

YOUTH OUTCOMES



FRAMEWORK PLAYBOOK

Acknowledgments

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- Park and Recreation
- Toronto Public Library
- Toronto Employment and Social Services
- Toronto Community Housing
- Economic Development and Culture

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Land Acknowledgement

The City of Toronto acknowledges that we are on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. The City also acknowledges that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit, and the Williams Treaties signed with multiple Mississaugas and Chippewa bands.

African Ancestral Acknowledgement

The City of Toronto acknowledges all Treaty peoples—including those who came here as settlers—as migrants either in this generation or in generations past—and those of us who came here involuntarily, particularly those brought to these lands as a result of the Trans-Atlantic Slave Trade and Slavery. We pay tribute to those ancestors of African origin and descent.



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Executive Summary

If you run, plan, or evaluate youth programs, you have likely asked yourself: How do I know my program is making a real difference? Many organizations face challenges in defining success, measuring impact, and communicating results to funders and stakeholders. The Youth Outcomes Framework (YOF) Playbook was developed to help.

This Playbook is a practical guide to support the implementation of the City of [Toronto's Youth Outcomes Framework](#), designed to measure and improve youth program outcomes. Although the YOF was originally developed for City of Toronto programs, it is designed to be flexible and can be applied to any youth program supporting youth development. From grassroots organizations to large community agencies, the Playbook offers step-by-step instructions, ready-to-use tools, and best practices for tracking progress, refining programs, and effectively communicating results.



Inside the Playbook

- **Overview of the YOF:** A structured yet flexible framework that helps organizations set clear goals and measure meaningful youth outcomes
- **Data collection and analysis:** Recommended practices for gathering, analyzing, and leveraging data to make informed program decisions
- **Step-by-step guidance:** From assessing program readiness to designing surveys, this Playbook walks you through the full implementation process
- **Lessons from the field:** Real-world examples from programs that have successfully implemented the YOF to document impact and enhance programming
- **Key components of the YOF:** A structured approach to measuring outcomes, including outcome areas, outcomes, indicators, survey questions, and data collection strategies



This Playbook is designed for:

- Community agencies and grassroots initiatives delivering or evaluating youth programs
- Government and public sector teams responsible for delivering or evaluating youth programs
- Consultants supporting program design, monitoring, and evaluation for youth programs
- Any program looking to measure, improve, and communicate youth outcomes

Whether you are new to program evaluation or looking to strengthen your existing approach, this Playbook provides the tools and insights to make the process manageable and effective – helping you make informed, data-driven decisions that improve program outcomes for youth.

1. Introduction and Background





1. Introduction

How many times have you wondered if your youth program is truly making a difference? Designing, running, or evaluating a program often involves challenges in measuring success, setting goals, and demonstrating impact to funders and stakeholders. The Youth Outcomes Framework Playbook is here to help. Packed with practical tools and step-by-step guidance, the YOF Playbook makes it easier to track progress, improve programs, and demonstrate their value.

The Playbook is a practical guide to support the implementation of the City of Toronto [Youth Outcomes Framework \(YOF\)](#) a shared framework developed to help the City measure the outcomes of its youth programs. Although the framework was developed for City of Toronto programs, it is designed to be flexible and can be applied to any youth program focused on supporting youth development. From grassroots organizations to large community agencies, the Playbook offers tools and strategies that work across different settings and contexts, making it a valuable resource for anyone working with youth programs.



1.2. Target Audience

The Playbook is intended for anyone involved in delivering, planning, or evaluating youth programs, including:

- Community organizations delivering programs to support youth
- Grassroots initiatives delivering community-driven programs focused on youth development
- Consultants supporting program design, monitoring, and evaluation for youth programs
- Government or public-sector teams responsible for delivering or evaluating programs for youth

Whether you are starting a new youth program or enhancing an existing one, this Playbook is designed to help you establish consistent practices for selecting, measuring, and achieving youth program outcomes.



1.3. Applying the YOF to Your Work

The YOF is designed to be flexible and adaptable to various roles, responsibilities, and contexts in youth programming. Here is how you can incorporate it into your work:

Program design and planning	Program delivery
<ul style="list-style-type: none">• Identify relevant outcome areas and specific outcomes that align with your program goals• Use the framework to set clear, measurable goals that focus on the positive changes you aim to create for youth• Incorporate performance measures or indicators to establish baseline data and benchmarks for success	<ul style="list-style-type: none">• Ensure your program activities are structured to achieve the selected outcomes• Regularly gather sociodemographic data to assess whether your program is reaching a diverse and representative group of youth• Use surveys or other tools from the YOF to capture participants' experiences and progress

Monitoring and evaluation	Engaging stakeholders
<ul style="list-style-type: none"> • Use the YOF's performance indicators to track the outcomes of your program over time • Analyze collected data to identify what is working well and where improvements are needed • Share findings with your team to support continuous improvement and better outcomes 	<ul style="list-style-type: none"> • Use the YOF's framework to communicate the value and impact of your program to funders, partners, and community stakeholders • Share data-informed insights to advocate for resources and partnerships • Involve youth in the evaluation process to ensure their voices shape program improvements
Adapting to unique programs priorities	
<ul style="list-style-type: none"> • Customize the YOF tools, such as indicators or data collection methods to reflect the unique priorities of your program or organization. For instance, a program focusing on youth mental health might emphasize indicators related to stress management and emotional resilience • Collaborate with other teams or organizations using the YOF to learn and share experiences, insights, and best practices. This might involve joint workshops or co-developing resources to address shared challenges 	

By applying the YOF, you can create a more structured, effective approach to planning and delivering youth programs, ultimately leading to stronger outcomes for the young people you serve.



1.4. Background

In 2018, the City of Toronto recognized an opportunity to strengthen its youth programs by standardizing and making the process of monitoring and evaluation more consistent across all City youth programs. Recognizing the need for better data to support program improvement and development, the City created the YOF. This shared framework defines a set of common outcomes and tools to help programs measure success and work toward meaningful outcomes for youth.

The framework was developed collaboratively, involving City divisions, agencies, and experts like Blueprint, a consulting group that supported research and framework design. Importantly, young people themselves contributed through focus groups and consultations with the Toronto Youth Cabinet, ensuring the framework reflects their needs and experiences.

The framework is also grounded in the Province of Ontario's Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed (2016). Stepping Up incorporates the findings in the Review of the Roots of Youth Violence report (2008) and builds on the work of Stepping Stones: A Resource on Youth Development (2012) and Ontario's Youth Action Plan (2012).

The YOF was introduced gradually to City youth programs:

Stage 1 2021/2022

A small group of programs tested the framework to see how it could be used and refined.

Stage 2 2022/2023

The framework was rolled out to more programs, with improved tools and processes for tracking progress.

Stage 3 2023/2024

The framework was updated to include updated outcome areas, outcomes, and indicators specifically designed to better address the needs of youth violence prevention and intervention programs.

Stage 4 2024/2025

The focus now is on engaging youth more deeply and ensuring all City youth programs integrate the YOF into their planning and evaluation.

2. Youth Outcomes Framework: Key Components



2. Youth Outcomes Framework: Key Components

The Youth Outcomes Framework (YOF) is designed with a clear and systematic structure to guide the design and evaluation of youth programs. The framework serves as a menu of outcome areas, outcomes, indicators, and survey questions that organizations can tailor to their specific programs.

Rather than adopting a one-size-fits-all approach, organizations select the outcomes and indicators that are most relevant to their programs. These selected elements are then tracked using consistent data collection tools, such as pre/post surveys or retrospective, end-of-program surveys. This approach allows organizations to gather meaningful, actionable data while aligning with the unique goals and needs of their youth programs.

Outcome Areas

These are broad categories that define the overarching themes of focus for youth development or program performance. For example, outcome areas like Supportive Peers and Adults or Physical Health and Mental Wellbeing represent major program goals. The framework includes nine areas describing critical aspects of youth positive development, while the tenth area, Program Reach and Satisfaction, focuses on gathering sociodemographic data and participant feedback to improve program quality and ensures programs are reaching diverse youth populations equitably. See [Appendix B](#) for full list of Outcome Areas.

Outcomes

Within each outcome area, there are specific, measurable outcomes that describe the changes or benefits a program seeks to achieve for youth. For instance, in Supportive Peers and Adults, an outcome might be “Youth have trusting and mutually respectful relationships with peers and mentors” or “Youth have trusting, mutually respectful, and supportive relationships with adults, mentors and community members.”

Indicators

Each outcome is assessed through relevant indicators, which are measurable metrics used to track progress. For example, an indicator for the above outcome might be “% of youth who say they have met at least one person through the program who they can relate to or whom they consider a role model.”

Corresponding Survey Questions

To measure these indicators, corresponding survey questions are designed to collect feedback from youth participants. For example, a survey question for the above indicator might be: “How much do you agree with the statement: I met someone in the program who I consider to be a role model?”

All outcome areas, outcomes, indicators, and survey questions are compiled and presented in a Data Collection Plan Template, included in [Appendix B](#). This template helps organizations implement the YOF in a consistent and organized way by aligning goals, tracking outcomes, and collecting data.

3. Implementing the Youth Outcomes Framework



3. Implementing the Youth Outcomes Framework

The implementation of the YOF follows a structured process, starting with assessing readiness and ending with analyzing and reporting on results. This step-by-step approach ensures organizations are well-prepared to integrate YOF into their programs effectively, collect meaningful data, and use it to improve outcomes.

3.1. Assessing Program Readiness

The Youth Outcomes Framework Implementation Readiness Assessment Checklist is a tool designed to guide organizations through key considerations, helping them plan for successful implementation while taking steps to strengthen areas that need attention.

This checklist helps:

1. Assess readiness to implement YOF
2. Identify areas requiring additional preparation
3. Receive practical recommendations to strengthen their program

3.1.1 Implementation Readiness Checklist: Key Sections

1.

Clarity of Program Goals and Objectives

- Ensures programs have clearly defined goals, objectives, and outcomes
- Recommends developing a logic model if these elements are unclear

2.

Capacity for YOF Implementation

- Assesses if there is adequate staff with the skills and resources to support implementation, such as experience with monitoring, evaluation, and survey tools
- Provides advice on building capacity, such as training staff or optimizing team resources

3.

Current Program Context

- Considers factors like existing evaluations, program stability, and alignment with program cycles
- Offers guidance on ensuring YOF implementation integrates smoothly into current operations

4.

Program Suitability for YOF

- Evaluates whether the program's structure and participant engagement align with YOF's intermediate outcomes focus
- Suggests alternative approaches for short-term or brief-interaction programs where YOF may not be the best fit



3.1.2 Using the Checklist

For each question, staff answer “Yes” or “No” and receive tailored recommendations to address gaps. The comments section allows users to note observations or action items. The checklist is not a pass/fail tool but a guide to prepare programs for successful YOF implementation.

The full Readiness Assessment Checklist, along with detailed recommendations and resources to support implementation, are available in [Appendix A](#).

3.2. Selecting Program Outcome Areas, Outcomes, Indicators and Questions: Tailoring Outcomes for Success

After assessing readiness, the next step is to choose relevant outcome areas, outcomes, indicators, and survey questions that align with your program's goals. This involves evaluating each outcome area to ensure alignment with your program's goals and activities. Program staff must carefully review each area to tailor the YOF to their specific program and their unique objectives.

1. Identify relevant outcome areas:

For each outcome area, program staff need to assess their relevance by asking the following questions:

Is the primary objective of my program or one of the primary objectives of my program related to this specific outcome area?

Example: If my program focuses on peer mentoring, the Supportive Peers and Adults outcome area may be relevant because it includes outcomes related to building trusting relationships with a peer mentor

Does my program include one or more program activities designed to help with the changes in youth within this specific outcome area?

Example: If my program includes workshops on stress management, the Physical Health and Mental Wellbeing outcome area may apply because it supports youth in maintaining their mental health.

Program staff go through this assessment process for each of the YOF's outcome areas. If an outcome area is relevant, staff proceed to:

2. **Identify relevant outcomes:** Determine which specific changes or benefits within the outcome area align with the program's goals. Each outcome area has multiple outcomes, but not all outcomes within an outcome area will be relevant for every program. Program staff should select the outcomes that directly align with their program objectives.

Example: For Supportive Peers and Adults, an outcome might be "Youth have trusting and supportive relationships with a peer mentor."

3. **Select indicators:** Choose relevant measurable indicators to assess progress toward these outcomes. Similarly, each outcome has multiple indicators, but only those relevant to the program's objectives and activities need to be selected.

Example: % of youth who report meeting a mentor they trust through the program.

4. **Choose corresponding survey questions:** Use the survey questions that align with the selected indicators. Each indicator has corresponding survey questions, and program staff can select only those that are relevant for their program.

Example: "How much do you agree with the statement: I met a mentor through the program who I feel comfortable turning to for support?"

The recommended YOF process for selecting outcome areas, outcomes, indicators, and survey questions, helps programs ensure a tailored approach that aligns with their goals, maximizing the relevance of their outcome measurement.

TIPS: When selecting outcome areas, outcomes, indicators, and survey questions for your program, consider the following tips to ensure the process is efficient, focused, and aligned with your program's goals:

- **Involve the right people:** Collaborate with program staff who have a deep understanding of the program and the youth participants if possible. Their insight is critical for identifying relevant outcomes, indicators, and survey questions
- **Leverage existing tools and resources:** If you have already developed a logic model outlining your program's goals and desired outcomes, use it to guide the selection process. If not, consider creating one before starting to identify YOF outcomes and indicators. You can also keep the Data Collection Plan Template presented in [Appendix B](#) open during the selection process to track your choices and ensure alignment with the program's goals
- **Be mindful of survey length:** Limit surveys to 5 to 10 minutes to ensure youth participants remain engaged. This typically translates to no more than 25 indicators and corresponding survey questions
- **Choose indicators strategically:** You can choose more than one indicator per outcome, but more indicators mean a longer survey. Avoid selecting too many indicators for one outcome, as longer surveys can reduce completion rates. Consider the question: "Which indicator(s) would best tell the story of the changes participants in my program experience?"
- **Focus on quality over quantity:** Choose indicators that are most relevant to your program's objectives and the changes you aim to measure. Selecting fewer, more meaningful indicators leads to more actionable and impactful insights

These considerations can help you streamline the selection process and create a survey that effectively evaluates your program's outcomes without overwhelming participants.



3.3. Developing a Data Collection Plan: Documenting and Planning for Insightful Data

Once you have selected the relevant outcome areas, outcomes, indicators, and survey questions, the next step is to plan how your program will collect the data. This is where the Data Collection Plan Template comes in ([Appendix B](#)). The template is a practical tool designed to help you document your selections and map out a clear, detailed plan for gathering and managing data effectively.

This template serves two main purposes:

- **Documentation:** It provides a space to record the selected outcome areas, outcomes, indicators, and corresponding survey questions
 - **Planning:** It helps programs think through and outline all the details necessary for successful data collection, from obtaining consent to mitigating potential risks
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Programs can use the template either during the process of selecting outcome areas, outcomes, and indicators to organize and document decisions or after the selection process to finalize the data collection plan.

The template is divided into sections to cover all aspects of data collection:



Selecting Outcomes, Indicators, and Survey Questions: Document the outcome areas, outcomes, indicators, and survey questions selected for your program in the previous step. Add any program-specific questions not already in the YOF if needed, but ensure they are relevant and concise.

Survey Programming: Identify the technical details of the survey, such as the platform to be used (e.g., Medallia, Survey Monkey, Qualtrics) and who will program and test the survey to ensure clarity and functionality.

Obtaining Informed Consent: Decide how you will secure consent from participants and, if applicable, their parents/guardians keeping in mind that consent is critical for ethical data collection, especially when working with youth under 16. For youth under 16, include strategies like incorporating consent to registration forms or holding parent information sessions.

Accessibility Planning: Outline alternative formats (e.g., phone interviews, paper surveys) to accommodate participants with accessibility needs. Plan to test the survey on different devices to ensure usability (e.g., smartphones, tablets).

Survey Administration: Outline how the survey will be shared with participants (e.g., email, in-person), the timeline for its distribution and whether incentives will be used. Ensure the program identifies relevant organizational policies to guarantee that survey administration adheres to the organizational standards and complies with data collection policies and procedures.

Monitoring and Closing the Survey: Assign responsibility for tracking survey responses, sending reminders, and closing the survey by the deadline.

Risk Mitigation Strategy: Identify potential challenges (e.g., low response rates, delays in consent) and include strategies to address them (e.g., extend the survey timeline or simplifying the process of survey administration).

TIPS:

Start with your program goals: Your Data Collection Plan should be guided by what you want to achieve. Keep the outcomes and indicators you have selected at the center of your plan.

Involve the right people: Involve relevant team members to ensure that all aspects of the program are captured, from outcome selection to risk mitigation.

Take your time: Completing the template thoroughly at the start saves time and effort later in the data collection process.

Use the template as a living document: Regularly refer and update the plan as necessary during the data collection process. As the plan evolves, document updates to ensure all team members have the latest version.

Keep it simple and focused: Keep your responses in the template specific and concise and ensure each section of the plan ties back to your program's objectives and selected outcomes. Avoid vague descriptions – for example, instead of “Test survey,” specify “Survey will be tested by [name] using a test group of 5 participants.”

Document thoroughly: Use the template to record all decisions and update it as needed. By carefully recording every decision, you ensure that your data collection process is clear, consistent, and replicable.

3.4. Developing and Programming the Survey

After selecting your outcome areas, outcomes, indicators, and survey questions, the next step is to develop and program your survey. This step ensures your survey is user-friendly, clear, effective at collecting the required data and tailored to your program's specific needs.

Write survey introductory text: Start your survey with an introductory section that explains the purpose of the survey, why respondents should complete it, and how their information will be used. Ensure the text includes a consent statement as well as contact information for support, such as the name, role, email, and phone number of a point of contact. You can use the standard template provided in the [Data Collection Plan Template](#) and update it to fit your program or you can write your own.

Group and order questions: Organize questions by outcome area and use subheadings to structure sections clearly. Group questions logically to create a smooth flow. Consider:

- Starting with general and less sensitive questions to ease respondents into the survey (e.g., how many training sessions participants attended; how easy it was to travel to the program location)
- Placing sensitive or personal questions (e.g., mental wellbeing) towards the middle or end of the survey when respondents are more comfortable
- Ending with questions on participant satisfaction and sociodemographic details
- To make similar questions easier to answer, use a matrix format. Each row can represent a statement or question, and each column lists the answer choices (e.g., strongly disagree to strongly agree). See the example on the next page

Example Question: How much do you agree with the following statements?

Because of my experience in this program...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Prefer not to answer
I am better able to recognize the signs and symptoms of trauma.						
I feel more comfortable speaking to someone about the help I need to cope with my trauma.						

Make wording tweaks if necessary: Although changes to YOF survey questions should be as minimal as possible, you may need to make small tweaks to survey question wording so that they make sense for your context. For example, you might want to replace general terms like “program staff” with terms that are specific to your context, such as a “case worker” or “job placement supervisor.”

Manage sensitive questions: If your survey includes sensitive questions, such as those on mental wellbeing, add instructions or disclaimers to prepare respondents or include a link to relevant resources for support. For Toronto-based programs, you can include the following text: “For more information about resources and supports you can access for help with your mental health and wellbeing, please visit: [Mental Health Resources – City of Toronto](#).”

Select an online survey platform: City of Toronto programs use the Medallia online [platform](#). If this is not accessible, select another platform that meets your program's needs. Some factors to consider when selecting an online platform include:

- **Ease of use:** Is it easy for both survey creators and respondents to use?
- **Security and privacy:** Does it keep data safe and follow privacy protection standards?
- **Functionality:** Does it include features like skip logic (skip nonapplicable questions), multilingual surveys, or matrix questions?
- **Accessibility:** Can it be used easily on phones and other devices?
- **Data analysis and reporting:** Does it have tools to analyze survey data and create reports?

Program your survey questions in the platform: After selecting and finalizing your survey questions, input them into your chosen online survey platform. Ensure proper sequencing and group related questions using features like the matrix question format. Program skip logic where applicable and branching to ensure respondents only see relevant follow-up questions based on their previous answers. For example, a question about racial identity might show additional questions only for respondents who selected “mixed race” as their response.

Preview and test your survey: Before launching, preview the survey on multiple devices and test it with colleagues or a smaller sample of youth to catch errors and ensure a seamless survey experience. Ensure that your survey complies with your organization's specific policies on data collection and survey launching before proceeding. For example, if your program is under the City of Toronto, you must submit your survey to the Corporate Information Management Services (CIMS), City Clerk's Office for privacy compliance via the [Forms Inventory Tool \(FIT\)](#) application process. Be sure to allocate adequate time for the approval and revision process.

The City of Toronto uses post-program retrospective surveys for its youth programs, and the YOF survey questions and response options are developed to work effectively for this type of survey. Post-program retrospective surveys are a method where participants are asked to reflect on their experiences and changes after completing a program. This approach allows participants to evaluate their outcomes with the benefit of hindsight, leading to more accurate and meaningful responses. Additionally, it is a time- and cost-effective way of collecting data, particularly for programs with limited capacity and resources for monitoring and evaluation. However, this does not mean that other programs cannot adjust the questions to align them with their preferred survey methodology. For example, programs may choose to use pre-and post-surveys or retrospective pre-and post-surveys to better meet their specific evaluation goals.

3.5. Administering the Survey

After developing and programming your survey, the next critical step is to administer it effectively. This stage focuses on ensuring respondents are well-informed, comfortable, and engaged, while maximizing response rates and maintaining data integrity.

Share information early	Begin communicating about the survey early in the program. Explain its purpose, how the data will be used, and respondents rights in a youth-friendly way. For programs involving parents or guardians, ensure communication is clear and accessible to them as well.
Prepare program staff	Equip staff responsible for introducing the survey with talking points that emphasize its importance, the use of collected data, and respondents' rights. Provide tools and resources to support staff in their role including scripts, Frequently Asked Questions (FAQ) documents, and survey orientation sessions to ensure program staff understand the survey's purpose and can explain it to participants in a youth-friendly way.
Choose a survey administration method	<p>Online surveys: Share the survey link via email, text, or a program website. Ensure respondents know where and how to access it.</p> <p>In-person surveys: Provide devices or printed copies for respondents to complete the survey on-site.</p> <p>Phone surveys: For phone-based administration, obtain consent first, and use trained staff or external administrators to ensure confidentiality.</p>

TIPS:

Build trust: Take the time to explain to respondents how their data will be used and why it matters. Reassure them that their responses are confidential and will only be used for program improvement. This creates a sense of safety and transparency.

Timing matters: Choose a time to administer the survey when participants are likely to be more available and less distracted. Our experience with implementing the YOF has shown that it is easier to engage participants with the survey while they are still actively involved in the program. Using the last session or one of the final interactions as an opportunity to complete the survey often leads to higher participation and more accurate responses.

Provide timely assistance: Be available to answer questions or resolve issues while respondents complete the survey. This can include offering technical support, alternative survey forms (e.g., paper instead of online survey) or clarifying questions participants find confusing.

Use incentives: To increase participation, consider offering small incentives, like gift cards, certificates, or program-specific incentives. Program-specific incentives are rewards tied directly to the program's context or activities (e.g., resume review services or LinkedIn premium subscription resume for participants in a job placement program or gym passes or branded water bottles for those in a sport program). These personalized incentives can motivate respondents to complete the survey and reinforce their connection to the program.

Make the survey accessible: Ensure the survey is accessible to everyone. Provide multiple language options, offer different formats (e.g., online, paper, or phone) to accommodate participants with diverse needs.

3.6. Analyzing Survey Data

After administering the survey, the next step in implementing the YOF involves analyzing, interpreting, and reporting the survey data. This process transforms raw data into actionable insights and helps you assess the extent to which your program has achieved its desired outcomes and identify areas for improvement.

This section outlines the key considerations and objectives of survey analysis rather than providing detailed instructions for performing statistical analysis. Many online survey platforms, such as Medallia, used by the City of Toronto, include built-in tools for data analysis, reporting, and visualization, which simplify the process by generating automated summaries, graphs, and charts. However, understanding how to interpret these results and align the analysis with the survey's purpose and design is essential.

The YOF analysis focuses on four key goals:

- Evaluating survey performance
- Understanding participant demographics
- Assessing program outcomes
- Understanding participant experiences

3.6.1 Evaluating Survey Performance

Understanding survey performance helps identify ways to improve implementation of the YOF, including survey design and administration. Key metrics include:

Completion rate: Indicates the percentage of participants who started and completed the survey. Low completion rates might indicate barriers such as unclear instructions, lengthy surveys, or lack of relevance to participants. If completion rates are too low you may want to consider offering incentives, simplifying, or scheduling survey completion during program sessions.

Response rate: Reflects the proportion of completed surveys relative to invitations sent. A high response rate indicates better representation of your program participants. Typically, a response rate of 50% to 80% is considered good, with higher rates (80% or more) demonstrating stronger engagement and confidence in the representativeness of the data. Lower response rates (below 50%) may still provide useful insights but require caution when generalizing findings. Strategies like sending reminders, simplified survey formats, or engaging participants through trusted community leaders can improve participation and increase survey response rates.

Drop-off points: Identify specific questions or sections where participants

tend to exit the survey. Questions that are too complex, sensitive, or repetitive may contribute to drop-offs. Consider simplifying language, including examples and definitions for terms that are not widely understood or optional responses like “Prefer not to answer” for sensitive questions. Reordering problematic sections to maintain engagement, placing simpler questions first and more complex or detailed questions later after building participant trust might be.

Completion time: Assess the average time it takes to complete the survey. Long surveys (over 10 minutes) can cause fatigue and result in drop-off. Use prioritization of survey questions, skip logic while programming your survey to simplify it and allow participants to bypass irrelevant questions to streamline completion times.

Timing of survey completion: Assessing when surveys are completed can help determine the optimal survey window. For instance, if most responses occur within the first three days of survey administration, limiting the survey window to a week may enhance urgency.

3.6.2 Understanding Participant Demographics

Understanding who participates in your program is essential for assessing its reach and impact. Collecting sociodemographic data such as age, gender and racial identity can reveal gaps and guide outreach strategies.

The YOF follows the [City of Toronto's Data for Equity Guidelines](#) to ensure fair and inclusive data collection.

The YOF primarily uses simple descriptive data analysis methods, like counting the number of youth in each sociodemographic group and calculating percentages, to show how different groups are represented in the program. If you see gaps in representation, consider targeted outreach strategies via tailored communication, diverse survey distribution methods, or community partners. To maintain trust and uphold privacy standards, collect only essential information, and anonymize it during analysis.



3.6.3 Assessing Program Outcomes

The YOF survey data helps measure how well programs achieve their intended outcomes. This involves analyzing responses to outcome-related questions, interpreting trends, and conducting subgroup analyses.

Analyzing outcomes across indicators: Responses to outcome indicators (e.g., supportive relationships, mental wellbeing, financial literacy) are assessed by calculating the percentage of youth reporting positive changes. For instance, metrics such as the percentage of participants who reported learning strategies to help them cope with stress and challenges, they might face in life provide insights into the program's effectiveness within the mental wellbeing outcome area.

Conducting subgroup analysis: To ensure equity, additional subgroup analysis is conducted using cross-tabulations. Cross-tabulations are a way of comparing responses to specific outcomes questions across sociodemographic categories such as age, gender, race. This helps identify whether youth from certain sociodemographic groups had experiences that differed from the rest of the participants. For example, lower reported confidence in achieving educational or employment goals among certain groups may signal the need for program adjustments. To protect participant confidentiality, subgroup results should only be reported when a minimum of five participants exist in any subcategory.

3.6.4 Understanding Program Experience

YOF program experience questions assess satisfaction, inclusion, accessibility, and participant engagement, providing insights to create a welcoming and supportive program environment where youth feel valued and heard. Key focus areas include:

- **Overall satisfaction:** Participants rate their satisfaction with the program and answer an open ended question, such as “What is one thing that we could have done to make the program a better experience for you?” Analyzing these responses involves identifying recurring themes, unique insights, and areas for program improvements
- **Participant voice in program activities:** Statements like “I feel that I had a say in decisions about program activities” measure how involved participants felt, promoting their ownership and engagement
- **Accessibility:** Questions about ease of accessing the program online or travelling to the location highlight potential barriers to participation, enabling improvements for equitable access
- **Sense of safety and welcome:** Questions like “Staff made me feel welcome and safe in the program” assess whether participants felt supported. Positive feedback indicates a supportive program environment
- **Cultural and identity reflection:** Statements such as “There were program staff I could relate to in terms of my race, gender, culture, where I grew up, or in other ways,” assess whether the program staff diversity supports participants’ sense of belonging



3.7 Interpreting Surveying Results

Once your survey analysis is complete, the next step is to interpret the results and use them to strengthen your program. This involves reflecting on findings with your program team, identifying key insights, and determining actionable steps. Scheduling a collaborative review meeting ensures a unified understanding of the data. You can use the resource [Facilitating Intentional Group Learning](#) published by FSG to find practical ideas on how to organize and facilitate sessions for interpreting survey results collaboratively. It provides structured approaches for group learning and helps guide meaningful discussions around data insights.

3.7.1 Interpreting Survey Results

1. Identify patterns and limitations: Begin by reviewing your survey's performance findings and discussing questions like:

- Were there any surprising findings?
- What was the overall response rate, and how representative are the results?

Use the program demographics, outcomes, and satisfaction survey findings to assess whether specific groups are overrepresented or underrepresented in the responses. This helps contextualize the data and identify potential gaps in inclusion. For each survey question, evaluate whether the results align with your expectations and desired outcomes, and consider what factors may have influenced the findings. For example, if certain outcomes were achieved to a lesser extent than anticipated, external factors like participant absences on key days or program staff turnover may have contributed to the results.

2. Reflect on opportunities for improvement:

- What aspects of the program worked well, and what could be improved?
- To what extent did the program reach its intended participants? If less than intended what barriers might have prevented access? How can they be addressed?
- Were the desired outcomes for your program appropriate, or should they be adjusted for future cycles?

Subgroup analysis can provide valuable insights here, highlighting differences in experiences or outcomes across sociodemographic categories. If variations exist, consider conducting further research to understand these disparities and how they might be addressed.

3.7.2 Acting on Survey Results

Based on the interpretation of survey findings, consider options for actions, which may include:

Adjusting outreach efforts for underrepresented groups: To ensure greater inclusion of underrepresented groups, consider adjusting your outreach efforts by developing a new recruitment plan, identifying barriers to participation, and implementing targeted strategies to improve accessibility and representation.

Refining program components: Modify, retain, or expand specific elements of your program, such as curriculum components or activities, to better align with participant needs and desired outcomes.

Conducting further research: To explore surprising or concerning results, consider conducting additional research, such as interviews or focus groups with participants, to gain deeper insights.

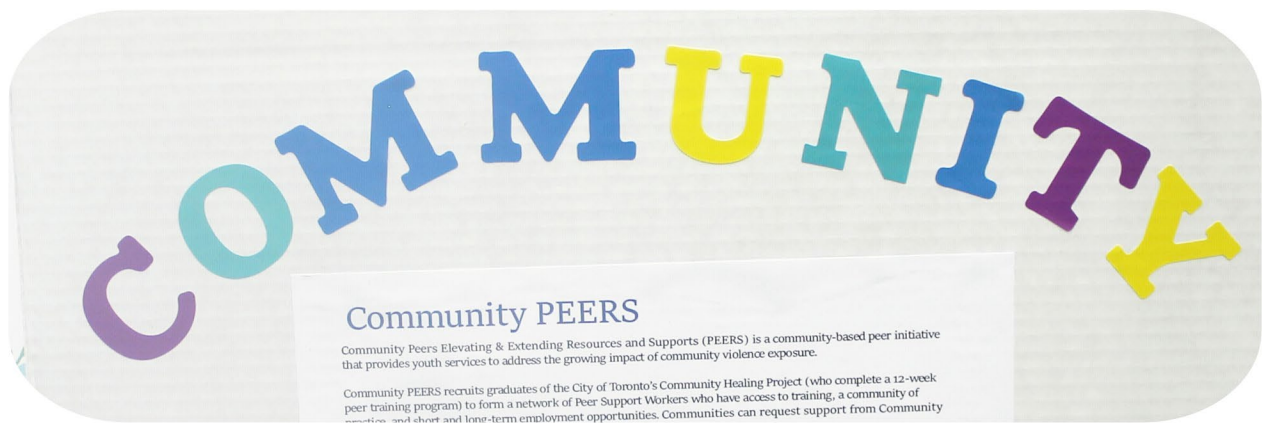
Revisiting desired outcomes: Reflect on whether the program's goals remain relevant and consider adjustments to better align with participant needs.

Undertaking an evaluation: Use the findings to inform a broader or more targeted evaluation of your program's effectiveness and long-term impact.

Finally, create an action plan specifying steps, roles, responsibilities, and timelines to implement changes effectively

3.8. Reporting Survey Findings

Engaging and clear reporting of survey findings ensures that the insights gained are accessible, engaging, and actionable for program teams and stakeholders. Using a structured approach helps organize and present key information in a clear and impactful way.



3.8.1 Reporting Survey Findings: Key Elements

Program overview: Include a description of the program, with its goals, participant demographics, and main activities (e.g., the number of program participants and activities they participated in) to contextualize the findings.

Survey findings: Highlight significant data with visual aids like bullet points, graphs, infographics, and participant quotes:

- Participant reach, including a sociodemographic profile
- Overall satisfaction and participant feedback, such as responses to “What is one thing we could have done to make the program better?”
- Key outcomes, emphasizing trends, patterns, or surprising results

- Subgroup analysis findings to show differences across sociodemographic categories

Interpretation and limitations: Summarize the meaning of the findings in relation to program goals. Highlight any limitations, such as low response rates, and explain how these factors influence the interpretation of results.

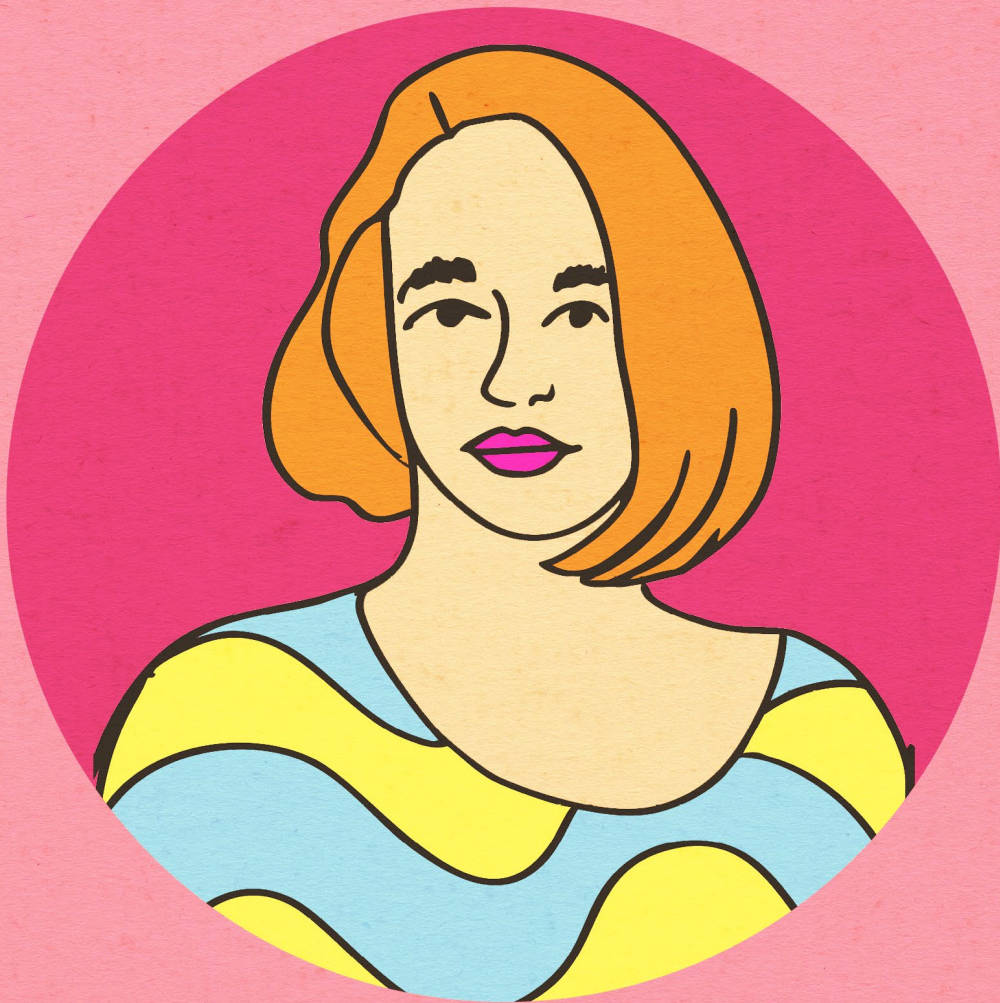
Takeaways and calls to action: Conclude with the key learnings and actionable steps for program improvement (e.g., changes to program activities, outreach strategies, or participant engagement efforts based on the data).



3.8.2 Engaging Reporting Strategies

In addition to traditional reports, consider more dynamic and interactive ways to present findings, such as hosting a Data Gallery Event. The City of Toronto has successfully used this method, which involves showcasing key findings through posters, infographics, and interactive displays. These events engage program staff by fostering a collaborative atmosphere, encouraging dialogue, and motivating teams to act on the data. By making the reporting process more interactive, staff can better connect with the findings and feel empowered to contribute to program improvements. Using these strategies ensures that survey findings are not only shared effectively but also drive meaningful discussions and actions that enhance program outcomes and participant experiences.

4. Lessons in Action: Making the YOF Work for Your Programs



4. Lessons in Action: Making the YOF Work for Your Programs

The implementation of the YOF has been a transformative journey for the City of Toronto, offering crucial insights into creating impactful youth programming. Here is what we have learned along with actionable tips to make the YOF work for your organization:

- 1. Adaptability is key:** No two programs are the same, and the YOF recognizes this diversity. Whether your program is a casual drop-in service, a structured cohort model, or a hybrid approach, the YOF can accommodate it. Think of the YOF as a flexible tool, not a rigid structure. Tailor the framework to meet your specific needs. For example:
 - Online programs can integrate surveys into their virtual platforms
 - In-person programs can use paper surveys or tablets for ease of access
 - Programs with external partners can share administration responsibilities
- 2. YOF data alone will not tell the whole story:** While YOF surveys are powerful, they can't capture every nuance of your program. Complementing survey with qualitative data, such as interviews, focus groups, or testimonials, can enrich insights and provide essential context. Relying solely on survey responses might lead to fatigue for both staff and participants. Diversifying data collection methods by including qualitative and data program administrative data can help you provide a more holistic view of your program. When you combine these data sources, you create a richer, more complete narrative about your program's outcomes, which can guide future improvements and communicate impact to stakeholders. Examples of administrative data include:
 - Attendance records: How often are participants engaging with your program?
 - Outreach methods: What strategies are driving participation?
 - Demographic trends: Are you reaching the communities you aim to serve?

3. **Modern tools save time and provide better insights:** Manual data analysis and reporting can be time-intensive and prone to error. Modern tools like Power BI or online survey platforms such as Medallia, QuestionPro or Survey Monkey can streamline data aggregation, analysis, visualization, and reporting, saving valuable time while enabling deeper insights. By modernizing your approach to data, you can unlock insights that go beyond individual programs and contribute to system-wide improvements. Consider:

- Using tools like Power BI or similar platforms to create visualizations that make data easier to interpret
- Automating processes, like mapping participants' geographic data using postal codes, to identify underserved areas
- Experimenting with filters to analyze data by age, gender, race, or other demographic factors



4. **Build the right team for success:**

A strong team is the backbone of successful YOF implementation. Effective implementation of the YOF requires a combination of skills, including data analysis, survey development, and program delivery expertise. Programs with dedicated Monitoring & Evaluation (M&E) resources have consistently outperformed those relying solely on program delivery staff. Create a team that includes:

- A program delivery expert to ensure practical alignment with on-the-ground realities
- An M&E specialist to oversee survey design, data collection, and analysis
- Administrative support to manage timelines and logistics

5. **Training and resources are a must:**

The confidence and competence of your team directly influence the success of YOF implementation. Many staff are new to M&E processes, and without the proper support and training, they may feel overwhelmed. Empowering your team with the right resources and knowledge isn't just a step in the process – it is a game-changer. Confident, well-equipped staff will become champions of the YOF, driving its success across your organization. To build your staff YOF confidence and capacity:

- Use the YOF Playbook's guides and templates to simplify the process
- Offer hands-on training sessions to familiarize staff with tools like online survey platforms
- Develop quick-reference materials, such as FAQs, checklists, and instructional videos, to ensure support is always available

TIPS:

Start small: Piloting the YOF with a few programs can help you refine the process before scaling up to your entire organization.

Ask for help: Use the tools and templates available in this playbook, and don't hesitate to reach out for support from us or other peers, programs or organizations who have implemented the framework successfully.

Think beyond surveys: Surveys are only one piece of the puzzle. When combined with administrative data and participant qualitative feedback, they can create a robust picture of your program's impact.

Remember, the Youth Outcomes Framework is more than a tool – it is a catalyst for transformation. By applying these lessons and using the resources provided in this playbook, you can not only enhance your programs but also build a foundation for data-informed decision-making and sustainable impact. Start your journey with confidence, knowing that every step you take will bring you closer to better programing to support youth and strengthen your community.



Toronto Public Library: Youth Hub Program

Toronto Public Library is always interested in learning more about customer needs and interests to strengthen programs and services. The Youth Outcomes Framework supports TPL's ongoing commitment to work directly with youth on program and service design, and it is a good fit with our relationship-focused Youth Hub service, where staff get to know participants and respond with relevant activities and resources. Also, participating in the YOF Inter-Divisional Work Group and contributing to framework development and testing has ensured survey relevance during implementation.

We imagined the opportunity to work with and learn from City colleagues, especially Parks & Recreation, would lead to relationship-building and increased collaboration to strengthen community impact, and this has been the case (e.g., Improving Wellbeing Through Sport project). We used YOF to update our Youth Hub logic model and detailed program description and replaced our previous annual Youth Hub survey with this more comprehensive city-wide approach. We trained all Youth Hub librarians and other staff directly involved in fielding the YOF survey. We posted flyers to promote survey completion and included a QR code and we provided iPads and laptops (always available during Youth Hub service) to facilitate survey completion. We also made sure paper copies of the survey were available. We learned that it's helpful to incorporate our intended outcomes for Youth Hub service in our orientation sessions for new Youth Hub librarians and

to share survey results broadly to help all TPL staff understand the importance and impact of the service. We learned that not all teens will complete a lengthy survey like this, so it's important to offer more support and an incentive. We plan to increase engagement in 2025 spring survey completion by offering staff-facilitated focus groups during Youth Hub service and providing volunteer hours to those who participate and complete the survey.

In addition to reporting survey findings back to the large TPL network of Youth Hub staff and Social Development, we aim to share survey results with the teens accessing the service (and completing the survey!). This is in keeping with the YOF Inter-Divisional Work Group's plans, which might include recruiting youth ambassadors. TPL's Teen Council members (who also complete an annual spring YOF survey) may be interested in this opportunity.

—Lisa Heggum, Senior Manager, Youth Services, Service Development & Innovation, Toronto Public Library



Integrated Supports for Justice Involved Youth - Prosper Program

The Prosper Program provides intensive case management to young people aged 18 to 29 with firearm-related charges. By building individualized support plans, case workers aim to reduce participants' involvement in violence and crime, both during incarceration and after their release into the community. When the program adopted the Youth Outcomes Framework (YOF), the goal was to better understand the impact of its efforts, particularly how participants' needs and goals evolved over time.

The team also wanted to use data to advocate for enhanced resources and demonstrate the program's value to stakeholders. Initially, Prosper faced challenges with integrating YOF into its unique structure. Data collection efforts within provincial institutions and maintaining consistent communication with participants across multiple institutions made tracking progress difficult. Additionally, participants were hesitant to engage with surveys, perceiving them as disconnected from their immediate needs. To address these challenges, Prosper streamlined the data collection process by embedding YOF-aligned questions into existing check-ins with participants, making it more

conversational and less formal.

Caseworkers received training on how to integrate YOF metrics into their regular interactions, ensuring data collection felt natural and participant centered. Through these efforts, Prosper began collecting actionable data that highlighted patterns in participants' challenges and progress.

This allowed the program to refine its support strategies, such as introducing targeted community-based services post-release. The team learned that flexibility and a participant-focused approach were key to successful implementation. For organizations considering YOF, Prosper recommends integrating data collection into existing workflows and ensuring staff are trained to build trust with participants. Today, YOF helps Prosper tell the story of its impact, advocate for resources, and continuously improve how it serves our youth.

—Sheena Blake Brown, Director of Prosper



Integrated Supports for Justice Involved Youth – Fernie Youth Services

Fernie's Toronto Youth Equity Strategy (TYES) program helps clients aged 18-29 on the Toronto Anti-Guns & Gangs Unit (TAGGU) of Probation & Parole. TYES works with participants along with their Probation/Parole Officer to encourage and support youth to develop the appropriate skills to function as a crime-free, pro-social young adult. Some goals may include housing, improved relationships with family and friends, engaging in school and/or employment, participating in recreational activities, improved mental and physical health, addressing substance use, learning new life skills, and addressing involvement

in the justice system. When the program implemented the YOF, the aim was to gain a deeper understanding of the benefits and impact on the participants we serve. This framework also helped identify gaps and areas where the program could improve, ultimately enabling us to better support and serve the youth. It has allowed us to strengthen community connections and build more robust resources. One of the most significant challenges we encountered with the YOF survey was getting youth to complete it online and follow through with the process.

Many participants were hesitant to engage fully with the survey, due to concerns about privacy and a lack of trust in how their data would be used. This hesitation stemmed from uncertainty about the system and fear that their responses might not be handled appropriately or would be used in ways they could not control. As a result, ensuring that the youth felt comfortable and understood the purpose behind the survey became a crucial step in encouraging participation and getting honest, meaningful feedback.

To address these challenges, we took several steps to build trust and encourage youth participation. First, we made efforts to clearly communicate the purpose of the survey and how the data would be used. This included explaining to the participants that their responses were confidential and would directly help improve the program to better support them and others in the future. We also provided assurances that their personal information would not be shared or misused, which helped alleviate some of their concerns. Additionally, we implemented support systems, ensuring participants felt more comfortable navigating the survey. Engaging trusted staff members or mentors who the youth had existing relationships with also played a key role in encouraging them to follow through.

Through this experience, we learned the importance of transparency, clear communication, and building rapport with participants before asking them to share personal information. It is crucial to invest time in explaining the “why” behind data collection and ensuring that the youth feel their voices are valued and protected.

For organizations considering adopting YOF, my recommendations would be to prioritize trust-building efforts early in the process. Make sure to allocate time for clear communication about the purpose of the survey and how the information will be used. Providing hands-on support during the survey process can also improve completion rates. Lastly, leveraging existing relationships with youth, such as mentors or staff they trust, can be an invaluable resource to foster engagement and follow-through.

— **Fareen Khimji**, Manager of
Community Services, Fernie Youth Services



Toronto History Museums' Youth Volunteer Program and ACS Jr. Leaders

In January 2023, the City's Economic Development and Culture division (EDC) established a dedicated program position, a new role that had not previously existed within the division. The addition of this new position reflected EDC's commitment to focusing on outcomes and the impact of its programs, services, and events. This enabled EDC to adopt YOF into some of our youth programs. The division is focused on understanding and showcasing the impact of its work while gathering participant feedback to drive continuous improvement. Implementing the YOF allowed us to capture the impact and feedback from the youth attending our programs. This allowed us to identify strengths and areas for improvement, using participant feedback to inform the planning of future youth programs. Regular meetings between program staff and the evaluator facilitated the YOF process and ensured collaboration.

The guidelines and templates developed through the YOF were invaluable in outlining the necessary steps. They gave staff a clearer understanding of the process and how to use the results. One of our programs who has participated in the YOF twice now uses the survey results to identify the outcomes and outcome areas that were identified as needing improvement. They sort the information to show results for each specific site and then focus on the feedback received to determine what changes and improvements can be made.

They have completed this process each year after final survey results – they review feedback and then create action plans to address the feedback received and fill in any program gaps identified. The YOF guidelines provided clear instructions on the YOF process, including survey design, methodology, consent, timelines, and analysis. These resources were particularly helpful when introducing new staff to the framework. These documents have made it simple to implement an outcomes framework that allows for valuable youth feedback. Another helpful lesson was how useful it was to have regular meetings with evaluation and program staff to work through the framework together. Regular meetings leveraged the unique skill sets of both evaluation and program staff, fostering collaboration and ensuring the framework was effectively implemented.

— Sarah Holden, Program Evaluator,
Economic Development and Culture,
City of Toronto

5. Appendices: Resources for Empowerment and Action



5.1. Appendix A: YOF Readiness Assessment Checklist

The Youth Outcomes Framework (YOF) Implementation Program Readiness Assessment Checklist is a tool designed to assist youth program staff as they prepare themselves and plan for the YOF implementation. The intent of the document is to inform program staff about several factors that can either pose a challenge or facilitate the YOF implementation process. The list of factors for consideration included in this document is based on the learnings from the first two stages of the YOF implementation. The checklist should be used as a guide rather than the determinant to move forward with the YOF implementation.

Instructions: For each of the following questions, check either Yes or No. Depending on your answers, the checklist provides some general recommendations on what can be done to increase your program readiness for the YOF implementation. Use the “Comments” row to take notes as you complete the checklist.

Clarity of program goals and objectives

- | | | |
|---|---------------------------------|--------------------------------|
| 1. Are the objectives and activities of your program clearly defined? | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
| 2. Are the goals and objectives specific? Do they offer details about your target population and what specifically you want to achieve with your program? | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
| 3. Does your program clearly define the outcome(s) it aims to achieve (e.g., program description with described activities and intended outcomes)? | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |
| 4. Do you have a logic model for your program (i.e., visual map that shows the relationships among the program resources/ inputs, activities, outputs, and outcomes)? | YES
<input type="checkbox"/> | NO
<input type="checkbox"/> |

Recommendations

If “No” is the answer to any of these questions, your team should spend some time on strengthening your program design, to ensure your goals, objectives and outcomes are clearly defined and the links between the program activities and the desired outcomes are clear and logical. If your program does not have a logic model, developing one during the initial stage of the YOF implementation can be a good collaborative exercise for your team and a good first step to implementing YOF.

Here is a useful resource for learning more about program design, including logic models:

<https://www.unitedwaygt.org/wp-content/uploads/2021/06/Program-Design-Development-Resources.pdf>

Comments:

Capacity for YOF implementation

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Do you have a team member with monitoring and evaluation experience to support the YOF implementation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If your program is delivered by third party agencies, do you have staff who has regular contact and good working relationships with the agency to support the YOF survey implementation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you have access to Medallia or any other online survey platform? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you have a team member who is trained in how to use Medallia or any other online survey platform? | <input type="checkbox"/> | <input type="checkbox"/> |

Recommendations

The YOF implementation process takes significant time and effort. Having a team of people to support it is critical. For the YOF implementation your program staff will need to select relevant program outcomes and indicators using the framework, develop and program your program survey into the online platform, lead the survey fielding process, analyze, and produce reports of your survey findings. In some cases, they will also need to regularly communicate and provide ongoing support to third party agencies delivering the program. If “No” is the answer to any of these questions, your team should think about an approach to the internal division of work that will optimize your team’s capacity and resources and properly equip them for a successful YOF implementation.

Survey platforms to consider include:
 Medallia: <https://www.medallia.com>
 Survey Monkey: <https://www.surveymonkey.com>
 QuestionPro: <https://www.questionpro.com>
 Qualtrics: <https://www.qualtrics.com/>

Comments:

Current program context

Recommendations

YES

☐

NO

☐

1. Is your program already implementing a full evaluation?

Developing and administering the YOF survey in addition to the already existing evaluation process could be duplicative and burdensome for both program participants and program staff. If your answer to Q#1 is “Yes”, indicating your program is already going through an evaluation process, make sure the YOF implementation is intentionally aligned, and the two processes are well coordinated and complement each other (e.g., you include relevant YOF questions into the existing evaluation data collection tools).

YES

☐

NO

☐

2. Is your program undergoing some significant changes that might conflict with the YOF implementation process?

Significant changes to staffing levels or the program content/format can impact the capacity of staff to engage program participants in the dissemination of the survey and as a result, affect the survey response rate. If your answer to Q#2 is “Yes”, you may want to consider postponing the YOF implementation until your program reaches a higher level of stability and regularity.

YES

☐

NO

☐

3. Is the YOF implementation aligned with the program cycle?

The YOF survey has been developed as a retrospective online survey that should be administered at the end of the program or immediately after the program completion. If your program has just started and your program participants did not have enough time to experience benefits from participating in your program, asking them to complete the survey will not give you reliable data. Also, trying to recruit program participants for the YOF survey months after they completed the program will most likely result in a low response rate and not very accurate data (e.g., program participants might have issues remembering their experience with the program). If you answer to Q#3 is “No”, you might need to consider the ways of better integrating the YOF survey into your program cycle. Using the in-program time (e.g., the last group meeting, the last workshop, or the last training session) to engage youth in completing the YOF survey proved to be a good approach for increasing the survey response rate.

Current program context

Recommendations

YES

☐

NO

☐

4. Is your program all about brief and short-term interactions with program participants?

The YOF outcomes are intermediate in their nature, meaning that it is not expected for program participants to experience them immediately after a small number of interactions with the program (e.g., one or two brief interactions). If your answer to Q#4 is “Yes”, because your program is all about brief and short-term interactions with program participants, the YOF might not be the most applicable framework for assessing the achievements of your program, and you might want to look at some alternative ways to measure them. You might consider focusing more on assessing the short-term benefits for youth in your program or the implementation process and documenting key learnings from it. You might also consider defining a threshold for inviting your participants to respond to the YOF survey (e.g., invite only participants who reached their three- or six-month milestone or only those who had multiple visits to your program site depending on the nature of your program).

YES

☐

NO

☐

5. Does your program have participants who are under the age of 16?

Obtaining parental/guardian consent for youth under the age of 16 requires significant effort particularly for the programs in which program staff do not interact with parents/guardians. If your answer to Q#5 is “Yes”, consulting program staff who interact with parents/guardians or with youth about the best ways to obtain parental consent might be useful before beginning to plan the monitoring process. One potential solution is to obtain parental consent at the program registration time. If you cannot get the parents/guardians consent, you may consider collecting only program experience and outcomes data from youth 15 and under without asking sociodemographic questions. Just be aware that in this case you are losing an opportunity to learn about the sociodemographic profile of the youth participating in your programs – who they are and where they are coming from.

Current program context

Recommendations

YES

☐

NO

☐

6. Is your program delivered by third party agencies?

If the answer to Q#6 is “Yes”, you should ensure that third party agencies are engaged in the YOF implementation process from the beginning, given their critical role in administering the YOF survey. Engaging third party agencies early during the planning stage will help ensure that they are clear on their role and responsibilities. Their onboarding should be done in a timely and thorough manner. They should have access to ongoing support and support materials to be able to successfully participate in implementing YOF without compromising their ability to deliver programs. Planning in advance for their participation in the creation and administration of surveys as well as in the interpretation of survey data will make the value of the YOF implementation more tangible and generate buy-in for program changes that may result from the findings.

Comments:

5.2. Appendix B: Data Collection Plan Template

This template is a place for you to record all the details about what you will track about your program and how, so that you are ready to begin your data collection process. It includes the following:

1. Which outcomes, indicators, and survey questions you chose for your program
2. The total number of survey questions you will include, to help you manage survey length
3. Details about who, how, and when the survey will be programmed, tested, monitored, and closed
4. Details about obtaining informed consent
5. A risk and mitigation strategy

PROGRAM NAME: _____

YOUR NAME: _____

NAMES OF OTHER PARTICIPANTS: _____

TODAY'S DATE: _____

1. Your program's outcomes, indicators, and survey questions

Place an "X" in the box in the Selection column that corresponds to each indicator and survey question you have chosen for your program.

Note: Unless otherwise specified, survey questions use the following response options:

• Strongly disagree • Disagree • Neutral Agree • Strongly agree • Prefer not to answer

OUTCOME AREA: SUPPORTIVE PEERS AND ADULTS

Outcome 1: Youth have trusting and mutually respectful relationships with peers

Indicator S1.1: % of youth who say they met peers through the program who they are comfortable sharing their feelings, ideas, and interests with	Survey question S1.1: How much do you agree with the following statement? I met new friends in the program who I am comfortable sharing my feelings, ideas, and interests with, and who accept me for who I am.	Selection

OUTCOME AREA: SUPPORTIVE PEERS AND ADULTS

Outcome 1: Youth have trusting and mutually respectful relationships with peers

Indicator S1.2: % of youth who say they connected with youth in the program who have different life experiences from their own

Survey question S1.2: How much do you agree with the following statement? I connected with youth in the program who have different life experiences from me (e.g., are from a different community).

Selection

Outcome 2: Youth have trusting, mutually respectful, and supportive relationships with adults, mentors, and community

Indicator S2.1: % of youth who say they met at least one adult (such as a mentor or program staff) through the program who can listen to and support them when they want and ask for it

Survey question S2.1: How much do you agree with the following statement? I met an adult through the program (like a program staff or mentor) who I could turn to for support after the end of the program.

Selection

Indicator S2.2: % of youth who say they met at least one adult through the program who connects them with other people (including role models), resources, and opportunities based on their goals and interests

Survey question S2.2: How much do you agree with the following statement? I met an adult in the program who acted as a mentor (e.g., gave me advice if I needed it, helped me connect to people or resources related to my goals and interests).

Selection

OUTCOME AREA: SUPPORTIVE PEERS AND ADULTS

Outcome 2: Youth have trusting, mutually respectful, and supportive relationships with adults, mentors, and community

		Selection
<p>Indicator S2.3: % of youth who say they have met at least one person through the program who they can relate to or whom they consider a role model</p>	<p>Survey question S2.3: How much do you agree with the following statement? I met someone in the program who I consider to be a role model.</p>	

Outcome 3: Youth have trusting and supportive relationships with a peer mentor

		Selection
<p>Indicator S3.1: % of youth who say they connected to a peer mentor through the program</p>	<p>Survey question S3.1: Have you been connected to a peer mentor through this program?</p> <p>Yes • No • Prefer not to answer</p>	
<p>Indicator S3.2: % of youth who say they connected to a peer mentor through the program who they can turn to for support</p>	<p>Survey question S3.2: For respondents who indicated “Yes” to question S3.1: How much do you agree with the following statement? The peer mentor I was connected to through the program is a person who I could turn to for support after the program ended.</p>	

OUTCOME AREA: SUPPORTIVE PEERS AND ADULTS

Outcome 3: Youth have trusting and supportive relationships with a peer mentor

Indicator S3.3: % of youth who say they connected to a peer mentor through the program who helped them connect to people and information related to their goals and interests	Survey question S3.3: For respondents who indicated “Yes” to question S3.1: How much do you agree with the following statement? The peer mentor I was connected to through the program is a person who helped to connect me to people and information related to my goals and interests.	Selection
Indicator S3.4: % of youth who say that their peer mentor was reflective of their own identity	Survey question S3.4: For respondents who indicated “Yes” to question S3.1: How much do you agree with the following statement? The peer mentor I was connected to through the program is a person who had background or experiences that I could relate to (like where they live or grew up; their race, gender, or sexual orientation; the language they speak; their culture; etc.).	Selection

OUTCOME AREA: FAMILY/CAREGIVERS RELATIONSHIPS

Outcome 1: Youth feel they have the skills and confidence to interact with their family/caregivers

Indicator F1.1: % of youth who say that the program provided them with more constructive communication strategies to interact with their family/caregivers	Survey question F1.1: How much do you agree with the following statement? Because of my experience in the program, I am better able to communicate with family/caregivers using more constructive communication strategies.	Selection
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OUTCOME AREA: FAMILY/CAREGIVERS RELATIONSHIPS

Outcome 1: Youth feel they have the skills and confidence to interact with their family/caregivers

Indicator F1.2: % of youth who feel more confident in their ability to resolve conflicts or disagreements within their family/with their caregivers in a non-violent and constructive manner	Survey question F1.2: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to peacefully resolve conflicts or disagreements with my family/caregivers.	Selection
Indicator F1.3: % of youth who say they are better able to identify warning signs of potentially violent situations in their family/with their caregivers to take actions and protect themselves	Survey question F1.3: How much do you agree with the following statement? Because of my experience in the program, I am better able to recognize warning signs of potentially violent situations with my family/caregivers so I can protect myself.	Selection
Indicator F1.4: % of youth who say that the program provided them with the family counseling or mediation services	Survey question F1.4: Have you and your family/caregivers received family counseling or mediation services through this program? Yes • No • Prefer not to answer	Selection
Indicator F1.4a: % of youth who received the family counseling or mediation services/supports and feel that these services improved their family/caregiver relationships	Survey question F1.4a: For respondents who indicated "Yes" to question F1.4: How much do you agree with the following statement? Because of my experience with the family counselling or mediation services I have noticed improvements in my family/caregiver relationships.	Selection

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 1: Youth have what they need to maintain good physical health

Indicator P1.1: % youth who say they were given the opportunity to be physically active through the program	Survey question P1.1: Did you participate in any physical activities during the program? (i.e., any activity that requires physical effort and makes you breathe somewhat harder than normal). • Yes • No • Prefer not to answer	Selection
Indicator P1.2: % youth who say they are more physically active because of the program	Survey question P1.2: For respondents who indicated “Yes” to question P1.1: Because of your experience in the program, would you say that you are now...? • Less physically active • About the same • More physically active • Prefer not to answer	Selection
Indicator P1.3: % youth who say that they have increased knowledge regarding sexual and reproductive health	Survey question P1.3: How much do you agree with the following statement? Because of my experience in the program, I have a greater understanding of sexual and reproductive health (e.g., methods of birth control, healthy relationships, etc.).	Selection
Indicator P1.4: % youth who say that they have increased knowledge regarding substance use	Survey question P1.4: How much do you agree with the following statement? Because of my experience in the program, I have a better understanding about the effects of substance use.	Selection
Indicator P1.5: % of youth who say that they are more comfortable accessing supports or services if they need help or advice about safe sexual health	Survey question P1.5: How much do you agree with the following statement? Because of my experience in the program, I feel more comfortable getting support related to sexual health (e.g., birth control counselling, sexually transmitted infection testing, etc.).	Selection

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 1: Youth have what they need to maintain good physical health

Indicator P1.6: % of youth who say that they are more comfortable accessing supports or services if they need help or advice with substance use	Survey question P1.6: How much do you agree with the following statement? Because of my experience in the program, I feel more comfortable getting support for substance use.	Selection
Indicator P1.7a: % of youth who say that they are more aware of where they can go to get supports or services if they need help or advice about safe sexual health	Survey question P1.7a: How much do you agree with the following statement? Because of my experience in the program, I know more about where to find support related to sexual health in my community.	Selection
Indicator P1.7b: % of youth who say that they are more aware of where they can go to get supports or services if they need help or advice about substance use	Survey question P1.7b: How much do you agree with the following statement? Because of my experience in the program, I know more about where to find support related to substance use in my community.	Selection
Indicator P1.8a: Among youth who say that they wanted or needed support for sexual health: % of youth who accessed resources, supports, or services for safe sexual health	Survey question P1.8a: Through the program, did you get the sexual health support you needed? <ul style="list-style-type: none"> • Yes, I got (or am getting) support • No, I have not been able to get support • No, I don't want or need support • Prefer not to answer 	Selection

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 1: Youth have what they need to maintain good physical health

<p>Indicator P1.8b: Among youth who say that they wanted or needed support for substance use: % of youth who accessed resources, supports, or services for safe substance use</p>	<p>Survey question P1.8b: Through the program, did you get the substance use support you needed?</p> <ul style="list-style-type: none"> • Yes, I got (or am getting) support • No, I have not been able to get support • No, I don't want or need support • Prefer not to answer 	<p>Selection</p>
<p>Indicator P1.9a: % of youth who say feel more confident in their ability to make informed choices about their sexual health</p>	<p>Survey question P1.9a: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to make informed choices regarding sexual health.</p>	<p>Selection</p>
<p>Indicator P1.9b: % of youth who say they feel more confident in their ability to make informed choices about substance use</p>	<p>Survey question P1.9b: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to make informed decisions about substance use.</p>	<p>Selection</p>

Outcome 2: Youth have what they need to maintain their mental wellbeing

<p>Indicator P2.1: % of youth who say they know more about mental wellbeing</p>	<p>Survey question P2.1: How much do you agree with the following statement? Because of my experience in the program, I know more about mental wellbeing.</p>	<p>Selection</p>
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OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 2: Youth have what they need to maintain their mental wellbeing

Indicator P2.2: % of youth who say they are better able to recognize when they need help with their mental wellbeing	Survey question P2.2: How much do you agree with the following statement? Because of my experience in the program, I am better able to recognize when I need help with my mental wellbeing.	Selection
Indicator P2.3: % of youth who say they learned strategies to help them cope with stress and challenges	Survey question P2.3: How much do you agree with the following statement? Through the program, I learned strategies to help me cope with stress and challenges I might face in my life.	Selection
Indicator P2.4: % of youth who say they are more confident communicating and advocating for their needs to others, including asking for help and/or accessing supports, tools, or services if they need help with their mental wellbeing	Survey question P2.4: How much do you agree with the following statement? Because of my experience in the program, I am more confident speaking to someone (e.g., a friend, family member, professional) about my mental wellbeing.	Selection
Indicator P2.5: % of youth who say they are more aware of how to access supports or services for their mental wellbeing	Survey question P2.5: How much do you agree with the following statement? Because of my experience in the program, I know more about where to go to get supports and services for my mental wellbeing (e.g., mentors, counselling, or other mental wellbeing support services).	Selection

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 2: Youth have what they need to maintain their mental wellbeing

<p>Indicator P2.6: Among youth who say they wanted or needed support with their mental wellbeing: % of youth who accessed mental health or wellbeing supports or services since they started the</p>	<p>Survey question P2.6: How much do you agree with the following statement? Through the program, did you get the support you needed for your mental health?</p> <ul style="list-style-type: none"> • Yes, I got (or am getting) support • No, I have not been able to get support • No, I don't want or need support • Prefer not to answer 	<p>Selection</p>
<p>Indicator P2.7: % of youth who report improved mental wellbeing after taking part in the program</p>	<p>Survey question P2.7: Because of your experience in the program, would you say that your mental wellbeing is now...?</p> <ul style="list-style-type: none"> • Worse • About the same • Better • Prefer not to answer 	<p>Selection</p>
<p>Indicator P2.8: % of youth who say they are better able to stay safe online, recognize cyberbullying and harassment, and talk to someone or get help if they need it</p>	<p>Survey question P2.8: How much do you agree with the following statement? Because of my experience in the program, I know more about what to do to stay safe from cyberbullying or online harassment (e.g., knowing when I am being bullied or who I need to ask for help).</p>	<p>Selection</p>

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 3: Youth have what they need to cope with trauma due to violence or exposure to violence

<p>Indicator P3.1: % of youth who say that the program provided them with information on counselling and other therapeutic or support services that provide help to people who experienced harm or trauma due to violence or exposure to violence</p>	<p>Survey question P3.1: How much do you agree with the following statement? Because of my experience in the program, I am more aware of where to get support and services for people who experience harm or trauma due to violence or exposure to violence.</p>	<p>Selection</p>
<p>Indicator P3.2: % of youth who say that the program connected them to organizations, community groups or people who can provide emotional support to deal with trauma or harm due to violence</p>	<p>Survey question P3.2: How much do you agree with the following statement? Through the program I was connected with other programs, organizations or people who could provide me with emotional support to deal with trauma or harm due to violence that I have experienced (e.g., community groups, faith or spiritual groups, peer support, support groups).</p>	<p>Selection</p>
<p>Indicator P3.3: % of youth have the tools they need to cope with their trauma due to violence</p>	<p>Survey question P3.3: How much do you agree with the following statement? Because of my experience in the program, I have the tools or strategies I can use to help me cope with trauma or harm due to violence that I have experienced.</p>	<p>Selection</p>

OUTCOME AREA: PHYSICAL HEALTH AND MENTAL WELLBEING

Outcome 3: Youth have what they need to cope with trauma due to violence or exposure to violence

Indicator P3.4: % of youth who say the program provided them with knowledge how to identify trauma	Survey question P3.4: How much do you agree with the following statement? Because of my experience in the program, I am better able to recognize the signs and symptoms of trauma.	Selection
Indicator P3.5: % of youth who say they feel more comfortable communicating about their trauma and help they need to cope with it	Survey question P3.5: How much do you agree with the following statement? Because of my experience in the program, I feel more comfortable speaking to someone (e.g., a friend, family member, mentor, professional) about the help I need to cope with my trauma.	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 1: Youth feel they have planning and organizing skills

Indicator L1.2: % of youth who say they are better able to stay organized	Survey question L1.2: How much do you agree with the following statement? Because of my experience in the program, I am better at staying organized (e.g., using to-do lists, making, and using schedules, and planning for deadlines, etc.).	Selection
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OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 2: Youth feel they have communication and creative expression skills

Indicator L2.1: % of youth who say they are more comfortable talking in a group setting	Survey question L2.1: How much do you agree with the following statement? Because of my experience in the program, I am more comfortable speaking in groups.	Selection
Indicator L2.2: % of youth who say they are more comfortable sharing their thoughts, opinions, and feelings with adults and peers	Survey question L2.2: How much do you agree with the following statement? Because of my experience in the program, I am more comfortable expressing my thoughts and opinions in a conversation with someone.	Selection
Indicator L2.3: % of youth who say they are more confident in their written communication skills	Survey question L2.3: How much do you agree with the following statement? Because of my experience in the program, I am more confident that I can write my ideas in a clear way.	Selection
Indicator L2.4: % of youth who say they are more creative in their ability to express their thoughts	Survey question L2.4: How much do you agree with the following statement? Because of my experience in the program, I am better at expressing myself in a creative way (like visual arts, creative writing, music, or another way).	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 3: Youth feel they are able to work well with others and manage conflict

Indicator L3.1: % of youth who say they are more confident in their ability to work with others in a team to successfully solve a problem or accomplish a task	Survey question L3.1: How much do you agree with the following statement? Because of my experience in the program, I am more confident that I can work well with others to solve a problem.	Selection
Indicator L3.2: % of youth who say they learned strategies to help them think through how to act or what to say in a disagreement or conflict with someone	Survey question L3.2: How much do you agree with the following statement? Through the program, I learned strategies to help me think through how to act or what to say in a disagreement with someone.	Selection

Outcome 4: Youth feel they have problem-solving, decision-making, and critical thinking skills

Indicator L4.1: % of youth who say they are more confident in their ability to make a plan of action and follow it when faced with a problem in their life	Survey question L4.1: How much do you agree with the following statement? Through the program, I learned how to make a plan of action and follow it when faced with a problem in my life.	Selection
Indicator L4.2: % of youth who say they are more confident in their ability to identify other ways to respond to their problems if their first solutions do not work	Survey question L4.2: How much do you agree with the following statement? Because of my experience in the program, I am more confident that I can come up with different ways to solve a problem, if the first way doesn't work.	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 5: Youth feel they have learning and information-seeking skills

Indicator L5.1: % of youth who say they are more confident in their ability to learn	Survey question L5.1: How much do you agree with the following statement? Because of my experience in the program, I am more confident in my ability to learn new things.	Selection
Indicator L5.2: % of youth who say they have improved their studying skills (e.g., reading, organizing information, making connections between ideas)	Survey question L5.2: How much do you agree with the following statement? Because of my experience in the program, I have better study skills (e.g., reading, summarizing information, or making connections between ideas).	Selection
Indicator L5.3: % of youth who say they have discovered a new interest or perspective because of participating in the program	Survey question L5.3: How much do you agree with the following statement? Because of my experience in the program, I discovered a new interest.	Selection
Indicator L5.4: % of youth who say they are more confident in their research and information-seeking skills	Survey question L5.4: How much do you agree with the following statement? Because of my experience in the program, I am more confident that I can look up and find the right information for a question I might have (using a website like Google, finding the right books at the library, etc.).	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 6: Youth feel aware of their strengths and areas for improvement

Indicator L6.1: % of youth who say they are better able to identify their strengths and areas for improvement	Survey question L6.1: How much do you agree with the following statement? Because of my experience in the program, I am better at identifying my strengths and areas where I can improve.	Selection
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Outcome 7: Youth feel they have financial literacy skills

Indicator L7.1: # and % of youth who report they intend to implement a budget/ spending plan after participating in the program	Survey question L7.1: How much do you agree with the following statement? Because of my experience in the program, I plan to use a budget to manage my spending.	Selection
Indicator L7.2: # and % of youth who report that they intend to open or build up a savings account after participating in the program	Survey question L7.2: How much do you agree with the following statement? Because of my experience in the program, I plan to open a savings account at a bank/financial institution.	Selection
Indicator L7.3: # and % of youth who say they learned strategies to reduce and manage their debt after participating in the program	Survey question L7.3: How much do you agree with the following statement? Through the program, I learned ways to reduce or manage my debt.	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 7: Youth feel they have financial literacy skills

Indicator L7.4: #	Survey question L7.4: How much do you	Selection
and % of youth who say they are aware of the benefits of filing their income taxes after participating in the program	agree with the following statement? Through the program, I learned about the benefits of filing my income taxes.	

Outcome 8: Youth understand the consequences of crime involvement and violence

Indicator L8.1: %	Survey question L8.1: How much do you	Selection
of youth who say the program helped them understand the legal consequences associated with crime involvement and violence	agree with the following statement? Because of my experience in the program, I have a better understanding of the legal consequences associated with criminal activities and violence.	
Indicator L8.2: %	Survey question L8.2: How much do you	Selection
of youth who say the program helped them understand the risks and danger for themselves and others associated with crime involvement and violence	agree with the following statement? Because of my experience in the program, I have a better understanding of the personal risks and danger for myself, and others associated with criminal activities and violence.	

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 9: Youth have strategies to avoid crime involvement and violence

Indicator L9.1: % of youth who say that through the program they learned to recognize the recruiting strategies that crime groups use for engaging youth	Survey question L9.1: How much do you agree with the following statement? Because of my experience in the program, I am better able to recognize when someone is trying to involve me in criminal activities.	Selection
Indicator L9.2: % of youth who say that the program provided them with the skills and strategies to safely navigate pressure from peers to avoid criminal involvement	Survey question L9.2: How much do you agree with the following statement? Because of my experience in the program, I the gained skills and strategies I need to safely navigate peer pressure to avoid criminal involvement..	Selection
Indicator L9.3: % of youth who say that the program provided them with the skills and strategies to safely navigate pressure from adults to avoid criminal involvement	Survey question L9.3: How much do you agree with the following statement? Because of my experience in the program, I gained the skills and strategies I need to safely navigate pressure from adults (e.g., family or community members) to avoid criminal involvement.	Selection
Indicator L9.4: % of youth who feel more confident in their ability to safely navigate pressure from peersto avoid criminal involvement	Survey question L9.4: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to safely navigate pressure from peers to avoid criminal involvement.	Selection

OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 9: Youth have strategies to avoid crime involvement and violence

Indicator L9.5: % of youth who feel more confident in their ability to safely navigate pressure from adults to engage in criminal activities	Survey question L9.5: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to safely navigate pressure from adults (e.g., family or community members) to avoid criminal involvement.	Selection
Indicator L9.6: % of youth who say the program connected them to people or organizations who have helped them steer away from being involved in criminal activities	Survey question L9.6: How much do you agree with the following statement? The program connected me to other programs, organizations or people who could help me steer away from being involved in criminal activities.	Selection
Indicator L9.7: % of youth who feel they are better prepared to control their actions when angry or upset	Survey question L9.7: How much do you agree with the following statement? Because of my experience in the program, I am better able to stay in control of my actions when I am angry or upset.	Selection

Outcome 10: Youth have the skills to stay safe and protect themselves

Indicator L10.1: % of youth who say they are better able to recognize potential threats to their safety	Survey question L10.1: How much do you agree with the following statement? Because of my experience in the program, I am better able to recognize potential threats to my safety.	Selection
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OUTCOME AREA: LIFE AND SOCIAL SKILLS

Outcome 10: Youth have the skills to stay safe and protect themselves

<p>Indicator L10.2: % of youth who say they feel more confident in their ability to recognize potential threats to their safety in various potentially situations.</p>	<p>Survey question L10.2: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to recognize potential threats to my safety.</p>	<p>Selection</p>
<p>Indicator L10.3: % of youth who say that the program helped them develop their personal safety plan to help them stay safe when they experience violence or are at risk of violence</p>	<p>Survey question L10.3: How much do you agree with the following statement? Because of my experience in the program, I am better able to make a plan of action when faced with situations that pose a safety risk for me (e.g., seek out a safe space, have a safety plan, communicate with specific trusted people).</p>	<p>Selection</p>
<p>Indicator L10.4: % of youth who feel confident in their ability to follow through with their personal safety plan</p>	<p>Survey question L10.4: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to follow through with my safety plan in situations that pose a safety risk for me.</p>	<p>Selection</p>

OUTCOME AREA: EDUCATION/TRAINING

Outcome 1: Youth feel connected to their school/training

<p>Indicator ET1.1: % of youth who say the program helped them build the skills to navigate relationships with their teachers/instructors</p>	<p>Survey question ET1.1: How much do you agree with the following statement? Because of my experience in the program, I was able to build the skills I need to better navigate relationships with my teachers/instructors.</p>	<p>Selection</p>
<p>Indicator ET1.2: % of youth who say the program helped them build the skills to better navigate relationships with administrative staff in school/training</p>	<p>Survey question ET1.2: How much do you agree with the following statement? Because of my experience in the program, I was able to build the skills I need to better navigate relationships with administrative staff in my school (e.g., principal, vice principal)/or my training (e.g., program directors, office administrators).</p>	<p>Selection</p>
<p>Indicator ET1.3: % of /youth who say they feel a greater sense of belonging to their school/training</p>	<p>Survey question ET1.3: How much do you agree with the following statement? Because of my experience in the program, I feel a stronger sense of belonging to my school/training community.</p>	<p>Selection</p>
<p>Indicator ET1.4: % of youth who feel more confident in their ability to make friends in school/training program</p>	<p>Survey question ET1.4: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to make friends in school/training.</p>	<p>Selection</p>

OUTCOME AREA: EDUCATION/TRAINING

Outcome 1: Youth feel connected to their school/training

Indicator ET1.5: % of youth who say they feel more confident in their ability to manage conflicts or difficult situations with peers at school or training	Survey question ET1.5: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to manage conflicts or difficult situation with peers at school/training.	Selection
Indicator ET1.6: % of youth who say they feel more confident in their ability to manage conflicts or difficult situations with teachers/instructors	Survey question ET1.6: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to manage conflicts or difficult situation with teachers at school/or with instructors in my training.	Selection
Indicator ET1.7: % of youth who say they feel more confident in their ability to manage conflicts or difficult situations with administrative school or training staff	Survey question ET1.7: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to manage conflicts or difficult situation with administrative staff at school (e.g., principal, vice principal)/or in my training (e.g., program directors, office administrators).	Selection

Outcome 2: Youth are committed to and invested in their academic or training success

Indicator ET2.1: % of youth who say the program helped them see the relevance of education for their future goals and aspirations	Survey question ET2.1: How much do you agree with the following statement? Because of my experience in the program, I have a better understanding of the relevance of education to my future goals and aspirations.	Selection
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OUTCOME AREA: EDUCATION/TRAINING

Outcome 2: Youth are committed to and invested in their academic or training success

<p>Indicator ET2.2: % of youth who say they the program helped them see the value of attending school/training regularly</p>	<p>Survey question ET2.2: How much do you agree with the following statement? Because of my experience in the program, I have a better understanding of how important it is to attend school/training regularly.</p>	<p>Selection</p>
<p>Indicator ET2.3: % of youth who say they are more motivated to attend school/training regularly</p>	<p>Survey question ET2.3: How much do you agree with the following statement? Because of my experience in the program, I feel more motivated to attend school/training regularly.</p>	<p>Selection</p>
<p>Indicator ET2.4: % of youth who say they feel more motivated to complete school/training assignments and homework on time</p>	<p>Survey question ET2.4: How much do you agree with the following statement? Because of my experience in the program, I feel more motivated to complete school/training assignments and homework on time.</p>	<p>Selection</p>
<p>Indicator ET2.5: % of youth who say the program provided them with helpful study techniques for completing school/training assignments and homework</p>	<p>Survey question ET2.5: How much do you agree with the following statement? Because of my experience in the program, I know more about study techniques or strategies to help me complete my school/training assignments and homework.</p>	<p>Selection</p>

OUTCOME AREA: EDUCATION/TRAINING

Outcome 3: Youth have what they need to pursue education and training related to their interests

Indicator ET3.1: % of youth who say the program helped them set their education or training goals	Survey question ET3.1: How much do you agree with the following statement? Through the program I developed my educational or training goals.	Selection
Indicator ET3.2: % of youth who say they know more what steps they can take to achieve their education or training goals	Survey question ET3.2: How much do you agree with the following statement? Because of my experience in the program, I know more about what steps to take to work towards my education or training goals.	Selection
Indicator ET3.3: % of youth who say the program helped them make progress towards their education or training goals	Survey question ET3.3: How much do you agree with the following statement? The program helped me move closer towards achieving my education or training goals.	Selection
Indicator ET3.4: % of youth who say they know more about education or training options	Survey question ET3.4: How much do you agree with the following statement? Because of my experience in the program, I know more about possible educational or training options for myself (attending high school or getting GED, getting employment, apprenticeship training, attending college or university).	Selection
Indicator ET3.5: % of youth who say they are connected to people or organizations who can help them achieve their education or training goals	Survey question ET3.5: How much do you agree with the following statement? Because of my experience in the program, I am better connected to organizations or people who can help me achieve my educational goals.	Selection

OUTCOME AREA: EDUCATION/TRAINING

Outcome 3: Youth have what they need to pursue education and training related to their interests

<p>Indicator ET3.6: % of youth who say they feel more confident in their ability to pursue education or training opportunities they are interested in</p>	<p>Survey question ET3.6: How much do you agree with the following statement? Because of my experience in the program, I feel more confident that I can participate in education or training that I am interested in.</p>	<p>Selection</p>
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Outcome 4: Youth know how to access support services within their school/training

<p>Indicator ET4.1: % of youth who say the program provided them with information or guidance on how to navigate the educational system (e.g., how to get support within their school/training for their educational or any other needs)</p>	<p>Survey question ET4.1: How much do you agree with the following statement? Because of my experience in the program, I am more aware of where to get the support for my educational or any other needs at school/training.</p>	<p>Selection</p>
<p>Indicator ET4.2: % of youth who say the program helped them learn how to advocate for themselves to get support they need within the school system or training</p>	<p>Survey question ET4.2: How much do you agree with the following statement? Because of my experience in the program, I am better able to advocate for myself to get the support I need at school/training.</p>	<p>Selection</p>

OUTCOME AREA: EDUCATION/TRAINING

Outcome 4: Youth know how to access support services within their school/training

Indicator ET4.3: % of youth who say they got the support they need within the school system or training because the program staff advocated on their behalf	Survey question ET4.3: How much do you agree with the following statement? I got the support I needed at school/training because the program staff advocated with me.	Selection
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OUTCOME AREA: EMPLOYMENT AND ENTREPRENEURSHIP

Outcome 1: Youth have the skills and opportunities to develop professional networks and build knowledge of a sector of interest

Indicator E1.1: % of youth who say they are connected to people who work in the sector or sectors that they are interested in (or were the focus of the program)	Survey question E1.1: How much do you agree with the following statement? Through the program, I got connected to people who do the type of work that I am interested in.	Selection
Indicator E1.2: % of youth who say they know more about what types of jobs are available in the sector or sectors that they are interested in (or that were the focus of the program)	Survey question E1.2: How much do you agree with the following statement? Because of my experience in the program, I know more about the type of jobs and opportunities that I am interested in.	Selection

OUTCOME AREA: EMPLOYMENT AND ENTREPRENEURSHIP

Outcome 1: Youth have the skills and opportunities to develop professional networks and build knowledge of a sector of interest

<p>Indicator E1.3: % of youth who say that they are more confident in their networking skills (e.g., reaching out to someone to learn about a sector or job, going to an in-person or online networking event)</p>	<p>Survey question E1.3: How much do you agree with the following statement? Because of my experience in the program, I am more confident networking, or reaching out to people to ask for help with my career or a job I am interested in.</p>	<p>Selection</p>
<p>Indicator E1.4: % of youth who say they met at least one person through the program who they can ask for career advice, career information, or job leads if they need it</p>	<p>Survey question E1.4: How much do you agree with the following statement? Through the program, I met someone who I can reach out to ask for career advice, career information, or job leads.</p>	<p>Selection</p>

Outcome 2: Youth have employment or career goals, know the steps needed to work towards them, and feel they have the skills to obtain or create work

<p>Indicator E2.1: % youth who say they know more about their employment/ career options</p>	<p>Survey question E2.1: How much do you agree with the following statement? Because of my experience in the program, I know more about possible employment and career options for myself.</p>	<p>Selection</p>
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OUTCOME AREA: EMPLOYMENT AND ENTREPRENEURSHIP

Outcome 2: Youth have employment or career goals, know the steps needed to work towards them, and feel they have the skills to obtain or create work

Indicator E2.2: % of youth who say that the program increased their awareness of workplace health and safety and their labour rights	Survey question E2.2: How much do you agree with the following statement? Through the program, I learned more about workplace health and safety and my rights as an employee (like the minimum hourly wage, time off in an emergency, protection against discrimination, etc.).	Selection
Indicator E2.3: % of youth who say the program helped them set or strengthen their employment/career goals	Survey question E2.3: How much do you agree with the following statement? Through the program, I developed employment or career goals.	Selection
Indicator E2.4: % of youth who say they are aware of which skills, sectors, and careers are projected to be in demand in the future	Survey question E2.4: How much do you agree with the following statement? Because of my experience in the program, I know more about the skills, sectors, and careers that could be in demand in the future.	Selection
Indicator E2.5: % of youth who say they know more about what steps they can take to achieve their employment/career goals (i.e., apprenticeship, education, employability skill development, training, networking, job search, entrepreneurship etc.)	Survey question E2.5: How much do you agree with the following statement? Because of my experience in the program, I know more about what steps to take to work towards my employment or career goals (e.g., signing up for programs to learn how to search for jobs, write a resume, apply for and interview for jobs, etc.).	Selection

OUTCOME AREA: EMPLOYMENT AND ENTREPRENEURSHIP

Outcome 2: Youth have employment or career goals, know the steps needed to work towards them, and feel they have the skills to obtain or create work

Indicator E2.6: % of youth who say the program helped them make progress towards their employment/career goals	Survey question E2.6: How much do you agree with the following statement? The program helped me move closer towards my employment/career/entrepreneurship goals. [choose the appropriate word based on the focus of the program]	Selection
Indicator E2.7: % of youth who say they are more confident in their ability to find, apply, and interview for jobs (e.g., write a resume and cover letter, search for job opportunities, prepare for an interview), or develop their own business	Survey question E2.7: How much do you agree with the following statement? Because of my experience in the program, I am more confident that I can search for and apply for a job or start my own business. [choose one or the other based on the focus of the program].	Selection

Outcome 3: Youth have transferrable and technical skills to succeed in employment

Indicator E3.2: % of youth who say they are more confident in their transferrable/employability skills (e.g., ability to use technology on the job, time management skills, ability to communicate professionally)	Survey question E3.2: How much do you agree with the following statement? Through the program, I improved skills that I can use in the workplace (e.g., time management, communicating professionally, teamwork).	Selection
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OUTCOME AREA: EMPLOYMENT AND ENTREPRENEURSHIP

Outcome 4: Youth obtain, retain, and advance in meaningful, sustainable work

<p>Indicator E4.1a: Among all youth who are employed in paid work, % of youth who say their work is safe and meaningful to them</p>	<p>Survey question E4.1a: Applicable if the program included a job placement: How much do you agree with the following statements?</p> <ul style="list-style-type: none"> • I felt safe in my job placement • I found my job placement interesting • My job placement was challenging enough for me • I would like to still be working at this job one year from now • This job is part of a career path that I would like to pursue 	<p>Selection</p>
<p>Indicator E4.1b: % of youth who said that the program helped them find and obtain a job</p>	<p>Survey question E4.1b: Did you get a job or start a business as a result of participating in the program?</p> <ul style="list-style-type: none"> • Yes • No • Prefer not to answer 	<p>Selection</p>

OUTCOME AREA: HOUSING STABILITY

Outcome 1: Youth have access to safe, stable, and affordable housing options

<p>Indicator H1.1: % of youth who say that the program provided them with a housing solution they needed (emergency shelter, transitional housing, room, or shared accommodation, supported or assisted housing (RGI), affordable rent, market rent or another form of housing support).</p>	<p>Survey question H1.1: Please specify the housing support that you received or are receiving through the program. Please select one.</p> <ul style="list-style-type: none"> • Emergency shelter • Transitional housing • Room and shared accommodation • Supported or assisted housing • Rent geared to income housing (RGI) • Affordable rent • Market rent • Not listed. Please describe [textbox] • Yes • No • Prefer not to answer 	<p>Selection</p>
<p>Indicator H1.2: % of youth who say the program connected them with housing assistance programs, organizations, or professionals who could help them find stable and safe housing</p>	<p>Survey question H1.2: How much do you agree with the following statement? Through the program I was connected to other programs, organizations or people who could help me find a safe and stable place to live.</p>	<p>Selection</p>

OUTCOME AREA: HOUSING STABILITY

Outcome 1: Youth have access to safe, stable, and affordable housing options

<p>Indicator H1.3: % of youth who say the program provided them with information or guidance on how to navigate the housing system (e.g., where to apply for affordable housing, housing subsidies, or supportive housing programs)</p>	<p>Survey question H1.3: How much do you agree with the following statement? Because of my experience in the program, I have a better understanding of where to get the housing support I might need (e.g., where to apply for affordable housing, housing subsidies, or supportive housing programs).</p>	<p>Selection</p>
<p>Indicator H1.4: % of youth who say they feel more confident in their ability to take the right steps to take to secure stable housing</p>	<p>Survey question H1.4: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to take the steps needed to find a safe and stable place to live.</p>	<p>Selection</p>
<p>Indicator H1.5: % of youth who say they know more about what steps they can take to secure more stable and safe housing</p>	<p>Survey question H1.5: How much do you agree with the following statement? Because of my experience in the program, I know more about what steps to take to find a safe and stable place to live (e.g., finding a suitable place, figuring out if I qualify, filling out the application forms, and anything else related to housing).</p>	<p>Selection</p>

OUTCOME AREA: ACCESS TO SOCIAL SUPPORT SERVICES, INCLUDING LEGAL SUPPORT

Outcome 1: Youth have access to social support services to meet their various needs for support

Indicator A1.1: % of youth who say the program provided them with information or guidance on how to navigate the social support system	Survey question A1.1: How much do you agree with the following statement? Because of my experience in the program, I am more aware of where to get the supports, services, and/or programs I need (e.g., income and health supports, greater community connections, etc.).	Selection
Indicator A1.2: % of youth who say they are better prepared to advocate for themselves when getting connected to social service agencies	Survey question A1.2: How much do you agree with the following statement? Because of my experience in the program, I feel better prepared to ask for what I need at a social service agency, if I need support.	Selection

Outcome 2: Youth have what they need to manage their specific legal needs

Indicator A2.1: % of youth who say the program provided them with information or guidance on how to navigate the legal system (e.g., how to get legal support they need)	Survey question A2.1: How much do you agree with the following statement? Because of my experience in the program, I am more aware of where to find support with legal issues or challenges (SD to SA scale).	Selection
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OUTCOME AREA: ACCESS TO SOCIAL SUPPORT SERVICES, INCLUDING LEGAL SUPPORT

Outcome 2: Youth have what they need to manage their specific legal needs

<p>Indicator A2.2: % of youth who say the program connected them with legal resources, organizations, or professionals who could assist them with their specific legal needs</p>	<p>Survey question A2.2: How much do you agree with the following statement? Through the program I got connected with other programs, organizations or people who could help me get legal support I need.</p>	<p>Selection</p>
<p>Indicator A2.3: % of youth who say that the program helped them learn how to address legal challenges they were facing</p>	<p>Survey question A2.3: How much do you agree with the following statement? Because of my experience with the program, I was better able to deal with legal challenges that I have been facing (e.g., getting a letter of support or bail variation to pursue employment or education or other relevant programming; SD to SA scale).</p>	<p>Selection</p>
<p>Indicator A2.4: % of youth who say the program helped them better understand their legal rights and responsibilities</p>	<p>Survey question A2.4: How much do you agree with the following statement? Because of my experience in the program, I have a better understanding of my legal rights and responsibilities in situations I have been facing.</p>	<p>Selection</p>
<p>Indicator A2.5: % of youth who say that got the legal support they needed because the program staff advocated on their behalf</p>	<p>Survey question A2.5: How much do you agree with the following statement? I got the legal help I needed because the program staff advocated with me.</p>	<p>Selection</p>

OUTCOME AREA: ACCESS TO SOCIAL SUPPORT SERVICES, INCLUDING LEGAL SUPPORT

Outcome 2: Youth have what they need to manage their specific legal needs

Indicator A2.6: % of youth who say they feel more confident in their ability to advocate for themselves to support their legal needs	Survey question A2.6: How much do you agree with the following statement? Because of my experience in the program, I feel more confident in my ability to advocate for myself to get the legal help I need.	Selection
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OUTCOME AREA: CIVIC AND COMMUNITY ENGAGEMENT

Outcome 1: Youth are involved in their communities and take part in programming, community events, and volunteering

Indicator C1.1: % of youth who say they are aware of opportunities to get involved in their communities (e.g., by taking part in programs or recreation, going to community events, or volunteering)	Survey question C1.1: How much do you agree with the following statement? Through the program, I learned about opportunities to get involved in my communities (e.g., by taking part in other programs and recreation, going to community events, or volunteering).	Selection
Indicator C1.2: % of youth who say they have gotten involved in their communities (e.g., by taking part in other programs and recreation, going to community events, or volunteering)	Survey question C1.2: How much do you agree with the following statement? Because of your experience in the program, have you gotten involved in your communities? (e.g., by taking part in other programs and recreation, going to community events, or volunteering).	Selection

OUTCOME AREA: CIVIC AND COMMUNITY ENGAGEMENT

Outcome 2: Youth take on leadership roles in their communities

<p>Indicator C2.1: % of youth who say they have taken on a leadership or advocacy role in their communities (e.g., organizing or leading a program or event for others in their communities, supporting their peers, or joining a committee, working group, or community organization) program</p>	<p>Survey question C2.1: Because of my experience in the program, have you taken on a leadership or advocacy role in your community? (e.g., by organizing or leading a program or event for others in your communities, supporting your friends, or joining a committee, working group, or community organization).</p> <ul style="list-style-type: none"> • Yes (please explain): [textbox] • Not yet, but I am interested doing so • No, because I am not interested in doing so • I was already doing this before the program • Prefer not to answer 	<p>Selection</p>
<p>Indicator C2.2: % of youth who say they have been able to take on a leadership or advocacy role in City of Toronto programming (e.g., taking on a leadership role in a youth advisory group)</p>	<p>Survey question C2.2: Have you taken on a leadership or advocacy role in City of Toronto programs (e.g., joining a youth advisory group)?</p> <ul style="list-style-type: none"> • Yes (please explain): [textbox] • Not yet, but I am interested doing so • No, because I am not interested in doing so • I was already doing this before the program • Prefer not to answer 	<p>Selection</p>

OUTCOME AREA: CIVIC AND COMMUNITY ENGAGEMENT

Outcome 3: Youth feel included in their communities

Indicator C3.1: % of youth who say they feel a greater sense of belonging to their community/ies (e.g., school, libraries, faith group, neighbourhood, youth group, community arts group, interest group, sports group)	Survey question C3.1: How much do you agree with the following statement? Because of my experience in the program, I feel a stronger sense of belonging to my communities (e.g., school, library, neighbourhood, youth group, community arts group, interest group, sports group, faith group, etc.).	Selection

Outcome 4: Toronto youth have the opportunity to contribute to the decisions that affect them

Indicator C4.1: % of youth who say that they more are aware of opportunities for them to share their opinions and perspectives on decisions that affect them in their communities	Survey question C4.1: How much do you agree with the following statement? Through the program, I learned about different ways that I can speak up about things that are important to me or my communities (e.g., by joining community meetings or associations, volunteering for a campaign, etc.).	Selection
Indicator C4.2: % of youth who say their understanding of local governance has improved	Survey question C4.2: How much do you agree with the following statement? Through the program, I gained a better understanding of the role of residents in the City of Toronto's decision-making process.	Selection

OUTCOME AREA: CIVIC AND COMMUNITY ENGAGEMENT

Outcome 4: Toronto youth have the opportunity to contribute to the decisions that affect them

Indicator C4.3:	Survey question C4.3: After participating in the program, how likely are you to vote in the next municipal, provincial, or federal election?	Selection
<p>Among those who are eligible to vote, % of youth who say they are more likely to vote in the next municipal (City of Toronto), provincial, or federal election</p>	<ul style="list-style-type: none"> • Very unlikely • Unlikely • Likely • Very likely • Prefer not to answer • Not applicable/Not eligible to vote 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1: Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status	Survey questions PRS1.1: What is your age? Please select one only. <ul style="list-style-type: none"> • 15 years old or younger • 16 to 19 • 20 to 24 • 25 to 29 • Prefer not to answer 	Selection
	Please provide your postal code (e.g., M5H 2N2): <ul style="list-style-type: none"> • Your postal code: [textbox] • No fixed address • Don't know • Prefer not to answer 	Selection
	Gender identity is the gender that people identify with or how they perceive themselves, which may be different from their sex assigned at birth. What best describes your gender? Please select all that apply. <ul style="list-style-type: none"> • Woman/girl • Man/boy • Transgender • Cisgender • Gender non-binary (including gender fluid, genderqueer, androgynous) • Two-Spirit • Don't know • Not listed, please describe [textbox] • Prefer not to answer 	Selection

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1: Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status	Were you born in Canada? Please select one only. <ul style="list-style-type: none"> • Yes • No • Prefer not to answer 	Selection
	If no, how long have you been in Canada? Please select one only. <ul style="list-style-type: none"> • 0-5 years • 6-10 years • More than 10 years • Don't know • Prefer not to answer • If no, what country were you born in? Textbox. 	Selection
	Indigenous people from Canada identify as First Nations (status, non-status, treaty, or non-treaty), Inuit, Métis, Aboriginal, Native, or Indian. Do you identify as Indigenous to Canada? Please select all that apply. <ul style="list-style-type: none"> • Yes, First Nations (examples: Cree, Mi'kmaq, Mohawk, Ojibway) • Yes, Inuit • Yes, Métis • No • Prefer not to answer 	Selection

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1:	People often describe themselves by their race or racial background. For example, some people consider themselves “Black”, “White” or “East Asian”. Which race category best describes you? Please select one only. Please select one only.	Selection
<p>Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status</p>	<ul style="list-style-type: none"> • Arab, Middle Eastern or West Asian (examples: Afghan, Armenian, Iranian, Lebanese, Persian, Turkish) • Black (examples: African, African Canadian, Afro-Caribbean) • East Asian (examples: Chinese, Japanese, Korean) • Latin American (examples: Brazilian, Colombian, Cuban, Mexican, Peruvian) • South Asian or Indo-Caribbean (examples: Indian, Indo-Guyanese, Indo-Trinidadian, Pakistani, Sri Lankan) • Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese) • White (examples: English, Greek, Italian, Portuguese, Russian, Slovakian) • More than one race category or mixed race. Please describe [textbox] • Not listed, please describe [textbox] • Prefer not to answer 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1: Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status	Disability is understood as any physical, mental, developmental, cognitive, learning, communication, sight, hearing or functional limitation that, in interaction with a barrier, hinders a person's full and equal participation in society. A disability can be permanent, temporary, or episodic, and visible or invisible. Do you identify as a person with a disability? Please select one only. <ul style="list-style-type: none"> • Yes • No • Don't know • Prefer not to answer 	Selection
	Sexuality describes a person's emotional, physical, romantic, and/or sexual attraction to other people. What best describes your sexuality? Please select all that apply. <ul style="list-style-type: none"> • Heterosexual or Straight • Asexual • Bisexual • Gay • Lesbian • Pansexual • Queer • Two-Spirit • Questioning • Don't know • Not listed, please describe [textbox] • Prefer not to answer 	Selection

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1: Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status	Before you started the program, what was your employment status? Please select all that apply.	Selection
	<ul style="list-style-type: none"> • Employed – full time • Employed – part time • Employed – casual, on-call, temporary, or seasonal • Self-employed (running your own business) • Unemployed or looking for a job • Stay at home caregiver (i.e., you are responsible for the care of a member of your household) • Enrolled in education or a training program (e.g., high school, college, university, apprenticeship, language training, skills training) • Unable to work • Not listed, please describe [textbox] • Prefer not to answer 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.1:	Before you started the program, what was the highest level of education or training you had completed? Please select only one.	Selection
<p>Participant sociodemographic data: age, postal code, Canadian-born or immigrant, Indigenous identity, race, disability, gender, sexual orientation, employment status</p>	<ul style="list-style-type: none"> • Not yet finished high school • Finished high school or GED • Completed employment training from an agency or organization (e.g., pre-employment training, building employability related skills) • Completed vocational training (e.g., industry-focused training) • Completed apprenticeship training • Completed a college diploma or CEGEP • Completed a university degree • Completed a graduate or professional degree (examples: Masters, PhD, MD, LLB/JD) • Not listed, please describe [textbox] • Prefer not to answer 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.2: % of youth who say they could easily get to the space (physical or virtual) in which the program took place	Survey question PRS1.2: How much do you agree with the following statement?	Selection
	<p>1. For in person programs: It was easy for you to travel to the program location (e.g., by public transit, car, or other ways)</p> <ul style="list-style-type: none"> Strongly disagree Disagree Neutral Agree Strongly agree Prefer not to answer <p>1a. For respondents who selected “Disagree” or “Strongly disagree” to the previous question: What made it difficult for you? Select all that apply.</p> <ul style="list-style-type: none"> The location was too far The location was hard to get to because of my transportation method (e.g., car, TTC, bike, getting dropped off) There were accessibility/disability related barriers that made it hard for me to get to the location Not Listed. Please describe [textbox] Prefer not to answer 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 1: Youth have equitable access to City of Toronto

Indicator PRS1.2: % of youth who say they could easily get to the space (physical or virtual) in which the program took place	2. For virtual programs: How much do you agree with the following statement? It was easy for you to access the program online (e.g., by Zoom, Instagram, or other ways)	Selection
	<ul style="list-style-type: none"> Strongly disagree Disagree Neutral Agree Strongly agree Prefer not to answer <p>2a. For respondents who selected “Disagree” or “Strongly disagree” to the previous question: What made it difficult for you? Select all that apply.</p> <ul style="list-style-type: none"> I didn’t have a device to participate (e.g., phone, computer, tablet) I didn’t have a good internet connection The timing of the online meetings didn’t work for me The online platform (WebEx, Zoom, etc.) created an accessibility/disability related barrier for me Not Listed. Please describe [textbox] Prefer not to answer 	

OUTCOME AREA: PARTICIPANT REACH AND SATISFACTION

Outcome 2: Youth feel safe and welcome in City of Toronto

Indicator PRS2.1: % of youth who say they feel safe and welcome in the space (physical or virtual) in which the program was delivered	Survey question PRS2.1: How much do you agree with the following statement? Staff made me feel welcome and safe in the program.	Selection
Indicator PRS2.2: % of youth who say that their identity was reflected in the program staff	Survey question PRS2.2: How much do you agree with the following statement? There were program staff I could relate to in terms of my race, gender, culture, where I grew up, or in other ways.	Selection
Indicator PRS2.3: % of youth who say they felt included in decisions about program activities.	Survey question PRS2.3: How much do you agree with the following statement? I feel that I had a say in decisions about program activities.	Selection

Outcome 3: Youth are satisfied with their experience in City of Toronto programs

Indicator PRS3.1: % of youth who say they are satisfied with their overall experience in the program	Survey question PRS3.1: Overall, how satisfied are you with your experience in the program? Please select one only. <ul style="list-style-type: none"> • Very dissatisfied • Dissatisfied • Neutral • Satisfied • Very satisfied • Prefer not to answer <p>What is one thing that we could have done to make the program a better experience for you? [textbox]</p>	Selection

If you will be including questions on your survey that are specific to your program and not included on the YOF, include them in the table below.

Program-specific questions (not included in the YOF)

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

2. Programming the survey

The following questions ask about the planning of how your survey will be programmed.

Who will be responsible for program the survey?

Does this person have access to the online survey platform?

YES

NO

☐☐

If yes, what survey platform will be used?

Who will test your survey (should be someone other than the individual who programmed the survey)?

3. Obtaining informed consent

It is important that all youth participants provide their consent for your organization/program to use the information they share for the purpose of monitoring and evaluation. To do so, your survey will need to outline how the information will be used and ask participants for their consent.

Does your program serve youth under 16 years old?

YES

NO

☐☐

If youth participants are under 16 years old, and you plan to ask them to complete the survey, their parents will also need to provide consent.

If Yes, how will you obtain parental consent? To obtain parental consent, you can:

- **Before the program:** Add a consent question to the registration form or create a separate form. Explain how you will track consent
- **During the survey:** Inform participants under 16 that parental consent is required. Collect parents' contact details and email them for consent, outlining how you will track responses
- **For participants 16+:** Only send the survey to participants aged 16 or older, detailing how you will verify age and control survey access

Whose name and contact information will be shared in the survey for youth participants to contact if they have questions about the survey?

4. Alternative formats

Outline how you will provide alternatives, such as a phone option to collect responses verbally or a paper survey format.

5. Administering the survey

Introducing and distributing the survey: Program staff must introduce the survey, explain its purpose, importance, and what to expect. Outline your approach, ensuring links are shared only with participants under 16 who have parental consent.

Supporting staff: Include the speaking notes that program staff will refer to when introducing the survey, to ensure clarity and consistency.

Incentives: Some programs offer incentives for survey completion. If you plan to do this, specify the amount (e.g., \$10 for a 20-minute survey), the format (e.g., cheque, e-transfer, gift card), the delivery method (e.g., mail, email), and how you will track recipients. Outline your approach.

Timing: If you are doing an end of program survey, staff may want to hold time on the last day for youth to complete the survey. Specify your timing.

Sharing the survey: Share the survey link with participants via email or another method. If emailed, explain how you will collect email addresses. Ensure participants have access to a smartphone or computer. Specify your methods for sharing the survey with your participants.

Engaging youth who did not complete the program: This is highly encouraged to identify and address barriers, strengthen your program, and ensure full participation. To engage youth who left early, discuss the survey's importance at the start, offer incentives, and collect contact information early. Outline your approach.

6. Monitoring and closing the survey

Access to survey responses: Only one or a few designated individuals, not staff directly delivering the program, should access survey responses to ensure confidentiality and security. Specify the names of program staff who will have access to survey responses.

Monitoring response rates: Specify who will be responsible for monitoring survey completion and communicating response rates to program staff. Indicate how frequently updates will be shared (e.g., weekly, biweekly, etc.).

Reminders: Survey reminders may be sent by email, announced during program time, or through another means. If the survey will be open for one week, you may want to send a reminder two days before the survey closes. Outline your approach.

Timing: Indicate the date or time frame when the survey will be closed to responses. We recommend leaving the survey open for one to two weeks.

7. Risk and mitigation strategy

Identify potential risks, such as low response rates, delays in consent, or youth without parental consent completing the survey, and plan mitigation strategies like early outreach, reminders, and incentives. Use the table to outline challenges and how you will address them.

Possible risk or challenge	Mitigation strategy and/or supports needed

5.3. Appendix C: Glossary of Terms: Definitions of Key Concepts and Terms

Administering or fielding surveys:

The process of sharing a survey with program participants and inviting them to complete it.

Closed-ended question: A question with a fixed set of response options for respondents to choose from.

Completion rate: The percentage of individuals who finished a survey out of those who started it.

Evaluation: A systematic assessment of an initiative, program, or policy. It involves collecting and analysing data to understand if the program is meeting its goals, why or why not, and its overall impact.

Indicator or performance

measures: A specific piece of information collected to measure the progress and success of a program. Indicators demonstrates whether the program is achieving its goals and can include both qualitative (descriptive) and quantitative (numerical) data.

Likert scale: A scale of response options used on a survey to collect the opinions of respondents, like “strongly disagree” to “strongly agree.”

Logic model: A visual map showing the connections between resources, planned activities and the results a program intends to achieve.

Measures of success: Another term for indicators or performance measures.

Monitoring: The regular and systematic collection and review of data to see if a program is meeting its intended objectives.

Objective: A concise and clear statement describing the intended aim or purpose of a program. It is often used interchangeably with goal or intended result.

Open-ended question: A survey question without set response options, where respondents write their own responses.

Outcome area: A broad category that represents the main themes or focus areas for youth development or program performance. Outcome areas, such as Supportive Peers and Adults” or Physical Health and Mental Wellbeing, reflect the overarching goals that a program aims to achieve.

Outcome: A desired or intended change participants are expected to experience through the program, such as improvements in behavior, attitudes, skills, knowledge, or well-being.

Output: The immediate results of a program, like the number of individuals trained or workshops held.

Participants: Individuals who engage in program activities or use the services provided by a program. They may also be referred to as program users or clients.

Programming the survey: The process of creating or setting up a survey in a software or online tool, including adding questions, response options, and any necessary logic (e.g., skip or branching logic).

Program: A set of related and complementary activities designed to achieve specific outcomes for a target group.

Qualitative data: Non-numerical, descriptive information, like words or observations, that can be grouped into themes.

Quantitative data: Information based on numbers that can be counted or measured.

Respondents: The people who answer a survey.

Response rate: The percentage of individuals who responded to a survey out of the total number of people it was shared with.

Sociodemographic data: Information about a person, such as their age, gender, income, race, etc.

Stakeholders: Anyone who has an interest in or is affected by a program, including program participants, funders, staff, and partner organizations.

Target group: The specific group of people a program is designed to serve.

Contact Information for Support



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