

# The Value of Hamelin Trust's Roots and Shoots: An SROI Analysis

March 2011



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## Executive summary

*“Roots and Shoots is a marvelous place for students to learn gardening in lovely surroundings.”*

Hamelin Trust is a charity formed in 1979 to provide additional services for children with disabilities. Hamelin Trust now has many projects supporting people with disabilities and their families across Essex. One of these is Roots and Shoots, a horticultural project that offers training and work experience in gardening and maintenance to residents of South East Essex who have learning-disabilities.

A Social Return on Investment (SROI) analysis has been conducted to evaluate the social value created by Roots and Shoots between April 2009 and March 2010. The analysis evaluates the social return created for the students who attend Roots and Shoots, their parents and carers, the customers who use the service regularly, and Local Authorities who fund the attendance of some students. The SROI analysis was carried out according to the standard approach to SROI as documented in the Cabinet Office sponsored Guide to SROI.

The analysis showed that the activities of Roots and Shoots resulted in two immediate changes for students, these changes led to others, which ultimately resulted in the students feeling better about themselves and what they can do and feeling more comfortable talking to people or have more friends. A few students also moved to more independent living and another got a job. **Outcomes** are also achieved for the students’ parents and carers, for example becoming more relaxed and improving relationships, and for customers, who enjoy supporting a social enterprise but can feel frustrated due to receiving a somewhat slower and less reliable service. In addition, students, customers and Local Authorities save money through using the Roots and Shoots service.

This SROI calculates that, for every pound invested in Roots and Shoots, the likely social value created through these **outcomes** is about £2.07. This is based on the information currently available. This social value is divided between the students, for whom 42.7% of the social value is created, their parents and carers who receive 25.6%, the customers who receive 0.9%, and the Local Authorities, for which 30.8% of the social value is created.

As in all SROI analyses, this calculation was based on estimations and assumptions. The sensitivity of the social return ratio to changes in a number of these was tested. As a result, the social return for each pound invested ranged from £ 1.76 to £3.92.

A number of recommendations were made as a result of the analysis, which may help shape data collection and improve future social **impact** measurement at Roots and Shoots. The recommendations included: ensuring Roots and Shoots has a data collection system which regularly monitors whether the **outcomes** identified are being achieved and how long they last, and investigating the possibility of having a minibus to transport students to and from the service.

## Assurance statement

**This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report**

# Stage 1: Establish scope and identify stakeholders

## Introduction and background

### About Hamelin Trust

Hamelin Trust was first started by two families with children with disabilities who saw the need for additional services for children with disabilities in the area of respite care for the families. Formed in 1979 Hamelin Trust became a registered charity in 1982 and started offering the first service at Hamelin House in May 1983.

From 1983 Hamelin Trust vision has been and remains:

- People with learning disabilities should be enabled to live as fulfilled and independent a life as possible in accordance with their wishes and wherever they choose.
- Services which enable such a lifestyle should be provided in partnership with those with learning disabilities, their families or advocates, voluntary organisations and statutory services.
- The partnership should seek to provide services within the person's own community enabling them to contribute to that community, and to retain and develop local links, friendships and interests.

In order to achieve this vision, Hamelin Trust delivers a number of projects:

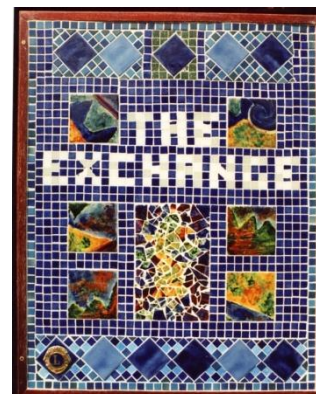


**Hamelin House** is an 8 bed unit providing short break residential respite care services for children aged 5 to 18 years located in Billericay, Essex. It is a home away from home and offers support to children with learning disabilities and additional support needs because of physical or sensory impairments or challenging behaviour. The House provides a welcome break for parents/carers from the day to day demands and pressures of caring for their child, it also provides an exciting and enjoyable stay for the children.

A **Community Support** Service was developed in 1991 to meet the needs of individuals by providing flexible services from, and within peoples own homes. The service is managed out of the Exchange building and it's underlying aims are to facilitate greater independence for people with learning disabilities, to maximise their opportunities within the community and help to prevent the breakdown of family and other relationships. Each package is set to

meet specific individual needs and enables people to access facilities within their own community.

Hamelin Trust has provided morning, afternoon and evening activities for adults with learning and/or multiple disabilities and/or complex needs at **The Exchange**, a small resource centre in Wickford, Essex since 1993. Around 15 service users access the core weekday services with a different group of approximately 10 people using the facilities offered in the evenings and at weekends. The Exchange provides a base from which to access a range of leisure, educational and recreational activities within the community whilst also providing sessions within the resource centre.



**The Bungalow** has been open since 1994 in Shotgate, Essex and provides a home for four people with multiple and profound learning disabilities, with some having sensory impairments. The service is managed in partnership with parents and/or advocates of the residents. The Bungalow was purpose built in partnership with a Housing Association and is equipped to meet the needs of the residents, being wheelchair accessible throughout.



In 1998 the Trust purchased Sutton Bridge Farm in Rochford, Essex to develop a residential short break service for young people and adults. The farmhouse, known as **Gowlands** has been totally refurbished to provide 9 bed accommodation to meet the needs of it's service-users which are high either because of their additional multiple impairments or because of challenging behaviour.

The **Hydrotherapy Pool** is the latest addition to the services Hamelin Trust provides. The pool is a facility that benefits not only those who currently access Hamelin Trust but anyone who feels they can benefit from this service. The Pool was officially opened in April 2010 and is currently open for four sessions a day, seven days a week.



Hamelin Trust also runs a range of social enterprises offering training and work experience to adults with learning disabilities. They offer training and work experience in IT recycling through **RevITalise**, in Maldon. Renovated personal computers and related equipment are made available for those on lower incomes who may not otherwise be able to afford personal computers. Project members gain various skills including the dismantling and rebuilding of computers and in the use of software to check computer systems.

The **Furniture Restoration** project focuses on restoring furniture that has been donated by the public, and which is then sold through the Trust's charity shops or through other outlets. The members of this project undertake training in the various skills required to restore furniture to a very high standard, from stripping off old varnishes and paints to the French Polishing finishing process.



## About Roots and Shoots



The site at Sutton Bridge Farm is the location for **Roots & Shoots**, a horticultural project that offers training and work experience in gardening and maintenance to residents of South East Essex who have learning disabilities. Through this the project aims to increase the students' knowledge and create opportunities for employment within their local community.

Roots and Shoots seeks to achieve this mission through training and coaching in horticulture based at the 5 ½ acre farm. The project also offers students work experience through its management of the grounds of the various sites across the Trust and work offering gardening services in the local community. A vegetable box scheme selling crops grown on the allotments at the Farm is also being developed.

The service users that attend Roots and Shoots come to the project through a number of routes. Routes include referrals from social services, word of mouth and from the work Hamelin Trust do with local schools. The service users attend the project for a differing amount of time dependant on their abilities and what their own individual **outcome** goals are. The time spent at the project can range from 6 months to a number of years. From the moment a new service user enrolls the support Roots and Shoots offer begins. It starts by introducing them to other team members and staff and showing them around the farm. This is done to help them settle in as soon as possible and overcome the natural nervousness associated with starting anywhere new.

Following a few sessions of them getting to know the project workers and vice versa a Roots and Shoots team worker will sit down with the trainee and start the process of developing a training plan. They do this through a combination of asking them what they have enjoyed and observation from staff members. At this point staff consider all desired outcomes that are achievable for the trainee; those that can be measured by external verification which the project calls "hard" outcomes and those that are less easy to measure which the project calls "soft" outcomes. Typical "Hard" **outcomes** would include attendance at training courses for health and safety, manual handling, fire safety and safe use of garden equipment.



Over the period of this report one service user gained employment, and two moved into independent living. 17 of the service users successfully completed the accredited training through the NPTC (National Proficiency Test Council).

In addition many service users have achieved other **outcomes** and all these **outcomes** are explored further within this report.

## SROI analysis

This report evaluates the social return on investment of Hamelin Trust's Roots and Shoots Project. Measuring the social value of the service allows us to demonstrate much more of the **impact** the service has on its **stakeholders**. When only economic measures, such as cost savings, are used to assess services this does not capture the additional social **outcomes**, which are often of greater value to **stakeholders** than purely economic **outcomes**.

The SROI model provides a method for understanding, measuring and reporting on the social and environmental value that is created by an organisation or project, as well as the economic. It examines the **impacts** that are achieved through the project's work and attributes financial values to these based on common accounting and investment appraisal methods. However, SROI is about much more than just the monetary value of the **impacts** created. It tells a story of what the organisation does and how this creates change for a number of different groups involved and, in so doing, it reflects their ideas about what is important.

The practice of SROI guided by a set of principles and is conducted according to a six-stage process. These principles and stages are listed below:

### SROI Principles

1. Involve **stakeholders**
2. Understand what changes
3. Value what matters
4. Include only what is material
5. Avoid over-claiming
6. Be transparent
7. Verify the result

### SROI Stages

1. Establish scope and identify **stakeholders**
2. Map **outcomes**
3. Evidence **outcomes** and give them a value
4. Establish **impact**
5. Calculate the SROI
6. Report, use results and embed

## Terminology

There are some terms used in this report which it may be useful to explain. All definitions are sourced from the Guide to Social Return on Investment (The SROI Network, 2009) (unless otherwise stated) which lays out the standard approach to SROI and was sponsored by the UK Government, Cabinet Office. The terms listed are highlighted in bold throughout the report to indicate that their definition can be found in this section.

### Attribution

An assessment of how much of the outcome was caused by the contribution of other organisations and people.

<b>Deadweight</b>	A measure of the amount of outcome that would have happened even if the activity had not taken place.
<b>Drop-off</b>	The deterioration of an outcome over time.
<b>Impact</b>	The difference between the outcome for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.
<b>Indicator</b>	Information that allows performance to be measured. This usually takes the form of a statistical value which links an organisation's activities to its outputs and outcomes (Lawlor et al., 2008).
<b>Materiality</b>	Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.
<b>Outputs</b>	A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.
<b>Outcomes</b>	The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.
<b>Proxy</b>	An approximation of value where an exact measure is impossible to obtain.
<b>Stakeholders</b>	People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.

## Scope

### Purpose

The primary purpose of this SROI analysis is to demonstrate the social value created by the Roots and Shoots project for the purposes of commissioning, funding applications and future business planning. The report will also be reflected on internally and used for learning and improvement where appropriate.

### Audience

The target audience for whom this SROI has been prepared is, therefore, Roots and Shoots staff, Hamelin Trust staff, commissioners and funders.

### Activities

All the activities of Roots and Shoots will be included in this analysis. This includes training days, gardening sessions and group meetings in which the students take part.

## Time period

This analysis evaluates the **impacts** of all activity in the financial year April 2009 – March 2010. This is in keeping with all Roots and Shoots current monitoring cycles.

## Materiality

The nature of measuring change among organisations and individuals is such that there are potentially as many different stories, views and perspectives as there are **stakeholders** engaged. For this reason, throughout the process, decisions have been made about what to include in and exclude from the analysis. In each case, we have sought to focus on the **stakeholders** and **outcomes** that are material (relevant and significant) and fit within the scope of the analysis. We have also tried to be transparent in each decision by explaining the reasons for it in the report.

## Stakeholders

The views of **stakeholders** were gathered and used to shape what was measured and to provide feedback on the **impacts** Roots and Shoots achieved. All the **stakeholders** of Roots and Shoots were identified and those for whom material **outcomes** occurred were selected for involvement in the analysis.

A plan for engaging the selected **stakeholders** was then developed, shown in figure 1. Those excluded from the analysis are listed, with reasons for exclusion in figure 2.

Stakeholder group	Reason for inclusion	Size of group	Method of engagement and number involved
Students	Main beneficiary of service – material outcomes occur	32	<ul style="list-style-type: none"> <li>Questionnaires to measure quantity of outcomes - 17</li> <li>Focus group to discuss the relative importance of outcomes - 22</li> </ul>
Parents/Carers	Material outcomes occur	32	<ul style="list-style-type: none"> <li>Telephone interviews to define outcomes for students and themselves - 4</li> <li>Questionnaire to establish quantity of outcomes - 4</li> <li>Telephone interviews to discuss proposed theory of change and financial proxies – 4</li> </ul>
Customers	Material outcomes occur	8	<ul style="list-style-type: none"> <li>Email questionnaires to define and find quantities of outcomes – 3</li> </ul>
Local Authorities	Material outcomes occur	2	<ul style="list-style-type: none"> <li>Email discussion to agree outcomes and proxy and check assumptions – 1</li> </ul>

**Figure 1: Stakeholder engagement plan**

Stakeholder group	Reason for exclusion
Support Staff	Inputs made through paid employment and role is to achieve desired outcomes for students
Hamelin Trust	Included in impact map for inputs made but excluded from outcomes analysis as desired outcomes are the same as those for the students
Big Lottery	Included in impact map for inputs made but excluded from outcomes analysis as desired outcomes are the same as those for the students

**Figure 2: Excluded stakeholders**

## Data collection

Data collection was conducted as follows with each **stakeholder** group:

### Students

Many of the students have severe learning disabilities, so the process of gathering their views needed to be tailored to enable them to express themselves effectively. Initially parents were contacted to define the **outcomes** which they perceived had occurred for the students. This was done because Roots and Shoots staff felt the parents would be better able to describe the range of **outcomes** achieved. A sample of 9 service users were then asked a range of open questions to check for the types of change, including negative and unexpected change, they had experienced. See Appendix A for questions. The responses from the students agreed with the outcomes identified by the parents.

The **outcomes** were then phrased, by project staff, in a way that the students could understand and interviews were conducted with 17 (53%) of the service users, in some cases with the assistance of their support worker. See Appendix B for interview questions along with a key showing which question relates to which outcome. At these interviews the students were able to say which changes had occurred for them as a result of attending Roots and Shoots. Picture cards with smiley faces, sad faces etc. on were also used to aid communication.

In addition, because the students can often give the answers they perceive the interviewer wants to hear, the project worker, who knows all students well, examined the results and confirmed that the views expressed in the interviews matched his understanding of each of the service users' progress and preferences.

Two focus groups were then held with a total of 22 of the students taking part. The purpose of the focus group was to gather the groups' views on how change had occurred for them. Given the severity of some of the student's learning disabilities it was not possible to generate a discussion or come to consensus, so students were asked to rank the **outcomes** in order of importance for them. Again support workers assisted.

### Parents/Carers

***"It is a hugely important place. He is so happy there."***

***"She always wants to go as early as possible!"***

Telephone interviews were conducted with 4 parents of the students to gather views on the changes they could identify for their child and themselves. See Appendix C for interview questions. The views expressed guided the development of a questionnaire sent to all parents (see Appendix D) and formed the basis of the questions for the student interviews, described above. The questionnaire to parents focussed on the **outcomes** they had

experienced for themselves rather than their children. 4 (13%) questionnaires were received back.

In addition, further follow-up interviews were conducted with 4 parents to test the assumptions and decisions made regarding **outcomes** and financial **proxies** identified for themselves and their children.

## Customers

3 customers were asked about the changes occurring for them as a result of using the Roots and Shoots gardening service using an email questionnaire (Appendix E). The customers surveyed were other projects within Hamelin Trust which employ the Roots and Shoots service. This was done because these are the customers with whom ongoing relationships exist.

All those surveyed were repeat customers and so the sample has only been used to represent customers who used the Roots and Shoots service each month. It is expected, however, that some similar **outcomes** to those identified for this group would occur for all customers and it is recommended that Roots and Shoots start to collect feedback from all customers, which can be used to indicate greater **impact** in future SROI analyses.

## Local Authorities

An **outcome** for Southend Borough Council and Essex County Council was proposed by Roots and Shoots staff. An email discussion was then held with Southend Borough Council to check this **outcome** and the assumptions made about it by the SROI Practitioner, as well as to decide on the financial **proxy** to be used.

# Stage 2: Map outcomes

## Inputs

All inputs which contributed to the activities of the Roots and Shoots project are listed in the **impact** map. The payments made by students with individualised budgets, the attendance allowance paid by the Local Authority, and the funding from the Big Lottery have been valued using their financial value. The inputs of time given by the students and parents have not been given a financial value in line with standard practice for SROI. In one case a parent did express that there was a cost to the time they gave to transporting the student to Roots and Shoots but this is examined through the inclusion of a negative **outcome** for parents, rather than through valuing the input.

It should be noted that the financial inputs from the LA and students are lower than expected given the cost of £24.32 per session and the number of sessions delivered. This is because some charges were not paid and this income was written off after the end of the financial year.

The inputs from Hamelin Trust were in the form of equipment. The equipment bought will last for a number of years but its value depreciates over time. For this reason, the capital input by the Trust has been divided by the 3-10 years over which the items will depreciate (10 years for large items and 3 years for others). This is in line with standard accounting practice.

## Outputs

These are the activities that occur using the inputs, which in turn contribute to the **outcomes**. These are listed in the **impact** map. The **outputs** for the service users were;

- 2 training sessions in manual handling, first aid and health and safety.
- 3850 gardening sessions
- 4 team meetings



## Outcomes

### Students

***“I like going out on the van, it makes me feel good and appreciated when someone thanks me.”***

***“It makes me feel more confident to be left in charge and a happy feeling.”***

The **outcomes** occurring for students were found to be inter-related, with one change leading to another. To understand this further, a theory of change was mapped (see figure 3). This gives the story of change for the service users and helps prevent double counting of **impacts**. As can be seen in figure 3, the Roots and Shoots project resulted directly in two changes for the service users:

- Learning new gardening or farm skills
- Getting better at talking to people

Both of these changes then lead to others in turn:

Learning new gardening or farming skills led to the service users feeling happier doing different things or being in charge and doing more enjoyable things. Learning new gardening or farming skills was not valued in the SROI analysis, as it was not felt to have a value other than the contribution it made to these other **outcomes**.

Getting better at talking to people was found to result in the students feeling more comfortable talking to people or having more friends. It also led to feeling happier doing different things or being in charge which led ultimately to them feeling better about themselves and what they can do.

In addition to the outcomes identified through the interviews with students, Roots and Shoots were also aware of a student that had moved from the placement to a part-time job and two students that had moved to independent living. These were included as material outcomes for the students.

The final outcomes in the chain therefore were found to be;

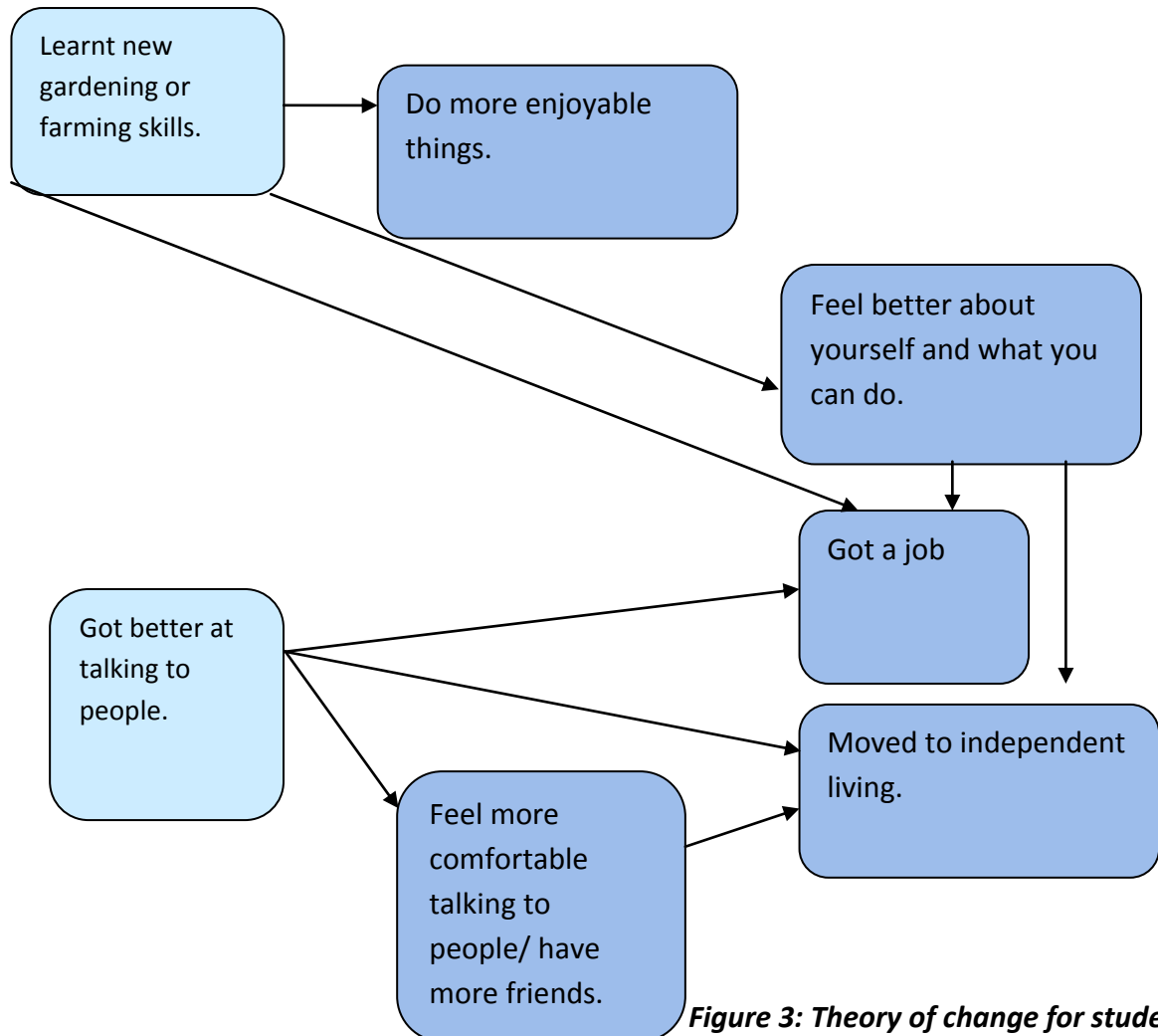
- Doing more enjoyable things
- Got a job
- Moved to independent living.

However, for many students getting a job or moving to independent living are not the end of the chain. For those students the end of the chain were;

- Feel better about yourself and what you can do.

- Feel more comfortable talking to people / have more friends.

Most of these **outcomes** are phrased as they were in questions to the students.



**Figure 3: Theory of change for students**

In addition to these **outcomes**, the students who pay for Roots and Shoots using their Individualised Budgets also save money, compared to the price they would need to pay for other comparable, local services. The cost per day charged by Roots and Shoots is £24.32 because the price of the service is subsidised by funding from the Big Lottery. This compares with £52 per day charged by the most comparable service in the area. Saving money is an important **outcome** for students because they are able to use the remaining money for other things, although Roots and Shoots do not have data on what students use the saving to their personal budgets on, many students do attend other clubs and undertake other activities and so may achieve additional **outcomes** for themselves.

## Parents/Carers

***“We were very anxious about her when she was in other services. It has made my job easier as I am less worried now”***

**Outcomes** for the parents were identified through interviews as:

- Have become more relaxed or less anxious
- Prevent mental breakdown
- Relationship with the student has improved
- Relationship with other family members has improved
- Decreased opportunity for employment

Parents felt reassured knowing that their children were safe and enjoying themselves at Roots and Shoots. They also felt happy that their children are growing in new ways and reaching more of their potential. This helped the parents to feel more relaxed and less anxious, making their lives easier. One respondent stated the difference made by Roots and Shoots was so significant it had prevented them from a mental breakdown.

Parents’ relationships with students improved as the students became happier and more communicative as a result of their time at Roots and Shoots and as their own stress levels reduced. In addition, parent’s relationships with the other family members improved as they had more time to spend with them while their children were attending Roots and Shoots.

A negative **outcome** that a small number of parents experienced was a reduced opportunity for them to be employed due to the need for them to transport their child to Roots and Shoots. This is explained in more detail in the negative **outcomes** section below.

## Customers

Roots and Shoots conducts gardening maintenance each month for a number of customers and these customers benefit from the service in a number of ways. The customers experience a good feeling and enjoyment as a result of employing a social enterprise and they also make a financial saving compared to the cost of commercial Gardeners. There is cost to some customers of this, however, as the Roots and Shoots students can be less reliable and work more slowly than a commercial Gardener.

## Local Authorities

As explained above for students, Southend Borough Council and Essex County Council also make financial savings through the Roots and Shoots project. These local authorities pay for the attendance at Roots and Shoots of the students who do not have Individualised Budgets with which they can pay themselves. They, therefore, make the same saving per student as explained above.

## Negative and unexpected changes

No negative or unexpected changes were identified for the students. As mentioned above, however, negative **outcomes** were identified by a small number of parents and customers:

One parent expressed that she was not able to work because of the need to transport her child to the Roots and Shoots project. When discussed with the parent it became clear the **outcome** occurred partly due to how far the student had to travel and the prohibitive cost of alternative such as a taxi, but also because of the student's preference. The parent suggested that if Roots and Shoots provided a minibus service to collect service users this negative change could be avoided.

A customer stated that there was some frustration caused because Roots and Shoots worked more slowly and was a less reliable service than a commercial gardener might provide.

## Impact map

An **impact** map was created to capture the information above and show how the Roots and Shoots uses its resources to provide activities, which result in **outcomes** for its **stakeholders**. The **impact** map is shown in Figure 4.

Stakeholder	Inputs	Outputs	Outcomes
Students	Direct payments: £15,808  Time	3850 gardening sessions  2 training sessions in manual handling/1 <sup>st</sup> aid / Health & Safety  4 team meetings	Did more enjoyable things  Felt more comfortable talking to people/ had more friends  Felt better about themselves and what they could do  Got a job  Moved to more independent living.  Those using direct payments saved money.
Parents/Carers	Time	As above	Have become more relaxed or less anxious  Relationship with student has improved  Relationship with other family

			<p>members has improved</p> <p>Prevent mental breakdown</p> <p>Reduced employment</p>
<b>Customers</b>	Payments for services: £1,500	As above	<p>Good feeling/enjoyment through supporting a SE</p> <p>Money saved against commercial businesses</p> <p>Frustration due to greater length of time taken to undertake contract compared to commercial business and unreliability</p>
<b>Local Authorities</b>	Payment for students: £57,904	As above	Save money compared to other services
<b>Hamelin Trust</b>	Equipment and training: £5029.83	As above	<i>Same as students so not included to avoid double counting</i>
<b>Big Lottery</b>	Project funding: £52,943	As above	<i>Same as students so not included to avoid double counting</i>

**Figure 4: Impact Map**

# Stage 3: Evidence outcomes and give them a value

**Indicators**, quantity, duration and financial values for each **outcome** were established (as explained below) and are shown in Figure 5.

## Indicators

An **indicator** was chosen for each **outcome** to provide a way of demonstrating whether the change had happened. The most appropriate **indicators** were chosen using information gathered through the **stakeholder** interviews and discussions with project staff. The indicators for the students, for instance, were responses to the questions that indicated the change had occurred. For example when asked “What have you learnt about how to talk to people?” a student responded “Not to be shy, I can talk more” this indicated the outcome “Feel more comfortable talking to people/have more friends” had occurred.

## Quantity

The number of students and parents for whom the majority of **outcomes** had occurred was calculated based on the questionnaire and interview results and the views of the project worker, as explained above. It was assumed that the percentage of those who completed the questionnaire for which each **outcome** occurred was equal to the percentage of the total population for whom that **outcome** occurred. This is based on a sample of 53% of service users and a relatively small sample (13%) of the parents. The effect of this assumption is tested in the sensitivity analysis.

In cases where students had achieved many **outcomes** within a single chain of events, the student was only counted for the **outcome** that occurred for them which was furthest along the chain. This was in order to avoid double counting. See figure 3 for the chains of events. Evidence of **outcomes** for students was based on self-reporting by students and as such was subjective. As explained above, however, they were also validated by the project worker to ensure they matched his opinion of each student’s progress. Confirmation that **outcomes** had occurred for the students was also provided in both the initial discussions with parents and information given in the parent questionnaire, although these were small samples. In addition, 17 of the students also achieved a NPTC qualification. This covered gardening skills, health and safety, manual handling, fire safety, and general horticulture skills including conservation.

These qualifications provided further evidence that the ‘learnt new gardening skills’ outcome occurred. That outcome was seen as the start of the chain of events in the theory

of change from which many of the other outcomes stemmed. As assumptions regarding the quantity of outcomes were made and because of the subjective nature of the evidence that outcomes had occurred, outcome quantities are tested in the sensitivity analysis.

Quantities for customers were simply counted in the questionnaire responses as the full population responded.

In the case of Local Authorities, the fact that the **outcome** occurs for Essex County Council has been assumed based on the responses of Southend Borough Council.

## Duration

No long term data collection is currently in place at Roots and Shoots, so no evidence is available to show how long **outcomes** last for any **stakeholder** group. The staff of Roots and Shoots, however, have contact with a number of students that have now moved on from the service. Their experience shows that the self-esteem and confidence that the students have developed though Roots and Shoots are still evident 1-2 years after students leave the programme. For this reason the duration for these **outcomes**, and the related **outcome** for parents, has been estimated at 2 years (that is, the **outcomes** last 1 year after engagement with Roots and Shoots). This is felt to be a conservative estimate based on the experience of staff and the effect of this decision on the social return ratio is tested in the sensitivity analysis. It is also recommended that longitudinal data collection among students who move on from the service is put in place to provide more robust evidence of the duration of **outcomes**.

## Financial proxies

Financial **proxies**, as discussed above, have been used here to increase and promote wider understanding of the importance of the changes Roots and Shoots causes for its **stakeholders**.

Financial **proxies** were selected by the SROI Practitioner and Roots and Shoots staff, informed by the order of importance of **outcomes** the students indicated in the focus group and parents indicated during telephone interviews. They were then discussed with parents who expressed, in most cases, agreement to both the proxies chosen and the values attached. Where they expressed concern, for instance, most parents did not agree a suggestion that 'cost of family counselling' would be a proxy for 'Relationships with family members has improved' an alternative proxy of 'Average spend on social activities in a year'

was agreed upon with parents. Values (to the nearest £1) and sources for all financial **proxies** are given in the **impact** map shown in Figure 5.

It was not possible to check the **proxies** with the service users as the project worker advised that they would not understand the values being presented. However, the service users were asked to rank the **outcomes** in order of importance to them. The results (Appendix F) demonstrated that the students all had different views on the relative importance of the **outcomes**. The results show a fairly scattered picture, however it was clear that ‘feeling more comfortable talking to people/have more friends’ was ranked as the most important by the most service users and ranked least important by the fewest service users. As such it was given one of the highest values (independent living and gaining a job are higher value **proxies** but these **outcomes** only occurred for a total of three students).

Most of the **proxies** are derived by identifying the cost of alternative means by which the same **outcome** could be achieved. In a number of cases this is the cost of an alternative placement. It should be noted that these **proxies** are not cost savings but represent the value of the **outcomes** to the **stakeholder**. Some further explanation of a number of **proxies** is provided below;

## Students

- **Do more enjoyable things**

The proxy for this outcome was calculated using the cost of a support worker to help service users undertake activities as an alternative way in which the student could do more enjoyable things.

- **Feel more comfortable talking to people/have more friends.**

This **outcome** was identified by students as being the most important to them and therefore a relatively high value **proxy** was considered appropriate. A couple of alternative approaches were considered.

One approach was based on the average time per day people spend socialising (Source: Time Use Survey) and valuing this time using the median hourly gross wage (Source: Annual Survey of Wages and Earnings 2010). This **proxy** would value the opportunity cost (loss of earnings) people pay to be with friends. Although this provided a high value **proxy**, it was not considered to be appropriate for the stakeholder group, who were unlikely to have the opportunity of earning a median hourly gross wage.

- A **proxy**, considered more appropriate for the stakeholder group, was therefore used. The **proxy** for this **outcome** was based on the cost of an advocate to help identify suitable alternative placement, alternative placement, and support worker



to help the service user settle. The amount of time students would need to spend at the alternative service in order to achieve this **outcome** was estimated by Roots and Shoots project worker to be 1.125 days per week for 26 weeks.

This **proxy** has the highest value for the majority of students (only those who got a job or moved to independent living achieved **outcomes** with higher **proxy** values).

- **Feel better about yourself and what you can do.**

‘Cost of alternative placement’ has been used as a **proxy** for this **outcome**. This is based on the amount of time students would need to spend at the alternative service in order to achieve the **outcome**.

- **Moving to independent living**

Renting a one bedroom flat would allow someone to move from a parental home and was used as a **proxy** for more independent living. The value of this proxy was taken to be £6624 (£552 per month as average monthly rent during the period of the evaluation).

- **Got a job**

The **proxy** used for this **outcome** was based on the national median wage. It was felt this was more appropriate than using the minimum wage because the higher value of median wage can encompass the additional social and individual benefits (e.g. improved self-confidence) which result from employment. This is to represent the value to the stakeholder of the **outcome** rather than the improvement in economic circumstances.

- **Saving compared to other services**

The **proxy** used for this **outcome** was the cost saving per session compared to other services.

## **Parents**

- **Have become more relaxed or less anxious.**

The proxy used for this outcome was the average cost of GP visits as a result of stress. Although this would be a resource re-allocation for the NHS not a cost to the individual, parents viewed this as a reasonable **proxy**.

- **Relationship with student has improved.**

The **proxy** used for this **outcome** was the cost of alternative placement. This is based on the amount of time students would need to spend at the alternative service in order to achieve the **outcome**.

- **Prevent mental breakdown**

The **proxy** used for this **outcome** was the average unit cost of treating someone with depression. Although this would be a resource allocation for the NHS not a cost to the individual, parents viewed this as a reasonable **proxy**.

- **Reduced income**

As above the **proxy** used for this **outcome** was based on the national median wage. It was felt this was more appropriate than using the minimum wage because the higher value of the median wage can encompass the additional social and individual benefits (e.g. improved self-confidence) which result from employment. This is to represent the value to the stakeholder of the **outcome** rather than the improvement in economic circumstances.

## **Customers**

- **Good feeling/enjoyment through supporting a Social Enterprise**

The positive feeling customers get from employing Roots and Shoots was felt to be comparable to the positive feeling achieved when buying Fairtrade goods. The additional spend per year on Fairtrade goods was calculated assuming that one might buy the following items fortnightly throughout the year: 12 bananas, 1 jar instant coffee, 1 bar milk chocolate, 1 bottle of wine. The price of Fairtrade food items was assessed against the price of comparable non-Fairtrade items, both from Tesco.

- **Money saved against commercial gardener**

The cost saving was calculated based on an average cost of £10 per hour charged by Roots and Shoots and £15 per hour for commercial gardeners in the area (estimated by Roots and Shoots as no other evidence was available). Approximately 150 hours of work was done for customers during the year.

## **Local Authority**

- **Cost saving**

The **proxy** used for this **outcome** was the cost saving per session compared to other services based on the average cost per session.

Stakeholder	Outcomes	Indicator		Quantity	Duration	Financial Proxy		
		Indicator	Source			Description	Value (£)	Source
Student	Do more enjoyable things	Indicated by student in response to questions D & E. (Appendix B)	Interviews	32	1	Cost of a support worker to help service users undertake activities	£1088	Roots and Shoots
	Feel more comfortable talking to people/have more friends	Indicated by student in response to questions J & L (Appendix B)	Interviews	27	2	Cost of advocate to help identify suitable alternative placement, alternative placement, and support worker to help the service user settle	£1,757	Basildon and Thurrock Independent Advocacy Service  Hadleigh Training  Roots and Shoots
	Feel better about yourself and what you can do	Indicated by student in response to questions G,H & I (Appendix B)	Interviews	27	2	Cost of alternative placement	£468	Hadleigh Training  Roots and Shoots
	Moved to independent living	Student moved into independent living	Roots and Shoots records	2	2	Average cost of renting a one bedroom flat.	£6624	<a href="http://www.rentright.co.uk/00_00_00_1_00_rrpi.aspx">http://www.rentright.co.uk/00_00_00_1_00_rrpi.aspx</a>
	Got a job	Student moved into employment	Roots and Shoots records	1	2	Part-time job based on medium wage for 14 hours	£7693	Annual Survey of Hours and Earnings

	Saving compared to other services	Number of sessions paid for by students using Individualised Budget at subsidised rate	Roots and Shoots Statistics	650	1	Cost saving per session compared to other services	£28	Hadleigh Training
Parents/ Carers	Have become more relaxed or less anxious	Indicated by parent in response to question 'I have become more relaxed or less anxious' (Appendix D)	Questionnaire	32	1	The average cost of GP visits as a result of stress	£280	PSSRU (2005) Unit Costs of Health & Social Care
	Relationship with family members has improved	Indicated by parent in response to question 'My relationship with other family members has improved' (Appendix D)	Questionnaire	18	1	Average spend on social activities in a year	£520	(2008) Family spending 2009 – a report on the 2008 living costs & food survey.
	Relationship with the student has improved	Indicated by parent in response to question 'My relationship with the student has improved' (Appendix D)	Questionnaire	23	2	Cost of alternative placement	£1,521	Hadleigh Training Roots and Shoots
	Prevent mental breakdown	Indicated by parent in response to question 'Other (please specify)' (Appendix D)	Questionnaire	5	1	Average unit cost of treating someone with depression	£2026	McCrane, P. Et al (2008). The cost of mental health care in England until 2026. The Kings Fund

	Reduced employment	Indicated by parent in response to question 'Other (please specify)' (Appendix D)	Questionnaire	5	1	Part-time job earnings (14 hours per week at median wage)	-£7693	Annual Survey of Hours & Earnings
Customers	Good feeling/enjoyment through supporting a SE	Indicated by customer in response to question 'How does supporting Roots and Shoots make you feel?' (Appendix E)	Questionnaire	5	1	Difference between cost of fairtrade and non-fairtrade products	£51	Practitioner calculation
	Money saved against commercial gardener	£'s saved	Questionnaire	3	1	Saving made through using Roots and Shoots instead of commercial gardener	£750	Roots and Shoots
	Frustration due to slower work and unreliability	Indicated by customer in response to question 'How does supporting Roots and Shoots make you feel?' (Appendix E)	Questionnaire	2	1	4 Hours of support worker time	-£30	Roots and Shoots
Local Authority	Cost saving	Number of sessions paid for by Councils at subsidised rate	Roots and Shoots statistics	3200	1	Cost saving per session compared to other services	£28	Hadleigh Training and Southend Borough Council

**Figure 5: Indicators, duration and proxies**

# Stage 4: Establish impact

## Deadweight

No statistics are available nationally or locally about the normal rate with which the **outcomes** discussed in this analysis are achieved. For this reason, **deadweight** has been based on **stakeholder** engagement where possible and on estimates by Roots and Shoots staff and the SROI Practitioner where reliable alternative information was unavailable.

## Students

*“[Without Roots and Shoots] the student would have nowhere else to go and would be at home all week. He refused point blank to go anywhere else.”*

*“He would have been at another service which I know resembles a rest home – I would have been mortified to send him there.”*

The vast majority of questionnaire responses from parents stated that without Roots and Shoots the student would be at home as there were no other comparable services. However, because of the small sample size, it was decided that more conservative **deadweight** figures would be used based on the knowledge and experience of project staff. The effect of this decision is tested in the sensitivity analysis.

For the **outcomes** around communication, **deadweight** has been left at 0% because staff's experience shows that this **outcome** is unlikely to have occurred without Roots and Shoots. The other **outcomes** for students have been assigned **deadweight** of 40-50% as it was felt that a number of students would be able to go to other services and achieve these **outcomes** were Roots and Shoots unavailable.

## Parents/Carers

**Deadweight** for the **outcomes** for parents were estimated by the SROI practitioner, based on the information gathered regarding **deadweight** for students' **outcomes**, explained above. **Deadweight** is estimated to range between 20% and 50% and is again due to the fact that were Roots and Shoots unavailable, some students would go to other services.

## Customers

There was not considered to be any **deadweight** for the **outcomes** for customers because no alternative social enterprise gardening service is available in the area. Therefore, without Roots and Shoots, none of the identified **outcomes** would have occurred.

## Local Authorities

There is no **deadweight** for the saving made by Local Authorities' as the if Roots and Shoots was unavailable the Local Authority would be required to cover the cost of students

attending other, full price services. This assertion was checked and agreed by Southend Borough Council.

## Displacement

**Displacement** was not considered material for the **outcomes** listed in the **impact** map.

## Attribution

**Attribution** was also estimated by the SROI Practitioner and Roots and Shoots staff based on responses to the parent questionnaires and their own experience.

For students, parents suggested that the others who contributed to the **outcomes** were friends and family, through their investment of time. Roots and Shoots staff felt that the other clubs that students attend were also partially responsible. **Attribution** was, therefore estimated for all **outcomes** at 20-60%.

The students going to other clubs also contributed to the **outcomes** for the parents and so, again, **attribution** was applied to all **outcomes** for this **stakeholder** group. This was at a lower level than that for students as there were fewer others involved.

For customers and the Local Authorities it was felt that no others were involved in the **outcomes** being achieved. **Attribution** is therefore 0% for all **outcomes** for these groups.

## Drop-off

**Drop-off** was estimated at 20% by the SROI Practitioner for all **outcomes** where the duration was greater than 1 year. This was felt appropriate because in the year following the intervention, Roots and Shoots' **impact** on the students will remain very significant (as demonstrated in the parent interviews by how strongly they discuss the effects of Roots and Shoots on their children compared to other services). However, there will be some **drop-off** as other services make their contribution to the **outcomes** achieved. The effect of this decision is tested in the sensitivity analysis.

For full details of the **deadweight**, **attribution** and **drop-off** for each **outcome** see the full **impact** map in Appendix G.

# Stage 5: Calculate the SROI

## Social return ratio

The social return ratio is calculated in a number of steps. First, the value of each **outcome** is calculated using the following equation: financial **proxy** multiplied by quantity minus **deadweight** and **attribution**. These values are then summed, giving the total social value created by the end of the period of analysis (year 1).

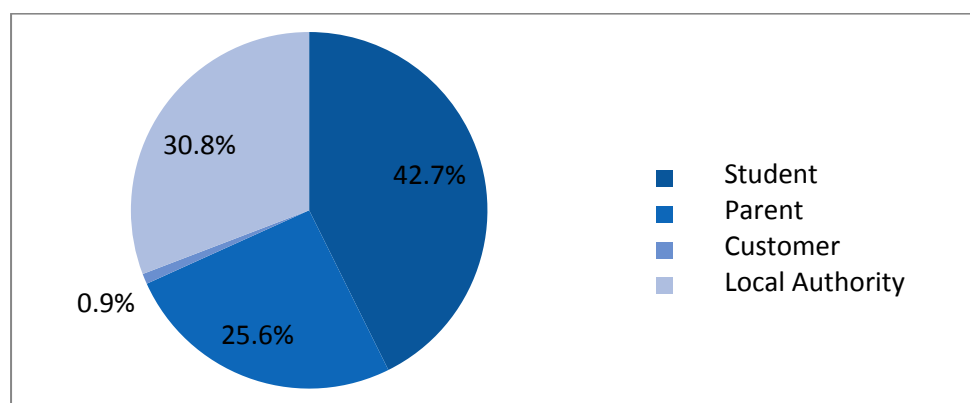
As discussed above, however, some **outcomes** last beyond the activities. Where this is the case the value of the change in future years is projected using the estimations of duration and drop off. The value over all the projected years is then totalled and discounted to take account of the fact that the monetary value used may be worth less in the future. A discount rate of 3.5% (as recommended for the public sector by HM Treasury) was used to estimate the present value.

The social return can then be calculated as a ratio of this total value divided by inputs.

A summary of the SROI calculation is below:

Total social value created year 1	£210,632.36
Total social value created	£287,419.87
Total present value (discounted)	£275,191.49
Investment	£133,184.80
Social return ratio	£2.07

This means that this analysis estimates that for every £1 invested in Roots and Shoots activities, £2.07 of social value will be created for the students, their parents, customers, and the Local Authorities. The distribution of the social value created between these **stakeholder** groups is shown in figure 6.



*Figure 6: Distribution of value between stakeholders*



## Sensitivity analysis

Throughout this analysis estimations and assumptions have been made and so it is important to assess whether these decisions have had a significant effect on the social return ratio that has been calculated.

We will test the sensitivity of the social return ratio to changes in a number of estimations and assumptions. The reason for choosing each is given below before the effect of the changes is described:

- **Quantity**  
The quantities used for the **outcomes** for parents and carers were based on questionnaire responses; however this was a small sample and the majority of evidence on outcome quantity was based on self-reporting. The effect of reducing the quantity by 20% was tested and the social return ratio became 1.84 :1. The effect of increasing the quantity by 20% was tested and the resultant ratio was 2.30:1.
- **Duration**  
The duration of **outcomes** associated with increased self-esteem and confidence for students has been estimated at 2 years based on the experience of Roots and Shoots staff. If duration for all **outcomes** was estimated to be only 1 year, i.e. the **outcomes** did not last after the intervention, the social return ratio would become 1.76:1. If these **outcomes** were estimated to last 5 years (with 20% drop-off) the social return ratio would be £3.92.
- **Deadweight**  
In the social return calculation, **deadweight** was estimated very conservatively by the SROI Practitioner and Roots and Shoots staff rather than being based on the small sample of parents. Parents, however, were clear in their questionnaire responses that the **outcomes** for them and the students would not be achieved if Roots and Shoots was unavailable. The effect of reducing **deadweight** to 10% for all **outcomes** for which the original estimation was above this was therefore tested and the resultant social return ratio was 2.21:1.
- **Drop-off**  
**Drop-off** was estimated to be 20% for all **outcomes** where the duration was above 1 year. The effect of doubling this estimation to make **drop-off** 40% in all relevant cases was tested and the resultant social return ratio was 1.93:1.
- **Alternative proxy**  
For all financial **proxies** that included reference to an alternative placement, the value used was based on the difference in price between Roots and Shoots and the most comparable alternative service in the area (as agreed by Southend Borough

Council). This was felt to be the most appropriate **proxy**, however, an alternative could have been the difference in price between Roots and Shoots and an ‘average day service’ in Essex. If this alternative **proxy** is used, the social return ratio becomes 1.76:1

- **Most significant outcome**

One **outcome**, money saved for Local Authorities, stands out as the largest in this SROI analysis. This **outcome** accounts for 30.8% of the total value created. Because this **outcome** is so influential in calculating the social return ratio, it needs to be examined in detail. A less favourable scenario is tested below, figure 7, and the resultant social return is 1.86:1.

Element	Current calculation	Possible variations	
Change	Money saved – Local Authorities		
Quantity	3200	3200	Reliable figure for number of sessions charged to Local Authority.
Duration	1	1	Outcome only lasts as long as subsidised intervention continues.
Financial proxy	27.68	20.68	Reduced to represent difference in price between Roots and Shoots and cost of ‘average day service’ in Essex (this offers a less comparable service to Roots and Shoots than the service used for price comparison above).
Deadweight	0%	10%	Deadweight increased to 10% to represent very small chance of another local service beginning to offer a subsidised rate.
Attribution	0%	0%	Outcome is fully due to Roots and Shoots service and use of subsidy.
Drop-off	0%	0%	Irrelevant due to 1 year duration.
Impact	£88,576.00	£59,558.40	
Effect on SROI ratio	£2.07	£1.86	-10%

**Figure 7: Testing assumptions in most significant outcome**

This sensitivity analysis shows that when a number of assumptions on which the SROI calculation is based are varied, the resultant social return ranges from £1.76to £3.92 for every £1 invested in Roots and Shoots. This means that, even with significant decreases in

the quantity and **impact** of the **outcomes** achieved, Roots and Shoots creates social value greater than the value of the investment.

# Stage 6: Report, use results and embed

## Conclusion

This SROI analysis of Hamelin Trust's Roots and Shoots project shows that the social return produced through the activities as a result of the £133,184.80 investment was £275,191.49. This means that, for every pound invested in Roots and Shoots, over £2.00 of social value is created for the students who attend (their parents and carers customers who use the Roots and Shoots service regularly and the Local Authorities

It is important to remember that this ratio is based on a number of estimates and assumptions. Some of these have been tested in a sensitivity analysis. When these key estimates on which the calculation is based were altered, the ratio varied from 1.76:1 to 3.92:1. We can therefore conclude that the social return produced by Roots and Shoots during 2009-2010 was between £1.50 and £4.00 and was approximately £2.00.

This SROI analysis has been based on fairly small samples of **stakeholders** and there has been no longitudinal data collected about the duration of **outcomes**. In addition, customers who use the service only once, but for whom **outcomes** may well occur, have not been included. It is likely that the **impact** of Roots and Shoots may be proved greater if some of this lack in the available data could be addressed.

## Recommendations

SROI analyses can provide useful information about the services and projects they evaluate and, as such, should be reflected upon and learned from.

- While **output** information has been collected at Roots and Shoots, little data has been gathered on **outcomes**. It is recommended that a system is put in place to gather data regularly on all the **outcomes** identified during this analysis. This will make future SROI analyses much faster and easier to perform, will ensure that information is collected regularly and so sample sizes are larger, and will encourage greater **stakeholder** engagement, and so possibly greater **outcomes**, within the service. A number of data collection tools exist for use with people with learning disabilities that could be investigated to assist with this process. Roots and Shoots have, in fact, have started to adapt the current outcome assessment system to better capture evidence on **outcomes** occurring for students. The adapted system will involve an initial assessment of each student's capabilities and then six monthly assessments where extent to which outcomes have been achieved will be examined and recorded. The system is based on one adopted as part of a European Social Fund (ESF) funded project. It captures project workers assessment of the change that has occurred. It is recommended that this system include a set of questions put to

the students, such as “What help do you need to get dressed?” Student responses should then be captured and used to inform the assessment and provide evidence that the change has actually occurred. In addition any objective evidence of **outcomes** occurring should also be captured within this process.

- The data collection system put in place should also give all **stakeholder** groups the opportunity to identify unexpected **outcomes** that occur for them, be they positive or negative. These should then be included in future SROI analyses.
- It is also recommended that contact is maintained and information gathered from students who move on from Roots and Shoots. This data collection should focus on gathering information on which **outcomes** of the service the students continue to benefit from over coming months and years, and the extent to which the **impact** of Roots and Shoots in the continuation of these **outcomes** diminishes over time. It is likely that contact would be required with both the students and their parents/carers to collect this information. This data would provide robust evidence of the duration of **outcomes**. In response to this recommendation Hamelin Trust is putting in place a longitudinal outcome study tracking student outcomes over time including beyond their involvement in Roots and Shoots
- One parent who was surveyed raised the issue that, due to having to transport the student to and from Roots and Shoots, she was not able to do the activities that she would like to. Firstly, this finding emphasises the importance of making the opportunity for regular feedback from **stakeholders** so that issues such as this can be raised and addressed. The parent suggested that Roots and Shoots could provide a minibus service to collect and bring home the students. This option could be investigated for those who are not able to travel independently. One possibility might be to fund a minibus using some funding from the Big Lottery, reducing slightly the subsidy on places paid for by Local Authorities. This could focus the benefits of Roots and Shoots more on the students and parents/carers and less on the Local Authorities, in line with the aims of the project. The idea of providing a minibus, and how this might be done, should be considered by the project and weighed against other priorities.
- The findings of this SROI report should be disseminated in an appropriate format to the **stakeholders** who have given feedback during the process and to other **stakeholders** of Roots and Shoots and Hamelin Trust.

## Response from Hamelin Trust

Hamelin Trust would firstly like to thank all the service users together with their parents and carers for the valued input they have had in producing this report, secondly thanks the authors for their much needed support gathering the information required and the completion of the SROI report.

Undertaking the SROI audit on Roots and shoots has been a valuable exercise and not only reassured us that we are having positive impact on people lives but will also help us to focus on some other areas within the project that could be developed.

Throughout the SROI process some assumptions have been made around the longevity of the effects on service users who attend the project, we believe that these assumptions are quite conservative and may not reflect the reality of the lasting effect of projects like ours on service users. The positive outcomes that have been achieved by service users such as gaining employment and moving into independent living away from the family home would indicate that the impact is considerably greater than first thought. Following recommendations from the audit we plan to conduct follow up interviews at 6 and 12 months for leavers to find out what the effects of the project are on an individual once they have left.

## Dissemination

As well as being reviewed and responded to internally, SROI analyses must be reported back to the **stakeholders** who were involved in their production, as well as being made more widely available. It is planned that copies of this report will be made available to the **stakeholders** who were consulted and on the Roots and Shoots website. In this way a range of **stakeholders** will be able to examine, and be informed by, the information it contains.

## Appendix A: Student outcome questions

How do you think your life has changed since coming to the project?

How do your friends & family benefit from you attending the farm?

What's your favourite thing at the farm?

Is there anything that you don't enjoy about the farm?

What do you think you could do when you leave the farm?

Do you think your chances of getting a job are better now than they were before?

What skills are you learning that could help in getting a job?

## Appendix B: Student interview questions

- A. How confident do you feel when working at the farm? If Ricky tells you to go and dig a hole for some plants would you be able to do it without being shown?
- B. When you're in a group of people at lunch time do you feel comfortable? When you started at the farm how did you feel with other people?
- C. What did you do before you came to the farm? Do you just come to the farm or do you do other things?
- D. What do you enjoy doing during the week? How many times a week do you come to the farm? What do you like about the farm, what don't you like about the farm?
- E. When you're at the farm you do some digging and raking, did you do anything like that before you came to the farm?
- F. Going out on the van – when you work on someone's garden and someone says thank you for your work how does that make you feel?
- G. How do you feel when you finish doing a job e.g. painting the fence?
- H. You know that feeling when you have done something good, when someone says well done or thank you. Do you feel more like that now than before you came to the farm?
- I. Whilst you've been at the farm do you feel you have learnt how to talk to people better?
- J. When you go out to people's houses do you feel able to talk to them?
- K. What have you learnt about how to talk to people?
- L. What new gardening skills have you learnt since coming to the farm? E.g. what tools have you learnt to use?
- M. If you are left in charge of two or three people to do a job, do you enjoy it and how does it make you feel?
- N. Those who have moved out from home - Do you think working at the farm helped you move out from your parent's house?
- O. NPTC – have you enjoyed doing your NPTC training? How has it helped you? Would you like to do some more training?



The key below shows which questions were used to determine whether the outcome had been achieved for the student.

Change (for Student)	Alternative phrasing Questions Number of students showing positive outcome		
Become more confident or less anxious about doing different things	Feel happier doing different things than you use to.	B,N	
Become more outgoing or less socially isolated	Feel more comfortable talking to people. Have more friends.	C,J,K	
Spends more time doing enjoyable things (*)	Do more things you enjoy then you use to.	D,E	
Self esteem has improved due to the feeling of having made a contribution or doing something to take pride in.	Feel better about yourself because you have done a good job.	G,H,I,	
Improved communication skills	Are better at talking to people	J,L	
Improved gardening or farming skills	Have learnt new gardening or farming skills	M, O	

## Appendix C: Parent interview

1. How are you and your child involved with Roots and Shoots and for how long have you been involved?
2. What has changed for you and your child as a result of Roots and Shoots?
3. Has all the change been positive?
4. Has anything changed that you weren't expecting?
5. How long do you think this change will last?
6. What could we show someone (for each change) that would prove that these changes have taken place?
7. How much of a difference will each of these changes make to you?
8. Can you put these changes in priority order of how important they are to you? Which is worth most/least to you?
9. In what other ways might you have achieved the same changes?
10. Was anyone else involved in making these changes happen? If so, who were they and how much would you say was down to them?
11. What would have happened if you hadn't been able to use this service?

## Appendix D: Parent questionnaire



**Hamelin Trust**  
*Supporting Disabled People*

# Feedback Form for Parents & Carers

The Hamelin Trust is assessing the impact of the Roots and Shoots Project. This questionnaire is designed to help us find out what has happened as a result of Roots and Shoots' work with the student for whom you care. We will be seeking the views of the students themselves separately. We would hugely appreciate your honest views on the Roots and Shoots project and its impact. Any information you give will be used anonymously. The impact report produced will be made widely available to communicate the benefits of Roots and Shoots, to raise awareness of the project and to improve and develop the service.

### About the student

Age: \_\_\_\_\_ Gender: Male ☐ Female ☐ Length of time at Roots and Shoots: \_\_\_\_\_

In what type of accommodation does the student live?

Independent living/little support ☐ Sheltered housing/some support ☐ Residential home/full support ☐ Family home ☐

If in the family home, who else lives there? \_\_\_\_\_

### Contributions

We know that people make sacrifices to enable students to attend Roots and Shoots. Please could you list the contributions people have made that have enabled the student to engage with Roots and Shoots? Contributions could be time, money, transport etc.

Contribution	Made by whom

## Changes

Please complete the two tables that follow to tell us about the changes that have happened for you and for the student as a result of Roots and Shoots. Work across from left to right and follow the instructions in the top row. All columns only need to be completed for the changes that you have ticked.

<b>Change for You</b>	<b>Has it occurred?</b> Please tick those that have happened	<b>How do you know?</b> Please give an example of how behaviour has changed or a description of the situation before Roots and Shoots and now	<b>Ranking</b> 1=most important 2=next most etc.	<b>Duration</b> 0=change will last as long as project, 1=change will last up to 1 year after project, 2, 3, 4, 5...=change will last up to 2, 3, 4, 5...etc. years after project.	<b>How else could the change have been achieved?</b> E.g. could another service or buying extra support have caused the change?
I have become more relaxed or less anxious					
I have become happier or more joyful					
My relationship with other family members has improved					
My relationship with the student has improved					
I am not able to do some things because I need to transport the student to Roots and Shoots (please describe what you are unable to do)					
Other (please describe):					
Other (please describe):					

## Final questions

Please describe what would have happened if the student hadn't been able to go to Roots and Shoots

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Is there anything else you would like to say about Roots and Shoots, its **impact** or anything else in this questionnaire

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## Thank you so much for your help

We really appreciate the time you have taken to complete this questionnaire. We will make sure that you are able to see how we used the information, and what we found out, when the **impact** assessment is complete.

If you would like to talk to anyone at Roots and Shoots about your experience of the project or any of the answers you have given here please give your contact details below so that we can get in touch.

Name  Email or phone number

## Appendix E: Customer questionnaire

1. What has the greatest benefit of using Roots and Shoots compared to a regular gardening service?
2. Would you use a service like ours again?
3. How does supporting Roots and Shoots make you feel?
4. Why do you support Roots and Shoots?
5. Do you make “allowances” for our gardening to support Roots and Shoots?
6. What benefit do you think the service users get from attending Roots and Shoots?

## Appendix F: Responses to student questionnaire

SCALE (1 top - 6 bottom)	1	2	3	4	5	6
Learning new gardening skills	5	2	6	2	4	3
Better at talking to people	3	5	3	4	3	4
Doing more enjoyable things	3	3	3	1	6	5
Feeling better about yourself	2	3	5	5	6	1
Having more friends	6	4	5	7	0	2
Feel happier doing different things	4	5	0	3	3	7

SCALE (1 top - 6 bottom)	1 & 2	5&6
Learning new gardening skills	7	7
Better at talking to people	8	7
Doing more enjoyable things	6	11
Feeling better about yourself	5	7
Having more friends	10	2
Feel happier doing different things	9	10

## Appendix G: Full impact map

Stage 1		Stage 2			Stage 3						Stage 4					Stage 5		
Stakeholder	Inputs		Outputs	The outcomes (what changes)							Dead-weight	Displace-ment	Attribution	Drop-off	Impact	Discount Rate 3.5%		
Who do we have an effect on?  Who has an effect on us?		Value	Summary of activity in numbers	Description	Indicator	Quantity	Duration	Financial proxy	Value (£)	Source	What would have happened without the activity?	What activity did you displace ?	Who else contribu- ted to the change? % due to others	Does the <b>outcom e drop-off</b> in future years?	Quantity times financial <b>proxy</b> , less <b>deadweight</b> , displaceme nt, and <b>attribution</b> .	Year 1	Year 2	Year 3
Students	Time	£ -	2 training sessions will be held in manual handling /1st aid/H&S	Do more enjoyable things	Indicated in response to questions D & E in interview (Appendix B)	32.00	1	Cost of a support worker to service users to activities (£7.56 per hour, 12hrs per week for 12 weeks)	1088.64	Roots and Shoots	50.00%	N/A	60.00%	N/A	6,967.30	£6,967.30	£0.00	£0.00
	Payments	£15,808.00	3850 gardening sessions  4 team meetings / group sessions in which students took part	Feel more comfortable talking to people/have more friends	Indicated in response to questions J& L in interview (Appendix B)	27.12	2	Cost of advocate to help identify suitable alternative placement, alternative placement and support worker to help the service user settle.	1757.08	Basildon & Thurrock Independent Advocacy Service Hadleigh Training Roots and Shoots	0.00%	N/A	60.00%	20.00%	38,121.61	38,121.61	30,497.29	£0.00
				Feel better about yourself and what you can do	Indicated in response to questions G,H & I in interview (Appendix B)	27.12	2	College or evening club (£52 per day for 2.25 days per week for 4 weeks)	468.00	Hadleigh Training	40.00%	N/A	60.00%	20.00%	6,092.24	6,092.24	4,873.79	£0.00
				Got a job	Got a job	1.00	2	Pt job based on medium wage for 14 hrs per wk.	7693.00	Annual Survey of Hours and Earnings	40.00%	N/A	60.00%	20.00%	3,692.64	£3,692.64	£2,954.11	£0.00
				Moved to independent living	Moved to independent living	2.00	2	Average cost of renting a 1 bed flat	6624.00	Rentright.com	40.00%	N/A	60.00%	20.00%	6,359.04	£6,359.04	£5,087.23	£0.00
				Saving compared to other services	Number of sessions paid for at subsidised rate by students using Individualised Budget	650.00	1	Cost saving per session compared to alternative service (Difference between R&S £24.32 per day and Hadleigh Training, £52 per day )	27.68	Hadleigh Training	0.00%	N/A	0.00%	N/A	17,992.00	£17,992.00	£0.00	£0.00
Parents/ Carers	Time	£-		Have become more relaxed or less anxious	Indicated in response to question 'I have become more relaxed or less anxious.	32.00	1	The average cost of GP visits in one year as a result of parents stress	280.00	PSSRU (2005) Unit Costs of Health & Social Care	20.00%	N/A	30.00%	N/A	5,017.60	£5,017.60	£0.00	£0.00
				Relationship with other family members has improved	Indicated in response to question My relationship with other	18.29	1	Average spend on social activities in a year	520.00	(2008) Family spending 2009 – a report on the 2008 living costs & food	50.00%	N/A	25.00%	N/A	3,565.71	£3,565.71	£0.00	£0.00



					family members has improved.					survey.								
				Relationship with the students has improved	Indicated in response to question 'My relationship with the student has improved.	22.86	2	College or evening club (£52 per day for 1.125 days per week for 26 weeks)	1521.00	Hadleigh Training Roots and Shoots	20.00%	N/A	25.00%	20.00%	20,859.43	£20,859.43	£16,687.54	£0.00
				Prevent mental breakdown	Indicated in response to question 'Other (please describe)	4.57	1	Average unit cost of treating someone with depression	2026.00	McCrane, P. Et al (2008). The cost of mental health care in England until 2026. The Kings Fund	20.00%	N/A	0.00%	N/A	7,409.37	£7,409.37	£0.00	£0.00
				Not able to have job because need to transport student to Roots and Shoots	Indicated in response to question 'Other (please describe).	4.57	1	Part-time job earnings	-7693.00	Annual Survey of Hours & Earnings	50.00%	N/A	0.00%	N/A	-17,584.00	-£17,584.00	£0.00	£0.00
Customers	Payments	£1,500.00		Good feeling/enjoyment through supporting a SE	Indicated in response to question "How does supporting Roots and Shoots make you feel?"	5.00	1	Difference between cost of fairtrade and non-fairtrade products	50.88	Practitioner calculation	0.00%	N/A	0.00%	N/A	254.40	£254.40	£0.00	£0.00
				Money saved against commercial businesses	£'s saved	3.33	1	Difference between rates for Roots and Shoots and commercial gardener (per hour)	750.00	Roots and Shoots	0.00%	N/A	0.00%	N/A	2,500.00	£2,500.00	£0.00	£0.00
				Frustration due to greater length of time taken to undertake contract compared to commercial business and unreliability	Indicated in response to question. How does supporting Roots and Shoots make you feel?	1.67	1	4 Hours of support worker time	-30.24	Roots and Shoots	0.00%	N/A	0.00%	N/A	-50.40	-£50.40	£0.00	£0.00
				Money saved against other day services	cost analysis against local services	3200.00	1	Cost saving per session compared to alternative service (Difference between R&S £24.32 per day and Hadleigh Training £52 per day)	27.68	Hadleigh Training and Southend Borough Council	0.00%	N/A	0.00%	N/A	88,576.00	£88,576.00	£0.00	£0.00
Local Authorities	Funding	£57,904.00																
Funder /Big Lottery	Funding	£52,943.00			Desired outcomes are the same as those for the students													
Hamelin Trust	Capital (equipment)	£1,951.83			Desired outcomes are the same as those for the students													
	Revenue (staff training costs)	£3,078.00																
Total		£133,184.83													210,632.36	210,633.36	£76,787.51	£0.00

Present Value	£203,509.53	£71,681.96	£0.00
Total Present Value			£275,191.49
Net Present Value			£142,006.65
Social Return Ratio			£2.07

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## Appendix F: Bibliography

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