



# Role of evaluation in a high quality community of practice

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live from home of the brave with dirty **dollars**

beauty **parlors** baby **bottles** and bowling ball **Impalas**

& street **scholars** that's majoring in culinary **arts**

## "Meat Grinder"

The worst-hated God who perpetrated odd favors

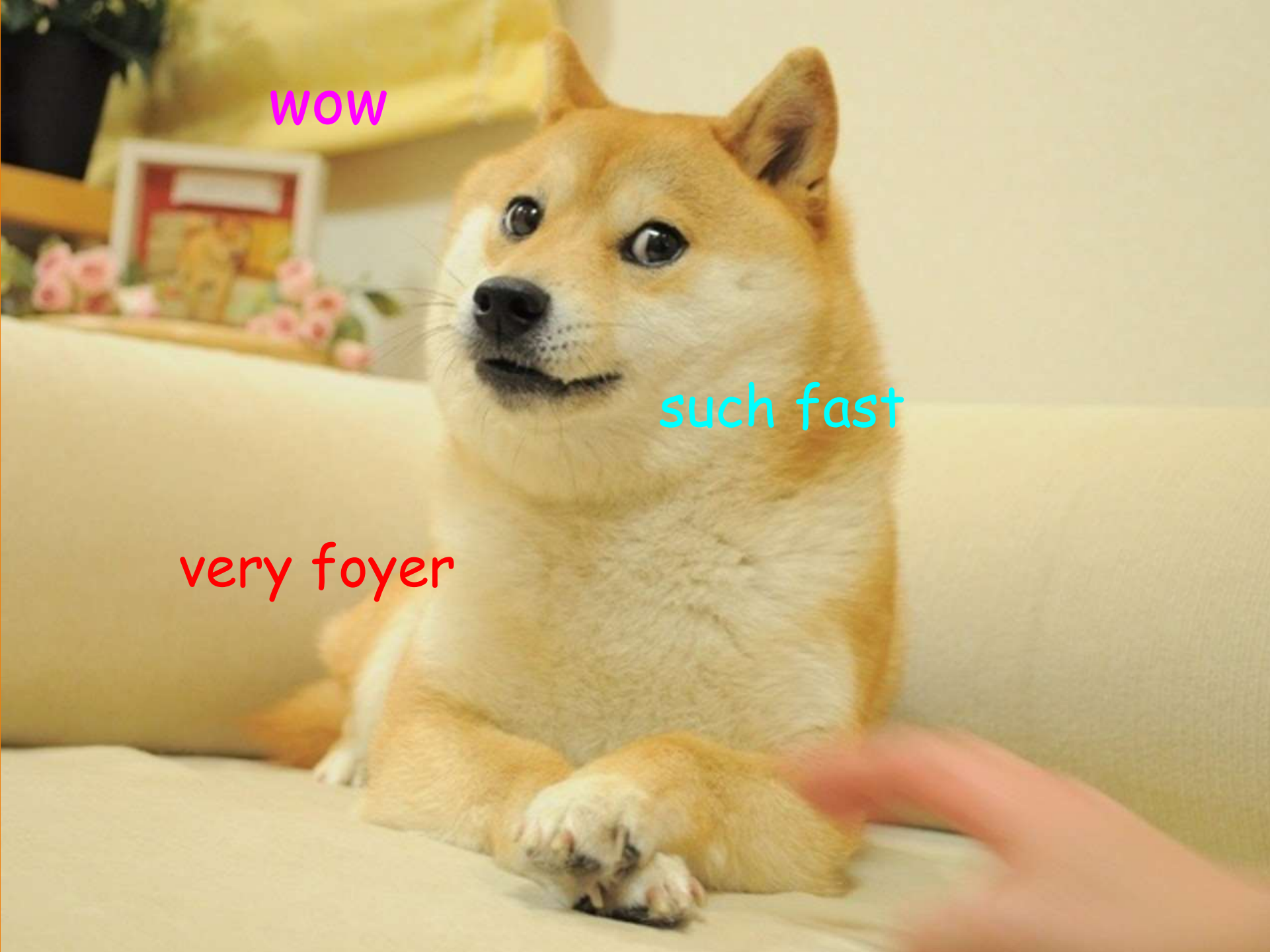
*value  
&  
how*

An **adaptive evaluation** approach  
enables us to **explain causality**  
in a complex world in order to  
**change it**

wow

such fast

very foyer





Holmesglen TAFE  
Glen Waverley  
open May 2013



Kangan TAFE  
Broadmeadows  
June 2014



GO TAFE  
Shepparton  
August 2016



# EDUCATIONfirstYOUTHfoyer

## Initial evaluation design

Process

Outcomes

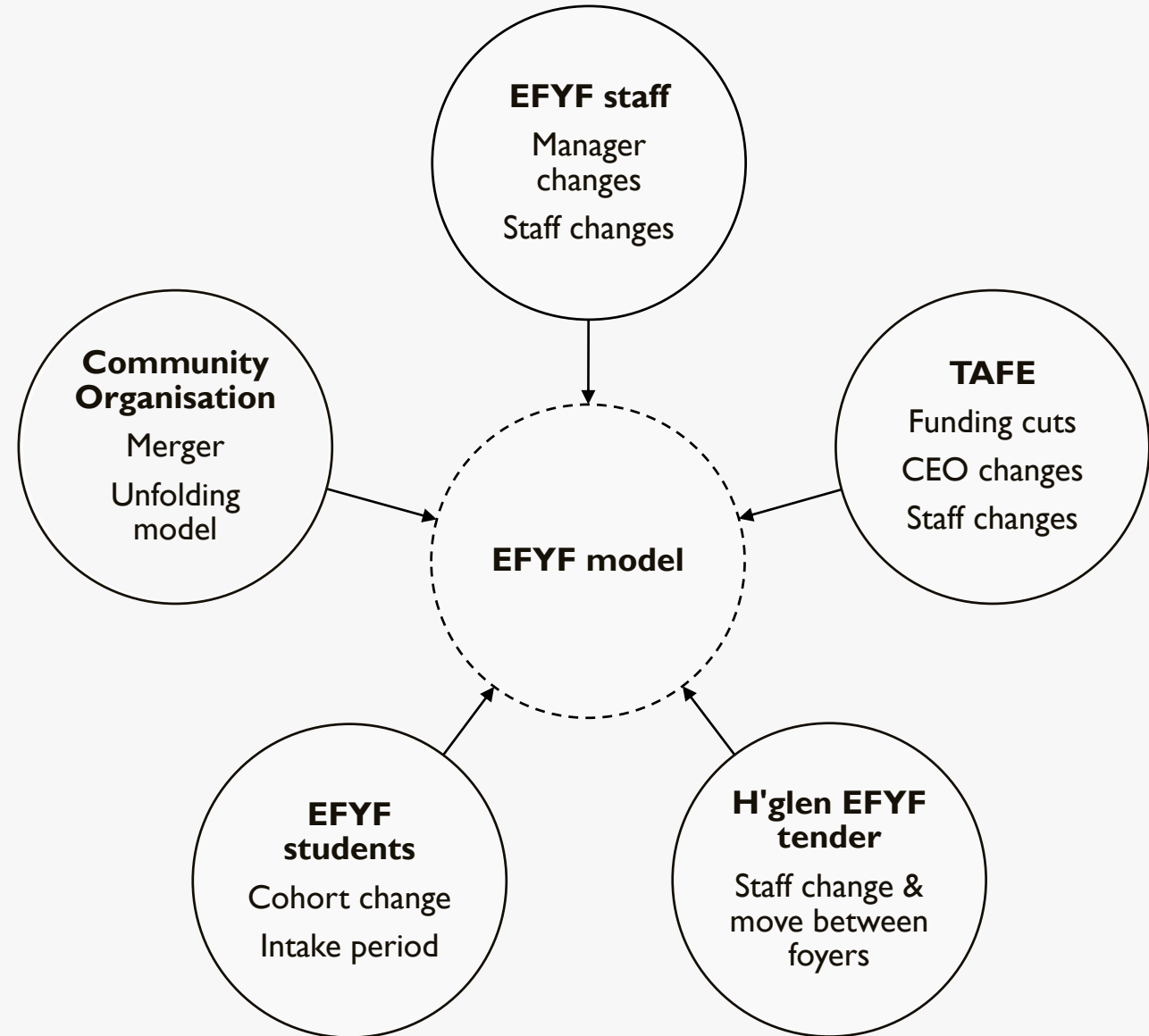
Financial

## Now

Adaptive evaluation



# Disruptions



# Outcomes study

quasi-experimental design

'Treatment' group	Baseline	Treatment	Exit	6-months follow-up	12-month follow-up
EFYF	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>
THM	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>
Other foyers	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>

But context matters,  
what generates outcomes?



# Adaptive evaluation approach

uncovers mechanisms

produce & sustain

effective Foyers

Realist evaluation (Pawson), developmental evaluation (Patton),  
action research (Wadsworth), collaborative evaluation (Montague)

# Three evaluation perspectives

(Chelimsky 1997)

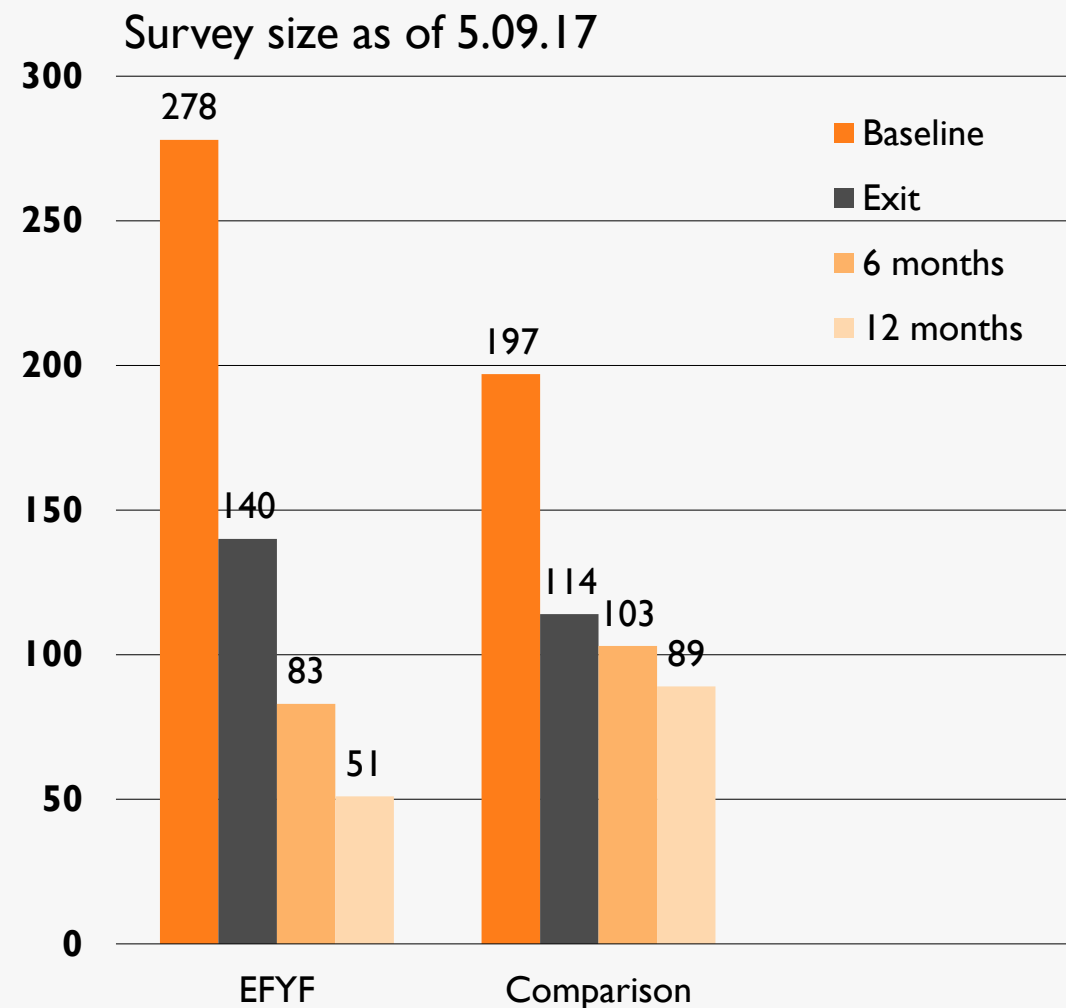
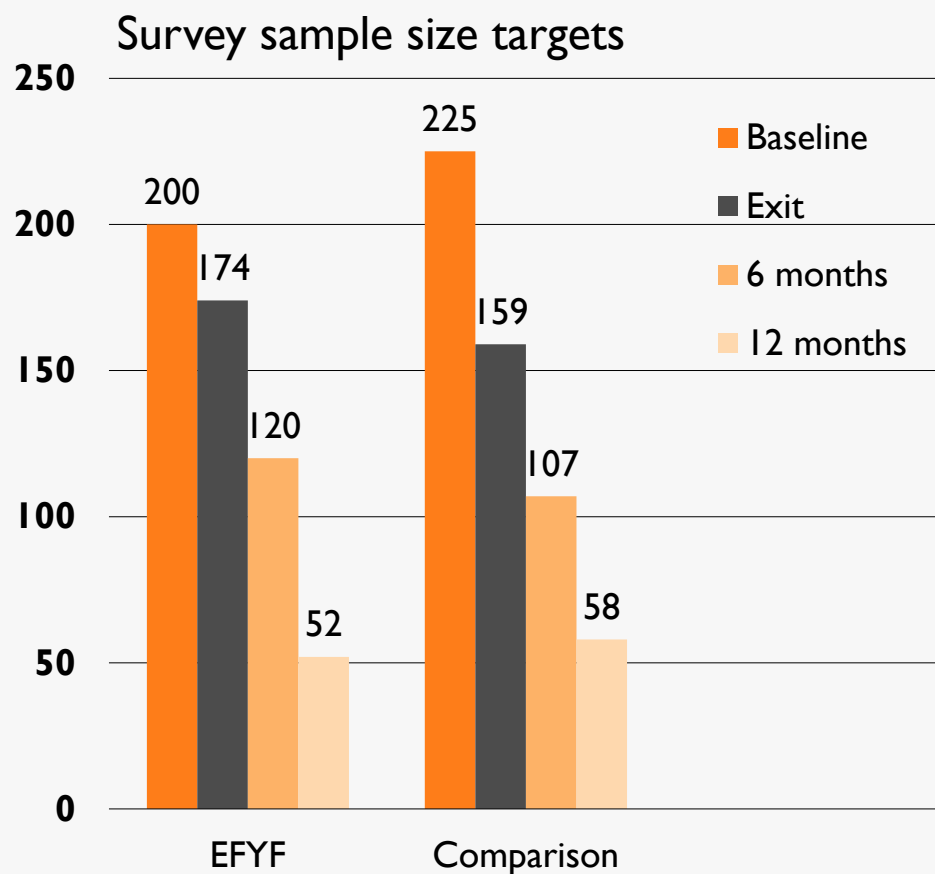
Perspective	Data	Purpose	Audience
<b>Accountability</b>	Pre & post surveys (outcomes), cost-effectiveness/benefit	Inform policy/advocacy	Decision makers, funders Community of Practice
<b>Development</b>	Interviews, surveys, monitoring data Practical knowledge, implementation process & structures	Improve service delivery Strengthen organisational capacity to adapt & implement Support a community of practice	Decision makers Community of Practice
<b>Knowledge</b>	Multiple	Inform policy/advocacy Enhance understanding of the problem	Decision makers Research community

# 1. Accountability



Atomic: full of love, full of wonder, (2005) by Nike Savvas

# 1055 surveys collected so far



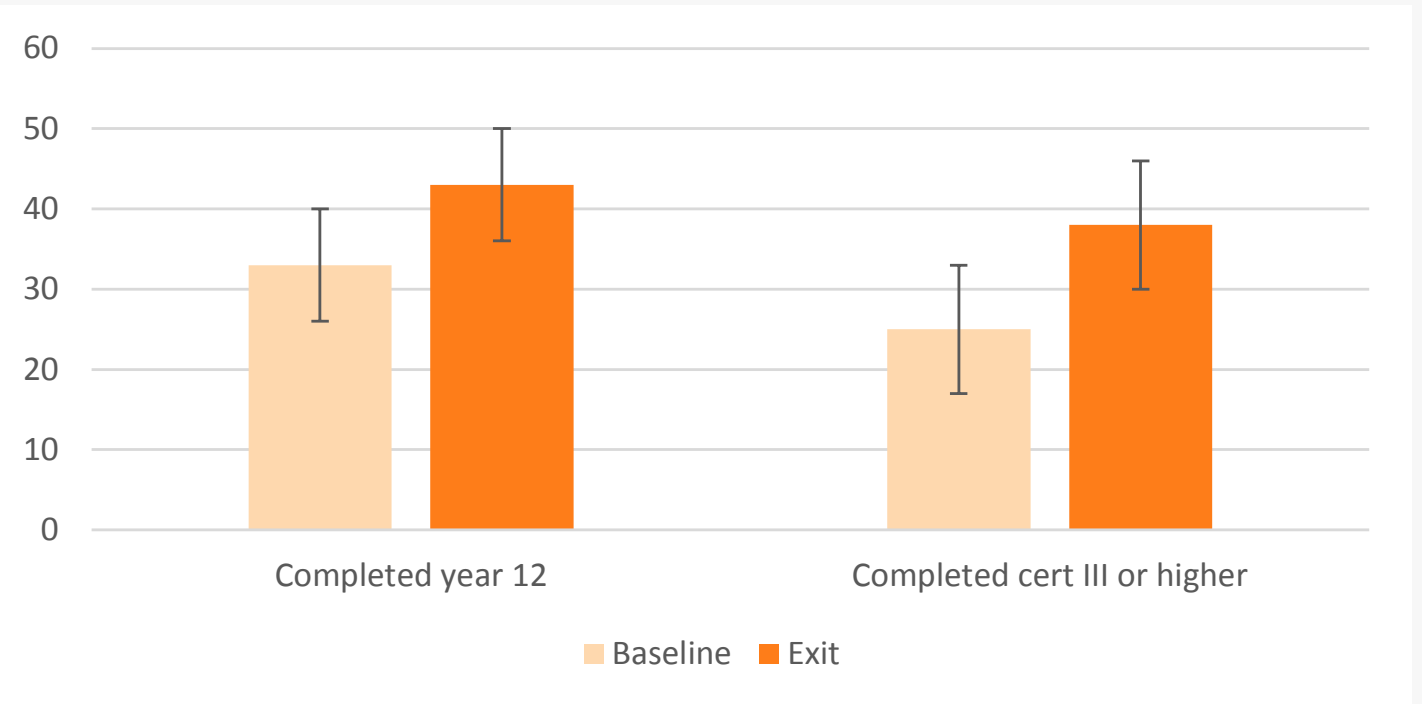
# Who does EFY Foyer target?

		EFYF	Other foyers	THM
Age mean		19.7	18.6	21.0
Gender	Male	47	22	32
	Female	52	78	68
	Other	1	0	0
<b>Aboriginal or Torres Strait Islander</b>		9	9	8
Birth country other than Australia		37	18	13
Main language at home other than English		26	7	7
Accommodation immediately before %	In my own place	5	0	3
	<b>Crisis accommodation</b>	32	16	23
	In my parents' home	11	13	13
	Relatives or friends	29	49	36
	THM/supported/foster care	18	16	13
	Other (incl sleeping rough, prison)	5	7	13
In out of home care (foster, crisis, transitional, supported, detention) ever %		65	67	85
<b>Completed year 12 or cert III or higher</b>		44	44	44
Enrolled in education at beginning of support	Secondary school	16	16	10
	University	5	4	3
	VET	44	38	15
	Other/not stated	5	2	2
	No	30	40	71
<b>Education confidence</b> scale at baseline mean		4.0	3.3	3.1
Employment status at baseline	Working full-time	1	5	3
	Working part-time	30	32	7
	Not working	70	64	90
<b>Employment confidence</b> scale at baseline		3.7	3.0	2.8
<b>K6 mental health</b> scale at baseline		14.8	15.8	14.9



# Improved educational attainment

Education completions before EFYF and at exit, per cent



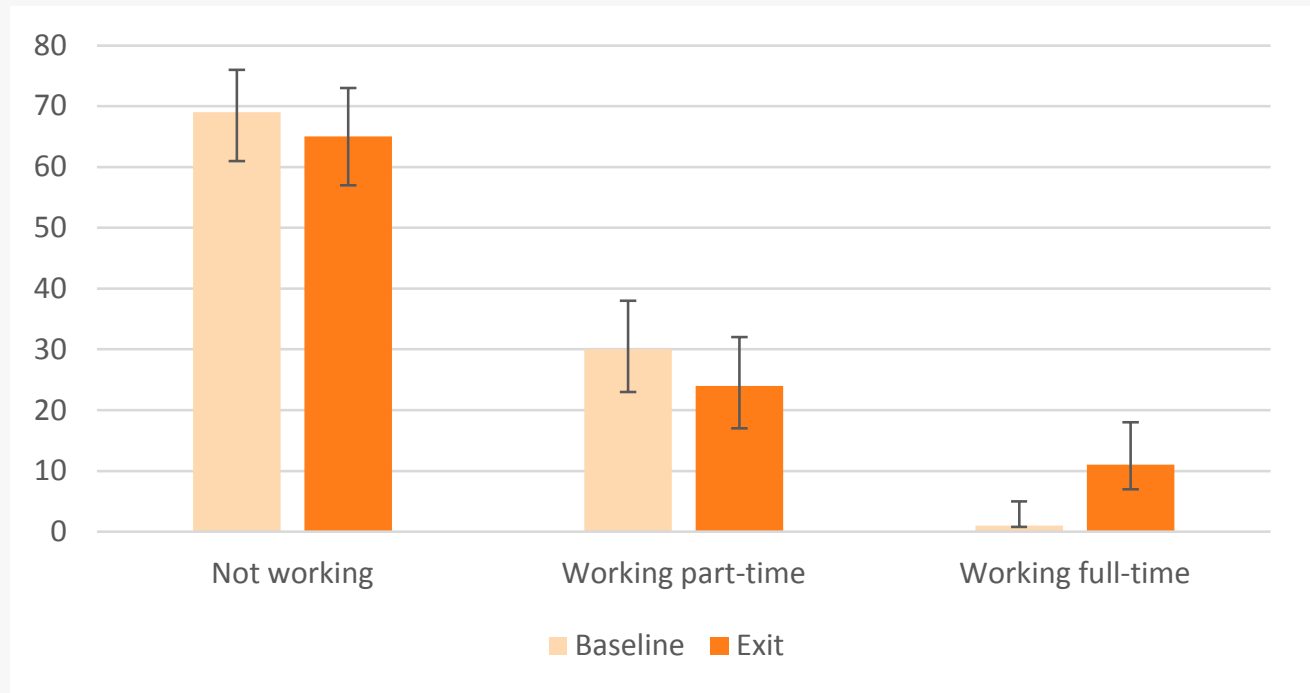
Year 12 completions ↑ from 33 to 43 %

Certificate III or higher completions ↑ from 25 to 38%

43% demonstrated educational improvement

# Increased full time employment

Employment status at baseline and exit, per cent

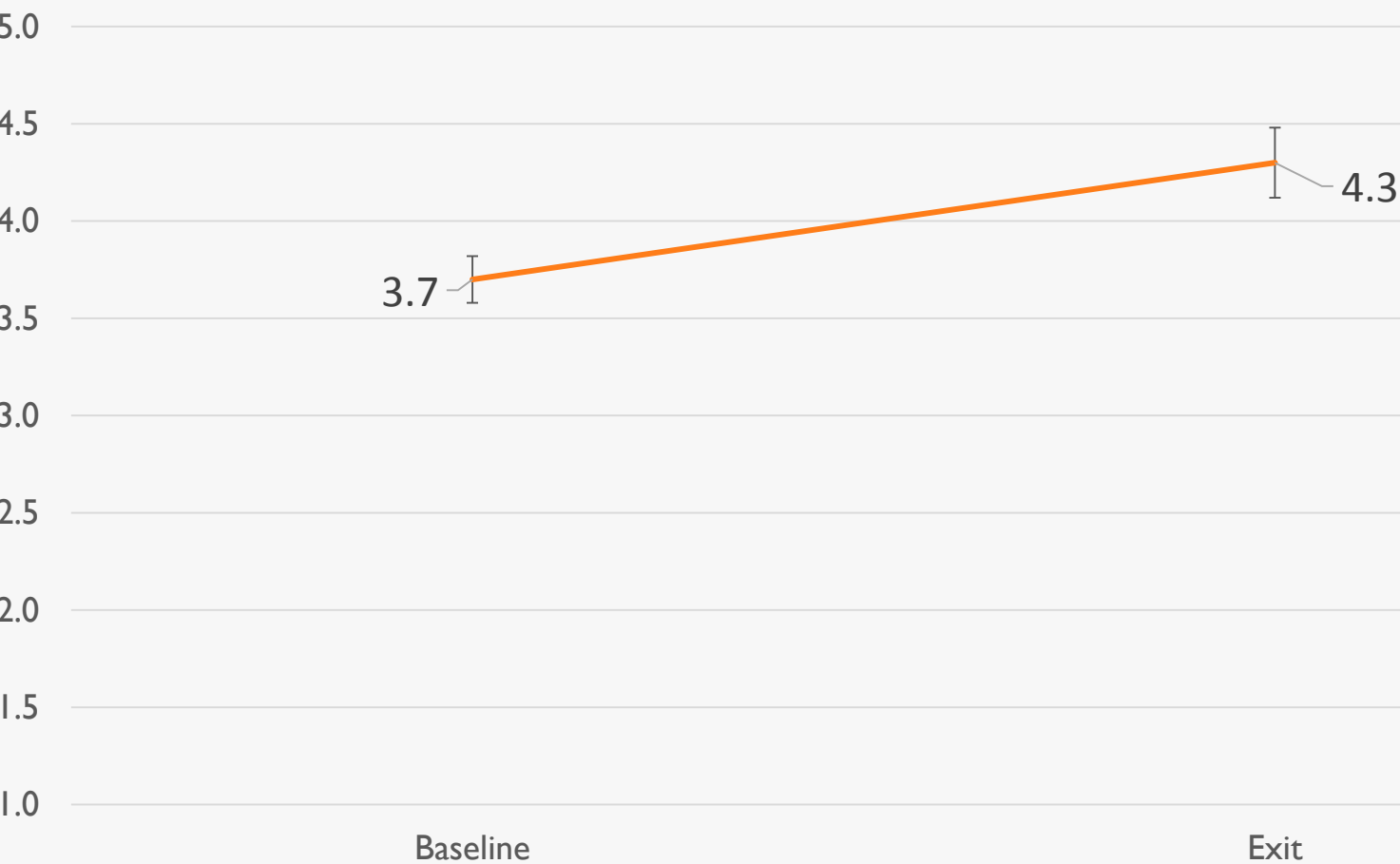


Fulltime employment status ↑ from 1 to 11 %

At exit, 73% of participants were either working, studying or had improved their qualifications during their stay;

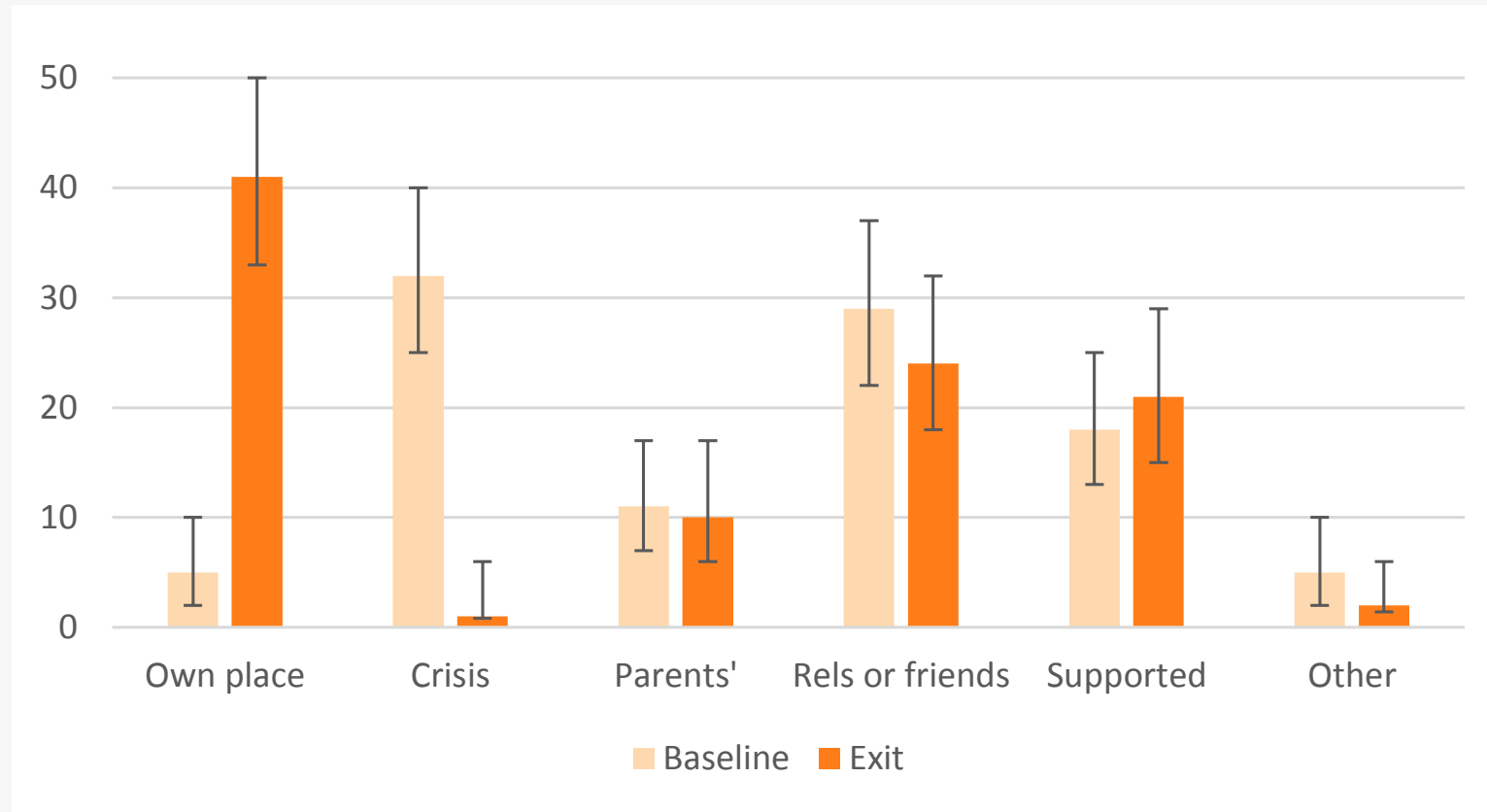
# Increased employment confidence

Mean employment confidence 5-point score, baseline and exit



# Improved housing outcomes

Accommodation type before baseline and after exit, per cent

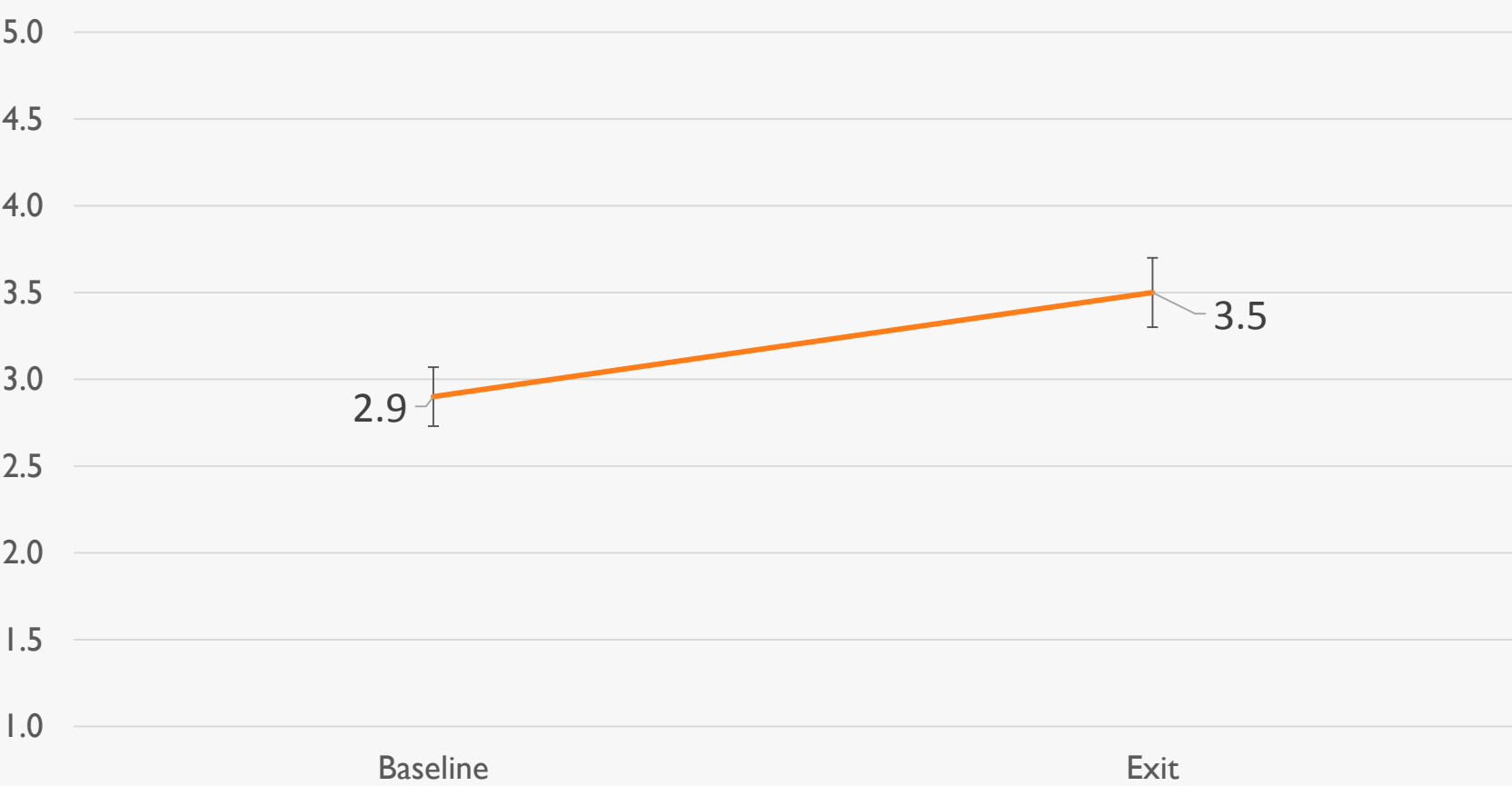


Substantial ↓ in crisis accommodation 32% to 1%

Substantial ↑ in living in their own place 5% to 41%.

# Increased housing confidence

Mean housing confidence 5-point score, baseline and exit





# Improvements across the service offers

## Improved mental health

Small-to-moderate overall improvement in mental health scores as measured by the Kessler-6 scale (14.8 to 12.9).

## Improved social connections

Small overall improvement in social connections (3.74 to 3.93).

## Increased financial confidence

Small increase in financial confidence (3.19 to 3.58).



**Desired outcomes**  
multiple data sources

## 2. Development

Supporting a Community of Practice



## Open Talent, Places

‘culture that inspires young people and enables their talents to thrive’ p.58

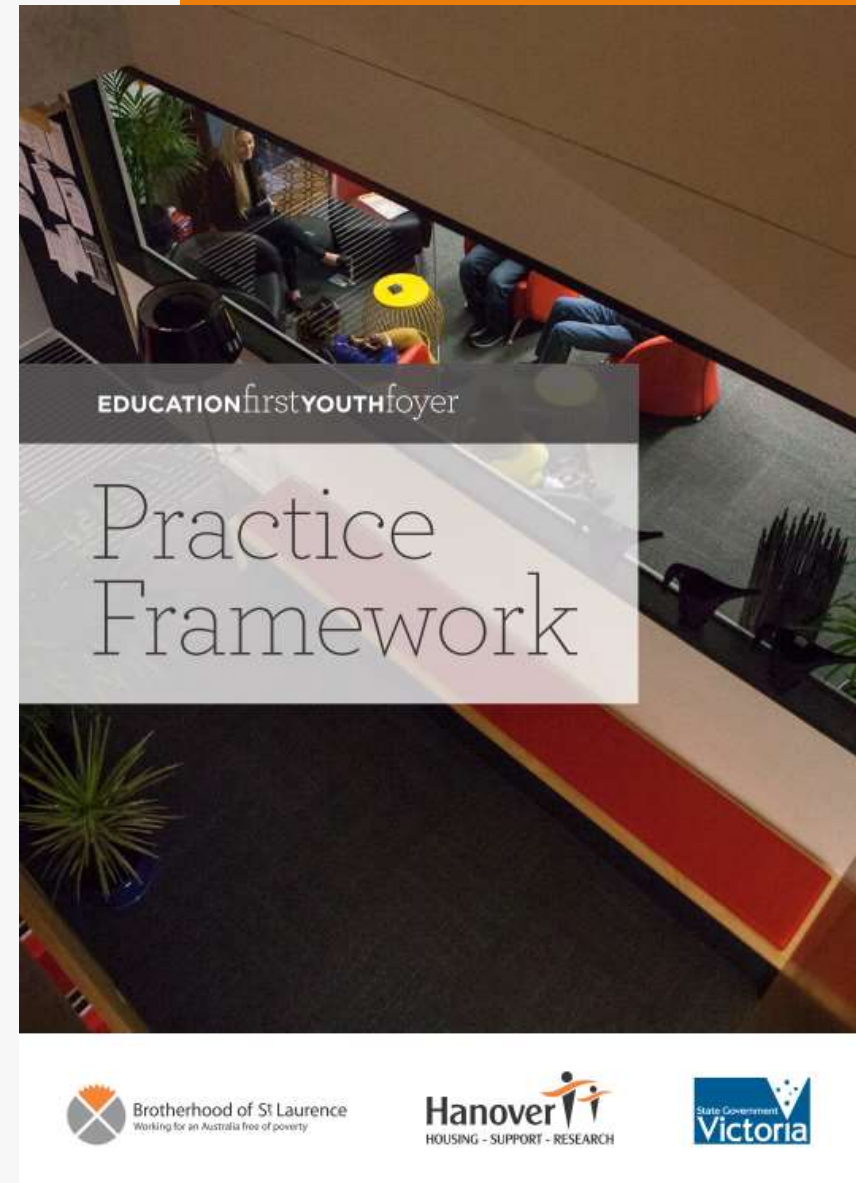
## Open Talent, Deal

‘culture of reciprocity’ p.68

## Open Talent, Campaign

‘culture of ... using positive language’ p.72

# Culture



A large, thick orange cross graphic is positioned on the left side of the slide, extending from the top and bottom edges and partially across the middle. It serves as a background element for the text.

# foyer culture

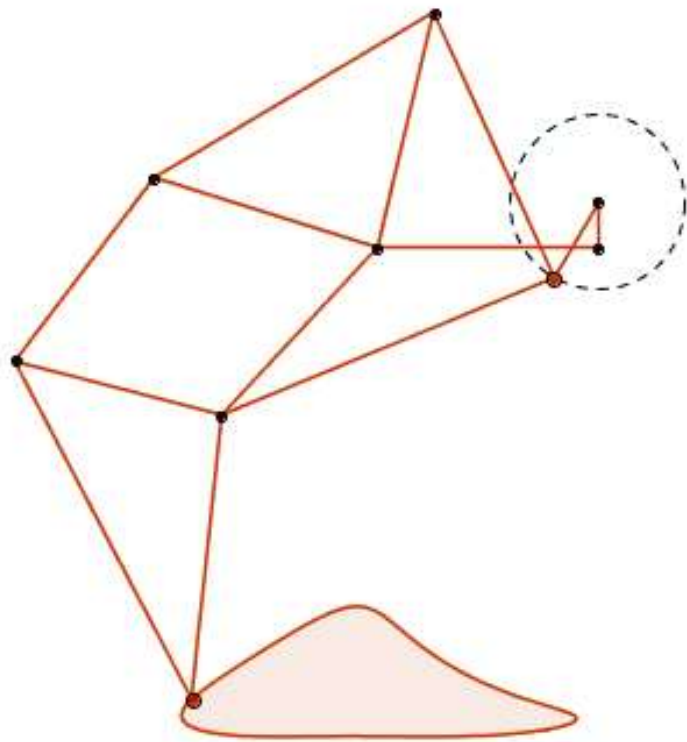
Culture of education

Culture of belonging and collective participation

Culture that expects and enables students to thrive

# IVE





Context

Mechanism

Outcome

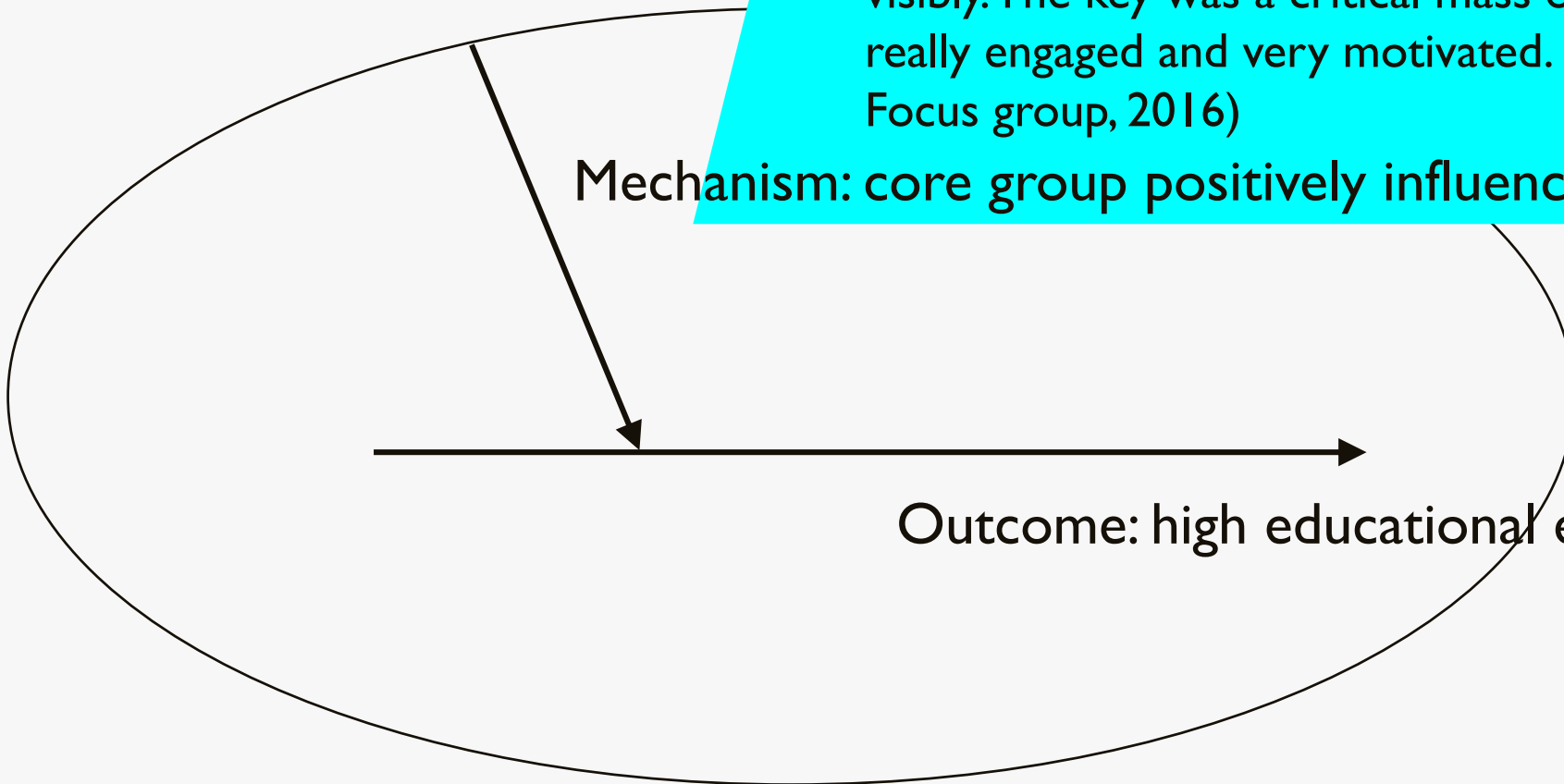
# Education culture

Context: selection criteria

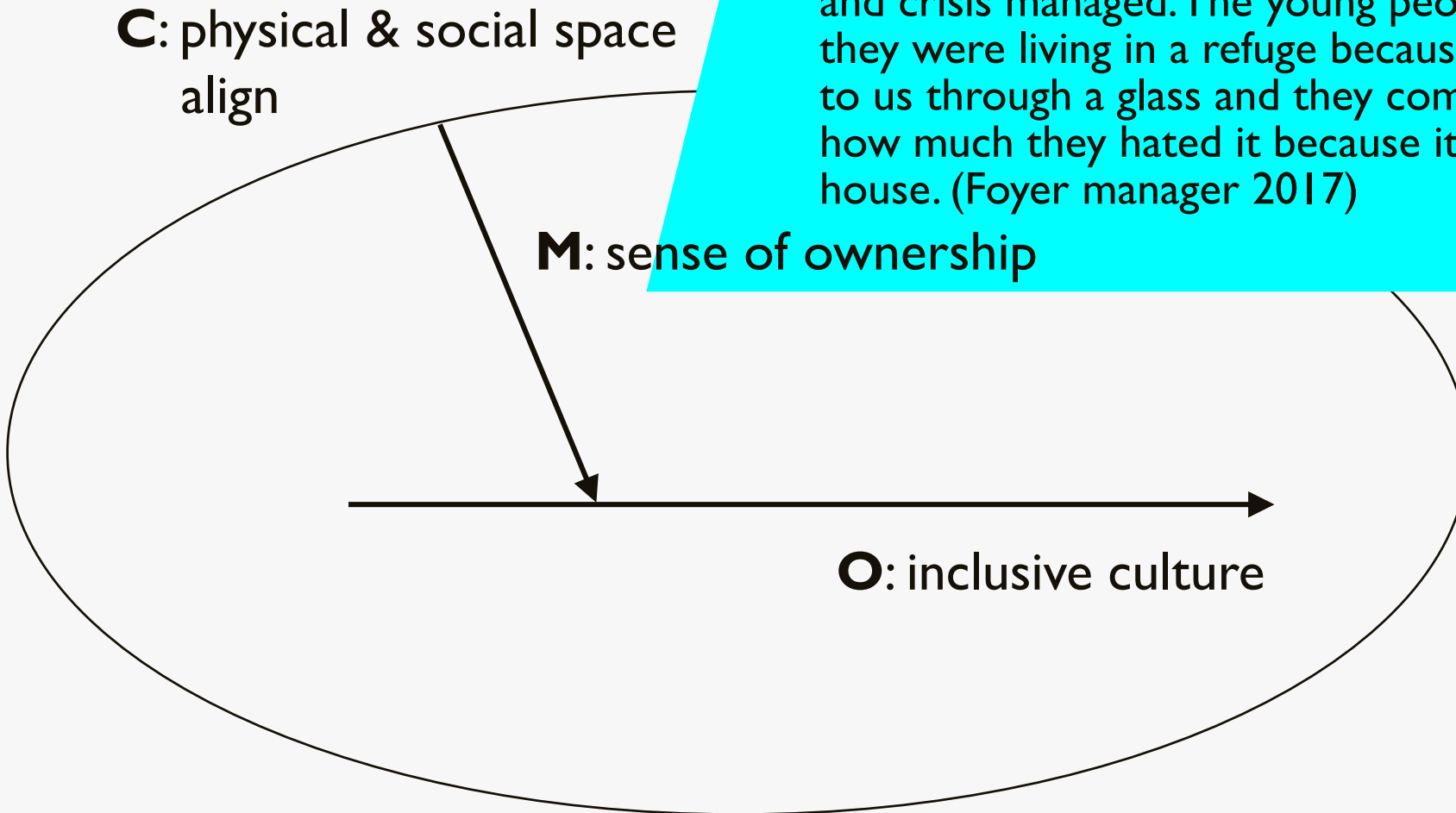
If you've got kids who are engaged and talking about education and talking about interacting with all these offers in a really positive way and jumping on board, this provides a good role model (because) others could see other people getting ahead quite visibly. The key was a critical mass of those were really engaged and very motivated. (Kangan staff Focus group, 2016)

Mechanism: core group positively influences others

Outcome: high educational engagement

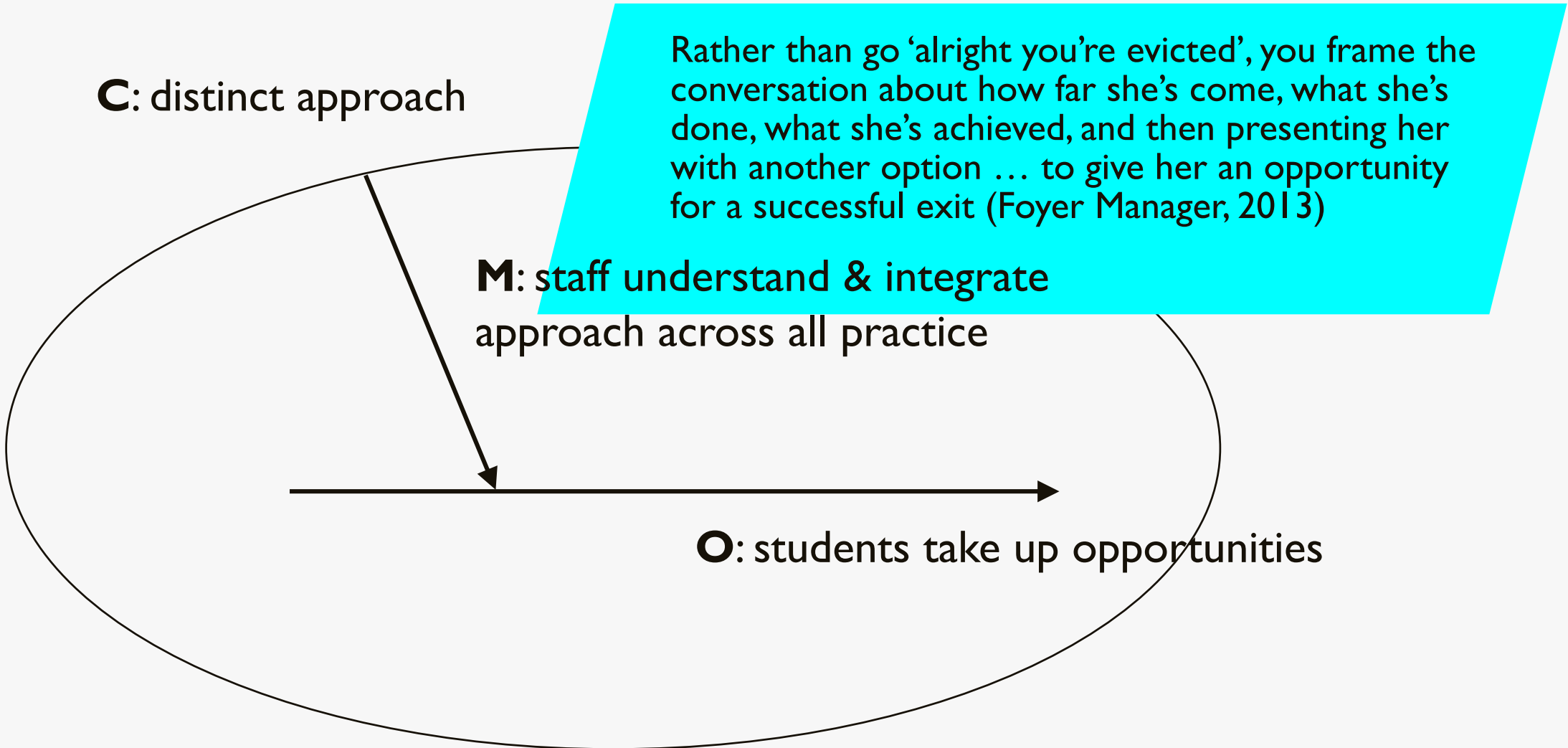


# Inclusive & participatory culture



The very first thing I did was 'that [rule's] no longer here, it doesn't exist'. Because this is your home and you can go into any space. So that's just one barrier, one example of it becoming clinical and crisis managed. The young people felt like they were living in a refuge because they're talking to us through a glass and they communicated how much they hated it because it was their house. (Foyer manager 2017)

# Thriving culture





## Evaluation supporting a community of practice

Real-time feedback + discussion

Trust + collaboration



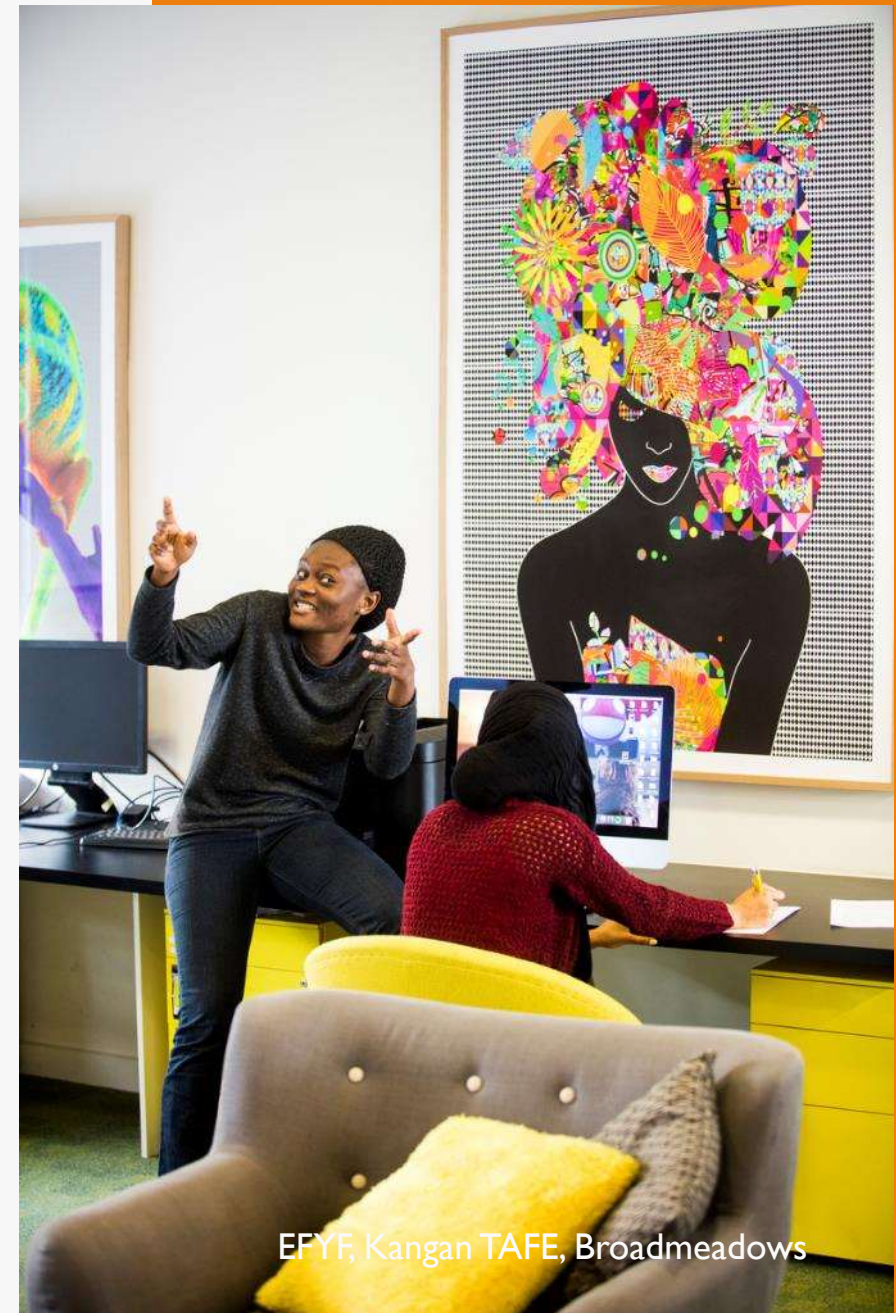
# Takeaways

Outcomes are necessary but not sufficient

Causal mechanisms working in context

Strengthening the foyer model

Acknowledgments: AIHW, DET, DHHS



EFYF, Kangan TAFE, Broadmeadows