SYNTHESIS OF EVALUATION CAPACITY BUILDING LITERATURE

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WHY ECB SYNTHESIS?

➢ Growing demand for documenting program results

➢ Theoretical ECB literature with well-developed models

➢ Need to assess empirical literature

➢ Include and integrate concepts from existing theory and models, e.g. Preskill & Boyle; Cousins; Taylor-Ritzler, Garcia-Iriarte, & Suarez-Balcazar.

ECB INTEGRATED MODEL

I. WHY - NEED

Reasons
- *Who: Internal-External*
- *Assumptions*
- *Expectations*

Goals-Objectives

Resources & strengths
- Individual attitudes
- Organizational Resources: material, technological, evaluation expertise, financial
- Organizational processes, policies, practices (PPP); leadership, culture, & mainstreaming

I. WHAT - ACTIVITIES

Strategies:
- Theory, mode
- Level: individual-organizational
- Type, Content

Implementation:
- Target : population, org., domain
- *Timing; frequency; dosage*
- Adjustments: needs assessment, tailor to context; mid-course corrections
- Barriers

Evaluation of ECB
- Approach, design; data type, timeframe, *who is conducting*

III. Results-Outcomes
Short & Long term/Sustainable

Individual
- Attitudes
- Knowledge
- Behavior/skills.

Organizational
- PPP,
- Leadership,
- Culture;
- Mainstreaming
- Resources

Lessons Learned

Programmatic

SYNTHESIS METHOD

➢ Meta-analytic principle-*systematic* decision rules

➢ *Broad-based*: included broad array of information from all designs.*

- Evaluation Syntheses from Government Accountability Office (GAO)
  - Framework, e.g. logic model
  - Evaluation Questions
- Guide to Community Preventive Services from CDC and used at USDHHS and other agencies

*Labin, S. 2008. *Research Syntheses: Toward Broad-Based Evidence* in Fundamental Issues in Evaluation, 89-110, (eds)   Nick L. Smith and Paul R. Brandon, Guilford Press, NY, NY.

STEP 1: INCLUSION CRITERIA AND SEARCH PROCEDURES

➢ Our working definition of ECB as criteria:

Evaluation capacity building (ECB) is an intentional process that aims to increase motivation, knowledge, skills, resources, and the use of evaluation at the individual, group, or organizational level.

➢ Databases Searches-yielded <u>final sample of 79 cases</u>

STEP 2: EXTRACT AND CODE

- ➢ Mostly closed-ended coding form
- ➢ Coding manual for reliability among 3 coders
- ➢ Tested reliability sample between coders:
  - Kappa: 46-83; average Kappa =.66
  - Inter-coder reliability =70-95%; *average 85%*
- ➢ Reliable depiction of literature
- ➢ "Other" and "Lessons Learned" open-ended

STEP 3: ANALYSIS

➢ Field versus Classroom empirically differed on a number of hypothesized characteristics, e.g. target pop, ind vs org level strategies and outcomes.

➢ Analyses separate for the two groups

STEP 3: ANALYSIS
FINDINGS

What are the *goals, resources, and strengths* preceding ECB efforts?

➤ Minimal reporting on reasons & goals: majority (75%) reported existence of goals

➤ Strengths:

- Individual level: Attitudes: low

- Organizational level:

  - Field: highest-resources and leadership support (1/3)

STEP 3: ANALYSIS SELECTED FINDINGS

Activities: What & How-What *strategies* are being used for ECB and what *implementation* variables are being reported?

➢ Underlying theory-most, only some specified; most specified

  participatory/collaborative/empowerment, w empowerment evaluation most explicitly mentioned

SELECTED FINDINGS-*cont.*

Type of ECB effort: Field vs. classroom

➢ **Field-more variety, e.g. training, t/a, involvement**

➢ **Classroom -more than half only classroom**

➢ *Involvement in Evaluation*

- **Field-64%**

- **Classroom-16%**

INDIVIDUAL LEVEL STRATEGIES: *CONTENT*

- Attitudes. Low (field-20%/classroom10%)
- Terms, approaches, or methods-<field (60%/40%)
- Logic models->field (50%/20%)
- Design or Plan an Eval->field (80%/50%)
- How to Do an Eval-near 70% both
- Interpret & use data->field (50%/25%)

ORGANIZATIONAL LEVEL STRATEGIES: *CONTENT*

FIELD-BASED EFFORTS

- ➢ Reported Content: 51%
- ➢ Most frequent: Organizational *processes, policy and practices (PPP)*: 39%
- ➢ Organizational Culture & Mainstreaming: 25%
- ➢ Leadership: <10%

CLASSROOM-0

IMPLEMENTATION

- ➤ Population & Organization
  - Field: staff in non-profits & public, e.g. schools
  - Classroom: students at universities
  - Domains: Education and Health
    - Field: 67%;Classroom: 52%
- ➤ Adjustments
  - More needs assessments, tailoring & mid-course corrections for field-based

EVALUATION OF ECB

- About half had some evaluation of ECB
- Over half "case studies"
- Strength: multiple data collection methods- for field group
- Weakness: weak designs, virtually no quantitative data reported (no exp, 3 quasi)
- Three cited instruments-rare discussion of measurement

INDIVIDUAL LEVEL OUTCOMES

➢ Some Individual Level Outcomes-90%

➢ Positive Attitudes (1 item): Field: 36%; Classroom 26%

➢ Knowledge & Behavioral Items:

- Hire/work w evaluator
- Concepts, approaches, & method
- Logic Models
- Plan or Design Eval
- How to Do Eval
- Interpret and Use Data

➢ Knowledge: Field : 52%; Classroom 53%

➢ Behavior: Field : 80%; Classroom 63%

ORGANIZATIONAL LEVEL *OUTCOMES* FIELD-BASED EFFORTS

ITEM	% REPORTING
Org Outcomes Overall	77%
Process, Policies, Practices (PPP)	72%
Resources	46%
Org Culture	28%
Leadership	13%
Mainstreaming	54%

CONCLUSIONS

➢ Need adequate resources to launch *and* sustain

➢ Classroom needs > participation in eval for > behavioral skills

➢ Lessons Learned: Process eval & intermediate findings, use of logic models, tailoring to org culture & situation

CONCLUSIONS *cont.*

- ➢ Empirical Lit reflects ECB Theory Lit
- ➢ Empirical Lit adds to Theory
  - Collaborative relationship throughout
  - Programmatic Outcomes
- ➢ Synthesis method produces reliable evidence base for lit w narrative accounts & variety of data & methods

CONCLUSIONS *cont.*

➢ ECB past infancy- ready for common measures & stronger designs

➢ The coding/operationalization of concepts empirical basis for measures for ECB, i.e. strategies & outcomes

➢ Include funders in ECB training and learning efforts

THANK YOU

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