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| **Data type:** | **Data collected:** | **What is it telling you?** | **Why does it matter (in relation to theory of change)?** | **What more do you want to know (to make decisions / improve effectiveness)?** |
| User | Previous experience of instruments | Participants have experience of a few mainstream instruments. | The opportunity to express themselves is important (familiar instruments). Equally important is learning from mistakes (unfamiliar instruments). | Do we have the right mix of instruments in good condition? Can we tailor the groups based on intended outcomes? How do participants explain the mechanisms around expression and resilience?  Are there any other ways to use musical instruments as tools for change? |
| Engagement | Retention rate | It looks ok but how do we know? Can we compare to other retention rates of prison programmes? | According to the logic model, change occurs slowly over time. We need as many people as possible to return. | Why do people drop out? Can we ask them? Segment and analyse data: e.g. what impacts the return rate? Sentence / transfers / demographics / number of participants and mentors? |
| Service | Ratio of participants to mentors | It varies based on mentor availability and rules of the prison. | The relationship with the mentor is key in changing behaviour. Ratio and turnover of mentors impacts success. | Does the mentor have time with the current ratio to form relationships? Can we ask them? Are outcomes different in groups with different ratios? Are there favourite mentors among participants? If so, what characteristics that make them successful. Can we pinpoint an optimum ratio for good outcomes? |
| Outcomes | Change in optimism | Most people enter the programme with very low levels of optimism. They leave with higher levels. | Evidence shows hope for the future is correlated with a reduction in reoffending – the intended impact of the programme. | Are there common factors for the people not reporting an increase in optimism (user / engagement data)? Does the level of optimism when they enter the programme affect engagement / outcomes? How do we reach people with low optimism who are unlikely to seek out the programme? |