



THE BEAUCHAMP COLLEGE

# BEST

Beauchamp Extended Service Team

A photograph of a winding asphalt road with yellow double lines, curving through rolling green hills. The sky is blue with scattered white clouds. The overall scene is bright and scenic.

## CLIENT ASSESSMENT AND THE BID PLANNING DOCUMENTS FOR EXTENDED SERVICES AND COMMUNITY COHESION PROJECTS

Supporting your way forward



# PROJECT 1

## PROJECT AND BID PLANNING

### **1. Main need, problem or issue. What needs to change?**

*e.g. families with language difficulties are isolated, lots of litter around the estate, many of local young people are involved in anti-social behaviour, lack of skilled committee members in small community organisations.*

### **2. Your evidence of need and how it fits with the following:**

*e.g. asking people with experience of the need, your own experience or what you have seen, research into the scale of the need, local statistics about the population in the area or levels of deprivation (such as from the census or other more recent surveys) or other statistics, experience of other similar projects, the findings of research, findings from a consultation exercise that asks people who have the need what they think would help.*

### **3. How the project fits with:**

Local strategies and their evidence

Regional strategies and their evidence

National strategies and their evidence

#### 4. Understanding the reasons for the need.

Overall problem  
*What is the need?*

*e.g. Young People roaming the streets at night after dark.*

Understanding the reason for the problem  
*What is the evidence for it?  
What is causing it?*

*e.g. No youth provision or too few chill out places for young people.*

Possible solutions that could be brought about by the project  
*What can you address? What are others already doing?*

*E.g. Provision of a Youth Centre or Chill Out shelters in the parks.*

#### 5. Who will benefit from your project?

#### 6. Why will this project be the best approach to meet the need?

**7. Is your organisation undergoing any major change in the near future that could affect its ability to secure future funding? If so, what would be the implications/challenges to overcome?**

# AIMS AND OUTCOMES

- The overall point of your project.
- Use change words.

- Young people positively engaged in the community.

**OVERALL AIM**

- The difference you intend to make or the change you aim to bring about for your beneficiaries, the community or the environment.
- More, better, less, improved, stable, not worse.
- Use change words.
- What changes will happen.

- Young people are more confident about expressing opinions.
- More positive community attitude to young people.
- Increased skills for young people.
- Young people are more aware of options available.

**AT LEAST SIX INTENDED OUTCOMES**

- The main services and activities you plan to carry out.
- what those working on your project will actually do, week by week.
- Use provide, run organise, produce, promote.
- Use doing words.
- What staff and volunteers will do?

- Community action days.
- Start and facilitate a youth club at the community centre.
- Recruit, check and train volunteers.
- Peer support.
- Encourage and train young people as volunteers.

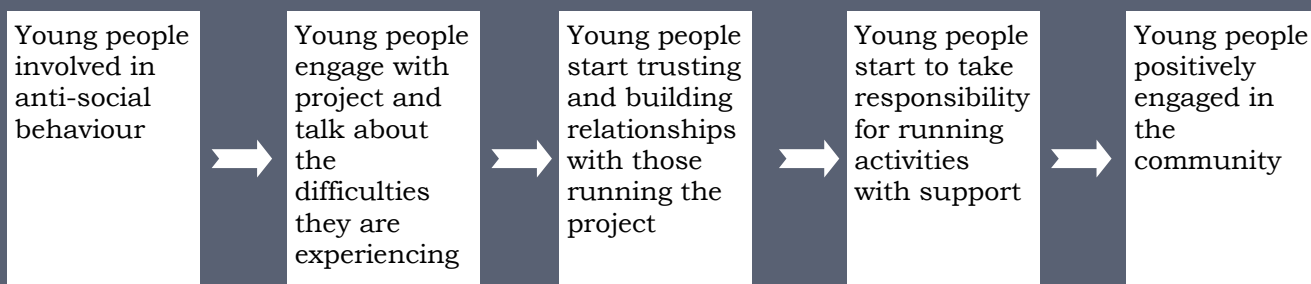
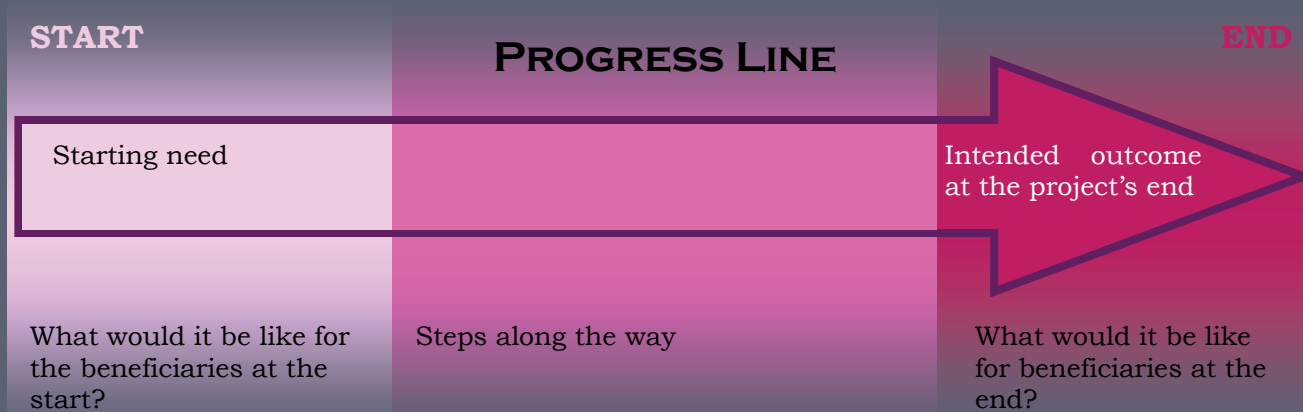
**ACTIVITIES**

\*Mention the main activities as part of the project summary if they help to make it clear what your project aims to do and how it will do it.

# MEASURING PROGRESS

Progress towards your outcomes

How would you know this change had happened?  
How would you know there was progress towards your outcome?  
How would you measure changes/impact on beneficiaries?



You could set milestones to explain how many young people you expect will have reached which stage by which point in the life of your project.

For instance:

75 young people have discussed their difficulties with the project (six months)  
60 young people report that they trust the project workers (nine months)  
30 young people are taking responsibility for running the project (one year)

## 1. Progress of your activities

### SMART milestones for achieving tasks (SMART activity milestones)

Tasks	Date
<i>e.g. Project Co-ordinator appointed</i>	<i>31 January 2008</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## 2. SMART milestones for level of service (SMART service milestones)

*e.g. 16 community recycling events held by 30 September 2008*

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

### 3. Setting SMART outcomes

(Specific, Measurable, Achievable, Realistic, Time-based)

How much change (what and who)?

How many people (numbers)?

When you will have achieved what (dates)?

*e.g. 100 young people in Dungannon understand political processes better by the end of the second year.*

*e.g. 200 more households on the Cullingworth Estate are regularly recycling at the end of the project*

*e.g. 15 local groups who have taken part in the project report more success in attracting funding by the end of the second year*

*e.g. 25 local families with autistic children report reduced stress as a result of respite opportunities (end of second year).*

1.
2.
3.
4.

**4. Be realistic and base numbers on any information we hold. Base it on your experience or that of similar projects, your capacity (time, people, money, and other resources) and/or base it on the scale of need you want to meet.**

1.
2.
3.
4.

**5. How will the project collect data and track progress?**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**6. When will the project produce reports on milestones and outcomes, e.g. 3, 6, 12 monthly?**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

# DATA COLLECTION

## **Gather information from:**

what the beneficiaries of the project say  
what they now do differently and  
what staff and volunteers observe

*by questionnaire, interview or other ways at appropriate intervals (start, mid term, monthly, end, etc).*

## **Remember:**

What do you need to collect?  
Yes/no or more information  
Offer a scale e.g. 1 – 5  
Ask empathetic questions  
Check internet for forms  
Dry run and test the questionnaire  
Do you run with all or a sample of beneficiaries?

## **Other ways of measuring change**

- interview staff, volunteers, members of the public and associated workers about their impressions of the situation at the start and the end
- Collate numbers of people at each event
- Record incidents to see if there is a fall or increase
- Engagement of target audience
- Whether and how target audience is actively more involved or responsible
- Registers (milestone or progress towards an outcome, but not the outcome on its own)
- Some measure of outcomes may only be achieved in the long term after the project e.g. reduction in heart disease. So measure knowledge, attitudes, and behaviour steps along the way.

## **Tips for tracking our outcomes**

- Build tracking into the project from the beginning
- Involve beneficiaries at all stages (complete forms, test forms, identify outcomes and indicators, get others to complete). Give them a say.
- Be creative in gathering information (video, drawing, speech etc)
- Ask empathetic questions
- Check internet for forms
- Dry run and test the questionnaire
- Decide whether to run with all or a sample of beneficiaries
- Research/evaluation must be representative
- Be confidential