

## Agenda item 5 (iii)

For approval

Appraisal application form to the Interaction NMP Board – 6 March 2007

### *A Summary and basic information*

<b>1. Title of proposal</b>	<b>JAYWICK MUSIC PROJECT</b>		
<b>2. Date submitted</b>	<b>15<sup>th</sup> FEBRUARY 2008</b>		
<b>3. Summary of proposal (max 150 words) i.e. what does the proposal involve and what will it achieve?</b>			
To engage young people in learning, through the medium of music, with short taster courses leading to longer qualifications in music and the chance to improve literacy and numeracy. The activity would take place in Jaywick, using community locations, bringing tuition to the learners and with equipment supplied by the project. The project would target those "hardest to reach" for whom personal circumstances, unemployment and geographical location create barriers. The project would seek to establish a sustainable base and facilities for creative work.			
<b>3. How much will the proposal cost in total?</b>			
	From NM	From other sources	Total
Capital	£3,000		
Revenue	£17,000	£20,000	
Total	£20,000	£20,000	£40,000
<b>4. Organisation responsible</b>			
Name of contact and position	Elizabeth Foss-Smith Widening Participation Manager The College at Clacton, Colchester Institute		
Address	Church Road, Clacton on Sea, C015 6JQ		
Phone	01206 518326		
e mail	elizabeth.foss.smith@colchester.ac.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

*Out of 32,482 similarly sized areas in England, this area is ranked as the 3<sup>rd</sup> worst deprived, with no other area in the East of England reaching such levels of deprivation or appearing in the top fifty placed areas. It scores a particular disadvantage in education and training, outdistancing itself from all other areas placed in the top five, and also showing a poor ranking for employment.*

SOA	Rank – extent ENG	Rank – income	Rank – Employment	Rank - Health Depr. and Disability	Rank - Education Skills and Training	Rank - Barriers to Housing & Services	Rank - Crime	Rank - Living Environment
E01021988	3	422	<b>18</b>	515	<b>160</b>	4026	1303	708

SOA	Rank – extent ENG	Rank – income	Rank – Employment	Rank - Health Depr. and Disability	Rank - Education Skills and Training	Rank - Barriers to Housing & Services	Rank - Crime	Rank - Living Environment
E01006755 Liverpool	1	234	40	59	412	19293	68	169
E01005204 Manchester	2	5	7	4	458	7020	7	12644
E01012721 Blackpool	4	61	20	16	315	8500	2075	2861
E01006778 Liverpool	5	54	6	6	466	14910	683	3840

*This project would provide for residents to learn new skills, to have the opportunity to obtain qualifications, to find new interests and hone new ambitions, leading to improved quality of life. There is potential within the creative arts for voluntary or informal work opportunities as well as paid work within the local leisure entertainment industry.*

*As well as creating a first rung on the ladder of lifelong learning, this project would enhance community development, focus on localised activities for those under 25 years old, and contribute towards the potential for social activities within the area, all of which help meet the needs of the local area, as identified by research and plans for the interaction Partnership.*

*Previous surveys (published by the LSC) back up the statistics outlined above, with poor literacy and numeracy levels in the area compared with the rest of Essex. Figures also show that, unlike other areas, few residents (5%) wish to improve their qualification levels, often citing location and cost as major barriers to learning.*

## **2. Proposal objectives?**

List the objectives for the proposal (these should be measurable) which can be used to evaluate the impact of the project

1. *To deliver taster introductory courses in music – 6 learners per cohort*
2. *To use temporary accommodation and provide equipment for music education*
3. *To deliver literacy and numeracy qualifications where needed (Level 1 or Level 2)*
4. *To provide information, advice and guidance for progression to further study or careers.*
5. *To seek to establish a more permanent base with facilities for sustainable delivery.*

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

List the activities and set out who will benefit.

*Taster courses (6 hours per week for 6 weeks) leading to unit accreditation in Rock music.*

*Additional literacy and numeracy tuition as necessary leading to Adult Literacy & Numeracy qualifications.*

*Beneficiaries will be young people not in education, employment or other training.*

*Progression route into, and provision of, full Level 1 qualification in music.*

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

*There have been surveys and research carried out within the UK and internationally that link participation in music to educational attainment. In particular, young people who have hitherto been unable to accomplish much, find renewed self-esteem, better motivation and team work skills through rock music.*

*For example:*

*November 2007 In the USA, The National Association for Music Education published an independent poll which showed a positive association of music with lifelong educational attainment and higher income.*

*2005 –Wick, Scotland, Community regeneration funded a scheme for media and music equipment for Wick Youth Club.*

*2004 – Preston Regeneration scheme funded the “Dreams Come True” project combining creative arts and young people as a means of engaging the community.*

*2003- Blackburn Council sponsored “Rock the Library” music project as part of its Leisure and Culture provision for young people.*

*Nearer to Jaywick within Tendring District, and based within local schools, Creative Partnerships have used the power of creative arts to organise Harwich Children’s Carnival in June 2007, Butlins Big Day Out in Clacton, July 2007 and other activities. However all these activities are predominantly focused on under 16 year olds.*

### **5. Community involvement**

How have residents been involved in developing the proposal?

*Consultation with Jaywick Resource Centre and Jaywick Enterprise Centre.  
Consultation with Inclusion Ventures.*

**6. Management arrangements?**

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.

*The taster courses will be delivered through Colchester Institute, Centre of Music & Performing Arts who will be responsible for and manage the delivery and quality of the education provided, as well as sourcing and providing the equipment needed. Beneficiaries will be enrolled as college learners through the Centre of Music & Performing Arts.*

*Additional literacy and numeracy delivery will be provided by the Widening Participation Department of Colchester Institute, who will provide Project Management overall, to include overseeing the arrangements for the accommodation and monitoring of the project at regular intervals.*

*References:*

*Sharon Alexander, CEO Tendring Community Voluntary Services*

*Paul Feasey, Signpost, Jaywick Enterprise Centre.*

## 7. Risks

<b>Risk</b>	<b>Impact</b>	<b>Likelihood Low /Medium / High</b>	<b>Importance Low /Medium / High</b>	<b>Contingency and/or mitigation actions</b>
<b>Initial implementation or build risks for the project</b>				
No accommodation available	Difficult to start courses	low	high	Find accommodation out of Jaywick
Insufficient equipment or other facilities	Difficult to start courses	low	high	Find new supplier
Tutors unavailable	Difficult to start courses	low	high	Recruit part-time tutors
Too few learners come forward	Difficult to start courses	Medium	low	Recruit from outside Jaywick
<b>Risk</b>	<b>Impact</b>	<b>Likelihood Low /Medium / High</b>	<b>Importance Low /Medium / High</b>	<b>Contingency and/or mitigation actions</b>
<b>Ongoing risks if objectives are not met</b>				
Learners withdraw	No achievement	medium	high	Encourage part-achievement, offer advice & guidance, make it easy to restart
Learner demand cannot be met	Customer dissatisfaction	low	medium	Be prepared to deliver more courses
Equipment and/or facilities are damaged or removed	Difficult to continue delivery	low	medium	Insurance and replacement policies
Staffing cannot meet need	Difficult to continue delivery	low	medium	Use temporary or replacement staff

### C Finances

#### 1. What is the total cost of the proposal?

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 [**6 month]	£ year 2	£ year 3	Total
Capital (NM)	equipment	3,000			
Revenue (NM)	Accommodation	1,600 **			
	Sound proofing & ventilation	10,000			
	Staffing costs	4,000 **			
	Admin/ registration	1,400 **			
Total (NM)		20,000			
Other funding	LSC				
	Accommodation		3,200		
	Staffing costs		14,000		
	Admin/ registration		2,800		
Total		20,000	20,000		

#### 2. Value for money

Explain how this proposal provides value for money not only in terms of cost but also in terms of quality

*Use of recognised education provider with well-established and quality benchmarked systems*

*Use of existing community accommodation; with potential for improved facilities*

*Combination of pump-priming funding from NM to establish new educational offer within Jaywick that will then be sustained by mainstream funding*

#### 3. What resources are already invested by your, and other, organisations in the area on this issue?

*Colchester Institute already provides vocational education opportunities (but not music) within the local district at Church Road and Thomas Road in Clacton.*

*Colchester Institute staff contribute towards other training initiatives within the area (e.g with the voluntary sector, Clacton Consortium for post-16 education), and the college is an active partner in many local initiatives: Tendring Learning Partnership, Tendring Local Strategic Partnership, Regeneration Delivery Group, Interaction Partnership Board.*

*Other organisations provide employment-related training within Jaywick Enterprise Centre (Signpost) and other training within the nearby local area (Childrens' Centre at Hemington House, Adult Community Learning at St Osyth Rd). Other organisations provide different activities based at Jaywick Resource Centre, but are not offering music education.*

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

*To start the project, as this provision is for a new target group in a new location.*

*This project lies outside current projected activity for which mainstream funding was agreed at the start of the academic year..*

*Other funding has been requested and supported but could be delayed until the new academic year.*

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

*50% would be needed to prime the project with 50% after six months, to underwrite the sustainability towards making the provision more permanent.*

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

*Scrutton & Bland*

#### ***D Options***

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

*Wait for new funding opportunities through mainstream funding – rejected because of timescale and because setting -up costs would not be included.*

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

**Taking into consideration the objectives for the project set out in section 2, 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?

*[1] and [3] Educational success is measured through enrolment, retention and achievement figures; expected outcomes would be 70% success rates in taster unit qualifications, 33% success rates in literacy and numeracy, with 50% success rate predicted on full level 1 qualification.*

*[2] and [5] Accommodation and equipment listed through asset management data. By the end of the project a permanent base would be established, from which to deliver music education.*

*[4] Progression rates measured through college Management Information data, as reported to the LSC. Number of Information, advice & guidance sessions measured through Connexions and Careers advice statistics.*

## **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?

*March 2008 Arrange temporary accommodation; buy equipment; recruit learners; arrange staffing & delivery*

*April 2008; 1<sup>st</sup> taster course starts*

*May 2008; taster course completed*

*June 2008; 2<sup>nd</sup> taster course starts*

*July 2008; taster course completed*

*September 2008; More permanent base arranged and fitted out; new learners recruited; progression course (Level 1) starts.*

*October 2008 to May 2009; more taster courses offered*

*June 2009; Level 1 course completed*

*September 2009; provision is mainstreamed, project finishes*

## **3. Evaluation**

Following implementation of the project how will you evaluate if your objectives have been met and ensure that there is continuous improvement?

*Project management will ensure regular monitoring of arrangements and delivery through college quality and MIS systems, which include annual self-assessment and development plans to ensure continuous improvement.*

*Collaboration between Centre of Music & Performing Arts and Widening Participation Department of Colchester Institute will evaluate achievements and success rates.*

## **4. The long term and future**

What is the exit strategy when NM resources are no longer available and how will the benefits be sustained?

*Mainstream funding through the LSC*

*Provision becomes established part of Colchester Institute offer*

## 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: .....(project proposer)

Date: 20<sup>th</sup> February 2008

Name: Elizabeth Foss-Smith



## Jaywick Music Project

Appraised by Gill Bridle

Date; 23 Feb 2008

Summary	Yes/no	Notes / changes required
Does this proposal impact on mainstream services or resources?	No	There are no equivalent schemes.
Do we know what level of service are delivered by and resources committed to the area by this organisation?		
Will this help us achieve our agreed outcomes?	Yes	<i>This project would provide an opportunity to learn new skills and hone new ambitions, leading to improved quality of life.</i>
Is it based on the needs and wishes of local people? Have they been involved in the creation of the project idea?		<i>Consultation with Jaywick Resource Centre and Jaywick Enterprise Centre. Consultation with Inclusion Ventures. However, it is not known if people under 25 years old (the target group) have been consulted.</i>
Will it make a lasting difference?		<i>As well as creating a first rung on the ladder of lifelong learning, this project would enhance community development, focus on localised activities for those under 25 years old, and contribute towards the potential for social activities within the area, all of which help meet the needs of the local area, as identified by research and plans for the interaction Partnership.</i>
Is this a substitute for mainstream funding?	No	
Does it provide best value?		
Is it too risky?	Unknown	Has a survey been targeted directly at the under 25 years old and how much interest has been generated?
Are we confident it will be well managed, monitored and evaluated?	Yes	
Section A	Yes or no	Notes / changes required
Is it clear what is being	Yes	The activity would take place in Jaywick,

Summary	Yes/no	Notes / changes required
proposed?		using community locations, bringing tuition to the learners and with equipment supplied by the project. The project would target those "hardest to reach" for whom personal circumstances, unemployment and geographical location create barriers. The project would seek to establish a sustainable base and facilities for creative work.
Is it clear how much money is required?	Yes	
Is it clear who the responsible organisation is?	Yes	
<b>Section B</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	It will encourage learning and development in a deprived area leading to a possible source of future employment and a sense of teamwork and community.
Is it clear how the proposal relates to existing service delivery in the area, and neither substitutes nor duplicates related services?	Yes	
Have residents been adequately involved in developing the proposal (or their views taken into account)?		<i>Consultation with Jaywick Resource Centre and Jaywick Enterprise Centre. Consultation with Inclusion Ventures.</i>
Are management arrangements adequate?	Yes	
Have risks been adequately considered and planned for?	Yes	

Section C	Yes or no	Notes / changes required
Are the finances clear and reasonable and do they provide adequate detail?	No	Section 6 states that the Centre of Music & Performing Arts will source and provide the equipment needed. <b>Is NM funding being used towards the cost of the instruments, or are</b>

		they already provided for? If NM is funding the instruments, are they being bought as new or second-hand?
Does the proposal provide value for money?	Unclear	
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	<i>There have been surveys and research carried out within the UK and internationally that link participation in music to educational attainment. In particular, young people who have hitherto been unable to accomplish much, find renewed self-esteem, better motivation and teamwork skills through rock music.</i>  <i>This project lies outside current projected activity for which mainstream funding was agreed at the start of the academic year.</i>
<b>Section D</b>		
Have other options been adequately considered?	No	Lottery funding?
<b>Section E</b>		
Have measurable outcomes been identified?	Yes	
Are adequate monitoring arrangements in place?	Yes	
Are mechanisms in place for evaluation?	Yes	
Is it clear what the exit strategy is and how the benefits can be sustained?	Yes	

***Decision of appraisal panel***

Recommend approval	
Do not recommend approval	
Recommend changes required before approval	X

If so, please state or refer to above sections

Has a survey been done asking local youths from Jaywick if they will be interested in this scheme? If not, then this could be a good idea with no basis of a successful outcome to meet the proposed objectives.

What is the outcome of the projects mentioned in section 4? Were they found to be so successful that funding has continued? The examples used in section 4 are predominantly focused on children under 16 in education. The proposed scheme for Jaywick is for under 25's not in education, employment or other training.

If no premises are as yet identified, how is it known that it will cost £10,000 towards soundproofing and ventilation?

<b>Name</b>	Gill Bridle
<b>Signed</b>	<i>G. Bridle</i>
<b>Date</b>	23 February 2008

## Jaywick Music Project

**Appraised by; Theresa Stephenson**

**Date; 22 Feb 2008**

<b>Summary</b>	<b>Yes/no</b>	<b>Notes / changes required</b>
Does this proposal impact on mainstream services or resources?	No	
Do we know what level of service are delivered by and resources committed to the area by this organisation?	Yes	
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?	Yes, but	We need to look at pier ward also
Will it make a lasting difference?	yes	
Is this a substitute for mainstream funding?	no	
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>		
Is it a convincing proposal in terms of setting out	Yes	

<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?	Yes	
Is it clear how the proposal relates to existing service delivery in the area, and neither substitutes nor duplicates related services?	No	Are there any other learning agencies, which can be used to cut the cost down.
Have residents been adequately involved in developing the proposal (or their views taken into account)?	Yes	Think this should be open to residents in pier ward as well as Jaywick
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	Need to look at all aspects of numeracy and literacy, to ensure no other agencies are offering the same material.
Does the proposal provide value for money?	Yes	Think it could have been offered to both wards
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	To ensure no other agencies are offering the same or similar courses should be investigated
<b>Section E</b>		
Have measurable outcomes been identified?	Yes	

Are adequate monitoring arrangements in place?	Yes	
Are mechanisms in place for evaluation?	yes	
Is it clear what the exit strategy is and how the benefits can be sustained?	Yes	

***Decision of appraisal panel***

Recommend approval	
Do not recommend approval	
Recommend changes required before approval	Yes
<p>If so, please state or refer to above sections</p> <p>Title – why is this project only for Jaywick?</p> <p>Why only young people under 25? There must be others in the Jaywick and pier wards who could benefit from numeracy and literacy.</p> <p>Are there already courses set up for numeracy and literacy.</p> <p>Music – Rock music, why only this genre?</p> <p>The word “accommodation” should be changed to base, venue, of similar describing word. Accommodation could mean bed spaces.</p> <p>The project should have a permanent base - either Thomas Road, or Church Road, not temporary, to start the course before it is allowed to commence.</p> <p>Have all other agencies been investigated to see if they offer the same courses, in literacy, numeracy, and music, so we are not doubling up on things already put in place.</p>	

<b>Name</b>	Teresa Stephenson
<b>Signed</b>	<i>Teresa Stephenson [computer signature]</i>

<b>Date</b>	22 <sup>nd</sup> February 2008

## Response from Elizabeth Foss-Smith to queries raised during appraisals process

**From:** Elizabeth Foss-Smith [Elizabeth.Foss-Smith@colchester.ac.uk]

**Sent:** 26 February 2008 15:23

**To:** John Milligan

**Cc:** Andrew Allen

**Subject:** FW: Jaywick Music Project

Thank you for the very useful comments.

Our response

- We would like to see a wider geographical base rather than a narrow one, and would be happy to include Pier Ward.
- The location is very important. We have chosen not to locate at Church Rd (no room) or Thomas Rd (no room) but also because of need to locate within community at Jaywick, although some feedback indicates mixed feelings about which part of Jaywick is chosen, although for sustainability the LSC is keen to be seen to helping meet needs in the most disadvantaged areas. We could look at other locations as well as those indicated in the bid.
- We would be happy to substitute the word "base" for accommodation.
- Instruments and equipment would need to be new not second hand. There is heavy wear and tear on this kind of musical equipment and second hand equipment is really not an option. Because we buy this kind of equipment regularly Colchester Institute will be able to get value for money prices from our suppliers.
- Our vision for this is of a 'commercial' style of venue like Unit One in Colchester (<http://www.unitonestudios.co.uk/home.htm>). The idea is that this would not be a 'school' or even 'college' environment but something much closer to the commercial environment with a unique identity. Ultimately, we envisage an industrial type unit with a couple of rehearsal rooms, recording facilities for demos, a social area and a meeting room (basically a small classroom).
- Anecdotal experience of Lottery funding has shown it to be long winded and unlikely, because arts funding has been heavily affected by the priority to the Olympics.
- A survey seems like a good idea indeed. We think that it could be organised through one of our BA students who is a rock musician from the area.
- We are targeting under 25s because of the funding issues and the need to gain sustainability. It may be that in time we find a wider market, and would be happy to explore.
- Rock is more of a convenient title than a limiting genre. The target here is to get young people playing music together and thus developing social skills, self-confidence and a sense of self-worth. From that initial point of contact with success we can build literacy and numeracy skills that will help them gain confidence and open up routes to work. Clacton has quite a vibrant music scene for its size which is, as we understand, more of a guitar-based rock scene than techno DJ. The Pier Music Live Music Venue is a good example of the scene - gigs several nights per week and all of the 'rock' genre. Guitar based pop music works much better at building relationships and developing team working than techno dj music which is much more focussed on the individual.
- Other provision of Numeracy & literacy, it is offered as mainstream but not linked to music or in Jaywick

Hope this clarifies things.

Thank you for your assistance,

*Elizabeth Foss-Smith*

*Widening Participation Manager*

*F29 Ext. 8198*

*Clacton Church Road Campus LB104 ext. 8326*

*Thomas Road Campus 01255 233 724*