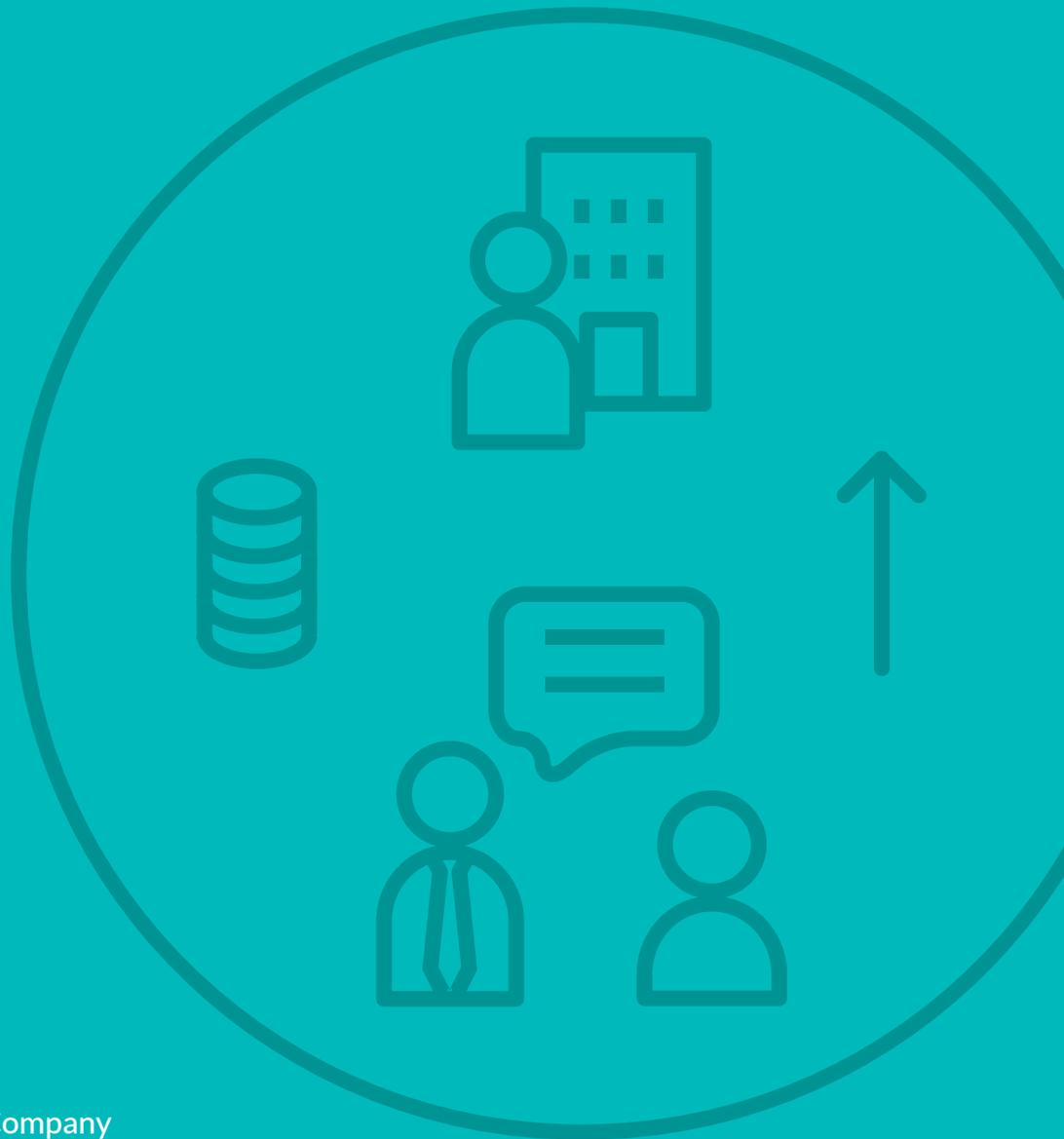


The Careers & Enterprise Fund 2016



Investing in careers and enterprise activities where support is most needed.

Publication information

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About The Careers & Enterprise Company

The Careers & Enterprise Company is an employer-led organisation that has been set up to inspire and prepare young people for the fast-changing world of work. Our role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the country. We follow four principles to do this:



For further information on The Careers & Enterprise Company:

www.careersandenterprise.co.uk

In our 2016 Careers & Enterprise Fund we will allocate £4 million of government-backed investment, with the addition of more than £1 million from the Education Endowment Foundation and the Bank of America Foundation to scale up, trial and evaluate many existing, effective careers and enterprise programmes and ensure that young people get multiple opportunities to learn from employers through the course of their education.

1. Introduction to the Careers & Enterprise Fund 2016

The Careers & Enterprise Company (the Company) was set up in 2015 to transform careers and enterprise provision in schools and colleges across England. This document introduces the Company's Careers & Enterprise Fund 2016. With this fund, we are determined to focus on social mobility, help thousands of young people to realise their potential and build careers aspiration. Social mobility, as defined by Blanden and colleagues¹, measures the degree to which people's social status changes between generations'. Social mobility is about ensuring that young people's futures are not determined by their backgrounds.

In our 2016 Careers & Enterprise Fund we will allocate £4 million of government-backed investment, with the addition of more than £1 million from the Education Endowment Foundation and the Bank of America Foundation to scale up, trial and evaluate many existing, effective careers and enterprise programmes and ensure that young people get multiple opportunities to learn from employers through the course of their education.

This includes targeting £1 million in six Opportunity Areas identified by the Government using The Social Mobility Index². These are Blackpool, Derby, Norwich, Oldham, Scarborough and West Somerset. These areas have entrenched barriers that make it harder for young people to be socially mobile. The funding targeted in these areas will be invested in local programmes that can demonstrate their effectiveness in working with the young people who have the greatest need of support. This will include those with

special educational needs and disabilities and pupils at risk of becoming Not in Education, Employment or Training (NEET).

This funding will give every young person in school or college in the Opportunity Areas a chance to access four or more encounters with an employer. Young adults who recall four or more encounters with employers while at school are significantly less likely to be NEET and earn, on average, 18% more than peers who recall no such activities³.

Such encounters inspire young people and help them to understand the relevance of their education; enable them to learn through experience and interaction; and bring them as close as possible to the reality of a changing employment market.

The Fund also provides more than £4 million which will be invested across England to scale up high quality careers and enterprise activity. We will use our latest cold spot analysis (due to be published in early December)⁴, to help target this funding where it is most needed

1. Blanden, J, Gregg P and Machin, S (2005). Social Mobility in Britain: Low and Falling. Available at: <http://cep.lse.ac.uk/centrepiece/v10i1/blanden.pdf> [Accessed 25th October 2016].

2. Social Mobility Commission (2016). The Social Mobility Index. Available at: <https://www.gov.uk/government/publications/social-mobility-index> [Accessed 25th October 2016].

3. Percy, C and Mann, A (2014). "School-mediated employer engagement and labour market outcomes for young adults: Wage premia, NEET outcomes and career confidence" in Mann et al, eds. Understanding Employer Engagement in Education. London & New York: Routledge.

4. [Accessed 25th October 2016].

and build on the principles of our first Careers & Enterprise Fund.



This funding will support:

- The scale up of existing successful and well evidenced programmes, taking these programmes to new cohorts where they are already delivered, or new areas

and / or

- The development and delivery of programmes that are designed to identify and share best-practice in the most common careers interventions for young people, particularly those focussed on those with less opportunity to achieve their potential.



The Company will partner with the Education Endowment Foundation (EEF) and the Bank of America Foundation (BofAML) to bring additional investment for grant recipients, supporting robust evaluation that can improve careers provision nationwide, and set a clear direction for future investments in the sector.

As a supporter of the #iwill campaign⁵, we are committed to helping young people find high quality opportunities to take part in volunteering and social action. The Company is delighted that organisations delivering volunteering and social action activities for young people will be eligible to apply for funding (further details in Section 2).

We want to ensure that all young people have the opportunity to succeed and believe this fund offers a great opportunity to ensure that many more of them receive the opportunities, support, advice and guidance to do just that.

1.1. About The Careers & Enterprise Company

At The Careers & Enterprise Company we have a driving ambition to join the dots between schools, colleges, employers and providers of careers and enterprise activities. One way in which we do this is by supporting programmes that work, filling gaps in provision and ensuring coverage across the country. This is crucial to inspire and prepare young people for the fast-changing world of work. Critically, understanding 'what works' in careers and enterprise provision in schools and colleges across England is a significant step towards achieving that ambition.⁶

1.2. Identifying what works in careers and enterprise

Across England there are a range of individuals and organisations providing careers and enterprise support for students. They do a fantastic job, often with limited resources, in supporting young people to learn about their careers, to receive information, advice and guidance, and to have encounters with employers, experiences of work and further learning. Unfortunately, though, the quality and level of support is inconsistent.

While we know that providing young people with encounters and high quality support is essential, The Careers & Enterprise Company is eager to understand which activities are the most effective in helping young people and how they can be optimised to maximise impact. Alongside this Prospectus, we are publishing a piece of research entitled 'What Works In Careers and Enterprise?'. This research summarises the evidence and identifies some areas

4. The Careers & Enterprise Company. (2016). Understanding the Careers Cold Spots: The Careers and Enterprise Prioritisation Indicators 2016. London: The Careers & Enterprise Company

5. #iwill Campaign. Available at: <http://www.iwill.org.uk/> [Accessed 20th November 2016]

6. The Careers & Enterprise Company. (2016). What Works In Careers and Enterprise? London: The Careers & Enterprise Company.

where more evidence is needed.

A summary of the interventions is provided in Figure 2.

There is much to be gained by understanding the impact of careers and enterprise activity and, importantly, what makes these activities effective. As we develop our understanding of how to ensure the effectiveness of activities, we make a commitment to careers professionals, careers providers, schools, colleges and others to be proactive in sharing this understanding and supporting them to learn from the evidence.

There is already an extensive evidence base which we can build on. Existing research has demonstrated that careers and enterprise programmes can make a difference to economic, social and educational outcomes, including the recent international review commissioned by our partners the Education Endowment Foundation and the Bank of America Foundation (BofAML).⁷⁻⁹

Through this Fund, the Company aims to contribute to the evidence base by finding out how effective certain activities, such as volunteering and work experience, can be, and how these can have the greatest impact.

The Gatsby Charitable Foundation has drawn together the evidence on school-based careers and enterprise activities¹⁸ to develop its eight benchmarks of 'good

Key findings about careers and enterprise programmes suggest that they can:

- improve young people's ability to make career decisions and their optimism about the future;¹⁰⁻¹¹
- help young people to increase their attainment and be more likely to enrol in post-secondary education;¹²⁻¹³
- reduce young people's likelihood of becoming unemployed;¹⁴⁻¹⁵
- increase young people's earnings after they complete their schooling;¹⁶⁻¹⁷

career guidance'. These benchmarks provide a guide as to what activities work and advice on how schools should organise and sequence these activities, and a summary of these is provided in Figure 1.

7. Hughes, D, Mann, A, Barnes, S, Baldauf, B and McKeown, R (2016). *An International Review: Career Education*. London: Education Endowment Foundation
8. Hooley, T (2014). *The Evidence Base on Lifelong Guidance*. Jyväskylä, Finland: ELGPN.
9. Organisation for Economic Co-operation and Development (2004). *Career Guidance and Public Policy: Bridging the Gap*. Paris: OECD.
10. Ferrari, L, Nota, L and Soresi, S (2012). Evaluation of an intervention to foster time perspective and career decidedness in a group of Italian adolescents. *Career Development Quarterly*, 60(1): 82-96.
11. Perdrix, S, Stauffer, S, Masdonati, J, Massoudi, K and Rossier, J (2012). Effectiveness of career counseling: A one-year follow-up. *Journal of Vocational Behavior*, 80(2): 565-578.
12. Frenette, M, Ford, R, Nicholson, C, Kwakye, I, Hui, TS.-W, Hutchison, J, Dobrer, S, Smith Fowler, H and Hébert, S (2012). *Future to Discover: Post-Secondary Impacts Report*. Ottawa: Social Research and Demonstration Corporation
13. Hooley, T, Matheson, J and Watts, AG (2014). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: Sutton Trust.
14. Mann, A (2012). *It's Who You Meet: Why Employer Contacts at School Make a Difference to the Employment Prospects of Young Adults*. London: Education Employers Task Force.
15. Percy, C and Mann, A (2014). School-mediated employer engagement and labour market outcomes for young adults: Wage premia, NEET outcomes and career confidence. In Mann, A., Stanley, J. and Archer, L. *Understanding Employer Engagement in Education: Theories and Evidence* (pp. 205-220). London: Education and Employers Taskforce.
16. Kashefpakdel, ET and Percy, C (2016). Career education that works: An economic analysis using the British Cohort Study. *Journal of Education and Work*, online first.
17. Mann, A and Percy, C (2013). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. *Journal of Education and Work*, 27(5), 496-523
18. The Gatsby Charitable Foundation (2014). *Good Career Guidance*. London: The Gatsby Charitable Foundation.

Figure 1: The Gatsby Benchmarks

1	A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Figure 2: What Works in Careers & Enterprise

STRONG EVIDENCE	SOME EVIDENCE	LIMITED EVIDENCE
High quality evaluations showing positive impact	Lower quality evaluations showing positive impact	Insufficient evaluation evidence at present
<ul style="list-style-type: none"> ▪ employer mentoring ▪ enterprise competitions ▪ work related learning provided in cooperation with employers 	<ul style="list-style-type: none"> ▪ 1-2 week work experiences ▪ career learning co-delivered by teachers and employers ▪ careers talks ▪ careers websites ▪ curriculum learning co-delivered by teachers and employers ▪ cv workshops ▪ employer delivered employability skills workshops ▪ enterprise activities ▪ mock interviews ▪ work place visits 	<ul style="list-style-type: none"> ▪ careers fairs ▪ e-mentoring ▪ job shadowing ▪ part time working ▪ teacher CPD delivered by employers ▪ volunteering

Furthermore, the Fund will be supported by our latest cold spot analysis which is published separately.

Our latest cold spot analysis which draws together the most recent information from various sources to systematically inform decisions and prioritise against local needs will be published in December 2016.

Successful proposals will be those which target an area with clear geographic need and/or aim to support our key indicators of outcomes for young people – from academic attainment and preparedness for work to career destinations as seen in Table 1.

Table 1: Prioritisation indicators

Barriers	Percentage known to be eligible for and claiming free school meals (FSM)
High levels of engagement between business and schools	% Employer establishments who had anyone in work experience
	% Employer establishments who offered any work inspiration
Opportunity informed decision making	% A-levels entered that are STEM (Maths & Science only)
	% A-levels entered by girls that are STEM (Maths & Science only)
	% in sustained apprenticeship destination post KS4
Positive outcomes (education)	5+ A*-C including English & mathematics GCSEs
Positive outcomes (labour market)	16-17 year olds who are not in education, employment or training (NEET) reported by local authorities
	Preparedness for work of 16 year old school leavers (Poorly/V. Poorly Prepared)
	Preparedness for work of 17-18 year olds recruited to first job from school (Poorly/V. Poorly Prepared)

2. Overview of funding available

The Careers & Enterprise Fund 2016 comprises of two parts:

Part

A

Four employer encounters¹⁹ for young people from disadvantaged areas. This will make £1 million available to support employer encounters for secondary school and college pupils in the Government's Opportunity Areas.

Part

B

Best practice in careers and enterprise activities. This will make £4 million available for scaling up, testing and evaluating common careers activities.

Both parts are designed to deliver greater opportunities for disadvantaged young people. In particular, the Careers & Enterprise Fund 2016 will focus on assisting young people to acquire the motivation, knowledge and skills required for employment, higher or further education. It will target disadvantaged young people, including those who have less opportunity in life due to rigid social structures. In addition, we also welcome applications targeting young people with special educational needs and/or disabilities (SEND) or those who are in care or exiting care.

19. The Company is making funding available to schools and it believes will be sufficient to provide four employer encounters. In line with their own needs and priorities, schools may choose more expensive interventions, which means the number of encounters provided by the Fund will vary from school to school

Table 2: Set criteria for Part A and B

	Part A: Four employer encounters for every young person in secondary school in the Opportunity Areas	Part B: Best practice in careers and enterprise activities	
		Containing two strands:	
		Strand I	Strand II
What are we trying to achieve?	Through this funding we aim to support young people to: <ul style="list-style-type: none"> overcome the barriers that they face experience multiple encounters with employers make informed decisions about their education and future improve their attainment achieve positive labour market outcomes 		
How?	Supporting young people in six areas of particular disadvantage.	Investing in consistently effective projects to increase their reach.	Working with providers to design programmes which can be evaluated or used to identify leading practice. This will be done in partnership with the EEF, supported by BofAML.
How much?	£1 million	More than £4 million with at least half supporting projects in Strand II	
Who can apply?	Organisations able to deliver careers and enterprise activity in the Opportunity Areas on a flexible scale.	Organisations with a track record of delivering common careers and enterprise activities who are willing to either: <ul style="list-style-type: none"> deliver programmes already proven to work (Strand I); or work with us to design programmes that can be evaluated or used to identify leading practice (Strand II). 	
What activities will we fund?	Any proven programme containing activities that provide young people with employer encounters.	Programmes offering: <ul style="list-style-type: none"> enterprise education (including enterprise competitions and enterprise activities) transition skills development (including mock interviews, CV workshops, employer delivered employability skills workshops) volunteering (for young people) or work experience 	
Where?	Blackpool, Derby, Norwich, Oldham, Scarborough and West Somerset	National (England)	
Who are we targeting?	All young people in secondary school and college in the Opportunity Areas, with a particular focus on social mobility target groups ²⁰ .	Eligible young people in the areas of greatest need identified by our latest cold spot analysis or in areas most suited to support an evaluation. In particular we are interested in young people in groups that are likely to be less socially mobile. The target age groups will depend on the type of intervention but all beneficiaries must be aged 11–18 ²⁰ . For Strand II, we particularly welcome programmes that target 11 to 16-year-olds (pre-GCSE).	
What are we funding?	Set-up and activity costs, evaluation.	Set-up and activity costs, any additional costs associated with evaluation (e.g. incentives for schools to complete tests).	
How are we funding?	Price per output with purchasing decisions directed by schools and colleges. Set-up costs negotiable.	Set-up costs and price per output (e.g. per young person completing the programme).	
Grant value	No limit, but note the available funding in each area (Section 2.1.1)	The minimum grant award will be £50,000. The Company does not expect to award any grants over £750,000. The grant values exclude any additional evaluation support provided.	

20. In line with the careers duty on schools and colleges, this includes all Year 13 students, 19 to 25-year-olds with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000 or with an Education, Health and Care Plan in place under section 37 of the Children and Families Act 2014^[1]

Organisations may apply for both parts if they wish. Organisations do not need to determine whether they wish to apply for Strand I or II funding within Part B: there is a single application form for Part B and we will determine your eligibility for the two strands. If your application is considered for Strand II, however, it will follow a slightly different assessment process.

Organisations applying for Part B will be asked to consider whether they are willing to:

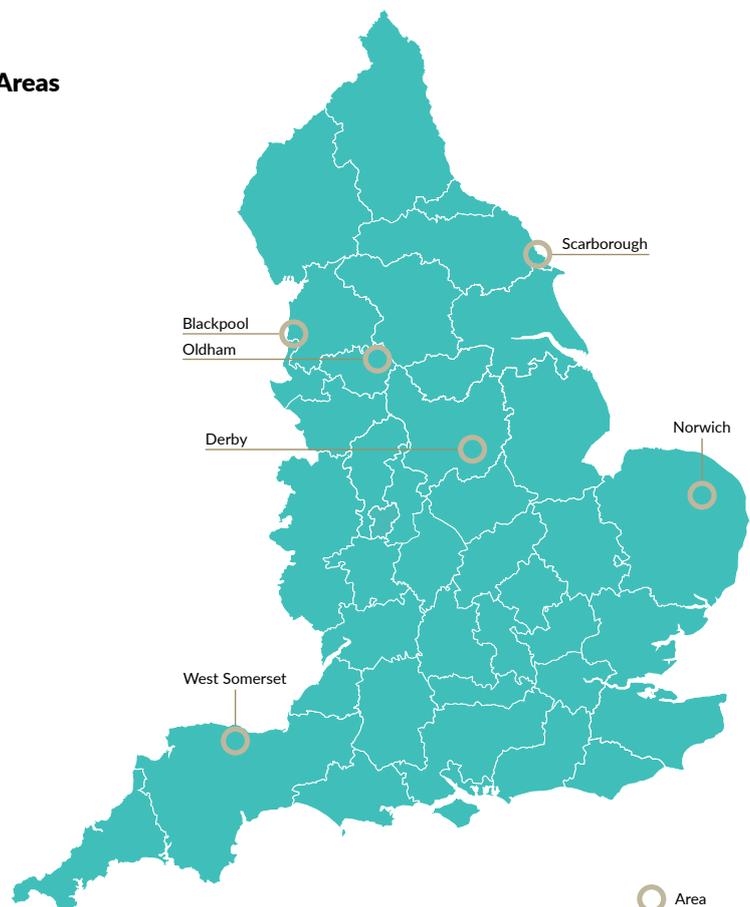
- take part in a robust, independent evaluation such as a Randomised Control Trial (further details are provided in Section 2.1.1);
- co-design their programme with the Company and its partners to support the development of best practice.

Those organisations committing to one of the criteria above will be considered for both Strand I and Strand II of Part B. Those that do not wish to commit to either of these criteria will only be considered for Strand I.

2.1 Part A: Four encounters for every young person. £1 million to support employer encounters for secondary school and college pupils in the Government's Opportunity Areas

£1 million will be invested in Opportunity Areas (Figure 1). These areas were identified by the Government based on the Social Mobility Commission index. The six Opportunity Areas areas all score in the bottom fifth of the index and were labelled 'social mobility cold spots'.

Figure 1:
Map of Opportunity Areas



£1 million
will be invested
in Opportunity
Areas

Each of these areas is different and experiences unique issues and challenges, though in all of them young people who are eligible for free school meals are receiving a lower quality education and attaining less than the national average.

We anticipate that successful organisations which are bidding to work in these areas will have good local knowledge.

Our objective

To address poor social mobility and a lack of opportunity for young people in Opportunity Areas by providing quality careers interventions.

Target groups

All secondary school students in Opportunity Areas, including those in higher need groups. The Opportunity Areas identified by the Department for Education are: Blackpool, Derby, Norwich, Oldham, Scarborough and West Somerset.

Activities supported

Any activities that develop employability and life skills through employer encounters which help young people to prepare for the world of work.

2.1.1 The Careers & Enterprise Catalogue: key features

Part A of the Fund will be used to pilot a 'rate card', enabling schools to purchase the careers and enterprise activity through the Company that is most needed and will be most effective for them.

Potential providers will be asked to nominate a unit cost for their services. The Company will support schools in the

Opportunity Areas to select the provision that best supports their priorities and which is aligned with the Gatsby Benchmarks and where possible, the outputs of the Compass self-assessment tool.²¹

Rate cards are commonly used for simple goods and services to advertise the product available and the cost per unit. Often the cost decreases as more units are purchased. For social services, rate cards have been used to agree on the price of outcomes for Social Impact Bonds, and are considered a key step to implementing efficient payment by results models.

Why use rate cards?

Using a rate card puts the purchasing decision in the hands of those closest to the need. Schools and Local Enterprise Partnerships will have the power to select services that will work best in their community and address gaps in their existing careers and enterprise activity, identified by the Compass Careers Benchmark Tool.

It also provides a platform to encourage investment in the sector from other areas. Schools, government departments, LEPs and private investors can purchase services from the Careers & Enterprise Catalogue and be confident that they will be delivered by an organisation whose programme has been assessed by The Careers & Enterprise Company to ensure it is high quality and good value for money.

21. The Compass Careers Benchmark Tool is available for free online at <http://compass-careers.org.uk>.

22. The Careers & Enterprise Company (forthcoming 2016). Understanding the Careers Cold Spots. London: The Careers & Enterprise Company

How can I get my programme on the Careers & Enterprise Catalogue?

If you have a programme operating in Blackpool, Derby, Norwich, Oldham, Scarborough or West Somerset, you are encouraged to apply online. You will be required to nominate a unit price – which may change for different areas – to deliver your programme.

What funding is available for careers interventions?

Schools in the Opportunity Areas operating with young people aged 11 to 18 will be allocated approximately £20 per pupil to purchase careers interventions included in the Company's Careers & Enterprise Catalogue.

The exact spend per pupil will vary as some programmes will be more complex and higher cost, while others will engage greater numbers at a lower unit price. The amount of funding organisations receive in Part A of this Fund will depend on schools' needs and purchasing decisions. For example, programmes selected by many schools will receive more funding than those which are not. The application process will identify the minimum level of delivery for the programme to be financially viable and any set-up costs to prepare for delivery.

We want a choice of providers in each of the Opportunity Areas, but to ensure each organisation has a guaranteed level of delivery, we will only fund a small number of providers in each area.

In this Fund, the Catalogue will list rates for completed outputs, for example students completing a programme. In the future, the Catalogue may offer prices for outcomes (where the provider can accommodate this), for example increasing attendance at school, and allow purchasers to decide on what basis they would like to engage the provider.

What funding is available to schools?

Schools' purchasing should be aligned to the Gatsby benchmarks. Schools in the Opportunity Areas will be allocated funding to improve their activities in line with the Compass Careers Benchmark Tool.

How would the funding approach work?

The Company will offer funding for schools to purchase from the Catalogue during the funding period (2017–2019). The actual money will remain with the Company, so the offer is like a voucher. When the school indicates its intention to purchase, the Company will make the purchase on their behalf.

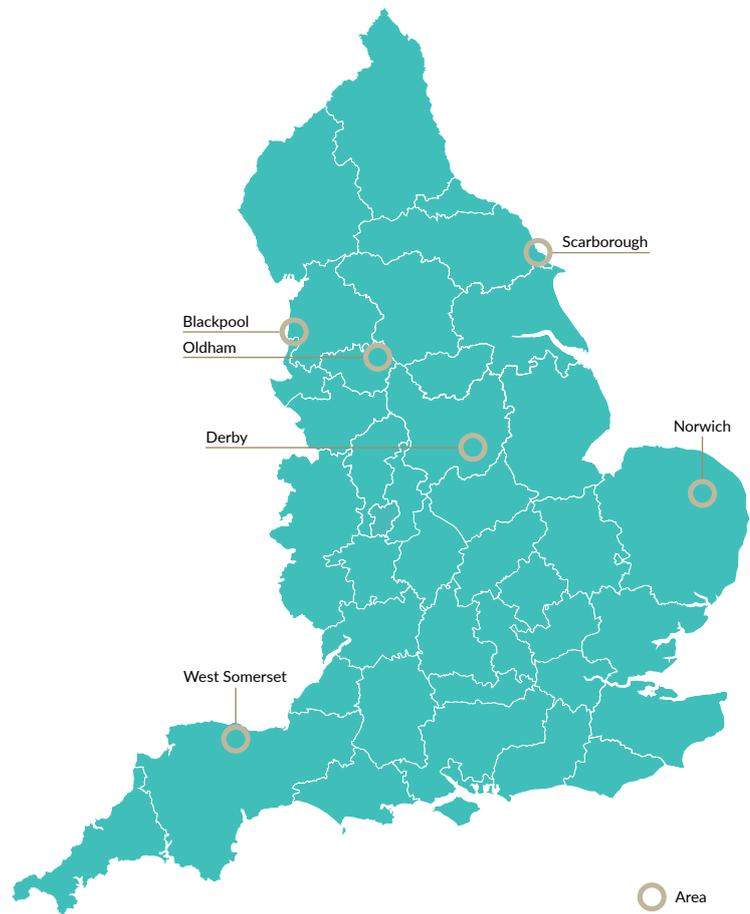
Schools, LEAs and anyone else are encouraged to contribute to the Fund to purchase additional services from the Careers & Enterprise Catalogue. The investor's money will be paid to the Company and managed in the same manner as the Company's funding. Any unspent or recovered funds will be returned to the investor.

Funding for schools

Schools will be allocated approximately £20 per pupil, and the funding available may be weighted according to need. If you have been identified as a school in an Opportunity Area, the Company will contact you directly to confirm the funding amount that we will be making available. Schools are encouraged to complete a Compass self-assessment as soon as possible as this will help schools identify

areas where funding may complement existing activity. Schools will be able to begin identifying programmes from April 2017 and delivery will begin by the end of September 2017.

The indicative funding available, on the basis of the number of Year 7–13 pupils in secondary schools and colleges in each area, is set out below:



Opportunity Area	Approximate pupil numbers	Indicative funding
Blackpool	5,750	£115,000
City of Derby	16,250	£325,000
Norwich	6,250	£125,000
Oldham	15,750	£315,000
Scarborough	4,250	£85,000
West Somerset	1,750	£35,000

2.2 Part B: Best practice in careers and enterprise activity – more than £4 million for scaling up, testing and evaluating common careers activities

More than £4 million will be invested in programmes across England to ensure that we scale up and test a variety of interventions that have the potential for impact.

There is a wide range of careers and enterprise activity already happening in England. However, there continues to be much unmet need. In addition, there are a number of gaps in the evidence, which means that it is often unclear both what works and where the best value might lie.

Part B seeks to improve the quality of careers activities nationwide by funding an increase in well-evidenced activity and supporting robust evaluation for promising, but as yet unproven, activities.

It does this by considering applications for two strands of funding, summarised in Table 2 (Section 2):

- **Strand I** focuses on investing in proven programmes to increase their reach, including an evaluation led by the Company.
- **Strand II** will fund projects where we will collaborate with successful organisations to design programmes which can be evaluated or used to identify leading practice. This will be delivered in partnership with the Education Endowment Foundation (EEF), the Bank of America Foundation (BofAML) and with the support of the #iwill campaign. The EEF will appoint an independent evaluation team for those projects willing and able to take part in a randomised controlled trial in order to evaluate the activity's impact on outcomes such as attainment and progression, and related employability outcomes, as well as the non-cognitive attitudes, skills and behaviours that underpin these outcomes.

In Part B, Strand II, we are particularly interested in co-designing the following activities:



**Transition
skills development**



**Enterprise
education**



**Work
experience**



Volunteering

Please note:

- Applicants do not need to decide which Strand in Part B to apply for, as we will assess your suitability based on your application and the eligibility questions that you have answered.
- Delivery in Part B is not limited to the Opportunity Areas.
- We expect to publish the new cold spot analysis in early December 2016. Applicants are encouraged to review this when targeting delivery. All applicants who register online will receive an email notifying them when this is published.

	Strand I	Strand II
CEC Objective	<p>To scale up proven programmes so they reach greater numbers of young people.</p> <p>We will support evaluation of these projects in order to share best practice with others in the sector.</p>	<p>To co-design programmes that include enterprise education, transition skills, youth volunteering and work experience to identify leading practice through a robust EEF-led evaluation.</p> <p>All findings will be shared in order to improve the quality of delivery across the sector.</p>
Target groups	<p>Young people in secondary school or college in areas of need – identified by the latest cold spot analysis²² – and in particular focussing on those young people who are likely to be less socially mobile.</p>	<p>Young people in secondary school or college in areas of need and in particular focussing on those young people who are likely to be less socially mobile. We particularly welcome programmes that target young people between 11 and 16 (pre-GCSE).</p>
Activities	<p>We will be investing in programmes that deliver:</p> <ul style="list-style-type: none"> ▪ enterprise education (including enterprise competitions, enterprise activities) ▪ transition skills development (including mock interviews, CV workshops, employer delivered employability skills) ▪ volunteering for young people ▪ work experience <p>We believe that these activities are all promising, but at present more evidence is needed about their impact and the return on investment that they offer. We are particularly focusing on enterprise education, transition skills development and work experience because our evidence suggests that work-related learning involving employers is valuable. Some of the programmes will be thoroughly tested by the EEF, as explained in Section 2.2.1.</p>	

Figure 2: What Works in Careers & Enterprise

STRONG EVIDENCE	SOME EVIDENCE	LIMITED EVIDENCE
High quality evaluations showing positive impact	Lower quality evaluations showing positive impact	Insufficient evaluation evidence at present
<ul style="list-style-type: none"> ▪ employer mentoring ▪ enterprise competitions ▪ work related learning provided in cooperation with employers 	<ul style="list-style-type: none"> ▪ 1-2 week work experiences ▪ career learning co-delivered by teachers and employers ▪ careers talks ▪ careers websites ▪ curriculum learning co-delivered by teachers and employers ▪ cv workshops ▪ employer delivered employability skills workshops ▪ enterprise activities ▪ mock interviews ▪ work place visits 	<ul style="list-style-type: none"> ▪ careers fairs ▪ e-mentoring ▪ job shadowing ▪ part time working ▪ teacher CPD delivered by employers ▪ volunteering

We are interested in funding the activities highlighted above in Part B, Strand I & II. Further detail on these activities is provided below and we have grouped the activities into the following categories:

- **Enterprise education**, which includes activities such as enterprise competitions and enterprise activities
- **Transition skills development**, which includes activities such as mock interviews, CV workshops, and employer delivered employability skills
- **Volunteering** for young people
- **Work experience** placements

More than £4 million will be invested in programmes across England to ensure that we scale up and test a variety of interventions that have the potential for impact.

Details for registering your interest are below.

Register interest and download the application forms:

www.careersandenterprise.co.uk

KEY DATES:

Submit application by

3pm

20 January 2017

Shortlisted applicants to submit further due diligence by

24 February 2017

Shortlisted organisations informed by

10 February 2017

The Company will notify successful applicants on

31 March 2017



Enterprise education

Enterprise education describes a range of activities which support young people to increase their capacity to generate ideas and to put these ideas into practice. It includes thinking about when to take risks and how to manage risks. Entrepreneurship is only one of the possible outcomes of enterprise education. Instead, enterprise education aims to equip students with a

set of capabilities which they can apply to whichever context that they choose. Enterprise education commonly makes use of projects, learning by doing and team and group orientated activities.²³ We will fund programmes that include enterprise education activities, such as enterprise games and competitions.



Transition skills development

Transition skills development interventions focus on helping young people to manage their transitions from learning to work. Key to this is helping them to understand recruitment processes and to develop the skills to do well in them. Many schools and careers and enterprise providers are already involved in providing CV clinics and mock interviews, employer delivered

employability skills workshops, careers advice initiatives, mock assessment centres, mock psychometric and aptitude testing and support for writing covering letters, learning how to access the hidden jobs market and applying for apprenticeships. Such activities provide an ideal opportunity to involve employers.



Volunteering

Volunteering and social action provides young people with opportunities to work in their communities and help others.

These harness the energy and creativity of young people for achieving tangible social benefits, as well as enabling them to develop a set of skills and behaviours supporting their future participation in the labour market and wider society.

There is evidence that youth social action and volunteering improve young people's employability.^{24 25} We are committed to investing in such programmes, as well as

seeking to understand more about their effectiveness.

#iwill Campaign partners have demonstrated that successful volunteering and social action programmes should apply the six principles²⁶ below.

The Company will be investing in volunteering and social action programmes²⁷ targeted at young people across England that embed the six quality principles, in line with our eligibility and assessment criteria as described in Section 3 of the Prospectus.

1. Reflection

Recognising contributions as well as valuing critical reflection and learning

4. Challenging

Stretching and ambitious as well as enjoyable and enabling

2. Embedded

Accessible to all, and well integrated to existing pathways to become a habit for life

5. Youth-led

Led, owned and shaped by young people's needs, ideas and decision making

3. Progressive

Sustained, and providing links to other activities and opportunities

6. Socially Impactful

Have a clear intended benefit to a community, cause or social problem

24. #iwill Factsheet. Available at: <http://www.iwill.org.uk/wp-content/uploads/download-manager-files/iwill%20factsheet%20-%20Employment%20FINAL.02.pdf> [Accessed 21 November 2016]

25. Institute for Volunteering Research (2014). Review of evidence on the outcomes of youth volunteering, social action and leadership. Available at: http://thirdsectorimpact.eu/site/assets/uploads/page/documents-for-researchers/TSI_impact-report_sports-leaders-literature-review-dec-2014.pdf [Accessed 17 November 2016]

26. <http://www.iwill.org.uk/about-us/principles/>

27. Excluding political campaigning and young carers.



Work experience

Work experience describes a range of activities whereby people in education are given an opportunity to undertake some work as part of their career learning. It is critical to work experience that the participant is not just watching or hearing about work, but actually working. Effective work experience often includes close cooperation between employers, schools, providers and young people; careful preparation; the provision of meaningful experiences; and close attention to helping the young person identify what they have got out of the experience.²⁸

Evidence suggests that young people with four or more work experience-type interventions are five times less likely to become NEET^{29, 30}, whilst 66% of employers believe that work experience is a critical or significant factor when they are hiring

young people.³¹ There is also some evidence that good quality work experience that explicitly concentrates on how young people can achieve their aspirations can support them to maintain their aspiration and increase their attainment.³²

We are keen to understand more about how work experience interventions can be structured to benefit young people and raise their aspirations. Our What Works research shows that there is more to be done to understand how work experience can be most effective in preparing young people for meaningful careers.

28. OCR. (n.d.). Best Practice in Work Experience. Available from <http://www.ocr.org.uk/Images/168852-the-ocr-guide-to-best-practice-in-work-experience.pdf> [Accessed 20 November 2016]
 29. UKCES (2014). Not Just Making Tea - Reinventing Work Experience. Available at: <https://www.gov.uk/government/publications/not-just-making-tea-a-guide-to-work-experience> [Accessed 14 November 2016]
 30. UKCES (2013). Scaling the Youth Employment Challenge. Available at: <https://www.gov.uk/government/publications/scaling-the-youth-employment-challenge> [Accessed 18 November 2016]
 31. UKCES (2014). Employer Perspectives Survey 2014. Available at: <https://www.gov.uk/government/publications/employer-perspectives-survey-2014> [Accessed 14 November 2016]
 32. Joseph Rowntree Foundation (2013). Educational Aspirations: How English schools can work with parents to keep them on track. Available at: <https://www.jrf.org.uk/report/educational-aspirations-how-english-schools-can-work-parents-keep-them-track> [Accessed 14 November 2016]

2.2.1 Education Endowment

Foundation-led Evaluation: key features

Some of the projects in Part B, Strand II, will be considered for independent evaluation funded by the EEF and BofAML. The evaluation would be jointly designed with the successful applicant and an independent team, selected from EEF's Panel of Evaluators³³.

The EEF's role is to provide school leaders and policy makers with the evidence they need of what is likely to work most effectively and cost-effectively. This means they need to be able to show what difference your approach makes to student outcomes compared with doing what schools already do, or compared with them trying something else. This is often referred to as 'the counterfactual' – i.e. what would have happened otherwise? The most robust way of estimating this is through a randomised controlled trial (RCT).

An RCT involves recruiting a group of potential participants – in EEF-funded projects these are pupils or schools – and randomly allocating them to one of two groups (a probability process that acts like a coin flip). One group (the 'treatment group') will receive the intervention from the delivery body while the other group will not (the 'comparison group'). By testing both groups before and after a new programme is introduced, and measuring the outcomes of each, the difference it has made can be estimated.

Alongside this impact evaluation, the evaluation team will also produce a qualitative, process evaluation that will report on how the programme worked and how it was viewed by the participating schools/teachers/parents/pupils.

The EEF is committed to publishing openly and in full all evaluations of its funded projects.

RCTs are appropriate for programmes with a track record of delivering a clear and consistent intervention, which aims to have an impact on defined outcomes. Most EEF-funded projects are evaluated as RCTs (well over a hundred to date) and the EEF has considerable experience of commissioning RCTs that are acceptable to, and work well within, schools. The EEF will work with the Company and BofAML to select a small number of applications in this theme to be the focus of trials.

Delivery bodies will be expected to work collaboratively with the EEF and independent evaluators. Designing a robust evaluation, such as an RCT, normally requires applicants' project plans to be adapted in some way. You are not expected to have a clear idea of how your model could be tested when you apply, but ask that you are open to working with the EEF and independent evaluators to shape your project so that it can be robustly evaluated and a fair assessment of its impact on pupils can be made. Any additional costs associated with the evaluation could be considered for additional funding. You do not need to include evaluation detail and costs in your initial application.

If you have any further questions about the EEF's evaluation approach, please contact Eleanor Stringer at eleanor.stringer@eefoundation.org.uk

2.2.2 Mentoring programmes

As the Company has committed significant funding to support mentoring over the course of this parliament, applications for employer mentoring which are eligible for funding in our Mentoring Fund will not be considered.

33. EEF's Panel of Evaluators. Available at: <https://educationendowmentfoundation.org.uk/our-work/the-eefs-approach-to-evaluation/panel-of-evaluators/> [Accessed 17 November 2016]

3. Applying for funding

The following section provides important information that clarifies whether your organisation and proposed programme(s) are eligible for funding. Please read this carefully before submitting an application.

3.1 How to apply

Applicants have to register their interest in applying in order to download the application forms from our website (www.careersandenterprise.co.uk).

Applicants should submit their application by **3pm 20 January 2017**. Applicants are advised to carefully read all chapters of this Prospectus and its Appendices before submitting their application. Late applications will not be accepted.

All applications must be submitted via our website. Only those submitted online will be accepted. Applicants who have trouble uploading their form can email us at investment@careersandenterprise.co.uk

Organisations who have been shortlisted will be informed by 10 February 2017. Shortlisted applicants will be required to submit further due diligence information by 24 February 2017 and will be expected to attend a meeting with representatives of the Company between 27 February and 10 March 2017 to discuss their application in more detail. The Company is expecting to notify successful applicants on 31 March 2017.

3.2 Eligibility criteria

Pre-screen to determine eligibility (self-assessed)

To decide which Part of the fund you are eligible to apply for, please use the pre-screen questions before filling in the application form.

The key questions are:

Funding eligibility

- Whether your programme targets young people aged 11 to 18³⁴. Funded programmes can be part of a wider activity covering a broader age group, provided the funding is solely used to support young people at school in Years 7 to 13.
- Whether your organisation is solvent.
- Whether the level of grant applied for on an annual basis will not increase your organisation's turnover by more than 50 per cent.

Organisations that do not meet these eligibility requirements will not be assessed further.

Eligibility for each Part of the Fund

The eligibility questions will determine which Part of the fund you should apply for. Note that you may apply for funding through both Part A and Part B.

34. In line with the careers duty on schools and colleges, this includes all Year 13 students, 19 to 25-year-olds with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000 or with an Education, Health and Care Plan in place under section 37 of the Children and Families Act 2014

Part A

You must be able to answer 'Yes' to all the following questions to be eligible to apply for funding in Part A:

- Are you planning to deliver your programme in one of the Government's Opportunity Areas?
- Are you able to begin delivery in an Opportunity Area before the end of the 2016/17 Academic Year?
- Is your programme established?
- Does your programme have a proven track record of making a positive impact?

Part B

You must be able to answer 'Yes' to all the following questions to be eligible to apply for funding in Part B:

- Do you have a strong track record delivering one of the activities we are funding?
- Can you commit to beginning the additional delivery at the beginning of the 2017/18 academic year or earlier?

Your application will be considered for funding in Part B Strand I if:

- Your programme is proven to be successful and is expanding in the area it currently operates or to a new area

Your application will be considered for funding in Part B Strand II if:

- You are willing to take part in a robust, independent evaluation of your programme, such as a Randomised Control Trial *and/or*
- You are willing to co-design your programme with the Company and its partners to support the development of best practice

Note that you can be considered for funding in Part B Strand I & II.

You do not need to indicate which strand of funding you wish to apply for in Part B. The Company will determine your eligibility based on your application.

3.3 Payment terms

The Company will work with grantees to develop an appropriate payment profile over the duration of the contract. Recipients may also be able to claim set-up costs associated with setting up the programme.

All payments to recipients will be made on a quarterly basis in arrears. Recipients will be required to submit a monitoring return at the end of each quarter, setting out the number of interventions achieved in that quarter and any upfront expenditure. The Company is intending to explore funding of future contract extensions on a payment-by-results basis. Contracts will be awarded for a period of 18 months, from March 2017 to August 2018.

Funding for programmes in Part A will be dependent on the level of interest from schools.

Grantees selected to be evaluated by the EEF in Part B, Strand II, will also have to sign a grant agreement directly with the EEF, committing to milestones linked to the evaluation requirements.

Register interest and download the application forms:

www.careersandenterprise.co.uk

KEY DATES:

Submit application by
3pm
20 January 2017

Shortlisted applicants to submit
further due diligence by
24 February 2017

Shortlisted organisations
informed by
10 February 2017

The Company will notify successful
applicants on
31 March 2017

3.4 Assessment process

The are three stages to the assessment process:



We encourage organisations to review the assessment process, and in particular the pre-screen questions, before beginning their application process to ensure eligibility for each Part of the Fund.

3.4.1 Initial application process

Organisations that do not meet our funding eligibility requirements as described in Section 3.2 will not be assessed further. The next step is for us to identify a shortlist of strong applications to move forward to the final assessment for each of the two parts of the Fund. Applicants that meet the funding and relevant requirements set out above will be assessed against the criteria for each Part of the Fund set out below in Section 3.4.3.

Representatives from Local Enterprise Partnerships and Schools in each area where the programme is proposing to deliver will be involved in the assessment process and provide feedback on each application, subject to conflict checks. The EEF and BofAML will be involved in the assessment process for relevant applications in Part B of the Fund.

The Company will also conduct an initial due diligence assessment, including a review of financial information provided as part of the application form, and conduct

credit checks and integrity checks on the organisation and its senior staff.

The Company's Board will review the highest-scoring applications, feedback from local areas, key stakeholders and the results of the due diligence assessment for shortlisting.

Organisations that have been shortlisted will be informed by 10 February 2017. A more detailed timeline can be found in Section 3.5.

3.4.2 Final assessment for shortlisted candidates

Shortlisted applicants will be invited to meet representatives of the Company to discuss their programme in more detail. This will include a review of the application submitted. In addition, the Company may consult with local and sector stakeholders, independent evaluators, and relevant academics on the application.

Following the interviews, assessments will be updated and presented to the relevant stakeholders for final feedback and comment. The Company will also conduct further financial and institutional due diligence.

The Company's Board will review the highest-scoring applications from the shortlist, final feedback from relevant stakeholders, the results of the management interviews, and the results of the additional due diligence assessment to make final award decisions. Those eligible for the EEF evaluations will be expected to participate in additional steps, such as meeting with an independent evaluator to collaboratively design the evaluation.

3.4.3. Assessment criteria

The assessment criteria at each stage of the three-phase process are as follows:

I. Pre-screen questions (more details in Section 3.2)

Pre-screen questions ensure the organisation's proposal is eligible for funding by passing basic diligence questions and compatible with the objectives of each Part of the Fund. We ask organisations to screen themselves against our questions, and refrain from applying if the minimum standards are not met.

II. Initial application: assessment criteria

We ask all applicants to set out the details of their programme. Organisations will then be assessed against the following key dimensions. Successful candidates for funding are required to reach a minimum standard across all dimensions.

Part A: Scaling up proven programmes in the Government's Opportunity Areas		Part B: Best practice in careers and enterprise	
		Strand I: Scaling up proven programmes in cold spot areas	Strand II: Testing and evaluation
Minimum standard			
Initial application assessment criteria			
Compatibility with the objectives of each Part of the Fund	<p>Programme delivers careers and enterprise activity in the Opportunity Areas.</p> <p>The organisation provides unit costs in a rate card of outputs to include in the Careers & Enterprise Catalogue.</p>	<p>Programme delivers careers and enterprise activities with proven impact and ability to scale into areas of greatest need.</p>	<p>Programme delivers leading practice in one of the following common careers interventions</p> <ul style="list-style-type: none"> ▪ enterprise education ▪ transition skills development ▪ volunteering (for young people) or ▪ work experience <p>The organisation commits to co-design programmes and participate in robust evaluation.</p>
Strength of proposed programme			
Evidence of programme performance including the quality and impact provision	<p>The programme demonstrates strong performance against economic, social and educational outcomes.</p> <p>The programme scores well on measures of success <i>or</i> satisfaction.</p> <p>The programme has an internal evaluation process in place.</p>		
Capacity to deliver			
The extent to which the organisation has the ability to deliver through existing and planned relationships and access to schools, employers and resources	<p>The organisation has a clear expansion plan that demonstrates capacity to deliver the programme from September 2017 in Opportunity Areas through relationships with schools, employers and partners.</p>	<p>The organisation has a clear expansion plan that demonstrates capacity to scale into areas of need identified by the Company's latest cold spot analysis through relationships with schools, employers and partners.</p>	<p>The organisation demonstrates its capacity to deliver leading practice programmes, participate in co-design and participate in rigorous evaluation.</p>
Track record			
Evidence of the organisation's track record of delivery and previous funding activity	<p>The organisation provides a strong track record of bringing together employers/businesses and young people.</p>		

Value for money			
Assessment of the effective cost of the programme per young person and the level of match funding secured	The organisation's unit cost per young person (including match funding) as set out in their rate card is comparable to other organisations delivering similar activity for individuals with similar needs. Rate cards will be negotiable dependent on scale.	The organisation's cost per young person (including match funding) is comparable to other organisations delivering similar activity.	The organisation's cost per young person (including match funding) and cost required to participate in co-design and evaluation is comparable to other organisations delivering similar activity.
Alignment to local priorities			
Assessment of alignment to local needs	The organisation's proposed approach is in line with the objectives of the Opportunity Area.	The organisation's proposed approach is not detrimental to the local skills strategy. The organisation identifies how delivery will be coordinated with local stakeholders and existing provision.	

III. Final assessment for shortlisted candidates: assessment criteria

Shortlisted candidates will be invited to meet with representatives of the Company and stakeholders (where appropriate), at which point they will be evaluated along

the following key dimensions, together with additional validation of the information already collected at Stage II.

Financial due diligence	Stop/go based on investment credit-worthiness.
Capacity to deliver	The extent to which the organisation has the ability to deliver through existing and proposed relationships and access to schools, employers and resources.
Value for money	We will be evaluating your detailed delivery plan to understand how your unit cost (including match funding) estimate has been reached, and will seek firm commitments on match funding.

In addition, the Company may potentially consult with local and sector stakeholders, independent evaluators and relevant academics on applications.

Table 2: Timeline

Stage/activity	Week commencing													
	Nov 21 28	December 05 12 19 26 26	January 02 09 16 23 30	February 06 13 20 27	March 06 13 20 27	April 03 10 17 24								
Launch														
Publication of Prospectus	Key date: 28 Nov													
I. Pre-screen														
Clarification questions window	Key dates: 24 Nov–9 Dec													
Bidder events	Key dates: 1 Dec–15 Dec													
II. Initial application process for all candidates														
Deadline for bid submissions	Key date: 20 Jan													
Evaluation of bids	Key dates: 23 Jan–10 Feb													
Shortlist announcement	Key date: 10 Feb													
III. Final assessment for shortlisted applications														
Deadline for additional information	Key date: 24 Feb													
Management interviews	Key dates: 27 Feb–10 Mar													
Due diligence	Key dates: 27 Feb–17 Mar													
Notification of awardees	Key date: 31 Mar													
Next steps														
Public announcement	Key date: 24 Apr													
Contracting	Key date: from 10 Apr													

4. What can successful projects expect from the Company?

A key aim of the Careers & Enterprise Fund 2016 is for the Company to actively support projects in a way that goes above and beyond monetary investment. We are committed to developing a community among the organisations we fund, and those we do not, to develop networks, capacity and capability, as well as sharing best practice and knowledge gained through the projects we fund.

As a grant recipient you will have opportunities to showcase your work to our network of Enterprise Coordinators who, where appropriate, may work with our Enterprise Advisers to enable schools to benefit from the programmes we are funding.

Finally, we will make research and evidence available relating to the activities funded, particularly in Part B, Strand II, to support the continuous improvement of your design and delivery.



5. What does the Company expect from projects?

5.1 Monitoring reports

In relation to Section 3, the Company expects successful organisations to complete monitoring reports that provide information on their delivery in order for the Company to:

- Build a dataset which allows us and grant recipients to track progress
- Collect data to create insight into the activities we are funding and support evaluation
- Make payments to grant recipients

Our aim is to ensure that the reports add value to the fund beneficiaries themselves as well as the opportunity to reflect on progress and achievement of objectives.

5.2 Case studies

We will be looking to work with some of the successful organisations we support to compile influential and impactful case studies to share with other careers and enterprise providers.

5.3 Evaluation

The Company has already done a lot of work to draw together evidence and to use data to underpin our programmes and activities. This commitment to the evidence base is integral to what we do. As part of the Fund, we will be seeking to continue to deepen our understanding of the evidence base and work to enhance it. All fund

beneficiaries are expected to take part in this process in order to realise the potential of England's young people. Some successful Part B applicants will need to commit to a much more comprehensive and thorough evaluation process, as described in Section 2.1.1.

5.3.1 The Education Endowment Foundation

In addition to appointing a research organisation for the Fund, the Company is working with the EEF to support the robust, independent evaluation of a small number of funded projects, as described in more detail in section 2.1.1. Applicants will be asked to identify if they would like to participate in an evaluation funded by the EEF. The EEF will then select funded projects, providing additional funding and support to organisations to design and implement this evaluation.

The EEF's evaluation approach aims to build confidence in a programme's impact, ensuring it is ready to be expanded to schools around the country while, crucially, maintaining its effectiveness. Projects found by the the independent evaluation to deliver positive outcomes for participating students will be eligible for further funding from the EEF. This will enable delivery organisations to scale them up, particularly in areas of the country with high numbers of disadvantaged students, while testing that there is a sustainable and successful model for increasing delivery.

Appendices

Appendix A

Checklist for applicants

Print this checklist to help you ensure that you have completed and submitted all mandatory aspects of the Careers & Enterprise Fund 2016 application process

Read Prospectus	
Register your interest	
Attend events and/or webinars	
Complete application form section A (ALL tabs in the excel workbook) (mandatory)	
Complete application form section B and C (PDF) (mandatory)	
Make a note of important dates relevant to the decision-making process, e.g. interview dates	
Submit the application forms section A, B and C and relevant uploads before 3pm 20 January 2017	

Appendix B

FAQs

1. How do I apply? What is the deadline?

You have to submit complete application forms via our website (www.careersandenterprise.co.uk). Applications close on **Friday 20 January 2017 at 3pm**.

Late applications will not be accepted.

2. Are there any briefing events or webinars?

Please check www.careersandenterprise.co.uk for a list of briefing events and webinars that you might be interested in attending.

3. Can individual organisations apply or are you expecting collaborative bids?

We welcome applications from both individuals and consortia. Collaborative bids should clearly identify the lead agency to be contacted.

4. What kind of school can I work with? Does this include special or SEND schools?

Organisations can apply to work with any type of school or college, including SEND schools.

5. We want to access all schools in our region, not only those which are considered to be in areas of greatest need. Will my programme be eligible for funding?

Please see Table 2 in the Prospectus for information on which areas are covered for each Part of the Fund.

6. Will you fund companies/for-profit organisations?

We will fund any organisation that is delivering high quality careers and enterprise interventions, regardless of their legal status. However, we will not fund Corporate Social Responsibility/outreach programmes.

7. Is my type of organisation eligible for funding?

Different types of organisations are eligible, including providers of careers and enterprise activities and schools or colleges. All organisations need to fulfil the eligibility and assessment criteria as described in Section 3 of the Prospectus. The Company will consider applications from individual organisations and from consortia with a clear lead organisation. Preference will be given to projects that offer joined-up local interventions tackling overlapping constraints on careers and enterprise activities.

8. Will you only fund the activities described (enterprise education, transition skills, volunteering and work experience)?

In the Opportunity Areas, the Company will consider any type of careers and enterprise intervention that provides meaningful employer encounters to help young people reach their potential.

Programmes in other parts of England should fit into one of the four categories described in Section 2.

9. Can I apply for both Part A and Part B?

You can apply for both Part A and Part B in the same application. Your application will be considered for both parts if eligible.

10. Can I submit multiple bids?

We expect organisations to submit a single bid where possible. If your organisation wishes to deliver two or more substantially different programmes, then you may submit multiple bids.

If your proposal:

- Offers a programme which encompasses several of the activities set out in Section 2; for example it begins with transition skills development and leads to a work experience placement, then you should only apply once.
- Includes two distinct sets of activities, offered to different groups, but all delivered through the same programme team, then you should apply once.
- Offers multiple programmes resourced and supported by separate teams with different experiences, then you should submit more than one application. For example, if you wish to operate a work experience programme and a separate volunteering programme, but have both delivered by different project teams, you may wish to submit two applications.

11. Is the Fund an extension of previous investment funds e.g. the Careers & Enterprise Fund or the Mentoring Fund?

This Fund is the second round of the Careers & Enterprise Fund. It has distinct objectives and will operate as a separate Fund.

We encourage bids from organisations who are currently funded and those who are not currently funded. We would advise those who were previously unsuccessful to take into account the feedback that they were given during previous funding rounds.

12. What does the funding cover?

Please see Table 2 in Section 2 of the Prospectus for more details.

13. How much funding can I receive?

Funding for programmes in the Opportunity Areas (Part A) will be dependent on the level of interest from schools. The Company will work with grantees to identify a minimum level of delivery.

For programmes in other areas of England (Part B), the Company expects to award grants between £50,000 and £750,000. The grant values exclude any additional evaluation support provided.

The Company will not award more than 50 per cent of an organisation's annual turnover within a single year.

14. What is match funding and what would be considered eligible?

Match funding is money or in-kind support that you can secure to pay for part of your programme. The match funding must be specifically for the activity that the Company is funding, not just related programmes or existing staffing.

Organisations will be assessed on the effective cost of the programme, taking into consideration the level of match funding secured.

15. What level/proportion of match funding will be required?

There is no minimum level or proportion of match funding required. Organisations will be assessed on the effective cost of the mentoring programme per student, including the unit cost and the level of match funding secured.

16. Does match funding take account of volunteer hours or is it cash only?

Match in kind can be applied, however cash match would be seen as preferred to match in kind. Match in kind is defined as expenditure on products or services that are provided, for which there is no associated cash transaction but where a robust auditable value can be identified (e.g. assets, materials, or an individual's time are eligible provided they are reasonably costed). Discounted provision of services or advice (e.g. solicitors, accountants, SME staff time) are ineligible. Volunteer hours are not eligible to be included as match funding. Any salary costs should be based on actual costs and not on charge-out rates or average rates of pay. No in-kind contributions can be claimed for paid employees of the project.

17. Will 'in-kind' contributions be seen as a lesser contribution than cash?

The Company will accept in-kind contributions, cash contributions and a combination of both. There is no science in getting the balance right as long as it addresses the objectives of the Fund, is realistic and achievable and considers longer term sustainability. For both cash and in-kind contributions, it is vital that the contribution is both quantifiable and well evidenced. It is also necessary that the contributions occur within the timespan of the project we are funding.

18. Do you have a preferred method of measuring impact?

A key focus of this Fund is to develop a better understanding of what works in the sector and build an evidence base on the activities we support. The Company encourages organisations to set out the systems set up to track impact and the frequency and degree of evaluation undertaken.

Part A: Providing employer encounters for secondary pupils in the Opportunity Areas

1. Why has the Government chosen these particular Opportunity Areas?

Earlier this year the Social Mobility Commission published an index showing which parts of the country have the lowest social mobility. The Government selected areas which currently have the greatest challenges and fewest opportunities based on this index combined with the school standards/capacity to improve data.

2. I don't understand your funding approach and/or rate cards.

Under Part A, we will be piloting a different funding approach than we have in the past. We will be creating the Careers & Enterprise Catalogue which will use a rate card approach. This will give schools a key role in selecting programmes that can best meet the needs of their pupils. Rate cards are considered a key step to implementing efficient payment-by-results models. Please see more details in Section 2.1.1.

Part B: Best practice in careers activities

1. What does the EEF-led evaluation include?

Some of the projects in Part B will be considered for independent evaluation funded by the Education Endowment Foundation and the Bank of America Foundation. The evaluation would be jointly designed with the successful applicant and an independent team and it is likely to be a randomised controlled trial. Please see Section 2.2.1 for more details.

2. Why are you supporting the #iwill campaign?

The Company acknowledges the potential for volunteering and social action to improve attainment and the skills necessary to be successful in the world of work¹.

3. What does co-design involve?

The Company is interested to work with organisations that are willing to adapt their programme to align with research of best practice, and to best meet the needs of young people in their local area. Programmes with an independent evaluation funded by the Education Endowment Foundation will undergo co-design to facilitate comprehensive evaluation. Other programmes funded as part of Strand II may be co-designed by an expert reference group established by the Company.

4. How much funding is available for each activity?

£4 million is available for programmes that fit into the four categories described in Section 2: enterprise education, transition skills development, volunteering, and work experience. The Company has not allocated a specific amount of funding to these activities.

1. #iwill Campaign. Available at: <http://www.iwill.org.uk/>

proudly supporting
youth social action



In partnership with:



The Careers & Enterprise Company

First Floor, Parchment House
13 Northburgh Street
London EC1V 0JP

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