How do ARTS & CULTURE make a difference?

Continuum of Impact

**A guide to defining
SOCIAL & CIVIC
OUTCOMES & INDICATORS**

DISCOURSE

KNOWLEDGE

ATTITUDES

POLICIES

CAPACITY

ACTION

Animating
Democracy
A Program of **Americans for the Arts**
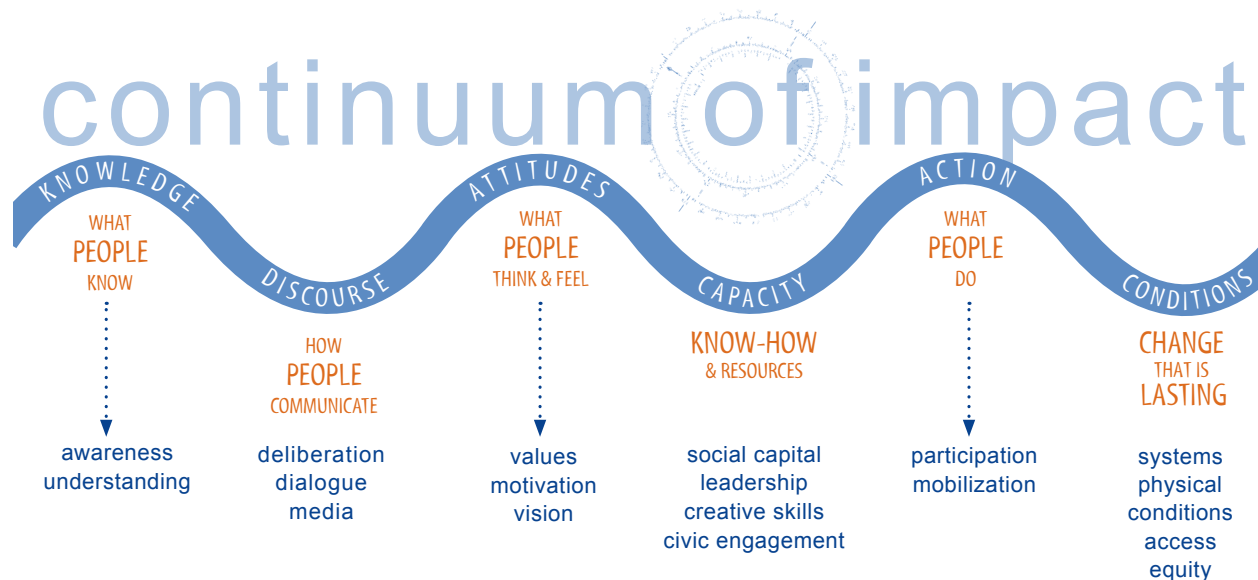
AMERICANS
for the
ARTS

How to use this guide

The Continuum of Impact offers six categories or "families" of common social outcomes of art. As a tool, it helps you articulate specific outcomes and makes it easier to observe and collect evidence of the impact of your arts and culture work. Here's how you can use this guide.

- Create an evaluation plan that includes priority outcomes and indicators for focusing evaluation activities and resources.
- Talk with community partners and stakeholders about what they view as meaningful outcomes and indicators.
- Use the worksheets to define concrete social or civic outcomes for the creative work you do.
- Use intended outcomes to shape program design and make adjustments as the program unfolds.
- Determine best suited data collection methods as they relate to your defined outcomes and indicators.

ARTS and CULTURE make change happen

continuum of impact

KNOWLEDGE

WHAT **PEOPLE** KNOW

DISCOURSE

ATTITUDES

WHAT **PEOPLE** THINK & FEEL

CAPACITY

ACTION

WHAT **PEOPLE** DO

CONDITIONS

HOW **PEOPLE** COMMUNICATE

KNOW-HOW & RESOURCES

CHANGE THAT IS LASTING

awareness
understanding

deliberation
dialogue
media

values
motivation
vision

social capital
leadership
creative skills
civic engagement

participation
mobilization

systems
physical
conditions
access
equity

Contents

We know art makes change happen

We have seen art save lives, cultural practices bring people together, cultural organizing mobilize people, and artists activate the social imagination to make something new possible. While the potency of the arts as a catalyst for civic and social change is widely observed, cultural and community leaders struggle to measure it and make the case for the value of arts in civic engagement.

Arts programs often aim for what's easily quantifiable (numbers reached, demographics of participants). Or, they overreach with ambitious expectations. These grand visions are worthy aspirations, but they are too vague to measure and impossible to attribute solely to the arts program/project.

The reality is that the outcomes of arts and culture projects or programs usually fall somewhere in between. Such claims can cloud the real contributions the arts can make along a continuum of change. So…

Get Specific! The Continuum of Impact offers six categories or families of outcomes to help you articulate outcomes more specifically and make it easier to observe change and devise ways to collect evidence:

KNOWLEDGE	DISCOURSE	ATTITUDES
CAPACITY	ACTION	CONDITIONS

▶ ▶ ▶ ▶ ▶
Defining Change

In community development and creative placemaking, change is defined in terms of economic, social, physical, and cultural outcomes. In social justice, structural change that increases opportunity for those who are least well off politically, economically, and socially is of concern.

The six families detailed in the Continuum of Impact, are useful in describing and assessing outcomes that contribute to these and other arenas of community and social change.

But how can we "measure" change?

Do you find the question of measuring social change challenging? Maybe even exasperating? You aren't alone if you ask: How do you demonstrate intangible results such as "transformation," "community building," or "social justice?" Or, if you believe the idea of applying empirical approaches to art and social change is just plain ill-suited.

Yet, many see usefulness and necessity in getting "more concrete." They want to know whether they are meeting their aspirations and goals and why or why not. They want to be convincing to social service or movement building partners or funders and to compete effectively for resources. But even champions of evaluation know that it can be a demanding enterprise, often requiring the help of outside researchers or evaluators, and requiring time and money that are not often available. While there is truth in all of this:

Almost any project that aspires to contribute to community, civic, or social change should be able to measure change at some level.

The Continuum of Impact is designed to help you get there.
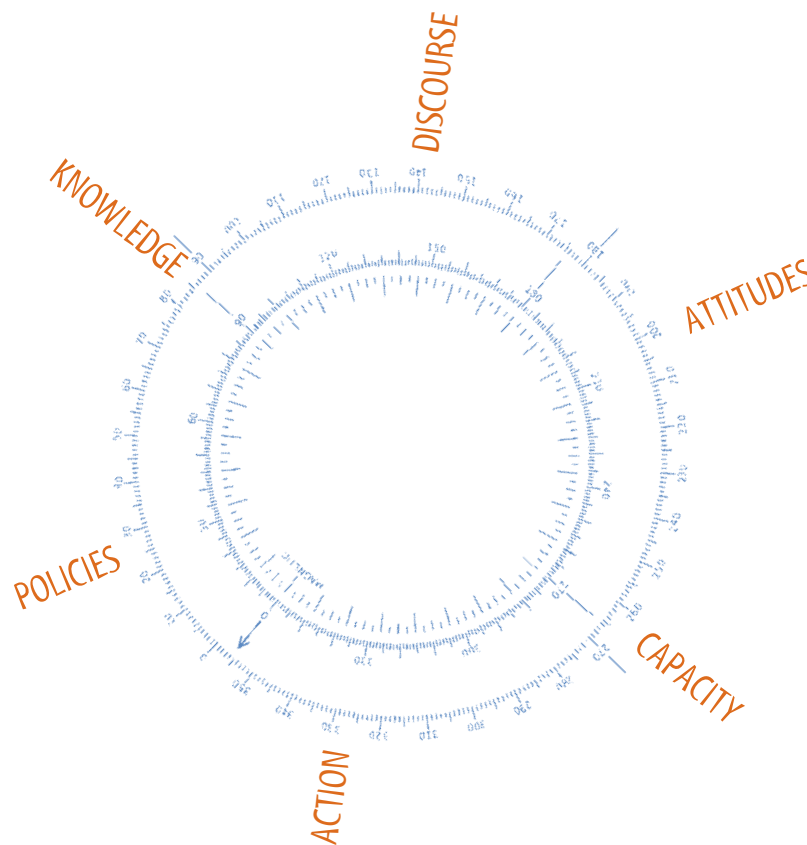
What is the Continuum of Impact?

The Continuum defines six families of social and civic outcomes that arts practitioners and their partners commonly aspire to and achieve through creative work. The outcome families, which parallel key elements of change strategies employed in community organizing, articulate ways the arts contribute to making change happen. While the Continuum suggests a progression from changing awareness to changing conditions, systems, or policies, no hierarchy of importance among these outcomes is intended; nor are they mutually exclusive. A single program could achieve outcomes at more than one point on the Continuum.

Beginning on page 19, you'll find definitions of the outcomes in each family; types of indicators for each outcome; and worksheets to outline your own outcomes, and indicators.

As a practical resource, the Continuum of Impact can help you:

Articulate clear and realistic **Outcomes** that can guide program and project design and make it easier to demonstrate what seems intangible.

Define **Indicators** or evidence of change that can be observed and measured.

Begin crafting an evaluation **Plan** to collect and use data to substantiate and report outcomes and impact.

Consider which **Data Collection** methods will help you collect evidence of change.

The Continuum of IMPACT helps you translate your vision for change to achievable social and civic outcomes and indicators.

About the word Impact!

Among evaluators, "impact" is generally used to mean a long-term goal that suggests lasting and ultimate intended change. The term has slipped into broader use to imply varied levels of change. We use it loosely in "Continuum of Impact" to encompass the range of outcomes--short-term, intermediate, and long-term--but respect the more precise meaning assigned in the evaluation field.

To explore one or more families, go to Typical Outcomes and Indicators.

ARTS and CULTURE make change happen

continuum of impact

KNOWLEDGE	DISCOURSE	ATTITUDES	CAPACITY	ACTION	CONDITIONS
WHAT **PEOPLE** KNOW	HOW **PEOPLE** COMMUNICATE	WHAT **PEOPLE** THINK & FEEL	**KNOW-HOW** & RESOURCES	WHAT **PEOPLE** DO	**CHANGE** THAT IS **LASTING**
awareness understanding	deliberation dialogue media	values motivation vision	social capital leadership creative skills civic engagement	participation mobilization	systems physical conditions access equity

Animating **Democracy**
A Program of **Americans for the Arts**

Basics of Outcomes & Indicators

⟳ Outcomes

Outcomes express the desired social or civic change you aim to make through your programs or initiatives.

Outcomes may be tracked over short-term, intermediate, and/or long-term timeframes.

You may strive to make change at individual, group, community, and/or systemic levels.

To learn more about outcomes, go to Understanding **Outcomes.**

► ► ► Understanding Outcomes

► ► ► ► ►
Where is your work on the Continuum?

Outcomes in one "family" can contribute to outcomes in another (e.g. heightened public awareness of an issue can lead to increased discourse and/ or personal motivation to act). But, there is no necessary sequence or hierarchy of importance among these outcomes.

ⓘ Indicators

Indicators address the question: "If change occurred, how would you know? What would it look like?" If you can describe it, you can measure it!

Indicators are specific measurable changes that can be easily observed (within reason), heard, or read to demonstrate that an outcome is being met.

Indicators should be meaningful to stakeholders.

Identifying **indicators** of change suggests what kind of data to collect.

Indicators can be used as:

- a beginning point for developing survey or other instruments
- the framework for content analysis of documents and records
- a frame for guiding other types of documentation, e.g., video documentation
- a structure for collecting anecdotal information about the project

Learn More about INDICATORS
► ► ► Understanding Indicators
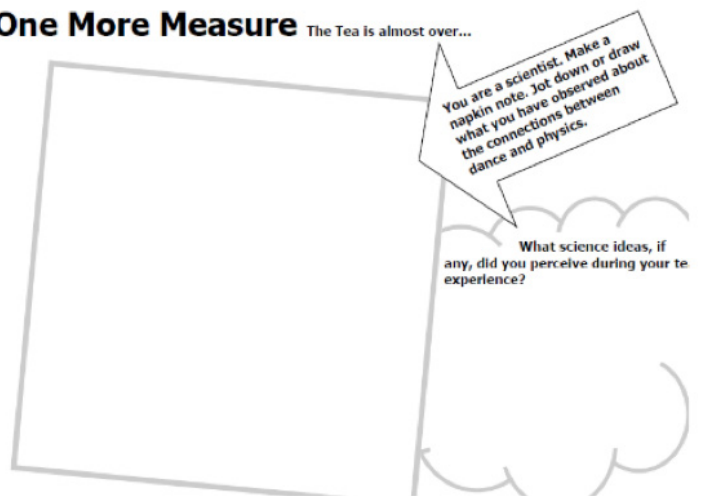► ► ► Featured Resources on Indicators

Data Collection

Data collection captures information or evidence that you can then analyze to understand change. Systematic data collection is essential to establish credible findings.

There are four standard methods to collect data:

1. Talking to people – interviews, focus groups

2. Get written information – surveys, questionnaires, opinion polls

3. Review documentation & existing data – journals, attendance records, demographic data, meeting notes, media articles, census data, art created

4. Observation – using protocols, documentation of observed participation at activities, dialogues

► ► ► ► ►
Get Creative with Data Collection!

Engage artists in creating evaluation tools, e.g. For its Matter of Origins project, Dance Exchange artists worked with Michigan State evaluators to develop survey instruments with different question formats including Likert scales, "emotion clouds," and lively graphic presentations of results.

Use arts-based approaches to collecting data, e.g. Jumblies Theater invited project participants to create large multi-colored graphs reflecting the ups and downs of a program and then to compare and discuss.

Build evaluation into the creative work, e.g. Story circles facilitated by artists at the beginning of a project to gather source material for a play may be analyzed for baseline data about perspectives on an issue.

Look for indicators in the art, e.g. poetry, musical lyrics, visual images, that can hold evidence of changes in participants' awareness, visions, attitudes, motivation, etc.

One More Measure The Tea is almost over...

You are a scientist. Make a napkin note. Jot down or draw what you have observed about the connections between dance and physics.

What science ideas, if any, did you perceive during your tea experience?

4 Ways to Collect Data

Once you've defined indicators, i.e. evidence that can be observed, then you can determine which data collection methods are best suited and feasible given skill, people, time, and financial resources. See the Culture Keepers case study and Evaluation Work Plan on the following pages to see how outcomes and indicators were defined and evidence collected. To make your own Evaluation Work Plan, see the Worksheets on page 57.

1. Talk to People	ADVANTAGES	DISADVANTAGES
Interviews (in-person, phone, intake and exit interviews)	• Can probe and ask follow up questions to reveal deeper information, e.g. thoughts and opinions about sensitive issues	• Can be time consuming to conduct • Typically generates a lot of qualitative data, which are time-consuming to analyze
Story circles	• Takes advantage of a natural form of information sharing	• Not anonymous, which could influence responses to sensitive issues
Oral histories	• Effective when people have limited reading or writing skills	• Must be careful not to bias answers through interview procedure—interviewer training is required
Focus groups (or group interviews)	• Can use groups to stimulate conversation and feedback	• Must take care to develop questions that are appropriate for different cultural groups, and where language barriers may exist
Public forums or other kinds of discussion groups	• Can open up to broader audiences for feedback	• Group dynamics can become challenging or contentious.

2. Get Written Responses	ADVANTAGES	DISADVANTAGES
Surveys (mail, online, in-person) Questionnaires Opinion polls (from voters)	• Collect information relatively quickly and easily • Anonymous • Much less time consuming to capture data from a large number of people • Quantitative data from close-ended and short answer questions in surveys are easier to analyze.	• Attaining adequate response rates can be a challenge, as respondents suffer from "survey fatigue" or being asked frequently for their opinions. • Can't follow up on answers as easily as in an interview • Not as rich an array of answers • Respondents must be literate

3. Review Existing Documentation and Data	ADVANTAGES	DISADVANTAGES
Artist, project participant, or stakeholder journals Artwork as documentation of an individual's or group's civic or social concerns	• Typically already have the information—don't have to collect it	• Interpretation of artwork may be tricky.
Administrative data from cultural organizations (attendance records, demographic data on who participates, etc.), e.g.: Meeting notes Media articles, editorials Voting records Census data Membership lists Previously conducted survey results Data collected for local, state, or federal funders Budgets Written policies or procedures	• Often quantitative and easy to use and summarize • Cheaper to obtain than most other methods • Often easy to distribute to stakeholders	• If staff doesn't see that the data is used, then it may not keep accurate information. • Can burden staff by having to gather it

4. Observation	ADVANTAGES	DISADVANTAGES
Observe and document participants or audiences at project activities or events (performances, arts-based dialogues, workshops, artmaking activities). Stakeholders or partners observe community change. Evaluator or respected peers conduct site visits.	• Can be non-intrusive Doesn't require much participation • Easier than asking people to fill out a survey or participate in an interview	• May be intrusive • Can only collect limited kinds of data through observation • Takes a lot of time • Different people observe in different ways, and there is a need for training to ensure consistency in approach.

Learn More

►►► Types of Data Collection
►►► Systematic Collection of Qualitative Data
►►► Sampling

Case Study & Sample Evaluation Work Plan

Culture Keepers: A project of Historic Germantown and poet Yolanda Wisher, Philadelphia

Yolanda Wisher, poet and educator, worked with Trapeta Mayson, executive director of Historic Germantown, a partnership organization of sixteen historical houses, destinations and museums in Northwest Philadelphia's Old German Township that works to preserve its extraordinary historic assets, increase access, interpret them to the public, and raise their visibility. The collaboration centered on the question: **How might an artist work with a history organization to engage youth in discovering a personal connection with place and a complex past?**

Yolanda worked closely with Trapeta to create an educational program called Culture Keepers that creatively engaged Germantown youth with historic sites and residents to learn more about the history of their community, and to build a sense of connection to and stewardship of their neighborhood. Youth explored Germantown's past and present through tours, geocaching, photography, story gathering, creative writing and performing creative work during an annual community celebration. In these activities, they were challenged to view Germantown Avenue as more than just a thoroughfare where they walked or waited for the bus, but as a "great road" that was crucial to local history.

Desired Outcomes:

Yolanda and Trapeta defined these priority outcomes for the project:

- Youth gain meaningful knowledge about Germantown history. (KNOWLEDGE & AWARENESS family)
- Youth see themselves as contributors to and participants in civic life. (CAPACITY family)
- Youth gain skills to lead and participate meaningfully in community dialogue. (DIALOGUE family)
- Negative public perceptions of youth shift. (ATTITUDES family)
- Historic Germantown increases its capacity for sustainable youth involvement. (CAPACITY family)
- Historic Germantown develops new capacities to integrate arts and technology to advance youth involvement goals and artists' community-based practice. (CAPACITY family)

►►► Culture Keepers Evaluation Plan

►►► Evaluation Plan Worksheets

►►►►►
This project was part of the Center for Performance and Civic Practice's Catalyst Initiative.

Evaluation Activities

Evaluation activity centered primarily on understanding youth outcomes, but efforts also focused on effects on neighborhood senior citizens whom the students interviewed and audiotaped to gather stories about neighborhood history.

**Data collection methods included:**

Student reflection and documentation – At the beginning of the project, each young person defined outcomes that would be personally meaningful. During the first of three workshops which included learning tours of the neighborhood, Yolanda asked: "Using the shape of Germantown Avenue as a symbol of a journey that will change you, what did you bring on this journey as far as talents, abilities, and questions and what do you hope to leave with (skills, talents, knowledge, emotion, expectation, experience, etc.)?" Youth wrote their reflections in a journal that became a reference point throughout and at the end of the project.

Instagram photographs and captions as data – As young people toured and participated in geocaching at various Historic Germantown sites, they utilized training in Instagram and poetic captioning to document and discuss their experiences and learning with one another. Yolanda and Trapeta found this creative work to be a rich data source. They reviewed the Instagram feed as the tours of Germantown progressed noticing content of photos, the change in facial expressions, how youth were leaning forward or pointing. They observed:

The young people got from behind their cameras and were photographed with mouths open, asking questions or jokingly posing for photos. They made themselves subjects of the photos more as we went on. They were also more responsive to the people and places around them. Bystanders were curious and asked the students questions while they were taking the photos. There seemed to be an understanding that they were doing something important; that became more evident in the photos they took. They also demonstrated the skills they learned about taking good shots. Some youth clearly internalized the lesson and their photos reflected that newly acquired skill.

I feel excitement, nervous about meeting new people and working with tools I haven't used before. I would like to have a better understanding of Germantown.

Youth participant
Culture Keepers project
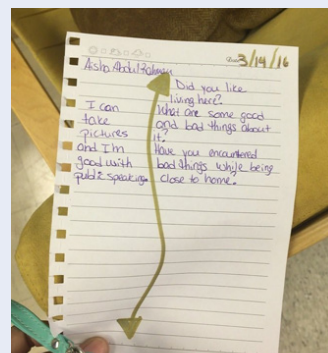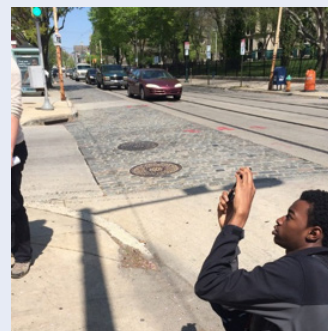
Pre- and post-interview audio recordings with seniors – Partners asked the senior citizens questions regarding their experience being interviewed by the students, both before and after the students interviewed and audio recorded them. They then reviewed the recordings listening for changes in tone and pitch, seniors' desire for future engagement with youth, whether student names were mentioned as an indicator of personal connection, etc.

Final Outcomes of Culture Keepers

Partners identified these final outcomes:

Youth gained meaningful knowledge about Germantown history. The students learned a lot from the walking tour and from talking to the seniors. They were able to restate some important historical facts. The students were exposed to the historical society and are aware of the archives and collections for future research. They have new knowledge of Germantown's history and its importance to the overall American history.

Youth see themselves as contributors to and participants in civic life. The students clearly felt important during the interviews and shared that it is a special thing to have the responsibility of hearing another person's story. They seemed to grasp that there is value in being actively involved in things outside of themselves. There is hope that their civic interests will extend into greater roles for them with more exposure.

I was so scared [to perform], I didn't think I could do it. But I am so proud of myself...the people liked it, they liked me! I like this - being in front of people and I could do it again. I'm so thankful to Ms. Yolanda for her help.

Malik J.

Youth gained skills in leading and participating meaningfully in community dialogue. While it was a stretch for some of the youth to lead the interviews with seniors and to be active compassionate listeners, the workshops provided some fundamental training in conducting field interviews.

Negative public perceptions of youth shifted on a small individual scale. A few of the seniors remarked that the youth were a breath of fresh air given their previous experiences with young people in Germantown.

Historic Germantown increased its understanding of the capacity required for sustainable youth involvement. Historic Germantown now has a high quality, replicable, older youth program that can be further developed. However, the challenges to capacity—staff and funding resources—are more evident and remain an issue. The organization is now aware that a program manager is needed to shepherd an ongoing program of this kind and that the caliber and qualifications of the artist are key. Funding support and school partners that commit and contribute fully to their role are also key.

New capacities were developed to use arts and technology to advance Historic Germantown's youth involvement goals and artist's community-based practice. The use of Instagram and audio equipment expanded Historic Germantown's promotional and tech resources. They were also great hooks for the youth and built on Yolanda's and Trapeta's capacities and strategies as artists-educators-administrators.
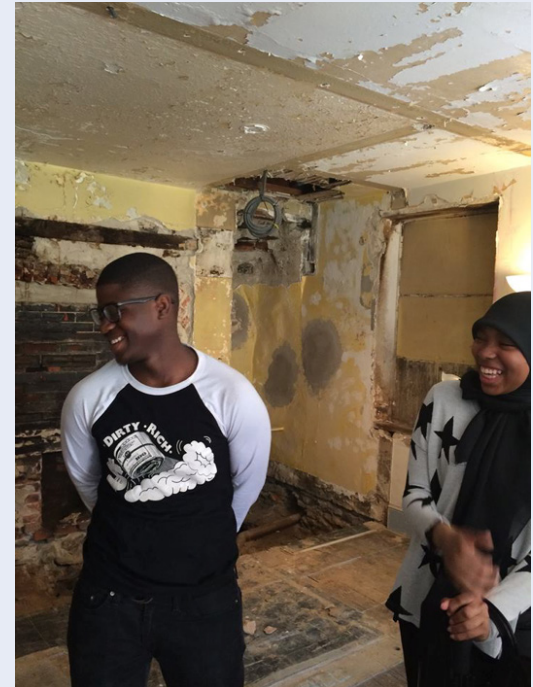
HISTORIC GERMANTOWN, Culture Keepers Evaluation Plan

To guide and make choices about evaluation efforts, Historic Germantown and artist Yolanda Wisher developed this Evaluation Plan for Culture Keepers. They linked desired outcomes to specific program activities that might support them. They defined indicators or evidence to look for and marked which data collection methods were suited to capturing such evidence. A couple notes! They did not implement all of what appears in the plan but made priority choices based on what they most wanted to learn and what was doable given capacity. Also, they were conscious of making note of informal anecdotes that they heard along the way to consider in the final analysis.

Outcomes related to Knowledge & Awareness

⟳ DESIRED OUTCOMES	❗ INDICATORS	⛹ POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	**Survey**	**Focus Groups**	**Records Analysis**	**Interviews**
Youth gain meaningful knowledge about Germantown history.	Youth have a heightened historic and current sense of place through learning about Historic Germantown sites.	Geocaching, Site Tours, Story Circle				X
	Youth find relevant personal connection to history through exploration of family history that goes beyond the narrative of privileged families.	Story Circle			X	
	Youth have increased sense of potential careers in the field of public history.	Site Tours, Boot Camp	X			
	Youth express a desire to learn more about history.	Orientation, Site Tours				

Outcomes related to Dialogue & Discourse

⟳ DESIRED OUTCOMES	❗ INDICATORS	⛹ POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	**Survey**	**Focus Groups**	**Records Analysis**	**Interviews**
Youth gain skills to lead and participate meaningfully in community dialogue.	Youth learn about the role of and methods for dialogue related to the goals of Historic Germantown.	Boot Camp, Story circles, Final Event			X Audio of how they facilitate; review after the first circle to prep for the next	

Make your own Evaluation Plan! ►►►

Outcomes related to Attitudes

DESIRED OUTCOMES	INDICATORS	POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Survey	Focus Groups	Records Analysis	Interviews
Negative public perceptions of youth shift.	Positive feedback from senior story circle participants	Story Circle, Final Event	X			X
	Residents regard and seek out program youth as an asset to community.	Story Circle, Final Event	X			

Outcomes related to Capacity

DESIRED OUTCOMES	INDICATORS	POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Survey	Focus Groups	Records Analysis	Interviews
Youth see themselves as contributors to and participants in civic life.	Youth have a greater sense of agency and ability to contribute to a larger civic good.	Boot Camp, Story Circle, Final Event	X			X
	Youth have a stronger sense of self as leader.	Boot Camp, Story Circle, Final Event	X			X
Historic Germantown increases its capacity for sustainable youth involvement.	Historic Germantown gains greater understanding of resources, time, skills needed to effectively involve youth as docents and develop youth leadership and civic engagement.				X Track Trapeta's & Yolanda's time	
	A corps of youth show interest in becoming docents in Phase 3		X			
	Youth demonstrate ability to share their ideas and feelings through creative expressions	Creative texts				

Outcomes related to Capacity

DESIRED OUTCOMES	INDICATORS	POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	**Survey**	**Focus Groups**	**Records Analysis**	**Interviews**
Historic Germantown develops new capacities to integrate arts & technology to advance HG's youth involvement goals and artist's community-based practice.	Historic Germantown gains new ideas and insights about curriculum and program strategies for youth involvement (e.g. geocaching, video booth, designing dialogue and alternatives to conventional presentations, panels; documentation and data collection).	Essay or article/ infographic Trapeta, Yolanda meet with HG Board/Staff		X		
	Historic Germantown gains skill and understanding in value and application of arts in its work and collaboration with artists.	Trapeta, Yolanda meet with HG Board/Staff		X		
	Artist gains skill and understanding in effective ways to apply poetry and writing to youth engagement in neighborhood history and public dialogue.	Designing and implementing Culture Keepers				
	Artist gains skill and understanding of applying geocaching, digital storytelling to history education and youth civic engagement.	Designing and implementing Culture Keepers				

Typical Outcomes and Indicators

Which families of social/civic outcomes reflect your intentions?

Note! Outcomes for your project or program may fall within more than one family.

AWARENESS & KNOWLEDGE
what people know
► ► ► PG.21

DIALOGUE & DISCOURSE
how people communicate
► ► ► PG. 27

ATTITUDES & MOTIVATION
what people think and feel
► ► ► PG. 33

CAPACITY
know-how and resources
► ► ► PG. 39

BEHAVIOR & ACTION
what people do
► ► ► PG. 45

CONDITIONS, SYSTEMS & POLICIES
change that is lasting
► ► ► PG. 51

In this guide, for each outcome family, you'll find:

OUTCOMES
within that family, including definitions to help you frame sharper outcomes.

INDICATORS
for each specific outcome category.

WORKSHEETS
Write-able PDFs that will help you articulate specific outcomes and define related indicators.

EXAMPLE
of creative strategies

A Quick Review

OUTCOME · · · · · · ► **INDICATORS** · · · · · · ► **COLLECTING DATA**

Outcomes express desired and actual RESULTS of your project, program, or organizational activity.

Your desired outcomes might be aimed at individual, group, community, and/or system levels.

Learn More about OUTCOMES
►►► Understanding Outcomes

Indicators are observable, measurable EVIDENCE of change. They show progress toward or achievement of outcomes.

Learn More about INDICATORS
►►► Understanding Indicators

Articulating desired outcomes and related indicators is a step toward creating an evaluation plan. Defining indicators helps you choose data collection methods best suited to help you assess results or change.

Learn More about
DATA COLLECTION
►►► Data Collection

Changes in KNOWLEDGE

CONDITIONS

ACTION

DISCOURSE

ATTITUDES

CAPACITY
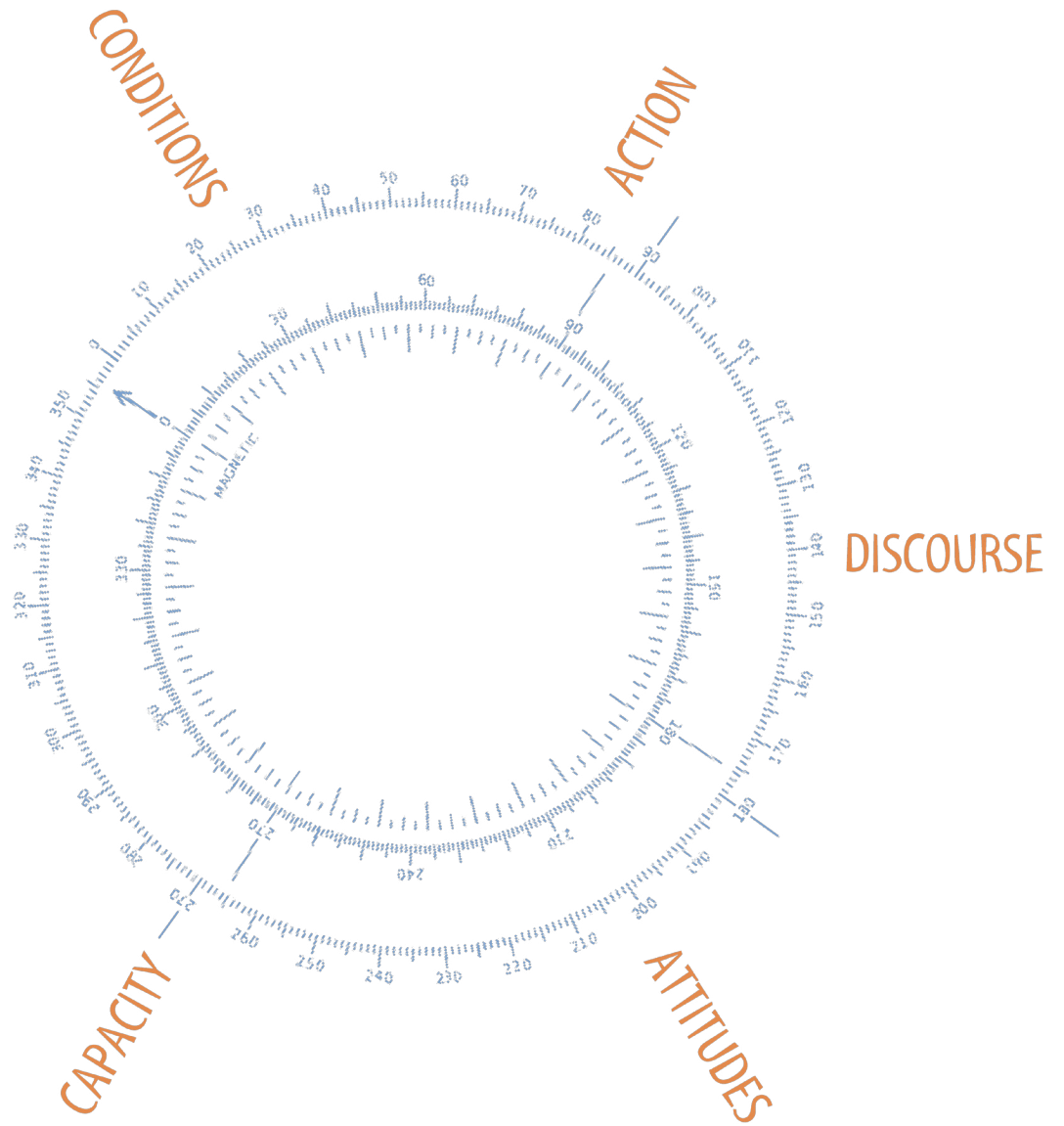
Are you working for CHANGES IN KNOWLEDGE?

Changes in awareness, knowledge, and understanding about civic and social issues help people assess choices, make informed decisions, and take actions with the best interests of the common good.

What difference do you want to make?

Outcomes Related to: **For Example**

AWARENESS

Consciousness of a civic or social issue or opportunity	Public attention is renewed regarding continuing struggles to ensure disabilities rights.

Outcomes Related to: **For Example**

KNOWLEDGE

Being informed, educated, or prepared with information about a civic or social issue or opportunity	People are more informed about global fair trade issues and local actions that can be taken.

Outcomes Related to: **For Example**

UNDERSTANDING

Comprehension of a civic or social issue or opportunity such as the: human implications, complexities, causes and effects, or perspectives held by various stakeholders	Parents, school leaders, and youth advocates gain deeper understanding of the causes and effects of bullying.

What evidence or INDICATORS would you look for?

**⚠ Indicators of AWARENESS measure:**

- new, renewed, or sustained attention paid
- responses and comments showing raised awareness in forums, social media, media
- sign on campaigns and rate of response
- advocacy campaigns launched
- donations

⚠ Indicators of KNOWLEDGE measure:

- breadth, depth, currency, accuracy of knowledge possessed
- references made to data and information
- applications of information

⚠ Indicators of UNDERSTANDING measure:

- new, deepened, or expanded understanding
- degree of shared understanding
- ability to view issues from alternative, wider, or multiple perspectives
- empathetic response
- change in how the issue is framed or defined
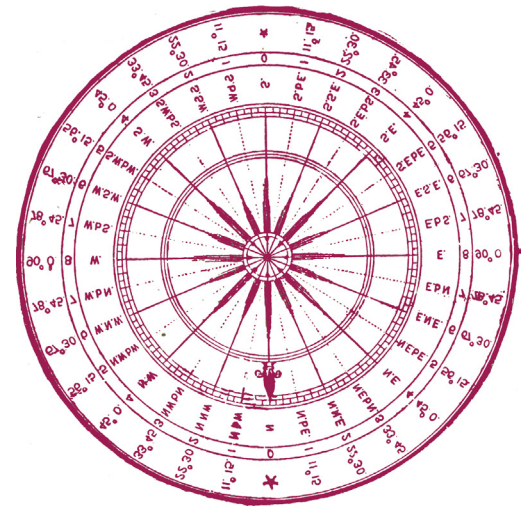
HOW TO Draft KNOWLEDGE Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

CREATIVE STRATEGY – Thousand Kites uses performance, web, video, and radio to open a public space for incarcerated people, corrections officials, the formerly incarcerated, grassroots activists, and ordinary citizens to engage in dialogue and organize around issues related to the U.S. criminal justice system.

OUTCOME ·······▶

What are the intended outcomes?

Stakeholders understand each others' views regarding over-incarceration.

TYPES OF INDICATORS ·········▶

Consider and check the most relevant indicators for the creative strategy.

- ☑ ability to view issues from alternative, wider, or multiple perspectives

- ☑ breadth, depth, currency, accuracy of knowledge possessed

- ☑ change in how the issue is framed or defined

INDICATORS

What specific evidence to track or measure?

- Citizens acknowledge a wider range of stakeholders and perspectives on the issue.
- Shift in the quality of public discourse (e.g. letters to the editor, radio talk shows, online dialogue) from simplified to more complex understanding of the issue.
- Activist groups reconsider their platforms with the benefit of understanding of stakeholders' views.

▶▶▶▶▶
Note!
Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

Changes in KNOWLEDGE Worksheet

Changes in <u>awareness</u>, <u>knowledge</u>, and <u>understanding</u> help people assess choices, make informed decisions, and take actions with the best interests of the common good.

💡 **Describe your creative strategy for changes in knowledge.**

AWARENESS — Consciousness of a civic or social issue or opportunity

🔄 YOUR OUTCOME ⋯▶	⚠ TYPES OF INDICATORS ⋯▶	⚠ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ new, renewed, or sustained attention paid ☐ responses and comments showing raised awareness in forums, social media, media ☐ sign on campaigns and rate of response ☐ advocacy campaigns launched ☐ donations	

KNOWLEDGE — Being informed, educated, or prepared with information about a civic or social issue or opportunity

🔄 YOUR OUTCOME ⋯▶	⚠ TYPES OF INDICATORS ⋯▶	⚠ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ breadth, depth, currency, accuracy of knowledge possessed ☐ references made to data and information ☐ applications of information	

UNDERSTANDING	Comprehension of a civic or social issue or opportunity such as the: human implications, complexities, causes and effects, or perspectives held by various stakeholders

⟳ YOUR OUTCOME ⋯▶
What are your intended outcomes?

⚠ TYPES OF INDICATORS ⋯▶
Consider and check relevant indicators.

⚠ YOUR INDICATORS
What specifically will you track or measure?

YOUR OUTCOME	TYPES OF INDICATORS	YOUR INDICATORS
	☐ new, deepened, or expanded understanding ☐ degree of shared understanding ☐ ability to view issues from alternative, wider, or multiple perspectives ☐ empathetic response ☐ change in how the issue is framed or defined	

⟳ YOUR OUTCOME ⋯▶
What are your intended outcomes?

⚠ TYPES OF INDICATORS ⋯▶
Consider and check relevant indicators.

⚠ YOUR INDICATORS
What specifically will you track or measure?

YOUR OUTCOME	TYPES OF INDICATORS	YOUR INDICATORS

Changes in
DISCOURSE

CONDITIONS

ACTION

KNOWLEDGE

ATTITUDES

CAPACITY
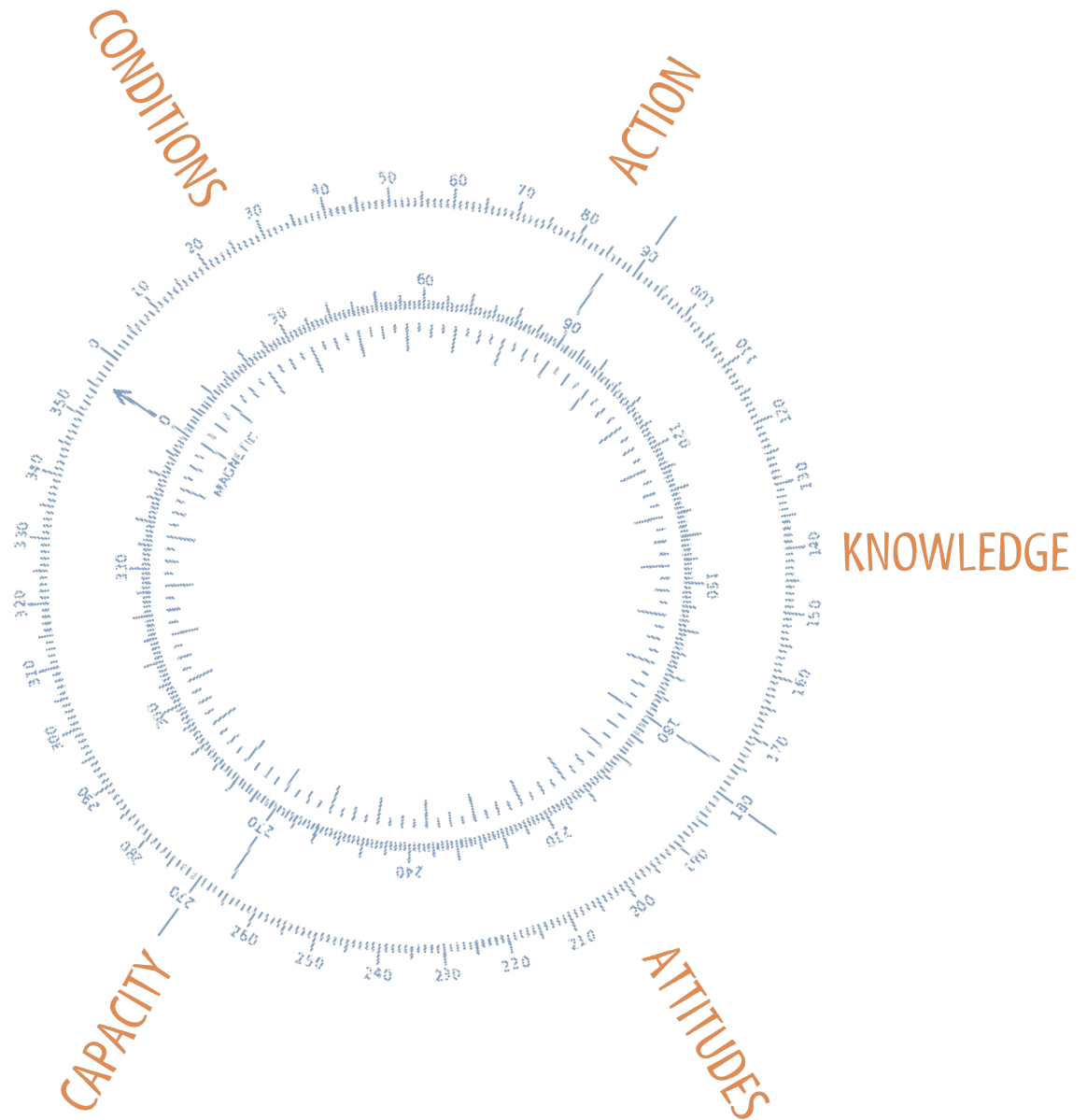
Are you working for CHANGES IN DISCOURSE?

Changes in public discourse relate to who engages and how they have exchange with one another around matters of civic and social importance.

What difference do you want to make?

Outcomes Related to: **For Example**

DIALOGUE

People with differing viewpoints working toward common understanding in an open-ended, typically face-to-face format. Dialogue includes multiple perspectives; seeks to create equality among participants; and aims for a greater understanding of others' viewpoints through empathy.	Police and youth are afforded a safe space for honest dialogue about the status of youth/police relations.

Outcomes Related to: **For Example**

DELIBERATION

People working with intention for decision-making or problem analysis or resolution through consideration of relevant factual information from multiple points of view.	People see and understand possible outcomes for the environment regarding different choices they could make.

Outcomes Related to: **For Example**

MEDIA/NEW MEDIA

Expression and reporting of information, opinion and commentary, viewpoints, and exchange through the wide range of conventional media channels (newspaper, radio, tv); mainstream and alternative sources; social media.	The growing immigrant population is better represented in mainstream media.

What evidence or INDICATORS would you look for?

⚠ Indicators of DIALOGUE & DELIBERATION measure:

- who is engaged
- access to opportunities for exchange
- the quality of exchange (balance of perspectives, safety, tone or civility)
- effects of dialogue/deliberation (increased understanding, empathy, identified options for actions or solutions, decision or resolution)
- opponents agree to participate in a dialogue
- frequency or sustainability of exchange

⚠ Indicators of MEDIA/NEW MEDIA measure:

- content of what is reported
- access to media
- who is represented in media coverage or exchanges
- diversity of perspectives represented
- quality of reporting or commentary (balance or bias; depth or breadth; nuance; accuracy, etc.)
- renewed media attention
- amount of articles, media spots, social media hits, blog exchanges
- duration of media attention

HOW TO Draft DISCOURSE Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

CREATIVE STRATEGY – A rural art center and regional planning commission collaborate on a project that pairs artists and community members who hold opposing views on a divisive development project. Each pair creates a work of art that reflects common ground they find around the issue. Artworks are then presented in public planning discussions to launch community dialogue.

OUTCOME ·······▶

What are the intended outcomes?

Adversaries are able to reconsider their own and others views toward possible new choices for action.

TYPES OF INDICATORS ·········▶

Consider and check the most relevant indicators for the creative strategy.

☑ Who is engaged

☑ Quality of exchange

☑ Effects of dialogue

INDICATORS

What specific evidence to track or measure?

- Residents participate who typically don't participate in public meetings.
- One-sided diatribes are replaced with respectful listening and exchange.
- People understand more fully their own and others' beliefs, values, and fears.
- People identify common points reflecting what everyone cares about changing.

▶▶▶▶▶▶
Note!
Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

Changes in DISCOURSE Worksheet

Changes in public [discourse](#) relate to who engages and how they have exchange with one another around matters of civic and social importance.

💡 **Describe your creative strategy for changes in attitudes.**

DIALOGUE	**People with differing viewpoints working toward common understanding in an open-ended, typically face-to-face format. Dialogue includes multiple perspectives; seeks to create equality among participants; and aims for a greater understanding of others' viewpoints through empathy.**
DELIBERATION	**People working with intention for decision-making or problem analysis or resolution through consideration of relevant factual information from multiple points of view.**

⟳ YOUR OUTCOME ····►	! TYPES OF INDICATORS ····►	❗ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ who is engaged ☐ access to opportunities for exchange ☐ the quality of exchange (balance of perspectives, safety, tone, or civility) ☐ effects of dialogue/deliberation (increased understanding, empathy, identified options for actions or solutions, decision or resolution) ☐ opponents agree to participate in a dialogue ☐ frequency or sustainability of exchange	

MEDIA/NEW MEDIA
Expression and reporting of information, opinion and commentary, viewpoints, and exchange through the wide range media.

⟳ YOUR OUTCOME ⋯►
What are your intended outcomes?

ⓘ TYPES OF INDICATORS ⋯►
Consider and check relevant indicators.

❗ YOUR INDICATORS
What specifically will you track or measure?

- ☐ content of what is reported
- ☐ access to media
- ☐ who is represented in media coverage or exchanges
- ☐ diversity of perspectives represented
- ☐ quality of reporting or commentary (balance or bias; depth or breadth; nuance; accuracy, etc.)
- ☐ renewed media attention
- ☐ amount of articles, media spots, social media hits, blog exchanges
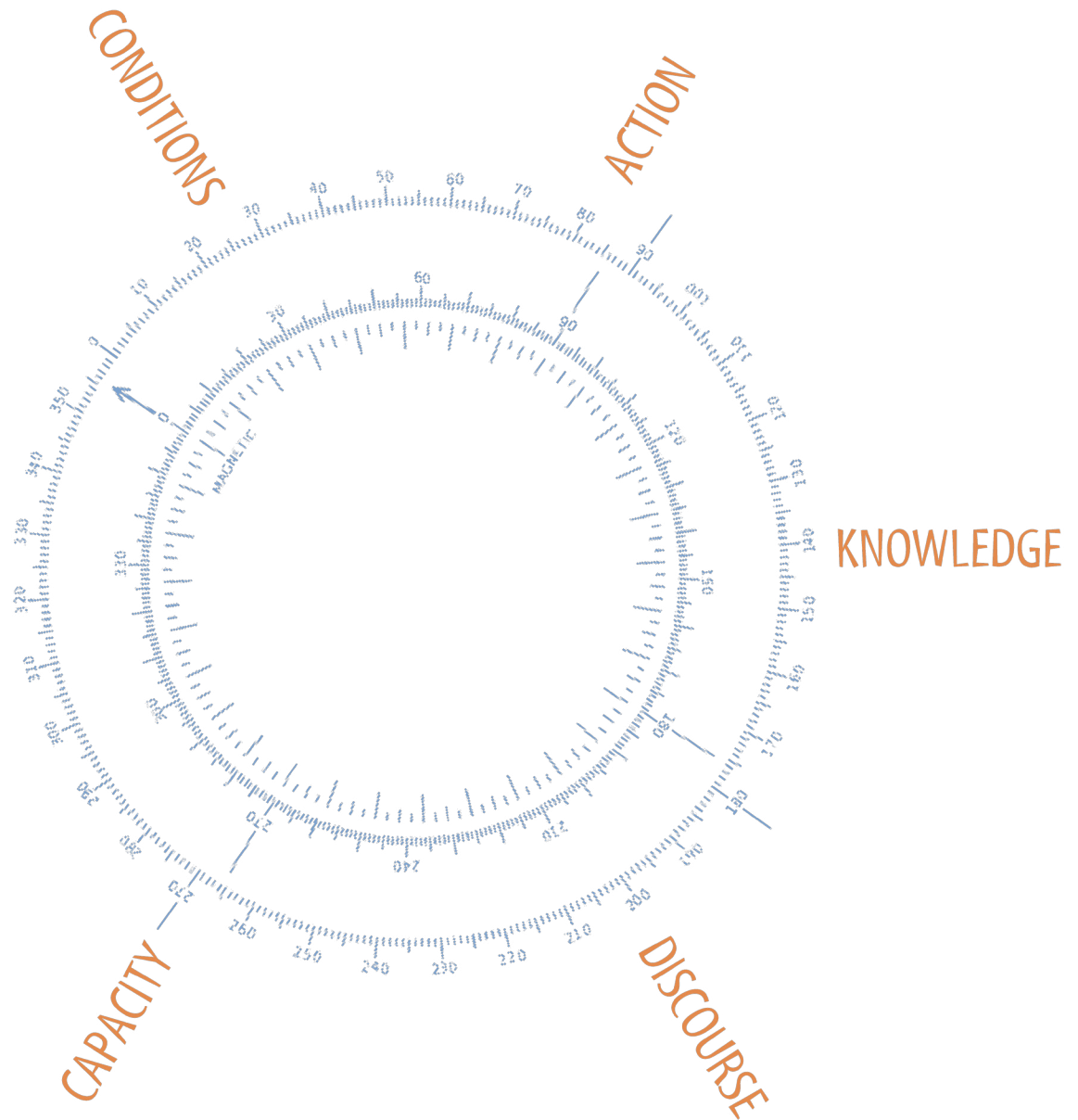- ☐ duration of media attention

⟳ YOUR OUTCOME ⋯►
What are your intended outcomes?

ⓘ TYPES OF INDICATORS ⋯►
Consider and check relevant indicators.

❗ YOUR INDICATORS
What specifically will you track or measure?

Changes in ATTITUDES

CONDITIONS

ACTION

KNOWLEDGE

DISCOURSE

CAPACITY

Are you working for CHANGES IN ATTITUDES?

Changes in attitude and motivation relate to the thoughts and feelings that underlie people's choices and action.

What difference do you want to make?

Outcomes Related to:

For Example

VALUES

The ideals, principles, morals, ethics that guide individual, group, or societal choices and action	Youth view themselves as stewards of natural resources.

Outcomes Related to:

For Example

ATTITUDE

The feelings, viewpoints, or positions about a civic or social issue or opportunity	There is a decrease in the social stigma of mental illness in the community.

Outcomes Related to:

For Example

ASPIRATIONS

Desires, hopes, or vision that suggests possibility or direction for civic or social change	Residents gain renewed optimism about the region's economic future.

Outcomes Related to:

For Example

MOTIVATION

Need, desire, enthusiasm, inspiration, stimulation, or impetus that causes a person to take action	People stay active in organizing when there are set-backs in the movement for racial equity.

What evidence or INDICATORS would you look for?

ⓘ Indicators of VALUES measure:

- expression or articulation of values
- identification of shared values
- shift in values

ⓘ Indicators of ATTITUDE measure:

- opinions or beliefs that are held
- changes in opinions, beliefs
- level of commitment to a position
- degree of preference for something
- changes in position about priorities or the importance of something

ⓘ Indicators of ASPIRATIONS measure:

- expressions of possibility, direction, hope, vision
- new or changed desires, hopes, vision

ⓘ Indicators of MOTIVATION measure:

- taking initiative
- sense of self- or collective-efficacy to take action
- feelings of confidence
- level of commitment to act
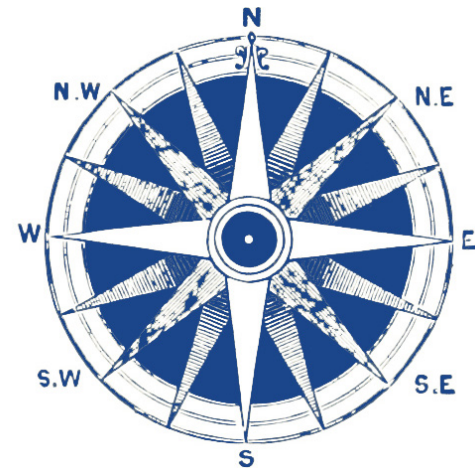
HOW TO Draft **ATTITUDES** Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

> **CREATIVE STRATEGY** – A graphic artist mobilizes a community-wide clean-up and signage project in a disaffected mobile home park that attracts other residents to pitch in and builds pride in the park.

OUTCOME ·······▶

What are the intended outcomes?

Mobile home park residents are valued, respected, and included in community life.

TYPES OF INDICATORS ········▶

Consider and check the most relevant indicators for the creative strategy.

- ☑ expressions of possibility, direction, hope, vision
- ☑ level of commitment to act
- ☑ sense of self- or collective-efficacy to take action

INDICATORS

What specific evidence to track or measure?

- Expressions of pride appear in the signs made by park residents.
- More positive interactions between park residents and other community residents
- Public meetings held at the mobile home park are well attended by residents and other community members.
- Mobile home park leaders are invited to community planning meetings.

▶▶▶▶▶

Note!

Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

Changes in ATTITUDES Worksheet

*Changes in **attitude** and **motivation** relate to the thoughts and feelings that underlie people's choices and action.*

💡 **Describe your creative strategy for changes in attitudes.**

VALUES   The ideals, principles, morals, ethics that guide individual, group, or societal choices and action

🔄 YOUR OUTCOME ···▶	⚠ TYPES OF INDICATORS ···▶	⚠ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ expression or articulation of values ☐ identification of shared values ☐ shift in values	

ATTITUDE   The feelings, viewpoints, or positions about a civic or social issue or opportunity

🔄 YOUR OUTCOME ···▶	⚠ TYPES OF INDICATORS ···▶	⚠ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ opinions or beliefs that are held ☐ changes in opinions, beliefs ☐ level of commitment to a position ☐ degree of preference for something ☐ changes in position about priorities or the importance of something	

ASPIRATIONS — Desires, hopes, or vision that suggests possibility or direction for civic or social change

⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ expressions of possibility, direction, hope, vision ☐ new or changed desires, hopes, vision	

MOTIVATION — Need, desire, enthusiasm, inspiration, stimulation, or impetus that causes a person to take action

⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ taking initiative ☐ sense of self- or collective-efficacy to take action ☐ feelings of confidence ☐ level of commitment to act	

⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?

Changes in CAPACITY

CONDITIONS

ACTION

KNOWLEDGE

DISCOURSE

ATTITUDES
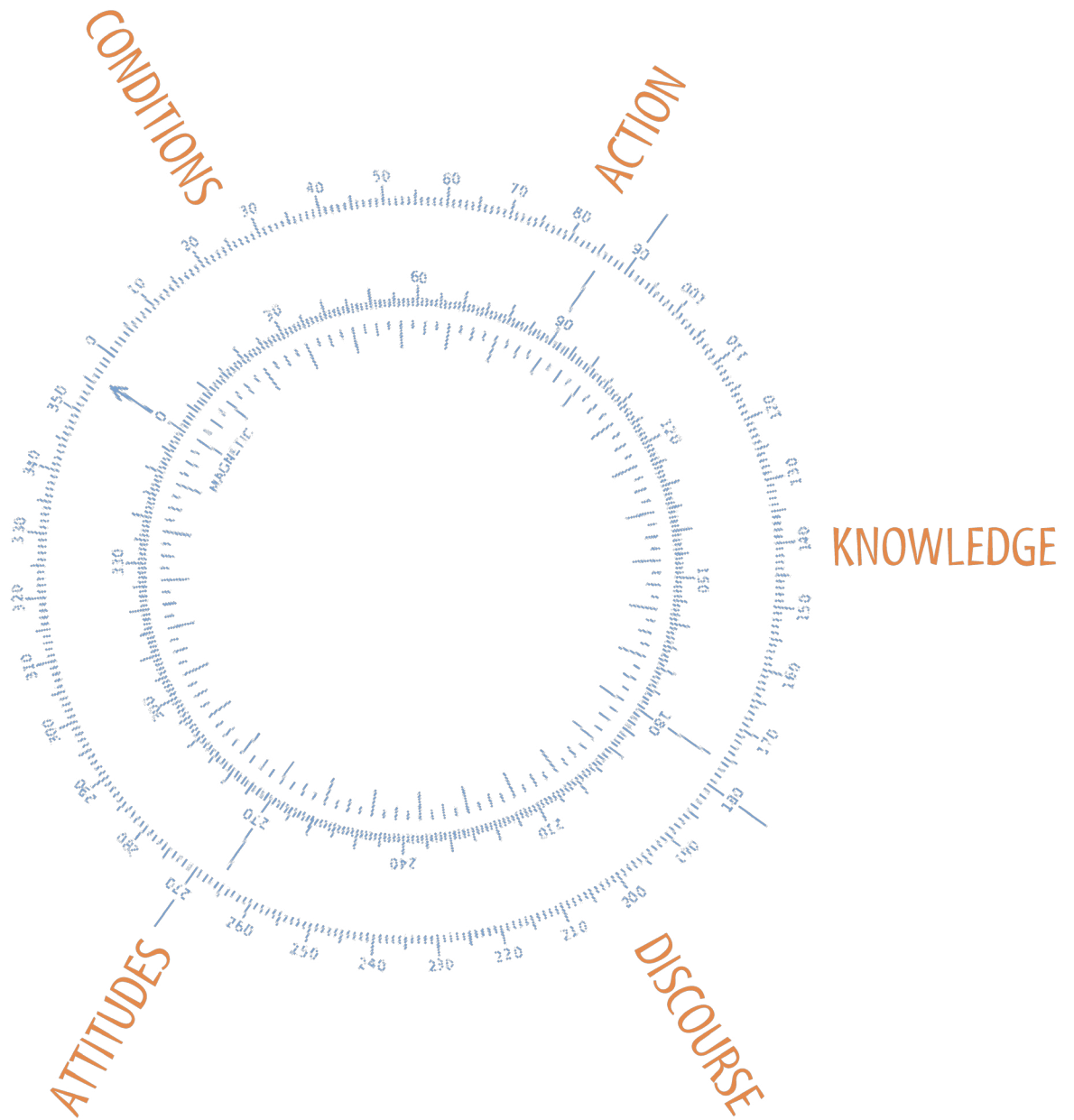
Are you working for CHANGES IN CAPACITY?

Changes in capacity relate to the abilities and means to engage in civic life or social action.

What difference do you want to make?

Outcomes Related to: **For Example**

SOCIAL CAPITAL

Social benefits that result from networks, connections, and relationships formed within and between groups

Disenfranchised groups gain status.

Outcomes Related to: **For Example**

SKILLS

New or better ways of working to make change, such as the ability to use knowledge, collaborate with stakeholders, recruit diverse participants, organize or mobilize

Residents' ability to organize and advocate improves.

Outcomes Related to: **For Example**

ARTISTIC/CREATIVE

Identify and work with artists, integrate creative strategies to engage others, illuminate issues, enhance public processes, engage new ways of thinking, and reveal new ideas and possibilities

Youth gain capacity to use media to express their views.

Outcomes Related to: **For Example**

RESOURCES

Human, financial, material, or information resources that advance civic or social activities and goals

Local artists know how to access grants and loans.

What evidence or INDICATORS would you look for?

⚠ Indicators of SOCIAL CAPITAL measure:

- relationships at the individual or group level
- bridging boundaries
- access to or connections with leadership
- networks and alliances formed or strengthened
- group efficacy
- changes in trust, access, inclusion, status, equity

⚠ Indicators of SKILLS measure:

- mastery of skills
- use of approaches or methods
- effectiveness of approaches or methods
- development of leadership skills
- organizational structure and systems, procedures, policies that support the work
- ability to engage or organize

⚠ Indicators of ARTISTIC/CREATIVE CAPACITY measure:

- expression through creative means
- development of skills to apply arts and culture to civic engagement or social change
- identification of artistic resources (artists, arts organizations)
- effectiveness of creative strategies
- value ascribed to creative strategies in addressing civic or social goals

⚠ Indicators of RESOURCES measure:

- funding or in-kind support
- identification of leaders
- partnerships formed or strengthened
- acquired knowledge or information
- access to, acquisition of space
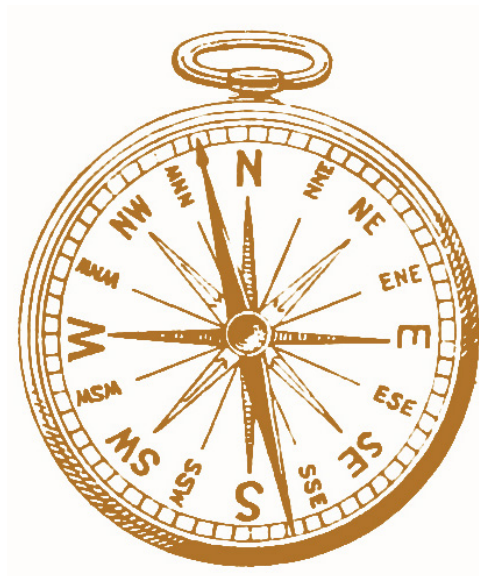
HOW TO Draft CAPACITY Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

CREATIVE STRATEGY – A public art program is designed to be an effective community builder in neighborhoods.

OUTCOME ·······►

What are the intended outcomes?

Disenfranchised groups gain status.

TYPES OF INDICATORS ·········►

Consider and check the most relevant indicators for the creative strategy.

☑ relationships at the individual or group level

☑ access to or connections with leadership

☑ changes in trust, access, inclusion, status, equity

INDICATORS

What specific evidence to track or measure?

- Groups are reaching out more to other groups rather than working independently.
- New or deeper relationships form between groups.
- Groups gain new and productive access to meet with city leaders.
- Allies among city leaders are identified.
- City leaders involve group leaders in subsequent efforts.

►►►►►
Note!
Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

Changes in CAPACITY Worksheet

Changes in __capacity__ relate to the abilities and means to engage in civic life or social change efforts.

💡 **Describe your creative strategy for increasing capacity.**

SOCIAL CAPITAL
Social benefits that result from networks, connections, and relationships formed within and between groups

🔄 YOUR OUTCOME ┈▶ What are your intended outcomes?	ⓘ TYPES OF INDICATORS ┈▶ Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ relationships at the individual or group level ☐ bridging boundaries ☐ access to or connections with leadership ☐ networks and alliances formed or strengthened ☐ group efficacy ☐ changes in trust, access, inclusion, status, equity	

SKILLS
New or better ways of working to make change, such as the ability to use knowledge, collaborate with stakeholders, recruit diverse participants, organize or mobilize

🔄 YOUR OUTCOME ┈▶ What are your intended outcomes?	ⓘ TYPES OF INDICATORS ┈▶ Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ mastery of skills ☐ use of approaches or methods ☐ effectiveness of approaches or methods ☐ development of leadership skills ☐ organizational structure and systems, procedures, policies that support the work ☐ ability to engage or organize	

ARTISTIC/CREATIVE
Identify and work with artists, integrate creative strategies to engage others, illuminate issues, enhance public processes, engage new ways of thinking, and reveal new ideas and possibilities
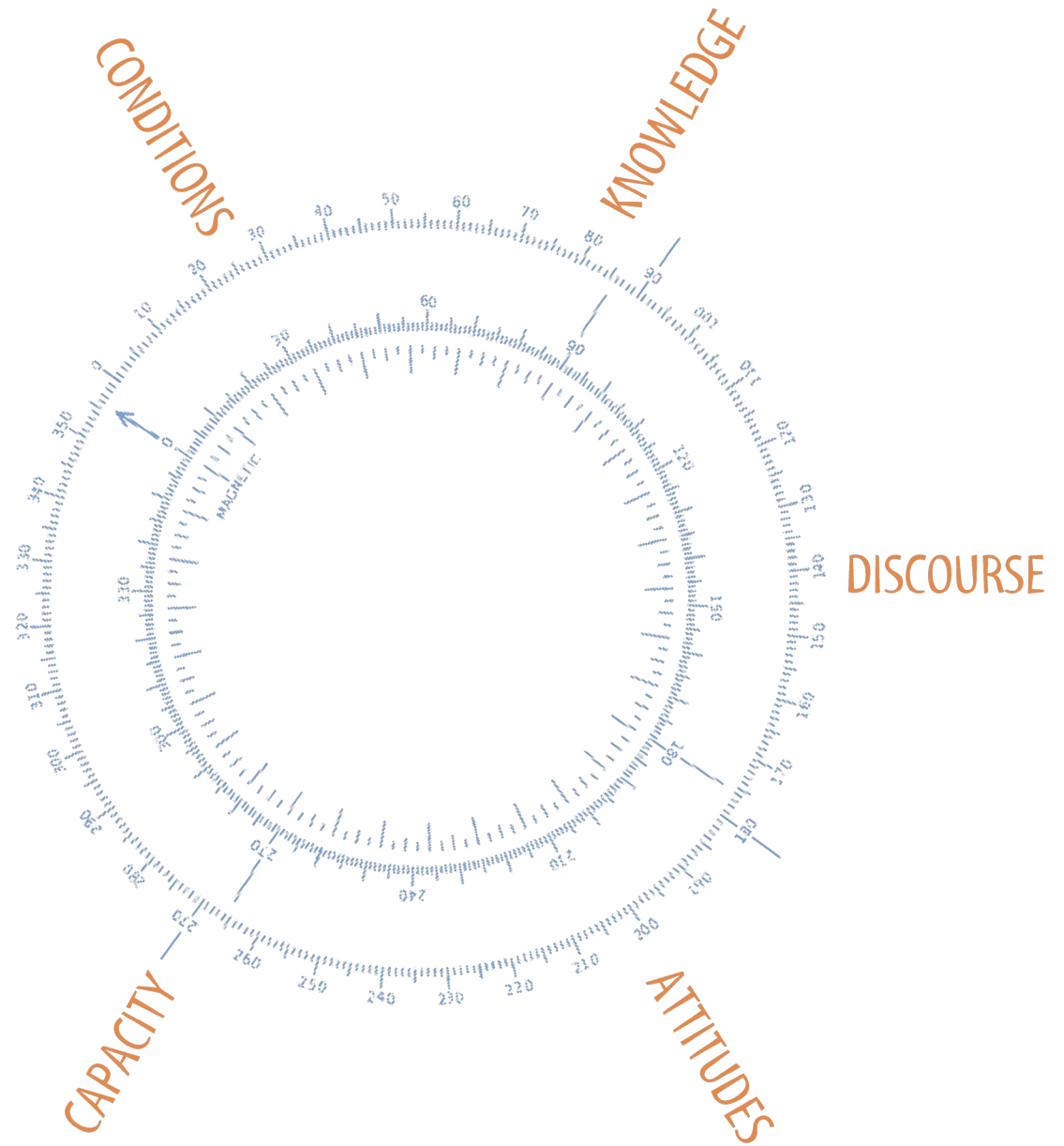
⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	⚠ YOUR INDICATORS What specifically will you track or measure?
	☐ expression through creative means ☐ development of skills to apply arts and culture to civic engagement or social change ☐ identification of artistic resources (artists, arts organizations) ☐ effectiveness of creative strategies ☐ value ascribed to creative strategies in addressing civic or social goals	

RESOURCES
Human, financial, material, or information resources that advance civic or social activities and goals

⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	⚠ YOUR INDICATORS What specifically will you track or measure?
	☐ funding or in-kind support ☐ identification of leaders ☐ partnerships formed or strengthened ☐ acquired knowledge or information ☐ access to, acquisition of space	

⟳ YOUR OUTCOME ····► What are your intended outcomes?	⚠ TYPES OF INDICATORS ····► Consider and check relevant indicators.	⚠ YOUR INDICATORS What specifically will you track or measure?

Changes in ACTION

CONDITIONS

KNOWLEDGE

DISCOURSE

ATTITUDES

CAPACITY

Are you working for CHANGES IN ACTION?

Changes in action relate to how people behave, participate, and take action in their communities and society.

What difference do you want to make?

Outcomes Related to: **For Example**

BEHAVIOR

Enhanced positive behavior in relation to others in society such as: trust, relationships, tolerance, collaboration, helping, conservation

Welcoming and respectful interactions toward recent immigrants and refugees increase (positive behavior).

Reduced negative behavior such as: aggression, violence, unprotected sex, illicit drug use

Cigarette smoking among teens drops by 15% (negative behavior).

Outcomes Related to: **For Example**

PARTICIPATION

Engagement or involvement in public processes such as joining a civic committee or nonprofit board, attending public forums, planning a public event, participating in arts-based community projects or events

Youth, seniors, and artists work together to design, create, and sustain a community art & vegetable garden.

Outcomes Related to: **For Example**

ACTION

Intentional action that serves a civic or social good, not necessarily cause- or issue-oriented such as: providing access for others (e.g. through transportation, child care, subsidy, etc.); making a donation; offering space for community meetings

Community organizations join forces with the city's Neighborhood Development Dept. to clean up and enhance blighted lots.

Outcomes Related to: **For Example**

ACTIVISM/ADVOCACY

Intentional action to bring about civic or social change in support of or opposition to an issue or cause, such as: organizing, writing letters to politicians, political campaigning, voting, boycotts or patronizing preferred businesses, rallies, protests, strikes

Women's March participants become active in local organizing and advocacy efforts.

What evidence or INDICATORS would you look for?

⚠ Indicators of BEHAVIOR measure:

- who demonstrates certain behavior
- frequency of certain behavior
- change of behavior compared to accepted social norms, rules, or customs
- new norms of behavior

⚠ Indicators of PARTICIPATION measure:

- who participates (numbers, diversity)
- nature or quality of participation
- amount of time engaged

⚠ Indicators of ACTION measure:

- who takes action (numbers, diversity)
- nature of actions taken
- character of action (e.g. initiating, improved, sustained, effectiveness)

⚠ Indicators of ACTIVISM/ADVOCACY measure:

- who is activating/advocating (numbers, diversity)
- nature of strategies or approaches
- degree or intensity of efforts (frequency, sustainability)
- effectiveness of the action or strategy
- effectiveness of alliances or partnerships
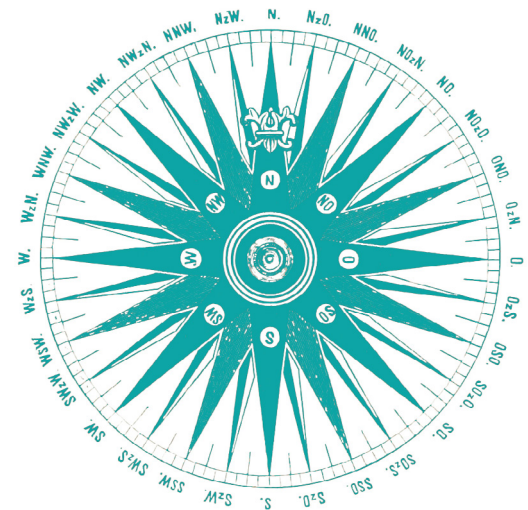
HOW TO Draft ACTION Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

> **CREATIVE STRATEGY** – Community members work with an artist to create "Do-It-Ourselves" flags to make pedestrians more visible, urge driving safely, and put pressure on city leaders to install a crosswalk at a dangerous intersection.

OUTCOME ·······▶

What are the intended outcomes?

Drivers make immediate changes in unsafe driving patterns at a dangerous intersection.

Residents engage in problem-solving

City officials take steps to improve safety at the intersection

TYPES OF INDICATORS ········▶

Consider and check the most relevant indicators for the creative strategy.

- ☑ New norms of behavior
- ☑ Frequency of certain behavior
- ☑ Who participates, nature and quality of participation
- ☑ Who takes action

INDICATORS

What specific evidence to track or measure?

- Reduced speed is sustained in the months after flags are installed.
- Number of reports to the police about unsafe driving decreases.
- Pedestrians and residents participate in flag making and monitoring.
- The Dept. of Public Works installs a crosswalk.

▶▶▶▶▶

Note!

Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

Changes in ACTION Worksheet

Changes in action relate to how people behave, participate, and take action in their communities and society.

💡 **Describe your creative strategy for changes in action and behavior.**

BEHAVIOR	Enhanced positive behavior in relation to others in society such as: trust, relationships, tolerance, collaboration, helping, conservation; or reduced negative behavior such as: aggression, violence, unprotected sex, illicit drug use

↻ **YOUR OUTCOME** ···▶	ⓘ **TYPES OF INDICATORS** ···▶	ⓘ **YOUR INDICATORS**
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ who demonstrates certain behavior ☐ frequency of certain behavior ☐ change of behavior compared to accepted social norms, rules, or customs ☐ new norms of behavior	

PARTICIPATION	Intentional action to bring about civic or social change in support of or opposition to an issue or cause, such as: organizing, writing letters to politicians, political campaigning, voting, boycotts or patronizing preferred businesses, rallies, protests, strikes

↻ **YOUR OUTCOME** ···▶	ⓘ **TYPES OF INDICATORS** ···▶	ⓘ **YOUR INDICATORS**
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ who is participating (numbers, diversity) ☐ nature of strategies or approaches ☐ degree or intensity of efforts (frequency, sustainability) ☐ effectiveness of the action or strategy ☐ effectiveness of alliances or partnerships	

ACTION	Intentional action that serves a civic or social good, not necessarily cause- or issue-oriented such as: providing access for others (e.g. through transportation, child care, subsidy, etc.); making a donation; offering space for community meetings

⟳ YOUR OUTCOME ····►	ⓘ TYPES OF INDICATORS ····►	ⓘ YOUR INDICATORS
What are your intended outcomes?	Consider and check relevant indicators.	What specifically will you track or measure?
	☐ who takes action (numbers, diversity) ☐ nature of actions taken ☐ character of action (e.g. initiating, improved, sustained, effectiveness)	

ACTIVISM/ADVOCACY	Intentional action to bring about civic or social change in support of or opposition to an issue or cause, such as: organizing, writing letters to politicians, political campaigning, voting, boycotts or patronizing preferred businesses, rallies, protests, strikes

⟳ YOUR OUTCOME ····►	ⓘ TYPES OF INDICATORS ····►	ⓘ YOUR INDICATORS
What are your intended outcomes?	Consider and check relevant indicators.	What specifically will you track or measure?
	☐ who is activating/advocating (numbers, diversity) ☐ nature of strategies or approaches ☐ degree or intensity of efforts (frequency, sustainability) ☐ effectiveness of the action or strategy ☐ effectiveness of alliances or partnerships	

⟳ YOUR OUTCOME ····►	ⓘ TYPES OF INDICATORS ····►	ⓘ YOUR INDICATORS
What are your intended outcomes?	Consider and check relevant indicators.	What specifically will you track or measure?

Changes in
CONDITIONS

CAPACITY

ACTION

KNOWLEDGE

DISCOURSE

ATTITUDES

Are you working for CHANGES IN CONDITIONS?

Changes in policies, systems, and conditions aim for lasting results.

What difference do you want to make?

Outcomes Related to:	For Example
POLICIES/LEGISLATION	
Laws, practices, resolutions created to guide and determine decisions or actions	Policies are enacted to guide actions for fair treatment of people who are homeless.

Outcomes Related to:	For Example
CONDITIONS	
Existing social, civic, political, economic, physical circumstances. Although social and civic outcomes are often about improving negative conditions, they may also be directed toward upholding or further enhancing positive opportunities or conditions.	Veteran reentry services are improved to consider the whole person and family as well as community belonging.

Outcomes Related to:	For Example
SYSTEMS	
The combination of related policies, organizations, and structures that defines or effects how things work. Outcomes might relate to sectors such as government, education, criminal justice or cross-cutting social constructs as in systemic racism.	Local funders revise grant programs to address changing community demographics.

Outcomes Related to:	For Example
SOLUTION OR RESOLUTION	
Solving a problem or resolving a civic or social concern or conflict	The community finds resolution to divergent interests in the development of prime coastal property.

Outcomes Related to:	For Example
LEADERSHIP/STATUS	
Elected or voluntary positions of leadership within government institutions, civic organizations, or organizing efforts; as well as the relative power or standing of a group within a community or society	A pipeline is generating more diverse leadership for public boards and committees.

What evidence or INDICATORS would you look for?

⚠ Indicators of POLICY measure:

- proposal of policy
- support gathered
- passing or adoption
- funding
- implementation

⚠ Indicators of CONDITIONS measure:

- degree of change
- remediation
- improvement or maintenance of a condition
- availability of resources
- increased, decreased, or new opportunities
- who has access to opportunity

⚠ Indicators of SYSTEMS measure:

- restructured relationships and roles
- change in regulatory power
- shared priorities across systems
- revised practices or procedures

⚠ Indicators of SOLUTION/RESOLUTION measure:

- plans or strategies that are developed for addressing the issue
- strategies implemented
- problem or priorities that are clarified, identified, averted, reduced, or eliminated

⚠ Indicators of LEADERSHIP/STATUS measure:

- who holds leadership positions
- diversity of leadership
- new or improved leadership strategies
- effectiveness of leadership

HOW TO Draft CONDITIONS Outcomes & Indicators

DESCRIBE YOUR CREATIVE STRATEGY. Then write the Outcome(s) that are important. Next, consider which general Types of Indicators are most relevant as evidence of change. Use these as a starting point to define the specific Indicators for your creative project.

CREATIVE STRATEGY – The City Transportation Department engages a local artist team to develop and implement creative community engagement strategies in order to learn what improvements in services are needed for populations most reliant on public transit.

OUTCOME ·······▶

What are the intended outcomes?

Identify policies and practices that will make the Department more accountable to underserved residents and effective in its services.

▶▶▶▶▶▶
Note!
Involve stakeholders such as youth, neighborhood groups, city leaders, etc. in defining outcomes and indicators that matter to them, so that program design and evaluation are meaningful and useful. For a tool to collect stakeholder input, click here.

TYPES OF INDICATORS ·······▶

Consider and check the most relevant indicators for the creative strategy.

☑ restructured relationships and roles

☑ revised practices or procedures

☑ plans or strategies that are developed for addressing the issue

INDICATORS

What specific evidence to track or measure?

- Transportation department staff roles are redefined to include more in-the-community engagement as well as involvement in problem solving.
- Rider's rights groups report improved communication with the City Transportation department
- The city establishes a paid role for an artist to continue with the department's official work.
- City integrates story circles to collect data about transit culture, public needs, and suggested improvements
- City begins plans with bus contractor to extend public transportation services to accommodate second and third shift workers

Changes in CONDITIONS Worksheet

Changes in <u>policies</u>, <u>systems</u>, and <u>conditions</u> aim for lasting results.

💡 **Describe your creative strategy for increasing policies, systems, or conditions.**

POLICIES/LEGISLATION	Laws, practices, resolutions created to guide and determine decisions or actions

🔄 YOUR OUTCOME ··· ►	⚠ TYPES OF INDICATORS ··· ►	❗ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ proposal of policy ☐ support gathered ☐ passing or adoption ☐ funding ☐ implementation	

CONDITIONS	Existing social, civic, political, economic, physical circumstances. Although social and civic outcomes are often about improving negative conditions, they may also be directed toward upholding or further enhancing positive opportunities or conditions.

🔄 YOUR OUTCOME ··· ►	⚠ TYPES OF INDICATORS ··· ►	❗ YOUR INDICATORS
What are your intended outcomes?	**Consider and check relevant indicators.**	**What specifically will you track or measure?**
	☐ degree of change ☐ remediation ☐ improvement or maintenance of a condition ☐ availability of resources ☐ increased, decreased, or new opportunities ☐ who has access to opportunity	

SYSTEMS — The combination of related policies, organizations, and structures that defines or effects how things work.

⟳ YOUR OUTCOME ···► What are your intended outcomes?	ⓘ TYPES OF INDICATORS ···► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ restructured relationships and roles ☐ change in regulatory power ☐ shared priorities across systems ☐ revised practices or procedures	

SOLUTION/RESOLUTION — Solving a problem or resolving a civic or social concern or conflict

⟳ YOUR OUTCOME ···► What are your intended outcomes?	ⓘ TYPES OF INDICATORS ···► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ plans or strategies that are developed for addressing the issue ☐ strategies implemented ☐ problem or priorities that are clarified, identified, averted, reduced, or eliminated	

LEADERSHIP/STATUS — Elected or voluntary positions of leadership; as well as the relative power or standing of a group within a community or society

⟳ YOUR OUTCOME ···► What are your intended outcomes?	ⓘ TYPES OF INDICATORS ···► Consider and check relevant indicators.	❗ YOUR INDICATORS What specifically will you track or measure?
	☐ who holds leadership positions ☐ diversity of leadership ☐ new or improved leadership strategies ☐ effectiveness of leadership	

Create Your Own Evaluation Plan

An evaluation plan sets out the details of an evaluation—what will be evaluated and how, who will be involved, and when.

The write-able worksheets that follow offer a format to chart which data collection methods are best suited to help you collect evidence for priority outcomes and indicators. It's unlikely you'll have capacity and resources to implement all possibilities! The worksheets can help you make choices.

Refer to 4 Ways to Collect Data (pages 10-11) to consider which methods will serve you (e.g. survey, focus group, media articles, observation); and The Culture Keepers sample evaluation plan (pages 16-18).

Evaluation Plan Examples

▶ ▶ ▶ Starksboro Evaluation Plan

▶ ▶ ▶ Art At Work Evaluation Plan

Evaluation Plan
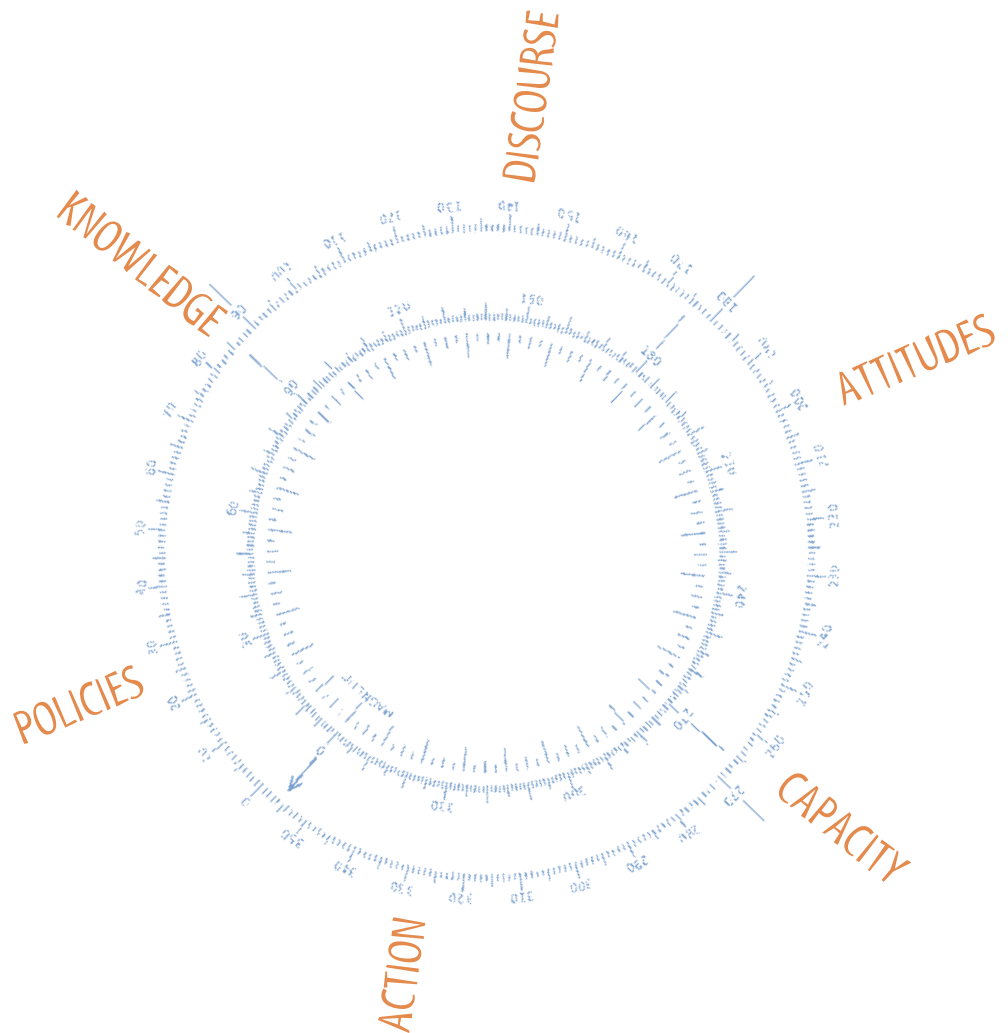
Project:_____ Date:_____

Outcomes related to KNOWLEDGE						
⟳ DESIRED OUTCOMES	❗ INDICATORS	👤 POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Evaluation Plan

Project:_____ Date:_____

Outcomes related to DISCOURSE						
⟳ DESIRED OUTCOMES	❗ INDICATORS	🛉 POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Evaluation Plan

Project:_____ Date:_____

Outcomes related to ATTITUDES						
DESIRED OUTCOMES	**INDICATORS**	**POTENTIAL DATA COLLECTION METHODS**				
		Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Evaluation Plan

Project:_____ Date:_____

| | | POTENTIAL DATA COLLECTION METHODS | | | | |
DESIRED OUTCOMES	INDICATORS	Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Outcomes related to CAPACITY

Evaluation Plan

Project:_____ Date:_____

Outcomes related to ACTION						
⟳ DESIRED OUTCOMES	❗ INDICATORS	👤 POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Evaluation Plan

Project:_____ Date:_____

Outcomes related to CONDITIONS						
⟳ DESIRED OUTCOMES	❗ INDICATORS	👤 POTENTIAL DATA COLLECTION METHODS				
		Program Activity, Strategy	Talk to People	Get Written Response	Review Existing Data	Observation

Glossary

Terms used in the Continuum of Impact, plus a few other common terms, are defined here.

data - There are two types of data: quantitative and qualitative. Depending on your goals, one type may be better suited to meet your needs. The type of data you collect will influence the plan and approach you take. Quantitative data is numerical and can be counted, quantified, and mathematically analyzed. Qualitative data is used to describe meaning and is generally non-numerical. Although quantitative and qualitative data are often presented as mutually exclusive alternatives, using a mixed method approach (collecting both) can ultimately provide the most comprehensive set of data for evaluation.

documentation - The process of recording what happened, or creating a record of a project, usually with little or no judgment attached. Documentation may include meeting notes, letters and memos, oral history records, journals, voting results, census data, audio and video recordings, media coverage of events, etc. In many instances, documentation materials are sources used for evaluation.

impact - Among evaluators, generally used to mean a long-term result that suggests lasting and ultimate desired social change. Note: The term "impact" has slipped into broader use to imply varied levels of change. We use it loosely in "Continuum of IMPACT" but respect the more precise meaning assigned in the evaluation field.

indicator - Observable, measurable evidence of change by which the effects of a program can be assessed. They answer the questions: "What will the change look like?" or "How will you know a stated outcome has been achieved?" Indicators indicate the degree to which the outcomes stated have been attained.

intermediate outcomes - Changes that may be considered a precondition of longer-term impact. Arts-based civic engagement initiatives are often effective in achieving intermediate outcomes that fall in the realm of social and civic capacity building for individuals, institutions, networks, and communities. Intermediate outcomes may be the explicit focus or desired effects of a project or program. Many of the outcomes suggested by the Continuum, e.g. heightened awareness; increased numbers or diversity of individuals who are engaged; and new relationships built among organizations--could be considered intermediate effects toward other outcomes.

metric - A unit of measure like a standard score or a rating, essentially how an instrument calibrates degrees of change

outcome - The desired or intended results from a program, usually indicated by the kinds and degree of change that occur. Examples of arts-based civic engagement outcome goals could be heightened public awareness of a civic issue; media coverage of an issue is more balanced; or a policy is enacted or changed. Your desired outcomes might be aimed at individual, group, community, and/or system levels.

output - The end product(s) of a program. Examples are: actual artworks or events, engagement activities (e.g. dialogue forums, rallies, river clean-up, neighborhood planning meetings), votes, news stories generated, information vehicles (web sites, brochures, creative posters).

FUNDAMENTALS OF EVALUATING ARTS FOR CHANGE
Resources from Animating Democracy

Website & Frameworks

IMPACT website. Animating Democracy's trusted online storehouse of Arts and Social Impact resources includes: tools and frameworks, case studies, reports and articles. Also includes **A Place to Start** to explore key terms and basic how-to information.

"Continuum of Impact." 2017. Animating Democracy's REVISED Continuum of Impact is a practical tool to help: articulate clear and realistic social/civic outcomes that can seem intangible; define indicators or evidence of change that can be observed and measured; and begin crafting an evaluation plan to collect and use data to substantiate and report outcomes. Includes writeable worksheets and case study.

"Aesthetic Perspectives: Attributes of Excellence in Arts for Change." 2017. Animating Democracy's NEW Framework aims to enhance understanding and evaluation of the aesthetic dimensions of Arts for Change work featuring 11 attributes of excellence defined by artists and ally evaluators and funders participating in Animating Democracy's Evaluation Learning Lab.

"Evaluating Impact/Appreciating Evaluation." By Pam Korza and Barbara Schaffer Bacon, 2012. Companion to the Continuum of Impact, this article shares two artists' stories to convey how evaluation helped them know what difference their projects and aesthetic choices made and show how evaluation can be doable and even enjoyable.

Webinars & Blog Salons

"Evaluation in ACTION! Webinars." A suite of practical webinars addresses common evaluation challenges that artists, arts organizations, and their community partners face, presenting specific stories, techniques or tools, along with conceptual frameworks to guide evaluation design.

"Social Impact & Evaluation Blog Salon." Animating Democracy/Americans for the Arts, 2012.
Features posts by: Kenneth Bailey (Design Studio for Social Intervention), John Bare (Arthur M. Blank Family Foundation), Rachel Grossman (dog & pony dc), Mark Rodriguez, (Changing Worlds), Shirley Sneve (Native American Public Telecommunications) among others.

"Aesthetics & Social Change Blog Salon." Animating Democracy/Americans for the Arts, 2014. Features posts by: Denise Brown (Leeway Foundation), Carlton Turner (Alternate ROOTS), Deborah Fisher (A Blade of Grass), and Roberto Bedoya (then with Tucson Pima Arts Council)

"Excellence and Equity in Arts for Change Blog Salon." Animating Democracy/Americans for the Arts, 2017. Seventeen bloggers respond to the framework, **Aesthetic Perspectives: Attributes of Excellence in Arts for Change.** Features posts by: Savannah Barrett (Art of the Rural), Ananya Chatterjea (Ananya Dance Theatre), Eric Booth (arts learning consultant), Anne Mulgrave (Greater Pittsburgh Arts Council), Maria De Leon (National Alliance of Latino Arts & Cultures), the artist collective Complex Movements, Lauren Slone (MAP Fund), Jeree Thomas (Campaign for Youth Justice) and more.

Evaluation in ACTION! Case Studies & Models

"Documenting Civic Engagement: A Plan for the Tucson Pima Arts Council." By Mark J. Stern and Susan Seifert. 2009. As part of Animating Democracy's Art & Civic Engagement Impact Initiative, TPAC wanted to know what concrete measures are reasonable to use to understand the civic engagement effects of its work as an agency. Stern and Susan Seifert of the Social Impact of the Arts Project proposed five strategies—improving organizational data gathering, telling stories, documenting artists and the informal cultural sector, identifying institutional networks, and using geographic information systems to integrate data for analysis—and an implementation plan that would allow for staging these elements.

"Evaluation Plan: Art At Work." Terra Moto and the City of Portland, ME. By Chris Dwyer and Marty Pottenger. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, evaluator Chris Dwyer worked with artist Marty Pottenger to specify outcomes, indicators, and data collection strategies for the Thin Blue Line police poetry/photography project which aimed to improve police morale and public perceptions of police.

"Evaluation Plan: Starksboro (VT) Art & Soul Project." The Orton Family Foundation. By Chris Dwyer. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, evaluator Chris Dwyer and the Orton Family Foundation specified outcomes, indicators, and data collection strategies for the Art & Soul project which hypothesized that engaging an artist to work with citizens and leaders would improve upon traditional approaches to planning and lead to better decisions about the future of Starksboro. See also: **Preliminary Menu of Possible Outcomes/Indicators/Measures"**

"Making the Case for Skid Row Culture: Findings from a Collaborative Inquiry by the Los Angeles Poverty Department (LAPD) and the Urban Institute." By Maria Rosario Jackson, Ph.D. and John Malpede. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, LAPD and researcher and urban planner Maria Rosario Jackson engaged in field research that provides a foundation to recurrently identify, monitor, and assess the presence, density and richness of the cultural infrastructure of the Skid Row neighborhood. Research substantiated potent effects on individuals and on social relations in Skid Row, and acknowledged LAPD's contributions to influencing structures, systems, and even policy.

"Moments of Transformation: Rha Goddess's LOW and Understanding Social Change." By Suzanne Callahan. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, evaluator Suzanne Callahan and artist Rha Goddess focused on the impact of the one-woman performance piece, LOW, and post-performance dialogue on audiences' attitudes, beliefs and perceptions about mental health and illness. A formal evaluation conducted by City University of New York researchers, plus an alternative approach to audience evaluation developed in collaboration with Callahan allowed comparison of two research processes that asked similar questions in different ways.

"Two-Way Mirror: Ethnography as a Way to Assess Civic Impact of Arts-based Engagement in Tucson, Arizona." By Maribel Alvarez. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, Maribel Alvarez and the Tucson Pima Arts Council (TPAC) applied principles and practices of ethnography as qualitative evaluation strategies to better understand the social and civic effects of Finding Voices, a program that helps refugee and immigrant youth develop literacy and second language skills by researching, photographing, writing, and speaking out about critical social issues in their lives.

Articles & Reports

"CASES & POINTS: A Summary of the Funder Exchange on Evaluating Arts & Social Impact." By Pam Korza and Barbara Schaffer Bacon, 2013. Based on Animating Democracy's 2013 Funder Exchange hosted by the Nathan Cummings Foundation, this report summarizes discussion regarding concrete approaches and measures funders are using to understand the impact of arts and social change investments. Features evaluation case studies by the Crossroads Fund, J.W. McConnell Family Foundation, Fledgling Fund, and Porch Light Initiative of the Mural Arts Program, Philadelphia.

"Civic Engagement and the Arts: Issues of Conceptualization and Measurement." By Mark J. Stern and Susan C. Seifert, 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, and based on a literature review drawing from the social sciences, humanities, and public policy, Stern and Seifert of the Social Impact of the Arts Project, UPenn, suggest documentation and evaluation strategies that artists, cultural and community organizations, philanthropists, and public agencies could take to improve the quality of knowledge about the social impact of arts-based civic engagement work.

"High Points from the Los Angeles Evaluators Circle." By Pam Korza and Barbara Schaffer Bacon, 2016. Animating Democracy's second Evaluators Circle convened L.A.-based cultural leaders, researchers, and evaluators to share evaluation projects, findings, and learning focused on how data analysis and evaluation are informing decision-making with an emphasis on cultural equity as a social justice goal.

"Shifting Expectations: An Urban Planner's Reflections on Evaluating Community-Based Arts." By Maria Rosario Jackson, Ph.D. 2009. As part of Animating Democracy's Arts & Civic Engagement Impact Initiative, and based on research about integrating arts and culture into concepts of healthy communities, Jackson argues for a shift toward more realistic expectations of social impact and evaluation of arts-based civic engagement on the part of both practitioners and funders and provides recommendations for practical ways of moving towards and operationalizing that shift.

► ► ► ► ►

The Continuum of Impact was developed in 2010 as part of Animating Democracy's Impact Initiative with support from the W.K. Kellogg Foundation. Animating Democracy co-directors Pam Korza and Barbara Schaffer Bacon shaped the Continuum based on analysis of common social outcomes reported for arts-based civic engagement projects and additional research and valuable feedback contributed by Suzanne Callahan of Callahan Consulting for the Arts and Chris Dwyer of RMC Research.

The Continuum is used for evaluation planning and evaluating projects and organizations that are intentional in connecting arts and community development, civic engagement, and social change, as well as by cultural organizations that wish to consider how their work is contributing to social or civic change. The Continuum has been incorporated into college, university, and training program curricula.

We encourage you to copy pages and use and adapt the worksheets in your work. Please add the following credit when sharing broadly:
From the Continuum of Impact, created by Animating Democracy, a program of Americans for the Arts, 2017.

Animating Democracy provides training and consults with practitioners, funders, and policy makers in areas related to designing, implementing, funding, and assessing arts and civic engagement and social change work. We also conduct research that informs field leaders in their efforts to connect arts and culture to community, civic, and social change. For information contact: bsbacon@artsusa.org

Americans for the Arts serves, advances, and leads the network of organizations and individuals who cultivate, promote, sustain, and support the arts in America. Founded in 1960, Americans for the Arts is the nation's leading nonprofit organization for advancing the arts and arts education.

Launched in 1999, Animating Democracy is a program of Americans for the Arts that works to inspire, inform, promote, and connect arts as a contributor to community, civic, and social change.