A strategy for evaluating Empowering YOUth Initiatives

Australian Government

Department of Employment

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1. Background

1.1. Introduction

Young Australians require appropriate assistance and encouragement to learn new skills, become job ready, get a job, and stay in a job.

In the 2015-16 Budget, the Australian Government announced over $330 million to fund the **Youth Employment Strategy**. The Empowering YOUth Initiatives (initially known as the Innovative Youth Trials) is one of three components under the Youth Employment Strategy being administered by the Department of Employment (the Department).[1]

The purpose of the Empowering YOUth Initiatives is to:
- help more young job seekers at risk of long-term unemployment find and a keep a job
- identify innovative approaches that have the greatest potential to improve employment outcomes for young people at risk of long-term unemployment and prevent long-term welfare dependency
- promote learnings from these innovative approaches to assist government and organisations working with young people to enhance current and future service delivery.

> This is a high level evaluation strategy which describes the framework within which Empowering YOUth Initiatives will be evaluated. Separate tailored and detailed evaluation plans will be developed for each initiative, based on their particular requirements.

1.2. Objectives of the Empowering YOUth Initiatives

The Empowering YOUth Initiatives will fund selected not-for-profit non-government organisations to trial localised support for innovative activities and service delivery models to address employment barriers for youth at risk of long-term welfare dependency.

The Empowering YOUth Initiatives aim to help young people into work by:
- preventing a young person from becoming long-term unemployed
- addressing barriers including very complex and multiple barriers to young people getting a job and/or
- assisting targeted young people in sustaining employment once they do get a job.

The desired outcomes for the Empowering YOUth Initiatives will vary for each initiative, however, the broad list of potential outcomes may include:
1. preventing long-term unemployment:
   o improved education outcomes, including re-engagement with education
   o increased 'readiness for work' of participants
2. addressing barriers:
   o removal or reduction of vocational and non-vocational barriers to employment for participants

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[1] The other components are the Transition to Work service and ParentsNext.

- improved employment outcomes (either through paid employment, or self-employment and entrepreneurship or seasonal work)
- increasing employment opportunities through better relationships/partnerships with potential employers

3. sustaining a job:
   - reduced reliance on income support (i.e. off income support or on lower levels of income support)
   - retention in a paid job for a longer period
   - building capabilities of sustaining a job (e.g. being able to remain in work longer).

1.3. Eligible group for the Empowering YOUth Initiatives

Young people aged 15-24 years (inclusive) who are long-term unemployed (unemployed for 12 months or longer) or at risk of becoming long-term unemployed are eligible to participate in an initiative, regardless of their income support status and/or connection to Australian Government employment services.

Risk factors for youth long-term unemployment are often multiple and complex and may include:
- leaving school before completion of Year 12 or an equivalent qualification level
- living in a disadvantaged labour market
- having disability or illness that reduces capacity to participate in education or employment
- being a young parent
- homelessness or being at risk of homelessness
- being in or having been in out-of-home care
- being Aboriginal or Torres Strait Islander
- being from a culturally and linguistically diverse (CALD) background
- having a history of criminal offending.

1.4. Selecting proposals and rating innovation

The Empowering YOUth Initiatives will run over a four year period and fund up to 40 initiatives for a maximum of two years each. The initiatives will be selected through (at least) two rounds.

A key purpose of the Empowering YOUth Initiatives is to 'identify innovative approaches that have the greatest potential to improve employment outcomes for young people at risk of long-term unemployment and prevent long-term welfare dependency'.[2]

To reflect this, the selected initiatives must not duplicate existing services delivered through Australian Government employment services, including jobactive (previously Job Services Australia), the new Transition to Work service (TtW), Disability Employment Services (DES) and the Community Development Programme (CDP, previously the Remote Jobs and Communities Program – RJCP).[3] The initiatives may offer innovative activities that complement these services and may work in partnership with existing providers.

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[2] Department of Employment, November 2015. *Grant Guidelines for Empowering Youth Initiatives Round 1*.
[3] This includes enhancements to current service delivery that would be expected as part of normal service delivery improvement.

Innovation in terms of ideas and or the service delivery approach will be a core component of selecting initiatives and may cover any combination of the five main types of innovation:

- product innovation (for example, digital service delivery)
- process innovation (for example, community co-design)
- organisational innovation (for example, social enterprises)
- marketing innovation (for example, new ways of reaching different/more youth)
- collaboration in innovation (for example, strategic partnerships and online platforms).

It is anticipated that proposals will require a minimum of 100 participants over the funding period.

2. Evaluation framework

2.1. Purpose

An essential component of the Empowering YOUth Initiatives is to provide evidence of which innovative approaches work well to support the objectives of the Youth Employment Strategy.

The evaluations will seek to identify innovative activities and service delivery methods that work to support young people who are long-term unemployed or at risk of long-term welfare dependency to become job ready, get a job, and stay in a job. The evaluations will also identify learnings which can be used to inform ongoing service delivery as well as future policy and program design.

2.2. Evaluation scope

Each initiative will be evaluated separately to address the initiative's specific goals, and to account for the differences in the activities and target cohorts of each initiative. The evaluation questions will be aligned with the broad evaluation questions outlined in Section 2.3. Evaluation of each initiative will focus on the effectiveness and efficiency of the initiative in achieving its own goals.

The schedule of evaluation reporting for each approved initiative will be specified in the individual evaluation plan. In principle, the individual evaluation report (summary of key findings) will be finalised within no more than one year after the completion of the initiative.

The final evaluation report, expected to be completed by December 2019, will consolidate key learnings from individual projects. The final evaluation will not be an all-encompassing program evaluation of the entirety of Empowering YOUth Initiatives.

Analysis which can quantify an effect of an initiative and which can attribute the effect to the initiative may provide information which can later be used to inform the Investment Approach to Welfare Reform. Direct application of the Investment Approach to Welfare Reform is out of scope for this evaluation. The initiative evaluations should report on the associated cost information, and employment/education outcome improvements where possible in order to inform further Investment Approach analysis.

2.3. Evaluation questions of interest

Evaluation questions are either formative or summative in nature.

Formative evaluation questions focus on program implementation with a view to improving design and performance. They facilitate the development of a better understanding of the process of change, of what works, what doesn't, and why. Literature reviews, a theory-based approach and qualitative studies are commonly used to address formative evaluation questions.

Summative evaluation questions focus on results and effectiveness, that is, they quantify the impact of the intervention on intended outcomes for the target group.

Formative questions of interest include:
- What strategies were in place to promote the initiative and engage the target group? To what extent did these strategies work, for example, were participant numbers in line with the targets?
- To what extent is the target group engaged and participating in Empowering YOUth Initiatives activities? If participants do not fully participate, why?
- Are participants responding positively to the initiative? Are the innovative aspects of the initiative working? For whom? Why?
- What are the enablers and barriers (including for the young people themselves) to achieving intended outcomes?
- Are there any unintended consequences of the initiative – both positive and negative?
- What are the key learnings from the initiative?
- Has the initiative demonstrated potential for scaling up or inclusion in the existing service delivery model? In what way? What would be the cost of expanding the initiative?

Summative questions of interest include:
- To what extent has the initiative achieved its own goals?
- Have the employability outcomes of the target group been improved as a result of the initiative?

Good evaluation practices usually address both formative and summative questions. However, they require different evaluation approaches and therefore have different data/information requirements. Formative evaluation often lends itself to the use of key performance indicators and qualitative methods of inquiry. Summative evaluation largely depends on the construct of a 'counterfactual' to measure a target group's outcomes against, had they not participated in the initiative, and how this differs from observed outcomes. Section 3.1 provides details on the potential evaluation approach.

2.4. Key stakeholders

Evaluation of each Empowering YOUth Initiative will be undertaken by the Department's Evaluation, Research and Evidence Branch (EREB), assisted where appropriate, by an external consultant/s.

Key external stakeholders include, but are not limited to:
- participating lead organisations/agencies who receive funding for delivering the initiatives
- youth participating in the initiatives, and their support networks

- other government agencies with an interest or policy oversight for particular cohorts (e.g.: the Department of the Prime Minister and Cabinet (PM&C) for Indigenous youth initiatives)
- partnering organisations including:
  - industry groups (employers)
  - schools (educators)
  - welfare/service providers.

2.5. Governance

The Empowering YOUth Initiatives evaluation will be overseen by a departmental senior management committee. The responsible program area will contribute to the evaluation by:
- informing the evaluation team of key program issues which may affect the evaluation
- assisting with contacting and visiting participating organisations, facilitating data provision and evaluation participation.

Draft evaluation reports will be provided for comment to relevant key stakeholders.

3. Evaluation strategy

3.1. Evaluation approach

Various approaches will assist in addressing formative and summative evaluation questions (Section 2.3). Cost information will be collected to help in understanding the potential cost for scaling up or expanding the trial where this is considered appropriate.

In developing the specific evaluation method for each initiative, the evaluation team will consider factors such as the:
- size and design of the initiative
- experience and capacity of the participating organisation to provide the necessary data.

The evaluation design will also identify the evaluation approach and measurement that is appropriate to the stage of development of an initiative. The Standards of Evidence framework[4] will be adopted to guide the formation of an evaluation plan for each initiative. Aligning the evaluation of each initiative with the Standards of Evidence will better support evaluation activities to promote quality evidence of what works. For example, to inform the Investment Approach to Welfare Reform, the evaluation standard needs to be at the level three of Standards of Evidence as well as provide the relevant cost information. Refer to Attachment A for more details.

Potential evaluation approaches and associated information/data needs for evaluation questions of interest are at Attachment B. Evaluation Plans will be developed respectively to specify more detailed evaluation requirements for each approved initiative.

3.1.1. Literature review

An in-house literature review will identify existing knowledge and issues for youth with regard to:

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[4] 'Standards of Evidence' refers to how confident we can be that findings from the evaluation are accurate. The framework is an approach that helps structure how evidence is gathered, interpreted and assessed.

- pathways to employment
- key initiatives to support employment
- learnings from previous employment related programs.

The literature review will draw together information on existing programs, approaches and results in Australian and overseas from grey and academic literature.[5]

3.1.2. Theory-based approach

A theory based approach sets out the reasoned theory or logic underpinning an initiative in relation to the possible causal relationship between the initiative and the intended outcome. This approach can be undertaken at the initiative's early stages by synthesising a range of views and information sources (including responses of participating organisations to selection criteria, key findings from the literature review, stakeholder feedback and program information).

A theory based process will guide the evaluation and facilitate the structure of the 'narrative' of evaluation findings.

3.1.3. Qualitative studies

Qualitative studies provide in-depth understanding of why aspects of initiatives did or didn't work for various participants. Participating organisations will be required to facilitate access to participants for the evaluation team/external consultant/s for the purpose of conducting qualitative research. External consultant/s may be engaged in undertaking in-depth interviews, short surveys, focus groups and/or discussions with participants, participating organisations and key stakeholders.

3.1.4. Quantitative analysis

A range of summative evaluation methods will be employed for the Empowering YOUth Initiatives. This will allow consideration of practical aspects of each initiative, such as the scope, data availability and potential attrition, etc.

The preferred evaluation method is a *randomised controlled trial* (RCT) (where practical). The RCT solves the counterfactual issue by randomly assigning some people to receive the intervention (treatment group) and others to not receive it (control group). The random assignment avoids systematic bias and effectively controls for unobserved differences. For this reason the RCT, if properly designed and implemented, is widely regarded as the gold standard of impact evaluation. The key factor influencing its application is that the RCT needs to be an integral part in the design stage of the initiative. Where possible, the evaluation team will work in collaboration with the participating organisation in designing and implementing the RCT.

RCTs may not be feasible for all initiatives, for example, those designed to target non-income support recipients (such as some early school leavers). In these situations, quasi-experimental methods, such as statistical matching, regression analysis and difference-in-differences methods will be considered.

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[5] Grey literature refers to reports produced by the government and non-government sectors.

The choice of evaluation method will largely depend on the nature and the design of the initiative and the availability of evaluation data. An overview of summative evaluation methods is presented at Attachment C.

3.1.5. Cost estimation

Cost information will be integrated into the evaluation of each initiative. This is important so the implementing agency can understand the cost of interventions. The cost information will be particularly relevant for informing the Investment Approach to Welfare reform. It will be collected by participating organisations under the Department's guidelines as part of its commitment to facilitating evaluation.

3.2. Key performance indicators

The desired outcomes will be formalised through individual funding agreements. However for every initiative, outcomes will need to be consistent with the outcomes described in Section 1.2 and specified in the initiative proposals.

Key indicators will vary for each initiative. The indicators and their desired targets will be determined before commencement. These may include, but are not limited to:
- number of participants re-engaging, or continuing with education
- number of participants achieving an education outcome
- number of participants re-engaging with the labour force
- number of participants undertaking work experience under the initiative
- number of participants who achieve a four, 12 or 26-week job outcome
- number of participants on reduced income support
- number of participants who exit from income support
- level of participation in initiative-related activities
- change in pre-identified soft skill(s) or improvement in personal circumstances to be addressed for work readiness.

A mapping of objectives to the key performance indicators and outcomes is presented at Attachment D.

3.3. Conditions and limitations of the evaluation

Various evaluation approaches will be used to address evaluation questions with different focuses (Section 2.3 and 3.1). The choice of the evaluation method will largely depend on the nature and the design of each initiative and the availability of fit for purpose data.

The ability of the Empowering YOUth Initiatives to inform further policy development and the investment approach will depend on the extent to which the effect can be quantified, which relies on answering summative evaluation questions. As such evaluation requirements will be considered at the design stage of the initiative. In particular, for each initiative it will be necessary to define and specify the following:
- measurable outcomes
- data capability to inform the evaluation

- an identifiable control or comparison group (preferably randomly assigned to treatment and control groups) against which to measure outcomes.

As the target group may be participating in more than one employment-related program, it may not be possible to isolate the effects of multiple initiatives. The collection and analysis of qualitative data will provide some insight into which factors are playing a key part in achieving outcomes.

The Minimum Dataset (for treatment and control) is presented at Attachment F.

4. Risks and dependencies

4.1. Timeframe for delivery of evaluation reports
Delivery of the evaluation reports is dependent on the timely commencement of the initiatives and the provision of data from participating organisations.

4.2. Interactions with employment services
There are necessary interactions between the Empowering YOUth Initiatives and other local and federal government measures. These complex interactions have important implications for evaluating the effectiveness of the Empowering YOUth Initiatives. Isolating and identifying the impacts of the Empowering YOUth Initiatives from other programs may be problematic. The potential confounding effects will be taken into consideration in the design of evaluations.

A list of Australian Government employment related initiatives with a youth focus is presented at Attachment G. A summary of interactions with key employment services is presented at Attachment H.
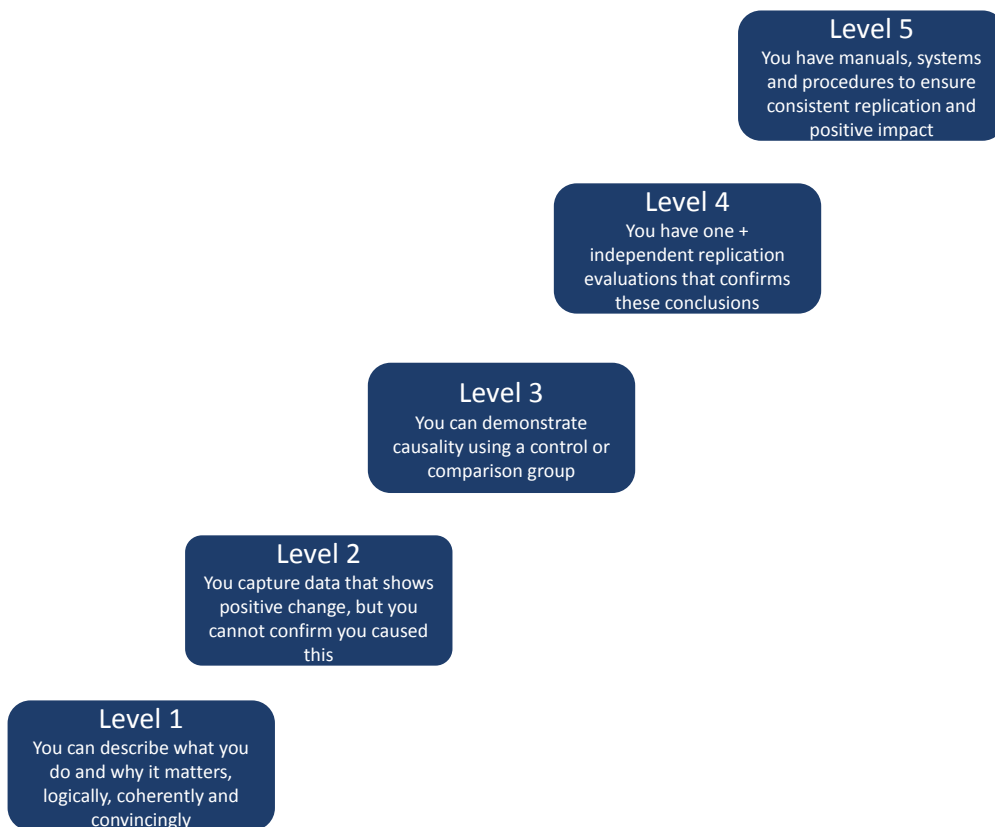
4.3. Risk plan
The Empowering YOUth Initiatives Evaluation Risk Plan will be developed in line with the Department's Risk Management Policy. Potential risks associated with the evaluations include, but are not limited to:
- lack of sufficient participation – due to low take up, lack of informed consent or high attrition rates
- lack of co-operation and/or capability by organisations, which may be related to:
  o inability to meet the required information and data needs
  o inability to identify a control/comparison group
  o gaming of results, (e.g. biased recruitment for programs which are supposed to be universal)
  o staff turnover at the trial site which may affect the ability to assess outcomes
- delay in or refusal of ethics approval for the initiatives (where required)
- lack of credible evaluation approaches, which may be related to disagreements about targets for measures, non-employment outcomes not being measurable, or contamination of control groups (in the case of RCT).

These issues will be mitigated through funding agreements which will specify the level of cooperation and detail the data provision to which an organisation has agreed. The evaluation team advised on evaluation approaches for initiatives during the assessment process to mitigate risk.

Attachment A: Standards of evidence

The Standards of Evidence is a tool that helps gauge the level of confidence in the evidence provided by evaluations to show that an initiative is having a positive impact. The Nesta Standards of Evidence has been adopted to assess proposed initiatives, as illustrated below: [6]

Level 5
You have manuals, systems and procedures to ensure consistent replication and positive impact

Level 4
You have one + independent replication evaluations that confirms these conclusions

Level 3
You can demonstrate causality using a control or comparison group

Level 2
You capture data that shows positive change, but you cannot confirm you caused this

Level 1
You can describe what you do and why it matters, logically, coherently and convincingly

Source: Puttick, R and Ludlow, J. (2012) 'Standards of Evidence for Impact Investing' London: Nesta.

The Nesta Standards of Evidence are on a 1 to 5 scale with Level 1 being the minimum evidence requirement that would be expected in the evaluation. As the levels are progressed, so will certainty that the proposed initiative will have a positive impact on the intended outcomes

The table below provides explanations on the approaches that could be used at each level.

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[6] Nesta is the UK's innovation foundation - an innovation charity with a mission to help people and organisations bring great ideas to life. (source: http://www.nesta.org.uk)

Standards of Evidence	Expectation	How the evidence can be generated
Level 1	Be able to give an account of impact. This means providing a logical reason, or set of reasons, for why the initiative could have an impact and why that could be an improvement on the current situation.	This is done by drawing upon relevant information and research from existing sources and consulting with relevant stakeholders. Literature review and the theory-based approach are commonly used for this level of evidence.
Level 2	Be able to show some change among those participating in the initiative. At this stage, data can begin to show effect but it will not evidence direct causality.	This is done by gathering baseline and outcome data for participants, and conducting pre and post evaluation or cohort/panel study. This is commonly done by conducting descriptive analysis.
Level 3	Be able to demonstrate that the initiative is causing the impact, by showing less impact among the similar group who do not participate in the initiative.	This is done by applying robust methods using a control/comparison group (experimental or quasi-experimental designs) that begin to isolate the impact of the initiative. Random selection of participants (with sufficient sample) strengthens the evidence at this level.
Level 4	Be able to explain why and how the initiative is observed to have the impact. And the evaluation quantifies the impact. In addition, the initiative can deliver impact at a reasonable cost, suggesting that it could be replicated and purchased in multiple locations.	Built on the evidence of Level 3, the evaluation at this level also investigates and validates the nature of the impact. This is done via a mixed method approach (including quantitative and qualitative study). It is also expected to collect and report on the cost information for the initiative.
Level 5	Be able to show that the initiative could be operated by someone else, somewhere else and scaled up, whilst continuing to have positive and direct impact on the outcome, and while remaining financially viable.	The evidence at this level will be further supported by such approaches as replication evaluations, future and scenario analysis, fidelity evaluation.

Attachment B: Potential evaluation approaches and associated information/data needs

Formative questions:

- What strategies were put in place to promote the initiative and engage the target group? To what extent have these strategies worked, e.g. were participant numbers in line with the targets?
- To what extent is the target group engaged and participating in the activities under the Empowering YOUth Initiatives? If participants do not fully participate, why?
- Do the participants appear to be responding positively to the initiative? Does the innovative aspect of the initiative seem to be working, not working? For whom? Why?
- What are the enablers and barriers (including for the young people themselves) to achieving intended outcomes?
- What are the unintended consequences (if any) – both positive and negative?
- Has the initiative demonstrated potential for up-scaling or inclusion in the existing service delivery model? In what way? What would be the cost of expanding the initiative?

Evaluation approach	Information/data needs	Potential source
Theory-based approach through synthesis of existing findings	Information/data in relation to the underlying linkage between the proposed approach and the intended outcome.	• Response to selection criteria by participating organisations • Findings from the literature review • Insights from key stakeholders.
Quantitative analysis of key performance indicators	Information/data relating to participation, observed outcomes, and change in pre-identified soft skills. Level of engagement by participants in activities under the initiative.	• The Department's administrative data (RED, jobactive) – outcomes and demography • Data from entry and exit assessment tools • Program monitoring data • Possibly job seekers survey data such as PPM survey.
Qualitative feedback from participants, participating organisations and key stakeholders	Information/data related to views / expectations / perspective / experience of participants, participating organisations and key stakeholders.	• Interviews with participants, participating organisations and key stakeholders (including program management area) • Participation information provided by participating organisations • Data from entry and exit assessment tools.

Summative questions:

- To what extent has the initiative achieved its own goals?
- Have the employability outcomes of the target group been improved as a result of the initiative?

Evaluation approach	Information/data needs	Potential source
Experimental design (randomised controlled trial	Refer to Attachment C for methods and data requirements.	The Department's administrative data (including RED and JSCI data) and job seeker survey data (such as PPM survey) for outcomes and characteristics. Pre and post evaluation data collected by participating organisations.
Quasi-experimental design	Refer to Attachment C for methods and data requirements.	The Department's administrative data (including JSCI data) and job seeker survey data (such as PPM survey) for outcomes and characteristics. Pre and post evaluation data collected by participating organisations.

Attachment C: Summary of summative evaluation methods

Experimental method

Method	Description	Who is in the control group	Required data
Randomised controlled trial	Measuring a causal relationship between the outcome and the intervention (trial) to answer: 'the extent to which the observed change in the outcome for trial participants is attributed to the trial. This is based on the assumption that randomisation 'works', i.e. randomisation being maintained in the implementation (there is no contamination of control groups).	People referred to the trial are randomly assigned to the control group and do not participate in the trial.	Outcome data for both treatment and control groups after the trial. Data items that can be used to check level of randomisation.

Quasi-experimental method

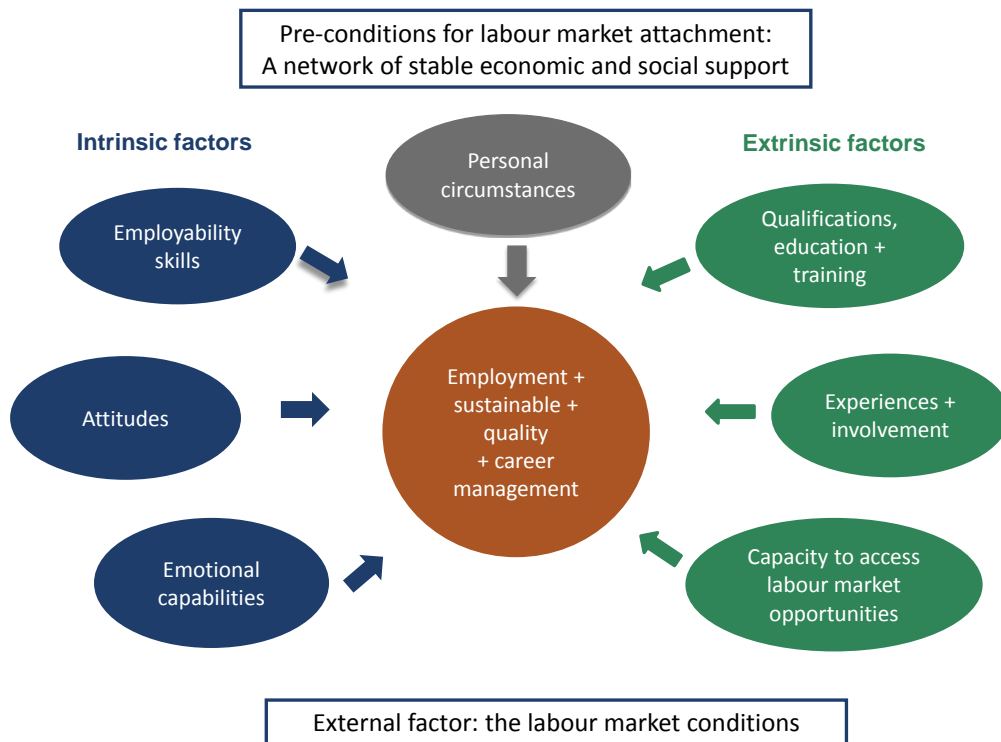| Method	Description	Who is in the comparison group	Required data
Statistical matching	Measuring the difference in the outcome between the participants and the matched non-participants to answer: 'the extent to which the observed change in the outcome for trial participants is attributed to the trial.' This is based on the assumption that the matched individuals do not differ systematically to the participants.	Non-participants who have a mix of characteristics similar to the participants.	Outcome data for both treatment and comparison groups after the trial. Data items that can be used for 'matching' purpose. Data items that can be used to control for observed characteristics.
Difference-in-differences (DiD)	Measuring the change over time of participants relative to the change of non-participants to answer: 'the extent to which the observed change in the outcome for trial participants is attributed to the trial.' This is based on the assumption that the change for participants and non-participants would have been occurred in parallel in the absence of the trial.	Non-participants for whom data are collected both before and after the trial.	Outcome data for both treatment and comparison groups before and after the trial. Data items that can be used to control for observed characteristics.

Note that the analysis will be conducted within the regression framework. Linear regression, logistic regression or survival analysis will be considered where appropriate.

Attachment D: Mapping the objectives of the Empowering YOUth Initiatives to potential Key Performance Indicators (KPIs)

Objectives	Areas of focus [#]	Desired outcomes	Potential Key Performance Indicators
1. Preventing young people from becoming long-term unemployed	• relevant qualification, education + training • employability skills • attitudes • emotional capabilities.	• increased 'readiness for work' • improved education outcomes (including re-engagement with education).	• number of participants achieving education outcome / re-engaging with education • change in pre-identified soft skill(s) / improvement in personal circumstances to be addressed for work readiness • level of participation in activities relating to the initiative.
2. Addressing barriers including very complex and multiple barriers to young people getting a job in the first place	• barriers arising from personal circumstances • employer attitude • vocational barriers • experiences + involvement • employment + enterprise.	• increased 'readiness for work' • removal or reduction of vocational and non-vocational barriers for participants • improved employment outcomes	• change in pre-identified soft skill(s) / improvement in personal circumstances to be addressed for work readiness • number of participants re-engaging with or continuing with education • number of participants re-engaging with the labour force • number of participants undertaking work experience under the initiative.
3. Assisting target young people in sustaining employment once they do get a job	• career management • employment + enterprise.	• retention in a paid work for a longer period • reduced reliance on income support (i.e. off income support or lesser income support) • building capabilities of sustaining a job.	• number of participants who achieve four, 12 or 26-week job outcome • number of participants who are in receipt of reduced income support payment • number of participants who exit from income support.

Areas of focus are based on the high level framework of Young People's Journey to Employment as presented at Attachment E.

Attachment E: Young people's journey to employment

Factors	Description
Pre-conditions for labour market attachment	- level of economic security in family and parental resources available - level of personal support from family or institutions
Personal circumstances	- access to stable accommodation - access to transport - access to the internet - access to childcare - access to support for young carers - access to support for young job seekers with physical and mental health problems - reduced substance abuse - reduced offending / anti-social behaviour - out-of-home care (such as foster care)

Factors	Description
Emotional capabilities	- self-esteem - grit and determination - autonomy and control - empathy
Attitudes	- aspirations for education, work and the future - attitudes to work
Employability skills	- teamwork - communication - problem solving - self-management - leadership - time management - attendance and behaviour
Qualifications, education + training	- level of generic skills including literacy and numeracy - qualifications and level of skills matched to the labour market
Experiences + involvement	- relevant substantive work experience - perception of value of work experience - social networks - community involvement
Capacity to access labour market opportunities	- job search skills - knowledge of the labour market - presentation to employers - confidence in finding employment
Employment	- entry into employment - sustaining employment - quality of employment - satisfaction with employment
Career management	- career direction including ability to career plan and ability to recognise skills acquired - entrepreneurship
External factors: the labour market conditions	job vacancy / unemployment rate

Source: NPC, "The Journey to Employment (JET) Framework" and the Smith Family (2014), "Young people's successful transition to work".

Attachment F: Minimum dataset

Person variables

Each trial project is required to provide the following information in relation to each participant and control group member (where appropriate):

a. full name

b. gender

c. date of birth

d. residential address

e. contact details (e.g. phone number and/or email address)

f. whether the participant is Aboriginal and/or Torres Strait Islander

g. country of birth

h. main language other than English at home (if applicable)

i. social marital status

j. number of, and dates of birth of all children in their care (if applicable)

k. highest level of education attained

l. any educational activity currently undertaking

m. current employment (if applicable)

n. previous employment history

o. identified barriers to employment

p. date the participant commenced in the initiative (if applicable)

q. date participant exited the initiative (if applicable)

r. reason for participant exiting the initiative (if applicable)

s. participant outcomes as agreed with the Department

t. any additional information as required and notified by the Department.

Baseline information on entry to the project (for both treatment and control groups)

Income variables

- main income source and earned income
- type of income support payment
- duration of income support.

Education variables

- highest level of educational attainment.

Employment variables

- employment history (never worked, worked part time only, on-off etc.)
- employment status
- type of employment services received
- duration of receiving employment services.

Service/activity data (for treatment group)

- activity 1 person (it may not necessarily be for the main person e.g. childcare)
- activity 1 type
- activity 1 start date
- activity 1 end date
- activity 1 achievement (may not be relevant for all types of activities)
- and so on for activity 2 etc.

Outcome data (for both treatment and control groups)

- educational attainment
- educational activity being undertaken
- employment status
- occupation
- work experience
- job placement
- time taken to the job placement
- length of employment
- employment earnings
- income support status
- income support payment.

Attachment G: Australian Government's employment related initiatives which focus on youth

Mainstream employment services

jobactive 2015-2020	Disability Employment Services (with DSS)

Indigenous specific programmes (with PM&C)

Community Development Programmes (CDP), 2015- (formerly the Remote Jobs and Communities Programme)	Vocational Training and Employment Centres (VTECs) - GenerationOne model	Indigenous Advancement Strategy 2014-2018

Measures under the Youth Employment Strategy

Youth Jobs PaTH (under 25 years old), 2017 -

Transition to Work 2016-2020, (15-21 years old)

Support for Vulnerable Job Seekers
- Empowering YOUth Initiatives 2016-2019, (15-24 years old)
- ParentsNext (supporting parents to plan and prepare for Employment) 2016, (no age requirement)
- Employment Support for Young People with Mental Illness (with DSS)
- Transition Support for Young Refugees and Other Vulnerable Young Migrants (with DSS)

Engaging Early School Leavers (a new job-search requirement in *jobactive*), from Jan 2016, (15-21 years old)

Complementary measures

National Work Experience Programme (part of *jobactive* + employer wage subsidy), 2015-2019 (18-24 years old)

Job Commitment Bonus for Young Australians July 2014 - December 2016 (18-30 years old)

Relocation Assistance to Take up a Job Programme July 2014 - (no age requirement)

Wage subsidies

- Long-term unemployed and Indigenous wage subsidy
- Parents wage subsidy
- Youth wage subsidy (under 30 years old)

Attachment H: Interactions with employment services

jobactive

Young people receiving assistance from jobactive providers may participate in the Empowering YOUth Initiatives. Participation may, depending on the intensity and duration of assistance offered through the Empowering YOUth Initiatives, contribute to a young person's Mutual Obligation Requirements either in full or in part.[7] This will be determined by the Department on a case-by-case basis in consultation with the relevant Empowering YOUth Initiatives organisations.

Transition to Work

Young people participating in the Transition to Work (TtW) are expected to receive intensive assistance and are not likely, depending on the nature and intensity of the initiative, to be available to participate in the Empowering YOUth Initiatives.

Disability Employment Services

Young people who are receiving assistance through Disability Employment Services (DES) may participate in the Empowering YOUth Initiatives, where their provider agrees that participation in the Empowering YOUth Initiatives would suit their individual circumstances.

Community Development Programme

Young people who are receiving assistance through the Community Development Programme (CDP) may be able to participate in the Empowering YOUth Initiatives. This will be determined on a case-by-case basis by the Department of the Prime Minister and Cabinet (PM&C).

Other programs and assistance

The Empowering YOUth Initiatives may be run in conjunction with other government (both state/territory and federal) programs and assistance offered by community organisations. It is expected that the assistance provided under the Empowering YOUth Initiatives will differ from the assistance available from other government programs, rather the Empowering YOUth Initiatives will complement existing assistance.

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[7] Where a participant is also receiving jobactive services, their jobactive provider may be able to claim administration fees and outcome payments where the relevant jobactive requirements are met.