These are extracts from April 2015's Preventing Serious Youth Violence workshop. Full versions of these slides were available to attendees. Please contact Dr Stephen Boxford by emailing stephenboxford@cordisbright.co.uk if you would like more information.

Preventing Serious Youth Violence: lessons from programmes to reduce youth violence and gang involvement

Cordis Bright

30th April 2015

#CBYouthViolence

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Why a workshop? And why now?

- We've been working in criminal justice for a long-time
- The leading provider of performance management support to Youth Offending Teams (YOTs) in the UK
- We've delivered a number of high profile criminal justice research and evaluation projects for:
  - Ministry of Justice
  - Youth Justice Board
  - Home Office
  - Welsh Government
  - Local Authorities
  - Multi-agency partnerships
  - Health agencies

- We understand the complexity of the field and the issues and wanted to take the opportunity to explore our ideas and thoughts with colleagues in the field

Agenda

Topic	Time
Introduction	13.00-13.05
Danial William – Youth Independent Advisor London	13.05-13.15
"What works" in gang prevention: what the academic evidence tells us	13.15-13.40
Early intervention, identification and assessment: using evidence about risk / protective factors to identify and assess risk	13.40-14.05
Things to consider when running a youth violence prevention programme	14.05-14.30
Break: Coffee, tea and biscuits	14.30-14.45
Getting ready for evaluation: a practitioner's view	14.45-15.10
Avoid the pitfalls	15.10-15.25
Effective monitoring, evaluation and assessing value for money	15.25-15.50
Close	15.50-16.00

Danial William
Waltham Forest
Youth Independent Advisory Group (YIAG)

Waltham Forest

Gang Prevention Programme

What Works in gang prevention? What the academic evidence tells us

Professor Darrick Jolliffe, University of Greenwich

Overview

- General misperceptions of gangs

- Address the misperception that 'anything is better than nothing'

- Address the misperception that 'nothing works'

- Magnitude of impact of successful programmes

Misperception in society generally

- 'Gang'
  - We all know what we mean by this term

- Diversity of individuals who comprise any given 'gang' and the variation of gangs between different areas

- Different types of gangs (street gangs, drug gangs, youth gangs)

Misperceptions of gangs

- Two divergent views of working with gang members even amongst those in the field:

  – Dangerous and unredeemable burdens on society

  – Nothing especially different about gang involved youth

- The reality lies somewhere in between but will depend on the individual and the gang

Working with Gangs/Gang Involved Youth: anything is better than nothing…

- Working with children 'at risk' and gang members is hard

- Believe that what they are doing is helpful

- Well intentioned and based on available evidence

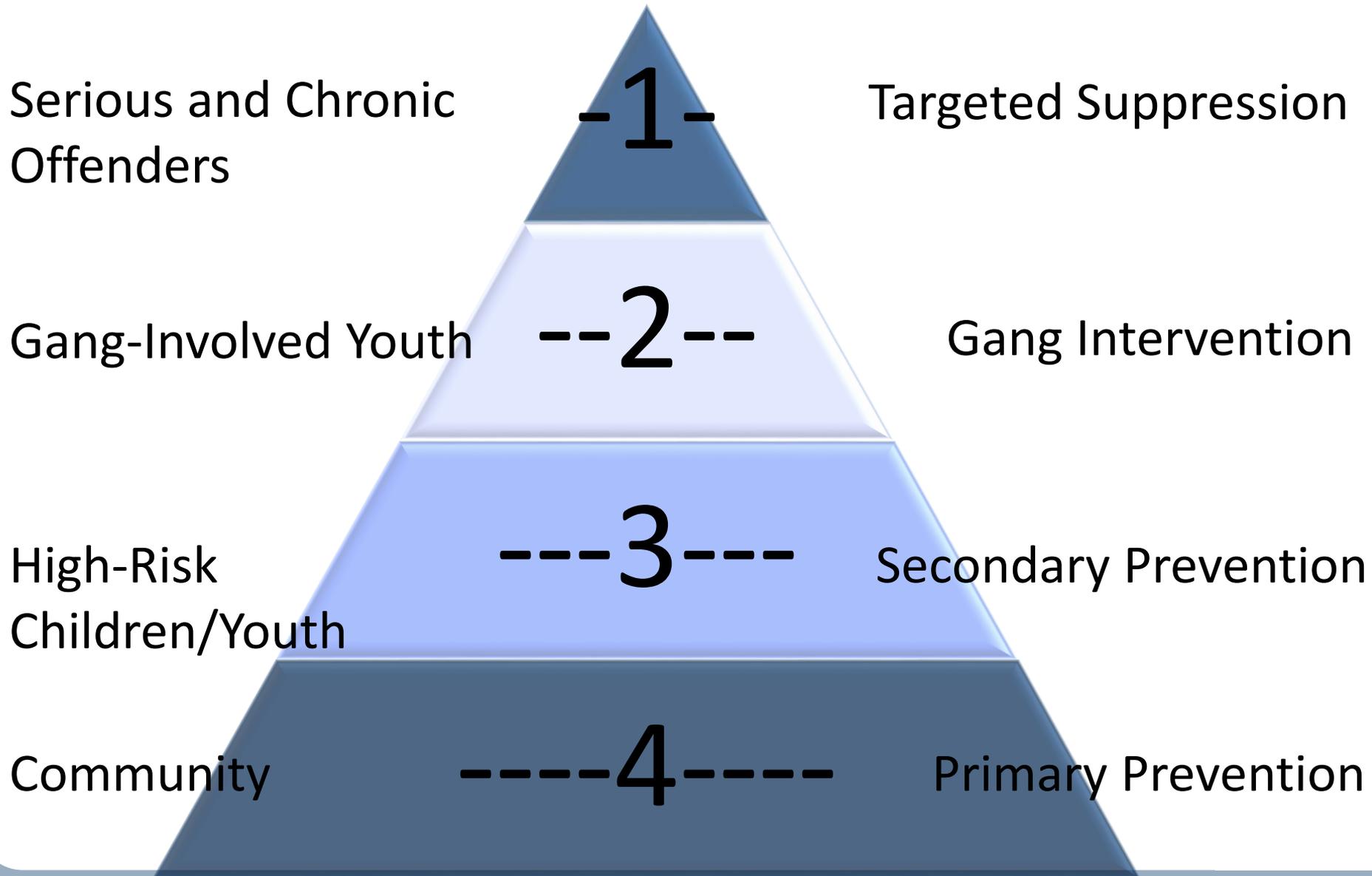- Only helpful v not helpful, but there is another possibility

From Anything Works to 'Nothing Works'

- Gang problem is too complex to be solved

- Prior attempts have been misguided and provide little helpful evidence

- There are a small number of programmes that have demonstrated scientific evidence of effectiveness

Intervention review

- Based on 'best' available evidence

- Manualised – documented approach (everyone gets the same)

- Experimental or quasi-experimental evaluations

- High internal validity (worked)

- Questions about external validity (would it work here?)

Anti-Gang Approaches

Serious and Chronic Offenders

-1-

Targeted Suppression

Gang-Involved Youth

--2--

Gang Intervention

High-Risk Children/Youth

---3---

Secondary Prevention

Community

----4----

Primary Prevention

Early intervention, identification and assessment: risk / protective factors to assess risk

Dr Stephen Boxford

Overview

- The slides cover:
  - A review the existing quantitative academic evidence based in relation to risk / protective factors associated with:
    - Youth violence
    - Gang involvement

  - Linking this evidence base to things to consider when developing risk and assessment tools

  - Outlining how information can be captured to help identify and assess risk for young people

- The following outlines some key messages from our rapid evidence assessment

Some considerations

- The review does not include all studies that cover risk / protective factors concerning youth violence and gang involvement.

- There are 100s if not 1000s of risk / protective factors.

- Risk / protective factors do not necessarily mean causation.

"A major problem of the risk factor paradigm is to determine which risk factors are causes and which are merely markers or correlated with causes." (Farrington 2000)

- Risk / protective factors may act together in different and complex ways in predicting youth violence and gang involvement

Risk / Protective Factor Domains

Sourcing information

- Self report from young people

- Consulting parents/carers

- Consulting other stakeholders, i.e. referrers

- Case management systems

- Official sources of data

Things to consider when running a youth violence prevention programme

Bethan West & Dr Stephen Boxford

30th April, 2015

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What the next 20 minutes or so is based on

- The experience of a practitioner who has been involved in leading and delivering innovative Gang Prevention and Violence Prevention Programmes

- The experience of an organisation that has been involved in evaluating multi-agency gang prevention programmes, as well as multi-agency programmes aimed at:
  – Reducing crime and anti-social behaviour
  – Reducing levels of young people not in education, employment and training
  – Addressing domestic abuse, violence and violence against women and girls
  – Preventing young people from being involved in violent extremism

7 things to get right

1) Leadership and strategic planning	✓
2) Identification and assessment of need	✓
3) Outcomes based commissioning	✓
4) Getting the activity right	✓
5) Partnership working and information sharing	✓
6) Engaging the community	✓
7) Resources and sustainability	✓

Outcomes based commissioning

- Programmes should follow the principles of outcomes based commissioning, i.e. interventions should be commissioned on outcomes improvement achieved rather than on outputs.

- Some principles for good commissioning:

• Based on evidence of need	• Uses evidence on "what works"
• Supported by partners	• Promotes equality
• Co-produced by people and their communities	• Delivers social value
• Focusses on outcomes	• Facilitates the diversity and quality of the market
• Person centred	• Ensures sustainability
• Integration with other public services	• Provides value for money

What the evidence says concerning activity

- The importance of evidence based programmes, see for example: The Early Intervention Foundation, Project Oracle & Social Research Unit

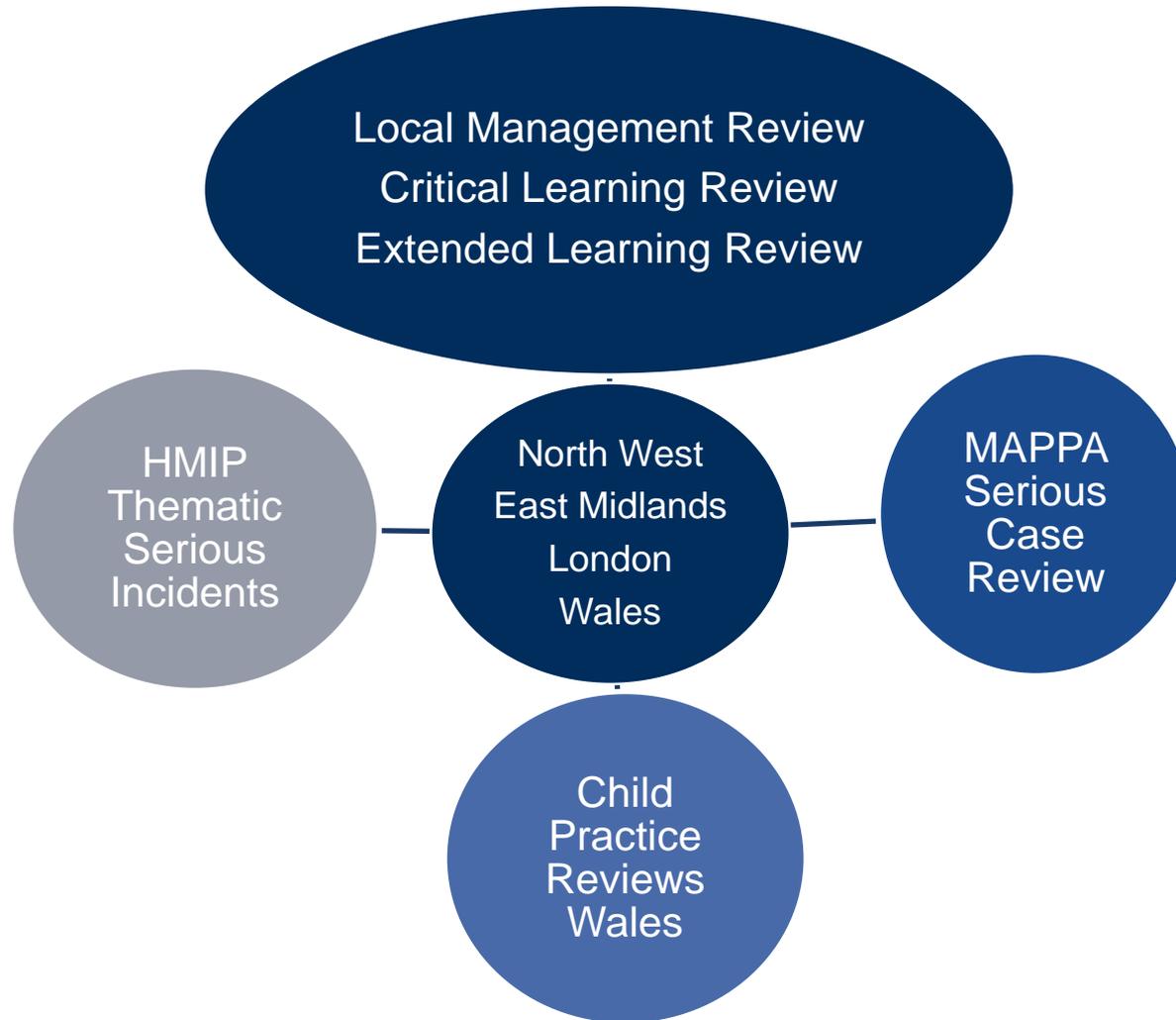| Programme	EIF rating	Outcomes
Families and Schools Together	4	Substance misuse, Crime, Violence and Anti-social behaviour
Functional Family Therapy	4	Substance misuse, Crime, Violence and Anti-social behaviour
Multi-dimensional Family Therapy	4	Substance misuse, Crime, Violence and Anti-social behaviour
Multi-systemic Therapy	4	Substance misuse, Crime, Violence and Anti-social behaviour

- For more information, see: http://guidebook.eif.org.uk/
- How do you create room for innovation?

Avoid the Pitfalls

Kam Kaur & Jyoti Morar

Experience Base

Local Management Review
Critical Learning Review
Extended Learning Review

HMIP
Thematic
Serious
Incidents

North West
East Midlands
London
Wales

MAPPA
Serious
Case
Review

Child
Practice
Reviews
Wales

Five Common Weaknesses

Information Sharing

Enforcement

Performance Management

Assessment of Risk

Transfer of Cases

Getting it Right

Effective monitoring, evaluation and assessing value for money

Dr Stephen Boxford

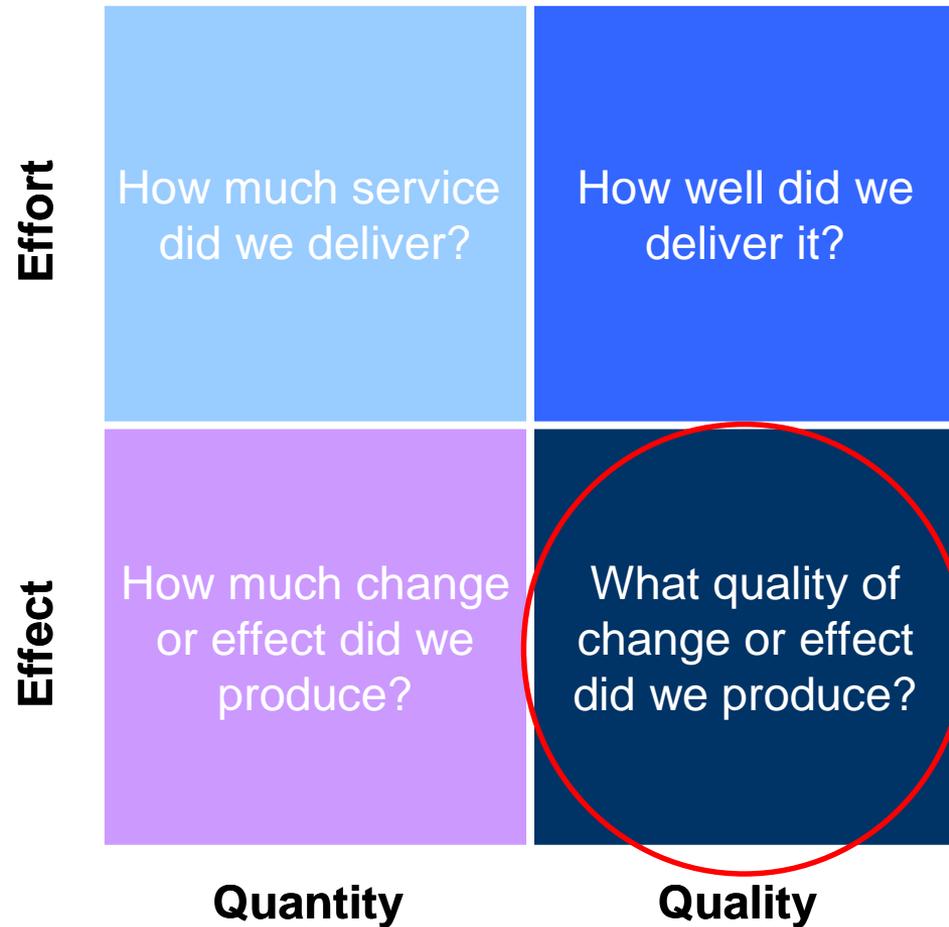30th April, 2015

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The need for monitoring and evaluation

"The Home Office has spent over £10 million on its Ending Gang and Youth Violence programme, but has failed to effectively evaluate the project. The Home Office must undertake high quality evaluation in order to assess what works best in combating gang and youth crime and in identifying areas for improvement"

"The Home Office should ensure that detailed evaluation is undertaken of projects deemed to be examples of best practice to, in order to create models that can work for communities across the country".

The House of Commons Home Affairs Committee: Gangs and Youth Violence report 2014-15

Thinking about what needs to be measured?

	Quantity	**Quality**
Effort	How much service did we deliver?	How well did we deliver it?
Effect	How much change or effect did we produce?	What quality of change or effect did we produce?

Levels of evidence?

| Evidence or rationale for the programme	Description of evidence	Description of programme	EIF rating
Multiple high quality evaluations (RCT/QED) with consistently positive impact across populations and environments	Established	Consistently effective	4
Single high quality evaluation (RCT/QED) with positive impact	Initial	Effective	3
Lower-quality evaluation (not RCT/QED) showing better outcomes for programme participants	Formative	Potentially effective	2
Logic model and testable features, but not current evidence of outcomes or impact	Non-existent	Theory-based	1
No logic model, testable features, or current evidence of outcomes or impact		Unspecified	0
Evidence from at least one high quality evaluation (RCT/QED) indicating null or negative impact	Negative	Ineffective / harmful	-

Structuring the evaluation: a logic model approach

Dimension	Description	Focus
Activities	The things the service does or offers to participants	The project, scheme or service
Outputs	Counting the "products" that result from running the activities	Your audience
Impacts	The immediate consequences and change for the participants that are a result of the work of the scheme. There are usually 4 key areas of change for participants: (1) knowledge, (2) skills, (3) attitudes & (4) behaviour	Participants you are working with
Outcomes	The higher level and usually longer-term results in participant's lives, which the service may contribute towards, but which go beyond the direct and immediate change	a) Overall reductions in % of young people re-offending b) Increase in % of young people in education, training and employment

Example of a logical model

	Activities	Output	Impact	Outcomes
Description	The things the LIFE scheme does	Counting the 'products' that result from delivering the activities	The immediate consequences and change for young people as a result of the intervention	The higher-level and usually longer-term results in young people lives
Example	5 day intensive intervention with young people	The number of young people going through the scheme	The young person reporting increased respect for other	A decrease in offending/anti-social behaviour by young people who attend the scheme
Measure	The number of 5 day intensive interventions run **Monitoring system**	The number of young people who have been through the scheme **Monitoring system**	A 10% increase in young people who "agree" or "strongly agree" that they have more respect for others **Before and after self report questionnaire**	A 10% reduction in re-offending among young people known to have offended before attending the scheme as measured 6 months after attending the scheme **Data achieved through co-operation with the MPS.**

Demonstrating value for money

- Need to decide what approach to demonstrating value for money of your intervention is most appropriate.

- Number of approaches: Social Return on Investment (SROI), Cost Benefit Analysis & Cost Effectiveness Analysis

- For more information see the Treasury's Green Book: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf

- A summary of the approach we commonly use:
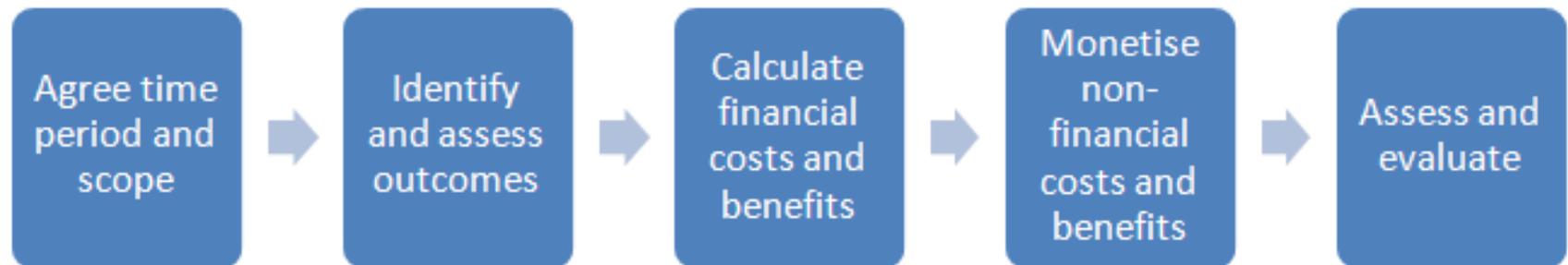
CordisBright Limited

23/24 Smithfield Street, London EC1A 9LF

Telephone 020 7330 9170
Email info@cordisbright.co.uk
Internet www.cordisbright.co.uk