Evidence and Impact Workshop

LINKS

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Part 1

Demystifying Evidence
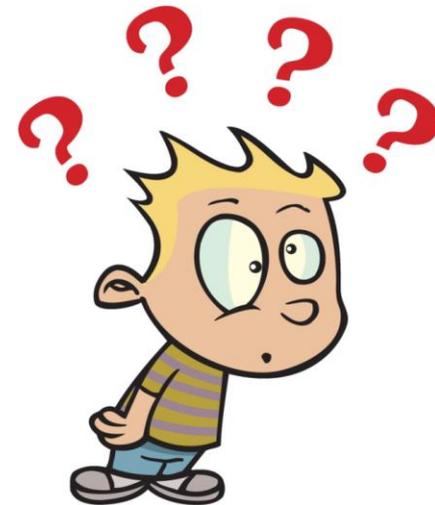
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Learning objectives

1. To understand what evidence is and how it is used

2. To improve your awareness of different sources of evidence

3. To gain understanding of how you can assess evidence

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What is evidence?

Definition:

Evidence is knowledge gained from integrating the best available research with the professional judgement of practitioners and service user experience.

**Put simply - it is a piece of information that supports a conclusion**

Evidence of need
Identifying to what extent an issue exists and if there is a need to do something about it?

Evidence of what works
Identifying what programmes, interventions or services help address the issue?

Evidence of impact
How can you determine if anyone is better off as a result of your own work?

Primary
research

Personal
experiences
& anecdotes

Secondary
research

**Types of
evidence**

Expert
knowledge

Professional
and practice
experience

User's views
and
opinions

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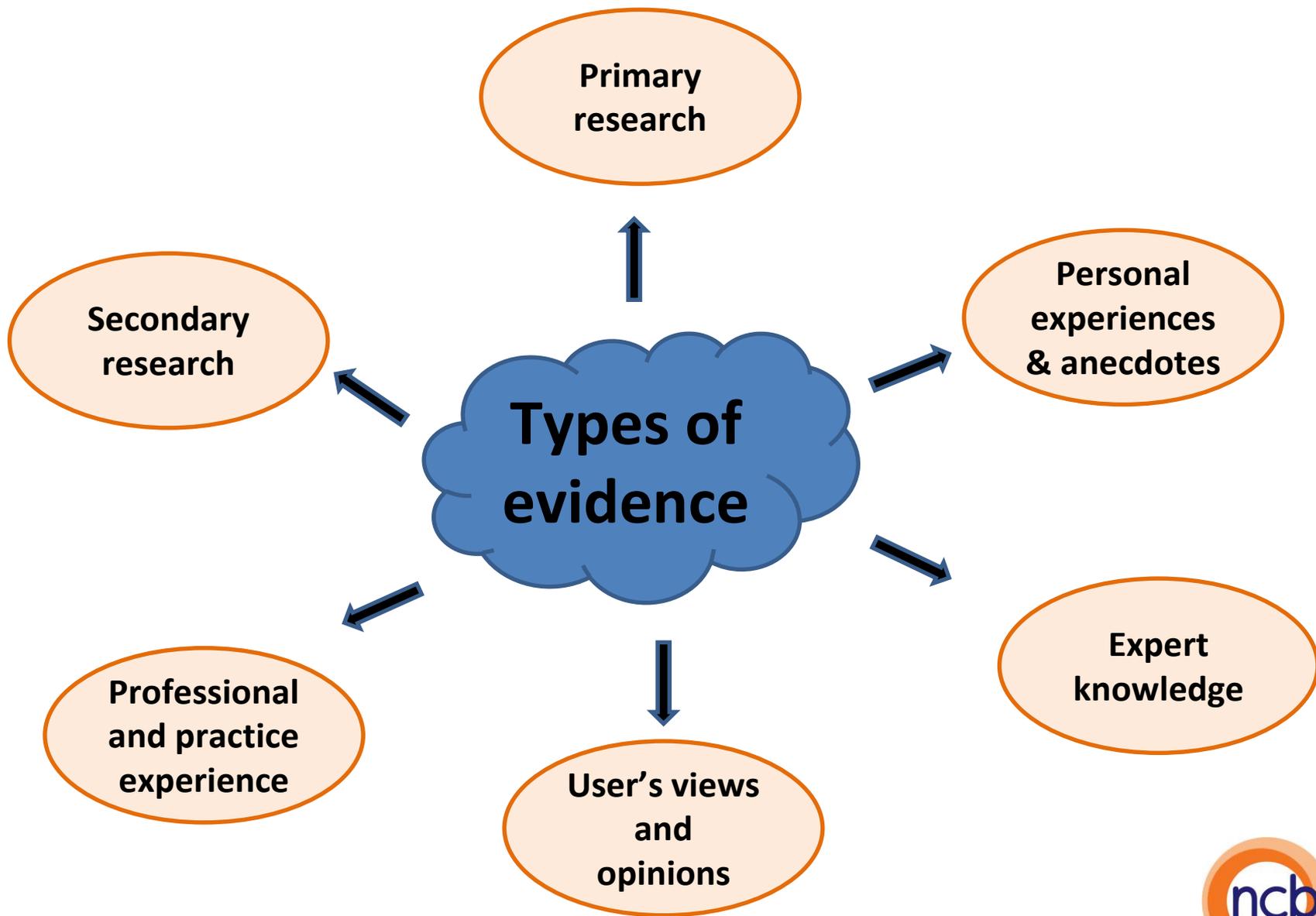
Activity 1

Read through the scenarios and discuss in your groups which types of evidence you would favour in each situation.

Scenarios

1. As head teacher, you notice that there has been an increase in behavioural problems among the children enrolled in your school and you'd like to determine the best strategies to manage it.

2. You need to decide between several childcare options for your child.

Scenarios

3. You learn that your funding is being cut considerably and you need to decide which programmes you should continue to fund.

4. You have been given funding to roll out a home visiting programme for young mothers and are not sure how the programme should be designed.

Scenarios

5. You have a serious medical problem and need to decide between treatment options.

6. As the lead youth worker, you want to determine if you should offer Friday and Saturday night activities at the youth club.

Scenarios

7. Your organisation is charged with choosing a parenting programme to be delivered in NI. However, you are not sure which programme to pick. How would you decide?

8. You have recently rolled out a new programme in seven sites in your area and want to understand why 'take-up' of the programme is low in two of the sites.

How can you use evidence?

- **To inform your own practice**

- **To inform funding applications**

- **To influence policy**

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Developing an e-Safety Strategy for NI

Primary research

Secondary research

Personal experiences & anecdotes

Types of evidence

Professional and practice experience

User's views and opinions

Expert knowledge

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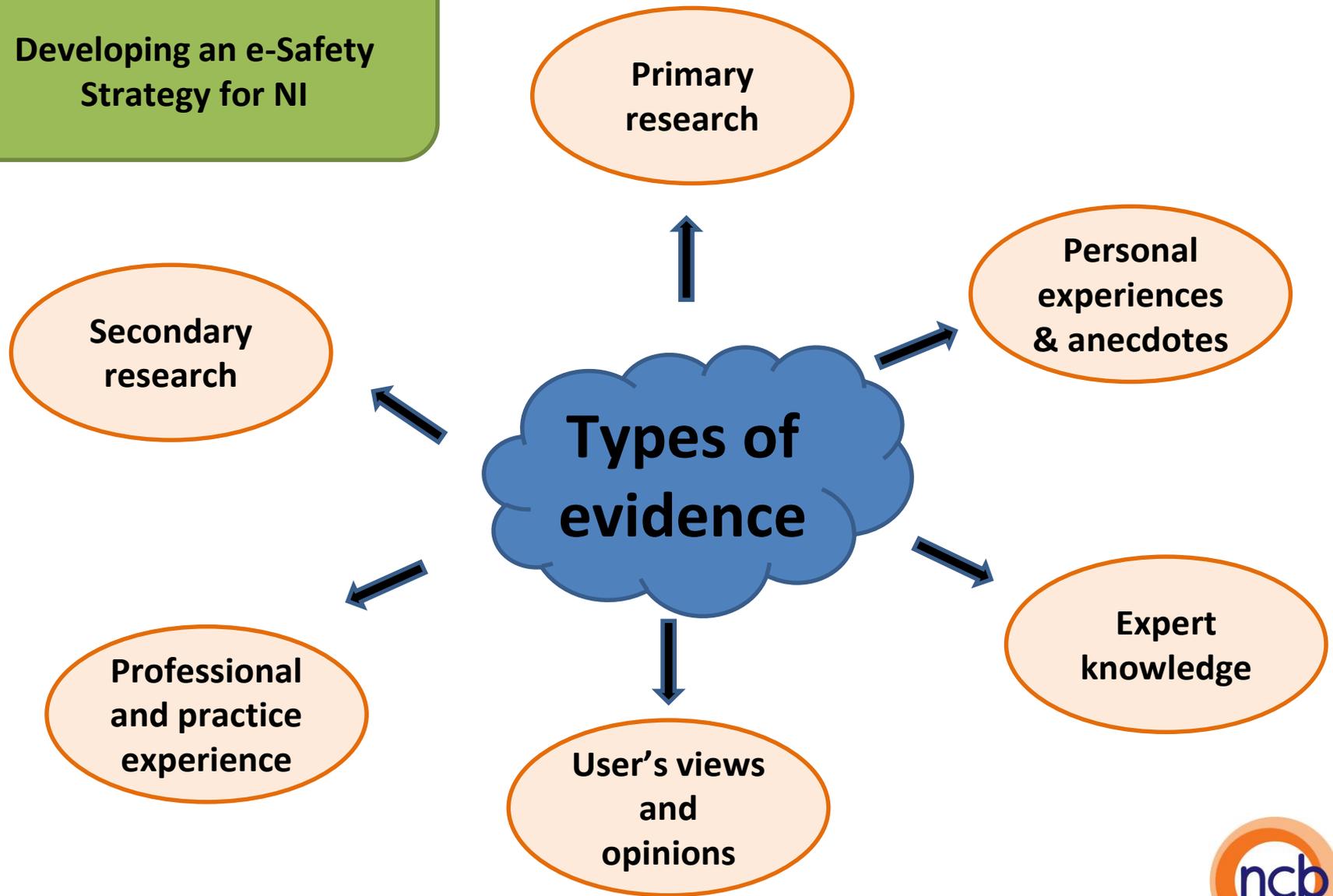
Where can we find evidence?

The scenario

You are a manager of a community centre in rural Down. You have anecdotal evidence that underage drinking might be a problem in your area

What are your next steps in gathering evidence?

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Evidence sources

Evidence of need

How do we identify the extent to which an issue exists and is there a need to do something about it?

Evidence sources

Evidence of what works

**Where do we find programmes and interventions to address the issue?**
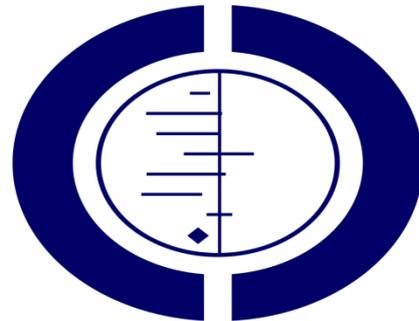
THE COCHRANE COLLABORATION

How do we assess the quality of evidence?
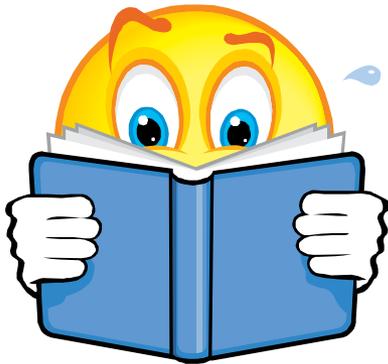
Ben Goldacre

Battling Bad Science

Activity 2

In your groups, read the newspaper articles you've been given.

Is the article a good piece of evidence?

- Why?
- Why not?

Mail Online Sep 4th 2014

One in four parents is a lunchbox cheat by sneaking in treats such as crisps, chocolate or biscuits

theguardian TheObserver 30 August 2014

Rickets returns as poor families find healthy diets unaffordable

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theguardian 31 August 2014

Poverty inquiry finds growing inequality in schools

Mail Online Sep 4th 2014

Women find men most sexy when they're working in the kitchen... NOT when carrying out 'manly' tasks, new research reveals

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BBC NEWS 6 August 2014

Play 'boosts children's development and happiness'

theguardian 3 September 2014

Children spend 50% more time on school drive than in their parents' day

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BBC NEWS 2 January 2014

Young people 'feel they have nothing to live for'

Mail Online Sep 4th 2014

Have YOU splurged on outfits for the school gate? 64% of women shop for new term fashion parade and shell out for fake tans, blow-drys and new make-up

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Quick assessment of evidence

Independence
- **Who wrote it?**
- **Are the authors independent?**
- **Who funded it?**
- **Was it peer reviewed?**

Robustness
- **How many participants? (sample size)**
- **How were they selected?**
- **How was data collected?**

Relevance
- **Context of your service**
- **When was it written?**
- **Locally applicable?**

# Standards of evidence for interventions

Finding programmes that meet these standards

Part 2

Outcomes Based Accountability: Developing the right performance measures for demonstrating impact
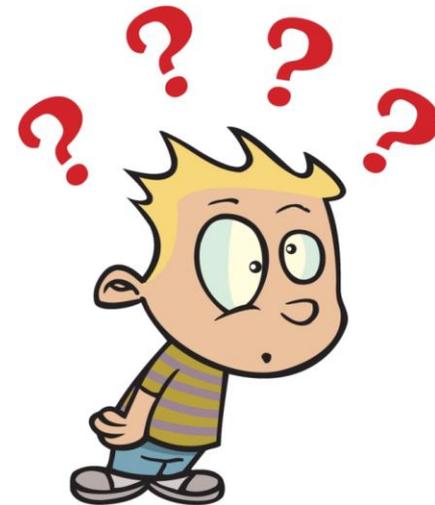
Learning objectives

- To improve general knowledge of Outcomes Based Accountability (OBA)

- To understand how OBA can be used to improve performance of services/programmes

Why bother to measure impact?

- https://www.youtube.com/watch?v=9NV9tJj9kgk

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What is OBA?

Mark Friedman
Fiscal Policy Studies
Institute
Santé Fe, New
Mexico

SIMPLE

COMMON SENSE

PLAIN LANGUAGE

MINIMUM PAPER

USEFUL

Outcomes-Based Accountability
is made up of two parts:

Population Accountability
about the well-being of
WHOLE POPULATIONS

For Communities – Cities – Counties – States - Nations

Performance Accountability
about the well-being of
CUSTOMER POPULATIONS

For Services – Agencies – Programmes

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DEFINITIONS

OUTCOME

1. A condition of well-being for children, adults, families or communities.

   Children in NI are healthy … enjoying learning and achieving…living in safety and stability

INDICATOR

2. A measure which helps quantify the achievement of an outcome.

   % of mothers breastfeeding , GCSE attainment levels, No of anti-social behaviour incidents

PERFORMANCE MEASURE

3. A measure of how well a program, agency or service system is working.

   Three categories:

   1. How much did we do?
   2. How well did we do it?
   3. Is anyone better off? = Customer Outcome

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Outcome, indicator or performance measure?

OUTCOME   1. Safe Community

INDICATOR   2. Crime Rate

PERF. MEASURE   3. Average Police Dept response time

OUTCOME   4. A world class workforce

INDICATOR   5. Adult literacy rate

OUTCOME   6. People have living wage jobs and income

INDICATOR   7. % of people with living wage jobs and income

PERF. MEASURE   8. % of participants in job training programme who get living wage jobs

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Performance ACcountability

"All Performance Measures

that have ever existed

for any service

in the history of the universe

involve answering two sets of

interlocking questions."

Service Performance Measures

Quantity	Quality
How Much did we do? (#)	**How Well** did we do it? (%)

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Service Performance Measures

Effort

How hard did we
try?

Effect

Is anyone better
off?

Service Performance Measures

	Quantity	**Quality**
Effort	**How much service did we deliver?**	**How well did we deliver it?**
Effect	**How much change / effect did we produce?**	**What quality of change / effect did we produce?**

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Service Performance Measures

	Quantity	**Quality**
Effort	**How much did we do?**	**How well did we do it?**
Effect	**Is anyone better off?**	
	#	%

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Education

Effort

How much did we do?	*How well did we do it?*
Number of students	**Student-teacher ratio**

Effect

Is anyone better off?

Number of 16 olds with 5 A to C GCSE's **Number with good school attendance**	**Percent of 16 yr olds with 5 A to C GCSE's** **Percent with good school attendance**

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Drug/Alcohol Treatment Program

	Quantity	**Quality**
Effort	*How much did we do?* **Number of persons treated**	*How well did we do it?* **Percent of staff with training/ certification**
Effect	*Is anyone better off?* **Number of clients off of alcohol & drugs** **- at exit** **- 12 months after exit**	**Percent of clients off of alcohol & drugs** **- at exit** **- 12 months after exit**

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Not All Performance Measures
Are Created Equal

Quantity   **Quality**

How much did we do?   *How well did we do it?*

Effort

Least
Important

**Also
Very Important**

Is anyone better off?

Effect

Most
Important

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The Matter of Control

	Quantity	Quality
Effort	*How much did we do?* **Most** **Control**	*How well did we do it?*
Effect	*Is anyone better off?*	**Least** **Control**

PARTNERSHIPS

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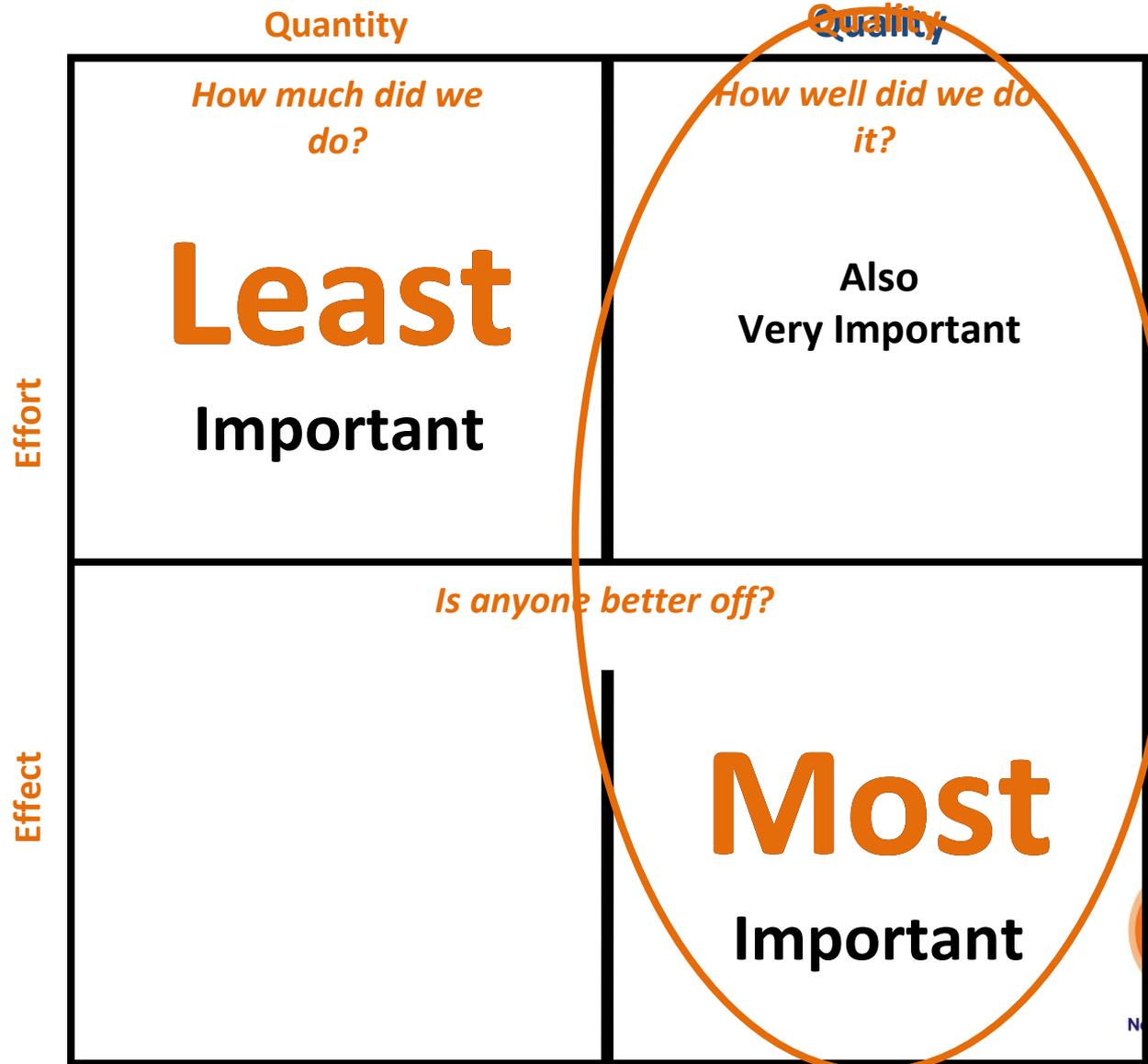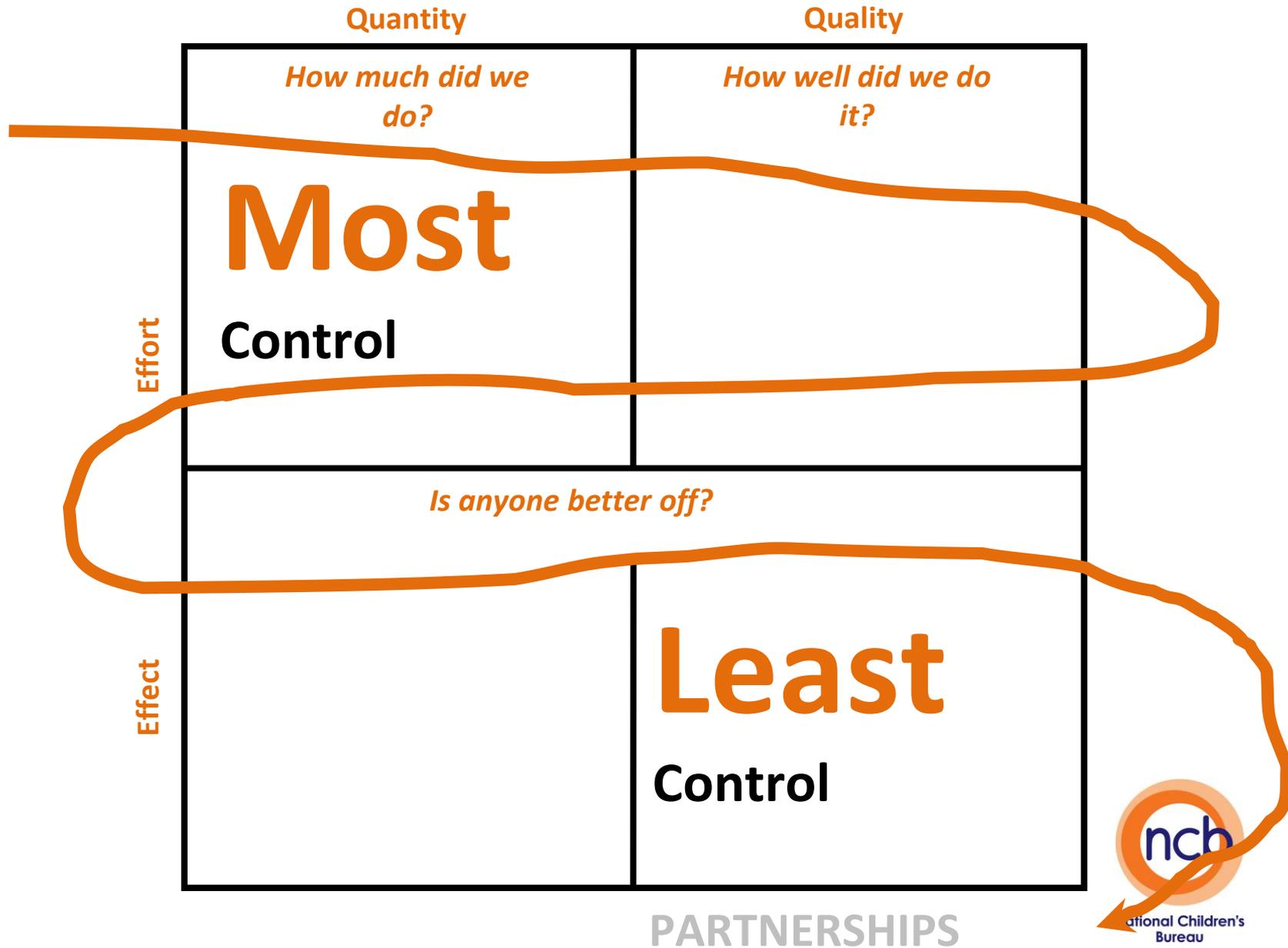
Performance Accountability

Types of Measures found in each Quadrant

How much did we do?	*How well did we do it?*
# Clients/customers served	% Common measures
	e.g. client staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, worker safety,
# Activities (by type of activity) →	% Activity-specific measures
	e.g. % timely, % clients completing activity, % correct and complete, % meeting standard

Is anyone better off?

#/% Skills / Knowledge

#/% Attitude / Opinion

#/% Behaviour

#/% Circumstance

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Identifying Performance Measures

The Five Step Method

How much did we do? Number of service users (By service user characteristics) Number of Activities (By type of activity) **1**	**How well did we do it?** % Common measures % Activity measures **2**
Is anyone better off? **(Quantity)** **3**	**(Percentage)** **3**
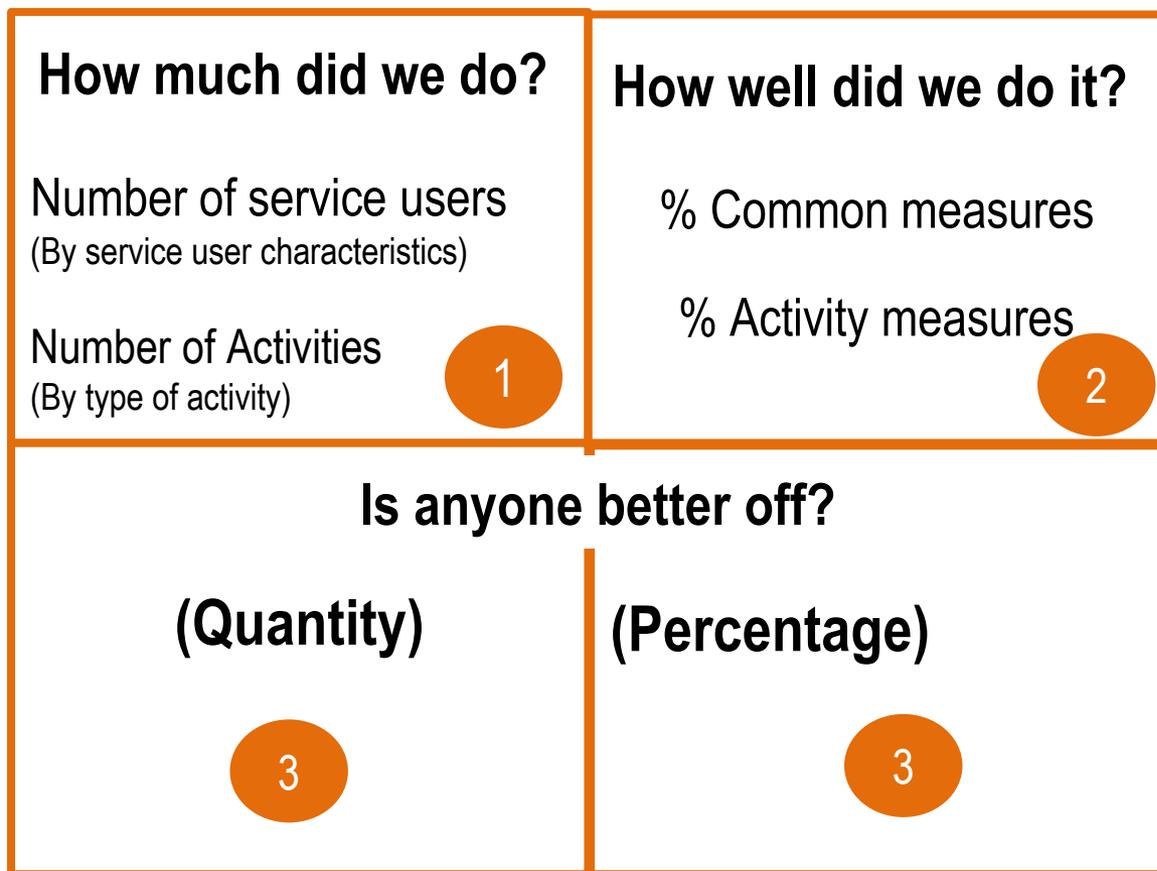
Choosing Headline Measures and the Data Development Agenda

Quantity

Quality

	Quantity	Quality
Effort	**How much did we do?** \# Measure 1 ---------------------- \# Measure 2 ---------------------- \# Measure 3 ---------------------- \# Measure 4 ---------------------- \# Measure 5 ---------------------- \# Measure 6 ---------------------- \# Measure 7 ----------------------	**How well did we do it?** % Measure 8 ---------------------- % Measure 9 ---------------------- % Measure 10 ---------------------- % Measure 11 ---------------------- % Measure 12 ---------------------- % Measure 13 ---------------------- % Measure 14 ----------------------

DDA 3 → (5)

→ #2 Headline (4)

Is anyone better off?

| **Effect** | \# Measure 15 ----------------------
\# Measure 16 ----------------------
\# Measure 17 ----------------------
\# Measure 18 ----------------------
\# Measure 19 ----------------------
\# Measure 20 ----------------------
\# Measure 21 ---------------------- | % Measure 15 ----------------------
% Measure 16 ----------------------
% Measure 17 ----------------------
% Measure 18 ----------------------
% Measure 19 ----------------------
% Measure 20 ----------------------
% Measure 21 ---------------------- |

DDA 2 →

→ #3 Headline

→ #1 Headline

DDA 1 →

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Finding Performance Measures
for 'Is anyone better off?'

Skills/ Knowledge
- e.g. Qualifications
- e.g. Accreditation
- e.g. Test scores
- e.g. Parenting skills
- e.g. Knowledge about benefits systems

Attitude/Opinion
- e.g. % of students expressing high ambition
- e.g. % customers felt they were helped with their problems

Behaviour
- e.g. School attendance
- e.g. Tenants paying rent on time
- e.g. Practising safe sex
- e.g. Coming off drugs

Circumstances
- e.g. Graduates into decent paid jobs
- e.g. Tenants in stable housing
- e.g. In receipt of full benefit entitlement

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Identifying performance measures

Exercise: Using the five step method

Feedback on process

Part 3

Choosing the right tools to measure the impact of your work

Learning objectives

- To improve knowledge on how to select the most appropriate impact measurement tool(s)

- To improve awareness of sources of impact measurement tools

- To become more familiar with tools

Taking the Subjective Happiness Scale (SHS)

TASK

How to score the Subjective Happiness Scale

- To score the scale, reverse code the 4th item (i.e., turn a 7 into a 1, a 6 into a 2 etc

- Sum the scores for each item together

- Divide by 4

Subjective Happiness Scale

- How did that feel for you?

- How long did it take to complete?

- Was the language easy to understand?

- Was it easy to score?

- Do we have many happy people here!!!

Subjective Happiness Scale

It may have passed the practicality test...

- Short

- Easy to understand

- Easy to score

However, there are other things to consider when choosing the right tool...

2. Stages in selecting appropriate impact measurement tools

Stage 1
Decide project performance measures

Stage 2:
Conduct wide search for tool(s)

Stage 3: Assess appropriateness of tool(s)
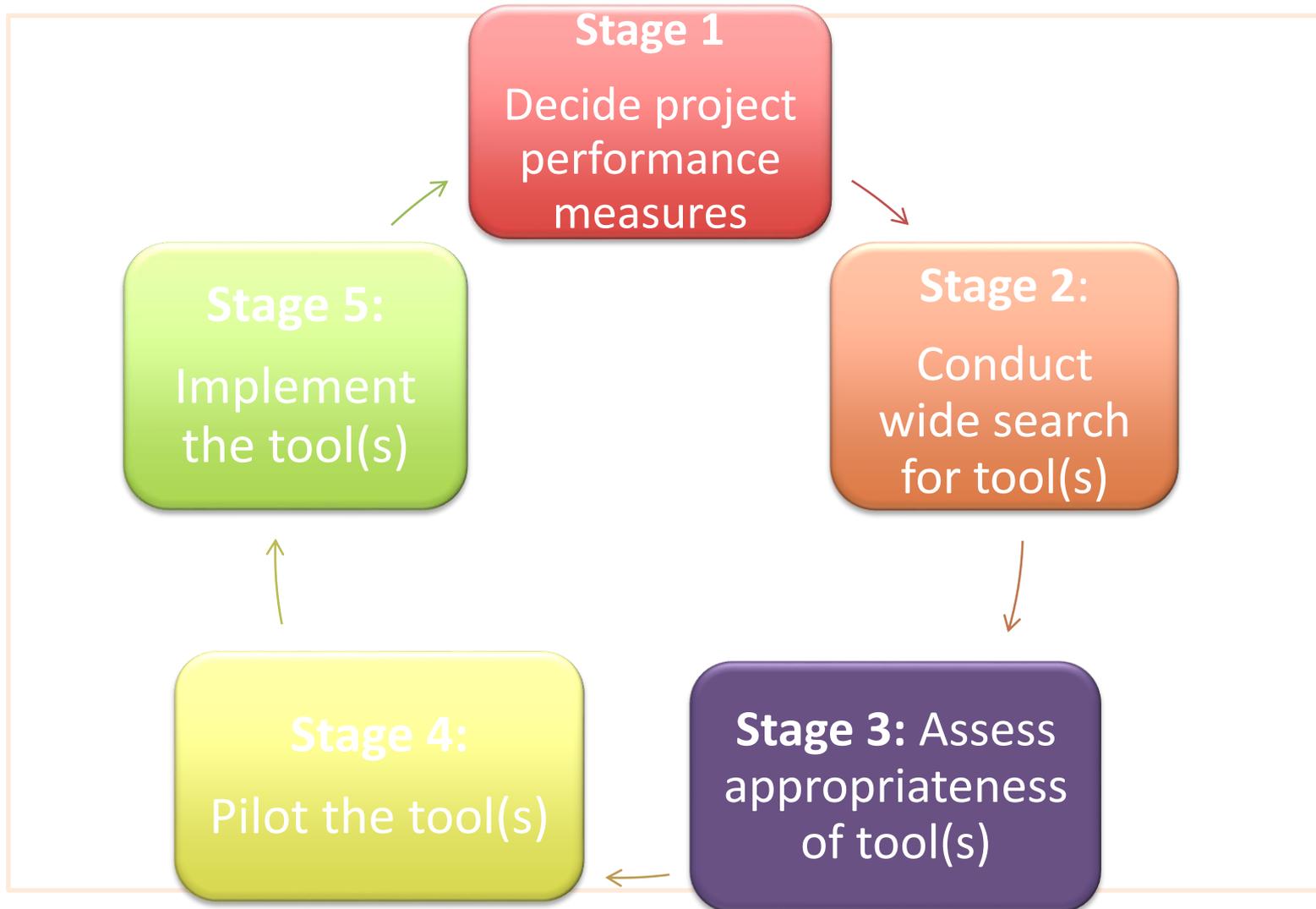
Stage 4:
Pilot the tool(s)

Stage 5:
Implement the tool(s)

Counselling service for 12-18 year old pupils.

Aims of project:

- Reduce stress levels

- Reduce behavioural problems

Stage 1
Decide project performance measures

Quantity **Quality**

Potential measures of counselling service

- **#/% of young people experiencing fewer behavioural problems**

- **#/% of young people with reduced levels of stress**

Effort

| How much did we do? | How well did we do it? |

Effect

Is anyone better off?

%

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Stage 2:

Conduct wide search for tools

Searchable Databases

INSPIRING IMPACT

Ontario Centre of Excellence
for Child and Youth
Mental Health

Bringing People and Knowledge Together to Strengthen Care.

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Stage 3: Assess appropriateness of tool (s)

Quality
- Reliability
- Validity
- Population norms

Cost/ Copyright
- License fee
- Cost per use
- Permission

Administration
- Suitability for target audience
- Clarity of language used
- Ease of administration and scoring
- General or specialist administration
- Online or paper-based

Stage 3: Assess appropriateness of tool (s)
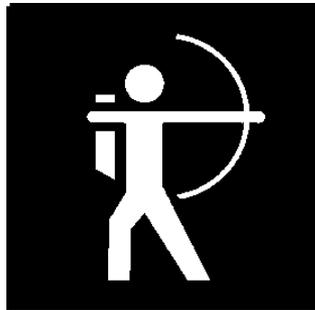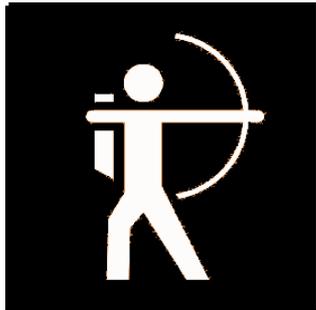
Reliability
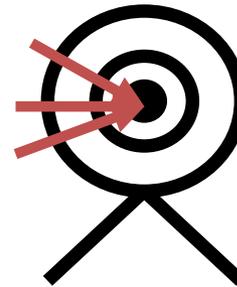
Person 1 takes the test 3 times and gets the same score
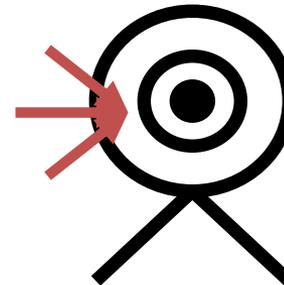
Person 2 takes the test 3 times and gets the same score

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Stage 3: Assess appropriateness of tool (s)

Validity
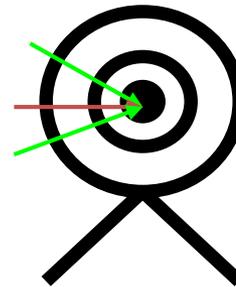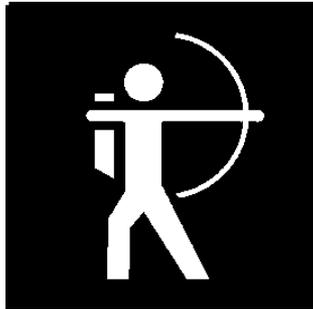
Archer 1 hits bulls eye every time
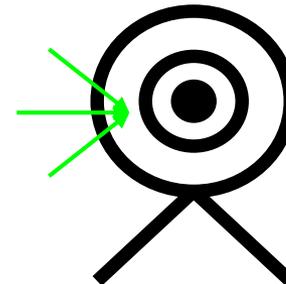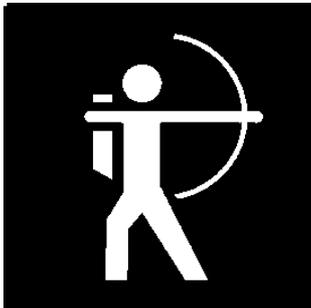
Archer 2 hits outer ring in same spot every time

Both archers are equally reliable
Validity = quality of archer's hits

Stage 3: Assess appropriateness of tool (s)

Population Norms

- Are population norms available? In other words, there an average score that gives our score meaning.

- A number of measures (e.g. Strength & Difficulties Questionnaire, Eyberg) have national norms – these are average scores based on large samples of data from the population

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Stage 3: Assess appropriateness of tool (s)

SDQ baseline scores for service users of Parenting Early Intervention Programme (PEIP)

SDQ scale	PEIP Mean	National average Mean
Emotional Symptoms	3.8	1.9
Conduct problems	4.5	1.6
Hyperactivity	6.3	3.5
Peer problems	3.3	1.5
Prosocial scale	6.4	8.6
Total Difficulties	17.9	8.4

Norms ←

Notes: National norms are drawn from interviews with the parents of a nationally representative sample of 10,298 pupils aged 5-15 (see Meltzer et al., 2000)

Quality

- Reliability
- Validity
- Population norms

Cost/ Copyright

- License fee
- Cost per use
- Permission

Administration

- Suitability for target audience
- Clarity of language used
- Ease of administration and scoring
- General or specialist administration
- Online or paper-based

Stage 3: Assess appropriateness of tool (s)

Quality
- Reliability
- Validity
- Population norms

Cost/ Copyright
- License fee
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- Suitability for target audience
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Stage 4:

Pilot the tool(s)

• Does it work for those for whom it was intended?

• Are instructions clear or confusing?

• Have respondents answered in ways that make sense (e.g. not ticking 2 boxes if only 1 is wanted)?

•Can it be completed within the expected time?

Stage 5:
Implement the tool(s)

Areas	Description

When	• When are you going to administer it?
	    -Baseline
	    - Mid-point
	    - End-point
	    - Follow-up (3 mths, 6 mths, 1 yr)

Let's look at a few more impact measurement tools:
Exercise

Checklist for selecting tools

- Think carefully about the intended impacts of your programme

- Make full use of the available sources for impact measurement tools

- Assess the quality (validity and reliability) and cost the tools

- Think through the administration of your tool

- Pilot the tools to make sure they are practical and can be implemented within 'real' settings

- Implement and review!

Sources of more information:

See resource list in your packs

Closing comments & next steps for LINKS

- **Evaluation of this workshop**

- **LINKS: 1:1 support to individual grant holders**

- **OBA Workshop in the autumn**

Thank you for coming today

For more information & support contact:
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