

Integrating Evaluation Capacity Building Strategies into Existing Projects

2006 Conference
Portland, Oregon
November, 2006

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Presentation Outline

- Introduction to ECB
- Description of two organizations that engaged in ECB
- Areas that contributed to successful ECB
- Areas that interfered with successful ECB
- Next steps



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Introduction

- Engaging in evaluation capacity building (ECB) activities within an existing client/evaluator relationship can support increased evaluation capacity among organizations.
- ECB was incorporated as a goal of the evaluation – at the end of the evaluation, the organization should be more capable of managing evaluation activities
- ECB in two different types of organizations: school districts/schools and a regional nonprofit organization
- Technical assistance and evaluation that have
 - Helped clients to improve knowledge and skills related to evaluation
 - Resulted in inclusion of evaluation in other projects
 - Improved subsequent project implementation.



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Evaluation Capacity Building Practitioners

- Help to envision and co-create a situation in which evaluation and its use is ongoing
- Help an organization to understand how to sustaining an evaluative focus and work strategically to those ends
- Help to design and make routine the practices necessary to sustain a focus on evaluation and supporting evaluation studies and their uses
- Use a long-term process to help the organization or program conduct evaluation and to ensure that each program evaluation is used to enhance organizational effectiveness

(Stockdill, Baizerman, Compton, 2002)



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YWCA Great Lakes Alliance Capacity Building Project

- Four regional staff members and two external consultants support a 4-year capacity building project
- 58 local associations
- Project areas
 - Mission, Vision, Strategy
 - Program/ Service Delivery and Impact
 - Governance and Leadership
 - Strategic Relationships
 - Resource Development
 - Internal Management and Operations
- Primary activities
 - Pre and post-assessment
 - Directed technical assistance
 - Professional development



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Reading First School Grants


- State grants – funds re-granted to districts
- Goal of increasing reading achievement in K-3 classrooms
- Requirements
 - Instruction
 - Assessment
 - Evaluation
 - Professional development
- State-provided technical assistance in professional development, assessment, analysis of student outcomes



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Four Critical Elements of an ECB Support Model


- ▣ Project goals and project plan
- ▣ Support for ECB
- ▣ Effective data collection system
- ▣ System for sharing data



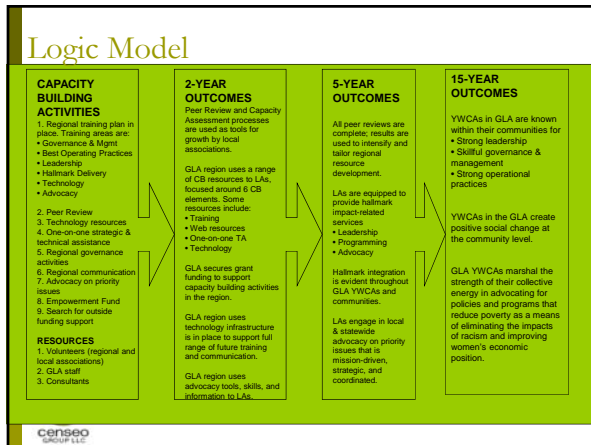
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Project Goals and Project Plan

- ▣ Organization-wide focus on ECB and staff who is able to articulate their program theory help to support ECB (Monroe et. al, 2005)
 - Written project plan is a first step
 - A logic model tied to clear outcomes and data collection methods can be more precise
- ▣ Technical assistance and training to support this work can help build ECB (Fors, Kruse, Taut, Tendin, 2006; Monroe et. al, 2005)




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Support


- ▣ Leadership, buy-in by staff, support of outside consultants and experts
 - How to maintain initial levels of support with staff turnover
 - How to ensure that organizations understand organizational change related to increasing evaluation capacity and are prepared to manage that work
 - How to ensure that outside support is provided at key moments or in correct areas
- ▣ Organizations' levels of ability to manage or understand concepts of organizational change
- ▣ In the case study projects consultants, staff members, outside evaluators, and/or Technical Assistance providers worked together to provide support



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Measuring Progress


- ▣ Pre-test to measure initial areas of functioning and post-test to measure progress
- ▣ Selecting appropriate project areas
- ▣ Ensuring valid assessment
- ▣ Providing a way to help staff understand the data and share results with others in the organization



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Example of Data Collection Sheet

STATE	ASSOCIATION	Site	2015			3/2016		#2016		#12/16		#2016		#4/2016	
			Ay 2015 Training Participation	Number of Training LA Invited	Number of Staff Participating	Questions AG-Initial Call	Fund Dev/AG Initial Call	Basic/Praxis/AG Orientation	Questions AG	Child Care AG	Questions AG	Child Care AG			
	Stal	X	3	3											
	Medm	X	2	2						1					1
	Medm	X	7	7											
	Larp	X	6	6											
	Stal	X	15	15					1	1					1
	Medm	X	0	0											
	Medm	X	4	5											
	Stal	X	0	0											
	Medm	X	13	14			1	1		2					1
	Medm	X	11	13			1	1							1
	Stal	X	2	2											
	Medm	X	2	2					1						
	Stal	X	0	0											
	Medm	X	3	3											
	Medm	X	3	3						1					



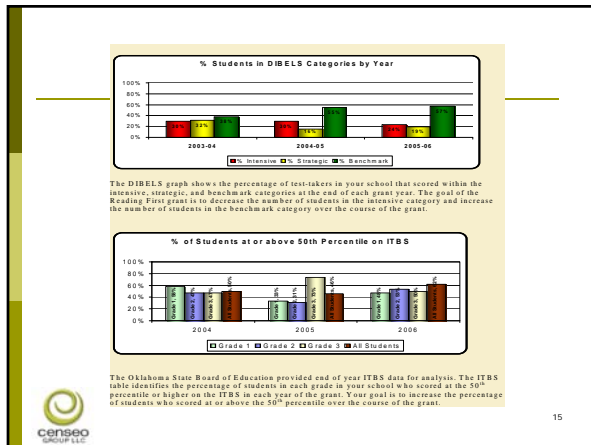
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Data Summary Sheet

	Date Implemented	Numerical Results			Overall Satisfaction Rating			Comments
	2006	2007	2008	2009	2006	2007	2008	
Total Regional Trainings and Attendance								
Trainings offered and planned								
Numbers attending								
Advocacy Training Schedule and attendance								
Trainings offered								
Numbers attending								
Winter and training and attendance								
Trainings offered		6						
Numbers attending		35						
Auto and Live Meeting Trainings and Attendance								
Number of live trainings	As of 10/17	41						
Attendance	As of 10/17	286						

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- ### Sharing Data
- Evaluation findings must be shared with project participants in a timely fashion
 - YWCA Dashboard
 - Reading First - Regional Consultants share data with districts and schools and Data Managers share data with schools and teachers
 - Reports must be valid for all stakeholders – board members, staff, EDs, and funders
 - Data system must meet project needs
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- ### In Progress
- Consistent use of data collection instruments
 - Useful analysis of collected data
 - Implementing all methods – fully using the developed programs/systems
 - Continuing to garner the support of stakeholders to continue the ECB work
 - Integrate ECB work and measurement systems into day-to-day activities
 - Continue to explore how to use technology for most effective and least expensive evaluative systems
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