

Evaluation of CashBack to the Future 2017-18 (Year 1)

A Report for Impact Arts



Social Research



Service Design & Innovation



Strategy & Collaboration



Evaluation Support



Social Impact Measurement

June 2018



Index

1: Introduction	1
2: Programme Impact	5
3: Case Studies	30
4: Conclusions	40

1: Introduction

This report describes the impact of CashBack to the Future on young people who participated in the programme during 2017/18. This section introduces Impact Arts, the CashBack to the Future programme and describes the research methodology.

Impact Arts

Impact Arts is a forward-thinking community arts organisation established in 1994. It uses creativity and the arts to empower and enable social change. The mission of Impact Arts is:

'To help people and communities transform their lives through creativity and the arts. To be recognised as Scotland's leading community arts charity'.

Impact Arts promotes the arts as a positive tool for change. It combines innovation, enterprise and creativity with high-quality project delivery, management and a strong ethos of partnership working, to tackle society's big issues. Impact Arts aims to help people:

- Build confidence and gain new skills.
- Get back into work or education.
- Find work in the creative industries.
- Improve health, wellbeing and quality of life.

Impact Arts works annually with over 6,000 people, actively engaging them in creative activities through projects, events and exhibitions delivered by a multi skilled team of in house and freelance artists. It works collaboratively with children, young people, older people and communities, many of these disadvantaged or vulnerable.



Impact Arts works with the third sector, local and national government, housing associations and local communities to deliver solutions-focused projects that target pertinent social issues.

CashBack for Communities

CashBack for Communities is a Scottish Government programme that takes money seized from criminals under the Proceeds of Crime Act 2002 and invests it in young people.



Since 2008, £92 million has been committed to community initiatives to improve the quality of life of young people across Scotland. To date, almost two million activities and opportunities have been delivered for young people.

CashBack for Communities is now in its 4th phase (1 April 2017 to 31 March 2020), with an increased focus on tackling Scotland's inequalities. It aims to do this by raising the attainment, ambitions and aspirations of young people who are disadvantaged because of where they live, being unemployed, not in education or training, being excluded or at risk of exclusion from school, or being at risk of involving in anti-social behaviour, offending or reoffending.

Impact Arts is one of 17 organisations being funded to help deliver Phase 4 of CashBack for Communities.

The CashBack for Communities Logic Model

A Logic Model for CashBack for Communities has been developed that sets out the short, medium and long-term outcomes that the Scottish Government wants to achieve with programme funding.

All funded projects need to contribute to the four mandatory CashBack for Communities outcomes:

- Outcome 1: Young people build their capacity and confidence.
- Outcome 2: Young people develop their physical and personal skills.
- Outcome 3: Young people's behaviours and aspirations change positively.
- Outcome 4: Young people's wellbeing improves.

Additionally, projects can select one or more outcomes from the five optional outcomes:

- Outcome 5: School attendance and attainment increases.
- Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations).
- Outcome 7: Young people participate in positive activity.
- Outcome 8: Young people are diverted from criminal behaviour or involvement with the criminal justice system.
- Outcome 9: Young people contribute positively to their communities.

Each outcome has associated measurements and indicators, to enable delivery partners to track progress and measure impact. Organisations select the most relevant outcomes for their programmes.

CashBack to the Future

In 2017, Impact Arts was awarded £397,000 for three years through the Scottish Government's Phase 4 CashBack for Communities Fund. This is the first time that Impact Arts has benefitted from CashBack for Communities funding, and is the only community arts organisation involved in the programme.

During the period from 2017 – 2020, Impact Arts will deliver CashBack to the Future, a creative arts programme for young people across West and Central Scotland, to help improve their life chances and choices.

The theme of the programme is creativity, and it targets young people aged between 14 and 19 who are disadvantaged by living in areas of deprivation; unemployed, not in education or training; excluded or at risk of exclusion from school; and at risk of becoming involved in antisocial behaviour, offending or reoffending.

The programme aims to engage with 837 young people over three years.

Impact Arts selected seven CashBack for Communities outcomes from the Logic Model:

- Outcome 1: Young people build their capacity and confidence.
- Outcome 2: Young people develop their physical and personal skills.
- Outcome 3: Young people's behaviours and aspirations change positively.
- Outcome 4: Young people's wellbeing improves.
- Outcome 5: School attendance and attainment increases.
- Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations).
- Outcome 7: Young people participate in positive activity.

Impact Arts and Social Value Lab jointly developed a bespoke outcomes measurement framework and data collection plan based on the Logic Model for CashBack to the Future.

The 2017/18 programme involved an annual four-week summer programme of free activities in Glasgow, Ayrshire and Edinburgh. Creative activities were designed to be fun and engaging and were led by inspirational artists delivering a range of art forms. The summer programme, which will be delivered on a larger scale in the second year of CashBack to the Future in July 2018, was structured to support participants to progress positively and to re-engage with learning, in or out of school. It culminated in a showcase of the work that young people produced during the four-week programme.

Following the summer programme, young people were offered the opportunity to take part in a programme of weekly aftercare sessions – CashBack Nights. CashBack Nights supports young people with progression planning and helps them to continue to develop their skills and engage in creative activity.

The aim of the programme is to unlock the creative talent of young people living in areas of deprivation, through creative media including animation, performance, music and visual arts. The programme also strives to support young people to develop their personal skills such as communication, team working, leadership and decision-making skills.

The early intervention and prevention approach empowers young people to break the cycle of deprivation and enable them to achieve their full potential. The programme offers an inclusive, safe space for vulnerable young people to be inventive and imaginative without fear of judgement.

Young people are referred to the programme by a wide range of partners and support agencies including projects for unaccompanied asylum seekers, local community centres, schools, social care charities, and NHS mental health support teams.

Research Methodology

The evaluation was carried out by Social Value Lab between May 2017 and May 2018. It was based on a mixed methods research design that involved several stages:

- Development of an outcomes framework and data collection plan based on the CashBack to the Future Logic Model achieved through an evaluation workshop with Impact Arts programme staff, facilitated by Social Value Lab.
- Support with the development of baseline and end-of programme self-evaluation materials to capture the progress of young people, including self-evaluation surveys, and a self-evaluation web.
- Analysis of pre and post summer programme self-evaluation data for 56 participants.
- A desktop review of programme information and data, including progress reports and feedback from young people, tutors and other stakeholders gathered by the programme team.
- Interviews and small group discussions with 43 young people during the summer programme at four locations in July 2017.

- Interviews with two young people who attended, and 4 tutors who delivered, CashBack Nights sessions in Kilmarnock, Irvine and Edinburgh.
- Interviews with 17 parents and carers of participants who attended the summer programme.
- Development of six impact case studies about young people who attended CashBack to the Future to demonstrate in more depth the impact of the programme across a range of outcomes.
- Interviews with four professionals who supported young people and referred them to the CashBack to the Future programme, including Support and Youth Workers.
- Tutor observation evidence gathered by Impact Arts from tutors delivering the programme.

We analysed both qualitative and quantitative data gathered through the evaluation to produce this Year 1 CashBack to the Future Evaluation Report.

The following sections of the report describe the impact of the programme complemented by case studies about participants, and our conclusions and recommendations for the programme in the future.

2: Programme Impact

This Section of the report describes the impact of CashBack to the Future on young people, based on self-evaluation findings, project visits and interviews with participants, staff, tutors, parents and carers, and a tutor survey.

Scope and reach

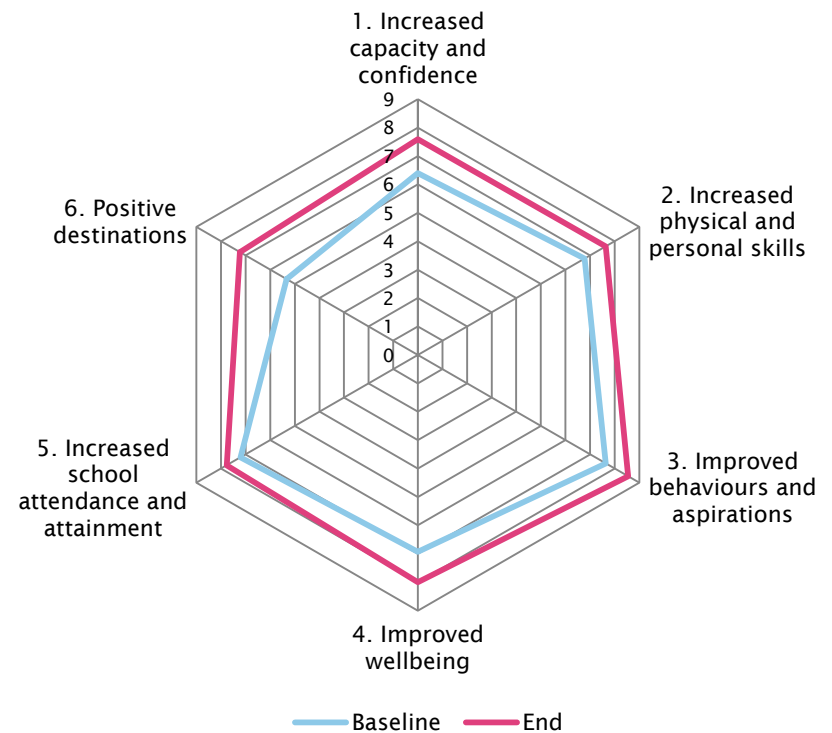
Since CashBack to the Future programme began in April 2017, a total of 245 young people have been engaged. 153 young people took part in the summer programme in 192 sessions delivered in July 2017. In total 126 young people attended CashBack Nights throughout 2017/18. 34 of those returned from the summer programme, while an additional 92 young people were engaged as new participants.

54% of the young people participating in the CashBack to the Future programme live in the 20% most deprived areas (SIMD) of Scotland.

Progress towards CashBack for Communities Outcomes

The CashBack to the Future programme has made a positive difference to the young people participating. Figure 1 demonstrates that average scores from the self-evaluation completed by participants – between baseline and end of programme – have increased for six of the intended outcomes¹.

Figure 1: Comparison of the average scores of the CashBack to the Future baseline and end of programme self-evaluation



¹ CashBack outcome 7 was not included in the self-evaluation surveys – Impact Arts collected this data from a range of sources during 2017/18.

Outcome 1: Increased capacity and confidence

Summer Programme

The majority of young people (73%) reported an increase in confidence and self-esteem as a result of the programme, which was below the agreed target. However almost all young people (94%) reported that they expressed and shared creative ideas, exceeding the agreed target.

Self-Evaluation		
73%	Improved confidence and self-esteem	(Target 90%)
94%	Expressed and shared creative ideas	(Target 80%)

We also measured the extent of the changes, or progress, between baseline and completion self-evaluation scores for the programme, as shown in Table 2.1. Overall, young people reported an increase in capacity and confidence by almost 19%.

TABLE 2.1: OUTCOME 1- INCREASED CAPACITY AND CONFIDENCE

	Baseline Score	End Score	Change
I feel good about myself	6.5	7.6	+17.6%
I have confidence in my skills and abilities	6.4	7.6	+19.0%
I express and share creative ideas	6.3	7.6	+19.1%
Total Average for this Outcome	6.4	7.6	+18.6%

Views of young people

Confidence

Most of the young people felt that their confidence and self-esteem had improved because of the programme. Confidence came from interacting with people they had never met before. The programme was specifically

designed to facilitate this. Tutors split participants into small groups that gradually merged, supporting young people to build confidence.

"I doubted there was anywhere where I would fit in. This is like a safe haven."

"It's the most I have opened up in years. I couldn't do that at school."

"Shyness was killed at the first day."

Another source of confidence for young people was being involved in showing and/or performing their work at the end of the summer programme.

"The tutors encourage you to do it. It is a very supportive environment."

Expressing creativity

Overall, young people said that the programme made it easy and comfortable to share and express their creative ideas with others. At the beginning of the programme, people were quiet and less willing to share their ideas with others. As the programme progressed, they became more confident about expressing their creative ideas, feeling less self-conscious or embarrassed.

"We are encouraged to be creative and expressive."

One young person said that she felt it became easier to express her creative ideas with others and she thought that she would be able to apply this when she went back to school.

Another young person added that at the start of each day the group had a chat about what they wanted to work on that day. They used this as an opportunity to share their creative ideas with each other.

Views of parents and carers

Parent / Carer Interviews		
82%	Improved confidence and self-esteem	(Target 80%)
67%	Trying new things	(Target 80%)

Confidence

Interviews with parent and carers revealed that most (82%) saw an increase in confidence and self-esteem of young people, which exceeded target². This was attributed mainly to participants interacting with new people, positive changes in the young person's behaviour and taking part in the end-of-programme performance.

"He is much more outgoing and finds it significantly easier to interact with others."

"Receiving the certificate meant the world to her. She had a real sense of achievement."

"Singing her own song was a big thing. It gave her more confidence."

"He is a bit introverted and this helped him to come out of his shell."

However, some parents commented that because of the relatively short duration of the programme (4 weeks) it was difficult to expect a sustained impact.

² 5 parents/carers did not answer this question.

Trying new things

Two-thirds of parents and carers (67%) also reported that young people were more willing to try new things as a result of the programme, which was below target³. New things that young people undertook included: singing lessons, song writing, going to the gym, kayaking and learning a foreign language.

"She started learning Chinese."

Views of professionals

Professionals working with some of the young people also saw an increase in confidence in their clients.

"He has got friends and maintained friendships. We have a confident 17-year-old now, he is a different lad."

Tutor observation

Tutor Observation		
99%	Improved confidence and self-esteem	(Target 80%)
91%	Trying new things	(Target 80%)

Confidence

CashBack to the Future tutors saw evidence of increased confidence and self-esteem in almost all 99% of participants. Again, increased confidence

³ 5 parents/carers did not answer this question.

seemed to stem from working with unfamiliar people and feelings of achievement through performing.

"For some of the group it was by taking part in activities which were previously unfamiliar or daunting for them, for others it was more pronounced such as performing in front of an audience for the first time."

One tutor mentioned a young person living with autism, who was extremely anxious on the first day, but by the final week, he was helping to direct the rest of the group.

"The change in some of the young people from coming in on day one shy and keeping to themselves and then seeing them towards the end of the project jumping around and making jokes is really great to see and shows how much their self-esteem has improved over the course of a month."

"Some made friends which they found hard at the beginning, others found it hard to talk in groups then were able to voice their opinions later on. Others felt more confident within themselves and their achievement."

Another tutor talked about a young person who had suffered from bullying and had become quite reclusive. During the project, he led others on a trip to McDonalds and at the end he had much more confidence as a performer, being enthusiastic about beatboxing and playing the drums. He had formed friendships with many other participants.

"All of them stepped outside their comfort zone to learn and perform a style of theatre that was new to them and approached the creation and rehearsal process with high levels of self-efficacy."

Expressing creativity

Tutors across all participant groups reported that 81% of young people expressed and shared their creative ideas with others. Most tutors

emphasised the collaborative nature of the activities. Tutors encouraged young people to work together and share their ideas, through activities including group choreography, song writing and filmmaking.

"Most of the workshops were delivered with group activities in mind. The young people had to work together in order to complete the creative task."

One tutor mentioned the creation of the "chair dance". The process started with everyone developing ideas individually and then using their favourite ideas in duets or small groups. This repertoire was performed in the final dance, or was taught to the other groups. Therefore, all of the young people had an active role in creating, teaching and learning choreography that was performed at the end of programme showcase.

Another example of sharing creative ideas was demonstrated by a song writing exercise. Young people shared chord sequences or melodic ideas. This led to a beat boxer and rapper freely exchanging ideas about their compositions and suggesting different rhythms.

"Other members of the group shared skills and songs that they enjoyed playing and taught these skills to other participants which was great to see. Sometimes participants would work in groups coming up with a song together and bouncing creative ideas off each other."

Trying new things

Tutors reported that most young people (91%) indicated that they have or were planning to try new things because of the programme. Activities mentioned included other Impact Arts' programmes, employability training, joining other arts organisations and music, drama and dance classes.

"They openly spoke about workshops/programmes after CashBack. All of the group were wanting to sign up for next year's CashBack and four members of the group were moving onto the employability programme."

CashBack Nights

Confidence

The participants agreed that attending the summer programme followed by CashBack Nights had improved their confidence. One young person said that his involvement in the programme encouraged him to try other new things such as becoming an ambassador for a local disability learning centre.

Expressing creativity

One participant said that CashBack Nights sessions helped him to express his ideas with more confidence. He is now more willing to share his opinions and vocalise what he wants. Another young person was not sure – he said that it was hard to express his creative ideas and communicate his vision sometimes, but he did feel more comfortable doing this within the CashBack Nights group.

Views of tutors

Confidence

All four tutors agreed that they had observed participants of CashBack Nights gain confidence through the sessions. One tutor said that young people seemed reluctant to get involved in activities to begin with, but as the sessions progressed, they came to view the programme as a safe space to try new things with support.

"I have seen an increase in young people's general confidence and engagement."

Another tutor also observed participants become more willing to try new things such as learn an instrument. They felt that young people became more confident engaging with music making because of CashBack Nights.

Tutors said that young people became more comfortable speaking in front of others and suggesting ideas.

"Quieter young people have gained the confidence to speak up and voice their opinions."

Expressing creativity

All tutors were confident that young people participating in CashBack Nights became more open to sharing their creative ideas. For example, some young people wrote their own songs, and choreographed a dance for their showcase. One tutor said that participants were vocal about what they wanted to learn – such as instruments and songs.

Tutors encouraged young people to voice their ideas and listen to others.

"Young people learned not to be offended or close themselves off if their ideas were not used."

Trying new things

Two tutors said that some young people went on to try new things because of their involvement in CashBack Nights. For example, some participants engaged in other film projects in and out of school. One young person helped to make short film for his school about anti-bullying. Another young person became involved in drama because of the programme.

Outcome 2: Increased physical and personal skills

Summer Programme

Skills are an important element of the CashBack to the Future programme. Overall, the majority of young people (93%) learned new skills, exceeding the target. Most young people (85%) felt their personal skills had increased, slightly below target and almost three quarters (74%) reported an increase in creative and artistic skills.

Self-Evaluation		
93%	Learned new skills	(Target 80%)
85%	Increased personal skills	(Target 90%)
74%	Increased creative and artistic skills	(Target 90%)

Table 2.2 shows that on average the skills of the participating young people increased by almost 13%.

TABLE 2.2: OUTCOME 2 - INCREASED PHYSICAL AND PERSONAL SKILLS

	Baseline Score	End Score	Change
I am a creative thinker	7.0	7.8	+11.9%
I work well with others	7.3	8.4	+15.2%
I have leadership skills	5.5	5.9	+7.9%
I am good at learning new skills	7.3	8.2	+12.3%
I have creative and artistic skills	6.8	7.9	+14.9%
Total Average for this Outcome	6.8	7.6	+12.7%

Accredited Awards

81%

Gained accredited award

(Target 75%)

Data collected by Impact Arts and tutor observation evidence demonstrated that four out of five programme participants (81%) achieved accredited learning through gaining an Arts Award Discover.

Views of young people

Young people reported developing or building on a range of artistic and personal skills.

The programme was an opportunity to explore new art mediums, materials and techniques. Young people said that most things they undertook in the programme were new to them.

"What I have learned will influence my art at school."

"We are learning but it doesn't feel like learning. It is better than a school environment. You have more freedom."

"I learned a few new techniques."

"My artistic skills have improved."

The programme also helped young people to develop work-related personal skills, including social, communication, teamwork and leadership skills.

Young people felt that they had become more sociable because of the programme, due to group working and mixing with people who they did not know before. They felt that the programme was particularly good at facilitating the development of social skills.

"It's the most I have opened up in years. I couldn't do that at school."

"At first I didn't like to talk to anyone. I didn't like being in a group. That has become easier now."

"I share more with others."

Young people also felt that they had become better at working in a team. Before the programme they were anxious about working in groups, but they felt more comfortable as it progressed.

"I am not normally good at being in groups, but we have all got to know each other."

"I usually prefer to work alone but collaborating with others has become a bit easier now."

"It was really amazing to see how people's individual skills could come together."

Leadership skills were developed through directing plays, films and music performances.

"Everyone gets the chance to shine."

Some young people who had recently moved to Scotland, and some who described themselves as introverted, mentioned in particular the development of their social skills. The programme gave them experience of working with people they did not know.

Some found a new outlet for self-expression; handling emotions in a healthy and positive way. One participant said that because of being in care, she has experienced anger, frustration, and anxiety, however through the programme she felt able to express these emotions.

"This is a way for me to express how I am feeling."

A few young people said that their listening skills improved as a result of the programme and that that they followed instructions better.

"Listening to others' ideas is important."

Views of parents and carers

Parent / Carer Interviews

100% Learned new skills (Target 80%)

All interviewed parents and carers (100%) agreed that young people acquired new skills⁴. Most mentioned personal skills, but some also acknowledged an increase in artistic skills.

"She learned a lot of new things related to visual arts"

Some parents and carers felt that the programme offered a safe environment for young people to improve their social skills, voice their opinions and work together with others.

"She shared ideas, supported others and learned how to express herself better."

"She can take this learning forward with her."

Parents and carers said that tutors created a safe and welcoming environment, which contributed by a large extent to the ability and willingness of young people to learn.

"She had more power over her art and what she wanted to learn, which meant that she put more effort into learning."

⁴ 5 parents/carers did not answer this question.

Views of professionals

Professionals supporting young people recognised their development of artistic and personal skills through the programme.

"I noticed that his social life got better. He regularly goes out with his friends."

Tutor observation

Tutor Observation

98% Learned new skills (Target 80%)

Tutors reported that almost all young people (98%) learned new skills. Skills highlighted included artistic skills, such as camera skills, song writing, playing an instrument, choreography and storytelling.

"All young people learned skills of using the rhythms and instrumentation of Samba music. One of the participants with an interest in hip-hop had never written his own rap before and worked on this new skill. Another participant had never touched a bass guitar before and ended up playing bass for the finale of the showcase."

Tutors reported that all young people (100%) had increased their creative and artistic skills.

Tutors also indicated that the vast majority of young people (89%) increased their personal skills, including team working, decision-making and time management skills.

"Working in musical groups, all participants developed team working skills, playing together on percussion and melodic instruments."

"Filmmaking is a lot about working as a team and I think a lot of them clocked on to how we all needed to work together to finish a film."

Data collected by Impact Arts and tutor observation evidence demonstrated that all programme participants (100%) achieved accredited learning through gaining an Arts Award Discover.

CashBack Nights

Views of young people

Developing new skills

CashBack Nights participants told us about new skills they learned from these sessions. These included personal and practical skills. Examples of personal skills development included communication, social skills, expressing creative ideas, time management, reliability and team working.

Practical skills developed by the participants included technical filmmaking skills such as how to operate a camera and edit video.

"I learned the technical jargon of filmmaking – how to speak the language of film where information is disseminated visually."

Views of tutors

Developing personal skills

Tutors said that participants developed their social skills, which was perhaps the most important aspect of the programme for them. They made new friends and learned how to communicate better. Prior to the programme tutors said that some young people were very shy and reluctant to talk to others.

Tutors said that young people developed better team-working skills. During initial CashBack Nights sessions some young people did not interact well,

but as they progressed they started to compromise, take turns, collaborate with and listen to others.

"Even during short sessions young people developed good team working skills and were able to achieve a lot."

Tutors said that young people developed communication skills through the programme.

"Their communication skills got better and they were better able to vocalise what they did and did not want to do."

Another tutor said that young people developed peer-learning skills. They observed young people sharing their skills with each other.

"I saw an increase in two-way conversation and dialogue between young people deciding what they were going to do."

Developing creative skills

Tutors also observed young people developing practical and creative skills because of taking part in CashBack Nights. These skills included:

- Music making skills including playing instruments, singing and using music technology.
- Physical coordination and movement skills, for example learning how to express themselves through body language and telling stories through drama and dance.
- Theatre skills such as stagecraft and visual techniques.
- Storytelling skills, for example storyboarding, planning and making a short film.

"The young people made a large scale Loch Ness monster for their performance, and had to work out how to construct it and make it visually sound."

Tutors said that many of the skills developed by young people through CashBack Nights were new to them. The programme gave them the opportunity to explore and learn things that they had never tried before.

Outcome 3: Improved behaviours and aspirations

Summer Programme

Three out of five young people (61%) reported a positive change in behaviour because of the programme and almost two-thirds of young people (64%) showed increased aspirations, which was slightly below target. Most young people demonstrated an increased awareness of others (93%) and used appropriate communication (96%), both exceeding target.

Self-Evaluation		
61%	Positive changes in behaviour	(Target 70%)
93%	Increased awareness of others and their feelings	(Target 70%)
96%	Use appropriate communication	(Target 90%)
64%	Increased aspirations	(Target 80%)

On average behaviours and aspirations have increased by almost 12%, as displayed in Table 2.3.

TABLE 2.3: OUTCOME 3 - IMPROVED BEHAVIOURS AND ASPIRATIONS

	Baseline Score	End Score	Change
My behaviour is generally good	7.7	8.7	+13.2%
I listen to & try to understand others	8.3	8.9	+6.6%
I communicate well with others	6.9	8.1	+17.6%
I often think about my future	7.7	8.6	+11.3%
Total Average for this Outcome	7.6	8.5	+11.9%

Views of young people

Behaviour

Young people said that the programme helped them to change their behaviour towards others. Taking part in intensive group work made them think more about how they interact with others, which they thought would translate to other areas of their lives after the programme, for example how they interact with teachers.

"It's about compromising and accepting others' differences."

"I have tried to hold back a bit."

A few young people said that they did not get on well with adults before, but the programme tutors had shown them that they could get along with adults. In contrast, one participant said that before the programme she tended to get on better with adults than with people her own age, but the programme changed this, and she now felt more connected to her peers.

Some young people felt that the programme helped to improve their relationships with their parents. Some reported that their parents commented on their improved behaviour.

"This has kept me out of trouble."

"My dad said it has been a good thing for me."

Aspirations

Some young people acknowledged that participating in CashBack to the Future made them realise when to take things seriously and when they could have fun. They realised that this would help when studying for exams when returning to school.

"Previously I didn't judge well sometimes, when I should be serious and when I could be immature."

Others said that the programme improved the way in which they communicate with other people.

Taking part in the CashBack to the Future programme made young people think about their future and made them realise there are other opportunities available to them. Some young people stated that the programme helped them to decide what they wanted to do in the future, in terms of further study and employment. Some expressed aspirations to pursue a career in the creative industries.

Views of parents and carers

Parent / Carer Interviews		
92%	Positive changes in behaviour	(Target 80%)
64%	Increased aspirations	(Target 80%)

Behaviour

Almost all parents and carers (92%) reported an improvement in the behaviour of young people⁵.

Although most young people did not have any reported behavioural issues before joining the programme, some parents and carers did notice an improvement in their behaviour since taking part.

"He was feeling a bit depressed. The programme has made him happier and more confident."

⁵ 5 parent/carers did not answer this question.

For most parents and carers, changes in behaviour were evident when young people were previously quiet, introverted and non-communicative. The programme helped many young people to overcome this.

"She was just quiet and kept to herself. Now she is more outgoing and talkative. Every day she would come home and talk about what she did at the programme that day."

"She no longer spends all her time in her room when she is at home but she sits and talks with us."

"She talked to other people and made friends which she has always struggled with."

Because of the highly collaborative nature of the programme, young people got better at establishing and maintaining friendships.

"He has made friendships that he has maintained after the course which he had previously struggled with."

"It gave him the confidence to approach people and make friends at school."

Some parents and carers commented on young people maturing and becoming more involved in their households.

"He has become more grown up, he has started helping me around the house."

Aspirations

Almost two-thirds of the parents and carers (64%) interviewed detected an increase in aspirations of young people⁶. However, our sample included

⁶ 3 parent/carers did not answer this question.

three parents and carers of young people who already had strong ideas of what they wanted to do in the future (e.g. vet, police, psychologist), and these aspirations did not change.

Parents and carers reported that the programme gave young people a better understanding of what they were capable of and what their limitations are.

"It has given her a realistic idea of what she could manage in the future."

"Before he was afraid of the prospect of leaving home to go to university in another city but the programme has given him confidence to accept the idea."

One parent said her son used to feel very nervous about the future, because of his lack of confidence and social anxiety. The programme made him more confident about the future. He knows now that he is interested in doing something creative. Because of the programme, he is now interested in working as a team to create something, and is thinking of doing a degree in animation. He wants to combine his long-term passion for drawing with his newfound love for group collaboration.

For some young people taking part in CashBack to the Future reinforced their ambitions to pursue an artistic career.

"Despite being told by her careers guidance that she has unrealistic goals, her passion has been reinforced by this programme."

Views of professionals

Behaviour

Two of the professionals working with the young people saw some improvement in their behaviours and aspirations. Some professionals saw a positive impact on young people's moods and behaviours towards others. Examples given included a young person with verbal aggression issues, whose attitude improved after the programme, and a young person living in a supported unit whose relationships with housemates improved.

"I notice subtle changes in her communication with others."

"They didn't get on before attending the programme together."

Another professional commented that young people were more open, sociable and were better at communicating since taking part in the programme.

"He is more independent and goes out more."

"He has faith that he can do something."

Aspirations

Professionals also acknowledged that the CashBack to the Future programme helped some young people to focus more on their future. One young person is now planning to achieve the Duke of Edinburgh award.

Tutor observation

Tutor Observation		
63%	Positive behaviours	(Target 80%)
81%	Increased aspirations	(Target 80%)

Behaviour

Tutors observed positive changes in behaviour for almost two-thirds of young people (63%) which was below target.

"A few of the young people came into the group unwilling to participate and were very distracted but by the end of the second week behaviours were slowly changing and I feel that this was due to the close network within the group."

*"One girl who told me to 'f*** off' on the first day, was playing a huge part in the creative direction of our short film - and even acted in it."*

"The young people became more engaged with the idea of the programme's final showcase as the project progressed and in the final weeks worked hard to make the event a success. This involved increased self-discipline, greater focus and concentration."

"Definitely an empathetic bunch but they learned to curb their disruptive behaviours as we went on."

Tutors also recognised an increasing awareness of others and their feelings by more than three-quarters of young people (77%).

"All members showed a high level of empathy. This at times may have come after the action but the young people were more than capable of reflecting on their behaviours and apologising to those concerned or allowing themselves to take time out in order to re-join the group."

"All participants collaborated well with each other and gave one another creative space to express themselves."

Tutors found that communication skills improved as a result of the programme, for the vast majority of young people (87%).

"There were a lot of very introverted young people who grew in confidence together and when they became more comfortable their communication skills improved."

"All young people struggled in some way throughout the programme. Whether they were struggling with the task or were having a bad day because of things outwith our control. After a few days they were able to communicate calmly to staff or peers without lashing out at anyone or disengaging."

"When working on collaborations with each other communication was key so that everyone had an important role in each performance and worked to each other's strengths."

Aspirations

Four out of five young people taking part in CashBack to the Future (81%) showed an increase in aspirations, according to tutors.

"The final 10 in my group all took an active role in asking about programmes or courses they could continue with after CashBack. No one left unsure of where they were heading after the summer and all seemed very confident in their ability to succeed."

"Young people did not discuss their future much, except when asked. Interestingly, there was quite a large number of young asylum-seekers in the Glasgow group and many of them seemed to have a clearer idea of future aspirations."

CashBack Nights

Views of young people

Behaviour

One young person said that CashBack Nights helped him to learn how to compromise better in a group situation. Another felt that he interacts better with others now, is more outspoken, but also more considerate of others' feelings. He added that CashBack Nights helped him to reflect on what he says.

"I am more open to compromise and more willing to move on from conflict."

"It has made me more cautious and careful with my words."

Aspirations

Participants felt that CashBack Nights made them think more positively about their future. One young person said that he would like to study animation and games design in the future, but if that does not work out, he might pursue filmmaking instead. Another young person wants to pursue a career in filmmaking and said that CashBack Nights "is completely responsible for my decision."

"The programme has shown me that I am passionate about other things."

"It has given me a future to imagine, a future to look forward to."

Views of tutors

Behaviour

Tutors said that as CashBack Nights sessions progressed, most young people behaved better towards each other. Once young people's nerves or anxiety lessened, they started to attend sessions more regularly, and become more comfortable expressing themselves in front of others.

"One young person was initially disruptive but has started to contribute more and listens to the rest of the group."

Tutors reported that young people started to listen to and communicate with peers and tutors better, as they attended more sessions. One tutor observed an increase in the emotional literacy of her group. Another stated that all participants were supported, accepted and free to be themselves.

"The group has regular issue based discussions to help them to understand the mindset of others and develop empathy."

Aspirations

Tutors said that some young people talked about what they wanted to do in the future. A few young people wanted to go on to study film because they enjoyed it at CashBack Nights.

Other young people were observed to have developed a keen interest in musical theatre and performance, and a few expressed an interest in performance-related study.

"Some young people feel a sense of achievement and reward, and it has made them realise that they can be involved in creating things."

Outcome 4: Improved wellbeing

Summer Programme

The CashBack to the Future programme achieved its target for increased wellbeing, with over four out of five (82%) of young people reporting an improvement of one more SHANARRI indicators.

Self-Evaluation		
82%	Increased wellbeing (SHANARRI)	(Target 80%)

In total young people reported more than a 15% increase in wellbeing because of the programme, as shown in Table 2.4.

TABLE 2.4: OUTCOME 4 - IMPROVED WELLBEING

	Baseline Score	End Score	Change
I have confidence in my skills and abilities	6.4	7.6	+19.0%
I feel listened to and involved	7.0	8.4	+19.5%
I can take responsibility for my actions	8.2	8.7	+6.0%
I am good at making decisions	6.1	7.3	+20.0%
Total Average for this Outcome	6.9	8.0	+15.5%

Views of young people

Young people felt they were listened to and fully involved in the programme. They also reported a boost in confidence. This had a positive effect on their mental wellbeing.

Many young people said that they felt more included in the programme than they have done in other settings. One young person said that her feelings about this changed daily, because she often found that she isolated herself from others without realising.

"I feel part of something."

"Every day we influence one another without realising it."

"Everyone's efforts are appreciated."

The creative processes that young people were involved in through CashBack to the Future required them to make decisions and take responsibility for them. The young people felt that this would translate into becoming more decisive and responsible in their career choices and lives.

One young person said that everyday their group began by making a mind map of what they wanted to achieve, which helped them to decide what they wanted to work on for and the rest of the week.

"They are my songs, and I feel responsible for my work."

"It is our ideas. But we also need to listen to others."

"The tutors trust us. We should return that trust."

"The tutors encourage us to make our own decisions."

"It has given me a sense of responsibility."

Views of parents and carers

Parent / Carer Interviews

100% Increased wellbeing (SHANARRI) (Target 80%)

All parents and carers interviewed (100%) said that young people had made progress against one or more of the SHANARRI indicators through participating in CashBack to the Future.⁷ Parents and carers saw an increase in the confidence of young people, also evidenced under Outcome 1.

"He now also has the confidence to vocalise what his skills and abilities are."

"That is a big thing for her, because she was afraid to go out."

Parents and carers also reported that the programme positively impacted on some young people's ability to take responsibility and make decisions.

"She took her work and the deadline seriously, and worked on the art piece at home, in her spare time."

"She is more responsible and her punctuality has improved."

"He wanted to do well and contribute."

"He would often need guidance in making most decisions, but since the programme he is more self-reliant."

Parents and carers reported that young people felt included, listened to and respected.

"Even though he was the youngest in his group, he did not feel like his opinion was ignored and he contributed to the group effort and the end product."

"She realised she wasn't alone, and could be herself."

Views of professionals

Professionals noted that the young people in their care who attended the programme gained confidence, a sense of responsibility and decision making skills. For some young people, getting to the sessions on time every day was a large step forward in taking responsibility.

"He makes decisions for himself everyday now, and doesn't rely on unit staff as much."

Professionals reported that young people felt proud and respected for what they achieved.

"She took pride in showing people her work. She could say: I did that."

Tutor observation

Tutor Observation

88% Increased wellbeing (SHANARRI) (Target 80%)

Tutors reported that almost all young people (88%) showed progress towards one or more of the SHANARRI wellbeing indicators.

⁷ 3 parent/carers did not answer this question.

"More physically active, developed a routine, taking responsibility for the direction of the creative workshops and shaping the showcase event."

"In terms of responsibility, the young people were given the reigns to put in as much work as they saw fit in order to achieve the level of success in the showcase which they absolutely knocked out of the park."

"They were active in the respect that they worked hard at their particular role in the various musical ensembles and also respected each other's' roles. Preparing and practising for the final showcase required a great deal of responsibility from each participant. This responsibility was also plainly evident in the fact that they continued to attend the project each day."

CashBack Nights

Views of young people

We talked to young people who attended CashBack Nights about the range of SHANARRI wellbeing indicators, to find out if they experienced an improvement in any areas.

Young people told us that they felt fully included in CashBack Nights. They contributed to all activities and felt part of a team.

"The tutors really work to include everyone and make them feel included, more so than on any other programme I have been to."

"The tutors do not disregard your opinion."

Participants felt more responsible because of attending CashBack Nights. One said that he felt more responsible towards others, for example, turning up to the sessions on time and not letting others down. Another young person said that working in a public space made him more responsible in terms treating the facilities provided with greater respect.

"I am more observant of how things affect others, and show more empathy."

Closely linked to responsibility, young people felt that the programme had a positive impact on their decision-making skills. One participant said that CashBack Nights activities made him more aware of the need to think through his decisions more carefully.

"It is important to think through decisions, plan them and stick to them. It is important not to be changeable when working in a group."

Another participant said that having the freedom to make decision within the programme made him feel more responsible – it gave him a role and sense of ownership of his work.

Views of tutors

Tutors felt that most relevant SHANARRI indicators to the CashBack Nights sessions were feeling respected, safe and included.

Some tutors talked about young people who had developed self-respect through CashBack Nights. At the beginning of the sessions, some young people had very low self-esteem, but had learned to have more respect for themselves and others. Tutors observed that some young people developed respect for others through providing peer support and constructive criticism of each other's work.

One tutor talked about the safe environment created by the programme and how important that was to young people. Tutors said that the sessions were a safe space in which young people could be themselves and express their ideas freely.

"Some young people don't have the best home life so the sessions are a safe space for them to come regularly."

Outcome 5: Increased school attendance and attainment

Summer Programme

Almost two-thirds (63%) of young people who took part in the programme reported a positive effect on their planned school attendance and almost half (47%) expected their attainment in school to improve, both exceeding target.

Self-Evaluation		
63%	Improved attendance at school	(Target 50%)
47%	Improved attainment at school	(Target 35%)

On average young people's planned school attendance and attainment increased, by almost 8%, as detailed in Table 2.5.

TABLE 2.5: OUTCOME 5 - INCREASED SCHOOL ATTENDANCE AND ATTAINMENT

	Baseline Score	End Score	Change
I plan to have good attendance at school	8.3	8.4	+0.7%
I plan to stay on at school	6.0	7.6	+27.1%
I will have good grades in school	7.3	7.3	+0.1%
Total Average for this Outcome	7.2	7.8	+7.8%

Views of young people

Most young people interviewed expressed their plans to go back to school, further education or employment after completing the programme.

Some young people said they believed that the programme would help them with their school work and to prepare for exams.

"My song writing used to be terrible but I will bring these skills back with me."

One young person, who was excluded from school, wanted to return.

"I hope to go back to school after the summer, if I'm allowed to."

Views of parents and carers

Parent / Carer Interviews	
Yes	Improved attendance at school
Yes	Improved attainment at school

A few parents and carers said that the young people's attendance and attainment improved. However, most parents and carers did not comment on this.

Tutor observation

Tutor Observation	
Yes	Improved attendance at school
Yes	Improved attainment at school

Tutors overall felt unable to comment on this, but some provided interesting anecdotal evidence.

"After discussing careers and future training and employment, some young people felt more driven knowing what subjects they had to achieve in to be able to do their ideal job."

"One of the young people even mentioned how the project has given them the confidence to go back and finish exams next year."

"One young person mentioned how the project has given them confidence to get the exam results they want."

CashBack Nights

Views of young people

While young people did not talk directly about their attainment and attendance at school, they did discuss what they wanted to study in the future. This included games design, animation and filmmaking.

The young people were still at school, with plans to study after they left, suggesting an engagement with learning. They were both considering studying film among other things in the future, because of attending CashBack Nights.

Views of tutors

Most of the tutors could not comment on school attendance and attainment because they did not know – of those young people attending school or college – many details about this. When young people attended the sessions they tended to talk about what they wanted to do, and about creating things. Young people did not often discuss what was happening in their lives outside of the project.

"School is very separate – who they are at school does not matter when they are at the sessions."

Outcome 6: Positive destinations

Summer Programme

The majority of young people attending the programme (85%) reported increased soft employability skills, which is above target. More than two-thirds (68%) felt that after the programme they were more ready for employment.

Self-Evaluation		
85%	Increased soft employability skills	(Target 80%)
68%	Feel more ready for employment	(No target)

Table 2.6 presents an overall average increase of almost 36% for this outcome.

TABLE 2.6: OUTCOME 6 - POSITIVE DESTINATIONS

	Baseline Score	End Score	Change
I am ready to get a job	3.4	7.1	+109.0%
I have ideas about my job in the future	7.3	7.3	+1.3%
Total Average for this Outcome	5.3	7.2	+35.7%

Views of young people

The programme helped young people to focus on a more positive future. They gained soft employability skills, such as social and communication skills, teamwork and leadership skills (also evidenced under Outcome 2). Some young people said that they thought the skills they learned through the programme would help with whatever they went on to do next.

"The programme has influenced what I want to do in the future."

"I think it will help me prepare for the future."

For some young people CashBack to the Future was a step change in their future direction.

"My parents are really proud of what I'm doing. It was a big step for me to get back into a routine. School was a real struggle for me."

"The programme is a platform for other things."

Views of parents and carers

Parent / Carer Interviews		
93%	Progression into positive destinations	(Target 80%)

Almost all parents and carers (93%) reported a positive destination for young people who attended the programme, which exceeded target⁸.

⁸2 parent/carers did not answer this question.

"She is closer to narrowing down what she wants to do, it has reinforced her interest in art and is considering going to college to study art."

One parent talked about her son, who before CashBack to the Future experienced depression. He felt isolated because of anxiety issues. Through the programme, he took significant steps to overcome this. His CAMHS (Child and Adolescent Mental Health Service) counsellor said that she has seen a positive change in the young person. He also took steps to self-manage his depression by going to the gym with his friends.

Tutor observation

Tutor Observation		
81%	Increased soft employability skills	(Target 80%)
91%	Progression into positive destinations	(Target 80%)

Tutors reported an increase in soft employability skills for the majority of the young people (81%). Skills highlighted included time management, team-working and following instructions.

"Turning up on time, group work, following instructions."

"All young people arrived on time or within the first 30 minutes of the day and stayed until the end of the day, unless work/ appointments meant they would miss part of the day. They were able to stick to the routine of the day and had no problems following instructions."

"All participants had good attendance rates at the programme, showing that they were successful at establishing a routine and self-disciplined. They all took musical direction well and were willing to follow instruction."

Tutors were confident that almost all young people (91%) would move into a positive destination after the programme.

"Most young people will be continuing with school or moving on to study at college. Most also wish to continue to build up their music skills by either going on to study music or by doing lessons privately or at other organisations that offer lessons for free."

CashBack Nights

Views of young people

The young people we spoke to attending CashBack Nights sessions were still at school. They talked about moving into positive destinations – mainly further study – after leaving school.

Views of tutors

Most tutors felt that the programme did help young people to develop soft employability skills. They observed young people developing work-related skills such as communication, more responsible and improved behaviours, interacting with others through teamwork, time management skills and completing set tasks. Tutors said that some young people had also developed problem solving skills through programme activities.

"They are learning how to conduct themselves in different contexts."

"They are learning that you can't always speak to everyone the way you speak to your friends."

Tutors could not comment in more depth about young people moving into positive destinations, because most young people attending CashBack Nights were still attending school.

Outcome 7: Participating in positive activity

Summer Programme

Views of young people

Self-Evaluation		
No data	Involvement in less anti-social behaviour	(Target 40%)

Young people did not make any comments about the impact of the programme on involvement in anti-social behaviour.

Tutor observation

Tutor Observation		
56%	Involvement in less anti-social behaviour	(Target 40%)
100%	Take part in positive activities	(Target 100%)
100%	Take part in new activities	(Target 80%)
100%	Generate ideas about new positive activities	(Target 90%)
100%	Enthusiastic about engaging in new activities	(Target 80%)

Data collected by Impact Arts and tutor observations demonstrate all young people taking part in the CashBack to the Future programme (100%) took part in positive activities and engaged enthusiastically.

The programme covered different art forms, materials and techniques, and tutors reported that all participating young people (100%) took part in activities they had never tried before.

Tutors observed that all young people (100%) generated new ideas about positive activities.

Tutor observations revealed that over half of young people (56%) have reduced their involvement with anti-social behaviour.

CashBack Nights

Views of young people

In terms of being responsible citizens, the young people we spoke to did feel more responsible because of CashBack Nights. They talked about responsibility in terms of taking ownership of their work, contributing to a team and looking after equipment and facilities.

One young person gave back to the community, becoming an ambassador for a disability learning centre, to raise awareness and generate an understanding of disability.

Young people enjoyed the activities that they engaged in through CashBack Nights. They talked positively about the sessions and attended regularly because they enjoyed them.

The young people who attended CashBack Nights sessions said that through filmmaking, they had the freedom to come up with their own ideas, develop stories, source filming locations, set up shots and produce short films. With support from tutors, young people were encouraged to come up with their own ideas for positive activities during the sessions.

The young people we spoke to took part in new activities through the programme. They had not tried filmmaking before the summer programme or CashBack Nights, but discovered they had a passion for it.

Views of tutors

All of the tutors who delivered CashBack Nights sessions were confident that young people did take part in positive activities.

"They are doing things that they truly want to do."

Tutors also agreed that young people enjoyed the activities delivered through CashBack Nights. Regular participants were keen to attend the sessions, and when a block ended, they wanted to know when the next would start.

"Yes – there has been consistent attendance and enthusiasm, even after a long day. The young people are happy to get filming."

"During the aftercare sessions the young people look more animated and enthusiastic – they are not afraid to show that they are enjoying something."

One tutor said that she asked participants frequently if they were enjoying the activities, and made time at the end of sessions to let them discuss what they wanted to do the following week.

"The sessions have allowed them to express themselves creatively and take ownership and a sense of pride in what they create."

Tutors said that most young people attending CashBack Nights sessions had not done similar activities before the summer programme. Activities such as filmmaking and drama were new to many.

One tutor reported that young people seemed open to trying new things, including a range of art forms.

"For most of them this is their first experience of filmmaking, and of working creatively in a group."

Most of the tutors agreed that young people were generating their own, new ideas during CashBack Nights sessions. Tutors observed them creating content such as short films, music videos, drama productions, songs and stage props. Tutors said that project activities and outputs were largely young people-led.

"I set out the parameters and help nurture what the young people come up with."

"They tell me what songs they want to learn and learn new instruments."

Summary

TABLE 2.7: SUMMARY

			Other Stakeholders			
CashBack Outcome	Self-Evaluation	Target	Other Stakeholders ⁹	Target	Parents/carers	Tutors
1. Young people build their capacity and confidence						
Improved confidence and self-esteem	73%	90%	91%	80%	82%	99%
Expressed and shared creative ideas	94%	80%	-	-	-	-
Stakeholders report young people go on to try new things	-	-	79%	80%	67%	91%
2. Young people develop their physical and personal skills						
Increase in one or more personal skills	85%	80%	89%	-	-	89%
Learned new skills	93%	90%	99%	90%	100%	98%
Increased creative and artistic skills	74%	90%	-	-	-	100%
Young people gain an accredited award ¹⁰	-	-	81%	75%	-	81%
3. Young people's behaviours and aspirations change positively						
Positive changes in behaviour	61%	70%	78%	80%	92%	63%
Awareness of others and their feelings	93%	70%	-	-	-	77%
Use appropriate communication with each other, peers and staff	96%	90%	-	-	-	
Increased aspirations	64%	80%	73%	80%	64%	81%
4. Young people's wellbeing improves (SHANARRI)						
Increase in one or more SHANARRI indicators	82%	80%	94%	80%	100%	88%
5. School attendance and attainment increases						
Attendance at school improves	63%	50%	yes	yes	yes	yes
School attainment improves	47%	35%	yes	yes	yes	yes
Stakeholders report declined school exclusion rates	-	-	no data	yes	no data	no data
6. Young people participate in activity which improves their learning, employability and employment options (positive destinations)						
Developed soft employability skills	85%	80%	81%	80%	-	81%
Stakeholders report progress into positive destinations	-	-	92%	80%	93%	91%
7. Young people participate in positive activity						

⁹ Other stakeholders refers to parents/carers and Tutors. For the purposes of this report, we have combined these to provide an overall average and also a more detailed breakdown as shown in table 2.7.

¹⁰ These data come from the Impact Arts programme administration, here recorded under tutors.

CashBack Outcome	Self-Evaluation	Target	Other Stakeholders			
			Other Stakeholders ⁹	Target	Parents/carers	Tutors
Being involved in less anti-social behaviour	No data	40%	56%	-	-	56%
Taken part in positive activities	-	-	100%	100%	-	100%
Taken part in new activities	-	-	100%	80%	-	100%
Generate ideas about new positive activities	-	-	100%	90%	-	100%
Being enthusiastic about engaging in new activities	-	-	100%	80%	-	100%

3: Case Studies

This Section of the report presents case studies developed about young people who took part in CashBack to the Future, demonstrating the impact of their project on their lives and their families.

CashBack to the Future Case Study 1 – Miles’s Story¹¹

Outcome 1: Young people build their capacity and confidence

Outcome 2: Young people develop their physical and personal skills

Background

Miles enjoys theatre and performance and felt that the CashBack to the Future summer programme would be a good opportunity to try new creative activities such as filmmaking. He enjoyed the experience and wanted to continue filmmaking, so he decided to attend CashBack Nights in Kilmarnock while attending school and college part time.

Building Confidence

Miles said that the programme helped him build confidence in himself and his abilities which gave him the motivation to try new things.

He said that the programme gave him the confidence to get involved in raising awareness for a local disability learning centre. He now volunteers at the centre as an awareness ambassador.

“The sessions got me to do other stuff outside the programme”

Miles

Miles said that it was hard to express his creative ideas and to communicate his vision but because of the welcoming environment of the programme, he now feels comfortable expressing his own ideas within the group.

Building Capacity

During the CashBack Nights sessions, Miles and the other participants created short films based on their own ideas and took part in exercises prepared by the tutor, such as filming using specific techniques.

Miles said that he wants to continue making films and pursue this as a career. He said that the programme was responsible for this decision. It helped him to find a future direction in filmmaking.

“It has given me a future to imagine, a future to look forward to.”

Miles

Gaining Skills

Miles said that the CashBack Nights sessions helped him to develop personal skills such as communication and team working. Creating films taught him time management, including the importance of being punctual and reliable. His technical filmmaking skills improved along with his work-related skills.

Miles tries to incorporate the skills he is developing into other aspects of his life. The CashBack Nights tutor said that Miles was working on a film to

¹¹ The participant’s name has been changed to protect their identity

promote anti-bullying messages at his school. Miles said that if there is an event on at school, he offers to get involved and film it.

Miles said that he now feels more responsible towards others, for example turning up to sessions on time and observing how things affect others. He felt that he has developed more empathy for those around him. He said that the programme also helped him learn how to compromise better. If he had a disagreement with someone, he said he was more likely to reflect and apologise.

Conclusion

Because of taking part in CashBack to the Future, Miles has become more confident, developed his personal and practical skills and become more focused on working towards achieving his goals.

CashBack to the Future Case Study 2- Lucy's Story¹²

Outcome 2: Young people develop their physical and personal skills

Outcome 4: Young people's wellbeing improves

Background

Lucy left school in 2016 and was deciding what she would like to do in the future. She was taking part in various courses and workshops, mostly focused on employability. She was signposted to Impact Arts through another programme because of her interest in visual art. She attended the CashBack to the Future programme in Edinburgh in July 2017, for four weeks.

Gaining Skills

During the programme, Lucy focused on creating a wallpaper motif, inspired by her visits to the National Museum of Scotland, which she and the other participants were free to explore.

"At Impact Arts, we were able to choose what we wanted to work on."
Lucy

Lucy's mother said that she was very committed to her project, taking materials home with her and working on it in her spare time. Lucy's mother said that the intensive nature of the course gave her a better understanding of her capabilities and limitations. It gave her more experience of managing her chronic fatigue illness, which helped her form a realistic idea of what she can achieve in the future.

"The programme gave Lucy a routine and the chance to see what it would be like to make art full time; it gave her a routine, deadlines and therefore, a focus."

Lucy's mother

Improved Wellbeing

The programme also gave Lucy something to talk about with her family. Lucy's mother said that she now feels that she has more to contribute, for example at home when the rest of her family talks about their day.

Lucy has kept in contact with another young person who attended the programme and they have become friends. This reassured Lucy's mother, who felt it was positive for her to mix with young people with similar interests. Her mother said it made Lucy feel more comfortable in social situations.

"It helps being around other creative people – there is no judgement."
Lucy

Conclusion

Lucy is currently taking part in another employability programme delivered by Impact Arts. She said she is now interested in studying illustration at college, and that the programme rekindled her interest in drawing and design.

¹² The participant's name has been changed to protect their identity

CashBack to the Future Case Study 3 - John's Story¹³

Outcome 2: Young people develop their physical and personal skills

Background

John plays the guitar and has a passion for music and sound production. He has volunteered for SAM RADIO since 2016, a community internet radio station aimed at adults diagnosed with Autism and Asperger's Syndrome. He has also previously participated in the Edinburgh Mela and the Tinderbox Project, which offers free music making opportunities for children and young people aged 8-21.

John was diagnosed with Autism and his Support Worker referred him to the CashBack to the Future programme. His school Careers Advisor also told his mother about the programme and she felt that he would benefit from it. He attended the programme in Edinburgh in July 2017, for four weeks.

"Impact Arts is one of the few places I know that can deal with the needs of young people with Autism."

John's mother

Gaining Skills

John felt that he developed both creative and social skills because of the programme. He developed his practical music making skills with the support of tutors, and communication skills through collaboration with the other young people attending the programme.

John said that he was nervous about taking part in CashBack to the Future because he was not familiar with the venue and he didn't know the other participants. However, he thought he would enjoy the programme, and found that he settled in quickly. He said that his confidence and team working skills improved through making friends, sharing ideas and working collaboratively with others.

John developed his guitar playing skills further and learned more about song writing. He also experimented with digital music making which he had never done before.

"I enjoyed learning how to use Logic Pro to make my own music."

John

John's favourite part of CashBack to the Future was participating in the live performance at the end of the programme. He played the guitar and showcased some of the new music he had made. His mother attended the final performance and saw that his confidence had significantly improved. John said that he and his peers were encouraged to generate their own ideas during the programme, and to take responsibility for preparing work for the final showcase.

"I was a little nervous, but I wanted to do it. I would do it again."

John

Conclusion

John is now at college three days a week studying sound production. He continues to present a radio show for SAM RADIO once a week. He hopes to progress to study a Higher in Sound Production.

"The programme possibly confirmed John's aspirations to pursue sound production and gave him the opportunity to further develop his skills."

John's mother

"This is what I want to do in the future. I feel more experienced now."

John

¹³ The participant's name has been changed to protect their identity

CashBack to the Future Case Study 4 - Steven's Story¹⁴

Outcome 3: Young people's behaviours and aspirations change positively

Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

Background

Steven struggled with social interaction so a family friend – whose child had previously attended an Impact Arts Programme – suggested to his mother that he try the programme. He attended the CashBack to the Future programme in Kilmarlock in July 2017, for four weeks.

Steven has a passion for drawing – during the school year he goes to weekly drawing lessons – and wanted to join the visual arts group. However, there were no places left so he took part in the filmmaking group. During the first few of weeks of the programme, Steven and his peers worked on making short films. Steven learned how to use video editing software, how to film and how to write scripts. For the remainder of the programme, he started learning to play some new instruments and worked on music to perform at the end of programme showcase.

Steven is currently attending the CashBack Nights filmmaking sessions in Kilmarlock.

Developing positive behaviours and aspirations

Steven said he was nervous about taking part in the programme because he didn't know anyone, and in the past has found it difficult to make friends. His mother said this challenge made him feel anxious about his capabilities and prospects for the future. However, Steven found the programme to be welcoming and inclusive.

"The programme and the tutors really want to include everyone and make them feel included, more so than with other programmes I have been to. They do not disregard your opinion."

Steven

When Steven performed with the other participants at the end of programme showcase, his mother observed that working with other young people had brought him out of his shell.

"Steven has been to other arts programmes but this one, with its big focus on group collaboration, has completely changed him and his perspective on life, for the better."

Steven's mother

Steven and his mother said the programme had a lasting impact on him. He is still in touch with the young people he met there and has managed to make friends at school. He said the programme had a positive effect on his confidence and on the way he behaves at school.

"I feel more outgoing and confident in the things I do."

Steven

Steven said his family have commented on how much more approachable he has become. His mother was surprised by the progress he made. He never used to talk about his day but since participating in the programme, Steven will willingly talk about what he has been doing. His mother said that his communication skills have matured and that he shows more empathy towards others.

The programme also increased Steven's aspirations for the future. His mother said he used to find the prospect of moving into a new environment, such as work or further education daunting, but his positive experience on the programme has helped him accept this idea.

¹⁴ The participant's name has been changed to protect their identity

Steven's mother said he previously wanted to do something art related and work independently, but has realised the benefits of being involved a collaborative creative process. Steven has since expressed an interest in pursuing a degree in animation, which he would not before have considered an option.

"I used to take acting classes when I was younger but dropped it when I became a teenager and became less socially adept. If what I want to do - animation and game design - does not work out, then I feel like I have a plan B now - filmmaking. The programme has broadened my interests in what I want to do."

Steven

Positive progression

Before the programme, Steven experienced depression and anxiety about his future. Through the programme, he has made steps to overcome this. His mother said Steven's CAMHS (Child and Adolescent Mental Health Services) counsellor also recognised his progress.

Steven's mother recently told Impact Arts that he had been accepted as a teen comic book artist for the Scottish Book Trust's What's Your Story Programme.

"We fully believe that he got the confidence to apply through all the interaction he had with and encouragement from all at Impact Arts."

Steven's Mother

Conclusion

Steven has continued to build on the confidence he developed during the summer programme through CashBack Nights sessions. Taking part in CashBack to the Future helped Steven to develop behaviours that are more positive, widened his aspirations for the future, and gave him the courage to take steps towards a positive destination.

CashBack to the Future Case Study 5 - Anna's Story¹⁵

Outcome 4: Young people's wellbeing improves

Background

Anna is passionate about visual arts but lacked confidence in her skills and abilities to take this further. When her friend mentioned that she was going to attend the CashBack to the Future Programme during the summer holidays, Anna decided to join her. She attended the programme in Irvine in July 2017 for four weeks, and attended CashBack Nights sessions.

"Anna finds art at school too strict and it involves too much writing which Anna struggles with a bit. It has discouraged her from developing her abilities further"

Anna's mother

Improved Wellbeing

The participant-led learning aspect of the programme, and respect she received for her ideas, helped Anna to view her creative abilities more positively.

"It's scary to lay your work out for everyone to see but we were all there together, showing our work...we had each other to lean on."

Anna

Responsible

Anna said that the programme made her feel more responsible for the work she produced. Because her confidence in her own abilities improved, she said that she put more effort into learning new skills and the art she created.

"On the programme, Anna had more power over her art and what she wanted to learn which meant that she put more effort into developing new skills."

Anna's mother

Achieving

Anna said that during the programme she could feel her confidence improve. She demonstrated her progress by having the confidence to display her work at the end of programme showcase. She initially felt nervous, but with support and encouragement from the group, she felt proud of what she had produced.

"I not only feel like I can be proud of what I produce but now I can stand by my work even if someone criticises it."

Anna

Anna said that the programme gave her the opportunity to meet other young people with similar interests. She said the programme made her feel more confident about herself and her passion, because of the flexible learning environment.

Respected

Anna said that everyone on the programme was friendly, and she felt comfortable sharing her ideas with and learning from others.

"There were so many people with an open mind that any idea, no matter how silly it might have seemed, would be appreciated by someone."

Anna

She talked about going to the beach in the first week of the programme and doing singular work on canvas. She said that the participants offered each other advice and worked together to help improve each other's work.

¹⁵ The participant's name has been changed to protect their identity

Included

Anna said that her group – encouraged by the tutor - made sure that everyone was involved. She said that working in a group where everyone valued equally helped her to develop her decision-making skills. For example, she learned how to incorporate everyone's skills and ideas to produce the best results.

"The first day, everyone was just kind of doing their own thing but by the second day, everyone wanted a second opinion and wanted to hear other people's ideas. We knew that was how we would get better."

Anna

Conclusion

Anna said she is not sure what she will do after finishing school but expressed an interest in working with young people who are interested in art.

"I want to give others the same positive experience I gained from this programme. Everything was amazing!"

Anna

CashBack to the Future Case Study 6 - Laura's Story¹⁶

Outcome 3: Young people's behaviours and aspirations change positively

Outcome 4: Young people's wellbeing improves

Background

Laura is passionate about music and drama, but past experiences of bullying undermined her self-confidence and she has struggled with anxiety. Laura did not finish the last two years of secondary school because of bullying, and her grandfather (and guardian) said the experience had made her very introverted.

Laura was signposted to CashBack to the Future through SWAMP Creative Media Centre and attended the Glasgow programme in July 2017 for four weeks.

Developing positive behaviours and aspirations

Laura said that she initially felt nervous about attending the programme but the tutors and other young people, as well as the activities on offer, helped her to overcome this.

"The programme helped me realise that I need to try to get over my anxiety to get the most out of the things that I do."

Laura

She said the programme changed her perspective on how she behaved towards others. It helped her develop a better understanding of how her actions and words affect those around her.

"The programme has made me think before I act. I stop to think about how my words would affect others."

Laura

Laura revealed that the programme enabled her to feel more comfortable when interacting with other people and her grandfather felt she is now more outgoing and talkative. He said that every day she would come home and talk about what she did at the programme.

Laura worked in a group to produce a stage show. She said that her favourite parts of the programme were meeting new people, who she keeps in touch with, and going on day trips to the Art Museum for creative inspiration.

"Before the programme, Laura would spend most of her time in her room, but now she sits and talks with us. I could see that her confidence and self-esteem had improved from the final show performance she did, and she was wonderful."

Laura's Grandfather

Though she was interested in pursuing music and drama as a vocation in the past, Laura had been discouraged from this by her guidance councillors at school. Her grandfather said CashBack to the Future helped to rekindle her dreams of a career on the stage.

Improved wellbeing

The encouraging and supportive environment of CashBack to the Future improved Laura's wellbeing by making her feel respected, involved, responsible and safe. She started to enjoy discussing her creative ideas with others.

"I felt nervous at first about sharing my creative ideas, but the people were lovely, and it was a nice environment."

Laura

¹⁶The participant's name has been changed to protect their identity

Laura's more positive behaviours, outlook on life and her future have encouraged her to strive to achieve her goals. She is currently developing her talents further by taking singing lessons at the Glasgow Music Centre while attending college part time to acquire GCEs. She now feels that she has a more positive outlook on her future.

"Before the programme I usually felt unsure about whether I could perform, but the programme has made me think 'now I can!'"

Laura

Laura said the programme also helped her develop better decision-making skills. She doubted her ability in the past to make good choices but working

in a group with supportive people on something she was enthusiastic about, made her believe that she could take on more responsibility.

Conclusion

Taking part in CashBack to the Future helped Laura develop more positive behaviours, confirmed her aspirations for the future, and improved her wellbeing, by supporting her in building confidence in herself and her abilities.

4: Conclusions

This Section of the report sets out our conclusions about the first year of CashBack to the Future, explores the lessons learned and how these can be used to shape the future direction of the programme.

Conclusions

1. Despite some operational issues, in particular with CashBack Nights, the programme has reached the target number of young people it set out to engage and has met the majority of its outcome targets.
2. The agreed targets measure the number of young people achieving an outcome. The comparison of quantitative baseline and end of programme self-evaluation scores allowed us measure the extent of this change, which was significant across the board (see Figure 1).
3. The self-evaluation results for increased confidence and self-esteem and improved behaviour are slightly below target, but this is offset by slightly higher scores from other stakeholder feedback.
4. The self-evaluation results for increased aspirations are slightly below target across the board. One reason for this could be that some young people already had a fixed idea of what they wanted to do (unrelated to the arts and creative industries). Many enjoyed arts as a hobby, and for this group an increase in aspirations is an unrealistic target.
5. All young people participating in the programme have been involved in different art forms, using a variety of materials and techniques they had not tried before. However, only three quarters recognised this as developing 'increased artistic and creative skills'.

It is also possible that a significant number of young people who attended the programme overestimated their artistic and creative skills

at the beginning. They may not therefore have recognised that they learned new creative and artistic skills.

6. Many young people who participated in the programme did not have the full range of issues identified by the Logic Model outcomes. For example, many young people who took part were shy and quiet but had no extreme behavioural issues or history of anti-social behaviour.
7. Programme design and tutor delivery played a major part in the success of CashBack to the Future and the achievement of intended outcomes.

Recommendations

1. The complexity and time-consuming nature of the implementation of pre and post programme self-evaluation was underestimated. It became clear that tutors felt it was difficult to implement this in the early days of the programme, when they were focused on engaging young people and managing group processes. The self-evaluation exercise resulted in 56 surveys out of a potential 153, which was less than anticipated.

We recommend a revised approach to self-evaluation in years 2 and 3 for CashBack to the Future. This would involve amending the self-evaluation process and timescales. It would ensure that we obtain feedback from participants at whichever point they exit the programme.

Social Value Lab will work with Impact Arts to refine the self-evaluation process, simplifying it while still evidencing the distance travelled by participants throughout the programme.

The revised self-evaluation process should be extended to capture the progress made, and outcomes achieved by, participants who engage in CashBack Nights.

2. The external evaluator should be more involved in programme preparation in years two and three of the programme. We propose a dedicated slot for the evaluator within the tutor and staff preparation days, to deliver workshops underlining the importance of evaluation, demonstrating beneficial data collection methods, and clarifying the expectations of delivery staff.
3. We propose to work with Impact Arts programme staff to refine self-evaluation surveys for young people – in particular around outcome indicators – based on the learning from year one. Some self-evaluation statement could be made clearer for young people. For example, the self-evaluation statement – ‘I have creative and artistic skills’ – for outcome 2 will be amended to include a set of more specific questions about art forms, materials and techniques and whether they have ever tried or used them before.
4. In the first year of CashBack to the Future, we were unable to conduct an online stakeholder survey as planned, because email addresses of stakeholders closest to participants were not available. To rectify this, we conducted a series of parent/carers and referral partner telephone interviews, to gather their views on the impact of the programme.

While this yielded high quality feedback, it was more time consuming than originally intended. Therefore, in years two and three of the programme Impact Arts should gather the contact details including email addresses of stakeholders relevant to each participant. This will allow us to conduct a targeted online stakeholder survey which will add value to the evaluation in future years and provide us with more robust stakeholder evidence on programme impact.