



AGENDA

SELECT COMMITTEE - EXTENDED SERVICES

Friday, 23rd April, 2010, at 10.00 am

Ask for: **Theresa Grayell/**

**Swale 3, Sessions House, County Hall,
Maidstone**

Telephone **Gaetano Romagnuolo
(01622) 694277/694292**

Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room

Membership

Mr R B Burgess (Chairman), Mrs A D Allen, Mr A R Chell, Mrs J Law, Mr R J Parry, Mr K Pugh, Mr K Smith and Mr M J Vye

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

- 10.00 - Interview with **Marisa White**, Head of Extended Services, Kent
10.45 am County Council (Pages 1 - 14)
- 11.00 - Interview with **Des Crilley**, Director of Communities Cultural
11.45 am Services, and **Nigel Baker**, Head of Youth Service and
Communities Directorate Extended Services Lead Officer, KCC
(Pages 15 - 36)
- 12.00 - Interview with **Sean Carter**, Project Lead for the 'Community Use
12.45 of Schools' Project, and Extended Services Lead Manager, KCC
(Pages 37 - 40)

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Thursday, 15 April 2010

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Marisa White, Head of Extended Services, Children, Families and Education Directorate, Kent County Council.

Biography

Marisa's current role is Head of Extended Services. Marisa has the strategic lead on the promotion, development and sustainability of Extended Schools/Extended Services across Kent (with Sean Carter as Operational Manager).

Marisa's role includes a wide variety of tasks and responsibilities. She ensures that Kent meets the Government's target of 100% of schools providing access to the core offer of services by September 2010. She makes sure that linkages are made with all other relevant strategies and programmes, such as the Poverty Strategy, Children and Young Persons Plan, Parenting Support, Think Family, Preventative Strategy, School Improvement, Healthy Weight' PSHE Strategy, Workforce Development, Early Years and Childcare, Children's Centres, Eco Schools, Building Schools for the Future and Community Safety. She lobbies Government and other bodies in several spheres , for example rural access, access for children and young people from disadvantaged backgrounds, resourcing and problem solving through the management of the central Extended Services Team and professional leadership of the Extended Schools Development Managers within local Partnerships.

Marisa also has responsibility for the Healthy Schools programme, the promotion of Study Support and Out of Hours Learning (including Kent Children's University and four grant-funded Playing for Success centres), the development of the Kent Play Strategy, the establishment of the Kent Play partnership and the implementation of the Playbuilder programme. This involves ensuring: the development and implementation of the Children, Families and Education Directorate's (CFE) and Kent Children's Trust's Supporting Parents Strategy; the development of "Parent's Voice" and parent participation; the identification of evidenced gaps in services for families, parents and carers; the promotion of the involvement of fathers; the commissioning of services (where appropriate) to meet identified gaps to address need; the promotion of best practice across a range of parenting practitioners; the implementation and evaluation of evidenced based parenting programmes (including ensuring appropriate training for practitioners and quality of delivery and outcomes); and strategic lead for "Think Family" and related grant-funded programmes such as the Youth Crime Family Intervention Project. Finally, Marisa has overall strategic responsibility for overseeing the Family Liaison Officer/Parent Support Adviser Service.

Marisa also carries a number of specific projects and additional responsibilities for the Children, Families and Education Directorate. She is currently project managing the implementation of CFE re-organisation. Prior to managing the Extended Services Team, Marisa's roles included: District Schools Officer for Thanet Schools, Head of Personnel of the KCC Directorate previously known as "Education and Libraries", Staff Officer to the Leader of the Council, and a range of policy and personnel roles since joining KCC Social Services in 1988 and Education in 1991.

EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Marisa White, Head of Extended Services, Children, Families and Education Directorate, Kent County Council

- Please introduce yourself and explain the roles and responsibilities that your current post involves.
- Please describe the present structure of the Extended Services Team, and how re-organisation proposals and transition planning within the Children, Families and Education Directorate are affecting and will affect the Team.
- Please outline the current Government's position in relation to Extended Services, and how future Government's policies can impact on Extended Services. What is "Total Place"?
- Please explain, using examples, how the Extended Services agenda is having a positive impact on children, young people, families and communities of Kent.
- What are the challenges – if any – facing the Extended Services Team when providing its services to Kent residents (for example, in relation to rurality and transport; access for disabled children and young people; schools' conflicting priorities)?
- What role do external partners, for example those in the private and voluntary sector, play in the delivery of extended services in the County?
- In what ways, if any, can collaboration between KCC and external partners be made more effective when providing extended services?
- Please discuss risks associated with grant funding and sustainability issues with regard to extended services.

- In your opinion, what initiatives and strategies can Kent County Council implement to ensure the sustainability of extended services into the future?
- In your view, what general initiatives and policies should Kent County Council adopt in order to enhance extended services in the County?

FUNDING EXTENDED SERVICES

DCSF guidance for local authorities and schools, including academies, 2008-2011 (Updated – October 2009)

Summary

This document is intended to act as a guide for local authorities (LAs), schools, academies and their partners as to what funding has been made available for the delivery of extended services between 2008 and 2011.

Introduction

The Children's Plan, published in December 2007, and the 21st Century Schools White Paper of June 2009, sets out how the schools, including academies, of the future will act as a hub for the whole community. They also explain how schools will play a key part in supporting the delivery of the Every Child Matters outcomes by providing a range of extended services designed to tackle barriers to children's learning and improve well-being.

As stated in the Children's Plan and the 21st Century Schools White Paper, schools (including academies) are encouraged to work collaboratively with a range of partners to provide access to a core offer of extended services to meet the needs of the local community, in consultation with children and young people and their parents – and are required by law to involve disabled children

By 2010, the Government expects all schools (including academies) in England, to be providing access to a 'core offer' of extended services, including:

- A varied menu of activities, including study support, as well as sports, arts and other activities in a safe place to be; in primary schools combined with childcare 8am-6pm, 48 weeks a year
- Parenting support, including information sessions for parents at key transition points, parenting programmes run with the support of other children's services, and family learning sessions to allow children to learn with their parents.
- Swift and easy access to targeted and specialist services such as speech therapy, child and adolescent mental health services, family support services, sexual health services. Some services could be

delivered on school sites.

- Providing wider community access to facilities including ICT and sports facilities, and adult learning.

Schools are not expected to provide these services alone, or necessarily to deliver them on site. Instead, they should be working in partnership with LAs, in clusters with other schools and agencies (including voluntary and community organisations) and, where appropriate, signposting to existing services.

LAs will have a strategic overview of how extended services are being developed across their whole area and there should be a dialogue between academies and their LAs on the services which they plan to provide. Academies will be able to feed into local level planning for extended services across an authority through their involvement with the local Children's Trust, and input into the CYPP.

Between 2008 and 2011, the Government is providing funding to support the co-ordination and sustainability of extended service throughout England. This document sets out what funding is available, how it will be delivered and how it might be used.

Available funding

Funding has been made available to support schools with providing access to a core set of extended services (mentioned above). Extended services can help to raise pupil motivation, aspiration and achievement, improve behaviour and contribute to a wide range of other objectives such as community cohesion, neighbourhood renewal, combating child poverty, health inequalities and crime reduction.

Between 2008 and 2011, the Government is providing over £1 billion to support the development of extended services, building on the £840 million already invested since 2003 in setting up and embedding services. This very significant investment will make a real difference to the ability of LAs and schools, including academies, to provide access to high quality extended services that reflect local needs and priorities. It is therefore important that funding is extended to academies to enable them to deliver extended services core offer to their children, parents and local community.

This funding reduces in 2010-11 to reflect the commitment of every school and extended school by 2010, so reduced development activity and central coordination will be necessary. Over time extended services should become sustainable either through charging, for childcare for example, or through reconfiguring funding strands at local level through children's trusts or by pooling budgets to support extended services in schools.

The following table provides a summary of the funding available:

Extended Schools Total Funding 2008-2011	2008-09 (£m)	2009-10 (£m)	2010-11 (£m)	Total CSR Period (£m)
Start Up (through Area Based Grant)	165	172	71	408
Sustainability (through Standards Fund)	40	100	155	295
Extended Schools Subsidy (through Standards Fund)	8.5	40	167	215.5*
Academic-Focused Study Support (through National Challenge and Standards Fund)	0	84	83	167**
Total Extended Schools Revenue	213.5	396	476	1,085.5
Extended Schools Capital	84	89	46	219
Total Extended Schools Revenue and Capital	297.5	485	522	1,304.5

*The original CSR allocation for the subsidy was £265.5m. In May 2009 Ministers took a decision to redistribute £50m from the extended services subsidy in 2010-11 to other departmental priorities reducing the 2010-11 allocation from £217m to £167m. The final allocation for 2010-11 was announced in a speech by the Secretary of State on 16 July 09.

**In the last CSR DCSF received £167m for 2009-11 intended for academic focussed study support (AFSS) as follows:

- o £100m for the National Challenge
- o £52m for SEN
- o £15m for the Coasting Schools Strategy

For detail on the school funding settlement 2008-2011, go to <http://www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to2011>

In addition, schools can access funding for extended services from a range of other sources, including charities, the National Lottery and private sponsors, for example to support access to breakfast clubs and study support sessions.

Further information on the different types of funding streams is available in **Annex A** below.

How should funding be allocated?

(i) Guidance for local authorities

LAs should consider the following basic principles when allocating funding:

- The funding is to support the extended schools strategy. LAs and children's trusts need to identify their funding allocations and the routes through which the different strands of funding are being paid to them (see 'What funding is available?', above). They are strongly encouraged to ensure that all the money earmarked, whether or not it is ringfenced,

is used to ensure that all local schools are providing access to the 'core offer' of services by 2010. Schools will only be able to deliver access to high quality extended services if they are funded to do so. See below under 'What can the funding be spent on?' for more detail.

- The Department for Children, Schools and Families (DCSF) expects that the vast majority of funding will be spent at school and cluster level, rather than at local authority level. LAs should make clear to schools how much funding has been allocated to support extended schools in their area.
- LAs should work closely with their schools and other children's service partners through the children's trust to develop and agree strategic funding plans. Local authorities are strongly encouraged to devolve as much of their extended schools funding to schools as possible, and to be fully transparent regarding the amount of funding retained centrally, if any, and its proposed use. Allocations should be determined on a three-yearly basis.
- We would not expect LAs to run complex bidding exercises for funding, which might make allocation unnecessarily complicated and bureaucratic. They should release funding in line with their own strategic plans, developed in consultation with their schools and partner providers. This will help to ensure that development of plans is straightforward and less time-consuming.
- LAs should allocate different amounts of funding to different schools, according to the services already in place, levels of deprivation, whether schools are directly delivering services or working with a third party and whether the approach to delivery is across a cluster.
- LAs and schools should seek opportunities to tap into funding sources that could complement extended schools funding. Links to other local and national policies, Local Area Agreements and children's trusts, and partnerships with third sector and private sector organisations are all key funding levers. Funding is also being made available through the SSEYCG to support the roll out of children's centres, some of which will be based on school premises. Specialist Schools have funding to support the community element of their plan.

More information...

For more information on complementary funding sources, see DCSF's Planning and funding extended schools: a guide for schools, local authorities and their partner organisations at www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/.

- LAs should play a lead role in providing advice to schools about how to use the funding available, as well as offering:
 - information about existing local provision and service gaps in their areas;

- training, advice and support on all aspects of extended services, including planning, funding and accounting issues, and costing for sustainable activities and services;
- information on levels of demand for childcare and existing local provision;
- information on local children's services and providers who are willing to work with schools;
- model for charging, e.g. for childcare;
- advice on working with third party providers and model contracts;
- guidance on health and safety;
- advice on effective consultation and any resources available to support the process; and
- support to develop effective cluster working arrangements

(ii) Guidance for schools

Schools should:

- Expect to be given a clear picture about the extended services funding made available to the LA.
- Be consulted on, and agree, the allocation and distribution of this funding.
- Develop a clear strategy or action plan for using this funding to support the development and delivery of the 'core offer' of extended services.
- Be able, as part of their normal dialogue with their LA, to demonstrate that they have worked towards the purpose and objectives of the funding.

What can funding be used for?

Funding can be used flexibly, but it is critical that funding directly supports schools/academies to provide access to sustainable and inclusive extended services for all children. LAs have a responsibility to work with schools to plan, develop, manage and maintain extended services, develop partnerships with key agencies and consult stakeholders (for example children, parents, agencies and the wider community) about what services are needed.

Extended services should reflect the priorities identified by the LA and the children's trust, as set out in the Children and Young People's Plan. Academies will be able to call upon the services of their local Extended Schools Remodelling Advisor (ESRA) without cost. LAs should be able to link Academies to their ESRA, and the Academy Project Lead will also be able to advise on how to make initial contact if necessary. Academies may want to establish links with other schools, other Academies and partner organisations. Linking up could be through new or existing networks to share ideas and good

practice, or could involve a more formal collaborative approach to provide access to shared services and facilities.

See TDA website for funding Q&A:

<http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/fundingandcharging/FAQfunding.aspx>

Planning delivery of services

Partnership working is essential to ensure that schools and academies can deliver the full range of services in a sustainable way. They are also legally required to consult widely before delivering extended services.

Additional support with planning the delivery of extended services is available from the TDA, see

<http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres.aspx> or

contact their LA's Extended Services Remodelling Adviser. Additional guidance can be found in "Planning and funding extended schools: a guide for schools, LAs and their partner organisations" (DCSF in 2006)

<http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/>

Further Information

Further information and guidance on successfully implementing extended services and the subsidy is available from:

<http://www.teachernet.gov.uk/wholeschool/extendedschools/>

<http://www.tda.gov.uk/remodelling/extendedschools.aspx>

<http://www.continyou.org.uk/>

<http://www.4children.org.uk/whatwedo/view/node/23>

Any queries relating to Subsidy funding should be directed to daniel.racher@dcsf.gsi.gov.uk. Any general queries should be directed to es.subsidy@tda.gov.uk.

October 2009

Revenue funding

There are three main sources of revenue funding for extended services:

(i) Start-up

This funding continues to be available to local authorities, but is now part of the Area Based Grant (ABG) rather than the Standards Fund. DCSF now pay this grant direct to academies. However, academies which open mid-year will continue to receive start-up funding from their local authority ABG for the remainder of the financial year, and DCSF will take over funding from the start of the next financial year.

(ii) Sustainability

Funding to support the sustainability of extended services is made available to local authorities. LAs are required to use this funding to support the development of extended services in or through schools. LAs' allocation of Sustainability funding **includes an allocation for academies**. Therefore, academies providing access to extended services should now expect to receive this element of funding from their LAs in the same manner as maintained schools.

Sustainability funding, devolved to schools, will support the appointment of extended service co-ordinators in clusters of schools. This will help schools create and embed the infrastructure necessary to deliver in a sustainable way the extended schools offer. This will involve, in particular, co-ordinating services and building the effective links with local agencies, businesses and other educational institutions on which a full menu of activities and services depends.

Following the successful piloting of **Parent Support Advisers**, funding to promote the Parent Support Adviser (PSA) role nationally is available through the Sustainability Standards Fund allocation. Parent Support Advisers work with parents, in a schools context, to help improve behaviour and attendance; overcome barriers to learning; and increase the number of parents involved in their child's education, both at school and at home. In part, PSAs will help broker access and signposting to relevant specialist services (including evidence based parenting programmes) for parents who otherwise would not have access.

In September 2008, we issued updated extended services funding guidance which included a box on page 6 entitled "Academies". The box stated that we no longer expect LAs to include academies in their allocation and that from 2008-09. Unfortunately, the box did not make explicitly clear that this is only applicable to the Start-up element of extended services funding, hence a number of LAs interpreted this to mean all extended services funding relating to academies. In July 2009, we issued a letter to LAs to clarify the position of sustainability funding. A copy of the letter is in **annex B**.

(iii) Subsidy Funding for Disadvantaged Children and Young People

The Children's Plan stated that tackling deprivation and disadvantage to reduce attainment gaps is a core focus of extended services, and set out government's commitment to make a comprehensive range of exciting, high quality activities accessible to disadvantaged children and young people and those in care, as part of the extended services programme.

Between 2008 and 2011 there is £215.5 million available to help schools provide and commission an exciting range of activities for these children and young people, who through their economic circumstances would otherwise be unable to participate. The funding will give schools the confidence to focus on providing what would most benefit children and young people, not just limited to what they can afford to pay for.

Following a successful pathfinder in 18 LAs, all LAs are receiving some subsidy funding for 2009-10, with additional funding coming on stream for the national roll-out in 2010-11. This funding has been calculated on the basis of deprivation, as measured by the DCSF developed tax credit indicator. Allocations for 2010-11 will be made in due course.

The subsidy funding is ring-fenced at LA level. LAs are expected to pass all funding on to schools (**including academies**) or budget holding school clusters, in their area.

Capital Funding

Extended schools capital funding has been made available as part of the Government's school building programme, and is allocated as formula funding through the local authority single capital pot. This funding stream was previously part of the GSSG, with specific extended schools capital funding allocated in 2006-07 and 2007-08. As in previous years, extended schools capital allocations are being made to support primary schools only, since secondary schools benefit from the effect of the wider Schools Capital programme – in particular, Building Schools for the Future (BSF).

For more information...

Local authority capital funding allocations for 2008-09, 2009-10 and 2010-11 are available at:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/capitalinvestment/>

Capital funding must be spent on building capital improvements that support the adaptations needed to provide childcare or other community activities. This can include ICT, equipment and fixtures and fittings. Where larger projects are needed, capital for extended schools can be joined up with primary schools' own devolved formula capital or the local authority's devolved capital allocations. This holistic approach will ensure that the capital funding streams for primary schools, children's centres and children's services complement each other and have the flexibility to respond to local needs.

To all ESRAs

Dear Colleague

ACADEMIES AND EXTENDED SERVICES FUNDING

The Government's expectation is that every school in England, including academies, should provide access to full core offer of extended services by 2010. To that end, the Department has made funding available to local authorities (LAs) over the current CSR period.

In September 2008, we issued updated extended services funding guidance which included a box on page 6 entitled "Academies". The box stated that we no longer expect LAs to include academies in their allocation and that from 2008-09, DCSF will pay all specific grants direct to academies which are open before the start of the financial year. Unfortunately, the box did not make explicitly clear that this is only applicable to the Start-up element of extended services funding, hence a number of LAs appear to have interpreted this to mean all extended services funding relating to academies. I am sorry for the confusion in the September guidance.

It is important that academies are funded to enable them to deliver the ES core offer to their children, parents and the local community. This letter therefore provides further clarification of the funding arrangement for extended services in respect of academies located within a local authority area. These are set out below.

Start Up Funding

DCSF now pay this grant direct to academies. Academies which open mid-year should continue to receive start-up funding from their local authority Area Based Grant for the remainder of the financial year, and DCSF will take over funding from the start of the next financial year.

Sustainability Funding

Local authorities' allocation of Sustainability funding **includes an allocation for academies** and this will continue to be the case until the end of March 2011. Your authority should therefore treat academies in your area in the same way as maintained schools when allocating sustainability funding until the end of 2010-11 financial year.

Disadvantaged Subsidy Funding

As with Sustainability funding, LAs allocations of Disadvantaged subsidy **includes an allocation for academies**. It is important that all economically

deprived children have the opportunity to benefit from high quality extended service activities of their choosing, as supported by the subsidy funding. The Training and Development Agency (TDA) have produced information and guidance to support LAs in successfully implementing the subsidy funding. Any queries relating to Subsidy funding should be directed to daniel.racher@dcsf.gsi.gov.uk. Any general queries should be directed to es.subsidy@tda.gov.uk .

I hope this clarification enables your authority and your partners to continue to work together towards the strategic delivery of your extended services agenda. I would be grateful if you could ensure that this letter is copied to your DCS and all other interested parties in your authority.

Yours Faithfully

Ike Okonta
Extended Services Policy Team
SSESD

Q&A

Q. We followed DCSF's guidance in making our sustainability allocation. Are we now expected to withdraw and reallocate them to include academies?

A. Sustainability funding allocation for a given year is intended to be spent in that particular year. We are therefore not asking local authorities to revise allocations they made in previous years.

Q. Do we have to provide retrospective funding to academies or top-slice future funding to account for missed years as a result of this letter?

A. No, local authorities do not have to fund academies for previous years' activities. It is important to note that sustainability funding made available for a given year is intended for the provision of extended services in that particular year.

Provided the local authority is able to meet its strategic aim of enabling access to sustainable availability of extended services how it decides to allocate funding is entirely up to the local authority.

EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Des Crilley, Director of Cultural Services, Communities Directorate, Kent County Council

Biography

Des Crilley has been Director of Cultural Services for 3 years. Before that he was Head of the Kent Adult Education Service. Des has had a long career in the Skills Sector as lecturer, Head of Department, Head of Quality and Head of Curriculum in Adult Skills. He is the author of three books on Life Skills and has taught in primary, secondary, Further Education, University and Medical school. Des' present role involves maximising the combined value of the Arts, Sports, Libraries, Archives and Adult Learning Units.

Des is leading the Cultural Services Division through major transformation, looking at how the division can reconfigure its considerable capital assets in new and efficient ways. He has led on the development of the new Ashford Gateway, the Kent History and Library Centre and the Beaney at Canterbury. In addition, Des and his Division are examining how the Division can make a strategic and service difference through arts, music, dance and sport to cross-cutting agendas of crime reduction, social cohesion and public health.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Nigel Baker, Head of the Youth Service, Communities Directorate, Kent County Council

Biography

Educated in Kent, Nigel attended the University of London between 1979-82 where he read Geography. After obtaining a Post Graduate Certificate in Education, he taught in two secondary schools in Kent before moving into the Youth Service in 1987.

With extensive experience of delivering youth work in buildings, on the streets and in schools, Nigel was appointed to lead the Service's county-wide Specialist Programmes in 1994. In 1998, he was promoted to the role of Assistant Head of Service (Operations) where he oversaw the development on many new initiatives within the Service including Community Youth Tutors, Alternative Curriculum provision for excluded young people and the development of a number of new youth facilities in the county.

In 2007, Nigel was appointed Head of Kent Youth Service. He has led the Service through a very positive Enhanced Youth Inspection by Ofsted in 2008, which identified KYS as one of the best youth services in the country.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Des Crilley, Director of Communities Cultural Services, and Nigel Baker, Head of Youth Service and Communities Directorate Extended Services Select Committee Lead, Kent County Council

- (Question for both) Please introduce yourselves, and please outline the roles and responsibilities that your posts involve.
- (For Des Crilley) Please provide a strategic overview of the services you manage and of the ways these services impact on extended services in Kent.
- (For Nigel Baker) Please describe the structure of the Youth Service and the ways in which the Youth Service is involved in providing extended services in Kent.
- (For Nigel Baker) Please provide an examination (and examples) of the main issues in relation to youth centres located on school sites, and of the “Community Youth Tutor” model. In what ways, if any, do these issues link to the “Total Place” initiative?
- (For both) In your view, are there any opportunities to develop flexible spaces for young people’s use outside of the school day?
- (For Nigel Baker) Please indicate the ways, if any, the work of the Youth Service links with the review and the provision of positive activities for young people.
- (For both) What are the main economic, legal, social and operational challenges the services you manage encounter when providing extended services?

- (For both) In your opinion, in what ways, if any, can these challenges be overcome? Please provide details.
- (For both) In your view, who benefits from extended services provision? Which groups of people – if any – are not fully benefiting from extended services?
- (For both) In your view, in what ways can KCC ensure the sustainability of effective extended services in the future, given the current financial climate?

**KENT COUNTY COUNCIL
COMMUNITIES DIRECTORATE**

REPORT OF A REVIEW OF THE WORK OF COMMUNITY YOUTH TUTORS

DATE OF REPORT

November 2007

INSPECTION TEAM

Alan Bernstein, Assistant Head of Youth Service
[Policy and Standards]; [Lead Officer] Gary Forde,
Diversity Officer; Ian Kirk, Policy and Research
Officer

COMMUNITY YOUTH TUTOR REVIEW REPORT– NOVEMBER 2007

1. Introduction

- 1.1 Local Authorities have a duty to keep under review the quality of services which they provide in their respective sectors.
- 1.2 Kent Youth Service's quality assurance programme aims to improve service delivery by ensuring that the learning experiences for young people are of the highest standards and the best possible value for money.
- 1.3 The Service has adopted the Office for Standards in Education (OFSTED) criteria for youth work. A copy of the Kent Youth Service document 'Quality Assurance Framework' is available on request.
- 1.4 During the period 18th June to 13th August 2007 a thematic review of the work of Community Youth Tutors (CYT) was undertaken. These posts were set up two years previously with 10 being appointed in the first year and a further 10 in the second.
- 1.5 The purpose of this thematic review was to consider from the perspectives of the CYTs and their senior school colleagues how these new posts have developed so far. Consequently, Area Youth Officers and others were not interviewed.
- 1.6 The review was undertaken by Alan Bernstein, Assistant Head of Kent Youth Service (Policy and Standards), Gary Ford, Kent Youth Service Diversity Officer and Ian Kirk, Kent Youth Service Policy and Research Officer.
- 1.7 During the period of the review a total of 19 interviews were held with CYTs (one being on maternity leave) and 10 with senior school colleagues.
- 1.8 Additionally, the interviews were supplemented by written responses.

1.9 Interviews covered the following main headings:

- What is good ?
- How is 60% / 40% split used ?
- What needs improving ?
- Who can help ?
- What are the benefits of a CYT compared to other youth workers?
- Projects out of school
- Projects in school
- Relationship to school staff
- Do senior school staff understand the role?
- How often do you meet your day-to-day supervisor?
- Does your day-to-day supervisor advocate for you?
- How is new work identified and old work finished?
- How do young people view your role?
- Diversity in cohort
- Use of budget and additional school resources
- What parts of the school can be used
- Do you teach?
- Training needs
- Involvement in area teams
- Role of area and senior youth officers

1.10 The team would like to record their thanks to everyone who met and talked with them during this review.

2. **Main Findings and Recommendations**

- The CYTs are highly valued by their senior school colleagues. Schools want more of their time. For one CYT in a special school, their work was also complimented in a recent Ofsted report of the school (April 2007) – particularly in relation to the contribution made to the PSHE work of the school. (Para 11)
- The CYT role is seen to have a high profile. It is respected and valued by the young people and the CYT is seen as someone to trust and go to. (Para 3)
- They are advocates for young people and seen to be supporting ‘Student Voice’ (student councils), so as to raise the profile for the benefit of the young people. (Para 8)
- Senior school staff are clear that CYTs offer an alternative to what is available from the teaching staff. However, there may be a need for schools to have a grasp of what CYTs do outside of the school just as Youth Service has similarly to grasp the role in school. 9 out of the 20 have a formal teaching role for the school-based element of their work. A further 6 make formal course inputs in support of the school curriculum and some contribute periodically to the formal teaching programme. Generally there is flexibility in the role which is being defined by the needs of the school and the skills and personality of the CYT. There are pros and cons about status by doing some teaching. In some schools, except for senior staff, we picked up a perception from the CYTs that PSHE was seen to be an ‘add in’ rather than a valuable contribution. (Para 11)
- The 60% / 40% split is seen by all as a moveable feast. Where the balance has shifted towards the school it still appears to be in a youth work or pastoral context. This may be because the

criterion for what is Youth Service time and what is school time is unclear except where schools are formally time-tabling the CYTs involvement. Even so, some work beyond that may be seen as youth work but carried out in the school. Also the Job Description talks about a 'Social Education' contribution and isn't specific on how the 60% is to be used. (Para 7)

- One CYT is unique in that he is part of multi-agency support team which he sees as beneficial. However, this may limit the relationship with the general school staff team. This CYT feels that it only works when the school has the control and so didn't work with another service partner, as a result. The pros and cons would need to be explored further. (Para 7)
- There is a need for CYTs to be involved in school INSET days and staff meetings so as to secure their position and not be seen as 'additional'. However, there is also a need for the Area Youth Officers and CYTs to negotiate in advance of the school year with school time-tabling staff regarding the Youth Service's and CYTs personal needs, so that these are included. (Para 10)
- A variety of Deputy or Assistant Heads act as day-to-day supervisors. It was not possible to examine the benefits of a CYT being located in one department rather than another during this review and that could be returned to on another occasion. (Para 11)
- There is a perception generally that all CYTs are pressured for time and, for a number, they feel isolated. Some use each other and other Youth Service colleagues for their personal support. A discussion should be encouraged with the CYTs as to what the answer might be to solving this. (Para 4)
- There appears to be insufficient admin support time. (Para 4)
- It is difficult for CYTs to get time off after a residential. Leave is generally taken in the last week of term or during school holidays. Youth Service management are asked to have an understanding of this and so consider dispensation from some holiday programmes to facilitate a more compassionate response. Alternatively they should discuss with schools whether, for some, it should be programmed into school time. (Para 4)
- It is recommended that there should be one clear day from time-tabling – common across the county for all CYTs - to allow for meetings elsewhere, preparation time or time off in lieu. The Youth Service should then consider programming area and county meetings on this day to allow CYTs the opportunity to be involved and help with overcoming the feeling of isolation. (Para 4)
- New work is often identified by the CYTs themselves, although sometimes it is through discussion with the day-to-day supervisor. The school based work is often time-limited to a term so there can be a natural change for taking on new work. That is with the exception of those CYTs who have a formal teaching role, such as for Citizenship, where this is set by the subject team leader and often by national curriculum requirements. (Para 14)
- The Assistant Head of Kent Youth Service (Fieldwork) had previously been the main lead officer with CYTs through CYT team meetings. This role has now been taken over by the two Assistant Heads Of Service (Operations) for the east and west of the county. It is seen as important for providing the professional lead and as being necessary by all involved with the work. The Area Youth Officers are making regular contact with the CYTs in a number of ways, both formal and informal. However, their contact with senior school staff is variable and for many, meetings with Head Teachers have dwindled. Therefore, it is recommended that Area Youth Officers meet termly with senior school staff (and who are day-to-day supervisors); these meetings may involve the CYT. Also that the appropriate Assistant Head of Kent Youth Service (Operations) meets the

Head Teacher, at least annually, with the Area Youth Officer to review the year and agree the focus for the coming year. (Para 22)

- Some CYTs have confusion about the relationship with both sets of managers and who takes precedence. This needs to be clarified. (Para 22)

3. What's Good?

The CYT role is seen to have a high profile. It is respected and valued by the young people and the CYT is seen as someone to trust and go to. The CYTs bring a youth work ethic into formal educational settings. Breakfast clubs and evening work offer opportunities to contribute to the extended schools agenda and meet the 'Every Child Matters' objectives. The work enables youth workers to engage with young people at risk of exclusion. It offers conflict resolution and a mediation role between young people and teachers along with behaviour modification for those young people who need it "He is keeping young people out of trouble" (a Deputy Head). Life's experiences are seen to be of benefit in this work.

These experiences for one CYT were demonstrated by their Deputy Head Teacher who explained how he negotiated with teachers for young people excluded from a lesson to go to his room, which is seen by many young people as a sanctuary and he then works with them. In some cases, he also goes to see families to involve them in his work. In another instance a Head Teacher described a young girl pupil who was demonstrating serious behavioural problems and on one occasion had to be held down by four school staff; following the CYT's appointment and subsequent interventions with the young woman around anger management, she was now seen as a credit to the school. "This work gives young people the opportunity to further develop their self-esteem" (An Assistant Head). The Community Youth Tutor's role in the community sells the school. The role provides full access to all in the school. The role is seen to be creative and flexible.

4. What Needs Improving?

There is a perception generally that all CYTs are pressured for time and, for a number, they feel isolated. Some use each other and other Youth Service colleagues for their personal support. A discussion should be encouraged with the CYTs as to what the answer might be to solving this. One suggestion regarding overcoming the feeling of isolation was for the Youth Service Management Team to provide a termly newsletter specifically for CYTs informing them of developments. There appears to be insufficient admin support time too.

The more the role is established the more demands are made on it. One Head Teacher said that there is a "need to clarify building capacity around a proven resource" One Community Youth Tutor quoted that they had not had any days off for 7 weeks. Another found it "Difficult to get time off after a residential". Leave is generally taken in the last week of term or during school holidays. Youth Service management are asked to have an understanding of this and so consider dispensation from some holiday programmes to facilitate a more compassionate response. Alternatively they should discuss with schools whether, for some, it should be programmed into school time.

One CYT proposed "a clear day for work outside school and a programme that will give me flexibility in the school e.g. lesson first thing in day and last but nothing between. As it's a two week time table there is nothing the next week so it is difficult to make regular arrangements". It is recommended that there should be one clear day from time-tabling to allow for meetings elsewhere, preparation time or time off in lieu. The Youth Service should then consider programming area and county meetings on this day to allow CYTs the opportunity to be involved and help with overcoming the feeling of isolation.

“It feels like a bolt on to the Youth Service and not a part of the overall strategy, also to become more mainstream in the school”. “The power dynamics are very strong – if you are not a teacher you are seen to have a lesser status”.

There is a lack of knowledge about the role and level of expertise as well as what youth work is all about. An Assistant Head said that the “external role needs to be made clearer to school staff”.

“The SLA needs reviewing – what does ‘providing appropriate plans for youth work’ mean?”

An agreement was sought from the Youth Service to appoint 3hr part-time staff rather than 6-9 hrs. This was because there was more likelihood of recruiting learning support assistants. Particularly because they know the young people from the daytime work and continuity would be maintained.

A dedicated youth club was identified for one school site by the Head Teacher, if funds can be found. He had already contacted the District Council who had indicated that developer contribution funding might be available and it is in the Youth Service developer contribution proposals. A piece of land has also been identified for this development.

Two CYTs identified the need for a specific youth work area to give emphasis to their work.

5. Who Can Help?

Most feel this is down to them. Regular meetings between Area Youth Officers and day-to-day Supervisors help.

One CYT felt that the Youth Service Management Team needed “to be more forceful about the Youth Service agenda. Partnership needs to be seen as equal.”

6. What are the benefits of a CYT compared to other Youth Workers?

“Closer relationship with many young people, as I see them more often than an evening based provision.” (a CYT)

“Acts as a ‘broker’ and passes young people on to other youth work provision” (a CYT)

“Acts as a bridge between family, community and the school because of the unique relationship and understanding.” (a CYT)

- Supporting Area events
- Links to the school - Youth workers can be helped to access school resources
- Some special needs work taking place in a nearby youth centre
- Joint challenges on work around behaviour
- Young people in the area senior member training group
- Support - Learning Assistants involved in out of school activities with youth service colleagues
- Access to larger numbers of young people and generally working with more of them

7. How is 60% / 40% split used?

The 60% / 40% split is seen by all as a moveable feast. Where the balance has shifted towards the school it still appears to be in a youth work or pastoral context. This may be because the criterion for what is Youth Service time and what is school time is unclear except where schools are formally time-tabling the CYTs involvement. “Confused criteria to maintain the balance – what is the line?” Even so, some work beyond that may be seen as youth work but carried out in the school. Also the Job Description talks about a ‘Social Education’ contribution and isn’t specific on how the 60% is to be used. Most say they are working 50/50 but for one CYT “Open access makes this difficult” Another admitted to spending 80% of his time for the school and another 70%. In all cases, holiday time is 100% dedicated for the Youth Service – although clearly many school students will benefit from holiday programmes involving the CYT.

One CYT is unique in that he is part of multi-agency support team which he sees as beneficial. Though, this may limit the relationship with the general school staff team. This CYT feels that it only works when the school has the control and so didn’t work with another service partner, as a result. The pros and cons would need to be explored further.

8. Projects in school

The CYTs are advocates for young people and seen to be supporting ‘Student Voice’ (student councils), so as to raise the profile for the benefit of the young people.

The more formal school role includes:

- Teaching Citizenship
- PHSE inputs
- School Council / Student Voice
- Alternative Curriculum Programme support
- Disaffected student education
- Work experience
- Prefect training
- Transition project
- Child protection issues
- ASDAN Courses

Other school inputs include:

- Peer Mentoring
- Anger Management
- Sexual Health Guidance
- Smoking cessation
- Various clubs e.g. vulnerable girls group, boys club
- First aid training
- Residential work
- Transition work

9. Projects out of school

The contribution to youth work includes:

- After school clubs
- Special needs or other targeted groups (eg Vulnerable girls' group, boys' club, LGB young people's club)
- Holiday Programmes / Reach For The Sky, residential work
- Try Angle Awards
- Neighbourhood-based Detached work,
- Supporting local youth clubs
- Work with other Youth Service teams on a regular basis
- Various training programmes such as smoking cessation, first aid, sexual health, peer mentoring, behaviour modification
- Diversity work, work with young Nepalese, Kick Racism out of Football

10. Relationship to school staff

Some views were expressed to show that whilst the senior school staff were generally clear about the role and its value this was not always so for the rest of the school staff; because a number of CYTs were not seen to be a part of the teaching staff their professional role might not be understood or valued as highly. This changes where CYTs assert themselves and the contribution they can make but for a number needs to be worked on with the help of senior school staff.

There is a need for CYTs to be involved in school INSET days and staff meetings so as to secure their position and not be seen as additional. However, there is also a need for the Area Youth Officers and CYTs to negotiate in advance of the school year with school time-tabling staff regarding the Youth Service's and CYTs personal needs, so that these are included.

11. Do senior school staff understand the role?

The CYTs are highly valued by their senior school colleagues. Schools want more of their time. For one CYT in a special school, their work was also complimented in a recent OfSTED report of the school (April 2007) – particularly in relation to the contribution made to the PSHE work of the school.

Senior school staff are clear that CYTs offer an alternative to what is available from teaching staff. However, there may be a need for schools to have a grasp of what CYTs do outside of the school - just as the Youth Service has to grasp the role in school. Generally there is flexibility in the role which is being defined by the needs of the school and the skills and personality of the Tutor. There are pros and cons about status by doing some teaching. In some schools except for senior staff, the inspectors picked up a perception from the CYTs that PSHE was seen to be an 'add in' rather than a valuable contribution.

A variety of Deputy or Assistant Heads act as day-to-day supervisors. It was not possible to examine the benefits of a CYT being located in one department rather than another during this review and that could be returned to on another occasion.

12. How often do you meet your Day-to-day supervisor?

For most CYTs they meet their day-to-day supervisors regularly and feel supported by this. However, for a small number this is not the case. Where supervision is limited it could be deduced that the CYT is trusted but could also be being left to their own devices. In other instances, it may be because one or other person is busy and meetings have reduced by default. Individual cases will be identified outside of this report for further discussion between the respective schools, youth service managers and CYTs

13. Does your day-to-day supervisor advocate for you?

The response to this question was patchy. Some do advocate, some CYTs do it for themselves and in other instances it may not be seen to be necessary.

14. How is new work identified and old work finished?

New work is often identified by the CYTs themselves, although sometimes through discussion with the day-to-day supervisor. The school based work is often time limited to a term so there can be a natural change for taking on new work. That is with the exception of those CYTs who have a formal teaching role, such as for Citizenship and PSHE, where this is set by the subject team leader and often by national curriculum requirements.

A small number undertake development plans for the year but can make spontaneous responses to young people's ideas or be needs led.

15. How do Young People view your role?

"The students loves activities and have great respect and commitment for him" (a Head Teacher)
"approachable, care, confidential and provides learning opportunities." (a CYT)
"Young people have seen the role evolve. ... is very accessible. He works with 900 young people a year". (a Head Teacher)
"Some confusion in understanding school and after school roles but becomes clearer when they seek support and advice." (a CYT)
"young people will view role according to where accessed – as teaching assistant, youth worker or from 1:1 relationships." (a CYT)
"Over time relationships have been built up and mutual respect developed but had to set real hard and fast boundaries to overcome young people seeing CYT as a soft touch." (a CYT)
"Fully involved in out of school activities although limited for some by their learning needs." (a CYT)

All are seen to act as a advocates, a provider of opportunities that the school wouldn't otherwise offer. Young people are seen to be regularly involved in design and delivery.

16. Diversity in Cohort

There was acknowledgement that BME and disabled young people formed a part of the school population but there was little clarity demonstrated regarding the make-up of the groups that the CYTs were working with. With three exceptions there was also little demonstration of work being undertaken to discover their needs for planned responses to these. Consideration should be given to providing some needs analysis training in this regard. From that there may be a need for further training regarding the needs of particular young people and how to respond to them.

17. Use of budget and additional school resources

The basic breakdown of the budget involved salaries for support staff and subsidy for projects, trips, materials and equipment. In general the funding available appeared to be used wisely and was sufficient.

18. What parts of the school can be used

All CYTs had general access to the school provision, although booking is necessary for some. Free use of minibuses and specialist areas are also made available to others.

Evening use is restricted for some CYTs where a school closes at 6pm. Yet other CYTs are given keys and alarm codes to get in after hours. This should be discussed further, where deemed appropriate to the work, particularly as the Extended Services agenda is introduced. This also needs to be considered where valuable work is being undertaken in the community and would cease if the CYT withdraws into the school or sees that possibility as an easy option.

19. Do you teach?

9 out of the 20 have a formal teaching role. A further 6 make formal course inputs in support of the school curriculum and some contribute periodically to the formal teaching programme. Generally there is flexibility in the role which is being defined by the needs of the school and the skills and personality of the Tutor. There are pros and cons about status by doing some teaching.

20. Training Needs

10 of the CYTs answered this question. Their responses ranged from wanting to undertake an MA to needing diversity training, practical computing skills or lesson planning. These responses will be passed to the Youth Service's Staff Development and Training Officer or host school, as appropriate.

21. Involvement in area teams

Generally, all attend regularly – as and when their school timetable permits. One or two cannot attend due to teaching – hence the recommendation for a clear day when such meeting might take place. For some CYTs, this is important for them to enable a 'plug-in' to the Youth Service and to help overcome their feeling of isolation. It is also important for them to keep in touch with professional development in their specialist field.

22. Role of Area Youth Officer and Senior Youth Service Managers

The Area Youth Officers are making regular contact with the CYTs in a number of ways, both formal and informal. meetings together are variable – some 6 to 8 weekly and some termly

Area Youth Officers' contact with senior school staff is variable and, for many, meetings with Head Teachers have dwindled. Therefore, it is recommended that Area Youth Officers meet at least termly with the senior school staff who act as the CYTs' day-to-day supervisors. Also that the appropriate Assistant Head of Kent Youth Service (Operations) and local Area Youth Officer meets the Head Teacher at least annually to review the year and agree the focus for the coming year.

Some CYTs have confusion about the relationship with both sets of managers and who takes precedence. This needs to be clarified.

For senior Youth Service staff, the Assistant Head of Kent Youth Service (Operations) had been the main lead officer with CYT's through CYT team meetings. This role has now been taken over by the two Assistant Heads of Service (Operations) for the east and west of the county. It is seen as important for providing the professional lead seen as being necessary by all involved with the work. Contact with other senior youth service staff is on an informal basis. CYTs felt that they were all accessible and responded well when needed.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Community Youth Tutors Location in Schools

Community Youth Tutors' Location					
MARCH 2010					
Angley School	Angley Road	Cranbrook	Kent	TN17 2PJ	Sarah Gaunt
Castle Community School	Mill Road	Deal	Kent	CT14 9BD	Helen Parkhurst
Herne Bay High School	Bullockstone Road	Herne Bay	Kent	CT6 7NS	Rob Buchanan
Ridgeway Special School		Tonbridge	Kent		Esther Leigh
Malling School	Beech Road	East Malling		ME19 6DH	Nick Congleton
Marlowe Academy	Stirling Way	Ramsgate	Kent	CT12 6NB	Matthew Bentley
Spires Academy	Bredlands Lane	Sturry, Canterbury	Kent	CT2 0HD	Mandy Butcher
New Line Learning Academy	Sutton Road	Maidstone	Kent	ME15 9DT	Jonathan Arundel
Oakley Special School	Pembury Road	Tunbridge Wells	Kent	TN2 4NE	Philippa Bernstein
Sandwich Technology School	Deal Road	Sandwich	Kent	CT13 0BU	Jayne Russell
Sittingbourne Community College	Swanstree Avenue	Sittingbourne	Kent	ME10 4NL	Tom Kellett
Thamesview School	Thong Lane	Gravesend	Kent	DA12 4LF	Penny Stotesbury
The Canterbury Campus	Knight Avenue	Canterbury	Kent	CT2 8QA	Dominic Meehan
The Towers School	Faversham Road	Kennington, Ashford	Kent	TN24 9AL	Marie Boniface
Valley Park Community School	Huntsmans Lane	Maidstone	Kent	ME14 5DT	Nicola Bowden
Folkestone Academy	Academy Lane	Folkestone	Kent	CT19 5FP	Liz Carey
Sheppey Academy	Minster Road	Minster on Sea	Kent	ME12 3JQ	Vacancy

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

YOUTH CENTRES ON A SCHOOL SITE

YOUTH CENTRE	SCHOOL
Archers Court	Archers Court Maths & Computing College, Whitfield, Nr Dover
Lenham	Swadelands Specialist School and sports College, Lenham
Phase II	Marsh Academy, New Romney
Mascalls	Mascalls Comprehensive School and Sixth Form, Paddock Wood
Ashford North	Ashford North Specialist School for Sport and Information Technology, Ashford
XC	Christ Church, Church of England Maths and Computing Specialist College, Ashford
Swan Valley	Swan Valley community School, Swanscombe
SAMAYS	Holmesdale Community School, Snodland

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Sean Carter, Extended Services Lead Manager, Children, Families and Education Directorate, Kent County Council.

Biography

Sean is currently the operational lead for extended services across Kent, supporting the team of Extended Schools Development Managers and Extended Schools Coordinators in the delivery of this agenda. He also liaises and reports on progress back to the regional and national leads on extended services at the Training and Development Agency, who are contracted by the Department for Children, Schools and Families to oversee the delivery of this work nationally.

Sean is also the strategic lead for the delivery of the Healthy Schools programme (working with colleagues in Health) and the delivery of school and community based healthy eating pilots as part of the Towards 2010 priorities.

Sean has recently been leading on a piece of work looking at the community use of secondary school sites in Kent, and is attending the Select Committee to report on and share the outcomes of this work.

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EXTENDED SERVICES SELECT COMMITTEE

Hearing 1

Friday 23 April 2010

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Sean Carter, Extended Services Lead Manager, Project Lead of Community Use of Schools project, and Education Directorate Extended Services Select Committee Lead, Kent County Council

- Please introduce yourself, and please provide a brief summary the roles and responsibilities that your post involves.
- Please provide a brief outline of the objectives of the “Community Use of Secondary School Sites in Kent” project.
- What is your definition of “community use”, and what is your team aiming to achieve with regard to extended services?
- Please describe the present levels of community use of extended services and current and future developments of secondary schools sites.
- According to your research, what do schools in Kent believe could be done to encourage and support greater community use of extended services?
- According to your project, what are the challenges and barriers to increased community use of extended services from the schools perspective?
- In your opinion, what are the main blockages and challenges to the progress of extended services and the development of the concept of the “school that never sleeps”?
- In what ways, in your view, can Kent County Council improve extended services and support greater community use of these services?

- In your view, in what ways can KCC ensure the sustainability of effective extended services into the future, given that Government's funding, after March 2011, is unclear?