

**Do good, better.**



**New Foundations Trust**  
**BRIDGE and STEPS Programmes**  
ImpactLab GoodMeasure Report  
March 2023

**ImpactLab**  
**GoodMeasure Report**  
Wellington, New Zealand

**Prepared for:**  
**New Foundations Trust**

**March 2023**

#### **ACKNOWLEDGEMENTS**

We would like to thank Sue Dickens and the New Foundations Trust team who contributed to the preparation of this report by sharing their values, processes, evidence and experience.

#### **Enquiries to:**

**ImpactLab**  
**187 Featherston Street**  
**Wellington**  
**info@impactlab.co.nz**



### Simplifying social impact measurement

I had the privilege in public life to work with people who understood the need for positive change in the lives of those around them and worked hard to achieve it.

Our social services do a tremendous job of bringing positive change to our most deserving individuals and communities. These organisations are built by volunteers and community workers who dedicate their lives to helping others.

Social service workers can see the positive impact of their work. Children thriving, families united, jobseekers in new employment and people empowered to change their life course.

With more tools they could do more good. I want to help them by finding ways to make sure that effort is recognised, results are measurable and they can make decisions about how to do more good.

ImpactLab grew from a desire to make available to community organisations tools that use the power of public information and the latest technology, so these organisations can change more lives.

By measuring social change and positive outcomes, ImpactLab enables charities and social service providers to speak the language of funders, investors and governments.

It has been a pleasure to work with New Foundations Trust to learn how this organisation changes lives throughout South Auckland, New Zealand.

Calculating social value helps inform decision making and investment and enables you to do good, better.

Thank you for joining us on this journey.

A handwritten signature in black ink, which appears to read "Bill English". The signature is fluid and cursive.

**Sir Bill English**  
ImpactLab Chairman

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# GoodMeasure Summary

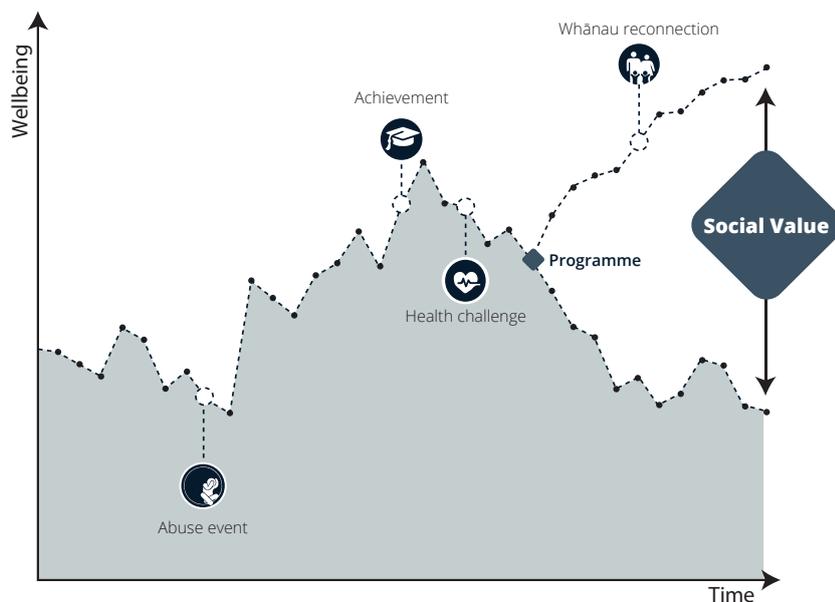
GoodMeasure connects decision makers with information they can act on to grow their social impact. It supports organisations to focus on investment that works for communities so that people can live the lives they choose.

Through the GoodMeasure journey ImpactLab supports our customers to understand their social value and empowers them to further understand their data, people and impact stories.

We use a standardised methodology that draws on publicly available data, academic research, and an organisation's own data, to estimate social value and a social return on investment (SROI).

## Understanding social value

Social value is the social impact in dollar terms that a programme achieves for participants over their lifetime.



Throughout our lives, different events occur which impact our overall wellbeing trajectory. ImpactLab measures the impact on an individual's wellbeing across multiple domains when they're supported by a programme to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government.

To calculate social value, we combine these impact values with

- ◆ Evidence from global literature about how effective a programme can be.
- ◆ The size of the opportunity for the people an organisation serves to achieve more positive outcomes.
- ◆ The number of people supported.

By combining these inputs, the social value calculation helps us understand how a programme or intervention helps change lives for the better. We combine the social value with cost information to calculate a programme's social return on investment.

# GoodMeasure for New Foundations

The New Foundations Trust’s mission is to help “at risk” young people turn around their lives and reach their true potential. They aim to be “the fence at the top of the cliff that will stop young people from falling off and needing an ambulance at the bottom.” New Foundations seek to break the intergenerational cycle of poverty and low educational achievement that often leads to a lack of career expectations and low self-esteem.

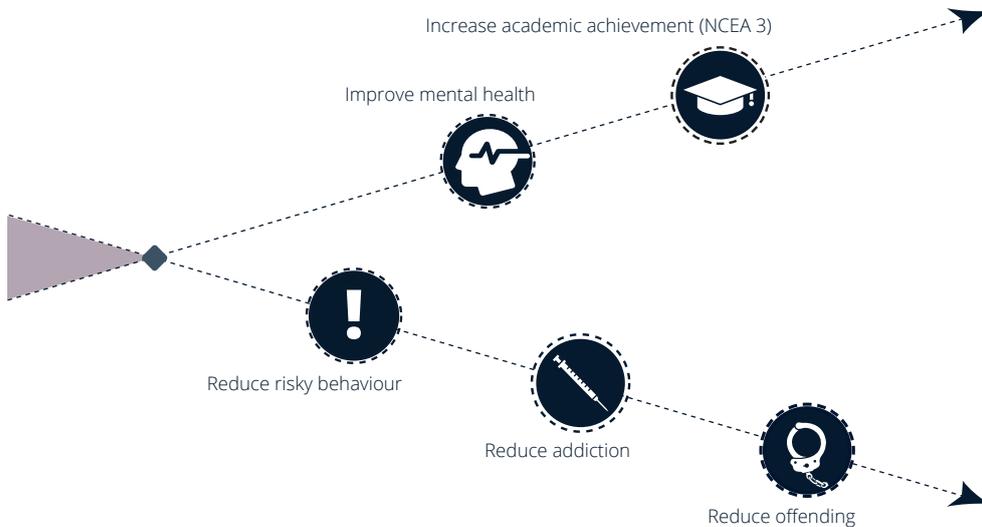
## What does New Foundations do?

The New Foundations Trust’s BRIDGE and STEPS Programmes provide group mentoring workshops and one-on-one mentoring, respectively, with mentors who have roots in the local South Auckland community.

## Who does New Foundations serve?

The BRIDGE and STEPS Programmes work with young people in South Auckland who are either at high risk of being or have been stood down, suspended, excluded, or expelled from school, or who otherwise have issues with truancy, mental health, and connecting with peers.

# What outcomes does New Foundations aim to create?



## GoodMeasure outcomes

*These outcomes directly contribute to this year’s social value calculations.*

- Improve mental health
- Increase academic achievement (NCEA 3)
- Reduce addiction
- Reduce offending
- Reduce risky behaviour

## Additional outcomes

*These outcomes do not directly contribute to this year’s social value calculations.*

- Improve mental health – whānau members
- Improve whānau function
- Increase employment
- Increase self-esteem
- Reduce truancy

# New Foundations' impact



## Social value definition

Social value generated for each participant	\$5,111
Measurable benefits as proportion of programme cost	580%
Cost of the programme per participant	\$746

When we take into account the operating costs of New Foundations, we can calculate the social return on investment that is generated for every dollar in the programme.

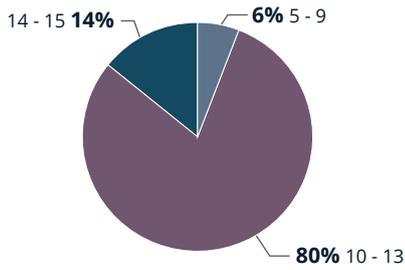




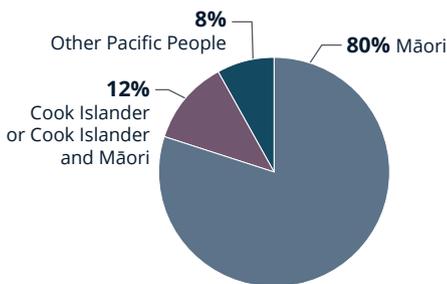
**Participants**

Participant group	# starting	# successfully engaged
Young people – BRIDGE Programme	126	114
Young people – STEPS Programme	86	65

**Age**



**Ethnicity**

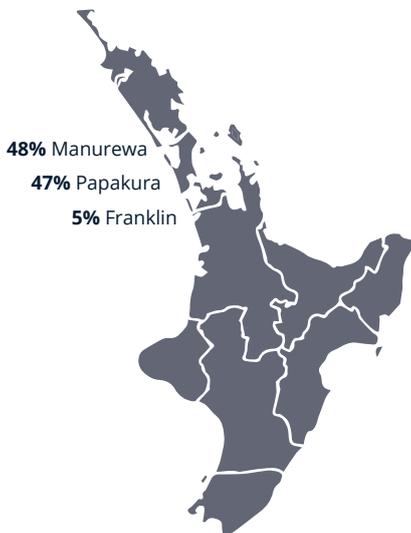


**Gender**



**Location**

New Zealand



# New Foundations' people

The BRIDGE and STEPS Programmes aim to support, navigate, and uplift “at risk” young people in South Auckland, so they are empowered to follow a positive trajectory that allows them to reach the true potential that lies within.

Young people, who are referred to New Foundations experience significant challenges such as irregular school attendance, complicated and dysfunctional home lives, mental health concerns, and sometimes display anti-social behaviours that inhibit their relationships with peers and family. New Foundations support these young people through difficult periods in their lives (e.g., through the threat of exclusion from school) by being the metaphorical fence at the top of the cliff before they fall and require an ambulance.

Through the BRIDGE and STEPS Programmes, young people are supported by committed mentors who have roots in the same community with whom they can connect deeply. Mentors take time to show care and respect to each young person, as they open up in conversation and through programme activities. New Foundations is a registered NZQA training provider for mentors. All new mentors are trained through hands-on experience and are supported by peers. Mentors also take part in continuous training. For example, they each participate in four professional development days per year and attend specialised training courses (e.g., a course with Autism NZ).

New Foundations endeavour to make a lasting change in the lives of young people in South Auckland, by empowering them to think and take responsibility for their actions, and ultimately, believe that they have the power to direct their own path forward.

# The change journey

The BRIDGE programme supports marginalised Year 6 to Year 10 students at high risk of expulsion through group mentoring to develop greater respect for themselves, peers, and school authorities. Programme staff seek to build the young people's self-esteem whilst encouraging them to pursue robust educational goals.

The STEPS Programme provides young people who are on the pathway of being or have been expelled or who are long-term truants with space and support through one-on-one mentoring sessions to build their self-esteem, address any behavioural issues, and explore education or training options.

## BRIDGE Programme

Once the deputy principal makes a referral for a young person and consent forms are signed by their legal guardian, mentors support each young person to set an attainable objective for themselves.

Eight one-hour group mentoring workshops are held over eight weeks. All sessions are held during school hours.

The workshops are a creative mix of group discussions, worksheets, and activities, accommodating the different learning styles of students, and are led by two New Foundations Trust mentors.

The first workshop is designed to be a meet-and-greet with many icebreakers. Mentors also support students to create a group treaty – a set of rules they will have to follow for the remainder of the Programme (e.g., respect).

Each workshop has a theme or discussion point—such as “choices” or the “power of words”. These workshops encourage students to reflect on their behaviour, relationships, self-talk, and emotions through games, discussions and listening to the lived experiences of the mentors themselves.

For instance, the aim of the “power of words” workshop is to help mentees recognise the power of the words they speak to themselves and to others. Ultimately, students are taught to take responsibility for how they speak. An activity within this session includes each student standing up in front of the class, whilst the others think of positive ways to describe and affirm them. To close the session, the student is asked how they feel.

While most workshops are held at school, some bring students to an activity outside of school grounds such as Rocket Ropes or Adrenaline Forest.

## STEPS Programme

Young people are referred to the STEPS Programme through school, Oranga Tamariki, Ministry of Education, Youth Aid, other community organisations, or by their whānau.

Mentors and young people are matched through an intentional process that considers gender, age, interests, and connection. Girls are always matched with a female mentor.

Young people have one-on-one sessions with a mentor for 1 hour per week for 10 sessions. Sessions are held privately at school or at home.

Through the sessions, mentors will challenge the young person to address underlying attitudes and behaviours and support them to set and pursue goals. The young person is supported by their mentor to create an individualised Transition Plan to return to education. Options for education and training are explored in consultation with the whānau.

If deemed necessary by the mentor, some young people will be referred to other services or appointments—such as hearing or vision tests, psychiatrists or counselling appointments.

Mentors also work closely with whānau to address any challenges at home. For example, they might help parents to fill out enrolment forms, and refer whānau members to parenting courses or support services for alcohol/drug addiction.

## Exit from BRIDGE or STEPS Programmes

### BRIDGE Programme

If deemed necessary by the mentor, some young people may transition from the BRIDGE Programme to STEPS. Either during the course or after its completion.

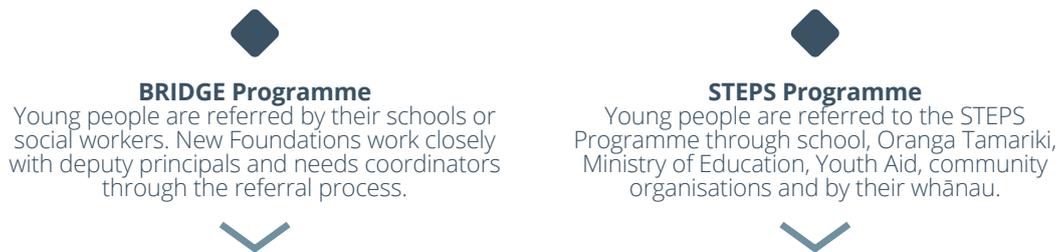
### STEPS Programme

While the STEPS Programme is designed to be 10 weeks long, mentors continue to provide mentoring support until the young person is settled back into school or a training institution. In certain instances, mentors have supported young people for over three years.

# Outcomes map

The outcomes that New Foundations aims to achieve and how these are reflected in the GoodMeasure calculation.

## Referral channels



## Client description

**The BRIDGE and STEPS Programmes work with young people in South Auckland who are either at high risk of being or have been stood down, suspended, excluded, or expelled from school, or who otherwise have issues with truancy, mental health, and connecting with peers**

## Intervention structure

**BRIDGE Programme**

**STEPS Programme**

**Exit from BRIDGE or STEPS Programmes**

## GoodMeasure outcomes

## Additional outcomes

*These outcomes directly contribute to this year's social value calculations.*

*These outcomes do not directly contribute to this year's social value calculations.*

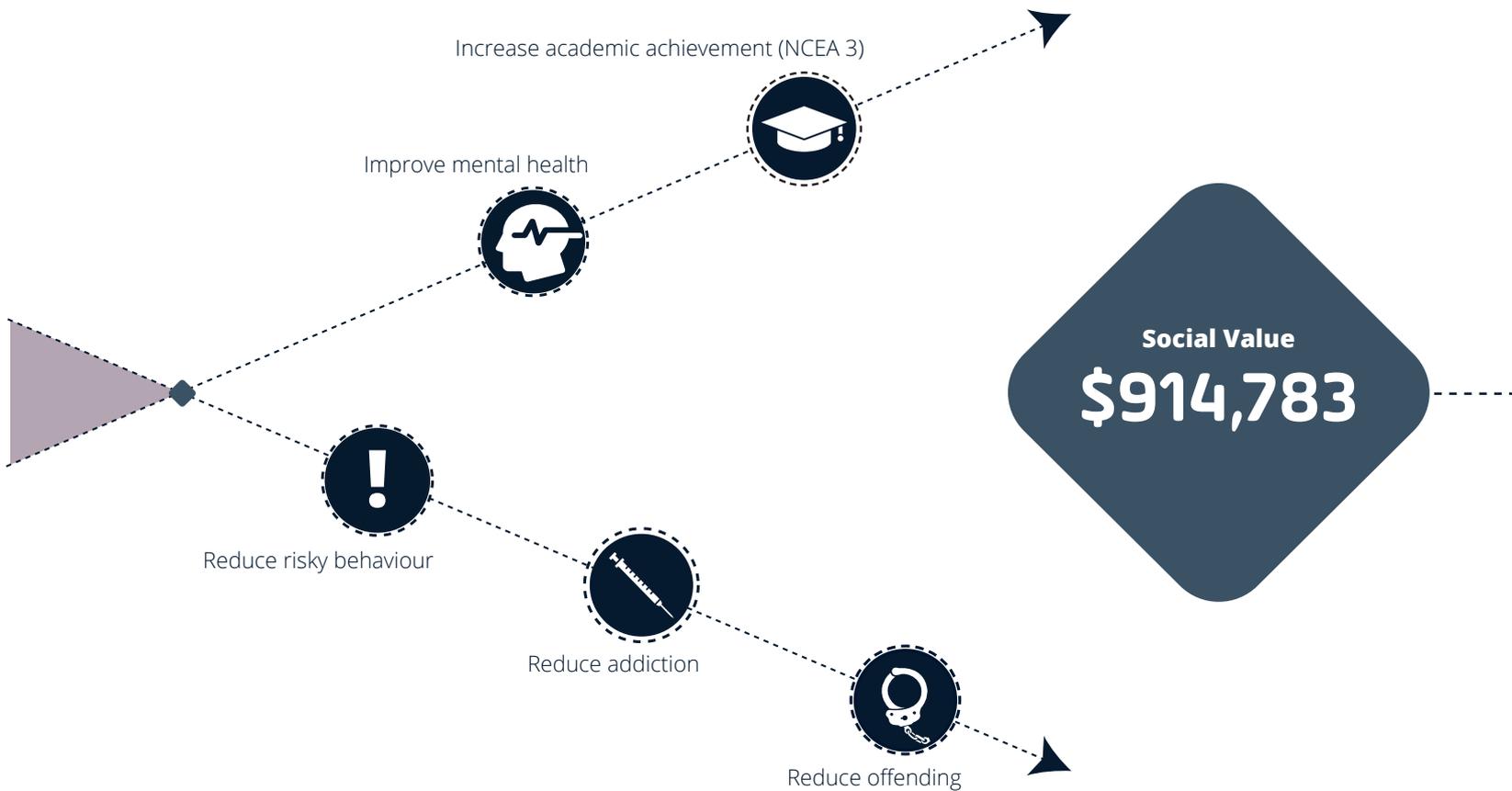
- Improve mental health
- Increase academic achievement (NCEA 3)
- Reduce addiction
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- Reduce risky behaviour

- Increase employment
- Improve mental health - whānau members
- Improve whānau function
- Increase self-esteem
- Reduce truancy

# GoodMeasure results summary

Every year, New Foundations delivers \$914,783 of measurable good to society in New Zealand.

New Foundations's real-world value is even greater than this, as some outcomes such as improved whānau function cannot yet be directly quantified with available data.

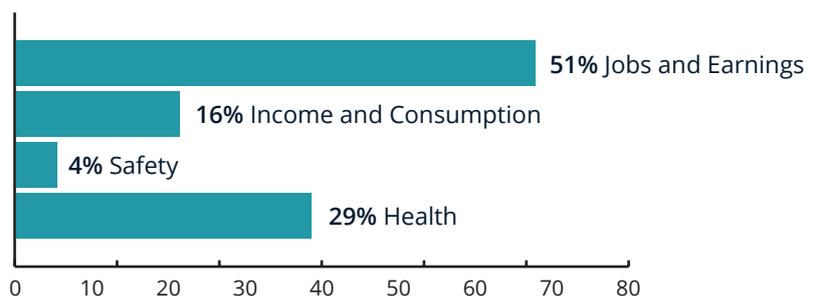


## Social value breakdown

**New Foundations creates social value across different aspects of people's lives.**

This chart shows the breakdown of social value created according to the Living Standards Framework. Each domain highlights a different aspect of wellbeing.

Social value by domain (%)



When we consider the operating costs of New Foundations, we can calculate the social return on investment that is generated for every dollar that is invested in the programme.

Social value generated for each participant:	\$5,111
Measurable benefits as proportion of programme cost:	580%
Cost of the programme per participant:	\$746



This means that every dollar invested in New Foundations delivers **\$5.80** of measurable good to New Zealand.

(01 Nov 2021 - 31 Oct 2022)

The Living Standards Framework is a practical application of national and international research around measuring wellbeing.

It was designed drawing from the Organisation for Economic Co-operation and Development's (OECD) internationally recognised approach, in consultation with domestic and international experts, and the NZ public.

### Definitions

**Jobs and Earnings:**  
Freedom from unemployment

**Income and Consumption:**  
People's disposable income

**Health:** People's mental and physical health

**Safety:** People's safety and security and freedom from risk of harm

# GoodFeatures

GoodFeatures are actionable insights drawn from literature. Research has connected these actions with positive outcomes for participants.

Use GoodFeatures to prompt discussion about your programme and service delivery compared to examples of effective practice from international literature.

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## ◆ One-on-one Mentoring

- The programme has clearly defined criteria and screening methods for selecting and disqualifying prospective mentors.
  - The programme considers mentee characteristics such as age, gender, ethnicity, goals, and strengths when making a match.
  - The programme provides mentors with six or more hours of pre-match, in-person training that prepares them to develop and maintain trusting relationships with young people.
  - The programme encourages young people to engage in new activities or learn new skills. For example, joining a sports team or learning an instrument.
  - The programme involves and seeks support from whānau throughout the mentoring process.
  - The programme ensures that mentoring relationships are periodically observed and evaluated by senior staff.
  - The programme considers reducing social isolation and increasing social connectivity as key outcomes.
- 

## ◆ Group Mentoring

- The programme avoids disrupting class time by operating before school, during lunch, or after school.
- The programme is comprised of youth from diverse backgrounds, friendship circles, and academic levels to negate negative peer-on-peer influence.
- The programme recruits mentors who have an interest in co-mentoring with other adults to develop a supportive, caring culture within a group of young people.
- The programme promotes relationships between and among mentors as well as mentees to foster a sense of group cohesion.
- The programme trains mentors in group facilitation, conflict resolution, and behavioural management.
- The programme encourages mentees to participate in group activities and discussions to foster a sense of belonging.
- The programme implements strategies for navigating negative group dynamics such as cliques, bullying, fighting, and non-participation.
- The programme communicates to each mentee the purpose and behavioural expectations of the group mentoring process.

# References and further reading

In compiling our reading lists we consider a wide variety of topics, focussing on specific aspects of service delivery or outcome attainment. Here are a selection of readings that may be of interest.

**Chan, Wing Yi, et al.** "School-based group mentoring and academic outcomes in vulnerable high-school students." *Youth & Society*, 52.7 (2020): 1220-1237.

**DuBois, David L, et al.** "How effective are mentoring programs for youth? A systematic assessment of the evidence." *Psychological Science in the Public Interest*, 12.2 (2011): 57-91.

**Grossman, Jean B., and Jean E. Rhodes.** "The test of time: Predictors and effects of duration in youth mentoring relationships." *American journal of community psychology*, 30 (2002): 199-219.

**Grossman, Jean Baldwin, and Joseph P. Tierney.** "Does mentoring work? An impact study of the Big Brothers Big Sisters program." *Evaluation review*, 22.3 (1998): 403-426.

**Karcher, Michael J.** "The study of mentoring in the learning environment (SMILE): A randomized evaluation of the effectiveness of school-based mentoring." *Prevention Science*, 9 (2008): 99-113.

**Kuperminc, Gabriel P, et al.** "The role of school-based group mentoring in promoting resilience among vulnerable high school students." *American Journal of Community Psychology*, 65.1-2 (2020): 136-148.

**McClain, Cara M, et al.** "Youth mentoring relationships and college social and academic functioning: The role of mentoring relationship quality, duration, and type." *American Journal of Community Psychology*, 68.3-4 (2021): 340-357.

**McQuillin, Samuel, et al.** "Randomized evaluation of a single semester transitional mentoring program for first year middle school students: A cautionary result for brief, school-based mentoring programs." *Journal of Community Psychology*, 39.7 (2011): 844-859.

**Michael Garringer, et al.** "Elements of Effective Practice for Mentoring." Mentor.

**Raposa, Elizabeth B, et al.** "The effects of youth mentoring programs: A meta-analysis of outcome studies." *Journal of Youth and Adolescence*, 48 (2019): 423-443.

# Appendix

## Note:

Data and percentages throughout this report may have been rounded.

# About ImpactLab

The team at ImpactLab share the goal of helping all organisations do good, better.

## Our story

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Our team at ImpactLab has seen the power of understanding social change. Our founders came together working in the public sector, where we led the development of new processes to link social value measurement with decision making. We believe that all organisations should be able to understand and improve their social impact. Our mission is to help impact creators and investors make decisions that change more lives.

## Our team

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To make better decisions, it's crucial to consider both the hard facts and the human stories that substantiate them. Our family of researchers, data scientists and statisticians are committed to combining powerful analytics with what you know works for your community.

Alongside expertise in data-driven decision making, our team brings a wealth of real-world experience. We are parents, teachers, volunteers and customers of social services.

## Contact us

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@impactlabnz



ImpactLab Ltd



@ImpactLabNZ



[www.impactlab.co.nz](http://www.impactlab.co.nz)



[info@impactlab.co.nz](mailto:info@impactlab.co.nz)

# Key Terms

Below is a list of definitions of key terms contained in this report.

## Amount invested

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The dollar amount that has been invested in a specific programme, in New Zealand dollars.

## Cost per person

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The dollar amount invested in the programme divided by the number of people supported by the programme (including those who did not successfully complete it).

## Domain

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A domain is a way of dividing or filtering the subject and outcome material in your ImpactLab results. ImpactLab refer to domains as per the New Zealand Treasury's Living Standards Framework domains.

## Population

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The group of people supported by the programme, in terms of age, gender, and ethnicity.

## Programmes

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The services delivered by the provider for the amount invested.

## Social ROI

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This is the Social Return on Investment. It is calculated by comparing the social value generated by the programme to the amount invested in it.

## Social Value

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The social impact in dollar terms that the amount invested achieves for participants over their lifetime. The social value is calculated by combining impact values with a service delivery quality score, the size of the opportunity to support a population, and the number of people supported.

## Attribution

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Some data and information used in the Social ROI calculations is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) Licence. It is attributed to the NZ Treasury.

## Disclaimer

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This disclaimer sets out important information about the scope of our (ImpactLab Limited) services. It should be read in conjunction with the contract that we have entered into with you (or your company/organisation) for our services, including the applicable terms and conditions.

We have endeavoured to ensure that all material and information on GoodMeasure, including all ROI calculations and impact numbers (together the information) is accurate and reliable. However, the Information is based on various sources, including information that you have provided to us, which we do not independently verify. Accordingly, we do not provide any representations or warranties in relation to any information, including any representations or warranties relating to the accuracy, adequacy, availability or completeness of the information or that it is suitable for your intended use. We do not provide advice or make any recommendations in relation to decisions, financial or otherwise, that you may make.

# How we measure social value

Our consistent approach to measurement enables comparisons across wellbeing domains and over time.

## Map programme dimensions

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ImpactLab engages with providers to understand their people, their service and the outcomes they seek to achieve.

## Clean and analyse data

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ImpactLab uses the best of data about people's lives to understand what works, for whom, at what cost. We combine publicly available insights from the NZ Treasury, NZ Statistics and other sources. Impact values produced using Statistics NZ's Integrated Data Infrastructure are a particularly valuable resource. The IDI is a dataset containing information on every New Zealander about many areas of their lives – education, health, social welfare, employment and others. It's anonymised, so we can't identify anyone. This adds up to over 166 billion facts, for nine million New Zealanders (some have left the country, and some have passed on), for more than a generation of us.



### Collect and synthesise literature

ImpactLab draws on the best academic impact literature from around the world. We access globally screened evidence from top universities and governments to estimate how impactful a programme can be. We also identify service delivery model features associated with the most effective programmes.

### Calculate impact

Our algorithm combines New Zealanders' life experiences, with the wisdom about what works from the brightest minds across the world, with what we know about need in communities.

This combination of system level insights and grassroots know-how means we can consistently calculate the expected impact of a programme, and the social return on investment.

### Map social value to frameworks

Because we start with individuals' experience, we can organise our insights into the relevant government and international frameworks. The New Zealand Treasury's Living Standards Framework (Living Standards Framework) is the Treasury's way of systematising wellbeing. It has four 'capitals' – social capital, financial and physical capital, human capital and natural capital. ImpactLab's GoodMeasure tool links the social value and return on investment created to domains within human capital.

We can also map social value and return on investment to the relevant OECD Sustainable Development Goals.

