Speaking of Data

By Michael Duffin, PEER Associates
For Arts Alive! Arts and Economic Prosperity event
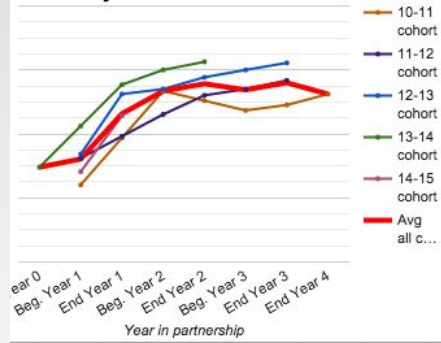June 3, 2016

Three Main Points

- Effective data use almost always takes **more time and effort** than you expect

- **Some data** is almost always better than no data

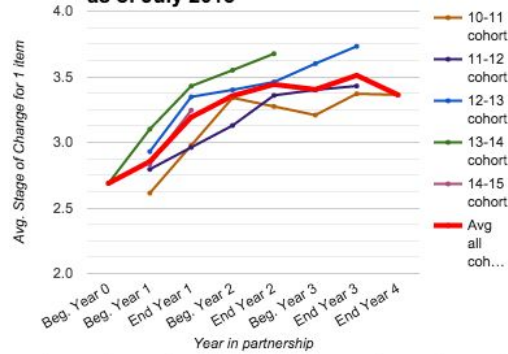- Give your data a SPA treatment (**Story Purpose Audience**)

Some Evaluator Perspectives

- Where I'm coming from

- What is "data" anyway?

- Stories versus numbers

- Researcher versus advocate

Data table (spreadsheet view). Values shown as two lines per school: average score (1–5 or 1–4 scale) above, and percentage below. "DIV/!" indicates a division error in the cell.

More Effective Educators Index/Nest (6/7 items, 1-5 scale)

School	beg Yr 0 Part	end Yr 0 Part	beg Yr 1 Part	dur Yr 1 PD	end Yr 1 Part	beg Yr 2 Part	dur Yr 2 PD	end Yr 2 Part	beg Yr 3 Part	dur Yr 3 PD	end Yr 3 Part
Cohort (all)	2.8 / 25%	3.4 / 42%	3.3 / 44%		3.4 / 53%		3.5 / 46%	3.6 / 54%			
Hill	2.9 / 25%	3.5 / 49%	3.4 / 46%		3.6 / 61%		3.5 / 44%	3.6 / 58%			
Glen Park	3.1 / 37%	DIV/!	3.3 / 42%		3.3 / 51%		3.6 / 56%	3.4 / 50%			
Cohort (UW only)	2.8 / 22%	3.4 / 40%	3.3 / 44%		3.4 / 52%		3.5 / 45%	3.6 / 54%			
Hall	2.9 / 24%	DIV/!	3.6 / 57%		3.5 / 52%		3.5 / 47%	3.6 / 44%			
Cabell	2.9 / 24%	3.5 / 45%	3.2 / 39%		3.5 / 52%		3.6 / 49%	3.7 / 58%			
Medrano	2.8 / 25%	3.2 / 29%	3.1 / 37%		3.5 / 55%		3.5 / 50%	3.6 / 62%			
Jordan	2.7 / 22%	DIV/!	3.2 / 38%		3.3 / 50%		3.3 / 38%	3.5 / 52%			
Starks	2.5 / 15%	3.4 / 43%	3.6 / 55%		3.4 / 51%		3.4 / 38%	3.7 / 59%			
Cohort (all)	2.8 / 25%	3.3 / 39%		3.2 / 35%	3.4 / 44%	3.3 / 46%		3.4 / 49%			
Handley	2.5 / 13%	DIV/!		3.0 / 26%	3.4 / 44%	3.2 / 42%		3.5 / 56%			
Sagamore	2.7 / 18%	3.4 / 41%		3.2 / 33%	3.6 / 56%	3.4 / 49%		3.5 / 54%			
Cohort (UW only)	2.9 / 29%	3.3 / 39%		3.2 / 37%	3.3 / 42%	3.3 / 46%		3.4 / 46%			
Allen	2.7 / 20%	3.4 / 49%	3.3 / 41%	3.4 / 38%	3.7 / 66%			3.6 / 55%			
Pershing	2.9 / 30%	3.5 / 49%	3.3 / 44%	3.0 / 33%	3.2 / 42%			3.4 / 47%			
Lanier	2.3 / 12%	3.1 / 24%	2.7 / 18%	3.3 / 33%	2.8 / 23%			3.2 / 36%			
Adams	3.4 / 45%	3.5 / 46%	3.4 / 53%	4.2 / 89%	3.7 / 66%			3.5 / 51%			
Rice	3.1 / 40%	3.1 / 27%	3.1 / 32%	3.2 / 33%	3.5 / 51%			3.4 / 47%			
Cohort	2.6 / 18%		3.3 / 44%	3.5 / 49%		3.2 / 40%	3.4 / 44%	3.2 / 43%	3.3 / 43%		
Foster	2.5 / 14%		3.2 / 36%	3.5 / 75%		3.3 / 51%	3.4 / 50%	3.3 / 51%	3.4 / 49%		
Holiday Heights	2.8 / 23%		3.6 / 56%	4.0 / 78%		3.4 / 50%	3.3 / 37%	3.3 / 41%	3.5 / 49%		
Highland Meadows	2.5 / 14%		3.0 / 27%	3.6 / 48%		2.9 / 25%	3.3 / 34%	3.0 / 34%	3.1 / 34%		

High Educator Morale Index/Nest (1 item, 1-5 scale)

School	beg Yr 0 Part	end Yr 0 Part	beg Yr 1 Part	dur Yr 1 PD	end Yr 1 Part	beg Yr 2 Part	dur Yr 2 PD	end Yr 2 Part
Cohort (all)	2.9 / 26%	3.4 / 43%	3.3 / 46%		3.5 / 59%		3.6 / 54%	3.7 / 66%
Hill	3.0 / 33%	3.5 / 46%	3.3 / 39%		3.5 / 64%		3.7 / 59%	4.0 / 76%
Glen Park	3.2 / 38%	DIV/!	3.3 / 47%		3.4 / 63%		3.8 / 64%	3.7 / 68%
Cohort (UW only)	2.9 / 26%	3.4 / 42%	3.4 / 47%		3.5 / 57%		3.6 / 51%	3.7 / 64%
Hall	3.3 / 34%	DIV/!	3.7 / 61%		3.5 / 52%		3.4 / 50%	3.6 / 48%
Cabell	3.1 / 28%	3.5 / 46%	3.3 / 52%		3.6 / 71%		3.5 / 49%	3.9 / 68%
Medrano	2.8 / 17%	3.1 / 29%	3.1 / 28%		3.5 / 54%		3.9 / 65%	3.9 / 75%
Jordan	2.6 / 14%	DIV/!	3.3 / 43%		3.4 / 55%		3.6 / 46%	3.6 / 70%
Starks	2.5 / 17%	3.4 / 52%	3.6 / 60%		3.3 / 50%		3.7 / 50%	3.6 / 60%
Cohort (all)	2.8 / 28%	3.3 / 42%		3.1 / 37%	3.5 / 48%	3.4 / 52%		3.4 / 58%
Handley	2.5 / 14%	DIV/!		3.0 / 30%	3.4 / 42%	3.2 / 48%		3.8 / 75%
Sagamore	2.8 / 29%	3.5 / 42%		3.2 / 38%	3.9 / 67%	3.4 / 57%		3.4 / 64%
Cohort (UW only)	2.8 / 30%	3.3 / 42%		3.1 / 39%	3.5 / 45%	3.4 / 52%		3.4 / 53%
Allen	2.8 / 21%	3.5 / 58%	3.3 / 45%	3.6 / 44%	3.8 / 72%			3.7 / 62%
Pershing	2.8 / 30%	3.5 / 59%	3.4 / 50%	3.2 / 36%	3.2 / 36%			3.6 / 64%
Lanier	2.3 / 18%	2.9 / 12%	2.7 / 21%	3.3 / 38%	2.9 / 33%			3.4 / 51%
Adams	3.4 / 46%	3.5 / 46%	3.4 / 50%	4.7 / 100%	4.0 / 80%			3.3 / 43%
Rice	2.8 / 44%	3.0 / 42%	2.9 / 28%	3.0 / 25%	3.4 / 55%			3.2 / 45%
Cohort	2.6 / 19%		3.2 / 50%	3.5 / 50%		3.2 / 45%	3.3 / 42%	3.4 / 52% / 3.4 / 51%
Foster	2.5 / 13%		3.1 / 43%	4.0 / 88%		3.6 / 71%	3.4 / 43%	3.3 / 53% / 3.6 / 57%
Holiday Heights	2.8 / 23%		3.7 / 60%	4.1 / 80%		3.4 / 52%	3.0 / 33%	3.6 / 61% / 3.7 / 62%
Highland Meadows	2.6 / 17%		3.1 / 34%	3.7 / 57%		2.8 / 26%	3.2 / 33%	3.2 / 42% / 3.1 / 45%

Better Prepared Educators Index/Nest (2 items, 1-4 scale)

School	dur Yr 1 PD	dur Yr 2 PD	dur Yr 3 PD	dur Yr 4 PD
Cohort (all)	3.8 / 95%	3.7 / 94%	3.8 / 96%	
Hill	3.9 / 100%	3.6 / 95%	3.8 / 97%	
Glen Park	DIV/!	3.5 / 89%	3.6 / 88%	
Cohort (UW only)	3.7 / 94%	3.8 / 95%	3.8 / 97%	
Hall	DIV/!	3.8 / 95%	3.8 / 100%	
Cabell	3.7 / 92%	3.8 / 96%	4.0 / 100%	
Medrano	3.7 / 95%	3.7 / 91%	3.5 / 87%	
Jordan	DIV/!	3.4 / 94%	4.0 / 100%	
Starks	3.8 / 95%	3.9 / 100%	3.9 / 100%	
Cohort (all)	3.6 / 93%	3.7 / 93%	3.7 / 94%	
Handley	DIV/!	3.3 / 83%	3.7 / 89%	
Sagamore	3.7 / 96%	4.0 / 100%	3.7 / 94%	
Cohort (UW only)	3.6 / 92%	3.7 / 95%	3.8 / 95%	
Allen	3.5 / 88%	3.0 / 73%	3.8 / 100%	
Pershing	3.4 / 92%	4.0 / 100%	3.5 / 82%	
Lanier	3.3 / 100%	3.9 / 100%	3.8 / 95%	
Adams	3.9 / 96%	4.0 / 100%	4.0 / 100%	
Rice	3.6 / 90%	3.8 / 100%	3.7 / 100%	
Cohort	3.6 / 91%	3.7 / 91%	3.7 / 92%	
Foster	3.3 / 78%	3.0 / 71%	3.8 / 100%	
Holiday Heights	4.0 / 100%	3.6 / 89%	3.4 / 80%	
Highland Meadows	3.6 / 86%	3.9 / 100%	3.6 / 93%	

Student Engagement Attributed to RSG (1 item, 1-4 scale)

School	end Yr 1 Part	end Yr 2 Part	end Yr 3 Part
Cohort (all)	3.5 / 95%	3.4 / 83%	3.6 / 95%
Hill	3.6 / 96%	3.5 / 100%	3.6 / 96%
Glen Park	3.6 / 94%	3.3 / 90%	3.5 / 90%
Cohort (UW only)	3.5 / 95%	3.4 / 92%	3.6 / 96%
Hall	3.6 / 97%	3.6 / 100%	3.7 / 100%
Cabell	3.3 / 90%	3.4 / 92%	3.5 / 93%
Medrano	3.6 / 94%	3.4 / 90%	3.6 / 100%
Jordan	3.5 / 94%	3.5 / 92%	3.5 / 90%
Starks	3.7 / 100%	3.3 / 88%	3.9 / 100%
Cohort (all)	3.4 / 93%	3.4 / 91%	
Handley	3.1 / 87%	3.3 / 96%	
Sagamore	3.2 / 91%	3.3 / 88%	
Cohort (UW only)	3.5 / 94%	3.4 / 91%	
Allen	3.6 / 97%	3.5 / 86%	
Pershing	3.6 / 96%	3.4 / 86%	
Lanier	3.1 / 82%	3.3 / 94%	
Adams	3.8 / 100%	3.7 / 96%	
Rice	3.5 / 100%	3.4 / 95%	
Cohort	3.5 / 94%	3.3 / 86%	
Foster	3.4 / 88%	3.3 / 79%	
Holiday Heights	3.5 / 100%	3.5 / 96%	
Highland Meadows	3.5 / 96%	3.2 / 86%	

School Level Outcomes (5 items, 1-5 scale)

School	beg Yr 0 Part	end Yr 0 Part	beg Yr 1 Part
Cohort (all)	3.3 / 39%	3.5 / 50%	3.4 / 50%
Hill	3.8 / 60%	4.0 / 66%	4.0 / 79%
Glen Park	3.5 / 43%	3.4 / 44%	2.9 / 28%
Cohort (UW only)	3.1 / 35%	3.4 / 48%	3.4 / 47%
Hall	3.2 / 32%	3.8 / 63%	3.4 / 48%
Cabell	3.5 / 46%	3.3 / 49%	3.5 / 50%
Medrano	2.9 / 29%	3.3 / 41%	3.1 / 31%
Jordan	3.0 / 35%	3.2 / 41%	3.4 / 48%
Starks	2.9 / 29%	3.5 / 50%	3.7 / 60%
Cohort (all)	3.3 / 38%	3.4 / 46%	3.4 / 46%
Handley	3.0 / 25%	3.4 / 43%	
Sagamore	2.9 / 24%	3.0 / 28%	
Cohort (UW only)	3.4 / 44%	3.5 / 49%	3.4 / 46%
Allen	3.2 / 35%	3.5 / 51%	
Pershing	3.6 / 49%	3.6 / 50%	3.7 / 61%
Lanier	2.8 / 22%	3.0 / 30%	3.0 / 32%
Adams	3.9 / 61%	3.7 / 61%	
Rice	3.7 / 57%	3.6 / 56%	3.9 / 66%
Cohort	3.2 / 38%	3.5 / 54%	
Foster	3.1 / 29%	3.3 / 41%	
Holiday Heights	3.6 / 52%	4.0 / 73%	
Highland Meadows	3.0 / 29%	2.8 / 26%	

Notes (column A): = avg. SoC (or agreement) … oing or Deepening … end to or Strongly agree) … nations of red and text in comment
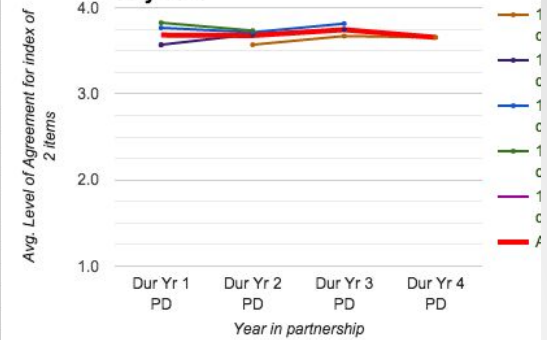
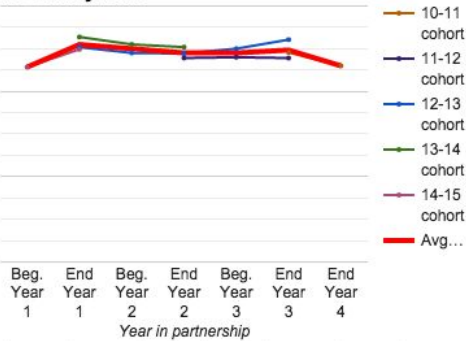More Effective Educators Index, Summary of Trends by Cohort, as of July 2015

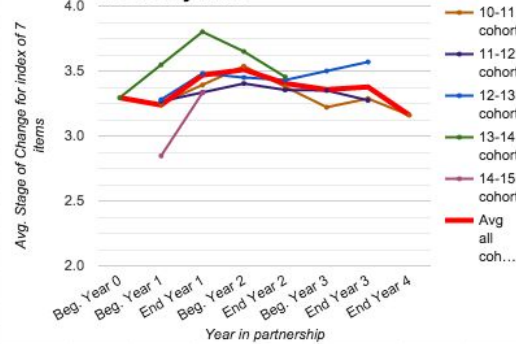High Educator Morale Item/Nest, Summary of Trends by Cohort, as of July 2015

Better Prepared Educators Index, Summary of Trends by Cohort, as of July 2015
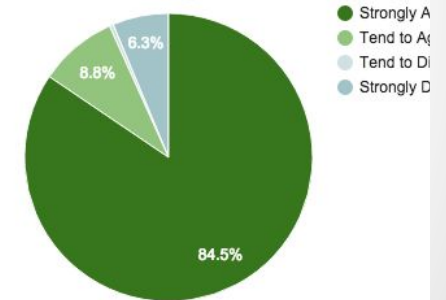
Student Engagement Attributed to RSG, Summary of Trends by Cohort, as of July 2015

School Level Outcomes Index, Summary of Trends by Cohort, as of July 2015

Percentage of Teachers Who Agree They Better Prepared as a Result of REAL School Gardens Training, N = 2,274 as of July 2015

UNLEASHING THE POWER TO ACHIEVE

APPROVED BY: REAL school gardens

ANNUAL REPORT NO. 2012

RSG OUTDOOR LEARNING

Featuring –
AMAZING GARDENS!
EXCITED KIDS!
ENERGIZED TEACHERS!
COMMITTED VOLUNTEERS!
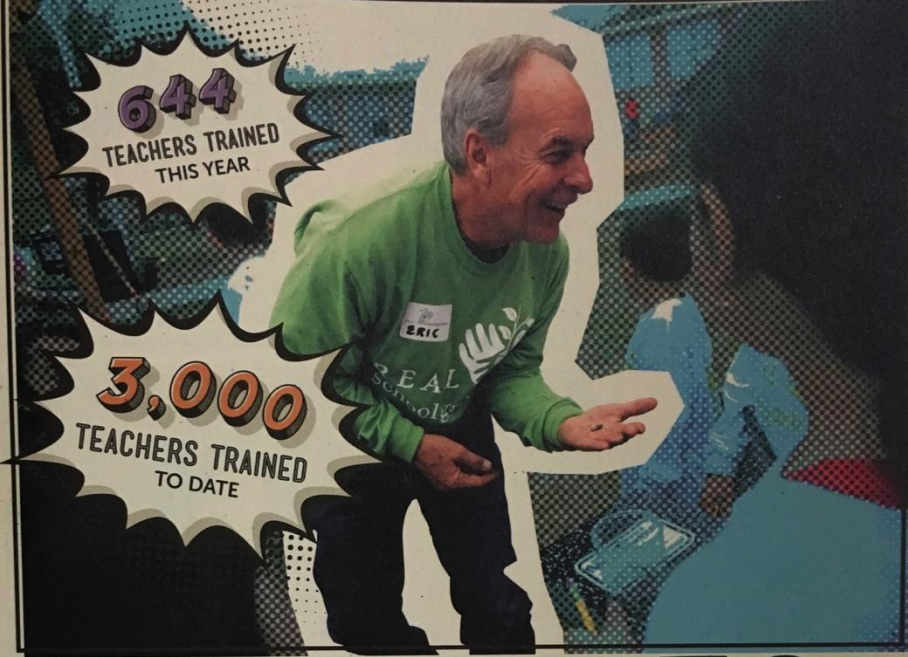
644 TEACHERS TRAINED THIS YEAR

3,000 TEACHERS TRAINED TO DATE

Rock SOLID RESULTS!

PROVEN PERFORMANCE

REAL School Gardens contracted with PEER Associates, a notable program evaluation and education research firm to conduct a three-year study following 45 schools and repeatedly surveying more than 1,000 educators. After only two years, we've seen remarkable results!

REAL School Gardens = EFFECTIVE TEACHERS

100%
INCREASE IN TEACHER JOB SATISFACTION

91%
OF TEACHERS REPORTED BEING BETTER PREPARED TO HELP STUDENTS SUCCEED

5X
INCREASE IN EDUCATORS USING THE OUTDOORS FOR ACADEMIC INSTRUCTION
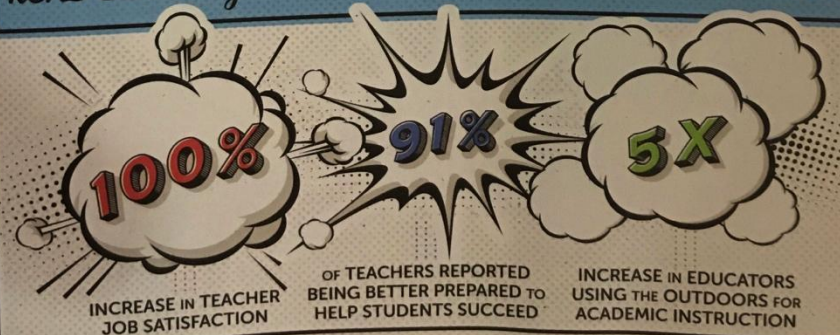
(a rock) → (throwing a rock into a pond) → (splash from the rock) → (ripples from the splash) → (waves at the pond's edge)

Input	Activity	Output	Outcome	Impact
Things you need in order to do your program	What you actually do in your program	Direct, observable evidence that the program happened	Changes in program participants	Changes in the larger world
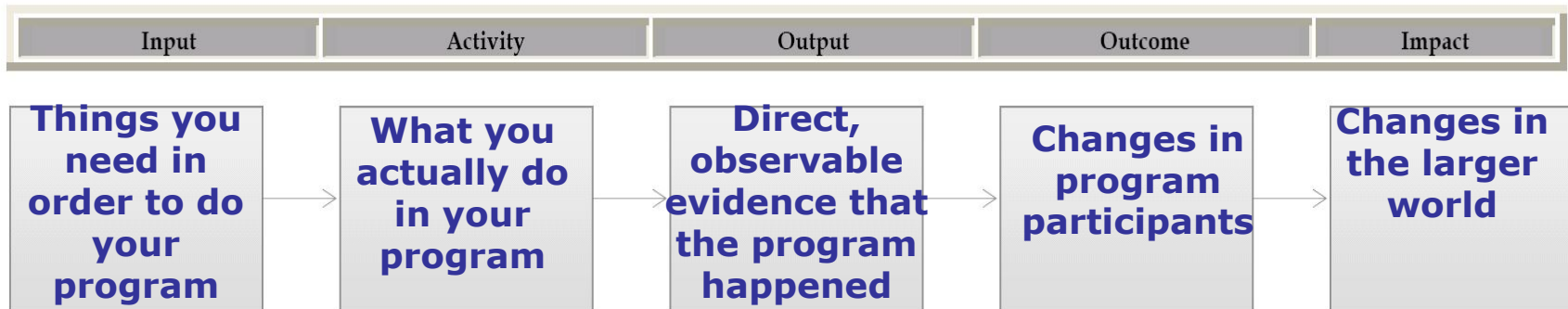
Gundalow Logic Model

Premise: If we augment hands-on 'WOW!' experiences of the working Gundalow with opportunities for progressively deeper engagement and partnership, we will achieve our mission of protecting the Piscataqua region's maritime heritage and environment through education and action.

Inputs *resources brought to the table*	Activities *things programs and partners do*	Outputs *evidence that activities happened*	Outcomes *changes in participants*	Impacts *changes in society and systems*

Schools

two Gundalow replicas (one CG certified)

dedicated, skilled staff

cadre of volunteers

field trip funding, contracts with schools

other funding, revenue

evaluation, research data, expertise

Community

iconic appeal, history, tradition, reputation

strong board, advisors, fundraising capacity

Ecosystem

relationships with important local groups

inspiring land/seascape

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create, offer Wow! experiences for students, adults

develop, revise high quality, place-based, Gundalow-driven curriculum

deliver professional development for educators (workshops, institutes, resources, mentoring, credit)

partner with Piscataqua-themed classrooms, schools

initiate, coordinate citizen networking (pr, messaging, learning events, celebrations)

develop relationships with local commercial vendors, consumers, stakeholders

provide custom workshops for public decision makers

participate in relevant advocacy campaigns

contribute to, coordinate with ecosystem monitoring efforts

Tier I # of On-Board Field Trips

Tier II # of Pre- and Post-Trip Curriculum Experiences

Tier III # of teachers using In-Depth, Project-Based Curriculum

Tier IV # of River Schools

Tier V # of members in, actions by Estuary Keepers Association (Network of Individuals)

Tier VI # of members in, actions by Piscataqua Ecoregion Consortium (Network of Organizations)

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students increase...

- excitement to play/learn/be outside
- watershed science understanding
- knowledge of env. action strategies
- environmental stewardship behavior

educators increasingly...

- use Piscataqua themes for hands-on, inquiry-, project-, service- based teaching and learning

- embrace place-based education as a means for academic achievement

public artifacts (e.g. maps, signs, publications) increasingly use Piscataqua ideas, words, icons

Gundalow increasingly used for real work, e.g. public commerce, transport

stronger environmental protection regulations in the ecoregion

ecological, physical, biological quality indicators trend upward

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Students Become Stewards

Regional Identity Becomes "We're from Piscataqua!"

Estuary Becomes Healthy and Strong

New Hampshire School-Based Courage to Teach Logic Model

DRAFT v1c, 1-25-10

LEARNING SPACE CREATED
powerful, safe, hospitable, constructive, collegial

FACILITATED REFLECTION
deep listening, sharing in retreat format

→ **INDIVIDUAL GROWTH**
professional skills, personal growth, renewal

→ **IMPROVED SCHOOL CULTURE**
collaboration, collegiality, congruence spread through school

→ **IMPROVED STUDENT OUTCOMES**
positive outcomes for student learning and relationships

a- Participation by invitation, choice

b- Boundary markers, group norms established, fiercely guarded

c- Re-membering life story, values, identity, birthrights

d- Trust

e- Hearing, affirming stories of colleagues

f- Improved relationships - quality, quantity, personal, professional

g- Poetry, arts, expression

h- Empowerment, hope, belief in positive possibilities

i- Building commitment to healing, growth

j- Advocacy for well being of self and group

k- Increased clarity, confidence, compassion, courage

l- Improved communication skills - listening, non-judging, open, honest questioning

m- Increased capacity to act as change agent - classroom, school, community

n- Increased capacity, desire, responsibility, to solve own problems

o- Teachers apply new, remembered skills, values in classroom

p- Teachers recommit personally, professionally to students

q- Staff create new, more, better, unexpected social interactions, in & out of school

r- Increased staff enthusiasm, buy in, involvement for whole school initiatives, professional development

s- Increased sharing of resources, ideas, support, critical reflection within and across teams

t- Staff emphasize whole school level when problem solving

u- Administrators, team leaders have more time for aspirations, need less time for crises

v- Kids feel more known, seen, understood by teachers

w- Improved student learning

x- Reduced need, increased results with student discipline

Within the program..

Beyond the program..

Figure 2. National Park Service Interpretation and Education Program Logic Model

Premise: If the NPS offers high quality interpretive, curriculum-based, and informational programs to a diverse public, the public will have better quality of life and will be better equipped to help preserve and protect the National Park System for future generations.

Inputs	Activities	Outputs	Outcomes	Impacts
Funding National, Regional, Local Sources—Public, Private, Philanthropic, Earned Revenue, Fees	**Formal Interpretation** Interpretive Talks, Demonstrations, Tours	**People Participating in each type of program, service, or event** (Visitors, Community Members, Educators, Students, Families, Internet Users, Diverse Citizens, Lifelong Learners, Other Audiences)	Participants make personal connections to intellectual and emotional resource meanings.	**The Public:** Finds personal meaning and shared heritage in the National Park System.
Skilled Staff NPS, Partners, Volunteers, Cooperating Associations, Community Members, Concessioners	**Informal Interpretation** Roving, Visitor Center Contact		Participants learn new information and concepts about the park or program topic.	Understands and participates in civil democratic society.
Management Supervision, Administration, Policy	**Interpretive Media** Publications, Exhibits, Web	**Programs, Services, and Events Offered** (Walks, Talks, Curriculum-based Programs, Teacher Workshops, Public Meetings, Events, Youth Programs, Internships, Audiovisual)	Participants learn civic engagement skills and take action. (Volunteer, Make a Donation, Comment)	Practices healthy lifestyles through recreation.
	Curriculum-based Programs Parks as Classrooms, Distance Learning			Demonstrates a long-term commitment to stewardship of national park resources.
Facilities and Technology Visitor Centers, Trails, Historic Buildings, Computer Hardware	**Teacher Professional Development** Workshops, Institutes	**Interpretive Media Products** (Exhibits, Websites, Audiovisual Programs, Brochures)	Participants have satisfying and memorable experiences.	Enjoys motivating, lifelong learning opportunities.
Planning and Training CIP, GMP, Strategic Plans, Interpretive Development Program, Employee Orientation	**Community Engagement** Public Meetings, Community Fairs, Events, Dialogues, Internships, Youth Programs	**Educational Materials** (Curriculum-based Lesson Plans, Traveling Trunks, Activity Guides)	Teachers improve professional practice and students have enhanced learning/motivation.	**The National Park System is preserved for future generations.**
Standards and Evaluation Guiding Principles, Best Practice	**Information and Orientation** Wayfinding, Press Releases, Television, Magazines, Newsletters, Visitor Center Information Desk	**Informational products** (Maps, Site Bulletins, Magazines, Television Programs, Newsletters, Fact Sheets)	Park neighbors and community decision-makers understand park resources and issues and are engaged in park and community preservation.	

MADE to STICK
SUCCESs Model

A sticky idea is understood, it's remembered, and it changes something. Sticky ideas of all kinds—ranging from the "kidney thieves" urban legend to JFK's "Man on the Moon" speech—have six traits in common. If you make use of these traits in your communication, you'll make your ideas stickier. (You don't need all 6 to have a sticky idea, but it's fair to say the more, the better!)

PRINCIPLE 1	PRINCIPLE 2	PRINCIPLE 3	PRINCIPLE 4	PRINCIPLE 5	PRINCIPLE 6
S	**U**	**C**	**C**	**E**	**S** s
SIMPLE	**UNEXPECTED**	**CONCRETE**	**CREDIBLE**	**EMOTIONAL**	**STORIES**
Simplicity isn't about dumbing down, it's about prioritizing. (Southwest will be THE low-fare airline.) What's the core of your message? Can you communicate it with an analogy or high-concept pitch?	To get attention, violate a schema. (The Nordie who ironed a shirt...) To hold attention, use curiosity gaps. (What are Saturn's rings made of?) Before your message can stick, your audience has to want it.	To be concrete, use sensory language. (Think Aesop's fables.) Paint a mental picture. ("A man on the moon...") Remember the Velcro theory of memory—try to hook into multiple types of memory.	Ideas can get credibility from outside (authorities or anti-authorities) or from within, using human-scale statistics or vivid details. Let people "try before they buy." (Where's the Beef?)	People care about people, not numbers. (Remember Rokia.) Don't forget the WIIFY (What's In It For You). But identity appeals can often trump self-interest. ("Don't Mess With Texas" spoke to Bubba's identity.)	Stories drive action through simulation (what to do) and inspiration (the motivation to do it). Think Jared. Springboard stories (See Denning's World Bank tale) help people see how an existing problem might change.

Prioritization table for evaluation stakeholder groups

Stakeholder group/ audience for final evaluation report or other product	Decisions this group makes that affect or are affected by the program	Types of evidence that this group feels are useful for making decisions	Rank order of priority among these stake-holder groups as audiences for evaluation info
SAMPLE	SAMPLE	SAMPLE	SAMPLE
Program staff	How to implement in schools How to disseminate How to fund the program	Sound bite evidence Amazing anecdotes and quotes Evidence of impact on student learning	5
School administrators	Budget decisions Professional development allocation Hiring	Site/school-specific evidence Test score data Evidence of community involvement	3
Current funder	Which programs to fund & how much Alignment of programs with foundation mission	High quality/professional reports Good evaluation templates Environmental stewardship/behavior Longitudinal/long term impacts	4
Program participant leadership teams	Allocations of time and $$ resources How to support the program for the long term	Recommendations based on best practices at similar sites Clear nuts and bolts next steps ideas	7
Classroom teachers and support staff	Whether or not to change teacher practice/how they do things	Ease of use of program Belief that program outcomes are important Evidence of increased enthusiasm from teachers, students, administrators	2
School board	Authorize release time Fund field trips Fund classroom activities	Positive feedback from teachers, students, administrators, community Quantitative data/research	1
Students	How much effort to put in Will this help my future job or college chances	How fun is it Rewards to self and peers	6

Your task: apply Logic Models, SUCCESs, or Stakeholder Prioritization ideas to AEP Calculator Data

- Start in a group of two or three (or solo)

- For AEP Calculator data, use your organization, provided sample data, NH 2010, or fictitious numbers

- For this exercise think baby steps, quick and dirty, back of the envelope, sketch, brainstorm, just take a whack

ProsperityIV
A Project of **Americans for the Arts**

The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences in
the State of New Hampshire (Fiscal Year 2010)

Direct Economic Activity	Arts and Culture Organizations	+	Arts and Culture Audiences	=	Total Industry Expenditures
Total Industry Expenditures	$53,028,067		$62,054,161		$115,082,228

Spending by Arts and Culture Organizations and Their Audiences Supports Jobs and Generates Government Revenue

Total Economic Impact of Expenditures (Direct & Indirect Impacts Combined)	Economic Impact of Organizations	+	Economic Impact of Audiences	=	Total Economic Impact
Full-Time Equivalent (FTE) Jobs Supported	2,009		1,484		3,493
Household Income Paid to Residents	$45,603,000		$33,928,000		$79,531,000
Revenue Generated to Local Government	$2,462,000		$3,375,000		$5,837,000
Revenue Generated to State Government	$3,095,000		$2,674,000		$5,769,000

Event-Related Spending by Arts and Culture Audiences Totaled $62.1 million (excluding the cost of admission)

Attendance to Arts and Culture Events	Resident* Attendees	+	Non-Resident* Attendees	=	All Cultural Audiences
Total Attendance to Arts and Culture Events	2,053,175		506,894		2,560,069
Percentage of Total Attendance	80.2%		19.8%		100%
Average Event-Related Spending Per Person	$19.25		$34.70		$22.31
Total Event-Related Expenditures	$29,313,706		$32,740,455		$62,054,161

Nonprofit Arts and Culture Event Attendees Spend an Average of $22.31 Per Person (excluding the cost of admission)

Category of Event-Related Expenditure	Resident* Attendees	Non-Resident* Attendees	All Cultural Audiences
Meals and Refreshments	$11.79	$17.13	$12.85
Souvenirs and Gifts	$2.68	$4.03	$2.95
Ground Transportation	$1.53	$3.62	$1.94
Overnight Lodging (one night only)	$0.91	$7.46	$2.21
Other/Miscellaneous	$2.34	$2.46	$2.36
Average Event-Related Spending Per Person	$19.25	$34.70	$22.31

* For the purpose of this study, residents are attendees who live within the State of New Hampshire; non-residents live outside that area.

Source: *Arts & Economic Prosperity IV: The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences in the State of New Hampshire.* For more information about this study or about other cultural initiatives in the State of New Hampshire, visit the New Hampshire State Council on the Arts's web site at www.nh.gov/nharts.

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INFORMATION

STEP 1: POPULATION

POPULATION of your community: [Less than 50,000 ⬍]

STEP 2: TOTAL EXPENSES

Your Organization's TOTAL EXPENSES (please do not use commas): $ [190000]

STEP 3: TOTAL ATTENDANCE (OPTIONAL)

TOTAL ATTENDANCE to your organization's arts events (again, do not use commas): [3500]

[CALCULATE]   [Reset]

TOTAL ECONOMIC IMPACT OF:

	Total Expenditures	FTE Jobs	Household Income	Local Government Revenue	State Government Revenue
Nonprofit Arts and Culture Organizations:	$190,000	6.2	$139,131	$6,720	$8,140
Nonprofit Arts and Culture Audiences:	$78,645	2	$39,418	$3,914	$3,804
Total Industry Impact: (The Sum of Organizations and Audiences)	$268,645	8.1	$178,549	$10,634	$11,944

[Print Your Results]
Please see the fine print below.

DEFINITIONS

Total Expenditures: The total dollars spent by your nonprofit arts and culture organization and its audiences; event-related spending by arts and culture audiences is estimated using the average dollars spent per person by arts event attendees in similarly populated communities.

FTE Jobs: The total number of full-time equivalent (FTE) jobs in your community that are supported by the expenditures made by your arts and culture organization and/or its audiences. An FTE can be one full-time employee, two half-time employees, four employees who work quarter-time, etc.

Household Income: The total dollars paid to community residents as a result of the expenditures made by your arts and culture organization and/or its audiences. Household income includes salaries, wages, and proprietary income.

Government Revenue: The total dollars received by your local and state governments (e.g., license fees, taxes) as a result of the expenditures made by your arts and culture organization and/or its audiences.

Three Main Points

- Effective data use almost always takes **more time and effort** than you expect

- **Some data** is almost always better than no data

- Give your data a SPA treatment (**Story Purpose Audience**)

"We do a lot of amazing work bringing the arts to people who don't want the arts."

Telling good stories with data is hard … just start!

- Many of these resources are available on the Library page at PEERassociates.net

- Feel free to contact me at Michael@PEERassociates.net