



# Making Evidence-Informed Commissioning Decisions

Using the What Works Ireland Evidence Hub





## Evidence is derived from data that has been analysed and interpreted using appropriate methods

- *Different data collection and analysis methods can be used to address different questions.*
- *Evidence-informed commissioning should consider a range of questions*





## The What Works Ireland Evidence Hub presents evidence on the effectiveness of interventions in improving child outcomes

- *The Evidence Hub answers some questions that arise during the commissioning process.*
- *There are other questions commissioners should ask and answer to make the most of the information on the Evidence Hub.*



## Commissioning Principles (Tusla)

1. Where possible, there's a preference for early intervention/prevention programmes.
2. There's a preference to commission programmes and services that are evidence based or evidence informed.
3. Commissioning should use a partnership approach, with partners including providers, other commissioners, children, young people and parents/carers.
4. Commissioning respond to the specifics of the local context.
5. Commissioning will support universal and targeted services.
6. Commissioning should include capacity-building measures for the local community and voluntary sector.





## Back to the basics: Working in partnership towards better outcomes for children

**Working with partners effectively is essential for coordinating activities and delivering your strategy.**

- Have key partners agreed an approach to collaborative working?
- Does this include a commitment to taking an evidence-informed approach?
- How effective are current arrangements for sharing data?

**Leadership plays an important role in championing the use of evidence.**

- Do leaders promote a culture that encourages effective evidence use to make informed decisions?

**Community voice is an important part of commissioning.**

- Does the partnership value the participation of children, young people and families in service planning?
- How does your partnership engage local communities?

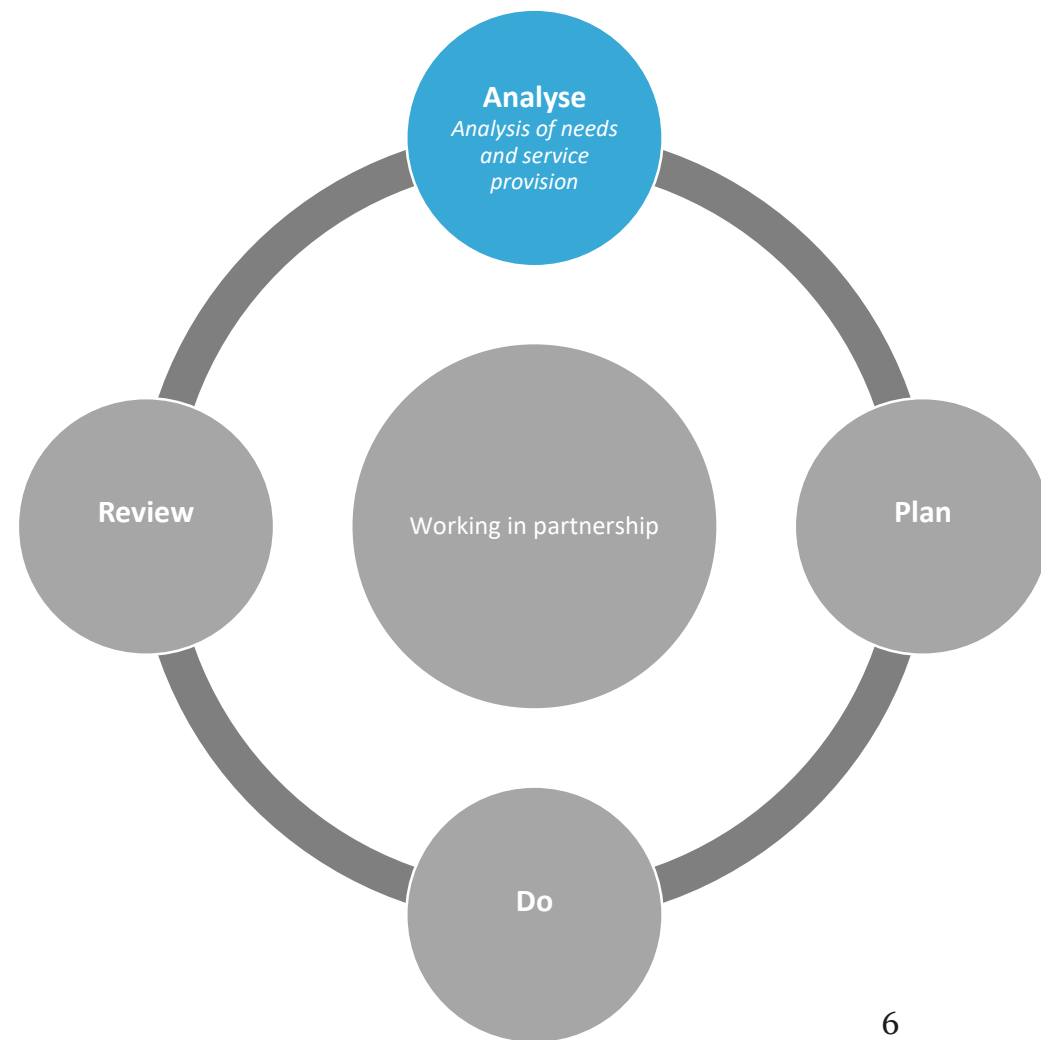


## Analyse

- **local needs**
- **community perspectives**
- **current provision**

### Pitfalls

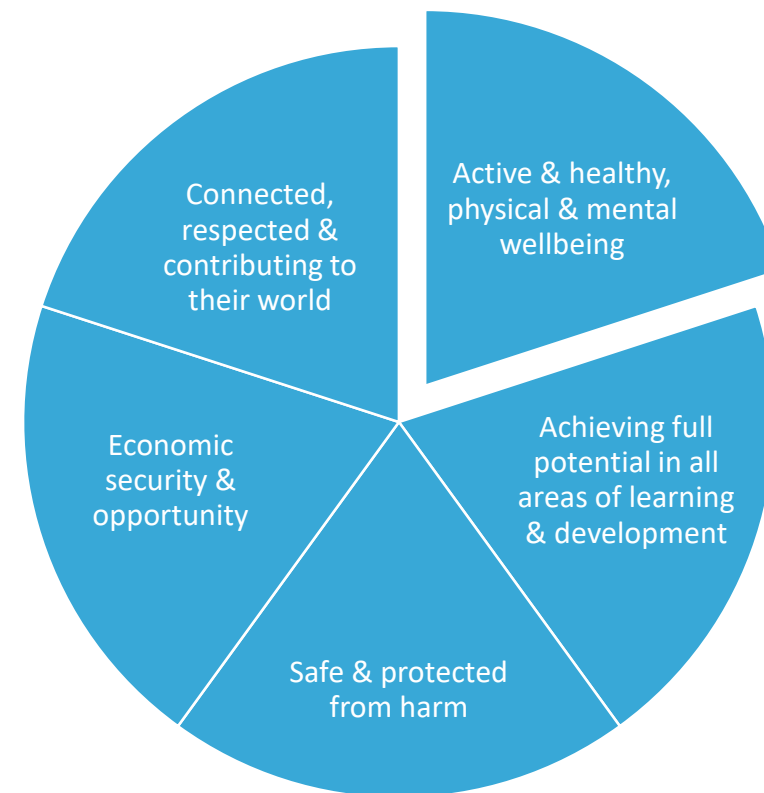
- Selectively gathering data to support existing views
- Collecting a large volume of data and 'missing the forest for the trees'
- Unquestioningly using data



## Local needs

- What are existing and emerging trends?
- Who is most vulnerable?
- Can you identify hotspot locations?

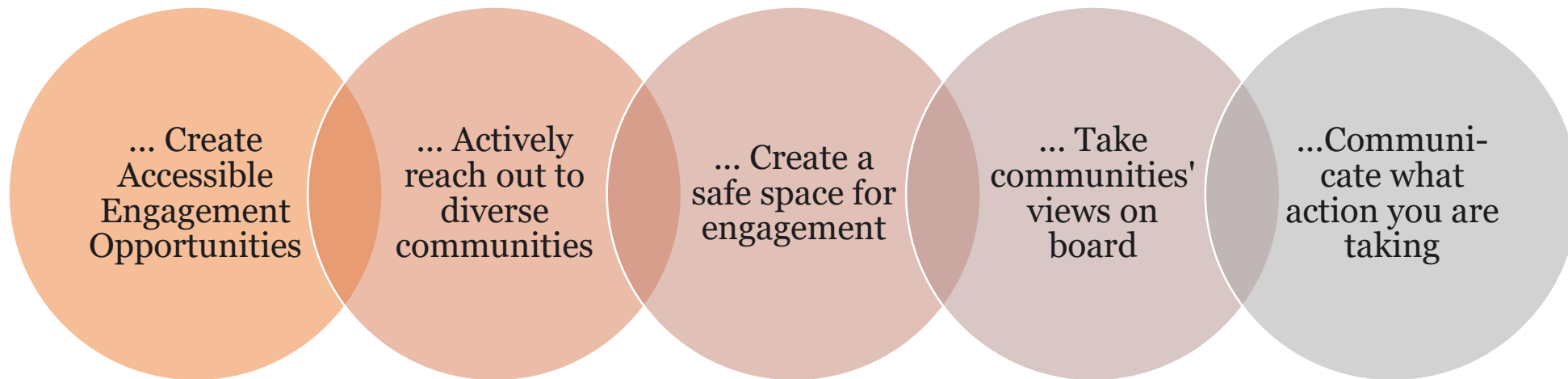
**Tusla's Commissioning Guidance lists a number of sources where you can obtain quantitative and qualitative data from.**





## Community perspectives

- **Feedback**
- **Consultation**
- **Co-creation**



**Consider how community members will be involved throughout your planning process – from understanding priorities and community needs, to developing and reviewing proposals.**



## Current provision

- Stakeholder and interventions mapping**

Name & Description	Funding	Organisation	Practitioner	Target level	Target population	Target outcome	Geographic area	M&E data
<b>intervention/ support offer</b>	<ul style="list-style-type: none"> <li>Total funding</li> <li>Duration funded for</li> <li>Source of funding</li> <li>Cost per participant</li> </ul>	<ul style="list-style-type: none"> <li>delivering the service /intervention</li> </ul>	<ul style="list-style-type: none"> <li>qualification</li> <li>intervention-specific training</li> <li>feedback on the intervention</li> </ul>	<ul style="list-style-type: none"> <li>Universal</li> <li>Targeted</li> </ul>	<ul style="list-style-type: none"> <li>Age</li> <li>Gender</li> <li>Ethnicity</li> <li>Sexual orientation</li> <li>SEND status</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Active &amp; healthy, physical &amp; mental wellbeing</li> <li>Achieving full potential in all areas of learning &amp; development</li> <li>Safe &amp; protected from harm</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Across partnership/place-based delivery?</li> </ul>	Local data on <ul style="list-style-type: none"> <li>Reach</li> <li>Referrals in and out</li> <li>satisfaction</li> <li>impact</li> <li>...</li> </ul>


- Pathway mapping**

Targeted indicated			
Targeted selected			
Universal			
Age	0-2	2-5	5-9,...



## Current provision

- Are any programmes that are available at the moment on the Evidence Hub?
- Are there programmes on the Evidence Hub that might fill gaps in your provision?



**WHAT WORKS**  
SHARING KNOWLEDGE  
Improving Children's Futures

Keyword

## Plan: Create a clear plan based on the data you've collated

Fill in the gaps:	Tweak and refine:
<ul style="list-style-type: none"> <li>Do you deliver a set of local services to address identified needs and priorities, including universal &amp; targeted approaches?</li> </ul>	<ul style="list-style-type: none"> <li>Are you identifying individuals who would benefit from early support?</li> <li>Are you reaching enough people?</li> <li>Are you using approaches and interventions that are effective?</li> </ul>





## Plan: Create a clear plan

Theory of change


Why is it needed?	What does your intervention do?	What will it achieve?
local needs, preferences, and available support	What are the strands of activity that address the identified need(s)?	What will each of these strands achieve?

## Plan: Create a clear plan

Level	Why is the response needed?	What does the response do?	What will the response achieve?
System			
Service			

### Possible actions:

- Improved collaboration, e.g. referral pathways
- Improved monitoring & evaluation of well-designed services
- Implementation of evidence-based programmes



**WHAT WORKS**  
SHARING KNOWLEDGE  
Improving Children's Futures

Keyword



## Do: Create a Logic Model and Implementation Plan

### Logic Model

The Logic Model builds on the Theory of Change and forms the basis of your implementation plan.

What inputs are needed?	Which activities are needed?	Who needs to attend the intervention?	What do participants learn?	How will behaviour change?	What outcomes, if any, will improve?
-------------------------	------------------------------	---------------------------------------	-----------------------------	----------------------------	--------------------------------------

### Theory of change

Why is it needed?	What does your intervention do?	What will it achieve?
local needs, preferences, and available support	What are the strands of activity that address the identified need(s)?	What will each of these strands achieve?

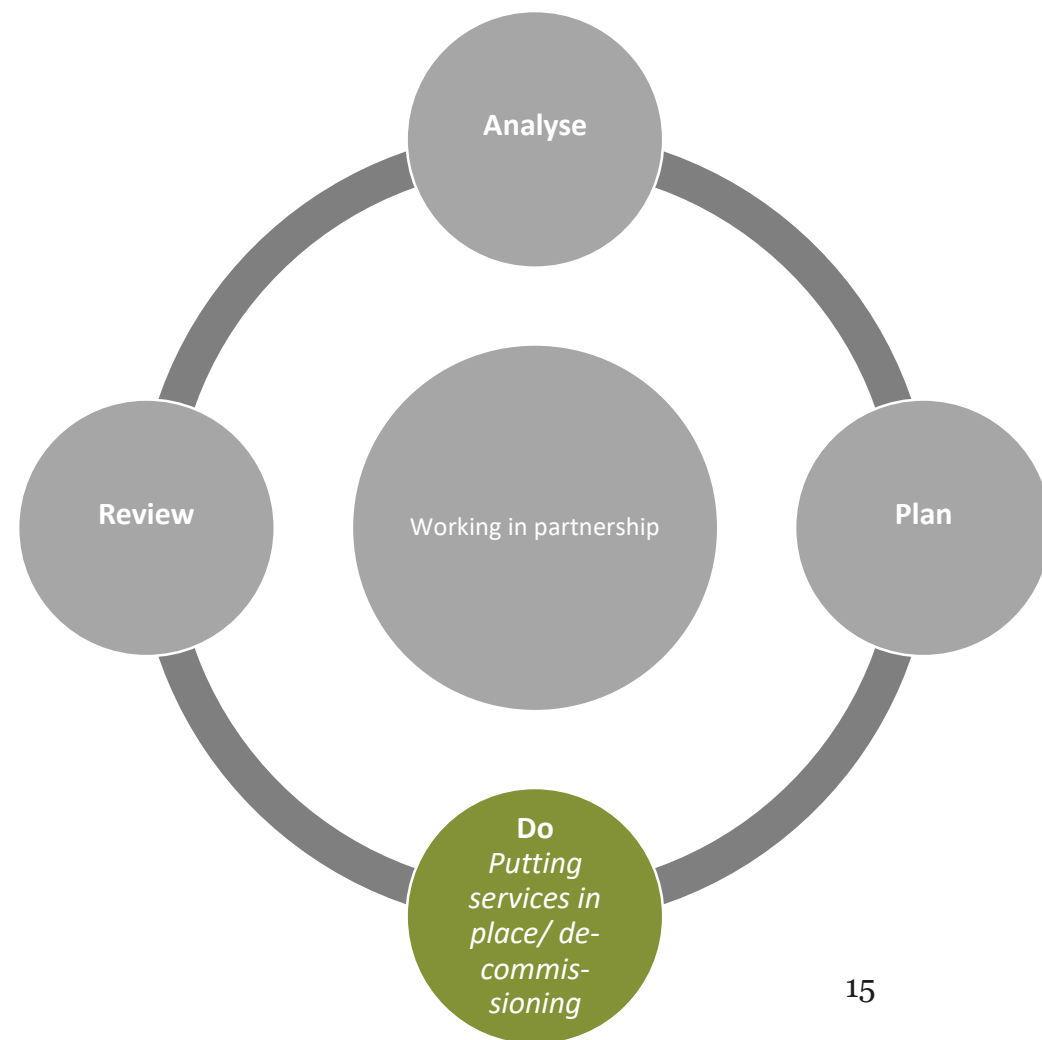
### Evaluation

Evaluation plans should correspond to the Theory of Change/Logic Model and apply metrics that are consistent with the Logic Model.



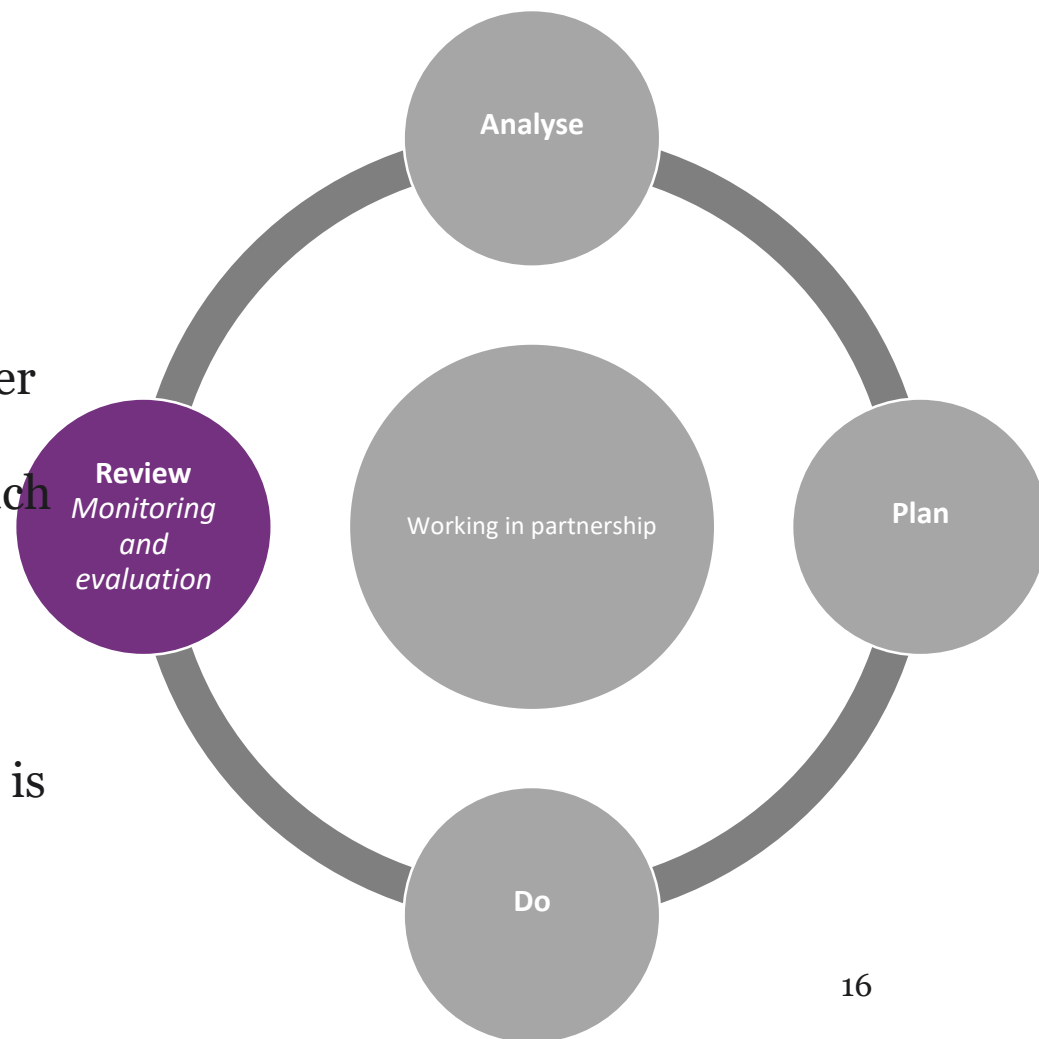
## Do: Deliver the agreed programme

- Support staff
- Track progress



## Review

- Evaluation plans should be agreed as part of your implementation plan
- **Implementation & Process Evaluation**
  - identify indicators that you can track, such as the number of people you are reaching, ..
  - gather views and perspectives from key stakeholders, such as practitioners and young people
- **Understanding impact**
  - Pre-post measures
  - A controlled study can tell you whether the intervention is working as intended



## Circle Back

Circling back to your needs assessment can help make longer-term plans and reflect on changing priorities.

Revisiting your strategic needs assessment will give you an insight into

- trends;
- persistent gaps;
- whether there are improvements in some places,
- whether the prevalence of certain risk factors is reducing,
- whether there are fewer negative outcomes.

