



# MISRGO Empowerment Evaluation Workshop

## 3rd Quarter Actual Performance/Benchmarks: Evaluation Dashboards

**Fetterman & Associates**  
**Dr. David M. Fetterman**  
**Dr. Beverly Tremain**  
**Ms. Linda Delaney**

[FettermanAssociates@gmail.com](mailto:FettermanAssociates@gmail.com)

Pine Bluff, Arkansas - April 11, 2012

# Introduction: Overview

- Resource/Research Updates
- Infographics - Pictorial Story

## Exercise I

- Dashboard
- Closing the Gap - Actual Performance, Benchmarks & Goals

- What Works
- What Does Not Work
- Empowerment Evaluation
- Making Bar Graphs
- Infographics - Pictorial Story

## Exercise II

- Social Media Tools

# Grantee Organization Name




Infographics - Drawing - Represents Your  
Mission


(without words)



# Resources



UNITED STATES ▾ INTERNATIONAL ▾

enter keywords  Search 

FACTS & ISSUES ▸ TAKE ACTION ▸ WHAT WE DO ▸ WHO WE ARE ▸ MEDIA CENTER

**DONATE** ▸

---

**Facts & Issues**

- Tobacco Overview
- Key Issues
- Fact Sheets
- Toll of Tobacco in the United States
  - Alabama
  - Alaska
  - Arizona
  - Arkansas
  - California
  - Colorado
  - Connecticut
  - Delaware
  - District of Columbia
  - Florida
  - Georgia

## Toll of Tobacco in the United States

### The Toll of Tobacco in Arkansas

Updated Dec. 5, 2012

The Toll of Tobacco In Arkansas	
High school students who smoke	18.2% (28,600)
Male high school students who use smokeless or spit tobacco	20.3% (females use much lower)
Kids (under 18) who become new daily smokers each year	3,700
Kids exposed to secondhand smoke at home	177,000
Packs of cigarettes bought or smoked by kids each year	7.2 million
Adults in Arkansas who smoke*	27.0% (601,400)






*\*Due to changes in CDC's methodology, the 2011 adult smoking rate cannot be compared to adult smoking data from previous years.*

**SPENDING ON TOBACCO PREVENTION**

See how much Arkansas spends on tobacco prevention programs.

**FACT SHEET FINDER [View All](#) ▸**

- Toll of Tobacco in the U.S.A.
- Toll of Tobacco Around the World
- FDA Regulation of Tobacco Products: A Common Sense Law to Protect Kids and Save Lives
- Raising Cigarette Taxes Reduces Smoking, Especially Among Kids (and the Cigarette Companies Know It)
- Smoke-Free Laws Do Not Harm Business at Restaurants and Bars



### Deaths In Arkansas from Smoking

Adults who die each year from their own smoking	<b>4,900</b>
Kids now under 18 and alive in Arkansas who will ultimately die prematurely from smoking	<b>64,000</b>

Smoking kills more people than alcohol, AIDS, car crashes, illegal drugs, murders, and suicides combined — and thousands more die from other tobacco-related causes — such as fires caused by smoking (more than 1,000 deaths/year nationwide) and smokeless tobacco use.

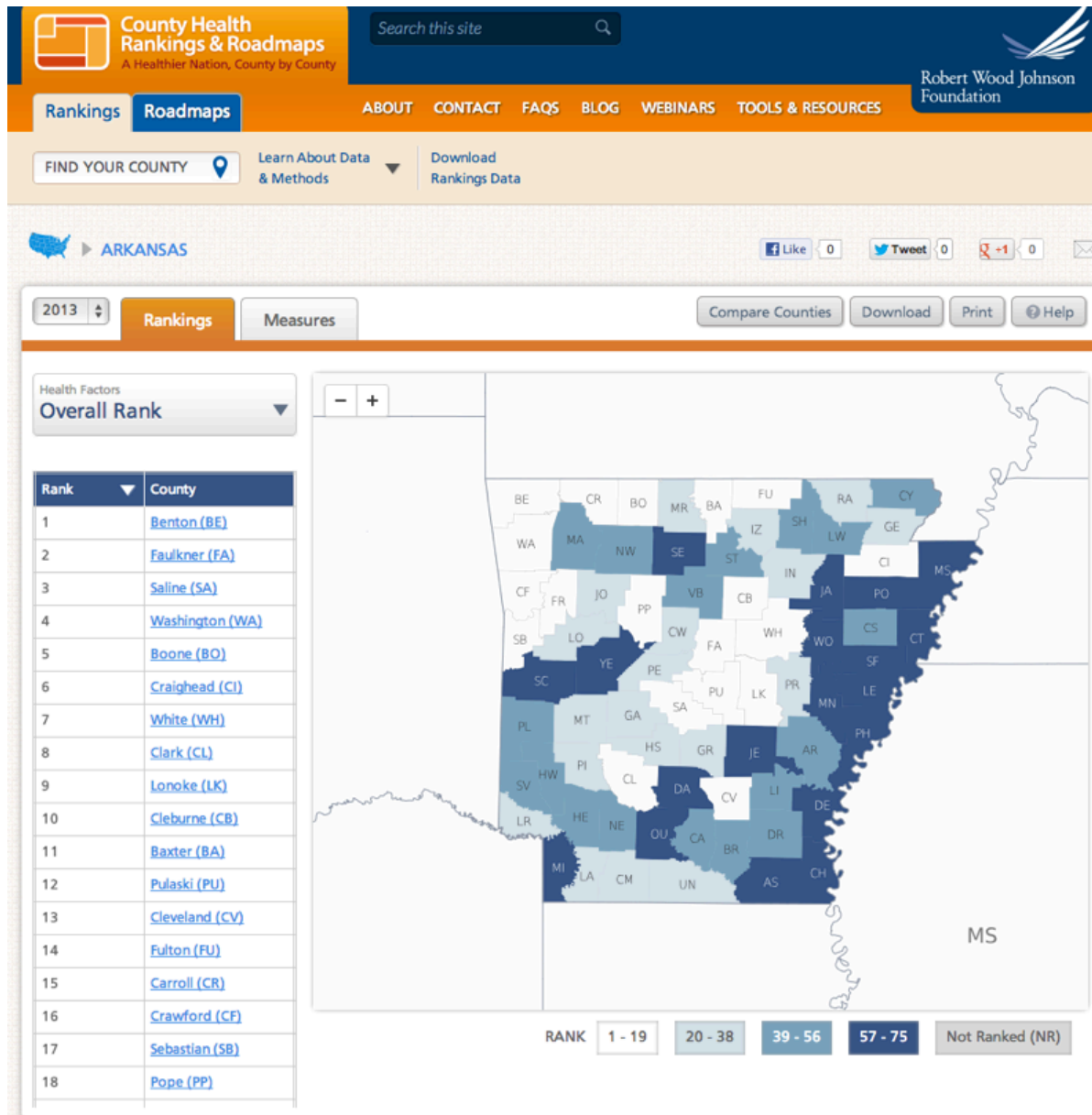
### Smoking-Caused Monetary Costs In Arkansas

Annual health care costs in Arkansas directly caused by smoking	<b>\$812 million</b>
Portion covered by the state Medicaid program	<b>\$242 million</b>
Residents' state & federal tax burden from smoking-caused government expenditures	<b>\$554 per household</b>
Smoking-caused productivity losses in Arkansas	<b>\$1.40 billion</b>

### Tobacco Industry Influence In Arkansas

Annual tobacco industry marketing expenditures nationwide	<b>\$8.5 billion</b>
Estimated portion spent for Arkansas marketing each year	<b>\$98.6 million</b>

# County Health Rankings





2013

Rankings

Measures

Compare Counties

Download

Print

Help

Health Outcomes  
**Overall Rank**

**Phillips (PH)**

County Snapshot

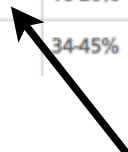
Additional Measures

[BACK TO MAP](#)

Areas to Explore  On  Off

25	<a href="#">Perry (PE)</a>
26	<a href="#">Van Buren (VB)</a>
27	<a href="#">Lincoln (LI)</a>
28	<a href="#">Bradley (BR)</a>
29	<a href="#">Cleveland (CV)</a>
30	<a href="#">Montgomery (MT)</a>
31	<a href="#">Howard (HW)</a>
32	<a href="#">Lawrence (LW)</a>
33	<a href="#">Hempstead (HE)</a>
34	<a href="#">Drew (DR)</a>
35	<a href="#">Calhoun (CA)</a>
36	<a href="#">Marion (MR)</a>
37	<a href="#">Columbia (CM)</a>
38	<a href="#">Garland (GA)</a>
39	<a href="#">Miller (MI)</a>
40	<a href="#">Logan (LO)</a>
41	<a href="#">Grant (GR)</a>

	Phillips County	Error Margin	Arkansas	National Benchmark*	Trend	Rank (of 75)
<b>Health Outcomes</b>						<b>74</b>
<b>Mortality</b>						<b>75</b>
Premature death	14,286	12,493-16,078	9,290	5,317		
<b>Morbidity</b>						<b>67</b>
Poor or fair health	20%	17-25%	19%	10%		
Poor physical health days	4.1	3.2-5.1	4.1	2.6		
Poor mental health days	5.4	4.0-6.8	3.9	2.3		
Low birthweight	13.5%	12.2-14.8%	9.1%	6.0%		
<b>Health Factors</b>						<b>75</b>
<b>Health Behaviors</b>						<b>70</b>
Adult smoking	21%	16-26%	23%	13%		
Adult obesity	39%	34-45%	32%	25%		



**FIND A STATE OR COUNTY**

Enter a state or county

Mississippi County, Arkansas

Browse to...

In Mississippi County, Arkansas, if **5%** more people attended some college and **5%** more had an income higher than twice the federal poverty level we could expect to save **16** lives, prevent **154** cases of diabetes, and eliminate **\$900,000** in diabetes costs every year.

SNAPSHOT

DATA

**COMPARE**

Share this with others



**Comparisons**

Mississippi County,  
Arkansas

Conway County

Benton County

**Education**

Some High School	24%	19%	17%
High School	39%	45%	32%
Some College	26%	24%	26%
College	11%	12%	25%

**Income-to-Poverty Ratio**

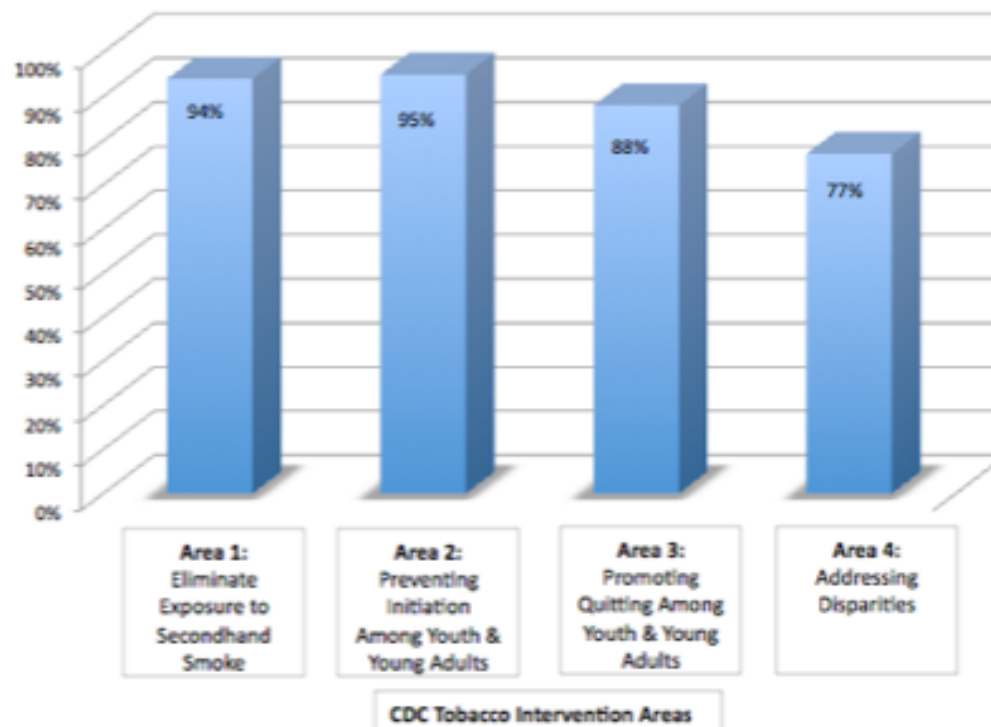
< 50%	12%	9%	5%
50% - 100%	13%	10%	8%
100% - 200%	24%	23%	21%
200% +	51%	58%	66%

**Population**

% White	63%	87%	93%
% Black	36%	12%	2%

# Annual Report 2012: Summary

Percent of Grantees Meeting or Exceeding Annual Goals



# Arkansas: MISRGO Grantee Evaluation Dashboard

- **Goals** (where grantee wants to go at the end of the year)
- **Benchmarks** (points along the way each quarter)
- **Actual or Current Status** (where grantee is now - today)
- **Baseline** (where grantee started before grantee program started)

# Tobacco-Free Environment Program Dashboard

1st Quarter

2nd Quarter

3rd Quarter

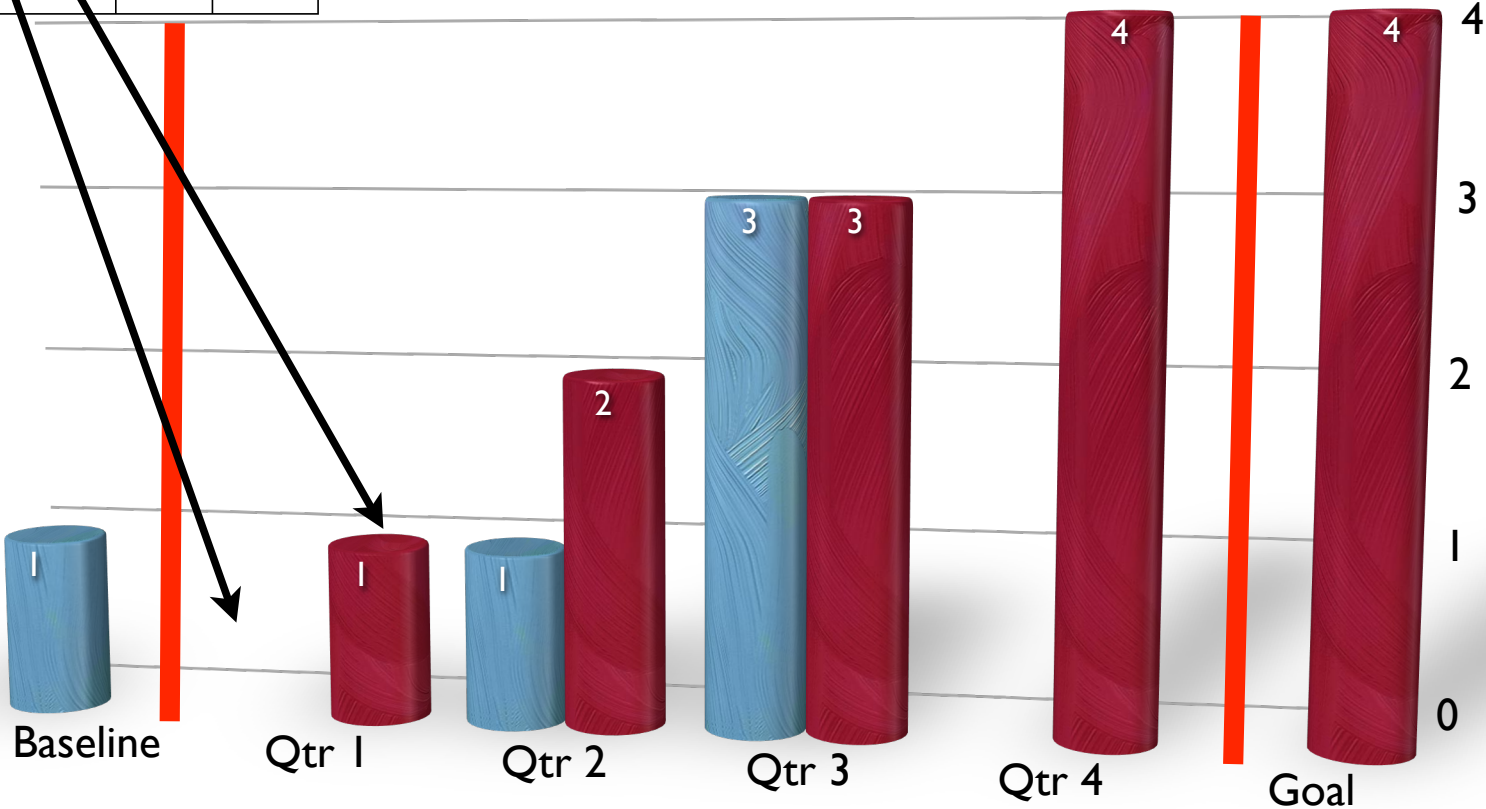
4th Quarter

Actual Performance	0	1	3	
Benchmarks	1	2	3	4
Goals	4	4	4	4
Baseline	1	1	1	1

# 4 Quarter -Tobacco-Free Environment: Baseline, Benchmarks, Actual Performance & Goal

Actual Performance	0	1	3	
Benchmarks	1	2	3	4
Goals	4	4	4	4
Baseline	1		1	1

■ Actual Performance     
 ■ Benchmarks



# Closing the Gap

- What would it take to close the gap between benchmarks and actual performance?

# **What Works: Lesson from the Field (grantee initiated lessons)**

- **Successes - success stories**
- **Obstacles - things that just did not go as planned**

**Your Ideas  
Your Experience**

# CDC Recommended Activities

- creating tobacco free policies in the workplace and homes
- education works - fostering local tobacco free law debates facilitates law enforcement
- use of policy, media, and Quitline works

# Common Reporting Problems

- Use Page Numbers
- Use Headers
- Use Numbers (rather than percentages)
- Make sure the numbers match: text, table, and figure
- Make sure you report **Actual Performance** each quarter
- Make sure you share with evaluator before your deadline so they can help before you submit your report (especially the table and chart)
- Submit your reports on time

# Focus on Activities

- List Your Activities
- Do they contribute to the planned outcome or goal?
- How do you know if they are working?
- What do you do if they are not working?

## Examples

- Submitting a smoke-free park proposal to city council
- Bringing children to city council to testify about smoke and smoke-related litter in parks

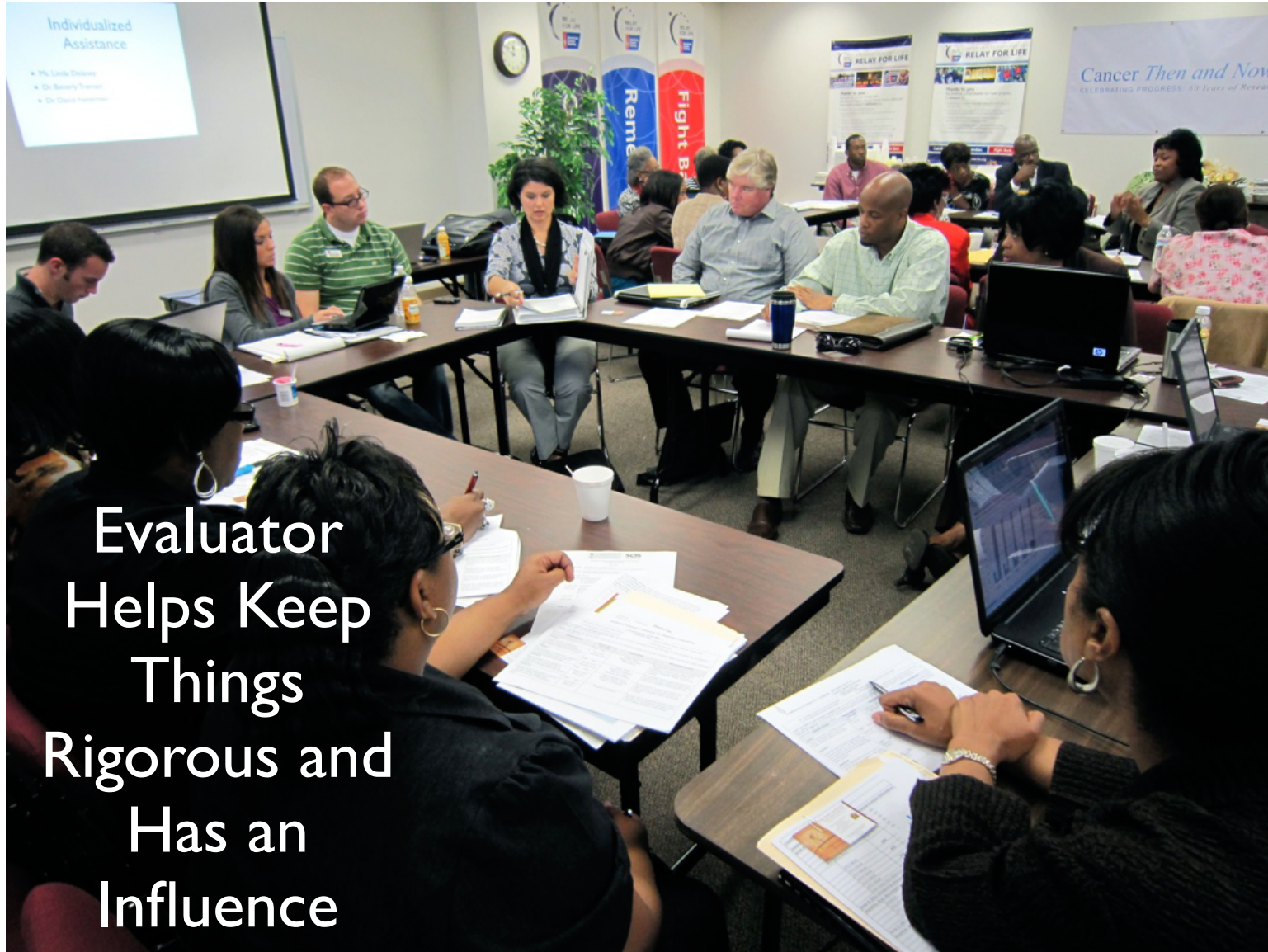
# Empowerment: Self-assessment

- Empowerment Evaluation Exercise (Large Group)
  - Mission
  - “Taking Stock”
    - Prioritizing Key Activities
    - Rating Key Activities
    - Engaging in Dialogue about Ratings
  - Planning for the Future

# Empowerment Evaluation



You are taking charge of your own evaluation with the assistance of an empowerment evaluator.



Evaluator  
Helps Keep  
Things  
Rigorous and  
Has an  
Influence

# Critical Friend



Critical Friend - believes in the type of program but still asks the critical questions to ensure an honest but constructive critique and self-assessment

# 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	<b>4.25</b>

# Planning for the Future

- Goals
- Strategies
- Evidence

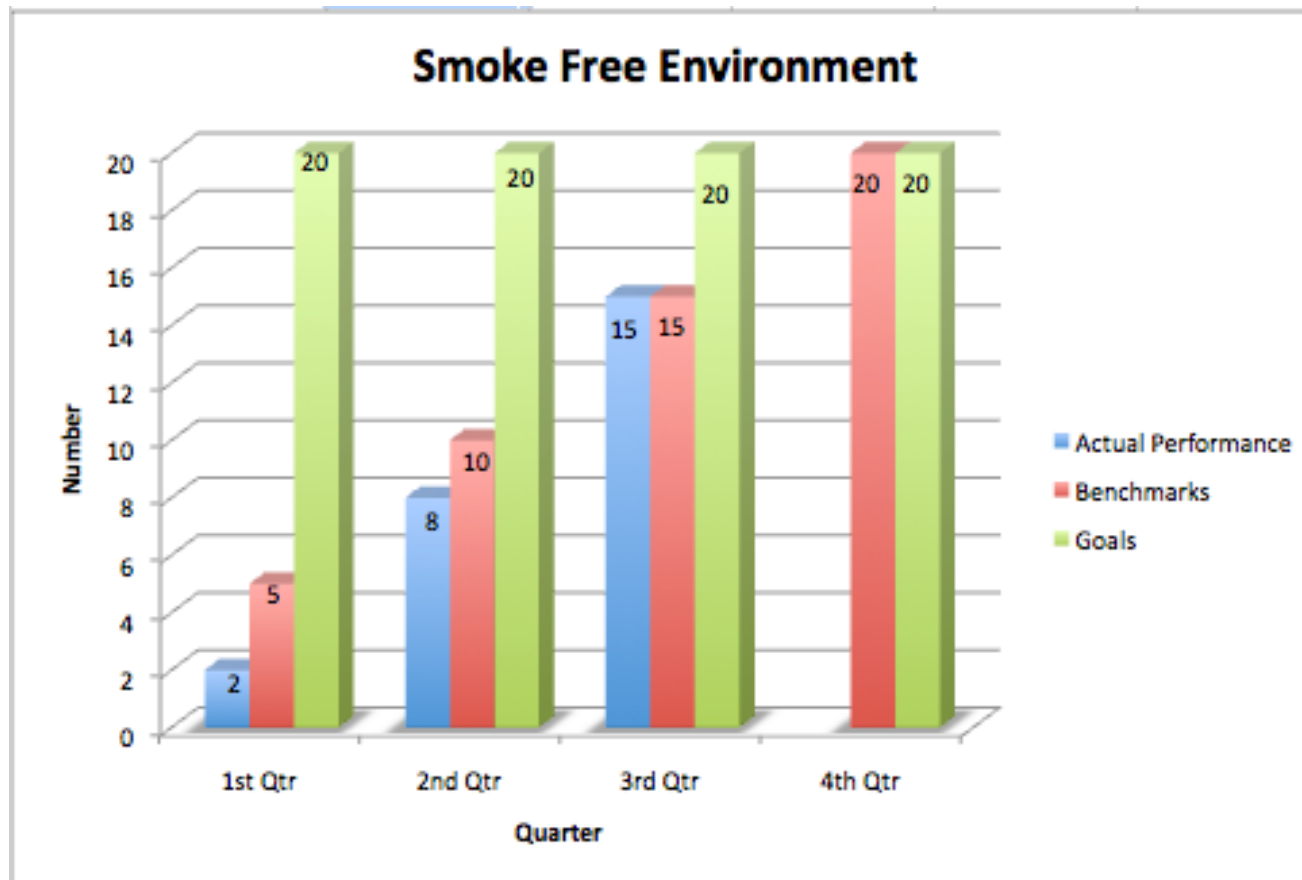
# **Baseline, Intervention, Institutionalization**

---

- **Taking Stock** Represents the **Baseline**
- **Plans for the Future** represent **Intervention**
- **Interim Measures** - Benchmarks - **Formative Feedback** - **Midcourse Corrections**
- **2nd Taking Stock** is a 2nd Data Point - **Comparing Change Over Time** as a Group
- **Institutionalization**

# Graphs

	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
<b>Actual Performance</b>	2	8	15	
<b>Benchmarks</b>	5	10	15	20
<b>Goals</b>	20	20	20	20



# Infographics - Pictorial Story of All of Us in Tobacco Prevention



## Cigarette component



**Do you still want to smoking??**

# Social Media

- Facebook

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.

<http://facebook.com>

- Twitter



<https://twitter.com>

- Google +

The Google+ logo, with the word "Google" in its multi-colored font followed by a plus sign, all on a light gray background.

<https://plus.google.com>

# Wordle (text)

[Home](#)[Create](#)[Gallery](#)[Credits](#)[News](#)[Forum](#)[FAQ](#)[Advanced](#)

Paste in a bunch of text:

Dr. Fetterman, David, Linda, Bev, Welcome to the Minority Initiative Sub-Recipient Grant Office website! Since its inception in 2002, the Minority Initiative Sub-Recipient Grant Office has been at the forefront of the fight to eliminate the negative effects of tobacco consumption on minorities in Arkansas. To date, the Minority Initiative Sub-Recipient Grant Office has funded more than 50 Arkansas organizations and more than \$7 million has been placed in minority communities. The purpose of the Minority Initiative Sub-Recipient Grant Office is to change society's norms regarding tobacco consumption and continue educating Arkansans about the dangers of tobacco products. As you review our website, we hope you find the information needed to join with us in the fight to make the lives of Arkansans healthier and stronger. Do you want to know more about the current availability of grant-funding for your project?

OR

Enter the URL of any blog, blog feed, or any other web page that has an Atom or RSS feed.

# Wordle (picture)

Wordle™

[Home](#)

[Create](#)

[Gallery](#)

[Credits](#)

[News](#)

[Forum](#)

[FAQ](#)

[Advanced](#)

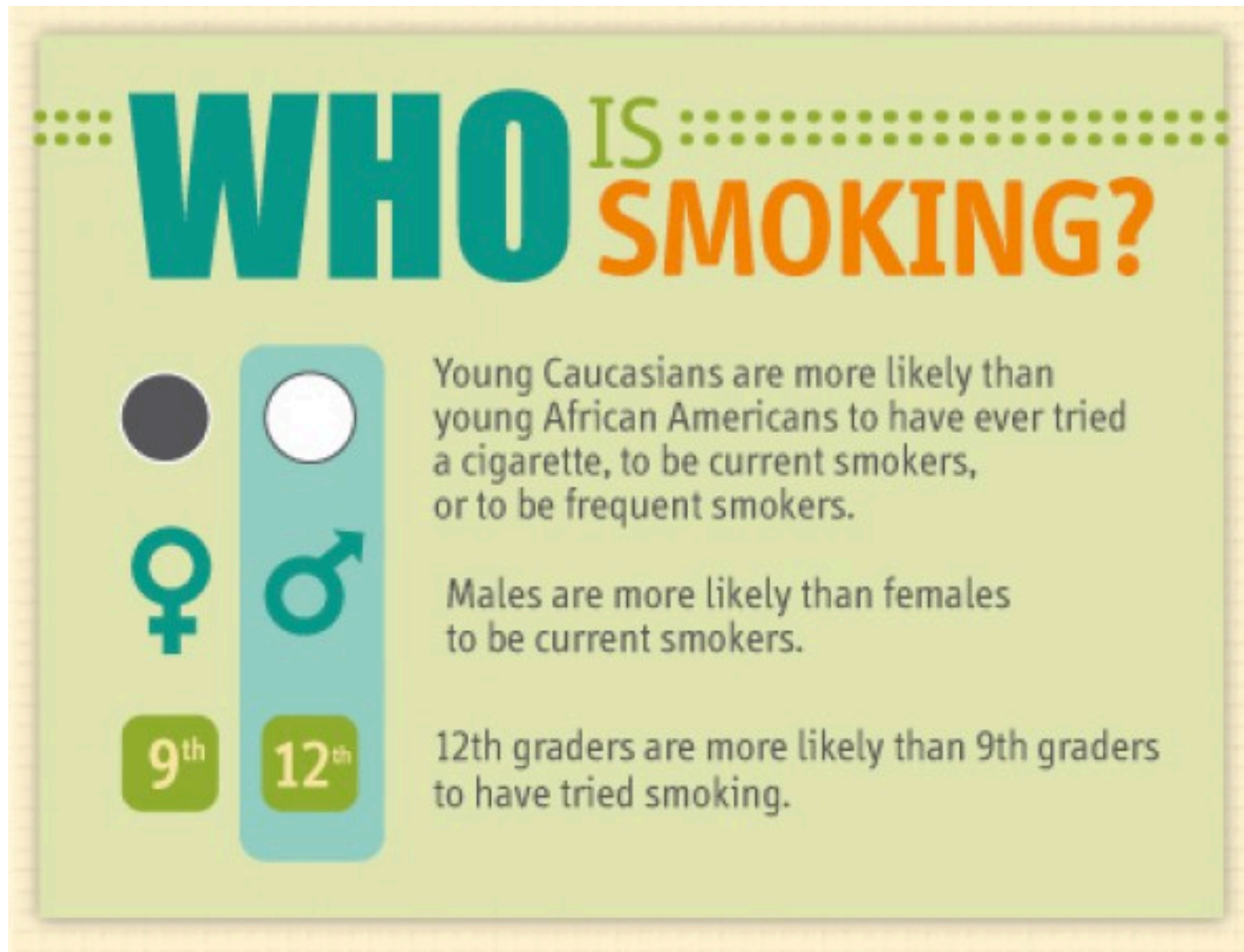
[Edit](#) [Language](#) [Font](#) [Layout](#) [Color](#)



# Online Survey

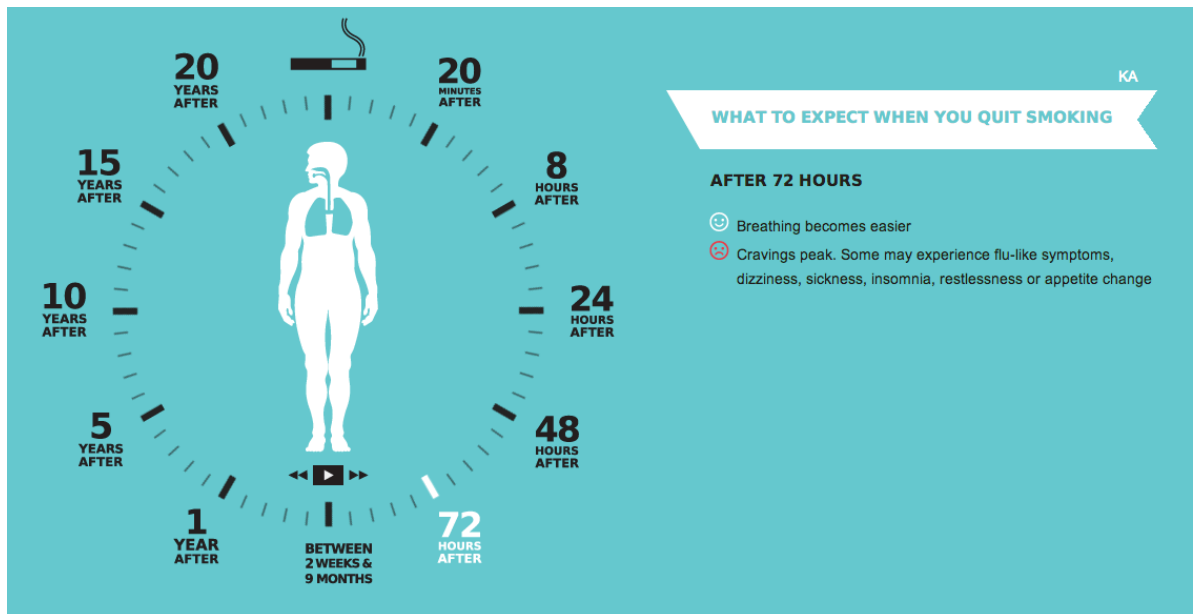


# Infographics Sites



Visual.ly - links to Facebook

Infogr.am - make own charts



<http://visual.ly/what-expect-when-you-quit-smoking?view=true>

# Contact Information



FETTERMAN & ASSOCIATES

Evaluation Consultations



Dr. David Fetterman  
[FettermanAssociates@gmail.com](mailto:FettermanAssociates@gmail.com)  
[www.davidfetterman.com](http://www.davidfetterman.com)  
(650) 269-5689

---

**25 Years Experience at Stanford University**



**Dr. David M. Fetterman  
Fetterman & Associates**

**25 Years  
Experience at  
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.

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, Stanford University School of Medicine, 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 received the American Educational Research Association's Research on Evaluation Distinguished Scholar Award. He 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**

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 in the Digital Villages: Hewlett-Packard's \$15 Million Race Toward Social Justice*, *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 (2<sup>nd</sup> 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**