



Ministry of Housing,
Communities &
Local Government

Unique Application No:

EFIF:

MHCLG USE ONLY

ESOL for Integration Fund Application Form

A fund to help local authorities meet the English language needs of their communities.

Please email form to:

englishlanguage@communities.gov.uk

Applications must be received no later than **23.45 on 07 May 2020**

Please include “ESOL for Integration Fund” and the name of your local authority in the subject line.

Ministry for Housing Communities and Local Government
March 2020

Organisation details

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|--|--|
| 1.1 Eligibility Area (Please refer to list Annex A) | |
| 1.2 Local Authority | |
| 1.2 Address | |
| 1.3 Name of contact | |
| 1.4 Job title of contact | |
| 1.5 Telephone number of contact | |
| 1.6 Email address of contact | |
| 1.8 Has this local authority previously been, or is it due to be, an integration area? Please provide details. | |
| 1.9 Has this local authority ever received funding from the Controlling Migration Fund for ESOL purposes? Please provide summary details. | |

Guidance notes

- Please refer to the prospectus when completing this form.
- Please keep additional supporting material and diagrams to a minimum, templates are available for use in this document. Key information must be drawn out in your answers below.
- Depending on scale and complexity of the proposal we may seek additional information.
- Information in your application may be shared with other Government colleagues for the purpose of developing our understanding and informing wider policy development and best practice.
- If your application is successful, we will need confirmation that your authority's Section 151 Officer is aware of and content with the proposal.
- Use of black type, Arial font 12 is preferred.

Summary of your proposal (250 words maximum)

This should cover the key points from sections 1 to 4 below

| | Delivery of community based new to ESOL (taught sessions) | Delivery of community based social mixing opportunities (ESOL clubs and activities) | TOTAL |
|--|--|--|--------------|
| Amount requested | | | |
| % of bid <small>It is recommended that clubs/activities do not exceed 25% of total bid</small> | | | 100% |

Alternative delivery of your proposal

We are monitoring the situation with relation to the Covid-19 outbreak in line with the latest government guidance. You may wish to use this section to demonstrate what and how your proposal would deliver should social distancing measure be maintained over a longer period.

Your proposal will continue to be evaluated based on our original published scoring criteria.

1. Impact of proposal on learners and local community

Please set out the expected impact of your proposal, detailing both taught sessions and social clubs and activities elements, on learners, participants and the community:

Effective Targeting

- How will it identify target learners and specific geographical locations using national and local data?
- What is the strategy to encourage enrolment, participation and retention of target learners?
- How will your proposal acknowledge and address barriers to learning, for example concerning accessibility and childcare?

Effective integration

- What is the expected change in English proficiency in speaking, listening, reading and writing from taught sessions and how you will attain this?
- What is the expected change in confidence in using functional English in a variety of day-to-day settings such as speaking to a child's teacher or visiting a GP alone and participation in the local amenities and transport through your proposal interventions and how you will attain this?
- How will the proposal's interventions connect learners to local services and amenities including signposting to sources of advice and support on a range of issues that may directly or indirectly affect them (for example, employment, health and wellbeing, domestic violence and abuse, hate crime and support for victims or concerns regarding extremism and radicalisation)?

This section represents 30% of the total marks (750 words maximum)

Please complete sections (a) and (b) on page 8 to support this section

2. Deliverability

Please set out the proposal's arrangements for investment and workforce required to ensure sustainability and quality taught session provision including:

- How will it provide high-quality pre-entry ESOL in community-based settings and premises?
- How will it provide suitably qualified ESOL practitioners/teachers (L5+) to deliver ESOL to learners new to ESOL (pre-entry- entry level 1)? Or offer of robust alternative delivery model?
- How will it deliver standard monitoring and assessment of learners, at entry and exit of courses, as directed by the department?
- How will it deliver relevant practical language and literacy skills in reading, writing, speaking and listening for use in every-day situations?
- How will the curriculum and activities build learner confidence to use local services, amenities and public transport?
- How will it supply Matrix-accredited advisors for provision of information, advice and guidance (IAG), (a minimum of 1 session per taught learner) to support progression towards further learning and longer-term goals such as volunteering or employment.
- How will it provide suitably trained language support assistants / volunteers to support taught sessions and support the professional development of these volunteers/ assistants?

Please set out the proposal's arrangements for investment and workforce required to ensure sustainability and quality social mixing clubs and activities including:

- How will it provide high-quality pre-entry ESOL in community-based settings and premises?
- How will it provide suitably trained language support assistants / volunteers to lead or support delivery of clubs and activities and support their professional development?
- How will the proposed clubs and activities build learner confidence to integrate more widely and use local places services and transport?

Please set out the proposal's arrangements for investment and workforce required to demonstrate:

- How will it provide OFSTED registered childcare to support learners with children?
- How will it work with other local ESOL providers and organisations to develop clear progression pathways for all participants?

Please complete sections (c) and (d) on page 9 to support this section

This section represents 30% of the total marks (1000 words maximum)

3. Financial Viability

Please set out the proposal's arrangements to provide value for money by demonstrating:

- How the proposal has identified all relevant fees, costs and total cost per output (i.e. costs per learner), and how this represents the best use of money.
- Clear profiling of all costs including any procurement activities, and any other funding, for duration of delivery in a sensible way.
- How the proposal has identified potential delivery risks, and the mitigations that will be taken to address and manage them.
- How the proposal has identified potential financial risks, and the mitigations that will be taken to address and manage them.

Please complete sections (e) and (f) on page 10 to support this section

This section represents 20% of the total marks (500 words maximum)

4. Project Management and Governance

Please set out the proposal's arrangements to ensure robust project management for:

- Governance of the proposal
- Delivery implementation and timeline
- Managing quality control and consistency across all providers of tuition.
- Capacity to monitor, collect and collate participant data from community settings.
- Capacity to collect, collate and return regular and accurate participant data including the return of aggregate (i.e. settings location and postcode, earner numbers enrolled and completing on taught sessions and their characteristics). Full training on monitoring and evaluation will be provided by the Department.
- Capacity and willingness to accurately collect and retain participant data for purpose of longitudinal research study
- The capture and return of outcome and longer-term impact data.

This section represents 20% of the total marks (500 words maximum)

Please complete sections (g) and (h) on page 11 – 12 to support this section

The following templates (a - h) are available to support and evidence sections 1 - 4.

- a. Project Outputs (Section 1)
- b. Project Outcomes (Section 1)
- c. Community Premises (Section 2)
- d. Workforce Planning (Section 2)
- e. Financial Planning (Section 3)
- f. Risk Register (Section 3)
- g. Implementation Planning (Section 4)
- h. Governance structure (Section 4)

a. Project outputs – what, how many and when?

| Description of Project output | Project activity | Delivery target | Monitoring arrangement |
|---|--|-----------------------------------|--|
| <i>Example: Number of new learners</i> | <i>Recruitment to English language training course</i> | <i>x per quarter (x in total)</i> | <i>Captured via learner registration forms, collated by each partnership organisation and returned to MHCLG external evaluator on a quarterly a monthly basis.</i> |
| <i>Example: Number of learners completed course</i> | <i>Retention on English language training course</i> | <i>x per quarter (x in total)</i> | <i>Captured through register of attendance</i> |
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b. Project outcomes – please set out the impacts your proposal aims to achieve, and *how you will achieve and measure* them.

| Description outcome | Project activities – how this will be achieved | How will you record achieving this outcome? | Delivery Date |
|---|---|--|--|
| <i>Example: Increased English proficiency</i> | <i>Language proficiency increased through the provision of language classes</i> | <i>All learners will be required to complete an English proficiency assessment at start, mid-point and end of the course, which will provide a measure of improvement.</i> | <i>Interim measures available after XX months and final measures available on course completion.</i> |
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- c. Identification of community premises** – please set out the community premises you are proposing to use, their type (e.g., community centre, school, place of worship) and any issues you will need to overcome.

| Name of premises | Postcode | Type | Issues and how they will be mitigated |
|--------------------------------------|----------------|---|---------------------------------------|
| <i>Example: ABC Community Centre</i> | <i>ABC 123</i> | <i>Community centre within housing estate</i> | |
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- d. Resource planning** – please set out the workforce and resources you will need to implement your proposal (e.g. ESOL L5+ qualified practitioners, volunteers, matrix accredited IAG advisors, OFSTED registered child carers)

| Type | No. required | How this will be achieved |
|--------------------------|--------------|--|
| <i>Example: ESOL L5+</i> | <i>3</i> | <i>2 from within current FE provision, 1 to be recruited through fund.</i> |
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e. Financial planning - Please set out all costings and fees to demonstrate calculation for total bid and cost per learner for:

- 1) Delivery of community based new to ESOL (taught sessions)
- 2) Delivery of community based social mixing opportunities (ESOL clubs and activities)

Please note:

- Costs cannot include overheads that are calculated as a flat rate percentage. Actual overheads can be included provided they are clearly evidenced/justified and are proportionate to the size, scale and duration of the proposal.
- Costs cannot include management costs/fees that are calculated as a percentage of existing senior management time. Costs can be included for additional project support and management provided these are proportionate to the size of the bid.
- If your bid is successful, we will need confirmation that your authority's Section 151 Officer is aware of and content with the bid. We will contact you for this at the appropriate time.

| Type | Cost / fee | Amount | |
|------------------------|--------------|--------|--|
| Project Management fee | £x x 8months | £x | |
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f. Risk Register – no more than one page

Please set out the identified risks and how those risks will be managed.

Please consider both **project-related risks** (e.g. target group eligibility; sourcing eligible target groups); and **project management-related risks** (e.g. recruitment of qualified staff)

Each risk recorded in the register should be rated according to (

1) the likelihood of the risk occurring (high, medium or low)

2) the impact if the risk occurs (high, medium or low).

Existing controls and mitigating actions should also be recorded for each risk.

| RISK | IMPACT | LIKELIHOOD | EXISTING CONTROLS | MITIGATING ACTIONS |
|------|--------|------------|-------------------|--------------------|
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g. Project Implementation Planning

| Activity | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Comments |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
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h. Governance structure

