



Empowerment Evaluation

Arkansas Assessment Initiative - Hometown Health Improvement
Arkansas Department of Health

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June 4, 2009

International



Brazil	Japan	New Zealand	Spain	United Kingdom



**CROSS
CULTURAL**



What is Empowerment Evaluation?

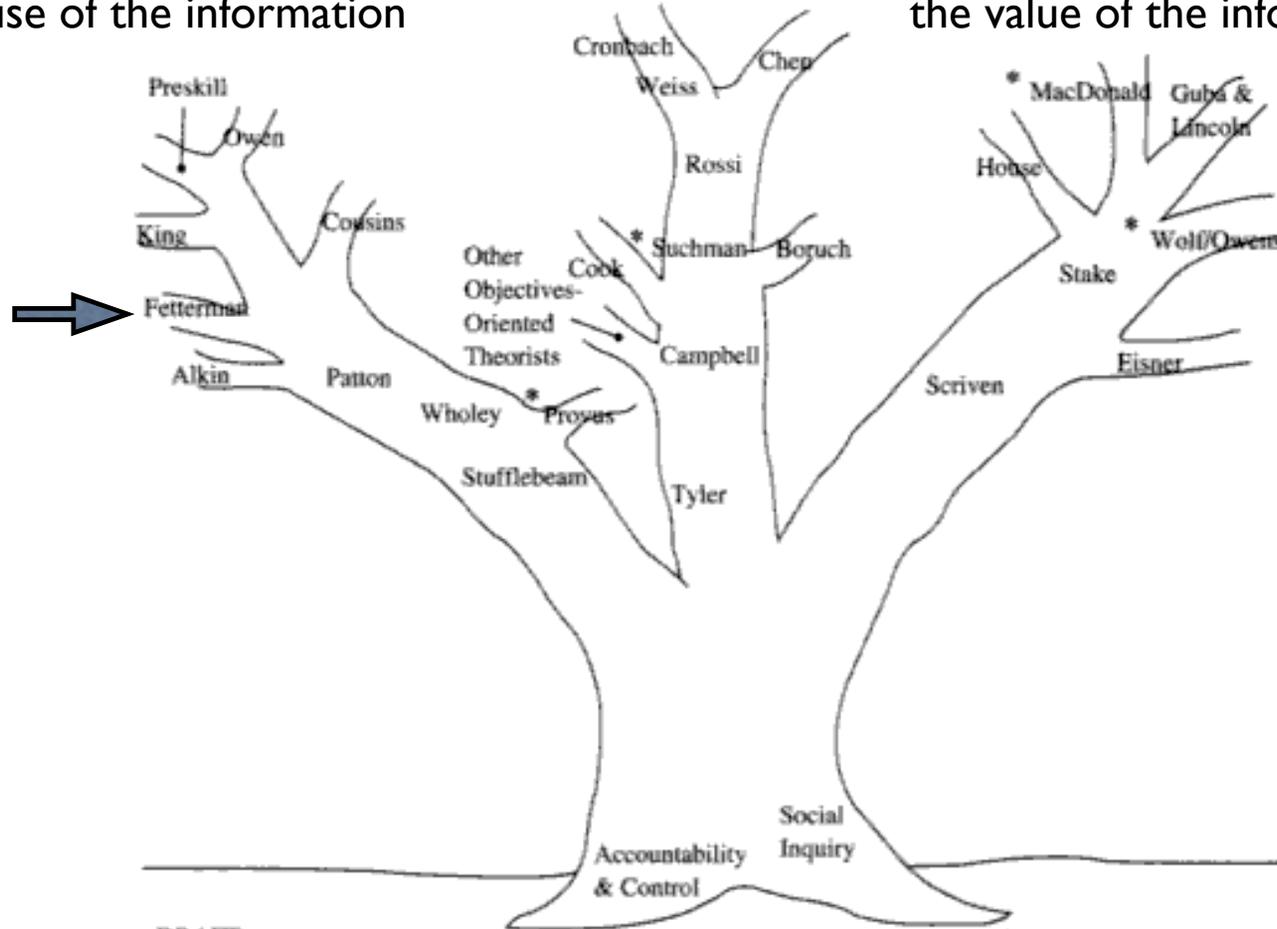
- EE is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination.
- Expanded definition: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.

A Limb on the Tree of Evaluation

USE
the use of the information

METHODS

VALUING
the value of the information



DRAFT

* Not included in chapters

Alkin, M. (2004). Evaluation Roots: Tracing Theorists' Views and Influences. Thousand Oaks, Ca: Sage.

Figure 2.1 Evaluation Theory Tree

Similarities To Traditional Evaluation: Logic of Evaluation

- Goal or Purpose (specific to the program)
- Baseline - where are things before the intervention
- Program or Intervention
- Measurement (including criteria)
- Process
- Outcomes & Impacts

Contrasts & Conflicts

Traditional	Empowerment
External	Internal
Expert	Coach or Critical Friend
Data Warehoused	Data Used
May Foster Dependency	Self-determination & Capacity Building
Independent Judgment	Collaboration
Rarely Designed to Continue Beyond	Enhances Sustainability

External & Internal are Not Mutually Exclusive

Underlying Theories of Empowerment Evaluation

Theory Number One

PROCESS USE: the more that people engage in the act of conducting their own evaluations the more likely it is that they will find the results credible and act on the recommendations



Knowledge Utilization

Aligning Theories of Action and Use

Theories Number Two and Three

theory of action

theory of use

espoused

observed behavior



Key Empowerment Concepts

- Critical Friend
- Cycles of Reflection and Action
- Culture of Evidence
- Community of Learners
- Reflective Practitioner

Resiliency

The ability to spring back from
and successfully adapt to adversity



Organizational Learning

The process by which an organization acquires the knowledge
necessary to survive and compete in its environment.

Conceptual Toolbox: Definitions of Concepts

- Critical friend - be on their side but politely pose questions to help refine and improve
- Cycles of Reflection and Action - provide data to inform decision making, then act on it
- Culture of Evidence - develop a pattern of data collection and documentation to support positions
- Community of Learners - encourage peers to learn together
- Reflective Practitioner - thoughtfully consider data to guide practical day-to-day activities

It is best to use these concepts together. They are conceptual building blocks. However, typically one or two concepts will be dominant for specific applications.

Empowerment Evaluation

3 Steps

1. Mission
2. Taking Stock
3. Planning for the Future

Mission

- Facilitate development of the mission statement
- Group values
- Democratic process
- Making meaning & giving voice

Taking Stock

Part I

- List activities
- Prioritize (dots)

Activities	Prioritization with Dots
Communication	○ ○ ○ ○
Product Development	○ ○ ○ ○ ○ ○ ○
Fundraising	○ ○ ○

Taking Stock

Part II

- Rating 1 (low) – 10 (high)
- Dialogue

Activities	DF	DE	SEC	Average
Communication	3	6	3	4
Teaching	4	5	9	6
Funding	5	2	1	2.67
Prod. Develop	1	8	4	4.33
Average	3.25	5.25	4.25	4.25

Planning for the Future

- Goals
- Strategies
- Evidence

Interim Measures and 2nd Data Point

- Taking Stock Represents the Baseline
- Plans for the Future represent Intervention
- Interim Measures - Feedback Loop -
Midcourse Corrections
- 2nd Taking Stock is a 2nd Data Point -
Comparing Change Over Time as a Group

Empowerment Evaluation Principles

1. Improvement	6. Community Knowledge
2. Community Ownership	7. Evidence-based Strategies
3. Inclusion	8. Capacity Building
4. Democratic Participation	9. Organizational Learning
5. Social Justice	10. Accountability

No. 10 Accountability

Outcomes or Results

- Arkansas Academically Distressed **School** Districts
 - Reduction in the Number at or Below the 25th percentile
- Hewlett-Packard - Digital Village
 - **Tribal Digital Village** - Largest wireless system in the US (videoconference with Stanford)
- Arkansas - Minority Tobacco **Prevention** - Return-On-Investment

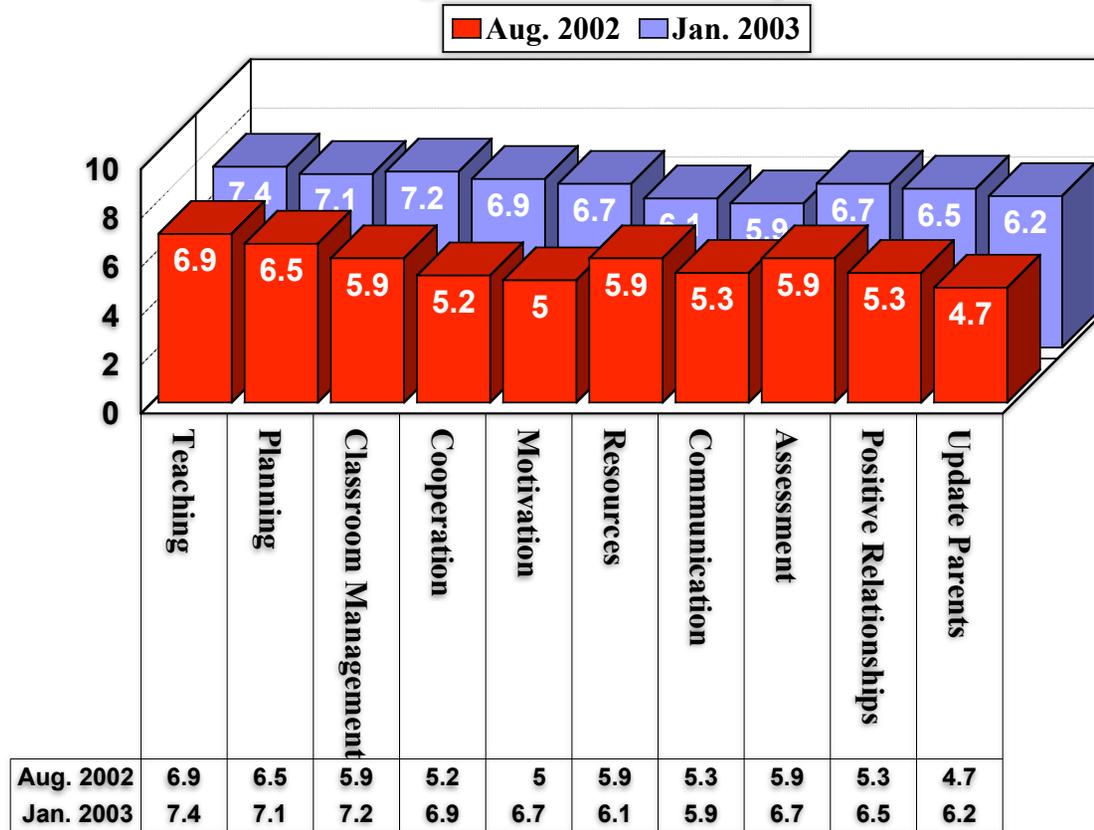


Arkansas Department of Education

- Arkansas Department of Education - “Academically Distressed” Delta School Districts (first outcome example)
 - Standards - improved test scores
 - Discipline - reduction of disciplinary incidents
 - Parental involvement - increased participation

Gains

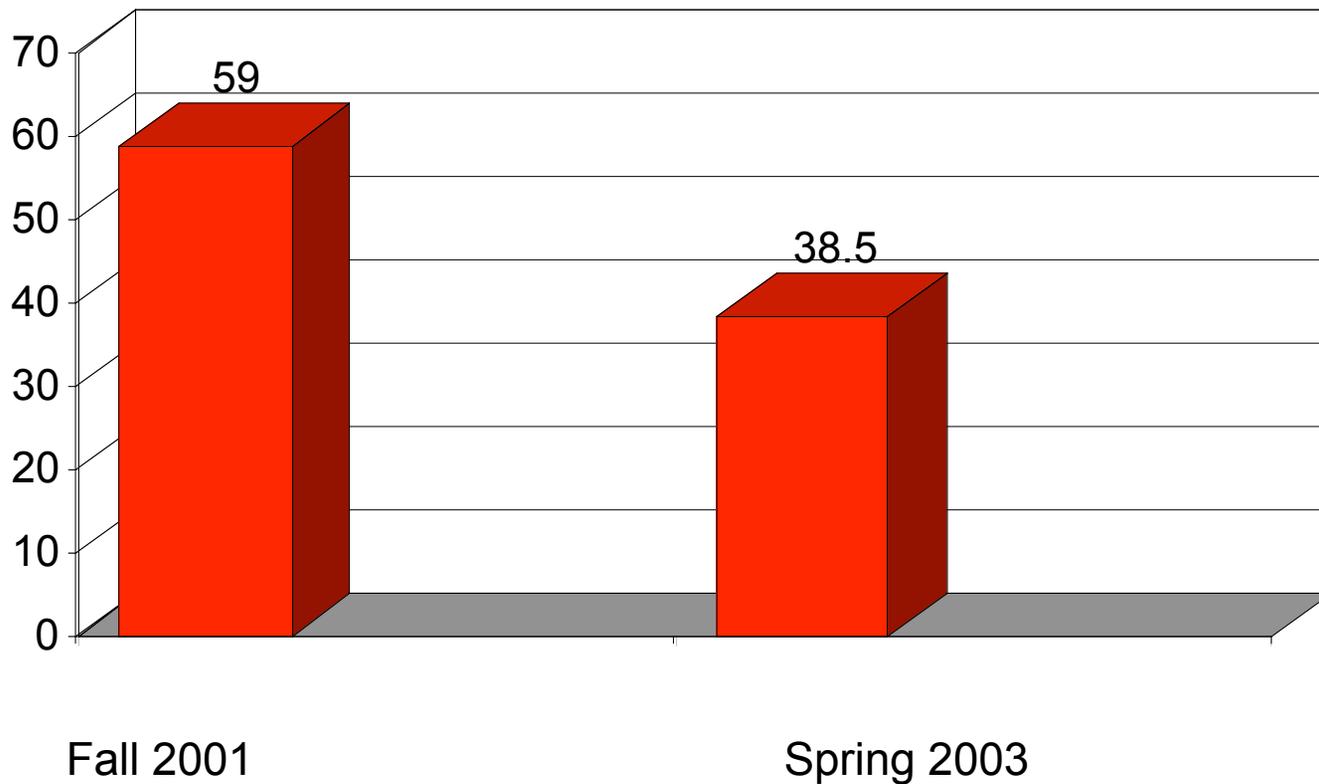
**Alzheimer Comparison
August 2002 to January 2003**



Test Scores

Elaine School District

Percent of Students at or below the 25th percentile



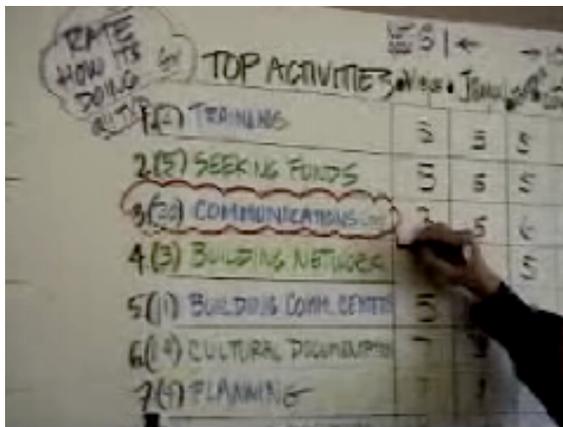
\$15 Million Hewlett-Packard Digital Village

- A second outcome is drawn from a \$15 million **Hewlett-Packard** Digital Village project.
- **A Tribal Digital Village** outcome involved building the **largest unlicensed wireless system in the country** (according to the chairman of the FCC)
- Video: <http://homepage.mac.com/profdavidf/hewlettpackard.html>

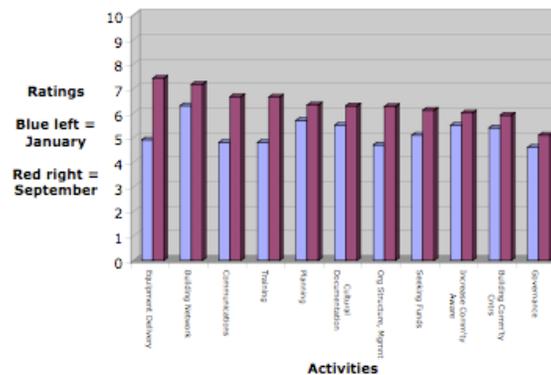
Tribal Digital Village



San Diego Tribal Digital Village



TDV Comparison January/February & September



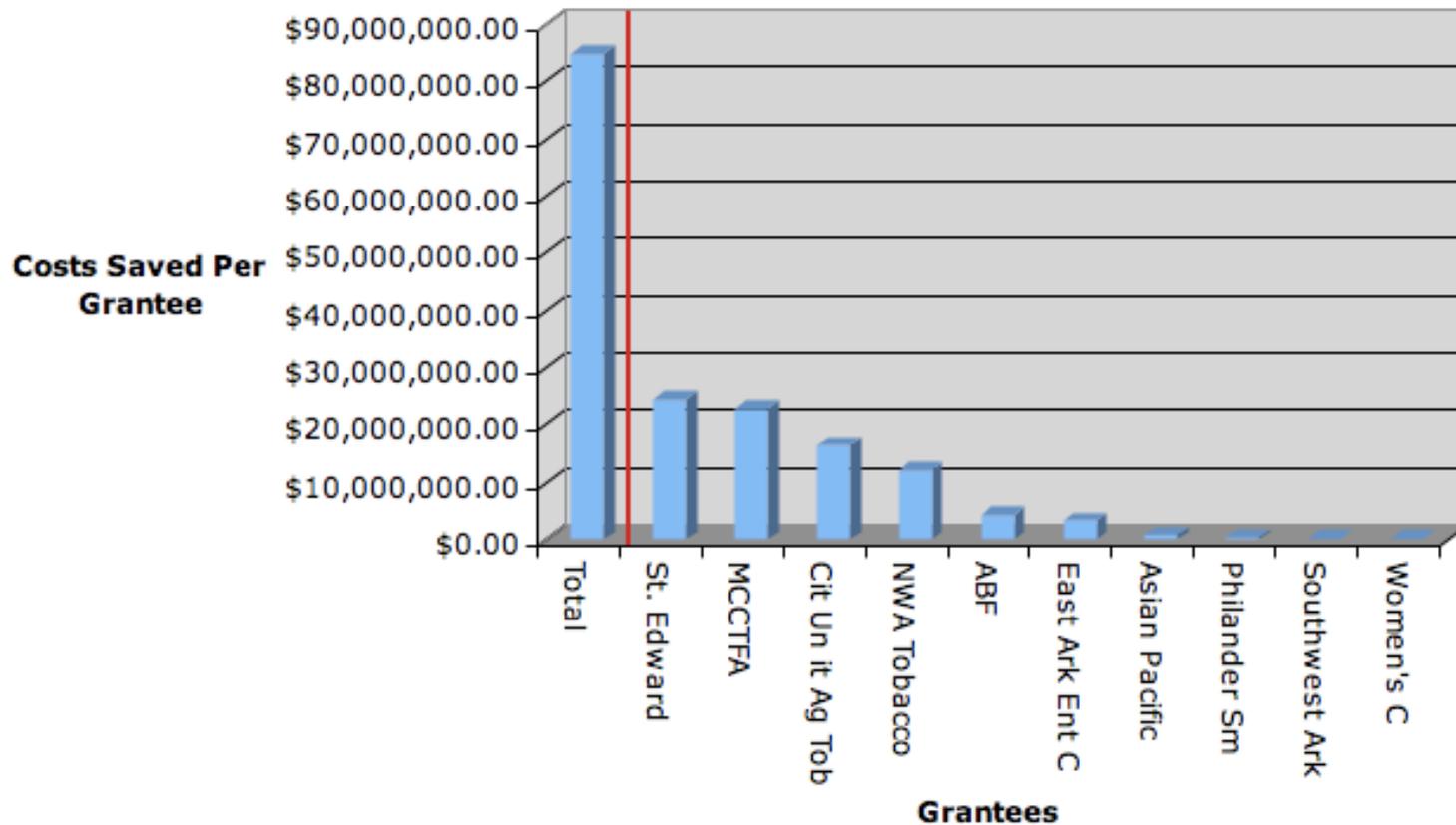


Arkansas: Minority Tobacco Prevention

- The third outcome involves a reduction in minority tobacco consumption in the Arkansas Delta.
- The development of an Evaluation Monitoring System in conjunction with local evaluator training has had an impact on tobacco prevention efforts.
- Bottom Line Outcome:
Saving the State over \$84 million in excess medical costs.

Prevention: ROI

\$84,756,168 Excess Medical Costs Saved

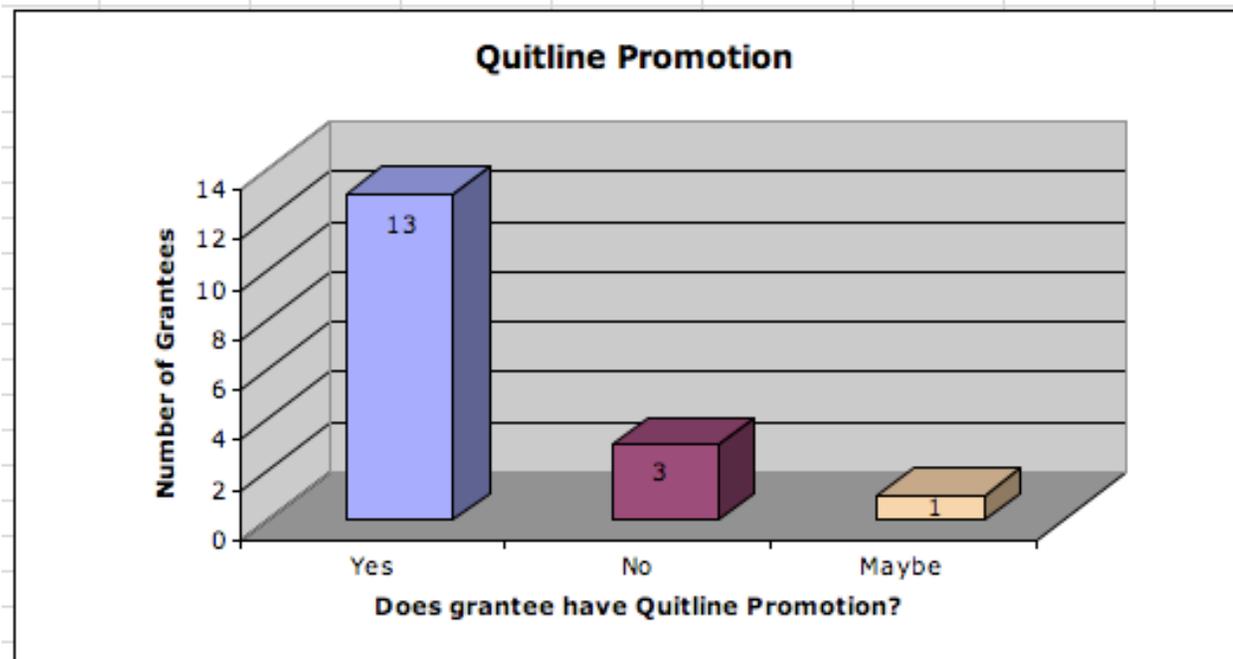


\$84 Million Saved

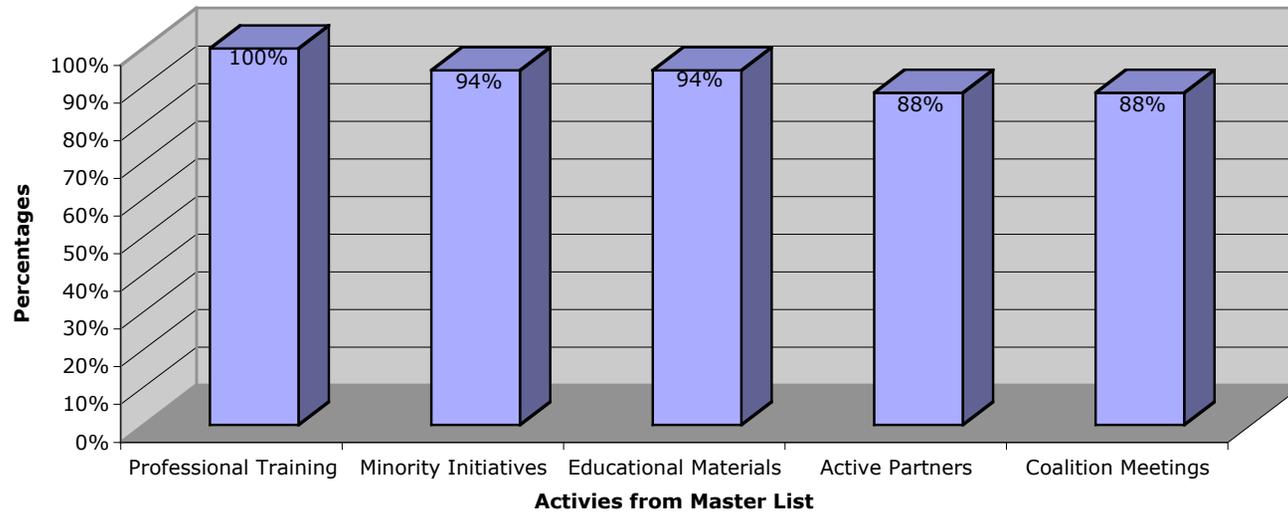
Evaluation Monitoring System July 2006

No. Materials	Dist No.	Pledge Quit	Number Quit	Cost Saved PP	Cost Saved	Agency Names
1100000		281	149	153201	22826949	MCCTFA
410		225	107	153000	16371000	Cit Un it Ag Tob
110000		0	79	152683	12061957	NWA Tobacco
2500		11	28	152653	4274284	ABF
12601		322	22	152062	3345364	East Ark Ent C
1700		9	3	152653	457959	Philander Sm
80000		2	1	153000	153000	Southwest Ark
16000		18	5	152653	763265	Asian Pacific
13000		16	1	152653	152653	Women's C
2700		15	0	154759	0	ACE
2000		0	0	152653	0	Lit council
6000		0	0	149600	0	Southeast Ark
19556		238	159	153143	24349737	St. Edward
4827		538	0	152653	0	UAMAS Ark
1371294		1675	554	152669	\$84,756,168.00	
				Average		

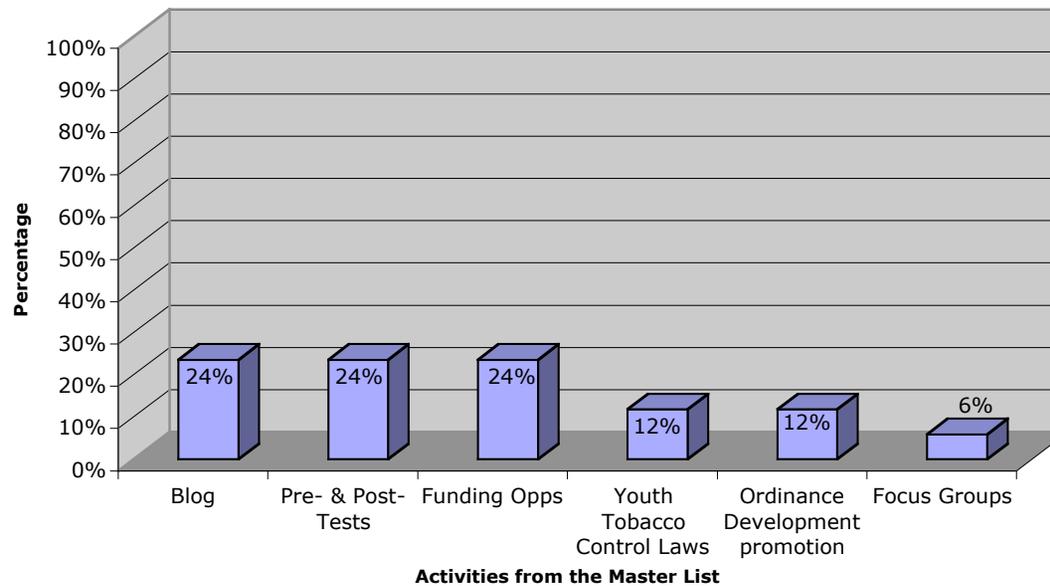
Visual Alert System



Top 5 Activies Used by Grantees



Least Used Activies by Grantees





Building Evaluation Capacity

The Arkansas Evaluation Center



State of Arkansas
86th General Assembly
Regular Session, 2007

A Bill

SENATE BILL 951

By: Senator Wilkins
By: Representatives E. Brown, Flowers

For An Act To Be Entitled

AN ACT TO CREATE THE ARKANSAS EVALUATION CENTER;
AND FOR OTHER PURPOSES.

Technological Tools of the Trade: A Metaphor

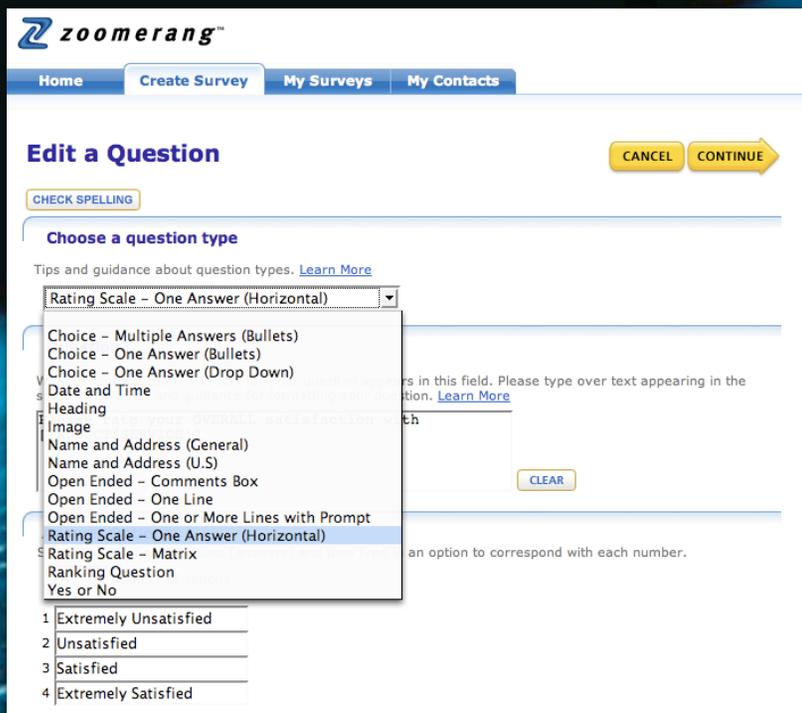
Online Surveys
Digital Photography
Blogs
Picture Sharing
Docs & Spreadsheets
Collaborative Web Sites
Videoconferencing

Align Tools with the Principles of
Empowerment Evaluation

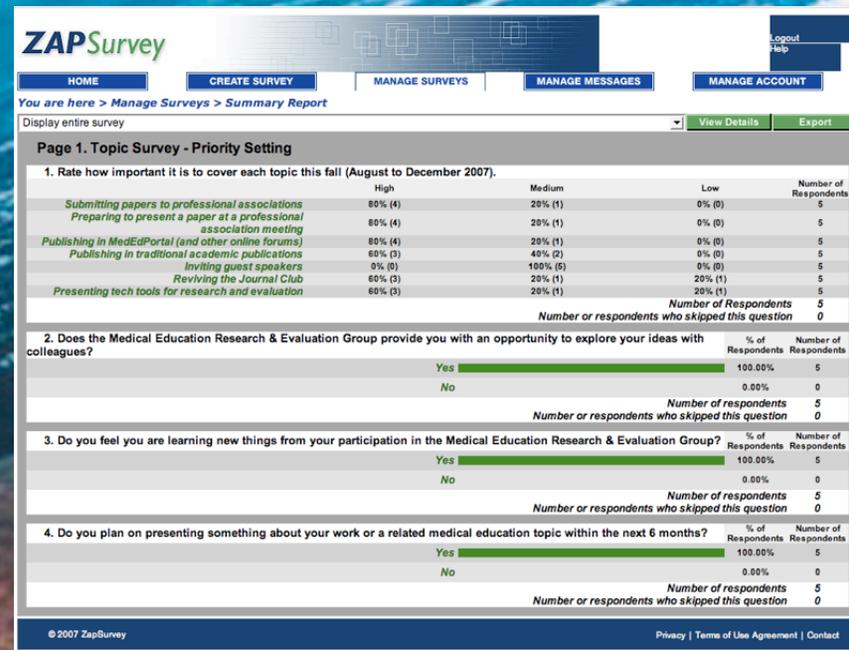
Online Survey Bar Charts

1. Zoomerang
2. Surveymonkey
3. Zapsurvey
4. Google docs form

11. Tobacco prevention & education programs are a good use of public money?		Number of Responses	Response Ratio
Yes		852	99%
No		12	1%
Total		864	100%



The screenshot shows the Zoomerang 'Edit a Question' interface. At the top, there are navigation tabs: Home, Create Survey, My Surveys, and My Contacts. Below this is the 'Edit a Question' title and two buttons: CANCEL and CONTINUE. A 'CHECK SPELLING' button is also visible. The main section is titled 'Choose a question type' and includes a dropdown menu with the following options: Rating Scale - One Answer (Horizontal), Choice - Multiple Answers (Bullets), Choice - One Answer (Bullets), Choice - One Answer (Drop Down), Date and Time, Heading, Image, Name and Address (General), Name and Address (U.S), Open Ended - Comments Box, Open Ended - One Line, Open Ended - One or More Lines with Prompt, Rating Scale - One Answer (Horizontal), Rating Scale - Matrix, Ranking Question, and Yes or No. A 'CLEAR' button is located at the bottom right of the dropdown menu. Below the dropdown, there is a list of four rating scale options: 1 Extremely Unsatisfied, 2 Unsatisfied, 3 Satisfied, and 4 Extremely Satisfied.



The screenshot shows the ZAPSurvey 'Summary Report' interface. At the top, there are navigation tabs: HOME, CREATE SURVEY, MANAGE SURVEYS, MANAGE MESSAGES, and MANAGE ACCOUNT. Below this is the 'Summary Report' title and two buttons: View Details and Export. The main section is titled 'Page 1. Topic Survey - Priority Setting' and contains four questions with their respective results. Question 1 is 'Rate how important it is to cover each topic this fall (August to December 2007)'. Question 2 is 'Does the Medical Education Research & Evaluation Group provide you with an opportunity to explore your ideas with colleagues?'. Question 3 is 'Do you feel you are learning new things from your participation in the Medical Education Research & Evaluation Group?'. Question 4 is 'Do you plan on presenting something about your work or a related medical education topic within the next 6 months?'. Each question has a bar chart showing the percentage of respondents who answered 'Yes' or 'No', and a table showing the number of respondents for each response.

Question	Response	% of Respondents	Number of Respondents
1. Rate how important it is to cover each topic this fall (August to December 2007).	High	80% (4)	4
	Medium	20% (1)	1
2. Does the Medical Education Research & Evaluation Group provide you with an opportunity to explore your ideas with colleagues?	Yes	100.00%	5
	No	0.00%	0
3. Do you feel you are learning new things from your participation in the Medical Education Research & Evaluation Group?	Yes	100.00%	5
	No	0.00%	0
4. Do you plan on presenting something about your work or a related medical education topic within the next 6 months?	Yes	100.00%	5
	No	0.00%	0

Digital Photography

1. Taking Pictures (transferring to computer)
2. Cropping Photos
3. Adjusting Color
4. Exporting into a JPEG
5. Using in a report and web page



Blogs



1. Creating a blog
2. Posting Text and Adding Pictures
3. Settings (interactive or web-like posting)
4. Invitations to blog

ARKANSAS EVALUATION CENTER

FRIDAY, AUGUST 17, 2007

Arkansas Evaluation Center
2007 Progress Report



The Arkansas Evaluation Center



Fetterman & Associates
Dr. David Fetterman
Ms. Linda Bellamy
July 24, 2007

The Arkansas Evaluation Center 2007 Progress Report

The report provides a portrait of our efforts to-date, in broad strokes.

The report summarizes steps taken to date working with the legislature, developing curriculum, and identifying funding opportunities.

The next steps will focus on additional curricular design issues, the development of individual workshop-specific modules, marketing, and

securing funding. For a copy of the report please click [here](#).

USEFUL LINKS

- Arkansas Evaluation Center Bill SB951
- Arkansas Evaluation Center Poster
- Arkansas General Assembly Tobacco Prevention Evaluation
- Tobacco Prevention Evaluation (Earlier Postings)

FETTERMAN & ASSOCIATES

DR. DAVID FETTERMAN
MENLO PARK, CALIFORNIA,
UNITED STATES

Empowerment Evaluator

[VIEW MY COMPLETE PROFILE](#)

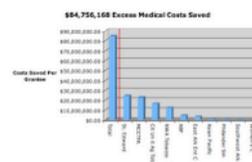
PROFILE

TOBACCO PREVENTION EVALUATION (MISRGO)

FRIDAY, AUGUST 17, 2007

MISRGO EVALUATION PLAN - 2007-2008

MISRGO Evaluation Plan 2007-2008



Fetterman & Associates
Dr. David Fetterman
July 24, 2007

MISRGO Evaluation Plan.

This document is divided into two sections. The first half highlights accomplishments to-date, including creating the Evaluation Monitoring System.

The second half of the report presents the evaluation plan for this coming year. It charts the way for us. We plan to use the report to help us navigate through often mirky and tumultuous waves. It also provides an

insight into what's in store for us in the future.

FETTERMAN & ASSOCIATES



DR. DAVID FETTERMAN
MENLO PARK, CALIFORNIA,
UNITED STATES

Empowerment Evaluator

[VIEW MY COMPLETE PROFILE](#)

PROFILE

USEFUL LINKS

- Arkansas Evaluation Center
- Arkansas Evaluation Center Progress Report 2007
- Evaluation Monitoring System - Training Manual
- Evaluation Status Update May 24, 2007
- MISRGO - Grantee Satisfaction with Office Services
- MISRGO Evaluation Plan 2007-2008

Picture File Sharing

1. Uploading pictures
2. Editing photos - cropping, red-eye, contrast
3. Creating slide shows (including embedded slide shows for web pages)
4. Sharing digital photos



Google Collaborative Site

[Gmail](#) [Calendar](#) [Documents](#) [Photos](#) [Reader](#) [Web](#) [More](#) ▼ misrgoempowermentevaluation

Medical Education Research Group

Navigation

- [Announcements](#)
- [Calendar](#)
- [Journal Club](#)
- [Workshops](#)
- [Tools](#)
- [Sitemap](#)

[Announcements](#) >

Journal Club

Schedule

Time: 10:15 to 11:45
Location: Redwood T138B (Fall Quarter 2008)

September 25, 2008	Daisy Grewal and Heather Davidson	Emotional Intelligence and Graduate Medical Education
October 23, 2008	Neil Gesundheit	Medical School Policies Regarding Struggling Medical Students During the Internal Medicine Clerkships: Results of a National Survey
January 29, 2009	Gabriel Garcia	Applications of Bloom's Taxonomy Debunks the "MCAT" Myth
February 26, 2009	Ken Vosti (tentative)	Grade Inflation
March 26, 2009	Sylvia Bereksnyei (tentative)	Enhancing the Informal Curriculum of a Medical School: A Case Study in Organizational Culture Change
April 30, 2009	Erika Shimahara	Letters of recommendation/residency selection factors in surgery
May 28, 2009	Alice Edler	The use of disconfirming data
June 25, 2009	TBA	TBA

Attachments (4)

- [Grewal Davidson_JAMA2008.pdf](#) 151k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)
- [Neilclerkships.pdf](#) 78k - on Sep 25, 2008 12:45 AM by Medical Education (version 1)
- [Science.MCATmyth.pdf](#) 414k - on Sep 25, 2008 12:49 AM by Medical Education (version 1)
- [emotionalintellig.pdf](#) 394k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)

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Videoconferencing

1. iChat
2. iVisit
3. gmail
4. Skype



Extra Web-Treat



1. YouTube



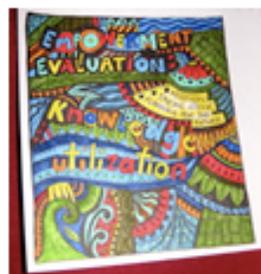
Views: 1,829



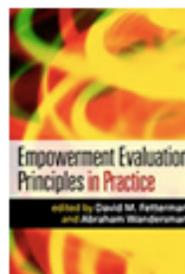
Google Empowerment Evaluation Web Page & Blog

COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION

AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP



[Blog](#)



[Books & Publications](#)



[Controversy](#)



[Guides](#)



[Tech Tools](#)

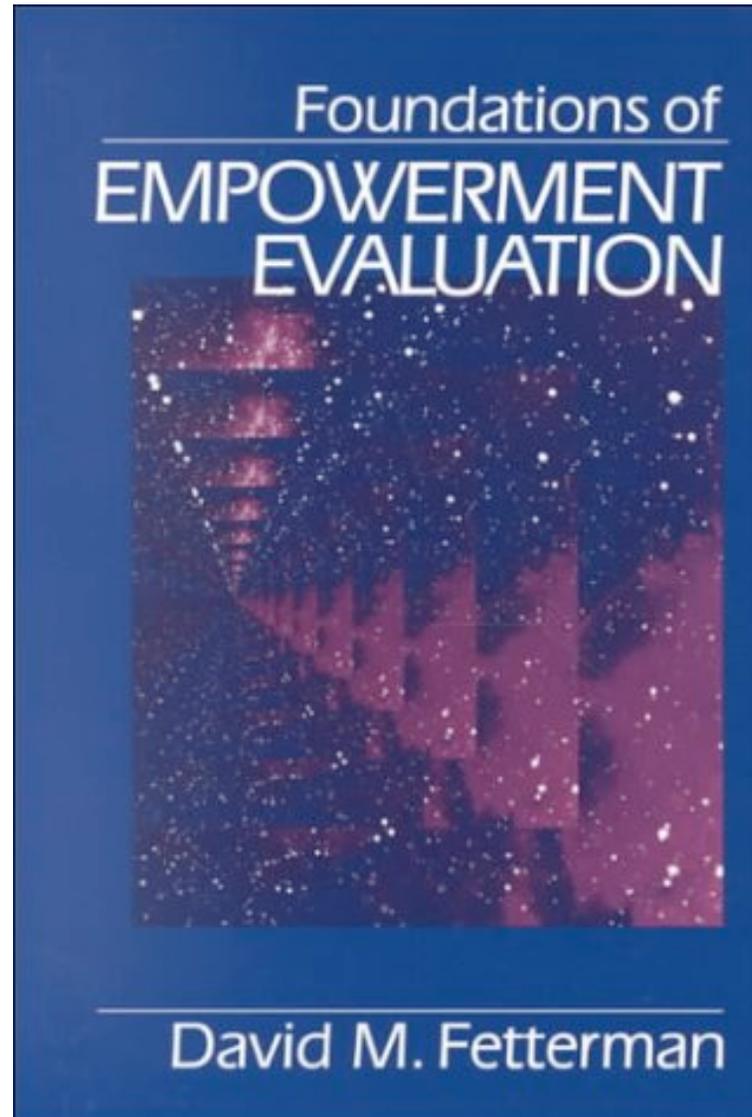


[Videos](#)

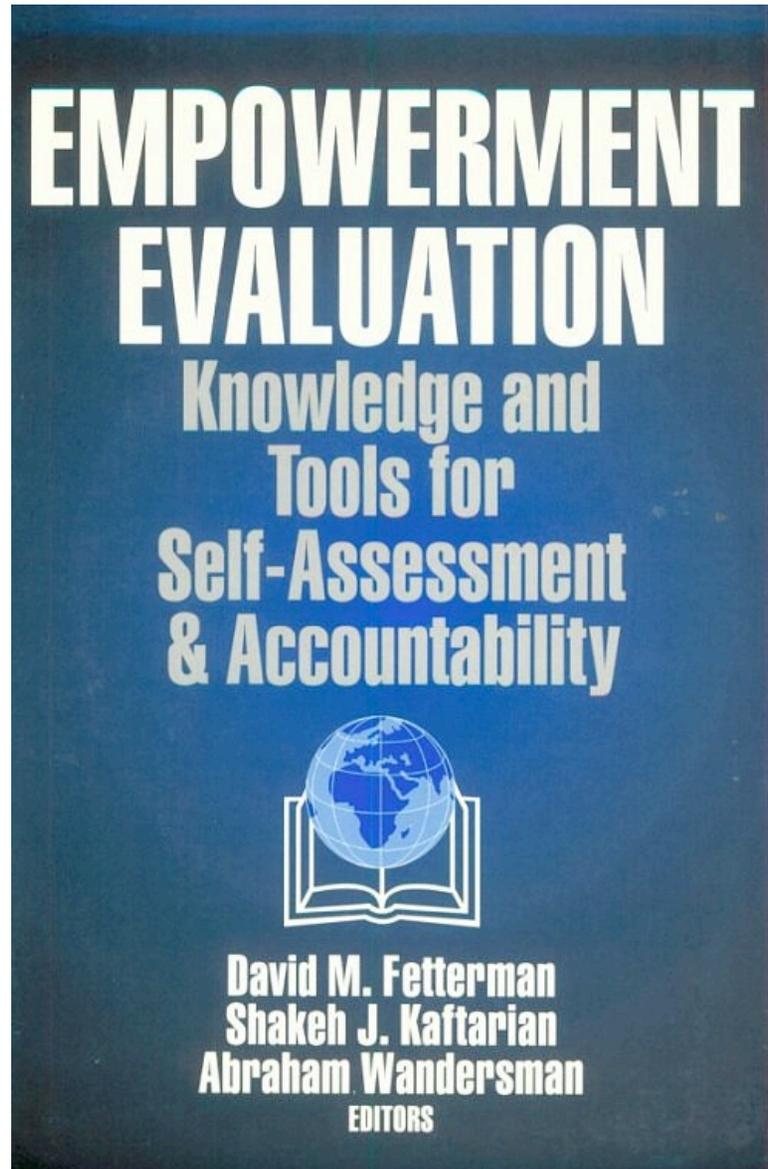
Summary: Tech Tools

Tech Tools	Features	Contributions
Skype/Gmail Video	Free/Inexpensive	Facilitates Communication
Blog	User-friendly	Documents & Shares Achievements
Online Survey	Rigorous & Rapid	Contributes to a Culture of Evidence & Accountability
Google Docs-Excel	Shared Space	Facilitates Collaboration
Digital Pictures	Transparency & Immediacy	Gives Voice, Motivates & Engenders Trust
Picasa & Quicktime YouTube	Shared Experience	Celebrates & Extends the Community

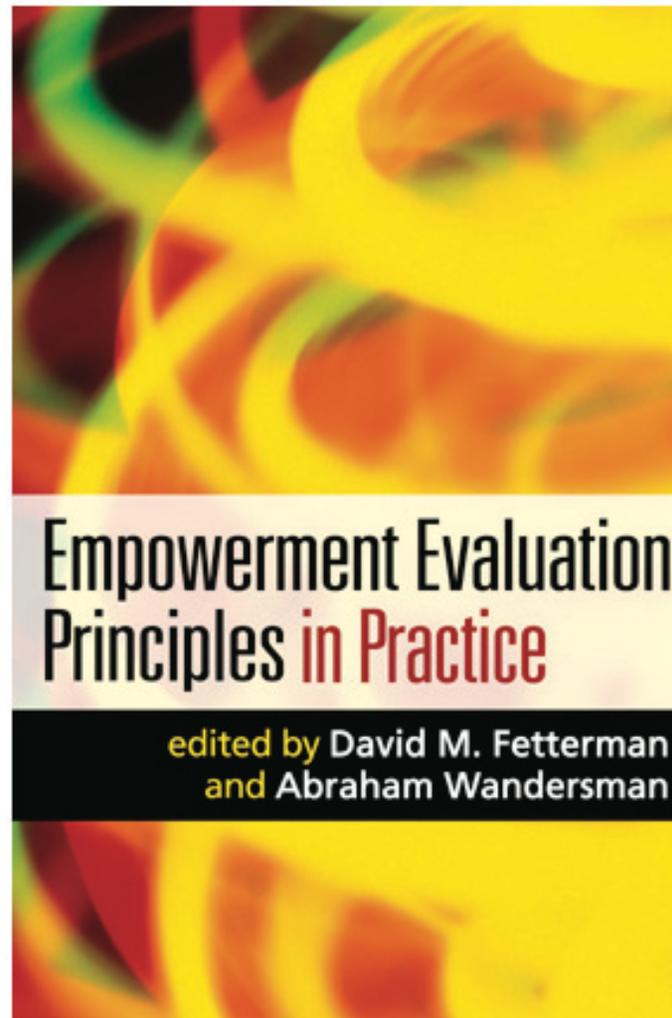
Empowerment References



Empowerment References



Empowerment References

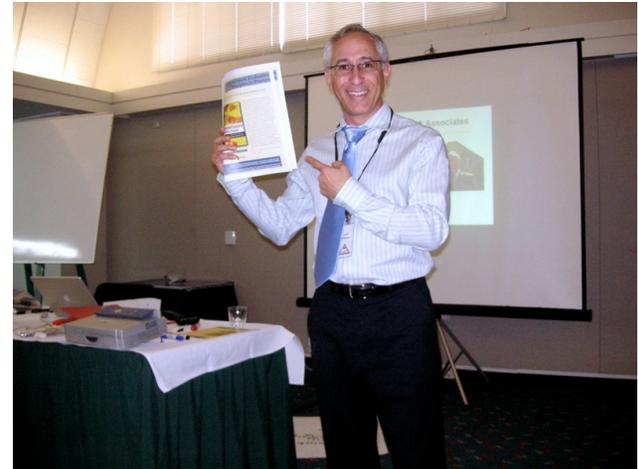


Fetterman & Associates

25 Years
Experience at
Stanford University

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Fetterman & Associates



**Dr. David M. Fetterman
School of Medicine
Stanford University**

David M. Fetterman is the President and CEO of Fetterman & Associates, an international evaluation consulting firm. He is also a Professor of Education at the University of Arkansas at Pine Bluff and the Director of the Arkansas Evaluation Center. He is concurrently, a Collaborating Professor, Colegio de Postgraduados, Mexico and a Distinguished Visiting Professor of Anthropology at San Jose State University. Formerly, he was the Director of Evaluation in the School of Medicine. Previous to that position, he was the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. For a decade he was the Director of the MA Policy Analysis and Evaluation Program in the School of Education. He was a Professor and Research Director at the California Institute of Integral Studies; Principal Research Scientist at the American Institutes for Research; and a Senior Associate and Project Director at RMC Research Corporation. He received his Ph.D. from Stanford University in educational and medical anthropology. He has conducted fieldwork in both Israel (including living on a kibbutz) and the United States (primarily in inner-cities across the country). David works in the fields of educational evaluation, ethnography, policy analysis, educational technology, and focuses on programs for dropouts and gifted and talented education.

**25 Years
Experience at
Stanford University**

He has conducted extensive multisite evaluation research on local, state, and national levels. David's multisite work has been primarily in urban settings. He conducted a national evaluation of dropout programs for the Department of Education. He has also conducted research on migrant, bilingual, and individuals with disabilities-oriented education programs. David has conducted evaluations for the University of San Francisco and the University of California, Berkeley. He has also provided Stanford's Board of Trustees with a variety of evaluations including: Stanford's Linear Accelerator Center, Stanford University Hospital departments, School of Medicine, the library, and various academic and administrative departments. He also evaluated Stanford's Teacher Education Program for the President of the University.

He has taught in an inner-city high school, two Hebrew schools, and in various university settings. He also served as the Director of an Anti-poverty Program. Although he is recognized for his contributions to the development of ethnography and ethnographic evaluation, his most recent efforts have focused on developing empowerment evaluation -- to help people help themselves. He has used this approach throughout the United States and in South Africa. Empowerment evaluations have been conducted with the Marin Community Foundation's coordinated health access project, Hewlett Foundations \$5 million One East Palo Alto community revitalization project, The Illinois Office of Alcoholism and Substance Abuse and the Office of Mental Health of the Illinois Department of Human Services, Lucille Packard's Children's Hospital, Native American tribal group initiatives, including the Intertribal Council of Michigan, Cambridge College, the California Institute of Integral Studies accreditation, and the \$15 million Hewlett Packard Philanthropy Digital Villages.

(continued)

David was elected a fellow of the American Anthropological Association and the Society for Applied Anthropology. He received both the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice - the American Evaluation Association's highest honors. David also received the George and Louise Spindler Award for outstanding contributions to educational anthropology as a scholar and practitioner, and the Ethnographic Evaluation Award from the Council on Anthropology and Education.

He received the President's Award from the Evaluation Research Society for contributions to ethnographic educational evaluation. He was also awarded the Washington Association of Practicing Anthropologists' Praxis Publication Award for translating knowledge into action.

David has also worked on the state, national, and international level in the field of gifted and talented education. He created and organized the first and second Gifted and Talented Education Conference at Stanford University.

David received one of the 1990 Mensa Education and Research Foundation Awards for Excellence. Mensa Education and Research Foundation encourages research into the nature, characteristics, and uses of intelligence. The award was made for Fetterman's book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* and articles on gifted and talented education in *Educational Evaluation and Policy Analysis* and *Gifted Education International*.

Fetterman was appointed by the U.S. Department of Education to serve on a panel to select a national center for the gifted and talented. He was selected in part because of his recommendation to create a national center in his book *Excellence and Equality*. Fetterman was a member of the Center's Consultant Bank, advising the National Research Center on the Gifted and Talented. Fetterman was also a member of the Board of Trustees for The Nueva School (a progressive school for gifted and talented children).

(continued)

**25 Years
Experience at
Stanford University**

Dr. Fetterman has taught online for over 10 years in an online Ph.D. program and in classrooms at Stanford University, complementing face-to-face instruction. Dr. Fetterman writes about teaching online and videoconferencing on the Internet in journals ranging from, *Educational Researcher* to *Practicing Anthropology*. He maintains an American Evaluation Association division listserv for collaborative, participatory, and empowerment evaluation. Dr. Fetterman was appointed to the American Educational Research Association's Telecommunications Committee, advising the association in this area.

He has consulted for a variety of federal agencies, foundations, corporations, and academic institutions, including the: U.S. Department of Education, National Institute of Mental Health, Centers for Disease Control, U.S. Department of Agriculture, W.K. Kellogg Foundation, Rockefeller Foundation, Walter S. Johnson Foundation, Annie E. Casey Foundation, Marin Community Foundation, Hewlett Foundation, Hewlett Packard Philanthropy, Knight Foundation, Arkansas Department of Education, Syntex, the Independent Development Trust in South Africa, Early Childhood Research Institute on Full Inclusion, and universities throughout the United States and Europe. He has also consulted for various foreign agencies and ministries such as the Ministry of Education in Japan.

Fetterman is the General Editor for Garland/Taylor and Francis Publication's Studies in Education and Culture series. He has contributed to a variety of encyclopedias including the *International Encyclopedia of Education*, the *Encyclopedia of Human Intelligence*, and the Encyclopedia of Social Science Research Methods. He is also the author of *Empowerment Evaluation Principles in Practice*, *Foundations of Empowerment Evaluation*, *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*; *Speaking the Language of Power: Communication, Collaboration, and Advocacy*; *Ethnography: Step by Step (2nd edition)*; *Qualitative Approaches to Evaluation in Education: The Silent Scientific Revolution*; *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education*; *Educational Evaluation: Ethnography in Theory, Practice, and Politics*; and *Ethnography in Educational Evaluation*.

**25 Years
Experience at
Stanford University**