

NB. A separate Microsoft Word version of this form is available at [www.communities.gov.uk/communities/neighbourhoodrenewal/inspiringcommunities](http://www.communities.gov.uk/communities/neighbourhoodrenewal/inspiringcommunities) for applicants' use

<b>Inspiring Communities – Application form</b>	
<i>(All sections must be completed)</i>	
<u>For official use only</u>	
Date received	
Date acknowledged	
<b>Name of neighbourhood:</b>	<b>Birkenhead ,Tranmere, Leasowe</b>
<b>Full contact details for primary contact within <u>accountable body</u>:</b>	
<b>Name: HOWARD COOPER</b>	
<b>Position: DIRECTOR CYPD</b>	
<b>Organisation: WIRRAL BOROUGH COUNCIL</b>	
<b>Address:</b>	
<b>Email:</b>	
I certify that I have understood the necessary accounting and reporting responsibilities for my organisation and, if this application is successful, am prepared to take on this role on behalf of the partnership responsible for our local Inspiring Communities programme. (see section 4 of main information pack and Annex D for details of responsibilities of the accountably body)	
<b>Signature:</b>	<b>Date: 01:06:209</b>
<i>Note: Digital signatures are acceptable</i>	
<b><u>If different</u>, full contact details for <u>Campaign Leader</u></b>	
<b>Name: LORRAINE KRIMOU</b>	
<b>Position: MANAGING DIRECTOR</b>	
<b>Organisation (if applicable): MTEC LTD , HTEC LTD , LWC</b>	
<b>Address: LEASOWE MILLENNIUM CENTRE TWICKENHAM DRIVE LEASOWE</b>	
<b>Tel: 0151 637 1812</b>	
<b>Email: l.krimou@btinternet.com</b>	

**SECTION 1: CONTACT INFORMATION AND INITIAL ELIGIBILITY****1A: Local authority name:**  
**WIRRAL BOROUGH COUNCIL**

*Neighbourhood must be within one of the eligible local authority areas listed in section 4 in the main information pack.*

**1B: Neighbourhood definition and deprivation**

*Using the reference map for your local authority area (available at <http://www.communities.gov.uk/communities/neighbourhoodrenewal/inspiringcommunities>), provide the Lower Super Output Area (LSOA) codes for the grouping of LSOAs which best fit the boundaries of your neighbourhood. (See Annex B 'Guidance on reference map' for more information.)*

*Also tick or cross to show whether each LSOA is shaded green. The green shading on the eligibility map indicates LSOAs in the most deprived 10 per cent in England on the 2007 Index of Multiple Deprivation. Neighbourhoods including one or more LSOA shaded green are eligible.*

LSOA code	Green?	LSOA code	Green?
E01007204A	✓	E01007124A	✓
E01007205A	✓	E01007125A	✓
E01007120A	✓	E01007132A	✓
E01007121A	✓		
E01007122A	✓		
E01007123A	✓		

**1C: Estimated neighbourhood population: 10,000**

*Neighbourhoods are expected to have approximately 5,000 – 10,000 residents*

**1D: Confirm your application is from a neighbourhood partnership including, as a minimum, the responsible local authority, a local secondary school and a third sector organisation, and which has an identified campaign leader**

*Later in this application form you will be asked to provide fuller details about the partnership.*

**I can confirm that there is a neighbourhood partnership that consists of Wirral Borough Council , Oldershaw Secondary School and the Affiliated Social Enterprises and Registered Charity, MTEC Ltd, HTEC Ltd and LWC ( Leasowe Women's Centre trading as Learning and Well-Being Centre)**

**1E: Confirm your partnership has, or is committed to prepare, a collectively-agreed description of the purpose, scope and structure of the partnership.**

**The partnership is prepared to commit to the above.**

**1F: Confirm that the accountable organisation has understood, is willing and has the capacity to take on the necessary accounting and reporting responsibilities**

*See section 4 of the main information pack and Annex D for information about these responsibilities.*

**1G: Confirm the latest annual report and audited financial statements from the accountable organisation are attached to your application**

*This does not apply where the accountable body is a local authority.*

*If audited financial statements are not available at the time of making this application, the accountable body must provide a statement, agreed with its auditor, explaining the situation.*

**Not applicable as accountable body is Local Authority**

## SECTION 2: PROGRAMME OF ACTIVITIES

### 2A: Provide initial costed plans a programme of locally-developed activities

Using the table below, set out your initial costed proposals for the additional activities and opportunities that you would like to offer through the Inspiring Communities grant programme. This may include scaling-up or broadening of existing work.

Please refer to the information in section 5 under 'Funded programme of activities' in the main information pack, including budget information.

Propose activities that will contribute to the following four core aims:

- Broadening young people's horizons
- Providing advice and inspiration to young people
- Raising parents' own aspirations and self-confidence, so that they can support their children to take up opportunities and to make positive, informed choices
- Developing strong social networks in communities, raising community pride in young people and drawing out the talents of the community to support young people

Be realistic in your costings and consider which activities may offer best value for money.

Activity	Estimated cost (£k)		Details <ul style="list-style-type: none"> <li>○ Which of the four core aims does the activity address</li> <li>○ What activity involves</li> <li>○ Who will lead in carrying out</li> <li>○ How many people will benefit, and from which groups</li> <li>○ Breakdown of cost for different elements of activity</li> </ul>
	Yr 1	Yr 2	
<b>Turn around project Delivered at Leasowe Millennium Centre, Leasowe Oldershaw School, Wallasey Holy Cross Centre for Young people Bidston</b>			<p>This project addresses all of the core aims.</p> <p>All of the project activities (self awareness and personal(emotional and physical) well –being, social awareness and social well being and various vocational tasters) are all designed to re-focus the young person to look beyond themselves, to discover their sense of self and self worth through activities that promote conscious positive regard of others; where others are the beneficiaries of their positive actions- in effect, learning about the self through the pleasure of giving and helping others. Therefore all activities will be solution focussed rather than issue focussed.</p> <p>This course is portfolio based but non-accredited to reduce pressure on the learner to perform and achieve to given standards; as all learners will be at different stages of emotional development and social maturity, we feel that at this stage of social and educational development we have to be acutely aware of and address the individual needs of a learner but to also encourage the concept that self regard, respect and self confidence can be best achieved by taking pride in positive and concrete, tangible inter-action with and towards others.</p> <p>MTEC will lead in the practical aspects of this project. IAG will be provided by Oldershaw. Numeracy and literacy is embedded in the activities and is re-emphasised more strongly towards preparation period for year 11 .This project is aimed essentially but not exclusively at Yr 9/10 learners who are at risk of disengaging or becoming excluded from mainstream education. Elements of the project include activities for parents and/or carers. We anticipate providing for up to 2 groups of 6 young people per day - 12 learner places per day, 60 learner places per week at full</p>

	44 10	46 10	<p>capacity.</p> <p>Success on this project can lead directly to The Green House and ACCREDITED vocational training opportunities</p> <p>Staff and on costs ( 1 full time 2 part time teaching staff)</p> <p>Resources and activity costs</p>
<p><b>THE GREEN HOUSE</b>  <b>Delivered at</b>  <b>Holy Cross</b>  <b>Presbytery</b>  <b>Bidston</b></p>	1 22 06 04 04 43 07	0 22 08 01 02 43 10	<p>An environment friendly project that provides opportunity for young people to achieve L2 BTEC's in, Construction, Textiles, Horticulture and Workskills. This project is about recycling household goods to refurbish and renovate a house. The young people involved on the course will be at the forefront in planning, costing and sourcing household goods for renovation and refurbishment. The garden will be used for producing vegetables and flowers and there is the room for a secure, walled garden for introduction courses in landscaping. The produce of the gardens will be distributed to the learners and their families and the local communities. Flowers and foliage will be able to be used for learners on the Floristry BTEC L2 course. Wherever possible and appropriate, we will also be delivering Workskills qualifications and organising work placements and experience so that young people can appreciate that the skills they acquire on this course are applicable to the wider world of work and private enterprise. We are confident that a bold project such as this will prove to be stimulating and motivating for young people.</p> <p>The finished house will be used as a short –stay, residential half way house for young people leaving care and as an information and guidance day centre for teenage parents/parents to be , where they will also be able to access accredited parenting courses, at this point of the project we would expect to invite Sure Start and the PCT to participate.</p> <p>House and garden clearance costs ( skips etc)</p> <p>Rent and rates</p> <p>Utilities</p> <p>Project Materials and sundries @ £300 per room</p> <p>Horticultural costs</p> <p>Teaching and Course Registration Costs for up to 40 learners</p> <p>Cleaning staff</p>
<p><b>Community Pledge</b></p>			<p>We want to ensure that 90% of registered participants will achieve as a minimum the Foundation Diploma, and for those who progress, a minimum of 5 GCSE's grades A*-C or equivalent on leaving mainstream education.</p>
<p><b>Community Twinning</b></p>			<p>By working closely with the school we will be able to ensure that young people from different LSOA's will engage more positively</p>

			and thereby reduce anti social behaviour and promote wider social cohesion. Ensuring that Parental involvement in some elements of the project will help to raise awareness in the community that whole family involvement will reinforce the positive and wider social aspects of the learning.
<b>Co-ordination costs in design phase</b>			<p><i>NB: This may total up to £50,000 and is the initial amount released to successful partnerships to develop a final costed programme of activities within three months of selection.</i></p> <p><i>Includes staffing and wider logistical support. Please include a breakdown of individual costs contributing to the total for co-ordination</i></p> <p>18      18      Strategic Management and Quality Assurance Management calculated at 60% of Campaign Leaders Current Salary</p> <p>16      16      Pro Rata contribution to Salary costs (60% of £26K for 3 dedicated days per week, this post will also have liaison responsibilities for the 'Turn Around' project) for Community Liaison Manager (seconded post from Oldershaw).</p> <p>08      Part time Project Administration post( 16 hours per week)</p>
<b>Co-ordination costs after design phase</b>	00	40	<p><i>NB: Total co-ordination costs (in and after design phase) may be a maximum of 40% of the total cost in each year.</i></p> <p><i>1x Full time @22K 2x part time @ £9k each key workers for Respite Stage of project</i></p>
<b>TOTAL COST</b>	<b>£175k</b>	<b>£224K</b>	

**2B: Provide initial proposals of the outcomes and intermediate outcomes that will be most relevant to your local programme (max 300 words)**

*See section 2 in the main information pack. For successful neighbourhoods this information will be passed to the organisation responsible for the programme's national evaluation to contribute to their development of an overarching outcomes framework.*

*Initial proposals of the outcomes are that young people will achieve an improvement in Educational attainment via non-mainstream activities; alternative and vocational curriculum. Absenteeism is reduced and they will demonstrate improved behaviour and attitude towards others. Evidence of these achievements is identifiable via teachers and self reporting and improvements in behaviour and attitude by teacher's testimonials. Learners who are not capable of improving educational achievement will be offered the opportunity to study Workskills to build on their positive non- academic qualities and characteristics to support their employment prospects. However, the partnership will be working hard to ensure that each learner will be supported to fulfil their potential.*

## SECTION 3: PARTNERSHIP WORKING AND LINKS TO EXISTING ACTIVITIES / PRIORITIES

### 3A: List existing relevant local activities

*Please list and provide a one-sentence description of any existing activities with young people, their families or the wider community, which have raising aspirations and attainment locally as an aim or notable indirect output. Do not include here any central government programmes or pilots.*

*Note: The level of existing local work will not affect scoring of your application, but will be considered by the assessment panel in ensuring a spread of neighbourhood circumstances and locations are chosen.*

We are aware that there is already significant work being undertaken by various community organisations in these wards; however, we understand that the activities that are already being delivered to young people would not be duplicated by the activities that we propose to deliver. Our activities and projects in whole or part are a natural progression for young people who have already successfully completed, self esteem and confidence courses at other organizations.

### 3B: List existing relevant government pilots

*Please list any government pilots operating within, or providing services to, your neighbourhood which have the raising of aspirations and attainment locally as an aim or notable indirect output.*

*Note: The presence of existing pilots will not affect scoring of your application, but will be considered by the assessment panel in ensuring a spread of neighbourhood circumstances and locations are chosen.*

The 14-19 Engagement programme  
Working Wirral

### 3C: How will you engage these existing local activities and government pilots in your local programme? (max 300 words)

*Identify where new the Inspiring Communities programme is most likely to be supportive of existing work and if there are any areas where it may not be and how this will be managed (e.g. be clear if there are certain partners for whom involvement in the Inspiring Communities work would distract disproportionately other key objectives).*

All of our accredited courses provide a direct progression route into Apprenticeships and or employment or further education and training. We already have close working links with Connexions. The Local Education Authority and local FE providers to support progression and further training and education. We have over the past few years also developed strong working links with the private sector and last year we moved 6 of our most able learners into apprenticeships with local employers. I do not envisage that this new programme has any areas that will not be supportive of existing work in the community.

**3D: Explain how a local Inspiring Communities programme would contribute to wider strategic priorities (max 300 words)**

*Refer to your area's Sustainable Communities Strategy, Local Area Agreement and Children and Young People's Plan. Where appropriate, you may also quote relevant needs analyses, strategic plans and priorities set at neighbourhood, local and regional level*

This project contributes to a multiple of wider strategic priorities. The project addresses all of the outcomes of 'Every Child Matters'

- Be healthy
- Be safe
- Enjoy and achieve
- Make a positive contribution
- Enjoy social and economic well-being.

It also addresses LAA's on achievement at Key Stage 4, especially as this project is focussed on an area that has the lowest attainment levels in the Borough. It also has the capacity to reduce absenteeism and increase participation and the aspirations of young people and their families, in fact the work that MTEC has undertaken through the local 14-19 engagement programme and the Alternative Curriculum provision has already achieved a positive impact on engagement and attendance levels of yr 10.11 and 12 learners. For example. One of our most notable achievements last year was a young learner who went from 20-25% attendance to 93% at school and also achieved the highest marks in the country on her chosen alternative curriculum studies; she is now undertaking an apprenticeship. We are also aware that projects such as this will inform 'Next steps' and may influence future LAA decisions and our Local Sustainable Communities Strategy- More prosperous, more equal. More prosperous as there is the opportunity to provide these young people with employable vocational skills and qualifications before leaving schools thereby reducing the potential for them to fall into the NEET category and more equal, as achievement will increase the life chances and quality of social being for our young people.

**3E: Outline the partnership model for your neighbourhood (max 300 words)**

- *Identify any existing neighbourhood partnership structures*
- *If proposing a new structure, explain why needed and how it relates to any existing partnerships*
- *If proposing to build upon an existing structure, confirm there will be capacity to provide leadership on Inspiring Communities (Note: Co-ordination funding is provided to support partnerships)*

We are proposing to build upon an existing working structure between the parties. Oldershaw and MTEC have over the last 2 years developed a flexible and mutually supportive and pro-active partnership that is based on trust and respect. These new projects mean that we will be able to work even more effectively together for the benefit of the young people, especially as Oldershaw will now have direct input into the shaping and development of alternative curriculum delivery rather than buying into an existing service delivery. This will also have the added bonus of young people being able to see at first hand how all the different social institutions of home , education and work mesh together to make a more cohesive and healthy , happier community.

✓ **3F: Confirm you have attached a signed statement of commitment from core members of the neighbourhood partnership**

*Partners should state their:*

- *willingness and capacity to jointly oversee design and delivery of a local campaign*
- *endorsement of the identified campaign leader and accountable organisation*
- *willingness to work with the programme's national evaluators, design & marketing and resource mapping support organisations, and to participate in the network of Inspiring Communities*
- *commitment to explore aligning local resources and programmes that contribute to raising aspirations and attainment*

*Note: Digital signatures are acceptable. Where possible, statement should note endorsement from the upper-tier local authority's Local Strategic Partnership, or confirm that the LSP is being approached.*

**3G: Outline initial ideas for ambitious joint-working arrangements between partners to join up services and resources through the Inspiring Communities campaign (max 500 words)**

*Include reference to the following themes and any existing progress in these areas and identify specific commitments wherever possible:*

- *Opportunities for pooling/aligning of budgets between partners.*

Secondment of staff maximises the ability to pool human resources and distribute the financial costs and other resources as available and on demand to the project. It ensures parity between partners' investments and commitment to the project. It also clearly demonstrates to the local community the benefits of working with others.

- *proposals of freedoms and flexibilities from government which could improve service delivery*  
The independence of being a self-sustaining Social Enterprise means that we enjoy the freedom from lengthy bureaucratic decision processes, enabling speedy resolutions and implementation to possibly changing circumstances – both pro active and reactive to changing demands and as the project advances, the ability to move finances and other resources quickly to areas of demand and need, to ensure minimum disruption to the project.
- *joint service planning e.g. joint needs assessments, joint business plans, joint commissioning, shared appointments, shared governance arrangements.*

The partnership will be drawing up joint service planning and governance documents, to clarify each others role, function and duties and responsibilities in the project.

- *longer-term potential for co-location of services*

This project will be multi-location based (please refer back to costings grid) from the initial phase through to completion and beyond. The longer term potential is to work more closely with the Dioceses for the community benefit by extending provision into other buildings on the site. Notably to use the Church as Music and Arts centre and cafe for young people.

## SECTION 4: LOCAL LEADERSHIP AND COMMUNITY ENGAGEMENT

### 4A: Outline the community credentials and approach of campaign leader (max 400 words)

Please include:

- *brief background information on campaign leader*
- *how (s)he will be effective in bringing together local citizens and organisations to drive the campaign forward*
- *his/her profile in the local community*
- *his/her commitment to work across a range of social groups*

Note: *The campaign leader may choose to complete this section as a personal statement.*

Lorraine's, who is currently the Strategic Director of the Social Enterprises, Mtec and Htec and the community based registered Charity, The Leasowe Women's Centre ( trading as The Learning and Well-Being Centre) She has extensive experience of managing change and project development, both in the private and public sector. She ran her own local business employing 6 local people and was successfully self-employed for 22yrs before turning her attention to Community and Voluntary work, where all the projects she has devised and developed have been employment skills focussed. All of these projects have been successful and enabled the re-furbishment and continuing development of the Learning and Well-Being Centre . She has also supported colleagues in their own start up private enterprises, all of which have had local success, one of which has now been acquired to run as a social enterprise and is known as HTEC Ltd . Lorraine has a thorough understanding of effective management techniques and protocol and has a highly developed democratic and inclusive approach to personnel and project management. Lorraine has also worked in the Adult and Further Education sector, both at City of Liverpool Community College and Wirral Metropolitan College. She has also been an Associate Examiner for a National Awarding Body, overall Lorraine has more than 20 years experience working with young people and adults in a learning environment.

Lorraine has secured substantial capital and revenue funding for non-accredited adult learning from the Local Council and The Big Lottery Fund and was recently invited to participate in their Big Think. In total, she can demonstrate that she has both a sound knowledge and practical experience of the training and skills sector from set-up to delivery and finance and quality assurance administration protocol. Lorraine's qualifications are commensurate with her work experience, having all relevant Trade Qualifications and a first degree in Social Studies and a Post Graduate Certificate in Education. Last but not least, Lorraine is a strong proponent of Social Enterprises and is thoroughly committed to the ethos of enterprises working in the local community for the benefit of the local community. This commitment is demonstrated by the set up of two social enterprises that besides offering vocational training and education and real work experience, the surplus profits will be dedicated to providing learners with post qualifying work experience and supporting the health promotion and social inclusion activities of The Learning and Well-Being Centre in Leasowe Millennium Centre. Lorraine was also invited to participate in the Central Government Consultation on cross community Interactions that underpinned the final report from the National Community Forum 'What Works in Embedding Cross Community Interactions' in London last year.

In recognition of her work in the community she was recently invited by the Prime Minister to attend a reception at 10 Downing Street to celebrate International Women's Day and has also been invited to attend the Social Entrepreneur of the Year Awards in London later this month. She has also been successful in being selected to represent New Labour in the local elections next May and will be standing for election in Leasowe and Moreton East.

**4B: Outline how you will mobilise and involve the local community in the design and delivery of a local Inspiring Communities programme (max 600 words)**

*Please set out:*

- *details of initial consultation with local people (including young people) in preparing this application*  
**Oldershaw's specialism is Business and enterprise, and we aim to make this a working case study for their A level courses. They will be responsible for devising and analysing consultation data.**

- *ongoing plans for engaging diverse local people (including young people) in the design of the campaign*

**Ensuring a variety of activities that reflect popular culture will attract young people to the centre. We will also be building on MTEC's existing working links with Wirral Change and the Multi cultural Centre to engage young people from Ethnic Minorities.**

- *ongoing plans for engaging diverse local people (including young people) in the delivery of the campaign*

**Maintaining and extending networks, active participation in larger consortias, such as VOLA and CVS. Building in responsive reflective practice ensuring that feedback is obtained by various methods at regular intervals. Developing a young peoples board of trustees', from young people who have engaged and achieved on the courses.**

- *how you would ensure that the campaign is effectively communicated to local people (including young people)*

**Use of features in local press use of local radio school assemblies and news letters leaflet drop**

- *how you will build local capacity for civic engagement*

**Post funding activities will support the LA with responsibilities to Children leaving care by providing ' half-way house' services. Respite care for young people with family problems/issues. Learning and part time residential centre for teenage parents and parents to be. 'Blast from the \*Past' Café where they can socialise hang out and access informal IAG.**

## SECTION 5: SHARING INNOVATION AND LEARNING AND MAINSTREAMING WORK

### **5A: Outline plans to inspire other areas with your work on Inspiring Communities and to share points of learning (max 400 words)**

*In your response please suggest how, in addition to working with the network of selected neighbourhoods, you will share innovation and learning both between organisations and between citizens.*

We already operate open and transparent practices and through thorough networking we have always willingly shared best / effective practice. We are and will continue to be receptive to and active in local consortia that are dedicated to improving the social and economic well being of young people. We are already members of 14-19 Partnership, have strong working links with Sure Start and the Local PCT and regionally we are active in the VOLA 14-19 Merseyside wide partnership.

### **5B: Outline plans for mainstreaming work after the funding period and how you will maintain momentum and support for activities to raise aspirations (max 400 words)**

*In your response please cover:*

- *where you predict there will be scope to continue activities after the current two year funding period and what actions will be taken to make this possible*
- *how will local progress be maintained and furthered*
- *how will you pursue and involve potential future funders and supporters early on*

We predict that with the support of the Dioceses of Shrewsbury, who have offered us the use of further buildings on the site of Holy Cross, and examples of self sustaining activities from MTEC and HTEC we will be able to utilise elements of the Green House project for income generating purposes which will lend to the project becoming self sustaining. The projects activities are saleable to other schools in the borough and providing respite care for young people will attract service provision funding from the LA. We also expect the local community to become increasingly pro-active in taking ownership of some of the planned projects; a 'Blast from the Past' smoothie and snack (healthy and we can use the produce from the gardens) Café and a Music and Arts Activity Centre, these are projects that can be very cost effective to run, have the potential to raise funds and provide opportunities for volunteering.

## SECTION 6: YOUR NEIGHBOURHOOD

### 6A: Describe local population make-up and local employment trends (max 200 words)

- Describe the neighbourhood age profile
- Identify the key ethnic and faith communities represented in your neighbourhood
- Describe employment levels and key employment sectors locally

*Note: This information will not affect scoring of your application, but will be considered by the assessment panel in ensuring a spread of neighbourhood circumstances and locations are chosen.*

The areas are predominantly white Christian and the catchment area of Holy Cross is strongly Catholic. On the Wirral as a whole the Ethnic population is approx 2%, and this is reflected in these LSOA's. The neighbourhood age profile Overall, the Bidston and surrounding areas have a relatively young population profile. There are some areas with high concentrations of severe deprivation, where inter-generational state supported living forms the basis of the sub-culture. Parts of the area experience higher than average levels of anti social behaviour and risk –taking behaviour i.e., drugs and alcohol are a common feature. Life expectancy is shorter than the Wirral average for both men and women, overall these areas suffer multiple social deprivations that are synonymous with inner city living.

### 6B: Describe attainment at key stages 3 and 4 in the secondary school(s) serving the neighbourhood and identify under-performing pupil groups (max 200 words)

*Note: This information will not affect scoring of your application, nor will it be factored in selecting a spread of neighbourhoods. It is requested to encourage applicants to consider need for an Inspiring Communities programme locally and to provide initial information for the national evaluators.*

The attainment of young people in these areas is generally considered to be of particular concern because whilst The Wirral has a higher than national average in A\*-C GCSE's (46.1 compared to 43.6 including English and Maths) the percentage achievement in the LSOA's are +/- 29%. Overall the consensus is that low level Numeracy and Literacy skills continue to be a cause for concern and represents one of the main barriers to employment, skills training and personal development.

### 6C: Describe aspiration levels of young people in your neighbourhood and the presence of community characteristics associated with lower aspirations (max 300 words)

*In considering this issue, you may find it helpful to reflect on the analysis and discussion paper on 'Aspirations and attainment amongst young people in deprived communities' at [http://www.cabinetoffice.gov.uk/media/109339/aspirations\\_evidence\\_pack.pdf](http://www.cabinetoffice.gov.uk/media/109339/aspirations_evidence_pack.pdf)*

*You may choose to refer to:*

- information from local surveys (such as Tell Us for schools) or discussions with community groups
- evidence on one or more of the community characteristics associated with lower aspirations - close knit but insular social networks, isolation from cultural, educational and employment opportunities, history of economic decline and low population turnover
- key attitudinal barriers affecting young people's attainment and broader life chances
- the educational aspirations probability measure depicted on the reference map for your local authority area (more information on which is available in Annex B 'Guidance on reference map') – you may agree with or challenge this

Our experience of direct working with young people from deprived areas corroborates all evidence to date that the socio-economic circumstances of the family and local community severely impact upon a young person's perception of work and education. For many of these young people, training, education and employment are not a focal aspect of family life. Family life is often dysfunctional with poor parenting being repeated through the generations. The subsequent development of a sub-culture that has developed through response to exclusion from mainstream values exacerbated by the lack of skill matched employment opportunities, the social problems and barriers to improved life chances that these young people face are greatly increased. It is difficult for them to adopt mainstream values and intentionally exclude themselves from their community culture and risk alienation from their own group. Change will be slow and difficult and needs to be introduced within their communities with tangible rewards for participating in a format that reflects popular culture and popular social messages. We firmly believe that we need to reach and engage with these young people before they arrive at school leaving age.

*Note: This information will not affect scoring of your application, nor will it be a factored in selecting a spread of neighbourhoods or affect the outcome of your application in any other way. It is requested to encourage applicants to consider need for an Inspiring Communities programme locally and to provide initial information for the national evaluators.*

**Once completed, please submit this form electronically, along with requested financial statements and statement of commitment from partnership members to [Cheryl.DeFreitas@Communities.gsi.gov.uk](mailto:Cheryl.DeFreitas@Communities.gsi.gov.uk)**