require projects to reach a high number of children and young people. One way to achieve this is to consider applying with other organisations for a partnership project. It's key that partnership projects have a lead organisation and work as one entity.



Our commitment to equity

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 *Positive activities* grant round, we commit to funding **at least one project that is led by Black, Asian and other racially minoritised leaders**.

Gender

We're particularly interested in understanding how organisations will seek to engage children and young people of all genders in their proposed project, or projects that involve targeted delivery of projects for specific genders. For example, projects especially designed to focus on girls and young women or boys and young men, whilst being aware not to stereotype or discriminate.

What we hope to achieve

The overarching research question for this funding round is:

Do positive activities (defined as sport, the arts, and wilderness and adventure activities) lead to improved violent offending outcomes for children and young people (primarily aged 10-18) who are at high risk of being affected by violence, offending and /or exploitation?

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

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.



Outcomes of interest for our *Positive activities* grant round

The focus of this grant round is to better understand whether engaging children and young people in positive activities can reduce offending behaviour as a 'primary outcome' relating to violent crime. However, we recognise that due to constraints around projects' sample sizes and length of support, it may not always be possible to evaluate this outcome. We've therefore identified four other primary outcomes which we're also interested in evaluating. Our primary outcomes of interest for this grant round are:

OUTCOME	DEFINITION
Offending behaviour - violent crime	Criminal acts involving harm against another person (e.g. assault, robbery using threat or force, homicide).
Offending behaviour – non-violent crime	Criminal behaviours that do not involve violence against another person (e.g. shoplifting, graffiti, using/selling illegal drugs).
Victim of crime	Having experience, or being a victim, of different types of crime.
Behavioural difficulties	Also called 'externalising behaviours'. Behaviours that are generally categorised as disruptive and aggressive.
Drug and alcohol use	Problematic use of drugs and/or alcohol that results in negative and harmful consequences to the self or others.

Every funded project will be evaluated against one of these primary outcomes. In addition, research underpinning our <u>Outcomes Framework</u> identifies a range of important 'secondary outcomes' thought to have a positive impact on our 'primary outcomes'. Our application form therefore asks you to identify both the 'primary outcome' (*what* your project seeks to change) and one or more 'secondary outcomes' (*why* your project is thought to bring about change in the primary outcome). Potential **secondary outcomes** identified for our *Positive activities* round are summarised below.

SECONDARY OUTCOMES	DEFINITION
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.
Community Connectedness	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.
Goals for the future	Setting meaningful personal goals for the future and having a plan for how to reach them.
Opportunities for education, employment and training	Opportunities for children and young people to thrive through education, employment or training.

SECONDARY OUTCOMES	DEFINITION
Positive and prosocial identity	Viewing yourself as someone who engages in positive and meaningful activities and not in criminal activities.
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.

Projects shortlisted to the next phase of our application process will collaborate with their chosen evaluator to refine their outcomes in line with theory and research to understand how the activities delivered are expected to change the proposed primary outcome.





Building knowledge

As part of our overarching research question for the round, we're looking to fund and evaluate positive activity projects using different modes of delivery in different settings 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 positive activities in youth custody demonstrate a positive impact on violence related outcomes? If they do, how do they work (what are the mechanisms for change)?
- 2 Do sports programmes or approaches implemented in an English and Welsh context demonstrate a positive impact on violence related outcomes? If they do, what are the mechanisms for change?
- 3 Do arts programmes or approaches implemented in an English and Welsh context demonstrate a positive impact on violence related outcomes? If they do, what are the mechanisms for change?
- Are 'plus' sport or arts interventions more impactful than standalone positive activities? If so, why?
- 5 Do wilderness and adventure programmes implemented in an English and Welsh context demonstrate a positive impact on violence related outcomes? If so, why?

Our approach to evaluation

As a What Works Centre, the YEF evaluates every programme and activity that we fund to achieve our mission of finding out what works to prevent children and young people from becoming involved in violence.

Our grantees are partnered with an independent evaluator who collects data throughout the delivery of a YEF-funded project to facilitate robust evaluation. Data is collected for the 'primary outcome' of a project using our core measures. Namely, the <u>SRDS</u> for offending, or <u>Strengths and Difficulties</u> <u>Questionnaire</u> (SDQ) for behavioural difficulties.

Our approach to evaluation is to compare the outcomes of children engaged in a programme with those engaged in 'business as usual' or some other intervention (i.e. a 'control group'). To be confident that any found effect is attributable only to the project and not some other influence, randomisation is used to allocate children to the project.

Being a YEF grantee requires cooperating with an independent evaluator throughout project delivery to work together to produce robust evidence. The evidence produced can then be used by your organisation to improve outcomes for the children you serve and refine service models, presenting a unique opportunity for collective learning.

All data collected through YEF funded projects is securely stored in our <u>data archive</u> to facilitate research into the long-term effects projects have on children's lives.





What's out of scope for this round

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

- Projects that are not delivered in either England and/or Wales.
- Projects that support children and young people who do not have at least one of the key characteristics outlined (please see here).
- Projects that are not delivering positive activities which are not either sports, arts or adventure and wilderness activities (please see here).
- Projects that are not addressing the outcomes identified for the positive activities funding round (please see here)
- Projects that are not delivered consistently and regularly. Projects must be able to evidence consistent engagement and attendance with the required number of young people over the project duration. This is key as it ensures that the project engages and supports the young people to deliver the required outcomes.
- 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.



Timeline



Positive activities eligibility requirement checklist

The full eligibility requirements for our *Positive activities* grant round are summarised below. Please ensure your project meets all these requirements before proceeding with an application.

1 Location: your project must be delivered in England and/or Wales.

- 2 Your organisation: your organisation must be a registered charity, company, statutory body or CIC.
- 3 Activities: projects must be delivering positive activities as defined in this guidance.
- 4 Modes of delivery: these positive activities need to be delivered as either standalone interventions, as 'the hook' to engage young people for further interventions or be delivered as a combination of both.
- 5 Children and young people: projects must be supporting children and young people, as outlined in the 'Who we are looking to support' section.
- 6 **Outcomes**: we're primarily interested in projects that are focussed on reducing offending outcomes. There are additional outcomes that we're also able to support. Please see the outcomes section for full details.
- Scale: to support a robust and meaningful evaluation we require projects to be able to reach a certain number of children and young people during the project lifetime. For the positive activities funding round, this is between 350 and 1,980 children and young people.
- 8 Willingness to engage in an independent evaluation: YEF exists to better understand what works to prevent children and young people becoming involved in violence. To help us achieve this you will need to work with an evaluation partner throughout your project. You'll need to demonstrate and explain your experiences of monitoring and evaluating your project. There are certain evaluation tools and approaches that we employ that you must agree to utilise if in receipt of our funding. Please find further details about these in the evaluation guidance section.

Track record: we require projects to have a track record supporting children and young people and delivering their intervention. We will fund projects looking to scale, expand or explore different modes of delivery, as long as they can demonstrate the expertise and experience to facilitate this.

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

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

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

Please note that we don't expect successful applicants to have any technical expertise or knowledge of evaluation techniques. We only expect that you'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 the seven things we're looking for.

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

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

1 A worthwhile outcome

We are trying to assess whether your project's outcomes match our primary research question which is to find out if positive activities reduce children and young people's offending behaviours. We recognise that not all projects can measure offending behaviours so have identified additional outcomes we are potentially interested in evaluating.

Able to deliver the proposed outcomes

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? We're interested in how the activities will deliver the proposed outcomes and how these outcomes deliver your overall project aim. 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 and proposed outcomes will get you there. We are also interested in understanding what the existing evidence says about how successful your chosen activities are likely to be.
- b. 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 whether the length of time you're planning to run your activities seems reasonable.

3 Able to engage 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 specified in the 'Who we're looking to support' section.

We're also 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.

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 Able to deliver at the required scale

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.

5 Evaluable

We're trying to assess whether or not we can properly evaluate what you do. Alongside ensuring that you'll be able to reach and engage a large enough group of children to conduct a randomised control trial (or another rigorous evaluation). We will also be 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.

6 Existing evidence

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.

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.



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 <u>link</u> 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 <u>data</u> <u>privacy policy</u>. 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 'Positive activities' in the subject line of your email.

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 six 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 CIC?

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

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

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

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

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

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

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. The Youth Endowment funds exists to find out what works to prevent young people being involved in violence. Therefore, we require the projects we fund to share our aim of youth violence prevention. Is prevention of youth violence a primary aim of your proposed project?

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 understand whether positive activities 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:

- Involved in the youth justice system, either in custodial or community-based settings.
- Considered at risk of involvement in youth offending, either for individual, familial or geographical reasons (often referred to as youth violence 'hotspots')
- 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).

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. The positive activities funding round focusses on projects delivering arts, sports, or wilderness and adventure activities to prevent youth violence. These activities can either be delivered as standalone projects or as 'hook' to engage young people for further support (such as therapy or employment support) to deliver the intended outcomes.

Will your project primarily be delivering one of the following positive activities as either standalone interventions or as 'a hook': the arts, sports or wilderness and adventure activities?

We know that there are lots of different types of positive activities. In order to have the best chance of providing useful evidence of what works, we are focusing this grant round on specific positive activities. Projects may also include other components alongside positive activities, for example therapy, or signposting to specific services. Please see more information in the <u>'What are positive</u> activities' and <u>'What we're looking to fund'</u> section of this guidance for further information.

- 7. 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 watch our video on evaluation.
 - Have you 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.

8. The Youth Endowment Fund exists to find what works to prevent children and young people from becoming involved in violence. We want young people to get the best possible support at the right time. This means we need to conduct the most robust types of research. That way, more young people will get the evidence-led services they deserve. This means that we'll run evaluations that have a 'control group' of 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 <u>read more</u> about why we are committed to rigorous evaluations that include a control group. 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.

9. In order to deliver robust types of research we require the projects we fund to reach a certain number of children and young people during their grant's lifetime. This ensures that the project can be evaluated at a scale that results in meaningful evidence. We support projects to start quickly and find our approach works best for projects that can be delivered effectively over a limited time frame. We expect the maximum project delivery time to be approximately 24 months. Depending on the outcomes you are aiming to achieve we will require projects to be able to reach between 350 and 1,980 children and young people in this timeframe. Does this sound feasible for your project?

Please select the most relevant option for your project, either:

- Yes if you already have capacity to reach this number of children and young people over the timescale.
- Yes with YEF support if you will be able to reach this number of children and young people over the timescale with some time and resources to build your networks and referral capacity.
- No if you do not feel you will be able to quickly scale to reach the required number of children and young people within the timescale.
- 10. Our approach to evaluation We are passionate about understanding what works to change things for children in the long-term. We want to avoid promoting work that looks great but doesn't make a long-term difference. To avoid this, it is a requirement for YEF funded projects to agree to our approach to collecting and storing data to enable long-term follow-up through our data archive. The data archive means we'll be able to learn more about what does and doesn't work to reduce youth violence over the long-term. We require projects to use Strength and Difficulties questionnaires (SDQs) and the Self Report Deliquency scale (SRDS) as evaluation tools. 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 and use of SDQs and SRDS. Please read the information on <u>our website</u> 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. 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 information on our evaluations and our guidance on our data archive.





Stage two: full application

The full application is divided into six 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.

1. 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.

2. 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).

3. 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. 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.

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. 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 22 in the application form)

22. Please select the type(s) of positive activity your project will deliver.

Please select whether it will be delivered as a standalone activity or as a 'hook' to engage young people in additional support. If your activities will be delivered in both formats, then select both.

Please select the type of positive activity your project will be delivering and in what format (either as a standalone activity or as 'a hook').

1. 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. We are interested in funding projects delivered in community and custodial settings.

- 2. For this round we are particularly interested in funding positive activities where the primary outcome is to reduce children and young people's offending behaviours. We recognise that it may not always be possible to evaluate this primary outcome. We've therefore identified a total of five primary outcomes we're potentially interested in evaluating. Please select the key primary outcome your project seeks to target from the following list.
 - Reducing violent offending
 - Reducing non-violent offending
 - Reducing victimisation of crime
 - Reducing behavioural difficulties
 - Reducing drug and alcohol use

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.

3. To help us understand more about why it is that your project is expected to change this primary outcome, please select at least one relevant secondary outcome from the below list. If helpful, please refer to our application guidance for definitions of our secondary outcomes for this round.

Please select the most relevant secondary outcomes for your project from the application form list, you can select between one or two. Please the secondary outcomes definitions here.

4. Please expand on how you believe the secondary outcome(s) you have selected above will lead to a change in the primary outcome you have selected above by providing a broad overview of the impact your project aims to make in preventing youth violence. Please focus on the overall difference you are aiming to achieve, there is an opportunity to provide a detailed activity breakdown in the question below.

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 drama sessions for a young person, the outcome isn't the drama session itself, but the changes that will happen in the life of the young person as a result. For example, this might be reduced behavioural difficulties.

You'll need to tell us the most important differences you think your project will make that will improve children's lives. You may want to explain more about what these outcomes look like for your children and young people and how your project facilitates the delivery of these. Focus on the explaining the overall outcomes and aims that your project achieves, as there is an opportunity to provide a detailed activity breakdown in a following question.

- 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.
- 5. Please provide a timeline of delivery activity and describe how these activities lead to the intended child outcomes you have selected above. If relevant, please describe how the positive activities work as a hook. Please also explain how young people are transitioned out of the project and supported post project. [Max 500 words]

This is a key part of the application. We are asking this question to assess whether your planned activities are likely to achieve the outcomes you have in mind, so please describe as clearly as possible.

Please describe all activities you plan to deliver during the duration of the project. A good way to do this can be by explaining a young person's journey through the stages of your project step-by-step.

Whilst explaining your activities, 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.)

Questions you should think about answering in your response:

- How are young people recruited to the project?
- What specific activities will a child or young person receive and in what format? How often will they attend?
- Who delivers your activities? How long for? Where do they take place?
- How are your activities delivered? How do the activities lead to the outcomes?
- How are young people transitioned out the project? Are they signposted to other services? Who are these services run by and how do you ensure eligibility?.
- 6. 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:

- Qualifications and experience of your staff (including their lived experience). How long have your staff been involved in delivery of this activity?
- The training needed before delivery can start as well as 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.

If you are submitting a partnership application, make sure you tell us about the expertise of all partnership members.

7. 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 last a maximum of 24 months.

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.

The young people you will be working with

8. Please tell us about the type of children and young people you plan to work with.

Please also include information about how your project is informed by young people or communities with lived experiences. If your project is not, please explain why. [Max 250 words]

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

- Involved in the youth justice system either in custodial or community-based settings.
- Considered at risk of involvement in youth offending, either for individual, familial or geographical reasons (often referred to as youth violence 'hotspots').
- 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).

Please also include information about how your project is informed by young people or communities with lived experiences. If your project is not, please explain why.

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 reaching. 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?
- 9. 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.

10. How do you plan to support young people who are overrepresented in the youth justice system or who struggle to access mainstream support services? How do you ensure your project is accessible and inclusive for the young people supported? [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.

11. This question explores your track record of delivering this project in the proposed locations and to the young people targeted. If your experience is limited, please explain how you will mitigate this potential delivery risk.

What experience have you got delivering this activity to the young people you wish to support?

What experience have you got of delivering this activity in the proposed locations? [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: What experience do you have with delivering this activity in the proposed locations?

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.

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

If your project is intending to reduce offending outcomes, then your project will need to reach the following numbers of children and young people: between 700 (for tertiary preventions) and 1,980 (for secondary preventions).

For all other outcomes, projects will need to reach the following numbers of children and young people: between 350 (for tertiary preventions) and 800 (for secondary preventions).

The exact figure required will be explored in detail with your evaluator and YEF.

Please detail the minimum and maximum number of children and young people your project would be able to deliver to within the 24-month timeframe. By 'deliver to' we mean the number of children and young people that are likely to engage in and complete the programme. We know children and young people will disengage from all projects for a wide variety of reasons, please factor this into your response by providing numbers that reflect those likely to complete the programme. This is important because we need a certain number of young people to complete the programme to run an evaluation that tells us about the impact of your work. The different numbers of children and young people needed for different outcomes reflect the sample sizes needed to detect whether the outcome has been achieved. For definitions of what we mean by tertiary and secondary preventions please refer to the Who we are looking to support section of this guidance. We won't ask you to deliver to more children and young people than we'll need to take part for a strong evaluation.

- 13. a. How many children and young people did you deliver this project to this year?
- 35. b. How many children and young people would you seek to deliver to in the first year?
- 35. c. How many children and young people would you seek to deliver to in the second year?

Please be sure to distinguish the number of young people you will deliver to by year in the answer boxes of 35a through to 35c. The reason we ask this question in this way is because we recognise it takes some time to recruit children and young people.

35. d. How high is the risk that you won't be able to scale up and deliver to this number of young people, assuming we provide the funding?

35. e. Why do you say this level of risk?

You'll be asked to choose one of five ratings from a list of options (very high, high, quite high, moderate, low) to respond to how high the risk is that you won't be able to scale up your project to deliver to 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.

Your current evidence and track record

14. 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 violent offending in the area(s) you're planning to work in? Are there statistics from police or local authority providers that demonstrate the extent of this need? Do you currently have a waiting list for your project?

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

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

What makes you pick this option? Please include any explanation of how your activity causes this change.

Please include a link/reference to any supporting evidence cited - avoid links to videos or multi-media as we will not be able to assess these as part of the application. [Max 500 words]

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.

16. 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.

17. 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.
- 18. 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.

Budget

19. 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.

20. What is the total YEF funded budget?

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.

21. 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 2 years of funding. If you are only applying for 1 year worth of funding, you only need to complete that part 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.
- 22. 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 seven criteria described in the 'How we'll assess your application' section of the guidance. We'll begin assessing applications as soon as they are received. We therefore encourage you to submit your application as soon as you're ready, rather than waiting until the deadline.

Our assessment team will be tasked with developing a shortlist of applications, 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 mid to late June 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 Autumn of 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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