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| **APPLICATION PROCESS** |
| VALUE FOR MONEY AND POLICY REVIEWRevised Youth Funding Scheme**NEW SAMPLE PROJECT –** **Garryowen Limerick City** **2018**  |
|  |
|  |
|  |

## CONTENTS PAGE

**Information note**

#### Section1 Organisational details / experience

#### Section 2 Programme proposal

**Section 3** Additionality

**Section 4**  Governance and risk management

**Section 5**  Financial management and administration

**Section 6**  Service budget and analysis of costs

**Section 7** Sample Project agreement

**Section 8** Declarations and assurances

Appendix 1 Better Outcomes Brighter Futures Five National Outcomes

Appendix 2 Hardiker Model -

Appendix 3 Seven Social and Personal Development Outcomes

Appendix 4 Marking Scheme

Appendix 5 Recommendation form from ETB

Appendix 6 Youth Policy Links to VFM scheme

**Information Note**

**Introduction**

The Department of Children and Youth Affairs (DCYA) have secured funding to develop and expand a number Sample VFM projects across the country specifically in areas where a gap in provision has been identified. In line with the Value for Money and Policy Review of Youth Funding Schemes (VFMPR) these services will be for young people aged 10 – 24 who have identified needs additional to the general population.

This scheme will inform the further implementation of the VFMPR and will build on the lessons learned from the 2016/2017 Sample Projects.

It is the intention of the Department to seek annual grant in aid funding for these projects to achieve good outcomes for young people based on the criteria set by DCYA through the National Youth Strategy 2015 – 2020.

The National Youth Strategy identifies marginalised/disadvantaged young people as: young people who are marginalised by location or geography or socioeconomic reasons. It includes young people such as Travellers; Roma; young people from ethnic or religious minorities; migrants; refugees and asylum seekers; young people with disabilities or with mental health issues; lesbian, gay, bisexual and transgender (LGBT) young people; young carers; young people in conflict with the law; young people who are not in employment, education or training (NEET); young parents; those in care; those in direct provision; and lone parents under the age of 25 years.

In line with the recommendations from the VFMPR the funding allocations for this new scheme will be administered and overseen by the ETB.

**Specific Criteria for this sample scheme are**:

* The Hardiker Model ( Appendix 2) is the identified framework for assessing the needs of young people
* Services chosen by the ETB will identify the planned contribution that they can make to the 7 social and personal development outcomes (Appendix 3)
* At least 80% of the service effort will be for the programme of work with the young people identified by the ETB as marginalised/disadvantaged in line with the definition from the National Youth Strategy 2015 – 2020 (Appendix 6).

The funding applied for under this scheme is to respond to a recognised need in an area with no DCYA targeted youth service provision.

**Section 1 - ORGANISATIONAL DETAILS / EXPERIENCE**

* 1. **Legal name of organisation.**

|  |
| --- |
|  |

**1.1.1 Organisation known as (if different from above)**

**1.2 Person to be contacted in respect of this application.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | **Position** |  |

**1.3 Address for correspondence.**

|  |
| --- |
|  |
|  |
| **Charity Registration No. Number**  |  | **Eircode**  |  |
| **CRO Number**  |  | **Tax Clearance Access No.** |  |
| **Tax Reference no.**  |  |  |  |

**1.4 Contact details.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Landline** |  | **Mobile** |  |
| **E-mail:** |  |
| **Website**  |  |
| **Social media**  |  |

**1.5 Please indicate the legal status of this organisation** (e.g. state agency, voluntary/community body with a constitution, limited company/company limited by guarantee, registered charity etc.), **and enclose**

**(a) a copy of its Memorandum and Articles of Association or constitution**

 **(b) an A4 sheet with a list of Board or Management Committee members.**

**If appropriate also please include the names of local advisory committee members and the stakeholders/agencies they represent.**

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**1.6 Bank Details**

|  |  |
| --- | --- |
| Name of Bank: |  |
| Address of Bank: |  |
| IBAN number : |  | IBIC number: |  |

1.7 **Please provide a brief summary of your organisation’s aims, objectives, methodologies and services. (Max. 500 words)**

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**1.8 Please describe how young people are**

1. **Currently involved in the design, delivery and evaluation of services**
2. **How they have a voice and influence decisions throughout the organisation. ( Max. 250 words)**

|  |
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**1.9 Please outline your experience of working through a non-formal educational approach with this target group (Max. 200 words)**

**1.10 Please outline the current system you use to monitor and report your work with young people (Max. 200 words)**

**1.11 Please outline your current experience of working with this target population in this or a similar geographical area, and how you envision that experience contributing to the delivery of this new service (Max. 250 words)**

**Section 2 - PROGRAMME PROPOSAL**

**2.1 Name of Sample Project**

|  |
| --- |
|   |

**2.2 Geographical areas included in this proposal**

**2.3 Phase 1 of this programme will include a detailed needs assessment and set up stage. Please outline your plan for the first phase of this Project. (Max. 200 words)**

**2.4 Phase 2 of this programme will begin in 2018. Based on the needs identified (see information note) , please provide a description of your proposed Project and how it will address the issues outlined. (Max. 500 words)**

|  |
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**2.5 Please outline the structure you propose to use for Phase 2, i.e. staffing, location, methods and approaches, including the relationship with current services you provide (Max. 300 words)**

|  |
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**2.6 Please describe how the target group for this scheme will be**

**a) Involved in the design, delivery and evaluation of services**

**b) How they will have a voice and influence decisions throughout the organisation. (Max. 250 words)**

|  |
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|  |

**2.7 Please outline -**

1. **how you intend engaging young people for this service**
2. **how will you ensure that young people in need of additional support are prioritised within the service?**
3. **If appropriate, outline how you currently achieve above?**

**2.8 Based on the Limerick and Clare Education and Training Board current SOCIAL PROILE (see information pack) and the methods you envision using, please give an indication of the numbers of young people you propose engaging in 2018 using the chart below**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Methods (e.g. drop in’s, groups, programmes, 1 to 1, outreach, detached, large events etc. )** | **Approx. no of Young People** | **Age range**  | **Hardiker level****80% needs to be at level 2** | **No of hours per week on this activity**  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2.9 Based on the social profile / outline of need, please outline the days in the week and the times each day that this Project proposes to work with young people.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday**  | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Morning****10 – 1pm**  |  |  |  |  |  |  |  |
| **Afternoon****2-5pm** |  |  |  |  |  |  |  |
| **Early Evening** **5-7pm**  |  |  |  |  |  |  |  |
| **Late Evening****7-9pm**  |  |  |  |  |  |  |  |
| **Night** **9 - 11** |  |  |  |  |  |  |  |

**2.10 Retention of participants**

**How will the young people identified for this Sample Project, be supported to remain engaged in this project once they begin, and to overcome any barriers that they may experience? If appropriate, outline how you currently achieve this with similar target groups** **(Max. 100 words)**

|  |
| --- |
|  |

**Section 3 - ADDITIONALITY**

**3.1 Please outline what additional resources your organisation brings to this process.**

**3.2 Please outline the professional relationships your organisation has with other agencies /organisations in the area that will support the delivery of this programme.**

**SECTION 4 - GOVERANCE AND RISK MANAGEMENT**

**4.1 Please map your organisations governance structure and then attach**

* an A4 sheet with a list of the Lead Organisation’s current Board members. If appropriate also include local advisory structure members and the stakeholder group/organisation they represent and
* an A4 sheet with diagram showing staffing, management and reporting structures of each organisation involved in this submission

|  |
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## 4.2 Please details your systems for ensuring compliance with national legislation, policy and guidelines?

**4.3 Please outline your organisations approach to risk management? (Max. 200 words)**

**4.4 Please outline what stage your organisation is at in relation to complying with the guidelines for a Type C organisation of the Code of Practice for Good Governance of Community, Voluntary and Charitable Organisations.**

* **List outstanding areas for completion.**

**Section 5- FINANCIAL MANAGEMENT & ADMINISTRATION**

**Financial Procedures**

The Limerick and Clare Education and Training Board expect that any organisation delivering a service will have appropriate financial management and administration procedures in place. These will include procedures such as clear and well-defined banking arrangements, a robust payroll system, and strong financial control mechanisms.

If your application is successful we will need to see evidence of the procedures that you have in place for the effective management and control of any funding that you receive and we may request that you strengthen these to meet our requirements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does your organisation have written financial procedures? Please tick as appropriate. | **Yes** |  | No |  |
| If ‘Yes’, when were these procedures last reviewed and agreed? Enter the date opposite (DD/MM/YY) Please include a copy with the application  |  |
| If ‘No’ the ETB will discuss this with you to arrange for appropriate procedures to be established  |

## Please provide details of any funding you are currently in receipt of from DCYA Youth Affairs Section for 2017

|  |  |  |
| --- | --- | --- |
|  | **Purpose of Funding**  | **Amount** |
| Funding from DCYA Youth Affairs Section for overall organisation nationally, where applicable  |  |  |
| Funding from DCYA Youth Affairs Section for local service by fund |  |  |
| Funding from DCYA Youth Affairs Section for project to be augmented only  |  |  |

**Section 6 SERVICE BUDGET and ANALYSIS OF COSTS**

**Breakdown of Costs**

In the table below enter the total amounts sought and what percentage that is of the overall budget under each of the headings

|  |  |
| --- | --- |
|  |  |
|  | **March 18 – Dec 18** € %  |
| **Direct costs**  |  |  |  |
| **Indirect costs**  |   |  |  |
| **TOTAL** |  |  |  |

**Proposed Project Budget - (March – Dec 2018)**

|  |
| --- |
|  |
| **Sample Project (DCYA) – Budget costs 2018** |
| **DIRECT COSTS**  |
|  | **Please give rationale for costs** **Including apportionment rationale**  |
| **Staffing costs:**  |
| * Salaries costs of staff engaging directly with young people including Employers PRSI
 | € |  |
| * Staff recruitment costs
 |  |  |
| * Staff travel and subsistence costs connected with programme delivery
 |  |  |
| * Other – please specify
 |  |  |
|  |  |  |
| **Programme costs:** |  |  |
| Venue hire |  |  |
| Programme equipment |  |  |
| Tutor/facilitator/ sessional worker costs |  |  |
| Programme materials  |  |  |
| Other: Please specify |  |  |
| * Item 1:
 |  |  |
| * Item 2:
 |  |  |
| * Item 3:
 |  |  |
|  |  |  |
| Total direct costs  |  |  |
|  |  |  |
| **INDIRECT COSTS**  |
|  |  |  |
| **Indirect staff costs**  |  |  |
| * Salaries costs other staff (manager, admin, finance, drivers, etc.) including Employers PRSI
 | € |  |
| * Staff recruitment costs
 |  |  |
| * Staff travel and subsistence costs
 |  |  |
| * Staff supervision and training cost
 |  |  |
| * Other – please specify
 |  |  |
|  |  |  |
| **Overhead costs:** |  |  |
| * Management fee (please outline what is included in this cost, use additional paper if needed)
 |  |  |
| * Advertising and publicity costs
 |  |  |
| * Rent/ rates
 |  |  |
| * Light/heat
 |  |  |
| * Non programme based equipment (computers etc.)
 |  |  |
| * Maintenance – (buildings, equipment, transport etc.)
 |  |  |
| * Insurance
 |  |  |
| * IT costs
 |  |  |
| * Legal costs
 |  |  |
| * Audit fees
 |  |  |
| * Bank charges
 |  |  |
| * Administration (phone, post, photocopying, stationary)
 |  |  |
| * Once off set up costs (please list below)
 |  |  |
|  |  |  |
|  |  |  |
| * Other (please list below
 |  |  |
|  |  |  |
|  |  |  |
| Total indirect costs: |  |  |
|  |  |  |
| Total cost of Project 2018 : |  |  |

**Section 7 SAMPLE PROJECT AGREEMENT**

DCYA and the participating ETBs have agreed the following which are specific to this Sample Project. To be eligible to apply to for the Sample Project you must agree to each of the following statements. **Please sign and date at the bottom of this page.**

**Commitment to on-going sharing of learning and collaboration** This Sample Project is being implemented using an action-learning approach, with the view that the learning taken from the process will be used to inform the broader implementation of the DCYA Value for Money Policy Review. Consistent with the ethos of co-design, we require that everyone involved is committed to bringing their expertise to bear on a collaborative basis to share emerging learning, particularly with reference to measurement of progress and evaluation of Service impacts.

**Commitment to participate in all activities and events organised by DCYA over the duration of the Sample Project.** It is envisaged that DCYA will organise a number of activities and events to foster collaboration andshared learning throughout the Sample Project. **If your application is successful, you will** **participate fully in these.**

**A commitment to planning and delivering a service, with young people, which is in line with and informed by the five Core Principles of the National Quality Standards Framework for Youth Work (NQSF) and the 7 social and personal development outcomes.**

**Common measurement and evaluation practice.** One of the requirements within the Sample Project will be working towards a common framework of measurement and evaluation in terms ofindividual and / or group progress all set in the context of the prescribed outcome areas and the capabilities described therein. **If your application is successful you are willing to fully engage with this process during the course of your Service**

**Willingness to explore the feasibility of working with additional / specialist service providers.** As the delivery of the Sample Project Phase progresses there may be needs and interests emerging from the participating young people that require specialist services and/ or facilities not envisaged at the outset. **If this** **arises you are willing to work with other service providers to meet these needs and interests**

Name of Service/Service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 8 DECLARATIONS OF ASSURANCE**

**To be completed by the applicant organisation**

**I, the undersigned, on behalf of \_\_\_\_\_\_\_\_\_\_\_\_ (insert organisation here) certify that all the information contained in this form is current and accurate.**

**I also certify that the funding applied for in this application is to provide additional services and that the resources applied for in this application are not funded from any other sources:**

|  |  |
| --- | --- |
| **Signature of Director/Chairperson of service/Service:**  |  |
| **Print Name:** |  |
| **Role:**  |  |
| **Date:** |  |

**Appendix 1**

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**Appendix 2**

**HARDIKER MODEL**

The Hardiker Model was developed in 1991 in the UK to help understand different levels of need within a population of children (Hardiker *et al*, 1991). This model is now widely used and has been found to be a useful planning framework by both the UK and Irish Governments.

The model outlines four levels of intervention, as follows:

**Level 1:** Refers to those mainstream services that are **available to all children** - healthcare, education, leisure and a range of other services provided in communities. It also offers the potential for targeting resources through community development initiatives (such as parent and toddler groups, community houses and women’s groups), which may be available to the whole community but are particularly targeted at disadvantaged communities.

**Level 2:** Represents services to children who have **some additional needs**. Services at Level 2 can be characterised by referral, and full parental consent and negotiation. Examples would be behaviour support, parenting support, additional educational services, and support for children who are deemed vulnerable through an assessment of what their need is, and via targeted specific services provided by education, health, social services, law

enforcement and the voluntary sector.

**Level 3:** Represents support to families or individual children and young people where there are **chronic or serious problems**. Support is often provided through a complex mix of services that usually need to work together well in order to provide the best support. State intervention can have a high profile at this level. Examples would be children on the Child Protection Register or who have come before the Courts.

**Level 4:** Represents support for families and individual children or young people where the family has **broken down temporarily or permanently**, where the child or young person may be looked after by social services. It can also include young people in youth custody or prison, or as an in-patient due to disability or mental health problems.

*DCYA: Government Publications (2015): National Quality Standards Framework (NQSF) Resource Manual:* ***Planning, Needs Assessment******and Evaluation***

**Appendix 3**

**7 SOCIAL AND PERSONAL DEVELOPMENT OUTCOMES**

**Communication skills** are essential for a successful transition to work or training, for independence, and to access a range of life opportunities, to attainment, in forming positive relationships and in reductions in re-offending.

**Confidence and agency** enables young people to recognise that they can make a difference to their own lives and that effort has a purpose, is important to key outcomes such as career success. There is evidence of a link between positive outcomes and self-confidence.

**Planning and problem-solving**, alongside resilience, provides young people with ‘positive protective armour’ against negative outcomes associated with risky life events. Problem solving has also been shown to be associated with the ability to cope with stresses in life.

**Relationships** are an effective mechanism for getting young people involved in positive activities through valued personal relationships with peers, adults or siblings. A beneficial change in young people’s relationships with other adults through their participation in positive activities can be transferred to academic learning and may lead to better outcomes.

**Creativity and imagination** is related to resilience and well-being. Creativity can have a positive impact on both self-esteem and overall achievement.

**Resilience and determination** – If society intervenes early enough, it can improve cognitive and socio-emotional abilities and the health of disadvantaged children. Effective early interventions can promote schooling, reduce crime, foster workforce productivity and reduce teenage pregnancy. **Self-discipline** has been highlighted as a vital factor in building academic achievement, significantly better than IQ.

**Emotional intelligence** is associated with the ability to manage feelings by knowing one’s own emotions, as well as recognising and understanding other people’s emotions. This is vital in managing relationships (e.g. managing the emotions of others).

*Source:* Centre for Effective Services (2013)

**Appendix 4 Marking scheme for selection of service delivery organisation**

The proposals will be scored in accordance with the marking scheme set out below. The maximum score is 130 marks.

|  |  |
| --- | --- |
| **Selection criteria**  | **Marks available**  |
| **Response to identification of need /Impact** The degree to which the submission has demonstrated: * A plan which will address the needs identified by the ETB
* The suitability of the methods the service will deploy to engage and the young people identified by the ETB

 * The projected numbers of young people to be engaged with (these should be appropriate for the local environment, the needs identified and the methods deployed)
* Ability to facilitate young people’s involvement in the co-production of the Service
 | **50 marks available** |
| **Experience**  The degree to which the submission has demonstrated:* Experience of working through a non-formal educational approach with this target group
* Knowledge of the local area or working in similar areas with similar target groups
* Demonstrable expertise in addressing the needs of the target group
 | **30 marks available**  |
| **Capacity of organisation to engage in this process**The degree to which the submission has demonstrated a commitment and ability to deliver the proposed Project, and a willingness to engage in the VFMPR sample process through -* + Commitment to working with the ETB, DCYA and others to advise and learn from the VFMPR process
	+ Evidence of ability and experience of adhering to national legislation and guidelines including but not limited to (financial reporting, governance code, companies act, employment legislation, Children First)
	+ Quality of the risk assessment and appropriateness of the actions to address the risks identified
	+ Experience of monitoring and evaluation systems in human services
 | **20 marks available**  |
| **Value for money/Additionality** –* Clear, realistic budget with supporting rational

The degree to which the applicant can demonstrate that they can bring additional resources to this application, including but not limited to * Relationships with key agencies operating in the geographic / issue area,
* Additionality offered from existing services offered by the applicant organisation
* Access to premises, equipment, volunteers and other resources
* Access to administration and management support
 | **30 marks available**  |
| **Total score out of a possible 130**  |  |

**Appendix 5 LCETB RECOMMENDATION TO DCYA**

**Name of ETB:**

**Date of selection process:**

**Name of selected provider:**

**Title of Sample Programme:**

|  |  |
| --- | --- |
|  | **2018** |
| **Start date** |  |
| **Completion date** |  |
| **Proposed budget**  |  |

I, the undersigned, recommend the above named provider for funding under Phase 1 of the VFMPR Sample Project process.

**Sign off ETB Youth Officer**

**Date**

**Statement from the ETB Chief Executive**

I, the undersigned, confirm that the above named organisation has been selected by the ETB to operate the Sample Project, and recommend them for funding under the VFM Sample Projects process. I confirm that the ETB will establish on-going monitoring and evaluation of same in line with DPER Circular 13/14 and the rules of the scheme.

Signed:

Print Name:

Date:

Youth Policy Links to VFMPR Sample Projects

**ENABLERS**

**(Achievements in the following areas improve YP ability of positively achieving in the 5 outcome areas**

**Impacts particularly on NATIONAL OUTCOMES**

**Who is it for? / Target group**

**PROGRAMES UNDER NEW SCHEME WILL BE /ARE:**

**NATIONAL OUTCOMES BOBF AND ITS STRATEGIES**

 **EVIDENCE INFORMED**

**80% Hardiker level 2**

Targeted preventive programmes for **young people** aged 10 – 24 years of age who are **in need of additional support**. The fund is primarily targeted at marginalised /disadvantaged young peoples as defined in the NYS. This includes but is not limited to, young people who are marginalised by location or geography; Travellers; Roma; young people from ethnic or religious minorities; migrants; refugees and asylum seekers; young people with disabilities or mental health issues; LGBT young people; young carers; young people in conflict with the law; young people who are not in employment, education or training; young parents; those in care those in direct provision and lone parents under 25 years of age.

**20% Hardiker level 1 or 3**

***VFMPR Sample Projects***

**Communication skills**

**ACTIVE & HEALTHY**

**ACTIVE & HEALTHY**

**Confidence and agency**

 **QUALITY-ASSURED**

**ACHIEVING IN ALL AREAS OF LEARNING & DEVELEPMONT**

**Planning and problem solving**

 **OUTCOMES FOCUSED**

**ACHIEVING IN ALL AREAS OF LEARNING & DEVELEPMONT**

**CONNECTED, RESPECTED &** CONTRIBUTING

**ECONOMIC SECURITY & OPPORTUNITY**

**SAFE & PROTECTED FROM HARM**

**Resilience and determination**

**Relationships**

**Creativity and imagine**

**Emotional intelligence**

**MEASUREABLE**

**CLEAR TARGET GROUPS**

 **CLEAR OBJECTIVES**

 **FLEXIBLE AND RESPONSIVE**

**SAFE & PROTECTED FROM HARM**

**ECONOMIC SECURITY & OPPORTUNITY**

**CONNECTED, RESPECTED & CONTRIBUTING**