Empowerment Evaluation

American Evaluation Association Workshop

Dr. David M. Fetterman
Fetterman & Associates
FettermanAssociates@gmail.com
(650) 269-5689

November 11, 2009

International

Brazil | Japan | New Zealand | Spain | United Kingdom

CROSS CULTURAL

unicef

The Faces of Empowerment Evaluation

Japan - Taka Kusago

Spain - Jose Maria Diaz Puente

Native Aspirations - Susie Amundson

Arkansas - Linda Delaney

RAND - Matt Chinman

Ethiopia - Yibeltal Kiflie

Brazil - Thereza Penne Firme

More Faces of Empowerment Evaluation

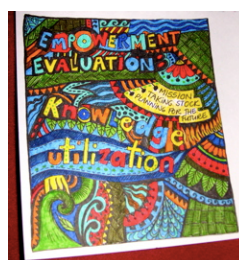**Iran** - Mohamid Hasan Mohaqeqmoein

Abraham Wandersman

Arkansas - MISRGO

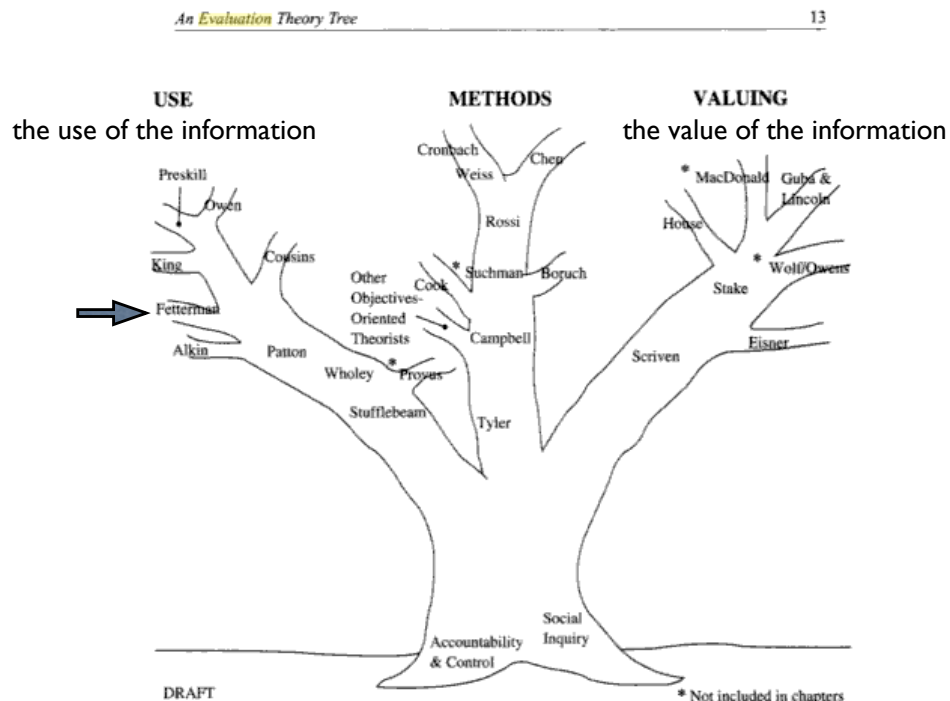**Mexico** - Oscar Figueroa

New Zealand

Stanford - Medical Education Research Group

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

An Evaluation Theory Tree   13

USE	METHODS	VALUING
the use of the information		the value of the information

Preskill
Owen
King
Cousins
Fetterman
Alkin
Patton

Cronbach
Weiss
Chen
Rossi
Other Objectives-Oriented Theorists
Cook
Suchman Boruch
Campbell
Wholey Provus
Stufflebeam
Tyler

MacDonald Guba & Lincoln
House
Wolf/Owens
Stake
Scriven
Eisner

Accountability & Control

Social Inquiry

DRAFT

* Not included in chapters

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

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

MIND THE GAP

espoused   observed behavior

Key Empowerment Evaluation Concepts

Reflective Practitioners ⟶ Contribute to the Development of *Reflective Practitioners*

Community of Learners ⟶ Cultivate a *Community of Learners*

Cycles of Reflection & Action ⟶ Establish *Cycles of Reflection & Action*

Culture of Evidence ⟶ Develop a *Culture of Evidence*

Critical Friend ⟶ Identify & Use a *Critical Friend*

Evidence ⟶ Collect *Evidence*
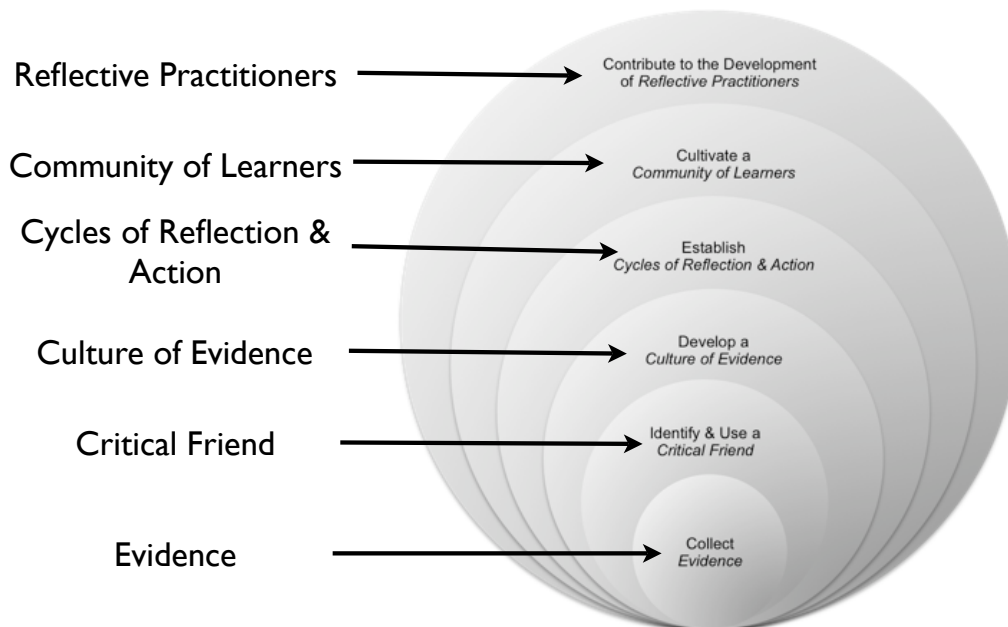
Conceptual Toolbox: Definitions of Concepts

- 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

Organizational Learning

Coaching
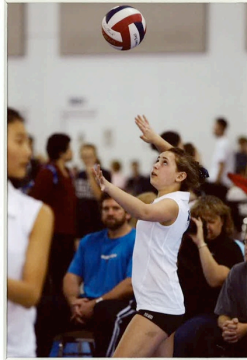
**Empowerment Evaluation
3 Steps**

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

Baseline, Intervention, Institutionalization

- **Taking Stock** Represents the **Baseline**

- **Plans for the Future** represent **Intervention**

- **Interim Measures** - Benchmarks - Launching Internal Measures - Feedback Loops - **Formative Feedback** - **Midcourse Corrections**

- **2nd Taking Stock** is a 2nd Data Point - Comparing **Change Over Time** as a Group

- **Institutionalization**

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

Accountability Outcomes

- Arkansas - Academically Distressed Schools

- Hewlett Packard - $15 Million Digital Village

- Stanford School of Medicine - Curriculum

- Arkansas - Tobacco Prevention Programs

- Michigan - Sexual Assault Programs

- California & South Carolina - Substance Abuse Programs

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

Altheimer Comparison
August 2002 to January 2003

■ Aug. 2002   ■ Jan. 2003

	Teaching	Planning	Classroom Management	Cooperation	Motivation	Resources	Communication	Assessment	Positive Relationships	Update Parents
Aug. 2002	6.9	6.5	5.9	5.2	5	5.9	5.3	5.9	5.3	4.7
Jan. 2003	7.4	7.1	7.2	6.9	6.7	6.1	5.9	6.7	6.5	6.2

Test Scores

Elaine School District
Percent of Students at or below the 25th percentile

	Fall 2001	Spring 2003
	59	38.5
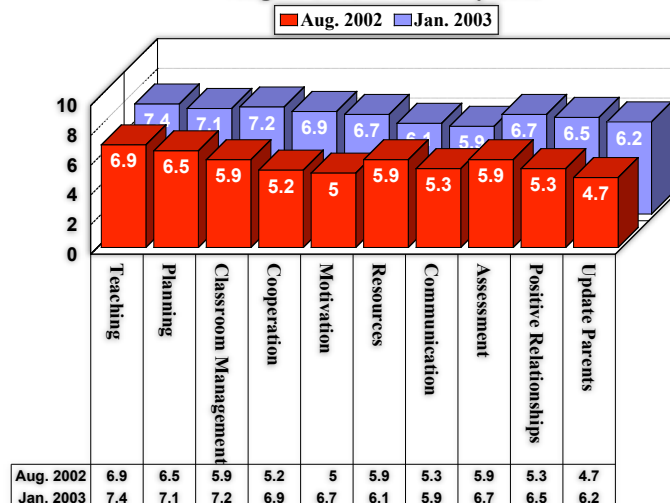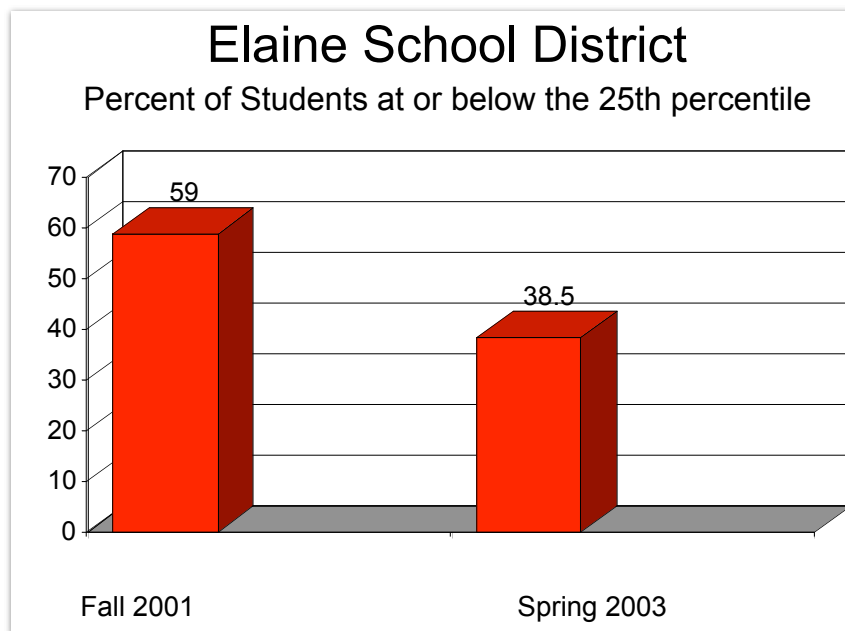
$15 Million Hewlett-Packard Digital Village

- 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
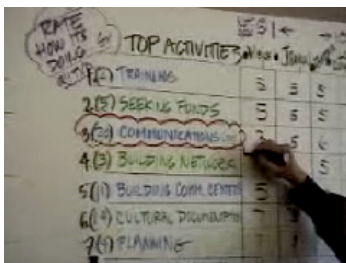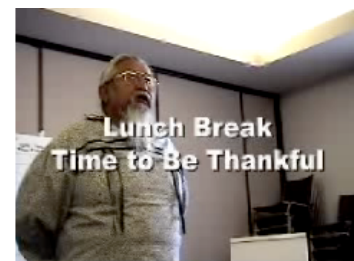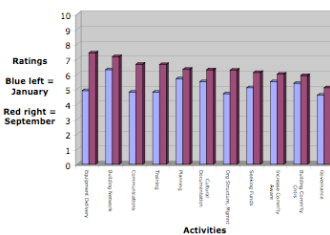
Stanford School of Medicine

p=0.04

STEP 1

PGY-1
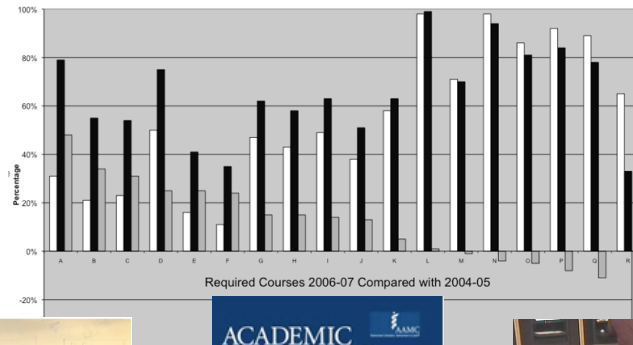
Dialogue

Accreditation

Required Courses 2006-07 Compared with 2004-05

Arkansas: Minority Tobacco Prevention

- Bottom Line Outcome:
  Saving the State over $84 million in excess medical costs.

Prevention: ROI

$84,756,168 Excess Medical Costs Saved
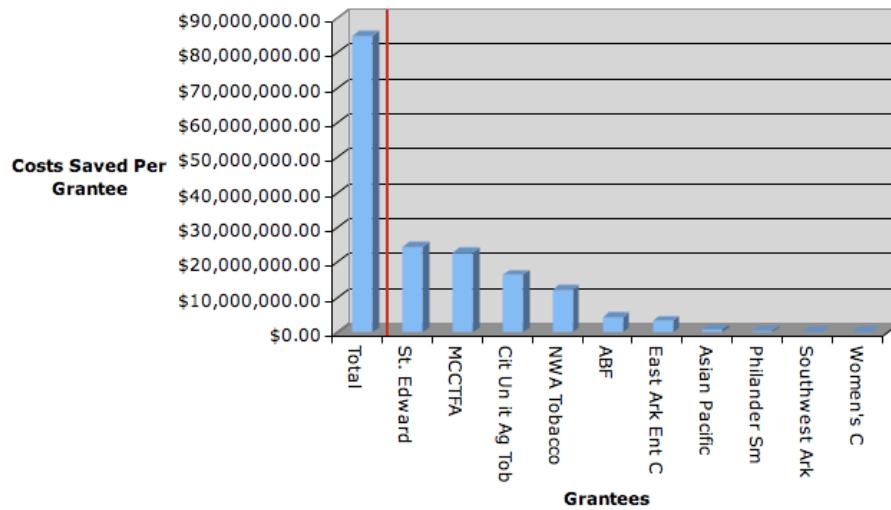
$84 Million Saved

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** Average	**$84,756,168.00**	

Visual Alert System
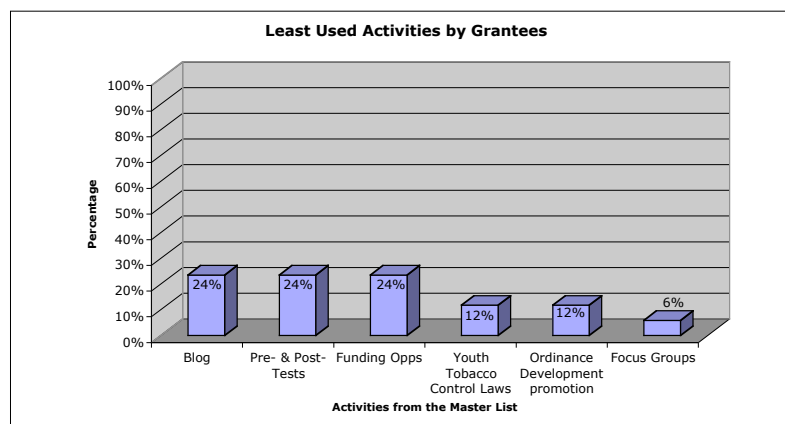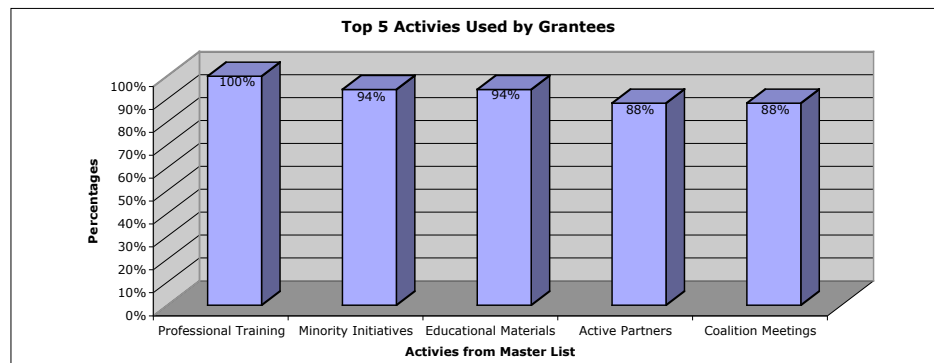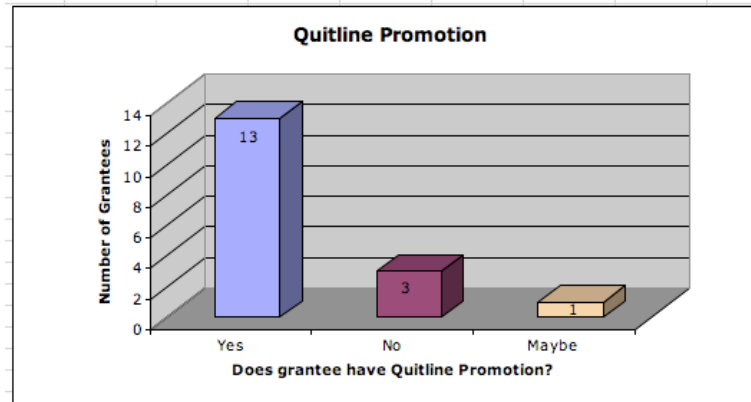
Building Evaluation Capacity

The Arkansas Evaluation Center

Arkansas Senate

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

Wordle - Word Cloud

Zoomerang - Online Survey
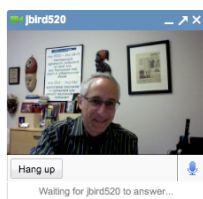
Videoconference   YouTube

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

Align Tools with the Principles of Empowerment Evaluation

Online Survey Bar Charts

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

Online Survey Word Cloud

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
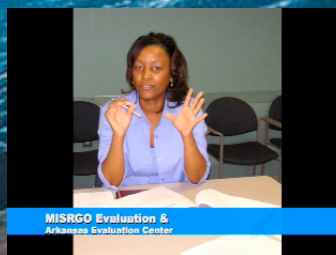
Blogs

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

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 Docs & Spreadsheets

Google Collaborative Site

Videoconferencing

1. iChat
2. iVisit
3. gmail
4. Skype
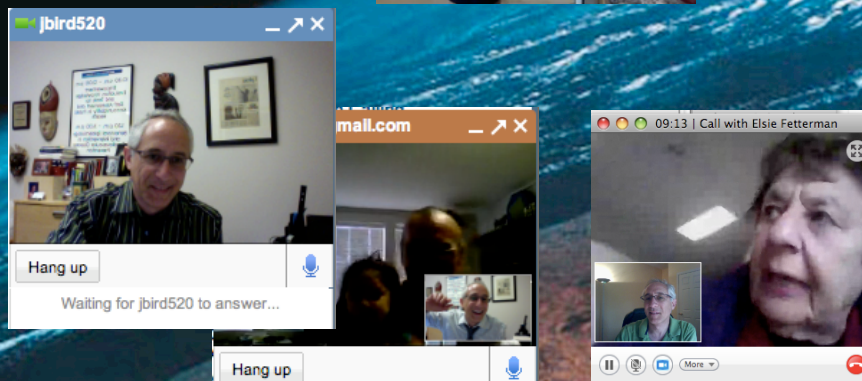
Extra Web-Treat

1. YouTube
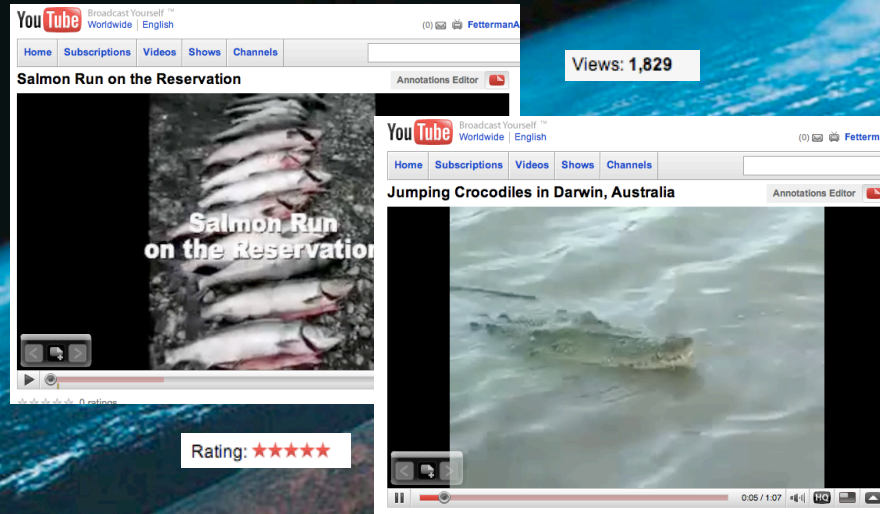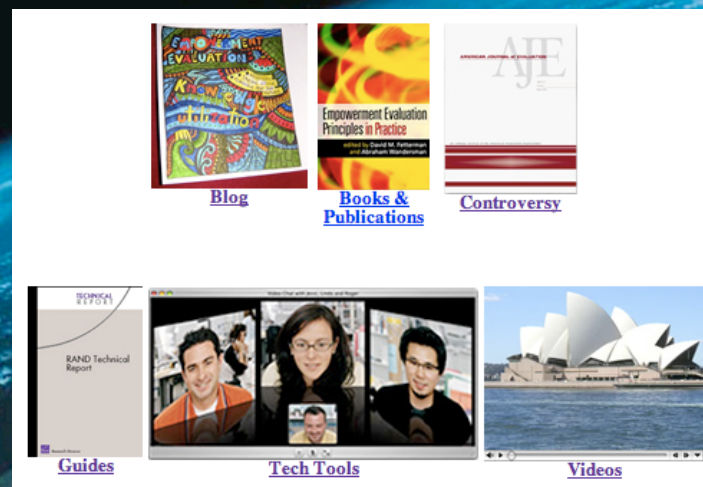
Summary: Tech Tools

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

Selected References

- Campbell, R., Dorey, H., Naegeli, M., Grubstein, L., Bennett, K., Bonter, F., Smith, P., Grzywacz, J., Baker, P., and Davidson, W. (2004). An Empowerment Evaluation Model for Sexual Assault Programs: Empirical Evidence of Effectiveness. *American Journal of Community Psychology*, 34(3/4):251-262.

- Chinman, M., Hunter, S., Ebener, P., Paddock, S., Stillman, L., Imm, P., Wandersman, A. (2008). The Getting to Outcomes Demonstration and Evaluation: An Illustration of the Prevention Support System. *American Journal of Psychology*, 41:206-224.

- Fetterman, D., Deitz, J., and Gesundheit, N. (in press). Empowerment Evaluation: A Collaborative Approach to Evaluating and Transforming a Medical School Curriculum. *Academic Medicine.*

- Fetterman, D. and Wandersman, A. (2007). Empowerment Evaluation: Yesterday, Today, and Tomorrow. *American Journal of Evaluation*, 28, 2:179-198.

- Miller, W. and Lennie, J. (2005). Empowerment Evaluation: A Practical Method for Evaluating a National School Breakfast Program. *Evaluation Journal of Australasia*, 5(2), 18-26.

Empowerment References

Foundations of
EMPOWERMENT
EVALUATION

David M. Fetterman

EMPOWERMENT
EVALUATION
Knowledge and
Tools for
Self-Assessment
& Accountability
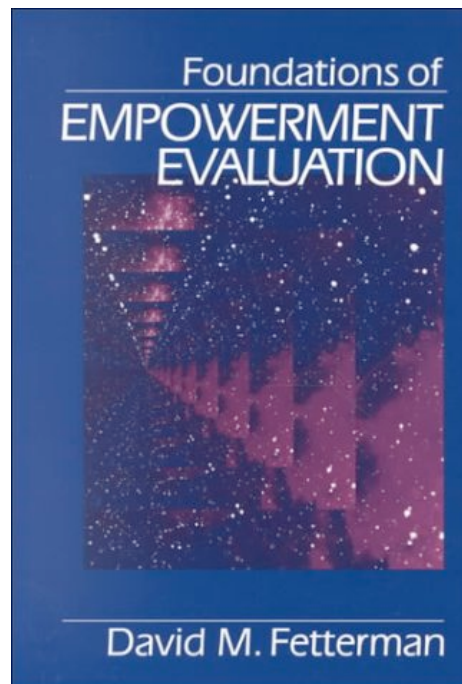
David M. Fetterman
Shakeh J. Kaftarian
Abraham Wandersman
EDITORS
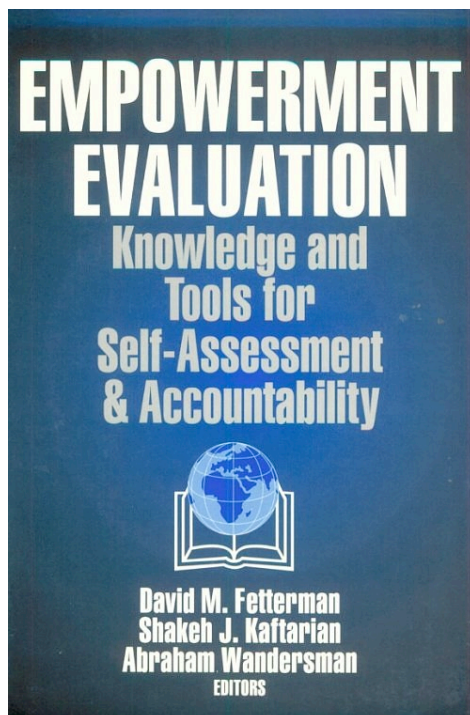
Empowerment References
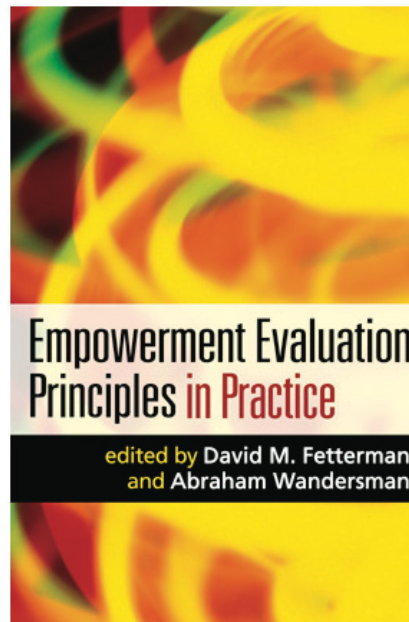
Fetterman & Associates

**25 Years
Experience at
Stanford University**

Dr. David Fetterman
FettermanAssociates@gmail.com

(650) 269-5689
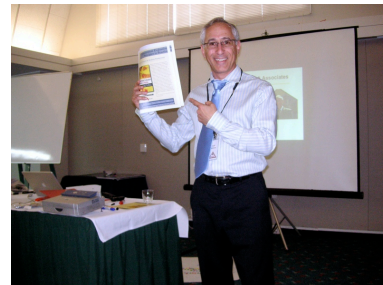
Fetterman & Associates

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)

25 Years
Experience at
Stanford University

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**

3

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**

4