

Dance United Yorkshire

Final Evaluation Report: Outcomes for participants of three Dawes Trust funded projects (October 2014 – July 2016)



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Acknowledgements

This evaluation project has been funded by the Dawes Trust as part of a grant to Dance United Yorkshire to deliver three interventions between 2014 and 2016. The evaluative model adopted for these three projects has drawn on methods and assessment tools developed previously for Dance United by Andrew Miles at the University of Manchester, and Hannah Billington from Project Oracle. At Dance United Yorkshire, staff members assisted significantly in the collection and collation of primary data – in particular Maddy Hatfield Allen, Duncan Bedson, Helen Linsell, Emma Robertson and Steph Potter. Lisa Day at Kirklees Youth Offending Team also helpfully collaborated by facilitating access to anonymised longitudinal data on participants. Sincere thanks to all the young participants who gave their time and shared their experiences and views.

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EXECUTIVE SUMMARY

Headline conclusion

Dance United Yorkshire (DUY)'s three intensive interventions, funded by the Dawes Trust, have marked a successful continuation and development of their dance-led learning programmes for young offenders and young people at risk of offending in community settings across the region. The evidence collected over two years suggests that the projects made a major positive impact on participants' attitudes and behaviour within the timeframe of the intervention. Furthermore, that these positive changes were largely sustained and in many cases built upon for at least 12 months after the intervention.

The evidence indicates that participants were much more likely to successfully reengage with education, training or to find employment after the intervention than they would otherwise have been. Participants referred from Youth Offending contexts did not reoffend or breach the terms of their orders within a 6-month period. Participants involved in or exposed to criminal behaviour in peer groups and families positively changed their behaviour and attitudes to offending. These 'hard' outcomes are underpinned by measurable increases in participants' capacity to learn, health and wellbeing, and the development of a range of key life skills, to which dance as a process and a context is crucial.

Context

The interventions ran for four weeks, preceded by an introductory 'taster week' and a recruitment and preparation process which included home visits wherever possible. During the four main weeks, participants worked a circa 25 hour, five-day week. Each cohort was focused on the preparation of a piece of contemporary dance based theatre, involving creative input from participants. Projects culminated in a live, professionally staged public production attended by large invited audiences including many friends and family. Alongside the preparation of the performance piece, written and portfolio work was completed towards an accredited qualification in the form of the Bronze Arts Award.

Building on a practice methodology developed through the company's earlier intensive work in youth offending, prison, and community settings across Yorkshire, the primary emphasis of the interventions was on quality and excellence. In line with this, participants were treated as trainee professional dance artists who must adhere to a number of absolute principles and routines. Each intervention had as its base a dedicated, professional standard rehearsal space carefully chosen by the company for the duration and adapted to their needs where necessary. The projects were led by professional dance artists, additionally trained for the specificities of this work, backed up by a dedicated support and pastoral team.

The recruitment base for participants was slightly different for each of the three interventions. Referrals were taken from a variety of new and previously established referral partnerships including statutory and non-statutory providers: Youth Offending Teams, Pupil Referral Units, mainstream Secondary Schools, and Drop-in centres.

Method

The evaluation of these three projects has taken place within a framework that was tailored specifically to the Dawes Trust funded work. It is significantly informed by an evaluative model developed with Dance United by Dr Andrew Miles of Manchester University between 2007 and 2009 (with the author as research assistant) for interventions at the Bradford Academy. This was further built upon by other researchers, notably Hannah Billington of Project Oracle, for Dance United's work with similar client groups in the London area.

The framework has focused on 12 intended intermediate outcomes for participants – divided into four outcome 'families' – systematically measured, week by week, during the course the interventions. Each of the 12 intermediate outcomes links closely with one of the risk factors/positive factors identified in the Youth Justice Board's ASSET assessment framework.¹ This builds on the previous evaluative focus on 'capacity to learn' to also encompass specific behavioural and attitudinal changes related to social behaviour, engagement, and employability as well as 'embodied' changes in the form of physical discipline, confidence, and healthy lifestyle choices.

In addition, this evaluation framework has for the first time attempted to systematically measure and evidence longer term impacts by tracking participants twice in the year after the interventions. This tracking research has focused on three intended long term outcomes, namely: non-offending; sustained engagement with education, employment or training; and sustained improvements to physical and emotional wellbeing.

Outcomes

There is convincing evidence that these three interventions have made a major positive impact on participants and that this has transferred into other areas of their lives. The programme has successfully engaged a constituency who either significantly struggle with, are excluded or completely alienated from formal learning. It has imparted measurable increases in aspiration, confidence, and motivation to learn; self-awareness, communication and coping skills; personal responsibility and self-control. These have fed through into a willingness to take up or re-engage with education and employment pathways, improved personal and family relationships, a stronger and more positive sense of self-worth, and a reduced risk of offending or reoffending.

As with previous DUY evaluation findings, dance as both a context and a mechanism is crucial to the way these changes have been brought about. The interventions demanded professional standards of discipline and performance, while providing a high-quality environment in which individuals were consistently supported, given respect and treated on their merits. Participants' learning was informed by a number of non-verbal, dance-mediated processes which worked to bring about wider changes in attitude and behaviour. These included mental discipline, bodily control, and the development of 'embodied confidence'. The public performance dimension of the interventions created both a pressure that generates co-operation and responsibility, and a sense of achievement which in turn sponsored future ambition.

¹ YJB for England and Wales (2014), [Young offenders: assessment using 'Asset'](https://www.gov.uk/government/publications/asset-documents) <https://www.gov.uk/government/publications/asset-documents> (accessed 25/05/2017)

Issues

While retention rates are improved from previous evaluations, the major issue causing concern internally is the functioning of key referral partnerships, most notably in Hull for which the two Dawes Trust funded projects marked DUY's first delivery of work in the city. Stemming from this issue is the company's ability to recruit and retain participants from the intervention's core target group: the most challenged young people in a city or area. In the run up to the Hull projects, in both 2014 and 2016, promising initial partnerships formed with the Youth Offending Service and Childrens' Services teams, and an agreement to refer the bulk of participants from these sources was reached with the former; but in the final weeks no viable referrals materialised. Instead, DUY was forced to rely heavily on mainstream schools, a Pupil Referral Unit, and a voluntary sector Drop-in centre for 'last minute' referrals. This is seen as very disappointing for the company – and a missed opportunity for young people in the city. DUY are continuing to pursue the reasons for this failure at Head of Service level, and remain committed to working in the city again at the earliest opportunity.

1. INTRODUCTION

1.1 Background and context

The company

Dance United Yorkshire (DUY) is a distinctive and radical company confronting the pointless waste of so many young lives in our society. The company has gained a regional reputation as a specialist provider with a primary focus on working with disadvantaged, vulnerable, excluded and disengaged young people from a range of challenging circumstances to catalyse a positive shift in their life journeys that helps them move away from criminality and anti-social behaviour.

The core intervention is an intensive full-time participation in contemporary dance training and performance of a high artistic standard.

The company is renowned for bringing together outstanding artists in contemporary dance with some of the most challenging young people in society. This is an unlikely alliance but one that creates truly inspirational dance even as it seeks to turn around broken lives. At times it can be uncomfortable bridging these two very different worlds but a passionate belief in this collaboration has been rewarded by some extraordinary artistic and transformational outcomes.

Why Dance

The company uses a teaching methodology that is a powerful adaptation of professional contemporary dance training that drives towards a high quality public performance. The work is tough, tightly focused and highly disciplined. There are no hiding places, no short cuts, and no excuses. They do not seek to train young people as dancers, but rather use dance as a catalyst for radical and lasting personal change. The work succeeds when the complete physical, emotional and intellectual engagement that is demanded allows the individual to feel a real sense of control and purpose, self-belief and pride in achievement, often for the first time. The methodology – centred on focused physical discipline in a supportive environment – is intended to bring about a number of intermediate outcomes including a shift to pro-social lifestyles, increased motivation, engagement, learning capacity and aspiration, and improved embodied confidence. Evaluation has demonstrated in the past that the methodology can be a catalyst for longer term changes such as moving away from offending behaviour, (re) engaging with education or finding employment, and improved physical and emotional wellbeing.

Three Dawes Trust funded projects

The three projects comprised one in the metropolitan borough of Kirklees, and two in the city of Hull. The Kirklees project gave DUY the opportunity to build on their existing groundwork in the borough, and to strengthen relatively new partnerships with the Youth Offending Team (YOT) and the local education networks. DUY also wanted to explore how its tried and tested methodology could be transported to a new area and Hull, with its historically low arts engagement and high levels of socio-economic deprivation, was an excellent testing ground.

The project in Kirklees was intended to very closely follow the work DUY had previously conducted in the area, including successful recruitment processes through the YOT. The two Hull projects aimed to develop new referral partnerships in the city, focusing initially on statutory agencies (Youth

Offending and Children and Young People's Services). The design of all three projects included a short enhancement of DUY's usual work, engaging core participants' siblings/local primary school children through a range of community workshops.

1.2 Project structure and approach

The intensive projects were all five weeks in length and incorporated the delivery of a 20 minute piece of brand new contemporary dance theatre, designed and choreographed for each project and in which participants would have significant creative input. All projects also included the facilitation of the Bronze Arts Award qualification.

Alongside the main intensive projects, in Kirklees and Hull 2016 DUY also engaged with local primary schools to deliver creative dance workshops to all year groups. These two primary schools were in relatively deprived areas, and the workshops were designed with an attempt to engage with younger siblings and family members of participants on the main projects. This led to the formation of an after-school group who worked towards a performance piece for the final performance event, including some younger siblings of the main cohorts.

The three projects otherwise took the same structure, which is as follows:

- For at least two weeks, and in one case up to two months prior to the project beginning, recruitments activities took place. These included home visits, meetings with young people at YOT appointments, and taster sessions offered in schools.
- In the first week of the projects proper (Week 0), participants had two half day taster sessions introducing them to contemporary dance and the DUY method. A full day on Friday introduced some of the choreography of the performance piece. On this day participants stayed for lunch, and had an afternoon session where they developed and signed a code of conduct.
- During Week 1 the groups adapted to the physicality of the project. Young people went onto a full-time timetable, continuing to learn sections of the choreography and introducing creative sessions. Dance teams introduced contact work in the studio and the companies began their portfolio work for the Bronze Arts Award. The role of the support team during this week was to offer the young people assistance and to continue to build, through phone calls, relationships with their parents/carers.
- In Week 2 young people completed the 'Watching and Appreciating Professional Practice' unit of their Arts Award qualification. They travelled to watch professional or more advanced dance students complete performances, interviewing them afterwards where possible. The choreography began to be structured and young people continued their portfolio work.
- Week 3 saw young people work on their 'Arts Inspiration' unit of the Arts Award. They prepared and completed presentations. They also planned and delivered workshops for the 'Skills Sharing' unit of their award, either in local primary schools or to the Dance United Yorkshire Gradient Company, having their teaching evaluated. They continued working in the dance studio and in all cases choreography was fully structured by the end of Week 3.

- In Week 4 young people worked full days and performed at a professional standard venue to invited audiences including family and friends. Most the week was spent refining the performance piece in the studio. Young people also completed their portfolio work for the Bronze Arts Award qualifications. The final day of projects (in one case on a Saturday) was taken up with post-performance review and evaluation, celebrating achievements and saying (often emotional) farewells.

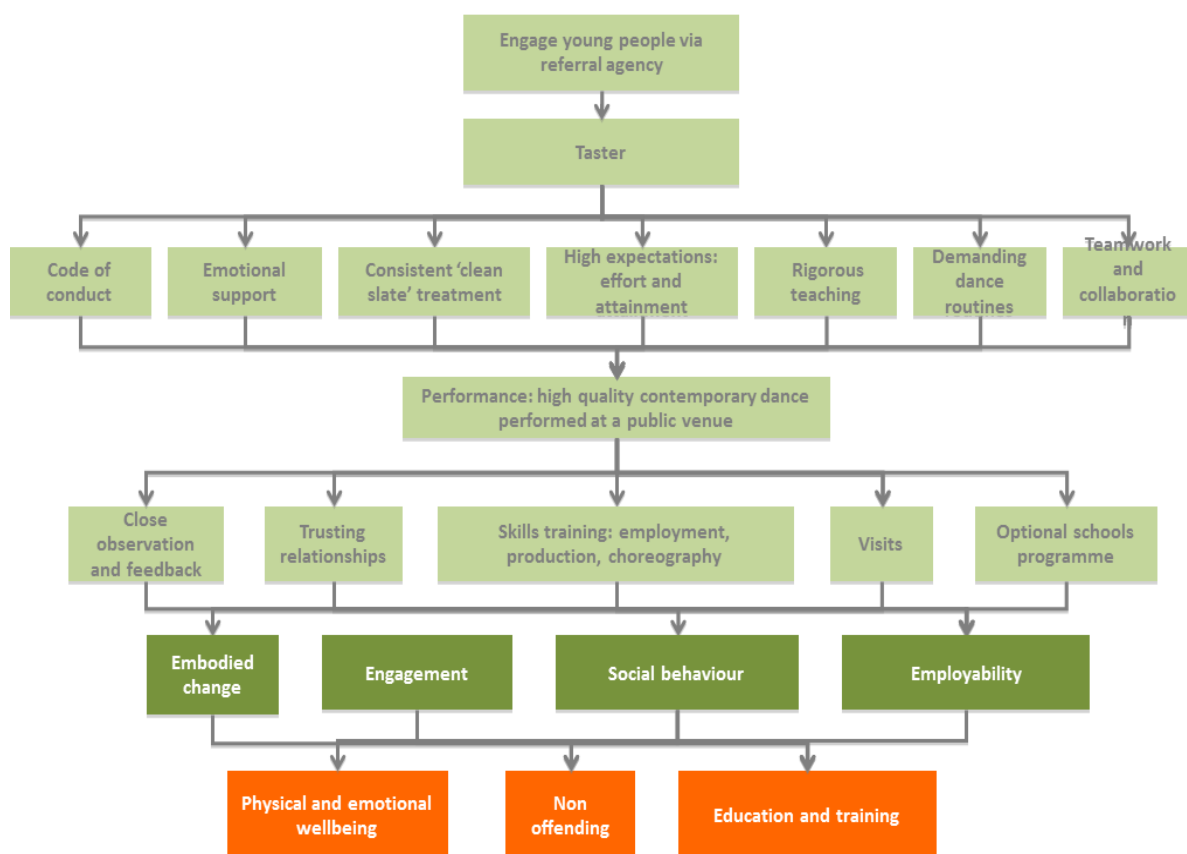
2. EVALUATION METHODOLOGY

2.1 Development of model, Theory of Change

The evaluation of the three Dawes Trust funded projects has built on evaluation models developed by Dance United since 2007. Evaluation findings of each successive cohort have fed back into the intervention itself and the organisation's wider work, and the evaluation approach modified for subsequent cohorts where appropriate. The aim of Dance United's evaluations since it initiated dance-based interventions for young people in Yorkshire – later extended elsewhere in the country – has been to 'develop evaluation model[s] which can produce robust evidence of impact but which [are] simultaneously sympathetic to the arts-based context of the intervention' (Miles 2008).²

This evaluation of the three Dawes Funded projects has built on the previous work at the Bradford Academy 2007-2009, as well as research methods and a theory of change model developed for Dance United's intensive projects in London with assistance from Project Oracle researchers.³ The theory of change model below represents the intended journey of participants during the intervention.

Figure 1. *Theory of Change logic model for 4 week intensive intervention*



² Miles, A. with Strauss, P (2008). *The Academy: A report on outcomes for participants 2006-2008* University of Manchester

³ www.project-oracle.com, with thanks to Hannah Billington

2.2 Intermediate Outcomes

The intermediate outcomes (marked in dark green in the Theory of Change model, above) represent intended participant outcomes to be measured during and immediately after the four week intensive project. These four outcome ‘families’ encompass 12 separate intermediate outcomes, outlined in Table A below.

Table A. Intended intermediate outcomes by ‘outcome family’

Embodied change	Social Behaviour
1. Physical discipline	7. Relationships
2. Resilience	8. Understanding self and others
3. Embodied confidence	9. Pro-social behaviour
4. Healthy lifestyle	10. Attitude to offending
Engagement	Employability
5. Attitude	11. Learning capacity
6. Aspiring motivation	12. Skills and qualifications for employment

Each of these 12 intended intermediate outcomes were developed to link with one of the risk factors/ positive factors identified in the Youth Justice Board’s ASSET assessment framework.⁴

Following an evaluation model first introduced by Andrew Miles at the Bradford Academy in 2007, with the author of this report as embedded research assistant, intermediate outcomes were measured by a combination of:

- Weekly observation monitoring tools completed by dance facilitators.
- Weekly observation monitoring tools completed by support workers.
- Self-assessment questionnaires completed by participants in Week 1 and Week 4

All tools were developed or adapted specifically for the Dawes Trust funded cohorts, and were implemented by DUY staff on the ground, with remote support from the evaluator. See appendices for copies of tools used.

The tools and approach were reviewed after each cohort and, as reported in the interim report on the Kirklees project in June-July 2015, some minor adaptations were made from the initial Hull cohort in 2014 and sustained for the remaining two projects. Namely, in discussions with the organisation it emerged that the support team found it difficult to complete the weekly monitoring tool used for Hull 2014 and had had to look to their colleagues for guidance. This was because some of the intermediate outcomes they were initially being asked to score – notably 1. Physical discipline and 3. Embodied confidence – focused on changes most likely to be observed within the dance studio. However support workers did feel confident and well placed to score participants on some other outcomes which had previously been measured only by self-assessment, namely 4. Healthy lifestyle, 7. Relationships, 8. Understanding self and others, and 12. Skills and qualifications for employment.

The weekly monitoring tools for support staff were thus adapted before the start of the Kirklees cohort to contain the most appropriate outcomes as well as a more detailed scoring framework for guidance.

⁴ YJB for England and Wales (2014), *Young offenders: assessment using ‘Asset’*
<https://www.gov.uk/government/publications/asset-documents> (accessed 25/05/2017)

At the same time, very minor grammatical and phrasing changes were also made to the 25 statements in the self-assessment questionnaire – to make these clearer for participants.

In addition to the outcome scoring tools, each participant was interviewed for 15-20 minutes at the start and end of the project. These interviews took a semi-structured format, and asked questions designed to capture the participant’s starting point, setting personal goals at the beginning. In end-of-project interviews participants were asked to reflect on their journey through the intervention, their own achievements, and their intentions for immediate next steps and longer term future. These interviews were conducted by the evaluator for the Kirklees and Hull 2015 projects, and by another professional unknown to participants in the first Hull cohort in 2014. The data from these interviews provides vital contextual backdrop to understand ‘how’ and ‘why’ scored outcomes are seen for participants, both individually and collectively, and is used as such in the reporting below.

Table B, below, provides at a glance reference for the sources of data used to evidence each of the 12 intermediate outcomes.

Table B. Intermediate outcomes by evidence type.

Intermediate Outcome	Evidence type			
	Observation scores (dance)	Observation scores (support)	Self-assessment questionnaires	Interviews start/ end
Embodied Change				
1. Physical discipline	✓			✓
2. Resilience	✓			✓
3. Embodied confidence	✓			✓
4. Healthy lifestyle		✓	✓	✓
Engagement				
5. Attitude	✓			✓
6. Aspiring motivation	✓			✓
Social Behaviour				
7. Relationships		✓	✓	✓
8. Understanding self and others		✓	✓	✓
9. Pro-social behaviour	✓			✓
10. Attitude to offending			✓	✓
Employability				
11. Learning capacity	✓			✓
12. Skills and qualifications for employment		✓	✓	✓

As Table B shows, each outcome was evidenced by a minimum of two sources of data and – with the exception of 10. Attitude to offending – a triangulation of at least two sources of scored data.⁵

⁵ It was decided early on that ‘attitude to offending’ is an outcome which cannot be scored in a valid way by staff observation, and is also unlikely present demonstrable evidence of change on a week-to-week basis.

2.3 Long term outcomes

As the theory of change model expresses, it is DUY's hope that improvements seen in the four families of intermediate outcomes during the time frame of the intervention will be sustained into longer term outcomes. The three intended outcomes longer term (marked in orange in Figure 1), are 1. Increased physical and emotional wellbeing, 2. Non-offending, and 3. Sustained engagement with education and training (or finding employment). For the purposes of this evaluation, long term outcomes were evidenced by:

- Two rounds of telephone tracking interviews with participants at between 4 and 6 months, and 12 to 15 months after the intervention.
- Self-assessment questionnaire tool administered by telephone or in person where possible.
- Agreements with referral agencies to share updates on participants' progress, including re-offending data in the case of referrals from a Youth Offending team.

The evaluation model accounts for the fact that, while it is not possible to attribute long term outcomes entirely to any four-week intervention, it is possible to evidence what contribution an intervention made. Participants and referral agencies were asked directly what impact the intervention was felt to have had on an individual, and what contribution it was felt to have made to any sustained outcomes, in which specific ways.

3. PROJECT OUTCOMES

3.1 Profile of participants

Over the course of the three projects, 43 young people were 'significantly engaged' (completing a minimum of taster week plus one full week of the intervention). 27 young people successfully completed all four weeks of the intervention, to performance. The age range of all participants was from 12 to 21 years old, with a mean average age of 15 for all participants and of 14 for completers. Of those significantly engaged, the gender balance was 63% female to 37% male; of completers, the balance was 56% female to 44% male.

Participants were referred from a wide range of different agencies and institutions. These ranged from mainstream schools in which participants were struggling with behaviour, attendance and/or had been excluded, Pupil Referral Units, the Youth Offending Team in Kirklees, and a drop in centre in Hull for young people who are NEET, homeless, living in poverty and/or suffering substance misuse. Table C summarises the number of referrals and completions by type of referral agency, and the engagement to completion rate.

Table C. *Engaged referrals by agency type*

Referral agency type	Number of agencies by type	Referrals significantly engaged	Referrals completed	Engagement to completion rate %
Mainstream schools	6	26	16	62%
Pupil Referral Units	3	8	5	63%
Youth Offending Team	1	6	4	67%
Drop-in centre	1	3	2	67%
Total	11	43	27	(Average) 65%

As Table C indicates, referrals of pupils struggling in mainstream schools were the most numerous, though the most severe and complex cases referred by specialist agencies showed the highest engagement to completion rate.

As discussed below, and in two previous interim reports, receipt of baseline data on participants from referral agencies was patchy throughout the three projects, most notably for the two Hull cohorts. Nevertheless from the triangulation of data received from referral agencies, participants' self-assessment questionnaires, interviews, and DUY staff's anecdotal evidence gathering it is possible to compile an indicative record of the challenging circumstance and issues facing engaged participants. Table D comprises a non-exhaustive record of these issues, and their presentation in the total populations of both significantly engaged and completing participants.

Table D. *Participants' challenged circumstance and issues*

Circumstance or issue	Number of engaged participants	% of engaged participants	Number of completing participants	% of completing participants
Not in Employment Education or training (NEET)	4	9%	2	7%
Conviction for criminal offence	6	14%	4	15%
Excluded from school/ off mainstream timetable	23	54%	14	52%
Suspected mental health or learning difficulty	9	21%	6	26%
Suspected alcohol or substance abuse issues	10	23%	6	22%
Exposure to criminality in peer-group or family	17	40%	12	44%
Significant challenging behaviour or anger management	14	33%	6	22%
Living in one of 3% most deprived wards in England ⁶	15	35%	12	44%
Young parent	1	3%	0	0%

Of the 43 participants significantly engaged, 27 completed the intervention. All 27 completers successfully undertook a Bronze Arts Award through portfolio work during the intervention.

Drop-out rates and reasons varied across the three projects. Table E summarises the completion to engagement figures of the three cohorts.

Table E. *Engagement and completion rates by project.*

Project	Significantly engaged	Completed	Engagement to completion %
Hull Oct-Nov 2014	15	8	53%
Kirklees June-July 2015	17	10	59%
Hull June-July 2016	11	9	82%

The Hull 2014 project showed the lowest engagement to completion rate, with seven of the 15 participants leaving before the end. Two of these seven engaged on and off for three weeks, but eventually left due to pre-existing health problems. Two engaged for two weeks but chose to leave after repeated incidents of challenging behaviour and attempts by staff to resolve these issues through meetings with both parents and referral agencies (a PRU and a school). One engaged up to Week 4, although with patchy attendance, and eventually stopped coming. One, a young mother with a child in social services care, came to the project with enormous pressures on her life and

⁶ Bransholme East and Bransholme West in Hull, in the 2nd and 3rd percentile of deprived wards in England, respectively. Source: English Indices of Multiple Deprivation, <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

engaged well for two weeks but decided to leave as she could not commit to the intensity of the project. No data is held on the reason for a seventh participant who left the project.

The Kirklees project had the highest total number significantly engaged and an engagement to completion rate of 59%. This is perhaps the most impressive given the circumstances of participants who included a high proportion of YOT and PRU referrals as well as those excluded from mainstream education for significant behaviour issues. Of the seven who did not complete, four engaged intermittently for the first two weeks but eventually chose to drop out after repeated incidents of challenging behaviour and attempts by staff to resolve these issues through meetings with their PRU or school. One young person engaged for the first week, before acknowledging themselves that the intensive nature of the project and relationships with other participants was triggering certain aspects of their mental health issues. They left the project as a precautionary measure to prevent a major breakdown. One young person was asked to leave the project after a serious threat of violence towards another participant. A seventh participant, a YOT referral, engaged well for three weeks despite extremely challenging behaviour, before being asked to leave due to illegal activity on the project.

The Hull 2016 project had a very high engagement to completion rate of 82%. It is acknowledged by DUY staff that this likely reflects in part the profile of the cohort which was entirely comprised of mainstream school referrals – facing challenging circumstances, including a high proportion living in two of the most deprived wards in England – but with a relatively low incidence of very challenging behaviour. Nevertheless, significant efforts on the part of staff were still required to achieve nine completions from 11 referrals, after a challenging recruitment process. Learning was clearly applied from the previous two projects about how to do this. Of the two who did not complete, one engaged for a week but expressed a strong desire to return to school and decided the project was not for her. A second engaged for three weeks, before leaving as his school introduced a requirement that he attend school in the mornings and return to the intervention in the afternoons and evenings during the final stages of the project, which he was unwilling to do.

Attendance figures for all three cohorts were very high, representing strong commitment from participants and contributed to in no small part by efforts on the part of both dance and support staff to motivate and continually emphasise the importance of consistent attendance. Table F summarises the mean average attendance rates for all sessions, by completing participants.⁷

Table F. Average attendance rates by project.

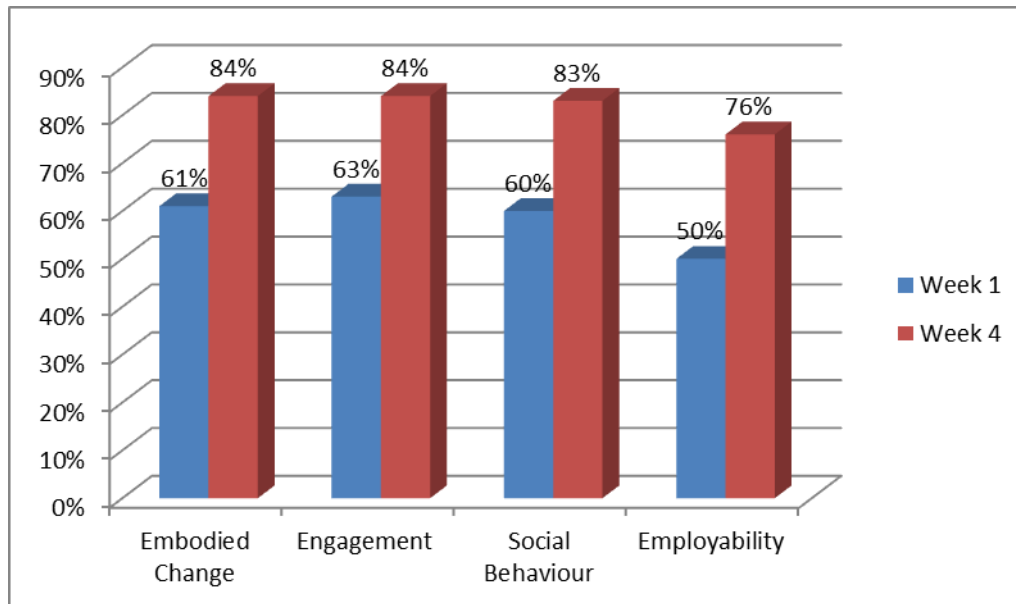
Project	Mean average attendance (completers)
Hull 2014	92%
Kirklees 2015	92%
Hull 2016	98%
Total average	94%

⁷ Figures exclude legitimate planned absences for which permission was sought in advance and agreed by DUY and referral agencies.

3.3 Overall intermediate outcomes

The bar graph in Figure 2 presents the aggregated outcome scores by outcome family, at project start and project end for all completing participants of the three projects (n=27).

Figure 2. Overall percentage change at start/end, all projects



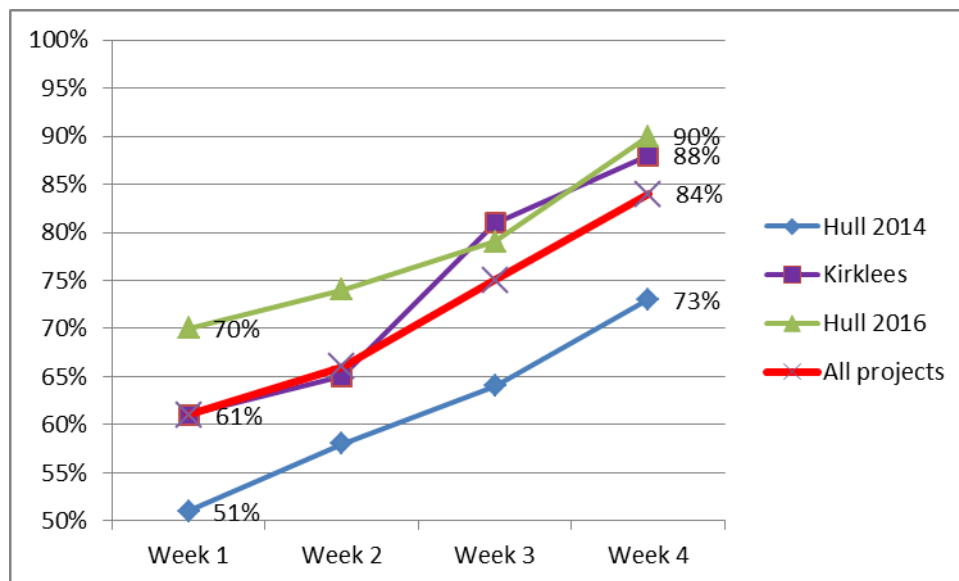
The most significant changes overall were seen in the outcome family of Employability, which also had the lowest starting point of 50%, rising 26 percentage points to 76%. The next most significant changes were the outcome families of Embodied Change and Social Behaviour, both rising 23 percentage points to 84% and 83% respectively (from starting points of 61% and 60% respectively). Engagement was the outcome family showing the least significant overall change, though it also had the highest starting point, rising 21 percentage points from 63% to 84%.

These figures indicate that the three interventions provoked a significant change in participants in all four of intended outcome families. Discussed below are the scores for each outcome family individually, separated by project, and the nature of the changes at issue including contextualising data from participants' interviews.

3.4 Embodied Change

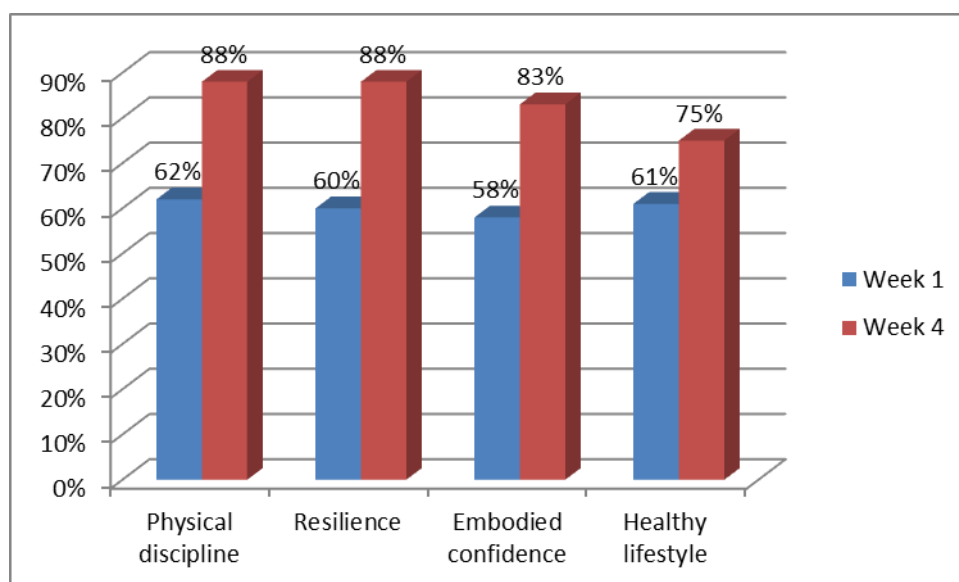
The outcome family of Embodied Change encompasses four outcomes: physical discipline, resilience, embodied confidence, and healthy lifestyle. Figure 3 presents outcomes scores in this family combined, separated by projects plus an aggregated score, and with scores at weekly intervals. This data indicates that the Kirklees cohort showed the biggest improvements in this outcome family, rising 27 percentage points from 61% to 88%. The Hull 2016 cohort showed the least significant overall change, but from the highest starting point, rising 20 percentage points from 70% to the highest overall score per project of 90%. The Hull 2014 cohort started from the lowest base, rising 22 percentage points from 51% to 73%.

Figure 3. *Embodied Change scores week by week, by project and combined*



The shape of the graphs indicate that sustained improvements were seen in this outcome family over the four weeks of the intervention for all projects, with the most significant change (the steepest increase) seen between Weeks 3 and 4 for the two Hull cohorts and between Weeks 2 and 3 for the Kirklees cohort. This is significant in the light of previous findings in evaluations of Dance United’s longer, 12 Week interventions that the most significant changes in outcomes scoring were seen in Weeks 1 – 4; thereafter, scores tended to level off or fluctuate.⁸

Figure 4. *Embodied Change outcomes at start/ end of intervention, all participants*



⁸ Miles, A. with Strauss, P (2008). *The Academy: A report on outcomes for participants 2006-2008* University of Manchester

The bar graph in Figure 4 above presents data for all completing participants separated by the four outcomes within the Embodied Change outcome family. This data indicates that physical discipline, resilience, and embodied confidence showed comparably significant improvements - rising 26, 28, and 25 percentage points respectively. Healthy lifestyle showed the least but by no means insignificant improvement increasing by 14 percentage points.

Physical discipline

Improvements scored by dance tutors' observations showed that well over half of participants had risen to a level in their dance by Week 4 where they achieved a top score ("Consistent physical control and ability to come in on cue, physically alert, yet still and calm. Physical control"). Several participants described in their interviews at project start and end how this had been one of the most challenging aspects of the dance training, but that overcoming urges to fidget, talk, or lose focus had had significant rewards – including the glow of success on performance day. One participant described the impact on her as follows.

"The thing I struggled most with, I'd say, was my solo. I had to move around a lot, combine a lot of different things; it was really hard to remember where I was supposed to be and to keep focus. On the stage, I forgot one bit. But I just kept calm, got back into focus, and remembered what came next. I don't know if anyone actually noticed!" Hull 2016 participant, end interview

Resilience

In Week 4, Dance tutors' observations scored all participants, without exception, either a 4 or – in around half of cases – the highest score of 5 for resilience ("Consistent ability to follow instructions, can complete the entire task without tiring or giving up"). This was from a starting point in Week 1 where many of the same individuals were scoring 2s ("Awareness of routine and expectation, but prone to giving up") or, in some cases, 1s ("Lethargic, yawning, no apparent attempt to complete dance routines, appears physically tired").

Several participants remarked in their interviews how they felt this change had taken place, frequently attributing it to the consistent support, encouragement, and firmness of both dance tutors and support staff – which they often also compared favourably to treatment in other institutional settings. For instance:

"...There's been ups and down, times and days when I didn't like it, was tired or bored or just couldn't be bothered to dance. But they really help you with that here. They don't let you get away with it, or just throw you out the room like teachers [at school] do. I mean, if you need to, they'll take you out and have a quiet word. But they show you that you're working towards something, that the group needs you, and they give you that energy boost to carry on" – Hull 2016 participant, end interview

Embodied confidence

Dance tutors' observations embodied confidence showed that, by Week 4, the majority of participants had risen to a score of 4 ("Able to make eye contact when communicating, alert but comfortable posture, physically 'present'") or 5 ("Consistent positive physical presence and

embodied confidence”). Participants frequently noted in their interviews how these improvements within a dance context, which often involved overcoming anxiety, nervousness, or lack of social or physical confidence, had had sometime dramatic effects on their general mood and outlook:

“I’m a lot happier [now]. It’s been great to wake up in the morning and look forward to coming here... When I came through the door the first day, I didn’t really want to come in. I was really nervous just to come in the room and meet everyone. Now I just wanna carry on. I don’t want to leave...I feel, just more confidence in myself, cos I know I can do much more” – Kirklees participant, end interview

Healthy lifestyle

The healthy lifestyle outcome was scored through a combination of support staff’s observations, and participants’ self-assessment. The scoring frameworks assessed concrete change on habits and behaviours, namely smoking, alcohol and drugs, and diet, as well as expressed attitude and will to change these behaviours. By Week 4, the vast majority of participants had increased one or more scoring points, meaning that they had changed or significantly improved on a previously negative behaviour. For instance, during the duration of the three projects there were many instances of participants cutting down smoking tobacco or cannabis, and in several cases giving up all together. There were also observed and self-reported positive changes to diet, and awareness of healthier nutrition, such as reducing or avoiding junk food and energy drinks.

Participants sometimes commented on these changes in their interviews, but more often reflected on the positive impact of the physical intensity of the dance training in improving their physical fitness and mental wellbeing. For instance:

“It’s just made me feel fitter...I’m aching a lot. [But] yeah, whenever I’m in a shitty mood now I just do something physical like practice my dance routines...[And] I can actually get out of bed in the morning now!” – Kirklees participant, end interview.

3.5 Engagement

The outcome family Engagement comprises two outcomes, attitude and aspiring motivation. Figure 5 presents outcomes scores in this family combined, separated by projects plus an aggregated score, and with scores at weekly intervals. This data shows a comparable level of improvement across the three cohorts, with the Kirklees cohort recording the most significant gains in this family, rising from the lowest base of 57% to a 28 percentage point increase of 85%. The Hull 2014 cohort showed the least significant change, yet still increased 16 percentage points to 81%, from a high base of 66%. The Hull 2016 cohort rose from the highest base of 67% by 19 percentage points to 86%.

The shape of the graphs in Figure 5 indicate that sustained improvements were seen week to week in this outcome family for all projects, with the most significant gains (the steepest increase) seen between Weeks 3 and 4 for Kirklees and Hull 2014 cohorts, and between Weeks 2 and 3 in Hull 2016.

The bar graph in Figure 6 presents data for all completing participants separated by the two outcomes within the Engagement outcome family. This data indicates that significant improvements

were seen in both outcomes. While comparable, aspiring motivation was the outcome that showed the most significant improvement – rising 26 percentage points from 58% in Week 1 to 84% in Week 4. Attitude rose 22 percentage points to 87% in Week 4, from a relatively high starting point of 65% in Week 1.

Figure 5. *Engagement scores week by week, by project and combined.*

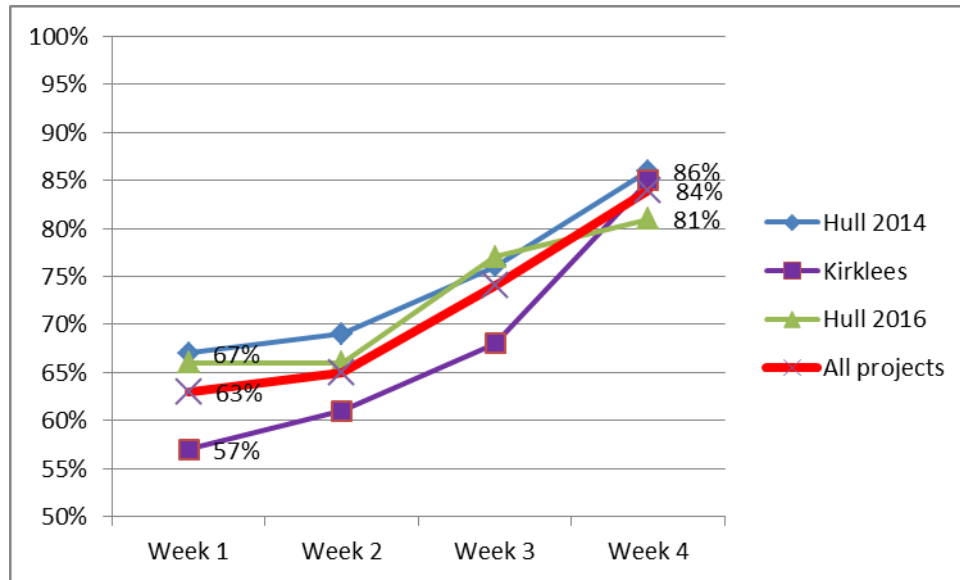
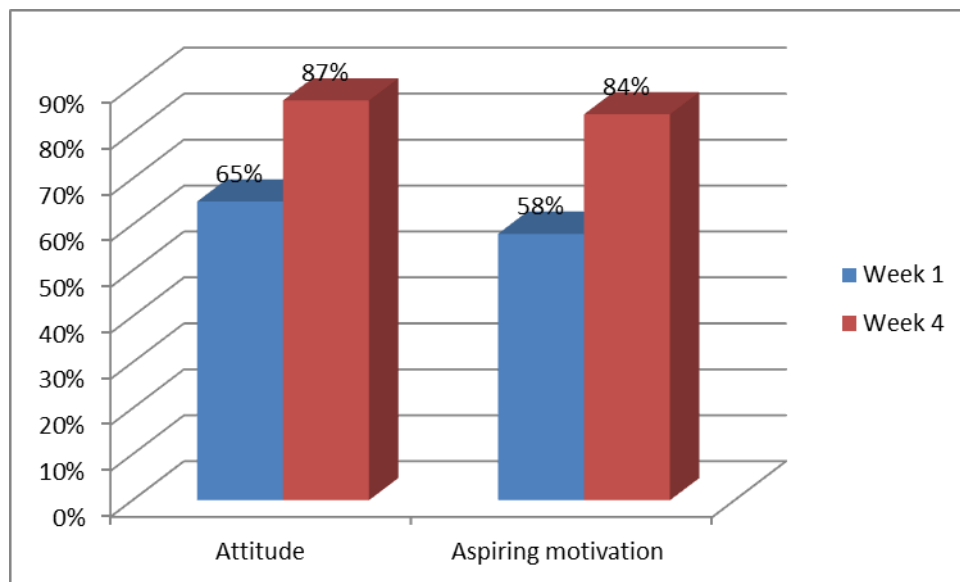


Figure 6. *Engagement outcomes at start/ end of intervention, all participants*



Attitude

Scored through dance tutor’s observations, the attitude outcome was based on awareness, ability and willingness to engage with instruction participate in group work in the dance studio. By Week 4, the vast majority of participants were scored at either 4 or 5, the highest indication being “consistently focused, attentive, and engaging with all instruction”. This marked a change from a

starting point in Week 1 where many of the same individuals were scoring 2s or 3s, responding and engaging “only intermittently”, or “receptive to [only] some instructions”.

Participants were asked in their exit interviews to reflect on their own journeys and explain in their own words *how* the intervention had produced the change in them it had. Many referred to changes in their attitude being based on being “pushed”, but also consistently “respected” and “supported” by staff. One girl, who by all accounts including her own had a tumultuous journey through the project marred by behavioural issues – which came close to causing her departure on several occasions – but eventually finished strongly, described this as follows:

“I struggled with getting told what to do [in the past and during this project]. I don’t know why, I don’t like getting told what to do by anyone, even my mum. And then I get angry... But [this project] has made me behave. Because the [DUY staff] here have a lot of respect for you. So when I go back to [the PRU]...yeah, I’ll continue to behave” – Kirklees participant, end interview.

Aspiring motivation

Dance tutors’ observations of aspiring motivation are based on positive indicators of aspiring to progress with and master contemporary dance towards a performance goal, and behaving as if it is an achievable medium. In Week 4, a majority of participants scored 4 or 5, with the highest indicator being “behaves as though contemporary dance is an achievable aspiration, wants to share the performance with friends and family; demonstrates the confidence to reach for a new skill and identity”. In Week 1, many of the same individuals were scoring 2s and 3s, at times “rejecting” dance, “behaving as an outsider” or “only intermittently aspiring to master routines and skills”.

Participants reflected in their interviews on how this had been achieved, noting that their time on the project and the motivations of staff as well as other participants had significantly helped. For many, dance had been an entirely new medium and their success with it had opened up the possibility of engaging with activities with a more open mind in the future. For instance:

“I really didn’t think I’d ever do anything with dancing at all. At the beginning, I thought “no way!” But I did it, and I quite like it, and now I don’t want to go home. It’s made me think about trying things I don’t expect to like.” – Hull 2016 participant, end interview

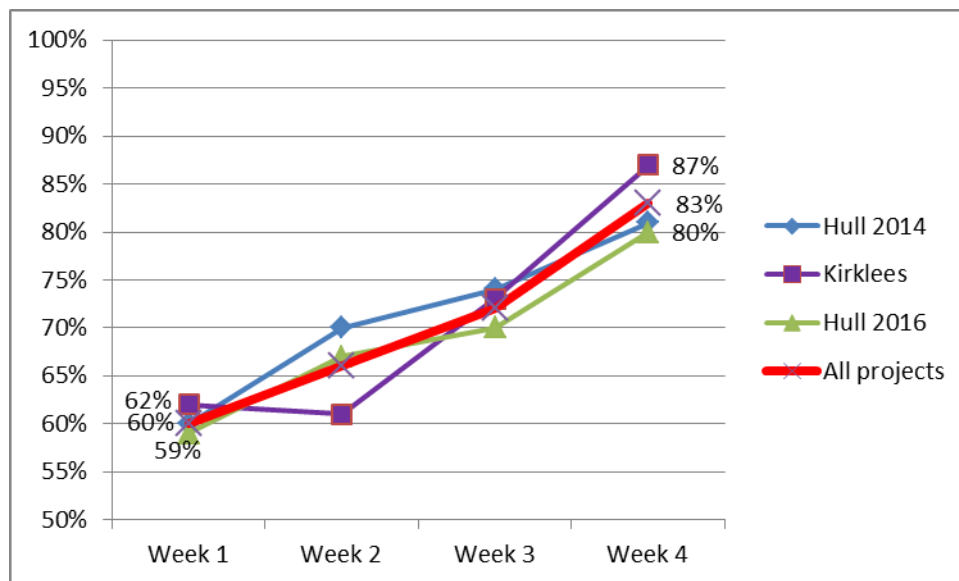
3.6 Social Behaviour

The outcome family Social Behaviour comprises four outcomes: relationships, understanding self and others, pro-social behaviour, and attitude to offending. Figure 7 presents outcomes scores in this outcome family combined, separated by projects plus an aggregated score, and with scores at weekly intervals. This data indicates that the Kirklees cohort showed the most significant increases for these outcomes combined, rising 25 percentage points from 62% in Week 1 to 87% in Week 4. The Hull 2014 and 2016 cohorts rose similarly by 21 percentage points from 60% and 59% respectively in Week 1 to 81% and 80% respectively in Week 4.

The shape of the graphs in Figure 7 show that, with the exception of the Kirklees cohort which dipped slightly between Weeks 1 and 2, sustained increases were seen week by week. The most

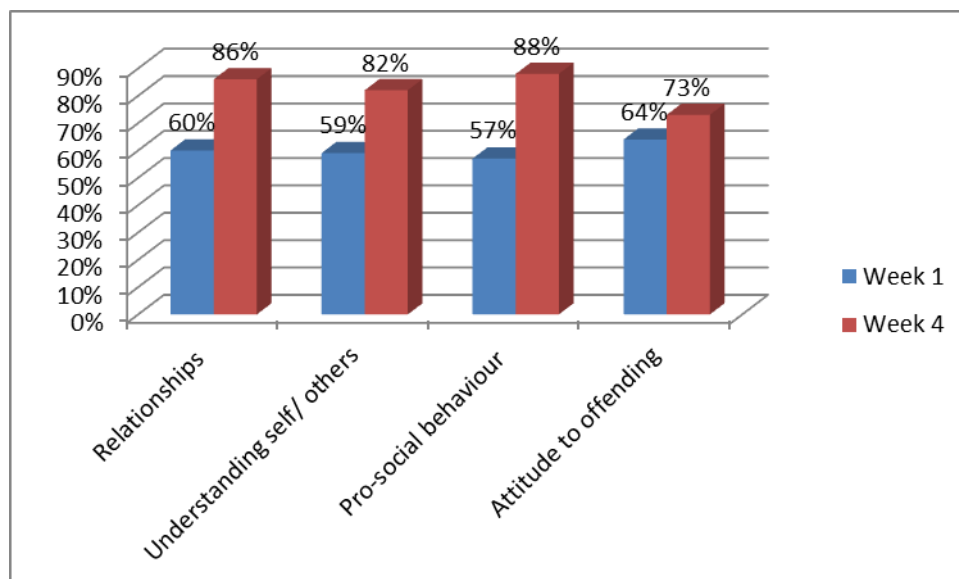
dramatic increases were seen between Weeks 3 and 4 for in the two Hull cohorts, while the Kirklees cohort – recovering from its initial dip – rose by the same significant degree from Weeks 2 and 4.

Figure 7. Social Behaviour scores week by week, by project and combined.



The bar graph in Figure 8 presents data for all completing participants separated by the four outcomes within the Social Behaviour outcome family. This data indicates that pro-social behaviour was the most significantly improved outcome in this family, increasing 29 percentage points from the lowest starting point of 57% in Week 1 to the highest total of 88% in Week 4. Relationships showed the next most significant improvement, increasing from 60% in Week 1 by 26 percentage points to 86% in Week 4. Understanding self and others increased 23 percentage points by Week 4, to 82%, from a starting point of 59% in Week 1. Attitude to offending, which was the only outcome scored entirely by self-assessment, showed the least significant improvement, increasing nine percentage points from 64% in Week 1 to 73% in Week 2.

Figure 8. Social Behaviour outcomes at start/end of intervention, all participants



Relationships

Scored by an aggregation of support staff observation and participant's self-assessment questionnaires, by Week 4 the majority of all participants scored 4 or 5 on the support team's framework: "engaging in positive, tolerant and/or mature relationships" with all or most other participants and staff, including "developing new positive mutually rewarding friendships". Self-assessment questionnaires in Week 4 showed the vast majority assessing themselves more positively on one or more of the five statements around relationships with existing friends, family, the ability to relate positively to new people, and to "fit in".

In their interviews, participants reflected on the role the intervention played and significance of these changes in their wider lives, referencing amongst other things learning increased tolerance of others in the group and the ability to make new friends – often unexpectedly. Several also reported highly improved relationships with family, carers, and friends or peers outside of the project. One participant, who described himself as having serious problems relating to peers at school, commented on how new friendships had developed as follows:

"At the beginning he [another participant]... I think maybe he knew that I was a nice guy but he was hanging around with [a third participant] who was pulling him away from me, stirring up trouble... But after a while he realised I was quite a funny guy, and a good honest team worker, and he wanted to be friends. And eventually [all three of us] became friends. And the friendship's just expanded to other group members" – Hull 2016 participant, end interview.

Understanding self and others

Scored by an aggregation of support staff observation and self-assessment questionnaires, by Week 4 the majority of participants scored 4 or 5 on the support team's framework: showing "good", "significantly improved", or "excellent self-awareness and self-reflection about their own role, influence and responsibility towards the group and project". In addition, showing "good", "significantly improved" or "excellent understanding of the needs and intentions of others" within the context of the project.

Self-assessment questionnaires in Week 4 also showed the vast majority assessing themselves more positively on one of the four statements around self-reflection and understanding, recognising and understanding the intentions and motivations of others, and the ability to trust new people.

In their interviews, participants were asked what they had learnt about themselves. Many reflected on their new skills around dance and improved self-belief in their ability to overcome challenges to stick to and complete something. Some expressed regret for participants who had dropped out and missed the chance to experience that feeling. Several also referenced new found abilities to work with others in a group, for instance:

"[I've learnt] that I can work with other people that I've never met before...Because in school when they ask me to partner up with someone, I don't do that, I'd never do it" – Hull 2014 participant, end interview

Pro-social behaviour

Scored by dance staff observation, by Week 4 all but a small minority of participants scored 4 or 5 on the dance team's framework: showing "ability" or "consistent ability to trust other dancers during routines", "consistent social awareness", "calm behaviour, consideration of others" and for the highest indicator "evidence of [other] pro-social behaviour such as spontaneously helping others in the group". This was from a starting point in Week 1 when many of the same participants had scored 2s or 3s, and in some cases 1s: "demonstrating a lack of trust towards dance facilitators and others in the group." Participants may have been "disrespectful, impulsive or aggressive; reluctant to communicate" or "[only] beginning to increase awareness of others in interactions".

Asked to reflect on their own journeys and explain in their own words how the intervention had produced the change in them it had and the impact on their wider lives, many participants referred to the significance of group work, the sense of being part of a dance company. Several also reported changes in behaviour and outlook in their interactions beyond the intervention, such as one participant who gave the following anecdote:

"I've started to say my please and thankyou's to people. Little things. Like today I was on the bus and I dropped my bus pass...it fell onto the floor by the seat behind me, so I turned round to the lady and said "excuse me, please could you pick up my bus pass" and she went "oh yeah, of course I can" and she picked it up and I said thank you. Normally I would've just tried to reach and get it myself. I don't know...[being here], it's just made me feel comfortable asking for stuff and realising about being polite." – Kirklees participant (YOT referral), end interview

Attitude to offending

This outcome was the only one scored exclusively by participants' self-assessment questionnaires. While it showed the overall least significant improvement of all intermediate outcomes, the nine percentage point overall improvement should be put in context of the intervention not explicitly focusing on or offering the opportunity to develop new skill sets in this area, concentrating rather on improving social behaviours and developing assets which offer positive alternatives. Some of the five assessed statements were also arguably the least likely to change during a four-week intervention.⁹ Nevertheless, in Week 4, seven of 27 participants (26%) had positively changed their view on one or more of the statements around committing crimes, attitude to criminal behaviour in the abstract, and wilful self-exposure to the offending behaviour of others.

Participants were not asked direct questions about their offending or attitude to offending in their start and end interviews, due to ethical considerations and the positive, asset-based focus of the evaluation. They were, however, asked – in their exit interviews – whether they felt the intervention was a successful way to "help keep people out of trouble". Some, including YOT referrals on the

⁹ The five statements were: "I'm friendly with quite a few people who have been involved in illegal activities and because of this it can be hard for me to keep out of trouble" (positive answer = disagree). "I think certain types of offences are not that serious and aren't really a problem" (positive= disagree). "For me, or someone close to me, offending or reoffending is inevitable" (positive= disagree). "It would be difficult for me to stop spending time with friends or family involved in illegal activities" (positive: disagree), and "A lot of the time, when people commit a crime, it isn't really their fault" (positive: disagree).

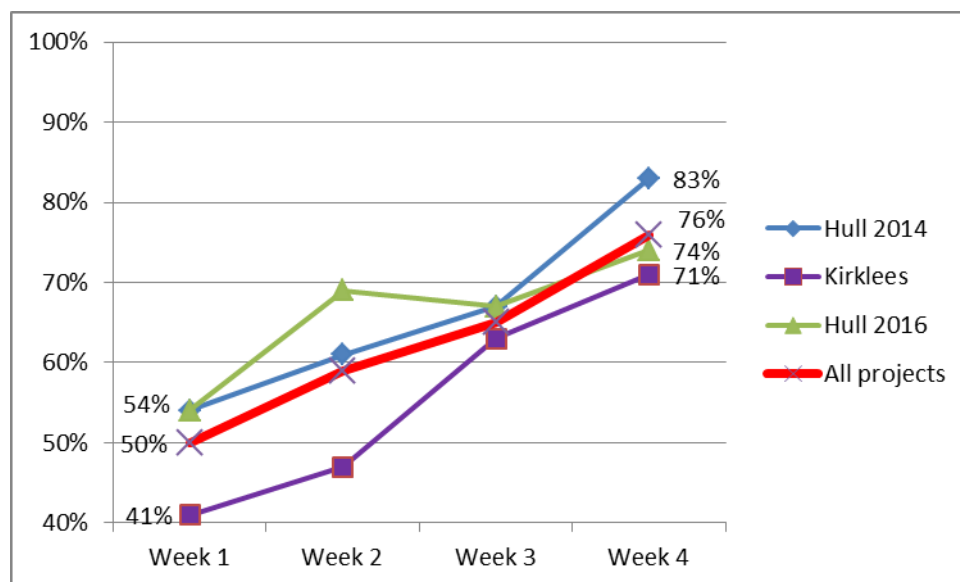
Kirklees project, volunteered their reflections on this in terms of a changed outlook on offending behaviour, a positive alternative and making a break from negative cycles. One expressed this as follows:

“Yeah [it can make a difference and keep people out of trouble]...because many of the people are here from Youth Offending; I was, and I think people are gonna change for the long term... It can change your life by doing something different. It’s changed my life. I don’t think I’ll end up getting in trouble with the police any more, I don’t want to do that” – Kirklees participant (YOT referral), end interview.

3.7 Employability

The outcome family Employability comprises two outcomes: learning capacity, and skills and qualifications for employment. Figure 9 presents outcomes scores in this outcome family combined, separated by projects plus an aggregated score, and with scores at weekly intervals. This data indicates that highly significant improvements were seen in this outcome family for all projects, yet with some notable differences between them reflecting partly the differing compositions and starting points of the three cohorts. The Kirklees cohort showed the most significant improvements in this outcome family, rising from a very low base of 41% in Week 1 by 30 percentage points to 71% in Week 4. The Hull 2014 cohort improved to a similar degree, rising from a higher starting point of 54% in Week 1 by 29 percentage points to 83% in Week 4. The Hull 2016 showed the least significant improvement, yet still increased by 20 percentage points from 54% in Week 1 to 74% in Week 4.

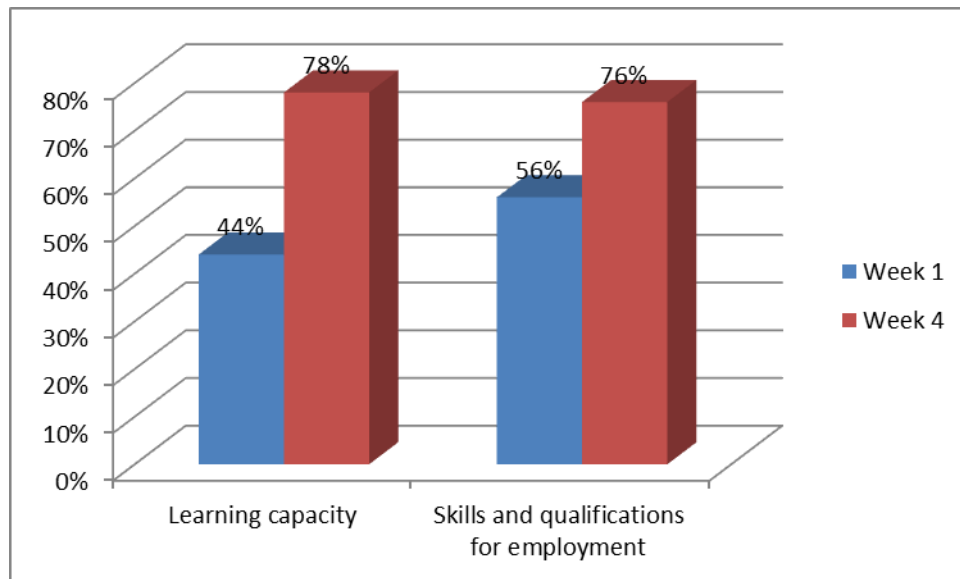
Figure 9. Employability scores week by week, by project and combined.



The shape of the graphs in Figure 9 indicates that the most dramatic increases were seen in different weeks for each project. The Hull 2016 cohort showed the most dramatic increases between Weeks 1 and 2, dipping slightly in Week 3 before improving to a higher finish point in Week 4. The Kirklees cohort showed the most dramatic increase between Weeks 2 and 3, while the Hull 2014 cohort rose most dramatically between Weeks 3 and 4.

The bar graph in Figure 10 presents data for all completing participants separated by the two outcomes within the Employability outcome family.

Figure 10. Employability outcomes at start/ end of intervention, all participants



This data indicates that learning capacity was the overall most significantly improved of all intermediate outcomes, rising 34 percentage points from a very low starting point of 44% in Week 1 to 78% in Week 4. Skills and qualifications for employment increased 20 percentage points from 56% in Week 1 to 76% in Week 4.

Learning capacity

Scored by dance tutors' observations, this was the overall most improved of the intermediate outcomes. By Week 4, most participants scored either 4 or 5 on the dance team's framework: showing good ability "to learn new skills, only occasionally showing signs of struggle" and/or, for the highest indicator "consistent mastery of instructions and ability to remember skills combined with awareness of own ability and resources/strategies required to learn; ready to attempt learning tasks with an expectation of success". This needs to be put into the context of the majority of the same individuals scoring only 1s or 2s in Week 1: showing "little evidence of using any learning style to engage with information or physical routines", "little evidence of problem solving, resilience, remembering", or "(only) beginning to find and employ strategies to learn".

Several participants reflected in their interviews on how these new found abilities in the dance context had transformed their outlook on learning, many of whom had come from a background of very negative experiences of and attitudes towards education. One participant, a school refuser in her GCSE year, put this as follows:

"I didn't think I could do this project. I didn't think I was good enough. I can't believe that I can dance and that I could do something like this. [I'm looking forward now] to trying to get into college... I always hated school... I think college will be better – a new start" – Hull 2014 participant, end interview

Skills and qualifications for employment

Scored by an aggregation of support staff's observations and participant's self-assessment questionnaires, by Week 4 a majority of participants scored 4 or 5 on the support team's framework: expressing "realistic" or for the highest indicator, "excellent and flexible" ideas and ambition about future education and employment routes and showing "good" or "diligently applied" levels of "commitment to developing skills and working towards qualifications". Additionally, many participants positively changed their responses to one or more of the five self-assessment statements based around ideas around future work and how to find it, having skills and characteristics and employer might value.

Participants were asked direct questions in their exit interviews about their plans, intentions, and aspirations for the future – and were prompted on long term employment goals where this was most relevant to their situations. Most focused in their answers on immediate or medium term goals of returning to school educations or enrolling on new post-16 courses, while some were already thinking longer term. Of these, the most encouraging responses included some thought about the need for flexibility, keeping options open, and the need for fall-back plans if ambitious aims should falter or prove challenging:

"I don't know what subjects I'm doing in my GCSEs yet. I wanna go dance college after and maybe university, to do dance or performing arts. I wanna earn big money! That's my dream, I wanna be a dancer or some sort of performer when I'm older, maybe music" [Interviewer: do you think dance is a good way to make big money?] "[Laughs] I haven't got a clue to be honest, but that's my dream. But one step at a time, I just wanna do my GCSEs first. If it doesn't work out, I need to get good GCSEs so I can do other things. Especially science, maths. I'd need that if I wanna do plumbing or engineering or something" – Kirklees participant, end interview.

4. ISSUES EMERGING FROM THE THREE PROJECTS

4.1 Hull 2014

This project was the first time DUY had extended its work to the city of Hull. The initial proposal was to roll out DUY's successful 'Family Ties' model which primarily focuses on the intensive intervention with a full time cohort of 'hard-to-reach' young people, while also encouraging the engagement of younger siblings, parents and a less intensive model with other children in the community.

Given the significant challenges of securing new recruitment partnerships in a new locale, DUY decided to temper their aspirations for the family/ community based work for this project. It was felt that, as a company, they had yet to gain the trust that can only be achieved with a proven track record. As such the project focused on the main strengths of the existing model i.e. the intensive cohort, the development of a locally based workforce and initiating relationships with referral partners.

Successes

The project in Hull was particularly successful in terms of training and employing dance artists from the area. A week-long training course engaging 12 Hull-based artists and graduates resulted in the full time employment of two full-time dance artists and three volunteer graduate placements. This involved a partnership with Hull City Council to go through a recruitment process to identify appropriate local artists and to secure space and resources for the week.

Securing a dance school as a rehearsal venue was also a success in terms of honouring the DUY methodology; working in a professional and dedicated space. After an initial reluctance, due to the nature of our client group, the Principal of the school also became increasingly interested in and supportive of DUY's work and the young people.

The 'role models' who were recruited from Hull College were also excellent in terms of their contribution to the journeys of the young people and this was a very positive relationship established with the college. The young people also found it fascinating and eye-opening that there was potential for them to engage in college courses in performing arts.

Additionally, the final performance piece was performed twice in Hull, giving the young people two opportunities to celebrate their hard work: one a dedicated DUY event at Hull College and the second as part of a youth dance platform at Hull Truck Theatre.

Challenges

The main challenges with the Hull 2014 project surrounded the recruitment and retention of participants. At the outset, the primary intended target group of this project was young people involved with the Youth Offending Service (YOS) in Hull. Hull YOS had been established as the main referral partner as of June 2014, for months prior to project start, following a series of positive meetings with senior staff and case-holders. It was anticipated the most referrals would come via this route. However despite the YOS staff's enthusiasm and verbal agreements, during the two week set-up period of the project in Hull no referrals were secured. The reasons for this disappointing outcome could not be fully established, but anecdotally seemed to stem from YOS staff absences, work-loads, and pressures from senior management.

This left DUY staff with two weeks to secure from other sources a cohort of up to 20 young people. They remained committed to working with similar client groups, namely the most troubled and disadvantaged young people who were outside of mainstream education. Although DUY managed to get 'last minute' referrals from a PRU (Rise Academy), a local school (Kingswood Academy) and a voluntary organisation (The Warren), there was not enough time to do home visits for all participants (which is a vital part of DUY's recruitment process) and many of the young people were referred without adequate preparation.

In DUY's experience and prior evaluation, the recruitment process has been identified as crucial to the retention of young people in that it prepares them for the demands of the project – physical, mental and emotional. The company takes into account how un-engaged their 'client group' are and the fact that the transition from their current situations to the projects can often be quite enormous. Therefore, they felt it was very unfortunate to not be able to be as rigorous in their recruitment process as they are in areas where they have established partnerships. It is felt that this situation significantly contributed to this project having the lowest of the three in overall completions (8) and engagement to completion rate (53%).

4.2 Kirklees 2015

This project was DUY's third intensive intervention in the Kirklees area of West Yorkshire, focusing specifically on referrals from Dewsbury and Batley. After two previous successful projects in this area (2011 and 2012), DUY already had established partnerships which led to a more effective recruitment process.

Alongside the main project, DUY engaged with a local primary school to deliver creative dance workshops to all year groups. This led to the formation of an after-school group who worked towards a performance piece for the final performance event. This group included younger siblings of the main cohort.

Successes

The project in Dewsbury was particularly successful in terms of the range of referral partnerships which were either reignited from previous projects or entirely new. The young people were referred through the Youth Offending Team, a local PRU and four different schools and there were high numbers of young people put forward at the start of the project. This revealed a strong support and enthusiasm for DUY's work in the area and a high level of commitment and dedication from staff within these agencies.

The standard of performance was particularly excellent on this occasion and was highly commended by parents, teachers, workers and artistic partners. The outcomes for a particularly challenged group of young people seemed – anecdotally as well as through scored assessment – particularly significant in terms of their confidence and self-esteem as well as future aspirations and education/career ideas. One young person, a YOT referral, actually went for a college interview during the project and was given a place at Leeds City College on the BTEC Dance course.

Support from the Lawrence Batley Theatre was also important in terms of the overall success of the performance event. As the most prestigious theatre venue in Kirklees, it helped DUY maintain the levels of professionalism and artistic excellence to have young people performing in such a venue.

After over two years, it was exciting for DUY to be able to re-engage with Kirklees College in order to recruit role models for the project. With a particularly demanding group of young people, it was essential that the role models were of a certain standard to be able to work to level DUY required. On this occasion, the four students from Kirklees College were excellent in their contribution to the overall project.

Challenges

One of the main challenges was the staffing. With a fairly new and inexperienced dance team and only two members of the support team, the project was significantly understaffed. Duncan Bedson (DUY's general manager) was given no choice but to step in and support the project 4 days a week. This helped the situation enormously but the project actually demanded another full-time member of the support team for the entire project.

The recruitment was excellent in terms of initial numbers and responses from agencies but there were some young people who were perhaps inappropriately referred and then not removed from the project early enough, therefore draining staff resources. The entire team needed to think more realistically about the longevity of the project, the group dynamics, the staff resources and the reality of who was and was not going to engage. This was something that was discussed and reviewed by DUY at the end of the project and in subsequent staff training sessions. The outcome of this was an adaption to company policy to reflect that although DUY's aim is, of course, for all young people referred to reach the end of the project, the intervention is not always going to be appropriate for every young person and, if a young person is simply not progressing or engaging, DUY should be realistic and decide in a timely way that they cannot work with them towards the performance.

4.3 Hull 2016

This project was the second of the three Dawes Trust funded interventions in Hull, and the second time the company had worked in the city. A partnership with a local primary school was successfully initiated and the project worked thus worked within the 'family ties model' as planned in the first intervention. Significant attempts were made in the lead up to the project re-establish referral partnerships which had not come to fruition in the first project, and to initiate new ones.

Successes

The main intervention returned to using the Northern Academy of Performing Arts as its rehearsal space, as this had been particularly successful in the first project. This again provided an excellent base, in line with the core DUY methodology of professional artistic standards. Hull College were again an excellent partner, providing high quality 'role models' and being used as the venue for the final performance.

Two local secondary schools, one of which was a new partnership, provided all of the referrals which must be considered a key success given the significant challenges with others, noted below. This was timely enough to allow the standard recruitment process, including home or school visits, to take place with the majority of referrals. That the project also had the highest engagement to completion rate (82%) is at least part testament to this.

Challenges

The most significant challenge was again recruitment, and relationships with referral partners. Returning to Hull in order to attempt again to work with the most challenged young people in the city, and to take a significant proportion of referrals from the Youth Justice System, DUY held meetings with Youth Offending early on and felt that this had gone well and that they were on board. After significant attempts to pursue this in the weeks running up to the project, including DUY attending sessions that were cancelled due to no young people turning up, the Youth Offending Service were ultimately only able to provide two names as potential referrals. Both of these individuals were met but proved unsuitable as one refused to attend any dance sessions and the other could not be released from school timetable. Hull Childrens Services were also invited to refer young people but declined to.

Six statutory education providers were engaged with to try to take referrals, however only two ultimately chose to make referrals. Two other schools behaved in ways which was felt to be particularly disruptive to the recruitment process, scheduling meetings but cancelling at the last minute when DUY staff had already made 90 minute journeys to attend. They did not then respond to attempts to reschedule.

While the recruitment of nine young people from one school was a success in that it allowed the project to go ahead when significant time and resource had already been committed, unfortunately referring member of staff had failed to gain appropriate permission from her senior leadership. The whole project was thrown in to jeopardy in the second week when the Head Teacher decided to remove all young people from the project. Although DUY managed to make a deal with the school whereby they changed their working day to enable the young people to attend school and DUY, the company believes that this compromised the very essence of their work (removing the young people from their usual daytime environment) and directly contributed to the failure of one young person to complete the project.

Reflecting on the general difficulties in Hull, DUY report that *"...the problems we faced with recruitment in Hull in 2016 were by far the worse we have ever encountered as a company. We were left with no option but to take the majority of our young people from one partner. When we were met with the unforeseen potential of losing these students it was without doubt the closest we have been in failing to deliver a project. This reliance on one school was as a direct result of the failure by all the potential partners (who didn't refer) to give DUY a chance to work with the young people in their care. We can honestly say that we have never given more time and resources to an area in order to promote our work and recruit young people"*.

The company are currently pursuing these issues further with Heads of Services in a city which, from all available evidence, has amongst the greatest need in the region.

5. OUTCOMES BEYOND THE INTERVENTION (TRACKING)

5.1 Tracking timeframes and results

Hull 2014

First tracking of the Hull 2014 cohort took place in March and April 2015, four to five months after project end. These were interviews with participants, conducted by telephone, asking three set questions relating to their activities post-intervention and what changes had taken place in their lives since the project. As part of the interview, participants answered over the phone a self-assessment questionnaire consisting of 15 questions based on those used in the intermediate outcomes scoring, but adapted to focus on long term intended outcomes.¹⁰ In the first round of tracking it was possible to reach, and interview fully, five of the seven completing participants.

A second round of tracking took place in October 2015, 12 months post intervention. It was only possible to reach and interview three of the seven completing participants, all of whom had also been tracked in the first round. Multiple attempts were made to reach all others, however many phone numbers – both mobile and residential – were unreachable or had become inactive.

Kirklees 2015

First tracking of the Kirklees cohort took place in January 2016, six months after project end. The decision was made to wait this long before first tracking to allow a full school term to pass to assess sustained re-engagement with education or training. Tracking consisted of the same telephone interview process as the initial Hull cohort, as well as information shared by the YOT about the progress, status, and offending records of their four referrals who completed the intervention.¹¹ It was possible to reach seven of the 10 completing participants in the first round of tracking, six by phone and one interviewed by a staff member in person. Six completed the full process while one answered questions about his activities and progress but declined to answer the questionnaire. Full update data was received from the YOT on their four referrals, including two who had been tracked by phone.

A second round of tracking took place following the same process in September-October 2016, 14-15 months post intervention. Complete update data was again received from the YOT on their four referrals; however it was only possible to fully interview two of the 10 completing participants. General information on a further two participants was received from a parent or guardian. It was again found that many phone numbers were unreachable or had become inactive.

Hull 2016

Given the timing of the second Hull project at the end of the academic year 2015-16, the nature of referrals (who all came from mainstream schools and were expected to return there in the new academic year), as well as the timing of this report, a decision was reached not to track this cohort directly at this time. The intention is to track these young people by telephone at the end of the

¹⁰ See Appendix 4 for tool.

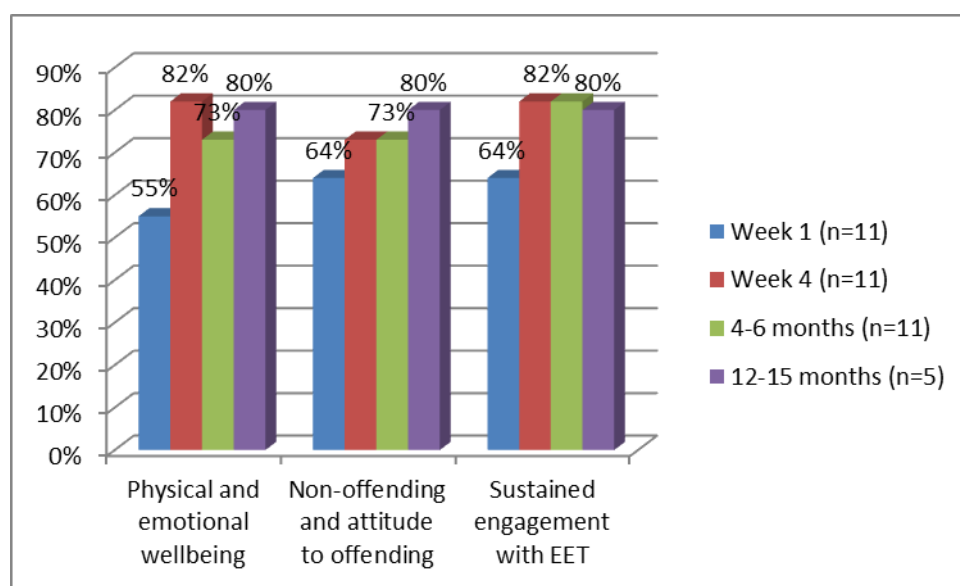
¹¹ Offending records were checked by the YOT on local and national offending databases, and received directly by the evaluator in an anonymised format.

current academic year. Emails were sent to the referring schools to check the progress of participants, who reported that all had returned to school in September 2016.

Hence the evidence of long term outcomes reported below is from a total sample size of 23 individuals across Hull and Kirklees tracked at four to six months, and 11 individuals tracked at 12-15 months post intervention.

Figure 11 shows the outcome scores isolated for those participants for whom we currently have the fullest tracking data (including self-assessment questionnaires) at the start and end of the intervention, 4-6 month tracking point (n=11), and 12-15 month tracking point (n=5). The same or directly equivalent statements from the self-assessment questionnaire are isolated to provide a measure of change from intermediate through to long term intended outcomes.

Figure 11. Intermediate to long term outcomes progression, isolated sample



5.2 Increased physical and emotional wellbeing

Respondents were asked to agree or disagree with six statements, three relating to physical health and wellbeing (physical activity, smoking, alcohol and substance abuse) and three relating to emotional wellbeing (including elements of self-awareness, positive sense of self, and pro-social behaviour).¹² The scores presented in Figure 11 indicate the most significant change for 11 tracked participants took place within the timeframe of the intervention itself, rising from 55% to 82%,

¹² Physical wellbeing statements were: "Since the DUY project I have continued to be physically active (*exercising at least 3 times per week for 20 minutes or more*)" (positive answer = agree), "I don't drink more than 4 units [male]/ 3 units [female] of alcohol per day, even on a night out [*guidance on unit/ drink equivalence*]" (positive = agree), and "I don't smoke, or take non-prescription drugs that could damage my physical or mental health" (intended = agree).

Emotional wellbeing statements were: "I've noticed one or more positive changes in my own personality over the last few months" (positive = agree), "In the last few months I've started to feel [even] more comfortable with who I am" (positive = agree), and "I'm getting better at understanding people and the way they feel about things" (positive = agree).

before dropping to 73% at the first tracking point, and recovering to very close to the initial improvement (80%) for the five individuals tracked at 12-15 months.

The dramatic increases within the timeframe of the intervention is perhaps not surprising given its physical intensity and opportunities for emotional development, support, and reinforcement of positive social behaviour, so it is encouraging that these were largely sustained. Six of the 11 respondents, for instance, reported giving up or significantly reducing their smoking and/or alcohol or substance use during or after the intervention, which they directly attributed to becoming fitter through dance or not going out socialising in the evenings. By the first tracking point, only two reported relapsing to previous behaviour. One of these two had successfully re-quit smoking by 12 month tracking.

Quotes from tracking interviews that directly referenced the contribution the intervention had made on their physical and emotional wellbeing included:

“I’m definitely kinder, friendlier, more polite...I think being with all them others, working on something hard together [a dance piece], taught me you get back what you give out...and it feels good. I feel I’m a better person” (Kirklees participant, 6 month tracking).

And,

“I’m more confident in myself, and more mature, for sure. I’ve been getting comments on it back at college [PRU]...And I gave up smoking weed about a month ago. [Interviewer: what made you decide to do that]. I dunno...it didn’t really fit with all the dance and performing arts stuff I’m doing at the moment and I want get into college for that next year” (Kirklees participant, 6 months tracking).

5.3 Non-offending

During tracking interviews, as with self-assessment during the intervention, respondents were asked to report on their own offending behaviour, voluntary exposure to others’ illegal activity, and attitude to offending via three agree/ disagree statements.¹³ The scores in Figure 11 describe a moderate increase in positive answers to these statements (from 64% to 73%) between the start and end of the intervention. This was sustained to first tracking point, before increasing again to 80% for the five individuals interviewed at the second tracking point.

Eight of the 11 participants reported they had not been involved in any recent illegal activity at any point, while one admitted to involvement in anti-social behaviour on the streets immediately prior to starting the intervention and another two admitted to regular cannabis use (one of whom later gave it up, see above).

Discussion was entered into with several participants around the question of ‘voluntary’ exposure to others’ illegal behaviour, particularly around the self-assessment questionnaire statement “it would

¹³ Statements were: “I have not been involved in any illegal activity over the last few months and am feeling motivated to stay out of trouble” (positive answer = agree), “It would be difficult for me to stop spending time with friends or family involved in illegal activities” (positive: disagree), and “A lot of the time, when people commit a crime, it isn’t really their fault” (positive: disagree).

be difficult for me to stop spending time with friends or family involved in illegal activities". Two expressed that, while living at home, exposure was unescapable and modified their answers to account for this. Four, however, reported in their tracking interviews making positive changes to their social interactions with peer groups likely to expose them to illegality, including anti-social behaviour and drug use. One stated:

"I've learnt my lesson about hanging 'round with people that get me in trouble. [Interviewer: could you tell me a bit more about that?] Well I spend less time out on the streets now...cos when you're out there, in a group, you're just bored and that's when you get into shit...My problem was that I'm a bit of a 'face', everyone [around where I live] knows me and wants to get me involved in stuff. I keep my circle smaller now...and I know not get drawn in to stuff cos I don't want to ruin my future". (Kirklees participant, 15 month tracking).

Of the four referrals from Kirklees YOT who completed the project while serving orders or under caution for offences, none had violated their orders or had any new offences pending by the six month tracking point. Furthermore, the YOT team who put together an anonymised summary of the progress of these individuals, felt that the intervention had made a positive contribution to all of their progress, including a highly significant one to the individual convicted of the most serious offence:

"This young person successfully completed his electronic tag. I believe the dance united project supported this greatly and I am not convinced he would have been able to complete the tag otherwise, as I believe without the routine and physical activity he would have gone over to another area and would have failed to return in time for his curfew. He also completed 8 days of his specified activity which was part of his YOIT order. He has not re-offended he is not suspect or charged with any offences." (Kirklees YOT worker, 6 month tracking).

At the time of the second tracking point, 15 months on, two of the four YOT referrals had completed their orders, were not charged or suspected of any further offences and no longer involved with the YOT. This was seen as a highly positive outcome from the YOT's perspective. Disappointingly however, one young person had new alleged offences outstanding to go before a court and was therefore re-involved with the YOT. Distressingly, the fourth young person had subsequently moved out of the area but could be seen from the YOT systems to have reoffended and serving a detention order of eight months.

5.4 Sustained engagement with education, employment and training

Full information is held on the trajectories and education, employment or training (EET) status of the 23 young people whom it was possible to track at 4-6 months post intervention and the 11 participants tracked at 12-15 months post intervention through direct interviews, referral agency data, or conversations with parents/ carers. Table G below summarises this data in total numbers and percentage terms.¹⁴

¹⁴ The only exception is the YOT referral known to be serving a custodial sentence at the second tracking point. This individual is not included in the latter figures.

Table G. *EET status at first and second tracking points.*

EET status	4-6 months total	4-6 months, % (n=23)	12-15 months total	12-15 months, % (n=11)
Returned to school or PRU (GCSEs or Year 9)	17	74%	1	9%
GCSE resits	0	0%	1	9%
Post-16 vocational course	2	9%	3	27%
Apprenticeship	1	4%	1	9%
Employed	1	4%	2	18%
Full time new parent	0	0%	1	9%
NEET	2	9%	2	18%

This data presents an extremely positive overall picture of successful re-engagement with education, training, or finding new employment by a very high proportion of participants. This is particularly pleasing given the high proportion who came to DUY projects with very serious question marks over their continued status at their schools or PRUs due to poor behaviour or attendance. In addition, many of those spoken to directly reported getting on significantly better in their educations, including increased attendance, behaviour, motivation and enjoyment. Success stories were numerous, including:

- Two (one a YOT referral) who went on to undertake performing arts courses at college
- Two who had secured employment in the retail sector
- One (another YOT referral) who was on an apprenticeship with the local council
- One who had returned from multiple school exclusion to maintain 100% attendance and achieved a promising array of mock GCSE results.

Interview quotes from tracking interviews included:

“School’s got much better...I’m there pretty much every day and I’ve knuckled down. I’ve calmed down a lot...I don’t get angry with teachers anymore. I’ve chosen my GCSE subjects in science and construction subjects, and I’m doing work experience this week at a leisure centre and loving it!” (Hull 2014 participant, 5 month tracking)

And,

“I finished school last year. It was a struggle, I never liked it much like I always said... I’d [also] missed a lot the year before. It got better towards the end though, when I just had to revise at home and go in for exams! [laughs]. But I managed to get seven GCSEs in the end. [Interviewer: that’s great, you should be really proud of yourself!] I am! I started applying for jobs straight after I left...all sorts. I’ve been working at... [a retail chain] since September. I like it...I think I’ll stay in that kind of work”. (Kirklees participant, 15 month tracking)

Of the two young people who were NEET at the time of first tracking, one was a 19 year old mid-way through a first pregnancy and had had some temporary employment in the interim but was putting previous intentions towards college on hold. The other was a YOT referral who had just completed

an electronic tag. Of the two NEET at 12-15 month tracking, one was the same YOT referral who had new alleged offences pending and had not reengaged with education. Another had started a college course but dropped out after deciding it wasn't their right subject for them, and was looking for work.

Outcome scores in Figure 11 above are based on self-assessment answers to three statements focused around improving skills and gaining qualifications towards employability, and sustained thought, planning and/or decision making about routes to employment in the future.¹⁵ The improvement from 64% to 82% between project start and project end can be contextualised by many who reported in their interviews a commitment to return to education, mentioned the Arts Award being a demonstrable certificate to add to a CV, and/or had thought during their time on the intervention (including in evaluation interviews) about what jobs they might want to do in the future. It is encouraging that this was sustained through to 4-6 month tracking point, only dropping very slightly to 80% at 12-15 month tracking. Notably, those spoken to who were on a course of post-16 education or already in work tended to have clear ideas about which employment fields they were ultimately aiming for – even where this was not the one they were currently in. Where these were careers involving the performing arts, two volunteered without prompting that they had backup plans in place if this proved too difficult.

¹⁵ Statements were: "I've been thinking about my employment opportunities and have some ideas about how I might find the type of work I want to do in the future" (positive answer = agree), "I am on the right track to gain qualifications than an employer might value" (positive = agree), and "I have skills and characteristics that an employer might value" (positive = agree).

6. CONCLUSION

In the three Dawes Trust funded projects in Hull and Kirklees, a total of 43 young people have been significantly engaged. In addition, families including younger siblings have been engaged in two of the three projects. Young people came to the intervention challenged by a range of circumstances including disengagement from education (54%), exposure to criminality in peer groups or families (at least 40%), living in one of the 3% of most deprived wards in England (35%), and having significant anger management or behavioural problems (at least 33%).

While challenged by recruitment difficulties in the two Hull cohorts, DUY has been largely successful at engaging and retaining this volatile and often difficult-to-reach constituency. 63% of entrants completed the intervention, taking part in widely acclaimed public performances which marked the culmination of the four week projects, and achieving a Bronze Arts Award. This engagement to completion rate must be seen as successful given the nature of referrals. It also represents an improvement on the circa 50% completion rate of DUY's most recent interventions in Yorkshire, and a median of this and the circa 75% retention rate to Week 3 of the previous 12 week intensive interventions at the Bradford Academy in 2006-2008.¹⁶

The outcomes for completing participants have been overwhelmingly positive. The dance-led education programme has delivered measurable increases, most notably in their capacity to learn, pro-social behaviour, relationships with others, and motivation. It has imparted a range of so-called 'soft' skills which can, in turn, be linked to very favourable 'hard' outcomes in both criminal justice terms as well as in reengagement with education, employment and training.

These latter 'hard' outcomes have been followed up for the first time in systematic tracking research for this evaluation, with 85% of completing participants tracked at four to six months post-intervention, and 41% tracked again at 12-15 months post-intervention. Of these samples – to the best available knowledge which included national offending records data confidentially shared by Youth Offending Teams – at four to six month tracking, none had committed new offences, including those who had been referred while serving YOT orders. 91% had returned to or were undertaking new post-16 courses of education or training, or had found employment.

At 12-15 month tracking, all but two participants had not committed new offences, both of whom had been previously referred from a YOT and whose behaviour had been noted to have significantly improved in the six months post-intervention. All but one tracked participant was now older than 16, yet 72% remained in full time education, training, or had found employment.

These findings considerably add to the evidence base suggesting that DUY's interventions are highly effective in influencing young people to both reengage with EET and to move away from behaviours and peer groups associated with offending. As in the previous evaluation research on the 12 week interventions, the key learning outcomes for participants included increased confidence and self-awareness; more flexibility and self-control; the capacity to cope with and adapt to challenges; improved communication skills; a willingness to reflect on and address personal strengths, weaknesses, and negative behaviour; and the ability to transfer learning between contexts.

¹⁶ Miles, A. with Strauss, P. *The Academy: A report on outcomes for participants 2006-2008* (University of Manchester 2008)

The crucial factors in the success of the intervention has repeatedly been shown – and is also reflected on by participants’ quotes in this research – to be that it represents an approach to educational engagement which, in its form, content, methodology and intensity is completely different from anything most have previously experienced. Dance as a mechanism and a context is crucial to the processes that bring about change.

Participants are respected as worthy individuals in a supportive and non-judgmental environment, which is simultaneously defined by a highly-disciplined, creatively challenging activity. This latter is informed by real-world, professional production values. Much of participants’ learning is mediated non-verbally, through the physical and performative aspects of dance, which require both mental and bodily control, teamwork and emotional engagement. A key process here is the development of ‘embodied confidence’, while the sense of achievement associated with successful public performance works alongside the acquisition of formal qualifications to sponsor ambition. In all of these respects, DUY’s interventions continue to be highly effective. Overall, these findings would lend much weight to the argument that the interventions are now very appropriately refined in both structure and content.

DUY has faced some significant challenges while delivering these three projects, notably surrounding the development of referral partnerships in Hull. This hampered their ability to recruit as widely as possible from the ‘core’ target groups of the intervention (the most challenged young people in the city). The company are continuing to pursue the reasons why the key Youth Justice System and Children’s Services teams in this city failed to provide any viable referrals on two occasions. Given the DUY eventually recruited participants via other statutory and non-statutory partners – from some of the most deprived postcodes in the country – it seems unlikely that these issue stem from a lack of core need.

To some extent, this is an inherent risk to the peripatetic model adopted by the company in recent years as it has been extending its reach to the most deprived local authority areas in the region. It may well also reflect the resourcing pressures currently being experienced within the services concerned; however, DUY has successfully developed referral partnership with key services for the most challenged young people in all other areas in which it has worked. It is hoped that the evidence of strong outcomes presented in this report may go some way to convincing services in Hull – as well as other areas – of the effectiveness of the intervention when any future projects are planned.

The evaluation model itself has provided a refinement of tools and processes for measuring outcomes and tracking participants, which DUY may be able use in future with less reliance on external consultancy if they chose to. It should be emphasised that evidence of ‘distance travelled’ for participants could be greatly bolstered by securing agreements from referral partners at the outset that they share basic baseline and follow-up data confidentially with DUY and/or its evaluators. The general experience has been that this sharing of data has been easy to secure in principle, but more difficult to extract in practice, so it may be worth considering entering into written agreements about what specific data will be shared, by whom, and at which points.

A final point to note regarding future evaluation methodology is that long term tracking is hampered by lack of viable phone numbers for participants. Participants frequently change their mobile numbers, so it would be sensible to ensure at least one back-up contact method is secured for each participant such as parent/ carer email addresses, mobile numbers and/or landlines where available. This has proved to significantly increase the chances of tracing participants six months or more after project end.

7. APPENDICIES

7.1 Appendix 1: Self-Assessment Questionnaires Start/End

Dance United Yorkshire Evaluation Week 1

Name		Date	
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Please tick if you agree or disagree with the following statements:

	Agree	Disagree
Before starting this DUY project, I was physically active (<i>exercising at least 3 times per week for 20 minutes or more</i>).		
I'm male and I don't drink more than 4 units of alcohol per day or I'm female and I don't drink more than 3 units of alcohol per day even on a night out. (<i>For most brands a unit is about one measure of spirits or half a pint of lager</i>).		
When I meet new people, it usually takes me quite a long time to build up trust with them.		
If someone tries to start an argument with me, there's a good chance I'll lose my temper.		
I find it hard to improve my own behaviour or make positive changes to my personality		
I have ideas about the type of work that I'm interested in.		
I have skills that an employer might value.		
I have characteristics that an employer might value.		
I'm friendly with quite a few people who have been involved in illegal activities and because of this it can be hard for me to keep out of trouble.		
It would be difficult for me to stop spending time with friends or family involved in illegal activities.		
I often feel uncomfortable with who I am.		
It's hard to understand other people and the way they feel about things.		
Other people don't really understand me.		
I eat regular healthy meals with a balance of carbohydrate and protein; I think about trying to eat '5 a day.'		
Not everyone I know would describe me as a good friend.		
I think certain types of offences are not that serious and aren't really a problem.		
When I meet a new person, I don't assume we're going to get on or find things in common.		
I have the ability to gain qualifications that an employer would value.		
I don't smoke or take non-prescription drugs that could damage my physical or mental health.		
It's difficult to get on well with my family or carers.		
A lot of the time, when people commit a crime, it isn't really their fault.		
Sometimes it's hard to feel like I fit in.		
I'm aware of safe sexual practice and avoid risky sexual behaviour.		
For me, or someone close to me, offending or reoffending is inevitable.		
I know the way I would go about finding work in the future and think I have a chance of getting what I want.		

**Dance United Yorkshire Evaluation
Week 4**

Name		Date	
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Please tick if you agree or disagree with the following statements:

	Agree	Disagree
After this DUY project, I will continue to be physically active (<i>exercising at least 3 times per week for 20 minutes or more</i>).		
I'm male and I don't drink more than 4 units of alcohol per day or I'm female and I don't drink more than 3 units of alcohol per day even on a night out. (<i>For most brands a unit is about one measure of spirits or half a pint of lager</i>).		
When I meet new people, it usually takes me quite a long time to build up trust with them		
If someone tries to start an argument with me, there's a good chance I'll lose my temper.		
I find it hard to improve my behaviour or make positive changes to my personality.		
I have ideas about the type of work that I'm interested in.		
I have skills that an employer might value.		
I have characteristics that an employer might value.		
I'm friendly with quite a few people who have been involved in illegal activities and because of this it can be hard for me to keep out of trouble.		
It would be difficult for me to stop spending time with friends or family involved in illegal activities.		
I often feel uncomfortable with who I am.		
It's hard to understand other people and the way they feel about things.		
Other people don't really understand me.		
I eat regular healthy meals with a balance of carbohydrate and protein; I think about trying to eat '5 a day.'		
Not everyone I know would describe me as a good friend.		
I think certain types of offences are not that serious and aren't really a problem.		
When I meet a new person, I don't assume we're going to get on or find things in common.		
I have the ability to gain qualifications that an employer would value.		
I don't smoke or take non-prescription drugs that could damage my physical or mental health.		
It's difficult to get on well with my family or carers.		
A lot of the time, when people commit a crime, it isn't really their fault.		
Sometimes it's hard to feel like I fit in.		
I'm aware of safe sexual practice and avoid risky. sexual behaviour.		
For me, or someone close to me, offending or reoffending is inevitable.		
I know the way I would go about finding work in the future and think I have a chance of getting what I want.		

7.2 Appendix 2: Staff Monitoring Forms

Dance United Yorkshire Dance Staff Observational monitoring sheet

Dance tutors to fill out for each participant towards the end of each programme week

Participant name:		Week:	
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Embodied change

<i>Physical discipline</i>	Tick one only
1. Undisciplined, fidgeting impulsive movement or flat depressive unresponsive movement	<input type="checkbox"/>
2. Developing awareness and control over own body language and movement style	<input type="checkbox"/>
3. Understands required movement and beginning to attempt dance routines	<input type="checkbox"/>
4. Developing responsive physical control, can come in on cue	<input type="checkbox"/>
5. Consistent physical control and ability to come in on cue, physically alert, yet still and calm. Physical control.	<input type="checkbox"/>

<i>Resilience</i>	Tick one only
1. Lethargic, yawning, no apparent attempt to complete dance routines, appears physically tired.	<input type="checkbox"/>
2. Aware of routine and expectations but prone to giving up.	<input type="checkbox"/>
3. Concerted attempt to complete routines but signs of exertion and fatigue	<input type="checkbox"/>
4. Growing resilience and fitness, sometimes able to follow instructions and complete routines	<input type="checkbox"/>
5. Resilient: consistent ability to follow instructions, can complete the entire task without tiring or giving up	<input type="checkbox"/>

<i>Embodied confidence</i>	Tick one only
1. Does not make eye contact when communicating, introverted or downcast posture or tense, confrontational body language.	<input type="checkbox"/>
2. Aware of confident, effective body language but struggling to enact it.	<input type="checkbox"/>
3. Beginning to demonstrate elements of positive confident posture independently but intermittently	<input type="checkbox"/>
4. Able to make eye contact when communicating, alert but comfortable posture, physically 'present'	<input type="checkbox"/>
5. Consistent positive physical presence and embodied confidence.	<input type="checkbox"/>

Engagement

<i>Attitude</i>	Tick one only
1. Distracted, e.g. tries to use mobile phone in studio; appears not to hear instructions: disengaged.	<input type="checkbox"/>
2. Some apparent awareness of instructions but only responds intermittently	<input type="checkbox"/>
3. Receptive to some instructions and beginning to engage	<input type="checkbox"/>
4. Engages with instructions and group activities/dynamics for the majority of the time	<input type="checkbox"/>
5. Consistently focused and attentive, engages with all instruction.	<input type="checkbox"/>

<i>Motivation</i>	Tick one only
1. Little apparent motivation to dance; doesn't appear to aspire to dance	
2. No longer rejecting dance as 'not for me' but still behaves as an outsider to the practice without demonstrating the aspiration to change and progress.	
3. Showing motivation to change, intermittently seems to aspire to master routines and skills	
4. Beginning to identify with the medium and aspire to progress, may wish to represent ambition/identification eg. by wearing DUY uniform.	
5. Behaves as though contemporary dance is an achievable aspiration, wants to share the performance with friends and family. Demonstrates the confidence to reach for a new skill and identity.	

Social behaviour

<i>Pro-social behaviour</i>	Tick one only
1. Demonstrates a lack of trust towards dance facilitators and others in the group. May be disrespectful, impulsive or aggressive. Reluctant to communicate.	
2. Begins to increase awareness of others in interactions.	
3. Intermittent politeness and fuller more respectful communication with others.	
4. Able to trust other dancers during routines, more consistent social awareness.	
5. Consistent ability to trust and be trusted, calm behaviour, consideration of others. Possible evidence of pro-social behaviour such as spontaneously helping others in the group.	

Employability

<i>Learning capacity</i>	Tick one only
Little evidence of using any learning style to engage with information or physical routines, little evidence of problem solving, resilience, remembering.	
Beginning to find and employ strategies to learn.	
Improved ability to learn, solve problems, remember and be self-aware.	
Able to learn skills only occasionally showing signs of struggle.	
Consistent mastery of instructions and ability to remember skills combined with awareness of own ability and resources/strategies required to learn. Ready to attempt learning tasks with an expectation of success.	

Any other comment/ circumstances affecting these scores:

Dance United Yorkshire
Support Staff Observational monitoring sheet

Support team to fill out for each participant towards the end of each programme week

Participant name:		Week:	
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Embodied change

<i>Healthy lifestyle</i>	Tick one only
1. Unhealthy lifestyle habits, including evidence of <u>two or more</u> of the following this week: smoking, excessive alcohol intake, recreational drug use, poor unbalanced diet, lack of physical exercise (or others of concern). Completely unresponsive to concern or advice about changing habits. No apparent will to move towards a healthier lifestyle.	
2. Some unhealthy lifestyle habits, including evidence this week of <u>one or more, but not more than three</u> of those listed above (or others of concern). Some limited responsiveness to concern or advice about changing habits and/or some signs of intent to move towards a healthier lifestyle, but struggling to put into practice or make any changes.	
3. Evidence this week of <u>one or two</u> (but not more) unhealthy lifestyle habits. Responsive to concern or advice and/or showing some attempt to make positive changes and move towards a healthier lifestyle.	
4. Evidence this week of <u>only one</u> unhealthy lifestyle habit. Making concerted efforts, of their own accord, to address this one habit.	
5. No evidence this week of any unhealthy lifestyle habits. A positive role model to others.	

Social behaviour

<i>Relationships</i>	Tick one only
1. Demonstrates hostility, disrespectfulness and/or unwillingness to engage in appropriate social interaction with most or all staff and most or all other members of the group.	
2. Beginning to engage in some appropriate social interaction with some staff and other group members, but still has significant difficulties in relating appropriately to several others.	
3. Generally appropriate and/or significantly improved interactions with staff and other group members, with only the occasional difficulty flaring up with a limited number of people.	
4. Relates appropriately, respectfully, and without hostility to most or all staff and other group members, all or most of the time. Has developed at least one new and positive friendship.	
5. Engaging in positive, tolerant and/or mature relationships with all other participants and staff including two or more new, developed, positive mutually rewarding friendships. May be reporting positive or highly improved relationships with family, carers, friends or peers	

<i>Understanding self and others</i>	Tick one only
1. Shows little or no self-awareness or self-reflection about their own role, influence and responsibility towards the group and project activities and/or demonstrates very little or no understanding of the needs and intentions of others.	

2. Showing limited self-awareness and self-reflection about their own role, influence and responsibility towards the group and project activities and/or demonstrating a limited amount of understanding of the needs and intentions of others.	
3. Acceptable or improved self-awareness and self-reflection about their own role, influence and responsibility towards the group and project activities and/or acceptable or improved amount of understanding of the needs and intentions of others	
4. Good or significantly improved self-awareness and self-reflection about their own role, influence and responsibility towards the group and project activities <u>as well as</u> good or significantly improved understanding of the needs and intentions of others.	
5. Excellent self-awareness and self-reflection about own role, influence and responsibility towards the group and project activities <u>as well as</u> excellent understanding of the needs and intentions of others.	

Employability

<i>Skills and qualifications for employment</i>	Tick one only
1. Expresses little or no idea about future education or employment routes. Demonstrates little or no interest in developing any skills or working towards any qualification that will help to re-engage in education or gain employment.	
2. Expresses some limited – if perhaps unrealistic or inflexible – ideas about future education or employment routes and/or demonstrates some limited interest in developing skills or working towards qualifications, but struggles to put in to practice.	
3. Reasonable ideas about future education or employment routes and/or showing some degree of commitment – if perhaps inconsistent – to developing skills or working towards qualifications	
4. Expresses realistic ideas and shows ambition about future education and employment routes and showing good levels of commitment to developing skills and working towards qualifications.	
5. Excellent, realistic and flexible ideas about future education and employment routes as well as excellent, diligently applied commitment to developing skills and working towards qualifications.	

Any other comment/ circumstances affecting these scores:

7.3 Appendix 3: Interview Questions Start/End

DUY Goal Setting Interview Questions (Week 1)

1. Ask participant to sum up mental state [eg *How's it all going? How are you feeling about being here?*]. Interviewer add brief note at end of interview on how participant seemed.
2. How did you come to be on this programme? [*prompt if necessary eg. someone suggested it/ choice/ relation with referral agent/ interest in dance*]
3. What were your expectations before you arrived? Have there been any surprises?
4. What are you hoping to get out of the programme?
5. Have you ever done anything similar?
6. What are you most looking forward to?
7. Can a project like this help keep people out of trouble?
8. Imagine you're talking to others after the programme; what achievements would you be most proud of?

DUY Exit Interview Qs (Week 4)

1. Ask participant to sum up mental state [eg *How's it all gone? How are you feeling now it's coming to an end?*]. Interviewer add brief note at end of interview on how participant seemed.
2. How was the performance? Was it any different from your expectations? Did anyone come to watch? What did they think?
3. Was this programme different from what you expected? [*Remind them what they said they were hoping to get out of it at the beginning*]
4. What has your journey been like? What have you learnt about yourself?
5. What has it been like being part of the wider group? What changes have you noticed in others?
6. How much progress have you made with the goals you wanted to achieve at the beginning? [*Remind them what achievements they said they'd be most proud of*]
7. Have you achieved other things that you weren't expecting to?
8. Did you struggle with anything or find things difficult? How did you overcome that?
9. Do you behave or act differently when you're here to how you do outside?
10. Has this programme made a difference to the way you feel/what you do when you're not here? [*encourage them give their own answers but prompt if necessary: eg relationships with family and friends? How you feel about yourself – eg happiness, fitness, confidence? What you do with your time in the evenings/ at weekends?*]
11. Tell me a story about you came here; what were you like, how have you changed?
12. Do you think this project can help people overcome difficulties and keep out of trouble in the future?
13. What's next for you? What are your challenges? What support are you going to need?

7.4 Appendix 4: Tracking phone interview tool

Dance United Yorkshire Evaluation Follow up interviews – 3 months

Name		Date	
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Great them; explain purpose of interview: to follow up project completers at 3 months, to see what they've gone on to do and if the project changed anything for them. Will also contact them again at 6 months and 12 months after project. Their answers will be treated anonymously, and we won't share anything they say beyond DUY/ evaluation team without their permission.

1. What have you been doing since you finished the project at the end of October? (eg back to school/ college, accessing further education/ searching for or finding employment. If not, why not? Any plans to?)

2. How has it gone? (If back to school/ PRU ask: "has it been any different than before they did the project with DUY?" "How has your attendance/ disciplinary record been?")

3. Have there been any other significant changes in your life since we last saw you? (prompt if necessary eg. relationships with family/ friends; involvement with any organisations or activities; accessing any other services?)

Please tell me if you agree or disagree with the following statements:

Tell them that these are similar questions to the questionnaires they completed twice during the project, but there are fewer questions. Ask them not to try to remember how they responded last time, just to give honest answers for this point in time.

	Agree	Disagree
Since the DUY project, I have continued to be physically active (exercising at least 3 times per week for 20 minutes or more).		
I'm male and I don't drink more than 4 units (male) or 3 units (female) of alcohol per day, even on a night out. (A unit is equivalent to one measure of spirits or half a pint of normal strength lager).		
When I meet new people now, I find it easier to trust them than I did in the past		
If someone tries to start an argument with me, there's a good chance I'll lose my temper.		

I've noticed one or more positive changes in my own personality over the last few months		
I've been thinking about my employment opportunities and have some ideas about how I might find the type of work I want to do in the future		
I have skills and characteristics that an employer might value-		
I have not been involved in any illegal activity over the last few months, and am feeling motivated to stay out of trouble		
It would be difficult for me to stop spending time with friends or family involved in illegal activities		
In the last few months I've started to feel more comfortable with who I am		
I'm getting better at understanding people and the way they feel about things		
I am on the right track to gain qualifications that an employer would value.		
I don't smoke or take non-prescription drugs that could damage my physical or mental health.		
I'm finding it easier than in the past to get on with my family or carers.		
A lot of the time, when people commit a crime, it isn't really their fault.		