Brighton & Hove Central

Sure Start

Evaluation Strategy

November 2002

Contents

Executive Summary

This paper has been formulated to promote discussion about the ethos, structure and implementation of the local evaluation component of the Brighton and Hove Central Sure Start programme.

This strategy seeks to build on the evaluation work that has been carried out to date and provide a clear, scheduled Evaluation Plan for the future. The strategy is founded on the desire to provide an integrated approach to evaluation, which is user focused and led, working across the Programme, complimenting the existing Community Development Strategy. A pragmatic approach has been adopted when formulating this strategy in order to de-mystify a sometimes-obscure subject.

This document acknowledges and incorporates the guidance and requirements of National Sure Start Unit and the National Evaluation of Sure Start (NESS). The Brighton and Hove Sure Start Evaluation Strategy seeks to ensure that evaluation projects operate to high standards, use appropriate methodologies and provide an effective mechanism for the review and improvement of the Programme's service delivery. At this stage in the development of the Brighton and Hove Central Sure Start Evaluation Strategy it is necessary to acknowledge and build on existing work, establish structures for planning, identifying, prioritising potential areas for evaluation and establishing a schedule of activities around this area.

The ultimate objective of this strategy is to use evaluation as a tool with which to assess the achievement of the Programme so far, in order to improve the future life experiences of our local population and facilitate mainstreaming.

1   Introduction

1.1   The Purpose of this Report

This strategy functions on two levels: providing guidance in respect of broad evaluation principles, and practical structures detailing how this will operate. The guiding principles behind Brighton and Hove Central Sure Start's Evaluation Strategy reflects the broader Sure Start rationale of improved service delivery through the ability to:

o   Co-ordinate, streamline and add value to existing services in the Sure Start area;
o   Work with individual families, including mothers, fathers, extended family members and other carers in ways that build on their existing strengths;
o   Promote the participation of all local families in the design and working of the programme;
o   Be culturally appropriate and sensitive to particular needs;
o   Avoid stigma by ensuring that Sure Start services are of high quality, relevant to local needs and accessible to all local families;
o   Be based on evidence of what works and adopt a rigorous approach to evaluating results;
o   Ensure lasting support by linking Sure Start to services for older children.
Sure Start 4th Wave Guidance Notes, 2000

These principles underlie the practical evaluation methodologies that will effectively deliver answers to the questions that we pose.

2   Why Evaluate?

Before examining in detail the practical components of this strategy it is useful to place evaluation within the contemporary environment in which we operate.

Evaluation has been growing in importance within the public sector over the last decade. As with all other publicly funded strategies Sure Start has been forged within a culture that questions the value of historic spending patterns and seeks instead to ensure that spending is founded on Best Value and Value For Money strategies. Sure Start therefore needs to support its strategic decisions through robust evaluative processes, which ensure that we are meeting the needs of our local community through the delivery of an effective programme.

2.1   Evidence Based Decision Making

One of the key questions we need to ask ourselves when undertaking evaluation is: which parts of the programme are working well, for whom and in what circumstances? We need to evaluate in order to provide effective performance management, to demonstrate accountability to ministers, stakeholders and our local partners, to inform future policy, to help secure resources for Sure Start and services for young children and families and to contribute to the evidence base for young children and families (Mason 2001).

In summary evaluation within the Sure Start programme is asking:

"What are we doing and how well are we doing it?"

By working to the principles embodied in this concept local evaluation has the potential to answer questions as to the effect and impact the interventions we support are having on those we hope to help. Put simply, as a programme we need to establish whether we are in contact with the local community as intended, and when in contact with our services are they having the desired effect? Local programmes need to assess the findings of such evaluations and use these to change the design and implementation of services in order to improve their delivery.

The Evaluation Strategy will also provide the information needed to support the development of a strategic direction for the programme. A kin to the "marketing audit" in business planning see illustration below.
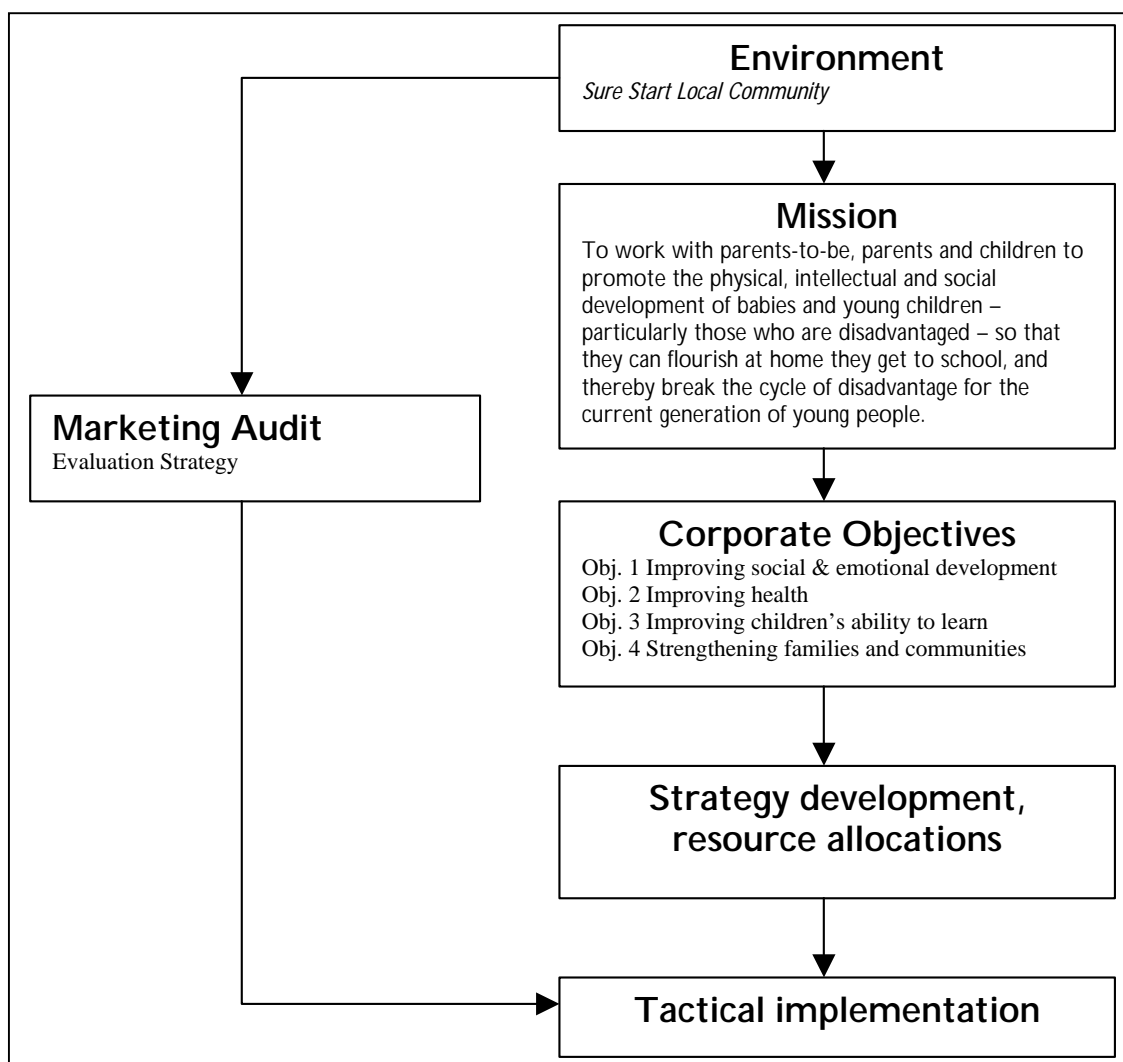

Figure 1 The Audit Procedure (CIM, 1995)

A clear link needs to exist between the findings detailed in our monitoring and evaluation strategies and decision making within the programme, with the "customer" or "service user" placed at the heart of the operation of the organisation. We need to evaluate the work that we do in order to understand how well our services are performing, to track progress in meeting the objectives and targets for Sure Start and use the findings of evaluations to change the programme. *(Sure Start: a guide to planning and delivering your programme Autumn 2001)*

2.2 Evaluation and Quality Improvement

Evaluation is also an effective tool for embedding a reflective/quality improvement culture within an organisation. We all want to participate in the delivery of high calibre services – evaluation is a key tool for the delivery of quality improvement. Evaluation and quality improvement strategies are expected to integrate into the culture and structure of the Sure Start programme.

2.3 Community and Staff Involvement

When used effectively evaluations can also become a powerful mechanism with which to involve Stake Holders in the planning and design of services, while at the same time encouraging reflective practice and innovation amongst those delivering those services. In contrast a badly conducted evaluation; often have the counter effect of contributing to bureaucratic systems and undermining the work of those whose services are under evaluation. Ownership and full participation of those whose services are under review in the planning and design of the evaluation is therefore essential from the very earliest planning stages. As with any effective project: clear objectives, schedules of activity and thorough communication are essential ingredients of success.

As an initiative Sure Start works within a Community Development framework thereby seeking to develop capacity within our local resident population. These principles have implications for the methodological approaches used within the context of evaluation. Traditionally, evaluation has sought to mirror the methodological approaches used in research, whereby issues such as validity, representation and reliability were to the fore. Though Sure Start's evaluation work will seek to emulate these principles wherever possible (see Best Practice within Evaluation below) equal value will also be placed on those approaches that seek to engage the local community with the evaluation work undertaken by the programme. In some instances this approach may favour the use of less scientifically vigorous methodologies in order to engage the local community with the evaluation agenda. The Programme's Evaluation Strategy will fail to achieve the expectations placed upon it if it fails to effectively include the views of our local community. This strategy hopes to support the development of evaluative methodologies that reflect not only the subject matter under review but also the ethos under which Sure Start operates: that of working in partnership with our local community.

2.4   Problems and Difficulties

Before extending this discussion to the practical application of these principles to the real world of day-to-day service delivery, it is important to acknowledge the current role of evaluation within the Brighton and Hove Central Sure Start Programme.

Though the Sure Start programme as a functioning entity has been in existence for over two years, and has been delivering services for over a year it has done so with little reference to or formulation of an evaluation strategy. This has a significant effect on the way evaluation operates within this programme.   It is recognised that evaluation is most effective when it is taken into account during the programme's initial planning and implementation(Henderson & Wilkins 2000).

It is also acknowledged that evaluation should be integrated into management practices during the earliest phases of the programme. Having set up management systems and the actual delivery of services with out an evaluation strategy in place this has the potential for evaluation to be seen as an "add on", something which operates at the margins of the programme rather than its functional core. With the effect that evaluation initiatives are not valued by those delivering services or our service users, and decisions about strategic direction are formulated in isolation to the actual experiences of those receiving and delivering services.

In order to counter this potential problem it is therefore essential that these issues are overtly acknowledged and addressed. The evaluation strategy and methodology need to be endorsed by key stakeholders within the organisation: the Partnership Board, our partners within the Statutory Health and Social Care Sector, Sure Start Management Team, Core, Commissioned services and representatives from our local community.

The establishment of a Steering Group, the membership of which reflects the key Stake Holders detailed above is one possible solution. Such a structure would also have the potential benefit of pooling expertise around evaluation and ensuring a multi-disciplinary approach that operated across service and professional boundaries from the outset. Such a group could also provide guidance in terms of prioritising different subjects for evaluation and ensuring that the recommendations of any such work found practical effect in terms of Sure Start's decision-making and service delivery. The high profile of such a committee would also in itself be an indicator of the value placed upon evaluation within the Programme and act as a counter balance to its somewhat marginal role to date.

We need to be conscious that if we are to deliver on this strategy that it will not be possible for the Quality, Monitoring and Contracts Officer to operate alone without the support of key stakeholders from within the programme. If treated in isolation it is unlikely that we will be able to achieve the standards expected of the programme by the Regional and National Units. By explicitly isolating the problems that exist around the development and implementation of an evaluation strategy within the Brighton and Hove Central Sure Start programme, we have the potential to address these and provide constructive solutions.

3   Best practice within Evaluation

Though the aim of this document is primarily to provide a strategic direction for Evaluation within the Programme, it is important to give some consideration to issues relating to the values and culture we wish to promote within evaluation practice. As evaluation itself tries to promote the use of Evidence Based Practice, the Strategy itself needs to be founded on robust principles. There can be a tendency to see evaluation as something that is done at the end of a projects lifecycle. Evaluation projects can often take the form of what are effectively little more than anecdotal collections of comments made in an unstructured unrepresentative way. The findings of such studies are, quite rightly not valued and consequently have very little impact on the way that the service is provided. The net effect of such an approach is actually to disengage both the providers and recipients of the service from the evaluation process with the effect that the strategic direction of the organisation is not led by a genuine response to the views of participants.

The use of a sequential process such as that illustrated below will provide a robust structure for effectively planning, implementing and improving service delivery through robust evaluation practice.
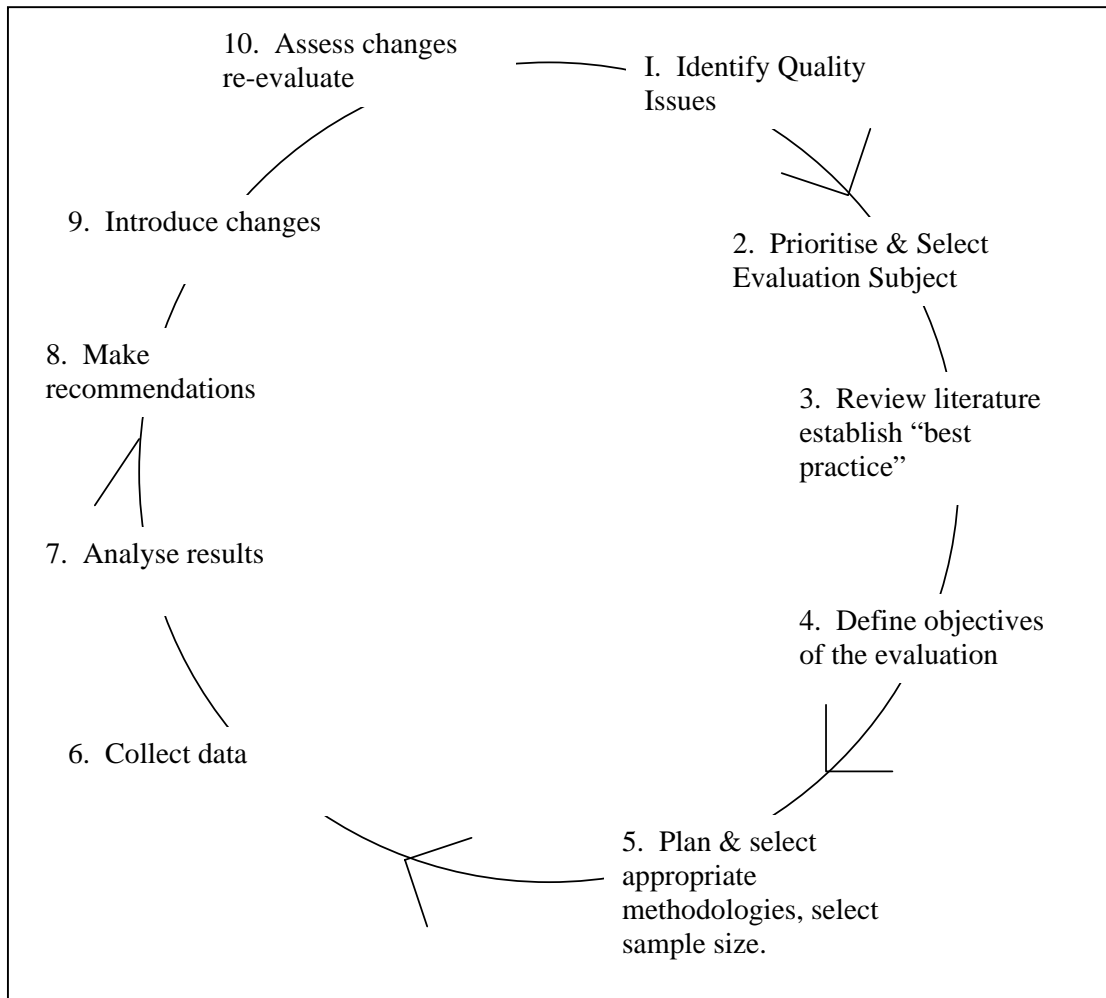
As with effective research it is essential that the methodologies employed within evaluation are robust, representative and valid in order to ensure that participants in this process feel confident that the findings and recommendations resulting from an evaluation study genuinely reflect existing practice. If these conditions are met they will help provide a bedrock of confidence that any recommendations and changes resulting from an evaluation project will act positively to improve the service under review.

Evaluation needs to be valued through the participation of key stakeholders. Systems need to be in place to ensure that findings and recommendations are feed back to participants, and that changes, as appropriate, take place as a consequence of the findings of such work. If recommendations made as a consequence of an evaluation are not implemented participants are likely to become disillusioned with evaluation initiatives.

Evidence based practice is a key component for ensuring that our services meet not only the expectations of our service users but also represent the latest and most effective strategies within this area of practice. We need to guarantee that the standards we are working to within our programme represent the most innovative and effective systems possible. The use of literature searches in order to access the latest evidence need to be utilised wherever possible. The use of critical appraisal techniques to scrutinise evidence to assess its applicability should also be employed. Clear targets and timetables for change need to be implemented. Ideally, systems need to be in place such as that attached to the existing Evaluation Database to track changes and ensure that these are implemented.

4   Different Types of evaluation

4.1   Selecting and Prioritising Evaluation Projects
Systematic criteria for the selection and prioritisation of potential evaluation project plays a pivotal role in defining the actual make up of the strategy. In the absence of such criteria potential exists for the strategy to become unfocused with energies dissipated across too many projects. It is probably useful to state at this stage that for any evaluation project to achieve its desired effect a great deal of effort has to be expanded to ensure its delivery. It is therefore sensible to ensure that these efforts are focused upon areas where they will have most effect.

It is important to recognise, even at this early stage that an evaluation project may uncover inadequacies in the way that services are delivered. It is important that we establish principles that will seek not to misconstrue such findings, misuse or ignore. This might imply the establishment of some form of "contract" between the evaluator and the service being evaluated, including an acknowledgement that there is an obligation to act on, and abide by the findings and recommendations of the study. Having a system of selecting and prioritising the evaluation projects undertaken by the programme can be an effective mechanism for assisting this process.

The principle that lies behind this approach is an acknowledgement that evaluations should be focused around areas of greatest concern i.e. that there is an element of prioritisation within the selection of topics. The selection of topics should be based on explicit criteria agreed by all parties. For example issues of: high cost, high risk, high volume or high resource use have been often be used to assess. Additional selection criteria might include:

- Whether a project addressed a known quality issue;
- Is there an achievable quality improvement;
- Does the project address an area of practice where there is a high degree of certainty or consensus as to what should be taking place;
- Does the project address a problem from within the programmes own work area;
- Is the project multi-disciplinary;
- Will the project address a problem that is a matter of concern/priority within the programme;
- Does the project address/support one of the Sure Start objectives;
- Is the project supported by members of the Sure Start team working within this area of practice,
- Will the project test, use of set explicit standards.

(Walshe K, "Making Audit Work – guidelines on selecting planning, implementing and evaluating audit projects", Brighton Health Care NHS Trust.

Other considerations in respect of selecting and prioritising possible evaluation topics include:
- The most innovative service;
- The most controversial service.

However, we need to acknowledge that in the early stages of trying to implement an evaluation strategy there needs to be a certain degree of flexibility around such criteria in order not to discourage initial enthusiasm.

4.2   Cost effectiveness and Best Value
All Sure Start programmes are required by the Sure Start Unit to conduct local evaluations that include an analysis of cost-effectiveness of the programme as part of that evaluation (Meadows 2001). The purpose of evaluating cost-effectiveness at a local level is to assist and inform the allocation of resources. In this way Cost Effectiveness Evaluations are comparable to those undertaken under the aegis of Best Value in that they consider: economy, efficiency and effectiveness. Analysis of cost effectiveness is therefore an important additional consideration for inclusion in the structure of the Evaluation Strategy.

It is proposed that the most appropriate time to undertake such an analysis would be prior to entering a re-commissioning process. An analysis of cost effectiveness could help inform the decisions made during this process. In order to ensure that the findings of the cost effectiveness review were available to inform this process it is suggested that the review take place approximately 1 year before recommissioning

commenced. Given that the majority of existing contracts will terminate in March 2004, the cost effectiveness review needs to begin in March 2003.

4.3   Methodologies

Evaluation can take numerous forms and use a variety of methodologies. A comprehensive evaluation of a service often takes several different forms in order attain a complete picture of all the components that comprise the service.

A wide selection of methodologies is available to those undertaking evaluation:

- Open interview
- Structured interview
- Focus groups
- Participatory appraisal methods
- Structured questionnaire
- Semi-structured questionnaire
- Participant observation
- Non-participant observation
- Case studies
- User profiles – service users asked to complete an account of their experiences of using the service
- Action Research plan, act, observing and reflecting
- Plan Do Study Act cycles
- Self reporting survey - diary
- Qualitative evaluation
- Case record review
- Working with other organisations as part of a joint evaluation process
- Quantitative evaluation
- Pre-paid "comment postcards"

Each methodology can be used in isolation, but a clearer picture of the service is usually achieved through the employment of more than one approach, with the findings of one informing the development of the other. The methodology used needs to be that which most effectively answers the objectives of the topic under review.

5   Components of the Evaluation Strategy

5.1   What to evaluate?
The type of evaluation strategy we pursue will also in part be determined by the stage or phase of the programme. Whether a programme is in its early planning stages, or already delivering services, will impact upon the type of evaluation model employed. The model of evaluation that we will be working to falls into the category

of a Formative Evaluation, in that it is seeking to provide information for the programme to be improved, modified and managed. (Robson, 1997) As detailed above the Sure Start Programme within Brighton and Hove has been in operation for over a year and we need to acknowledge this in this document.

Given that the Brighton and Hove programme is already delivering services and that some evaluation work is already being undertaken we need to ensure that the strategy acknowledges this position.

To that end the evaluation strategy within Brighton and Hove will seek to adopt a multi-faceted approach, which seeks to:

- Record and document existing evaluation work,
- Ensure a high standard of practice within evaluation through the provision of training and practical support,
- A series of larger scale substantive evaluation projects : Strategic Evaluation Projects

It is important that though operating independently the findings from Evaluation Projects are shared between studies, therefore helping to provide a comprehensive overview of the Programmes performance, and also aiding practitioners in learning from the experiences of those also undertaking evaluation strategies.

Working within these broad components the next step in progressing this strategy will be to achieve greater clarity around these issues through consultation with and seeking guidance from within the programme and in particular through the establishment of an Evaluation Steering Group and the local community itself.

5.2   Existing Evaluations

Many members of our existing staff (both core team and commissioned services) participate in audits/evaluations as part of their own professional development and service delivery. A system is already in place for flagging up such activity, in the form of the "Planning for your Evaluation Project" document *(see appendices).* This document acts as both a planning tool for those considering undertaking an evaluation project, and also as a mechanism for recording projects underway within the Programme, with information from this document being used to register the project on the Evaluation Database. This system has the capacity to ensure that the whole Programme is aware of the findings and recommendations resulting from evaluation activities within the Programme; through for example, the publication of a twice yearly summary of such activity, and of course through documentation in the Evaluation Annual Report. A full breakdown of all Evaluation Projects currently recorded on the Evaluation Database can be found in the appendices.

5.3 Training and Practical Support

We also want to support those working on evaluation projects and ensure that they are working to robust systems through providing training in evaluation techniques – such as questionnaire design, sampling techniques and IT skills. Training, for example in the form of a workshop, would be open to all those working within Sure Start – both core team and commissioned services.

Topics covered might include:

- Planning for evaluation – project management skills within the context of evaluation strategies
- Selecting and prioritising topics for evaluation
- Evidence based practice and critical appraisal techniques
- Setting objectives for your evaluation project
- Looking at sources of data to support your evaluation
- Collecting data – different approaches to evaluation, choosing the right methodology
- Questionnaire design, standard setting, written feedback – diaries, interviews, observation etc.
- Analysing your data, using computers to collate and query your findings
- Reporting back on your findings in a written or visual format
- Making change happen – through good project management.

We also aim to develop our links with other organisations working within the Sure Start area – such as out accountable body Brighton and Hove City Council in order to access the findings of their evaluative work. We also hope to work in a co-ordinated way with our fellow Sure Start in Hollingdean.

Provision of a workshop would also satisfy one of Sure Start's key principles of adding value to existing services through mainstreaming the good practice and expertise that exists within the programme. By providing practical training to those working within existing services operating within the local community we will have effectively provided a mechanism for sustaining evaluation and skills around quality improvement.

5.4 Strategic Evaluation Projects

This strategy makes a distinction between "existing evaluation projects" and what will be called "strategic evaluation projects". Strategic Evaluation Projects are distinguished from existing evaluations which tend to be smaller in their scope and focused around particular aspects of the delivery of a service. As their name implies Strategic Evaluation Projects will reflect the wider needs of the programme as a whole. It is expected that these projects will inform the evolution and development of the Programme in delivering services that effectively meet the needs of our local community. Strategic Evaluation Projects are likely to be larger studies characterised by multi-disciplinary and cross agency analysis, using a variety of methodologies in order to capture all dimensions of the topic under evaluation. Such projects have the potential to provide crucial intelligence in support of decision making within the Programme and thereby effectively facilitate change.

Types of projects that might emerge under this heading include:
- comprehensive assessments of the experience of using our services from the perspective of our local community;
- analysis of inter-agency working and referral processes;
- an examination of the innovative elements of Sure Start's approach to service delivery that have proven successful. For example work undertaken in engaging those who might traditionally have "fallen through the net" of the statutory services;
- patterns of service use, who is accessing our services and what are the characteristics of these families.

We also need to consider how the lessons of good practice are able to be sustained beyond the life time of the Programme and extended beyond the existing geographical boundaries of the Sure Start area to the wider Brighton and Hove Community. The therefore exists a clear link between Sure Start's responsibility to "Mainstream" its activities and the ability of the Evaluation Strategy to act as a mechanism for this to be achieved. Evaluation has the ability to provide the evidence to support mainstreaming.

It is these thematic projects which will form the backbone of the Evaluation Strategy. Such initiatives invariably use our limited resources intensively, thus necessitating the need to ensure that they yield the necessary benefits. A rigorous process of identification, prioritisation and selection, as detailed above, therefore needs to be in place in order to ensure that the limited resources available for evaluation are used to greatest effect.

6   Evaluation Structures

6.1   Role of the Steering Group

The Evaluation Steering Group will play a crucial part in shaping the early stages of the strategy. It is hoped that membership of the Steering Group will reflect those components of the Programme which may potentially become participants in any review. At the same time the Steering Group will also provide a forum of professional expertise around this area of practice able to provide practical guidance and support.

Baring these principles in mind it is therefore suggested that members of the Steering Group include: parent representatives, representatives from our commissioned services, representatives from our local statutory partners in health and social care, staff from within the Sure Start core team and those with specialist expertise around evaluation including staff performing a similar function with Brighton & Hove City Council. It is hoped that the deployment of an inclusive, high profile structure such as this will help to address the "problems and difficulties" highlighted earlier in this document, which will help to counter the somewhat marginal role evaluation has played within the Programme to date.

Terms of reference will need to be developed for the Steering Group, including arrangements made for regular meetings, a quorum of attendance etc. The Steering Group will also oversee production of an Evaluation Annual Report.

On a more practical level the Steering Group will help to select and plan evaluation projects, ensuring that the Evaluation Strategy operates in a co-ordinated way, within acceptable and realistic timescales and to acceptable standards. While at the same time ensuring that recommendations resulting from individual projects are acted upon. The Steering Group will therefore play an important role in ensuring the effectiveness of the Strategy by ensuring compliance with the "best practice" standards discussed above.

6.2 Parent's Forum

It is also proposed that in a complimentary role to that of the Steering Group, the existing Sure Start Parent's Network will both comment on proposed ad hoc evaluations (questionnaires etc.) and also in themselves form a focus for feedback and comment about existing and future services.

The involvement of this group will facilitate Stakeholder involvement in the evaluation process and thereby ensure the Strategy operates within a participatory framework. It may also be possible to deploy parents and service users in implementing particular aspects of the Evaluation Strategy for example as interviewers.

Community led research and evaluation may be a philosophy that we wish to find practical application within our evaluation strategy including the possible use of Participatory Appraisal Techniques and Action Research models of evaluation.

6.3 Monitoring

During the latter months of the Summer a new registration based monitoring system was established within the Programme. This system replaces the previously unwieldy monitoring administration systems with a robust, user-friendly, meaningful database which will help facilitate the evaluation process through the provision of accurate activity data. It is hoped monitoring will highlight areas of potential concern, which can then be assessed in greater detail through the use of evaluation.

6.4 Milestoning/Quarterly Returns

Systems are in place to support these mechanisms. Improved integration of the milestones/workplans and quarterly returns, in tandem with the new monitoring systems detailed above will hopefully further aid the process of evaluation, by providing a mechanism to alert management to potential problems as early as possible.

6.5 The National Evaluation

Brighton and Hove Central Sure Start is also subject to assessment by the National Evaluation of Sure Start (NESS). The National Evaluation operates entirely independently of Sure Start's structures. The findings of this work will provide a robust assessment of Sure Start's operation over its life cycle and comprise 4 modules: local context analysis, impact evaluation, cost effectiveness and

implementation evaluation. Though of enormous benefit in assessing the effectiveness of Sure Start as a strategy tackling child poverty it is unlikely that the findings of this work will be available in the short term to effect individual programme practice. Hence the need for each programme to operate its own local evaluation strategy. The staff of the National Evaluation are however available to advise on the structure and planning of local evaluations.

6.6   Ethics and Consent
Evaluation Projects must operate within the standards outlined in existing guidance around these issues. The role of the Evaluation Steering Group should include ensuring the maintenance of expected standards of ethics and consent within all Evaluation Work undertaken within the programme.

7   Conclusion

The Evaluation Strategy reflects Sure Start's mission and objectives. The strategy aims to achieve a high calibre of evaluation practice, is community focused and uses a multi-faceted approach drawing on a variety of methodologies to ensure a comprehensive picture of the effectiveness of the Programme. The strategy will comprise both large-scale assessments of need and satisfaction, combined with high calibre focused evaluations, underpinned by a training programme, which will provide supporting technical expertise. Implementation of the Evaluation Strategy will provide a practical structure for the realisation of a culture of quality improvement.

7.1 Next Steps And Implementation Schedule

Action	Timescale	Achieved
Evaluation Steering Group Established	Sept 2002	
Model of evaluation as detailed in the Evaluation Strategy agreed	Nov 2002	
Selection and prioritisation of projects begins	January 2003	
Provision of an evaluation training workshop	January 2003	
Supporting evaluation systems in place: evaluation database, planning tools, guidance notes etc.	June 2002	✓
Access to evaluation resources fully functioning: internet access, library membership	June 2002	✓
Ongoing focused support to particular evaluation projects	Ongoing	
Cost Effectiveness Evaluation starts	March 2003	

7.2   References:

- Chartered Institute of Marketing "Marketing Operations", BPP publishing, 1995.
- Mason S, Presentation "Continuing Sure Start – Working out whether Sure Start makes a difference" Conference December 2001.
- Meadows P, Guidance for Sure Start Local Evaluators and Programme Managers on the Estimation of Cost Effectiveness at a Local Level, National Evaluation of Sure Start/National Institute of Economic and Social Research, 2002
- Robson C. Real World Research, Blackwell, 1997.

8   Appendices

- Existing evaluation activity
- Key Facts about the Brighton and Hove Central Sure Start Community
- Project Planning Proforma – "Planning for your evaluation project"
- Needs Analysis - example questionnaire from Euston Sure Start, section only. Please see the Quality, Monitoring and Contracts Officer for a full copy of this document.

Appendix 1: Analysis of common approaches to local evaluations based on the summary evaluation reports posted on the NESS website

Methodology
Baseline needs and satisfaction survey, use of a postal questionnaire sent to all households in the Sure Start area.
Evaluations of selected projects
Workshops on evaluation skills
Rolling programme of themed evaluations e.g. needs of minority ethnic groups *Chatham*
Full day of interviews, stakeholder workshops
Door to door survey using a questionnaire *Euston*
Training of local parents in research and evaluation skills, particularly in running focus groups – *Hounslow*
Focus groups
Use of indexes such as Personal and professional biographies, well being scales
Community survey also touched on issues of autonomy, social inclusion and self-esteem - *Lesudjack*
Staff and team interviews
Participant observation
Parent interviews
Action research

Appendix 2: Existing Evaluation Projects Undertaken within the Central Brighton and Hove Sure Start Programme

Appendix 3: Proposed Planning Guidance for Evaluation Projects

Appendix 4: Key Facts about the Brighton and Hove Central Sure Start Local Community

Appendix 5: Euston Sure Start Needs Assessment Questionnaire – selected questions.

For a full copy of this document please ask the Quality, Monitoring and Contracts Officer.