

YPI CANADA EVALUATION PLAN

2023/24



“YPI’s evaluation framework is a leading example of how to measure outcomes of a youth program in a thoughtful and comprehensive way. Using a clear program logic model as the foundation of their evaluation framework, YPI uses mixed methods to tell a full and well-rounded story of the work they are doing. Their evaluation is used to support strategic decision-making, and to communicate key findings with stakeholders in the non-profit, education, and philanthropic sectors.”

- Vivian Oystreck, Youth Program Design & Development Associate



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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 600,000 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.

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 program¹
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 programs²

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;

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.

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 requirements³ and meeting expectations of partnership as outlined in our School Support System (schools categorized as "Best Practice"; "Good Standing"; or "Needs Support")⁴
- 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.

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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.

³ YPI's minimum program requirements are:

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.

⁴ The purpose of the [School Support System](#) is to ensure that each participating school is meeting the YPI program requirements and reaching their full potential in the program with the highest possible impact for students and for the local community. According to the school's standing, the YPI team will prioritize allocating staff resources (phone support, travel, etc.) to schools in need of support. By default, the YPI team assumes that every school starts in a position of needing support, and will work with the Lead Teacher at the school to achieve "Best Practice" standing by their fourth year in the YPI program.

D. Evaluation Questions

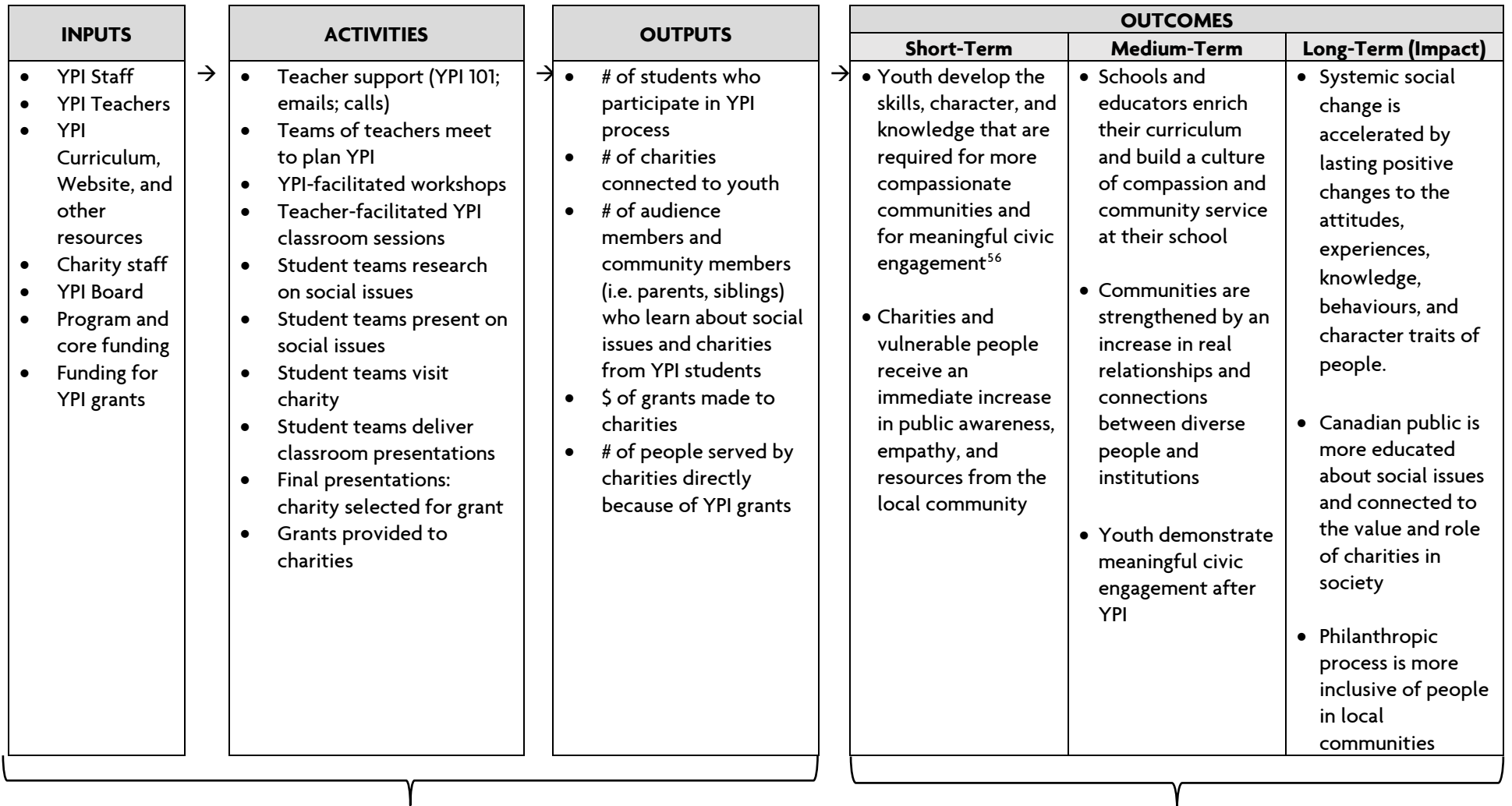
Process Evaluation Questions:

1. Are YPI's program principles being upheld by all schools?
2. What support do schools need to uphold YPI's program principles?
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?
 - i. YPI students
 - ii. Non-YPI students who attend pitches
 - iii. Beneficiaries of grants

Outcome Evaluation Questions:

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?
8. What differences/disparities in student outcomes exist between different segments of students, i.e.:
 - a. Students at schools demonstrating best practices and other schools (as evaluated through the School Support System)
 - b. Students at schools in various provinces, participating through different curricular courses
 - c. Students who participate in the program in-person, in blended learning settings, and fully online

E. YPI Logic Model



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.

⁵ This short-term outcome for youth is unpacked into specific cognitive, social, and emotional outcomes that we measure annually in the following section.

⁶ “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.

F. 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)

G. Data Inventory

Data Source	Format	Stakeholder	Data Location	Evaluation Type	Notes & Data points of note coming out of source
Application to participate	Online form	Teachers	Google Forms	Process	Applications accepted throughout the year, staff monitor on an ongoing basis Qualitative info re. schools YPI works with i.e. whether school is in a Neighborhood Improvement Area, whether the school is rural/urban, etc.
Launch survey	Online survey	Teachers	SurveyMonkey	Process	Deadline for participating schools in mid-Sept. Outputs: number of students served; data to inform School Support Plan, i.e. how many teachers at each school are new to YPI, when the courses will be offered, month of Final, etc.
Back-to-school phone call/program planning meetings	Phone call or In-person	Teachers	Salesforce	Process	Notes stored in client relationship management (CRM) system (Salesforce). Calls/meetings prioritized for new schools, schools with new leads, and schools categorized as "Needs Support" in School Support System from previous year. Data to inform School Support Plan, i.e. whether school would like staff to facilitate workshops with students, whether budget for travel needs to be prioritized, etc.
Final booking form	Online survey	Teachers	SurveyMonkey	Process	Data to support planning staff attendance at Finals, i.e. travel budget prioritized based on schools that require support and schools that put on large-scale events.
Student workshops	In-person	Students	Salesforce	Process	Notes on student attitudes, demographics, school culture, how workshop went is stored in Salesforce. Data to inform School Support Plan, i.e. whether school would like staff to facilitate additional workshops with students, other ways we can support Lead.

Post-YPI student survey	Online survey	Students	SurveyMonkey	Process and Outcome	We rely on these surveys for a much of our reporting. Outcome data feeds through Google Sheets and into a Google Data Studio dashboard on the impact page of goypi.org. All student outcome data (cognitive, social, emotional); process data telling us about their experience, i.e. did they visit a charity? What challenges did they face?
Post-YPI teacher survey & Final summary form	Online survey	Teachers	SurveyMonkey	Process and Outcome	Important administrative function: teachers sign off on where grant for their school is going. Outcomes for schools, i.e. school-community connection, teacher validation/triangulation of student outcomes, output data i.e. tracking where grants go, feedback on resources and program support.
Participating charity survey	Online survey	Charity professionals	SurveyMonkey	Process	Feedback on YPI experience
Grantee survey	Online survey	Charity professionals	SurveyMonkey	Process and Outcome	Feedback on YPI experience, expected outputs and outcomes of grant itself, i.e. how many people will be served, what changes will happen, etc.

H. Key Stakeholders

Stakeholder	What role will they play in the evaluation?	How will they use the evaluation findings?
Teachers & administrators	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To evaluate the outcomes of the program within their individual schools To make programming decisions about YPI at their school/in their classes
Students	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Opportunity for reflection through surveys and through participatory evaluation in plenary session (in development)
Charity staff	<ul style="list-style-type: none"> Participate in charity surveys Participate in process evaluation by taking part in program activities 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Establish expectations for outcomes to evaluate 	<ul style="list-style-type: none"> To make funding decisions based on their satisfaction with outcomes To evaluate the impact of their investment in YPI
YPI mission peers	<ul style="list-style-type: none"> Consult on shared, systems-level impact objectives, and how they can be evaluated within YPI's framework 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Staff facilitate all evaluations 	<ul style="list-style-type: none"> To evaluate and report on outputs and outcomes of YPI To make programming decisions Leverage findings for partnership development

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	<ul style="list-style-type: none"> • # 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	<ul style="list-style-type: none"> • Cheques cut to charities 		Project management tracking
Output: # of people served by charities directly because of YPI grants	<ul style="list-style-type: none"> • # 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)	<ul style="list-style-type: none"> • % 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

<p>Short term outcome: Youth will develop the skills, character, and knowledge that are required for meaningful civic engagement (related emotional outcomes)</p>	<ul style="list-style-type: none"> • % of students and teachers reporting that students better know themselves and their 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 		<p>Pre*- and Post-YPI Student Surveys; Teacher Surveys</p>
<p>Short term outcome: Youth will develop the skills, character, and knowledge that are required for meaningful civic engagement (related social outcomes)</p>	<ul style="list-style-type: none"> • % 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 		<p>Pre*- and Post-YPI Student Surveys; Teacher Surveys</p>
<p>Medium term outcome: Schools and educators will enrich their curriculum and build a culture of compassion and community service at their school</p>	<ul style="list-style-type: none"> • % 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 		<p>Teacher Surveys</p>

<p>Medium term: Charities and vulnerable people will receive greater public awareness, empathy, and resources from the local community</p>			<p>Anecdotes from our community; Research in alignment with our work</p>
<p>Medium term: Youth will demonstrate meaningful civic engagement in their communities</p>	<ul style="list-style-type: none"> • % 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 		<p>Teacher Surveys; Post-YPI Student Surveys, Participating charity surveys</p>

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

MONITORING & PROCESS EVALUATION			
Data Collection Tools	Data Management	Analysis & Interpretation Plan	Use & Sharing Plan
<ul style="list-style-type: none"> • Information gathering forms: <ul style="list-style-type: none"> ○ Application to participate ○ Launch form ○ Finals booking form ○ Cheque request/Final summary form • Scheduled phone calls: <ul style="list-style-type: none"> ○ Back-to-school phone calls with Lead Teachers ○ Finals prep phone calls with Lead Teachers ○ YPI 101 calls with new teachers • Scheduled emails: <ul style="list-style-type: none"> ○ Sept welcome message ○ Kick-off/wrap up messages ○ Book Your YPI Final ○ YPI Final Information ○ Wrap up email • Other ongoing phone calls and emails • Team observations/notes <ul style="list-style-type: none"> ○ During workshops ○ During meetings ○ During Finals 	<ul style="list-style-type: none"> • Quantitative school data managed in School Project Management spreadsheet and longitudinal datasets (Excel) • Correspondence tracked in client relationship management (CRM) system (Salesforce) with relevant school/charity accounts and contacts 	<ul style="list-style-type: none"> • Analyze data collected from process evaluation through School Support System. Schools assigned as Needs Support/Good Standing/Best Practice, based on the following: <ul style="list-style-type: none"> ○ Quality of Lead Teacher communication ○ Completion of evaluations ○ Adherence to program requirements and presence of best practices ○ School culture and support for YPI • Metrics tracked against Report Card: Outputs, Outcomes & indicators of Success (pages 9-11) 	<ul style="list-style-type: none"> • School Support System sent to Lead Teachers and saved in Salesforce • School Support System discussed alongside student outcomes with Lead Teacher at the beginning of the following academic year • Support to each school assigned accordingly: <ul style="list-style-type: none"> ○ Extra check-ins by phone/email ○ Allocate budget to travel to schools that need support when possible • Ongoing team updates at key points throughout the year <ul style="list-style-type: none"> ○ When semesters/terms change ○ Leading up to Finals ○ As need arises during weekly check-ins

OUTCOME EVALUATION

Data Collection Tools	Data Management	Analysis & Interpretation Plan	Use & Sharing Plan
<ul style="list-style-type: none"> • Formal surveys <ul style="list-style-type: none"> ○ Pre*-YPI Student survey ○ Post-YPI Student survey ○ Teacher survey ○ Charity grant recipient survey ○ Charity finalist survey • Information gathering forms <ul style="list-style-type: none"> ○ Launch form ○ Finals booking form ○ Cheque request/Final summary form 	<ul style="list-style-type: none"> • Survey feedback data and administrative form data stored in SurveyMonkey • Data entry of key information (schools, # students, winning charities) into School Project Management spreadsheet and longitudinal datasets (Excel) • Data from SurveyMonkey connected, cleaned and processed in Google Sheets • Testimonials compiled in Excel • Suggestions/feedback compiled in Excel 	<ul style="list-style-type: none"> • Comparative quantitative and qualitative analysis and interpretation of pre*-and post-YPI student surveys, teacher surveys, and charity surveys at key intervals throughout and at the end of the year • Metrics tracked against Report Card: Outputs, Outcomes & Indicators Of Success • Key success stories identified 	<ul style="list-style-type: none"> • 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: interactive impact dashboards (using Google Data Studio) published publicly on goypi.org, and sent to all stakeholders featuring key statistics • External: social media & blog posts on stats, stories, case studies

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												
Focus Groups – YPI Alumni/Charities/Educators												
Teacher wrap-up survey (inc. cheque request; YPI Final summary; feedback)												
Participating charity surveys (non-grant recipients)												
Participating charity surveys (grant recipients)												
Evaluation Analyses and Impact Reporting												

* Baseline data for measuring student outcomes is collected every two-to-three years, with the post-YPI survey being administered every year.