



Using Evaluation to Inform Policy

MISRGO: University of Arkansas at Pine Bluff

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October 14, 2010

Informing Policy

- Use Data to Inform Decision Making & Policy
 - Local, State & National
- Introducing Ethnographic & Empowerment Evaluation - approaches used to inform decision making/policy in case study examples
- Case Examples: Arkansas Department of Education, Hewlett-Packard, MISRGO/ADH, Stanford University & US Dept of Education

Ethnographic Evaluation

1. Ethnographic evaluation is the application of ethnographic concepts and techniques to evaluation
2. Begin with aim of ethnography: describe and understand
3. Logical next step: assess what is understood
4. Methods: fieldwork, participant-observation, observation, interviewing, surveying
5. Concepts: emic, cultural interpretation

Observation - Participation



Emic





Etic

Interviewing - verbatim



Triangulation

11. Tobacco prevention & education programs are a good use of public money?		Number of Responses	Response Ratio
Yes		864	99%
No		12	1%
Total		876	100%

12. Would you recommend the tobacco prevention & education agency to your friends or family members if they smoked or were thinking about smoking?		Number of Responses	Response Ratio
Yes		864	98%
No		15	2%
Total		879	100%



Majority Whip
Senator Tracy Steele

Culture Scene



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.

Empowerment Evaluation

3 Steps

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

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

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**

Using Evaluation to Inform Policy: Case Examples

- Arkansas Dept. of Education: Academically Distressed Schools
- Hewlett-Packard: \$15 Million Digital Village
- MISRGO: Tobacco Prevention Programs
- Stanford School of Medicine: Curriculum
- U.S. Department of Education: Dropouts & Gifted Programs

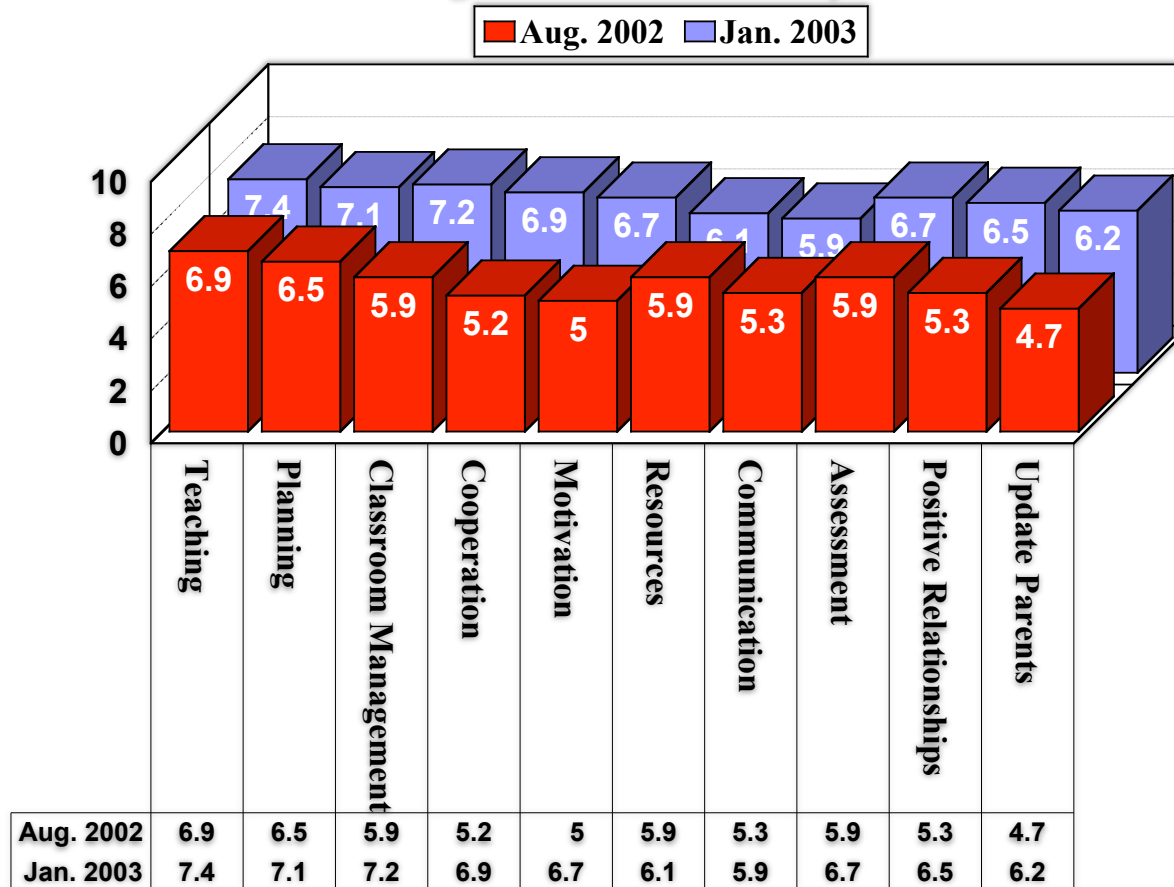


Arkansas Department of Education

- 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

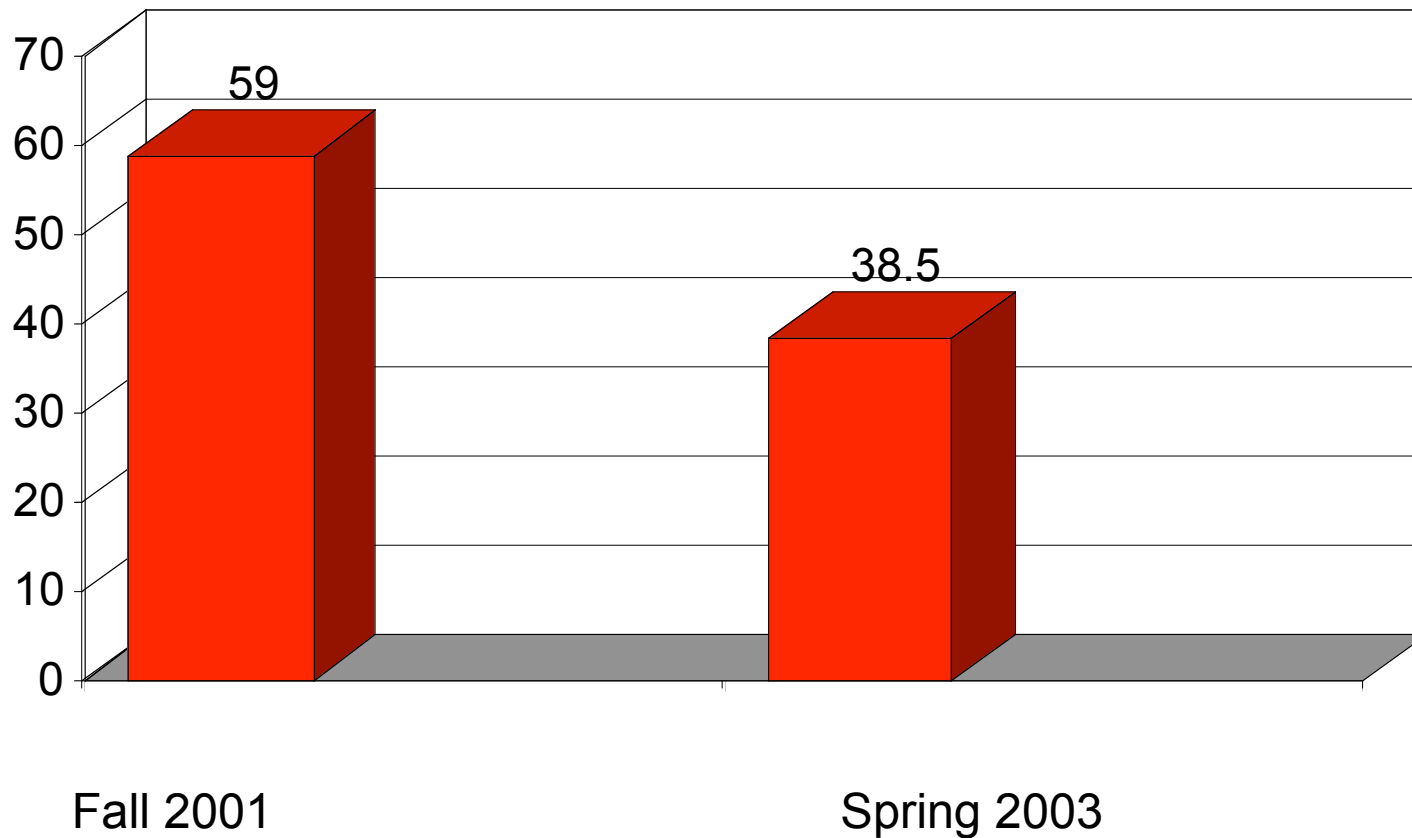
**Alzheimer Comparison
August 2002 to January 2003**



Test Scores

Elaine School District

Percent of Students at or below the 25th percentile



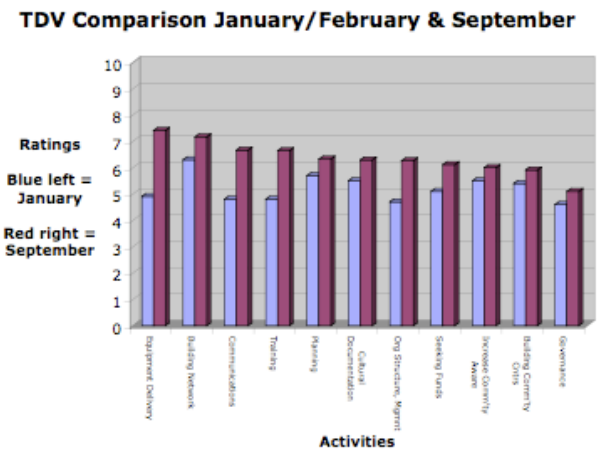
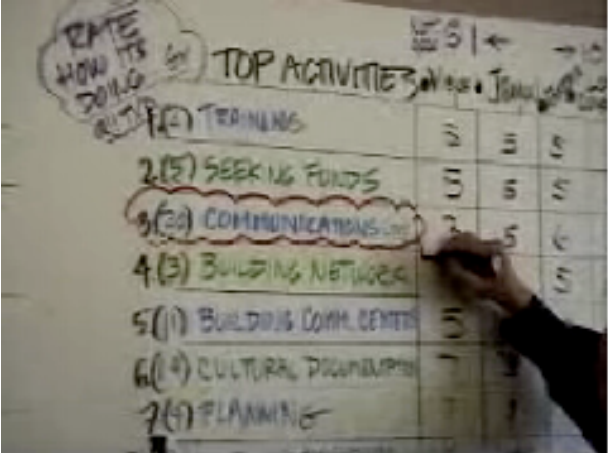
Inform Policies

- Local: Build Local Capacity Rather than Replace; Temporarily Replace/Train Board
- State: Recommend Removal from Distressed Classification
- National: Recommend Partnership Rather than Take-over

Hewlett-Packard: Tribal Digital Village



San Diego Tribal Digital Village



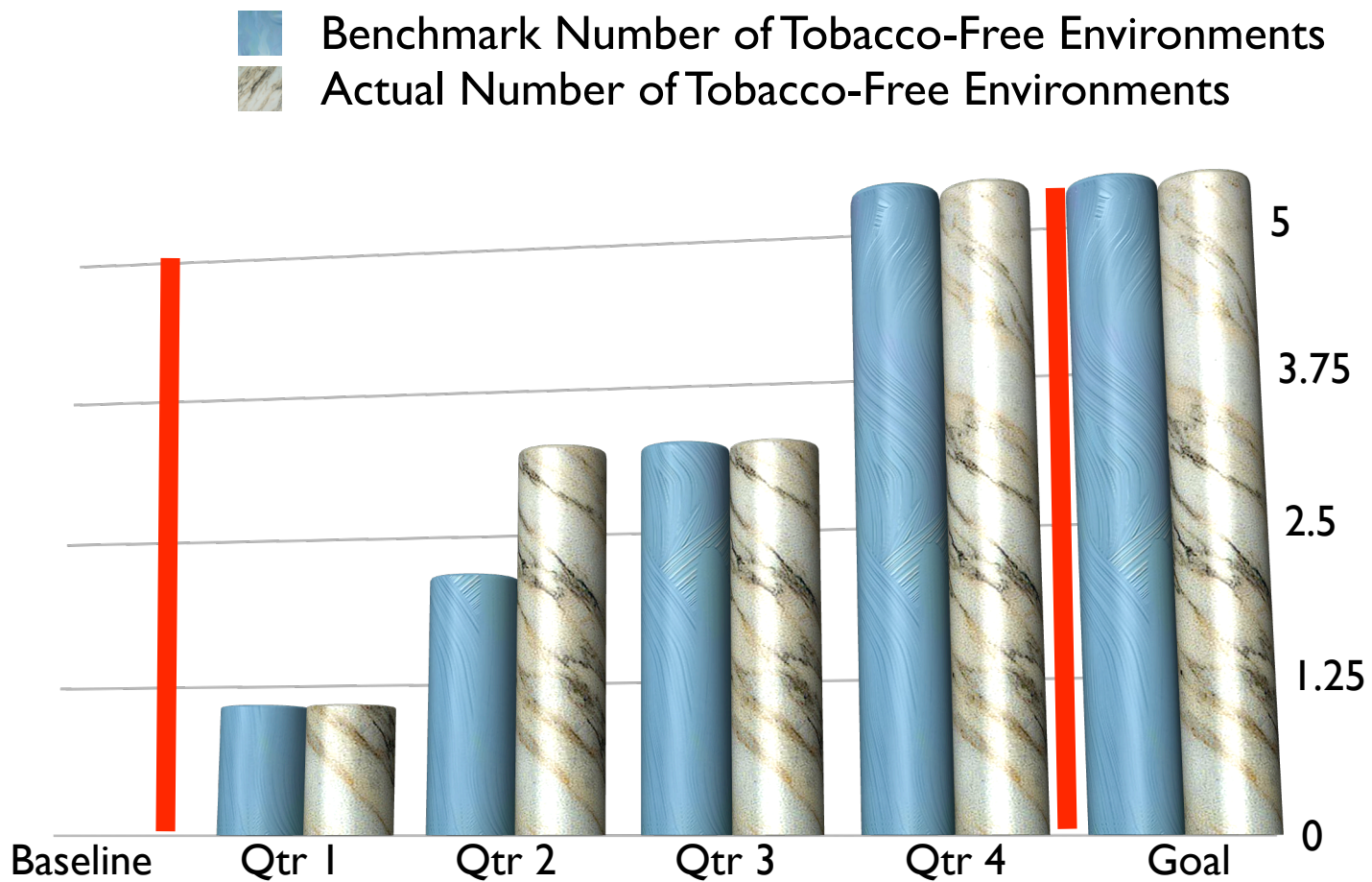


Largest Wireless System in the Country

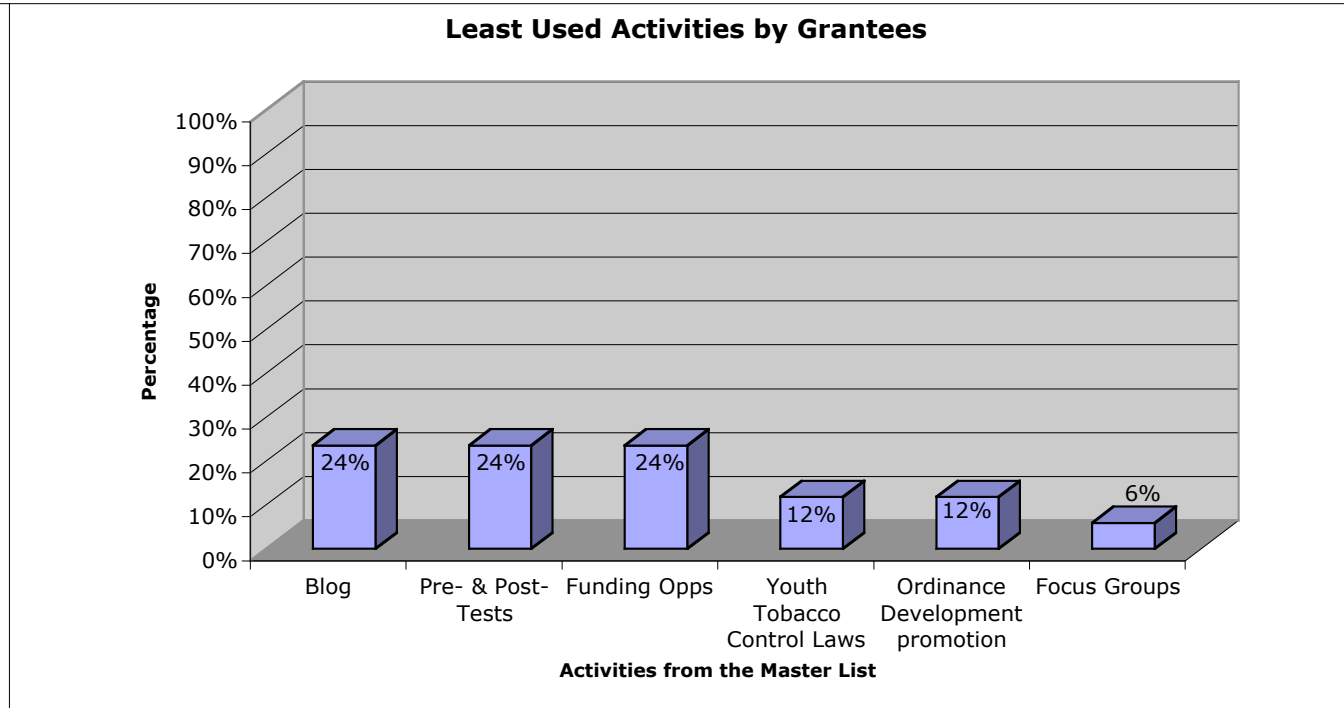
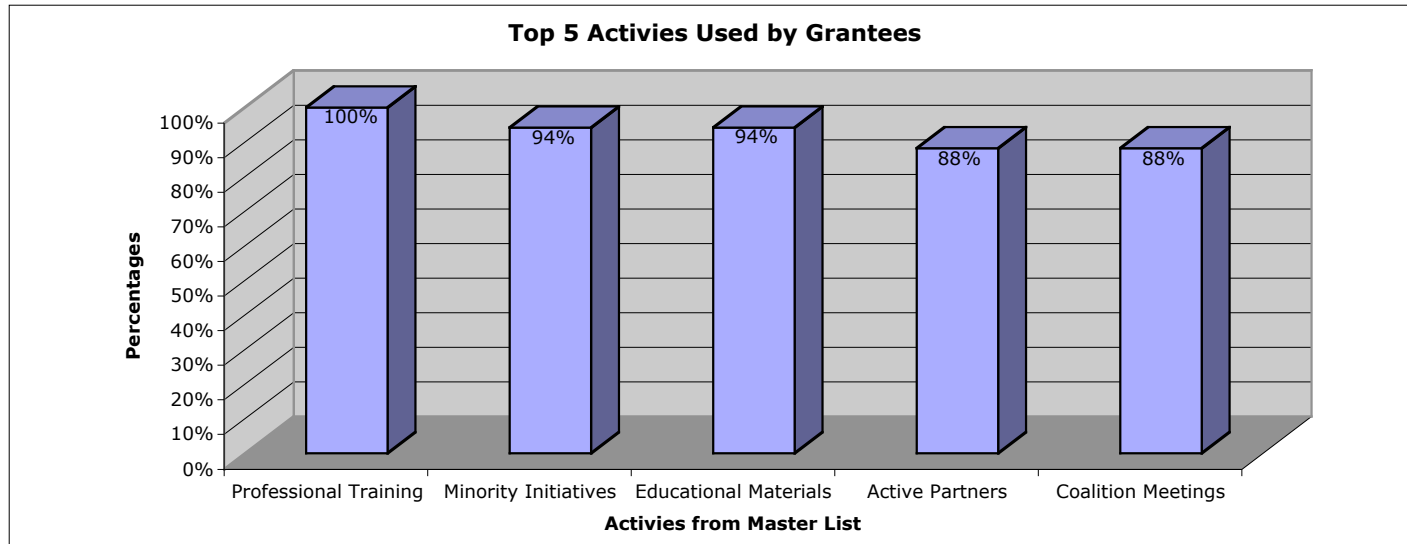
Inform Policies

- Local Tribal: Enhance transparency in communication; collaboration; communication
- Cross-Tribal: Emphasize planning, economic viability, and sustainability
- Philanthropy: Local control and self-determination

MISRGO -Tobacco-Free Environment: Quarterly Baseline, **Benchmarks, Actual Performance** & Goal



Visual Alert System





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.

Inform Policies

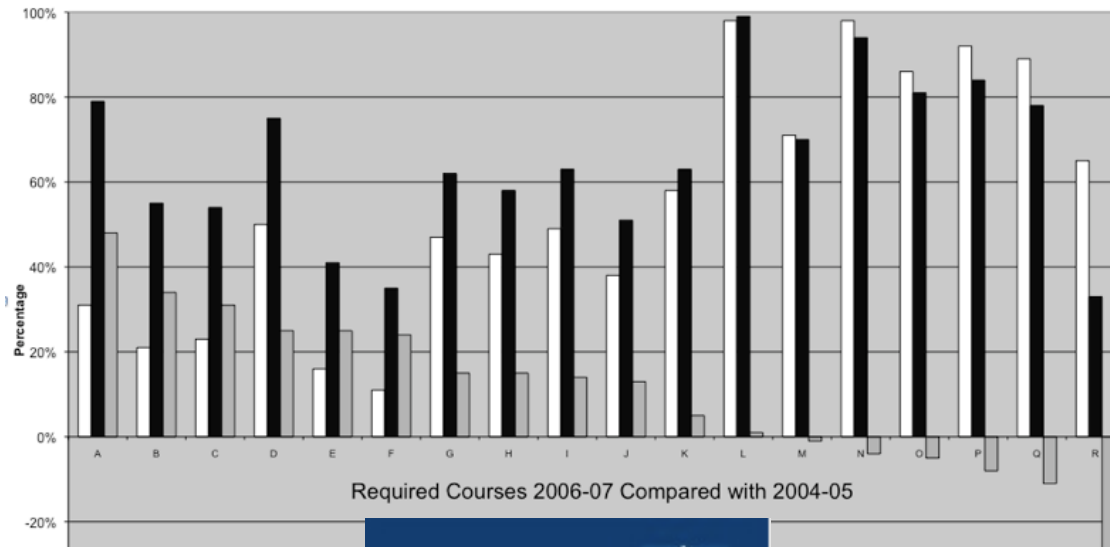
- Grantee Level: Fewer activities but more in common; Community action: Smoke free policies
- MISRGO Level: Combine/merge common data - build on themes
- State Level: Strengthen lines of communication; Continue funding and TA
- National: Continue to Build Arkansas Evaluation Center (build capacity)

Stanford School of Medicine

$p=0.04$

STEP I

PGY-I



Dialogue
Accreditation



Inform Policies

- Course & classroom: Peer review; multiple learning modalities (online/video)
- School Curriculum Committees: Follow-up and ensure curricular accountability; integrate physical examination training throughout the curriculum
- Medical Schools: Recommend collaborative culture in curriculum development; introduce more clinical training in pre-clinical years

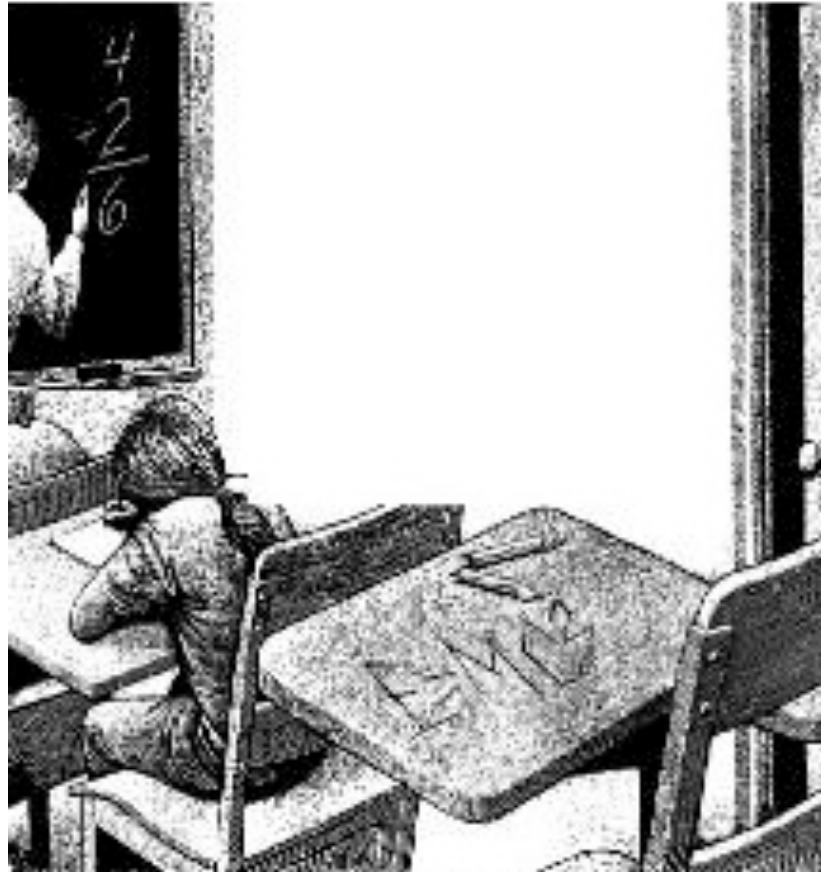
U.S. Department of Education: Programs for Dropouts



Inform Policies: Programs for Dropouts

- Program: implement firm but caring (accountability with a human touch)
- Agency: Adapt versus adopt program model throughout the United States
- National: Re-evaluate use of treatment-control design; place data in context (attendance)

U.S. Department of Education: Gifted Programs



Inform Policies: Gifted

- Course & classroom: Cluster: Gifted and high achievers - political and academic rationale
- State: Qualitatively Different Curriculum: Gifted students have special needs like other special education students; not survive academically neglect
- National: Build a national center for gifted and talented education research and training

Resources in Room

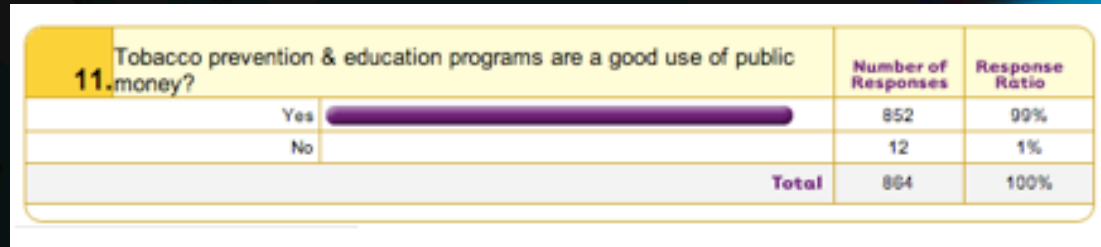
- Small Groups: Identifying Case Examples
- Lunch
- Representatives: Reporting Case Examples

Reporting

- Small Group Findings & Insights

Online Survey Bar Charts

1. Zoomerang
2. SurveyMonkey
3. Zapsurvey
4. Google docs form



zoomerang™

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

ZAPSurvey

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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	88% (4)	20% (1)	0% (0)	5
Preparing to present a paper at a professional association meeting	88% (4)	20% (1)	0% (0)	5
Publishing in MedEdPortal (and other online forums)	88% (4)	20% (1)	0% (0)	5
Publishing in traditional academic publications	88% (4)	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 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	100.00%		100.00%	5
No		0.00%	0.00%	0
Number of 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	100.00%		100.00%	5
No		0.00%	0.00%	0
Number of respondents who skipped this question				0

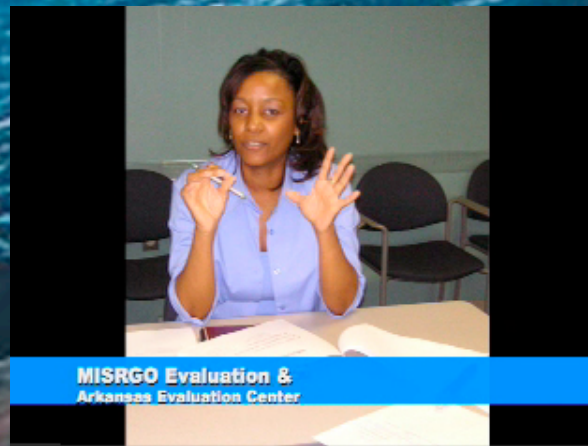
4. Do you plan on presenting something about your work or a related medical education topic within the next 6 months?

	Yes	No	% of Respondents	Number of Respondents
Yes	100.00%		100.00%	5
No		0.00%	0.00%	0
Number of 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



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. 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 Collaborative Site

[Gmail](#) [Calendar](#) [Documents](#) [Photos](#) [Reader](#) [Web](#) [More](#) ▼

[misrgoempowermentevaluation](#)

Medical Education Research Group

Navigation

[Announcements](#)

[Calendar](#)

[Journal Club](#)

[Workshops](#)

[Tools](#)

[Sitemap](#)

[Announcements](#) >

Journal Club

Schedule

Time: 10:15 to 11:45

Location: Redwood T138B (Fall Quarter 2008)

September 25, 2008	Daisy Grewal and Heather Davidson	Emotional Intelligence and Graduate Medical Education
October 23, 2008	Neil Gesundheit	Medical School Policies Regarding Struggling Medical Students During the Internal Medicine Clerkships: Results of a National Survey
January 29, 2009	Gabriel Garcia	Applications of Bloom's Taxonomy Debunks the "MCAT" Myth
February 26, 2009	Ken Vosti (tentative)	Grade Inflation
March 26, 2009	Sylvia Bereknyei (tentative)	Enhancing the Informal Curriculum of a Medical School: A Case Study in Organizational Culture Change
April 30, 2009	Erika Shimahara	Letters of recommendation/residency selection factors in surgery
May 28, 2009	Alice Edler	The use of disconfirming data
June 25, 2009	TBA	TBA

Attachments (4)

-  [Grewal Davidson_JAMA2008.pdf](#) 151k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)
-  [Neilclerkships.pdf](#) 78k - on Sep 25, 2008 12:45 AM by Medical Education (version 1)
-  [Science.MCATmyth.pdf](#) 414k - on Sep 25, 2008 12:49 AM by Medical Education (version 1)
-  [emotionalintellig.pdf](#) 394k - on Sep 25, 2008 12:43 AM by Medical Education (version 1)

Videoconferencing

1. iChat
2. iVisit
3. gmail
4. Skype



Extra Web-Treat



YouTube empowerment evaluation Search

Broadcast Yourself™ Home Videos Channels Shows

EMPOWERMENT EVALUATION EN ECUADOR



★★★★★ 1 ratings

YouTube International Faces of Empowerment Evaluation Search

Broadcast Yourself™ Home Videos Channels Shows



0:01 / 2:02 360p

YouTube empowerment evaluation Search

Broadcast Yourself™ Home Videos Channels Shows

Empowerment Evaluation at Jimma University in Ethiopia



Empowerment Evaluation
Jimma University

0:01 / 1:49

Rating: ★★★★★

Google Empowerment Evaluation Web Page & Blog

COLLABORATIVE, PARTICIPATORY & EMPOWERMENT EVALUATION

AMERICAN EVALUATION ASSOCIATION TOPICAL INTEREST GROUP



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Summary: Tech Tools

Tech Tools	Features	Contributions
Skype/Gmail Video	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 YouTube	Shared Experience	Celebrates & Extends the Community

Contact Information



FETTERMAN & ASSOCIATES

Evaluation Consultations



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**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, 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 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 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*.

**25 Years
Experience at
Stanford University**