



An Excellence Gateway case study

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Shibley College: Dot to Dot

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Outline the aim

Dot to Dot is an innovative, partnership engagement model designed to address the needs of women whose English language needs are preventing them from accessing education and health services and opportunities for themselves and their children. The model includes a district wide website, an ESOL for Nursery course and communication tool and a Community Champion Scheme.

The website maps provision across the major providers in the district and signposts to a range of other supporting services.

The ESOL for Nursery course and materials support the language development of mums whose children are entering education and support progression opportunities into mainstream ESOL provision.

The Community Champion Scheme has helped women from within the target group to take a leading role in marketing ESOL courses and promoting learning within the community.

The challenge

The stakeholders are concerned about the negative impact that lack of English language of the target has on the target group's ability to access and engage meaningfully with health and education services and the consequential impact on the health and education of both the women and their children. Therefore this project aimed to develop a bespoke and sustainable model of engagement to help women access ESOL provision as an end in itself and a stepping stone to better health and education.

Partnership organisations

No partners were involved but the project worked in close collaboration with the following stakeholders:

Steering Group

- Women and Newborn's Unit at Bradford Royal Infirmary
- Meridian Centre and Nursery
- Abbey Green Nursery and Children's Centre
- Midland Road Nursery and Children's Centre
- Lead of Every Baby Matters

In addition Abbey Green was involved in the development of the ESOL for Nursery course and nursery cards content.

Meridian Nursery contributed to the development of the ESOL for Nursery course resources.

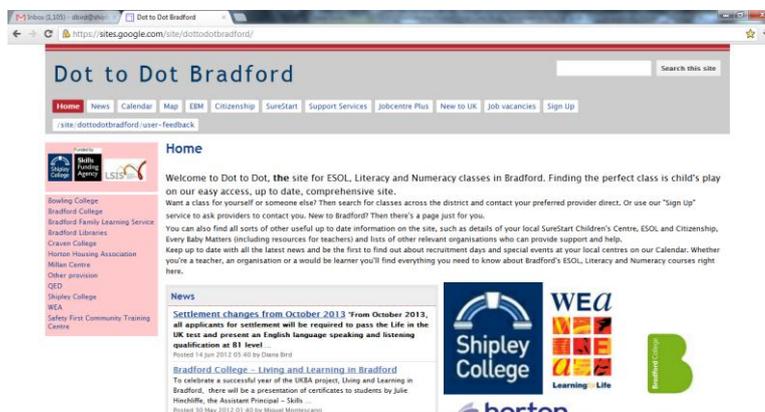
Members of the Bradford Essential Skills Group were involved in populating their own pages on the .website

The outputs

- Action research conducted 5 interviews with "successful" women.
- 18 interviews with service users by staff and peers
- 6 students completed written questionnaires.
- Dot to Dot website established and populated by main providers, including Every Baby Matters resources which have been published on the site. <https://sites.google.com/site/dottodotbradford/>
- Community Champion scheme – 8 women trained.
- Referral cards produced and distributed. Attendance at community event. Follow up meetings held – in person and over phone.
- ESOL for Nursery card sets produced specifically for Abbey Green Nursery School. Of which 20 packs was produced to be issued to new parents.
- Course built in to settling in process – to be delivered in September.
- Generic ESOL for Nursery cards produced. Generic pack available on Dot to Dot website to be adapted by individual centres.
- ESOL for Nursery session plan and differentiated resources produced and shared on Dot to Dot site for use by other organisations.
- Pilot course attended by 5 participants. 8 staff attended the materials presentation.

The impacts and outcomes

Impacts seen so far: Dot to Dot Website



1. Site is being used – on Google search site has moved from page 2 to top of page one when you search Dot to Dot Bradford. (site feedback

indicated 90% of respondents thought the site was easy / very easy to use; 100% said they would promote the site to their colleagues, 86% said they would use site to signpost clients (actual)

2. Site provides a signposting service for service providers - has led to improved awareness of service providers of provision in Bradford (site feedback indicated 79% of respondents) (actual)
3. Widening of Essential Skills Group in Bradford. Organisations asking to have a page on the site commit to attending the ES meetings where providers discuss policy and practice for the delivery of Essential Skills in Bradford and influence strategic planning for region at a more senior level through the Chair. (actual)
4. Will support more efficient planning of provision across the region by allowing providers to see what is being delivered and where the gaps are. (expected)
5. Will support language referral at the point of service delivery (i.e a woman displaying an ESOL need when visiting a Surestart centre or midwife can be immediately signposted to a suitable organisation for ESOL classes. (expected)
6. Contribute to a reduction in infant mortality as a result of service providers using the Every Baby Matters teaching and learning resources shared on site and of improved communication with service providers (expected)
(data as of 17.06.12)

ESOL for Nursery course and resources



1. Improved ability of target group to communicate to staff about child's routine, likes and dislikes, feelings and health. (actual but minimal as possible within 2 hour session)
2. Improved English language skills of target group (expected.)
3. Improved English language skills of target group's children and subsequent children (expected)
4. Improved educational prospects for children starting school with English language. (expected)
5. Engagement by target group into ESOL courses (expected progression from course.)
6. Increased confidence (actual by end of session)
7. Increased parental involvement in child's education. (expected)

Community Champion Scheme

1. Introduction of new model of engagement for college. (actual – 8 women trained, issued with referral forms and marketing cards. 6 of the champions attended community event to promote ESOL classes for the college. 20 referrals completed by champions and followed up by staff, anecdotal evidence of women brought / sent into centre by champions)
2. Engagement of target group onto ESOL / other courses. (actual and expected– anecdotal information provided by champions)

Website 4 – by mid September and then annually.

Website 5 – ongoing – from new course starts in September.

Website 6 – 3 years plus

Nursery 2 – July 2013

Nursery 3 and 4– each year and up to 10 years from now

Nursery 5 - November 2012

Nursery7 – by July 2013

Community Champion 2 – November 2012

It is not possible to quantify the number of women from the equality groups who were impacted upon by the website or the It is not possible to quantify the number of women from the equality groups who were impacted upon by the website or the Community Champions. Potentially the website could impact on 100s of 1000s of learners in Bradford and elsewhere if the template is taken up and used by other districts. Community Champions are displaying different preferences regarding the referral methods – most favouring non traceable methods such as giving information, taking people into centres and raising their profile as a source of information and support. Less popular methods include completing forms with prospective students and forwarding them to college staff.

Within 5 days of uploading a feedback form onto the web site we received 19 respondents from services and other organisations so we have evidence that the site is being used by service users to increase their knowledge and improve the service they provide to the target group. Feedback showed site users intend to promote the site to colleagues, other partnership organisations and/or service users.

We do know we have received 15 referral forms for hard to reach women from the community champions. 70% of those referred have British passports and thus are likely to have been in the UK for many years and yet still displaying a need for ESOL. The anticipated impact is that these women will enrol onto courses in September.

We have anecdotal evidence of referral activity taking place. The impact for these two parts of the model are expected to be very long term resulting in successful completion and progression of the target group engaged onto ESOL courses.

The ESOL for Nursery courses impacted immediately on the 5 women who attended the session – 100% said they were more knowledgeable about nursery and 100% reported an increase in confidence. Furthermore 100% of the women stated an intention to enrol on an ESOL course in September – 80% of attendees were not British and had been in the UK between 3 and 5 years, not surprising given that they had children of nursery age. Thus this sits comfortably alongside the Community Champion Scheme targeting a different group of women. Although only 1 of the women stated they had never been to ESOL classes before none of the women were currently accessing the ESOL classes delivered at the nursery.

Working relationship with LSIS

Enabled college to work with the Essential Skills group to develop website, design new ESOL for Nursery course, new materials, and design and develop the community champion scheme. It has changed the way in which we market community based courses to the target group and we are confident it will lead to better communication with the hardest to reach women. The website has already impacted on those staff working with community based learners. If those enquiring cannot travel to the centres linked with Shipley College staff are able to immediately direct them to the most appropriate centre providing a more efficient service to potential learners.

This project has resulted in an engagement model which specifically caters for the target group – it is fit for purpose and sustainable

Good value for money

Website:

1. The website provides an easy to use, long term, sustainable and easily updatable resource to enable service users to signpost learners to ESOL provision and other services, manage progression of learners.
2. The site will support efficient resource planning by providers and help avoid saturation or duplication in parts of the district.
3. As the site used Google sites this is easily replicable by partnerships in other districts – it could quickly be adapted to Dot to Dot Leeds etc thus supporting efficiencies on a national level.
4. Dissemination of Every Baby Matters resources on the site will help spread the key messages to the target group and contribute towards a reduction in infant mortality rates.

ESOL for Nursery

1. Communication tool, Talking Pictures, is laminated and durable. Staff and course attendees / mums at 3 nurseries were/will be issued with a pack which will support communication between staff and parents throughout the nursery and then with future parents.
2. Session plan and resources are shared on the website for use by other providers with the target group in their area.

Community Champions

1. More efficient, appropriate, targeted, accessible marketing strategy for the college.

Senior managers involvement

- Project supervised by college principal.
- Senior managers from interested organisations attended steering group meetings and contributed to the direction of the project and the delivery.
- Meetings were held with head teachers and managers.
- Activities presented to Employment and Skills partnership, Bradford Council procurement workshops and feedback requested.

Learner involvement

Team of 8 community champion were actively involved in developing the role of the community champions and defining the range of referral methods. Training session was very successful at engaging the champions in identifying the barriers to engagement by the target group, the areas where they could have impact and the different types of support they could offer. Champions are recruiting learners – Manningham community event, 6 champions attended. Champions are making paper referrals, bringing students to centres, arranging

appointments for students (including providing translation services and watching over children whilst women talk to staff.)

Higher level students involved in research, interviewing fellow students and completing questionnaires. 18 interviews with service users by staff and peers, 6 students completed written questionnaires. 5 “successful” learners took part in extended 1:1 interviews about their learning journeys.

Raising awareness

The website was promoted electronically through variety of networks – ie midwife teams, Health Visitors, Surestart centres, Every Baby Matters network, Child Poverty network, Bradford Libraries and other training and employment networks across Bradford.

Presentations to promote project / website given at:

- Child Poverty Group
- Essential Skills Group
- Employment and Skills Partnership
- Manningham Co-design and Worklessness Group.
- Project promoted at Bradford Council procurement workshops.
- Community champions attending community events.
- Midland Road Nursery School prepared display about the work of the community champion linked to their centre.
- Presentation of project given at LSIS dissemination event in London. Showcase at Leeds LSIS event.

Continuity of project, after LSIS funding

The website is well established and has been designed in such a way as to ensure sustainability after LSIS funding has ended. All partners have ownership of their own page on the site – they have edit rights to their own page so they can update these themselves and ensure it remains current. Allocation of a page is dependent upon membership of the Essential Skills Group and thus partner organisations will be simultaneously motivated to maintain their site and to engage in meaningful dialogue about skills planning and delivery in the district at the meetings which are held 3 – 4 times per year.

The chair of this group has a seat on the Employment and Skills Partnership which feeds into the Employment and Skills Board who make and monitor progress against strategic plans for employment and skills in Bradford District and thus there is a clear link between the delivery of the skills advertised on the website and the strategic plan for the economic growth of the district. The Chair of the Essential Skills Group is responsible for maintaining the site. At present this person is the LSIS project manager but it is possible to transfer the ownership of the site to another individual if the chair changes. The project has significant buy in from all major providers in the district evidenced by their presence on the site.

The ESOL for Nursery course and Talking Pictures resource has been developed in collaboration with Abbey Green Nursery and Children’s Centre. The course has been built into the settling in process at Abbey Green Nursery

and we will explore the possibility of continuing this course under alternative funding.

The generic ESOL for Nursery resources, reviewed by staff at the Meridian Nursery, have been uploaded to the Surestart page of the website along with guidance of how these can be personalised for each centre. These will be available to use by any centre.

We will seek additional funding to expand and develop the community champion scheme. The intention is to have at least one champion for each centre that the college delivers in – to expand this beyond those with ESOL needs to those with a wider range of barriers to engagement with services, educational opportunities etc.

Did you experience any difficulties in implementing the project and how did you overcome these?

The timescale of the project caused some issues regarding delivery of the ESOL for Nursery course. It was designed to engage women from hard to reach groups to attend and then progress onto community based ESOL provision. Meetings with new parents for the coming September intake take place in late June and this would be the time when parents with limited language skills would most likely be identified. Abbey Green Nursery School has developed a very detailed and thoughtful settling in procedure. In discussions it was agreed that this course needed to sit within this broaden plan to complement and expand the existing support network and thus should be delivered in mid September. This would also link clearly with the start of the new ESOL courses and thus maximise progression opportunities. This did mean that this course would be being delivered outside the timescale of the project.

Thus we negotiated with 2 other centres, the Meridian Nursery and Midland Road Nursery and Children's Centre, to deliver a pilot course. Nursery staff recruited a small group of mums which gave us an invaluable opportunity to pilot the resources and session plan and get some feedback from participants from the target group.

The lessons learned

The website has received high praise from a range of organisations working with our target group. It is being used by different organisations (including JCP for identifying appropriate courses for clients) and individual (evidenced by the fact that it is already top of the search items on Google.) This model could be easily replicated across the country. All of the benefits would then apply to that district also.

Likewise the ESOL for nursery course and cards can be replicated using the resources, session plan and picture cards made available on the website.

The community champion scheme will be expanded across the college and the training course may be advertised to other providers.

Sustainability – lasting legacy

The website will be sustained through the Employment and Skills Group. Resources for ESOL for Nursery will be uploaded to the website. The Community Champion Scheme will be pursued – we will explore the possibility of training champions to deliver champion training to other successful learners and build their own teams with a remit broader than ESOL alone.

Demonstrating impact – evidence of short and long term impact

The aim of the project is to deliver long term, sustainable methods of engagement of the most disadvantaged, socially excluded women and thus improve the prospects of the women and their children specifically with regards to their interaction with health and education services. We therefore acknowledge that evidence of impact within the project timescale will be limited. We have used activity theory to evaluate the extent to which the project activities address the “problem space” as identified by the Steering Group. We believe we can demonstrate that the nature of the activities designed offer a reasonable and therefore promising solution to this “problem space.”

That said there have been opportunities to collect data which provide some indication of short term impact. Methods for monitoring short term impact include records of attendance at meetings and training opportunities (ESOL for Nursery and Community Champion training); participant evaluations from training sessions (ESOL for Nursery and Community Champions); feedback from various individual and organisations using website feedback form; records of interventions maintained and shared by each champion; anecdotal evidence of activity via community champions.

Long term impact –

Progression from ESOL for nursery course onto accredited mainstream provision. Improved / supported communication between mums and nursery staff and mums and children. Longer term impact – improved language skills of children entering nursery / foundation level schooling.

Website – more efficient delivery by providers across the district, more efficient referral methods by organisations working with target group – less call backs or letters being sent out.

Community Champions – hardest to reach women to be supported/encouraged onto ESOL courses. Increased uptake of ESOL provision by learners who have not yet / are not currently accessing provision.

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