

General guidance on preparing a partnership proposal to the Jack Petchey Foundation

Our vision is of a world where young people have high aspirations, the opportunity to develop their potential and the chance to be architects of their own future, to play a full part in society; and to be valued and recognised for the positive things they achieve.

Our mission is to enable young people aged 11-25 in London and Essex to achieve their potential by inspiring, investing in, developing and promoting activities that increase their personal, social, emotional and physical development.

Please be aware that due to the nature of the way we receive our funding, we are only able to make one year commitments. However, for ongoing and lasting relationships our Board can consider and comment on the potential or vision of a multi year plan.

When considering a partnership with the Jack Petchey Foundation, please also familiarise yourself with our 'Approach to Partnership Programmes' document as this summarises our expectations as a partner so that we deliver the best possible opportunities and outcomes for young people.

When preparing a proposal, please use the following headings as a guide:

1. Background

Provide a brief introduction to the history of the partnership programme, the number of years of collaboration, highlights / significant achievements, numbers reached. Please also briefly state your organisation's aims and objectives and how they overlap with that of the Jack Petchey Foundation.

2. Summary of request

Provide an overview of your programme. In brief, please tell us what you hope to achieve and how you will do it. This is a top line summary and there will be the opportunity for detail later in the document.

3. Review of previous year's delivery

For organisations that have worked in partnership with us already, as part of our proposal to our Board we will review the most recent year's delivery. We will be able to take relevant information from your completed end of grant monitoring and evaluation form and therefore

do not need you to repeat anything here. However, if there is something in particular that you would like to specifically draw our attention to, please do make reference.

4. The plan for this year's programme

Please use this space to provide more detail on your programme. We would like to know what you will do, where you will do it and when you will do it.

Please include staff roles and responsibilities and key objectives and milestones.

Please tell us why your programme is needed, and how you address that need.

Please let us know about any ways that you have engaged young people to help shape your programme.

Tell us about the impact of your work and the difference it makes to young people, schools/clubs, teachers/leaders, as well as any 'ripple effects' on the wider community.

Tell us about your expected reach, including:

- How many young people (aged 11-25) will be supported through this funding?
- How many schools in London / Essex will participate in the programme?
- How many clubs/youth organisations in London / Essex will participate in the programme?
- How many educators/leaders in London / Essex will you train/ support?
- Any other key outputs

Please distinguish between the number of direct beneficiaries and indirect beneficiaries and tell us any additional relevant information about particular target groups etc.

As well as outputs, we would like to know the outcomes you aim to achieve. This should answer the 'So what?' question.

The following are JPF's key outcome areas of interest:

1. Increased skills or knowledge
2. Feeling heard/valued/recognised
3. Resilience/wellbeing
4. Self-belief/confidence

We recognise that not all of these will be relevant for all programmes but Table one in the appendix provides more information about what we mean by each outcome area, and some examples of how they could be measured, should it be useful.

Celebration of young people is important to us. Please consider ways you can bring celebration into your programme.

5. Budget

Please tell us the total cost of your project, and how much funding you are seeking from the Jack Petchey Foundation.

Please provide a detailed income and expenditure budget for this project, providing a clear and transparent breakdown. This can be on a separate excel spreadsheet if easier. Please provide a comparison to the previous year if relevant.

For your direct beneficiaries we would also like you to tell us the cost per head and, where possible, the cost per head per hour of your project. In order to do this, we would like you to tell us, with relation to your expected direct delivery, how many contact hours you expect your participants to have with your programme.

Please break this down to stages of your programme, if appropriate, and specify if you are using an average or precise calculation. Please showing your working so we understand the calculations you have made.

In this section, please also tell us why this project represents good value for money. The Jack Petchey Foundation is committed to investing funds effectively. Offering good value does not necessarily mean that your project is cheap to run, but you may be able to provide information to explain how you plan to save expense through the method / practice you use, or how you plan to pool resources to gain better value. You may also refer to indirect beneficiaries of the project here, and how their benefits increase the overall value of the programme.

Sir Jack always believed in a 50:50 principle so, if relevant, please provide details about your organisation's in-kind contribution(s), and if any matched funding has been secured from other funders, or our funding would help leverage other funds.

6. Future development / sustainability

Whilst we cannot commit to multi year funding, it may be relevant for us to understand your long-term vision for the programme. Where possible, programmes will provide a universal offer to schools and youth groups across London and Essex so that as many young people as possible can access the opportunities the programmes provide. They form a package of Jack Petchey programmes that are offered to all schools and youth organisations on our Achievement Award Scheme (where we have around 2000 active schemes in youth organisations and circa 95% of state secondary schools). Please briefly tell us if you think such expansion would be possible and highlight any barriers you may anticipate to achieving this.

In order to be prepared for any challenges we would also like to know of any key areas of risk that you have identified that may face the programme. Please consider the impact should a risk materialise and what measures you have taken to minimise risk.

7. Marketing the programme and use of JPF branding

Ideally, Sir Jack's name will feature in the programme title, acting as a mark of quality for schools and youth organisations. At a minimum, the JPF logo will appear on all materials, social media, web presence, tee-shirts, banners, events etc. produced by our partner programmes.

Where possible, programmes should include reference to Sir Jack Petchey's unique and inspiring story. JPF will support in identifying appropriate lessons from Sir Jack in the programme content.

We want to shout about the wonderful things young people do and make sure that Jack Petchey's association with the work is clear. Please consider and detail in your application any ways that you can work with us to achieve positive news stories.

8. Monitoring / Reporting

Please provide information on how you will measure, monitor and evaluate success.

Our partnership grants are not one-off transactions. We require light-touch monthly updates from you, and quarterly monthly meetings (in face or digitally), which will follow an agreed agenda and provide an opportunity to share successes and highlight challenges.

At the end of the year we would expect completion of our monitoring and evaluation form (which can be shared at the grant offer stage). This is designed to provide an annual report of activity and impact to the Jack Petchey Foundation, looking at the difference your work makes.

9. Operations and management

Please set out your most recent year's income and expenditure and include a copy of your most recent annual report and accounts. Please summarise any significant changes since the last report.

Please also describe your organisation's management structure (including posts within the senior team).

Please confirm you have an up to date Safeguarding policy, detail the date of last approval and attach to this application. We will need to know you have sufficient procedures in place to ensure the young people you work with will be safe.

Appendix

Table One – details on outcomes

Outcome	Some examples of questions that could be asked
Increased skills or knowledge	<p>My XXX skills have improved, Or feedback that teachers'/trainers' skills had improved. Most partners will be tracking team-working, communication, working under pressure, but others include physical activity, CV writing, knowledge about what future employers are after.</p> <p>If you track a number of indicators measuring increased skills or knowledge please provide the detail here. In addition, please include in the box where any skills or knowledge have been improved (so % of young people improving any of skills measured).</p>
Feeling heard/ valued/ recognised	<p>While recognition itself is not an outcome, feedback from partners and supporting evidence from academic research suggests that feeling valued or heard and being recognised is a crucial element of building self-belief and resilience.</p> <p>Ideally, this is measured as something like 'I feel my opinion / contribution is valued' and tracked either pre- or post- activity or as that young person progresses through the stages to show how the programme has influenced the extent to which the young person feels the value of recognition. Otherwise a one-off 'It feels good to be recognised/ receive a medal for my efforts' is useful.</p> <p>This is of course applicable to where the programme has a competitive, celebration or awarding element. If there is no awarding element to the programme, please do not feel you need to track this.</p>
Resilience/ wellbeing	<p>Based on feedback from some partners, we have now separated resilience/ wellbeing and self-belief/ confidence, although recognise there are elements of each that relate to each other strongly. In this definition, we really mean resilience as the ability to cope with pressure, and [positively deal with challenges / setbacks / failures.</p> <p>Some partners will be using the Shortened Warwick Edinburgh Scale, as a validated measure of wellbeing and resilience.</p> <p>Otherwise, you might want to assess specific aspects such as 'I deal with problems / pressure well' or 'I feel positive about my potential' or, as a post-intervention measure, 'I feel I have benefitted from this challenge' or 'I feel more able to deal with pressure'.</p>
Self-belief / confidence	<p>This can be measured in a number of ways, using these statements pre- and post- activity or by adding 'now' & 'more' to post intervention statements.</p>

	JPF really like 'If I try, I can succeed in most things' as it aligns to Jack Petchey's philosophy of 'if I think I can, I can'. Other measures that might be considered are: 'I feel (more) confident socially/ in class', 'I have a lot to be proud of', or 'I have a positive attitude towards myself'.
Empathy/ understanding of others	Here we are interested in whether, as a result of the programme, they have learnt more about classmates/ worked with different people (e.g. 'I have worked with different people outside my usual group' or demonstrate a better understanding about local need and how they can help/contribute).
Enjoyment / recommendation to others	'I enjoyed the activity' or 'I would recommend the programme to others'.
Any other attitudinal outcomes measured	Do you have any other data showing a changed mindset or aspiration of the young people involved?
Any behavioural outcomes	Do you have any other data showing how behaviour has changed as a result? You may have collected data to show increased school / club attendance or attainment OR increased participation in a sport or activity OR more involvement in local community or extra-curricular activities OR more likely to say yes to opportunities.

Table Two - details on outcomes for teachers/trainers/coaches

Outcomes for teachers/ trainers/ coaches	
Generated ideas for curriculum/ practice	Here we are interested in how the programme has helped inspire or generate new ideas for teachers or leaders OR feedback on it being valuable or useful.
Changed teaching or provision	Behavioural Change: How the programme changed practice for teachers or leaders – what happened differently as a result? 'I have changed provision/ teaching' as a result.
Additional skills gained	Where training is provided for teachers, please indicate whether this counts towards CPD (Continued Professional Development), and if so, please indicate approximate hours.