

OBJECTIVE 1 – BUILDING NETWORKS

Activities:	Key Performance Indicators:	Costs: Inclusive of VAT and expenses
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1. Grow the Enterprise Adviser Network

Grow the Network

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	<p>encounters, as defined by the Gatsby Foundation, delivered in OAs</p> <p>By August 2020:</p> <ul style="list-style-type: none"> • 70% of schools in OAs fully achieving Gatsby Benchmark 5, encounters with employers and employees • 750,000 meaningful employer encounters, as defined by the Gatsby Foundation, delivered in OAs 	
<p>Recruit and manage Cornerstone Employers</p> <ul style="list-style-type: none"> • Recruit Cornerstone Employers to drive delivery of encounters for young people in Opportunity Areas and Careers Hubs • Manage community of Cornerstone Employers (large, small and micro) who invest time and resource to benefit young people, engage and recruit further businesses to make commitments, create sustainability and act as an ambassador and champion for social mobility 	<ul style="list-style-type: none"> • 60 Cornerstone Employers (minimum of 5 active Cornerstone Employers per OA) <p>By August 2019:</p> <ul style="list-style-type: none"> • Each Wave 1 Careers Hub has a minimum of 5 active Cornerstone Employers, in agreement with the accountable LEP* <p>By August 2020:</p> <ul style="list-style-type: none"> • Each Wave 2 Careers Hub has a minimum of 5 active Cornerstone Employers, in agreement with the accountable LEP • Where the Wave 2 Careers Hub is an extension of a Wave 1 Hub, the appropriate additional Cornerstone Employers will be recruited in agreement with the accountable LEP to meet the needs of the Hub <p>* Exceptions will only be permitted where the LEP demonstrates that they have an existing employer group who meets the same criteria and function as the proposed Cornerstone Employer community</p>	
<p>Monitor and evaluate the EAN to understand impact and improve practice</p> <ul style="list-style-type: none"> • Commission an external evaluation of the EAN to understand impact and improve practice across England 	<ul style="list-style-type: none"> • Ongoing external evaluation of EAN activities (aligned to KPIs above) with quarterly reporting ahead of final publication of report in Q3 2020 	<p>£115,000</p>

demonstrate and understand the impact on schools and colleges delivering the Gatsby Benchmarks and share best practice and learning

3. Provide digital tools and support to

<p>implementation and delivery</p> <ul style="list-style-type: none"> • Collaborate and create effective partnerships with Local Enterprise Partnerships (LEPs) and OAs to support local implementation and delivery • Build relationships with employers and partners to support schools and colleges and provide encounters for young people • Develop tools, resources, training and events to enable delivery 		
Total maximum cost:		£11,660,000

OBJECTIVE 2 – SUPPORTING CAREERS LEADERS

Activities:	Key Performance Indicators:	Costs: Inclusive of VAT and expenses
<p><u>1. Deliver Careers Leaders training and bursaries</u></p> <p>Deliver Careers Leaders training bursaries</p> <ul style="list-style-type: none"> Deliver 1300 bursaries by August 2020 to train Careers Leaders so that they are equipped with the knowledge, behaviours and skills that they need to succeed in their role and ensure their school or college is making progress against the Gatsby Benchmarks * <p>* Priority access to Careers Leaders training places for OAs on a 1:1 ratio (CEC will fund one full bursary for every place purchased by an OA)</p>	<ul style="list-style-type: none"> Training programmes for Careers Leaders completed for 1300 schools and colleges across Hubs and Non-Hubs 	<p>£1,960,000</p>
<p>Curate resources and build community of Careers Leaders</p> <ul style="list-style-type: none"> Provide online training for all Careers Leaders Collate, curate and commission best practice resources to support Careers Leaders to implement the Gatsby Benchmarks Build a community amongst Careers Leaders connecting Lead Schools and Consultant Heads Ensure resources are appropriately tailored for special schools, alternative provision schools, and colleges 	<ul style="list-style-type: none"> 2000 Careers Leaders using online training Resources added to Careers Leaders Toolkit Community events to bring together Careers Leaders and share best practice 	

<u>2. Provide digital tools and support to enable Careers Leaders</u>		
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OBJECTIVE 3 – BACKING THE GATSBY BENCHMARKS

Activities:	Key Performance Indicators:	Costs: Inclusive of VAT and expenses
<p><u>1. Deliver Investment Funds for employer engagement</u></p> <ul style="list-style-type: none"> Extend The Careers & Enterprise Fund 2016 [CEF16] contracts for schools and colleges outside of Opportunity Areas where there is demand and the ability to match fund employer encounters <p>[CEF 2016 Outside of OAs (Part B)]</p>	<ul style="list-style-type: none"> 100,000 young people reached by CEF16 providers outside of Opportunity Areas by August 2019 	
<ul style="list-style-type: none"> Extend and deliver OA Fund contracts to increase employer encounters in the Wave 1 OAs to ensure young people in all OAs receive 4 meaningful encounters <p>[CEF 2016 in Wave 1 OAs (Part A)]</p>	<ul style="list-style-type: none"> 70,000 young people reached in Wave 1 Opportunity Areas by August 2019 Number of young people reached in Wave 1 Opportunity Areas by August 2019 	

<p>part of the £5 million fund in the Careers Strategy for disadvantaged young people</p> <p>[CEF 2018]</p>	<ul style="list-style-type: none"> 590 schools reached through CEF18 virtual wallets (total target for CEF18) 	
<ul style="list-style-type: none"> Deliver the mentoring fund for disengaged young people <p>[Mentoring Fund]</p>	<ul style="list-style-type: none"> 25,000 number of young people reached by mentoring providers by August 2020 	
<ul style="list-style-type: none"> Seek additional match funding for investment funds to continue delivery in areas of disadvantage 		
<p>Monitor and evaluate investment funds</p> <ul style="list-style-type: none"> Maintain regular monitoring and performance management across the investment and mentoring funds Run monitoring and performance management of investment funds to evaluate progress against objectives and mitigate delivery risk Run overall evaluation of the investment in employer encounters and mentoring to share best practice and inform future rounds 	<ul style="list-style-type: none"> Quarterly reporting highlighting activity and fund performance at a project and whole-programme level as per Annex B Detailed analysis, bi-annually, provided to DfE of number of pupils engaged by programmes with breakdowns on gender, SEND, FSM, BAME, geographic where available Perform independent visits to verify grant reporting returns, identify risks and any mitigation actions, number of visits dependent on size and nature of funding External evaluation of CEF16 to report on implementation by August 2020 	<p>£612,000</p>
<p><u>2. Deliver Personal Guidance Fund and share best practice</u></p> <p>Deliver Personal Guidance Fund*</p> <ul style="list-style-type: none"> Deliver a £2.5 million fund to be allocated to schools, colleges and others to develop and evaluate best practice approaches to personal guidance (Gatsby Benchmark 8), including the continuing professional development of Careers Advisers. This is part of the new £5 million fund named in the Careers Strategy to support disadvantaged young people Monitoring and evaluation of Personal 	<ul style="list-style-type: none"> Quarterly reporting highlighting activity and fund performance at a project and whole-programme level to include amounts granted, disseminated, number of schools and colleges reached and number of young people given a guidance interview External evaluator in place by end Mar 2019. Final report by Dec 2020. 	<p>£278,000</p>

Guidance Fund

*The main purpose of the Personal Guidance Fund is to support the development of innovative, cost-effective models for delivering personal careers guidance in schools and colleges. It is not to maximise the number of young people to maximise the number of

<ul style="list-style-type: none"> Monitoring and evaluation of the above work 	<ul style="list-style-type: none"> Grants awarded by end June 2019, including agreeing delivery plans and KPIs with successful beneficiaries 	
<p><u>5. Provide digital tools and support to schools and colleges</u></p> <p>Develop the Future Skills Survey</p> <ul style="list-style-type: none"> Continue developing the Future Skills Survey to measure the impact of funded activities from a young MIS data in the Careers Leaders System and other improvements Operationalise a version of this Questionnaire that is appropriate for progress term-on-term, and/or year-on-year <p>Develop Provider Directory</p> <ul style="list-style-type: none"> Develop Provider Directory including integration with other resources on the CEC website Manage process for adding non-funded providers to Provider Directory 	<ul style="list-style-type: none"> Collect and analyse 1500 Future Skills Survey (matched) responses by March 2020 Partner with Enabling Enterprise and/or other industry expert to increase methodological integrity and adoption of the digital Future Skills Survey, as a metric of quality for careers activities as well as -term skills progress grow usage starting September 2019 with the Careers Leaders System Design and implement the interface for inputting destinations data in to Careers Leaders System 	£322,000
<p><u>Publish research and tools to support schools and colleges</u></p> <ul style="list-style-type: none"> Publish full Theory of Change from Gatsby Benchmarks through to destinations Produce annual State of the Nation report to understand national progress against the Gatsby Benchmarks, including at LEP level 	<ul style="list-style-type: none"> Publish comprehensive evaluation framework by September 2019 and associated tools to measure delivery against Theory of Change Publish State of the Nation in November 2019 	
<p><u>Staffing to support delivery of objective 3</u></p> <ul style="list-style-type: none"> Ensure impact and manage risk of investment funds for personal guidance activities across assessment process, contract awarding and performance management Support SEND, disadvantaged and vulnerable pilots and evaluate what works in schools and colleges Provide programme support for the investment and pilots, employer engagement, digital tools and website 	<ul style="list-style-type: none"> Delivery of the KPIs set out above 	£634,000

SUMMARY TABLE

Activity	Cost (FY 19-20)
Objective 1: Building Networks	

1.

Progress Report Template: Quarterly Quantitative reporting
The Careers & Enterprise Company, Grant reference number GR1000765

Date of return:	
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Objective 1: Building Networks

1. Enterprise Adviser Network	18/19 Quarter 3	Target
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Objective 2: Supporting Careers Leaders

		18/19 Quarter 3	Target to March 2019	Target to August 20
1. Careers Leaders training and bursaries	Number of Careers Leaders completed training			1300
	Number of Careers Leaders usi			

		18/19 Quarter 3	Target to End of Fund August 19	Target to End of Fund August 20
Employer Encounters: Reach of CEF2018	£ granted	£2.5m	n/a	£2.5m
	£ disseminated		n/a	£2.5m
	Number of schools reached		n/a	590
	Number of young people reached		n/a	200,000
	Number of employer encounters		n/a	TBC
	Number of pupils supported in STEM projects		n/a	TBC
2. Personal Guidance Fund and sharing best practice	£ granted	£0.9m	£2.5m	£2.5m
	£ disseminated		TBC	£2.5m
	Number of young people receiving 1:1 personal guidance interviews with a qualified careers adviser		n/a	TBC
	Number of careers advisers trained		n/a	TBC
	Number of schools and colleges reached £ granted		n/a £1.7m	TBC £1.7m

Sustainability Plan

The Careers & Enterprise Company, Grant reference number GR1000765

1 - Introduction and purpose

The Careers & Enterprise Company (CEC) was established in 2015 by Government and is a company limited by guarantee with an independent board. This document sets out how

3 - Progress

The Government places skills at the heart of its Industrial Strategy and careers education
to be delivered in partnership.

Overall progress

Careers education for young people is improving.

much more encouraging than
has been the case in the past. We looked at a representative sample of around 120 school
inspection reports from the past two years and found that careers guidance within schools
is improving. We saw evidence of integrated, coherent and effective careers strategies in
more schools, with more frequent opportunities for pupils to access workshops, themed
events, work experience and contact with employers. The publication of the careers
strategy has given schools and colleges a solid framework to build their careers offer

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careers education in England to date and sho0.0044>3007sD1 pro(n)-3(ictn)-3(cev)95 g0 G t-3(9)-3(1)-3

Careers Leaders

A motivated workforce of Careers Leaders in schools and colleges is emerging across the country and engaging with support and training

- The CEC have now awarded bursaries for face-to-face Career Leader training to 1,300 schools and colleges across the country.
- The CEC are running a comprehensive survey of implementation in partnership with the Gatsby Foundation.
- More than 700 Careers Leaders have started a free online training course.

Backing the Gatsby Benchmarks

Schools and colleges have widely accepted the Gatsby Benchmarks, and they are using them to evaluate, improve and plan careers activity

- 85% of secondary schools and colleges are using Compass, a free online tool to evaluate performance against the Gatsby Benchmarks.
- 35% of secondary schools and colleges have used Tracker - a free online tool to help plan and track careers activity.
- £20m investment has turbo-charged delivery of the Gatsby Benchmarks and is directly benefiting half a million young people. This includes:
 - £1.7m invested in supporting disadvantaged groups (Looked After Children, students with special educational needs and disabilities (SEND) and Roma, Gypsy and Traveller young people).
 - £2.5m invested in supporting innovation and effectiveness in Personal Guidance.
 - access a £2.5m fund to improve their careers support.

4 - Value for Money

Government funding through the CEC has enabled significant investment into the careers support system. This has enabled a national network to develop at scale, since 2015 in every region in England.

The CEC will help schools and colleges to unlock significant additional resource and maximise impact. The CEC has secured over £16 million in external funding including:

Co-funding from Local Enterprise Partnerships (LEPs) of £6.5 million

- To run the Enterprise Adviser Network. This enables 150 Enterprise Coordinators to make it easier for employers and careers providers to engage schools and colleges.

- The LEPs also fully cover the operating resources and overheads significantly increasing the level of co-funding provided.

Match funding of over £6.5 million of external funding from investment funds

- Investment helps the best ideas spread quickly. The funding that takes proven programmes into areas of need, rapidly increasing provision where it will have the most impact.
- In addition, over £1.2m of funding from the Education Endowment Foundation and The Bank of America Foundation has supported evaluation.

It unlocks latent high-quality business support

- The Enterprise Adviser Network leverages senior business support through volunteer time. The CEC ask

6 - Sustainability and change of funding

The CEC was set up to help to address the delivery of careers provision in schools and colleges across England, particularly through better employer engagement. Government recognises that it has a necessary role to fill gaps, stimulate investment and to target areas of greatest need.

The CEC has agreed principles with DfE that determine how it manages and distributes the funds it receives to support the careers system:

1 The CEC's services are free to use for all schools and colleges.

The Careers Strategy is clear that Government has a role to play to help schools and colleges to deliver world class careers support for all young people. The CEC does not charge schools and colleges to sign up to its network or access its funded providers, tools and resources.

2 The CEC targets resources in areas most in need of support.

These include geographical cold spots and disadvantaged groups.

3 The CEC co-funds and partners with LEPs as key delivery stakeholders.

The CEC uses its funding and support to engage and leverage commitments from LEPs to ensure its funds go further through co-funding and use of their resources and infrastructure as part of a locally-led and sustainable approach.

4 The CEC seeks to coordinate and support.

role is to provide strategic coordination across employers and careers service providers and to join the dots in provision to make it easier for them to engage schools and colleges.

The nature of the Careers Strategy to the extent that the CEC and DfE no longer envisage replacing Government funding with alternative sources of income in the way that was originally intended when government set up the CEC.

There is significant value to DfE continuing to fund the CEC. Through delivering its three core objectives, the CEC has developed tools and resources that will bring about lasting change for its partners and practitioner s Strategy.

However, the Government expects the CEC to continue to leverage additional funding to deliver its objectives, including through the sources of external match funding and support described in section 4, whilst respecting the impartiality of careers provision in schools and colleges.