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

THROUGH THE EYES OF A CASE STUDY 'YOU CAN MAKE MUSIC' MUSIC MENTORS PROGRAMME

How we'll run the training:

✓Questions – ask questions out loud or in the chat as we go along

✓Videos and practical exercises

✓Please keep your camera & microphone on for times when you're talking with others if you can

✓We'll aim to have a break around 11.30

What we're covering today

✓ Theory of change – the story of your work

✓ Identifying what data is useful

✓ Analysing data to avoid bias or mistaken assumptions
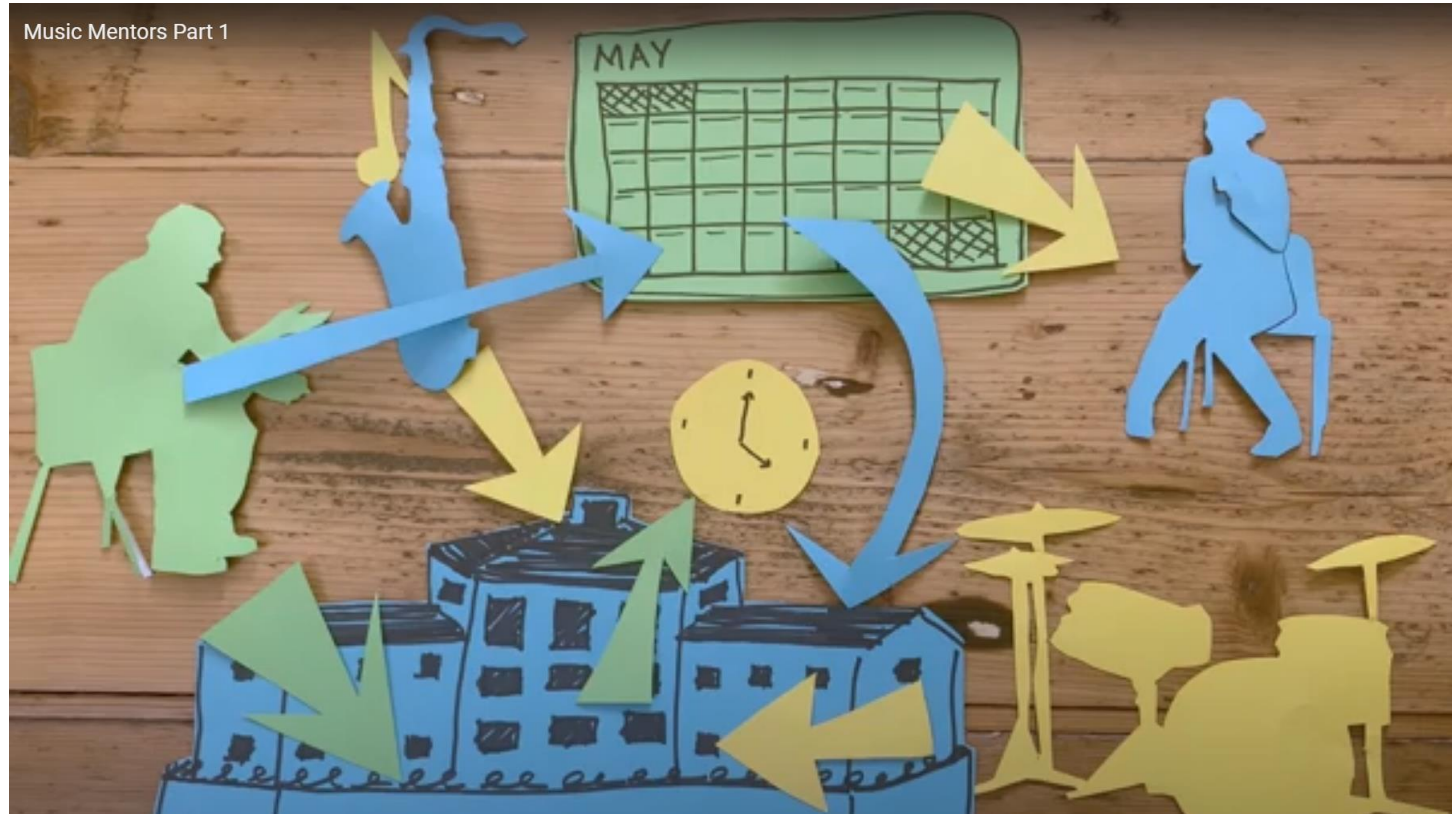
✓ Using your findings to suggest and evidence change

Quick poll: who's got a theory of change?

Music mentors part 1: theory of change

Theory of change

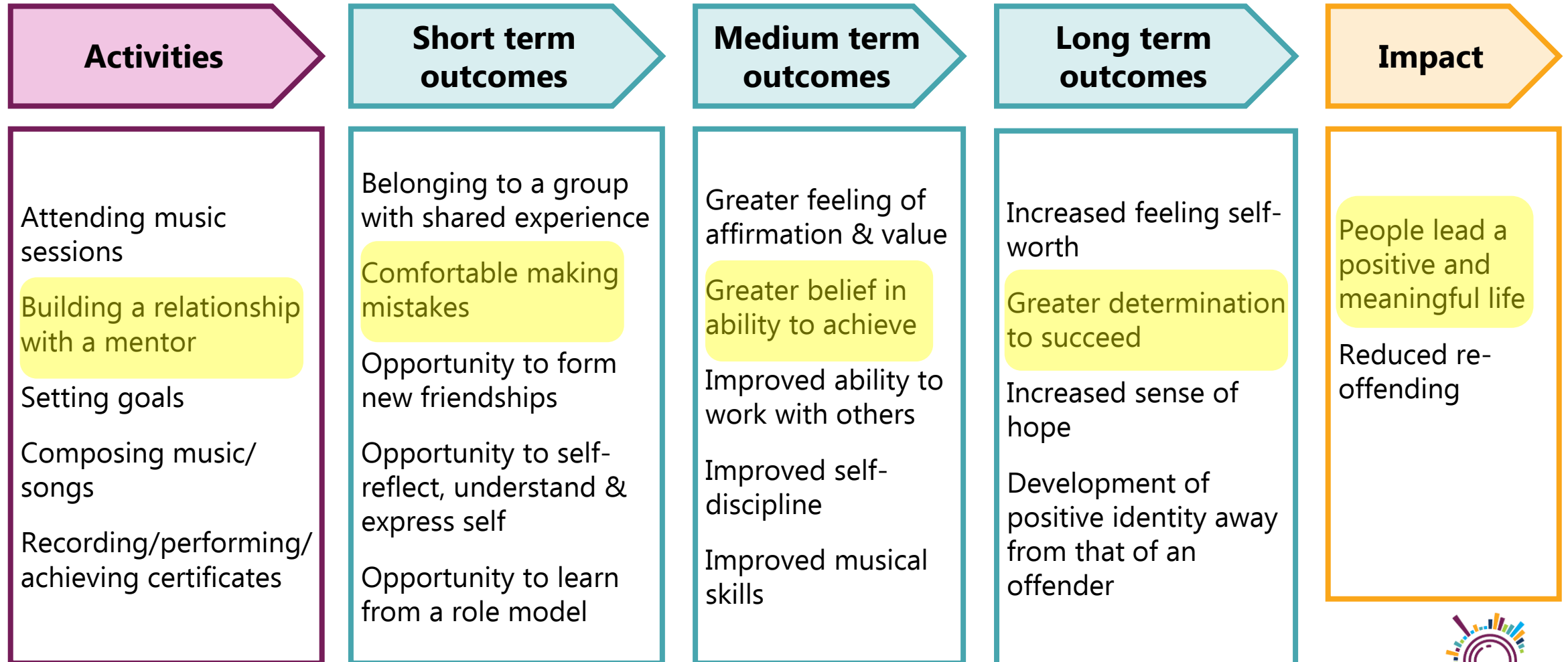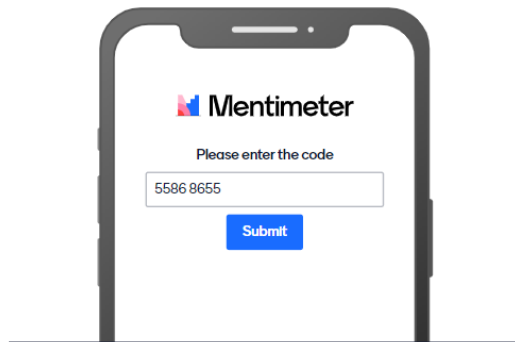| Activities	Short term outcomes	Medium term outcomes	Long term outcomes	Impact
Attending music sessions	Belonging to a group with shared experience	Greater feeling of affirmation & value	Increased feeling self-worth	People lead a positive and meaningful life
Building a relationship with a mentor	Comfortable making mistakes	Greater belief in ability to achieve	Greater determination to succeed	Reduced re-offending
Setting goals	Opportunity to form new friendships	Improved ability to work with others	Increased sense of hope	
Composing music/ songs	Opportunity to self-reflect, understand & express self	Improved self-discipline	Development of positive identity away from that of an offender	
Recording/performing/ achieving certificates	Opportunity to learn from a role model	Improved musical skills		

What factors might influence reoffending?

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We'll share a link in chat but you can use your phone if you like.

Add as many factors as you can think of....

https://www.menti.com/59e6wdepqz

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Spot the problem

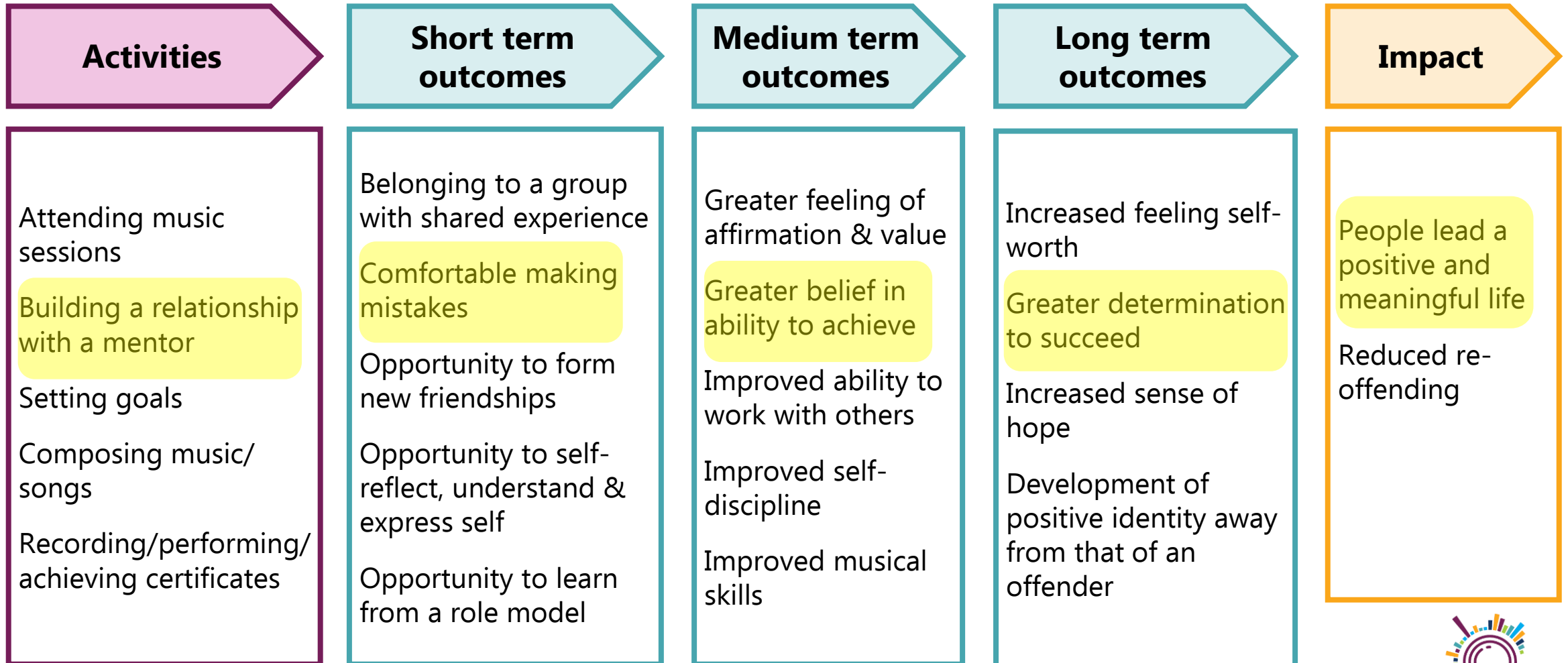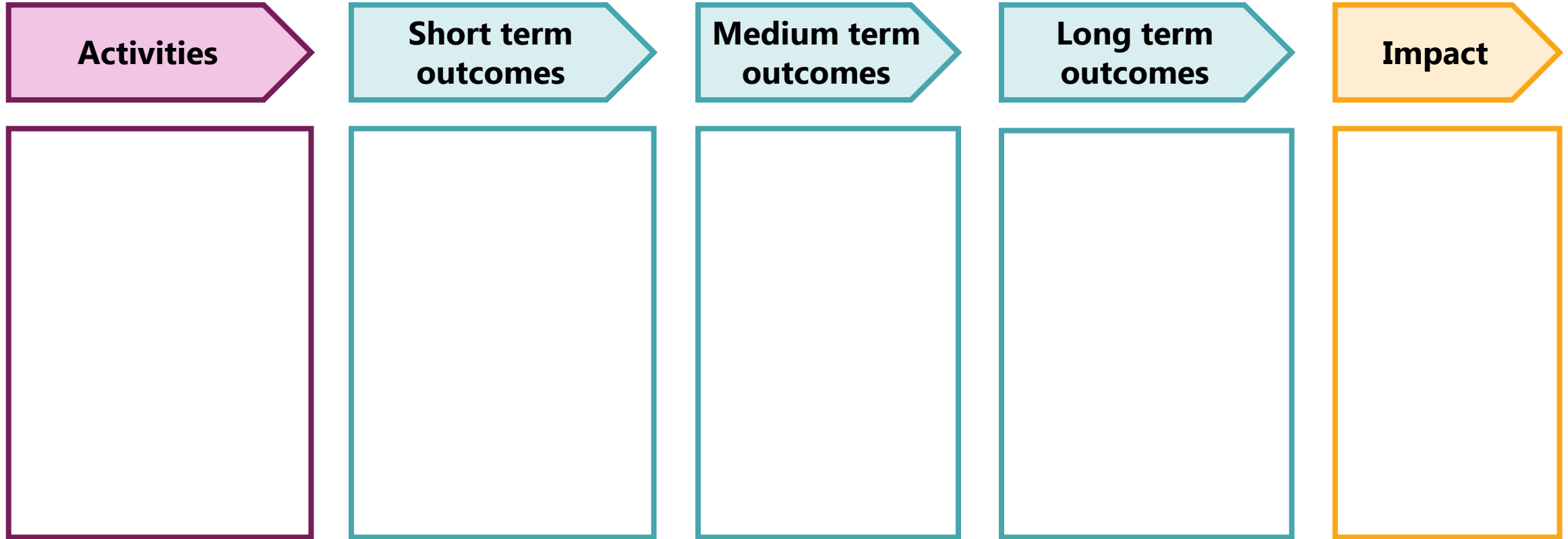|	
Improved physical health and mental wellbeing	• Which one are you focussed on? • Which one are you having a direct influence on? • Does one logically come before the other in your service?
Children & young people have better outcomes	• What does this mean? • Articulate your outcomes rather than assuming 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

**Be simple and specific**

Remember the storytelling of change

Activities	Short term outcomes	Medium term outcomes	Long term outcomes	Impact
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Theory of change

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

Activities	Short term outcomes	Medium term outcomes	Long term outcomes	Impact

Make a few notes for yourself on the template. Don't worry if you don't it all, it's to get your ideas going.

Music Mentors Part 2: types of data
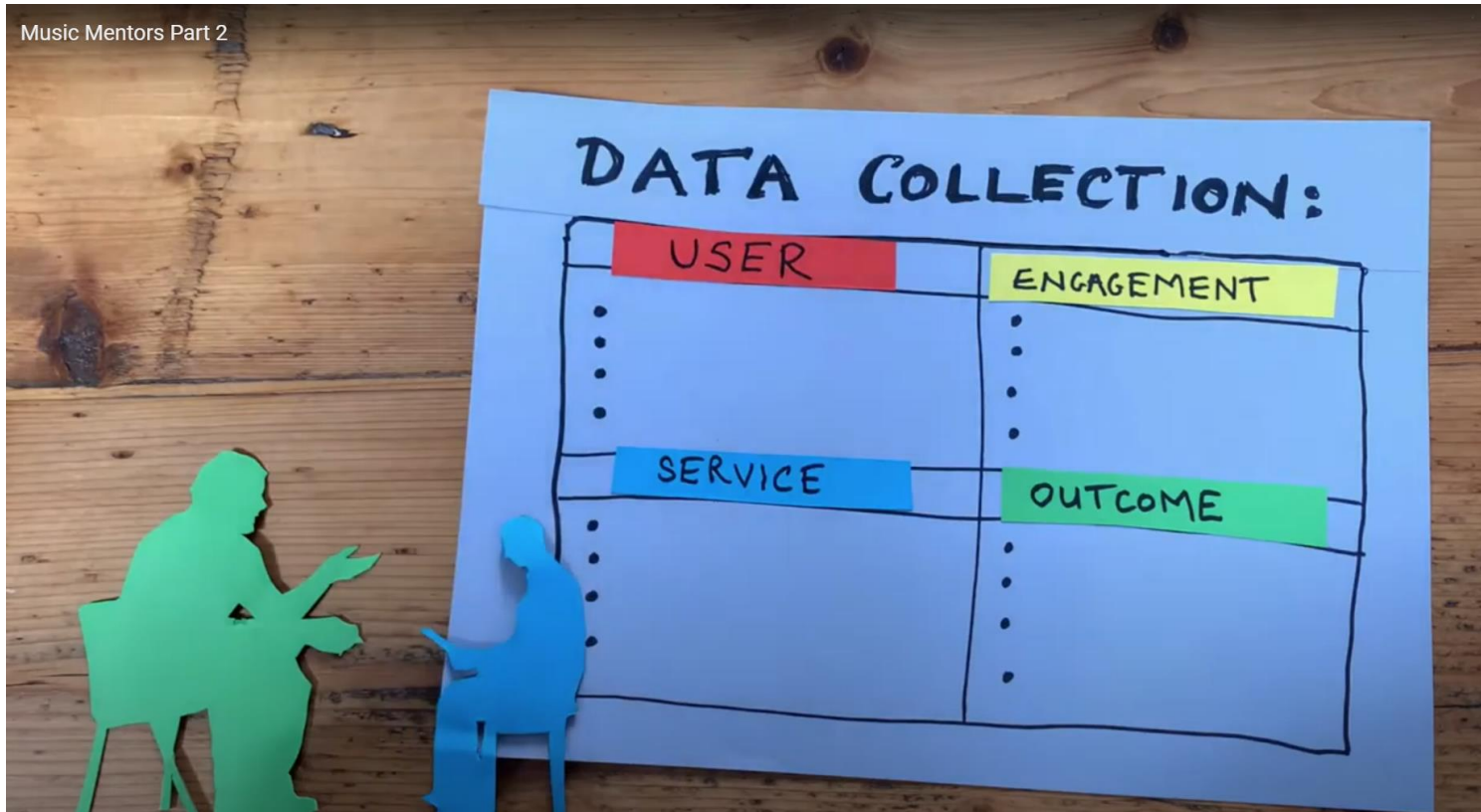
Types of important data

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.

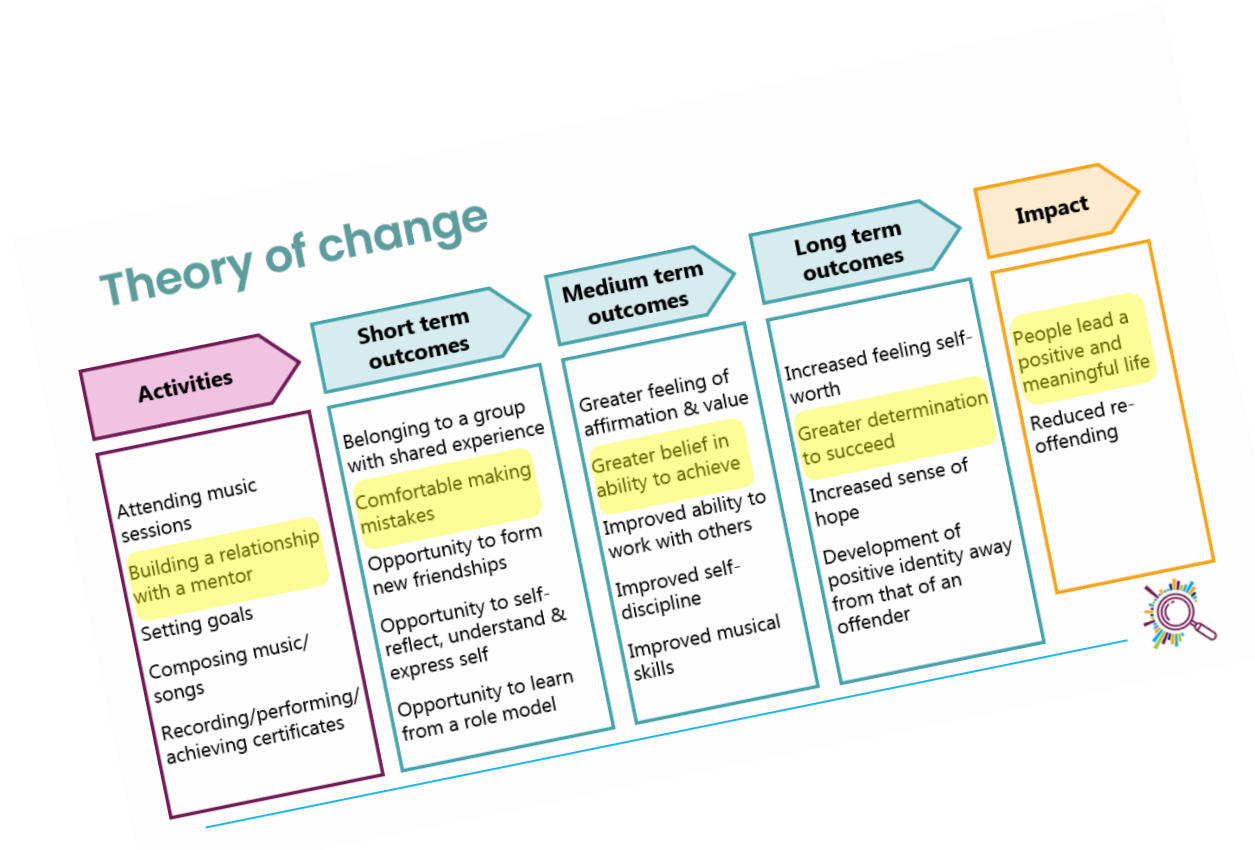**Establishes:** whether your service is working in the way you intended

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 data is important? What and why do we want to know?

Theory of change

Activities
- Attending music sessions
- Building a relationship with a mentor
- Setting goals
- Composing music/songs
- Recording/performing/achieving certificates

Short term outcomes
- Belonging to a group with shared experience
- Comfortable making mistakes
- Opportunity to form new friendships
- Opportunity to self-reflect, understand & express self
- Opportunity to learn from a role model

Medium term outcomes
- Greater feeling of affirmation & value
- Greater belief in ability to achieve
- Improved ability to work with others
- Improved self-discipline
- Improved musical skills

Long term outcomes
- Increased feeling self-worth
- Greater determination to succeed
- Increased sense of hope
- Development of positive identity away from that of an offender

Impact
- People lead a positive and meaningful life
- Reduced re-offending

Using the Music Mentors case study, what data do you think they should collect?

Have in mind the story they're hoping to tell

Over to Jamboard

Your organisation

What data do you (or could you collect) to help you explore how you bring about change?
Back to your template…

User data	Engagement data

Service data	Outcome data

Music Mentors part 3: evaluating using ToC and data

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 mentors	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

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				
Engagement				
Service				
Outcomes				

Make a few notes for yourself on the template. Don't worry if you don't do it all, it's to get your ideas going.

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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

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?

"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"

Tools for analysing and presenting

Go to

www.menti.com
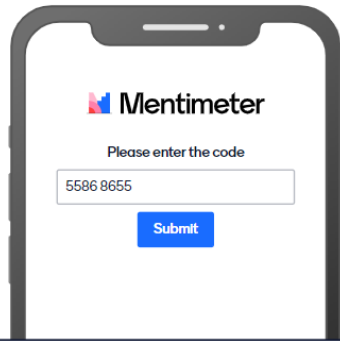
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What digital tools (online or offline) are you using to analyse or present your findings?

https://www.menti.com/59e6wdepqz

Using Excel to delve into your data

You Can Make Music programme 2019

Prison Information				Attendance			Survey Feedback		
Prison	Category	Gender	Number of Mentors	Participants	Ratio of participants to mentors	Percentage of participants who enjoyed session*	Average optimism score progression	Percentage of participants who built a relationship with their mentor**
HMP Belmarsh	A	Male	5	15	3.0	73%	0.6	87%
HMP Birmingham	B	Male	6	12	2.0	83%	3.0	83%
HMP Brixton	A	Male	6	12	2.0	75%	1.3	92%
HMP Bronzefield	B	Female	6	32	5.3	66%	0.9	81%
HMP Eastwood Park	C	Female	6	26	4.3	85%	0.5	88%
HMP Foston Hall	C	Female	5	7	1.4	100%	3.0	86%
HMP Manchester	A	Male	6	24	4.0	79%	1.8	83%
HMP Pentonville	B	Male	4	29	7.3	34%	0.7	52%
HMP Wormwood Scrubs	B	Male	6	21	3.5	67%	2.3	76%

What one thing will you try or action next?

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Read our Rough Guide to Theory of Change

See the Good Finance Measuring Social Impact Matrix

Book on a Coalition for Efficiency Impact Chat

Read and watch the blog and training for this session

See training available on our website

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