

## ORIGINAL ARTICLE

# Evaluation capacity building in theory and practice: Revisiting models from practitioner perspectives

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**Abstract**

This article seeks to bring practitioner experience to bear on existing models of ECB with a particular focus on the models through the lens of our own ECB practice. We reflect on how our ECB practices align with or challenge these models, and how the insights that come from those reflections can inform future ECB research and frameworks for evaluating ECB initiatives. As is often the case when theory collides with practice, current models may not always reflect and serve the work at hand, and the value and usefulness, as well as accuracy and relevance, of existing models is worth investigating. With this in mind, we offer input to inform future models of ECB that are more inclusive of and relevant for the broad spectrum of current ECB practice and, subsequently, its evaluation.

## INTRODUCTION

Theories of change, conceptual frameworks, and logic models are often valuable tools for work in the field of evaluation (Knowlton & Phillips, 2009). They can serve as foundations for the design, planning, communication, and evaluation of programs and interventions. Evaluators use these tools to articulate goals, identify outcomes and understand how they might be realized, and define boundaries for the work at hand.

As evaluation capacity building (ECB) has grown over the past 20 years, theoretical models and conceptual frameworks have been developed to guide this work. Bourgeois et al.'s (2023) integrative review of the ECB literature concludes, among other things, that the ECB field would benefit from more intentional application of these evaluation “tools of the trade,” such as theories of change and logic models, to inform both planning and evaluation of ECB. Such ECB models can serve to support evaluation of ECB and provide a

framework for understanding the effectiveness of ECB across the field. Further, Bourgeois and colleagues acknowledge that one limitation of their review is the general lack of grey literature and practitioner input and reflection regarding ECB.

In response, this article seeks to bring practitioner experience to bear on existing models of ECB and reconsider the goals and outcomes of ECB in light of ECB practice. We offer input to inform future models of ECB that are more inclusive of and relevant for the broad spectrum of current practice of ECB and, subsequently, its evaluation. As is often the case when theory collides with practice, current models may not always reflect and serve the work at hand, and the value and usefulness, as well as accuracy and relevance, of existing models is worth investigating through the lens of practice. We consider existing ECB models such as those offered by Preskill and Boyle (2008), Taylor-Powell and Boyd (2008), and Labin et al. (2012), through the lens of our own ECB experiences. We then reflect on how our ECB practices align with or challenge these models, and how the insights that come from those reflections can inform future ECB research and frameworks for evaluating ECB initiatives.

We are a group of evaluation and ECB practitioners based at Education Development Center, a nonprofit organization dedicated to education and public health. Our ECB work in the United States spans multiple decades and over 50 programs with different funders, purposes, goals, and outcomes. Some ECB activities have been focused, purposeful, and intensive, while others have been more emergent, ad hoc, and generally in service to the learning needs of a program community or to support an evaluation. In addition, our ECB efforts have had different audiences, with some focusing exclusively on evaluators or program staff and others focused on developing the capacity of evaluators and program staff within a larger initiative. Overall, our ECB work has been responsive to program and funder needs and prioritized cultural responsiveness, both in the approach to conducting ECB and as a goal for participants to conduct and use culturally responsive evaluations (CRE) (Hood et al., 2005).

The Foundations of Evidence-Based Policymaking Act (“Evidence Act”) (2018) has facilitated the creation of new federal agency infrastructure to use evidence in policy development, improved the process for researchers to access government data, and helped federal agencies to ask better questions and more effectively utilize the data they collect (Results for America, 2018). The implementation of the Evidence Act has resulted in increased investment by federal agencies in ECB, both for their own staff of evaluators and organizational leaders and for grantees and their evaluators. Whether in the interest of developing and implementing a consistent measurement approach across a program, or to elevate the quality, rigor, value, and use of evaluations, our public and private partners—including the National Science Foundation, Centers for Disease Control, Department of Defense, Substance Abuse and Mental Health Services Administration, Health Resource and Services Administration, and others—are investing in building evaluation capacity and evaluating its impact. We have been conducting evaluations and ECB in the national landscape for long enough to have noticed and welcomed this change. Through our work with federal, state, and other funders and programs, we have come to believe that high-quality evaluation is not just the responsibility of evaluators; it takes a village of engaged evaluators and evaluation partners and users to design, implement, and use high-quality evaluations.

The following questions guided our inquiry and review of models:

- To what extent do ECB goals and outcomes address current priorities that motivate and shape ECB, such as organizational learning; systems change; diversity, equity, and inclusion; and CRE?

- How can the context in which ECB takes place—at the individual, program, organizational, or system level—be more clearly considered in relation to goals and outcomes?
- If we conceive of building the capacity of evaluators as related to but separate from building the capacity of those involved in evaluations (clients, program interest holders, funders, etc.) to engage with and use evaluations, what is the relationship between building capacity of evaluators and building capacity of evaluation clients, funders, and engaged interest holders?

Our article first describes the elements of existing ECB models that we reviewed as we considered how our work aligns (or does not) with the frameworks that inform ECB theory and practice. We then describe how our work relates to those models, what we learned from our review and discussion, and how we think our insights inform future research and practice in ECB.

## A REVIEW OF ECB MODELS

Our review focused on models offered by Preskill and Boyle (2008), Taylor-Powell and Boyd (2008), and Labin et al. (2012). We reviewed these models to identify common elements and conceptions of ECB that we think are critical to understanding—and potentially evaluating—ECB initiatives. As described by the authors, the models draw on literature (Labin et al.) and experiences of practice (Taylor-Powell & Boyd and Preskill & Boyle) at the point in time they were developed. We chose these because they were the most clearly articulated and defined models in the literature. However, we acknowledge the broader context of the literature that addresses the history of ECB theory and practice (see, e.g., Leviton, 2014, and Suarez-Balcazar & Taylor-Ritzler, 2014) and additional approaches that include organizational capacity and systems-level thinking (Grack Nelson et al., 2019; Norton et al., 2016; Sobeck & Agius, 2007).

In 2002, Hueftle, Stockhill, Baizerman, and Compton offered a definition of ECB that distinguished it as a “context-dependent intentional action system of guided processes and practices” (p. 8). They defined the process as “the overall intentional effort to create and sustain an ECB action system” (p. 8). This definition is referenced, and to some extent refined, in each of the models we examined. Taylor-Powell and Boyd (2008) also refer to ECB as work inclusive of creation and sustenance. Preskill and Boyle highlight the processes of design and implementation of ECB in their 2008 definition.

Across the models included in our review, we identified four common elements related to the goals and strategies of ECB:

1. ECB is intentional. This intentionality informs approaches, enhances learning, and is informed by context. Taylor-Powell and Boyd (2008) specifically distinguish ECB as using intentional approaches (in contrast to “opportunistic approaches” (pp. 65–66) such as logic model training and use of developed resources.
2. ECB is a process of continuous learning. It includes ongoing opportunities that contribute to a culture that values learning from and about evaluation. Both Taylor-Powell and Boyd (2008) and Labin et al. (2012) suggest that this continuous learning is instrumental in creating a culture of evaluation.
3. ECB requires some translation between individual and organizational capacity. Preskill and Boyle’s (2008) model depicts a clear “transfer of learning” between knowledge and practice and individual and organization (p. 445). Taylor-Powell and Boyd’s (2008)

**TABLE 1** Outcomes included in three ECB models (Labin et al., 2012; Preskill & Boyle, 2008; Taylor-Powell & Boyd, 2008).

Individual outcomes	Program outcomes	Organizational outcomes
Changes in: <ul style="list-style-type: none"><li>• Attitudes</li><li>• Knowledge</li><li>• Skills</li><li>• Behaviors</li></ul>	Improvements in: <ul style="list-style-type: none"><li>• Design</li><li>• Implementation</li><li>• Evaluation and evaluation use</li><li>• Results</li></ul>	Changes in: <ul style="list-style-type: none"><li>• Processes, policies, and practices</li><li>• Leadership</li><li>• Organization culture</li><li>• Resources</li><li>• Systems and structures</li></ul>

Abbreviation: ECB, evaluation capacity building.

- model similarly describes relationships among individual, program, and organizational change.
4. ECB initiatives strive for institutionalization of evaluation processes and/or evaluative thinking. All of these models suggest that the ultimate goal of ECB is institutional change and the integration of evaluation processes and practices into everyday work, as this is key to sustainability.

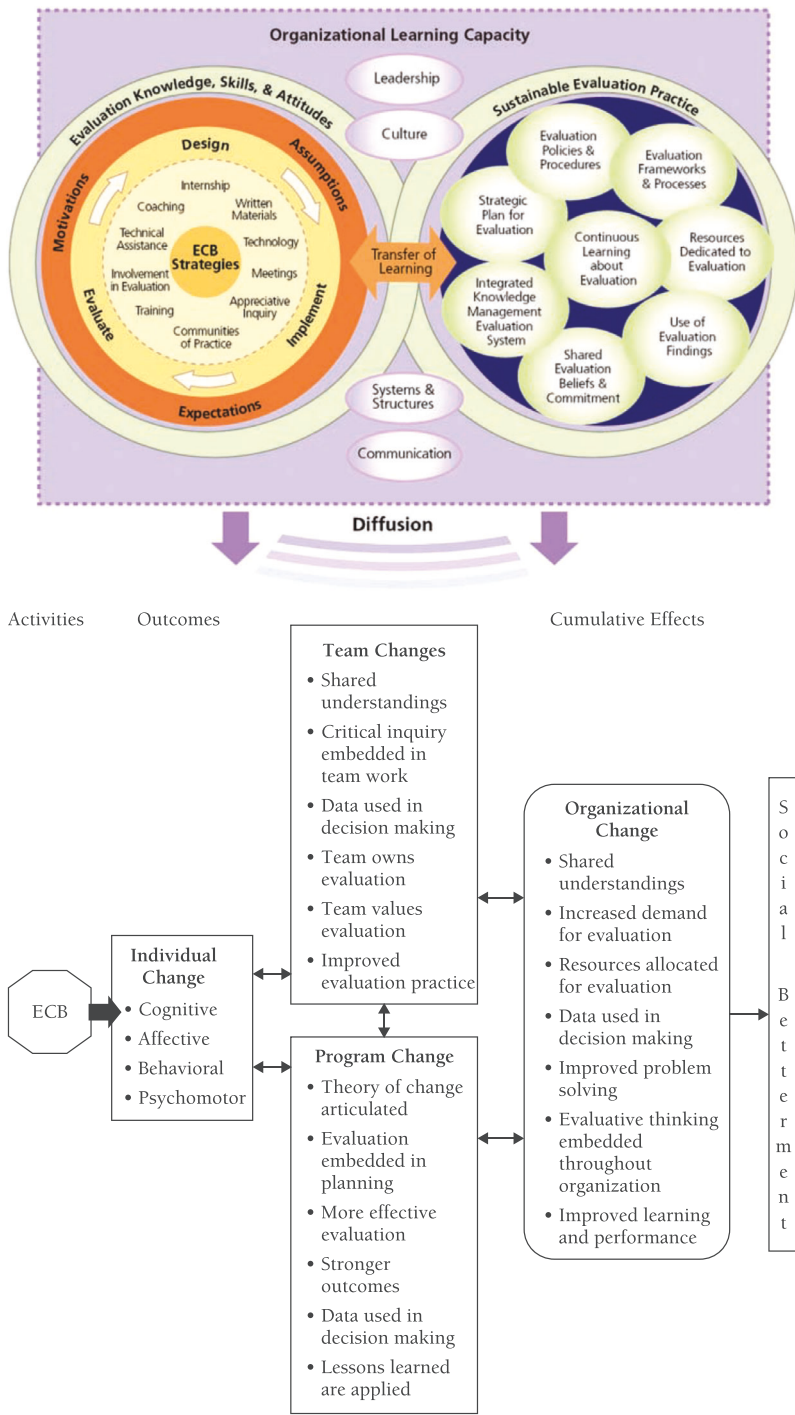
### How do these models represent ECB outcomes?

These models name outcomes that provide guidance for design and evaluation of ECB work (Table 1; Figure 1). All of these models include outcomes for ECB participants with respect to changes in attitudes, knowledge, and skills about evaluation, and accompanying outcomes for organizations with regard to leadership, culture, and resources that support evaluation, in addition to policies, practices, and processes to do so. Taylor-Powell and Boyd (2008) and Labin et al. (2012) each include a distinct set of outcomes that include improvements in the design, implementation, evaluation, evaluation use, and results of an intervention or set of activities.

ECB outcomes include changes at the individual and organizational levels. As with any complex learning initiative, there is a bit of mystery in how individual outcomes translate into organizational change. Preskill and Boyle’s model is distinctive in calling attention to the relationship between individual learning and evaluation practice through “the application of evaluation knowledge, skills, and attitudes to the work context” (2008, p. 445). The model acknowledges that this transfer takes place within the context of an organization and is mediated by elements including leadership, culture, and systems and structures.

### CASE EXAMPLES FROM OUR PORTFOLIO OF ECB WORK

Following the above definitions and models of ECB, for the purposes of this paper, we narrowed our ECB practice examples to include only ECB that was intentional and therefore would be intentionally evaluated. However, we recognize that there is no collective agreement on where to set the practical boundaries of ECB. We find that in our own work, there are many instances of ECB that would fall outside of this definition. For example, in our experiences with participatory evaluation, evaluation capacity is sometimes a byproduct, instead of intentionally built. For program participants and staff to meaningfully engage in evaluation, some capacity needs to be developed, even if ECB is not a primary goal. Our



**FIGURE 1** Three models of ECB. From Preskill and Boyle (2008, p. 445)<sup>1</sup>. From Taylor-Powell and Boyd (2008, p. 67)<sup>2</sup>. From Labin et al. (2012, p. 309)<sup>3</sup>.

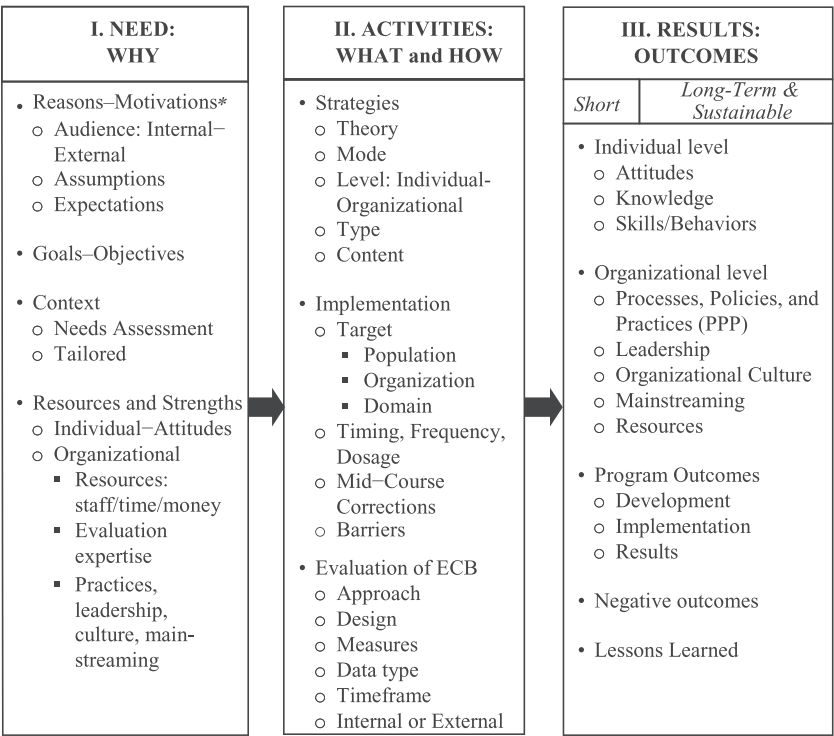


FIGURE 1 Continued

experience mirrors the ECB literature; the ECB field is divided on whether participatory evaluation is “ECB adjacent” (Bourgeois et al., 2023; Cousins et al., 2014) or firmly situated in the ECB field (Hueftle et al., 2002; Norton et al., 2016).

Our ECB work in the United States has taken place across a wide variety of contexts, with different funders, audiences, and strategies, and for different purposes. All our ECB work has had the broad goal of improving the quality, relevance, and use of evaluations, and for many of our projects ECB has had an explicit goal of improving the cultural responsiveness of evaluations.

Looking across our projects, we have three general categories of ECB work:

- ECB initiatives that are standalone efforts with the exclusive intention of building evaluation capacity.
- ECB initiatives that are part of larger technical assistance projects, where ECB is one strand of capacity building and training.
- ECB initiatives that are embedded within an evaluation project and are in service to that evaluation.

Our ECB work has included building capacity of evaluators exclusively, evaluators in conjunction with project staff, and project staff or nonevaluators. Our experience has demonstrated that audiences have different capacities and needs, and thus we tailor our ECB activities. Further, needs change across the life of a project or evaluation, and over a multiyear ECB initiative the priorities and activities change. The type of ECB project, along with the purpose, context, and audience, provides some determination for specific



activities and outcomes. Below we offer some examples of how our ECB work has played out in our three categories of ECB work.

## **Standalone ECB**

A standalone ECB project we led brought together evaluators who conducted evaluations for the same funder and in the same content area, each working with one of the (complex, multi-institution) grantees of the larger program. The goal of this ECB work was to improve the quality of evaluations across the program, and included efforts to surface issues facing evaluators and identify ECB needs from both evaluator and funder perspectives. ECB activities included those designed exclusively for evaluators and those focused on evaluation clients to support more effective communication with their evaluators and facilitate evaluation use. Developing the capacity of evaluators to incorporate CRE practices into their work was a particular focus of this ECB work, and we offered them space to explore and learn about this approach with their peers. We acknowledged the expertise that the participating evaluators brought to the activities and leveraged that expertise to create a supportive peer learning environment.

## **ECB as part of a National Technical Assistance system**

When we conducted ECB as part of a large National Technical Assistance system, we started with a needs assessment. “Technical assistance” refers to “an individualized, hands-on approach to capacity building in organizations and communities” that involves “provision of tailored guidance” through coaching, modeling, site visits, and resource dissemination, often for the purpose of increasing capacity for program or practice implementation (Olson et al., 2020; Scott et al., 2022). ECB was built into the planning strategy for technical assistance but delivered in a just-in-time way that ensured those receiving the support were ready for it, having already addressed other related needs to support the sustainability of the ECB outcomes and infrastructure. Within a larger system, we ensured that ECB activities were delivered in relation to and in support of the larger goals of the technical assistance, and supported as a system. The ECB work was culturally informed, with service delivery that was built on trust, shared understanding of culture, and a linguistic and cultural “fit” between provider and technical assistance/ECB recipient.

## **ECB embedded within an evaluation**

An ECB initiative embedded within an evaluation focused on the program’s need for developing a set of shared, culturally responsive indicators and measures. We brought together evaluators in a community of practice, and in that setting conducted ECB activities. The work of collaboratively developing shared measures surfaced differences in capacity among evaluators, particularly with regard to knowledge of and experience practicing CRE. These capacity differences needed to be addressed to ensure consistency, quality, relevance, and cultural responsiveness of data collection and reporting across the funded programs. In addition, this collaborative process also surfaced gaps in the program staff’s and funder’s engagement in and use of evaluation, which also needed to be addressed to support the use of evaluation across the larger program. Again, the activities acknowledged and leveraged the expertise of the participating evaluators, and we used ECB to create a shared peer learning space.

**TABLE 2** Examples of types of ECB.

Type of ECB	Funders	Audience	Activities	Content
Standalone ECB	Federal agencies	<ul style="list-style-type: none"><li>• Evaluators across programs and organizations</li><li>• Evaluators and principal investigators across a program</li></ul>	<ul style="list-style-type: none"><li>• Communities of practice</li><li>• Meetings</li><li>• Workshops</li><li>• Peer learning</li><li>• Written materials</li></ul>	<ul style="list-style-type: none"><li>• Culturally responsive evaluation</li><li>• Funders' evaluation expectations</li><li>• Evaluation use</li><li>• Evaluator–program communication</li></ul>
ECB as part of technical assistance	Federal agencies	<ul style="list-style-type: none"><li>• Evaluators and principal investigators across a program</li><li>• Grantee project directors, state agency staff</li></ul>	<ul style="list-style-type: none"><li>• Communities of practice</li><li>• Meetings</li><li>• Workshops</li><li>• Peer learning</li><li>• Coaching</li><li>• Written materials</li></ul>	<ul style="list-style-type: none"><li>• Logic model development</li><li>• Support for data collection</li><li>• Funders' evaluation expectations</li><li>• Evaluation use</li><li>• Culturally responsive evaluation</li></ul>
ECB as part of an evaluation	<ul style="list-style-type: none"><li>• Federal agencies</li><li>• State agencies</li><li>• Private funders</li></ul>	<ul style="list-style-type: none"><li>• Evaluators and principal investigators across a program</li><li>• Evaluators, grantee project directors, state agency staff</li></ul>	<ul style="list-style-type: none"><li>• Peer learning</li><li>• Meetings</li><li>• Written materials</li><li>• Communities of practice</li></ul>	<ul style="list-style-type: none"><li>• Development of common measures</li><li>• Support for data collection</li><li>• Funders' evaluation expectations</li><li>• Evaluator–program communication</li><li>• Evaluation use</li><li>• Culturally responsive evaluation</li></ul>

Abbreviation: ECB, evaluation capacity building.

Other ECB initiatives

These are just three examples of the kinds of ECB initiatives we have implemented. Table 2 describes more about the types of ECB initiatives staff at Education Development Center have designed and implemented, for what types of funders and audiences, and with what kinds of activities. This list is not exhaustive, but is representative of our ECB work.

DISCUSSION

When we set out to write this article, we thought that our process would lead to the development of a new practitioner-informed model of ECB. However, in reviewing current models and considering our own practices in the context of those models, we felt constrained and challenged to describe our practice in the terms presented in the models. Models are generally descriptive or prescriptive, and our ECB practice is more responsive in nature; often we set out to build evaluation capacity, and plans changed as we learned more about existing capacities and needs or we adapted to new pressures on the funder/client/participants. In addition, the models we reviewed did not account for the kind of programmatic setting in which we have conducted our ECB initiatives. Our work has not focused, primarily, on building the capacity of one organization's staff to engage with, use, or even conduct their own evaluations. Our work has been with larger programs of work funded by federal agencies, within which there are multiple grantees implementing similar but unique and



innovative projects—not exactly multisite or systemic interventions, but constellations of funded projects with similar goals, funder evaluation expectations, and similar evaluation capacity challenges. Although we have used all the same activities described in the models, our ECB is not wholly represented by any of the models we reviewed, and our ECB practice is, in many ways, a departure from prevailing models.

Therefore, we realized that any model we develop would be limited by the boundaries and quirks of our own ECB practice and fall short in serving as a translation between theory and practice—a challenge we suspect has been faced by others who have developed models. Instead, we offer a discussion of current ECB models and offer reflections, informed by our experiences as practitioners of ECB.

## Attend to CRE

Future ECB models can benefit from increased attention to CRE (Hood et al., 2015; Hopson, 2009). This is important both for designing and implementing culturally responsive ECB activities, and for the role ECB can play in advancing CRE theory and practice. We believe that CRE is good evaluation. In our ECB practice we prioritize building the capacity of participants to value, implement, and use the results of CRE. Whether through facilitated peer-to-peer learning opportunities, or through presentations from experts in CRE, we view ECB as a way to advance participants' understanding of evaluation as a space in which power and privilege can be challenged, language can be critically considered, and decision-making can be shared. In addition, culturally responsive ECB offers the opportunity to explore, as evaluation structures and capacity are built, important questions such as those related to voice, values, and protections. Culturally responsive ECB can recognize historical trauma surrounding research and evaluation and, while building evaluation capacity, also build trust, support agency, and ensure space for tackling challenging questions. To date, we have not documented or evaluated the ways in which our ECB efforts are, in themselves, culturally and contextually responsive. We suggest that new models of ECB could take on the challenge of representing a multilevel approach where the important participant outcomes related to learning about CRE, and the value of designing and implementing culturally responsive ECB practices, can be addressed. This is an important opportunity to increase our knowledge about what effective culturally responsive ECB looks like and achieves in practice.

## Articulate and attend to relationships

ECB models can better articulate and represent the relationships among individuals, programs, organizations, and systems. As ECB practitioners, we sometimes support a group of organizations or a cohort of states or communities with similar needs. In doing so, we create changes at the individual and organizational level, but we also create synergies where learnings are spread among participating individuals, organizations, states, or communities. In fact, we often capitalize on this shared learning by setting up intentional communities of practice where peer-to-peer learning is facilitated. In other instances, we focus on building capacity at multiple levels within a larger system, as in coordinating ECB activities to support grantees in meeting funder requirements, and activities that support the funder in using the grantees' data to make evidence-driven decisions. These dynamics (i.e., purposeful within- and between-level learning) are not adequately depicted in existing models. We would like to see future ECB models represent synergies within and among individual, program, organization, and system levels.

## Consider funder roles

ECB models would benefit from further articulation of the various ways in which funders can interact with ECB initiatives. Existing ECB models reflect the role of the funder as part of the “goals, resources, and strengths” section (e.g., Labin et al., 2012). In other words, the funder helps set the context. This depiction of the funder as a static resource does not adequately capture the dynamic ways in which the funder influences, and is influenced by, ECB. For example, in one project, we sought to build the capacity of grassroots organizations working in substance misuse prevention to demonstrate their program’s efficacy to evidence-based panels run by the funder. As we worked with grassroots agencies, we discovered that many already had methodologically sound evaluations, but their evaluations used nontraditional methods unfamiliar to the panels (e.g., ethnography). In response, our ECB activities then turned to supporting funder panels in adopting newer ways of understanding methodologically sound evidence. We believe that accounting for the complex role of the funder enhances ECB design, implementation, and outcomes.

## Recognize outcomes for ECB providers and recipients

The dynamic interaction and learning between the ECB provider and those receiving ECB could benefit from further articulation. ECB practitioners learn and grow with ECB provision. For example, when providing support to grassroots organizations on logic models, we discovered innovative solutions to creating culturally relevant logic models. When the ECB providers met to discuss the overall project, we shared these innovations with one another, therefore creating new capacity among the ECB team. Our experience suggests that each engagement provides an opportunity for learning about ECB in diverse contexts and for the development of evaluation skills and knowledge (capacity) among the ECB practitioners. While Preskill and Boyle’s (2008) model suggests the idea of feedback loops, most models of ECB seem to depict it as unidirectional (i.e., from provider to client), without recognition of how ECB interaction grows the capacity of the ECB provider. Models of ECB could benefit from the addition of outcomes for ECB providers to represent the recognition (and measurement) of growth in capacity among ECB providers.

## Address ECB facilitator competencies

Future models can more explicitly address what credentials are needed for facilitating ECB. Earlier, we identified translation between individual and organizational capacity as a hallmark of ECB. How that translation happens, or the characteristics and credentials of those who make that translation happen, are not clearly identified in existing models of ECB. If we are going to evaluate ECB, we need to consider who is delivering the ECB and the knowledge, skills, and experience beyond the AEA Evaluator Competencies (American Evaluation Association, 2018) that are necessary to be an ECB provider. For example, to what extent does an ECB provider have skills in designing culturally responsive learning experiences for adult learners, supporting organizational development, or facilitating communities of practice? In our work, we have seen the contextual issues that impact ECB delivery, including the purpose of the activity, staffing levels, ECB content, composition of teams, and needs of the audience, and found that responding to these issues requires a variety of skills not necessarily developed as an evaluator. In some cases, we have worked specifically to build the capacity of evaluators—sometimes focusing on building the workforce of those who can then engage in ECB for their teams. We have also seen (and

encouraged!) peer-to-peer ECB, where those receiving ECB share resources and ideas with one another. To our knowledge, existing models do not distinguish who delivers ECB, their level of expertise, and how the efficacy of ECB may be affected. We believe ECB evaluation can be made stronger by better articulating the credentials necessary for facilitating it.

## Align ECB and technical assistance

As ECB and technical assistance initiatives have similar goals and leverage common strategies, their respective models should inform and build upon one another. Much of our ECB work has taken place in the context of larger technical assistance initiatives that include technical assistance / capacity building about evaluation. We wrestled with how to align these experiences with the ECB models we reviewed. A structured synthesis of the empirical ECB literature (e.g., Labin et al., 2012) has yet to incorporate the language and constructs of the technical assistance literature more globally, although Preskill and Boyle (2008) list technical assistance as a strategy for ECB. The gap between the ECB and technical assistance literature (e.g., Dunst et al., 2019) produces gaps in practice when ECB practitioners are expected to operate in the context of technical assistance models (or the other way around). For example, as practitioners providing ECB as part of a National Technical Assistance system, the technical assistance drives the purpose of the ECB and directs the work in ways that are reflective of technical assistance models. These include integrating effective adult learning strategies; centering the importance of trusting, personal relationships; and emphasizing the importance of implementation science. These nuances create challenges in embedding ECB in the context of technical assistance and in evaluating its effectiveness in these situations.

## CONCLUSION

Our review of our ECB projects and practices in relation to existing models highlights the inherent gap between theory and practice, and points to considerations for new ECB models to inform the field. We think it is valuable to expand beyond outcomes at the individual, program, or organizational level to create space for outcomes for systems, funders, decision makers, and other stakeholders. Our ECB efforts have often focused on what might be called an “evaluation ecosystem,” which includes the funder(s), the evaluator, the evaluation client, evaluation and program stakeholders, program participants, and more, aiming to increase the capacity of each group in service to high-quality, useful evaluations. Further, our experience in the field leads us to consider that ECB often occurs within the context of evaluations, broader technical assistance and professional learning efforts, and other “indirect” approaches (Bourgeois et al., 2023). Given this, evaluation of ECB can learn from the theories and frameworks, as well as the evaluation literature, of these overlapping areas of work. And, like others before us, we suggest that more research on the practice of ECB is needed to develop a more nuanced, practice-informed, culturally responsive model of ECB that could be used to evaluate ECB in the real work—and uncertain and diverse contexts—of practice.

Last but not least, as new models for ECB are developed and are informed by learnings from practice, we believe the field needs to wrestle with the idea that ECB is just like any professional learning where the translation of knowledge to practice is uncertain. We know from research on adult learning and professional development in other fields, and studies of evaluation use, that it takes time to put learning into practice and that the process is nonlinear and subject to numerous mitigating factors (King & Alkin, 2019; Weiss,

1998). How much time needs to pass before participants in ECB will act on their learning to change behaviors, organizations, and systems? In addition, contexts (individual, organizational, institutional, and systems) change, and those contexts affect the potential for ECB outcomes to become visible and measurable. How do changing contexts affect instantiation of the learning from ECB engagement? These issues challenge any program evaluation effort, and we raise them here as a reminder that in so many ways, ECB is more similar to a program or systems intervention than it is to an evaluation.

## ENDNOTES

<sup>1</sup> Note. Copyright 2008 by Preskill and Boyle. Reprinted with permission; license ID 1508699-4

<sup>2</sup> Note. Copyright 2008 by Taylor-Powell and Boyd. Reprinted with permission; license ID 1508699-3

<sup>3</sup> Note. Copyright 2012 by Labin et al. Reprinted with permission; license ID 1508699-2

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