

How to be a Front-end Champion: *5 principles for building evaluation capital*

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‘Evaluation Capital’



Overview

1. 5 Guiding Principles
2. Front end basics
3. STEMTM Strategic Framework
4. Examples

5 Principles for front-end capacity building

Front-end capacity building

5 Principles

1. Clarify Stakeholder Interests
2. Whose Outcomes?
3. Engage key stakeholders in the evaluation journey
4. Build accountability for measurement
5. Model the long tail of relevance

Front-end capacity building

5-way test (of the principles)

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?*

Front-end basics

Front-end

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

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

Return

Measures of success that are **meaningful**
to Stakeholders

Source: Unger & Rutter, 2013

Strategic Model

STEMTM

The Strategic and Tactical Evaluation Management
(**STEM**[™]) framework
aligns
evaluation needs with **organisational needs**
in determining
contribution and value
of programs
to “bottom line” success.

Source: Unger & Rutter, 2013

STEM™ strategic value

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

Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)



Source: Unger & Rutter, 2013

Strategic Evaluation Cycle

Strategic and Tactical Evaluation Management (STEM™)



Source: Unger & Rutter, 2013

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Strategic and Tactical Evaluation Management (STEM™)



Source: Unger & Rutter, 2013

Strategic Evaluation Cycle

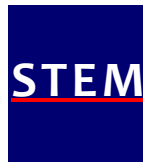
Strategic and Tactical Evaluation Management (STEM™)



Source: Unger & Rutter, 2013

STEM™

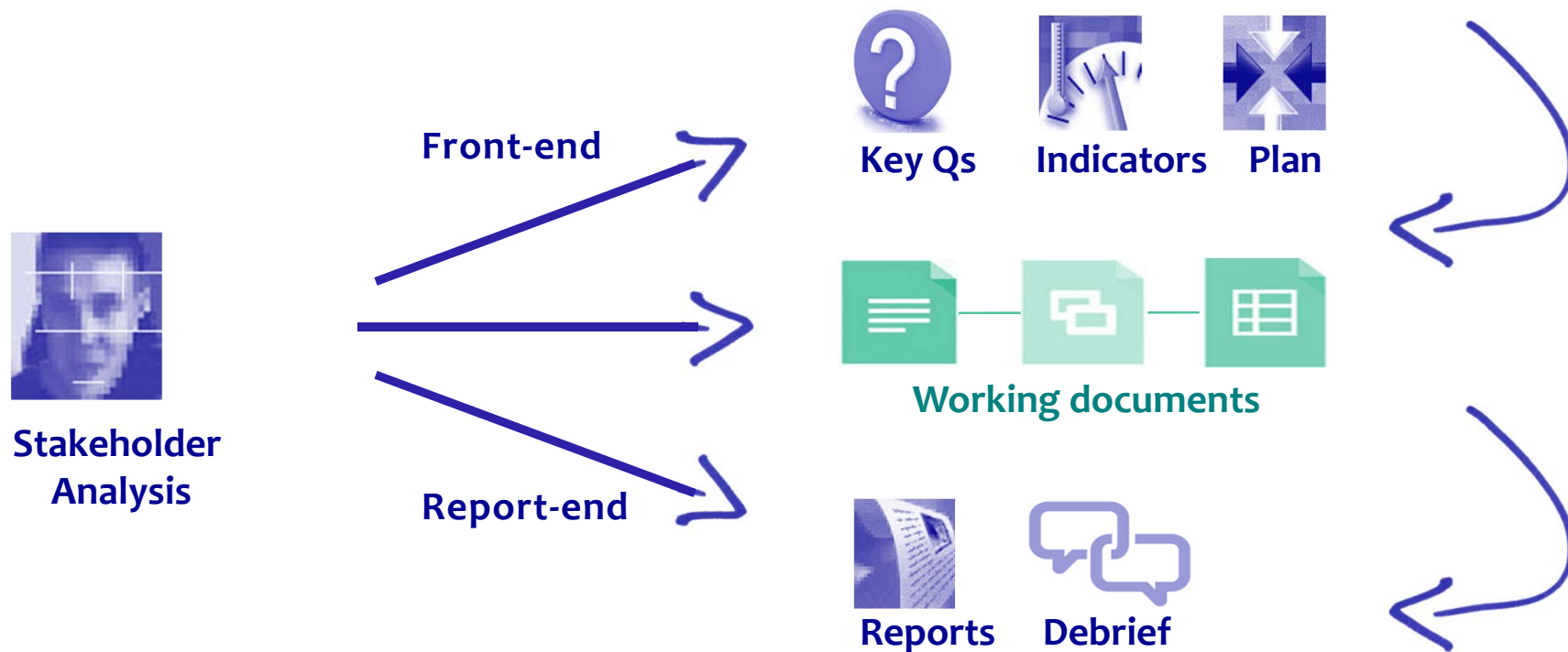
Collect once. Use many times.



The long tail of relevance

Collect Once.

Use many times.



A Pause for Thought...

(reality check)

Case example

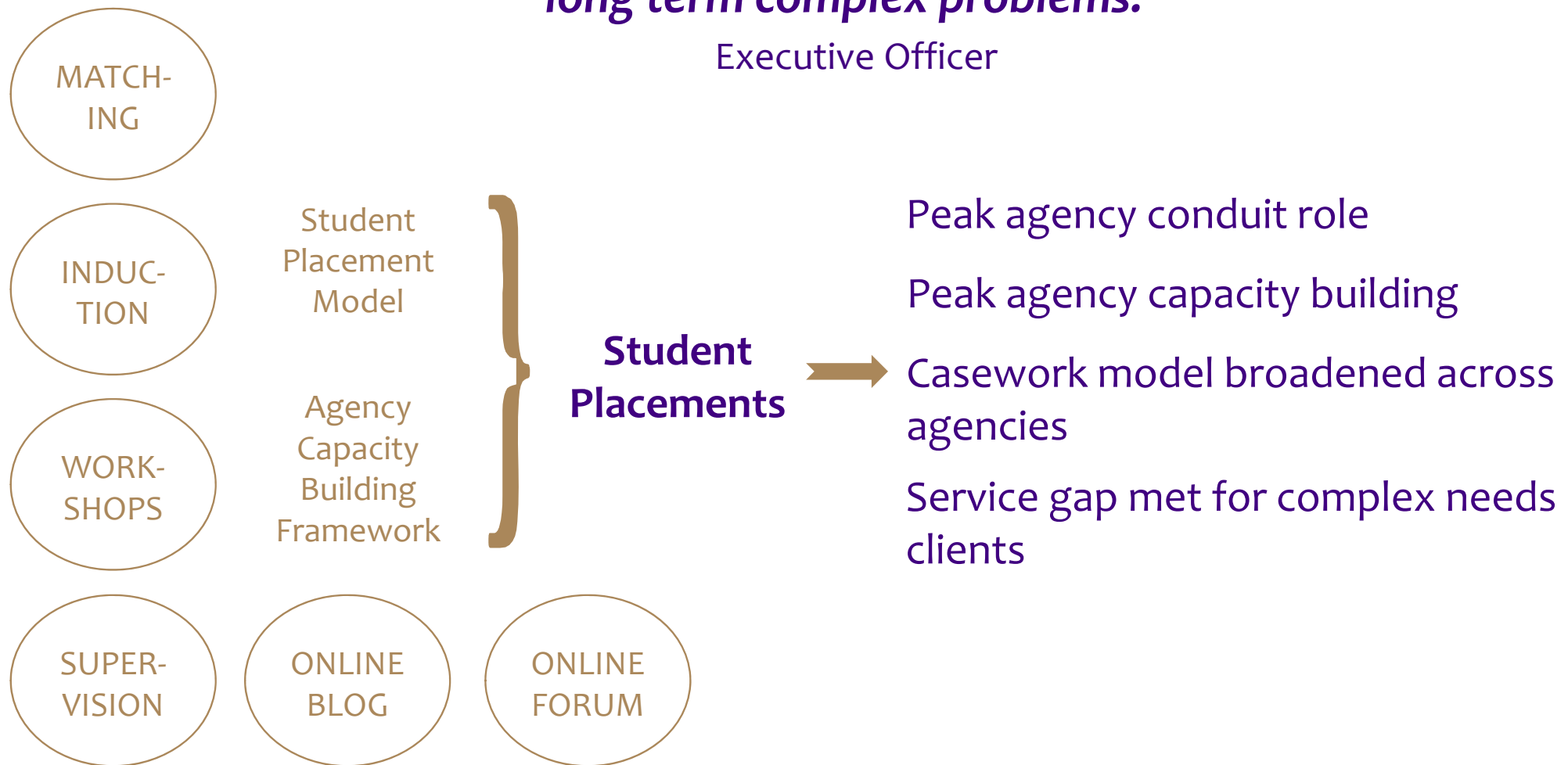
Student Placement Program (SPP)



About Student Placement Program (SPP)

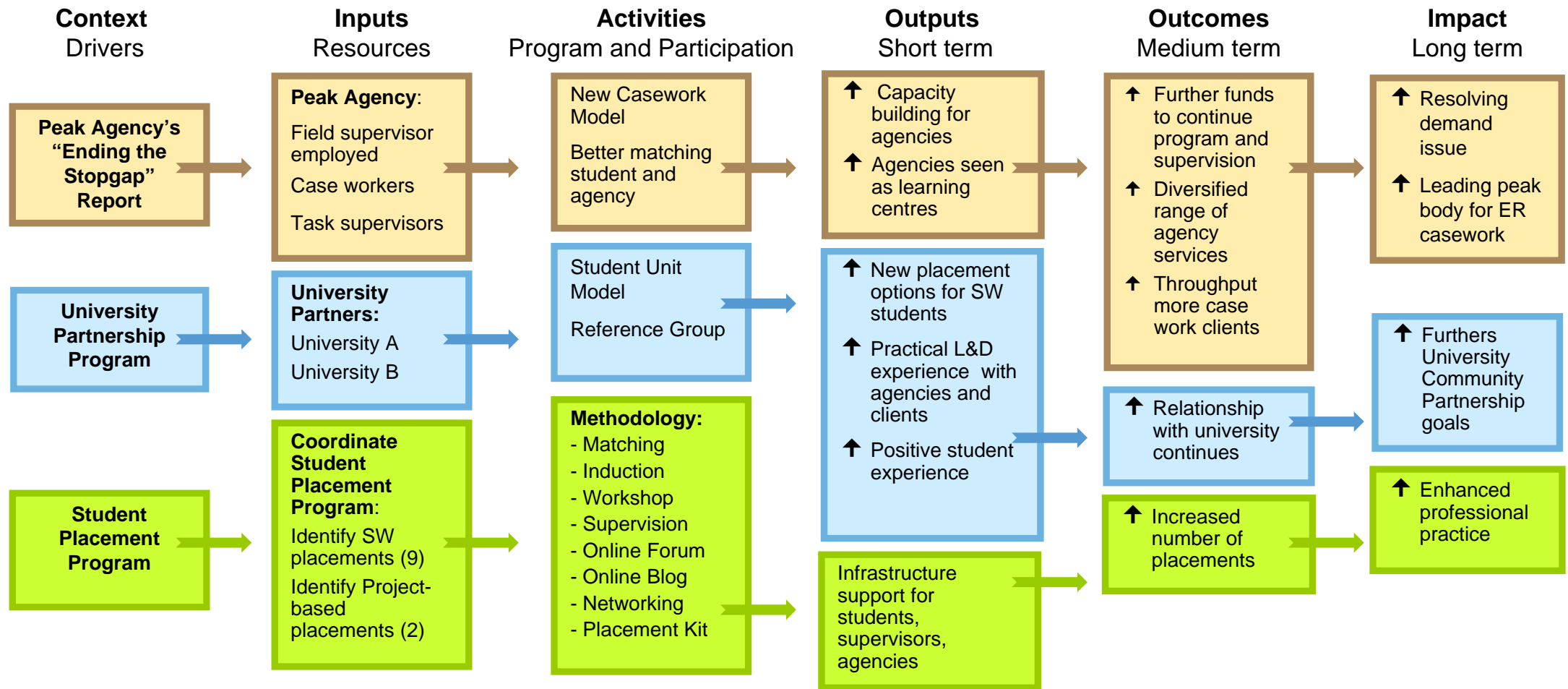
“So case workers can ‘walk the journey’ with emergency relief clients who have long term complex problems.”

Executive Officer



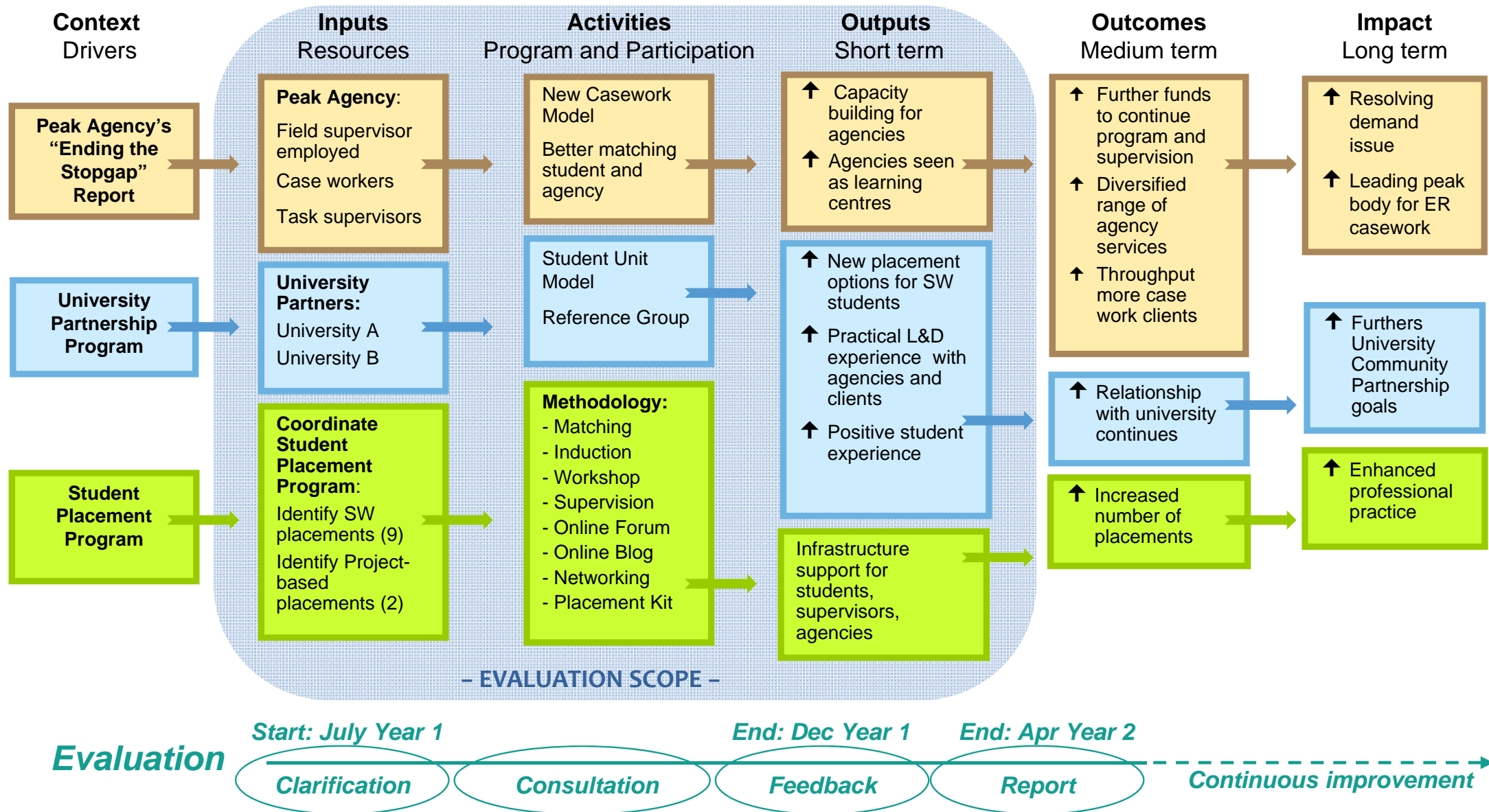


Student Placement Program (SPP) Logic Model



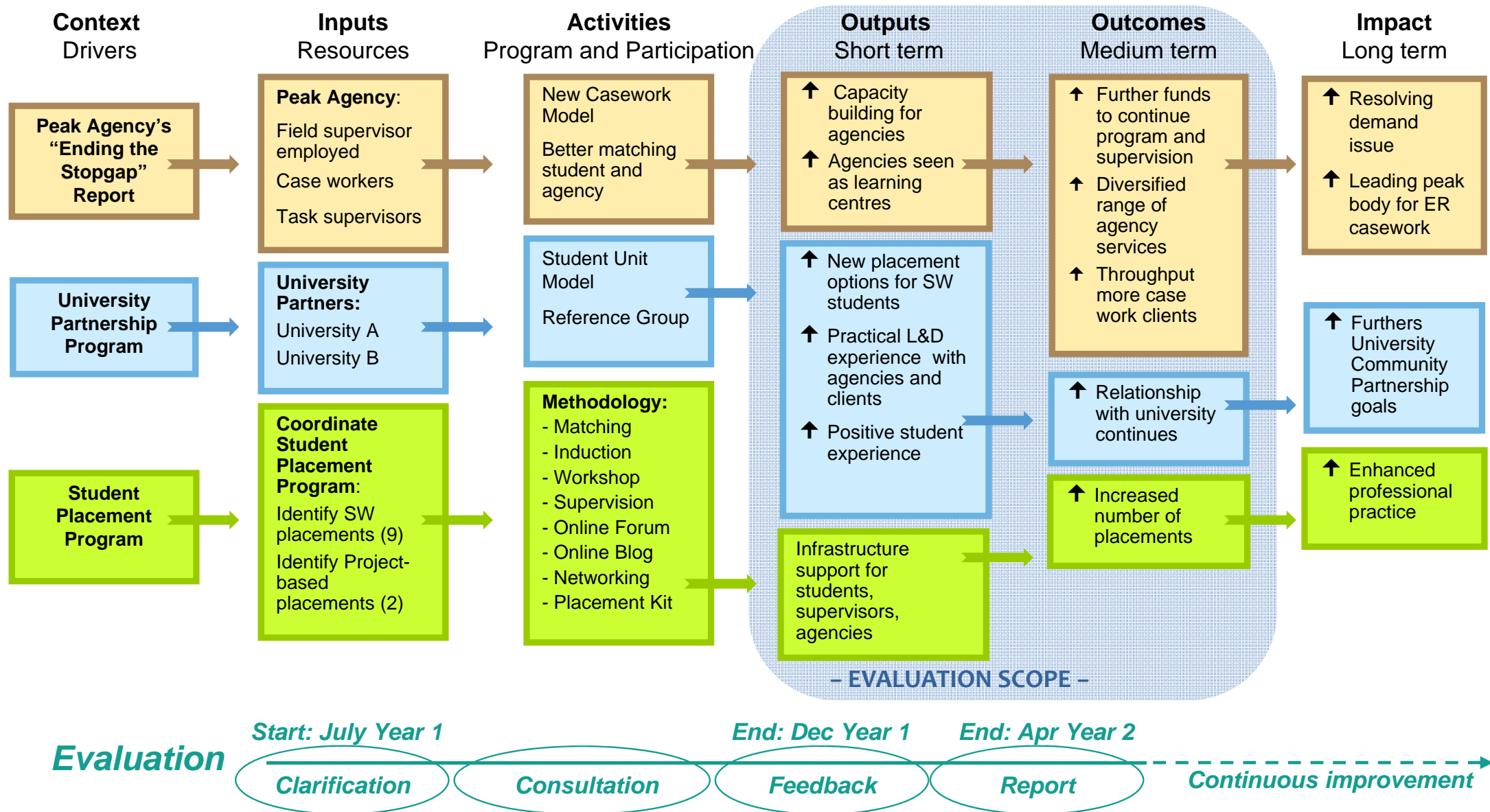


Student Placement Program (SPP) Logic Model





Student Placement Program (SPP) Logic Model



Clarify SPP Stakeholders

Stakeholder Map 1 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
3	PROJECT OWNER								
4	Peak Body Agency The peak body for the community information & support sector.	Key Stakeholder	-	Key Audience	A. Executive Officer, Peak body agency	(email address)	X (collectively) represents the third largest providers of emergency relief (ER) in Victoria	X is exploring innovative ways to broaden the scope of delivery of ER casework amongst its member agencies.	Sustaining the project into the future
5					A has had extensive experience in supervision of students on placement in X member agency.	(phone number)	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.		
6					Reference Group Member		X advocates for the expansion of ER casework beyond the current model		
7							*Innovative peak body role as the conduit between university student placement and organizational capacity building.		
8							*Innovate peak body role in project to develop and support the sector		
9			Opportunity to look at building capacity for learning organisations						
10	PROJECT FUNDER								
11	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)	(email address)	(Gov Agency) is interested in building capacity for agencies to explore innovative ways to deliver ER casework services Funding up to \$20k	(Gov Agency) funding enables many agencies to provide more casework to clients through student placements.	Provide evaluation that indicates student placement enhance agency capacity to meet the needs of complex case clients
12					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.	(phone number)	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.		
13					Reference Group Member				
14	CLIENTS								
15	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.
16									

Features:

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

Clarify SPP Stakeholders

Stakeholder Map 2 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
17	UNIVERSITY PARTNERS								
	1. Tertiary institutions	Key Stakeholder	Key Source	Key Audience	C. Associate Professor, (Department, School, University A)	(email address)	Tertiary institutions, are exploring collaborative partnership opportunities.	(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.
18	University A Schools of Social Work				Areas of interest: Teaching practice skills in social work and human services; Women's Services, Supervision in Human Services and Women and Violence		An opportunity to place students in the community sector ensures that tertiary institutions are able to provide flexibility and broad learning environments for students.		
19	University B Schools of Social Work				Reference Group Member		Additionally, there is increasing competition for quality placements.		
20					D. (Position) - Social Work, (Name of School), University B	(email address)			
21					(works Mon, Tue, Wed & Fri)	(phone number)			
22					Reference Group Member				
23									
	2. Field Educator	Key Stakeholder	Key Source	Minor Audience	E. (Position) (Peak body Agency) (works Mon & Fri)	(email address)	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.
24					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	(Phone number)			Ensuring that students are provided with adequately level of support for effective learning.
25									
	3. University Liaison	Key Stakeholder	Key Source	Key Audience	F. (discipline) (position), School of Global, Urban & Social Studies, (University A)	(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 student needs is a challenge.
26					G. Liaison Person (University B)	(Contact Details)			
27									
28	PLACEMENT AGENCIES								
	Placement agencies	Key Stakeholder	Key Source	Key Audience	H. (Agency): (Name), (Position)	(contact Details)	Student placements increase agencies' capacity for casework to their ER clients	Very important to the SPP as partners and participants to the project	Sustaining the project beyond the funded period
29	Provide ER to clients				I. (Agency): (Name), Manager	(contact Details)			
30					J. (Agency) (Name), (Position)	(contact Details)			
31					K. (Agency): (Name), (Position)	(contact Details)			
32									

Features:

- Stakeholder type and details

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Clarify SPP Stakeholders

Stakeholder Map 3 of 4



1	A	B	C	D	E	F	G	H	I
2	Student Placement Pilot Project								
3	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 Support clients with complex needs by building relationships linking and referring clients to relevant services.	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 supervision may be burdensome, 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					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)				
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 Includes Community Support Workers who interview people needing assistance and provide advocacy services	Minor Stakeholder	-	-			Simple single transaction ER delivery		
49							Refer clients to the case worker		
50	3. Students on Placements Students engage with agency and provide support and assistance under supervision.	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	Ensuring that students are adequately supported during placement, and that this is both a learning and enjoyable
51					AA. (Agency): (Name), (Type)				
52					AB. (Agency): (Name), (Type)				
53					AC. (Agency): (Name), (Type)				
54					AD. (Agency): (Name), (Type)				
55					AE. (Agency): (Name), (Type)				

Features:

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Clarify SPP Stakeholders

Stakeholder Map 4 of 4



	A	B	C	D	E	F	G	H	I
1	Student Placement Pilot Project								
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57	AGENCIES								
58	1. Existing SW placements	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.
	Agencies with social work students on placement (not part of the SPPP)								
59					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.	
60					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		
61					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.		
62	2. Interest in casework model	Minor Stakeholder	-	Minor Audience	AK. (Agency): (Name), (Position)		B 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. B 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 CISV/c 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.
63					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 supervisor), the cumulative gain of having a student placement outweighs the time costs.
64	3. Existing community placements	Minor Stakeholder	-	Minor Audience	AM. (Agency): (Name), (Position)		There is a caseworker at Cranbourne	A number of member agencies take on students from the level 1 SES region	Overcoming the perceived barrier posed by the requirement for agencies to have a caseworker on placement
65					AN. (Agency): (Name), (Position)				

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Clarify SPP Stakeholders

‘Collect Once. Use many times.’

Examples

- Refine insights
- Scope creep
- Key questions
- Evaluation plan
- Reporting, check audience

Front-end capacity building

5 Principles

1. **Clarify Stakeholder Interests**
→ Who are Stakeholders and what kind ?
2. **Whose Outcomes?**
→ How are Stakeholders strategic to *this* evaluation?
3. **Engage key stakeholders in the evaluation journey**
→ What are stakeholder interests and investment
4. **Build accountability for measures**
→ Stakeholders justify and confirm their interest and return
5. **Model the long tail of relevance**
→ Build evaluation capacity at every opportunity!

Final thoughts

We hope you understood...

- The different types of stakeholders and how they relate to an evaluation process
- The importance of moving stakeholder interests into measurable outcomes
- The importance of stakeholder engagement in contributing to the design of an evaluation and use of evaluation results
- That our STEM™ model is a strategic process which helps build credibility and accountability at each level.

Final thoughts

Why we care ...

- Provide measures of success that are meaningful to Stakeholders
- Enable transparency, accountability and engagement
- Collect once. Use many times builds capacity

Comments? Questions?

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