Learning Report
Getting Ready

2013 - 2014

London **you**th

Contents

Foreword

We are delighted by our first ever process and impact data. Since 2009, we have been encouraging young people to get involved in sports delivered through their local youth club. We have seen young people trying new sports for the first time and return each week because they loved it. We have also witnessed young people with increased confidence and a new-found willingness to progress into other activities – sporting or otherwise in their local community. We have collected case studies to demonstrate individual journeys through our programme, and have been able to prove that young people enjoy being part of our programme by the 87% retention rate. But what we have never been able to do, until now, is prove that our programme significantly contributes to an increase in young people's personal and social competencies in a meaningful way.

Working with 100+ youth clubs across London, located in some of the most disadvantaged wards in the country, our programme continues to attract non-sporty young people to get involved. Last year, we engaged over 3,000 young people in regular sport and 43% of these were doing no sport outside of school. And many of these young people were disengaged from school and not accessing sports at all – and certainly couldn't afford to pay leisure centre or membership club fees.

Our aim has always been that our programme offers a high quality sports experience, delivered in a safe and non-intimidating environment – and somewhere young people choose to be. In doing so, and making the programme free, we aim to eliminate as many of the barriers to participation as possible and also deliver tailored programmes aimed to attract young women, young people with disabilities and those young people who face specific barriers due to cultural issues which is also an area we would like to expand in future. We are delighted that the results of our process surveys seem to support that we are achieving these aims.

So, yes the results are very encouraging but we are aware that this is the start of a longer learning journey. The process to collect the data was a challenge and young people and youth workers were initially reluctant to complete, 'yet another questionnaire'. As such, our sample size for impact data was below 10%. We are determined to increase this, and having been able to share these hugely positive results with our individual youth clubs, who can in turn use for their own benefit, we are certain that the return rate will increase considerably over the next year and we will be able to demonstrate even better results for our young people.

Zoe Mellis
Head of Sports Development

1. Key learning

We learned that young people join Getting Ready with a variety of expectations. Primarily to have fun, and to learn new sport skills; they also expect to get fit and healthy, and make friends. We observed that by the end of the programme, the young people sufficiently satisfied with Getting Ready were 55% more than the ones who were not (55% overall net satisfaction score[1]). A very positive score that demonstrates quality of interventions.

In particular, we learned that satisfaction with development of long-term goals, (Development), quality of relationships with staff (Engagement), and overall sense of enjoyment (Experience) are Getting Ready's strong components of process. Females had slightly better satisfaction levels than males. The 8 to 11 year olds had better satisfaction levels than the 12 to 16s or the 17 to 21s.

We also observed that by the end of their sports programme beneficiaries changed their emotional and social capabilities significantly, but less so in the case of Social Competence (Agency). The overall effect size (magnitude of change) was 0.47. Based on Neil (2007), change was moderate to strong. It is worth noting that 70% of participants reported 18% positive change across all emotional and social capabilities.

Our LEQ findings were statistically significant, and we can generalise to all Getting Ready participants. In particular, we discovered that after the end of Getting Ready:

- Confidence & Agency
58% of young people reported 20% positive change on their Self-Confidence, and 33% reported 20% change in Social Competence (not statistically significant)

- Relationships & Leadership
66% of young people reported 18% positive change on their Task Leadership, and 60% reported 14% change in Active Initiative

- Resilience and Determination
63% of participants reported 19% positive change on Achievement Motivation

We also observed the following unexpected outcomes:

- Planning & Problem Solving
70% of participants reported 20% positive change on Time Management

- Creativity
61.5% of participants reported 16.5% change on Intellectual Flexibility

- Managing Feelings
64% of participants reported 17% change on Emotional Control

Recommendations

London Youth should continue to invest in Getting Ready's intervention model - enabling youth organisations and practitioners to deliver high quality sport interventions.

Getting Ready should explore what practices result in high satisfaction by collecting qualitative data. We need to build on our assumptions and find out why young people are satisfied with the programme.

As yet, the change in emotional and social capabilities observed at the end of Getting Ready can not be attributed solely to the interventions. To better understand this, Getting Ready should use control groups in its evaluation design and plan.

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[1] See page 11 for an explanation of Net Satisfaction Score

2. Getting Ready and London Youth Overview

London Youth has been organising sporting events and competitions at the grassroots level for young Londoners for over 100 years. Getting Ready is London Youth's sports development programme, and it was launched in June 2009. The programme was initially delivered in East and Central London. Funding from Sport England and the Greater London Authority's Mayor's Legacy Participation Fund allowed the opportunity to sustain this in 2013/14 and expand the programme's work into West London.

London Youth's mission is to support and challenge young people to become the best they can be. The vision is that all young Londoners access a wide range of high quality opportunities for learning and fun, beyond family and formal education, building strong trusted relationships with adults and their peers; leading to broadened networks and increased confidence, character and skills.

London Youth delivers its mission through four strategic objectives - Opportunity, Membership Development, Voice and Best We Can Be. Getting Ready is helping London Youth to achieve its first strategic objective, "Creating a broad and inclusive range of opportunities for young people (with and through our members) that improve their all round confidence, character and skills".

Getting Ready sits within London Youth's strand of operations called 'Opportunity', alongside Hindleap Warren Outdoor Education Centre, Woodrow High House and Swim School, Youth Social Action and employability programmes targeting young people.

All Opportunity programmes - Getting Ready included - have their own theories of change (Journeys of Change) that predict the programme's impact on participants. Complementing the emotional and social capabilities identified in the theories of change, all Opportunity programmes have also identified the two following process outcomes:

- Young Londoners access high quality opportunities
- Young Londoners achieve and have fun, beyond family and formal education

Following London Youth's evaluation policy, this Learning report presents key findings from Getting Ready's process and impact evaluations.

3. Getting Ready's Journey of Change

Getting Ready staff developed a Journey of Change that identifies a long-term goal, short-term outcomes, interventions, causal links and assumptions. Getting Ready's Journey of Change sits within the broader Journey of Change for all London Youth's Opportunity Programmes.

Getting Ready's goal is that young people develop a life long love of sport. By instilling a love of sport, we believe that young people will develop sustained sport participation, The programme aims to deliver the following short-term outcomes - emotional and social capabilities: improved resilience and determination, increased confidence and agency, improved leadership and relationships, and increased communication. Getting Ready also strives to achieve process outcomes - accessing high quality opportunities, and achieving and having fun beyond family and formal education.

Programme staff used the Catalyst outcomes framework to define predicted emotional and social capabilities. In addition, staff used Opportunity's Journey of Change to define process outcomes.

4. Getting Ready's Intervention Model

Getting Ready's Intervention Model (see Appendix), demonstrates how the programme staff (agents of change) are intervening in young people's (targets of change) lives while taking part at Getting Ready. It shows the four main components that constitute their actual interventions -

Providing Information and Skills, Enhancing Resources, Removing Barriers and Learning. A list of activities (elements) supports each component of the intervention. Finally, the model highlights the issues, protective and risk factors that Getting Ready's targets are experiencing.

Getting Ready employs London Youth's intervention model structure.

▸ Participants

Getting Ready's staff - are targeting the following specific populations:

- Young people attending youth clubs, 8 to 25 years old who do not participate in sport
- Youth practitioners and managers

▸ Issue, protective and risk factors

Getting Ready's staff developed interventions to address the following issues in their targets' lives and environments; young people from low economic backgrounds, with low educational attainment, and not in the labour market do not participate in sport or physical activities. In addition, community embedded small youth organisations and youth workers do not have the capability or skills to deliver sports efficiently.

Programme staff also considered the risk and protective factors that may be partially responsible for the above issues or even the desired outcomes. Although young people want to actively participate in sport and physical activities, the fact that they live in disadvantaged areas of the capital with lack of facilities, equipment, and trained coaches makes it much harder. Disability, gender and cultural / religious barriers constitute additional risk factors. Getting Ready staff also acknowledged that despite the fact that youth workers agree in principle with the value of sports and physical activity, in reality they do not have the appropriate skills to be community sport coaches.

▸ Recruiting participants

Getting Ready does not charge a fee for participation. Getting Ready's Sports Development Officers recruit youth clubs across London Youth's membership. Youth clubs will also be referred to the programme by London Youth's programme teams. For example, when a Youth Action Officer is visiting or working with member youth clubs across London, he or she will talk about and suggest participation with Getting Ready.

Youth workers working for a Getting Ready youth club will then recruit from young people attending the club.

▸ Interventions

Getting Ready's interventions are targeting young people and youth workers

- Young people

Getting Ready provides information and skills by giving young people the opportunity to either participate or train. Young people attend taster sessions and then they chose their 'sports offer' from Getting Ready's sports development programme. Young people can follow two routes:

Participation route: Taster sessions, weekly sports programmes, weekend residentials and access to external opportunities, structured competitions and progression pathways

Training route: Information about training options, deliver training courses, and residential training weekends. Delivery of National Governing Body accredited coaching qualifications, leadership and personal development courses

Young people can follow the Training route after completing the Participation route, or they can progress straight to the Training route if they feel committed and confident enough. Or they can take both routes simultaneously.

- Youth workers and volunteers

Youth workers and volunteers are attending National Governing Body accredited coaching courses and receive appropriate qualifications

Getting Ready enhances support and resources by providing good quality sports equipment, and offering non traditional sports such as street dance, tag rugby, parcour, non-contact boxing alongside the old favourites football, table tennis, and cricket. Coaches are qualified. Getting Ready also provides shadowing and delivery experience within the club for young people, additional personal development and volunteering at external events opportunities. It is worth noting that Getting Ready staff also prepare a programme manual.

Getting Ready removes barriers to participation by creating safe spaces and giving young people the opportunity to play the sports they want. The programme also offers improved access and activities for young people with disabilities, and can provide female-only sessions delivered by female coaches away from main group if required. The coaching style is friendly and pitched at the correct level for a range of abilities. New sports equipment is provided and sports sessions and training courses are free.

5. Methodology

This is the first time that London Youth evaluated Getting Ready's interventions using clear outcome frameworks and robust measuring tools.

We followed methodological guidelines as outlined in London Youth's evaluation policy. Our policy document also explains how impact and process evaluations support programme and organisational learning.

Evaluation Questions

Getting Ready's Journey of Change (JoC) predicted that by the end of the programme, young people will have improved their emotional and social capabilities, experienced high quality opportunities, and achieved and had fun beyond family and formal education.

In particular, our impact evaluation asked whether we can observe any change after the end of Getting Ready on the following outcomes:

- Resilience & Determination
- Confidence & Agency
- Relationships & Leadership
- Communication

Our process evaluation aimed to find out the satisfaction levels of participants on the following two outcomes:

- Young Londoners access high quality opportunities
- Young Londoners achieve and have fun, beyond family and formal education

The findings of our impact and process evaluations constitute our learning and help us understand Getting Ready's impact and quality of interventions.

Evaluation Design

Getting Ready's evaluation design follows London Youth's evaluation policy, introduced in September 2013. The policy stipulates that "Effectiveness evaluation assesses the degree to which our programmes work in real-world settings. We assess effects and change on outcomes and outputs both in the short and long term"[2] and "Process evaluation assesses the efficiency in implementation and provides rapid structured feedback for improving programmes"[3].

Our current impact evaluation followed a non experimental pre-test/post-test design. Internal evaluators surveyed the intervention group at two time points - before and after the intervention.

Our process evaluation followed a non experimental post-test design. Internal evaluators surveyed the intervention group at one time point - after the intervention.

Evaluation Tools

‣ Life Effectives Questionnaire

London Youth, and consequently Getting Ready, uses the Life Effectiveness Questionnaire (LEQ) to measure the growth in young people's self-perceptions on emotional and social capabilities during. its programmes. A number of versions of this tool exist and are adapted to specific client groups. London Youth uses LEQ-H.

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[2] London Youth (2013). Evaluation policy, p1

[3] London Youth (2013). Evaluation policy, p1

The Life Effectiveness Questionnaire was developed by James Neill and Garry Richards[4] of Outward Bound Australia in the 1980's. It is is a short, easy-to-administer, self-report "life effectiveness" instrument with sound psychometric properties (reliability and validity). The theoretical emphasis is to identify and explore psychological and behavioural domains which constitute "life fitness" or "life proficiency" and which are theoretically amenable to developmental change though experience and community-based interventions.

The notion of "life effectiveness" is that there are some personal skills that are important components on how effective a person will be in achieving his/her desires/wishes in life. Typically a person's life effectiveness includes how well he/she is functioning at work/school, as well as in personal and social life. Underlying someone's capacity to be effective in the various aspects of life there are some core personal effectiveness skills. The LEQ has a unique focus away from measuring a person's thoughts or self-beliefs, and focuses on the extent to which a person's actions, behaviour and feelings are effective in managing and succeeding at life.

The version of LEQ used by London Youth measures the following dimensions.

Time Management	the extent that an individual perceives that he/she makes optimum use of time
Social Competence	the degree of personal confidence and self-perceived ability in social interactions
Achievement Motivation	the extent to which the individual is motivated to achieve excellence and put the required effort into action to attain it
Intellectual Flexibility	the extent to which the individual perceives he/she can adapt his/her thinking and accommodate new information from changing conditions and different perspectives
Task Leadership	the extent to which the individual perceives he/she can lead other people effectively when a task needs to be done and productivity is the primary requirement
Emotional Control	the extent to which the individual perceives he/she maintains emotional control when he/she is faced with potentially stressful situations
Active Initiative	the extent to which the individual likes to initiate action in new situations
Self Confidence	the degree of confidence the individual has in his/her abilities and the success of their actions

LEQ	Catalyst Outcomes Framework
Self Confidence	Confidence & Agency
Social Competence	Confidence & Agency
Task Leadership	Relationships & Leadership
Active Initiative	Relationships & Leadership
Achievement Motivation	Resilience & Determination
Time Management	Planning & Problem Solving
Intellectual Flexibility	Creativity
Emotional Control	Managing Feelings

The table on the left outlines how the LEQ dimensions are cross-referenced with outcomes in The Catalyst's youth outcomes framework[5].

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[4] Neill, J. T., Marsh, H. W., & Richards, G. E. (2003). The Life Effectiveness Questionnaire: Development and psychometrics. Unpublished manuscript, University of Western Sydney, Sydney, NSW, Australia. For more references on LEQ visit: http://wilderdom.com/tools/leq/leqreferences.html

[5] McNeil, B. Reeder, N. & Rich, J. (2012). A framework of outcomes for young people. London: The Young Foundation

The above matching has been developed by looking at key[6], yet limited in number, papers in this field alongside working definitions and concepts used by youth sector practitioners. It is not intended to be academically rigorous.

The LEQ uses effect size (Cohen's d) to report on the effect of interventions. Current analysis provides us with findings on statistical significance, interpretation of change, percentile change against a norm group, and proportions of participants changed.

‣ London Youth Process Survey (LYP)
We used the London Youth Process Survey as an indicator to help us measure satisfaction levels on process outcomes. Getting Ready used the LYP-1 for young people (12+).

The London Youth Process survey was developed by London Youth managers and practitioners in 2013. It is a short, easy to administer, self-report satisfaction instrument currently in development. The theoretical emphasis is to identify and explore programme areas relevant to process - experience, engagement, learning, development and participation - which constitute beneficiary satisfaction and which can be improved by incremental change through organisational planning and learning interventions. The notion of "beneficiary satisfaction" helps London Youth to measure how its services meet or surpass children, young people and youth professionals' expectations.

We perceive our beneficiaries as customers of our services. Customer satisfaction is defined as "the number of customers, or percentage of total customers, whose reported experience with an organisation, its services (ratings) exceeds specified satisfaction goals"[7]. Satisfaction of beneficiaries is one of London Youth's key indicators - when working hard to be the best we can be, we see young people, and youth professionals' satisfaction as a key differentiator.

The concept of customer satisfaction has been in a central position in marketing since the 50's until today with an increasing interest and importance. Satisfaction links the processes involved in experiencing, engaging with and participating in our programmes. It also links post-participation phenomena such as attitude change, repeat participation, and brand loyalty[8]. The positioning of the concept in the core of our process evaluation methodology reflects our consideration that social value is also generated through the satisfaction of children, young people and youth professional needs and wants.[9]

In literature (Kucukosmanoglu, 2010 and Best, 2009), customer satisfaction is considered by focusing on two basic constructs: customers expectations prior to use of the service and her/his relative perception of the performance of that service after using it. Expectations of a customer on a service tell us hers/his anticipated performance for that service. Perceived service performance is considered as an important construct due to its ability to allow making comparisons with the expectations.

The version of the tool used by Getting Ready measures the following dimensions.

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[6] Gutman, L. M. & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people: Literature Review. London: Educational Endowment Foundation, Tough, P. (2012). How Children Succeed. London: Random House Books, Paterson, C. Tyler, C. & Lexmond, J. (2014). Character and Resilience Manifesto: London: The all-party parliamentary group on Social Mobility.

[7] See Institute of Customer Service in the UK and The Marketing Accountability Standards Board (MASB) in the US. Both sites include definitions, purposes, and constructs of classes of measures that appear in marketing metrics. Also see Farris, Paul W.; Neil T. Bendle; Phillip E. Pfeifer; David J. Reibstein (2010). Marketing Metrics: The Definitive Guide to Measuring Marketing Performance. Upper Saddle River, New Jersey: Pearson Education, Inc.

[8] London Youth uses the concept of 'brand loyalty' as an approach to build trust and confidence in its interventions and knowhow (good youth work works). We acknowledge that in order to maximise your impact, you need to offer your beneficiaries the opportunity to build trust and confidence in your work.

[9] Researchers alerted to the importance of translating this important marketing concept into daily operational practice have developed tools to measure consumer satisfaction. Consumer satisfaction began to rise up as a legitimate field of inquiry in the early 1970s. See The U.S. Department of Agriculture's Index of Consumer Satisfaction as a pioneering study to report direct information on consumer satisfaction to policy makers. It was followed by the Swedish National Customer satisfaction Barometer in 1989 (Kucukosmanoglu, 2010).

Dimensions	Definitions
Experience	the extent to which young people have an overall sense of positive and safe experience
Engagement	the extent to which young people are satisfied by the quality of relationships with staff
Development	the extent to which young people are satisfied with their emotional and social development

The LYP alongside qualitative tools constitute our process methodology. The following table outlines how the LYP dimensions are cross-referenced with outcomes in London Youth's Process Outcomes Framework.

London Youth (Opportunity) Process Outcomes Framework	LYP Questionnaire Dimensions
Young Londoners access high quality opportunities	Experience Engagement Participation Enhancing Resources Removing Barriers
Young Londoners achieve and have fun, beyond family and formal education	Learning Development

LYP data are analysed based on a methodology that is comparable to the Net Promoter Score[10]. We call it the Net Satisfaction Score (NSS).

The Net Satisfaction Score (NSS) measures the satisfaction that exists between a provider and a consumer. The provider is London Youth, the entity that is asking the questions on the NSS survey. The consumer is the child, young person or youth professional, employee, or respondent to our NSS survey.

The NSS is based on the fundamental perspective that London Youth service users (young people, children and youth professionals) can be divided into three categories: Top Box, Passives, and Detractors.

By tracking these groups, we get a clear measure of the programme's performance through our service users' eyes. We ask them how satisfied they are or how much they like an aspect of their experience, learning and development.

We use a 10-point scale to measure satisfaction. In our interpretation of the scale, and with a deliberate focus on inky the highest quality, a score of 9 or 10 is considered as sufficient satisfaction, a score of 1 to 7 is considered as not sufficient satisfaction. Respondents are categorised as follows:

Detractors						Passive		Promoters	
1	2	3	4	5	6	7	8	9	10

NOT SUFFICIENTLY SATISFIED   SUFFICIENTLY SATISFIED

Indifferent response   Satisfied but less enthusiastic response   Highly satisfied and enthusiastic response

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[10] Net Promoter Score (NPS) is a customer loyalty metric developed by (and a registered trademark of) Fred Reichheld, Bain & Company, and Satmetrix. It was introduced by Reichheld in his 2003 Harvard Business Review article "One Number You Need to Grow". NPS can be as low as −100 (everybody is a detractor) or as high as +100 (everybody is a promoter). An NPS that is positive (i.e., higher than zero) is felt to be good, and an NPS of +50 is excellent.

To calculate the programme's Net Satisfaction Score we take the percentage of customers who are Top Box and subtract the percentage who are Detractors.

NET SATISFACTION = % TOP BOX - % DETRACTORS

For example, we measure satisfaction for Engagement. Amongst young people, 35% of participants are in the Top Box, 37% are Passives, and 28% are Detractors. The Net Satisfaction Score is 7% and it shows the rate of flow between satisfied and non-satisfied participants. The satisfied are 7% more than the non-satisfied. A negative Net Satisfaction Score means that the non-satisfied are more than the satisfied.

The LYP-1 survey used in Getting Ready consists of 3 items (questions) measured at the interval level (1-10 scale), 2 items on the categorical level, and 3 open-ended items. All items relate to 5 factors (LYP dimensions). A composite score is created for each participant by combining (e.g., by averaging) their responses for the items which belong to each factor, at each time. At the moment, we calculate composite scores for each factor using the 'Unit weighted' method - each item is equally weighted, e.g., X = mean (A, B, C, D). The LYP survey is currently under development. In the future, we will use factor and reliability analysis to understand how the variables (items) correlate with each other and with LYP factors (dimensions).

Data Collection
Participants would be asked to complete the LEQ survey - see appendices for a sample questionnaire - when starting their sports programme. After 20 weeks (on average) of activities, and just before completing their sports programme, participants are asked to complete the LEQ survey for the second time.

Participants were asked to complete the LYP survey - see appendix for a sample questionnaire - after completing a sports tournament (one day event).

Youth club staff would distribute paper questionnaires to the young people themselves. Participants would then fill in the survey and take as much time as possible. Staff would explain certain statements if asked to, ensuring that they maintained the integrity of the statement.

Sampling
The methodology is limited by the fact that sampling (LEQ and LYP) was not random. Youth club staff collected completed forms that reflect some variety within the programme. Therefore, the size - very small percentage of total population[11] might not give an accurate representation of views.

Evaluation Ethics
Every young person taking part in a London Youth programme is asked to agree with London youth's data protection policy that stipulates that all data will be treated in accordance with the Data Protection act and may be used for evaluation and learning purposes. All participants' names are removed and are substituted with numbers, during data analysis.

Methodological Limitations
While our internal evaluators observed changes in outcome indicators, they cannot attribute all these changes to the intervention alone. In our non experimental design we did not use a comparison group.

We acknowledge that the ideal standard deviation (sd) would be from Getting Ready's population.

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[11] Approximately 9,400 young people visit Hindleap every year

The current analysis of LEQ data uses the standard deviations from the cumulative LEQ database (Neill, Marsh & Richards, 2003), based on approximately 3000 Australian participants aged 13 to 65 years. In the future, Getting Ready will use standard deviation estimates derived from its own population to ensure better validity.

During the 2013/14 programme year, staff piloted a mainly quantitative approach by administering the London Youth Process (LYP) Questionnaire. Staff also collected some qualitative data, mainly through open-ended questions in the LYP survey.

LYP qualitative data are not included in the present Learning report. In 2014/15, Getting Ready will have in place a qualitative methodology to analyse the responses. We will also add additional tools to our process methodology (semi-structured interviews and focus groups).

By the end of next year, our evaluation design will expand to better analyse both quantitative and qualitative data.

6. Process Findings

The London Youth Process (LYP-1) survey was administered to 227 Getting Ready participants (n=227) in February, April, July and August 2014. Our sample consisted of 82% males and 15% females. Respondents ages ranged from 8 to 21 years old, but the majority were between 12 and 16 years old (58%). Responses came from 50 different Getting Ready clubs.

The LYP-1 survey includes 3 items on the interval scale (1-10), 2 items on the categorical level, and 3 open-ended questions. The survey measures satisfaction levels across 3 dimensions of process - Experience, Engagement and Development. The open-ended questions allow respondents to give their own individual feedback.

‣ Reasons for joining Getting Ready

Graph 1 illustrates the main reasons for joining Getting Ready. A significant majority (80%) wanted to have fun. One in two participants joined for the competition. Approximately 40% wanted to learn new sports skills, and one in three participants joined to get fit and healthy. One in four also wanted to make friends. The graph illustrates the mix of expectations on areas such as fun, skills, health and fitness, and friendships that Getting Ready had to deliver on.

Graph 1: Why did you join Getting Ready?

Reason	Percentage
To have fun	81%
To make friends	25%
Get fit and healthy	34%
Learn new sports skills	39%
For the competition	49%
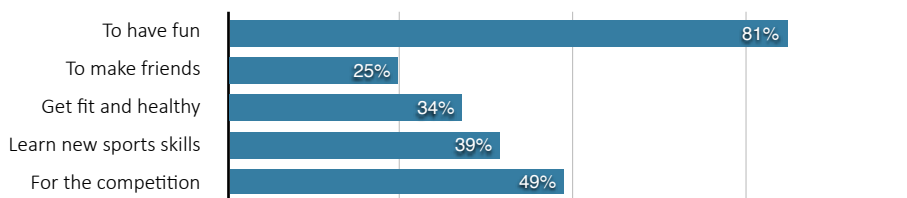
‣ All dimensions

Getting Ready achieved an overall Net Satisfaction Score (NSS) of 55%. That is a very positive finding, and compares very well with other London Youth programmes. Graph 2 illustrates young peoples' Net Satisfaction Scores for all dimensions of process. Our analysis shows that all three dimensions had positive Net Satisfaction Scores.

Graph 2: Net Satisfaction Score - LYP1 - All Dimensions

Dimension	NSS
Experience	45.4%
Engagement	51.8%
Development	69.3%
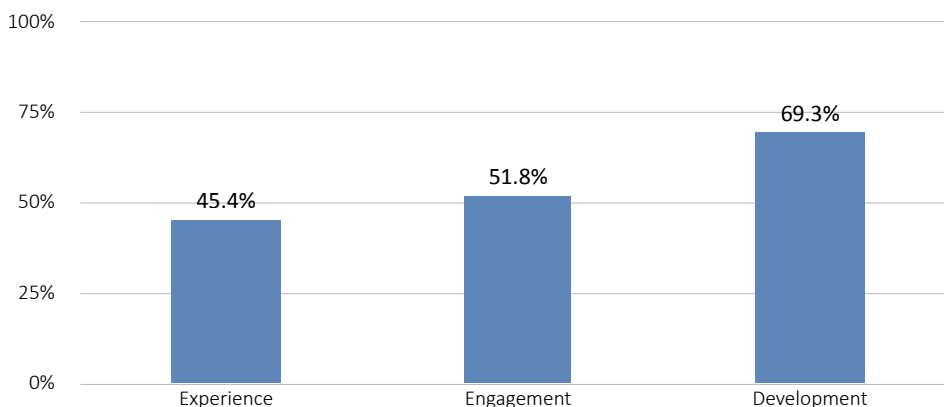
Development was the dimension with the highest NSS. The participants sufficiently satisfied with the way Getting Ready instills a love of sport for live are 69% more than the ones who are not. Engagement and Experience also achieved very positive scores.

Female (57% NSS) respondents were slightly more satisfied than male (54% NSS), The 8 to 11 (76% NSS) age group were more satisfied than the 12 to 16 (46% NSS), The 17 to 21's NSS is 43%.

7. Impact Findings

The Life Effectives Questionnaire (LEQ) was administered to 195 Getting Ready participants (n=195) from 28 youth clubs and youth organisations[12] between November 2013 and August 2014. Participants age ranged from 8 to 20 years old.

Analysis of our results (Table 1) reveals that the overall "Life Effectiveness" effect size was 0.47. 53% of Getting Ready participants reported a 18% change (moderate to strong) in their "life effectiveness". We found statistical significant (p<0.05) results across all dimensions with the exception of Social Competence.

We are confident that effect sizes, percentile change, and proportions of participants on each change category are representative of the total number of young people taking part in Getting Ready.

Table 1 shows that Time Management, Achievement Motivation, and Self-Confidence had similar effect sizes (0.5), and percentile change (19%). Task Leadership had a 0.47 ES, and 18% percentile change. Intellectual Flexibility and Emotional Control had the same effect size (0.43) and the same percentile change (16%). Finally, Active Initiative had the smallest effect size (0.36), and percentile change (14%).

Based on Neill (2007), change can be interpreted as moderate to strong across all dimensions, with the exception of Active Initiative where change is small to moderate.

60% of participants reported positive change for Self-Confidence, Emotional Control, and Task Leadership. More than half of participants (53%) reported positive change on Achievement Motivation and Active Initiative. Almost half (47%) reported positive change on Time Management and 40% on Intellectual Flexibility.

It is also worth noting that Social Competence (not significant) revealed smaller proportions of participants reporting moderate to strong change (0.5 ES and 19.8% percentile change).

Graph 5 shows effect sizes for each LEQ factor.

Graph 5: LEQ - Effect Size Time 1 to Time 2

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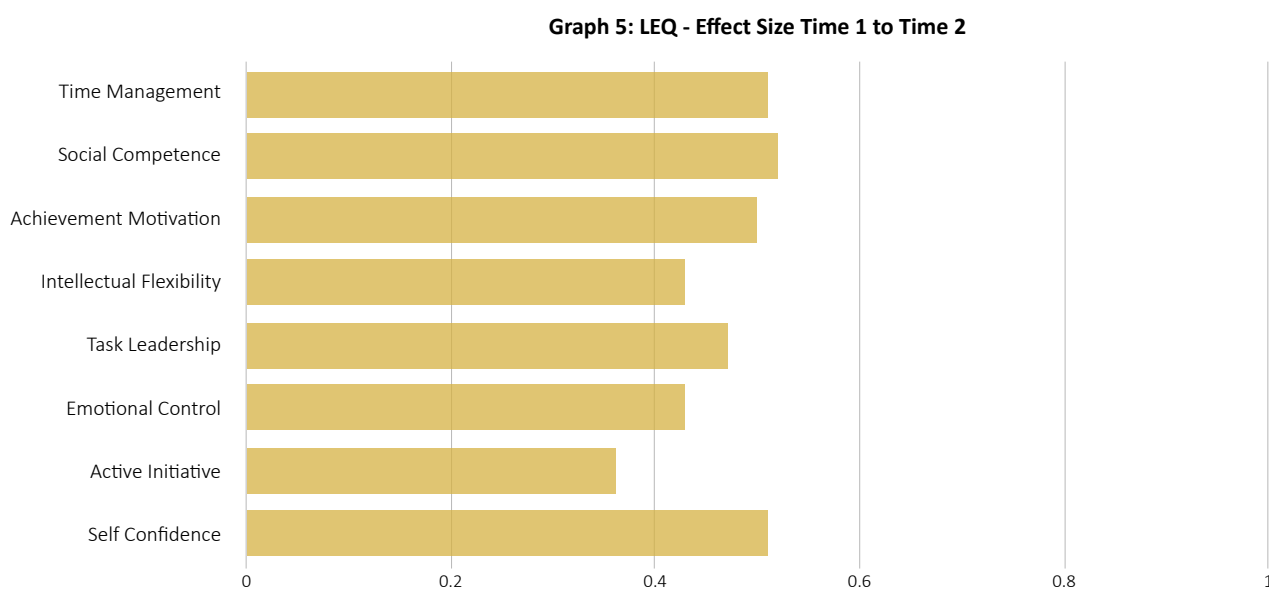
[12] Community Links, Sulgrave Youth Club, Lansdowne Youth Centre, Fulham FC, St Mathews Project, Bayside Youth Club, Westminster House Youth Club, Knights Youth Club, Bedmond Ladies FC, Old Actonians FC, Latymer Upper School, Westminster Kings College, Fronton Park, The Soul Project, Hackney Quest, Frampton Youth Club, Steward's Road Youth Club, Alford House Youth Club, STRAP, Amberley Youth Project, Rathbone, Samuel Lithgow, Hornstars FC, Balladia Youth Club, FMYPC, Calthorpe Project, Ansar Youth Project, St Michael's, Ignite

Table 1: Getting Ready - LEQ Results

LEQ Dimension	Getting Ready							
	N	Effect Size	Statistical Significance	Percentile Change	Change (Neill 2007)	Negative change < 0.2	No change	Positive change > 0.2
Time Management	195	0.51	sig.	19.6%	Moderate to Strong	33.30%	20.00%	46.70%
Social Competence	195	0.52	ns	19.85%	Moderate to Strong	53.30%	13.30%	33.30%
Achievement Motivation	195	0.5	sig.	19.23%	Moderate to Strong	26.70%	20.00%	53.30%
Intellectual Flexibility	195	0.43	sig.	16.48%	Moderate to Strong	40.00%	20.00%	40.00%
Task Leadership	195	0.47	sig.	18.18%	Moderate to Strong	26.70%	13.30%	60.00%
Emotional Control	195	0.43	sig.	16.67%	Moderate to Strong	33.30%	6.70%	60.00%
Active Initiative	195	0.36	sig.	13.98%	Small to Moderate	26.70%	20.00%	53.30%
Self Confidence	195	0.51	sig.	19.57%	Moderate to Strong	20.00%	20.00%	60.00%
Overall	**195**	**0.47**	**sig.**	**17.97%**	**Moderate to Strong**	**13.30%**	**26.70%**	**53.30%**

8. References

Gutman, L. M. & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people: Literature Review. London: Educational Endowment Foundation, ,

London Youth (2013). Evaluation policy

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9. Appendices

Getting Ready's Journey of Change (Theory of change diagram)
Getting Ready's Intervention Model
London Youth Process Survey (LYP-01)
Life Effectiveness Questionnaire