



Department
for Education

Multiply

Multiply

Investment plan template (England)

May 2022

For Mayoral Combined Authorities, the Greater London Authority, and upper tier/unitary local authorities outside of these areas in England

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About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30th June 2022 by emailing Multiply.investmentplans@education.gov.uk

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at Multiply.investmentplans@education.gov.uk

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

1. Who are the local authority representatives for Multiply (name, email, telephone)?

Multiply lead:

Dr. Craig Elliott, Senior Strategy Advisor, craig.elliott@essex.gov.uk, 07799776994

Financial/Accounting Officer:

Nicole Wood, S151 Officer, nicole.wood@essex.gov.uk &

Jeremy Sanderson, Senior Finance Business Partner, Jeremy.Sanderson@essex.gov.uk, 03330 138413

Section A: Multiply intervention summary

2. **In the accompanying spreadsheet**, please provide a high-level summary of the interventions to deliver Multiply in your local area, along with related output indicators and required budget?

In addition to the accompanying spreadsheet which sets out our full costing, we would like to use this space to summarise the key interventions that Essex County Council has selected. These interventions will support levelling up within Essex (including areas that are Government tier 1 priorities for levelling up) and have been selected on the basis of evidence of local skills needs and following intensive discussions with a wide range of local partners, providers and communities. The interventions are:

- Helping people use numeracy to manage their money - to help to address cost of living pressures faced by local residents. Multiply will build on local discovery work to support financial wellbeing. This will build on and scale up proposed triage and support work, augmented by Multiply learning. Our aim is to enable Multiply to deliver high volumes of impactful learning to build financial resilience immediately.
- Numeracy skills required in the workplace delivered with employers – to generate demand and support for workforce learning developed through Maths and wider skills pledges, beginning initially with local partners/anchor Institutions (anchor institutions refers to large, typically non-profit, public sector organisations whose long-term sustainability is tied to the wellbeing of the populations they serve).- especially health and care. We will develop a scalable communications campaign, backed by engagement to excite local employers, working closely with local employer representative bodies/intermediaries and skills providers to develop bespoke packages of learning.
- Helping parents increase their numeracy skills in order to help their children, and help with their own progression. Multiply will build on and scale up the Council's plans for a Year of Maths 2023 which aims to improve numeracy, building on this year's successful Year of Reading. This will bring skills providers and schools together to support family learning and to deliver better learning outcomes for parents and their children.
- Engaging the hardest to reach learners – eg. those not in the labour market and care leavers. Working with partners, skills providers & VCS, backed up with community grants for the local VCS that will offer triage and wraparound support in advance of learner referral, as well as during and after their training.
- Additional relevant Maths modules embedded into other vocational courses will be identified by local skills providers to ensure that adults can apply Maths to their discipline in a practical way e.g. being able to make reasonable estimates for construction work. In addition, we are keen to understand how we can embed the Maths of climate change to offer learners best practice in delivering local and national net zero targets.
- Courses that build confidence with numbers and access courses will be delivered by local skills providers to overcome barriers to entry to vocational courses. In technical courses, for example, a learner's lack of even of an Entry Level 3 in Maths

can prevent access to a Level 2 apprenticeship.

This is backed up with essential cross cutting investment in local capacity as detailed in our answer to question 3. These specific targeted investments will enable us to reach sufficient numbers of learners and particularly those most in need to basic numeracy skills; without these investments we would need to reduce learner numbers significantly.

3. If you have described any Multiply provision in Section A that does not fit the menu of interventions, what is your rationale for proposing this additional intervention? We will consider this proposal against the aims of the Multiply programme. You can answer “None” for this question. (Approx. 250 words)

Whilst the majority of our proposed interventions are from the menu, we are proposing new and innovative approaches to engage the right learners in numeracy courses. Existing AEB is underutilised and courses are often undersubscribed. We therefore need to reach new learners. Our engagement over the last few months with potential learners, existing providers and community organisations has highlighted that Multiply needs to reach adults that the adult skills system typically fails to reach e.g. those who have not considered participating. We consider this investment is not only justified to achieve the best outcomes but indeed is critical in doing so. In the spirit of transparency that DfE’s approach engenders, we outline a number of “off menu” interventions below.

We recognise that Multiply needs to reach adults that the adult skills system fails to reach; those that have not considered participating in learning or have barriers to overcome to re-enter any form of learning. Without this, we would need to skew the cost per guided learning hour too far from the standard AEB tariffs, which are likely to be higher anyway due to having to deliver to smaller groups within community settings.

Capacity building

We need to build capacity for community outreach to ensure that Multiply can connect with the hardest to reach groups in Essex. We will support local voluntary and community sector organisations to support and refer vulnerable adults to Multiply provision. Maths ambassadors and activists will be recruited in local communities to support outreach and participation and ECC’s community agents will add a Multiply string to their bow in support of residents.

Essex County Council is delivering a Year of Reading in 2022 and has forged stronger connections with schools, notably academies in the process. We will build on this and the lessons learnt to apply a similar approach to the Year of Maths in 2023. Through Multiply Essex will be able to expand its support and learning offer to parents to upskill and to support their children with their school work, which will also increase the skills of those parents.

Essex County Council will use Multiply funding to build capacity to roll out financial wellbeing support to Essex residents with a strong emphasis on learning to support financial literacy and personal resilience and independence. This links strongly with the Council’s Levelling Up approach which has identified key cohorts and places that would benefit from targeted activity.

Communications

In addition to the national communications campaign and the new Multiply portal, it is clear that we will need to a range of local channels (including social media) to encourage participation in Multiply. This will be critical to publicising the Multiply offer and targeting it to whet the appetite for learning among local businesses and residents.

More teachers needed

We will also need to build our local teaching capacity. Local skills providers already experience a Maths teacher shortage. Multiply will fund 150 extra Maths teachers who will be supported to attain a Level 3 in Education in Year 1. This will expand the number of teachers who can deliver Multiply funded provision. This is covered in detail in Qu.5.

Curriculum design

We would like to invest in curriculum design to support the development of bespoke modules to support delivery in all of our interventions e.g. for workforce upskilling this could be sector specific or focused around our net zero priorities. We could also use this funding to secure licences to deliver existing materials and best practice in multiple settings that would be more accessible to the hardest to reach learners.

4. Please confirm and explain how your Multiply provision is in addition to and does not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision. (Approx. 250 words)

In 2020/21, the number of learners in Essex participating in Maths learning (including within apprenticeships) is low at 5,130, of which 3,890 are at NVQ2. With only 460 and 980 learners at Entry Level and NVQ1, there is a critical need to widen this pipeline from Entry Level upwards).

The Adult Education Budget (AEB) and Adult Community Learning (ACL) Budget are currently underutilised in Essex, hence why outreach and building capacity in the local VCS is so important. To avoid substitution and displacement, we will develop a distinctive offer that cannot be delivered via existing funding in Year 1.

This offer will focus on: learning tasters; bitesized learning; and modules from and can be built upon to achieve a full qualification.

This guarantees that we will deliver additionality as well as new learning offers. In subsequent years, once we have raised awareness and participation, increasingly, we will seek to scale up provision that offers additional places to AEB learning without substitution or duplication.

Our efforts to raise participation require us to invest in community engagement in Maths learning to solve problems and enable residents to make progress at work, rest and play.

By Years 2 and 3, we would expect a proportion of Year 1 learners to seek to progress to (at least modules within) full qualifications. If there is excess demand for AEB funded provision, we aim to top up Multiply to top up AEB up to deliver more full qualifications.

5. Please briefly set out how you have considered the FE workforce needs (e.g.

classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)

Essex providers already cite a shortage of Maths teachers to deliver current provision.

Essex will invest in training 150 new Maths teachers in year 1 to deliver new and additional Maths teaching delivery under Multiply. It will be important for candidates to have good communication skills with residents not simply to hold Maths degrees. As a result, we are looking at Level 3 in education courses or train the trainer courses to address this teacher shortage. Workforce investment is intrinsic to the delivery of each of our interventions.

Please note: Within this short lead in period, it has not been possible to accurately divide up this investment into each of the main teaching interventions. More detailed market engagement over the summer months will help to finetune where the teacher shortage is greatest and can be apportioned against real rather than conjectured need.

Section B: Strategic fit

6. How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)

Multiply will support Essex County Council's objectives as set out in our [Everyone's Essex strategy](#) and our [Levelling Up Essex White Paper](#), to support good jobs and a growing economy, and to level up priority places and cohorts across Essex. Multiply will begin to create pipelines of adults that have the required Maths skills and qualifications to make progressions in work and learning.

Aligning with our developing LSIP (on which we are supporting the Chambers of Commerce who have submitted an EoI for Greater Essex), we will work with employers and providers to bolt on Multiply provision that delivers bespoke Maths modules that link into adult apprenticeships and training in trades and key sectors identified in Essex's Sector Development Strategy and Skills Strategy. In Essex, we have worked with local district councils to ensure that Multiply is aligned with and complements local UKSPF plans and existing joint work that ECC and Essex districts are doing funded via other Government grants such as the Community Renewal Fund and Levelling Up Fund, as well as other ECC funding. The latter also focus on supporting and raising participation in work and learning for some of our most disadvantaged cohorts e.g. care leavers, people with learning difficulties or disabilities (LLDD), working families on low incomes, etc.

By 2024-25, we aim to provide new and additional places via UKSPF's skills strand. Using Multiply, we will work with local public sector 'anchor' institutions to develop local skills pledges for their workforces starting with Maths as a means to enable career and learning progressions. We would then seek to roll out this approach to other local businesses.

Section C: High level delivery timeline

7. Please provide an outline of your high-level delivery timeline including major milestones and planned partnerships with local education providers, employers, and other local touchpoints

	Multiply provision	Delivery partners	Major milestones	Date	Comments
1	All Interventions	Local training/skills providers	Project Kick-off / Initiation	September 22	
		ECC	Procurement Process Complete	September 22	
		Anchor institutions	Training Initiated	October 22	
		Schools			
		Employers	Year 1- 3,450 Learners onboarded	April-23	
		Government Agencies (DWP, NCS, Health)			
2	Capacity Building	VCS	Year 2- 5,500 Learners onboarded	April-24	
			Year 3- 5,200 Learners onboarded	April-25	
3	Teaching Staff and Materials	ECC	Financial wellbeing service launched	September 22	
		Schools	VCS Community Grants Launched	September 22	
		VCS	School Year of Maths Launched	Jan 23	
3	Teaching Staff and Materials	Universities	New and bespoke curriculum/course design complete	April 23	
		Skills providers	Teacher training completed	April 23	

4	Communications	ECC (inc Local training/skills providers, Anchor institutions, Schools, Employers, Government Agencies, VCS)	Commence communications	September 22	
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Section D: Evidence of need and demand

8. Please describe why improving adult functional numeracy (aiming to teach the numeracy skills that are needed in daily life and the workplace) matters to your local area. You should refer to specific characteristics of your local area in your answer and include supporting evidence - especially quantitative forms of evidence where available. (Approx. 250 words)

Improving adult functional numeracy to deal with the challenges of daily life and in the workplace is extremely important. Our plan seeks to help residents to manage their money better, cope with the cost of living increase, and to make progress in learning and in work to improve incomes.

Essex is 8 percentage points lower than the national average for NVQ 3 and NVQ 4 and above. Some districts are further behind. Low skills result in lower than average workplace earnings and productivity in Essex as well as a weaker and more blue collar employment structure. For example, Harlow, Castle Point, Tendring and Basildon have higher proportions of elementary occupations and Maldon has the highest proportion of process, plant and machine operatives in Essex.

Families in Essex face higher costs of living for basics of rent and locality driven utilities compared to the National Average to meet minimum income standards. Over 250,000 households earn less than the minimum income standard. The challenge is greater in areas with low job densities and where earnings are lower.

Essex is recovering well from a 30 year record high in unemployment, but universal credit claims remain high and are becoming more long term. The pressure on household finances is heightened by the recent cost of living increases, which are resulting in lower discretionary incomes after all essential expenses. Deprived areas are more likely to have lower discretionary incomes. 42% of Harlow and Tendring have low discretionary income. Lower incomes decrease opportunity to take on courses – either through basic cost, or inability to pay for child care/ loose working hours to attend courses. Districts with the highest number of family households finding things difficult on their present incomes are in Basildon, Colchester and Chelmsford.

Problem debt was already a problem even before the current cost of living increases, for example, a quarter of the 38,000 people supported by Citizens Advice Essex need financial advice - 14% are receiving debt advice.

9. Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)

Only 5,130 residents participated in Maths learning up to Level 2 in 2020/21. This includes Maths embedded in apprenticeships. A larger challenge is that there is no pipeline to Level 2 in Maths with just 460 and 980 residents doing Maths at Entry Level and Level 1, respectively. Level 2 in Maths (and English Language) is key to progressions to Level 3 and above. Harlow (55.4%) and Tendring (51.2%) have the highest proportions of residents with less than a Level 3 qualification. Tendring, Basildon, Braintree and Castle

Point have high proportions of residents with no qualifications.

Of 721 learners with less than a Level 2 and undertaking numeracy courses within Essex ACL, 75% are female and most were from areas of deprivation (latest data 2019). 34% of 2019 ACL learners were likely to have children, according to their Experian Mosaic household classification.

Industry needs maths skills too. Maths limits the productivity of local industries. All industries apart from agriculture, forestry and fishing have a skill shortage in Maths with the greatest gaps in Information and communication, Education and Real Estate Activities. All industries apart from agriculture, forestry and fishing and retail trade of motor vehicles have a knowledge shortage in mathematics.

Local employer representative bodies asserted the need to understand the employment needs of employers and sectors citing their difficulty to recruit business analysts, software developers and accountants. Good Maths skills are fundamental to success in these roles and hence Multiply can begin to provide a pathway into a career or a chance to move into a new career. They were keen to see a more tailored experience than an NVQ, which is why our plan dedicates resources towards the design and delivery of bespoke courses for employers.

10. How does the Multiply provision outlined in section A meet this demand, on top of how existing entitlement is already meeting it, and what does success look like for your local area? (Approx. 250 words)

Our plan seeks to help residents to manage their money better, cope with the cost of living increase, to make progress in learning and to upskill parents to support their children with their learning. Our plan seeks to work with employers to upskill and increase the productivity of their workforce and to ensure that employees can gain access to the skills that they need to do their jobs more effectively, to increase their earnings and to progress in work and in their careers. Our plan also recognises the gap between residents, communities and skills provision. The key is to bring learning closer to the residents, workers and communities through schools, voluntary and community sector organisations, and other public spaces e.g. libraries. Our plan targets cohorts and localities with the greatest need for upskilling and socio-economically.

Existing learner entitlements are failing to reach their audience and are not being taken up sufficiently. Participation is low. Moreover, OCSI's Community Needs Index, which measures the lack of civic assets, social and physical connections, social infrastructure, a thriving third sector or engaged citizens, places Essex beneath the national and regional averages. Better national communication of the adult skills offer and a greater availability of impartial careers information advice and guidance (IAG) support for adults are essential to change this outside of the Multiply scheme.

With Multiply, by April 2025, Essex would have doubled the number of learners studying Maths up to NVQ 2 compared to our 2020/21 baseline figure of 5,130 for the second consecutive year. Essex also aspires to exhaust the local Adult Education Budget built upon our Multiply success to enable progressions to higher learning, notably through higher take up the government's Lifelong Learning Guarantee. Our aspirations transcend academic impacts. We want a higher proportion of Essex residents to be financially literate

and to be able to manage their money better. We also want to see local workers progress in work and secure higher earnings to be less dependent on in-work benefits.

11. Please describe what you have done to ensure good value for money (e.g., has your plan been reviewed by an economist, have you reviewed local data?). Please also describe what controls you will put in place to ensure that good value for money continues to be achieved throughout the lifetime of the Multiply provision. (Approx. 250 words)

We have compared our unit costs of delivery with local authorities across the South East LEP area and nationally through engagement with HOLEX. This enabled Essex to establish reasonable unit costs for the delivery of training - £34.20 per Guided Learning Hour (GLH) based on a smaller group size of 6 learners – essentially the standard cost per GLH is £17.10 based on a group of 12 learners. Our model factors in annual price inflation of 2.5%. If inflation is higher, this would need to be reflected in reduced numbers of learners and outcomes.

Our key challenge is to connect adults and communities to Maths provision and to the local skills system more generally. Most adults fail to return to learning once they have left regular schooling or entered the workforce. Adult participation in learning is very low and particularly among our most disadvantaged cohorts. Without investments in communities, schools and bolting on Multiply to local service delivery to the most vulnerable, there would be a significant risk of lower than expected take up of Multiply provision. Workforce skills also need a boost. Employers seldom have training plans or budgets for their workforce and have argued for greater flexibilities in employer-led skills funded initiatives.

Our unit cost of delivery, even with these investments, is competitively low at £558.89 and offers great value for money supporting 14,150 new and additional learners to the local skills system.

Our financial plan has been reviewed by an accountant and by Essex County Council's section 151 officer as delivering excellent value for money.

Section E: Engaging learners

12. Which cohorts of learners will be hardest to reach? How do you intend to maximise the reach of the programme and make sure Multiply provision engages those learners that are hardest to reach (e.g., communications; reaching out to people via employers, 'touch points' such as housing and other community groups)? (Approx. 300 words)

Essex County Council and local partners work with the hardest to reach cohorts and the most disadvantaged communities. We have taken a progressive universalism approach to delivering Multiply. This will enable us to deliver economies of scale and effective targeting to the hardest to reach cohorts and in our levelling up localities. Working families, people on low incomes, the unemployed, over 50s, care leavers, ex-offenders, people with disabilities and learning difficulties are key cohorts for Essex.

Essex will use Multiply funding to build capacity within local services, in local communities, in local schools and among local employers to identify and support adults who would not normally participate in learning to access new Multiply provision. Essex will back this up with a robust and varied communications plan with messages tested and fine tuned with local residents and delivered through a variety of channels including social media. The project will also engage with local businesses to develop skills pledges for their workforces. This will start with local anchor institutions and will be rolled out to local businesses via employer representative bodies. Once these links with the local skills system are forged, local experience has proven that they will endure well into the future.

13. How will you ensure Multiply provision will be available and accessible to a diverse cohort as per [Public Sector Equalities Duty \(PSED\)](#) including those with dyscalculia or other protected characteristics? (Approx. 100 words)

Essex Multiply will deliver against our Public Sector Equalities Duty. An Equalities Comprehensive Impact Assessment has been developed to identify potential adverse impacts on protected cohorts even at the investment plan stage. As we move towards the delivery phase of Multiply, the ECIA will develop further and help Essex to structure how we engage and overcome barriers to these potential learners, and seek to promote equality at every stage. Our community based approach to delivering Multiply, underpinned with Multiply investment, will ensure that people with protected characteristics will be supported appropriately to access and take full advantage of Multiply opportunities.

Section F: Measuring success

14. We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)

Our approach will adopt a similar approach on ILR data collection, management and reporting to that of our training arm, Adult Community Learning, which has a long standing ESFA contract (currently valued at £8.3m) and has consistently shown compliance with all funding requirements.

Collection of learner data will be by electronic enrolment forms in line with Department of Education (DfE), Education and Skills Funding Agency (ESFA) and General Data Protection Regulations (GDPR) requirements and regulations. The data will be recorded within a secure Management Information System (Terms) which has a proven track record of producing ILR data in monthly collections to the ESFA. To support this ACL Essex has a long established Management Information team who are experienced with the management of data and the production of ILRs using the necessary software systems to meet the requirements, examples include Terms, ProAchieve, FIS, PICS, Submit Learner Data etc. The Management Information systems are capable of producing various reports including retention, achievement, destination and progression, EDI, locality, indices of deprivation etc.

15. What additional data (in addition to the Individualised Learner Record), if any, will you use to measure learner progress and achievement? If you do not have any additional data, you can answer “none”. (Approx. 100 words)

The main outcomes are captured in the ILR. In addition to this, all learners will undertake an assessment tool/questionnaire at the start of their training and support and this will be repeated at the end of their training and support to measure progress.

16. Are there any other local measures of success against your plan that you intend to monitor? You can answer “not applicable” for this question. (Approx. 100 words)

Over the next few months, Essex County Council will consider how best to measure success. At this stage, this could include indicators on:

- Progressions in work – with participating employers
- Progress assessments – using personal stats prior to and post Multiply to model progress of all participants and cohorts
- Attendance, Achievement and Progression will be key measures.
- We will also measure participation and outcomes against protected characteristics and for our levelling up cohorts as well as measuring participation and outcomes across Essex districts, notably in our levelling up localities.

Any local measures will be developed and tested with Essex County Council’s research and data team.

Section G: Stakeholder management

17. Which organisations have you engaged with to develop your investment plan, including public sector, private sector, and civil society organisations? How have you engaged these organisations? (Approx. 100 words)

Essex County Council has engaged with and sought evidence and expressions of interest from a range of organisations including Essex districts, local partners including wider public sector 'anchor institutions' (eg. health and care), and representatives of the voluntary and community sectors. Essex County Council has also engaged with employers via employer representative bodies/intermediaries e.g. Essex Chambers of Commerce, Essex Federation of Small Businesses, Essex Institute of Directors, Essex Growth Hub, South East LEP, etc, which have disseminated our call. Essex County Council has engaged with skills providers via the Federation of Essex Colleges (FEDEC) and the Essex Provider Network (EPN) and beyond to understand the current gaps in delivery, in teaching capacity, and to help to understand the barriers that they face to attract adults to participate in learning. We have also engaged with neighbouring local authorities across the South East LEP area and beyond via the Local Government Association, as well as plugging into discussions with HOLEX to understand the provider perspective nationally. Written communications have been backed up with virtual meetings involving Chief Executive Officers, Directors, Heads of Service and the Multiply lead. These discussions have generated a lot of excitement, enthusiasm and great ideas for how Multiply can make a real difference to individuals and communities.

18. Detail how have you engaged lower tier local authorities, if any, within your local area in the development of your investment plan? You can answer "not applicable" to this question. (Approx. 100 words)

Essex County Council engaged with Essex districts as well as neighbouring unitary authorities at an early stage in the development of our investment plan. Engagements helped to identify local priorities, needs and capacity as well as potential partners. It also enabled us to begin to unpack how multiply could complement and be aligned to existing delivery and projects at districts level. Essex County Council works jointly with Essex districts on a number of key local regeneration, community development and employment and skills projects. Essex has a strategic approach to supporting joint working on UKSPF and Multiply, including through three workshops for all local authorities in Greater Essex. We will continue to build on these firm foundations over the coming months to ensure synergies and economies of scale, wherever possible.

Section H: Risks

19. Please set out any key risks including financial and fraud that could affect Multiply delivery. Describe these risks or issues, including the contingency measures you have put in place to mitigate them.

	Description of risk	Actions you will take to mitigate	After mitigation what is the likelihood of the risk occurring (High >70%, Possible 70-30%, Unlikely <30%)	After mitigation what would be the impact of the risk materialising? (High: significant impact of unable to deliver, Medium: delivery compromised, Low: Minor / no impact)
1	Insufficient time to spend the money in Yr 1.	<p>Incorporation of overhead costs including capacity building, courseworks, teacher training and communications.</p> <p>Recruit team to manage the Multiply programme in advance of funding confirmation, and use summer to continue market engagement and prepare legal agreements etc, so we are ready to commence delivery asap.</p> <p>Incorporation of additional services where we have high delivery confidence eg. ECC Delivery (Family wellbeing, year of maths).</p>	30-70%	High (if as prewritten guidance underspend impacts on future years allocations) Medium to Low (if verbal clarifications are backed up in writing.)
2	Route to market: procurement vs grant (timings, payment by results, incentives to suppliers)	<p>Recruiting team in advance of funding confirmation (to minimise delivery risk)</p> <p>Establishing delivery team in advanced of the grant award.</p> <p>Agree grant funding and monitoring mechanisms ahead of delivery.</p>	30%	Low
3	Employers don't engage	<p>Early engagement with Employer representative bodies and employers.</p> <p>Engagement with</p>	30%	Low

		<p>employers feedback on interventions.</p> <p>Local skills providers to engage with their own network of employers.</p>		
4	Parents/schools don't engage	<p>Early engagement with Parents/Schools.</p> <p>Engagement with Parents/Schools for feedback on interventions.</p> <p>Building on the lessons from the Year of Reading 2022 and building towards the year of Maths 2023. This will be delivered through ECC's Education services.</p>	30%	Low
5	Voluntary community sector have difficulties delivering to hard to reach cohorts.	<p>Early engagement with VCS.</p> <p>Engagement with VCS for feedback on interventions.</p> <p>Significant Grant funding provided to VCS.</p> <p>To overcome fears of participants delivery in community settings and bitesized learning.</p>	30%	Low
6	Failure to get sufficient number of learners from a baseline of low adult learners.	<p>Extensive capacity building in voluntary sector and Local services (Year of Maths 2023, financial wellbeing and operation through ECC localities teams).</p> <p>Effective Comms plan.</p>	30-70%	Medium
7	Complexity of project delivery and multiple delivery teams with new ways of working.	<p>10% Admin cost to ensure robust management of relationships, delivery and oversight of timely outcomes.</p>	30-70%	Medium
8	Duplication of multiply delivery with courses that can be delivered	<p>Multiply will focus delivery primarily on short moduals, bitesize learning</p>	30%	Low

	through other main stream funding (AEB/ACL)	and support that can't be funded otherwise.		
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Section I: Capacity and Capability

20. Do you have dedicated capacity and capability to deliver adult skills interventions and adult education? How many FTE will be working on delivery of Multiply and what functions are being undertaken by those FTE including who will be responsible for data collection, contract management and how you will coordinate delivery? (Approx. 250 words)

Our administration expenditure accounts for 9.8% of the plan value/maximum allocation offered to Essex. Multiply will fund dedicated project management, partnership / relationship management, finance, legal, procurement and contract management capacity, ILR recording and information management, monitoring and evaluation. This will require a minimum of 4 FTE, which on a full cost recovery basis would leave around £50,000 for evaluation. Essex County Council will manage this with the support of its training arm – Adult Community Learning, which already has established systems to deal with ILR recording and information management.

We raised with DfE officials at the first engagement event about which organisations would be the focus of any quality assurance (Ofsted) inspections. We believe that the focus of quality assurance should be the skills provider delivering the training. Essex County Council will be responsible for targeting and managing transfers to delivery partners correctly. The administration costs would not cover the additional costs and risks of overseeing quality assurance with so many delivery providers and this is a risk that Essex County Council would be nervous to undertake without reassurances.

Although building on established local partnership working, Multiply is a new area for collaboration and we will need the local partnership to forge new connections and new ways of working to achieve different and transformational results. With so many variables and potential risks, this is the minimum administrative cost that offers the reach into the community and into businesses to attract new learners, delivers effective services and value for money, and ensures effective governance for ECC and the funder.

21. If you have capacity, would you be prepared to take a leading role in a regional peer-to-peer network to share learnings with other local authorities (eg host quarterly Multiply sessions, share best practice, etc)? This does not commit you at this stage and we will use this information to develop our learning plans across the Multiply programme. (Approx. 100 words)

Essex County Council would be happy to take a constructive part in such a network but we would not have the capacity to lead it at regional level. These networks are critical to sharing good practice as well as flagging up opportunities and potential issues early in the set up of new and innovative initiatives like Multiply.

22. Please describe the key capacity and capability challenges (if you have any) for delivering skills interventions. This could include challenges within your local authority (e.g., gaps in areas such as procurement, contract management, communications) and/or in your local delivery system? This information will be used to inform what support could be made available nationally. (Approx. 100 words)

A delayed decision after the first week of September would present a real challenge for local authority governance processes. Our key capacity and capability challenges are to ensure that we can set up a delivery team and procurement and management systems in advance of the Grant decision to ensure that we can go live as soon as possible in September/October. Given lead-in times for recruiting new staff, we will begin recruitment at-risk ahead of the funding confirmation.

We would benefit from a chance to engage with DfE officials in July to negotiate and finetune our investment plan so that we can target our engagement and relationship management effectively and set up robust systems to enable our scalable delivery in year 1. We have broken down our costings in detail to improve transparency and remove the need to make assumptions. We are happy to share all of our working out.

23. Please describe what further support would help address these challenges? We will use this information to inform what central government support is made available nationally but cannot commit to fund every individual request. (Approx. 100 words)

An early decision and issue of Grant letter in the first week of September at the latest would enable Essex County Council to deliver governance requirements in a timely way to ensure that Multiply could go live as early as possible in September. We would benefit from a chance to engage with DfE officials in July to negotiate and finetune our investment plan so that we can target our engagement and relationship management effectively and set up robust systems to enable our scalable delivery in year 1. We have broken down our costings in detail to improve transparency and remove the need to make assumptions. We are happy to share all of our working out.

24. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region? (Approx. 100 words)

Essex County Council has engaged with neighbouring local authorities to support alignment of interventions where possible. Given the short timescales for year 1, the opportunity for partnering will be greater in our planning for years 2 and 3. Essex County Council is looking to pitch the opportunity to engage with Multiply to all skills providers locally and further afield. We will work with any employer that can support Essex residents to reach their potential or that wants to invest in Essex.

Section J: Declaration of the Chief Executive of the lead local authority

As the lead local authority (Greater London Authority, Mayoral Combined Authorities, Upper Tier/Unitary Local Authorities) you will act as the accountable body and submit this application on behalf of your local area. By submitting this investment plan, you confirm:

- All the information included is true and accurate to the best of your knowledge.
- You have read, and confirm this plan is in accordance with, the expectations set out in the Multiply investment prospectus and technical guidance.
- Lower tier local authorities within your local area support this application and are committed to work with you.
- You will comply with the Assurance and Grant management process as outlined in the technical guidance and submit a statement of expenditure at mid-point and end of financial year.
- You understand that the grant will become repayable and further payments put on hold or reduced, if Multiply outputs are not on track for delivery and/or grant funding is not spent on eligible activities by the mid-point and end of each financial year.
- You understand that you will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR) and will submit regular monitoring reports as set out in the technical guidance.
- You will submit an annual progress report including an assurance statement to confirm spend was used wholly for the purposes for which it was given, and a revised investment plan for subsequent years of Multiply provision as set out in the technical guidance.
- You will support the sharing of learning as requested by the Department for Education – this may involve providing case studies, contributing to webinars and other activity as identified.
- You will comply with the Public Sector Equalities Duty and put in place equality policies and implementation plans as well as processes for learners to raise complaints about unfair practices or treatment.
- You will ensure value for money, seeking competitive costs for all activities and complying with the procurement governance as set out by your governing body.

Chief Executive name	Gavin Jones
Signature	
Date (DD/MM/YYYY)	30/6/2022



Department
for Education

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