LOUD Art Society

Data and Evaluation Framework

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Executive Summary

This Data and Evaluation Framework was developed for LOUD Art Society's (LAS) art therapy and mindfulness program: Corner of Creativity. Established to enhance mental health and well-being through creative practices, LAS has deployed these workshops to serve Calgary's diverse community since 2017.

Key elements of the framework are structured around the Donabedian model, which assesses program quality through three dimensions:

- Structure: The resources and expertise of facilitators.
- Process: Program delivery and participant engagement.
- Outcomes: Improvements in mental health and well-being.

A pilot implementation conducted at the Calgary Immigrant Women's Association (CIWA) validated the framework's reliability and effectiveness. Pre- and post-intervention data offered preliminary insights into program impact and areas for refinement. While the data revealed modest reductions in anxiety and slight increases in self-esteem, changes that were not statistically significant due to the small sample size. Notably, participant satisfaction was very high. The average CSQ-8 score of 29.06 out of 32 reflects an impressive 90.8% satisfaction rate.

To enhance accessibility and usability, a data dashboard that visualizes real-time trends, tracks key metrics, and generates actionable insights was developed. This tool supports data-driven decision-making, transparency, and interest-holder communication of LAS program impact.

This framework enables LAS facilitators and community interest-holders to easily identify trends and inform program adjustments to improve the overall quality and impact of the therapy and mindfulness sessions. Based on the pilot implementation, several recommendations have been proposed to enhance the Corner of Creativity program:

- Extend session durations to allow deeper engagement.
- Introduce more client-led activities to tailor the program to participant needs.
- Improve training for facilitators to boost confidence and efficacy in delivering sessions.
- Increase promotional efforts to enhance participation, particularly in schools.

Future Directions

LAS is encouraged to continue its compassionate delivery and innovative approach by incorporating these recommendations and exploring additional partnerships to expand its reach. This framework underscores LAS's commitment to using art as a transformative tool for mental health and community well-being, advocating for continued support and expansion of these valuable programs.

1. Introduction

1.1 Land Acknowledgement

With gratitude, mutual respect, and reciprocity, we acknowledge the ancestral home, culture, and oral teachings of the Treaty 7 signatories which includes the Siksika Nation, Piikani Nation, Kainai Nation, the Îethka Stoney Nakoda Nation, consisting of the Chiniki, Bearspaw, and Good Stoney Bands, and the people of the Tsuut'ina Nation. Calgary is also homeland to the historic Northwest Métis and to the Otipemisiwak Métis Government, Métis Nation Battle River Territory, Nose Hill Métis District 5, and Elbow Métis District 6.

1.2 Project Background

The City of Calgary 2024 Capacity-Building Fund - Organizational Effectiveness served as the catalyst for the development of the LOUD Art Society's (LAS) Data and Evaluation (D&E) Framework. This funding provided the essential support to initiate a strategic approach for assessing the impact of LAS's various art therapy programs. The D&E Framework, designed to monitor programs such as the flagship Corner of Creativity workshop, integrates both quantitative and qualitative data collection methods. This structured approach allows LAS to measure mental health and wellness outcomes, reinforcing the organization's core mission of using art as a therapeutic tool.

1.3 Purpose of the Data and Evaluation Framework

The purpose of the LAS D&E Framework is to improve the effectiveness and transparency of its art therapy programs. This framework establishes clear, specific goals, aligning with the overarching mission of enhancing health and well-being through art therapy. It allows LAS to monitor changes in public attitudes toward mental health, identify the best use of resources, and measure program success. By optimizing program outcomes, the framework strengthens LAS's capacity to secure funding, build partnerships, and cultivate a more empathetic and creative community.

1.4 Importance of Data-informed Decisions

Data-informed decision making for LAS will enhance the effectiveness and strategic planning of its art therapy programs. By analyzing data, LAS can identify the most impactful programs, adapt to changing community needs, and allocate resources more strategically (Clark et al., 2024). This approach enables LAS to tailor and improve program methodologies based on participant feedback and outcome metrics, thereby enhancing therapeutic efficacy. Additionally, an evaluation framework supports transparency, providing clear evidence of LAS's impact to interest-holders, maintaining trust, and securing ongoing support. Moreover, data supports LAS's advocacy and funding efforts by providing evidence of art therapy's effectiveness, necessary for grant applications and broader recognition of arts in mental health strategies.

2. LAS Program Context

LAS aims to provide accessible, high-quality art therapy and creative practices to youth, families, and individuals who can greatly benefit from these services. By offering a choice of participating in full workshops (i.e. 6-8 week Corner of Creativity) or selecting specific sessions like Landscape Painting, Self-Portrait Painting, or Abstract Painting, LAS ensures flexibility and inclusivity in its offerings. All materials are provided, allowing participants to focus on learning, healing, and enjoying the creative process without any barriers.

2.1 Corner of Creativity Programming

The "Corner of Creativity" is a cornerstone program of LAS, where professional artists and art therapists lead 6-8 week sessions combining educational and therapeutic approaches. These sessions include a variety of creative activities such as painting, sculpting, drawing, etc. The objectives are to enhance artistic skills while also nurturing mental health benefits like improved patience, perseverance, attention to detail, and enhanced memory and mood.

In parallel, mindfulness sessions conducted by trained instructors aim to complement the artistic activities. These sessions include breathing techniques, body scanning, meditation, and other coping tools, held once a week. The goal is to provide a holistic approach to well-being, helping participants develop mindfulness skills that support their creative growth and mental wellness. The Corner of Creativity curriculum consists of:

Timeline	Workshop Activities
Week 1 - Day 1: Introduction to Colors – "Color Wheel"	At the beginning of the program, participants are given a journal to document their thoughts and emotions during and after the program. Each session is followed by questions that help participants to reflect on each topic to find a sense of clarity and purpose. Participants begin with a "check-in" exercise to explore their current emotions and experiences. Using a pie chart divided into eight sections, they identify emotions they associate with each color on the pie chart while learning how to mix colours and have smooth transitions from one to another. This activity encourages mindfulness and sensory awareness, helping participants reflect on their emotional states while engaging their senses. By examining art with a mindful eye, participants develop a heightened awareness of how art influences their daily lives.
Week 2 - Day 2: Introduction to Landscape Painting	Participants explore landscape painting as a means of processing emotions about their environment. Landscape painting allows participants to reflect on their environment (body, mind, heart, living and working environment and where they see themselves in the world). Guided by instructors, they learn how landscapes can evoke specific moods or relieve emotional stress. As they paint, they channel their emotions, paying attention to physical sensations and expressing weekly experiences through art. This process helps participants recognize unmet needs and hidden emotions that may be difficult to articulate verbally.

Week 3 - Day 3: Completion of Landscape Painting & Critique	Participants finalize their landscape paintings and engage in a group sharing session. This reflective exercise enhances their awareness of time, place, and context (orientation) and promotes self-reflection and constructive feedback. The critique helps participants process their artwork and the emotions tied to it, creating a deeper understanding of their experiences.
Week 4 - Day 4: Introduction to Self-Portrait Painting	Participants begin self-portrait painting to visually express how they perceive themselves. This exercise focuses on self-acceptance, encouraging participants to depict themselves realistically, embracing both strengths and imperfections. This activity promotes self-awareness and builds a foundation for personal reflection and self-compassion.
Week 5 - Day 5: Development of Self-Portrait with Creative Elements	Participants continue working on their self-portraits, incorporating creative elements to enhance personal expression. This stage encourages independence, self-reliance, and exploration of individuality. The creative process allows participants to experiment with new ideas, building a sense of ownership and pride in their artistic journey.
Week 6 - Day 6: Completion of Self-Portrait & Group Critique	Participants complete their self-portraits and participate in a group sharing. This session provides a platform for discussing their feelings before and after the creative process, reflecting on any improvements in psychological well-being. This final group sharing empowers participants, giving them a voice and reinforcing the therapeutic benefits of art.
Week 7&8 - Day 7&8: Abstract Painting	If the workshop is 8 weeks, abstract painting is included. This session helps to practice sense of freedom and what that means to each participant. Abstract painting also allows participants to learn how to define and create boundaries.

2.2 Expected Outcomes and Benefits of the Framework

The D&E Framework for LAS is designed to systematically enhance the effectiveness and transparency of its art therapy and mindfulness programs, with the Corner of Creativity serving as the initial pilot. The framework increases accountability through reporting and consistent documentation, enhancing communication with interest-holders and demonstrating the programs' value and impact.

By incorporating feedback and involving interest-holders in the evaluation process, the framework ensures that participants, families, and partners have a voice in program development and assessment. This engagement helps tailor programs to better meet the needs of participants and enhance communication about program benefits and effectiveness.

Data collection and analysis provide a holistic view of program impacts, supporting strategic planning and resource allocation. This enables LAS to manage and expand its programs efficiently based on proven outcomes and actual needs. The framework also promotes a culture of continuous learning and improvement in art therapy, demonstrating program effectiveness and providing a model for evaluation.

3. What is an Evaluation Framework?

A D&E Framework is a structured approach to collecting, analyzing, and using data to assess the effectiveness and impact of an organization's programs or services. It involves establishing clear goals, identifying relevant metrics or indicators, developing methods for data collection, and implementing processes for data analysis and reporting (Canada Evaluation Society, 2024).

For LAS as an art therapy organization, this framework is important for:

a) Demonstrating impact: Art therapy can have profound effects on individuals' mental health, emotional well-being, and overall quality of life. A data and evaluation framework allows LAS to quantify and demonstrate these impacts through measurable outcomes, which can be crucial for securing funding, building credibility, and advocating for the profession.

b) Continuous improvement: By collecting and analyzing data systematically, LAS can identify areas of strength and weakness within their programs or services. This information can then be used to make data-driven decisions about program modifications, resource allocation, or staff training to improve the quality and effectiveness of their interventions.

c) Accountability and transparency: Funders, interest-holders, and the broader community often expect organizations to provide evidence of their effectiveness and responsible use of resources. A data and evaluation framework promotes accountability by enabling LAS to track their progress towards stated goals and report on their achievements in a transparent manner.

d) Evidence-based practice: The field of art therapy continues to evolve, and a data and evaluation framework can contribute to the growing body of research and evidence supporting the efficacy of art therapy interventions. This evidence can inform best practices, guide policy decisions, and contribute to the overall advancement of the profession.

e) Interest-holder engagement: By actively involving clients, staff, and other interest-holders in the data collection and evaluation process, LAS can generate a sense of ownership and engagement, while also gaining valuable insights into the perspectives and experiences of those they serve.

Common Evaluation Conceptual Models

There are several models and frameworks used for evaluating mental health services and interventions, including:

Model	Summary
Logic Model[1]	Outlines logical connections between resources, activities, and outcomes to aid in program planning, implementation, and evaluation.
Balanced Scorecard[2]	Aligns activities to organizational vision and strategy, improves communications, and monitors performance against strategic goals.
RE-AIM Framework[3]	Evaluates the public health impact of interventions through Reach, Effectiveness, Adoption, Implementation, and Maintenance.
Six Sigma DMAIC[4]	Applies Define, Measure, Analyze, Improve, and Control methodology to improve processes in service settings.
The Triple Aim Framework[5]	Enhances patient experience, improves population health, and reduces costs, focusing on overall healthcare improvement.
Donabedian Model[6]	Evaluates quality in settings focusing on health and the systemic nature of service delivery.

These evaluation models provide a solid foundation for understanding and assessing mental health services and interventions. By leveraging one of these frameworks, LAS can ensure a formal, data-driven approach to program evaluation, allowing for clear connections between activities, outcomes, and long-term impact. Each model offers unique strengths in planning, implementing, and refining services, which can be tailored to the specific goals of LAS's art therapy and mindfulness programs.

[1] Suchman E (December 1968). Evaluative Research: Principles and Practice in Public Service and Social Action Progr. New York: Russell Sage Foundation

[2] Schneiderman, Arthur M. (2006). "Analog Devices: 1986–1992, The First Balanced Scorecard".

[3] Glasgow RE, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. Am J Public Health. 1999 Sep;89(9):1322-7.

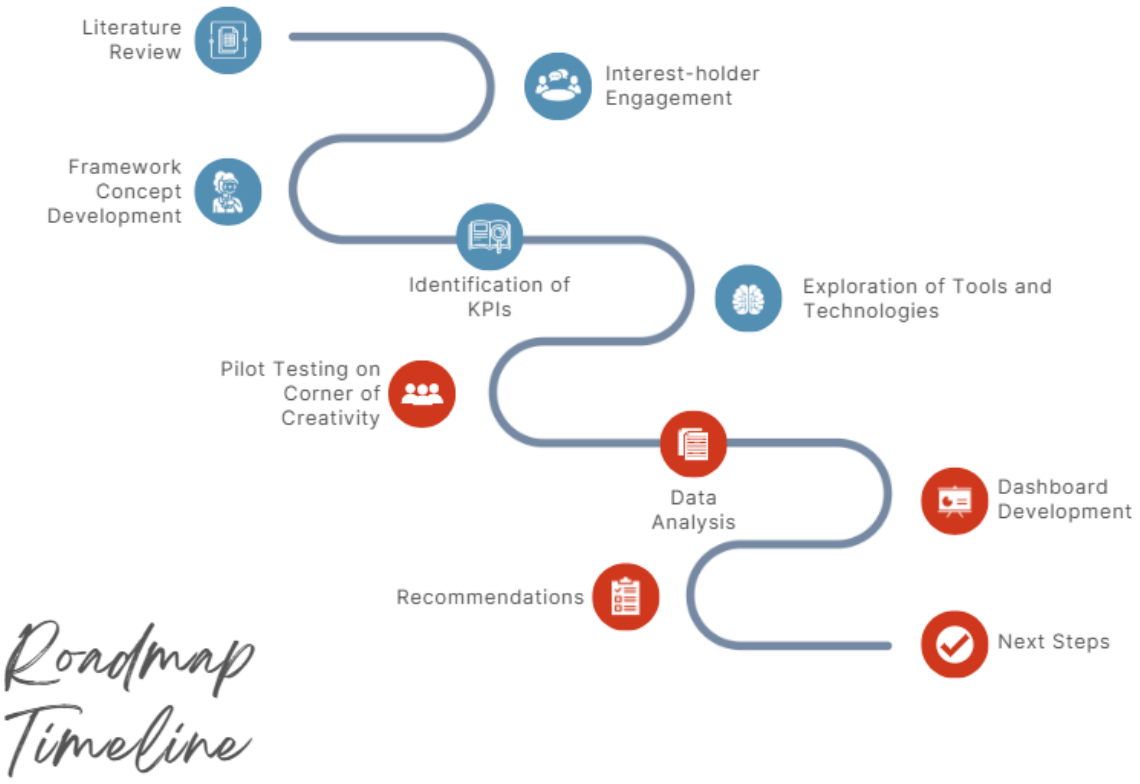
[4] Bertolaccini L, Viti A, Terzi A. The Statistical point of view of Quality: the Lean Six Sigma methodology. J Thorac Dis. 2015 Apr;7(4):E66-8.

[5] Ryan BL, Brown JB, Glazier RH, Hutchison B. Examining Primary Healthcare Performance through a Triple Aim Lens. Healthcare Policy. 2016 Feb;11(3):19-31.

[6] Donabedian (2003). An introduction to quality assurance in health care. (1st ed., Vol. 1). New York, NY: Oxford University Press

4. Methodology

The development of the LAS D&E Framework follows a mixed method process to ensure an effective approach to evaluating the impact of its art therapy programs.



Roadmap Timeline

5. Literature Review

The use of the arts to support health and well-being is increasingly recognized and advocated, leading to a rise in the number of artistic interventions aimed at improving health. These arts interventions require rigorous evaluation, which should include appropriate designs, measures, and procedures. However, the methodologies for evaluating these interventions can often be complex and confusing, as noted by Daykin, et al. (2013) and Fancourt and Joss (2015). Additionally, the absence of standardized frameworks complicates the comparison of interventions, the documentation of their outcomes, and the development of best practices (Daykin, et al., 2016).

To determine the most effective practices for art as therapy, a literature review was conducted, focusing on whitepapers, academic journals, research reports, and publicly available program evaluation reports. The search terms included art therapy methods, best practices in art therapy, and effectiveness of art therapy. Based on the findings, six leading practices were identified:

5.1 Client-Centered Approach

Adopting a client-centered approach is essential for effective art therapy. This means tailoring each therapy session to meet the unique needs, goals, and experiences of the individual client. Every person has their own background, personality, and circumstances that influence their emotional and psychological state (Malchiodi, 2012).

Art therapists should create an environment that empowers clients to freely express themselves through art-making. They must actively listen to understand the client's concerns and perspectives, then adapt the artistic activities accordingly (Rogers, 2012). For instance, if a client is struggling with trauma, the therapist may guide them towards art techniques that facilitate emotional release or narrative storytelling.

By centering the therapeutic process around the client, art therapists can build a strong therapeutic alliance based on trust. This approach ensures the art-making experience holds personal meaning and relevance for the client's journey. The client takes an active role, collaborating with the therapist to explore their inner world through creative expression.

5.2 Cultural Sensitivity

Embracing cultural diversity is vital for art therapy organizations. An individual's cultural background profoundly influences their beliefs, values, and modes of self-expression. Art therapists must recognize that the meaning and symbolism of art can vary across different cultures (Hocoy, 2002).

Practicing cultural sensitivity requires an open mindset to learn about diverse cultural practices, traditions, and perspectives related to art, healing, and emotional expression. Art therapists should create a culturally inclusive and safe environment where clients feel comfortable exploring their cultural identities and incorporating cultural elements into their art-making process (Sue and Sue, 2013).

Art therapy organizations should ensure their staff composition reflects the cultural diversity of the communities they serve. Additionally, providing ongoing training opportunities is crucial to enhancing cultural competence among therapists, enabling them to deliver culturally responsive and appropriate services (Devine and Ash, 2022).

By prioritizing cultural sensitivity, art therapy organizations can create a welcoming and inclusive space, where clients from all backgrounds feel understood, respected, and empowered to engage in the therapeutic process authentically.

5.3 Safe Environment

For art therapy to be effective, creating a safe and non-judgmental environment is essential. Clients need to feel comfortable and free from criticism or judgment to fully engage in the therapeutic process and express themselves authentically through art (Moon, 2010).

Art therapists should establish clear boundaries, maintain confidentiality, and foster an atmosphere of trust and respect. They should model a non-judgmental attitude and encourage clients to explore their emotions without fear of criticism or ridicule (Toll, 2018). The physical space should be designed to promote a sense of safety and comfort. This may involve providing private spaces for art-making, ensuring adequate lighting and ventilation, and offering a range of art materials that cater to different preferences and sensory needs.

By cultivating such a safe and supportive environment, art therapy organizations can help clients feel secure, validated, and empowered to engage fully in the therapeutic process. Clients will feel more comfortable exploring their emotions and engaging in self-expression through art when they know they are in a safe and non-judgmental space.

5.4 Qualified Facilitators

Art therapy organizations must employ facilitators who are professionally trained and qualified art therapists. These therapists need to have an in-depth understanding of both psychological counseling methods and artistic processes, allowing them to effectively integrate these two areas.

Qualified art therapists are required to hold relevant certifications or degrees, such as a master's degree in art therapy or a related field. Ongoing training and professional development are essential for art therapists to remain up-to-date with the latest research findings, therapeutic techniques, and ethical guidelines within the profession (Kalmanowitz and Potash, 2010).

Strict adherence to ethical standards is paramount for art therapists. They must maintain client confidentiality, establish appropriate boundaries, and act in the best interests of their clients at all times. Art therapists should possess skills in building a strong therapeutic alliance, facilitating emotional expression through art, and providing guidance and support throughout the art-making process.

By employing qualified and ethical art therapists as facilitators, organizations can ensure that clients receive high-quality, evidence-based art therapy interventions delivered according to professional standards of care.

5.5 Integrative Techniques

Art therapy organizations should adopt an integrative approach that blends traditional art-making processes with other therapeutic modalities. This combined approach enhances emotional and cognitive integration, providing clients with a holistic and multidimensional therapeutic experience (Gilbert, 2010).

One integrative technique is to incorporate mindfulness practices, such as deep breathing exercises or guided imagery, alongside art therapy. These mindfulness elements help cultivate present-moment awareness and reduce stress and anxiety, allowing clients to fully immerse themselves in the art-making process. Another integration is to incorporate elements of narrative therapy, where clients explore their life stories and develop a more coherent sense of self through art-making. This approach enables clients to visually represent and process their personal narratives, promoting self-reflection and meaning-making. Art therapy can be combined with other creative arts therapies, such as music therapy or dance/movement therapy. This multi-modal approach engages multiple senses, facilitating a deeper exploration and expression of emotions and personal experiences. For example, clients may create artwork while listening to music or incorporate movement and dance into their art-making process.

By utilizing these integrative techniques, art therapy organizations can offer a personalized approach tailored to address each client's unique needs and promote overall well-being. The combination of different therapeutic modalities allows for a more holistic exploration and integration of emotional, cognitive, and sensory experiences, ultimately enhancing the therapeutic benefits for clients.

5.6 Outcome Measurement

Evaluating the outcomes of art therapy interventions through systematic methods is important for assessing their effectiveness and validating the benefits of these practices. Art therapy organizations should develop a comprehensive data and evaluation framework that incorporates both quantitative and qualitative measures (Slayton, et al. 2010).

Quantitative measures, such as standardized assessments or surveys (see next page), can track changes in clients' symptoms, emotional well-being, or quality of life before and after participating in art therapy sessions. These measures provide objective data to demonstrate the impact of the therapy.

Qualitative measures, such as self-report narratives, interviews, or focus groups (see next page), offer deeper insights into the subjective experiences of participants. These measures can capture nuanced aspects of personal growth, self-expression, and meaning-making that may not be easily quantified through numerical scales.

By implementing systematic outcome measurement methods, art therapy organizations can continuously evaluate and refine their practices. This ensures that they are delivering effective and evidence-based

interventions. Furthermore, the collected data can be used to advocate for the art therapy profession, secure funding, and contribute to the growing body of research on the benefits of these interventions.

Regular data collection, analysis, and reporting should be embedded into the organization's operations, fostering a culture of continuous improvement and data-driven decision-making. This approach enables art therapy organizations to consistently monitor and enhance the quality of their services, ultimately leading to better outcomes for their clients.

Art therapy organizations can utilize various survey tools and data collection instruments to measure outcomes and evaluate the effectiveness of their interventions:

Common standardized assessments:

- Coping Resources Inventory (CRI)
- Generalized Anxiety Disorder-7 (GAD-7)
- Perceived Stress Scale (PSS)
- Rosenberg Self-Esteem Scale (RSES)
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

These standardized assessments are widely used in mental health settings and can provide quantitative data on changes in symptoms, emotional distress, coping strategies, and overall well-being before and after art therapy interventions.

Common self-report measures:

- Client Satisfaction Surveys
- Quality of Life Scales
- Emotion Regulation Questionnaires
- Self-Esteem Inventories

These self-report measures can capture clients' subjective experiences, perceived benefits, and overall satisfaction with the art therapy interventions.

Qualitative interviews and focus groups:

- Semi-structured interviews with staff
- Focus group discussions with participants
- Open-ended questionnaires or reflective journals

Qualitative methods can provide rich, in-depth data on clients' personal narratives, experiences, and the meaning they derive from the art-making process.

6. Interest-holder Engagement

6.1 Interest-holder Engagement Process

The interest-holder engagement process for the LAS D&E Framework is designed to ensure that all voices are heard and that the programs are developed and refined in collaboration with those they aim to serve. Semi-structured interviews and informal chats allowed for personal reflections.

Program Facilitators

Engagement with program facilitators, including art therapists, artists, and mindfulness instructors, provide insights into the practical aspects of program delivery. Their feedback helps identify what works well and what could be improved in terms of participant engagement, curriculum design, and the use of evaluation metrics.

Calgary Immigrant Women's Association - Partner Organization

Calgary Immigrant Women's Association (CIWA) as the Partner organization provides broader perspectives on how the LAS programs align with community needs and other services. Collaboration with CIWA helps in refining the programs and ensuring they complement existing support systems. Their input is necessary for scaling the programs and extending their reach to benefit more individuals within the community.

Participants

Participants provide firsthand accounts of how the programs impact their well-being, creativity, and personal growth. This feedback is important for understanding the effectiveness of the programs and for making participant-centered improvements in both the short and long term.

Honoraria for Participants

Recognizing the value of participants' time and contributions, LAS offered honoraria to those who took part in the pilot implementation feedback sessions and interviews. This practice underscores the importance of respectful and ethical engagement, ensuring participants feel valued and motivated to share their experiences and insights.

7. Framework Development

7.1 Define Corner of Creativity Program Goals and Objectives

Program: Corner of Creativity

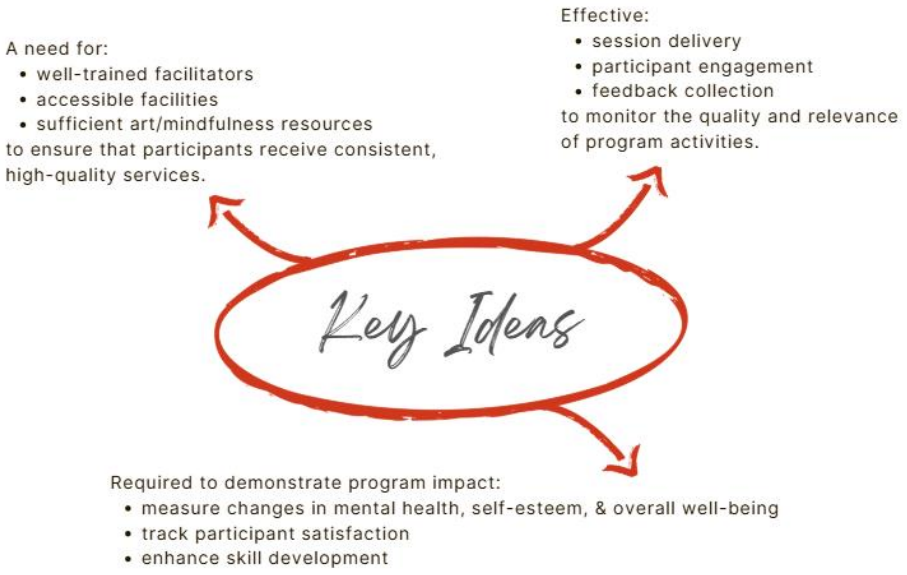
Goal: To empower youth, families, and individuals through engaging and therapeutic art practices, enhancing their mental and emotional well-being.

Objectives:

- Participants will learn fundamental and varied artistic skills, including basic color theory, landscape painting, self-portrait painting, and abstract painting over a 6-8 week course.
- Each session is designed to promote psychological health benefits such as improved memory and mood, increased patience, and perseverance.
- To complement the artistic learning, participants will engage in mindfulness sessions led by professional instructors focusing on techniques such as breathing, body scanning, and meditation to enhance overall mental well-being.
- Ensure that the program is accessible and beneficial to those who need it most by providing all necessary materials and expert guidance at no extra cost.

7.2 Interest-holder Input

Through discussions with LAS staff, volunteers, program participants, and several partner organizations, conversations provided a deeper understanding of the operational aspects of art therapy programs, potential key performance indicators, and the data requirements of funders. This interest-holder input serves as a foundational element in designing the LAS D&E Framework, ensuring it reflects real-world program dynamics, aligns with funder obligations, and supports data-driven decision-making for continuous improvement. Key feedback included:



7.2 Donabedian Model

By integrating the above insights, the Donabedian model offers a holistic way to evaluate LAS programs, ensuring alignment with interest-holder needs, operational realities, and the overarching goals of enhancing mental health and well-being through art therapy.

The Donabedian model is a framework that can be applied to develop data and evaluation systems, particularly in healthcare and human services settings. Proposed by Avedis Donabedian in the 1960s, the Donabedian model suggests that information can be drawn from three categories to gain a better understanding of the quality of care and services provided:

I. Structure: This refers to the attributes of the settings in which care occurs, including material resources (facilities, equipment), human resources (number and qualifications of staff), and organizational structure.
II. Process: This examines the activities that constitute healthcare or service delivery, such as art therapy interventions, counseling sessions, or support group activities.
III. Outcomes: These are the effects of care on the health status of patients and populations, such as changes in mental health, emotional wellbeing, or quality of life.

In the context of LAS, the Donabedian model will be applied as follows:

Structure Measures	Process Measures	Outcome Measures
● Qualifications and training of art therapists ● Physical space and art materials available ● Organizational policies and procedures	● Types of art therapy interventions offered ● Frequency and duration of sessions ● Client engagement and participation	● Changes in symptoms (e.g., anxiety, depression, trauma) ● Improvements in coping skills, self-expression, social functioning ● Client satisfaction and perceived quality of life

By measuring indicators across these three domains, LAS can gain a better understanding of the quality and effectiveness of their services. The structure measures provide insights into the enabling resources, the process measures evaluate the appropriateness of service delivery, and the outcome measures assess the ultimate impact on clients.

The following logic model provides a structured way to think about implementing the Donabedian model in an art therapy context, ensuring that each component is thoughtfully planned and aligned with the overarching goals of improving mental health and well-being through art therapy. It helps ensure that the evaluation covers all aspects from infrastructure to participant outcomes, facilitating a thorough assessment of program effectiveness and areas for improvement.

7.3 Corner of Creativity Logic Model

Component	Structure	Process	Outcomes
Description	The foundational elements that make up the infrastructure of the art therapy programs, including facilities, personnel, and administrative systems.	The activities and interactions that occur within the programs, including how the sessions are delivered and participant engagement.	The effects or results of the art therapy and mindfulness programs on participants, such as improvements in mental health and well-being.
Inputs	- Qualified art therapists and mindfulness instructors - Adequate and accessible facilities - Necessary art supplies and mindfulness materials - Funding and organizational support	- Delivery of Corner of Creativity art therapy sessions - Facilitation of mindfulness practices - Participant engagement strategies - Feedback surveys	- Improved mental health outcomes (e.g., reduced anxiety, enhanced mood) - Enhanced cognitive and sensorimotor functions - Increased self-esteem and personal growth - Participant satisfaction and feedback
Activities	- Recruitment and training of skilled facilitators - Procurement of high-quality materials - Maintenance and preparation of conducive spaces	- Consistent and effective session delivery - Active engagement and support of participants - Regular collection and analysis of feedback	- Monitoring and documenting changes in participant behavior and skills - Assessing feedback for program improvements - Reporting and discussing outcomes
Outputs	- Number of trained facilitators ready to deliver sessions - Availability of all necessary materials and a welcoming environment for sessions	- Number of sessions conducted - Level of participant engagement in each session - Feedback collected from participants and facilitators	- Data on participant outcomes (quantitative and qualitative) - Reports on participant progress and satisfaction - Adjustments made to the program based on feedback
Evaluation Metrics	- Facilitator qualifications and satisfaction - Adequacy of session resources - Suitability and accessibility of facilities	- Adherence to session plans - Quality of facilitation - Participant attendance and engagement rates - Quality and usefulness of collected feedback	- Participant mental health metrics (pre- and post-intervention) - Participant satisfaction surveys

7.4 Key Performance Indicators and Metrics

To effectively assess the success of the Corner of Creativity program, the framework will incorporate Key Performance Indicators (KPIs) and metrics. These measures will provide quantifiable data to track progress and outcomes, ensuring the program's goals of enhancing mental and emotional well-being through art and mindfulness are being met.

The following mental health KPIs and metrics will be informed by tools designed to objectively measure changes in participant behaviour and skills.

- GAD-7 (pre- and post- intervention)
- Self-Esteem (mid-intervention)
- CSQ-8 (post-intervention)

These tools help quantify the direct effects of the art therapy and mindfulness programs, facilitating clear, data-driven insights into their effectiveness.

Mapping KPIs and Survey Metrics

The following tables provide a detailed mapping of KPIs to specific tools and metrics, illustrating how each evaluation component aligns with the Corner of Creativity program's goals and outcomes.

1. Mental Health Outcomes

KPI	Tool	Questions	Metric
Reduction in Anxiety Levels	GAD-7	Over the last two weeks, how often have you been bothered by the following problems? 1. Feeling nervous, anxious, or on edge 2. Not being able to stop or control worrying 3. Worrying too much about different things 4. Trouble relaxing 5. Being so restless that it is hard to sit still 6. Becoming easily annoyed or irritable 7. Feeling afraid, as if something awful might happen	-Mean change in overall GAD-7 score (pre- and post-intervention) -% of participants reporting a decrease in specific symptoms (e.g., nervousness, worrying)

Mean Change in Overall Score: Provides a clear, quantifiable measure of anxiety reduction.
Symptom-Specific Changes: Allows tracking of improvements in particular areas (e.g., feeling nervous, trouble relaxing).

2. Self-Esteem Outcomes

KPI	Tool	Questions	Metric
Improvement in Self-Esteem	Rosenberg Self-Esteem	1. I feel that I am a person of worth, at least on an equal plane with others. 2. I feel that I have a number of good qualities. 3. All in all, I am inclined to feel that I am a failure. 4. I am able to do things as well as most other people. 5. I feel I do not have much to be proud of. 6. I take a positive attitude toward myself. 7. On the whole, I am satisfied with myself. 8. I wish I could have more respect for myself. 9. I certainly feel useless at times. 10. At times I think I am no good at all.	-Mean change in overall Rosenberg Self-Esteem score (pre- and post-intervention) -% of participants reporting an increase in positive self-assessment (e.g., "I have a number of good qualities.") -% of participants showing a reduction in negative self-perception (e.g., "I am inclined to feel that I am a failure.")

Mean Change in Overall Score: Provides a clear, quantifiable measure of overall self-esteem improvement.
Positive Self-Assessment: Tracks improvements in affirming statements (e.g., feeling proud or having good qualities).
Reduction in Negative Self-Perception: Captures decreases in negative statements (e.g., feeling useless or like a failure).

3. Participant Engagement and Satisfaction

KPI	Tool	Questions	Metric
Session Satisfaction	CSQ-8	1. How would you rate the quality of service you received? 2. Did you get the kind of service you wanted? 3. To what extent has our service met your needs? 4. If a friend were in need of similar help, would you recommend our service to him or her? 5. How satisfied are you with the amount of help you received? 6. Have the services you received helped you to deal more effectively with your problems? 7. In an overall, general sense, how satisfied are you with the service you received? 8. If you were to seek help again, would you come back to our service?	-Mean overall CSQ-8 score (post-intervention) -% of participants indicating their needs were met -% of participants who would recommend the service to others

Mean Overall CSQ-8 Score: Provides a summary measure of participant satisfaction.
Needs Met: Assesses how well the program met participants' needs.
Recommendations: Evaluates the likelihood of participants recommending the service to others.

These KPIs, tools, and metrics will serve as the foundation for a data dashboard within the framework. The dashboard will track key outcomes in real time, visualize trends, and provide actionable insights. This will enable LAS to monitor program effectiveness, identify areas for improvement, and ensure ongoing alignment with the Corner of Creativity's goals of enhancing mental health, self-esteem, and participant engagement.

7. Pilot Implementation

The piloting of the LAS D&E Framework at CIWA provided a practical setting to validate the framework's accuracy, relevance, and effectiveness. CIWA served as an ideal environment due to the diverse participant demographics and established structure of the program.

In this pilot, LAS facilitators administered pre- and post-intervention assessments using tools such as the Generalized Anxiety Disorder-7 (GAD-7) scale, the Rosenberg Self-Esteem Scale, and the Client Satisfaction Questionnaire (CSQ-8). The process will include the following steps:

Pre-Intervention Assessment:

At the beginning of the 6-week workshop, participants will complete the GAD-7 and Rosenberg Self-Esteem Scale to establish baseline mental health and self-esteem levels.

Program Delivery:

Participants will engage in weekly art therapy and mindfulness sessions facilitated by trained LAS staff. Feedback will be gathered informally throughout the program to capture immediate responses and engagement levels.

Post-Intervention Assessment:

Upon completion of the workshop, participants will retake the GAD-7 and Rosenberg Self-Esteem Scale, along with the CSQ-8, to evaluate changes in anxiety, self-esteem, and overall satisfaction with the program.

Data Collection and Analysis:

Quantitative data from the assessment tools and qualitative feedback from participants and facilitators will be analyzed to measure program impact. This analysis will focus on changes in anxiety levels, improvements in self-esteem, and participant satisfaction rates.

Dashboard Visualization:

The results will be incorporated into a data dashboard to visualize trends, identify strengths, and highlight areas for improvement. This will enable LAS and CIWA to make data-driven decisions and refine the program for future iterations.

8. Findings

Pilot implementation of the D&E Framework allows LAS to gather early insights into the impact of its art therapy and mindfulness programs. By analyzing participant data, LAS identifies effective program elements and areas for improvement, guiding short-term adjustments and long-term strategic planning to enhance participant well-being and artistic growth.

8.1 Participant Findings

A paired t-test is a statistical method used to compare the means of two related groups to determine if there is a statistically significant difference between them. The test is "paired" because it evaluates the same subjects under two different conditions (e.g., before and after treatment) or at two different times.

Generalized Anxiety Disorder-7 (GAD-7)

Measure	Pre-Treatment Mean (SD)	Post-Treatment Mean (SD)	Mean Difference	t-statistic	p-value
Generalized Anxiety Disorder-7 (GAD-7)	6.29 (3.83)	6.00 (4.00)	-0.29 (decrease)	0.3	0.7646

Interpretation:

- The difference between pre and post scores is not statistically significant ($p > 0.05$)
- The average change in scores is -0.29, indicating a slight decrease in anxiety scores after treatment, this change was not large enough to rule out random chance

Rosenberg's Self-Esteem Scale

Measure	Pre-Treatment Mean (SD)	Post-Treatment Mean (SD)	Mean Difference	t-statistic	p-value
Rosenberg's Self-Esteem Scale	16.18 (4.62)	16.64 (3.98)	0.46 (increase)	-0.81	0.437

Interpretation:

- The difference between pre and post scores is not statistically significant ($p > 0.05$)

- While there was a small average increase in self-esteem scores (0.46 points), this change was not large enough to rule out random chance

With less than 25 subjects, the pilot analysis does not have enough power to detect a significant difference even if one exists. A larger sample size could provide more reliable results and increase the statistical power of the analysis.

Client Satisfaction Questionnaire-8 (CSQ-8)

Overall Satisfaction Level:

- The mean score is 29.06 out of 32
- This represents a 90.8% satisfaction rate
- Scores range from 24 to 32, all in the upper quarter of possible scores

Distribution of Satisfaction:

- No responses in the "Very Low" (8-14) or "Low" (15-20) ranges
- 31.3% of responses in the "High" range (21-26)
- 68.7% of responses in the "Very High" range (27-32)

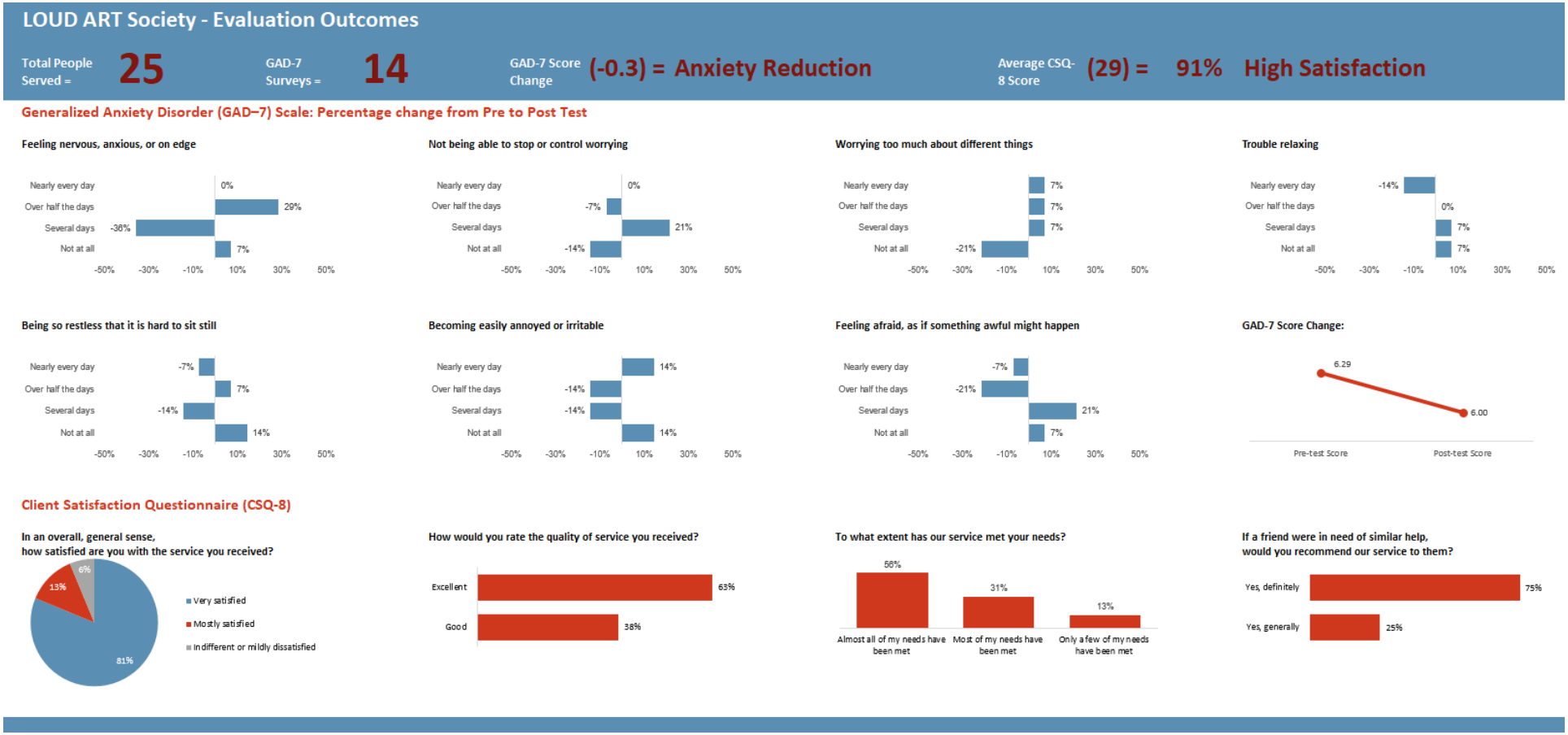
Interpretation:

- The program received consistently high satisfaction ratings
- Even the lowest score (24) represents 75% of the maximum possible score
- There is a cluster of responses at the maximum score (32), indicating several participants were extremely satisfied
- The relatively small standard deviation suggests consistent satisfaction across participants

These are very positive results, indicating that participants were highly satisfied with the LAS Corner of Creativity program. The clustering of scores at the upper end of the scale suggests the program met or exceeded participant expectations in most cases.

LAS Data Dashboard Development

A data dashboard based on the evaluation outcomes provides LAS with valuable insights, enables data-driven decision making, promotes transparency, and ultimately helps the organization enhance the effectiveness and impact of their mental health services.



8.2 Interest-holder Findings

CIWA Survey Data

The Agency Partner survey regarding the LAS Corner of Creativity program reveals a positive outlook, rating its effectiveness in serving community needs as either "Very effective" or "Extremely effective". While communication about program logistics between LAS facilitators and CIWA staff was rated as "Excellent" across the board, suggestions for improvement include extending session durations and increasing client-led activities to better tailor the program.

Participants also noted a need for more proactive promotion, especially in schools to capture interest pre-emptively. Despite these areas for enhancement, resource allocation was generally viewed as adequate, though one response highlighted a desire for more advanced notice about specific activities planned for each session. Additionally, respondents advocated for the annual continuation of these workshops to broaden the impact and benefit more CIWA clients, indicating a strong support for sustained and possibly expanded offerings in the future.

Facilitator Survey Data

Volunteers generally felt well-prepared to facilitate, with most indicating that the training and resources provided were either completely sufficient or could use slight improvement. Communication between coordinators and facilitators was consistently rated as good to excellent, ensuring effective program delivery.

Material availability was adequate, and participant engagement was described as very high across multiple sessions, indicating strong involvement and interest in the activities. While the majority of sessions went smoothly, some volunteers noted challenges such as socializing issues among participants and adherence to instructions. Suggestions for improvement included extending session durations to allow deeper exploration of activities, providing more role clarity for volunteers, and incorporating introductory activities to enhance interaction and comfort among participants.

Feedback from participants highlighted their enjoyment and satisfaction, with many appreciating the creative freedom and one-on-one guidance provided. Some volunteers observed significant positive changes in participants' well-being and creativity, suggesting the program's strong therapeutic potential. Other recommendations for enhancing the program included more client-led activities, better initial introductions, and dedicated reflection time to encourage deeper discussion and connection among participants.

Overall, the Corner of Creativity sessions were well-received, with both participants and facilitators expressing high satisfaction. The feedback points to a few areas for refinement but generally underscores the program's success in creating a supportive, creative, and engaging environment.

8.3 Recommendations

The following recommendations from the pilot D&E Framework implementation aim to refine and enhance the effectiveness of the Corner of Creativity program:

1. Enhance Training and Preparation

- Incorporate additional training sessions focusing on techniques for encouraging social interaction among participants and managing diverse group dynamics.
- Provide detailed role descriptions and specific training for volunteers to ensure clarity and confidence in their responsibilities, enhancing their ability to support the sessions effectively.
- Establish regular communication channels between program facilitators and coordinators, ensuring all parties are well-informed and any issues are addressed swiftly.

2. Improve Program Structure

- Consider lengthening the duration of the sessions to allow for a more relaxed pace, giving participants ample time to engage deeply with the art activities and group discussions.
- Start each session with structured introduction activities that facilitate interaction and build a more cohesive participant group.

3. Enhance Participant Engagement

- Increase the number of client-led activities, allowing participants more control over their learning and creative expression, which can enhance engagement and satisfaction.
- Implement regular, structured feedback mechanisms to gather insights directly from participants and adjust the program dynamically based on their input.

4. Strategic Improvements and Future Planning

- Use the data collected and insights gained from the program to inform strategic planning. Identify opportunities for program expansion or replication in other settings based on successful elements.
- Continue to explore and develop partnerships with local schools and other community organizations to expand the program's reach and impact.

9. Next Steps

Following the successful pilot of the D&E Framework at CIWA, the first priority is to incorporate feedback from the pilot to improve evaluation tools and processes. By fine-tuning both quantitative and qualitative metrics, LAS can better capture subtle changes in participants' anxiety, self-esteem, and overall satisfaction.

Scaling up the Corner of Creativity program is the next critical step. LAS should introduce the workshop to more community organizations, schools, and healthcare partners, broadening its reach and impact. To ensure inclusivity, program content can be adapted to meet the needs of diverse demographics such as youth, seniors, and marginalized communities. This expansion will help validate the framework's effectiveness across different contexts and populations.

Enhancing facilitator and volunteer training is essential for maintaining program quality as LAS grows. Training modules should cover art therapy techniques, mindfulness practices, data collection methods, roles, and workshop logistics. Providing ongoing support, such as mentorship and peer learning opportunities, will ensure facilitators are equipped to deliver the program effectively and adapt to participants' needs.

Program delivery improvements are also key to enhancing outcomes. Extending session durations will allow participants more time for meaningful engagement and progress. Incorporating more client-led activities will generate a sense of ownership and personalization, increasing the program's effectiveness.

Expanding data collection efforts will increase sample sizes and likely provide statistically significant results. To strengthen data-driven decision-making, LAS should conduct regular reviews of evaluation data and share insights with funders, partners, and participants. Producing annual impact reports will highlight program outcomes, success stories, and areas for growth. This transparency will build trust and demonstrate LAS's commitment to accountability and improvement.

Securing sustainable funding is a priority for LAS's continued success. The data and insights gathered from the pilot will support grant applications and funding proposals, showcasing proven program effectiveness. Developing strategic partnerships with mental health organizations, educational institutions, and government agencies will also help ensure long-term support and collaboration.

Finally, advocacy and public awareness initiatives are another important focus. Promoting the benefits of art therapy and mindfulness can help raise awareness of their role in mental health care. Hosting exhibitions, workshops, and community events will engage the public and showcase the transformative impact of LAS programs, further reinforcing the organization's mission.

10. Conclusion

The development of the D&E Framework for LAS has been a strategic process aimed at systematically enhancing the impact and effectiveness of its art therapy and mindfulness programs. Through careful planning, implementation, and assessment, this framework has laid a solid foundation for ongoing improvement and sustainability of LAS's initiatives.

As LAS concludes the development and testing phase of this work, we acknowledge the significant strides made in establishing a mechanism for assessing the efficacy of the Corner of Creativity programs. This framework not only facilitates the measurement of tangible outcomes related to participant well-being and satisfaction but also ensures that all programmatic activities align with the overarching mission of LAS to promote mental health through creative practices.

Recommendations such as extending program durations, incorporating more client-led activities, and enhancing facilitator training are expected to drive significant improvements. Additionally, the framework will serve as a vital tool in strategic decision-making, helping LAS to identify new opportunities for growth and to respond dynamically to the community's needs.

This D&E Framework highlights LAS's dedication to not only sustain but also enhance the quality and impact of its art therapy and mindfulness programs. Looking ahead, this framework will play a necessary role in improving LAS's programming to help build an inclusive, empathetic, and creative community in Calgary.

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