



CashBack 180

Year 2: External Evaluation Report

June 2022

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1. Introduction

- 1.1. CashBack for Communities is the Scottish Government's programme which repurposes money seized from criminals into projects for young people who face disadvantage. In January 2020, £19m of newly funded projects was announced; Mayfield and Easthouses Youth 2000 Project (Y2K) *CashBack 180* received £170,000.

Y2K and CashBack 180

- 1.2. Based in Mayfield, Y2K was established with the support of local businesses in the year 2000 when it was recognised that young people in the area did not have a safe space to hang out or to call their own. It is a small youth-led community organisation that works with disadvantaged young people aged 11-18, providing informal drop-in services, targeted group and one-to-one support, and a range of experiences and activities.
- 1.3. CashBack 180 has enabled Y2K to build on its success in engaging with young people who face challenges; through utilising their strong community presence and well-established referral pathways and relationships with local stakeholders. Traditionally working with young people in Midlothian's Mayfield and Easthouses areas, the CashBack 180 programme has enabled Y2K to extend its reach into other areas of Midlothian and work with a broader range of stakeholders.
- 1.4. The programme aims to support 300 young people aged 11-18 across Midlothian¹, working with those affected by multiple deprivation, who face poor life chances, or are considered at risk of anti-social behaviour. Intended programme outcomes include increased confidence, resilience, wellbeing, connections and skills, supporting young people on their journeys to a positive future. This is achieved through two main strands of activity:
- 12-week group-based programmes – covering a range of topics including knife crime, hate crime, consequences and victim empathy, sexual health, personal safety and teamwork. Sessions are delivered in partnership with stakeholder organisations with expertise in the subject matter and culminate in the achievement of the Dynamic Youth Award
 - 1:1 support sessions – cover much of the same content as group-based programmes but are tailored to meet the young person's specific needs. Young people who participate in one-to-one support can also achieve a Dynamic Youth Award.

¹ Midlothian: Mayfield, Easthouses, Woodburn, Dalkeith, Bonnyrigg, Gorebridge, Penicuik

2. The evaluation methodology

- 2.1. As a condition of receiving Cashback for Communities funding, Y2K was required to commission an external evaluator to gather evidence about the programme and report on progress towards programme outcomes².
- 2.2. The Lines Between, an independent social research agency, was selected to deliver an evaluation that engaged with a sample of young people and stakeholders to explore their perceptions and experiences of the programme and evidence of its impact.
- 2.3. This report is based on the following evaluation activity carried out throughout Years one and two of the programme:
 - Focus groups and interviews with 22 young people
 - Interviews with three Y2K staff
 - Interviews with seven other stakeholders (5 teachers, 2 youth workers)
- 2.4. Researchers from The Lines Between also analysed secondary data sources, including Y2K's quarterly reports to Inspiring Scotland and the Scottish Government and self-evaluation and monitoring data collected directly from young people.
- 2.5. A self-completion survey was developed by Y2K and the evaluation lead at The Lines Between. The survey, aligned to the programme outcomes, is provided in hard copy to each young person during their final support session (group and one-to-one). Young people return the completed survey to Y2K staff, who then enter the data into the scorecard used to monitor and track outcome progress.
- 2.6. This is a proportionate approach to outcome data gathering for this programme, and we are satisfied it is applied consistently across all groups and one-to-one activity.

² Programme outcomes are set out in Appendix 1.

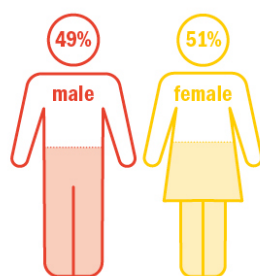
3. Participant profile and outcomes achieved

Participant profile

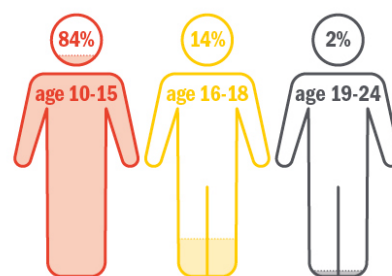
- 3.1. Across year one and year two, 141 young people engaged with Y2K CashBack 180 support, through the delivery of 79 group-based sessions and 244 one to one sessions.
- 3.2. The profile of the 141 young people who have participated in CashBack 180 support is provided in the following infographic.

Participant Profile

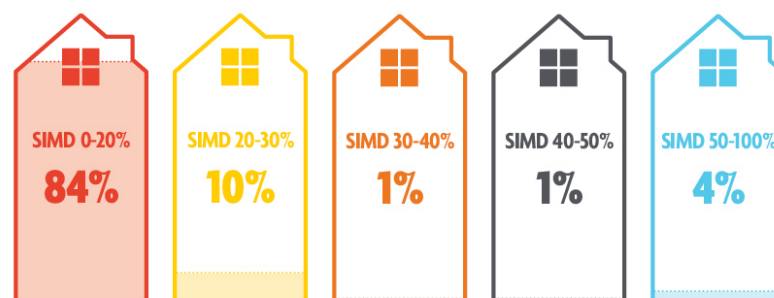
Gender:



Age:



SIMD Decile:



- 3.3. The data shows:
- Most of the young people supported were between 10 and 15 years old (84%)
 - A roughly even balance in participation by males (49%) and females (51%)
 - The vast majority (84%) of supported young people resided in the bottom 20% of areas in the Social Index of Multiple Deprivation
- 3.4. Additional monitoring data collected shows that:
- 42% reported some form of disability (n=141), which included social or behavioural issues (31%) and learning, understanding or concentration (11%).
 - No young people reported that their gender differed to that assigned at birth
 - Nearly all (98%) described their ethnicity as White Scottish

- All were single, and 99% were not pregnant.
- All young people reported having no religious beliefs (84%) or not knowing (16%)
- The majority reported being heterosexual (94%)

Participant outcomes

- 3.5. This rest of this chapter presents the outcomes generated through CashBack 180, drawing on the self-evaluation data from young people and qualitative research findings from research carried out by The Lines Between with young people, project staff and other stakeholders.
- 3.6. Findings are structured around the following six programme outcomes agreed between CashBack for Communities and Y2K; an overview of progress towards key outcomes by the end of Year 2 is presented below.



Outcome 1: Building confidence and resilience

111

YP report increased confidence
(Target: 66)

123

YP report they are able to do new things
(Target: 71)

116

YP feel more resilient
(Target: 70)

105

YP report positive changes in their behaviour
(Target: 55)

116

Positive supportive networks
(Target: 69)



Outcome 2: Developing physical and personal skills

105

YP demonstrate increased skills
(Target: 57)

90

YP gain accreditation for learning and skills development
(Target: 48)



Outcome 3: Improving health and wellbeing

127

YP report increases in wellbeing feelings against SHANARRI indicators
(Target: 75)



Outcome 4: Positive destinations

114

YP achieved a positive destination training
(Target: 65)

102

YP improved school attendance
(Target: 59)

Progressed to:
5: Employment (Target: 2)
100: Education (Target: 58)
1: Training (Target: 2)
8: Volunteering (Target: 5)



Outcome 5: Positive contribution to communities

108

Contribution, links with communities and social interaction are improving
(Target: 61)

108

YP perception of neighbourhood improves
(Target: 62)

99

YP have heightened sense of belonging to their community
(Target: 53)

80: YP motivated to positively influence community (Target: 38)
9: Community focussed awards gained (Target: 3)

16: YP have taken on a volunteering role (Target: 5)
180: Hours of volunteering (Target: 125)



Outcome 6: Diverted from criminal behaviour

104

YP report own participation in anti-social behaviour reduced
(Target: 54)

114

YP less inclined to participate in anti-social behaviour
(Target: 64)

115

Reduced reported anti-social behaviour and/or criminal behaviour in area
(Target: 65)

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

111

YP report increased confidence
(Target: 66)

123

YP report they are able to do new things
(Target: 71)

116

YP feel more resilient
(Target: 70)

105

YP report positive changes in their behaviour
(Target: 55)

116

Positive supportive networks
(Target: 69)

- 3.7. Y2K have exceeded all their targets for outcome 1, with participant feedback showing that:
- 79% (111 out of 141) of young people report that their confidence has improved
 - 87% (123 out of 141) reporting that they are able to try new things
 - 82% (116 out of 141) of young people feel more resilient as a result of the support they received
 - 75% (105 out of 141) of young people reported positive changes in their behaviour
- 3.8. Increased confidence was a common theme in discussions with young people who engaged in evaluation case study fieldwork. Analysis of their feedback indicates that the nature of the support received, the skills and knowledge development, and exposure to new things has contributed to this.
- 3.9. Increased confidence in young people takes many different guises, from feeling more confident about contributing in class to having the confidence to say no to their peers when invited to join in something they felt could lead to trouble.



“I’ve got more confidence in speaking and that and like I can speak to anyone. I used to be shy and now it’s easier to speak ‘cause I’ve spoken to different people from different places and things.” [Young person]

“I’ve got to know them more being here, we’ve all been together. It’s kind of built up a friendship with people that I didn’t ever know I was going to be pals with. I feel like it’s made a difference in how I feel. I used to be like really, really shy. I never used to talk to anybody. But since I’ve been working with Natalie, I’ve come out my wee bubble and I’m more confident than I was before.” [Young person]

“James has always been confident. He’s always been a very opinionated and strong character. Alex has been the opposite... he used to never come into our room, he used to stand at the door and just hang about until you asked him in. Whereas now, he’s in and he’s bold and he’s saying what he’s got to say, and it’s always worthwhile what he has to say.” [Teacher]

- 3.10. The support sessions expose young people to new experiences and gives them the chance to try new things. However the changes made by young people, informed by

their development through the support they receive, also lead them to start doing new things for themselves.



“They’re trying to fill their time without just going out and kicking about the streets, so that’s positive. There’s no talk about, “I’m gonna lie in my bed until three o’clock in the afternoon and then get out and get wasted”, there’s none of that. It’s, “we’re gonna go to the gym, we’ve got our gym memberships, that’s what we’re gonna be doing during the holidays” so I think that’s really positive.” [School based youth worker]

“I like going out and doing stuff. I hate being stuck in. I did canoeing and kayaking. I actually loved it, I want to do it again. I done Rise, the trampoline park, I done the obstacle course with the mud, Dalkeith Country Park and then yesterday I went to Fox Lake.” [Young person]

“Meeting new people caused me to do new things because they’ve encouraged me. The people here are great fun. Friends are the best, don’t miss out.” [Young person]

3.11. Development of personal resilience was often alluded to by young people during discussions with the evaluation team. Terms like ‘increased resilience’ were rarely used, but young people described development in areas that contribute to personal resilience, such as:

- Self-awareness and critical thinking– particularly recognising and understanding their emotions, their reactions to emotions, and their effects on others
- Mindfulness –being more aware of their surroundings and how they react to what is going on around them
- Positive relationships –establishing new, healthier friend groups or improved relationships with family members.



“I think differently about things that we’re doing. And we talk a lot more about what actually happens when you do anything. Say for instance, doing something bad that you shouldn’t be doing.” [Young person]

“He’s just a lot more self-aware, of when his emotions are getting the better of him. Because he’s still a young lad, but it is, it’s that self-awareness. He just really values the support, he loves that; the one-to-one sessions, he just loved it.” [Teacher]

“I’m spending probably more time with my family, just enjoy being outside instead of stuck in my room. I just started mucking about with my old friends from primary and I’ve just been going out all the time, going out on my bike to the jumps and cycling. I don’t get in any bother now. There’s only like 10 of

us and we just go on our bikes and we just see how far we can cycle to and just come back” [Young person]

- 3.12. Disruptive and anti-social behaviour inside and outside of school is a common reason for referrals to CashBack 180. Positive changes to behaviour was a strong theme in the feedback from young people, and has also been observed by other stakeholders. In this area CashBack 180 appears to have a significant positive impact.



“They’re now starting to see that [their behaviour] has drawbacks so I do see a change in them. I’m not saying they’re going to stop and they’ll never do it again, I mean, they’re not going to turn into angels overnight, but they’ve certainly taken on board a lot of the stuff that they’ve learnt.” [Teacher]

“It’s made me think more about stuff, like me staying away from trouble and all that. It’s given me second thoughts for if any situation like that happened. Made me think twice. It’s made me think that, if I’m going to do something, I think about the full situation.” [Young person]

“He’s a different boy to be honest. He still has his moments, but he’s a lot better. Before if he was sent out, I would need to listen to the big explosion from him first and need to give him time to calm down. Whereas now... it’s not as often at all, so he’s in a lot more lessons now.” [Teacher]

“I’ve already told everyone that I won’t be going out with them if they are doing anything like that, I’m just going to focus on school, because I’ve got exams coming up this year, and next year, and football and all that. Instead of doing stupid things for no reason, that can get me into trouble” [Young person]

Outcome 2: Young people develop their physical and personal skills



Outcome 2: Developing physical and personal skills

105

YP demonstrate increased skills

(Target: 57)

90

YP gain accreditation for learning and skills development

(Target: 48)

- 3.13. Almost two thirds of young people who participated in CashBack 180 (64% of 90 out of 141) achieved skills development that was recognised as accredited learning, typically the achievement of a Dynamic Youth Award. This is worked towards in the group and one-on-one sessions that the young people participate in.
- 3.14. Three quarters (75% or 105 out of 141) reported development in their skills more widely, and the qualitative data gathered in the evaluation indicates that this spans personal, social and life skills.

- 3.15. A partnership approach to the delivery of CashBack 180 including joint work with sexual health, police and fire services, gives young people authentic learning from experts in their field. This provides opportunities for valuable life learning, giving the knowledge and skills that young people need to keep safe.

“We've had loads of visitors in, like Police Scotland and the fire people. The fire people were telling us about their experiences throughout their years of working there and what we should do if there's a fire and we're trapped. The police were talking about what should we do if we feel like we're at risk. And with the court case, there's like loads of risks with me and my family being outside. So I spoke to one of them individually and they told me to download this thing and if I was ever at risk just press a button and it would go through to my mum and then tell her my location.” [Young person]

“And then we talked about all the sexual diseases and that and wearing condoms and watched videos about knife crime, and talked about records, what you can and can't do when you've been charged” [Young person]

- 3.16. Some of the young people that access Y2K support are socially isolated and lack confidence and skills in social situations. Exposure to new people, new activities, and working with others helps them to become more confident and equipped with the skills to develop new relationships.

“Some of these young people are S1s who have never actually been in high school normally, they've never been in high school without masks, without social distancing. The group dynamics and learning from each other, I know for sure that's what I learnt most at school, but they've lost out on that over the last year and a half. So it's been kind of injected back into them. Giving them that confidence back has been great for them. They're learning to reason with each other, they're having little arguments, that's all part of learning and yeah, it's been good.” [Youth worker]

“We've seen amazing differences in them, people coming out of their shell, people making friendship groups. It's been really nice to see them all interact with each other over summer and really just get on with each other. When normal day to day, they wouldn't even cross paths, they're just not from the same circles. But they all seem to get on here” [Youth worker]

- 3.17. Relationships and appropriate communication with teaching staff is another area where several young people have developed their skills and attitudes. Young people are more considerate and thoughtful about how they interact with teaching staff and as a result, see their relationships improve.

“His relationships with his teachers are a lot better; he's more receptive to them and their relationships are better because of it. He can reflect a lot better. He just engages with support a lot better.” [Teacher]

“When teachers shout at me, I used to always – my anger would just trigger, and I would just start like shouting at them. I’ve learned to control my anger and just like be less agitated.” [Young person]

- 3.18. During the evaluation case study fieldwork, a critical skill that some of the young people reported developing through involvement in CashBack 180 was the ability to stop, take stock of the situation and circumstances, and make smarter choices.

“It’s made me think about the consequences before I do something bad. It’s helped me to think twice and try to stop myself from doing something.” [Young person]

“There’s nothing that comes to mind, there’s been no serious incidents where I’ve had to pull them out of a class or lift the phone to parents to have a conversation about an incident or behaviour so that in itself over the past couple of months has been definitely noticeable. [Young person]

Outcome 3: Young people’s health and wellbeing improves



Outcome 3: Improving health and wellbeing

127

YP report increases in wellbeing feelings against SHANARRI indicators
(Target: 75)

- 3.19. Just over 90% (127 out of 141) young people indicated that the support they had received through CashBack 180 had improved their health and wellbeing (aligned to SHANARRI indicators).
- 3.20. The engagement with young people through evaluation fieldwork highlighted two main areas where young people commonly reported improvement in their wellbeing:
- Improved mood and emotional wellbeing
 - Increased physical and/or outdoor activity
- 3.21. For some young people, simply being able to engage with Cashback 180 support and activities, and remove themselves from distressing environments has a significant impact on their emotional wellbeing.

“I was really down and stressed and that, so she just brought me along so I was out the house and I was like stress free and that. It’s been really good.” [Young person]

“Normally when I’m in the house, I’m always like dealing with stuff...my brother is like, really suicidal so I was always there when he was trying to do stuff. My summer would have been horrible and stressful.” [Young person]

- 3.22. Through their time with CashBack 180, young people spoke about making positive changes to their daily habits, contributing to improvements in their overall health and wellbeing.

“I would just be sitting at the computer playing video games all day. I like Fortnite, Call of Duty and Rocket League. But I'm not going back to playing loads on computers... my maximum screen time now is one hour.” [Tutor]

“Like normally, if I wasn't here I would just be lying in my bed, constantly tired because I never sleep. I feel like it's made me feel more fit than I was, because I'm constantly up and doing stuff and out my bed early and I go to sleep early because I'm up for the next morning.” [Young person]

“For some of the young people, it's more about what they'd be doing if they weren't here.” [Tutor]

- 3.23. CashBack 180 provides opportunities and encourages participation in physical and outdoor activities to promote physical and mental health. This leads to young people making different choices about how they spend their time. Improvements in social connections and making new friend groups is also a contributing factor for some young people.

“I want to incorporate getting them out of their comfort zone and getting them moving. You know, playing basketball outside and then talking. I think seeing how well it's worked over summer has reminded me; this is how you get through to young people.” [Tutor]

“They're trying to fill their time without just going out and kicking about the streets, so that's positive. There's no talk about, “I'm gonna lie in my bed until three o'clock in the afternoon and then get out and get wasted”, there's none of that. It's, “we're gonna go to the gym, we've got our gym memberships, that's what we're gonna be doing during the holidays” so I think that's really positive.” [School based youth worker]

“I just started mucking about with my old friends from primary and I've just been going out all the time, going out on my bike to the jumps and cycling. I don't get in any bother now. There's only like 10 of us and we just go on our bikes and we just see how far we can cycle to and just come back.” [Young person]

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



Outcome 4: Positive destinations

114

YP achieved a positive destination training
(Target: 65)

102

YP improved school attendance
(Target: 59)

Progressed to:

5: Employment (Target: 2)
100: Education (Target: 58)
1: Training (Target: 2)
8: Volunteering (Target: 5)

- 3.24. Monitoring data captured by CashBack 180 demonstrates that the majority (81% or 114 out of 141) of supported young people achieved a positive destination. This included employment, training and volunteering for a small number of young people, and for the vast majority (100 out of 114) this outcome reflected the young person remaining or returning to school.
- 3.25. As well as remaining or returning to school, other improvements and developments related to their learning, employability and employment options were:
- Improved school attendance (72%, 102 out of 141)
 - Improved school attainment (67%, 94 out of 141)
- 3.26. During evaluation fieldwork several young people mentioned that poor school attendance was part of the reason for their referral to CashBack 180 support. Through their engagement with the programme they have started to understand the importance of their education for their futures.



"I'm not skipping school as much, it's helped me realise that I'm just losing out on education." [Young person]

"I've definitely been in classes more, not skiving as many. I've just got to seeing that its me that I'm spoiling things for, my own future that I could be messing up." [Young person]

"It's made me think I need to start sticking in at school and doing work and that 'cause I want to get somewhere in life" [Young person]

- 3.27. While the young people who engaged in evaluation fieldwork did not explicitly talk about increased attainment, they described many changes that underpin it including greater engagement in school, better behaviour in class and an improved attitude towards learning.



"He's a different boy to be honest. He still has his moments, but he's a lot better. Before if he was sent out, I would need to listen to the big explosion from him first and need to give him time to calm down. Whereas now... it's not as often at all, so he's in a lot more lessons now." [Teacher]

“When teachers shout at me, I used to always – my anger would just trigger, and I would just start like shouting at them. I’ve learned to control my anger and just like be less agitated.” [Young person]

““I think some of my teachers will have noticed an improvement in class.” [Young person]

- 3.28. Through their engagement with CashBack 180, young people had the opportunity to discuss and reflect on how their actions and behaviours now, can impact and influence their options and choices in later life. Reflecting on where they are now, and where they want to be in the future, has helped CashBack 180 participants to recognise the things they need to change to achieve that.



“I can see that I’m just messing things up for myself. I’ve got an apprenticeship lined up and I’ve putting it all at risk. It’s time for me to get my head down and stop with the stupid stuff”[Young person]

“I’ve already told everyone that I won’t be going out with them if they are doing anything like that, I’m just going to focus on school, because I’ve got exams coming up this year, and next year, and football and all that. Instead of doing stupid things for no reason, that can get me into trouble.” [Young person]

Outcome 5: Young people contribute positively to their communities



Outcome 5: Positive contribution to communities

108

Contribution, links with communities and social interaction are improving

(Target: 61)

108

YP perception of neighbourhood improves

(Target: 62)

99

YP have heightened sense of belonging to their community

(Target: 53)

80: YP motivated to positively influence community (Target: 38)

9: Community focussed awards gained (Target: 3)

16: YP have taken on a volunteering role (Target: 5)

180: Hours of volunteering (Target: 125)

- 3.29. The CashBack 180 programme exceeded its cumulative year 2 target for the number of young people taking on a volunteering role (16 against a target of 5), the number of volunteering hours undertaken (180 against a target of 125), and the number of community focussed awards gained by young people (9 against a target of 3).
- 3.30. All other targets for this outcome were also exceeded:
- Young people feel their contribution, links with communities and social interaction are improving (108 against a target of 61)
 - Participants perception of their neighbourhood improves (108 against a target of 62)
 - Participants have heightened sense of belonging to a community (99 against a target of 53)
 - Participants have increased motivation to positively influence what happens in their community (80 against a target of 38)

- 3.31. Two key themes emerged when discussing contributing to the communities with young people during case study fieldwork. Firstly, social interaction and a sense of community encompassing all the staff, volunteers and young people involved with Y2K. Young people feel that Y2K provides a safe space, access to people they trust, where they can speak openly and honestly and get impartial advice and guidance.

“It’s, like, confidence and I just know there’s always somebody there if I need them. If I really want to ask [Natalie] a question she’s always in school, so I can ask her a question.”[Young person]

“I wouldn’t have shared as much as I’ve spoken about or about the things that I have done with any of the teachers. So I can talk to [Y2K staff] about something I’ve done, I realise it’s been stupid and I see that now, and talking it through with them means it doesn’t need to keep getting brought up.” [Young person]

“It’s really valuable that the people that deliver this are not members of the school community, they are not teachers, they are not learning assistants, they are not even Youth Workers based in the school. It’s someone who is external and for the young people it’s almost like ‘this person doesn’t know me’, or ‘this person isn’t going back to check in with the Guidance Teacher and say xyz’. I think that’s a really big strength of Y2K.” [Teacher]

- 3.32. The second theme was young people’s influence on what happens in their community. This mainly reflected changes they were making to their own behaviours in their communities, but also trying to encourage positive change among their peers.

“There tends to be this big group of boys that all stand together at break and lunch times in a specific part of our playground. It’s the go-to place if you are on duty to go and see what nonsense the group is up to today, but actually, those boys if they are there they are holding it together, they are not clowning around or causing any problems and not doing anything to bring a member of staffs attention to them.”[Teacher]

“Even if, I know it sounds like I’m moaning at people, even if I see someone that’s doing something, I just give them a heads up what could happen, I’m not going to physically stop them but it’s their choice obviously, but I will try and encourage them not to do it.” [Young person]

“They have realised we are not doing it, everyone has kind of just calmed down. If they are going to do something, we just kind of tell them, dinnae do it, I cannae be bothered.”[Teacher]

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



Outcome 6: Diverted from criminal behaviour

104

YP report own participation in anti-social behaviour reduced
(Target: 54)

114

YP less inclined to participate in anti-social behaviour
(Target: 64)

115

Reduced reported anti-social behaviour and/or criminal behaviour in area
(Target: 65)

- 3.33. One of the most common reasons for young people to be referred to CashBack 180 was concern about anti-social and criminal behaviour and/or identified risks of involvement with, or already involved with, the criminal justice system



"I wanted to do it because I kind of knew as soon as I got arrested that I needed to buck up my ideas and try and get some help."[Young person]

"Yeah, after I had the police at my door, I kind of realised I was being a bit daft, doing what I done, kind of didn't want to do it again." [Young person]

"Obviously I think one of the bigger issues was the police report which came in and triggered their initial referral to Y2K."[Teacher]

"I got charged by the police for assault back in December, and the school thought it would be best for me to come to here to help make sure I wouldn't do it again." [Young person]

- 3.34. Project staff support young people to develop the skills and abilities to pause and consider the consequences of their actions before doing something. They also work with young people to develop their empathy and consider how their actions, choices and behaviours affect other people.



"It's made me think about the consequences before I do something bad. It's helped me to think twice and try to stop myself from doing something." [Young person]

"We'd usually just be getting in trouble, like annoying people, doing daft stuff. But when you look at it now, we were just being absolute idiots doing it, but then just take a step back and think about what you are actually doing, look how it is affecting other people, and if you get caught for it, you are just going to get in trouble for the same stuff all over again." [Young person]

"I'm not saying they're not going out at the weekends and doing whatever, but what I notice is that there's a bit of thought for others, which was never there before. We were talking about a break-in near where Alex lives and oh it was, "that's a shame for that business owner because that's his business,

he might lose his house, what's he going to do for money?" The empathy was there, whereas before it really wasn't." [School based youth worker]

*"As much as I can still be a bit of a **ick, it has helped me to think about my actions, and understand my actions and the consequences."* [Young person]

"Some of the things before, they were not thinking at all, you know, they'd go out, they'd get completely wrecked and whatever and get into all sorts of bother, whereas now I definitely think there's been a big change." [School based youth worker]

4. Year 2 delivery

- 4.1. This chapter presents staff and stakeholders' views on delivery, providing insight into which aspects of the CashBack 180 programme successfully generate outcomes for young people.

Need and demand post covid restrictions

- 4.2. COVID-19 restrictions hampered the first year of delivering CashBack 180, creating significant challenges in engaging the young people they hoped to work with. Only a few group sessions could be delivered, and a vastly reduced number of one-to-one sessions. However, Y2K staff worked creatively to continue to engage with and support young people using social media and messaging services.
- 4.3. As restrictions eased, demand from stakeholders for group and one-to-one sessions quickly increased, and reflected the growing needs among young people. Early-stage challenges such as bringing partner organisations in to support topic delivery, or taking the young people out of school to attend group delivery are now largely resolved.

“It was difficult to know if we were allowed to invite our external partners to have their inputs into the sessions due to the changes in covid guidelines, as some schools were a bit more lenient about that than others.” [Y2K staff member]

“So they weren't allowed to let the young people go out because of the restrictions at the time. But they also were limited in space because the restrictions and people were in exams or assessments, so everybody was using all the spare areas and it was very much you were getting squeezed in. They wanted you but they're squeezing us in somewhere.” [Y2K staff]

- 4.4. Y2K staff reflected on the increasing complexity of support needs of young people, with mental health being a common issue among multiple issues .

“We are now dealing with much more complex cases, where we've got mental health issues, and we've got family breakdowns, we've got, you know, all different needs amongst the young people we are supporting. So we've had to be responsive to that, because there's no point in working with a young person in one thing, if there's lots of varying factors in their lives. Their mental health, their anxiety, all these things need to be addressed, because these mental health issues or these vulnerabilities can lead on to the offending, we've got young people who we work with who are so low in confidence that they go out and get involved with the wrong crowds.” [Y2K staff member]

Reputation in Midlothian

- 4.5. The feedback from schools gathered in evaluation fieldwork is overwhelmingly positive. They view CashBack 180 as a critical component of the support they can offer young people, with Y2K staff described as professional, available, and trusted by staff and students alike.



“The service as a whole is just amazing, and it ticks so many boxes. For Ben, his need is for anger management. Then you’ve got drugs and alcohol problems in the community, you’ve got sexual health, you’ve got anxiety. It’s just amazing and they’re so available, communication is great, you can get them at any time via email. They support the school. They’re the best agency without a doubt that we work with.” [Teacher]

“Invaluable, I think it is absolutely fantastic that we’ve a set team of people that come in to do a very specific task and we know they aren’t going to be interrupted or they are not going to be taken for cover. We’ve got a set place for them, and we’ve got a set timescale where there is you know however many weeks, it’s going to be a double period a week, it’s going to be in this room. I think that gives the pupils in question the structure that they need” [Teacher]

- 4.6. While Y2K had a strong reputation for providing effective youth work and support for young people locally, CashBack 180 funding has enabled them to work across Midlothian. This has led to the formation of new partnerships and connects, enabling Y2K to extend the reach of their support and engaged with a wider range of young people. Word of mouth across schools has meant their reputation for providing high quality support quickly spread, and demand from new schools grew.



“But then when they’re hearing Newbattle talking about the programme then they started to show an interest in the service and that sort of stemmed from that, so they got in touch. Not realising it’s something that we can do across the board, really, because it’s only 180 - every other service of Y2K is local.” [Y2K staff]

“Being able to say that I know people from a different school, in a different authority, and this has really helped them, it’s made them more reflective, it’s being able to make them think about regulating their actions and their emotions as bit better as well. So I was able to vouch for it, it is a challenging sales pitch, because I think there is that fixed mindset about, you know we are getting asked to do something because we cause trouble, or we make bother, but it wasn’t actually too difficult and the parents we quite supportive of that.” [Teacher]

- 4.7. Demonstrating their increased standing among statutory services stakeholders, Y2K’s CashBack 180 programme is now a recognised community-based disposal option for young people involved in the criminal justice system. This further enables the CashBack 180 programme to engage with those that can benefit most from the support offered.



“Any young person that commits an offence in Midlothian gets discussed at youth offender management meetings, they’re attended by police, social work, health and sometimes fire service. , The partners then have to decide on what the most appropriate course of action is for each individual discussed. For example, it could be referred to social work,

diverted back to education, or no further action required. Now Y2K's CashBack 180 service is an official option for young people who offend, which is fantastic. So that shows you that our service is valued.” [Y2K staff]

Additionality

4.8. Much of the support and behind-the-scenes work that Y2K staff carry out to ensure young people’s needs are met goes far beyond the activity funded through Cashback for Communities. However, this extra activity makes an essential contribution to the extent to which young people achieve positive outcomes, and ensuring those outcomes are sustained. Examples of this include:

- Engaging young people in other opportunities, activities and support provided through the holistic Y2K offer
- Supporting young people through the youth justice system – for example, attending court with the young person, liaising with social workers, preparing written testimonials to support the young person and demonstrate the positive changes they have made
- Supporting the wider family in recognition of the positive impact a more settled and stable home environment can have on a young person
- Attending multi-disciplinary meetings to support care planning and other activity



“Yeah, and how much work goes into it, not just the delivery of the session, the phone calls, the emailing of the teachers, the trying to sort out accommodation for young people, there's no way to capture the amount of time that's spent working on an individual, even when it's not directly with the individual.” [Y2K staff]

“There's no opportunity to report on all those little bits, the elements there, it's about did she get through the programme? Yes. Did she get an award? Yes. Actually, what difference did that make to her life. Survival was a big part of what difference it made to her life in terms of her mental health. And success for the future, it helped pave the way and obviously the young person is the person who's done it, they've done the work, but without that support and that safety net, I don't actually know where she would be right now or even if she would be here right now. So how do you even begin to quantify how important that is or to evidence that?.” [Y2K staff]

Tailoring support

4.9. While the group-based programmes cover the same topics across different groups of young people, there is always a degree of flexibility and tailoring. The core features of CashBack 180 do not fundamentally change, but there is scope to identify and spend time meeting the specific needs of group members.

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“I'll do maybe a couple of weeks of drugs and alcohol. I'll have Health in Mind in for a session But then I'll do a session around what a unit is of alcohol, maybe about harm reduction around alcohol and drug use Sometimes we work with a group of young people who are going out fighting all the time. So then it'll be more violence prevention and knife crime focussed. We aim to tailor the programme based on the group's needs. [Y2K staff]

- 4.10. The one-to-one support also offers this capacity for intensive work with young people. While it covers the same areas as the group sessions, external partners that support the delivery of some topic areas are not involved. Flexibility and tailoring the content is also applied to ensure adequate time and attention is given to the aspects that matter most. Furthermore, there is a greater opportunity for staff to explore and address the young person's specific worries, concerns and needs.

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“I do find that for the first few weeks you can be talking about their worries. You find a lot of them are needing somebody to offload on and it's not actually that there's something specific they want to work through they just need that person to talk to, to listen to them.” [Y2K staff]

“And I think especially during one-to-one sessions, you look at the referral and it's ‘these young people are involved in criminality’, ‘these young people are doing this’. And then after you meet them, you find out these young people just have so much going on at home and other disruption in their lives. So the referral comes in due to concerns around the young persons choices. But then when we get to know these young people, we have to start with how they are feeling because it's all fine and well telling the young person not to do the things they're doing, but when their lives are the way they are they are struggling to cope with stress, so it's about trying to find solutions and supporting the young people to come up with strategies, that's a big part of it, as well as exploring more positive choices to improve their mental health and reduce risk taking behaviours, I do think, the heart of what we do is about equipping young people to make informed choices, it's about what they're doing and raising awareness of the consequences of their actions. It's fundamental to what we're doing.” [Y2K staff]

5. Conclusions

- 5.1. Following a challenging first year of programme delivery where COVID 19 restricted Y2K's access to schools and hampered their ability to engage with young people, the second year has been a success. Demand for CashBack 180 has continually increased, reflecting the growing support needs among young people and the growing awareness and reputation of Y2K across schools and statutory services in Midlothian.
- 5.2. Overall, CashBack 180 is performing strongly against intended outcomes, exceeding all targets in each outcome category. Considering that the CashBack 180 project engages with young people at most risk of disengagement with education or involvement with the criminal justice system, the performance demonstrates the quality and effectiveness of the support provided; and its significance for the young people who participate.
- 5.3. A significant enabler of this is the ability of Y2K staff to quickly develop trusting relationships with young people and provide an environment where they feel safe and able to discuss things openly and honestly.
- 5.4. Y2K are in a strong position as they move into the 3rd year of CashBack 180 delivery with the support offer well established across Midlothian. Staff are confident that they will meet their targets for the number of young people supported across the three years of the programme and expect to meet or exceed outcome targets.
- 5.5. A potential challenge for CashBack 180 is likely to be increasing demand for the support they provide, particularly when combined with the growing complexity of support needs among young people, which often involves further action and activity beyond that funded through the Cashback for Communities programme.