

ALFORD HOUSE CLUB

promoting the wellbeing, training and recreation of young people

Outcomes & Learning

Open Access Youth Work
2016 - 2017

Founded:

by Frank Briant in 1884

ALFORD HOUSE CLUB

Alford House Club is a club for young people aged eight to twenty-two. The objects of the club, are "to promote the mental, moral, physical and spiritual well being of, and, in particular to provide facilities for mental, moral, spiritual and physical training and recreation".

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Registered Charity Number: 1123902

Registered Company Number: 6521183

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With Special thanks to:

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Foreword

We have always aspired to be a learning organisation but in order to clarify this we committed ourselves in 2016/2017 to an evaluation methodology and outcomes framework to measure the impact of our open access youth work and learn from the evidence based data we produced.

To give ourselves some thinking time and to benefit from other practitioners going through the same process we signed up to take part in London Youth's Defining Success Programme.

Over several months we explored our open access programme, its potential benefits to young people and what success looks like.

As part of this programme we developed an Evaluation Plan and Theory of Change (Logic Model).

This model was designed to demonstrate the journey a young person undertakes when joining the Club and the outcomes they achieve as a result of that journey.

We would like to thank the young people, trustees, staff and volunteers who helped to define the different elements that would make up our Theory of Change model. The workshops, which were attended by over 20 people, proved to be an invigorating process.

We moved forward with some confidence after having our Project Model and Evaluation Plan validated by Project Oracle - Children and Youth Evidence Hub.

A year later we now have evidence from young people from which we can learn to improve our service further.

At a time of significant reductions in funding for youth work, producing evidence that youth work is of benefit to young people could not be more important.

OUTPUTS

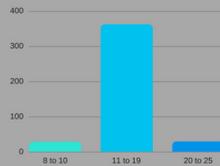
2016 – 2017

419 YOUNG PEOPLE 
Registered Members 
(Target 200) 

101
Females Reached
(Target 100)

318
Males Reached
(Target 100)

AGE DISTRIBUTION



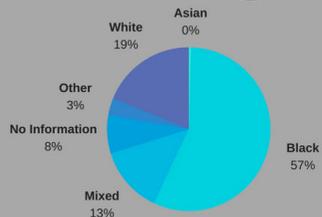
4,406 ATTENDANCES



SESSIONS 332



ETHNICITY



131 TIME

Attended 10 times or more



Quality Assurance & Process

Assessment Period February to March 2017

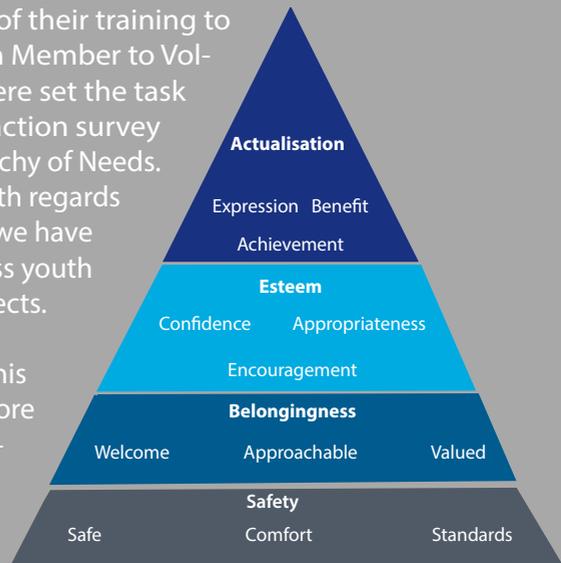
Some years ago, as part of their training to make the transition from Member to Volunteer, young people were set the task of co-producing a satisfaction survey based on Maslow's Hierarchy of Needs. Very little has changed with regards to the questionnaire and we have used it in both open access youth work and for specific projects.

We have reintroduced it this year, with a new scaled score of 1 to 10 to help us calculate the Net Satisfaction of our members and to explore the quality of

our service, the quality of the youth work process and to test the assumptions we make in our Theory of Change.

If we assume that youth work staff will be encouraging, positive, motivating, enabling and will enter into a voluntary relationship with young people based on a liking of them, then we need to know that the staff are approachable, that young people feel welcome and that young people feel encouraged to take part in club activities.

Customer satisfaction surveys are commonly used in marketing with increasing interest and importance. There are pros and cons to using Net Satisfaction Scores (NSS) but studies have found that using the system correlates with business growth. We chose to adapt it for our use because it goes beyond thinking 'satisfied' is good enough to explore whether a 'customer' would actually promote their experience positively to others.



The following NSS results come from young people taking part in open access youth club sessions which may involve taking part in any number of activities. These include:

Structured Creative Activity, e.g., Music, Art & Dance

Structured Sport & Physical Activity, e.g., Football, Hockey & Fitness

Unstructured Self-Initiated Activity, e.g., Snooker, Dance & Table Tennis

Social Gathering, e.g., meeting friends, informal discussion & board games

Information, Guidance and Signposting, e.g., Sexual Health, CV Support & Applications

Group Work/Discussion, e.g., Drugs, Gender & Sexual Health & Relationships

Off-Site Activity, e.g., Competitions, Residential Experiences & Social Trips

Participation & Co-Production, e.g., Budgeting Club Funds, Workshops & Service Design

One to One Support, e.g., Housing, Budgeting & Grants.

To calculate the Net Satisfaction Score we take the percentage of young people who score 9 or 10 (so are Promoters) and subtract the percentage who score 1 to 6 are Detractors.

Net Satisfaction = %Promoters - % Detractors.



Above 0% is satisfactory, 20%+ is good, 40%+ is great and above 60% is excellent.

We sought responses from approximately 30% of members who had attended Alford House more than 10 times during the year. 67% were aged between 13 to 16, 22% aged 11 to 12 years and 11% aged 17 to 21. Respondents were 75% male and 25% female. This is not quite a true reflection of the male/female split in either membership or attendance and greater efforts need to be made next year to achieve a higher number of female responses. The following table shows the Net Satisfaction Score against all the statements.

Maslow	Statement	NSS
Safety	I feel safe in club	80%
	I find the environment comfortable	73%
	The standard of tutoring during activity sessions is	69%
Belongingness	The staff make me feel welcome	85%
	The staff are approachable	94%
	I feel that the contribution I make is valued by the staff	67%
Esteem	I feel confident in taking part in activities around the club	70%
	(No matter what your level of ability) I feel I receive encouragement to take part, improve and enjoy myself	87%
	I have the appropriate equipment needed to carry out the activities in the club	69%
Actualisation	The club gives me the chance to express myself and my ability	80%
	I benefit from coming to club	85%
	I achieve what I hope for in club	79%

With NSS ranging between 67% and 94% we found satisfaction amongst members to be excellent.

Our members appear to enjoy high quality relationships with Club Staff. They feel safe and welcome and that appropriate standards are maintained. Young people are comfortable and confident in taking part in activity. They feel that they benefit and achieve from attending the Club.

We observed more indifferent responses from younger members. Those over 15 years of age only responded either passively 24% or as a promoter 76% and were slightly more positive about the programme.

There was no discerning difference between female and male responses. 70% of female responses were as promoters and 73% of males responded as promoters.

If we were to apply the NSS to individual young people and see each one as either indifferent, passive or as a promoter the Club would score 64%, an interpretation of excellent.

This is the first year of collecting data in this way so it is only the start of building an evidence base about the quality of our youth work process.

We are pleased with the results but will need to see if these are repeated in the coming years before making too many claims about the quality of our service. In the immediate future it will be worthwhile exploring these results with a focus group of young people, staff and trustees.

Young people said...

"I like Alford House because of what it teaches me and how I can come here to prevent being on the street and in trouble."

Male 14

"At Alford I have grown as an adult. It has helped me mature. I am grateful about this."

Male 16



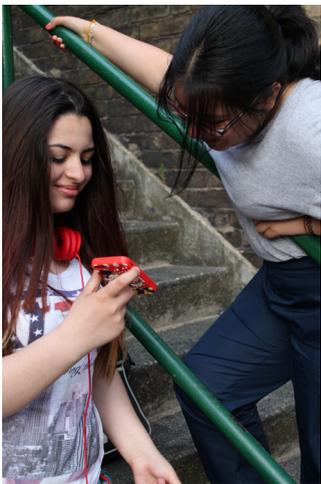
"Alford House has played a big role in building my character as I've grown. They have given me opportunities to go on trips that push my boundaries, also they have given me the chance to develop leadership skills and have acted as a place to get away and relax with friends".

Female 16

"Utterly Brilliant."

Male 13





“Alford House has allowed me to meet new people and socialise as well as provide beneficial workshops that cater to my needs such the gym and the table tennis workshops. Alford House provides opportunities that youths would not otherwise have and so is a credit to our society.”

Male 17

“It’s fun and I know I can talk to the staff about anything. I feel safe here.”

Female 13

“I feel very excited when I come to Alford and I like meeting my friends and having fun with them by listening to music and dancing around and singing”.

Female 13



“It’s a great way to meet new people and become more active”.

Female 13

"I believe it is a great environment to learn and become more active."

Male 16



"Before I came to Alford I was not confident with all my ideas but now I feel happy and confident with myself."

Female 12

"Alford is a fun place where people can come to do a range of things which help them to improve as a person."

Male 14

"It has help me make new friends and interact with people a lot more. My confidence has grown exceptionally since first joining Alford."

Male 19





“It has helped me greatly with my social skills especially and learning how to handle stuff in certain situations”.

Male 15

“It has been excellent coming to Alford because I have made new friends and everyone is very comfortable”.

Female 13

“Alford House is a good place. You can do all sorts of activities and it is a safe place to be around and inside Alford House you know you won't be in danger.”

Male 13



“I have gained more confidence, especially by coming on Wednesdays (girls only night) and being able to work with the younger members. It has made it clearer on what I want to do in the future”.

Female 16

Rationale

Alford House has looked at various tools for gathering evidence and in 2015/16 decided to test the Life Effective Questionnaire (LEQ) (Neill 2007). We explored its relationship to our aim and the outcomes desired, not only our own but also those contained in other reports, e.g., the Catalyst Framework of Outcomes for Young People published by the Young Foundation 2012.

Our outcomes and the measurement tool has also been influenced by research from the New Economics Foundation which states...“First, and most obviously, someone who is, for example, functioning well particularly in terms of feeling autonomous and having strong social relations, is better able to shape the conditions they are in. Secondly there is growing evidence that feeling good on a regular basis allows individuals to broaden their experiences in the short term and in the long term, build up their personal resources.” Our outcomes therefore, centre on the personal functions and resources of young people e.g., self-confidence and emotional control, rather than external factors e.g., material conditions, work and income and we therefore chose a measurement tool that would gather data on the personal functions of young people.

For the purpose of open access youth work we adapted the LEQ and had this, together with our evaluation plan, validated by Project Oracle – the Children’s and Young People’s Evidence Hub.

As a result of adapting the LEQ the Club has undertaken to compare the reflective/retrospective responses of the adapted LEQ through the use of the LEQ in pre/post activity in suitable circumstances. We therefore have 2 sets of data. One for open access youth work, using a reflective/retrospective method and a second pre/post activity set of data for comparison.

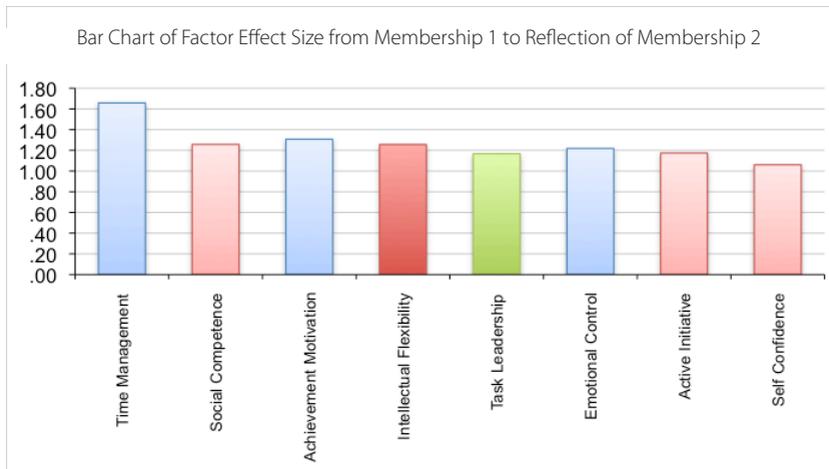
In addition to aligning the LEQ Factors against the Catalyst Outcomes we recently aligned them with the Early Intervention Programme Outcomes as set out by Young Lambeth Cooperative, Lambeth Council and Lambeth Clinical Commissioning Group (CCG) who have worked together to create an Integrated Commissioning Strategy for Children and Families.

Outcomes

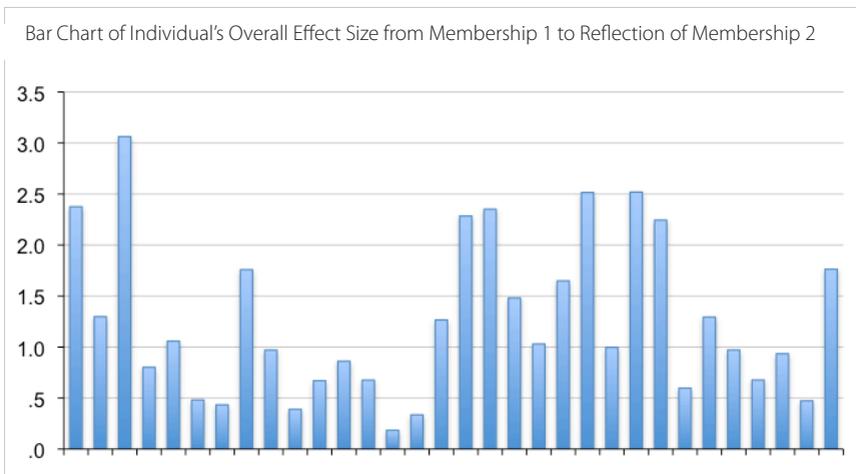
Programme	Open Access		
Evaluation Type	Outcome Impact Data		
Reporting Period	Third Quarter – Oct to Dec 2016		
Survey	Adapted LEQ - reflective/retrospective responses		
Sample	32 (33% of those attending 10 times or more since 1st April 2016)		
Organisation	Youth Club		
Gender	Female	11	34%
	Male	21	64%
Age	12 to 13	13	41%
	14 to 15	11	34%
	16 to 19	8	25%
Activity	Structured sports & physical activity	23	72%
	Unstructured self-initiated activity	19	59%
	Structured creative activity	17	53%
	Social gathering	19	59%
	Off-site activity	15	47%
	Participation/Co-production	5	16%
	Group Work	11	34%
	One to One - Information, advice & guidance	7	22%

LEQ Factor Effect Size, Significance and interpretation				
Catalyst Outcomes	LEQ Factors	Effect Size	Significance	Interpretation
Resilience & Determination	Time management	1.66	Significant	Very Strong
	Achievement Motivation	1.31	Significant	Very Strong
	Emotional Control	1.22	Significant	Very Strong
Relationships & Leadership	Social Competence	1.26	Significant	Very Strong
	Task Leadership	1.17	Significant	Very Strong
	Active Initiative	1.17	Significant	Very Strong
Confidence & Agency	Self Confidence	1.06	Significant	Very Strong
Creativity	Intellectual Flexibility	1.26	Significant	Very Strong

Neill (2007)									
ES	Interpretation								
0.2	Small	0.3	Small-moderate	0.4	Moderate	0.6	Strong	1	Very strong



Proportion of Participants in Each Change Category by Core Outcome and Factor				
Catalyst Outcomes	LEQ Factors	Negative Change	No Change	Positive Change
		<0.2		>0.2
Resilience & Determination	Time management	0.00	0.06	0.94
	Achievement Motivation	0.00	0.09	0.91
	Emotional Control	0.00	0.13	0.88
Relationships & Leadership	Social Competence	0.00	0.09	0.91
	Task Leadership	0.00	0.16	0.84
	Active Initiative	0.00	0.16	0.84
Confidence & Agency	Self Confidence	0.03	0.09	0.88
Creativity	Intellectual Flexibility	0.03	0.09	0.88



Learning

Overall the effect size against all the outcomes showed a significant increase and is interpreted as very strong across all Life Effectiveness factors.

Looking deeper into the individual data we can see that generally there is a stronger impact on young people the more they are engaged across a range of club activity. For example, a young person that only attends for a single activity demonstrates less positive effect than a young person who attends for more than one activity. With one exception, those that indicated that they only attended for one specific activity demonstrated a small to moderate effect against the all the LEQ factors. Against this, again with just two exceptions, those that indicated taking part in several activities demonstrated strong to very strong effect against all LEQ Factors.

This gives some reassurance to the results that have come out unexpectedly very strong. It demonstrates an emerging pattern that, the more involved and engaged a young person is in club activity, the higher the positive effect the club can have on their personal functions and resources. The club will have to analyse this over several years to be confident this is actually the case.

Against this assertion, or perhaps combined with it, is a young person's length of membership. Not included in the data is the length of time a young person has been a member. Therefore, we have not been able to analyse whether this is a more important factor in young people's progress than the range of activities they take part in. We have observed in the past that the longer a young person has a relationship with the club the more positive the effect the club has on their personal functions and resources. This is an element of data collection that we need to explore.

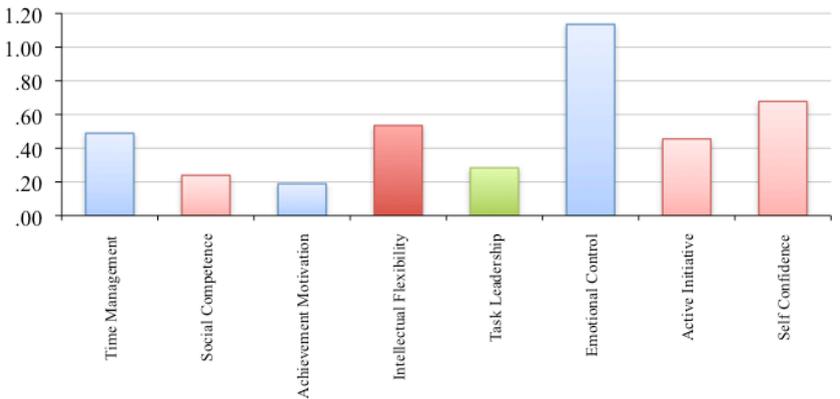
Taking into account the unknowns above we can still associate the club's interventions within its open access programme to meaningful change in all core outcomes of interest.

Programme	Time Limited Programme				
Evaluation Type	Outcome Impact Data				
Reporting Period	Second Quarter – Jul to Sep 2016				
Survey	LEQ - pre/post responses				
Sample	18 – 100% of those attending				
Organisation	Youth Club				
Gender	Female			11	61%
	Male			7	39%
Age Group	12 to 13			13	72%
	14 to 15			3	17%
	16 to 19			2	11%
Activity	Structured sports & physical activity			0	0%
	Unstructured self-initiated activity			0	0%
	Structured creative activity			0	0%
	Social gathering			0	0%
	Off-site activity			18	100%
	2 day Ski course	7	39%		
	Outdoor Pursuits Residential	11	61%		
	Participation/Co-production			0	0%
	Group Work			0	0%
	One to One - Information, advise & guidance			0	0%

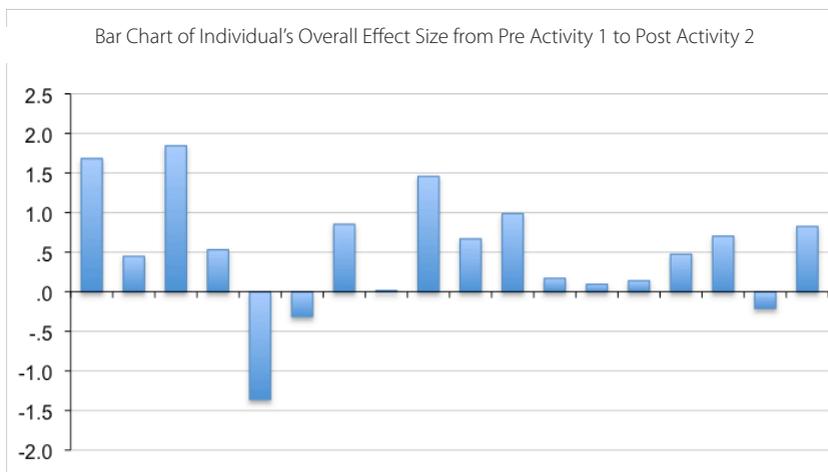
LEQ Factor Effect Size, Significance and interpretation				
Catalyst Outcomes	LEQ Factors	Effect Size	Significance	Interpretation
Resilience & Determination	Time Management	0.49	Non-Significant	Moderate
	Achievement Motivation	0.19	Non-Significant	No Difference
	Emotional Control	1.14	Significant	Very Strong
Relationships & Leadership	Social Competence	0.24	Non-Significant	Small
	Task Leadership	0.28	Non-Significant	Small
	Active Initiative	0.46	Non-Significant	Moderate
Confidence & Agency	Self Confidence	0.68	Non-Significant	Strong
Creativity	Intellectual Flexibility	0.53	Non-Significant	Moderate

Neill (2007)									
ES	Interpretation								
0.2	Small	0.3	Small-moderate	0.4	Moderate	0.6	Strong	1	Very strong

Bar Chart of Factor Effect Size from Pre Activity 1 to Post Activity 2



Proportion of Participants in Each Change Category by Core Outcome and Factor				
Catalyst Outcomes	LEQ Factors	Negative Change	No Change	Positive Change
		<0.2		>0.2
Resilience & Determination	Time management	0.28	0.11	0.56
	Achievement Motivation	0.50	0.00	0.44
	Emotional Control	0.11	0.06	0.89
Relationships & Leadership	Social Competence	0.22	0.06	0.67
	Task Leadership	0.33	0.06	0.61
	Active Initiative	0.22	0.22	0.50
Confidence & Agency	Self Confidence	0.17	0.11	0.72
Creativity	Intellectual Flexibility	0.28	0.11	0.61



Learning

The effect of these programmes on Emotional Control and Self-Confidence were strong to very strong.

There was a moderate effect on young people's Time Management, Intellectual Flexibility and Active Initiative.

There was a positive effect on Social Competence and Task Leadership but it was small and there was no significant effect of these programmes on young people's Achievement Motivation.

Worthwhile on their own and meaningful in the positive effect on the personal functions and resources of young people, these activities are part of the wider programme the club provides and it is therefore difficult to draw comparisons between the two sets of data. More so, the second set of pre/post data results play a significant part in the very strong overall results contained in the Open Access programme.

Within the individual data, three young people indicated a negative effect of the programme across the eight Life Effectiveness factors. This was followed up in interviews with the young people and what transpired was a feeling of growing self-awareness. All three said that were they to do it again they would not score themselves so highly pre programme and that their overall feeling was that the programme did have a positive effect which was not reflected in the results of their own LEQ's.

After speaking with other practitioners, it appears that this is not uncommon when evaluating the impact of programmes with young people. It is recommended that if possible evaluation should be introduced shortly after a programme has started in order that young people begin to understand the challenges in front of them so they can reflect on how they think and feel once these challenges are known.

**Definitions of the Life Effectiveness Questionnaire-H
Factors
(alphabetical order)**

LEQ Dimensions	Description
Achievement Motivation	The extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it.
Active Initiative	The extent to which the individual likes to initiate action in new situations.
Emotional Control	The extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations.
Intellectual Flexibility	The extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives.
Self Confidence	The degree of confidence the individual has in his/her abilities and the success of their actions.
Social Competence	The degree of personal confidence and self-perceived ability in social interactions.
Task Leadership	The extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement.
Time Management	The extent that an individual perceives that he/she makes optimum use of time.

Data Collection and Learning

There are strengths and weaknesses to the methodology we have used to collect the outcomes data.

Using a reflective method to collate data rather than using a pre and post data collection method is not the norm when seeking to establish whether the effect of an intervention/programme has been positive or not.

Staff carrying out the reflective questionnaire with young people gave clear instructions about it being about their time with Alford House, that answers needed to be honest and that they did not need to show improvement. However, we cannot escape that young people might be more likely to score themselves higher on a reflective baseline because they want to show that they have improved.

This can be less of an issue with the pre/post assessment because it is unlikely that they can remember what they scored themselves at the pre programme stage. However, this can lead to lower than expected results for the reason outlined earlier in this report. In addition, the sample size for pre/post data is very small. A small sample does not give a statistically significant result unless there was a very big effect size as was the case with emotional control. With a bigger sample size some of the other changes might have been significant.

Examining the pre/post and the reflective assessments together gives some indication that there may be an emerging pattern since, in all instances of young people assessing themselves against a single activity, the effect was less significant. Again it must be stressed that the sample size is small.

We have not looked at the validity of the results with a comparison group.

We were drawn to using a reflective method because to do otherwise would prove beyond our capacity except where the programme and

resources allow us to carry out pre/post assessment, which we have done.

Having the capacity to develop, implement and interpret an evaluation of the Club's impact on the lives of young people is in itself an issue for careful consideration, but we cannot look into the journeys of young people if we do not begin our own journey into how we gather evidence of this.

Theory of Change

Alford House

Open Access Programme

Further Outcomes

Deeper Engagement
Activity and Intervention

Further Assumptions

Immediate Outcomes

Open Access Activity and Interventions

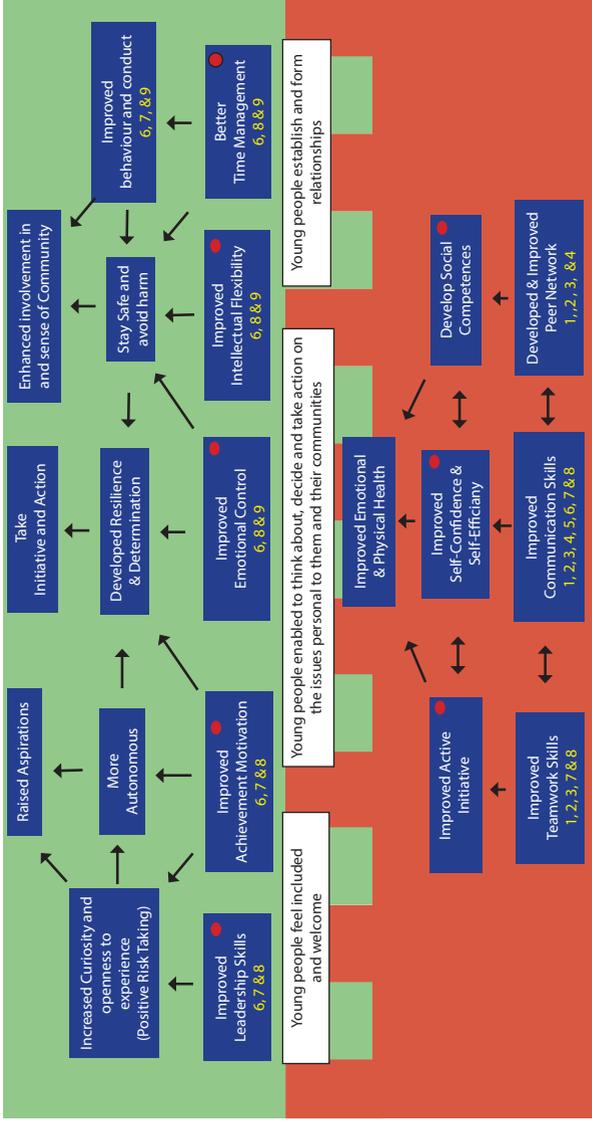
Assumptions

Reaching Young People

Open Access and Generic Activity

- 1 Structured Creative Activity, e.g., Music, Art & Dance.
- 2 Structured Sport & Physical Activity, e.g., Football, Hockey & Fitness.
- 3 Unstructured Self-Initiated Activity, e.g., Snooker, Dance & Table Tennis.
- 4 Social Gathering, e.g., meeting friends, informal discussion & board games.
- 5 Information, Guidance and Signposting, e.g., Sexual Health, CV Support & Applications.

Young people become agents of change and are active members of society



Young People will have fun

Positive relationships will develop

Young people will engage in opportunities.

Young people feel safe in club

Youth work staff will be encouraging, positive, motivating, enabling and will enter into a voluntary relationship with young people based on a liking of them.

Our approach will be flexible and will help identify and build on the strengths and assets of young people.

Young people attend youth club through word of mouth, advertising, attendance with friends or because their family attended.

Causality

Based within a structure of stability and continuity the activities and interventions producing direct outcomes are listed under those outcomes and the causal links show which outcomes lead to further outcomes. One activity can lead to more than one outcome and the majority of the outcomes are enhanced by the majority of the activities. Deeper engagement also enhances the outcomes already acknowledged earlier in the process but we have avoided backtracking for ease of use. The multi-colour area is indicative of the interplay and causality between early and deeper engagement and their outcomes.

Aim

Outcomes

Outcomes we will measure

Assumptions

With acknowledgement to those who have supported Alford House over recent years:



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