

‘This Lions Quest programme is a perfect substitute for PSHE lessons within schools - it covers all the things that PSHE lessons are supposed to cover but is better because it also incorporates activities and practical sessions that help the young people put what they have learnt into practice. Lions Quest gives them the ‘tools and everything they need.’ – Darrell, Youth Worker, The Avenues

Skills for Adolescence gave me a focus when I was having trouble at school. For a year I attended weekly workshops at my local youth club, Hackney Quest; as a group we talked about peer pressure, family relationships, managing emotions and future aspirations. It was tough, but it helped me think about my behaviour and make changes for the better. Following the programme, I was allocated a mentor and together this support helped me get back on track at home and school.’ – Jay, aged 14 - London

Table of Contents

Background	2
Ambition’s delivery of Lions Quest Skills for Adolescence	2
Methodology	4
Methodological limitations	6
The Impact of Lions Quest Skills for Adolescence	7
Views & Evaluation Form Data	7
Feedback from Youth Workers & Staff.....	11
Conclusions	12
Recommendations	13
Bibliography	14
Appendix I: Questionnaire overview	15
Appendix II: Theory of Change	15



Background

Ambition is a leading national youth charity, reaching half a million young people every year across the UK. We work in 3,500 communities through our network of youth clubs, community projects, housing associations and local authorities. Our innovative programmes improve young people's educational attainment, employability and health & wellbeing by developing confidence, life skills and resilience. Ambition is in a unique position to reach young people, both inside and outside of school, as well as reaching those who, for a variety of reasons, need more targeted provision.

In 2012 Ambition introduced Lions Quest Skills for Adolescence to the UK with the support of the Big Lottery's Realising Ambition Programme – this funding supports organisations in the UK to replicate evidence based programmes that have proven outcomes to support young people fulfil their potential and avoid pathways into offending. Through the funding Ambition piloted delivery of Lions Quest Skills for Adolescence in ten locations across England; delivery of the programme has taken place from October 2012 until March 2016.

Lions Quest Skills for Adolescence (SfA) is a personal and social development programme for young people aged 11-14. The programme is usually delivered in weekly sessions that last for approx. 1-1.5 hours, over an academic year and helps young people to make informed decisions, become an active member of the community, resist peer pressure and develop positive personal relationships; it also encourages young people to resist drug and alcohol usage. Developed in the USA in the 1970's SfA's structured programme has a curriculum, lesson plans and supporting documents covering 7 skills-building units:

- Entering the teen years: the journey of adolescence
- Building self-confidence & communication skills
- Managing emotions in positive ways
- Improving peer relationships
- Strengthening family relationships
- Making healthy choices
- Setting goals for healthy living

SfA has an excellent track record; it is currently delivered in over 90 countries worldwide and to date the programme has engaged over 12 million young people, trained half a million Skills for Adolescence tutors and the curriculum is translated into 35 languages. In addition to the programme being highlighted in the Government's 2011 Allen Review as one of the most effective early intervention models, more recently the Early Intervention Foundation identified SfA as a strongly evidenced social and emotional learning programme.

Ambition's delivery of Lions Quest Skills for Adolescence

Where the programme is traditionally delivered to young people in schools by their teachers, Ambition provided training and resources to youth work professionals to deliver SfA in a combination of schools, youth clubs and youth centres. As far as we are aware this is the first time the programme has been



delivered in the class room by non-teaching staff. Over the last four years Ambition has witnessed a range of positive outcomes for young people and the feedback has been incredibly positive not only from the young people themselves but also from parents, teachers, youth workers and our member organisations who deliver the programme in their local communities.

Through funding received Ambition were targeted to engage 809 vulnerable young people on the programme between October 2012 and March 2016; by March 2016 over 1,000 young people had accessed the programme, exceeding the engagement target by 25%; we have also trained 68 youth workers to deliver the programme and engaged 66 different cohorts of young people; these groups are broken down further:

- 28 Youth Club Groups
- 37 School Groups
- 1 Alternative Education Centre Group (Pupil Referral Unit)
- 30 different schools have engaged in the programme
- 19 different youth clubs/projects have engaged in the programme
- The gender split of participants is generally even with 55% boys and 45% girls engaging

The table below provides a breakdown of the number of young people engaging and completing on the programme:

Engagement channel	Number of participants engaging on programme	Number of participants completing programme	% of completers
Youth Club/Youth Project	419	284	68%
School	597	462	77%
Total	1,016	746	73.42%

In most countries where Lions Quest is delivered the programme is a universal programme delivered to all young people in a school, however due to the nature of the funding Ambition received from the Lottery our delivery was targeted at vulnerable and/or at risk young people; there was one exclusion criteria, set by the funder, and this was participants must not have entered the Criminal Justice System at any point.

Young people who participate on the programme are referred by their teachers or youth workers and are identified as being vulnerable and needing additional support. Feedback from youth workers delivering in schools is that many of the young people are proud to be selected for the programme; they feel they are getting special treatment and are engaging in an activity that isn't available for everyone. Where the programme is delivered in youth clubs the youth workers will target those young people who they feel will benefit from participation; however the very nature of youth clubs and the open access programmes they usually deliver does mean that young people can also refer themselves onto the programme; we would not expect any young person to be excluded from participating. During the four years of delivery none of Ambition's delivery partners requested that young people be included who had entered the Criminal Justice System.



Many of the young people display challenging behaviour and may be having problems integrating into school life. They may have chaotic home lives and often will not have positive role models in the home. These young people often find school and home difficult places to be and over the course of the 1-year programme, Skills for Adolescence enabled them to refocus, re-engage and learn vital skills for getting on in life. Participating schools report that youth workers bring a different dynamic into the classroom and foster an environment where the young people are able to be more open and honest about their experiences and feeling than they might be with a teacher

Ambition has worked with 10 of its member organisations to deliver this project, as follows:

- London Youth
- Berkshire Youth
- Youth Options Hampshire
- Somerset Rural Youth Project
- Essex Boys & Girls Clubs
- Young Gloucestershire
- Safe in Tees Valley
- Warwickshire Clubs for Young People
- Lancashire Association of Boys & Girls Clubs
- Action4 Youth

Each member had agreed engagement targets for each year they were involved in delivery; some had targets for each of the four years of the Realising Ambition funding, whilst others had targets for just one or two years. The engagement targets given were based on numbers agreed between each organisation and Ambition; members were given flexibility to deliver the programme within a school or youth club setting.

It is a requirement of Lions Quest that all staff who deliver SfA must undergo a two-day training course prior to starting delivery; each of our member organisations selected at least two members of staff to undergo training and between 2012 and 2016 we ran three programmes for SfA tutors. The training to youth workers was delivered by a Lions Quest Master Trainer and once trained; youth workers received a set of the SfA Resources and were able to start delivery in the classroom and/or youth club.

Throughout the four years of delivery Ambition's Head of Business Development has managed and overseen the performance of each member organisation and during the first two years of the funding Ambition's Training Manager oversaw the front line delivery. All trained staff have had regular site visits and observations to monitor the quality of their delivery and regular partnership meetings have taken place where staff can share good practice and discuss any issues or challenges they have faced with their delivery.

Evaluation Methodology

At the outset of the Realising Ambition funding Ambition worked with the Social Research Unit to develop an outcomes framework/evaluation plan for our delivery. The SRU had already produced an outcomes framework for the Realising Ambition programme and based on this and existing evaluation and research of the programme from other countries, including the US, the outcomes we measured were identified. The outcomes identified were:

- Improved engagement with school and learning
- Improved behaviour
- Improved relationships



A number of indicators were then selected to measure these outcomes; each indicator of the Realising Ambition Outcomes Framework had a corresponding questionnaire (See Appendix 1 for examples of the questionnaires used). The questionnaires were selected by the SRU and were intentionally brief. All questionnaires are standardised, meaning they have been extensively tested and proven to be reliable and valid measurement tools. The indicators we used to measure the outcomes are listed below and the full set of questions and sources is included in the appendix.

- Improved commitment to school
- Improved academic confidence
- Improved perception of the risk of drugs
- Improved peer relationships
- Reduced aggression and misbehaviour

The questionnaires are completed by young people at engagement on the programme (questionnaires are generally completed for the first time in the first one or two sessions of the programme) and again at the end of the programme (this is generally completed during the final session of the programme). Young people are required to complete 70% of the sessions to be classed as a programme completer, however non-completion of questionnaires may happen if the young person is not present at the session when their group completes the questionnaire for the second (and final) time. The results are uploaded to Substance Views, which then provides us with a range of statistical data regarding the difference in the answers.

Some young people have also completed an end of programme evaluation form, which again is generally completed during the final session of the programme; this has been designed and used for in-house purposes but provides useful insights into how well the programme has been going. Questions broadly cover the different aspects of the programme ranging from overall enjoyment to a more specific focus on the three target outcomes – improved engagement with school and learning, improved behaviour and improved relationships. What is useful about the evaluation form is we can begin to distinguish between delivery in schools and youth clubs – whether one setting has been more successful than the other. In addition, we are also collecting a range of qualitative data such as case studies and feedback from schools, parents and the young people themselves.

The table below provides a breakdown of the number of young people who have completed the questionnaires at engagement and completion of the programme:

Questionnaire Name	Number Questionnaires completed at engagement	Number of Questionnaires completed at programme end	% of questionnaires completed twice
Increased Commitment to School*	265	190	72%
Improved academic confidence*	240	169	70%
Reduced aggression and misbehaviour**	193	122	63%
Improved Peer Relations***	959	603	63%
Improved perception of drug risk***	958	605	63%
Programme Evaluation Form****	N/a	427	n/a



There are large variances in the numbers of questionnaires completed and the reasons for these are as follows:

- * Ambition requested partners start using these questionnaires during the 3rd year of delivery and only for schools groups
- ** This questionnaire was voluntary and only completed by a few groups
- *** These two questionnaires were mandatory for all young people to complete from the outset of delivery
- **** The programme evaluation form has been completed by approximately 50% of the young people participating

All delivery partners were provided with a guide to collecting questionnaire data on Views. This guide was produced by the SRU and Substance (who developed and own the Views platform). This guide included information on gaining consent from the young people and their parents to hold and use the data collected, how to administer the questionnaires to young people, uploading the data onto Views and generating questionnaire statistics.

Working with those staff from our member organisations involved in the delivery of the programme Ambition has also developed and produced a Logic Model and narrative for the programme and more recently we have also produced a Theory of Change, which shows the causal links between our outcomes and activities. This Theory of Change can be seen Appendix II.

Methodological limitations

As in all research, there are a whole range of biases that can affect a study – from question wording and participants’ response biases to how the researchers analyse and report the findings. Below we list the biases that we think are especially relevant to the SfA programme, together with a few additional limitations that were placed on the programme

- Lack of time to trial questionnaires: surveys were suggested by SRU, but could not be trialled with participants before the programme started. It turned out that the questions regarding drugs and alcohol were insufficiently age-appropriate and youth workers felt some of the questions were inappropriate for the age range of young people participating
- Validated and unvalidated tools: the pre-post questionnaires suggested by SRU are validated tools. The evaluation form on the other hand was developed by Ambition. Although the questions were worded with care, the tool has not undergone testing for validity and reliability. In addition, the evaluation form is only filled in at the end of the project, which can lead to a range of biases, such as social desirability bias (wanting to answer in a way that is “right”) when being asked directly whether they think the programme did something positive.
- Self-report: all our quantitative data is based on participants’ self-report, rather than neutral measures (such as school attendance rates) or observer ratings (eg from youth workers). We are still aware that the participants are young and there is a risk that they do not fully understand the questions or understand them differently before and after the programme. A risk with self-report is also over-confidence, especially at the start of the programme, which could lead to an underestimate of impact in the analysis.
- Differences in local implementations: although there was clear guidance on key implementation criteria for the programme, delivery partners still had scope to adjust the programme to their specific groups. This is generally desirable, but could lead to the projects having more focus on some outcomes than others, making it less appropriate to lump all participants together.



- Attrition bias: it is possible that there is a correlation between those people who didn't complete the programme or the follow-up survey with those who benefited least from the programme. This could for example be because of generally lower attendance and/or low commitment. Therefore the results would be reporting mainly on those participants who did benefit, which would positively skew the results.
- Lack of experience using Views: programme staff only have limited experience of using Views and as a result were unable to export questionnaire data to further review and analyse the pre/post questionnaire answers and undertake further tests, such as T-Tests, which would help determine if the difference in answers is statistically significant.
- Lack of experience in outcome measurement practice: when Ambition received the funding in 2012 their knowledge and experience of outcome measurement was limited and as a result we have only used the outcome measurement tools provided by SRU (questionnaires); in hindsight Ambition would have used a variety of tools to gather data providing a more robust picture of outcomes achieved.

The Impact of Lions Quest Skills for Adolescence

We believe that SfA has had a positive impact on the young people who have engaged on the programme and we can draw this conclusion based on the feedback we received from our member organisations and the SfA tutors, as well as from the pre and post questionnaire data gathered on Views and the responses from the programme evaluation form. Ambition has recently been working with a Research Student, through the Centre for Youth Impact and Project Oracle, to help us analyse and interpret the data and information we have gathered. Below is summary of our findings.

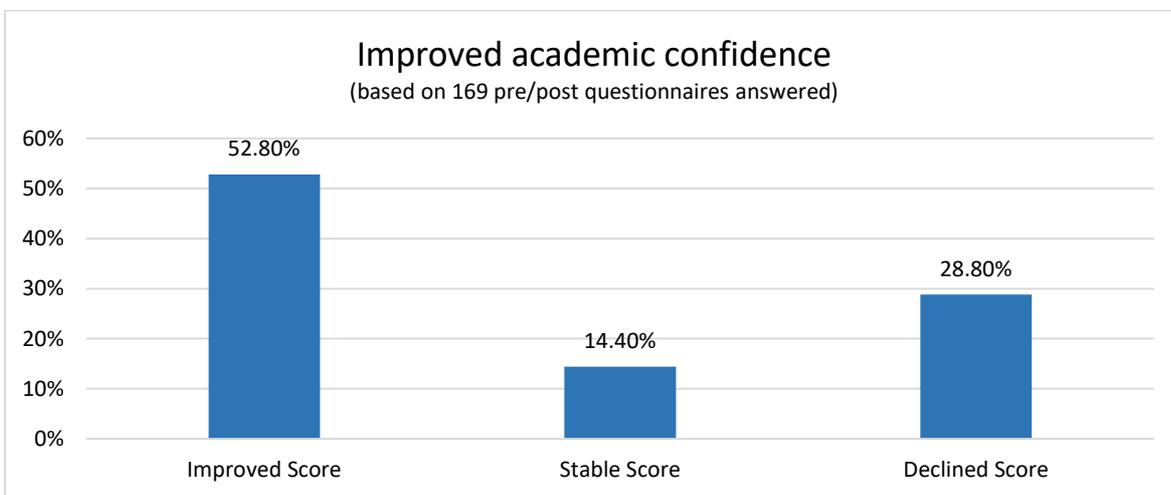
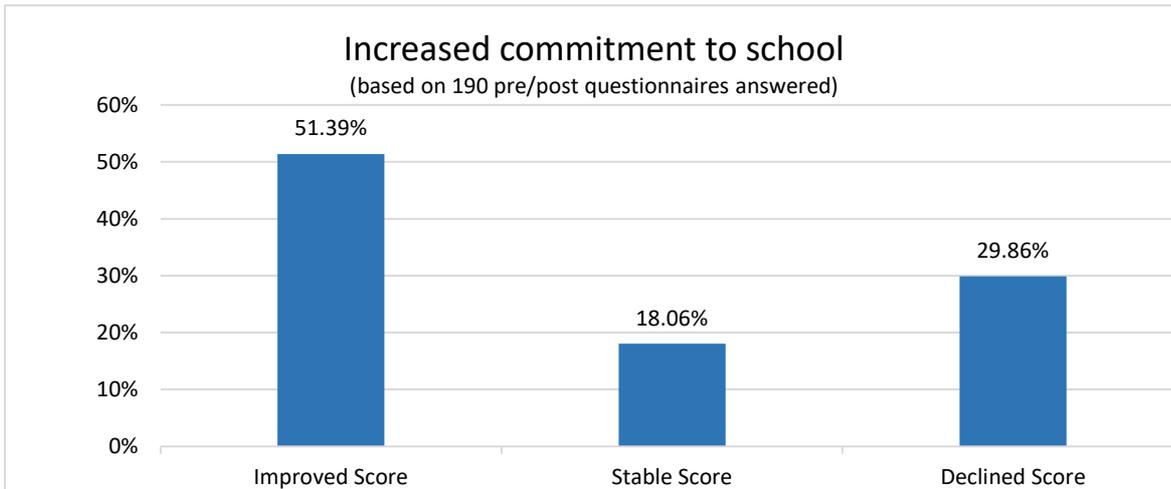
Views & Evaluation Form Data

The current data on Views provides us with a limited picture of how successful the programme has been due to a drop in the numbers of young people completing the 'post' questionnaires in comparison to those completing the 'pre' questionnaire. This is likely due to some young people not completing the programme or not being present at the session when the final questionnaire was completed. It is also worth noting that approximately 120 young people were still participating on the programme at the time the analysis data was reviewed and therefore the young people will not yet have completed the second questionnaires or the evaluation questionnaire.

However, we are able to reinforce the data collected so far, using information gathered from the evaluation form and wider literature on youth engagement, as well as through speaking to the partners who have delivered the programme.

The first set out outcome data we have from Views, focuses on **improved engagement with school and learning**, as follows:





These results are reinforced by data from the evaluation form that shows us that:

- Over 65% of young people completing SfA in schools believed it had helped them to improve their attitude towards school compared with almost 60% in youth clubs.
- More than half of all respondents suggested the programme helped them to improve their grades in school and this may suggest a link between an improved attitude towards school with an overall increase in grades. The programme ties the two nicely while fostering the young person's social engagement.

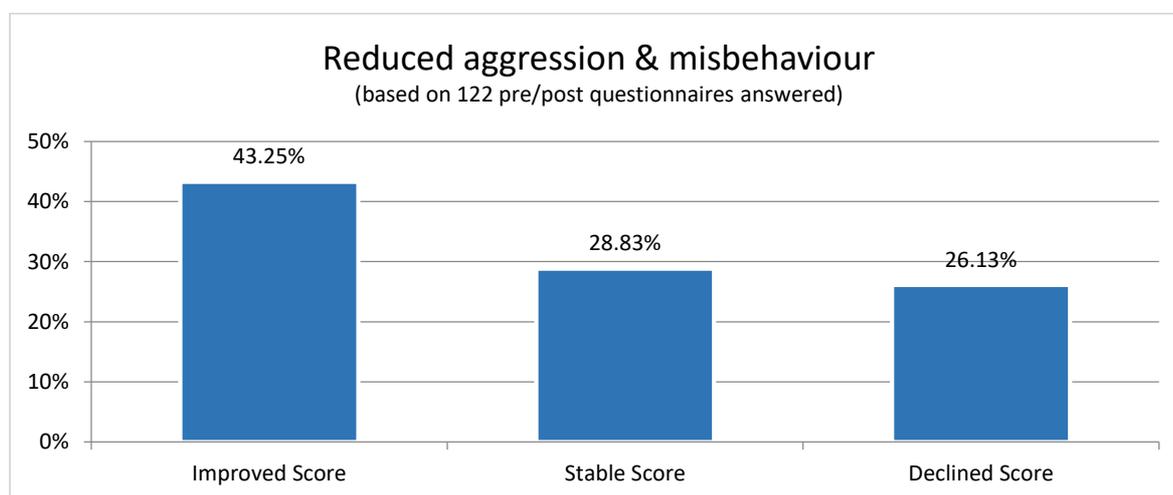
This result shows us there is a positive relationship between completing SfA and improved engagement with school and learning:

- According to research by Dotterer and Lowe, 'school engagement is an important predictor of academic achievement. For students without previous achievement difficulties, both psychological engagement (which encompassed affective and cognitive components of engagement) and behavioural engagement were significantly related to academic achievement' (2011: 1657).



- SfA focuses on activities that help young people to manage emotions and improve their social skills through guided curriculum and open discussions. This coincides with the academic year and helps young people to build upon their social skills outside of the classroom while reinforcing their in-class learning.
- Research by the Young Foundation suggests that programmes that focus on ‘young people’s underlying social and emotional capabilities’ in this way are more likely to see young people succeed in later life (McNeil, et al, 2012: 4).
- Those youth workers who deliver the programme suggest that young people get a lot out of the group discussions – it being considered a ‘safe’ space beyond the classroom environment, independently of whether SfA was being delivered in a school or youth club.

The next set of questionnaire data is focussed on **improved behaviour**. The data collected for this outcome set use a ‘threshold’ scale that show whether participants have ‘normal’, ‘borderline’ or ‘abnormal’ results. This scaling is based on the measurement used by the questionnaire source – SDQ (a strengths and difficulties questionnaire that takes an average based on a UK-wide population survey).



The above tells us SfA has had a positive effect on a young person’s levels of aggression and misbehaviour with over 40% of young people showing an improved score. If we look at the threshold scores specifically, we can also see that there has been an increase of 10.62% in the ‘normal’ threshold among the participants (from 49.74% pre questionnaire to 60.36% post questionnaire). This means that the programme has developed the young people’s emotional skills and they are now no longer considered borderline or abnormal in comparison to the average (UK).

The evaluation form data also gives us a similar outlook

- The programme is designed to get young people to reflect upon certain things – one being themselves which includes their behaviour and levels of aggression. The evaluation form data tells us that over 74% of the respondents felt that SfA helped them learn ‘Loads’ or ‘Quite a lot’ about themselves.



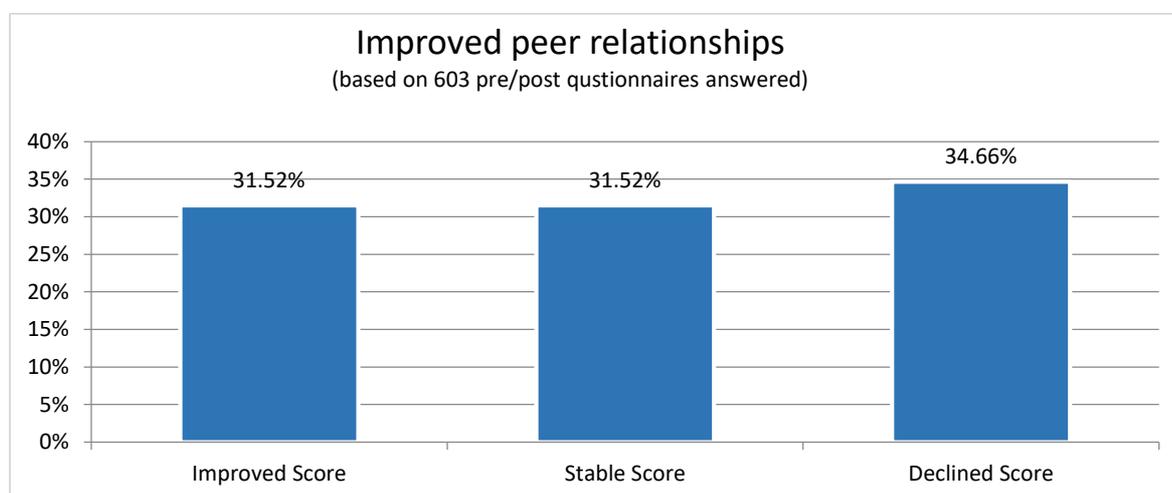
Wider literature also suggests that many teachers find it difficult to handle classroom disruptions caused by students who cannot regulate their impulsive tendencies and emotional reactions effectively, or who cannot sustain the motivation for studying' (Lopes et al, 2012: 711). They go on to say 'appropriate emotion regulation is thought to contribute to social, emotional, and academic adaptation' when making the transition between primary and secondary school (Lopes et al, 2012: 712). Therefore, programmes that help a young person to develop these skills will benefit not only how that person manages their in-class learning but also their ability to adapt to change. SfA targets students at the age where these issues are very relevant.

Through Ambition's work with SRU it was also recommended that we measure young people's improved perception of drug risk, and through that questionnaire we have gathered the following results (based on 605 pre/post questionnaires completed):

- 46.33% improved score
- 23.06% stable score
- 23.27% declined score

Although the results indicate there is an increase in young people's perception of drug risk after consultation with youth workers delivering the programme, it is felt that this questionnaire is not appropriate for the age range of young people participating on the programme and therefore the results for this outcome are unreliable.

The final set of outcome data we collected for this programme focusses on **improved relationships** and, with the indicator used being improved peer relationships. Here we can see the following results:



The results show an even distribution between improved, stable and declined scores and shows less of an improvement than the results of other categories. Yet, when comparing this set of results to that of the evaluation form data, we can see a difference in the way that young people have answered questions relating to relationships.



- Over 78% of respondents said they felt SfA had helped with their friendships either 'Loads' or 'Quite a lot', with no substantial difference between school and youth clubs.
- SfA focuses more generally on relationships with other people and according to the evaluation form data, 83.9% of young people answered 'Loads' or 'Quite a lot' to the question 'During your time on the programme, how much did you learn about your relationships with others?'
- Generally, we see more positive results coming from the evaluation form data, suggesting the Views data does not present a complete picture of how the young people felt about the programme in respect of friendships and other types of relationships.

The reasons for the difference between the questionnaire data on Views and evaluation form data could be:

- Understanding of what peer relations means – compared to understanding friendships more generally. Questions that ask a child whether other people their own age generally like them are harder to answer than if you ask them whether the programme helped with friendships more generally. Research on childhood social development has shown that peer acceptance or rejection is perceived as a child's relational 'status' in peer groups whereas friendships are viewed as voluntary and dyadic forms of relationships that often embody a positive effective tie.

In their feedback, the delivery partners have shed light on this issue, explaining that throughout the programme the young people become wiser as to what a friend actually is. The open discussions allow the young people the freedom to explore different issues relating to friendships. Ultimately they are coming to terms with the fact that not everyone will be their friend, understanding the differences between peer relationships and friendships as well as their own status within those groups. SfA helps young people to reflect upon things, such as whether somebody is a true friend or just an acquaintance, and therefore helps with their general learning about peer relations which can alter how they answer the pre and post questionnaires.

Furthermore, the programme is targeted at an age group that is going through many transitions – primarily between primary and secondary school. As a result, one would expect a more nuanced perception of peer relationships. One SfA tutor suggested that this transition could potentially impact upon a child's perception of friendships as they perhaps lose some along the way. As such, the context in which SfA is delivered and its impact on perceptions regarding friendships should be taken into consideration. That said, the programme helps young people to reflect upon their relationships with people their own age and understand friendships better.

Feedback from Youth Workers & Staff

In addition to the Views and evaluation form data we also wanted to gather feedback and evidence from colleagues who are delivering the programme. We held a small focus group meeting with staff and youth workers from those member organisations delivering the programme to young people on a regular basis; this group included five youth workers from five of the ten delivery partners. We asked the group to brainstorm what they thought was the 'magic' of the SfA programme, and what is needed for successful completion of the programme. The feedback gathered includes:



- The right people delivering the programme and the right young people on it - it was suggested that youth workers are a more appropriate SfA tutor than a teacher because young people feel they can be more open and there is less of a divide between the young person and the youth worker. Many young people who have engaged on the programme do not enjoy school, so work better with an independent tutor.
- The programme offers an opportunity for young people to engage in issues that aren't covered by the national curriculum. Topics covered relate to real life experiences and the programme offers young people a comfort environment to talk freely about these issues.
- The length of the programme allows youth workers to build trust and ensure all young people become involved in group discussions.
- Time for group discussions is really important, enabling young people to open up and relate to each other.
- Young people generally believe that participating on SfA is a privilege and feel good because they have been chosen to do it.
- In a youth club setting the programme is linked to other activities which allow the young people to connect with the outside community and get involved in more opportunities than they would otherwise.
- Comparing the experiences of running the programme in youth clubs and schools, there has been more of an issue with attendance and commitment in the youth club setting than in the school setting. This is likely due to attendance being compulsory through schools, whilst the very nature of youth clubs offering 'open access' provision means young people have more choice about their attendance.
- Consistency is key to programme success and as such youth workers agreed that when delivering the programme good behaviour should be reinforced and trust between the group and the SfA tutor needs to be fostered and maintained at all times.
- Delivery works well when the sessions with young people are split into two or three stages and examples of where this has been successful include starting with the SfA units/curriculum, followed by a group activity such as cooking or sports etc; this is harder to achieve in a school setting, where youth workers have limited time and resources for delivery. However, where engagement in youth clubs is harder to maintain the split helps create the right environment for the young people and keeps them focussed and interested. It is also important that sessions relate to their own lives – so as a basis for discussion – to be used flexibly. This way the programme can be adapted to specific needs.

Conclusions

The Lions Quest Skills for Adolescence programme has enabled over 1,000 young people to participate in the UK in the last four years and from the outcome data and evidence we have collected we can conclude the programme has had a positive impact on those young people. The programme has also seen positive outcomes for the staff involved in delivery, their own organisations and to Ambition itself.



From the data we have collected we can see that SfA has improved young people's engagement with school and learning, their behaviour and their relationships. However, we do not have strong evidence to show that these changes can be solely attributed to the Lions Quest Skills for Adolescence programme. When reviewing the data we gather, we must also take into consideration that young people participate in many different activities, both inside and outside of school, and will be influenced by many different people in their life, all of which will contribute, both positively and negatively, to their outcomes. We will only be able to firmly attribute changes in these outcomes to SfA if we undertook a control group or randomised control trial. From both the quantitative and qualitative data gathered we do however have good reason to believe that SfA has positively contributed to the lives of our participants, helping many to improve on the target outcomes of improved engagement with school and learning, improved behaviour and improved (peer) relationships.

We are pleased to report that this programme also supported staff to improve their professional development, and the training they received through this programme has provided them with additional skills and resources that they now utilise across all areas of their work.

Likewise, delivery of this programme has enabled Ambition's member organisations to increase their own capacity, not only with the local schools, but also with other partners and stakeholders. Ambition is pleased to report that several of our member organisations, who have been involved in the delivery of this programme in schools, are reporting that those schools (and others) have approached them about delivering other projects and activities alongside the SfA programme. Their delivery has increased their profile in the local communities in which they work and has enabled them to develop other partnerships and secure additional funding for other programmes and activities.

Delivery of the programme has also had a hugely positive impact on Ambition itself. Though the success of the programme we have seen to date we have secured the UK licence (from the USA) to continue delivery of the programme until 2018; this licence agreement means Ambition will be the only organisation able to deliver the programme in the UK. The continuation of the licence has provided us with the opportunity to develop a licence model for local delivery, which we are now able to promote to our members. This will be a new way of working for Ambition and will support us and our members to become more sustainable and will lessen the need to rely on grant funding to continue delivery. The successful delivery has also helped us raise our profile amongst other youth organisations, funders and commissioners.

Recommendations

1. Review pre/post questionnaires used for collection of outcome data. For future delivery ensure questionnaires measure outcomes that have been identified in the Theory of Change rather than the outcomes identified by SRU at the outset of delivery of this programme.
2. Review how Views is set up to collect and record participant data and ensure that the data collected can be broken down by engagement type (ie school or youth club setting) so that we can start to analyse if there are different outcomes for different delivery settings.



3. Continue to progress licence model plans for future delivery; thus providing sustainable financial model for Ambition and Ambition members
4. Seek further funding to enable us to pilot and test a licence model approach with our members for future delivery of SfA
5. Explore viability and costs of undertaking a randomised control trial in the future; this will help to evidence attribution of the outcomes to the SfA programme
6. Continue to gather range of outcome data and evidence to develop and grow the evidence base on the impact of Lions Quest Skills for Adolescence

Bibliography

- Burton, C. (1986). 'Children's peer relationships'. *ERIC*. Available from: <http://files.eric.ed.gov/fulltext/ED265936.pdf>
- Dotterer, A. and Lowe, K. (2011). 'Classroom Context, School Engagement, and Academic Achievement in Early Adolescence'. *Journal of Youth and Adolescence*. 40(12). Pgs. 1649-60
- Ladd et al (2011). 'Children's interpersonal skills and school-based relationships'. In: Smith, P. and Hart, C. (2011). *Handbook of childhood social development*. 2nd ed. Wiley-Blackwell: Chichester, West Sussex. (e-book).
- Lopes, P. et al. (2012). 'The Role of Knowledge and Skills for Managing Emotions in Adaptation to School: Social Behaviour and Misconduct in the Classroom'. *American Educational Research Journal*. 49(4). Pgs. 710-742
- McNeil, B. et al (2012). *A framework of outcomes for young people*. Available from: <http://youngfoundation.org/wp-content/uploads/2012/10/Framework-of-outcomes-for-young-people-July-2012.pdf>
- The Young Foundation. (2013). *Scoping a quality framework for youth social action: The campaign for youth social action*. Available from: <http://youngfoundation.org/wp-content/uploads/2013/08/Scoping-a-Quality-Framework-for-Youth-Social-Action-FINAL.pdf>
- Social Research Unit, (2012). *Realising Ambition Outcomes Framework: Guidebook for Organisations*. <file:///C:/Users/User/Downloads/RA%20Outcome%20Guidebook%20v1.0.pdf>



Appendix I: Questionnaire overview

Pre/Post Questionnaires

Below are the questionnaires young people were asked to complete at engagement and completion of the Lions Quest Skills for Adolescence Programme. The questionnaires were selected by the Social Research Unit, who supported Ambition to identify the outcomes and outcome indicators we would measure for the programme (please see the Evaluation Methodology section for more information about this).

Increased Commitment to School - Source: CTC, SRLCS (4 point scale)
How often do you feel that the school work you are given is meaningful and important? <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Almost Always <input type="checkbox"/> Don't know
How interesting are most of your school subjects to you? <input type="checkbox"/> Very Interesting <input type="checkbox"/> Quite Interesting <input type="checkbox"/> Fairly Boring <input type="checkbox"/> Slightly Boring <input type="checkbox"/> Very Boring <input type="checkbox"/> Don't know
How important do you think the things you are learning in school are going to be for your later life? <input type="checkbox"/> Very Important <input type="checkbox"/> Quite Important <input type="checkbox"/> Fairly Important <input type="checkbox"/> Slightly Important <input type="checkbox"/> Not at all Important <input type="checkbox"/> Don't know
Now, thinking back over the PAST 6 months in school, how often did you...
...enjoy being in school? <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Almost Always <input type="checkbox"/> Don't know
...hate being in school? <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Almost Always <input type="checkbox"/> Don't know
...try to do your best work in school? <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Almost Always <input type="checkbox"/> Don't know

Improved Academic Confidence – Source Midgley et al, 2000 (5-point scale)
Please answer each question on a 1-5 scale, with '1' meaning 'not at all true', '3' meaning 'somewhat true' and '5' meaning 'very true'. Your answer may fall somewhere between these points (2 or 4)
I'm certain I can master the skills taught in class this year. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Don't know
I'm certain I can figure out how to do the most difficult class work. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Don't know
I can do almost all the work in class if I don't give up. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Don't know
Even if the work is hard, I can learn it. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Don't know
I can do even the hardest work in this class if I try. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Don't know



Reduced Aggression & Misbehaviour – Source SDQ (3 point scale)

Please think about things have been for you over the past 6 months....

I get very angry and often lose my temper.

 Not true Somewhat true Certainly true Don't know

I usually do as I am told.

 Not true Somewhat true Certainly true Don't know

I fight a lot. I can make other people do what I want.

 Not true Somewhat true Certainly true Don't know

I am often accused of lying or cheating.

 Not true Somewhat true Certainly true Don't know

I take things that are not mine from home, school or elsewhere.

 Not true Somewhat true Certainly true Don't know**Improved Perception of Drug Risk – Source Unknown**

How much do you think people risk harming themselves (physically or in other ways) if they...

...smoke one or more packs of cigarettes per day?

 No risk Slight risk Moderate risk Great risk Don't know

...smoke one or more packs of cigarettes per day?

 No risk Slight risk Moderate risk Great risk Don't know

...try marijuana once or twice?

 No risk Slight risk Moderate risk Great risk Don't know

...smoke marijuana regularly?

 No risk Slight risk Moderate risk Great risk Don't know

...drink one or two alcoholic drinks nearly every day (e.g. beer, wine or spirits)

 No risk Slight risk Moderate risk Great risk Don't know**Improved Peer Relationships – Source TIP**

How many friends do you have who you can talk to about your problems?

 None 1 2 3 4 5 6 7 8 9 10 More than 10 Don't know

How many friends do you have who would help you when you need it?

 None 1 2 3 4 5 6 7 8 9 10 More than 10 Don't know

Please think about how things have been for you over the past six months.....

I would rather be alone than with people of my age.

 Not true Somewhat true Certainly true Don't know

I have one good friend or more.

 Not true Somewhat true Certainly true Don't know

Other people my age generally like me.

 Not true Somewhat true Certainly true Don't know

Other children or young people pick on me or bully me.



<input type="checkbox"/> Not true	<input type="checkbox"/> Somewhat true	<input type="checkbox"/> Certainly true	<input type="checkbox"/> Don't know
I get along better with adults than with people my own age.			
<input type="checkbox"/> Not true	<input type="checkbox"/> Somewhat true	<input type="checkbox"/> Certainly true	<input type="checkbox"/> Don't know

Evaluation Form

Below is the Lions Quest Skills for Adolescence Participant Evaluation Form, which young people were asked to complete at the end of the programme; this has been designed and used for in-house purposes and is used to evaluate young people's satisfaction; it also provides useful insights into how well the programme has been going.

Please answer the following questions about your time on the Lions Quest Skills for Adolescence Programme (please tick or circle the box that matches your answer best)

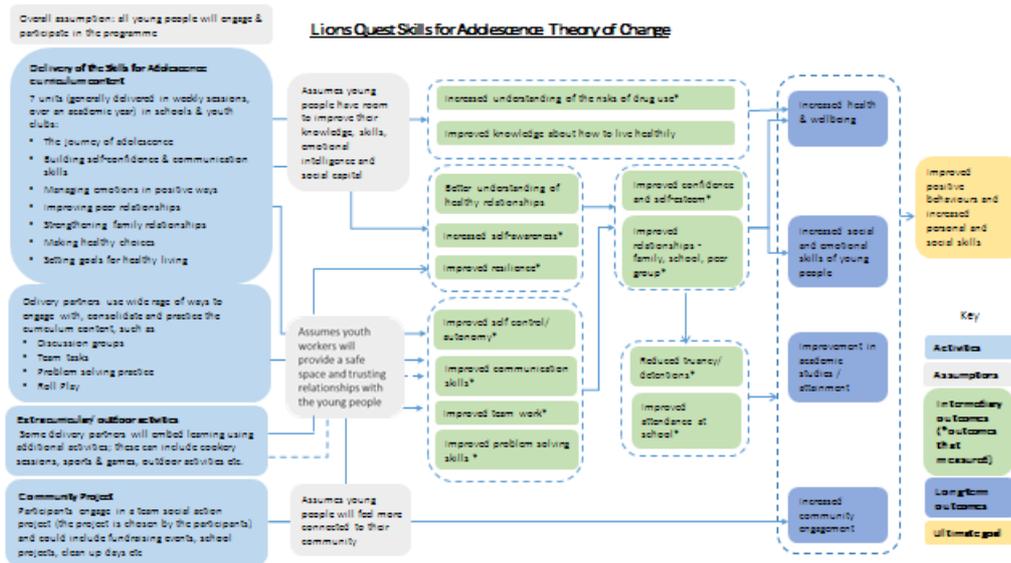
1. How enjoyable was your experience on the programme?	Not at all	Not Very	Quite a lot	Very
2. How useful or helpful did you find the programme?	Not at all	Not very	Quite a lot	Very
3. During your time on the programme how much did you learn about yourself?	Nothing	Not much	Quite a lot	Loads
4. During your time on the programme how much did you learn about relationships with others?	Nothing	Not much	Quite a lot	Loads
5. How much did the programme help with your confidence?	Not at all	Not much	Quite a lot	Loads
6. How much did the programme help with your relationships at home?	Not at all	Not much	Quite a lot	Loads
7. How much did the programme help with your friendships?	Not at all	Not much	Quite a lot	Loads
8. Do you think participating on the programme has helped to improve your attitude to school?	Not at all	Not much	Quite a lot	Loads
9. Do you think participating on the programme has improved your marks/grades in school?	Not at all	Not much	Quite a lot	Loads
10. How would you rate the support your Lions Quest Skills for Adolescence tutor gave you?	Poor	OK	Good	Really good
11. Would you recommend Lions Quest Skills for Adolescence to your friends?	Yes		No	
12. Where did you complete the Lions Quest Skills for Adolescence programme?	School		Youth Club	

If you completed this programme through your Youth Club, please answer the following questions:

13. How important is your youth club to you?	Not at all	Not very	Quite	Very
14. Would you recommend your youth club to other young people?	Yes		No	
15. Do you think youth clubs help keep young people out of trouble?	Yes		No	



Appendix II: Theory of Change



Please note that outcomes identified in this Theory of Change reflect the outcomes that we feel the programme achieves, rather than the outcomes we have measured through the Realising Ambition funding.

