

HeadStart Kent

Knowledge Seminar Two Report

Measuring Outcomes

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1. KEY MESSAGES FROM SEMINAR 1: SUMMARY

There is a need to develop an overarching framework for resilience so staff/agencies can 'sign up' to this. A long term, holistic approach should be provided for young people, which is evidence based.

- Resilience is not a trait but an interaction between risk and protective factors
- We need to ensure we take an ecological and developmental view of resilience
- It is useful to focus on resilience in terms of the areas or 'domains' of a person's life that can be changed.
- Negotiation and navigation
- We need to consider what resources are available and how accessible are they

Broader Strategic Issues for HeadStart Project

The following are the long term issues that need to be addressed:

- Developing an overarching framework of resilience that the range of agencies can sign up to
- Encouraging a long term interdependency between individuals, services, agencies on providing an holistic approach to young people
- Providing a coherent system for evidence based evaluation ensuring that each element of the system is clear on how they evidence outcomes and impact

These messages from the first Seminar were presented at the HeadStart Programme Board (19.11.2014) and HeadStart young people's Shadow Board (13.11.2014.)

2. HEADSTART KENT ACTIVITY

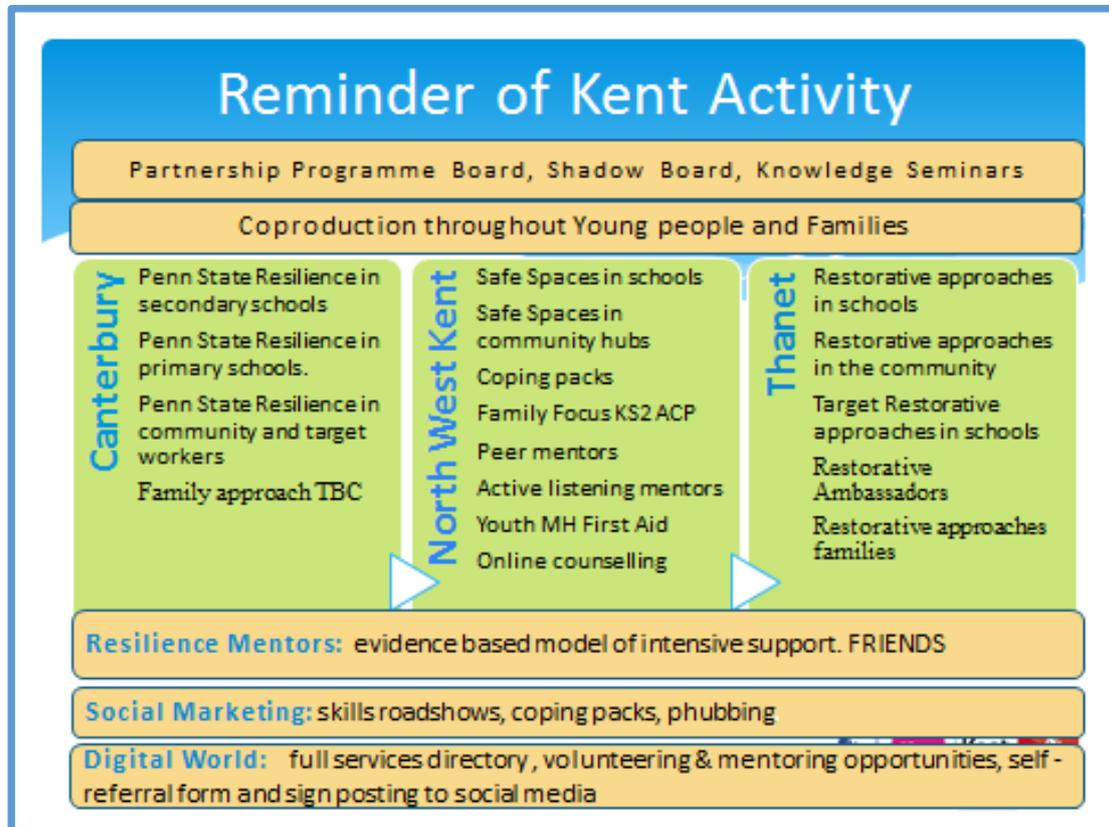
There are three pilot areas within Kent; Canterbury and the Penn State Resilience Programme, Thanet and the Restorative Approaches programme, and North West Kent which is focussing on families and Safe Spaces (see Table 1)

The broader context in Kent needs to be kept in mind as HeadStart develops. HeadStart is part of the wider Emotional Wellbeing Strategy in Kent.

There was a large amount of work going on in Kent around Prevention and Early Help, with the Six Ways to Wellbeing being emphasised, so our domains need to link in to this. HeadStart needs to link to the LAC reduction programme and the HeadStart framework needs to be sustained as part of wider programmes in Kent,

such as the Troubled Families criteria which is broadening to include health factors in their referrals.

Table 1: Kent HeadStart Activity



Feedback from Young People

- Young people found the domains resilience approach useful
- Identified areas of HeadStart Kent they felt would have most impact
 - Resilience mentors
 - Coproduction
 - social marketing
 - Family resilience
 - Safe Spaces
 - Peer support
 - Online directory

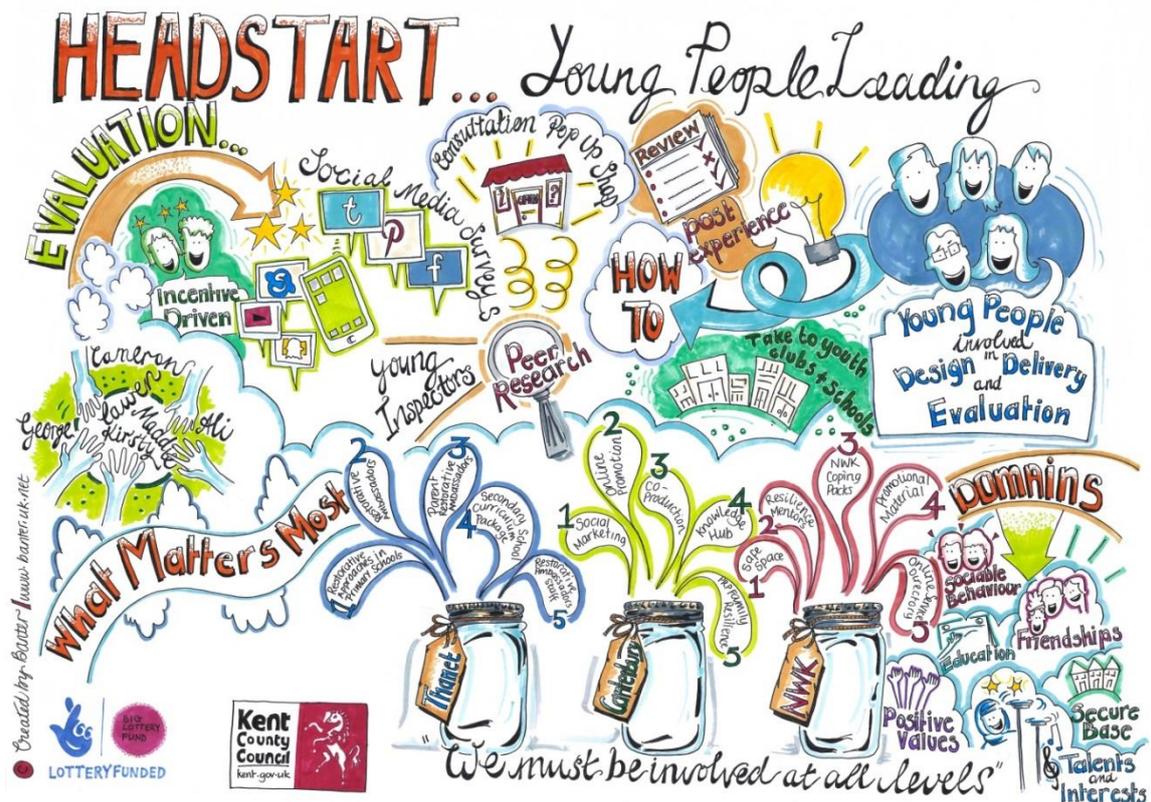


Figure 1: Young People’s Views on HeadStart

Kent’s Emotional Wellbeing Strategy for Children, Young People and Young Adults

Ensure Kent’s Emotional Wellbeing Strategy is central to developments:

- Contributing to service redesign
- Connecting to the system and enabling change
- Wider stakeholders already mapping and exploring system redesign

Outcomes

- **Early Help:** improved emotional resilience and receive early support
- **Access:** Receive timely, assessing and effective support
- **Whole Family:** Recognises and strengthens and wider family relationships.
- **Recovery and Transition:** Prepared for and experience positive transitions

Workshop Messages

- Everyone needs to consider how they contribute to building resilience and what they could do enhance it further.
- If our outcomes frameworks are to be guided by the domains (risk and protective factors) (see Figure 2 below), we need strategic cohesion across Kent including:
 - Workforce being prepared to work systemically.
 - Shared language
 - Less duplication
 - Easy moving and fewer transitions.

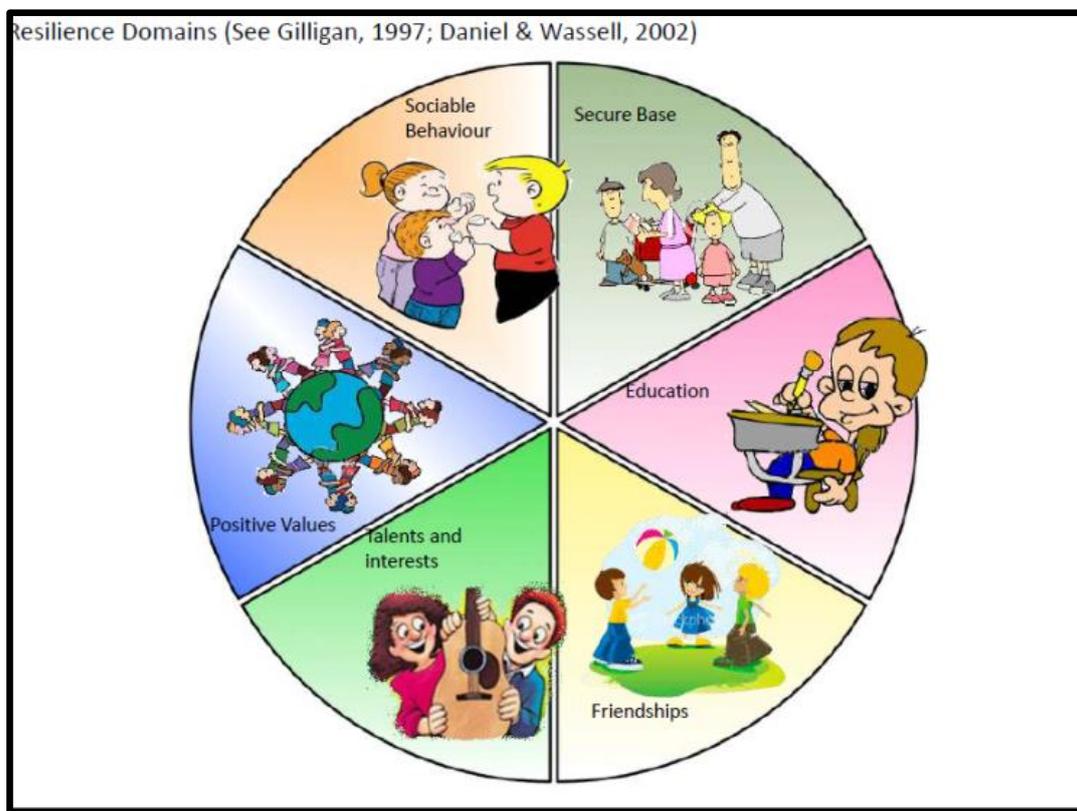


Figure 2: Resilience Domains (Daniel & Wassell, 2002)

- There is a greater awareness of activity locally and countywide and a lot has happened over a short period of time
- People fed back that the knowledge seminars have been useful and thought provoking.
- Some of the challenges include:
 - How to build coherence and ecological links when more than one intervention is working in the same area.

- How to involve more young people of greater diversity
- How to get passion and buy in from professionals
- How to increase the understanding and scale of social marketing

3. EVALUATION PROGRESS

Ugochi Nwulu provided an overview of the HeadStart evaluation process. The qualitative evaluation programme being coordinated by Kent County Council and The University of Kent. Public Health is interested in HeadStart as it ties into the Emotional Wellbeing Strategy.

Evaluation team

- Ugochi Nwulu - KCC / University of Kent
- Rob Comber - Education and YP's Services, KCC
- (Eileen McKibbin - Research and Evaluation, KCC)
- Gabriela Sette - CHSS, University of Kent
- (Prof Patricia Wilson - CHSS, University of Kent)

The Big Lottery will want to know what is actually going on, and how interventions are being delivered. We will need to know how our interventions contribute to the Theory of Change model. We will look at which aspects of the programme could be scaled up. Data sources will come from the HeadStart operational teams, community practitioners, school staff, HeadStart Resilience Mentors and young people.

Key evaluation questions:

1. What are the HeadStart interventions?
2. What is the theory of change across the programme?
3. How does each intervention contribute to the theory of change?
4. What is working well and not so well in the implementation and the delivery of HeadStart Kent?
5. What are the *critical and effective elements* of the programme which now need to be scaled up for a Kent wide approach to building emotional health and resilience

Evaluation will be via case studies, focus groups and questionnaires. Quantitative data collection will measure impact through school data/profiles, absences/attainment etc. (see Table 2). There are national Big Lottery Workshops with the evaluators, which help us define what we are doing and provide us with collaboration nationally. Surveys will be sent out to HeadStart schools February – June 2015, to provide a focus for data collection. These evaluation methods will then provide an evaluation report, which will shape the next HeadStart bid.

Table 2: Data Sources and Evaluation Methods

Kent area	Intervention 1	Intervention 2	Intervention 3
Data sources:	HeadStart operational team / Community practitioners / School staff / Resilience mentors Young people		
Evaluation methods	Case study	Focus group	Questionnaires

Baseline data collection

How we will measure the impact:

- HeadStart Schools data
 - demographics, risk factor profiles
 - pupil absences, exclusions
 - numbers accessing targeted support
 - Children and Young People who participate in the HeadStart programme

Next Steps for the Evaluation

January to March:

- National HeadStart conference
- Synergies with the national evaluation - field work, surveys
- Informal interviews and refinement of plans

March to May:

- *Focused data collection period*
- Data analysis and write up
- *Evaluation report*

Will include plans for an impact evaluation of fully scaled up project

The Big Lottery Review Workshop (15.12.2014) asked us - how do we know we are contributing to resilience? The focus of the Knowledge Seminar 2 was on how we measure outcomes.

4. THE KNOWLEDGE SEMINARS

These Knowledge Seminars provide the HeadStart project with a broader picture on resilience. The approaches are what we have chosen to test as a pilot project. Yet the programme is about systems change, and we need to model in HeadStart what that should be through reaching out through the system. The Programme Board and Shadow Board meet once a quarter, with the young people's Shadow Board feeding into the Programme Board. We hold these Knowledge Seminars four times a year. We have had Big Lottery Workshops facilitated by Boing Boing, Young Minds and Achievement For All, which have been commissioned by the Big Lottery to provide these Workshops.

Co-production is a key part of HeadStart, with young people's ideas and feedback adding to and shaping the project. Young people were positive about the resilience domains, and have identified areas within HeadStart which they feel would have the most impact. Therefore the Knowledge Seminars are central to our learning. We still have some challenges; we need diverse young people involved in HeadStart and young people need to become more aware on what HeadStart offers them

Seminar 2: Measuring Outcomes

This seminar focused on how we evaluate and measure outcomes related to resilience. It included:

- Theoretical and practical issues in measuring resilience
- Measures of resilience
- Challenges faced by services in measuring outcomes
- A domains approach to measuring resilience
- Mapping where services/interventions fit and what you measure

5. CHALLENGES AND CONCERNS IN MEASURING RESILIENCE OUTCOMES

Attendees were asked what challenges they face in measuring resilience outcomes in the work they do or commission. Analysis of individual responses and group feedback indicated some particular themes with regards to challenges in measuring resilience outcomes

1. There is a need for a county-wide holistic approach that takes a long term view on how we measure resilience
2. Currently there is no agreed definition or common understanding of resilience
3. Not clear on how specific projects and interventions fit within the broader resilience picture and this makes it challenging to measure.
4. Uncertainty about what to measure and how to measure it
5. Concerns that one size does not fit all
6. Concerns about sample size and what would make for a statistically powerful sample.
7. How do we link the need for outcomes as a service to the needs of the individual work with young people?
8. How do we track young people as they move on?
9. How do we get parents/children understand and participate in measuring/
10. Measuring a process not an outcome

Several hindrances were identified:

- Communication between services in terms of getting the data needed to measure outcomes
- Resourcing this process – training staff and cost of the measures
- Staff attitude – not seeing it as part of role or as helpful
- Getting the broader system particularly parents to see the value

This lead to some important discussion captured below:

- How do we measure resilience within schools, i.e. sample size, should we use focus groups so data does not get lost?
- Schools and young people are exposed to a large range of surveys and questionnaires already, do these surveys actually measure the outcome we are looking for?
- There is no standardised tool for measuring resilience, we need clear performance measures, but are these always right for young people?
- Challenges within services in terms of directly evidencing impact on young people's resilience, how do we show our impact on resilience?
- How do we capture impact from other projects/services, not just HeadStart that is going on?
- Who is the target group for HeadStart, as there are lots of factors which need to be focussed on for vulnerable young people not just resilience?
- We do not want to create dependency, rather we need sustainability and independence from young people, parents need to support this, and resilience comes from identity and self-esteem so how is this captured?

- We need to educate young people to be 'life ready'. It is hard to measure resilience so it would help if there was a universal tool. How do we make sure schools and parents give time/priority to resilience and measuring resilience?
- It was asked how do we measure resilience within young people with communication issues or learning difficulties? We require a context of measuring resilience, we need to think carefully when and how we measure resilience as different times may affect results, and we need to think about groups/backgrounds of young people.
- It was raised that we need to be careful not to assume young people's resilience status based on their background or what teachers assume based on the young person's character. Resilience is a young person's perspective on challenges and there will be repeat users of our services so we need to make sure these young people are not cut off.
- Angela Ford said HeadStart is experimenting with the Sterling Wellbeing tool, so we can see how useful this tool is and practitioners will have different perspectives on using this tool.

6. KEY MESSAGES FROM THE LITERATURE

Measuring resilience as an outcome is complex due to the interactive nature of the variables and the number in existence. There is no single measureable resilience factor preventing HeadStart from having a Dependent Variable 'resilience'. Several 'resilience scales' have been developed and examples include:

- Resilience Scale for Adolescents (READ) (Hjemdal, 2006)
- Child and Youth Resilience Measure (Ungar, 2002)
- Resiliency Scales for Children & Adolescents (Prince-Embury, 2006)
- Resilience and Youth Development Module (Constantine & Benard, 2001)

There are a number of other measures that are described as resilience scales, but are actually a number of sub-scales based on factors associated with resilience. When choosing any measure it should be able to reflect the complexity of the concept and the temporal dimension (see Donoghue and Sturtevant, 2007).

On reviewing the criteria for the various scales and consulting reviews in to their reliability and validity, it was concluded that no single resilience scale exists that is suitable for the HeadStart programme. One of the most significant factors that excluded a number of scales was the age range of the programme (10 – 14). This age range straddles the cut off points for scales as most measure children up to 10 or 11 years of age and then scales for teenagers / adolescents begin. Therefore only one scale can potentially be used on the whole sample: California Healthy Kids Survey – The Resilience Scale of the Student Survey (Sun and Stuart, 2007). However, it must be noted that when peer reviewed it has been criticised....

The alternative to a single resilience scale is to focus on the individual factors – or domains – associated with resilience. As has been outlined in the seminars, ‘resilience’ is demonstrated when there is an interaction between protective and risk factors and adversity is overcome; but adversity must be present. This poses an important question for the HeadStart programme in terms of quantitative evaluation: what are the Dependent Variables? Based on the current design of the programme it was advised that any measures focus on the factors relevant to each of the interventions and the individual theory of change that underpins the organisation or intervention.

Providers who are looking to introduce measurement processes in to their service delivery were introduced to some of the key considerations in the process. These include:

- ‘What’ are they measuring (the Dependent Variable)
 - what best reflects the desired ‘outcome’
- Self report measures versus third party rating
 - Demonstrated in the literature that incongruity exists between child, teacher, parent ratings. A potential justification to triangulate evidence.
- Age range of service users
 - 10 – 14 straddles age cut off points for most measures
 - Self report can be challenging due to variance in reading ability
 - Children often create situational effects in measurement as often they cannot differentiate how they feel at the point of measurement and how they feel generally.
 - In a recent evidence review of resilience measures (Windle, 2011) it was found that there was not a conceptually sound or psychometrically robust measure of resilience for children
- Validity of measure
 - Although there are a large number of measures and scales that are used in the study and evaluation of resilience, they vary in their validity and reliability – they do not always do what they say on the tin.
- Requirements of analysis or reporting
 - When deciding on measures partners must consider what analysis or reporting is needed once the data are collected

A further consideration for the programme introduced was the different ecological levels that data must be captured i.e. Individual, Family, Community (including school). This may mean data capture may require third party reporting. The finding from the literature in relation to incongruity between child, teacher and parent reports, means outcome evaluation can be strengthened or weakened depending on how scores or ratings are weighted.

The material introduced in the previous seminar will help those without in depth knowledge of resilience including the work by Brigid Daniel and Sally Wassell. Their

work provides an accessible introduction to the domains that are important in resilience and are broken down in to appropriate age ranges. They also demonstrate at what ecological level each of the factors relates to facilitating partners on the HeadStart programme to map these against their own theory of change.

To demonstrate different methods of implementing resilience based interventions Australia and the UK provide a useful contrast. As illustrated in figure 3 whilst in the UK most interventions focus on the family and individual level, Australia is increasingly focusing on the community and family level demonstrating a strategy of providing the protective factors around the child, family and wider community.

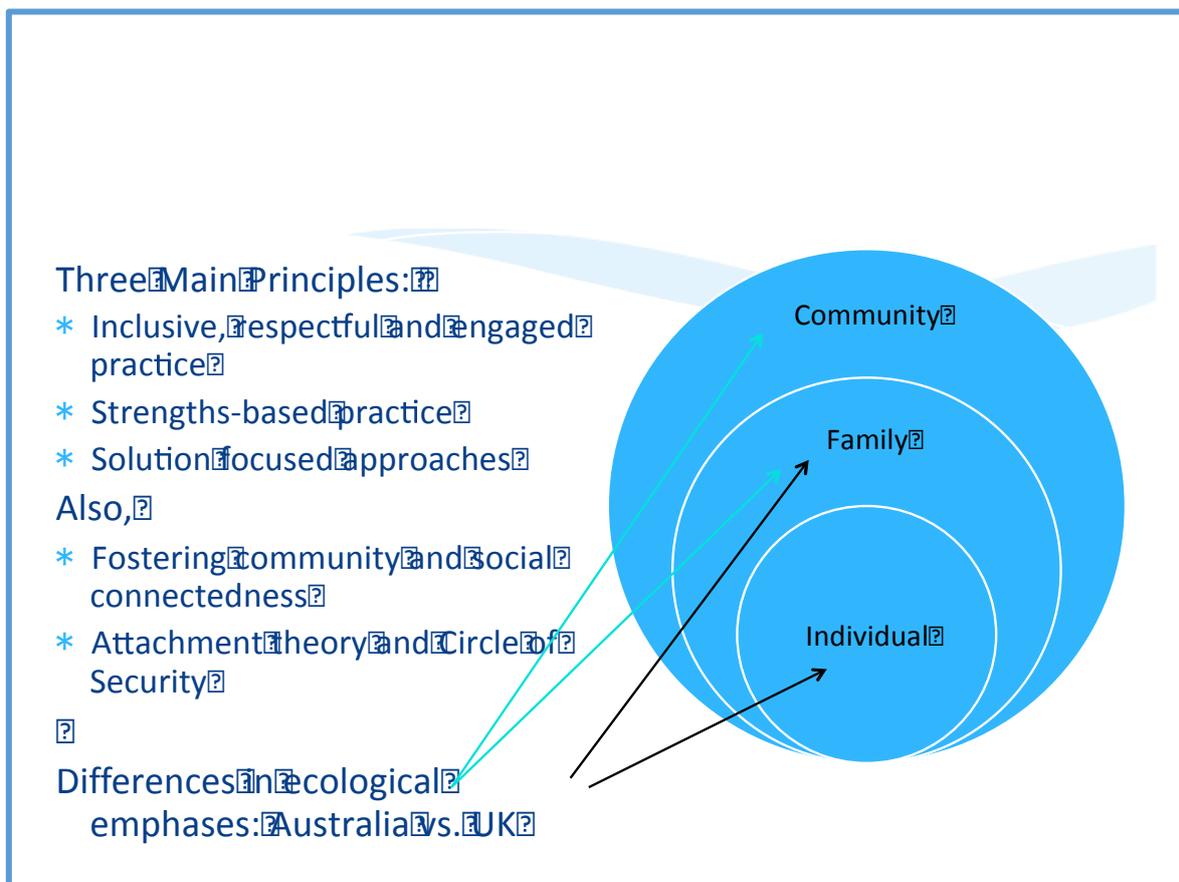


Figure 3: comparison of ecological levels Australia and UK focus on

This again reinforces the continuous thread throughout the knowledge seminars of the importance of including the community level; the same body of literature informing the current HeadStart programme has influenced much of the work in Australia.

A final consideration for the partners when considering measures associated with resilience is the tension that exists between ‘attribution’ and ‘contribution’. A child experiencing adversity will potentially be receiving forms of support or intervention from a number of different organisations (as may their wider family). This makes

attributing any improvement to a single intervention or organisation problematic as there could be a contribution to the change from more than one source. Changes may also be indirect and participants in the seminar were provided with some brief insights in to the way variables may have an impact but not directly. However, these examples were 'additional' to the core information and included for review in their own time.

7. REFLECTION FROM DOMAINS MAPPING EXERCISE:

Attendees were asked to think about their services and interventions and which domains (see Figure 2) they felt they had an impact on? They were asked to reflect on what they had discovered doing the activity. The following is a summary of the group discussion:

- What do we do with data
- Why do we collect data?
- What is the purpose?
 - Outcomes
 - Performance
 - Inform commissioning
 - Priority
- It is important that we inform practice with what we find
- Not collecting in all areas (education)
- Data collection is often driven by funders
- How we collate that data
- Large number of measures – how it gets pulled together
- What is the focus – value added score – then use other data
- What is your theory of change – what are you basing assumption on – does emotional resilience link to academic achievement

Four key themes need to be considered when thinking about an outcomes framework for resilience work in Kent:

1. There is a need for a county-wide holistic approach that takes a long term view on how resilience is measured
2. Need to ensure that we think about measurement at a county level (what does this tell us about Kent's progress in terms of improving resilience in young people), a service level (how does the service know it's contribution to the overall picture is effective) and an individual level (how do we ensure that outcomes are meaningful for the work with individual young people).
3. Domains could be used as an assessment tool, for measuring outcomes and informing practice.

4. An evidence matrix / outcomes framework is key to measuring resilience in its varying forms across services.

8. WAY FORWARD FOR THE KNOWLEDGE SEMINARS

Seminar 3 Evidence Based Approaches

The next Knowledge Seminar will focus on evidence based approaches to working with resilience. The seminar will include:

1. An opportunity for the various projects from Headstart to talk about their work and progress.
2. An activity building on the previous 2 seminars around mapping where the projects fit on the domains and letting people identify the gaps.
3. Input on the ecological systemic approaches to understanding and developing resilience. e.g. more fully explore some evidenced approaches used in the UK such as Daniel and Wassell's (2002) approach.

References:

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- Prince-Embury, S. (2006). *Resiliency Scales for Adolescents: A profile of personal strengths*. Antonio TX: Harcourt.
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- Ungar, M. (2006). Nurturing hidden resilience in at-risk youth in different cultures. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 15(2), pp. 53-58.
- Windle, G., Bennett, K. & Noyes, J., (2011). A methodological review of resilience scales. *Health and Quality of Life Outcomes*, 9(8), doi:10.1186/1477-7525-9-8.

Appendix 1: Attendees

Name	Organisation
1. Alan Wilson	Develop Your Child
2. Alex Hassett	Canterbury Christ Church University
3. Alex Holmes	Hartsdown Academy
4. Alison Small	Canterbury City Council
5. Angela Ford	KCC
6. Becca Pilcher	KCC
7. Bob Foster (his colleague Matt Buttery attended in his place)	Triple P
8. Carrie Neeves	Living in Harmony
9. Cathy Donelon	Stepahead Support
10. David Weiss	KCC
11. Dawn Mitchell	Street Games
12. Eileen McKibben	KCC
13. Ellie Ransley	KCC
14. Emily White	Young Epilepsy
15. Emily Upfield	Project Salus
16. Faye Geary	Family Action
17. Florence Kroll	KCC
18. Gillie Heath	KCC
19. Grace Dennis	KCC
20. Hattie Barden	Sevenoaks Area Mind
21. Heather Goodacre	KCC
22. Heidi McGee	KCC
23. Hilary Alford	KCC
24. Isla Hill	Make Believe Arts
25. Jane Marshall	Ashford Oaks Primary School
26. Jennifer Marshall	Joy Lane Primary School

27. Juli Dosad	Banter
28. Julie Albone	Kent Police
29. Karen Jefferys	Jus B
30. Katie Dare	Family Lives
31. Kayleigh Smith	Young Kent
32. Lauraine Griffiths	KCC
33. Lee Russel	Kent Police
34. Lisa McMillan	Joy Lane Primary School
35. Lucy Setterfield	North West Kent APS
36. Maddie Springett	Young person
37. Mark Kerr	The University of Kent
38. Mark Solomons	Developing Potential
39. Nicola Farrell	North West Kent APS
40. Rachel O'Connor	KCC
41. Rob Comber	KCC
42. Ruth Marriott	Catch 22
43. Sacha Dilkes	Charles Dickens School
44. Sally Williamson	Project Salus
45. Sarah Gow	KCC
46. Sarah Holness	Project Salus
47. Scott Bagshaw	KCC
48. Sharon McLaughlin	KCC
49. Suzanne Baker	YMCA East Surrey
50. Tim O'Brien	KCC
51. Tina Mallard	KCC
52. Tracey Adebawale-Jones (colleague Graeme Green attended in her place)	Horseheard
53. Ugochi Nwulu	KCC
54. Zoe Fish	Kent CHT NHS