



Sure Start Local Programme Evaluation

**East Lindsey Coastal Ribbon
Annual Report 2003**

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1. PURPOSE OF REPORT

This report provides a brief overview of evaluation accomplishments in the five Lincolnshire Sure Start programmes during the past twelve months.

1.2 BACKGROUND

The University of Lincoln is undertaking the evaluation of Sure Start Birchwood; Boston; East Lindsey Coastal Ribbon; Gainsborough and Lincoln City North. Jackie Toyne oversees the evaluation of Birchwood and Boston- both round 2 programmes. In April 2003, Lorraine Horne and Annette Dobson joined the evaluation team at the University. Lorraine oversees East Lindsey Coastal Ribbon, a round 3 programme; and Annette has the responsibility for Gainsborough round 4 and Lincoln City North round 5 programmes.

An evaluation steering group has been established, the purpose of which is to determine, guide and support local evaluation activity. The group meets bi-monthly and includes programme managers, partnership agency and organisation members and parents.

1.3 EVALUATION STRATEGY

The evaluation has two strands:

- **Local programme evaluation**
- **Regional evaluation**

- **1.3.1 Local programme evaluation**

Each programme works with its evaluator to identify evaluation priorities which are conducted within the individual programme. In addition the evaluator works very flexibly on an individual project basis within the programme to facilitate evaluation activity- the onus being on all staff to evaluate their project. Feedback is given to the local programme and where appropriate examples of *best practice* are identified and fed into the other Lincolnshire programmes. In addition, findings are used to inform the regional strategy.

For the new members of the evaluation team, initial evaluation activity has been by and large a “mopping up” exercise based on the user satisfaction data gathered by project workers, as well as the initiation of more in-depth evaluation activity.

1.3.2 Regional Strategy

As the University has a team of evaluators, it is possible to design evaluations to work on identified issues simultaneously across the Sure Start programmes within the Lincolnshire region. This immediately generates comparable data and increases the evidence-base for the Lincolnshire Sure Start programmes. To this end, the Evaluation Steering Group has drawn up and endorsed a regional strategy which is jointly owned by all of the programmes and it is intended that it will be updated and rolled-over on an annual basis.

The strategy aims to provide a framework through which evaluation activity will be governed and monitored by the Sure Start programmes. In addition, it will be accessible to later rounds of Sure Start programmes in the Lincolnshire area.

The overall aims of the regional strategy are:

- ❖ To build and extend upon the evidence base which will be integral to mainstreaming decisions across the region
- ❖ To facilitate working together and learning together across the programmes
- ❖ To develop an ongoing programme of evaluation training for workers and parents
- ❖ To improve the flow of information and develop improved systems in line with *best value*
- ❖ Maximise the use of evaluation findings by enabling information/data collected at local level to be shared across the Lincolnshire region
- ❖ Ensure that evaluation is at the heart of decision making processes across the programmes, and related agencies and organisations
- ❖ To operate with transparency

- ❖ Identify commonalities across the programmes whilst identifying the unique challenges faced by the individual Sure Start programmes, which make up the Lincolnshire Sure Start Community
- ❖ Enable the evaluators to work collectively but also enabling them to respond to individual programme needs
- ❖ Devise effective methods of dissemination

The strategy will maintain the core principles of Sure Start which are to:

- ⇒ Co-ordinate, streamline and add value to existing services
- ⇒ Involve parents, grandparents and other carers
- ⇒ Avoid stigma by ensuring that all families are able to use Sure Start services
- ⇒ Ensuring lasting support by linking to services for older children
- ⇒ Be culturally appropriate and sensitive to particular needs
- ⇒ Promote the participation of all local families in the design and working of the programme

The University of Lincoln acts as the evaluation hub and ensures the implementation of the strategy.

1.3.3 Identified priorities

Through discussion and evidence already gathered the following four areas have been identified as the key priorities for the regional evaluation:

1. **Parent and Children's Involvement** – what can be done, what is needed to increase participation, what form should participation take (e.g. consultation, decision making?), what are the limits to participation?
2. **Interdisciplinary working** – what does it mean, what is needed for staff, what are the barriers?
3. **Community Working** – what do staff need to enable them to engage in work in the community?
4. **Management of Children's Centres** – what are the issues for staff, what support and systems do they need, what style of management suits the strategic goals?

In addition, it has been recognised that ongoing *evaluation training* is central to the evaluation strategy, both *regionally* and *locally*. The need for a community trained in evaluation skills is vital if evidence based practice is to be realised. Consequently a ten-week evaluation training programme has been designed for both workers and parents/carers.

1.4 Monitoring Information

The evaluators work very closely with monitoring team members on all Sure Start programmes. All services, training and activities that are delivered are monitored. The monitoring information is being used to influence evaluation activities; in particular the *Cost Benefit/Effectiveness* exercise. Monitoring and management information systems are being refined through the development of evaluation procedures.

1.5 Dissemination of evaluation findings

Currently, evaluation findings are shared at Management Board level and at wider team meetings – usually presentations are accompanied by a formal report. Also, articles are included in the local programmes' newsletters.

⌘ Use of IT

Greater use will be made of IT. It is intended that the University will host a Sure Start website for the region to share evaluation findings and to promote evidence based practice. The Evaluation Team will manage this.

Also, a secure discussion list has been put into operation through Yahoo! Groups. This facilitates cross-programme discussion between steering group meetings. Again the Evaluation Team will govern membership to this group.

⌘ Conference/Workshops

It is intended that there will be a workshop/conference to share evaluation findings with a greater audience. This will be organised by the evaluation team and hosted at the University. This will take place in 2004.

⌘ Publications

By working collaboratively, the University will be developing a broad evidence base, which is worthy of a greater audience and could also provide the basis of future research. Consequently, the Evaluation Team will endeavour to draw up articles for publication in various periodicals and publications.

1.6 Layout of annual report

- ⌘ Part two of this report outlines the local evaluation activity.
- ⌘ Part three describes the progress on the regional evaluation strategy.
- ⌘ Finally, part four depicts future planned evaluation activity.

All of the evaluation included in this report is in a summary format. Full written evidence is available from the local programmes or directly from the evaluation team. (Please contact Jackie Toyne for further details: jtoyne@lincoln.ac.uk)

2. LOCAL EVALUATION: PROGRESS TO DATE SURE START ELCR (R3)

2.1 HOW THE PARTNERSHIP IS WORKING AND DEVELOPING

An evaluation has been initiated to examine how well the partnership of Sure Start ELCR is working and developing. In order to explore this issue an Action Research Approach has been adopted which is qualitative in design. The basic method will be to compare the views and perceptions of members of the Management Board, Wider partnership members (e.g. project managers), Sure Start funded staff and parents. It employs the framework and instruments used in previous research carried out by the University of Lincoln.¹ The interview schedule is held at appendix 7.

The evaluation findings will be organised around the following key themes:

- Personal Role
- Understanding the aim, objectives and targets of Sure Start.
- Relationship between the groups within the partnership
- Composition of partnership
- Communication
- Changes in working practices
- Lessons and recommendations

It is anticipated that the findings will be presented through a workshop involving representatives from all partner agencies, parents, management board members and funded workers. The workshop will be carried out prior to delivery of the final written report to allow inclusion of feedback derived from the workshop activities.

This work should be completed in the coming months.

¹ Toyne, J. (2002) How the partnership is working and developing. Sure Start Birchwood and Boston and the University of Lincoln. .

2.2 PROJECT EVALUATION: YOUNG PEOPLE'S SEXUAL HEALTH SERVICE

Investigations into the ethical research requirements for this evaluation have begun. The Young Persons Sexual Health Project has been designed and delivered in the East Lindsey Coastal Ribbon [ELCR] Sure Start area by the Young People's Nurse [YPN]. The YPN has provided support and advice to young people through various community links as well as delivering training for local professionals with an interest in young people. The training covers issues relating to young people's sexual health and includes theoretical and practical elements.

The evaluation will incorporate an assessment of both elements of the service i.e. the training and the direct service provision to young people in the area. The training element has been the subject of ongoing monitoring and evaluation by the YPN, with progressive sessions being up-dated and improved in relation to the evaluation responses- an example of the evaluation form designed by the YPN can be found at appendix 8. However, the evaluation overall will assess how effective the training has been for those professionals who attended the sessions.

It is anticipated that the initial interviewing will commence September 2004.

2.3 PROJECT EVALUATION: FUN AND FITNESS FOR UNDER-FOURS

An evaluation of this service was carried out based on user-satisfaction information gathered by the Early Years Development Worker (EYDW) at Sure Start ELCR. Questionnaire survey forms² had previously been completed by parents attending the service and this data was used in conjunction with up-to-date questionnaires designed by the EYDW.

² A copy of the questionnaire is held at appendix 9.

The purpose of the evaluation was simply to identify what aspects of the service parents were satisfied with and any changes or developments necessary to improve the service.

The responses indicate that prior to *Fun and Fitness* for Under 4s parents had limited or no access to safe physical play areas for their children. Furthermore, parents felt that the sessions are friendly and welcoming to regulars and first time attendees. Overall, parents feel that their children play well within the group, and the majority believe that their children's ability to play well in a group setting has improved whilst attending the sessions.

Parents feel that equipment provided at the sessions is appropriate to children's developmental needs although the majority of respondents did not feel that they had been consulted in the choice of equipment or development of the service. However, it is clear that changes have been made to the service in light of the responses from the initial evaluation regarding new pieces of equipment as well as a change in venue. Although some parents have expressed an interest in helping to run the sessions, to-date no parent volunteers have become involved in the running of the sessions. All staff are members of the Sure Start team and it is clear that this will impinge on the sustainability of the service in the future.

At the time of the survey those attending the sessions lived either in Mablethorpe or Sutton on Sea and travelled to the sessions either on foot or by private car. This could suggest that parents/carers in other parts of the Sure Start area either satisfied with the provision of child activity sessions in their own area or find attendance at *Fun and Fitness* problematic. However, bearing in mind the local geography and lack of public transport it is more likely that the latter is the case.

With respect to further development of the service, the majority of respondents would like some form of structured play to be introduced to the session. Furthermore, over half of the parents have school aged children as

well as under 4s and whilst not all are prevented from attending *Fun and Fitness* sessions during the school holidays, all felt that provision for their older children during the school holidays would be beneficial.

2.4 PROJECT EVALUATION: SUNDOWN ADVENTURE LAND COMMUNITY TRIP

The evaluation was predominantly a *qualitative* evaluation of the East Lindsey Coastal Ribbon (ELCR) Sure Start community trip on June 30th 2003. The event took place at Sundown Adventure Land, Rampton, near Retford, Nottinghamshire. Sundown is a theme park specifically designed for the under ten-age group³. A local coach company provided transport from out-lying village communities and Mablethorpe to Sundown, and meal vouchers were available for all children taking part. The event was funded entirely by ELCR Sure Start.

The aim of the event was to:

- ❖ Encourage and support parents to promote and organise the event.
- ❖ Support and advice on the choice of venue to ensure facilities for active play as well as an educational element.
- ❖ Participation of all family members.
- ❖ Linking community groups from across ELCR area.
- ❖ Support for parents/carers during the day.

Meeting Sure Start Objectives by:

- ❖ Improving social and emotional development, by supporting bonding between parents and their children (Objective 1).
- ❖ Improving children's ability to learn, by providing stimulating and enjoyable play (Objective 3).
- ❖ Strengthening families and communities, by involving families, parents and carers in community building activities (Objective 4).

³ Further information can be accessed from <http://www.sundownadventureland.co.uk> correct URL at time of report.

As all the preparation and organisation of the event had been carried out prior to the evaluator being involved the methodology for gathering retrospective information was not ideal. An in-depth interview was carried out with the key project worker, as well as an informal interview with a member of the parent group 'Busy Bees' who had been involved in the initial planning of the event. In order to gather a reasonable amount of qualitative data on the day of the event without dominating the proceedings, it was felt that anecdotal data collected by way of "Comment Booklets" handed out on each coach, as well as pictorial data from photographs taken throughout day with the consent of the participating families was the best approach.

Overview

From the perspective of the Sure Start project team it was felt that the parent network groups running in the ELCR area should be encouraged to be actively involved in events that ELCR Sure Start project workers were organising. Therefore, some network group members were invited to volunteer to form "do it" groups that would become involved in organising community events. The group that formed in the south of the area – Busy Bees, and consisted of four parent members, felt that a community trip would be beneficial to families in the area.

ELCR core team invited the group to use the office facilities to design a promotional flyer to be sent out to all Sure Start families in a mail shot. The response to the flyer indicated that the majority of families contacted would be interested in visiting Sundown Adventure Land (approximately 370 responses). Because of the level of response the ELCR core worker team felt that the event would overwhelm Busy Bees, and that there was, therefore, the need for more input from the core team than first anticipated. Time was also perceived to be an issue, as the project began at the end of April and the trip was planned to take place at the end of June [date chosen by the parent group]. The facilities at the Sure Start offices in Mablethorpe Business Centre

were also problematic, particularly regarding issues of confidentiality, space and availability of equipment.

ELCR core team formulated a costing report of the proposed event to include transport and meal vouchers for children, based on the initial response. The report was presented to and the event approved by the Board on the basis that parents had initiated the project.

The ELCR core team undertook the organisation and administration of the event, with the Busy Bees group taking the role of steering group rather than practical participation. Members of Busy Bees were also involved in the collection of evaluation data from participating families on the homeward journey.

Only one of the original four parents who made up the action group Busy Bees was available to interview. The interview was brief and informal and can be summarised as follows:

- The group designed and sent out the fliers advertising the event but subsequently only held one more meeting.
- The group were not involved enough with the process and would have welcomed the opportunity to have more input but felt the project was “taken over” by the Sure Start team.
- Once the project had been taken over by Sure Start team there was little consultation with the parent group. The group were informed of what was happening but not consulted as such.

The event clearly was deemed successful by the parents, carers and families who participated on the day as well as the Sure Start team. From the comments recorded in the evaluation booklets the event succeeded in meeting most of the project aims. However, the event although initiated by the parent group Busy Bees was ultimately organised and conducted throughout by the Sure Start project workers.

It is apparent that the Sure Start team were concerned that the size of the event would prove problematic for the parent group to organise. Leading to a sense of failure for the group and probably a lack of enthusiasm to be involved in future projects. However, the Busy Bees group clearly felt that with the right support they would have been able to continue to organise and run the event. This perhaps highlights issues regarding communication and consultation.

The lack of accurate costs for the event perhaps highlights the need for more specific recording and monitoring of project budgets so that true cost can be established. This is essential if projects are to be mainstreamed or revised and repeated by other groups or organisations.

However, the reflexive practice of the Sure Start team utilising the evaluation of the process and the event itself has given rise to the following recommendations for future projects of this type.

- ❖ Similar events should be considered as it proved to be a successful community building exercise within a problematic geographical area.
- ❖ Although the Sure Start team reluctantly took over the organisation and administration of the event, it is acknowledged that in the future the planning and organisation of such events should have greater parent/carer/community involvement.
- ❖ More careful budgeting is required for such events probably to be managed by the parent group [see recommendation below].
- ❖ Creation of a “Parent’s Choice Fund” which will be a budgetary heading for Sure Start monies that will be managed by parent groups. The fund will pay for activities, outings, and/or events chosen by the parents.

3. Regional Evaluation Activity

The following section describes evaluation activity which is being performed simultaneously across the five Sure Start programmes.

3.1 Subject: Parent and children's involvement/ Community working

The first research topic to be examined across the Lincolnshire region is Parent and children's involvement, which also incorporates the wider issues relating to community working.

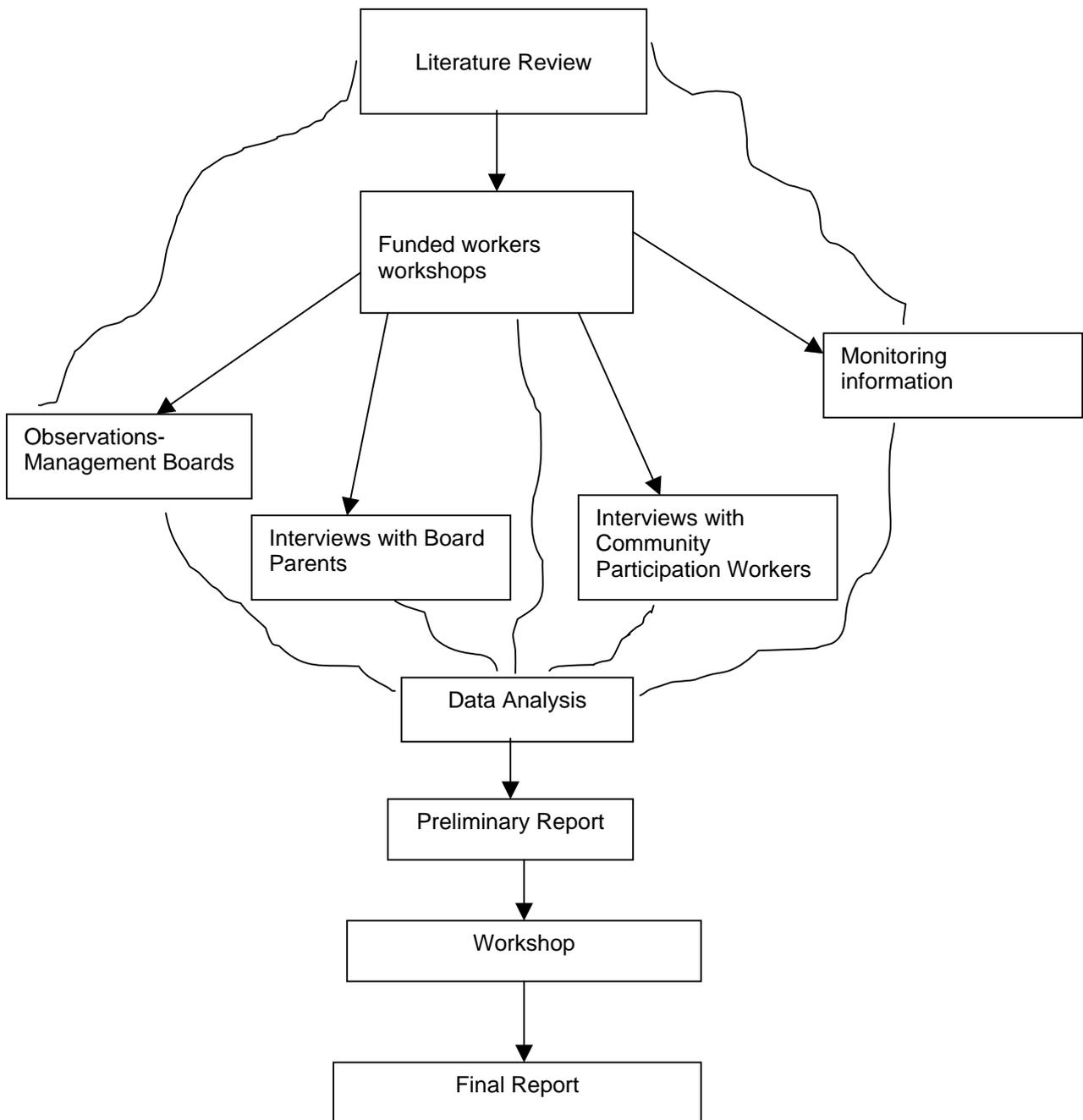
This work commenced in the autumn of 2003 and it is expected that the evaluation will be completed by autumn 2004. At this stage, an overview of the intended evaluation design is available.

Methodological Information

The project will employ a wide range of methodologies to obtain data. In the application and development of the research framework, the project team will make use of traditions of qualitative research including an extensive literature search, anecdotal evidence, workshops with funded workers, observations, semi-structured interviews with parents and workers, and regular consultation with the project steering group. Although this project is in essence qualitative, quantitative data in the form of statistical data collated to inform the Sure Start Unit of the progress of individual programmes will be used within the exploration of the issues.

The basic intention is to cross-check the views and perceptions of members of the Sure Start partnerships across Lincolnshire in order to gain an understanding of the different perspectives, processes and outcomes that exist. In order to do this, the research team feel it was necessary to develop a research framework which is consistent with the values of parental and children's involvement itself. In its design, the intention has been to ensure that the voices of all partners are a part of the evaluation, and that the process of the research contributes to the empowerment of at least some of those involved in Sure Start.

The nature of this study lends itself to participatory appraisal techniques, in that it is felt crucial to use an interactive rather than extractive approach to the evaluation. The following diagram provides a useful overview of the evaluation process.



The on-going interpretation and findings are seen to influence the design and have prompted the need to gather further information. Consequently the development of the overall approach has been very organic. Also, at any one

time, the research team are usually involved in two or more steps of the process but the overview usefully identifies all of the stages involved in the process.

In the following sections, each stage is described to explain the rationale used to determine its selection and inclusion.

Literature Search

A comprehensive literature search was conducted at the preliminary stage of the research and is being continually updated throughout the course of the project. In addition, documentation produced by the Sure Start programmes is being collected and evaluated. The documentation includes programme newsletters, management board terms of references, parental/community involvement strategies, minutes of management board and parent forum meetings. The examination of these sources has illuminated themes that informed the design of the research instruments. A full bibliography for the research will be available with the final report.⁴

Survey

At the commencement of the study, a survey was carried out on the streets of the Sure Start areas and within group settings to determine whether or not the members of the Sure Start community had participated in Sure Start activities and whether or not they felt Sure Start was listening to them.

In order to maximise this opportunity, questions relating to user satisfaction for Sure Start Unit purposes were also incorporated into the design.

⁴ Publications which have proved to be instrumental to the research design are:

(Eds). Barnes, M & Wistow, G (1992) *Researching User Involvement~ Seminar Series*. The Nuffield Institute. UK: University of Leeds

Bochel, C & Bochel, H. (2004) *The UK Social Policy Process*. Great Britain: Palgrave MacMillan.

Croft, S & Beresford, P (1993) *Getting Involved- A Practical Manual* UK: Joseph Rowntree Foundation

Henderson, S (2003) *In what ways does a Sure Start programme help to develop closer links with parents?* Carlisle South Sure Start. Submitted for BA (Hons).

Johnson, R (2004). *Exploring Parental Participation in the Management of Noel Park Sure Start Local programme*. University of Surry. Submitted to NESS. Available from: <http://www.ness.bbk.ac.uk/documents/findings/103.pdf>

Workshops with funded workers

Workshops comprising of funded workers are to be used to investigate their views and experiences. Participatory appraisal tools are to be used to gather the data. Areas of investigation have been identified by the analysis of data from other components of the research.

Four workshops are scheduled for January 2004. Each workshop will take place at the University of Lincoln and will last four hours (10 a.m. to 2 p.m.)

All members of the funded teams are to be sent a personal invitation inviting them to attend one of the sessions. As an aid to discussion and to identify common issues, it is felt that having staff working towards the same Sure Start objectives present on the same day would help. Consequently, day 1 is intended for those working under objective 1; day 2 is for those working towards 2; day 4 is for those working under objectives 3 and 4. Day 3 is for the members of the administrative and monitoring team. The research team feel that it was important to include this group of workers, as participation should be the culture under which all team members work. As can be appreciated, it will not always possible for team members to attend the specific sessions that they were invited to, consequently flexibility is incorporated and participants can attend at times suitable to them.

Full details of the participatory tools to be used will be provided in the final report.

Semi -structured interviews

In order to gain information from the parent representatives on the board, and also further information from community participation workers semi-structured interviews are to be conducted. The interview schedules comprised a series of questions arranged into themes according to issues highlighted by the literature and other components of the research. This use of semi-structured interviews is seen as an advantageous method of data collection because it facilitates cross-site comparability whilst at the same time, enabling those

being interviewed to stray away from the line of questioning if they wish, hopefully making the process more participatory (Bryman: 1989).

As well as the parents, it was felt to be appropriate to interview the community workers who work on the programmes. Although this group of workers are to be included in the participatory workshops, the existing literature has placed great emphasis on the importance of their roles and as a consequence the research team feel that the nature of this role was worthy of further exploration.

Observation of Management Board meetings

The aim is to record the behaviour and interaction of board members and also the structure and content of board meetings whilst they take place in their natural settings of a regular board meeting. The evaluators will purposefully sit away from the group in an attempt to reduce “observer effect”⁵ and record notes according to a predefined schedule.

Quantitative Data

Monitoring officers have been asked to send the evaluators monitoring figures gathered by their individual programme. At the commencement of this study, all Sure Start programmes were using SoftSmart software for their monitoring returns.

Steering Group

The evaluation team are working with their steering group throughout this research. The steering group meet once every two months and the meetings are used to check the progress and aid interpretation.

Data Analysis

Constant interpretation has been described as the “*hallmark* of qualitative data” (Barton & Hamilton 1998:69)⁶. To this end, every opportunity will be

⁵ Observer effect is when participants under observation act differently due to the presence of the observer.

⁶ Barton, D. & Hamilton, M. (1998). *Local Literacies - Reading and writing in one community*. London: Routledge.

taken to test the findings and throughout the evaluation team will work closely with each other and meet weekly to review and discuss the findings and develop ideas.

Analysis, or interpretation, is concerned with looking for emerging patterns within the data and recognising that some parts of the data are more significant than others. Through constantly going back and forth between the existing literature and gathered data, patterns and regularities are seen to emerge. The approach to analysis involved a set of principles based upon grounded theory, in which the discovery of theory comes from data obtained and analysed systematically. (Corbin and Strauss: 1997)⁷.

Consultation within the Lincolnshire Sure Start Programmes

A workshop is to be held with invited delegates from across the Sure Start programmes to discuss the issues raised by the study. Delegates will be given a comprehensive draft report on the progress of the study prior to attendance. They will also be provided with a set of workbooks containing a selection of quotations gathered from the literature and from the interviews, funded workers' workshop sessions and observations. These will be used to facilitate discussion of the major themes to emerge from the data. The workshop is seen an integral part of the study and the opinions expressed will inform the final report.

Progress

This work will culminate in Autumn 2004. At that time copies of the final report will be issued- along with copies of the research instruments used.

4. CONCLUSION: EVALUATION ~ WHAT NEXT?

The profile of evaluation is very high within the Lincolnshire Sure Start region, maintaining this momentum across all programmes is seen as essential. The rolling out of the evaluation training across the area is seen to play a central

⁷ Corbin, J. & Strauss, A. (eds) (1997). *Grounded Theory in Practice*. London: Sage

role within this. A revised ten-week programme has been devised along with the introduction of *taster* sessions.

The work will continue on the cost effectiveness element of the evaluation and will be extended into all of the programme areas- providing useful comparative data from across the area. Reports will be produced for the local programmes.

The evaluation team will still act in a facilitator capacity within the programmes- but as the understanding of the role of evaluation deepens it is expected that the range of work the team are involved with will alter.

Individual project work within the local programme will continue and already projects have been identified for evaluation- including, Young People's Sexual Health Service.

The regional work will continue and will explore the issues identified earlier in this report. In relation to the regional work, a member of the evaluation team will join the Lincolnshire Mainstreaming Group to hopefully open up channels of information through which evidence of best practice can be more readily shared.

The University of Lincoln is extending its partnership with Sure Start within Lincolnshire and is in discussion to employ further evaluators for the Sure Starts: Lincoln Central (R6) and Grantham (R6). This will help in the development and profile of evaluation within the region generally, and it will enable improved channels for disseminating *best practice* across the Lincolnshire region

HOW THE PARTNERSHIP IS WORKING AND DEVELOPING: INTERVIEW

SCHEDULE

Background:

When did you take up your position with Sure Start? What prompted you to become involved?

1. Personal Role:

- 1a. How do you feel about your role within Sure Start?
- 1b. In what ways, if any, do you feel you benefit personally by being involved?
- 1c. Does anything restrict your involvement?
- 1d. Is there any additional support, information or training you feel would enable you to be more effective in your role?

2. Understanding the aim, objectives and targets of Sure Start:

- 2a. What does working in partnership mean to you?
- 2b. Are you aware of the aim, objectives and targets of Sure Start?
- 2c. Do you feel your group [project team, agency, board, parent group etc] is working effectively towards meeting them?
- 2d. In your opinion, to date what has the programme as a whole achieved?
- 2e. Conversely, is there anything you think the programme has failed to achieve so far?

3. Relationship with other groups:

- 3a. Do you understand the structure of the local programme and the role of each group within the partnership?
- 3b. How well do you think the relationship between your group and the parent/carers group is working?
- 3c. How, if at all, could it be improved?
- 3d. How well do you think the relationship between your group and the management board is working?
- 3e. How, if at all, could it be improved?
- 3f. Do you think the local partnership structure works?
- 3g. How, if at all, could it be improved?

Appendix 1

4. Composition of the Partnership:

- 4a. How well do you feel the different groups that make up the partnership represent the community as a whole?
- 4b. Why do you feel this?
- 4c. Do you feel that there are any members of the community who are not being adequately represented?
- 4d. What actions should be taken to rectify this?

5. Communication:

- 5a. How effective is communication within the Sure Start programme?
- 5b. How, if at all, could it be improved?
- 5c. Do you feel fully involved in the discussions within your group, or are there times when you feel left out or overlooked?
- 5d. How do you feed back to your own organisation issues relating to Sure Start?
- 5e. How, if at all, could it be improved?

6. Working Practices:

- 6a. Has anything altered within your own organisation as a result of working with Sure Start?
- 6b. Have there been any issues involving cross sector differences, if so how have they been resolved?

7. Lessons and Recommendations:

- 7a. What methods and approaches used by the partnership do you feel have been especially effective and can serve as models for future action?
- 7b. What do you feel should have been done differently?

8. Rounding off interview – AOB:

- 8a. Is there anything else you would like to add?

YOUNG PERSONS SEXUAL HEALTH ADVICE TRAINING

EVALUATION

Please circle the scale of 1 to 5 your opinion on the following sessions for content and delivery (where 1 = poor and 5 = excellent).

	Content					Delivery				
The law	5	4	3	2	1	5	4	3	2	1
Fraser Guidelines	5	4	3	2	1	5	4	3	2	1
Confidentiality	5	4	3	2	1	5	4	3	2	1
Issuing Condoms	5	4	3	2	1	5	4	3	2	1
S.T.Is	5	4	3	2	1	5	4	3	2	1

Are there any aspects you would wish to change or improve in the above sessions? If possible please say in what way.

Are there any other topics you would have wished to be included on this course?

Was the venue suitable?

Thank you for your help with this questionnaire



Fun and Fitness For Under 4s Evaluation May 2003

- 1 How often do you attend the Fun and Fitness for Under 4s at Station Sport and Leisure?
Weekly Fortnightly Monthly (please tick)
- 2 Do you feel the session is friendly and welcoming? Yes No
- 3 Do you think the equipment is correct for the children's age and development? Yes
No
- 4 Do you feel you were consulted about the development of the service e.g. purchasing of new equipment? Yes No
- 5 Where did you go to aid the physical development of you child before Fun and Fitness for Under 4s?
- 6 Does your child play well within the group Yes No
- 7 Do you feel this has improved since attending the sessions? Yes
No
- 8 How do you get to the sessions? On Foot Car
Public Transport Voluntary Car Scheme Other
- 9 Do you think the venue is suitable? Yes No
- 10 Would you like structured play sessions to be introduced e.g. parachute play?
Yes No
- 11 Do you have school-aged children? Yes No
- 11a Do school holiday stop you from attending the baby gym?
Yes No
- 11b Would providing an activity for older children at the same venue allow you to use the baby gym in the holidays? Yes No

Thank you for your time filling in this evaluation form, by doing this you are enabling us to monitor and improve our services. If you have any ideas or comments please feel free to add them in the space provided.