



# *repackaging*

evaluation reports for  
maximum impact

HI-TEC 2017



*emma*

| graphic enthusiast  
| sleep deprived mom of two  
| organizational guru



*lyssa*

| data viz nerd

| sleep deprived doc student

| over-thinker



*Greetings from*

**Kalamazoo**

The word "Kalamazoo" is rendered in large, bold, stylized letters with a red and white double outline. Each letter serves as a frame for a different scenic photograph of Kalamazoo, Michigan. The 'K' shows a large brick building with "KALAMAZOO COUNTY BUILDING" visible. The 'A' features a red brick lighthouse. The 'M' depicts a brick building with a large arched window. The 'Z' shows a street view with a brick building. The 'O's contain images of a red brick building and a view of a building with a palm tree in the foreground.

*Michigan*

A scenic photograph showing a lush green lawn in the foreground, a line of trees, and a body of water in the background under a clear sky.

# EvaluATE

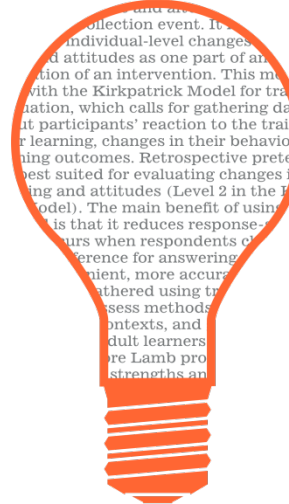
Advancing excellence through evaluation



Webinars



Resource Library



Blog



ATE Survey Data

[www.evalu-ate.org](http://www.evalu-ate.org)



EvaluATE is supported by the National Science Foundation under Grant No. 1600992. Any opinions, findings, and conclusions or recommendations expressed on this site are those of the authors and do not necessarily reflect the views of the National Science Foundation.

# Repackaging evaluation reports for maximum impact

Emma Perk & Lyssa Wilson | HI-TEC | July 2017  
bit.ly/EvaluATE-HITEC

It's not about making  
the document **pretty**.

It's about increasing  
**engagement**,  
**understanding**,  
and **use**.

## Tips, Tricks, & Res

When **designing** a doc



Use a **grid** to  
content



Use **white**



Use a **visu**  
including  
sizes



Match



Make  
**grey**



Use  
and



C  
y



## Overview & Steps

Repackaging evaluation reports involves breaking up a long form evaluation report into digestible pieces to target different audiences and their specific information needs.

- 1 Identify your **audience**
- 2 Identify your **key data**
- 3 Identify the **best platform**
- 4 **Sketch** out your idea
- 5 Get **feedback** on drafts
- 6 **Share** your results

## Software, Guides, & Templates

Good design isn't limited to fancy, expensive software. Try these widely accessible or free platforms.

Software	Best for	Guides & Templates
Microsoft PowerPoint	<ul style="list-style-type: none"> <li>✓ Slide decks</li> <li>✓ One-pagers</li> </ul>	<a href="http://duarte.com/slidedocs">duarte.com/slidedocs</a> <a href="http://slidescarnival.com">slidescarnival.com</a>
Microsoft Word	<ul style="list-style-type: none"> <li>✓ Long form reports</li> </ul>	<a href="http://bit.ly/Mword-tips">bit.ly/Mword-tips</a>
Microsoft Excel	<ul style="list-style-type: none"> <li>✓ Dashboards</li> <li>✓ Graphs</li> </ul>	<a href="http://annkemery.com/excel">annkemery.com/excel</a>
Canva <a href="http://canva.com">canva.com</a>	<ul style="list-style-type: none"> <li>✓ Social media</li> <li>✓ Postcards</li> </ul>	<a href="http://bit.ly/perk_nov15">bit.ly/perk_nov15</a>
Adobe Spark <a href="http://spark.adobe.com">spark.adobe.com</a>	<ul style="list-style-type: none"> <li>✓ Videos</li> <li>✓ Web docs</li> </ul>	<a href="http://bit.ly/Perk_DIY-Videos">bit.ly/Perk_DIY-Videos</a>

## 4 x 4 A Model for Knowledge Content

Different audience members have different information needs. Read more here [bit.ly/4x4-shander](http://bit.ly/4x4-shander).



### The Water Cooler

Quick snippets. Succinct. Direct. Compelling.



### The Café

A longer conversation.



### The Research Library

Longer, in-depth research and data.



### The Lab

Interaction with data.



*who are you?*





*what is our goal?*



***who can do this?***



***what is repackaging?***

It's not about making the  
document *pretty*.

It's not about making the document *pretty*.

It's about increasing  
engagement, understanding, and  
use.

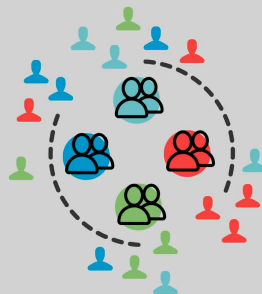


**NETWORK CONNECTIVITY**

What do SFA network relationships look like?

**communication**

- four lead festivals are centrally connected
- each lead festival connects annually with 70% of member festivals
- member festivals connect and communicate freely as needed



**networking at IPSEC meetings**



opportunity to strengthen network relations

**98**

percent plan to follow up with someone new they met to share information or resources

**new members**



festivals connect with SFA around the time of their 1st festival

**festival visits spark ideas**



**NETWORK VIBRANCY**

How healthy is the SFA network?

**festival diversity**

- 1 to 17 days
- recommended for kids ages 0 to 100!
- STEM + ARTS

festivals adapt to meet community needs and interests to draw in all audiences

**strong and enduring connections**

*"I can't overstate how much I've learned from other lead festivals. They're my closest colleagues. I'm tied to them all."*

**shared goals achieved at IPSEC**



**1** strengthened connections, both new and old

**94**

percent of attendees reported "quite a bit" or "a great deal"

**2** increased sense of belonging and recognition from the field

**86**

percent of attendees reported "quite a bit" or "a great deal"

**3** ideas exchanged and resources shared

**80**

percent of attendees reported "quite a bit" or "a great deal"



*what happens now?*

Evaluator

Program Staff

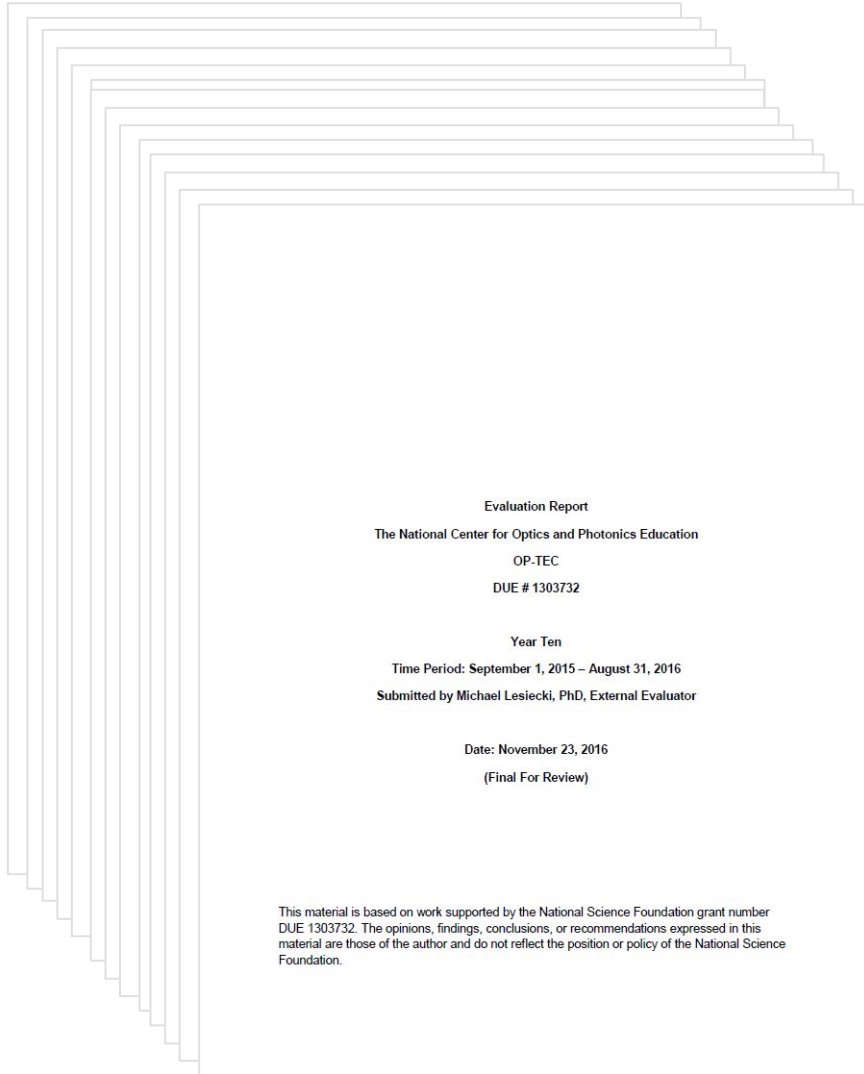
 Funder

Filed Away





# *what could be happening*

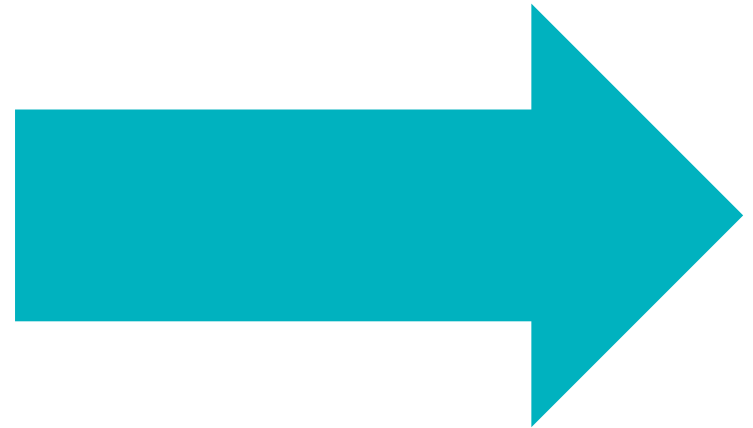


Evaluation Report  
The National Center for Optics and Photonics Education  
OP-TEC  
DUE # 1303732

Year Ten  
Time Period: September 1, 2015 – August 31, 2016  
Submitted by Michael Lesiecki, PhD, External Evaluator

Date: November 23, 2016  
(Final For Review)

This material is based on work supported by the National Science Foundation grant number DUE 1303732. The opinions, findings, conclusions, or recommendations expressed in this material are those of the author and do not reflect the position or policy of the National Science Foundation.







# brochure

## WHAT WE DO

We offer contributions to your projects so you are able to get what you want and need most in life.

## OUR VISION

We want to see you succeed in your important projects with our help.

## OUR MISSION

It is our mission to help you find the perfect way to get what you need.

# 50%

OF OUR SHARES

go to charity and our customers.

## STATISTICS

# 70%

OF OUR CLIENTS

have made successful projects.

"HELPING OTHERS HAS ALWAYS BEEN MY PASSION. THEREFORE, I TURNED IT INTO MY MISSION."

John Smith  
- Director & CEO of ABC



## ABOUT US

We are a solutions-providing company that aims to help you get what you want and need.

We are located at the heart of New York, the perfect place to symbolise our ability to engage in camaraderie and successful collaboration.

# ABC COMPANY

WE PROVIDE  
QUALITY  
SERVICE.

info@abcompany.com  
www.abcompany.com  
(04) 982 0918 982



*infographics*

**BALTIMORE**  
FINANCIAL

# THE FUTURE OF THE CAPITAL MARKETS INDUSTRY

Capital Markets will look very different in 2020 than they do today. Based on feedback from clients, many have gloomily predicted a shrinking capital markets landscape, over-regulation and the fall of traditionally powerful financial centres such as London and New York.

Source: [www.pwc.com](http://www.pwc.com)

**90%**

STATE THAT THEIR ORGANISATION WILL FOCUS MORE ON DATA FROM NEW SOURCES SUCH AS SOCIAL MEDIA.



**41%**

TALENT

**37%**

TECHNOLOGY

THE TOP TWO CONSTRAINTS TO OBTAINING AN INFORMATION EDGE

**37%**

THINK THEIR ORGANISATIONS ARE PREPARED FOR FUTURE CHANGES



**80%**

BELIEVE IT COULD TAKE UP TO 3 YEARS TO STRENGTHEN THEIR COMPANY CULTURE.

**Baltimore Financial** helps organisations and individuals create the value they're looking for. We're a network of firms in 139 countries with more than 195,000 people who are committed to delivering quality in assurance, tax and advisory services. Find out more and tell us what matters to you by visiting us at [www.baltimorefinancial](http://www.baltimorefinancial)



# data snapshot and one pagers



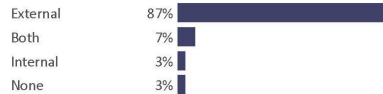
## Evaluation in ATE: 2015

Emma Perk, Lyssa Wilson, and Miranda Lee | October 2016

The following information provides a snapshot of aspects of ATE evaluations, as reported by respondents on the 2016 ATE survey.<sup>a</sup> The findings reflect activities in 2015.

### Type of Evaluator

Nearly all projects had an evaluator in 2015. (n=181)



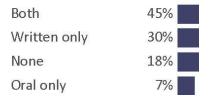
### Interaction with Evaluator

Most project leaders reported interacting with their evaluators occasionally or often. (n=174)



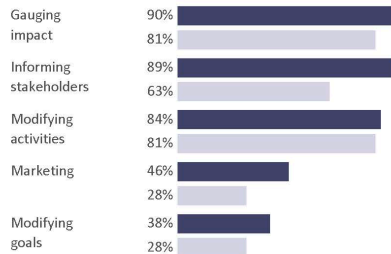
### Type of Evaluation Report

Almost half of projects received both a written and oral evaluation reports. (n=142)



### Evaluation Report Use

Project leaders who received reports in **both oral and written** forms reported higher rates of evaluation use than those who received just **one type**. (n=166)



<sup>a</sup> Eighty-nine percent of 234 ATE grant recipients completed this survey. Of these 208 respondents, 181 provided information about their evaluations.



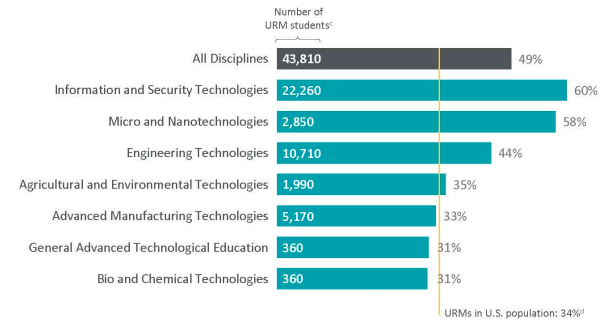
This material is based upon work supported by the National Science Foundation under Grant No. 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



## Underrepresented Minority Students in ATE: 2015

Lyssa Wilson, Emma Perk, and Miranda Lee | October 2016

According to the results of the 2016 survey of ATE grantees,<sup>a</sup> underrepresented minority (URM)<sup>b</sup> students comprised 49 percent of all students in ATE-supported programs in 2015. By discipline, the percentage of URM students ranges from 31 to 60 percent.



<sup>a</sup> Eighty-nine percent of 234 ATE grant recipients completed this survey. Of these 208 respondents, 167 reported that their ATE grants supported instructional programs; 107 provided information about the race and ethnicity of their students.

<sup>b</sup> Underrepresented minorities in STEM include Hispanic/Latino, American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander, and multiracial individuals. See the NSF report *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2015*. (<http://www.nsf.gov/statistics/2015/nfs15311/>)

<sup>c</sup> Numbers are rounded to the nearest ten.

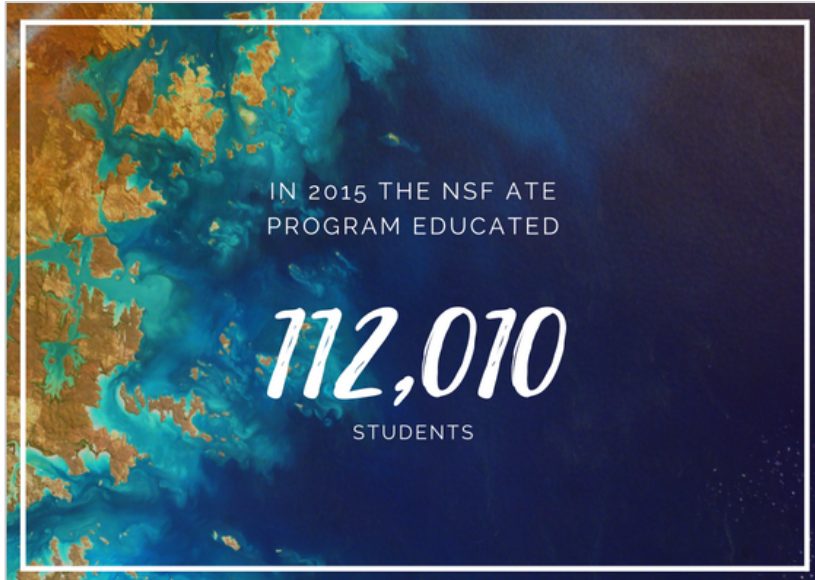
<sup>d</sup> National data for underrepresented minorities in the United States are from the U.S. Census. (<http://www.census.gov/quickfacts/table/PST045214/00>)



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*postcards*





## *social media*





*how can you do this?*



*intro to 4x4 model*

**4x4**

A MODEL FOR  
KNOWLEDGE  
CONTENT

**BeehiveMedia**<sup>o</sup>



*4 x 4 levels*

**THE  
WATER  
COOLER**



Succinct! Direct!  
Compelling!



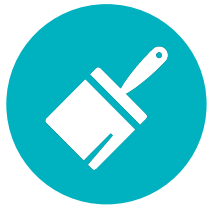
*30% of all students*

in ATE programs in 2015 were

*women*



[evalu-ate.org](http://evalu-ate.org)



*4 x 4 levels*

# THE CAFÉ



Some length, But  
not Deep study!

## REACH

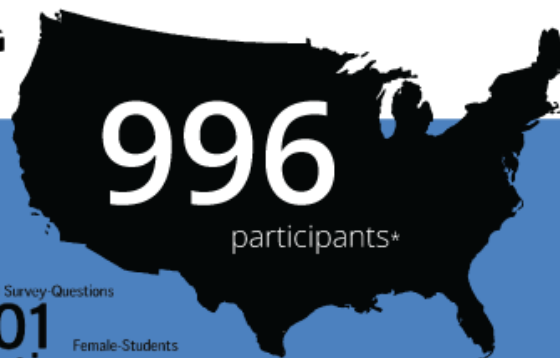
delivered  
**32**  
webinars



presenters  
guest  
**36**

## TOPICS

Measurement  
Survey  
Assessment  
Impact  
Research  
Survey-Questions  
Evaluation 101  
Data  
Reporting  
Indicators Interpretation  
Logic-Models  
Small-Grant  
Female-Students



\*total number of unique webinar participants.

## PARTICIPANT FEEDBACK

What was the most useful aspect of the webinar? *(Verbatim from participants)*

*A good overview of what to expect for new PIs.*

*Clear, concise, straightforward information on how to proceed.*

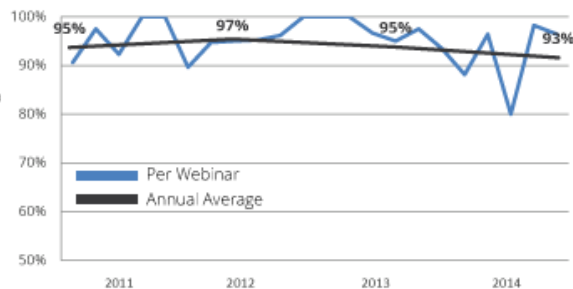
*Practical, fast paced, broad enough to apply but focused as well.*

*Good interaction and use of the [webinar] tools.*

## EvaluATE

Find more information on EvaluATE's webinars:  
[evalu-ate.org/category/webinars](http://evalu-ate.org/category/webinars)

"I would recommend this webinar to a colleague."  
(Percentage of respondents who agree or strongly agree)



created by Emma Perk



*4 x 4 levels*

# THE RESEARCH LIBRARY



Research and Data

## Evaluation Resource Center for Advanced Technological Education (EvaluATE)

Year 3 Brief Evaluation Report  
May 2015

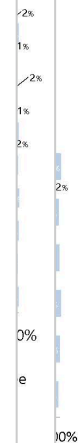
**Presented to:**

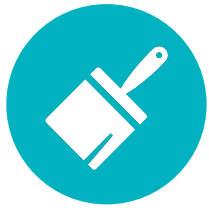
Lori Wingate, Ph.D., Principal Investigator, EvaluATE  
Arlen Gullickson, Ph.D. Co-Principal Investigator, EvaluATE  
The Evaluation Center  
Western Michigan University  
4405 Ellsworth Hall  
Kalamazoo, MI 49008-5237

**Presented by:**

Lana J. Rucks, Ph.D., Principal Consultant  
Carla Clasen, M.P.H., Senior Evaluator  
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t 937-242-7024

This material is based on work supported by National Science Foundation grant #1204683. The opinions, findings, conclusions, or recommendations expressed in this material are those of the authors and do not reflect the position or policies of the National Science Foundation.





*4 x 4 levels*

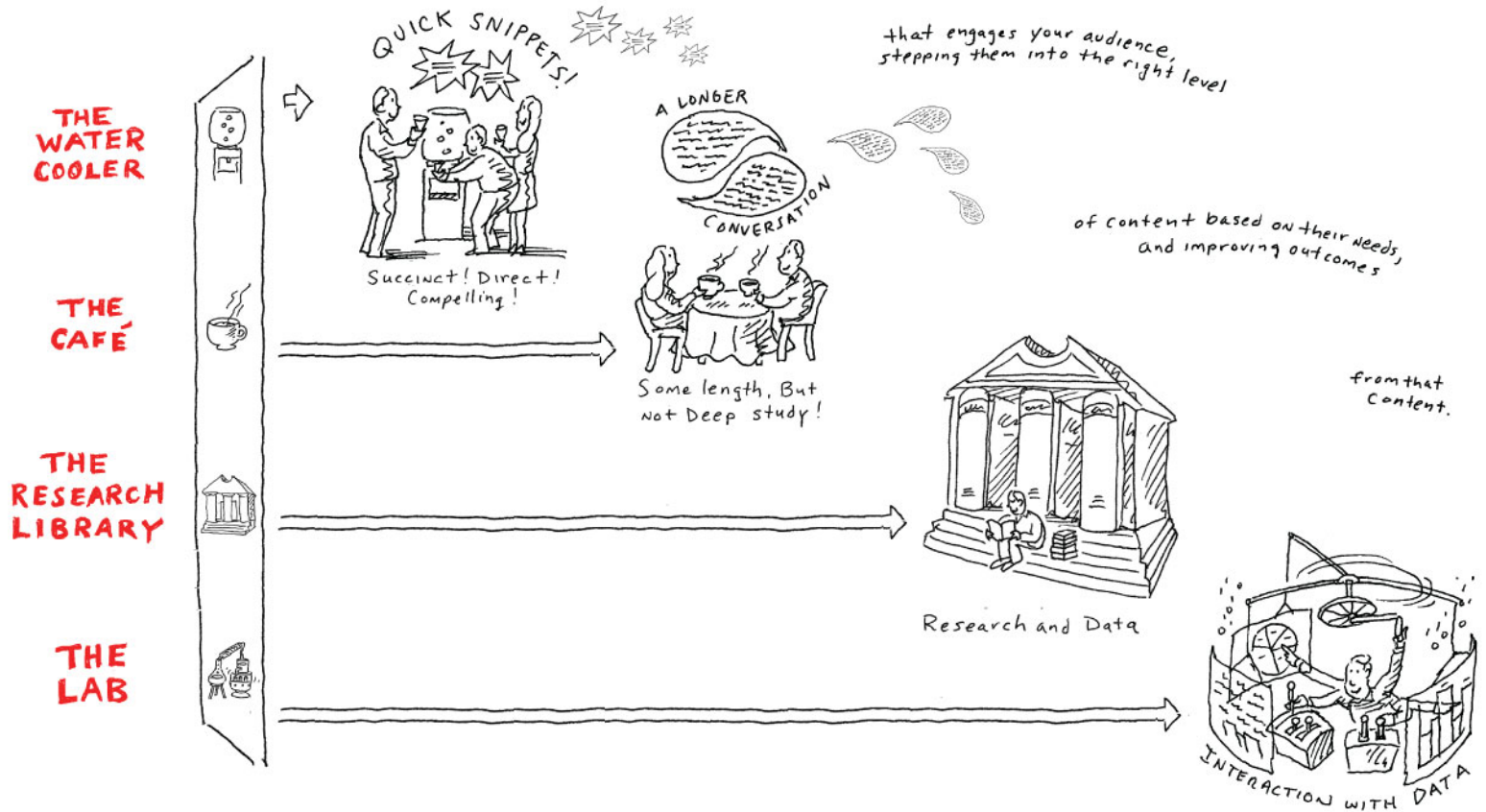
**THE  
LAB**





# 4 x 4 model

The 4x4 approach is the secret to presenting content in a way





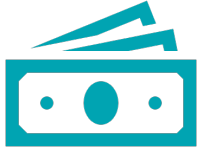
***apply to evaluation***







# *1. identify your audience*



**Funders/Admin. (NSF, NIH)**



**Advisory Groups**



**Industry Partners**



**Project Staff**



**Participants**

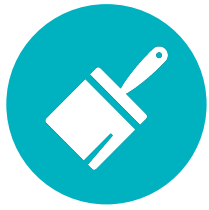


D<sub>2</sub>






A<sub>1</sub>

T<sub>1</sub>

A<sub>1</sub>










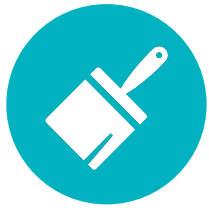
## 2. identify your key data points

Audience	Level		
Funders/Admin.			
Advisory Groups			
Industry Partners			
Project Staff			
Participants			













## 2. identify your key data points

Audience	Level	Type
Funders/Admin.		 <i>Quantitative</i>   <i>Qualitative</i>
Advisory Groups		
Industry Partners		
Project Staff		
Participants		



## 2. identify your key data points

Audience	Level	Type	
Funders/Admin.			
Advisory Groups			
Industry Partners			
Project Staff			
Participants			





### *3. identify the best platform*



**PRINT**



**ELECTRONIC**


















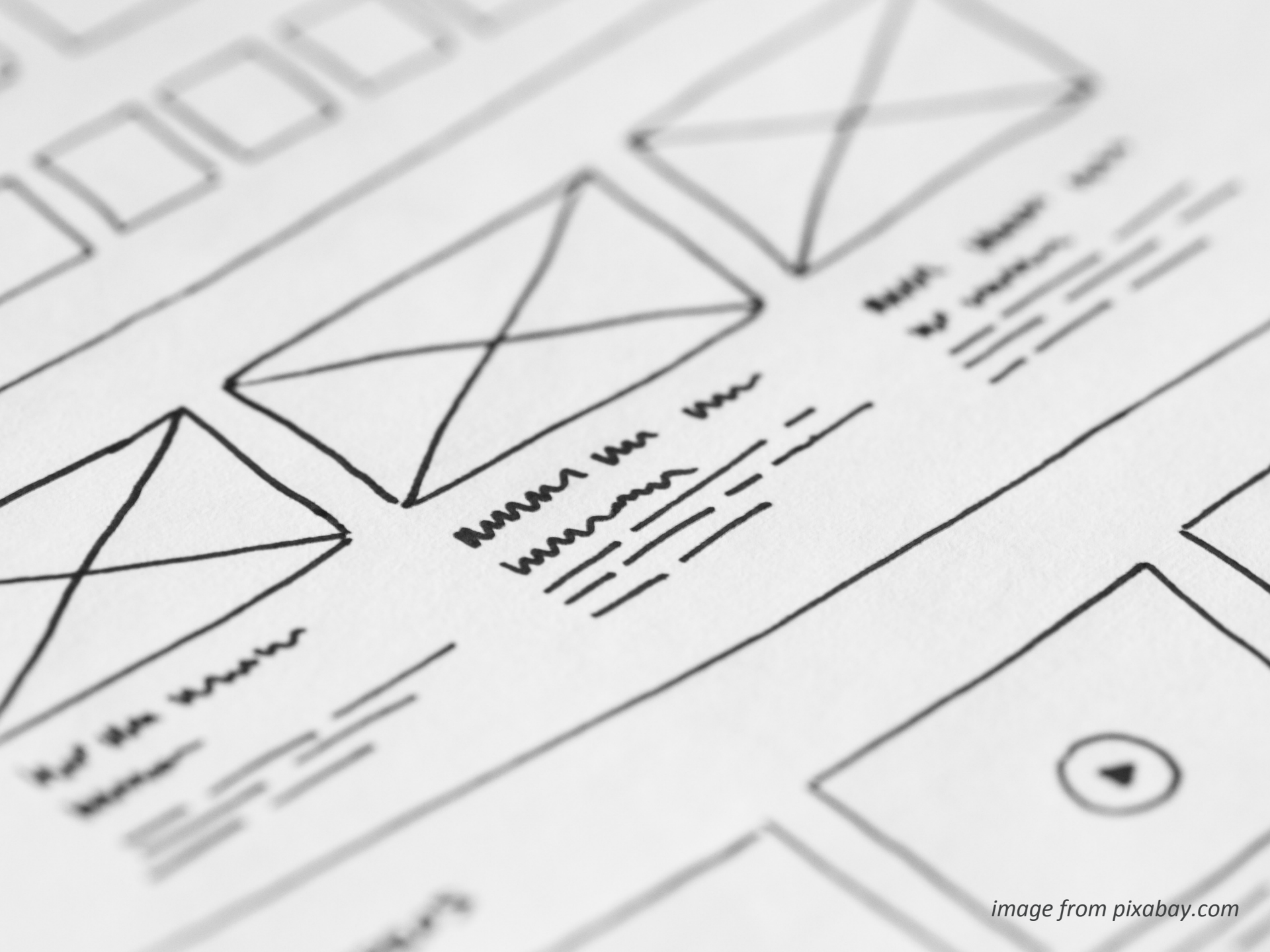
**SOCIAL MEDIA**





## 2. identify your key data points

Audience	Level	Type	
Funders/Admin.			
Advisory Groups			
Industry Partners			
Project Staff			
Participants			



feedback







# Step by Step

1 Identify your audience

2 Identify your key data

3 Identify your platform

4 Sketch out your idea

5 Get feedback on drafts

6 Share your results

**Rep**  
ev  
m

**Overview & Summary**  
Repackaging evaluation reports for different audiences and platforms


- 1 Identify your audience
- 2 Identify your key data
- 3 Identify your platform

**Software**  
Good design tools  
widely available

**Software**  
Microsoft Word  
Microsoft PowerPoint  
Microsoft Excel  
Microsoft OneNote

**Tips, Tricks, & Resources**  
When *designing* a document, webpage, or video, make sure to...

- Use a grid to organize content**  
Grids are a great way to organize content. Blocking out sections for content gives a clean sense of logic and order to documents or webpages.
- Use white space**  
White space can help visually break up sections, allowing readers to easily scan documents, or make certain sections more impactful.
- Use a visual hierarchy including consistent font sizes**  
Increasing the size of fonts draws readers attention. Using this in purposeful ways can help organize the content to increase understanding and usability. Read more here [bit.ly/font-hierarchy](http://bit.ly/font-hierarchy).
- Match colors to branding**  
Stay away from Microsoft's default colors. Instead, brand documents to the colors of the project. See [bit.ly/emery-color-branding](http://bit.ly/emery-color-branding).
- Make colors friendly for greyscale, and colorblind**  
Remember to choose colors that can be differentiated by those who are colorblind, when documents are printed in black and white, and when Xerox copies are made. Check your colors here [colorbrewer2.org](http://colorbrewer2.org).
- Use relevant photographs and icons**  
Free high resolution stock photos can be found at [pixabay.com](http://pixabay.com). Similarly, icons can be a simple way to convey patterns and meaning throughout your document, webpage, or video. Free icons can be found at [iconfinder.com](http://iconfinder.com).
- Choose the right chart for your data**  
Charts and graphs can be a powerful way to communicate data to your audience. Make sure you are choosing the right chart to display your data. Refer to a chart chooser such as [annkemery.com/essentials](http://annkemery.com/essentials).
- Use unique fonts**  
Try to stay away from default fonts. Unique fonts can help extend your organization's brand and bring an element of fun. Free fonts can be downloaded at [fontspring.com](http://fontspring.com) and [dafont.com](http://dafont.com). It's easier than you might think! See directions on downloading fonts here [fontspring.com/support/installing](http://fontspring.com/support/installing).

**Evaluate**   
Grant No. 1204083 Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.  
[www.evalu-ate.org](http://www.evalu-ate.org) | 269.387.5920 | Western Michigan University



*put it all together*



# OP-TEC *Example*

**Client:**



**Audience:**



**Data Selection:**



**Platform:**



**Software:**





# OP-TEC *Example*

## Recommendations

The analysis of the Center's key activities, outputs, outcomes and impacts yields the following recommendations:

1. Clarify impact on enrollment, persistence and tracking into the workforce. There is an opportunity to strengthen the enrollment study approach. This will provide an opportunity to more carefully judge the gap between program capacity/output and the workforce demand. It will solidify the number of program participants and completers. The Center should encourage the OPCN to take the leadership role in defining data indicators and processes to track students that will work for all of the members.
2. Continue to build Community: The OPCN, PSRN, other active subcommittees and the regional centers represent a huge opportunity for the center. Establish autonomy and sustainability for these groups; encourage them to establish data indicators and metrics for their goals and objectives.
3. The center is encouraged to formalize the OPCN as part of the management structure in the future and establish a funding/sustaining mechanism in part through the support center grant and in part through self-funding activities devised by the OPCN itself.
4. Customer Relationship Management (CRM) initiatives can add value if efforts are made to keep the CRM current and lead to focused, identified, follow-up actions to strengthen customer service for the joint efforts of the centers
5. Either the Center should build metrics and data indicators into its funded minigrants or the minigrants should be considered simply pilot attempts to point to possible best practices. Alternatively the funded aspect of the migrant program should cease and the center should engage in more targeted, data-driven collaborations with its partner colleges.
6. Continue to study the impact of the e-Textbook through a comparison cohort study of e-versus traditional text approaches to learning.
7. The Fundamentals of Light and Lasers online course for working technicians cohort number two evaluation has revealed the changes created in the course (tutorials, multimedia elements etc.) have resulted in significantly higher completion rates. This is a promising area for long-term study to follow additional cohorts and develop more definitive data to support the outcome.
8. Now that the Center has established a working relationship with the AIM Photonics Manufacturing Institute (and others) and has generated skill standards and curriculum materials, the Center is encouraged to develop metrics to judge the impact of this work on community college programs and the Institutes.
9. Continue to develop and focus the Optics and Photonics evaluation group convened to advance the evaluation efforts of the other ATE centers and programs involved.
10. The Center could potentially focus its professional development activities to include more implementation strategies and ongoing, after-support. The 2016 professional



# OP-TEC

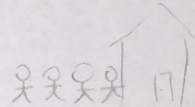
## 2016 RECOMMENDATIONS

1

Clarify impact on enrollment, persistence, and tracking into the workforce.

2

Continue to build Community



3

Formalize the OPCN as part of the management structure and establish a funding/sustaining mechanism

4

Increase the use of the Customer Relationship Mang. (CRM)

5

Address concerns with the migrant program

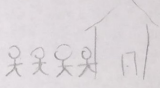
6


Continue to study the impact of the e-Textbook

**Grid Format**  
**6 tiles/page**  
**11 tiles total**



# OP-TEC Example


OP-TEC 2016 RECOMMENDATIONS	
1 Clarify impact on enrollment, persistence, and tracking into the workforce.	2 Continue to build Community 
3 Formalize the OPCN as part of the management structure and establish a funding/sustaining mechanism	4 Increase the use of the Customer Relationship Mang. (CRM)
5 Address concerns with the migrant program	6 Continue to study the impact of the e-Textbook



## OP-TEC RECOMMENDATIONS 2016

National Center for Optics and Photonics Education

- 1 **Clarify** impact on enrollment, persistence and tracking into the workforce.  
The analysis of the Center's key activities, outputs, outcomes, and impacts yields **11** recommendation.
- 2 Continue to **build** community.
- 3 **Formalize** the OPCN as part of the management structure and **establish** a funding/sustaining mechanism.
- 4 **Increase** the use of the customer relationship manager (CRM).
- 5 **Address** concerns with the migrant program.



The analysis of the Center's key activities, outputs, outcomes, and impacts yields **11** recommendation.

- 1** **Clarify** impact on enrollment, persistence and tracking into the workforce.
- 2** Continue to **build** community.
- 3** **Formalize** the OPCN as part of the management structure and **establish** a funding/sustaining mechanism.
- 4** **Increase** the use of the customer relationship management (CRM).
- 5** **Address** concerns with the minigrant program.
- 6** Continue to **study** the impact of the e-Textbook.
- 7** **Conduct** a long-term study of online courses.
- 8** **Develop** metrics to measure impact of industry partners on community colleges and institutes.
- 9** Continue to **develop** and **focus** the evaluation group.
- 10** **Focus** professional development activities to include more implementation strategies and ongoing, after-support.
- 11** **Expand** social media metrics to include measures of engagement and set goals.



# OP-TEC *Example*

## Recommendations

The analysis of the Center's key activities, outputs, outcomes and impacts yields the following recommendations:

1. Clarify impact on enrollment, persistence and tracking into the workforce. There is an opportunity to strengthen the enrollment study approach. This will provide an opportunity to more carefully judge the gap between program capacity/output and the workforce demand. It will solidify the number of program participants and completers. The Center should encourage the OPCN to take the leadership role in defining data indicators and processes to track students that will work for all of the members.
2. Continue to build Community: The OPCN, PSRN, other active subcommittees and the regional centers represent a huge opportunity for the center. Establish autonomy and sustainability for these groups; encourage them to establish data indicators and metrics for their goals and objectives.
3. The center is encouraged to formalize the OPCN as part of the management structure in the future and establish a funding/sustaining mechanism in part through the support center grant and in part through self-funding activities devised by the OPCN itself.
4. Customer Relationship Management (CRM) initiatives can add value if efforts are made to keep the CRM current and lead to focused, identified, follow-up actions to strengthen customer service for the joint efforts of the centers
5. Either the Center should build metrics and data indicators into its funded minigrants or the minigrants should be considered simply pilot attempts to point to possible best practices. Alternatively the funded aspect of the migrant program should cease and the center should engage in more targeted, data-driven collaborations with its partner colleges.
6. Continue to study the impact of the e-Textbook through a comparison cohort study of e-versus traditional text approaches to learning.
7. The Fundamentals of Light and Lasers online course for working technicians cohort number two evaluation has revealed the changes created in the course (tutorials, multimedia elements etc.) have resulted in significantly higher completion rates. This is a promising area for long-term study to follow additional cohorts and develop more definitive data to support the outcome.
8. Now that the Center has established a working relationship with the AIM Photonics Manufacturing Institute (and others) and has generated skill standards and curriculum materials, the Center is encouraged to develop metrics to judge the impact of this work on community college programs and the Institutes.
9. Continue to develop and focus the Optics and Photonics evaluation group convened to advance the evaluation efforts of the other ATE centers and programs involved.
10. The Center could potentially focus its professional development activities to include more implementation strategies and ongoing, after-support. The 2016 professional

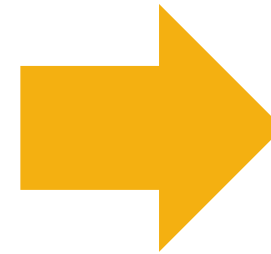


The analysis of the Center's key activities, outputs, outcomes, and impacts yields **11** recommendation.

- |   |   |
|---|---|
| <b>1</b> Clarify impact on enrollment, persistence and tracking into the workforce.                           | <b>7</b> Conduct a long-term study of online courses.   |
| <b>2</b> Continue to build community.   | <b>8</b> Develop metrics to measure impact of industry partners on community colleges and institutes.                     |
| <b>3</b> Formalize the OPCN as part of the management structure and establish a funding/sustaining mechanism. | <b>9</b> Continue to develop and focus the evaluation group.  |
| <b>4</b> Increase the use of the customer relationship management (CRM).                                      | <b>10</b> Focus professional development activities to include more implementation strategies and ongoing, after-support. |
| <b>5</b> Address concerns with the minigrant program.   | <b>11</b> Expand social media metrics to include measures of engagement and set goals.                                    |
| <b>6</b> Continue to study the impact of the e-Textbook.  |   |

The analysis of the Center's key activities, outputs, outcomes, and impacts yields **11** recommendation.

- 1 Clarify** impact on enrollment, persistence and tracking into the workforce.
- Continue to **build** community.
- 3 Formalize** the OPCN as part of the management structure and **establish** a funding/sustaining mechanism.
- 4 Increase** the use of the customer relationship management (CRM).
- 5 Address** concerns with the minigrant program.
- Continue to **study** the impact of the e-Textbook.
- 7 Conduct** a long-term study of online courses.
- 8 Develop** metrics to measure impact of industry partners on community colleges and institutes.
- Continue to **develop** and **focus** the evaluation group.
- 10 Focus** professional development activities to include more implementation strategies and ongoing, after-support.
- 11 Expand** social media metrics to include measures of engagement and set goals.



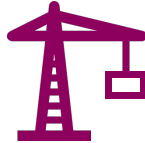


# FLATE *Postcard Example*

**Client:**



**Audience:**



**Data Selection:**



**Platform:**



**Software:**





## **FLATE *Postcard Example***

### **Section C. Effectiveness of Outreach and Recruitment Efforts**

Please refer to page 8 above and the description of information addressing Effectiveness Measure SE-5. That information also applies and addresses Effectiveness Measure OE-2, relating to published STEM education best practices. Effectiveness Measures OE-1, OE-3, and OE-4 are addressed by the following data and information. Since 2005, FLATE has facilitated close 681 tours to 359 high-tech, manufacturing facilities throughout Florida for over 15,000 students, and 1,584 educators and parents. One of FLATE's goals has been to provide students with exposure to real Science, Technology, Engineering and Math (STEM) workplaces, primarily those in manufacturing. Students are surveyed after the tours to gather data to discover what the students experienced from their own point of view and to help streamline and improve tours in the future.



## **FLATE *Postcard Example***

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US Letter   Presentation (16:9)   Presentation   A4   Letterhead (US)   Magazine   Letterhead (A4)   Certificate   Résumé

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### Documents

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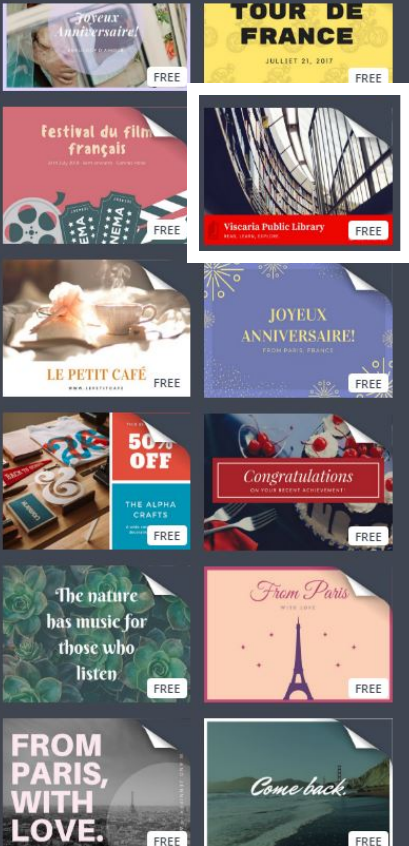
Canva layouts

ELEMENTS

TEXT

BKGROUND

UPLOADS



Resource: [evalu-ate.org/blog/perk\\_nov15/](http://evalu-ate.org/blog/perk_nov15/)



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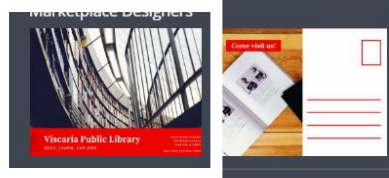
TEXT

BKGROUND

UPLOADS

Red and White Library Picture Postcard

2 layouts by Reychelle Ann Mendoza from Marketplace Designers



# Viscaria Public Library

READ, LEARN, EXPLORE.

Cornerstone Complex  
633 Butternut Lane  
Centralia, IL 62801

Open daily from 8am-10pm



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thank you

FLATE has facilitated **681** tours at **359** high-tech manufacturing facilities throughout Florida to **15,000** students, and **1,584** educators and parents.

**FLATE**  
ADVANCED TECHNOLOGICAL  
EDUCATION CENTER  
fl-ate.org



**thank you**

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[fl-ate.org](http://fl-ate.org)



# FLATE *Postcard Example*

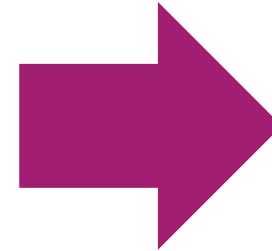
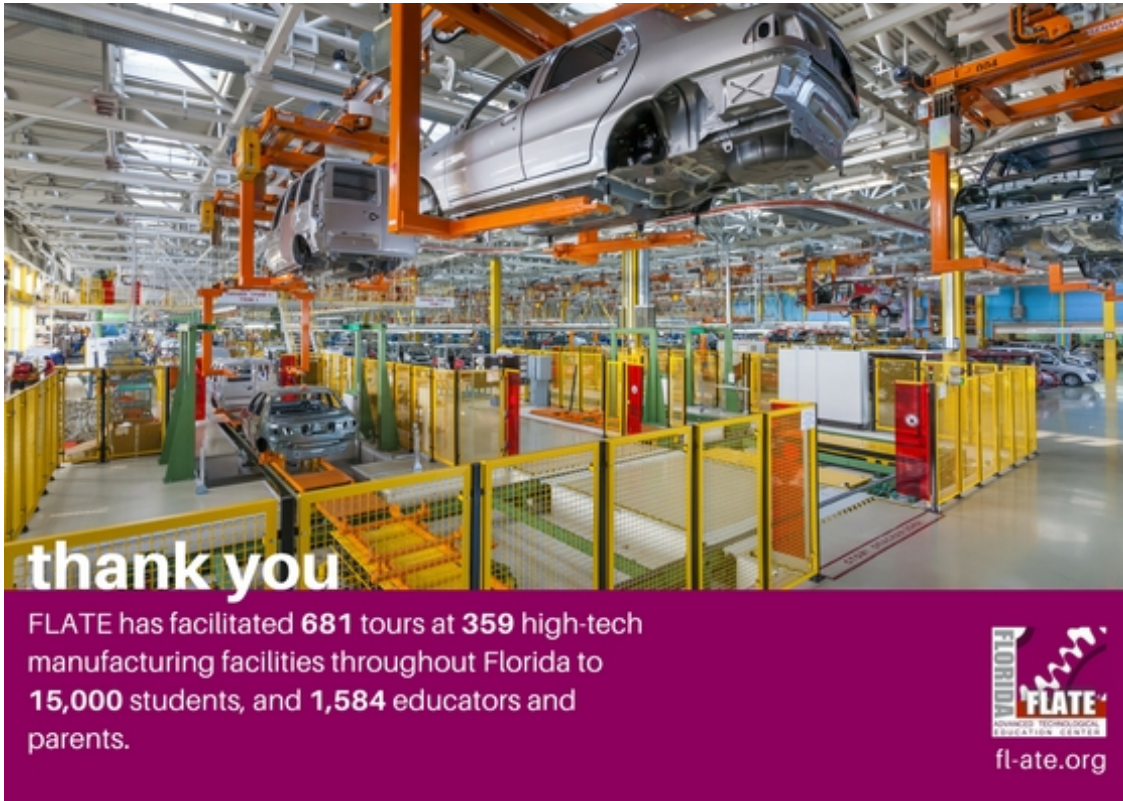
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# FLATE *Postcard Example*





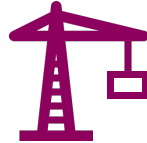


# FLATE *Social Media Example*

**Client:**



**Audience:**



**Data Selection:**



**Platform:**



**Software:**





# FLATE *Social Media Example*

Table C-1 Key MFG Day Activities Trends

Year	# Tours	# Manufacturing Employees Involved	# Teachers	# Parents	# Students
2013	72	225	110	66	2307
2014	95	350	174	113	3150
2015	159	636	318	318	4770
2016	186	569	268	217	4.846



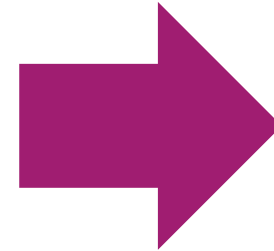
**MFG DAY 2016: 186 TOURS TO 4,846 STUDENTS**



# FLATE *Social Media Example*



**MFG DAY 2016: 186 TOURS TO 4,846 STUDENTS**





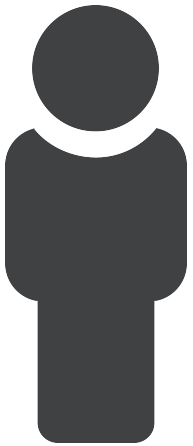
*what happens now?*

Evaluator

Program Staff

 Funder

Filed Away





*what happens now?*

Evaluator

Program Staff

 Funder

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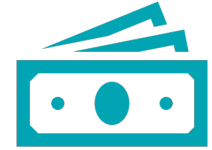
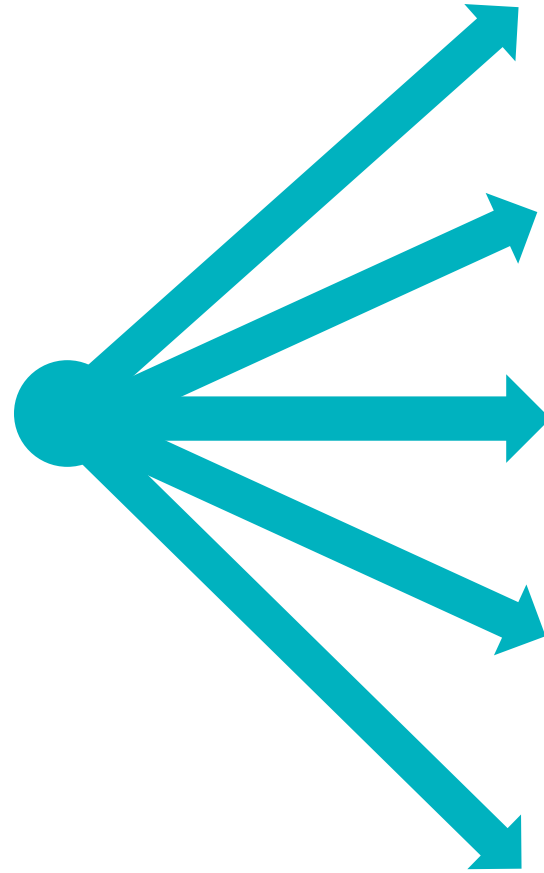


*what can happen now?*

Evaluator



Client



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&  
Share*





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