

# Mentoring campaign and fund

A prospectus for organisations  
championing mentoring



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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](http://www.careersandenterprise.co.uk)

# 1. Introduction

In January 2016, the Government announced the launch of a national mentoring campaign that will connect a new generation of mentors with pre-GCSE teens at risk of disengaging and under-performing. The Careers & Enterprise Company is delighted to have been asked to provide a coordinating role in this ambitious and vital mission.

Successful mentoring creates positive human connections that empower and motivate both the mentor and mentee. Young people with mentors, especially those who are at risk of disengagement, have more positive visions of themselves and their futures, and achieve more positive outcomes in school, work, and life. Equally, mentors gain confidence and skills and improve their sense of wellbeing by giving back to their communities and working with newfound purpose. Our aim is to work with the mentoring community to support and celebrate these powerful relationships to affect long-term, sustainable change.

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*Working closely with the mentoring community, we hope to create a new 'muscle memory' around mentoring so that people will look back in years to come and be surprised that mentoring did not previously happen everywhere.*

The Careers & Enterprise Company's role is to support others to amplify the impact of their great work through collaboration, by joining the dots between schools, employers, young people and mentoring organisations. The aim of this prospectus is to identify partners from the mentoring community, who will work with us to help create better futures for pre-GCSE teens

through employer mentoring activities. Our ambition is not only to increase the number of young people receiving mentoring in the next few years, but also to help create a movement around mentoring that will effect long-term change in attitudes to mentoring across the country, so that it becomes part of an ongoing culture for change. Working closely with the mentoring community, we hope to create a new 'muscle memory' around mentoring so that people will look back in years from now and be surprised that mentoring did not previously happen everywhere. Building on the experience and expertise in the mentoring community, we look forward to partnering with you to create a better future for many young people.

The document below outlines our approach to mentoring and details of how you can partner with us to support our campaign.

# How you can engage with us

This campaign will be led by mentoring experts and practitioners from the mentoring community and The Careers & Enterprise Company will provide coordination.

**If you want to work with us to lead this campaign there are two ways:**



## **(A) JOIN OUR MENTORING COMMUNITY**

The Careers & Enterprise Company is building a community of mentoring organisations to co-create a national campaign to increase the number of mentors and mentees across the country and improve the quality of mentoring provision.

There are different levels of commitment we ask from you, from being part of a core engagement group to providing feedback to simply staying informed.

By joining this community, we can connect you to schools through our Enterprise Adviser Network, and share best practice and knowledge. We are already working with many mentoring organisations but we want to make sure we are connected to every organisation interested in working with us

*Please note: you do not need to commit to any specific level of engagement at this stage – we just want to start building the foundations of our community. Please find further details about joining our Mentoring Community in Chapter 3.*



## **(B) APPLY TO BECOME A FUNDED PARTNER**

We are committed to providing support to areas of the country that need it the most. From our engagement with mentoring organisations we understand that one of the key challenges facing the community is access to funding that enables capacity building.

The Government will provide £12 million over the course of Parliament to scale up proven mentoring programmes to build capacity. This fund will focus on extending the reach for programmes that fit with our specific target group and objectives.

*Please find further details about the fund in Chapter 4.*

## 2. Our approach to mentoring

Our objective is to support mentoring organisations so that we can increase the number of high quality mentoring relationships across England and create long term sustainable change. This chapter outlines our approach to mentoring and the kind of programmes we will be supporting.

### Our objective

The Company is committed to growing the number of high-quality, employer-led mentoring relationships across England, ensuring that each year 25,000 young people at risk of disengagement in the run-up to their GCSEs have a mentor in place by 2020.

### Why mentoring?

Mentoring is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. Young people who come from more privileged backgrounds often have access to mentors through their families and family friends. Providing young people at risk of disengagement with mentor support can help to "level the playing field", close the gap and support social mobility and improve life chances.

There is a long tradition of employers and employees working with young people in schools and colleges to provide support. Employer mentoring is a sustained relationship between employers, employees or self-employed individuals and young people, focusing on personal or career development. There is good evidence that employer mentoring can help to engage young people in their schooling, inspire and motivate them, and provide them with meaningful encounters with the world of work.

However, at the moment employer mentoring takes place only in a minority of schools and colleges. This campaign will help to raise the profile of employer mentoring and ensure that it is made available to the young people who need it most.

### How we will do this

The Company aims to do the following:

- Provide funding for organisations to scale up existing best practice mentoring aligned to our target groups and target outcomes, reaching greater numbers of young people.
- Build a community with mentoring organisations that currently deliver, or are interested in delivering, best-practice mentoring aligned to our target groups and target outcomes. We aim to support this community through our Enterprise Adviser Network, to share knowledge, and to increase the number and quality of mentoring relationships. Through this community we hope to begin to build an evidence base on mentoring across England and work with the mentoring community to commission relevant research that will help to create long-term change.

**Figure 1 – Mentoring we support**



### The type of mentoring we hope to deliver

The Company is seeking to deliver employer mentoring, based on the evidence set out in our *Review of Effective Employer Mentoring*<sup>1</sup> and the wider policy objectives of the Government’s mentoring strategy. We will support mentoring activity that gives young people an opportunity to build supportive relationships with mentors from the diverse world of work, inspiring them to imagine more positive futures.

The mentoring we aim to deliver conforms to a best-practice methodology and targets the outcomes and groups we have identified. Our focus is outlined in Figure 1.

#### Best-practice mentoring

Our *Review of Effective Employer Mentoring* identifies six common components of successful mentoring programmes (summarised in Figure 2).

**Figure 2 – Effective Mentoring Programme Features**



<sup>1</sup> Available on the Careers and Enterprise Company website.

Below we lay out the areas of best practice, which we expect to see reflected in applications. Where alternative approaches are able to demonstrate effectiveness, we will be happy to include them in our community and funding.

### 1. Programme design

Mentoring needs to be a carefully designed, programmatic intervention that provides participants with structure. Key aspects of this design include the need for piloting, development and evaluation. It is also important to have a professional mentoring organisation involved to set up relationships between the school and employers, and to ensure that the mentoring is well managed and coordinated. It is also essential to get the timing, length and intensity of mentoring relationships right. On balance, the evidence suggests that the strongest model is for mentors to meet regularly with their mentee for a year. As a minimum we expect mentoring organisations to have interactions lasting at least three months and have at least one meeting between the mentee and mentor each month. Meeting expectations is important, with some evidence of negative impacts where they are not met.

### 2. Recruitment and screening

It is important that both parties involved are motivated to participate and have sufficient time to devote to the mentoring programme.

### 3. Matching

It is important to proactively match mentors and mentees on the basis of shared interests and background, to help ensure that the mentor is a role model the young person can relate to. If mentoring relationships fail it is possible to re-match but the evidence suggests that re-matching can have negative consequences, so this should be viewed as a last resort.

### 4. Orientation, guidance and training

It is important to induct mentors and mentees so that they both clearly understand the nature, purpose and boundaries of their roles in the relationship. Clearly defining the roles of the different parties and supporting this through relevant documentation and guidance is important, as is providing appropriate training for mentors.

### 5. Support and supervision

There is a need to support and supervise mentoring relationships to ensure that they are working optimally. Ongoing coordination and the involvement of the school are critical to this.

### 6. Closure

The end of mentoring programmes needs to be carefully managed.

**Table 1 – Target outcomes**

<b>Outcomes that mentoring can achieve</b>	<b>How mentoring organisations may measure success</b>
Improved behaviour and engagement	Improved engagement (e.g. self-confidence, self-esteem, attitude towards school, resilience, etc)
	Increased attendance
Improved attainment	Improving or achieving attainment against expected progress measures
Progression	Into education and employment outcomes

## Target outcomes

Our research shows that mentoring can have a significant impact. We are seeking to work with organisations that target some or all of the following outcomes.

## Target groups

Our focus is on students at risk of disengaging in the run up to their GCSEs, particularly those in Years 8, 9, and 10. This is based on feedback from the mentoring and school community about curriculum time as well as the Government's objective to target pre-GCSE students. For more details on the target age groups, please see Section 4.1 in Chapter 4.

Our research shows that there are some students who are at a greater risk of being disengaged than others. We want to work with organisations who consider risk of disengagement when deciding which students to target with mentoring.

Some of the risk factors that may lead to disengagement include gender, ethnicity, parental occupation, disadvantage, and others.

# 3. Registering to be part of our Mentoring Community

Our ambition is to create a step change in mentoring so that we can create a long-term change across the country. We believe we can only do this by working together with you to create a community that is committed to improving mentoring provision and supporting each other. The Mentoring Community will be led by the mentoring organisations and coordinated by us.

## The benefits of joining our community:

- **Access to our Enterprise Adviser Network:** In partnership with the Local Enterprise Partnership areas (LEPs), we have set up an Enterprise Adviser Network that connects businesses and schools across the country. Working with over 700 schools and over 850 business volunteers so far, we hope to connect our Mentoring Community to our Network. Please see Appendix 3 for details on the Enterprise Adviser Network.
- **Knowledge Sharing:** We believe in finding out what works through evidence and research. We hope to share these insights to improve our collective understanding of the support that is needed to help disengaged young people.
- **Community networking:** We want to help 'join the dots' between all the stakeholders involved in mentoring, by bringing them together to share their experience and expertise.

In order to register to be part of the Mentoring Community, we ask that you provide some limited information to enable us to understand more about your organisation.

## You will be asked about the following:

- A brief summary of your organisation and approach to mentoring.
- Confirmation of whether your programme is aligned with our minimum service expectations for mentoring (such as clear processes for mentor recruitment and training, matching and conflict resolution). See Figure 2 in Chapter 2.
- Confirmation of whether your organisation has an approach that targets young people at risk of becoming disengaged and seeks to improve the outcomes we set out in Chapter 2. See Table 1 in Chapter 2.
- The age group and number of people you currently mentor (even if not specifically pre-GCSE students).
- How we can contact you.

Once you have registered your interest in becoming part of our Mentoring Community, we will contact you to discuss how we can best work together.

# 4. Applying for funding

## 4.1. Key information about the Fund

We are delighted that you are considering applying for funding to support your mentoring activity. Our funding will be based on the principles set out in Chapter 2. This section sets out the purpose of our funding, what we will fund, and how to apply for funding.

### What our funding is for

The Company is pleased to be able to provide funding for organisations to support additional mentoring activity. We are looking for committed partners with strong records of delivery who are:

- Passionate about expanding existing successful mentoring delivery into new areas, and/or reaching more students in their current areas.
- Using a delivery model that aligns to our best-practice criteria.
- Focused on delivering to our target groups.
- Focused on achieving our target outcomes and have a track record of doing so.
- Able to achieve greater scale through the strength of their relationships and possible match funding.

### Where we will fund activity

We will fund activity across England in each Local Enterprise Partnership (LEP) area.

Successful organisations will be expected to coordinate provision closely with the LEP and the Enterprise Coordinators funded by The Careers & Enterprise Company (see Appendix 3 for details of the Enterprise Adviser Network). Organisations are requested to identify in their Proposal the LEPs that they are bidding for.

Where a LEP has provided a statement of mentoring priorities in its area, it will be available on our website from 25th July 2016.

Organisations are invited to bid for funds by LEP area. However, programmes do not need to be delivered LEP-wide. Projects may cover just a part of one LEP, or multiple LEPs. Organisations are encouraged to deliver in as many LEP areas as they are able to, but are reminded that only one application per organisation is required. The application forms have been designed to allow for delivery in multiple LEP areas.

### How long we will fund mentoring activity for

Contracts will be awarded for a period of 23 months, from 7 November 2016 to 30 September 2018. Contract values are set out in Appendix 1. Awards will be made on an LEP by LEP basis. The Company expects delivery to start as soon as possible after contracting and in any case by January 2017.

The Careers & Enterprise Company will seek to extend contracts for a further 12 to 24 months based on organisations' successful contract delivery. The extension values are set out in Appendix 1.<sup>2</sup>

2. This and any figures provided by financial year are indicative and are subject to final approval by the Department for Education

## Who is eligible for funding?

In addition to the requirement that programmes meet our best practice guidelines and target the outcomes and groups set out in Chapter 2, The Company will only fund:

- Programmes that target schools in the state-funded sector including secondary schools<sup>3</sup> and special schools. Pupil referral units and Local Authority alternative provision are neither excluded from the process, nor are they a specific focus. Programmes that target either will be treated on a case by case basis as mentoring may not be the most relevant intervention for these organisations. Each child's needs ought to be considered under a well-resourced and tailored approach to establish whether an intervention such as employer mentoring is able to address them.
  - Programmes where the funding provided will only be used to support mentoring of pupils in Years 8, 9 or 10. Funded programmes can be part of a wider mentoring activity covering a broader age group, provided the funding is solely used to support pupils in Years 8, 9 or 10. Mentoring programmes starting in Year 10, spanning the academic year and completing in Year 11, are also eligible for funding.
  - Programmes that extend beyond an individual business' Corporate Social Responsibility/outreach programme. Where funding supports the delivery of a mentoring programme run by a for-profit organisation, no more than half of the mentors may be employed by that company.
- Additionally, the Fund:
- Is open to awarding contracts to different types of organisations, including providers of careers and enterprise activities; schools or colleges, provided they apply in a consortium with at least two other schools or colleges; employers and universities.
  - Has no minimum size for applicants in terms of turnover or balance sheet. However, in its review of applications, the Company will include an assessment of the applicant's credibility and capacity to deliver the project.
  - 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 quality mentoring.
  - Is open to all employer-led mentoring, including mentoring delivered online or by other means, provided it can also demonstrate its impact.
  - Is open to organisations with an extremely strong track record of bringing together employers/business volunteers and young people in areas other than mentoring that wish to expand their activities into mentoring.

3. Including city technology colleges and all secondary academies, free schools, university technical colleges and studio schools

## Submission of proposal

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 a Proposal following the procedure set out in Section 4.2 by 19 August 2016. Applicants are advised to carefully read all chapters of this Prospectus and its Appendices before submitting their application.

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 **mentoring@careersandenterprise.co.uk**

Organisations who have made the shortlist will be informed by 16 September 2016.

Shortlisted applicants will be required to submit further due diligence information by 30 September 2016 and will be expected to attend a meeting with representatives of the Company some time between 3 and 16 October 2016 to discuss the programme in more detail.

The Company is expecting to notify successful applicants on 4 November 2016.

## Basis of payment

Payments will be made to recipients based on the number of successfully completed mentoring interventions achieved in line with the unit costs and delivery profile set out in the recipient's application.

The Company will work with each recipient to develop an appropriate payment profile over the duration of the contract. Recipients can also claim for upfront costs associated with setting up, scaling and/or running the mentoring 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 mentoring 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.

*Mentoring is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. Young people who come from more privileged backgrounds often have access to mentors through their families and family friends. Providing young people at risk of disengagement with mentor support can help to level the playing field, close the gap and support social mobility and improve life chances.*

## 4.2. Application process

This chapter outlines our full application process including timelines, assessment criteria and the information applicants are required to submit.

Applications for funding will go through the following assessment:

- Pre-screen to determine eligibility to apply (self-assessed)
- Initial application process for all candidates
- Final assessment for shortlisted candidates

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

### The process

The following sets out full details of the assessment process, including:

- A Assessment timeline**
- B Assessment process**
- C Assessment criteria**
- D Information to be submitted**

**The closing date for Proposals is 6pm on 19 August 2016.**

**The timeline is set out overleaf.**

# A. Assessment timeline

Figure 3 - Assessment timeline

Stage/activity	Week commencing																					
	July		August			September				October				November								
	18	25	01	08	15	22	29	05	12	19	26	03	10	17	24	31	07	14	...			
<b>Launch</b>																						
Publication of Prospectus	■		Key date: 18 July																			
<b>I. Pre-screen</b>																						
Clarification questions window	■		Key dates: 18 to 29 July																			
Bidder events	■		Key dates: 18 to 26 July																			
<b>II. Initial application process for all candidates</b>																						
Information webinars	■		Key dates: 22 and 27 July																			
Deadline for bid submission			■			Key dates: 19 Aug																
Evaluation of bids			■				Key dates: 20 Aug to 16 Sept															
Shortlist announcement							■		Key date: 16 Sept													
<b>III. Final assessment for shortlisted candidates</b>																						
Deadline for additional information									■		Key date: 30 Sept											
Due dilligence							■				Key dates: 3 to 23 Oct											
Management meetings							■				Key dates: 3 to 16 Oct											
Notification of awardees											■		Key date: 4 Nov									
<b>Next steps</b>																						
Public announcement															■		Key date: 18 Nov					
Contracting															■		Key dates: 7 Nov onwards					

## B. Assessment process

There are three stages to the assessment process outlined below:

### I. Pre-screen to determine eligibility to apply (self-assessed)

To decide whether you are eligible to apply, please use the pre-screen questions before filling in the application form. The key questions are:

- Whether your programme is aligned to our minimum service expectations for mentoring (such as clear processes for mentor recruitment and training, matching, conflict resolution, and length and frequency of intervention).
- Whether your organisation targets young people aged 12–15 who are at risk of becoming disengaged.
- Whether your organisation is solvent.

Applications that do not meet our core requirements as captured by the pre-screen questions will not be assessed further.

### II. Initial application process

The next step is for us to identify a shortlist of strong applications to move forward to the final assessment. Applicants that meet the core requirements set out above will be assessed against the criteria below. Full details of the assessment criteria are set out in part C.

Each LEP 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 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 LEPs and the results of the due diligence assessment for shortlisting.

Organisations that have been shortlisted will be informed by 16 September 2016.

### III. Final assessment for shortlisted candidates

Shortlisted applicants will be invited to meet with representatives of the Company and LEPs (as appropriate) 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 LEPs 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 shortlisting, final feedback from LEPs, the results of the management interviews, and the results of the additional due diligence assessment to make final award decisions.

## C. Assessment criteria

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

### I. Pre-screen questions

Pre-screen questions ensure that an organisation's proposal is compatible with our objectives and that the organisation passes basic diligence questions. 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 for funding to set out the key background details and current 'baseline' figures that provide a current snapshot of their organisation/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.

**See overleaf for detailed criteria**

### Final assessment: assessment criteria

Financial due diligence	Stop/go based on investment credit-worthiness.
Scale and impact	Evaluation of the reach and scale your programme aims for over the funding period.  Evaluation of your ability to perform against outcomes and your commitment to impact, in the context of the proposed increase in reach and scale.
Unit cost and match funding	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.

### III. Final assessment for shortlisted candidates: assessment criteria

Shortlisted candidates will be invited to meet with representatives of The Careers & Enterprise Company and LEPs (where appropriate), at which point they will be evaluated along the following key dimensions, together with the information already collected at stage II.

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

<b>Initial application assessment criteria</b>	<b>Minimum standard</b>
<b>Fit with model</b>	
How closely the mentoring programme aligns with our evidence base of effective employer mentoring.	Programme aligns closely with our outline of what 'good mentoring' looks like along some dimensions OR has provided some details of the rationale behind the delivery model, with some supporting evidence/research.
<b>Historical performance and evaluation approach</b>	
Evidence of programme performance including the quality and impact provision.	Programme scores fairly well (75 per cent or higher) on measures of success OR satisfaction AND demonstrates strong performance against disengagement outcomes OR other quantitative outcomes.
Degree to which the programme has been evaluated and the robustness of the evaluation approach.	Programme has an internal evaluation process in place.
<b>Strength of proposed programme</b>	
<b>A. Scale of programme</b>	
The increase in scale and reach the organisation is seeking to achieve with the funding.	Programme can deliver some increase in mentoring relationships (percentage growth on baseline figures) over the funding period, given additional funding.
<b>B. Ability to commit to outcomes</b>	
The extent to which organisations are willing to track the additional mentoring relationships against outcomes.	The organisation is willing to make a solid commitment to outcomes on these additional volumes.
<b>C. Readiness to scale</b>	
The extent to which the organisation has the ability to scale delivery through existing relationships and access to schools, mentors and resources.	The programme has demonstrated some ability to reach additional scale in the 2016/17 academic year through its existing relationships with schools and its ability to recruit and manage additional mentors.
<b>Organisation fundamentals</b>	
Evidence of the organisation's track record of delivery and previous funding activity.	The organisation provides a solid track record in mentoring or an extremely strong track record of bringing together employers/business volunteers and young people in areas other than mentoring.
<b>Unit cost and match funding</b>	
Assessment of the effective cost of the mentoring programme per young person, including the unit cost and the level of match funding secured.	The organisation's unit cost (including match funding) is comparable to other organisations delivering similar mentoring activity.
<b>Alignment to local priorities</b>	
Assessment of alignment to the skills strategy in the area it intends to deliver, or where available, an LEP's mentoring strategy.	The organisation's proposed approach is not detrimental to the local skills strategy and/or mentoring.

## D. Information to be submitted

The information that organisations will be required to submit as part of their application has been compiled into this single-page checklist to assist with preparing for an application.

### Application for funding checklist

An overview of the information you will need to have available in order to complete our initial application phase (due 19 August 2016).

<b>1. A detailed written summary of your organisation and mentoring programme, including:</b>	a. How it aligns to local skills strategy(-ies) and/or mentoring priorities.	<input type="checkbox"/>
	b. An overview of the organisation's track record against outcomes (behaviour and engagement, attainment, and progression).	<input type="checkbox"/>
	c. Commentary on the key features of the programme (duration, approach to targeting, etc) including any supporting research for your chosen delivery model.	<input type="checkbox"/>
	d. A description of the experience and background of the organisation and staff involved in running the delivery of the programme.	<input type="checkbox"/>
	e. Details of current and previous funding partners.	<input type="checkbox"/>
	f. Outline of your ability to scale up, including existing capacity, relationships with potential schools, ability to recruit mentors and/or relationships with employers.	<input type="checkbox"/>
<b>2. Key numerical details of your organisation and mentoring programme, including: (Each part relates to a tab in the Excel-based application form)</b>	a. Key metrics on mentoring delivery strategy, such as number of contact hours, duration, etc.	<input type="checkbox"/>
	b. Current programme scale (student volumes in current academic year), broken down by school.	<input type="checkbox"/>
	c. Track record: success and satisfaction measures for your mentoring programme over the past three academic years, and a brief description of how your programme is evaluated.	<input type="checkbox"/>
	d. Given additional funding, the expected additional reach of your mentoring programme over the funding period (to July 2018) and indicative estimates for your additional reach in the following two academic years.	<input type="checkbox"/>
	e. Company or charity registration number and key financial metrics including measures of liquidity, cash flow, and reserves.	<input type="checkbox"/>

## 4.3. Further information

If you have any further questions regarding our mentoring campaign please contact us by email. We will also be holding briefing events around the country and a series of webinars to help you with this process.

### Briefing events

The Company will run five briefing events across the country during July. The dates and locations of these events and instructions to registering to attend are available on our website.

These events will provide an opportunity for applicants to find out more about the Company's mentoring vision and how to join our community or apply to become a funded partner, as well as how to understand regional needs. The events will also bring together LEP stakeholders and mentoring organisations to help build regional coalitions and partnerships.

We will share the outputs of the events, so that those who are unable to attend don't miss out.

### Webinars

The Company will also run two webinars in July to answer questions on the Fund.

All potential applicants are invited to join. Details of these webinars are available on The Company's website.

### Clarification

If clarification is required, applicants can submit further questions by email only to [mentoring@careersandenterprise.co.uk](mailto:mentoring@careersandenterprise.co.uk). Questions or requests for clarification must be submitted prior to the closing date for the submission of questions (6pm on 29 July 2016).

The Careers & Enterprise Company will publish questions and responses, save where the Company considers the question and response to be commercially sensitive to an applicant. The applicant submitting questions will remain anonymous. The Company will upload responses to questions on the FAQ page of our website regularly and it is bidders' responsibility to review it regularly.

### Compliance

For your bid to be compliant, all sections of the application form must be completed.

Non-compliant bids may not be evaluated.

You must submit your response before the deadline. Late submissions will not be accepted.

Please allow sufficient time to resolve any potential technical difficulties you might encounter during submission.

Applicants who have difficulty with their application forms can email us at [mentoring@careersandenterprise.co.uk](mailto:mentoring@careersandenterprise.co.uk)

### Additional scale

Organisations should set out the additional scale that the funding will create. The Fund is not seeking to replace existing funding streams and organisations applying for funding should therefore identify the additional scale to be achieved.

## 4.4. Impact tracking and evaluation

A core principle of the Company is to 'test, learn and adapt'. Therefore, it will be a priority for us to track the impact of different project approaches supported by the Fund and to explore lessons learned to provide the sector with a better evidence base for what is effective.

### Activities and outcomes

We will track data on each project carefully, using the National Pupil Database where possible, making comparisons with control groups.

We will work with all successful applicants to track some of the following historical and projected impact metrics for their programmes:

- Attainment (i.e. Maths and English against expected progress).
- Behaviour and engagement (e.g. exclusions, attendance).
- Progression (e.g. to employment, education and training).
- Other metrics as specified in your delivery plan (e.g. self-confidence, self-esteem, attitude towards school, resilience).
- Number of pupils on the programme (by characteristic, NEET, FSM, SEND and/or gender as appropriate).
- Number of schools on the programme.
- Number of mentors on the programme.
- What systems you will put in place to track these metrics accurately.

Each successfully funded programme will be required to report on a quarterly basis throughout their project against the outcome metrics specified in the Proposal. As part of its Fund management work, an independent evaluator will conduct spot checks on the accuracy of this data throughout the period of implementation. We will also require you to provide data via a standardised method and may offer third-party support to aid your data tracking.

### 'What works' research

The Company is interested not only in tracking outputs, but in developing a better knowledge base around what works in the sector. To do this, the Company will contract a third-party specialist research organisation to design and implement an evaluation of the lessons learned from each project, identifying key success factors or areas for further improvement.

## The Education Endowment Foundation

In addition to appointing a research organisation for the Fund, the Company is working with The Education Endowment Foundation (EEF)<sup>4</sup> to support the rigorous evaluation of a small number of funded projects. The majority of EEF's projects are run as randomised controlled trials, while the rest use quasi-scientific designs or are developmental pilot projects.

Applicants will be asked to identify if they would like to participate in an evaluation supported by EEF. EEF will then select funded projects, providing additional funding and support to organisations to design and implement a rigorous evaluation process.

Given the short timeframe of each contract, we recognise that it is important that such evaluations will be cost effective and not out of proportion to the scale of the contract or the level of robustness of any conclusions that can be drawn.

4. <https://educationendowmentfoundation.org.uk>

# Appendices

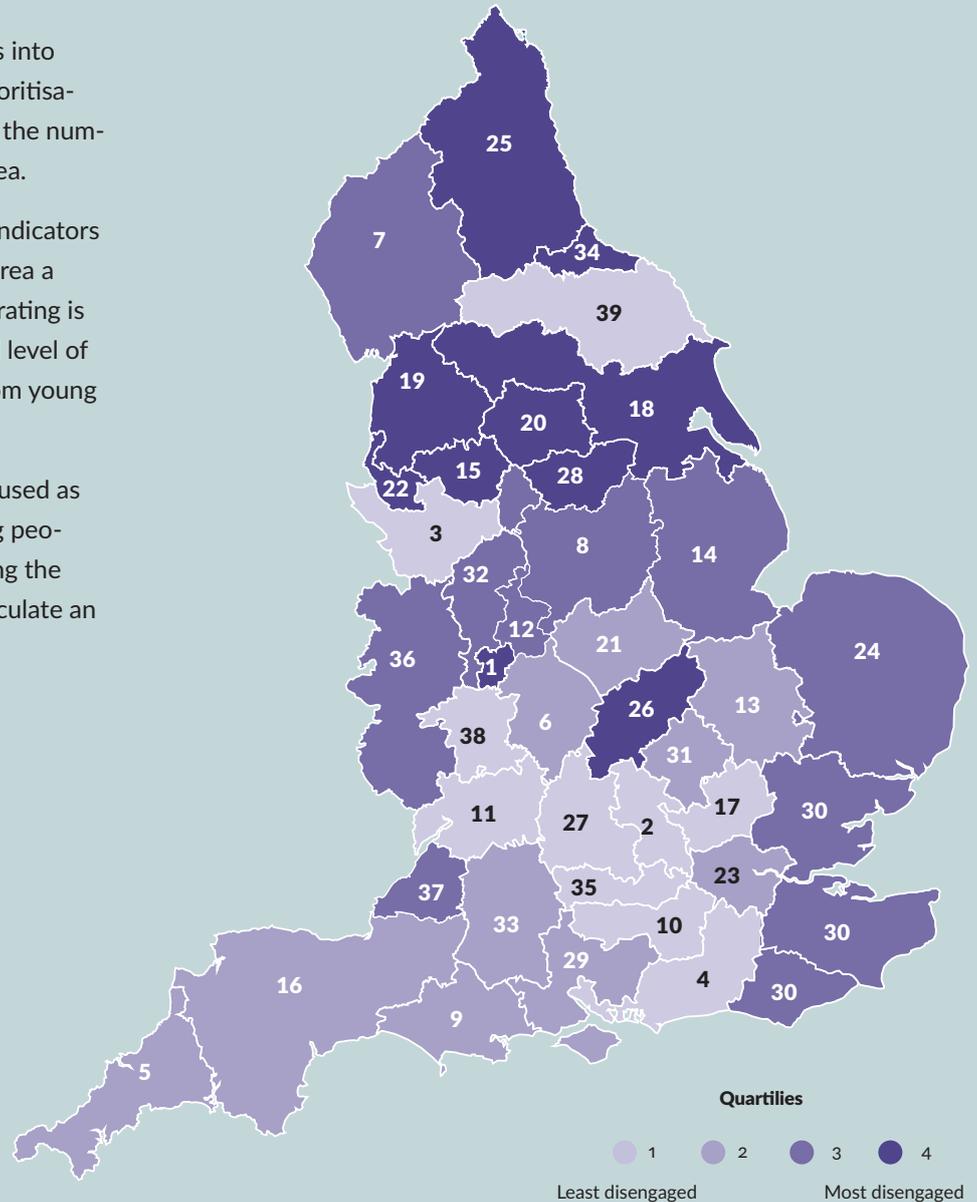
## Appendix 1

# Funding allocation by LEP area

The allocated funding by LEP takes into account the six disengagement prioritisation indicators outlined below and the number of young people in that LEP area.

The disengagement prioritisation indicators have been used to give each LEP area a risk of disengagement rating. This rating is calculated relative to the expected level of disengagement from education from young people nationally.<sup>5</sup>

The risk of disengagement is then used as weighting for the number of young people that will be of eligible age during the funding period in each area<sup>6</sup> to calculate an overall fund allocation.



### LEPs

- |                                                      |                                              |                                  |                                      |
|------------------------------------------------------|----------------------------------------------|----------------------------------|--------------------------------------|
| 1. Black Country                                     | 11. Gloucestershire                          | 21. Leicester and Leicestershire | 31. South East Midlands              |
| 2. Buckinghamshire Thames Valley                     | 12. Greater Birmingham and Solihull          | 22. Liverpool City Region        | 32. Stoke-on-Trent and Staffordshire |
| 3. Cheshire and Warrington                           | 13. Greater Cambridge & Greater Peterborough | 23. London                       | 33. Swindon and Wiltshire            |
| 4. Coast to Capital                                  | 14. Greater Lincolnshire                     | 24. New Anglia                   | 34. Tees Valley                      |
| 5. Cornwall and the Isles of Scilly                  | 15. Greater Manchester                       | 25. North Eastern                | 35. Thames Valley Berkshire          |
| 6. Coventry and Warwickshire                         | 16. Heart of the South West                  | 26. Northamptonshire             | 36. The Marches                      |
| 7. Cumbria                                           | 17. Hertfordshire                            | 27. Oxfordshire                  | 37. West of England                  |
| 8. Derby, Derbyshire, Nottingham and Nottinghamshire | 18. Humber                                   | 28. Sheffield City Region        | 38. Worcestershire                   |
| 9. Dorset                                            | 19. Lancashire                               | 29. Solent                       | 39. York and North Yorkshire         |
| 10. Enterprise M3                                    | 20. Leeds City Region                        |                                  |                                      |

5. Based on Ross, A. (2009). Disengagement from Education among 14-16 Year Olds. London: Department for Children, Schools and Families, by counting estimates of disengaged from school not education" (23%) and "disengaged" (12%).

6. NOMIS (2015) Population estimates – local authority based by single year of age [online]. Available at: <https://www.nomisweb.co.uk/query/construct/summary.asp?reset=yes&mode=construct&dataset=2002&version=0&anal=1&initset=>

### Available funds

Over the whole period of the fund, up to £10 million is expected to be available for projects across the 39 LEPs, with an additional £2 million available to support special projects.

The allocation of funding increases year-on-year to reflect an expected increase in scale. However, these figures are only indicative. The Company is willing to be flexible in granting larger sums upfront if this is deemed effective at increasing provision and can achieve greater scale.

The £2 million available to fund special projects will supplement provision under the core fund where LEPs match funding, where additional challenges, such as geography, mean additional funding is required, and where non-geographical projects need support. While the core fund has been allocated to each LEP area, the £2 million is not area-specific. Projects applying to the main funding round may be allocated some of this funding and there may be separate opportunities to bid for this funding.

### Funding rounds

The funding will be made available in a minimum of two funding rounds covering four years. Future funding and funding rounds are subject to approval by the Department for Education.

### Allocation of funds

The funding available to each LEP based on the funding allocation model is outlined below. Please note that the allocation is indicative only and subject to change on the basis of the quality of bids received in each area.

No.	LEP	Quartile
1	Black Country	4
2	Buckinghamshire Thames Valley	1
3	Cheshire and Warrington	1
4	Coast to Capital	1
5	Cornwall and the Isles of Scilly	2
6	Coventry and Warwickshire	2
7	Cumbria	3
8	Derby, Derbyshire, Nottingham and Nottinghamshire	3
9	Dorset	2
10	Enterprise M3	1
11	Gloucestershire	1
12	Greater Birmingham and Solihull	3
13	Greater Cambridge & Greater Peterborough	2
14	Greater Lincolnshire	3
15	Greater Manchester	4
16	Heart of the South West	2
17	Hertfordshire	1
18	Humber	4
19	Lancashire	4
20	Leeds City Region	4
21	Leicester and Leicestershire	2
22	Liverpool City Region	4
23	London	2
24	New Anglia	3
25	North Eastern	4
26	Northamptonshire	4
27	Oxfordshire	1
28	Sheffield City Region	4
29	Solent	2
30	South East	3
31	South East Midlands	2
32	Stoke-on-Trent and Staffordshire	3
33	Swindon and Wiltshire	2
34	Tees Valley	4
35	Thames Valley Berkshire	1
36	The Marches	3
37	West of England	3
38	Worcestershire	1
39	York and North Yorkshire	1

LEP	Population*	AY16-17 and 17-18	AY18-19	AY19-20	Total funding
Black Country	98,788	£120,692	£96,846	£119,040	£336,578
Buckinghamshire Thames Valley	45,597	£26,894	£21,580	£26,526	£75,000
Cheshire and Warrington	70,136	£32,190	£25,830	£31,750	£89,770
Coast to Capital	155,659	£58,962	£47,313	£58,155	£164,430
Cornwall and the Isles of Scilly	39,456	£26,894	£21,580	£26,526	£75,000
Coventry and Warwickshire	68,892	£46,625	£37,413	£45,987	£130,025
Cumbria	35,456	£31,911	£25,606	£31,474	£88,990
Derby, Derbyshire, Nottingham and Nottinghamshire	162,997	£168,739	£135,401	£166,430	£470,570
Dorset	52,210	£30,816	£24,728	£30,395	£85,939
Enterprise M3	135,141	£36,550	£29,329	£36,050	£101,928
Gloucestershire	46,197	£26,894	£21,580	£26,526	£75,000
Greater Birmingham and Solihull	174,655	£168,818	£135,464	£166,508	£470,791
Greater Cambridge & Greater Peterborough	110,087	£62,120	£49,847	£61,270	£173,238
Greater Lincolnshire	78,151	£78,988	£63,382	£77,907	£220,276
Greater Manchester	226,485	£268,938	£215,803	£265,258	£750,000
Heart of the South West	121,842	£82,925	£66,541	£81,790	£231,257
Hertfordshire	96,777	£29,141	£23,384	£28,743	£81,268
Humber	69,999	£89,718	£71,992	£88,490	£250,201
Lancashire	116,792	£122,233	£98,083	£120,560	£340,877
Leeds City Region	244,656	£268,938	£215,803	£265,258	£750,000
Leicester and Leicestershire	80,880	£55,152	£44,255	£54,397	£153,803
Liverpool City Region	112,726	£145,859	£117,041	£143,863	£406,763
London	688,136	£268,938	£215,803	£265,258	£750,000
New Anglia	118,445	£95,600	£76,712	£94,292	£266,604
North Eastern	141,258	£146,548	£117,594	£144,542	£408,684
Northamptonshire	60,040	£62,217	£49,924	£61,365	£173,506
Oxfordshire	52,374	£26,894	£21,580	£26,526	£75,000
Sheffield City Region	139,926	£170,203	£136,575	£167,874	£474,652
Solent	118,386	£87,488	£70,202	£86,291	£243,981
South East	327,837	£268,938	£215,803	£265,258	£750,000
South East Midlands	153,251	£90,113	£72,309	£88,880	£251,301
Stoke-on-Trent and Staffordshire	84,500	£83,135	£66,710	£81,997	£231,841
Swindon and Wiltshire	56,920	£31,682	£25,423	£31,249	£88,354
Tees Valley	53,336	£75,860	£60,872	£74,822	£211,554
Thames Valley Berkshire	76,621	£26,894	£21,580	£26,526	£75,000
The Marches	50,755	£39,913	£32,028	£39,367	£111,308
West of England	82,068	£67,651	£54,285	£66,726	£188,662
Worcestershire	43,434	£26,894	£21,580	£26,526	£75,000
York and North Yorkshire	82,753	£36,881	£29,594	£36,376	£102,850
<b>Total</b>	<b>4,673,619</b>	<b>£3,585,845</b>	<b>£2,877,378</b>	<b>£3,536,777</b>	<b>£10,000,000</b>

Please note that the Company expects applications to scale up to deliver a total of 25,000 mentoring interventions each year by the academic year 2019/20. Over the whole period from 2016/17 - 2019/20 the Company expects to support interventions significantly in excess of that number.

\*Target population: young people who will be of an eligible age (Y8-10) during the intended period (2016-2020) under which the fund runs.

## Further information on the disengagement prioritisation indicators

Six data sources were selected to form a basket of indicators known as the 'disengagement prioritisation indicators'. A supplementary paper has been produced by the company entitled Mapping disengagement: Exploring young people's engagement with school.

The methodology is similar to that of the 'cold spots' used to apportion the Careers & Enterprise Fund, except that this basket of indicators is specifically tailored to disengagement. Each of the indicators interacts with the concept of disengagement in a different way. There are risk factors, direct measures, and outcomes of disengagement.

The six indicators are:

### Risk factors

Risk factors refer to characteristics that correlate with an increase in the likelihood and/or degree of disengagement.

- Index of Multiple Deprivation (a basket of indicators of deprivation) was chosen as a measure for socio-economic disadvantage. The measure used the proportion of neighbourhoods in an LEP area in the bottom ten per cent of the index nationally.
- Standard Occupational Codes 1-3 (a measure of the number of professionals in an area) was chosen as a proxy for parental occupation and young people's

chance of accessing individuals with high status social capital who would be capable of providing informal mentoring.

### Direct measures

- Unauthorised absence (percentage of sessions lost due to unauthorised absence) was chosen as a proxy for school refusal and disengagement.
- Exclusions (the number of children forcibly excluded from school) was chosen as a proxy for behavioural issues.

### Outcomes

- Expected progress measures in Maths and English (a measurement of actual against expected progress in GCSE Maths and English) were chosen as a measure for poor attainment. This is more useful as a measure of disengagement than absolute attainment as it shows us where young people are not meeting their potential.
- NEET 16-18 outcomes (the number of 16 to 18-year-olds who are not in education, employment or training) was chosen as a measure of positive/negative employment and training outcomes.

Table 3 sets out the indicators by LEP area (coloured by quartile). In order to produce a rank of the LEP areas, a standardised score was created for each of the indicators giving each the same weighting. An average of the six scores was then taken.

**Table 4: Disengagement prioritisation indicators. Raw data by Local Enterprise Partnership scored by rank**

LEP	Direct measures		Risk factors		Outcomes		Disengagement rank
	Exclusions (DfE)	Unauthorised Absence	Standard Occupational Codes 1-3 (NOMIS)	Index of Multiple Deprivation (DCLG)	NEET 16-18 (DfE)*	Expected progress at GCSE in English and Maths (DfE)	
Tees Valley	4.7%	1.8%	38.1%	26.9%	6.4%	62.0%	1
Liverpool City Region	3.6%	1.5%	40.0%	31.3%	5.7%	63.2%	2
Humber	4.0%	1.2%	34.9%	22.0%	5.1%	65.1%	3
Greater Manchester	4.3%	1.3%	42.5%	20.8%	4.9%	64.7%	4
Black Country	4.2%	1.4%	32.2%	18.7%	3.6%	62.6%	5
Sheffield City Region	4.5%	1.5%	37.5%	17.5%	3.9%	65.2%	6
Leeds City Region	3.9%	1.4%	41.6%	17.0%	4.6%	66.0%	7
Lancashire	3.5%	1.0%	37.9%	17.2%	5.1%	67.0%	8
North Eastern	2.9%	1.2%	37.7%	13.8%	5.4%	65.9%	9
Northamptonshire	3.9%	1.1%	40.8%	6.9%	4.6%	64.1%	10
Derby, Derbyshire, Nottingham and Nottinghamshire	4.2%	1.3%	42.3%	10.0%	3.6%	63.8%	11
Greater Lincolnshire	3.7%	1.0%	34.3%	11.0%	4.1%	66.1%	12
Stoke-on-Trent and Staffordshire	4.0%	1.1%	39.5%	8.4%	3.9%	64.7%	13
Greater Birmingham and Solihull	3.8%	1.0%	42.8%	23.9%	4.3%	68.0%	14
Cumbria	3.9%	0.8%	38.8%	9.0%	4.2%	65.9%	15
South East	4.0%	1.1%	42.9%	5.3%	4.9%	70.0%	16
West of England	4.1%	1.1%	50.4%	7.7%	4.4%	68.2%	17
New Anglia	2.9%	1.0%	39.2%	6.3%	4.7%	67.9%	18
The Marches	3.3%	0.8%	39.2%	4.1%	5.3%	67.8%	19
Solent	3.7%	1.1%	44.5%	6.1%	3.4%	68.2%	20
Leicester and Leicestershire	3.1%	1.1%	43.5%	8.5%	3.0%	66.8%	21
Heart of the South West	3.0%	0.8%	43.6%	5.2%	4.3%	65.6%	22
Coventry and Warwickshire	3.2%	0.9%	45.0%	8.2%	4.5%	69.3%	23
Cornwall and the Isles of Scilly	2.6%	1.0%	37.0%	5.2%	3.6%	69.5%	24
Dorset	3.2%	1.0%	42.8%	2.4%	4.0%	70.4%	25
South East Midlands	3.2%	0.9%	44.3%	4.5%	3.9%	69.4%	26
Greater Cambridge & Greater Peterborough	3.1%	0.9%	45.2%	3.5%	4.2%	70.5%	27
Swindon and Wiltshire	3.2%	0.9%	45.8%	2.2%	4.3%	70.1%	28
London	3.9%	1.1%	52.7%	5.7%	3.1%	73.0%	29
Gloucestershire	3.2%	0.8%	43.6%	3.5%	3.6%	70.1%	30
Cheshire and Warrington	3.2%	0.9%	48.4%	5.6%	2.9%	69.6%	31
York and North Yorkshire	2.9%	0.8%	44.9%	3.4%	3.7%	70.1%	32
Oxfordshire	3.3%	0.9%	59.1%	0.5%	4.1%	71.8%	33
Worcestershire	2.9%	0.8%	44.0%	4.4%	2.9%	71.3%	34
Coast to Capital	3.0%	1.0%	49.2%	2.3%	3.2%	72.0%	35
Hertfordshire	3.1%	0.7%	50.9%	0.3%	3.6%	73.8%	36
Thames Valley Berkshire	2.7%	0.8%	53.1%	0.4%	3.7%	74.8%	37
Enterprise M3	3.0%	0.8%	52.0%	0.0%	2.4%	71.7%	38
Buckinghamshire Thames Valley	2.1%	0.8%	55.4%	0.0%	2.7%	77.2%	39

\*Each indicator has been split into quartiles and coloured accordingly: bottom quartile ● second quartile ● third quartile ● top quartile ●

## Appendix 2

# Cost item eligibility

For reference, applicants applying for funding are provided with the following information regarding costs that can be funded.

Costs that can be funded include:

- The direct costs of delivering the activity
- Programme development costs including research and marketing
- Evaluation and impact measurement costs of the activity
- Indirect overheads in relation to the activities not funded from other sources
- The acquisition or improvement of fixed assets directly required by the project

In line with the Department for Education's funding guidance, costs that cannot be funded include:

- Activities of a political or exclusively religious nature
- Goods or services that the recipient has a statutory duty to provide
- Payments to be reimbursed by other public or private sector grants
- Contributions in kind
- Depreciation, amortisation or impairment of fixed assets owned by the recipient
- Interest payments or service charge payments for finance leases
- Gifts to individuals
- Entertaining (anything that would be a taxable benefit to the person being entertained)
- Statutory or criminal fines or penalties
- Liabilities incurred before the issue of this Funding Agreement
- Funding to private companies that might be incompatible with EU State Aid regulations

## Appendix 3

# The Enterprise Adviser Network

The Enterprise Adviser Network (EAN) operates across England and is the cornerstone of The Careers & Enterprise Company's work to inspire and prepare young people for their futures.

Working with the **Local Enterprise Partnerships (LEPs)**, we have established a nationwide network to make it easier for schools and colleges to connect with employers and careers and enterprise providers. The aims of the EAN are to:

- Help schools and colleges improve their careers and enterprise activities and engage with the world of work
- Make it easier for employers to engage with schools and colleges
- Focus everyone's efforts on activities that are most effective in motivating young people, supporting independent choice, and promoting positive outcomes

**Enterprise Coordinators** are full-time positions, co-funded by the LEP and The Careers & Enterprise Company. The Enterprise Coordinator helps to ensure that the best local careers and enterprise provision is made available to schools and colleges in their area by acting as a core link. Enterprise Coordinators work with clusters of 20 schools or colleges and support the Enterprise Advisers in conducting an initial diagnostic and identifying priority areas.

**Enterprise Advisers** are volunteers from the world of work (employers and businesses of all sizes from the public, private and third sector). They work directly with the Headteacher and SLT to support the schools and colleges build employer

engagement plans. Their role is a strategic position, providing counsel to the Headteacher or principal of a school or college and unlocking local relationships. Enterprise Advisers do not deliver any activity themselves. They commit to supporting a school or college for at least one academic year, giving around eight hours a month of their time during term.

**Regional Leads** provide advice, support and challenge to the Local Enterprise Partnerships to ensure successful implementation of the Enterprise Adviser Network. They support Enterprise Coordinators and act as a channel into The Careers & Enterprise Company's national stakeholder network to bring the influence of national employers and employer groups to bear locally.

Strong local governance of the EAN is key and usually the EAN is overseen by the LEP Employability and Skills Board. To date, the network is live in 36 out of the 39 LEP areas with 73 Enterprise Coordinators in place and 850 Enterprise Advisers signed up to work with more than 700 schools and colleges.

For further information see:

[www.careersandenterprise.co.uk/enterprise-adviser-network](http://www.careersandenterprise.co.uk/enterprise-adviser-network)

For a list of all Local Enterprise Partnerships, please see Figure 4 in Appendix 1.

## Appendix 4

# Frequently Asked Questions

## Eligibility: Programme design

- 1. If my mentoring programme lasts less than three months or has less than one mentoring interaction per month, can I still apply for funding?**

No, mentoring programmes must align to the Company's Review of Effective Employer Mentoring and as such have a mentoring programme lasting at least three months and have at least one mentoring interaction each month.

- 2. How many sessions of mentoring would you expect to be provided to each mentee?**

Mentoring organisations should determine the number of sessions to be provided to each mentee based on their programme design. As a minimum, and in line with the Company's Review of Effective Employer Mentoring, each mentee should have at least one mentoring session per month.

- 3. Do you have any guidance on how many hours a mentor has to commit? e.g. minimum of 8 hours per month?**

No, mentoring organisations should determine the time commitment of volunteers based on their programme design and the needs of the mentees.

- 4. Is the Company only looking to support mentoring to be delivered through schools?**

Yes, all mentoring programmes must target students through schools.

- 5. Is there an expectation that the mentoring programmes will take place within the school environment, or within the corporate environment?**

Mentoring organisations should determine the most appropriate delivery locations for the mentoring programme.

- 6. Is e-mentoring out of scope?**

No, e-mentoring is not out of scope but, like with all other interventions, organisations will need to demonstrate its impact.

- 7. Will group mentoring be considered, as well as 1:1 mentoring?**

Yes, the Fund is open to all forms of employer-led mentoring.

- 8. Is the Company interested in projects that use professional mentors to support young volunteers who, in turn, mentor students in Years 8-10?**

The Fund is open to applications from organisations delivering employer-led mentoring providing it can demonstrate impact.

## Eligibility: Track record

### 9. Does the programme have to be replicable at the point of application or would iteration of existing programmes be acceptable? e.g. taking a working project to a new age group

Organisations will need to demonstrate a track record. The Company welcomes applications from organisations scaling programmes to new age groups but applications will need to outline the steps required to deliver the programme to new age groups and how long it will take to implement the required changes. Where a programme or organisation has an extremely strong track record of bringing together employers/business volunteers and young people and an appetite to extend their activity to include mentoring, we will consider funding this.

### 10. This will be my first official year of working with a school – therefore I have no track record – am I still eligible to be considered?

Organisations will need to demonstrate their track record as part of the application process. If an organisation is able to provide any evidence of success from year one, this will be considered.

### 11. All of our mentoring evidence is based on our intensive mentoring – will this still be valid?

Organisations will need to demonstrate a track record. If the organisation is applying for funding for a new mentoring programme that is different to the organisation's current delivery, then applications will need to outline the steps required to deliver the new programme and how long it will take to implement the required changes.

## Eligibility: Other

### 12. Are recipients of The Careers & Enterprise Fund eligible to apply to the Mentoring Fund?

Yes, recipients of The Careers & Enterprise Fund will be assessed in exactly the same way as all applicants, with their previous award bearing no positive or negative effect on their current application.

### 13. Is the mentoring campaign and fund for England only?

Yes

## Basis of funding

### 14. Is the Company likely to award more than one contract per LEP area?

The number of contracts to be awarded per LEP area will reflect the size of the funds available and feedback from the LEP, and therefore the number of contracts awarded will vary between LEP areas.

## Scale and reach

### 15. Can mentoring organisations put forward an application that involves working in more than one LEP area and/or expanding into new LEP areas?

Yes, the Company is seeking to scale up proven mentoring programmes to build capacity across the country. The Company welcomes applications from organisations that are seeking to deliver in more than one LEP and/or expand into new LEP areas. Note that each organisation should only submit a single application setting out the LEP areas where the organisation will achieve additional reach.

**16. Is there a set amount of young people to be mentored per LEP?**

No, however the Company is committed to reaching large scale in line with our overall objectives.

## Engagement with the Enterprise Adviser Network

**17. Currently the Enterprise Adviser Network covers over 800 schools; however, there are many more schools across the country. How will the Company ensure that students from schools not covered by the Network have access to this national campaign?**

We will fund activity across England in each LEP area. Successful organisations will be expected to coordinate provision closely with the LEP, and where the Enterprise Adviser Network is operational, the Enterprise Coordinator. The Company is not restricting funding only to those schools that are covered by the Network.

**18. Can schools already engaged with the Enterprise Adviser Network also be included in this programme?**

Yes, schools that are participating in the Enterprise Adviser Network can also be included in funded mentoring delivery.

**19. Would mentoring organisations have access to any of the existing business volunteers in the Enterprise Adviser Network as a means of recruiting volunteer mentors in our LEP area, at least initially?**

No, we expect mentoring organisations to access the Enterprise Adviser Network through the Enterprise Coordinators in relevant LEP areas and not directly engage with Enterprise Advisers (who are volunteers). As

appropriate, Enterprise Coordinators will be able to make connections with local businesses, but mentoring organisations should not rely on the Enterprise Adviser Network or the LEP for signing up volunteer mentors.

## Engagement with LEPs

**20. Will recipients be required to engage with all LEPs when delivering in cross-LEP regions?**

Yes, recipients will be expected to engage with all relevant LEPs to support the coordination of mentoring programmes with existing provision and the LEPs' mentoring priorities.

**21. Who will be liaising and co-ordinating with the business/employer partners? The LEP or the mentoring organisations?**

The Company expects that each mentoring organisation will liaise with employers and businesses, however we expect this activity to be coordinated with the LEP, for example by agreeing working arrangements for coordinating communications to local employers.

## Consortium bids

**22. Is The Careers & Enterprise Company happy to consider partnership proposals? e.g. we would be the applicant, but we might consider working with local partners to deliver elements of our service.**

Yes, the Company is running 5 briefing events across the country during July. The events will bring together LEP stakeholders and mentoring organisations to help build regional coalitions and partnerships.

## Engagement with Employers

### 23. Is it necessary for the mentoring to include corporate/business partners?

We expect all mentoring programmes to be employer-led and therefore organisations will need to identify how volunteers will be recruited from corporate/business partners.

## Funding and match funding

### 24. Will organisations applying for the Fund, be required to provide match funding?

As per Assessment Criterion 5 'Unit cost and match funding', 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. All organisations must commit to some level of match funding to meet our minimum criteria.

### 25. 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.

### 26. 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.

### 27. Will the match funding need to come from the schools? Our schools currently use their Pupil Premium funding to part-fund the programme but this does limit the accessibility.

Mentoring organisations are free to select the source of match funding, it does not need to be from schools.

### 28. Does the match funding need to relate specifically to mentoring or can we include advice and support services?

The match funding must relate to the mentoring delivery only.

### 29. Can we use Year 12 mentoring as match funding for Year 8-10?

Yes, provided that the programme is continuous and starts in Year 8, 9, or 10.

## Timelines

### 30. When would you anticipate programmes rolling out?

Contracts will be awarded for a period of 23 months, from November 2016 to September 2018. As per Assessment Criterion 3C 'Readiness to scale', applicants will be expected demonstrate some ability to reach additional scale in the 2016/17 academic year. The more scale an organisation can demonstrate the better.

## Impact monitoring

### 31. What evidence of impact are you expecting? What does success look like, other than number of students mentored?

We are expecting organisations to make a commitment to demonstrating their programme has a positive impact on our target outcomes. Organisations should set out in their applications the impact metrics for their programme and the systems they will put in place to track these outcomes.

### 32. Do you have a preferred method of measuring impact?

The Company is committed to developing a better knowledge base on 'what works' in the sector and building an evidence base on mentoring. The Company encourages organisations to set out the systems set up to track impact and the frequency and degree of evaluation undertaken.

### 33. Are there programme outputs/outcomes that you would expect projects to achieve? Are there minimum/maximum levels? e.g. engaging with X young people, % into employment, etc.

No, there are no minimum or maximum levels of outputs/outcomes the Company expects projects to achieve. Applicants are encouraged to submit realistic applications of their ability to scale the project and the expected outcomes of the mentoring delivery.

### 34. If working with young people up to a max of year 10, how would you track them after this period, i.e. into employment or further training?

The Company understands that employment outcomes will take a long time

to materialise for Year 8-10 students. Where possible the Company will use the National Pupil Database to track progress on a pupil level.

### 35. One of the issues organisations struggle with in terms of impact measurement is how much of students' progress can be attributed to mentoring, as opposed to other interventions put in place by the school. How would you suggest this could be overcome?

The Company is keen to work in collaboration with mentoring organisations to track this through our evaluation approach.

## Target groups

### 36. What are the age groups being targeted by the mentoring fund?

Our focus is on students at risk of disengaging in the run up to their GCSEs, in Years 8, 9, and 10.

### 37. Is there scope for mentoring programmes covering Years 11 and 12 to apply for funding?

No, organisations that target students in Years 11 and 12 are not eligible to apply for funding, but may apply to join the best practice mentoring community. Mentoring programmes that start in Year 10 that span the academic year and complete in Year 11 are eligible for funding.

### 38. What constitutes disengaged students?

Applicants are free to determine the students at risk of disengaging that the mentoring programme targets in the run up to their GCSEs, particularly those in Years 8-10. Chapter 2 of the Prospectus outlines some of the risk factors that may lead to disengagement

including age, gender, ethnicity, parental occupation, and disadvantage that organisations should consider. We welcome organisations that address other risk factors that impede our target outcomes.

**39. When saying Special Schools, does this include young people with learning difficulties?**

Yes, the definition includes students 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.

**40. Is your expectation that the young mentees will be taking GCSEs as many young people in Special Schools would not be able to take them but can benefit from mentoring in their early career development towards working in the future?**

No, any pupils from Special Schools fitting the Year 8-10 criterion can be included in your mentoring programme.

**41. What benchmark/data will you be using to define students who are "at risk of disengaging" and who are eligible to be part of the programme?**

Pupils should be locally identified in partnership between schools/colleges and the mentoring organisations.

## Mentoring Community

**42. Are mentoring organisations required to register for the Mentoring Community even though they have attended the webinars and have previously engaged with The Careers & Enterprise Company, for instance by attending the roundtable discussion?**

Yes, we ask that you register for our Mentoring Community separately using the form available on our website.

**43. Can I be a member of the Mentoring Community if I am working with older students for example university students?**

Yes, we are looking at all types of mentoring in all sectors.

**44. Does The Careers & Enterprise Company have any plans to involve/ask young people what they want or need?**

Yes, the Company is committed to involving young people and will be sharing details on that soon.

## Others

**45. Is there interest in sector specific mentoring? Can the mentoring be subject specific?**

Yes, we are inviting applications from mentoring programmes across all sectors, and welcome applications to deliver mentoring across specific sectors.

**46. In terms of support through mentoring, can projects build in mentoring support with parents? Parents are also key in terms of influencing children, should there be support built in for this?**

Mentoring organisations are encouraged to deliver the programmes that demonstrate the greatest impact in achieving our target outcomes and align to the Company's Review of Effective Employer Mentoring. There is no specific requirement to build in mentoring support with parents.

**47. Would you also be looking to ascertain what the Social Return on Investment (SROI) of mentoring might be? e.g. a young person identified as pre-NEET, ends up not being NEET so should we be trying to measure the cost-savings of this?**

There is no requirement for applications to include the SROI of mentoring. As part of the mentoring campaign, the Company will seek to develop the evidence base on mentoring including analysis of the SROI of mentoring as appropriate to determine the approach for future funding rounds. We would welcome applicants considering this in advance.

**48. One of the challenges we have faced is the availability of resource in schools to help coordinate the mentoring programme (students and mentors turning up, rooms available, etc.). Can the funding be allocated directly to support schools with this?**

Funding can be used to support effective mentoring programmes. If this activity aids the coordination of delivery, then it would be eligible.

**49. Would you be interested in projects that can link participants (pupils) directly to other types of support opportunity? e.g. other employer related learning, career services and personal development programmes such as the National Citizen Service.**

Yes, we hope mentoring leads to increased engagement opportunities and supports the system becoming more joined up.



**The Careers & Enterprise Company**

First Floor, Parchment House

13 Northburgh Street

London EC1V 0JP

 **@CareerEnt**

**[www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)**