

Report

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Report to:	Education Resources Committee
Date of Meeting:	19 June 2018
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	MCR Pathways – Targeted Support for Disadvantaged Young People
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on MCR Pathways, a school-based mentoring programme supporting disadvantaged young people to realise their full potential, and
- ◆ seek approval to implement a pilot MCR programme in secondary schools.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that arrangements to pilot the MCR Pathways programme in certain secondary schools be approved;
- (2) that 8 FTE MCR Pathway Co-ordinator posts be created to support the implementation of the pilot; and
- (3) that following the evaluation of the pilot programme, a further report be submitted to this Committee.

3. Background

- 3.1. *MCR Pathways* is a schools based mentor programme supporting care experienced or disadvantaged young people to realise their potential within and through education.
- 3.2. The programme was initiated to support young people in Glasgow and now supports over 1000 young people between the ages of 12 and 18 across all of the secondary schools in the city.
- 3.3. The vision for the programme is that disadvantaged young people will have the same educational outcomes, career opportunities and life chances as their peers and is aligned to the positive actions we are taking to mark the 'Year of Young People'.
- 3.4. MCR recruits, trains and supports mentors who meet with a matched young person every week for at least a year with the aim of building relationships, confidence and self-esteem and to help them re-engage and transition from school to a positive destination.

- 3.5. Over the 10 years that the programme has run, post 16 return to school rates in the first school involved increased from 4% to 60% in 2016 and, critically, the number of care experienced young people going on to further and higher education increased from 19% to 78%.

4. Operation of the Programme

- 4.1. The programme works through a full time school-based MCR Pathways Co-ordinator working alongside the Pupil Support team in each school. Their role is to work with school staff to identify young people to be included on the programme and to manage and coordinate the operation of the programme. The MCR Pathways Co-ordinators are employed by the local authority.
- 4.2. The overall programme is supported by an *MCR Pathways* infrastructure. *MCR Pathways* provide a 'hub' service to support the management of the programme - Mentor Services, Volunteer Services and Talent Tasters. In addition, they have experience in and support mentor recruitment and training, volunteer engagement and staff development, mentor and organisation forums and host key events within the planned annual calendar.
- 4.3. Mentors are drawn from local businesses and organisations on a volunteer basis. A mentoring services' coordinator from *MCR Pathways* manages the recruitment, training, professional development and support of the mentors.
- 4.4. Weekly meetings are facilitated between the mentor and the young person with the purpose of building motivation, commitment and resilience over time. The programme will include 'talent taster' sessions: opportunities to engage in a range of active visits and experiences relating to employment opportunities beyond school.
- 4.5. The MCR activity complements the work being carried out in school to further develop the skills of young people. Developing Scotland's young workforce is the focus of the MCR Programme and it provides additionality to the provision for targeted pupils.

5. Monitoring – making a difference for young people

- 5.1. Performance measures are monitored throughout the programme via Progression and Impact cycle reviews. The following indicators will be used to measure success:

Retention/Stay –on Rate

- S4 Young people returning for S5

Attainment

- Senior phase Literacy and Numeracy Levels
- SCQF Level 4/5 Attainment

Progression

- S4-S6 Positive Destination Benchmark

Other Indicators:

- Attendance and Engagement
- Skills and Aspirations
- Health and Wellbeing

6. Implementation

- 6.1. The proposal is to implement an initial pilot programme in the 6 schools with the highest proportion of pupils in SIMD 1/2, with 2 other schools joining the pilot later in 2018. The pilot has been tailored to the current programme availability offered by *MCR Pathways*.
- 6.2. In May 2018, the Scottish Government announced that 50% of the costs will be met for secondary schools involved in the Scottish Attainment Challenge.
- 6.3. The programme costs £55,000 per school per annum, including the staffing costs. This covers the salary and on costs, the recruitment, training and development of the mentors, the development and provision of 'talent taster' sessions with local businesses and the provision of a hub for MCR staff.
- 6.4. If the initial pilot is successful, it is projected that the MCR programme may be implemented in a number of other secondary schools.
- 6.5. An update on the evaluations of the initial pilot MCR Programme will be provided to a future meeting of the Education Resources Committee.

7. Employee Implications

- 7.1. The staffing implications for implementing the Pilot are detailed below. The school-based Pathway Coordinator posts will be allocated to the school establishment.

Post	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
MCR Pathway Co-ordinator (Youth Worker)	0	8	Grade 2 Level 1-4	SCP - 33 - 57	£10.58 -£15.04	£19,307 - £27,446	£25,157 - £35,762
Total Costs*							£201,256 - £286,096

*SLC costs will be 50% of the total cost.

8 Financial Implications

- 8.1. The programme costs £55,000 per school per annum. The Scottish Government will fund 50% of these costs in schools involved in the Scottish Attainment Challenge.
- 8.2. Funding for the remaining costs of the pilot has been identified within the Education Resources' budget.

9. Other Implications

- 9.1. There are no significant risk implications in terms of the information contained within this report.
- 9.2. There are no implications for sustainability in terms of the information contained within this report.

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and therefore, no impact assessment is required.
- 10.2. Trade Union colleagues have been consulted on the proposals contained with this report.

Tony McDaid
Executive Director (Education Resources)

25 May 2018

Paul Manning
Executive Director (Finance and Corporate Resources)

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

- ◆ Developing Scotland's Young Workforce

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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