



STANFORD
SCHOOL OF MEDICINE

Stanford University Medical Center

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

Israeli Association for Program Evaluation
האגודה הישראלית להערכת תכניות



Henrietta Szold Institute
National Institute for Research in the Behavioral Sciences

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.

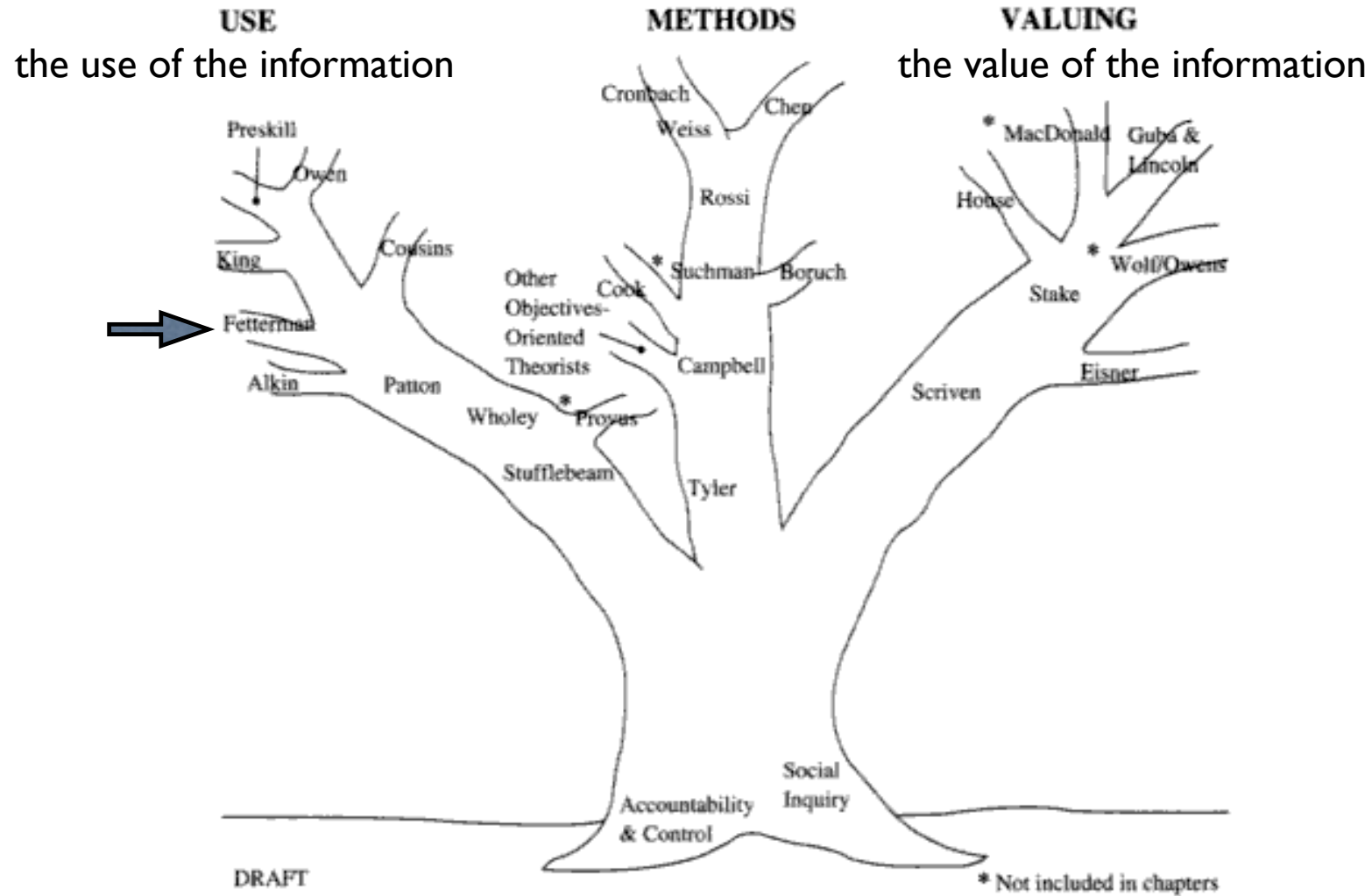
What is Empowerment Evaluation?

- 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

An Evaluation Theory Tree

13



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

Scholarship: Identifying Moments

- **AEA Presidential Address - 1994**

Fetterman, D.M. (1994). Empowerment Evaluation. **Presidential Address**. *Evaluation Practice*, 15(1):1-15.

- **Books**

Fetterman, D.M., Kaftarian, S., and Wandersman (1996). *Empowerment Evaluation: **Knowledge and Tools** for Self-assessment and Accountability*. Thousand Oaks, CA: Sage.

Fetterman, D.M. (2005). **Foundations** of Empowerment Evaluation. Thousand Oaks, CA: Sage.

Fetterman, D.M. and Wandersman, A. (2005). *Empowerment Evaluation **Principles** in Practice*. New York: Guilford Publications.

- **Journal Articles**

Fetterman, D.M. (1997). Empowerment Evaluation: A **Response to Patton and Scriven**. *Evaluation Practice*, 18(3):253-266.

Fetterman, D.M. (1995). In **Response to Dr. Daniel Stufflebeam's**: "Empowerment Evaluation, Objectivist Evaluation, and Evaluation Standards: Where the Future of Evaluation Should Not Go and Where It Needs to Go," *Evaluation Practice*, June 1995, 16(2):179-199.

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

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

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

An Alternative is Needed Now

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

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



Brazil	Japan	New Zealand	Spain	United Kingdom
A black sign with red and white text that reads "A12 American RIO DE JANEIRO Empowerment Evaluation Workshop in Brazil".	A photograph of a traditional Japanese torii gate, made of wood with a green roof, set against a clear blue sky.	A photograph of a traditional New Zealand haka, showing a wooden bowl and a wooden paddle (haka) on a wooden surface.	A photograph of two men standing in front of a large, multi-story building with a red brick facade, likely a university or government building in Spain.	A photograph of a red and white circular sign with the text "PICCADILLY CIRCUS" in black, set against a yellow background.



**CROSS
CULTURAL**



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

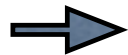


Key Empowerment Concepts

- 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

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)

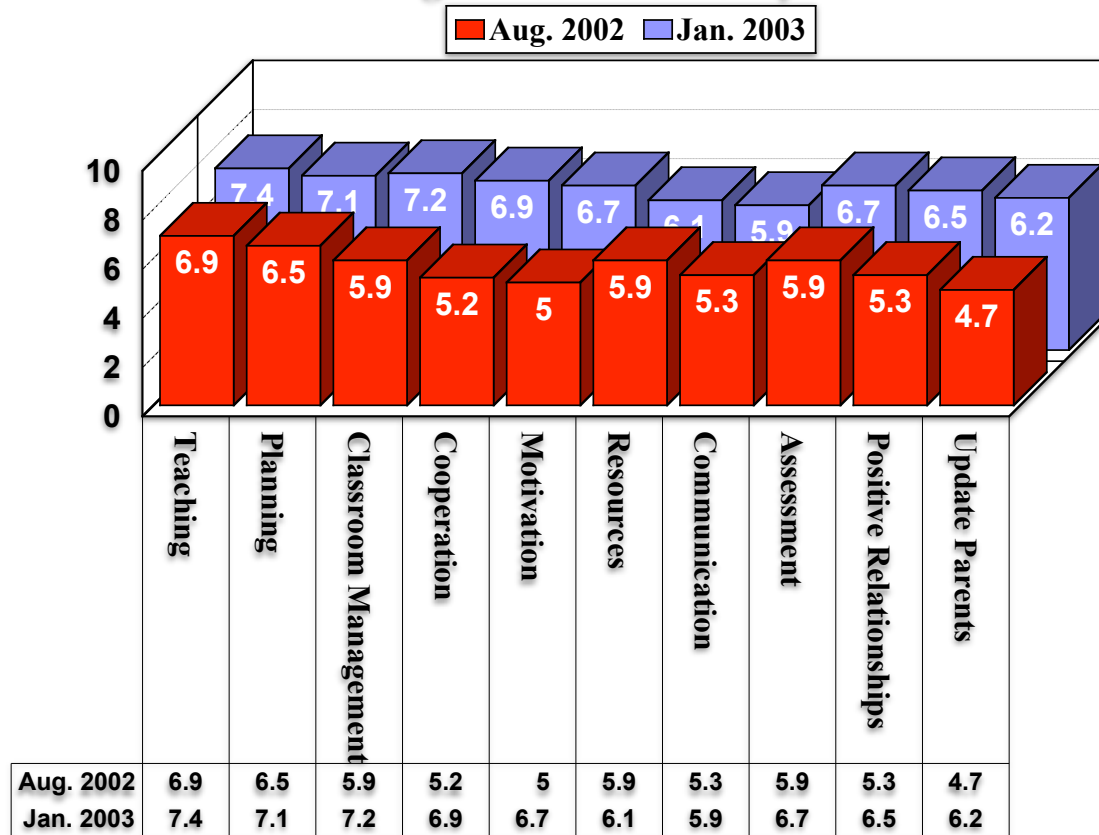


Arkansas Department of Education

- 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

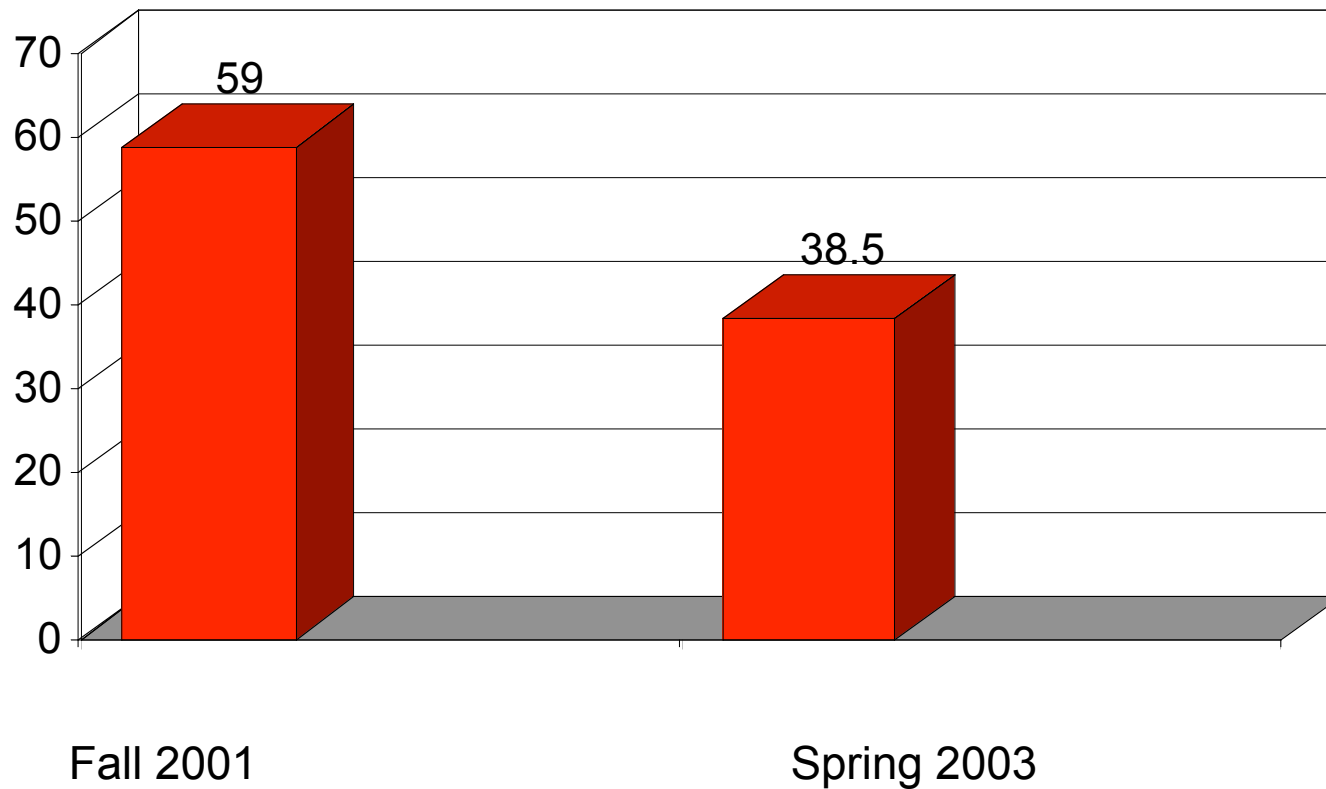
Alzheimer Comparison August 2002 to January 2003



Test Scores

Elaine School District

Percent of Students at or below the 25th percentile

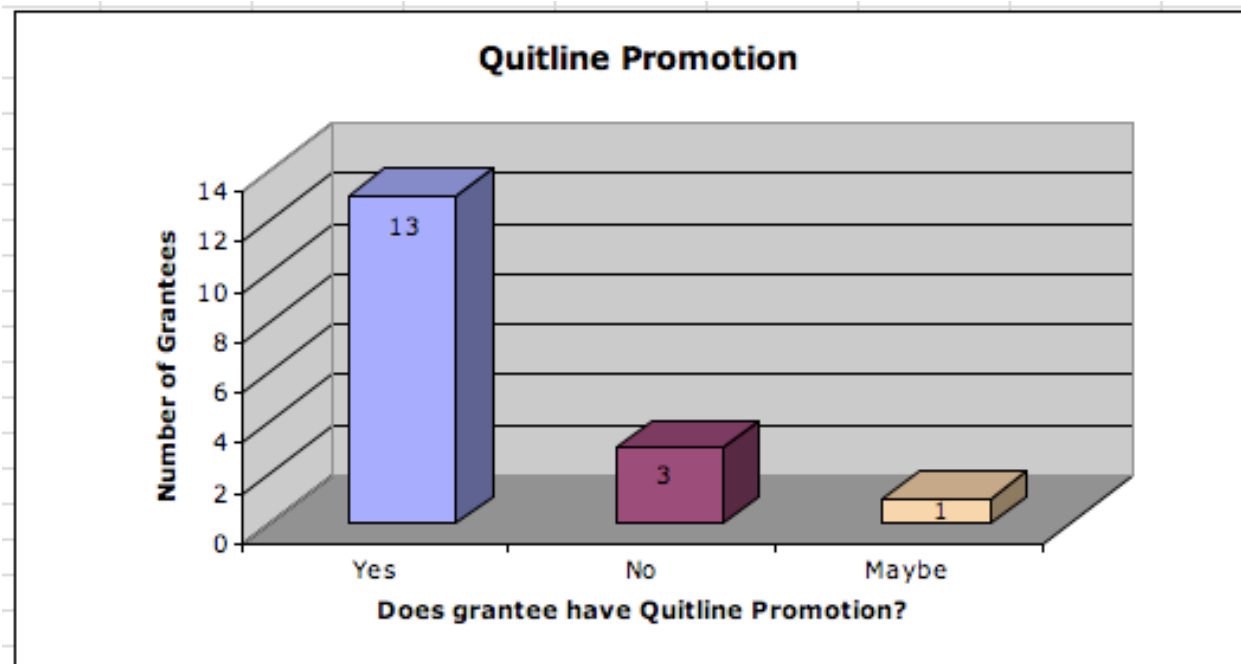


Arkansas: Tobacco Prevention

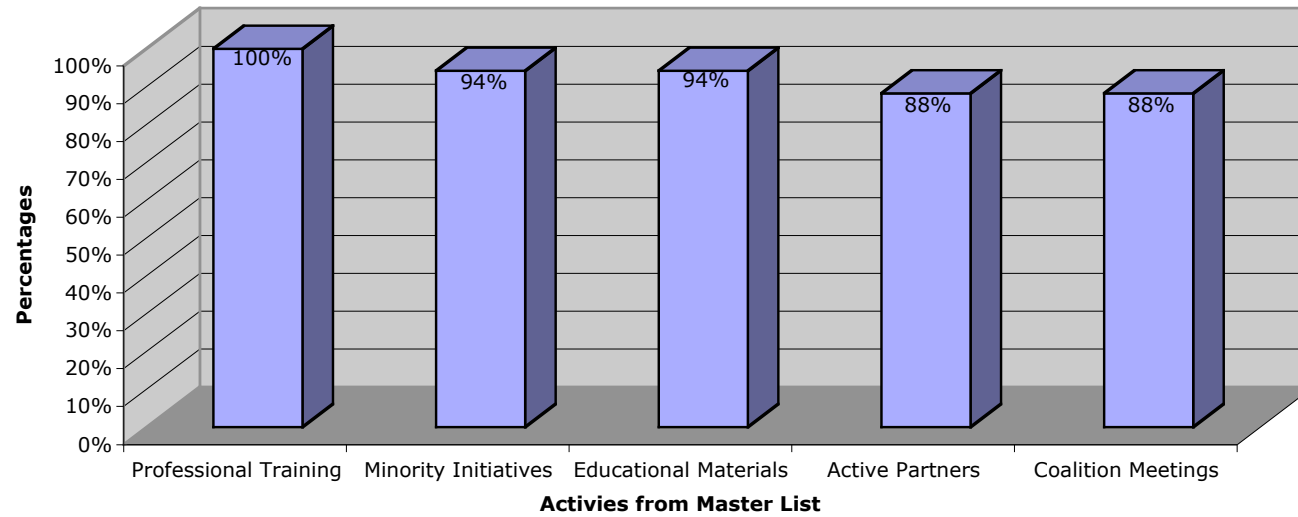
- Reduced Tobacco Consumption
- Developed a Visual Alert System
- Developed an Evaluation Monitoring System
- Bottom Line Saved Over

\$94 million in excess medical costs

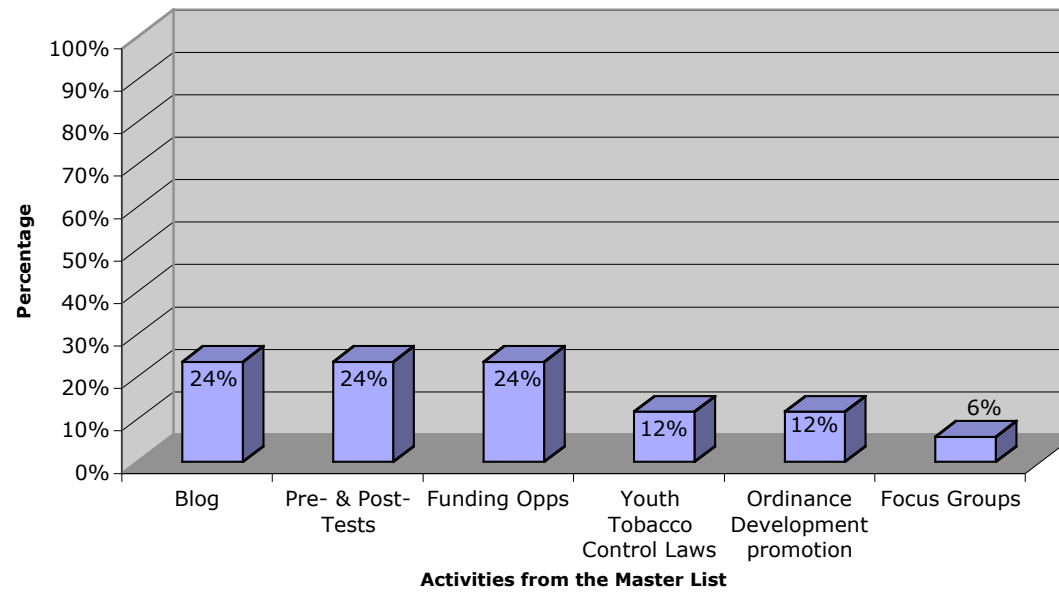
Visual Alert System



Top 5 Activities Used by Grantees

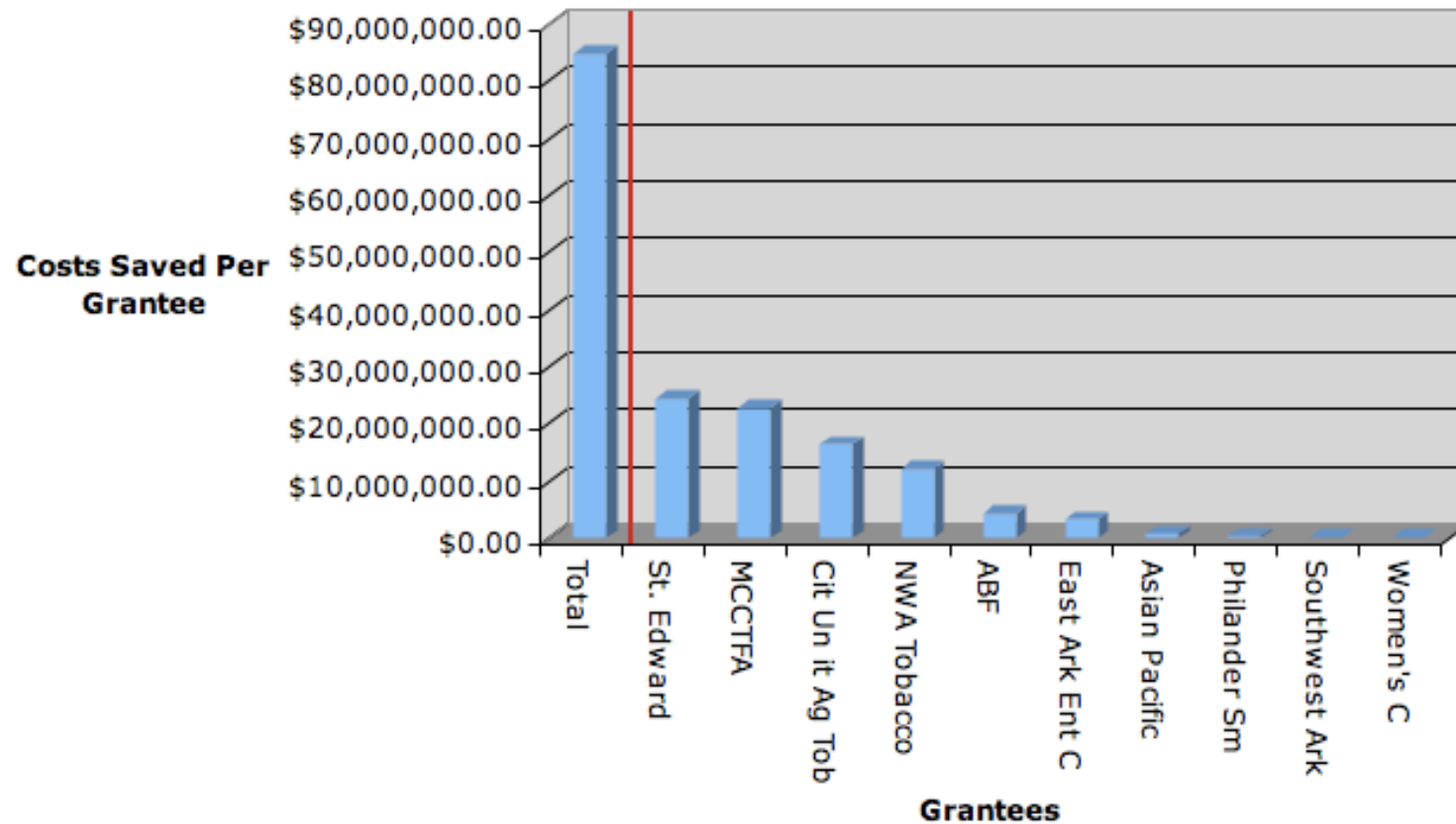


Least Used Activities by Grantees



EMS 2007: ROI

\$84,756,168 Excess Medical Costs Saved

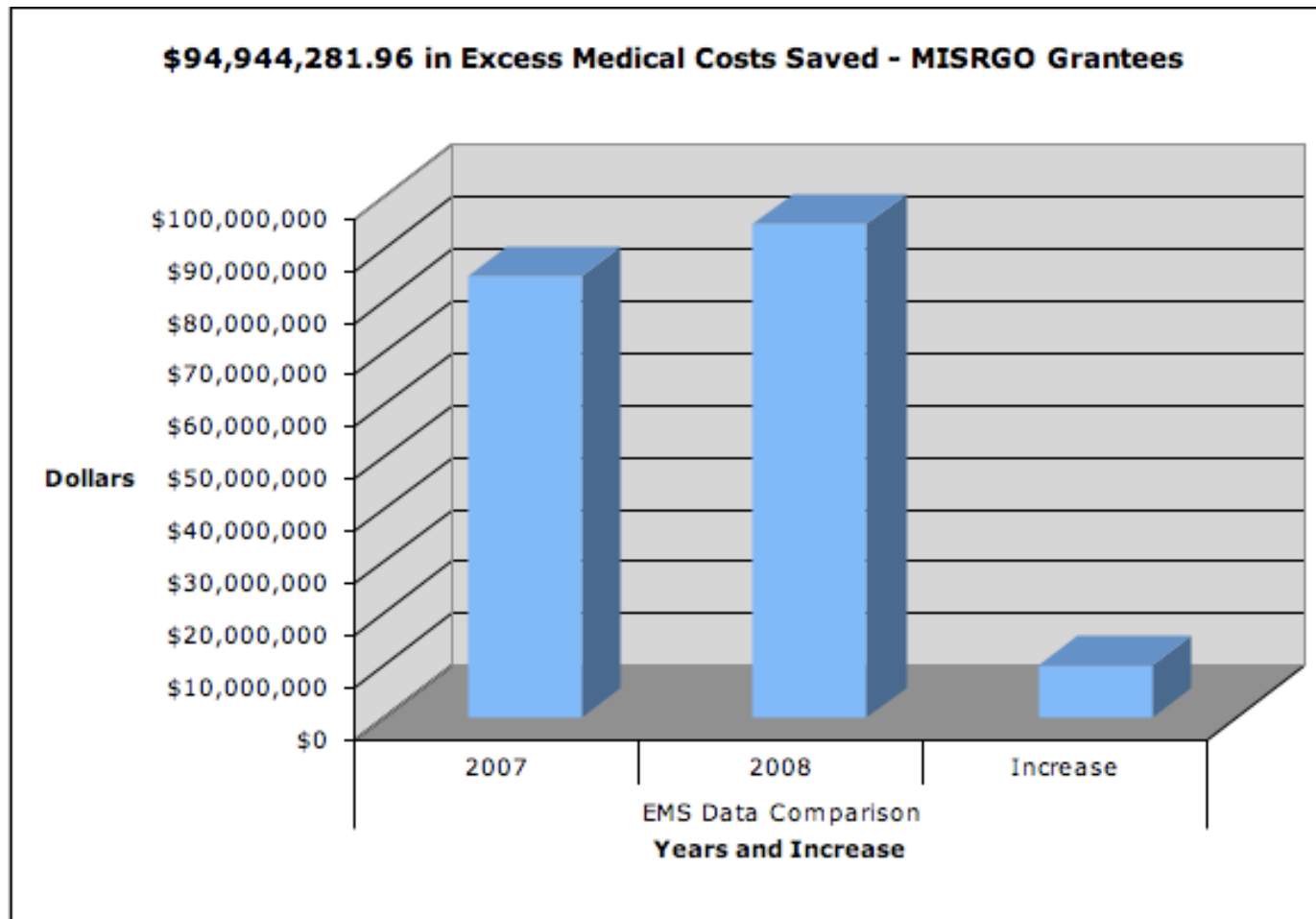


\$84 Million Saved 2007

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		

EMS 2008 Update





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.

\$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



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

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Home Create Survey My Surveys My Contacts

Edit a Question

CANCEL CONTINUE

CHECK SPELLING

Choose a question type

Tips and guidance about question types. [Learn More](#)

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
- Yes or No

1 Extremely Unsatisfied

2 Unsatisfied

3 Satisfied

4 Extremely Satisfied

CLEAR

ZAPSurvey

HOME CREATE SURVEY MANAGE SURVEYS MANAGE MESSAGES MANAGE ACCOUNT

You are here > Manage Surveys > Summary Report

Display entire survey View Details Export

Page 1. Topic Survey - Priority Setting

1. Rate how important it is to cover each topic this fall (August to December 2007).					
	High	Medium	Low		Number of Respondents
Submitting papers to professional associations	80% (4)	20% (1)	0% (0)		5
Preparing to present a paper at a professional association meeting	80% (4)	20% (1)	0% (0)		5
Publishing in MedEdPortal (and other online forums)	80% (4)	20% (1)	0% (0)		5
Publishing in traditional academic publications	60% (3)	40% (2)	0% (0)		5
Inviting guest speakers	0% (0)	100% (5)	0% (0)		5
Reviving the Journal Club	60% (3)	20% (1)	20% (1)		5
Presenting tech tools for research and evaluation	60% (3)	20% (1)	20% (1)		5
Number of Respondents					5
Number or respondents who skipped this question					0

2. Does the Medical Education Research & Evaluation Group provide you with an opportunity to explore your ideas with colleagues?					
	Yes	No	% of Respondents	Number of Respondents	
Yes	<div><div></div></div>		100.00%	5	
No		<div><div></div></div>	0.00%	0	
Number of respondents					5
Number or respondents who skipped this question					0

3. Do you feel you are learning new things from your participation in the Medical Education Research & Evaluation Group?					
	Yes	No	% of Respondents	Number of Respondents	
Yes	<div><div></div></div>		100.00%	5	
No		<div><div></div></div>	0.00%	0	
Number of respondents					5
Number or respondents who skipped this question					0

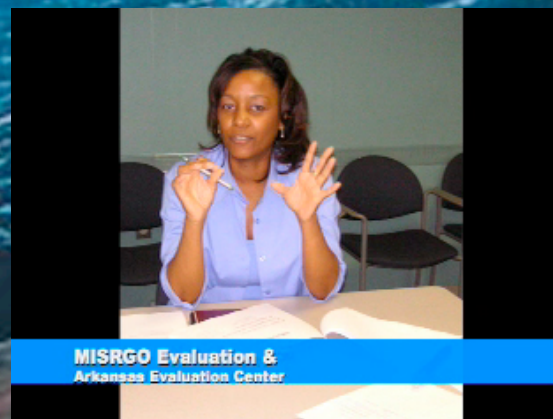
4. Do you plan on presenting something about your work or a related medical education topic within the next 6 months?					
	Yes	No	% of Respondents	Number of Respondents	
Yes	<div><div></div></div>		100.00%	5	
No		<div><div></div></div>	0.00%	0	
Number of respondents					5
Number or respondents who skipped this question					0

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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
Mr. Linda Delaney
July 25, 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](#)

TOBACCO PREVENTION EVALUATION (MISRGO)

FRIDAY, AUGUST 17, 2007

MISRGO EVALUATION PLAN - 2007-2008



MISRGO Evaluation Plan 2007-2008

\$64,756,168 Excess Medical Costs Saved

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](#)

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 Docs BETA

enthusiasm for being a med student Autosaved at Sep 20, 2007 8:37:42 AM

File Edit Sort Formulas Revisions

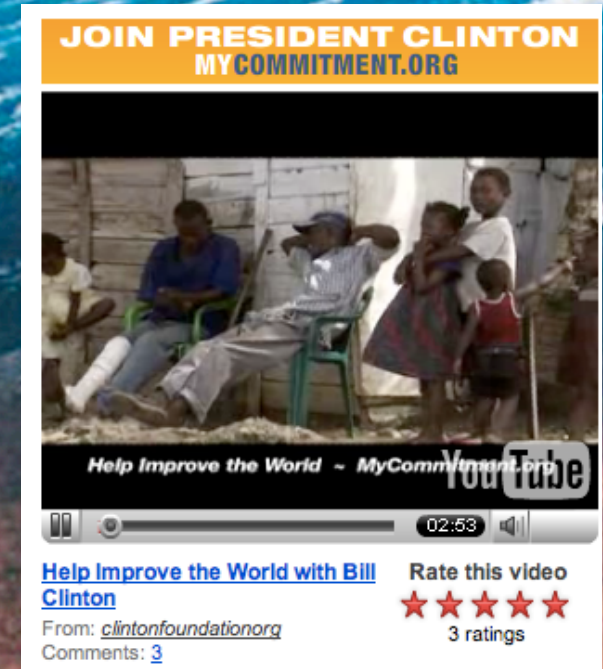
Format B I U Abc F T T Align

	A	B	C	D
1		Course this quarter increased my enthusiasm for being a medical student		
2		strongly agree	neutral	strongly disagree
3	Q1 04-05	67	23	10
4	Q2 04-05	65	28	7
5	Q3 04-05	75	16	8
6	Q4 04-05	67	19	14



Extra Web-Treats

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



Videoconferencing

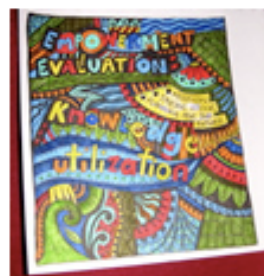
1. iChat
2. iVisit



Google Empowerment Evaluation Web Page & Blog

COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION

AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP



[Blog](#)



[Books & Publications](#)



[Controversy](#)



[Guides](#)



[Tech Tools](#)

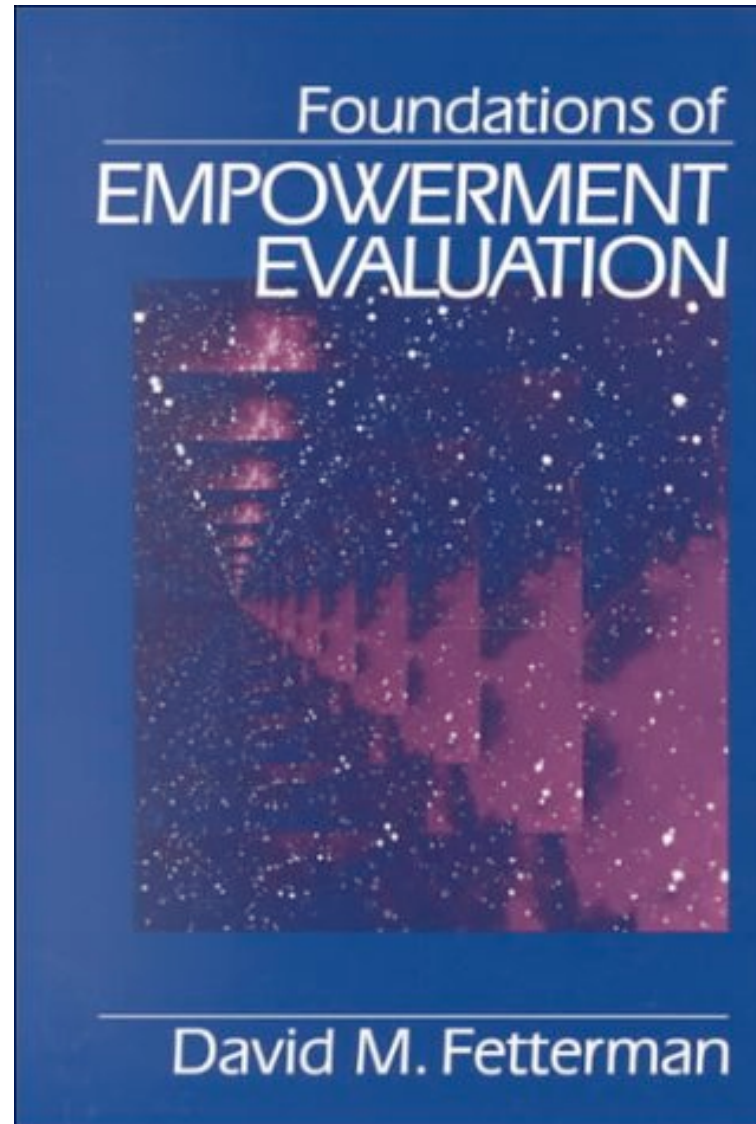


[Videos](#)

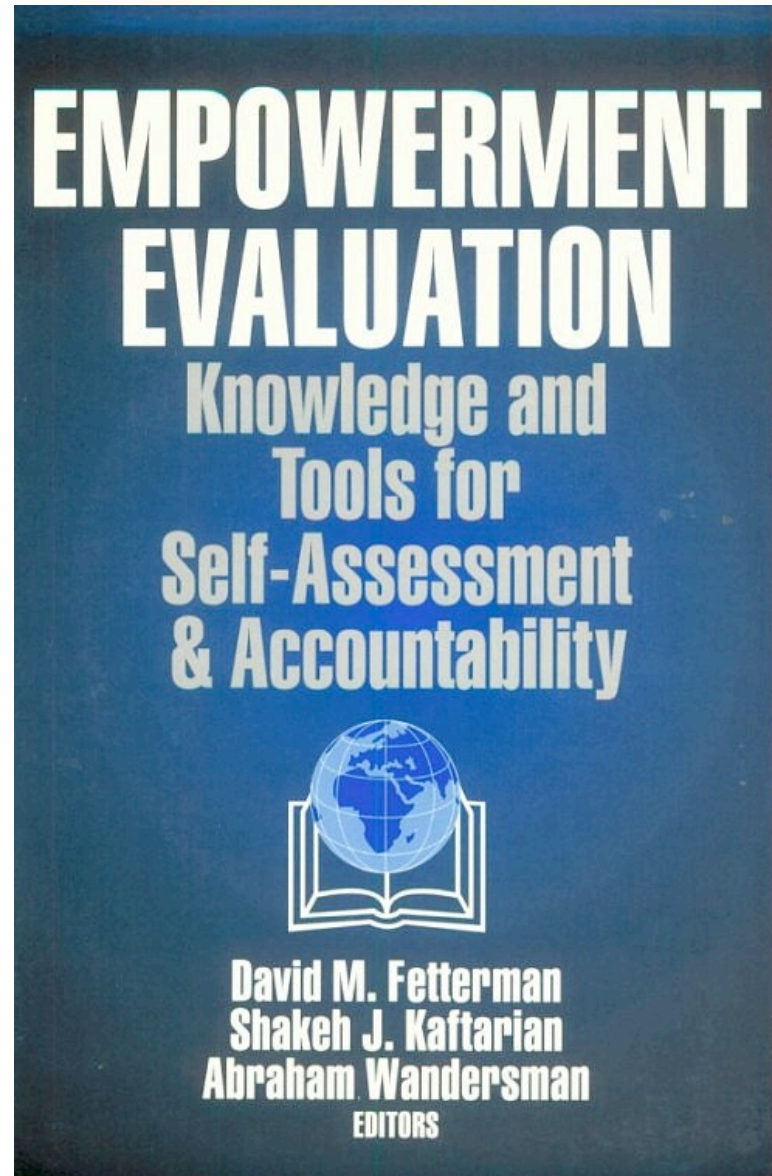
Summary: Tech Tools

Tech Tools	Features	Contributions
Skype	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	Shared Experience	Celebrates & Extends the Community

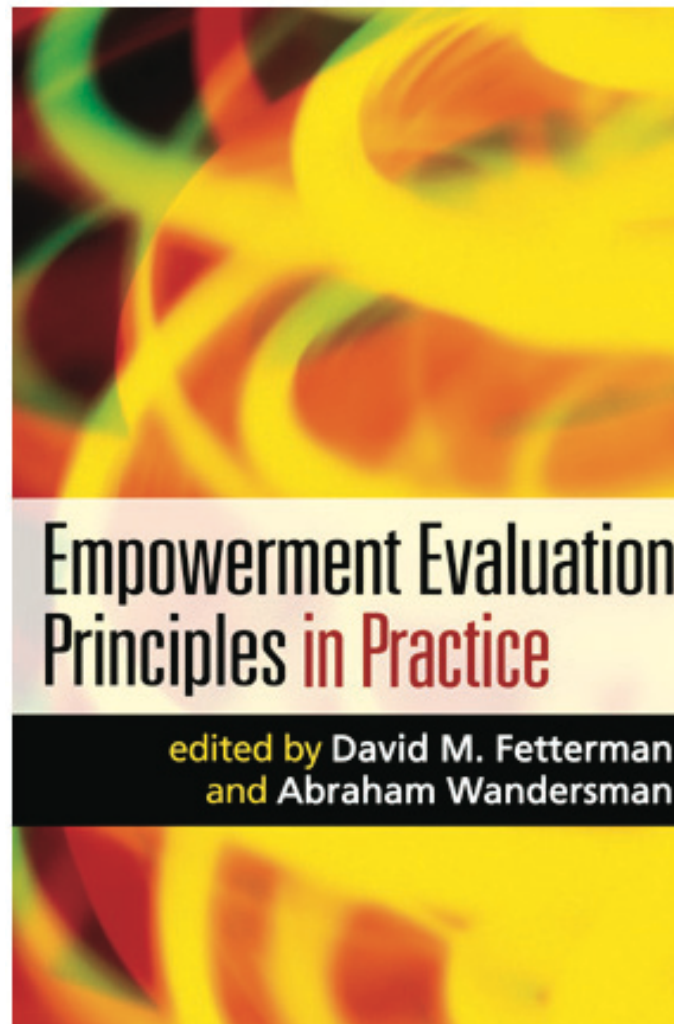
Empowerment References



Empowerment References



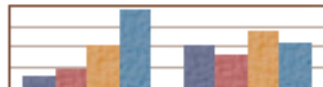
Empowerment References



Fetterman & Associates

Dr. David Fetterman
Stanford University

(650) 269-5689
davidf@stanford.edu



Fetterman & Associates



Dr. David M. Fetterman
School of Medicine
Stanford University

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).

(continued)

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*.