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

- Implementing strategy
- Using and generating evidence
- Gaining access to support
Part 1: What do TIS teams need to know?
Exercise

Please use the cards to write down:

1. Where you have confidence and clarity
2. Areas of support and assistance today
3. Anything you find puzzling or unclear
Outgoing TIS

- Built tobacco-action workforce
- Services provided to specific populations
- Regional governance
- Marginal resources for outcome measurement
- Locally designed and delivered activities

Re-designed TIS

- Focuses specifically on tobacco-reducing actions
- Population health approach
- National governance: NBPU
- Measurement is key to management
- Stronger evidence-base to support local design and delivery
TIS: Key principles

- Outcomes-based
- Place-based
- Evidence-based
- Partnership-building
- Population reach
- Modelling the message
- Monitor and measure
**Action Plan: Expectations**

**TIS Principles & Objectives**

- Locally owned solutions
- Progress measured in terms of outcomes
- Partnerships to extend reach
- ‘Be the change’: smoke-free policies, spaces, and events

**ACTION PLAN**

- Applies evidence to local context

**Tobacco-related outcomes**

- Community more aware and involved
- Key professionals better equipped
- Advancements in research and practice
- Reduction in active and passive tobacco consumption
Role of the NBPU

Works with grant recipients to develop

**Action Plans:**
- Strategy and theory of change
- Roles and responsibilities
- Timelines

**Monitoring and evaluation plans:**
- Performance indicators
- Data collection
Part 2: Strategy
What is the TIS strategy?

- Regional reach, meeting local needs
- Evidence based activities
- Outcomes focus - intended impact
- Multi component approach
- Systems Thinking
  - Community leaders
  - Local and regional organisations
  - Healthcare services
  - Quit services
Systems approaches in health

(Adapted from Centers for Disease Control and Prevention, 2016)
How do the activities in your action plan align with this TIS strategy?

* What are the easy wins?
* What are the challenges?
Part 3: Evidence, Data and Monitoring
TIS: Key principles

- Outcomes-based
- Place-based
- Evidence-based
- Partnership-building
- Population reach
- Modelling the message
- Monitor and measure
What do we mean by ‘evidence’?

- Research; studies, surveys, etc.
- Professional experience and insight
- Local context
- What the target population is showing and telling us

Client-centred services

Adapted from Rycroft-Malone et al. 2004
Levels of measuring change in TIS

National outcomes and process

CIRCA

GR1

GR2

GR3...

37

Local level

National Indicator 1

National Indicator 2

National Indicator 3

National Indicator 4

National Indicator 5

National Outcomes
## Monitoring and measuring for TIS: Key terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>Information of any kind that helps us measure changes due to TIS</td>
</tr>
<tr>
<td>Measure</td>
<td>Ways to show progress toward desired changes</td>
</tr>
<tr>
<td>Data collection</td>
<td>Process used to gather information</td>
</tr>
<tr>
<td>Impact</td>
<td>Desired long-term changes</td>
</tr>
<tr>
<td>Methods</td>
<td>Ways to collect data</td>
</tr>
</tbody>
</table>

Adapted from Tasmanian Government
Steps for measuring change

- Consider National Indicators
- Develop Action Plan
- Work out local measures
- Decide on methods
- Collect data

What do we want to measure?
How do we want to measure it?
Then analyse and present it
## Data collection methods

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

Quantitative
Numbers that tell us a little about a lot of people

Mixed methods
Both reach and detail

Qualitative
Conversation that tells us a lot about a few people
The role of evidence

Evidence influences:
- Professional behaviour
- Organisational behaviour
- Systems behaviour

Services and methods
National Indicator 1

Quality and reach of community engagement

- 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

- 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

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

- 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

- 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
Discussion of examples

- Smoke-free environments (eg. homes, events, cars)
- Employers and workers (eg. councils, Aboriginal organisations)
- Vulnerable groups (eg. pregnant and new mums, people with disabilities)
Key considerations for collecting data

- Sample sizes
- Population coverage
- Ethics ('do no harm')
- Judgement needed
Part 4: Measuring change in practice
Consider an example of a TIS activity/action from your work.

Go through the ‘Steps for measuring change’

Then let’s discuss
Steps for measuring change

1. Consider National Indicators
2. Develop Action Plan
3. Work out local measures
   - What do we want to measure?
4. Decide on methods
   - How do we want to measure it?
5. Collect data
6. Then analyse and present it
Approaches to analysing and presenting evidence…

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

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**Simple numbers**

<table>
<thead>
<tr>
<th>Age</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children 0 – 4</td>
<td>286</td>
</tr>
<tr>
<td>Children 5 – 14</td>
<td>483</td>
</tr>
<tr>
<td>Young adults 15 – 24</td>
<td>420</td>
</tr>
<tr>
<td>Adults 25+</td>
<td>922</td>
</tr>
<tr>
<td>Total Population</td>
<td>2,111</td>
</tr>
</tbody>
</table>

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**Bar chart**

- **0-4**: 286
- **5-14**: 483
- **15-24**: 420
- **25+**: 922
- **Total**: 2,111

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**Pie chart**
Example of a Dashboard

Wadeye
Stronger Communities for Children
Community Dashboard

1. Children have a good start in life and grow up healthy
   1.1 Pregnant mums going to clinic for check-ups
   Wadeye = 41.5%*
   1.2 Pregnant mums who don’t smoke
   Wadeye = 49.4%*
   1.3 Mums aged 18 years and older
   Wadeye = 89.0%*
   1.4 Healthy birth weight babies (2,500 g or more)
   Wadeye = 78.1%*
   1.5 Children with healthy ears
   1.6* Healthy teeth
   Wadeye = 27%*

2. Children engage with school & have success in their learning
   2.1 Children ready for school learning
   Wadeye = 28%
   2.2 Children needing special learning support
   Wadeye = 55%
   2.3 Children attending school regularly
   Wadeye = 54%
   2.4 Children keeping up with their school learning

3. Children & young people are loved and safe
   - % of kids 10-18 in trouble with the law
   - Annual rate of repeat youth offending
   - Annual rate of substantiated child protection reports
   - % 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

- Community = 49%
- State average 82%
- Don’t smoke
- Smoke

Dashboards are a good way of showing progress over time