

MAYOR OF LONDON



GLA ESF 2014 - 2020 CO-FINANCING PROGRAMME

SPECIFICATION

GETTING BACK ON TRACK



European Union
European
Social Fund

Project Code: P1.2/GBOT

Sponsoring Team: Education and Youth

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Specification for the 'Getting Back on Track' (P1.2/GBOT) Project

This Specification should be read in conjunction with the GLA ESF Co-Financing Programme 2014-20 Getting Back on Track (P1.2/GBOT) Prospectus.

1. Background

1.1 London Enterprise Panel

ESF in London is managed by the Greater London Authority who act as the Intermediate Body for ESF under the strategic direction of the Mayor and the London Enterprise Panel.

The London Enterprise Panel (LEP) produced a detailed European Structural and Investment Fund (ESIF) Strategy in 2014 detailing how ESF supported the capital's Jobs and Growth aims. The LEP has been allocated approx. £529m for the delivery of the ESIF Strategy for London 2014-20 <https://lep.london/publication/european-funding-strategy-2014-20>.

The ESIF Strategy for London builds on the LEP's Jobs and Growth Plan. Alongside London's successes there are many challenges; juxtaposed with highly successful agile and profitable labour markets are significant pockets of deprivation, worklessness and economic under performance. The residents of many London boroughs do not possess the skills or opportunities to share in the successes of local markets. London's allocation of funding allows the LEP to develop a responsive and relevant portfolio of activities to tackle the ESIF strategy challenges.

The LEP has designed a comprehensive package of ESF provision for young people; working closely with the lead strategic body for education and skills for young people in London; the Young People's Education and Skills (YPES) Board. The programmes reflect the ESIF Strategy's themes of freedoms, flexibilities and funding incentives; and respond to the objective of supporting interventions to move young people NEET aged 15-24 or at risk of NEET into sustainable employment, education or training (EET).

In developing these programmes, the LEP has applied lessons learnt from the 2007-2013 London ESF programme. As part of the development process for each programme, the LEP brought together stakeholders, including the ESF co-financing organisations (CFOs), local

commissioners, boroughs, VCS organisations, providers, researchers and others to identify best practice and discuss how best to support the needs of the target groups.

A summary of the complete package of youth programmes- as well as the portfolio of adult employment and skills programmes that is being procured across the CFOs in London (SFA, DWP and Big Lottery Fund) for the first phase of the 2014-20 ESIF programme - can be found here: <https://lep.london/publication/european-social-fund-proposed-opt-organisation-provision>. Applicants should ensure that they are aware of support that complements this specification.

1.2 Greater London Authority Co-Financing Organisation

The GLA ESF CFO Programme has been developed to complement existing provision, including piloting new approaches to delivery in order to test effectiveness and scalability, targeting specific cohorts with a focus on disadvantaged workless groups, and building on the Mayoral 'brand'. The GLA has worked closely with London's European Programme Management Unit during the design phase to ensure that its programme dovetails with existing CFO provision.

Getting Back on Track was developed through consultation with members of the Young People's Education and Skills (YPES) Board. It is piloting an innovative model of delivery to support young people dropping out of level 2 or 3 studies at school or college. This model will require the delivery partner to work collaboratively with at least three educational settings where the young people have previously studied. Young people will be provided with support that clearly meets their specific needs, with outputs weighted heavily towards them achieving sustained results. Young people will be provided with a greater depth of support than that delivered through the SFA outreach programme.

1.3 Project Aim

Getting Back on Track will support 16 -24 year olds who have dropped out¹ from their level 2/3 studies at school or college within the last 6 months. Applicants will work in partnership with a school sixth form, sixth-form College and FE College (or a mixture of these providers) to identify, engage with, and provide immediate support to their early leavers, so they do not become long term Not in Education, Employment and Training (NEET). The pilot will work with these young people to create learning and employment opportunities which are suitable for

¹ 'Dropped out' is defined as young people who have left their studies early without moving into a positive destination

their needs and in the long term enable them to make a successful transition into the labour market.

1.4 Project Context

The rise in the participation age has meant all young people must be in education or training until they turn 18. This has significant consequences, as there are often high incidences of young people that have moved into education or training as a default option and their course has not met their expectations. Failure to engage and support young people who may have dropped out of their course of choice can have a negative impact on their long term labour market prospects. Comparatively, a successful result can usually be achieved through early and short-term intervention with this group ([Maguire et al., 2010a](#)).

London is routinely considered the top performing region at key stage 4 (GCSE); however this success is not replicated across schools and colleges at key stage 5. Since 2012, London has ranked below the national average for the two main performance measures at key stage 5. While the rate of retention in sixth form is improving, almost a quarter of Year 12 students starting a level 3 course 'dropped out' of their sixth form before the age of 18².

Multiple factors influence the probability of a young person dropping out of their course including family background, socio-economic factors, lack of careers advice and guidance and uncertainty about career choices³. There are a large proportion of young people who are NEET, who have no discernible barriers but tend to 'churn' in and out of education and employment, where they simply require 'a set of positive experiences that build skills and confidence connecting them to further opportunities'⁴. Supporting them at this juncture would help to avoid the "scarring" effect resulting from youth unemployment in early adult life - that is, higher unemployment and lower earnings in their adult lives, instead helping them make a "good" initial transition to the labour market.

Schools and colleges support young people whilst they are enrolled with them but provide little, if any, support once they have left their provision. Local Authorities provide signposting support for 16-18 year olds residents that have dropped out from Key Stage 5 settings in their borough, but are often unaware if their residents have dropped out of settings elsewhere in London.

² <http://www.local.gov.uk/documents/10180/11431/Achievement+and+retention+in+post-16+education,%20February+2015/746a1fb2-2a89-49e9-a53b-f5339288d4b1>

³ <http://www.natcen.ac.uk/media/123373/influences-on-post-16-participation.pdf>

⁴ <https://www.nfer.ac.uk/publications/RSRN01/RSRN01.pdf>

Project objectives

Getting Back on Track aims to:

- Engage 16- 24 year olds within 6 months of having dropped out of their Level 2/3 course at school or college and are NEET.
- Support young people with activities and training to increase their chances of accessing further education and long-term sustained employment
- Support young people to make informed decisions about their future learning and employment options.
- Support at least 125 young people aged 16 to 24 who are NEET into sustained employment, education, or training for 26 weeks. Results for young people aged 16 and 17 must be Raising Participation Age (RPA) compliant⁵6 (i.e. sustained employment with training).
- Provide evidence of good practice between post-16 providers, agencies and organisations to inform the development of future programmes.

1.5 Project Methodology

From the onset of the project Applicants will need to quickly identify and engage early leavers from school sixth forms, sixth-form colleges and FE colleges to dispel any negative experiences they may have developed after dropping out of their course, and in order to prevent them becoming 'entrenched' in inactivity. A personalised and flexible approach should be adopted so that activities can be tailored to the needs of different types of participants.

Stage	Activity
Outreach and partnership working	Applicants will need to work in partnership with a school sixth form, sixth-form college and FE college (or a mixture of these providers), who will refer students onto the project. Applicants will work with Local Authorities and post-16 providers to help understand the characteristics of young people who are not making a successful transition to post-16 learning, the barriers they may face and the most effective way to support them.

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

⁶ <https://www.gov.uk/know-when-you-can-leave-school>

Assessment	Applicants will carry out a rigorous diagnostic assessment in consultation with young people on Getting Back on Track, to understand their needs and the reasons behind their dropout from their course. This assessment will be inclusive of, but not limited to, the young person's family background, financial, health and housing needs. Looking forward they will help young people to identify their future goals and aspirations to inform planning on the nature of support they will be offered. These goals will be realistic, measurable and have motivating targets that are properly tracked. Through mutual agreement and understanding a contract will be developed with the young person, aimed at getting them back into EET.
Wraparound support	The applicant will need to put in place the provision for 1:1 or targeted support for the young person. They will also create a safe and positive environment where 1:1 sessions can be conducted and where they can monitor the young person's ongoing needs and progress. Staff will need to have effective communication skills and understand the lifecycle of a coaching relationship.
Information, Advice & Guidance	Staff should have good knowledge of the careers and learning options available to 16-24 year olds. Staff will provide the young person with impartial Careers Education Information Advice and Guidance (CEIAG) that challenges preconceptions and stereotypes, free from institutional bias, valuing both academic and vocational routes that are informed by the labour market. This will help the young person to choose the subjects and qualification routes that are right for them and meet their aspirations for further and higher education, work-based learning and make decisions that enable them to achieve to the highest possible level ⁷ .
Skills development	Getting Back on Track will support its participants to build the skills which are necessary to enable them to achieve a sustained period of time in employment or education. This should relate to the development of the young person's time management, resilience, teamwork, problem solving, communication, listening, social and emotional skills. Support should also be provided to improve the young person's literacy, numeracy and ESOL if this has been identified as a barrier for them. This can be achieved through the personalised coaching process but can also consist of group sessions or projects. This will all work to build the self-awareness and confidence of the young person to equip them with the tools to be fully prepared for the rigour of any future employment or educational opportunities they undertake.
Moving to EET	<p>Applicants should outline the methodologies that will be used to engage and support the employers and education/training establishments in order to provide a suitable progression opportunity for a young person.</p> <p>Applicants should provide a range of activities that provide participants with experience of the world of work and direct contact with employers (including work experience - see below). They should support young people with their job application and interview skills.</p> <p>Applicants should work with post-16 providers to offer young people the</p>

⁷ [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175406/CPTF - External Report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175406/CPTF_-_External_Report.pdf)

	opportunity to undertake taster sessions or at a minimum visits to colleges or universities, in order to experience first-hand the career, course or environment they are interested in pursuing. This should give them the chance to speak to teachers, lecturers, and students and gain more information on what the course offers and the facilities the institution has available. This will all be linked to the objective of increasing the young person's motivation, self-confidence and commitment to learning.
Work based placements	The Applicant will provide high quality work experience placements for participants who agree to this. The placement should last approximately 3 to 4 weeks, be purposeful and relevant to the young person's study education and/or career aspirations. The young person should be placed under the direction of a supervisor to ensure they obtain a genuine learning experience suited to their needs and have a structured plan for the duration of the placement. There has to be clear roles, responsibilities and expectations for the participant and employer, followed by some form of reference or feedback from the employer based on the young person's performance in order to provide tangible results for both parties.
Support participant to sustain EET	The Applicant will provide appropriate support to employers or education/training establishments to enable them to effectively support young people to sustain their employment, education or training for at least 26 weeks out of 32 weeks. If an initial EET destination is not sustained, the provider must support the participant within this 32 week period to identify an alternative destination to enable them to claim a sustained Result.

1.6 Geography and Learning Institutions

The project can be delivered in any one of the 32 London boroughs and the City of London or a cluster of boroughs. We do not expect the project to be delivered across all London boroughs and the City. Applicants should outline the reasons behind their particular geographical focus in their application. The project must partner with at least three learning institutions - a school sixth form, sixth-form college and FE college (or a mixture of these learning institutions). Please note that Getting Back on Track has been developed to pilot an innovative model of delivery in which the close relationship between the delivery partner and at the educational settings where the young people will previously have studied is central. We are expecting that delivery partners will partner with between three and five learning institutions. These must be named in your application.

1.7 Project Scope and Eligibility

The programme aims to support young people who are not in employment, education or training (NEET), that meet the minimum entry requirements of the programme set out below

On joining an ESF project participants **must:**

- be aged 16- 24 years old
- have dropped out of their Level 2/3 course at school or college within the preceding 6 months
- reside in one of London's 32 boroughs or the City of London
- be either;
 - Unemployed⁸; or
 - Inactive⁹

Participants in receipt of Job Seekers Allowance (JSA)/Employment and Support Allowance (ESA)

Applicants should note that, although individuals in receipt of JSA or ESA are eligible for the Programme, they may be mandated onto Department for Work and Pensions (DWP's) Work Programme. This would result in participants being required to exit this project prior to paid results being achieved.

However, at their discretion, Jobcentre Plus (JCP) advisors may be able to defer mandatory Work Programme entry for a period of up to 12 months to allow a client to engage with alternative provision, and the GLA therefore advises that if JSA or ESA clients are recruited, successful Applicants should liaise with the individual's JCP advisor to confirm deferment at the earliest instance.

⁸ "Unemployed" are persons usually without work, available for work and actively seeking work. Persons considered as registered unemployed according to national definitions are always included here even if they do not fulfil all three of these criteria

⁹ "Inactive" are persons currently not part of the labour force (in the sense that they are not employed or unemployed)

1.8 Project outputs & Results

This project has the following identified parameters:

Available budget	Result: Minimum no. of participants sustaining employment, education and training for 26 weeks /out of 32 weeks
£500,000	125

1.9.1 Payment Model

Payments will be made on the achievement of results set for each young person who progresses through the key stages of the programme. All payments are based on a model which reflects the payment stages indicated in the table below. By completing the Payment Trigger Calculator (PTC), applicants will be able to determine the value that they are paid for each individual output by selecting the volume of clients who they think they will engage with at each stage on route to achieving (at least) the minimum target for participants sustaining EET for 26 weeks. It is unlikely that the GLA will agree to amend unit rates proposed in the PTC after the submission of the application, and therefore applicants should ensure the targets offered are both competitive and achievable.

Anticipated Proportions of Funding for Trigger Payment Activities	
Input/Output/Result	%
Advance payment on signing of grant agreement (to be recovered against payments made for the number of young people who move into employment, education or training)	10% of the full project cost
Number of young people commencing on the project	20% of the project cost
Number of accredited basic skills qualifications achieved	5% of the project cost
Number of young people who move into employment, education or training	35% of the project cost
Number of young people who sustain employment, education or training for 26 weeks out of 32 weeks	40% of the project cost

1.9.2. Payment Triggers

Each project will be measured and funded on the achievement of a bespoke set of outputs and results as proposed in the successful bid application. For this project the achievements set out in the above table will be used to measure success, and as payment triggers to the successful applicant.

1.9.3. Anticipated destinations

Participants aged 16 and 17 should be supported into RPA compliant destinations. We expect the majority of those who achieve a sustained -result for 26 weeks will be in employment, although we acknowledge the appropriate destination for a portion of the young people will be education and training.

1.9.4 Targeted Groups

The project should aim to recruit participants to meet the programme targets specified below. If the target group that you will be working in has different characteristics please detail this and provide evidence in your application.

Target Group	Programme Target (%)
Participants with disabilities or health conditions	10%
Participants from ethnic minorities	55%
Female participants	50%
Participants that are lone parents	5%
Participants with basic skills requirements	18%

1.10 Evaluation

The evaluation for this project will be delivered through a self-evaluation that aligns with the Project Oracle standards of evidence¹⁰. Please refer to the Project Prospectus for details of the approach to be taken for self-evaluation, and for details of the GLA procured programme level evaluation.

¹⁰ <http://project-oracle.com/support/validation/>

1.11 Timescales

Delivery calendar (provisional dates)	Milestones
23 December 2016	Grant application deadline
w/c 30 January 2017	Interviews
w/c 20 February 2017	Applicants Notified of GLA Decision
w/c 6 March 2017	Pre-Grant Meeting
March/April 2017	Delivery commences
March 2020	Delivery completes
April 2020	Self-Evaluation Report submitted one month after delivery completes