

# Social Return on Investment (SROI)

## Parent Champions Liverpool Prototype Project

**Author:**  
Diane Dixon  
Daycare Trust Consultant

**Edited by:**  
Esther Burridge  
Daycare Trust Business Manager

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Parents from the Princes Park and Speke Garston wards in Liverpool.

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## 1. Scope & Stakeholders

### 1.1 Description of Daycare Trust

Daycare Trust is a national charity, campaigning for high-quality, accessible and affordable childcare for children and young people aged 0-19 years and raising the voices of children, parents and carers across the UK. They are leaders in the field of early education research, putting policy into practice at national, regional and local levels and the development of new initiatives to benefit children and their parents.

Daycare Trust offers a range of services to meet the needs of the childcare sector and parents, including central government, local authorities, government agencies, providers, and employers. These services include:

- Information and training
- Workforce development for the children's sector
- A comprehensive national research programme
- Expert consultancy and research support services
- Policy and campaigns
- NAFIS membership and Family Information Services
- Project delivery.

#### 1.1.1 Activity under analysis

In 2011, Daycare Trust received funding from the Department for Education (DfE) to develop a sustainable national 'Parent Champions' network of parents informing parents about early learning and childcare options. This SROI report is an analysis of the Parent Champions prototype project based in Liverpool.

The overall aim of the funding was to promote the contribution of family members and the wider community to early learning and childcare to improve child outcomes.

Parent Champions for Childcare are parents who have positive experiences of using childcare and/or supporting their child's early learning and who act as advocates and peer advisers (not professional) to other parents in their community.

Parent Champions for Childcare can:

- Help parents to understand the benefits of high quality childcare and early learning for their children
- Encourage parents to participate in early learning activities with their children inside and outside the home
- Help parents to find out about and take-up formal childcare places for their children
- Encourage parents to participate in local childcare and early learning services e.g. by volunteering to help out at play sessions or becoming a parent representative on their children's centre advisory board.

Parent Champions for Childcare are peer outreach workers; their role is to engage with parents in their community to offer information, initial support to parents and signposting. This involves using different outreach techniques to engage with parents that may include:

- Drop-in information sessions
- Informal workshops in community locations
- Contact-building at children's activities such as stay and play and health sessions at children's centres, library reading programmes

- Targeted door knocking in the community to reach parents that are not already in contact with services.

Each project (with five Parent Champions) was expected to reach at least 400 parents by the end of their 6-month delivery period, with 33 per cent (132) of these contacts being referred to local services (Family Information Service/children's centres etc.) and 8.25 per cent (33) taking up services as a result of contact with Parent Champions.

Monthly monitoring information about the number of parents contacted by the Parent Champions, referrals to the Family Information Service and parents taking up local services was collected by the project and shared with Daycare Trust.

Daycare Trust approached Liverpool Childcare & Family Information Service (CAFIS) in July 2011 to discuss the possibility of running a programme in the city. A budget of £12,170 was agreed and the CAFIS invited Vauxhall Children's Centre to take on the role of delivery agent.

Vauxhall was selected as the prototype project on the basis of its extensive experience of working with parent volunteers, particularly the Volunteer into Placement (VIP) programme.

It was decided to focus the Liverpool programme on some of the most deprived areas of the city where child poverty levels were highest, employment levels low and take-up of pre-school childcare correspondingly low. Given the levels of deprivation in the area the priority that was identified was to inform parents about funded childcare opportunities such as the free early education entitlement for two and three year olds.

It was also decided to extend the service to as many families with children with a disability or additional needs as possible.

Another factor in the selection of these areas was the lower than average child learning and development levels, evidenced by children's development levels on entering school nursery at three years of age and their Early Years Foundation Stage scores in reception. Although day care attendance was only possible for these families where funding could be obtained, the programme lead was keen to maximise take-up of other pre-school play and learning opportunities, including children's centre services. Consequently there was also a strong focus on encouraging families to register with and use children's centre services.

The areas selected to deliver the programme were:

- Princes Park (63 per cent of children living in poverty<sup>1</sup>)
- Speke-Garston (44.1 per cent of children living in poverty)

Princes Park and Speke-Garston also have the highest incidence of children in poverty living in lone parent households.

Unique to the Liverpool project was the number of Parent Champions. There were six Parent Champions in total in Liverpool and two were based at each of the three different children's centres in the areas selected so that they had a base from which to start and end their volunteering sessions. In this way they could 'sign in' and 'sign out' (for health and safety reasons) and share administrative facilities, telephones and computers. The Parent Champions always carried out their work in pairs.

<sup>1</sup> The UK government's poverty line is where household income is below 60 per cent of the median UK household income, before and after housing costs have been paid; data from Households Below Average Income Survey for 2008

Parent Champions were able to build up valuable contacts in the centres with good knowledge about the area. Staff at the centres gave them lists of families living in the locality who were known to have children under five but were not registered with the centre. In addition they were given contact details for families registered with the centre but not using services. These families, in essence the least engaged with services, were targeted for home visits.

The use of family data and the home visiting exercise were undertaken in strict accordance with the Data Protection Act 1998 and Child Protection policies and procedures.

Parent Champions were advised about the best community venues to meet families with young children so that they could approach them, talk about available services and encourage them to attend appropriate services.

In all cases Parent Champions gave out information about childcare available in the area, including grant funded childcare opportunities.

The Parent Champions recorded their activities as required and informed centres about newly registered families and those interested in taking up specific services. Where families wanted additional information and advice about accessing childcare they were referred to CAFIS.

The Parent Champions also ran a number of local events in suitable community venues.

## **1.2 The SROI**

SROI is an analytic tool for measuring and accounting for a broad concept of value. It incorporates social, environmental and economic costs and benefits into decision making, providing a fuller picture of how value is created or destroyed.

SROI is able to assign a monetary figure to social and environmental value which is created.

### **1.2.1 Type of SROI**

The SROI that has been carried out is an evaluative one. The Liverpool Parent Champions programme ran from October 2011 to March 2012 and it is the outcomes from that period for a range of stakeholders that have been analysed and a value placed on them.

### **1.2.2 Purpose of the analysis**

The SROI set out, in part, to establish the ratio of the return of the investment by the DfE in one of the Parent Champions projects. The Parent Champions programme nationally has a very high profile with the DfE and Daycare Trust is keen to promote the model's benefits since it believes that it can achieve significant outcomes for parents and children with little investment. In order to obtain a more robust analysis of the outcomes and quantify these, it was decided that an SROI assessment would be the most appropriate approach in that it applies a clear and tested methodology to the assessment of the impact of a project.

## **1.3 Stakeholder case studies**

The Parent Champions prototype project has experienced a number of benefits that have been captured in case studies, as outlined in 6.2 Appendix 2. These case studies highlight the project benefits such as:

- Parental attendance at local events, children's centres and other activities
- Building trust in the community
- Increase take-up of childcare services
- Improved parenting skills

- Increased community involvement
- Journey into employment
- Improved family well being
- Improved confidence and skill level

#### 1.4 The theory of change

The theory of change that is behind the SROI analysis is based on evidence from Daycare Trust, UK and international research about the best routes to parental engagement and access to childcare, the benefits to children of high-quality childcare and the approaches that deliver the best outcomes for children, especially those from disadvantaged backgrounds.

Daycare Trust's evidence finds that:

- In 2004, 42 per cent of parents said that they did not have enough information about childcare<sup>2</sup>
- Parents saw/trusted other parents as a source of information on childcare and early learning, particularly those parents who don't have English as a first language or aren't engaged with more general services.<sup>3</sup>

A resume of research on the benefits for children of Early Years provision reaches the following conclusions<sup>4</sup>:

- High-quality childcare for disadvantaged children can produce benefits for cognitive, language and social development
- Low quality childcare produces either no benefit or negative effects
- High-quality childcare with associated home visits appears to be the most effective package of services
- Disadvantaged children benefit particularly from high-quality pre-school provision
- Early childhood interventions do boost children's confidence and social skills, which provides a better foundation for success at school (and subsequently in the workplace)
- In England, the most effective types of provision are integrated centres and nursery schools.

In a DfE report<sup>5</sup>, which cites evidence in support of the development of the Children's Plan, the Government state:

- *"The Effective Provision of Pre-School Education (EPPE) Project found that pre-school experience of high quality education has long term benefits for child outcomes. The study showed that centre-based early education had a positive effect on children's all round development when they started school and through the early years of primary school to age 7 (the end of Key Stage 1). At age 7, high quality pre-school provision combined with longer duration had the strongest effect on cognitive and social behavioural development. However, **in terms of longer term benefits at age 10, it was the quality of pre-school education that made the critical difference.** With the exception of pro-social behaviour, the effects of simply attending a pre-school, low quality provision or those of duration of attendance were no longer sufficient at age 10 to ensure better cognitive development."*

<sup>2</sup> NatCen, 2004, Childcare and Early Years survey

<sup>3</sup> Daycare Trust, 2007, Listening to Parents about Childcare series

<sup>4</sup> Melhuish, T. (2003) *A literature review of the impact of early years provision on young children, with emphasis given to children from disadvantaged backgrounds*, Institute for the Study of Children

<sup>5</sup> DCSF Nov 2007 *Children and Young People Today: Evidence to support the development of the Children's Plan*



A resume by Daycare Trust of the Centre for Excellence and Outcomes in Children's and Young People's Services (C4EO) report *Expansion of the entitlement to free education for disadvantaged two-year-olds*<sup>6</sup> (particularly relevant in the Liverpool context) and other information deriving from the experience of the local authorities involved in trialling the new programme demonstrates some key factors in achieving the best parental and child engagement and optimum outcomes for children.

These include:

- Need for support to parents to access the free early education entitlement and overcome barriers such as low self-esteem and long term unemployment
- Combining additional support to improve the well-being of the whole family alongside the free early education entitlement for two year olds has proved beneficial
- Parents could be engaged in home learning with their children
- Children's centres are well placed to identify and target eligible children, and parents have been successfully engaged through parent/family support staff in children's centres.

The SROI has been set in the context of the above evidence and, in the research that it has as its basis, has tested outcomes against those that might be expected in accordance with the results of research in respect of benefits for children and parents and tested outcomes against these indicators:

- Increase in access to childcare (parents)
- Increase in parental engagement/involvement (parents)
- Increase in engagement of lone parents (parents)
- Access services at children's centre (children).

The SROI also set out to test the outcomes for the parents who volunteered as Parent Champions. The parent volunteers were drawn from the local communities and reflected the demographics of these. The SROI sought to establish outcomes for the Parent Champions that were based on research of the likely outcomes for parents of the activities involved in the project<sup>7</sup>.

These were changes/improvements in:

- Confidence
- Skills improvement
- Preparation for work
- Communications skills
- Future direction
- Relationships with family and friends.

Finally, the SROI assessment accounted for the impact on the other stakeholders. These being, Daycare Trust in its role as project owner and the national childcare campaigning organisation, children's centres in Liverpool who experienced an increase in registrations as a result of the work, the CAFIS who also enjoyed an increase in customers and the State as an investor and a potential recipient of benefits through reduction in expenditure.

The outcomes that were considered appropriate for testing in respect of other stakeholders were:

- Increase in referrals (CAFIS)
- Successful delivery of a national Government prototype project (Daycare Trust)

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<sup>6</sup> C4EO (2012), *Expansion of the entitlement to free education for disadvantaged two-year-olds*

<sup>7</sup> With reference to Vauxhall Children's Centre, 2010, *Final Report VIP Citywide Round 2 'Children's Centres Removing Barriers to Employment'*



- Increased national profile of Parent Champions work (Daycare Trust)
- Parent Champions into work and reduced reliance on benefits (The State).

#### 1.4.1 Summary of the organisations involved in attribution

In the case of this SROI, there has been little application of attribution to other organisations or initiatives and a logic has been applied to this decision because of the nature of the geographical areas targeted and the self-reported background of the volunteer Parent Champions. By extension, the same principles have been applied to the other stakeholders.

The areas targeted are some of the most deprived in the England:

*“12.7 per cent of Liverpool Lower Super Output Areas (LSOA) are amongst the most deprived 1 per cent in England.”<sup>8</sup>*

*“.....Liverpool has 37 LSOAs within the 1 per cent most employment deprived nationally. The largest cluster of these areas occurs in the wards of Everton and Kirkdale, joined by several LSOAs in the neighbouring wards of Anfield, Tuebrook & Stoneycroft, and County. A second large cluster exists in the wards of Princes Park and Riverside. The remaining areas are single LSOAs in Picton and the outer wards of Speke Garston, Belle Vale and Yew Tree.”<sup>9</sup>*

The results of the research for the purposes of the SROI clearly indicated:

- A very low level of take-up of childcare, children’s and parent related services by children and parents in these deprived areas and, therefore, that the project contributed at least 90 per cent if not higher in its impact on the results for children and parents
- The parents selected as volunteer Parent Champions had undergone some training and preparation for volunteering prior to the project but the biggest gains for them were from this project
- The outcomes for the other stakeholders came primarily from this project and not from other initiatives or organisations
- The only outcome to which a greater percentage of attribution (20 per cent) has been applied to another organisation is in respect of improved well-being for the Parent Champions because this was reported by them as coming, in part, from previous engagement with the VIP project
- Where 10 per cent attribution to another organisation or influences has been applied it relates to: VIP project, CAFIS, other influencers such as neighbours (from the research), the National Association of Family Information Services (NAFIS) and website marketing by Daycare Trust.

### 1.5 Analysis of stakeholders and stakeholder groups

#### 1.5.1 Numbers of stakeholders involved

As identified below, there are seven stakeholder groups involved in the project (numbers per stakeholder in brackets) these being:

- Parent Champions (6)
- Parents (589)
- Children's centres (4)
- Children (92)
- Children & Family Information Service (1)
- Daycare Trust (2)

<sup>8</sup> Liverpool City Council, 2011, *The Index of Multiple Deprivation 2010 A Liverpool analysis*

<sup>9</sup> Liverpool City Council, 2011, *The Index of Multiple Deprivation 2010 A Liverpool analysis*

- The State (1)

Careful consideration was given to the stakeholders who should be included in initial discussions with the key partners and deliverers of the project (Daycare Trust, Liverpool children’s centres and the CAFIS). Two in-depth discussions with them were held in December 2011 and January 2012 before commencement of the SROI assessment. Daycare Trust input the view of DfE to these discussions as to expected outcomes from the project for the State and other stakeholders.

**Description of how stakeholders were involved**

The research that informs the SROI assessment was undertaken in a series of stages that had stakeholders at their heart. The stages were:

**Stage 1: Initial consultation with key stakeholders (Daycare Trust, CAFIS & children’s centres)**

An initial discussion was held with two representatives of the children’s centres involved in the project (including the overall Parent Champions supervisor), CAFIS and Daycare Trust.

At this meeting the following was discussed and established:

- The SROI approach and processes
- The history of the project
- Objectives of the project
- Beneficiaries
- Projected and collected output data
- Projected and perceived outcomes
- Stakeholders to involve
- Stakeholders to exclude
- Data required for the purposes of the SROI

A draft timeline was also agreed with interview dates for the first round of stakeholders.

**Stakeholders excluded**

The rationale for excluding stakeholders is contained in the table below.

**Table 1 Parent Champions SROI: reasons for excluding stakeholders**

Stakeholder	Reasons for not including
Department for Education	Too far removed Possible double counting
Private childcare providers	No available data Priority is to engage non users
Members of the local community	Benefits likely to be too diffuse for this analysis
Family members	Too difficult for potential beneficiaries to make the causal links

**Stage 2: Desk research and development of interview schedule**

Desk research of relevant background documents to inform the content of interviews with stakeholders, demographic data on the geographical areas covered by the project, reports of similar previous initiatives at national and local levels and international research on outcomes for children and parents from a variety of interventions, including childcare and early learning. The initial discussion and the desk research developed the first elements of the theory of change. See 6.1 Appendix 1, glossary of terms for a definition of this term and other SROI relevant terms.

Semi-structured interview schedules for interviews with key stakeholders were developed on the basis of the initial consultation discussions and desk research. These contained common themes for consistency but were adapted to suit the stakeholder. The interview schedule for Parent Champions made use of a Likert scale to assist with the development of outcomes and accurate indicators for these.

### **Stage 3: Semi-structured interviews**

Semi-structured interviews were conducted in person and by telephone with:

- Five Parent Champions
- Five stakeholders from the three children's centres
- Two stakeholders from Daycare Trust
- Four parents

Parents were the most challenging stakeholders to engage directly because of the very nature of their circumstances. As reported previously, the parents who were the targets of the project live in the most deprived areas of Liverpool and have a long history of non-engagement with (and distrust of) statutory and other services. It was, therefore, difficult to obtain permission from them to take part in formal interviews with an unknown researcher.

In consultation with the stakeholders, who had direct contact with the parents who had accessed services through the project, it was agreed that the outcome data used for the SROI would be the robust evidence collected by the project itself, and through follow up on outcomes for the parents by the Parent Champions.

Care has been taken, therefore, in the SROI analysis not to project outcomes for parents that may have occurred (according to research on likely outcomes and anecdotal feedback) but which cannot be clearly evidenced. Parent Champions are, of course, parents themselves but the analysis has eliminated any possibility of double counting and concentrated only on the parents who have been recipients of the services delivered by them.

### **Stage 4: Ongoing involvement of stakeholders**

In order to test the outcomes, develop the indicators, ensure that deadweight, attribution and drop-off were applied realistically and appropriate financial proxies applied, there was an ongoing involvement of the stakeholders throughout the SROI process. Stakeholders were engaged in approving the outcomes, quality checking the results and calculating financial proxies through further telephone, face-to-face interviews and groups discussions involving Daycare Trust, the Parent Champions and the children's centres stakeholders.

Finally, the final draft Impact Map was consulted on with Daycare Trust stakeholders and amended in line with their comments.

## **2. Inputs, outcomes & evidence**

### **2.1 Inputs, outcomes and description of indicators**

#### **2.1.1 Inputs & analysis of investment**

The inputs included in the SROI for the project and an analysis of the investment required for the activity are contained in Table 2 below. The explanations of the calculation of the investment and the source of the data is included in the column headed 'analysis of investment'.

**Table 2 Inputs by organisation/type**

Stakeholder who has an effect on the project	What do they invest	Value	Analysis of investment
Department for Education (The State)	Project funding	£12,170	Amount of DfE funds allocated to the Liverpool Parent Champions Project (calculation provided by Daycare Trust)
Daycare Trust	Staff time	£6,355	31 days @ £205 per day (calculation provided by Daycare Trust)
Liverpool children centre staff/ CAFIS	Co-ordination of project, training & supervision of Parent Champions; provision of information	£1,350	75 hours input of time between staff (calculation provided by Liverpool project)
Parent Champions	Volunteer time	£4,742.40	An assumption of 5 hours a week for 6 Parent Champions at minimum wage (£6.08) for duration of project
Nursery Staff	Caring for children accessing childcare	£55,575	An assumption of nursery staff caring for 60 children for 15 hours per week with the legal standard of a ratio of 1:4 staff per child for the age group 2-3; salary £6.50 per hour derived from DirectGov advert for NVQ Level 3 nursery nurse in Liverpool
Crèche workers	Caring for children attending crèche	£1,232	Two crèche workers (£11 per staff) providing care for 14 week parenting class x 4 (assumption of 4 courses required to accommodate the number of children accessing) (calculation provided by Liverpool project)
Leaders parenting classes	Delivering parenting classes	£1,232	Two leaders delivering (£11 per staff) a 14 week parenting class x 4 (assumption of 4 courses required to accommodate the number of parents accessing) (calculation provided by Liverpool project)
Staff costs Stay n Play	Supervising Stay n Play	£1,100	Staff costs of Stay n Play worker (£11 per staff) for 50 weeks (calculation provided by Liverpool project)
Children centre staff	Registration of families with centres	£336	£6 per registration x 56 new registrations (calculation provided by Liverpool project)
<b>TOTAL INPUTS</b>		<b>£84,092.40</b>	

### 2.1.2 Outcomes by stakeholder, indicators and data source

The outcomes for each stakeholder, the indicators and the data source for these are described in Table 3 below.

**Table 3 Outcomes by stakeholder, indicators & data source**

Stakeholder	Outcomes	Indicators	Data Source for outcome
Parent Champions	<ul style="list-style-type: none"> <li>• Gained employment</li> <li>• Increased transferable skills</li> <li>• Improved knowledge about childcare</li> <li>• Improved relationship with own children &amp; family</li> <li>• Improved well-being</li> <li>• Improved confidence in doing outreach work</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion gained employment</li> <li>• Proportion reporting improvement in transferrable skills</li> <li>• Proportion reporting improved knowledge about childcare</li> <li>• Proportion reporting improvement in relationship with children &amp; family</li> <li>• Proportion reporting an improvement in quality of life</li> <li>• Proportion reporting improved confidence in undertaking outreach work</li> </ul>	Stakeholder interviews & Likert scale
Parents	<ul style="list-style-type: none"> <li>• Increase in access to childcare</li> <li>• Increase in parental engagement/involvement</li> <li>• Increase in engagement of lone parents</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage referred to free early education entitlement for two and three year olds</li> <li>• Reported incidence of parental engagement/volunteering</li> <li>• Reported number of lone parents receiving information about childcare &amp; child tax credits</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews
Children's centres	<ul style="list-style-type: none"> <li>• Increase in registrations</li> <li>• Increase in take-up of:               <ul style="list-style-type: none"> <li>○ services by parents</li> <li>○ services by children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of new registrations reported</li> <li>• Number of new parents accessing services</li> <li>• Number of new children accessing services</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews
Children	<ul style="list-style-type: none"> <li>• Access services at children's centre</li> </ul>	<ul style="list-style-type: none"> <li>• Reported number of early learning activities accessed</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews
CAFIS	<ul style="list-style-type: none"> <li>• Increase in referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new referrals</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews
Daycare Trust	<ul style="list-style-type: none"> <li>• Successful delivery of a national Government prototype project</li> <li>• Increased national profile of Parent Champions work</li> </ul>	<ul style="list-style-type: none"> <li>• Continued funding</li> <li>• Number of new local authority members of Parent Champion Network</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews
State	<ul style="list-style-type: none"> <li>• Parent Champions into work and reduced reliance on benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Parent Champions into work</li> </ul>	Outcome evidence from data collected by project & stakeholder interviews

## 2.2 Quantity of inputs, outputs and outcomes achieved for each stakeholder group

The level of investment varies according to the stakeholder and the type of activity that was provided. For children and parents, it would not have been expected that they would have made an input because they were recipients of the service and, hence, inputs are shown as not appropriate in table 4 below.

The data for children's centres and CAFIS was supplied by the Liverpool project and was aggregated. The Parent Champions input is based on a quantification of their volunteer time as explained in Table 2 in section 2.1.1.

**Table 4 Quantity inputs, outputs & outcomes per stakeholder**

Stakeholder	Quantity Inputs <sup>10</sup>	Quantity Outputs	Quantity Outcomes
Parent Champions	£4,742.40	6 Parent Champions engaged	6
Parents	N/A	589 parents engaged	3
Children's centres	£60,824	3 children's centres engaged	3
Children	N/A	92 children engaged	1
CAFIS	Inputs included in sum for children's centres	217 referrals received	1
Daycare Trust	£6,355	2 staff engaged	2
State	£12,170	5 Parent Champions into work	1

## 2.3 Length of time over which the investment is expected to last or, against which the outcome will be attributed to the activity

The SROI has been calculated over a five year period as this is considered good practice and each indicator has been attributed an appropriate drop-off rate over that time to produce a present value.

<sup>10</sup> For an explanation of the nature and calculation of the inputs please see Table 2 in section 2.1.1

**2.4 Description of the financial proxy to be used for each outcome, the attribution applied and source of the information for each proxy**

Table 5 Financial proxies used and source of information

Stakeholder	Outcomes	Financial Proxy	Attribution	Drop Off	Data Source
Parent Champions	<ul style="list-style-type: none"> <li>Gained employment</li> </ul>	Part-time average wage 2009	0.9	0.2	<ul style="list-style-type: none"> <li>www.statistics.gov.uk</li> </ul>
	<ul style="list-style-type: none"> <li>Increased transferable skills</li> </ul>	Change in level of skills and the impact this has on employability (£28 x 52)	0.9	0.2	<ul style="list-style-type: none"> <li>Department for Education (Department for Children, Schools and Families archived data)</li> </ul>
	<ul style="list-style-type: none"> <li>Improved knowledge about childcare</li> </ul>	Cost of childcare Level 3 course	1.0	0.35	<ul style="list-style-type: none"> <li>Cambridge Open College</li> </ul>
	<ul style="list-style-type: none"> <li>Improved relationship with own children &amp; family</li> </ul>	Average spend on social activities in a year: £520 per annum	1.0	0.2	<ul style="list-style-type: none"> <li>Family Spending 2009 - A report on the 2008 Living Costs and Food Survey 2008</li> </ul>
	<ul style="list-style-type: none"> <li>Improved well-being</li> </ul>	The annual cost of a one hour counselling session per week (£40 per session for 8 weeks)	0.8	0.2	<ul style="list-style-type: none"> <li>SROI Network VOIS database; internet searches conducted by SROI Network</li> </ul>
	<ul style="list-style-type: none"> <li>Improved confidence in doing outreach work</li> </ul>	Cost of communication skills training course	0.9	0.2	<ul style="list-style-type: none"> <li>SROI Network database</li> </ul>



Stakeholder	Outcomes	Financial Proxy	Attribution	Drop Off	Data Source
Parents	<ul style="list-style-type: none"> <li>Increase in access to childcare</li> </ul>	Cost of childcare in North West England 2012 (average of cost of the free early education entitlement for two and three year old places over 38 weeks)	1.0	0.35	<ul style="list-style-type: none"> <li>Daycare Trust Annual Childcare Costs Survey 2012; apportioned for 15 hours since survey based on 25 hours</li> </ul>
	<ul style="list-style-type: none"> <li>Increase in parental engagement/involvement</li> </ul>	Value of time per hour not spent in caring for their child: £10.99 per hour (2009 prices); The median gross hourly wage for all employees in the UK (irrespective of hours worked or gender), from the Annual Survey of Hours and Earnings at The median gross hourly wage for all employees in the UK (irrespective of hours worked or gender), two hours per week x 50 weeks	1.0	0.2	<ul style="list-style-type: none"> <li>From the Annual Survey of Hours and Earnings: <a href="http://www.statistics.gov.uk/downloads/theme_labour/ASHE-2009/2009_all_employees.pdf">http://www.statistics.gov.uk/downloads/theme_labour/ASHE-2009/2009_all_employees.pdf</a>;</li> </ul>
	<ul style="list-style-type: none"> <li>Increase in engagement of lone parents</li> </ul>	Cost of providing an information session to parents on childcare & child tax credits; £110 per session with 6 participants = £18.33 per parent	0.9	0.2	<ul style="list-style-type: none"> <li>Daycare Trust (costs of providing a training workshop to parents as part of Parent Champions project)</li> </ul>
Children's centres	<ul style="list-style-type: none"> <li>Increase in registrations</li> </ul>	Total costs of children's centre divided by total number of registrations	1.000	0.35	<ul style="list-style-type: none"> <li>Vauxhall children's centres Liverpool</li> </ul>
	<ul style="list-style-type: none"> <li>Increase in take-up of services by parents</li> </ul>	Unit cost of one parenting session x 14 weeks= £8.26 x 14	0.9	0.35	<ul style="list-style-type: none"> <li>Vauxhall children's centres Liverpool</li> </ul>
	<ul style="list-style-type: none"> <li>Increase in take-up of services by children</li> </ul>	Unit cost of one creche per week x 14 weeks= £22 x 14	0.9	0.35	<ul style="list-style-type: none"> <li>Vauxhall children's centres Liverpool</li> </ul>

Stakeholder	Outcomes	Financial Proxy	Attribution	Drop Off	Data Source
Children	<ul style="list-style-type: none"> <li>Access services at children's centre</li> </ul>	Unit cost per child. Cost of providing one Stay n Play session at a Liverpool children's centre with average of 12 children per session (£60 per session = £5 per child x 50 weeks = £250 per annum)	0.9	0.35	<ul style="list-style-type: none"> <li>Vauxhall children's centres Liverpool</li> </ul>
CAFIS	<ul style="list-style-type: none"> <li>Increase in referrals</li> </ul>	Cost of an information intervention (£5.95 Telephone enquiry)	1.0	0.35	<ul style="list-style-type: none"> <li>York Family Information Service Research</li> </ul>
Daycare Trust	<ul style="list-style-type: none"> <li>Successful delivery of a national Government prototype project</li> </ul>	Daycare Trust income received from the Department for Education (having stripped out funds paid directly to projects and apportioned for Liverpool project)	1.0	0.35	<ul style="list-style-type: none"> <li>Daycare Trust</li> </ul>
	<ul style="list-style-type: none"> <li>Increased national profile of Parent Champions work</li> </ul>	Funding available to support each projects	0.9	0.35	<ul style="list-style-type: none"> <li>Daycare Trust</li> </ul>
State	<ul style="list-style-type: none"> <li>Parent Champions into work and reduced reliance on benefits</li> </ul>	Annual salary at minimum wage [1] (HM Revenue and Customs); Value of benefit lost x 53.3% = 20 hours against 37.5 hours week	0.9	0.2	<ul style="list-style-type: none"> <li>DWP, 2008</li> </ul>

### 3. Impact

#### 3.1 The basis for any estimates of deadweight

Taking into account of the nature of the project, the targeted beneficiaries and the fact that Liverpool Parent Champions was a new initiative, no deadweight has been applied to any of the outcomes.

#### 3.2 Percentage attribution for each indicator of outcome with a financial proxy

The attribution for each indicator is contained in table 5 in section 2.4 above. An explanation of the attribution applied is contained in 1.4.1.

#### 3.3 Percentage drop-off for each indicator of outcome with a financial proxy

The drop-off rate is also contained in Table 5 in section 2.4 above.

For the following outcomes a 20 per cent drop-off rate was assumed since it was considered that these gains would be more long-lasting and stakeholders were consulted and agreed that this was a suitable rate:

- **Parents Champions:**
  - Gained employment
  - Increased transferable skills
  - Improved relationship with own children & family
  - Improved well-being
  - Improved confidence in doing outreach work
- **Parents:**
  - Increase in parental engagement/involvement
  - Increase in engagement of lone parents
- **The State:**
  - Parent Champions into work and reduced reliance on benefits (a corollary rate as for the Parent Champions gaining work).

For all other indicators, a drop off rate of 35 per cent was assumed and this was agreed by stakeholders to be neither over generous nor overly harsh.

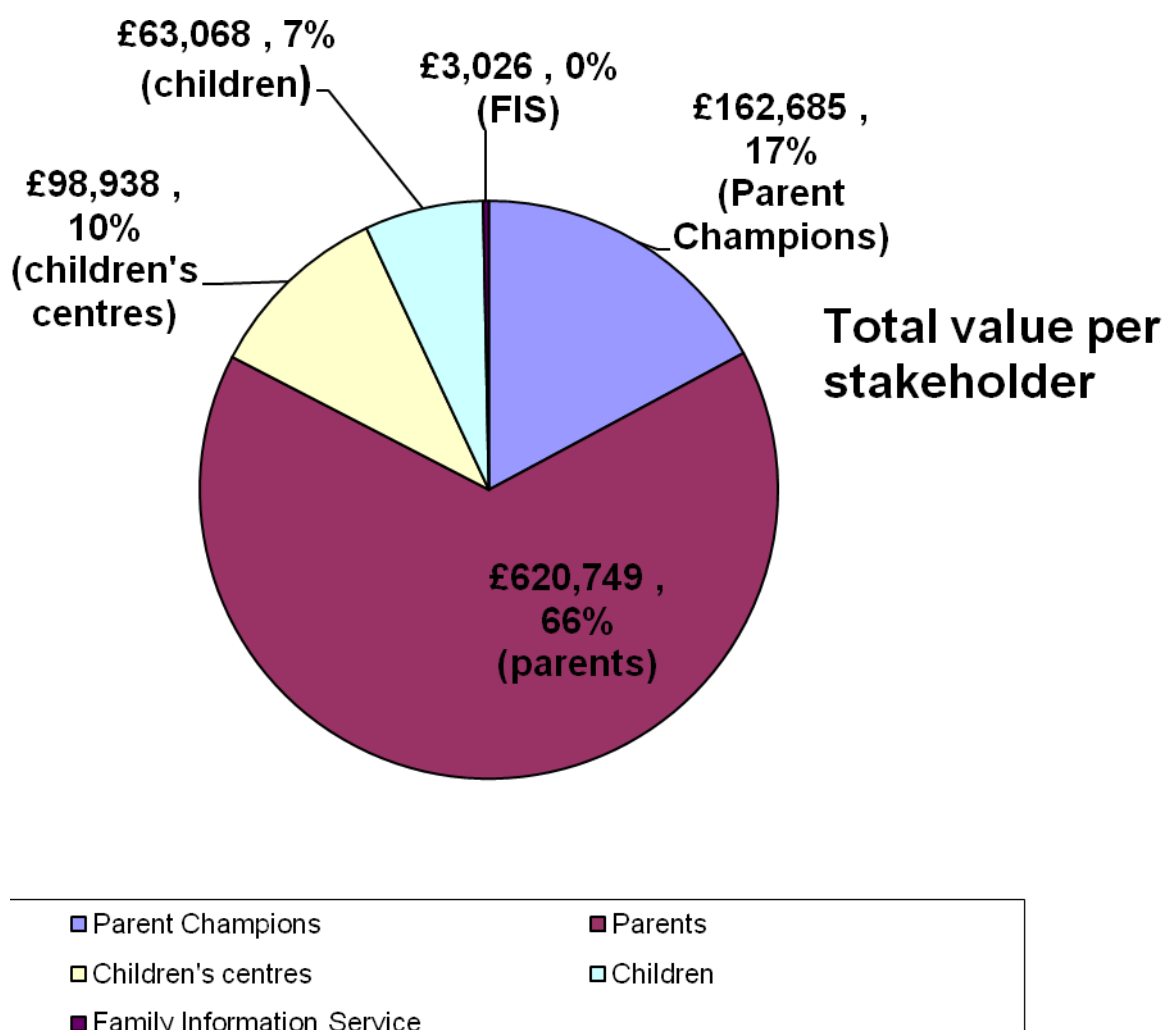
### 3.4 The total impact

The total benefit for the project was £1,075,567 at present value and the total investment £84,092.

The project demonstrated significant outcomes for each stakeholder group and a ratio of £12.79 for every pound invested by the various stakeholders.

The total impact per stakeholder group is shown in Figure 1.

**Figure 1 Total Impact per stakeholder**



It is clear from this figure that the greatest gainers are parents and then followed by Parent Champions.

## 4. Social Return Calculation

Social Return is derived through a calculation and is expressed as a ratio. The ratio is achieved by dividing the Impact Value by the Investment. However, as there are impacts that pervade for more than a single year, we need to adjust this figure for its present value (PV). This process is known as discounting and helps to ensure the final social value is not overestimated.

Present value is applied to all outcomes that last for more than a single year. Present value is discounted at a rate of 3.5 per cent as determined in the Government's Green Book as the agreed rate for public funds. Essentially, this represents the fact that in real terms, any value attributed now, will be worth 3.5 per cent less for each subsequent year in real terms.

The calculation has been reached by determining outcomes, an indicator for each, the incidence and then attribution and drop-off. As explained in Section 3.1, no deadweight was applied and neither was displacement.

The calculation was done by means of an Excel spreadsheet containing formulae to ensure minimisation of error.

A sensitivity analysis was conducted with stakeholders from Daycare Trust, children's centres and Parent Champions and it was agreed that the original results stood.

## 5. Audit Trail

### 5.1 Stakeholders identified but not included and rationale for this

The stakeholders who were not included in the SROI are identified in Table 1 in Section 1.5.1.

- Parent Champions (6)
- Parents (589)
- Children's centres (4)
- Children (92)
- Children & Family Information Service (1)
- Daycare Trust (2)
- The State (1)

### 5.2 Outcomes identified but not included, for each stakeholder, and the rationale

There were no evidence based outcomes identified that were excluded from the analysis.

### 5.3 Any financial proxies not included and the rationale

There were no financial proxies identified that were excluded from the analysis.

## 6. Appendices

### 6.1 Appendix 1: Glossary of terms

#### **Attribution**

An assessment of how much of the outcome was caused by the contribution of other organisations or people.

#### **Cost allocation**

The allocation of costs or expenditure to activities related to a given programme, product or business.

#### **Deadweight**

A measure of the amount of outcome that would have happened even if the activity had not taken place.

#### **Discounting**

The process by which future financial costs and benefits are recalculated to present-day values.

#### **Discount rate**

The interest rate used to discount future costs and benefits to a present value.

#### **Displacement**

An assessment of how much of the outcome has displaced other outcomes.

#### **Distance travelled**

The progress that a beneficiary makes towards an outcome (also called 'intermediate outcomes').

#### **Drop-off**

The deterioration of an outcome over time.

#### **Duration**

How long (usually in years) an outcome lasts after the intervention, such as length of time a participant remains in a new job.

#### **Financial value**

The financial surplus generated by an organisation in the course of its activities.

#### **Financial model**

A set of relationships between financial variables that allow the effect of changes to variables to be tested.

#### **Impact**

The difference between the outcome for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.

#### **Impact Map**

A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.

**Income**

An organisation's financial income from sales, donations, contracts or grants.

**Inputs**

The contributions made by each stakeholder that are necessary for the activity to happen.

**Materiality**

Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.

**Monetise**

To assign a financial value to something.

**Net present value**

The value in today's currency of money that is expected in the future minus the investment required to generate the activity.

**Net social return ratio**

Net present value of the impact divided by total investment.

**Outcome**

The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.

**Outputs**

A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.

**Outcome indicator**

Well-defined measure of an outcome

**Payback period**

Time in months or years for the value of the impact to exceed the investment.

**Proxy**

An approximation of value where an exact measure is impossible to obtain.

**Scope**

The activities, timescale, boundaries and type of SROI analysis.

**Sensitivity analysis**

Process by which the sensitivity of an SROI model to changes in different variables is assessed.

**Social return ratio**

Total present value of the impact divided by total investment.

**Stakeholders**

People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.



## 6.2 Appendix 2: Parent Champions case studies

### 6.2.1 Case study 1

One of the children's centres participating in this project found that their Parent Champions helped them to engage with parents who were only accessing limited services at the centre. The Parent Champions engaged with these parents when they attended health service sessions. The Parent Champions took this opportunity to encourage parents to participate in other activities targeted at them and their child.

As the children's centre worker explains:

*'The developmental reviews are done here by the health centre, we have the community midwife here on a Friday, so once a month we want the Parent Champions to sit in there and talk to the parents when they are waiting to go in because we know that these parents are not necessarily using our services and they are here just for that purpose.'*

### 6.2.2 Case Study 2

One Parent Champion explains how they found it hard to get parents in Garston to trust them at first. However, their experiences taught them getting to know the parents they were trying to help, bit by bit, helped them to build their trust. They persisted by visiting the local hospital regularly on the same days every week, which enabled them to begin to engage with parents.

As the Parent Champion explains:

*'We refer people into FIS and we explain the wraparound and after school clubs – half the people didn't know. It's good feedback when you find a nursery place for a family and they thank you for it. Garston is a real mix – big houses then estates – and a hard community for people to trust you, but they know our faces and we get trust and [the other Parent Champion] knows the area well. And when we do hospital visits on Thursdays or Fridays it's like we practically work there now!'*

### 6.2.3 Case Study 3

One of the parents in the Speke-Garston area said that her child now has a nursery place because of the help of a Parent Champion. She values this place as she feels her child's speech has now improved, as she explains:

*'The children now have nursery places and I thought the Parent Champions were very, very helpful... My little girl's speech is loads better. She had problems with her speech but she is coming on a treat, it is much better.'*

In addition to this, because she now goes to mother and toddler groups, as recommended by the Parent Champion, she has improved the quality of her own life by making friends at these groups:

*'I go to mother and toddler groups too and I've made loads of new friends in the groups and my life has changed considerably...'*

### 6.2.4 Case Study 4

Outcomes such as noticeable improvements in her parenting skills, her child's behaviour, and the overall quality of her relationship with her child were reported by one parent.

Describing the effect of the parenting classes in particular (which used a method called 'positive parenting').

The parent says:

*'I can engage more with my daughter and I have a lot more of an understanding of what her needs are... Before the positive parenting she was getting a bit unruly because I didn't know how to deal with the bad behaviour, like in the shops she used to create something terrible but now I just ignore it. Now we can have a good day and I am not shouting at her.'*

The parent also appreciated the fact that at the free childcare she has since received, her daughter is receiving healthy snacks, which she was not getting at home:

*'She is three now and she has started school as well. They take her to school and they pick her up and she is getting healthy snacks whereas sometimes when I get her home it is just easier to get something out of the freezer. They have loads of fruit and the kids can just help themselves.'*

Finally, the parent also notes how she has benefited personally as she has been able to socialise with other parents:

*'We have been invited to loads of parties, so I meet some of the other mums and we have a chat and there is now a room we can use when we drop with kids off – if we are not going to work or anything, we can just use the room and have a chat, so that's quite nice.'*

Accessing services at the children's centre has opened up new social circles her, giving her the opportunity to engage in informal discussion with other parents.

### 6.2.5 Case Study 5

Parent Champions have also reflected on the significant changes they are bringing to the parents they have engaged with. One Parent Champion highlights how important it is that they can pass on essential information about services that would be beneficial to parents, as she explains:

*'I have learned about what [CA]FIS is and what you're entitled to. It is too late for me though, but I can give the information to others now... I now understand that information and knowledge is very important and since I am more part of a community, the women come to me for help, mostly asylum seekers or those whose status is challenged, and then I give them the Parent Champion information.'*

*'[I] definitely [see the importance] of being in the community and seeing the changes that you can do for them. Even sitting with someone for half an hour can change their day. I know that from my experience and then going back another time and if I can help one person the way I've been helped then it's been worth it'*

### 6.2.6 Case Study 6

Parent Champions have become recognised role models in their local communities inspiring other parents to seek volunteering, and other opportunities, which has turned their lives around.

As a Parent Champion explains:

*'There are parents who see what we do and come up to us and say I could do that, give us a job! When firstly they thought we were from the Social until we told them what we were really doing and we told them how we had achieved something and that they could too, even getting them on a little course they'd achieve something too. It boosts their confidence and their children's confidence and their children's learning – so it feels like it's a whole family approach.'*

### 6.2.7 Case Study 7

One Parent Champion described how her experience on the project had helped her to make the journey back into paid employment, after three years of being unemployed.

As she explains:

*'I am a single mum. I've got three children - 8, 4 and 3. Before I had kids, I did some cafe work and then I was a care worker but I didn't work for about three years. I started VIP when my youngest was about 15 months. I done all my sessions and passed Food Hygiene and got loads of certificates. I have done NVQ Level 3 as well in Childcare and Development. Now I do five hours as a Parent Champion and then I have got 16 hours paid work as well.'*

This example was fairly typical of the profession of the parents who worked as volunteers on the project – from unemployment or unskilled work, through obtaining a qualification via the VIP and Parent Champions project, to voluntary then paid work.

### 6.2.8 Case Study 8

Volunteering was more than just about helping Parent Champions back into employment for some of the participants. One Parent Champion explains how the experience has benefited the emotional wellbeing of her who family, including the extended family. For this participant, the experience improved their relationship with their children and their children's father.

As the Parent Champion explains:

*'[My children] have come so far and it's changed their lives too – I had the Children in Need places but they finished after 6 months and mum is disabled and I had no support. They could have lost their nursery places but... doing the... voluntary [work means] them getting childcare – they love it and their speech and their confidence is much better too...'*

The participant also went on to talk about how the experience has enabled her to extend her social support network, which has had a profound effect on her attitude and subsequently she is able to support her mum:

*'I met a few girls on the VIP and we go on days out as families. I met another girl whose mum has same problem as mine and we are inseparable and another girl who has twin boys same age as mine so I have got lot of support outside now.'*

*'I used to feel the unluckiest person in world but I feel the opposite now and it has taken pressure off my Mum cos I feel it's my time to look after her now, she has looked after me! I now drive and it's changed my Mum's life and my sons' lives – and even my sister... looks at me and sees my changes and that has changed her whole attitude – I am so positive and happy now and friends see the changes in me.'*

### 6.2.9 Case Study 9

Parent Champions report significant improvements in confidence, work readiness, self-esteem and the acquisition of important skills to enhance their career prospects. One Parent Champion reported that she felt she had surpassed her own expectations, obtaining qualifications beyond what she believed herself capable of:

*'I have learned about EYFS and stuff – and I never really worked – so it has helped with work skills... I didn't think I'd do my Level 3 but I did (and my Level 2) and that gives me more opportunities. My social skills of speaking and listening and my confidence are better. I can now drive and I have the ability to work with kids...I believe in myself now. I am more*

*confident ....I can look people in the eye now and couldn't do that before.... I feel happy and proud.'*

#### **6.2.10 Case Study 10**

The Parent Champions have been inspired to pursue further educational and training opportunities with one planning to enter higher education. Two of the five parents interviewed reported that their next step was to pursue studies to build on the skills and experience they had acquired through the project and to seek careers which would continue their contribution to their communities.

*'[The future will] be great I'm sure. I am going to apply to university in September to do an Access Course leading to BA Hons which was something I wanted to do when I was younger but I just lost track. And then I'll do Social Work... Now I understand the importance of people working in the community to help people, I am thinking of going to college to train to be a community support worker.'*

Daycare Trust is the national childcare charity, campaigning for quality, accessible, affordable childcare for all and raising the voices of children, parents and carers. We advise parents and carers, providers, employers, trade unions and policymakers on childcare issues.

We recognise that everyone is unique and we value difference in our communities. We listen to all views and are committed to act without prejudice. We oppose all discrimination and promote equality in all we do.

**Daycare Trust**

2<sup>nd</sup> Floor, The Bridge  
81 Southwark Bridge Road  
London SE1 0NQ  
Tel: 020 7940 7510

Fax: 020 7940 7515

Web: [www.daycaretrust.org.uk](http://www.daycaretrust.org.uk)

Registered charity number: 327279

Company registration number: 02063604

VAT registration number: 830 984 706

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