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Chill & Spill Evaluation Report 2008-2009

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Chill & Spill Evaluation Executive Summary

Art with Heart is a nonprofit organization with a mission to empower youth in crisis through therapeutic books and programs that foster self-expression. Since 1996, Art with Heart has collaborated with childhood and adolescent mental health experts to develop innovative, age-appropriate activity books that are based on the therapeutic use of art and are designed to address the emotional and mental health needs of high-risk youth.

Chill & Spill, the focus of this evaluation, is a guided journal designed for adolescents. The journal offers a variety of creative writing and artistic expression activities that encourage the therapeutic use of art. Art with Heart contracted with MEMconsultants to conduct this evaluation to better understand the benefits of use of *Chill & Spill* for youth and the professionals who serve them. The evaluation assessed the impact of *Chill & Spill* use on 140 youth in 13 settings with the facilitation of 17 youth service providers. Over the course of one year, youth and facilitators self-reported their experiences via surveys and focus groups, providing the backbone of the qualitative and quantitative data collection.

Results

This evaluation provides solid evidence that *Chill & Spill* can engage youth in high quality group or individual processes that result in social and emotional learning and personal healing. It aligns closely with best practices in youth development yet is innovative and fills a unique niche by encouraging the therapeutic use of art in a variety of settings

Chill & Spill Fosters Social and Emotional Learning

Chill & Spill is promising prevention and intervention tool that fosters social and emotional learning (SEL) in a variety of settings with a wide range of youth. This evaluation finds that *Chill & Spill* increases self-awareness and self-expression, helps youth manage emotions and stress, fosters peer support and community-building, and encourages healthy, positive choices.

I am dealing with...
“how to express my emotions in positive ways. Chill and Spill books help with that.”

14 year-old female
dealing with family
problems

Research has linked programs that foster SEL with improvements in youths' personal, social and academic life.¹ Specifically, studies have revealed improved feelings of self-confidence and self-esteem, increased caring, empathy and social engagement, reductions in problem behavior such as drug use, violence and delinquency, and better academic performance among youth who develop self-awareness, self-management and social competencies. This evaluation suggests that *Chill & Spill* use can start a young person down a path to similarly positive long term results.

¹ Durlak, J.A., & Weissberg, R.P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Chill & Spill Encourages the Therapeutic Use of Art

Chill & Spill offers a user-friendly way to infuse the use of art into group or one-on-one therapeutic settings as it is based on key elements of cognitive behavioral, narrative and art therapies. *Chill & Spill* provides creative activities that encourage young clients to talk about their feelings, tell their individual stories and connect with both the therapist and others in the group (if used in this type of setting) in order to normalize their feelings, provide support and decrease isolation.

This evaluation found evidence that *Chill & Spill* encourages youth to use art and creative activities for self-exploration and self-expression. Youth participants report they are likely to continue to use art to manage stress and emotions in the future.

Chill & Spill Aligns with Best Practices in Youth Programming

Chill & Spill offers a user-friendly way to align youth programming with best practices in the field (see sidebar). Youth who participate in programs that demonstrate these qualities grow up healthy, connected and ready for college, work and life. *Chill & Spill* supports direct service providers to align their programming with these best practices.

The journal itself is a high quality keepsake that can be “gifted” to each youth. This provides a way for youth to actively re-engage in the creative activities within it and reflect on their own personal growth by reviewing their past activities.

Effective Youth Programs Offer:

- A planned **session flow** paced for youth.
- Activities that support **active** engagement.
- Opportunities to develop a sense of **belonging**.
- Opportunities to participate in small **groups**.
- Opportunities to make **choices** based on interests.
- Opportunities to **reflect**.

*~ The Forum for Youth Investment:
Quality Counts Initiative*

Chill & Spill Supports Direct Service Providers

A wide variety of youth-serving professionals used *Chill & Spill* during this study, including therapists, school-based prevention specialists, after school program coordinators, youth workers and community volunteers.

The effectiveness of *Chill & Spill* depends on the competency of the adult facilitator. It is best used by a trained professional who is able to appropriately address youth issues that emerge during creative activities.

Chill & Spill is particularly effective in fostering meaningful connections with youth, even those youth who in the past were reluctant to engage using widely accepted curriculum or therapy techniques.

Chill & Spill is easy and efficient to use, because it brings together a variety of art-related activities and exercises in one convenient place. The journal combined with the *Therapist's Companion* guides the facilitator through each session by providing a structured opening, a meaningful activity, and completion activities, following the model of “talk-therapy.”

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INTRODUCTION

Chill & Spill Project Background

Art with Heart is a nonprofit organization with a mission to empower youth in crisis through therapeutic books and programs that foster self-expression. Since 1996, Art with Heart has collaborated with childhood and adolescent mental health experts to develop innovative, age-appropriate activity books based on the therapeutic use of art. These books are designed to address the emotional and mental health needs of high-risk youth facing familial dysfunction, trauma or life-threatening health concerns.

Art with Heart's therapeutic publications include: *Oodles of Doodles*, for seriously ill or disabled children ages 10 and under; *Magnificent Marvelous Me*, for young siblings of seriously ill or disabled children; and *Chill & Spill*, for teens and "tweens" facing challenges. All of these books are designed with the goal of enabling youth to safely and constructively express their worries, hopes, strengths and struggles, communicate their needs, and make positive decisions, even in the face of overwhelming odds.

In order to address the mental health needs of a range of high-risk youth who typically have the least access to needed support, Art with Heart provides a wide variety of direct service providers with resources, curriculum and training on the best use of hands-on expressive arts activities. To date, Art with Heart's publications and programs have been used by well over 500 organizations in countries including the United States, Chile, Guatemala, New Zealand, England, Canada, South Africa, Spain, and Australia, benefiting more than 41,000 children and youth.

Chill & Spill, the focus of this evaluation, is a therapeutic guided journal designed to help young users articulate and transform difficult issues in their lives. The journal offers a variety of creative writing and artistic activities to lead youth on a progressive journey of self-discovery. The activities are based on key elements of behavioral, narrative and art therapies that have been shown to be effective with teen populations. The *Chill & Spill* journal begins with non-threatening, confidence-building activities, slowly leads towards self-exploration and then concludes with inspirational and aspirational goal-exploration. Since the first printing in 2005, over 14,500 journals have been distributed to youth in service organizations, residential and behavioral treatment centers, health care settings, schools and after-school programs in the United States and internationally.

Chill & Spill was designed to help high-risk youth reach a healthy and positive means of emotional release, encourage positive decision-making skills, and build self-esteem, a sense of purpose and hope for the future. Art with Heart provides training to mental health and other youth serving professionals, who then facilitate therapeutic *Chill & Spill* workshops with individuals or groups of youth in other community settings.

Evaluation Overview

Initial Research Questions

Two evaluation goals guided the research questions. First, evaluation for program development guided the following research questions:

- Does *Chill & Spill* achieve intended outputs and hypothesized outcomes? (detailed in the logic model on page 5)
- How can *Chill & Spill* better support direct service providers?
- How can *Chill & Spill* better serve youth?

Second, evaluation for documentation or describing *Chill & Spill* benefits to external audiences guided the following research questions:

- How and where is *Chill & Spill* typically used?
- In what ways does the tool assist direct service providers?
 - Does *Chill & Spill* increase communication in youth who are reluctant to talk?
 - Does *Chill & Spill* assist service providers achieve their therapeutic goals?
 - Is it cost effective?
- What are the benefits and positive outcomes to youth who use *Chill & Spill*, predicted or otherwise?
 - Does *Chill & Spill* foster self-expression, creativity and emotional regulation?
 - In what ways does *Chill & Spill* help youth cope with stress, decrease anxiety and/or manage depression?
 - Does *Chill & Spill* encourage improved goal setting, aspirational thinking?

Evaluation Design

The evaluation design included the following:

- Use of qualitative and quantitative data
- Comparison of youth self-report before and after exposure to *Chill & Spill*
- Documentation of direct service provider experiences using *Chill & Spill*
- Summary and comparison of reported impact among different kinds of *Chill & Spill* use

Data Collection Methods

To assess how well *Chill & Spill* achieves established goals and to determine best practices in usage, the following tools were used to collect data. (Detailed information about sample sizes and response rates can be found in the Appendices.)

1) *Youth Pre/Post Surveys*. At the beginning and the end of their experiences using *Chill & Spill*, youth completed a survey designed to address program specific goals: use of creative expression to learn about self, to share ideas, and to cope with stress. Also, questions unique to the post-survey assessed youth experiences with the program and their predictions of future behavior changes. These surveys were administered by *Chill & Spill* Facilitators, whose role in this evaluation is described in more detail on the following pages.

2) Developmental Assets Profile. The pre/post surveys included a selection of the Developmental Assets Profile (DAP), a validated measure developed by the Search Institute (www.search-institute.org). The Search Institute has conducted and reviewed extensive research to identify 40 Developmental Assets, building blocks of development that help young people grow up to be healthy, caring, and responsible. The DAP is a survey that documents, quantifies and portrays an adolescent's reported types and levels of developmental assets working in his or her life.

The selected questions addressed the following:

- Personal assets (individual psychological and behavioral strengths such as self-esteem, valuing honesty, taking responsibility, planning ahead, managing frustration, enjoying reading, and feeling in control of one's life);
- Social assets (social relationships with people outside the family, such as friendships, positive peer and adult role models, resisting peer pressure from others, resolving conflicts peacefully, being sensitive to others, and feeling valued by others); and
- Community assets (activities and involvement in the larger community such as sports, clubs, groups and religious activities, creative activities such as music and the arts, having good neighbors, accepting others, and helping in the community).

Since many youth involved in this study were in foster care or otherwise separated from their birth parents, DAP questions referring to family were eliminated to reduce the risk of the survey upsetting the participants. Because it was not hypothesized that *Chill & Spill* would impact school-related assets, questions related to schools were not included in the survey either.

3) *Facilitator Surveys and Interviews*. Online surveys, focus groups and individual interviews were used to gather detailed information about the Facilitator's experiences using *Chill & Spill*, their observations on how it impacts the youth they serve, and specific suggestions for how to improve its usefulness as a tool for youth-serving professionals.

Evaluation Partner Organizations

This evaluation benefited from the participation of Evaluation Partner Organizations.² Evaluation Partner Organizations are defined as youth-serving organizations that agreed to integrate *Chill & Spill* use into their existing programming.

Evaluation Partner Organizations were recruited to reflect the range of possible uses and audiences of *Chill & Spill*. Evaluation Partner Organizations include schools and nonprofit organizations that serve high-risk youth through therapeutic relationships. Direct service providers (i.e., *Chill & Spill* facilitators) include art therapists, mental health professionals, and youth workers.

Facilitators used *Chill & Spill* in a variety of settings: group and one-on-one; during or after school, in residential treatment facilities and during therapy appointments. In some settings, participation was optional, while in other settings it was strongly encourage or required.

Facilitators agreed to the following:

- Facilitate *Chill & Spill* in a group or one-on-one setting for 6 to 12 weeks;
- Complete facilitator report surveys regularly;
- Participate in a focus group or interview; and
- Administer youth pre- and post-surveys, following guidelines for effective data collection.

Facilitators

Fifteen direct service providers participated in the evaluation project by facilitating or co-facilitating activities from *Chill & Spill* with youth in group settings or one-on-one settings.³ Some facilitators facilitated one group, while others facilitated multiple groups. Their titles included Student Advocate, Community Coordinator/Youth Worker, Prevention Specialist, Counselor, Teen Director, and Teen Coordinator; one was a community volunteer. Most (57%) of the facilitators had a masters degree in social work or equivalent level of education, and the others had bachelors (29%) or associates (14%) degrees.

Most (63%) facilitators had limited art-making experience while others (32%) had moderate or extensive art-making experience, indicating that the use of *Chill & Spill* is not limited to experienced art therapists.

² See the appendices for a list and description of evaluation partner organizations.

³ See the appendices for details about the Facilitator Background for each Evaluation Partner Organization.

Youth Participants

Youth participants ranged from age 9 to 23, with 90% between ages 12 and 18. They included youth who were: current and former foster children; homeless; in treatment for sexual aggression; in detention for criminal behavior; in treatment for depression or other mental health issues; middle school special education students; attending an alternative school; in therapy.

Approximately 140 youth used *Chill & Spill* in this evaluation project; however, only 59 valid, matched pre/post surveys were collected due to inconsistent attendance (anticipating a high-risk youth population), the demanding schedules of the youth-serving professionals, and the nature of the data collection (“invalid” surveys occur when youth skip a large number of questions on a voluntary survey).⁴

On the pre-survey, youth were asked to complete the sentence: “*I am dealing with...*” Their responses provide insights into the stresses and challenges facing the youth in this study. Responses cluster into the following themes (*example comments provided*):

Relationships Issues

- “... *being a good friend and not getting mad easily.*”

Family Issues

- “...*not knowing why my mom did not take care of me.*”

Mental Health Challenges

- “...*anger, sexual abuse, homelessness, love, disownment, alcoholism, sadness, depression and regrets.*”

Anger/Managing Feelings

- “...*my anger against people who hurt me.*”

Detention-Specific Issues

- “...*trying to adjust to a new environment... I must admit, it’s not easy.*”

Foster Care Specific Issues

- “... *current changes in my placement. I may have to leave...*”

Planning for the Future

- “...*how to make it on my own now that I’m 18 and being able to provide for myself without depending on my grandparents for help.*”

⁴ See the appendices for youth participant details by Evaluation Partner.

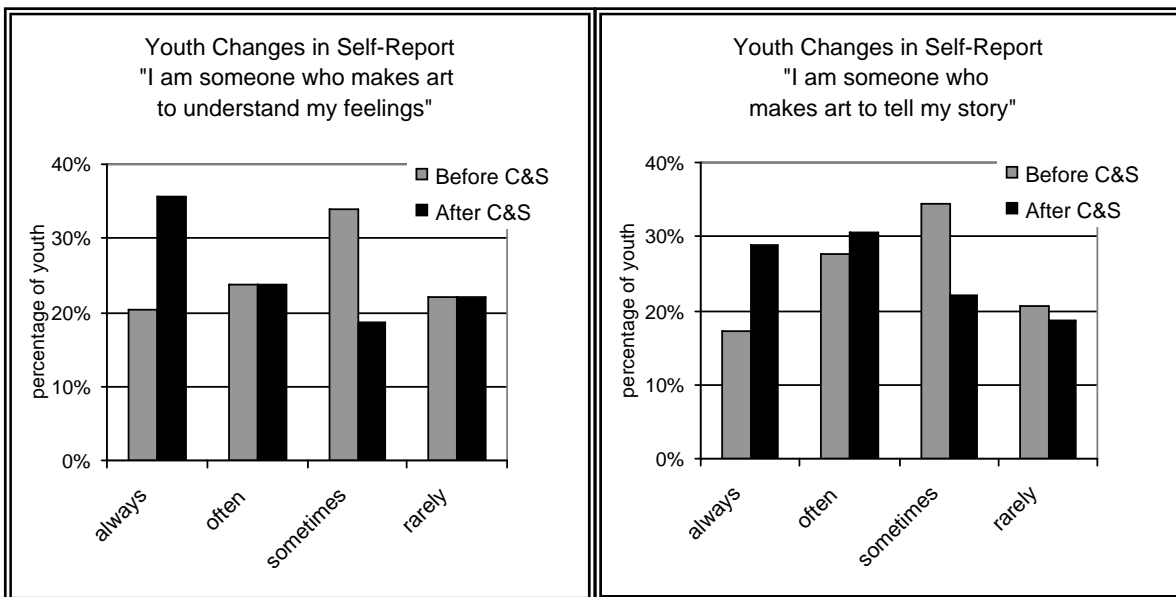
BENEFITS TO YOUTH

Chill & Spill Increases Self-Awareness and Self-Expression

Social and Emotional Competency: Identity development or developing self-awareness is one of the central tasks of adolescence. Adolescents who successfully navigate this journey create an integrated, realistic view of their beliefs, skills, preferences and history, laying a foundation for self-assurance, self-certainty and a sense of mastery.⁵ Self-awareness, or accurately assessing one's feelings, interests, values and strengths, is considered a core social and emotional competency, a skill all adults need to handle themselves, their relationships, and their work, effectively and ethically.⁶

Hypothesis: Art with Heart created *Chill & Spill* to encourage exploring and expressing ideas and feelings through creative self-expression. They hypothesized that after *Chill & Spill* use youth would have a new ability and tendency toward self-awareness, resulting in increased personal exploration and the development of self-understanding.

Evaluation Results: Youth self-reports indicate that *Chill & Spill* fosters personal exploration through creative self-expression. Matched pre/post surveys reveal that youth are significantly more likely to describe themselves as “*someone who makes art to understand my feelings*” and “*someone who makes art to tell my story*” after *Chill & Spill* use.

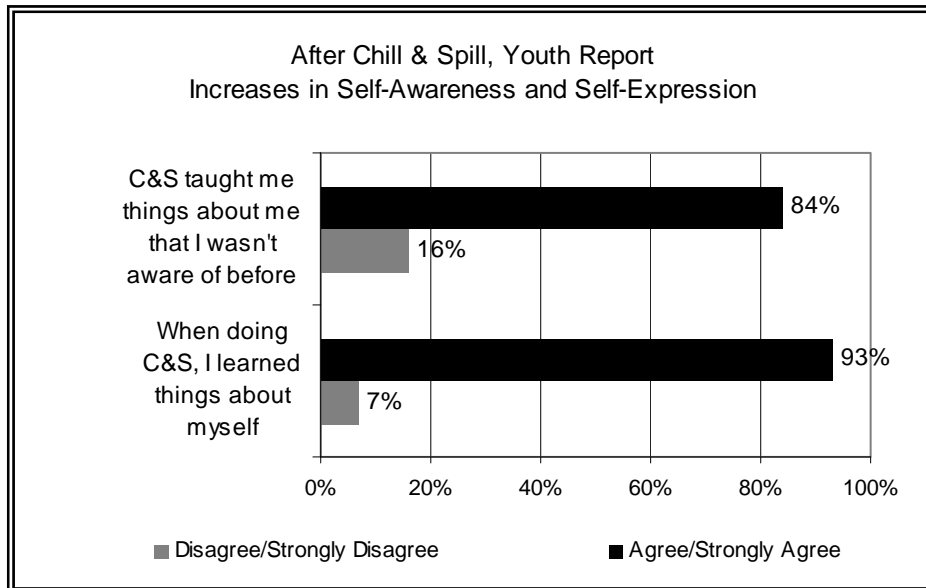


⁵ Erikson, E.H. (1968). *Identity: Youth and crisis*. New York: Norton.
Adams, G.R., Gulotta, T.P. & Montemayor, R. (Eds). (1992). *Advances in adolescent development: Vol. 4. Adolescent identity formation*. Newbury Park, CA: Sage.

⁶ For a detailed bibliography of the research on social and emotional competencies, visit www.casel.org (Collaborative for Academic, Social and Emotional Learning)

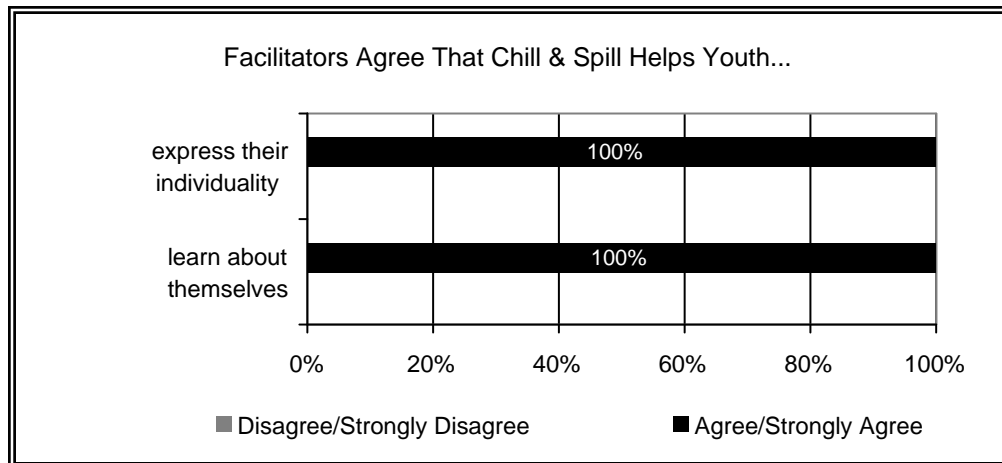
Youth consistently cite the opportunity for self-expression as one of the best things about *Chill & Spill*, in comments such as the following:

- *The best thing about Chill & Spill is that it gives me a chance to express all my feelings.*
- *The best thing about Chill & Spill is that it lets me write what's flying around in my head so I can see it more clearly.*



Facilitators agree that use of *Chill & Spill* did increase youth participant's self-awareness and self-expression:

- *Chill & Spill is a great tool for anyone working to help young people process their experiences and become more self-aware.* ~ Student Advocate, Friends of Youth at Griffin Home
- *For one student, it really helped her self esteem and helped her identify how she lives her life according to other people's opinions. She even talked to a trusted person about it because she knew she didn't want that anymore.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *This really works with students that have a hard time sharing and expressing their feelings. There is just enough prompting to get them started and then as their comfort level increases they start to share more on their own.* ~ School Counselor, Crossroads High School



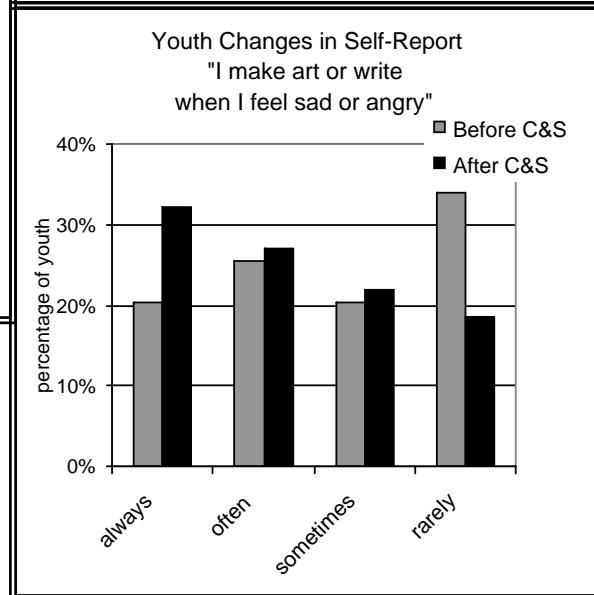
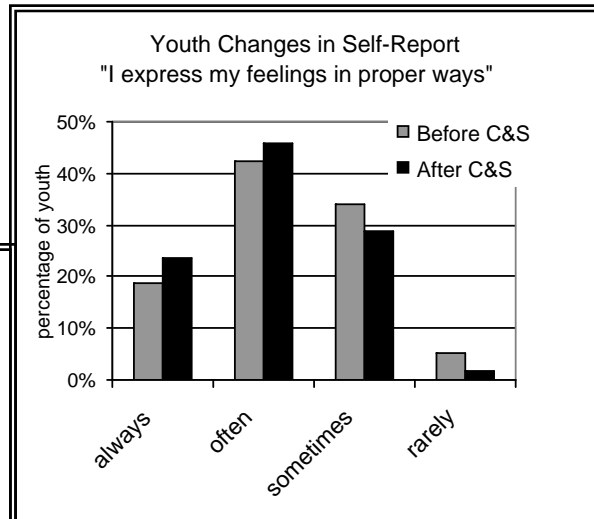
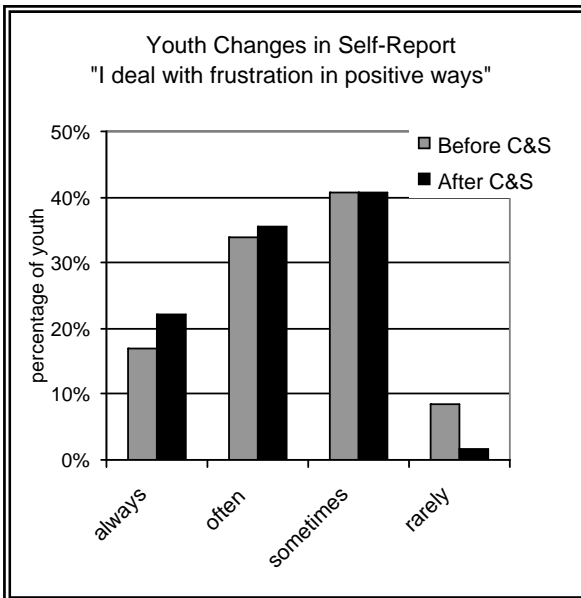
Chill & Spill Helps Youth Manage Emotions and Stress

Social and Emotional Competency: Self-management is a core social and emotional competency needed to effectively and ethically conduct ourselves, our relationships, and our work. It is defined as regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; and expressing emotions appropriately.⁷

Hypothesis: Art with Heart contends that the therapeutic activities found in *Chill & Spill* facilitate the development of self-management and emotional regulation.

Evaluation Results: Youth self-reports indicate that *Chill & Spill* helps youth manage emotions and stress. Matched pre/post surveys reveal that after *Chill & Spill*, youth are more likely to agree with the following statements:

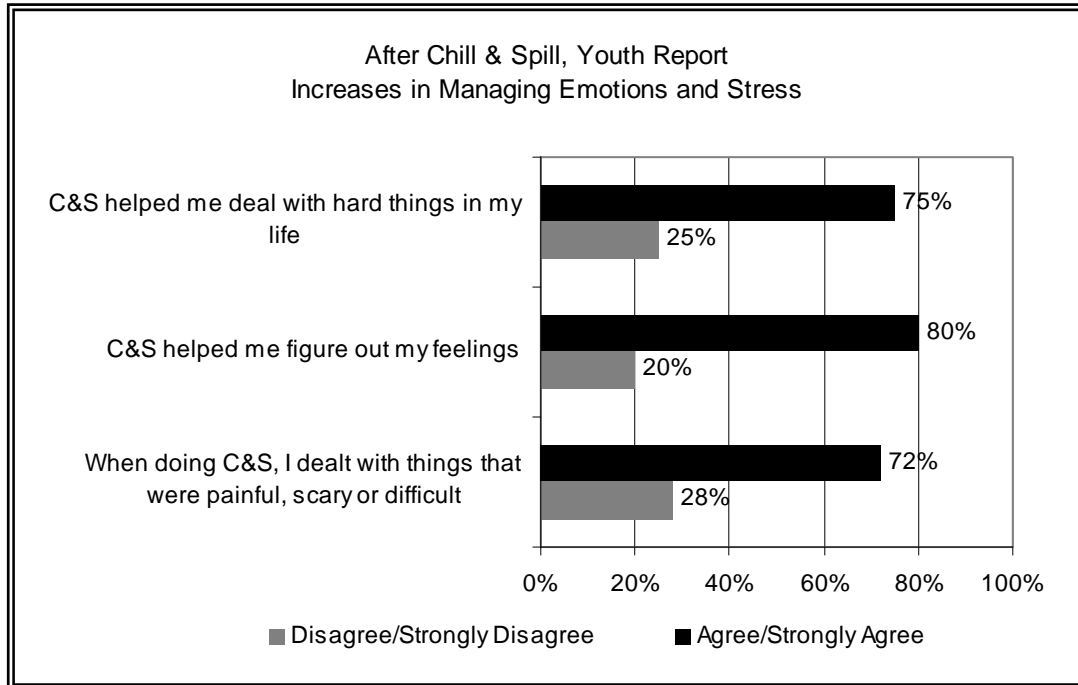
- “I express my feelings in proper ways”
- “I deal with frustration in positive ways”
- “I make art or write when I feel sad or angry”



⁷ For more information, visit www.casel.org (Collaborative for Academic, Social and Emotional Learning)

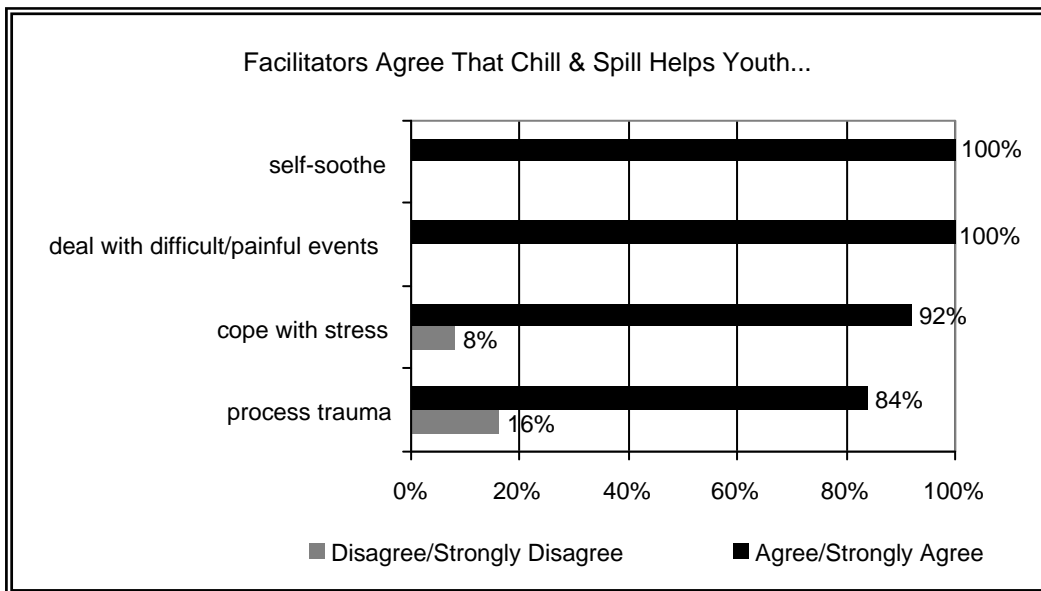
Youth describe *Chill & Spill* as supporting their management of stress and strong emotions, in comments such as the following:

- *You have a great book, so that when people are mad they can use this to help them.*
- *(It teaches you) how to control your mood.*
- *That it's fun, and kind of nice to get things out. It sort of helps get bad things off my mind.*



Facilitators report that *Chill & Spill* helps youth to manage emotions and describe it as a powerful, healthy coping tool to address everyday teen challenges as well as those specific to high risk populations.

- *I think a lot of people tend to underestimate the depth of feeling and how much it impacts these kids on a daily basis... The group helped students compartmentalize whatever hard stuff they were dealing with so they could deal with school.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *Positive coping skills are a huge protective factor against drug and alcohol use. C&S was a positive coping tool to introduce to the participants... I think it is a huge success that all the boys bonded to their books and saw how art could be a way to cope and find healing...* ~ Student Advocate, Friends of Youth/Griffin Home Residential Treatment
- *Kids don't have a lot of coping skills no matter what they are dealing with, part of coming to Friends of Youth is to learn coping strategies to use in day to day life. That's why this finding is so important.* ~ Youth and Family Therapist, Friends of Youth Duvall



Chill & Spill Supports the Therapeutic Use of Art

Hypothesis: Creativity is an often overlooked positive behavioral intervention tool that can spur personal insight, motivate behavioral changes, and help youth gain skills necessary for coping with stress and other challenges. Art with Heart contends that Chill & Spill offers a user-friendly way to infuse self-expression into a therapeutic setting and encourages youth to express themselves in a creative yet comfortable, way.

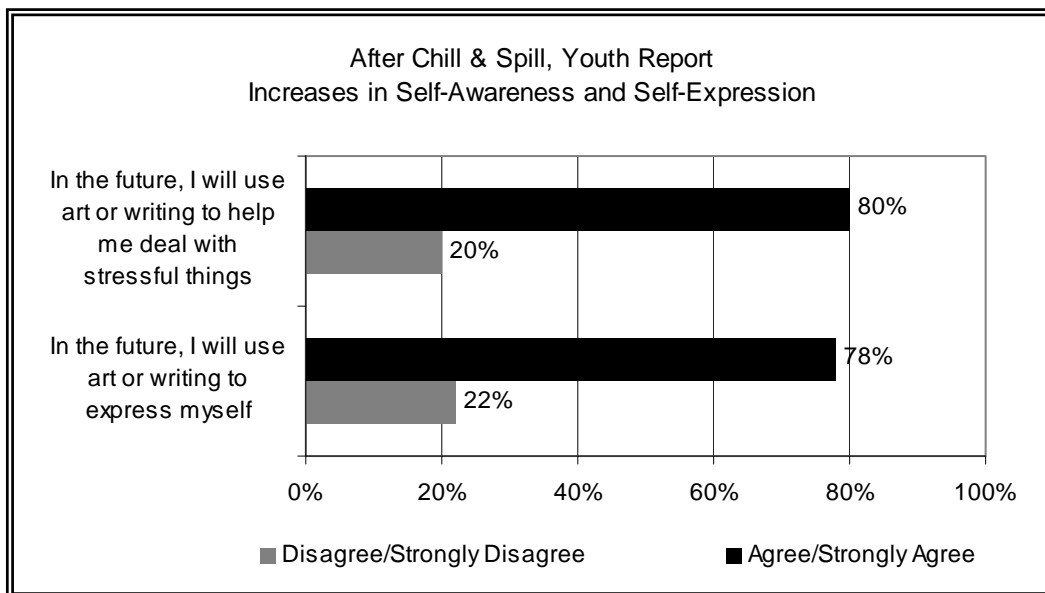
Evaluation Results: Youth self-reports indicate that Chill & Spill is an effective tool for encouraging the use of art, writing and other creative activities for social and emotional learning. They report using art to explore and express what's important to them and what they are feeling, and to cope with stress.

Youth self-report that the best thing about Chill & Spill is that...

"I get to draw stuff that is inappropriate, but meaningful – and I won't get in trouble."

"I get to write my feelings down."

"I can draw my emotions."



Facilitators report that Chill & Spill's creative activities appeal to youth while encouraging them to "go deep" with their emotions.

"It is a huge success that all the boys bonded to their books and saw how art could be a way to cope and find healing... One student particularly liked the face that he could take the book with him so that he could have a safe place anywhere he is." Student Advocate, Griffin Home Residential Treatment

"Several group members said this was the first time they had written about or talked about the issues that arose." Prevention/Intervention Specialist, Anacortes Middle School

Chill & Spill Fosters Social Awareness and Peer Support

Social and Emotional Competency: Social awareness is defined as understanding the perspective of and empathizing with others; recognizing and appreciating individual and group similarities and differences; and recognizing and using family, school, and community resources.⁸ Social awareness is also closely tied with the ability to create community. Sharing with peers and listening to them share helps normalize feelings by letting the youth know that others have experienced the same emotions. Because of this, social awareness is an important social and emotional competency.

Hypothesis: Art with Heart hypothesized that *Chill & Spill* helps adolescents increase empathy, improve social skills and develop positive relationships.

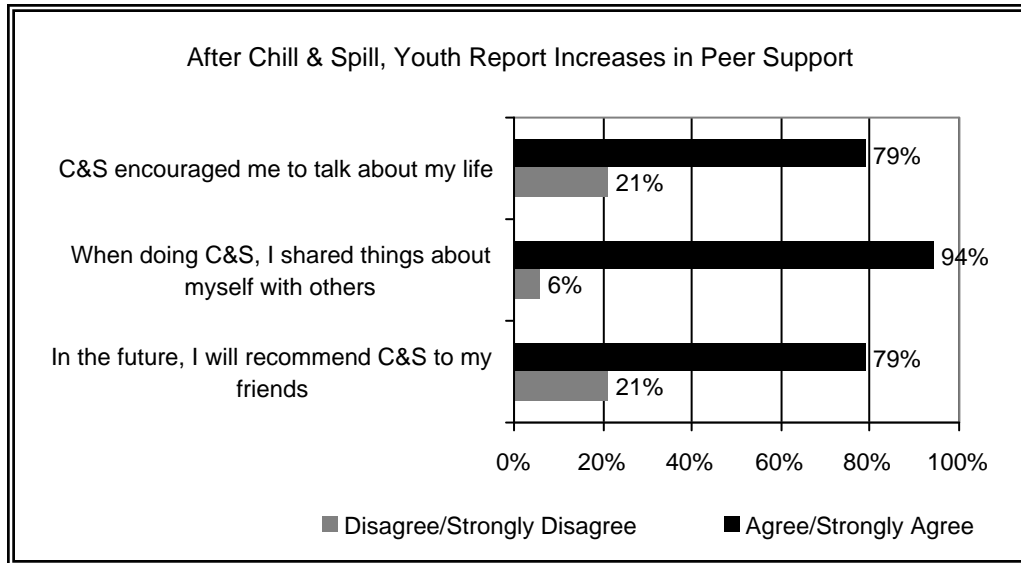
Evaluation Results: Qualitative data collected from youth and facilitators indicates that *Chill & Spill* use in group settings fosters peer support and community building. Youth using *Chill & Spill* in group settings consistently described experiencing emotional safety, a sense of belonging and peer support, as evidenced by these examples of responses to “*What is the best thing about Chill & Spill?*”

- *I feel like I could just spill my guts and I make friends doing it.*
- *The best thing was being able to talk about me and not be judged.*
- *I'm around people that have [the] same problems.*
- *I like the stories I tell because everyone is listening like they want to hear it.*
- *I get to talk with people with the same problems.*

Facilitators also described that *Chill & Spill* seemed to speed up group cohesion and increased social support, engagement and interaction during their groups.

- *This was a great avenue for students to express their feelings with others. The group that I worked with struggled with showing empathy to others and by the end you could see how some students were able to “walk in another’s shoes.”*
~ School Counselor, Crossroads High School
- *This was an amazing program. Many of my youth were able to finally be open about what was bugging them and get it out. A couple of them that were being bullied at school have actually seen a decrease in the bullying because of the empowerment they have gained. I have a couple kids who are coming back for another session because they want to gain more pride.*
~ Teen Coordinator, Marysville YMCA
- *One boy who rarely shares talked about triggers to using, relapse, etc. Another kid, who doesn't share too deeply usually, talked about smells that reminded him of his family's using when he was younger. Another girl who rarely shares opened up about her mom's drinking when she was a kid. It was mind blowing how much they shared... Even kids who knew each other before coming into the group realize they didn't know some of these things about each other.*
~ Prevention/Intervention Specialist, Anacortes Middle School

⁸ For more information, visit www.casel.org (Collaborative for Academic, Social and Emotional Learning)



Given the qualitative data from facilitators and youth participants and the survey results described in the table above, it is surprising that after *Chill & Spill* use youth were *less* likely to agree with the following statements on their surveys: “*I am sensitive to the needs and feelings of others*” (42% rated their behavior less positively compared to pre-survey); and “*I build friendships with other people*” (33% rated their behavior less positively compared to pre-survey).

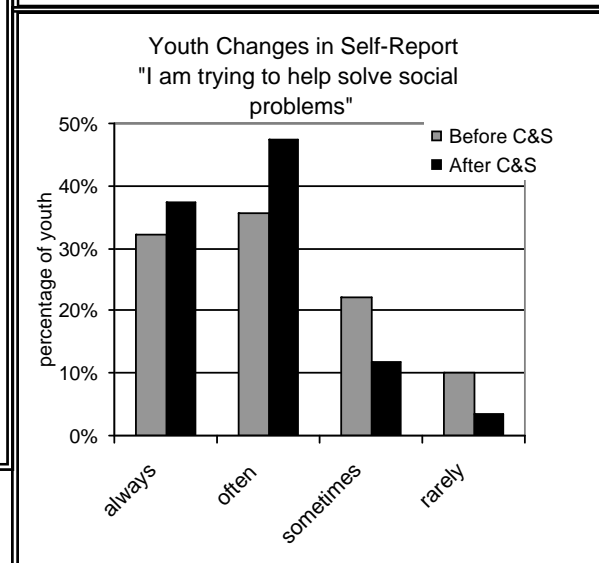
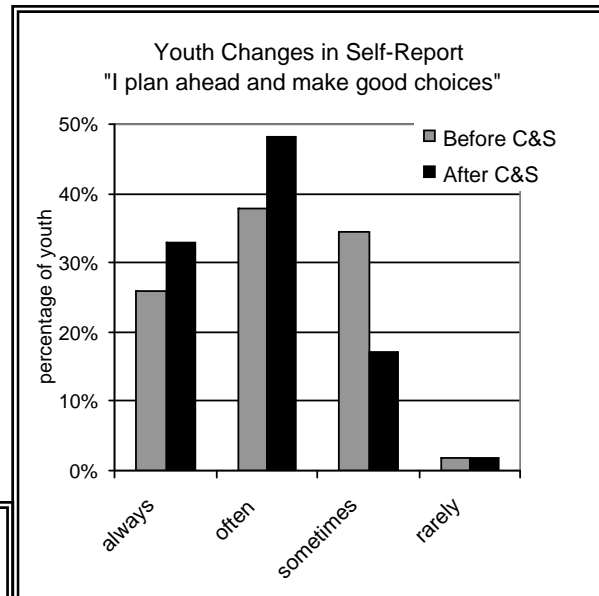
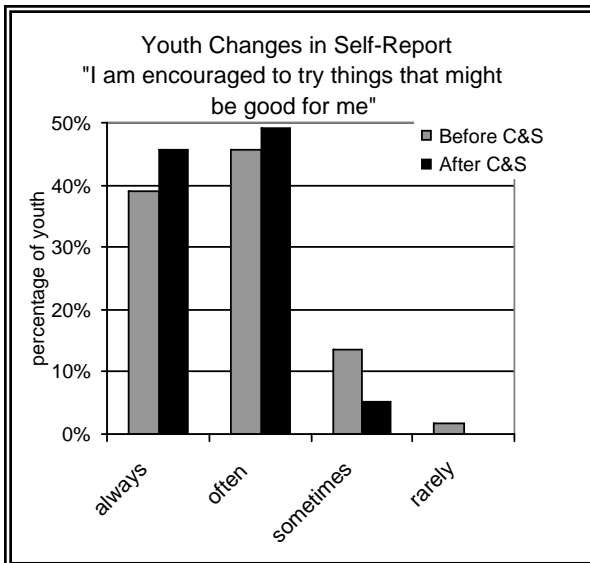
Chill & Spill Encourages Healthy, Positive Choices

Social and Emotional Competency: Responsible decision-making is an important social and emotional competency, defined as making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community.⁹

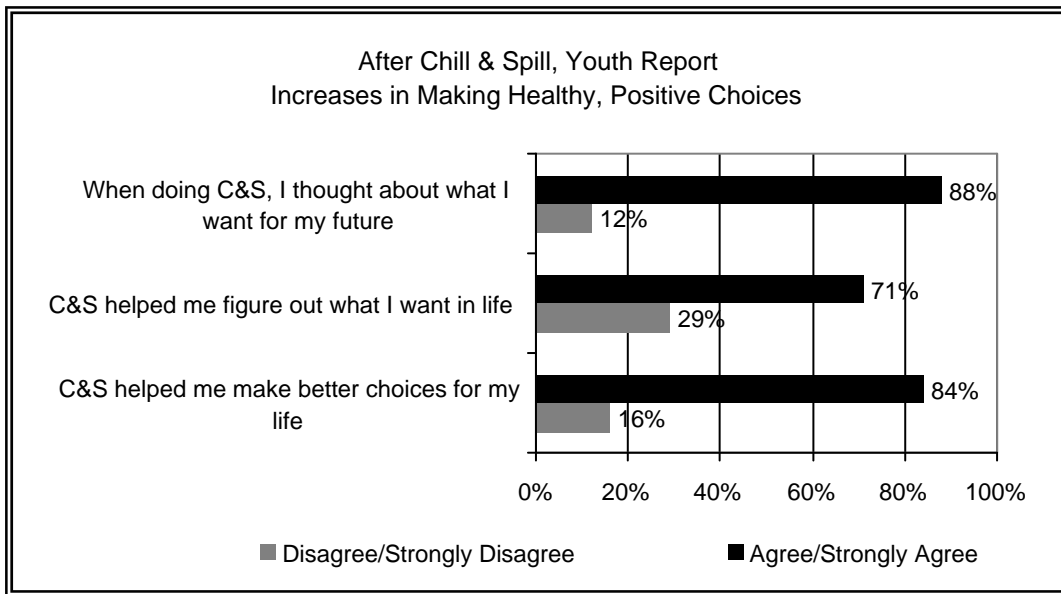
Hypothesis: Art with Heart contends that *Chill & Spill* can reaffirm values of tolerance, cooperation and respect through group work, designing activities to encourage aspirational thinking and future planning.

Evaluation Results: Youth self-reports indicate that *Chill & Spill* encourages youth to make healthy, positive choices. Matched pre/post surveys reveal that after *Chill & Spill*, youth are significantly more likely to agree with the following statements:

- *"I plan ahead and make good choices"*
- *"I am encouraged to try things that might be good for me"*
- *"I am trying to help solve social problems"*



⁹ For more information, visit www.casel.org (Collaborative for Academic, Social and Emotional Learning)



Facilitators also reported that *Chill & Spill* fosters healthier choices.

- *My goal is to have youth identify and process challenges without being immobilized by them. When the process really works, they learn how to use the skills that got them through the challenges when faced with other tough things in their lives.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *The youth were surprised that they could think of ways to better deal with certain situations. Many had never thought about going about it differently.* ~ Teen Coordinator, Marysville YMCA
- *During this week's session, my client expressed compassion and concern for those in the world suffering from starvation and wants to help them.* ~ Cultural Diversity and Healing Arts Facilitator, Morningstar Boy's Ranch

Surprisingly, after *Chill & Spill* use, youth were far *less* likely to agree with the statement "*I am developing a sense of purpose in my life.*"

CONCLUSION: CHILL & SPILL FOSTERS SOCIAL AND EMOTIONAL LEARNING THROUGH THE THERAPEUTIC USE OF ART

This evaluation found ample evidence that Chill & Spill encourages youth to use art and creative activities for social and emotional learning. Chill & Spill is a promising prevention and intervention tool that fosters social and emotional learning in a variety of setting with youth dealing with a wide variety of issues. It is based in key elements of cognitive behavioral, narrative and art therapies, offering a user-friendly way for youth-serving professionals to enhance existing service delivery with the use of art and creative writing.

This evaluation found ample evidence that this practice encourages increased self-awareness and self-expression, increases youth's ability to manage emotions and stress, connect with peers and make healthy, positive choices. Chill & Spill provides youth a way to express themselves that is creative yet structured, comfortable yet challenging. It encourages them to talk about their feelings, tell their individual stories and connect with the facilitator and/or others in the group in order to normalize their feelings, provide support and decrease isolation.

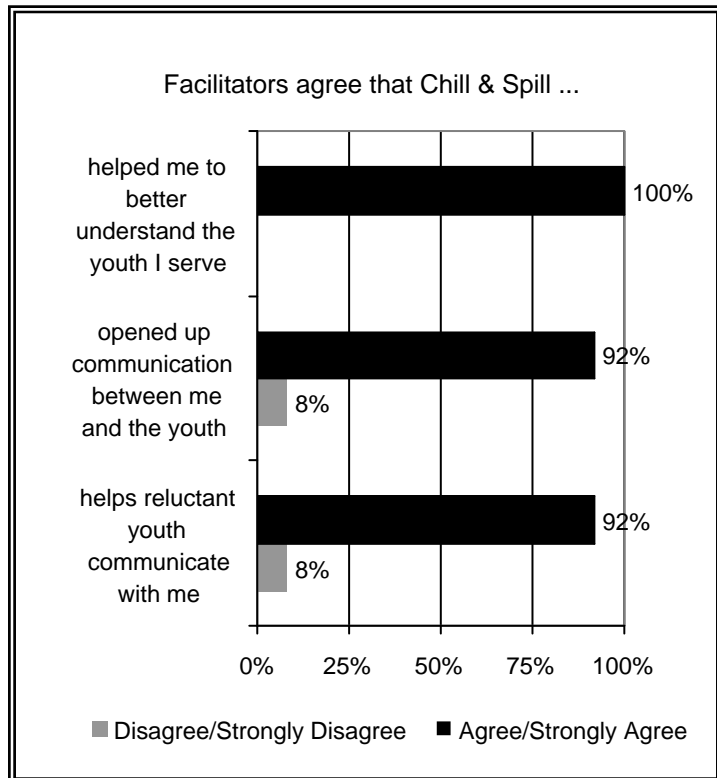
BENEFITS TO THE DIRECT SERVICE PROVIDER

Chill & Spill Helps Providers Engage Youth

High levels of youth of youth engagement a key feature of effective youth programming and cannot be taken for granted.¹⁰ Youth engagement creates the opportunity for learning and meaningful discoveries that lead to lasting outcomes; youth disengagement can prevent any program, regardless of content, from meeting program goals.

Benefit to Provider: Facilitators report that *Chill & Spill* activities easily engage youth. This is particularly noteworthy since many groups in this study were focused around difficult topics such as substance abuse or delinquency issues and/or were in drop-in settings. Facilitators also suggested that *Chill & Spill* accelerates the “getting to know each other” process, allowing them to more quickly achieve a level of trust and context necessary to make a meaningful difference.

- *I feel like when kids work through Chill and Spill, we leap frog through MONTHS of getting to know each other. ~ Prevention/ Intervention Specialist, Anacortes Middle School*
- *The boys are always in circle and ready to go at least 10 minutes before groups starts... they usually spend that time going through their C&S book. ~ Student Advocate, Friends of Youth*
- *All of the participants were excited to keep their books and look forward to working in them in the future. ~ Case Manager, YMCA Seattle*



In response to the question “What could have been better about Chill & Spill, a common theme among youth responses is that they **would have preferred that they got to use it longer, either for more weeks or more frequently**, which is further evidence that the youth were fully engaged in the process.

¹⁰ Wilson-Ahlstrom, Alicia and Nicole Yohalem. (2009). Raising the Bar: Quality Improvement Systems for Youth Programming. Out of School Time Policy Commentary #15. Washington, DC: The Forum for Youth Investment.

Chill & Spill Helps Reach Reluctant Youth

Some youth, especially those who have survived trauma or experienced violations of trust in the past, are simply hard to reach, even for a skilled professional using widely accepted curriculum or therapy techniques.

Benefit to Provider: *Chill & Spill's* therapeutic, art-based activities stand apart from traditional therapy, life skills or SEL curricula typically used in youth settings. This difference creates the potential to reach youth who are not effectively engaged by other means. Facilitators report that the arts based activities found in *Chill & Spill* are particularly effective in fostering meaningful connections with youth who are typically hard to reach. All facilitators in this study (100%) report that *Chill & Spill* is helpful in connecting with youth.

- *That this is a great tool to use to reach out to kids who otherwise would not be open to you. I would recommend this to all types of youth-serving groups.*
~ Teen Coordinator, Marysville Family YMCA
- *Very helpful to have another way to connect with kids; kids with trauma history are more nonverbal and don't talk as well as they play or draw and don't want to answer questions. This offers another focus for our time together rather than one on one questioning.* ~Youth and Family Therapist, Friends of Youth Duvall
- *With other curricula, kids know that they are learning because it's so 'in their face.' With Chill & Spill they leave with new skills – not knowing how they got those skills. It's nice to pull something out [that you know] you're not going to get eye-rolling.*
Prevention/Intervention Specialist, Anacortes Middle School

Chill & Spill is Easy to Use

Direct service providers serving high-risk youth can have extremely demanding jobs and insufficient time for planning or familiarizing themselves with a new curriculum that is complicated to use.

Benefit to Provider: Facilitators reported that *Chill & Spill* is easy to use, because it brings together all the needed activities and exercises in one place. Therapists have also reported that *Chill & Spill* is a powerful complement to the traditional therapeutic techniques they regularly employ.

- *This is a very sound program and almost self-piloting. The youth and adults alike liked to participate in the activities.* ~ Case Manager, YMCA Seattle
- *It was so easy to follow and such a fun program.* ~ Teen Coordinator, Marysville Family YMCA
- *I normally use resources from several sources, but this is much more efficient to have everything in one place with summaries of each activity, Chill & Spill saves preparation time.* ~ Youth and Family Therapist, Friends of Youth

Chill & Spill is S.A.F.E.

Research has indicated that the most effective Social and Emotional Learning (SEL) programs are SAFE – sequenced, active, focused and explicit.¹¹ That is to say, these programs use a sequenced set of activities to achieve their goals, use active learning techniques to help the participants acquire the skills, are at least in part focused on personal or social development, and have explicit objectives for the personal and or/social skills.

Benefit to Provider: Chill & Spill makes it easy for youth serving professionals to align their work with the four best practices.

Chill & Spill is intentionally *sequential*. The progression of the book follows the same progression as “talk therapy”: initial activities are non-threatening and confidence-building followed by intentional stress and trauma-exploration activities. Final activities shift into aspirational goal-exploration to help create closure.

Chill & Spill is *active*. Youth cannot passively be creative, but rather become actively engaged in the process. As they process and respond to the activities, youth explore their own personal answers and have the opportunity to absorb the lessons that become self-evident. Some choose to share their experience or their art and others do not. Nevertheless, they are actively engaged at a developmentally appropriate level.

Chill & Spill is entirely *focused* on personal development. The process of creative expression can help youth make sense of their experiences and communicate with others. Youth may incidentally uncover or develop a passion for creative self-expression, but the end goal is focused on increasing self-awareness, emotional management and resiliency skills.

Chill and Spill is designed to allow a direct service provider to work towards realistic and *explicit* learning objectives that align with their larger programmatic goals as well as any therapeutic goals they have laid out for individual clients.

CONCLUSION: CHILL & SPILL SUPPORTS SERVICE PROVIDERS BY ALIGNING WITH BEST PRACTICES

A wide variety of youth-serving professionals used Chill & Spill during this study, including therapists, school-based prevention specialists, after school program coordinators, youth workers and community volunteers. Despite the varied needs of these service providers, Chill & Spill offered a user-friendly way for all these professionals to align youth programming with evidence-based best practices in their respective fields.

Chill & Spill brings together a variety of creative activities and exercises in one convenient place and can be accompanied by a Therapist’s or Educator’s Companion that serves as a guide for the facilitator. By facilitating creative activities, youth serving

¹¹ Granger, R., Durlak, J.A. Yohalem, N., & Reisner, E. (April, 2007). Improving after-school program quality. New York, N.Y.: William T. Grant Foundation.

professionals are able to engage youth and make connections with reluctant youth, opening the door for achieving client goals.

The Chill & Spill Journal is comprised of a thoughtfully sequenced set of activities; it is designed to encourage active art-making; it focuses on personal or social development, and can support explicit objectives for the personal development; research shows that the most effective social and emotional learning programs demonstrate these qualities.¹²

The Forum for Youth Investment and the High Scope Educational Research Foundation have identified a comprehensive list of the research-based program standards and qualities that make a difference for youth.¹³ *Chill & Spill* enables direct service providers to align with best practices in the following ways:

Chill & Spill is packaged with a planned **session flow**, presented and paced for youth.

- Activities support **active** engagement.
- (In group settings) Youth have opportunities to develop a sense of **belonging**.
- (In group settings) Youth have opportunities to participate in small **groups**.
- Youth have opportunities to make **choices** based on interests.
- Youth have opportunities to **reflect**.

Youth who participate in programs with these qualities grow up healthy, connected and ready for college, work and life. *Chill & Spill* supports youth service providers to deliver programs and services that support healing and foster healthy youth development.

¹² Ibid.

¹³ For more information on this research, visit www.forumforyouthinvestment.org/qc (The Forum for Youth Investment's Quality Count Initiative) or review High/Scope Education Research Foundation: [The Youth Program Quality Assessment](http://etools.highscope.org/pdf/YouthPQA.pdf) downloaded on August 12, 2009 from <http://etools.highscope.org/pdf/YouthPQA.pdf>

RECOMMENDATIONS

Facilitator Skills

Chill & Spill sessions should be facilitated by a skilled direct service provider who integrates the journal into the context of program or therapeutic goals to optimize its impact. The *Chill & Spill* journal is a flexible tool that can be used in a variety of settings, by trained mental health therapists or by volunteers, but the experiences will be very different based on the setting. The benefits to youth are increased when *Chill & Spill* is utilized within the context of a therapeutic relationship or under the facilitation of a skilled youth worker.

Facilitators agree that the extent to which the youth benefit depends on the facilitator's comfort level. **In this study, some facilitators who were not trained therapists became uncomfortable with the seriousness of the discussions that unfolded as a result of the Chill & Spill activities. It is important that facilitators recognize their competency level and limitations. If a facilitator wants to use *Chill & Spill* but is concerned it might uncover issues beyond their level of training, they need to identify an allied professional to whom they can refer the youth.** For instance, an after-school program facilitator can work closely with the school counselor and refer when necessary in order to fully support the student.

Treating Trauma

It is important that trauma is treated in accordance with best practices in therapy by a trained professional. *Chill & Spill* is a tool that can be used by a professional in the context of a therapeutic setting to experience the benefits described in this report. It is not appropriate to expect the *Chill & Spill* journal, on its own, to meet the mental health needs of a victim of trauma.

Training

It is recommended that facilitators either attend a *Chill & Spill Training*¹⁴ or familiarize themselves with the explicit instructions in the *Therapist's Companion* on how to create safe space when planning *Chill & Spill* groups and how to facilitate the discussions that result from *Chill & Spill* activities.

Art with Heart has recently created an *Educator's Companion*, much like the *Therapist's Companion*, for non-therapists. This evaluation found that some non-therapists were not confident in their ability to facilitate groups effectively and will appreciate the additional support this resource will provide.

Not All Therapeutic Use of Art is Art Therapy

Art therapy is based on the premise that the creative process involved in artistic self-expression can help a person to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, heal trauma and achieve insight. Art therapy is used within the therapeutic relationship between a trained Art Therapist and patient or client.

Art Therapists are professionals who hold a master's degree in art therapy or a related field. Their training specializes in counseling, psychology and the application of visual arts in the mental health profession. *Whereas some mental health professionals utilize art with clients, only art therapists are trained to do actual art therapy.* Furthermore, art therapists are trained to appropriately facilitate a client's therapeutic process once the art has been created.

~American Art Therapy Association

¹⁴ Training information is available at www.artwithheart.org

Session Length

The length of use of *Chill & Spill* matters. Sufficient time needs to be set aside for each activity. Sixty minute sessions are sufficiently long in small groups or one-on-one settings, but in groups of five or more, a full 90 minutes is needed to allow time to complete activities and have a meaningful discussion. Additionally, a higher quantity of *Chill & Spill* sessions held produces results of greater quality. Data in this evaluation suggested that six sessions is barely sufficient to address the topics that arise. Ten to twelve sessions is a minimum to aim for, and more sessions are even better.

Sharing and Reflection

Youth should be supported to share as little or much of their drawings and writings as they want during *Chill & Spill* sessions. Sometimes an activity leads to meaningful conversation and other sessions involve quiet, creative work. Facilitators should not feel that they need to specifically address a trauma or life stress in order for a session to be productive.

- *Make sure people who do the groups know that silence is OK. [Today] they wrote and wrote and wrote... [Later] I was caught by surprise by the depth and topic of discussion.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *Some students were a little apprehensive at first because they thought they had to share, but, after discussing with the group that it is at their comfort level, they were willing to participate.* ~ School Counselor, Crossroads High School

Group versus One-on-One Settings

Chill & Spill can be used successfully in both group and individual settings, and it is recommended that facilitators make an intentional choice about the best setting for a particular client, when the luxury of such a choice exists. Facilitating *Chill & Spill* in a group setting encourages peer support and community building. These group attributes can decrease feelings of isolation and increase feelings of loyalty to friends.

- *...with this group, we got farther with them writing and being in a group of their peers than we ever would have gotten just in an individual processing session.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *We have a youth who we suspect is gay, but we never probe him. During the first session when he was free-writing, he wrote about an experience about possibly being gay and shared it with the group. No one made fun of him and no one shared this information with their friends outside of the group as far as I know. This makes me feel good and that they understand that what happens in *Chill & Spill* stays in *Chill & Spill*.* ~ Teen Coordinator, Marysville Family YMCA

Facilitators should note, however, that group settings require that the facilitator set ground rules to help establish a trusting and supportive environment, more so than in a one-on-one setting. **Skilled facilitation is required to create safety so that students feel they can share openly.** The initial activities within *Chill & Spill* are designed intentionally to support this process. Also, group settings can require more time per session to allow each youth a chance to share.

There are reasons to use *Chill & Spill* in a one-on-one setting. In many instances, it is not appropriate for a youth to share painful or traumatic experiences in a group setting. One-on-one settings afford the ability to dive deeply into one person's experiences, as

the facilitator can fit the pacing to the individual's needs, extending or truncating different activities as appropriate. Also, with limited time per session, a one-on-one setting is most effective.

- *Certain kids are not allowed in the group because they are better off one-on-one due to the amount of issues that they are dealing with.* ~ Prevention/Intervention Specialist, Anacortes Middle School
- *Based on the severity of the participants' experiences, I'm not sure that the group setting would be a safe enough place to use the book and deal with their trauma. To do that, they would need an individual counselor to work through the book with them.* ~ Student Advocate, Friends of Youth/Griffin Home Residential Treatment

Group Composition

There are both pros and cons to using *Chill & Spill* with an existing client (vs. a new client), or with a group of youth who are already bonded (vs. a newly established group). Pre-established groups or therapist/client relationships with existing trust are able to more quickly engage on a deep level with *Chill & Spill*.

However, interpersonal dynamics that are not ideal can carry over into *Chill & Spill* and hamper the service delivery. For example, one facilitator noted that “*younger girls were excited over being in a group with high school boys*” that their nervousness impeded their comfort level. Group dynamics can play a role in the effectiveness of *Chill & Spill* and should be considered when creating a new group.

Drop-in Group Settings

In drop-in settings with inconsistent youth attendance, *Chill & Spill* is best used as a means to appeal to hard to reach youth to foster engagement.

Because group trust and consistency of participation are challenges in drop-in settings, it is not recommended that *Chill & Spill* be used as a therapeutic tool for addressing serious issues that require trust and a safe emotional space. Drop-in settings are difficult places to create and maintain group cohesion. Often, the after-school format conflicts with parents' schedules or sports activities. With certain populations (such as the homeless population in this study) consistent attendance is an unrealistic expectation. In situations such as these, facilitators must work harder to foster emotional safety when participants vary from session to session. Facilitators can consider one-on-one use of *Chill & Spill* for youth with inconsistent attendance.

Journal Ownership

Each youth should receive a *Chill & Spill* journal of their own, as the journal is designed to appeal to youth in a way that engages them in the therapeutic process. Facilitators reported that youth appreciated being given their own, shrink-wrapped copy of *Chill & Spill* to keep. For many, it evolved into a precious memento, like a favorite diary, which serves as a source of pride and a documentation of personal development.

- *My youth like the fact that the book is theirs and they own it, they can reflect on it in one or five years and redo activities. It is something that is theirs when some of the youth have so little.* ~ Independent Living Counselor, YMCA Seattle
- *The thing that stands out most about my experience with *Chill & Spill* is the kids getting the books. [They were] really excited about getting the book because it is*

cool looking and lead to cool conversations with the teens because they were interested in sitting down and doing the art. ~Teen Director, YMCA Monroe

Limited budget and resources is a challenge faced by too many professionals serving high-risk youth and the facilitators in this study were no exception. Some reported that with no program budget, they cannot afford to purchase the journals or supplies necessary to do the activities. However, they agreed that a large part of the value of Chill & Spill is providing each youth with their own journal, and indicated they would like the budget to get more books.

Future Research

Future evaluation could increase confidence in the promising findings of this evaluation.

- Most of the matched youth pre/post surveys in this study were gathered from group settings. Future data collection should focus on one-on-one administration to determine if there are differences in youth report program impact.
- Youth data collection did not extend beyond the end of *Chill & Spill* groups, so we do not know how long the positive findings maintain. Future data collection should explore longer-term impact.
- This study design did not include a comparison group of youth who did not use *Chill & Spill* (such as those using other social and emotional learning curriculum or different therapeutic settings.) Future evaluations that use such a comparison group can draw firmer conclusions about the impact of *Chill & Spill* and minimize alternative interpretations of the source of positive findings.
- All of the evaluation partners in this study were in settings designed for high-risk youth. It would be valuable to assess the impact of *Chill & Spill* on a universal population of youth to better understand its value as a prevention tool.
- Future evaluations should explore some of the unexpected and seemingly contradictory findings of this evaluation.
 - Why did youth comments and facilitator feedback consistently reveal peer support and group bonding in *Chill & Spill* groups, yet youth surveys also suggest a *decrease* in building friendships and being sensitive to others after *Chill & Spill*?
 - Why are youth *less* likely to report a sense of purpose after *Chill & Spill*?

CASE STUDIES

Sue Rolando – Arts Coordinator; Morning Star Boy’s Ranch

The Morning Star Boy’s Ranch is a residential treatment center for boys ages 10 through 17 who are experiencing behavioral and emotional problems. Boys at The Ranch have histories of physical and/or mental abuse, criminal behavior, substance abuse and running away. They struggle with suicidal tendencies and psychiatric or attachment disorders.

SHAWN

...is a 12 year-old resident of the Morning Star Boy’s Ranch. His parents asked for help in dealing with his oppositional and defiant behaviors that were causing much strain on their family relationships.

His “A-HA” moment came during a *Chill & Spill* activity called “Fly Away”. He drew himself as a tree taking root and starting to grow. He included a small person holding a watering can, pouring water on the roots. Shawn added other things that strengthened the tree, like the sun and a rain cloud.

He was then asked to explore who in his life provided him nourishment like that. He paused and looked perplexed at first. He had been in daily conflict with his family prior to coming to the Ranch and this question made him stop and think. Shawn looked at his picture for a moment and studied the symbols of nature then slowly began to write. He identified his parents, sister and friends as people he could turn to when he was upset...people who loved him.

This was a shift for Shawn to look upon others not as a source of conflict, but as nurturers of his growth, safety and comfort. During a recent home visit, Shawn’s social worker got a phone call from his mother who shared this story:

She and Shawn were sitting in the living room together. She noticed that he was unusually calm and relaxed. Out of the blue, he said, “I love you, Mom” and proceeded to sit on her lap and give her a hug. This wasn’t the angry, defiant and detached child she’d been struggling with for years. She was deeply touched and felt hopeful for his future.

Yoshimi Pelczarski – Clinical Social Worker; Casey Family Programs

Through their Seattle Field Office, Casey Family Programs offers services to youth in foster and kinship care throughout the Puget Sound Region. These youth have been separated from their birth parents and are experiencing the emotional trauma that accompanies this loss. Some may live with other family members while some youth hope to be reunited with their birth parents. All of the youth who worked with *Chill & Spill* with Yoshimi are victims of abuse or neglect and aged 10-16.

NANETTE

... is a 12 year old female who was placed in foster care when her mother was arrested. She has not seen her mother since the police took her two years ago and has been in counseling while living with her foster parents. She struggles with longing and worries for her mother and her older sister, mixed feelings about being adopted and sadness that she may never again see her mother.

Nanette's Social Worker knew of her interest in art and thought that *Chill & Spill* might be a good tool to use during their meetings. She reports that Nanette was immediately attracted to the journal and obviously intrigued by the concept. Nanette began looking forward to using the journal each month. Although she had not shared much with her therapist for two years, she became very open in sharing her feelings and willing to talk about them after working with *Chill & Spill*. Her Social Worker was amazed how quickly *Chill & Spill* was able to engage this girl who had previously been a reluctant talker. The journal helped the intervention with Nanette because her Social Worker knew exactly what she was concerned about.

Nanette still struggles with the absence of her mother but has now visited with her five siblings and is getting ready for adoption. For Nanette, *Chill & Spill* has been a healthy outlet to express her sadness in a safe place. The book has given her a tool to express herself in a more comfortable, non-verbal way and has helped her to resolve many issues that she has struggled with in the past.

Nanette was asked to fill out a youth survey after using *Chill & Spill*. She says, *I am 12 years old. I am dealing with my mother getting taken away from me and worried that I might not see her ever again. Before I started this book, I felt worried. After I finished this book, I felt happy. This book helped me get all my emotions out and helped me be more content with my life. I'd also like to say this book is very helpful for troubled kids, teens and even adults.*

Christine Valdez – Prevention/Intervention Specialist; Anacortes Middle School

The Student Assistance Program at Anacortes Middle School encourages students to make healthy decisions, including staying away from tobacco, alcohol and other drugs. Middle school students aged 11-12 attend *Chill & Spill* groups led by Christine Valdez during school hours. Students deal with a range of issues including substance abuse, homelessness, divorcing parents and teenage angst.

AUSTIN

... is a middle school student using *Chill & Spill* in a group setting at school. Prior to joining *Chill & Spill*, he had been meeting with the Prevention/Intervention Specialist at the request of his father. Austin's mother struggles with methamphetamine addiction, however Austin was reluctant to let on that he was anything other than "fine." Many of the *Chill & Spill* students had family substance abuse issues, so Austin's Specialist thought that he would be a good fit.

Austin was not in the group long before he started to open up about his memories, both happy and sad, and about his fears about his mother's substance use. First through his writing and then through his sharing, Austin spoke from the heart about his fears that his mother would return to using. As Austin shared more deeply, others in the group followed, which was where the group facilitator found out how much they had in common that even she did not know about.

Over time, Austin was able to share about these feelings with his father. It turned out that Austin was trying to act like he was fine in order to protect his father, who felt like had already been through so much. It was a major breakthrough for their whole family, including Austin's mother, when they were able to begin talking openly about their feelings.

In families with addiction, the rules of "Don't Talk," "Don't Trust" and "Don't Feel" are rigidly kept in order to protect the status quo. With the support of the *Chill & Spill* group and its skilled facilitator, Austin was able break those rules.

APPENDICES

Chill & Spill Logic Model

<p>Inputs & Activities: Art with Heart Resources used to carry out activities</p>	<p>Chill & Spill Books: 20 activities in professionally designed book, one per youth Therapists Companion: “User’s Guide” for C&S Facilitators Training for C&S Facilitators: 3-6 hours, designed and delivered by therapist with expertise in use of art therapy with high risk youth Evaluation Consultant Support: Initial training and ongoing support for evaluation partners in effective data collection methods</p>
<p>Inputs & Activities: Evaluation Partners Resources used to carry out activities</p>	<p>Evaluation Partner Organizations: Youth serving organizations with a commitment to positive outcomes among high-risk youth. Settings range from one on one counseling to group settings; include drop in after school programs and residential treatment. Facilitators: Youth Direct Service Providers, such as counselors, prevention specialists, and therapists, who choose to use C&S as a tool to achieve their programmatic goals. Youth Participation: Youth who participate in youth programming at partner organizations, including typical teens, homeless youth, teens in foster care, youth in detention, youth visiting a school counselor for substance abuse issues, etc.</p>
<p>Outputs Accomplishments, products, or service units of the program that precede program outcomes</p>	<p>Use of Chill & Spill by Evaluation Partner Organizations:</p> <ul style="list-style-type: none"> ▪ # of facilitators electing to use C&S ▪ Variety of facilitators electing to use C&S ▪ # of youth served by C&S ▪ # of facilitated activities in C&S ▪ # of hours in facilitated C&S programming <p>Facilitator Satisfaction:</p> <ul style="list-style-type: none"> ▪ C&S facilitators report being prepared to use tool effectively to achieve youth service delivery goals. ▪ C&S facilitators report that C&S is a useful tool for supporting their program delivery goals. <p>Youth C&S User Satisfaction:</p> <ul style="list-style-type: none"> ▪ Youth report a positive experience using C&S and are likely to recommend it to a friend. ▪ Youth report experiencing emotional safety in C&S group, and provide positive review of C&S facilitator.
<p>Initial Outcomes Changes that the program immediately produces among youth C&S users</p>	<p>Increased use of art-making for self-expression and coping with feelings, or a new ability and tendency to explore and express ideas, feelings and self-understanding through art-making. <i>For C&S Users in Group Settings:</i> Increased social competencies or the ability to express feelings in positive ways with peers, build friendships, resist peer pressure and resolve conflicts peacefully. <i>For C&S Users in long-term programs (> 12 weeks):</i></p> <ul style="list-style-type: none"> ▪ Promote emotional development and foster emotional adjustment skills ▪ Support positive relationships and increase communication in the family ▪ Introduce coping and stress-reduction strategies ▪ Reduce short-term and long-term psychiatric symptoms such as depression, anxiety, interpersonal sensitivity and hostility.
<p>Long-Term Outcomes Changes that C&S was designed to ultimately accomplish</p>	<ul style="list-style-type: none"> ▪ Youth demonstrate resiliency when faced with challenges. ▪ Youth demonstrate an increase in coping and articulation skills, and increased confidence. ▪ Youth understand the importance of self-expression as a tool for managing emotions. ▪ Youth make positive, healthy choices. ▪ Youth have decreased depression, anxiety, violence and substance abuse.

Evaluation Partners

Evaluation Partner/ <i>Mission</i>	Facilitator Background	Youth Participants	Setting Qualities
<p>Anacortes Boys & Girls Club</p> <p><i>To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.</i></p>	<ul style="list-style-type: none"> - Prevention/ intervention specialist - some art-making experience - minimal prior relationship with some youth - BA or equivalent - Used C&S prior to evaluation 	<ul style="list-style-type: none"> - 5 youth - Ages 11-18 - All Female - Typical teenage stress 	<ul style="list-style-type: none"> - Group use - After-school setting - 10 weeks - Optional participation
<p>Anacortes Middle School (4 groups total)</p> <p><i>Anacortes Middle School provides a challenging, supportive and safe environment to encourage academic and social success for all.</i></p>	<ul style="list-style-type: none"> - prevention specialist - some art-making experience - prior relationship with some youth - BA or equivalent - Used C&S prior to evaluation 	<ul style="list-style-type: none"> - Group sizes 5-8 - ages 11-12 - Male and female mixed (1 all female group) - typical teen stress that has risen to attention of school staff - Single parent homes - Substance users or children of substance users 	<ul style="list-style-type: none"> - Group use - School setting (study hall or lunch) - 8-10 weeks - C&S is a mandatory part of a larger program with optional participation
<p>Annie E. Casey Family Programs</p> <p><i>Casey Family Programs provides and improves – and ultimately prevents the need for – foster care.</i></p>	<ul style="list-style-type: none"> - Prior relationship with youth - Clinical Social Worker - Limited to moderate art background - MSW or equivalent 	<ul style="list-style-type: none"> - 5 youth - Ages 10-16 - Male and Female - Victims of abuse or neglect - Do not live with birth parents 	<ul style="list-style-type: none"> - 1 on 1 use - Therapeutic Setting - Monthly sessions
<p>Crossroads High School (Granite Falls)</p> <p><i>Crossroads provides students grade 10-12 with a supportive learning environment for those that have not found success in a traditional high school setting.</i></p>	<ul style="list-style-type: none"> - School Counselor - MSW or equivalent - Limited art background 	<ul style="list-style-type: none"> - 8 youth - Ages 13-18 - Mixed male and female - Some homeless 	<ul style="list-style-type: none"> - Group use - 9 weeks - C&S is a mandatory part of a larger program with optional participation

Evaluation Partner/ Mission	Facilitator Background	Youth Participants	Setting Qualities
<p>Friends of Youth Duvall</p> <p><i>Friends of Youth delivers a broad range of services to youth and their families to improve their emotional stability and self-sufficiency.</i></p>	<ul style="list-style-type: none"> - 8 Facilitators - MSW or equivalent - Substance Abuse Counselor, Youth and Family Therapist/Coordinator, Mental Health Therapist - Prior relationships with youth - Limited to extensive art background 	<ul style="list-style-type: none"> - Approx. 24 youth - Ages 6-18 - Mixed male and female - Kids with trauma history learning coping strategies 	<ul style="list-style-type: none"> - 1 on 1 use - Therapeutic setting - Length of use varies – some ongoing - Total to limited choice depending on the counselor
<p>Friends of Youth/ Griffin Home</p> <p><i>See above also</i></p> <p><i>Griffin Home Residential Treatment Center has offers a caring, therapeutic environment where troubled adolescent boys can build new hope for the future—by gaining responsibility, making healthy choices and demonstrating self-sufficiency.</i></p>	<ul style="list-style-type: none"> - Student Advocate - Social Worker (MSW) - No prior relationship with youth - Very limited art making experience 	<ul style="list-style-type: none"> - 7 youth - Ages 13-18 - All male - Youth come from Juvenile Detention to group home - Drug Rehabilitation group 	<ul style="list-style-type: none"> - Group use - Residential group home - 6 weeks - Youth choose to participate in <i>Chill & Spill</i>
<p>Friends of Youth/Griffin Home</p> <p><i>See above</i></p>	<ul style="list-style-type: none"> - Student Advocate - Social Worker (MSW) - No prior relationship with youth - Very limited art making experience 	<ul style="list-style-type: none"> - 9 youth - Age 13-18 - All male - Sexually Aggressive Youth 	<ul style="list-style-type: none"> - Group use - Residential setting - 6 weeks - Youth choose to participate in <i>Chill & Spill</i>
<p>Morningstar Boys Ranch</p> <p><i>Morning Star Boys' Ranch, answering God's call to love and serve those in need, is dedicated to building men by believing in boys, and providing programs to strengthen the community.</i></p>	<ul style="list-style-type: none"> - Expressive Arts Facilitator - Extensive art background - MSW or equivalent - Prior relationship with youth 	<ul style="list-style-type: none"> - Ages 10-17 - All male - Facing School Failure, Behavioral Problems, Physical and Sexual Abuse, Delinquency, Substance Abuse, Attachment Disorders, Family Issues 	<ul style="list-style-type: none"> - 1 on 1 use - Residential Setting with Arts, Recreation and Equine Program

Evaluation Partner/ Mission	Facilitator Background	Youth Participants	Setting Qualities
<p>Seattle Urban Academy</p> <p><i>Seattle Urban Academy is a positive, alternative, Christian, educational community where at-risk high school students develop academic, social, and spiritual maturity to graduate to higher education and sustained employment.</i></p>	<ul style="list-style-type: none"> - Volunteer - Much art-making experience - Teaching Artist - BA or equivalent 	<ul style="list-style-type: none"> - 12 youth - ages 13-18 - Mixed male and female typical teen stress - Students have difficulty in a traditional high school setting 	<ul style="list-style-type: none"> - Group use - School setting, during art class - 14 weeks - required participation during optional class
<p>YMCA Everett</p> <p><i>The YMCA of Snohomish County is composed of people of all ages, ethnic backgrounds and religious affiliations united in sharing the values of caring, honesty, respect, and responsibility through programs that build strong kids, strong families, and strong communities.</i></p>	<ul style="list-style-type: none"> - Youth Worker and Director of Marketing & Communications (co-facilitators) - Extensive background in the arts - BA or equivalent - Co-facilitators - No prior relationship with youth 	<ul style="list-style-type: none"> - Age 10-18 - Male and Female mixed - 7 youth - Children experiencing homelessness and transitional housing 	<ul style="list-style-type: none"> - Group use - After-school setting - 6 weeks - Total choice, drop-in program
<p>YMCA Marysville</p> <p><i>For YMCA mission, see YMCA Everett above</i></p>	<ul style="list-style-type: none"> - Teen Coordinator - Moderate art background - AA or equivalent - Existing relationship with youth 	<ul style="list-style-type: none"> - Ages 11-18 - Mixed male and female - 6 youth - 1st generation Americans from single-parent, low-income households 	<ul style="list-style-type: none"> - Group use - After-school setting - 8 weeks - C&S is a mandatory part of a larger program with optional participation
<p>YMCA Monroe – Take the Next Step</p> <p><i>Take the Next Step group is focused on teaching life skills.</i></p> <p><i>For YMCA mission, see YMCA Everett above</i></p>	<ul style="list-style-type: none"> - Teen Director - Moderate art background (hobby) - AA or equivalent - No prior relationship with youth 	<ul style="list-style-type: none"> - Ages 13-18 - 9 youth - Mixed male and female - Most in homeless or transitional housing 	<ul style="list-style-type: none"> - Group use - Afterschool setting - 3-4 sessions with limited attendance - Optional, drop-in

Evaluation Partner/ Mission	Facilitator Background	Youth Participants	Setting Qualities
<p>YMCA Seattle – Young Adult Services</p> <p><i>Building a community where all people, especially the young, are encouraged to develop their fullest potential in spirit, mind and body. The YMCA Center for Young Adults is a one-stop resource center for housing, employment, education and life skills.</i></p>	<ul style="list-style-type: none"> – Independent Living Counselor – Youth/Social Worker – Moderate art background – BA or equivalent – Prior relationship with youth 	<ul style="list-style-type: none"> – young: ages 15-22 – All Female – Youth aged out of foster care or homeless – Transitioning into adulthood – 9 youth 	<ul style="list-style-type: none"> – Group use – Drop-in life skills program – 8 weeks – Total choice

Sample Sizes and Response Rates

Evaluation Partner/Group	Youth Surveys			Facilitator Surveys
	Pre-Surveys	Post-Surveys	Valid Matched Surveys	Percentage Completed
Friends of Youth/ Griffin Home	8	6	6	100%
Friends of Youth/ Griffin Home	7	8	6	100%
YMCA Everett	7	8	6	86%
YMCA Seattle	9	6	3	89%
Annie E. Casey Family Programs	5	2	0	100%
Anacortes Middle School (4 groups total)	20	19	16	98%
Anacortes Boys & Girls Club	5	6	5	100%
Seattle Urban Academy	11	9	7	94%
Crossroads High School (Granite Falls)	10	10	9	100%
YMCA Monroe	12	0	0	100%
YMCA Marysville	7	0	0	89%
Friends of Youth Duvall	12	6	1	40%
Total Sample	113	80	59	91%

About MEMconsultants

MEMconsultants is a Seattle-based consultancy that specializes in empowering mission-based organizations to use providing planning, evaluation and collaboration to achieve remarkable results for youth, families and communities. MEMconsultants assures that program planning and evaluation is informed by best practices and evidence-based strategies by focusing on current research in the following areas: youth asset development and youth leadership; social and emotional learning; the prevention of youth violence, intimate partner violence, child and elder abuse; effective out of school time programming; arts education; and effective coalitions, networks and collaborations.

Guided by an empowerment evaluation or evaluation capacity-building approach, MEMconsultants provides tools for assessing the planning, implementation and self-evaluation of programs to foster success, and also implement evaluations that maximize research rigor given the level of resources an organization can dedicate to the project.

MEMconsultants Founder Mary Murray served as the Principal Consultant on this project. Mary brings expertise in capacity-building for both small and large nonprofit organizations that employ strategies rooted in social justice. With a B.A. in psychology from Haverford College, Mary was accepted into Teach for America, an organization that places outstanding college graduates into schools with chronic teacher shortages. This experience directed her career toward strengthening the impact of community-based efforts that serve families living in poverty. As a senior director during the start-up of the Illinois Violence Prevention Authority, she created and managed systems of capacity-building to over five hundred grantees, including school districts, law enforcement agencies and community-based agencies working to prevent violence. While earning a M.A. in Community and Prevention Research from the University of Illinois at Chicago, Mary provided program evaluation support, staff training and project management to nonprofit organizations, schools and university-based prevention projects. Since founding MEMconsultants, Mary has directly served over forty nonprofit organizations and their partners in the areas of program evaluation, strategic planning and organizational capacity building.

This evaluation was well supported by Art with Heart Intern and MEMconsultants Research Assistant Anne Basham. Anne brings a decade of experience working with nonprofit organizations in San Diego, Honolulu, Washington, DC and Baltimore. Anne is currently studying management of nonprofit arts organizations at Seattle University, and will graduate with an MFA in Arts Leadership in June 2010.