Front-end Champions in the Evaluation Landscape: 5 Principles for Effective Evaluation Design

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'Landscapes'

Overview

1. Front end basics
2. STEM™ Framework
3. 5 Guiding Principles

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Front-end

The initial phase of an evaluation, particularly the clarification and design side.

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Why we care?

1. Provide measures of success that are meaningful to Stakeholders
2. Capacity building
3. Transparency, accountability and engagement
4. Collect once. Use many times.

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Evaluation Stakeholders

Those with a **vested interest** in the evaluand, and in a position to **use the evaluation results** in some way.

Source: Russ-Eft & Preskill, 2009

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Return

Our proposition:

Returns are measures of success
*that are **meaningful** to Stakeholders*

Source: Unger & Rutter, 1997

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Evaluation Perspective

Differentiate Strategy from Implementation

Our proposition:

*Evaluating programs can be both **tactical and strategic**, deployed as part of strategy (with specific program objectives) and realising strategy (aligned with wider organisational ends).*

*Evaluating programs can position and elevate units (teams, divisions or agencies) as integral to strategy and an **active** part of driving reform, rather than evaluation's traditional **reactive** role.*

Source: Unger & Rutter, 2013

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Strategic Evaluation Perspective
Beyond program objectives

*"The Strategic and Tactical Evaluation Management (**STEM**™)*
is a framework that aligns
evaluation needs** with **organisation needs
in determining the value and contribution of
policy/ programs/ products to "bottom line" success.

Source: Unger & Rutter, 1997

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Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)

STAKEHOLDERS

"WHO needs to know WHAT, WHEN and WHY?"

REPORT

"Right information to right people at the right time"

INDICATORS

"What results would convince you about effectiveness?"

COLLECT

"Is data collection targeted and feasible?"

Source: Unger & Rutter, 2013

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Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)

Source: Unger & Rutter, 2013

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STAKEHOLDERS

"WHO needs to know WHAT, WHEN and WHY?"

REPORT

"Right information to right people at the right time"

INDICATORS

"What results would convince you about effectiveness?"

Generate draft Indicators

- **ROI Direct ($$)**
- **ROI InDirect (SROI)**

Develop Key Questions

Source: Unger & Rutter, 2013

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Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)

STAKEHOLDERS

"WHO needs to know WHAT, WHEN and WHY?"

"Right

right

Design Instruments (ROI Direct and InDirect)

Develop Evaluation Plan

Collect data for analysis

INDICATORS

What results would convince you about effectiveness?"

"Is data collection targeted and feasible?"

Source: Unger & Rutter, 2013

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Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)

STAKEHOLDERS
"WHO needs to know WHAT, WHEN and WHY?"

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"Right information to right people at the right time"

INDICATORS
"What results would convince you about effectiveness?"

COLLECT
"Is data collection targeted and feasible?"

Report ROI (Direct and Indirect)

Debrief audiences

Lessons learned

Source: Unger & Rutter, 2013

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STEM™

Collect once. Use many times.

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The long tail of relevance

Collect Once.

Use many times.

Stakeholder Analysis

Front-end

Report-end

Key Qs

Indicators

Plan

Working documents

Reports

Debrief

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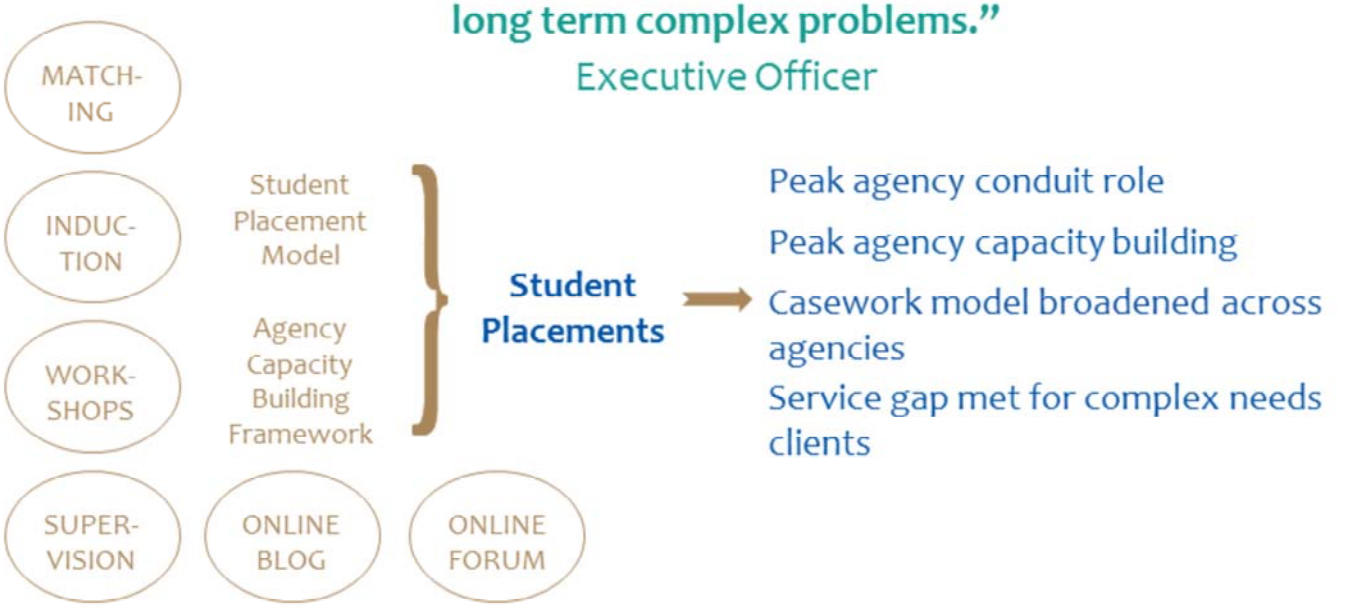
Student Placement Program (SPP)

"So case workers can 'walk the journey' with emergency relief clients who have long term complex problems."

Executive Officer



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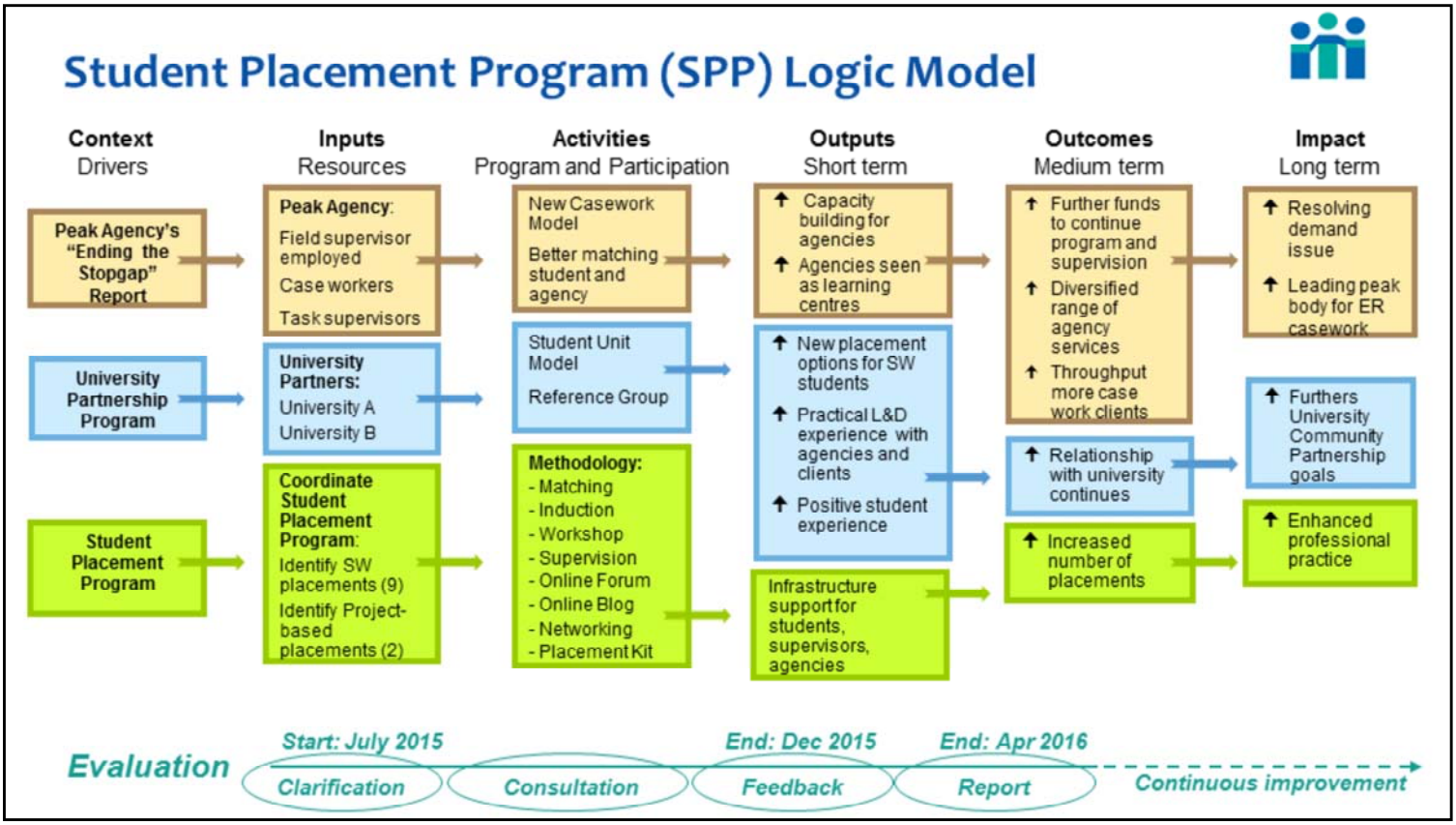
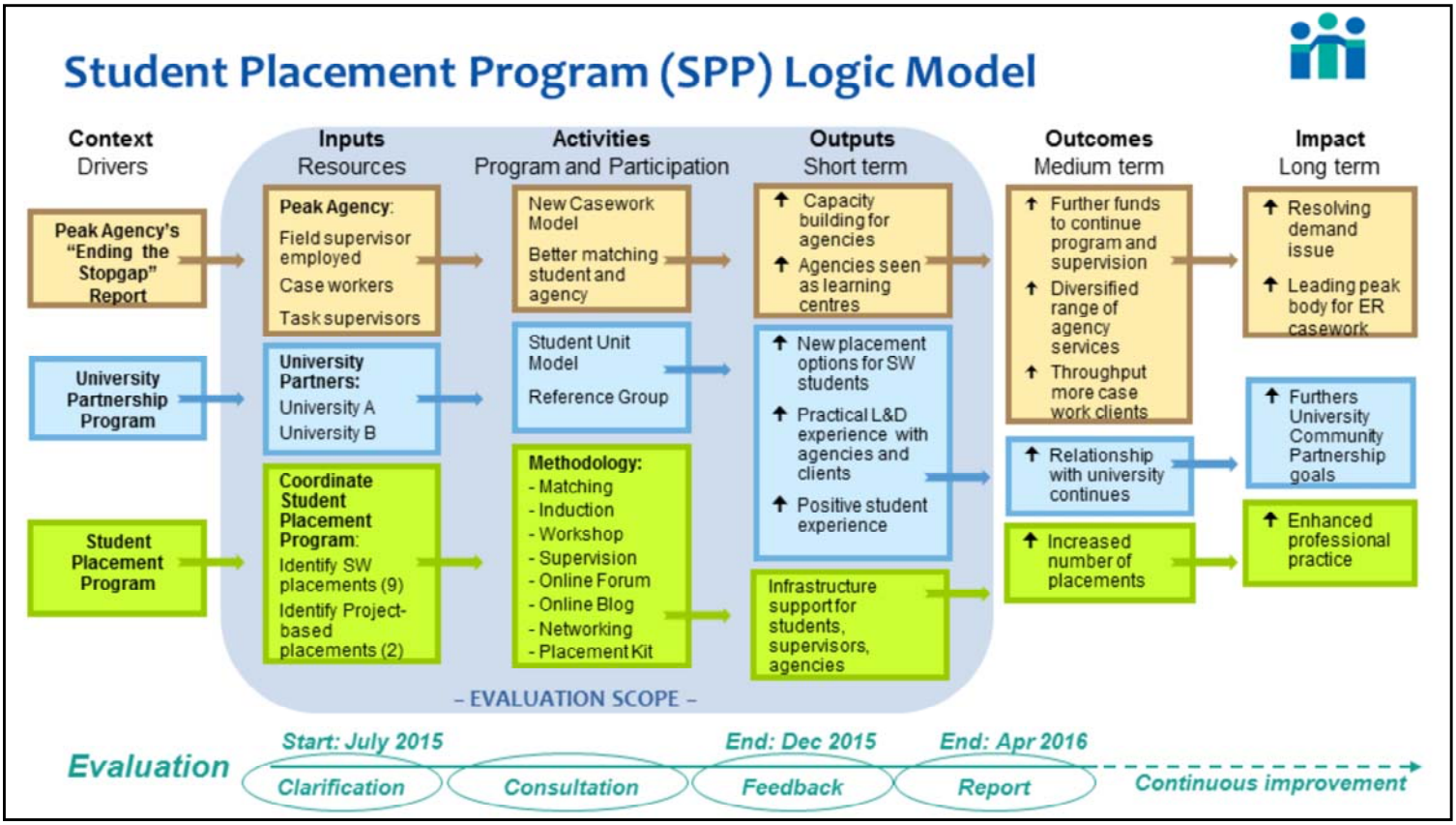

Student Placement Program (SPP) Logic Model
Context
Drivers
Inputs
Resources
Activities
Program and Participation
Outputs
Short term
Outcomes
Medium term
Impact
Long term
Peak Agency's "Ending the Stopgap" Report
University Partnership Program
Student Placement Program
Peak Agency:
Field supervisor employed
Case workers
Task supervisors
University Partners:
University A
University B
Coordinate Student Placement Program:
Identify SW placements (9)
Identify Project-based placements (2)
New Casework Model
Better matching student and agency
Student Unit Model
Reference Group
Methodology:
- Matching
- Induction
- Workshop
- Supervision
- Online Forum
- Online Blog
- Networking
- Placement Kit
Capacity building for agencies
Agencies seen as learning centres
New placement options for SW students
Practical L&D experience with agencies and clients
Positive student experience
Infrastructure support for students, supervisors, agencies
Further funds to continue program and supervision
Diversified range of agency services
Throughput more case work clients
Relationship with university continues
Increased number of placements
Resolving demand issue
Leading peak body for ER casework
Furthers University Community Partnership goals
Enhanced professional practice
Evaluation
Start: July 2015
End: Dec 2015
End: Apr 2016
Clarification
Consultation
Feedback
Report
Continuous improvement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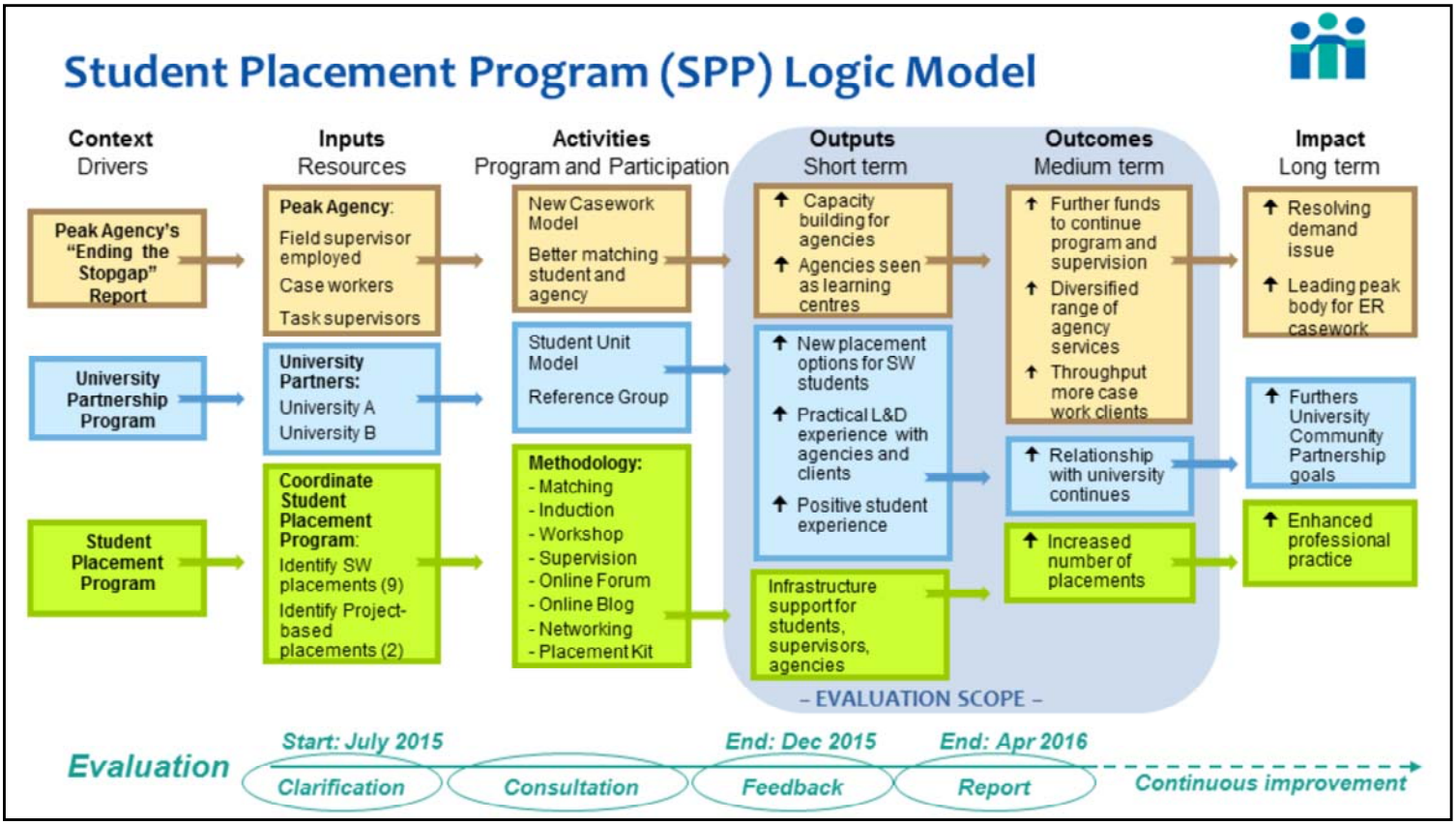
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Clarify Stakeholders

Main players

Peak Agency

Federal Dept

Project partner Uni A (SW)

Project partner Uni B (SW)

Member Agencies (ER providers)

- Case worker
- Task supervisor

Field supervisor (IPS)

Placement students

Name and Contact Details

Position

Key/ Minor?

Source/ Audience?

Interest in Project

Importance to Project

Student Placement Program

ER:	Emergency Relief
IPS:	Independent Practice Supervisor
SW:	Social Work

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Clarify Stakeholders

Stakeholder Map 1 of 4

Student Placement Pilot Project								
Stakeholder	**Key/Minor Stakeholder**	**Key/Minor Source**	**Key/Minor Audience**	**Contacts**	**Contacts' details**	**Interest in SPP**	**Importance to SPP**	**Issues/Challenges**
PROJECT OWNER								
Peak Body Agency The peak body for the community information & support sector.	Key Stakeholder	Key Source	Key Audience	A, Executive Officer, Peak body agency A has had extensive experience in supervision of students on placement in X member agency. **Reference Group Member**	(email address) (phone number)	X (collectively) represents the third largest providers of emergency relief (ER) in Victoria X identifies that the provision of emergency relief needs to go beyond the band-aid approach, and adopt a more wrap-around, client-centred support to vulnerable and disadvantaged people who seek ER. X advocates for the expansion of ER casework beyond the current model "Innovative peak body role as the conduit between university student placement and organizational capacity building. "Innovate peak body role in project to develop and support the sector Opportunity to look at building capacity for learning organisations	X is exploring innovative ways to broaden the scope for delivery of ER casework amongst its member agencies.	Sustaining the project into the future
PROJECT FUNDER								
Federal Government Agency The main funder of Emergency Relief casework across Peak Body agencies	Key Stakeholder	-	Key Audience	B, FMP Manager, (Gov Agency) (Victoria Branch) B works very closely with the Peak body Agency and their Executive Officer AA, and is across all issues relating to funding and policies in relation to the FMP (Financial Management Program) of which ER is a subset. **Reference Group Member**	(email address) (phone number)	(Gov Agency) is interested in building capacity for agencies to explore innovative ways to deliver ER casework services Funding up to $20k There is increasing recognition in the government sector that client-centric service delivery, particularly those providing medium to long-term support is effective. Innovative programs that build on casework models, in a financially limited funding environment, is of great interest to funding bodies. The SPP addresses workforce and funding issues as well as delivers outcomes to clients.	(Gov Agency) funding enables many agencies to provide more casework to clients through student placements. Agencies that do not have a social worker to provide the required AASW social work supervision are now able to offer it under the Student Unit Model (Field Educator) attached to this program	Provide evaluation that indicates student placement enhance agency capacity to meet the needs of complex case clients
CLIENTS								
ER Clients Community members experiencing financial and personal hardship	Key Stakeholder	-	-			ER clients typically have long term complex problems	Clients are the reason the project came into being. The increase in clients with complex needs require a client-centred approach where long-term client support will alleviate the need for clients to re-present for ER	Continuity of care for clients under this model may be an issue where agencies don't have a paid caseworker on board.

Features:

- Stakeholder contact details
- Stakeholder group
- Priorities and importance to project

Clarify Stakeholders

Stakeholder Map 2 of 4

Student Placement Pilot Project								
Stakeholder	**Key/Minor Stakeholder**	**Key/Minor Source**	**Key/Minor Audience**	**Contacts**	**Contacts' details**	**Interest in SPP**	**Importance to SPP**	**Issues/Challenges**
UNIVERSITY PARTNERS								
1. Tertiary institutions University A Schools of Social Work University B Schools of Social Work	Key Stakeholder	Key Source	Key Audience	C. Associate Professor, (Department, School, University A) Areas of interest: Teaching practice skills in social work and human services; Women's Services, Supervision in Human Services and Women and Violence **Reference Group Member** D. (Position) - Social Work, (Name of School), University B (works Mon, Tue, Wed & Fri) **Reference Group Member**	[email address] (phone number)	Tertiary institutions, are exploring collaborative partnership opportunities. An opportunity to place students in the community sector ensures that tertiary institutions are able to provide flexibility and broad learning environments for students. Additionally, there is increasing competition for quality placements.	(University) (Name of course) course is main source of social work students (5 agencies). (Name of University) social work students are placed in 2 agencies.	Social work educators face a crucial challenge of government policies and funding steering social work placement towards health and clinical placements. This threatens the generic identity of social work, and limits the profession to the provision of specialised services.
2. Field Educator	Key Stakeholder	Key Source	Minor Audience	E. (Position) (Peak body Agency) (works Mon & Fri) S is an experienced social worker, supervisor and educator at TAFE Institute. She previously worked in, and supervised students in a Peak Body member agency	[email address] (Phone number)	Independent (position) is a qualified social worker, employed by (Agency), to undertake 'professional practice' supervision.	Providing social work supervision and the focus of the external supervision model. The success of the supervision model will depend on the supervisor's expertise, knowledge of the sector and capacity to provide a framework to connect theory and practice	Providing structured group and individual supervision that meet the learning needs of students. Ensuring that students are provided with adequately level of support for effective learning.
3. University Liaison	Key Stakeholder	Key Source	Key Audience	F. (discipline) (position), School of Global, Urban & Social Studies, (University A) G. Liaison Person(University B)	[Contact Details] [Contact Details]	Liaison Persons work with supervisors in providing the support students require whilst on placement.	Provide feedback on the support structures and the student unit model adopted for this placement project	Under this model, students may have up to three levels of support and supervision task supervisor, field educator and liaison person. Coordinating these three levels and ensuring that support meet students needs is a challenge.
PLACEMENT AGENCIES								
Placement agencies Provide ER to clients	Key Stakeholder	Key Source	Key Audience	H. **(Agency)**: (Name), (Position) I. **(Agency)**: (Name), Manager J. **(Agency)**: (Name), (Position) K. **(Agency)**: (Name), (Position)	[contact Details] [contact Details] [contact Details] [contact Details]	Student placements increase agencies' capacity for casework to their ER clients Student placements build agencies capacity to enhance existing casework services through project work, or supporting the work of caseworkers.	Very important to the SPP as partners and participants to the project 3 different models of casework where students are placed that can be looked at in greater detail to see how/if they worked and how well. The learnings could enable us to prepare or better support casework across a range of different agencies.	Sustaining the project beyond the funded period

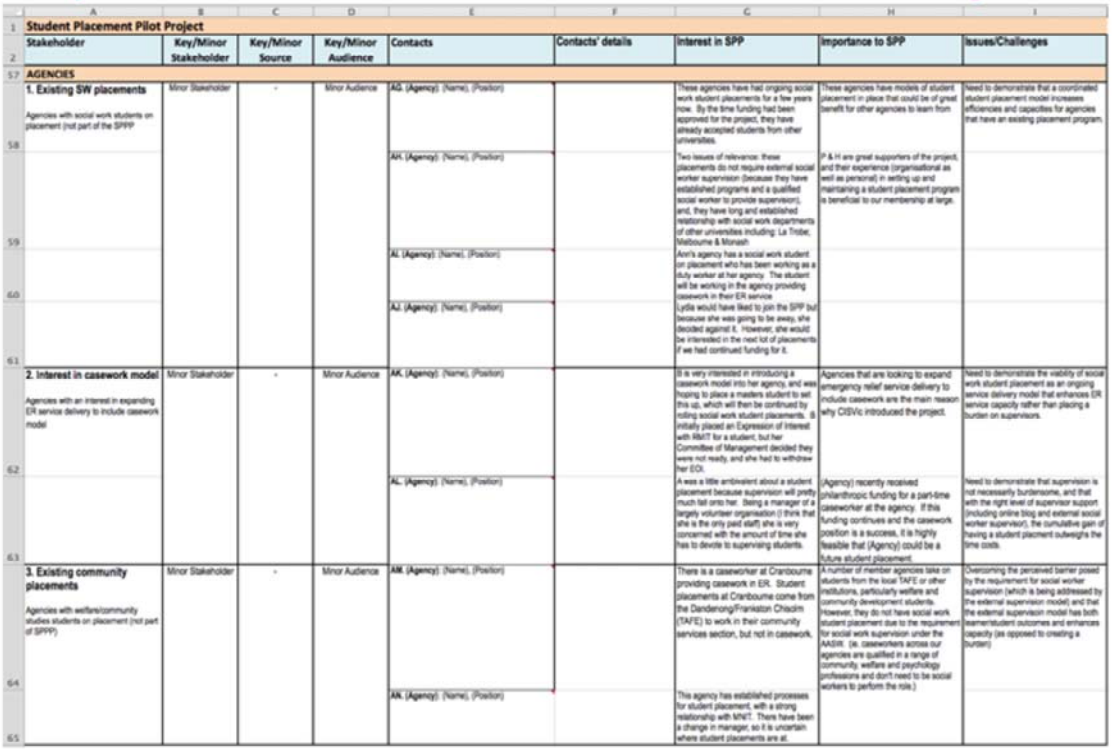
Clarify Stakeholders

Stakeholder Map 3 of 4

	A	B	C	D	E	F	G	H	I
1	**Student Placement Pilot Project**								
2	**Stakeholder**	**Key/Minor Stakeholder**	**Key/Minor Source**	**Key/Minor Audience**	**Contacts**	**Contacts' details**	**Interest in SPP**	**Importance to SPP**	**Issues/Challenges**
37	**SERVICE PROVIDERS**								
38	**1. Caseworker/ER Service provider/ Task Supervisor**	Key Stakeholder	Key Source	Minor Audience	P. (Agency): (Name), (Position)		Agencies see clients again and again coming to ER with long term complex problems that need to be worked with a consistent case worker for a period of	Task supervisors provide the support and learning opportunities for students whilst on placement	Task supervisors may be burdensom, particularly for supervisors of underperforming students. A challenge is to provide adequate support in a range of forms and formats so that supervisors feel that student placement enhances capacity rather than diminish their capacity to provide client services.
39	Support clients with complex needs by building relationships linking and referring clients to relevant services.				Q. (Agency): (Name), (Position)		All case workers are task supervisors		
40					R (Agency): (Name), (Position)		Dept. allows a portion of ER funding (up to 25%) to pay for a case worker		
41					S (Agency): (Name), (Position)				Task supervisors may be new to teaching. A challenge is to encourage task supervisors to develop supervision skills, support them by creating the mechanisms to build a community of practice.
42					T (Agency): (Name), (Position)				
43					U (Agency): (Name), (Position)				
44					V (Agency): (Name), (Position)				
45					W (Agency): (Name), (Position)				
46					X (Agency): (Name), (Position)				
47					Y. (Agency): (Name), (Position)				
48	**2. Volunteers**	Minor Stakeholder	-	-			Simple single transaction ER delivery		
49	Includes Community Support Workers who interview people needing assistance and provide advocacy services						Refer clients to the case worker		
50	**3. Students on Placements**	Key Stakeholder	Key Source	-	Z. (Agency): (Name), (Type)		Students are required to fulfill supervised work placements as part of their social work qualification	Student placement is both a workforce strategy (introducing students to the sector, encouraging students to consider working in the sector after graduation) and capacity building for casework in ER service delivery.	Ensuring that students are adequately supported during placement, and that this is both a learning and enjoyable experience
51	Students engage with agency and provide support and assistance under supervision.				AA. (Agency): (Name), (Type)				
52					AB. (Agency): (Name), (Type)				
53					AC. (Agency): (Name), (Type)				
54					AD. (Agency): (Name), (Type)				
55					AE. (Agency): (Name), (Type)				

Clarify Stakeholders

Stakeholder Map 4 of 4



Student Placement Pilot Project

Stakeholder	Key/Minor Stakeholder	Key/Minor Source	Key/Minor Audience	Contacts	Contacts' details	Interest in SPP	Importance to SPP	Issues/Challenges
AGENCIES								
1. Existing SW placements Agencies with social work students on placement (not part of the SPPP	Minor Stakeholder	-	Minor Audience	**AG. (Agency):** [Name], [Position]		These agencies have had ongoing social work student placements for a few years now. By the time funding had been approved for the project, they have already accepted students from other universities.	These agencies have models of student placement in place that could be of great benefit for other agencies to learn from	Need to demonstrate that a coordinated student placement model increases efficiencies and capacities for agencies that have an existing placement program.
				AH. (Agency): [Name], [Position]		Two issues of relevance: these placements do not require external social worker supervision (because they have established programs and a qualified social worker to provide supervision), and, they have long and established relationship with social work departments of other universities including: La Trobe, Melbourne & Monash	P & H are great supporters of the project, and their experience (organisational as well as personal) in setting up and maintaining a student placement program is beneficial to our membership at large.	
				AI. (Agency): [Name], [Position]		Ann's agency has a social work student on placement who has been working as a duty worker at her agency. The student will be working in the agency providing casework in their ER service.		
				AJ. (Agency): [Name], [Position]		Lydia would have liked to join the SPP but because she was going to be away, she decided against it. However, she would be interested in the next lot of placements if we had continued funding for it.		
2. Interest in casework model Agencies with an interest in expanding ER service delivery to include casework model	Minor Stakeholder	-	Minor Audience	**AK. (Agency):** [Name], [Position]		It is very interested in introducing a casework model into her agency, and was hoping to place a masters student to set this up, which will then be continued by rolling social work student placements. It initially placed an Expression of Interest with RMIT for a student, but her Committee of Management decided they were not ready, and she had to withdraw her EOI.	Agencies that are looking to expand emergency relief service delivery to include casework are the main reason why CISVic introduced the project.	Need to demonstrate the viability of social work student placement as an ongoing service delivery model that enhances ER service capacity rather than placing a burden on supervisors.
				AL. (Agency): [Name], [Position]		A was a little ambivalent about a student placement because supervision will pretty much fall onto her. Being a manager of a largely volunteer organisation (I think that she is the only paid staff) she is very concerned with the amount of time she has to devote to supervising students.	(Agency) recently received philanthropic funding for a part-time caseworker at the agency. If this funding continues and the casework position is a success, it is highly feasible that (Agency) could be a future student placement.	Need to demonstrate that supervision is not necessarily burdensome, and that with the right level of supervisor support (including online blog and external social worker supervision), the cumulative gain of having a student placement outweighs the time costs.
3. Existing community placements Agencies with welfare/community studies students on placement (not part of SPPP)	Minor Stakeholder	-	Minor Audience	**AM. (Agency):** [Name], [Position]		There is a caseworker at Cranbourne providing casework in ER. Student placements at Cranbourne come from the Dandenong/Frankston Chisolm (TAFE) to work in their community services section, but not in casework.	A number of member agencies take on students from the local TAFE or other institutions, particularly welfare and community development students. However, they do not have social work student placement due to the requirement for social work supervision under the AASW. (ie. caseworkers across our agencies are qualified in a range of community, welfare and psychology professions and don't need to be social workers to perform the role.)	Overcoming the perceived barrier posed by the requirement for social worker supervision (which is being addressed by the external supervision model) and that the external supervision model has both learner/student outcomes and enhances capacity (as opposed to creating a burden)
				AN. (Agency): [Name], [Position]		This agency has established processes for student placement, with a strong relationship with MNT. There have been a change in manager, so it is uncertain where student placements are at.		

Clarify Stakeholders

Stakeholder Map

Stakeholder	Interest	Importance	Challenges
Strategic External Board	• Achieve Institute goals	• Advocacy • Mentoring • Fundraising	• Common vision • Budget gap
Partner International Laboratory	• Contribute to Global Partner model	• Research innovation • Future science leaders	• Embedded with university
Owner/ Funder University State Government	• Money well spent • Reputation	• Further resource decisions • Scientific potential	• Budget on track • Internationalism • Grants
Advocacy Advancement	• Non-competitive fundraising	• Discretionary funding	• Philanthropy • Relationship building • Alumni
Management Internal Executive	• Operational oversight • Career pathways	• Staff retention • Scientific excellence	• Scientific freedom • Unity of ideas

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Front-end advocacy

- **Clarify Stakeholders**
  Who are Stakeholders, What type of Stakeholder and WHY are are strategic to *this* evaluation?
- **Engage key stakeholders in the evaluation journey**
  Stakeholders discuss their interest and investment
- **Build accountability for measures**
  Stakeholders justify and confirm their return and interest
- **Model the long tail of relevance**
  Evaluation capacity building at every opportunity!

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Guiding Principles

The Five-Way Test

A guide to discretionary use of front-end activities:

1. Will this improve understanding?
2. Will this align with evaluation purpose?
3. Will this assist transparency?
4. Will this build capacity?
5. Will this shape the report?

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Comments? Questions?

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