



Using Your Data to Evaluate Your Impact, Explore Options and Drive Change

WITH LINDSAY HODGSON FROM CATCH
IMPACT





Our mission is to help
London's small charities and
community groups unlock
the value of data

www.datawise.london

DISCOVER. LEARN. ANALYSE. SHAPE. REPEAT

#DatawiseLondon





COALITION
— FOR EFFICIENCY —

Makerble

DataKindUK

The logo for 'hear' features a dotted purple circle above the word 'hear' in a bold, lowercase, purple sans-serif font.

hear
humanity. equality. rights.

london plus





Access resources and 1:1 support via www.datwise.london

See training available [on our Eventbrite page](#)

Sign up to our monthly eNews at www.superhighways.org.uk/e-news



How we'll run the training:

- ✓ Questions – ask questions out loud or in the chat as we go along
- ✓ Please keep your camera & microphone on unless you have a noisy background
- ✓ We'll aim to have a break around 11am

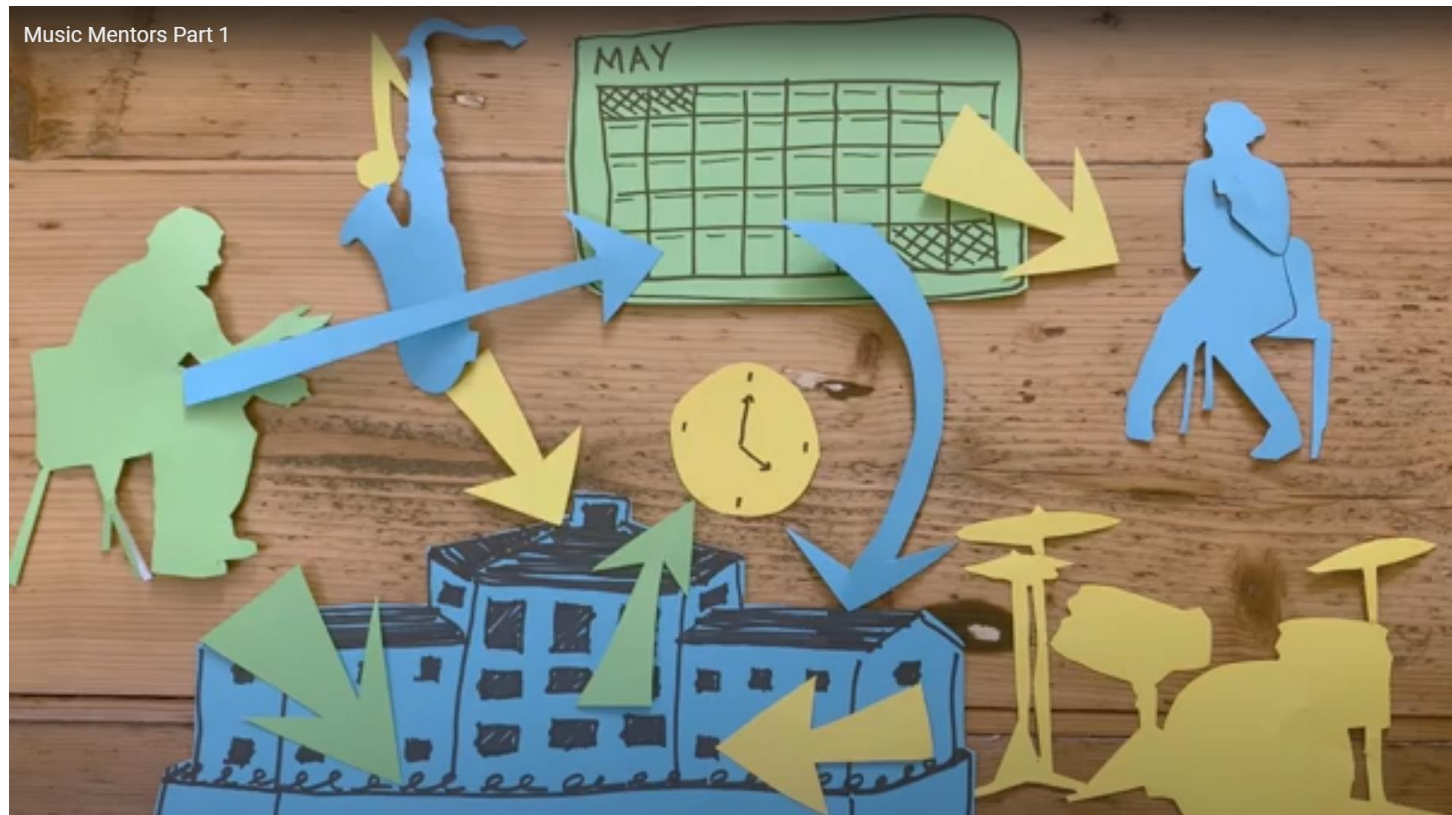


Agenda

Time	Activity	10-10-10 minute model
10:00 – 10:15	Introductions	
10:15 – 10:45	1. Theory of change	Video (10m) – Learning (10m) – Activity (10m)
10:45 – 11.15	2. Types of data	Video (10m) – Learning (10m) – Activity (10m)
11.15 – 11:45	3. Interrogating your data	Video (10m) – Learning (10m) – Activity (10m)
11:45 – 12:00	Questions and next steps	



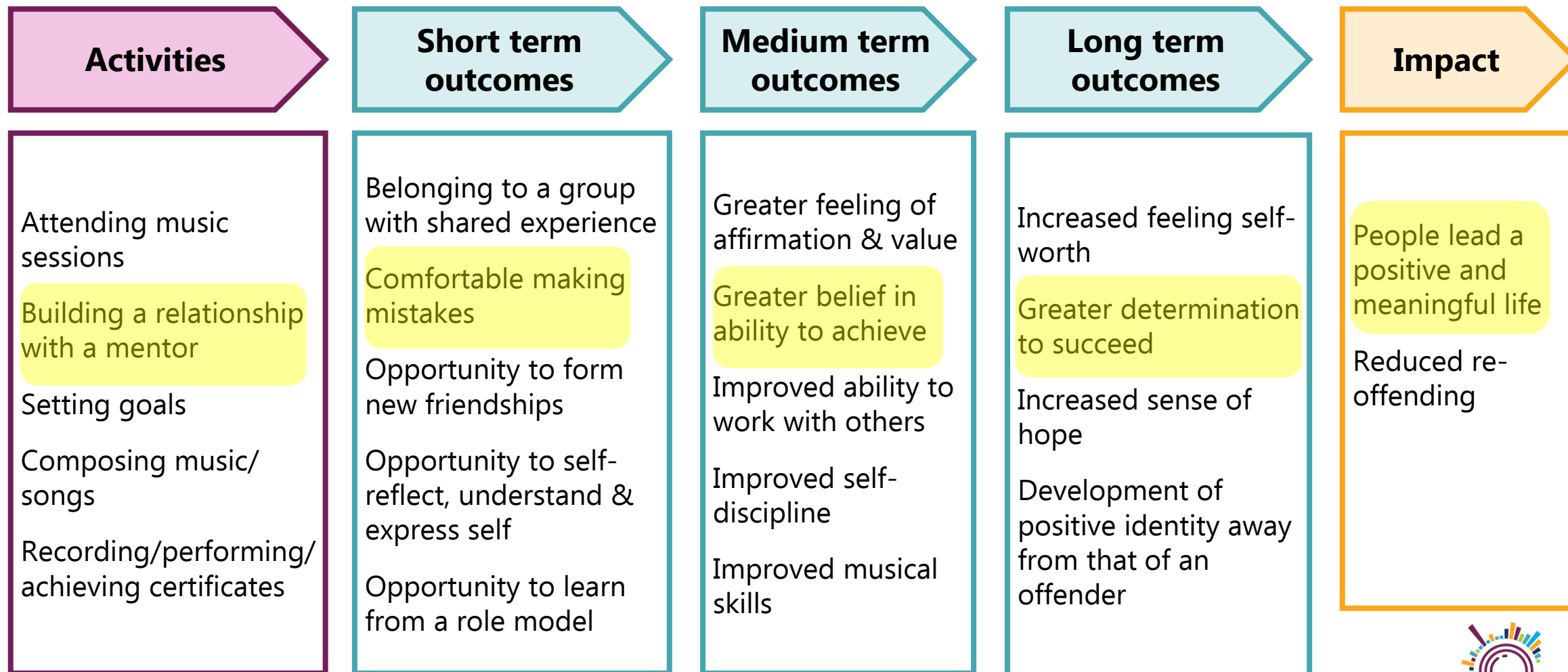
Music mentors part 1: theory of change



<https://www.youtube.com/watch?v=1LvYGK06Lf8>



Theory of change



Types of outcomes

Type	Describes changes in people's....	Example – Music Mentors
Knowledge	...understanding and awareness	Understand self
Attitude	...beliefs, values, thoughts, feelings, motivations	Belief in self
Behaviour	...actions, conduct, habits, participation, engagement	Determination to succeed
Skills	...practical, educational, interpersonal, emotional	Better self-regulation
Condition	...personal state, situation, circumstances	Non-criminal identity
Opportunity	...availability of appropriate programmes, accessibility, inclusion	Opportunities for employment (protective factor)



Simple & specific

Improved physical health and mental wellbeing

- Which one are you focussed on?
- Which one are you having a direct influence on?
- Does one logically come before the other in your service?

Children & young people have better outcomes

- What does this mean?
- Articulate your outcomes rather than assuming people know what you mean
- If you don't know what you mean, how will you measure success?

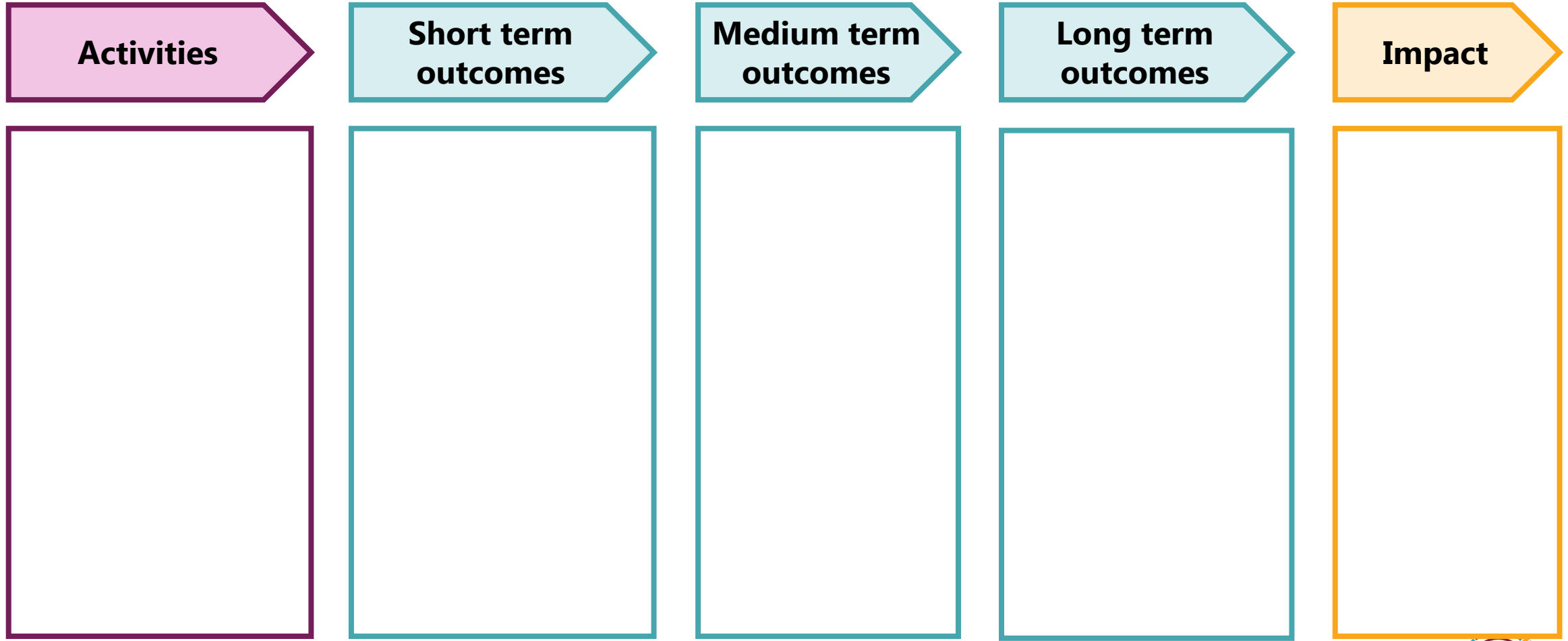
Residents engaged in mutually beneficial communal projects are more likely to value their positive stake in society

- Use real language
- Your business is people so explain things in a way that people understand
- Change your language to suit your audience



Theory of change

1. What do you think is happening / is there a thread?
2. Are you collecting data on it?

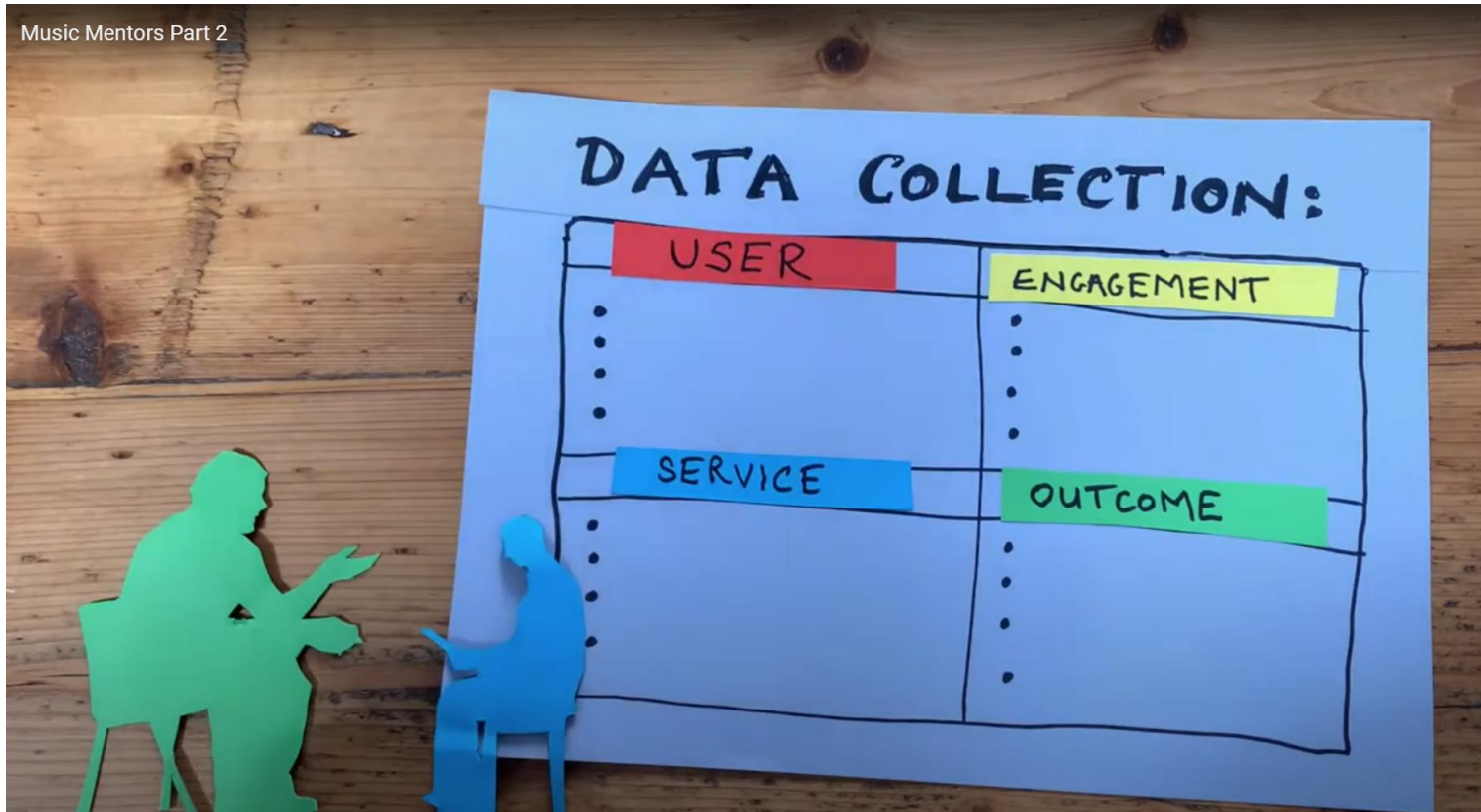


Music Mentors Part 2: types of data

Music Mentors Part 2

DATA COLLECTION:

USER	ENGAGEMENT
•	•
•	•
•	•
SERVICE	OUTCOME
•	•
•	•
•	•

A hand-drawn data collection table on a wooden surface. The table is titled "DATA COLLECTION:" and is divided into four quadrants by two horizontal and two vertical lines. The top-left quadrant is labeled "USER" (red header), the top-right "ENGAGEMENT" (yellow header), the bottom-left "SERVICE" (blue header), and the bottom-right "OUTCOME" (green header). Each quadrant contains three vertical dots representing data points. In the bottom-left corner, there are two paper cutouts: a green one of a person sitting and gesturing, and a blue one of a person sitting at a desk.

<https://www.youtube.com/watch?v=Aoqi9GqykwY>



Types of important data

What data could you collect to help explore how you bring about change?

User data

Asks: demographics, characteristics, reason for coming to service

Establishes: your target audience, who you are serving

Engagement data

Asks: how people engage, frequency, why they stop

Establishes: the extent to which people use your services and how

Service data

Asks: what they liked / didn't like, why, what they would change, what is special.

Establishes: whether your service is working in the way you intended

Outcome data

Asks: what has changed as a result of using the service, what have people gained

Establishes: short-term and long-term impact on people's lives



What and why do we want to know?

User data

Length of sentence

Prison behaviour record

Ethnicity

Age

Service data

What instruments were available?

What was good about the session?

What could be improved?

How easily could people access the session?

Engagement data

How many sessions were run?

How many attended each session?

How many were new / repeat attendees?

How many musicians attended each session?

Did people start working better together?

Did it give space to explore issues/ideas?

How did behaviour change over the sessions?

Did people build a relationship with a mentor?

Has attitude changed towards self/future?

Your organisation

What data could you collect to help explore how you bring about change?

User data

Engagement data

Service data

Outcome data



Music Mentors part 3: evaluating using ToC and data and data



<https://www.youtube.com/watch?v=Au66Zd-m5jw>



Data	What is it telling you?	Why does it matter?	What more do you want to know?
The retention rate	It looks ok but how do we know? 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 musicians present?
The ratio of participants to musicians	Have we analysed or researched the optimum ratio for forming relationships?	The relationship with the musician is key in changing behaviour. Numbers present and turnover of musicians impacts success.	Does the musician have time with the current ratio to form relationships? Can we ask them? Are outcomes different in groups with different ratios? Are there favourite musicians amongst the participants? If so, what are the characteristics that make them successful.
Participants' previous experience of instruments	Some participants have experience of a few key 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 to increase retention? How can we test our theory about the importance of different instruments?
The change in optimism	Very few participants enter the programme feeling optimistic. More participants	Hope for the future is correlated with a reduction in reoffending – the intended	Are there common factors for the people not reporting an increase in optimism (user / engagement data)? Would the project still be successful if more people

How could you use data to explore some of your outcomes?

- E.g. to find out whether your gut feeling is right
- E.g. to explore whether your service is working in the way you intended
- E.g. to investigate things you didn't expect

"We thought that making mistakes was an important skill to learn before gaining belief in oneself"

"We realised that we were having an impact on physical health as well as mental health and that we should capture that"

"We wondered whether women weren't attending because of the location of the session"

"We think older people might not be able to access our services online now that we've closed our centre due to covid"

Activity

Jot down some of your:

- Assumptions
 - Intentions
 - Gut feelings
 - Intuition
 - Experience/observations
- Are you collecting data on it?
 - How could you collect data on it?

