

Build 7: Data Stories for Guest Expert Evaluators DataVizForAll.org Fall 2023

Anyone can comment on this Google Doc; Jack Dougherty can edit

Revise and finalize data story for guest experts due Fri Dec 8th at **12:45pm**. **No extensions** because your data story will be "frozen" and a copy will be transferred and published on our public [Partners and Projects](#) page, and forwarded to our guest experts, who need to read your work before your presentations.

Join [my Zoom room](#) before your scheduled presentation on Mon Dec 11th 11:30am – 1:20pm.

Be patient in the waiting room. TA or I will admit you when guests are ready to review your work. Guests will review your final data stories online before this event. Be prepared to deliver a 2-minute summary of highlights, and to respond for up to 5 minutes of Q&A about your data analysis, storytelling, and design decisions. You only need to attend your 10-minute time slot. Worth 10 points, scored by guest evaluators.

Assessment: Your work will be evaluated based on these criteria:

- 1) How well does the data story answer the assigned question(s) and explain why it matters?
- 2) How well designed are the visualizations to draw true and meaningful insights from data?
- 3) How clearly does the story describe key steps in the process and cautions about data?
- 4) How challenging was it to create this data story based on existing sources and methods?

Our 10-point scale for guest evaluators: unsatisfactory work (below 7), adequate work (7-8), good work (8-9), and outstanding work (9-10).

Child Care

Broad question: How and why does child care availability, affordability, and quality vary across Connecticut, and what can we learn from improvement strategies outside the state?

Community Partners: Izzi Greenberg (Middlesex Coalition for Children) and Merrill Gay (CT Early Childhood Alliance)

Sources: Public data from CT Office of Early Childhood, 211ChildCare.org, US Census, and Canadian and US policy news stories.

11:30am

[A Crisis of Availability: Childcare in Connecticut for Children 0-3 years old](#), by Kelly Thomas & Lily Ryan

Assigned question:

What is the availability of child care in each CT town, relative to its child population, to identify areas with a surplus or deficit of spaces?

11:40

[Is Child Care Really Affordable in Connecticut Towns?](#) by Josh Ruthfield and Nellie Conklin

Assigned question:

How affordable is child care in each CT town, relative to the median household income of that area? Display median provider rate as percentage of median household income.

11:50

[Quebec Child Care Subsidy Program: What can Connecticut do Better to Help Parents get Back to Work?](#) by Diana M. Lee and Angelina R. Varghese

Assigned question:

What lessons can Connecticut learn from other governmental strategies (such as Quebec) to expand the quantity and quality of child care, and whether increased workforce participation contributes tax revenue to help pay costs?

College Access

Broad Question on Successful Matches:

What measurable factors might explain why comparable groups of Hartford Promise (HP) scholars tend to experience success in college, relative to other students at these institutions?

Community Partners: Melissa Paul (Hartford Promise) & Fionnuala Darby-Hudgens (CT Data)

Sources: De-identified dataset of Hartford Promise scholars from HS classes of 2016 + 2017
Plus comparison data, when appropriate, from US Dept of Education, College Scorecard

12:00pm

[Measuring the Graduation Rates of Hartford Promise Scholars at 4-Year Private Institutions](#) by Savannah Brooks and Emma Kozak

and

12:10

[Where are Public College Hartford Promise Success Stories?](#) by Brendan Feldgoise and Oliver Dahlen

Assigned question for both above:

When combining all 4-year colleges (public for one team, private for the other team), what percentage of HP students who started there successfully completed with a bachelor's degree?

Also, at specific 4-year colleges (with at least 5 students who started), what percentage of HP students who started there successfully completed with a bachelor's degree?

Also, for specific colleges above, how does the HP completion rate compare to each college's overall student completion rate (and also for relevant subgroups by race/ethnicity, income level, or gender)? See important reminder above about College Scorecard data

12:20

[Hartford Promise Scholars pursuing 2 year Colleges](#) by Jackson Camporin and Jack Brown

Assigned question:

When combining all 2-year colleges, what percent of HP students who started there successfully completed with an associate's degree? Also, what percent of associate degree earners continued on to a 4-year college, and what percent of those earned a bachelor's degree? At each 2-year college (with at least 5 students who started), what percentage of HP students who started there successfully completed with an associate's degree?

Also, how does the HP completion rate compare to college's overall student completion rate (and also for relevant subgroups by race/ethnicity, income level, or gender)?
See important reminder above about College Scorecard data

12:30

[Hartford Promise Students Find Different Success Rates at CT Auto-Admit Colleges](#), by Will Scannell

Assigned question:

At each 4-year college in the CT auto-admit program (with at least 5 students who started), what percentage of HP students who started there successfully completed a bachelor's degree? Are there differences in overall completion rates between public versus private auto-admit colleges? Or between public versus private selective-admit colleges?

12:40

[Hartford Promise Scholars Shine as UConn Graduates](#) by Dillon McDermott and Colin Leonard

Assigned question:

More HP students graduated with a bachelor's degree from the University of Connecticut than any other 4-year college. What is the overall HP successful completion rate at UConn, and how does it vary by gender, ethnicity, and type of public high school?

Also, how do these HP completion rates compare to UConn's overall student completion rates for relevant subgroups by race/ethnicity, income level, or gender?

See important reminder above about College Scorecard data

12:50

[Exploring Academic Horizons: Hartford Promise Scholars In-State vs. Out-of-State College Success Stories](#), by Pom Somchanmavon and Tony Ortega

(Jack will [play this video](#) during your presentation)

Assigned question:

What is the successful completion rate of HP students at all in-state colleges combined versus out-of-state colleges combined? Does the combined rate vary by other factors, such as public versus private, or relevant subgroups by race/ethnicity or gender or type of public high school?

1:00

[College Interruption Rates and Their Effect on Hartford Promise Students](#) by Conor Bradley & Garrett Kirk

Assigned question:

What percentage of students who remained continuously enrolled (fall and spring) successfully completed a bachelor's degree? Does it differ from the percentage of students who were not continuously enrolled (interrupted by missing either a fall or spring semester, yet continued for at least one semester afterwards)? Do these rates vary for relevant subgroups by race/ethnicity or gender?