



EARLY YEARS PARTNERSHIP

Developmental Evaluation

Evaluating the implementation and outcomes of a multi-faceted
complex real-world initiative



Acknowledgement of Country

I would like to acknowledge the Turrbal and Jagera people as the traditional custodians of this land. I would like to pay my respects to Elders past and present, and I extend that respect to other Indigenous people who are present here today.

Telethon Kids Institute acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the land and waters of Australia. We also acknowledge the Nyoongar Wadjuk, their people and their land upon which the Institute is located and seek their wisdom in our work to improve the health and development of all children.



GOVERNMENT OF
WESTERN AUSTRALIA



Evidence Partner

TELETHON
KIDS
INSTITUTE
Discover. Prevent. Cure.

Supporting Partner



Australian Government



Life Course Centre

ARC Centre of Excellence for Children
and Families over the Life Course

The Early Years Partnership (EYP)

Is a ten-year commitment between the WA State Government (Health, Education, and Communities), the Minderoo Foundation, and four WA partner communities.

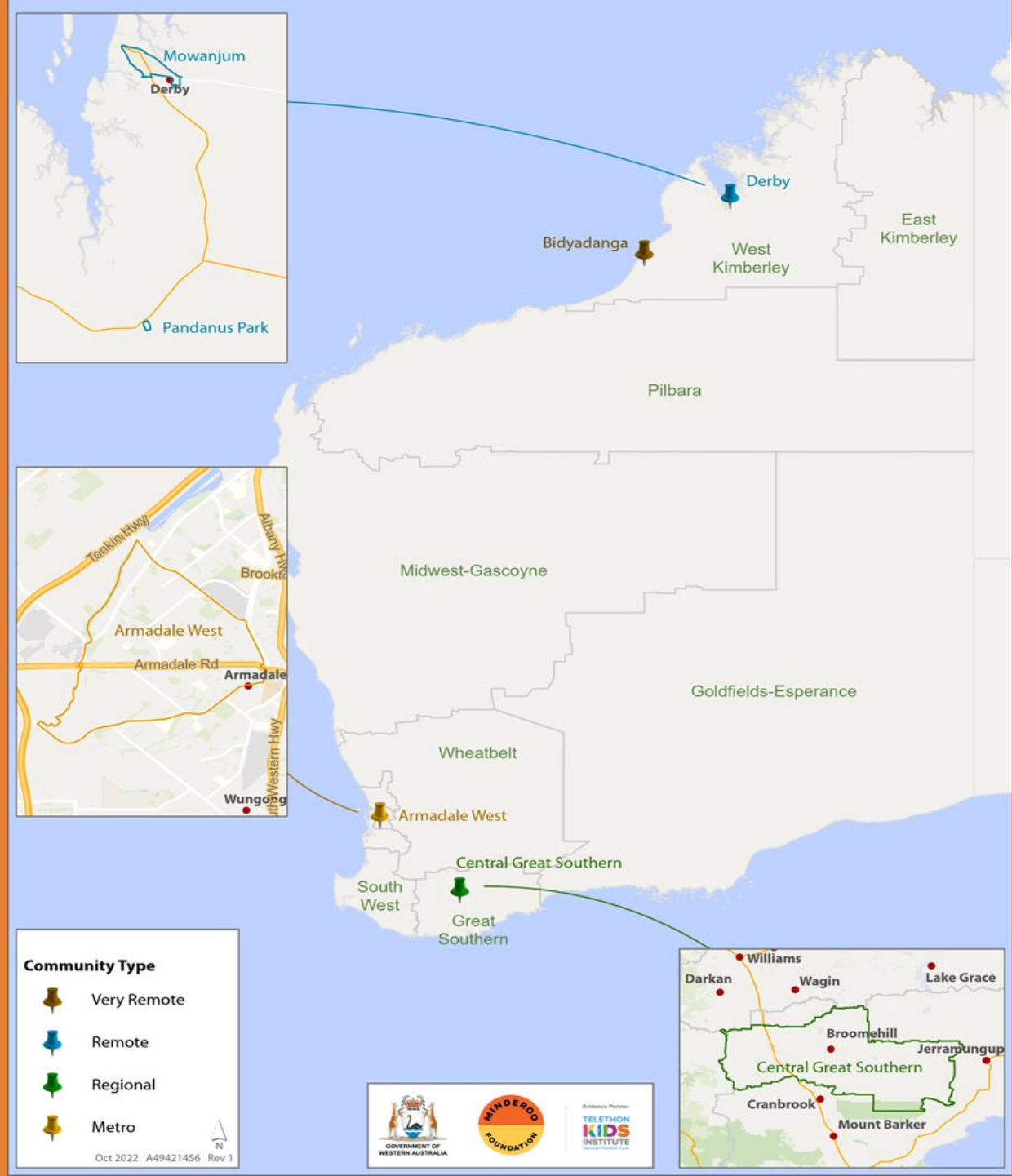
Telethon Kids Institute is the Evidence and Evaluation partner.





The Early Years Partnership

Aims to improve child wellbeing and school readiness in four diverse Western Australian communities and, in doing so, learn what it takes to create lasting change to improve outcomes for all WA children.



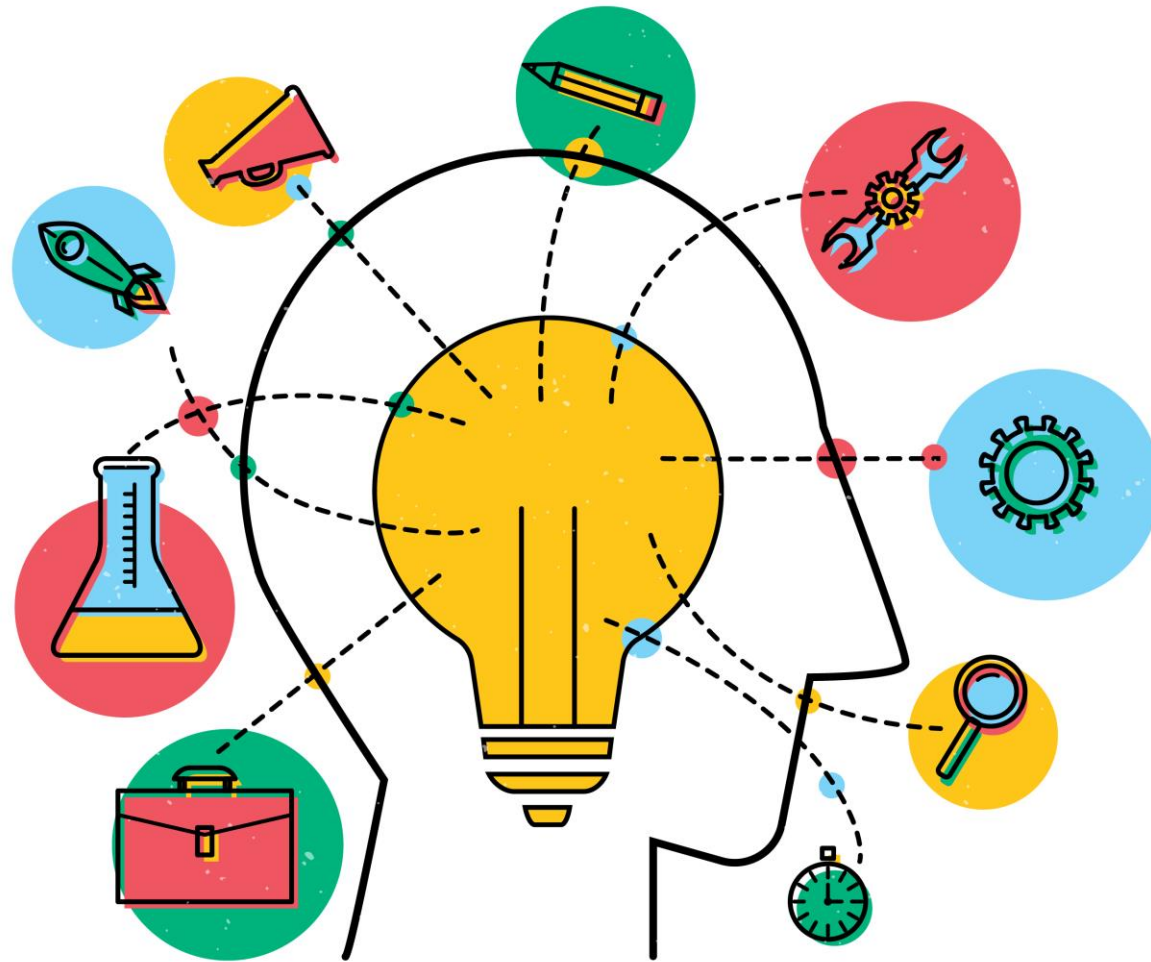
The Panel

Juan Larranaga, Minderoo Foundation

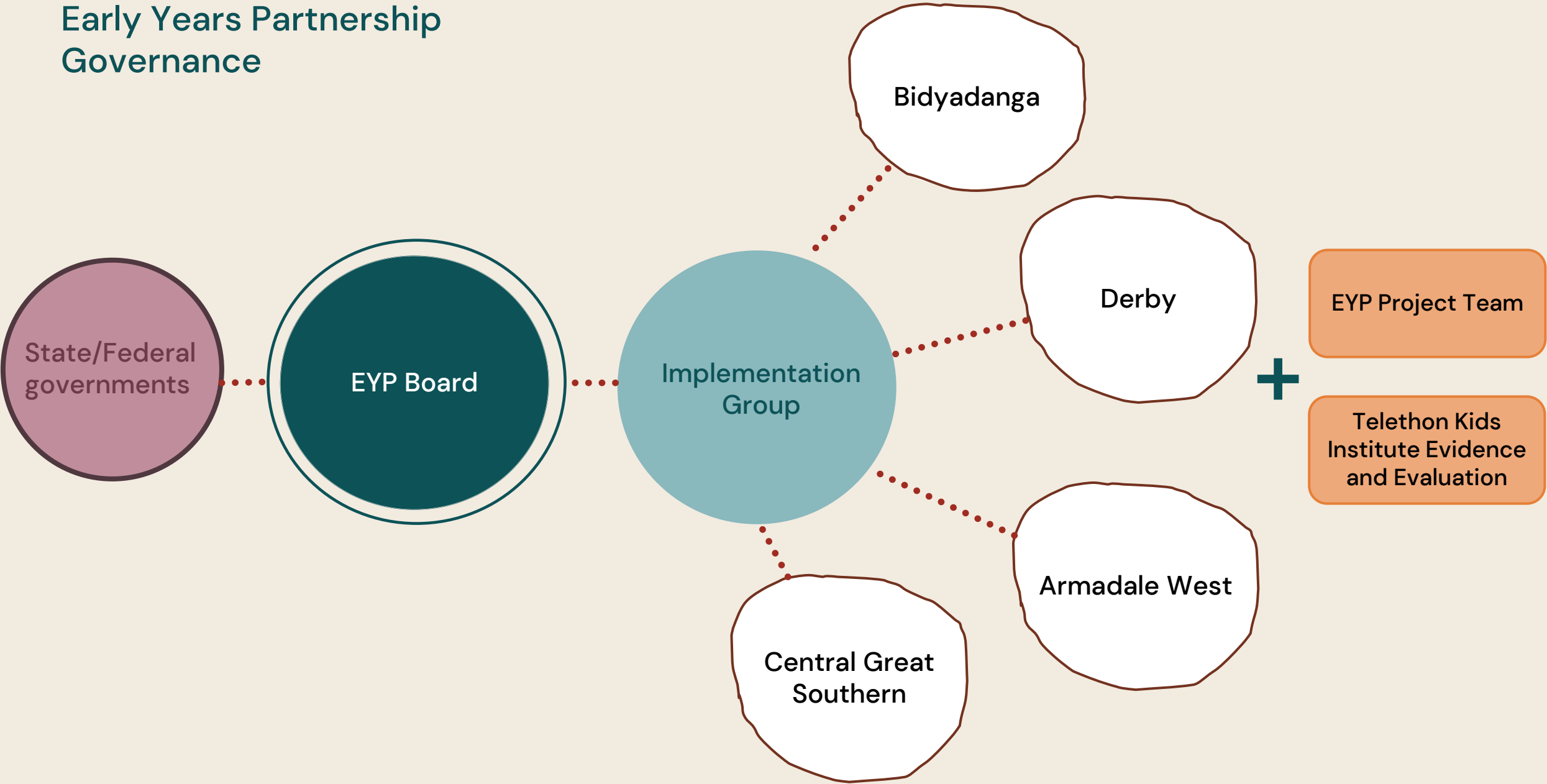
Patricia Lewis on behalf of Dr Jill Whelan, Department of Communities

Dr Lynne Millar, Telethon Kids Institute

Tammy Prior, Minderoo Foundation (an apology)

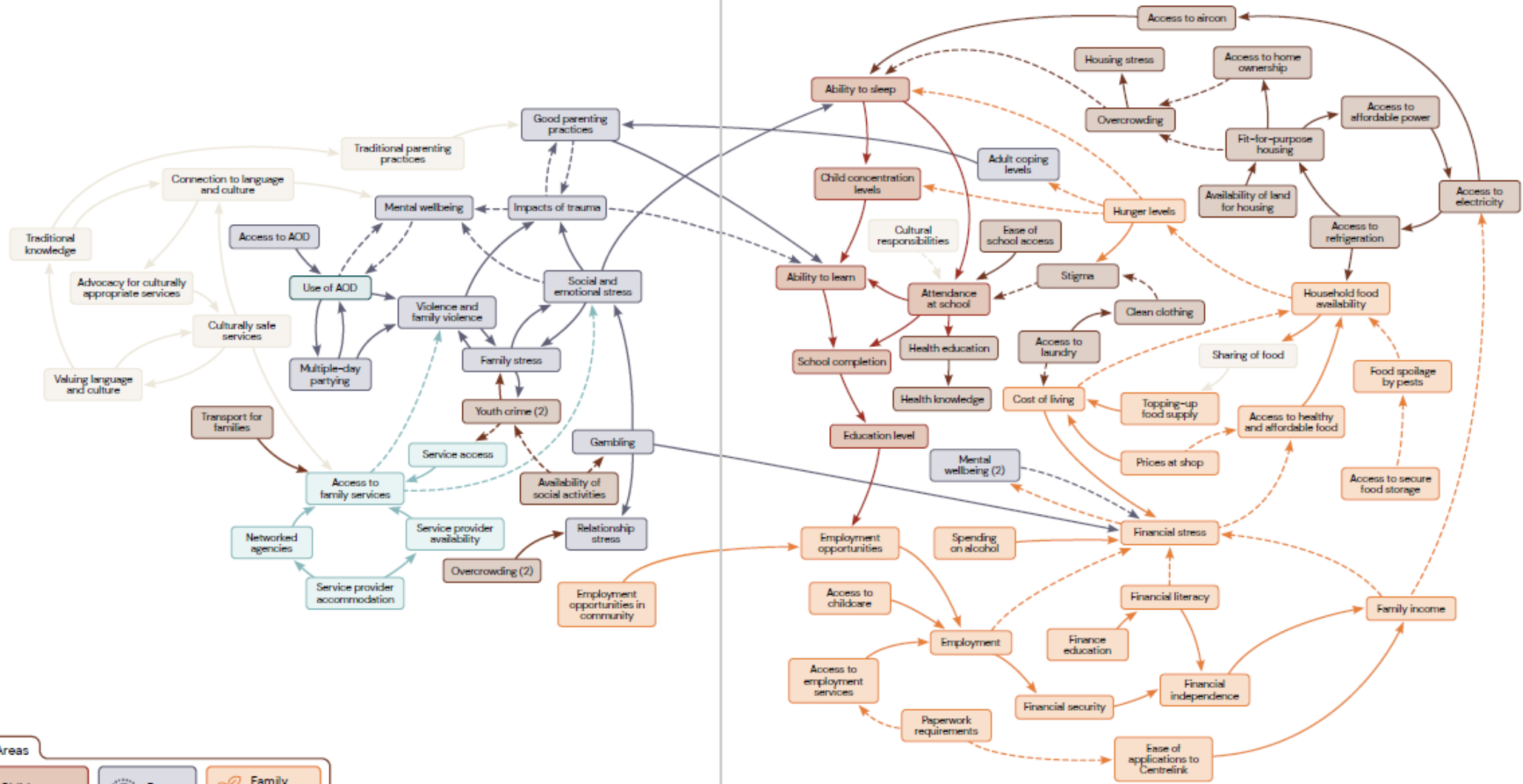


Early Years Partnership Governance



Causal Loop Diagram

What are the things that have the greatest impact on families and communities raising babies and kids (0-4 yrs)



Priority Areas





EARLY YEARS PARTNERSHIP
Bidyadanga

Yija Tili

(True Sparks)

Early Years Community Plan

2023



Implementation

Implementation science explores how individuals, organizations, and systems change.

By using implementation science, we have the potential to improve **how** people design the thing they are implementing, **plan** for implementation, implement with **higher quality**, and increase the **likelihood of sustainability**.

Evaluating

Outcomes evaluation – led by Telethon Kids Institute, WA

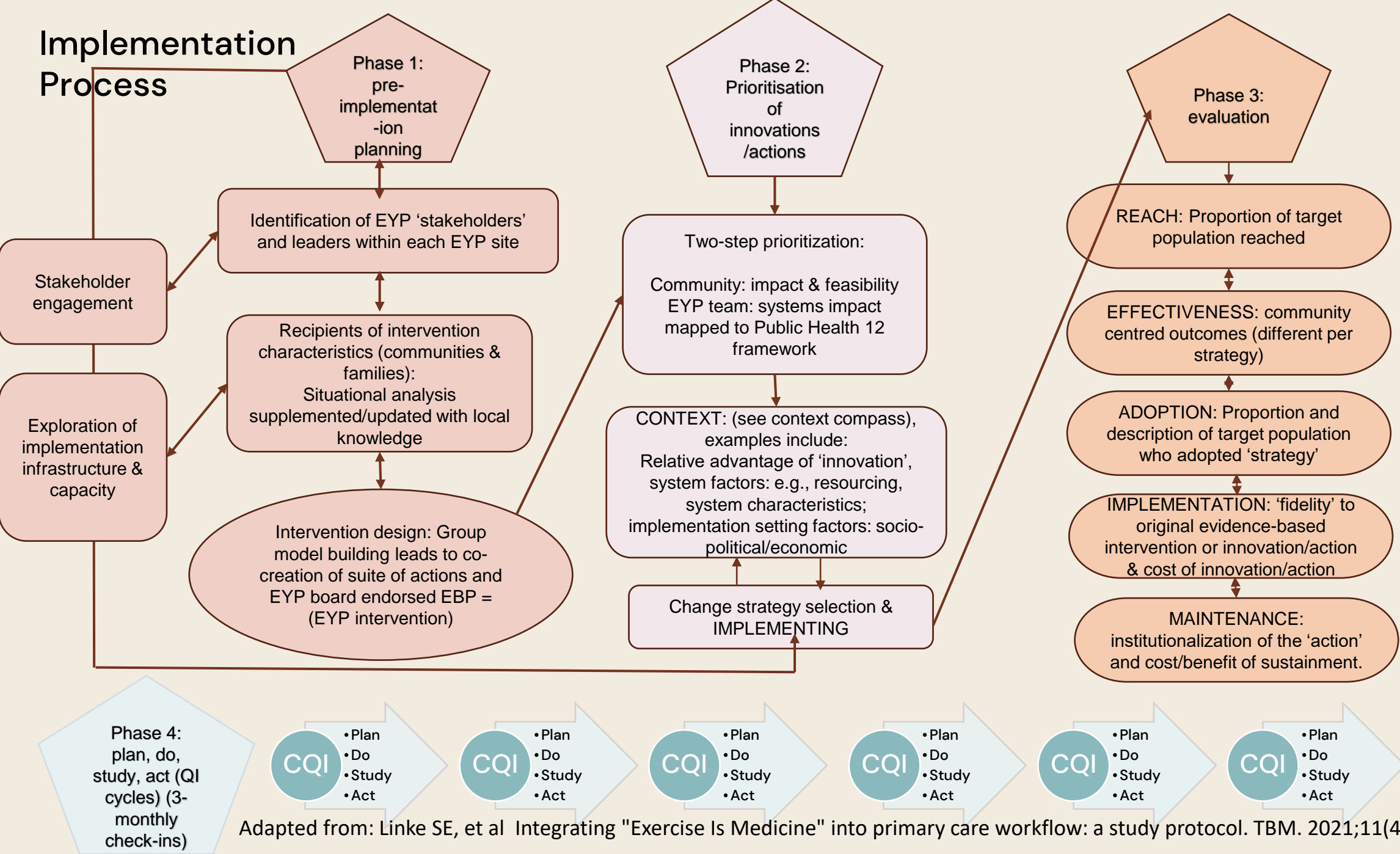
Did the THING work to address the primary research questions?
e.g. Did the Dental Project reduce the number of untreated dental caries in children aged 0–4 years?

Implementation evaluation – led by Department of Communities, WA

How and why did it work to address the implementation research questions?

e.g. What was the reach and representativeness of the children who engaged with the Dental Project?

Implementation Process



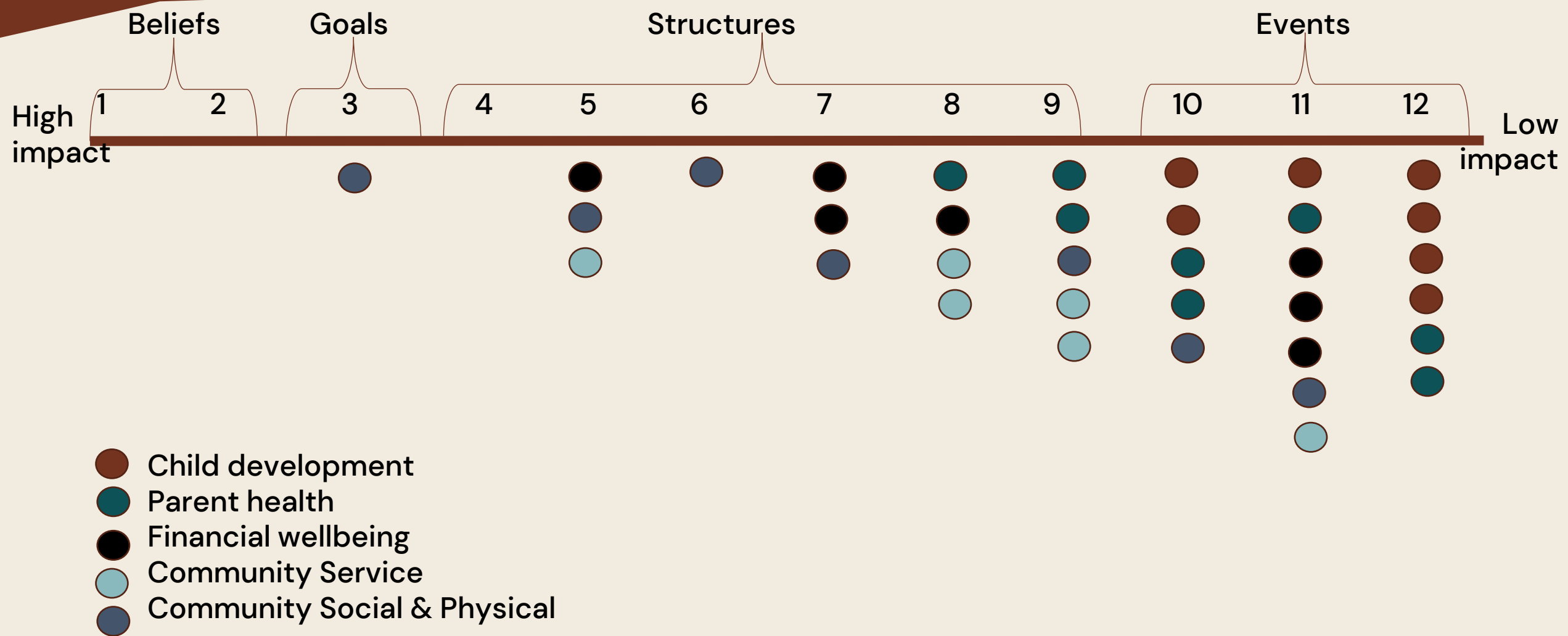
Prioritisation for Implementation Science

Leverage	Public Health 12	Action Scales Model
1	Paradigm shift	Beliefs
2	A population-level shift in fundamental beliefs (e.g., cultural shift) on how to respond effectively to complex problems	
3	Where a fundamental goal of a system is challenged and changed.	Goals
4	Creating and maintaining infrastructure (e.g., political or governance) for implementing a combination of various level 5-12 actions over time).	Structures
5	New modified rules such as incentives and accountability mechanisms for change.	
6	Movement of vital information to shift power dynamics that opens the decision-making processes to more (and the right) people.	
7	Initiating a movement toward a target that is self-reinforcing and growing exponentially in the desired direction.	
8	Taking action to stabilise a part of the system to achieve a specific intended goal.	
9	Strategic planning to align timeframes with available resources, current readiness, and intended outcomes.	
10	Building of new physical infrastructure, providing financial infrastructure, and/or improving physical movement through the system.	Events
11	To maintain a safety net within our community or system to absorb reasonably foreseeable, but unexpected events without adversely affecting the way things are.	
12	To increase or decrease one isolated, existing part of the system.	

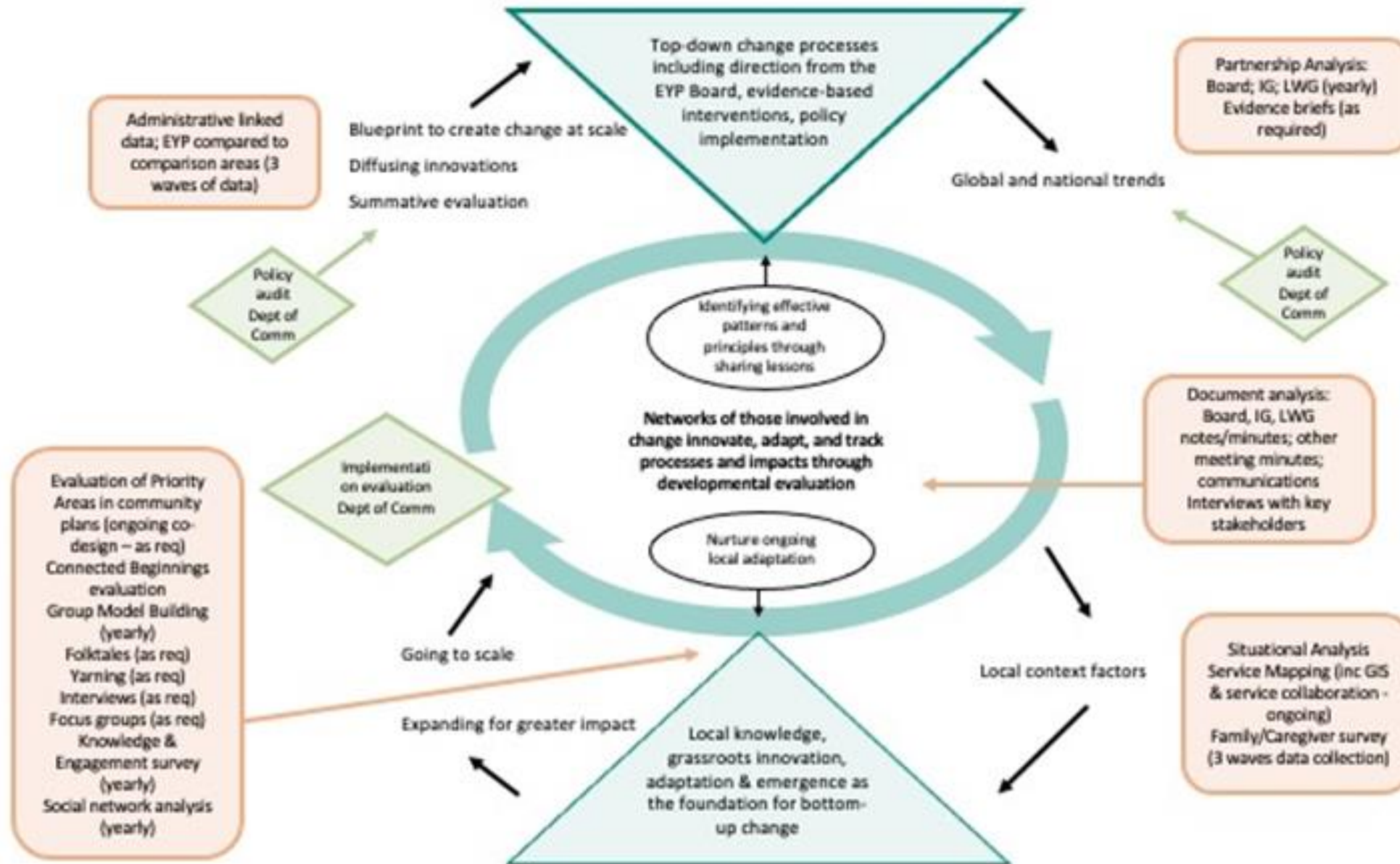
Bolton KA, Whelan J, Fraser P, Bell C, Allender S, Brown AD. The Public Health 12 framework: interpreting the 'Meadows 12 places to act in a system' for use in public health. Arch Public Health. 2022 Mar 7;80(1):72. doi: 10.1186/s13690-022-00835-0. PMID: 35255970; PMCID: PMC8900091.

Nobles JD, Radley10.1177/17579139211006747 D, Mytton OT. The Action Scales Model: A conceptual tool to identify key points for action within complex adaptive systems. Perspectives in Public Health. 2022;142(6):328-337. doi:

PH12 and ASM – community example



Early Years Partnership Evaluation Framework



(adapted from: Patton MQ. Developmental evaluation: applying complexity concepts to enhance innovation and use. New York: Guilford Press; 2011)

QUESTIONS FOR OUR PANEL



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Thank You!

<https://earlyyearspartnership.org.au/>



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The Logic Model is built in: If-Then relationships

If you have the required resources, then you will be able to provide activities, produce services or products for targeted individuals or groups. If you reach those individuals or groups, then they will benefit in specific ways in the short term. If the short-term benefits are achieved to the extent expected, then the medium-term benefits can be accomplished. If the medium-term benefits for participants/organisations/decision-makers are achieved to the extent expected, then you would expect the longer-term improvements and final impact in terms of social, economic, environmental, or civic changes to occur.

Assumptions

EYP aims to:

Improve children's well being and school readiness in four WA communities and in doing so learn what it takes to create change for children across Western Australia

If we:

Increase awareness about the importance of early development, strengthen whole-of-community governance and collaboration, provide the best data and evidence and mobilise resources at community, state, and federal level

Then:

EYP Communities will be able to identify the main enablers and barriers to children thriving in their communities, co-design agreed and targeted community plans and test, trial and learn from evidence-based solutions

This will result in:

Well-designed and coordinated actions that create population-scale impact for children, that are owned at both the local and system level and provide learnings at both a community and system level

So that:

Child well being and school readiness in the four EYP communities improves, and we have a reform blueprint to create change at scale for children across Western Australia

External factors

- Local, national and international government reform agendas
- Stability of Government and local governance environment
- Community characteristics including: remoteness, environmental and economic conditions, service profile (access and quality), financial capacity, housing, job opportunities
- Relevant local, inter-jurisdictional and international research
- Population dynamics – migration in and out of communities

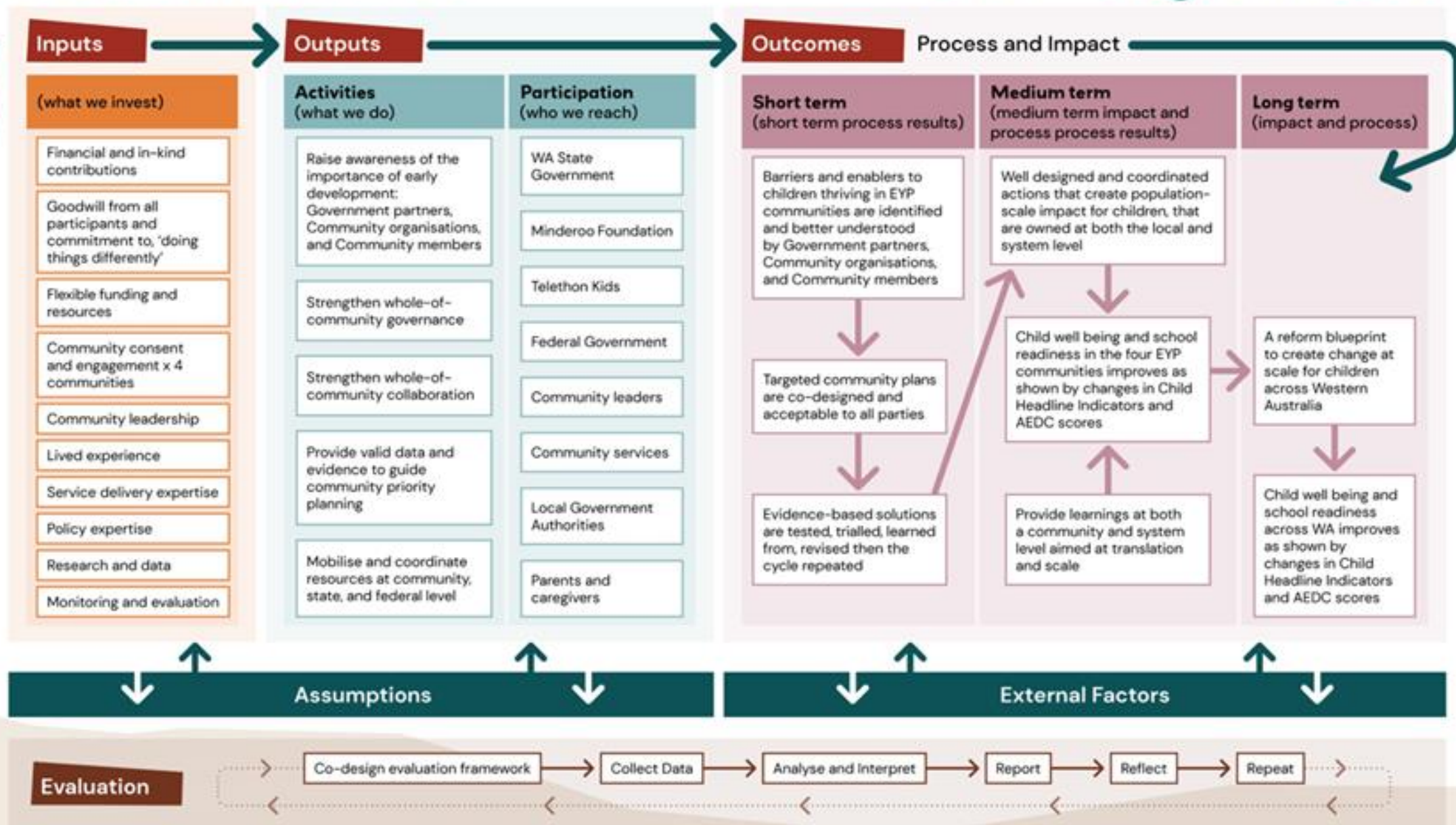


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EYP – Logic Model

EYP aims to:

Improve children's well-being and school readiness in four WA communities (urban, rural, remote, very remote) and in doing so learn what it takes to create change for children across Western Australia



Impact Pathways

early years INITIATIVE



EYI Impact Pathway
Barriers and Enablers of positive child development for children 0 to 4 years-old

Outcome	Child		Family		Community		Systems	
	Barriers	Enablers	Barriers	Enablers	Barriers	Enablers	Barriers	Enablers
Transition to school	Child Health	Child Health	Maternal health	Maternal health	Social Aspects	Social Aspects	Concerted Leadership	Concerted Leadership
<ul style="list-style-type: none"> Developmentally on track across all 5 domains At benchmark on entry numeracy and literacy assessments 	<ul style="list-style-type: none"> Premature birth Low birth weight Unhealthy child growth Poor Dental Health Poor Ear Health Child Mortality Injury deaths 	<ul style="list-style-type: none"> Immunisation Healthy growth 	<ul style="list-style-type: none"> Teenage births No/minimal antenatal care Maternal mental health Smoking during pregnancy Prenatal exposure to smoking and/or alcohol Difficulty breastfeeding Poor nutrition during pregnancy 	<ul style="list-style-type: none"> Exclusive Breastfeeding Antenatal care 	<ul style="list-style-type: none"> Low social connection Perceived Crime Stigma Negative perceptions of Community Diversity Lack of knowledge about the importance of the early years 	<ul style="list-style-type: none"> Families socially connected Social participation and community engagement Positive perceptions of neighbourhood safety Positive perception of community diversity Knowledge about the importance of the early years 	<ul style="list-style-type: none"> There is no concerted leadership for ECD at a federal/state level No clear roles and responsibilities across sectors and levels of implementation 	<ul style="list-style-type: none"> State and National concerted leadership for ECD Principles for effective collaboration in ECD adopted by federal, state, and local governance
Physical health & well-being	Child Development	Child Development	Parent Health	Family financial well-being	Physical Aspects	Physical Aspects	ECD Quality Standards	ECD Quality Standards
<ul style="list-style-type: none"> Nutrition Sleep Clothing Overall physical development 	<ul style="list-style-type: none"> Developmental delay Disability Undetected developmental delay/disability as child did not access health checks Untreated developmental problem/disability 	<ul style="list-style-type: none"> Universal health checks Healthy Child Development (ASQ-3) Social and Emotional Wellbeing (ASQ-SE) Early Childhood Education Numeracy Literacy 	<ul style="list-style-type: none"> Substance abuse- Alcohol and drug Parental stress Parental mental health 	<ul style="list-style-type: none"> Employment Parental/carer education Social supports Parent knowledge of child and brain development Positive parental attitudes regarding ECD services and supports 	<ul style="list-style-type: none"> Shelter: overcrowding, housing density 	<ul style="list-style-type: none"> Walkability Public Transport availability Public open space (e.g. parks) Availability Quality Family friendly facilities Availability Diversity Natural Environments 	<ul style="list-style-type: none"> Lack of standardisation of ECD service delivery 	<ul style="list-style-type: none"> ECD – cross sector quality standards of service delivery and accountability developed and aligned across all levels
Social competence			Family financial well-being		Socio-Economic Aspects	Socio-Economic Aspects	System/service Coordination and Integration	System/service Coordination and Integration
<ul style="list-style-type: none"> Ability to play with other children Ability to follow routines Respectful to adults 			<ul style="list-style-type: none"> Mother forced early return to workforce Low income Unemployment Strains on work/home balance Overcrowding Homelessness 		<ul style="list-style-type: none"> Housing stress 	<ul style="list-style-type: none"> Public open space (e.g. parks) Availability Quality Family friendly facilities Availability Diversity Natural Environments 	<ul style="list-style-type: none"> Fragmentation of ECD system Lack of cross-sector communication and collaboration mechanisms 	<ul style="list-style-type: none"> Integrated ECD system Cross-sector communication and collaboration mechanisms
Emotional maturity			Family Safety		Service Aspect	Service Aspects	ECD mechanisms for civic engagement and decision making	ECD mechanisms for civic engagement and decision making
<ul style="list-style-type: none"> Self-regulation Relational problem solving Attention and concentration 			<ul style="list-style-type: none"> Family domestic Violence Child abuse and neglect 		<ul style="list-style-type: none"> Lack of: Access Quality Quantity Coordination Perceived availability 	<ul style="list-style-type: none"> Housing affordability, tenure Access Quality Quantity Coordination Community knowledge of availability 	<ul style="list-style-type: none"> Lack of community engagement mechanisms for systems/service design Lack of participation mechanisms for community to provide feedback on service accessibility, quality etc. 	<ul style="list-style-type: none"> Consistent ECD community engagement mechanisms Participation mechanisms for community to provide feedback on service accessibility, quality etc.
Language and Cognitive skills							Investment (funding)	
<ul style="list-style-type: none"> Eagerness/interest to learn Basic reading and writing Basic numbers and shapes Memory and attention 							<ul style="list-style-type: none"> Funding models not fit for purpose 	
							Weak Workforce Development	
							<ul style="list-style-type: none"> No competitive salaries / job security for ECD workers 	

Impact Pathways

Outcome	Child		Family		Community		Systems	
	Barrier	Enabler	Barrier	Enabler	Barrier	Enabler	Barrier	Enabler
Communication skills and general knowledge <ul style="list-style-type: none"> Language proficiency Ability to communicate with children and adults Can tell a story 			Family Connection <ul style="list-style-type: none"> Sole parents Limited social supports Limited Parental knowledge of child and brain development Lack of knowledge or fear of services 			Governance Aspects <ul style="list-style-type: none"> Leadership and participation Civic engagement Priorities, policies, and approaches Coordination Representation Local decision making 	<ul style="list-style-type: none"> Lack of standard-high quality capacity building processes for ECD workers Workforce Availability <ul style="list-style-type: none"> Lack of ECD professionals across the system Evaluation and Information management <ul style="list-style-type: none"> No common framework that allows coordinated collation of data towards common ECD outcomes Lack of a unified cross-sector ECD data collection and reporting system Lack of accessible and efficient-user friendly data collection and insight tools for the sector 	Investment (funding) <ul style="list-style-type: none"> Sustainable funding models aligned to long term system goals and priorities Funding for service/system collaboration and integration Workforce Development <ul style="list-style-type: none"> Formalisation of ECD workforce Coordination and collaboration between ECD workforce to formalise a collective workforce Workforce Availability <ul style="list-style-type: none"> ECD human capital and workforce developed and strengthened Evaluation and Information Management <ul style="list-style-type: none"> Fit for purpose framework for data collation and reporting