Effective Transitions Fund evaluation

Technical report

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INTERNATIONAL CENTRE FOR GUIDANCE STUDIES

THE BEHAVIOURAL INSIGHTS TEAM

THE CAREERS & ENTERPRISE COMPANY

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Contents

1   Introduction

This technical report supplements the main research findings report for the evaluation of the Effective Transitions Fund (ETF).

Within this report, the reader can find the main data tables and charts for the data that has been used to support the evidence report.

- Demographic data about the cohort taking part in the ETF
- Attainment data for the cohort and then nationally comparable attainment data for 2021-2022
- Destinations data for the ETF cohort
- Information about how the young person surveys were administered
- Analysis of the young person survey data (baseline to endline testing)
- Information about how the careers worker surveys were administered
- Survey findings from the careers worker surveys.

2   Cohort data

2.1   The cohort

Demographic data was collected from each of the projects at the start to record the different characteristics of participants on the programmes. This included gender, ethnicity, year 9 attendance rates, information about SEND and Education, Health and Care Plan (EHCP), as well as whether they were speakers of English as an additional language.

Each term, the projects were also asked to record up-to-date attendance rates and towards the end of the projects, intended destinations, attainment and actual destinations.

It was difficult to consistently report on how many programme participants there were as this could change each term as young people disengaged from the programme, engaged or their status was not known, and some started after the initial period of demographics data collection. Across the hubs, not all types of demographic data were recorded for each participant, not every participant completed a survey, so there are different bases (totals) used depending on the type of analysis.

The ten projects were delivering to approximately 1053 young people at the start, with 1039 being recorded consistently in the MI reports, 945 at the end of year 11 and 930 who were still considered to be active participants by the end data collection point, meaning between 88-90% of the cohort remained on the programme over the cycle. In addition to some individuals who had left the programme there were also some for whom the school had withdrawn from the programme.

2.2   Demographics

Table 2.1 Gender

	At start Frequency	At start %	At end Frequency	At end %
Female	407	39.5%	346	38.5%
Male	614	59.6%	548	61.0%
Other/prefer not to say	4	0.4%	4	0.4%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

Table 2.2 Ethnic group*

	At start Frequency	At start %	At end Frequency	At end %
White	772	74.9%	669	70.8%
Asian	29	2.8%	40	4.2%
Black	86	8.3%	81	8.6%
Other	19	1.8%	16	1.7%
Mixed	76	7.4%	72	7.6%
Arab	4	0.4%	4	0.4%
Missing	45	4.4%	63	6.7%
Total	1031	100.0%	945	100.0%

*Missing values are different as different datasets were used in each wave of analysis and there were participants in the later datasets that were not in the original.

Source: Programme MI 2021-2024

Table 2.3 Years eligible for free school meals

	At start frequency	At start %	At end frequency	At end %
5 and Under	682	66.1%	596	63.1%
Over 5	268	26.0%	249	26.3%
Missing	81	7.9%	100	10.6%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

Table 2.4 Attendance in year 9

	Frequency	%
Under 60%	69	7.3%
61 to 79%	148	15.7%
80 to 89%	232	24.6%
Over 90%	362	38.3%
Missing	134	14.2%
Total	945	100.0%

Source: Programme MI 2021-2024

Table 2.5 Pupil has English as an additional language

	At start frequency	At start %	At end frequency	At end %

Yes	78	7.6%	67	7.1%
No	931	90.3%	817	86.5%
Missing	22	2.1%	61	6.5%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

Table 2.6 Pupil has Education and Health Care Plan (EHCP)

	At start frequency	At start %	At end frequency	At end %
Yes - EHCP in place	174	16.9%	167	17.7%
No EHCP	693	67.2%	599	63.4%
No but being applied for	5	0.5%	3	0.3%
Missing	159	15.4%	176	18.6%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

Table 2.7 Pupils with identified SEND

	At start frequency	At start %	At end frequency	At end %
				%
non-SEND	607	58.9%	562	59.5%
SEND	424	41.1%	383	40.5%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

Table 2.8 Pupils with multiple SEND

	At start frequency	At start %	At end frequency	At end %
No SEND	607	58.9%	562	59.5%
One SEN type	292	28.3%	252	26.7%
Two SEN types	77	7.5%	77	8.1%
Three SEN types	55	5.3%	54	5.7%
Total	1031	100.0%	945	100.0%

Source: Programme MI 2021-2024

3   Attainment data

3.1   National data

Table 3.1 Percentage of pupils achieving the designated grade 9-4, by subject and pupil characteristics, 2022 -2023

	English Language	Mathematics
Total	71%	72%
Free school meal status - FSM	51%	52%
Free school meal status - Not eligible for FSM	76%	78%
English as a first language status - Other than English	72%	73%
SEN description - Any SEN	41%	42%
SEN description - No identified SEN	76%	77%

Source: Key stage 4 performance data 2022-2023 custom table created April 2024

3.2   Fund data

Table 3.2 Percentage of ETF pupils achieving grade 9-4, 2022-2023

	English	Maths
%	42.1%	39.5%
Total*	814	815

*Total number of records where attainment was recorded

Source: Management information, 2024

Table 3.3 Level of key stage 4 attainment

Level	%
Entry Level	0.6%
Entry Level 1	2.5%
Entry Level 2	2.5%
Entry Level 3	3.3%
Level 1	39.8%
Level 2	48.0%
Level 3	0.4%
No qualification	3.0%

Total*	856
(blank)	183

*Total number of records where attainment was recorded

Source: Management information, 2024

4   Destinations data

4.1   Education, employment and training destinations

4.1.1   Successful initial transition into EET

Initial data collected in September 2023 indicated that 94.2% of participants had gone into an education, employment or training destination (EET). There were 5.8% who were not in education, employment or training (NEET) at this point. The data collected here was partial, so these calculations are from the 882 pupils with completed data.

4.1.2   Midpoint EET

Another data collection point recorded the EET status of participants in November/December 2023. This data collection point allowed for any initial 'churn' to happen and for young people to settle in their chosen destinations and took into account that many post-16 providers do not record destination until after the October half term. At this point, 90.8% of participants were recorded to be in an EET destination and 9.2% NEET. This data was more fully completed with 922 records of destination, including for some who had previously been unreachable.

4.1.3   Sustained destination data

Sustained engagement with EET destinations was recorded 6 months into the equivalent of year 12. This showed that 91.7% of the those with tracked records, were in an EET destination and 8.3% NEET, with records for 889 young people. For those that stayed engaged with the programme to the end (930) this figure was slightly higher at 93.4% of those tracked still in their EET destination.

4.1.4   Destinations

Table 4.1 Intended and midpoint post-16 destinations – level of study

Full level	Intended destination %	Nov/Dec destination %
Entry level	4.6%	0.0%
Entry level 1	1.4%	1.8%
Entry level 2	1.7%	1.2%
Entry level 3	1.6%	2.7%
Level 1	20.6%	29.3%
Level 2	30.9%	40.1%

Level 3	39.3%	24.9%
Total	807	659

Source: Management information, 2021-2024

Table 4.2 Intended and midpoint post-16 destinations – provider type

Provider type	Intended destination %	Nov/Dec destination %
Apprenticeship	3.0%	2.1%
Further education college	63.2%	65.2%
Independent training provider	0.7%	4.0%
LA provider	1.0%	1.0%
School sixth form	17.7%	16.2%
Sixth form college	12.4%	10.0%
Working	1.5%	1.2%
Volunteering 20+ hours a week and part-time education	0.2%	0.4%
Not applied	0.3%	0.0%
Total	888	823

Source: Management information, 2021-2024

Table 4.3 Intended and midpoint post-16 destinations – qualification type

Highest qualification type	Intended destination %	Nov/Dec destination %
A-levels	28.1%	22.8%
Apprenticeship	3.4%	2.1%
T-level	1.6%	2.4%
Other technical or vocational qualification	63.2%	66.4%
Supported internship	0.3%	0.3%
Exam retakes	0.3%	1.2%
Traineeship	0.1%	0.3%
Transition year	2.4%	4.6%
Working	0.1%	0.0%
Diploma	0.3%	0.0%
Foundation	0.1%	0.0%
Total	737	672

Source: Management information, 2021-2024

4.1.5   Demographic differences in destinations data

When looking at demographic differences in destinations data, analysis showed that there were some sub-group differences that were likely to be statistically significant, however the results were less reliable as there were such small numbers in some of the sub groups. The results are therefore included here for information but not referred to in the research report.

■ Intended destination

- Females were more likely (51.7%) to have level 3 as their intended destination compared to males (29.3%)

- Non-SEND pupils were more likely (53.8%) to have level 3 as their intended destination compared to SEND pupils (15.4%).

■ Initial EET transition

- Pupils with attendance rates over 90% were more likely (97.0%) to be EET in September 2023 compared to those with attendance rates under 79% (89.9%).

■ Midpoint EET status

- pupils with SEND were less likely (89.2%) to be EET in January 2024 compared to those who were non- SEND (93.6%)

- Pupils that had been eligible for FSM for 5 years and under were more likely (93.5%) to be EET in January 2024 compared to those that had been eligible for FSM for over 5 years (88.7%)

- Pupils with attendance rates over 90% were more likely (96.0%) to be EET in January 2024 compared to those with attendance rates under 79% (86.3%).

■ Midpoint destination

- Females were more likely (32.8%) to be in level 3 compared to males (17.2%)

- Pupils from an ethnic minority background were more likely (36.7%) to be in level 3 compared to white pupils (18.7%)

- Non-SEND pupils were more likely (31.2%) to be in level 3 compared to those with SEND (10.6%).

■ Sustained destination

- Pupils who had been eligible for FSM for over 5 years were more likely (7.7%) to be NEET as their sustained destination compared to those that had been eligible for FSM for 5 years and under (3.6%)

- Pupils with attendance rates over 90% were more likely (98.1%) to be EET compared to those with attendance rates under 79% (89.3%)

- Non-SEND pupils were more likely (94.7%) to be EET at a sustained measure point compared to pupils with SEND (90.5%).

■ Confirmed destination at sustained measure point

- Pupils that had been eligible for FSM for over 5 years were more likely (10.2%) to be NEET at the sustained measure point compared to those that had been eligible for 5 years and under (5.6%)

- Those with attendance lower than 79% were more likely (13.9%) to be NEET at the sustained measure point compared to pupils with attendance rates between 80% and 89% (5.6%) and those with attendance rates above 90% (3.1%).

5   Young person surveys

5.1   About the surveys

5.1.1   Baseline survey

The baseline survey of young people was intended to take place at the beginning of the programme, before young people had received interventions from their local projects. This meant it would give a snapshot of their thoughts at this time.

While the survey was launched at the same point of young people's involvement with the projects, due to the staggered starts of the projects the survey was delivered at different points between November 2021 and June 2022. One hub with a delayed start launched In July 2022, another hub launched in October 2022.

Across the first eight projects to complete the survey, the survey achieved a response rate of 93% (of those present in the baseline MI). Across all ten projects, there were 734 responses to the mainstream survey. A separate survey was created and made more accessible for SEND pupils, which had slightly different wording and a visual scale: this had 437 responses. Any pupil could select to take the SEND version of the survey – they did not have to be marked as SEND in the baseline MI or have an ECHP.

5.1.2   Midline survey

The midline survey was live between the 7th November and 31st December 2022 to capture pupil insights approximately one year into the project.

Two projects started delivery later than the other projects and so only took part in baseline and endline young person surveys. This survey received a total of 514 responses – 353 in the mainstream version of the survey and 161 in the SEND version. This was a response rate of 58.7% of the eight projects.

The lower response rate was attributed to mock exams, school closures due to poor weather and poor attendance by pupils in this term.

5.1.3   Endline survey

Overall, there were an initial 457 responses to the survey, from an estimated caseload at the time of 930, giving a response rate of 49.1%. However, the usable responses totalled 246 responses to the mainstream version of the survey and 139 to the SEND version, a response rate of 41.4%. This pattern of response rates is similar to or better than other longitudinal surveys.

This survey took place 1st October to 30th December 2023, when most pupils were in year 12 in their post-16 destination. The survey was planned to be delivered at the same time as projects were recording the destination tracking. Many projects bolstered their attempts at getting pupils to fill in the survey by offering incentives such as vouchers or putting on celebratory events during which they would administer the surveys. As most projects offered incentives, it was not possible to detect any additional effect, the projects that had collected multiple types of contact information and had sustained contact between their delivery teams and pupils over the summer tended to have higher responses rates.

5.2   Survey data analysis

5.2.1   Baseline to endline analysis

The baseline and endline survey results were compared. These two surveys were chosen as they both had all 10 projects participating in the surveys so gave the greatest options for analysis.

The results were tested using paired samples t-tests, comparing baseline (wave 1) with the endline (wave 3). Before conducting the analysis, the data was tested to check that it met the assumptions for a paired samples t-test. The data was first tested for outliers by examining whether any variables had standardised values higher than |3.29|. Where this was the case, the original score was replaced with the next highest value plus one, as recommended by Field (2013[1]). The data was also tested for normality. As the Kolmogorov-Smirnov test and the Shapiro-Wilk test were statistically significant for all variables, indicating that the data was non-normally distributed, results should be interpreted with caution. Data was measured on a reverse-scored scale, where a low score indicates a positive response.

Table 5.1 Baseline to endline survey comparison – statistically significant results

	n	Wave 1 Mean	Wave 1 Std dev	Wave 3 Mean	Wave 3 Std dev	t	p
Having ideas about which jobs or careers fit their interests and skills	331	2.22	0.912	1.81	0.737	7.13	.000
Ability to identify a career that will allow them to live the life they want to lead	330	2.15	0.851	1.78	0.702	7.12	.000
Having identified employers and organisations relevant to their career interests	328	2.88	0.900	2.24	0.847	9.99	.000
Awareness of some of the types of businesses or employers in their area of the country	331	2.74	0.996	2.18	0.864	8.80	.000

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[1] Field, A. (2013) Discovering statistics using IBM SPSS statistics. Sage.

Seeing a link between achievements in school and their chosen career goal	331	2.34	0.938	2.05	0.898	4.80	.000
Continuing to work for their career goal even when they feel frustrated or hit a barrier	329	1.90	0.864	1.53	0.707	6.78	.000
Feeling motivated to engage in learning	328	2.21	0.873	1.80	0.738	7.40	.000
Having a trusted adult that they can talk to about their future plans (eg coach)	328	1.83	0.892	1.43	0.622	7.37	.000
Feeling listened to and supported when considering their future	330	1.84	0.774	1.46	0.624	7.54	.000
Knowing their strengths, skills and interests and how they might apply to further learning and work	331	2.05	0.802	1.64	0.660	7.48	.000
Being confident that they can apply knowledge of courses and jobs to their own situation	330	2.25	0.836	1.76	0.730	8.84	.000
Finding it easy to take the actions they need to continue in education or training after school	327	2.39	0.813	1.80	0.722	10.00	.000

Source: IES, 2024

5.2.2 Endline demographics

Independent sample t-tests were also conducted to check for subgroup differences in survey measures – these tested: gender, ethnicity, attendance in year (binary 80% and above, and below 79%), English as an additional language, SEND (yes or no).

Table 5.2 I am happy with my college or training provider

	n	Mean	value
Female	84	1.29	0.000
Male	120	1.48	0.016
Non-SEND	137	1.34	0.000
SEND	69	1.51	0.067

Source: IES, 2024

5.2.3. Comparison with national survey data

As the survey included some questions from the Future Skills Questionnaire (FSQ), pupils' responses to these questions at baseline (Year 10) and midline (Year 11) were compared to those of a national longitudinal sample of 3,939 pupils attending 72 schools. The data here is FSQ data supplied by CEC.

Pupils' awareness of businesses and employers in their region increased by 17.3ppt for ETF pupils who completed the mainstream version of the surveys, by 0.5ppt for ETF pupils completing the SEND version of the survey, and by 5.5ppt for the national sample used as comparison. While ETF pupils initially had lower awareness of businesses and employers in their area, in Year 11 their scores had increased to almost match those of the national sample (64.9% and 66.6% respectively). Conversely, ETF pupils completing the SEND version of the survey in Year 11 scored 12.5ppt lower compared to the national sample.

Table 5.1. Pupils that are aware of the types of businesses or employers in their region, 2021/22 to 2022/23

	Year 10 Frequency	Year 10 %	Year 11 Frequency	Year 11 %	Year on year increase %
National	599	61.1%	981	66.6%	5.5%
Non-SEND	275	47.6%	229	64.9%	17.3%
SEND	127	53.6%	86	54.1%	0.5%

Source: FSQ data, 2024

Despite pupils in the mainstream ETF sample having a lower baseline awareness of apprenticeships (67.8%) compared to a national sample (72.7%), by the end of the programme, this had increased by 23.8ppt to 91.6%, compared to 81.9% for the national sample. However, the percentage of ETF pupils completing the SEND version of the survey who reported being aware of apprenticeships only increased by 0.1ppt between baseline and midline, from 58.4% to 58.5%.

In terms of understanding of A-levels, pupils in the national sample scored more positively both in the first year (72.1%) and in the second year (87.2%), compared to ETF pupils who completed the mainstream version of the survey (68.8% and 76.6% in the first and second year, respectively). Scores for the SEND ETF sample stayed the same from baseline to midline, with 52.6% of respondents understanding A-levels as an option after Year 11.

Understanding of traineeships increased by 15.2ppt for pupils in the mainstream ETF sample, and by 13.7ppt for pupils in the national sample. Despite ETF pupils who completed the mainstream version of the survey having a lower baseline awareness of traineeships compared to the national sample, their scores in Year 11 were fairly similar (33.7% for ETF pupils and 35.3% for pupils in the national sample). Pupils in the SEND ETF sample had the highest baseline scores for this question, but they only increased by 2.7ppt to 31.1%.

Scores around understanding of T-levels were generally low in Year 10, both for pupils in the national sample (16.2%), as well as ETF pupils (8.3% and 12.2% for those who completed the mainstream and SEND survey, respectively). These increased by 33.2ppt for the national sample, 29.9ppt for ETF pupils who completed the mainstream version of the survey, and 20.5ppt for those who completed the SEND version of the survey.

Lastly, understanding of other vocational routes such as BTEC increased by 26.3ppt for the national sample, by 19.9ppt for the mainstream ETF sample and by 16.4ppt for pupils who completed the SEND version of the survey. In Year 11 (midline survey point), the percentage of pupils who reported understanding other vocational routes such as BTEC was 64.0% for the national sample, 58.3% for ETF pupils completing the mainstream version of the survey, and 51.9% for SEND ETF pupils.

Table 5.2. Pupils understanding their options after year 11, 2021/22 to 2022/23

Option	Sample	Year 10 Frequency	Year 10 %	Year 11 Frequency	Year 11 %	Year on Year increase %
Apprenticeships	National	713	72.7%	803	81.9%	9.2%
Apprenticeships	Non-SEND ETF	389	67.8%	317	91.6%	23.8%
Apprenticeships	SEND ETF	135	58.4%	93	58.5%	0.1%
A-Levels	National	707	72.1%	855	87.2%	15.1%
A-Levels	Non-SEND	393	68.8%	258	76.6%	7.8%
A-Levels	SEND	121	52.6%	84	52.6%	0.0%
Traineeships	National	212	21.6%	346	35.3%	13.7%
Traineeships	Non-SEND	105	18.5%	113	33.7%	15.2%
Traineeships	SEND	65	28.4%	49	31.1%	2.7%
T-levels	National	159	16.2%	485	49.4%	33.2%
T-levels	Non-SEND	47	8.3%	129	38.2%	29.9%
T-levels	SEND	28	12.2%	52	32.7%	20.5%
Other vocational routes such as BTEC	National	370	37.7%	628	64.0%	26.3%
Other vocational routes such as BTEC	Non-SEND	219	38.4%	200	58.3%	19.9%
Other vocational routes such as BTEC	SEND	82	35.5%	82	51.9%	16.4%

Source: FSQ data, 2024

Table 5.3. Pupils responding positively to having a plan after year 11, 2021/22 to 2022/23

	Year 10 Frequency	Year 10 %	Year 11 Frequency	Year 11 %	Year on year increase %
National	552	56.3%	820	83.6%	27.3%
Non-SEND	347	60.1%	294	84.3%	24.2%
SEND	149	65.1%	139	87.5%	22.4%

Source: FSQ data, 2024

5.2.3   Survey and outcomes data

Factor analysis was also conducted on the (mainstream) endline survey results, to explore whether there were any latent factors underlying a set of survey items, which meant that these could be grouped together, with the intention that any links to outcomes could be explored.

Exploratory Factor Analysis on mainstream survey variables

Tests of assumptions

- The data did not show issues relating to multicollinearity (strong correlation between variables (r > .90)), which can inflate the error in terms of analysis. The determinant value in the correlation matrix was greater than the .00001 threshold, and no single item had a correlation greater than .90.

- In terms of sample size, the Kaiser-Meyer-Olkin value was .789, indicating an adequate sample size.

- The data was found to be factorable, as Bartlett's test of sphericity was statistically significant.

Factor extraction

- After oblique rotation, which was selected as it was expected for the factors to be somewhat related, a simple structure was achieved, where items only loaded significantly onto one factor.

- After several iterations, six factors were extracted that had eigenvalues greater than 1.00, this was also justified by the point of inflection on the Scree Plot. These factors together explained 60% of the variance.

The factors taken forward for analysis were:

- Factor 1 'satisfaction with destination' (25.9% of variance):
    - I am happy with the main subjects/courses I am doing.
    - I am happy with my choice of post-16 destination.
    - I am happy with my college or training provider.
    - My chosen course is a better fit for me than what I was thinking of at the beginning of Year 10.

- Factor 2 'job focus' (9.4% of variance):
    - I have identified employers and organisations relevant to my career interests.
    - Are you aware of some of the types of businesses or employers in your area of the country?
    - I can identify a career that will allow me to live the life I want to lead.

- I am confident that I can apply knowledge of courses and jobs to my own situation.

■ Factor 4 'coach support' (6.5% of variance):

- I have a trusted adult that I can talk to about my future plans (e.g. coach).
- I feel listened to and supported when considering my future.
- I am satisfied with the information and support provided by this project.
- I know my strengths, skills and interests and how they might apply to further learning and work

Factor analysis results

The factors were first tested for reliability – this tests the internal consistency – to show whether the items that make up the scale (the predictor variables) are internally consistent. The Cronbach's alpha score was used with a benchmark of .8 for reliability, and anything above .7 included in reporting. A value of .7 or above is commonly used as a benchmark to indicate that the items are sufficiently consistent, and the measure is reliable. Satisfaction with destination scored .831, job focus scored .744, and perceived careers coach support scored .761. As the latter two factors are only just short of the criterion, this is generally regarded as reliable for most purposes. The score for 'long term motivation' was 0.644 and was therefore excluded from further analysis.

Logistic regression tested the eligible factors (above) as predictors of EET status in September 2023, EET status in November/December 2023 and whether young people sustained their destination. Before conducting the analysis, the key data assumptions for logistic regression were tested. No issues were found relating to multicollinearity as none of the predictor variables were highly correlated with each other. Box plots were used to assess the relationships between the predictor variables and the log odds of the outcomes. They indicated that the predictor variables and the log odds of the outcome variables had linear relationships.

■ **Logistic regression with satisfaction with destination and job focus as predictors – EET status September 2023**

- The model with pupil satisfaction with destination and job focus is statistically significant compared to the null model, $x^2(2)=22.336$, p=.000.

- The model with pupil satisfaction with destination and job focus explains between 9% and 30% of the variance in EET status in September 2023.

- For each increase in wave 3 satisfaction with destination, the odds/likelihood of being EET in September 2023 increase by 5.1 units, p=.000 when job focus is kept constant.

■ **Logistic regression with satisfaction with destination and job focus as predictors – EET status November/December 2023**

- The model with pupil satisfaction with destination and job focus is statistically significant compared to the null model, $x^2(2)=44.833$, p=.000.

- The model with pupil satisfaction and job focus explains between 17% and 36% of the variance in EET status in November/December 2023.

- For each increase in wave 3 satisfaction with destination, the odds/likelihood of being EET in January 2024 statistically significantly increase by 6.5 units, p=.000 when job focus is kept constant.

- **Logistic regression with satisfaction with destination and job focus as predictors – Still in same EET destination 2024**

  - The model with pupil satisfaction with destination and job focus is statistically significant compared to the null model, $x^2(2)=22.292$, p=.000.

  - The model with pupil satisfaction and job focus explains between 9% and 20% of the variance in being still in destination.

  - For each increase in wave 3 satisfaction with destination, the odds/likelihood of being still in destination statistically significantly increase by 4.6 units, p=.000 when job focus is kept constant.

The factor 'satisfaction with the destination' was on its own a predictor for the EET measures that were explored.

- **Logistic regression with satisfaction with destination as predictor – EET status 2023**

  - The model with pupil satisfaction with destination is statistically significant compared to the null model, $x^2(2)=22.269$, p=.000.

  - The model with pupil satisfaction with destination explains between 9% and 30% of the variance in EET status in 2023.

  - For each increase in wave 3 satisfaction with destination, the odds/likelihood of being EET in 2023 increase by 5.4 units, p=.000.

- **Logistic regression with satisfaction with destination as predictor – EET status 2024**

  - The model with pupil satisfaction with destination is statistically significant compared to the null model, $x^2(2)=44.654$, p=.000.

  - The model with pupil satisfaction with destination explains between 17% and 35% of the variance in EET status in 2024.

  - For each increase in wave 3 satisfaction with destination, the odds/likelihood of being EET in 2024 increase by 6.0 units, p=.000.

- **Logistic regression with satisfaction with destination as predictor – Still in same EET destination 2024**

  - The model with pupil satisfaction with destination is statistically significant compared to the null model, $x^2(2)=18.732$, p=.000.

  - The model with pupil satisfaction with destination explains between 8% and 17% of the variance in being still in destination.

- For each increase in wave 3 satisfaction with destination, the odds/likelihood of being still in destination increase by 3.1 units, p=.000.

Logistic regression with perceived careers coach support as predictor – EET status 2024

- The model with perceived careers coach support is statistically significant compared to the null model, $x^2(1)=10.330$, p=.001

- The model explains between 4% and 8% of the variance in EET status in 2024.

- For each increase in wave 3 scores related to perceived careers coach support, the odds/likelihood of being EET in 2024 increase by 3.6 units, p=.001.

- While perceived coach support seems to significantly predict EET status in 2024, it should be noted that when pupil satisfaction with destination is added into the model, the effect of perceived careers coach support becomes not statistically significant.

6   Careers worker surveys

6.1   About the surveys

Two surveys for careers workers were planned into the fund-level evaluation. Careers workers – encompassing those responsible for delivery of interventions and managing those staff, from Careers Advisers to Careers Leaders, were invited to take part in an online survey. The results are reported here as well as referenced in the main fundings report.

6.1.1   Baseline survey

The baseline survey for careers workers was distributed to the hubs two weeks after their young person survey had closed. This was to allow time for delivery to get underway and provide a break from evaluation activities to reduce burden on the staff. Due to the gap in commencement of delivery between the majority of the hubs and the two later starters, the analysis reported here are responses from across eight hubs. Each hub had a different number of responses to the survey ranging from two to 10, reflecting the different make-up of each project's staffing team.

There were 41 responses to the careers worker survey overall. The survey was completed most commonly by Careers Leaders (16), pastoral staff (five) and Careers Advisers (five non-school based and four school-based). Of the 25 respondents that had received careers-specific training, the majority were trained to QCF Level 6 or above (18 respondents); these were Careers Leaders, Careers Advisers and pastoral staff.

6.1.2   Endline survey

The endline careers worker survey was live from 11th May to 22nd June 2023, aiming to capture insights at the end of year 11 and the initial planned end of most of the projects' delivery. There were 57 responses to the survey from nine of the projects. The survey was completed mainly by Careers Leaders (25), and Careers Advisers (nine school based and five non-school based).

6.2   Survey findings

6.2.1   Activities

Table 6.1 Activities proved harder to secure

	Baseline Frequency	Baseline %	Endline Frequency	Endline %
Provision of tailored coaching/mentoring/careers advisor support	1	3.0%	5	10.9%
Identification of goals and development needs (action planning)	2	6.1%	6	13.0%
Post-16 encounters	1	3.0%	6	13.0%
Employer encounters	10	30.3%	16	34.8%
Work experience	19	57.6%	22	47.8%
Developing employers' capacity to provide opportunities	11	33.3%	10	21.7%
Delivery of Careers IAG	1	3.0%	4	8.7%
Group workshop activities promoting skill development	4	12.1%	6	13.0%
No activities	8	24.2%	9	19.6%

Source: Careers worker survey, 2021-2023

6.2.2   Mechanisms of change

Table 6.2 Relationship of trust with coach/mentor

		Baseline	Endline
Below expectations	Count	5	4
Below expectations	%	12.8%	8.3%
Met expectations	Count	13	10
Met expectations	%	33.3%	20.8%
Above expectations	Count	21	34
Above expectations	%	53.8%	70.8%

Source: Careers worker survey, 2021-2023

Table 6.3 Feeling listened to, respected and supported

		Baseline	Endline
Below expectations	Count	4	1
Below expectations	%	10.3%	2.1%
Met expectations	Count	12	12

Met expectations	%	30.8%	25.5%
Above expectations	Count	23	34
Above expectations	%	59.0%	72.3%

Source: Careers worker survey, 2021-2023

Table 6.4 Seeing value in project and actively engaging in activities

		Baseline	Endline
Below expectations	Count	8	5
Below expectations	%	20.5%	10.4%
Met expectations	Count	7	8
Met expectations	%	17.9%	16.7%
Above expectations	Count	24	35
Above expectations	%	61.5%	72.9%

Source: Careers worker survey, 2021-2023

Table 6.5 Better awareness of skills, interests and development needs

		Baseline	Endline
Below expectations	Count	6	3
Below expectations	%	15.4%	6.3%
Met expectations	Count	12	10
Met expectations	%	30.8%	20.8%
Above expectations	Count	21	35
Above expectations	%	53.8%	72.9%

Source: Careers worker survey, 2021-2023

Table 6.6 Ability to visualise themselves in particular job roles

		Baseline	Endline
Below expectations	Count	9	7
Below expectations	%	23.1%	14.9%
Met expectations	Count	14	7
Met expectations	%	35.9%	14.9%
Above expectations	Count	16	33
Above expectations	%	41.0%	70.2%

Source: Careers worker survey, 2021-2023

Table 6.7 Wider knowledge and understanding of the workplace

		Baseline	Endline
Below expectations	Count	10	5
Below expectations	%	25.6%	10.2%
Met expectations	Count	16	8
Met expectations	%	41.0%	16.3%
Above expectations	Count	13	36
Above expectations	%	33.3%	73.5%

Source: Careers worker survey, 2021-2023

Table 6.8 Better awareness and understanding of work opportunities available

		Baseline	Endline
Below expectations	Count	7	5
Below expectations	%	17.5%	10.2%
Met expectations	Count	18	10
Met expectations	%	45.0%	20.4%
Above expectations	Count	15	34
Above expectations	%	37.5%	69.4%

Source: Careers worker survey, 2021-2023

Table 6.9 Better awareness of post-16 pathways and suitability to own preferences, skills and aspirations

		Baseline	Endline
Below expectations	Count	8	3
Below expectations	%	20.5%	6.1%
Met expectations	Count	14	12
Met expectations	%	35.9%	24.5%
Above expectations	Count	17	34
Above expectations	%	43.6%	69.4%

Source: Careers worker survey, 2021-2023

6.2.3 Proximal outcomes

Table 6.10 Increased confidence in strengths and skills

		Baseline	Endline
To a great extent	Count	7	24
To a great extent	%	18.4%	49.0%
Somewhat	Count	25	23

Somewhat	%	65.8%	46.9%
Very little	Count	5	2
Very little	%	13.2%	4.1%
Not at all	Count	1	0
Not at all	%	2.6%	0.0%

Source: Careers worker survey, 2021-2023

Table 6.11 Greater clarity on long-term goals and career options

		Baseline	Endline
To a great extent	Count	11	23
To a great extent	%	28.9%	47.9%
Somewhat	Count	23	22
Somewhat	%	60.5%	45.8%
Very little	Count	4	3
Very little	%	10.5%	6.3%

Source: Careers worker survey, 2021-2023

Table 6.12 Increased motivation to engage in learning

		Baseline	Endline
To a great extent	Count	5	20
To a great extent	%	13.5%	40.8%
Somewhat	Count	23	24
Somewhat	%	62.2%	49.0%
Very little	Count	8	5
Very little	%	21.6%	10.2%
Not at all	Count	1	0
Not at all	%	2.7%	0.0%

Source: Careers worker survey, 2021-2023

Table 6.13 Making link between education and work

		Baseline	Endline
To a great extent	Count	9	25
To a great extent	%	23.1%	51.0%
Somewhat	Count	23	22
Somewhat	%	59.0%	44.9%
Very little	Count	6	2
Very little	%	15.4%	4.1%

Not at all	Count	1	0
Not at all	%	2.6%	0.0%

Source: Careers worker survey, 2021-2023

Table 6.14 Improvements in attendance

		Baseline	Endline
To a great extent	Count	4	12
To a great extent	%	10.8%	26.7%
Somewhat	Count	12	14
Somewhat	%	32.4%	31.1%
Very little	Count	15	13
Very little	%	40.5%	28.9%
Not at all	Count	6	6
Not at all	%	16.2%	13.3%

Source: Careers worker survey, 2021-2023

Table 6.15 Motivated to work for a career goal (even with setbacks)

		Baseline	Endline
To a great extent	Count	4	14
To a great extent	%	10.5%	29.8%
Somewhat	Count	20	27
Somewhat	%	52.6%	57.4%
Very little	Count	13	6
Very little	%	34.2%	12.8%
Not at all	Count	1	0
Not at all	%	2.6%	0.0%

Source: Careers worker survey, 2021-2023

Table 6.16 Increased intent and self-efficacy to explore post-16 options

		Baseline	Endline
To a great extent	Count	5	15
To a great extent	%	13.5%	31.9%
Somewhat	Count	22	27
Somewhat	%	59.5%	57.4%
Very little	Count	8	5
Very little	%	21.6%	10.6%
Not at all	Count	2	0
Not at all	%	5.4%	0.0%

Table 6.17 Increased knowledge of availability and suitability of post-16 options

		Baseline	Endline
To a great extent	Count	6	20
To a great extent	%	16.2%	42.6%
Somewhat	Count	21	26
Somewhat	%	56.8%	55.3%
Very little	Count	10	1
Very little	%	27.0%	2.1%

Table 6.18 Increased perceived ease of choosing and pursuing post-16 options

		Baseline	Endline
To a great extent	Count	5	17
To a great extent	%	13.9%	36.2%
Somewhat	Count	21	24
Somewhat	%	58.3%	51.1%
Very little	Count	10	5
Very little	%	27.8%	10.6%
Not at all	Count	0	1
Not at all	%	0.0%	2.1%

6.2.4   Longer term outcomes

Table 6.19 Successful post-16 transition into EET

		Baseline	Endline
To a great extent	Count	8	21
To a great extent	%	22.2%	47.7%
Somewhat	Count	23	20
Somewhat	%	63.9%	45.5%
Very little	Count	3	2
Very little	%	8.3%	4.5%
Not at all	Count	2	1
Not at all	%	5.6%	2.3%

Table 6.20 Sustained engagement with chosen path (6 months)

		Baseline	Endline
To a great extent	Count	7	11
To a great extent	%	20.6%	26.8%
Somewhat	Count	20	25
Somewhat	%	58.8%	61.0%
Very little	Count	5	4
Very little	%	14.7%	9.8%
Not at all	Count	2	1
Not at all	%	5.9%	2.4%

Table 6.21 Increased quality of post-16 destination

		Baseline	Endline
To a great extent	Count	7	16
To a great extent	%	20.6%	37.2%
Somewhat	Count	22	21
Somewhat	%	64.7%	48.8%
Very little	Count	3	3
Very little	%	8.8%	7.0%
Not at all	Count	2	3
Not at all	%	5.9%	7.0%

Inclusive Terminology

The terminology used to define ethnicity continues to evolve, and greater awareness has arisen about gender, cognitive differences as well as of disability. IES seeks to be a learning organisation; as such we are adapting our practice in line with these shifts. We aim to be specific when referring to each individual's ethnicity and use their own self-descriptor wherever possible. Where this is not feasible, we are aligned with Race Disparity Unit (RDU) which uses the term 'ethnic minorities' to refer to all ethnic groups except white British. RDU does not use the terms BAME (black, Asian, and minority ethnic) or BME (black and minority ethnic) as these terms emphasise certain ethnic groups and exclude others. It also recommends not capitalising ethnic groups, (such as 'black' or 'white') unless that group's name includes a geographic place. More broadly, we understand that while individuals may have impairments it is society that disables them, hence we refer to disabled people. Not all people identify with male or female and we reflect their self-descriptions in our work and use the term non-binary should abbreviation be necessary. We value neurodiversity. Where possible we always use people's self-descriptors rather than impose categories upon them.

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