



STANFORD

SCHOOL OF MEDICINE

Stanford University Medical Center

Empowerment Evaluation: Principles in Practice

Stanford University

**Environmental Education Evaluation Learning Community
East Bay Community Foundation**

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

March 15, 2007

The Basics of Evaluation

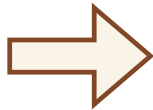
- Definitions:
 - Merit and Worth and/or Improvement
- Purposes: Development, Accountability, and Knowledge
- Lens: Who is in Charge or Control?

Logic of Evaluation

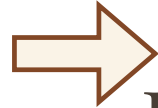
- Goal or Purpose (specific to the program)
- Baseline - where are things before the intervention
- Program or Intervention
- Measurement (including criteria)
- Process
- Outcomes & Impacts

Flow of Activities

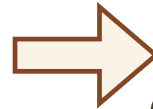
Goals



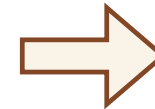
Baseline



Program (intervention processes)



Outcomes



Impacts

Short-term

(steps to help you reach your destination)

- Intermediate Objectives
- Intermediate Outcomes
- Benchmarks

Improve, Refine, or Pass Judgment

- Formative
 - Feedback to Improve
- Summative
 - Fund or Terminate

Types of Evaluation

- External
 - Compliance
 - Independent Judgment
- Internal
 - Engage Participants (process use)
 - Participatory, Collaborative & Empowerment

Designs & Methods

- Experimental Design (treatment-control)
- Ethnographic (descriptive)
- Survey (pre and post-test)
- Interviews & Focus Groups

Empowerment Evaluation

- Settings: schools, universities, community-based programs, government agencies/offices, businesses, hospitals, religious institutions, youth groups
- People: African-Americans, Latinos, Maori, Native Americans, Pacific-Islanders, Whites



Empowerment Evaluation

- California Arts Council (planned happenstance)
- \$15 Million Hewlett-Packard Digital Village
- Community-wide Initiatives (OEPA)
- Accreditation - Higher Education
- Arkansas School Districts
- Arkansas Anti-tobacco Campaign

California Arts Council

The screenshot displays the California Arts Council website. At the top left is the logo, a red square with 'Arts' in white and 'CAC' in red. To its right is a banner with the text 'California Arts Council' in a white script font over a background image of a person in a white costume. Below the banner is a navigation bar with 'ARTS IN EDUCATION' in a colorful, mosaic-like font and a search box. The main content area is titled 'Arts Education Feature' and features the 'MOSAICS Project' section. This section includes a paragraph about the project's goal, a quote from Crystal Olson, and a video player for a 'Mosaics Project' video. A sidebar on the left contains navigation links under categories like 'About the CAC', 'Programs', 'News & Calendar', 'Weekly Update', and 'Opportunities'.

Navigation

About the CAC
Mission
Contact Information
Staff Directory
Council Members

Programs
NEW Arts in Education
Descriptions / Applications
Program Deadlines
Program Grantees
FAQ

News & Calendar
News
Press Releases
CAC Calendar
Workshops & Conferences

Weekly Update
Current Weekly Update
Subscribe
Un-Subscribe
Change Your Update Info
Help & FAQ

Opportunities
CAC Employment
CA Art Job Board
Post a Job
Funding Sources
Opportunity FAQ

Arts Education Feature

MOSAICS Project

Exposure to the arts molds a better student. That's the theory behind the MOSAICS Project, a Sac State program that aims to improve student performance by emphasizing instruction in the visual and performing arts.

"We want to demonstrate the power of the arts in the classroom. We intend to show that there is a very strong correlation between instruction that integrates the arts across the curriculum and improvement in student achievement," says Crystal Olson, MOSAICS Project Coordinator and a lecturer in teacher education. "We want to bring balance into classrooms and resist emphasizing high test scores to the exclusion of everything else."

Buoyed by a \$135,000 California Arts Council grant, the MOSAICS Project, which stands for Measurable Outcomes for K-12 Student Achievement through Arts in Communities and Schools, is designed to give classroom teachers experience in providing arts experiences for students. It's training that will come in handy now that the California State Board of Education has adopted state content standards that put the visual and performing arts on the same level as other content areas.

Mosaics Project

click for video

You must have [Apple Quicktime Player](#) or [Windows Media Player](#) installed on your computer to view the video. [Click](#)

\$5 Million Hewlett Foundation (OEPA)



Empowerment Evaluation: Additional Projects

- Projects: Hebrew Union College, Women's Technology Cluster
- Foundations: Marin Community Foundation, Blank Foundation, Knight Foundation
- Countries: Brazil, Finland, Japan, United Kingdom, United States

Contrasts & Conflicts

	Traditional	Empowerment
△	External	Internal
△	Expert	Coach or Critical Friend
△	Dependency	Self-determination & Capacity Building
△	Independent Judgment	Collaboration

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.

Concepts

- Critical friend
- Culture of evidence
- Community of learners
- Cycles of reflection and action - **compare theory (or what we want to happen) with reality**

Aligning Theories of Action and Use

theory of action

theory of use

espoused

observed behavior



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	Averag
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
2. Community Ownership
3. Inclusion
4. Democratic Participation
5. Social Justice

Empowerment Evaluation Principles

6. Community Knowledge
7. Evidence-based Strategies
8. Capacity Building
9. Organizational Learning
10. Accountability

No. 10 Accountability

- Outcomes or Results
- Arkansas and Hewlett-Packard Examples
 - Reduction in the Number at or Below the 25th percentile
 - Digital Village - largest wireless system in the US (videoconference with Stanford)

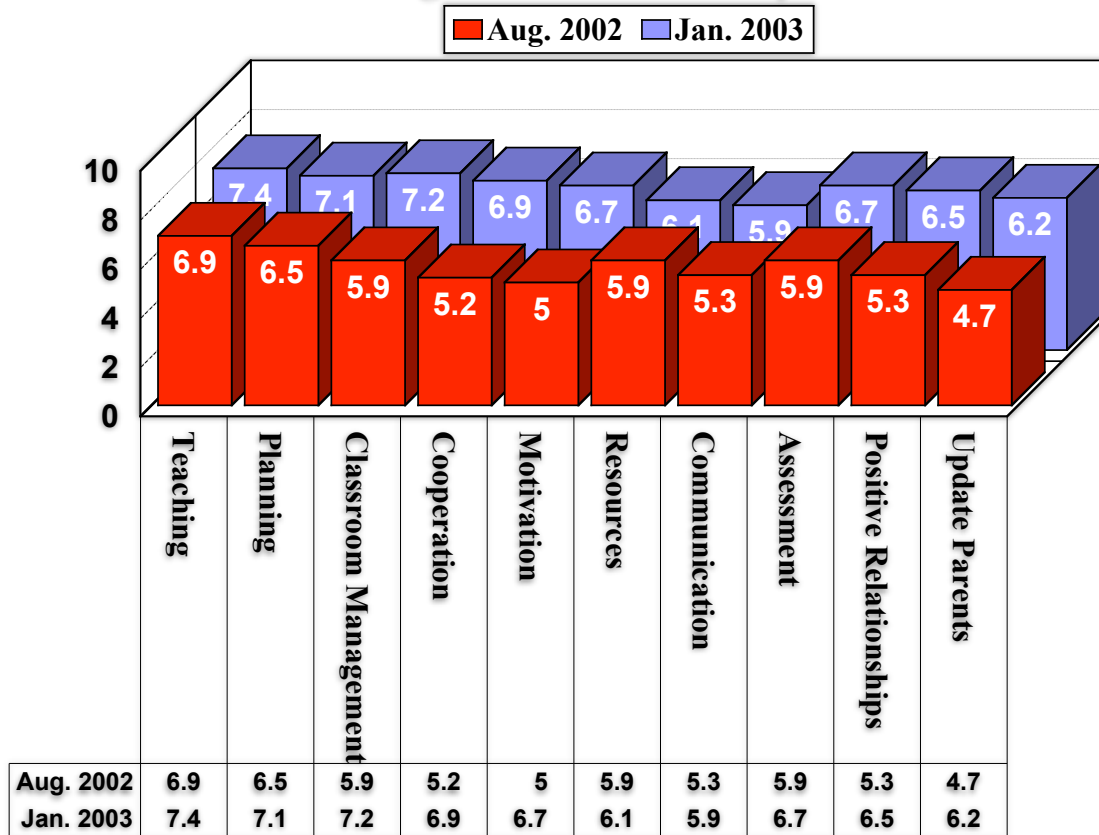


Arkansas Department of Education

- 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

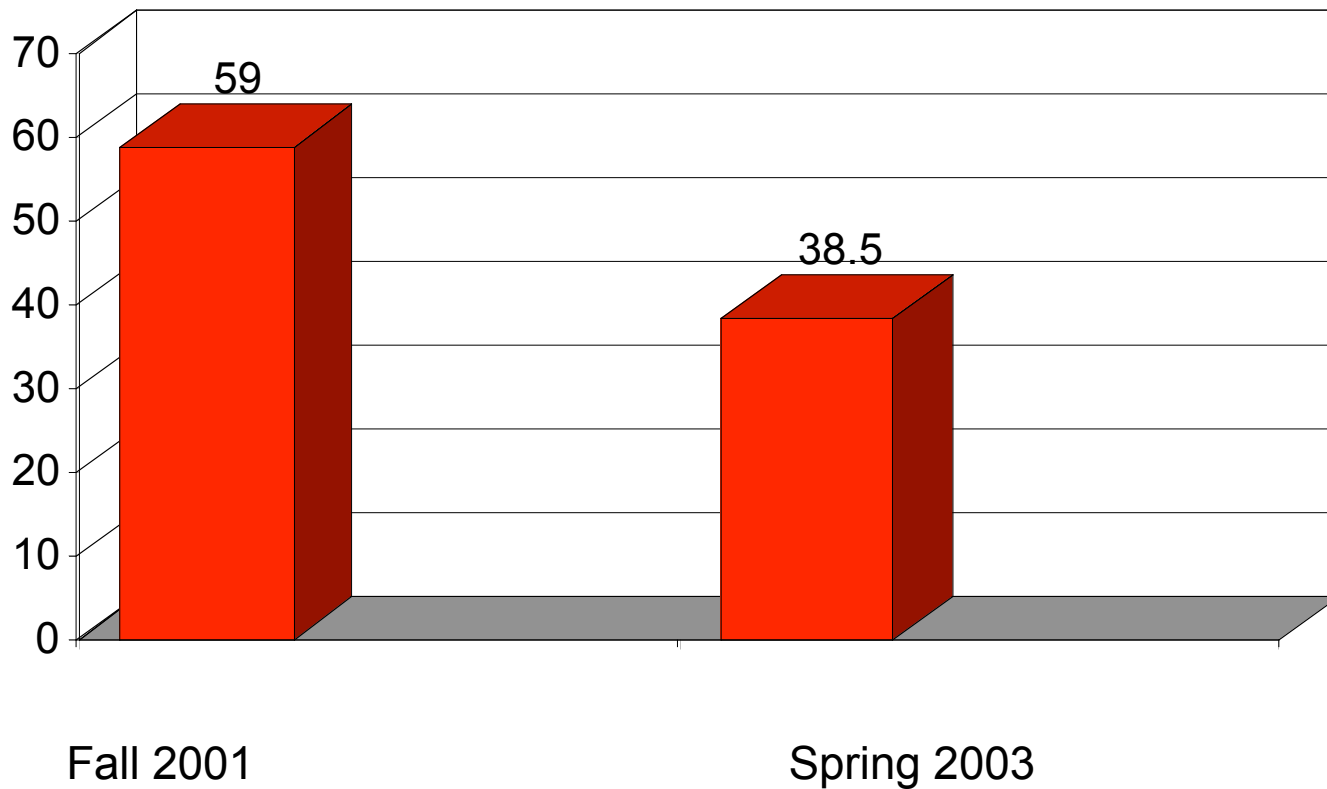
**Alzheimer Comparison
August 2002 to January 2003**



Test Scores

Elaine School District

Percent of Students at or below the 25th percentile



\$15 Million Hewlett-Packard Digital Village

- A second outcome is drawn from 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)

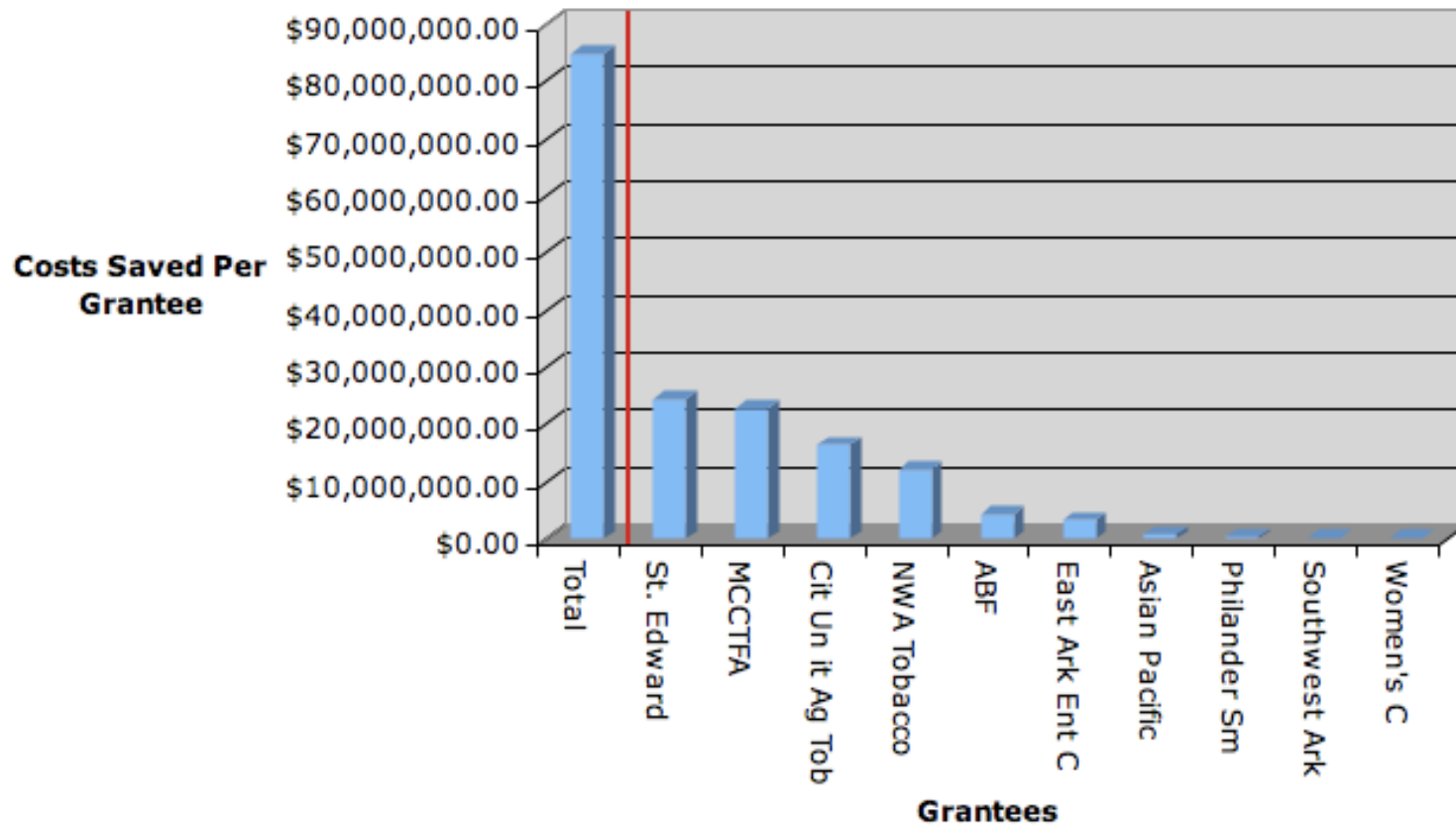


Arkansas: Tobacco Prevention

- The third outcome involves a reduction in 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 - **saving the State over \$84 million in excess medical costs.**

Prevention: ROI

\$84,756,168 Excess Medical Costs Saved



\$84 Million Saved

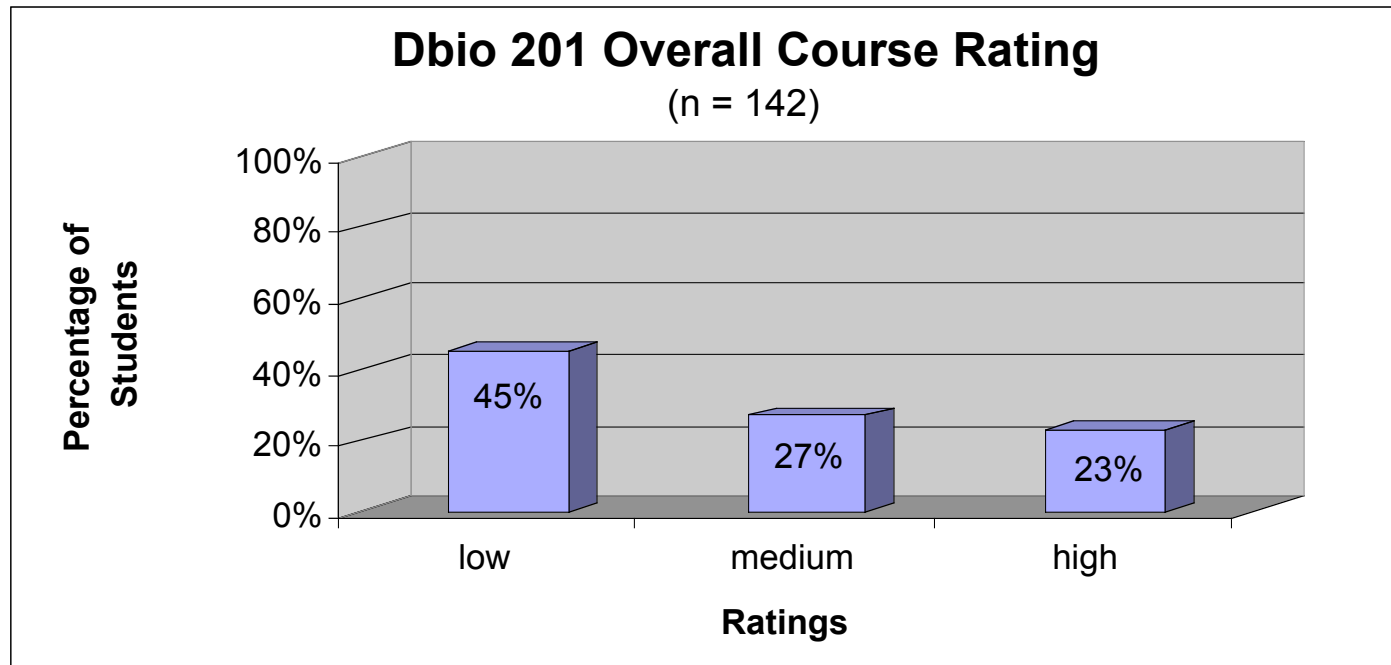
Evaluation Monitoring System July 2006

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		

School of Medicine Stanford University

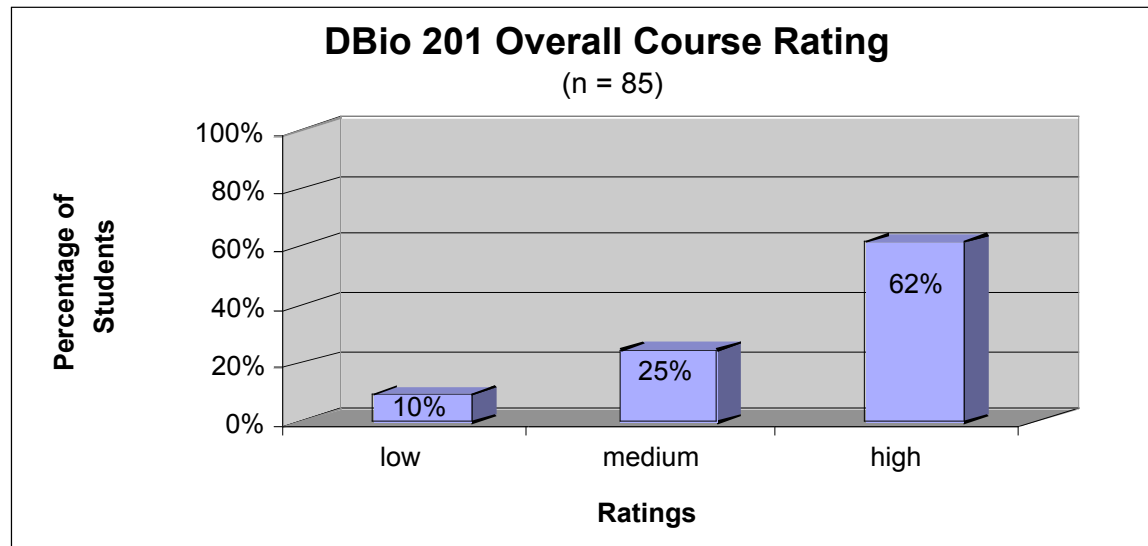
- a fourth outcome example
focuses on curricular
transformations
- discovering governance issues
that were impeding their
progress
 - the “elephant in the room”

Before Evaluation Feedback



45% low and 23% high

After Processing Evaluation Feedback



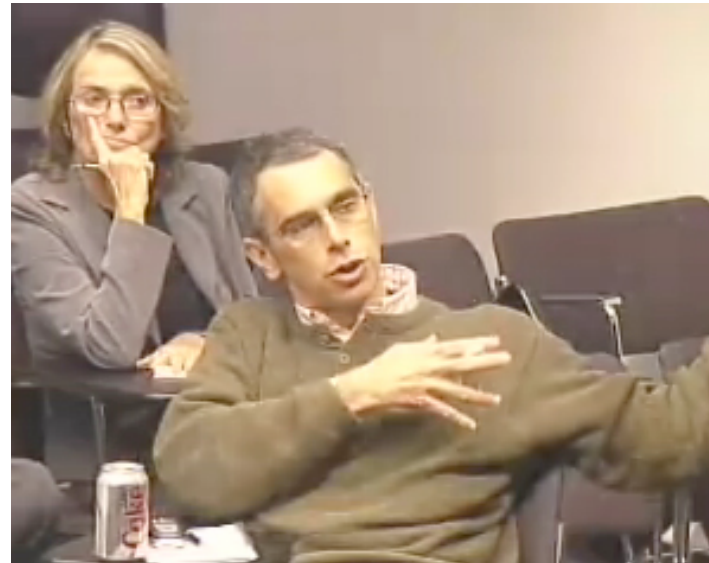
10% low and 62% high

Dialogue



Sustainability
Requirements
Communication
“Dean’s Letter”

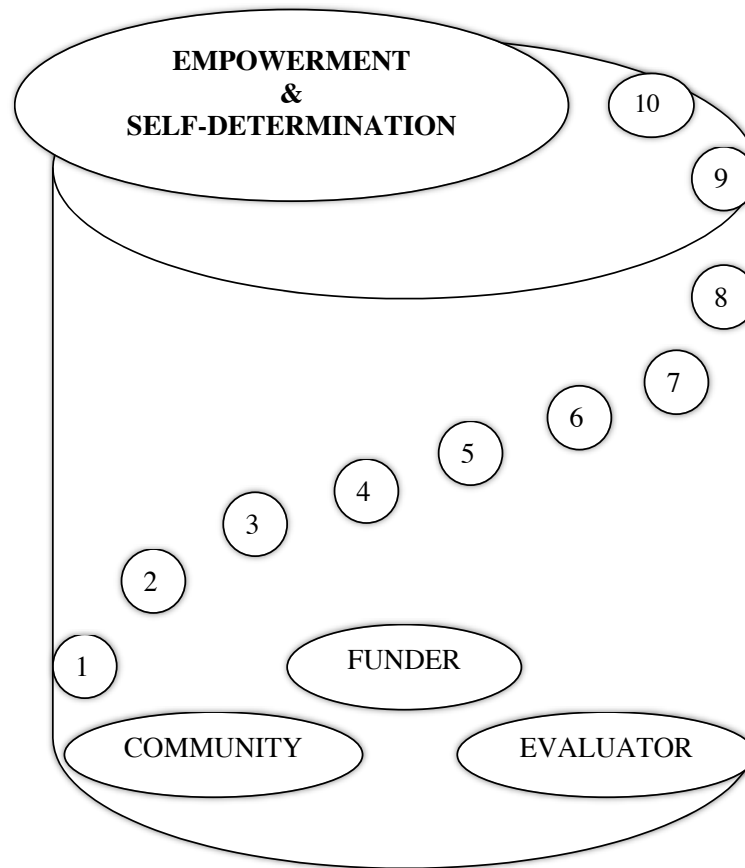
“Elephant in the Room”
Governance



Tripartite Partnership

- Community
- Evaluator
- Donor


Visualize the Fluid Capacity of EE



Technology to Facilitate Evaluation

- Online Survey Software
- Digital Photography and Digital Video
- Filesharing - Yahoo Briefcase and iDisk
- Virtual Conference Space
- Videoconferencing on the Internet
- Web Broadcasting - Yahoo Webcam

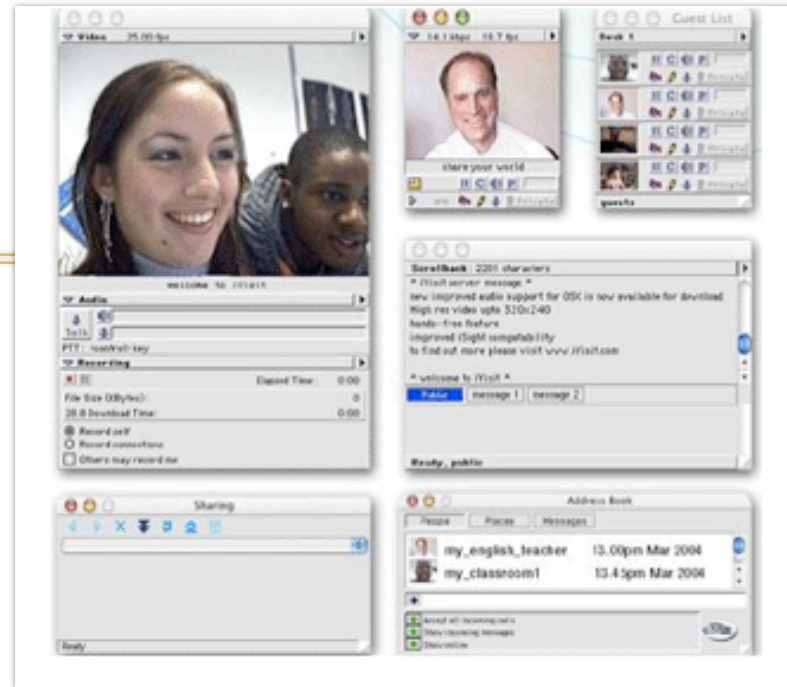
Online Survey

16. Would you send your reporters (and other news staff members) to future Western Knight Center conference training activities?		Number of Responses	Response Ratio
Yes		33	97%
No		1	3%
Total		34	100%

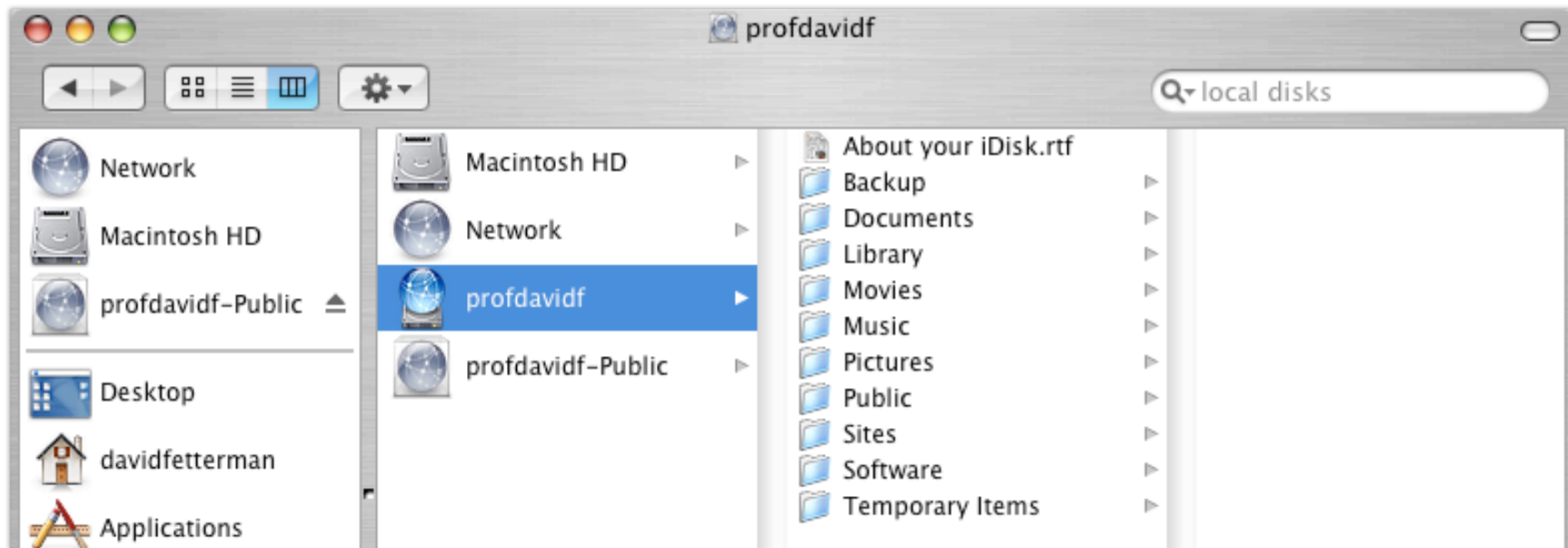
Digital Photography



Videoconferencing



Filesharing

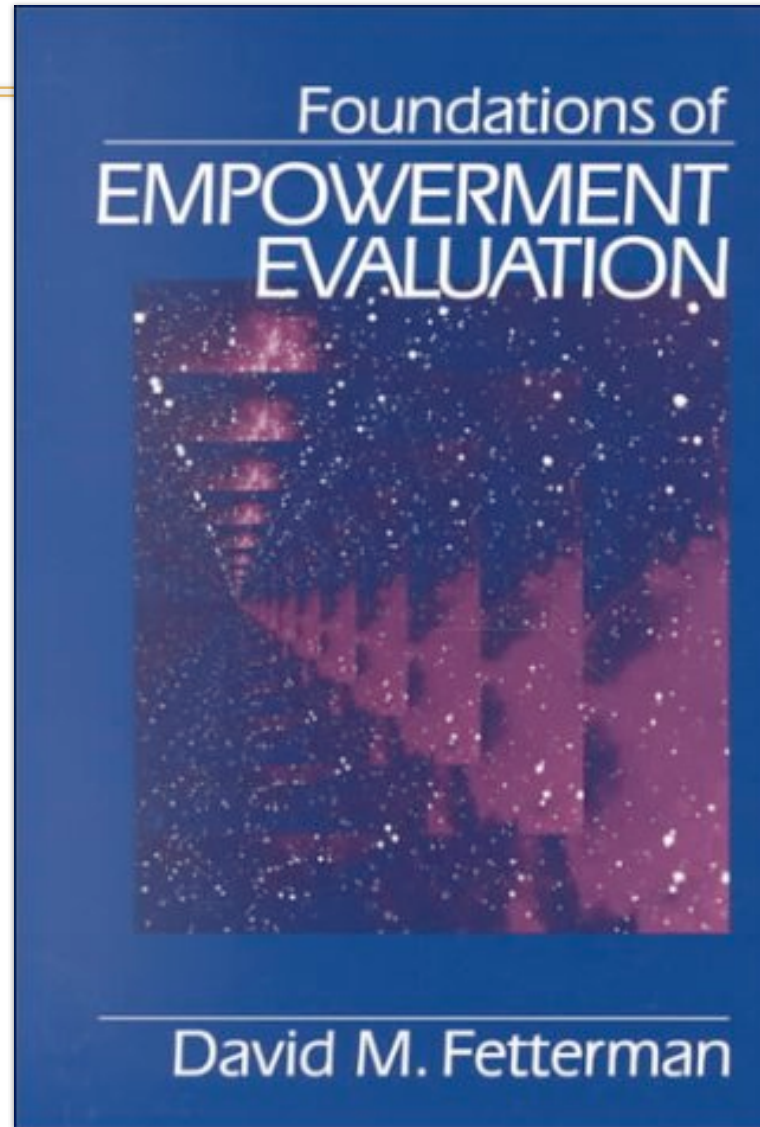


Summary

Focus on Improvement

- Mission
Values and focus
- Taking Stock
Baseline
- Plans for the Future
Intervention
- Interim Measures - Feedback Loop
- 2nd Data Point - Group & Organizational Learning

Empowerment References



Empowerment References

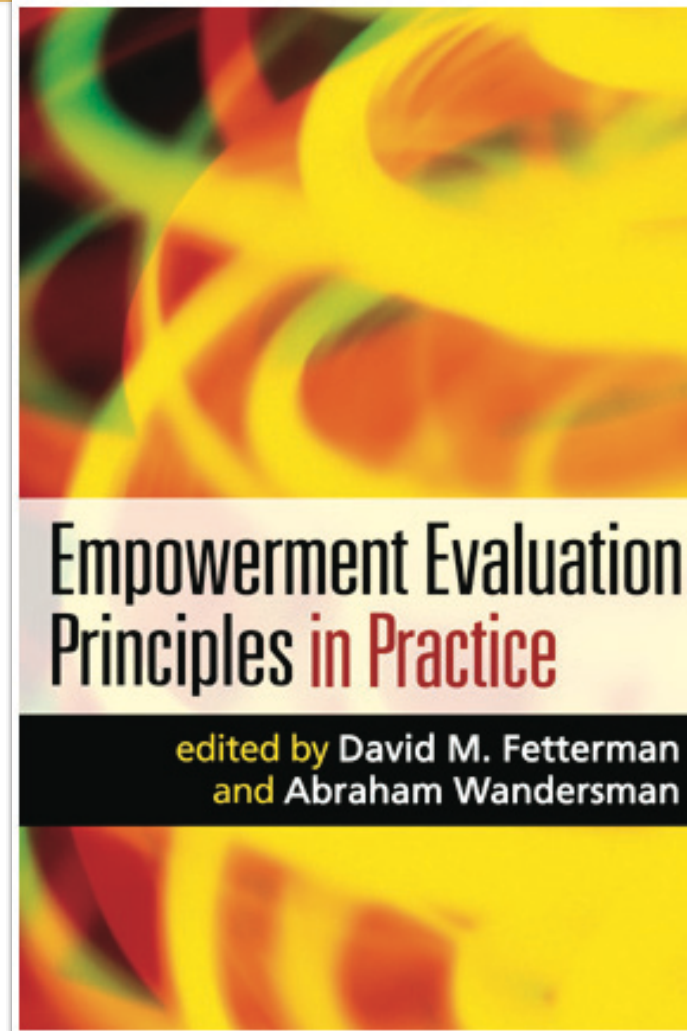
EMPOWERMENT EVALUATION

Knowledge and
Tools for
Self-Assessment
& Accountability



David M. Fetterman
Shakeh J. Kaftarian
Abraham Wandersman
EDITORS

Empowerment References



Empowerment Evaluation References

- Fetterman, D.M. & Wandersman, A. (2004). *Empowerment Evaluation Principles in Practice*. New York: Guilford Publications.
- Fetterman, D.M. (2001). *Foundations of Empowerment Evaluation*. Thousand Oaks, CA: Sage.
- Fetterman, D.M., Kaftarian, S., and Wandersman, A. (1996). *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*. Thousand Oaks, CA: Sage.

Blog & Web Page

Google: Empowerment Evaluation or David Fetterman

Empowerment Evaluation

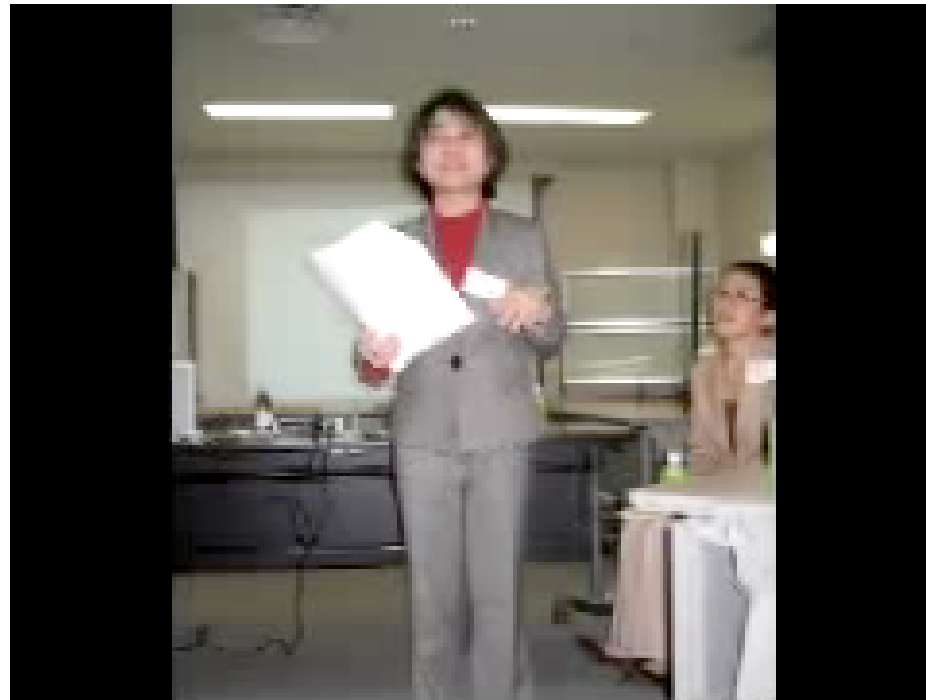
Welcome to the Empowerment Evaluation Blog. This is a place for exchanges and discussions about empowerment evaluation practice, theory, and current debates in the literature. You are encouraged to participate and engage in dialogue. Select the "Blog This!" phrase on the menu at the top of the screen to your messages. Please contact Dr. David Fetterman, Director of Evaluation in the School of Medicine at Stanford University, if you have any questions or concerns at profdavidf@yahoo.com.

Free Empowerment Evaluation Tools	Skype Free Telephone	Jajah Free Telephone	iVisit Videoconference	Writely Collaborative Writing	Google Spreadsheet contact Dr. Fetterman
					

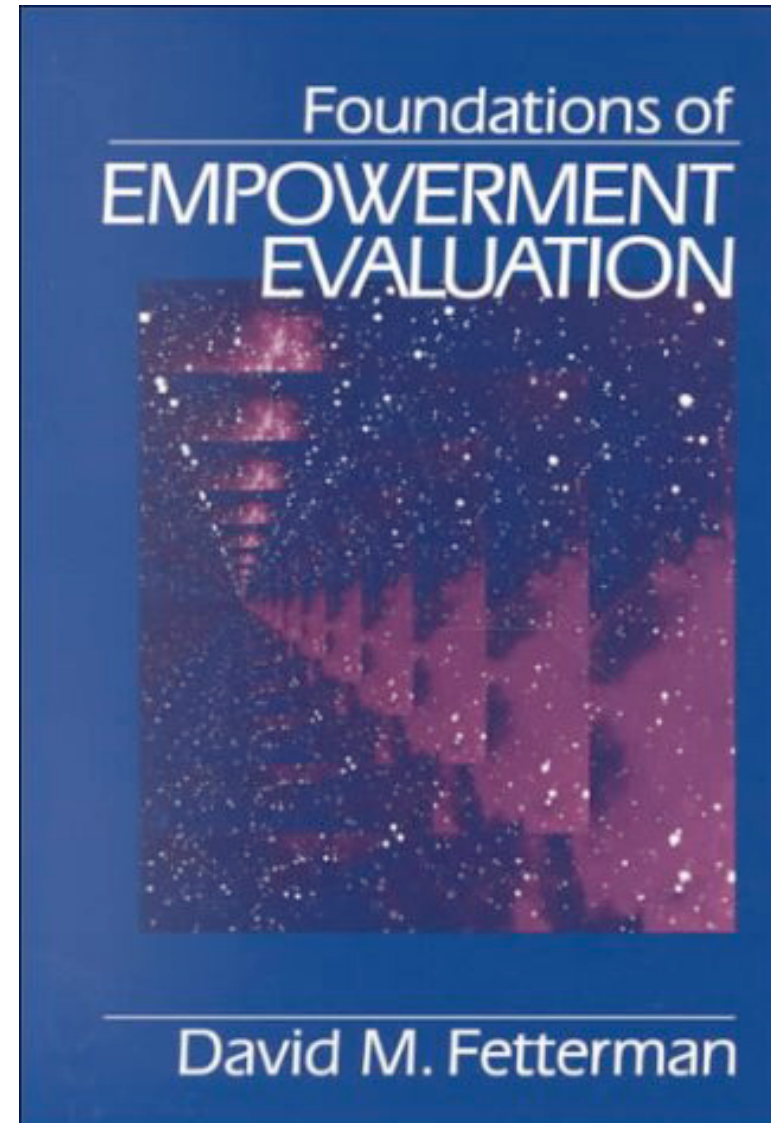
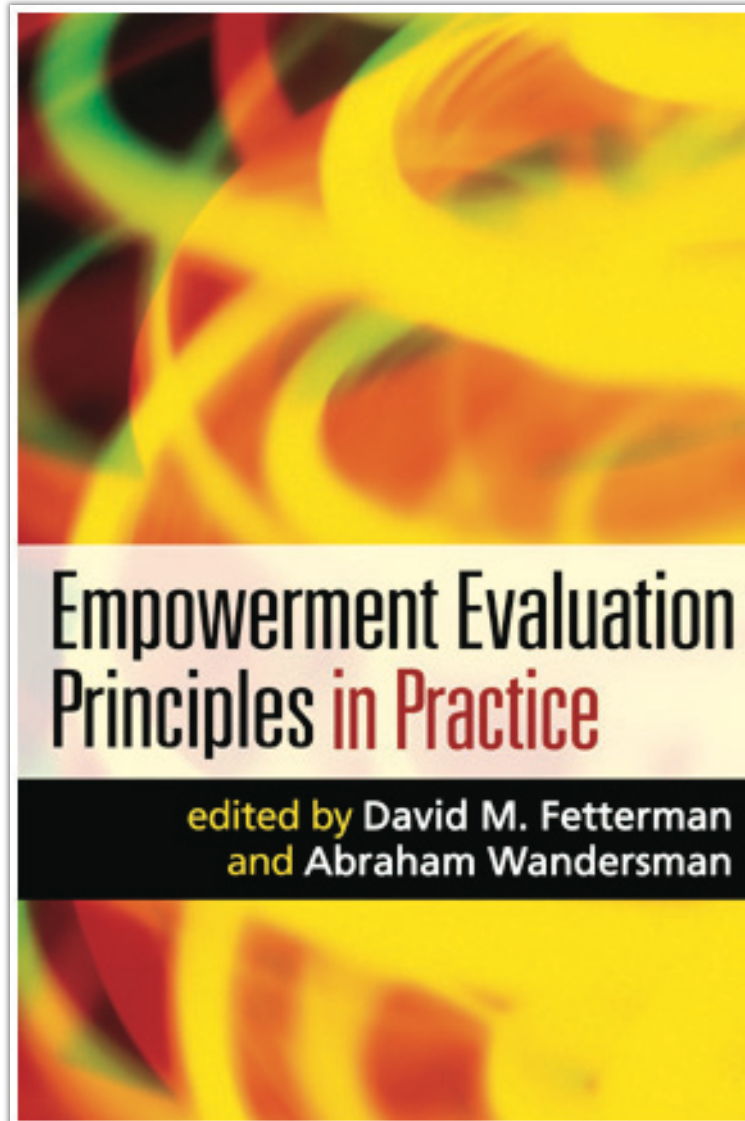
Empowerment Evaluation Web Page

- Charter members
- Newsletters
- Free software and web links to conduct self-assessment
- Book reviews - <http://homepage.mac.com/profdavidf/bookreviews.htm>
- URL
www.stanford.edu/~davidf/empowermentevaluation.html
- www.homepage.mac.com/profdavidf

Empowerment Evaluation Tokyo, Japan



References



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David M. Fetterman is the Director of Evaluation in the School of Medicine and a Distinguished Visiting Professor of Anthropology at San Jose State University. He is also the Chair of the School of Medicine's Evaluation of Program Effectiveness accreditation subcommittee at Stanford University. Formerly, he was the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. For the last 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.

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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 three year 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*. The center is in operation and Fetterman is a member of the Center's Consultant Bank, currently advising the National Research Center on the Gifted and Talented. Fetterman is 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 7 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 recently 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*.