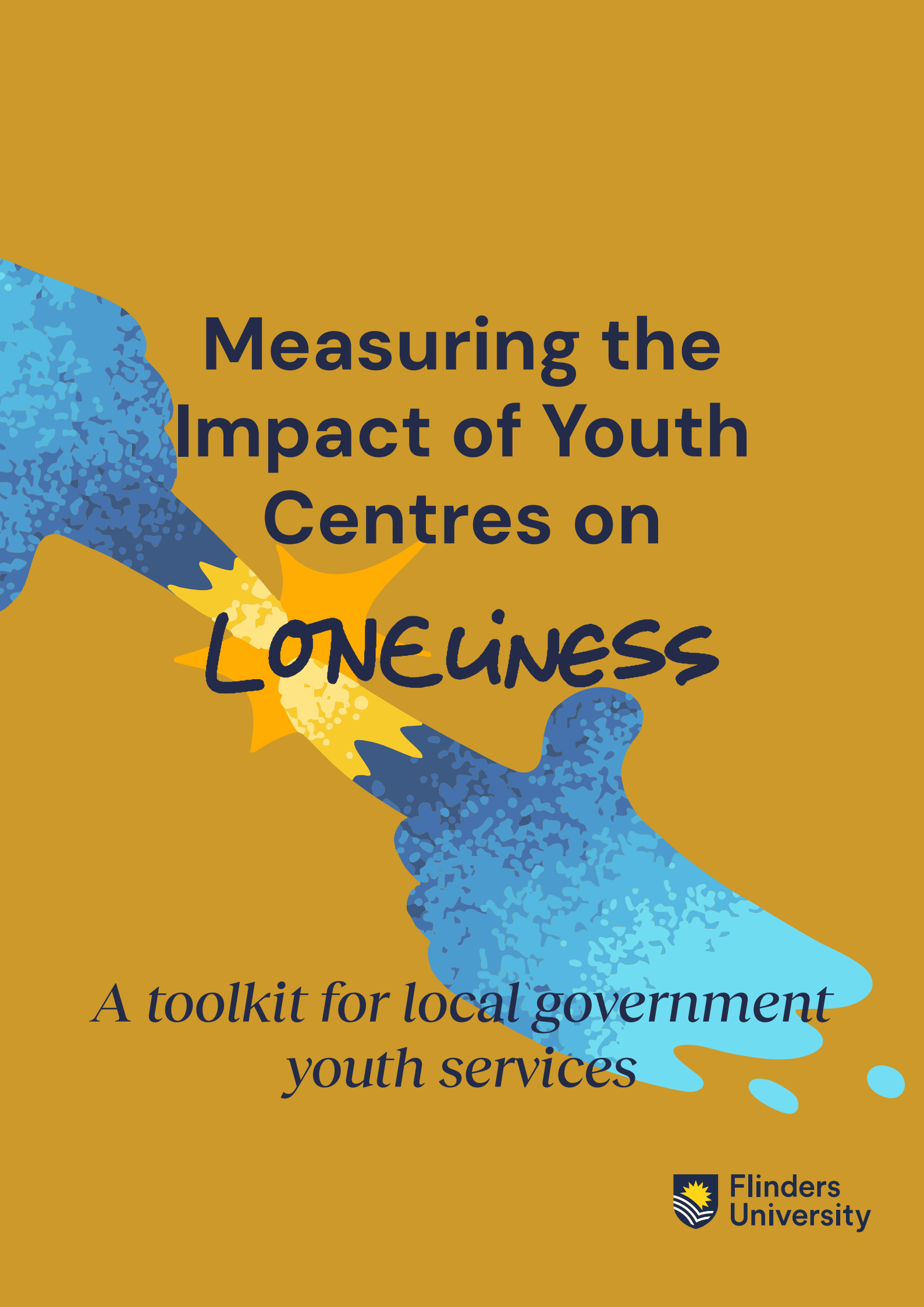




Measuring the Impact of Youth Centres on **LONELINESS**

*A toolkit for local government
youth services*

Acknowledgements

Flinders University is located on the traditional lands and waters of Kurna Peoples, and we pay respects to Elders past, present and emerging. We acknowledge their sovereignty and continued responsibility to care for country. We respect the importance of Aboriginal and Torres Strait Islander knowledges, languages and spirituality and their relationship with country.

This research would not have been possible without the funding from the Local Government Association and the Local Government Research and Development Scheme. Our thanks also to the South Australian Youth Forum for the provision of peer-researchers and their invaluable insights throughout the project and co-analysis.

Lastly, we extend our sincere gratitude and appreciation to the youth centre staff and young people involved in this project. Your insights and support were fundamental to our research efforts.

About the Project

This report and toolkit serve as a guide to aid measuring the impact of youth centres on young people's experiences of loneliness. This report is designed to aid workers in gathering further in-depth information about their impact on loneliness in young people that attend their sites and includes practical qualitative and quantitative measures to support this.

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BACKGROUND

Loneliness is an increasing concern for Australian young people. Research from 2025 identified that 43% of young people feel lonely, with 1 in 7 experiencing persistent loneliness lasting at least two years (Ending Loneliness Together, 2025).

Young adults are one of the loneliest age groups within South Australia (McHale et al., 2023). Furthermore, young people experiencing poor mental health, financial strain, or difficulty finding employment are placed at even further risk of feeling lonely (Lim et al., 2019). Loneliness has been linked to major emotional and health related issues including psychological distress, depression and social anxiety (Wolters et al., 2023), poorer immune system and cardiovascular health (Granieri et al., 2026), and increased alcohol consumption (Vasan et al., 2023). The impact of experiencing loneliness on young people is a significant concern. T

This project brings new insights and a new toolkit to measure the impact and return on investment of youth centres on loneliness in young people.

This project was a collaboration between Flinders University, the South Australian Youth Forum, the City of Onkaparinga and the Alexandrina Council. Building on previous collaborations, the South Australian Youth Forum acted as a youth-oversight group throughout the project, providing insights and direction in the project focus and methods. Members of the Forum participated as a peer-researchers during the data collection and supported the analysis of the qualitative data.

The City of Onkaparinga and Alexandrina councils partnered in the project to provide access to their youth centres and young people to participate in the project. Their staff supported the knowledge translation in the development of the report and toolkit.

This project was funded by the Local Government Association and Local Government Research and Development Scheme. It aimed to gain insight into how the space and place of youth centres shape young people's experience of loneliness and social connection.

What is loneliness?

Commonly, loneliness is defined by a subjective negative experience that results from inadequate meaningful connections (Prohaska et al, 2020). Historical understandings of loneliness have primarily been viewed through a bio-psychological lens which places an emphasis on the emotional impact of a perceived lack of social connection (Perlman & Peplau, 1981). However, conceptualising loneliness in this way can frame it as an individual issue, and understate the influence of environmental factors, such as space and place.

Importantly, loneliness has been an experience long associated with the elderly community. Research is now highlighting that rates of loneliness in young people is placing them within the most 'at risk' demographic.

Furthermore, recent research suggest that young people's experiences of loneliness may be unique and include the impact of desirable social connections (Lohmeyer & SA Youth Forum, 2025; Yang et al., 2022) The way in which young people experience loneliness is complex and must be investigated further.

Participants in this study described loneliness not just in terms of an absence of connection and therefore cannot simply be mitigated by being around people.

Although for some young people, being within the physical vicinity of others can reduce feelings of loneliness, in some contexts undesired connections can exacerbate isolation and feelings of loneliness. Loneliness is experienced in young people in a wide range of ways depending on the needs of that individual. Youth centres, therefore, can be a place where flexible opportunities for connections are fostered through establishing safe connections in an organic way, that are able to meet the needs and capacity of the individual at that time. This project aimed to better understand young people's experience of loneliness in youth centres and how youth centres can influence these experiences.



Participant:

I think the reason why that is, is because yes, you are with other people, however just because you are with other people doesn't mean that they're not excluding you subtly

IN SUBTLE WAYS THAT YOU CAN'T THINK OF.

For example, if you're hanging out with a group of friends and you're trying to add to a conversation and then all of a sudden

YOU JUST KEEP GETTING BRUSHED ASIDE

or

NO ONE REALLY LISTENS,

and

YOU JUST KEEP REPEATING YOURSELF.

That can isolate, that can make you feel more lonely than normal.

AIMS OF THIS TOOLKIT.

In light of the potential impact of youth centres on loneliness in young people, this project developed a combination of qualitative and quantitative tools that youth centres can use to measure this impact. Together, these tools can identify the scale or the impact, the return on investment, and crucially, what is working. This toolkit includes:

1. Guidance for conducting interviews and walk-throughs, focus groups, or interviews with program participants
2. A survey and instructions on interpreting the results, to measure changes in participants experiences of loneliness
3. A process for calculating a return on investment for youth centre activities based on the survey results.

This toolkit aims to:

- *Increase the capacity of local government youth services* to identify, measure and evaluate the impact of their work on young people's loneliness and sense of belonging.
- *Provide a set of principles and a new evaluation tool kit* to design and evaluate the impact of their work on youth loneliness
- Provide set of principles to *inform the design of youth programs and spaces*, and an evaluation tool kit to *test and measure the impact of local government youth initiatives* on youth loneliness.

Mental Health Supports for Young People

The following resource provides broad guidance on how to use these tools. It is important to note that conversations surrounding loneliness may be difficult or create feelings of vulnerability for young people. As such it is incumbent on professional staff in youth centre to use their expertise and judgement to carefully consider when it is appropriate to have these discussions with young people, and what kinds of supports might need to be in place.

- Beyond Blue Online Forums: <https://forums.beyondblue.org.au/>
- Black Dog Institute: <https://www.blackdoginstitute.org.au/education-services/schools/parents/enhancing-teen-wellbeing-building-positive-social-connections-for-youth/>
- Headspace: <https://headspace.org.au/>
- Kids Helpline: <https://kidshelpline.com.au/> or call 1800 650 890
- Lifeline: <https://www.lifeline.org.au/get-help/support-toolkit/techniques-and-guides/building-social-connections>

QUALITATIVE MEASURES

The qualitative measures (walk-throughs focus groups, or interview) used in this project can be replicated by youth centre staff to gain insights into what is working, or not working, in their centres to address youth loneliness. In addition to the findings provided in this report, using these methods will provide youth centres with insights specific to their centre. Also, young people and the experience of being young are constantly changing, and such it is important to listen to young people and pay attention to subtle shifts and changes in their experiences.

These qualitative insights complement the survey data as they provide context to how the youth centre itself is mitigating young people's experience of loneliness or help staff interpret the results from their survey responses providing more holistic and comprehensive understanding of that young person's experience.

Some questions that may be used as a starting point for any of these conversations include:

- What is this space used for?
- How does this space promote connection?
- What features of this space promote connection?
- Are there specific places where loneliness happens?
- What are the features of these spaces that contribute to it being lonely?
- Are there specific times when loneliness happens?
- What are the features of the time that contribute to it being lonely?
- Are there things (resources, strategies, activities, rituals, practices) that you do in these times?
- Are there any times/spaces where you are alone, but don't feel lonely? Why?

The walk-throughs, focus groups, or interviews methods are outlined at the strategies outlined in the methods section of the project report. These are primarily relational methods that youth centre staff are likely familiar and comfortable undertaking. The following pages offer some brief suggestions about how to conduct these methods in your context.

Walk-throughs

Resources: A simple audio recorder is needed. Consider using technology (such as a Teams meeting) that will record the audio and transcribe saving time doing transcription. A map of the site or a notebook can help for recording some details.

Location: Encourage the young people to take a lead in the site tour. Ask them to show you the places important to them

Style: Small groups are best (up to 5 participants) to for group energy and equal participation. Conversational style is best. The questions are useful prompts but don't need to be used in a rigid way. There is no walk-through too short, but it can get tiring so best to keep them under an hour.

Interviews

Resources: A simple audio recorder is needed. Consider using technology (such as a Teams meeting) that will record the audio and transcribe saving time doing transcription.

Location: Let the young person choose a space where they are comfortable.

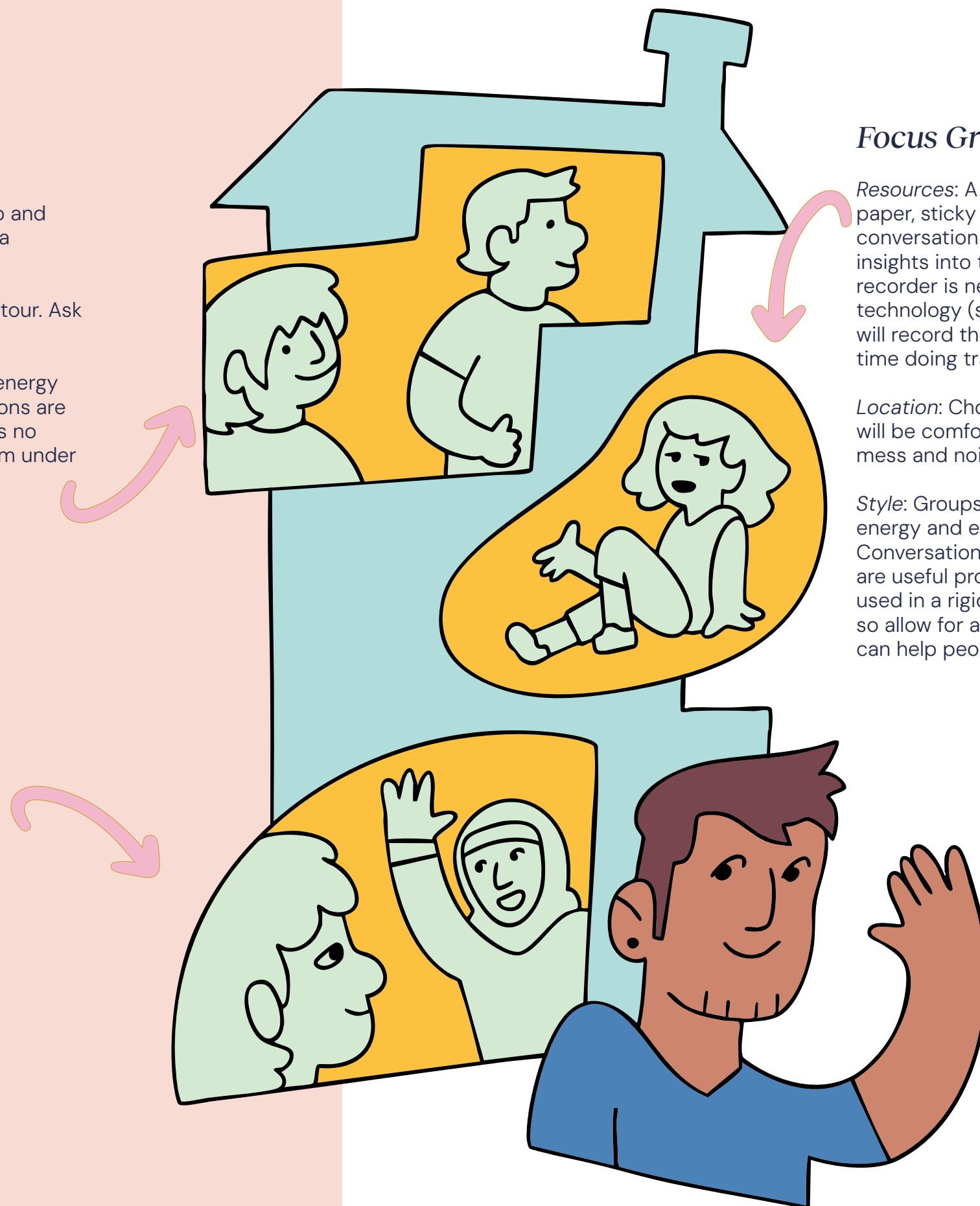
Style: Typically, 1:1. Conversational style is best. The questions are useful prompts but don't need to be used in a rigid way. There is no interview too short, but it can get tiring so best to keep them under an hour.

Focus Groups

Resources: A range of craft materials (pens, paper, sticky notes) will help the conversation and create useful visual insights into the space. A simple audio recorder is needed. Consider using technology (such as a Teams meeting) that will record the audio and transcribe saving time doing transcription.

Location: Choose a space where participants will be comfortable, can accommodate some mess and noise.

Style: Groups of 5 – 10 work well for group energy and equal participation. Conversational style is best. The questions are useful prompts but don't need to be used in a rigid way. Focus groups take time, so allow for an hour. Having a clear time limit can help people stay on task and feel safe.



FLINDERS LONELINESS SCALE AND RETURN ON INVESTMENT RATIONALE.

What is the Flinders Youth Loneliness Scale?

The Flinders Youth Loneliness Scale (FYLS) is a 21-item scale that we have designed to assess how young peoples' loneliness may change across different spaces, situations, and time points. It has been validated using data from two different large-scale online surveys, one with 850 participants from the United States of America, and one with 335 participants from across Australia, Canada, Ireland, New Zealand, and the United Kingdom. The scale is attached at the end of this document.

Administering the Flinders Youth Loneliness Scale

For the best estimate of a change in loneliness over time, we recommend that the scale is administered at a *minimum* of *two different points in time, no less than two weeks apart*, but preferably at *the beginning and end of a program* (more on Page 49). Once you have administered the scale (Page 45), you can use the scoring index (Page 46) to convert responses into a number, which allows you to find *the total score*.

Total Score

For a *general, overall estimate of loneliness*, it is recommended that this *total score* is used, which corresponds to both a severity level and written interpretation. To identify whether loneliness is being experienced by a young person in a problematic way that requires further intervention, the *cutoff score* of 50 may be used, with respect to this total score.

Subscales

For a more specific understanding of loneliness in order to facilitate intervention, we recommend that scores are calculated for each *subscale*. Subscales can also be administered *independently* of the whole scale, if there's one area in particular with which the young person may be experiencing challenges that you would like to measure in isolation.

There are five subscales within the full scale that indicate the different facets of life in which young people may be experiencing loneliness the most.

- **Social Support**; which relates to social loneliness and isolation — where feeling misunderstood, unsupported, or uncomfortable within social connections leads to loneliness.
- **Yearning**; which taps into emotional loneliness and isolation, where loneliness is characterised by a general feeling of yearning for more connection or more satisfying connections with others.
- **Negative Treatment**; which measures an aspect of loneliness that appears to be both unique and fundamental to the experiences of young people, where social interactions can be characterised by hostility, unfair treatment, rejection, or exclusion.
- **Awareness of Social Judgment**; another aspect of loneliness that appears to be unique to young people. This subscale taps into stigmatisation, surveillance of one's social behaviour, and a general awareness of judgement from others in social situations.
- **Comfortable Spaces**; a new aspect of loneliness that is central to the experiences of young people. This subscale taps into the Danish and Norwegian idea of “Hygge”, which is a mood that is derived from spaces that are cozy and comfortable to the senses.

With these more specific scores, each category corresponds to different *recommendations for interventions* or *further actions* that may be taken to target loneliness within that facet of life, which we will cover later in this toolkit.



Scoring and Interpretation of the Flinders Youth Loneliness Scale

Once you have a completed questionnaire with the young person, fill out the score sheet (Page 46) by circling or highlighting the number that corresponds to the box that the young person has ticked. Write the total score for each subscale in the space beneath each subscale, and write the overall scale score in the space the end of the page — calculating it by adding up all of the subscale scores.

Interpreting Total Scores

Total scores on the FYLS may range from 21–84, where scores closer to 21 indicate minimal loneliness, and scores closer to 84 indicate a high degree of loneliness. The following table outline guidance for what each range of scores means with respect to loneliness.

Score	Severity Level
21-45	Negligible or very low loneliness
46-49	Mild loneliness
50-52*	*Moderate loneliness
57+	Severe loneliness

* 50 is the cut-off score for the scale, indicating the point at which the loneliness being experienced by a young person is most likely problematic and requiring further intervention.

Interpreting Subscale Scores

Total scores on the FYLS range from 4–16 for social support, yearning, awareness of social judgment, and comfortable spaces; and from 5–20 for negative treatment. Higher scores indicate more difficulty in the subscale’s domain , with lower scores indicating less difficulty. The following tables provide score interpretation guides for each subscale. Additionally, we map score ranges to recommended interventions; providing a starting point for youth workers and young people to improve their outcomes within each area.

Social Support Score (Items 1-4)	Severity Level	Recommended Intervention
4-7	Well supported	None needed immediately; monitor for changes.
8-10	Supported	
11-12	Slightly unsupported	Strengthen their social support within the centre; talk to them about their current circle; strengthen their communication skills; referral to a psychologist, counsellor, or therapist if feasible; monitor for any changes.
13+	Little to no social support	

<i>Yearning Score (Items 5-8)</i>	<i>Severity Level</i>	<i>Recommended Intervention</i>
4-7	Little to no yearning	None needed immediately; monitor for changes.
8-10	Some yearning	
11-12	Moderate yearning	Strengthen connections within the centre; seek local clubs, groups, events, or volunteer groups that may be of interest; organisations like Headspace for resources; referral to a psychologist, counsellor, or therapist if feasible; monitor for any changes.
13+	Significant yearning	

<i>Negative Treatment (Items 9-12)</i>	<i>Severity Level</i>	<i>Recommended Intervention</i>
5-7	Few negative interactions	None needed immediately; monitor for changes.
8-10	Some negative treatment	Strengthen connections within the centre. Monitor for changes.
11-13	Moderate negative treatment	Provide them with a safe space to talk about their experiences; organisations like Headspace for resources; bullying resources may be helpful; referral to a psychologist, counsellor, or therapist if feasible; monitor for any changes.
14-20	Significant hostility	

<i>Awareness of Social Judgment (Items 13-16)</i>	<i>Severity Level</i>	<i>Recommended Intervention</i>
4-6	Minimal awareness	None needed immediately; monitor for changes.
7-8	Some awareness	
9-11	Moderate awareness	Provide them with a safe space to talk about their experiences; referral to a psychologist, counsellor, or therapist if feasible; monitor for any changes.
12-16	Debilitating awareness	

<i>Comfortable spaces (Items 17-20)</i>	<i>Severity Level</i>	<i>Recommended Intervention</i>
4-6	Able to find comfort across spaces	None needed immediately; monitor for changes.
7-8	Mostly comfortable in spaces	
9-11	Some comfortable spaces	Discuss and explore their specific sensory needs; seek local clubs, groups, events, or volunteer groups that may be of interest; monitor for any changes.
12-16	Few to no comfortable spaces	

Flinders Youth Loneliness Scale.

When thinking about the past TWO WEEKS, tick the box that most applied to you.

	Did not apply to me at all	Applied to me some of the time	Applied to me a good part of the time	Applied to me most of the time
I had somebody to go to when I needed someone	☐	☐	☐	☐
I felt that I could relate to others	☐	☐	☐	☐
I felt understood by others	☐	☐	☐	☐
I had people with whom I felt comfortable	☐	☐	☐	☐
I wanted more friends	☐	☐	☐	☐
I felt lonely	☐	☐	☐	☐
I did not feel fulfilled by my current social connections	☐	☐	☐	☐
I wished I was more "in the loop" with others' lives	☐	☐	☐	☐
I had negative interactions with others	☐	☐	☐	☐
I felt rejected or excluded by others	☐	☐	☐	☐
My feelings were overlooked in situations where they should have been considered	☐	☐	☐	☐
My voice was not listened to by others	☐	☐	☐	☐
I was treated unfairly by others online	☐	☐	☐	☐
I felt bad about myself when thinking about certain interactions I had	☐	☐	☐	☐
I felt that I would be judged if I was seen on my own	☐	☐	☐	☐
I felt watched by others in the places I accessed	☐	☐	☐	☐
When seeing people interact on social media, I felt bad about my own social life	☐	☐	☐	☐
I accessed places that catered well to my needs	☐	☐	☐	☐
I accessed places where I felt comfortable to be myself	☐	☐	☐	☐
I accessed places where I felt safe and respected	☐	☐	☐	☐
I accessed places that felt cozy and homely	☐	☐	☐	☐

Scoring sheet	Did not apply to me at all	Applied to me some of the time	Applied to me a good part of the time	Applied to me most of the time
I had somebody to go to when I needed someone	4	3	2	1
I felt that I could relate to others	4	3	2	1
I felt understood by others	4	3	2	1
I had people with whom I felt comfortable	4	3	2	1
Total for Social Support	/16			
I felt lonely	1	2	3	4
I did not feel fulfilled by my current social connections	1	2	3	4
I wished I was more "in the loop" with others' lives	1	2	3	4
Total for Yearning	/16			
I had negative interactions with others	1	2	3	4
I felt rejected or excluded by others	1	2	3	4
My feelings were overlooked in situations where they should have been considered	1	2	3	4
My voice was not listened to by others	1	2	3	4
I was treated unfairly by others online	1	2	3	4
Total for Negative Treatment	/20			
I felt bad about myself when thinking about certain interactions I had	1	2	3	4
I felt that I would be judged if I was seen on my own	1	2	3	4
I felt watched by others in the places I accessed	1	2	3	4
When seeing people interact on social media, I felt bad about my own social life	1	2	3	4
Total for Awareness of Social Judgement	/16			
I accessed places that catered well to my needs	1	2	3	4
I accessed places where I felt comfortable to be myself	1	2	3	4
I accessed places where I felt safe and respected	1	2	3	4
I accessed places that felt cozy and homely	1	2	3	4
Total for comfortable spaces	/16			
Total score for all subscales	/84			

ROI & calculating the change in loneliness

To show a change in the level of loneliness across the course of a program, take an average (i.e., the sum of the total scores divided by the number of participants) of the total scores from participants at the beginning of the program, and an average of the total scores from participants at the end of the program, and compare the two. (Trotter & Rawlings Adams, 2017).



What if the group of young people changes from beginning to end?

While it is ideal to have identical participants at the pre- and post-program timepoints for a proper evaluation, you can still calculate the change in loneliness scores for pilot programs. However, you would need to provide a caveat about what that change in participants looked like from pre to post (e.g., numbers of people who did not continue with the program). Otherwise, if applicable, you can still calculate the average of the specific group who have stayed the same (e.g., if there are only five young people who have remained from the beginning of the program until the end).

Measuring individual change

To show individual change for young people who join the program for an extended period, measure their loneliness score when they first join the program, and then again at the end of the program, and compare these scores.

It is also useful to have additional insights that support the written interpretations from the scale. These insights may be obtained from having conversational interviews with young people, conducted either before or after administering the scale.

Calculating the Monetary Value of a Change in Loneliness

Based on an online survey we conducted through CloudResearch with 335 people from across Australia, Canada, Ireland, New Zealand, and the United Kingdom (Table 1), we found that 1 unit of movement on the FYLS is equivalent to -0.282 units of movement on the Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) (significance of <.001). As a result, it is possible to calculate the financial impact of a change in the FYLS.

Table 1.

Frequency and proportion of participants who scored within each score range on the SWEMWBS

Category	Overall SWEMWBS score	Number of respondents	% of total respondents
1	7-14	16	4.8
2	15-16	26	7.8
3	17-18	36	10.7
4	19-20	55	16.4
5	21-22	56	16.7
6	23-24	45	13.4
7	25-26	38	11.3
8	27-28	42	12.5
9	29-30	9	2.7
10	31-32	7	2.1
11	33-34	3	0.9
12	35	2	0.6

Note. These data are based on a survey of 335 people from Australia, Canada, Ireland, New Zealand, and the United Kingdom.

The valuation of this change has been interpreted from the Housing Associations’ Charitable Trust (HACT; Trotter & Rallings Adams, 2017) wellbeing valuation table. Table 2 shows the change in the SWEMWBS scale results that have been calculated to “represent the additional money, the average individual would need to improve their wellbeing, which is the same amount as the improvement in their SWEMWBS score” (p. 5). In other words, if someone completing the scale improved by a given amount due to your program, this calculation shows how much money they would have to otherwise be given to produce the same improvement in their wellbeing.

Table 2.

The raw scores on the FYLS and their equivalent SWEMWBS score and wellbeing valuation

Category	Overall SWEMWBS score	*Equivalent Score on FYLS	Cost (Pounds/£)
1	11-14	83.97 – 73.33	0
2	15-16	69.79 – 66.24	9,639
3	17-18	62.70 – 59.15	12,255
4	19-20	55.60 – 52.06	17,561
5	21-22	48.51 – 44.96	21,049
6	23-24	41.42 – 37.87	22,944
7	25-26	34.33 – 30.78	24,225
8	27-28	27.23 – 23.69	24,877
9	29-30	20.14 – 16.60	25,480

Note. The wellbeing valuation has been interpreted from the HACT (Trotter & Rallings Adams, 2017) wellbeing valuation table, where an improvement SWEMWBS score reflects an improvement in wellbeing, that can be translated into a monetary increase.

*This assumes that one unit of movement on the FYLS scale equates to the SWEMWBS score minus 34.68 (unstandardised regression constant), divided by -0.282 (unstandardized regression Beta).

The formula may be written as $FYLS\ score = SWEMWBS\ score - \frac{34.68}{-0.282}$

How to Calculate this Return

Based on the above mapping between the SWEMWBS and FYLS, youth centres can attribute a monetary value to a shift in loneliness among their participants. *Table 3* (right) outlines 9 categories on the SWEMWBS and their associated monetary value. For example, if survey results show a shift from Category 1 to Category 2, this reflects an improvement in wellbeing/reduction in loneliness that we could expect to reproduce by giving each person an additional \$19,278.

Using the formula below, youth centres can calculate the total social impact of the program by taking away the cost of delivering the program from the value calculated through the shift in loneliness in their participants:

① *Shift in categories* (including “deadweight”) –

② *Total cost* of running the program =

③ *Net social impact*

For each program participant, we need to calculate the change in FYLS score by subtracting the “after” score from the “pre-program” score. We then subtract 27% from this difference to account for improvements in wellbeing that would have happened anyway without the program (the deadweight; Trotter & Rallings Adams, 2017)..

We provide two worked examples of calculating these changes on the following pages.

Table 3.

Interpretation of wellbeing valuation from SWEMWBS and FYLS scores.

Category	Overall SWEMWBS score	Number of respondents	Cost (Pounds)*	Cost (AUD)*
1	7-14	84 – 73	0	0
2	15-16	72 – 66	9,639	19,278
3	17-18	65 – 59	12,255	24,510
4	19-20	58 – 52	17,561	35,122
5	21-22	51 – 44	21,049	42,098
6	23-24	43 – 37	22,944	45,888
7	25-26	36 – 30	24,255	48,510
8	27-28	29 – 23	24,877	49,754
9	29-30	22 – 21	25,480	50,960

Note. Scores on the FYLS have been rounded to the nearest whole number, and score ranges have thus been interpreted for comparison between the FYLS and SWEMWBS scores. The wellbeing valuation has been interpreted from the HACT (Trotter & Rallings Adams, 2017) wellbeing valuation table.

*Comparable value (real buying power) adjusted for cost-of-living differences, where £1.00 ~ AUD\$2. These are conservative values, subject to inflation. It is also important to note that the conversion is subject to change.

Worked Examples of Calculating ROI

As a reminder, our formula for calculating return is:

- ① *Shift in categories* (including “deadweight”) –
- ② *Total cost* of running the program =
- ③ *Net social impact*

Worked Example One.

Adding Scores Participant-by-Participant

Participant	FYLS “before” score	Model value	FYLS “after” score	Model value
Participant A	68	\$19,278	55	\$35,122
Participant B	74	\$0	47	\$42,098

① *Per person social impact* = After score model value – Before score model value x (1 – deadweight)

Participant A: $(\$35,122 - \$19,278) \times (1 - 0.27) = \$11,566.12$
Participant B: $(\$42,098 - \$0) \times (1 - 0.27) = \$30,731.54$

② *Total social impact* = Participant A social impact + Participant B social impact

$\$11,566.12 + \$30,731.54 = \$42,297.66$

③ *Net social impact* = Total social impact – Total costs.

$\$42,297.66 - (\$16,000 \text{ for equipment, venue hire, and staff}) = \$26,297.66$

So, your return on investment would be **\$26,298**, meaning that your program has led to an increase in wellbeing for these 2 participants that would otherwise require an additional **\$47,147.06** to effect.

Worked Example Two.

Average FYLS Scores across Participants

Participant	FYLS “before” score	Model value	FYLS “after” score	Model value
Average scores across 20 participants	67.8	\$19,278	40.3	\$45,888

① *Per person social impact* = After score model value – Before score model value x (1 – deadweight)

$(\$45,888 - \$19,278) \times (1 - 0.27) = \$19,425.30$

② *Total social impact* = Participant A social impact + Participant B social impact

$\$19,425.30 \times 20 = \$388,506$

③ *Net social impact* = Total social impact – Total costs.

1. $\$388,506 - 2 \text{ staff members } (\$100,000) \text{ for the First Quarter (i.e., a 10-week program)} - \text{equipment } (\$10,000) - \text{venue hire } (\$5,000) = \$273,506$

So, your return on investment would be **\$273,506**, meaning that your program has led to an increase in wellbeing for these 20 participants that would otherwise require an additional **\$273,506** to effect.

Validation & Reliability

Table 4.
Correlations between FYLS and Other Variables

Construct	Measure	Pearson Correlation (r)	Significance
Loneliness	University of California (UCLA) Loneliness Scale Version 3	.856 (38-item version)	P < .001
Wellbeing	Mental Health Continuum – Short Form (MHC-SF)	-.712 (38-item version)	P < .001

We found that there is a positive relationship between the FYLS and the UCLA Loneliness Scale Version 3, indicating good convergent validity. This means that the FYLS measures loneliness in a similar way to other loneliness scales.

In contrast, the FYLS and MHC-SF were negatively correlated, indicating good discriminant validity. This means that somebody who scores highly on a wellbeing measure should score low on the FYLS, as loneliness and wellbeing are distinctly different variables that are not measured in a similar way.



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