

# Measuring Your Impact

Lucy Stone



# Lucy Stone - about me!

- Increase Grant, Trust and Foundation income
- Develop new income streams
- Improve relationships with funders
- Arts & Cultural organisations
- Sussex Grassroots Organisations

# Who I've worked with



# I am also a Trustee!



## Pelican Parcels

# You

- How are you?
- How is your mental health?
- Are you getting support?
- Are you taking breaks?
- How is your time management?
- Are the 'nos' hitting you harder?

# You

- You can not do your best work for your organisation if you are not ok.
- You can't write well if you are frazzled
- This has always been an important question, however, with COVID-19 and cost of living crisis the world is different.

# Stress Bucket



Developed from an idea by Brabban and Turkington (2002)



# Session Overview

- What talk about impact?
- Outcomes are a piece of cake!
- Inputs and Outputs
- Writing outcomes
- Evaluation systems
- Evaluation Framework
- Theory of Change
- How can you use the data and stories collected?



# Why talk about impact?

- Telling stories about your work
- Using evidence not anecdotes
- Funders and donors want to know how their support will or has help
- Evaluation, monitoring and reporting
- Shows the change that you make happen in the world
- Underpins your case for support

## CASE FOR SUPPORT

### PROBLEM

- What is the problem you are set up to address?
- What is the problem and need?
- Who benefits from your work?
- When is the help needed? Why now?
- Where is this happening?
- How are you evidencing your statements?
- Why is this a problem?
- Scale and scope of the problem (facts/figures)

### SOLUTION

- Be specific.
- Align it to the problem.
- What will you do? When, Where, How?
- Who is solving the problem?
- What is your methodology?
- Vision for the impact your solution will have?
- How will you know when you have succeeded?

### WHY YOU?

- Why are you the organisation to solve the problem?
- Proof - Facts, Figures and Data
- Quotes from others backing up your statements
- Achievements or track record

### BUDGET

- Make sure it balances and not all round numbers!
- Be clear about core and project costs.
- Make sure everything that you mention in the application has a corresponding budget.
- Your budget can be part of your story telling.
- Future funding – who/how/for how long?

## IMPACT

### INPUTS

- What do you need to do your work?
- Resources – people, IT, equipment, spaces/venues – required to implement the project

### ACTIVITIES

- What will you do?
- How often?
- For how long?
- For whom?

### OUTCOMES

- What is the change you are aiming for? For whom?
- Increase, decrease, improved etc
- Keep them simple - no 'ands' and no qualifications
- Short, medium and long term outcomes
- Do not have too many
- LINK BACK TO PROBLEM! ie key elements of the problem should link to key outcomes

### OUTPUTS

- How many people, activities and things have been achieved?
- What are the numbers?
- Consider volume, values etc

### EVALUATION

- Measuring your impact, outcomes and outputs.
- What do you measure - outcome indicators.
- How do you measure it - sources of evidence.
- Who is giving the evidence?
- Quantitative and qualitative. How will you measure it against original vision?

# Outcomes

Funders want to understand your impact

Muddling up your input, activities, outputs and outcomes - think CAKE!

<https://bigblogscotland.org.uk/2014/03/17/outcomes-are-a-piece-of-cake/>



# Inputs

- What do you need to do your work?
- Budget items required to implement the project
- Resources - IT, equipment, spaces/ venues
- People and expertise

# Outputs

- How many people, activities and 'things' have been achieved?
- What are the numbers?
- Consider values, volume etc

# How to write an outcome

- A CHANGE that you expect to see
- Increase / Improved / Decrease / Reduced
- ‘Soft’ outcomes are as important as ‘hard’ outcomes
- Keep them simple - no ‘and’, commas or qualifiers
- Don’t have too many!
- Can have a number output assigned to them.

# Outcome planning

What do you want people to gain?

Think about

- Knowledge and/or skills
- Attitudes
- Behaviours

# Outcome examples

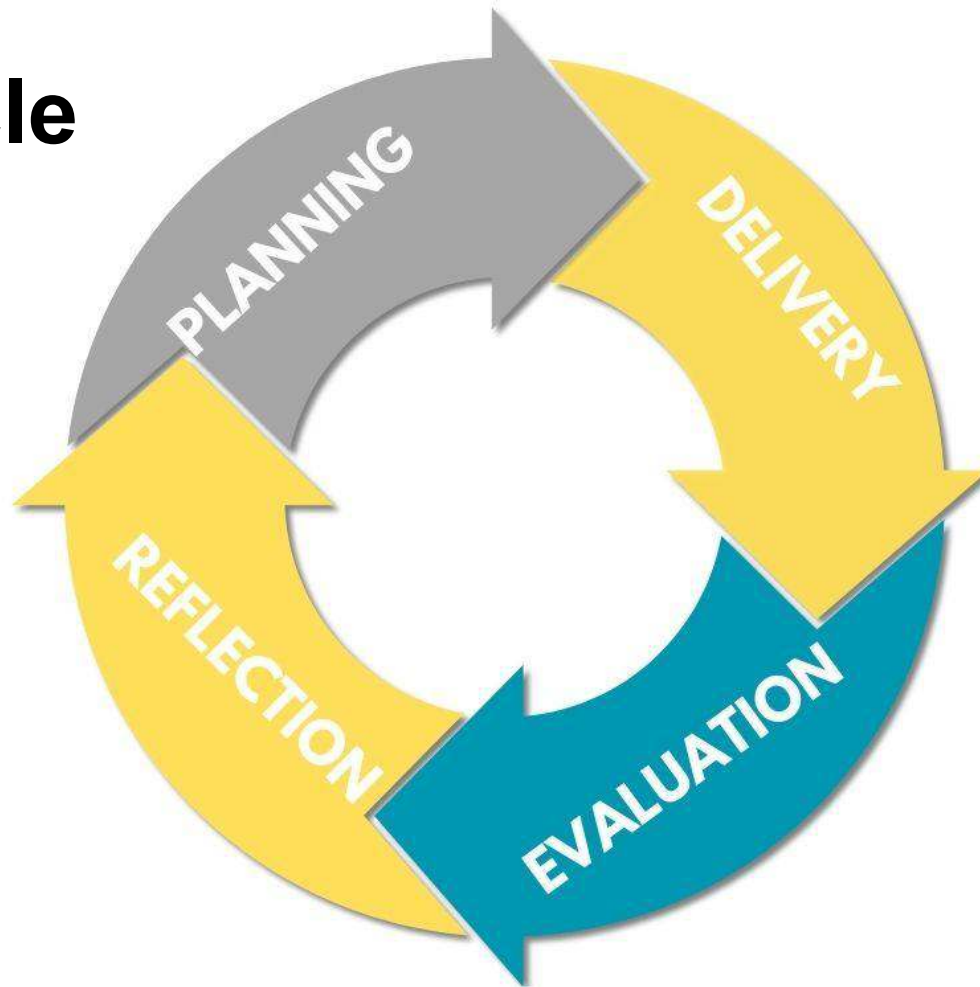
- Increased confidence
- Reduced isolation or increased positive relationships
- Improved XYZ skills/ literacy/ maths
- Increased self motivation
- Decreased stress or increased wellbeing
- Increased number of people supported

# Evaluation Systems - what might be included?

- Outcomes, Inputs, Outputs, Activities
- Evaluation framework
- Questionnaires - evaluation forms, sticker charts
- Consultation frameworks - interviews, focus groups, debriefs etc
- Social media data gathering
- Theory of Change
- Iterative project changes - it's a cycle



**It's a cycle**



# Evaluation Framework

Plan for

- What your outcomes are
- How you will measure your outcomes
- What are your measures of success are
- How you will collect the data - what are the sources of evidence
- Who will give you feedback

*Let's look at an example..*



# Evaluation Framework

Outcome	Measure of Success/ Outcome Indicators	Source of Evidence	Result Examples
<p><i>What is the outcome you are aiming for?</i></p> <p><i>What change will you see?</i></p>	<p><i>How will you know if it has been a success?</i></p> <p><i>Who is giving you this information?</i></p>	<p><i>Where will you find that information?</i></p> <p><i>What are the methods of evidence collection</i></p>	<p><i>What data will you have?</i></p> <p><i>Quantitative and Qualitative</i></p>
Increase confidence			
Reduce Isolation			
Improve wellbeing			

<b>Outcome</b>	<b>Measure of Success/ Outcome Indicators</b>	<b>Source of Evidence</b>	<b>Result Examples</b>
	<i>How will you know if it has been a success?</i>	<i>Where will you find that information?</i>	<i>What data will you have? Quantitative and Qualitative</i>
Increase confidence	<p>Report feeling more confident and enjoyment by</p> <ul style="list-style-type: none"> <li>- Participants</li> <li>- Key workers</li> <li>- Parents/ carers</li> <li>- Your team</li> </ul> <p>Level of/ Number of etc</p> <p>Other evidence of confidence</p>	<p>Evaluation forms (next slide) from</p> <ul style="list-style-type: none"> <li>- Participants</li> <li>- Key workers</li> <li>- Parent/ carer</li> <li>- Your team</li> </ul> <p>Session observations by team members/ professionals</p> <p>Anecdotal evidence e.g song lyrics, activities participated in.</p> <p>Qualitative feedback - quotes and case studies</p> <p>Focus groups</p>	<p>X% of participants feel more confident</p> <p>X% of participants would come again</p> <p>X% of key workers/ parents/ carers report observing increased confidence</p> <p>Quotes</p> <p>Case Studies</p> <p>Number of people attending the full course</p>

# Questionnaire example

	1	2	3	4	5
I feel more confident after the workshops (increase confidence)					
I could contribute my ideas a the workshop (increase confidence)					
I made friends at the workshops (reduce isolation)					
I had fun at the workshops (improve wellbeing)					
The workshops help me feel less worried (improve wellbeing)					
I would recommend this to others (general feedback)					
What three things have you learnt at the workshop 1. 2. 3.					
What else would you like to tell us?					

# Evaluation Framework - Good practice

- Keep the questions simple.
- What data are you already collecting?
- Try to have at least two indicators for each outcome.
- Combine quantitative data (numbers) and qualitative data (descriptions or narrative).
- How can you hear different voices and perspectives?
- Think about the measures of success in a broad sense - in the example - what else might show increased confidence?

# Theory of Change

# What is a Theory of Change?

*‘A Theory of Change is a diagram that explains how a programme has an impact on its beneficiaries. It outlines all the things that a programme does for of its beneficiaries, the ultimate impact that it aims to have on them, and all the separate outcomes that lead or contribute to that impact.*

*A Theory of Change should not refer to the scale, growth plan or operational details of the organisation itself – it should effectively describe and explain the impact of the programme from a beneficiary’s point of view.”*

NESTA

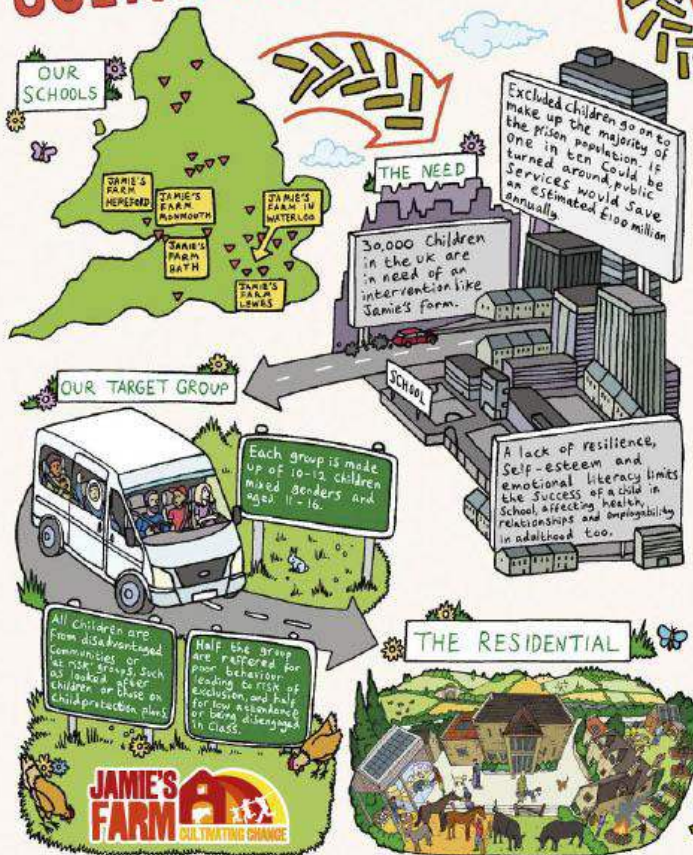


# What is a Theory of Change?

- Diagram
- Explains impact
- Impact on beneficiaries
- From beneficiaries point of view
- Can be for whole organisation or a project (or both!)

Examples...

# JAMIE'S FARM CULTIVATING CHANGE



## OUR IMPACT

- 60% of young people showed improved behaviour 6 months after their visit to Jamie's Farm.
- 49% of those young people at risk of exclusion were no longer 'at risk' half a term after their visit.

- 91% children experienced Jamie's Farm in the academic year 2016-17.
- 68% of young people had sustained the improvement to their self-esteem 6 months later.
- 61% of young people showed improved engagement with school (both attendance and attainment) 6 months later.

## OUR OUTCOMES

- INCREASED ATTAINMENT
- HIGHER ATTENDANCE
- IMPROVED WELL BEING
- FEWER EXCLUSIONS

## OUR MISSION

Vulnerable children are better equipped to thrive during Secondary School years and beyond

## WHAT THIS MEANS FOR YOUNG PEOPLE

- Increased engagement
- Better behaviour
- Increased self-esteem and resilience
- Better relationships with adults and peers

## WHAT THIS ACHIEVES

- Belief in their own agency
- Reformed patterns of behaviour without negative labels
- Increased emotional literacy
- Better-informed and better-equipped staff

## WHAT HAPPENS DURING THE RESIDENTIAL

- opportunities to succeed
- A healthy technology-free lifestyle away from negative influences
- Safe space to reflect in individual meetings and group sessions
- Positive ways of working modelled for teachers and staff

## OUR APPROACH

- FARMING
- FAMILY
- THERAPY
- LEGACY AND FOLLOW-UP

## OUR THEORY OF CHANGE



# THEORY OF CHANGE

HOW OUR PROGRAMMES AMPLIFY THE ASPIRATIONS OF PRISONERS, EX-PRISONERS AND YOUNG PEOPLE

## TAKING PART IN OUR PROJECTS LEADS TO...

### STARTING POINT FOR PARTICIPANTS...

- STIGMATISED INDIVIDUALS ON THE FRINGES OF SOCIETY
- NEGATIVE EXPERIENCES OF FORMAL EDUCATION
- LACKING IN SKILLS, SELF-CONFIDENCE AND ASPIRATIONS

### OUR VALUES

#### QUALITY

Professionalism and excellence underpin every aspect of our work

#### DIVERSITY & EQUALITY

In both the programmes we deliver and in the range of people we engage with

#### HUMANITY

Showing compassion, empathy and understanding and promoting well-being

#### FAIRNESS

Promoting equality and mutual respect; working towards relationships that are inclusive, trusting and that encourage participation

#### FUN

Recognising the value of enjoyment in creating a friendly, positive and productive working environment

#### CREATIVITY

Encouraging a safe and supportive space for experimentation and innovation

#### DEVELOPMENT

Responding to the developmental needs of individuals, the organisation (via research, evaluation and CPD) and the sector (by sharing practice)

### MUSIC IN PRISONS

- Open to all prisoners
- Intensive projects
- And/or Musician in Residence weekly music sessions

### SOUNDING OUT

- For ex-prisoners who have participated in Music in Prisons
- Two year training programme

### MAKING TRACKS

- For 16-25 years olds not in education, employment or training
- Intensive week plus follow up sessions and personal development support



### OPPORTUNITY TO EXPRESS

Work with professional musicians to write songs and learn instruments

Form a band with peers

Feel able to express, explore and experiment

### LEARNING BY STEALTH

Tap into emotions through song-writing

Share own life experiences through the music

Learn to listen and communicate effectively

Learn to share ideas, compromise, collaborate

### INCREASING SELF-EFFICACY & CONFIDENCE

Provided with a safe and encouraging 'space' for development of skills

Record music

Perform at a gig to an audience

Feel supported musically and emotionally

Increased confidence to work with others

### NEW IDENTITY

Share CD with friends and family

Earn Arts Award (Making Tracks)

Change perceptions of others, showing talent, bravery, commitment and perseverance

Improved relations with prison staff and case workers

Confidence boost to try new things

Emerging sense of identity as a musician

### NEW ASPIRATIONS

Supported by our team to find progression routes to further build skills

Trained to become Support Musicians (Sounding Out)

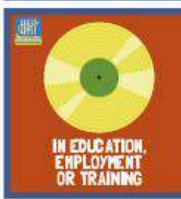
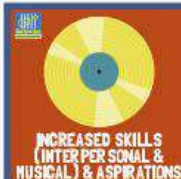
Trained to become Young Producers (Making Tracks)

Motivation to take part in other learning or training

Refrain from offending or re-offending

Embraced as part of community

### LONG-TERM OUTCOMES



### OUR MISSION

To inspire positive change in individuals in and on the fringes of the Criminal Justice System through creating original music.

### OUR VISION

A safer and more just society

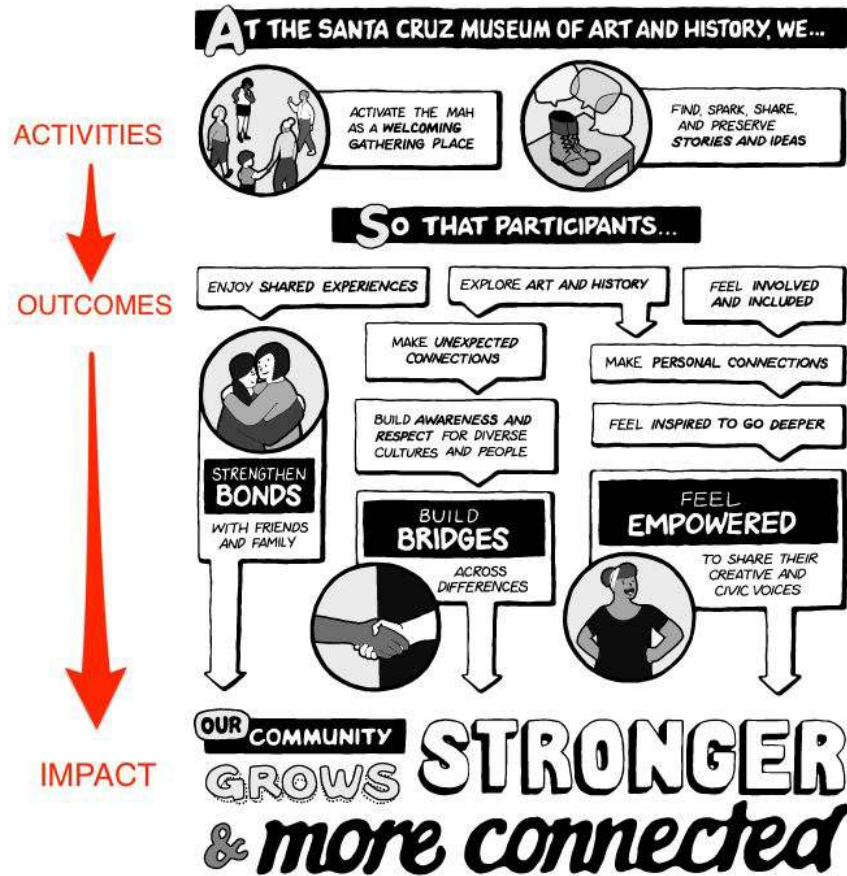
#### Outputs

What ITT enables participants to do

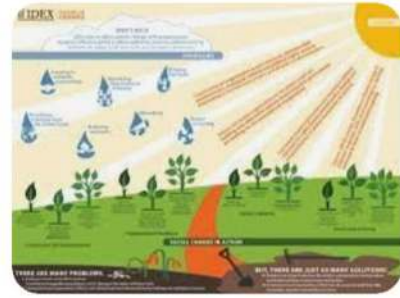
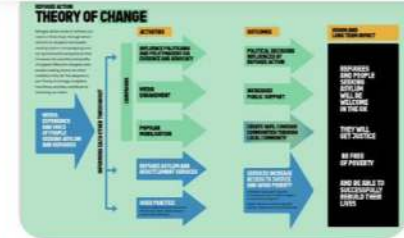
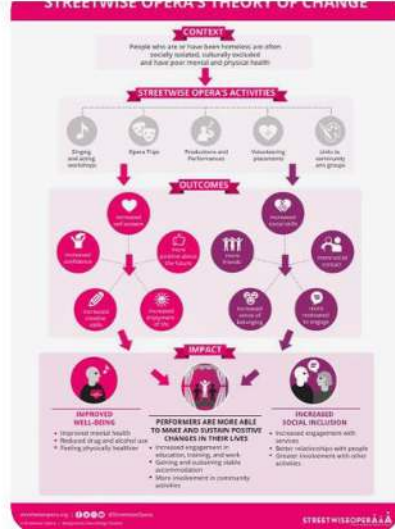
#### Outcomes

Changes participants experience as a result

# MAH THEORY OF CHANGE (ARTISTIC RENDITION)



# Theory of Change - more examples [link](#)



# Why have a Theory of Change?

- Simple way to communicate purpose and impact
- Charity strategy in clear and simple format
- Programme development
- External communication - social media, specific campaigns
- Evaluation

# What is in a Theory of Change?

- Ultimate Goal
- Outcomes
- Activities
- Inputs and Outputs
- Assumptions

# How can you use the data and stories collected?

- Case for Support: Solution and Why You?
- Evaluation to funders
- Social Media
- Annual report/ Impact report
- Building your Theory of Change - short, medium and long term
- Planning new work and projects
- Business plan



# Resources

- NCVO - Impact and Evaluation Resources [link](#)
- NCVO - How to build a Theory of Change [link](#)
- Think NPC - Creating Your Theory of Change [link](#)
- Think NPC - Theory of Change in 10 Steps [link](#)
- NESTA - Theory of Change [link](#)

# Keep in touch

I will be producing free templates over the coming months so please email me



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