Impact Report

2016
ypi is an idea.
That grant-making can be inclusive and transformative for communities and young people.

ypi is a program.
Where youth, schools, charities, and funders work together to support social services through grants & public awareness.

ypi is a platform.
For motivating, deepening, and scaling meaningful interactions between people & the social purpose sector.
“Thank you for providing such a brilliant project that is at the forefront of education. I have been teaching for 30 years and I have never seen a project work so effectively across an entire grade that empowers youth to gain skills for their future and at the same time promotes empathy and caring. It is truly a recipe for success!”

~ Marilyn Nunn, YPI Teacher from British Columbia
In 2015/16 YPI became increasingly visible as an expert in the emerging field of youth philanthropy. Sector leaders such as Imagine Canada, Hilborn, and Youth Philanthropy Connect invited YPI to contribute data and knowledge through articles, conferences, speaking panels and advisory boards. We were proud to advise on the launch of YouthGiving.org, a global online hub in the growing movement of youth grantmaking.

Our founder, Julie Toskan-Casale, was awarded a Meritorious Service Medal from the Governor General of Canada in recognition of her social impact and contributions to our country, and to our nation’s global reputation.

In partnership with the Toronto Foundation, YPI piloted a project using Toronto’s Vital Signs Report. 4800 copies of the report were distributed to classrooms across the city, with a tailored resource to help students research issues affecting their local community.

Through the spring, YPI hosted a George Brown College field placement student, who developed a new Social Safety Net workshop resource to be used in classrooms and also conducted a series of alumni focus groups with graduating students.

And finally, as part of a plan to expand YPI and ensure sustainability, the Toskan Casale Foundation will be launching YPI Canada as an independent, public foundation in Fall 2016.

YPI Canada stats 2015/16:

17,891 secondary school students built their skills, character, and knowledge through YPI’s rigorous experiential project. Together they delivered over 4,000 presentations and taught 150,000 people across Canada about urgent social issues and the vital work of local charities. Charities used $530,000 in YPI grants to help over 130,000 vulnerable people.

91% of youth reported increased empathy after completing YPI

92% of youth had a better understanding of social issues after completing YPI

100% of teachers said YPI builds a stronger culture of caring and community in their school.
How ypi achieves its results

We maximize **local public awareness and support** for charities.

We create the conditions for **authentic youth civic engagement**.

We contribute to systemic change by **developing compassionate systems thinkers**.

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**Strong partnerships with schools**

YPI’s in-demand, fully-resourced educational project enriches school culture and satisfies a wide range of mandated curriculum objectives across the country. YPI staff and resources support schools and educators to embed YPI as a core experience for their students.

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**Transformative site visits**

YPI’s charity site visits provide youth with an inimitable experience of empathy and personal development. Often cited as a pivotal moment in their lives, youth build relationships with professionals, volunteers and clients, and connect to the issues impacting their communities.

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**Responsibility and decision-making**

YPI prepares youth to make informed choices about their communities, and then respects their decisions. They decide which issues and charities are meaningful to them, then deliver thousands of presentations, teaching their family and school community about important social issues. Youth-majority judging panels select grant recipients.

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**Value for local charities**

YPI strengthens the social sector with significant grants, and by building bridges between people and charities. Charities engage with youth who become advocates for their cause, each student teaches 8-9 people on average. 90% will recommend charities to people in need of help.

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**Critical skills development for students**

YPI combines classroom learning and real community experience to develop core competencies in students, such as confidence, teamwork, leadership, presentation, communication, research and problem-solving skills.

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**Monitoring, evaluation, and innovation**

YPI’s robust evaluation system monitors program quality, and tracks our progress across key outcomes. We invest in staff, ideas, and collaborations to accelerate and extend our impact at the local, national and international scales.
Our impact: ypi in 2015/2016

Charities

Students

Schools
Alberta (alphabetical by location and then school)

Bonnyville Centralized High School  Bonnyville  Victim Services, Service Dog Program
Colonel Macleod School  Calgary  Canadian Mental Health Association
Samuel W. Shaw S.S.  Calgary  Cdn. Ctr. for Male Survivors of Child Sexual Abuse
St. Albert the Great C.S.S.  Calgary  Between Friends
Terry Fox Junior High School  Calgary  Hope Mission
Millwoods Christian School  Edmonton  Y.E.S.S.:Youth Empowerment & Support Services
Westminster Junior H.S.  Edmonton  Edmonton Mennonite Centre for Newcomers

British Columbia (alphabetical by location and then school)

WJ Mouat Secondary School  Abbotsford  Abbotsford Community Services Refugee Program
Dr. Charles Best Secondary School  Coquitlam  Vancouver Rape Relief & Women’s Shelter
Delview Secondary School  Delta  Lookout Society
Seaquam Secondary School  Delta  Directions Youth Services
Brookwood Secondary School  Langley  Athletics for Kids
Walnut Grove Secondary School  Langley  BC and Alberta Guide Dogs Association
Garibaldi Secondary School  Maple Ridge  Ridge Meadows Assoc.for Community Living
Maple Ridge Secondary School  Maple Ridge  Pacific Riding for Developing Abilities
Brentwood College School  Mill Bay  Cowichan Women Against Violence Society
Argyle Secondary School  North Vancouver  North Shore Neighbourhood House
Heritage Woods Secondary  Port Moody  Jessie’s Legacy
Howe Sound Secondary School  Squamish  Squamish Food Bank
North Surrey Secondary School  Surrey  UMOJA - Newcomer’s Family Service Centre
Queen Elizabeth Secondary School  Surrey  Autism Support Network
Southridge School  Surrey  White Rock Surrey Hospice Society
St. John’s School  Vancouver  SOS Children’s Village BC (Canada) Soc.
West Point Grey Academy  Vancouver  Mom to Mom Child Poverty Initiative Society
Oak Bay High School  Victoria  Victoria Hospice
St. Michaels University School  Victoria  Dandelion Society
Collingwood School  West Vancouver  North Shore Rescue Society
Sentinel Secondary School  West Vancouver  Fostering Change

New Brunswick

Rothesay Netherwood School  Rothesay  YMCA of Greater Saint John

Nova Scotia

Sacred Heart School of Halifax  Halifax  Bryony House

Ontario (alphabetical by location and then school)

St. Andrew’s College  Aurora  Inn from the Cold
Bracebridge & Muskoka Lakes S.S.  Bracebridge  Muskoka Women’s Advocacy Group
St. Edmund Campion Catholic S.S.  Brampton  Ste. Louise Outreach
St. John’s-Kilmarnock School  Breslau  Hopespring Cancer Support Centre
Monsignor Doyle Catholic S.S.  Cambridge  Hopespring Cancer Support Centre
St. Benedict C.S.S.  Cambridge  Argus House
Cornwall C.V.I.  Cornwall  Agape Centre
<table>
<thead>
<tr>
<th>School Name</th>
<th>City</th>
<th>Organization Name</th>
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</thead>
<tbody>
<tr>
<td>Holy Trinity C.S.S</td>
<td>Courtice</td>
<td>Bethesda House</td>
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<tr>
<td>Dundas Valley Secondary School</td>
<td>Dundas</td>
<td>Native Women’s Centre</td>
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<tr>
<td>Father John Redmond C.S.S.</td>
<td>Etobicoke</td>
<td>Story Planet</td>
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<tr>
<td>Michael Power/St. Joseph S.S.</td>
<td>Etobicoke</td>
<td>Centennial Infant &amp; Child Centre</td>
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<tr>
<td>Etobicoke School of the Arts</td>
<td>Etobicoke</td>
<td>Women’s Habitat</td>
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<tr>
<td>Gravenhurst High School</td>
<td>Gravenhurst</td>
<td>Rotary Club (Syrian Refugee Fund)</td>
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<tr>
<td>Blessed Trinity C.S.S.</td>
<td>Guelph</td>
<td>Community Living-Grim, Lincoln, &amp; W.Lincoln</td>
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<tr>
<td>Centennial C.V.I.</td>
<td>Guelph</td>
<td>Lakeside Hope House</td>
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<tr>
<td>John F. Ross C.V.I.</td>
<td>Guelph</td>
<td>Lakeside Hope House</td>
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<tr>
<td>Haliburton Highlands S.S.</td>
<td>Haliburton</td>
<td>Community Living Haliburton County</td>
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<tr>
<td>Nora F. Henderson S.S.</td>
<td>Hamilton</td>
<td>Interval House</td>
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<td>Sir John A. MacDonald</td>
<td>Hamilton</td>
<td>The Bridge</td>
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<tr>
<td>The Country Day School</td>
<td>King City</td>
<td>Southlake Foundation</td>
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<tr>
<td>St. Thomas of Villanova College</td>
<td>King City</td>
<td>Women’s Support Network of York Region</td>
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<tr>
<td>Bayridge Secondary School</td>
<td>Kingston</td>
<td>Kingston Interval House</td>
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<td>Kingston C.V.I.</td>
<td>Kingston</td>
<td>Kairos</td>
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<tr>
<td>Resurrection Catholic S.S.</td>
<td>Kitchener</td>
<td>Marillac Place</td>
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<tr>
<td>St. Mary’s High School</td>
<td>Kitchener</td>
<td>Hopespring Cancer Support Centre</td>
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<tr>
<td>St. Thomas of Villanova C.H.S.</td>
<td>LaSalle</td>
<td>Matthew House Windsor</td>
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<tr>
<td>St. Mark Catholic High School</td>
<td>Manotick</td>
<td>Ottawa Regional Cancer Foundation</td>
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<tr>
<td>Pierre Elliott Trudeau H.S.</td>
<td>Markham</td>
<td>Centre for DREAMS</td>
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<tr>
<td>Mentor College</td>
<td>Mississauga</td>
<td>Ausum Charity For Autism</td>
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<tr>
<td>Pickering College</td>
<td>Newmarket</td>
<td>Canadian Cultural Society of the Deaf</td>
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<tr>
<td>Dr. J.M. Denison Secondary School</td>
<td>Newmarket</td>
<td>Down Syndrome Assoc. of York Region</td>
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<tr>
<td>O’Neill CVI</td>
<td>Oshawa</td>
<td>YWCA of Durham</td>
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<tr>
<td>Ashbury College</td>
<td>Ottawa</td>
<td>Live Work Play</td>
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<tr>
<td>Elmwood School</td>
<td>Ottawa</td>
<td>Matthew House</td>
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<tr>
<td>Holy Trinity School</td>
<td>Richmond Hill</td>
<td>Victim Services of York Region</td>
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<tr>
<td>Sir Wilfrid Laurier C.I.</td>
<td>Scarborough</td>
<td>Brands for Canada</td>
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<tr>
<td>Granite Ridge Education Centre</td>
<td>Sharbot Lake</td>
<td>Habitat for Humanity</td>
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<tr>
<td>DSBN Academy</td>
<td>St. Catharines</td>
<td>Camp Bucko</td>
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<tr>
<td>Eden High School</td>
<td>St. Catharines</td>
<td>RAFT</td>
</tr>
<tr>
<td>Stayner Collegiate Institute</td>
<td>Stayner</td>
<td>My Friend’s House</td>
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<tr>
<td>Stratford Northwestern S.S.</td>
<td>Stratford</td>
<td>The Local Community Food Centre</td>
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<tr>
<td>Bayview Glen</td>
<td>Toronto</td>
<td>Covenant House Toronto</td>
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<tr>
<td>The Bishop Strachan School</td>
<td>Toronto</td>
<td>Anduhaun</td>
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<tr>
<td>Branksome Hall</td>
<td>Toronto</td>
<td>Pathways to Education</td>
</tr>
<tr>
<td>Crestwood Preparatory College</td>
<td>Toronto</td>
<td>The STOP Community Food Centre</td>
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<tr>
<td>De La Salle College</td>
<td>Toronto</td>
<td>Sheena’s Place</td>
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<tr>
<td>Haugeral College</td>
<td>Toronto</td>
<td>Eva’s Initiatives</td>
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<tr>
<td>Royal St. George’s College School</td>
<td>Toronto</td>
<td>Scott Mission</td>
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<tr>
<td>St. Clement’s School</td>
<td>Toronto</td>
<td>New Circles</td>
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<tr>
<td>St. Michael’s College School</td>
<td>Toronto</td>
<td>Women of Excellence Support &amp; Relief Org.</td>
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<tr>
<td>Toronto French School</td>
<td>Toronto</td>
<td>Vitanova Foundation</td>
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<tr>
<td>University of Toronto Schools</td>
<td>Toronto</td>
<td>The 519 Church Street Community Centre</td>
</tr>
<tr>
<td>Bishop Allen Academy</td>
<td>Toronto</td>
<td>Sheena’s Place</td>
</tr>
<tr>
<td>Father Henry Carr Catholic S.S.</td>
<td>Toronto</td>
<td>Arab Community Centre of Toronto</td>
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<tr>
<td>Jean Vanier Catholic S.S.</td>
<td>Toronto</td>
<td>Silent Voice Canada, Inc.</td>
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<tr>
<td>Loretto College</td>
<td>Toronto</td>
<td>Massey Centre</td>
</tr>
<tr>
<td>St. Mary’s Catholic S.S.</td>
<td>Toronto</td>
<td>Parkdale Community Foodbank</td>
</tr>
</tbody>
</table>
Humberside C.I.  Toronto  FoodShare Toronto
Lawrence Park C.I.  Toronto  Romero House Inc.
North Toronto C.I.  Toronto  Horizons for Youth
Silverthorn C.I.  Toronto  Peer Project | Youth Assisting Youth
York Mills C.I.  Toronto  North York Women’s Shelter
St. David Catholic S.S.  Waterloo  Send ‘em Off Smiling
Sinclair Secondary School  Whitby  Wind Reach Farm
Trafalgar Castle School  Whitby  Nova’s Ark

Quebec (alphabetical by location and then school)
École St. Pierre et des Sentiers  Charlesbourg  Maison Michel-Sarrazin
Hebrew Academy  Côte St. Luc  The Donald Berman Chai Lifeline Canada
Lake of Two Mountains H.S.  Deux-Montagnes  Meals on Wheels
Collège Sainte-Anne de Lachine  Lachine  Native Women’s Shelter of Montreal
Collège Jean-Eudes  Montreal  Suicide Action Montreal
Lower Canada College  Montreal  JEM Workshop
Miss Edgar’s & Miss Cramp’s School  Montreal  Saint Columba House
Sacred Heart School of Montreal  Montreal  East Foundation
Trafalgar School for Girls  Montreal  Logifem
Heritage Regional High School  Saint-Hubert  Carrefour Mousseau
Selwyn House School  Westmount  SLA Quebec

2016 Grant Recipients by Type of Service*

- Housing/Homelessness: 16%
- Support services & counselling: 20%
- Services for people with disabilities: 16%
- Poverty reduction: 12%
- Food security: 5%
- Multi-service resource/community centre: 5%
- Domestic violence supports: 8%
- Settlement services (newcomers, refugees): 7%
- Youth programming: 6%
- Other: 5%
YPI’s IMPACT ON CHARITIES
Based on 2015/2016 Surveys

106 registered community-based social service charities received $530,000 in $5K grants, 4,400 pitches about social issues and local charities were created and delivered by students and over 150,000 non-participants learned from YPI students about social issues and services in their local communities.

How charities are using YPI grants:
- Fund current services (54%)
- Expand current services (45%)
- Purchase new resources (32%)

Examples of how YPI grants were used (grants were distributed July-Aug 2016):
- “to provide programming and housing for Aboriginal Women and children fleeing violence.”
- “to add a ramp to the front of our building to make it more accessible for people using strollers or for people with mobility issues.”
- “to support the recruitment and training of new youth volunteer mentors, as well as support for our Group Mentoring Program.”
- “to allow newcomer children to attend camp, child care and swimming lessons and help families who are new to the country receive resources that will lead them to a healthy, active life.”

We asked our grant recipients to indicate which members of the community will directly benefit from their YPI grant in 2015/16:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children/Youth</td>
<td>83.6%</td>
</tr>
<tr>
<td>Elderly people</td>
<td>39.3%</td>
</tr>
<tr>
<td>Indigenous peoples</td>
<td>34.43%</td>
</tr>
<tr>
<td>LGBTTTQIA</td>
<td>32.8%</td>
</tr>
<tr>
<td>Newcomers</td>
<td>41.0%</td>
</tr>
<tr>
<td>Refugees</td>
<td>34.4%</td>
</tr>
<tr>
<td>Racialized</td>
<td>24.6%</td>
</tr>
<tr>
<td>People who are unemployed</td>
<td>45.9%</td>
</tr>
<tr>
<td>People who are homeless</td>
<td>36.0%</td>
</tr>
<tr>
<td>Caregivers</td>
<td>14.8%</td>
</tr>
<tr>
<td>People in conflict with the law</td>
<td>16.4%</td>
</tr>
<tr>
<td>Victims of crime</td>
<td>21.3%</td>
</tr>
<tr>
<td>Victims of domestic violence</td>
<td>37.7%</td>
</tr>
<tr>
<td>Living with disabilities or special needs</td>
<td>49.2%</td>
</tr>
<tr>
<td>Living with addictions &amp; substance misuse</td>
<td>26.2%</td>
</tr>
<tr>
<td>Living with eating disorders</td>
<td>13.1%</td>
</tr>
<tr>
<td>Teenage parents</td>
<td>19.7%</td>
</tr>
<tr>
<td>Single parent families</td>
<td>41.0%</td>
</tr>
<tr>
<td>Other</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

*Grant recipients are reporting that, on average, each YPI grant will help serve 472 community members. Multiplied across all our schools, that means students will have directed support to over 50,000 vulnerable people across Canada this year.*

*This number varies year-to-year, based on the types of services offered by grantee charities. Some charities may reach thousands while others serve intense needs with a smaller population.*
What motivates charities to spend time with YPI students:

- Education/raising awareness of issue (89%)
- Raising awareness for the charity (86%)
- Engaging younger generations (83%)

Each YPI student teaches an average of **8-9 people** about their chosen charity and the social issue it addresses.

Testimonials from 2015/2016 Charity surveys

“We think YPI is one of the best ideas for funding ever! So amazing that the youth get so engaged.”

“We are proud to share in this initiative. We hope to participate in the future.”

“Congratulations on such a unique program offering wonderful opportunities for our future leaders to appreciate first hand the challenges that communities experience. And what a great opportunity for charities to be exposed to the youth perspective.”

“The group that won the YPI grant did a wonderful job. They came into the office very enthusiastic and engaged. The Eating Disorders/Body Image theme seemed to really resonate with them. They put a lot of work into this project! We were very happy of course with winning the $5,000, however, regardless if they would have won or not the important thing here is that because of YPI, students were able to share with many of their peers about eating disorders prevention. Their presentation helped us spread awareness to youth about this important issue!”

94% of survey respondents say they have volunteer opportunities for youth!

The most common volunteer positions open to youth:

- Event assistance - 79%
- Fundraising - 71%
- Communications - 48%
- Office Admin - 40%

Overall charity satisfaction with the YPI experience

- Grant recipients: 97% were satisfied or very satisfied with their experience
- Participants: 89% were satisfied or very satisfied with their experience
Many funding sources available to social service organizations carry restrictions on the types of expenditures they can be used to cover.

Our grants have always been unrestricted, and though small, they represent our belief that grassroots organizations are experts on their communities, what their community members need and what they need to get the work done.

This year, for the first time, we asked our grantee charities whether the unrestricted nature of the grant held meaning or value to them. The response was overwhelming.

98% said it did.

The specific feedback we’ve gotten about this suggests some common themes. The flexibility was particularly useful for: emergency expenses, developing new programming or resources, and supporting initiatives that are lower priority for funders but very important for serving community needs (like accessibility, volunteer appreciation and professional development).

“Our elevator just had broken down recently and that came with a high price tag. Accessibility is very important to us and to our clients who are in need of our programs and services.”

“It is a HUGE benefit to be able to use the funds towards costs that may not be fully funded by other granting streams. It is rare to find funding unrestricted in nature and thus the YPI grant has helped IMMENSELY.”

“It allows us to use the funds on issues that arise that are not visible to the public eye but are crucial in the running of our organization.”

“Federal funding will only allow us to allocate tokens to 20% of our client base to access services. This YPI grant will enable 500 clients to access tokens for services.”

“Our priority is the funding of our main mission: we are not able to develop new projects if our core services are not assured. Thus, a funding free of restrictions enables us to do that.”
YPI’s IMPACT ON YOUTH
Based on 2015/2016 Surveys

Last year, 17,891 secondary students completed YPI across Canada.

We asked 3,056 students to rate how much they agreed with the following statements “After completing YPI...” (5 = strongly agree, 0 = strongly disagree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a better understanding of different kinds of social issues.</td>
<td>4.0</td>
</tr>
<tr>
<td>I am more confident talking about how social issues affect my community.</td>
<td>3.7</td>
</tr>
<tr>
<td>I have a better understanding of the role of charities in my community.</td>
<td>4.0</td>
</tr>
<tr>
<td>I am more comfortable talking about a local charity and how it helps people in my community.</td>
<td>3.8</td>
</tr>
<tr>
<td>I believe that young people can help break down stereotypes/stigma about people and issues in their community.</td>
<td>4.0</td>
</tr>
<tr>
<td>I have a better understanding of how a charity uses its resources, including volunteers.</td>
<td>4.0</td>
</tr>
<tr>
<td>I am more comfortable delivering presentations.</td>
<td>3.3</td>
</tr>
<tr>
<td>I have learned something about myself and my personal values.</td>
<td>3.5</td>
</tr>
<tr>
<td>I think I can use the skills and knowledge that I learned during YPI in the future.</td>
<td>3.7</td>
</tr>
<tr>
<td>I feel more able to understand someone else’s experience or feelings. (This is called empathy.)</td>
<td>4.0</td>
</tr>
<tr>
<td>I believe I can genuinely help people in need by volunteering in my community.</td>
<td>4.0</td>
</tr>
<tr>
<td>I believe that I can make a positive difference in my community through my voice and actions.</td>
<td>3.8</td>
</tr>
<tr>
<td>I will speak up about issues that I care about.</td>
<td>3.8</td>
</tr>
<tr>
<td>I will recommend charities to people who are looking for meaningful volunteer work.</td>
<td>3.9</td>
</tr>
<tr>
<td>I will recommend charities to people who are in need of help.</td>
<td>4.0</td>
</tr>
<tr>
<td>I will speak up to help break down stereotypes/stigma about people and issues in my community.</td>
<td>3.7</td>
</tr>
<tr>
<td>I care about social issues in my community and I want to help find solutions to problems.</td>
<td>3.9</td>
</tr>
<tr>
<td>I think that charities and non-profits play an important role in my community.</td>
<td>4.1</td>
</tr>
</tbody>
</table>
“I learned...” (student quotes)

“We need to stick together. That is how we grow and learn about each other. Also, you can find help around almost any corner, so if you need it, seek it out.”

“People who are not food secure work just as hard as those who are, however the situation that they are in makes it difficult to achieve a food secure income.”

“How our small contributions can have huge impact in society.”

“The amount of women without homes in my community.”

“That we can make a huge difference working together.”

We asked teachers to tell us how YPI impacted their students:

97% saw an improvement in their students’ confidence levels
100% reported that student presentation skills improved
91% reported that student research skills improved
97% reported improved teamwork skills
100% reported improved communication skills
94% saw an increased engagement in their learning
94% said their students were more empathetic
88% said their students were more self-aware
91% reported that their students were more motivated to help others
94% said students developed a greater awareness of stigma and stereotypes

Student response to the 2015/2016 Vital Signs Pilot

Every year we work to improve student access to resources and research that will help them learn about their communities, so they can teach others. This year, we worked with the Toronto Foundation to integrate their Vital Signs Report into YPI curriculum. As shown below, YPI students responded very well to this pilot program, and we are looking at ways to introduce similar resources and research tools for other communities in Canada.
Case Study

Four teen boys stand up for victims of domestic violence.

For Maverick Blackmere, Cody Buckingham, Mickenzie Tremblay, and Ryan Fifield, YPI was an opportunity to do something real. Spurred by the discovery that a friend was a survivor of violence, they used their project to research services for women and children in their community, and to raise awareness of this serious issue.

The charity they chose, My Friend’s House, provides crisis services, shelter and counselling, and reaches over 600 women and children each year. Though they get some government funding, the students reported that they continue to struggle for funding. “We wanted to help to keep their doors open,” said Blackmere. “We’re trying to get people to realize this is still going on and get people to help out as much as we can.”

Through the project, they learned that there’s a lot more abuse happening than most people are aware of. Blackmere thinks this is because those who experience violence are uncertain of where to turn, and don’t know if they’ll find support.

The team hope that speaking about this issue helps break down barriers and end the often too dangerous silence.

Ultimately, they were able to win their school’s YPI grant of $5000 for My Friend’s House, which Executive Director, Alison Fitzgerald, says will have a big impact. It will help them cover food and distribute public awareness materials.

The added bonus for Fitzgerald is that these boys are getting through to their peer group. “We have great difficulty reaching out to younger people about violence against women, about healthy relationships... It’s men talking to men that’s going to change the lives of women and the rates of violence against women in our community.”

And it hasn’t stopped there! The team were invited to be grand marshals of the Walk a Mile in Her Shoes fundraiser event in Collingwood, ON this fall, where men put on high heels and march to raise money and begin a conversation about how men can help eliminate violence against women and children.

When asked what men can do to start making a difference, Blackmere urged, “Go visit the shelter and volunteer.” He said there is a serious need for young men to help out and be positive role models for children staying there. He also urges men to understand that, “violence is never the answer,” and to look for healthier ways to express emotions.

Their research and contact with the organization has opened their eyes to the scale of this issue, and inspires them. “This (project) brought the fire inside us to bring that to everybody’s attention,” said Buckingham.

We’re just so thrilled they’re keeping that fire burning! Great job, gentlemen!
In 2015/16, 106 schools implemented YPI as a curriculum-linked, graded assignment in all classes of a mandatory grade 9 or 10 course.

530 educators received resources and ongoing staff support to run YPI in their classrooms.

Educators used YPI to meet a wide range of curricular objectives, to enrich their school culture, to help their community, and to provide their students with a real-life experience to develop their skills, knowledge and character. Schools reported that approximately 23% of students who participate in YPI face barriers to success. Additionally, 76% of teachers reported that students chose a charity that had helped them or a member of their family in the past.

### Youth facing barriers to student success include:
- Aboriginal
- Racialized
- At-risk of dropping out
- In conflict with the law
- Being in and out of care
- Living in low income situations
- Newcomer
- Living with disabilities or special needs
- LGBTTQ

84% of teachers agreed or strongly agreed: YPI is widely known about and valued at our school by educators and administrators in all departments.

97% of teachers agreed or strongly agreed: YPI creates opportunities for our school to connect meaningfully with our community.

100% of teachers agreed or strongly agreed: YPI contributes to a stronger culture of caring and service within our school.

63% of teachers agreed or strongly agreed: I collaborate with educators in other departments to run YPI (i.e. English, Drama, Librarians, Tutors, ICT, Media Studies, Guidance Counsellors).

81% of teachers agreed or strongly agreed: Our YPI Final Assembly is widely attended, and both the presenters and audience benefit from the event.

91% of teachers agreed or strongly agreed: Their students are more motivated to help others.

### Feedback on Resources and Support

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<thead>
<tr>
<th>Feedback</th>
<th>Score 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</th>
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<tbody>
<tr>
<td>2015/2016 YPI Teacher Resource Guide</td>
<td><img src="Graph1.png" alt="Graph" /></td>
</tr>
<tr>
<td>NEW 2015/2016 Student Workbook</td>
<td><img src="Graph2.png" alt="Graph" /></td>
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<tr>
<td>Ongoing email/phone support from YPI staff</td>
<td><img src="Graph3.png" alt="Graph" /></td>
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<tr>
<td>Online Resources (goypi.org)</td>
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<tr>
<td>YPI Final Presentations - pre-support</td>
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<td>YPI Final Presentations - day-of support</td>
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YPI strives to provide excellent resources and support. We use feedback from teachers and students to be accountable to this goal, and to continuously improve the quality, relevancy, and awareness our resources.
Last spring, we conducted a series of focus groups with program alumni nearing graduation, to reflect on how participating in YPI may have impacted on choices they are now making at a transitional time of their lives.

The most recurring theme in the meetings was that YPI sparked an increased awareness of community, and of social justice - one that they continue to carry with them.

“At first it was just a project but then we started learning about [women fleeing abuse] and I started thinking. You could be walking down the street and [you could encounter] someone living in a shelter. You just don’t know.”

For many, exposure to the work of charities has improved trust in the nonprofit sector, and made volunteering or other community engagement more accessible to them. They believe they can make a difference but also see there’s strength in numbers. The scale of impact for them depends on the number of people who stand behind them.

“I got to meet some of the people who are in that community and I did feel like it’s a lot easier to make change if you’re with a group of people who are there to support you.”

Since participating in YPI, many of the alumni we spoke to have chosen to stand up on big issues, challenging peers and parents alike.

“It made me feel more open, to express myself, understand what I’m doing, and reach out to make connections.”

And it’s started to shift the way they think they’re being perceived by adults, too. “I think it makes [adults] more aware that youth can make a difference in the community whereas before they might not have thought that a group of teenagers would just go out and put all this effort into [community research].”

Despite valuing the work of charities, most are not considering the nonprofit field as a career. They see too many barriers, like precarious work, low pay, or family pressures to pursue traditional and prestigious careers. They do, however, see ways to carry their awareness and empathy into whichever passion drives them.

“It’s a field that can be channeled through multiple things. So if you’re making art, or theatre, or films you can have a social justice message behind that.”

“Community involvement doesn’t just let you give back. You also take a lot out of it and develop.”

- YPI Alumnus
“If I could do this program again, I would do it in a heartbeat because I felt it really connected me to my community and made me more aware of the issues that people are facing that I might not have known about before. I learned what I truly value and new life skills that will help me with future presentations and work like that. Thank you.”

ypi student, 2015/16
YPI was created in 2002 by the Toskan Casale Foundation, and has been recognized as a best practice in the emergent field of youth philanthropy worldwide.

2008 Outstanding Foundation Award
Association of Fundraising Professionals, Toronto Chapter
2010 Canadian Best Practice in Civic Education
The Institute for Canadian Citizenship
2011 Premier’s Award for Philanthropy in Education
Government of Ontario
2014 June Callwood Outstanding Achievement Award
Government of Ontario
2014 Ontario Medal for Good Citizenship (OMGC)
for YPI Founder and President, Julie Toskan-Casale
2015 Honorary Doctorate in Civil Law, Saint Mary’s University, Halifax for Julie Toskan-Casale
2015 Youth Giving Advisory Member, Foundation Center
2016 Meritorious Service Medal (Civilian), Governor General of Canada for Julie Toskan-Casale
2016 “Small Foundations, Outsized Impact” YPI a case study in a research paper on systems-level change