

**Appraisal application form for Interaction NMP Board**

***A Summary and basic information***

<b>1. Title of proposal</b>	<b>Connexions Learning Mentoring Project – Bishop’s Park College, Jaywick.</b>		
<b>2. Date submitted</b>	<b>19<sup>th</sup> April 2007</b>		
<b>3. Summary of proposal (max 150 words) i.e. what does the proposal involve and what will it achieve?</b>			
<p>The project aims to reduce the proportion of year 11 leavers progressing to NEET (Not in Education Employment or Training) by appointing a worker/personal adviser, as a mentor. (S)he will work closely with a small group of nominated students in years 10/11 who are of concern to the school, and other agencies, to improve their chances of securing appropriate progression into EET (employment, education, training). The Mentor has far more individual time to devote, has a different skill set and will have a small budget at their disposal to access particular events or activities considered appropriate and beneficial. “Predictors” of NEET will qualify for participation in the project, including : poor attendance; expected attainment below identified ability level; behavioural and social problems; low self esteem/motivation; failure to respond to existing preventive strategies; confused or no pathway to post-16 EET (Education, Employment and Training). Progression to EET is the critical result.</p>			
<b>3. How much will the proposal cost in total?</b>			
	From NM	From other sources	Total
Capital	0	0	0
Revenue	25,000	0	0
Total	25,000	0	25,000
<b>4. Organisation responsible</b>			
Essex Southend and Thurrock Connexions			
Name of contact and position	Amanda Witt, Area Manager, East Essex		
Address	74 Station Road, Clacton on Sea, Essex, CO15 1SP		
Phone	01255 254300		
e mail	Amanda.witt@estconnexions.co.uk		

## ***B The proposal***

### **1. What is the problem you are trying to address?**

Set out the problems and causes, using statistics and evidence where available – referring to the delivery plan and its targets and outcomes.

Based on the most reliable ward analysis of 2005, Clacton Golf Green is the ward with the highest percentage of young people 16-18 in the NEET Group (Not in Education Employment or Training). Golf Green = 36.47%, Kursaal Southend = 25.71%, Pier Clacton = 25.27%, Victoria Southend = 22.42%, Harwich East = 20%.

The five above wards are outstandingly high in the area and Golf Green is outstanding in the five.

NEET is directly associated with subsequent adult unemployment, deprivation and poor health, and a major barrier to successful economic and social regeneration. This projects sets out to tackle NEET and the causes of NEET before onset by the establishment, agreement, motivation and aspiration to appropriate progression routes post-16.

### **2. Proposal objectives?**

List the objectives for the proposal (these should be measurable)

a) identify all those young people in year 10/11 at greatest risk of entering NEET. Indicators or predictors will include: poor attendance; expected attainment below identified ability level; behavioural and social problems; low esteem/motivation; failure to respond to other preventive strategies; unclear or nonexistent progression plans

### **3. How do you propose to address the problem?**

List the activities and set out who will benefit.

Activity will be on an agreed/identified basis according to need – but all will include close personal supervision and motivational/aspirational activity with early exposure to progression opportunities.

The focus of the early work with identified students will be one to one meetings to build mutual rapport / respect and assess individual needs and barriers to progression to EET (employment, education and training).

Identified needs will be addressed either by mentor or by referral to appropriate professional agency. If referred mentor will continue to provide support and mentor programme dealing with issues within mentor remit

Once good working relationship developed mentor will move mentee to a 'club' situation. Small group of mentees will meet with mentor to work in groups / workshops. Individual, one to one, meetings will continue throughout the programme.

The idea of the 'club' group approach is to foster a feeling of 'inclusion', 'belonging', 'an active participant in something'. These workshops will have speakers from partner agencies, voluntary groups, employers, training providers to enable discussion around a wide range of issues, improve opportunity awareness build their knowledge around a wide range of topics relevant to their stage of development.

Research and fact finding missions – e.g. visits to local colleges, employers and E2E providers and workshops on employability skills e.g mock interviews, CV writing, Application forms and jobsearch skills.

Activities undertaken will also concentrate on building self esteem, increasing confidence motivation and include at least one major team building event and an activity planned, organised and part delivered by the group.

All of the activities are devised to promote self awareness, opportunity awareness, decision making skills and eventually lead to a successful transition from compulsory education to EET.

The mentor will continue to support the young person after leaving school and until 'September Guarantee' achieved.

**4. How does this proposal address the problem.** List activities and describe evidence from similar initiatives if possible.

Two Connexions mentors have been working on a fixed term project in two Clacton schools delivering the activities listed below. In one school the identified group of students had a success rate into EET of 92%. In the second school the success rate into EET was 84%. Both Heads have publicly announced that they can confirm that the mentors have been very successful in getting poor attenders back into school, improving their overall performance and achieving very good outcomes for the students.

The project last year was partially responsible for an increase in percentage of young people entering full time Further Education increasing by 3% in the Tendring Area and the Tendring 16 – 18 Year old NEET dropping from 15.1% ON 30/11/05 TO 10.8% on 30/11/06

Preventative projects of this nature enable young people to move forward and take responsibility for themselves and avoid long term unemployment.

**Activities:**

One to One assessment of individual needs phase

One to one mentoring / support continues throughout.

Clubs formed and input around options at end of compulsory education, self awareness, opportunity awareness interspersed with work on developing own action plan, raising confidence, motivation, self esteem.

Visits to College Open days / evenings.

Visit to Clacton Consortium 6<sup>th</sup> Form evening

Visits to E 2 E (entry to employment) Providers

Team building / outward bound day to build confidence

Sessions with Work Based Learning providers, Health professionals, Drugs and alcohol workers, Leisure, Homelessness, help available and how to access financial support e.g Education Maintenance Allowance, Care to Learn, Extended Child Benefit.

Opportunities to become involved with Army holidays, 'U' Project (summer camp for year 11 leavers) and Positive activities for young people operating throughout holidays

Continuous review of progress and adaption of action plan as necessary e.g Not successful in application to college course of choice review options and revise next steps,

<p><b>5. Community involvement</b> How have residents been involved in developing the proposal?</p>
<p>Once the mentors established the programme in the two Tendring schools it became apparent that as Bishops Park now had students in years 10 and 11 who could also benefit from the additional support a means to fund the post should be sought. The school is very eager to access on behalf of their students and Connexions staff in their multi agency meetings have had questions about why BPC did not have a Connexions Mentor. Consequently they have been highlighting the need and seeking possible funding streams. A Connexions coordinator was advised that this strand of funding might be appropriate, hence the application</p>
<p><b>6. Management arrangements?</b> <b>Describe the arrangements for ensuring the proposal is managed, monitored and delivered as planned. Please give names of two references or referees (people that you've worked with before) that we can contact in advance of the appraisal process.</b></p>
<p>The project will be incorporated into the mainstream of EST Connexions Management. The worker will operate under day to day direction of the nominated senior manager in the school. Supervision, both formal and informal, will be conducted by EST Connexions. Recruitment, pay and HR will all be administered through EST Connexions. Support infrastructure will be provided to include induction, training, child safeguarding procedures, networking to introduce good practice and direct access to complementary professionals to support data sharing, common assessment and professional input as necessary from the local team of intensive PAs, Universal PAs, Positive Activities for Young People team, Job Coaches and Learning Agreement Pilot workers.</p>
<p><b>7. Risks</b> Set out the risks associated with this proposal and how you plan to minimise them.</p>
<p>1) availability of appropriate personnel. – EST Connexions will ensure project coverage in the event of a gap in recruitment</p>

### C Finances

<b>1. What is the total cost of the proposal?</b>					
Itemise the total spend as much as possible and set out the period this will cover, indicating what proportion is required from NM					
	item	£ year 1	£ year 2 (if available)	£ year 3 (if available)	Total (if available)
<b>Capital (NM)</b>					
<b>Revenue (NM)</b>	<b>Salary</b>	<b>21,500</b>	<b>(22575)</b>	<b>(23704)</b>	<b>(67779)</b>
	<b>On cost/establishment cost</b>	<b>1,500</b>	<b>(1538)</b>	<b>(1576)</b>	<b>(4,500)</b>
	<b>Revenue Budget for securing appropriate activities and travel</b>	<b>2,000</b>	<b>(2050)</b>	<b>(2101)</b>	<b>(6151)</b>
<b>Total (NM)</b>		<b>25,000</b>	<b>(26163)</b>	<b>(27381)</b>	<b>(78430)</b>
<b>Other funding</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>		<b>25,000</b>	<b>(26163)</b>	<b>(27381)</b>	<b>(78430)</b>
<b>2. Value for money</b>					
Explain how this proposal provides value for money.					
<p>The project is essentially preventative and thus seeks to avoid later more costly NEET reduction methodologies. It seeks to impact on NEET at a point where behaviours and worklessness and active benefits-dependency become familiar.</p> <p>EST management, professional supervision, HR, training, information/knowledge networks and essential ICT and data infrastructure are not available outside this project and would be accessed at our cost. – securing significant value for money given the project funding covers only immediate employee associated costs.</p>					
<b>3. What resources are already invested by your, and other, organisations in the area on this issue?</b>					

Please see the East Area Profile attached – this sets out the full range of personnel dedicated to front line delivery. These staff do not directly undertake the work of the project but are available to support and co-work with individual clients as necessary and by referral.

**4. Why is NM money needed?**

EST resources are already differentiated on the basis of need in which NEET is a major criterion. This project acknowledges the deep seated and entrenched nature of the expectations and aspirations which give rise to the disproportionate NEET figures in the area.

**5. Can you be paid this money in arrears, or do you need it to prime the project?**

Yes. Although the project would need some advance funding for recruitment etc, EST is prepared to accept payment quarterly in arrears.

**6. Who are your organisation's auditors? (Please attach a copy of your last set of audited accounts)**

**Mazars LLP**  
**Chartered Accountants and Registered Auditors**  
**24 Bevis Marks**  
**London EC3A 7NR**

***D Options***

**1. What other options have been considered to address this proposal and if they were, why have they been rejected?**

No other options to address this proposal have been available.

***E Measuring and sustaining the impact***

**1. What outcomes do you hope to achieve? (i.e. overall results and benefits that relate to the delivery plan)**

How will the outcomes be measured?

The outcomes will be measured by the number and the percentage of those young people identified who subsequently progress into employment, further learning and/or formal training by November 2008 and November 2009.

**2. What monitoring arrangements will be put in place?**

Set out your milestones (what you will have done by when) and outputs (things you can count to measure your activities) How will spend be monitored?

Appointment – July 2007  
Induction, training and planning August 2007  
Planning and Partnership Agreement including identification of year 11 cohort – September 2007  
Identification of year 10 cohort – October 2007  
September onwards – one to one action planning, and subsequent activity and review based on that plan – reviewed monthly with senior Personal Adviser.

**3. Evaluation**

How will you measure success and use lessons learnt?

All cases to be written up and anonymised for training and practice sharing in the team.  
Success measured in terms of engagement in EET for each young person in line with their abilities

**4. The long term and future**

How will the benefits be sustained when NM resources are no longer available?

- a) EST will seek to migrate and adjust resources between wards as Essex CYPSP introduces its locality team structure and aim to bring to bear, on the evidence of such a project, improved resources on evidence-based practice.
- b) We will also in any event isolate and identify successful elements of the interventions and apply them to mainstream activity in other schools.

## Appraisal and approval structures

Amount of funding	Appraisal method	Approval required
Up to £2.5k	Neighbourhood Manager can carry out appraisal and submit for approval	Neighbourhood Manager and 2 Board members one of whom should be a resident board member if possible
Over £2.5k	Neighbourhood Manager and two board members one of which should be a resident board member if possible must go through the project appraisal form and submit for approval	Full Board

Signed: .....S Sadler.....(project proposer) Date: .....19<sup>th</sup> April 2007.....

Name: ...Stephen Sadler.....

Appendix 1 EST East Area Profile 2007

District	Unadjusted NEET		Targeted NEET wards
	23rd Nov 06	2010	Key NEET wards
Colchester	5.4%	5.1%	St. Andrew's, Castle, Harbour
Tendring	11.1%	12.0%	Golf Green, Pier, Harwich East, Rush Green, St Bartholomew's

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**Overview**

	Colchester	Tendring
Centre	✓	✓
16-18 cohort	7878	3403

**Staffing allocation**

	Colchester	Tendring
SEN PAs	2.00	-
CNX PAs	12.04	12.95
LA PAs	7.00	7.00
LA other	-	-
Job Coach	1.00	
LAP	7.00	4.00
Mentors	1.00	1.46
PAYP	0.50	1.00
Other delivery staff	5.15	
Transition	-	
Area managers	1.00	
Total FTE in area	63.1	

**Note:**

2. SEN PAs allocation above refers to office location not district/s of delivery which is decided based on case load rather than set hour allocation per district.
3. *Job Coaches – One Job Coach is based in each area and covers all districts in that area. Funded through a combination of European Social Fund (ESF) and EST Connexions budget.*
4. *The LAP project is currently reviewing allocations and after re-profiling there will be five Team Managers, 50 Training Advisers and five Training Advisers. Joint project with the Learning and Skills Council and funded from DfES.*
5. *PAYP – funded through central government PAYP funding stream. The PAYP project is a targeted approach linked to schools that are in the Behaviour Improvement Programme (BIP) and consequently is not delivered in every district.*
6. Transition team – Joint partnership funding with ECC. Team are based in Chelmsford and cover all of Essex.

**Voluntary and community grants programme 2006/07**

The Partnership awarded £246,472, to voluntary and community projects across Colchester and Tendring specifically to target NEET prevention and reduction.

**Other Key local partnerships engaged with:**

7. Haven Gateway
8. 14-19 Planning Groups
9. Children and Young People's Strategic Partnerships
10. Tendring LSP
11. CAF
12. Prolific and Other Priority Offenders Meetings
13. Aimhigher
14. Safeguarding
15. Teenage Pregnancy
16. Crime and Disorder Reduction Partnership

**Bishops Park College Learning Mentoring Project**

**Appraised by Elizabeth Foss-Smith**

**Date; 26 April 2007**

**Appraisal Checklist – Interaction NMP Board**

<b>Summary</b>	<b>Yes/no</b>	<b>Notes / changes required</b>
Does this proposal impact on mainstream services or resources?	<b>Yes</b>	
Do we know what level of service are delivered by and resources committed to the area by this organisation?	<b>Yes</b>	
Will this help us achieve our agreed outcomes?	<b>Yes</b>	
Is it based on the needs and wishes of local people? Have they been involved in the creation of the project idea?	<b>Yes</b>	Inasmuch as local schools have requested this; backed by local 14-19 planning group.
Will it make a lasting difference?	<b>Yes</b>	
Is this a substitute for mainstream funding?	no	
Does it provide best value?	<b>Yes</b>	
Is it too risky?	no	
Are we confident it will be well managed, monitored and evaluated?	<b>Yes</b>	
<b>Section A</b>	<b>Yes or no</b>	<b>Notes / changes required</b>
Is it clear what is being proposed?	<b>Yes</b>	
Is it clear how much money is required?	<b>Yes</b>	
Is it clear who the responsible organisation is?	<b>Yes</b>	
<b>Section B</b>		
Is it a convincing proposal in terms of setting out	<b>Yes</b>	

<b>Summary</b>	<b>Yes/no</b>	<b>Notes / changes required</b>
problems, objectives and activities?		

Will the proposal contribute to the delivery plan outcomes?	<b>Yes</b>	
Is it clear how the proposal relates to existing service delivery in the area, and neither substitutes nor duplicates related services?	<b>Yes</b>	
Have residents been adequately involved in developing the proposal (or their views taken into account)?		schools
Are management arrangements adequate?	<b>Yes</b>	
Have risks been adequately considered and planned for?	<b>Yes</b>	

<b>Section C</b>	<b>Yes or no</b>	<b>Notes / changes required</b>
Are the finances clear and reasonable and do they provide adequate detail?	<b>Yes</b>	
Does the proposal provide value for money?	<b>Yes</b>	
Is adequate information provided on the resources already invested by the organisation?	<b>Yes</b>	
Is an adequate explanation provided for why NM money is required?	<b>Yes</b>	
<b>Section D</b>		
Have other options been adequately considered?	<b>Yes</b>	No other exist
<b>Section E</b>		
Have measurable outcomes been identified?	<b>Yes</b>	
Are adequate monitoring arrangements in place?	<b>Yes</b>	
Are mechanisms in place for	<b>Yes</b>	

evaluation?		
Is it clear how the benefits can be sustained?	<b>Yes</b>	

***Decision of appraisal panel***

Recommend approval	<b>Yes</b>
Do not recommend approval	
Recommend changes required before approval	
If so, please state or refer to above sections	

<b>Name</b>	Elizabeth Foss-Smith
<b>Signed</b>	<i>Elizabeth Foss-Smith</i>
<b>Date</b>	26 <sup>th</sup> April 2007

**Bishops Park College Learning Mentoring Project**

**Appraised by Maureen Hanley**

**Date; 1 May 2007**

**Appraisal Checklist – Interaction NMP Board**

<b>Summary</b>	<b>Yes/no</b>	<b>Notes / changes required</b>
Does this proposal impact on mainstream services or resources?	Yes	
Do we know what level of service are delivered by and resources committed to the area by this organisation?	Yes	There is no mention of existing learning mentors in Bishops Park College and how these will be integrated into existing proposal
Will this help us achieve our agreed outcomes?	Yes	
Is it based on the needs and wishes of local people? Have they been involved in the creation of the project idea?		Further consultation with TEC on existing learning mentor provision and how this brings added value to current provision
Will it make a lasting difference?	Yes	Sustainability not clear
Is this a substitute for mainstream funding?	No	Additional provision
Does it provide best value?	Yes	
Is it too risky?	No	
Are we confident it will be well managed, monitored and evaluated?	Yes	
<b>Section A</b>	<b>Yes or no</b>	<b>Notes / changes required</b>
Is it clear what is being proposed?	Yes	
Is it clear how much money is required?	Yes	
Is it clear who the responsible organisation is?	Yes	
<b>Section B</b>		

<b>Summary</b>	<b>Yes/no</b>	<b>Notes / changes required</b>
Is it a convincing proposal in terms of setting out problems, objectives and activities?	Yes	
Will the proposal contribute to the delivery plan outcomes?	Yes	
Is it clear how the proposal relates to existing service delivery in the area, and neither substitutes nor duplicates related services?	No	There needs to be explicit reference to TEC and their learning mentor programme through Inclusion Strand. Requires a discussion with Jo Harper at BPC.
Have residents been adequately involved in developing the proposal (or their views taken into account)?	No	Not sure they can be with this one
Are management arrangements adequate?	Yes	
Have risks been adequately considered and planned for?	Yes	

<b>Section C</b>	<b>Yes or no</b>	<b>Notes / changes required</b>
Are the finances clear and reasonable and do they provide adequate detail?	Yes	
Does the proposal provide value for money?	Yes	
Is adequate information provided on the resources already invested by the organisation?	Yes	
Is an adequate explanation provided for why NM money is required?	Yes	
<b>Section D</b>		
Have other options been adequately considered?	No	
<b>Section E</b>		
Have measurable outcomes been identified?		Some more detail on numbers of pupils supported etc
Are adequate monitoring	Yes	

arrangements in place?		
Are mechanisms in place for evaluation?	Yes	
Is it clear how the benefits can be sustained?	No	

***Decision of appraisal panel***

Recommend approval	
Do not recommend approval	
Recommend changes required before approval	See above
If so, please state or refer to above sections	

<b>Name</b>	Maureen Hanley
<b>Signed</b>	Maureen Hanley
<b>Date</b>	1 <sup>st</sup> May 2007

