

myplace

Technical Report



Evaluation of *myplace*

Technical Report

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Contents

Introduction	i
1. Evaluation Design	1
Scoping	3
2. Centre Survey	4
3. Young People's Survey	5
Questionnaire design.....	6
The participant group.....	6
The comparison group.....	7
Response rates	7
Analysis.....	8
4. Case Studies.....	12
Case study selection	13
5. Economic Analysis.....	15
The cost of <i>myplace</i> centres.....	17
Calculating the cost of volunteer time	19
Calculating attendance numbers	19
Measuring additionality of outputs and outcomes	20
Monetising net additional outcomes.....	21
Comparing costs and benefits	23
Appendix 1: Young Persons' survey questionnaires.....	25
Appendix 2: Centre survey questionnaires	26
Appendix 3: Case study topic guides	27
Stakeholder interview schedule: Funders/ Commissioners	27
Involvement with <i>myplace</i>	27
Myplace centre	27
Impact	27

Sustainability	28
Stakeholder interview schedule: partner organisations	29
Involvement with Myplace.....	29
Myplace centre	29
Impact	29
Sustainability	30
Stakeholder interview schedule: Staff	31
Project Planning and Grant Application	31
Project development.....	31
Implementation and Delivery (refer to baseline survey)	32
Income and Expenditure.....	34
Partnership Working	35
Impact	35
Leakage	35
Displacement/Substitution	36
Multiplier effects.....	36
Sustainability	36
Young People's Focus Group for those attending <i>myplace</i> centres	37
Profile Information	37
General	37
The physical space.....	37
Use of the <i>myplace</i> centre	37
Getting to <i>myplace</i>	38
Activities, facilities and services.....	38
Displacement/ substitution issues.....	39
Participating in Decision making	39
Appendix 4: Binary outcome variables analysed	40
Appendix 5: Overview of Young Persons' Survey Respondents	42

Introduction

This report is the technical appendix to the final report of the evaluation of **myplace**. The evaluation has been carried out on behalf of the Big Lottery Fund (BIG) and Department for Education (DfE) by the Centre for Regional Economic and Social Research (CRESR) and the Centre for Education and Inclusion Research (CEIR) at Sheffield Hallam University. The evaluation ran from November 2011 to March 2013.

myplace aims to deliver 'world class' youth centres which offer young people access to a wide range of positive out of school activities and support services. The programme emphasises the involvement of young people in project planning and delivery, and supports working in partnership across sectors to develop financially sustainable centres which respond to local needs and priorities. BIG is administering the **myplace** programme, on behalf of DfE. It has awarded 63 grants, with an even split between grants awarded for bids led by voluntary and community sector (VCS) organisations (31) and those led by local authorities (32). Awards range between £1 million and £5 million, and were made over two funding rounds. The first round of applications opened on 6 May 2008. Round one included a fast track, which supported investment in 21 projects that were already well developed, and a standard track which supported 35 projects with awards in February 2009. A further seven awards were made through round two, which opened for applications in June 2009. Central government funding for the programme ends in March 2013, by which time approximately £240 million of capital investment will have been awarded to projects across England.

The programme has four outcomes:

- more young people, parents and communities feeling that young people have attractive and safe places to go in their leisure time where they can get involved in a wide range of exciting activities
- more young people, particularly the most disadvantaged, participating in positive leisure time activities that support their personal and social development
- more young people having access to information, advice and guidance services from within places they feel comfortable
- stronger partnership working between local authorities and their third, private and public sector partners to plan, deliver and operate financially sustainable facilities with, and for, young people.

Further information on the **myplace** programme can be found on the DfE website <http://education.gov.uk/childrenandyoungpeople/youngpeople/b00213818/myplace->

The final evaluation report, and a separate case study report, are available at <http://www.biglotteryfund.org.uk/research/children-and-young-people/learning-from-myplace>

Evaluation Design

The evaluation was conducted between November 2011 and March 2013 and has sought to address three main questions:

- what are myplace centres and other youth centres/facilities in which capital funding has been invested achieving and what is best practice in measuring impact?
- what are the on-going costs of provision and how should this inform future investment decisions by local authorities and others considering establishing youth centres?
- how are myplace centres and other youth centres/facilities in which capital funding has been invested generating income and what are the lessons for revenue planning in the future by local authorities and others considering investment in youth centres/facilities?

Table 1.1 outlines the overall evaluation design:

Table 1.1: Overall Evaluation Design

Evaluation step	Methods
1. Establishing a baseline	<ul style="list-style-type: none"> • survey of myplace providers • baseline survey of young people in myplace and non-myplace areas
2. Measuring outcomes	<ul style="list-style-type: none"> • follow-up survey of young people in myplace and non-myplace areas • follow-up survey of myplace providers • case studies of myplace centres
3. Identifying Impact	<ul style="list-style-type: none"> • comparing change for young people in myplace and non-myplace areas
4. Valuing Outcomes	<ul style="list-style-type: none"> • cost-benefit analysis (inputs and outputs) • valuing outcomes (market and non-market values)
5. Understanding change, impact and sustainability	<ul style="list-style-type: none"> • case studies of myplace centres: project documentation; self-evaluation and MI data; semi-structured interviews; focus groups with residents, and young people not accessing youth facilities • longitudinal qualitative work with young people accessing youth facilities

The evaluation seeks to understand the linkages between the facilities, activities and services provided through youth centres and the positive outcomes for young people that they are to deliver. The approach is informed by the Young Foundation's Framework of Outcomes for Young People (Young Foundation, 2012) which highlights the importance of social and emotional capabilities to the achievement of all other outcomes for young people. The evaluation team developed a 'theory of change' for the **myplace** programme, based on this framework, which is outlined at Figure 1.1, and which informed the design of research tools which allowed for the capture of changes in attitudes and behaviours which evidence suggests will lead to longer term benefits to both young people and wider society.

Figure 1.1: *myplace* programme theory of change

Activities	Inputs	Outputs	Programme Outcomes	Benefits to young people and Society
Provision of wide-range of positive out-of-school activities for young people	myplace centres staff and volunteers opening hours, sessions, activities and facilities	Increase in numbers of young people participating in positive out of school activities	Young people improve skills, confidence and self-esteem, develop better relationships and are less likely to participate in 'risky' behaviours	Reductions in crime, anti-social behaviour, substance misuse, teenage pregnancies; improved health outcomes
Provision of alternative and vocational training opportunities for young people	Numbers and scope of sessions; placements and apprenticeships	Increase in numbers of young people participating in alternative and vocational training	Young people demonstrate improved attitudes to education and training and have higher aspirations	Improved attendance; reductions in numbers of trancies and exclusions; improved attainment; better employment outcomes; reductions in numbers of young people not in education, employment or training (NEET)
Promoting young people's influence and support for volunteering	Young people involved in decision making re myplace provision; volunteering opportunities; opportunities for intergenerational and community involvement	Increased levels of participation and volunteering amongst young people	Young people agree they have influence on decisions that affect them and feel a greater sense of satisfaction and belonging to local neighbourhood; improved adult perceptions of young people	Improved skills and employability amongst young people; improved community cohesion
Provision of high quality services for young people	Number and scope of services; frequency of sessions; signposting and referrals	Improved access to services for young people; improved collaboration and targeting of services	Young people agree that they know where to go for help and support; increased take up of support services	Improvement across a range of outcomes including health, teenage pregnancy, substance misuse, crime and anti-social behaviour, financial capability and inclusion, educational engagement and attainment, skills and employability.

Rationale: That engagement in positive activities and access to support services helps young people to develop social and emotional capabilities which lead to improved personal and social outcomes

Assumptions: Outcomes for young people are dependent on successful development of **myplace** centres; provision of 'world class' facilities will result in more young people engaging in activities or that young people get involved more often or in wider range of activities: there is an additional benefit to the capital investment above that which might anyway have been achieved.

The evaluation has five main elements, discussed in the remainder of this report:

- scoping
- centre survey
- young persons' impact survey
- case studies
- economic analysis.

Appendices One to Three contain copies of the main research instruments: centre and young people's survey questionnaires, and topic guides used in qualitative research in the case studies.

Scoping

A scoping period between November 2011 and January 2012 involved review of the **myplace** programme's aims and gathering data on the grants and centres. Specific scoping activities included:

Semi-structured interviews and discussions with programme stakeholders. These interviews provided evidence on the rationale for **myplace**, its fit with policy agendas, aspects of programme development and implementation, and the prospects for future sustainability. Twelve interviews were conducted with Big Lottery Fund staff involved in **myplace** programme and grants management.

Collation and review of programme information, including business plans, grants data and other project information held by the Big Lottery Fund. This enabled the evaluation team to develop a detailed understanding of the **myplace** programme, and to develop the research design and tools accordingly.

Area profiling - developing profiles of the contexts in which **myplace** centres are located to inform understanding of the local impact of provision and the socio-economic and service environments in which the centres are located. The area profiling involved two elements: analysis of available secondary and administrative data on a range of socio-economic variables at the local authority level, and an email survey of local authority youth services (Heads of Childrens' and Families services in each local authority with a **myplace** centre).

The design of research tools was also undertaken in the scoping phase.

Centre Survey

2

A survey of all **myplace** providers gathered information on project planning, implementation, partnership working, governance, services and usage, target groups, area of benefit, funding, and outcomes.

The **myplace** provider survey had a number of purposes:

- baseline and follow-up surveys provided programme-wide data to inform value for money and sustainability analyses
- conducting surveys at two points provided evidence on the development of the programme over time and the degree to which there was any unanticipated change
- the follow-up survey provided evidence on the state of **myplace** toward the end of the evaluation period, and a sound contextual framework for recommendations relating to future provision.

A baseline questionnaire was sent by post and electronically to all 63 **myplace** grant holders in March 2012. Fifty seven responses were received. This provided information on the ways that **myplace** grant holders are delivering provision for young people.

A follow-up grant holder survey was sent by post and electronically to all **myplace** grant recipients in December 2012. This concentrated in particular on collecting updated financial data and information on activities and outputs to inform assessments of sustainability.

Table 2.1 provides details of response rates for the centre survey.

Table 2.1: Achieved centre survey responses (possible responses in brackets)

Survey	Wave 1 response	Wave 1 rate (%)	Wave 2 response	Wave 2 rate (%)
myplace centres	57 (63)	90	30 (63)	47

Baseline and follow-up survey instruments are attached at Appendix Two.

Young People's Survey

The evaluation has sought to identify the impact of the programme by looking at what has happened to young people who have attended **myplace** centres and comparing this to the experiences of similar young people who have not attended **myplace** centres; this is often referred to as the counterfactual - assessing what might have happened in the absence of the **myplace** programme. This has been achieved by comparing self-reported change over a period of time for young people attending **myplace** centres with that for a similar group of young people living in non-**myplace** areas over the same time period. A longitudinal panel survey has been the main mechanism for identifying outcome change.

A number of benefits arise from using longitudinal panel samples, built up from repeated interviews with the same individuals over time, to measure and understand change:

- longitudinal data allow an assessment to be made of respondent, rather than population, change
- compared with, cross-sectional, data, individual-level longitudinal data enables more accurate assessments to be made of the percentage of respondents reporting improved, worse or similar outcomes and interactions across outcomes
- with individual-level data, any observed change is in effect more 'real', thus generating greater confidence and consequently requiring lower sample size to observe statistically significant results
- because assessment is based on change for young people, analyses automatically control for (or take into account) fixed, person-specific characteristics, such as a respondents' gender, which may influence the likelihood to give a particular answer.

A questionnaire-based survey was carried out with young people accessing **myplace** provision (the participant group); and young people living in localities without **myplace** provision (the comparison group). Both the participant group and the comparison group were surveyed twice to capture baseline data and gauge change over time.

Questionnaire design

The aim of the survey was to explore young people's experience of **myplace** provision and to gauge the impact of these experiences on:

- risky behaviours (ASB, offending, substance misuse)
- engagement with school and learning (exclusion and truancy)
- aspirations (e.g. plans for education and employment)
- emotional well-being (e.g. self-esteem, confidence, happiness)
- personal development (communication skills, leadership, team working)
- civic engagement (e.g. volunteering)
- community cohesion (e.g. sense of belonging to local area, trust in local people)

A questionnaire was designed in consultation with BIG, DfE and Rotherham Young Advisors and was piloted with young people at the **myplace** centre in Chesterfield. Questionnaires consisted mainly of close ended questions, tick boxes, and relevant 3- or 5-point Likert scale items, to allow for robust analysis across the sample.

The questions in the comparison survey mirrored those in the participant survey except where questions specifically focus on **myplace** provision. These were substituted for others focusing on experiences of other youth provision or lack of it in the locality.

A question also sought to gain respondents' permission to link their responses to information from the National Pupil Database to provide access to data including school attendance, special needs and qualifications, and thus limiting the number of survey questions.

Entry into a prize draw was offered to incentivise participation. For each wave of each survey (participant and comparator) there was a first prize of £200 of high street shopping vouchers, followed by second and third prizes of £30 and £20 of high street shopping vouchers respectively.

All young people who returned a completed baseline questionnaire, and who also indicated that they were happy to be contacted again by the evaluation team, were invited to take part in a follow-up young people's survey in December 2012.

Copies of the questionnaire are attached at Appendix One.

The participant group

The first wave of participant survey was sent to 39 centres open by the end of June 2012.

The participant group included all young people who accessed **myplace** provision at the 39 open centres that were open at the time of the first survey wave.

The comparison group

The comparator survey was sent to a sample of 3000 young people selected randomly from all pupils recorded on the National Pupil Database (NPD) aged 13-19 years and living in 23 non-**myplace** 'comparator' areas. These areas were identified by matching **myplace** and other local authority areas on a range of relevant variables:

- youth population - percentage of total population aged 10-19 years
- black and minority ethnic (BME) population - as a percentage of working age population
- youth unemployment - percentage of 16-24 year olds claiming Jobseekers Allowance
- educational attainment - percentage of Key Stage Four (KS4) pupils achieving five or more A*-C grades
- deprivation - Index of Multiple Deprivation (IMD) average score
- rurality - percentage of local authority categorised as rural (including large market town population) using DEFRA rural-urban classification.

Comparator group questionnaires were posted out in early June 2012, and an electronic link was made available for on-line completion.

Follow-up surveys were sent in December 2012.

Response rates

Tables 2.1 provides detail on the numbers of respondents to the baseline and follow-up waves of the young person's survey. A summary of the main characteristics of survey respondents is attached at Appendix Five.

Table 2.1: Achieved survey responses - young people's survey (possible responses in brackets)

Survey	Wave 1 response	Wave 1 rate (%)	Wave 2 response	Wave 2 rate (%)
Young people (participant group)	1450 (not known)*		216 (771)**	28
Young people (comparator group)	676 (3000)	22.5	259 (609)***	42.5

* there is no programme-wide data on the numbers of young people attending **myplace** provision. Estimates derived from responses to the wave 1 **myplace** centre survey suggest that (as at March 2012) numbers attending were in the range 7,377 to 22,200 with an estimated mean of 14,788.

** all young people completing the wave 1 survey were given the option to opt out of wave 2. Thirty five per cent of respondents (507) in the participant group opted out of wave 2. A further 172 questionnaires received from the participant group contained incorrect or incomplete contact details, meaning that these young people could not be re-contacted for the second survey wave.

*** Nine per cent of respondents in the comparator group (67) opted not to be contacted for the second survey wave.

Analysis

Stage 1: Data Cleansing

Before commencing data analysis a comprehensive data cleansing process was undertaken. This involved a number of steps:

1. Data quality checks: this involved reviewing responses that had been coded 'unclear' for each question. For respondents and survey questions where this appeared high we referred back to the paper questionnaires to see if a more accurate response could be derived.
2. Date merging: in order to undertake longitudinal analysis all four young persons' evaluation questionnaires (**myplace** and comparator for baseline and follow-up samples) had to be merged into one SPSS file. Respondents were matched according to survey reference number. Responses were then checked for consistency across several key variables: age, gender and name. For three respondents it was clear that a different young person had completed the questionnaire in the second wave and their response was excluded from the final sample.
3. Computing outcome variables for analysis: once the data was cleaned and merged the variables required for the first stage of impact analysis were computed. This involved recoding question responses into a series of binary outcome variables that indicated whether a respondent had provided a 'positive' or 'negative' behavioural or attitudinal response. An overview of the binary variables that were created is provided in annex 1.

This process resulted in a final sample of 218 **myplace** respondents and 260 comparator responses. However, not every respondent answered every question so the bases for individual questions vary.

Stage 2: Descriptive Analysis

As a first step descriptive analysis was undertaken to explore how the **myplace** and comparator longitudinal samples compared across key demographic variables. The following differences were observed:

- there were a higher proportion of non-target age group respondents (8-12yrs; 20 yrs+) in the **myplace** sample. This was due to the way the survey has been administered by different centres
- there were a lower proportion of BME respondents in the **myplace** sample
- there were a higher proportion of disabled respondents in the **myplace** sample. this is likely to be because a number of centres specifically target/cater for disabled young people.

Stage 3: Analysis of Binary Outcome Change

Next, the analysis explored binary outcome change between wave 1 and wave 2. This involved two levels of analysis: *within sample change* and *difference in sample change*. Where the analysis identified statistically significant evidence of within and between sample change this provided the strongest evidence of impact. This analysis is discussed in more detail below.

Within sample change

Analysis of within sample change explored the number of survey respondents from both groups who moved from negative to positive outcome responses (or vice versa) between baseline and follow-up surveys. The McNemar Test in SPSS was used to test if differences between baseline and follow-up were statistically significant for each sample.

For example (NB. not using real data):

- if 25 **myplace** respondents said they had taken illegal drugs in the baseline survey and 12 said they had taken illegal drugs in the follow-up survey, is this reduction (of 13 respondents) statistically significant (according to the McNemar test)?
- similarly, if 32 comparator respondents said they had taken illegal drugs in the baseline survey and 25 respondents had taken illegal drugs in the follow-up survey, is this reduction (of 7 respondents) statistically significant (according to the McNemar test)?

Difference in sample change

Analysis of difference in sample change explored whether any difference in changes identified between the two samples was statistically significant once 95 per cent confidence intervals were applied (according to the z test for proportions). Continuing the example above:

- we know 13 fewer **myplace** respondents and 7 fewer comparator respondents reported taking illegal drugs in the follow-up survey compared to the baseline
- if we assume that the sample base for both groups is 200, this equates to 6.5 percentage point change within the **myplace** sample and 3.5 percentage point

change in the comparator sample: the difference in change is therefore 3 percentage points (6.5 minus 3.5)

- however, once 95 per cent confidence intervals have been applied this difference in change is not statistically significant.

Identifying statistically significant change was important because only outcomes showing this could be used to deduce the monetisable net additional outcomes for the **myplace** programme. It is only in these instances where it can be said there is sufficient evidence to indicate that the difference in change between the **myplace** and comparator samples has not occurred due to chance and a **myplace** net additional impact can be identified.

Stage 4: Analysis of Binary outcome change within subgroups

The analysis described above was repeated for a series of subgroups within the **myplace** samples. The following subgroup analysis was undertaken (unless otherwise stated the **myplace** sub-group was compared to the full comparator sample):

- Males (compared to comparator males)
- Females (compared to comparator females)
- Target age group only (13-19)
- Regular users of **myplace** centres (attend at least once a week)
- Young people who had not attended a youth centre prior to attending a **myplace** centre
- Young people involved in **myplace** centre decision making
- Young people attending **myplace** centres for primarily social reasons
- Young people attending **myplace** centres primarily to use facilities and/or take part in activities
- Young people attending **myplace** centres to receive support
- Distance travelled by young people to attend **myplace** centres - less than 20 minutes' walk
- Distance travelled by young people to attend **myplace** centres - more than 20 minutes' walk
- **myplace** attendees in receipt of free school meals (compared to full comparator and comparator respondents in receipt of free school meals)
- **myplace** attendees with no disability declared
- **myplace** attendees from non-BME groups
- **myplace** attendees saying they were studying at school or college (compared to full comparator and comparator respondents study at school or college)
- Young people attending **myplace** centres with low operating costs - less than £500,000 per annum
- Young people attending **myplace** centres with high operating costs - more than £500,000 per annum

- Young people attending **myplace** centres with low user numbers - less than 500 per week
- Young people attending **myplace** centres with high user numbers - more than 500 per week
- Young people attending **myplace** centres with 10 per cent-90 per cent open access provision
- Young people attending **myplace** centres with more than 90 per cent open access provision

Further descriptive analysis was also undertaken for each of the above subgroups in the **myplace** sample comparing respondents exhibiting each characteristic with the remaining respondents in the sample.

Stage 5: Statistical modelling

The data was also modelled in attempt to identify factors associated with change. However, this exercise failed to shed any further light on the outcome change identified and the results of statistical modelling have not been reported. This was predominantly a result of the small number of young people reporting outcome change between the baseline and follow-up surveys on each measure. In order for statistical modelling to have added further insights into the analysis it would have required larger numbers of young people with a variety of characteristics (personal and centre related) to have experienced outcome change (positive or negative) so that the relative influence of those characteristics on outcome change could be modelled.

Case Studies

Ten case studies provided evidence on aspects of implementation and the ways in which young people use and benefit from **myplace** provision. Research activities carried out in each case study area included

- interviews and focus groups with young people, staff, volunteers, partner agencies, commissioners and funders
- gathering and analysis of management information and financial data.

In addition, young people in four case study areas took photographs and filled in diaries to provide evidence in their use of **myplace** provision.

Focus groups were carried out with young people who did not attend, or were infrequent attenders of, **myplace** centres in Chesterfield, Rotherham and Torbay. These focus groups were carried out at other youth centres close to the **myplace** centres and discussed issues around awareness, access and activities in relation to **myplace** provision.

Table 4.1 provides detail on the numbers of individuals participating in qualitative research in the case study areas, and in the focus groups in Chesterfield, Rotherham and Torbay.

Table 4.1: Interviews and focus groups in case studies

Group	Number
myplace staff	40
Volunteers	7
Representatives of partner agencies (non-local authority) and voluntary and community sector organisations	26
Local authority representatives	10
Funders	2
Trustees	4
Young people attending myplace (interviews and focus groups at case study centres)	70
Young people not attending myplace (focus groups at other youth centres in Chesterfield, Rotherham and Torbay)	34
Parents and residents	6

Case study selection

Identification of case study areas was informed by a range of factors:

- exclusion of centres not due to be open by the end of July 2012 (to allow time to conduct fieldwork)
- representation across Fast Track and Standard funding rounds
- geographical spread
- lead partner (local authority or voluntary and community sector agency).

Case studies were also self-selecting in that they were invited to take part in the study and were able to participate or not with no impacts on funding or their relationship with the Big Lottery Fund.

Table 4.1 outlines details of the ten case study centres

Table 4.1: myplace case studies

Centre	Round	myplace grant (£)	Details
CRMZ Halton	Round 1	2,500,000	Bid led by Halton Borough Council. Refurbishment of part of former health centre site into youth centre offering sports and arts facilities and access to information, advice and guidance.
Fairplay and DCAS Chesterfield	Fast Track	3,108,226	Bid led by Fairplay. New build centre for young people with disabilities and refurbishment of adjacent local authority youth centre with arts and multi-media focus.
Blackburn Youth Zone Blackburn with Darwen	Round 1	5,000,000	Bid led by Onside. New build centre in Blackburn town centre providing sports and arts activities for young people aged 8 to 25 in the Blackburn with Darwen local authority area.
Culture Fusion Bradford	Round 1	5,000,000	Bid led by City of Bradford YMCA. New build centre in Bradford city centre offering sports and recreational facilities and services for young people including an information shop.
Custom House Middlesbrough	Round 1	4,262,062	Bid led by Middlesbrough Borough Council. Renovation of Custom House building to provide a new youth centre housing services for young people and providing sport, art and multi-media activities.
TAB Centre LB Enfield	Fast Track	2,168,228	Bid led by Trinity at Bowes Methodist church. Purpose built youth centre providing sports, arts and multi-media activities.
OPEN Norwich	Fast Track	1,256,571	Bid led by Open Youth Trust. Renovation of city centre building (a former bank) to provide a youth centre and performing arts venue.
Pegasus Theatre Oxford	Fast Track	1,800,000	Bid led by Pegasus Theatre Trust. Refurbishment and extension of existing theatre premises providing performing arts classes for young people.
Parkfield Torbay	Round 1	4,875,000	Bid led by Torbay Council. New build youth centre providing indoor and outdoor sports and recreation facilities including a BMX track and skate park.
Youth Campus Stoke on Trent	Fast Track	4,800,000	Bid led by North Staffordshire YMCA. Refurbishment and extension of existing facility to provide additional sports and recreational facilities and space for education and training.

Economic Analysis

The economic analysis has been informed by, and is consistent with, Government Guidance (the HM Treasury Magenta¹ and Green² Books and Value for Money³ and Additionality Guidance⁴).

Figure 5.1 provides an overview of the approach to assessing the value of the **myplace** programme. Chapter 10 of the main report encompasses three sections which follow this framework of analysis.

- **inputs and economy**, assesses the **inputs** to **myplace** centres, both the costs in creating **myplace** centres and the operating costs of running the centres; included within this analysis is a consideration to whether **myplace** centres represent 'cost **economy**': they have been provided at minimised cost.
- **outputs and efficiency**, presents the **outputs** provided and served by **myplace** centres: the facilities, services, activities which have been provided and the numbers of young people attending **myplace** centres; assessment is also made as to the extent to which these outputs are 'additional': the facilities and services were not already being provided within the target area and young people were not already attending equivalent youth provision; the section concludes by looking at one particular aspect of cost **efficiency** of **myplace** centres: comparing the numbers of young people attending **myplace** centres with centre operating costs to give an average cost per young person.
- **outcomes and effectiveness**, begins by listing the main outcomes which **myplace** centres identified they would hope to achieve and summarises findings on change in outcomes for young people who have attended **myplace** centres (gross outcome change) and the extent to which this change is different to that reported by young people more generally to give net additional outcome change or impacts. The section then looks at evidence linking outputs - the facilities, services and activities which young people have used or attended - with the reported impact. Finally the section concludes by exploring the monetary value of the estimated impacts and comparing these to the cost of **myplace** centres.

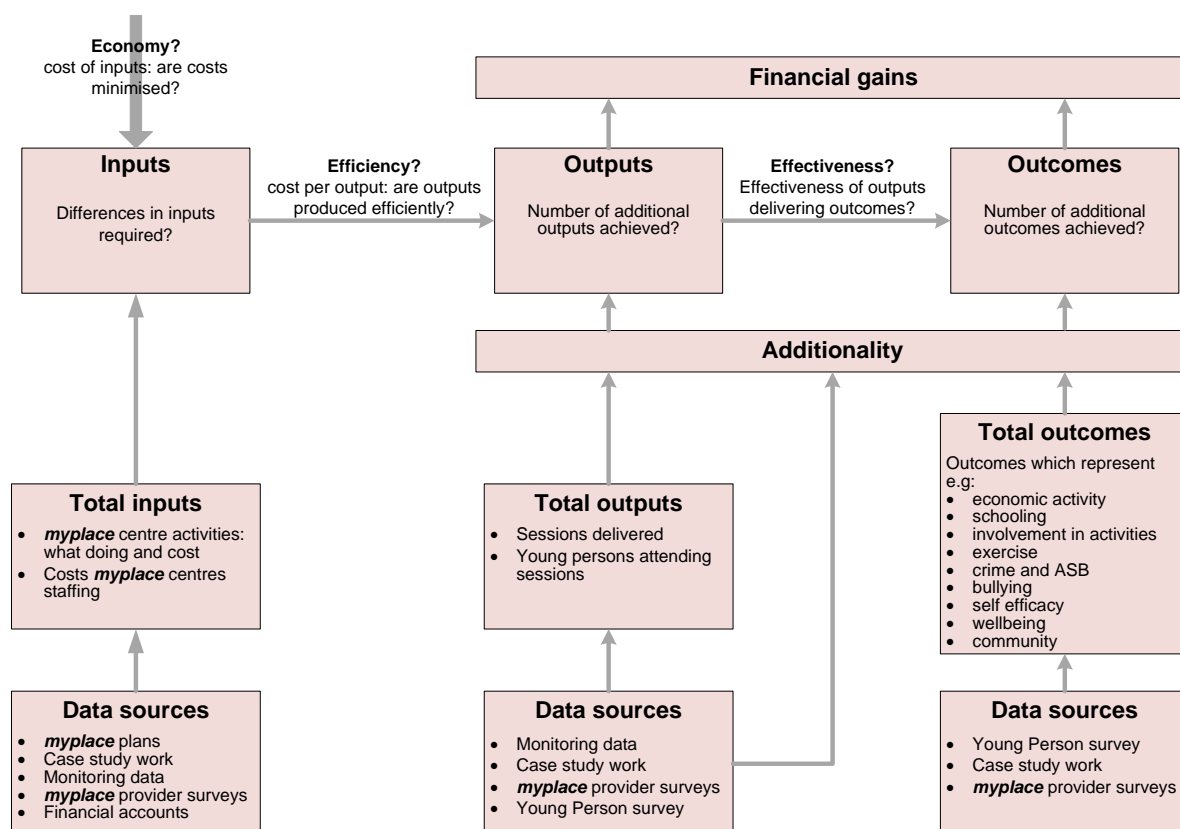
¹ HM TREASURY (2011), The Magenta Book: Guidance for Evaluation . London, TSO.

² HM TREASURY (2003), The Green Book: Appraisal and Evaluation in Central Government. London, TSO.

³ HM TREASURY (2006), Value for Money Assessment Guidance. London, TSO.

⁴ ENGLISH PARTNERSHIPS (2008), Additionality Guide - A Standard Approach to Assessing the Additional Impact of Projects, Third Edition.

Figure 5.1: Overview of Value for Money Analysis



Evidence to inform these sections was drawn from a range of sources collated by both the BIG and the evaluation team and has been described in other sections of the technical report. These include:

- responses to the two **myplace** provider surveys
- responses to the longitudinal survey of young people; one sample which had access **myplace** centres and another sample which had not (the comparator sample)
- financial monitoring data
- and case study work with 10 **myplace** centres.

It is important to acknowledge two key points:

- the data reported are what respondents said; this has often involved opinion and estimation or forecasting; no validation has taken place
- unless stated the analysis and estimates provided focus on those centres that were open at the time of data collection; when population estimates have been provided from the **myplace** centres survey a population of 40 open **myplace** centres has been used; this is the number of centres **myplace** centre open by the 6 June 2012 and which could therefore have been involved in the young person's survey⁵.

⁵ Note that this differs from the estimations of user numbers outlined at 3.1 and 7.4. These are respectively based on estimated numbers of users at the time of the first provider survey, and at the time of reporting (the latter figure is based 53 open centres).

Chapter 10 of the main report provides an overview of the methods used in assessing costs and benefits and the key results. This section of the technical report provides additional information on:

- the cost of **myplace** centres
- how the cost of volunteer time was calculated
- how attendance numbers were calculated
- measuring additionality of outputs and outcomes
- how outcomes were monetised
- the cost and benefit calculations

The cost of **myplace** centres

Table 5.1 reports on the funding of **myplace** centres up to 7th February 2013, this includes:

- the **myplace** grant
- additional funding from other sources
- the total amount of funding received

Table 5.1: myplace centre funding

	BIG award (£,000)	Other funding (£,000)	Total (£,000)
The Young Persons Village	4,800	4,035	8,835
Sutton Life Centre	4,075	4,075	8,149
Pegasus Theatre - Building The Future	1,800	5,630	7,430
Thamesmead Youth Leisure Zone	5,000	2,092	7,092
OPEN Central	1,257	5,769	7,025
Culture Fusion	5,000	1,934	6,934
Parkfield	4,875	2,010	6,885
Spotlight Youth Centre	3,873	2,902	6,775
The Street	3,984	2,555	6,539
Myplace at Westfield Folk House Young Peoples Centre	4,419	1,605	6,024
Toxteth Youth and Sports Centre	2,300	3,679	5,979
OurPlace	4,999	875	5,874
The Roundwood Centre - A Beacon for Young People in Brent	4,997	840	5,837
Tuned In	4,946	866	5,812
The Big Hub	4,979	816	5,795
Blackburn Youth Zone	4,980	803	5,783
The XCHANGE Project	4,751	997	5,747
myplace Bristol	5,000	733	5,733
Hinckley Club For Young People	4,505	1,198	5,703
Hackney's Youth Hubbz	4,991	582	5,573

	BIG award (£,000)	Other funding (£,000)	Total (£,000)
Dream Street	4,704	823	5,528
ExtremeConnexions'	5,000	289	5,288
Carlisle Youth Zone	4,980	300	5,280
Southpoint - the Blackpool Youth Hub Centre	3,996	1,169	5,165
Middlesbrough myplace at the Custom House	4,262	816	5,078
The Showroom	4,843	185	5,028
myplace in Doncaster	5,000	0	5,000
Trafford Youth Village	5,000	0	5,000
Integrating Youth Project	5,000	0	5,000
Youth Centerprise	4,999	0	4,999
ICE Centre Stockton-on-Tees	4,995	0	4,995
The Pitch - A Place to Go	4,198	793	4,991
The Hub	4,952	0	4,952
The NGY	4,906	0	4,906
Manchester Youth Zone (Harpurhey)	4,860	0	4,860
Oldham Youth Zone	4,855	0	4,855
myplace in Luton	4,754	0	4,754
Chesterton's Vision	4,389	253	4,642
Northern Lights Academy	4,516	0	4,516
The HUT - One Hut, Five Towns, Many Talents	4,514	0	4,514
The Orangebox Young People's Centre	3,827	510	4,337
Access All Areas	3,922	274	4,196
The Hub	2,200	1,659	3,859
Wells Park Youth Facility	3,500	268	3,768
Hornsey Road Baths Youth Centre	3,548	0	3,548
Project Inspiration@ Edmonton Youth Hub	3,015	390	3,405
Minehead EYE	3,156	245	3,401
Rotherham myplace	3,357	0	3,357
STEPS: Weymouth Young People's Union	3,056	200	3,256
myplace Chesterfield	3,108	55	3,163
The Buzz	2,500	504	3,004
Shoeburyness Youth Centre	2,988	0	2,988
TeenSpace Shrewsbury and TeenSpace Oswestry	2,116	729	2,845
Dawlish Youth Centre	1,700	1,106	2,806
The Peoples' Place	2,145	609	2,754
Southside Regeneration Youth Project	2,036	356	2,393
TAB Centre Plus	2,168	0	2,168
Salmon Centre	1,189	780	1,969
The Phoenix Centre	1,500	420	1,920
Bradley Youth Centre	1,336	450	1,786
New Horizon Youth Centre	1,500	118	1,618

	BIG award (£,000)	Other funding (£,000)	Total (£,000)
Primetime	1,300	269	1,569
Walsall <i>myplace</i>	1,287	157	1,444
Total	236,707	57,721	294,428

Calculating the cost of volunteer time

The cost of volunteer time has been estimated by the replacement cost of paying staff to complete the same hours of work. The current⁶ minimum wages of £6.19 for adults aged 21 and over and £3.68 for young people aged under 18 have been used. The calculation has been summarised in Table 5.2.

Table 5.2: Calculating the cost of volunteer time

	Adult	Young Person	Total
Average number of volunteer hours per centre	18	18	36
Total yearly number of volunteer hours (,000)	37	38	75
Minimum wage (£)	6.19	3.68	
Total cost of volunteer hours (£,000)	231	140	372

Calculating attendance numbers

Gathering accurate and reliable data on the number of young people accessing *myplace* centres has proved a complex task for the evaluation. To gain measures a series of questions were asked in the second *myplace* centres survey on, the numbers of young people accessing

- the centres during a typical week
- each type of facility during a typical week
- each type of service during a typical week
- each type of activity during a typical week

Rather than providing actual numbers the centres were asked to select the banding in which they thought the true value fell. Due to the difficulties which many *myplace* centres had in providing accurate data on attendees these bands were purposely wide. This has had implications for estimating numbers of young people accessing the centres.

Using the mid-point of the bands, the best guess at the average weekly number of young person's accessing each *myplace* centre was 390. This has been based on responses from 25 *myplace* centres which were open and took part in the second *myplace* centres survey. Maximum and minimum estimates can be derived by using

⁶ correct at 1 March 2013

the upper and lower limits of the response bands. The lower estimate of the average number of young people accessing a **myplace** centre in a typical week was 280. The upper estimate was 500.

It is possible to obtain estimates of the overall numbers of young people accessing the 40 open centres each week by grossing up from these averages. This produces a best guess estimate of 15,650 young people accessing **myplace** centres in a typical week

Measuring additionality of outputs and outcomes

In line with Government Guidance (the HM Treasury Magenta⁷ and Green⁸ Books and Value for Money⁹ and Additionality Guidance¹⁰) assessments of net additional local impact, and hence benefits which can be ascribed to **myplace**, are undertaken within a conceptual framework shown in Figure 5.2. In this context:

- gross direct impact: is an estimate of the total impact on outputs and outcomes
- leakage: is the quantity of outputs, or outcomes, which benefit those outside of the defined target areas or groups; these benefits are subtracted from gross direct impacts to give gross local direct impacts, since they are no longer benefiting the target **myplace** population
- displacement: is the quantity of outputs or outcomes that can be accounted for by reduced outputs or outcomes elsewhere; these benefits are subtracted from gross local direct impacts to give net local direct impacts, because they are counter-balanced by costs elsewhere
- substitution: consists of outputs or outcomes where an organisation has substituted from one to another similar activity because of a **myplace** centre; these benefits are subtracted from gross local direct impacts to give net local direct impacts, since such outputs or outcomes would anyway have gone ahead in an equivalent form in the absence of **myplace**
- multiplier effects: reflect wider outputs or outcomes generated as a result of the direct net benefits delivered through the intervention; these benefits need to be added to net local direct impacts to give total net local impacts
- additionality: reflects outputs and outcomes that would have been expected to occur anyway even in absence of **myplace**; over the timeframe of the evaluation change in relation to outputs and outcomes would have occurred, this change needs to be subtracted from total net local impacts to give the total net additional local impact of **myplace**.

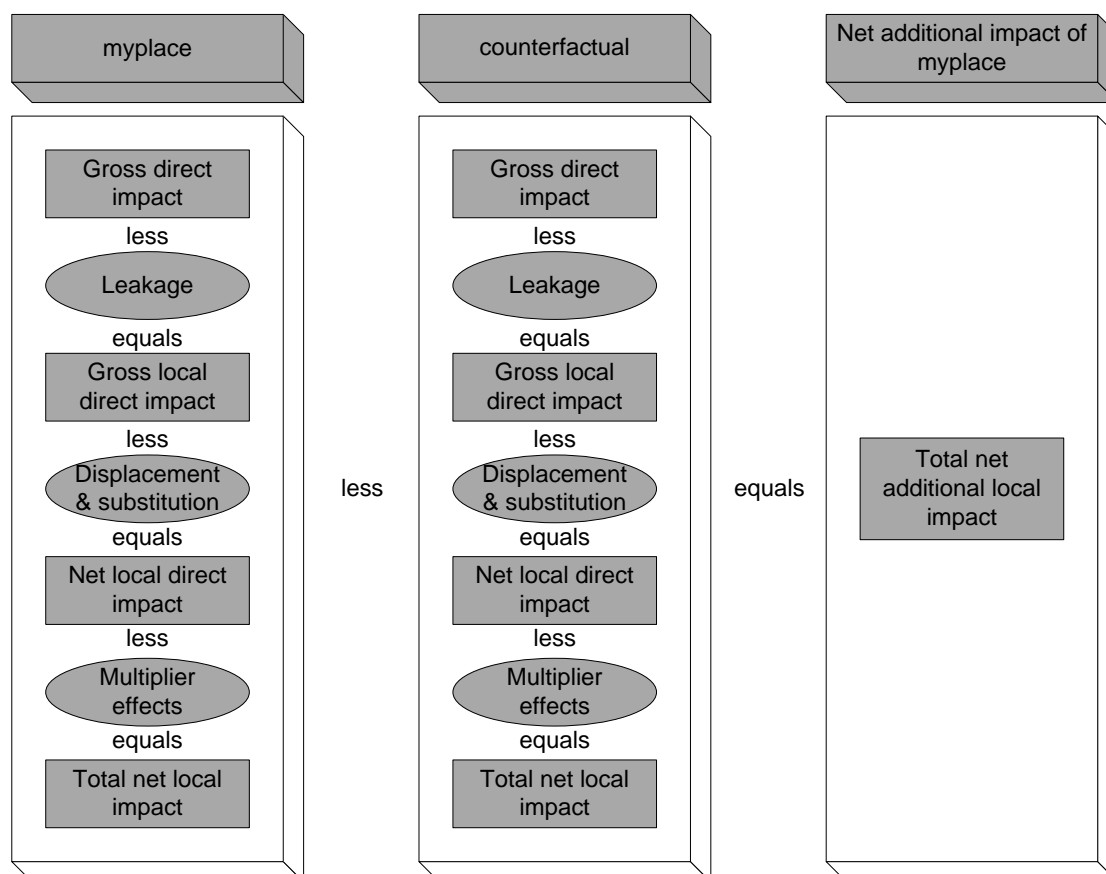
⁷ HM TREASURY (2011), The Magenta Book: Guidance for Evaluation . London, TSO.

⁸ HM TREASURY (2003), The Green Book: Appraisal and Evaluation in Central Government. London, TSO.

⁹ HM TREASURY (2006), Value for Money Assessment Guidance. London, TSO.

¹⁰ ENGLISH PARTNERSHIPS (2008), Additionality Guide - A Standard Approach to Assessing the Additional Impact of Projects, Third Edition.

Figure 5.2: Assessing net additional impact: a conceptual overview



Monetising net additional outcomes

The main report considered the unit value of the two net additional impacts identified. It then applies these to the estimated numbers of young people reporting net additional outcome change to give an estimated monetised value of the **myplace** programme. This section provides more detail on the values adopted.

The study has adopted a unit value for each additional young person enjoying school which acknowledges that core capabilities, such as enjoying school, are likely to lead to improved outcomes such as educational attainment, which will in turn have a positive impact on future employability and earnings (see Young Foundation, 2012, pp16). However the rate at which these processes accumulate is unknown and it would be overly optimistic to assume that all the additional young people who now enjoy school would see the value of future income gains. To illustrate the point, of the additional 1,170 young people reporting that they enjoy school only a fraction will go on to achieve higher grades, of which only a small percentage will see an improved employment outcome or higher incomes.

Previous research such as that by Vignoles, A. and Meschi, E. ((2010) The determinants of non-cognitive and cognitive schooling outcomes, report to the Department of Children, Schools and Families, CEE Special Report 004 <http://cee.lse.ac.uk/ceedps/ceesp04.pdf>) has identified and quantified the relationship between enjoying school and attainment. The indicator used to measure school enjoyment within that study does not translate readily to that adopted in this evaluation. Nevertheless a key finding, which can help guide this assessment, was that whilst a statistical relationship was found the effect size was small. Pupils reporting a one standard deviation increase on their enjoying school measure on

average were expected to see only a 0.1 standard deviation higher attainment at key stage 4. Given this finding it is probably not unrealistic to assume that between one per cent and 10 per cent of the 1,170 young people who now enjoy school will go on to realise additional income associated with this outcome.

The value of additional educational attainment has been calculated from previous evidence on the income differential that young people who go on to achieve NVQ 3 equivalent or higher can expect to earn (Sianesi, B. (2003) Returns to Education: A non-technical summary of CEE work and policy discussion, Institute for Fiscal Studies and the Centre for the Economics of Education). This expected differential has then been applied to the minimum wage for both 18 to 20 years old, and 21 year old and over, to give expected values of £283 and £281 more per year respectively. This value has then been applied to account for the likelihood that not all young people who now enjoy school will go on to achieve the higher attainment. Two scenarios have been adopted. The first assumes one per cent achieved the improved attainment and the second assumed ten per cent of the 1,170 young people who achieved improved attainment.

Using the unit value and assuming the benefit is seen for 5 years, at a discount rate of 3.5 per cent, the monetised present values for enjoying school or college are:

- if 1 per cent of beneficiaries achieved improved educational attainment (NVQ 3 or higher) the estimated net present value is £15,000
- and if 10 per cent of beneficiaries achieved improved educational attainment (NVQ 3 or higher) the estimated net present value is £149,600.

A unit value for the 990 additional young people who engaged in exercise at least once a week has used the estimated cost of weekly group exercise classes (£5.20) giving an annualised unit value of £270. This value has been drawn from previous research (Ecorys (2011) Tackling obesity: an evaluation of Age Concern Kingston upon Thames' fit as a fiddle programme, Age Concern Kingston upon Thames.) The approach values the services provided. Included within the value of services it has been assumed will lie the value which young people place on softer outcomes, such as improved fitness, balance and strength, improved mental health and wellbeing and reduced social isolation, associated with exercising. However it should be acknowledged that this value may also represent the value which people place on exercising within a gym rather than other places such as a youth facility. It should also be noted that the types of exercise which young people may engage in at **myplace** centres is likely to be different to that taking place at gyms. Further research is needed to further validate this valuation approach. Assuming that young people report this benefit for one year, the present value for the 990 additional young people who engaged in exercise each week is £257,600.

It is also plausible to assume that there will be a reduction in cases of obesity amongst the 990 young people because of their participation in exercise. Evidence suggests that dealing with obesity is a significant cost for the NHS (http://www.wikivois.org/index.php?title=Obesity_costs_to_the_NHS). It has been estimated that the average cost per obese person was £3,379 in 2010 (£3,450 in today's prices). In the calculation of the value of savings from reduced costs of dealing with obesity it has also been assumed that one per cent of the 990 additional young people who engaged in exercise per week were prevented from becoming obese and the value of the impact is realised over one year¹¹. Under these assumptions there will be a £32,900 cost saving to the NHS from dealing with fewer

¹¹ Please note the treatment cost avoided could occur at any point in an individual's life and has been included in this calculation as a one-off impact rather than an impact that occurs every year

cases of obesity. If 10 per cent of the 990 additional young people who engaged in exercise per week were prevented from becoming obese this cost saving is £328,700.

Table 5.3 summarises these values.

Table 5.3: Monetising net additional outcomes

	Unit value (£)	Monetised net additional outcomes (£)
Enjoy school/college		
Increased income from higher attainment		
Discounted net income over 5 years, no NVQ 3 or higher	37,770	
Discounted net income over 5 years, with NVQ 3 or higher	39,044	
Discounted income differential	1,274	
Discounted value of outcome, assuming 1 per cent gain additional qualification		15,000
Discounted value of outcome, assuming 10 per cent gain additional qualification		149,600
Exercise at least once a week		
Social cost		
Social cost unit value of exercise	5.20	
Discounted value of outcome		257,600
Reduced obesity		
NHS cost saving from reduced cases of obesity	3,400	
Discounted value of outcome, assuming 1 per cent prevented from becoming obese		32,900
Discounted value of outcome, assuming 10 per cent prevented from becoming obese		328,700

Comparing costs and benefits

Table 5.4 compares monetised net additional outcomes against programme cost. Key points include:

- the monetised value of the net additional impact is estimated to be £305,500; this increases to £735,900 if 10 per cent of young people who now enjoy school/college are assumed to have achieved higher attainment and 10 per cent of additional young people who engaged in exercise per week were prevented from becoming obese
- this represents three per cent of the estimated half yearly operating cost of the 40 open **myplace** centres (£10,405,000)

- if the cost of volunteer time is included (see 10.12 of the main report), operating cost increase to £10,590,000, however the value of benefits remain at three per cent of cost
- if the one off capital cost is also considered monetised benefits are 0.2 per cent of total costs.

Table 5.4: Comparing monetising net additional outcomes to costs

	Option 1	Option 2
Monetised net additional outcomes		
Enjoy school/college: additional attainment (£)	15,000	149,600
Exercise at least once a week: social cost (£)	257,600	257,600
Exercise at least once a week: reduced obesity (£)	32,900	328,700
Monetised net additional outcomes (benefits) (£)	305,500	735,900
Comparing monetised net additional outcomes to costs		
Operational cost (£)	10,404,500	10,404,500
Ratio benefits : costs	0.03 : 1	0.07 : 1
Operational cost plus volunteer time (£)	10,590,300	10,590,300
Ratio benefits : costs	0.03 : 1	0.07 : 1
myplace centre cost plus operational cost and volunteer time (£)	197,528,900	197,528,900
Ratio benefits : costs	0.002 : 1	0.004 : 1

Option 1: assumes 1 per cent of additional young people who enjoy school/college attain NVQ 3 or higher and 1 per cent of additional young people who exercise each week are prevented from becoming obese

Option 2: assumes 10 per cent of additional young people who enjoy school/college attain NVQ 3 or higher and 10 per cent of additional young people who exercise each week are prevented from becoming obese

Appendix 1: Young Persons' survey questionnaires



1st YP Survey
Questions_FINAL_PR



2nd YP Survey
Questions_Final versi



1st Comparator
Survey_FINAL.pdf



2nd Comparator
Survey_Final version.

Appendix 2: Centre survey questionnaires

A2



Myplace Centre
Survey - Postal Final.



Myplace Centre
Survey - Wave 2 (Fin

Appendix 3: Case study topic guides

A3

Stakeholder interview schedule: Funders/ Commissioners

Involvement with *myplace*

How is your organisation involved with the myplace centre?

What prompted this involvement?

What services/ activities does the funding/ commissioning relationship relate to?

Does your organisation support similar services/ activities for young people elsewhere in the locality?

Myplace centre

What is your opinion of the Myplace centre?

How does it compare to other youth centres locally?

Do you think the centre is in the right place? (probe access, attracting young people from other areas)

Does the Myplace centre provide an attractive and safe place for young people to go? Is it offering facilities and activities that appeal to young people? What makes you say that? Have you got any evidence of what young people think about the centre?

How could it be improved?

Impact

How will the Myplace centre contribute to positive outcomes for young people? Why do you say that? What evidence is there to support your view?

Are there other benefits to the Myplace centre? What are these? (probe improved services, partnership working,

What difference does the Myplace centre make to your organisation/service? How does it help your organisation to help young people?

Has it affected the way that your organisation approaches funding/ commissioning of services for young people? (provide better service; better outcomes per output; deal with greater numbers, attract greater numbers; joined up working; serve a community not served before or just replacing what was previously there?)

Has Myplace affected other youth provision locally? How? (probe loss of funding, improved standards, acting as a model for other service provision)

A3

Sustainability

- Is the centre sustainable in the longer term? If yes, what are the key factors making it sustainable? If no, what would it take to make it sustainable?
- What are the main challenges/ opportunities for the centre in the next two years? How will these be addressed?
- What strategies are in place for further development or to continue delivery?
- How will the myplace centre relate in the future to other provision for young people in the locality?

Stakeholder interview schedule: partner organisations

Involvement with Myplace

How is your organisation involved with the Myplace centre?

What prompted this involvement?

What services/ activities is your organisation providing?

Does your organisation provide similar services/ activities for young people elsewhere in the locality?

Myplace centre

What is your opinion of the Myplace centre?

How does it compare to other youth centres locally?

Do you think the centre is in the right place? (probe access, attracting young people from other areas)

Does the Myplace centre provide an attractive and safe place for young people to go? Is it offering facilities and activities that appeal to young people? What makes you say that? Have you got any evidence of what young people think about the centre?

How could it be improved?

Impact

How will the Myplace centre contribute to positive outcomes for young people? Why do you say that? What evidence is there to support your view?

Are there other benefits to the Myplace centre? What are these? (probe improved services, partnership working,

What difference does the Myplace centre make to your organisation/service? How does it help your organisation to help young people?

Has it affected the way that your organisation approaches the delivery of services/ activities for young people? (provide better service; better outcomes per output; deal with greater numbers, attract greater numbers; joined up working; serve a community not served before or just replacing what was previously there?)

Has Myplace affected other youth provision locally? How? (probe loss of funding, improved standards, acting as a model for other service provision)

Sustainability

- Is the centre sustainable in the longer term? If yes, what are the key factors making it sustainable? If no, what would it take to make it sustainable?
- What are the main challenges/ opportunities for the centre in the next two years? How will these be addressed?
- What strategies are in place for further development or to continue delivery?
- How will the myplace centre relate in the future to other provision for young people in the locality?

Stakeholder interview schedule: Staff

Project Planning and Grant Application

- What prompted the decision to apply for a grant from the *myplace* programme? (*probe: driven by the availability of funding, or response to local need*)
- How did the partnership come together? Had partners worked together before? How well did the partnership work for the purposes of preparing the grant application?
- Who took the lead in the grant application process? (organisation and role). How well did that work?
- How was the need for the project determined? What scoping work (if any) was undertaken?
- How were young people involved in developing the application or proposals? Can you give me some examples of the ways in which young people made a difference to the proposals?
- What role did local youth services providers/ youth workers have in developing proposals? And what about statutory service providers? (*probe role of Childrens Trust, relevant delivery agencies eg police, education, health*)
- How were local residents consulted on the proposals? How did residents' views shape the plans?
- Did you identify and draw on any good practice when developing your proposal?

Project development

- How was it decided that a *myplace* centre was right for this area? What is the rationale for the location of the *myplace* centre? (*probe access for young people, replacement of an existing facility, wider regeneration objectives for community*)

- How was the size of the myplace centre determined? (probe impact of available funding pot vs evidence of local need, desire to build new/ different facilities for young people)
- Was a feasibility study undertaken? (*probe details - in-house or external org? Was it useful? What did it say? If No, why not?*)
- Was professional advice sought in the design and development of the project? (*probe what form did this take? Was the advice useful? Was the organisation confident/ competent to work with professionals? Was the advice acted upon? If No, why not?*)
- What approach did the architects take to involving stakeholders in the design of the **myplace** centre? What impact has this had? (probe innovative design, different spec, higher environmental credentials, etc) How did the architects respond to the priorities of young people?
- Do you feel that the design of centre is appropriate for local needs? Why do you say that?
- Do you think that the costs of running and maintaining the building were considered adequately at the design stage?
- Did you encounter any difficulties or challenges in the design and development of the Centre? How were these overcome?
- What progress has been made against the outcomes for the BIG Lottery grant?
- Has the project changed or developed over time? (*If yes, what has changed and why? What factors prompted the change? How have these factors impacted on the sustainability of the project?*)
- Is the project complete? (*If No - what is left to do? When will the project be finished?*)
- What were the main drivers and barriers to progress?
- How has the support and development provider worked with you during the development of the project (*probe capital development, youth engagement, viability*) What impact has this had? Did you get the help you needed? Can you give me any examples of how this has improved your project? Are there any outstanding support needs?

Implementation and Delivery (refer to baseline survey)

- What are the centre's key objectives? (*probe theory of change - what are the intended outcomes?*)
- What does the centre offer to young people? (*probe activities, facilities, services*)

- **What is available to the local community?**
- Does the centre target particular groups of young people? Why/ Why not? How were these identified?
- Where do most young people come from? Do young people experience any problems getting to the centre? (*accessibility, transport, territorial issues*)
- When is the centre open? (*all the time, a few hours a week, in the evenings*) What has drive the opening hours (*needs of young people, funding, availability of staff/ volunteers*)
- What is the charging/ pricing structure? (*probe membership fees, payment for sessions/ use of facilities, discounting*) Are the current prices right for the needs of young people and the sustainability of the centre?
- How many staff are needed to keep the centre running at existing levels and what roles do they undertake?
- Is the centre sufficiently staffed at the moment? If no, what are the gaps? (*probe resources, skills*) Why are these roles not filled?
- How many volunteers does the centre use and what roles do they undertake?
- Does the centre have sufficient volunteers at the moment? If no what are the gaps? Why are there gaps?
- What is the split between young person volunteers and those from the wider community in terms of the numbers of volunteers and the roles taken? What impact does this have?
- Could the centre be run without volunteers?
- So far, have things gone to plan (*start date, implementation, outputs*)?
 - if not, what has not gone to plan?
 - what problems have been encountered?
 - have these been overcome? If so, how?
- What have been the main constraints and drivers of success
 - governance arrangements
 - existing management practices
 - partnership working
 - human resources (e.g. staff recruitment)
 - financial resources
 - service delivery
 - external relations with key delivery partners
- How are young people involved in the governance of the centre? What impact does that have? Can you give me some examples of instances where young people have taken the lead in decision making?

- How are conflicts between the priorities of partners and young people managed?
- Are local residents involved in the governance of the centre? What difference does this make? Are there any conflicts between the priorities of residents and those of young people? How are these managed?

Income and Expenditure

- Does the centre have an agreement for core funding to cover all or some of the ongoing costs associated with keeping the centre open? (*probe who provides funding, how much is provided and for how long, extent to which secured core funding is sufficient to cover the ongoing costs of keeping centre open*)
- How are different services and activities provided through the centre funded? Do they receive income from grants, contracts, fees etc and who they receive this from? To what extent were these funds secured by the project in advance of it opening and to what extent have they been secured since opening? To what extent does funding for services and activities contributed to core management costs of the project?
- Will overall income will increase or decrease in the next few years and will any particular sources become more or less important?
- Does the project have a formal/written income generation strategy (if yes, request a copy for info)?
- Explore plans for income generation in more detail:
 - How important are fees and other chargeable services to the sustainability of the centre. Are there specific plans to charge young people, community members/organisations, the general public and organisations (public or private) for accessing aspects of the centre? If so explore these in more detail and the extent to which these are likely to develop in the future.
 - Are current levels of income generation sufficient to support the running of the centre?
- What are the main costs associated with:
 - Running the centre (i.e. keeping it open)
 - Maintaining the facilities
 - Providing activities and services
- To what extent are these higher or lower than anticipated? Are there any specific costs that are greater than expected?
- Are there any unexpected costs associated with running the project/centre? If so what are they and on what scale?
- Have any of the additional costs identified had a detrimental effect on the projects ability to improve outcomes for young people? If so in what way?

Partnership Working

- Can you describe partnership arrangements for the ongoing operation of the centre?
- Which are the main partner agencies and what are their roles. (*probe formal partners? stakeholders with whom a relationship is important if the initiative is to be delivered effectively? delivery agency?*)
- Did you already have a working relationship with these partners before developing this particular project?
 - *If yes, please explain the nature of relations between the partners - has this changed?*
 - *If no, what was the motivation for developing this partnership?*
- How well are partnership arrangements working?
 - *problems/challenges - what have been the consequences (e.g. delays, problems with delivery etc.); and how they have been overcome (if at all)?*
 - *factors determining success?*
- What benefits does the partnership approach bring to the delivery of youth services? Can you give me some examples of positive impacts for this centre?

Impact

- What impacts (positive and negative) do you think would flow from having the **myplace** centre in your area; link to outputs/activities; impacts on YPs, community...
- are any other agencies planned or likely to benefit from the project
- how realistic and achievable are these; what factors are likely to assist and constrain
- What is the additionality of the **myplace** centre? provide better service (better outcomes per output); deal with greater numbers, attract greater numbers; joined up working; serve a community not served before or just replacing what was previously there?

Leakage

- are there any other non targeted groups who are likely to benefit from the centre? (probe under 13s) what is on offer to these groups? why have you chosen to work with them? (probe need, availability of funding, projects etc)
- Does this have any impact on your ability to offer services to the targeted group? How? have you got any strategies to address this?

Displacement/Substitution

- Will the Centre's activities/services reduce and or replace activities/services already taking place within the target area?
- Will the **myplace** centre's activities/services result in the substitution of activities or attract services away from a similar activity to take advantage of the Centre's funding? is there any evidence of this already happening? can you give me any examples

Multiplier effects

- What, if any, are the likely additional economic and social benefits from the **myplace** Centre?

Sustainability

- Is the centre sustainable in the longer term? If yes, what are the key factors making it sustainable? If no, what would it take to make it sustainable?
- What are the main challenges/ opportunities for the centre in the next two years? How will these be addressed?
- What strategies are in place for further development or to continue delivery?
- Have you developed a strategy for future income generation? Does this include accessing social or private sector investment streams? (*obtain a copy if possible*)
- How will the my place centre relate in the future to other provision for young people in the locality?
- How will the my place centre identify and maintain a role in a mixed service economy? What opportunities and challenges does this present?
- Does the centre have in place mechanisms to demonstrate its impact and value? What are these?

Young People's Focus Group for those attending *myplace* centres

Profile Information

Please collect the following information from all Focus Group participants.

Name, ethnicity, age, disability

General

What do you think of (the *myplace* centre)?

What made you decide to go to (the *myplace* centre)?

What would you be doing if you were not at the centre?

The physical space

What do you think about the *myplace* building?

Prompt -What is good and bad about the building? How does it make you feel?

Does (the *myplace* centre) have a café? What do you think of it? Do you use it? If yes, when? - probe night time opening

Is there space to talk to adults in private/ confidence? Do you think that's important?

Use of the *myplace* centre

How often do you use (the *myplace* centre)?

How long do you tend to spend there?

What do you think about the opening times of (the *myplace* centre)?

Do you think (the *myplace* centre) is a safe place to go to? Why/why not?

Does (the *myplace* centre) have a drop in)? Do you use it? Do you think that's important? Why/why not?

Do you have to pay for any of the activities, or to use any of the facilities?

Prompt: What do you think about the cost?

What do you think about the staff?

Prompt: (Are they fun, friendly, approachable)

Do you feel it is your centre? – how important is that?

Prompts: why? in what ways, can you give examples?

Getting to **myplace**

What do you think about the location of (the **myplace** centre)?

How easy or difficult is it for you to get to (the **myplace** centre)?

How do you travel to (the **myplace** centre) – by bus, do you walk, get a lift etc?

How long does it take? Is that OK?

How easy or difficult is it for you to afford the costs of travelling to (the **myplace** centre), e.g., bus fares.

Activities, facilities and services

Activities

What do you think about the range of activities on offer at (the **myplace** centre)?

Prompt: (Are there enough activities, too many, not broad enough focus, not enough to do, day time, evenings, drop in?)

How do they compare with activities that you have been involved in previously or elsewhere?

Is there anything you would like to do at the **myplace** centre that is not happening now?

*Prompt: What activities would you like to see at the **myplace** centre? Why?*

Services

Do you know what help is available at the **myplace** centre?

Have you used any of the help available at the **myplace** centre? How helpful were they?

What made you try the service (availability, signposting, access, better services etc)?

Have you taken part in any training or education at the **myplace** Centre?

Have you been involved in any activities that help you with your school work?

Do the activities, facilities and services at the **myplace** Centre meet your needs/interests? How/in what way or why not?

Displacement/ substitution issues

Are you more or less likely to come to this **myplace** centre than other (local) youth centres? Why?

Have you changed how much you go anywhere/somewhere else since joining **myplace**? Why?

Do you know of other places where you can do the activities they do at **myplace**? If so, what made you choose **myplace** over the other places (if they have)?

Participating in Decision making

Do you take part in making decisions about what is happening at (the **myplace** centre)?

Do you feel that you contribute to the centre? Are your views listened to? And acted on? Any examples of where things have changed as a result of your, or others' comments?

Appendix 4: Binary outcome variables analysed



Outcome	Response type	Binary recode
School attendance/truancy	Ordinal (5pt): frequency of lessons missed without permission	Weeks at a time (1) or days at a time (2) or particular days/lessons (3) or the odd day lesson (4) = Yes (1) ; Never (5) = No (2) ; Else = missing
Attitudes to learning (x3)	Ordinal (3pt): positive, neutral or negative attitude	Always (1) or sometimes (2) = Positive (1) ; Never (3) = Negative (2) ; Else = missing
Involvement in exercise	Ordinal (5pt): frequency of exercise undertaken	Most days (1) or more than once a week (2) or at least once a week (3) = At least once a week (1) ; Less than once a week (4) or hardly ever (5) or never (6) = Less than once a week (2) ; Else = missing
Involvement in anti-social behaviour (x5)	Binary: yes or no	Keep the same
Use of alcohol	Ordinal (5pt): frequency of alcohol use	Almost everyday (1) or once or twice a week (2) or a few times a month (3) or only once or twice in 3 months (4) = Yes (1) ; Not at all = No (2) ; Else = missing
Use of illegal drugs	Ordinal (5pt): frequency of drug use	
Peer relationships: Experiencing negative behaviour from peers (x5)	Binary: yes or no	Keep the same
Peer relationships: Engaged in negative behaviour towards peers (x5)	Binary: yes or no	Keep the same

Confidence (x6)	Ordinal (4pt): confident (2) or not confident (2)	Very confident (1) or confident (2) = Confident (1) ; Not so confident (3) or not confident at all (4) = Not confident (2) ; Else = missing
Mental well-being	Scale: computed by adding all the items together. Scores should range from 14-70. Higher score = better mental health.	Range 14 through 40 = Low (1) ; Range 41 through 70 = Normal/High (2) ; Else = missing
Self-esteem	Scale: computed by adding all items together. Scores should range from 0-30. Higher score = better self-esteem Ordinal: <15 is low; 15=> is normal to high	Range 0 through 14 = Low (1) ; Range 15 through 30 = Normal/High (2) ; Else = missing
Life satisfaction	Scale : 1-10	Range 7 through 10 = 7 or more (1) ; Range 0 through 6 = 6 or less (2) ; Else = missing
Economic control (x8)	Ordinal (4pt): agree or disagree NB. 4x variables need reverse coding due to +/- language	If question language is negative (a, b, d, g): Strongly agree (1) or agree (2) = Negative view (1) ; Disagree (3) or strongly disagree (4) = Positive view (2) Else = missing If question language is positive (c, e, f, h): Strongly agree (1) or agree (2) = Positive view (2) ; Disagree (3) or strongly disagree (4) = Negative view (1) Else = missing
Economic control (composite)	Scale: 8-32 or 4-16 NB. 4x variables need reverse coding due to +/- language	Positive view on at least 4 items (use binary recode): Range 12 through 16 = Yes (1) ; Range 0 through 11 = No (2) ;
Views of local area (x7)		Strongly agree (1) or agree (2) = Agree (1) ; Disagree (3) or strongly disagree (4) = Disagree (2)

Appendix 5: Overview of Young Persons' Survey Respondents

		Baseline				Follow-up			
		Myplace		Comparator		Myplace		Comparator	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Gender	Female	684	47.1%	387	57.2%	132	61.1%	167	64.5%
	Male	755	52.0%	286	42.3%	84	38.9%	92	35.5%
	Prefer not to say / missing	14	1.0%	3	.4%	0	.0%	0	.0%
	Total	1453	100.0%	676	100.0%	216	100.0%	259	100.0%
Age groups	8-12 yrs	190	13.1%	1	.1%	17	7.9%	0	.0%
	13-15 yrs	693	47.7%	433	64.1%	126	58.3%	170	65.6%
	16-19 yrs	418	28.8%	242	35.8%	54	25.0%	85	32.8%
	20+ yrs	134	9.2%	0	.0%	18	8.3%	0	.0%
	Prefer not to say / missing	18	1.2%	0	.0%	1	.5%	4	1.5%
	Total	1453	100.0%	676	100.0%	216	100.0%	259	100.0%

How would you describe your ethnicity? (self-reported)	White	1173	80.7%	536	79.3%	187	86.6%	201	77.6%
	Black	104	7.2%	35	5.2%	8	3.7%	12	4.6%
	Asian	60	4.1%	60	8.9%	11	5.1%	30	11.6%
	Mixed	77	5.3%	30	4.4%	8	3.7%	9	3.5%
	Chinese or other ethnic group	5	.3%	5	.7%	2	.9%	3	1.2%
	Don't know	8	.6%	1	.1%	0	.0%	0	.0%
	Prefer not to say	11	.8%	6	.9%	0	.0%	3	1.2%
	Missing	15	1.0%	3	.4%	0	.0%	1	.4%
	Total	1453	100.0%	676	100.0%	216	100.0%	259	100.0%
Do you have a disability that limits what you do day to day? (self-reported)	Yes	144	9.9%	24	3.6%	18	8.3%	10	3.9%
	No	1190	81.9%	624	92.3%	182	84.3%	239	92.3%
	Dont Know	37	2.5%	6	.9%	6	2.8%	3	1.2%
	Prefer not to say	36	2.5%	6	.9%	5	2.3%	1	.4%
	Missing	46	3.2%	16	2.4%	5	2.3%	6	2.3%
	Total	1453	100.0%	676	100.0%	216	100.0%	259	100.0%
Do you get free meals? If you're not at school did you get them in your last year at school? (self-reported for Myplace, NPD for comparator)	Yes / Eligible	360	24.8%	136	20.1%	47	21.8%	53	20.5%
	No / Not eligible	933	64.2%	540	79.9%	158	73.1%	206	79.5%
	Dont Know	52	3.6%			3	1.4%	0	.0%
	Prefer not to say	26	1.8%			2	.9%	0	.0%
	Unclear	2	.1%			0	.0%	0	.0%
	Missing	80	5.5%			6	2.8%	0	.0%
	Total	1453	100.0%	676	100.0%	216	100.0%	259	100.0%