Empowerment Evaluation

Technological Tools of the Trade

Henrietta Szold Institute & Israeli Association for Program Evaluation

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

July 16, 2008
Align Technologic Tools with the Principles of Empowerment Evaluation

Alignment depends on:

- a definition of empowerment evaluation
- a review of the principles
- an explanation of why, when and where it is needed

Technological tools (if aligned):

- exponentially enhance the effectiveness of empowerment evaluation
(What), Why, When, Where, and How?

- **(What)?** The use of evaluation to foster self-determination and improvement
- **Why?** Everyone can improve; help build capacity; cultivate a community of learners; produce outcomes; enhance sustainability; and foster self-determination
- **When?** If not now, when? [beginning, middle, end]
- **Where?** Any place where there is a desire to build capacity, produce outcomes, and change the world - one step at a time.
- **How?** Step by Step.
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

the use of the information

the value of the information

Scholarship: Identifying Moments

- **AEA Presidential Address - 1994**
  

- **Books**
  


- **Journal Articles**
  


Similarities To Traditional Evaluation: But Turned on Its Head

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

Who’s in Charge?
Who’s interests are served?
Who’s knowledge?
Why?

- Build Evaluation Capacity
- Self-determination
- Accountability
- Sustainability
## Empowerment Evaluation Principles

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improvement</td>
<td>6. Community Knowledge</td>
</tr>
<tr>
<td>2. Community Ownership</td>
<td>7. Evidence-based Strategies</td>
</tr>
<tr>
<td>3. Inclusion</td>
<td>8. Capacity Building</td>
</tr>
<tr>
<td>4. Democratic Participation</td>
<td>9. Organizational Learning</td>
</tr>
<tr>
<td>5. Social Justice</td>
<td>10. Accountability</td>
</tr>
</tbody>
</table>
An Alternative is Needed Now

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>Expert</td>
<td>Coach or Critical Friend</td>
</tr>
<tr>
<td>Data Warehoused</td>
<td>Data Used</td>
</tr>
<tr>
<td>May Foster Dependency</td>
<td>Self-determination &amp; Capacity Building</td>
</tr>
<tr>
<td>Independent Judgment</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Rarely Designed to Continue</td>
<td>Enhances Sustainability</td>
</tr>
</tbody>
</table>

External & Internal are Not Mutually Exclusive
When?

LIFE CYCLE OF THE PROGRAM

• Before the project/program begins (plan)
• At the beginning (assist in the development)
• In the middle (feedback loop during implementation even mid-stream)
• Near the end (focus on sustainability)
Where?

- Mars Mission
  - Mars Rover Educational Program
- International
  - Australia to the United States
- US
  - Arkansas to Washington
International

CROSS CULTURAL

Brazil | Japan | New Zealand | Spain | United Kingdom

unicef
How?

- Process Use
- Theories of Action and Use
- Key Concepts
- 3 Steps
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

MIND THE GAP
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)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Prioritization with Dots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Product Development</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Fundraising</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
### Taking Stock

**Part II**

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>DF</th>
<th>DE</th>
<th>SEC</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Funding</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2.67</td>
</tr>
<tr>
<td>Prod. Develop</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>4.33</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.25</td>
<td>5.25</td>
<td>4.25</td>
<td><strong>4.25</strong></td>
</tr>
</tbody>
</table>
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
Case Examples: A Focus on Outcomes

- **Arkansas** - Academically Distressed School Districts
  - Reduction in the Number of Students at or Below the 25th percentile

- **Arkansas** - Tobacco Prevention - ROI

- **Baltimore, East Palo Alto, and San Diego**
  Hewlett-Packard - Digital Village
  - Largest wireless system in the US (Native Americans videoconference with Stanford)
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

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Planning</th>
<th>Classroom Management</th>
<th>Cooperation</th>
<th>Motivation</th>
<th>Resources</th>
<th>Communication</th>
<th>Assessment</th>
<th>Positive Relationships</th>
<th>Update Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 2002</td>
<td>6.9</td>
<td>6.5</td>
<td>5.9</td>
<td>5.2</td>
<td>5.0</td>
<td>5.9</td>
<td>5.3</td>
<td>5.9</td>
<td>4.7</td>
</tr>
<tr>
<td>Jan. 2003</td>
<td>7.4</td>
<td>7.1</td>
<td>7.2</td>
<td>6.9</td>
<td>6.7</td>
<td>6.1</td>
<td>6.7</td>
<td>6.5</td>
<td>6.2</td>
</tr>
</tbody>
</table>
Test Scores

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Spring 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine School District</td>
<td>59</td>
<td>38.5</td>
</tr>
</tbody>
</table>
Arkansas: Tobacco Prevention

- Reduced Tobacco Consumption
- Developed a Visual Alert System
- Developed an Evaluation Monitoring System
- Bottom Line Saved Over $94 million in excess medical costs
Visual Alert System

Quitline Promotion

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Does grantee have Quitline Promotion?
Top 5 Activities Used by Grantees

- Professional Training: 100%
- Minority Initiatives: 94%
- Educational Materials: 94%
- Active Partners: 88%
- Coalition Meetings: 88%

Least Used Activities by Grantees

- Blog: 24%
- Pre- & Post-Tests: 24%
- Funding Opps: 24%
- Youth Tobacco Control Laws: 12%
- Ordinance Development promotion: 12%
- Focus Groups: 6%
EMS 2007: ROI

$84,756,168 Excess Medical Costs Saved

Costs Saved Per Grantee

Grantees:
- Total
- St. Edward
- MCCTA
- Cit Un It Ag Tob
- NWA Tobacco
- ABF
- East Ark Ent C
- Asian Pacific
- Philander Sm
- Southwest Ark
- Women's C
$84 Million Saved 2007

Evaluation Monitoring System July 2006

<table>
<thead>
<tr>
<th>No. Materials</th>
<th>Dist No.</th>
<th>Pledge Quit</th>
<th>Number Quit</th>
<th>Cost Saved PP</th>
<th>Cost Saved</th>
<th>Agency Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100000</td>
<td>410</td>
<td>281</td>
<td>149</td>
<td>153201</td>
<td>22826949</td>
<td>MCCTFA</td>
</tr>
<tr>
<td>1100000</td>
<td>0</td>
<td>79</td>
<td>152683</td>
<td>16371000</td>
<td>12061957</td>
<td>Cit Un it Ag Tob</td>
</tr>
<tr>
<td>12601</td>
<td>11</td>
<td>22</td>
<td>152062</td>
<td>4274284</td>
<td>3345364</td>
<td>NWA Tobacco</td>
</tr>
<tr>
<td>1700</td>
<td>9</td>
<td>3</td>
<td>152653</td>
<td>153000</td>
<td>457959</td>
<td>ABF</td>
</tr>
<tr>
<td>80000</td>
<td>2</td>
<td>1</td>
<td>153000</td>
<td>153000</td>
<td>153000</td>
<td>East Ark Ent C</td>
</tr>
<tr>
<td>16000</td>
<td>18</td>
<td>5</td>
<td>152653</td>
<td>152653</td>
<td>763265</td>
<td>Philander Sm</td>
</tr>
<tr>
<td>13000</td>
<td>16</td>
<td>1</td>
<td>152653</td>
<td>152653</td>
<td>152653</td>
<td>Southwest Ark</td>
</tr>
<tr>
<td>2700</td>
<td>15</td>
<td>0</td>
<td>154759</td>
<td>0</td>
<td>0</td>
<td>Women's C</td>
</tr>
<tr>
<td>2000</td>
<td>0</td>
<td>0</td>
<td>152653</td>
<td>0</td>
<td>0</td>
<td>ACE</td>
</tr>
<tr>
<td>6000</td>
<td>0</td>
<td>0</td>
<td>149600</td>
<td>0</td>
<td>0</td>
<td>Lit council</td>
</tr>
<tr>
<td>19556</td>
<td>238</td>
<td>159</td>
<td>153143</td>
<td>24349737</td>
<td>0</td>
<td>Southeast Ark</td>
</tr>
<tr>
<td>4827</td>
<td>538</td>
<td>0</td>
<td>152653</td>
<td>0</td>
<td>0</td>
<td>St. Edward</td>
</tr>
</tbody>
</table>

| 1371294       | 1675     | 554         | 152669      | $84,756,168.00 |

Average
EMS 2008 Update

$94,944,281.96 in Excess Medical Costs Saved - MISRGO Grantees

- 2007
- 2008
- Increase

EMS Data Comparison
Years and Increase
Building Evaluation Capacity

The Arkansas Evaluation Center

State of Arkansas
86th General Assembly
Regular Session, 2007

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.
$15 Million Hewlett-Packard Digital Village

- A $15 million Hewlett-Packard Digital Village project.
- The outcomes involve building the largest unlicensed wireless system in the country (according to the chairman of the FCC)
Technological Tools of the Trade:
A Metaphor

Online Survey
Digital Photography
Blogs
Picture Sharing
Google Docs & Spreadsheets
YouTube
Videoconferencing
Web Pages

Align Tools with the Principles of Empowerment Evaluation
Online Survey

### Tobacco Prevention & Education Programs

<table>
<thead>
<tr>
<th></th>
<th>Number of Responses</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>852</td>
<td>99%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>864</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Choose a question type

- **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**
- **Rating Scale - Yes or No**

#### Topic Survey - Priority Setting

1. Rate how important it is to cover each topic this fall (August to December 2007):

<table>
<thead>
<tr>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>44%</td>
<td>45%</td>
<td>1%</td>
<td>864</td>
</tr>
</tbody>
</table>

2. Does the Medical Education Research & Evaluation Group provide you with an opportunity to explore your ideas with colleagues?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0%</td>
<td>864</td>
</tr>
</tbody>
</table>

3. Do you feel you are learning new things from your participation in the Medical Education Research & Evaluation Group?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0%</td>
<td>864</td>
</tr>
</tbody>
</table>

4. Do you plan on presenting something about your work or a related medical education topic within the next 6 months?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0%</td>
<td>864</td>
</tr>
</tbody>
</table>

© 2007 ZAPSurvey
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
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
enthusiasm for being a med student

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Q1 04-05</td>
<td>67</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Q2 04-05</td>
<td>65</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Q3 04-05</td>
<td>75</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Q4 04-05</td>
<td>67</td>
<td>19</td>
</tr>
</tbody>
</table>
Extra Web-Treats

1. Skype (telephony)
2. Jajah
3. YouTube
Videoconferencing

1. iChat
2. iVisit
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

<table>
<thead>
<tr>
<th>Tech Tools</th>
<th>Features</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skype</td>
<td>Free/Inexpensive</td>
<td>Facilitates Communication</td>
</tr>
<tr>
<td>Blog</td>
<td>User-friendly</td>
<td>Documents &amp; Shares Achievements</td>
</tr>
<tr>
<td>Online Survey</td>
<td>Rigorous &amp; Rapid</td>
<td>Contributes to a Culture of Evidence &amp; Accountability</td>
</tr>
<tr>
<td>Google Docs-Excel</td>
<td>Shared Space</td>
<td>Facilitates Collaboration</td>
</tr>
<tr>
<td>Digital Pictures</td>
<td>Transparency &amp; Immediacy</td>
<td>Gives Voice, Motivates &amp; Engenders Trust</td>
</tr>
<tr>
<td>Picasa &amp; Quicktime</td>
<td>Shared Experience</td>
<td>Celebrates &amp; Extends the Community</td>
</tr>
</tbody>
</table>
Empowerment References
Empowerment References

EMPOWERMENT EVALUATION
Knowledge and Tools for Self-Assessment & Accountability

David M. Fetterman
Shakeh J. Kaftarian
Abraham Wandersman
EDITORS
Empowerment References

Empowerment Evaluation Principles in Practice
edited by David M. Fetterman and Abraham Wandersman
Fetterman & Associates

Dr. David Fetterman
Stanford University

(650) 269-5689
davidf@stanford.edu
David M. Fetterman is the Director of Evaluation in the School of Medicine, a Collaborating Professor, Colegio de Postgraduados, Mexico, Professor of Education, University of Arkansas, Pine Bluff, and a Distinguished Visiting Professor of Anthropology at San Jose State University. Formerly, 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.

David is a past-president of the American Evaluation Association and the American Anthropological Association’s Council on Anthropology and Education. He has also served as the program chair for each of these organizations.

(continued)
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. David received the Outstanding Higher Educational Professional Award as well.

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).
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.