



EVALUATION PROTOCOL

An implementation & process evaluation of Changemakers

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SUMMARY

Introduction

What is Changemakers?

Changemakers is a new programme in England which aims to increase the effective use of evidence-based interventions (EBIs) in local areas through an enhanced package of technical assistance in the form of a local evidence leader (LEL).

Despite strong evidence supporting EBIs, local implementation often faces challenges, including variability in local contexts, stakeholder engagement barriers, and sustainability concerns. Research suggests that successful implementation requires structured roles and processes that bridge the gap between evidence generation and practical application (Proctor et al., 2011).

The Changemakers programme seeks to address this challenge by leveraging implementation science principles to test how to overcome implementation barriers through the use of local evidence leadership. In doing so, the programme aims to demonstrate how structured roles and evidence mobilisation strategies can effectively embed EBIs in local areas. However, the primary focus of Changemakers is on strengthening local systems to enhance the uptake and sustainability of EBIs more broadly by championing evidence use and promoting evidence-use behaviours across the local system.

The programme provides funding for local areas to recruit a LEL and funding for one or more of the following EBIs:

- **Empowering Parents Empowering Communities – EPEC** (ages 2 to 11 years) is an intervention for disadvantaged families experiencing behavioural difficulties and aims to improve child development, parenting, family resilience, and coping. EPEC is a community-based programme which trains local parents to run parenting groups.
- **Family Foundations** is a perinatal group-based programme for couples expecting their first child. Couples learn strategies for enhancing communication, resolving conflict, and sharing of childcare duties. Training is delivered by the Fatherhood Institute.
- **Resilience Triple P:** (ages 6 to 12 years) is a family intervention for children bullied by peers. Although part of the Triple P suite of interventions, Resilience Triple P will be new in the UK as part of Changemakers. It combines social and emotional skills training for children, with ‘facilitative parenting’ training for parents.

The Changemakers programme introduces the LEL role as a key mechanism for embedding evidence use in local systems. LELs work with local leaders and commissioners to enable the embedding of an EBI in their local area and act as a catalyst for increased evidence use within the local system. The role of LELs and the activities they carry out will be tailored to the current context and needs of each local area. However, some of the activities that the LEL might be expected to undertake include:



- Planning, implementing and evaluating EBI local delivery, including creating effective referral pathways to ensure timely and equitable access to support and ensuring fidelity to their agreed implementation plans
- Championing and embedding evidence-based practice with local leaders
- Building in iterative feedback and learning to support intervention effectiveness, bridging evidence and practice
- Building system capacity and relationships, including strengthening existing stakeholder networks and building new partnerships and relationships.

Further details about the Changemakers programme are available in the [Intervention Protocol](#).

Why are we evaluating Changemakers?

There is currently limited evidence on the systematic introduction of roles like the LEL and their ability to overcome implementation barriers across complex local systems. This evaluation seeks to address this gap by exploring how the Changemakers programme is implemented, the factors that support or hinder its success, and its impact on embedding evidence-informed decision-making.

The evaluation will explore fidelity to the Changemakers model, including how the LEL role is operationalised in practice, how implementation supports or constrains the programme's intended mechanisms, and what adaptations occur in response to local contexts. While EBIs are a key part of the programme's approach, they serve as a lens for understanding how Changemakers functions rather than being the primary focus of the evaluation.

Why is this important for policy?

The Changemakers programme aligns with key national and regional policies that prioritise evidence-based practice and system-wide improvements in children's services, including the 2023 Children's Social Care National Framework and the 'Stable Homes, Built on Love' strategy launched in the same year (Department for Education, 2023). It supports the government's Family Hubs and Start for Life programme, which underscores the importance of providing holistic, accessible support for families (Department of Health and Social Care, 2023). Furthermore, the programme addresses the objectives of What Works Centres, including Foundations, to disseminate actionable evidence and promote effective practices across local authorities. Insights from this evaluation will help shape future policies by offering actionable strategies for scaling up EBIs across diverse local contexts.

Aims and objectives

In this study, we will conduct an implementation and process evaluation (IPE) of the Changemakers programme. We will collect qualitative and quantitative data to evaluate the extent to which Changemakers was implemented as intended and the perceptions of staff and other stakeholders regarding the implementation.

This IPE of the Changemakers programme has the following aims:

1. Assess how effectively the LEL role has been operationalised in practice into participating local areas and whether the LEL role has enhanced the implementation of EBIs. This



- includes assessing implementation and impact against a) the dimensions of the Implementation Outcomes Framework (IOF), which is discussed in detail below in the [‘Guiding framework and approach’](#) section and b) both the mechanisms by which LELs are expected to bring about change and the outcomes set out in the Changemakers programme-level theory of change. The aspects of EBI implementation which will be in focus include: adoption (e.g. the initial decision to implement the LEL role), feasibility (e.g. the practicality of embedding this role within existing structures), fidelity (e.g. degree of adherence to the planned function of the LEL role), and adaptation (e.g. necessary contextual adaptations); reach (e.g. the extent to which EBIs engage the intended groups), acceptability (e.g. how stakeholders perceive the EBIs), and penetration (e.g. the extent to which EBIs are integrated into local services).
2. Identify implementation barriers and facilitators. By systematically examining the processes and outcomes associated with the LEL role, the evaluation will generate insights into what supports or hinders effective implementation.
 3. Understand the impact of the LEL within local areas. This includes understanding how the LEL role has contributed to championing evidence-based practice within local areas.
 4. Explore sustainability. The evaluation will explore the likelihood of maintaining the LEL role and the EBIs beyond the programme’s duration, contributing to wider learning on sustaining evidence-based practices.

Design and methods

This study adopts a mixed-methods approach to explore how Changemakers is delivered, its mechanisms of change, and its perceived impact on both increasing effective evidence use in local systems and specific EBI implementation across different local contexts.

The evaluation approach centres on collaborative workshops during both the interim and final phases bringing together diverse stakeholders. They will reflect on the four overarching research questions to explore in particular how Changemakers has been implemented; how the programme works differently in certain conditions, including how the LEL role has been operationalised in different contexts; and perceived impacts of the Changemakers programme on EBI implementation and local stakeholders and systems. Workshops are organised sequentially to enable us to share and build on emerging findings, and learning from implementation as the evaluation progresses.

Monitoring data will be reviewed across participating sites to assess key metrics, including adoption rates, the reach of EBIs, and sustainability indicators. An online survey will capture perspectives from a broader range of stakeholders, offering insights into the perceived impact of EBIs. Additionally, in-depth interviews with LELs, strategic leads, and operational leads will provide detailed accounts of the implementation process, outcomes, and local adaptations.

Proctor et al.’s (2011) Implementation Outcomes Framework will underpin the approach to data collection and analysis, ensuring a structured and comprehensive exploration of implementation processes and outcomes.



Conclusions

This evaluation aims to generate actionable insights into the implementation and perceived impact of Changemakers, which account for the impact of local context. By combining qualitative and quantitative methods (and with reference to the theory of change, as well as the barriers and enablers outlined in the intervention protocol) the study will provide a comprehensive picture of how the programme is delivered across diverse contexts and the ways in which the LEL role supports the adoption and sustainability of EBIs and wider evidence-use behaviours. Using Proctor et al.'s (2011) Implementation Outcomes Framework, the findings will identify key mechanisms and contextual factors influencing programme implementation, while explicitly exploring fidelity to the Changemakers model and successful local adaptations. These insights will inform the ongoing development of Changemakers and contribute valuable evidence for broader application in similar programmes. These findings will ensure that lessons learned are both practical and generalisable, supporting stakeholders in developing and implementing programmes that enhance the uptake and success of evidence-based interventions in local areas.

Limitations

There will be limitations to the generalisability of the data from four sites in England. However, the combination of methods and framework used ensures a rich and nuanced understanding of Changemakers' implementation and outcomes, providing valuable insights for its refinement and broader application.

Timeline

Data collection for the study will start in March 2025. We will deliver an interim report in November 2025 and a draft final report in July 2026. The final report will be published in late 2026.



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Glossary of terms

Acronym	Definition
CSC	Children's Social Care
EBI	Evidence-based intervention
LDA	Local Development Adviser
LEL	Local Evidence Leader
LA	Local authority



Background and problem statement

There is evidence that the preventative approach taken by many evidence-based interventions (EBIs) is effective in delivering long-term positive outcomes for families and children. The 2022 Independent Review of Children's Social Care highlighted the value of EBIs and encouraged making them central to local areas' child and family offers (MacAlister, 2022).

Despite their potential, EBIs have not been implemented widely in local authorities (LAs). Embedding EBIs within LA settings faces challenges related to both the insufficient use of these interventions and difficulties in effective implementation.

Underutilisation of EBIs

LAs have often struggled to identify and select appropriate evidence-based programmes. Barriers such as limited awareness and insufficient training can impede the selection and roll-out of these programmes.¹

In addition, LAs operate within complex systems where variability in context, resource constraints, and competing priorities often hinder the effective implementation and sustainability of EBIs (Acquah & Thévenon, 2020; Atkins et al., 2017).

Challenges in implementation

Even where EBIs are adopted, local areas often do not have the technical assistance capacity to effectively implement EBIs in a way that takes account of common implementation barriers. Challenges such as insufficient stakeholder engagement, inconsistent fidelity to intervention plans, and the lack of structured support roles can exacerbate the barriers identified above, leading to missed opportunities for achieving impactful, evidence-informed change (Bach-Mortensen et al., 2018; Oliver et al., 2014; Dodwell & Macey, 2024).

Research highlights the importance of structured processes and dedicated roles to bridge the gap between evidence generation and practical application in real-world settings (Proctor et al., 2011; Chilenski et al., 2016). Without such mechanisms, implementation efforts often falter, resulting in limited reach, inconsistent adoption, and challenges in sustaining EBIs over time.

These difficulties are compounded by the need for local adaptations that balance fidelity to evidence-based models with responsiveness to the unique needs of diverse communities and different implementation contexts. Successful implementation of EBIs requires technical knowledge, deep understanding of the local context, and the authority to implement system-level changes (Hudson et al., 2019; Wiggins et al., 2012; Thomson et al., 2023).

The Changemakers programme

The Changemakers programme seeks to address these systemic issues through the introduction of the Local Evidence Leader (LEL) role, designed to act as a catalyst for embedding EBIs into local

¹ See: <https://guidebook.eif.org.uk/>



systems. The LEL provides a structured approach to fostering stakeholder engagement, supporting evidence-informed decision-making, and ensuring fidelity to the EBI while accommodating necessary adaptations to local contexts. By leveraging implementation science principles, Changemakers aims to demonstrate how dedicated evidence mobilisation roles and targeted strategies can overcome barriers to adoption and drive sustainable, system-wide improvements in children’s services (Armstrong et al., 2013).

There is currently limited evidence on how roles like the LEL systematically overcome these challenges across diverse LA settings. Evaluating the Changemakers programme offers a critical opportunity to understand the mechanisms through which implementation barriers are addressed, the conditions under which the Changemakers programme succeeds or struggles, and the impact of the LEL role on embedding and sustaining EBIs. This evaluation aims to generate actionable insights that will not only inform the refinement of Changemakers but also contribute to broader learning on implementing evidence-based practices in complex systems.

Intervention and theory of change

What is Changemakers?

Table 1 provides an overview of Changemakers using the TiDieR framework (Hoffman et al., 2014). The [Changemakers Intervention Protocol](#) provides a full description of the intervention and theory of change.

Table 1: About Changemakers using the TiDieR Framework (Hoffman et al., 2014)

TiDieR item	Description
Brief name	Changemakers programme
For whom?	<p>The programme targets:</p> <ul style="list-style-type: none"> • LA and voluntary, community, faith, and social enterprise (VCFSE) practitioners working across children’s social care, health, education and youth justice who are involved in referring to and/or implementing the selected evidence-based interventions (EBIs). • System leaders and policymakers, including senior operational staff, commissioners, and heads of service within LAs who drive strategic decision-making, organisational buy-in, and successful supporting context for the use of the EBIs. <p>Indirect beneficiaries include children, families, and communities impacted by EBIs. This includes the following groups:</p> <ul style="list-style-type: none"> • Disadvantaged families participating in Early Parent Education and Care (EPEC) programmes, aimed at strengthening parenting skills and creating nurturing home environments.



TiDieR item	Description
	<ul style="list-style-type: none"> • Children experiencing bullying who are supported through Resilience Triple P interventions, equipping them and their families with strategies to address peer victimisation. • Expectant parents, particularly fathers, engaged in Family Foundations programmes to foster healthy co-parenting relationships and improve family dynamics from the earliest stages.
Why?	<p>Changemakers addresses persistent barriers to the adoption and sustainability of EBIs within complex systems, such as variability in local contexts, limited stakeholder engagement, and inconsistent fidelity to implementation plans. By enhancing evidence mobilisation strategies and embedding structured roles, the programme aims to contribute to improved outcomes for children and families by improving local systems' appetite and ability to integrate evidence into practice.</p>
Who delivers?	<p>Local Evidence Leaders (LELs), appointed within each participating LA, are the primary agents of change. They receive training and guidance from Foundations and limited ongoing support from Local Development Advisers (LDAs).</p>
What?	<p>Changemakers supports the implementation of EBIs as part of the Family Hubs transformation programme, providing funding for both the recruitment of LELs and the funds to deliver one or more of the following EBIs:</p> <ul style="list-style-type: none"> • Empowering Parents Empowering Communities – EPEC (ages 2 to 11 years) is an intervention for disadvantaged families experiencing behavioural difficulties and aims to improve child development, parenting, family resilience, and coping. EPEC is a community-based programme which trains local parents to run parenting groups. • Family Foundations is a perinatal group-based programme for couples expecting their first child. Couples learn strategies for enhancing communication, resolving conflict, and sharing of childcare duties. Training is delivered by the Fatherhood Institute. • Resilience Triple P (ages 6 to 12 years) is a family intervention for children bullied by peers. Although part of the Triple P suite of interventions, Resilience Triple P will be new in the UK as part of Changemakers. It combines social and emotional skills training for children, with 'facilitative parenting' training for parents. <p>The Foundations Local Development team provides local areas with a broad set of ideas about potential barriers to EBI implementation over time, alongside principles that may support more effective implementation. Each participating LA applies this learning within their own context, informed by their unique priorities and understanding of local needs.</p> <p>LELs play a central role in this process, working with local leaders and commissioners to enable the embedding of an EBI in their local area and act as a catalyst for increased evidence use within the local system. The LEL will lead all aspects of the programme at the local level, providing or facilitating technical assistance (TA) to the partnership in the form of planned and purposeful capacity building activities aimed at supporting local change.</p>



TiDieR item	Description
<p>Where?</p> <p>When?</p>	<p>The role of LELs and the activities they carry out will be tailored to the current context and needs of each local area. However, some of the activities that the LEL might be expected to undertake include:</p> <ul style="list-style-type: none"> • Planning, implementing, and evaluating EBI local delivery, including creating effective referral pathways to ensure timely and equitable access to support and ensuring fidelity to their agreed implementation plans. • Championing and embedding evidence-based practice with local leaders. • Building in iterative feedback and learning to support intervention effectiveness, bridging evidence and practice. • Building system capacity and relationships, including strengthening existing stakeholder networks and building new partnerships and relationships. <p>The above LEL activities may change and vary between local areas in line with their individual Delivery Plans.</p>
	<p>The programme is being implemented in four LA sites: Merton, Stockport, Wirral, and York.</p>
	<p>Changemakers will run for two years, from 2024 to 2026, with interim and final evaluation activities planned throughout this period.</p>
<p>Tailoring?</p> <p>Modifications?</p>	<p>While the core Changemaker programme components remain consistent (LEL recruitment and training, stakeholder engagement, evidence mobilisation, and implementation support), the approach is tailored to LA contexts to accommodate specific stakeholder dynamics, system readiness, and community needs. Real-time adaptations are informed by feedback loops and stakeholder insights.</p>
	<p>Anticipated modifications include adjustments to implementation strategies to align with site-specific conditions, such as adapting engagement approaches to overcome local barriers. In addition, the different backgrounds and positions within the system of the different local LELs will represent modifications to each EBI. These changes will be systematically documented to assess their impact on fidelity and outcomes.</p>
<p>How?</p> <p>How well?</p>	<p>LELs deliver the programme through a combination of in-person and virtual stakeholder consultations, and tailored support. They are equipped with training and resources to engage effectively with stakeholders and promote the adoption of EBIs. Ongoing support from Foundations ensures that LELs remain aligned with programme goals. Key activities include quarterly workshops, ongoing engagement with local stakeholders and EBI providers, and iterative learning phases to inform and adapt practices.</p>
	<p>The evaluation will assess the actual implementation of the Changemakers programme by triangulating data from stakeholder feedback, review of quarterly programme returns and EBI monitoring reports.</p> <p>Given that Changemakers is by definition an exploratory intervention, we feel a flexible yet systematic approach is needed to gauge 'how well' it has been delivered. We will not be working against strict fidelity criteria. However, we will adopt specific</p>



TiDieR item	Description
	<p>strategies to assess both the quality and fidelity of the programme. These include systematically recording and analysing the following:</p> <ul style="list-style-type: none">• Deviations made during implementation against sites' local theories of change and the intended local delivery plans• Modifications made during implementation against the overarching programme-level theory of change• Deviations from the EBI fidelity criteria outlined by EBI providers• Progress made towards the outcomes defined in both local and programme-level theories of change – as well as stakeholders' views on what progress towards these outcomes has looked like in practice, and how any deviations from intended implementation plans have impacted on outcomes.

Changemaker's theory of change

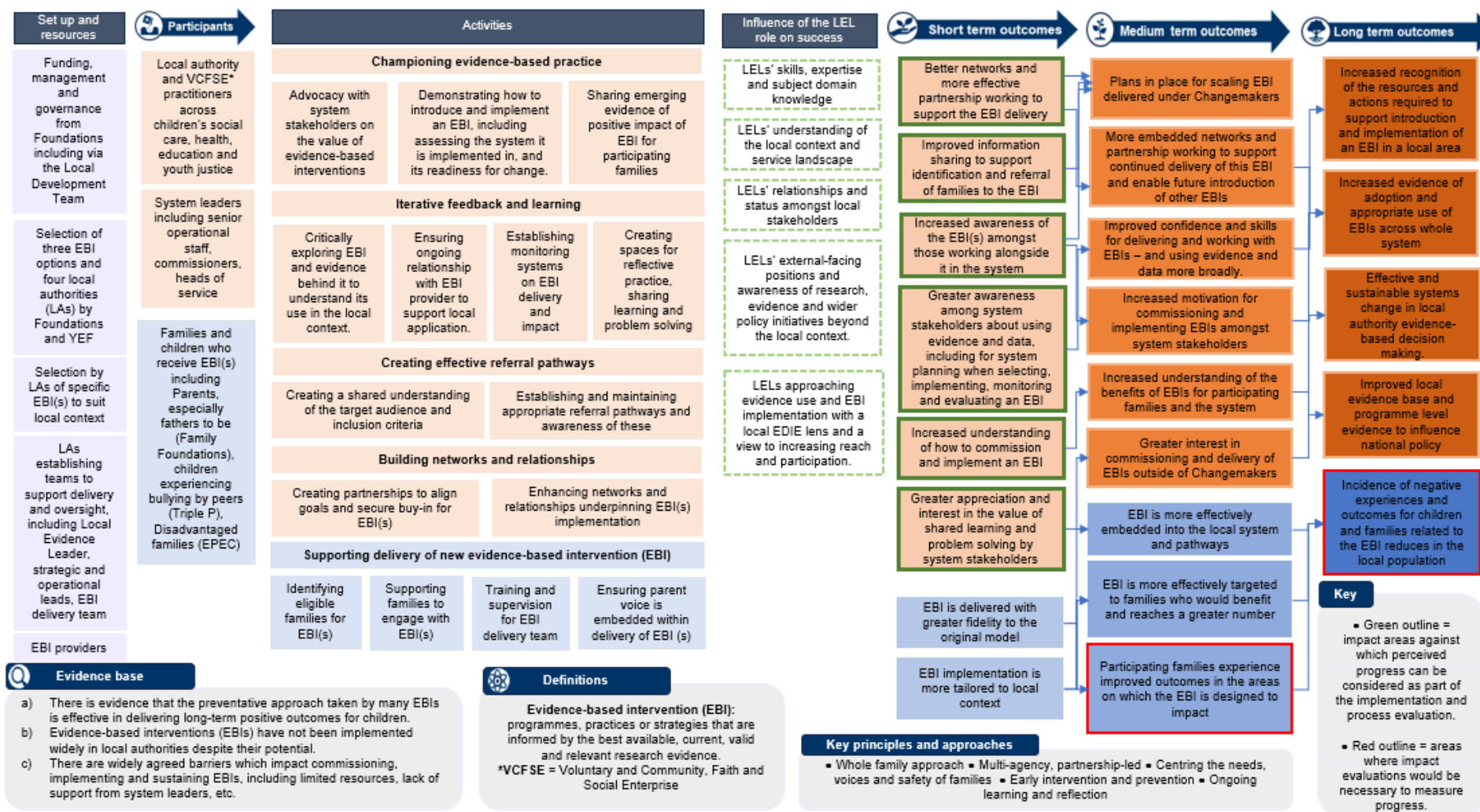
Throughout the set-up phase of the IPE, Cordis Bright have worked collaboratively with Foundations and LELs to co-design and refine the programme-level Changemakers theory of change. Each of the four sites have created their own local theory of change. This has been done through the following activities:

- Review of programme documentation
- Collaborative workshop and feedback with programme stakeholders.

Figure 1 sets out the Changemakers programme-level theory of change which has been developed through this process, including its activities, causal mechanisms, intended outcomes, and underpinning principles and learning. We intend to continue revisiting the theory of change and our understanding of pathways throughout the study as our insights into programme implementation evolve.



Figure 1: Changemakers programme-level theory of change





Implementation and process evaluation

Aims

This implementation and process evaluation of the Changemakers programme has the following aims:

- Assess how effectively the LEL role has been operationalised in practice into participating local areas and whether the LEL role has enhanced the implementation of EBIs. This includes assessing implementation and impact against a) the dimensions of the Implementation Outcomes Framework (IOF), which is discussed in detail below in the [‘Guiding framework and approach’](#) section; and b) both the mechanisms by which LELs are expected to bring about change and the outcomes set out in the Changemakers programme-level theory of change. The aspects of EBI implementation which will be in focus include: adoption (e.g. the initial decision to implement the LEL role), feasibility (e.g. the practicality of embedding this role within existing structures), fidelity (e.g. degree of adherence to the planned function of the LEL role), and adaptation (e.g. necessary contextual adaptations); reach (e.g. the extent to which EBIs engage the intended groups), acceptability (e.g. how stakeholders perceive the EBIs), and penetration (e.g. the extent to which EBIs are integrated into local services).
- **Identify implementation barriers and facilitators.** By systematically examining the processes and outcomes associated with the LEL role, the evaluation will generate insights into what supports or hinders effective implementation.
- **Understand the impact of the LEL within local areas.** This includes understanding how the LEL role has supported the adoption and sustainability of EBIs and wider evidence-use behaviours within local areas; whether this is in line with the mechanisms by which the LEL is expected to bring about change as described in the theory of change, and the barriers and facilitators faced by LELs in programme implementation.
- **Explore sustainability.** The evaluation will explore the likelihood of maintaining the LEL role and the EBIs beyond the programme’s duration, contributing to wider learning on sustaining evidence-based practices.

Guiding framework and approach

This evaluation adopts Proctor et al.’s (2011) Implementation Outcomes Framework (IOF) to systematically examine the implementation processes and outcomes of Changemakers. The IOF is particularly suitable for evaluating complex, multi-context interventions, as it provides a structured approach to exploring implementation dimensions, including adoption, fidelity, feasibility, penetration, cost, and sustainability. These dimensions are crucial for understanding how the LEL role influences local systems, stakeholder engagement, and evidence-use behaviours.

The IOF was selected as the Framework for our evaluation for several reasons:

1. **Comprehensive coverage:** It enables a structured examination of diverse implementation outcomes, ensuring a holistic understanding of the LEL role’s impact.



2. **Conceptual clarity:** The framework provides clear conceptual distinctions between implementation dimensions, such as adoption, feasibility, and penetration, which are crucial for evaluating Changemakers' systemic integration.
3. **Flexibility and contextual fit:** While the IOF provides a robust structure, its application is flexible enough to capture contextual nuances, including local adaptations and systemic challenges within complex local authority environments.

Changemakers is implemented across diverse local authority contexts with varying stakeholder dynamics, resource constraints, and governance structures. Recognising this complexity, the evaluation adopts a flexible application of the IOF, allowing contextual insights to emerge while maintaining a structured approach. This flexibility is particularly relevant for:

- Adaptations made to enhance contextual fit while maintaining fidelity to the Changemakers model
- Barriers and facilitators influencing perceptions of acceptability, feasibility, and sustainability, which are inherently context dependent.

Research questions

The research questions are organised into four overarching areas:

1. **Programme theory validation:** Examines the extent to which the Changemakers' theory of change is grounded in evidence, identifying any critical outcomes or mechanisms that may be missing or mis-specified, as well as how implementation activities intersected with the barriers and enablers outlined in the implementation protocol. This ensures that the programme's underlying assumptions are validated against real-world implementation data.
2. **Implementation feasibility:** Explores the extent to which Changemakers was implemented as intended, using IOF dimensions to systematically assess:
 - **Adoption:** Decision-making processes leading to the uptake of the LEL role.
 - **Fidelity and adaptation:** Adherence to the theory of change and necessary contextual adaptations.
 - **Acceptability, appropriateness, and feasibility:** Stakeholder perceptions and contextual factors influencing implementation practicality.
 - **Penetration and integration:** The depth and reach of the LEL role within local systems.
 - **Cost and sustainability:** Cost implications and likelihood of sustaining the LEL role beyond the programme period.

This organisation reflects the logical progression of implementation processes, from initial adoption to system integration and sustainability. It emphasises the interconnectedness of dimensions, such as how feasibility influences penetration and how acceptability impacts sustainability. This structure provides a comprehensive exploration of implementation feasibility while maintaining conceptual distinctions between dimensions.

3. **Programme differentiation:** Investigates whether Changemakers works differently under specific conditions or contexts, considering local variations in stakeholder dynamics,



system readiness, and governance structures. This is crucial for understanding the scalability and adaptability of the programme.

4. **Perceived impacts:** Assesses the perceived short-term and long-term impacts of the LEL role on evidence-informed decision-making, stakeholder engagement, and system-wide change. This includes exploring unintended consequences and the value-for-money of the LEL role.

Question 1. Programme theory validation: To what extent is Changemakers' theory of change rooted in evidence?

- a. To what extent is the Changemakers programme's theory of change validated by the evidence?
- b. Were there any critical outcomes or mechanisms missing or mis-specified in the theory of change, and what implications does this have for future programme implementation?

Question 2. Implementation feasibility: To what extent has Changemakers been implemented in line with the following dimensions of implementation?

Adoption

- a. What specific activities have LELs undertaken in local areas to support EBI implementation, such as training and stakeholder engagement?
- b. What specific decision-making processes in local areas led to the adoption of the LEL role, such as governance arrangements at the local level?

Fidelity and adaptation

- a. To what extent was the LEL role implemented with fidelity to the theory of change?
- b. How well did the implementation process adhere to the Changemakers delivery plan?
- c. Were any adaptations made to intended delivery plans, why were they made, and what impact did they have on EBI implementation?

Acceptability, appropriateness, and feasibility

- a. How do different stakeholder groups perceive the acceptability and appropriateness of the LEL role in their local context?
- b. What were the perceived barriers and facilitators to the recruitment of LELs and their integration into local areas?
- c. What were the perceived barriers and facilitators to LELs' engagement with local stakeholders for EBI introduction?
- d. Were these barriers overcome to embed the LEL role within existing local services? If so, how?
- e. How could the role of LELs and the implementation support they provide be improved?

Penetration and integration

- a. How effectively did the LEL role integrate into the local system?
- b. What types of stakeholders are LELs engaging with in LAs to implement the EBI and promote the use of evidence (e.g. local children's services senior management, including children's services leaders, decision-makers, heads of services)?



- c. How did the LEL's efforts to build relationships and engage stakeholders influence broader access to and use of EBIs?

Cost and sustainability

- a. What were the costs associated with implementation of the LEL role and how do these compare to the perceived benefits?
- b. To what extent is the LEL role or its principles likely to be sustained in local areas beyond the initial programme period?

Question 3. Programme differentiation: Does Changemakers work differently in certain conditions?

- a. Was the Changemakers programme appropriate for the needs of the four local areas?
- b. How did local context and external factors influence the implementation of the Changemakers programme?
- c. Were there any perceived differences between the implementation strategies employed by LELs for the different EBIs?
- d. What local factors (e.g. organisational culture, stakeholder readiness, perceived agency of the LEL) influenced the effectiveness of the LEL role and the short-term outcomes (as identified in the programme theory of change) of the EBI implementation?
- e. How did the perceived outcomes of the LEL role vary by local area or stakeholder group, and what factors contributed to these differences?
- f. Were there differences in how LELs approached their roles across different sites, and how did these variations impact implementation outcomes?

Question 4. Perceived impacts: To what extent does Changemakers show evidence of promise – and why?

Perceived impacts on EBI implementation

- a. How do stakeholders perceive the impact of the LEL role on enhancing the acceptability of EBIs in their local contexts?
- b. What are the perceived improvements in the feasibility of implementing EBIs due to the involvement of the LEL role?
- c. To what extent has the LEL role increased the adoption and appropriate use of EBIs among local stakeholders?
- d. Is there any evidence across the local areas that the LEL role has begun to contribute to broader reach of EBIs, particularly among diverse and vulnerable populations? If so, what evidence is there for this?
- e. What is the perceived value-for-money of the LEL role in enhancing the cost-effectiveness of EBI implementation? Did the investment in the EBI go further because of the LEL role?
- f. How likely is it that the LEL role will be sustained in local areas after the programme ends?

Perceived impacts on local stakeholders and systems

- a. In what ways has the LEL role influenced stakeholder engagement and buy-in for broader EBI implementation beyond the specific EBI(s) delivered during the Changemakers programme?



- b.** Is there any evidence of changes in engagement with evidence, motivation to draw on evidence or changes in decision-making processes (e.g. which opportunities are pursued) which can be attributed to the LEL role? If so, what evidence is there for this?
- c.** How has the LEL role affected the formation and strengthening of local partnerships and networks that support EBI implementation beyond the specific EBI(s) delivered during the Changemakers programme?
- d.** Are there any unintended impacts or negative consequences observed as a result of the LEL role's introduction?



Table 2: Connection between research questions and methods

Research questions	Data collection methods	Sampling criteria	Data analysis methods
<p>1. Programme theory validation: To what extent is Changemakers’ theory of change rooted in evidence?</p> <p>a. To what extent is the Changemakers programme’s theory of change validated by the evidence? b. Were there any critical outcomes or mechanisms missing or mis-specified in the theory of change, and what implications does this have for future programme implementation?</p>	<p>Review of programme documentation Workshops Interviews</p>	<p>Review of programme documentation – documents shared describing the Changemakers programme and local area plans.</p> <p>Workshops 2 and 6 with LELs and strategic and operational leads</p> <p>Workshops 4 and 8 with Foundations local development team</p> <p>Interviews with LELs, strategic and operational stakeholders and LDAs from Foundations</p>	<p>Review of programme documentation – thematic coding and analysis Workshops – thematic coding and analysis Interviews – thematic coding and analysis</p>
<p>2. Implementation feasibility: To what extent has Changemakers been implemented in line with the following dimensions of implementation?</p> <p>Adoption a. What specific activities have LELs undertaken in local areas to support EBI implementation, such as training and stakeholder engagement? b. What specific decision-making processes in local areas led to the adoption of the LEL role, such as governance arrangements at the local level?</p>	<p>Workshops Semi-structured interviews Review of quarterly programme returns to Foundations Review of EBI monitoring data Survey</p>	<p>Workshop 1 at area-level with LEL, strategic and operational leads and EBI delivery staff.</p> <p>Workshops 2 and 6 with LELs and strategic and operational leads</p> <p>Workshops 3 and 5 with EBI providers</p>	<p>Workshops – thematic coding and analysis Interviews – thematic coding and analysis Review of quarterly programme returns to Foundations - descriptive and inferential statistics and thematic coding and analysis</p>



Research questions	Data collection methods	Sampling criteria	Data analysis methods
<p>Fidelity and adaptation</p> <p>a. To what extent was the LEL role implemented with fidelity to the theory of change?</p> <p>b. How well did the implementation process adhere to the delivery plan?</p> <p>c. Were any adaptations made to intended delivery plans, why were they made, and what impact did they have on EBI implementation?</p> <p>Acceptability, appropriateness, and feasibility</p> <p>a. How do different stakeholder groups perceive the acceptability and appropriateness of the LEL role in their local context?</p> <p>b. What were the perceived barriers and facilitators to the recruitment of LELs and their integration into local areas?</p> <p>c. What were the perceived barriers and facilitators to LELs' engagement with local stakeholders for EBI introduction?</p> <p>d. Were these barriers overcome to embed the LEL role within existing local services? If so, how?</p> <p>e. How could the role of LELs and the implementation support they provide be improved?</p> <p>Penetration and integration</p> <p>a. How effectively did the LEL role integrate into the local system?</p> <p>b. What types of stakeholders are LELs engaging with in LAs to implement the EBI and promote the use of evidence (e.g. local children's services senior management, including children's services leaders, decision-makers, heads of services)?</p> <p>c. How did the LEL's efforts to build relationships and engage stakeholders influence broader access to and use of EBIs?</p> <p>Cost and sustainability</p> <p>a. What were the costs associated with implementation of the LEL role and how do these compare to the perceived benefits?</p> <p>b. To what extent is the LEL role or its principles likely to be sustained in local areas beyond the initial programme period?</p>		<p>Workshops 4 and 8 with Foundations local development team</p> <p>Workshop 7 with wider stakeholders (i.e. individuals involved in delivering the EBI and/or referring to it, e.g. Early Help, social workers, VSCFE organisations, etc.)</p> <p>Interviews with LELs, strategic and operational stakeholders and LDAs from Foundations</p> <p>Review of quarterly programme returns across four local areas to Foundations, including monthly progress meeting notes between the LDAs and LELs, learning logs that detail ongoing reflections on implementation and progress trackers.</p> <p>Review of EBI monitoring data across four local areas</p> <p>Survey of wider stakeholders (as above in workshop 7)</p>	<p>Review of EBI monitoring data – descriptive and inferential statistics</p> <p>Survey – descriptive and inferential analysis of quantitative data and thematic coding and analysis of qualitative data</p>



Research questions	Data collection methods	Sampling criteria	Data analysis methods
<p>3. Programme differentiation: Does Changemakers work differently in certain conditions?</p> <p>a. Was the Changemakers programme appropriate for the needs of the four local areas?</p> <p>b. How did local context and external factors influence the implementation of the Changemakers programme?</p> <p>c. Were there any perceived differences between the implementation strategies employed by LELs for the different EBIs?</p> <p>d. What local factors (e.g. organisational culture, stakeholder readiness, perceived agency of the LEL) influenced the effectiveness of the LEL role and the outcomes of the EBI implementation?</p> <p>e. How did the perceived outcomes of the LEL role vary by local area or stakeholder group, and what factors contributed to these differences?</p> <p>f. Were there differences in how LELs approached their roles across different sites, and how did these variations impact implementation outcomes?</p>	<p>Workshops</p> <p>Semi-structured interviews</p> <p>Survey</p> <p>Review of quarterly programme returns to Foundations</p>	<p>Workshop 1 at area-level with LEL, strategic and operational leads and EBI delivery staff.</p> <p>Workshops 2 and 6 with LELs and strategic and operational leads</p> <p>Workshops 4 and 8 with Foundations local development team</p> <p>Workshop 7 with wider stakeholders</p> <p>Interviews with LELs, strategic and operational stakeholders and LDAs from Foundations</p> <p>Survey of wider stakeholders</p> <p>Review of quarterly programme returns across four local areas to Foundations, including monthly progress meeting notes between the LDAs and LELs, learning logs that detail ongoing reflections on implementation and progress trackers.</p>	<p>Workshops – thematic coding and analysis</p> <p>Interviews – thematic coding and analysis</p> <p>Survey – descriptive and inferential analysis of quantitative data and thematic coding and analysis of qualitative data</p> <p>Review of quarterly programme returns to Foundations - descriptive and inferential statistics and thematic coding and analysis</p>



Research questions	Data collection methods	Sampling criteria	Data analysis methods
<p>4. Perceived impacts: To what extent does Changemakers show evidence of promise – and why?</p> <p>Perceived impacts on EBI implementation</p> <p>a. How do stakeholders perceive the impact of the LEL role on enhancing the acceptability of EBIs in their local contexts?</p> <p>b. What are the perceived improvements in the feasibility of implementing EBIs due to the involvement of the LEL role?</p> <p>c. To what extent has the LEL role increased the adoption and appropriate use of EBIs among local stakeholders?</p> <p>d. Is there any evidence across local areas that the LEL role has begun to contribute to broader penetration of EBIs, particularly among diverse and vulnerable populations? If so, what evidence is there for this?</p> <p>e. What is the perceived value-for-money of the LEL role in enhancing the cost-effectiveness of EBI implementation? Did the investment in the EBI go further because of the LEL role?</p> <p>f. How likely is it that the LEL role will be sustained in local areas after the programme ends?</p> <p>Perceived impacts on local stakeholders and systems</p> <p>a. In what ways has the LEL role influenced stakeholder engagement and buy-in for broader EBI implementation beyond the specific EBI(s) delivered during the Changemakers programme?</p> <p>b. Is there any evidence of changes in engagement with evidence, motivation to draw on evidence or changes in decision-making processes (e.g. which opportunities are pursued) which can be attributed to the LEL role? If so, what evidence is there for this?</p> <p>c. How has the LEL role affected the formation and strengthening of local partnerships and networks that support EBI implementation beyond the specific EBI(s) delivered during the Changemakers programme?</p> <p>d. Are there any unintended impacts or negative consequences observed as a result of the LEL role's introduction?</p>	<p>Workshops Semi-structured interviews Survey</p>	<p>Workshops 2 and 6 with LELs and strategic and operational leads</p> <p>Workshops 3 and 5 with EBI providers</p> <p>Workshops 4 and 8 with Foundations local development team</p> <p>Workshop 7 with wider stakeholders</p> <p>Interviews with LELs, strategic and operational stakeholders and LDAs from Foundations</p> <p>Survey of wider stakeholders</p>	<p>Workshops – thematic coding and analysis Interviews – thematic coding and analysis Survey – descriptive and inferential analysis of quantitative data and thematic coding and analysis of qualitative data</p>



Design and methods

Evaluation design

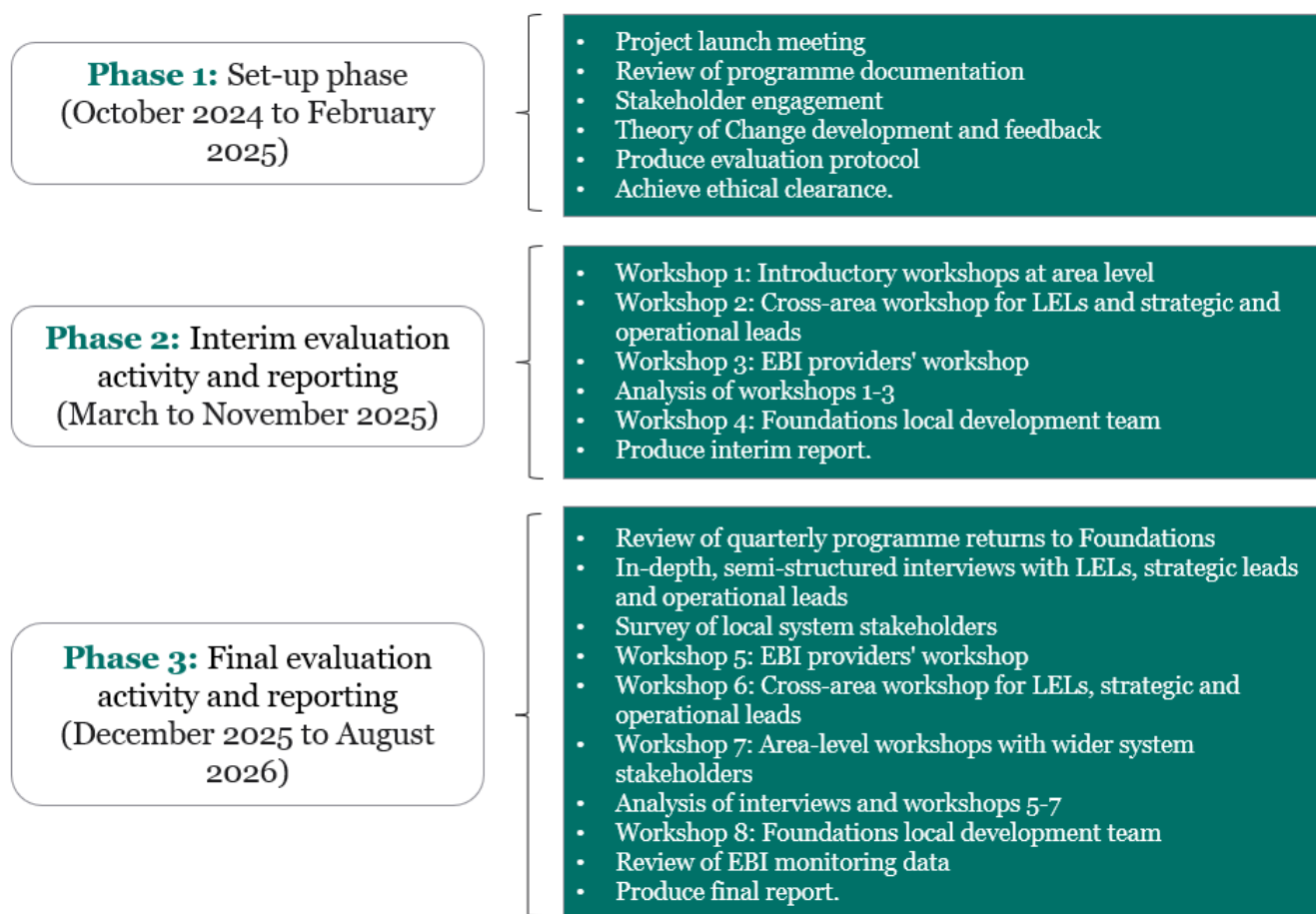
The evaluation employs a mixed-methods design to capture the complexity of implementing the Changemakers programme across diverse LA contexts. This approach combines qualitative and quantitative methods to provide a comprehensive understanding of the processes, outcomes, and impacts associated with the programme.

By building in separate interim and final evaluation phases, our evaluation also takes a test and learn approach. Our interim report at the end of phase 2 will provide initial insights into implementation processes and outcomes, which will allow stakeholders to adapt in response to unexpected challenges or new insights.

Ethical and EDIE considerations are discussed in the '[Ethics & participation](#)' section.

Figure 2 provides an overview of our evaluation approach, with further details provided below.

Figure 2: proposed evaluation approach





Sampling and recruitment strategy

The local area sites for the programme have already been selected by Foundations: Merton, Stockport, Wirral, and York. All four sites will be included in the implementation and process evaluation. As the sites are working closely with Foundations Local Development Team colleagues, each area's Local Development Adviser will play a crucial role in facilitating introductions to strategic and operational leads and ongoing contact with LELs to support their engagement with the evaluation.

Our sampling for the qualitative components of the evaluation is guided by stakeholders' roles and proximity to the Changemakers programme; we are seeking in-depth insights from those most closely involved in implementation and process.

In selecting stakeholders for area-level interviews and workshops, we will be mindful of the principles of equity and diversity. We will also aim for some consistency across local areas, for example, by ensuring that we engage with stakeholders in key roles across all areas like programme strategic and operational leads, LELs, Directors or Assistant Directors of Children's Services, Early Help leads, etc. We will also aim to ensure we engage with sufficient stakeholders who have been involved with the programme since it began.

Beyond this, we will be guided by local programme strategic and operational leads to help us to identify stakeholders who are most able to comment on the implementation of the LEL role and its perceived impact on EBI implementation. This is because we anticipate that the LEL role and EBI will be embedded differently in different local areas, and that therefore a localised approach to sampling will be important to generate the highest-quality and most relevant data. Initial stakeholder mapping based on local areas' delivery plans indicates that it would be beneficial to sample from stakeholders including programme delivery staff, parenting steering group members, VCFSE sector partners, referrers, and commissioners. We will ask for the support of local programme strategic and operational leads to put us in touch with these types of stakeholders so we can recruit them to the consultation. In our experience, this approach produces much higher engagement levels than evaluators cold-contacting prospective participants.

We anticipate that our study design provides enough opportunities to be able to speak to all stakeholders closely involved in the Changemakers programme on a number of different occasions throughout programme implementation. This will help to ensure we have sufficient data across all roles and all local areas. It also creates opportunities for iterative data generation where subsequent consultation activity builds on and addresses gaps in the data generated via earlier activity.

In selecting stakeholders for programme-level interviews, we plan to undertake in-depth interviews with approximately 12 participants in total – specifically a combination of LELs, strategic and operational leads, and LDAs from across the four local areas. The sample sizes for workshops will depend on the stakeholder groups being consulted, but we can provide provisional estimates for workshops 2, 4, 6, and 8:

- Workshops 2 and 6 with LELs and strategic and operational leads will comprise 13 participants – five LELs (three full-time LELs in Merton, Wirral, and York and two part-time LELs in Stockport) – and eight strategic and operational leads (two per local area).



- Workshops 4 and 8 with the Foundations local development team will comprise 5 participants (a Local Development Adviser per local area and the Senior Local Development Adviser).

We are unable to provide specific sample sizes at this stage for workshop 1 (introductory workshops at area level); workshops 3 and 5 with EBI providers; workshop 7 (area-level workshops with wider system stakeholders). These will depend on local set-ups, but we envisage they will involve anywhere between 6 and 12 participants depending on the intended workshop audience.

In addition to the in-depth interview and workshop activity, we are proposing a survey of wider local stakeholders in each area. The sample size for the survey of local system stakeholders will depend on survey response. We will aim for as large and broad a sample as possible for this survey – at least 10 stakeholders per local area – and will approach key stakeholders whom we have already involved in consultation to support survey dissemination. As with the interviews, we find that a survey endorsed and promoted by key stakeholders in the local area is much more likely to garner good response rates than one which is circulated directly by evaluators. We will provide key stakeholders with supporting text to introduce the survey and explain its purpose and value to prospective respondents. This will also include wording to encourage anyone receiving the survey to forward it on to other relevant contacts, enabling a snowball approach to increase survey reach.

Throughout the evaluation process, we will continuously reflect on our sampling and recruitment strategies to ensure they remain inclusive and responsive to the needs of all local areas. We will seek feedback from stakeholders, to identify any barriers to participation and make necessary adjustments. By embedding EDIE considerations into every stage of our evaluation, we aim to produce findings that are not only robust and relevant, but also reflective of the diverse experiences and perspectives within each local area. Please see the '[Ethics & participation](#)' section for further details.

Obtaining informed consent

All stakeholders we speak to as part of fieldwork during the interim and final evaluation phases will be asked to consent to being part of the evaluation. All stakeholders will be informed that taking part in the evaluation is optional; that is, that if they choose not to take part that there will be no negative ramifications.

Stakeholders will be involved as evaluation participants in one or more of three main types of consultation activity: workshops, one-to-one interviews, or an online survey.

Each stakeholder invited to participate in a workshop and/or interview will be provided with a digital version of the information sheet and privacy notice outlining how their data will be used. They will then be asked to complete an online consent form confirming their consent to participating in the evaluation. Cordis Bright will monitor that stakeholders have provided consent to participate in the evaluation.

As participants may take part in multiple consultations over the duration of the evaluation, participants who have already signed the consent form will be asked to reconfirm consent verbally at the start of workshops/interviews.



For those who will be sent the online survey, a summarised version of the information sheet and privacy notice will be published on the front page of the online survey. Survey respondents will be asked to confirm their consent to participate in the evaluation on the first page of the survey before inputting their responses.

Participants can ask for any personal data or raw consultation data collected from them to be deleted from Cordis Bright servers at any time until six months after the end of the evaluation in August 2026. However, anonymous views and information which participants have shared may already have been incorporated into the report analysis and findings before this time.

Informed consent processes have been designed to adhere to good practice guidelines, including the Government Social Research Unit's guidance, to ensure they are accessible, inclusive, and culturally sensitive. All information sheets and consent materials to be used throughout the study have been collaboratively designed by Cordis Bright and Foundations and are provided in the [appendix](#).

Proposed methods for data collection

This section sets out our approach to data collection for the evaluation across the following three phases:

- Phase 1: Set-up phase
- Phase 2: Interim evaluation activity and reporting
- Phase 3: Final evaluation activity and reporting.

Phase 1: Set-up phase (October 2024–February 2025)

During the evaluation set-up phase, we have worked with Foundations and colleagues involved in the Changemakers programme to refine and validate programme theory and to co-design the evaluation approach and protocol.

Review of relevant programme documentation

We conducted a comprehensive review of all relevant programme documentation in November 2024. This included the Changemakers draft programme-level theory of change, local areas' delivery plans, and other relevant documentation provided by the local areas and Foundations. These documents have helped us develop our understanding of the intended implementation process and informed the development of our research tools. They have also allowed us to revise the programme-level theory of change to ensure it accurately reflects the programme theory.

Theory of change: development and validation

The Changemakers evaluation is guided by a single programme-level theory of change, developed by Cordis Bright, alongside four local theories of change created and used by the participating LAs.

We attended a Foundations-led theory of change workshop in November 2024, where we presented a revised programme-level theory of change and received helpful feedback from local stakeholders – including four LELs from three of the local areas, two strategic leads, three Foundations LDAs and two Foundations evaluation team members – which allowed us to iterate it



further. The programme-level theory of change has also been revised in response to detailed feedback from Local Development Advisers and the Evaluation team at Foundations.

During this workshop, local areas expressed a desire for further support in developing their own local theories of change. We therefore provided feedback during December 2024 and January 2025 on subsequent versions of these.

Phase 2: Interim evaluation activity and reporting (March–November 2025)

This phase will involve iterative data collection which helps us understand delivery of Changemakers in practice. It will be comprised of programme return reviews, as well as workshops with key stakeholder groups, including LELs and strategic and operational leads; EBI providers; and LDAs. We will use Appreciative Inquiry (AI) in facilitating workshops, which is a strengths-based, collaborative approach that primarily focuses on identifying and amplifying what is working well, and building on collective strengths to drive meaningful change (Cooperrider & Whitney, 2005).

Review of quarterly programme returns to Foundations

Each quarter, we will review the programme returns submitted by the four local areas to Foundations. Monthly progress meeting notes between the LELs and their allocated LDA, learning logs completed by the LELs that detail ongoing reflections on implementation and progress trackers submitted by LELs to Foundations will be included in this review. The review will involve understanding the specific work undertaken by each LEL, including their implementation strategies, and analysing data provided on key performance indicators, implementation milestones, challenges encountered, and any adaptations made during the quarter.

We will compare data across the different sites to identify patterns and variances which will help inform discussions during qualitative data collection. This continuous data collection will allow us to take a test and learn approach to analysis of the monitoring data, quickly pivoting to focus more or less on certain areas where required.

Interim workshops with programme stakeholders

Workshops are at the heart of our evaluation approach to allow for sharing of emerging learning throughout the evaluation which, in turn, informs later programme activity and implementation. We anticipate that bringing together stakeholders will allow for stakeholders across roles and areas to identify common implementation experiences, challenges, and to share common learning. These workshops will be longer and more collaborative than typical interviews or focus groups, using an Appreciative Inquiry approach, and with an emphasis on both individual and group participatory activities (e.g. interactive mapping, case study discussions, breakout sessions, cost–benefit analysis) to facilitate experiential reflection and actionable insights for all participants. We will facilitate a mix of online and face-to-face workshops with LELs, strategic and operational leads, and the Foundations team. In-person workshops will be held where feasible to foster deeper discussion, relationship-building, and collaborative problem-solving. At the same time, we will offer online workshops via Microsoft Teams or Zoom to ensure accessibility, reduce travel burdens, and accommodate the availability of participants across different locations.



The initial workshops with local areas will be conducted online to allow for broad participation and minimise logistical barriers. Similarly, the workshop with EBI providers will be held online to facilitate engagement from multiple organisations efficiently. We envisage each workshop will last two hours (including a break after one hour); however, we will plan these based on stakeholder input.

We will work flexibly to schedule workshops at times and dates best suited to attendees. Data will be analysed as it is collected, allowing for iterative refinement of our tools and lines of questioning and enabling us to build on emerging findings from earlier workshops.

The workshops to take place during this interim phase of the evaluation are as follows:

Workshop 1: Introductory workshops (n=TBC) at area level, March 2025: these workshops will serve as an introduction to the evaluation process at the local level, engaging stakeholders from each area. We anticipate that these workshops will bring together the LEL and strategic and operational leads for each local area, as well as stakeholders involved in local implementation such as EBI delivery staff. The primary goal is to build rapport, foster understanding of the evaluation objectives, and set the groundwork for ongoing collaboration. Participants will discuss their roles, share initial experiences with the programme and their implementation strategies, and highlight any early challenges or successes in implementation. This workshop will also allow us to gather preliminary qualitative data on stakeholder expectations and the implementation process, including how local contexts have influenced their specific approaches.

Workshop 2: Cross-area workshop for LELs and strategic and operational leads (n=13), June 2025: this workshop will bring together LELs and strategic and operational leads to identify examples of good practice, common challenges, and potential areas for cross-site collaboration or support. This workshop will contribute to a deeper understanding of how the LEL role is operationalised across different contexts, the strategic decision-making processes, the role of leadership in supporting the LELs, and any initial or emerging changes observed relating to EBI implementation.

Workshop 3: EBI providers workshop (n=TBC), June 2025: participants will share insights into the training and resources provided to LELs, discuss the challenges of scaling EBIs, and explore how the provider-LEL relationship has evolved. This workshop will also examine how providers have responded to local adaptations and any feedback from the ground.

Workshop 4: Foundations Local Development team (n=5), August 2025: this workshop will focus on the perspectives of the Foundations Local Development team, who play a critical role in supporting the LELs and facilitating the overall implementation of the programme. Discussions will cover views on the efficacy of the implementation strategies adopted across the sites, support provided to local areas, effective strategies and challenges encountered in ensuring consistent implementation across sites, and the role of the Local Development team in addressing these challenges. The workshop will also explore how the team has facilitated communication and coordination among local areas.



Phase 3: Final evaluation activity and reporting (December 2025–August 2026)

Review of quarterly programme returns to Foundations

We will continue to review quarterly programme returns across the four local areas to Foundations, including monthly progress meeting notes between the LDAs and LELs, learning logs that detail ongoing reflections on implementation and progress trackers.

In-depth, semi-structured interviews with LELs, strategic leads and operational leads

We will conduct in-depth interviews with a selection of LELs, strategic leads, and operational leads (approximately n=12). Conducting interviews with these key stakeholders will allow us to obtain detailed perspectives on the implementation process, local adaptations and outcomes, as well as ask questions specific to a local area. The interviews will be held online via Microsoft Teams or Zoom and each interview will last approximately one hour. The interviews will take place between December 2025 and February 2026. Participants will be sent the interview questions in advance of meeting to allow them time to consider their responses.

Survey of local system stakeholders

We will deploy an online survey to capture the perspectives of broader stakeholders not being consulted in workshops and/or interviews. This includes local system stakeholders who may not be directly involved in the day-to-day implementation of the LEL role, but whose insights are crucial for understanding the wider impact of the programme. These surveys will be distributed electronically (via SmartSurvey) and will include both closed-ended and open-ended questions to allow for quantitative analysis and qualitative insights. The survey should take no more than 10 minutes to complete.

The survey will be shared with participants in January 2026 and that participants will have until March 2026 to complete it. We will invite the LELs to suggest relevant stakeholders to send the survey link to, but will also include wording to encourage anyone receiving the survey to forward it on to other relevant contacts, enabling a snowball approach to increase survey reach.

Final workshops with programme stakeholders

As with the workshops during the interim phase, we will facilitate workshops with LELs, strategic and operational leads and the Foundations team. The workshop with EBI providers will once again be held online via Microsoft Teams or Zoom, as will the workshop with local stakeholders. Workshops will again last two hours (including a break after one hour).

The workshops to take place during this final phase of the evaluation are as follows:

Workshop 5: EBI providers workshop (n=TBC), January 2026: this workshop will explore how the provider–LEL relationship has evolved in the last six months, discuss the challenges and supporting factors in scaling EBIs and examine how providers have responded to local adaptations and any feedback from local stakeholders.

Workshop 6: Cross-area workshop for LELs and strategic and operational leads (n=13), February 2026: this workshop will bring together LELs and strategic and operational



leads to reflect on the entire Changemakers implementation process, including specific implementation strategies, and the impact of Changemakers on EBI implementation, examine whether the programme theory of change has been validated by the evidence generated about the implementation process, and whether specific outcomes were missing or mis-specified, discuss the long-term sustainability of the LEL role, and identify any final recommendations for the programme.

Workshop 7: area-level workshops (n=TBC) with wider system stakeholders, March 2026: these four workshops will each bring together wider system stakeholders in each local area. We anticipate that these wider system stakeholders will comprise individuals involved in delivering the EBI and/or referring to it. We will ask LELs and strategic and operational leads to recommend who they feel we should speak to, but we anticipate these stakeholders may include individuals from Early Help, social workers, VSCFE organisations, etc.) Attendees will discuss the broader system-level effects of the programme, with discussions on the perceived impact of the LEL role and EBIs on the broader system, including any observed changes in service delivery, stakeholder engagement, and community outcomes.

Workshop 8: Foundations Local Development team (n=5), April 2026: this workshop will synthesise the insights gained throughout the evaluation, including reflecting on the overarching programme-level theory and the effectiveness of the specific aspects of LELs' unique approaches, discussing the implications of the evaluation findings and planning for their dissemination and application.

Review of EBI monitoring data

We will work closely with local areas to explore the availability of monitoring data related to the EBIs before conducting a full review. This initial scoping work will help us understand what data is available, its quality, and how it can best inform our analysis. Following this, we will analyse the EBI monitoring data at the end of the final evaluation phase in May 2026. Dependent on data availability, we envisage this will provide quantitative insights into the reach, fidelity, and sustainability of the interventions, allowing us to track progress against key performance indicators and to identify any trends or patterns that may warrant further investigation in future evaluation.

Analysis

Our analysis will be guided by Proctor et al.'s (2011) Implementation Outcomes Framework, ensuring that each outcome is systematically examined across the different sites. However, we recognise the importance of maintaining analytical flexibility. Therefore, while the IOF will serve as a foundational guide, we will also remain open to identifying emergent themes and insights that may not be fully captured by the framework. This approach allows us to provide a nuanced understanding of the implementation and impact of the LEL role and EBIs.

We will employ a combination of qualitative and quantitative analysis methods to provide a comprehensive understanding of the implementation and impact of the LEL role and EBIs.

Throughout the evaluation process, interim findings will be shared with stakeholders to facilitate early learning and adjustments. Initial findings will be shared formally at the interim reporting stage, providing an opportunity for reflection and refinement. We will sense-check our initial



impressions in workshops and integrate feedback from the Foundations team, including Local Development Advisers, during the drafting of our reports.

Qualitative analysis

Our qualitative analysis will focus on capturing the nuanced experiences and perceptions of stakeholders involved in the implementation of the Changemakers programme.

We will conduct a thematic analysis of qualitative data from notes taken during interviews and workshops and any free text responses in the survey of wider stakeholders, as well as from the transcripts of audio-recorded interviews and workshops. Thematic coding will be guided by a coding framework developed at the start of the evaluation phase, directly mapping consultation questions against Proctor's framework outcomes (e.g. acceptability, adoption, feasibility). Rolling coding will be conducted immediately after each fieldwork activity, allowing for the integration of emerging insights into subsequent data collection and analysis phases. Workshops planned in each evaluation phase will be deliberately staggered to allow for this. This iterative approach will ensure that our analysis is both dynamic and reflective of real-time learning.

By undertaking thematic coding from notes in addition to transcripts, we will be able to capture real-time reflections and contextual nuances during interviews and workshops. In turn, this will allow us to identify emerging themes or significant moments as they happen, providing richer context for subsequent thematic analysis than verbatim transcript-based coding alone. We anticipate that both approaches together will enhance the depth of our thematic analysis.

A crucial step in ensuring nuanced, meaningful, and actionable interpretation is the inclusion of workshops with Foundations local area development team towards the end of each consultation phase. These will involve direct consultation on key research questions allowing us to reflect emerging findings from consultation and sense-check them with stakeholders. This iterative process enables us to refine our analysis based on real-time feedback, ensuring the final outputs are both relevant and actionable.

Quantitative analysis

The majority of data collected during this IPE will be qualitative however there will be some quantitative data collected via the online survey and potentially in the local EBI monitoring data.

Monitoring data: The analysis we conduct will be based on the available data following discussions with local areas. We plan to utilise monitoring data at an aggregate level by area (if possible), focusing on key metrics such as adoption rates, EBI reach, and sustainability indicators, analysed using descriptive statistics. We will compare data across the four local authorities to identify patterns, trends, and variations in implementation.

Survey data: The survey data will be analysed using descriptive statistics to summarise key findings, such as stakeholder engagement, effectiveness ratings, and sustainability perceptions. These descriptive findings will provide an initial understanding of stakeholder perspectives, highlighting common trends and differences across local authorities. If and where sample size permits, we will conduct comparative analyses to explore variations in stakeholder responses by role and across local authority sites.



For all quantitative analysis, special attention will be paid to identifying patterns and trends across different demographic groups, with a focus on issues of equity and inclusiveness. Where data allows, we will perform subgroup analyses to explore variations in programme reach and engagement among different demographic groups (e.g. minoritised or vulnerable populations), ensuring that our evaluation addresses issues of equity and inclusiveness.

Integration of qualitative and quantitative findings

The integration of qualitative and quantitative findings is a critical component of our analysis strategy. We will use a mixed-methods approach to triangulate data from different sources, ensuring that the findings are robust and well rounded. For instance, survey data will be cross-referenced with qualitative insights from interviews and workshops to validate key themes and identify any discrepancies. This triangulation will enhance the credibility of the findings and allow for a deeper understanding of the LEL role's impact.

Interpretation

A key element of this evaluation is ensuring that findings are meaningfully interpreted in the context of the Changemakers programme. Given the exploratory nature of the programme and the variation in how it is implemented across local areas, careful interpretation of both qualitative and quantitative data will be critical to understanding how the LEL role is operationalised, what adaptations occur, and how these influence outcomes. We will examine how emerging insights align with the Changemaker programme's intended mechanisms of change and identify key lessons to inform future implementation and scale-up.

Limitations

There are some potential limitations mainly outside of our control as evaluators that could impact the robustness of the findings. These limitations arise partly due to the design of the evaluation and partly from inherent characteristics of the Changemaker programme itself. Careful planning and strategic mitigation measures can effectively manage these to ensure the evaluation's reliability and relevance. Specific limitations and mitigations include the following.

Variability in local contexts

Limitation

The diversity of local contexts might lead to variability in the implementation and outcomes of the LEL role, making it challenging to generalise findings across all sites and, correspondingly, to determine which outcomes are directly attributable to the Changemakers programme.

Mitigation

We will dedicate time during the set-up phase to develop a thorough understanding of system stakeholders, delivery plans, and the local contexts of each participating area. This evaluation's mixed-methods approach will explicitly capture the impact of local contextual factors on implementation and outcomes. Our thematic analysis will allow us to understand and highlight how different contexts impact implementation and its outcomes, ensuring that findings are transparent and appropriately contextualised and that recommendations are tailored to specific



local needs. We will actively seek stakeholder feedback on the clarity and relevance of findings during the interim reporting phase. Additionally, to begin distinguishing the impacts of the Changemakers programme from broader contextual influences within each local area, we will (a) directly explore stakeholders' views on this issue, (b) analyse all data with reference to the programme's theory of change, and (c) triangulate and cross-reference findings across the multiple qualitative and quantitative data sources.

Limited ability to ensure diverse participant sample, including service users not directly included in evaluation

Limitation

A challenge for maintaining an EDIE focus in this evaluation is that our sampling will ultimately need to be guided by stakeholders' roles and proximity to the Changemakers programme, which means that we will be limited in our ability to ensure a diverse participant sample. Further, due to resource constraints, capturing the direct voices of EBI participants is not within the scope of this evaluation.

Mitigation

As discussed in more detail in the '[Ethics & participation](#)' section, we will endeavour to meaningfully interrogate the role of EDIE in the Changemakers programme in other ways through our evaluation methods and activities. Across all data collection methods, we will ensure that understanding the experiences of, and impacts on, service users remains a key consideration, in particular with service delivery staff who work directly with the families, young people, and children engaging with EBIs.

Potential bias in stakeholder feedback

Limitation

Stakeholder feedback may be subject to bias, with some participants potentially offering overly positive or negative views based on their roles or experiences or intentionally helping to recruit other participants with similar views. Additionally, group-based data collection methods represent a key part of our fieldwork, which could risk participants feeling unwilling to candidly express their views.

Mitigation

To mitigate biased stakeholder feedback, we will use triangulation, collecting data from multiple sources (e.g. interviews, surveys, workshops) to validate findings. By ensuring diverse stakeholder representation and cross-referencing their feedback with quantitative data, we can reduce the impact of individual biases on the overall evaluation. In order to mitigate potential concerns relating to group-based data collection methods, we will ensure workshop facilitation includes structured participation techniques (e.g. break-out discussions, with careful consideration to allocated group members; the use of anonymous contribution options, such as sticky notes or online polls; and/or round-robin sharing, which gives everyone a chance to share) and multiple channels for engagement (e.g. providing verbal and written options, as well as various follow-up channels).



Fidelity and adaptation challenges

Limitation

There may be variations in the fidelity of the LEL role implementation, with some sites significantly deviating from the intended model (outside of the built-in flexibility of the LEL role) due to local adaptations/needs. These variations complicate efforts to assess programme fidelity and make it challenging to attribute outcomes solely to the Changemakers programme, as local adaptations may have influenced success.

Mitigation

We will document and analyse these adaptations to understand their impact on outcomes. This will involve close consultation with local teams to capture the rationale behind deviations and assess how these adaptations influenced the success of the intervention.

Despite these challenges, the evaluation's mixed-methods approach ensures that findings will remain robust and actionable. Limitations related to local variability and stakeholder representation are acknowledged as inherent to the complex nature of the Changemakers programme. These limitations are offset by the programme's commitment to continuous learning and adaptation, which allows for iterative improvements throughout the evaluation process.

Outputs

The following outputs will be produced throughout the IPE:

- **Evaluation protocol:** this will be finalised before the IPE commences, and will set out an overview of the Changemakers programme, research questions, research methods, and our approach to analysis. The refined theory of change for the Changemakers programme, produced during Phase 1 of the evaluation, will be published in the intervention protocol.
- **Interim report:** in line with our test and learn approach, we will produce an interim report at the end of Phase 2 (November 2025) synthesising findings from the first phase of data collection, including initial insights into implementation processes and outcomes.
- **Final report:** at the end of the evaluation in July 2026, we will produce a final report presenting comprehensive findings, lessons learned, and actionable recommendations for future scalability and sustainability.

The Changemakers evaluation protocol and final report will be registered with the Open Science Framework and shared on the Foundations website to ensure transparency and accessibility. Additionally, we will consult with Foundations colleagues about the most appropriate methods and formats for sharing evaluation findings with relevant stakeholders and practitioners, which may include standalone outputs such as a video submission, in addition to events such as a conference or workshop (as discussed further in the 'Ethics & participation' section below). We anticipate at this stage that interested audiences for the evaluation beyond the Foundations team include Changemakers stakeholders, policymakers, academics, and other funders, among others.



Ethics & participation

Independent ethical approval will be sought through Foundations' internal ethics committee to verify that our evaluation study plan is safe, ethical and has taken account of all key safeguarding and ethical considerations. Based on prior experience, securing ethical approval is anticipated to take approximately one month and will be achieved by the end of February/beginning of March 2025.

We deliver all our evaluation work in line with Cordis Bright's Research Governance Framework which aligns with the Government Social Research Unit's Ethical Assurance for Social Research in Government and SRA ethics guidance. This section outlines the key safeguarding and ethical considerations we have identified for the Changemakers evaluation which include:

- Ensuring all study activities are accessible to and inclusive of stakeholders from different backgrounds and experiences
- Ensuring participants understand the study and have agreed to participate, and that participating promotes wellbeing and does not cause harm in any way
- Protecting and promoting the safety and wellbeing of Cordis Bright team members.

Ensuring all study activities are accessible to and inclusive of stakeholders from different backgrounds and experiences

We will deliver the evaluation in line with our EDI in projects toolkit (available [here](#)) and our tool on conducting accessible fieldwork (see [here](#)). We would aim to facilitate continual reflection and discussion throughout the programme with Foundations colleagues to ensure our processes maintain and reflect our commitment to continuous improvement in EDIE. We will also be transparent with stakeholders (including study participants) about our commitment to EDIE and seek feedback on our approaches to help us to improve.

Within this evaluation, methods we will use to ensure this will include:

Evaluation planning set-up

- Protected time and space within the evaluation study set-up phase to address EDIE considerations and ensure that this is built into the evaluation design.
- Ensuring that our recruitment materials and communications emphasise our commitment to equity, diversity, and inclusion.
- Providing clear, accessible information so that participants in the evaluation can make an informed decision to participate. This includes using processes and materials that adhere to good practice guidelines, including Foundations' and the Government Social Research Unit's, to ensure they are accessible, inclusive, and culturally sensitive. It may also include document and research tool translation into community languages and/or simultaneous translation, and the production of easy-read versions for people with a learning difference or disability.
- Ensuring programme delivery and evaluation activity takes account of religious holidays or other events of potential importance to participants and other stakeholders.



Evaluation activities

- Monitoring demographic information of those reached by the intervention (if accessing monitoring data on EBIs is deemed appropriate and possible within Phase 3) will look at demographic characteristics of those reached by intervention.
- Deploying staff who have completed cultural sensitivity and competency training as well as undertaken projects where EDIE has been a central or important consideration.

Dissemination

- Consulting with Foundations colleagues about which mechanism may be most appropriate for disseminating evaluation findings with relevant stakeholders and practitioners. These mechanisms may include a one-page summary, a video submission, conferences, or workshops. Dissemination events may be in-person or online.

Areas of focus for EDIE in our analysis

A challenge for maintaining an EDIE focus in this evaluation is that the stakeholders we engage will be largely dictated by the makeup of staff and stakeholders already within the programme. Therefore, we recognise the additional importance of prioritising EDIE across our approach to the entire evaluation, ensuring that an EDIE lens is applied wherever possible elsewhere in our evaluation methods and activities. As such, we have already identified some example key areas where interrogation of the role of EDIE in the programme will be essential, and we will be keen to identify and outline more through the initial set-up stage of the evaluation and throughout. This will include exploration of the following:

- Exploring local areas' attention to EDIE throughout Changemakers implementation. This includes whether and how a full and diverse range of professional stakeholders were engaged in each local area through the programme's implementation. We will also consider the role of and engagement with professional stakeholders who may be best placed to enable the EBI to reach diverse and minoritised groups.
- Consideration of EDIE in the recruitment of the LEL roles. As a key part of this programme, it will be important for us to understand how individuals were chosen and recruited for the LEL roles and whether this process took place in an inclusive way. For example, whether the roles were advertised and the recruitment processes carried out in an inclusive way which ensured that the role was open to applicants with different identity characteristics. The inclusivity of this role should speak to the wider importance placed on EDIE in the programme as a whole.

Ensuring that participants understand the study and have agreed to participate, and that participating promotes wellbeing and does not cause harm in any way

We will ensure that all those who participate in the study do so having given their full, informed consent. As part of this, we will:

1. Work with Foundations to agree appropriate mechanisms of collecting informed consent in a sensitive and ethical way.



2. Explain the purpose of the study and how/why we are asking participants to be involved and any benefits.
3. Clarify that involvement is voluntary and that they can withdraw at any time.
4. Reassure them that the storage and use of data will be protected, that involvement is confidential, and their views will be reported anonymously. We will reassure participants that no individual's views will be attributed to them, and that they will be able to review reports prior to publication to check they do not inadvertently implicitly identify stakeholders.
5. Given that a considerable amount of data collection is also group-based, workshop facilitators will support participants to create informal agreements within sessions around not disclosing what other participants have discussed.

We will also ensure that we engage with participants and stakeholders in ways which promote their safety, wellbeing, and positive experiences of the study. All members of the evaluation team understand their duty of care to others. Given that we are not proposing direct consultation with families or children/young people who are participating in the EBIs themselves, we anticipate that risk of safeguarding disclosures is relatively low. However, if researchers do identify any disclosures or evidence or risk of harm in the course of stakeholder consultation, we will respond appropriately and in line with our [Safeguarding and protecting children, young people and adults at risk policy](#).

We regularly undertake projects where there is a high risk of disclosure and we are accustomed to responding sensitively, quickly, and appropriately to safeguarding concerns. All our staff have enhanced DBS checks, complete safeguarding training, and work to our safeguarding policy.

Mechanisms that we will put in place include: (a) ensuring that participants are fully informed about the purposes of the evaluation and what it will involve; (b) putting in place robust informed consent processes, as set out above; (c) undertaking research in a safe place with appropriate safeguards; (d) taking an Appreciative Inquiry approach that focuses on strengths; (e) ensuring appropriate after care is in place in the event any concerns are raised; and (f) agreeing appropriate mechanisms in advance for people to raise safeguarding concerns.

In the event that we need to escalate concerns, we will refer all disclosures internally to our Head of Safeguarding (Kam Kaur), who is a registered social worker with many years of experience in managing, reviewing, and improving safeguarding practice within HMPPS, Youth Justice Services, children's services and voluntary sector services.

During the scoping phase, we will agree with colleagues the most suitable arrangements for any safeguarding concerns and for aftercare arrangements, recognising that it is important to align with local practice.

Protecting and promoting the safety and wellbeing of Cordis Bright team members

We ensure that our study designs and approaches promote the physical safety and wellbeing of our team. We work to our health and safety and lone working policies which include safeguards to protect our staff.



We also recognise that conducting research on sensitive topics can involve challenging interactions, elicit a range of emotions or remind people of difficult prior experiences. To this end, we build in regular check-ins within the project team to enable people to raise and reflect on these topics should they wish to.

Our safeguarding processes also include a debrief with any staff member who receives a disclosure or raises a safeguarding concern. Outside of the project team itself, staff receive monthly 1-to-1s with their line managers and access to a range of health and mental health benefits as part of employment with Cordis Bright.

Registration

The evaluation protocol will be registered with the Open Science Framework (<https://osf.io/>) and also uploaded to the Foundations website.

Data protection

Cordis Bright will deliver the evaluation in line with our full Data Protection and Information Governance Framework when storing and handling personal data for the evaluation. Cordis Bright are also registered under the Data Protection Act, have Cyber Essentials Plus accreditation and are registered under the NHS Data Security and Protection Toolkit.

For this evaluation, we have:

- A clear legal reason for sharing data with us: public interest/public task and consent.
- Secure storage of data, i.e. data is saved on Cordis Bright's secure cloud-based Microsoft SharePoint server where data is always encrypted, and two-factor authentication is required on new device logins. Data will only be accessed by designated/authorised members of the team and will require complex passwords to login. All data will be password protected and any personal data will be saved and stored separately from interview, questionnaire, and workshop data.
- Data will be deleted securely in line with our pre-agreed retention period. This will be six months post-study, i.e. in January 2027.

In addition, we have set up processes to fully inform study participants of data protection considerations regarding data collection and their data collection rights. Participants will be informed that all information about them will be stored securely. Informed consent will be gained from stakeholders prior to participation in the fieldwork and they are able to revoke their consent prior to any data analysed. If a participant wishes to withdraw consent, they may contact the feasibility study team.

All identifying information will be stored securely and in accordance with GDPR and the Data Protection Act 2018, for the purpose of correspondence with participants and only members of the research team will have access to it.

Published reports will not identify the research participant at any time. All data will be encrypted and stored securely in password protected files on password protected computers using Office 365 SharePoint and Microsoft Teams storage and only members of the research team will have access to it.



Cordis Bright and Foundations are in the process of finalising a Data Sharing Agreement and Data Protection Impact Assessment. This will be completed following final agreement of data collection processes.

Project management

Personnel

Table 3 sets out the evaluation team and delivery team personnel and roles.

Table 3: Evaluation team and delivery team personnel

Name	Role within the project	Institutional affiliation
Evaluation team		
Dr Kathryn Lord	Principal Consultant, Principal Investigator	Cordis Bright
Hannah Nickson	Director, Quality Assurance	Cordis Bright
Louise Ashwell	Consultant, Project Manager	Cordis Bright
Ashna Devaprasad	Researcher	Cordis Bright
Delivery team		
Adam Warner	Merton Local Evidence Leader	London Borough of Merton
Maura Appleby & Louise Burns	Stockport Local Evidence Leaders	Stockport Council
Keith Billington	Wirral Local Evidence Leader	Wirral Council
Rob Newton	York Local Evidence Leader	City of York Council
Becky Saunders	Senior Local Development Adviser	Foundations
Vicky Lloyd	Local Development Adviser supporting the Merton LEL	Foundations
Rachel Summerscales	Local Development Adviser supporting the Stockport LELs	Foundations
Kathryn Catterall	Senior Local Development Adviser supporting the Wirral LEL	Foundations
Jo Flanagan	Senior Local Development Adviser supporting the York LEL	Foundations

Timeline

Table 4 below sets out the timeline for key milestones in the implementation and process evaluation (IPE).



Table 4: IPE timeline

Dates	Activity	Responsible
January 2025	Ethics proposal submitted to Foundations	Louise Ashwell, Cordis Bright
February 2025	Evaluation set-up activities complete	Cordis Bright evaluation team
August 2025	Interim evaluation activities and analysis complete	Cordis Bright evaluation team
November 2025	Interim evaluation report submitted to Foundations	Louise Ashwell, Cordis Bright
May 2026	Final evaluation activities and analysis complete	Cordis Bright evaluation team
August 2026	Final feasibility study report submitted to Foundations	Louise Ashwell, Cordis Bright

Risks

Table 5 summarises the key risks to delivery of the IPE and strategies to mitigate these. We will review and update this live risk register on a rolling basis and use it to support project management to ensure smooth delivery of the evaluation.



Table 5: Risks and mitigations to delivery of the feasibility study

Challenges engaging evaluation stakeholders, e.g. LELs, EBI Providers, Strategic and Operational leads, Foundations local development team, wider system stakeholders.	Medium	High	<ul style="list-style-type: none"> • Identify and map local stakeholders during evaluation set-up phase and regularly update the stakeholder map throughout the evaluation to reflect changes in roles or newly identified participants. • Collaborate closely with Foundations, LELs, and local leads early in the evaluation process to build trust buy-in and understanding of the evaluation’s purpose. • Develop accessible, tailored information sheets and emails co-signed by Foundations and local leaders to emphasise the importance of the evaluation and encourage participation. Clearly articulate the potential benefits of participation, including opportunities to influence programme improvements and learn from cross-area insights. • Design evaluation activities to minimise demands on stakeholders’ time, ensuring only essential and non-duplicative data is requested. • Provide options for engagement formats (e.g. online, in-person, or asynchronous) to accommodate diverse schedules and preferences. Offer consultation times and dates well in advance, allowing stakeholders to plan their participation. • Use workshops and consultations as opportunities for stakeholders to learn from other areas, fostering cross-fertilisation of ideas and good practice. • Use workshops and interim findings to actively engage stakeholders, demonstrating how their input shapes the evaluation’s direction and outcomes. Build a sense of shared ownership by positioning the evaluation as a collaborative effort to strengthen the Changemakers programme.
Interpretation of complex data, particularly in mixed-methods analysis, may present challenges in interpretation and integration of findings.			<ul style="list-style-type: none"> • Our experienced team, with sector-specific knowledge, will employ a rigorous and systematic approach to data analysis. • The inclusion of workshops with stakeholders will further refine our interpretations, ensuring that the final findings are meaningful, actionable, and accurately reflect the realities of implementation.
All areas involved are early adopter	Low	Medium	<ul style="list-style-type: none"> • Ensure that evaluation methods, analysis and reporting are sufficiently robust to understand contextual factors which support LEL in their roles.



sites for Family Hubs so might be more advanced in their work in this area. Might limit transferability of intervention and evaluation findings.			<ul style="list-style-type: none"> • Deliver reporting to support other areas to replicate, scale, and spread effective practice in evidence mobilisation.
Turnover in LEL role.	Medium	Medium	<ul style="list-style-type: none"> • Design evaluation approaches which are sufficiently flexible and adaptable to reflect the realities of delivery of the programme on the ground. • Ensure that analysis and reporting are transparent so any turnover in LEL roles and potential impacts is made clear in reporting and evaluation outputs.
Difficulties in accessing or gaps in meaningful monitoring data/secondary data, potentially impacting the robustness of quantitative analysis.	Medium	Medium	<ul style="list-style-type: none"> • Work collaboratively with local teams from the outset to understand and problem-solve data access requirements and feasibility. • Work closely with Foundations to support the adaptation of existing monitoring and outcomes data systems, or the generation of new systems if required. • Agree and collaborate to identify ‘core components’ of the model and fidelity criteria, which are then used to assess fidelity of Changemakers implementation. • Set up DPIAs and Information Sharing Agreements in line with Foundations, Cordis Bright, Local Authority and Provider policies and GDPR. • Where gaps in data exist, we will supplement our analysis with qualitative insights and seek alternative data sources to fill those gaps. • Co-produce approaches to accessing data during evaluation set-up. • Include what is most relevant and available in our analysis. • Acknowledge data limitations or gaps in our outputs.
Lack of clarity around theory of change and delivery model for LELs as	Medium	High	<ul style="list-style-type: none"> • Work closely with Foundations colleagues and delivery partners including LELs to refine and ensure partners understand theory of change and delivery model. • Identify and describe clearly the LELs role and delivery mechanisms including enablers, inhibitors, and spheres of influence.



programme relatively early on in development and implementation.			<ul style="list-style-type: none"> Outline in analysis how the theory of change and delivery model has worked in practice, variation from anticipated plans, and considerations for replication, scale, and spread of the approach in existing and future areas.
Safeguarding concerns or harm occurs.	Low	High	<ul style="list-style-type: none"> Discuss and agree safeguarding and wellbeing processes and approaches with Foundations at project set-up which will be in line with Foundations and Cordis Bright Safeguarding policies and processes. Design research tools to promote participant safety and wellbeing, including ethical considerations and participation based on informed consent. Ensure all staff have enhanced DBS checks. All team members have experience of consulting with potentially vulnerable people during research. Our team are regularly trained in safeguarding approaches. Clearly communicate the process and contact details for raising a concern or query will be clearly communicated, with options for the point of contact they feel most comfortable with e.g. Cordis Bright contact and/or agreed point of contact at Foundations. Ensure that there is learning across the team about what happened and what steps could be taken to avoid in future. If required: introduce additional training; revisit methodology; reallocate team members. Agree an appropriate communications strategy.



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APPENDIX

Information sheet and research tools

The research tools and informed consent materials which will be used as part of the feasibility study are linked below:

- [Information sheet and consent form](#)
- [Workshop guide](#)
- [Interview topic guide](#)
- [Survey.](#)