Family Programmes 2009/10

Part 2: Family Learning Impact Funding Programmes

Guidance and information for Learning and Skills Councils and those managing Family Learning Impact Funding programmes.

Family Learning Impact Funding programmes delivered with LSC funding should adhere to this guidance unless specific changes to a programme are agreed with the LSC Partnership Manager.

April 2009
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Introduction

This document is intended for Learning and Skills Council (LSC) colleagues who have responsibility for Family Learning Impact Funding Programmes. It aims to help them with the process and timetable for planning, funding and delivery of Family Learning Impact Funding Programmes for the academic year 2009/10. LSC colleagues are asked to share this document with all family programmes managers in the provider network delivering FLIF programmes. The second year of FLIF seeks to build on and embed the work undertaken in year 1 and enable providers to offer more families at risk the family numeracy, financial capability, EYFS and wider family learning courses developed and delivered in 2008/09.

The 2009/10 FLIF programme will be managed by LSC regions and providers will be contacted in early May to discuss delivery arrangements.

This document is Part 2 of the Family Programmes Guidance and relates to the Department for Children, Schools and Families (DCSF) funded FLIF programmes which have a set of specific outcomes and will be managed, allocated and spent over the three years to 2010/11. This should be read in conjunction with Family Programmes Guidance Part 1 2009/10 which provides information on planning and managing Family Literacy, Language and Numeracy (FLLN) and Wider Family Learning (WFL) programmes.
Family Learning Impact Funding (FLIF)

The Family Learning Impact Funding Programme

The Programme has been designed to meet government priorities by:
- Involving hard to reach parents more actively in their children’s learning and schools (Improving Parental Engagement)
- Encouraging learning in the home (Improving Parental Engagement)
- Children and families deserving services work together for them and meet individual needs (The Children’s Plan: One Year On)
- Tailoring learning and provision of needs of families (Think Family)
- Improve information and support to families (Parent Know How)
- Engaging fathers and boys, informal learning for disadvantaged families (The Learning Revolution)
- Giving skills and confidence to manage money (Financial Capability)
- Providing adults with chances to achieve and progress (World Class Skills)
- Giving everyone a chance to change their lives (Skills for Life: Changing Lives)

FLIF Strands supporting Think Family and Parental Engagement

The five key strands of activity will be continued into year 2 with a renewed focus to support Think Family and Parental Engagement (see Annex 2) including:

- School Information Courses and Family ICT will help parents with literacy and numeracy needs to access information, advice and guidance (Parent Know How) and better understand transition information.
- Parents completing family learning programmes are more confident, can speak up and are more likely to become more involved in their children’s learning both at home and in school. This expansion and targeting of family learning has contributed to improving Parental Engagement as highlighted in the Children’s Plan.
- FLIF has made great efforts and successfully engaged more fathers and worked closely with fathers groups, contributing to the Think Fathers Campaign.
- Family learning services delivering FLIF are working increasingly with other agencies/organisations working with families to ensure parents have a seamless pathway to other services (Think Family).
- Family learning with its emphasis on reading and literacy, and emphasis on encouraging parents to read with their children and children to read for pleasure has worked closely with Booktrust and at a local level with museums and libraries.
- The proposed collection of data on children’s progress will involve mothers and fathers and place a greater focus on parents as partners (Improving Parental Engagement).
Funding Allocations

Local Authorities and other providers in receipt of Family Learning Impact funding should be aware that for the purposes of reporting to ministers on the expenditure of this funding, development and delivery of provision will be closely managed. Evidence will be provided across the 5 strands from each participating authority to timescales agreed with regional and LSC Partnership managers.

Allocations of funding for Family Learning Impact Funding Programmes (FLIF) are made to LSC regions based on a range of measures including population and indices of deprivation. An allocations process will be used in each region.

Regional LSCs are responsible for ensuring that the agreed outcomes for this provision are delivered. They will agree with LSC Partnership Managers the programmes of work that will deliver the agreed outcomes.

Any provider that receives additional funding is expected to provide separate and additional evidence to the LSC that the agreed programme of work has been delivered. Providers will be required to complete:

- reports which contribute to the FLIF Milestones in September 2009, December 2009 and March 2010 (Annex 5)
- the second and third return of the Adult Progression Tracking form in August 2009 and March 2010 (attachment Annex B Adult Progression on Family Impact Programmes).

Further information can be obtained from LSC Partnership Managers.

Summary of 2009/10 FLIF programme

- To be consistent with DCFs terminology adults on family programmes will be referred to as “mothers” and “fathers” rather than parents. Carers and grandparents can continue to be enrolled if they are a primary carer for the child on the programme.

- Strand 1: Early Years Foundation Stage (EYFS) courses will be offered by FLIF providers in all regions but will also be available on the list of approved courses for FLLN providers who have not had FLIF funding.

- Strand 2: In addition to the short and standard courses a two part family numeracy course designed for entry level learners can be offered as a third course in Strand 2 (see Annex 3).

- Strand 3: Short and standard family finance courses will be offered in children’s centres, the third sector and community settings and training extended to more staff in local authorities and the third sector.

- The numeracy champion training programme will be extended and more family numeracy teachers upskilled.
• **Strand 4**: Subject to the successful completion of the first pilot courses the Schools information for parents' courses will be offered to an extended number of local authorities. Family ICT courses will be offered to mothers and fathers with literacy and numeracy needs to help them access and take advantage of on line information and learning.

• **Strand 5**: WFL Every Child Matters (ECM) courses will be offered in all regions and briefing made available to more providers.

• **Data Collection.** The tracking of a sample of adult learners set out in the Guidance last year will continue. A small number of providers in one region will pilot an approach to the recording of children's progress on school-based family literacy and numeracy programmes.

The aims of the FLIF programme are set out in Annex 1, the DCFS parenting strategies and family initiatives in Annex 2 and the background to the development of the FLIF strands in Annex 3. The proposed approach for collecting data on progress of children is set out in Annex 4 and copies of the Report against Milestones and the Progression Tracking Form are included in Annex 5. Additional information on planning and managing family learning programmes can be found in the Family Programmes Guidance Part 1.

**Programme for 2009/10**

The background to the development of the courses in each of the five strands is set out in Annex 3. In summary there are 5 strands:

**Strand 1: Early Years Foundation Stage:**
A programme to extend the reach of family learning and increase the number of mothers and fathers achieving and progressing.

Early Years Foundation Stage courses will continue to be delivered by FLIF providers as Strand 1 delivery in 2009/10. In addition FLLN providers, not in receipt of FLIF, may also deliver EYFS courses as part of their FLLN programme.

**Strand 2: Family Numeracy:**
Build the capacity of the workforce, increase the range and flexibility of the learning offer and the number of mothers and fathers achieving qualifications and progressing.

There will be opportunities in 2009/10 for providers to offer more short and standard courses and to offer a modular numeracy course at entry level for fathers and mothers new to learning/families at risk. The two part course will offer opportunities to focus on joint and home activities and then to focus in the second part of the course on developing numeracy skills.
**Strand 3: Financial Capability:**
Expand the learning offer, build the capacity of the workforce and increase the number of families at risk engaged in learning and mothers and fathers achieving qualifications and progressing.

Short and standard financial capability courses will continue to be offered to families and training made available to more partner organisations e.g. CABx, Jobcentre Plus.

**Strand 4: Schools Information for Parents (and Access to on-line information and learning):**
Build the capacity of the workforce, ensure there is a more coherent approach to involving mothers and fathers in learning and other activities and provide courses that meet individual learner’s needs.

The Schools Information course offers mothers and fathers opportunities to:

- find out how records/reports are developed and used in schools
- understand what reports mean
- consider how to communicate effectively with schools
- learn about study and search skills, access websites etc
- consider their own learning needs and interests
- find out about local and on-line learning opportunities and other services and support.

The Family ICT course offers mothers and fathers with literacy and numeracy needs opportunities to access and use on-line information and learning.

Step into Learning training will be extended to more staff in 2009/10 and the transition courses offered to a number of other providers/regions.

**Strand 5: Wider Family Learning:**
Increase the range and responsiveness of the learning offer and increase the number of families at risk engaged in provision.

The 20 + hour ECM courses will be made available to more families and training offered to more providers and partners.

**Data collection**
Providers will collect data on the participation and progress of adult and child learners.

**Adults** - The Adult Progression on Family Impact Programmes form circulated to FLIF providers in July 2008 should be returned on a regular basis until 2010. The intention is to track adult learners’ progress from two of the provider’s programmes. This tracking will continue during 2009/2010 with the next returns due in August 2009, March 2010 and August 2010.

**Children** - Data on children collected in relation to family programmes is currently limited to the paper return at Annex A of the Family Programmes Guidance Part 1, setting out the number of children taking part in learning and whether they are pre-school, primary or secondary.
Following discussions with DCSF it is proposed that in 2009/10 an approach to collect data on children’s progress will be trialled with a small number of providers.

**Family Learning Impact Funding Courses – Summary Grid**

The summary grid and menu for Family Learning Impact Funding (FLIF) 2009/10 sets out the course lengths and indicative costs. These were enhanced to reflect both the development and delivery of the learning.
### Family Learning Impact Funding Courses (2009/10) Summary Grid

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Hours</th>
<th>Cost per Joint Programme</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Introductory Family Courses (FLLN)</strong> 9 to 13 hours</td>
<td>£1050</td>
<td>£1050 for 9 mothers/fathers and 9 children (average), £715 for an adult only course</td>
<td></td>
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<tr>
<td><strong>Literacy or Numeracy (EYFS)</strong> Strand 1 0-5 years</td>
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<tr>
<td><strong>B. Short FLLN Programmes 30-49 hours</strong></td>
<td>£5,500</td>
<td>£5,500 for 9 mothers/fathers and 9 children (average), £3150 for an adult only</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy Strand 2</strong> School age children</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Numeracy (Family Finance) Strand 3</strong> School age children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy or Numeracy (ICT) Strand 4</strong> School age children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Long WFL Programmes 20 + hours</strong></td>
<td>£2,300</td>
<td>£2,300 for minimum 9 mothers/fathers and 9 children, £1,300 for Strand 4 adult-only</td>
<td></td>
</tr>
<tr>
<td><strong>WFL Courses Strand 4</strong> Parents’ information for schools</td>
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<tr>
<td><strong>WFL Courses ECM Strand 5</strong> (Being healthy, Enjoying and achieving, Making a contribution, Staying safe)</td>
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</tr>
<tr>
<td><strong>D. Standard FLLN Programmes 60-72 hours</strong></td>
<td>£8250</td>
<td>£8250 for 9 mothers/fathers and 9 children (average)</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy Strand 2 Entry Level 2 part course</strong> Adults and children</td>
<td></td>
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<tr>
<td><strong>Numeracy Strand 2</strong> School age children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy (Financial Capability) Strand 3</strong> School age children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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List of FLIF Approved Courses

Details of courses listed on the summary grid

Criteria: FLIF courses should meet the criteria of the FLLN and WFL courses in the Family Programmes Guidance Part 1. In addition FLIF courses should involve more families at risk and more fathers; increase the range and responsiveness of the learning offer; increase the number of adults, particularly disadvantaged mothers and fathers, achieving qualifications and progressing; secure better progression from wider family learning to family literacy, language and numeracy (FLLN) programmes and other more formal learning opportunities; meet individual needs more effectively and improve the quality of the learning experience for adults and children.

A. Introductory FLLN Courses (Strand 1)
9-13 hours
£1050 per joint programme of 9 mothers and fathers and 9 children (average) or £715 for an adult only programme

Literacy (Early Years Foundation Stage) Strand 1
Objective: To introduce mothers and fathers to the Early Years outcomes and approaches. To help adults support their children’s learning and development. To help adults improve their literacy, language and numeracy.

B. Short FLLN courses (Strands 1, 2 and 3)
30-49 hours
£5500 per joint programme of 9 mothers and fathers and 9 children (average) or £3150 for an adult only programme

Literacy (Early Years Foundation Stage) Strand 1
Objective: To introduce mothers and fathers to the Early Years outcomes and approaches. To help adults support their children’s learning and development. To help adults improve their literacy, language and numeracy.

Numeracy Strand 2
Objective: To increase the volume of family numeracy provision in a variety of settings. To increase the number of fathers addressing their numeracy needs.

Numeracy (Financial Capability) Strand 3
Objective: To deliver longer numeracy courses for families that contribute to financial capability and help children learn about money, saving and budgeting.
Literacy or Numeracy (ICT) Strand 4

Objective: To develop and deliver courses for families that help mothers and fathers with literacy and numeracy needs develop ICT skills and access and use online information and learning.

C. Long WFL courses (Strands 4 and 5)
20+ hours

£2300 per joint programme of minimum 9 mothers and fathers and 9 children
£1,300 per Strand 4 adult only programme

Schools Information for parents course

Objective: To find out how records/reports on children are developed for parents, learn about study and search skills, access websites and consider their own learning needs and interests.

Every Child Matters (ECM) courses

Objective: Each course will offer mothers and fathers assessment, individual learning plans, opportunities to work towards qualifications for those who wish and advice and support for progression.

D Standard FLLN courses in FLIF Programmes
Standard FLLN Programmes
60 – 72 hrs

£8250 per joint programme of 9 mothers and fathers and 9 children (average)

Numeracy Part 1 and 2 Strand 2

Objective: To provide a modular course numeracy course for Entry level learners. To provide a course of joint sessions of practical numeracy activities and home time activities for mothers and fathers and their children followed by a short numeracy course developing entry level numeracy skills for adults and extending numeracy skills of children. To develop and share numeracy activities that can be shared and enjoyed by family members at home.

Numeracy Strand 2

Objective: To increase the volume of family numeracy provision in a variety of settings. To increase the number of fathers addressing their numeracy needs.

Numeracy (Financial Capability) Strand 3

Objective: To deliver longer numeracy courses for families that contribute to financial capability and help children learn about money, saving and budgeting.
Annex 1
The Aims and Objectives of the FLIF Programme

The DCFS funded FLIF programme was set up with the following aims:

- to contribute to strategies for families in DCFS, DIUS, DOH, DCMS, DWP.
- to develop a family learning programme that offered mothers and fathers opportunities to improve their skills, to increase their ability to support their children’s learning, to learn alongside their children, to learn about learning, to provide models for their children and to offer their children opportunities to learn with family members, to improve their skills and to enjoy learning
- to enhance and expand existing family learning provision
- to make a real difference to the children attending the programmes, their mothers and fathers, their families and their aspirations to learn and achieve.

DIUS and DCFS agreed specific objectives for the Impact Programme:

- to engage more families at risk and more fathers in family learning
- to increase the range and responsiveness of the learning offer, tailoring provision to families needs
- to build the capacity of the workforce to ensure quality teaching and learning particularly for hard to reach families and those with significant literacy and numeracy needs
- to increase the number of mothers and fathers, particularly those who are disadvantaged, achieving qualifications and progressing
- to secure better progression from wider family learning to family literacy, language and numeracy (FLLN) programmes and other more formal learning opportunities
- to meet individual needs more effectively
- to help parents with literacy and numeracy needs access and benefit from transition information
- to promote coherence with parenting programmes and family initiatives
- to improve and broaden the collection of data on the progress and achievements of attending FLIF programmes
Annex 2

DCFS Parenting Strategies and Family Initiatives

The Parent Engagement in Learning Strategy seeks to improve parental engagement and has a partnership with parents as a unifying theme across the Children’s Plan with promised action on:

- an enhanced dialogue between school and parents
- parental involvement in school governance
- an expansion of family learning opportunities

The online Parent Held Record pilot aims to provide more advice, information and guidance to parents and families about their child’s development.

Family Intervention Projects work with the most challenging families to tackle anti-social behaviour, prevent homelessness and tackle intergenerational social disadvantage.

The Think Family Approach seeks to meet the needs of families with complex and multiple problems by ensuring services are joined up and “think family”. The pathfinders aim to improve outcomes for families caught in a cycle of low achievement by supporting families in an integrated way responding to the needs of the whole family rather than as individual problems.

The Think Fathers campaign was designed to dispel the myth that dads are the invisible parent. The campaign seeks to bring about change in the attitudes and behaviour of practitioners, service planners, fathers and mothers. Research shows that father’s involvement in their children’s lives leads to better outcomes educationally and in relation to emotional wellbeing and social adjustment.

Transition Information Sessions are part of the parenting support offer in extended schools. They are for parents when their child joins reception class or secondary school.
Annex 3

Background to the Development of the FLIF Programme Strands

Strand 1: Early Years Foundation Stage: A programme to extend the reach of family learning and increase the number of mothers and fathers achieving and progressing

This strand involved the roll-out of the EYFS module/course developed and piloted by LSIS (formerly QIA) in 2007/8 QIA in 2007/8, a course that was developed as part of an Every Parent Matters family learning commitment (DCSF funded).

Over forty courses were piloted in 22 local authorities. These were well received by parents and over 70% parents completing the courses stated they planned to progress to further learning.

Materials, guidance and training have been prepared to help providers in local authorities to offer a high quality course that has attracted and benefited mothers and fathers with literacy needs and their children.

Strand 2: Family Numeracy: Build the capacity of the workforce, increase the range and flexibility of the learning offer and the number of parents achieving qualifications and progressing

Mothers and fathers seeking to return to, or gain employment need up to date competence and confidence in their numeracy skills. Courses in family numeracy leading to qualifications will help them re-enter the labour market. For bilingual families numeracy is often an effective way to support children’s development of language and concepts.

Ofsted reports indicated that numeracy programmes need to have more practical maths activities. By offering more programmes in and with children’s centres, extended schools, health and sports centres, faith and community centres and libraries and museums providers have been able to draw on the rich resources of these partners and settings and to make better use of ICT to support and extend mathematics and numeracy learning. Providers have also been able to draw on the National Centre for the Excellence of Teaching Mathematics (NCETM) to help strengthen and improve their family numeracy provision.

Most FLIF providers developed and delivered some short family numeracy courses in 2008/09. There will be opportunities in 2009/10 for providers to offer more short and standard courses and to trial a modular Entry level numeracy course aimed at fathers and mothers new to learning/families at risk.

They will have the opportunity to work with some of the DCSF parenting initiatives to identify families and plan a more informal start for those with entry level numeracy skills. A two-part course which will focus on practical mathematics/numeracy activities for families in part 1 and numeracy for adults and children in part 2.
Strand 3: Financial Capability: Expand the learning offer, build the capacity of the workforce and increase the number of families engaged in learning.

A report by the FSA on financial literacy showed that people with poor skills were more likely to have problems with financial capability - not planning ahead, over-indebtedness and not choosing products well or realising risk.

This strand drew on work being developed by DCFS and DIUS to address financial capability needs and planned to engage more fathers in family learning. An introductory Family Finance course had been developed and offered as part of the family literacy, language and numeracy menu. Longer courses for families that contributed to financial capability and helped children learn about money, saving and budgeting were developed and piloted in 2008/09. These courses developed with Citizens Advice Bureaux, Jobcentre Plus, PFEG etc have numeracy and literacy embedded in them. Guidance and training were offered for teachers and interactive online learning materials identified.

The programme trialled in children’s centres, primary schools and within the third sector will continue to be offered in 2009/10. The take up, achievement and progress of the learners will be monitored in these different settings.

DIUS will ensure this strand of activity links with its wider work on financial capability being developed in partnership with the Financial Services Authority (FSA) including the development of a programme to support learners’ service staff in FE. Additionally the Department is working closely with cross-government colleagues in the development of a HMRC led action plan in response to Financial Capability: the Government’s long-term approach, which is due to be launched in May 2008.

Strand 4: Schools information for parents: Build the capacity of the workforce, collaboration of all services and agencies working with families and develop a course that meets individual learners’ needs

There is commitment in the Children’s Plan to broaden the information parents receive from schools and children’s services on children’s learning and development.

This strand developed and piloted short transition courses (10-12 hours) that offered mothers and fathers opportunities to:

- Find out how records/reports are developed and used in schools
- Understand what reports mean
- Consider how to communicate effectively with schools
- Learn about study and search skills, access websites etc
- Consider their own learning needs and interests
- Find out about local and online learning opportunities and other services and support.

The strand adopted the Step into Learning Training approach for the workforce to enable those working with children to identify and support parents with literacy.
and numeracy needs and encourage them to take up learning. This involved identifying the range of parental involvement initiatives and ensuring all involved in working with families had opportunities to access this training. The intention was to develop a more coherent approach to involving and supporting mothers and fathers in learning and other activities.

The programme was piloted in 20 authorities in 2008/09. It will be evaluated and followed up in 2009/10 to measure the effectiveness of the programme in terms of:

- the profile of parents attending,
- the number who have progressed to further learning,
- the number of parents who have become more involved in their children’s learning and schools

**Strand 5: Wider Family Learning: Increase the range and responsiveness of the learning offer and increase the number of families engaged in provision**

Many local authorities have developed effective and motivating Wider Family Learning courses that meet learners’ needs and interests (Wider Family Learning Review. March 2008). Some of these have been effective in engaging fathers and male family members. In 2008/09 providers identified effective courses, developed course outlines, guidance and training for teachers, briefings for schools, sports centres, libraries, faith communities and health and children’s centres. Each course offered parents assessment, individual learning plans, opportunities to work towards qualifications for those who wished and advice and support for progression.

Courses of 20+ hours contributing to the Every Child Matters outcomes were developed and delivered in each region. These included courses focusing on sport, health, reading and staying safe.

In 2008/09 providers identified effective courses, developed course outlines, guidance and training for teachers, briefings for schools, sports centres, libraries, faith communities and health and children’s centres. **Providers established effective partnerships with a range of organisations from the Third Sector, with sports and arts organisations, with Jobcentre Plus and others working with families. These partnerships helped them target hard to reach families and develop learning that enabled the adults to progress.** Each course offered parents assessment, individual learning plans, opportunities to work towards qualifications for those who wished and advice and support for progression.

**Strand 6: Data collection:**

This strand of activity aimed to improve the collection of data on the participation and progress of adult and child learners.

**Adults** - A monitoring sheet was circulated to FLIF providers that would be returned on a regular basis until 2010. The intention is to track adult learners’ progress from two of the provider’s programmes – one longer and one shorter programme. This tracking will continue during 2009/2010.
**Children** - Data on children collected in relation to family programmes is currently limited to the paper return at annex A, setting out the number of children taking part in learning and whether they are pre-school, primary or secondary.

Following discussions with DCFS it is proposed that in 2009/10 an approach to collect data on children’s progress will be trialled with a small number of providers.
Annex 4
Collecting and Recording Evidence of Children’s Progress

Pilot
Data will be collected on a small sample of children of school age attending FLIF family literacy and numeracy courses (Strands 1, 2 and 3) in the summer of 2009.

A pilot will be set up with a small number of providers in the last part of the academic year (2008/09) to test the approach. The pilot will include children on short or standard programmes from Strands 1 to 3 and should include a minimum of 60 child participants in the pilot who are in key stage 1 or 2. Permission will be sought from parents for the information to be made available only to LSC/DCFS. Guidance and forms will be provided for authorities participating in the pilot.

Feedback will be sought to ensure the approach agreed is as useful to providers/families as possible with the minimum amount of bureaucracy. It is hoped that this approach will be available nationally to FLIF providers from September.

The Purpose of the Pilot
To collect some data illustrating a child’s progress on FLIF family literacy, language or numeracy (FLLN) programmes.

The measurement should be of behaviours related to learning that are relevant to the child’s age and where it is reasonable to expect a change given the length of the programme. The assessment of progress will be carried out by the mother or father who attends the programme, supported by either the child’s teacher or the adult tutor. It is hoped that this will enable the adult to develop additional skills in understanding and supporting their child’s progress and development.

Method
This approach should provide;
- an indication of the involvement and confidence/attitude of the child in/to learning
- evidence of parental involvement in/communication with school; and the mother and father’s support for the child's learning and development
- anecdotal evidence of the effectiveness of FLIF.

This should also help mothers and fathers understand more about how their children learn, what teachers are trying to achieve and what they can do at home.

<table>
<thead>
<tr>
<th>Child’s name</th>
<th>No never</th>
<th>Not usually</th>
<th>Sometimes yes, Sometimes no</th>
<th>Yes usually</th>
<th>Yes always</th>
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<tbody>
<tr>
<td>Is your child interested in learning?</td>
<td></td>
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<tr>
<td>Is your child happy/confident in a group of children of their age?</td>
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<tr>
<td>Does your child take turns and</td>
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<td>Share?</td>
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<tr>
<td>Does your child speak clearly and confidently?</td>
<td></td>
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<tr>
<td>Does your child concentrate e.g. on a game or activity/sit and listen to a story</td>
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</tr>
<tr>
<td>Does your child listen to and enjoy stories, songs, and rhymes?</td>
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<td></td>
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<tr>
<td>Does your child talk about, recognise simple shapes and patterns?</td>
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<tr>
<td>Does your child make marks on paper?</td>
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<tr>
<td>Does your child like to try new things – new games, new songs, go to new places?</td>
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<tr>
<td>If your child can't do something when they first have a go at it, will they keep trying?</td>
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<tr>
<td>Does your child ask questions about why things happen?</td>
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<tr>
<td>Does your child use imagination when playing?</td>
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<td></td>
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</tr>
</tbody>
</table>

Please add other comments from mothers and fathers or children here

A table like this one will be completed by the mother and/or father and the child with the support of the teacher at the beginning and end of the course. At the end of the course a figure denoting the change in each indicator and an overall change figure will be reported to the LSC. Individual sheets will not be collected; measures will be aggregated on a spreadsheet and forwarded to LSC.
## Annex 5 Report against Milestones 2009/10

The table below sets out the areas covered and way in which the LSC reports to DIUS and DCSF on the progress of the FLIF Programme.

<table>
<thead>
<tr>
<th>FLIF Strands</th>
<th>September 2009 Achieved</th>
<th>December 2009 Achieved</th>
<th>March 2010 Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Early Years Foundation Stage</strong></td>
<td>No of courses planned Sept – July 2010:</td>
<td>No of courses completed Sept – December 2009:</td>
<td>No of courses completed Jan – March 2010:</td>
</tr>
<tr>
<td></td>
<td>No of children's centres involved:</td>
<td>No of adults completed:</td>
<td>No of children’s Centres involved:</td>
</tr>
<tr>
<td></td>
<td>Involvement of Parent Support Advisers:</td>
<td>No of children completed:</td>
<td>No of adults completed:</td>
</tr>
<tr>
<td></td>
<td>No of fathers engaged:</td>
<td>No of fathers engaged:</td>
<td>No of children:</td>
</tr>
<tr>
<td></td>
<td>No of adultstalk and children's centres involved:</td>
<td>No of children:</td>
<td>No of fathers:</td>
</tr>
<tr>
<td><strong>2 Family Numeracy</strong></td>
<td>Training for x teachers and x champions planned:</td>
<td>No of teachers upskilled/trained:</td>
<td>No of teachers upskilled/trained:</td>
</tr>
<tr>
<td></td>
<td>No of providers offering standard courses:</td>
<td>No of mentors/champions engaged in training:</td>
<td>No of mentors/champions engaged in training:</td>
</tr>
<tr>
<td></td>
<td>No short courses:</td>
<td>No of courses completed:</td>
<td>No of courses completed:</td>
</tr>
<tr>
<td></td>
<td>No modular courses:</td>
<td>No of adults completed:</td>
<td>No of children completed:</td>
</tr>
<tr>
<td></td>
<td>Links with other family initiatives:</td>
<td>No of children involved:</td>
<td>No of fathers engaged:</td>
</tr>
<tr>
<td></td>
<td>No of adults completed:</td>
<td>No of fathers engaged:</td>
<td>No of adults completing qualifications:</td>
</tr>
<tr>
<td><strong>3 Financial Capability</strong></td>
<td>No of providers offering standard Family Finance courses;</td>
<td>No of courses offered in children's centres, schools and third sector organisations</td>
<td>No of courses completed:</td>
</tr>
<tr>
<td></td>
<td>No offering short courses:</td>
<td>No of staff briefed/trained:</td>
<td>No of children's centres/ schools/third sector organisations involved:</td>
</tr>
<tr>
<td></td>
<td>No of staff briefed/trained:</td>
<td>No of learners and children participating:</td>
<td>No of staff briefed/trained:</td>
</tr>
<tr>
<td></td>
<td>Links with Think Family, CABx etc</td>
<td>No of fathers engaged:</td>
<td>No of adults and children completing courses:</td>
</tr>
<tr>
<td><strong>4 Schools Information</strong></td>
<td>No of providers planning Schools Information courses:</td>
<td>No of Schools Info Courses:</td>
<td>No of courses completed:</td>
</tr>
<tr>
<td></td>
<td>Family ICT courses Links with local transition information sessions reported:</td>
<td>No of Family ICT courses:</td>
<td>No of staff trained:</td>
</tr>
<tr>
<td></td>
<td>No of learners completed:</td>
<td>% learners planning to progress to further learning:</td>
<td>No of learners completed courses:</td>
</tr>
<tr>
<td></td>
<td>% learners planning to progress to further learning:</td>
<td>No of Parent Support Advisers and others completing Step training:</td>
<td>% learners planning to progress to further learning:</td>
</tr>
<tr>
<td></td>
<td>No of fathers engaged:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No of teachers briefed/trained:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No of learners completed courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% learners planning to progress to further learning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 Family Learning ECM</strong></td>
<td>No of providers planning ECM courses:</td>
<td>No of courses offered:</td>
<td>No of courses offered:</td>
</tr>
<tr>
<td></td>
<td>No of courses planned :</td>
<td>No of adults and children completed courses:</td>
<td>No of adults and children completed:</td>
</tr>
<tr>
<td></td>
<td>List of partners:</td>
<td>No of fathers engaged:</td>
<td>No of fathers engaged:</td>
</tr>
<tr>
<td></td>
<td>No of teachers briefed/trained:</td>
<td>No of teachers briefed/trained:</td>
<td>No of teachers briefed/trained:</td>
</tr>
<tr>
<td></td>
<td>Range of delivery models offered e.g. residential, weekend</td>
<td></td>
<td>Range of delivery models offered e.g. residential, weekend</td>
</tr>
<tr>
<td><strong>6 Data</strong></td>
<td>No of adults completed 2nd tracking form (Aug 09)</td>
<td>Systems trialled to record progress of children.</td>
<td>No of adults completed 3rd tracking form (March 2010) Trends in progression noted.</td>
</tr>
</tbody>
</table>