

**Application guidance  
Psychological Therapies**

APRIL 2024

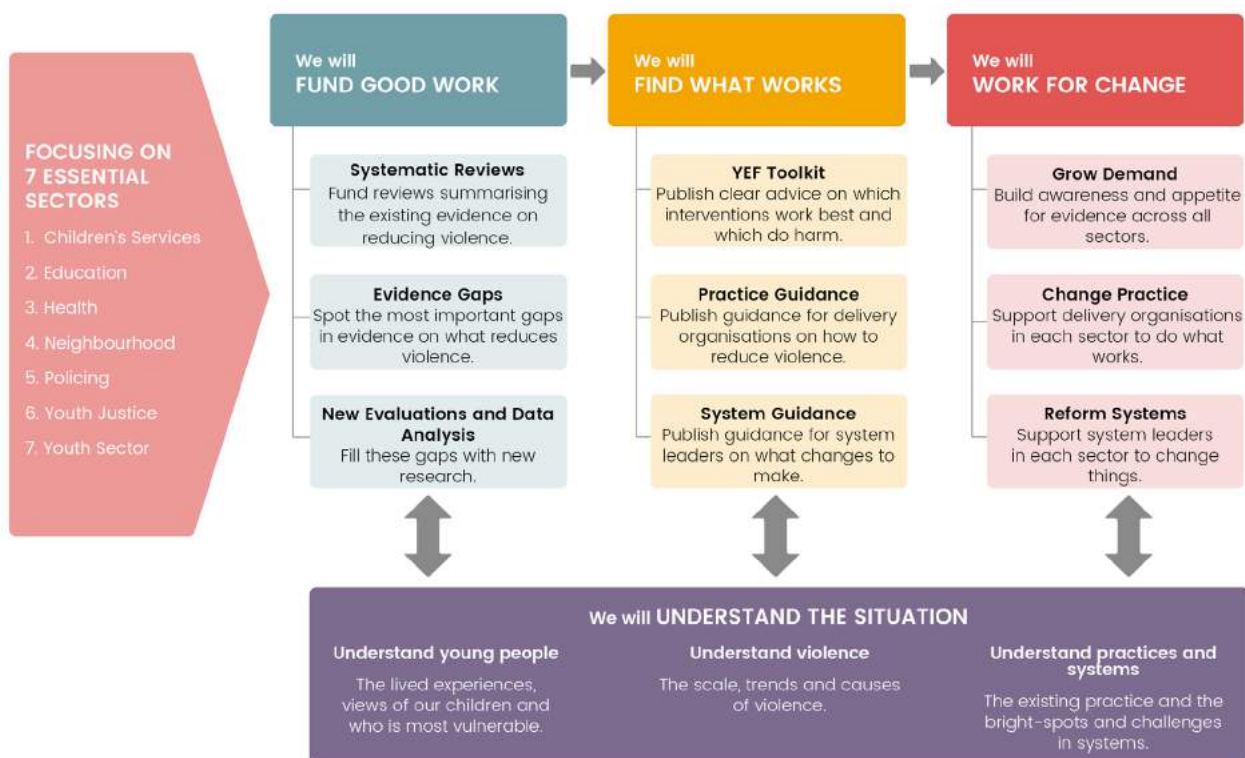
## About the Youth Endowment Fund

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 for this grant round is **Psychological Therapies** – talking therapies delivered by trained therapists, that aim to treat psychological and emotional problems in children and young people at risk of becoming involved in crime and violence or those already involved in the youth justice system. It may involve one-to-one, group, online and phone elements.



## Psychological Therapies

This grant round focuses on psychological therapies delivered to children and young people who are at **risk of becoming involved in crime and violence** (known as secondary prevention) or those **already involved in the youth justice system** (known as tertiary prevention).

We want to build knowledge about various therapeutic models, with an emphasis on understanding the therapeutic relationships that underpin them. The priority is to ensure that applications meet the specified criteria outlined in this guidance, rather than aligning with any particular therapeutic models.

We have previously funded a range of therapeutic interventions which focus on the broader family. In this grant round, we're looking to fund therapies focused on children and young people at an **individual level**.



## What we'll invest in

In our **Psychological Therapies** round, we aim to identify 2-3 projects to fund and evaluate which are ready to be evaluated via a robust impact evaluation. We're planning to spend up to £3.5 million depending on how well applications meet our criteria.

To help us do this, we have very specific eligibility criteria for this round. Please make sure that you meet all criteria before applying. If you're not sure, you can contact us at [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk)

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, aged 11 – 18, who are at risk of crime or violence and/or already involved in the youth justice system. Our aim is to prevent violence from 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 11 – 18

And have one or more of the following characteristics:

- A** They are demonstrating challenges with externalising behaviours (such as aggression) as observed by the referrer.
- B** They have been excluded or suspended from school.
- C** They are already involved in the youth justice system, either in custodial or community-based settings.
- D** They are considered at risk of involvement in youth offending, due to:
  - ♦ 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'), 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. We're particularly interested in projects that 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. For more information about our commitment to equality, please see [here](#).

## What we are looking to fund

We're looking to fund projects that aim to treat psychological and emotional problems for children and young people at an individual level through one-to-one, group, online or phone delivery.

The intervention must include **psychological therapy as a core component** being **received by all participants** and must be **delivered or supervised by a clinically qualified practitioner**.

For this round, we're open to partnership bids and organisations that bring together large numbers of delivery organisations to reach the scale we specify in this application guidance.

For this grant round, we're interested in funding a range of psychological therapies that:

- 1 Are implemented with fidelity** and accompanied by a clear plan to ensure effective implementation, including how to monitor therapy quality and provide adequate training for therapists. Thought is also required on how to sustain the engagement of young people. We're open to various models (including training youth workers to deliver therapy, online therapies, and guided self-help apps and tools).
- 2 Are delivered/overseen by clinical expertise** in the form of qualified psychologists, psychotherapists or psychiatrists with a psychotherapist qualification. We're also interested in programmes that have developed partnerships with NHS Trusts. We recognise current capacity challenges amongst these professions, and so are open to various models, including these clinicians providing only training and oversight to other practitioners, including social workers and youth workers. We're also open to exploring the potential of guided self-help models. For speech and language therapy interventions in particular, this will require qualified speech and language therapists.
- 3 Are delivered in the community, clinical settings or custody.** We're open to therapies delivered in a range of settings including in the community, such as schools (and by Mental Health Support Teams), Alternative Provision, social care, youth clubs, clinical settings and in custody. We're also interested in programmes being delivered in non-traditional, alternative settings, that aim to meet young people 'where they are'.
- 4 Are predominantly psychological therapy-focused interventions.** We recognise that many of the interventions in this area will combine psychological therapies with other types of support. We're interested in those interventions where therapy is a core component that all participants receive. We're open to receiving applications with multiple components (such as employment and education support, general advocacy and positive activities), but the therapeutic component needs to play a central role - a judgement will be made on this when we review applications.
- 5 Are sustained enough to have an impact.** This will vary depending on the therapy delivered. Some therapies may see larger effects when delivered over longer timescales, while others may need shorter interventions. The important thing is for applicants to have a clear and reasoned justification for the length and intensity of the intervention. This may include consideration of the intervention's theory of change and the capacity available. We may be guided here by professional standards.
- 6 Are targeted towards children with the highest level of need relating to serious violence and externalising behaviours** (including high rates of offending, behavioural difficulties, sexually harmful behaviours and substance misuse). While children with these needs may also exhibit challenges with internalising behaviour (including depression and anxiety), we are interested in those programmes more specifically targeted at children demonstrating challenges with

externalising behaviours (such as aggression). Given the need to target therapeutic interventions, we're also particularly interested in programmes that are delivered in certain settings, including:

- ♦ Youth custody
- ♦ Social Care
- ♦ Alternative Provision

**7 Are accessible to children from racially minoritised communities** and can provide a high-quality service and experience to these children should they access the therapy. We expect interventions to have a clear strategy for engaging and retaining children from racially minoritised communities and, ideally, a track record of doing so. We're also particularly interested in funding Black-led organisations and interventions.

**8 Are primarily focused on supporting the individual** (rather than the whole family). For this round, we're more interested in interventions that target individuals. However, this does not mean that we are ruling out any involvement from parents - successfully engaging parents may support more children to access and complete therapy. We're therefore interested in individually-focused therapy, that may still include a strategy to engage the parent/caregiver and enable them to support their child to engage in the intervention.

**9 Are delivered to under-18s.** We're open to funding interventions to children, aged between 11 and 18 years old. While we would like to measure offending (which may focus our attention on older children), we're also open to programmes delivering to younger children within the specified age range.





## Our evaluation approach

As a What Works Centre, the YEF evaluates every programme and activity that we fund in order to find what works to prevent children and young people from becoming involved in violence.

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 effect of a project is attributable only to the project, and not some other influence, randomisation is used to allocate children to the intervention and control groups, with a 50:50 split between them. This is known as a 'Randomised Control Trial' (RCT).

### What is a randomised controlled trial (RCT)?

In a randomised control trial, one group receives the intervention while the other group doesn't, and young people are randomly assigned to each group. By looking at both groups before and after you work to support young people, we can see the impact your programme has made.

Running large-scale robust impact evaluations, such as RCTs, is one of the most effective and reliable ways we can understand the impact of therapies on reducing children and young people's offending behaviours. RCTs represent the 'gold standard' in evaluation design. Therefore, we expect all applicants to be open to taking part in an RCT. There are some instances where a RCT may not be feasible, in which case alternatives may be used (called 'quasi-experimental designs').

We partner our grantees with an independent evaluator who helps determine a suitable evaluation design and collects data throughout the delivery of the funded project to facilitate robust evaluation. Data is collected for the 'primary outcome' of a project using our core measures. Namely, the Strengths and Difficulties Questionnaire (SDQ) for externalising behaviours and the SRDS for offending behaviour (for more information on outcomes see 'What we hope to achieve').

As a YEF grantee, you'll be required to cooperate with the independent evaluator throughout your project's delivery and 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 our funded projects is securely stored in our Data Archive to facilitate research into the long-term effects projects have on children's lives.

For further information on the YEF's approach to evaluation, please see here.



## Scale of the evaluation

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 that projects will need to support over the course of the funding are:

- ◆ For projects **measuring offending** (either violent or non-violent) outcomes, programmes would be required to recruit to the evaluation between **700 children** (for those involved in the youth justice system) and **1,980 children** (for those not involved in the youth justice system). Projects would then need to deliver the intervention to half of the recruited number (i.e. those in the intervention group). Data would be collected from the entire cohort of young people (i.e. those in both the intervention and control groups).
- ◆ For projects **measuring all other outcomes** (such as externalising behaviours) programmes would be required to recruit to the evaluation between **350 children** (for those involved in the youth justice system) and **800 children** (for those not involved). As above, projects would then need to deliver the intervention to half of the recruited number (i.e. those in the intervention group) and data would be collected from the entire cohort of young people (i.e. those in both the intervention and control groups).

**Projects must be able to recruit these minimum numbers of young people in 24 months to be eligible for this grant round.**

Whilst we'll prioritise funding activities where we can run large-scale rigorous evaluations, there may be some instances where we decide to run an early-stage pilot study in the first instance.

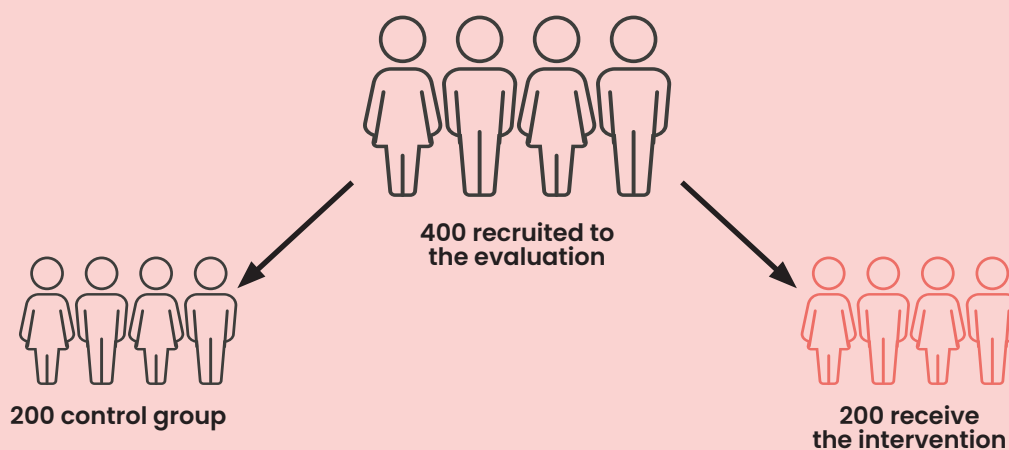


## Scale of intervention delivery

The number of children and young people who receive the project intervention is usually around half of the total number of children and young people recruited for the evaluation. This is because we'll evaluate projects by using a control group which doesn't receive the intervention.

The children and young people in the control group receive the support that would usually be available without the YEF-funded project (sometimes called 'treatment as usual' or 'business as usual'). Taking part in a YEF-funded evaluation never means that a child or young person receives less support than they would otherwise.

The image below shows an example of the difference between the number of children and young people recruited for the evaluation and the number who receive the intervention.



## 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.

### Budget

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 see the ['What happens next' section](#) 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.

### Supplementary funding

We require projects to contribute **20% of the budgeted delivery costs through supplementary funding or in-kind support**.

Supplementary funding can include other grants or contributions you make through your unrestricted funding. In-kind support is an organisation's non-monetary contribution to deliver the project. This can include back-office staff costs (e.g. the time of your CEO, admin support, financial or legal assistance), staff time from other organisations supporting delivery, pro-bono support or the use of organisational facilities, such as meeting rooms. You can find further details and examples of in-kind funding [here](#).

Supplementary funding and in-kind support are important as they strengthen the long-term sustainability of your project and reduce the dependency on any one funder.

If your organisation is led by representatives of Black and/or racially minoritised communities, we strongly encourage you to apply, even if you're unable to meet our 20% supplementary and in-kind target. In certain cases, we may consider supporting or waiving this requirement if projects can demonstrate their ability to reach and support groups that are overrepresented in the youth justice system.

## Readiness for evaluation

We're looking for projects which are ready to be evaluated via a robust impact evaluation. The following eligibility criteria will be used as indicators that a project is ready.

- ✓ A strong and clear Theory of Change.
- ✓ Pre-existing evidence of impact via a Randomised Control Trial (RCT) or Quasi-Experimental Design (QED); and/or has been delivered to over 500 young people<sup>1</sup>.
- ✓ A clear and consistent intervention which means it could be picked up and delivered easily by others (i.e. it's formally or informally manualised).
- ✓ A coherent training plan, CPD and supervision, including a clear quality assurance process.

Delivering a project which is evaluated is a lot of work for an organisation. The following eligibility criteria will be used as indicators that an organisation is ready:

- ✓ Experience of being involved in a large-scale evaluation (with more than 100 young people in the evaluation).
- ✓ Staff who have an understanding or experience of evaluation and research design.
- ✓ Experience of delivering large-scale projects, and/or scaling up delivery.
- ✓ Experience of delivering at scale to the young people you intend to work with.
- ✓ Demonstrable experience of delivering in a culturally sensitive and equitable way.

**Projects must meet these criteria to be eligible for this grant round. If you are unclear on your eligibility, please contact: [grants@youthendowmentfund.org.uk](mailto:grants@youthendowmentfund.org.uk)**

## Partnership applications

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.

1. Please note that the project could have been delivered to around 500 young people over any period of time.



## Our commitment to equity

Children and young people from marginalised backgrounds – including children with learning difficulties, who have experience of the care system and children from Black backgrounds are significantly overrepresented in the youth justice system. If we are truly 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 **Psychological Therapies** grant round, we commit to funding projects that prioritise racial equity by considering various factors such as the ethnic diversity of their leadership, the ethnic diversity of their delivery staff and their reach of Black and ethnic-minority children and young people.

### 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 cognisant not to stereotype or discriminate.

# What we hope to achieve

We plan to identify and fund the most promising projects and evaluate their impact against our primary 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 this grant round

We're particularly interested in funding psychological therapies 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.

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

Alternatively, another outcome from the [YEF Outcomes Framework](#) may be considered if none of these apply.

# Timeline





## Eligibility requirement checklist

The full eligibility requirements for this 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 Children and young people:** projects must be supporting children and young people, as outlined in the 'Who we are looking to support' section.
- 4 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 'What we hope to achieve' section for full details.
- 5 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 this grant round, the number that would need to be recruited to the evaluation is between 350 and 1,980 children and young people, depending on the intervention type. The intervention would be delivered to around half of these.
- 6 Willingness to engage in an independent evaluation:** the 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 be able 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 ['Our approach to evaluation'](#) section.
- 7 Readiness for evaluation:** we're looking for projects which are ready to be evaluated via a robust randomised control trial study. Please see the criteria in the ['Readiness for evaluation'](#) section.
- 8 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.
- 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

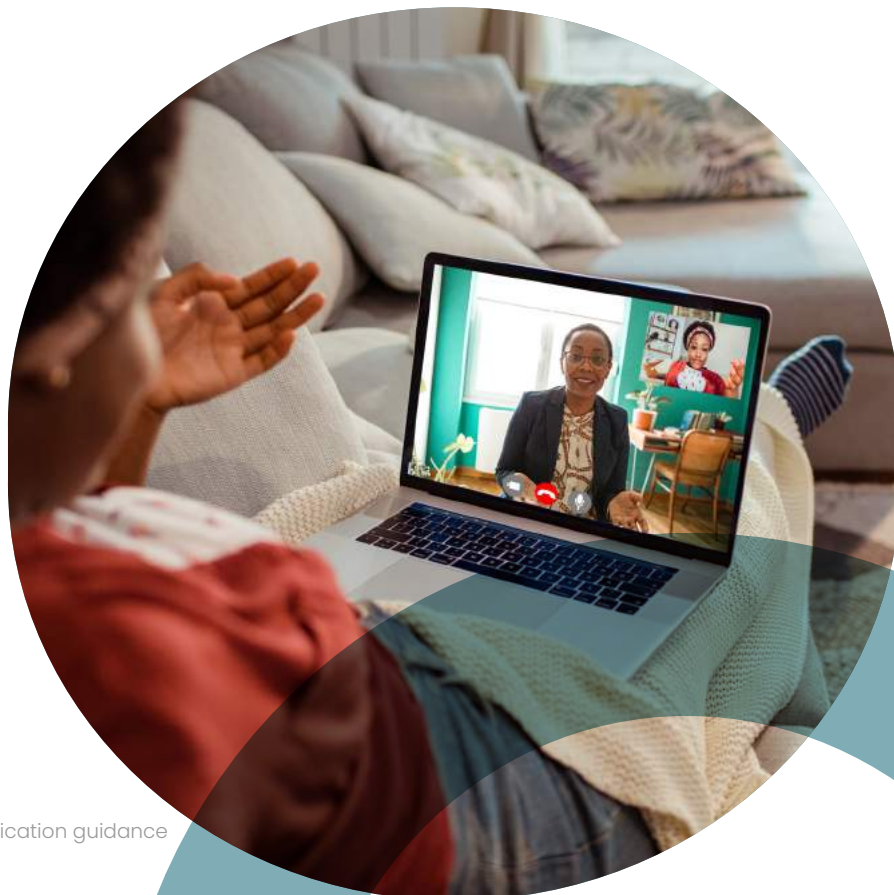
We use our funding to find out what approaches, practices and programmes work best. This means that **we'll prioritise our funding on activities where we can run rigorous evaluations**. That'll mean projects that are **already delivering** and/or can show us **some existing evidence** that they have 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 grantee 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, we 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'll 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.

### 2 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're 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. 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 overrepresented in the youth justice system or struggle to access mainstream support services. We're 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.

### 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).

## 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.

## 7 Likely to lead to future change

A core part of the 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 [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](mailto:grants@youthendowmentfund.org.uk) specifying 'Psychological Therapies' 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](mailto: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 preventing violence. Is prevention of violence affecting young people 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. It's critical that you believe that your project will help us to achieve this ultimate aim.

5. **Will the majority of the delivery, outlined in your proposal, work with children and young people (primarily aged 11-18) 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're particularly interested in projects which support young people who are overrepresented in the criminal justice system or struggle to access mainstream services.

**6. Is therapy a core component that all participants will receive for your proposed project?**

We recognise that many of the interventions in this area will combine psychological therapies with other types of support. In this Psychological Therapies round, we're looking for projects delivering psychological therapies as a core component to an individual, with other types of support being additional provision.

**7. Every YEF funded project is independently evaluated to enable us to learn more about what does and doesn't work to reduce violence affecting young people. 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 your organisation and with your proposed project partners?
- ◆ Does your organisation and any project partners agree to work with an independent evaluator?
- ◆ If you select yes we will assume for the remainder of the application process that you will comply with our approach, this is something YEF are unable to compromise on so please ensure the relevant members of your organisation 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's necessary to allocate young people to this 'control group' randomly, otherwise it's impossible to know if something really works. Please select 'yes' to confirm that you understand that this is how we work or 'no' if you don't want to help us do this.**

Please [read more](#) 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’re passionate about understanding what works to change things for children in the long-term. We want to avoid promoting work that looks great, but doesn’t make a long-term difference. To avoid this, it’s a requirement for YEF funded projects to agree to our approach to collecting and storing data to enable long-term follow-up through our data archive. The data archive means we’ll be able to learn more about what does and doesn’t work to reduce violence over the long-term. We require projects to use Strength and Difficulties questionnaires (SDQs) and the Self Report Delinquency 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 [our website](#) and watch our video explainer.**

- ♦ Have you read the supporting information and watched our video?
- ♦ Have you shared this information with key decision makers and / or relevant data leads in your organisation and with your proposed project partners?
- ♦ Does your organisation and where appropriate project partners agree to the data archive?

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

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

To make sure we can understand what works, we need to collect and store data so that we can follow the future progress of the children 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're working in partnership and who those partners are. This section is for our information only and isn't used to assess the strength of your application.

### 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're committed to funding projects that prioritise racial equity by considering various factors such as youth demographics, diversity of leadership and the diversity of delivery staff. We're also 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 sports session, delivered by a trained professional, over 6 months). 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 The young people you will be working with

In this section we're trying to develop an understanding of the type of children or young people you're hoping to work with and the number 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.

### 5 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. 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.

## 6 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)

22A. Please select the type(s) of psychological therapy your project will deliver.

- ◆ Cognitive Behavioural Therapy
- ◆ Trauma-specific therapy
- ◆ Speech & language therapy
- ◆ Play therapy
- ◆ Narrative therapy
- ◆ Music therapy
- ◆ Art therapy
- ◆ Other – please state what type of psychological therapy you provide

The priority for this grant round is to ensure that the applications meet the specified criteria rather than aligning with particular therapeutic models; therefore this is not an exhaustive list and we are interested in all therapeutic models that are targeted towards children with the highest level of need relating to serious violence and externalising behaviours.

22B. Please select whether the intervention is solely focussed on therapy or if there are other components to the intervention.

- ◆ Therapy only
- ◆ Therapy plus other support – please state what type of additional support you provide.

23. In what setting are the activities mainly delivered?

You'll be given a list of settings where your activity could be delivered. You're free to choose more than one.

24. We're particularly interested in funding psychological therapies 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, or please select 'other' and specify a different primary outcome if none of these apply.

If helpful, please refer to our [Outcomes Framework](#) for the definitions of the primary outcomes.

Primary Outcome

- ◆ Reducing violent offending
- ◆ Reducing non-violent offending
- ◆ Reducing victimisation of crime
- ◆ Reducing behavioural difficulties

- ♦ Reducing drug and alcohol use
- ♦ Other - please specify

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

**25. To help us understand more about why it is that your project is expected to change this primary outcome, please select up to two relevant secondary outcome from the below list.**

Secondary outcomes

- ♦ Ability to resolve conflicts
- ♦ Building and maintaining relationships
- ♦ Family conflict
- ♦ Family relationships and support
- ♦ Goals for the future
- ♦ Positive and prosocial identity
- ♦ Regulating and managing emotions
- ♦ Resilience
- ♦ Self-esteem
- ♦ Other - please specify

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

**26. 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 violence affecting young people. Please focus on the overall difference you're aiming to achieve, there's 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's 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're in contact with the children you support. It can be a small change or a lasting change.

**27. Please provide a timeline of delivery activity and describe how these activities lead to the intended child outcomes you have selected above.**

**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're 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?

**28. Please confirm if the psychological therapy will be delivered to children and young people by direct clinical expertise or indirectly through other practitioners (e.g. social workers and youth workers).**

- ◆ Qualified therapist
- ◆ Non-qualified therapist, but will be trained and supervised by clinical expertise
- ◆ Other – please specify

Delivery and/or oversight by clinical expertise is a key criteria for this grant round – please select who will be delivering the therapy to children and young people.

**29. We're interested in those programmes that are delivered and/or overseen by clinical expertise, as well as those programmes that have developed partnerships with NHS Trusts.**

**Please provide detailed information on the expertise and qualifications of the individuals responsible for delivering or overseeing the activities within your proposed project. Specifically, outline whether the programme involves qualified psychiatrists, psychologists, psychotherapists or other clinical professionals, and clearly draw any established partnerships with NHS Trusts.**



Additionally, if there are capacity constraints among clinical professions, describe any models where these clinicians might offer training, supervision or oversight to practitioners like social workers or youth workers.

**What experience do the people delivering the activities have working with the young people you'd like to support through your project?**

**Please include details on ongoing support, supervision and CPD for people delivering the project.**

**[Max 500 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 specific 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.

**30. 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]**

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**

**31. 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]**

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?

In this grant round we're 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).

**32. 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.

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.

**33. 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.

**34. How do you intend to ensure the children and young people recruited to the proposed project are engaged throughout the delivery? Please include plans for the control group and treatment group.**

The project should have a retention and engagement strategy to ensure children and young people receive the full intervention and we have a valid study. Please explain how you intend to keep children and young people engaged to reduce withdrawal throughout the project's lifespan.

**35. 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.

**36. What is the minimum and maximum number of children and young people you could recruit to the evaluation across the duration of your proposed project? The below figures are minimum requirements.**

- ♦ For projects measuring offending (either violent or non-violent) outcomes – between 700 children (for those involved in the youth justice system) and 1,980 children (for those not involved in the youth justice system).
- ♦ For projects measuring all other outcomes (such as externalising behaviours) – between 350 children (for those involved in the youth justice system) and 800 children (for those not involved).

Please note, these figures are for the young people who are successfully recruited to the evaluation and are eligible for your project (i.e. the study sample). It's likely that half of these young people would be in a control group who don't receive the intervention but will receive the support that would be available without the YEF funded project. Please see the guidance document for further information.

We would expect you to be able to reach these numbers of young people within a 24-month period.

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

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 maintain engagement. 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 prevention activities reflect the sample sizes needed to detect whether an outcome has been achieved. For definitions of what we mean by primary, secondary and tertiary 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.

**37. You have now told us how many young people you think you can recruit to the evaluation. Here we are asking about how many young people you could deliver the intervention to.**

Answers for questions 37B and 37C should add up to no more than half the maximum figure you entered in question 36.

**37A. How many children and young people did you deliver this project to this year (April 2023 – March 2024)?**

**37B. How many children and young people would you seek to deliver the intervention to in the first year?**

### Example 1

Project A currently delivers their intervention across two local authorities to 300 young people per year. They always have young people on a waiting list and have spoken to two more local authorities who are interested in the project. Based on this, they believe they could recruit 1,600 young people in two years. However, they're finding it very difficult to recruit the number of specialist staff required to work with the young people, and often have staff vacancies.

Question 36 – They feel confident that they could recruit between 1200 and 1600 young people to the evaluation across the two years.

Question 37B – Maintaining current staffing levels in the two existing local authorities, and beginning delivery in two new local authorities means they think they could deliver to 350 young people in the first year.

Question 37C – Expanding in the two new local authorities in the second year, they think they could deliver the intervention to 400 young people in the second year.

$350 + 400 = 750$ . This is less than half the 1,600 maximum figure they entered for question 37.

### Example 2

Project B currently delivers to 100 young people per year. They have previously found it difficult to get more young people to sign up for their project. They think they could expand some of their referral networks with YEF funding and would need to expand into new areas.

Question 36 – They think they could recruit between 400 and 500 young people to an evaluation with YEF funding.

Question 37B and 37C – They only need to deliver to half of the 400 young people they could recruit to the evaluation. They split this evenly between years 1 and 2, answering 200 young people for both questions.

### 37C. How many children and young people would you seek to deliver the intervention 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 37b and 37b. The reason we ask this question in this way is because we recognise it takes some time to recruit children and young people.

Please be sure to consider your answers to questions 36 and 37 together. In question 36, we're asking how many children and young people you can recruit altogether to the evaluation. Half of these young people will likely be in a control group. Question 37 is asking how many young people you can deliver the intervention to in the context of an impact evaluation. So your answers to 37B and 37C should add to no more than half of your answer to question 36.

Please see the ['Scale of the intervention'](#) section for further information and the worked examples of these questions below.

### 37D. 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?

### 37E. Why do you say this level of risk?

[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 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

#### 38. What is the need or demand for your project? What evidence is 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?

#### 39. 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 aim to give an honest reflection based on what's 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 [max 500 words]. Please include a link/reference to any supporting evidence cited - please avoid links to videos or multimedia, as we will not be able to assess these as part of the application.

#### 40. 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.

**41. 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.

**42. 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**

**43. 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.

**44. What is the total YEF funded budget?**

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

We require projects to have 20% supplementary funding or in-kind support. These sources of funding can include other grants, contributions you make through your own unrestricted funding, or in-kind and pro-bono support.

**45. How much of the total budget for the project will receive supplementary funding and/or in-kind support?**

Please provide details of the supplementary funding and/or in-kind support you will have for this project. If you require assistance in securing supplementary funding, please indicate.

Please input the amount of supplementary funding and/or in-kind support you expect to receive and details on what it covers.

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.

**46. 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.

**47. Based on the number of children and young people you said you could deliver activities to across your whole project (in questions 37) what would be the cost per child engaging in your project?**

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.

## 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).

### Step three: 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 four: Co-design

Once you’re paired with an evaluator, you’ll enter a ‘co-design’ period where you’ll work with your evaluator to develop or refine your Theory of Change if necessary, 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. For more information about Theory of Change please see the resources provided by the [Early Intervention Foundation](#).

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



## Step five: Final proposals

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

The length of time this 'co-design' phase will last will depend on the type of evaluation your project.

### 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 awarded 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.



