YPI CANADA EVALUATION PLAN

Current: 2016/17

YPI®

YOUTH AND
PHILANTHROPY
INITIATIVE
CANADA

In this document:

A.   Introduction to YPI

YPI is on a mission to **grow compassionate communities** by purposefully connecting youth to social issues, local charities, and philanthropy at a pivotal stage in their adolescence.

Created in 2002 by the Toskan Casale Foundation in Toronto, YPI has evolved into an internationally-recognized, multi-award-winning secondary school program with over 450,000 youth alumni across Canada, the United Kingdom, and New York. We have a proven track record of achieving immediate, medium, and long-term outcomes for youth, teachers, schools, charities, and communities, and have been studied as a best practice in systems-level change.

In 2016, **YPI Canada** was launched as a public grant-making charity, to meet the growing demand from schools. We are incredibly proud of our partnerships, and of the sheer scale and depth of impact we have achieved with and for young people, educators, schools, charities, and communities across Canada. We're excited for the future of youth philanthropy.

The specific goals of the Youth and Philanthropy Initiative are to:

- Provide financial assistance ("YPI Grants") to charities that operate in our students' local communities
- Provide students with an inclusive, academic experience that increases their motivation and ability to participate in community issues
- Provide students with the opportunity to directly assist a community-based charity of their choice
- Provide teachers with classroom-ready resources that will engage their students in civic life and current local issues, enhance their ability to meet and exceed mandated curriculum expectations, and deeply enrich their students' learning experience

Objectives of the program are to:

- Direct funds to local charities through student-driven decision-making and advocacy
- Introduce young people to philanthropy and instill philanthropic values
- Encourage young people to become and remain involved in assisting others and their communities
- Provide students with an experience both in relating to the charitable community and in making grants to local social service charities
- Ensure young people are exposed to, and understand, the different social service issues affecting their communities; provide students with the knowledge and skills to confidently research and interact with local charities
- Expose students to the various ways in which they themselves can use their skills to support local charities
- Develop students' critical thinking and evaluation skills so that they are able to understand how effective social service charities are at meeting community needs
- Develop presentation and information-sharing skills that will help students in the delivery of research results and will support grant-making decisions
- Give students a real-life opportunity to evaluate the merits of proposals, and then allocate funds in support of charities effectively meeting community needs

B. Theoretical Framework – Youth Who Thrive "ARC"

YPI's target outcomes and program practices are aligned with the strongest current research into major developmental frameworks for youth, as outlined in "Youth Who Thrive": a summary of critical factors and effective programs for youth, created by the Students Commission of Canada and the Social Program Evaluation Group at Queen's University for the YMCA of Greater Toronto, United Way Toronto (now known as United Way Toronto and York Region), and the Ontario Ministry of Children and Youth Services. YPI's program model supports the Youth Who Thrive "ARC" framework, which is at the core of this summary. The ARC framework asserts that youth need to develop Autonomy; Relatedness; and Competence to thrive both in adolescence, as well as adulthood, with evidence-supported implications for long-term individual, social, and system outcomes such as physical and mental well-being, healthy relationships, employment, and responsible citizenship. For more information, visit youthwhothrive.ca.

YPI also directly supports the principles of Positive Youth Development (5Cs): Competence, Confidence, Connection, Character, Caring/Compassion, plus Contribution.

In YPI Canada's evaluation program, we have begun to use the Youth Who Thrive framework as a general benchmark to measure and track:

1. YPI's immediate **cognitive, social**, and **emotional** outcomes for Canadian youth: this is reflected in this plan through our outcome evaluation questions relating to youth who participate in our program[1]
2. The **predicted medium to long term impacts** related to successfully achieving these outcomes, based on established peer-reviewed research. Collecting robust longitudinal data on our youth participants is a challenge, and so we rely on peer-reviewed research on the link between outcomes like those in our program and longer-term changes for individuals and society.
3. The **strength and alignment of our program practices**, based on the ten key features of effective youth programs[2]

In addition to outcomes for young people ages 14-16, YPI Canada produces immediate, medium, and long-term outcomes for social service charities, vulnerable people, and the Canadian public. These important outcomes are measured to the degree possible, as outlined below.

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[1] See outcome evaluation questions 4-7 on page 4; short-term outcomes for youth in our logic model on page 7; and indicators for these outcomes on pages 8 and 9.
[2] The ten key features of effective youth programming are:
   1. supportive relationships;
   2. opportunities to belong;
   3. positive social norms;
   4. integration of family, school, and community efforts;
   5. physical and psychological safety;
   6. appropriate structure;
   7. support for youth to be effective and feel like they matter;
   8. opportunities for skill-building;
   9. diversity of experience;
   10. customized youth programming.

C. Evaluation Purposes

The purpose of this evaluation is to understand if YPI is achieving its goals and objectives. To accomplish this we measure outputs and evaluate outcomes for students, schools, and communities participating in the YPI program. Specifically, the following evaluation goals are addressed:

- To evaluate whether each school is complying with YPI program requirements[3] and meeting expectations of partnership as outlined in our School Support System (schools categorized as "Best Practice"; "Good Standing"; or "Needs Support")
- To learn about school outputs (i.e. students reached, people learning about social issues, charities visited)
- To evaluate short-term outcomes of the program related to students reached, youth knowledge, attitudes and behaviour changes
- To measure charity outputs (i.e. community members benefiting from YPI grants)
- To evaluate short-term outcomes of grants provided to charities related to the services these charities offer
- To evaluate the medium, and long-term outcomes of the program for schools, charities, and alumni students.

D. Evaluation Questions

Process Evaluation Questions:
1. Are YPI's program requirements being met by all schools?
2. What support do schools need to meet YPI's program requirements?
3. What schools are demonstrating examples of best practices, and what are those examples?
4. Are there changes that could be made to improve the program for students?
5. Are there changes that could be made to improve the program for teachers?
6. Are there changes that could be made to improve the program for charities?
7. How many people are being reached by our program?
    a. At each school?
    b. Regionally?

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[3] YPI's minimum program requirements:
1. YPI is taught in all classes of one mandatory course across one chosen grade: 9 or 10. This is in order to be inclusive to all students.
2. School has a minimum of 25 students in the grade level selected to participate in YPI.
3. Lead Teacher provides updates on the school's YPI project upon request throughout the year.
4. YPI is delivered over the course of at least four weeks (in each class), using/adapting the lessons in the provided YPI curriculum guide.
5. 100% of students complete charity site visits. School permits students to make off-campus site visits to their chosen charities.
6. Charities are identified and selected by students, and meet the YPI eligibility requirements: registered charity providing social services directly to people in your local community.
7. A Final Presentations Assembly will be arranged to permit finalist teams from each class to give their presentation to an audience and a panel of judges. Minimum recommendation for audience: one entire grade level. Judging panel must have a majority of students.

     i.   YPI students
    ii.   Non-YPI students who attend pitches
   iii.   Beneficiaries of grants

<u>Outcome Evaluation Questions:</u>

1. How are YPI programs increasing philanthropic investments in communities (e.g. time, treasure, talent)?
2. Are youth more aware of, and interested in, social issues after participating in YPI?
3. How do youth attitudes and knowledge about the non-profit sector change as a result of participating in YPI?
4. What skills do youth develop as a result of participating in YPI?
5. What knowledge do youth develop as a result of participating in YPI?
6. What attitudes do youth develop as a result of participating in YPI?
7. What behaviours do youth develop as a result of participating in YPI?

E.   Evaluation Methodology

Our evaluation is a combined process and outcome evaluation. The process evaluation focuses mainly on the strengths and areas for improvement of the program in order for us to acquire a better understanding of the reason program outcomes were/were not met. The process evaluation explores how well the program model is being delivered as well as stakeholder experiences (youth, teachers, charities) of the program activities. This is important for our understanding of what is working well and how the program may need to be further developed so that we can better meet our goals.

The process evaluation also measures important outputs relating to the reach of our program: since we are not a front-line organization, it is critical for us to collect data from our school and charity partners about their delivery of the program to uncover how many people are reached by our program activities in various capacities.
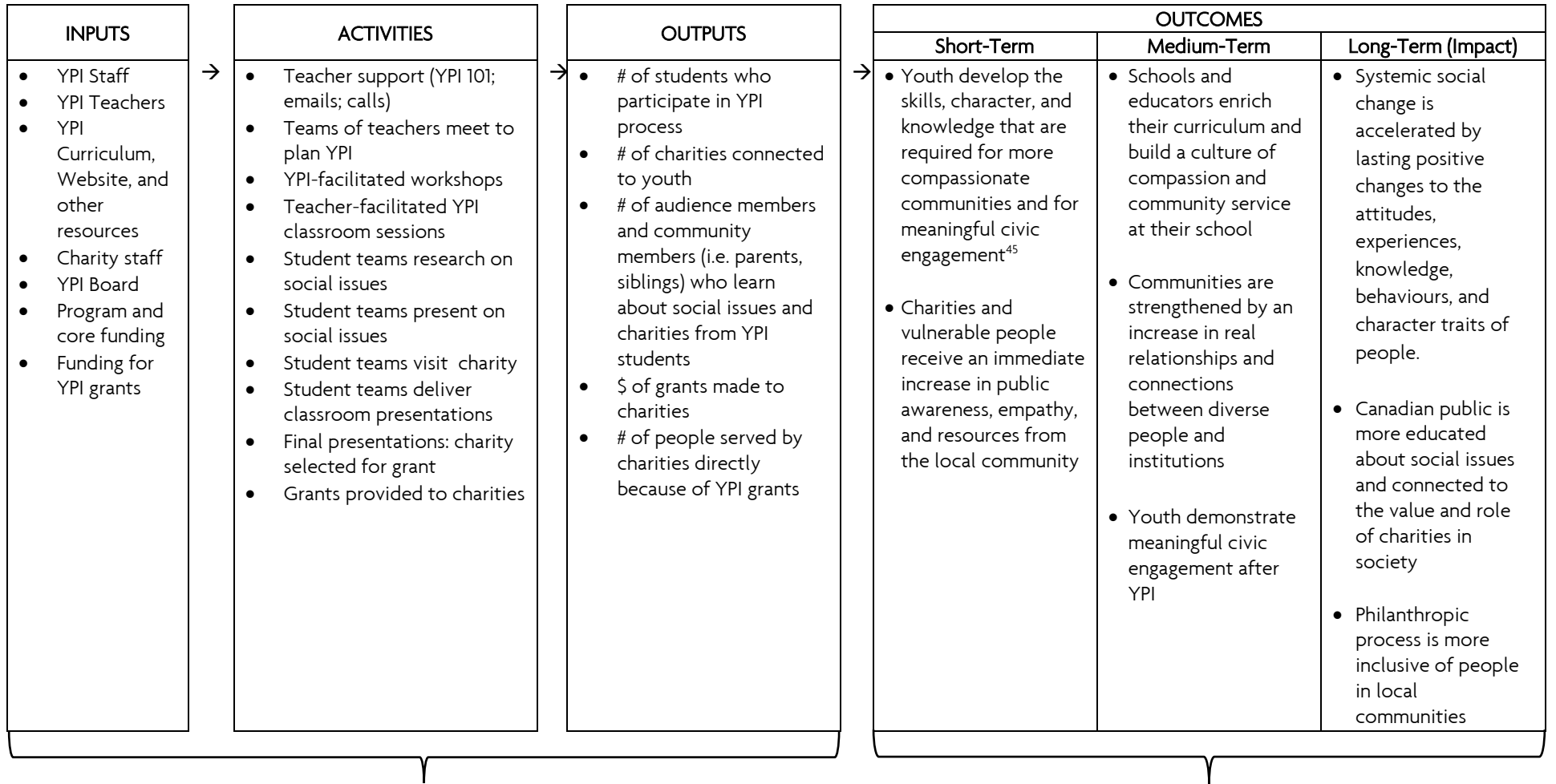
Our outcome evaluation focuses on assessing the impact of the program on youth's skills, knowledge, attitudes and behavior related to civic engagement and social issues in their local community. The evaluation includes an assessment of various process and outcome indicators (see pages 8 and 9) in order to understand the impact of YPI's program on youth participants, schools, charities, and communities.

The evaluation utilizes a non-experimental design and we collect both quantitative and qualitative data with a mixed methods approach that engages multiple stakeholder groups. While we collect and monitor performance and program data through our management systems, we also ask program stakeholders about their experiences in our program. We use methods that emphasize youth voice (e.g. qualitative approaches like focus groups, and opportunities for narratives in surveys). We are also committed to the development of a longitudinal and comparative dataset so, as much as is possible, we ask consistent questions in comparative pre- and post-program evaluations year after year.

F.   Key Stakeholders

Stakeholder	What role will they play in the evaluation?	How will they use the evaluation findings?
Teachers & administrators	• Review content of student pre-YPI and post-YPI surveys • Facilitate student pre-YPI and post-YPI surveys • Participate in Teacher surveys • Participate in process evaluation by completing forms, corresponding with program staff, and taking part in program activities	• To evaluate the outcomes of the program within their individual schools • To make programming decisions about YPI at their school/in their classes
Students	• Participate in pre-YPI and post-YPI surveys and participatory evaluation in plenary session (in development) • Participate in process evaluation by taking part in program activities	• Opportunity for reflection through surveys and through participatory evaluation in plenary session (in development)
Charity staff	• Participate in charity surveys • Participate in process evaluation by taking part in program activities	• To learn about the values, interests, attitudes, and skills of young people as they relate to charities and the non-profit sector • Will benefit from programming improvements that come out of evaluations
YPI funding partners (existing and prospective)	• Establish expectations for outcomes to evaluate	• To make funding decisions based on their satisfaction with outcomes • To evaluate the impact of their investment in YPI
YPI mission peers	• Consult on shared, systems-level impact objectives, and how they can be evaluated within YPI's framework	• YPI results compared and synthesized with other available data to advance understanding, capture trends in real time, and establish priorities for sector
YPI board & staff	• Staff facilitate all evaluations	• To evaluate and report on outputs and outcomes of YPI • To make programming decisions • Leverage findings for partnership development

G. YPI Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short-Term	Medium-Term	Long-Term (Impact)
• YPI Staff • YPI Teachers • YPI Curriculum, Website, and other resources • Charity staff • YPI Board • Program and core funding • Funding for YPI grants	• Teacher support (YPI 101; emails; calls) • Teams of teachers meet to plan YPI • YPI-facilitated workshops • Teacher-facilitated YPI classroom sessions • Student teams research on social issues • Student teams present on social issues • Student teams visit charity • Student teams deliver classroom presentations • Final presentations: charity selected for grant • Grants provided to charities	• # of students who participate in YPI process • # of charities connected to youth • # of audience members and community members (i.e. parents, siblings) who learn about social issues and charities from YPI students • $ of grants made to charities • # of people served by charities directly because of YPI grants	• Youth develop the skills, character, and knowledge that are required for more compassionate communities and for meaningful civic engagement[4][5] • Charities and vulnerable people receive an immediate increase in public awareness, empathy, and resources from the local community	• Schools and educators enrich their curriculum and build a culture of compassion and community service at their school • Communities are strengthened by an increase in real relationships and connections between diverse people and institutions • Youth demonstrate meaningful civic engagement after YPI	• Systemic social change is accelerated by lasting positive changes to the attitudes, experiences, knowledge, behaviours, and character traits of people. • Canadian public is more educated about social issues and connected to the value and role of charities in society • Philanthropic process is more inclusive of people in local communities

This is YPI's sphere of control, and what is measured by our process evaluation.	This is YPI's sphere of influence, and what is measured by our outcome evaluation.

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[4] This short-term outcome for youth is unpacked into specific cognitive, social, and emotional outcomes that we measure annually in the following section.

[5] "Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." Source: Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000.

H. Cognitive, Social, and Emotional Outcomes for Youth

In alignment with the Youth Who Thrive framework, we measure the following cognitive, social, and emotional outcomes for participating youth in our program:

General Outcome:

Youth develop the skills, character, and knowledge that are required for more compassionate communities and for meaningful civic engagement.

Cognitive (Learning/Skill Development/Head) Outcomes

1. Youth are aware of social issues in their communities
2. Youth have a good understanding of the role of charities in their communities
3. Youth develop 21st century competencies (creativity, critical thinking, collaboration, communication, character, citizenship, computer/technology skills)
4. Youth perceive future benefit in the skills and knowledge they gain through YPI

Emotional (Feeling/Heart) Outcomes:

5. Youth know themselves and their values on a deeper level
6. Youth become more empathetic
7. Youth believe that they can make a positive difference in their communities through their voices and actions

Social (Behavioural/Hands) Outcomes:

8. Youth speak up about social issues that they care about in their communities
9. Youth talk about local charities and how they help people in their communities
10. Youth engage more in philanthropic activities in their communities (i.e. volunteering, activism, fundraising, voting)

I. Report Card: Outputs, Outcomes & Indicators of Success

Output/Outcome	Measurable Indicators	Result	Sources of Information
Output: # of students participate in YPI process	# of students enrolled		Launch forms
Output: # of charities connected to youth	# of pitches delivered on behalf of charities in classrooms (which indicates # of connections made between teams and local organizations)		Formula: # of students enrolled / 4 (average size of group)
Output: # of audience members and community members taught by YPI students (i.e. parents, siblings) learn about social issues and charities	• # of non-YPI students attending Finals • Average number of people with whom students report sharing information about their selected charity outside of school (i.e. parents, siblings, friends)		Final Summary Forms; Post-YPI Student Surveys
Output: $ of grants made to charities	• Cheques cut to charities		PM tracking
Output: # of people served by charities directly because of YPI grants	• # of people charities report to be beneficiaries of grant		Charity Survey
Short term outcome: Youth will develop the skills, character, and knowledge that are required for meaningful civic engagement (related cognitive outcomes)	• % of students and teachers reporting increased awareness and understanding of social issues in their communities • % of students and teachers reporting increased understanding of the role of charities in their communities • % of students and teachers reporting increased understanding of how charities operate • % of students reporting that they think they can use the skills and knowledge developed through YPI in the future • % of students and teachers reporting that YPI provided the opportunity to develop 21st Century Competencies		Pre- and Post-YPI Student Surveys; Teacher Surveys
Short term outcome: Youth will develop the skills, character, and	• % of students and teachers reporting that students better know themselves and their		Pre- and Post-YPI Student Surveys; Teacher Surveys

knowledge that are required for meaningful civic engagement (related emotional outcomes)	personal values • % of students and teachers reporting increased student empathy for others • % of students and teachers reporting increased student belief that they can make a positive difference in their community through their voice and actions • % of students and teachers reporting that students care more about their community and what to help find solutions to problems affecting people in it		
Short term outcome: Youth will develop the skills, character, and knowledge that are required for meaningful civic engagement (related social outcomes)	• % of students and teachers reporting increased likelihood for students to speak up more about social issues they care about • % of students and teachers reporting increased likelihood for students to talk about charities and how they help people in their community more • % of students and teachers reporting increased likelihood for students to speak up to help break down stereotypes and stigma about people and issues in their community • % of students and teachers reporting increased likelihood for students to engage in philanthropic activities in the future		Pre- and Post-YPI Student Surveys; Teacher Surveys
Medium term outcome: Schools and educators will enrich their curriculum and build a culture of compassion and community service at their school	• % of teachers reporting that YPI creates opportunities for their school to meaningfully connect with the community • % of teachers reporting that YPI contributes to a stronger culture of caring and service within their school		Teacher Surveys
Medium term: Charities and vulnerable people will receive greater public awareness, empathy, and resources			Anecdotes from our community; Research in alignment with our work

from the local community			
Medium term: Youth will demonstrate meaningful civic engagement in their communities	% of teachers reporting that students actively engaged with their community by: breaking stigma; staying involved with their charity as a volunteer or staying involved in another way % of students who report that they will stay involved with their charity % of participating charities reporting that students stayed involved post-YPI		Teacher Surveys; Post-YPI Student Surveys, Participating charity surveys

J.   Work Plan: Data Collection, Analysis, Use & Sharing

MONITORING & PROCESS EVALUATION			
Data Collection Tools	Data Management	Analysis & Interpretation Plan	Use & Sharing Plan

• Information gathering forms:
  o Application to participate
  o Launch form
  o Finals booking form
  o Cheque request/Final summary form
• Scheduled phone calls:
  o Back-to-school phone calls with Lead Teachers
  o Finals prep phone calls with Lead Teachers
  o YPI 101 calls with new teachers
• Scheduled emails:
  o Sept welcome message
  o Kick-off/wrap up messages
  o Book Your YPI Final
  o YPI Final Information
  o Wrap up email
• Other ongoing phone calls and emails
• Team observations/notes
  o During workshops
  o During meetings
  o During Finals
	• Quantitative school data managed in School Project Management spreadsheet and longitudinal datasets (Excel)
	• Correspondence tracked in Salesforce with relevant school/charity accounts and contacts
		• Assess data collected from process evaluation through School Support System. Schools assigned as Needs Support/Good Standing/Best Practice, based on the following:
		  o Quality of Lead Teacher communication
		  o Completion of evaluations
		  o Adherence to program requirements and presence of best practices
		  o School culture and support for YPI
		• Metrics tracked against Report Card: Outputs, Outcomes & indicators of Success (pages 8-9)
			• School Support System sent to Lead Teachers and saved in Salesforce
			• Support to each school assigned accordingly:
			  o Extra check-ins by phone/email
			  o Allocate budget to travel to schools that need support when possible
			• Ongoing team updates at key points throughout the year
			  o When semesters/terms change
			  o Leading up to Finals
			  o As need arises during weekly check-ins

OUTCOME EVALUATION			
Data Collection Tools	Data Management	Analysis & Interpretation Plan	Use & Sharing Plan

• Formal surveys
   o Pre-YPI Student survey
   o Post-YPI Student survey
   o Teacher survey
   o Charity grant recipient survey
   o Charity finalist survey
• Information gathering forms
   o Launch form
   o Finals booking form
   o Cheque request/Final summary form
• Tools currently in development (not reflected in this plan currently):
   o Interviews & focus groups
   o Participatory art–based evaluation in plenary sessions
	• Survey data stored in SurveyMonkey
	• Data from forms stored in Google Forms
	• Data entry of key information (schools, # students, winning charities) into School Project Management spreadsheet and longitudinal datasets (Excel)
	• Testimonials compiled in Excel
	• Suggestions/feedback compiled in Excel
		• Comparative quantitative and qualitative analysis and interpretation of pre-and post-YPI student surveys, teacher surveys, and charity surveys using Survey Monkey tools & Excel at the end of the year
		• Metrics tracked against Report Card: Outputs, Outcomes & Indicators Of Success
		• Key success stories identified
			• External: Student survey results shared with teachers through Survey Monkey's share page feature (updated on an ongoing basis in real-time), with a follow-up survey report at end of year highlighting changes/growth between pre- and post-YPI student surveys
			• Internal: Survey reports saved for each school in Salesforce, building an inventory of reports for longitudinal analysis
			• Internal: Program quality improvement/revision suggestions reviewed (minor ones reviewed on an ongoing basis; substantial ones reviewed at the end of the school year), and plan for implementation created
			• Internal : review of Report Card: Outputs, Outcomes & indicators of Success
			• External: Impact Report sent to all stakeholders featuring key statistics and case studies
			   o Consider "stacking" approach of publishing fact sheets, executive summary, etc.
			   o Social media on stats and stories

K. Annual Evaluation Calendar At-A-Glance

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Review and assess school applications							■	■	■			
Welcome email to enrolled schools w/orientation materials and evaluation requirements									■	■		
Launch form re-confirming key participation data	■											
Back-to-school orientation calls w/ Lead Teachers	■	■										
YPI 101 sessions with new teachers	■	■										
Kick off and wrap-up emails at the start and end of each term/semester	■		■		■		■		■			
Pre-YPI Student Surveys conducted in classrooms	■	■	■	■	■	■	■					
Finals booking form completed by Lead Teachers			■									
Finals phone call with Lead Teachers				■	■	■	■	■	■			
Team observations during school visits, workshops, Finals	■	■	■	■	■	■	■	■	■	■		
Post-YPI Student Surveys				■	■	■	■	■	■	■		
Post-YPI Teacher Surveys				■	■	■	■	■	■	■		
Focus Groups – YPI Alumni/Charities/Educators							■	■	■	■		
Cheque Request/Final Summary form				■	■	■						
Participating charity surveys (non-grant recipients)										■		
Participating charity surveys (grant recipients)										■		
Evaluation Analyses and Impact Reporting	■	■									■	■