Lilypad Learning Foundation

Program Evaluation · 2025

Statistical Report 2025

Baseline attitudes toward financial literacy and the measured impact of Lilypad Learning's "Turn Your Cents Into Sense" workshops on the financial confidence, knowledge and behaviours of Alberta youth.

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ABOUT LILYPAD LEARNING FOUNDATION

Lilypad Learning Foundation is an Alberta registered not-for-profit organization dedicated to empowering youth through financial literacy. Founded by University of Calgary students, Lilypad delivers free, peer-led workshops in schools and community settings across Calgary and surrounding communities.

Legal name: Lilypad Learning Foundation · **Alberta Corporate Access Number:** 5027005866 · **Business Number:** 770270569

> **Notice regarding this report.** This document presents findings from program evaluations conducted in 2025. The data contained herein are derived from self-reported surveys administered to workshop participants and community members. While these findings provide valuable insight into program efficacy, they represent specific cohorts and are intended for informational and internal evaluation purposes.

INTRODUCTION

In 2025, Lilypad Learning hosted 13 financial literacy workshops, reaching approximately 150 youth in Alberta. This document presents findings from two kinds of measurement: baseline attitudes toward financial literacy reported by community members and students before any workshop, and workshop efficacy measured through pre- and post-session surveys.

Financial literacy is treated throughout as a construct with three pillars, each measured separately: **financial confidence**, **financial knowledge** and **financial behaviours**.

CONTENTS

PILLAR 1

Financial confidence

Belief in one's ability to manage money effectively.

PILLAR 2

Financial knowledge

Understanding of budgeting, debt, credit and investing.

PILLAR 3

Financial behaviours

Intent to act: open a savings account, build a budget, apply for credit responsibly.

2025 AT A GLANCE

$p < 0.001$
statistically significant increase in overall financial literacy after one workshop (N = 46)

95%
class average on the post-workshop knowledge quiz (October group)

59%
reported high or highest confidence managing finances after one session

72%
reported high or highest intention to take financial action

SECTION 1

Baseline attitudes toward financial literacy

Community members and workshop students were asked to report their attitudes toward financial literacy before attending any Lilypad Learning workshop. Baseline data were collected in two environments: a community outreach event dedicated to assessing Calgary-area need, reflecting Lilypad's commitment to including community perspectives when designing programming for underserved youth, and directly from students immediately before a workshop, to understand each group's attitudes going in.

Perceived importance of money management skills

Participants were asked to rate the importance they attributed to money management skills in their lives. The outreach event used a four-point scale, where 1 indicated "not important" and 4 indicated "extremely important." The aggregate response from 48 participants yielded a mean importance rating of **M = 3.63 ± 0.74**, suggesting a strong consensus regarding the value of financial literacy.

Notably, "extremely important" emerged as the most frequently selected response, endorsed by 33 of 48 respondents, approximately **69%** of the sample selecting the highest possible rating. The vast majority of survey participants endorsed the importance of financial literacy skills for youth.

Students attending the workshop were asked the same question on a seven-point scale, where 1 indicated "not very important" and 7 indicated "very important." The aggregate response from 49 students yielded a mean importance rating of **M = 5.94 ± 1.33**, again indicating high endorsement of the importance of financial literacy skills.

Community perceived importance of money management skills

Outreach event, N = 48, four-point scale

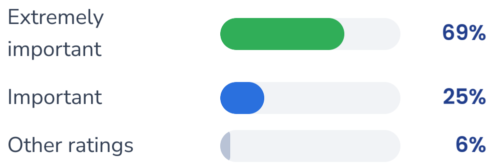

Figure 1. 33 of 48 respondents chose the highest rating; 12 chose "important"; 3 chose lower ratings.

5.94 / 7

Mean importance rating from workshop students before the session (N = 49, SD 1.33)

Frequency of financial discussions in the home

Understanding students' prior exposure to financial concepts is crucial for contextualizing their baseline knowledge. Respondents at the outreach event were asked how frequently their families discussed money-related topics at home, on a four-point scale from 1 ("never") to 4 ("often"). Analysis of 47 responses revealed a mean of **M = 3.26 ± 0.77**, suggesting most participants have regular exposure to financial discussions at home. Lilypad Learning therefore builds on this foundation while also reaching youth with less exposure, or exposure to misinformation and outdated information.

3.26 / 4

Mean frequency of money conversations at home (N = 47, SD 0.77). Most youth arrive with some baseline exposure; the workshop builds on it rather than starting from zero.

SECTION 2

Workshop intervention efficacy

The core objective of this evaluation is to assess the efficacy of the financial literacy workshop intervention. To measure workshop effectiveness, we employed pre-/post-intervention surveys and post-intervention surveys examining multiple outcome dimensions: financial confidence, financial knowledge and financial behaviours. The following analysis draws from respondents who participated in a workshop conducted on October 7, 2025 (N = 7), and a series of sessions conducted on December 8, 2025 (N = 51).

Overall financial literacy, before and after

Financial literacy scores before and after a Lilypad Learning workshop

December group, N = 46, composite score on a 1 to 5 scale

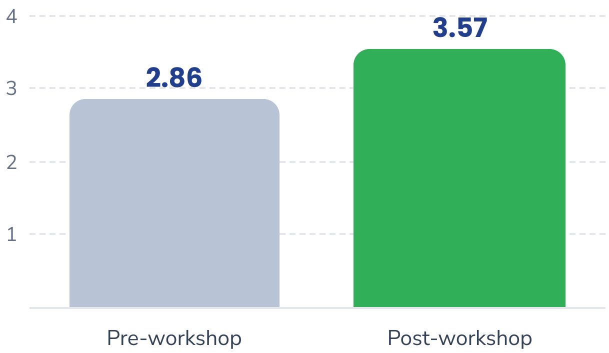

Figure 2. Mean composite financial literacy score rose from 2.86 to 3.57, a gain of 0.71 points, or roughly 25%.

As a composite score of financial literacy, the December group saw a **statistically significant increase** in overall financial literacy scores after the workshop, **$t(45) = 6.03$, $p < 0.001$**. Scores ranged from one to five, with five denoting a higher level of financial literacy.

What this means. A paired-samples t-test compares each student's own score before and after the session. A t-value of 6.03 with $p < 0.001$ means the improvement is very unlikely to be due to chance: fewer than 1 in 1,000 such results would occur if the workshop had no effect.

The following sections break the financial literacy construct into its constituent parts using the post-workshop survey.

Mean scores by facet after the workshop

Student financial literacy by facet, post-workshop

December group, five-point scales, higher is better

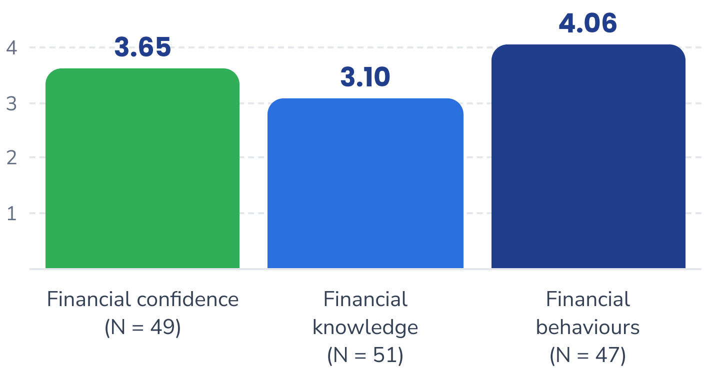

Figure 3. All three facets sit above the scale midpoint of 3 after a single session, with behavioural intent the strongest.

3.65
Confidence, SD 0.93

3.10
Knowledge, SD 0.88

4.06
Behaviours, SD 0.90

SECTION 2, CONTINUED

Financial confidence

Participants were asked to rate their confidence in managing their finances after attending one Lilypad Learning financial literacy workshop. The October group rated their confidence on a four-point scale, where 4 indicated higher confidence. This group reported a high mean confidence rating of **M = 3.21 ± 0.57**.

The December group rated their confidence on a similar five-point scale, where 5 indicated higher confidence. This group reported a moderately high mean confidence rating of **M = 3.65 ± 0.93**. In both groups, students rated high confidence in financial management after attending the workshop, with **59%** of respondents selecting "high" or "highest" confidence.

Student financial confidence after one workshop

Combined responses, N = 53, five-point scale

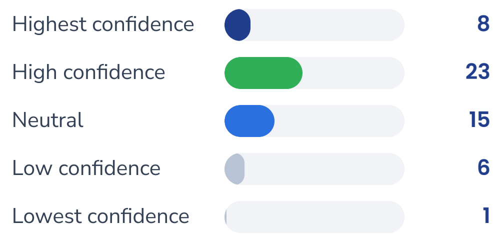

Figure 4. 31 of 53 students (59%) reported high or highest confidence; only 7 (13%) reported low or lowest.

Financial knowledge

Participants' financial knowledge was measured in two formats following the workshop. The October group demonstrated their knowledge retention and application of the learned material via a brief quiz. This group showed strong performance with a **class average of 95% correct responses**, denoting a high degree of financial knowledge retention.

The December group was asked to self-report their ability to explain financial concepts such as a budget and debt to another person, on a five-point scale where 5 indicated greater knowledge. This group reported a mean of **M = 3.10 ± 0.88**, an overall moderately high score of self-reported financial knowledge after the session.

95%

Class average on the post-workshop knowledge quiz, October group (N = 7)

Self-reported financial knowledge after the workshop

December group, N = 51, five-point scale

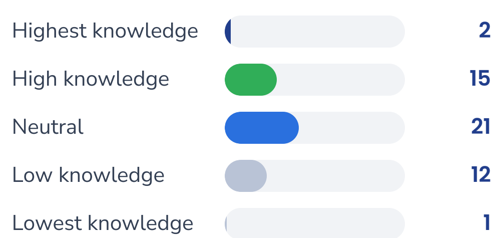

Figure 5. Self-rated knowledge clusters around neutral to high. Students tend to rate their own knowledge more conservatively than a quiz measures it.

SECTION 2, CONTINUED

Financial behaviours

The final pillar of financial literacy is financial behaviours, including, but not limited to, actively going to one's bank to open a savings account, applying for a credit card, and creating a budget. The December group rated their intention to act on the knowledge learned at the workshop on a five-point scale, where 5 indicated greater intent.

The mean rated intention to engage in financial behaviours was **M = 4.06 ± 0.90**, indicating a greatly inspired group of Albertan youth. **72%** of respondents reported high or highest intention, and not a single student selected the lowest option.

Intention to take financial action after the workshop

December group, N = 47, five-point scale

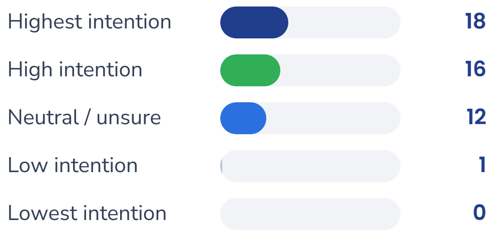

Figure 6. 34 of 47 students (72%) left intending to take a concrete financial action.

SECTION 3

Conclusion

The findings demonstrate that the financial literacy workshop program operates within the context of strong participant motivation, with most attendees already recognizing the importance of money management skills and arriving with some baseline exposure to financial concepts through family discussions. The intervention itself proved effective across multiple outcome dimensions, through high-rated financial confidence, financial knowledge and financial behaviours. These results provide encouraging evidence for the workshop's capacity to bolster financial literacy competencies among youth.

Confidence

59% high or highest after one session. Mean 3.65 / 5.

Knowledge

95% quiz average; self-rated mean 3.10 / 5.

Behaviours

72% high or highest intent to act. Mean 4.06 / 5.

Looking ahead. In 2026 Lilypad Learning will continue to administer pre- and post-session surveys at every workshop, expand the paired-sample design to all cohorts, and report results annually so partners, funders and communities can see the impact of the programs they support.