

Northside Seed Grant

**Remix Evaluation: How Do We Know That We Are
Succeeding?**

Prepared in partnership with:
Juxtaposition arts

Prepared by:
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University of Minnesota
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Remix Evaluation: How Do We Know That We Are Succeeding?
Student Research Assistantship Final Report Spring 2007
By Carrie Ann Fathman
For Juxtaposition Arts

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Part 1: Executive Summary

Juxtaposition Arts received a grant for the Spring of 2007 from the Northside Community Seed Grant committee to provide funding for a graduate research assistant, to formally evaluate and document the planning and implementation work of the past three years of a multi-pronged community university collaborative project called *Remix: Creating Places for people on West Broadway*.

The evaluation project began with the research assistant and Juxtaposition Arts working together to format a series of questions, taking into account language and content (see Part 2). Juxtaposition compiled a list of people that have been involved in the work of the organization over the past few years, especially involving West Broadway. The research assistant contacted all of the thirty or so people on the list with the introductory letter (see Part 2) and told them about the project. Over the course of the semester the research assistant interviewed two to four people a week. To organize, conduct, and process each interview took between five and seven hours per interviewee. In addition to asking them a range of questions, each participant was asked to fill out a form about their personal connections, both geographic and social (see Part 2).

The other segment of the evaluation project was a focus group involving key players from the internal Juxtaposition community. Teachers, university faculty, and long time board members joined Juxta staff to discuss how the project has shifted over the years and what they would like to see come of it in the future. There was a professional group facilitator running the focus group, and the research assistant acted as an observer and co-facilitator.

The interviews and focus group were recorded on mini DV and then transferred to DVDs so that they can be easily accessed by anyone with a DVD player or computer. Some of the interviews are transcribed, but this process was very time consuming and the allotted hours did not allow for the completion of the transcriptions.

Part 2: Interview Tools (Introductory Letter, Questions Asked, Permission Slip)

Juxtaposition

Juxtaposition Arts, Inc

February 2007

Juxtaposition Arts invites you to be part of our evaluation project this Spring. We are taking some time to reflect on our public art and engagement work along West Broadway Avenue including the Remix and Streetlife projects. Remix is a community improvement project involving North Minneapolis youth to imagine, design and implement their visions for more beautiful, useful and friendly public spaces in and around West Broadway Avenue. Remix includes grass-roots community involvement, artmaking, urban planning and architectural design.

You have been selected to participate because you played an important role in our work at some point over the course of the last four years. The first step of the evaluation project is to interview people on video that have been involved with Remix. The interviews will help us evaluate how we have developed as an organization through Remix and how our work in the public arts has impacted West Broadway.

Our final product of the evaluation will include a visual representation of the information from the interviews. We are planning to create a web-like map of Juxtaposition's connections to people, places, businesses, institutions, etc. Each interview will also provide us with a source of oral history about Juxtaposition, and we may use clips from your interview at some point in the future in a documentary film about Juxtaposition.

Interviews should take no more than an hour and can be conducted anywhere that is convenient for you or at Juxtaposition's studio space in North Minneapolis (which has great natural light; good for video recording). Carrie Fathman, a student of Landscape Architecture at UMN will conduct the interviews and will contact you to set up a meeting time. We look forward to hearing from you and appreciate all you have done. Feel free to contact Carrie at (314)495-0602 or fathm002@umn.edu or DeAnna Cummings, Executive Director at 612-588-1148 or deanna@juxtaposition.org if you have any questions about this process.

Signed,

Carrie Fathman
Research Assistant
Juxtaposition Arts, Remix Evaluation Project

Questions for Juxta Eval Social Networks Mapping Project for Adults

Personal info:

Name; neighborhood or town you live in; primary mode of transportation; job; what organizations, institutions, clubs, groups, teams or companies are you part of? (membership, ownership, board membership, employee, student, teacher)

How long have you known about Juxta and how did you first learn about them?

How and when did you first get involved with Juxta?

What is Juxta? What is Juxta trying to accomplish?

What was the most exciting or interesting event or project that you have been involved with at Juxta, specifically the projects that involve W. Broadway?

From your viewpoint, what is the Remix/ Streetlife project and what is it trying to accomplish?

or

From your perspective, how has Juxta impacted West Broadway?

Have you worked on any of the components of Remix/ Streetlife? Visioning? Public Art? What projects?

What range of events (meetings, openings, classes, etc) have you been to on West Broadway?

What projects have you worked on in general at Juxta? What events have you been involved with or attended? How many projects?

ie.

Have you helped on an art project? Been to Juxta? Been to a class? Worked on a mural? Been to a meeting?

What skills or connections (people or businesses) do you feel that you brought to Juxta?

What new skills or awareness did you gain from your work at Juxta?

ie.

Are there any projects or programs or people that you learned about or from at Juxta that have inspired you and your own life choices?

What is the difference between art and design?

Questions for Juxta Eval Social Networks Mapping Project for Youth

Personal info:

Name; neighborhood or town you live in; primary mode of transportation; school; what , clubs, groups, and teams are you part of? (membership, ownership, board membership, employee, student, teacher)

How long have you known about Juxta and how did you first learn about them?

How and when did you first get involved with Juxta?

What is Juxta? What is Juxta trying to accomplish?

What was the most exciting or interesting event or project that you have been involved with at Juxta, specifically the projects that involve W. Broadway?

From your viewpoint, what is the Remix/ Streetlife project and what is it trying to accomplish?

or

From your perspective, how has Juxta impacted West Broadway?

Have you worked on any part of Remix/ Streetlife? Visioning? Public Art? What projects?

What range of events (meetings, openings, classes, etc) have you been to on West Broadway?

What projects have you worked on in general at Juxta? What events have you been involved with or attended? How many projects?

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Have you helped on an art project? Been to Juxta? Been to a class? Worked on a mural? Been to a meeting?)

What skills or connections (people or businesses) do you feel that you brought to Juxta?

What new skills or awareness did you gain from your work at Juxta?

ie.

Are there any projects or programs or people that you learned about or from at Juxta that have inspired you and your own life choices?

What are your goals?

Do you think of yourself as an artist or a designer?

What is the difference between art and design?



Appearance Release

Project: Juxtaposition Evaluation Project

Location: Juxtaposition Arts

2007 Emerson Ave North

Minneapolis, MN 55411

I hereby authorize Juxtaposition Arts, Inc to record my name and/or child's, likeness and image to use in a photo document project to be displayed in Juxtaposition Studios and/or in written materials they produce to be distributed. I agree that they materials may be edited and used in whole or part in any media, manner or format now or in the future, for any distribution purpose anywhere in the world. I understand that I have no rights to the project, materials or any other products or benefits derived there from.

I understand that I have the right to enter into this agreement and that my involvement will not conflict with or violate any commitment or understanding with another individual or entity. I agree to hold Juxtaposition Arts, Inc harmless from or against all claims, losses, expenses and liabilities including attorney's fees resulting from inaccuracy or breach of this agreement. I release Juxtaposition, Inc from any and all claims related to the use and production of materials.

This agreement represents the rights of the parties with respect to the subject matter within and shall be fully assigned to Juxtaposition Arts, Inc. This agreement shall be governed in accordance with Minnesota law. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the State of Minnesota to resolve any disputes arising from this agreement.

Signature: _____ Date: _____

Print Name: _____

Street Address: _____

City, State, Zip: _____ Phone Number:(_____) _____ - _____

Personal Information

Name:

Neighborhood and City that you live in:

Neighborhood and City that you work/volunteer/go to school in:

What is your primary mode of transportation? (more than one is ok):

What do you do for a living?:

What organizations, institutions, clubs, groups, teams or companies are you part of?
(member, owner, volunteer, board member, employee, student, teacher)

Part 3: Focus Group Notes

Juxtaposition Evaluation Project Focus Group

April 14th, 2007

In attendance: DeAnna Cummings, Satoko Muratake, James Garrett, Ryan Radamacher, Kari Neathery, Clint Hewitt, Kris Nelson, Staci Horowitz, Doug Freeman, Facilitator: Tom Borrup, Observer: Carrie Fathman

1st Exercise: Everyone went around and told a story about “the essence of the West Broadway community”. To be continued.

2nd Exercise: There were three posters on the walls and markers for everyone to write. There were three categories under which people wrote their thoughts about the Remix Project, Juxta’s work along West Broadway, the Streetlife Class, and Juxta’s relationship with the College of Design. The categories were Expectations, Outcomes and Desires.

Everyone wrote on the posters and then each statement was discussed and the author got a chance to explain their written statement in greater detail.

Expectations

Satoko:

- More support towards youth and youth arts by community
- More kids working to learn about their neighborhoods using their artistic analysis of self and community

Kari:

- Physical Change, Art on the Street
- Juxta kids learn and take back their street
- Others (city and funders) learn and value the input of Juxta and the kids and the community.

Doug:

- Dialogue between Juxta youth and University students and other artists.
- Teach students at Juxta about Urban Planning.
- Interaction between youth and the community to bring insight to both sides.

Clint:

- University students would gain greater appreciation of the community life by interacting with the community.
- Faculty gain a positive teaching experience.
- Connecting youth in other neighborhoods

James:

- (For himself): to have an opportunity to work with young artists by employing non-linear (traditional) teaching methods.
- (For the Juxta students): To explore and consider fully and to investigate challenges and opportunities presented to them.

DeAnna:

- The execution of the project would be easier than it was.
- More youth connecting with 3-D public space as a tool for individual growth and common improvement. How do we sell this to kids?

Ryan:

- Support, not just from the community at large but also from policy and decision makers for the organization, the community and the city.

Carrie:

- To do research that directly benefits Juxta's work and enhanced their understanding of the community.

Kris:

- Juxta would understand and develop buildings to connect to the neighborhood.

Staci:

- Public artwork
- Street level impact of individuals and community with art
- Expanded curriculum and programming opportunities for Juxta students
- Stronger collaborations and new partnerships to expand Juxta's reach and bring other resources to the organization.

Outcomes

Ryan

- Permanent Built Structure Sculpture Garden
- Disengaged Juxta class and intermittent participation

Doug

- More Banners- so that Juxta is visible on the street
- Temporary Pocket Park
- Student critiques at U of MN with Juxta participation

Clint

- Exceeded benefit to University students in that they became much more sensitive to the impact on users in a design solution
- Juxta impact exceeded expectations in performance and impact

DeAnna

- Political folks and W. Broadway leadership have a better understanding of youth and art potential and impact on our broader common goals
- U of MN new connections to N Side.

Kari

- Created a spirit of forward momentum on street
- Dispelled notion that “things don’t get done” on the Northside
- Diverse Partnership

James

- Dope Artworks produced by fully engaged students but way to much apathy and intellectual “laziness” by other students

Kris

- Major streetscape and public art project
- Actual change to West Broadway, not just another plan

Staci

- Banners, sculpture park
- Community Engagement in small but impacting ways
- Expansion of Juxta program impact beyond murals

Satoko

- Juxta was invited to public planning process like WB Alive, BRT Bus Stop, etc. But not sure how effective Juxta can be in this process
- People who appreciate Juxta's artwork
- People who are afraid of Juxta's artwork

Desires

Ryan:

- More guidance, direction and mentorship to youth through the design process. Challenge them to think critically and ask questions.
- Active sustained youth engagement.

Satoko:

- Concern for conditions in the neighborhood.
- Document the real impact of the neighborhood
- Youth have a sense of making an impact
- Prep students for post secondary education, portfolios, etc.
- Be a bridge to opportunities
- Real people in the community have a strong connection to the built environment
- Work with abandoned lots; community garden, pocket park with sculptural element, skateboard park, etc. Get kids to pain and design and create it!
- Year long commitment with the kids for the skill development studio
- Connect with YouthBuild, so that both sets of youth can expand their skills

James:

- To continue to generate and sustain community activism with youth through art (especially 3-D and Urban Design)

Doug:

- Juxta student takes an LA class and a UMN student takes part in the summer mural project
- DVD documentation of Streelife and articles and press too!
- More links to public schools
- T-shirt for streetlife

Clint:

That Juxta Students experience with University Programs be transferable in pursuing other opportunities related to art.

- Research at the U that focuses on the impact of resource allocation.
- That the partnership with the university will expand with in the college of design and beyond.
- Collaboration! (vertical and horizontal- University and City are vertical and community and kids are horizontal).

Kari:

- More art more learning
- Sustainable resources for Juxta.

Kris:

- More Juxta use of University Resources- classes, etc.
- Public art and streetscape will involve broader community and unify neighborhoods
- Focus on the value of West Broadway for the Northside and influence the city to listen to the community and view them as a resource not a subject.

Staci:

- More banners and installations of work
- Stronger partnership with city so installations can happen more readily

DeAnna:

- Greater ownership and involvement of other in ABCD work.

Carrie:

- Long term partnership with the U, how do we keep in fresh?