# The Data Points That Matter

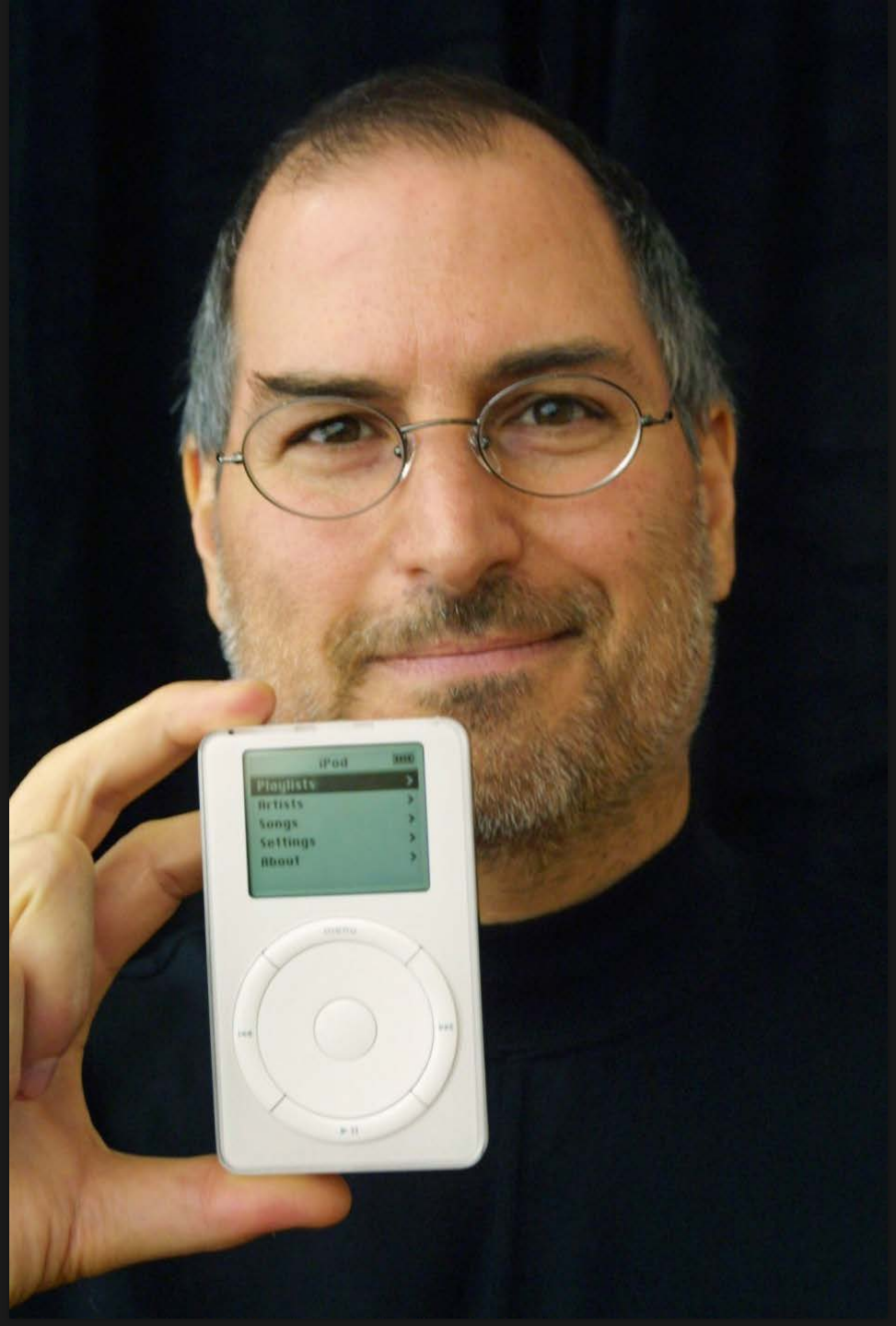
A Manager's Perspective

John Thomson

Manager Foyer Oxford

196

ME!


iPod
Playlists
Artists
Songs
Settings
About

# [Nupedia-l] Wikipedia is up!

**Larry Sanger** lsanger@nupedia.com
*Wed, 17 Jan 2001 15:16:25 -0800*

- Previous message: [Nupedia-l] Nupedia chat this Thursday!
- Next message: [Nupedia-l] I found an amazing resource
- **Messages sorted by:** [ date ] [ thread ] [ subject ] [ author ]

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http://www.wikipedia.com/
Humor me. Go there and add a little article. It will take all of five or ten minutes.

--Larry

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- Previous message: [Nupedia-l] Nupedia chat this Thursday!
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# William Alston

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(diff) ← Previous revision | Latest revision (diff) | Newer revision → (diff)

Syracuse University philosophy professor, arguably the greatest epistemologist of the twentieth century, whose views on FoundationalIsm and InternalismVsExternalism, among many other topics, have been very influential. Alston has also done important work in PhilosophyOfReligion, HistoryOfPhilosophy, and other fields.

Barrhead, Scotland
Google, Inc.
Street View - May 2011
Asda Barrhead Supermarket
A736
Google
Image capture: May 2011
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# OUTPUTS

Tell us WHAT WE DO

We have most control over outputs

Output measurement is one-dimensional

Usually a number of things

Least important overall in telling your story

# OUTCOMES ARE A PIECE OF CAKE!

| | CAKE | PROJECT |
|---|---|---|
| INPUTS | Ingredients, utensils, recipe... | Money, staff, resources, time... |
| ACTIVITIES | Measuring, mixing... ...baking, icing, slicing | Delivering counselling sessions |
| OUTPUTS | Cake for 10 people! | 10 people receive counselling |
| OUTCOMES | 10 people are... ...happy ...full! | 10 people are... ...confident ...happy ...healthy |

# DON'T DO THIS…

*In 2006, we delivered 312 hours of detached youth work across 104 individual sessions. We interacted with 3060 young people aged between 8 and 25: the average age was 15. We spoke to 1760 females and 1300 males. The most common advice was delivered under the topic of sexual health and relationships, with 72% of interactions relating to this topic.*

*Over this same period, attendance at the youth sexual health clinic increased by 27%. The rates of sexually transmitted infections are inversely proportional to the rates of sexual health education available in an area. This is also true for pregnancies in women under the age of 18. Whilst long term causal data is unavailable for rates of STI and pregnancy, the increased attendance at the clinic is seen as a positive outcome.*

THIS IS JUST OUTPUTS WRITTEN IN SENTENCE FORMAT, WITH SOME GUESSWORK AND THE WORD OUTCOME AT THE END

# MONITORING VS EVALUATION

MONITORING

EVALUATION

# CONTRIBUTION NOT ATTRIBUTION

A MANTRA TO LIVE BY

# OUTCOMES

Tell us WHY WE DO IT

The change we want to see

What is different because of what we did

Can be kinda tricky

Provide more depth than outputs

HOW MUCH DID WE DO?

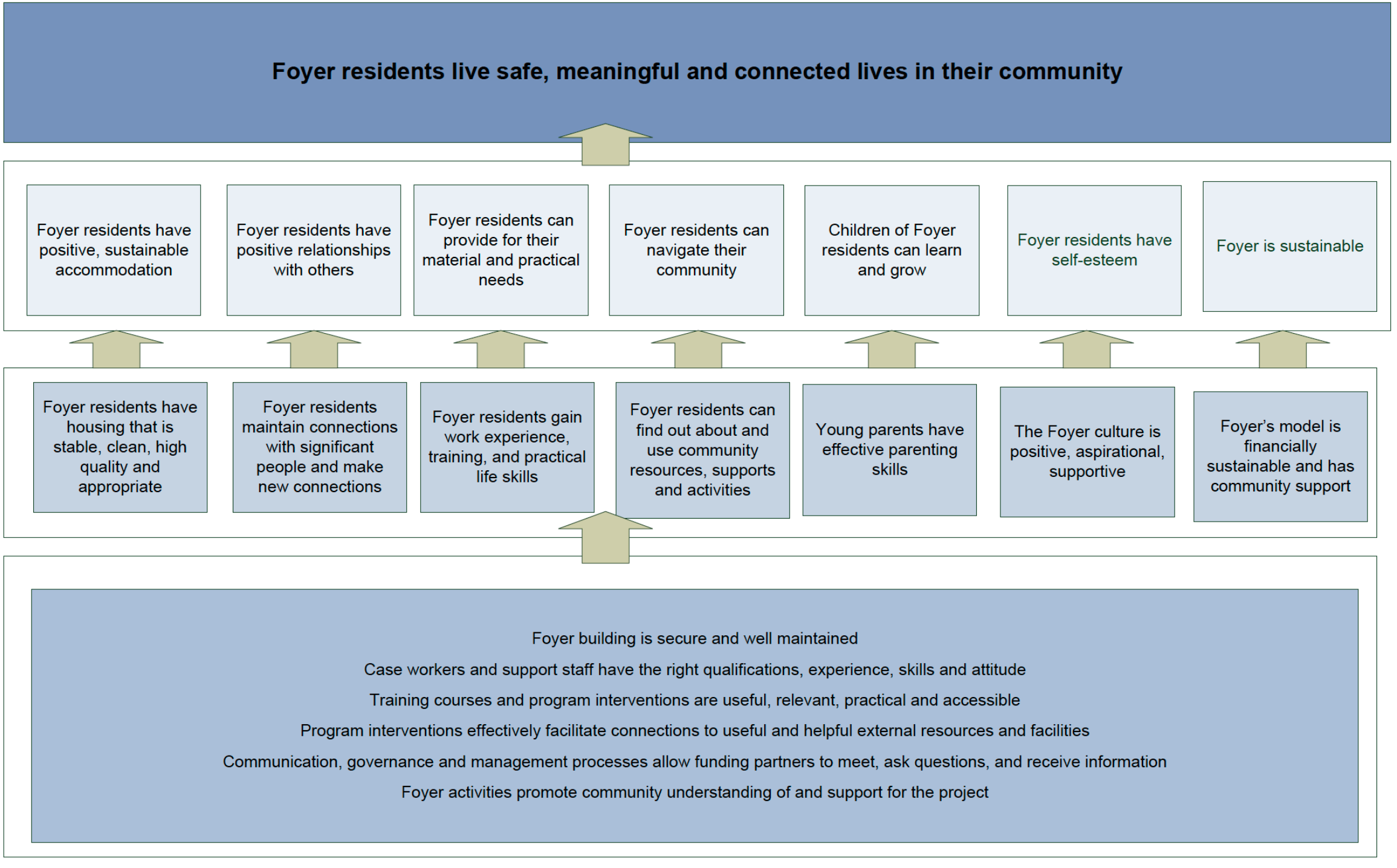
(OUTPUTS)

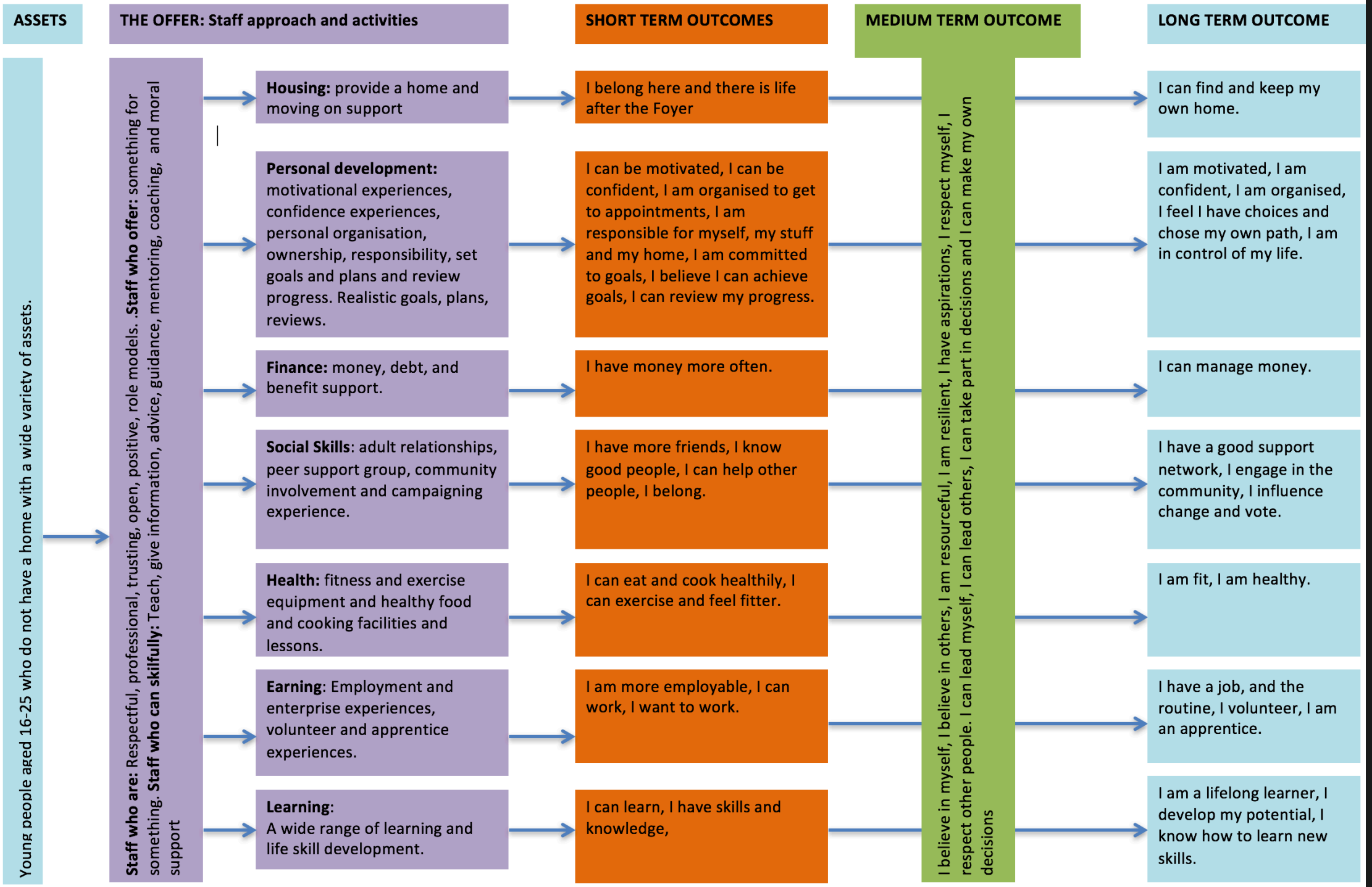
HOW WELL DID WE DO IT?

(QUALITY)

IS ANYONE BETTER OFF?

(OUTCOMES)


Foyer residents live safe, meaningful and connected lives in their community
Foyer residents have positive, sustainable accommodation
Foyer residents have positive relationships with others
Foyer residents can provide for their material and practical needs
Foyer residents can navigate their community
Children of Foyer residents can learn and grow
Foyer residents have self-esteem
Foyer is sustainable
Foyer residents have housing that is stable, clean, high quality and appropriate
Foyer residents maintain connections with significant people and make new connections
Foyer residents gain work experience, training, and practical life skills
Foyer residents can find out about and use community resources, supports and activities
Young parents have effective parenting skills
The Foyer culture is positive, aspirational, supportive
Foyer's model is financially sustainable and has community support
Foyer building is secure and well maintained
Case workers and support staff have the right qualifications, experience, skills and attitude
Training courses and program interventions are useful, relevant, practical and accessible
Program interventions effectively facilitate connections to useful and helpful external resources and facilities
Communication, governance and management processes allow funding partners to meet, ask questions, and receive information
Foyer activities promote community understanding of and support for the project


ASSETS
THE OFFER: Staff approach and activities
SHORT TERM OUTCOMES
MEDIUM TERM OUTCOME
LONG TERM OUTCOME
Young people aged 16-25 who do not have a home with a wide variety of assets.
Staff who are: Respectful, professional, trusting, open, positive, role models. .Staff who offer: something for something. Staff who can skilfully: Teach, give information, advice, guidance, mentoring, coaching, and moral support
Housing: provide a home and moving on support
I belong here and there is life after the Foyer
I can find and keep my own home.
Personal development: motivational experiences, confidence experiences, personal organisation, ownership, responsibility, set goals and plans and review progress. Realistic goals, plans, reviews.
I can be motivated, I can be confident, I am organised to get to appointments, I am responsible for myself, my stuff and my home, I am committed to goals, I believe I can achieve goals, I can review my progress.
I am motivated, I am confident, I am organised, I feel I have choices and chose my own path, I am in control of my life.
Finance: money, debt, and benefit support.
I have money more often.
I can manage money.
Social Skills: adult relationships, peer support group, community involvement and campaigning experience.
I have more friends, I know good people, I can help other people, I belong.
I have a good support network, I engage in the community, I influence change and vote.
Health: fitness and exercise equipment and healthy food and cooking facilities and lessons.
I can eat and cook healthily, I can exercise and feel fitter.
I am fit, I am healthy.
Earning: Employment and enterprise experiences, volunteer and apprentice experiences.
I am more employable, I can work, I want to work.
I have a job, and the routine, I volunteer, I am an apprentice.
Learning: A wide range of learning and life skill development.
I can learn, I have skills and knowledge,
I am a lifelong learner, I develop my potential, I know how to learn new skills.
I believe in myself, I believe in others, I am resourceful, I am resilient, I have aspirations, I respect myself, I respect other people. I can lead myself, I can lead others, I can take part in decisions and I can make my own decisions

PUBLIC PERCEPTION SURVEY
FOYER ACCREDITATION
KPI MEASURES FOR BHP
RBA ANALYSIS
KPMG INDEPENDENT EVALUATION
STATE GOVERNMENT REPORTING

# WHAT DID WE DO?

OUTCOMES

# WHY DID WE DO IT?

THEORY OF CHANGE

# WHY DID WE DO IT THIS WAY?

# THE IMPORTANT THING IS WHAT COMES NEXT AND ARE YOU READY FOR IT?

KEITH RICHARDS