



Arthouse

Final Evaluation Report



Project Title:

Final Evaluation Report

Submitted to:

Arthouse

Submitted by:

Resilience Research Centre – Evaluation and
Training Institute

Period Covered by the Report:

June-December 2023

Submission Date:

February 2024

LEAD EVALUATOR	CO-EVALUATOR & RESEARCH PROJECT MANAGER
<p>Michael Ungar, PhD Canada Research Chair in Child, Family and Community Resilience Director, Resilience Research Centre Scientific Director, Child and Youth Refugee Research Coalition Dalhousie University 6420 Coburg Road, PO Box 15000 Halifax, Canada, B3H 4R2 Ph: (902) 494-3445 (Office) (902) 229-0434 (Cell) www.michaelungar.com www.resilienceresearch.org www.cyrcc.org</p>	<p>Mahnaz Shojaee, Ph.D. Research Project Manager Resilience Research Centre Faculty of Health Dalhousie University 6420 Coburg Road, PO Box 15000 Halifax, NS, Canada, B3H 4R2 Email: mshojaee@dal.ca www.resilienceresearch.org</p>
CO-EVALUATOR	
<p>Anam Khan, PhD(c) Research Project Manager Resilience Research Centre Dalhousie University 6420 Coburg Road, PO Box 15000 Halifax, NS, Canada, B3H 4R2 Email: anam.khan@dal.ca</p>	

CONTENTS

- 1. **Program Description** 4
- 2. **Evaluation Description** 4
 - 2.1 Logic Model..... 5
- 3. **Evaluation Questions** 7
 - 3.1 Process Evaluation Questions 7
 - 3.2 Outcome Evaluation Questions 7
- 4. **Methods**..... 8
 - 4.1 Evaluation Design..... 8
 - 4.2 Participants 8
 - 4.3 Quantitative Data Collection..... 9
 - 4.4 Qualitative Data Collection 9
- 5. **Evaluation Findings and Interpretation** 10
 - 5.1 Process Evaluation Questions 10
 - 5.2 Outcome Evaluation Questions 12
 - 5.3 Interviews..... 20
 - 5.3.1 Arthouse- Experience and Influence..... 21
 - 5.3.2 Self-Exploration, Confidence and Community..... 23
 - 5.3.3 Acquiring New Skills And Preparing For The Future 25
 - 5.3.4 Arthouse and the Future- Hopes and Recommendations 27
- 6. **Overall Recommendations**..... 28
 - Appendix A-Quantitative Questionnaire for 12 and above year-old Participants..... 30
 - Appendix B- Quantitative Questionnaire for under 12-year-old Participants..... 33
 - Appendix C- Qualitative Interview Questions..... 35
 - Appendix D- Focus Group Questions 36



1. PROGRAM DESCRIPTION

ArtHouse operates in the Halton area of Greater Toronto, Ontario. It is a non-profit organization that offers completely free art-based classes and activities to children and youth aged 7-17 with limited access to activities requiring a fee. The program aims to support and provide a safe environment, nurturing the well-being of children. The organization strives to boost children's competencies such as confidence, curiosity, imagination, resilience, and respect for one another. ArtHouse believes that programs such as Visual Arts, Theatre Performance, Urban Dance, Cooking Programs and other educational Workshops can provide children with authentic opportunities to enhance their competency in our rapidly evolving 21st century.

Since 2009, over 840 ArtHouse programs have been delivered to 11,200 vulnerable children at 90 subsidized housing locations, cooperatives, and community hubs in Halton in partnership with frontline agencies.

2. EVALUATION DESCRIPTION

Using a mixed-method approach to evaluation, the Resilience Research Centre conducted a review of ArtHouse to examine the effectiveness of ArtHouse programs in relation to change in participants' psychological competencies, such as creativity, self-confidence, self-esteem, social anxiety, and resilience. In the quantitative section of the project, a pre-and post-test design was used before the start date of the intensive summer activities in June and July of 2023. A post-test

was administered in the fall of 2023 to examine changes in children’s wellbeing after participation in ArtHouse programming.

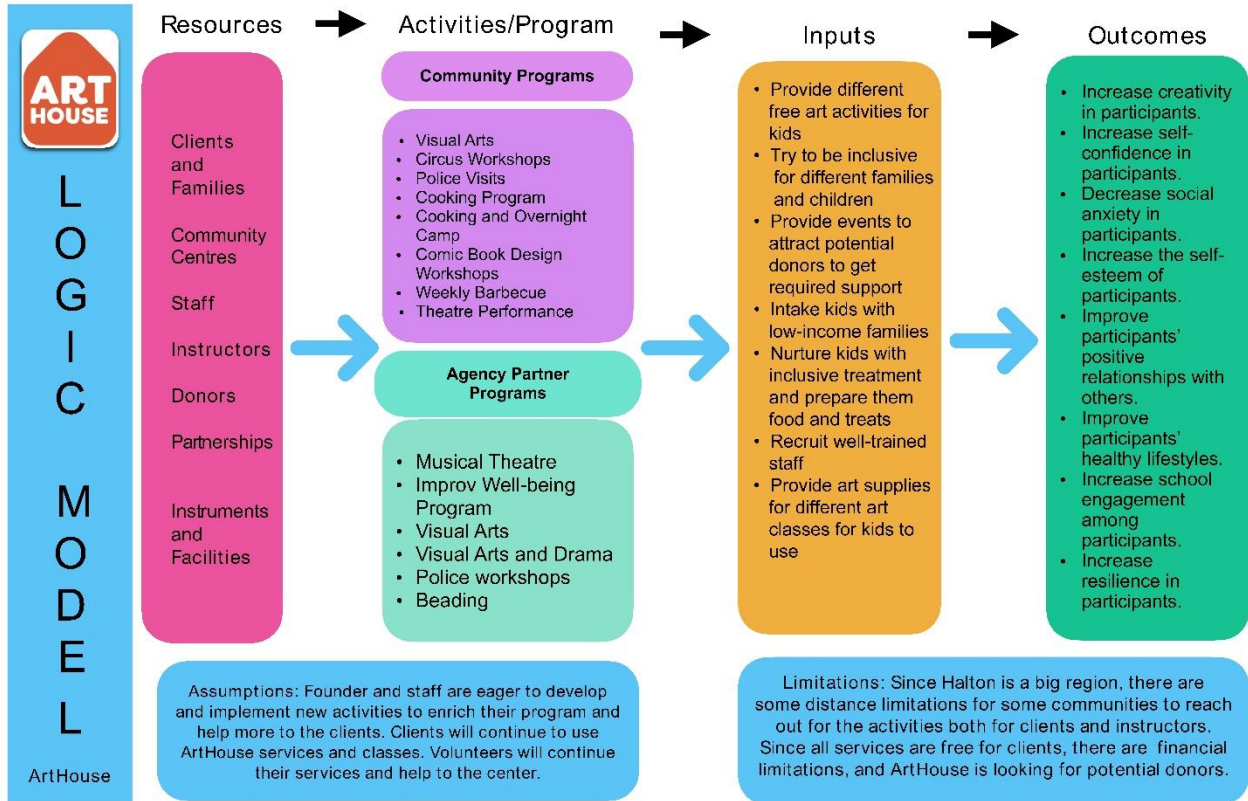
In the qualitative section of the project, a series of individual and focus group interviews with participants, program staff, and participants' parents were conducted. Occurring during summer and fall 2023, this evaluation reports on how well the ArtHouse program achieves its objectives and outcomes.

2.1 LOGIC MODEL

ArtHouse’s logic model is a critical component of a practical evaluation project. By visually depicting the program’s theory of change, this logic model identifies how current ArtHouse resources, including clients and their families, staff, donors, instructors, instruments and facilities, partnerships, and community centres, are used to offer specific activities to achieve the desired outputs. Outputs include: support for staff and clients, interdisciplinary teamwork, holistic support for clients, and more.

The logic model shows the relationship of the resources, activities, and inputs to the expected outcomes. Assumptions and external limitations have been considered and incorporated into the logic model.

Figure 1. ArtHouse's Logic Model



3. EVALUATION QUESTIONS

3.1 PROCESS EVALUATION QUESTIONS

1. Did the program provide services to the participants?
2. Did the program engage the target population?
3. Did the participants stay engaged in the program?

3.2 OUTCOME EVALUATION QUESTIONS

1. Did the program increase self-confidence in participants?
2. Did the program increase the self-esteem of participants?
3. Did the program increase resilience in participants?
4. Did the program improve participants' healthy lifestyles?
5. Did the program improve participants' future orientation?
6. Did the program increase creativity in participants?
7. Did the program improve participants' positive relationships with others?
8. Did the program increase school engagement among participants?
9. Did the program improve participants' self-regulation?
10. Did the program decrease social anxiety in participants?

4. METHODS

4.1 EVALUATION DESIGN

Data was collected through both quantitative and qualitative methods. A part of the original evaluation design was to collect quantitative data using a researcher-developed questionnaire. A pre-and post-test design was used to examine the effectiveness of participating in different programs on children's targeted psychological competencies. The pre-test was conducted with the new arrival cohort at the beginning of the summer activities in July 2023. Then, after one summer semester program, the post-test was performed with the same questionnaire. Also, qualitative data was captured through interviews with staff members, caregivers and program participants.

4.2 PARTICIPANTS

Participants included children (N = 85) between the ages of 7 and 17 who registered to attend the different program classes in the Halton region of Greater Toronto. Of 85 participants, 56 (66%) were female, 28 (33%) were male, and one did not respond. Also, 55 participants were between 7 and 12 years old, and the rest were between 13 and 17. The participants' race was grouped into three categories: Black, White, and other visible minorities, 37 (44%), 14 (17%), and 33 (38%) respectively (see Table 1).

Youth were read a short script and asked if they were willing to be part of the program evaluation. All questions were read aloud to the participants, making it easier for them to respond regardless of literacy level.

Table 1. *Participants Descriptive Information in Pre-test*

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
SEX	Female	56	66%
	Male	28	33%
AGE	Under 12	55	65%
	Above 12	30	35%
RACE	Black	37	44%
	White	14	17%
	Other visible minorities	33	38%

4.3 QUANTITATIVE DATA COLLECTION

A 36-item questionnaire was developed to measure psychological competencies of the participants, including creativity, resilience, self-confidence, self-esteem, social anxiety, relationships with others, healthy lifestyle, future orientation, and school engagement. Each scale had a seven-point Likert option for participants aged 12 years and above, scored from 1 (strongly disagree) to 7 (strongly agree). For participants under 12 years old, a three-point Likert option was used (see Appendices A & B). Before the start of the summer term, the participants were asked to complete a questionnaire as a pre-test. Each participant was given a unique identifier to note on their response sheet for both the pre-and post-test to match their responses over time.

4.4 QUALITATIVE DATA COLLECTION

Qualitative aspects of the evaluation included interviews and focus groups. A total of 18 individuals drawn from ArtHouse staff, children, and caregivers/parents were interviewed. Interviews explored aspects of program structure and implementation issues (Appendices C and D). Two interviews were done as focus groups, and the rest were individual interviews. All interviews were conducted face-to-face or using Zoom and were voice recorded, lasting between 30 minutes and two hours.

5. EVALUATION FINDINGS AND INTERPRETATION

5.1 PROCESS EVALUATION QUESTIONS

Question 1: Did the program provide services to the participants?

ArtHouse provided several programs, namely Visual Arts, Circus Workshops, Police Visiting, Cooking Program, Weekly Barbecue, Overnight Camp, Comic Book Design Workshops, and Theatre Performances (see Table 2).

Table 2. ArtHouse Programs (Activities) During Summer and Fall Terms

#	PLACE	PROGRAMS (ACTIVITIES)	NUMBER OF PARTICIPANTS
1	Burlington - Maple Crossing	<ul style="list-style-type: none"> • Visual Arts • Circus Workshops • Police Visits • Cooking Program 	18 children
2	Burlington - 360 Burloak Drive	<ul style="list-style-type: none"> • Visual Arts 	10 children
3	Burlington - Valens	<ul style="list-style-type: none"> • Cooking • Overnight Camp 	15 youth
4	Burlington - Next Door Social	<ul style="list-style-type: none"> • Week-long Cooking Program 	10 youth
5	Oakville - Oaklands	<ul style="list-style-type: none"> • Visual Arts • Comic Book Design Workshops • Singing 	15 children
6	Oakville - Dorval	<ul style="list-style-type: none"> • Visual Arts 	8 children
7	Oakville - Margaret and Maurice	<ul style="list-style-type: none"> • Weekly Barbecue • Visual Arts 	15 children & youth
8	Oakville - Camp ArtHouse (July)	<ul style="list-style-type: none"> • 2 week all day Theatre Performance 	40 kids – 17 youth volunteers
9	Oakville - Camp ArtHouse (August)	<ul style="list-style-type: none"> • 1 week all day Theatre Performance 	20 youth
10	Oakville - YMCA of Oakville	<ul style="list-style-type: none"> • 6 one-week camps-mornings • Musical Theatre-improv • Visual Arts 	55 children
11	Burlington - Nelson Youth Centre (Mental Health)	<ul style="list-style-type: none"> • Improvement of Well-being Program 	12 children
12	Burlington - Reach Out Centre for Kids	<ul style="list-style-type: none"> • Camp Unity (FASD Program) • Visual Arts 	12 youth
13	Burlington - Nelson Coop	<ul style="list-style-type: none"> • Visual Arts 	14 children and youth
14	Milton - Milton Public Library-Sheridan College	<ul style="list-style-type: none"> • Visual Arts & Drama 	20 children and youth
15	Acton – the Roxy Centre	<ul style="list-style-type: none"> • Visual Arts 	11 children
16	Oakville – Dorval	<ul style="list-style-type: none"> • Visual Arts 	10 children
17	Burlington – M M Robinson HS	<ul style="list-style-type: none"> • LEAP (Alternative Learning Program) 	15 youth
18	Oakville – Kerr Street Mission	<ul style="list-style-type: none"> • Visual Arts 	16 youth
19	Oakville – White Oaks Secondary School	<ul style="list-style-type: none"> • Gary Allan Alternative Learning Program – Improv 	30 youth
20	Visual Arts	<ul style="list-style-type: none"> • Visual Arts 	15 children
21	Oakville – Oakwood Public School	<ul style="list-style-type: none"> • Visual Arts 	25 children
22	Georgetown – Gary Allan High School	<ul style="list-style-type: none"> • Visual Arts 	25 children
23	Milton – Halton Multicultural Council	<ul style="list-style-type: none"> • Visual Arts 	25 children

Question 2: Did the program engage the target population?

An essential goal for ArtHouse is ensuring they can reach as many of the Halton community's most vulnerable children and young people as possible. During the evaluation project, summer and fall of 2023, ArtHouse engaged with over 100 vulnerable youngsters by providing 23 neighborhood and community programs. The programs were delivered at several subsidized housing locations, Cooperatives, and community hubs in collaborative partnerships with front-line agencies throughout Halton.

Question 3: Did the participants stay engaged in the program?

Eighty-five children responded to the first phase of the survey (pre-test). However, based on the nature of all longitudinal programs, there was a 31% attrition rate for the post-test. Thus, 58 children answered the questionnaire for a second time. The majority of participants who started programming attended at least 50% of scheduled activities.

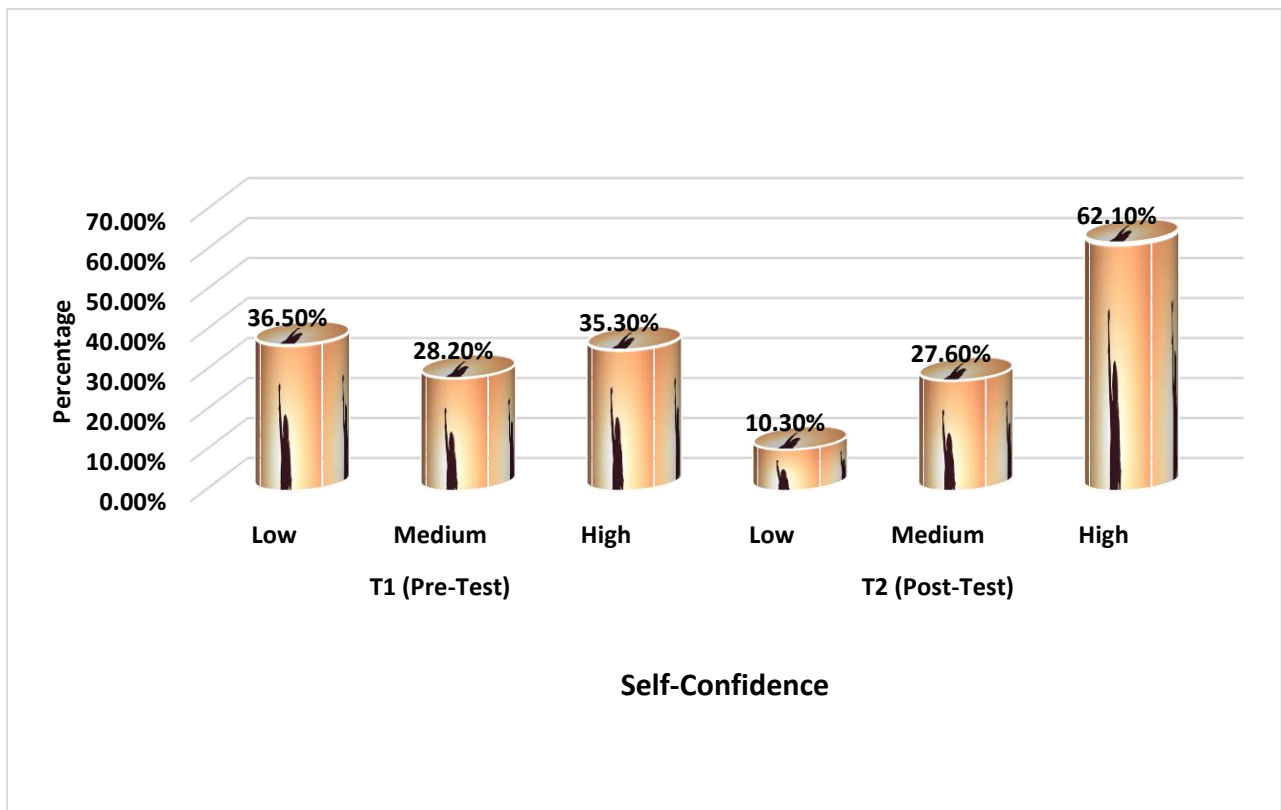
5.2 OUTCOME EVALUATION QUESTIONS

Question 1: Did the program increase self-confidence in participants?

To examine question 1, a paired-t-test was used, and the results revealed that students' self-confidence in the post-test ($M = 10.74$, $SD = 1.433$) increased significantly ($t(57) = 4.285$, $p < 0.05$) compared with the pre-test ($M = 9.81$, $SD = 1.53$). The effect size of this increase was $d = 1.68$ (see Table 3).

To visualize this change, three levels of self-confidence were defined: low, medium, and high, and the percentage of students' scores was calculated for each level. Results (Figure 2) showed that students' self-confidence increased over time as expected. For example, at pre-test 35.30% of respondents showed high self-confidence, while this number jumps to 62.10% when tested again after the program ended (Figure 2).

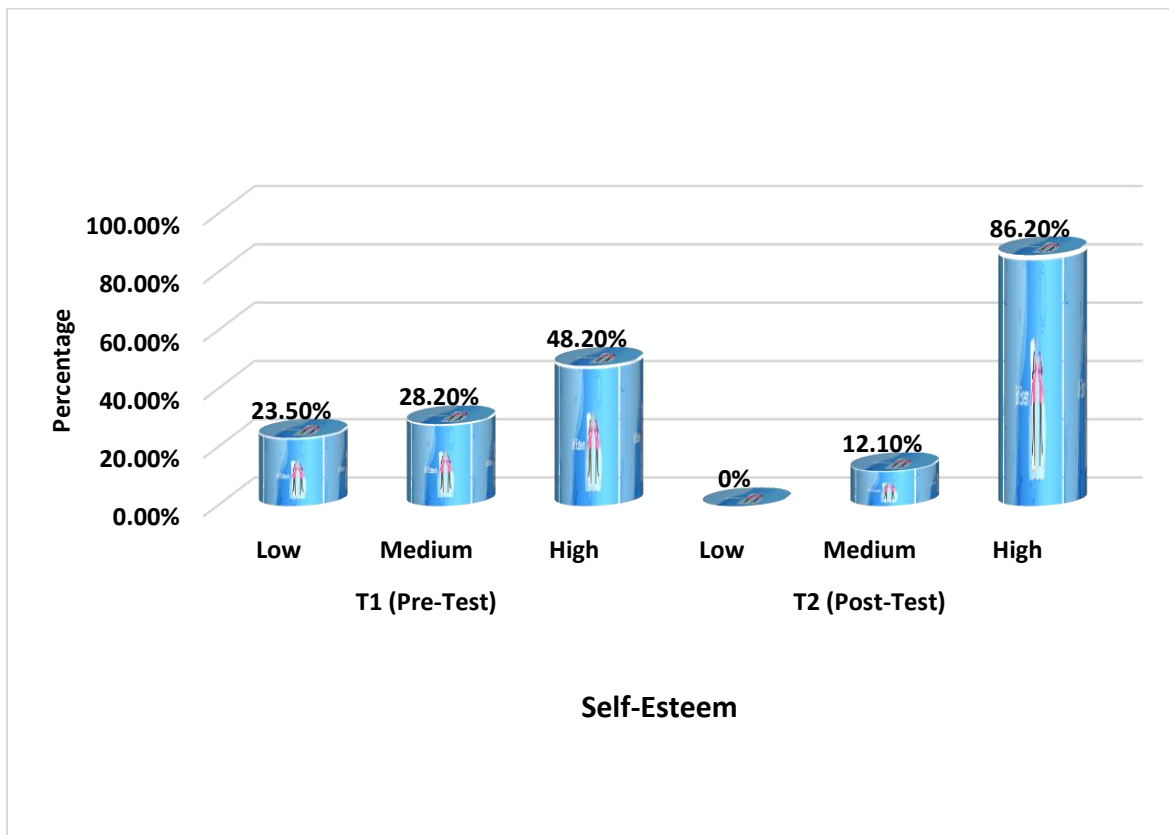
Figure 2. *Categorized Self-Confidence Graph for Pre-test and Post-test*



Question 2: Did the program increase the self-esteem of participants?

Analyzing the data for the second question revealed that students' self-esteem at post-test ($M = 5.44, SD = 0.802$) increased significantly ($t(56) = 1.562, p < 0.05$) in comparison with their scores before starting the program ($M = 5.21, SD = 0.818$). The effect size of this increase was $d = 1.12$ (see Table 3). Picturing this change, three levels of self-esteem were defined as low, medium, and high, and the percentage of students' scores were calculated at each level. Results show the improvement of students' self-esteem in the post-test (Figure 3). Visualizing this improvement, Figure 4 shows a 38% increase in the number of youth with high self-esteem, from 48.2% in the pre-test to 86.21% in the post-test after participating in the ArtHouse programs.

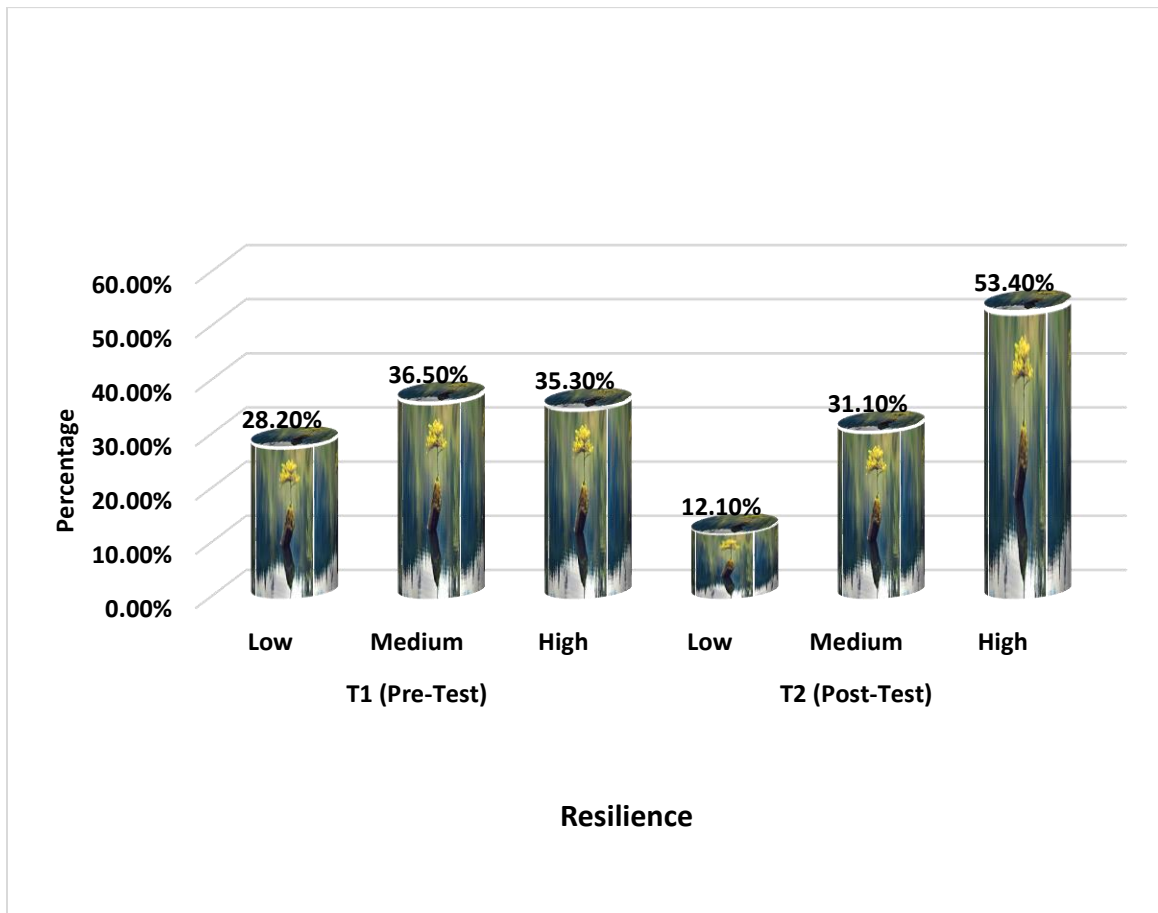
Figure 3. Categorized Self-Esteem Graph for Pre-test and Post-test



Question 3: Did the program increase resilience in participants?

Students' resilience increased significantly in the post-test ($M = 2.75, SD = 0.263$), ($t(55) = 0.832, p < 0.05$), as compared to the pre-test ($M = 2.63, SD = 0.292$). The effect size of this change was $d = 1.12$, as shown in Table 3. The number of students with high resilience rose by more than 18%, from 35.3% in the pre-test to 53.4% in the post-test after participating in the ArtHouse programs (Figure 4).

Figure 4. Categorized Resilience Graph for Pre-test and Post-test

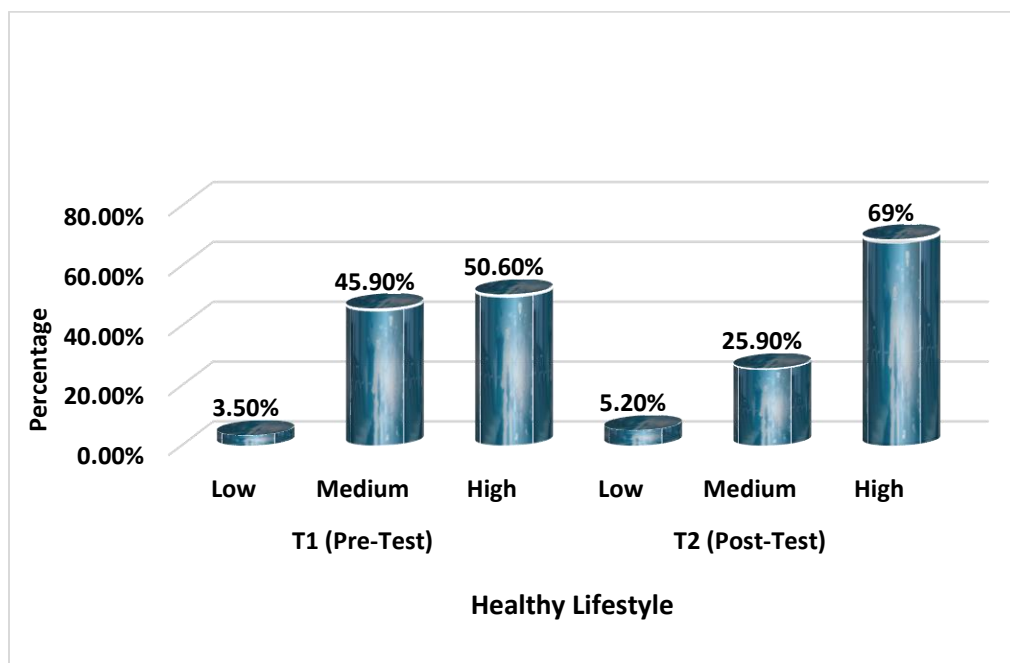


Question 4: Did the program improve participants' healthy lifestyles?

To analyze question 4, we utilized a paired t-test. We found that students' tendency to have a healthy lifestyle in the post-test ($M = 2.64, SD = 0.583$) showed significant improvement ($t(57) = 2.624, p < 0.05$) compared to the pre-test ($M = 2.46, SD = 0.598$), with a considerable effect size of $d = 0.51$ (see Table 3).

To illustrate the change, we divided healthy lifestyle into three levels: low, medium, and high, and calculated the percentage of student scores in each level. The results, shown in Figure 6 indicate that students' healthy lifestyle increased in the post-test. When comparing the high level of healthy lifestyle in the pre-test (50.6%) with the same level in the post-test (69%), it was found that students' healthy lifestyle increased by almost 19% after participating in the ArtHouse programs (see Figure 5).

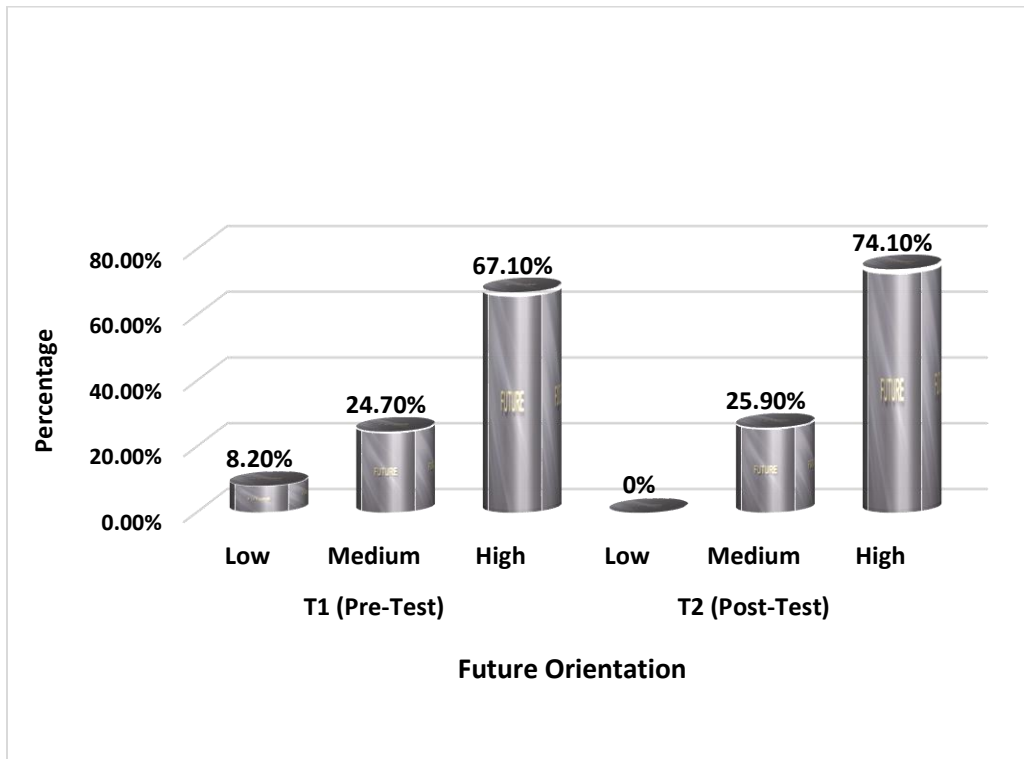
Figure 5. Categorized Healthy Lifestyle Graph for Pre-test and Post-test



Question 5: Did the program improve participants' future orientation?

Analyzing the data for the fifth question revealed that compared with the pre-test ($M = 2.55, SD = 0.676$), students' future orientation in the post-test ($M = 2.74, SD = 0.442$) improved significantly ($t(57) = 1.846, p < 0.05$), with an effect size of $d = 0.79$ (see Table 3). To envision this change, three levels of future orientation were defined as low, medium, and high, and the percentage of students' scores was visualized in Figure 6. The data indicates a significant increase in students' future orientation after participating in ArtHouse programs. Specifically, comparing the pre-test and post-test results revealed a 7% increase in future orientation levels - from 67.1% to 74.1%.

Figure 6. Categorized Future Orientation Graph for Pre-test and Post-test



Questions 6 to 10

The analyses included questions 6 to 10, which analysed variables related to creativity, positive relationships with others, school engagement, self-regulation, and social anxiety. The results revealed that there were no statistically significant changes between the pre-test and post-test (Table 3). This indicates no noticeable improvement in any of the variables mentioned above, which were measured in the survey. The lack of change in these areas could have been due to several factors, such as the sample size or the length of time children received the intervention, with an insufficient 'dose effect' to create the anticipated change. Further investigation is required to determine the reasons for the lack of change and to identify ways to improve outcomes for questions 6 to 10.

Table 3. Differences Between Pre-test and Post-test in each of the Targeted Competencies

	MEAN (N)	STANDARD DEVIATION	MEAN DIFFERENCES	T (DF)	P-VALUE	EFFECT SIZE
CREATIVITY PRE-TEST	5.36 (58)	0.742	0.1035	0.759 (57)	0.225	1.05
CREATIVITY POST-TEST	5.47 (58)	0.777				
SELF-CONFIDENCE PRE-TEST	9.81 (58)	1.536	0.931	4.258 (57)	0.001**	1.68
SELF-CONFIDENCE POST-TEST	10.74 (58)	1.433				
SELF-ESTEEM PRE-TEST	5.21 (57)	0.818	0.228	1.562 (56)	0.05*	1.12
SELF-ESTEEM POST-TEST	5.44 (57)	0.802				
POSITIVE RELATIONSHIPS WITH OTHERS PRE-TEST	8.16 (56)	0.869	0.125	0.766 (55)	0.224	1.24
POSITIVE RELATIONSHIPS WITH OTHERS POST-TEST	8.29 (56)	1.039				
SCHOOL ENGAGEMENT PRE-TEST	7.25 (58)	1.681	0.1897	0.932 (57)	0.178	1.57
SCHOOL ENGAGEMENT POST-TEST	7.45 (58)	1.667				
RESILIENCE PRE-TEST	2.63 (56)	0.292	0.1137	2.330 (55)	0.01*	0.370
RESILIENCE POST-TEST	2.75 (56)	0.263				
SELF-REGULATION PRE-TEST	1.90 (58)	0.877	0.1379	0.832 (57)	0.204	1.28
SELF-REGULATION POST-TEST	2.03 (58)	0.788				
SOCIAL ANXIETY PRE-TEST	2.26 (57)	0.745	-.052	-.425 (56)	0.336	0.95
SOCIAL ANXIETY POST-TEST	2.21 (57)	0.818				
HEALTHY LIFESTYLE PRE-TEST	2.46 (58)	0.598	0.1724	2.624 (57)	0.006*	0.51
HEALTHY LIFESTYLE POST-TEST	2.64 (58)	0.583				
FUTURE ORIENTATION PRE-TEST	2.55 (58)	0.679	0.1897	1.846 (57)	0.03*	0.79
FUTURE ORIENTATION POST-TEST	2.74 (58)	0.442				

5.3 INTERVIEWS

Four staff members and four parents were interviewed for the qualitative part of the evaluation. Two focus group with children were also conducted- one with five children under 12 years of age and another with five children over 12. These conversations were broadly focused on gathering information on the following topics:

- Their overall experience at ArtHouse
- Most influential or helpful aspects of the program
- Effects of the program on the child's creativity
- Effects of the program on managing emotions and behaviours
- Relationship with others in the program
- Effects of the program on the child's self-concept and confidence
- Influence on activities such as healthy eating and exercising
- Impact on their future or plans
- Fair treatment in the program
- Learning new skills through the programs
- Suggestions to improve the programs

The findings from these interviews are discussed in the following sections. They are grouped into categories and themes based on their significance.

5.3.1 ARTHOUSE- EXPERIENCE AND INFLUENCE

A SAFE PLACE FOR NEW EXPERIENCES

ArtHouse provided the children with an opportunity to explore the arts and express themselves in a judgement-free and supportive environment, which they are often unable to experience elsewhere. This contributed to the overall self-concept of the child, where they felt respected, cared for, and valued. As shared by one of the parents, *“...ArtHouse has created an environment for [my child] that is safe. She connects with the kids, she enjoys it, she wants to go. And this is a child who wakes up and fights tooth and nail not to go to school will fake sick not to go to school will do anything in her power. And ArtHouse has sort of given her that safe space to have social interactions and to make connections with other kids. And from that perspective, it's done wonders...”*. Similar feelings were articulated by several children where one of the kids who had been in the program for 7 years said, *“...it's a safe community. Because...you can do a lot in this program in ArtHouse, you're allowed to express yourself, and you're not being judged in any way...”*

Another significant attribute of ArtHouse that was appreciated by interviewees was its accessibility. It provides free-of-cost programs to children aged 7-17 who don't have access to fee-related programming (such as those from marginalized communities or low-income households) and a space to experience creative pursuits. Furthermore, when ArtHouse staff could not offer support directly, they were able to connect the parents to appropriate services or support. Thus, for children with little to no exposure to the arts and those with creative talents such as dancing, singing, etc., ArtHouse provided a platform to acquire new skills and hone

existing ones. Most importantly, it allowed the children to freely express themselves and be their authentic selves. As stated by one of the staff members, *“These programs aren't here to, to raise the next you know, Picasso or artist, it's here to help raise awareness within themselves....how are these programs helping you to find yourself, your strength, your courage, your confidence, and your resilience within what you have right now, and let us help you find that...and art is a great way to be creative, and let your mind, you know, let loose... So that's why the arts in general are so important in everything, in every aspect and everything we do, not just ArtHouse, but I find everywhere. So that's where the arts help the kids to find nice creative outlets, to kind of find the confidence to do what they want to do to move forward.”*

MOST INFLUENTIAL ASPECTS OF THE PROGRAM

When asked about their favourite or most impactful aspects of ArtHouse programming, interviewees had varied responses. However, certain programs and features stood out more than others:

- Snacks and/or food offered during programs provide a communal experience of sharing food with peers and helped participants feel more comfortable.
- Accommodations and support for children with learning disabilities such as speech delays, autism, and ADHD were appreciated by parents.
- For several children, the programs were simply a means to be creative and do something ‘fun’ with their peers.
- Musical Theatre was the most popular program among children and parents (elaborate discussion in the following sections).

- The Cooking program that teaches a new skill and promotes healthy eating, programs focused around education and concern for the environment (such as making art out of recycled materials, educational outings and field trips such as to the Royal Botanical Gardens, Little Canada Exhibit etc.), camps, community programs, and programs that expose kids to different career paths (such as Jill of all Trades, Pathways Program and guest visits by police officials, artists, fashion designer and other professionals) were staff favourites.

5.3.2 SELF-EXPLORATION, CONFIDENCE AND COMMUNITY

ENCOURAGEMENT AND SOCIAL SUPPORT

A key ingredient that helps children flourish at ArtHouse is the support and encouragement provided by instructors and peers, as expressed by one of the children (among many others with similar sentiments), *"...I think that positive space at ArtHouse and people, there's so many people encouraging you, the kids, the counsellors, staff... They're so uplifting and it's really helpful..."*. In some cases, encouragement from peers also helped the children persevere despite setbacks, as recounted by a parent, *"...And she'll say, "you know, Mom, I messed up when I was playing volleyball, but the girls were so encouraging with all the kids were like, hey, it's alright A, like you can do it. Like, try again"."*

Thus, interconnected elements work together to produce a cascading effect- feeling supported and cared for and being treated fairly builds trust and comfort, which allows the children to express themselves freely, build confidence and participate in more activities. Making

new connections and friends emerged as an added benefit of the programs. The children also learned to help each other through teamwork and collaboration, which contributed to a sense of community and belonging.

MUSICAL THEATRE PERFORMANCE AND DRAMA

The Musical Theatre program was identified as a significant component in building confidence among children, especially for those who were introverted. In many cases, theatre provided the children with a platform to not just venture out of their emotional shells but also make new friends along the way. This motivated them to engage in more activities, which further contributed to their self-confidence. Thus, the newfound confidence motivated them to take responsibility and show initiative, contributing to their overall physical and mental well-being. In the words of one of the children, *“I would say, before I started at ArtHouse I was a very shy kid, like, I would never talk to anybody, especially in school. I was probably the quietest kid in my class, but ArtHouse, it helped me being on stage like that. And participating in activities with other kids, it helped me, like, helped me build my confidence a ton. And it's like confidence. It's been growing significantly.”* Similarly echoed by a parent, *“...And even just in her dancing as well, confidence on stage came out more, because she was able to express herself more. So, when she gets on stage, she's able to perform more, she had more confidence behind her and her creative expression... in other outlets, not just at ArtHouse, right?”*

5.3.3 ACQUIRING NEW SKILLS AND PREPARING FOR THE FUTURE

In addition to fostering creativity through the arts, the diverse programs and experiences offered at ArtHouse also taught the children several new skills and crucial life lessons. Some of these were creative problem-solving and transfer of skills outside the programs, social skills, observing respect and kindness towards others, patience, time management, handling difficult emotions and learning from their mistakes. Thus, the programs provide both direct and indirect learning, as evidenced by parents' comments on the cooking program, "...they'd follow step-by-step (instructions), and they'd create their dinners. Which was awesome, because they learned cooperation, sort of, not really, let's be honest, they're brother and sister they don't cooperate. But they learned how to work together, they created, how to create dinners, and they discovered some of the dishes that they love that we still make today because they love them. So that was a bonus. They learned how to operate in the kitchen". Through this program, the children got the opportunity to cook an entire meal and also serve it to all their family members.

CONSISTENCY AND STRUCTURE

As described so far, the sense of safety, trust, and comfort felt by the children facilitated making new friends and engaging in various activities at ArtHouse and in school, help participants to build confidence and social skills. The consistency and structure that the program provides was an important part of this ordeal, as identified by multiple staff members, "...I think most importantly, it's consistency. It's being there and being there and being there. I think that's so important for these kids, they need to know that they can come home from school and rush over

to a program that they know is starting at three thirty or four o'clock.”; “I think the consistency is huge and that's, you know, a lot of the sites where we see our biggest success is where it's been, somebody who's been there long term.”; as well as parents, “Learning what commitment is right, because when you register yourself for a program, you know that you are accountable, you're responsible for going into that program, otherwise, you are taking somebody else's spot. So those kinds of things are also... things that they practiced a lot during ArtHouse programming, and that it definitely positively contributed to their... they added something into their toolbox, right, that they will be using throughout their lives.”

STAFF AND VOLUNTEERS

Older participants who volunteer at ArtHouse may act as inspirational role models for the younger children, as revealed by a staff member, *“So even our volunteers, these kids latch on to these people. You know, it's like they look at them as like a Big Brother or Big Sister or the aunt they never had. So we have a lot of these, no matter what they're doing in their lives, they find ways to still volunteer because these children are also having an impact on them”*. Further, older children noted learning leadership skills and patience through their volunteering experience. Even the staff reported acquiring new learnings through their experience as an instructor, *“So I guess I'm also learning a lot about myself within these programs. It's not only... I also like to think as a mentor, a Counsellor, a therapist, I guess you can say.”*

5.3.4 ARTHOUSE AND THE FUTURE- HOPES AND RECOMMENDATIONS

IMPACT ON CHILDREN'S FUTURE

In general, the skills and learnings acquired through ArtHouse were identified as helpful resources for the children as described by one of them, *"...I feel like in ArtHouse I've learned different skills. Like, being creative and like, like learning new stuff that could help me in the future one day, which I'm, which if you go to school, you're probably not going to learn that, like this exact thing."* Further, through specific programs such as Pathways to Possibilities, children got to learn about different career options, including those that might not need a university degree. In terms of additions to ArtHouse in the future, staff shared their desire to invite experts from different areas of work, such as the trades, to introduce participants to other opportunities.

Programs such as Musical Theatre empowered the children to pursue acting in the future. For example, one of the youths sought inspiration from the program to later join the University of Toronto, Mississauga, as a theatre major. Their sibling was similarly motivated by the program, as conveyed by the parent, *"...And he is now at Sheridan [College] for film and television. So, he too, discovered this was his thing. And then my daughter T is in grade 12 and is a dancer and an actress. She's in everything. And she wants to go on to musical theatre at Sheridan. That is her goal. That is her dream, is to be on the stage somewhere. So, it's definitely affected them because it opened their eyes to the side of the world. Otherwise, I don't think they would be where they are right now."*

When asked about their future plans, one youth shared- *"I would like to be a volunteer for ArtHouse, probably, at one point when I'm older. And this doesn't speak for me. But if someone*

would like to be like an actress, an actor or actress when they're older, they could definitely go to ArtHouse for like the tips and tricks."

INTERVIEWEES' RECOMMENDATIONS TO IMPROVE

When asked about recommendations to improve the programs, parents shared their wish for additional programs with more staff to reach more communities. In this regard, some staff explained that funding could allow them to expand the team and offer more opportunities to children, such as more outings and activities- *"I think what we're doing is amazing already. I know, though, if we had more funds to spare, we could offer a few more outings, and bring special guests in. I know it's hard to do a lot of the things we want to do, but more outings, more social Social and Physical activities would be great."*

Other suggestions for program change included having different levels of programming such as beginner, intermediate, and advanced, and some of the younger children communicated their desire to be cast as main characters in the theatre program as it might help them feel more valued and confident.

6. OVERALL RECOMMENDATIONS

- To enhance the targeted psychological competencies in children, it is recommended to employ a psychologist or social worker to supervise the program and activities more closely.
- It can be highly advantageous for children to have instructors who are experts in different fields and activities.
- It is important to continue to provide fun and attractive activities for children to increase their engagement with ArtHouse and its programs.
- It is important to continue to cooperate with higher educational settings such as colleges and universities to benefit from their facilities.
- It is important to continue collaboration with higher education institutions, such as colleges and universities, to provide children with insights about their future options and help them achieve future career paths.
- It is important to continue to have more physical art-based activities such as dancing and theatre training and performance.
- We recommend having role models who can motivate children to strive for their future. Therefore, it is recommended to introduce successful and well-known figures in the arts to ArtHouse participants.
- It is recommended that there be more cooperation and collaborative activities with schools in which the children participate.

ArtHouse Evaluation Report (2023-24)

- It is recommended that program duration be reconsidered, and more realistic timelines established, taking into account the long-term support needed by program participants. A target of approximately one year was suggested as feasible.
- Programming should continue to target higher risk participants as there is a real demand for ArtHouse services among this population across the region where programming is offered.




APPENDIX A-QUANTITATIVE QUESTIONNAIRE FOR 12 AND ABOVE YEAR-OLD PARTICIPANTS

		STRONGLY DISAGREE	DISAGREE	DISAGREE A LITTLE	NEITHER AGREE NOR DISAGREE	AGREE A LITTLE	AGREE	STRONGLY AGREE
1	I feel that I am a creative person, which means I can make or think about new things.	1	2	3	4	5	6	7
2	I get chances to express my creativity (e.g. arts, dance, sports).	1	2	3	4	5	6	7
3	I feel that I am a confident person.	1	2	3	4	5	6	7
4	I am able to do things as well as most other people my age.	1	2	3	4	5	6	7
7	I make good decisions.	1	2	3	4	5	6	7
12	I feel confident saying 'no' when friends suggest doing something that doesn't seem right to me.	1	2	3	4	5	6	7
5	I generally feel positive about myself.	1	2	3	4	5	6	7
6	I feel that I have a number of good qualities (e.g. sharing, kindness)	1	2	3	4	5	6	7
8	I get mad easily.	1	2	3	4	5	6	7
9	I often get uncomfortable around other people, especially people I don't know.	1	2	3	4	5	6	7
10	I am generally respectful when I am with other people, even with people I don't know well.	1	2	3	4	5	6	7
11	There are one or more adults in my life who care a lot about me (like a family member or someone in my community or in ArtHouse).	1	2	3	4	5	6	7
13	I stay away from people that can cause problems for me.	1	2	3	4	5	6	7
14	I spend time doing things that are good for me, like exercising, eating healthy food, and so on.	1	2	3	4	5	6	7
15	I like school.	1	2	3	4	5	6	7
16	I work hard in school.	1	2	3	4	5	6	7
17	I find school interesting.	1	2	3	4	5	6	7
18	I have a dream about my future.	1	2	3	4	5	6	7

ArtHouse Evaluation Report (2023-24)

19	Doing well in school is important to me.	1	2	3	4	5	6	7
20	I get along well with other kids around me.	1	2	3	4	5	6	7
21	I know how to behave or act in different situations (such as school, home, or holy places).	1	2	3	4	5	6	7
22	I feel that my parents or caregivers know where I am and what I am doing most of the time.	1	2	3	4	5	6	7
23	I feel that my parents or caregivers know a lot about me (for example, what makes me happy, or what makes me scared).	1	2	3	4	5	6	7
24	Other people my age like to play with me.	1	2	3	4	5	6	7
25	I talk to my family about how I feel (for example, when I am hurt or feeling scared).	1	2	3	4	5	6	7
26	I have friends that care about me.	1	2	3	4	5	6	7
27	I think my <u>family and friends</u> care about me when times are hard (for example, if I am sick or have done something wrong).	1	2	3	4	5	6	7
28	I think my <u>community</u> cares about me when times are hard (for example, if I am sick or have done something wrong).	1	2	3	4	5	6	7
29	I feel I am treated fairly at school.	1	2	3	4	5	6	7
30	I feel I am treated fairly at home.	1	2	3	4	5	6	7
31	I have chances to show others that I am growing up and able to do things by myself.	1	2	3	4	5	6	7
32	I feel safe in my neighbourhood.	1	2	3	4	5	6	7
33	I have chances to learn things at home (like cooking, cleaning, and helping others).	1	2	3	4	5	6	7
34	I have chances to learn things at school that will be useful when I am older.	1	2	3	4	5	6	7
35	I like the way my family or caregivers celebrate things (like holidays, birthdays, or learning about my culture).	1	2	3	4	5	6	7
36	I am learning about other cultures.	1	2	3	4	5	6	7

APPENDIX B- QUANTITATIVE QUESTIONNAIRE FOR UNDER 12-YEAR-OLD PARTICIPANTS

		DISAGREE 	NEITHER AGREE NOR DISAGREE 	AGREE 
1	I feel that I am a creative person, which means I can make or think about new things.	1	2	3
2	I get chances to express my creativity (e.g. arts, dance, sports).	1	2	3
3	I feel that I am a confident person.	1	2	3
4	I am able to do things as well as most other people my age.	1	2	3
7	I make good decisions.	1	2	3
12	I feel confident saying 'no' when friends suggest doing something that doesn't seem right to me.	1	2	3
5	I generally feel positive about myself.	1	2	3
6	I feel that I have a number of good qualities (e.g. sharing, kindness)	1	2	3
8	I get mad easily.	1	2	3
9	I often get uncomfortable around other people, especially people I don't know.	1	2	3
10	I am generally respectful when I am with other people, even with people I don't know well.	1	2	3
11	There are one or more adults in my life who care a lot about me (like a family member or someone in my community or in ArtHouse).	1	2	3
13	I stay away from people that can cause problems for me.	1	2	3
14	I spend time doing things that are good for me, like exercising, eating healthy food, and so on.	1	2	3
15	I like school.	1	2	3
16	I work hard in school.	1	2	3
17	I find school interesting.	1	2	3
18	I have a dream about my future.	1	2	3

ArtHouse Evaluation Report (2023-24)

19	Doing well in school is important to me.	1	2	3
20	I get along well with other kids around me.	1	2	3
21	I know how to behave or act in different situations (such as school, home, or holy places).	1	2	3
22	I feel that my parents or caregivers know where I am and what I am doing most of the time.	1	2	3
23	I feel that my parents or caregivers know a lot about me (for example, what makes me happy, or what makes me scared).	1	2	3
24	Other people my age like to play with me.	1	2	3
25	I talk to my family about how I feel (for example, when I am hurt or feeling scared).	1	2	3
26	I have friends that care about me.	1	2	3
27	I think my <u>family and friends</u> care about me when times are hard (for example, if I am sick or have done something wrong).	1	2	3
28	I think my <u>community</u> cares about me when times are hard (for example, if I am sick or have done something wrong).	1	2	3
29	I feel I am treated fairly at school.	1	2	3
30	I feel I am treated fairly at home.	1	2	3
31	I have chances to show others that I am growing up and able to do things by myself.	1	2	3
32	I feel safe in my neighbourhood.	1	2	3
33	I have chances to learn things at home (like cooking, cleaning, and helping others).	1	2	3
34	I have chances to learn things at school that will be useful when I am older.	1	2	3
35	I like the way my family or caregivers celebrate things (like holidays, birthdays, or learning about my culture).	1	2	3
36	I am learning about other cultures.	1	2	3

APPENDIX C- QUALITATIVE INTERVIEW QUESTIONS

1. What do you think about the ArtHouse program in general?
2. Tell me about your experience in the program.
3. What part of the program had the most influence on you?
 - What was it about that part of the program that made it helpful?
4. How did the program affect your creativity?
5. How did the program impact your feelings about school?
6. How did the program affect managing your behaviour?
 - Like managing your behaviour when getting mad or upset.
7. How was your relationship with others during the program?
 - Did the program have any effect on your relationships?
8. How did the program influence how you think about yourself and your confidence?
9. How did the program impact your activities like exercising, eating healthy food, etc.?
10. How did the program affect your thinking about your future?
11. Were you treated fairly at the program?
 - What made you feel that way?
12. Did you have a chance to learn new things?
 - Can you name them?
13. How the program can be improved?

APPENDIX D- FOCUS GROUP QUESTIONS

1. Let us talk about the ArtHouse program in general. What do you think about it?
2. In your view, what part of the program had the most influence on you?
 - What was it about that part of the program that made it helpful?
3. Do you think the program had some effects on your creativity?
4. How about the program's impact on your feelings about the school? Did it make any changes?
5. Let us talk about behaviour management. Can you describe how the program impacted your ability to manage your behaviour when you get sad or upset?
6. How was your relationship with others during the program? Did the program have any effect on your relationships?
7. How about you and your confidence? Did the program influence your self-confidence?
8. Do you think the program impacted your good activities like exercising, eating healthy food, etc.?
9. Let us talk about ArtHouse and your future. How did the program affect your thinking about your future?
10. Do you think you were treated fairly at the program? What made you feel that way?
11. Did you have a chance to learn new things? Can you name some of them?
12. How the program can be improved?