



Education & Skills  
Funding Agency

**Education and Skills Funding Agency**

**Cheylesmore House**

**Quinton Road**

**Coventry**

**CV1 2WT**

**Tel: 0370 000 2288**

**[www.education.gov.uk/efa-enquiry-form](http://www.education.gov.uk/efa-enquiry-form)**

**12 December 2018**

## **Funding for academic year 2019 to 2020 for people aged over 16**

Dear colleague

I am writing to provide information on the funding of education and training for young people and adults by the Education and Skills Funding Agency in academic year 2019 to 2020. I would be grateful if you would share this with members of your management team and governing body as appropriate.

In November 2018, we brought together our separate 16 to 19 and 19+ allocations, funding and contracting teams into a new post-16 funding centre. This means all allocations, funding and contracting work for the FE sector will now take place within a single team. I believe this will yield benefits for the sector as we review our business processes to improve the service we offer.

In line with this joined-up approach across post-16 funding, I am writing to all providers receiving funding allocations from ESFA whether for 16 to 19 year olds (including school or academy sixth forms), adults, or both. This letter has 2 appendices.

- [Appendix A](#) includes tables with details for 16 to 19 funding and a timeline for 16 to 19 allocations in the academic year 2019 to 2020.
- [Appendix B](#) gives a timeline on funding for learners aged 19+ for the academic year 2019 to 2020.

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## 1. Funding for young people

### 1.1 National base rates for 16 to 19 funding

We can confirm that the national base rates of £4,000 per full time student aged 16 to 17 and £3,300 for 18 year olds are being maintained for academic year 2019 to 2020, as are the part-time funding rates. This is the final year of allocations under the 2015 Spending Review.

Although base funding rates have not been increased, government will continue in 2019 to 2020 to make new investment in 16 to 19 education to improve choices for students, quality and skills training.

This includes:

- funding of up to £20 million over the 2 years to March 2020 to support providers as they prepare for the introduction of T Levels; this includes the investment of £8 million in a new bespoke professional development offer – T Level Professional Development (TLPD), and £5 million for the recently launched Taking Teaching Further, a new national programme to attract industry professionals to work in FE
- up to £74 million in 2019 to 2020 financial year to build capacity to deliver industry placements for 16 to 19 students
- £50 million to improve post-16 basic maths through new Centres for Excellence and a basic maths premium pilot
- £16 million for an [Advanced Maths Support Programme](#) to raise the quality and take-up of Level 3 maths
- £38 million in capital funding for the first providers of T Levels to fund equipment and facilities, to be allocated in 2019 to 2020 and 2020 to 2021

We are also continuing to invest in the institutions of the sector to ensure more high-end technical skills training delivery and overall stability. These investments include:

- funding of £170 million to support new Institutes of Technology from academic year 2019 to 2020 to deliver higher-level technical skills
- the Strategic College Improvement Fund of £15 million until 2020 to help weaker colleges improve
- access to the one-off funding from the Restructuring Facility (RF) until end-March 2019 (for colleges which submitted an application prior to the deadline of 28

September 2018); we have allocated over £330 million to support major college restructuring since 2016, following the Area Review process – we are now considering the final applications for RF and we expect the final figure to rise significantly before the programme ends next year

You can find detailed information about 16 to 19 allocations for academic year 2019 to 2020 in [Appendix A](#).

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## 1.2 Supporting growth in maths

The advanced mathematics support programme provides continuous professional development, resources and support to improve teaching and increase participation in post-16 maths education.

We will issue payments to institutions in the academic year 2019 to 2020 for the [advanced maths premium](#).

This is for any additional students taking a Level 3 maths qualification when compared with the baseline figures we [communicated to institutions in July](#). The payment will only apply to students who already have prior attainment equivalent to GCSE grade 9 to 4 or A\* to C in maths, using the same definition as used for the condition of funding.

We will base the payment in academic year 2019 to 2020 on additional eligible students above the baseline undertaking study programmes in academic year 2018 to 2019. This payment will initially continue until academic year 2021 to 2022 and will then be reviewed.

## 1.3 Maths and English condition of funding

We will again apply the 5% tolerance for students who were not compliant with the [maths and English condition of funding](#) for academic year 2019 to 2020, and in future years until further notice. Reductions are applied at 50% of the National Funding Rate.

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## 1.4 Student support

We have updated the [16 to 19 Bursary Fund](#) and [Free Meals in Further Education](#) guides to reflect the ongoing rollout of Universal Credit (UC). For free meals, transitional protections have been put in place to ensure all students in receipt of a free meal on or

after 1 April 2018 continue to be eligible to receive one until the end of the UC rollout period.

For academic year 2018 to 2019, we allocated some additional discretionary bursary funding to those providers in receipt of industry placement capacity and delivery funding. We intend to allocate further discretionary bursary to support additional costs for financially disadvantaged students for academic year 2019 to 2020.

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## **1.5 T Levels**

### **Implementation**

The government has published an update to its [T Level action plan](#). The plan includes a summary of progress across the department on the implementation of T Levels.

### **Funding**

In the 2017 spring budget, the government announced that additional funding would be provided for the delivery of these bigger and more stretching programmes.

On Tuesday 27 November the Department for Education launched its [consultation concerning how funding will be distributed to providers from 2020 to 2021 academic year for the delivery of T Levels](#) for 16 to 19 year olds. It includes indicative funding rates and the related policy considerations. We encourage you to take part in this consultation, which is open until 11:45pm on Tuesday 19 February 2019.

As T Levels have more hours of teaching than current study programmes, and an industry placement, we plan to allocate funding for the year that students will start their programme. Initially we plan to use a combination of historical data and provider plans to make these allocations. This will ensure we can allocate the extra funding in the year it is needed. We expect to revert to a lagged system for student numbers when it is possible to do this using previous years' data.

We will formally respond to the consultation in spring 2019 and plan to publish the detailed funding arrangements in summer 2019. We will also provide 2020 T Level providers with the detailed funding information they need to plan their provision for September 2020 before the 2019 summer break. We will make firm allocations to the 2020 T Level providers by the end of March 2020 in line with the usual 16 to 19 funding timetable.

## **Capital funding**

Capital funding of £38 million will be made available for world-class facilities and equipment to deliver the first 3 T Level pathways from 2020. We are currently drawing up the process for distributing these funds and intend to launch the process early in 2019.

## **Providers**

We have [published details of providers for delivery of the first 3 T Level pathways in academic year 2020 to 2021](#) on GOV.UK. Provided they already deliver the relevant subject content to the required number of qualifying students, these providers will also be able to deliver any of the 7 new pathways to be introduced for the academic year 2021 to 2022. We are now working closely with these providers to develop the first 3 T Level pathways. These providers are currently developing detailed implementation plans.

In November 2018, DfE [announced](#) that the Education and Employment Foundation will start delivery of the T Level Professional Development Programme in spring 2019.

In January 2019, we will announce the selection process for new providers for academic year 2021 to 2022 to deliver the first 3 pathways as well as the 7 new pathways for that year. We aim to conclude the process by the end of June 2019.

## **Employer engagement**

The National Apprenticeship Service (NAS) is working with employers to encourage them to offer industry placements and to raise awareness of T Levels. NAS is offering a placement matching service to support this work. A helpline is now set up to receive calls from employers who have expressed interest in offering industry placements or supporting T Level students in the future. You can direct employers with queries to the NAS employer helpline 08000 150 600 or ask them to send an email to [TLevel.Placement@education.gov.uk](mailto:TLevel.Placement@education.gov.uk).

## **Industry placement capacity and delivery fund**

The Capacity and Delivery Fund (CDF) supports the build-up of capacity and capability to deliver substantive industry placements and their subsequent delivery. The placements are for students on vocational and technical study programmes at Level 2 and Level 3.

Providers in receipt of CDF for academic year 2018 to 2019 must submit a [monitoring form](#). This is a termly update from providers asking them to confirm their progress in arranging industry placements for academic year 2018 to 2019. This

information enables DfE to assess whether the CDF is achieving value for money. If so, ESFA will make a CDF allocation to the provider for academic year 2019 to 2020. We received the first forms in October 2018 and subsequent monitoring forms are due in February 2019 and June 2019.

We also [invited](#) eligible providers who do not already have an allocation to apply for CDF for academic year 2019 to 2020. DfE has assessed the implementation plans for over 40 new providers and we will be writing to those providers shortly to advise them of the outcome.

Providers that fail to submit a complete implementation plan at this stage will not receive an allocation for academic year 2019 to 2020. If your plan was assessed as being complete, we will notify you by the end of January 2019.

We will include CDF in the allocation funding statements that we issue by the end of March 2019.

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## **1.6 High needs students**

In September 2017, we confirmed the investment of an additional £1.3 billion for schools and high needs across the funding years 2018 to 2019 and 2019 to 2020. We allocate this to local authorities through [a national funding formula](#).

For academic year 2019 to 2020, we will continue to allocate place funding to institutions as before and we will confirm place funding allocations to all institutions by the end of March 2019. We have published full details of the [high needs funding arrangements](#) and allocation process for academic year 2019 to 2020.

We encourage institutions and local authorities to collaborate and invest in their relationships in the best interests of students and their families and to share best practice approaches to funding and commissioning through local networks. Institutions and local authorities should work together, particularly when students are moving from school to college or making other transitions. This allows timely decisions on high needs placements and funding well before the start of the academic year. The [special educational needs and disability code of practice](#) includes guidance on the transition between school and post-16 institutions.

Our [high needs operational guide](#) for 2019 to 2020 sets out more information about how local authorities and institutions should work together, including some additional flexibility

on the allocation of element 2 funding. We are also planning to develop a standard top-up funding agreement for local authorities and institutions to use.

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## **1.7 Formula protection funding**

[Formula protection funding](#) (FPF) was introduced from academic year 2013 to 2014 for institutions subject to significant decreases in funding because of the introduction of funding per student in that year. As set out in my letter in January 2016, FPF is being phased out over 6 academic years so the final year in which any FPF will be payable will be academic year 2020 to 2021.

For those institutions still in receipt of FPF, in academic year 2019 to 2020 we will continue to reduce FPF per student based on the same trajectory as we applied in 2018 to 2019.

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## **1.8 Lagged student numbers**

For most institutions, we base the funding allocation on lagged student numbers, as set out in our [published data sources](#). There are some exceptions and these are set out in more detail in our [16 to 19 funding rates and formula guide](#).

In particular, the lagged approach does not automatically apply where there is a material change in the volume of provision offered by an institution. This includes cases of new 16 to 19 provision, closing or wind-down of 16 to 19 provision (either permanent or temporary) and transfers of provision between institutions, including where this relates to significant changes to subcontracting arrangements. In these cases, we will remove the institution from the lagged approach and calculate the funded student numbers separately, taking into account the change in circumstances.

Institutions must inform ESFA of any material changes to the volume of provision that could affect their 16 to 19 revenue funding allocation.

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## 2. Funding for adults

### 2.1 Adult Education Budget (AEB) devolution, low-wage trial and allocations

From academic year 2019 to 2020, approximately 50% of the AEB will be devolved to 6 Combined Authorities (CAs) and delegated to the Greater London Authority (GLA). They will be responsible for commissioning and funding AEB provision for learners resident in their areas and the ESFA will be responsible for funding residents living outside devolved areas.

The AEB will therefore be split into ESFA funded AEB budget for ESFA to distribute and 7 devolved budgets for CAs/GLA to distribute. These budgets will be based on funding in academic year 2017 to 2018 by learner residency. We wrote to all AEB providers in June 2018 to set this out in more detail and we have published a [narrated presentation on residency funding](#).

ESFA's AEB allocations will look and feel different in 2019 to 2020, as they will be based on historic delivery to residents living outside devolved areas, rather than previous years' allocation levels.

We plan to issue illustrative ESFA funded AEB allocations in December 2018 to help providers assess and manage any impact on their funding levels. We will confirm final allocations for academic year 2019 to 2020 before the end of March 2019. How you earn your funding for AEB in academic year 2019 to 2020 is unchanged from academic year 2018 to 2019 including the rates that we will use within the funding calculations.

DfE expects to confirm final budgets to be devolved/delegated to each of the CAs/GLA for academic year 2019 to 2020 in early 2019. CAs/GLA will make their own commissioning decisions about where to allocate funds for delivery to residents of devolved areas. If you deliver to residents of devolved areas, it is important you contact CAs/GLA to understand how you may be affected by those decisions.

We introduced the [AEB low-wage trial](#) for 2018 to 2019 to support adults in low-paid employment and who want to progress further in work and in their chosen career. The Apprenticeships and Skills Minister will confirm in early 2019 if this trial continues in the academic year 2019 to 2020. If it does continue, we will confirm this in the ESFA funded AEB funding rules for academic year 2019 to 2020 and with relevant FE stakeholders.

In the meantime, we encourage you to engage and support eligible learners who meet the low-wage criteria and ensure you record these learners accurately on the ILR.

[Appendix B](#) sets out the timelines for delivering academic year 2019 to 2020 allocations for:

- ESFA funded AEB
- 19+ traineeships
- 16 to 18 traineeships (for providers without a 16 to 19 contract)
- Advanced Learner Loan facility and bursary
- apprenticeships non-levy contract extension

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## 2.2 European Social Fund

ESFA has recently undertaken an exercise to procure education and training delivery, on behalf of Local Enterprise Partnerships, funded through European Social Fund (ESF) co-financing arrangements for the period 1 April 2019 to 31 July 2021.

The procurement is to secure provision across 4 investment priorities of the ESF programme with a total value of £325 million.

Activities support people furthest from the learning and labour market and focus on:

- unemployed individuals aged over 16
- young people aged 18 to 24 who are Not in Education Employment or Training (NEET) or at risk of becoming NEET
- employed individuals to support the skills required to improve their long term employment prospects and the needs of employers

We expect to award contracts for this provision in February 2019. Funding for this delivery is currently accessed through European Structural funds, and is underwritten by Chancellor of the Exchequer's guarantee pending the outcome of the current negotiations of the UK's exit from the European Union.

The Government committed to create a UK Shared Prosperity Fund (UKSPF) to reduce inequalities between communities and help deliver sustainable, inclusive growth. We intend to consult on the UKSPF. It will give all interested parties the opportunity to contribute their views directly to government ahead of decisions being taken at the spending review next year.

## **2.3 Advanced Learner Loans**

Each year we have the opportunity to update the regulations relating to Advanced Learner Loans through the [Further Education Loans Regulations 2012](#).

The Student Loans Company checks eligibility of learners for Advanced Learner Loans. We intend to publish our updated Advanced Learner Loans funding and performance management rules for funding year 2019 to 2020 as usual in spring 2019.

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## **2.4 Further education reforms**

There are a number of reforms and developments underway that are likely to impact on the adult FE landscape in the coming years. These include [the government's review of post-18 education and funding](#) which will report in early 2019.

The chancellor announced a national retraining scheme in his autumn budget speech in 2017. To support the development of the national retraining scheme, in 2018 to 2019 we launched career learning pilots and a flexible learning fund. These are intended to test enhanced information, advice and guidance, the extent to which funding is a barrier to learning for adults, and more innovative methods of delivery.

## **2.5 Consultation on improving adult basic digital skills**

In April 2017, the then Secretary of State confirmed the introduction of a new duty, which was set out in the Digital Economy Bill. The new statutory duty is to ensure specified basic digital skills qualifications are offered by providers and are provided free of charge to adults who need them, mirroring the legislation for the existing legal entitlements for English and maths.

We are now consulting on plans to improve adult basic digital skills. The consultation closes on 10 January 2019. If you would like more information then please contact:

[Essential.DIGITALSKILLS@education.gov.uk](mailto:Essential.DIGITALSKILLS@education.gov.uk). You can [find more information](#) on GOV.UK.

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### **3. Cross-cutting funding issues**

#### **3.1 Insolvency regime for further education and sixth-form colleges**

The legislation for the insolvency regime will come into force on 31 January 2019. Our new approach to intervention, including the arrangements for the insolvency regime, will become operational in April 2019, once the Restructuring Facility has finally closed and long term (over 12 months) Exceptional Financial Support (EFS) is no longer available.

The DfE has consulted on the insolvency regime and will produce guidance on the fiduciary responsibilities of college leaders and governors. This change is significant for the college sector and requires ever more effective monitoring and management of financial resources by colleges and those of us that have a responsibility for the best use of public funds. Managing cashflow will be critical for college leaders.

We would strongly encourage you to audit your internal financial monitoring and management arrangements to satisfy yourselves that you can and will meet this challenge. Where you believe that you have some difficult decisions to make we ask that you address them as early as possible. The risk of deferring or taking an overly optimistic view of resolution now carries a significant risk to the college, its students and its staff. Please inform your local ESFA territorial director as soon as you have a concern so that we can support you to resolve issues at the earliest stage before they escalate to a point of no return.

Ministers want to support the sector and to ensure that the use of the insolvency regime is a rare and exceptional occurrence. They have asked ESFA and the FE Commissioner to be more proactive in anticipating financial concerns and to monitor funding and financial management even more closely. This means that you should expect us to challenge colleges that are evidently deteriorating or at risk financially.

We will adjust our approach to support, risk assessment and intervention to respond to this need. We will be communicating those changes in early 2019 and reflecting these in our funding agreements with you.

#### **3.2 Oversight of independent training providers**

We are strengthening our oversight of independent training providers (ITPs) by introducing named contract managers for the largest providers. Our contract managers will work closely with ITPs to ensure that public funds are safeguarded, increasing our scrutiny in

order to protect learners participating in apprenticeships and other ESFA funded programmes. We will communicate the detail of the changes in January 2019.

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### **3.3 Apprenticeship non-levy contract extension**

In August 2018, we announced that we would extend the existing contracts for providers delivering apprenticeship training to employers who do not pay the apprenticeship levy. This will mean that these extended contracts will run from April 2019 to March 2020.

We had planned that all employers would be able to use the apprenticeship service to access apprenticeship funding from April 2019. Having listened to feedback from the sector and employers about the scale and pace of the apprenticeship reforms that we have introduced since May 2017, we want to make sure that we introduce future changes in a gradual, well-managed way. The contract extension will allow more time for employers and training providers to prepare for the new way to fund apprenticeships.

We will provide further details about the transition to a new funding model delivered through the apprenticeship service in due course.

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### **3.4 HE institutions returning HESA data**

The Higher Education Statistics Agency (HESA) has confirmed it will remove further education (FE) and apprenticeship data from the HESA collection system with effect from 1 August 2019. As a result, Higher Education institutions will no longer be able to return any apprenticeship or FE data on the HESA data collection from 1 August 2019.

Therefore, Higher Education Institutions who do not already return FE or apprenticeship data through the ILR will now be required to do so. This should cover all provision delivered from 1 August 2019 including continuing learners and learning records which are recorded as a break in learning. This will cover 16 to 19 provision, apprenticeships, provision funded by the adult education budget and by Advanced Learner Loans and corresponding Loans Bursary provision.

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### 3.5 Learner transfers

When a provider's contract is terminated, we have a managed approach to transferring learners. This ensures apprentices or other learners can continue their programmes with alternative providers who have both the capacity and capability to deliver high quality provision. Under no circumstances should apprentices or other learners be contacted directly by prospective providers outside this process. To increase understanding of this, we will publish a high-level process on how we deal with the consequences of contract terminations on GOV.UK by the end of January 2019.

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### 3.6 Enquiry services

Following the reorganisation of teams within the Further Education Directorate, we are working to streamline our enquiry services for FE related enquiries. Please continue to use the [ESFA enquiry form](#) as your main route into the organisation if you can't find the information you are looking for in our published guidance on GOV.UK.

Wherever possible we will aim to respond to you within our published timescales. If we don't have an answer or resolution for you by then, we will let you know how soon you can expect it.

If you have any queries about the content of this letter or its appendices, please contact us using the ESFA [enquiry form](#).

Yours faithfully



**Peter Mucklow**

**Further Education Director**

## Appendix A: Funding for academic year 2019 to 2020 for students aged 16 to 19 and students aged 19 to 25 with an education, health and care plan

### 16 to 19 revenue funding allocations process and timeline

You can find the allocations timeline for academic year 2019 to 2020 at the end of this appendix. We have [published](#) the student number and formula data sources that we will use to calculate 16 to 19 revenue funding allocations on GOV.UK.

We will inform most institutions of their allocation by the end of February 2019 and all by the end of March 2019. We will issue 16 to 19 revenue funding allocation statements through ESFA Information Exchange.

We fund 16 to 19 education and training for over 3,000 institutions each year. To do so on time and efficiently, we rely on the data provided by institutions in the school census and the ILR being accurate. By exception, we will consider evidenced and credible business cases from institutions where there has been a major error in the data returned by the institution via the school census or the ILR. In order to apply this facility consistently, we will apply standard minimum thresholds to decide whether we will consider a case, as shown below.

- for cases affecting lagged student numbers, full time/part time split, other funding factors and for the condition of funding an overall impact of 5% on total funding or £100,000, whichever is lower
- for other cases not covered we will review the cases individually with the exception of high needs place funding, where arrangements are published on GOV.UK

### 16 to 19 revenue funding allocations timeline

Table 1: Allocations timeline Month	Activity
December 2018	The Individualised Learner Record (ILR) R04 deadline was 6 December 2018
January 2019	We will issue the allocation calculation toolkits containing funding factors to FE colleges. Outcomes of the high needs place change process published for 2019 to 2020.

<b>Table 1: Allocations timeline</b>  <b>Month</b>	<b>Activity</b>
February 2019	<p>The ILR R06 deadline is 6 February 2019</p> <p>We will issue the allocation calculation toolkits containing funding factors and student numbers to schools and academies.</p> <p>We will start to issue allocations, including high needs place numbers, to most school sixth forms, academies and FE colleges.</p>
March 2019	<p>We will issue allocations to all special post-16 institutions, non-maintained special schools, independent learning providers and higher education institutions that supply HESA data.</p> <p>We will also issue any remaining allocations to school sixth forms, academies and further education colleges.</p>
April 2019	<p>The business case deadline is 30 April 2019 for all institutions to return any business cases in relation to significant data error or exceptional circumstances affecting their allocation. (excluding high needs place numbers – this is because we will open a 2-week window for enquiries in January 2019 following publication of the outcomes of the high needs place change process).</p> <p>We will prioritise processing any business cases that we receive with full information, by the deadline.</p> <p>For institutions that submit a late or incomplete business case, we will not process these during the main business case process. This means we will not reflect any changes in your initial payments at the start of the year. If your case is successful, the change to your allocation will be treated as an in-year adjustment and will take place from September 2019.</p>



<b>Table 1: Allocations timeline</b> <b>Month</b>	<b>Activity</b>
May 2019	We will review and process all business cases received by the deadline where those cases contained full and complete information.
June 2019	We will communicate the outcomes of business cases submitted with full and complete information received before the deadline.
July/August 2019	Funding agreements/contracts issued to institutions either directly or through the lead contact. Agreements/contracts signed and returned by funded organisation.
August/September 2019	First payment made to local authorities (in respect of schools with sixth forms) and directly to academies, colleges and other institutions.

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## Appendix B: Funding for academic year 2019 to 2020 for learners aged 19+ and apprenticeships

### Timeline

Table 1 sets out the timelines for delivering the 2019 to 2020 academic year allocations for:

- ESFA funded adult education budget
- 19+ traineeships
- 16-18 traineeships (for providers without a 16-19 contract)
- Advanced learner loan facility and bursary
- Apprenticeship carry-in (for historic delivery on non-procured contracts)

It also sets out the timeline for apprenticeship non-levy contract extensions.

For providers with 19+ adult funded students, we will issue allocation statements through the 'Manage your education and skills funding' service.

**Table 1: 19+ funding and apprenticeships allocations timeline**

Allocations timeline - month	Activity
December 2018	<p>We will issue illustrative ESFA funded adult education budget allocations for the 2019 to 2020 funding year to providers.</p> <p>We will also publish provisional 2017/18 delivery data, showing in which of the devolved areas the delivery took place and segmented by the different elements of AEB.</p>
February 2019	We will confirm apprenticeship non-levy contract extension arrangements.

<p>March 2019</p>	<p>We will issue the following allocations to providers:</p> <ul style="list-style-type: none"> <li>• ESFA funded adult education budget (AEB)</li> <li>• 19+ traineeships</li> <li>• 16-18 traineeships (for providers without a 16-19 contract)</li> <li>• Advanced learner loan facility and bursary</li> </ul>
<p><b>April 2019</b></p>	<p>The business case deadline is <b>30 April 2019</b> for all institutions to return any business cases in relation to significant data error affecting their allocation. We will not process any business cases submitted after the deadline.</p>
<p><b>May 2019</b></p>	<p>We will review and process all business cases received by the deadline, containing full information.</p>
<p><b>June 2019</b></p>	<p>The ILR R10 deadline is 6 June 2019. We will use this data to calculate:</p> <ul style="list-style-type: none"> <li>• adult education budget continuing funding allocations for 2019 to 2020</li> <li>• apprenticeship carry-in allocations for 2019 to 2020 (for historic delivery on non-procured contracts).</li> </ul> <p>We will communicate the outcomes for business cases submitted with full</p>

	information received before the deadline.
<b>July 2019</b>	Adult education budget continuing learner funding issued.  Apprenticeships carry-in allocations issued.
<b>July to August 2019</b>	Funding agreements/contracts issued to institutions either directly or through the lead contact. Agreements/contracts signed and returned by funded organisation.
<b>August to September 2019</b>	First payment made to local authorities (in respect of schools with sixth forms) and directly to academies, colleges and other institutions.

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