

Evaluation Plan:
Arts and Equity Initiative

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An outline of ideas for a multi-part evaluation plan designed to address potential stakeholder concerns and meet likely thresholds of acceptable evidence.

Section I Overview

Section II Evaluation of Processes for the Police Poetry/Story Project

Section III Evaluation of Outcomes for the Police Poetry/Story Project

Section IV Evaluation of Outcomes/Impact of Overall Arts and Equity Initiative (AEI)—results of multiple projects

Prepared for: Arts and Equity Initiative

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Section I. Overview

The Arts & Equity Initiative (AEI) [www.artsandequity.us/] is a national initiative to improve municipal government through strategic art projects between artists, city departments, unions, elected officials and the community. Launched in 2007 in Portland, ME, as a three-year project, the initiative includes artmaking workshops led by artist Marty Pottenger with local artists (currently a printmaker, poets, and photographers) within the city's Public Works, Health & Human Services, and Police Departments. AEI's working hypothesis is that it is useful for people to make art about their work and lives, and that doing so increases their chances to come up with better solutions to longstanding problems. One component, The Police Poetry Project [www.artsandequity.us/calendar.htm], paired poets and photographers with members of the Portland Police Department to write poetry and take photographs and to address two key challenges--the relationship between police and the public and low department morale. The resulting work was assembled into a calendar that was distributed within the community and used as a focus for departmental and community dialogue.

The Arts and Civic Engagement Impact Initiative is exploring approaches to developing evaluation plans and strategies for communicating the results of arts and civic engagement projects with the goal of developing tools that can be used by the field. As part of that effort, we have experimented with using a systematic inquiry approach with several current projects to develop outlines for evaluations that could yield evidence that meets the interests of a range of stakeholders.

To conduct the inquiry process for the Arts and Equity project, we have held several discussions that included the project's director and designer, a board member, and a senior administrator from the City of Portland. The process involved identifying the various audiences for evaluation results and their top issues and interests, the ideal project results from those perspectives, and likely thresholds of evidence, i.e. what would be convincing to them. Through the process we also identified implementation features that would be important to achieve maximum results from stakeholders' perspectives. In the case of the Arts and Equity project, stakeholders include: Mayor and City Council; leaders of City departments and unions; City workers; citizens of Portland, with special focus on communities of color and new immigrants; local artists and other partners; current and future funders; and leaders of other communities who might adopt similar processes in their municipalities.

Our discussions about the expectations of stakeholders have proceeded along two "planes"—1) the big picture of the overall AEI initiative comprised of multiple projects targeted to particular City departments; and 2) one of those specific projects, the police poetry/story project. So we've included in this evaluation framework some ideas related to both planes: the processes and outcomes associated with the police poetry/story project (during the life of the project) and the impact of multiple projects (longer term, post-specific projects).

For the police project and the overall initiative, we list the major questions to be answered in an evaluation; potential data collection instruments and strategies that are appropriate for the indicators; the indicators of behavioral or attitudinal change that would be used to respond to the questions; notes about the target sample for a particular data collection strategy; timing of data collection; and, where relevant, any appropriate comparisons that might be made.

Note (especially important for this project): The indicators can be used in a number of ways: a beginning point for developing instrumentation; the framework for content analysis of documents and records; a frame for other types of documentation, e.g., the film documentary; and a file structure for maintaining anecdotal information about the project.

The attached evaluation outlines represent a menu of options, and we recognize that the project evaluator would likely draw from them a more focused set of activities to fit resources available for the evaluation.

Section II Evaluation of Processes for the Police Poetry/Story Project (adaptable to other specific projects targeted at different departments)

Evaluation Questions related to Police Project Processes

1. Implementation. What decisions were made during the implementation of the initial project to enhance intended project outcomes?

- a. What are the lessons learned about implementation? ...about selecting artists? ...about selecting participants? ...about choice of art form/media? etc.
- b. What types of community/police issues were surfaced by the project?
- c. Which issues/themes became the focus of the project and how?

2. Participant reactions (artists; police-artists; police department members who were not direct participants but engaged in other ways). How do those involved in the project react to the activities of the project?

- a. Who has participated? Who has declined participation? How has participation evolved?
- b. Which aspects of the project do participants find valuable? Which aspects fail to engage their interest?
- c. Have there been any unintended positive or negative consequences?

3. Reactions of other municipal stakeholders (other department leaders and workers; elected officials) In what ways does the project affect views of the police department from others who work for the City?

4. Skill development. How does participation influence the development of individual skills—artistic as well as other types of skills, e.g. perception, problem-solving?

5. Art product. In what ways does the calendar “product” take on meaning for different audiences?

Data Collection Instruments/Methods for Project Processes

1. Guided reflection discussion with project director and core artist staff—a structured opportunity to debrief various processes as well as individual reflections
2. Interviews or focus group: participants; members of the police department who did not participate; stakeholders including elected officials and leaders of other departments;
3. Written reflections from participants, possibly in blog form or part of project work, e.g., written reactions to events
4. Records review, including articles, endorsements—use indicators as a guide for content analysis of themes in documents

Indicators related to Police Poetry/Story Project Processes (adaptable to other specific projects)

Evaluation Question	Behavioral/attitudinal indicators of change	Instrument/ Method Sample	Timing Comparison
Lessons Learned during Project Implementation	Project leaders makes adjustments during implementation to improve effectiveness	Guided group reflection (Marty/core artists) and self-reflection by project leaders	Post-initial project Compare pre-expectations to actual decisions
	Project involves/addresses themes important to the Portland Police Department, e.g. community relations	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project
		Interviews with sample of stakeholders	Post-initial project and after each significant phase
	Project involves/raises themes important within the overall AEI project, e.g., equity	Interviews with sample of stakeholders	Post-initial project and after each significant phase Compare across specific projects within AEI
	Experienced local artists (writers and photographers) expand engagement with project	Records/anecdotal	Ongoing
	Project attracts participants who are considered leaders by peers	Interviews with Police Department/union leaders	Post-initial project Compare across specific projects within AEI
Police Project Perceived as Valuable by Participants	Police Department leaders, including union leaders, publically endorse project and its value and participate in activities	Records/anecdotal	Ongoing
	Participants believe project has makes explicit the values and experiences that are important to them	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post-initial project
	Participants feel proud of their contributions to the project	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post-initial project
	Members of police department who did not participate directly in project connect with artistic expressions of their colleagues	Records/anecdotal	Ongoing
		Interviews with sample of stakeholders	Post-initial project and after each significant phase
Police Project Perceived as Valuable by	Elected officials publically endorse project and its value and participate in activities	Records/anecdotal	Ongoing
	Leaders from other City departments see value of	Interviews with sample leaders of other departments	Post initial project

Other Municipal Stakeholders	project and potential “application” of similar processes to their departments		
Participants Develop New Skills	Participants develop/refine specific artistic skills (writing, photography)	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project
		Interviews or written reflections of project artists	Post initial
	Participants see selves as creative/able to express selves creatively/exercise creative intelligence	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project Compare across specific projects within AEI
	Participants enhance other skills: development of perceptions; self-awareness; take others’ perspectives and viewpoints; creative problem-solving	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project
	Participants are more open to new experiences/activities	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project Compare across specific projects within AEI
Police Calendar Product Perceived as Meaningful	Community members purchase calendar	Records	Post initial project
	Calendar garners interest from outside Portland	Records/anecdotal	Ongoing Compare across specific projects within AEI
	Participants/Department repeats similar project	Records	Event-driven Compare across specific projects within AEI
	New partners emerge for similar activities/projects, e.g., universities, artists	Records/anecdotal	Ongoing

Section III Evaluation of Outcomes of the Police Poetry/Story Project

Evaluation Questions related to Police Poetry/Story Project Outcomes

- 1. Police morale/self-esteem in role.** In what ways does involvement in the AEI police project affect perceptions of the profession and morale?
 - a. How does participation affect individual participants' sense of their self-esteem in their professional roles?
 - b. To what extent does the AEI police project have an effect on police department morale?

- 2. Relationship to other City departments.** In what ways, if any, does the experience of the police project affect the perceptions of other City workers about the Portland Police Department?
 - a. To what extent does their observations of the police project influence the interests of other City workers in the AEI project?

- 3. Perception of officials.** To what extent and from whom does the Portland Police Department receive increased acknowledgement for its professionalism?

- 4. Community relationship to police department.** How do the community's perceptions of the Police Department change over time?

Data Collection Instruments/Methods for Project Outcomes

1. Interviews or focus group: participants; members of the police department who did not participate; stakeholders including elected officials and leaders of other departments; community stakeholders, including members of communities of color/ immigrant communities

2. Records/anecdotal—budget hearings, minutes, application records--use indicators as a guide for content analysis of themes in documents

3. Additions to survey of morale (if part of Department practice)

4. Additions to community survey (if part of City practice)

Indicators related to Police Poetry/Story Project Outcomes

Evaluation Question	Behavioral/attitudinal indicators of change	Instrument/ Method Sample	Timing Comparison
Enhanced Self-esteem in Police Role and Improved Department Morale	Participants recognized by and/or hear appreciations from the public	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project
		Records/aneccdotal	Ongoing
	Participants believe that work/role of police is better understood by public	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post-complete project
		Records/aneccdotal	Ongoing
	Participants acknowledge that project participation increases their (and their families') pride in the profession	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project
	Morale of Police Department enhanced by project, including shared sense of efficacy and solidarity of Department	Interviews with Police Department/union leaders	Post-complete project
		Survey of morale (if part of Department practice)	Occasional; potential for comparison if previously assessed
		Records—grievances filed, employment retention	Pre/post complete project comparison
Participants better able to separate self from work role	Interviews or focus group of participants or analysis of written reflections, e.g. blog	Post initial and complete project	
Increased Appreciation of Police Role by City Workers	City workers believe they are on same "team" as police	Interviews with sample leaders of other departments	Post complete project; Comparison potential across departments
		Interviews with sample leaders of other departments	Post initial project
	Increased interest in AEI project on the part of other City workers attributed to interest in police calendar project	Records/aneccdotal	Ongoing
Official Recognition of Value of Police Department and Its Work	Public Safety Committee of City Council takes on important topics (e.g., perceptions of public safety, issues of racism in law enforcement)	Records/minutes	Ongoing Compare topics over time
	Court officials acknowledge increased professionalism of Portland Police Department	Interviews (?)	Post complete project
	Police Department is seen as good place to work; recruitment goals easier to meet/applications increase and improve	Records	Compare number of applications pre/post project
	Department budget fares similarly to/better than other	Records—budget hearings	Ongoing Comparison to budget

	Departments		experiences of other departments
Improved Community Relationship w/ Police Department	Community pride in professionalism of Portland Police Department	Interviews with community stakeholders	Ongoing
		Records—editorial opinion; coverage post incidents	Ongoing; event-generated
	Perception that police are fair/act fairly, especially on part of communities of color/immigrant communities	Interviews with community stakeholders	Post initial (?) and complete project
	Citizens are satisfied with level of community safety	Community survey (if part of City practice)	Comparison potential
	Police Department proactively recruit people of color for jobs	Records	Ongoing/event-related
	People of color apply to Police Department for jobs (and are hired)	Records	Ongoing; pre/post project comparison
	Police force representative of community demographics in multiple ways—race, gender, sexual orientation, etc.	Records	Pre-post project comparison

Section IV Evaluation of Outcomes/Impact of Overall Arts and Equity Initiative –Multiple Projects

Evaluation Questions related to Outcomes/Impact of Overall AEI

1. Demographics of City workers. To what extent does the profile of City employees change over time?

- a. How do the demographic characteristics (e.g., race and ethnicity, age, sexual orientation) of City employees compare to the demographics of the City’s population? What trends are apparent over time in employee characteristics?
- b. How do profiles of different departments change over time?
- c. How does the candidate pool change over time?
- d. To what extent is City able to retain new employees?

2. Diversity goals. In what ways does City government embrace diversity goals?

- a. How do recruitment practices change, and for what reasons?
- b. How are new employees supported, e.g., what structures are in place to ensure successful entry?
- c. To what extent are diversity-related structures, e.g. diversity committees, perceived to be effective?

3. Morale of City employees. To what extent do City employees believe that City maintains a positive work environment?

- a. Do City employees believe they have an opportunity to improve/develop a wide range of job-related skills?
- b. Is the AEI project identified as source of skill development?
- c. To what extent do City workers believe they are on the same team as those from other Departments?

4. Responsiveness of City employees. To what extent do the citizens of Portland believe that City government is responsive to their interests? ...treats citizens fairly?

- a. Do citizens believe that City employees are able to understand their viewpoints/interests?

5. Perceptions of City commitment to diversity. Do citizens perceive that the City government has goals associated with diversity?

- a. Do citizens understand that City has a perspective or interest in diversity in the community/work force?
- b. Do citizens believe City government views diversity as a strength of Portland?
- c. Does the Portland City Council build relationship to communities of color/minority groups in the City?

6. City Government integration of art-making. Does City government (or departments of City) institutionalize art-making?

- a. In what ways do City departments incorporate art-making? ...who initiates?
- b. For what purposes does City employ art/culture strategies?

- c. How does City publicize its use of arts/cultural strategies?
- d. Does City develop internal capacity for incorporating art/culture strategies?
- e. Does City develop partnerships with arts/culture institutions for the purpose of integrating art-making strategies?

7. Influence on other communities. Has the experience in Portland influenced other municipalities to include arts/culture experiences? ... as part of work force development? ...to meet equity goals?

Data Collection Instruments/Methods for Outcomes/Impact of Overall Arts and Equity Initiative --Multiple Projects

1. Interviews: department leaders; elected officials; community stakeholders, including members of communities of color/ immigrant communities; leaders in other municipalities
2. Records/anecdotal—budgets, population characteristics, personnel summaries, applicant characteristics, news articles, speeches--use indicators as a guide for content analysis of themes in documents
3. Additions to survey of employees (if part of City practice)
4. Additions to community survey (if part of City practice)

Indicators Related to Outcomes/Impact of Overall Arts and Equity Initiative -- Multiple Projects

Evaluation Question	Behavioral/attitudinal indicators of change	Instrument/ Method Sample	Timing Comparison
Changing Demographics of Workforce	Demographic profile of City workers becomes more like profile of City population	Records	Baseline compared to annual statistics (period of 4-5 years?)
	City Departments that have been engaged in AEI projects become more diverse than other departments in terms of employee demographics	Records	Comparison of annual statistics by department
	City retains high percentage of employees who represent minority groups.	Records	Comparison of annual statistics by department
	Applicant pool for City employment increasingly includes qualified applicants from minority populations	Records	Comparison of annual statistics by department
Development of Diversity Policies/ Practices/ Structures	City Departments that have been engaged in AEI projects develop and/or enhance goals for recruiting diverse workforce	Records—analysis of goals	Baseline compared to annual statistics (period of 4-5 years?)
	Department leadership acknowledges that AEI participation has influenced recruitment goals	Interviews with Department leaders	Post AEI completion and follow up
		Anecdotal records	Ongoing
	City Departments—especially those that have been engaged with AEI—revise recruitment practices	Interviews with Department leaders	Post project; compare AEI-engaged Departments with others
	City develops structures to facilitate success of more diverse workforce, e.g. diversity committees	Interviews with Department leaders	Post project
		Anecdotal records	Ongoing
New City employees perceive that they are welcomed by co-workers	Survey (if possible to piggyback on current practice)	Occasional tracked over time; compare new employees over time	
Morale of City Employees	Employees believe that City of Portland work place is a positive environment	Survey (if possible to piggyback on current practice)	Occasional tracked over time; compare new employees with others; compare views of employees from minority groups with others
		Focus group of City workers who represent minorities	Post-project
	Employees believe that the City offers them range of	Survey (if possible to piggyback on current	Occasional tracked over time; compare those from

	opportunities to improve their skills	practice)	AEI-project departments with others
	Employees identify AEI experiences as a source of skills they have developed	Survey (if possible to piggyback on current practice)	Occasional tracked over time;
	Employees from different departments support each other/identify that they are working together toward common goals.	Survey (if possible to piggyback on current practice)	Occasional tracked over time; compare those from AEI-project departments with others
		Anecdotal records	Ongoing
		Interviews with Department leaders	Post project; compare AEI-engaged Departments with others
Perceptions of Citizens about City Government	Portland's citizens believe that City government is responsive to their interests/ understands their concerns and needs	Survey (if possible to piggyback on current practice)	Occasional tracked over time; compare views of members of minority communities with others
	Portland's citizens believe that they are treated fairly by departments of the City	Survey (if possible to piggyback on current practice)	Occasional tracked over time; compare perceptions of different departments; compare AEI-project departments with others; compare views of members of minority communities with others
		Interviews with community stakeholders, specifically leaders from communities of color/minority communities	Post project
Perceptions about City's Commitment to Diversity	Portland's citizens are aware of and accept/take pride in City government's diversity goals	Survey (if possible to piggyback on current practice)	Post project
		Anecdotal records	Ongoing
	Portland's citizens believe that City government has stance on diversity as a strength for City	Survey (if possible to piggyback on current practice)	Post project
	Portland's citizens are proud of diversity of City	Survey (if possible to piggyback on current practice)	Post project
		Anecdotal records	Ongoing
	City Council creates formal relationships to minority groups/communities of color	Records	Ongoing
Interviews with elected leaders		Post project	
Government Incorporation of Art/ Culture	City government/departments intentionally choose to employ arts/culture strategies	Interviews with Department leaders	Post AEI completion and follow up; comparison among departments, including those that

Strategies			experienced AEI project
		Anecdotal records	Ongoing
	City workers/leaders initiate arts/culture strategy	Interviews with Department leaders	Post AEI completion and follow up
	City budget includes funding for arts/culture strategy	Records	Ongoing
	City departments use arts/culture to accomplish goals important to departments	Interviews with Department leaders	Post AEI completion and follow up; comparison among departments, including those that experienced AEI project
	Elected officials participate in initiating or supporting government employment of arts/culture strategies	Interviews with Department leaders	Post AEI completion and follow up
	City departments able to design/implement arts/culture initiative	Interviews with Department leaders	Post AEI completion and follow up
	City government forms partnerships with arts/culture institutions.	Interviews with Department leaders	Post AEI completion and follow up
	Anecdotal records	Ongoing	
Adaptation to Other Communities	Other municipalities become aware of the potential of AEI for their own communities	Records	Ongoing
	Other municipalities seek to adapt AEI strategies to meet diversity goals	Interviews with leaders from “adopting” municipalities	Event-related