

The ins and outs of weaving a collaborative evaluation model throughout a national workforce development project

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With thanks to:

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Acknowledgement of Country

We recognise the land on which we meet today and pay respect to Aboriginal and Torres Strait Island Peoples, their ancestors, the elders past, present and future from the different First Nations across this Country.

We acknowledge the importance of connection to land, culture, spirituality, ancestry, family and community for the wellbeing of all Aboriginal and Torres Strait Islander children and their families.

Today's presentation

- Our evolving model for delivering evaluation of an ongoing program
- Weaving evaluation into the core activities of an organisation
- Perspectives on benefits and challenges of a hybrid evaluation team

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Recognition of our partners

Delivery and evaluation partners

Australian Institute for Family Studies (AIFS)

Parenting Research Centre (PRC)

Australian Child and Adolescent Trauma, Loss and Grief Network (ANU)

Royal Australasian College of General Practitioners (RACGP)

The Healing Foundation.

Child and family partners, practitioners, and researchers

Emerging Minds recognises the contribution of the many family members, practitioners and researchers involved in the development of our resources. We thank them for their time, wisdom and guidance.

The National Workforce Centre for Child Mental Health

Launched 2017 and funded by DOH under the National Support for Child and Youth Mental Health Program.

Support health and community workforces to have knowledge, skills and resources to support positive child mental health outcomes and social and emotional wellbeing.

Three key components:

Provide an **online gateway for professionals** to access resources such as practice guides, training, webinars, tools and research

Implementation support for organisations and systems for workforce development strategies and policies that strengthen support for infant and child mental health; and,

Translate evidence-based data and research into practical implementation strategies and resources.



Program Logic

National Workforce Centre for Child Mental Health



Evaluation activities and data sources:

- **Learning management system (LMS) data** – course completions, user behaviour, pre-post learning
- **Workforce Questionnaire** – longitudinal evaluation group measuring knowledge and practice change
- **Customer relationship management system (CRM) data** – organisational engagement
- **Digital resources and web metrics** – website visits, downloads, webinar attendees, podcast listens
- **Focus groups and practitioner interviews** – practice change, barriers and facilitators
- **Implementation case studies** – organisational uptake and practice change
- **Staff interviews** – process and impacts
- **National Workforce Survey** – competencies in supporting child mental health, coverage and impact of the program across health and social services workforces

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National Workforce Survey

3/5

National Workforce Survey for Family, Parent and Professional

The survey aims to understand Australian professionals' knowledge and awareness of current workforce needs and how they may be applying that knowledge in their current role.

For each statement below please circle the answer (number) that best corresponds with your current experience. This survey will be used to understand current workforce needs and how they may be applying that knowledge in their current role.

Unless otherwise stated the statements below in relation to 'children' refer to both 'children' and 'young people'. We also recognise that families are diverse and references to 'parent' also apply to 'carer'.

For each statement below please select the answer that best corresponds with your current experience.

Strongly Disagree

Supporting child mental health is a relevant part of my work. 1 2 3 4

I am knowledgeable about strengths and vulnerabilities that impact on children's... 1 2 3 4

Working towards working together

2018

2019

Database
development

Internal

Emerging
Minds
Oversight role

**NWC
Evaluation**

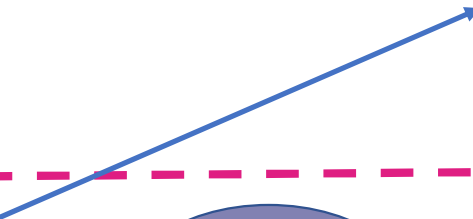
- Process
- Outcomes
- Annual report to funder
- Formative findings for quality improvement

External

External
evaluation
lead and
team

External
evaluation
provider

External
evaluation
provider



Working towards working together

2018

2019

2020

Internal

Database
development

Data
collection

Program
monitoring

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Research &
Evaluation
Manager

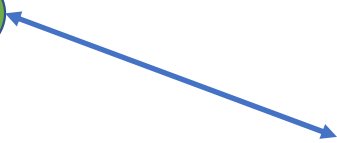
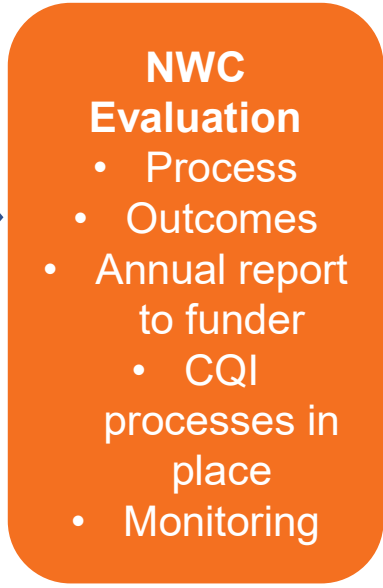
**NWC
Evaluation**

- Process
- Outcomes
- Annual report
to funder
 - CQI
processes in
place
- Monitoring

External

Research
and
evaluation
expertise

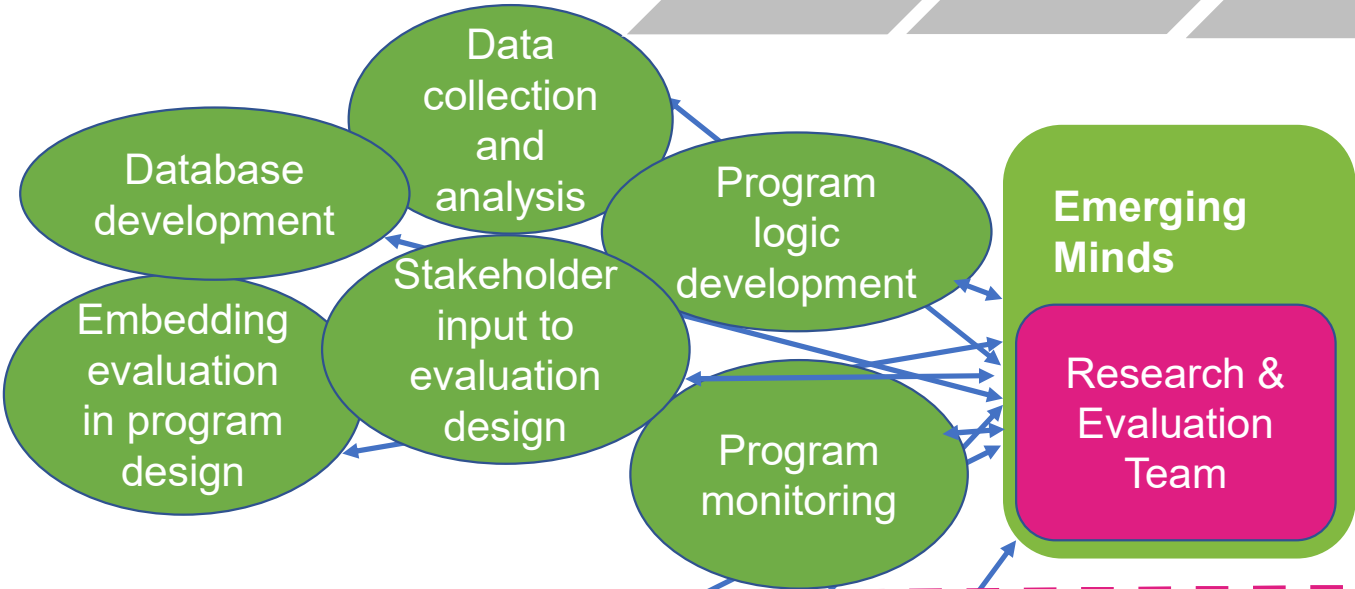
Research
and
evaluation
expertise



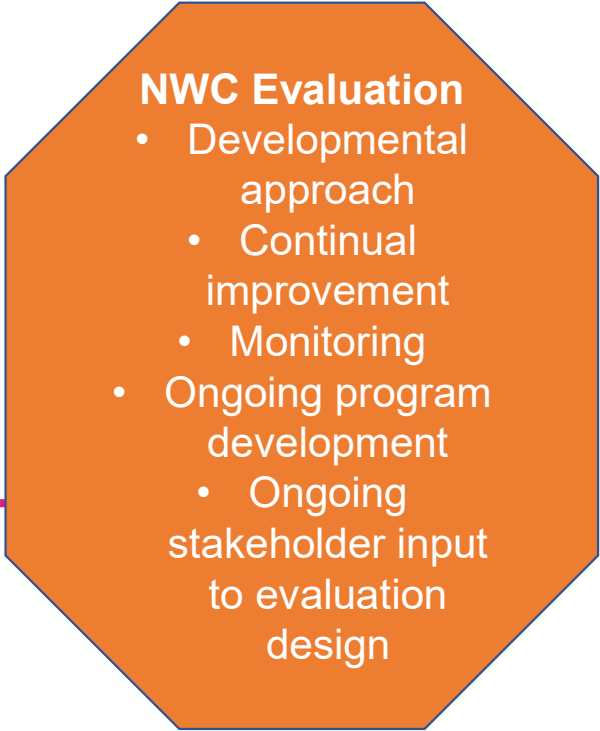
Working towards working together



Internal



External



Hybrid model:

Advantages

Bourgeois et al (2011). Using hybrid models to support the development of organisational capacity: a case narrative. *Evaluation and Program Planning*, 34:228-235.

Schwarzman et al (2018) – Organisational determinants of evaluation practice in Australian prevention agencies. *Health Education Research*, 1;33(3):243-245.

Yusa et al (2015). Utilisation of internal evaluation results by community mental health organisations: credibility in different forms. *Evaluation and Program Planning*, 54:11-18.

- Having internal evaluation capability appears to result in greater instrumental use of evaluation findings.
- In depth knowledge by internal evaluation staff of organisational and program context can enhance analysis and reduce learning curves when programs evolve over time.
- Internal evaluation capacity can be better integrated with program management.
- Partnership relationships with external evaluators provides complementary skill sets.
- External evaluation capacity brings a broader, sometimes differing, perspective.
- Opportunities for internal evaluation capacity building.

Hybrid model:

Challenges

- Ensuring credibility of the internal evaluator/s within the organisation.
- Perceived conflict of interest for internal evaluation staff if evaluation is related to funding decisions.
- Role conflict for internal evaluators
- Building partnership relationships over the long term and respecting differing areas of expertise between internal and external evaluators.
- Agreement on evaluation aims and shared discussion of evaluation findings and recommendations.
- Level of organisational interest in evaluation, and whether there is a culture of openness to learning and responding to evaluation findings.

Internal/external perspective:

**Dr Melinda
Goodyear**

Emerging Minds

- Evaluation manager
- Internal and external perspectives
- Building evaluation capacity



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Hybrid teams can be
responsive to change!

**Dr Joanna
Schwarzman**

***Australian Institute
for Family Studies***










- External partner working closely in the Evaluation team
- Researcher in evaluation capacity building
- New mum



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How do we think our hybrid model is doing?

Combined internal and external expertise	Mostly	Sometimes	Never
With our external evaluation partner, we discuss and design evaluation studies and methodologies.			
Internal and external evaluators participate in analysis and generation of evaluation findings, and agree in principle on key findings.			
There is a two-way exchange of knowledge and expertise, enhancing understanding of the program and its context, and evaluation methods.			
Internal capacity building			
Workshops, coaching and tools are available to relevant staff across the organisation to develop evaluation capacity.			
There are processes in place so that evaluation is included by program units as part of the program design process.			
Beyond the internal evaluation team, relevant staff members have skills in developing program logics, evaluation questions, and indicators of 'success'.			
Evaluation use			
External and internal evaluators share a common view of intended use/s of evaluations.			
The organisation utilises evaluation findings in program decision making.			
Other stakeholders (intended users) utilise findings for planning, policy making, funding decisions, or program design.			

Learnings

Due to its complexity and scope, the evaluation of the National Workforce Centre has benefitted from internal evaluation capacity with **deep program knowledge.**

A **utilisation-focused** approach has helped to build agreement across the internal/external evaluation team on the purpose and conduct of evaluation projects.

A hybrid model has provided **additional evaluation expertise** and an **independent view** when conducting analysis and generating findings.

A **continual learning mindset** for both the organisation as a whole, and the internal evaluation team, has been important for (a) responding to findings, (b) learning from our external evaluation partners, and (c) continually improving the evaluation framework.

Thank you.

Please let us know if you have any questions or comments on the presentation.

We appreciate your feedback.

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