Children's Communities Initiative Evaluation
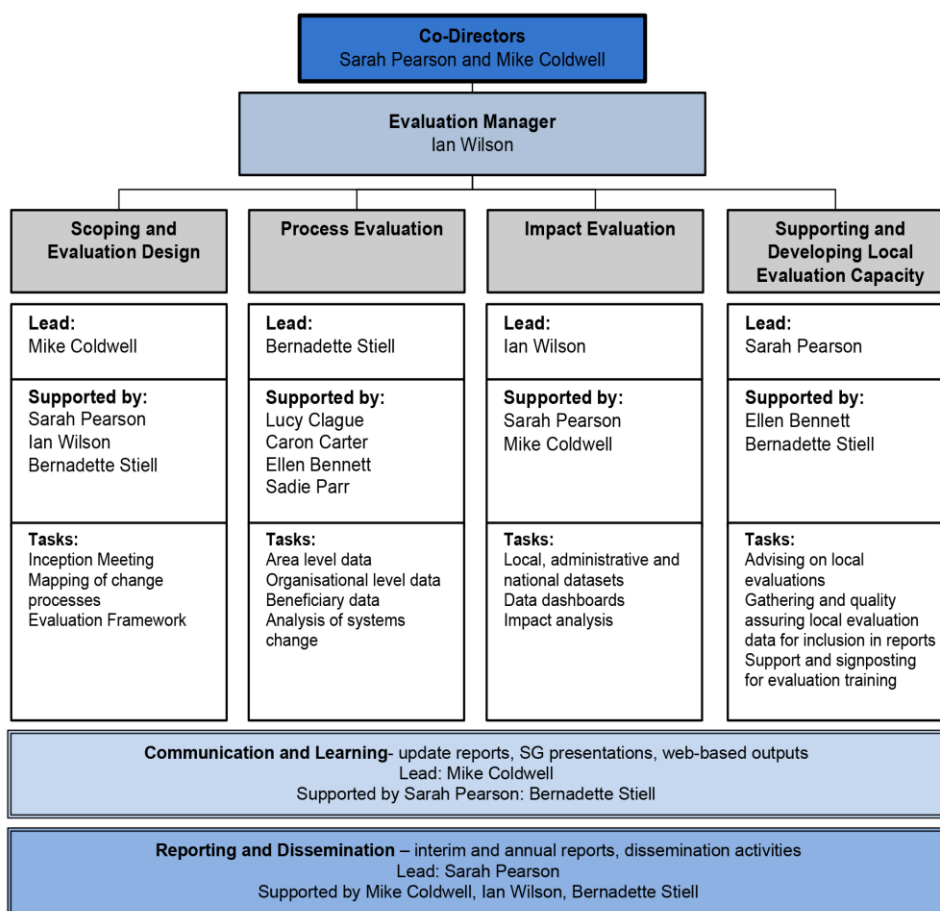
Figure 1: Team Structure and Responsibilities

Co-Directors
Sarah Pearson and Mike Coldwell

Evaluation Manager
Ian Wilson

Scoping and Evaluation Design	Process Evaluation	Impact Evaluation	Supporting and Developing Local Evaluation Capacity
Lead: Mike Coldwell	**Lead:** Bernadette Stiell	**Lead:** Ian Wilson	**Lead:** Sarah Pearson
Supported by: Sarah Pearson, Ian Wilson, Bernadette Stiell	**Supported by:** Lucy Clague, Caron Carter, Ellen Bennett, Sadie Parr	**Supported by:** Sarah Pearson, Mike Coldwell	**Supported by:** Ellen Bennett, Bernadette Stiell
Tasks: Inception Meeting, Mapping of change processes, Evaluation Framework	**Tasks:** Area level data, Organisational level data, Beneficiary data, Analysis of systems change	**Tasks:** Local, administrative and national datasets, Data dashboards, Impact analysis	**Tasks:** Advising on local evaluations, Gathering and quality assuring local evaluation data for inclusion in reports, Support and signposting for evaluation training

Communication and Learning - update reports, SG presentations, web-based outputs
Lead: Mike Coldwell
Supported by Sarah Pearson: Bernadette Stiell

Reporting and Dissemination – interim and annual reports, dissemination activities
Lead: Sarah Pearson
Supported by Mike Coldwell, Ian Wilson, Bernadette Stiell

Figure 3: Mapping methods to evaluation questions

	IMPACT	PROCESS		
		Area-level	Organisation level	Beneficiary level
How and to what extent are Communities embodying the key principles of the Children's Communities model?		✓	✓	
Is there evidence of Children's Communities working towards long term systems change?	✓	✓	✓	
How effective are leadership and governance arrangements?		✓	✓	
How are the Communities progressing with developing and operationalising the local strategic vision and theory of change?		✓	✓	
What evidence is there of impacts within services and systems?	✓	✓		
What evidence is there of impacts for children and young people and families?	✓	✓	✓	✓

Figure 2: Simplified, illustrative example of developing a systems-based theory of change to inform evaluation: Wallsend
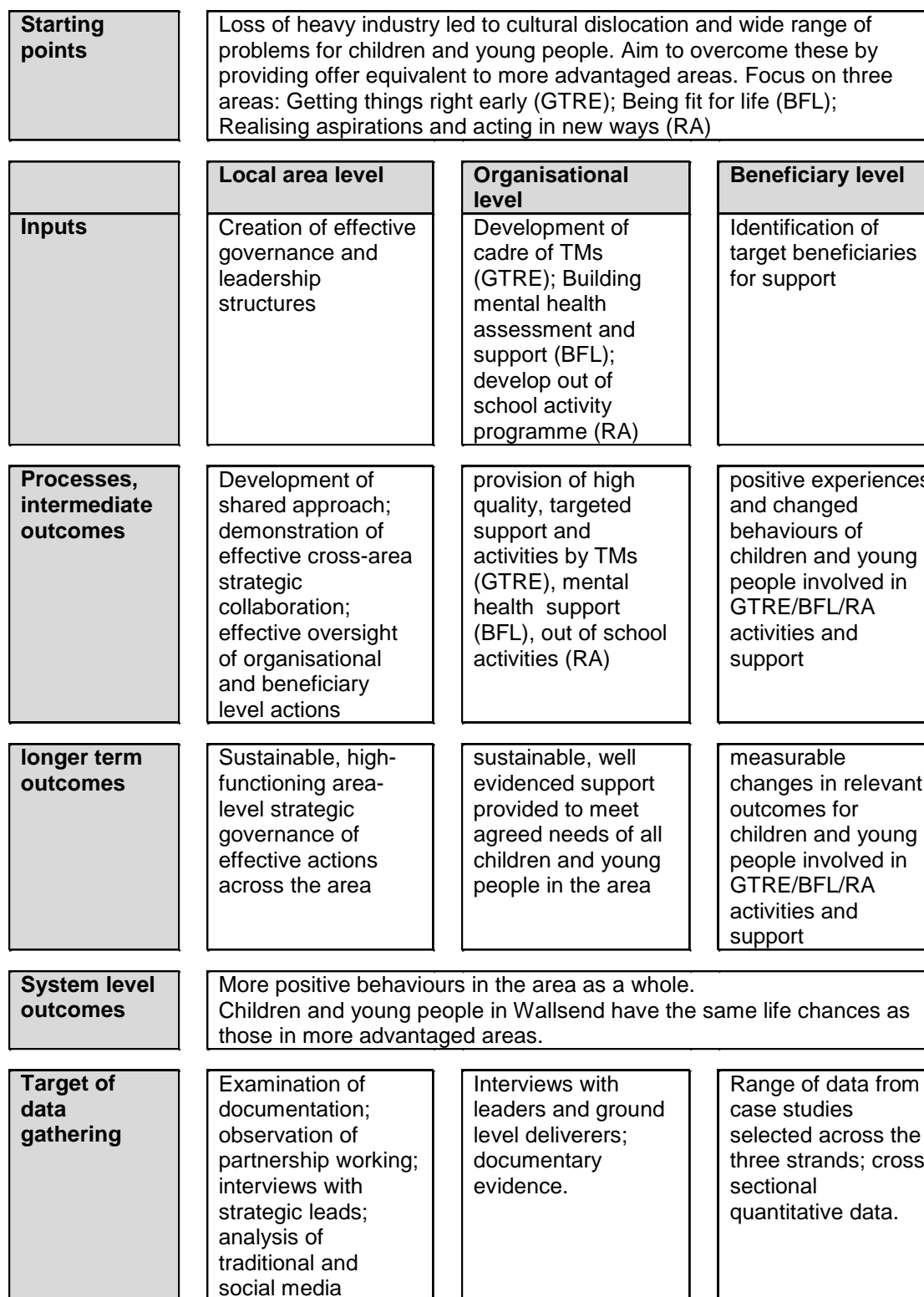
Starting points	Loss of heavy industry led to cultural dislocation and wide range of problems for children and young people. Aim to overcome these by providing offer equivalent to more advantaged areas. Focus on three areas: Getting things right early (GTRE); Being fit for life (BFL); Realising aspirations and acting in new ways (RA)		
	Local area level	**Organisational level**	**Beneficiary level**
Inputs	Creation of effective governance and leadership structures	Development of cadre of TMs (GTRE); Building mental health assessment and support (BFL); develop out of school activity programme (RA)	Identification of target beneficiaries for support
Processes, intermediate outcomes	Development of shared approach; demonstration of effective cross-area strategic collaboration; effective oversight of organisational and beneficiary level actions	provision of high quality, targeted support and activities by TMs (GTRE), mental health support (BFL), out of school activities (RA)	positive experiences and changed behaviours of children and young people involved in GTRE/BFL/RA activities and support
longer term outcomes	Sustainable, high-functioning area-level strategic governance of effective actions across the area	sustainable, well evidenced support provided to meet agreed needs of all children and young people in the area	measurable changes in relevant outcomes for children and young people involved in GTRE/BFL/RA activities and support
System level outcomes	More positive behaviours in the area as a whole. Children and young people in Wallsend have the same life chances as those in more advantaged areas.		
Target of data gathering	Examination of documentation; observation of partnership working; interviews with strategic leads; analysis of traditional and social media	Interviews with leaders and ground level deliverers; documentary evidence.	Range of data from case studies selected across the three strands; cross-sectional quantitative data.

Figure 4: Methods to elicit authentic data...

1 HIGHEST priority
2 JOINT 2nd / 2 JOINT 2nd
3 JOINT 3rd / 3 JOINT 3rd / 3 JOINT 3rd
4 JOINT 4th / 4 JOINT 4th
5 LOWEST priority

Listening to Young Children
The Mosaic approach
Second Edition
Alison Clark and Peter Moss

SIGNIFICANT EVENTS
Start mentoring | back to school | friend stops going | meet new friends | stop going
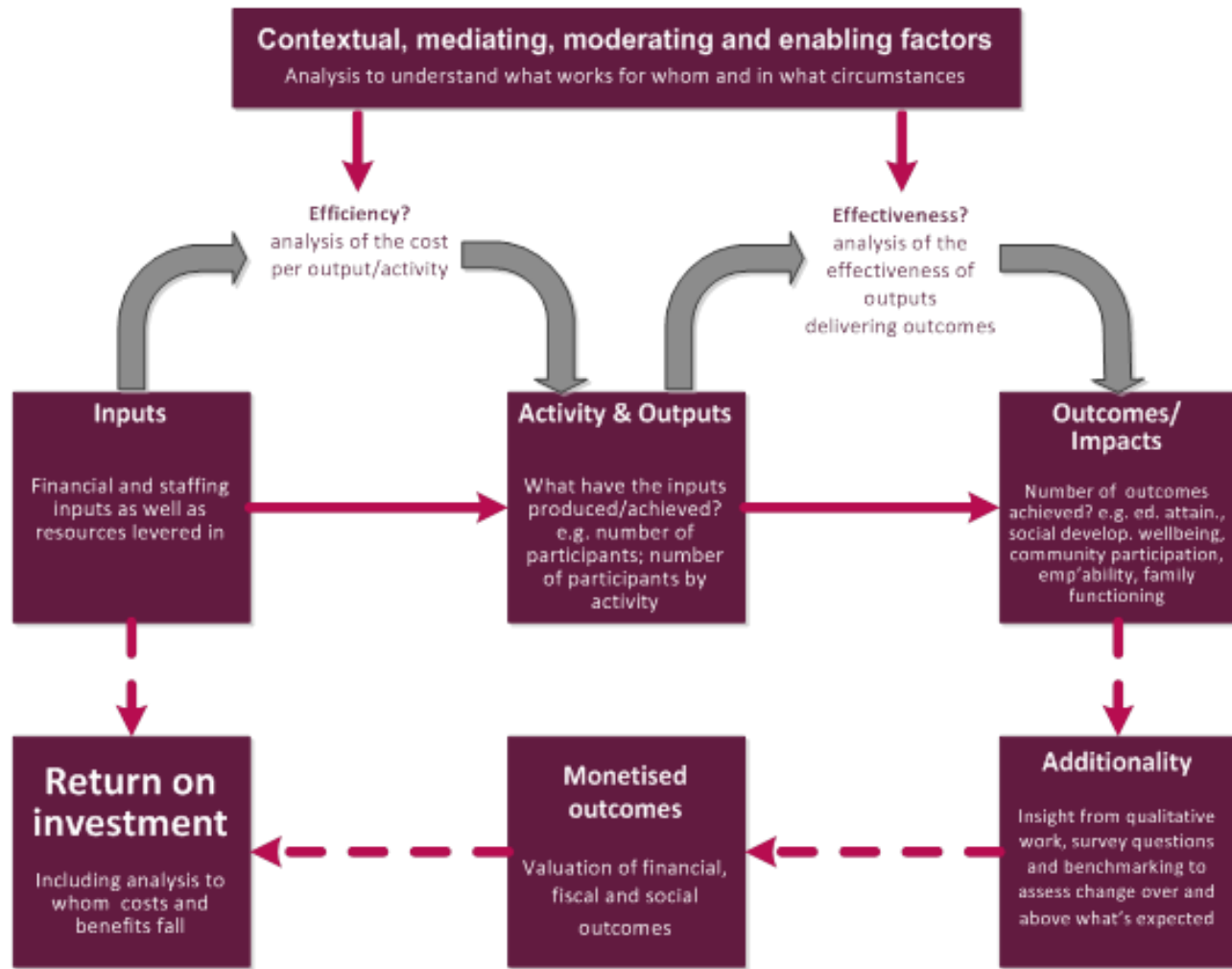time

Figure 5: A framework for assessing Impact and VFM

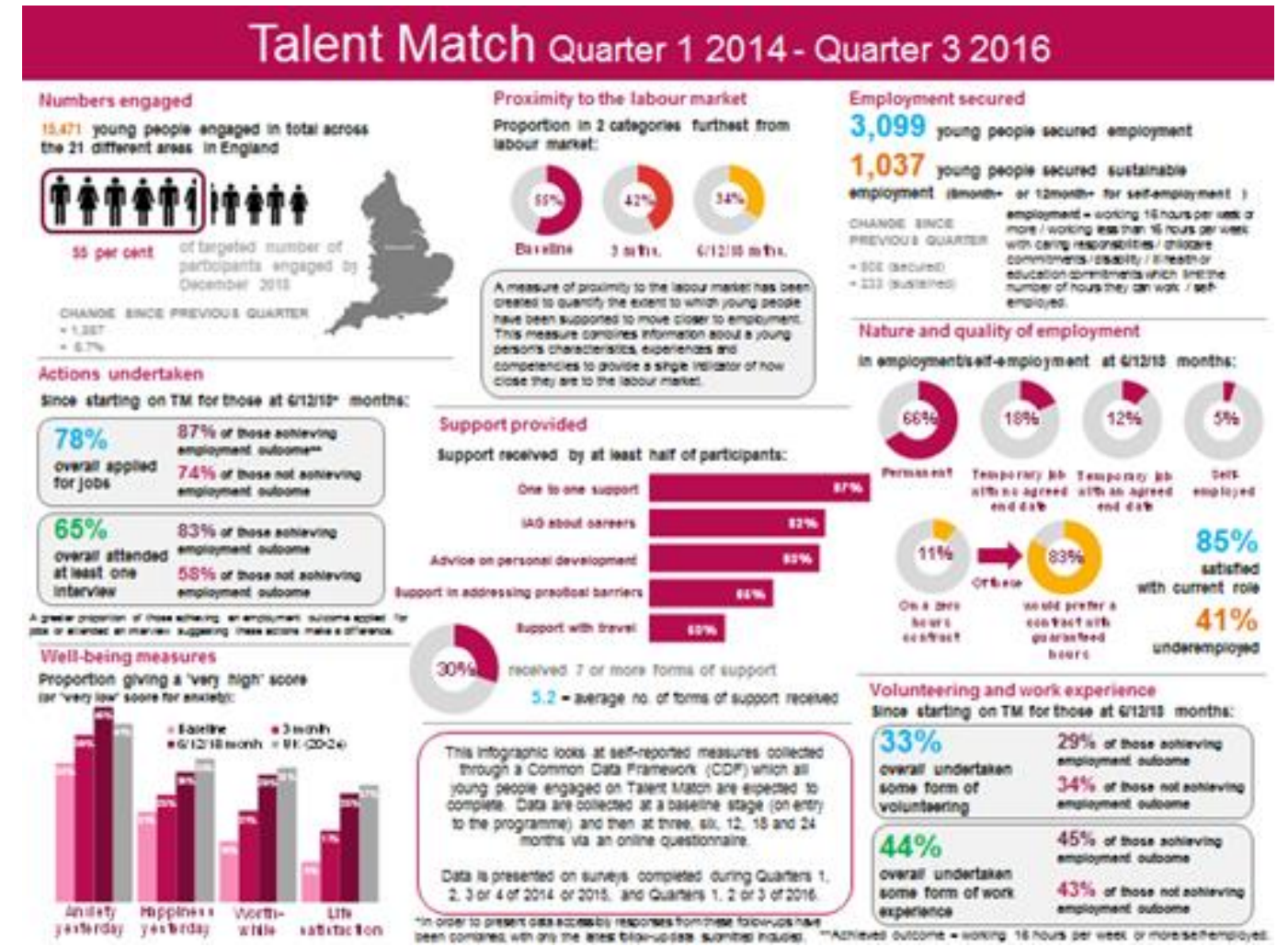**Figure 6: Example of a summary dashboard from the evaluation of Talent Match**

Figure 7: Deliverables

Output	Timing	Purpose
Inception report	Nov 16	Initial document outlining agreed timetable and milestones for delivery, scope and purpose of data collection activities, analysis and outputs
Evaluation framework	Dec 16	Outcomes of local mapping, research questions, outcomes and indicators
Update reports	Every two months	Short, concise updates on progress and emerging findings to be shared by email with SCUK and Children's Communities
Web outputs	4 per year	Thematic outputs suitable for sharing on website and highlighting learning and good practice from Children's Communities - determined with SCUK and Children's Communities - possible for use of video and photographic evidence
Participation in learning exchanges and days	2 per year	Bringing evaluation findings into established learning events, could include thematic presentations and facilitation/ support for capacity building - focus on improving practice, content to be determined with SCUK and Children's Communities
Presentations to evaluation steering group	3 per year	Presentations on progress and findings to elicit feedback and guidance from steering group
Interim reports	Annual (June 2017, 2018 and 2019)	Annual summaries of progress and emerging findings
Annual reports	December 2017 and December 2018	Bringing together process and impact evaluation findings and highlighting key learning - suitable for publication. Separate summary for wide circulation to external audiences