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Y Gweinidog Cymunedau a Threchu Tlodi
Minister for Communities and Tackling Poverty



Llywodraeth Cymru
Welsh Government

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Christine Chapman
Chair
Communities, Equality and Local Government
Committee
Cardiff Bay
CF99 1NA

5

November 2014

Dear Christine

Thank you for your letter of 24 October 2014 following the Committee's meeting on 9 October to discuss the draft budget proposals for my portfolio. I address your points below, some of which refer to the further information I undertook to provide to the Committee, which is in the attached Annex.

Your letter touched on the Tackling Poverty Action Plan and how the Committee will monitor its progress. I am committed to reporting on progress annually on the Tackling Poverty Action Plan. The first Annual Report was published in July 2014 and it reported on progress against the targets in the key areas where we want to make a difference. The targets set are deliberately challenging to push ourselves and our partners to achieve as much as possible and to focus on shared priorities. The next Annual Report will be published in July 2015.

Your letter asked for further clarification of how the Communities First programme is monitored. Delivery is measured by volume in the number of interventions and also impact as to how many of those interventions resulted in a positive outcome for the individual. The outcomes measured are those in the outcomes framework. Details are given in the attached Annex. I have also attached the Communities First outcomes framework itself, with the key indicators highlighted.

An Integration project was set up to further align the outcomes for Communities First, Families First, Flying Start and will run until March 2015. An external group drawn from Communities First, Families First, Flying Start, Health Workers and Anti Poverty Champions, was brought together to focus on the joint areas of working between these three programmes. At its last meeting the group worked through a potential joint framework and the recommendations of the group will be put to me for consideration. The better-aligned joint outcomes framework emerging from this project will then be shared with the three programmes to incorporate into their work. I will share the framework with you as soon as it is issued.

The evaluation of the Communities First Programme is ongoing and I anticipate that a final report will be published in December 2014.

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At the Committee I undertook to publish an overview of the audit reports on the Supporting People Programme. This audit will be taking place over the next 18 months and I will send this report to the Committee when all the work has concluded.

Regards
Lesley

Lesley Griffiths AC / AM

Y Gweinidog Cymunedau a Threchgu Tlodi

Minister for Communities and Tackling Poverty

COMMITTEE FOR COMMUNITIES EQUALITY AND LOCAL GOVERNMENT

ACTION POINTS ARISING FROM THE SCRUTINY OF COMMUNITIES AND TACKLING POVERTY PORTFOLIO DRAFT BUDGET PROPOSALS

09 OCTOBER 2014

The Minister for Communities and Tackling Poverty agreed to provide:

A note with specific examples and demonstrations of how Communities First activities are improving the lives of those involved in their work.

Over £75 million has been committed to the Communities First Programme up to March 2015, which directly provides over 900 jobs to support valuable work in our most deprived communities. Much of this work is being led by local people, including many volunteers. This is improving their lives as well as the lives of those benefiting from the various programmes running under the banner of Healthier, Learning and Prosperous Communities. For example, within almost all Clusters there are Job Clubs and Healthy Eating initiatives taking place. Also, a range of short and long term training courses are running to support those looking to return to work or enter further education.

The Welsh Government Website covers a range of examples of the Communities First (CF) activities taking place across Wales. The Newsletter promotes good news stories from across the country showcasing the improvements being made under the CF banner.

For example, the Torfaen Clusters introduced three new programmes to get local people engaged in more sport and physical activity. Young people in the Pembrokeshire Cluster are benefiting from informal learning opportunities in a fun and safe environment thanks to the opening of a new weekly youth club. Since launching in March, the club has seen hundreds of youngsters take part in sessions including cooking and physical activities.

There are also a number of activities taking place over the CF Programme which are improving the lives of those involved through the Programme Improvement Initiative. These projects seek to provide additional resources, including funding and staff, to deliver key priorities from across Government Departments, Government Sponsored Bodies and other key partners. This work is being undertaken through two broad approaches:

- Shared Outcomes applications – allowing external bodies to apply for funding which is matched from their own resources.
- Policy development with other Welsh Government Departments.

For example, the Pupil Deprivation Grant (PDG) offers CF Clusters £3m to match against PDG allocated to their local schools. The CF PDG Match Fund supports improved working between schools and CF Clusters to improve the outcomes of young people who live in poverty and support better engagement of their parents/carers.

The CF PDG Match fund aims to Promote Family Learning in the Early Years, support Young People to Do Well at School and Support Families to be Engaged in their Children's Education. For example:

The Cardiff West Cluster Co-learning Language & Play and Number & Play project has made a significant impact on the lives of young people in West Cardiff.

The Cluster highlighted below-average levels of literacy and numeracy across the Cluster in children and adults. Local Primary schools identified the need to improve levels of literacy as many children are entering the Foundation Phase with limited speech and language skills. The initiative aimed to raise levels of literacy and numeracy for Foundation to Key Stage 1 & 2 children and parents and overcome barriers to learning in preparation for transition from KS1 onwards. The Programme included the need for a Family Liaison Officer, KS4 Progression Mentor and Peer Support provision, all giving pupils and their families emotional support as they move through school years, developing their confidence and helping to improve educational attainment.

The Job Centre Plus (JCP) pilot project between Welsh Government and JCP is a strong example of cross public sector working. The project has sought to make employment support services more accessible and in particular to increase the engagement of hard to reach groups. The pilot embedded JCP Advisers, known as Parent Employment Advisors (PEAs), into Integrated Children's Centres.

The Pilot phase proved to be highly successful and supported 201 parents back into employment up to 31st March 2013. The project has since helped a further 140 individuals gain employment. Following the pilot, there are now a further 7 JCP PEAs in place, taking the total number to 11.

The Citizens Advice Cymru (CAC) project developed by CAC worked closely with officials from both the Financial Inclusion Unit and CF to provide national co-ordination of the delivery of advice services in 36 Clusters across Wales, each delivered by the local Bureau, via a Service Level Agreement with CAC, to provide outreach support to Clusters. Advice Services have worked with a total of 4,137 participants and delivered 1,235 sessions in 2013-14.

1,154 of those reported to have reduced/managed their debt and 1,917 reported they are supported to access the benefits they are entitled to.

A note on the further information on the longitudinal study on the Supporting People Programme

An important programme of work is underway to further improve our understanding of the detailed impact achieved in communities around Wales by the Supporting People Programme.

We have enhanced considerably our collection of data on outcomes for people during and at the end of the programme of support. The Welsh Government now has aggregate data for over 30,000 people who received support between April 2012 and April 2014. However, we know that this falls well short of the total number of individuals supported under the scheme. New data collection systems are therefore under development and officials are working with local authorities to strengthen our understanding of outcomes at the national level.

Provision has been made for a longitudinal study of the scheme's impact. In advance of that becoming available, information on local authorities' spending plans and support provision (in the form of units of accommodation) is available. The data for each Regional Collaboration Committee can be accessed via the following link <http://wales.gov.uk/topics/housing-and-regeneration/services-and-support/supporting-people/regional-committees/?lang=en>.

A note on possible extensions to the Houses into Homes Programme to look at improvements to occupied properties for young people.

The scheme has been targeted at long-term empty properties (empty for more than 6 months) with the aim of bring them back into use and the funding was awarded for that purpose. Loans are available to improve properties for sale or for rent. Past evaluation reports have shown that around 80 per cent of properties have been made available for rent and approximately a third made available as affordable accommodation. The evaluation report for the scheme's first two years will be published in the coming weeks. What is already clear is that there remain a significant number of empty properties that need to be brought back into use.

Making the scheme available to persons who wish to buy house to renovate carries with it practical problems; for example, taking out a loan on a house they don't own or securing a mortgage on the basis that they need a separate loan to renovate the property. Therefore, the scheme has focused on the owners of empty properties to overcome a key problem that was identified, which is the lack of cash or inability to obtain a loan to improve an empty property they own to the point at which it can be sold or rented. The scheme will be subject to a full review after the final evaluation report is received after its third year and ideas to adjust the scheme and who can benefit from it will be considered.at that point.

Income from loans is flowing in and this, together with a small number of loans that have already been paid back in full, is being recycled. However, this is unlikely to

keep up with demand. The additional investment of £10 million for 2014-15 will ensure demand for loans can still be met. The scheme, which is a model of collaboration between local authorities and the Welsh Government, has galvanised local action to address the problem of empty homes. One of the effects of this has been to improve the identification empty properties, resulting in a higher number being identified.

A note which highlights the key performance indicators for Communities First, including the outcomes for the indicators and for the Communities First investment. The note will also clarify how the Minister structures key performance indicators, for the Committee's reference.

Communities First (CF) has an Outcomes Framework with defined performance measures. These measures capture improvements in the circumstances of an individual. They include tangible outcomes such as securing a qualification, re-entering activity to find employment or securing a job. They also include softer measures like improved mental well being, parenting skills and increased physical activity. These measures relate to the changes in an individual's attitude, behaviour, knowledge and circumstances. Each improvement is described as a person being "better off".

CF programmes record each instance where a person is "better off". In other words, there is a positive outcome for an individual as a result of the CF programme. As an individual may attend more than one programme, or experience more than one improvement in their circumstances while on a programme, it is possible for them to have more than one instance of being "better off".

The Outcomes Framework contains key performance measures such as "entering employment" to ensure the focus remains on these tangible outcomes. There are 24 key performance indicators which Clusters are expected to report against where they have relevant projects working to those outcomes.

Key performance indicators measure the main outcome or contribution that the programme aims to make in the priority area, such as someone entering employment, improving school attendance or increasing their physical activity. The Communities First programme is focussed on making people "better off" in three areas:

- Prosperous;
- Learning; and
- Health.

The most recent figures on the Prosperous Target are from 31 March 2014. At the time we had:

- Undertaken 53,895 interventions against a total end target of 45,000;
- Recorded 13,947 instances of people being “better off” (recognising some of these people may be “better off” in more than one way);

In terms of key performance indicators,

- 1,894 people over 25 gained an employment related qualification;
- 1,656 people over 25 entered employment;
- 594 young people, under 25, gained an employment related qualification; and
- 205 young people, under 25, entered employment.

The Outcomes Framework was updated to include the Key Measures for the reporting period 2014/15. Clusters will start reporting against this Framework in November. It will be checked by officials and then made available once any issues have been resolved. A copy of the Outcomes Framework is attached.

A set of the key indicators and a full listing of all the indicators is attached to this note.

If available, a note of evaluation for the marketing scheme led by North Wales’ Credit Union, which targeted middle to high-income earners

The marketing campaign, which ended in June this year, sought to raise awareness of Welsh Credit Unions and ultimately to increase membership by 2000 above predicted growth rates for 2014. Golley Slater, the media agency appointed to carry out the campaign, did an analysis of the enquiries received during and immediately following the campaign and this information was provided to Welsh Government in August. This showed 55% of enquiries were from households with income of between £10,000 and £30,000 and 24% from households who had an income of over £30,000.

In terms of making an assessment on the impact, Welsh Government receives information from Credit Unions on new members joining and my officials will monitor and assess progress over a twelve month period, until June 2015.

This assessment has been complemented by work undertaken by Beaufort Research in June 2014, as part of the Wales Omnibus Survey, highlighted general awareness of Credit Unions in Wales had increased by 6% (from 60% to 66%) pre and post the campaign.

Figures for the people who receive custodial sentences as a result of debt.

The Welsh Government does not hold information on this. A request will be submitted to the Ministry of Justice and the Committee will be updated accordingly.

KEY INDICATORS

| Theme | Priority | Performance Measure | Draft Definition 2014/15 |
|---|---|--|---|
| PROSPEROUS | Helping People to Develop Employment Skills and find Work (ages 25+) | PC-PM.1.8 Entering Employment | Client has secured a paid employment position. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| | Reducing Youth Unemployment and disengagement (ages 16-24) | PC-PM.2.7 Securing a JGW Employment Opportunity | The client is offered and starts a Jobs Growth Wales opportunity. This is any JGW opportunity not just CF specific. |
| | | PC-PM.2.9 Entering Employment | Client has secured a paid employment position. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| | Promoting Digital Inclusion | PC-PM.3.1 Gaining Basic IT Skills | The client demonstrates an understanding of and ability to carry out basic IT skills. Skills include using a mouse/keyboard, using menus/icons and ability to open/edit/save/print documents. |
| | Financial Inclusion - Improving Financial Capability, managing debt and raising income | PC-PM.4.5 Reducing/Managing debt | The client reports and/or demonstrates that they have reduced and/or are managing their debt levels by making required minimum payments. |
| | | PC-PM.4.6 Supported to Access the Benefits they are entitled to | The client receives an additional benefit, or an increase in existing benefits, as a result of being supported to access the benefits they are entitled to. |
| | Supporting Enterprise and Timebanking Building Social Capital | PC-PM.5.5 Social Enterprises Established | The number of social enterprises (a business with primarily social objectives whose surpluses are principally reinvested for that purpose) established by clients, alone or with others. |
| | | PC-PM.5.7 Number of people commencing self employment | The client has started up a business or self employment. |
| | Reducing the Risk of Youth Offending | PC-PM.6.4 Cease offending | The client has not been convicted, arrested or cautioned in the 6 months since the start of the intervention. |
| | LEARNING | Promoting Family Learning in the Early Years | LC-PM.1.3 Parents reading regularly with child |
| Supporting Young People to Do Well at School | | LC-PM.2.4 Increased school attendance | The client has reduced incidence of unauthorised absence. |
| | | LC-PM.2.5 Improved academic performance | The client demonstrates an improvement in academic performance, for example, submitting homework and paying attention in class. |
| Supporting Families to be Engaged in their Childrens Education | | LC-PM.3.4 Parents are more engaged with school | Client is more engaged and involved with their childs school. This could include increased involment in PTA meetings, attending parents evenings and school events such as plays and sports days. |
| Lifelong Learning in Communities | | LC-PM.4.1 People gaining a qualification | The client successfully attains an accredited qualification as defined within the CQFW. |
| Improving Adult Basic Skills | | LC-PM.5.1 Improved Literacy Skills | The client demonstrates improved literacy. This could include the ability to read and understand a range of appropriate texts to obtain information and to use written words and phrases to record and present information. |
| | LC-PM.5.2 Improved Skills Numeracy Skills | The client demonstrates improved numeracy. This could include improved ability to perform calculations and work with measurements, basic statistics and probability. | |
| Supporting a Flying Start in the Early Years (Ages 0-7) | Supporting a Flying Start in the Early Years (Ages 0-7) | HC-PM.1.3 Expectant mothers making a positive health change during pregnancy | Client has made a positive health change such as lowering alcohol intake, smoking cessation or beginning to take folic acid. |

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| HEALTHY | | HC-PM.1.4 Expectant mothers who stop smoking | The client has stopped smoking for the period of their pregnancy. Clients can be counted if they have not smoked for at least 4 weeks. |
| | Promoting Physical Well Being (Ages 7 and above) | HC-PM.2.3 Increased Physical Activity | The client undertakes increased physical activity as a result of the Communities First intervention. |
| | Promoting Mental Well Being | HC-PM.3.2 Feel more positive about their mental well being | The client feels more positive about the outlook for their mental well being. |
| | Encouraging Healthy Eating | HC-PM.4.3 Eat fruit or veg daily | The client eats fruit/vegetables every day (on a normal day). |
| | Reducing Risks - please indicate clearly which of the following risks you are addressing - you are strongly advised to use the specific measures rather than the general measure: Smoking, Alcohol, Drugs, Sexual Health, General. | HC-PM.5.3 Reducing risky behaviour (Note: The risk categories will be reported on separately. These are smoking, alcohol, drugs, sexual health and general (general to be used for projects which cover more than one category of risk)). | The client has reduced at least one defined risky behaviour. The categories of risky behaviour are smoking, alcohol, drugs, sexual health and general. |
| | Supporting People (with additional needs) to Live in the Community | HC-PM.6.5 Reduced social isolation | The client reports reduced social isolation and have a sense of belonging. |
| | HC-PM. 6.6 People supported to manage their chronic health condition(s) | The client receives support to help them manage their chronic health conditions. | |

| PROSPEROUS INDICATORS | | |
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| Priority | Performance Measure | Draft Definition 2014/15 |
| Helping People to Develop Employment Skills and find Work (ages 25+) | PC-PM.1.1 Completing Employment Related Courses | The client has satisfied the attendance requirements of any training or other activity which is primarily intended to better equip the client to gain or undertake locally available employment. |
| | PC-PM.1.2 Gaining an Employment related qualification | The client has attained a recognised qualification which is primarily intended to better equip the client to gain or undertake locally available employment. This includes CQFW qualifications and related awards (e.g. Agored Units, NOCN). |
| | PC-PM.1.3 More Positive and improved confidence about seeking work | The client reports and/or demonstrates increased confidence and enthusiasm for seeking employment. |
| | PC-PM.1.4 Actively accessing advice and support. | Client accessed structured advice and support on employment issues on at least two occasions. Examples could include contact with the Citizens Advice Bureau, Job Centre advice and careers guidance. |
| | PC-PM.1.5 Regular Volunteering as route to work | The client undertakes at least one hour of volunteering per week for a period of at least 4 weeks which is primarily intended to better equip the client to gain or undertake locally available employment. Clients may also be counted who undertake at least one hour volunteering per week for less than 4 weeks, where volunteering has ended as a result of them securing employment. |
| | PC-PM.1.6 Completing a work experience placement | The client completes a work experience placement. This should be for at least 16 hours per week for 2 weeks. It could include Intermediate Labour Market (ILM) programme placements. |
| | PC-PM.1.7 Actively seeking work | The client undertakes at least 3 activities every week, with the support of CF, to find work or improve their chances of getting work. These activities could include using Universal Jobmatch to search and apply for jobs, contacting employers or looking for jobs in |
| | PC-PM.1.8 Entering Employment | Client has secured a paid employment position. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| | PC-PM.1.9 Known to be in Employment after six months | Client remains in a paid employment position after 6 months. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| Reducing Youth Unemployment and disengagement (ages 16-24) | PC-PM.2.1 Entering Further Education | Client has enrolled and been accepted to study on an accredited course in further education (full-time and part-time education suitable to the requirements of persons who are over compulsory school age (including vocational, social, physical and recreational training) and organised leisure-time occupation provided in connection with the provision of such education). It does not include secondary education or higher education. |

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| | PC-PM.2.2 Gaining an Employment related qualification | The client has attained a recognised qualification which is primarily intended to better equip the client to gain or undertake locally available employment. This includes CQFW qualifications and related awards (e.g. Agored Units, NOCN). |
| | PC-PM.2.3 More Positive and improved confidence about seeking work | The client reports and/or demonstrates increased confidence and enthusiasm for seeking employment. |
| | PC-PM.2.4 Regular Volunteering as route to work | The client undertakes at least one hour of volunteering per week for a period of at least 4 weeks which is primarily intended to better equip the client to gain or undertake locally available employment. Clients may also be counted who undertake at least one hour volunteering per week for less than 4 weeks, where volunteering has ended as a result of them securing employment. |
| | PC-PM.2.5 Completing a work experience placement | The client completes a work experience placement. This should be at least 2 weeks at 16 hours per week. It could include Intermediate Labour Market (ILM) programme placements. |
| | PC-PM.2.6 Actively seeking work | The client undertakes at least 3 activities every week, with the support of CF, to find work or improve their chances of getting work. These activities could include using Universal Jobmatch to search and apply for jobs, contacting employers or looking for jobs in |
| | PC-PM.2.7 Securing a JGW Employment Opportunity | The client is offered and starts a Jobs Growth Wales opportunity. This is any JGW opportunity not just CF specific. |
| | PC-PM.2.8 Completing a JGW Employment Opportunity | The client has satisfied the attendance requirements (and any other requirements) to complete a Jobs Growth Wales opportunity. This is any JGW opportunity not just CF specific. |
| | PC-PM.2.9 Entering Employment | Client has secured a paid employment position. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| | PC-PM.2.10 Known to be in Employment after six months | Client remains in a continuous paid employment position after 6 months. Employment includes self-employment and can be full-time or part-time. However, employment must involve a minimum of 16 hours work a week and must be paid employment. It is acceptable for the 16 hours of work to be the cumulative total from multiple jobs for any given individual. |
| Promoting Digital Inclusion | PC-PM.3.1 Gaining Basic IT Skills | The client demonstrates an understanding of and ability to carry out basic IT skills. Skills include using a mouse/keyboard, using menus/icons and ability to open/edit/save/print documents. |
| | PC-PM.3.2 More confident using a computer | The client reports and/or demonstrates increased confidence in using computers. |
| | PC-PM.3.3 Able to use the Internet for Online services | The client demonstrates the ability to use the internet to find, select and exchange information. The client has started to use an online service such as internet banking, council tax payment and benefit claims. |
| | PC-PM.3.4 Are able to access IT services | The client reports that they know where IT services are available and that they are able to access them. |

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| | PC-PM.3.5 Progressing beyond basic IT skills, to a recognised IT qualification. | The client has completed a recognised IT or software course such as ECDL. |
| Financial Inclusion - Improving Financial Capability, managing debt and raising income | PC-PM 4.1 Improved Financial Literacy/Capability | The client demonstrates improved financial literacy/capability. This could include: <ul style="list-style-type: none"> - Understanding features of a household budget (list income/expenditure, identify essential/non-essential expenditure). - Understanding how to shop for food on a budget (identify how savings can be made, record food items within budget). - Be able to use ways to manage personal finance (set targets, list organisations that can provide support, provide personal info to organisations in formal situations when necessary). |
| | PC-PM.4.2 Developed a weekly budget | The client demonstrates the ability to produce an accurate weekly household budget, including accurately listing household income and household expenditure. |
| | PC-PM.4.3 More confident managing finances | The client reports improved confidence in managing household finances. |
| | PC-PM.4.4 People saving regularly | The client reports and/or demonstrates that they are putting money into a savings account (an account separate to their current account) at least once a month for a minimum of 6 months. |
| | PC-PM.4.5 Reducing/Managing debt | The client reports and/or demonstrates that they have reduced and/or are managing their debt levels by making required minimum payments. |
| | PC-PM.4.6 Supported to Access the Benefits they are entitled to | The client receives an additional benefit, or an increase in existing benefits, as a result of being supported to access the benefits they are entitled to. |
| | PC-PM.4.7 Opening a credit union account | Client has opened a credit union account. |
| | PC-PM.4.8 Accessing a credit union loan | Client has taken out a credit union loan (for any amount). |
| | PC-PM.4.9 Accessing food banks | Client has accessed a food bank. |
| Supporting Enterprise and Timebanking Building Social Capital | PC-PM.5.1 Better Knowledge for running a SE | The client demonstrates improved understanding of running a social enterprise as defined. This could include: <ul style="list-style-type: none"> - Knowing about different types of enterprises. - Knowing the services/products that enterprises offer. - Knowing the features of a successful enterprise. |
| | PC-PM.5.2 Better Knowledge for running a business | The client demonstrates improved understanding of running a business as defined. This could include: <ul style="list-style-type: none"> - Knowing about different types of business. - Knowing the services/products that businesses offer. - Knowing the features of a successful business. |
| | PC-PM.5.3 More Involved in Community through regular volunteering | Client is engaged in structured activity either through a timebanking, local community group or Social Enterprise project which is making a contribution to the improvement of/services for their local community. These activities should be for at least one hour per week for 4 |
| | PC-PM.5.4 Timebanking Hours Banked | The client has timebanked at least X hours in the last X months. This measure is distinct in that you should measure the cumulative total of timebanking hours banked by your local community rather than any given individual. |

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| | PC-PM.5.5 Social Enterprises Established | The number of social enterprises (a business with primarily social objectives whose surpluses are principally reinvested for that purpose) established by clients, alone or with others. |
| | PC-PM.5.6 Social Enterprises still running 1 year later | The number of Social Enterprises (a business with primarily social objectives whose surpluses are principally reinvested for that purpose) established by clients, alone or with others, still trading after the first full year. |
| | PC-PM.5.7 Number of people commencing self employment | The client has started up a business or self employment. |
| Reducing the Risk of Youth Offending | PC-PM.6.1 Gaining an extracurricular qualification | The client has attained a recognised qualification which is not part of the National Curriculum. |
| | PC-PM.6.2 Participating in a personal and social development opportunity | The client has taken part in a personal and social development opportunity lasting at least 10 hours with a recorded outcome. |
| | PC-PM.6.3 Engaged in regular Positive activity | The client participates at least twice per week in an activity, or activities, which have a beneficial impact on the client's physical, mental or emotional health and well-being. |
| | PC-PM.6.4 Cease offending | The client has not been convicted, arrested or cautioned in the 6 months since the start of the intervention. |

| LEARNING INDICATORS | | |
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| Priority | Performance Measure | Draft Definition 2014/15 |
| Promoting Family Learning in the Early Years | LC-PM.1.1 Parents with better understanding of parenting including the importance of early learning. | The client demonstrates understanding of key aspects of parenting, including healthy diet, regular exercise and reading with their child. The client also demonstrates an understanding of the importance of early learning, including the effect on later attainment, the importance of the home environment, parental interest and good pre-school provision. |
| | LC-PM.1.2 Parents with improved ability to support their child's learning and development needs. | The client reports using new parenting skills to better support the learning and development needs of their child. |
| | LC-PM.1.3 Parents reading regularly with child | The client reads with their child three or more times in a typical week. |
| | LC-PM.1.4 Parents who complete a parenting course | The client successfully completes a recognised parenting or family learning course. |
| Supporting Young People to Do Well at School | LC-PM.2.1 Children and YP who know where to get help if they have a problem at school | The client reports that they know where to get help if they have a problem at school. |
| | LC-PM.2.2 Children and YP with a better understanding of the importance of school | The client understands the importance of school and education and demonstrates a more positive attitude towards this. |
| | LC-PM.2.3 Improved behaviour in School | The client's behaviour in school has demonstrably improved as a result of the Communities First intervention, including reduced disruptive behaviour or increased engagement. |
| | LC-PM.2.4 Increased school attendance | The client has reduced incidence of unauthorised absence. |
| | LC-PM.2.5 Improved academic performance | The client demonstrates an improvement in academic performance, for example, submitting homework and paying attention in class. |
| | LC-PM.2.6 Client is aware of the risk of bullying. | The client is aware of the risks of bullying, including cyber bullying. They demonstrate an understanding of what bullying is, its effects, and what help and advice services are available. |
| | LC-PM.2.7 Participating in a personal and social development opportunity | The client has taken part in a personal and social development opportunity lasting at least 10 hours with a recorded outcome. |
| Supporting Families to be Engaged in their Children's Education | LC-PM.3.1 Parents Gaining a Qualification | The client successfully attains an accredited qualification as defined within the CQFW. |
| | LC-PM.3.2 Parents feel more confident supporting their children | The client reports feeling more confident about supporting their child's learning, including knowledge of the curriculum or improved basic skills. This could include being better able to assist with their child's homework. |
| | LC-PM.3.3 Parents who feel their child is coping better at school | Definition in development. |
| | LC-PM.3.4 Parents are more engaged with school | Client is more engaged and involved with their child's school. This could include increased involvement in PTA meetings, attending parents evenings and school events such as plays and sports days. |
| | LC-PM.3.5 Parents who know where to get help if their child has a problem at school. | The client reports that they know where to get help if their child has a problem at school. |
| Lifelong Learning in Communities | LC-PM.4.1 People gaining a qualification | The client successfully attains an accredited qualification as defined within the CQFW. |
| | LC-PM.4.2 People more positive about learning | The client feels more positive about their own learning. |
| | LC-PM.4.3 Progressing to a higher qualification | Client is undertaking an accredited course that advances on their previous qualifications (a level higher). |

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| | LC-PM.4.4 People who participate in regular volunteering to learn | Client undertakes formal volunteering at least once a month with the aim to learn. Formal volunteering is defined as giving unpaid help through groups, clubs or organisations which support social, environmental, cultural or sporting objectives. |
| | LC-PM.4.5 Clients who enrol in further or higher education | Client undertakes a part time or full time course in further or higher education. This would include courses in Colleges or Universities |
| Improving Adult Basic Skills | LC-PM.5.1 Improved Literacy Skills | The client demonstrates improved literacy. This could include the ability to read and understand a range of appropriate texts to obtain information and to use written words and phrases to record and present information. |
| | LC-PM.5.2 Improved Skills Numeracy Skills | The client demonstrates improved numeracy. This could include improved ability to perform calculations and work with measurements, basic statistics and probability. |
| | LC-PM.5.3 Gaining a qualification | The client successfully attains an accredited qualification as defined within the CQFW. |
| | LC-PM.5.4 People are more positive about learning | The client feels more positive about their own learning. |
| | LC-PM.5.5 Progressing to further learning | Client is undertaking further learning. This can include formal academic or vocational education and less formal skills development training (including soft outcomes). |
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| HEALTHY INDICATORS | | | |
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| Priority | Performance Measure | Draft Definition 2014/15 | |
| Supporting a Flying Start in the Early Years (Ages 0-7) | HC-PM.1.1 Mothers with better understanding of importance of health during pregnancy and the Early Years. | The client demonstrates understanding of key aspects of health during pregnancy and the Early Years, including diet (and vitamins such as folic acid), alcohol and smoking. | |
| | HC-PM.1.2 Parents who feel better able to cope | The client reports that as a result of the Communities First intervention they feel better able to cope with the demands of parenting. | |
| | HC-PM.1.3 Expectant mothers making a positive health change during pregnancy | Client has made a positive health change such as lowering alcohol intake, smoking cessation or beginning to take folic acid. | |
| | HC-PM.1.4 Expectant mothers who stop smoking | The client has stopped smoking for the period of their pregnancy. Clients can be counted if they have not smoked for at least 4 | |
| Promoting Physical Well Being (Ages 7 and above) | HC-PM.2.1 People are aware of the risk of obesity | Clients are more aware of the negative health consequences of obesity, including increased risk of diabetes, cancer and cardiovascular disease. | |
| | HC-PM.2.2 People with a positive attitude to improving their physical health | Clients feel more positive about improving their physical health. | |
| | HC-PM.2.3 Increased Physical Activity | The client undertakes increased physical activity as a result of the Communities First intervention. | |
| | HC-PM.2.4 Regular Participation in sport | The client participates in sport at least once a week. Appropriate sport activities can be found listed in the Sports England Active People Survey Activities Database. | |
| | HC-PM.2.5 Meeting physical activity guidelines | Clients report that they undertake a minimum of 30 minutes of moderate intensity activity at least 5 days a week. Examples of moderate exercise are heavy housework (eg spring cleaning, walking with heavy shopping), fast walking, dancing, gentle swimming or heavy gardening (eg digging). Other examples of moderate exercise, by age groups, can be found in Start active, stay active - UK Chief Medical Officer guidelines for physical activity. | |
| | HC-PM.2.6 Reduced BMI | Client has reduced their BMI to within (or towards) the healthy range. BMI can be calculated using the tool available at http://www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx . | |
| Promoting Mental Well Being | HC-PM.3.1 Increased knowledge of available support | The client has improved knowledge of the mental health support that is available and how to access it. | |
| | HC-PM.3.2 Feel more positive about their mental well being | The client feels more positive about the outlook for their mental well being. | |
| | HC-PM.3.3 Participating in a positive activity twice a week | The client has participated in an activity(ies) at least twice a week for 4 weeks with the primary purpose of helping them to feel more positive about their mental well being. An example could be activities that contribute to the 'Five ways to wellbeing' (New Economics Foundation). | |
| | HC-PM.3.4 Better able to manage their well being | Clients report having better management strategies for their mental well being. | |
| Encouraging Healthy Eating | HC-PM.4.1 Ability to budget for a healthy diet for a week | Clients demonstrates the ability to create a healthy meal plan for a week within their household budget. | |
| | HC-PM.4.2 More confident cooking a fresh meal | Clients are more confident and have the necessary skills to prepare a fresh, healthy meal using fresh produce (such as eggs, milk, meat, vegetables etc). | |

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| | HC-PM.4.3 Eat fruit or veg daily | The client eats fruit/vegetables every day (on a normal day). | |
| | HC-PM.4.4 Cooking a fresh meal at least once a week | Clients prepare a fresh, healthy meal using fresh produce (such as eggs, milk, meat, vegetables etc) at least once a week. This could be a meal that uses the healthy food group proportions as specified by the 'eatwell' plate (http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx). | |
| | HC-PM.4.5 Accessing fruit and veg via a food co-op. | The client acquires fruit and vegetables from a food co-op on a weekly basis for at least 6 consecutive weeks. | |
| Reducing Risks - please indicate clearly which of the following risks you are addressing - you are strongly advised to use the specific measures rather than the general measure: Smoking, Alcohol, Drugs, Sexual Health, General. | HC-PM.5.1 Better knowledge of risks (Note: The risk categories will be reported on separately. These are smoking, alcohol, drugs, sexual health and general (general to be used for projects which cover more than one category of risk)). | The client demonstrates knowledge and understanding of what constitutes risky behaviour and the possible consequences of key risks. The categories of risky behaviour are smoking, alcohol, drugs, sexual health and general. | |
| | HC-PM.5.2 Increased knowledge of available support | The client has improved knowledge of the support that is available and how to access it. | |
| | HC-PM.5.3 Reducing risky behaviour (Note: The risk categories will be reported on separately. These are smoking, alcohol, drugs, sexual health and general (general to be used for projects which cover more than one category of risk)). | The client has reduced at least one defined risky behaviour. The categories of risky behaviour are smoking, alcohol, drugs, sexual health and general. | |
| | HC-PM.5.4 Ceasing a risky behaviour (Note: The risk categories will be reported on separately. These are smoking, alcohol, drugs, sexual health and general (general to be used for projects which cover more than one category of risk)). | The client has stopped engaging in at least one risky behaviour. The categories of risky behaviour are smoking, alcohol, drugs, sexual health and general. | |
| | HC-PM.5.5 Client referred onto, and commenced, a smoking cessation service. | The client has been referred onto and subsequently taken part in a smoking cessation service. | |
| Supporting People (with additional needs) to Live in the Community | HC-PM.6.1 Know how to access help and support | The client reports that they know what support is available to them and how to access it. | |
| | HC-PM.6.2 Feel safer | The client feels less vulnerable to accidental harm or crime. | |
| | HC-PM.6.3 Engaged in more community activity | The client has increased their engagement in community activities. These could include organised social activities such as lunch clubs, volunteering programmes and support groups. An activity should be attended at least once a week for 4 weeks. | |
| | HC-PM.6.4 Supported to manage at home | The client is supported to manage at home through direct home interventions such as volunteer home visits, assistance with their shopping and assistance around the home. | |
| | HC-PM.6.5 Reduced social isolation | The client reports reduced social isolation and have a sense of belonging. | |
| | HC-PM. 6.6 People supported to manage their chronic health condition(s) | The client receives support to help them manage their chronic health conditions. | |
| | HC-PM. 6.7 People supported to access community based health services | Client is accessing help and support, including community based health services provided by the third sector, NHS or local authority, to live a healthy life at home. | |