Community Impact

Using data: A case study in evidencing fundraising, business development, and campaigns

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Community Impact

Let's talk
about Mary
(again!)…

CASE STUDY…

Here's Mary!

You'll remember that Mary is the CEO of a charity, Youth Employability'

We'll be going through Mary's thought process as she uses evaluation data…

A recap

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We know that…

…Mary's charity is 'evaluation ready'

…She has something to measure (outcomes and indicators)

…and something to collect data with (surveys, etc)

A recap

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| Creativity	Communication	Relationships and Leadership	Resilience	Confidence and Agency	Managing Feelings	Planning and Problem Solving
The young person can express themselves in a range of activities	The young person becomes more confident in telling others what they think, and how they feel	The young person actively seeks input from others to deliver their plans	The young person is persistent in meeting challenges	The young person can make and take decisions for themselves through discussion with peers and mentors	The young person can emotionally adapt to change in their lives	The young person can set and pursue realistic goals based on their skills, abilities, and interests
The young person can articulate what they mean, and use creative activities to communicate this to others	The young person can express original opinions, plans, and activities, and discuss these with others	The young person supports others in achieving their goals	The young person can avoid negative peer influences	The young person can focus on goals and the steps required to achieve them	The young person understands that change can be positive	The young person is able to identify sources of external support – including peers and staff – to enable them to address problems in their lives
The young person is able use creative forums to explore new solutions to problems they face	The young person can reach a consensus on ideas and action through dialogue	The young person can take the lead in order to deliver joint work with others	The young person can critically discuss the choices they make	The young person understands their strengths and can harness these in pursuit of their goals	The young person can form positive and inclusive relationships with others	The young person identifies the skills and capabilities they need to make their plans work

A recap

…and we know that Mary has thought about the types of data she wants, and what she's going to do with it…

A recap

Types
of
data

Effective-ness
Data

Engagement
Data

Delivery
Data

Impact
and
Process
Evaluat-ion
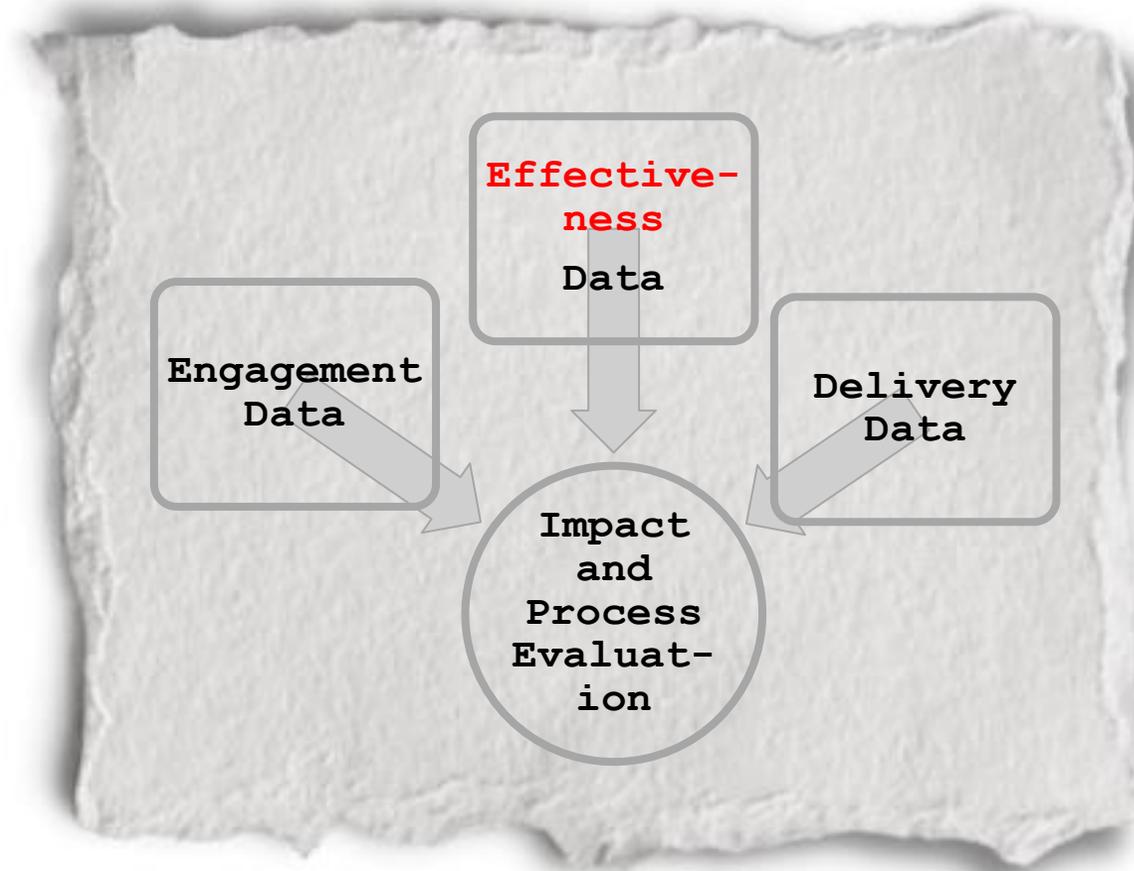
A recap

…Mary understands the difference between Qualitative and Quantitative data…

…and what they tell her

…and this is reflected in the data collection methods she's chosen…

A recap

Qualitative	Quantitative
• Focus groups • Interviews • Case studies • Action Research/participation • Vox pops • Video Diaries • Graffiti boards	• Surveys • Assessment questionnaires

A recap

…and Mary will take a 'Mixed-Methods' approach to evaluating her work…

…She'll use a pre- and post-programme survey, and a focus group…

…she's also clear on the inputs, outputs, and outcomes for the service…

Outputs vs. Outcomes

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Outputs	Outcomes	Inputs
The deliverables *of* the service	Objectives *for* the service	Anything that *underpins* the service

Something new…

…and this allows her to bring everything together…

…into a Theory of Change
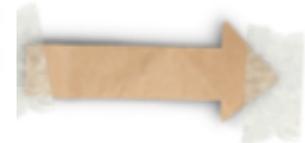
An 'interesting' thing!

➢ ...ToC are neither true nor false...

➢ ...They are only **confirmed** (or not) by your data...

➢ ...We collect data to prove the theory...

➢ ...This will come in handy later on

So, what's next?

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Mary's done an evaluation, and has lots of data…

…now she has to *use* it operationally to actually **do something** (Operationally Useful!)

so what does she do?

…Mary uses data for three main areas of business development…

➤ **Fundraising**/Bid development/Commissioning

➤ **Performance** improvement (doing things better)

➤ **Communicating impact**

Let's look at these in turn…

Talking about
impact to
funders

Case Study:

Mary is submitting a fundraising bid to the Youth Funding Trust.

They're **big** on impact, and ask lots of questions on this as part of the application…

…and they know their stuff

They ask…

Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

They ask...

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Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

This is an **outcomes** question – not a results/evidence question...

They ask…

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Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

Think here about the TYPES OF DATA (Engagement; Impact; Delivery)

They ask…

Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

They want to know what outcomes… what **AREAS** you measure impact on

They ask…

Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

They do **not** want to know how happy your service users are (this is *engagement* data)

They ask...

Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

They do **not** want to know if your service users will recommend you to others (this is *engagement* data)

They ask…

Please outline the **benefits** and **outcomes** that you expect to **achieve** as a result of the funding

They do **not** want to know how many people you have worked with! (this is *delivery* data)

We tell them…

➢ What we **measure** impact against (which outcomes)

➢ What the measures tell us ("…we measure **confidence** because…")

➢ **How** we collect data (pre- and post-intervention)

➢ **How** we use the data to report change (impact)

They ask…

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Please explain how you will **collate**, **measure** and **report** the benefits you describe?

This asks for information on the **methods** you use, what impact **means to you**, and **how** data is reported

They ask…

Please explain how you will **collate**, **measure** and **report** the benefits you describe?

They want to know what your evaluation process **look like** in practice, and the data (the data return) they'll get back!

We tell them…

➢ **Who** collects the data (external evaluators/staff/etc)
➢ **Methodology** (mixed methods/single survey/interviews, etc)
➢ **Analysis** ('*…data is aggregated, and the average (median) scores at the start and end compared for each outcome…*")
➢ Any **statistical** tests used…

They ask…

Please describe the overall **aims** and **objectives** of your organisation and the **activities** or **services** your organisation **provides**

This question is asking for information on **Impact** and **Delivery**

They ask…

Please describe the overall **aims** and **objectives** of your organisation and the **activities** or **services** your organisation **provides**

They want to know general information about what **impact measures** you use, and how these **relate** to the service

They ask…

Please describe the overall **aims** and **objectives** of your organisation and the **activities** or **services** your organisation **provides**

This brings your different TYPES of data together

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We tell them…

➢ What **measures** we use (outcomes AND indicators)

➢ What behaviour change we **expect to see**, and how the service promotes this

➢ What delivery '**looks like**' (outputs) – how long in programme, how often meet, with who, etc

➢ **Why** it matters to the service user

…Activity

1. Think about your own work

2. What would you tell a funder about Measures; data collection; and delivery?

3. What challenges do you face reporting impact; delivery; engagement

4. What do you need to do to address them…

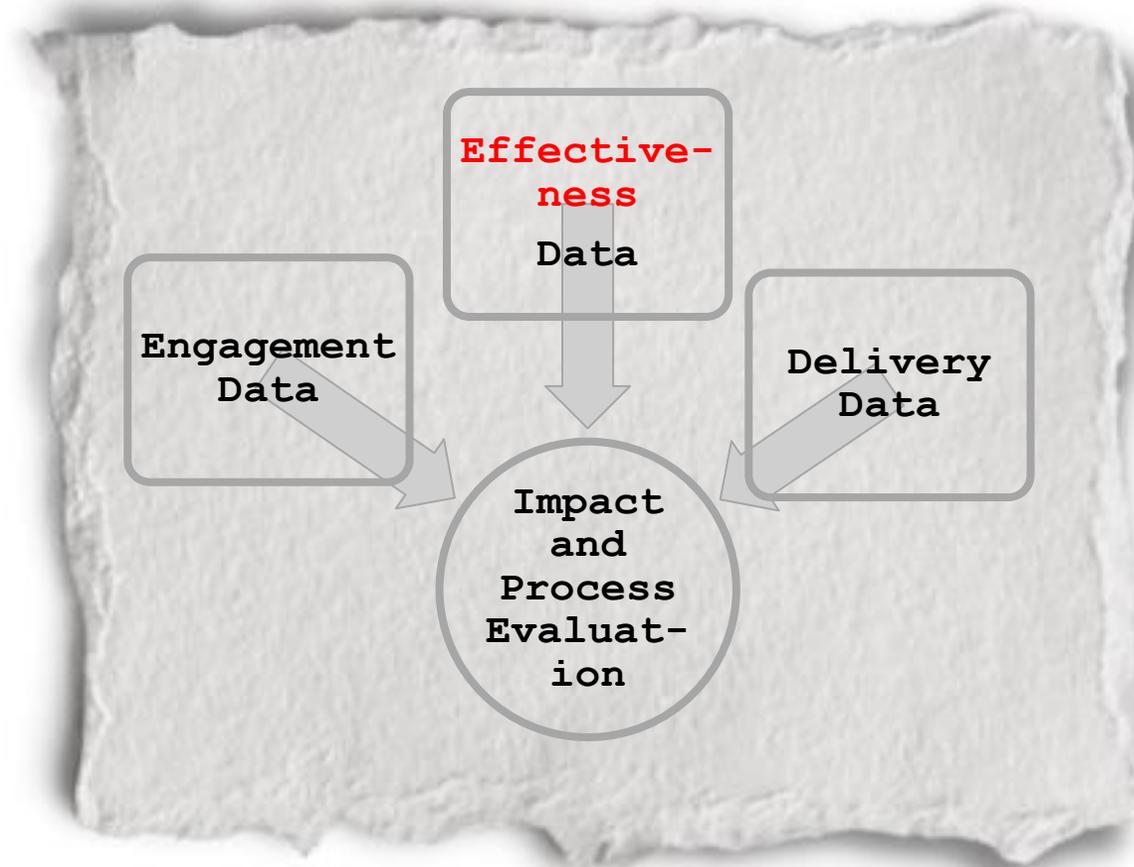5. (we'll use this for your consultancy)

Let's have a

… Break!

Community
Impact

Community Impact

Using data to
do things
better

This is
advanced stuff.
we'll do it
quickly to give
you an insight…

Remember the types of data!

Community

Impact

Effective-ness Data

Engagement Data

Delivery Data

Impact and Process Evaluat-ion

So…

Mary has an Operations Director…

Say goodbye to Mary…

Meet Salima!

… Salima is responsible for ensuring that Youth Employability's programmes are as effective as possible…

Service Improvement

Salima wants to know how **effective** Youth Employability's main programme is…

She has 7 outcomes to measure performance against…

…We'll focus on one for illustration – **communication**

Our working outcome…

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Communication

The young person can express original opinions, plans, and activities, and discuss these with others

… **survey question**…

There's a lot going on…

Every young person gets…

➢ A bit of Mentoring
➢ Some skills development
➢ Access to other services

It's a **tailored** service - based on need and competencies. SOME GET MORE THAN OTHERS (this is important for evaluation)

So…

She could just ask…

Overall, what effect are we having on young people's communication skills?

She could just ask…

Overall, what **effect** are we having on young people's communication skills?

It's not a bad evaluation question…

She could just ask… Community Impact

Overall, what **effect** are we having on young people's communication skills?

This asks about **general** impact of the programme on each outcome…

She could just ask…

Overall, what **effect** are we having on young people's communication skills?

…and it asks it for the programme cohort (**all** young people) as a whole

Which means that…

Overall, what **effect** are we having on young people's communication skills?

So, Youth Employability collects assessment data at the beginning…

Which means that…

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Overall, what **effect** are we having on young people's communication skills?

…and at the end…

For example…

It's a 6-week programme…

There are 10 participants

An assessment question asks *"On a scale of 1-7 (1 is low) how confident do you feel when talking to others about your work?"*

The average pre-programme score is **4**…

The average post-programme score is **6**…

Salima can see that there's been a **positive** effect…

For example…

But this is useful as general information

A funder might find this interesting…

But Salima needs to know **much more** to make the service run better…

… Importantly, she wants data on…

➢**Time** - Do young people in the service longer do better?

➢**Intensity** - Do people getting more support do better than others? (e.g Do people getting 10 hours of mentoring do better than those with 5?)

➢**Demographics** – Are age/Gender/ethnicity significant?

She can do an analysis to find this out…

Example… Mentoring support (hours)

For example…

She has the communication scores for service users who have had fewer than 3 mentoring sessions and 3+

Both groups average 3 in the pre-programme survey

… But those receiving more than 3 mentoring sessions score higher at the end… (say, 6 vs. 5)

For example…

…So she can see that the number of mentoring sessions is **correlated** with better/more confident communication skills…

…is there an **actual** relationship? This is an advanced statistical question (for another time)…

…this gives her enough information to (1) find out **why** (a focus group?), and (2) **use the data** to make more mentoring provision available…

Activity

1. Think about your own work

2. What do you want to know about your service?

3. Write a primary performance improvement question, and two secondary ones…

4. What data would answer it?

Let's have a

… Break!

Mohammed's Slides

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