

Chances

Year 2 Interim Evaluation Report

July 2022

Reporting period:
November 2020 to May
2022

substance.

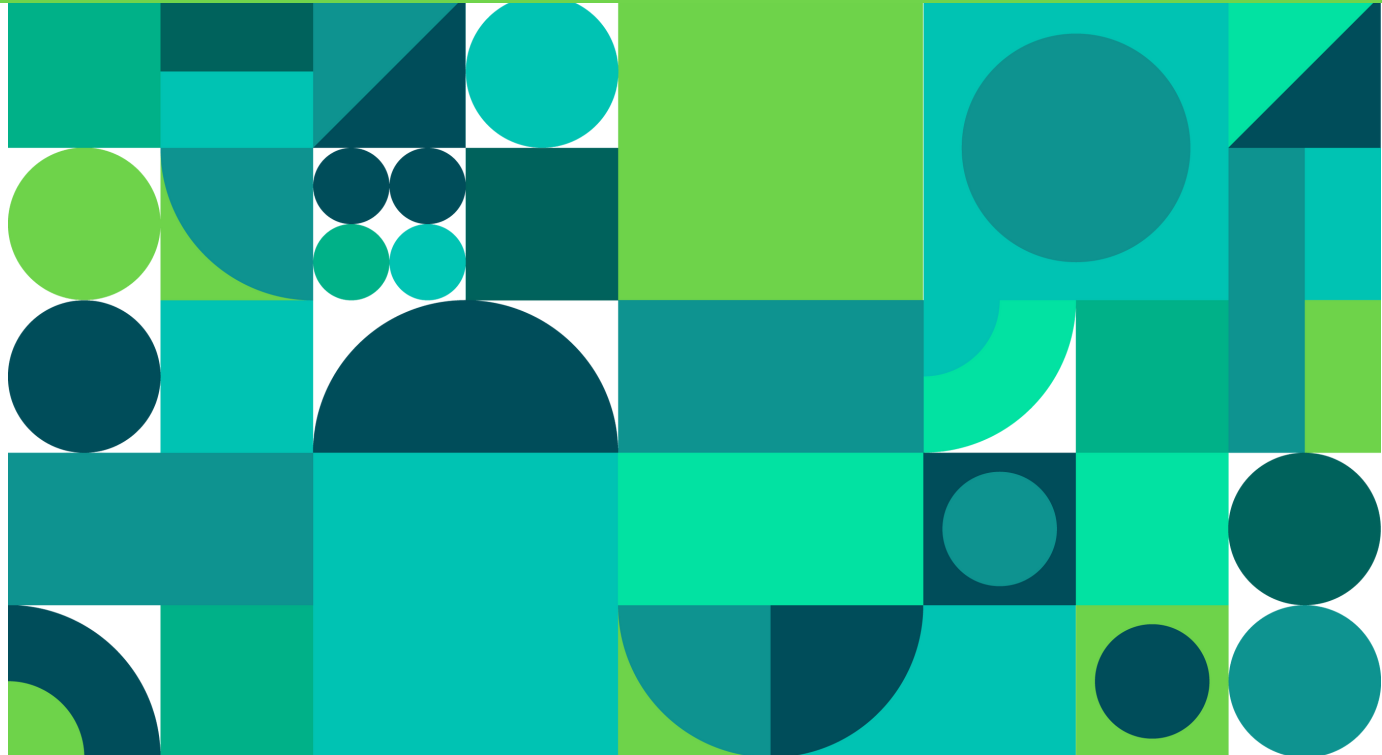


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Chances

Aims and Ethos

The Home Office Positive Futures programme, shifted the use of sport as a diversionary activity and used it to facilitate a '**relationship strategy**' through engagement which aimed to 'provide cultural gateways, to alternative lifestyles'[1].

Chances seeks to build upon these principles and enable young people to benefit from opportunities and support, improve their life chances and avoid pathways into offending. Chances is an evidence-based approach, built upon a wealth of action research evidence developed over twenty years by Substance and their partners.

On one level Chances is a Social Impact Bond (SIB), a payment by results model, and is primarily concerned with **if Chances works and can be evidenced to achieve payments**. However, in order to further the business case, ensure replicability and secure future models of investment, accompanying evidence needs to describe not just *if* Chances works but if so **how and why**. A number of research questions are being considered by the Evaluation Team to explore this:

- What is Chances? – How have the providers interpreted this? What is actually happening on the ground?
- Who for? – Who are chances participants? How have the providers identified, attracted and retained participants?
- What elements of the model achieve the desired outcomes?
- Does sport itself have any unique ability to influence the non-sporting outcomes or is the engagement and relationship strategy paramount to this?

[1] Cul-de-Sacs and Gateways: Understanding the Positive Futures Approach. 2003. Home Office. P4.

Purposeful intention to change, rather than simply 'manage', young people's behaviour and lives, a model that delivers tangible value rather than just opportunities to get involved.

Evidence-based sport and activity programme to improve personal, social and community development outcomes

Move towards an action learning model through use of insight, behaviour change principles and partnership working.



Chances

Year 1 Performance

Year 1 of the Chances programme currently spans a twenty-month actual delivery period owing to delayed start dates due to COVID restrictions and contracting challenges. This report relates to data collected up to May 2022. Sixteen sports and youth providers engaged with Chances and engaged with **2119 young people** across this period.

Providers are tasked with engaging up to 140 young people per year; of which up to 40 (28%) should be statutory referrals and up to 100 (71%) self-referred young people. Views* data illustrates that the programme achieved close to this target with a total of 637 (30%) statutory referrals and 1482 (70%) self-referred young people.

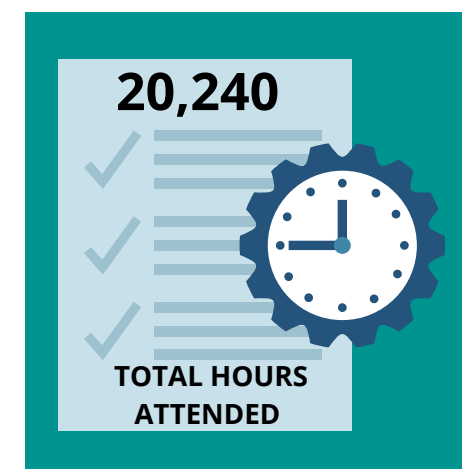
At this point, many providers have a remaining full two years of delivery to complete. As such, and following the trajectory of participant engagement, Chances is likely to achieve its original 6000+ participant engagement target.

Outcomes are paid for following the successful recording of agreed participant achievements. Monitoring data held in Views is beginning to be more routinely systematised and recorded by projects. However, there remain some data blockages which will be explored later. For the Employment, Education and Training (EET) outcomes, 36 participants achieved 92 school attendance improvements; 268 participants achieved 456 qualifications and 44 participants achieved 44 work placements or volunteering opportunities, totalling **592 EET outcomes achieved** and associated payments having been claimed.



For those young people referred onto Chances due to previous offending behaviour, a total of 187 ceased offending and have been claimed.

For the physical literacy outcomes, 1,799 young people completed baseline physical literacy surveys and were classed as involved. Follow-up midline data, illustrated improvements in physical literacy of 785 young people and a further 571 at the endline point (mid is 5-6 months and end is 10-12 months). This resulted in a total of **3,155 physical literacy outcomes achieved** and paid for.



There is the opportunity to achieve further paid physical literacy outcomes for many baseline and midline cohort young people within this existing year group.

Headlines: Year 1 Views data Nov 20 to May 22

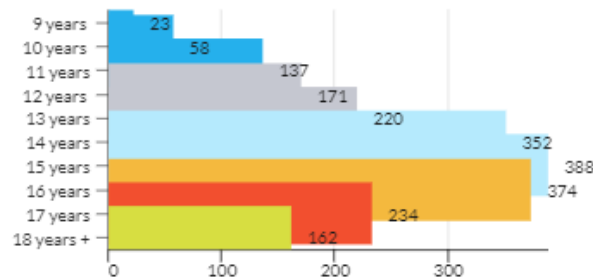
Participant information

2119 young people engaged

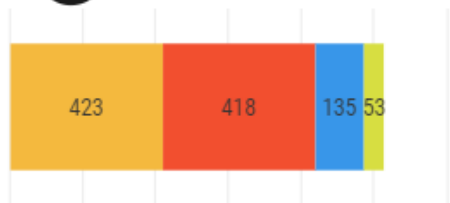


20,240 total hours attended

Age



Statutory Referrals



- Excluded or poor attendance at school
- NEET or at risk of NEET
- Offended twice or less in previous 12 months
- Offended three or more times in previous 12 months

Other Risk Factors



50% involved in problematic peer group

9% associated with gang members



Participants Living in top 30% most deprived areas



Gender



- Female
- Male
- Prefer not to say
- Transgender Male
- Genderfluid

All Paid Outcomes



3155 PHYSICAL LITERACY OUTCOMES

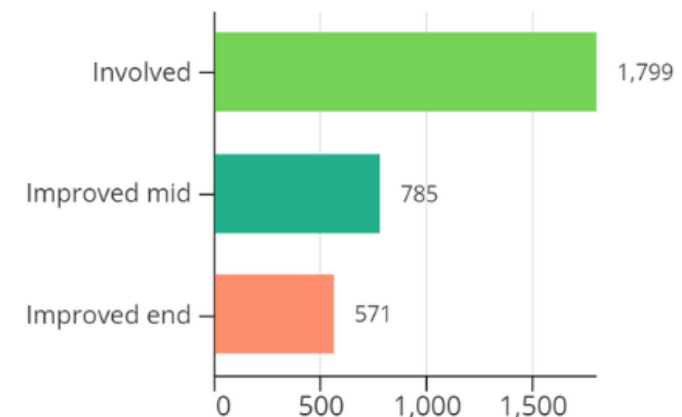


592 EMPLOYMENT, EDUCATION & TRAINING OUTCOMES



187 REDUCED OFFENDING OUTCOMES

Physical Literacy Outcomes

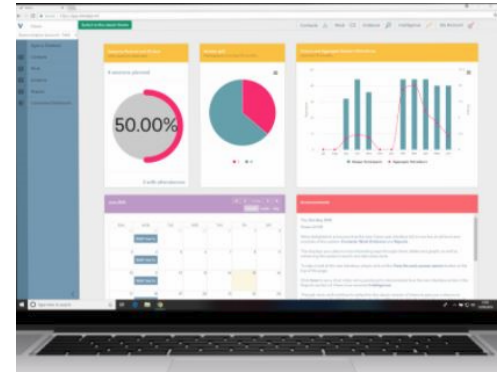


Summary & Recommendations: Views Data

The routine participant project management data collected in Views makes it possible to profile Chances participants to some degree. The Evaluation Team have begun to consider trends in outcomes and correlations of variables in achieving outcomes. Across year two, this Views data deep-dive will continue. This analysis project will involve statistical modelling and the cutting of existing data captured in order to articulate the Chances model further.

The data provides a clearer sense of **who** Chances is working with, **how** in terms of what is actually being delivered and **what works**, in regards to outcomes achieved. Gaps in data are being highlighted through an ongoing data audit process. The output of this review will be a **revised data capture categorisation** to allow for more streamlined and robust data collected by providers. In addition to this, a simple youth health & well-being and aspiration question set will be piloted with the case study providers.

Suggestions to improve the Views data forms include beginning to document wider/soft outcomes not currently paid for/ featured on the Rate Card, such as increased wellbeing, improved confidence and raised aspiration. The Evaluation Team are looking to work with the Chances Programme Management Team to understand the viability of these suggestions becoming mandatory during year two of delivery.



Views Deep-Dive Project Questions

1. Full data audit for quality and completeness and potential suggestions to increase mandatory data points
2. Outcomes data by engagement length
3. Outcomes data by statutory referral vs self referral
4. Typology of engagement strategy - what i.e. activity data and impact on outcomes achieved
5. Referral vs non referral typical number of sessions attended and hours

Chances Evaluation Methods

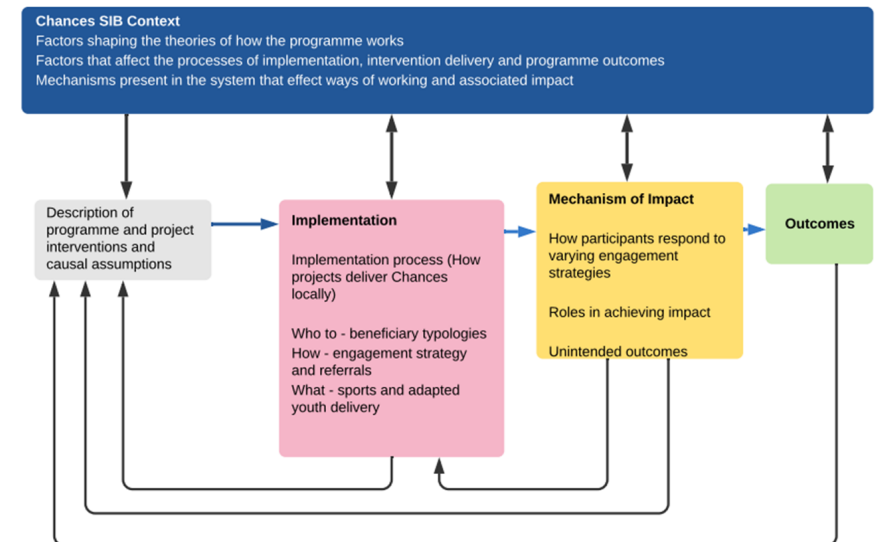
Early process evaluation activities involved a desk-based literature review, interviews with key stakeholders (n=11) such as Divisional Board members, funders and the first wave of delivery partners. A suite of research questions was developed to generate a detailed understanding of the enablers and barriers to successful programme delivery and to aid the performance management and system adaptation.

In January 2021 a process and impact evaluation methodology were presented to the Chances Divisional Board. A clear evaluation framework was identified (see diagram opposite) and three central research questions and working sub-question/hypotheses were approved, those being:

1. **What works?** How effective is the Chances SIB/PbR model in facilitating the achievement of the intended outcomes?
2. To what extent does the Chances SIB model provide an **efficient route** to achieving these youth and sport outcomes?
3. How does Chances as a programme contribute to the development of the youth and sport sector **eco-system and wider system change**?

October 2021 the Evaluation Team presented the foundation of the Chances evaluation, outlining the development of the central research questions, methodology and early emergent findings (see link below to Prezi Interim Report year 1). This second interim report presents an update of Chances at the end of most providers first full year of delivery. The data has been generated through a variety of methods and data sources, utilising a **realist approach to evaluation**.

Chances SIB Process Evaluation Framework



A realist approach: *utilises theory and data gathered through a variety of sources to explain what works under which circumstances and for whom, by identifying the underlying mechanisms that explain 'how' outcomes are caused and the influence of context* (Pawson and Tilley, 1997).

Year 1 Report:

<https://prezi.com/view/Ey7eeOeBuJham7RLUdlZ/>

Chances Evaluation Methods

Applying a realist approach involves considering the research questions from various lenses and vantage points. Project monitoring data at the **project level**, collected via Views allows us to understand the profile of young people, the nature of engagement and the achievement of outcomes across the **programme**.

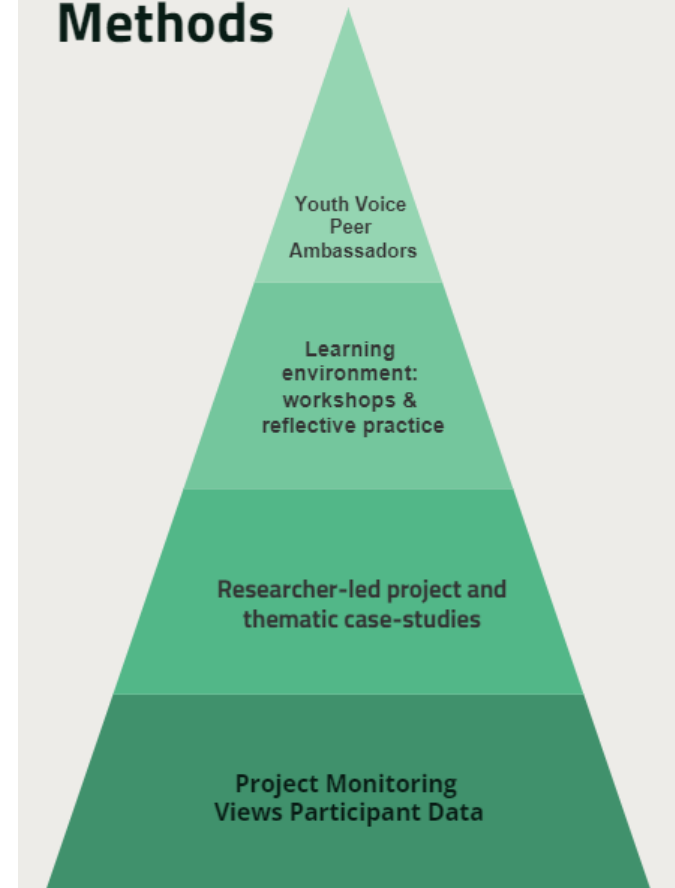
Researcher-led **project specific case-studies** allow us to further understand the individual project stories. This exploration unpicks how the providers are engaging with the young people, how the partnerships are working and uncovers any barriers to the achievement of outcomes.

Through project engagement via in-person learning sessions, the Evaluation Team have facilitated an open and honest debate around Chances delivery and gathered vital feedback on the emergent conclusions.

A Young Peer Researcher Programme was launched to all providers in April 2022. This youth-centred approach allows for the collation of participant perspectives on the programme and the impact it has on the young persons lives.

Reflective Practice templates were shared with all project staff to enable them to consider: what has happened to date; why it happened this way; was this successful and how do we know that before moving onto conclusions and action plans based on this insight and reflection.

Chances Evaluation Methods



Overview

- Case studies (observations to interviews- pyramid of the case study)
- Grantee workshops
- Reflective practice
- Youth Voice - Peer Research Ambassadors

Next Steps

- Young Person Outcomes Surveys - pilot in case-studies
- Improve Views Data Categorisation
- Further understand Youth Voice

Chances Evaluation Methods

Providers Workshop Training

In order to create a Chances programmatic sense of community, affiliation and identity, a number of face-to-face project learning days were hosted across 2021 and in early 2022.

Facilitated feedback in an open and honest space to discuss the central research questions was enabled.

The output and learning resulted in the creation of the short 2021 top-tips and best practice guide - which is to be shared with all providers.

Overview

- 4 in-person project learning days
- Programmatic community & sense of affiliation
- Learn and sharing best practice

London 06.12.21
Manchester 08.12.21
Manchester 04.04.22
London 05.04.22



Chances Evaluation Methods

Providers Workshop Training

Honest feedback at the project learning events and the ability for the research team to further test emergent findings has provided valuable collective sensemaking space.

Feedback has been incorporated into this report under the relevant subject area.

The desire to continue this arena and expand it across 2022 was noted. In addition to in-person events, the research team are launching an online Chances community in the summer of 2022.

Overview

- Desire to continue to learn from wider programme and share best practice - how, what and why?
- Create online social community in a safe, closed environment. Chances NING Website launching summer 2022.

Chances Learning Events 2021 Top Tips

substance.

Who are the 'right' young people for Chances?



01

Chances young people are not on the extreme ends of the support requirement scales. Too problematic or in-need and they will need more targeted support than Chances (refer onwards). Young people without many support needs who are progressing in education and wider life will not achieve the outcome requirements.



YP not at risk

YP not in edu, extreme offenders



02

Young people in need of early help intervention. Family lives may be troubled and problematic. Often families have a distrust of the system. Break this distrust down first with a whole family relationship strategy.



What does the offer/delivery look like?



03



Flexible provision and tailored to the YP.



Funding for in-school time is rare and allows a captive audience.



Funding allows delivery strategy for young people who otherwise would not necessarily engage with extra-curriculum or out of school club. Reaching previously described by some as the "hardest to reach".

Physical Literacy Survey: Good Practice



04

Not comparing them against one another - just themselves.



05

Encouraging honesty to be able to show progress. Don't try and impress your coach!



06

Sit down and support the young people to understand the questionnaire if necessary like an interview.



Make sure all the tick boxes are complete!

Chances Evaluation

Reflective Practice

In order to build up the **evaluative capacity** of the Chances project team and for us to understand more about the Chances model in practice, a reflective practice project has been launched. Using an adapted model of Gibbs Reflective Practice* cycle has allowed projects the opportunity to collaboratively reflect.

All providers have been supported to use a **reflective practice template** to help document their journey and tell the story of project development. Moreover, this is aimed at project action and improvement on the ground through reflective insight and their team collective feedback. The active element of reflection is now key for the next phase of programme support.

"Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends". (John Dewey 1910. Philosopher & Educator)

Gibbs Reflective Cycle**

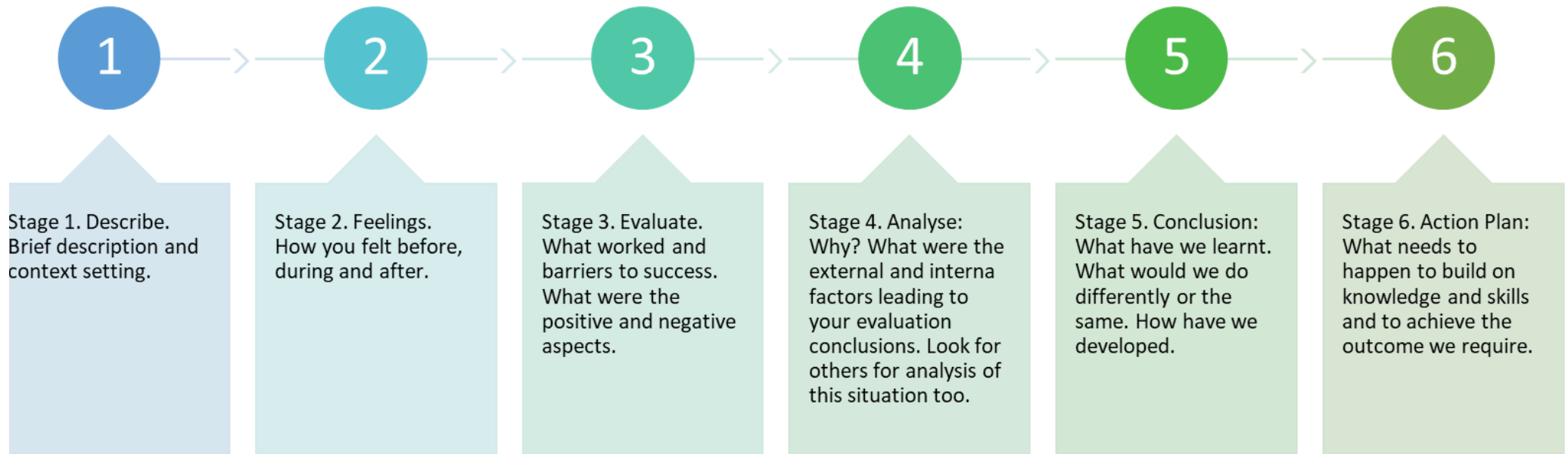


*Gibbs, G. (1988) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford: Further Education Unit, Oxford Polytechnic.

**allassignmenthelp.co.uk

Chances Evaluation

Reflective Practice



Overview

- Enable providers to self-evaluate progress and barriers over and above outcomes data.
- Further support project staff to habitually complete reflective practice journals.



Chances Evaluation Methodology

Case Studies

The year one case-study programme, involved six project-based studies. From April to October 2021, three initial providers were selected based on the organisational host type, nature of delivery, geography and region. The first three case-study providers selected were:

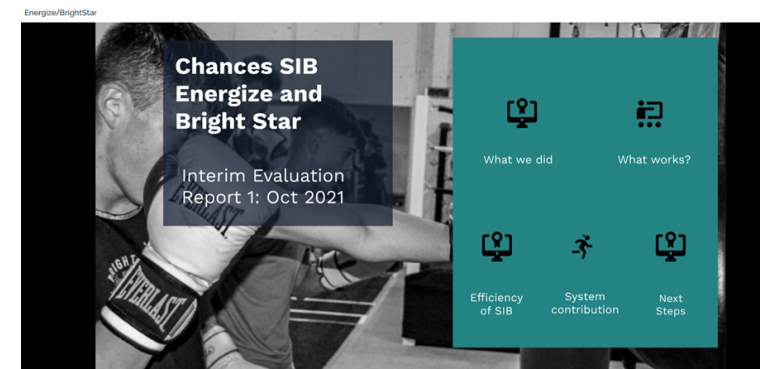
- Coventry Positive Youth Foundation (Coventry)
- Southampton Saints Foundation (Southampton)
- Energize/Bright Star (Shropshire)

From October 2022 to April 2022 the Evaluation Team continued to work with these three providers as longitudinal light-touch case studies. Summary reports can be found attached (Appendix 1: Light Touch Longitudinal Case-Study Reports Year 1).

Three new deep-dive case-study providers were selected and began in October 2022. These three providers will continue to be the focus of our light-touch activity across summer 2022:

- Oxfordshire Youth (Oxfordshire)
- Middlesbrough Football Club Foundation (MFCF; Middlesbrough)
- Wigan Athletic Community Trust (Wigan)

Light touch x 3: Were original year 1 case studies from April-Oct. Light touch Oct-February (extend to April). All had 20-page discrete reports prepared and feedback to the operational/steering group where applicable.



Case-Study Overview to date

3 x project focused deep dive
3 x project focused light-touch

Chances Evaluation Methodology

Across June 2022 -February 2023 a total of ten case studies will be undertaken, these will involve a mix of project-focused and theme-focused studies:

- Three existing deep dive providers continue as light-touch (Oxfordshire Youth; MFCF & Wigan Athletic Community Trust)
- Three new deep-dive project case-studies
- Four thematic case studies across all relevant providers

Currently a list of five deep dive areas have been suggested by the Evaluation Team and Chances Board, these include:

- Data sharing and barriers to outcome data especially school data
- Understanding the unique ability sport has to achieve wider youth outcomes
- Testing proxy measures in place
- Understanding the cost benefits associated with achieving the outcomes on the Chances Rate Card
- Understanding elicitation of Youth Voice through problematic conditions and developing the youth typologies

Case-Study Activity



What's next? Deep Dives

- Move to thematic investigations rather than purely project focused. Involve all providers in the thematic investigations.
- Select three new project case-studies.
- Select four of the five suggested case-studies.

Chances Evaluation Methodology

Peer Research Ambassadors

The Peer Researcher methodology was introduced at a case-study level in 2021. The idea and resources were rolled out to all providers as a supplementary data collection method in April 2022 at the learning events. A suite of training materials were produced and shared to facilitate the collection of the Youth Voice at a project level.

It is understood that the peer-researcher method is not always ethically and practically appropriate. For some of our Chances providers and young people this method is not suitable. The risky nature of personal lives means that discussing certain personal topics with peers may cause harm and/or breach confidentiality. The Evaluation Team will work with the providers to advise on the types of young people to engage in this way. The open-access, self-referred young people may provide a good test-bed for this method.

Key principles

- Rich quality data and Youth Voice through descriptive narrative
- Consider the audience and sensitive issues
- If too sensitive or put the young person at risk to talk to a peer – potentially use the coach researcher model
- Adopt peer researchers as the data analyst too to ensure we have interpreted what they send us accurately as intended.
- Attempt equal adult-youth partnership and power dynamic
- Young people as collaborators and partners

How do we document the interview?

Most interviews are pre-arranged and as such you will record either digitally using a recording device or a mobile phone or by asking a helper/facilitator to take notes for you. Some interviews may also be video-recorded or take place over a digital platform such as Zoom. You will need to make sure we have consent first. Your youth lead will arrange this.



This interview will be recorded on your youth leaders mobile phone or voice recorder. They will also take notes for you in case the recording fails.



Chances Evaluation

Peer Research Ambassador Overview

- 3 young research ambassador evaluation methods / interview/ focus group and participant observation.
- YouTube Video created to support young people and describe the approach.



Focus Group Guide



1. Introduction

Say what you are interviewing them about and why. Aske people to go around and introduce themselves.



2. Get Ready

Make sure your helper/assistant is ready to record on phone and take notes.



3. Question Time

Use the prepared interview questions to begin the conversation.



4. Go Off Topic

Allow your expert to say anything about the subject they like - even if its not on your list!



5. Thank Them!

At the end make sure you thanks them and ask if they would like to tell you anything else.



Chances Peer Researcher

This video aims to inform you on what a peer researcher is, what you will gain and how you can gain feedback from your peers. This is part of the Chance...

What Works?

Research question 1: What works? How effective is the Chances SIB model in facilitating the achievement of the intended outcomes?

Sociologically the Chances model has two approaches to initial participant engagement, those being **instrumental** and **organic**[1]. The instrumental approach is characterised by a top-down statutory referral process and the organic strategy adopts a community outreach, self-referral style of engagement. In order to mitigate the known barriers to top-down engagement strategies with young people, resulting in attrition, Chances has provided a flexible approach to engagement.

Even with the formal referral processes in place, operationally there is a move away from the '**rigid and formulaic**' nature of typical ordered, statutory participant involvement.

To understand this further, the research question has been broken down into three sub-questions those being:

- 1 - Are we working with the right young people?**
- 2 - Are we engaging them in the right way?**
- 3 - Are the partnerships working as required to achieve these outcomes?**

[1] Crabbe, T. Reaching the 'hard to reach': engagement, relationship building and social control in sport based social inclusion work. 2007. International Journal of Sport Management and Marketing. Vol 2. P30.

What Works?

Who are the right young people?

As identified through the Chances pilot phase, whether young people are referred onto the programme by a statutory agency, or are engaged through outreach or detached work they will often share 'similar' characteristics and journeys through the programme.

The Programme Management team has found that many of the **young people who are engaged through outreach/self-referral approaches subsequently show up on referral lists**. When this happens the delivery organisation can be confident that they are working with the 'right' groups of young people and their youth workers are indeed embedded and understand the community it works within.

Over and above the formulaic eligibility criteria, considering characteristics of young people and **building typologies can help us model the programme and staff at providers further articulate who they need to be supporting and how**.

As noted in previous reports, typologies are used throughout the criminal justice sector and by programme designers to define person 'types' and related propensities for criminality or "risk-level and mechanism by which programmes reduce-crime"[2]. It is still important to realize that some studies on typology led approaches have suggested that academic literature seeking to build typologies of 'young people at risk' focuses too much upon characteristics limited to demographics and offence types. There is little "classification by a comprehensive set of personality and behavioural variables"[3]. In their empirical study, studying young people in distress, Etzion and Romi created four 'groupings' of young people at risk in order to develop more **tailored interventions for each grouping**. Intervention tailoring considers the individual rather than the type of or nature of offence.

[2] Nichols (2007: 50) Sport and Crime Reduction: The role of sports in tackling youth crime. Routledge

[3] Etzion, D & Romi, S. (2015) Typology of youth at risk. Children and Youth Services Review. 59(2015)184-195

Overview

- Focus on characteristics, wellbeing and interests rather than simply demographic or offence/NEET status.
- Providers don't know who the young people are until they are referred.

What Works?

Who are the right young people? Typologies and desistance.

Gender	Type	Definition
Female	Remotes	The most removed and surrounded by multiple, significant barriers distancing them from accessing sport, social and other support services. Not engaged in mainstream education, or at risk of exclusion, these girls suffer from problematic home environments and serious mental health issues.
	Socialites	Popular sociable leaders who are outwardly confident and extrovert. They are part of a wider group of girls defined by their risk-taking behaviour who are well known locally. These girls have varied social networks, outside of their age group and residential neighbourhood. They are vulnerable to multiple and varied types of exploitation.
	Outsiders	Socially awkward and feel like they don't fit in anywhere. These girls are introverts who are generally anxious and have poor mental health. Lack of socially based interests but may enjoy solo activities such as music, art or swimming. They are academically capable but struggle in school due to issues with poor mental health and integration into formal social structures.
Male	Detached	Self-excluded boys who are not involved with the wider social or community networks and do not see themselves as being like-others. Not particularly sporty in nature, these young people are entrenched in cycles of self-isolation and may spend free time doing nothing, sleeping or on computer games.
	Devotees	Very engaged and confident whilst at the appropriate Chances setting. They are intelligent, sporty and social and have strong, but often negative, friendship groups. They are involved with or sit on the fringes of gang related activity.
	Marginalised	Marginalised young boys are in mainstream education but are frequent truants with no real connection to the school or the young people there. Whilst academically capable they lack a positive attitude to learning and have had negative experiences in school. Families suffer from the negative effects of family breakdown and parents suffer from their own mental health needs. These self-isolated boys are often depressed which leads to anger and substance misuse.

Source: Chances Typology Pilot. Substance 2018



Source: Criminal Justice Inspectorates.

Next Steps

- Develop robust typologies based on pilot and year one categories.
- Consider Cathy Murray 'Typologies of Resisters & Desisters' within this.
- What do principles for supporting desistance mean to Chances engagement strategy?
- Test within case-study settings.

What Works?

Who are the right young people?

Chances have clear eligibility criteria in terms of the age, geographic location and characteristics of the young people. The participant's relationship with the criminal justice system, education, employment and training is understood in all formal referral cases and many self-referrals.

When this programme model is taken, interpreted and applied locally through a process of communication from the central Chances management team, Commissioner and delivery agent, this is understandably translated with varying nuances across the 16 locations. Those young people who are presenting extreme support needs require more targeted support than Chances is set up to offer.

Providers have begun to understand that they **cannot successfully work with young people on the extreme ends of the support requirement scale**. Those young people who are presenting extreme support needs require more targeted support than Chances is set up to offer. Likewise, young people who are progressing in education and are successfully achieving in wider life will not achieve the outcome requirements, due to their baseline data being too advanced. In both cases it is crucial Chances are unapologetic and firm in **referring and signposting outwards and internally to wider offers**. Many of the families in contact with Chances are facing problematic and troubled conditions, some have developed distrust to wider support services and system in general. This mistrust is often cascaded to the young people. **As such a considered relationship strategy is required to alleviate concerns or suspicions around agendas.**

Overview: Who are the Chances Young People?

- Young people who are not on the extremes of support requirements.
- Young people in need of early help intervention.
- Family lives may be troubled and problematic.
- Often families have a distrust of the system and agenda. Break down the distrust of 'agencies' first with a whole family relationship strategy.

What Works?

Who are the Chances Young People? Project Interpretation

As detailed previously, the eligibility criteria tells the providers who the young people they need to involve are 'on paper'. The interpretation locally is crucial to us understanding how the targets are achieved. The activities and methods used by the providers to reach the young people with the desired specific needs are important to consider. Likewise through identifying the barriers to achieving this a selection of actions to improve referral flow or self-referral outreach work in the community can be devised. It has been noted that the providers provide an opportunity to fill the **void of specialised and personalised early intervention offers**. Whilst providers have learnt across year one that working with young people on the extremes of support requirements does not fit into this model, the teams locally have understood methods to identify and attract young people at risk of NEET or offending behaviour.

On the Fringes & Multiple Needs

Middlesbrough Football Club Foundation (MFCF; Middlesbrough), work in four boroughs which have one police and crime commissioner. MFCF work with the police and crime commissioner to target and engage with young people who are known to the police and require intervention before they are predicted to enter the criminal justice system. New participants are referred onto Chances year-round and can continue other projects such as Kicks once Chances has been completed. Participants referred by the police will have other defining characteristics such as at risk of being NEET. MFCF also work with other partners to gain referrals who are NEET.

Wigan Athletic Community Trust describes their Chances cohort as the young people who are not otherwise attending any activities, are involved in ASB, have limited opportunities in their community, a lack of motivation to engage in activities, engage in risky or negative activities, or are causing upset to people in the community. Some of their young people clearly use substances, some are NEET and others are on alternate education programmes. Noting the cross-over of these young people's defining characteristics is interesting to the multiple-eligibility idea.

Bright Star (Shropshire) describe their potential young participants as those at risk of becoming or have recently become NEET, and/or are at risk of entering the criminal justice system. They see themselves as early intervention for individuals who are not yet able to receive help from the systems currently in place. Once an individual becomes referred, Bright Star works to ensure that if they are right for Chances, they are enrolled as soon as possible to ensure they do not miss the window of opportunity. They have developed direct relationships with schools to find young people and intervene as soon as possible.

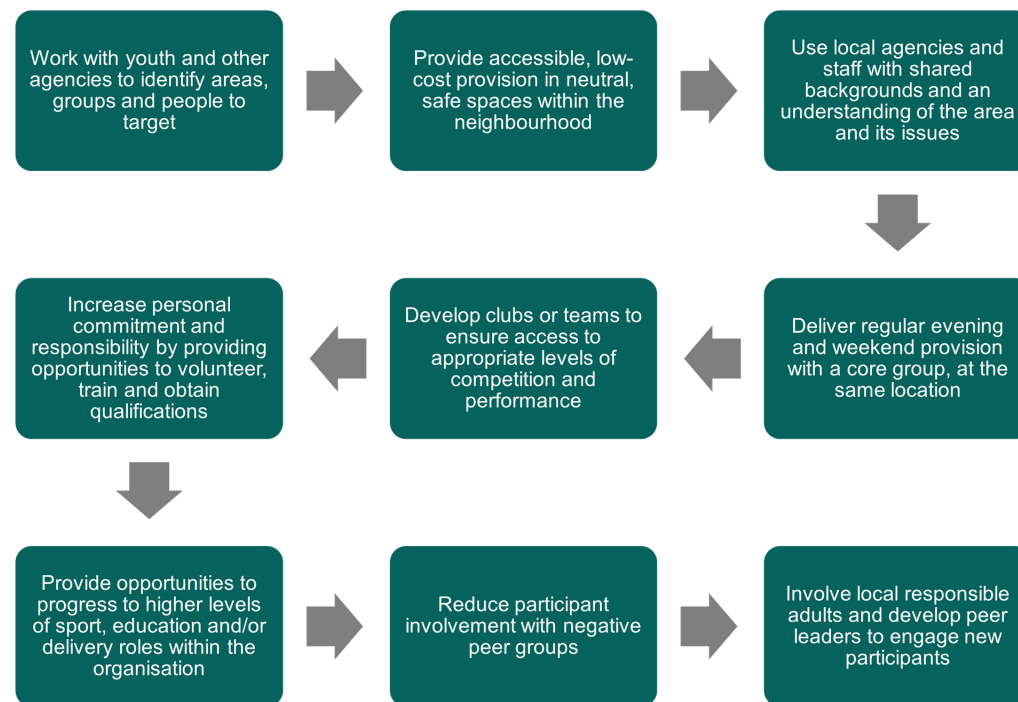
What Works?

Are we engaging with cohorts in the right way?

This research question is concerned about what Chances looks like to the young person and how this impacts on achievement of outcomes. The existing Chances Logic Model (see figure opposite) remains an important and valuable tool to test and refine.

Through case-study and project workshops it has been identified that a number of engagement strategies are being adopted to varying degrees across the providers:

- **Explanatory Script & Verbal Contract:** Discussion around why they might be identified & involved and what you as an organisation can offer to support that need.
- **Youth Centred Tailoring & Personalisation:** Once identified the right young people have conversations to create delivery around them?
- **Buy-In & Relationship Strategy :** All outcomes based on relationship strategy with trusted adults and peers.
- **Embrace & Add:** Capitalising on what offer already exists that can be supplemented with personalised 121 or mentoring/additional support.
- **Gap & Creation of New Activities:** Might be a Chances cohort dictated new delivery model.



Next Steps

- Refine the existing Logic Model and test at case-study settings

What Works?

Are we engaging with cohorts in the right way?

As noted, previous sports youth engagement strategies, such as the Home Office Positive Futures programme, shifted the use of sport and engagement as a diversionary activity but used it to facilitate a 'relationship strategy' through sport and aimed to 'provide cultural gateways, to alternative lifestyles'. Chances build upon this **relationship strategy and developed the notion of autonomy and co-creation** by enabling providers complete freedom to engage young people in any youth model they feel suits their cohort's needs. Unlike many other youth sport-funded programmes, Chances deliberately does not provide a blueprint for activity type, timings or locations. The young people are invariably provided with a suite of existing activity options by the providers and an ability to design their own engagement offer around their own interests, where practical. Often providers avoid labelling the programme as "Chances" to the young people involved. In not labelling their involvement in an interventionist manner, the providers avoid negative aspects associated with **labelling theory** (Becker, 1973) and **stigma** (Goffman, 1963):

Stigma: The situation of the individual who is disqualified from full social acceptance' as a result of any attribute or 'undesirable difference' that is 'deeply discrediting'. (Goffman, 1963. 9)

Explanatory Script & Youth Contracting

Positive Youth Foundation (Coventry) Initial Engagement Strategy: Once the young person is referred, the team contact a parent and invites them in for an initial first meeting. An initial 'meet and greet' takes place at the centre with both the parent and the young person. For the delivery team this step is crucial in establishing understanding, '*we begin to get an idea of who they are and they who we are.*' It is notable that PYF view parents as important to this initial engagement moment.

From this initial meet and greet the young person is invited to take part in either a 121 or small group work involving up to three young people. The interest is identified, and then appropriate support staff or external experts are brought in to support the young people alongside their activities. Getting them in the door and unpicking their interest results in the development of a co-designed engagement plan.

What Works?

Are we engaging with cohorts in the right way?

Within sports, youth engagement strategies shift the use of sport as a diversionary activity to facilitate a 'relationship strategy'. We have seen much evidence that Chances has developed this relationship strategy through **youth-centred personalisation**.

Youth Centred-Tailoring & Personalisation

Not all young people have the finance and or parent/carer support structures to enable lifts to and from out-of-school activities. **Wigan Athletic Community Trust** identifies barriers to engagement on a person-by-person basis and creates solutions to facilitate young persons' access to the opportunity. For James, his initial engagement through an ASB unit referral was less than overwhelming. Project staff described him as *"quiet – he would answer questions when asked but wouldn't ask any back"* although he displayed football skills and a strong interest in the sport. The relationship between James and the delivery staff improved week on week and was built around his interest in football. His confidence increased and his communication skills improved, and due to the successful engagement and delivery staff helped him engage with another mainstream football session. Transportation to and from these sessions was hindering regular attendance and as such the staff ensured that the programme included transportation. This resulted in his consistent attendance and a notable change in his behaviour: *"Nothing seems to faze him anymore – if there was an aggressive situation he wouldn't rise to it now, he just gets up and gets on with it"*

Positive Youth Foundation (Coventry) mentor the young people on a 121 basis and create individual action plans to connect to the pre-existing offer or outward to other services or opportunities in Coventry. This opportunity may involve volunteer placements. The referral and journey support the Chances young people and is reliant on the relationship-building phase, action plans and connections to wider offers. Where Positive Youth Foundation see a commonality of interest and a void of offer if sufficient groundswell is perceived a new offer will be created.

The team described the failure of creating schemes of work for young people based on 'second-guessing interests'. For instance, assuming football would be a popular hook, they provided a Wednesday football club which resulted in small uptake as 'no one was interested'. They responded to this failure with youth voice consultation. A youth membership group exist now to feed the youth's perspective on challenges across the city. Chances engagement strategy can be described through a relationship strategy.

The team at Positive Youth Foundation describe the relationship phase is important to understand the environment the young person is living in. The team tailor their support around this and has been aware of issues relating to subjects such as domestic violence or racism. As such the team may provide a peer-to-peer support model when appropriate or other models of support.

What Works?

Maintained Engagement & Outcomes through Young Person 'Buy-In'

Whilst it sounds obvious and intuitive, **the providers achieve outcomes *with* the young people not to them**. It is crucial to remember that it is the young people themselves who achieve these outcomes. In some circumstances, emphasis is placed on the provider's outcome achievement while the young person is overlooked, and their commitment, determination and resilience in achieving these lifestyle changes are not awarded.

Chances is about helping the young people discover and understand their pathway in and out of the programme, the notion of allowing them to achieve, the difficult to evidence 'best version' of themselves. Literature related to resistance and overcoming problematic behaviour such as addiction also identifies the idea of self-identification, self-change and personal motivation as being important success criteria in the steps to overcoming any problematic behaviour. This inner '**light-bulb realisation**' moment might happen for some of the Chances participants organically or more pronounced through formal referral triggers, or not at all for others. Once this happens the programme has the ability to use its many youth engagement tools to maintain this momentum and drive and create support structures and routines to embed this change as a habit. The stages of change will be further considered in the forthcoming case-study research.

But it's a chance as they start to make the wrong choices. It's a chance to really turn them around and start educating them into how they found themselves there. Not drilling into them. You must do this. You must do that. It's about getting them to recognize how they found themselves in that position of not attending. Perhaps having risky behaviours, that kind of thing.

[Lead Commissioner. Sarah Mills. Coventry]

"Jenny" was described by Saints Foundation staff as, 'self-motivated, and only [needing] a role model, support structure or a bit of push to succeed' and as being sociable, but with low self-esteem, who thrived in a group sport setting (in contrast to a single person sport).

[Saints Foundation Project Lead]

What Works?

Chances Delivery Model

The sixteen providers were selected due to their track record and status as being regarded as some of the best youth and sports development providers in England. Their existing youth and sports offers were varied and embedded within the communities they serve. Locally they are known for their high-quality provision, both with partners and young people. For many participants, their involvement with Chances may be unknown. For instance, participants may attend Friday Kicks, or the Premier League Change Makers programme with additional mentoring and volunteering opportunities added to this core provision through the personalisation strategy.

This model also reflects the notion of **labelling avoidance** as previously discussed and can contribute to voluntary engagement through the notion of open access engagement over rigid mandatory or specialist programmes akin to a behavioural improvement programme model.

Where Chances participants display interests that are currently not catered for by the provider's core provision, the creation of new and tailored activities has been applied. Ultimately the freedom granted by the Chances Specification of Services for providers to interpret and devise programmes independently lends itself to more **flexible, bespoke and fit-for-purpose local offers**.

Embrace & Add

"Jenny" had engaged with other **Saints Foundation (Southampton)** activities inconsistently prior to the start of her Chances journey. The main barrier to consistent engagement was frequent changes to her home environment, resulting in irregular attendance. She was referred to Premier League Change Makers, a female leadership course for girls aged 11-16. The aim is to develop confidence, self-esteem and leadership skills. Despite facing some challenges, she has increased her engagement in education, and "is more optimistic about her future" through additional mentoring support and her trusted relationship with Saints Foundation.

Gaps & Creation

It's an opportunity without structure. We put something in place, if it doesn't work that's not a problem – we can change, adapt and grow with whoever we are delivering to.

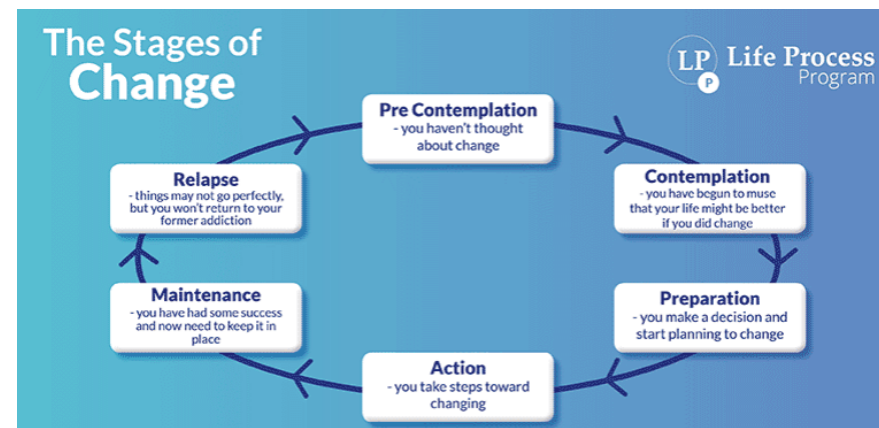
[Wigan Athletic]

What Works?

Stages of Change, Attrition & Drop Out Triggers

Through considering models of successful change at the individual and project level, alongside analysing programme level Views data, it is possible to begin to identify and minimise drop-out. Conditions that encourage change and provide an ability to maintain improved behaviour can also be isolated.

Across the case-study providers evidence of life transitions being a huge potential drop-out factor have been identified alongside external peer pressure around risky behaviours.



Source: <https://lifeprocessprogram.com/>

Drop out of 'everything' & other triggers

Positive Youth Foundation (Coventry) noted a number of factors in play for participant drop-out including:

- Practical miscommunication or timetabling issues.
- Varying external factors in the young person's lives including peers.
- The more 'street-wise' cohort who are seeing pressures of youth offending around them.
- For some being school leavers and being in a transitional stage has resulted in disengagement from 'everything'.

Stages of Change*

1. Precontemplation—you haven't thought about changing
2. Contemplation—you have begun to muse that your life might be better if you did change
3. Preparation—you make a decision and start planning to change
4. Action—you take steps toward changing
5. Maintenance—you have had some success and now need to keep it in place

I think she could have gotten lost transitioning from school to college if she wasn't engaging over the summer period.
[Southampton Saints Project Delivery Lead]

What Works?

Partner Data: The PbR Outcome Payment Challenge

The specification of the service often means that the providers directly delivering the work, helping to achieve the youth outcomes is not always the same agent recording the outcomes data. This is common when a delivery partner enters an arrangement with a school and works with at-risk or NEET young people. The work is done to engage the young person, their attendance at the Chances session is documented but their school attendance data sits with other parts of the education system, notably the attendance officers. As such, **delays or blockages in data sharing** have occurred through reasons related to:

- A lack of synergy of systems.
- A lag between outcome occurring, the outcome being recorded then data shared.
- Reluctance to share data due to it being difficult to obtain or appropriate agreements not being in place.

In some circumstances, the evidence is given to the provider but the requirement of evidence collection is not taken seriously and the provider does not prepare their partners early enough or well enough to get the throughput of data. Solutions to data sharing barriers are often a **mix of relational and process-led changes**. These have involved:

- Building up trusted partnerships to overcome fears of any misuse of data shared.
- Use trusted and familiar nature of relationships to remove previous bureaucratic barriers either formally through the people with the authority, power and commitment to make this work or pragmatically, ensuring staff develop appropriate and secure workarounds.

For **Southampton Saints Foundation**, even being based in schools does not necessarily overcome the issue of obtaining school data. Having staff physically on site builds rapport with the teaching staff and makes it easier to access wider information on the participants generally relating to behaviour or educational attainment. This supplementary information is useful particularly when considering youth centered approaches and flexible delivery. However it doesn't help with accessing actual data required on school attendance. Further process changes are required to make this data sharing more efficient and timely.

For **Coventry PYF**, one element that has changed has been the open data sharing procedure in place between the education partners and the lead Chances deliver project. The project openly discuss the initial teething problems that occurred around data sharing and how this was overcome:

The open data sharing, where formally we would have had to go through hoops and speak to a few departments and people to get sign off to share details of young people. We have seen incredible willingness to remove barriers to access data.

What Works?

What influences achievement of outcomes?

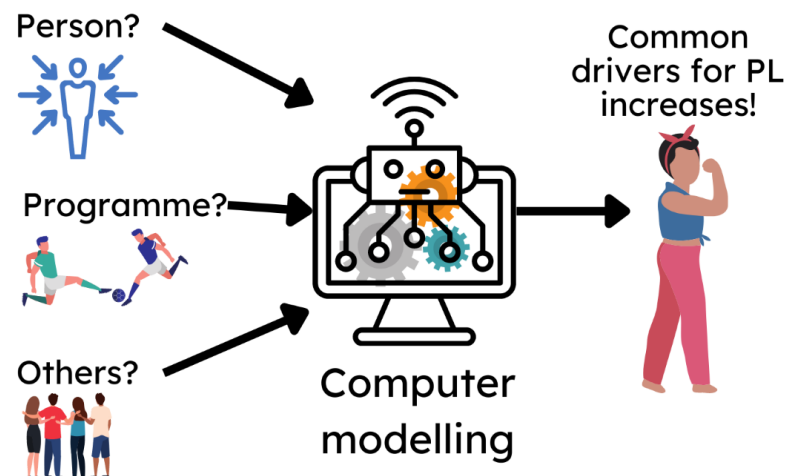
The qualitative data collected through the case studies largely inform us that the **strength and nature of relationships** and the **personalisation of the offers** are key drivers of outcomes. The Views data can start to show us alternative correlations where robust data allows.

When the evaluation team applied a **multi-nominal regression** model to the outcomes data collected through Views a number of significant correlations were identified.

This was performed in order to attempt to understand what **variables drive an increase in outcomes**. For example when we consider a correlation between gender and achievement of outcomes or age and achievement of outcomes we see no statistical correlation. This implies there is the same chance of achieving the outcomes for girls, boys and the various age groups. **Essentially equality of outcome opportunity is observed for Chances participants.**

A significant correlation was observed between receiving a qualification or award and an increased physical literacy score. Essentially if you achieved an award through Chances you were more likely to have increased your physical literacy (PL) score. However, it is not known why this drives the PL score at this stage and we need further data to test such as the nature of the award, hours involved, delivery style etc.

What can cause an increase in physical literacy score



Next Steps

- Further, test the Views data and consider what additional data is required to identify correlations between delivery, demographics and outcomes.



System Contribution

Research question 3: Wider system change-system contribution

Emerging case study evidence suggests that the Chances SIB could be changing the youth sports sector narrative and language around the young people and their needs.

Providers continue to articulate Chances as being aimed at young people who were otherwise '**slipping through the youth services model**'. There appears to be a disconnect for young people who do not neatly fit into the formalised education structure or formal youth offers but are not quite on the local targeted families lists. Chances appears to allow local authorities to offer a solution that fills the gap in the youth sector for young people who are not alert status but are on the road to being so, or are known to services. Often failed attempts at an alternative offer have occurred.

In designing the Chances youth offer in a developmental, non-prescriptive and adaptive way it is still essential to document what and how this works in order to demonstrate impact, replicate and grow the Chances model.

In Coventry the Head of the YOS described the past five years as a challenging time for youth crime, with a rise in serious youth violence in the City. One consequence of this has been the increase in youth provision, especially around mentoring however, he identified the important distinction and ability PYF have to prevent entry in the the criminal justice system:

What I've been quite keen on Chances is we actually utilize this as trying to divert and trying to prevent rather than perhaps targeting towards children already exist only within the youth justice system, unless there's a real, tangible added value. [Head of Youth Offending Service. Coventry]

System Contribution

Research question 3: Wider system change- system contribution

The collaborative co-dependent nature of the Social Impact Bond and the need for high-level champions to enable the model has become better understood at many providers across the past twelve months.

At the start of the **Wigan Athletic** partnership, there were some cross-management issues due to the collaborative nature of the SIB *"we were three teams made up of a mixture of youth justice, youth workers etc under a matrix management system. You had youth work managers managing youth justice workers so there were lots of cross-management issues as the dynamic wasn't quite right"*. The team required an advocate with a clear understanding of the Chances model. In addition to clear messaging, ongoing engagement with all members of the SIB was suggested by the commissioner to keep Chances on the agenda, with programme management team (Substance) identified as the ideal facilitator of this. The Wigan Athletic Community Trust team can play a vital, active role in communicating a clear model and aim for their programme.



"Something like a newsletter would be really good to maintain the momentum. We don't want to keep the hard sell going when we could just maintain engagement in a lighter way".



Bright Star (Shropshire) is a provider of Chances managed by their partner Energize. As Bright Star as an organisation has developed and grown it has created its own partnerships and exceeded the original scope. In Year 1 of the SIB, Bright Star was working with the commissioner to develop relationships with schools and organisations for partner referrals. In Year 2, Bright Star is now working directly with schools and new organisations due to an increase in its reputation and relationships. Although the management strategy in Year 1 was successful in gaining new relationships and referrals, the organisation no longer requires the same level of input for Year 2.

"Really positive role models at Bright Star, the coach and the people running the sessions, they help him with his confidence" - Parent 1 (Interview)

Emergent Stories

Chances Story So Far

Many young people referred into Chances talk of negative experiences with traditional education and school learning systems. Negative lived experiences and consequences of a lack of positive relationships within school is often evident. The reasons why Chances engagement works over traditional school or training strategies are to be further explored but include:

- **personalisation of the relationship strategy**
- the **co-design element** of the engagement offer
- the **avoidance of project labelling** and associated stigma

Evidence of positive, successful relationships between young people and organisations is emergent through the case studies. The provision of **routine and persistent access to trusted adults** is notable. Providers understand that many of their young people are living within chaotic family or home units. Chances appears to be providing them with a **desired, legitimate and credible routine**. The degree of regularity and reliability of these trusted adults, who are not traditional authoritarian figures, is important to young people.

Through further examining Cathy Murray's 'Typologies of Resisters & Desisters' a deeper understanding of the success of Chances will evolve. Specifically, through exploring how young people maintain their resistance to offending through 'active resistance' strategies we can see how Chances fits into this narrative.

In the next phase the Evaluation Team will further focus on this research question as a deep dive by understanding more about the data being collected, the unexpected outcomes, and the notion that when being measured you work in a different, more motivating way.

Q - Are the staff doing **anything notably different** as part of Chances or working the same way as with other funding streams they have such as the Premier League Kicks?

Q - From the **Youth Voice**: What is it about the Chances model that makes them change in either outlook or behaviour.

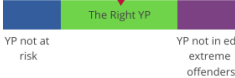
Chances Learning Events 2021 Top Tips

substance.

Who are the 'right' young people for Chances?


01

Chances young people are not on the extreme ends of the support requirement scales. Too problematic or in-need and they will need more targeted support than Chances (refer onwards). Young people without many support needs who are progressing in education and wider life will not achieve the outcome requirements.



02


Young people in need of early help intervention. Family lives may be troubled and problematic. Often families have a distrust of the system. Break this distrust down first with a whole family relationship strategy.



What does the offer/delivery look like?

03


- ✓ Flexible provision and tailored to the YP.
- ✓ Funding for in-school time is rare and allows a captive audience.
- ✓ Funding allows delivery strategy for young people who otherwise would not necessarily engage with extra-curriculum or out of school club. Reaching previously described by some as the "hardest to reach".



Physical Literacy Survey: Good Practice

04

Not comparing them against one another - just themselves.



05

Encouraging honesty to be able to show progress. Don't try and impress your coach!



06

Sit down and support the young people to understand the questionnaire if necessary like an interview.

- ✓ Make sure all the tick boxes are complete!



This data was collected as part of two live learning sessions hosted in London and Manchester in December 2021. The sample size is 9 projects out of a possible 16 projects. The data is the key lessons extracted by Substance Research Team.

Evaluation Next Steps

Over the summer the Chances Evaluation Team will work closely with programme managers to ensure the following activities are underway:

1. Develop Research Question three, **system contribution**, as a process evaluation deep dive.
2. **Develop Evaluative capacity:** Reflective Practice and Youth Voice providers. Does the Chances delivery model need to embed further evaluative purposeful data collection?
3. **Chances Community Learning & Sharing:** Online NING community. Repository of tools from Evaluation tool. Sharing of ideas and best practices. Forum of ideas in a closed safe space. More in-person networking and potential project visits.
4. **Improve Views Data:** How do we embed the naturally occurring program management data. Develop the 'other' category. Opportunity to embed further mandatory data categories and introduce a young person pre-post mini-survey in a case-study setting. Start with a robust data audit.
5. **Select Case-Studies:** Select three new providers to facilitate case-study development. Range of approaches and partnership formations.
6. **Approve Deep Dive Thematic Topics and order of play:**
 - Data sharing and barriers to outcome data
 - Test proxy measures in place
 - Understand the link between PbR and SROI calculations
 - Understanding elicitation of Youth Voice through problematic conditions and develop youth typologies
 - Unique ability sport has in achieving wider youth outcomes



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