Empowerment Evaluation

Its Promise (Fetterman) and Pitfalls (Scriven & Patton)

School of Behavioral and Organizational Sciences
Claremont Graduate School

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The Faces of Empowerment Evaluation

Native Aspirations - Susie Amundson

Arkansas - Linda Delaney
RAND - Matt Chinman
Ethiopia - Yibeltal Kifle
Brazil - Thereza Penne Firme

More Faces of Empowerment Evaluation

Iran - Mohamid Hasan Mohageqmooin
Abraham Wandersman
Arkansas - MSRGO

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.

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

<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 Beyond</td>
<td>Enhances Sustainability</td>
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</table>

External & Internal are Not Mutually Exclusive
Underlying Theories of Empowerment Evaluation

Theory Number One

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

→ Knowledge Utilization

Aligning Theories of Action and Use

Theories Number Two and Three

- Theory of action
- Theory of use

espoused
observed behavior

Key Empowerment Evaluation Concepts

Reflective Practitioners
Community of Learners
Cycles of Reflection & Action
Culture of Evidence
Critical Friend
Evidence

Coaching
Empowerment Evaluation
3 Steps

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

Taking Stock
Part I
- List activities
- Prioritize (dots)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Prioritization with Dots</th>
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<tbody>
<tr>
<td>Communication</td>
<td>☄️ ☄️ ☄️ ☄️ ☄️</td>
</tr>
<tr>
<td>Product Development</td>
<td>☄️ ☄️ ☄️ ☄️ ☄️ ☄️</td>
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<tr>
<td>Fundraising</td>
<td>☄️ ☄️ ☄️</td>
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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>
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<td>Communication</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Teaching</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>6</td>
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<tr>
<td>Funding</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Prod. Develop</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>4.33</td>
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<tr>
<td>Average</td>
<td>3.25</td>
<td>5.25</td>
<td>4.25</td>
<td>4.25</td>
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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

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<tbody>
<tr>
<td>1. Improvement</td>
<td>6. Community Knowledge</td>
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<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>
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<tr>
<td>5. Social Justice</td>
<td>10. Accountability</td>
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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
Gains

Altheimer Comparison
August 2002 to January 2003

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Teaching
Planning
Classroom Management
Cooperation
Motivation
Resources
Communication
Assessment
Positive Relationships
Update Parents

Test Scores

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

Fall 2001: 59%
Spring 2003: 38.5%

Tribal Digital Village
Largest Wireless System in the Country
Stanford School of Medicine

p=0.04
STEP I
PGY-I

Dialogue
Accreditation

Arkansas Tobacco Prevention: ROI

Visual Alert System

Quiltine Promotion

Does grantee have Quiltine Promotion?

Top 5 Activities Used by Grantees

Least Used Activities by Grantees
Building Evaluation Capacity

Empirical Evidence & Meta-evaluation

- Getting to Outcomes - quasi-experimental design - builds individual capacity and program performance (Chinman, et al 2008)
- Sexual Assault and Rape Prevention Programs - helping 90% of the prevention programs (Campbell, et al 2004)
- Stanford School of Medicine - course ratings improved p=0.04 (Fetterman, Deitz, and Gesundheit, in press)
- National School Breakfast Program - (Miller and Lennie, 2005)

Technological Tools of the Trade: A Metaphor

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

Align Tools with the Principles of Empowerment Evaluation

Google Collaborative Site
Selected References


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 Postgrados, 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.

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.

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.

He has also served as the program chair for each of these organizations.

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

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

David has also worked on the state, national, and international level in the field of gifted and talented education. He created and organized the first and second Gifted and Talented Education Conference at Stanford University. David received one of the 1990 Mensa Education and Research Foundation Awards for Excellence. Mensa Education and Research Foundation encourages research into the nature, characteristics, and uses of intelligence. The award was made for Fetterman’s book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* and articles on gifted and talented education in *Educational Evaluation and Policy Analysis* and *Gifted Education International*.

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

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.