### StreamBox

CDN Creative Placemaking Convocation

Workshop - Laramee Kidd

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English Transcript

>> Hi everyone. We're going to get started. So if you want since it's a small number of us, if you want to turn on your videos, that would be great. If not that's also fine. And just --

hi there. . So we're going to keep everyone on mute, you know, for the beginning. But we're going to have opportunities to interact and to unmute in breakout groups depending on how many people we have. We may not need a breakout group. Yes.

Okay thanks Suzanne for letting us know. Doesn't have a camera at work. But we will all deal with the technology that we have. So if you want to also change your names to include your pronouns and where you are joining from, that's also helpful. And we'll -- one other note about technology is that we are going to use mentimeter site we're going to show some interactive tools that we can use. So if you want to get ready to access that on your phone or on your computer, the -- if you if on your phone, you just go to www.menti.com and then use the code that's in the chat right now. It will be on the screen when we get there or if you want to use your computer you can click on the link that's in the chat. So just keep that in mind that we're going to do that and -- in a short little bit. Let's see. Oh and just Stephanie is our tech today. So you can see her she's labeled tech in the participants list.

And you can chat her directly if you have any tech issues. So she's behind the scenes supporting us. And available if you need her. So just to get started, I have packed the schedule, of course. So I want to get started. I'm Susannah Laramee Kidd a researcher and evaluator based if Philadelphia and affiliated with -- art consulting and work on evaluating creative community development and arts for change efforts. I current am working for the Pennsylvania council on the arts to evaluate the creative communities initiative.

So this is right in my sort of what I'm in the thick of right now, our topic for today of definng and deviseing metrics for community work. Previously with metrics I did some evaluation planning and capacity building work for the Indiana arts commission. I'm also still learning. We're co-learning in this process. So I'm going to share my screen. And get started. I think this is the right one. So hopefully you can see my screen now. There's a map there. Holler if you can't.

So I just wanted to start by saying that I'm presenting from Philadelphia Pennsylvania where I live on land stolen from the L earthquakes nape people later called the Delaware tribe of Indians some of whom now live in Oklahoma and Kansas and historically red lined which is a racist lending mortgage --

that led to racial housing segregation and significant wealth and well-being disparities for communities of color. Disinvestment also paved the way for the tune -- all these practices are parking lot of set settler -- creation, protection and replication of white supremacy and white necessaries for the social, cultural and political economic gain of white people for the control over land labor and the capital of people of Color. As we get started in the chat if you can just share where you're joining from today and what you know about the original stewards of the land where you live, that would be great. Just a way for us to sort of honor those people who we whose land we are on.

And I actually can't see the chat right now. So hopefully I can make that clearer so that we can -- so I can keep -- I can see how you're patienting.

-- participating.

Chat. Gotcha. Okay.

Just didn't want to miss your participation. Okay. So just a quick overview of what we are --

I think that was the wrong --

it's the wrong screen because I can't seem to control it.

Let's try that again.

That is much better.

Okay. Yes. Fabulous. Okay.

So just a quick overview of what I plan for us. We'll have a couple of different ways to interact. And it's sort of a sneaky way for me to show you some virtual data collection tools and techniques, and then I'm going to share some of the approaches that I use and aspire to use in my work measurng success and learning from creative community development.

An then because the wealth of experience in this virtual room far exceeds I mean, we're going to do some quick breakouts. As I said we might just stay altogether as one depending on how many people we end up having. So we want to strategize around measurement challenges together. And then I'm going to do my best to preserve time for questions and discussion at the end. So a lot to cover but I think it will all be exciing hopefully. And then as I mentioned in the beginning, I don't know why it doesn't want me to advance. Yes. Okay. So this is our first menti meter slide. If you have gone to menti.com and entered the code you should be able to see this question and then with one to 3 words just answer it and hopefully all of our responses will show up on the screen here.

Give everybody a minute to try that out.

Yes. Great. Thank you. Any other words. I'm not sure how long the lag is so I'll give it a few more minutes. Wow exasperated, scattered, inspired, hopeful, drained, motivated, fine. Sometimes we just feel meh. I'm glad that inspired is the biggest word still. Though I know that these convenings can be hard and hopefully the net benefit is on the inspired and hopeful side.

Yeah. Great. So I am hopefully everybody's had a chance to put that in.

Because I think you can still enter it but we won't see the responses after went we move.

On.

So the next activity I want to spend some time thinking either writing it you know on your computer on a piece of paper, but eventually I would like this to be in the chat just sort of thinking about what are some of your challenges and questions related to defining and measuring success? What are you bringing to our conversation today? And we will hopefully get to some of these in my presentation. And if not we'll talk about them in the breakouts or in our larger discussion but I want us to sort of sit with our questions for a moment. And you can just enter them in the chat whenever you're ready.

Yeah. Measuring outcomes versus outputs that's a big one.

That's usually in my presentation we can talk about it. Measure social capital, so we're just beginning the planning cultural district where do we start, what if we miss something important? Wow these are great questions. So definitely we will talk about them and I'm going to make myself a note about the social capital question. That's a really good one. We'll see.

Related to something I wanted to say. So all right. And you can keep capacity to find the time to do the meaningful evaluation work. Very, very hard. You can keep adding them as we go. We will -- you know, as they occur to you as I said I think we'll hit a bunch of these and we'll continue to discussing and will return to them as we -- as we come to them. Okay. So this thing advance. Okay. So just recognizing, you know, in those questions that this is really hard, right. And why is it so hard? It's because everybody's different right because communities are really different, they are -- obviously there are common challenges and successes across communities but they are communities are made up of different people, different places, different histories.

And the kinds of change we're looking for is really in complex systems which are difficult toto -- they're really enTRERJed.

So sometimes the change we're looking for is actually you know on a scale or on a time frame that is really, really hard to measure. So it just essentially the kinds of success that we're looking for do not lend themselves to simple counting, right, you know and the measures that we are used to or that are you know, agences are find easy to do. So, yeah, so I'm acknowledgng that hard. But I think since we're talking about trying to capture the particular hard rate tees of communities and complex change it's actually more fruitful to talk about approaches you can use across communities instead of specific metrics. While we will mention some specific metrics that are portable across communities, I think that we tend to get stuck when we start with the metrics are indicators because they're not always meaningful for this specific kind of work and sometimes thinking about an approach or sort of way of doing this is better and can be more portable across communities. So a couple other things. And obviously I think what the most important approach is to center equity in the work that we do.

These 3 questions -- oh, interesting. So these 3 questions are got them from policy link is a partner that I work with sometimes who -- and they think -- questions really apply to all kinds of community development work. And but I think they really apply specifically to measurement and important ways. So the question of who decides is who decides what success looks like? And if we're not really allowing communities to decide for themselves what success is, then we -- that's where we end up with a lot of serious mismatches between metrics and communities because they don't own them and they don't find them meaningful.

So the first sort of principle is to make sure that you are asking who gets to decide what success looks like. And that may look very different in different things but we'll talk a little bit more about that.

The other question about who benefits I think somebody had a challenge about like metrics that come down from -- and then how to apply them to communities. I think one of those things is that community members can smell a mile away when the metric is not for their benefit, right, when the data is going to go to someone else, and they're never going to see it again and it's never going to result in something that benefits them, right. So you're not going to get good data and it's really just a way of being extractive to your community.

So really making sure that you minimize any of those processes that are really not for the benefit of the community you're working with. I mean, we can't, you know, working for government sometimes we don't have those complete choices, but like we need to think about how to mitigate those. And then same with who pays. This is often in a community development context, you know, sometimes there's like sneaky hidden ways in which, you know, the people who are being taxed, you know, are not the people who are actually getting the benefits of -- that come from those taxes. So that's I think really the policy in question but I think that for us in talking about measurement really talking about you know, the actual cost and time and energy that goes into creatng our metrics, we need to think carefully about who's bearing the burden on that. And if it's not for community benefit then the community should not be paying with their energy and time and maybe financial resources to gather that data.

So those are the things that I you know, it's sort of like how not to measure, right, and what metrics not to use but questions that you need to really start to think about and ask yourself as you're going -- I put at the bottom of the slide here there is a -- and link is in the chat as well. Metrisarrests has created questions that pertain specifically to the research and evaluation process. So there is a way for us as we work on our designing projects to think about equity in every step of the way. So they're kind of specific to data collection or research design and things like that but you might find them useful. We, you know, it's a living document that we're just sort of using as a guide for ourselves. And but we are sharing it with everyone else too in case it's helpful. And there's also some links to the other resources for citations that are in that resource as well for equitable evaluation in general. So that's a whole big topic but you can dig more --

dig into that more there. So one of the ways of including as we were saying figuring out who decides is about building inclusive processes. So making sure everyone has a voice in your measurement process. You might do this by creatng a measurement processes that meant to be completed collaboratively instead of one individual. This here a focus group slash planning meet slash advisory group. And you -- but there are just ways that we can think outside the box in terms of like who should be providing the data. And that it SHOUVENLT be -- shouldn't be just one person. One thought is like can your grant report actually be a discussion guide instead of a list of questions that are maybe expect to be answered in a written way. How can the team submit their answers or sort of document that they did it as a discussion? Can it be audio file or simply a rubric that the team fills out together. So just that's some thoughts there.

Advisory committees are great but they should actually have a meaningful role particularly in the research process. It means in terms of actually defining what success looks like. Creating a measurement plan, you know, often they're the best ones to know what's going to work or what's going to be burdensome and what's not going to be burdensome in a community.

And also reflecting on findings.

I think that they have often community members have the context that we might not have to understand what something means for their community. And as much as possible people who participate in an advisory committee or interviews or focus groups should be compensated for their time. And or you might provide other benefits that might offset the barriers to participating. So you know, obviously making sure there's child care if necessary, concerns about transportation or what -- just thinking about what they are getting out of this T that's instead of just providing thought labor for you. And then the other thing I think we all think about is about capacity building. And building in processes that don't just get the data that you need but help communities build that learning capacity in that data gathering capacity so that they can use that in other projects. And with engaing with their stakeholders in their community, their direct community and maybe even leveragng you know bad data for other funding. So making sure -- I mean it's sort of -- it obvious. And I know we all provide lots of technical assistance but really thinking about evaluation as a key or measurement, data collection as a key capacity that we want communities to have so that they're benefitting ongoing benefit from the processes that we work on together. And then when we're thinking about outcomes and this is Tracy to your comment about outcomes versus outputs, this is actually usually the slide I show when you talk about outcomes versus outputs. Important thing, I think and when we're thinking about this kind of change and when we're thinking about what might translate across communities is starting with sort of individual outcomes.

And the kinds of impacts that you trying to achieve thinking human scale first. It's actually quite difficult to achieve. That's a -- that's where it's like you can ask yourself is this about the individual or is this about the thing that we're creating. And yes, obviously there can be outcomes that are related to the thing that you're creatng together. But I tend to think of a good rule of thumb is that the artwork is an output, right.

Sometimes it's an outcome when you're talking about artwork as a relationship, but thinking about these kinds of outcomes can help you think about what to measure. And you can ask these questions like you know, what relationships have been strengthened, what partnerships have been strengthened, have we built quote community or I would say social cohesion and this is to the question about social capital, and actually doing some separate research on how we think about social cohesion in this work and it's related to social capital. So social cohesion is really about what relationships sense of belonging and orientation to a common good and a willingness to participate and social capital is part of that. So yeah, there's lots of sociological research and we can go into lots of detail about that, but I think that thinking about that -- those kinds of outcomes can be maybe clear about what you're trying to measure can help you measure it.

And I will say that in terms of capacity building like asking yourself whose capacity has been built an for what, you can do like pre and post surveys asking people about their confidence levels for doing certain things.

And also about attitudes and perspectives. So there are ways to measure these things. You just have to be thinking about it as something that you can measure. Because you totally can. An and then the other individual measures about hopefullyness, agency --

possibility of change these are really attitudes that you can just ask people about. And you know document those -- you're really looking for impact and tying it to your work then you really should have a pre and post kind of design. But sometimes just knowing that people involved in the project feel a certain way about the project is enough it depend on what you're using your measurement for. And the other I think it comes -- is important for many communities is really that how they feel about arts and culture, right, the sense of the value arts and culture in the community. And that's one of those perspectives that I think that we care a lot about but it's showing that we have shifted the way people think about arts and culture can be a significant outcome to think about as well. And then I'm not going to spend a ton of time on this because I think you may be familiar with this kind of tool or exercise is then once you've talked about the individual outcomes or the human scale outcomes you can map how those outcomes fit into a larger system. And you know, often called a theory of change.

This -- I use this as an example because the outcomes that are here are really individual in many ways, right. Like I feel welcomed here. I fit here, or I want to make good stuff happen here, but it's really about these larger systems of neighborhood well-being, this all listed here economic mobility, social cohesion, safety health, racial equity.

So it's like thinking about how -- this is a very general theory of change, but if you map how your individual outcomes fit into the larger systems change that you're trying to see that can really help you be strategic obviously but also help you figure out what you're trying --

you're actually trying to measure and what's a meaningful indicator of change versus I think, you know, that fall back of tepiding to count things that are actually -- that don't matter. And then I also would say that I often think of the theory of change as being helpful when you're talking about humans and systems and lots of -- and artwork because it helps you also to map good things you might be looking for that you don't really measuring for that more qualitative kinds of data that you can say oh, okay, so we didn't measure this in a rigorous, you know, or symptomatic way but we did --

this was one of the things we're saying would be a sign of success. So those kind of unexpected outcomes how to expect the unexpected outcomes.

And sort understand when things happen differently than what you plan they may actually still be part of the overall big plan and really documenting and telling that story can be a really important measurement tool actually. So let's see. Okay.

An then -- and then another thing that I think is a really important approach and this is sort of also what I'm modelling in this session or workshop today is that for us to prioritize learning and prioritize learning together.

So it's a practice-based learning and so really sometimes we don't you know, if things are messer than this like we had this goal and we met this goal or not, right. Sometimes we are responding to situations and if we document how we have learned and adapt that can also be a great story about success that -- and really the point of measuring the immediate point of measuring is really learning and doing our practice better. We obviously want to make the case for our work. And you know, garner more support for it and more resources. But if we're not learning from that data then we're wastng our time, we're wastng a good chunk of our time. So what I would say is that we, you know, making time for reflection, space for reflection and for people to connect with each other and reflect. Some of the interactive data collection tools like actually like menti meter, I'll show something at the end about how you could collect you know this kind of qualitative learning data through a slide like menti meter, you can export it into an Excel. It has a free version, it has a paid version. There's also tools like Slido and poll everywhere. So those links are in the chat right now. So they are similar kinds of tools where you could create learning events and capture data in real time and then still use that as your documentation or qualitative data to work from. An then --

and then so asking what people learn and then I already said this looking at the unexpected learnings the surprises can be really helpful as we continue to develop our measurement and our metrics. And then one thing I would say is that like again that, you know, we fall into looking at those short-term outputs but I would even say short-term outcomes are actually less interesting as well, you know, that sort of learning from the process and then thinking about those long-term outcomes are sometimes more useful. So the short-term outcomes we tend to think of them as like oh we document what happened in this project is what we wanted to happen but those short-term outcomes are often best used as learning opportunities. Because the impact that we're looking for is usually long-term. So it's really, really hard to capture evidence of the impact of these long-term things. And so we should make sure that we're leverageg our short-term outcomes for that -- for learning and strategizng for the long-term outcomes. And let's see. And again so anytime you design a learning experience, I think that you document what people share, right. And what they learn, right. Because again it comes back to that -- building when people learn that's an outcome that we want to share. And I think that you could also focus on things like not actually whether a community meets their goals but things like if their goals have actually shifted, you know, if we're looking for learning, then the fact that they change their goals and the process is actually an important learning outcome. And maybe that's about coming into more alignment as a community and their shared values and goals or reviing that based on current conditions at learning adapting.

So those are some meaningful outcomes. And then also I think sort of obviously it should be fun relational and beneficial.

So one of the best way to do this is to hire artists to help facilitate data collection, whether it be qualitative or to design surveys that are fun.

This picture is a -- just sort of a way to connect with community in which we were actually also collecting information about what people valid and the people that they valid in their neighborhood and at their park. And you know, it was fun because we had people drawing drawings the responses and if they gave a response either eventually or drew one or wrote one down they got a treat.

So there's just ways to make it a relational make it be reciprocal in terms of when you're asking for something that somebody gets something in return even if it's just an experience or a connection. So and also I think that we -- this is sort of obvious or maybe or implicit what we talked about before but if you were requiring people to do evaluation, you should pay them to do it. Like your grant funding should be --

you shouldn't be requiring anybody to evaluate things without giving them the resources to do it. Which is hard because I know we all essentially are being asked to evaluate all the time and not being given the resources to do it. But that might mean you have to scale back what your expecting if you're like it's unrealistic to expect this kind of data gathering or evaluation if we don't have the resources for it. Yeah and you can ask people to tell stories, make it, you know, making that a fun way to and meaningful that the data collection is actually meaningful experience or reflect active experience for everyone that you're working with. And one other idea that I've done or designed a couple of organizations is designing a project debrief as sort of as an interview but sort of a way for one on one style if it's possible to do a one on one documentation or reflection on a project. So it works if your group is small or your -- the people you're working what is a small number of people to do something like an exit interview and you can capture those notes and that data and you can scale that up again as necessary and you can use maybe even like a CRM style database or spread sheets for to track those kinds of occasional contacts and notes for more individual connections.

Then I think this is my last tip or whatever is you know, don't reinvent the wheel, build on it and translate it. What I mean by that is ask what people are already collecting, ask what data they already have and figure out how you can use that.

Translate it for what you need.

Ask what tools your cross sector partners are using and then adapt them for your purpose.

This is a big thing for community development. Lots of, you know, other sectors have you know, lots and lots of ways of measuring their data. We're still getting -- we're still learning about that, I think, in the more creative community development and it doesn't always apply to us but we can build on what everyone else has done. Sort of benefit from their labor. And make sure to talk about stories and numbers together. So that you're building on your qualitative data and sometimes you can use the secondary data or data from other sources that it was collected for other reasons and add stories to it and really contextualize it for your purposes. So those are some of my thoughts. I -- let's see.

Yes. So I'm going to leave this here for now. And how many people are we now? Not so many.

Stephanie, do you think that we should still go into breakout groups.

>> Sure, we could do like 2, we could just split up half and half.

>> Yeah that's correct sounds good.

>> Great.

>> So my thought is now for us to do some breakout groups and these are -- sort of broken up the time into these tasks and you'll get the instructions in the chat and also you know, broadcast over your screen.

When you're in the breakout group. I want you to introduce yourself briefly share a challenge you have about defining an measuring success and select one to discuss as a group. And whoever originated that challenge or whoever feels like they want to talk about that challenge share some details and context and then the person with the challenge this is a -- you don't have to do this if you don't want to, but I find it helpful if to really listen by turning off your mic and video and everyone else discussing. So if the person who's challenge it is if it's individualized challenge could step back for a moment and listen that can be really, really helpful. The idea is that everybody else is brain storming about your challenge and you can then think about that. An then you can rejoin and share one, you know, think about one take away. You find it useful to sort of do that describng and then the brain storming and then a moment for thinking about the takeaway. So I think that we are ready. And so Stephanie can whisk us away to your breakout groups. And you have 15 minutes in your breakout group.

>> Sorry one second. There is a little snag. fixing it.

>> You can accept the request for -- and closed captions you can stay here you don't have to accept.

>> Hi everyone welcome back.

I'm sure I account you off and you were having amazing discussions and learned a lot.

I want you to go back to the menti meter site, Stephanie can you repost the link in the chat go to the living or go in your phone and enter your code and you can enter one of the most --

what was if any take away from your discussion in your breakouts or from the larger discussion what was the most energizng things you talked about.

I think I let you put more words than that. The person who put community can you elaborate? Or you can just unmute yourself, that's fine too. Just won't be captured in the --

>> That was me. I just -- I thought we were doing the thing we were doing before. Sorry.

>> Yeah. That's fine. Yeah, so this -- this is a different kind of slide. So that I'm showing which you can put a longer response in and so it's a way to get maybe like some more qualitative responses and you can just pull it up, you know, export it at the end and do a spread sheet. This is essentially why a tool like menti meter is actually really useful. I mean, there are plenty of other ways to document a conversation but in a virtual setting this can be really helpful. Using existing public art as way to draw measurements for engagement and direct ideas.

I was distracted as part of the planning process setting aside resources for evaluation. We have to my or advertise talking through goals and measurables both with participants and with each other and others laterally doing the work not assume that a success of a program is a goal always feed to define what that means too. Yes, setting aside the time to actually think about what success is for this particular project or this particular community. Build in time and ways to get feedback from from the community, yes, I think this is the sort of like my -- we actually have to spend time thinking about it and I think the things that are easier to measure are easy to measure because we you know, they're there we don't have to think that much about them but they don't fit often. And that is --

that is the main problem. Not actually fitting the processes that we have actually that we're setting up, you know. So we're setting up together. So I'm going to stop sharing my screen.

Is everybody done putting this thoughts into this screen?

There we go. Okay. So we can all see each other a little bit more. So I wanted to spend our last bit of time together talking a little bit more about questions and discussion. I think, so going back to our discussion from the beginning wewe -- or the questions that we put in the chat in the beginning, I think two things sort of answers or thoughts I have about them one was really the challenge of measuring these like social outcomes like social cohesion or social capital. And one thing I will say is that our partners, and this is why I sort of said in the last not reinventing the wheel there are partners in public health and other community development fields have developed lots of fools for this. And so we think because you know, at the policy level we only get to talk about like you know, economic things and like that that other people aren't measuring it, but they are. And so they have I would say in a lot of public health departments depends on your agencies and what kinds of capacities they have but a lot of public health departments are looking at things like social cohesion. And so they may have longitudinal data, they might have surveys that they are health and well-being surveys that involve things like social connection, how connected do I feel to my community, do I know my neighbors, do I trust my neighbors. Like those things, those measurements and surveys and tools are out there. So I think you just have to know how to, you know, who to ask and how to ask for them. So you might have to dig for a while to find the person who is measuring this. But people are. And so, yes, it's hard. I will -- I'm not going to try to say it's easy to measure these things.

And but they -- they're not unmeasurable. And you know, they have people have developed these tools. And so I think if we look for them we can find them. And we can -- they may need adapting. And it may be that as I said, that you know, keeping if mind that that's what you're looking for might be enough, but things like social cohesion itself is actually super complex. So something like relationships, or the strength of a partnership or something like civic engagement, you can lower -- extremely low hanging fruit for civic engagement you know like how many people voted in the last election, right, those kinds of things that sort of a degree of civic engagement. So the data is out there and you just have to find the data that -- that's what you're trying to do. So that's what I would sort of encourage. I'm not trying to say that it's not hard, but you might find resources in other fields for that. And then the other thing there was a comment about cultural districts which I think and how, you know, starting when you're starting how they measure and how each district and each community is different. I mean this is like the core of the challenge, right is that these kinds of initiatives are really looking at change that is -- and good thing happening in communities or using these tools like a district, cultural district to foster different kinds of development that might be different for each community.

And I still would sort of come back to letting each community decide what -- what a cultural district will mean for them.

Like what they want to get out of being a cultural district.

And then over time -- as you're building your program over time, you sort of build up a pool or a tool kit of indicators if you let the community decide what they're looking for and then you support them in measuring that kind of outcome then the next time a community comes along that says oh, yeah, we also want to build social cohesion in our community, then or a sense of attachment to this place then we can -- you can say oh great, we've done that before and you can sort of build in that way.

And so I'm actually doing exactly what I'm doing right now with the creative communities initiative in Pennsylvania. So there are 4 -- well it was going to be 6, 6-inch communities have received essentially a creative place making grant and has to be a partnership, you know, that they have applied under, but they all the communities are doing very different things and very different communities.

Some of them are rural, some of them are urban, some of them are extremely diverse and some of them are not. And so it's, you know, how are we supposed to look at the success of this program across communities. And my answer is that I'm going to measure success of each along the way. And granted, you know, that's the advantage of having like a staff evaluator essentially on this project.

But then the program can build those of that list of indicators over time. So that, you know, there are some similarities you know, two of the communities are working on public space development projects and they're really different kinds of public spaces but I can then -- I can actually still measure similar kinds of outcomes for those public spaces. And then the other thing is that we are building those some of those indicators together particularly around partnerships. So the --

all of the grantees will help me design the measure that we will use in terms of measuring the strength of their partnerships.

So they will do -- they will help build that measurement tool and then we will assess you know the self assess those partnerships in the beginning and then assess them at the end.

So that's a four-year program.

So we do have time to like do that sort of slow kind of building work. But it ends upup -- I hope that it's going to end up being beneficial for the state and beneficial for the communities to do it that way.

So those sort of answering some of those questions that came up.

I had one -- there was one question challenge that was --

came in the -- I didn't --

wasn't sure I quite understood.

It was Leah Nelson you asked about when to share net risk with a community partner, can you tell me more about that challenge.

>> I was trying to be clear with myself.

>> Yeah.

>> I think because I'm an artist who has been a part of a couple of creative placemaking opportunities in Minnesota, I've wondered if there's a kind of --

I want to use the part apartite because that's the word that comes to mind about information and about the actual end product. And if that is so transparent maybe even including the budget.

>> Um-hum.

>> And really letting people see because sometimes what happens is this -- is that lens of suspicion.

>> Yeah.

>> An just cloud even the first meeting.

>> Um-hum.

>> Based on just inheritive thoughts on both sides.

>> Yeah, that's great.

>> And you asked it already actually by saying you're already doing metrics that include self assessment.

>> Right.

>> Thank you.

>> And I think all of those things -- I think that sometimes we get -- I don't know some of us have been trained in research the idea that you know, if you tell somebody what you're asking for they're going to tell you what you want to know. And there's the little bit of that and part of me is like I don't really care right, like you know, if I'm asking -- if I'm asking an authentic question and making -- then I want to know what they really think. And the problem comes I think more with survey tools that are very easy to sort of anticipate or gain, you know, what responses are.

That's what I was saying back in the beginning about like community members and people in general can sort of smell that it's not for them and tell you whatever -- they tell you what they think you want to hear or tell you whatever going to get you out of their face. So while and this is the challenge, I think, is that so many of policy discussions and legislative discussions really want that kind of survey data that you can count things on, but it just doesn't give us good data most of the time. So sometimes there are validate tools even the things like social cohesion I think they're good tools but you have to think very carefully about whether a survey or that kind of scale lab data is actually going to get you what you want to know. So it's a really tricky balance. And I think it's something that we are all struggling with like getting that data into a form that elected officials or policymakers can understand. So we sometimes have to do a lot of translation but we have to make sure if we think about that data gathering as a relationship first, then we tend to get better data. So any other thoughts or questions? We have just a few minutes left. I'd love to hear a little bit more about what you talked about in your breakout groups. If there's anything that -- you know, Tracy if I could put you on the spot since I was not there for your session yesterday, if there's anything you think might be relevant to share here, that would be great.

>> I think no, not really.

I don't think I have anything relevant. What I said in my group is like, you know, we had been struggling with how to measure this new program which encompasses the impact of so many programs and services and my goal now, that we're paused because of the pandemic is really to like strip down the scope of the project so that it's a little easier to pick something that's measurable.

Instead of trying to you know, measure everything and make really big plans which is something I've kind of been screaming through the entire process is that like we can't make these promises, this is, you know, we're not doing this or that. And but I think that because of the pandemic it gives me the window to really incest.

>> That's great. Yeah. That's a really good tip which I didn't talk about but like I think you know, scaling down our expectations can be really really helpful. And we have big goals, right these are important things we're working on. But there is a danger of overpromising for everyone who's involved you know for communities for electeds and that's a really dangers because we want to see these really lasting change and when we can't deliver on it that can be really problematic much less measure it. If the people involved don't see what you've promised, that can be a real problem.

>> I was planning to start my presentation yesterday by playing the video that our marketing department created by the project like years ago before we hit even -- had even decided what it was going to be really.

>> Um-hum.

>> And it gives me -- I protested against the video but it also like makes me ill.

Because it's promisng so many things that like we don't even know how to do. So if anyone wants like a kick you can watch that video and just like laugh at what it's saying because it's still like out there on the internet b that you like exactly the problem.

>> Um-hum.

>> All of these promises and the vision that came up with our project, and I'm like we can't do any of these things.

>> Yeah. No, that's -- that's really -- and I think that we --

that comes from a little bit, and it's why I like the theory of change exercise even though we can go, you know, over-promisng that too but like we can -- I think we do tend to think of art as magical, right, you know, just add art and all of our problems will be solved.

And that's not true. So we have to think realistically and critically about what we're aiming for and what we can realistically accept or even document or measure. So I think oh, I know that Stephanie needs to leave so I'm going to pass it off to her to close us out.

Thank you everyone for participating. This was amazing SDMRCHLTHS sorry to be the heavy. We have a hard stop at 3:30 today because there's 15 minutes right now between this session -- the end of this session and the beginning of the very last plenary and that's going to be a really awesome time of sharing there's going to be a large musical number that is a mix of jazz and beat box to close out the session sort of reflect on what has been learned over the last 2 weeks. So I would encourage everybody to join us for that. You have a quick 15 minutes break I'm going to pop in the chat the information on how to get back into that other room. Thank you all for being here and we'll see you in about 15 minutes. Have a good one.

>> Thank you.

>> Thanks appreciate it.