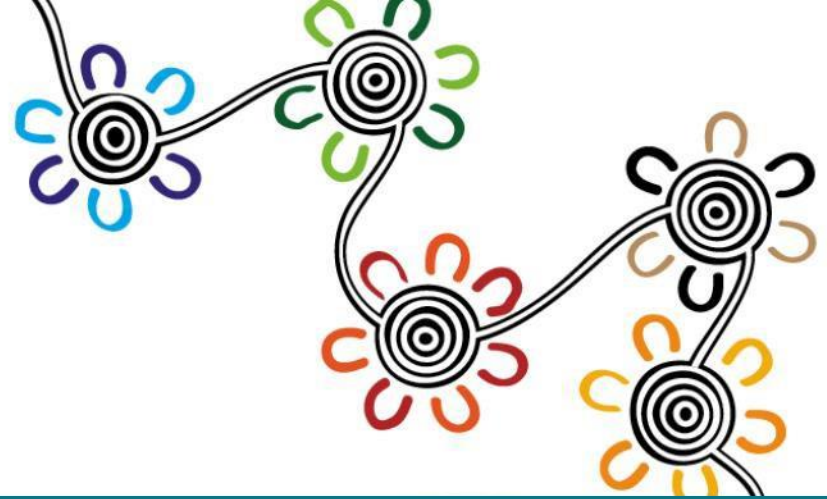


NATIONAL BEST  
PRACTICE UNIT

**TACKLING  
INDIGENOUS  
SMOKING**



# Measuring Local Change Workshop



Australian Government

Department of Health



# Purpose

To be an interactive session that provides an opportunity to discuss the practicalities of:

1. Measuring local change in practice
2. Using and generating evidence in TIS work
3. Gaining access to support on these subjects

In particular, we will aim to understand and use methods for measuring change due to TIS work.

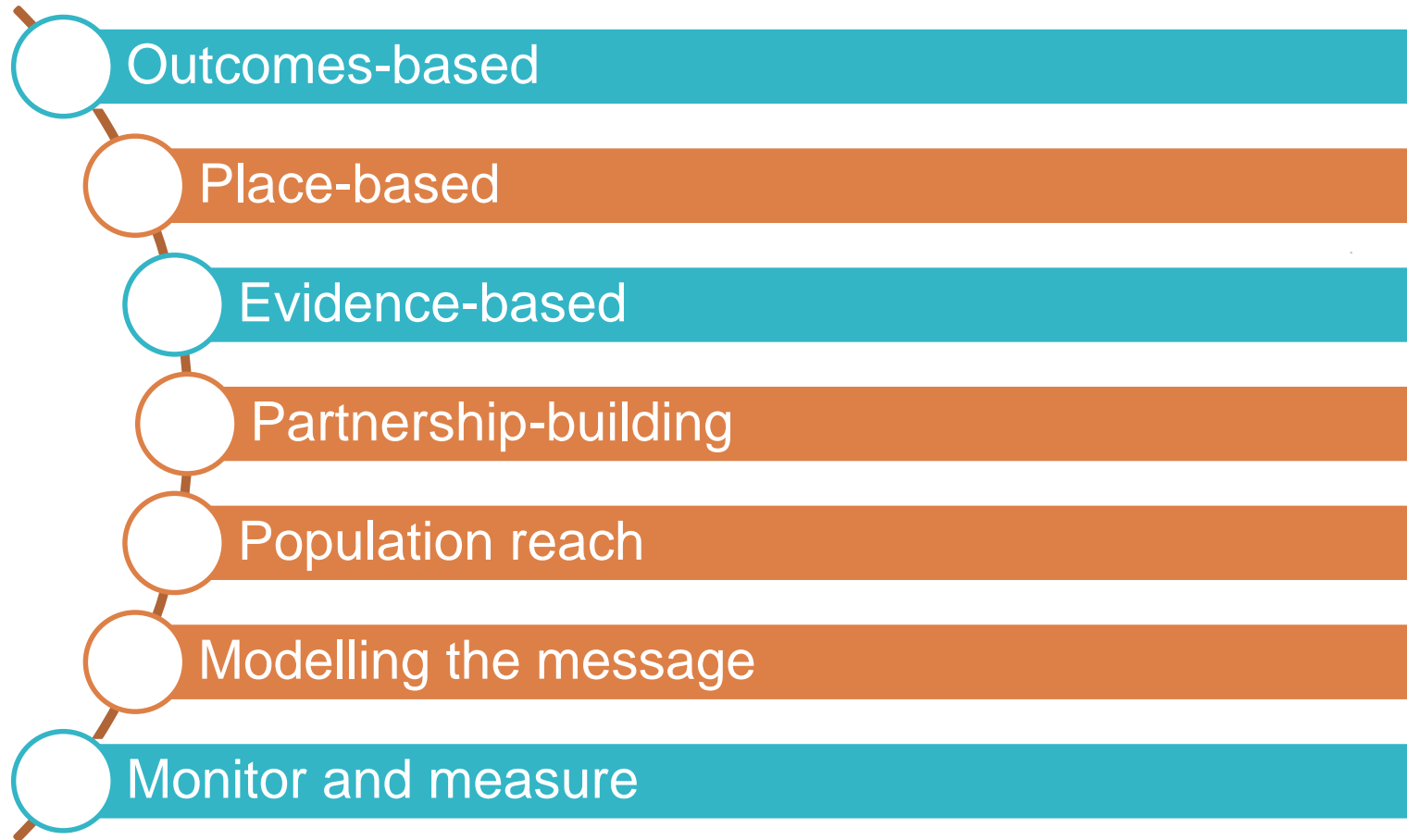




# Part 1: Introduction to measuring change



# TIS: Key principles



# What do we mean by 'evidence'?



Adapted from Rycroft-Malone et al. 2004

# The role of evidence



**Evidence influences:**

- Professional behaviour
- Organisational behaviour
- Systems behaviour

**Services and methods**

# Monitoring and measuring for TIS: Key terms



## Data

- Information of any kind that helps us measure changes due to TIS

## Measure

- Ways to show progress toward desired changes

## Data collection

- Process used to gather information

## Impact

- Desired long-term changes

## Methods

- Ways to collect data

# Measuring outcomes



## Output

- What the project produces

Native Title agreement

## Outcome

- Result and impact

Quality of life improvements from access to country



# Examples: Outputs vs. Outcomes



| Outputs  | Outcomes  |
|--|---|
| Smoke-free workshops delivered to 100 workers in 10 community organisations              | <ul style="list-style-type: none"><li>• 85 workers have increased knowledge of benefits of smoke-free workplace and increased commitment to being smoke-free at work</li><li>• 8 Organisations are smoke-free</li></ul> |
| Brief intervention training provided to all staff (N=20) in grant recipient organisation | <ul style="list-style-type: none"><li>• 20 staff have increased skills to support TIS activities</li><li>• Most staff describe increased confidence when working with community members</li></ul>                       |

# Measuring outcomes of TIS



## Output

- TIS activities

## Outcome

- TIS impact



## Exercise: Case studies

As practical examples, we have included three case studies:

- Alive and Kicking Goals
- Apunipima Baby Baskets
- Wadeye Communities for Children

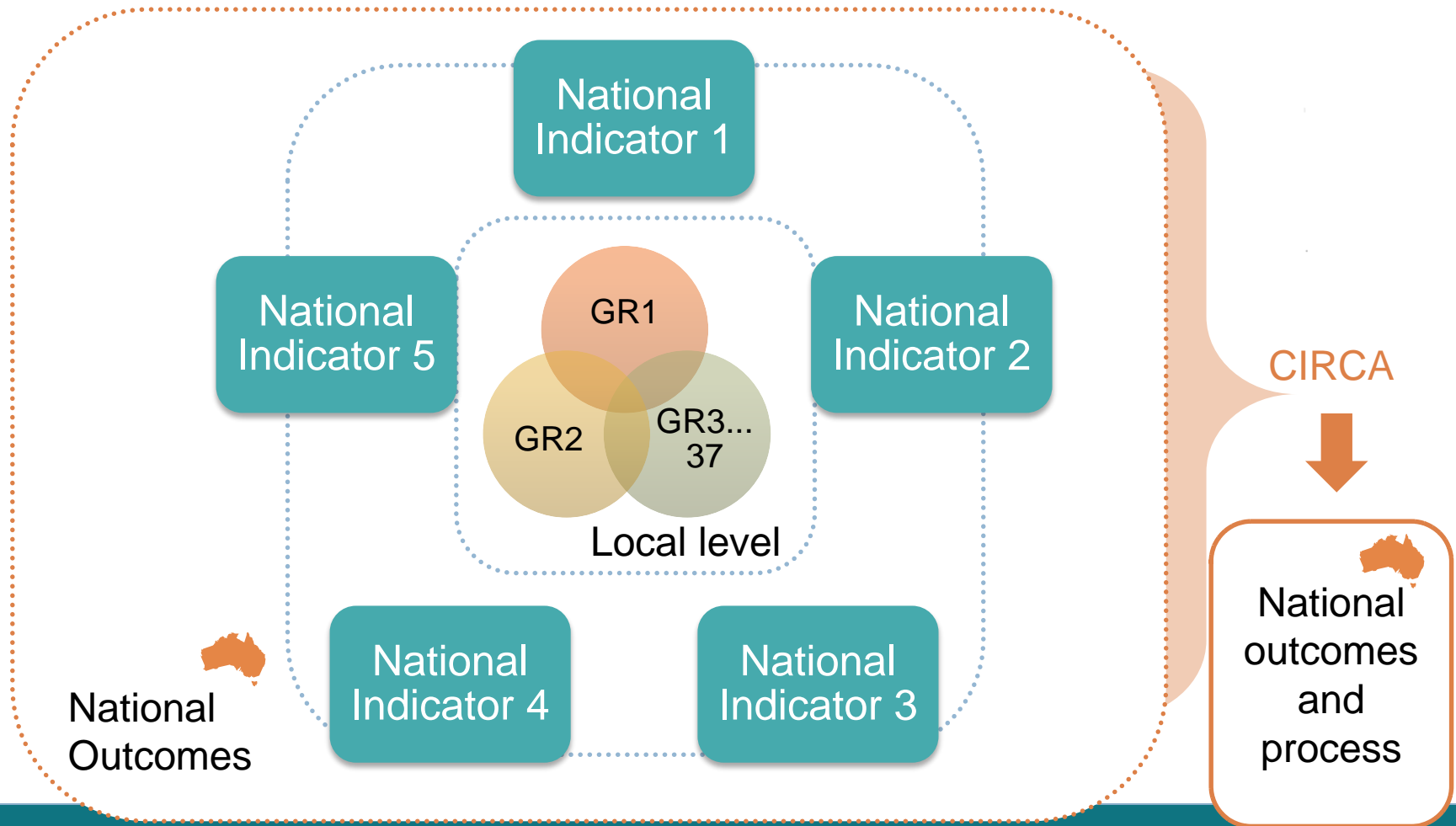
Please can we read them and draw out key points, including differences and similarities

(I will explain the aspects to look at carefully)

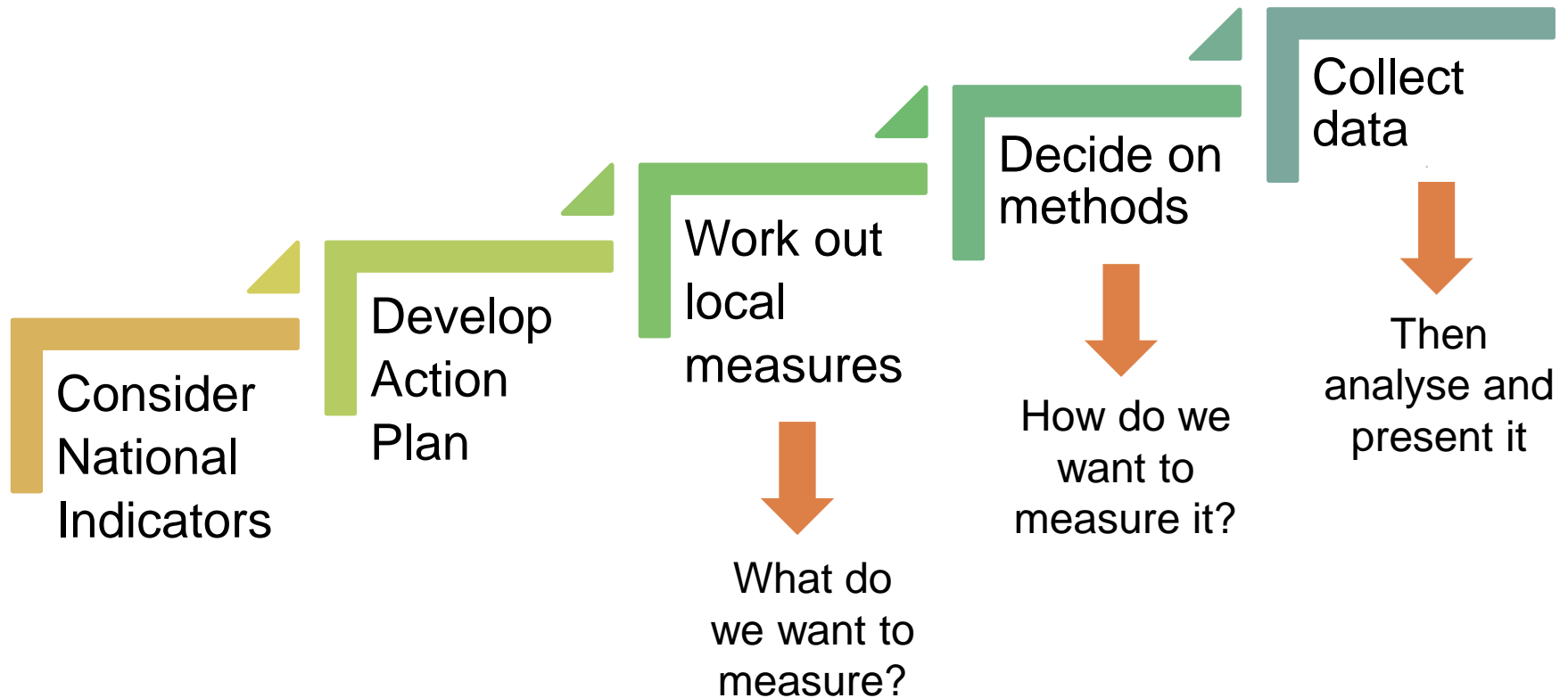
## Part 2: Measuring change in TIS



# Levels of measuring change in TIS



# Steps for measuring change



# Effective local measures for TIS



Measure outcomes, not just outputs

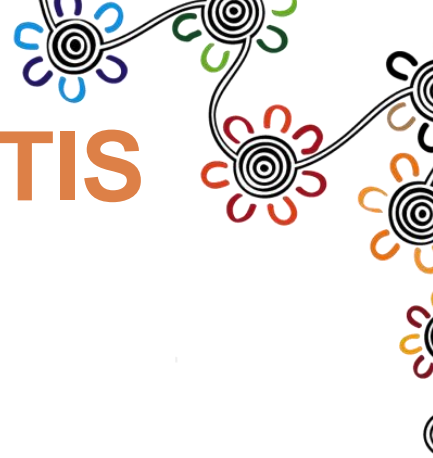
Use mixed methods

Represent local TIS strategies

Align with national indicators (KPIs)

Cost effective

# Identifying local measures for TIS



Local  
Priorities

National  
Indicators



# National Indicator 1

Quality and reach of community engagement



National Outcomes

Geographical reach

No. and type of contacts across the population

No. of meeting groups for specific people eg pregnant women

No. and quality of partnerships

Examples of local measures

# National Indicator 2

Organisations involved in tobacco reduction in the region



National Outcomes

No. and quality of partnerships

Quality of networks

New initiatives with other organisations

Formation of coalitions and alliances

Examples of local measures

# National Indicator 3

Building capacity to support quitting



National Outcomes

No. and effectiveness of ambassadors, advocates, etc.

School-based knowledge and support

No. and effectiveness of brief interventions

No. and effectiveness of Yarning Groups

Examples of local measures

# National Indicator 4

Referrals to appropriate quitting support



National Outcomes

No. and effectiveness of referral pathways

Outreach to new groups eg in disability and mental health

Availability and quality of local quitting support

Effective partnerships with clinical services

Examples of local measures

# National Indicator 5

Supporting smoke-free environments



National Outcomes

Population reach

Effectiveness of advocacy on smoke-free places

No. of smoke-free homes, cars and workplaces

Compliance with smoke-free agreements

Examples of local measures

# Choosing reasonable measures

You are not expected to measure all possible outcomes. When choosing what to measure, it is important to be reasonable in terms of:

## Number

- How many measures
- What is a reasonable set of measures to include? How can we best decide that?

## Reach

- What is being measured
- Example – You may not be able to measure whether a school program prevents smoking, but you may be able to observe quality of engagement (KPI1)

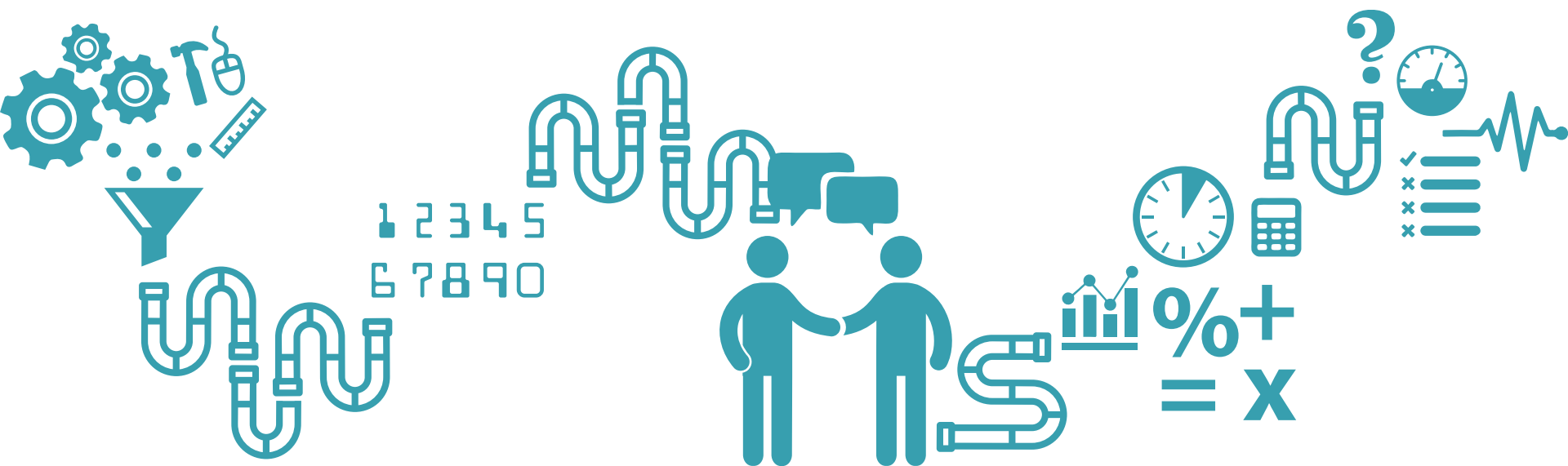


## Exercise: Choosing local measures

Let's draw on the whiteboard the 'expected outcomes' and 'Measuring change/impact' columns of approved or draft Action Plan.

Then we will discuss options the number and approach to each measure, depending on the progress you have already made.

# Part 3: Designing data collection





# Data that tells a story



## Quantitative

Numbers that tell us a little about a lot of people



## Qualitative

Conversation that tells us a lot about a few people



## Mixed methods

Both reach and detail

# Making use of existing data



How can you draw from existing data to tell a story of change?

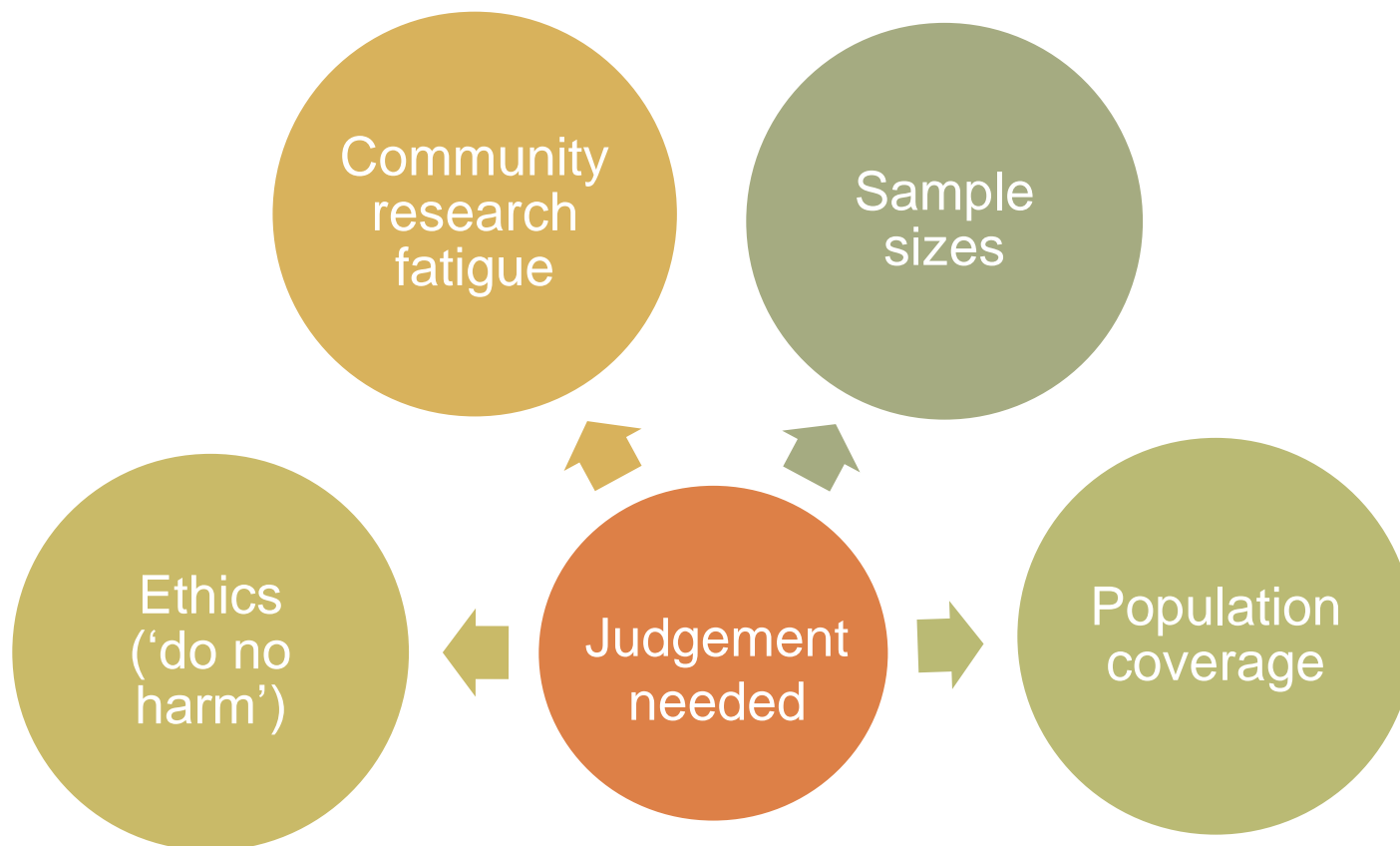
- What are useful sources of information?
- How are they relevant to your local TIS activities?
- What connections can we make between different data we collect?
- Where are the gaps?

# Data collection methods

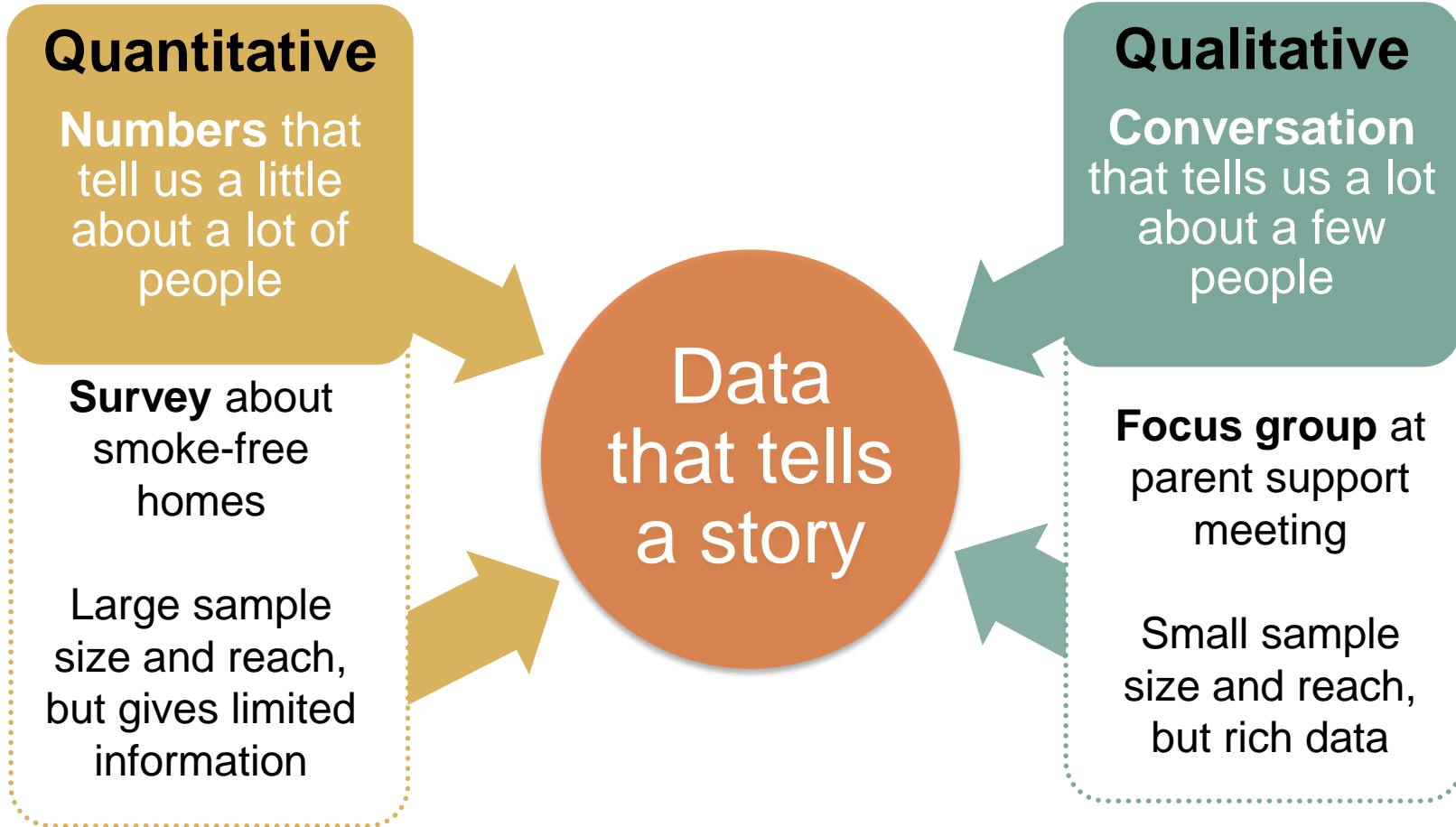


| Method   | Remarks  |
|--|--|
| Using <b>existing data</b><br>(eg. referrals, sales of cigarettes) | Efficient but needs access                                       |
| <b>Surveys</b> , including online and social media                 | Flexible, adaptable but questions need care                      |
| <b>Case studies</b> (eg. Janine's story of reducing and quitting)  | People-centred, based on relationships                           |
| <b>Focus groups</b> (eg. school students or mums and bubs)         | In-depth and enables opinions and subtle changes to be picked up |
| <b>Interviews</b> (eg. council workers, AHWs, school principals)   | Enables a community focus  |

# Key considerations for collecting data



# Choosing and combining methods

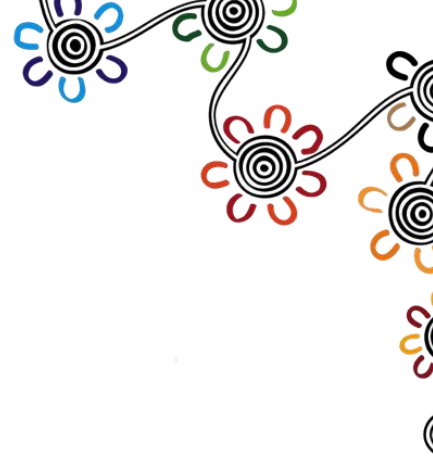


# Ethical Considerations



See also: [Ethics Guidelines from the Australasian Evaluation Society](#)

# Do I need ethics approval?



Does the activity pose a risk to:

- Privacy or well-being of participants?
- Professional reputation of providers or organisations?

Then YES. For further info

- [Link: Human Research Ethics Committees with focus on Aboriginal and Torres Strait Islander populations](#)



## Exercise: Designing data collection

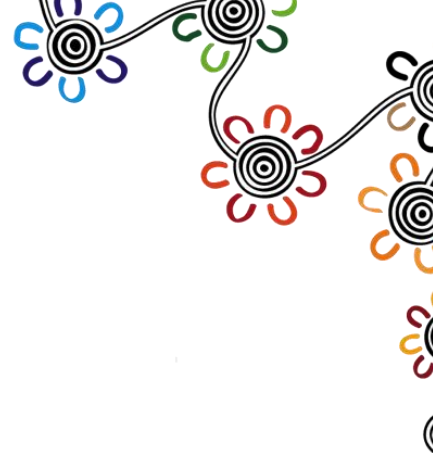
Returning to the examples of monitoring in practice

- Alive and Kicking Goals
- Apunipima Baby Baskets
- Wadeye Communities for Children

What could data collection methods look like for your TIS program?



# Problem-solving in design for data collection



Examples for discussion:

We want to do lots of interviews after an event, but only three staff are available

We can't seem to get people to respond to our survey

We are finding it hard to understand how well we are reaching men/women



## Part 4: Measuring change in practice



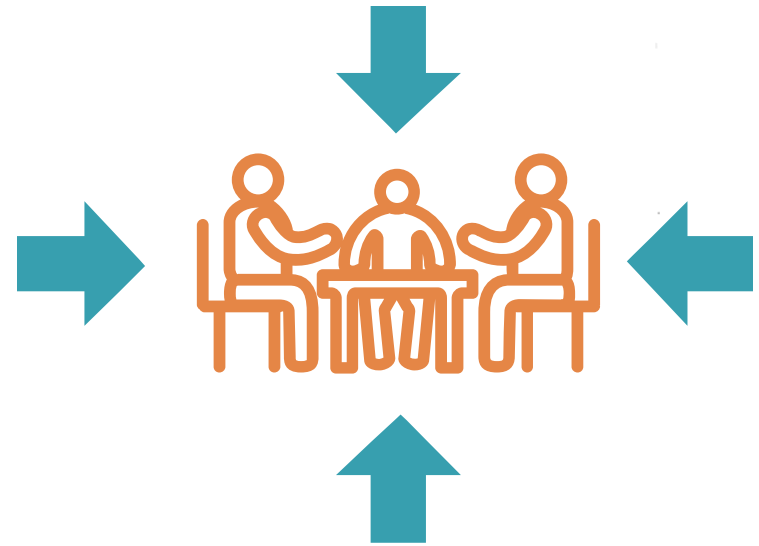
# Using research methods

- Surveys
- Interviews
- Focus groups
- Case studies

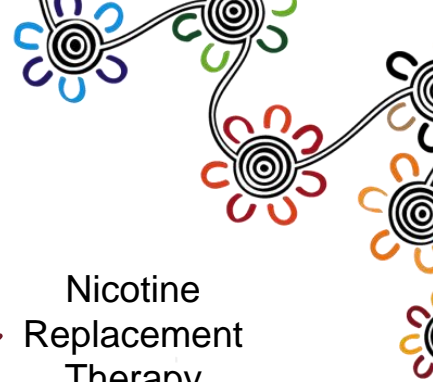


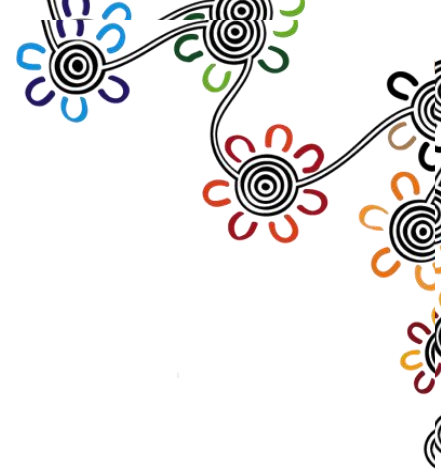
# Focus Groups

- Small samples
- Enable variety of questions and exploration of answers
- Rich, complex data



# Mind Map

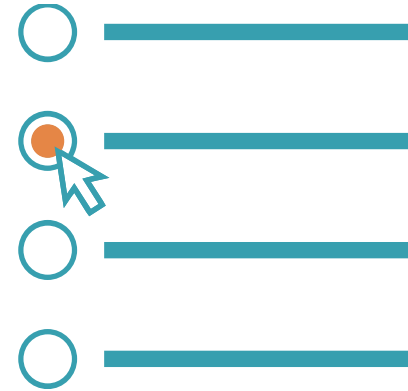




**River of time  
method for focus  
group discussions**

# Surveys

- Reach (and require) large samples
- Limited exploration of answers
- Simple to analyse, but limited data
- Can be done online and via social media (i.e. [Survey Monkey](#))



# Interviews

- Very small samples
- Very rich data
- Time intensive
- Can be done via phone/skype

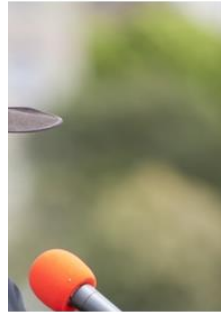




# Case Studies

Examine stories, e.g.

- Individuals who have quit
- Homes becoming smoke-free
- Workplaces staying smoke-free
- Partnerships and networks



Ethel-Anne Gundy talks about quitting



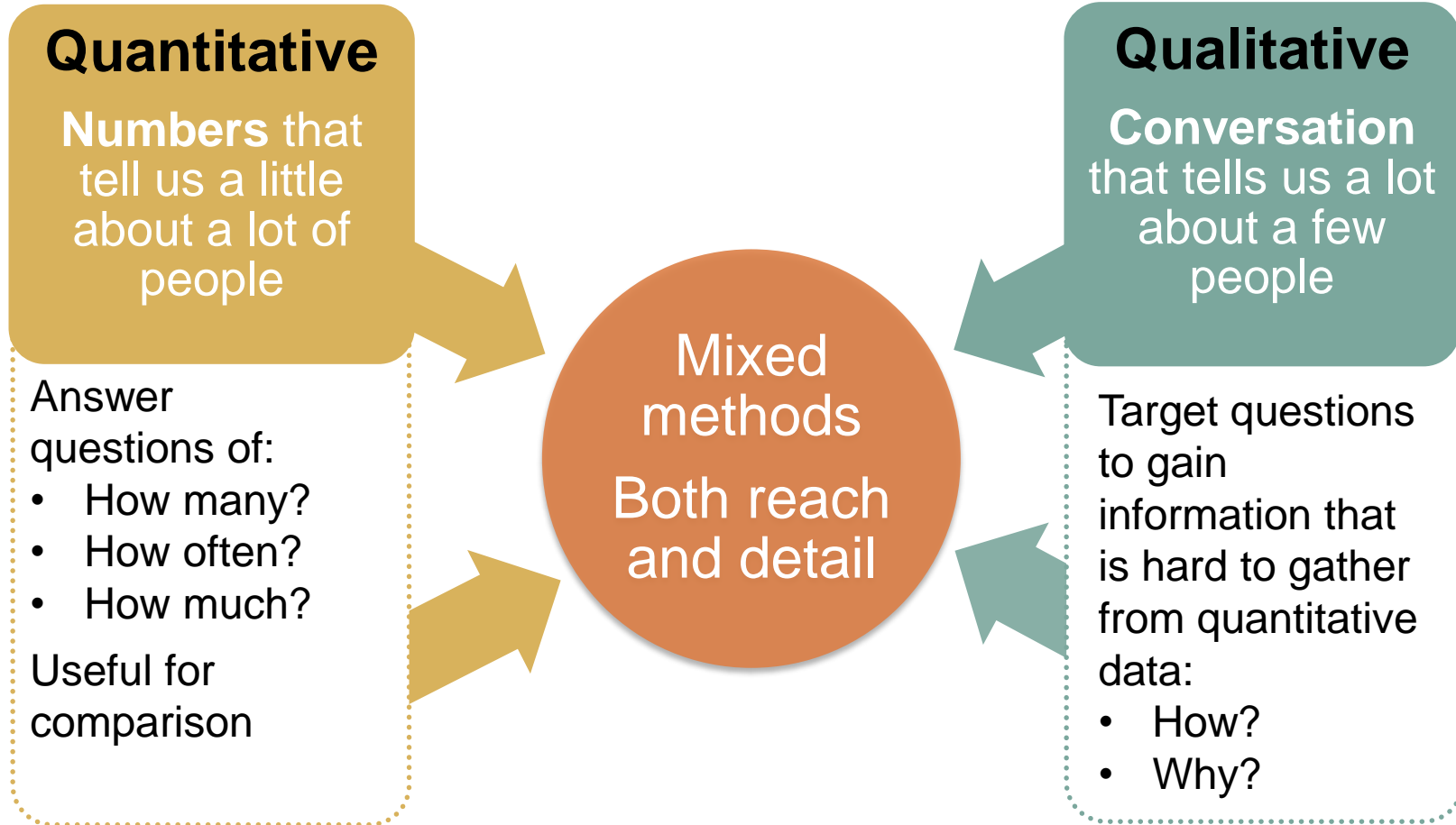
Marlene talks about quitting



Ray talks about quitting



# Developing research questions





## Exercise: Using data collection methods

Let's do some practice sessions for the methods, especially interviews, case studies and focus groups.

The TIS Portal will shortly have short videos showing examples.

# Discussion: Data Collection Methods



Thinking about your local TIS program, what are the pros and cons of each method?

| Method   | Remarks  |
|--|--|
| Using existing data (eg. referrals, sales of cigarettes)   | Efficient but needs access                                       |
| Surveys, including online and social media                 | Flexible, adaptable but questions need care                      |
| Case studies (eg. Janine's story of reducing and quitting) | People-centred, based on relationships                           |
| Focus groups (eg. school students or mums and bubs)        | In-depth and enables opinions and subtle changes to be picked up |
| Interviews (eg. council workers, AHWs, school principals)  | Enables a community focus  |



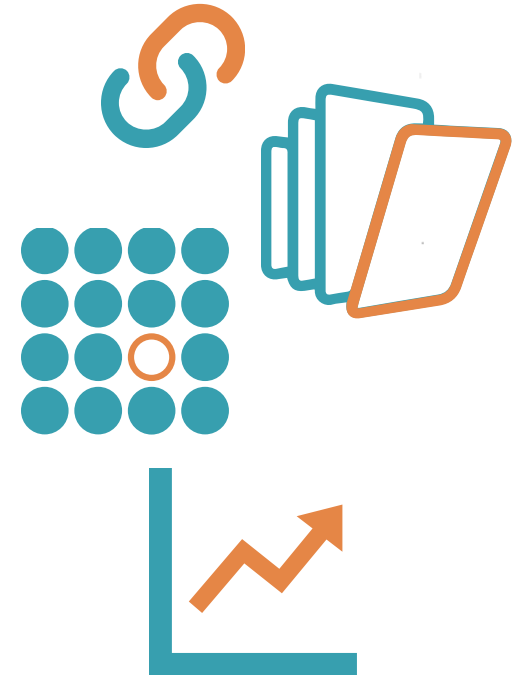
## Part 5: Analysing data for TIS



# For TIS, analysis of data means...

## Typical approaches to analysis

- Relationships
- Cause and effect
- Inconsistencies, outliers, etc.
- Trends



...so we can measure local change

# Data analysis for TIS: Objectives



- Effectiveness of local TIS activities in relation to *outcomes*
- Performance on national indicators
- Performance on locally-specific indicators
- Telling the *story of change* – what is behind the indicator?

# Methods of analysis



## Descriptive

- Describes range, trends, and themes of responses
- Example: How many people accessed NRTs following referral from TIS?

## Pre- and post-activity

- Measures change before and after intervention
- Example: What did students know about tobacco-related risks before TIS school program? What did they know after?

## Content analysis

- Identify key themes that explain what the data tells us
- Example: Group together key issues participants raise during a focus group using quotes and examples from the discussion

## Observation

- Evaluator attends an event and records what they see/hear
- Example: Describe the reactions of people who blow into a smokerlyzer at a TIS event



# Interpreting data

As much art as it is science.

Description



Causation

**Example:** if your data shows both high unemployment and high rates of tobacco use, concluding that unemployment causes smoking is overly simplistic

# Data analysis in practice



| Method  | Analysis   |
|---|--|
| Using <b>existing data</b> (eg. referrals, sales of cigarettes)   | Descriptive, pre-/post-activity  |
| <b>Surveys</b> , including online and social media                | Descriptive, pre-/post-activity  |
| <b>Case studies</b> (eg. Janine's story of reducing and quitting) | Content analysis, observation (e.g. visits to quit-support groups)     |
| <b>Focus groups</b> (eg. school students or mums and bubs)        | Content analysis, observation (e.g. body language), pre-/post-activity |
| <b>Interviews</b> (eg. council workers, AHWs, school principals)  | Content analysis, pre-/post-activity                                   |



## Exercise: Analysing data

As with the previous exercise, let's work through examples of how we can analyse information from surveys, interviews and focus groups in particular.

Again, if ready at the time of this workshop, the [TIS Portal](#) has some short videos on the subject





# Part 6: Presenting and reporting data



# Purpose of presenting data

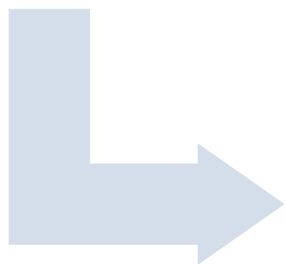
- Learn and share what works (and what doesn't)
- Show accountability (→ sustain funding)
- Help improve the program
- Communicate achievements and challenges
- Celebrate progress
  - TIS team
  - Partners
  - Community



# Reporting

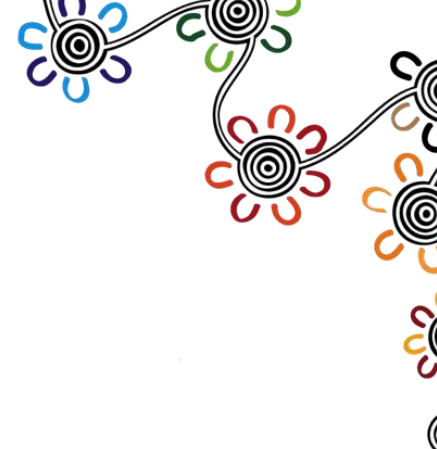
Local  
measures

- Aligned with Action Plan



National  
reporting

- Using IAHP reporting template

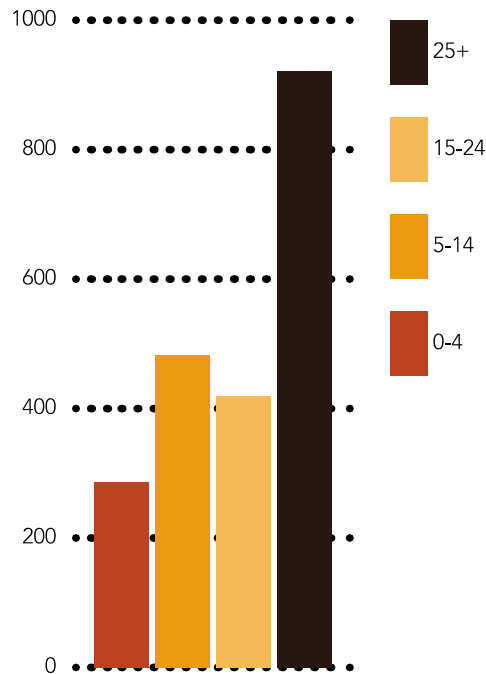


# Approaches to analysing and presenting evidence...

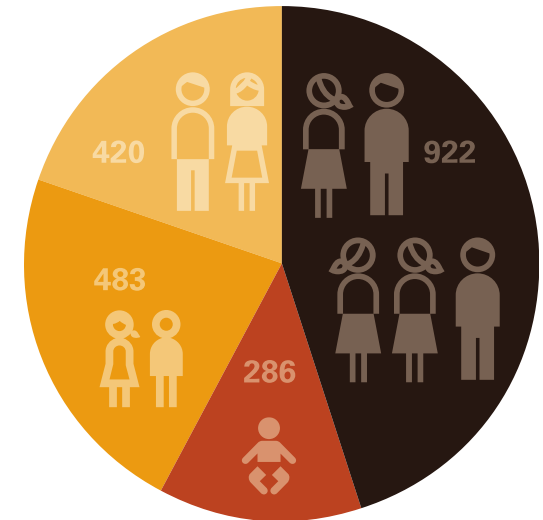
Once information is collected, it can be presented in different ways according to local preferences.

| Age                     | Population   |
|-------------------------|--------------|
| Children 0 – 4          | 286          |
| Children 5 – 14         | 483          |
| Young adults 15 – 24    | 420          |
| Adults 25+              | 922          |
| <b>Total Population</b> | <b>2,111</b> |

**Simple numbers**



**Bar chart**



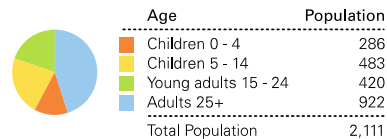
**Pie chart**



# Example of a Dashboard

## WADEYE

### Stronger Communities for Children Community Dashboard



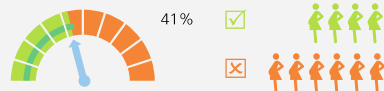
#### Colour Key

- Green: Wadeye percentage result achieved
- Orange: Wadeye percentage result not achieved
- Light Green: Northern Territory remote average
- Yellow: National average

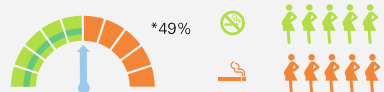
### 1. Good Start

**Children have a good start in life and grow up healthy.**

1.1 Pregnant mums going to clinic for check ups.

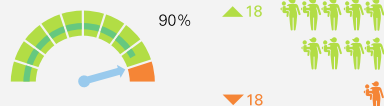


1.2 Pregnant mums who don't smoke.

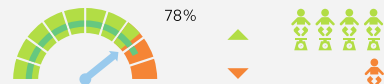


\*This is the NT remote average as data for Wadeye is not yet available.

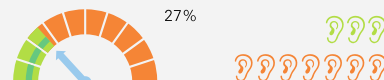
1.3 Mums aged 18 years and older.



1.4 Healthy birth weight babies (2,500g or more).



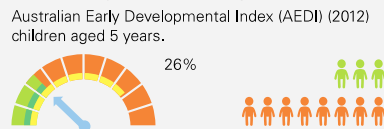
1.5 Children with healthy ears.



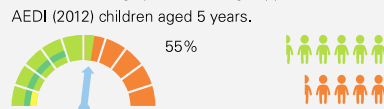
### 2. School

**Children engage with school and have success in their learning.**

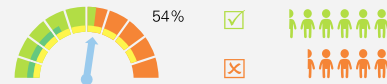
2.1 Children ready for school learning.



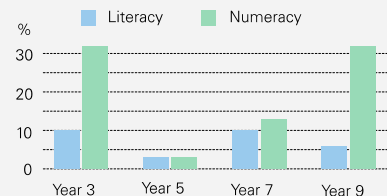
2.2 Children needing special learning support.



2.3 Children attending school regularly.



2.4 Children keeping up with their school learning.



Percentage of Wadeye students with 2014 NAPLAN scores at or above the National Minimum Standard.

2.5 Vocational Education and Training (VET) in school enrolments.

There were 23 VET in school enrolments in 2012.

### 3. Safety

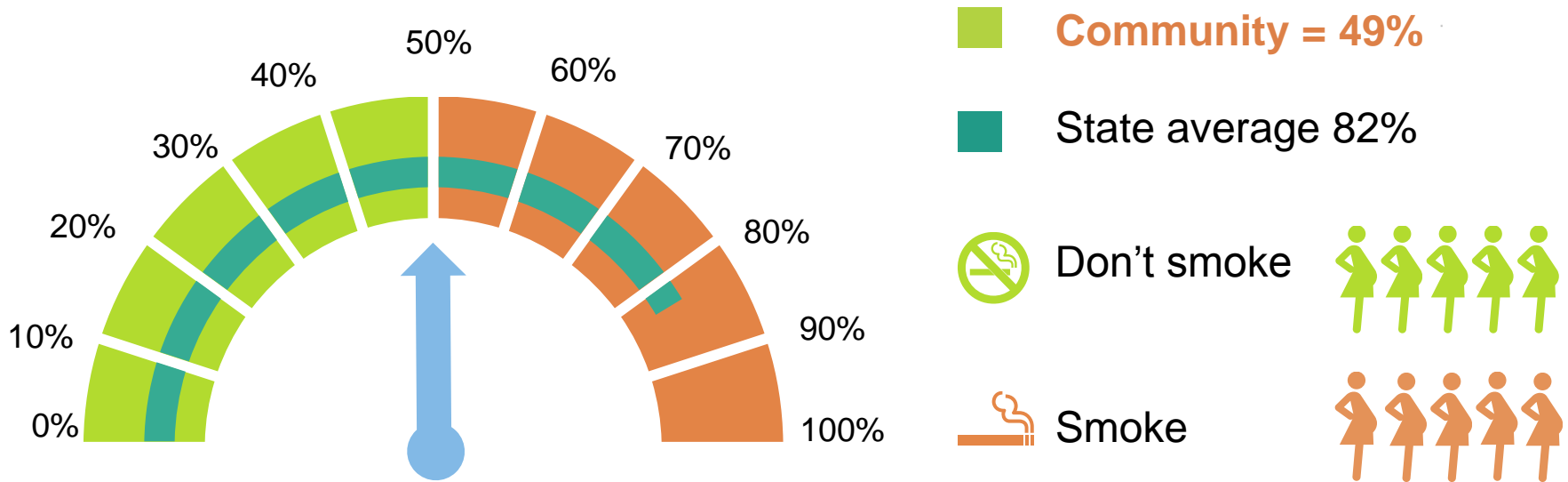
**Children and young people are loved and safe.**

- Percentage of kids 10-18 in trouble with the law
- Annual rate of repeat youth offending
- Annual rate of substantiated child protection reports
- Percentage of children in families where family violence is reported

**What's the local story?**

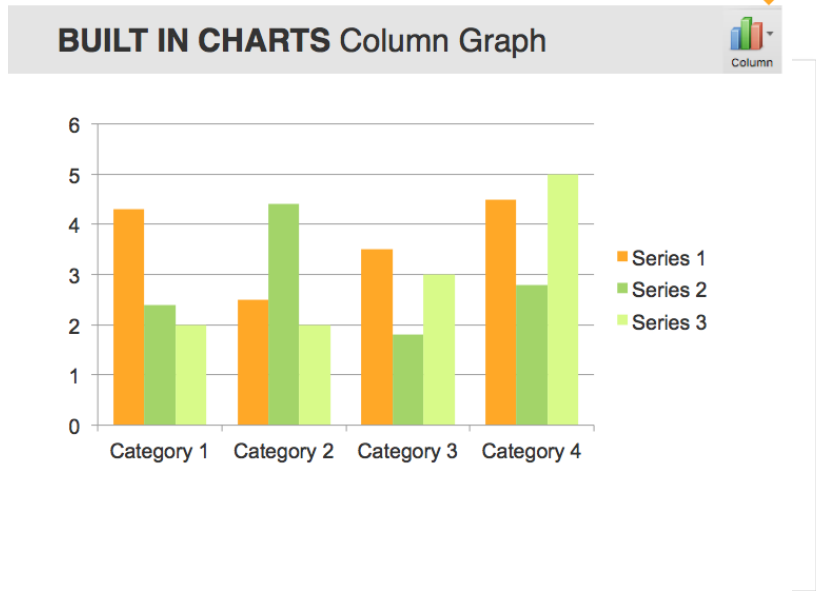
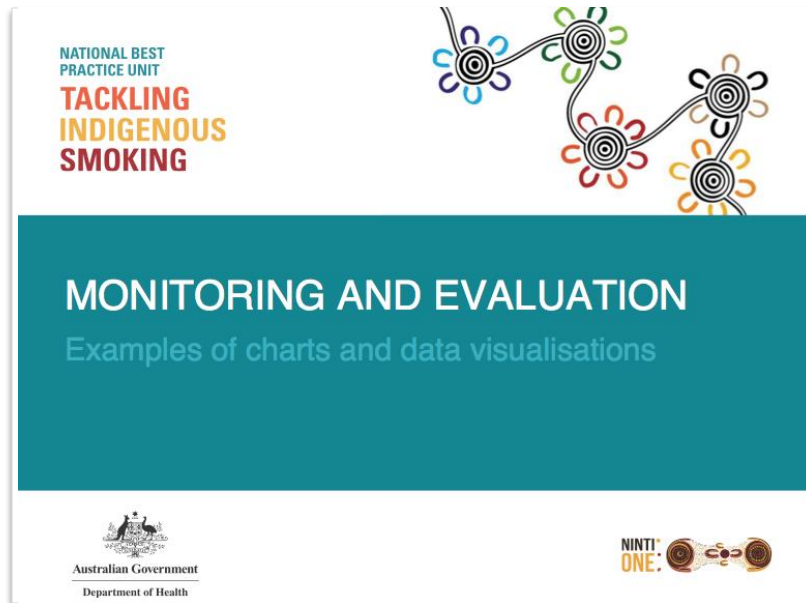
# Example of a dashboard adapted from Stronger Communities for Children

## Pregnant mums who don't smoke



Dashboards are a good way of showing progress over time

# Tools and templates



Link to templates on the TIS Portal:

<http://www.aodknowledgecentre.net.au/aodkc/aodkc-tobacco/national-best-practice-unit-for-tackling-indigenous-smoking/resources-that-work/tools-and-resources-to-monitor-and-evaluate-your-program>



## Exercise: Presenting and reporting data

In this exercise, we are going to invent some typical data and then work out how best to present it using the methods shown in previous slides.

Then let's describe the pros and cons of each method.

# Questions and discussion





# Part 7: Planning for local measurement

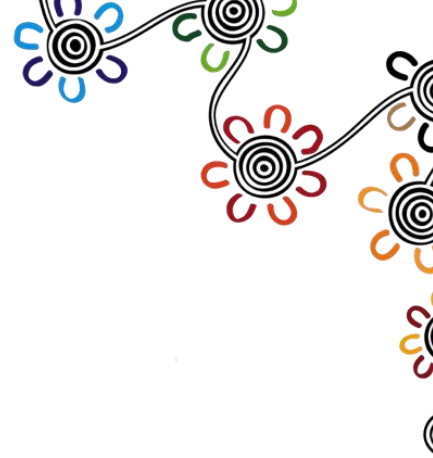


# Next Steps

- Schedule for local measurement
- Dates for delivering local data  
Next national reporting date
- Further support needs?
- Follow-up contact with NBPU

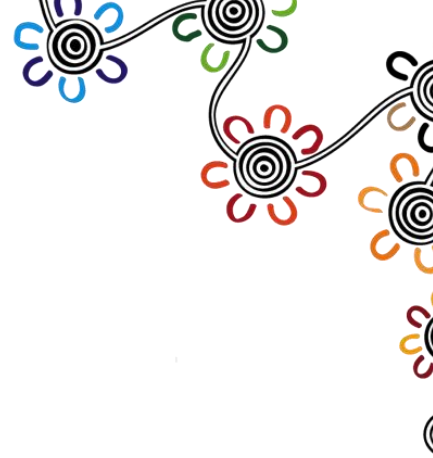
[maria@communityworks.com.au](mailto:maria@communityworks.com.au)

[each of CW-NPBU team to replace my e-mail address with their own please!]



# Additional online resources

- [TIS Portal](#)
- [Community Toolbox](#)
- [Better Evaluation](#)





# Measuring progress in partnerships: The Three Frames



## Relationship

- Safe, trusting environment for sharing insight



## Performance

- Clear and measurable picture of what is needed to achieve goals



## Alignment

- Identifies blockages within or between organisations that inhibit performance

# Designing measures of gradual progress: Outcome Mapping



## Vision

- Large-scale change to which the program hopes to contribute

## Mission

- Statement of how the program will support achievement of vision

## Boundary Partners

- Key entities that will interact with the program to generate change

## Outcome Challenge

- Description of how each partner would be behaving if the program achieved its full potential

## Progress Markers

- Graduated set of indicators advancing from early expectations, to moderate influence, to profound influence

## Strategies

- Actions taken by the program to generate outcomes

# Choosing what to measure: Theory of Change

