



# MISRGO Empowerment Evaluation Workshop

1st Quarter - Planning for the Year with Dashboards

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## Introduction: Overview

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# Research Updates

June  
2012

 **University at Buffalo** *The State University of New York*

## NewsCenter

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NEWS RELEASE

### Trying to Quit Smoking? Try Eating More Fruits and Vegetables

UB study finds that smokers who consume plenty of fruits and vegetables are three times more likely to quit

Release Date: June 5, 2012

Buffalo, N.Y. -- If you're trying to quit smoking, eating more fruits and vegetables may help you quit and stay tobacco-free for longer, according to a new study published online by University at Buffalo public health researchers.

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<http://www.buffalo.edu/news/13487>

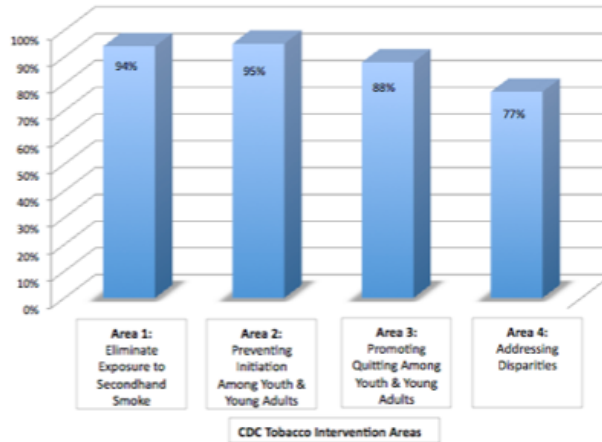
## CDC Tool: Health-e-Cards



<http://t.cdc.gov/ecards/message.aspx?cardid=529&category=201>

# Annual Report: Summary

Percent of Grantees Meeting or Exceeding Annual Goals



News



**Law cracks down on second-hand smoke** - Pictured are representatives from the Blytheville and Osceola police departments and the Mississippi County Sheriff's Department who gathered Thursday for a luncheon to receive training on Act 811.

## — Mississippi County Coalition for a Tobacco-Free — Police officers receive Act 811 training

By SHANNON SPEARS HARRIS  
*Special to The Times*  
Representatives from the Blytheville and Osceola police departments and the Mississippi County Sheriff's Department gathered Thursday at a lunch event sponsored by the Mississippi County Coalition for a Tobacco-Free Arkansas, to receive training on Act 811 - a change to the law regarding smoking in vehicles with children.

Act 811, or the Arkansas Protection from Second-hand Smoke for Children

Act, was created in August of 2011 in the Arkansas legislature. It raises the age of children who cannot be exposed to second-hand smoke in a vehicle up to 14.

The law states there is no safe level of exposure to second-hand smoke, and even brief exposure can be harmful to children. Smoking in a vehicle with children under 14 is a primary offense; meaning a vehicle can be pulled over and the driver ticketed for violation of the law.

Elroy Brown, director

for the coalition, informed the law enforcement officials present that according to the law, any first offenders may have their fine removed by proving current enrollment in a program to quit using tobacco.

Any person wishing to quit using tobacco can take advantage of a program which will provide two weeks worth of patches and lozenges, while supplies last, by calling 1-800-QUIT-NOW or 1-800-784-8669.

Media

# Initiatives: Report Summary

- Area 1: Eliminate Exposure to Secondhand Smoke (94% met/exceeded)
- Area 2: Preventing Initiation Among Youth and Young Adults (95% met/exceeded)
- Area 3: Promoting Quitting Among Youth and Adults (88% met/exceeded)
- Area 4: Addressing Disparities (77% met/exceeded)

## Area 1 Highlights

- Area 1: Eliminating Exposure to Secondhand Smoke
  - 100,392 received info about Act 811
  - 1,565 smoke free homes/cars
  - 277 smoke-free home/car pledges
  - 20 businesses supported smoke bans
  - 17 parks adopted tobacco policies

## Area 2 Highlights

- Area 2: Preventing Initiation Among Youth and Young Adults
  - 3,591 youth more aware of dangers
  - 440 youth exposed to info dangers of second hand smoke
  - 390 youth pledge to be tobacco free
  - 150 storefront surveys

## Area 3 Highlights

- Area 3: Promoting Quitting Among Youth and Adults
  - 321 young adults called the Quitline
  - 172 informed of dangers of tobacco
  - 75 individuals in cessation programs
  - 15 HIV positive stopped smoking
  - 6 retailer used signage to discourage

# Area 4 Highlights

- Area 4: Addressing Disparities
  - 46,601 underserved educated about tobacco use
  - 5,661 educated about disparities
  - 4,000 recipients of media campaign using ethnic media outlets
  - 730 received bilingual material
  - 300 LGBT young adults counter marketing

## Arkansas: MISRGO Grantee Evaluation Dashboard

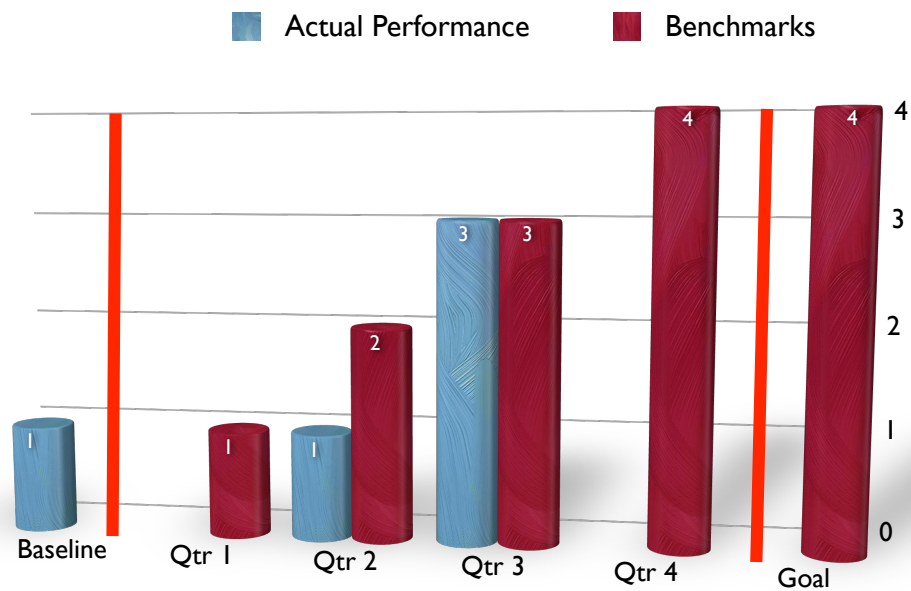
- **Goals** (where grantee wants to go at the end of the year)
- **Benchmarks** (points along the way each quarter)
- **Actual or Current Status** (where grantee is now - today)
- **Baseline** (where grantee started before grantee program started)

# 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



# What Works: Lesson from the Field

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

This discussion will be based on your experience.

## 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

## 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

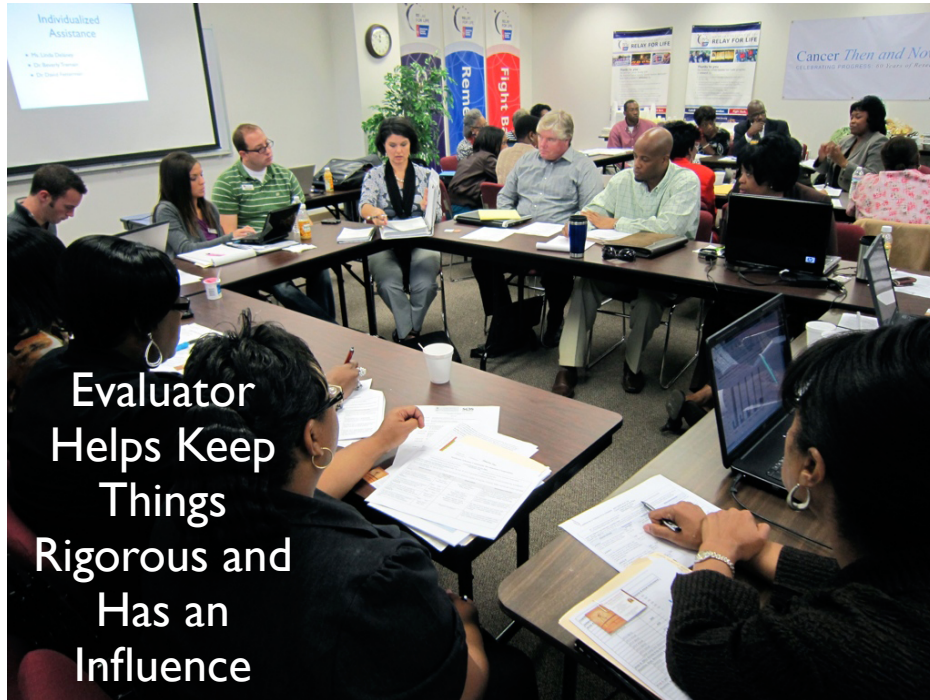
# Empowerment: Self-assessment

- 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**

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

### **Mission**

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- Facilitate development of the mission statement
- Group values
- Democratic process
- Making meaning & giving voice

## Taking Stock Part I

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- List activities
- Prioritize (dots)

Activities	Prioritization with Dots
Communication	○ ○ ○ ○
Product Development	○ ○ ○ ○ ○ ○ ○ ○
Fundraising	○ ○ ○

## Taking Stock Part II

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- 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**

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- Goals
- Strategies
- Evidence

## **Baseline, Intervention, Institutionalization**

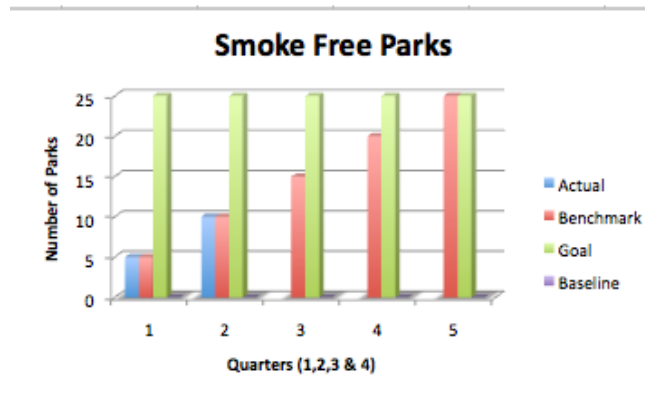
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- **Taking Stock** Represents the **Baseline**
- **Plans for the Future** represent **Intervention**
- **Interim Measures** - Benchmarks - **Formative Feedback** - **Midcourse Corrections**
- **2nd Taking Stock** is a 2nd Data Point - Comparing **Change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

## Dashboard Order

# Graphs

Actual	5	10			
Benchmark	5	10	15	20	25
Goal	25	25	25	25	25
Baseline	0	0	0	0	0



# Social Media

- Facebook



<http://facebook.com>

- Twitter



<https://twitter.com>

- Google +



<https://plus.google.com>

# Contact Information



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**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.

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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 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 Foundation's \$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.

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**25 Years  
Experience at  
Stanford University**

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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).

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**25 Years  
Experience at  
Stanford University**

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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 (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**