

Social Return on Investment

COUI

The Teen & Toddlers Programme



June 2010

EXECUTIVE SUMMARY

COUI undertook an evaluation of its social return on investment ('SROI'), of its Teens & Toddlers ('T&T') Programme for the participants involved during the 2009/10 school year. The programme targets teens at risk of early pregnancy and sexual health issues. Over a 15 to 20 week period, each participant mentors a toddler for 2 hours each week in a supervised nursery environment. Time spent with the toddler is supplemented with education on sexual health, parenthood and general life skills. Over 550 teens (girls and boys) are expected to complete a T&T programme in the period under study, of which 98% will receive an NVQ1 in Interpersonal Skills award. COUI and its T&T facilitators are investing c.£1.1m in the programme for the period under study.

The T&T programme has demonstrated that it not only leads teens to decide to delay the age of parenthood, but it also helps the teen to build confidence and tap into an inner desire to set higher aspirations and goals. This leads to the teen staying in school longer, often leading to completing GCSEs, training qualifications and in some cases higher education.

Aside from the teens who benefit from raised aspiration and opportunities, there are other key stakeholders:

- Families – A more confident teen helps build broken family relationships and serves as a role model to younger siblings. In choosing to delay the age of parenthood, over the longer term a teen breaks the intergenerational cycle of early parenthood;
- Schools – Teens re-engage in school which leads to lower truancy rates, lower discipline problems and in turn improved results from a pool of troubled, at risk students; and
- Government & society – Teenage pregnancy is expensive as most mothers and their babies rely on benefits from the beginning. Young mothers are at risk of social exclusion and becoming NEET over the majority of their working lives. Delaying pregnancy removes these costs and increases the chance that the teens will become contributors to society and have children at that stage of their lives.

The review involved interviews with all key stakeholder groups.

The SROI calculation shows a value of 5.52. It means that for the £1.1m invested, c.£5.5m of value is generated. The costs of teenage pregnancy (41%) and impact of staying in school (28%) are the largest components of the value. Sensitivity analysis on the key components shows that:

- Pregnancy costs -- 1% increase in participants getting pregnant would cause the SROI to decrease by 0.11,
- Remaining in education -- 25% increase in attribution to others (from 50% to 75%) would decrease the SROI by 0.77, and
- Remaining in education – Increasing drop-off from 20% to 33% would reduce the SROI by 0.52

The objective for undertaking this SROI analysis is to increase the charity's self-understanding of its impact, improve internal management of activities and to help COUI to demonstrate its effectiveness to internal and external audiences.

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Value of
Improved
Family
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Impact on Teen
of Staying
in Education
Cost of
Impact on Teen
Improved Self-Esteem
and Confidence
to Society

OVERVIEW OF COUI / TEENS & TODDLERS

Brief History of the organisation

Children Our Ultimate Investment ('COUI') was set up in the UK in 2001 by Diana Whitmore, an experienced trainer of psychotherapists and counsellors, in partnership with Stacey Millichamp, also a psychotherapist and counsellor and [previously] in charge of COUI's clinical service. Diana serves as the current CEO. Its flagship programme, Teens and Toddlers ('T&T'), was originally created in the US in the late 1970s by Laura Huxley. COUI UK is still officially part of COUI international although the existing links do not have any real bearing on the development of the organisation in the UK (i.e., no licence fees are payable to the US; no authorisation required in terms of the development of the model).

The organisation has achieved significant success since its inception in establishing the T&T programme as a 'best-in-class' in teenage pregnancy prevention by focusing on developing in young people a sense of responsibility, empowerment and providing them with a sense of potential.

Context of Teenaged Pregnancy in the UK¹

Addressing the issue of pregnancy in teens (under 18s) has been on the government agenda for some time. In 1998, a national 10-year strategy was launched with the objective of halving the number of teens conceiving. In 1998, 46.6 teens per 1,000 conceived which has been reduced to 40.4 by 2008. Whilst this is far short of the objective, the current level has clearly reduced. The DCSF and Department of Health recognize the need to ensure that focus on reducing conception in teens is extremely important to both the teen and any potential offspring. In 2003, the government launched an initiative 'Every Child Matters' in response to the death of a child resulting lack of monitoring of an at risk child by the various social services agencies charged with providing care to her. As a result preventing teen pregnancy and providing support to teenaged parents is a priority on the agenda's of many local authorities in the UK.

An estimated 40,000 young girls in England are becoming pregnant each year. Whilst national statistics show that half of these pregnancies end in terminations, this is much lower amongst young women from poorer and disadvantaged areas.

- Teen mothers are more likely to become single parents left to raise their children alone;
- Teen mother face higher rates of infant mortality, pregnancy complications and post-partum depression;
- Teen mothers are more likely to drop out of education and not find employment thus becoming NEET over the longer term and being dependent upon benefits; and

¹ Teen Pregnancy Strategy Beyond 2010 (Published by the DCSF & DH) provided insight into the current situation around teen pregnancy in the UK.

COUI – BACKGROUND AND ACTIVITIES

- Evidence shows that children born to teenaged mothers are at risk of poor outcomes in many areas (health, education, income levels) and more likely to become young parents themselves.

Breaking the cycle of teen pregnancy would provide benefits to the young women concerned, their families, their eventual offspring and society as a whole.

Related to the reduction in pregnancy, providing young men and women timely and accurate education about sexual health and relationships arms them with the tools to make decisions about their actions. In addition to reducing pregnancy, it leads to raised awareness about sexually transmitted infections (STIs) and empowers young people, who are often influenced by peer pressure and unrealistic portrayal of relationships in modern media, to make choices right for themselves.

Summary of Operations

- COUI is based in rented offices in Bermondsey Street, South London.
- It currently has 8 permanent full-time staff, 8 part-time staff and 37 self-employed facilitators.
- In addition, it has 48 volunteer counsellors on its books.
- COUI currently runs, on an annual basis, just over 50 T&T programmes (in just over 50 nurseries), involving 42 schools and touching c.600 young people.

Flagship programme - Teens and Toddlers

How it works

The programme provides at-risk young people of both sexes with real life experience of mentoring and caring for a small child. The programme consists of a 15 to 20-week course running one afternoon a week (~3 hours). It takes place in a nursery. Each young person involved in the programme is paired with a child (aged 3 to 5 years old). The teens typically work with vulnerable young children who come from families receiving assistance and/or from single-parent environments. The programme is framed around three learning elements:

- One-to-one contact between each teenager and a small child, whom they mentor during the duration of the programme (~1.5 hr / week);
- Group sessions using a broad curriculum focussing on personal development and the development of healthy interpersonal skills (including communication skills, emotional skills, impact of early pregnancy and importance of sexual health, child development and effective parenting). This element of the programme offers participants the opportunity to obtain an accredited National Award in Interpersonal Skills (NCFE Level 1) (~1.5 hrs / week); and

COUI – BACKGROUND AND ACTIVITIES

- One-to-one life coaching and counselling sessions for participants identified as being most at risk (as appropriate / required; can be integrated in the other sessions).

Numbers of beneficiaries

- Each local authority runs up to 2 programmes per year
- On each programme there are up to 32 young people (engaged across 4 nurseries) i.e. 64 young people per annum in each LA;
- Each nursery engaging 6 – 8 young people is facilitated by a head facilitator and 2 trainee facilitators. A counsellor is also present to provide one-on-one life coaching and counselling sessions. This clearly is a high-intensity (and therefore high-cost) model (although to date, the organisation has managed to limit the cost of the programme by working through volunteer counsellors).

Young people targeted for the programme

T&T specifically targets at-risk young people. It works in those boroughs with the highest teenage pregnancy rates. Young people are referred to the organisation mainly by their schools. COUI in collaboration with the local authorities will target those schools with the highest proportion of disadvantaged young people / highest teenage pregnancy rates. The school will identify those young people most at risk using an assessment tool designed by COUI and approved by the DCSF. Once selected, young people participate in the programme on a voluntary basis and parental consent is required.

- Over 20% of the young people are referred by Pupil Referral Units or other agencies
- Over 10% of the young people are in care;
- An estimated 70 – 80% of young people the organisation works with are on free school meals (proxy indicator used by DCSF of deprivation).

The T&T programme has obtained strong endorsement from various stakeholders. Specifically:

ARK: after three years of on-off funding, COUI received a £1m grant over 4 years specifically to support the expansion of the programme.

Additionally, the DCSF supports COUI in several ways:

- Formal endorsement of T&T by Children's Minister and DCSF Teenage Pregnancy Unit sent to all Regional Teenage Pregnancy Coordinators as a targeted intervention for young people most at risk of teenage pregnancy and other poor outcomes;
- National Development Manager Post funded for the next 3 years (£150k); and
- Keen for the organisation to pilot an intensive implementation programme in one London Borough (a Blitz-programme) in order to measure the impact of mass participation the DCSF commissioned the National Centre for Social Research a study from September 2009 to July 2010. The DCSF has committed to funding a large portion of cost of this pilot along with ARK.

Other services

COUI's Clinical Service

The organisation strongly believes that the coaching and counseling sessions built into the T&T programme are important to its success. To build on this, the organisation has started to place counselors in secondary schools to deliver a range of counseling services. These are tailored to meet school populations and circumstances: one-to-one short term, solution focused counseling; group work focused around specific themes relevant to particular challenges; and peer mentoring. This service has only recently been set up and currently works in 11 schools. Although still small in terms of income, the organisation believes that this service has the potential to become a growing income stream as the participating schools are charged a fee of £7,000 / year for the service while the cost to the organisation stands at £3,000 (cost can be kept low because as with T&T, the service uses volunteer counselors).

Follow-on programme – Teens & Toddlers Young Leaders

COUI is looking to extend its service provision beyond T&T to continue to support its graduates. The organisation set up a graduate Youth Panel to consult with young people on how the organisation could best continue to support them to develop their skills and capacity to fulfil their aspirations and potential. As a result of this consultation, a new programme has been designed to provide training and project-based activities. The Communi-Teens programme involves T&T graduates who are working to design, deliver and evaluate their own community-orientated projects, supported by an adult mentor. Each of the community projects can develop its own identity and theme as per the interest and needs of the young people involved. Building on the National Award in Interpersonal Skills (Level 1), which they earn on the T&T project, the young people can achieve a Level 2 qualification in Interpersonal Skills (NCFE).

SCOPE AND STAKEHOLDERS

Objective of SROI Analysis

COUI has undertaken to forecast the Social Return on Investment (SROI) on its T&T programme, a measure designed to account for a much broader concept of value than traditional financial measures. The SROI analysis will increase the charity's self-understanding of its impact and help COUI to demonstrate its effectiveness to internal and external audiences.

COUI will use the results of this analysis to help communicate T&T's purpose, activities and impact to funding bodies as well as the wider community of stakeholders. The analysis will also help COUI's management ensure it is investing limited resources in activities with the highest return. COUI has been supported in the process by the Impetus Trust, which is using the SROI methodology across a number of its portfolio organisations to understand better its own impact and social return. An 'assured' SROI analysis will provide an external validation of the charity's impact and support the charity's ambition to seize a leadership position among third sector organisations in its field.

Scope

Activity Covered

The SROI review covers the core Teens & Toddlers programme. As a reminder -- T&T is a 15 to 20-week programme, catering for up to 32 teens, which provides one three-hour session a week in which the teens work and play with their "matched" toddlers in a safe nursery environment, before going into a classroom environment to learn about and further explore their experience. The aim is to give at risk teenagers, both male and female, a hands-on opportunity to experience the demands of parent-child relationships and set that in the wider context of their future life, and specifically to prevent teenage pregnancy.

Funding Streams Included

The review covers all funding streams covering the activity described here above that relates to the core T&T programme.

Objective of Activity Reviewed

COUI objectives are to engage and support vulnerable young people to develop life skills, aspiration and new positive life goals; and provides them with the knowledge and ability to prevent conception and protect sexual health.

Purpose of Analysis

COUI wishes demonstrate to its stakeholders, in particular its funding organizations, the value of the impact created by the core T&T programme.

Type & Time Period Covered

The review will be a forecast.

The review will forecast the impact on the young women and men involved in the London programme in 2009/10. This will cover the period from September 2009 to July 2010 since the programme follows the British school calendar. Clearly other stakeholders are involved and will be addressed in the following section.

The review will consider the impact over a 5-year period for stakeholders. This will include the year during which the participants are involved in the programme and the following 4 years. This period allows for the participants complete their teen years and for COUI to understand that impact it has over that timeframe.

Stakeholders Identified

COUI works with a number of distinct stakeholder groups. The primary stakeholders are the **teenage participants** in the T&T programme. The teens tend to come from some of the poorest areas of the UK and ones that have high teenage pregnancy rates. These teens are often children of young mothers and live in families who are on various benefits. COUI estimates that 70-80% of its participants are on the free school meals programme. These teens often have poor relationships with their families and limited role models. Additionally, many of the teens act as caregivers for their younger siblings. These teens are referred to the programme by schools or PRUs by teachers who believe they are (or are at risk of) engaging in risky sexual practices that could lead to STIs and/or pregnancy. Sometimes this behaviour takes place at or near school during school hours (e.g., during lunch breaks). Often such behaviour can lead to alcohol and drug use as well as truancy amongst the targeted group.

The **families of the teens** are another important stakeholder group. This includes not only the immediate parents and siblings of the teen, but also the network of step-parents, step siblings and grandparents. Many of the parents had children young, and many have no or limited formal education and qualifications. Most of the teens do not have a family member who is a role model when it comes to setting and achieving longer-term goals such as education and careers. In many cases the family unit may rely on the teen to provide some or all care to other younger family members. This puts the teen in a difficult position as s/he does not have experience or training in good childcare practices. The rebellious behaviour of the teen may be a means of getting attention from her own parents. Regardless of the state of the relationship between parent and teen, if a teen becomes pregnant, her family will usually be the main source of support for her and her infant in the first instance. Boys' families may also be called upon to support the children.

The **secondary schools** (and pupil referral units, PRUs) allowing the T&T programme onto their campuses are a key stakeholder of the T&T programme. These are state-run schools in some of the poorest communities in the UK. In these schools, the head teacher and teachers must deal with students who are at risk of exclusion or truancy due to a number of factors. The staff have limited resources and cannot provide to the individual needs of the students at risk. Thus, programmes such as T&T assist by identifying a target group of pupils who could benefit from the programmes objectives. The teachers recommend not only students who are engaging in risk sexual behaviour but also those at risk of disengaging with the education system for the T&T programme. The school allows the students out of classroom activities to attend the T&T programme.

The **nurseries** hosting the T&T programme on site serve as another key stakeholder. These nurseries are located in similar catchment areas as the secondary schools. The ethnic and socio-economic profiles of the families of toddlers enrolled in the nursery are similar to those of the teenagers. These nurseries tend to operate at capacity and with resources provided by the boroughs or local councils.

The **UK government** is a significant stakeholder as well. At the central government level, the Department for Children, School & Families (DCSF) along with the Department of Health (DH) sets the national agenda on teenage pregnancy and how to address the issue. Linked to the teenage

pregnancy issue is the NEET (not in employment, education or training) as teenage parents (mothers in particular) face a higher risk of being NEET in their teens. This in turn puts teen parents at risk of being long-term NEET across their lives. The DCSF takes the lead on teenage pregnancy, but it works closely with the DH who has the responsibility for healthcare of adults (vs. teens and children).

The responsibility for delivering against the DCSF-set agenda falls to the responsibility of local authorities. These are the local councils and NHS PCTs who deliver services to those in their geographic regions. A local council will have an officer responsible for co-ordinating the delivery of all services related to teenage pregnancy and sexual health. The local authorities are the ones who decide how many T&T programmes to run and where to run them. Some local councils participate in COUIs Sustainability Replication Programme in which COUI trains local authority facilitators who then assist in running the T&T programmes.

Case Studies

Case Study 1: Tamires, Female, 15, Brent

At the start of the project, this teen as had low confidence and felt belittled by the rest of the group that would occasionally tease her. Through T&T, she experienced a boost in self-respect and reflection on the consequences of choices she was making. The major challenges for Tamires were to overcome her shyness and express her opinions in front of the others, in addition to overcoming her fears of being criticized.

Tamires engaged very well with her toddler and became the centre of attention when she entered the reception classroom. In toddler time she learned that she could make a positive contribution in a toddler's life by guiding his/her learning and setting firm boundaries. Tamires also learned that she is a valued role model and that others can appreciate her qualities. During classroom sessions, Tamires responded mostly to the films of teenage pregnancy and conscious conception. Tamires has had sexual experiences from a young age and is described as a visual learner. These films demonstrated pictorially the consequences of different actions and as a result inspired excellent journal entries.

Tamires passed the National Award with perfect attendance. She learned that she can be committed and determined if she enjoys something and is willing to persevere though the good and the bad times to obtain her end goal (i.e., the award).

Tamires became very consistent with the way she disciplined the toddlers. She had no favourites and always explained right from wrong. On one occasion she got two toddlers to negotiate on the time each would play with a particular toy. This sparked a lot of confidence in Tamires, and she felt good about being able to solve a difficult problem. The teachers even praised her approach. Being congruent has helped Tamires in her personal life by expressing openly how she feels to her peers when she is being bullied. As a result other teens have developed respect for Tamires and value her opinions.

Tamires now possesses the skills and confidence to make a difference in someone's life, to make her own decisions, to overcome obstacles and persevere in times of difficulty.

Case Study 2: Reilly, Male, 15, Islington

Reilly was unsure what the project was about, and he was quiet in the beginning. At the start of the project, Reilly was only in school part time, as he had behavioural issues and problems with anger management. He had strong ideas of what he wanted to do when he left school. Reilly gained in confidence with the NA work.

His interpersonal skills developed throughout the project. His mother said that since Reilly had started the project he was much calmer. Reilly was a good role model for the other teens. He brought a lot of his own experiences into classroom time. He showed a great commitment to the project. Even when he was not in school he made his own way to the nursery.

The time spent in the nursery was a challenge for Reilly. At first he was unsure what to do with his toddler but by the end became a good role model for him. Reilly showed a great commitment to his toddler. Reilly learnt to have patience with his toddler. He developed the skill of allowing his toddler to learn through play. Reilly developed his interpersonal skills as demonstrated by learning ways of dealing with anger as well as learning to be patient with his peers.

Reilly put in a lot of work and passed the NA. Reilly brought a lot of his own experiences to classroom time. He gave examples of skills used by counselors to help children with behaviour problems.

His mother was very pleased with behaviour towards his family. Nursery staff were pleased with his behaviour and attitude to them and to the toddlers. He was able to do his work experience in the nursery. Even though he was injured in a car accident he showed great enthusiasm and a commitment to his work placement.

Reilly was given praise throughout the project which greatly aided in the development of his self esteem. Reilly has learnt that he can be patient with his younger siblings at home. He realises that he can reach his own potential at both school and in his future career.

Stakeholder Involvement

The SROI team engaged with individuals or organizations in each of the stakeholder groups identified above to develop a story of change for them. The understanding of the changes experienced by the stakeholders has been developed based on a number of factors:

- COUI's management team's experience of working with, and talking to, teens and other stakeholders over the years;
- The formal feedback forms stakeholders complete on a regular basis;
- Annual retrospective survey tracking programme graduates aged 14 to 20 to verify, amongst other things, their EET status;
- Extensive evaluation work, including major DCSF study that is currently underway (results expected July 2012) as well as reviews by our funders and in-kind corporate donors; and
- As part of the SROI process, further consultation of representatives from all of these stakeholder groups via structured interviews.

SCOPE AND STAKEHOLDERS

Stakeholder & Relationship Activity	Method of Interaction	Responses	Stakeholder Population
Teenage Participants	Face-to-face & telephone interviews	5	c.600
Families of Teens	Telephone Interviews	2	c.600
Secondary Schools	Telephone Interviews	2	42
Nurseries	Telephone Interviews	2	50
Central Government	Telephone Interviews	2	2
Local Authorities	Telephone Interviews	2	2

OUTCOMES AND EVIDENCE

Activities, Inputs & Outputs

The T&T programme involves 42 schools and 50 nurseries across 13 local councils. COUI runs a 20-week programme twice a year – once in the autumn term and once in the spring term. Teens involved in the programme spend 3 hours per week in T&T. They are released from normal classroom activities in their schools to spend 2 hours paired with a small child in a local nursery taking part. The teens spend an additional hour in a classroom setting to further explore issues around parenting, sexual health and general life skills. During the 2009/10 school year, COUI anticipates that 648 teens will start the programme with 538 completing a full programme. The teens who attend T&T have the opportunity to achieve an Accredited National Award, Level 1 in Interpersonal Skills upon satisfactory completion of a portfolio project. Past history shows that 98% of the teens remaining in the 20 week programme receive this qualification. These certificates are presented at an awards ceremony that is attended by teens, their parents, teachers and the nursery heads.

A number of people are involved in the T&T programme. The teens involved in T&T spend 3 hours per week in the programme. If not joining a T&T session, the teen would be attending her normal classes at school. Each T&T group at a nursery has a paid senior facilitator and a trainee volunteer facilitator who spends 2 hour per week during the nursery sessions. Each trainee volunteer receives a £500 stipend to cover travel costs. Staff at both the secondary schools and nurseries interact with the participants and programme leaders in the course of their regular job activities (not specifically allocated to T&T). The parents of teens must give consent for their children to participate in T&T. Whilst a parent is not required to attend sessions alongside his child, COUI staff have anecdotal evidence that many parents become more involved in their children's daily activities.

T&T receives funding from a variety of sources as the 2009/10 budget year the funding profile shows demonstrates:

Boroughs, local councils & matching funds	£ 568,324
Other funders (e.g. grants, trusts)	£402,231
Reserves	<u>£ 75,000</u>
Total	£1,045,555

Outcomes

Note: This section should be read in conjunction with the SROI Impact Map and its supporting schedules. The outcomes described by stakeholders during the engagement phase are described below. Whilst many stakeholders may have commented on a single outcome, the outcome is categorized consistent with its presentation in the impact map. The indicators and proxies are described here as well. Full details on the data behind them can be found in the impact map spreadsheet.

Teen Participants

Level of Progression	Number
Participants completing programme and earning NVQ	527
Participants completing programme without NVQ	11
Subtotal	538
Participants dropping out of programme	110
Participants starting the programme in 2009/10	648

The outcomes described by the teen stakeholders can be segmented into three categories:

(1) Improved Self Esteem

Most of the teens referred to T&T have low levels of self-confidence which leads them to participate in risky behaviour including exhibiting disruptive actions in class, skipping school, drinking and engaging in unprotected sexual activity. T&T is structured to address these issues with its two-pronged approach – weekly interaction with a toddler and weekly learning/discussion sessions.

There are four distinctive outcomes noted:

- Increase confidence and personal aspirations
- Control/management of anger
- Ability to communicate emotions and desires
- Understanding of the consequence of actions on future plans and aspirations

The annual COUI retrospective survey captures participants achievement or progression on these outcomes. Thus, it will be used as the indicator.

The financial proxies used to quantify the first three outcomes relate to other means of achieving similar outcomes – the costs of courses such as Outward Bounds, dealing with anger management and NLP basic concepts. The final point is quantified via a proxy around the consequences of being NEET to an individual. See the section which addresses the point of the risk of double counting with the selected financial proxies.

(2) Empowered to Make Choices about Education & Employment

One significant outcome is a recognized qualification. Past experience shows that c.98% of the teens that complete T&T earn an NVQ1 for interpersonal skills. For many this is the first time to complete a recognized course. The diploma ceremony is a highlight for not only the teens but also the parents, teachers and nursery staff involved.

Additionally, students remain in school and demonstrate improved attendance. Evidence from past participants shows that a number of the teens continue on to further education or training.

The annual COUI retrospective survey captures participants' achievement or progression on these outcomes. Thus, it will be used as the indicator.

The financial proxy used to quantify the first outcome is the cost of obtaining on the open market the NVQ1 in interpersonal skills achieved by 98% of those teens completing the programme. The next two points are quantified via proxies around the cost of truancy to an individual (not the school) and increased earning potential. These proxies come from a respected third party (NPC) study. See the section which addresses the point of the risk of double counting with the selected financial proxies.

(3) Responsibility for Sexual Health & Pregnancy

Participation in T&T leads to a series of outcomes:

The teen participates and engages with the programme, the toddlers, her peers, her family and/or her teachers. This leads to improved confidence and self-esteem. The new-found confidence spills over into other parts of her life including school and her perception of her aspirations for her life which include continuing in education and imaging a job/career that she had not previously considered. In turn, she realises that having a child at a young age will prevent her from achieving these newly founded aspirations. Thus, she takes more responsibility around her sexual activity and health by choosing to use contraception, using condoms to prevent STIs and learning to say no when she feels pressured into unwanted sexual activity. Equally teen-aged boys take part in the T&T programme and learn about STIs as well as the responsibility they would bear should they make a girl pregnant. These outcomes have been captured as part of many of the other outcomes included in the impact map across various stakeholders. Thus, to prevent double counting no additional outcomes have been quantified for this category.

Families

Families of teens involved in T&T benefit in a number of ways. The most significant change is an overall improved relationship between the teen and her parents, siblings and other members of the household. This in turn leads to better communication within the family and a strengthened family structure. The positive behaviour of the teen often impacts her parents as well. In stakeholder interviews, parents, teens, LAs and schools commented on the positive outcomes expected within the families.

‘My mum & dad have both said that I’m loads calmer and better with my bothers and sisters.’ *Female teen participant*

‘Yeah my mum & auntie both said I’m better with kids cos I do that positive reinforcement thing we learnt [in T&T]’, *Male teen participant*

‘The parents of the young people are so thrilled to see the changes when their daughters attend T&T....it has an added benefit that many of the teens say they will someday be better parents as well.’ *Teenage Pregnancy Coordinator, Local Council*

With respect to girls from certain ethnic backgrounds, ‘It is a relief for them to be able to think outside the family norms and think of themselves as an individual. It gives them choice and tools for communicating these choices.’ *Secondary school*

‘I have seen many changes in my daughter as a result of her being involved with T&T (in 2008). She has ADHD and T&T served as a great focal point for her each week. She has really engaged in school and is expected to achieve several GCSEs with A to C grades. She has even been selected as a prefect! She recently told me she wants kids, but wants to get her education first. I am a very proud dad.’ *Father of 16 year-old graduate who completed programme in February 2008*

‘I used to received 4 to 5 calls a term from the school about my son’s teachers regarding poor behaviour. Since he got involved in T&T, that has stopped – I even had only positive comments at the last parents’ evening. He has opened up to both me and his father and is getting along better with with classmate due to an increase in his confidence. He is doing better in school and claims he wants to go further with his education. He hasn’t decide what career he wants, but there is still time for that.’ *Mother of 15 year-old graduate who completed the programme in February 2009*

The outcome that has been captured for families relates to the strengthening of the family relationship.

- The indicator of number of participants completing the T&T programme noting significant improvement family relationships. This indicator was based on interviews with a number of stakeholder groups who noted this outcome as significant (parents, teachers, nurseries and teens). COUI could put in some formal procedures to track this indicator for future SROI forecasts.
- The financial proxy used to place a value on this outcome is the cost of a series of family counseling sessions. Based on data from the National Directory of Marriage & Family Counselling, a series of 12 sessions value on the lower end of the hourly range have been used. Additional or more refined outcomes could be defined for families in future forecasts. To do so, COUI would need to conduct additional stakeholder interviews to refine the outcomes and define both objective and subject indicators and financial proxies that could be used to measure

Young Children who are Mentored

As explained in the 'Audit Trail' section, there was no interaction with the 'toddlers' (actually young children aged 3 to 5 years old) when preparing the SROI forecast due to the strict requirements for any adults working with children in the UK. No outcomes have been included on the impact map or quantified. However, past studies have shown evidence of positive outcomes for toddlers through increased skills development. These skills include: 1) Personal, Social & Emotional Development; 2) Communication, Literacy & Language; and 3) Physical Development. If COUI understand SROI forecasts in future years, management should determine if there are ways to interact with this stakeholder group as well as setting indicators and financial proxies.

Secondary Schools

Truancy signifies a large costs to schools and society as well as the individual student. As noted, under teen participants above, the risk of truancy is high amongst the target population. The cost to society (e.g., benefits paid, higher crime, etc) has been captured under schools.

- The indicator of reduced absence rates in over 50% of the T&T participants was determined via interviews with schools. This indicator would be improved by working with schools (or a subset of schools involved) to determine how COUI can track participants' attendance given the strict data privacy environment. In 2010 COUI has initiated a programme with 5 schools to collection and provide this information.
- The financial proxy used for improved attendance amongst participants is based on the study on truancy done by NPC.²

Due to privacy issues, some outcomes (e.g., changes in participants' attendance, grades, test results cannot be released by the schools) are not possible to track and have been excluded from the calculation. See Audit Trail for additional comments. For future SROI forecasting, SROI should consider other ways of capturing such measures. The test programme recently launched with five schools (see above) seeks to address this issue.

Nurseries

During interviews with nursery staff, one head of school noted that there are significant positive changes for the teens. "You cannot believe how these girls change while here. They start out shy or standoffish, but by the end the increased levels of confidence are noticeable." The material quantifiable outcomes relate to the teens and toddlers rather than the nursery itself. Thus, the outcomes are captured under other stakeholders.

² NPC, 'Misspent Youth – The cost of truancy and exclusion', June 2007

Whilst the outcome for the teenagers (and toddlers – they enjoy having more adults around) are positive, there can be an unintended outcome – nursery having to spend more time to cope with having the teens on-site. This was equated to the cost of a nursery assistant for the 2-3 hours per week that a nursery has the teens on site based on minimum wage. *N.B. these costs are not additional inputs by the nursery (i.e., no additional staff hired); instead it is an allocation of time of staff away from their regular duties to support the T&T sessions.*

Government

As described in the stakeholder section, the Central Government sets the agenda to reduce teenage pregnancy and related NEET situations. However, the local authorities are the entities responsible for delivering against such targets. Thus, the outcomes have been captured against 'local authorities' on the impact map.

The stakeholder interviews confirmed that the primary desired outcomes relate to:

(1) Reducing levels of teenage pregnancy – Teen age mothers represent a large cost to society. There are costs to the NHS of caring for both the mother and child. The teenage mother requires benefits support from the local council. However, an even larger costs relates to the opportunity cost to the young woman whose goals and aspirations are limited by young parenthood. Statistics show that a child of a teenage parent is more likely to have a child at a young age.

COUI has undertaken a cost benefit study in conjunction with external researchers to evaluate the cost benefit of the T&T programme.

- The indicator comes from this study showed that teens in T&T become pregnant at the rate of 2.7% compared with 23.6% of a control group. Thus, the differential of 20.9% was used in estimating the reduction in pregnancy rates of current participants.
- The financial proxy (detailed in a separate supporting worksheet in the Impact Map) is based on the cost of terminations, live births and on-going costs of benefits over a five year period. An average annual cost has been used for value in the impact map.

N.B. unlike the other lines on the impact map, this calculation considers the entire impact across the teen participant population instead of a per participant value.

(2) Preventing NEET (teenage mothers are particularly at risk of NEET) – 20% of 16-18 year old mothers are NEET according to the Teenage Pregnancy Unit of the DCSF. Being NEET at 18 puts a young person at great risk of being NEET throughout her lifetime.

- The indicator is estimated based on COUI's latest retrospective survey. In the COUI's 2008 Retrospective Study, only 7.9% of T&T graduates were NEET (between 1-6 years out) versus a national average of 9.4%. This differential of 1.5% was applied to the number of teens expected to complete T&T this year. This estimate is conservative since most T&T deemed at higher risk than the average

population which is why they were referred to participate in the T&T programme. The recently release 2009 retrospective study showed an improved in NEET stats with only 3.3% of the T&T graduates at NEET.

- The financial proxy is based on an external, accepted view of NEET costs to the government. There are a number of studies on the cost of NEET. The financial proxy for NEET costs was taken from an NPC study.³

They note secondary benefits as well which align to the outcomes noted by the teen participants, families and schools (impact captured under these stakeholders).

Story of Change & Avoiding Double Counting

Several of the financial proxies are based on studies prepared by New Philanthropy Capital (NPC). The study published in June 2007, 'Misspent Youth' looks at the topics of truancy and exclusion. The report clearly segregates out the two issues and the costs related to each. Truancy relates to the costs of children enrolled in school skipping classes. Exclusion relates to those children who are out of the system and not attending school. Furthermore, when looking at the cost of each, the costs are clearly segmented between the cost to society (NHS, local authority, police and prison system) and the cost to the individual. Thus, the costs used in the underlying calculation are do not overlap.

Additionally, the proxy used for the outcome about taking responsibility for the consequences of actions relates to incremental income for staying in education (high school/GCSE not post secondary education). This comes from a different NPC study ('On your marks – Young people in education', April 2006) on education. To avoid double counting, this impact was subtracted from the proxy used for the income impact on those that continue to higher education. Furthermore, the financial proxy for the cost of truancy to the teen was applied only to the group completing the T&T programme who were subsequently in employment but no longer in education. This was to prevent double counting as those in further education have increased earnings and potential capture via the outcome related to staying in education.

As a further note, the amounts in the reports have not been inflated to 2010 levels so are remain conservative.

Additional Evidence

On a continuous basis COUI undertakes studies and reviews to ensure that it provides value-creating programmes such as T&T which are in line with its objectives. Many of these studies are external or are prepared with support from external advisors well grounded in statistical sampling and using analytical tools. These reviews include:

³ New Philanthropy Capital: Misspent Youth, The costs of truancy and exclusion, A guide for donors and funders; June 2007.

OUTCOMES AND EVIDENCE

- DCSF Study – T & T has been recognised by DCSF as a successful programme for building skills and resilience in vulnerable young people and helping to prevent early pregnancy. Such is the interest in the programme from the earlier evaluation evidence that the DCSF is trialing an intensive implementation of Teens & Toddlers in Haringey, Camden, Greenwich, Southwark and Brent to measure the impacts more accurately. The programme will work with 360 at risk young people from these boroughs from September 2009 to July 2010. The DCSF says, “To operate in tandem, we have invested in a randomised Control Trial, the highest quality evaluation design ever associated with a UK programme of this type, in order to quantify the outcomes from Teens & Toddlers”.
- On-going management reporting to strategic funders such as Impetus Trust
- Cost Benefit Analysis of Teens & Toddlers Sustainability Programmes
- COUI UK: Teens & Toddler Programme, Effect on Nursery Children Study, Evaluation Report 2005, Done by the Dream Mill
- Annual Retrospective Survey

IMPACT*Deadweight*

Based on discussions with various stakeholders as well as COUI's management experience, the deadweight impact is considered to be 10% in most cases. The target population of participants is an 'at-risk' group that needed an impetus for changing their behaviour. Whilst some would have done so without being involved in T&T, it is believed that a relatively low percentage would have done so.

Four items were assessed at a different level:

- Achieving the VQ National Award in Interpersonal Skills – This is a key factor in the T&T programme and one that a participant was deemed very unlikely to achieve on her own, thus, deadweight is set at 2%.
- Remaining in school – Whilst the teens are 'at-risk', a large proportion of the teens will remain in school and not drop out unless they become pregnant. Deadweight was deemed to be high and set at 33%.
- Teenage pregnancy – Given the methodology for calculating the impact (see impact map for details), the deadweight is deemed to be lower, 5%.
- Family relationships – Teens and parents interviewed (as well as historical case study data) indicated that improved family relationships were an outcome of the teen going through the T&T programme. The family relationships were typically strained and in many cases on a downward spiral. It was unlikely that the families would have sought help had the T&T impact not happened. The deadweight was originally lowered to 5%, but to be conservative and to recognize that some families would have made changes on their own, it has been set at 10%, consistent with other measures.

Displacement

No displacement was identified in the T&T activities.

Attribution

Many factors impact a young person's life especially when considered over a period of several years. Thus, attribution of change becomes complicated. Additionally the attribution may vary depending on the nature of the change. The range of attributions is from 20% to 50%. The attached impact map shows the attribution assigned to each measure.

During the stakeholder consultations, various interviewees attributed a wide range of changes to participation in the T&T programme:

"We see a huge impact in terms of self-esteem. The teens realize they have more choices to make. Their parents are thrilled that they are on the project, and their perception of their own children changes for the better." *Secondary school*

“I’d like to do music and follow that kind of career. Before T&T I didn’t really think I would actually go through with it, but why not...I am going to give it a go.” *Male teen participant*

Based on stakeholder feedback, school and family environments are the two most significant factors that influence the teens in the target group. The influence of these groups was considered when setting the level of attribution on each item.

A variety of studies have demonstrated that the home environment plays a crucial part in a young person’s formation and future success. Thus, the initial re-engagement with their family may be an important outcome for teens involved in T&T. One teen noted, “I think I’m more confident and I talk more at home.” Once this relationship begins to improve, the family will be able to claim a significant role in the resultant change. This has been factored into the attribution where appropriate

Drop off

The SROI analysis is considering the impact of a single year or cohort of T&T participants over the duration of their teen years (i.e., following them for up to 5 years to the age of 19/20 when they reach adulthood). When an outcome was deemed to have impact over multiple years, drop off was considered. This accounts for the drop-off of the impact noted in the later years. Drop off ranged from 10-20% per year.

SOCIAL RETURN CALCULATION

SROI Value

When all of the assumptions and data described above and presented in the impact map are used to calculate the social return on investment, the resultant value is over 6. This means that for an investment of just under £1.1m the T&T programme generates outcomes valued at almost £6.8m in present value terms.

This is based on the outcomes (described above and in the impact map) experienced by participants and other relevant stakeholders. There were some important outcomes excluded as described in the Audit Trail section. Additionally, the calculation does not include any impact for the broader social benefit of breaking the cycle of teenage pregnancy and positively influencing the parenting skills of participants. As such, we feel it is a reasonable and even conservative estimate of the true value of COUI's T&T programme.

Sensitivity Analysis

Two outcomes account for over 60% of the value:

- 38% of the SROI value relates to the reduction in teen pregnancies and its related costs,
- 25% of the value relates to the increased potential from participants remaining in school.

Sensitivity analysis was performed on some of the assumptions around the item contributing most to the SROI value.:

- Pregnancy costs -- 1% increase in participants getting pregnant would cause the SROI to decrease by 0.11,
- Remaining in education -- 25% increase in attribution to others (from 50% to 75%) would decrease the SROI by 0.77, and
- Remaining in education – Increasing drop-off from 20% to 33% would reduce the SROI by 0.52

RECOMMENDATIONS

COUI has undertaken this initial forecast of its SROI not to focus on the end calculation, but with the intent to draw learnings from the process and to determine areas where improvements could be made.

COUI has lacked official data from the schools which could serve as KPIs for the programme (attendance, disciplinary record, grades, exam results). This has been the result of data protection issues which prevented schools from being able to share information with COUI on its participants. In 2010, COUI has undertaken a test with five schools that aims to extract data from the participating schools with the objective of tracking its participants and graduates to be able to review the impact COUI has.

Additionally the National Centre for Social Research study commissioned by the DCSF should also provide more granular data allowing COUI to track progress of its participants/graduates.

AUDIT TRAIL

Stakeholders Not Included

The toddlers in the T&T programme were identified as a significant stakeholder group. However, the toddlers were not included in the review. In order to map out the story of change, the SROI team would have had to interact with the toddlers. All adults interacting with children in the UK must undergo background checks (CRB reports) which made this impractical. Furthermore, looking to the SROI Network for guidance, the team noted that interacting with young children may not lead to adequate stories of change as children this young often cannot comprehend a variety of scenarios and alternate outcomes. COUI has previously commissioned a study⁴ to understand the positive outcomes of T&T on the nursery children involved. These outcomes are not included in the SROI calculation. The study did note evidence of positive outcomes across a broad range of skills in the children. These skills include: 1) Personal, Social & Emotional Development; 2) Communication, Literacy & Language; and 3) Physical Development.

Sitting between Central Government and local authorities are various regional agencies. The DCSF sets policy which the LAs enact. The regional government bodies have limited involvement in the T&T context. Therefore, they will not be included

Volunteers provide their time to ensure the running of the T&T programmes across the country. The inputs of time from these volunteers has been captured. However, it was deemed that any attribution of change to this stakeholder group would not be material.

Strategic funding organisations (e.g., trusts, corporate donors, etc.) play an important role in providing resources for COUI's activities. Inputs from funding bodies have been captured. The outcomes are not attributed to these stakeholders, but across various outcomes of other stakeholders (especially the participants). The outcomes for participants align with the donors' giving strategies and objectives.

Outcomes Identified but Not Included

Due to privacy issues, the schools do not allow COUI to track the T&T's participants' grades, attendance records and final results (e.g., GCSE results). Thus, no outcomes related to improved results for schools were included in the outcomes.

No outcomes related to the nursery children in the T&T programme are included. See previous section for commentary.

⁴ COUI UK: Teens & Toddlers Programme, Effect on Nursery Children Study, Evaluation Report, February 2005, The Dream Mill

Unintended/Negative Outcomes

COUI recognises the potential for unintended or negative outcomes for various stakeholders. One such outcome has been included for nurseries because the nurseries do not have to hire new staff to support T&T, but sometimes have to divert staff from regular duties to support the teens during the T&T sessions.

No other unintended or negative outcome has been included in the impact map. The main source of such an outcome is likely to be amongst participants who do not complete the programme. Unfortunately COUI do not have access to those who drop out and have no historical data to use as a proxy. For any future SROI forecast, COUI should consider trying to interview some who dropped out of the programme and identify outcomes and related financial proxies.

Financial Proxies Not Included

All outcomes included on the impact map have a financial proxy.

APPENDICES

Impact Map

The SROI 'Summary' & 'Impact Map' tabs in spreadsheet

Supporting Schedules

The remaining tabs in spreadsheet