

Sure Start Werneth, Freehold & St. John's & Sure Start Glodwick, St. Mary's & Higginshaw

Evaluation Strategy

Monitoring and Evaluation

Monitoring and evaluation are management tools or systems used to address the accountability concerns of stakeholders, give programme managers information on progress toward achieving stated targets and objectives, and to provide substantial evidence as the basis for any necessary mid-course correction in policies, programmes or projects. However, there are differences between monitoring and evaluation.

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indication of the extent of progress and achievement of objectives and progress in the use of allocated funds.

Evaluation is the systematic and objective assessment of an ongoing or completed programme or policy, including its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process and future development.

Why Evaluation Is Important?

All Sure Start Local Programmes are required to conduct a local evaluation of their services from Sure Start Unit as an integral part of programme development and management. Hence, evaluation on services of a programme is essential so that local programmes could demonstrate to Sure Start Unit:

- How well services are performing.
- Which aspects of services work well and which do not.
- How the processes underpinning service delivery are developing.
- Is the programme achieving the *Sure Start Targets and Objectives*.
- How the programme informs the mainstreaming agenda by sharing the outcomes that the programme has achieved.

The National Evaluation of Sure Start (NESS) states that progress of local programmes should be assessed in three main areas:

1. Carefully monitor progress towards the objectives and targets set for Sure Start in the Public Service Agreements (PSAs) and Service Delivery

- Agreements (SDAs), and reaching other milestones and targets identified in the plans.
2. Assess whether the services being provided achieve good value for money.
 3. Assess programme's performance against the national targets by observing the key Sure Start principles and rationales.

The evaluation will focus on Impacts (changes being made) and Process.

The evaluation strategy outlines the focus of the programmes' internal evaluation processes in order that clear outputs and outcomes are both measurable and visible. The evaluation findings will be harnessed to inform and direct future programme planning and management and to provide evidence to support mainstreaming and the Children Centre's Agenda.

Evaluation Aims:

- To account to the community and Sure Start Unit for the way in which Sure Start grants are used and programmes implemented on their behalf, and to help ensure that this is done in an efficient and effective way.
- To inform the development of the programmes at management, service and partnership board levels.
- To assist the programmes in tracking their progress towards Sure Start aims and targets.
- To work within, and actively promote, the principles of Sure Start.

Evaluation Objectives:

- To fulfil the requirements of the Sure Start Unit and NESS in relation to evaluation.
- To provide support to the programmes in ensuring that they have working practices and processes that will enable them to progress towards their aims.
- To establish what works, for whom, in what circumstances, in relation to each of the five Sure Start objectives and principles.
- To assist the programmes and accountable bodies in ensuring that programmes deliver value for money.
- To ensure that evaluation findings are disseminated to all relevant stakeholders, in an appropriate and accessible way.
- To ensure that evaluation findings are used to inform programme development.
- To mainstream the process and skills of evaluation, so that evaluation capacity is built within the programme and can continue beyond the life of the Sure Start grant.

Evaluation Focus

Local Sure Start programmes engage with a myriad of partners within and across the local community, in order that programmes develop and deliver a responsive, effective range of services. The programme services are targeted to meet locally identified needs and broader national targets, defined within Public Service Agreements (PSAs) and Service Delivery Agreements (SDAs). The evaluation strategy therefore needs to combine a number of approaches in a hierarchical structure in order to capture the complexities of programme delivery, outputs and outcomes. Therefore a number of evaluation measures have been drawn together to ensure that a comprehensive evaluation strategy is available. The following structure, rationales, delivery standards and foci will be included in the evaluation strategy:

The structure of the evaluation strategy consists of two levels:

Level One – Quantitative Evaluation and Evaluation from Staff

Quantitative evaluation will involve basic statistical analysis on the uptake rates of activities and general descriptive statistics of users (families/children) against local population profile.

Evaluation from staff will be implemented by using an evaluation tool (ie. Staff Activity Evaluation Form) designed to measure activity outcomes against Sure Start rationales, standards and objectives.

Level Two – Programme Services Evaluation

Programme services evaluation will be carried out with users (ie. Parents and possibly children) using various qualitative methods to measure outcomes/impacts against Sure Start rationales, standards and objectives.

Sure Start Rationales, Objectives and Delivery Standards

All Sure Start activities have been classified into three main areas which are *Play, Learning and Children, Health and Support for Parents/Children* and *Outreach and Capacity Building*:

1).

Area of Activities: *Play, Learning and Children*

Sure Start Rationale: *To promote greater children's development and parental interaction/ understanding.*

Sure Start Objectives:

- *Improving social & emotional development.*
- *Improving child's ability to learn.*
- *Improving the availability, accessibility, affordability and quality of childcare.*

Delivery Standards To Achieve Sure Start Rationale and Objectives:

- *Providing a supported environment for children to play and socialize with other children.*
- *Encouraging and helping language development through play.*
- *Encouraging and helping children's general physical development.*
- *Enhancing bonding and interaction between parents/carers and children, for children's social and emotional development.*
- *To ensure children's transition through different ages or developmental stages by providing appropriate support.*
- *Providing an opportunity for parents/carers to communicate/share experiences with other parents/carers to reduce isolation.*
- *To provide more childcare for children especially children with special needs.*

The Outcomes Framework from Government's 'Every Child Matters':

3. Enjoy and Achieve

- *Ready for school.*
- *Attend and enjoy school.*
- *Achieve personal and social development and enjoy recreation.*
- *Parents, carers and families support learning.*

2).

Area of Activities: *Health and Support for Parents/Children*

Sure Start Rationale: *To improve the healthy outcomes for mothers and babies/children, to improve parenting skills and parental involvement in their children's development.*

Sure Start Objectives:

- *Improving health.*
- *Strengthening families & communities.*

Delivery Standards To Achieve Sure Start Rationale and Objectives:

- *Providing information, advice and guidance on infant's general health, breast feeding, infant feeding practices, nutrition & diet and smoking cessation,*
- *Providing information and support for mothers who are at risk or suffering PND.*
- *Improving access of other services including health services.*
- *Providing support and training in parenting skills.*
- *Providing opportunity for parental/community involvement.*

The Outcomes Framework from Government's 'Every Child Matters':

1. Be Healthy

- *Physically healthy.*
- *Mentally and emotionally healthy.*
- *Parents, carers and families promote healthy choices.*

3).

Area of Activities: *Outreach and Capacity Building*

Sure Start Rationale: *To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement.*

Sure Start Objectives:

- *Improving the availability, accessibility, affordability and quality of childcare.*
- *Improving child's ability to learn.*
- *Improving social & emotional development.*
- *Improving Health.*
- *Strengthening families & communities.*

Delivery Standards To Achieve Sure Start Rationale and Objectives:

- *Providing outreach/home visits and sign-posting service for families with young children.*
- *Providing opportunity on education, training and employment.*
- *Making links with local community development projects and to involve families in capacity building.*

The Outcomes Framework from Government's 'Every Child Matters':

4. Make a Positive Contribution

- *Engage in decision-making and support the community and environment.*
- *Develop self-confidence and successfully deal with significant life changes and challenges.*
- *Parents, carers and families promote positive behaviour.*

5. Achieve Economic Well-Being

- *Live in decent homes and sustainable communities.*
- *Live in household free from low income.*
- *Parents, carers and families are supported to be economically active.*

Evaluation Structure

Programme Evaluation (provisional)

Key Indicators: Children Language Development (SS Werneth)
Oldham Infant Attachment Programme (SS Glodwick)

Main Tool: Sure Start Language Measure (SS Werneth) and Care Index (SS Glodwick)

Aims of Evaluation:
To assess/audit the impacts of Sure Start Programme under the three main themes – to audit the effectiveness of services as an integrated programme on promoting children language development/attachment between infants and mothers.



Programme Services Evaluation

Services will be evaluated as an integrated programme. Hence evaluation will be carried out based on three main themes/areas of activities:

Play, Learning and Children: (To promote greater children's development and parental interaction/understanding).

Health and Support for Parents/Children: (To improve the healthy outcomes for mothers and babies, to improve parenting skills and parental involvement in their children's development).

Outreach, Family Support and Community Involvement: (To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement).

- Qualitative Evaluation will be carried out with parents/users groups using different methodology such as Focus Group, Evaluation Workshop and Case Study Analysis. Evaluation will be focusing on how parents/users perceive their needs being met, how they perceive their child's development on the basis of supports/services that have been provided by Sure Start and what kind of impacts have been made on their families based on the three main themes and rationales. Outcomes from the evaluation will be matched with outcomes from staff evaluation. 'Users Satisfaction Survey' will also be incorporated within the evaluation plan.
- Qualitative evaluation on the perception of outside providers will also be carried out to sample collective views and evidence on the impacts of Sure Start within the area and to review their roles as outside providers and the quality of the services they have provided.

[CEM Officer to develop tools or guided-questions for all qualitative evaluation.]



General Audit/Staff Evaluation

<u>Quantitative Evaluation</u>	<u>Evaluation from Staff</u>
<ul style="list-style-type: none"> • To collect and collate data on attendance and regularity of activities to see uptake rates of services and how many families/children have benefited from Sure Start services/activities. Collated data on 'reach' will be matched with population profile within the Sure Start areas. • Use eStart Database to generate attendance record. Use simple statistics to show uptake rates (ie. Percentiles, statistics that show central tendency, etc). • To collect and collate data on uptake rates of other services (eg: clinics) in order to see how Sure Start has improved access rates of mainstream services (compared with previous data) through sign-posting, referral and other publicity initiatives. <p>[key indicator or which service to be decided]</p> <p>This will show: <i>inputs -> outputs</i></p> <p>Inputs : [no. of activities set up/organised] Outputs : [no. of families/children benefited]</p>	<ul style="list-style-type: none"> • Staff to agree on the Quality Standards and the rationales and objectives behind individual activities under the three main themes. • Staff to use the Activity Evaluation Form and their observational skills to record whether each activity has achieved its rationales and objectives, and also to record evidence on how they were achieved. Staffs should also evaluate activities reflectively in order to identify issues or support needed for further review and planning. • Staff to use the team meeting (or arranged meeting) to discuss the wider impacts or changes upon parents/children/users based on information on the Activity Evaluation Form and their reflective evaluation. Also to discuss the evidence of identified impacts or changes and the issue of Quality Assurance. <p>[CEM Officer to deliver training/workshop for staffs on the evaluation process] [CEM Officer to develop tools or guided-questions for staff discussion that will lead to evaluative outcomes that link with Sure Start Objectives/Rationales/PSAs]</p>

Methodology and Procedures

Level One – Quantitative Evaluation and Staff Evaluation

General Quantitative Evaluation

Sources/Materials:

- eStart Database: Information on registered families & children, activities attendance and contact/support being made/provided.
- Census 2001/OMBC Local Library: Population profiles of Werneth, Freehold & St. John's and Glodwick, St. Mary's & Higginshaw.

Methodology:

- Simple Descriptive Statistics (eg: mean, mode, median, percentile, central tendency, ratio, etc.).

Standards/Procedures:

1. Attendance records for all activities will be extracted from the eStart Database.
2. The regularity of individual activity and uptake rates will be analysed to see the *percentages* of families and children who are using or had used Sure Start services.
3. The number of contacts and cases of family support will be collated from the database to see the percentages of families and children who had been receiving support from Sure Start.
4. Using *mode* and *ratio* to analyse which activities are more efficient and cost-effective.
5. Using *central tendency* to find out which area of activities (ie: Play, Learning & Children, Health and Support for Parents/Children or Outreach & Capacity Building) is used most by families and children.
6. Using *percentile* and *ratio* to analyse the profile of families and children who are using or had used Sure Start services and match the statistics to the profile of local population (to examine whether Sure Start 'reach' reflects the local population).

Evaluation from Staff

Sources/Materials:

- Qualitative data collected from staff through activity evaluation by using a specially designed tool* (targeted activity evaluation form) and through the staff's regular evaluation team meeting.

Methodology:

- Field Observation (staff)
- Focus Group (staff)
- Qualitative analysis such as 'Grounded Theory Analysis' will be adapted to analyse the collected data by using Sure Start rationales, objectives and delivery standards as 'Concepts/Main Themes'.

Standards/Procedures:**A).**

1. A specially designed tool (targeted activity evaluation form) will be used by staff to record qualitative evaluative information about individual activity.
2. Training will be provided to staff in terms of how to use the targeted activity evaluation form.
3. Data will be collected during activities through observation and indirect informal interview (informal interaction/conversation with users/parents).
4. All qualitative evaluative data will be coded using an '*Open Coding*' method, then coded data will be verified and grouped using '*Categorization*' method. *Categories* will be further coded based on Sure Start Delivery Standards.

B).

5. Staff's views on progress and process of service delivery will be collected regularly by using Focus Group method.
6. All qualitative data from the staff Focus Group will be coded using '*Open Coding*' method, then coded data will be verified and grouped using '*Categorization*' method. *Categories* will be further coded based on Sure Start Rationales.

C).

7. Data from A). and B). will be combined and further analysed using '*Additional Integration*' method from 'Grounded Theory Analysis'. Data will be integrated based on the three main areas of services, Sure Start Rationales and Sure Start Objectives.

Level Two – Programme Services Evaluation**Programme Services Evaluation****Sources/Materials:**

Qualitative data collected through focus groups, interviews, exploratory workshops (directed discussion) and case study from users/parents, a small number of children and other service providers.

Methodology:

- Focus Group (users/parents)
- Interview (users/parents)
- Exploratory Workshop (directed discussion) (users/parents)
- Case Study (families been receiving family support)
- Interactive Interview (children)
- Qualitative analysis such as 'Grounded Theory Analysis' will be adapted to analyse the collected data by using Sure Start rationales, objectives and delivery standards as 'Concepts/Main Themes'.

Standards/Procedures:

1. Users or parents who are using Sure Start services from all three main areas will be recruited or sampled as participants.

2. Participants will be allocated to either Focus Groups or Exploratory Workshops depending on their background.
3. Focus Groups will be generated with prepared questions based on Sure Start Rationales and Sure Start Objectives.
4. Exploratory Workshops will be generated with structured framework and directed-questions based on Sure Start Rationales and Sure Start Objectives.
5. A small number of case study will be extracted from families who had/have been receiving family support services.
6. A small number of young children (aged 3 to 4) will be interviewed during activities (ie: Play & Stay, crèche, etc.) and their views on the activities they have attended will be collected by using early years interactive interview methods.
7. All qualitative data from Focus Groups, Exploratory Workshops and Case Study will be recorded. Initial data will be coded using 'Open Coding' method, then coded data will be verified and grouped using 'Categorization' method. *Categories* will be further coded based on Sure Start Rationales.
8. Coded *Categories* will be verified and integrated by using 'Additional Integration' method from 'Grounded Theory Analysis' based on Sure Start Objectives.

Further Analysis

1. Categorized data from Level One and Level Two will be further integrated based on Sure Start Rationales and will be edited and documented as evidence of **Impacts** achieved and **Process** of how those impacts were achieved against Sure Start Objectives and Sure Start PSAs/SDAs. Outcomes of the analysis will be mirrored against The Outcomes Framework from *Government's 'Every Child Matters'*.
2. Additional data, findings or evidence outside the analysis framework of Sure Start Rationales, Objectives and Service Delivery Standards will also be coded and categorized under the three main areas of services. Analysed data will be presented as suggestive information for future programme development.

Sure Start Werneth, Freehold & St John's

Programme Evaluation Strategy (activities might change due to ongoing planning)

1. Play, Learning and Children				
<u>Rationale:</u>				
<p>To promote greater children's development and parental interaction/understanding by:</p> <ul style="list-style-type: none"> • Providing a supported environment for children to play and socialize with other children. • Encouraging and helping language development through play. • Encouraging and helping children's general physical development. • Enhancing bonding and interaction between parents/carers and children, for children's social and emotional development. • To ensure children's transition through different ages or developmental stages by providing appropriate support. • Providing an opportunity for parents/carers to communicate/share experiences with other parents/carers to reduce isolation. • To provide more childcare for children especially children with special needs. 				
Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Play and Stay Play and Wait Various Themed Groups Pre-Schools Pathways to Parenting Webster-Stratton Home Support (sessions reg. play) Intensive Family Support	Sure Start Werneth, Two preschools.	<p><u>SS Objectives:</u></p> <ul style="list-style-type: none"> • Improving Social & Emotional Development. • Improving child's ability to learn. • Improving the availability, accessibility, affordability and quality of childcare. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. • To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. • To reduce the proportion of young children living in households where no-one is working by providing affordable childcare. <p><u>SDA:</u></p> <ul style="list-style-type: none"> • All children in SS areas have access to good quality of play and learning activities. • To increase the proportion of children having normal levels of communication and language at the end of the Foundation Stage. • 95% of Foundation Stage provision rated good or better by 2006. • To create [x] childcare places by March 2006. <p>The Outcomes Framework from Government's 'Every Child Matters':</p> <p><u>3. Enjoy and Achieve</u></p> <ul style="list-style-type: none"> • <i>Ready for school.</i> • <i>Attend and enjoy school.</i> • <i>Achieve personal and social development and enjoy recreation.</i> • <i>Parents, carers and families support learning.</i> 	<p><u>Quantitative Evaluation:</u> Use of eStart to collate data on attendance, to see how many families and children have been benefit from the activities.</p> <p><u>Staff Evaluation:</u> With the use of Activity Monitoring & Evaluation Form and regular team meeting to evaluate the impacts of individual activities against rationales and objectives. To collect evidence on how the rationales and objectives were achieved.</p> <p><u>Parents/Users Evaluation:</u> To conduct Focus Group or Evaluation Workshop with parents or users to collect evidence on how they perceive their needs being met and what kind of impacts have on their families against the measurement of the rationales and objectives.</p>	Jan 05 – Feb 06

2. Health and Support for Parents/Children

Rationale:

To improve the healthy outcomes for mothers and babies/children, to improve parenting skills and parental involvement in their children's development by:

- Providing information, advice and guidance on infant's general health, breast feeding, infant feeding practices, nutrition & diet and smoking cessation,
- Providing information and support for mothers who are at risk or suffering PND.
- Improving access of other services including health services.
- Providing support and training in parenting skills.
- Providing opportunity for parental/community involvement.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Visits/Support from Health Visitors Baby Massage Parents Group Young Parents Group Pathways to Parenting Webster-Stratton Play & Wait Support to Children with Additional Needs Intensive Family Support	Sure Start Werneth, Oldham PCT (health visitors)	<p><u>SS Objectives:</u></p> <ul style="list-style-type: none"> • Improving Health. • Strengthening Families & Communities. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • To reduce the proportion of mothers who continue to smoke during pregnancy. • To reduce the proportion of young children living in households where no-one is working. <p><u>SDA:</u></p> <ul style="list-style-type: none"> • Information and guidance on breast feeding, nutrition, hygiene and safety available to all families with young children. • To reduce the number of children 0-4 admitted to hospital on an emergency with gastro-enteritis, a lower respiratory infection or a severe injury. • Ante-natal advice and support available to all pregnant women and their families. • To increase the proportion of families with young children reporting personal evidence of an improvement in the quality of family support. <p>The Outcomes Framework from Government's 'Every Child Matters':</p> <p><u>1. Be Healthy</u></p> <ul style="list-style-type: none"> • <i>Physically healthy.</i> • <i>Mentally and emotionally healthy.</i> • <i>Parents, carers and families promote healthy choices.</i> 	<p><u>Quantitative Evaluation:</u> Use of eStart to collate data on attendance, to see how many families and children have benefited from the activities.</p> <p><u>Staff Evaluation:</u> With the use of Activity Monitoring & Evaluation Form and regular team meeting to evaluate the impacts of individual activities against rationales and objectives. To collect evidence on how the rationales and objectives were achieved. The particular element will be the provision of health information and the provision of parenting skills.</p> <p><u>Parents/Users Evaluation:</u> To conduct Focus Group or Evaluation Workshop with parents or users to collect evidence on how they perceive their child's development on the basis of supports/services that have been provided ie. Bonding & parenting skills.</p>	Jan 05 – Feb 06

3. Outreach and Capacity Building

Rationale:

To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement by:

- Providing outreach/home visits and sign-posting service for families with young children.
- Providing opportunity on education, training and employment.
- Making links with local community development projects and to involve families in capacity building.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
<p>Welcome Visits/ Home Visits/Follow-Up Visits</p> <p>Liase with other agencies</p> <p>Referring, Sign-posting, and Linking up with Job Centre Plus, Education Institutions and other agencies that provide various training or courses.</p> <p>Liase with other providers of children's services and community development projects.</p> <p>Parents Forum/ Parents Panel for Decision Making & Planning</p> <p>Capacity Building Training (eg: STEPS)</p> <p>Volunteering</p> <p>Community Consultation</p>	<p>Sure Start Werneth and other related agencies.</p>	<p><u>SS Objectives:</u> <u>Note:</u> Will cover most Sure Start Objectives, PSAs and SDAs depending on the type of outreach; what kind of information, advice and support have been given; and the intensity of family support.</p> <p><u>PSA:</u></p> <ul style="list-style-type: none"> • To reduce the proportion of young children living in households where no-one is working. <p><u>SDA:</u></p> <ul style="list-style-type: none"> • To increase the proportion of families with young children reporting personal evidence of an improvement in the quality of family support. • To have effective links with Job Centre Plus, local training providers and further/higher education institutions. <p>The Outcomes Framework from Government's 'Every Child Matters':</p> <p><u>4. Make a Positive Contribution</u></p> <ul style="list-style-type: none"> • <i>Engage in decision-making and support the community and environment.</i> • <i>Develop self-confidence and successfully deal with significant life changes and challenges.</i> • <i>Parents, carers and families promote positive behaviour.</i> <p><u>5. Achieve Economic Well-Being</u></p> <ul style="list-style-type: none"> • <i>Live in decent homes and sustainable communities.</i> • <i>Live in household free from low income.</i> • <i>Parents, carers and families are supported to be economically active.</i> 	<p><u>Quantitative Evaluation:</u> Use of eStart and the 'Contact Sheet' to collate data on contacts with families and intensive family support.</p> <p><u>Staff Evaluation:</u> With the use of 'Contact Sheet' and regular team meeting to evaluate the kinds of contact that have been made and family support that have been given, and then to link them to the rationales and related SS objectives/PSAs/SDAs. To collect evidence on the processes of support delivery.</p> <p><u>Qualitative Evaluation:</u> To run one-to-one interviews or building up case study with parents who have been receiving Family Support to see how supports/services provided by SS Werneth have changed their situations and what kind of impacts have on them. Focuses should be put on social-emotional outcomes, success of sign-posting (ie. Education, training & employment; and access of other services), and how all these elements contribute to the family unit as a whole and also the well of children who are living within the family unit.</p>	<p>Jan 05 – Feb 06</p>

Sure Start Glodwick, St Mary's and Higginshaw

Programme Evaluation Strategy (activities might change due to ongoing planning)

1. Play, Learning and Children				
<u>Rationale:</u>				
To promote greater children's development and parental interaction/understanding by:				
<ul style="list-style-type: none"> • Providing a supported environment for children to play and socialize with other children. • Encouraging and helping language development through play and pre-schools. • Encouraging and helping children's general physical development. • Enhancing bonding, attachment and interaction between parents/carers and children, for children's social and emotional development. • Providing an opportunity for parents/carers to communicate/share experiences with other parents/carers to reduce isolation. • To provide more childcare for children especially children with special needs. 				
Activity	Provider	PSA/SDA Aims/Objectives	Evaluation Output	Timescale
Mother/Parent & Toddler Group (Play and Stay)	SS Glodwick (Marlborough St) Little & Larger (Egerton Rooms)	<u>Objectives:</u> <ul style="list-style-type: none"> • Improving Social & Emotional Development. • Improving child's ability to learn. • Strengthening Families & Communities. <u>PSA:</u> <ul style="list-style-type: none"> • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. • To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. <u>SDA:</u> <ul style="list-style-type: none"> • All children in SS areas have access to good quality of play and learning activities. • To increase the proportion of families with young children reporting personal evidence in the quality of services providing family & parenting support. <u>Aims:</u> <ul style="list-style-type: none"> • To provide a supported environment for children to play and socialize with other children. • To provide an opportunity for parents/carers to communicate/share experiences with other parents/adults. • To encourage positive relationships and interaction between parent and child. • To provide advice and support for parents where appropriate. 	<u>General Evaluation/Audit:</u> To collate data from attendance & activity monitoring sheets in order to evaluate the uptake rates of the groups with general feedback from staffs, and to examine how cost-effective the groups are (in terms of uptake rates, reach & feedback). <u>Qualitative Evaluation:</u> Focus groups/workshops to evaluate the impacts of the project (measure changes against the rationales and aims of the project) on users/parents.	Jan 05 – Feb 06
Music, Movement, Parents & Tots	SS Glodwick (Marlborough St)	<u>Objectives:</u> <ul style="list-style-type: none"> • Improving Social & Emotional Development. • Improving child's ability to learn. • Strengthening Families & Communities. <u>PSA:</u> <ul style="list-style-type: none"> • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. • To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. <u>SDA:</u> <ul style="list-style-type: none"> • All children in SS areas have access to good quality of play and learning activities. • Personal evidence in the quality of services providing family & parenting support. 	<u>General Evaluation/Audit:</u> To collate data from attendance & activity monitoring sheets in order to evaluate the uptake rates of the groups with general feedback from staffs, and to examine how cost-effective the groups are (in terms of uptake rates, reach & feedback). <u>Qualitative Evaluation:</u> In-corporate with the Mother/Parent & Toddlers Group evaluation.	Jan 05 – Feb 06

		<p><u>Aims:</u></p> <ul style="list-style-type: none"> To encourage speech & language development (communication skills). To promote child development. To support the development of positive relationships and interaction between parent and child. 		
Toddler Gym	Salvation Army & SS Glodwick	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> Improving children's health. Improving child's ability to learn. <p><u>PSA:</u></p> <ul style="list-style-type: none"> To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. <p><u>SDA:</u></p> <ul style="list-style-type: none"> To increase the proportion of children having normal levels of communication and language at the end of the Foundation Stage. 95% of Foundation Stage provision rated good or better by 2006. <p><u>Aims:</u></p> <ul style="list-style-type: none"> To promote the physical development of children. To encourage a healthy lifestyle through the early promotion of exercise. To enable children to develop their sense of balance, coordination and agility. To encourage and help speech and language development. To support the development of positive relationships between parent and child. 	<p><u>General Evaluation/Audit:</u> To collate data from attendance & activity monitoring sheets in order to evaluate the uptake rates of the groups with general feedback from staffs, and to examine how cost-effective the groups are (in terms of uptake rates, reach & feedback).</p> <p><u>Qualitative Evaluation:</u> *The group is currently under review*</p>	Jan 05 – Feb 06
Pre-Schools	Little & Larger Park View Tiny Tots	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> Improving the availability, accessibility, affordability and quality of childcare. Improving child's ability to learn. <p><u>PSA:</u></p> <ul style="list-style-type: none"> To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. <p><u>SDA:</u></p> <ul style="list-style-type: none"> More childcare for children with special needs. To increase the number of children who have their needs identified in line with early years action and early years action plus of the SEN code of practice and who have either a group or individual action plan in place. 95% of Foundation Stage provision inspected by Ofsted rated good or better by 2006. <p><u>Aims:</u></p> <ul style="list-style-type: none"> To encourage and help speech and language development before school entry. To prepare children for later development stages (ie. Elementary school). To enable parents to 'have a break'. To provide appropriate childcare for children with special needs through sponsored places. 	<p><u>General Evaluation/Audit:</u> To collate data from attendance & number of Registration Form (if available), in order to see how many children from SS accessing the pre-schools. Also to look at sponsored places, how the places have been used and to evaluate the access rates from children with special needs.</p> <p><u>Qualitative Evaluation:</u> Interview with staffs from pre-schools and interview with parents whose children are using the sponsored places.</p>	Jan 05 – Feb 06

2. Health and Support for Parents/Children

Rationale:

To improve the healthy outcomes for mothers and babies, to improve parenting skills and parental involvement by:

- Providing information, advice and guidance on infant's general health, breast feeding, infant feeding practices, nutrition & diet and smoking cessation,
- Providing information and support for mothers who are at risk or suffering PND.
- Encouraging attachment between mothers and babies.
- Providing support and training in parenting skills and building up confidence of parents.

Activity	Provider	Objectives/Aims PSA/SDA	Evaluation Output	Timescale
Baby Massage	Oldham PCT (health visitors)	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Improving Social & Emotional Development. • Improving children's health. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. <p><u>Aims:</u></p> <ul style="list-style-type: none"> • To enhance early parent-infant interaction. • To enhance bonding and attachment between infant and parent. • To stimulate infant's physical development. • To offer a targeted service to women at risk of PND. 	<p>To collect attendance record.</p> <p>Evaluation data provided by Health Visitors.</p> <p>To run questionnaire-interview with parents who have attended baby massage.</p>	Jan 05 – Feb 06
Ante-natal & Post-natal Group	SS Glodwick	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Improving children's health. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • A 6% point reduction in the proportion of mothers who continue to smoke during pregnancy. • SDA: • Information and guidance on breastfeeding, nutrition, hygiene and safety available to all families with young children. • Reduce by 10% the number of children aged 0-4 living in SSLP areas admitted to hospital as an emergency with gastroenteritis, a lower respiratory infection or a severe injury. • Antenatal advice and support available to all pregnant women and their families living in SSLP areas. <p><u>Aims:</u></p> <p>*Under review*</p>	*under review*	Jan 05 – Feb 06
Parents Group	SS Glodwick (Marlborough St)	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Improving Social & Emotional Development. • Strengthening Families & Communities. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. <p><u>SDA:</u></p> <ul style="list-style-type: none"> • To increase the proportion of families with young children reporting personal evidence in the quality of services providing family & parenting support. <p><u>Aims:</u></p> <ul style="list-style-type: none"> • To give parents positive opportunities to build self-esteem and confidence. • To encourage peer support and to provide one-to-one support for parents in need. 	<p><u>General Evaluation/Audit:</u></p> <p>To collate data from attendance & activity monitoring sheets in order to evaluate the uptake rates of the groups with general feedback from staffs, and to examine how cost-effective the groups are (in terms of uptake rates, reach & feedback).</p> <p><u>Qualitative Evaluation:</u></p> <p>In-corporate with the Mother/Parent & Toddlers Group evaluation.</p>	Jan 05 – Feb 06

<p>TOYS Courses Tiny TOYS Courses</p>	<p>Key to the Door Key to the Door</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> Strengthening Families & Communities. <p><u>SDA:</u></p> <ul style="list-style-type: none"> Parenting support and information available for parents in SS areas. To increase the proportion of families with young children reporting personal evidence in the quality of services providing family & parenting support. 	<p><u>General Evaluation/Audit:</u> KTTD provides attendance and sessional evaluation data. Should focus on cost-effectiveness in terms of uptake rates and feedback.</p> <p><u>Qualitative Evaluation:</u> To conduct an impact evaluation at the last session of the course to see how it benefits parents. (work closely with Elaine from KTTD).</p>	<p>Jan 05 – Feb 06</p>
<p>Pathways to Parenting</p>	<p>Health Visitors (PCT) (Marborough St.) (Sure Start House)</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> Strengthening Families & Communities. <p><u>SDA:</u></p> <ul style="list-style-type: none"> Parenting support and information available for parents in SS areas. To increase the proportion of families with young children reporting personal evidence in the quality of services providing family & parenting support. <p><u>Aims:</u></p> <ul style="list-style-type: none"> To provide support for parents on issues around parenting and behaviour management. 	<p><u>General Evaluation:</u></p> <p>To collect attendance record and to run end of course evaluation.</p>	<p>Jan 05 – Feb 06</p>
<p>Survival Skills for Parents (Webster-Stratton)</p>	<p>SS Glodwick</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> Improving Social & Emotional Development. Strengthening Families & Communities. <p><u>PSA:</u></p> <ul style="list-style-type: none"> To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. <p><u>SDA:</u></p> <ul style="list-style-type: none"> Parenting support and information available for parents in SS areas. To increase the proportion of families with young children reporting personal evidence in the quality of services providing family & parenting support. <p><u>Aims:</u></p> <ul style="list-style-type: none"> Assist and support parents who have children with behavioural problems. To prevent child behavioural problems from occurring in the first place. 	<p><u>General Evaluation/Audit:</u> To collect attendance and sessional evaluation data. Should focus on cost-effectiveness in terms of uptake rates and feedback.</p> <p><u>Qualitative Evaluation:</u> To conduct an impact evaluation at the last session of the course to see how it benefits parents. (work closely with Bernie and staff who are delivering the course).</p>	<p>Jan 05 – Feb 06</p>
<p>Homestart</p>		<p>*under review*</p>	<p>*under review*</p>	

3. Outreach, Family Support and Community Involvement

Rationale:

To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement by:

- Providing outreach/home visits and sign-posting service for families with young children.
- Providing intensive family support.
- Providing opportunity on education, training and employment.
- Making links with local community development projects.
- Providing opportunity for parental/community involvement in the decision making process.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Health Visitors Primary Visit Welcome Visit/Initial Home Visit Outreach/Registration Outreach/Liase with Health Visitors/Publicity Contact through telephone Outreach Support (TOYS course) Intensive Family Support	SS Glodwick	<p><u>Note:</u> Will cover most Sure Start Objectives, PSAs and SDAs depending on the type of outreach; what kind of information, advice and support have been given; and the intensity of family support.</p>	<p><u>General Evaluation/Audit:</u> To create a robust system to collect and monitor types of contacts that have been made by staff and the 'outcomes' of such contact, particularly looking at sign-posting rates and level of registration.</p> <ul style="list-style-type: none"> • Health Visitors Primary Visit • Welcome/Home Visit • Outreach/Registration • Outreach/Liase with Health Visitors/Publicity • Contact through telephone <p><u>Qualitative Evaluation:</u> To run one-to-one interviews or case study with parents who have been receiving Outreach Support (TOYS course) & Intensive Family Support to see how support provided by SS Glodwick has changed their situation and what kind of impacts have on them.</p>	Jan 05 – Feb 06
Parent Forum Parent Interview Panel	SS Glodwick	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Strengthening Families & Communities. <p><u>Aims:</u></p> <ul style="list-style-type: none"> • Capacity building. • To include parents/carers in the consultation and decision making process. 	<p><u>General Evaluation/Audit:</u> To collect attendance and sessional evaluation data. Should focus on cost-effectiveness in terms of uptake rates and feedback.</p> <p><u>Qualitative Evaluation:</u> To conduct an impact evaluation with parents to see how it benefits them.</p>	Jan 05 – Feb 06
Training & Volunteering	SS Glodwick	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Strengthening Families & Communities. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • A 12% reduction in the proportion of young children living in households where no-one is working. 	*under review*	
Routes to Employment (R2E) & Job Centre Plus		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Strengthening Families & Communities. <p><u>PSA:</u></p> <ul style="list-style-type: none"> • A 12% reduction in the proportion of young children living in households where no-one is working. 	*under review*	

4. One-Off or Short-Term Sessional Activity

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Exercise Class Pampering Session DIY Class Home Safety Roadshow Summer Creche Schools activities (with £500 budget)	Various	Note: To look at aims of individual activity and see how it could link in with the broader service framework ie: 1. Play, Learning and Children 2. Health and Support for Parents 3. Outreach, Family Support and Community Involvement and how it links with PSA and SDA.	<u>General Evaluation/Audit:</u> To collect attendance and sessional evaluation data. Should focus on cost-effectiveness in terms of uptake rates and feedback to see whether similar activities should be organised again. <u>Qualitative Evaluation:</u> To conduct an impact evaluation at the last session of the activity to see how it benefits users/parents and measure it against the Objectives of the broader service framework. Classes run by Lifelong Learning: particularly to look at the effectiveness of introducing employment opportunity.	Jan 05 – Feb 06

Analysis Framework



Analysis Framework

1. General Audit – Descriptive Statistics

- a) *Uptake Rates* and *Cost-Effectiveness* of individual activities will be analysed using descriptive statistics such as percentile, ratio, mode, median, central tendency, etc. If available, statistics that are related to Sure Start PSAs and SDAs will be extracted to demonstrate targets have been achieved.

2. Evaluation from Staff

- a) Qualitative data will be collected by staff through their observation and interaction with parents/children during activities.
- b) More constructive qualitative data will also be collected through staff's regular focus group meetings.
- c) Data collected through staff's observation and interaction with parents and children will be coded and categorised against Sure Start Delivery Standards.
- d) Data collected through staff's regular focus group meetings will be coded and categorised against Sure Start Rationales.
- e) All coded qualitative data will be grouped into the Three Areas of Activities (ie: *Play, Learning & Children; Health & Support for Parents/Children; Outreach & Capacity Building*) as evidence.

3. Programme Services Evaluation – Users/Parents/Children

- a) Qualitative data will be collected through *Focus Groups, Exploratory Workshop, Interview* and *Case Study*.
- b) All collected data will be coded and categorised against Sure Start Rationales.
- c) All coded qualitative data will be filtered into the Three Areas of Activities as evidence and matched with coded data from **Evaluation from Staff**.

Matched categorised coded data from the Three Areas of Activities will be cross-examined with the Descriptive Statistics from **General Audit** to see which Area of Activities is most effective, cost-effective and have fulfilled most Sure Start Objectives. A summary regarding Areas of Activities will be produced.

Matched categorised coded data from the Three Areas of Activities will also be used as evidence against Sure Start Objectives and the analysis will be further mirrored against the Government's 'Every Child Matters' – Outcomes Framework. A full evaluation report will be produced.