

Telling Your Story

How to Share Evaluation Results with Diverse Stakeholders

Sara T. Stacy, PhD

Julia Holton, PhD



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Data Inspiring Change

21st Century Community Learning Centers

Statewide Evaluation Team Members



Sara T. Stacy, PhD
Research Associate
Project Co-eader



Julia Holton, PhD
Sr. Research Associate
Project Lead



Think about reports for your program:

What do you think about them?

What/who were they for?

What happened to them?

Did you read
the report we
sent out last week?



Read is a strong
word. I did click
the link and stare
at it blankly for
a few minutes.

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Survey results are in.
Who's ready to spend the next
hour looking at poorly
formatted pie charts?



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Overview

- 1 **Set the context:** Why should we share?
- 2 **Plan your report:** Design stories for your audience needs
- 3 **Create a compelling story:** Characteristics & examples of successful program reports

Helpful for:

Local evaluators – to support reports planning & design

Program managers – to inform planning communications with their local stakeholders





Context setting

Why should we share?

21st CCLC Local Evaluation Reporting



Reports created using templates
Sent to Department for review



Programs encouraged to create own local reports
Some guidance provided

21st CCLC Local Evaluation Reporting

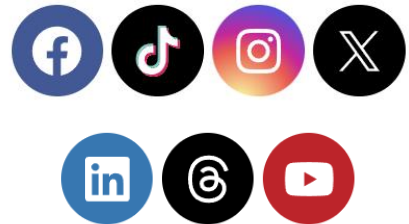
Annual or monthly reports

Executive summary or one pager

Newsletters

Social media

Share highlights in a presentation or meeting



So, you may be feeling...



Does anyone else feel like we could do better?



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Why should we share?



So many impactful stories to tell!



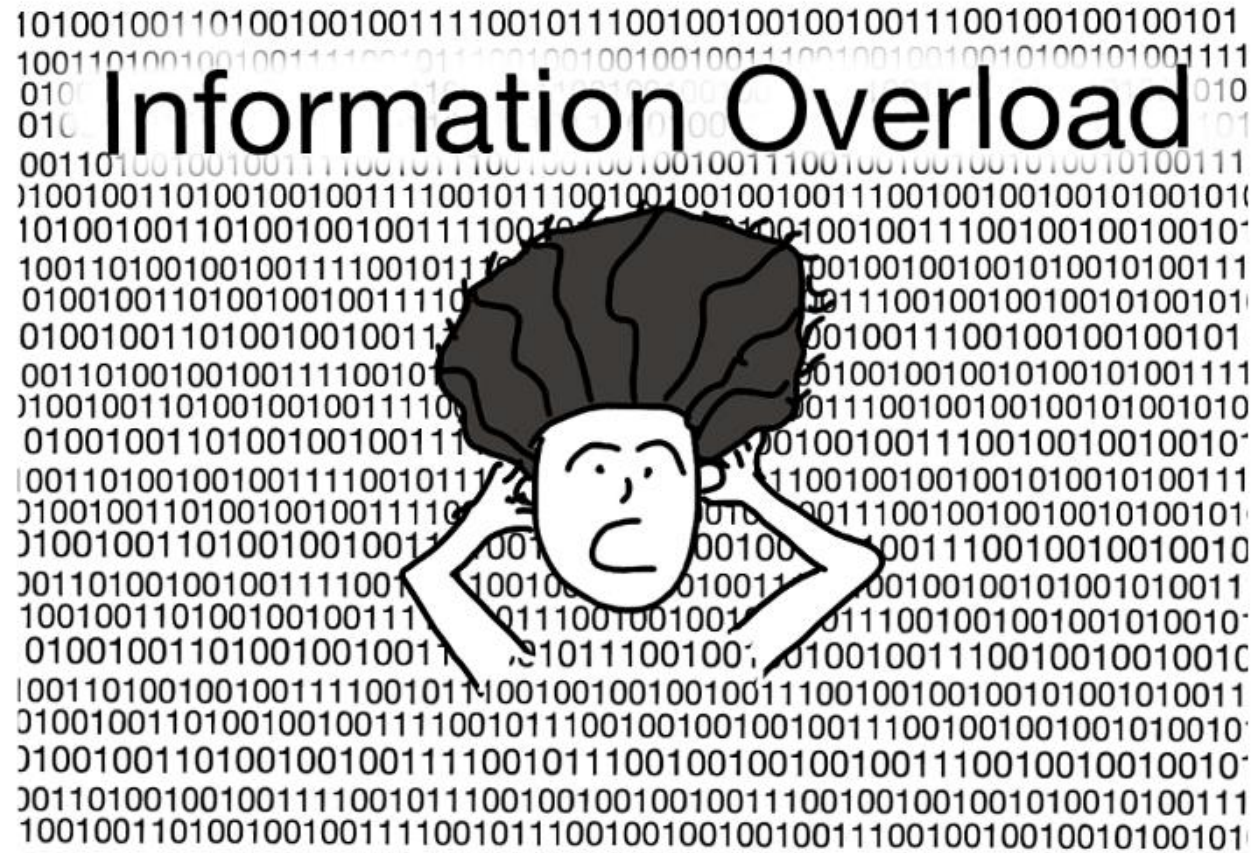
Share info back with program participants



Build buy-in & support sustainability

But, we need to be strategic!

So “one size fits all” for evaluation reporting likely will not work.



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Plan your report

Design stories for your audience needs

**Who are the
key people
that need to hear
the story of your
program?**

Mentimeter?

Clarify your audience...

Teachers



Admins



Families



Students



Clarify your audience...

Teachers



Admins



What do they **care** about?
What do they want to **know**?
How do they like to **receive** information?

Families



Students



In order to reach all of our diverse audiences, the final report is now 17,000 pages.

You can pick it up here. hand-trucks are available at the back of the room.



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Intentionally select an approach

Social media

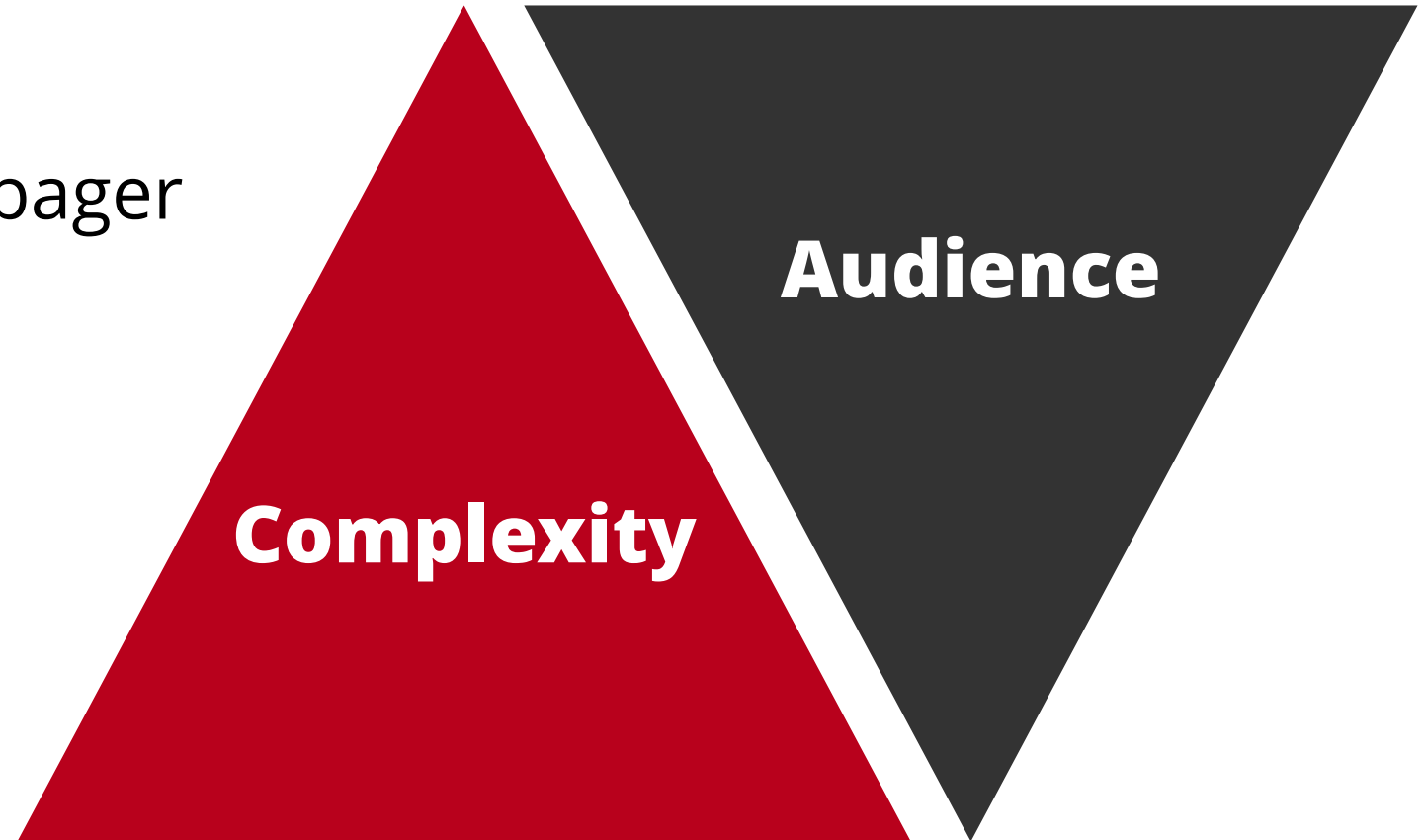
Executive summary or one pager

Board presentation

Newsletters

Partner presentation

Annual report



Source: Schwabish, 2019

Intentionally select an approach

Social media

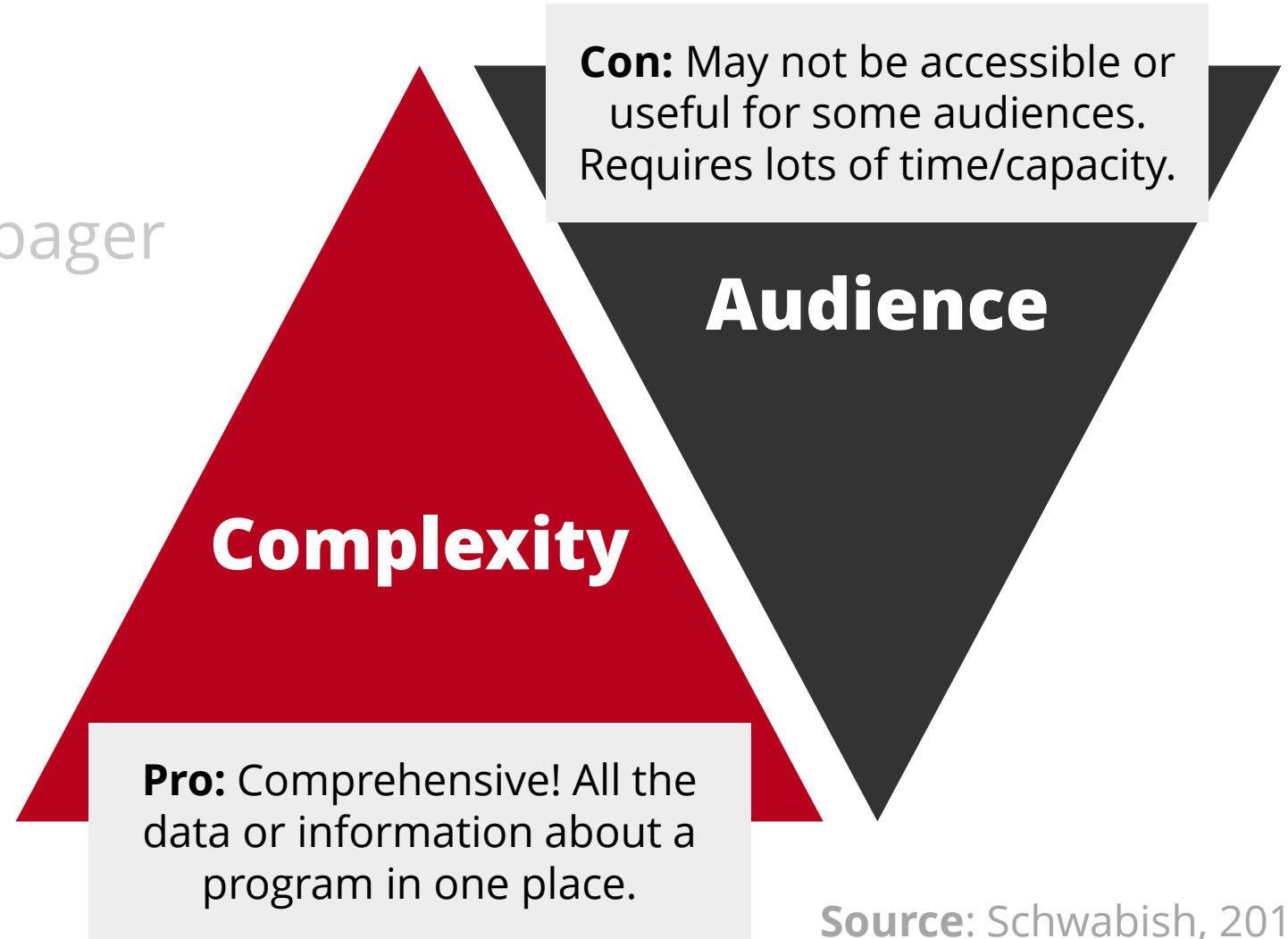
Executive summary or one pager

Board presentation

Newsletters

Partner presentation

Annual report



Source: Schwabish, 2019

Intentionally select an approach

Social media

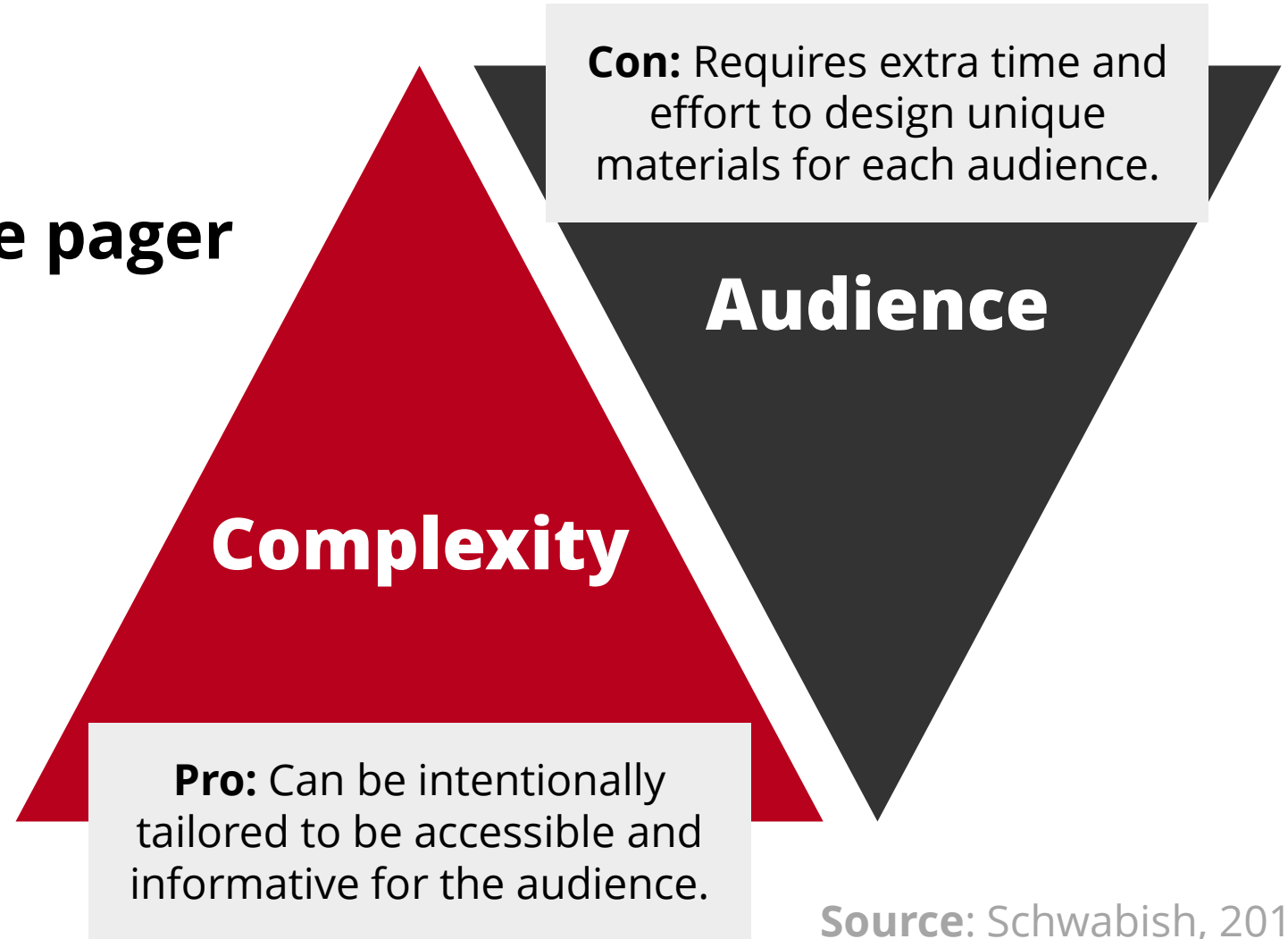
Executive summary or one pager

Board presentation

Newsletters

Partner presentation

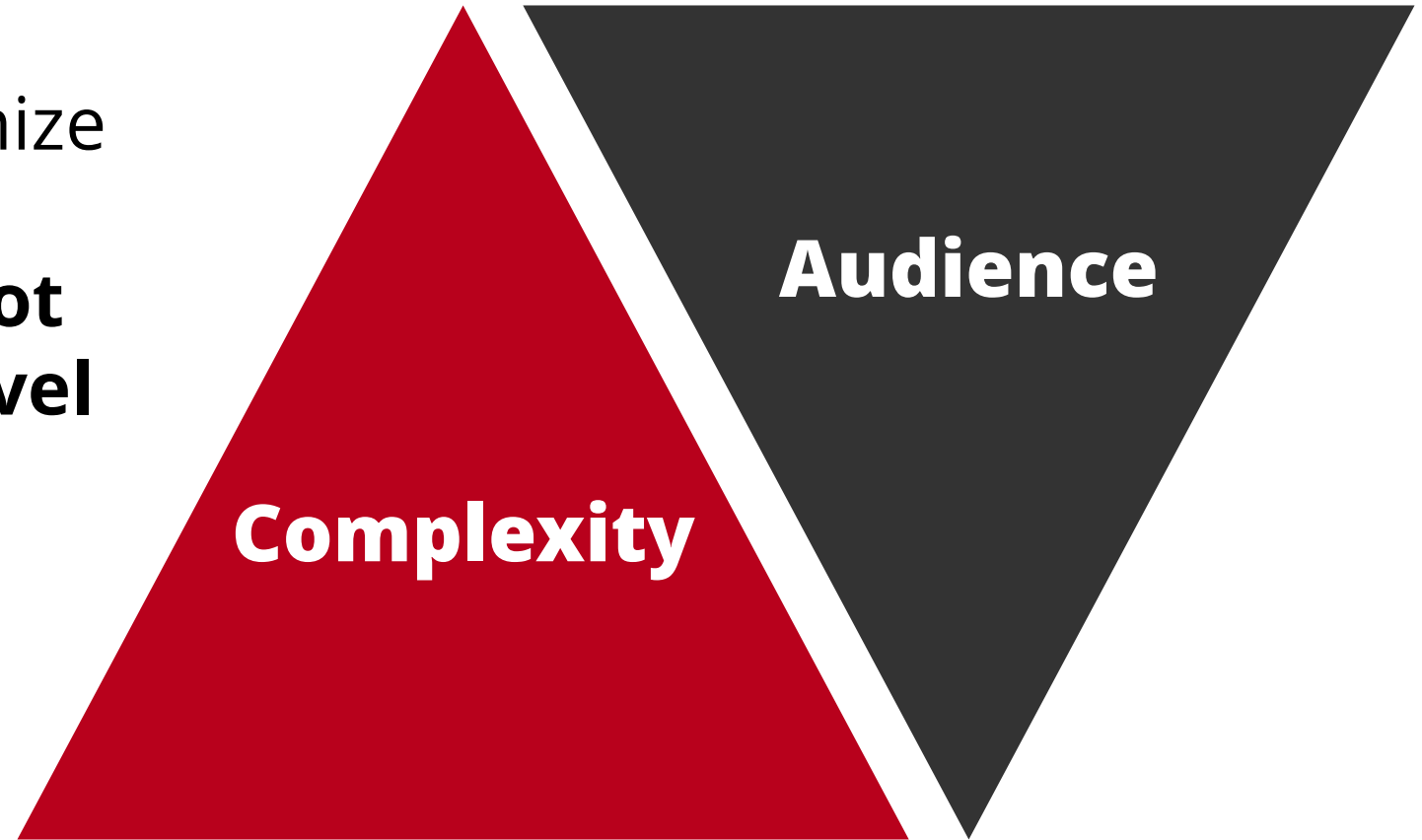
Annual report



Source: Schwabish, 2019

Intentionally select an approach

“We need to meet people where they are and recognize that not everyone is an academic researcher and **not everyone has the same level of understanding or expertise.”**



Source: Schwabish, 2019

Intentionally select an approach

30

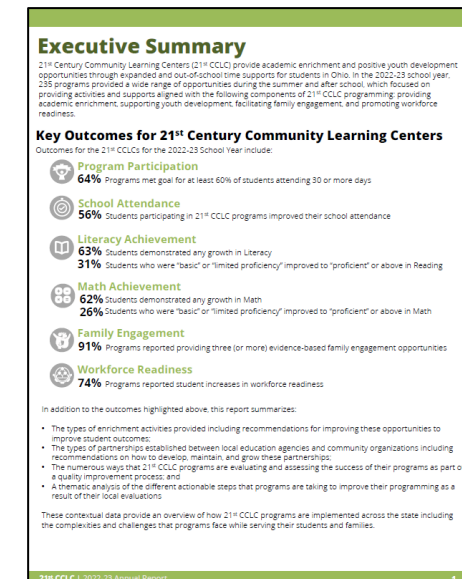
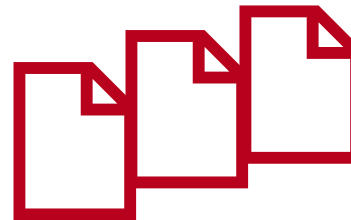
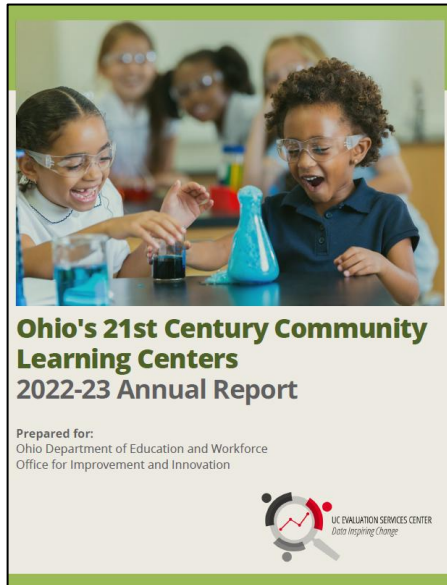
3

1

30-page report
(unlimited appendices)

3-page summary

1-page summary



Source: Emery, 2021a

Develop a communication plan

Target audience	Purpose	Format	Timeline	Next Steps
Who?	What do they want to know?	How do they like to receive information?	How/when are we going to accomplish this?	

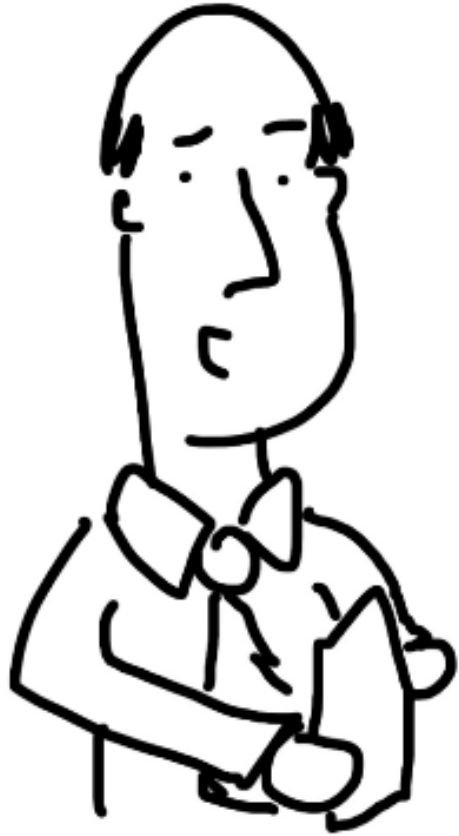
Sources: Emery, 2021b; Evergreen, no date

Develop a communication plan

Target audience	Purpose	Format	Timeline	Next Steps
Program manager	Inform program improvement	Annual report, all of the details		
School principal	Share program's impact on student outcomes	2-page summary		
Families	Highlight impactful programs & opportunities to engage	Short discussion or presentation		
School board	Share program's impact on student outcomes	Brief presentation		
Students	Summarize how their data is/will be used (CQI)	Short discussion or presentation		

Sources: Emery, 2021b; Evergreen, no date

This report reads like it
was written just for me.



That's because it was.



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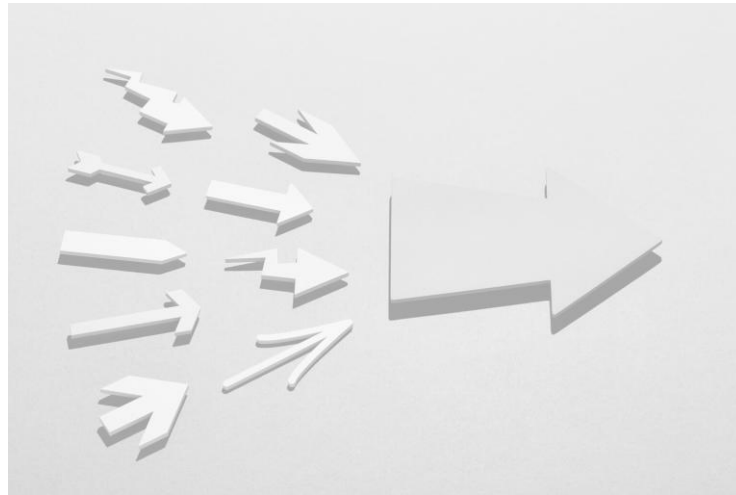
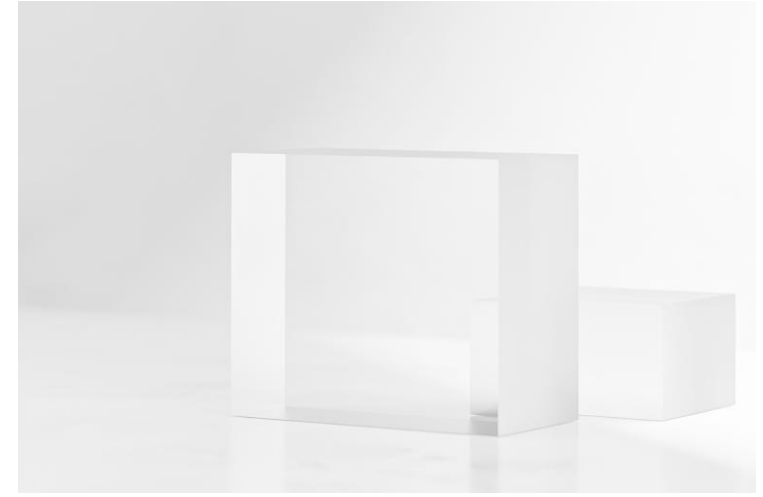


Create a compelling story

Characteristics & examples of successful communications

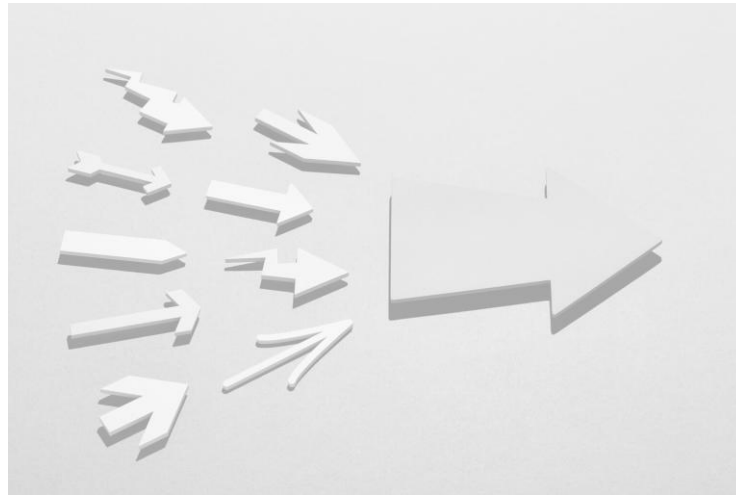
Four strategies for better communications

Create a story



Four strategies for better communications

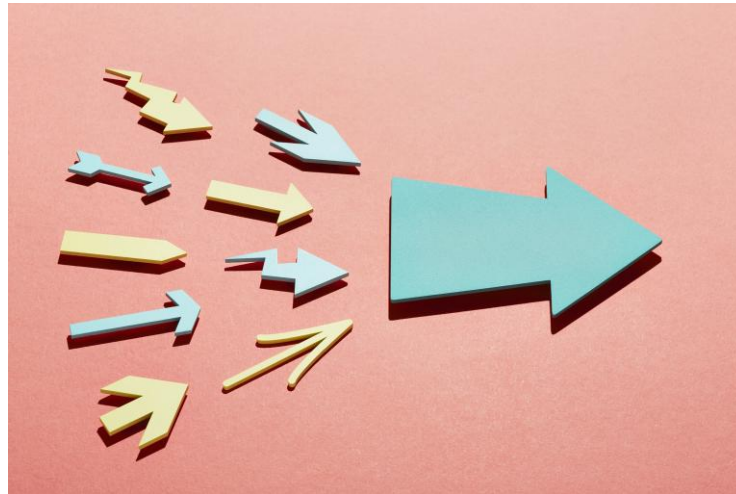
Enhance clarity



Four strategies for better communications



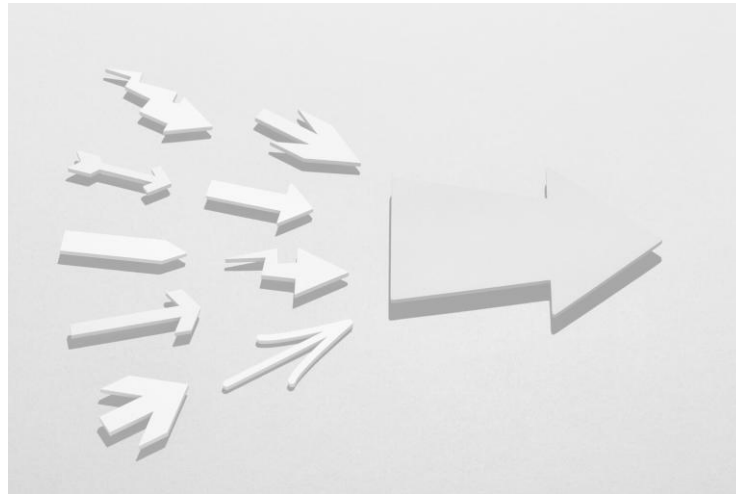
Provide emphasis



Four strategies for better communications



Gather feedback



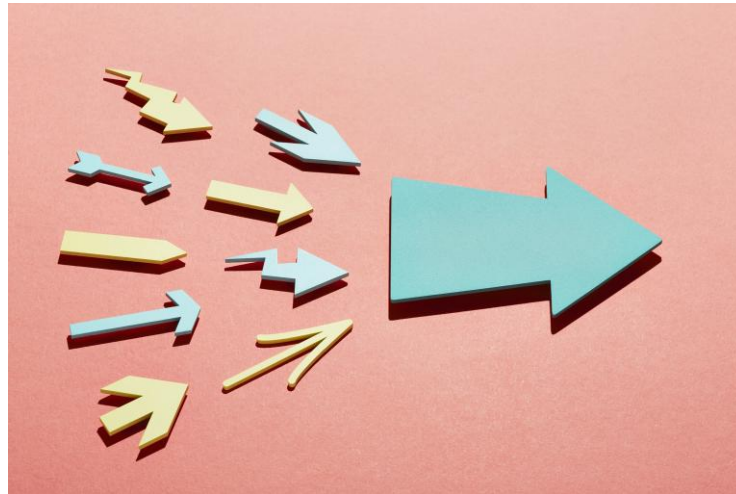
Four strategies for better communications

Create a story

Enhance clarity

Provide emphasis

Gather feedback





Create a story

Who is my **audience**?

What's the one thing they should **remember**? So what?

- ⊘ Don't make them wait for it.
- ⊘ Don't make them work for it.

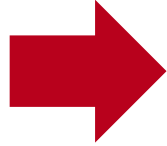


Sources: Storytelling with Data, 2014; 2024



Create a story

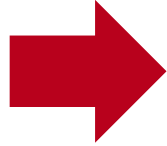
Topic



Literacy Achievement

Literacy improvement is one of the primary goals for Ohio's 21st CCLC programs. Almost all programs reported providing academic enrichment (96%) and literacy education (95%) opportunities for students.

Total #



10,154 Students

Participated in literacy programming

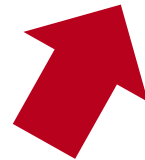
Any Literacy Growth

63%

n=6,399 students

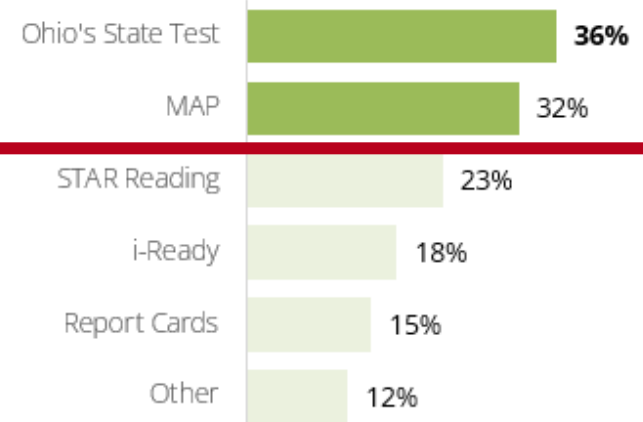
Students regularly attending 21st CCLC programs **demonstrated any growth in literacy** (any increase in literacy assessment score from baseline to the end of the year)

Summarize graph



Data Sources

Ohio's State Tests and MAP were most commonly used to document any student growth in literacy.



% of programs utilizing each assessment



Enhance clarity

Reduce **visual clutter**

Level up your visuals



Sources: [Evergreen data](#)



Enhance clarity

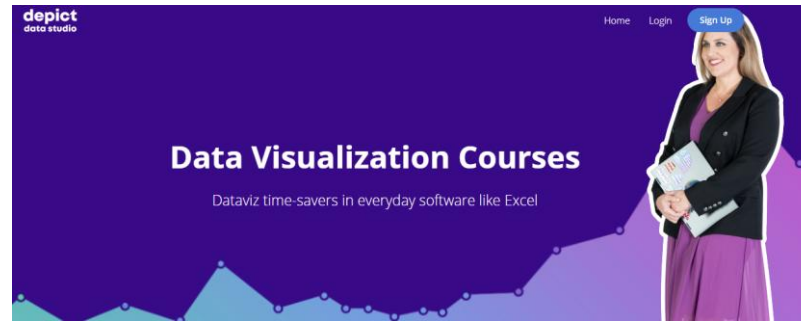
DATA VISUALIZATION CHECKLIST

This checklist guides the development of high-quality data visualizations. Rate each aspect of the data visualization by circling the most appropriate number, where 2 points means the guideline was fully met, 1 means it was partially met, and 0 means it was not met at all.

n/a should not be used frequently, but reserved for when the guideline truly does not apply. For example, a pie chart has no axes lines or tick marks to rate. If the guideline has been broken intentionally to make a point, rate it n/a and deduct those points from the total possible. Guidelines particularly helpful for accessibility are marked with ♿.

Refer to the Data Visualization Anatomy Chart on the last page for guidance on vocabulary and the Resources at the end for more assistance.

TEXT	Description	Rating
Graphs don't contain much text, so existing text must encapsulate your message clearly and concisely.		2 1 0 n/a
Guideline	Description	
8-20 word descriptive title is a full sentence, left-justified, in upper left	Rather than a generic phrase, use a full, descriptive sentence that encapsulates a takeaway message about the graph's finding or "so what?" When communicating to Western cultures put the title in the upper left. Not centered.	2 1 0 n/a
Subtitle and/or annotations provide additional information	Subtitles and annotations can add explanatory and interpretive power to a graph. Use them to answer potential viewer questions or to highlight specific data points. Annotations only count if they're within the graph, not in a paragraph around it.	2 1 0 n/a
	Titles are a larger font size than subtitles or annotations. Subtitles and labels, which are larger than source information, are at least 9-point font size for large room reading. The smallest text is at least 20 for large room reading.	2 1 0 n/a



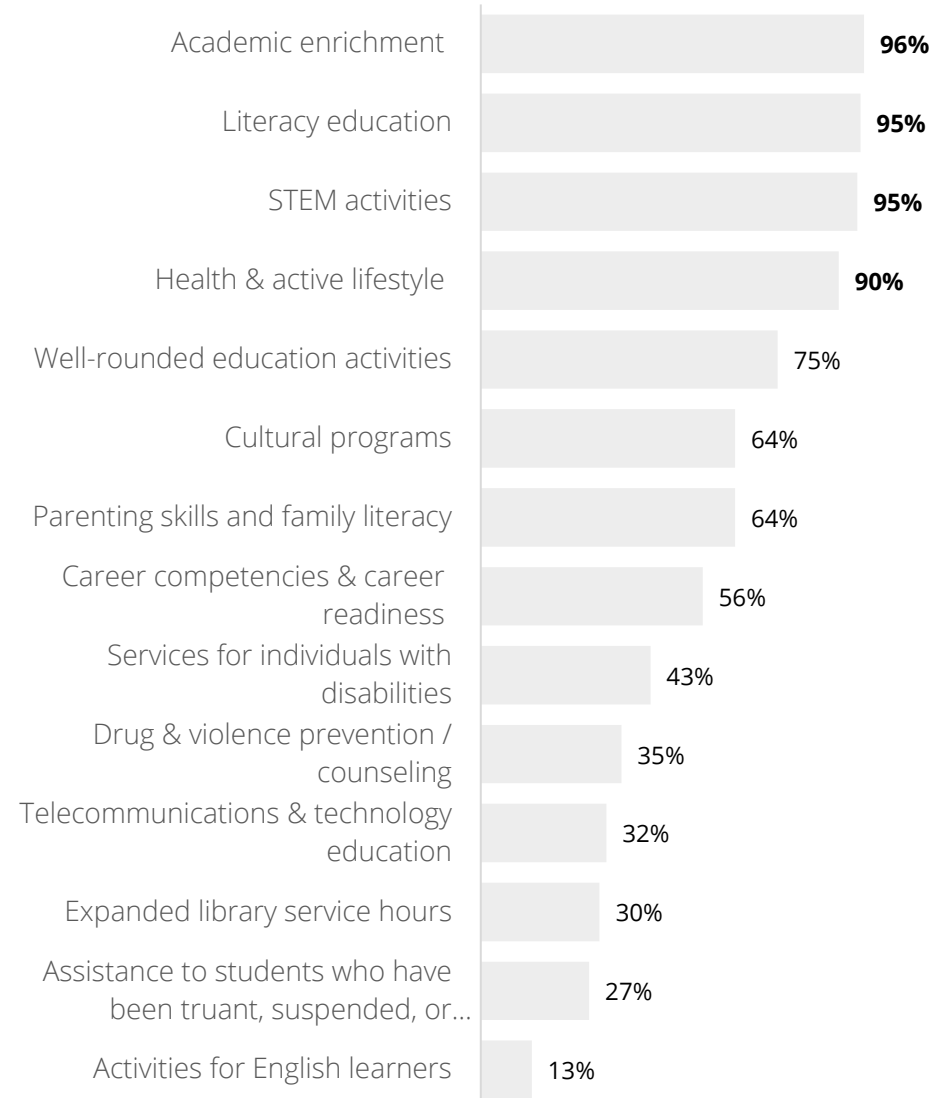
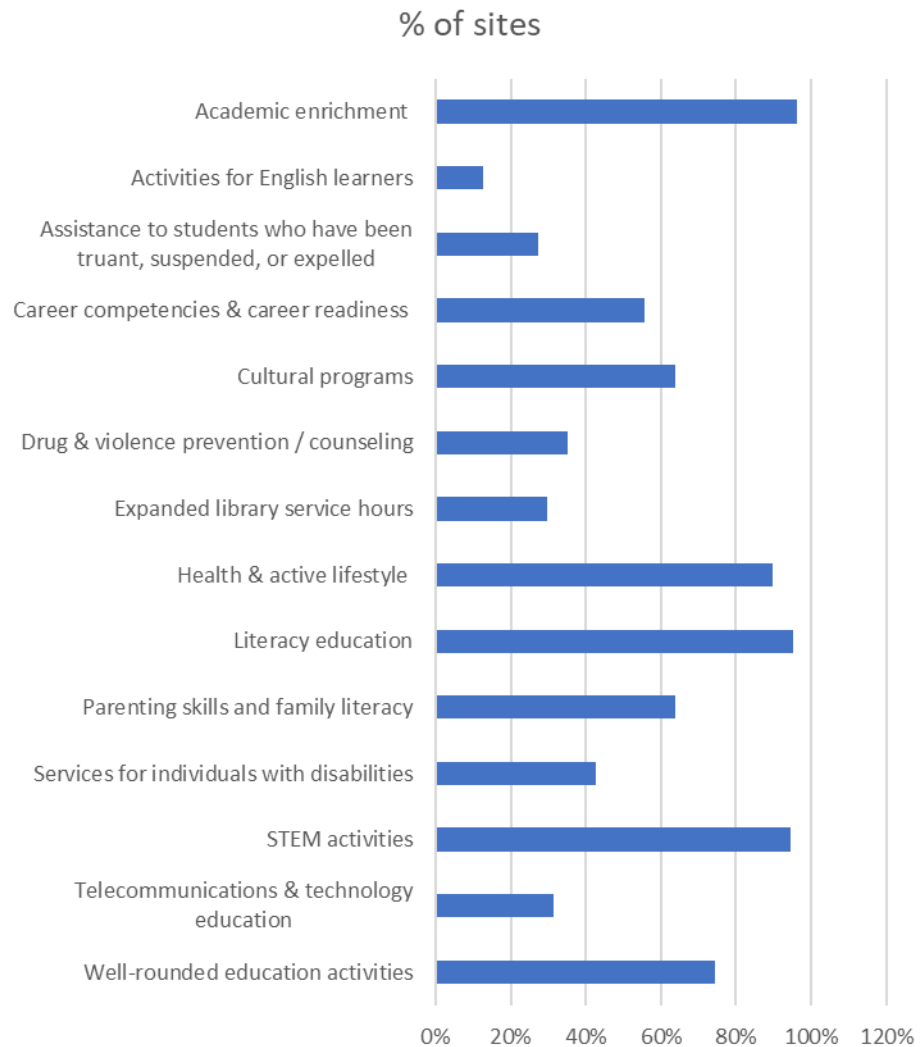
DATA VISUALIZATION CHECKLIST

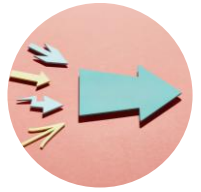
storytelling WITH data



Enhance clarity

Category	% of sites
Activities for English learners	13%
Assistance to students who have been truant, suspended, or expelled	27%
Expanded library service hours	30%
Telecommunications & technology education	32%
Drug & violence prevention / counseling	35%
Services for individuals with disabilities	43%
Career competencies & career readiness	56%
Parenting skills and family literacy	64%
Cultural programs	64%
Well-rounded education activities	75%
Health & active lifestyle	90%
STEM activities	95%
Literacy education	95%
Academic enrichment	96%

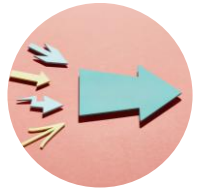




Provide emphasis

Highlight the important parts

Sources: Evergreen data



Provide emphasis

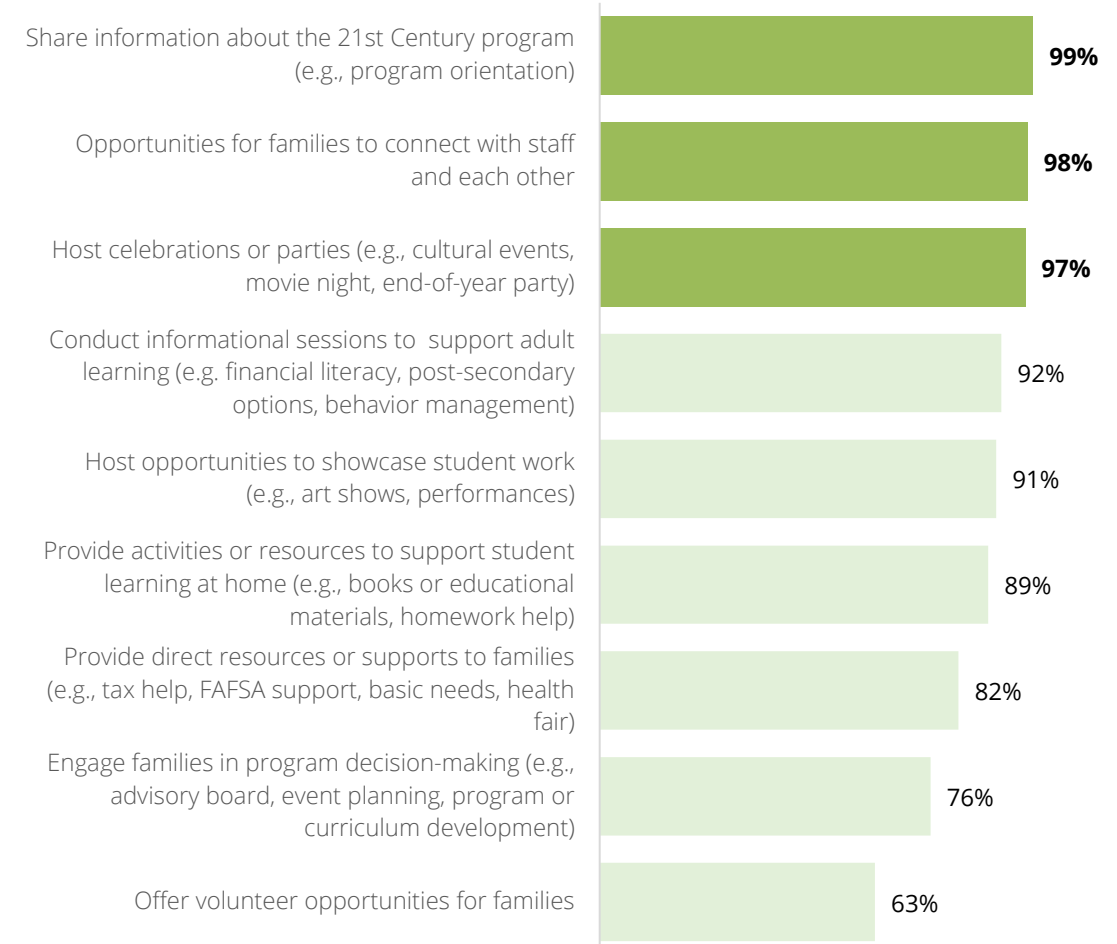
Highlight the important parts

“**We continue to enhance our recruitment process** through additional outreach opportunities during school hours, expanding collaboration with our school partners and enlisting the help of our Family Advisory Council which now has a council of ambassadors to assist with our recruitment efforts.”

- 21st CCLC Grantee

Family Engagement Opportunities

Almost all 21st CCLC programs reported providing opportunities for families to learn about the program, connect and celebrate together.





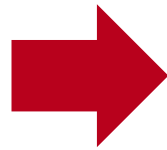
Provide emphasis

Highlight the important parts

Regular Program Participation

Ohio has set a participation goal for all 21st CCLC programs to have at least 60% of their students participate in programming regularly (30 days or 90+ hours) to receive the maximum benefits of the program.

Key outcome



64%

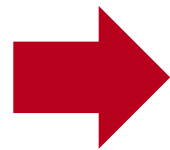
21st CCLC programs met Ohio's regular participation goal (60% regular attendees)



We continue to enhance our recruitment process through additional outreach opportunities during school hours, expanding collaboration with our school partners and enlisting the help of our Family Advisory Council which now has a council of ambassadors to assist with our recruitment efforts."

- 21st CCLC Grantee

Tips/strategies



Tips to improve student participation

- **Build strong partnerships with daytime teachers**, staff, and community members or organizations to support and promote ongoing efforts and recruitment.
- **Strengthen staff understanding** and alignment around 21st CCLC goals.
- Increase student excitement and buy in by **incorporating student voices** and choices into programming using interest-based clubs, events, and enrichment opportunities.
- Provide students with **incentives** to participate such as stipends, ability to go on field trips, and positive recognition through initiatives such as "Scholar of the Month."
- Build **trusting relationships with families** by maintaining regular communication, engaging parents in attendance discussions, and creating a positive learning environment.



Provide emphasis

Highlight the important parts

Use icons to focus attention



Families wanted more opportunities to connect with staff.



Students wanted more choices for enrichment.

Sources: [Evergreen data](#)



Provide emphasis

Highlight the important parts

Use icons to focus attention

Key Outcomes for 21st Century Community Learning Centers

Outcomes for the 21st CCLCs for the 2022-23 School Year include:



Program Participation

64% Programs met goal for at least 60% of students attending 30 or more days



School Attendance

56% Students participating in 21st CCLC programs improved their school attendance



Literacy Achievement

63% Students demonstrated any growth in Literacy

31% Students who were "basic" or "limited proficiency" improved to "proficient"



Math Achievement

62% Students demonstrated any growth in Math

26% Students who were "basic" or "limited proficiency" improved to "proficient"

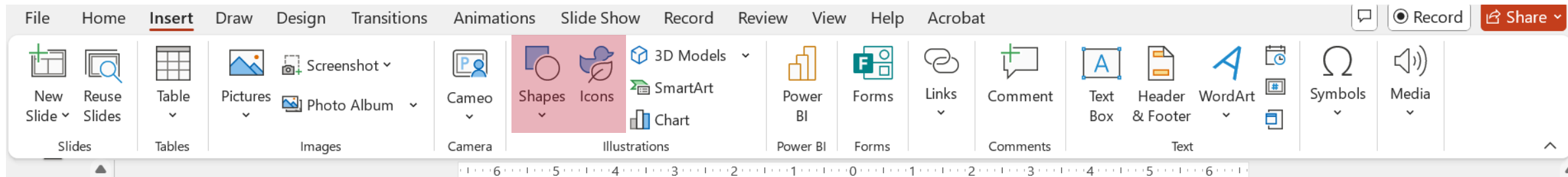
Sources: Evergreen data



Provide emphasis

Highlight the important parts

Use icons to focus attention

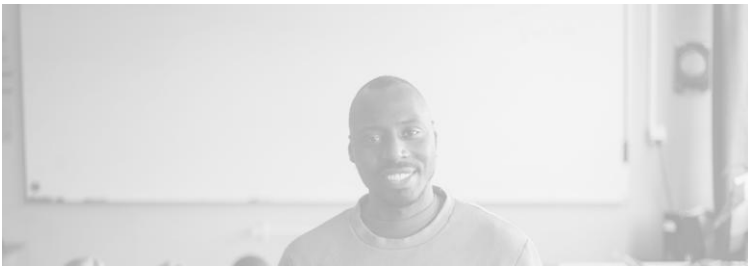


Sources: Evergreen data



Gather feedback

Teachers

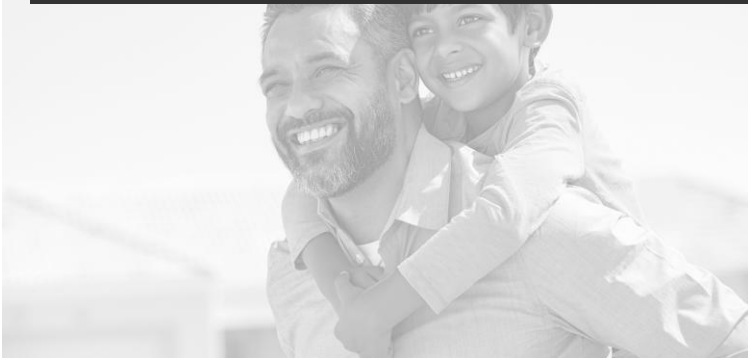


Admins



Do you understand the main point?
Is the message clear?
Are there next steps we should take?

Families



Students





Let's reflect together

How would you like to improve?

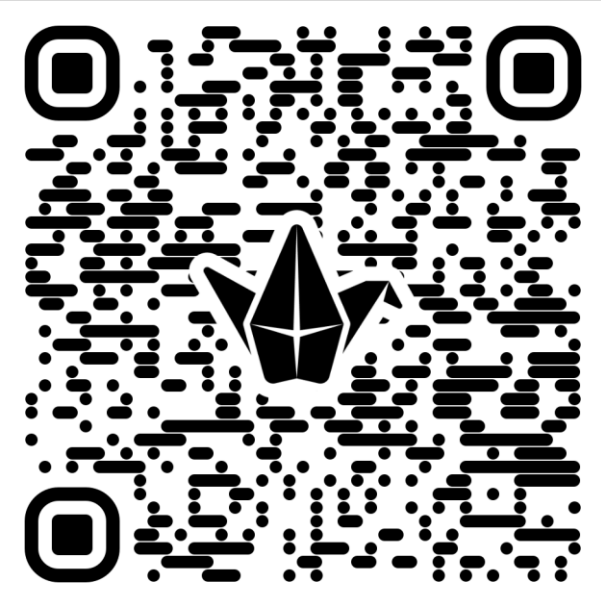
What ideas do you want to try?

How could this be used for your program?



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**Access
materials!**



www.bit.ly/OSTEval25

21st Century Community Learning Center

Statewide Evaluation Team



Julia Holton, PhD
degregja@ucmail.uc.edu

**Connect
with us!**



Sara T. Stacy, PhD
sara.stacy@uc.edu

References & Resources

References

Emery, 2021a | [The 30-3-1 Approach with Unlimited Visual Appendices: The Bare Minimum for Designing Reports that Actually Inform Decisions](#)

Emery, 2021b | [Why “Know Your Audience” is Terrible Dataviz Advice—and What to Do Instead](#)

Evergreen, no date | [Data Visualization Checklist](#)

Evergreen, no date | [Innovative Evaluation Reporting](#)

Schwabish, 2019 | [Use the “Pyramid Philosophy” to Better Communicate Your Research](#)

Storytelling with Data, 2014 | [Lead with Story](#)

Storytelling with Data, 2024 | [Do You Need a Data Story?](#)

Resources

Depict Data Studio: www.depictdatastudio.com/

Evergreen Data: www.stephanieevergreen.com/

Fresh Spectrum: www.freshspectrum.com/

Storytelling with Data: www.storytellingwithdata.com/

