

BUILDING EVALUATION CAPACITY FROM WITHIN THE WERRY CENTRE



The Werry Centre
for Child and Adolescent Mental Health
Workforce Development

www.werrycentre.org.nz

ABSTRACT

The purpose of this presentation is to showcase the processes used in the development of evaluation culture and practice at the Werry Centre – an organisation providing workforce development for the Child and Adolescent Mental Health (CAMH) sector throughout New Zealand. The presentation will also demonstrate the outcomes achieved as a result of these processes.

One of the most important tools used has been the systematic detailing of intended project outcomes and objectives and aligning them with relevant evaluation indicators and questions. This detailing of the programme logic has become a key tool in evaluators' toolkits in recent years and needs to be well understood in their practice. This has been the backbone of our work at the Werry Centre. However, we have also used a range of other strategies to build positive relationships within the Werry Team and to bring staff along through the maze of their evaluation journeys. We will demonstrate those strategies and the ways they have led to more robust evaluation processes and outcomes for Werry Centre work.

The main findings of our work will be that by developing a positive organizational culture around evaluation, the programmes delivered will become more robust and can ultimately be linked to better outcomes for the CAMH sector workforce and its client group – in this case, children and adolescents with mental health issues and their whānau.

The implication is that this will be a useful model for evaluators working within organisations to use in their practice.

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BRIEF DESCRIPTION OF THE WERRY CENTRE

The Werry Centre (Auckland UniServices Ltd) is contracted by the Ministry of Health to undertake workforce development within Child and Adolescent Mental Health Services (CAMHS) throughout New Zealand. The first three year contract began in 2001 and the centre has now entered the fourth year of its third contract.

The brief of the Werry Centre workforce programme is to progress the following five strategic workforce development imperatives:

- Research and Evaluation
- Training & Development
- Organisational Development
- Retention & Recruitment
- Workforce Development Infrastructure.

Some of the key projects run by the Werry centre include:

- Training and support in the delivery of the Incredible Years programme
- Training and support in the application of the “Seven Helpful Habits” and the “Choice and Partnership Approach”
- Training and support for using Real Skills Plus CAMHS Competencies
- Organisation of regular infant, child and adolescent sector days and a biennial CAMHS conference
- Topic-specific training (like Autistic Spectrum Disorder and Eating Disorders)

The centre also has youth consumer and family/whānau advisors as well as cultural advisors.

EVALUATION SYSTEMS

The work carried out so far by Maggie and Julliet has been in the development of some critical evaluation systems in the following areas:

- Preparation for the evaluations
- Data collection
- Data processing
- Data analysis
- Reporting
- Data Storage

Preparation for Evaluation

The work began with the development of a “programme logic” for each of the projects offered by the Centre. The DoView programme¹ was used extensively to record and organise the ideas and to

¹ <http://www.doview.com/>

ensure that all stakeholders were fully engaged with the process. This was a highly collaborative process where the evaluator(s) worked with the key players involved in each project to clearly document:

- Description of the project being evaluated
- Aims of the project
- Key objectives of the project
- Strategies needed to achieve the project objectives
- Evaluation questions (alongside relevant aims/objectives/strategies)
- “Map” of the evaluation – brief plan – methods, data sources, evaluation topics/questions, what, when, who, where.

Figure 1 The opening DoView page for the Werry Centre's E-Learning Resource Project

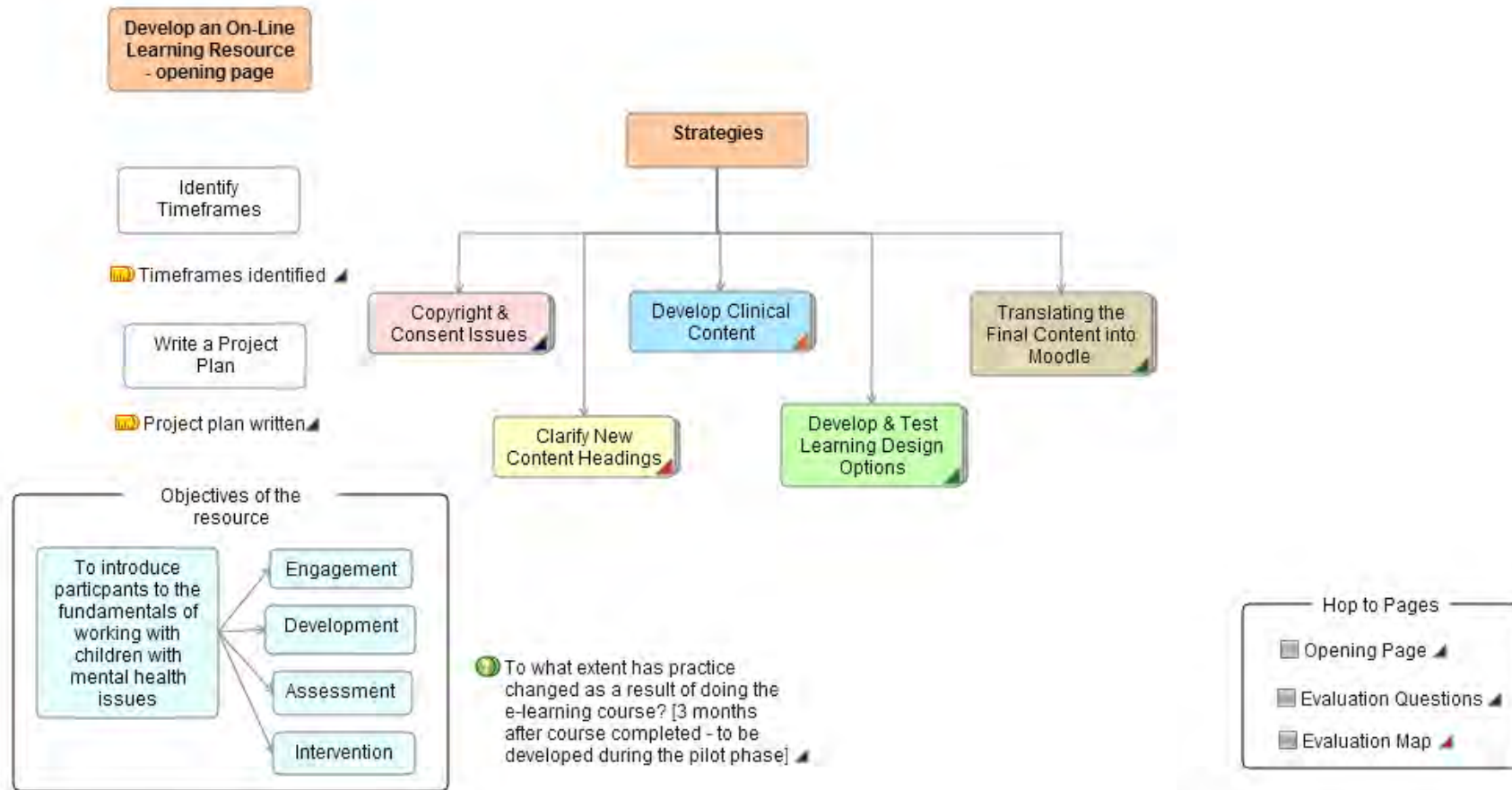


Figure 2 The evaluation questions DoView page for the Werry Centre's E-Learning Resource Project

The screenshot displays a web page titled "DoView" with several sections of evaluation questions and navigation links. The questions are organized into three main categories: "Outputs", "Experience of the resource - pilot only", and "Learning outcomes - pilot and live".

Outputs

- Timeframes identified
- Project plan written
- There is consent for all materials
- All consultation over clinical content has occurred
- All content in place
- New headings clarified
- Headings circulated to the reference group
- Clinical content written to expand on headings
- The resource has been piloted
- Demographic information about participants is collected
- Participants are provided an opportunity to give feedback about their experiences of the course - this includes technical aspects, content, structure, depth, relevance etc
- Participants are surveyed 3 months after they complete the course around the application of learnings
- To what extent has the resource successfully been translated into an electronic format from a technical point of view?

Experience of the resource - pilot only

- To what extent were pilot participants representative of potential users of the resource?
- What do participants think about the tests at the end of each module?
- What do participants think about the technical support provided by the Werry Centre during the pilot?
- What do participants think about the discussion forum around content monitored by the Werry Centre during the pilot?

Experience of resource - live

- How have the participant and supervisor guides been received?
- What do participants think about the discussion forum around content monitored by the Werry Centre?
- What do participants think about the technical support provided by the Werry Centre?
- What do participants think about the tests at the end of each module?
- Participants' experience of the course is positive

Learning outcomes - pilot and live

- To what extent have participants understood the key learnings? [at the end of each modules]
- To what extent has practice changed as a result of doing the e-learning course? [3 months after course completed - to be developed during the pilot phase]
- How well was the covering letter and pack received by pilot participants?

Evaluation Questions Page

Hop to Pages

- Opening Page
- Evaluation Questions
- Evaluation Map

The programme logic was used as the basis for the development of a range of evaluation tools. In many cases, tools were in place and the evaluation team only had to review them. In other cases, completely new tools were developed.

As part of this process, some “standardised” survey form templates were designed so that project leaders could choose from a “menu” of questions for events that occurred more often than once. The forms can also be adapted to include additional questions if so desired.

Figure 3 A standardised workshop feedback form

WORKSHOP – EVALUATION FORM

Please indicate the extent of your agreement/disagreement with the following statements using scale of 1 to 5 where 1 = Strongly Disagree and 5 = Strongly Agree.

WORKSHOP NAME & DATE					
Statements	Strongly Disagree				Strongly Agree
1. The event was well organised	1	2	3	4	5
2. The presentations were easy to follow and understand	1	2	3	4	5
3. The presenters were engaging	1	2	3	4	5
4. The presenters were knowledgeable	1	2	3	4	5
5. The presenters were clear (about objectives, processes and topics for the event)	1	2	3	4	5
6. There was a good level of audience participation	1	2	3	4	5
7. This event was appropriate to my cultural needs	1	2	3	4	5
8. The sequence of the event was logically structured (with ideas building on each other)	1	2	3	4	5
9. The content was relevant to me	1	2	3	4	5
10. The content was easy to absorb	1	2	3	4	5
11. The goals I had for this event were met	1	2	3	4	5
12. My knowledge of the topics covered increased through my participation in this event	1	2	3	4	5
13. My skills increased through my participation in this event	1	2	3	4	5
14. I expect to use the material presented in my work in future	1	2	3	4	5
15. I had the opportunity to network with others in my sector	1	2	3	4	5
16. I would recommend this event to others	1	2	3	4	5
17. The catering for the event was good	1	2	3	4	5
18. The venue was comfortable (in terms of space, temperature, noise levels, seating)	1	2	3	4	5
19. The equipment worked well	1	2	3	4	5
20. Additional event-specific questions can be added here	1	2	3	4	5



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Comments

21. Additional event-specific open-ended questions here

22. Which part of the day was most useful for you and why?

23. Which part of the day was least useful for you and why?

24. Do you have any overall comments or suggestions about the event?

Demographics (These details help us make sure that workshops and events are worthwhile for everyone)

Ethnicity: (e.g. NZ European Māori, Pacific, Asian, Other - specify)

Profession: (e.g. Advisor, Counsellor, Nurse, Psychologist, Social Worker)

Region: (e.g. Bay of Plenty, Northland, West Coast)

Type of Service:

DHB NGO PHO Other

Thank you, we appreciate your feedback. Please hand back this completed form before you leave.

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The whole aim of this process was to make sure that project leaders had as much control over the evaluation and the subsequent evaluation activities as possible. This is to ensure buy-in to evaluation results in order to increase the likelihood of implementing recommendations.

Data Collection

Many data collection processes were already established within the Werry Centre workforce programme. However, it was useful to have a fresh look at them and offer suggestions for refinement. These suggestions were universally-well received by Werry staff and as a result, more targeted data has been collected.

Examples: In one form, we were asking CAHMS services that were implementing a programme to complete information about staffing for a one month period. We modified some of the existing questions to provide more useable data.

Previous questions	Revised questions
Full time equivalent (FTE) clinicians in team	*Total number of clinical hours worked by clinicians
Number of vacancies on the team	Vacancies (FTEs)

*Clinical Hours Worked: Excludes all leave (sick Leave, annual leave, public holidays etc.)

We also did a lot of work tightening up scales as shown in the examples below.

Previous scale
I feel the leader’s knowledge was..... <input type="checkbox"/> Very poor <input type="checkbox"/> Below average <input type="checkbox"/> Average <input type="checkbox"/> Above average
Revised scale
Please indicate the extent of your agreement/ disagreement with the following statements using scale of 1 to 5 where 1 = Strongly disagree and 5 = Strongly agree.
The leader was knowledgeable <input type="checkbox"/>

Data Processing

Modifications to the process for entering data were introduced by the evaluation team. This allowed for the verification of calculations relating to quantitative data and for the matching qualitative and quantitative responses. The process included:

- Numbering every returned form with a unique ID
- Entering quantitative data into Microsoft Excel using ID numbers
- Attaching the relevant ID number to each string of quantitative data

Because some of the processes related to “standardised” survey questions, formulas could be pre-entered in to Microsoft Excel data entry templates.

Figure 4 Part of the standardised Excel worksheet

The following example shows a portion of the Microsoft Excel workbook template that has been set up. Administration staff enter raw data into the pale yellow cells. The example is drawn from 55 cases of which only the first three are shown. The formulas for calculating totals and averages are already in place. We have shown one “COUNTIF” formula in the green coloured box to show how we did that. There is also a checking column (in orange) to ensure all cases are included.

Standard template - QUANTITATIVE DATA	1 Strongly Disagree	2	3	4	5 Strongly Agree	Blank		Check ing	1	2	3
Mr Jones - Title of presentation	1	2	3	4	5	Blank					
The presentation was easy to follow and understand	1	1	9	25	18	1		55	1	4	3
The presentation was informative	0	1	6	20	27	1		55	5	4	3
The content was relevant to me	0	1	9	25	19	1		55	5	4	4
I expect to use the material presented in my work in future	1	5	16	18	11	4	Average	55	1	4	3
	2	8	40	88	75	213	4.1				
Dr Smith - Title of presentation	1	2	3	4	5	Blank					
The presentation was easy to follow and understand	=COUNTIF(\$J9:\$BL9,"1")	0	7	12	34	2		55	5		5
The presentation was informative	0	1	9	14	29	2		55	2		5
The content was relevant to me	0	1	7	16	29	2		55	5		5
I expect to use the material presented in my work in future	0	4	7	19	23	2	Average	55	2		5
	0	6	30	61	115	212	4.3				
Overall	1	2	3	4	5	Blank					
The panel discussion was informative	0	0	8	10	4	33		55	3		3
The event was well organised	0	0	2	10	27	16		55	5	5	5
There was a good level of audience participation	2	2	17	12	4	18		55	3	4	3
This event was appropriate to my cultural needs	0	3	6	12	15	19		55	5	5	5
I had the opportunity to network with others in my sector	1	1	4	18	13	18		55	5	5	5
The catering for the event was good	0	1	3	9	25	17		55	5	3	5
The venue was comfortable (in terms of space, temperature, etc)	0	0	3	14	20	18	Average	55	4	4	5
	3	7	43	85	108	246	4.2				

Here are some examples of the graphs that are produced automatically because we already set them up in the Microsoft Excel Workbook template beforehand.

Figure 5 Example of a graph representing workshop feedback for one speaker

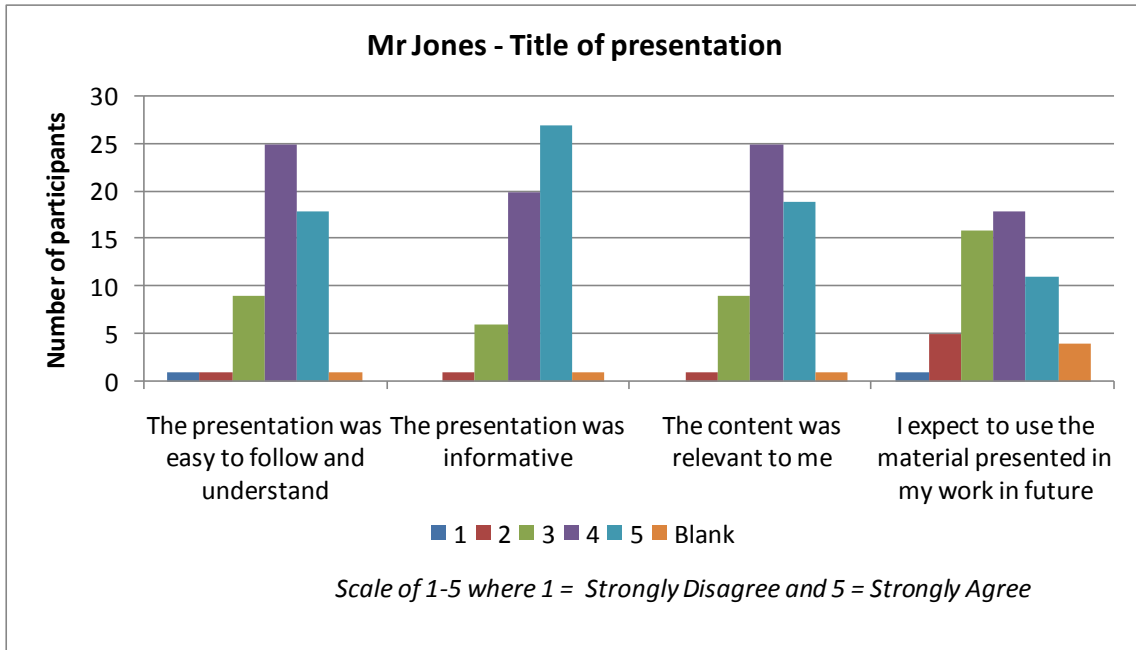
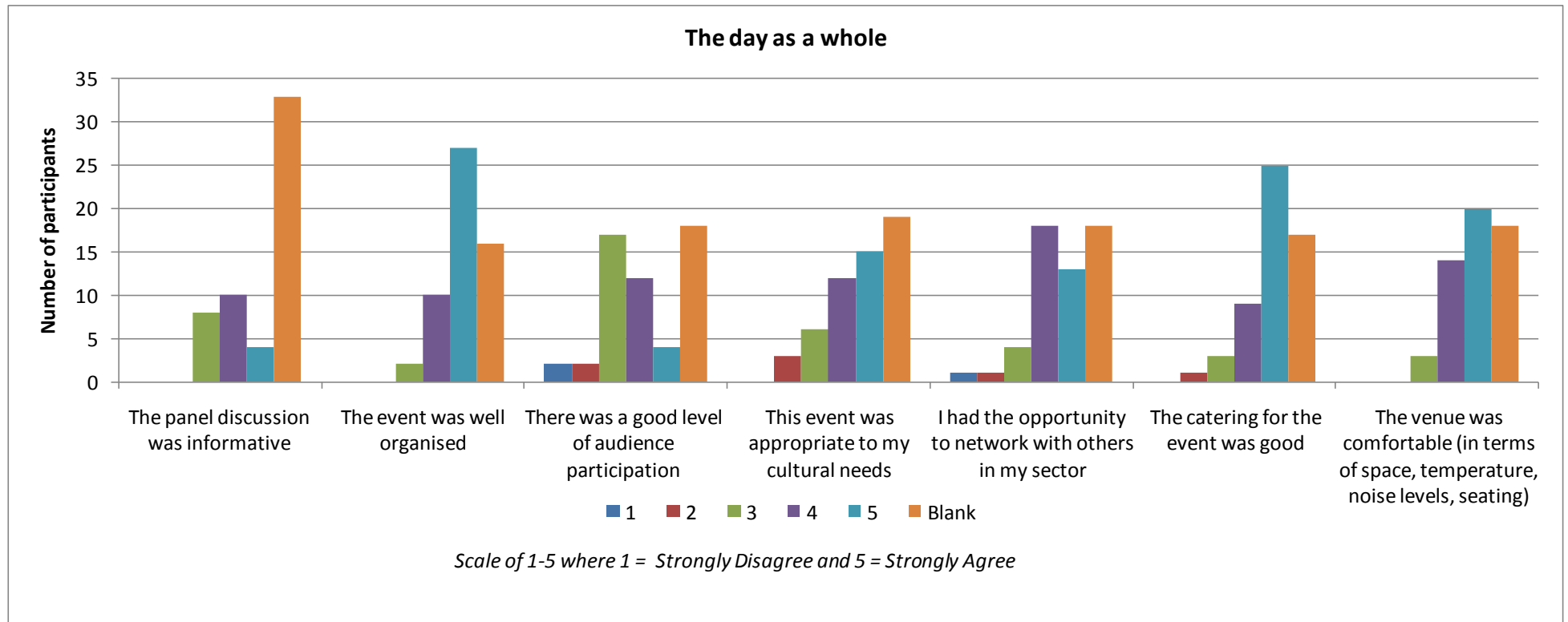


Figure 6 Example of a graph showing feedback for the whole day of a workshop



Qualitative data is sorted so that the themes can be more easily identified. A “How to” example of creating and working with qualitative data in a Microsoft Word table format has been included in Appendix A of this paper.

Data Analysis

Staff have been included in the sessions where evaluation findings are analysed in order to more fully-engage them in the process. The tools used are Word and Excel.

Reporting

There are two key aims of the reporting. The first is to report progress to management and funders and the second is to highlight key learnings for the future development of projects.

To help with the reporting process, a formal reporting template has been developed. We worked through this with the staff at a workshop in June 2010.

Example: The report template developed for an all staff workshop

A template was developed for staff to use when reporting on their work. It is shown on the following page.

Figure 7 Details of the project reporting template

END OF PROJECT REPORT TEMPLATE
<p style="text-align: center;">Due no later than last day of the reporting year</p> <p>INTRODUCTION TO THE PROJECT</p> <p>Can be cut and pasted from the project plan</p> <ul style="list-style-type: none">• Background• Rationale• Aim of project• Objectives of project <p>STRATEGIES USED TO CONDUCT THE PROJECT</p> <p>Can be cut and pasted from the monthly and/or quarterly reports</p> <ul style="list-style-type: none">• DoView session with evaluation team (include your senior manager, the cultural advisors and (if relevant) the youth consumer advisors)• Planning• Reading background documents• Meetings• Preparation of materials (manuals etc)• Workshops/training days etc• Evaluation activities<ul style="list-style-type: none">○ Anecdotal (informal comments/notes etc.)○ Project leader/team views○ Questionnaires○ Interviews○ Survey○ Limitations of evaluation methods <p>LIMITATIONS TO THE PROJECT</p> <ul style="list-style-type: none">• Reasons why some things didn't happen or for change of plans <p>EVALUATION RESULTS/FINDINGS</p> <ul style="list-style-type: none">• Reflections on the process• What impact the project has had <p>CONCLUSIONS/DISCUSSION</p> <ul style="list-style-type: none">• Reasons for the project's success• Reasons why some things may not have worked• Recommendations for future work

Data Storage

Data storage needed very little intervention. The following were already in place:

- Secure offices
- Password protected computers
- Additional password protection for documents that identify individuals' responses
- Shredding paper-based material like interview notes

RELATIONSHIPS

On a professional level

- Having continuous open dialogue with senior management
- Collaborating in the work - getting people involved and contributing at all stages
- Helping people "own" their evaluations by including them in planning and decisions
- Getting people involved with evaluation-related decisions
- Being affirming – but firm - Being supportive of the work whilst fostering robust evaluation processes
- Encouraging openness and transparency
- Making evaluation accessible – presenting in-house workshops and talks as well as informal talks

Here is an example of an exercise we did to provide staff with an experience of analysing evaluation data.

The "My Holiday Experience" Exercise

We carried out a brief in-house survey called "My holiday experience" and organised the raw data into topics. Qualitative data was collected in the survey about staff's latest holiday destination, what they did there, the best and worst parts of the holiday and advice they would give to fellow holiday makers. The exercise also explored quantitative data - staff rating the extent to which they had a good time, how irritating their holiday companions had been and the extent to which they would recommend their destination to others.

We then held a workshop where staff went off into teams to analyse one piece of the data and present the findings back to the whole group.

It went very well. Everyone could relate to the topic and they had lots of fun talking about the results. This set them up with a positive experience of data analysis that they could draw on when evaluating their own work.

On a personal level

This is all about contributing to the positive organisational culture at the Werry centre.

- Not passing on anything that could be construed as gossip – to create a certainty about confidentiality between the management/staff and the evaluation team
- Talking and listening to people
 - Supporting people when they are going through a rough time
 - Celebrating with people when there's something special happening in their lives
- Doing little things for people whenever possible:
 - Introducing games (Bananagrams)
 - Loaning books and DVDs
 - Bringing in magazines and recipes
- Learning about people as individuals – at work and at home
- Making evaluation fun! (The song)

OUTCOMES

- Evaluation work has been more robust
- Evaluation work incorporates a greater focus on the impact of the work
- Staff understand more about their evaluations
- Staff more confident in conducting evaluation
- People using results to improve their work
- People thinking about the results they get back
- People have a sense of achievement when they can complete their own evaluation report
- Organisation is in a better position to demonstrate its effectiveness
- Organisation able to compare individual CAMH provider results with national trends
- People not afraid of less-than-positive evaluation findings
- An organisational shift from “having evaluation done to you” to “doing it yourself”

CHALLENGES

- As with all evaluation work - politics can get in the way sometimes
- No power to make people do anything in evaluation – persuasion is needed
- Time commitment needed from workers throughout the evaluation process
- For some workers, it took time for them to get the confidence to write their own reports themselves
- Having confidential information that can't be passed between the different sides of the curtain

AND FINALLY, THE SONG

Here's the song we wrote and sang to the team at the end of one of our workshops. We got lots of laughter and applause when we did it!

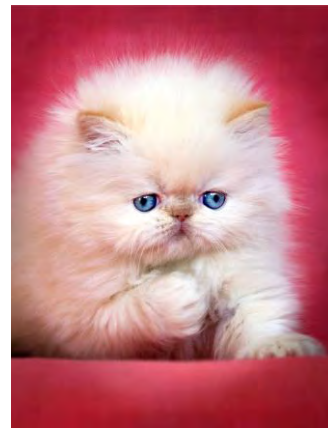
THE WERRY EVALUATION SONG

(Tune: My favourite things)

If there's concerns about evaluation
Leading right onto your procrastination
Then we are the answer to all your dreams
Cause we are the two in this fabulous team.

We're putting up boxes in neat little lines
With arrows to group them, it's just so divine
We're talking you through all your work and its woes
Mostly this takes us a couple of goes.

CH: When the fear hits, there's denial
And you're feeling sad
You'll simply remember DoView and us girls
And then you won't feel so bad!



APPENDIX A – EXAMPLE OF A WAY TO SORT QUALITATIVE DATA

STEP 1 – ENTER DATE INTO GRID

ID code – unique number plus M = Male, F = Female

ID	Question #	Response
1M	Q1 What is your favourite colour?	Orange
1M	Q2. How old are you?	34
1M	Q3. Where do you live?	Henderson Valley

ID	Question #	Response
2M	Q1 What is your favourite colour?	Blue
2M	Q2. How old are you?	59
2M	Q3. Where do you live?	Grey Lynn

ID	Question #	Response
3F	Q1 What is your favourite colour?	Pink
3F	Q2. How old are you?	58
3F	Q3. Where do you live?	Grey Lynn

ID	Question #	Response
4F	Q1 What is your favourite colour?	Purple
4F	Q2. How old are you?	34
4F	Q3. Where do you live?	Titirangi

ID	Question #	Response
5M	Q1 What is your favourite colour?	Red
5M	Q2. How old are you?	18
5M	Q3. Where do you live?	Parnell

ID	Question #	Response
6M	Q1 What is your favourite colour?	Black
6M	Q2. How old are you?	31
6M	Q3. Where do you live?	Parnell

ID	Question #	Response
7F	Q1 What is your favourite colour?	Yellow
7F	Q2. How old are you?	45
7F	Q3. Where do you live?	Henderson

ID	Question #	Response
8F	Q1 What is your favourite colour?	Green
8F	Q2. How old are you?	60
8F	Q3. Where do you live?	Grey Lynn

ID	Question #	Response
9M	Q1 What is your favourite colour?	Red
9M	Q2. How old are you?	56
9M	Q3. Where do you live?	Parnell

STEP TWO – JOIN ALL THE GRIDS TOGETHER INTO ONE MASTER GRID

ID	Question #	Response
1M	Q1 What is your favourite colour?	Orange
1M	Q2. How old are you?	34
1M	Q3. Where do you live?	Henderson Valley
2M	Q1 What is your favourite colour?	Blue
2M	Q2. How old are you?	59
2M	Q3. Where do you live?	Grey Lynn
3F	Q1 What is your favourite colour?	Pink
3F	Q2. How old are you?	58
3F	Q3. Where do you live?	Grey Lynn
4F	Q1 What is your favourite colour?	Purple
4F	Q2. How old are you?	34
4F	Q3. Where do you live?	Titirangi
5M	Q1 What is your favourite colour?	Red
5M	Q2. How old are you?	18
5M	Q3. Where do you live?	Parnell
6M	Q1 What is your favourite colour?	Black
6M	Q2. How old are you?	31
6M	Q3. Where do you live?	Parnell
7F	Q1 What is your favourite colour?	Yellow
7F	Q2. How old are you?	45
7F	Q3. Where do you live?	Henderson
8F	Q1 What is your favourite colour?	Green
8F	Q2. How old are you?	60
8F	Q3. Where do you live?	Grey Lynn
9M	Q1 What is your favourite colour?	Red
9M	Q2. How old are you?	56
9M	Q3. Where do you live?	Parnell

STEP THREE – SORT THE MASTER GRID INTO TOPIC/QUESTIONS AND SPLIT THE TABLE

ID	Question #	Response
1M	Q1 What is your favourite colour?	Orange
2M	Q1 What is your favourite colour?	Blue
3F	Q1 What is your favourite colour?	Pink
4F	Q1 What is your favourite colour?	Purple
5M	Q1 What is your favourite colour?	Red
6M	Q1 What is your favourite colour?	Black
7F	Q1 What is your favourite colour?	Yellow
8F	Q1 What is your favourite colour?	Green
9M	Q1 What is your favourite colour?	Red

ID	Question #	Response
1M	Q2. How old are you?	34
2M	Q2. How old are you?	59
3F	Q2. How old are you?	58
4F	Q2. How old are you?	34
5M	Q2. How old are you?	18
6M	Q2. How old are you?	31
7F	Q2. How old are you?	45
8F	Q2. How old are you?	60
9M	Q2. How old are you?	56

ID	Question #	Response
1M	Q3. Where do you live?	Henderson Valley
2M	Q3. Where do you live?	Grey Lynn
3F	Q3. Where do you live?	Grey Lynn
4F	Q3. Where do you live?	Titirangi
5M	Q3. Where do you live?	Parnell
6M	Q3. Where do you live?	Parnell
7F	Q3. Where do you live?	Henderson
8F	Q3. Where do you live?	Grey Lynn
9M	Q3. Where do you live?	Parnell

This example has very little data but you can see how wonderful it would be to see everyone's responses to the same question on the same page – then you can draw out the themes around each question.