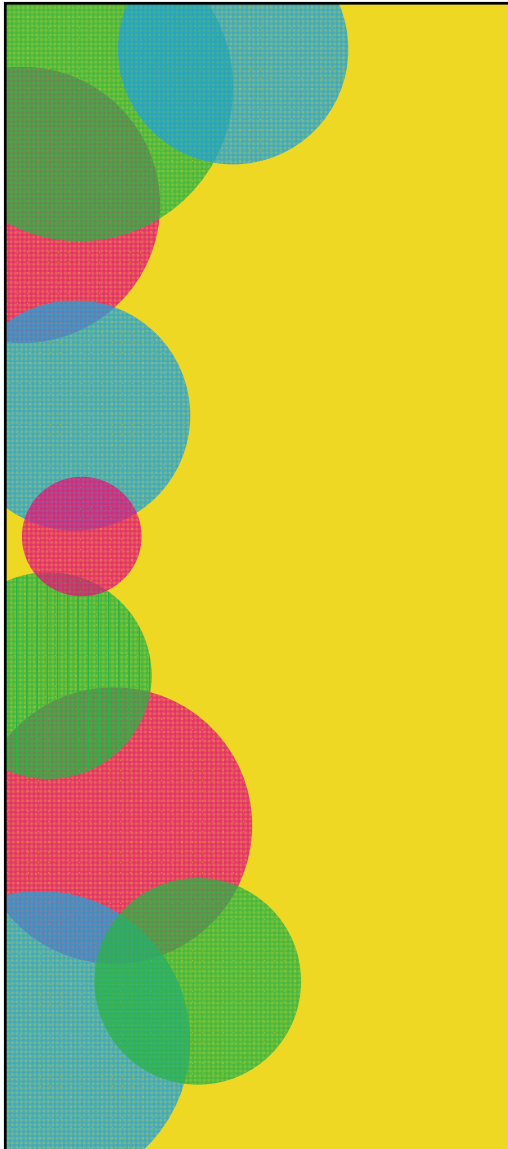


**BRINGING STAKEHOLDERS TO THE TABLE:**  
**Using Data Placemats for Participatory Analysis in Nonprofit and Foundation Settings**  
*Laura Beals, Sara Afflerback, Susan Foster, and Kendra Lewis*



# BRINGING STAKEHOLDERS TO THE TABLE:

Using Data Placemats for Participatory  
Analysis in Nonprofit and Foundation Settings

**American Evaluation Association Annual Conference | Washington, D.C.**  
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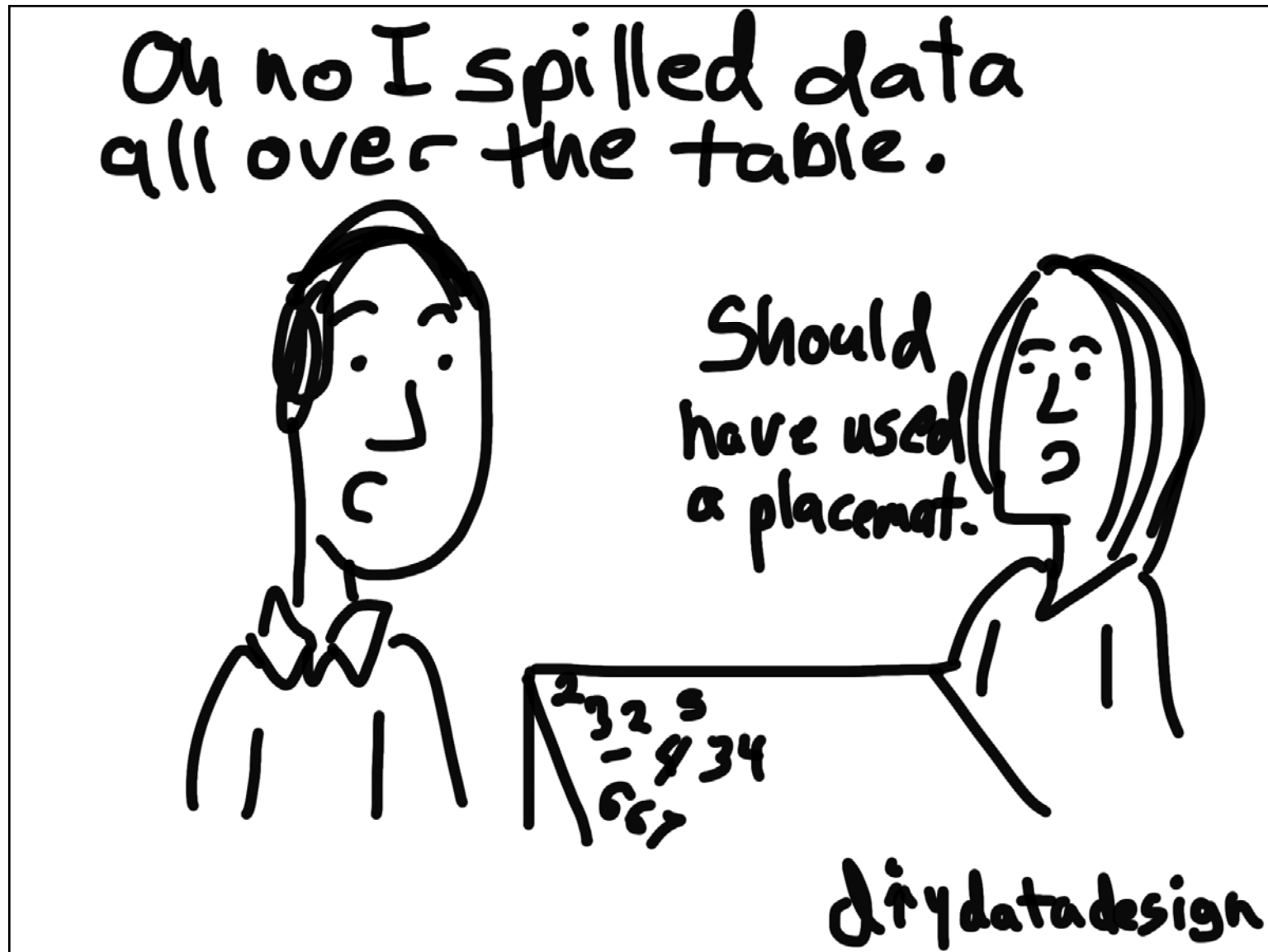
# AGENDA

Introduction and Session Overview

Panelist Demonstrations

Audience Questions

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Pankaj, V., & Emery, A. K. (2016). Data placemats: A facilitative technique designed to enhance stakeholder understanding of data. In R. S. Fierro, A. Schwartz, & D. H. Smart (Eds.), *Evaluation and Facilitation. New Directions for Evaluation*, 149, 81–93.

## 6

### Data Placemats: A Facilitative Technique Designed to Enhance Stakeholder Understanding of Data

Veena Pankaj, Ann K. Emery

#### Abstract

This chapter introduces data placemats, a facilitative technique that occurs during the analysis stage of an evaluation that is designed to enhance stakeholder understanding of evaluation data. Data placemats display thematically grouped data designed to encourage stakeholder interaction with collected data and to promote the cocreation of meaning under the facilitative guidance of the evaluator. Each placemat represents the data using visual elements such as charts, graphs, and quotes and draws on best practices of data and information display to format these elements. During the process, evaluators guide stakeholders to a mutual understanding of information contained in the data placemats. This chapter provides guidance on when, why, and how to use data placemats to enhance the overall sense-making of data and explores the connection between effective facilitation and successful implementation of this technique. © 2016 Wiley Periodicals, Inc., and the American Evaluation Association.

Decades of research on participatory evaluation have paved the way for understanding the connections between stakeholder involvement, stakeholder buy-in, and the overall utility of evaluation findings for action and improvement (Cousins & Chouinard, 2012). From the

NEW DIRECTIONS FOR EVALUATION, No. 149, Spring 2016 © 2016 Wiley Periodicals, Inc., and the American Evaluation Association. Published online in Wiley Online Library (wileyonlinelibrary.com) • DOI: 10.1002/ev.20181

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<http://onlinelibrary.wiley.com/doi/10.1002/ev.20181/pdf>

## Data Placemats

### Construction & Practical Design Tips

innovation network  
@InnoNet\_Eval

Veena Pankaj  
@VeenaPankaj

Friday, November 13, 2015  
Evaluation 2015, Chicago Illinois  
American Evaluation Association

[https://www.slideshare.net/InnoNet\\_Eval/data-placemats-construction-and-practical-design-tips](https://www.slideshare.net/InnoNet_Eval/data-placemats-construction-and-practical-design-tips)

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# PROJECT OVERVIEW

- Division-wide series of “Learning Conversations” looking at five-year trends for eight programs
- Six placemats focusing on key questions gathered during planning

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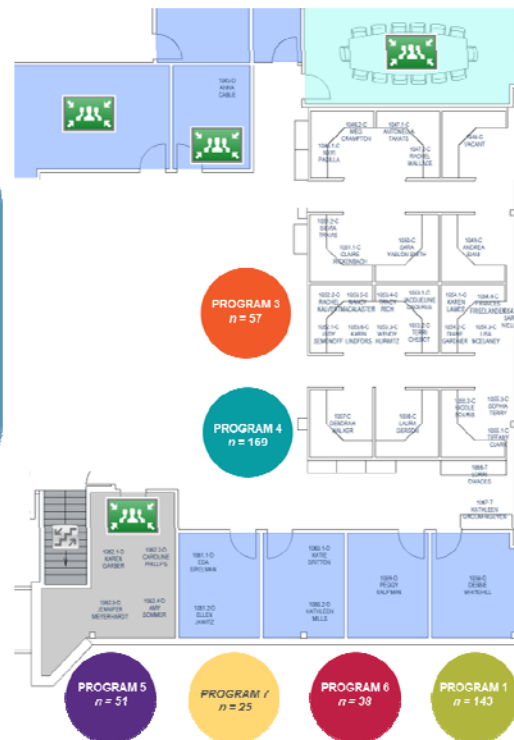
## LEARNING CONVERSATION: SEPT 12, 2016

Unless noted, data on these placemats reflects clients who were active between February 1 and June 30, 2016.

Caring for Generations  
**JF&CS**  
 Jewish Family & Children's Service

### LEARNING CONVERSATION AGENDA

- ☐ CERS Placemats Overview
- ☐ Census
- ☐ Demographics
- ☐ Heat Maps
- ☐ Referral Analysis
- ☐ Multiple Enrollments
- ☐ Dissemination Plan and Next Steps



### QUESTIONS TO CONSIDER FOR EACH PLACEMAT

- Are there data quality issues to consider?
- What does this data tell us?
- What surprised you about this data?
- What factors may explain trends?
- Does this data lead to new questions?

Placemat 1: Overview | September 12, 2016 | Department of Evaluation & Learning | Version 2.0

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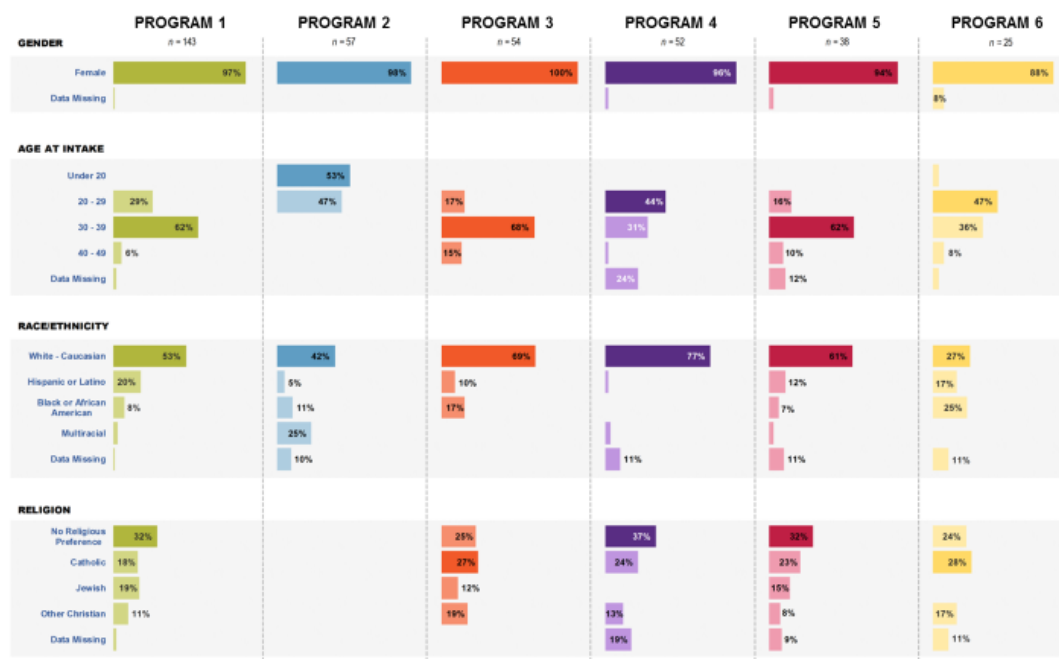
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## DEMOGRAPHICS

Clients who were active between February 1 and June 30, 2016.

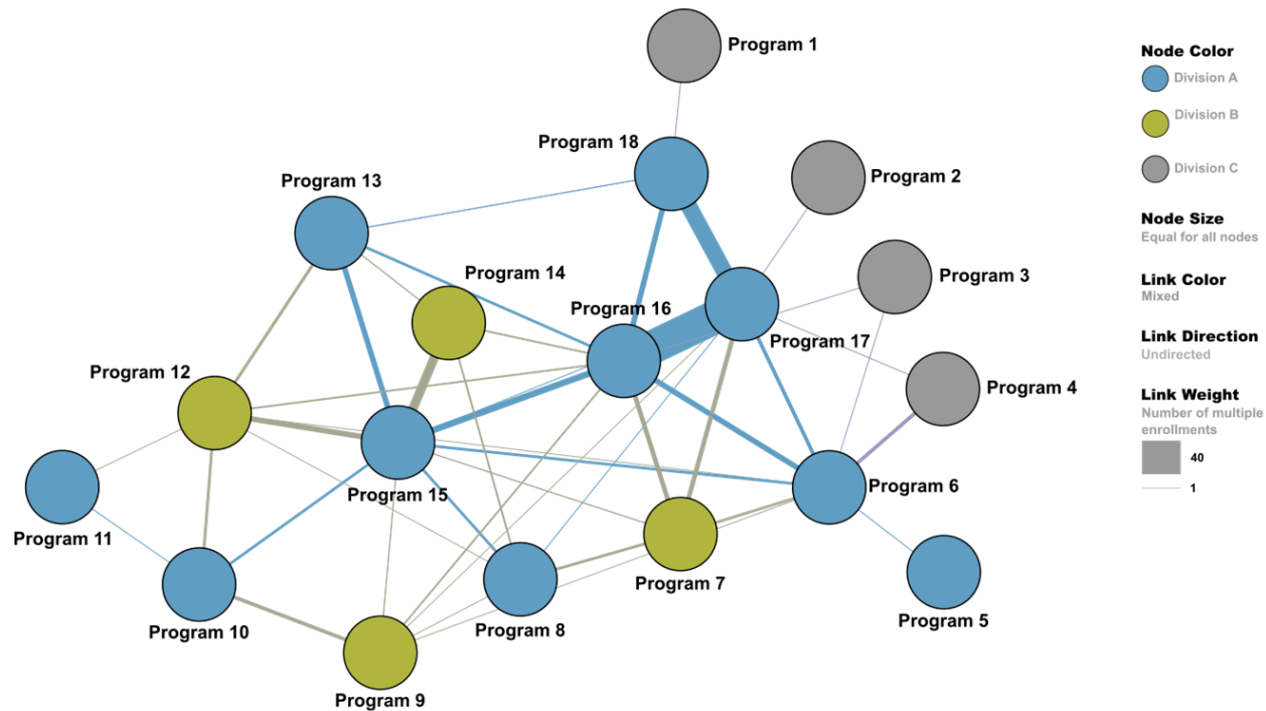


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## MULTIPLE ENROLLMENTS

Clients who were enrolled in more than one program during the time period between February 1 and June 30, 2016.

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Jewish Family & Children's Service



Notes: Created using Gephi 0.9.1 with a Force Atlas layout and edited in Inkscape.

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# LESSONS

- Plan, plan, plan!
- Allot enough time or scale back.

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Kendra  
Lewis,  
PhD, CFLE

kmlewis@ucanr.edu



**University of California**  
Agriculture and Natural Resources    4-H Youth Development Program

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# PROJECT OVERVIEW

- Evaluation of 4-H camp programs
- Outcomes for campers and teen staff
- Placemats campers and teens per camp

# BRINGING STAKEHOLDERS TO THE TABLE: Using Data Placemats for Participatory Analysis in Nonprofit and Foundation Settings

Laura Beals, Sara Afflerback, Susan Foster, and Kendra Lewis

## Participant Information

Data was collected from 85 participants. Take a few moments to reflect on this participant information. Jot down any thoughts or surprises that come to mind.

% Boys	35%
% Girls	65%
% "Yes", a member of a 4-H club back home	77%
% "Yes" plan to return to camp	70%
Average number of years at camp	2.17 (range=1-8) yrs.
Average age	12.45 (range=9-18) yrs.
Average rating of camp*	7.71

\*Scale from 1=worst time ever to 10=best time ever.

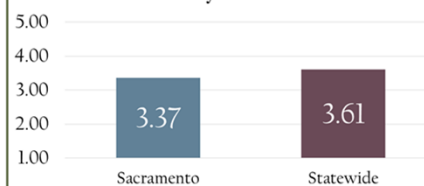
In earlier CA 4-H camp studies, we found that youth who rated camp higher had higher scores on the outcome scales. We used correlations to test the relationship between rating of camp and the outcomes. The correlations are in the table below.

Scale	Correlation
Nature	.60**
Responsibility	.37**
Friendship	.51**
Confidence	.35**

\*\*p<.05; \*\*\*p<.001.

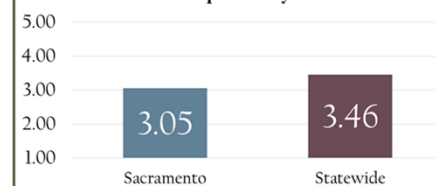
1. Does anything surprise you about these findings?
2. What might explain these findings?
3. Do you have any new questions as a result of these findings?

## Affinity for Nature



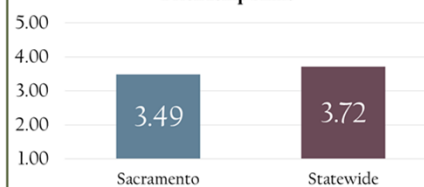
1. Does anything surprise you about these findings?
2. What might explain these findings?
3. Do you have any new questions as a result of these findings?

## Responsibility



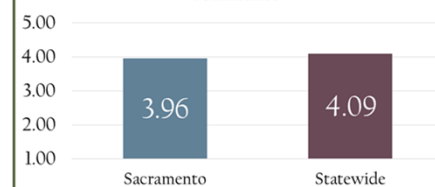
1. Does anything surprise you about these findings?
2. What might explain these findings?
3. Do you have any new questions as a result of these findings?

## Friendship Skills



1. Does anything surprise you about these findings?
2. What might explain these findings?
3. Do you have any new questions as a result of these findings?

## Confidence



1. Does anything surprise you about these findings?
2. What might explain these findings?
3. Do you have any new questions as a result of these findings?

*Laura Beals, Sara Afflerback, Susan Foster, and Kendra Lewis*

The word clouds below show the categories that came up most often in response to the open-ended questions as coded by the State Office.

*What was the best part of camp?*



*If you could change one thing about camp, what would make it better?*



# BRINGING STAKEHOLDERS TO THE TABLE: Using Data Placemats for Participatory Analysis in Nonprofit and Foundation Settings

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## Participant Information

Data was collected from 28 teen staff.

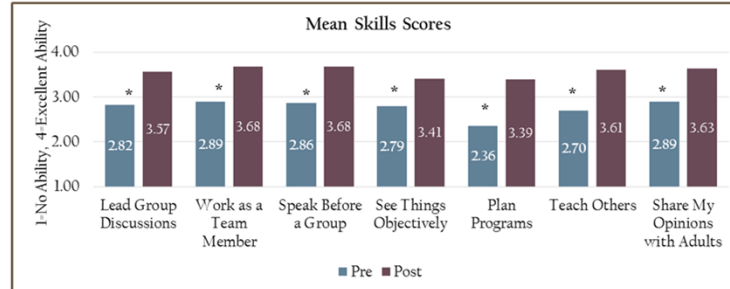
63% of these staff were female.

The average age of the staff was 15.76 years.

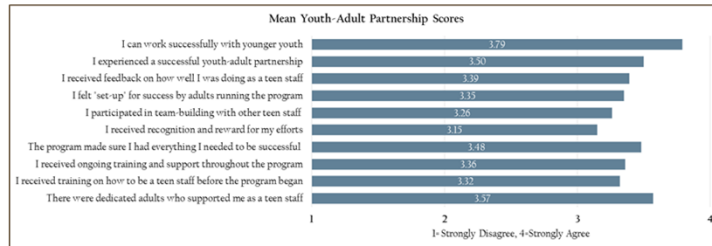
Take a few moments to reflect on this participant information. Jot down any thoughts or surprises that come to mind.

Teen staff reported on a set of skills before and after camp. For all skills, teens showed significant growth.

1. Does anything surprise you about these findings?
2. Can you think of specific examples of where teens practice these skills at camp?



Teens reflected on the youth-adult partnerships they experienced as a camp staff. Presented are the means for each question.



1. What does this graph communicate about your program?
2. Do you have any new questions as a result of these findings?
3. What do you do to foster youth-adult partnerships as you prepare for camp and while at camp?
4. What can you do to increase the youth-adult partnership experience for teen staff?



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The word clouds below show the categories that came up most often in response to the open-ended questions as coded by the State Office. Write down any thoughts or questions that come to mind as you look at these.

*What was the most important skill you developed as a teen staff?*



*How do you feel you have changed as a result of being a teen staff?*



*What was the best part of participating as a teen staff in this program?*



*What could be done to make your experience as a teen staff better?*



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Teens reflected on the youth-adult partnerships they experienced as a camp staff. Presented are the means for each question.

What does this graph communicate about your program?

Do you have any new questions as a result of these findings?

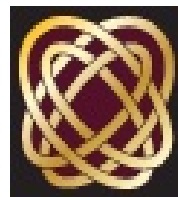
What do you do to foster youth-adult partnerships as you prepare for camp and while at camp?

What can you do to increase the youth-adult partnership experience for teen staff?

# LESSONS

- Have camps participate in qualitative coding
- Have discussion questions as prompts

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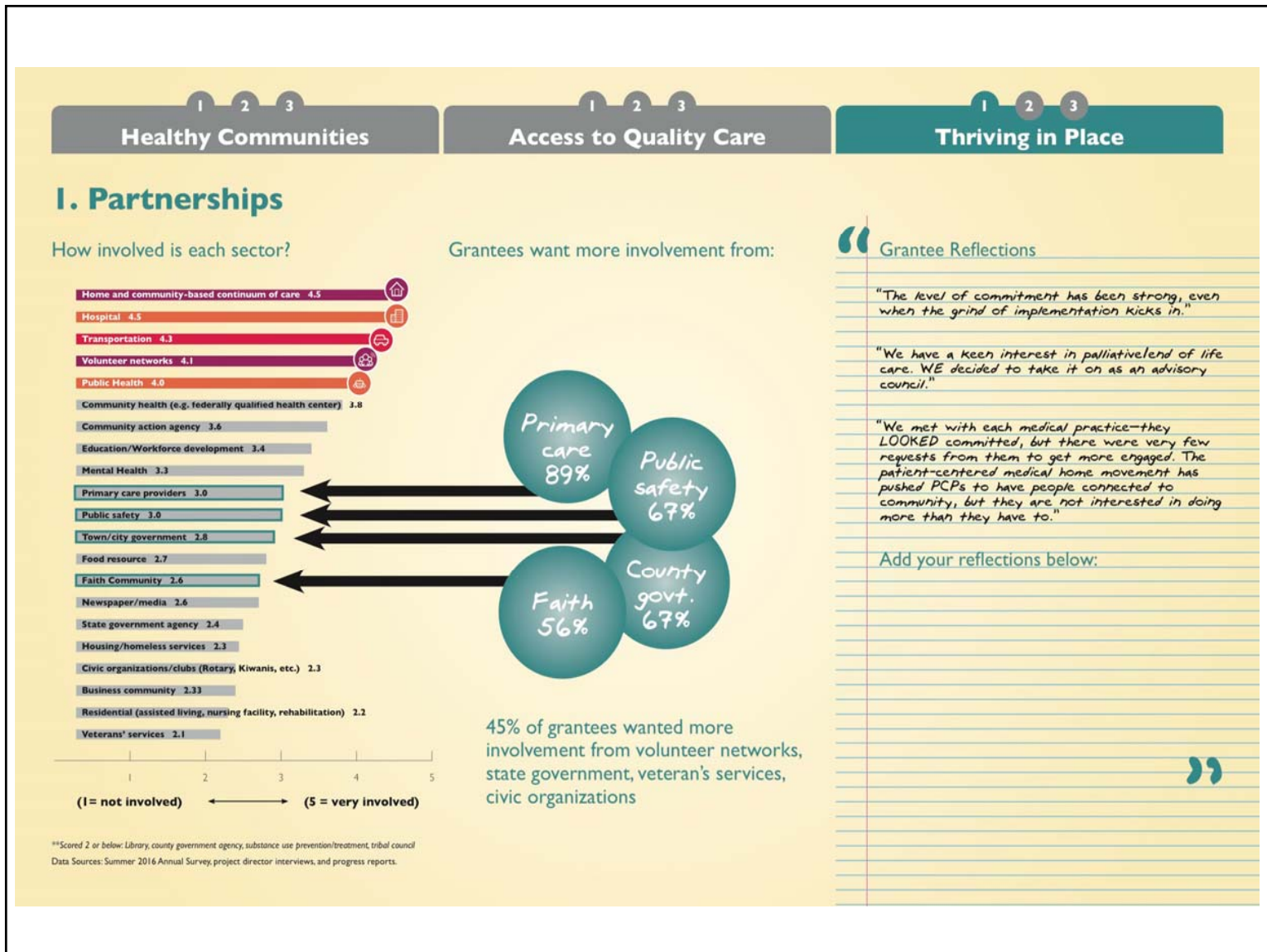
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# PROJECT OVERVIEW

- Evaluation of Maine Health Access Foundation's place-based, collaborative, community-led efforts to improve health
- 3 placemats per grantee cohort on partnerships, community involvement, and system change

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## Guiding the Conversation

- What do you see in the data? Is this what you expected?
- What is one thing that you noticed that's interesting to you?
- What questions do you have about the data?

# LESSONS

- Hands-on learning increased grantee engagement in evaluation
- Grantee feedback improves design



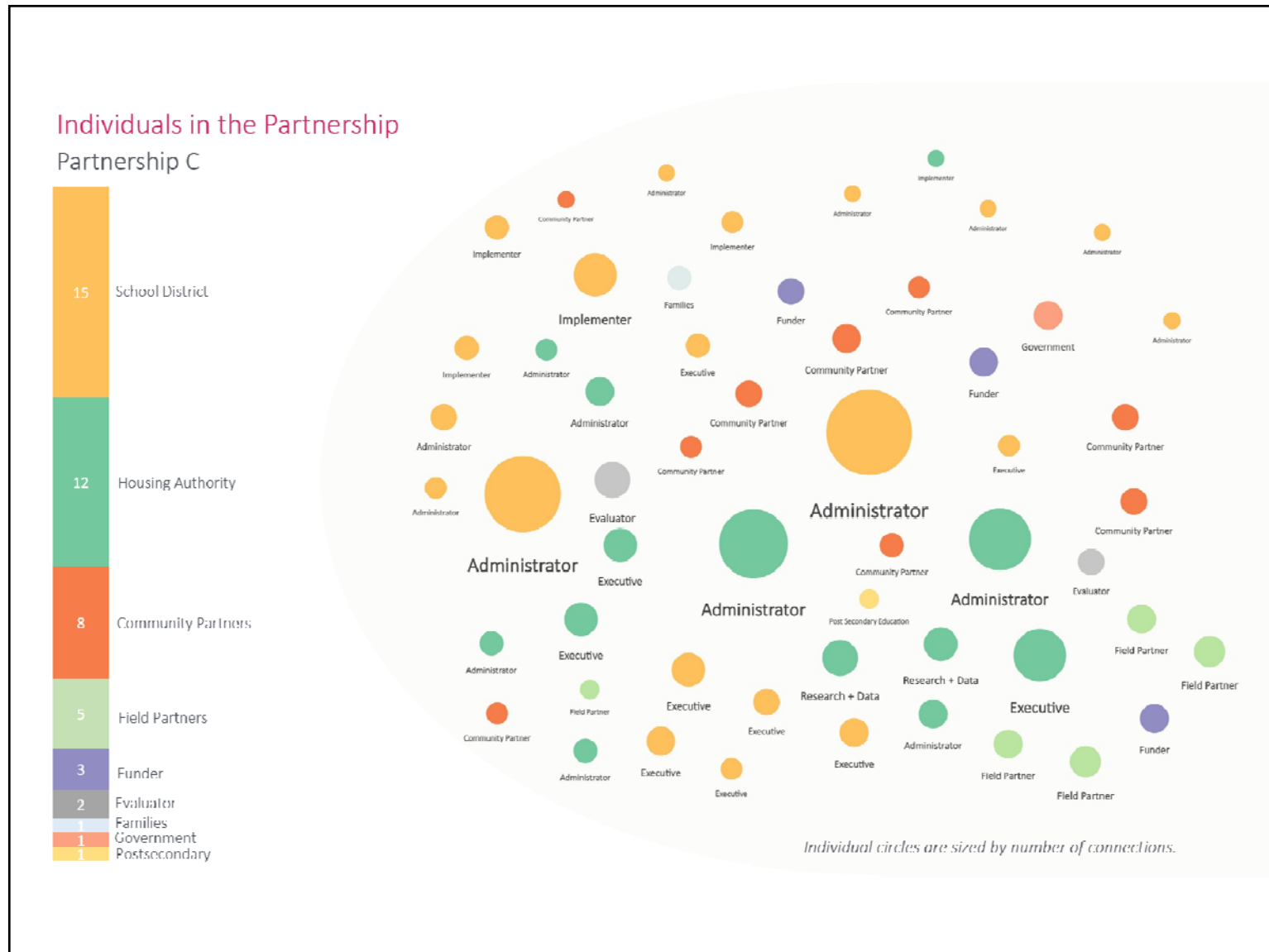
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# PROJECT OVERVIEW

- A foundation's initiative to strengthen five regional housing authority-school district partnerships
- Used to facilitate a debrief with the partnership leads in year two (of five)
- Placemats were at the partnership-level with some comparisons to the other partnerships

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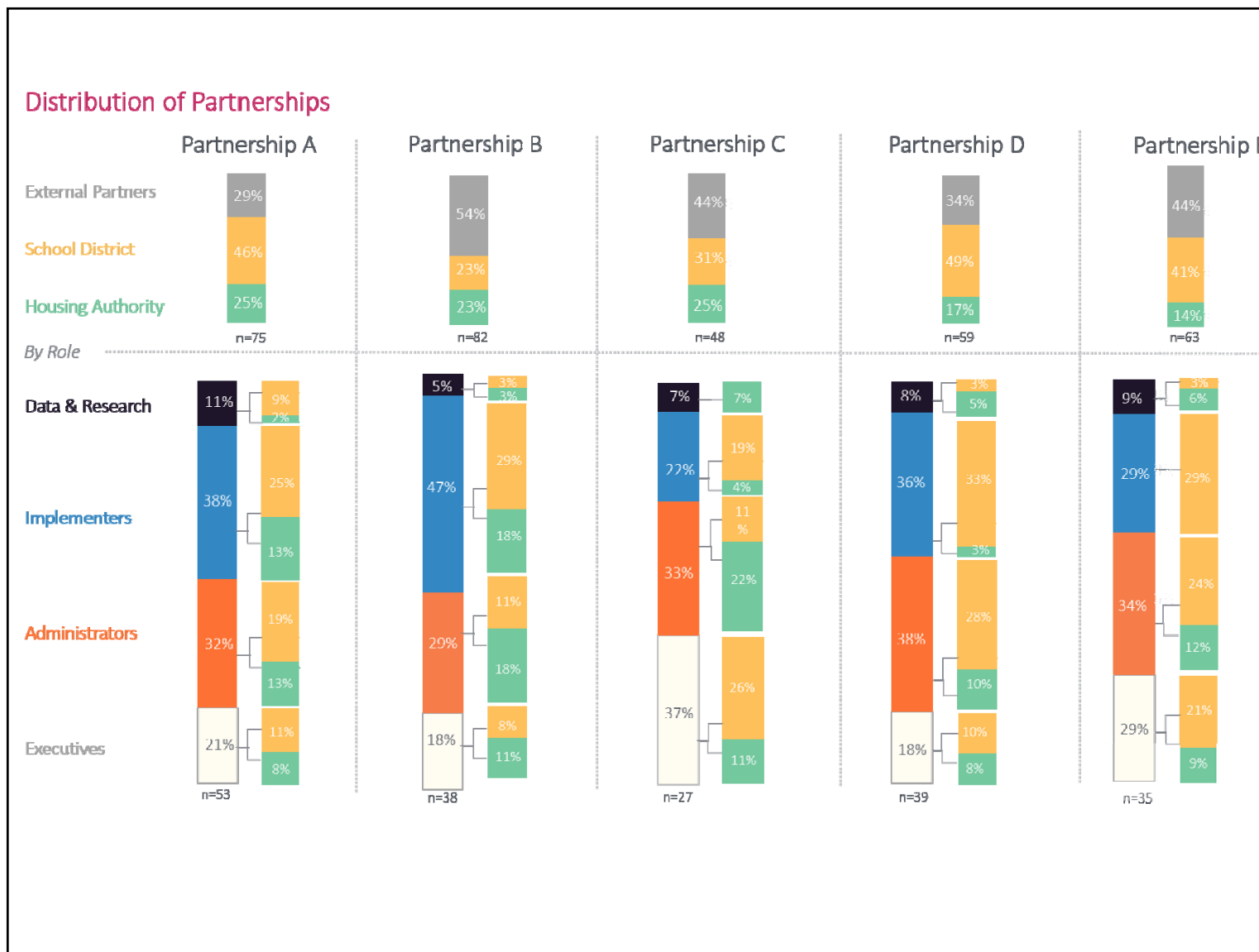


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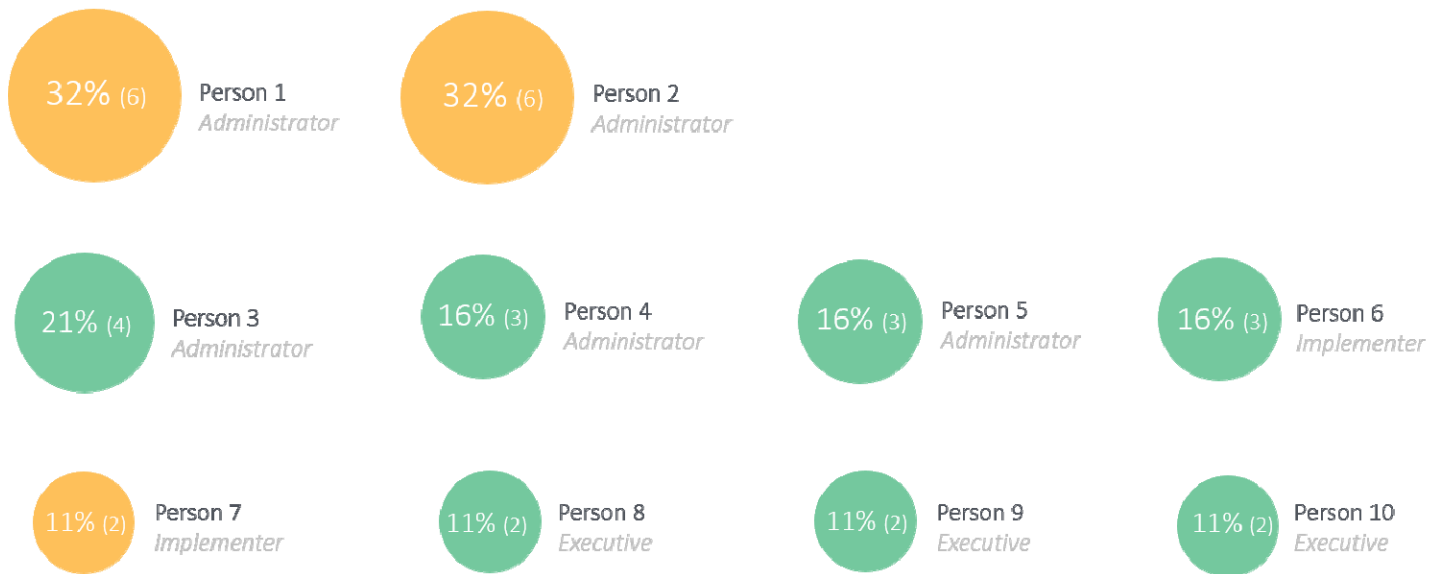
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## Key Connectors in Cross-System Partnership

*Assumption* – In order for successful cooperation or collaboration to occur between housing authorities and school districts, individuals within both systems must be connected so that they can jointly plan, administer, and implement the shared work. When thinking about the overall health of a partnership, it can therefore be illustrative to examine cross-system connections to understand who are the key individuals that bridge the two systems.

### Partnership C | Total Cross-System Relationships = 19

The circles below represent the percentage of the total cross-system relationships held by that person. Only people who held 10% or higher are represented.



# LESSONS

- Slice and dice the data
- People own what they create: let participants identify what the data mean for their work moving forward

# QUESTIONS

**Laura:** lbeals@jfcsboston.org

**Kendra:** kmlewis@ucanr.edu

**Susan:** susan@sefoster.com

**Sara:** safflerback@orsimpact.com