Results of Summer Youth Program (SYP) Evaluation

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Scope of the Evaluation

• Overview of the summer programs in Manitoba, Saskatchewan, Alberta and Nunavut

• Across 23 partner agencies

• To support future performance, monitoring and summative evaluation of the youth summer programs
Approach

• Document reviews
• Development of typology of existing agency level programming
• Key informant interviews
• Survey of agencies and stakeholders
• Workshops for development of Logic Model and the Performance Measurement & Evaluation Framework (PMEF)
**Summer Youth Program: Logic model (revised)**

**Ultimate Outcome**

The integration and contribution of newcomer and refugee children to Canada’s economic, social, political and cultural development

**Intermediate Outcomes**

- Informal approaches to language learning have been developed
- Community activities have encouraged connections with the community and other newcomers
- Increased youth engagement in school
- Youth are better prepared for the Canadian labour market

**Immediate Outcomes**

- Improved official language skills
- Enhanced social networks
- Increased youth engagement in the refugee and newcomer community
- Enhanced life skills
- Enhanced technical skills
- Increased knowledge of Canadian systems, culture and norms

**Outputs**

- Participation of refugee and newcomer children and youth in summer programs and camps
- Partnerships and collaborations among community organizations in order to offer summer programs and camps

**Activities**

- Outreach and promotion of summer youth programs intended for newcomers and refugees
- Administration of summer youth programs intended for newcomers and refugees

**Inputs**

- Contribution funding
- 23 agencies’ programming
FINDINGS

• Relevance & Rationale
• Design & Delivery
• Performance
Relevance & Rationale

The evaluation confirmed that the SYP contribution program helps address several key needs related to the settlement and integration of newcomer youth. Most specifically, the need to:

- Learn about the community, the local environment, and Canadian society more broadly;
- Improve relationships and foster new ones, enhance connections, and achieve greater social engagement; and
- Increase one’s ability to integrate into the school system.
Relevance & Rationale

Other pressing needs not currently being addressed by the SYP, and which can impact local programming, include the need to:

- Alleviate food insecurity;
- Alleviate difficulties with transportation; and
- Overcome challenges related to mental health (i.e., a need for counselling for participants related to mental health issues and trauma, and a need for mental health training for staff prior to summer programming).
Design & Delivery – Different Approaches

Various approaches to design and delivery

• Most of the activities offered through summer camps in July and August.
• Many agencies (39%) indicated their programs lasts seven to eight weeks.
• Activities revolved around camps, sports, field trips and language education.
• Few agencies reported on leadership development workshops & youth volunteering opportunities
• Skill development activities are woven through out the programs
Design & Delivery—Different Approaches

• One agency organizes the summer into weekly themes and develops activities and field trips accordingly. They include activities and games throughout that help children and youth practice their language and mathematics skills.

• Another agency focuses on programming that systematically incorporates social, emotional, physical, and cognitive components into all of its activities. Specific theme presentations and discussions engage and encourage participants to further their exploration of self.
Design & Delivery—Financial & in-kind support

• 54% of the agencies rely solely on IRCC funding.

• 86% indicated that they have sources of in-kind support. Most common forms were volunteer time and guest speakers.

• The portion of IRCC funding for agencies YSP programs varies from 10% to 100%
Design & Delivery—Expected Results for Participants

Immediate expected Results:

- Community connections
- Language improvement
- Integration into school & society
- Alleviate language and cultural barriers
Performance

Most common measurement mechanisms:

• Participants satisfaction surveys
• Observations of individual behaviors and progress by staff
• Focus groups with participants
• Interviews with participants
• Participants stories and journals
Performance

Most commonly cited lessons learned from summer youth programming are related to the importance of:

• Involving parents in the programming whether it is at the beginning, during, or at the end of the summer program;

• Promotion, ensuring community buy-in and/or ensuring consistent attendance;

• Partnerships and/or in-kind support for basics such as transportation or to enable more comprehensive programming;

• Earlier notification of funding decisions in order to reduce uncertainty and facilitate planning and timely promotion; and

• Having sufficient, well-trained staff.
Performance

Suggestions for improved performance measurement:

• Undertaking systematic pre and post assessments of the participants in various areas, but more specifically in relation to language skills;

• Including more qualitative indicators and contextual information (than is currently the case in the narrative reporting provided to IRCC);

• Developing guidelines and tools specifically to monitor and evaluate summer youth programs with a view to standardize the monitoring of progress toward expected outcomes across funded agencies.
### Proposed Performance Measurement Evaluation Framework (PMEF)

- Strong desire for a common framework with standardized performances measures
- Means of comparing progress towards expected outcomes across agencies
- Adopt PMEF to local contexts

<table>
<thead>
<tr>
<th>Intermediate outcomes</th>
<th>Indicator</th>
<th>Data source</th>
<th>Frequency of data collection</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informal approaches to language learning have been developed</td>
<td>a. Increased ability of youth to further improve their language skills (other than formal language education): average increase among youth, per program</td>
<td>Survey of participants for older youth and parents of young children, six months following program</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td>2. Community activities have encouraged connections with the community and other refugees and newcomers</td>
<td>a. Increased connections to and involvement with public institutions: historical and cultural sites: average increase among youth, per program</td>
<td>Survey of participants for older youth and parents of young children, six months following program</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Increase in peer-led activities and newcomer youth volunteers, per program</td>
<td>Reporting by funded agencies</td>
<td>Annually</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>a. Proportion of participants who are participating in other programs with the same agency, per program</td>
<td>Reporting by funded agencies</td>
<td>Annually</td>
<td>Baseline</td>
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<td>3. Increased youth engagement in school</td>
<td>a. Increased engagement with teachers: average increase among youth, per program</td>
<td>Survey of parents, six months following program</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Increased engagement with peers: average increase among youth, per program</td>
<td>Survey of parents, six months following program</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Parental perception of change in child’s behaviour in school (i.e., more positive behaviour in school, or attitude toward school, i.e., “like school”): average improvement among youth, per program</td>
<td>Survey of parents, six months following program</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td>4. Youth are better prepared for the Canadian labour market</td>
<td>a. Improved technical skills (e.g., computer skills), average improvement across youth per program</td>
<td>Survey of participants (only applies to older youth)</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Improved interpersonal skills, average improvement across youth per program</td>
<td>Survey of participants (only applies to older youth)</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Improved financial literacy, average improvement across youth per program</td>
<td>Survey of participants (only applies to older youth)</td>
<td>Annually</td>
<td>Baseline</td>
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<tr>
<td></td>
<td>a. Proportion of youth 16 and older engaged in the labour market</td>
<td>Survey of participants (only applies to older youth)</td>
<td>Annually</td>
<td>Baseline</td>
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</tbody>
</table>
Adapting Evaluation Results

Start with **WHY?**

**Team Culture**

- Innovative & Agile
- Outcome Based
- Performance Reflection
Dear Mr. Abdur, Thank you for making sure camp is fun for every kid there.

To: Abdur
From: Michael and Mackenzie
Thanks to all Participating Agencies

<table>
<thead>
<tr>
<th>Immigration, Refugees and Citizenship Canada (IRCC)</th>
<th>Saskatchewan Intercultural Association</th>
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<tbody>
<tr>
<td>South West Newcomer Welcome Center</td>
<td>Université Saint Boniface</td>
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<tr>
<td>The Humboldt Regional Newcomer Centre</td>
<td>Carrefour Nunavut</td>
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<tr>
<td>Portage Learning and Literacy Centre</td>
<td>Société du centre scolaire communautaire de Calgary (La Cité) Social Committee</td>
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<tr>
<td>Neepawa and Area Immigrant Settlement Services</td>
<td>Boys and Girls Clubs Big Brothers Big</td>
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<tr>
<td>Manitoba School Improvement Program</td>
<td>Sisters of Edmonton</td>
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<td>La Société franco-manitobaine (CAMP REVE)</td>
<td>Catholic Social Services</td>
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<td>Family Dynamics</td>
<td>Immigrant Services Calgary (ISC)</td>
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<tr>
<td>International Women of Saskatoon (IWS) LEAD</td>
<td>Calgary Catholic Immigration Society</td>
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<tr>
<td>Saskatoon Open Door Society (SODS) SSWIS</td>
<td>Action for Healthy Communities</td>
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<tr>
<td>Centre d’accueil et d’établissement du Nord de l’Alberta</td>
<td>Edmonton Immigrant Services Assn</td>
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<tr>
<td>C.A.R.E SS &amp; CC</td>
<td>EISA (Grand Prairie Center for New Comers)</td>
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<tr>
<td>LFS (Leth Bridge Family Services) NSS</td>
<td>Town of Banff (FCSS)</td>
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<td></td>
<td>Prairie Research Associates</td>
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Many Thanks