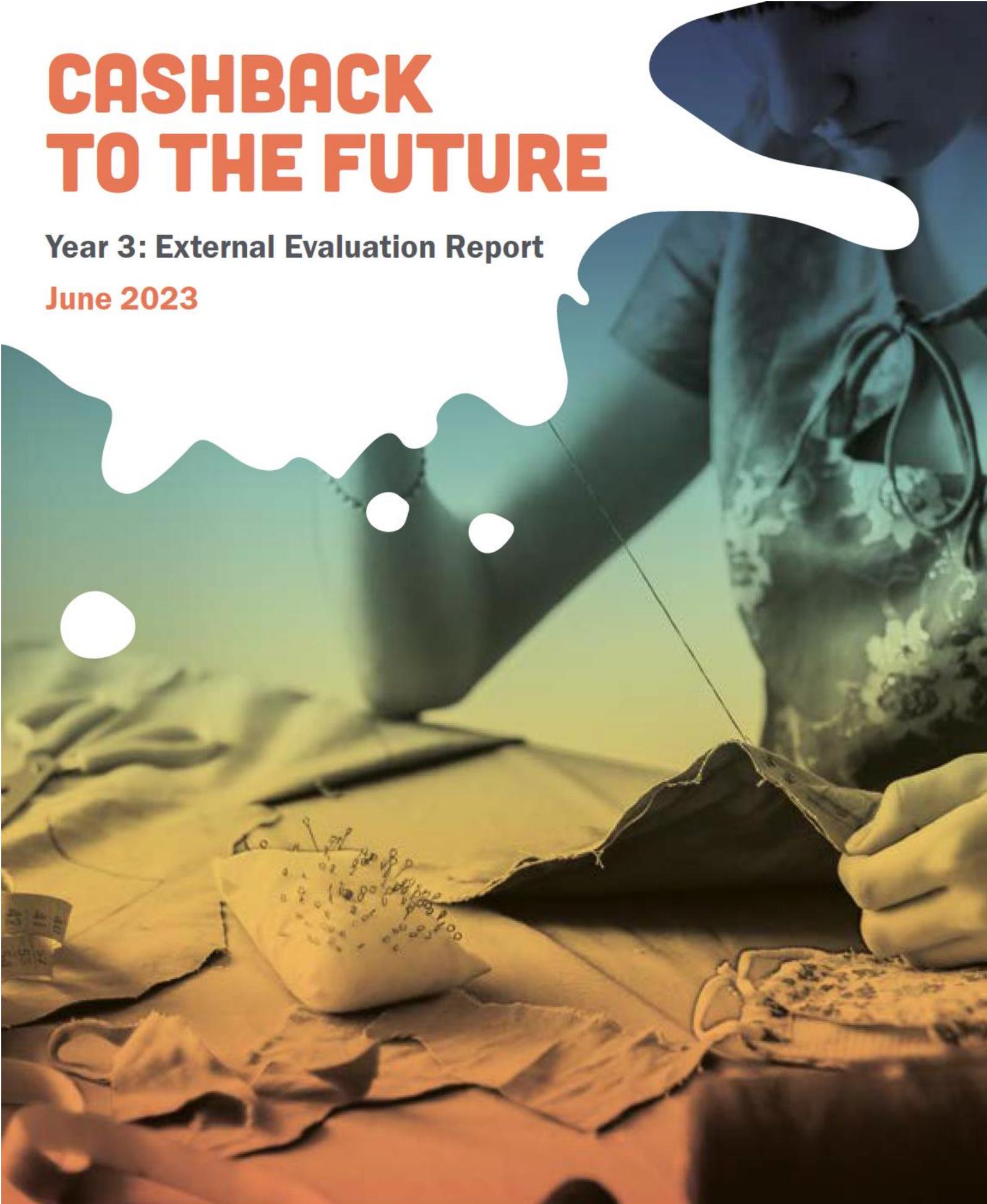


CASHBACK TO THE FUTURE

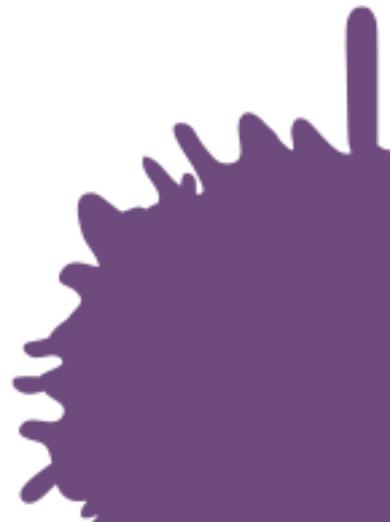
Year 3: External Evaluation Report

June 2023



The  Lines
Between

- 1. Introduction3
- 2. Evaluation5
- 3. Impact6
- 4. Year 3 delivery.....17
- 5. Conclusions20
- Appendix – CashBack to the Future Outcomes Phase 5 Year 1-321



1. Introduction

Cashback to the Future

- 1.1. CashBack to the Future (CTTF) is Impact Art's flagship creative arts programme for young people, funded through the Scottish Government's Cashback for Communities initiative. A £19m national programme, CashBack for Communities repurposes money seized from criminals to invest in projects for young people who face disadvantage.
- 1.2. In 2020, Impact Arts was awarded funding for a three-year programme of activity as part of Phase 5 of CashBack for Communities. Building on learning from Phase 4, Impact Arts developed the CTTF programme to offer more intensive support to those affected by multiple deprivation, at risk of disengaging from school or anti-social behaviour.
- 1.3. The programme gives 14-19-year-olds in five Local Authorities across Scotland (North Lanarkshire, Glasgow, Edinburgh, North Ayrshire and East Ayrshire) a high quality, fun and rewarding experience, unlocking the talent of young people through a variety of creative approaches including animation, performance, music and visual arts. By empowering expression through art and creativity, Impact Arts supports young people to achieve their potential through increased confidence and greater skills.
- 1.4. In Phase 5, the programme had two main delivery strands:
 - **Summer programmes** – this strand was delivered over four days per week across four weeks in July 2022, with young people having the opportunity to participate in multiple art forms and gain an accredited Dynamic Youth Award or SQA employability unit.
 - **CashBack to the Future Hubs** – a year-round programme with workshops on a Saturday and two afternoon or evening sessions per week, allowing participants to experience a range of creative forms, develop soft skills and form positive peer relationships. Some afternoon sessions involve partnerships with schools, targeting pupils who have disengaged from school or have low attendance.

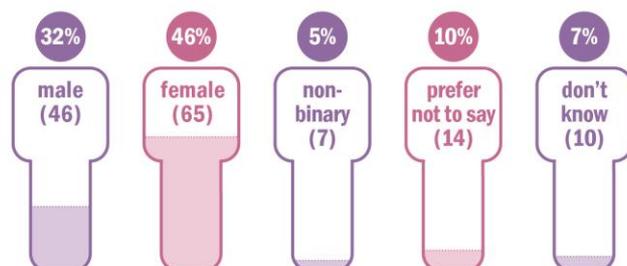
Participant profile

- 1.5. In Year 3, 142 young people participated in CTTF for the first time, bringing the total participation levels across Phase 5 to 436 young people. The following infographic provides an overview of the profile of the 142 young people who joined the programme in Year 3; it is broadly comparable to the profile of young people who participated in Years 1 and 2. Key details are:
 - There were more young women in the new cohort than young men (65 compared to 46).
 - There was an increase in the percentage of new participants identifying as non-binary (1% in Year 2 vs 5% in Year 3).
 - More than half of the new participants (81, 57%) were aged 16-18.

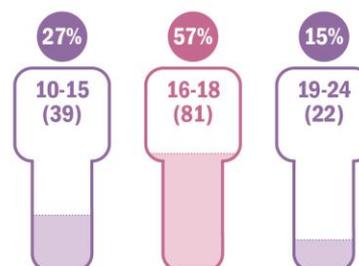
- 40% of the new cohort lived in SIMD decile 1 or 2 postcodes (which are among the 20% most deprived areas in Scotland)¹. This was the same percentage as in Year 2.
- 8% were from ethnic minority groups.

Participant Profile

Gender:



Age:



SIMD Decile:



Report structure

- 1.6. This report presents findings from an external evaluation of Year 3 of the CTTF programme. The remainder of the report is structured as follows:
- Chapter 2 describes the evaluation approach.
 - Chapter 3 sets out findings about the impact of CTTF on young people and shows progress toward programme outcomes.
 - Chapter 4 reflects on Year 3 delivery, describing highlights and challenges.
 - Chapter 5 presents a short conclusion.

¹ Based on the Scottish Index of Multiple Deprivation, which provides a relative measure of deprivation based on different indicators including income, employment, health, education, housing, and crime.

2. Evaluation

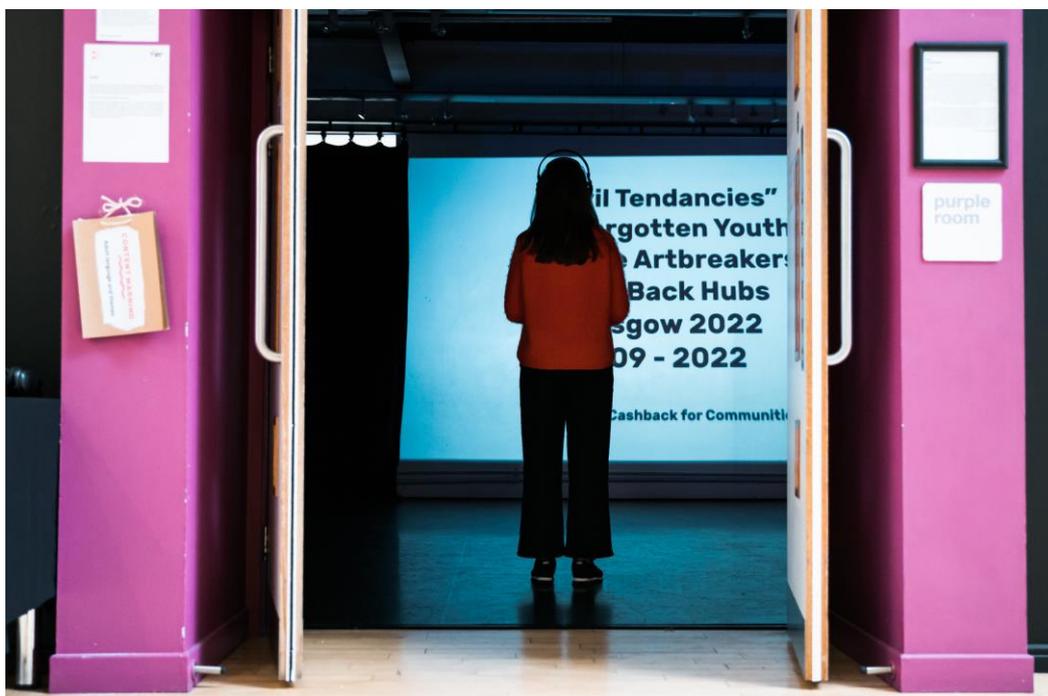
- 2.1. As a condition of receiving Cashback for Communities funding, Impact Arts was required to commission an external evaluator to report on progress towards programme outcomes agreed between CashBack for Communities and Impact Arts².
- 2.2. The Lines Between (TLB), an independent social research agency, was appointed as the CTFE evaluator for Phase 5. The research team has submitted evaluation reports at the end of each Cashback year, which are based on observations of CTFE sessions, primary research with those connected to the programme, and analysis of secondary data.
- 2.3. This report centres on the following evaluation activity carried out throughout Year 3:
 - Interviews with four young people
 - Interviews with six members of the Impact Arts team
 - Interviews with three other stakeholders (two teachers and one parent)
 - Analysis of 122 self-evaluation questionnaires submitted by young people
- 2.4. During interviews with young people, staff and stakeholders, TLB explored a range of experiences and engagement with CTFE. Consistent themes emerged through our conversations with evaluation participants, giving us reliable data and a clear picture of the key successes and impact of CTFE in Year 3.
- 2.5. Researchers from The Lines Between also analysed secondary data sources including Impact Arts' quarterly reports to Inspiring Scotland and the Scottish Government, and monitoring data collected directly from young people.
- 2.6. The scorecard data presented throughout Chapter 3, which indicates whether the CTFE outcome targets have been met, is based on self-evaluation forms completed by young people. During one of their last CTFE sessions, participants complete a short online questionnaire containing statements that relate to each of the outcome indicators. For example, young people are asked the extent to which they agree with the statement 'the programme has supported me to be more confident.' Responses to the survey are collated and analysed by Impact Arts each quarter, who produce the scorecard data to show whether the targets have been met. The Lines Between worked with Impact Arts at the start of Phase 5 to ensure the questionnaire was clearly linked to the relevant CashBack outcomes.³

² Programme outcomes are set out in Appendix 1.

³ Impact Arts also collect stakeholder feedback to inform the stakeholder elements of the scorecard. This data is collected from Impact Arts tutors on a quarterly basis and presented to The Lines Between as percentages. While the set-up of the scorecard means we can't report on Year 3 stakeholder data specifically, performance in Phase 5 to date is above target for all stakeholder feedback measures.

3. Impact

- 3.1. This chapter explores the impact of Year 3 of the CTF programme on participants, drawing on self-evaluation forms and qualitative research with young people, project staff and other stakeholders, including teachers and parents.
- 3.2. The evidence is structured around the following six programme outcomes agreed between CashBack for Communities and Impact Arts:
- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour
 - Outcome 2: Young people develop their physical and personal skills
 - Outcome 3: Young people's health and wellbeing improves
 - Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations)
 - Outcome 5: Young people contribute positively to their communities
 - Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system



A young person at the Boardwalk launch event

- 3.3. The infographic overleaf summarises the progress made towards each of the agreed outcome targets; followed by a more detailed discussion of feedback from evaluation participants about each of the outcome areas.

Year 3: Outcome Progress



Outcome 1: Building confidence and resilience

120

YP report increased confidence
(Target: 145)

126

YP report they are able to do new things
(Target: 145)

117

YP feel more resilient
(Target: 145)

121

YP report positive changes in their behaviour
(Target: 121)



Outcome 2: Developing physical and personal skills

115

YP demonstrate increased skills
(Target: 142)

154

YP gain accreditation for learning and skills development
(Target: 133)



Outcome 3: Improving health and wellbeing

105

YP report increases in wellbeing feelings against SHANARRI indicators
(Target: 133)



Outcome 4: Positive destinations

160

YP achieved a positive destination
(Target: 132)

59

YP improved school attendance
(Target: 106)



Outcome 5: Positive contribution to communities

100

Contribution, links with communities and social interaction are improving
(Target: 0)

112

YP perception of neighbourhood improves
(Target: 89)

115

YP have heightened sense of belonging to their community
(Target: 124)

88

YP motivated to positively influence their community
(Target: 89)



Outcome 6: Diverted from criminal behaviour

71

YP report own participation in anti-social behaviour reduced
(Target: 89)

71

YP less inclined to participate in anti-social behaviour
(Target: 89)

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour



Outcome 1: Building confidence and resilience

120

YP report increased confidence
(Target: 145)

126

YP report they are able to do new things
(Target: 145)

117

YP feel more resilient
(Target: 145)

121

YP report positive changes in their behaviour
(Target: 121)

- 3.4. While some Outcome 1 targets were missed due to lower participation levels than expected, 85% of the young people surveyed said their confidence had increased, and nearly 90% said they felt able to try new things after taking part in CTF. In addition, over 80% reported positive changes in their behaviour and feeling more resilient.
- 3.5. These findings were reflected in discussions with evaluation participants too; many interviewees described positive changes in young people's confidence and resilience as a result of taking part in the programme. Examples included young people:
- having the courage to present their work or perform at a showcase;
 - expressing themselves more freely; and
 - making their voices heard during group discussions at CTF and home.



“His confidence has grown across all aspects; not only in what he was working on, but socially as well. He just grew in confidence, and you could see that week to week.” [Creative Assistant]



“It's totally built his confidence up, which is great. We noticed it on one particular day when my brother came round. This will sound really bizarre, but [my son] really doesn't sit and chat, you know? My brother will go, 'oh, how are you doing?' and he'll just grumble and go up to his room. But this time, he sat and he chatted, and I'm like, 'my God!' And I feel that Impact Arts, him going there and socialising, has really brought it out of him.” [Parent]

- 3.6. Young people are encouraged to lead on projects and take ownership of their work, which helps to build their confidence and independence.



“They were trusted to use sharp cutting tools to create their stencils, and I think that really gave them a sense of ownership of their work, because they were allowed to just get on with it and be really hands-on. And I think that really allowed them to take great pride in what they were doing, as opposed to us doing it for them. I think they really enjoyed the fact that they could be trusted to work with materials and just kind of really get stuck in.” [Creative Lead]

- 3.7. One parent explained that the summer programme had helped her son, who had some additional support needs, to become more independent. He had been encouraged and supported to do more things on his own, like going to the shops for lunch by himself. The parent described this as a huge step, as he had lacked the confidence to do these things on his own before.

Outcome 2: Young people develop their physical and personal skills



Outcome 2: Developing physical and personal skills

115

YP demonstrate increased skills
(Target: 142)

154

YP gain accreditation for learning
and skills development
(Target: 133)

- 3.8. The majority of young people (115 out of 142, 81%) reported that their skills had increased as a result of taking part in the programme. Between them, they achieved over 150 accredited outputs, such as Dynamic Youth Awards or SQA Employability units.

Creative skills

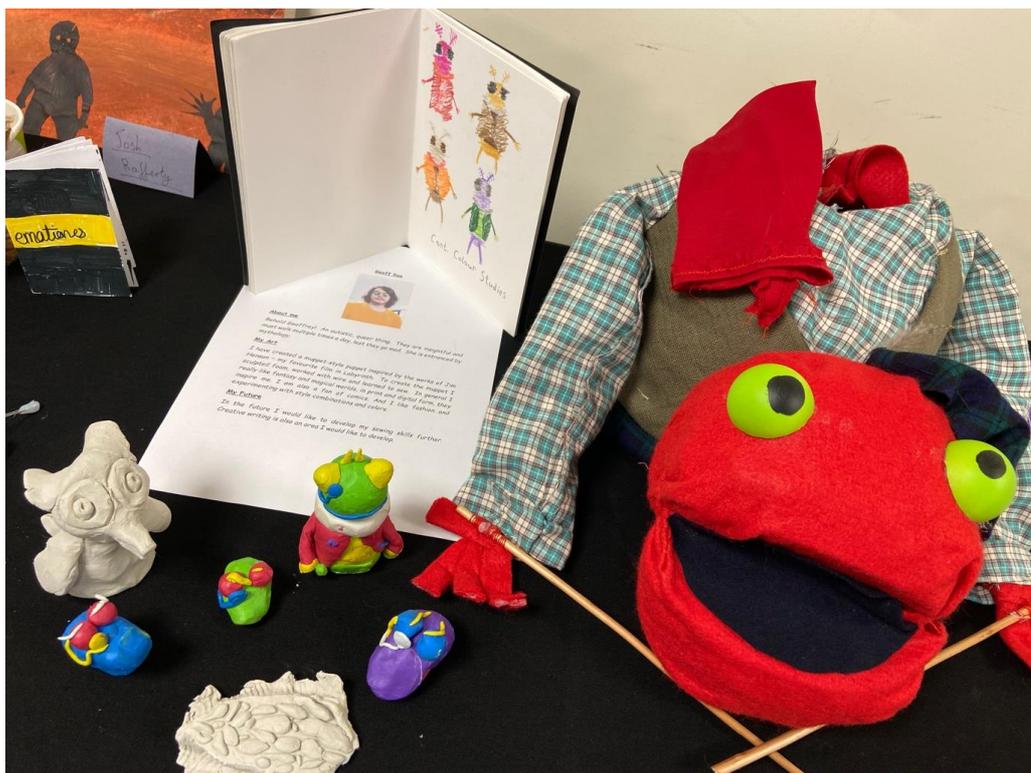
- 3.9. Throughout the programme, young people built up their skills and abilities across a variety of different creative methods and techniques, including:

- Creative writing
- Sewing and embroidery
- Pottery
- Animation
- Video and sound editing
- Voice acting
- Print-making
- Jewellery making

- 3.10. Interviewees described being impressed at how far young people had progressed in their creative skills throughout their time with CTTF. For example, we learned of a few young people who started the course with no sewing experience, but in a few short weeks had become adept in this useful skill through practising and crafting their projects.

“There was a book on making puppets, and I've really loved the work of Jim Henson my whole life. And I'd previously looked up stuff about making a puppet, but I didn't really know how... I didn't know how to sew before I came here. And now, apparently, I sew quite well.” [Young person]

“He had no sewing experience whatsoever, but now he's got a keen interest in sewing and he wants to pursue it further. I definitely think Cashback is a good way of exploring your skill set.” [Creative Assistant]



A puppet which was designed and sewn by hand by a participant

- 3.11. Young people are also exposed to new techniques and resources they would not otherwise have access to at home or school, like high-quality film-making equipment and graffiti art.

“I enjoy using new art mediums that I wouldn't have access to usually.”
[Young person]

“They get to deep dive into certain techniques that they wouldn't have done before, and the materials are quite specialised or expensive. But you know, we have the budget to be able to buy that in, and expose them to it without them having to commit to like a course that's over the year or something like that.”

Personal skills

- 3.12. CTTF is a platform for young people, the majority of whom share an interest in creative outlets, to connect and bond as they create art together in a shared space. This process helps to build soft skills as well as more technical abilities, like communication, sharing and teamwork.

“I've loved being able to socialise with people a similar age to myself with similar interests.” [Young person]

Outcome 3: Young people's health and wellbeing improves



Outcome 3: Improving health and wellbeing

105

YP report increases in wellbeing feelings against SHANARRI indicators

(Target: 133)

- 3.13. Approximately 75% of participants reported that taking part in the programme had improved their health and wellbeing. Young people described CTTF as a safe environment where they felt comfortable expressing themselves through art, or opening up and discussing issues affecting them with their peers.

“It’s been fun to take part in lots of creative activities and express myself through art. I’ve also liked being around other people and I think the project has helped to improve my wellbeing too.” [Young person]

- 3.14. Evaluation participants explained that the programme helps many young people with their stress and anxiety levels by giving them someone to talk to and helping them to develop coping mechanisms.

“There’s so many young people that we can see that are much less anxious as the programme develops. You do see a big change in people... I like when I see young people starting to self-advocate as well. There’s one young person who has depression, and she would come and then she would take breaks. So there would be a few weeks when she wouldn’t come in and she would come back and say to me I just needed to do that then. And then now she’s starting college and I feel like she was getting better at managing her mental health, you know, in kinda knowing when she needed to take a break.” [Youth Worker]

- 3.15. Some young people who participate in CTTF have chaotic home lives or caring responsibilities at home. The programme was described as a welcome respite by some; a space where they could focus on themselves and escape their stressful home lives for a while, which was beneficial for their mental health.

“This was a very nice way to relax and get away from everything and just have fun, a safe space if you will.” [Young person]

“It’s been good, it gets me out the house. I’ve met some people I like to talk to. But to be honest, I quite like working on my own.” [Young person]



A participant spray painting for an art project

- 3.16. The sessions (particularly the summer programme) also give participants a sense of routine; one young person reported that getting up for Impact Arts had broken them out of the habit of sleeping in until 4pm each day.

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)



Outcome 4: Positive destinations

160

YP achieved a positive destination
(Target: 132)

59

YP improved school attendance
(Target: 106)

- 3.17. Survey responses confirm that CTF helps young people in terms of their education and future; 59 improved their attendance at school after participating in the programme, and 160 participants reported achieving a positive destination through learning, training or volunteering.

- 3.18. Examples of the positive destinations achieved include:
- Engaging with full-time education.
 - Enrolling in an evening class at college.
 - Earning a place at college.
 - Moving on to other Impact Arts programmes, like Impactful Starts and Creative Pathways.
- 3.19. Interviewees explained that some CTF participants struggle to engage fully with mainstream education and traditional, classroom-based learning methods. Impact Arts introduces participants to new ways of learning and helps them prepare for the future by building up employability skills like teamwork, creative thinking and communication. As noted under Outcome 2 (skills), many also finish the course with an SQA-accredited qualification, which can be cited on CVs and college/university applications.

“A lot of them have quite difficult relationships with school and find the school environment quite negative. And if they don't fit into that, they get a feeling of like, ‘well, I'm not good at anything, and I'm not going to be able to get forward in life.’ But what Impact Arts does is show them that you don't have to necessarily follow that traditional path to get to where you want to go, and that you can be successful. A lot of the feedback we get is that Impact Arts is a safe place for them, and they feel encouraged and welcomed to try and to succeed.” [Creative Lead]

- 3.20. One stakeholder described the programme as an effective first step in re-engaging pupils with low attendance in their education.

“In terms of attendance, we had a couple of young people that struggle to attend school, full stop, and some young people that struggle to attend a full day of school, but they committed to Impact Arts and they went for three periods on a Monday and three periods on a Wednesday. They've managed to sustain that for six months, and it's about us trying to build on that and ensure that they get qualifications in fourth year and go onto the next step of the journey.” [Teacher]

- 3.21. CTF also helps those who have left full-time education reach positive destinations. When young people approach the end of the programme, the Impact Arts team encourage them to think about what the future holds and, in some cases, helps to identify their next steps and support them in their transition there. For example, one young person referred to the CashBack Hubs by the Job Centre was supported to move onto another local youth project for people with creative interests.

“After [young person] finishes with us, he's going to be moving on to Number 6, the autism initiative project. We referred him there because we're keen for him to still be part of something where he's around other young people and he's able to express himself. I think that's really important - they need to know that we are there for them in that transition, because it can't just be, 'that's it over, bye, bye', you know? That's how you get the revolving door where there's no progression and they just go round and round. So we've said please stay in touch, and we're keen to support him in whatever he moves on to.” [Youth Worker]

Outcome 5: Young people contribute positively to their communities



Outcome 5: Positive contribution to communities

100

Contribution, links with communities and social interaction are improving
(Target: 0)

112

YP perception of neighbourhood improves
(Target: 89)

115

YP have heightened sense of belonging to their community
(Target: 124)

88

YP motivated to positively influence their community
(Target: 89)

3.22. Outcome 5 relates to young people making a positive contribution to their community. Over 70% of young people reported that their contribution, links and social interaction with communities had improved in Year 3, and 81% had a heightened sense of belonging to their community.

3.23. Interviewees described CTF as effective in fostering a sense of community and building friendships among young people. Examples were shared of young people supporting each other, setting up WhatsApp groups with fellow participants to keep in touch and meeting up socially outside of the CashBack sessions.



“There is peer support as well, you do see young people support each other. We also have a lot of a young people who are LGBTQ so you do see peer support happening there, and I think that's really valuable for young people's health and wellbeing.” [Youth Worker]

3.24. Teachers at one high school where CTF was delivered described the cohort of pupils as going from strangers in completely different cliques at school to being comfortable socialising and having lunch in each other's company.

3.25. As part of the CTF offer, young people go on excursions and trips to local arts venues, like museums and galleries. For example, one group visited a textiles exhibition at the Tramway, a contemporary arts venue in Glasgow. Such trips are often new experiences for participants and help them learn more about the place they live and feel more connected to their local community.

3.26. At the end of the course, CashBack participants are given a chance to showcase a project at an in-person celebration event, where young people, their families, Impact Arts staff and other stakeholders come together to share and experience each other's work. This helps young people connect with others and feel part of a broader community.



A dinosaur presented at the Summer Showcase

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system



Outcome 6: Diverted from criminal behaviour

71

YP report own participation in anti-social behaviour reduced

(Target: 89)

71

YP less inclined to participate in anti-social behaviour

(Target: 89)

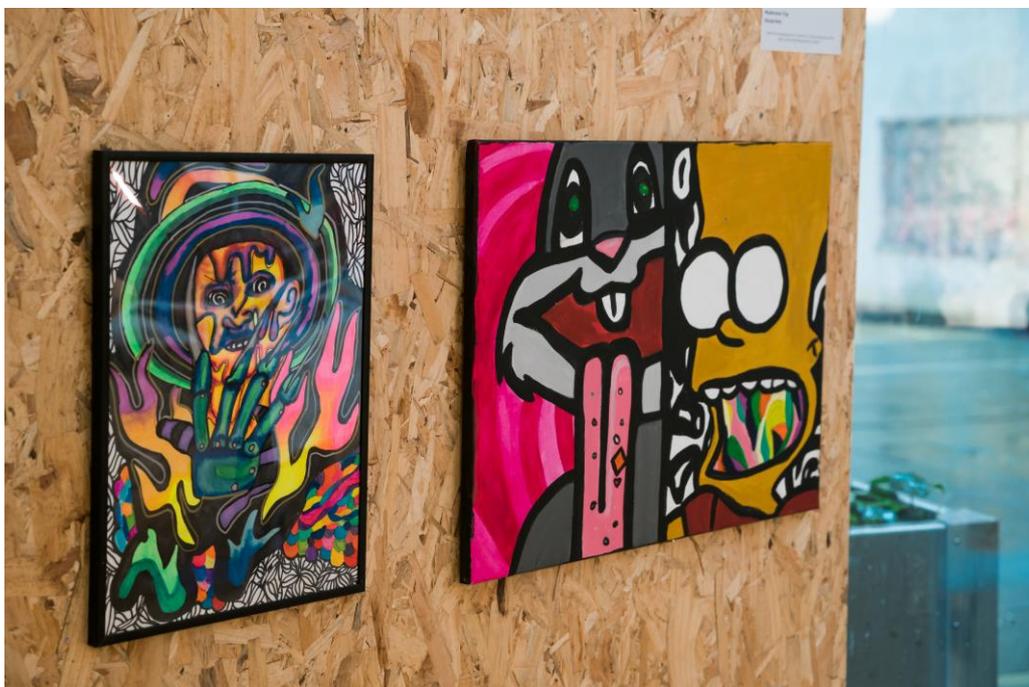
- 3.27.** Outcome 6 focuses on diverting young people from criminal behaviour or involvement with the criminal justice system. This outcome is less directly relevant than others, given that few of the young people taking part are involved in criminal behaviour. However, 71 young people reported a reduction in anti-social behaviour, and the same number said they felt less inclined to participate in anti-social behaviour.

- 3.28. CTF provides young people, many of whom are from deprived communities, with a safe space to go to take part in positive, diversionary and supported activities. The programme gives young people access to trusted adults and positive role models to support them with any personal issues.

“There were a few people who'd experienced homelessness and some issues with alcohol, and other difficulties at home, and they needed a space to go to that got them out of the house because being at home also wasn't safe. You know, they'd maybe be the slightly older ones who weren't at school anymore, so it kind of diverted them from that, it was channelling that energy and that time into something much healthier than sitting outside drinking or staying out late and in an unsafe environment.” [Creative Lead]

- 3.29. The sessions can also have a calming and positive influence on young people. For example, a few interviewees explained that participants often display disruptive or unruly behaviour at the beginning of the course, but as they become more comfortable in the group and build trusting relationships with the Impact Arts team, they settle and begin to express themselves differently through more creative and constructive ways.

“The group can use certain behaviours to disguise the fact that they may be embarrassed in a situation. But sometimes the behaviour that they're using can disrupt others in the group, or it had done in the past. Whereas this quarter, we saw that less, because they knew what they were coming into and they had developed this trust and bonds with us. It was very much that they had kind of relaxed and they knew what to expect.” [Creative Lead]



Young people's art displayed at the showcase event

4. Year 3 delivery

- 4.1. This chapter describes the delivery of CashBack to the Future in Year 3, reflecting on achievements and some of the challenges faced.

Rights of the Child theme

- 4.2. Impact Arts set an overarching theme for Year 3 of CTTF, which was inspired by the UN Convention on the Rights of the Child. The UNCRC sets out a list of articles which cover different aspects of a child's life, considering the civil, political, economic, social and cultural rights to which all children around the world are entitled⁴.
- 4.3. The Impact Arts team shared information with participants about the UNCRC. Then it facilitated discussions reflecting on what the principles of the UNCRC meant to them, how they interpreted the articles and how they could exercise their rights as young people. Participants were then encouraged to use the UNCRC as a stimulus for a creative project; for example, there were pieces presented at the Showcase inspired by the right to relax and play, to be safe from violence and the right to education.

“All of the young people were very receptive to it as a theme. I feel like our group really got into it and were able to articulate their thoughts and feelings, and incorporate what's really quite a serious subject matter into their artwork, which was fantastic.” [Creative Lead]

Programme successes

- 4.4. Whilst delivery of Years 1 and 2 of Phase 5 were affected by restrictions related to the COVID-19 pandemic, the programme returned to face-to-face delivery for all of Year 3. Impact Arts staff, stakeholders and young people all welcomed the return of busy, in-person sessions, with one parent noting it was good for her son to be out of the house attending the summer programme after a few difficult summers being stuck at home.
- 4.5. More broadly, Year 3 of CTTF was described as a rewarding, fulfilling experience by both young people and the Impact Arts team. One of the key strengths of CTTF highlighted in interviews was the flexibility of the programme's content and delivery. Participants explained that the sessions are young-person centred and participant-led which helps to boost enjoyment and engagement with the content.

“I plan what I'd like to do, but it's very dependent on that first week when you meet all of the young people and you get to know them, why they're there, what they're interested in and what their expectations are, and then I usually adapt that to reflect what they've said.” [Creative Lead]

- 4.6. For example, when Impact Arts' delivered the CTTF programme to two groups of pupils at a high school in North Ayrshire, each group received a bespoke, tailored experience, influenced by the pupils' interests and abilities.

⁴ <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

“The Monday group and Wednesday group did very different things, albeit creative things. That was really nice because the dynamics of both groups were very, very different. So it wouldn't have been appropriate to give the same programme of work.” [Teacher]

- 4.7. The professionalism and dedication of the Impact Arts team was also highlighted by teachers at the school, who confirmed they would be delighted to work with Impact Arts again in the future.
- 4.8. Another key success of the programme noted by interviewees was its approach to being accommodating, safe and inclusive for all participants, particularly those with additional support needs.

“They [Impact Arts team] were absolutely great. We spoke to them before he went, just to update them on [my son]'s needs. And yeah, he was really well looked after. And he settled really quickly, which usually takes him a really long time.” [Parent]



A piece displayed at the Summer Showcase

- 4.9. In addition, the Cashback offer was described as a unique and much-needed programme for young people at risk of disengaging from school or those struggling to participate in more traditional, mainstream education.



“I think what was pretty refreshing about Impact Arts was, a lot of the interventions that we have in school to help address similar needs within our young people are quite physical, in terms of outdoor, or sports or exercise-based activities, and that doesn't suit every type of learner. There's a void there, and I think that's why this has been so successful. A lot of the young people we put forward had challenges in their relationship with education, but had somewhat of an affinity for art, or performance or expression, so this was really suitable for them.” [Teacher]

Challenges

- 4.10. Few challenges were reported by interviewees this year. The level of engagement with the programme was a minor issue for some groups; due to the informal, friendly, drop-in nature of the CashBack Hubs, attendance is occasionally low, particularly at the weekend when young people have other commitments or social engagements.
- 4.11. A few young people reported feeling slightly under pressure to complete their pieces for the Showcase in time; however, practitioners and youth workers were on hand to offer support in the final stages to help young people feel prepared and happy with the work they were presenting.
- 4.12. In some cases, the broad age range CTF caters for can cause minor issues. In mixed age groups, designing content and activities which appeal to both the younger and older ends of the spectrum can pose a challenge. However, this is addressed through the personalisation of projects based on individual's interests and the creation of an atmosphere where young people are supportive and respectful of each other's experience.
- 4.13. Finally, it was highlighted that there are some challenges in managing the administration of young people's accredited qualifications, in terms of the tight timescales and extent of evidence and paperwork required.

5. Conclusions

- 5.1. Commencing in April 2020, Phase 5 of the CashBack for Communities programme was significantly affected by the COVID-19 pandemic. However, despite the many challenges associated with this period, Impact Arts was able to deliver three years of successful and rewarding creative activities for 436 disadvantaged young people in Scotland.
- 5.2. CashBack to the Future has empowered and inspired participants to create fantastic showpieces, express themselves through art and creativity, and grow in confidence and resilience. The programme is delivered by a talented, passionate and kind team of practitioners, who place the needs and interests of the young people at the front of their practice.
- 5.3. While Phase 5 of CashBack for Communities has come to an end, Impact Arts have been successful in their bid for Phase 6 funding, and will receive a grant to continue delivering the CashBack to the Future programme for a further 3-year period. Some changes are planned for Phase 6, including:
 - the summer programme will run for five weeks instead of four;
 - age parameters have been extended to 12-24 years, widening access to the programme; and
 - activity will reflect the theme of heritage and the environment; young people will explore stories of local and national heritage, and what this means to them.
- 5.4. Impact Arts has established a successful and impactful initiative through CashBack to the Future, and Phase 6 funding will enable hundreds of children and young people to benefit from the programme for years to come.

Appendix – CashBack to the Future Outcomes Phase 5 Year 1-3

	Outcome Target / Scorecard Measure	Y1 Target	Y1 Achieved	Y2 Target	Y2 Achieved	Y3 Target	Y3 Achieved
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour							
1a	YP demonstrate increased confidence	112	111	104	80	145	120
1b	YP will report they are able to do new things	112	99	104	80	145	126
1c	YP feel more resilient (e.g. believing in yourself, taking things in your stride, being determined, being self-disciplined, being optimistic, adapting to different situations)	112	105	104	75	145	117
1e	YP report positive changes in their behaviour (e.g. reduced risk taking/ increased understanding of risk/ better ability to make positive choices/ improved understanding of rights and responsibilities)	105	98	98	75	134	121
Outcome 2: Young people develop their physical and personal skills							
2a	YP will gain accreditation for learning and skills development	105	91	99	27	133	154
2b	YP will demonstrate increased skills	112	97	104	80	142	115
Outcome 3: Young people’s health and wellbeing improves							
3	YP will report increases in wellbeing feelings against SHANARRI indicators	105	101	99	76	133	105
Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)							
4a	YP will achieve a positive, destination. This will be through learning, training and volunteering	105	101	99	64	132	160
4b	YP will improve school attendance	84	47	78	43	106	59

	Outcome Target / Scorecard Measure	Y1 Target	Y1 Achieved	Y2 Target	Y2 Achieved	Y3 Target	Y3 Achieved
Outcome 5: Young people contribute positively to their communities							
5a	YP feel their contribution, links with communities and social interaction are improving	-	-	65	76	-	100
5c	Participants' perception of neighbourhood improves	70	91	65	73	89	112
5d	Participants have a heightened sense of belonging to a community	98	91	91	76	124	115
5e	Participants have increased motivation to positively influence their community	70	95	65	60	89	88
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system							
6a	YP reporting reduced anti-social and/or criminal behaviour	70	64	65	44	89	71
6b	YP reporting own participation in anti-social and/or criminal behaviour has reduced	70	64	65	44	89	71
6c	YP feel less inclined to participate in anti-social and/or criminal behaviour	70	64	65	44	89	71