

Measuring Apples and Oranges:

Comparing Varied Capacity Building Services

Presenter

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- Working in HIV since 1995.
- Experience as an HIV test counselor, outreach worker, program manager, trainer and capacity builder.
- Expertise consulting on program development, monitoring and evaluation, and leadership development



The Challenge

- We do a lot of very different things...
- For very different organizations...
- With varying goals and levels of intensity.



HOW do we measure it
all in a way that allows
for both individual
variation *and*
systematic comparison?

Commonalities

- OIPS, EBI/PHS, M&E
- Define what it means to have “capacity” in a specific content area
 - Assess baseline and end line “capacity” using a standard tool (Organizational Assessments)

Commonalities

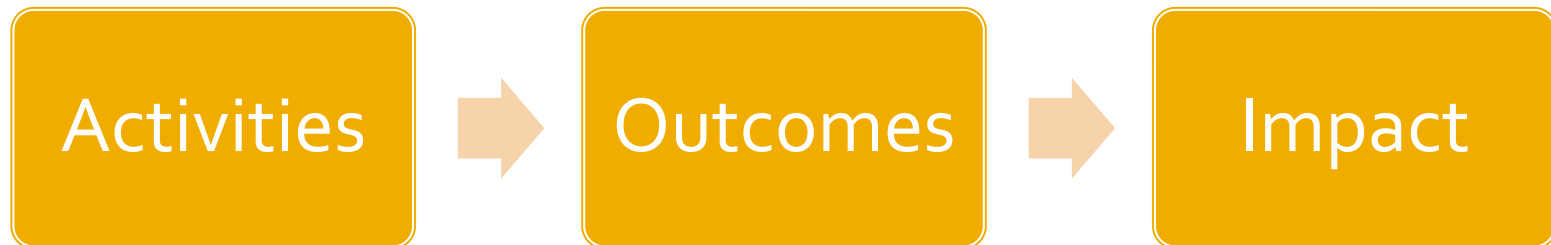
- **Common content areas**
- **Common process of change**
Identify intended outcomes and impacts and find commonalities.

Our 2 Step Approach

1. Identify common domain areas
2. Develop index scores

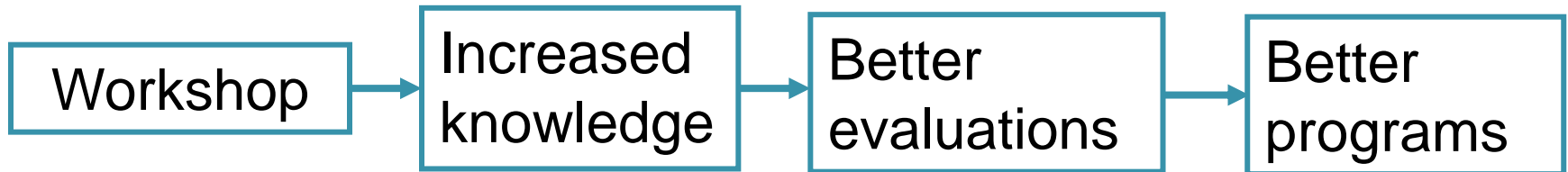
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Impact Modeling: identifies the *causal* pathways of how your activities will lead to the outcomes and impacts that you hope to see. Visual map of outcomes and impacts.



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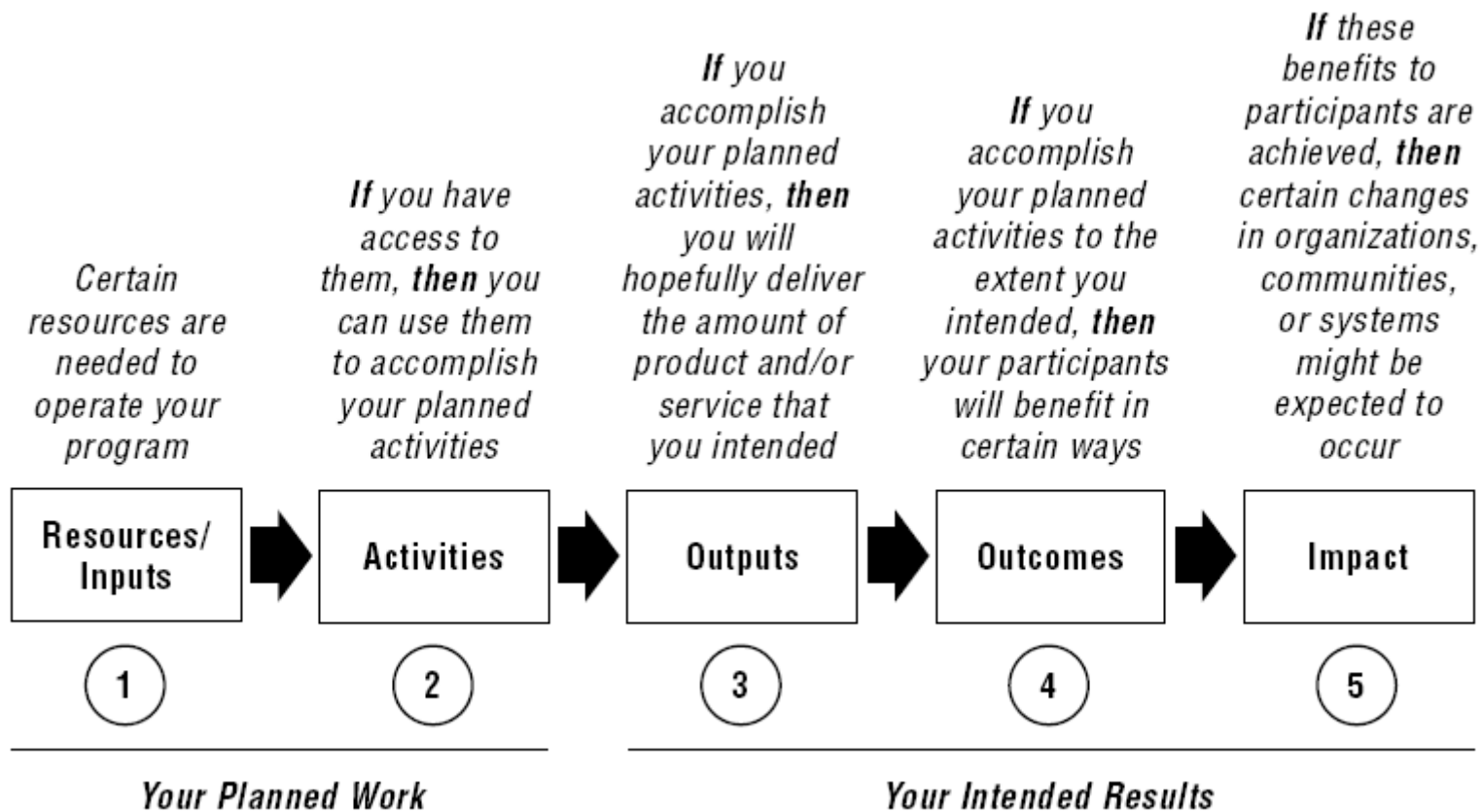
Kellogg Foundation Logic Model

Logic Model Development

Program Implementation Template – Exercise 1 & 2

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>

Kellogg Foundation Logic Model



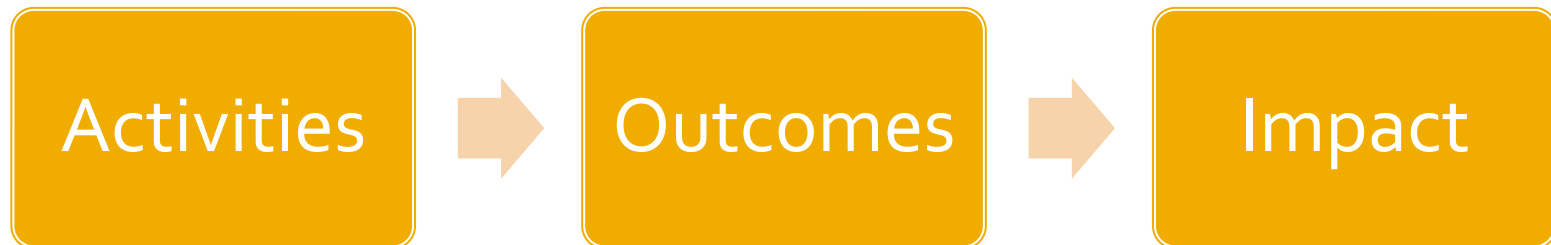
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Logic Model Development Program Implementation Template – Exercise 1 & 2

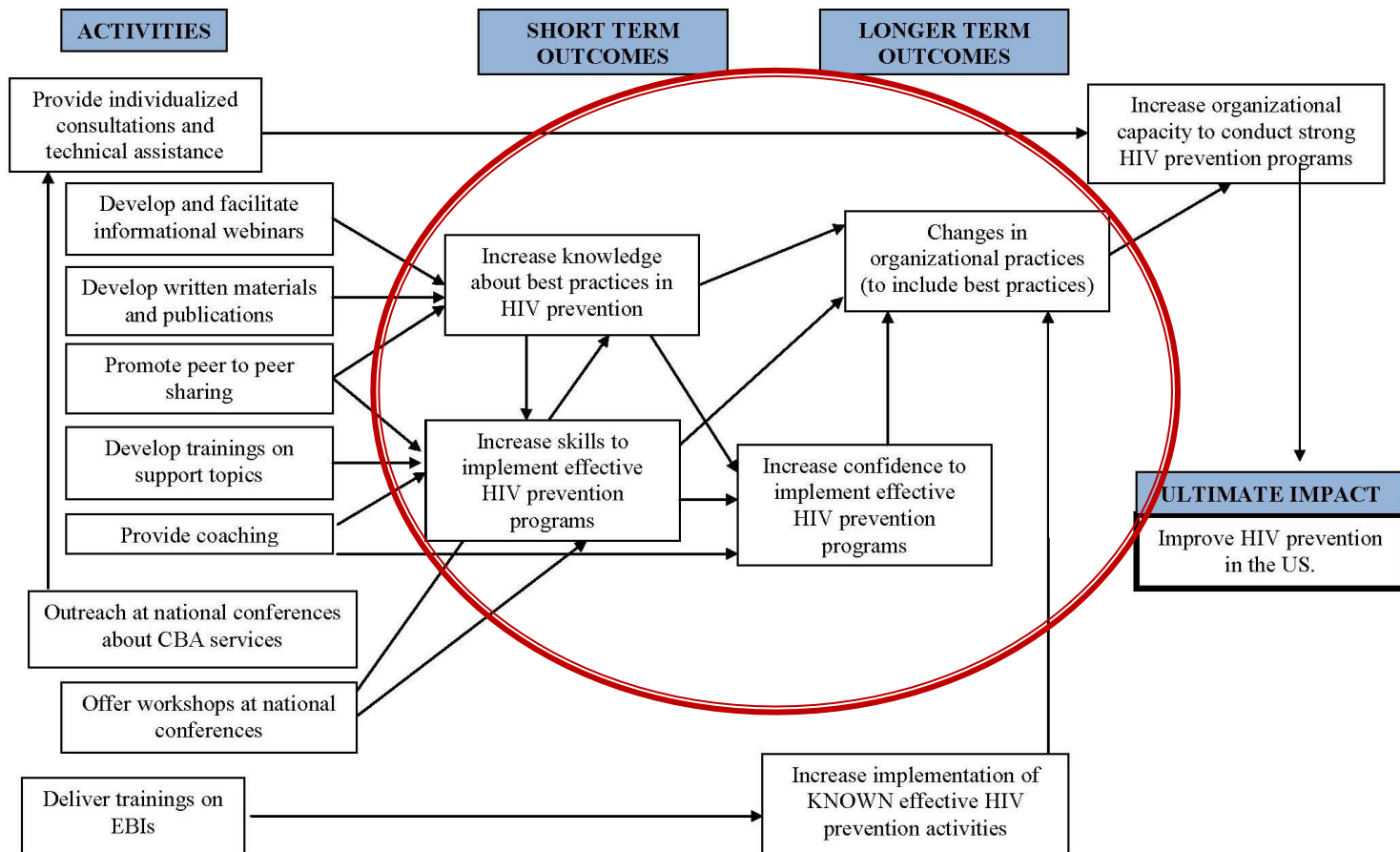
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	?		→	?

1. Identify common domain areas

Impact Modeling: identifies the *causal* pathways of how your activities will lead to the outcomes and impacts that you hope to see. Visual map of outcomes and impacts.



Example CBA Impact Model



The Post-it Approach



Our 2 Step Approach

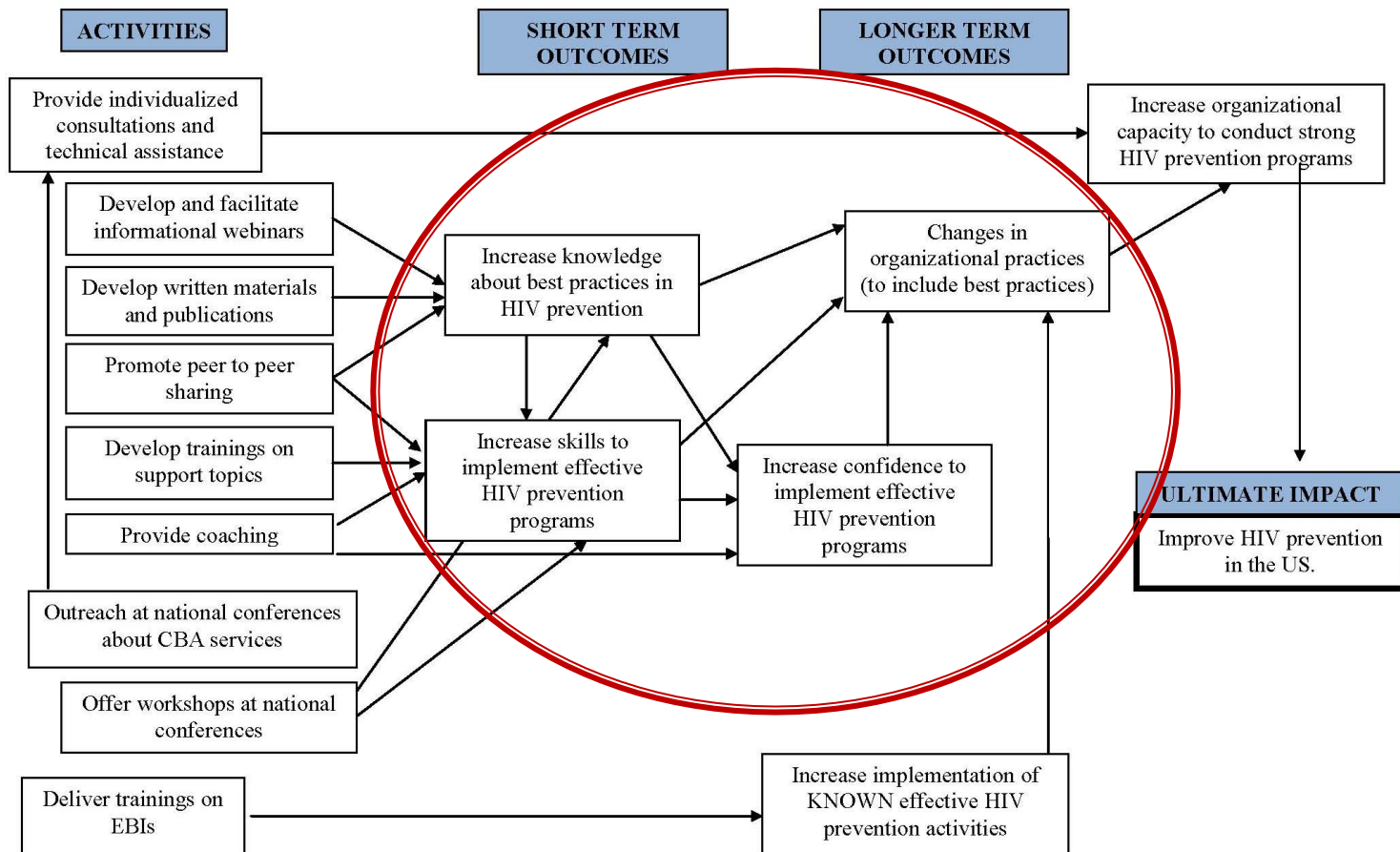
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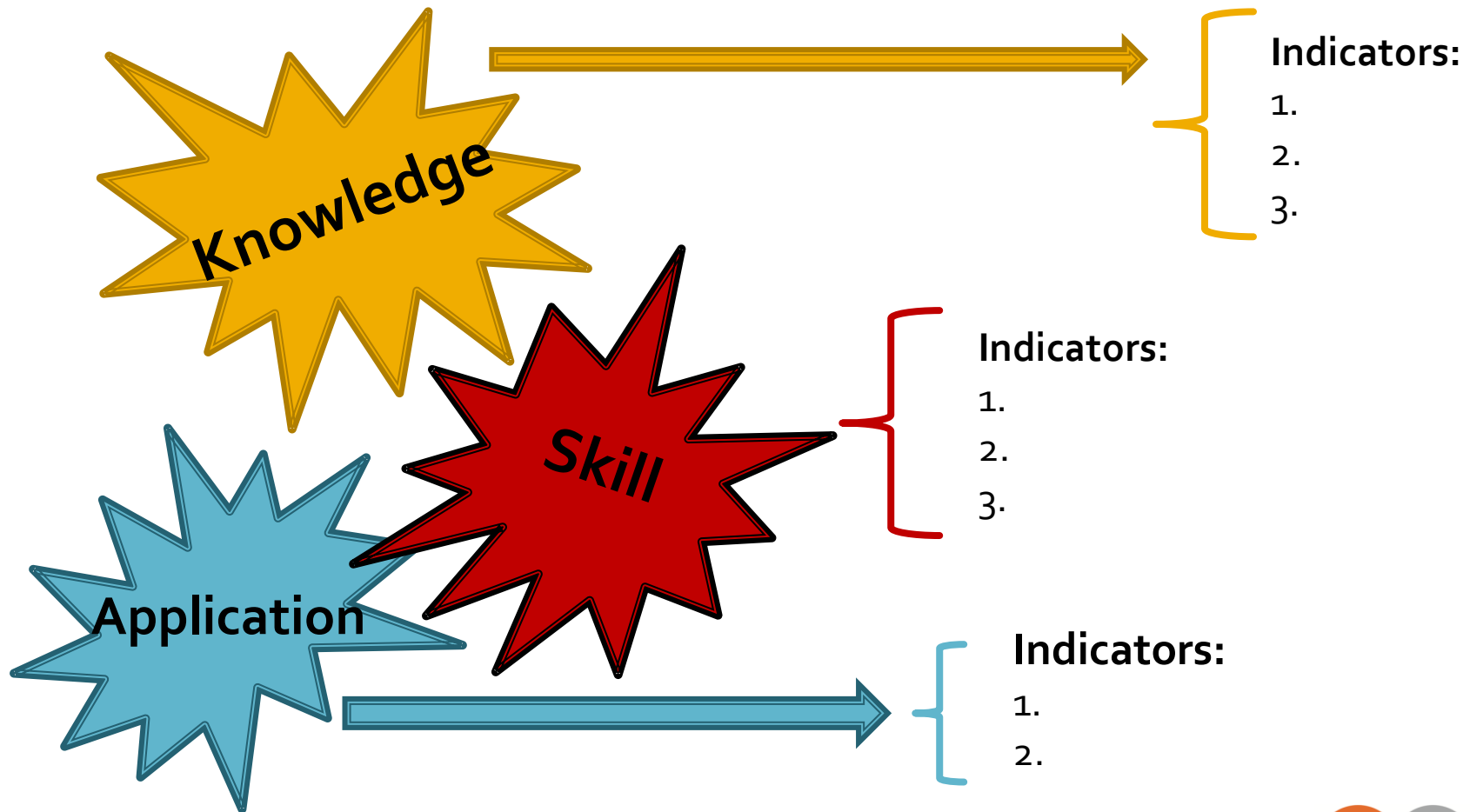
Measurements based on a combination of specific components.

- Standardized “formula”
- Reflective of domain areas
- Allows for comparison AND individuation


Example CBA Impact Model



2. Develop Index Scores



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[Service Name, Date]
Participant Feedback Form

For the following questions, 0 is a LOW rating and 5 is a HIGH rating.

What have you learned?												
	BEFORE this (type of service)					NOW, AFTER this (type of service)						
	None				A Lot	None				A Lot		
Please rate your level of knowledge, skill and confidence in the following areas with 1 being LOW and 5 being HIGH.												
Insert 3-8 learning objectives: 1-3 about knowledge, 1-3 about skill/ability, and 1-2 about confidence.												
Knowledge about...	0	1	2	3	4	5	0	1	2	3	4	5
Knowledge about...	0	1	2	3	4	5	0	1	2	3	4	5
Knowledge about...	0	1	2	3	4	5	0	1	2	3	4	5
Ability to...	0	1	2	3	4	5	0	1	2	3	4	5
Ability to...	0	1	2	3	4	5	0	1	2	3	4	5
Ability to...	0	1	2	3	4	5	0	1	2	3	4	5
Confidence to...	0	1	2	3	4	5	0	1	2	3	4	5
Confidence to...	0	1	2	3	4	5	0	1	2	3	4	5

What are you planning to do now?							
Please rate your agreement with the following statements:		Definitely Not ← → Definitely					
I personally intend to use what I learned through this (type of service) in my organization.		0	1	2	3	4	5
I personally intend to share what I learned through this (type of service) service with others in my organization.		0	1	2	3	4	5

What further support does your agency need to implement what you learned in this (type of service)? (Please be as specific as possible.)

How can we improve this (type of service) in the future?

Additional Comments:

Thank you for sharing your feedback with us!
Your comments will help us to improve the way we work.

APIA/HF, Capacity for Health, Participant Feedback Form (PFF) Template, Mar 9, 2012

2. Synthesize Measurements

Knowledge Score = average of (K₁,K₂,K₃...)

Skill Score = average of (S₁,S₂...)

Confidence Score = average of (C₁,C₂ ...)

Application Score = average of (A₁,A₂...)

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C18														
1	A	B	C	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CC
2	CATEGORY QUESTION ADDITIONAL and	SERVICE TRACKING		PFF	*	AVERAGES--K/S/C						*		
3		Date of Service	Name of Service	Additional Comments	*	Knowledge		Skill		Confidence		*		
4		Date	Name	Comments	*	Ave K BEF	Ave K AFT	Ave S BEF	Ave S AFT	Ave C BEF	Ave C AFT	*		
5		3/22/2012	aedrwrtrb		*	0	4	0	4	0	4	*		
6		3/22/2012	rtbnbwrtn		*	2.5	4	2	4	2	4	*		
7		4/11/2012	rtgbwrtrb	strategic planning	*	5	5	5	5	5	5	*		
8		4/11/2012	rtbwrtrb	board members h	*	5	5	5	5	5	5	*		
9		4/13/2012	rtbwrtrb	k you for the CB	*	5	5	5	5	5	5	*		
10		4/13/2012	wrtbbt	I believe the sta	*	4	4	2.5	4	3.5	4	*		
11		4/13/2012	rtbb		*	1	2	2	2.5	1.5	2.5	*		
12	3/30/2012	wrtbtr	I'd love to be inv	*	2.60	3.80	2.60	3.80	--	--	*			
13	3/30/2012	bb	Come to COH.	*	2.43	4.66	3.08	4.52	--	--	*			
14	3/30/2012	bb		*	2.77	4.49	3.08	4.52	--	--	*			
15	3/30/2012	wrtbtrb	Thank you. Gre	*	1.40	3.80	1.64	4.28	--	--	*			
16	3/30/2012	rtbwrtrb		*	2.77	4.66	2.60	4.76	--	--	*			
17	3/30/2012	rtbwrtrb	Overall I really e	*	3.63	3.97	3.80	4.04	--	--	*			
18	3/30/2012	rtbrtb		*	3.29	4.31	3.80	5.00	--	--	*			
Master Data										Data for Report	Indiv Service	Combined Services	Tr 1 Report	

Successes, Challenges and Lessons Learned

SUCCESSSES

- Allows for individuation
- Allows for comparison
- Identifies macro themes

CHALLENGES

- Oversimplification
- Generalization sometimes means variation is not as dramatic
- How to “compare” when #s of services vary so much

Successes, Challenges and Lessons Learned

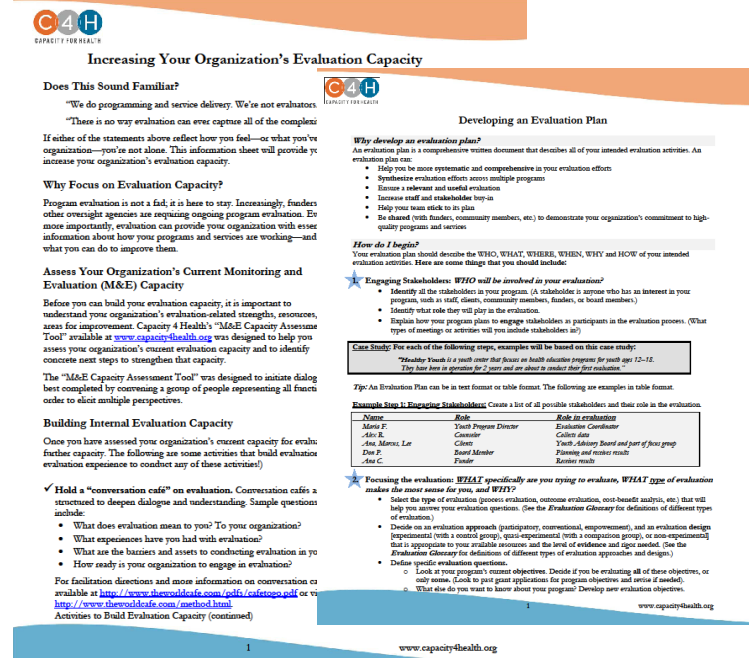
LESSONS LEARNED

- 1.** Identifying Domain areas was VERY helpful to clarify program focus, goals, and areas to evaluate.
- 2.** Index scores are a good to guide MACRO level decision making, but we still need more individuated analysis and USE of the individual evaluation findings.
- 3.** Have to take it all with some flexibility—we are STILL comparing apples and oranges.

Capacity 4 Health Online Resource Library

<http://library.capacity4health.org>

A repository of online trainings, recorded webinars, information sheets, and other resources



Increasing Your Organization's Evaluation Capacity

Does This Sound Familiar?

"We do programming and service delivery. We're not evaluators."

"There is no way evaluation can ever capture all of the complexity of our program."

If either of the statements above reflect how you feel—or what you've heard—organization—you're not alone. This information sheet will provide you with information about how your programs and services are working—and what you can do to improve them.

Why Focus on Evaluation Capacity?

Program evaluation is not a fad; it is here to stay. Increasingly, funders and other oversight agencies are requiring ongoing program evaluation. For more information, visit www.capacity4health.org for more information about how your programs and services are working—and what you can do to improve them.

Assess Your Organization's Current Monitoring and Evaluation (M&E) Capacity

Before you can build your evaluation capacity, it is important to understand your organization's evaluation-related strengths, resources, areas for improvement. Capacity 4 Health's "M&E Capacity Assessment Tool" available at www.capacity4health.org was designed to help you assess your organization's current evaluation capacity and to identify concrete next steps to strengthen that capacity.

The "M&E Capacity Assessment Tool" was designed to initiate dialog between you and your organization's current evaluation capacity and to identify concrete next steps to strengthen that capacity.

Once you have assessed your organization's current capacity for evaluation, you can build your evaluation capacity. The following are some activities that build evaluation evaluation experience to conduct any of these activities)

Building Internal Evaluation Capacity

✓ Hold a "conversation café" on evaluation. Conversation cafés are structured to deepen dialogue and understanding. Sample questions include:

- What does evaluation mean to you? To your organization?
- What experiences have you had with evaluation?
- What are the barriers and assets to conducting evaluation in your organization?
- How ready is your organization to engage in evaluation?

For facilitation directions and more information on conversation cafés available at <http://www.capacity4health.org/pdfs/conversation.pdf> or visit <http://www.capacity4health.org/conversation.html>

Activities to Build Evaluation Capacity (continued)

Developing an Evaluation Plan

Why develop an evaluation plan?

An evaluation plan is a comprehensive written document that describes all of your intended evaluation activities. An evaluation plan can:

- Help you be more systematic and comprehensive in your evaluation efforts
- Synthesize evaluation efforts across multiple programs
- Ensure a relevant and useful evaluation
- Increase staff and stakeholders buy-in
- Help you stay on track in your plan
- Be shared with funders, community members, etc.) to demonstrate your organization's commitment to high-quality programs and services

How do I begin?

Your evaluation plan should describe the WHO, WHAT, WHERE, WHEN, WHY and HOW of your intended evaluation activities. Here are some things that you should include:

★ **Engaging Stakeholders: WHO will be involved in your evaluation?**

- Identify all the stakeholders in your program. (A stakeholder is anyone who has an interest in your program, such as staff, clients, community members, funders, or board members.)
- Identify what role they will play in the evaluation.
- Explain how your program plan to engage stakeholders as participants in the evaluation process. (What types of meetings or activities will you include stakeholders in?)

Case Study: For each of the following steps, examples will be based on this case study:

"Healthy Youth is a youth center that focuses on health education programs for youth ages 12–18. They have been in operation for 2 years and are about to conduct their first evaluation."

Tip: An Evaluation Plan can be in text format or table format. The following are examples in table format.

Example Step 1: Engaging Stakeholders: Create a list of all possible stakeholders and their role in the evaluation.

Name	Role	Role in evaluation
Maria P.	Youth Program Director	Evaluation Coordinator
Alex K.	Counselor	Collect data
Mike, Maria, Lee	Client	Participate in focus group
Dan P.	Board Member	Presenting and review results
Pat C.	Funder	Review results

★ **Focusing the evaluation: WHAT specifically are you trying to evaluate, WHAT type of evaluation makes the most sense for you, and WHY?**

- Select the type of evaluation (process evaluation, outcome evaluation, cost-benefit analysis, etc.) that will help you answer your evaluation question. (See the Evaluation Glossary for definitions of different types of evaluations.)
- Decide on an evaluation approach (participatory, conventional, empowerment), and an evaluation design (experimental/with a control group, quasi-experimental/with a comparison group, or non-experimental) that is appropriate to your available resources and the level of evidence and rigor needed. (See the Evaluation Glossary for definitions of different types of evaluation approaches and designs.)
- Define specific evaluation questions.
 - Look at your program's current objectives. Decide if you are evaluating all of these objectives, or only some. (Look to past grant applications for program objectives and revise if needed.)
 - What else do you want to learn about your program? Develop new evaluation objectives.

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www.capacity4health.org

More Information



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