



**The Brighton & Hove City Council
Raising Aspirations Programme**

Research Report

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Acknowledgements

We would like to express our thanks and appreciation to the project team at Brighton & Hove City Council, the staff of the three charities involved in this programme of work (People Can, Safety Net, and Spurgeons), and the parents, school staff, volunteers, and children who helped us with interviews/focus group discussions and surveys. We would also like to acknowledge gratefully the excellent support provided by Colleen Dolan, Fidelma Hanrahan, and Oshrat Meshulam-Madders in the collection, processing, and analysis of qualitative and quantitative data.

Executive Summary

Background and aims

Research points to the potential benefits of developing and supporting children's sense of motivation, self-efficacy, and confidence, and of raising their aspirations through family-based, school-based, and community-based activities. Brighton & Hove City Council commissioned three organisations to develop provisions for children and young people (aged 8 to 13 years) with the aim of improving personal aspirations in a sustainable way.

The *Shooting Stars* project, developed by Safety Net, involved 6-week small-group activity programmes designed to raise the aspirations of selected 8- to 11-year-old primary school children in three schools. The *Children Can Do* project, developed by People Can, offered a city-wide opportunity for community groups of 8- to 13-year-olds to be supported in planning their own projects and events, and submitting their funding applications for consideration by a panel of young people who had received relevant training in evaluation and decision-making. The *Evolve & Excel* project, developed by Spurgeons, trained adult volunteers to provide intensive one-to-one mentoring for selected 11- to 13-year-olds in Portslade.

The aims of this research investigation were:

- To assess the impact of the three strands of Raising Aspirations activity (Children Can Do, Spurgeons Evolve & Excel, and Shooting Stars), with a specific focus on the aspirations and well-being of the young people involved
- To illuminate the key processes involved in the three strands of activity and to identify specific characteristics and conditions that facilitated success of the programmes, as well as obstacles that hindered progress.

Methodology

The research investigation involved four strands of activity:

- a) Collation and examination of quantitative and qualitative self-evaluation data provided by each organisation
 - Various project-specific rating scales completed by 81 young people in the Shooting Stars project, 18 young people in the Children Can Do project, and 12 young people in the Spurgeons project
 - Responses to open-ended evaluation questions posed to stakeholders (young people, parents/carers, school staff, volunteer mentors etc.) by each organisation
- b) Examination of a standard project monitoring questionnaire completed by the project leaders of each organisation, detailing the nature and impact of activities undertaken
- c) Use of a standard stakeholder questionnaire measure of enjoyment, engagement, and perceived changes experienced during involvement in the project
 - Completed by 144 respondents: 28 young people and 13 adults from Children Can Do, 13 young people and 20 adults from Spurgeons, and 55 young people and 15 adults from Shooting Stars
- d) Semi-structured interviews and focus group discussions with 16 children and young people, and 17 parents, professional staff, or other adult stakeholders involved in the projects

Key Findings

Quantitative analyses showed statistical evidence of positive attitudes towards all three projects, as well as indications of substantial positive changes over the period when young people were participating in the projects. Specifically, there were:

- statistically significant changes from baseline to endpoint on all five of the key ratings used by Shooting Stars, covering issues ranging from self-perceptions through to staying safe and working towards goals.
- statistically significant changes from baseline to endpoint on most of the key ratings used by Spurgeons Evolve & Excel, covering issues ranging from being healthy to community participation and confidence.
- consistently positive attitudes towards the work of Shooting Stars, Children Can Do, and Spurgeons Evolve & Excel, both among the children and young people and among the adult stakeholders (parents, school staff etc.).
- consistently reported positive changes (identified by both children and adults) as a result of taking part in Shooting Stars, Children Can Do, and Spurgeons Evolve & Excel
 - across all three projects, the highest degree of change was found in children's sense of confidence
- the detailed pattern of responses varied to some extent across the three projects, reflecting the great differences in their nature (e.g., involvement of parents, school-based vs. community-based activities, targeted recruitment vs. open invitation)

Qualitative analyses revealed a number of intertwined themes emerging across all three projects, despite the substantial differences in the nature of the activities that were undertaken. These were broadly consistent with the overall positive indications in the quantitative data.

- Increased confidence, evident in the willingness of young people to try new activities, and their increased tendency to participate in social/community interactions.
- Increased sense of responsibility, including improvements in young people's perceptions of autonomy, self-efficacy, and ability to chart their own course
- A more positive outlook both for the present and the future, both in terms of setting, working towards, and achieving goals, and in terms of an enhanced expectation of what could be achieved in the future
- A sense of being respected and valued by others, based on young people's feelings that they were being listened to, that they were important, and that others were there to support them.

Overall, there was very clear evidence that all three projects had succeeded in the basic aim of raising the aspirations of children and young people. Analysis of the qualitative data also revealed a number of facilitating factors that supported the success of the projects, most notably the buy-in from, and communication between, stakeholders in family, school, and community contexts. Difficulties in ensuring such buy-in and communication sometimes emerged in various project-specific issues, such as challenges in recruitment or in the practical coordination of project activities. In addition, a broad theme emerged with regard to the need for greater sustainability of the work over a longer period of time. Related to this, our interactions with stakeholders flagged the importance of central support from Brighton & Hove City Council itself in publicising and disseminating the work of the organisations, as well as in fostering positive partnerships between different projects.

Recommendations

1. Continue to support a variety of projects operating in different ways (e.g., mentoring, small-group activities, and community work) and in different contexts (e.g., school, family, community) to raise the aspirations of children and young people.
2. Invest in community facilities appropriate for 8- to 13-year-olds in the city, in order to enhance work of this kind and provide increased opportunities for children and young people to easily access a varied range of social, cultural, artistic, sporting, and other activities.
3. Establish, support, and maintain a highly visible partnership network of voluntary sector providers who can help to meet the needs of children and young people in the city through different strands of work.
4. Engage with researchers working in this area to identify a solid evidence base for the short-term and long-term effects of different strands of activity that can potentially help to raise the aspirations of children and young people in a sustainable way.
5. Ensure that robust evaluation is built in from the outset of Council-funded projects and that there are appropriate avenues for publicising and disseminating the work to a wide audience.

1. Background

Motivation and self-efficacy in children and young people

A long history of psychological research has pointed to the importance of motivation and self-efficacy in the development of children and young people. Over many decades of research, a variety of theoretical approaches have emerged that can help us capture some of the key issues involved.

For example, *self-determination theory* (see Deci & Ryan, 2000; Ryan & Deci, 2000) focuses on three fundamental psychological needs that need to be satisfied in order for human beings to flourish: autonomy, competence, and relatedness. We all need to feel that we can determine our own actions in life rather than being controlled by others (autonomy), that we can have an effect on the environment and achieve outcomes that we value (competence), and that we are connected to other people who we care for and who care for us (relatedness). When these needs are met by the environment, children and young people – just like adults – will be more likely to have stronger intrinsic motivation and a sense of well-being in their lives.

In the context of academic achievement at school, links can be made with the development of a *mastery goal orientation*, which focuses on the fundamental goal of making progress in learning. Children who are more oriented to mastery of tasks are more likely to challenge themselves and persevere when things are difficult because they know that this will help them to grow and make progress (see Elliott & Dweck, 1988).

Related to both of these research traditions is the child's sense of self, and particularly his or her confidence that success can be achieved. Bandura's (2001) social-cognitive theory has *beliefs about self-efficacy* at its very core. People's appraisals of their own capabilities to achieve successful outcomes are seen as a central determinant of how people act, how people think, and how people feel: "It is partly on the basis of efficacy beliefs that people choose what challenges to undertake, how much effort to expend in the endeavor, how long to persevere in the face of obstacles and failures, and whether failures are motivating or demoralizing" (Bandura, 2001, p. 10).

Differences between children in their sense of basic need-fulfilment, their mastery goal orientation, and their beliefs about self-efficacy are important. Researchers have used this work to shed light on a very wide range of outcomes, including behaviour patterns, mental health and well-being, social relationships, and academic achievement and school engagement (e.g., Ames, 1992; Sheldon, Williams, & Joiner, 2003; Zimmerman, 2000).

Social-contextual influences on outcomes for children and young people

We know that the social environment has a major influence on children's development, and we can talk about this in terms of how much the environment fosters a sense of autonomy, competence, and relatedness, how much it orients children towards mastery goals, and how much it helps children to feel a sense of self-efficacy.

For example, it seems obvious that differences in family processes and parenting – not to mention differences in teaching approaches and classroom interactions – can have a bearing on whether children feel confident about their capacity to chart their own course in life, to achieve successful outcomes, and to have positive and healthy relationships with others (e.g.,

Ames, 1992; Grolnick & Ryan, 1989). But it is important to stress that the micro-environments of family and school exist within a broader community context.

Socioeconomic disadvantage and inequalities have long been recognised as a risk factor in the development of children and young people, across domains of academic achievement and socio-emotional functioning (McLoyd, 1998). For example, in Dodge and Pettit's (2003) biopsychosocial model of conduct problems in adolescence, inequalities in family and neighbourhood circumstances are seen as crucial factors that can combine with children's biological predispositions and life experiences to trigger the development of serious behavioural difficulties. At the same time, living in a neighbourhood with socioeconomic disadvantage has been associated with higher internalising (e.g., withdrawn, anxious, depressed) as well as externalising problems in preadolescents (Schneiders, Drukker, van der Ende, Verhulst, van Os, & Nicolson, 2003). Finally, it remains the case that children growing up in areas with high levels of socioeconomic disadvantage consistently display poorer outcomes at school (Marks, Cresswell, & Ainley, 2006), which of course have knock-on effects in terms of future career and life outcomes.

Key factors in enhancing the engagement and participation of young people

Importantly, it has been recognised that supporting children's aspirations is associated with developing significantly higher levels of resilience. Among socially disadvantaged youths, their own aspirations – and parents' aspirations for them – are predictive of their subsequent educational adjustment in secondary school, which in turn predicts work-related and health-related adjustment as adults (Schoon, Parsons, & Sacker, 2004).

Many programmes have focused on the family context and the school context, with large numbers of prevention and intervention programmes related to parenting and to school interactions (e.g., Greenberg, Domitrovich, and Bumbarger, 2000; Kaminski, Valle, Feline, Boyle, 2008; Weare & Nind, 2011). But projects that span across different community contexts are relatively scarce, and there remains an important gap in identifying *multiple* routes into supporting children and young people's motivation.

Before turning to the Brighton & Hove City Council project that was designed to address this gap, it is important to identify some key principles that are likely to promote a sense of participation and engagement in young people (Robinson & Taylor, 2007):

- A conception of communication, between and amongst adults and young people, as dialogue
- The requirement for the participation of adults and young people to be democratic and inclusive
- The recognition that unequal power relations are problematic
- The acceptance that changes to existing practices and ways of working may result from dialogue between and amongst adults and young people.

Below, brief consideration will be given to each of these core principles to illustrate the significance of understanding and embedding it when working with young people.

A conception of communication as dialogue

This value is founded on the assumption that communication generates meaning; it has resonance with Fielding's (2004, p. 202) thinking that student-led dialogue leads to open and exploratory exchanges rooted in active listening and joint enquiry that are "respectful, attentive, and committed to positive change". Young people's perspectives need to be taken seriously by the adults with whom they work, with the presence of what Fielding (2006) calls 'deep reciprocity' built into the dialogic exchanges between the adults and young people.

Lodge (2005) argues that a dialogue model of student participation is the most effective way of achieving sustainable learning communities. Lodge sees dialogue as the building of a shared narrative which is based on relationships, and argues that such dialogue is able to produce engagement, openness and honesty (Lodge, 2005, 134). Thus, communication as dialogue promotes values and behaviours in which young people are active participants and play a key role in decision making processes.

This can sometimes be challenging for adults who have their own vision of 'success', because it involves listening to, respecting, and valuing the voices of what Bragg refers to as the "incomprehensible, recalcitrant or even obnoxious" (Bragg, 2001, p. 70), and not just those who articulate the 'ideal' perspectives.

The requirement for participation to be democratic and inclusive

Some practices which are supposed to involve listening to the voices of young people do so in a tokenistic way, often only listening to those who agree with what the adults want to hear. Democratic inclusivity can only be achieved with the existence of practices that encourage young people to voice their opinions, and with the acceptance that a diverse range of opinions is likely to emerge. One of the values underpinning listening to the voices of young people is that of participation: there needs to be ways of allowing all voices to be heard, and a recognition that there are multiple voices to be listened to.

Those responsible for creating situations in which young people are encouraged to 'have a voice' need to create a climate in which the young people feel at ease to voice their opinions. This involves the provision of a space in which the young people can speak – both a physical space and space in terms of time. Rudduck (2006) stresses the importance of creating a climate that is marked by trust and openness in which the adults recognize that young people can offer valuable insights, and both the adults and young people need to believe that their engagement in dialogue is open and constructive.

The recognition that unequal power relations are problematic

Those developing practices which focus on giving young people a voice need to recognize that power inhabits all processes of social communication and that power is not equally available to all. As Lynch and Lodge (2002) note, power relations between adults and young people tend to be taken as a hierarchical given, rather than challenged. Thus, within practices which involve listening to young people, there is a need to create a space in which such hierarchies are broken down; young people need to feel safe to voice their opinions, and the environment created should be peaceful and democratic.

The acceptance that change may result from dialogue with young people

One of the main aims of listening to the voices of young people is to listen to what they are saying about their thoughts, feelings and experiences. However, this in itself is insufficient; it is what happens with the information that is of great importance. The adults with whom the young people engage need to be prepared to act on the views of the young people and to accept that changes may be made, depending on the perspectives that have come to light. There need to be real attempts to involve and engage young people as active agents of change (Fielding, 2001). Where the opinions of young people are genuinely sought and where young people are an “initiating force in an enquiry process” (Robinson and Taylor, 2007, 14), it is likely that this will lead to changes which will enhance the young people’s experiences.

The Raising Aspirations Programme

Brighton & Hove City Council recognises that the city is home to significant numbers of families experiencing inequality, including (but not limited to) those living in ‘Super Output Areas’ ranking in the top fifth for deprivation in England. Thus, given the background evidence regarding the importance of aspirations for promoting positive outcomes in young people, the Council commissioned three organisations to develop family-, school-, and community-based provisions for children and young people (aged 8 to 13 years) with the aim of improving personal aspirations in a sustainable way. The three organisations are united by this common purpose, but each designed its own project in order to address a range of young people’s needs in very different ways.

A brief account of the activities of each project is listed below. More descriptive information is available in the documents already supplied by each organisation to Brighton & Hove City Council, including the Raising Aspirations project monitoring forms that were completed for each project (see Appendix 1 for a copy of each).

Shooting Stars

The *Shooting Stars* project, developed by Safety Net, was focused on supporting 8- to 11- year-old primary school children in the Lewes Road area of Brighton & Hove. Children were identified on the basis of assessments conducted with entire year groups¹ at the three participating schools (identified as Schools A, B, and C), and invited to participate in a 6-week small-group activity programme designed to promote positive aspirations by fostering a sense of autonomy and effective ways of working towards goals, in the context of safe and enjoyable interactions with peers. These interactions included tasks designed to help children learn protective behaviours for staying safe and getting help, group activities designed to promote safe and informed risk-taking (e.g., rock-climbing), and trips to a museum to learn about inspirational figures. There was also a graduation celebration event where children who had been in a Shooting Stars group could showcase the work they had completed. Throughout, the work was facilitated by a child-led steering group which, over the course of the project period, came to

¹ The whole-class assessments included a sociometric assessment of peer relations, a self-report measure of social and emotional functioning, and the baseline measure of Shooting Stars ‘rocket’ ratings of five key items (detailed in the Method section). In the course of a discussion between the Shooting Stars project team and school staff, the assessment data feedback was put together with teachers’ knowledge of pupils’ characteristics and relationships. This led to a collective decision about which children would be most likely to benefit from the Shooting Stars work on Raising Aspirations, prior to approaching the children and their families to see if they would like to participate.

include individual pupils who had been in a Shooting Stars group. In total, the project ran twelve groups of Shooting Stars work: in each of the three schools, there was a boy group and a girl group from Year 3/4 and a boy group and a girl group from Year 5/6.

Children Can Do

The *Children Can Do* project, developed by People Can, offered a city-wide opportunity for 8- to 13-year-olds to be supported in planning their own projects and events, and in submitting their applications for consideration by a panel of young people who had received relevant training in evaluation and decision-making. The project focused on enabling a wide range of children to get actively involved in designing their own community projects (including numerous activities such as fashion, art, cooking, and sports), as well as more intensively working with a smaller group of young people who could serve as decision-making panelists with responsibility for allocating many thousands of pounds to different community groups in each funding round. A total of 157 children and young people were involved in submitting applications for funding, comprising 27 groups that were supported and funded. Many hundreds of other children and young people in the community could benefit from the funded activities, and Children Can Do liaised and worked with other relevant stakeholders in the community (e.g., families and staff in schools) throughout the project period. In addition, various adults in the community (typically around four per group) were provided with support in facilitating the work of each group, including child protection training, CRB checks, financial management etc. The youth decision-making panel included 10 young people who had previously been involved in making applications and subsequently received training in evaluating new applications and making funding decisions about these. Members of the panel presented the work they had been doing at a variety of high profile events in the city and beyond.

Spurgeons Evolve & Excel

The *Evolve & Excel* project, developed by Spurgeons, provided intensive mentoring for selected 11- to 13-year-olds in Portslade referred by staff within their school. Adult volunteers were given 18 hours of training to serve as mentors for the young people, and then were matched to young people and met with them in their homes in the first instance. Supported by project staff who liaised with the family, school and external agencies where appropriate, the mentors went on to have regular meetings with the young people to address goals set by the young people themselves and to increase access of community provisions. Mentors helped the young people to access a wide variety of activities in the community, including a range of sports activities, art work, trips to exhibitions and group cooking sessions. Following referrals of 27 young people to Spurgeons for this project, 17 became actively involved in the one-to-one mentoring, with 13 young people completing a programme of 30 to 60 hours of mentoring work before the writing of this report. A total of 12 adult volunteers, from an initial pool of 36 who registered interest, were fully trained for the mentoring work; this included training on safeguarding, risk assessments, communication, and life coaching.

2. Project Aims

The overall aim of this research investigation was to describe and evaluate the nature and impact of various activities commissioned by Brighton & Hove City Council to raise the aspirations of 8- to 13-year-olds in the city. Specifically, the goals of the research were:

- To assess the impact of the three strands of Raising Aspirations activity (Children Can Do, Spurgeons Evolve & Excel, and Shooting Stars), with a specific focus on the aspirations and well-being of the young people involved
- To illuminate the key processes involved in the three strands of activity and to identify specific characteristics and conditions that facilitated success of the programmes, as well as obstacles that hindered progress.

These aims were accomplished through work to meet three detailed research objectives:

- Formulate an accurate account of the distinctive self-evaluation datasets provided by each of the three organisations delivering the Raising Aspirations activity
- Analyse quantitative data on stakeholders' responses to the three strands of activity, including a standard measure of attitudes towards the activity as well as measures to reflect changes and impacts experienced
- Obtain rich qualitative data on key themes relating to the nature and impact of each programme of activity, as well as on the factors that facilitated or inhibited the success of the programmes.

3. Methodology

Overview

Supported by a number of meetings with key project staff and the leads from Brighton & Hove City Council, the research comprised four strands:

- a) Collation and examination of quantitative and qualitative self-evaluation data provided by each organisation
- b) Use of a standard project monitoring questionnaire completed by the project leaders from all three organisations
- c) Use of a standard stakeholder questionnaire measure of enjoyment, engagement, and perceived changes experienced during involvement in the project
- d) Interviews with children and young people, parents, professional staff, and other stakeholders involved in the projects.

Self-evaluation by Raising Aspirations organisations

Each of the three Raising Aspirations organisations (Shooting Stars, Children Can Do, and Spurgeons Evolve & Excel) provided quantitative and qualitative data from their own self-evaluations of their activities.

Shooting Stars

1. 'Shooting Stars Rocket' measure completed by 81 young people at two or three time points in the Shooting Stars programme (baseline, midpoint, and endpoint), involving ratings of their feelings regarding five items, on a scale from 0 to 10 (higher scores = more positive):
 - a. I am happy being me
 - b. I am willing to try new activities
 - c. I am confident I can keep myself safe
 - d. There are people I can talk to when I need help
 - e. I am good at setting goals and working towards them
2. Examples of informal feedback on the Shooting Stars experience from young people, school staff, and parents/carers

Children Can Do

1. 'Tracker' measure completed by 18 young people at two time points, involving ratings of their feelings regarding six items, on a scale from 0 to 5 (higher scores = more positive):
 - a. Doing well in later life
 - b. Feeling safe
 - c. Learning and doing new things
 - d. Getting to know others
 - e. Feeling good
 - f. Getting on with others
 - Completed by eight panel members before and after being involved in decision-making regarding funding applications

- Completed by ten young people in community groups that put in funding applications, before and after putting in a funding application and receiving the funding decision
2. Profiles/case studies of 10 young people who served on Children Can Do funding panels
 3. Examples of informal feedback on the Children Can Do experience from young people, parents/carers, and adults working with the various community groups that put in funding applications

Spurgeons Evolve & Excel

1. 'Wheel of Life' measure completed by 12 young people at three time points in the mentoring programme (baseline, midpoint, and endpoint), involving ratings of their feelings regarding nine items, on a scale from 0 to 10 (higher scores = more positive):
 - a. Secure & Safe - Do they feel secure in their environment (community, school)
 - b. Health/Eating - Do they enjoy a healthy lifestyle?
 - c. Community activities/clubs - Do they go regularly to any clubs or take part in activities or community events?
 - d. Fun/Recreation - Do they enjoy life? Are they looking forward to the future?
 - e. Confidence - How confident are they? How much self-belief do they have in their own abilities?
 - f. Rights/responsibilities - What do they know about their rights and responsibilities in their school, family and community life?
 - g. School - What about the school? Would they consider school as important part of their life?
 - h. Future job/career - What about a future job or career? Do they have ideas on what they would like to do and how to gain the qualification/experience?
 - i. Family/Friends - What about family and/or friends? How is their relationship with family and/or friends?
2. 'SOUL Record' measure completed by 13 young people at three time points in the mentoring programme (baseline, midpoint, and endpoint), involving ratings of their feelings regarding twenty items, on a scale from 1 to 6 (higher scores = more positive), and yielding subscale scores on five 'Every Child Matters' factors:
 - a. Being healthy
 - b. Staying safe
 - c. Enjoying and achieving
 - d. Making a positive contribution
 - e. Economic well-being
3. Examples of informal feedback on the Spurgeons mentoring experience from young people, parents/carers, and volunteer mentors

Project monitoring questionnaire

The central project team supporting the Raising Aspirations work at Brighton & Hove City Council asked each organisation to complete a project monitoring questionnaire towards the end of the programme of activity. This was designed to get a narrative account from each organisation's project leader about:

- Activities undertaken and numbers of children and adults involved
- Specific aspects of the project that are going well and not so well
- Informal feedback about the project from key stakeholders
- Key perceived benefits
- Examples of 'partnership working' (interactions with other organisations/agencies)
- Case studies that shed light on factors that aid success as well as factors that present obstacles in the running of the programmes

The full monitoring form returned by each organisation is provided in Appendix 1 (with comments on schools anonymised), but some details from these forms have also been drawn into the Results section of this report.

Standard retrospective questionnaire on positive attitudes and changes experienced

Stakeholders (children, parents/carers, other adults) in each organisation's activity were asked to complete a standard questionnaire asking about their experiences of being involved. The first part of the questionnaire included seven items relating to *Positive Attitudes* regarding the project on a scale from 0 (not at all) to 3 (very much) tapping:

- Enjoyment
- Fun
- Desire for future involvement
- Recommendation to other people
- Having learned something new
- Having tried new things
- Achieving goals

The second part of the questionnaire asked about *Changes Experienced* in relation to the project involvement, with ratings of six areas of possible change, on a scale from -1 (worse) through 0 (no change), 1 (a little better), and 2 (a lot better).

- Getting on with other children
- Getting on with parents/carers
- Getting on with teachers and other adults
- Getting on at school
- Confidence
- Positive about future

Note that analysis of internal consistency of the two scales (positive experiences and changes experienced) showed that both the children's self-ratings and the adults' ratings of the children's experiences were highly reliable. Cronbach's alpha exceeded the conventional threshold of .70 to establish internal consistency for each scale: .82 for children's self-ratings of positive experiences, .85 for adults' ratings of the children's positive experiences, .76 for children's self-ratings of changes, and .81 for adults' ratings of children's changes.

The third and final part of the questionnaire asked open-ended questions that gave respondents the opportunity to comment on their perceptions relating to the best thing about the project, and any ways in which the project could be improved.

This questionnaire was completed by a total of 144 participants:

- Shooting Stars – 55 young people, 13 parents/carers, and 2 school staff
- Children Can Do – 28 young people, 13 parents/carers
- Spurgeons – 13 young people, 13 parents/carers, 6 volunteer mentors, and 1 school staff

Interviews/focus group discussions with stakeholders

Semi-structured interviews were carried out with stakeholders in each organisation's strand of activity. Depending on the timing of the interviews, the basic framework of questions focused on:

- Initial involvement in the project
- Expectations and hopes for the project
- Perceptions of the nature and impact of activities completed
- Subjective perceptions of personal changes experienced as a result of the project
- Beliefs about the future
- Perceptions regarding positive features of the activities and areas that could be improved.

Detailed qualitative data were obtained from interviews with a variety of children and young people, parents/carers and other adults across the three strands of activity:

- Shooting Stars – two groups (5 and 4 participants) of young people who took part in programmes of Shooting Stars group intervention and two school staff in the participating schools
- Children Can Do – five young people involved in groups submitting funding applications and/or the decision-making panel, three parents/carers, and two community group leaders working with the young people
- Spurgeons – two young people who received extensive mentoring, each of those young people's parents, two volunteer mentors, and one member of school staff

Finally, we obtained additional in-depth qualitative data on each strand of activity through interviews with the key individuals from each organisation leading on the work.

Note that the interview schedules and all questionnaire measures are provided in Appendix 2.

4. Results

Overview

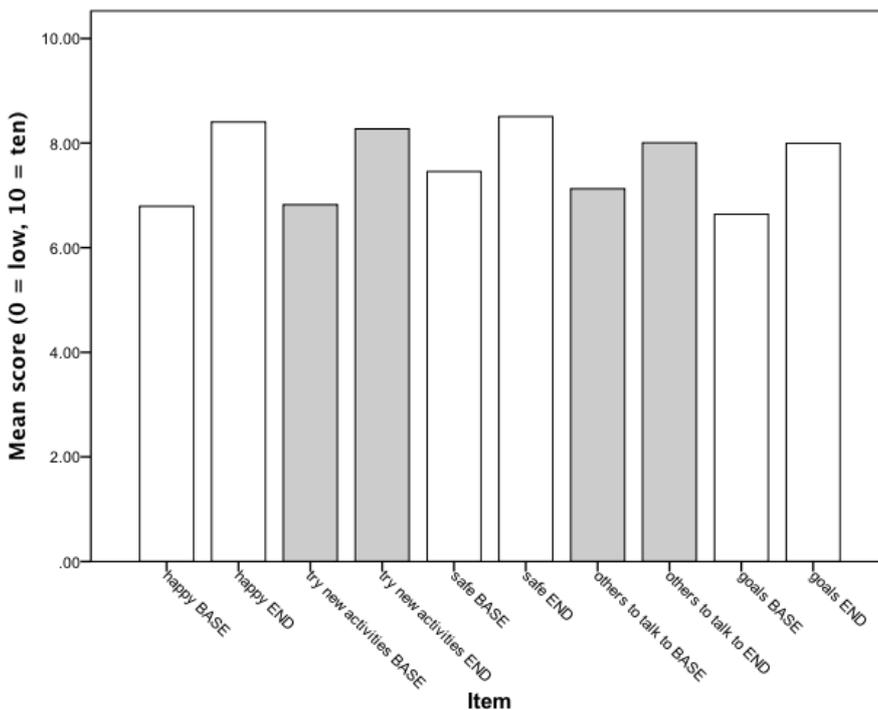
Analyses of quantitative data from the three organisations' self-evaluation measures and the standard retrospective questionnaire ratings are presented first, subdivided by organisation. This is followed by an integrated narrative account of key themes emerging across the three strands of activity from an analysis of the qualitative data obtained from the interviews/focus group discussions, informal feedback received by the project teams from stakeholders, and responses to open-ended questionnaire items. Anonymised excerpts are included in order to illustrate key points.

Quantitative analysis: Shooting Stars

'Rocket' measure

A total of 81 children completed Shooting Stars's 'Rocket' ratings of five key items before participating in the Shooting Stars group, and again after completion of the Shooting Stars group sessions. The items did not form an internally consistent scale, so each item is examined separately in the analysis reported below. The mean scores on each item at the two time points are shown in Figure 4.1. For each item, a mixed-design analysis of variance was conducted on the scores at the two time points, with time as a within-subjects variable (i.e., comparing the scores of the cohort from baseline to endpoint) and school, year group, and gender as the between-subjects factors (i.e., comparing the scores from different schools, year groups, and gender groups).

Figure 4.1. Mean scores on Shooting Stars 'Rocket' ratings at baseline and endpoint.



The first analysis on ratings of 'I am happy being me' showed a significant main effect of time, $F(1, 63) = 15.12, p < .001$. Scores were significantly higher at the endpoint than at baseline.

The second analysis on ratings of 'I am willing to try new activities' showed a significant main effect of time, $F(1, 63) = 23.36, p < .001$. Scores were significantly higher at the endpoint than at baseline. However, there was also a three-way interaction between time, school, and year group, $F(2, 63) = 5.09, p = .009$. This occurred because significant increases in scores were observed in only some groups, specifically the Year 5/6 group at School A, the Year 3/4 group at School B, and the Year 3/4 group at School C.

The third analysis on ratings of 'I am confident I can keep myself safe' showed a significant main effect of time, $F(1, 63) = 7.61, p = .008$. Scores were significantly higher at the endpoint than at baseline. There was also a significant effect of school, $F(2, 63) = 6.65, p = .002$. Ratings at one of the schools (School B) were generally higher than ratings at the other two schools.

The fourth analysis on ratings of 'There are people I can talk to when I need help' showed a significant main effect of time, $F(1, 62) = 4.38, p = .041$. Scores were significantly higher at the endpoint than at baseline.

The fifth analysis on ratings of 'I am good at setting goals and working towards them' also showed a significant main effect of time, $F(1, 63) = 11.60, p = .001$. Scores were significantly higher at the endpoint than at baseline.

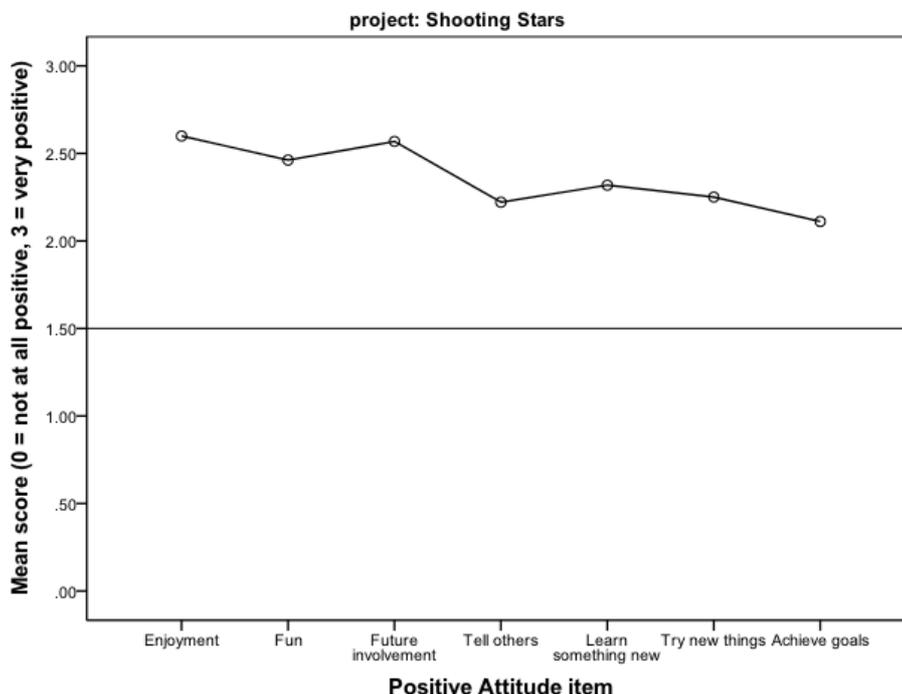
We next analysed responses to the standard retrospective questionnaire. The items within each subscale were examined all together in the analyses reported below. Note, however, that we also examined possible differences across individual items to identify if, for example, changes were more pronounced on one item than on another.

Positive Attitudes

We first examined whether the children and adults (separately) on average rated each individual item within the subscale above the midpoint. In other words, were scores significantly above 1.5 on the scale from 0 (not at all positive) to 3 (very positive)? In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 1.96 , $t_s > 2.38$, $p_s < .05$.

Next, we conducted a mixed-design analysis of variance on the Positive Attitudes scores, with item (comparisons of the seven individual items) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed a main effect of item, $F(6, 390) = 3.17$, $p = .005$. As shown in Figure 4.2 below, although responses to all items were clearly positive, post-hoc comparisons showed mean scores on two items – enjoyment and desire for future involvement – were relatively high, whereas mean scores on one item – achieving goals – were relatively low.

Figure 4.2. Mean ratings of Positive Attitudes on the Shooting Stars project.

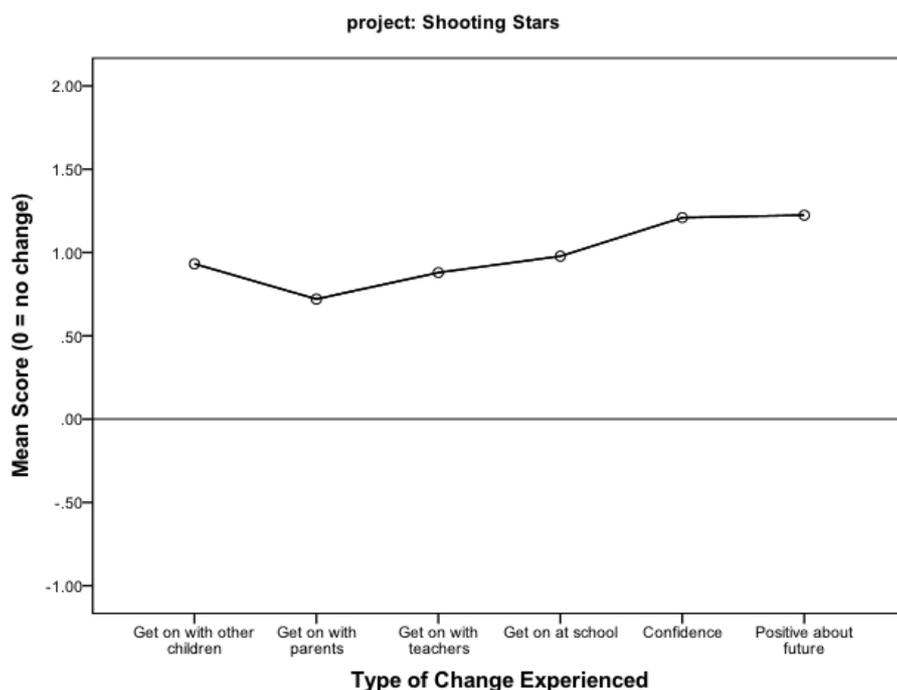


Changes Experienced

We first examined whether the children and adults (separately) on average rated each individual type of change experienced above the 0 (no change) mark. In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 0.53, $t_s > 2.77$, $p_s < .05$.

Next, we conducted a mixed-design analysis of variance on the Changes Experienced scores, with item (comparisons of the six individual change types) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed a main effect of respondent type, $F(1, 67) = 4.71$, $p = .033$. Children tended to give higher ratings than adults (means, 1.17 and .81, respectively). In addition, there was a main effect of change type, $F(5, 335) = 5.61$, $p < .001$. As shown in Figure 4.3 below, post-hoc comparisons indicated that mean scores on two types of change – confidence and feeling positive about the future – were relatively high, whereas mean scores on one item – getting on with parents – were relatively low. It should be noted that a follow-up analysis showed a tendency for higher ratings of positive changes among girls than among boys, although both boys and girls gave ratings that were significantly greater than the 0 (no change) threshold.

Figure 4.3. Mean ratings of Changes Experienced on the Shooting Stars project.



Quantitative analysis: Children Can Do

'Tracker' measure

A total of 18 children completed Children Can Do's 'tracker' measure before and after involvement in key activities. Preliminary reliability analysis of the 'tracker' measure showed that the items did not form an internally consistent scale. Therefore, each item was analysed separately.

The table below shows the mean item scores for the children and young people at the two time points of data collection, subdivided by whether the participants were members of community groups applying for funding or members of the decision-making panel.

Table 4.1. Mean (standard deviation) scores on the 'tracker' measure at baseline and follow-up

Role	Question	Baseline	Follow-up
Panel Member	Doing well in later life	4.88 (.35)	4.50 (1.41)
	Feeling safe	4.75 (.46)	4.88 (.35)
	Learning and doing new things	4.50 (.76)	4.88 (.35)
	Getting to know others	4.88 (.35)	4.75 (.71)
	Feeling good	4.50 (.53)	4.25 (1.39)
	Getting on with others	4.75 (.46)	4.63 (1.06)
Community Group	Doing well in later life	4.40 (.52)	4.20 (.79)
	Feeling safe	4.20 (1.62)	4.50 (.71)
	Learning and doing new things	4.00 (.94)	4.10 (1.20)
	Getting to know others	4.40 (.70)	4.40 (.97)
	Feeling good	4.60 (.70)	3.90 (1.29)
	Getting on with others	4.60 (.52)	3.90 (.99)

Scores for each item were analysed in a mixed-design analysis of variance with role type (panel member vs. community group member) as the between-subjects factor and time (baseline vs. follow-up) as the within-subjects factor. There were no significant main effects or interaction effects of these variables (all $ps > .05$). This is not surprising as the results in the table above clearly show relatively high mean scores (four or greater on a scale from 0 to 5) on all items even at baseline. The project team at Children Can Do indicated that they felt their self-evaluation measure was unreliable and too heavily influenced by children's individual circumstances at the time of completing the measure.

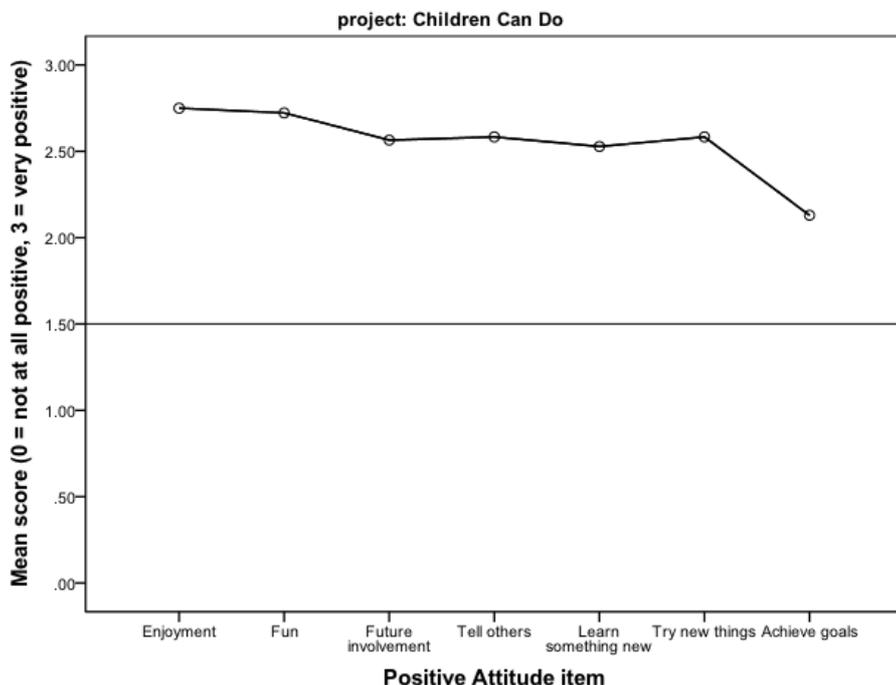
In contrast, the standard retrospective measure provides an informative account of the experiences of the young people involved in the project, as well as the changes identified by parents/carers and other adults.

Positive Attitudes

We first examined whether the children and adults (separately) on average rated each individual item within the subscale above the midpoint. In other words, were scores significantly above 1.5 on the scale from 0 (not at all positive) to 3 (very positive)? In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 1.94, $t_s > 2.31$, $p_s < .05$.

Next, we conducted a mixed-design analysis of variance on the Positive Attitudes scores, with item (comparisons of the seven individual items) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed a main effect of respondent type, $F(1,37) = 6.09$, $p = .018$. Adults' ratings tended to be higher than children's ratings, adjusted means = 2.76 vs. 2.34, respectively. In addition, there was a main effect of item, $F(6, 222) = 3.18$, $p = .005$. As shown in Figure 4.4 below, although all ratings were positive, post-hoc comparisons showed that mean scores on two items – enjoyment and fun – were relatively high, whereas mean scores on one item – achieving goals – were relatively low.

Figure 4.4. Mean ratings of Positive Attitudes on the Children Can Do project.

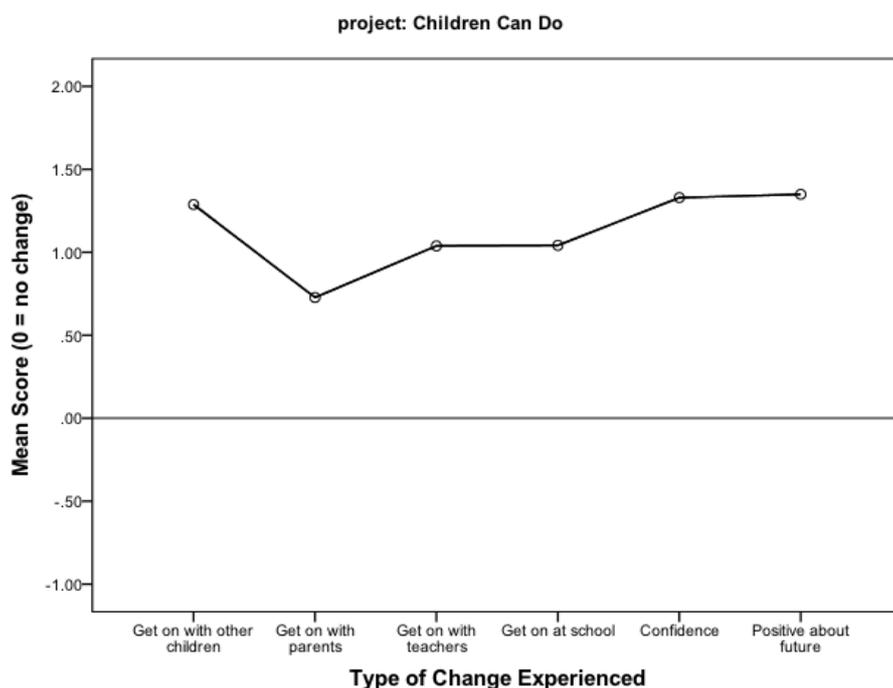


Changes Experienced

We first examined whether the children and adults (separately) on average rated each individual type of change experienced above the 0 (no change) mark. In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 0.61, $t_s > 3.86$, $p_s < .01$.

Next, we conducted a mixed-design analysis of variance on the Changes Experienced scores, with item (comparisons of the six individual change types) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed a main effect of item, $F(5, 180) = 5.88$, $p < .001$. As shown in Figure 4.5 below, post-hoc comparisons showed that mean scores on two types of change – confidence and feeling positive about the future – were relatively high, whereas mean scores on one item – getting on better with parents – were relatively low. In addition, there was an interaction effect of item by respondent type, $F(5, 180) = 3.39$, $p = .006$. This came about because of a significant difference between adults and children in their ratings of one item: adults felt that children were getting on better with peers to a greater extent than children did. Also, it should be noted that a follow-up analysis showed a tendency for higher ratings of positive changes among girls than among boys, although both boys and girls gave ratings that were significantly greater than the 0 (no change) threshold.

Figure 4.5. Mean ratings of Changes Experienced on the Children Can Do project.

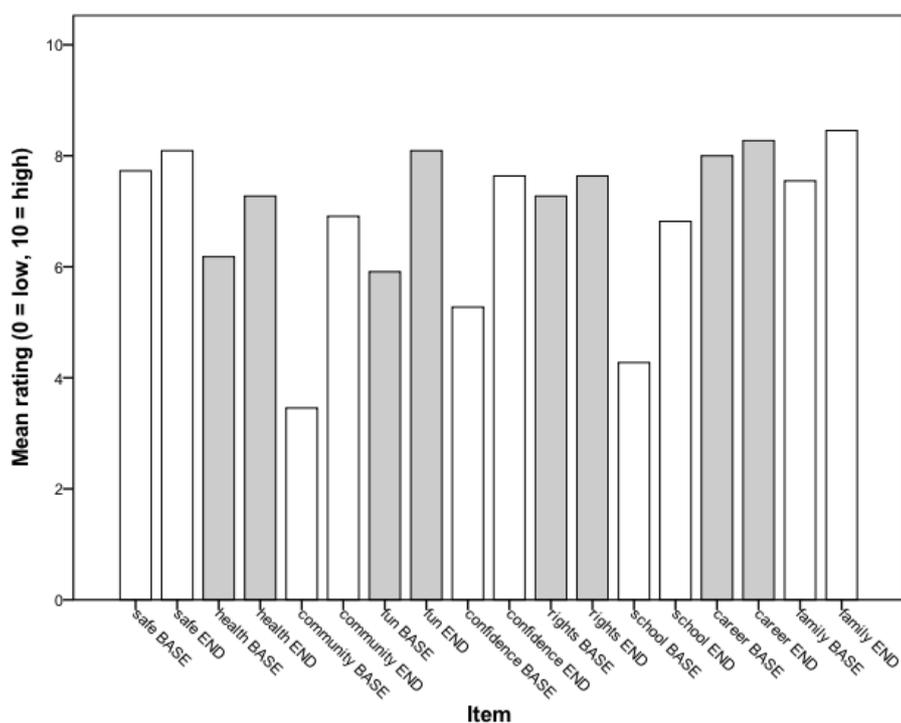


Quantitative analysis: Spurgeons

'Wheel of Life' measure

Twelve young people who received mentoring completed the 'Wheel of Life' ratings at baseline, during the mentoring programme, and following completion of mentoring. The ratings were not found to form an internally consistent scale, and so each rating is examined individually. A series of paired t-tests were conducted to evaluate significant changes in ratings from the baseline to the final time points. The mean scores are shown in Figure 4.6. Significant improvements were found for five of the nine ratings: health, community/activity participation, fun/recreation, confidence, and school.

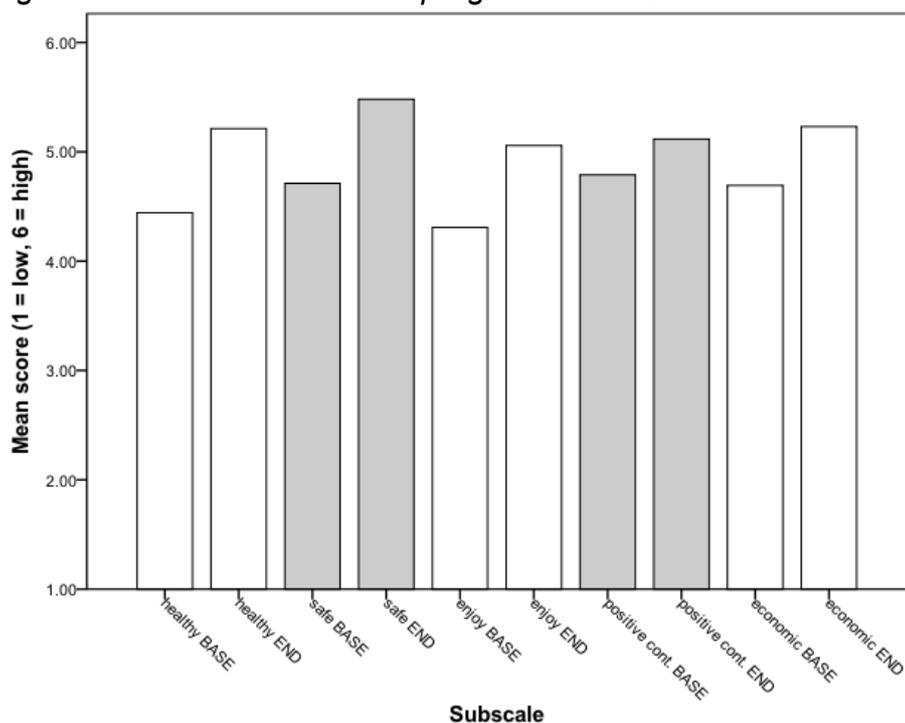
Figure 4.6. Mean scores on Spurgeons 'Wheel of Life' at baseline and endpoint.



'SOUL Record' measure

The thirteen young people who received mentoring also completed the 'SOUL Record' ratings at baseline, during the mentoring programme, and following completion of mentoring. A series of paired t-tests were conducted to evaluate significant changes in ratings from the baseline to the final time points on each subscale. The mean scores are shown in Figure 4.7. Significant improvements were found for four of the five rating areas: being healthy, staying safe, enjoying and achieving, and economic wellbeing.

Figure 4.7. Mean scores on Spurgeons 'SOUL Record' at baseline and endpoint.



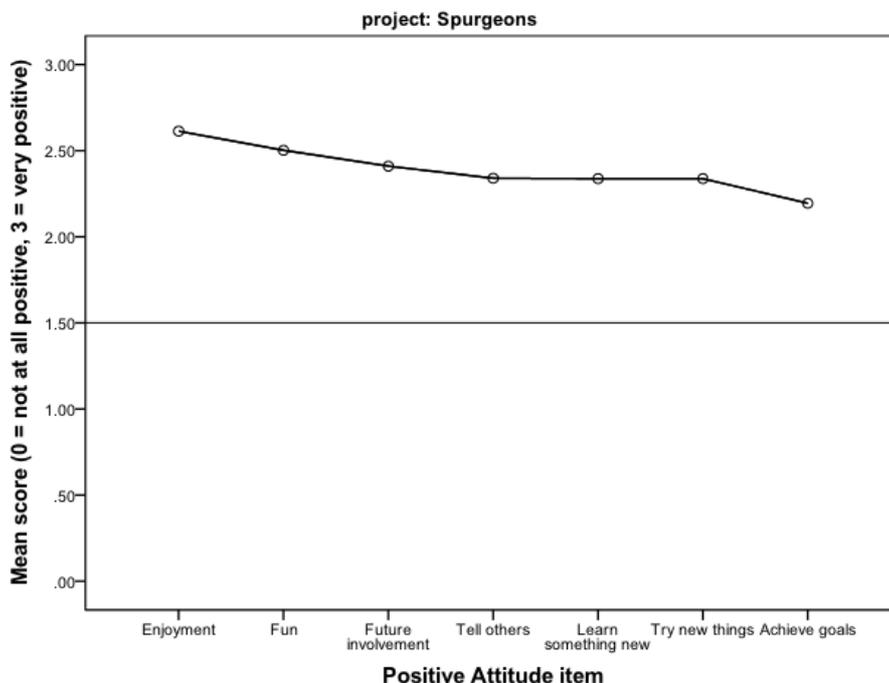
We next analysed responses to the standard retrospective questionnaire, using the same analytic approach described earlier.

Positive Attitudes

We first examined whether the children and adults (separately) on average rated each individual item within the subscale above the midpoint. In other words, were scores significantly above 1.5 on the scale from 0 (not at all positive) to 3 (very positive)? In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 2.15, $t_s > 2.94$, $p_s < .05$, with just one exception: children were not strongly inclined to tell others to get involved in the project (mean, 1.85).

Next, we conducted a mixed-design analysis of variance on the Positive Attitudes scores, with item (comparisons of the seven individual items) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed a main effect of respondent type, $F(1, 29) = 5.18$, $p = .03$. Adults' ratings tended to be higher than children's ratings, adjusted means = 2.54 vs. 2.24, respectively. Scores tended to be similarly positive across the seven items, as shown in Figure 4.8 below. However, there was an interaction effect of item by respondent type, $F(6, 174) = 4.32$, $p < .001$. Post-hoc comparisons showed that this interaction effect occurred because adults gave higher ratings than children on three items in particular: desire for future involvement, likelihood of telling others to get involved, and achieving goals.

Figure 4.8. Mean ratings of Positive Attitudes on the Spurgeons project.

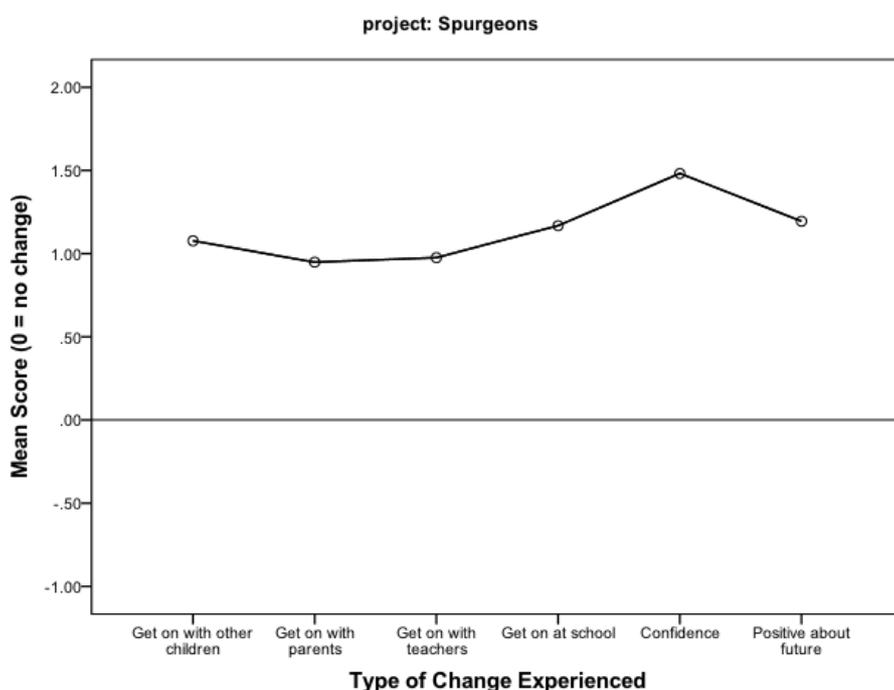


Changes Experienced

We first examined whether the children and adults (separately) on average rated each individual type of change experienced above the 0 (no change) mark. In fact, one-sample t-tests on the children's and the adults' ratings on every item showed this significant difference, means > 0.84, $t_s > 3.86$, $p_s < .01$.

Next, we conducted a mixed-design analysis of variance on the Changes Experienced scores, with item (comparisons of the six individual change types) as the within-subjects variable and respondent type (child vs. adult) as the between-subjects factor. This showed only a main effect of item, $F(5, 150) = 4.19$, $p = .001$. As shown in Figure 4.9 below, although positive changes were identified for all items, post-hoc comparisons showed that mean scores on two types of change – getting on with parents and getting on with teachers – were relatively low, whereas mean scores on one item – confidence – were relatively high.

Figure 4.9. Mean ratings of Changes Experienced on the Spurgeons project.



Qualitative analysis: Integrated narrative account of key themes

We obtained a rich qualitative dataset from our interviews and focus group discussions with child and adult stakeholders, from the informal feedback supplied by the three organisations, and from the responses given to open-ended questions in the stakeholder retrospective questionnaire. We examined and re-examined the data in order to identify recurring themes and sub-themes (see Braun & Clark, 2006). Because these themes were applicable across the three projects, we present below an integrated narrative account of key issues from the Brighton & Hove City Council Raising Aspirations programme as a whole. Examples from the various projects are included throughout, and project-specific issues are highlighted where appropriate.

Note that each quotation is followed by a code that identifies both the project (SS for Shooting Stars, CCD for Children Can Do, and SEE for Spurgeons Evolve & Excel) and the participant type (parent, school staff, project staff, mentor, community stakeholder, or YP-Gender-Age where it is a young person).

Impacts of the Raising Aspirations programme: Increased confidence

Consistent with the quantitative data, a strikingly clear message across all three projects was that increased confidence was a strong outcome of involvement in the various strands of activity. This basic outcome – and probably the most important one in terms of the core aim of raising aspirations – was recognised by both the young people themselves and the adults who care for and work with them.

L's confidence has grown and she believes more in herself and has realized that she can achieve. (SS, parent)

I got confidence to speak to other kids. (SEE, YP-M-12)

Before the project, she was scared to say something in case it's the wrong answer. She was nervous. She just didn't have confidence before. Now, in the last year or two, I've noticed that she's come out of herself. (CCD, parent)

One of the young lads, he just wouldn't say boo to a goose. Really, very shy... just so painfully shy... [Teacher said] it's like looking at a different child now. It's given him a massive boost. He's playing, socialising, hand up in the class. Wow. (SS, project staff).

Willingness to try new things

Within the work of Spurgeons, each of the young people, parents and mentors to whom we spoke commented on the fact that, as a result of being involved in the project, the young people all tried activities they had not previously experienced. The activities in which the young people engaged with their mentors included visits to the cinema, visits to museums, walks, pottery painting, and a range of sporting activities including golf, tennis, basketball, rugby, and horse riding. In some cases, they tried activities that they felt they would never have had the confidence or the opportunity to experience before.

I have more confidence now. I've tried some new things now. (SEE, YP)

I think my daughter has more confidence outside school now. [She's] trying new things. (SEE, parent)

The whole idea was getting young people to try things they wouldn't have otherwise tried... Most of it was outside activities because the young people I worked with predominantly didn't get out to do things. (SEE, volunteer mentor)

[The best thing was] seeing my daughter excited, looking forward to her mentor coming, dressed up for horse riding. (SEE parent)

In a similar way, the work of Shooting Stars involved the young people experiencing new activities including rock climbing, going on trips, and artistic work. In responses to an open-ended questionnaire item about the best things regarding the project, many of the children listed their enjoyment of these particular kinds of activities. The work of the Shooting Stars team was also highly regarded by school staff, who saw children's evident enjoyment.

Children came back from activities incredibly happy and showing a real sense of accomplishment and satisfaction – great to see. These are the types of experiences they will remember for life. (SS, school staff)

The rock climbing activity in particular allowed the children to 'face their fears' which led to an increase in self-confidence. (SS, school staff)

In the case of Children Can Do, the community activities funded by the scheme were an obvious outcome of involvement in the project. Young people on the decision-making panel commented very positively about the 'reward' activities they got to try (e.g., pizza making, go-karting, pottery painting, theatrical makeup), as well as about the special trips and events at which they presented their work (e.g., meeting the Mayor of Brighton & Hove, meeting the Children's Commissioner, and events in London and Liverpool).

Since being with the panel, [I] feel much more confident expressing my ideas and thoughts with new people. I have met so many amazing people that have been so inspiring and have such a positive attitude about what we do. (CCD, YP-F-12).

I met the Children's Commissioner, and I visited the Houses of Parliament. It made me more confident. (CCD, YP-F-13)

She went to Liverpool for the Children's Hero awards and did a speech about the project... She went to London and gave a speech. She was very confident. It is lovely for a parent to see that. You can't quantify that. (CCD, parent)

Social participation

In many cases, there was a perception by both young people and by adults that there had been improvements in the capacity to interact confidently with others, at school and in the community.

J was bullied at school. ... [The mentoring] pulled J back out. We couldn't do it. He was in a sad place and needed an outsider... He got confidence to speak to other kids. (SEE, parent)

Some of the children that participated in the Shooting Stars project have become more outgoing and interactive with other children in the class. (SS, school staff)

[I saw changes in children] from being isolated to more open, joining in more (SS, project staff)

Two of the girls that participated became closer friends and started to spend more time with each other outside of school, so the project helped them to form new friendships. (SS, school staff)

She's calmed right down. She'd been through a really bad time, she had no friends ... she wouldn't go and mix with others... She's now doing things where she's mixing with others... She's getting more confident about doing things and trying new things. She used to be violent to me and kick the doors and things but she doesn't do that now. (SEE, parent)

We see an increase in their confidence. The way they talk to us and their parents changes. (CCD, community stakeholder)

I've got people to talk to now, more friends in school. (SEE, YP-M-12)

He seems to have more confidence now. At the time he didn't have anyone to talk to, no one in school, it was pretty bleak, but being with [mentor] gave him the confidence. (SEE, parent)

We had at the end... a session where a lot of the young people that were on the programme got together... they got to meet each other... They certainly enjoyed it. (SEE, volunteer mentor)

It was clear that these benefits largely derived from the interaction opportunities that were opened up to the young people by participating in the various projects. Whether in the context of one-to-one mentoring, small-group work, or community group activities, a major advantage was simply having the opportunity to spend time with others in a safe and well-supported context.

It was surprising. His school says he's not a focused learner – not confident, doesn't speak much. He went along to join the panel, was the youngest, didn't know the others. But he really joined in... He was supported by an older member of the panel. (CCD, parent)

[The best thing was] that I got to meet new people (SS, YP-F-9)

We got to make friends with people we didn't know and some of the people I didn't even used to like. (SS, YP-F-10)

She had no friends...she wouldn't go and mix with others, she'd have to go everywhere on her own...She's now doing things where she's mixing with others, she's going out and doing things and she's getting more confident about trying new things. (SEE, parent)

In some cases, there were positive team building activities where the young people empathised and related to each other in a positive and collegial way, supporting each other with activities about which they might have been initially apprehensive (e.g., wall-climbing).

They went up [the climbing wall] blindfolded, which was just incredible to watch... These are children that didn't have any confidence... They wanted to prove a point to themselves that they could do it.... They were all behind each other... They all cheered each other. (SS, school staff).

Impacts of the Raising Aspirations programme: Sense of responsibility

A related impact of participating in Raising Aspirations projects was in young people's sense of responsibility. This was evident in all projects but was especially strong in Children Can Do and Spurgeons. Within these projects, the young people commented that they enjoyed the responsibility of having the capacity to make decisions about activities, and particularly the responsibility of having a budget to manage. This gave them a sense of empowerment in which they felt trusted to be able to make decisions that affected their lives and to use the available funding in the way they chose.

It's really good cos you can have some control on what we do at Kids Club. (CCD, YP-F-11)

She's the youngest of three children at home and she's treated a bit differently, she's the lowest in the pecking order. So when she did cooking and had some food to take home, she was so excited, it was like she was offering something to her family, she was doing something. (SEE, volunteer mentor)

He had a real sense of responsibility, really took all the [funding] applications into consideration.... It opened his eyes and made him feel he's got some say and importance. (CCD, parent)

She absolutely loved it. It made her feel she had an important role to play... She would definitely like to continue. There are not many definites, but this is one. (CCD, parent)

[What went well was that] I got to do what activities I wanted to do (SEE, YP)

It gave me a sense of responsibility to see my ideas immediately translated into action (CCD, YP-F-13)

She took the paperwork home to judge applications, see which ones were most needy. She was very mature... I saw how important it was for her – like a job for her that she took seriously. (CCD, parent)

Within the Shooting Stars project, too, all young people had the responsibility of setting goals they wanted to achieve both in the short and long terms, although it was difficult to ensure that all pupils had a sense of being able to achieve goals within the context of the six-week group programme. However, the young people who went on to serve on the steering group identified some highly positive developments in taking responsibility for things like designing the celebration event at the end of the programme, delivering a speech about the work, and creating publicity materials.

Impacts of the Raising Aspirations programme: Feeling respected and valued

Across the three projects, the increased sense of responsibility went hand in hand with a feeling of being valued and respected by others. Some of the young people involved in the Spurgeons project commented that one of the reasons the project appealed to them was that they appreciated having someone, away from home and school, who would listen to them without judging them. In particular, young people liked the fact that they were important to someone and that this person was prepared to give up their time to dedicate to them and support them.

She'd talk about it a lot in the week, she couldn't wait for it to be the day to go out with [the mentor], it was the focal point of the week. (SEE, parent)

I felt special because it was someone [who wasn't family or an adult at school] who had an interest in me. (SEE, YP-M-10)

For children in the Shooting Stars project, the fact that the positive leaders of the group were so enthusiastic about supporting them with fun activities came through strongly. The enjoyment of having fun in a group together was a key feature in helping the children to feel valued.

They [leaders] were really fun... really funny. (SS, YP)

They came back from each session enthusiastic and excited for the next session. (SS, school staff)

Very seldom are you in a school with a big group of children that are just smiling and giggling and just having a positive time. It was really nice to see. (SS, school staff)

In the Children Can Do project, the young people who had been involved in writing a successful bid for funding commented that they felt proud when they found out their bid was successful and was to be funded.

It makes you feel good because someone thinks we should have the money and it's cos of what we did. It makes you feel really, really good. (CCD, YP-F-11)

The best thing was definitely feeling and getting more respect for my age from adults. (CCD, YP)

Impacts of the Raising Aspirations programme: A positive outlook

All of the above impacts contributed towards a broader outcome for the young people, namely having a positive outlook on life, both in the present and in terms of future aspirations. As a result of setting goals and then working towards achieving these, the young people gained a realisation that they were able to succeed in achieving their own goals. For most of the young people we spoke to, this was the first time they could remember setting and achieving a personal goal. This in turn played into a more positive perspective on life in general, including different social contexts such as family or school. This was very clearly evident in the

Spurgeons project, where it was apparent that the mentoring opened up a rich sense of possibility for the young people.

I know I am able to reach my goals. I enjoy school more now... I've been reminded it's only there to make my future better... I'll look at tasks more positively now. (SEE, YP)

It's increased the life experiences that she has had and given her a sense of 'I could do that'... it's opened her mind and world to different possibilities. (SEE, volunteer mentor)

[What has changed for the better is] A's realisation of her existing skills... Her behaviour has improved... I think it may have helped with her separation anxiety and she has had the opportunity to go out and seems more comfortable with this independence. (SEE, parent)

Over the months, [girl] gradually became less involved in negative incidents in school... Her parents also have commented that their home life is now much better, with there being fewer arguments and home being much calmer generally. (SEE, school staff)

It pulled him back out of where he was, and we couldn't have done that. The school couldn't have done it. (SEE, parent)

He definitely has a more positive outlook about school. (SEE, parent)

Within the Shooting Stars project, children were encouraged to consider short term and long terms goals that they wanted to achieve. For example, some young people worked towards short term goals of improving a skill such as playing football or dancing, while others worked towards a goal of improving their performance in mathematics. Young people also considered longer term goals they hoped to achieve, such as goals relating to their future career ambitions, by considering steps they could work towards achieving along the way to support the achievement of their longer term goal. Overall, the young people considered that they had gone some way towards achieving the goals they set. This gave them an increased confidence in themselves, as well as making them feel more positive about what they could achieve in the future.

Children had more belief in themselves... small steps but noticeable (SS, project staff)

I've improved on playing football. It was one of my goals. When I first got into Shooting Stars I got a bit nervous because I didn't know what we were going to do. But then when we started doing stuff, I felt more comfortable. (SS, YP-M-9).

I feel like I'm better at doing stuff [at school]. I felt more comfortable doing stuff because I felt brave. (SS, YP-F-9).

In the case of Children Can Do, young people showed that they had gained a sense not only of having acquired specific skills that could help them in the future, but also of having more

understanding of the world around them. The evident learning that had taken place clearly had the potential to inspire others, including the children's own parents.

I have become better at reasoning and questioning things through looking at the application forms from different groups. (CCD, YP-F-12)

[It] helped me to deal with money (CCD, YP-F-13)

It has helped me to be more aware of the situation some people are in... more empathetic (CCD, YP-M-13)

So many young people grow up in a bubble, really don't know what's going on... She sees what young people in the city have to deal with.... The life skills have been amazing for her. Now she comes to the panel and is experienced, so she can mentor the new ones. (CCD, parent)

I was so inspired by E, I started doing voluntary work myself. (CCD, parent)

Implementing the Raising Aspirations projects: Facilitating factors and challenges

As the themes above demonstrate, there was a strongly positive response to all three projects, and clear indications that each had a specific role to play in raising young people's aspirations. However, before concluding, it is important to identify the many facilitating factors that helped to bring about the increases in young people's confidence, sense of responsibility, feelings of being valued, and general positive outlook. Ensuring that these facilitating factors are consistently in place is a crucial challenge.

Effective communication between stakeholders and/or consistent buy-in from the various stakeholders were important foundations for success. However, when these features were absent, this presented obstacles for the organisations as they sought to implement their projects. The most obvious example of this was in the Shooting Stars project, where it was difficult to achieve consistency in engaging schools and parents in the work. To begin with, Brighton & Hove City Council had asked for the work to be focused on one geographical area of the city. This meant that the Shooting Stars project effectively had to be deliberately 'sold' to the four schools in that area, and while this was successfully achieved in three of the four schools (with generally very positive outcomes, as shown above), there was inconsistency across even these three schools in their level of active commitment to the work. This in turn meant that the communication channels were not always open and efficient, resulting in some frustrating miscommunications with children, school staff, and parents, and/or timetabling arrangements that were viewed as less than ideal.

The intro session for parents was advertised at very short notice. (SS, parent)

The children... have missed quite a few literacy and numeracy sessions due to timetabling, this is not helpful for them (SS, school staff)

The teachers chose us... I didn't know what it would be about, I just came. (SS, YP)

Challenges in communication and buy-in among stakeholders were also noted as a point of difficulty for the Spurgeons mentoring programme. In some cases, plans for mentoring were thwarted by families who had not made sufficient commitment to the work. At other times, mentors felt there was a much greater need for communication and feedback from the school that had initially referred the young person to the mentoring programme.

There was basically a communication problem... I'd arrange to meet the young person and I'd turn up to be told she was out... it's got to be a two-way commitment, so that wasn't working. (SEE, volunteer mentor)

It would have been useful to get more feedback from the school. (SEE, volunteer mentor)

Notwithstanding the points above, the clear positive message was that where communication with schools and parents was effective, the impacts were significantly strengthened. Having support from members of the school staff at the Shooting Stars sessions, for example, was cited as a key factor in the success of the programme. In those circumstances, the young people clearly got more out of these sessions due to there being a high adult to young person ratio, meaning that the adults were able to spend relatively large amounts of time with the young people, which in turn led to the young people feeling valued. Similarly, the support provided by parents who went along with their children to the celebration event at the end of the programme was seen as extremely positive. With this kind of buy-in from all stakeholders, in fact, the project was seen as providing added value in terms of providing an innovative way of enhancing family-school links.

The project helped to liaise between school and parents. (SS, school staff)

A final question concerns the scope and sustainability of possible changes. The generally very positive response to the overall project was reflected in a consistent message across all three individual projects that stakeholders wished the work could continue for longer. Children, parents, volunteer mentors, school staff, and project staff all made this point in relation to all the projects. Project staff also felt that the project period was in many cases not long enough to deal with some of the more entrenched issues around family, school, and community difficulties. In fact, many adult stakeholders commented that a greater length of time was needed to support children's efforts to work towards goals in their lives; this may be especially important for younger children, who typically needed more time to grasp the ideas about setting goals and planning ahead to achieve those goals.

This was also related to a broader question about follow-on support for the children and young people to ensure that the positive changes and learning were reinforced in different contexts.

It has to end at some point, but it's who takes over after we finish, really. (SEE, volunteer mentor)

There was also a general sense that expanding the scope of the project could be helpful, but this requires considerable support and resources. For example, many parents and children praised the careful matching of mentors with families in the Spurgeons project, but it was recognised that this took a great deal of time and effort to organise.

[A challenge was the] time taken to get a positive match in mentor for the young person. However, making the correct match on an individual match basis is a vital part in the success of the project for the young person. (SEE, project staff)

In a similar way, the process of selecting children for participating in the Shooting Stars groups was very positive in the cases where detailed feedback from online surveys, baseline 'rocket' ratings, and teacher knowledge were all put together to arrive at an informed decision. However, where the school engagement and communication were less strong, this process could sometimes be compromised, resulting in some difficult group dynamics.

Finally, one implicit message that came through in the qualitative analysis was the value of having central support from Brighton & Hove City Council in facilitating a robust and comprehensive network of providers who could work together to support each other. Developing this work in the future could help to enhance impact in multiple ways, for example by:

- maximising the pool of possible volunteer mentors in the Spurgeons project;
- helping organisations like Children Can Do to track outcomes and monitor the ongoing community activity;
- ensuring that there is a more extensive range of activities that young people participating in these kinds of projects can access; and
- following young people over an extended period of development to capture long-term changes and outcomes.

5. Summary and recommendations

Summary of findings

Overall, both quantitative and qualitative analyses pointed to all three projects as having been clearly effective in the core aim of raising the aspirations of children and young people in Brighton & Hove.

Quantitative analysis

The quantitative analysis showed statistical evidence of positive attitudes towards all three projects, as well as indications of substantial positive changes over the period when young people were participating in the projects.

The self-evaluation rating tools used by Shooting Stars and Spurgeons provided extremely helpful accounts of positive changes from baseline (before involvement in the main activities) to endpoint (after involvement in the main activities). In the case of Shooting Stars, significant changes were found on all five items between the two time points, representing improvements in self-worth, keeping safe, trying new activities, having social support, and working towards goals. In the case of Spurgeons, the young people who received mentoring reported significant improvements in health, community/activity participation, fun/creation, confidence, and school, as well as in four of the five Every Child Matters outcomes in the 'SOUL Record'.

The self-evaluation rating tool used by Children Can Do was identified as problematic by the organisation itself. Children tended to score high on this both at baseline and follow-up (perhaps reflecting the fact that the children involved were not specifically targeted for difficulties, unlike Shooting Stars and Spurgeons), and although some changes were noted, the organisation's project team felt that these typically reflected momentary and idiosyncratic circumstances more than any effects of involvement in the programme.

A substantial dataset from the standard stakeholder retrospective questionnaire administered to children and adults in all three projects, however, provided a consistently positive message across the different strands of activity. Mean ratings of both children's and adults' attitudes towards the projects were significantly higher than the midpoint of the response scale for every single item, with the one exception of children in the Spurgeons projects not feeling strongly inclined to tell others to get involved in the project. This probably reflects the distinctively private nature of the one-to-one mentoring that children in this project received.

Across all three projects, enjoyment and fun tended to attract the highest ratings, with specific ratings of having achieved personal goals being relatively lower (though still significantly above the midpoint of the response scale). Thus, the children and young people evidently responded very positively to the nature of the activities across the three projects, although the timescale of the project may have been too short for giving children a real sense of having accomplished personal goals.

The responses to questions about changes experienced as a result of project involvement were also positive. Every type of change was rated positively as significantly greater than the 0 (no change) threshold by both children and adults. But across the projects, the most consistently positive changes tended to be those relating to confidence and to feeling positive about the future. Relatively smaller changes were found for some of the items regarding social

relationships, with changes in relationship with parents being the smallest in each project. This perhaps reflects the fact that changes to relationships may take considerable time to occur, and likely depend on more intensive family intervention.

Interestingly, adult and child responses to the questions were broadly similar, with just a small number of exceptions in Children Can Do and Spurgeons, where adults saw greater improvements than the children reported themselves, and in Shooting Stars where children tended to give higher ratings than adults on the Positive Attitudes items; the latter probably reflects the school-based nature of that particular project, with direct work focused very much on group activities with the children rather than on interactions with families. It should be noted that both boys and girls reported positive changes, although scores tended to be somewhat higher among girls in both Shooting Stars and Children Can Do.

Qualitative analysis

The qualitative analysis focused on data from the interviews/focus group discussions with child and adult stakeholders, informal feedback recorded by each of the three organisations, and stakeholder responses to open-ended evaluation questions. We identified a number of intertwined themes emerging across all three projects, despite the substantial differences in the nature of the activities that were undertaken. These were largely consistent with the broadly positive patterns of results from the quantitative analysis, and neatly map onto the theoretical concepts (e.g., basic needs-satisfaction, mastery orientation, and self-efficacy) considered earlier in this report, as well as onto the key principles for enhancing young people's engagement and participation identified by Robinson and Taylor (2007). The themes are summarised below, to help us capture some of the most important patterns observed across the three strands of activity.

Perhaps most striking of all was the very consistent message of increased confidence as the most evident impact of involvement in the Raising Aspirations projects. This was demonstrated in the willingness of young people to try new activities, as well as an increased tendency to participate in social/community interactions. These results highlight the importance of age-appropriate community facilities to become a focal point for individual- and group-based work with 8- to 13-year-olds in the city. In all three projects, the availability of good links with providers of various activities – whether sporting, artistic, cultural, or social – was crucial, both in terms of enhancing young people's enjoyment of the projects and in terms of broadening their horizons and enabling them to see beyond their previous everyday routine.

Related to the increased confidence was an overall sense of taking responsibility, with young people appearing to feel more autonomous and in charge of their own actions, and more capable of making a difference in the world. This was perhaps most striking in the case of Children Can Do, where young people in the community groups and the decision-making panel were able to see their ideas turn into action and reality, bringing excitement and joy not only to themselves but also to many others. But the notion of taking responsibility for one's actions was also evident in the other projects, whether it was setting goals in the Shooting Stars activities or deciding how to spend a budget in the Spurgeons mentoring interactions.

The increased confidence and sense of responsibility contributed to a generally more positive outlook on life, and particularly on the prospects of achieving personal goals in the future. As noted earlier, the project duration may not have been long enough for children to feel that they had completed a journey of achieving key personal goals, but the qualitative data received from both children and adults strongly suggested that the children who participated were well on the

way to doing so. However, it remains an important task for further research to identify the extent to which children's experiences on these kinds of projects leads to durable effects on long-term aspirations.

Finally, the interviews/focus group discussions and informal feedback converged on an important point regarding young people's sense of being respected and valued by others, particularly adults. Young people had a sense that they were being listened to, rather than simply being told what to do, and by the end of their involvement in the projects had greater feelings of being important in their own right and of being supported and valued by other people.

The generally very positive responses in the qualitative data were based on a number of facilitating factors, in particular the buy-in from – and communication between – the stakeholders involved in the projects (including schools, families, and community groups), and the availability of safe spaces where trusted adults could accept and value the diverse voices of young people. However, there were also clear indications of the obstacles faced by each project. These typically revolved around project-specific issues, such as recruitment of mentors/mentees and contact with schools in Spurgeons, buy-in and engagement from schools and communication with parents in the case of Shooting Stars, and mechanics of tracking personal changes and monitoring community impact in the case of Children Can Do.

In addition, a general theme emerged regarding the challenge of sustaining the work over a longer period of time, given that this requires continued support from others, including parents/carers, school staff, and community providers. On a related point, there was clearly a need for central support from Brighton & Hove City Council itself in publicising and disseminating the work of the organisations (e.g., in celebration events that bring together children, parents, school staff, and community stakeholders connected with the various projects), as well as in fostering positive partnerships between different projects (e.g., to help voluntary sector providers to collaborate actively with each other and to add value to each other's activities). Engaging a research team from the outset of the project to facilitate the tracking of changes and impacts through the project period would also help to provide another focal point for bringing organisations together and enhancing support for children, schools, and families in the Brighton & Hove community.

Recommendations for Brighton & Hove City Council

1. Continue to support a variety of projects operating in different ways (e.g., mentoring, small-group activities, and community work) and in different contexts (e.g., school, family, community) to raise the aspirations of children and young people.
2. Invest in community facilities appropriate for 8- to 13-year-olds in the city, in order to enhance work of this kind and provide increased opportunities for children and young people to easily access a varied range of social, cultural, artistic, sporting, and other activities.
3. Establish, support, and maintain a highly visible partnership network of voluntary sector providers who can help to meet the needs of children and young people in the city through different strands of work.
4. Engage with researchers working in this area to identify a solid evidence base for the short-term and long-term effects of different strands of activity that can potentially help to raise the aspirations of children and young people in a sustainable way.
5. Ensure that robust evaluation is built in from the outset of Council-funded projects and that there are appropriate avenues for publicising and disseminating the work to a wide audience.

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Appendix 1: Project monitoring forms

Children Can Do

<p>How many children have been involved in your project to date?</p>	<p><u>Numbers of children</u> <u>Direct Involvement</u></p> <p>10 Children and young people</p> <p>157 Children and Young people</p>	<p><u>Activities undertaken</u></p> <p>CCD Panel Members, Panel Training, Decision making panel session and panel reward activity Pizza making (and eating) Karaoke, Go Karting). Making speeches at public meeting (Launch of new People Can organisation, Dragons Den for The Challenge, Some panellists have visited projects funded, helped with award presentations to groups and visited groups for post award support meetings with support meeting and Greeting the Mayor of Brighton & Hove. Monitoring & Evaluation</p> <p>Core groups of children from each project submitting an application. All involved with drawing up basic project plans for their respective projects, completing Children Can Do application forms, costing proposed activity and drawing up budget. Receiving funding cheques on behalf of their group from Mayor/ Local Councillor/ Equalities and Communities team member. Monitoring & evaluation (using CCD Tracker Tracker tool)</p>
<p>What activities have they undertaken?</p> <p>[break this down into separate groups of children if necessary]</p>	<p><u>Indirect involvement</u> 837 Children and young people</p>	<p>27 Groups funded and supported:</p> <p>See attached: for full breakdown of activities for all groups. <i>(additional document was submitted)</i></p>
<p>How many adults have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of adults if necessary]</p>	<p><u>Numbers of adults</u></p> <p>Approx 4 per group, x 27 groups = 108 adults</p>	<p><u>Activities undertaken</u></p> <p>Supporting children and young people. 10 new community groups established each of these has been supported to set up its own management committee, draw up a constitution, open a bank account, devise a child protection policy. Members of management committee's/lead play/youth workers. Attending Child Protection training (approx 30 adults) Processing CRB's Delivering CYP activities directly, and/or organising</p>

	qualified specialists (e.g. qualified sports or art coaches, film makers, mural artists, puppeteers, singing teachers.)
<p>What is going well with your project?</p>	<p>All objectives are being met, very high numbers of the most disadvantaged children and young people in the city (more than 837) are benefiting from user led activities, which, otherwise, they would not receive. 157 children have learned how to plan their own projects, write a successful funding application and draw up a simple budget. These activities greatly raise young people's aspirations, build confidence, community organising skills and experience. In addition, 10 young people have progressed from working with their community groups to receive training to become panel decision makers. The panel have made responsible decisions about how to allocate funds of more than £43,000. The skills of the young panellists are now being recognised outside of the Brighton & Hove area. Young panelists have been invited to become 'dragons' on a dragons den for The Challenge Project. They will be also be making decisions about how funding is allocated to community groups in South London.</p> <p>As well as empowering young people to be able to bring about positive change in their own community in their own way, activities are being provided in the most cost effective method. The costs of running the Children Can Do programme work out approximately a quarter of those of youth services commissioned by the City's Youth Service.</p> <p>There has also been much learning on behalf of adults running the community groups who directly support the young people. Many adults have learned to set up a formal community group for the first time. Including committee skills, setting up a community bank account, obtaining public liability insurance and developing basic policies and procedures.</p> <p>Many adults have gained skills and knowledge concerning child protection and have undertaken child protection training and completed CRB's</p> <p>All groups have been helped to address issues of financial sustainability, so that the on going provision for young people is maintained after the initial year of micro funding and support from Children Can Do.</p>
<p>What is not going so well with your project?</p>	<p>There has been some useful learning concerning the development of the pilot of the Children Can Do Tracker tool. The challenges have focussed on lack of on going direct contact with the young people (making it difficult to plot any real change). Also, even though a lot of careful thought went into making the tool as child friendly as possible, the children are sometimes very young (only 8 years old) and the amount of time taken for the children to complete the tool can be problematic and for children who do not have good listening, writing skills, or comprehension skills can result in false</p>

	<p>recordings. A solution would also need to be found to young people recording false impressions of their overall progress, immediately following an emotional upset. (E.g, generally a child’s feeling of being safe in the community may have increased over the duration of the project, but, if asked to respond to a question about safety, shortly following a small incident when they had been upset, a false impression would be recorded.</p> <p>Additional funds have been identified for two months to continue the vital support offered to groups funded throughout the duration of the Raising Aspirations programme. This is vital as some groups funded in the last round still require intensive support to begin their projects.</p> <p>Also, funds for one more round of Children Can Do funding and support have been identified beyond the end of the Raising Aspirations programme until March 2013. Lack of financial security for continuation of the project into the new financial year is a concern.</p>																								
<p>Would any additional support from B&H City Council be helpful? If so, what?</p>	<p>Yes, the ongoing concern is with continued funding. To date, the Council have worked hard to secure the programme for this financial year, but the future is uncertain.</p>																								
<p>What have key stakeholders said about your project?</p>	<p>Point of evaluation questionnaires from community groups showed:</p> <table border="0"> <tr> <td>Explaining the CCD criteria & helping to work out if eligible:</td> <td>84% Excellent</td> </tr> <tr> <td></td> <td>14% Very good</td> </tr> <tr> <td></td> <td>2% Good</td> </tr> <tr> <td>Working with Children + y/p to develop a simple project plan</td> <td>83% Excellent</td> </tr> <tr> <td></td> <td>10% Very good</td> </tr> <tr> <td></td> <td>7% Good.</td> </tr> <tr> <td>Working with Children + y/p to complete application form+budget</td> <td>83% Excellent</td> </tr> <tr> <td></td> <td>8.5% Very good</td> </tr> <tr> <td></td> <td>8.5% Good</td> </tr> <tr> <td>Overall Help and Support given during the application process</td> <td>83% Excellent</td> </tr> <tr> <td></td> <td>7% Very good</td> </tr> <tr> <td></td> <td>10% Good</td> </tr> </table> <p>Quotes from groups:</p> <p>TS Nautilus: Most impressed with how the whole exercise was approached, the Cadets enjoyed the whole experience”.</p> <p>Cultures Club: “The way that CCD Development worker consults children is inspiring for us.</p> <p>B righton on Basketball: “ We feel fortunate to have had (The CCD development worker) support and advice (her) approach to the children’s questions, and eliciting information from them is a pleasure to see and be involved in.”</p> <p>Regen: “There was great communication, all was very clear and the process therefore easy.</p> <p>Mile Oak Summer Project: CCD Dev worker’s “help and accompanied information is very clear and concise”.</p> <p>Mascot group: “Up until now all the support we have received has been great. Look forward to this continuing over the course of the year”.</p> <p>Sudanese Women & Children: “I just want to thank the co operative team of Can Do for their help to our community”.</p>	Explaining the CCD criteria & helping to work out if eligible:	84% Excellent		14% Very good		2% Good	Working with Children + y/p to develop a simple project plan	83% Excellent		10% Very good		7% Good.	Working with Children + y/p to complete application form+budget	83% Excellent		8.5% Very good		8.5% Good	Overall Help and Support given during the application process	83% Excellent		7% Very good		10% Good
Explaining the CCD criteria & helping to work out if eligible:	84% Excellent																								
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	8.5% Good																								
Overall Help and Support given during the application process	83% Excellent																								
	7% Very good																								
	10% Good																								

	<p>MNT: The CCD Development worker “ has been very helpful and inspiring”.</p> <p>Forward Facing: “Excellent support throughout the whole process – thank you!”</p> <p>BMEYPP: “Very clear, good support. Worked really well with our young people. Thanks you our young people enjoyed the process and learnt a lot about budgeting”</p> <p>Colourwheels: “We has great support and found that involving children in the application worked best with Post its”</p> <p>Be Crafty: The whole process was very positive with the children very empowered by the application process”.</p> <p>Becca: “All the help and advice we required was given in terms that we easily understood”</p> <p>T.S Valiant: “ The support and help has been excellent”.</p>
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<p>What do you see as the key benefits achieved by your project?</p> <p>[please indicate whether you think the benefits can/will be sustained over time and why]</p>	<p>Children Can Do has helped to raise young people’s aspirations, through building build confidence, self esteem, knowledge.</p> <p>The programme has helped 183 children and young people to understand that they can bring about positive change in their own communities in their own way. Children now have a basic understanding of how to initiate resource and implement community activity. Children have learnt how to devise a simple project plan, gather appropriate adult help and support, develop a budget and complete a simple application for funding. Ten children and young people have been trained to make decisions about the responsible the allocation of funding to neighbourhood community groups.</p> <p>The total number of children benefitting from Children Can Do is 837 and more than 9,148 ongoing activity places have been provided. The cost of providing the activities can be calculated at a quarter of the cost of BHCC Youth Service Commissioned activities, so, it is extremely cost effective. Young people will receive quality instruction where appropriate from suitably qualified and experienced instructors.. Many of the adults supporting the young people have gained valuable learning experiences in setting up and running community activities. This has a dual effect of not only benefitting communities, but also acquiring skills that can help assist people into to employment.</p> <p>Children Can Do helps children and community projects to address issues of financial sustainability right from the outset. This is achieved by looking at funding that can be self generated, when devising their initial budget. This is important as it helps to provide ongoing, part income. Children Can Do also provides a year of ongoing community support to groups funded. As a seed funder we cannot provide repeat funding, but we can provide help and intensive community support to enable groups to research, apply for and secure ongoing funding.</p>
<p>Can you give one or two examples of “partnership working” in your project?</p>	<p>There have been many examples of community projects being helped to work in partnership with local schools or other community groups to provide activities.</p> <p>E.g. B righton On basketball have been helped to work in Partnership with St Bartholomews Primary School</p> <p>Forward Facing have worked in partnership with the Crew Club.</p> <p>Colourwheels have been helped to work in partnership with Brighton</p>

	<p>Youth Centre. Mascot group have been helped to work in partnership with the Sussex Autism Society. PAGE have been helped to work in partnership with Moulsecoomb Primary school The Big Breakthrough have been helped to work in Partnership with Whitehawk Primary school Regen have been helped to work in partnership with Poets Corner Community Society Glad rags have been helped to work in partnership with both Coldean and Moulsecoomb Primary schools Be crafty have been helped to work in partnership with Whitehawk Primary School. Artreach have been helped to work in partnership with Bite Size Movies. Children Can Do has worked very closely with Safety Net to help newly funded groups to undertake Child Protection training and to help with the processing of CRB checks. We have also worked closely with the Money in mind Project to help groups to formulate methods to keep accounts or to produce annual accounts.</p>
<p>Can you give one or two case studies of individual children who have been involved in your project?</p> <p>[these may be either positive or negative – they can shed light on the factors that aid success as well as the factors that present obstacles]</p>	<p>See young people’s case studies <i>(additional document was submitted)</i> See also Profiles young people panellists <i>(additional document was submitted)</i></p>
<p>Can you provide one or two key learning points from your work?</p>	<p>CCD continues to be one of the most cost effective and sustainable programmes for providing activities for young people with greater needs and fewer chances across the city. We have a proven 8 year history of working with Brighton & Hove City Council to provide this valuable service which is firmly targeted at children with greater needs and fewer chances.</p> <p>We have written a number of funding applications to trusts and charities during the past year to try to continue the programme in Brighton and Hove. None have been successful. We believe this is due to the fact that we are part of a large National Organisation, which doesn’t seem to be looked on favourably by such funders and also because very few funders will provide resources for secondary funding. We have learned that it seems however good the programme is, its future viability will only be possible if it is supported financially by the local authority.</p>

As well as delivering the CCD programme, we set out to try to develop for the first time an effective monitoring and evaluation tool. Much work was put into developing a measuring tool that would be child friendly and could be quickly understood and completed by the children (some of whom were as young as 8 years old) in a very short space of time.

We learnt that there were challenges in the amount of time taken to explain what was required of the young people in completing the tool.

We also learned that how young people feel 'in the moment' of completing the tool can greatly effect the results. (E.g. a child who scored highly in all sections of the tracker at the first stage, recorded an exceptionally low score in all sections following a one off situation where she felt momentarily excluded and alienated by other children when the second stage tracker was completed.

Also, children can be heavily influenced by having sight of what other children record on their tracker tool. We needed to ensure that children went to a private space and not let others see what they were recording.

We also learnt that it would be virtually impossible to accurately measure young people's progress in the terms we set out with our tracker if we could not have regular and ongoing access to the individuals concerned over a longer period of time. As a support organisation, we may only be working with the young people directly for two or three sessions.

In short, whilst it was a useful exercise to develop the tracker tool, there are many flaws which mean that it is unreliable and hugely time consuming in terms of a method for accurately measuring the impact of our work.

Shooting Stars

<p>How many children have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of children if necessary]</p>	<p><u>Numbers of children</u></p> <p><u>Whole Class Launch Activities</u> 511</p> <p>Made up of School B years 3-5 (130) School A years 3-6 (164) School C years 5/6 Summer 2012 and years 4/5 Autumn 2012 (232)</p> <p>Shooting Stars Programme 86</p> <p>Made up of:</p> <p>School B year 5 – (13) School A year 5/6 (15)</p> <p>School B years 3+4 (16) School A years 3+4 (16)</p> <p>School C years 5+6 (14)</p> <p>School C years 4+5 (13)</p>	<p><u>Activities undertaken</u></p> <p><u>Whole Class Launch Activities:</u> Before the Shooting Stars project commences we went into the school to work with each class from which the Shooting Stars children will be selected that term. During this session the children take part in a visualisation activity and draw themselves on a star showing themselves doing something that they enjoy doing, and on the points of the star, identify things that they are good at. They are then asked to identify their goals – both short term goals and long term goals, write down how likely it is they will achieve these and what they need to do to achieve their goal.</p> <p><u>Shooting Stars Programme</u></p> <p><u>Session 1 – Challenging Stereotypes.</u></p> <ul style="list-style-type: none"> • Children are shown a range of pictures. For each picture they write on a post it with a word describing what they think person does. After all are done we reveal the full pictures and discuss how easy it can be to pre-judge people. • Using Nick Vuijic Youtube video “Life Without Limbs” as a starting point, children take part in a quiz with each question they get right enabling them to make the next part of a strawberry vol-au-vent (vol-au-vents links to the museum trip later in the programme where the children learn about the chef that invented them). • The final question asked before they get to eat their vol-au-vents is “who inspires you and why?” <p><u>Session 2</u></p> <ul style="list-style-type: none"> • Using a shoebox and art materials, children make a scene showing themselves achieving their goal. On the outside of the box they put their names, a description of what is taking place inside the box and a helping hand where they write down the people that can help them achieve their goal. <p><u>Session 3</u></p> <ul style="list-style-type: none"> • Protective behaviours – Early Warning Signs/stop Think Go. These techniques are used to demonstrate how children can overcome barriers to their goals by taking risks and using the STG technique to think about options. • Children complete their shoeboxes <p><u>Session 4</u></p> <ul style="list-style-type: none"> • Rock Climbing with Adventure Unlimited to develop risk taking skills to consolidate their understanding of early warning signs and Stop Think Go. <p><u>Session 5</u></p> <ul style="list-style-type: none"> • Trip to Royal Pavilion and Museum – Children are taken to banqueting room and kitchen to learn about Antoine Careme, a famous chef with a rag to riches tail – kicked out of home at 9 years old he
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worked his way up to become “the chef of kings and the king of chefs”. They are then taken over to museum to make an animation about what they have learned about Careme.

Session 6

- Graduation – parents are invited into the school and children share their shoeboxes, watch a video diary of the programme and set some new goals for the future on a flame of a giant rocket and in a porthole they write or draw the people that can help them reach their goal.

Shooting Stars Steering Group Meetings

Jan/Feb 2012

Steering Groups held at Schools A and B after school designing logos to be used for future Shooting Stars material

27th March 2012

10 children attended – this Steering Group was used as a way of joining the children from Schools A and B into one Steering Group.

15th May 2012 –

8 children attended – Children made comic strips showing how you can use the Stop Think Go technique to achieve your goal.

21st June 2012 – Personal Safety Session

6 children attended – Children were consulted on what issues made them feel unsafe and learned some simple techniques to help keep themselves safe.

Summer 2012 Steering Group

2 children attended the summer steering group session thinking ahead to the November event.

4 weeks from Thursday 4th October Event planning
Planning the final Shooting Stars event (2 children attended each week)

22nd November – Shooting Stars Celebration Event

Attended by children who had been part of Shooting Stars (except for those who are in year 7 and those from School A).

-Video by PL of the Shooting Stars project shown.

-3 children stood up and introduced the celebration.

-On tables were Stop Think Goal flyers designed by the 2 children who had attended each week, as well as badges designed by the

		<p>children.</p> <ul style="list-style-type: none"> -Children made an origami shooting star with a new goal written on the tail. -Children watched Dr Hal's science show. - Children received Shooting Stars medals at the end of the celebration.
<p>How many adults have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of adults if necessary]</p>	<p><u>Numbers of adults</u></p> <p><i>Graduations</i> Autumn 2011 Graduation – School A 12 School B 6</p> <p>Spring 2012 Graduation School A 10 School B 1</p> <p>Summer 2012 graduation School C 6 parents</p> <p>Other</p> <p>27th March 2012 Steering Group 5 parents</p> <p>Summer Steering Group</p>	<p><u>Activities undertaken</u></p> <ul style="list-style-type: none"> - Graduation – parents are invited into the school and children share their shoeboxes, watch a video diary of the programme and set some new goals for the future on a flame of a giant rocket and in a porthole they write or draw the people that can help them reach their goal. - 27th March – Safety Net's family worker consulted with parents how they may wish to take Shooting Stars forward, leading to a trip up to a forest garden, which was attended by 2 parents. - Safety Net's family worker discussed with two parents the impact that Shooting Stars had had on their child.

<p>What is going well with your project?</p>	<ul style="list-style-type: none"> - In general we have seen positive results from our evaluation data with regards to the impact of our work on the children. In the most recent cohort – 64% of children had an increased score for “I am good at setting goals and working towards them”. (all “rocket” data has been passed on) - School relationships have generally been positive. School C have been very supportive with regards to providing staff who know the children and their needs to support the sessions. This has proved incredibly helpful in terms of having people who work with the children on a day to day basis, which means that the skills that are being developed as part of Shooting Stars can be reinforced when we are not present. - Two children are regularly attending our current steering group meetings and have designed a flyer about how to achieve your goals which will be given out to children at our November event and beyond. These two children and others who have attended previous Steering Group meetings have been invited to join the Safety Net Children’s Board. - Feedback from those parents that have attended the Shooting Stars graduation sessions has been generally positive about the impact of the programme on their children. - The relationships that Safety Net has built with Adventure Unlimited has led to further partnership working as part of the Wildzone Project and the work at Brighton and Hove Museum will be included in an article for Primary History magazine around creativity and museums.
<p>What is not going so well with your project?</p>	<ul style="list-style-type: none"> - The relationship with School A in particular has not been the easiest to manage. A lack of communication during the delivery of the first cohort meant that there was a lot of confusion over the arrangements for the programme – for example parents were asking teachers questions and the information had not been passed by contacts within the school for teachers to be able to answer their questions. - During the second cohort at this school, whilst communication and organisation was much better - we found that the school took the lead in deciding which children they wanted on the programme and placed children who were not the most appropriate for the Shooting Stars. This was evidenced in our rocket data demonstrating generally the lowest changes – taking the averages of the five statements they are asked only 50% increased their average compared to the 86% from the previous cohort at this school. - Attempts had been made to engage the parents of the Shooting Stars but with minimal success. With the first cohorts a workshop was set up for parents, open to all, but with Shooting Stars parents specifically targeted. No parents turned up to these workshops – however, parents did turn up to the graduation. After this point there was a shift in staffing (the 7 hours allocated to work with parents were given to another worker). Some parents turned up to a steering group and

	<p>indicated they would be interested in follow up but when a trip to a Forest Garden was arranged, only two turned up (however, there was some confusion as School B told some pupils it was cancelled when it was not – possible confusion with Rising Stars another programme running there). After the second cohort another change in staff occurred directly before the first School C cohort began, which left it too late to arrange something. However for the second School C cohort an information session was arranged, based on feedback from parents who said there was not clear enough information about the aims/objectives etc. However, no parents turned up to this information session – although due to the tight turn around of selection of children and delivery, it was at quite short notice.</p> <ul style="list-style-type: none"> - The geography of the [targeted geographical] area means that attempting to meet with the Shooting Stars children following the completion of the course has been difficult. Part of our intention was to have steering group meetings with the Shooting Stars children who wished to complete follow up work on goals and plan the event. Finding a community venue that is accessible to children that attend all schools in the area has been difficult. Whilst schools offered to host steering groups, when the steering Groups have been held at the schools, it has been difficult to get children from the other schools to attend. - We began using Hanover Community Centre to hold our event planning Steering Group sessions – however no children from School C came and School A opted not to attend the event.
<p>Would any additional support from B&H City Council be helpful? If so, what?</p>	<ul style="list-style-type: none"> - Further support on how to sustain the work that has taken place and options for continuing the work.
<p>What have key stakeholders said about your project?</p>	<p>All comments from school staff/children have been and evaluation data has been passed on previously.</p>

<p>What do you see as the key benefits achieved by your project?</p> <p>[please indicate whether you think the benefits can/will be sustained over time and why]</p>	<p>The children that have been part of “Shooting Stars” have developed skills in being able to identify and work towards their own goals, a skill that will be of particular benefit to those moving on up to secondary school and beyond.</p> <p>All Shooting Stars children were invited to attend the Shooting Stars Steering Group – meeting approximately every other month. During these sessions they were able to recap on their goals as well as take part in other activities. Now that Shooting Stars is over those that regularly attended Shooting Stars Steering Group meetings</p>
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have been invited to become part of the Safety Net Childrens Board, where they will get the opportunity to make decisions about certain aspects of Safety Net and feed into the trustees.

The protective behaviours techniques run through every programme that Safety Net deliver including SNAP (Safety Net Assertiveness Project) for both Primary and Secondary aged children, Playground Buddies. It is possible that after being on Shooting Stars, that the children will be able also have the opportunity to be part of these programmes as well. In fact at School C, one of the Shooting Stars boys was a playground buddy.

Some of the School A Shooting Stars were part of a SEAL group that was delivered by the families team at Safety Net. Following this the group then went onto be part of Adventure Unlimited’s WildZone, part of which was a SNAP session delivered by the Primary Bullying Prevention Worker.

At School C, the high level of involvement from the support staff means that we are confident that those children who they work with will continue to have their learning from Shooting Stars reinforced.

However, not all children have wanted to engage with Safety Net post shooting stars as part of the Steering Group. Similarly not all children will attend another Safety Net session. Now that the project has concluded it is unlikely that we will be able to offer any further “Shooting Stars” sessions for these children. This is not to necessarily say that since they have not had contact with Safety Net post shooting stars the benefits will be lost however.

Can you give one or two examples of “partnership working” in your project?

On week four of the Shooting Stars programme we work with Adventure Unlimited at Stanley Deason leisure centre reinforcing what the children have learned about early warning signs and risking on purpose.

The following week we visit the Royal Pavilion and Brighton and Hove Museum, where the children are taken into the kitchen and banqueting room to learn about Antoine Careme, a famous chef, who was abandoned at the gates of Paris at the age of nine and worked his way up in the kitchens, eventually working at the Royal Pavilion where he made table pieces out of pastry. He was also the inventor of vol-au-vents and the chef’s hat. After a visit to the banqueting room and kitchen the Shooting Stars then head back over to the museum to create an animation about Careme. This was a bespoke activity created specifically for the Shooting Stars programme – during our initial meeting with the museum we explained what Shooting Stars was and what we wanted the children to get out of it. They then came back to us offering us the session on Antoine Careme, which they felt due to the triumph over adversity nature of his story would fit in well with our programme.

<p>Can you give one or two case studies of individual children who have been involved in your project?</p> <p>[these may be either positive or negative – they can shed light on the factors that aid success as well as the factors that present obstacles]</p>	<p>C, a child from our first cohort of Shooting Stars at School B attended all sessions of the Shooting Stars project and after the project ended attended the majority of the steering group sessions that were set up: these included introductory sessions in which we consulted with the children on how they would like to continue with Shooting Stars, a personal safety session where the group learned skills that could help to keep themselves safe. She also attended for five weeks after school at Hanover Community Centre with another member of Shooting Stars, where they helped plan and design the Shooting Stars celebration event that took place at the end of November. This included designing a Stop! Think! Goal! Flyer of which we had 1000 copies printed to be able to give out to children across Brighton and Hove. They also designed a Shooting Stars logo that could be placed on the flyers as well as Shooting Stars badge. They also wrote the script for the opening speech at the Shooting Stars celebration and delivered it in front of all the other children, announcing the launch of the Stop Think G. When filmed and asked about how Shooting Stars had helped her as part of PL’s film she said: <u>“it helped me with my behaviour at home a bit to get on with my brothers and sisters more - in fact the rest of my family more to be honest.”</u></p> <p>However, Shooting Stars has not been successful for all children. During our second cohort at School A we worked with three boys who had “issues” with each other and these often spilled over into the Shooting Stars sessions. This therefore had an impact on their progress since we believe that it is important that all children feel safe as part of the group.</p> <p>In one instance one boy spent much of the session outside since he had been upset by the others at lunchtime. Another boy spent much of the session not listening to instructions and sitting in the corner. This therefore distracted attention from other children who would have benefited from some support. In this instance we feel that the mix of children was not quite right as working with children who do have “issues” with each other in such a small group is something that we were trying to avoid. This had a negative impact on the group as a whole and we did not perceive as much of a change in the children. As previously mentioned only 50% increased their average score – the lowest change out of all the cohorts.</p>
<p>Can you provide one or two key learning points from your work?</p>	<ul style="list-style-type: none"> - Due to the relatively short timescale of the programme, 6 weeks, including the final graduation week, we have found that the programme in its current form is not necessarily the most appropriate form of intervention for children with more complex additional needs. For example we have worked with selective mute, an EAL child with very little understanding of English and a some students with behavioural issues. A longer programme we would have more time to build a more productive relationship with the children and indeed some parents have commented that the programme was too short

to really build confidence.

- Shooting Stars has been delivered both during school time, wholly after school and in certain cases beginning in the school day and ending after school. There are positives and negatives to each approach, for example some teachers expressed concern over low attaining children being brought out of lessons, therefore preferring an after school approach. However, we have found that running the Shooting Stars as a fully after school programme means that some children who may potentially most benefit from the programme miss out. Reasons for this include other after school commitments, parents not being able to pick children up after school and also simply not wishing to attend.
- We also found that the programme worked best for the upper age range of those children that we worked with (years 5 +6). When working with years 3+4 we found that sometimes the children, particularly the year 3s did not always fully understand the concept of goals and took longer to grasp the protective behaviours skills– again maybe with a longer programme there would be greater opportunities for embedding this over a period of time. The year 5s and 6s are nearing the age of moving onto secondary school and so the ideas around looking to the future and setting goals seemed to be more appropriate to this age range.

Spurgeons

<p>How many children have been involved in your project to date?</p> <p>What activities have they undertaken?</p>	<p><u>Numbers of children</u></p> <p>17 actively involve in project.</p>	<p><u>Activities undertaken</u></p> <p>Mentor 1-1 sessions – activities include:</p> <p>Goal setting and goal setting work books. Sailing Golf</p>
<p>[break this down into separate groups of children if necessary]</p>	<p>14 completing 40 + hours of 1-1 mentoring work.</p> <p>27 referrals received</p> <p>22 home assessments completed.</p>	<p>Local Football Clubs Climbing Wall – Adventure Unlimited Group Cooking Workshops Cooking Forums Community Gardening groups Pottery Art Museums & Local historic buildings. Visiting animal sanctuaries Visiting local farms Tennis Sea side walks Tramplng Horse Riding Local Exhibitions Fencing Cinema</p>
<p>How many adults have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of adults if necessary]</p>	<p><u>Numbers of adults</u></p> <p>12 trained volunteers</p> <p>21 volunteer interviewed</p> <p>36 volunteer registered interest</p>	<p><u>Activities undertaken</u></p> <ul style="list-style-type: none"> • AS above • Supervisions • Training: <ul style="list-style-type: none"> Project Induction Professional Boundaries Safeguarding level 1 & 2 Risk Assessments Health & Safety Communication Mentoring and Life Coaching <p>• 1-1 mentor visits with YP</p>
<p>What is going well with your project?</p>	<ul style="list-style-type: none"> • Successful matches between young people & mentors. • Increased confidence in young people taken part. • Positive feedback from school • Positive feedback from parents 	

	<ul style="list-style-type: none"> Quality of volunteers
<p>What is not going so well with your project?</p>	<ul style="list-style-type: none"> Volume of recruited volunteers. Time factors and recruitment process. Mentoring or befriending project needs to have longevity and sustainability to enable the continuous recruitment & training process of the volunteers. In some cases time taken to get a positive match in mentor for the young person. However, making the correct match on an individual match basis is a vital part in the success of the project for the young person.
<p>Would any additional support from B&H City Council be helpful? If so, what?</p>	
<p>What have key stakeholders said about your project?</p>	<p>See attached review <i>(additional document was submitted)</i></p>

<p>What do you see as the key benefits achieved by your project?</p> <p>[please indicate whether you think the benefits can/will be sustained over time and why]</p>	<p>1:1 support and guidance work with YP – providing the young people a safe place and guidance to 85.71% increase in confidence of young people and willingness to try something new.</p> <p>100% Increase in Every Child Matters areas – Being Healthy, Staying safe, Enough and achieving, making a positive contribution & Economic well being.</p>
<p>Can you give one or two examples of “partnership working” in your project?</p>	<ul style="list-style-type: none"> Working In partnership with Aldridge Foundation to provide a progression route for young people and volunteers after the completion of Evolve & Excel:Portslade in Spring 2013. The Pegasus Award is open to all young people in living in the Portslade area and provides a platform for Young people to help provide or change something relevant to them in their community.

	<ul style="list-style-type: none"> • Working in partnership with Spurgeons Network organisations to provide another progression route for volunteers. • Youth Service - Portslade Village Centre. Working in partnership to provide community focused venue for group work and training sessions. The centre room hire facility is provided to the project at low cost allowing the project, young people & volunteers affordable and easy accessibility meeting place. The Centre also provides a youth club for local young people 13-16 years
	<ul style="list-style-type: none"> • - working closely with school regarding referrals of YP. Keeping school informed of progress made and of safeguarding issues arising. Attending all relevant Family CAF meetings.
<p>Can you give one or two case studies of individual children who have been involved in your project?</p> <p>[these may be either positive or negative – they can shed light on the factors that aid success as well as the factors that present obstacles]</p>	<p>Case Study 1. see attached Case Study 2. See attached</p> <p>Spotlight on Project <i>(additional documents were submitted)</i></p>
<p>Can you provide one or two key learning points from your work?</p>	<p>Evolve & Excel:Portslade has recruited and trained a bank of volunteers that are experienced and highly skilled for the role of 1-1 mentor work. The selection and processing of volunteers has secured a group of volunteers committed to providing a high quality of service to the young people of the project. All the volunteers are committed to Spurgeons' values, and this was reflected in their standards of engagement.</p> <p>Spurgeons' Volunteer application & recruitment and training processes needs to be more efficient to meet the needs of volunteers required within the set up period. However, safeguarding training and supervision, and safe recruiting will need to remain paramount to the process.</p> <p>Sustainability and effectiveness of a mentoring service requires a minimum of 3 years funding.</p>

Appendix 2: Measures

Focus Group/Interview schedule

The interviews were semi-structured, with an initial framework of core questions accompanied by follow-up questions depending on the participants' responses.

The core questions below provide an indication of the nature of the interviews. Note that when speaking with parents, teachers, or other adults, questions asked about the adults' own experiences as well as those of the children and young people involved.

1. Interviews with those just beginning their involvement in Raising Aspirations

How did you first become involved in (Shooting Stars; Children Can Do; Spurgeons)?
Probe here who told you about the programme / where did you see it advertised.

What made you want to be involved?
Probe here - what was it about the project that appealed to you? How did you think your involvement in the project may help you?

What do you hope to get out of being involved in the project?
Probe here - how likely is this? Is there anything that is likely to stop you getting out of it what you hoped to? The likely longer term influence on the individual?

What do you think taking part in the project will be like?
Probe expectations, attitudes/feelings, ambitions, aspirations

Can you tell me about what you have done so far?
Probe here about experiences of the project, activities in which involved.

What do you like / not like about the activities you do?
Probe here what is going well / not so well. Why?

What do you think would make this project work well / not so well?

2. Interviews with those who have been already completed a period of involvement with Raising Aspirations

Can you tell me about what you have done so far?
Probe here about experiences of the project, activities in which involved.

What have you liked / not liked about the activities you do?
Probe here what is going well / not so well. Why?

What do you think worked well / not so well in the project? Why?
Probe what could be done differently to improve the project

Do you think being involved in the project has changed you in any way?
Probe here in what ways, how, is this likely to be long term, what particular activities / incidents were the triggers for the change?

Probe perceptions of change in relation to: opinion of self; attitude towards others; relationships with others; and outlook towards the future

What do you think your life will be like one year from now? What about when you finish primary/secondary school?

Probe – achievement, social interactions, behaviour, motivation, feelings, short-term and long-term aspirations

Probe – is this different from your views of the future before you got involved? If so, how?

Raising Aspirations – Project Monitoring Questionnaire

Children Can / Shooting Stars / Spurgeons
(delete as appropriate)

Date:

<p>How many children have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of children if necessary]</p>	<p><u>Numbers of children</u></p>	<p><u>Activities undertaken</u></p>
<p>How many adults have been involved in your project to date?</p> <p>What activities have they undertaken?</p> <p>[break this down into separate groups of adults if necessary]</p>	<p><u>Numbers of adults</u></p>	<p><u>Activities undertaken</u></p>
<p>What is going well with your project?</p>		
<p>What is not going so well with your project?</p>		
<p>Would any additional support from B&H City Council be helpful? If so, what?</p>		
<p>What have key stakeholders said about your project?</p>		

<p>What do you see as the key benefits achieved by your project?</p> <p>[please indicate whether you think the benefits can/will be sustained over time and why]</p>	
<p>Can you give one or two examples of “partnership working” in your project?</p>	
<p>Can you give one or two case studies of individual children who have been involved in your project?</p> <p>[these may be either positive or negative – they can shed light on the factors that aid success as well as the factors that present obstacles]</p>	
<p>Can you provide one or two key learning points from your work?</p>	

Raising Aspirations – Standard questionnaire for children and young people

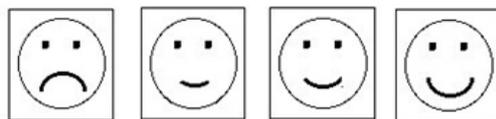
Boy or Girl Age: _____ years

Project _____

Role in project _____

These questions are all about your experience of being involved in _____.

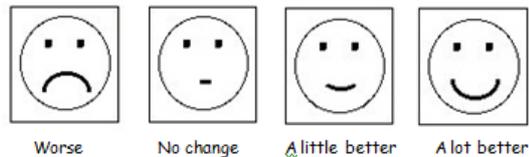
First, please decide how true each of the statements is for you. You can answer by circling one of the following:

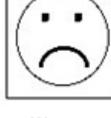


Not at all A bit Quite a lot Very much

1. I have enjoyed being involved in the project.				
2. The project was fun.				
3. I would like to be involved in the project again.				
4. I would tell other people get involved in the project.				
5. The project helped me to learn something new.				
6. The project gave me the chance to try things I'd never done before.				
7. The project has helped me to achieve some of my goals.				

Now, decide how much you have changed as a result of being involved in _____.
 You can answer by circling one of the following:



1. The project has helped me to get on with other children better than I did before.	 Worse	 No change	 A little better	 A lot better
2. The project has helped me to get on with my parents/carers better than I did before.	 Worse	 No change	 A little better	 A lot better
3. The project has helped me to get on with teachers and other adults better than I did before.	 Worse	 No change	 A little better	 A lot better
4. The project has helped me to get on better at school than I did before.	 Worse	 No change	 A little better	 A lot better
5. The project has given me more confidence than I had before.	 Worse	 No change	 A little better	 A lot better
6. The project has made me feel more positive about my future than I felt before.	 Worse	 No change	 A little better	 A lot better

What was the best thing about being involved in _____?

What would you change about _____ if you could?

Raising Aspirations – Standard questionnaire for parents and staff

Project: _____

Child/children's role in project _____

Age of child/children in the project _____

Your relationship to the child/children _____

These questions are all about your perceptions of the child's/children's involvement in _____.

First, please decide how true each of the statements is for the child/children. You can answer by circling one of the following:



Not at all



A bit



Quite a lot

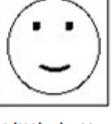
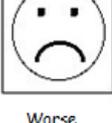


Very much

1. The child(ren) enjoyed being involved in the project.				
2. The project was fun.				
3. I would like the child(ren) to be involved in the project again.				
4. I would tell other people get involved in the project.				
5. The project helped the child(ren) to learn something new.				
6. The project gave the child(ren) the chance to try things they'd never done before.				
7. The project has helped the child(ren) to achieve some of their goals.				

Now, decide how much the child/children have changed as a result of being involved in _____ . You can answer by circling one of the following:



1. The project has helped the child(ren) to get on with other children better than they did before.	    Worse No change A little better A lot better
2. The project has helped the child(ren) to get on with their parents/carers better than they did before.	    Worse No change A little better A lot better
3. The project has helped the child(ren) to get on with teachers and other adults better than they did before.	    Worse No change A little better A lot better
4. The project has helped the child(ren) to get on better at school than they did before.	    Worse No change A little better A lot better
5. The project has given the child(ren) more confidence than they had before.	    Worse No change A little better A lot better
6. The project has made the child(ren) feel more positive about their future than they felt before.	    Worse No change A little better A lot better

What was the best thing about the child's/children's involvement in _____?

What would you change about _____ if you could?

Additional ratings: Shooting Stars

Ratings from 0 to 10

1. I am happy being me
2. I am willing to try new activities
3. I am confident I can keep myself safe
4. There are people I can talk to when I need help
5. I am good at setting goals and working towards them

Additional ratings: Children Can Do

Ratings from 0 to 5

1. Doing well in later life
2. Feeling safe
3. Learning and doing new things
4. Getting to know others
5. Feeling good
6. Getting on with others

Additional ratings: Spurgeons

SOUL Record

Ratings from 1 to 6

1. I feel good about myself
2. I am pretty good at something
3. I try to eat healthily
4. I get lots of exercise
5. I feel safe at home
6. I feel safe at school/on the scheme
7. I feel loved and cared for
8. I've got someone I can talk to if I need help
9. I try my best at school/on the scheme
10. I usually remember to bring the things I need for school/the scheme
11. I like spending time with my mates
12. I belong to a club or group
13. I care about the environment
14. I help around the house
15. I treat people with respect
16. I usually try and help other people
17. I know what I want to do when I leave school/college/here
18. I've got enough money to buy the things I need
19. I like where I live
20. I wear the clothes that I want to wear

Wheel of Life

Ratings from 0 to 10

1. Secure and safe
2. Eating healthy/health
3. Community activities
4. Fun
5. Confidence
6. Rights/responsibilities
7. School
8. Future job/career
9. Family/friends