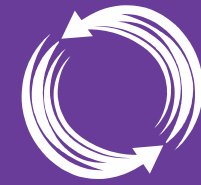
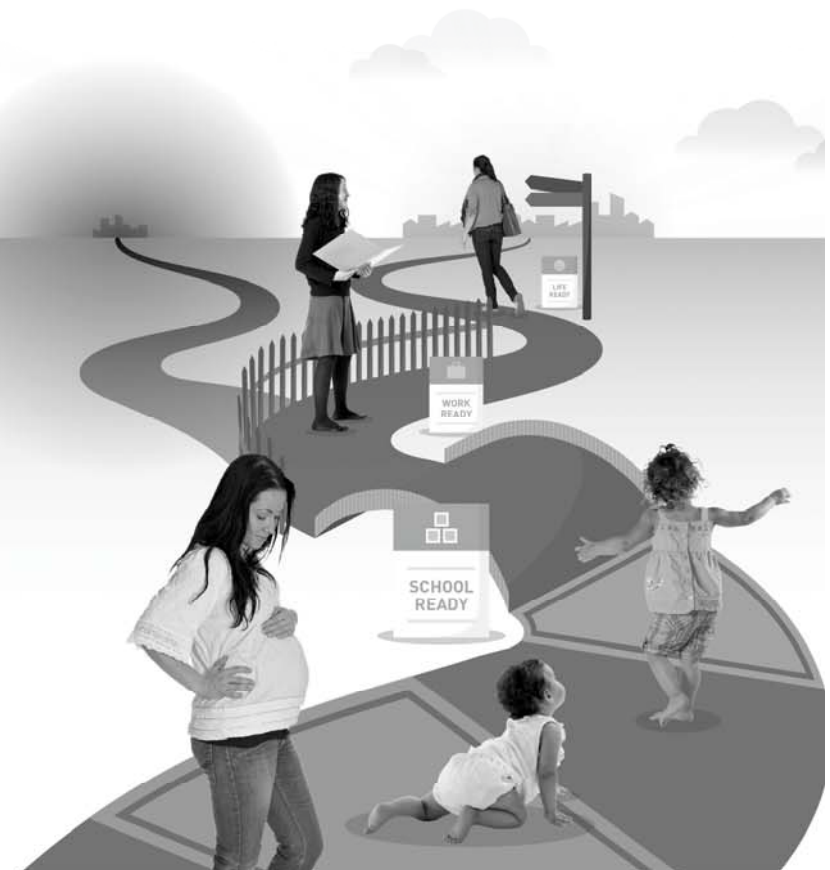


Topic 1: EVALUATING EARLY INTERVENTION IN THE REAL WORLD

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EARLY
INTERVENTION
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Introduction

**Tom McBride, New EIF Director of Evidence,
Opening Remarks**

What this session will cover:

A) Why Evaluate & Where to Start? (45 minutes)

- Presentation by EIF
- Case-studies by local Places

B) Small Group Discussion (45 minutes)

A) Why evaluate & where to start?

1. Why Evaluate? Opportunities and Challenges: What do Local Places say About Evaluation?

EIF survey of 28 multi-agency systems in Autumn 2015:

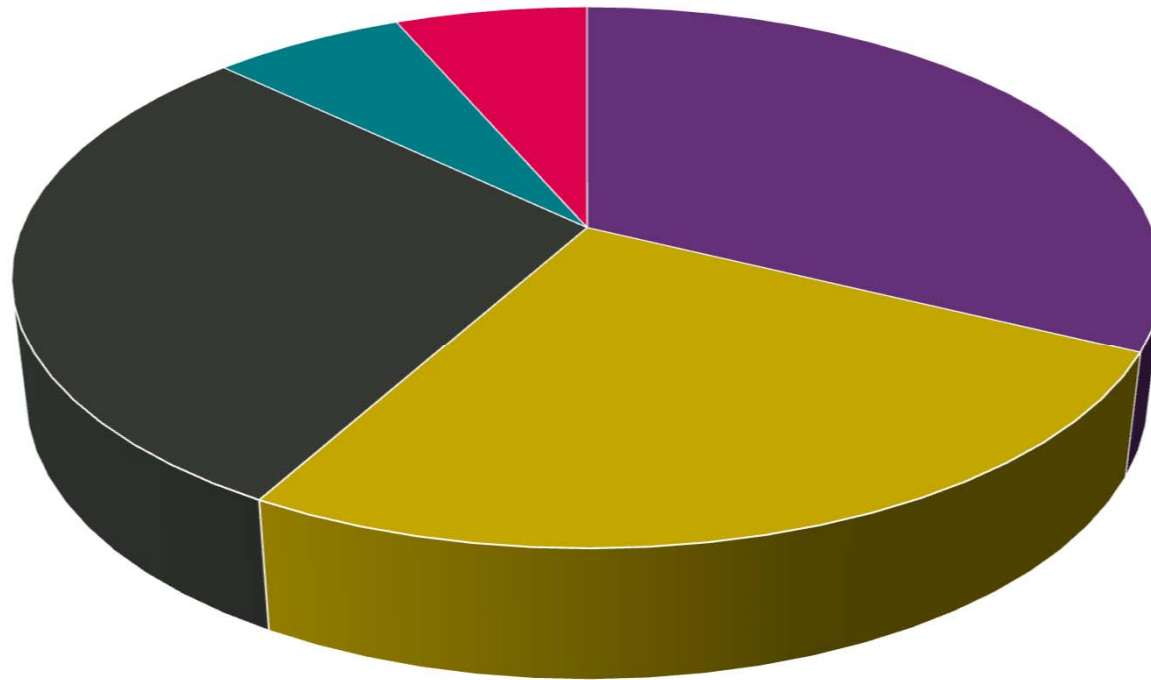
- 11, or 39%, said they were evaluating their systems
- Only 4 were able to identify any evaluation results
- 1 in 4 said that they wanted to evaluate but hadn't worked out how.

How to evaluate is one of the most common requests for support and advice from EIF

Interim Report: *“There appears to be a gap in terms of the technical assistance available to local areas on how to choose the appropriate scale and focus for evaluation work.”*

A) Why evaluate & where to start?

What is stopping you from evaluating your work on early intervention?



■ Capacity 10 ■ Tools 8 ■ Complexity 9 ■ Commitment 2 ■ Cost 2

A) Why evaluate & where to start?



Opportunities for Evaluation:

Commissioned services: Testing investment

Users and needs: Improving early intervention; supporting future funding applications; workplace learning

Building a better workforce: engaging workforce in understanding what and why they are doing things

Building a new way of working: continuous learning and staying ahead of the changing needs

A) Why evaluate & where to start?



Challenges of Evaluation:

Stretched staff and resources (yet another thing we have to do?)

Cutting corners with implementation

Staff resistance to change

Lack of external expertise and advice/capacity to be systematic and mine the goldmine of information

Continuity of staff

Short termism

A) Why evaluate & where to start?

2. Where to Start?

What is the Purpose of your Evaluation? First step is to clarify the purpose of why you want to do an evaluation.

The evaluation design you choose depends on:

- **Audience:** Who is going to use your evaluation?
- **Use:** What will they use your evaluation for?
- **Timing:** When do you need the evaluation by?
- **Resources:** Money, staff skills, capacity?
- **Focus:** what do you want to find out?



A) Why evaluate & where to start?



Focus: What do you want to find out?

	Object of Interest	Type of Evaluation
Did your programme make a difference? Did it improve child and parent outcomes? What did it achieve?	Measurable change in outcomes	Impact (Quantitative)
Why did it make a difference? How was your programme delivered? What were the successes and challenges? What were people's experiences of it?	Project delivery User & Practitioner experiences	Process (Qualitative)
Was it value for money? Was the programme worth the money spent?	Financial savings	Economic (Cost data)

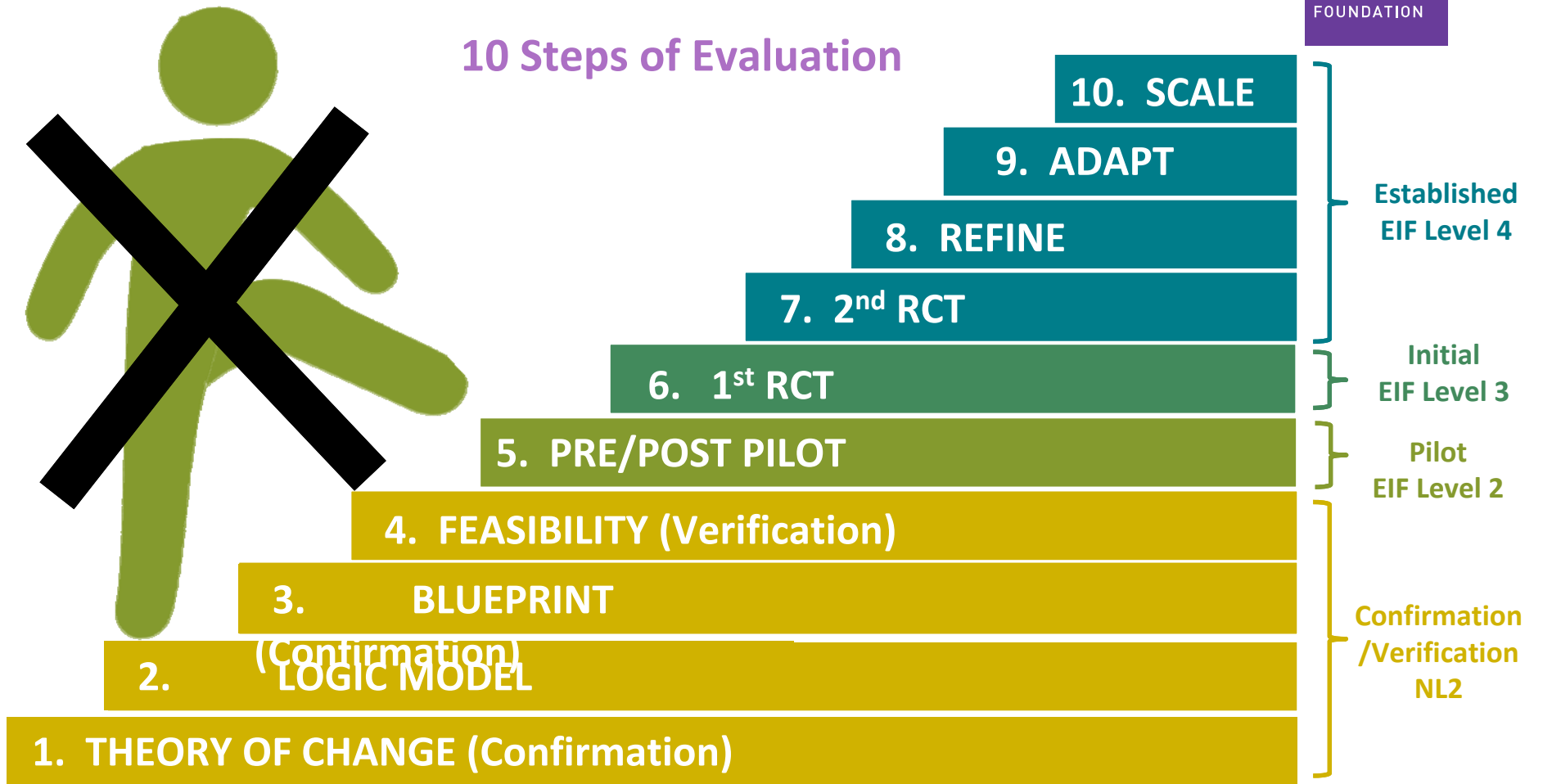
What are the **gaps** in knowledge?

A) Why evaluate & where to start?

Defining your Project/Programme & What to Evaluate



10 Steps of Evaluation



Level 1: Begin with a good theory



Nothing is quite so practical as a good theory – Kurt Lewin

- A good Theory of Change rationally links at least four W's:
 - **Who** is the intervention for?
 - **Why** is it needed
 - **How** does it work?
 - **What** circumstances are required to make it work best?
- A good Theory of Change clearly links a programme's content to its primary short and long term goals

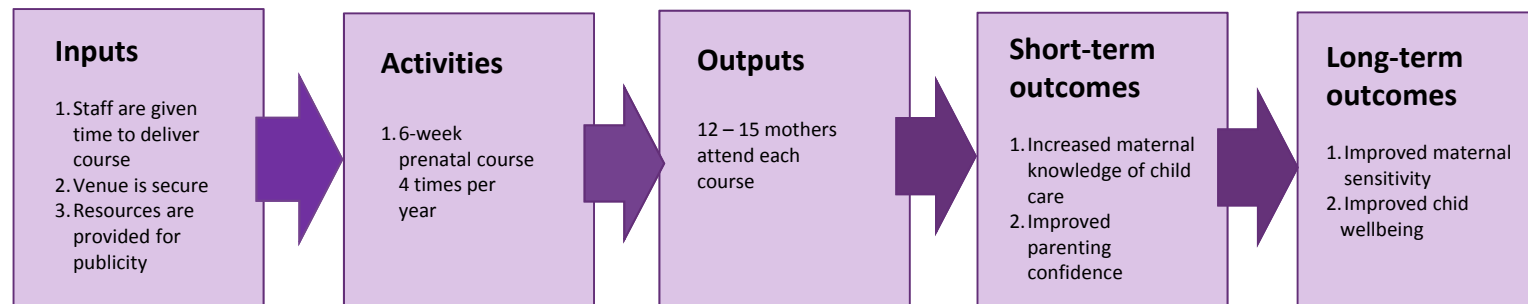


1. THEORY OF CHANGE (Confirmation)

Level 1: Turn your theory into a logic model

What is a logic model? And how does this differ from a Theory of Change?

- A logic model logically links an interventions inputs (resources), to activities, outputs, and short and long term outcomes



2. LOGIC MODEL

1. THEORY OF CHANGE (Confirmation)

Level 1: Turn your logic model into a blueprint



- A blueprint identifies specific activities that will support the interventions primary short-term outcomes

Sample Blueprint for midwives' prenatal course	
Week 1	Mothers' nutrition: Mothers will understand their nutritional requirements during their last trimester through didactic teaching and interactive discussion.
Week 2	Childbirth: Mothers will be given information about childbirth and their options for child birth through a video of real women discussing their births. A group discussion involving pain management, birthing options and the likelihood of a c-section will follow.
Week 3	Infant nutrition and breastfeeding: Mothers will be given information about the benefits of breastfeeding and how to overcome some of the challenges it presents. Mothers will have opportunities to discuss their concerns and practice breastfeeding with a doll.
Week 4	Infant health. Mothers will learn how to care for their baby in a clean and safe way through demonstrations and opportunities to practice cleaning and changing a baby's nappies with a doll. Mothers will also receive an introduction to sensitive responding through a video of mother and child interaction.
Week 5	Establishing a routine: Mothers will discuss how to balance their own needs with their baby's. Mothers will first watch a video of mothers talking about how they established a routine with their infant. Mothers will then discuss options within the group and each mother will be given a template to develop their own postnatal support plan.
Week 6	Family and community: Mothers will be introduced to family resources within their community. A paediatrician will also present on the importance of immunization and some of the myths surrounding it. This will be followed by a group discussion about sensitive responding to a variety of baby needs.
Weeks 1 – 6	Developing social networks: Mothers will have opportunities to form social networks with each other, the midwives, their health service and the wider community.

3. BLUEPRINT

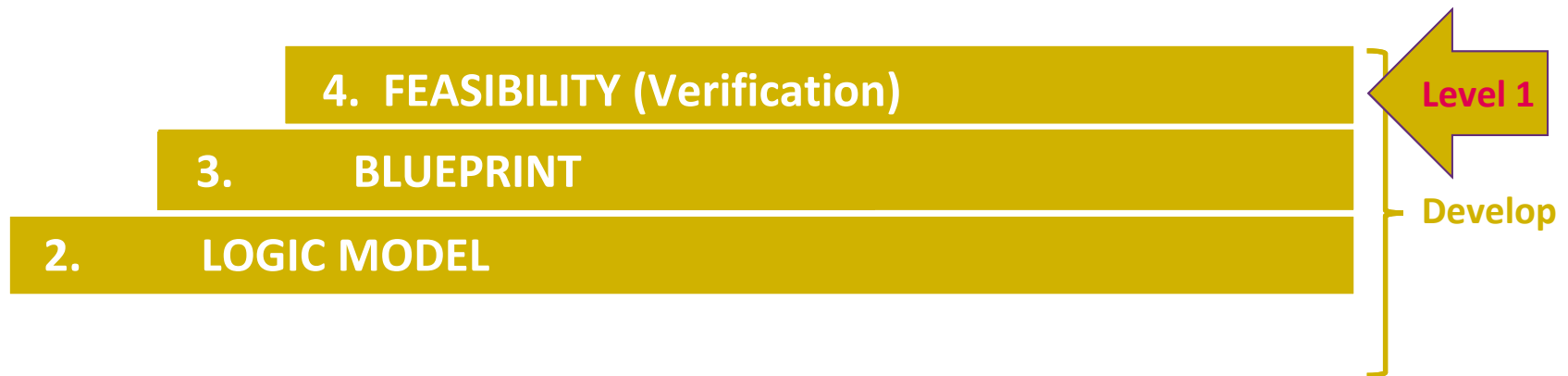
2. (Confirmation) LOGIC MODEL

1. (Confirmation) THEORY OF CHANGE

Level 1: Make sure your blueprint is feasible

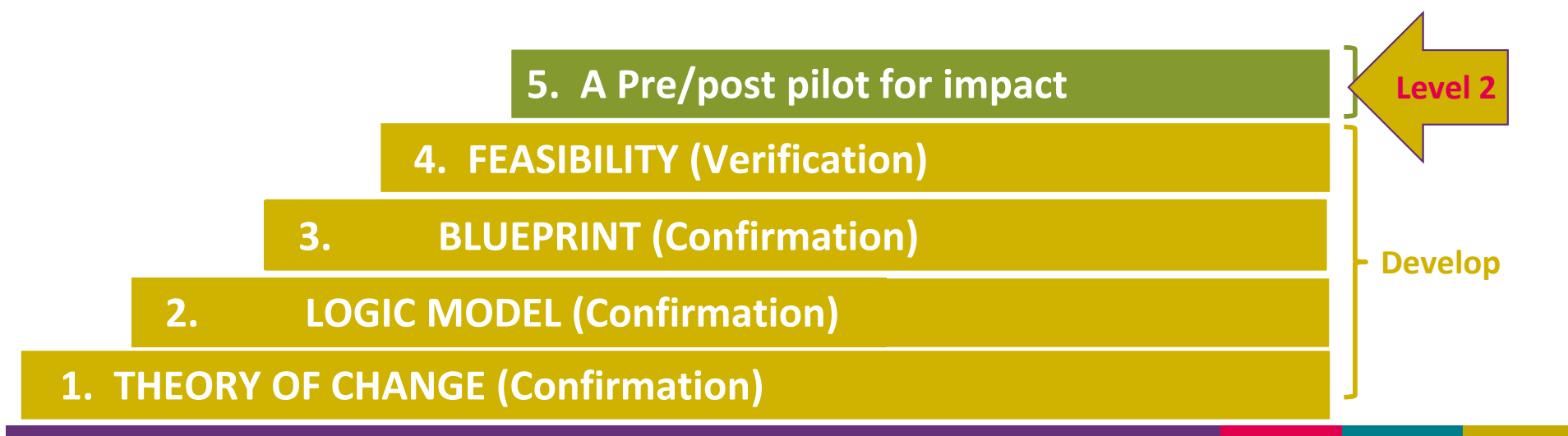


- Conduct focus groups to understand what is needed (may take place prior to finalising blueprint)
- Run the intervention for the first time with draft materials
- Collect user satisfaction data
- Qualitative interviews are conducted to understand how and why the intervention may or may not work



Level 2: Pilot for impact

- Piloting for impact involves measuring for pre and post intervention change through the use of measures that have been standardised against real behaviour
Standardised measures should:
 - Include questions that reflect changes in behaviour and feelings
 - Provide a quantifiable score
 - Are independent of the intervention
 - Have been standardised against other measures and/or behaviours
- The population must also be large enough to detect change. At a minimum, there should be 20 participants



A) Why evaluate & where to start?

What types of data are useful?

Big data demographics and bespoke aggregate client/user information

Routine information; multiple partners' data on the same clients (or the same problem) (i.e. Day to Count on domestic violence)

Recorded Project/programme interventions: with whom to what effect?

Problems and concerns of citizens – problem identification, trends, morphs as intelligence



A) Practical Examples

3. Peer Sharing Case-Studies



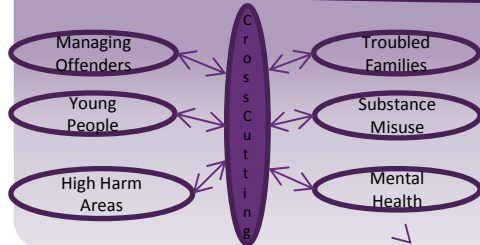
- **Kim Madill, Chief Inspector, West Midlands Police.**
Evaluation of Early Intervention and Prevention Strategy
- **Steph Cash, Flying Start & HCP Service Manager, and Christine Rogers, Flying Start Implementation Manager**
Evaluation of Sign 4 Little Talkers Programme.

Risk Focused Intervention & Prevention

Early Intervention to Prevent Harm & Reduced Demand Through Preventative Problem Solving

Improving Capability and Maximising Capacity

Intervention & Prevention Board Members



- National Thinking / Evidenced based Policing
- Influencing WMP Prevention Service Offer
- Learning & Development
- Risk Focussed Resourcing & Partnership leverage

- Improved capability to identify & intervene on vulnerability
- Partnership – identified risk to enable enhanced coordinated delivery

Enablers & commissioning opportunities

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Early Intervention

Complex Individuals / Locations

- Typologies of Neighbourhood – High Need Areas
- Indicator of Need – Adverse Childhood Experience (ACE)
- Early Help
- Troubled Families
- Looked After Children
- Prioritised Youth Engagement
- Mental Health - Street Triage
- Alcohol & drugs Interventions

Preventative Problem Solving

Offenders

- Neighbourhood Justice
- Liaison & Diversion Custody Project
- Managing Offenders
- Vulnerable Offender Cohorts
- Youth Offending Service
- Alternative Pathways
- Signposting to relevant agency



Outcomes

- Effective Sustainable Interventions
- Reduce first time Entrants into CJ System
- Effective Information Sharing
- Enhanced & focussed Commissioning Priorities
- Enhanced Demand & Resource Management
- Reduced Reoffending
- Reduced Risk & Reduced Harm

Delivery

SME Delivery Plans

EIF Places Network: Peer Sharing



TOPIC: EVALUATION

Site: West Midlands

Contact: Chief Inspector
Kim Madill, k.madill@west-midlands.pnn.police.uk

What was your evaluation's purpose?

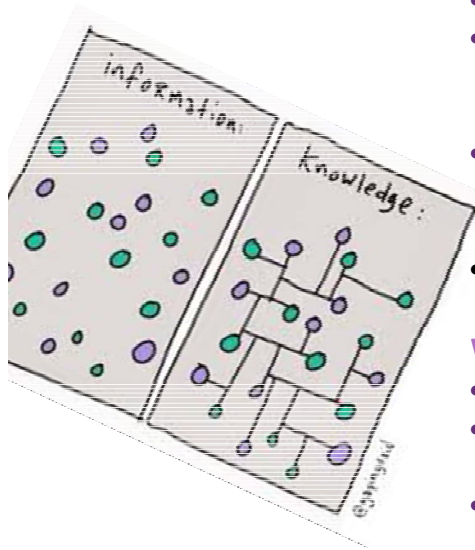
- To examine new strategy for Intervention & Prevention and adoption of the process.
- To identify drivers for adopting process, measure changes in ways of working and the adoption thematic areas within:
 - a) a Local Policing Unit and other relevant external agencies
 - b) Engagement of staff in thematic specific work
- Examine for improvement in understanding of Intervention & Prevention model and if it is perceived as delivering improvements in integrated working.
- Explore whether/how the relationship between relevant partners and WMP is built and maintained.
- Provide recommendations on how the process could be enhanced and improved.

What did you do?

- Partnered with Loughborough University Social Policy experts.
- Process evaluation currently on-going, looking at whether the process change has been adopted by the intended group, and review the ways the process changes have been taken on by the group or the reasons they have not.
- Data collection at two time points allowing for changes in implementation & process, captured through
 - Semi-structured interviews with Subject Matter experts
 - Focus groups with those implementing the strategy
- Qualitative data collected analysed thematically using pre-identified and focused themes.

What were the successes and challenges with doing the evaluation?

- Ongoing so unable to confirm successes!
- Hoping for qualitative understanding of where we are in terms of embedding a new approach & detailed recommendations.
- Challenges – Cost to pay for external academic partner, length of time to arrange contract, WMP - large organisation and only a small proportion of staff involved in focus groups.



EIF Places Network: Peer Sharing



What was your evaluation's purpose?

Aim:

To evaluate whether the communication skills of children in targeted settings in Luton whose EYFSP data demonstrated the lowest outcomes crossed reference with 2 Year old data improved as a result of the Sign 4 Little Talkers programme.

Focus:

Improving children's attainment and progress in Listening and Attention, Understanding, Speaking and Managing Feelings and Behaviour as measured by Early Years Outcomes.

Audience:

Flying Start Partnership Board, Head Teachers (potential likely funders), other funders, national academic bodies,

How the evaluation is used:

To build an evidence base to support Flying Start investment; to improve the programme and to supporting future funding applications.

EIF Places Network: Peer Sharing

What was your evaluation's purpose?

The intervention:

Innovative multi – sensory learning programme (using signs taken from British Sign Language), which allows children to not only *hear* and *say* new words but to *see* and *do* them. It was designed initially to support language development in 2 year olds and support children to manage their feelings and behavior in new surroundings.

Resources:

- Intervention funded for delivery of signing in settings , project leadership from Early Years expert, Early Years data expert to analyse data, resources (dolls, books)
- Tracking system to measure children's progress and attainment - LATS
- As we move forward, working with the University of Bedfordshire to conduct a deep dive into the data



EIF Places Network: Peer Sharing



What was your evaluation's purpose?

What did you do?

Children's outcomes were measured at the beginning and end of the project and compared with EYFS age related expectations and children from similar settings who had not accessed Sign 4 training. (Control group)

The confidence of practitioners and parents in supporting children's behavior and communication was also measured before and after the programme.

What were the successes and challenges with doing the evaluation?

The evaluation showed the positive impact of Sign 4 Little Talkers on children's progress and attainment. The confidence of practitioners and parents to support children to understand and use language to describe emotions also increased significantly. Ofsted recognition for the programme during inspections.

Challenges:

- Moderation of data across the settings – dedicated capacity
- The ethics of control data this has got harder
- Tracking children to measure long term impact – stay of execution with re-entrants of EYFSP



For more information

<http://www.sign4learning.co.uk/courses/sign-4-little-talkers/>

<https://www.flyingstartluton.com/professional/additional-services-professional/sign-4-little-talkers-professional/>

Sue Thomas : Early Years Consultant

Susan.Thomas@luton.gov.uk

Christine Rogers: Flying Start implementation Manager

christine.rogers@pre-school.org.uk

B) Small Group Discussions



Task in small groups (30 minutes):

- **Choose an area/ programme of early intervention** e.g. children on the edge of care; preventing domestic violence; inter-parental relationships etc.
- **Prepare a business case/pitch to senior Management to fund an evaluation.** Exploring:
 - What is the evaluation's purpose? (Audience, use, focus, resources).
 - How can you overcome these barriers?:
 - Time
 - Capacity
 - Common data-set
 - What are the benefits in 5 years for acting now (to evaluate)?
- **Plenary Feedback (10 minutes)**

Close

Tom McBride Closing Remarks



Next Steps:

Is there a need for EIF to provide further evaluation guidance and/or training?

- If so, what help do you need? And in what areas?

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1. THEORY OF CHANGE (Confirmation)