



Lilypad Learning Foundation Statistical Report 2025

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About Lilypad Learning Foundation:

Lilypad Learning Foundation is a registered non-profit organization dedicated to empowering youth through financial literacy.

- **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 is 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 [11] financial literacy workshops, reaching approximately [150] youth in Alberta.¹ This document presents the findings from various time points where community members and participants reported baseline attitudes towards financial literacy and workshop efficacy, respectively.

Baseline Assessment of Attitudes Towards Financial Literacy:

Members of the community and workshop students alike were asked to report on their attitudes towards financial literacy prior to attending any workshops provided by Lilypad Learning. These baseline assessments were utilized in two separate environments: firstly, at an outreach event dedicated to assessing Calgary-area community need. This assessment was essential to Lilypad Learning's commitment to offering workshops within communities in Alberta, with a particular emphasis on underserved youth. This collaborative spirit to include the community members' perspectives when developing programming directed to serving them is at the heart of many community-based programs and is similarly upheld in the Lilypad Learning team. The second environment in which these baseline assessments were directly from students immediately prior to completing the financial literacy workshop(s), in order to have an understanding of the groups' attitudes before the session(s).

Perceived Importance of Money Management Skills:

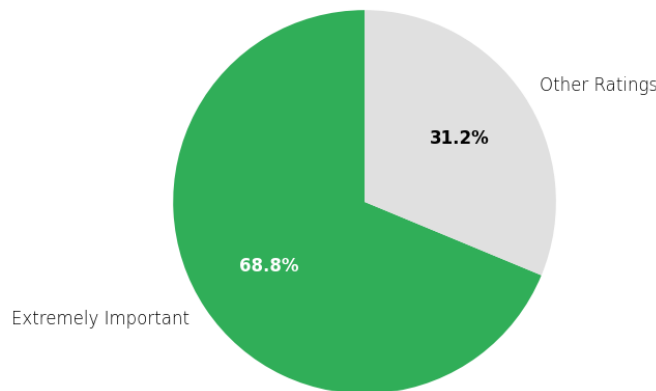
Participants were asked to rate the importance they attributed to money management skills in their lives. The outreach event used a four-point Likert scale, where 1 indicated 'not important' and 4 indicated 'extremely important'.² The aggregate response from 48 participants yielded a mean importance rating of $M = 3.63 \pm 0.74$, suggesting a strong consensus regarding the value of financial literacy. Notably, 'extremely important' emerged as the

¹ Participation numbers are approximate estimates based on attendance sheets and classroom headcounts recorded during the 2025 program year.

² Community outreach surveys utilized a 4-point Likert scale (1–4) to optimize for speed and ease of response in a public setting.

most frequently selected response option, endorsed by 33 out of 48 respondents. This represents approximately 69% of the sample population selecting the highest possible importance rating. The distribution of responses indicates that the vast majority of survey participants from this outreach event endorsed the importance of financial literacy skills for youth.

Community Perceived Importance of Money Management Skills (N=48)

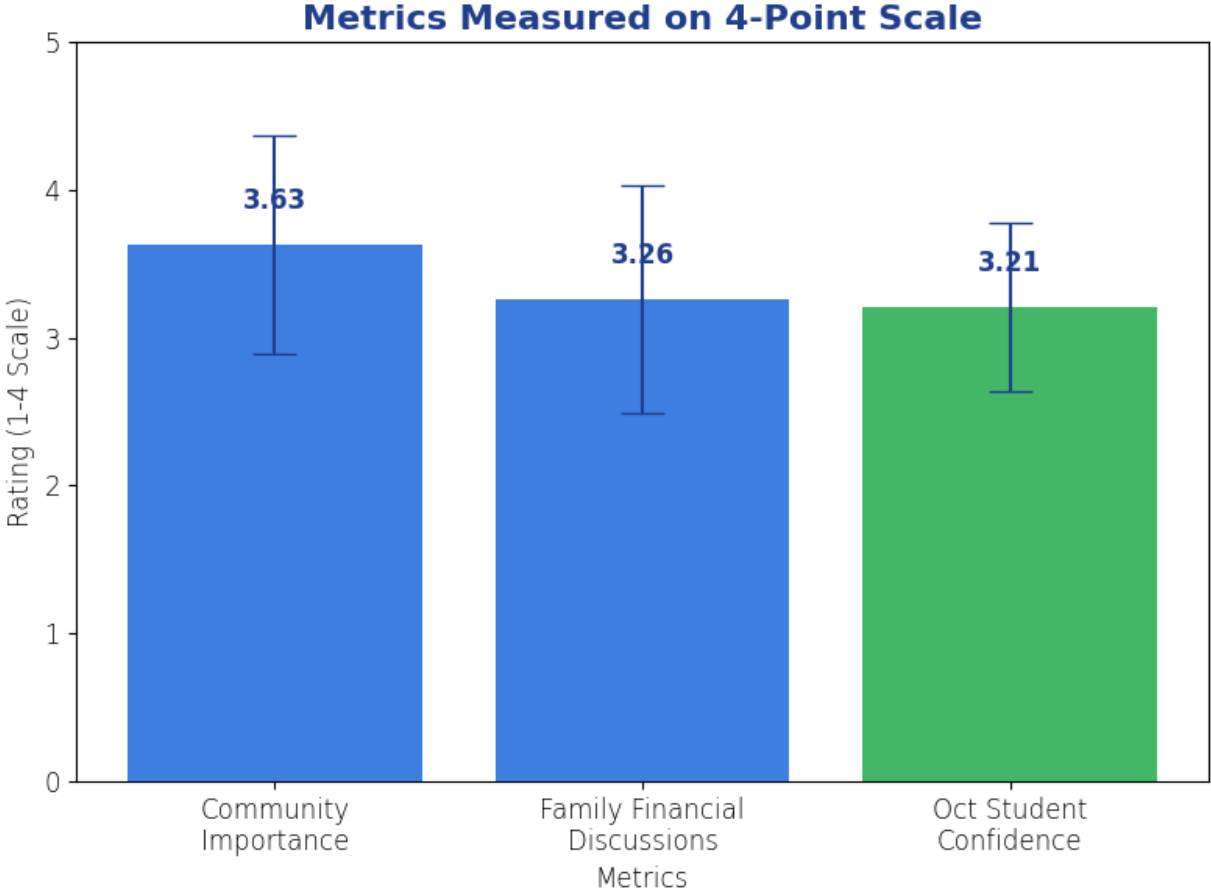


Students attending the workshop(s) were asked the same question of rating importance, on a seven-point Likert scale, where 1 indicated 'not very important,' and 7 indicated 'very important.' The aggregate response from 49 students yielded a mean importance rating of $M = 5.94 \pm 1.33$, again indicating a high rate of endorsement of the importance of financial literacy skills.

Frequency of Financial Discussions in the Home:

Understanding students' prior exposure to financial concepts is crucial for contextualizing their baseline knowledge. Respondents at the community outreach event were asked to indicate how frequently their families discussed money-related topics at home, using a four-point scale ranging from 1 ('never') to 4 ('often'). Analysis of 47 responses revealed a mean frequency rating of $M = 3.26 \pm 0.77$, suggesting that the majority of participants have regular exposure to financial discussions in their home environment. Lilypad Learning thus strives to build upon this foundational

knowledge, as well as reach out to youth who may have less exposure to financial concepts than their peers, or exposure to misinformation or non-contemporary information.



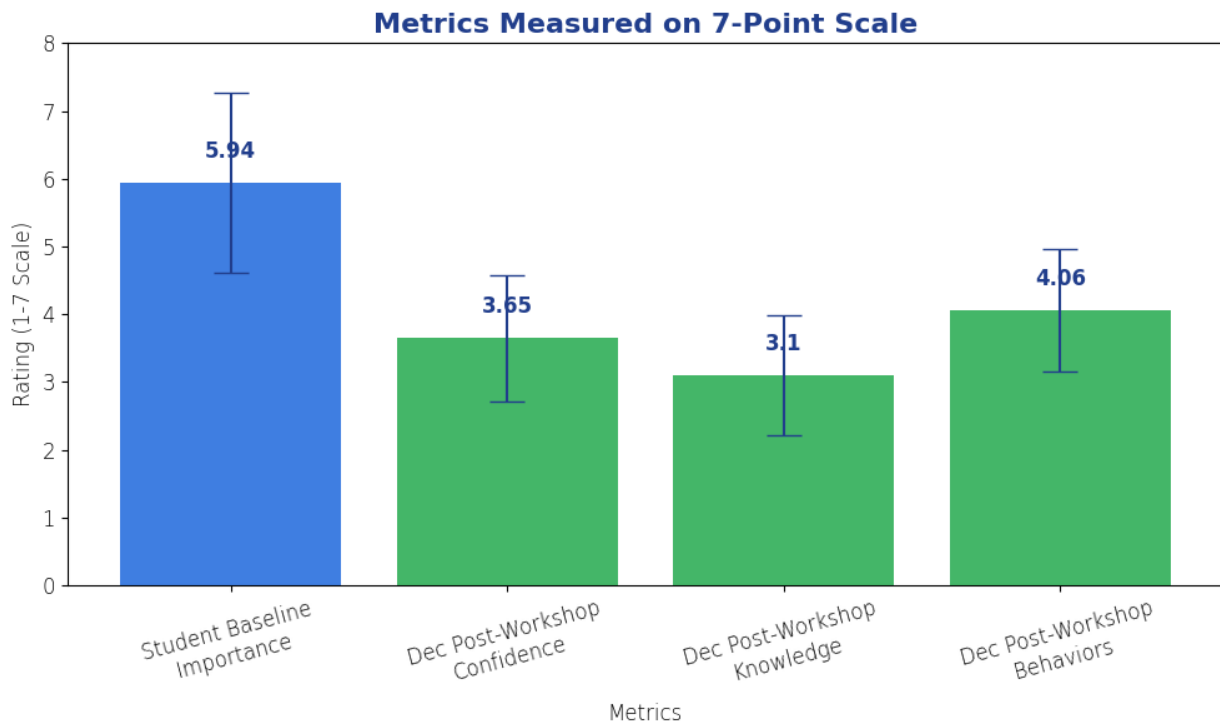
Workshop Intervention Efficacy:

The core objective of this evaluation is to assess the effectiveness of the financial literacy workshop intervention. To measure workshop efficacy, we employed a post-intervention survey methodology examining multiple outcome dimensions. The following analysis draws from data collected from seven respondents

who participated in a workshop session conducted on October 7, 2025 (N = 13), as well as a series of sessions conducted on December 8, 2025 (N = 51).³

Financial Confidence:

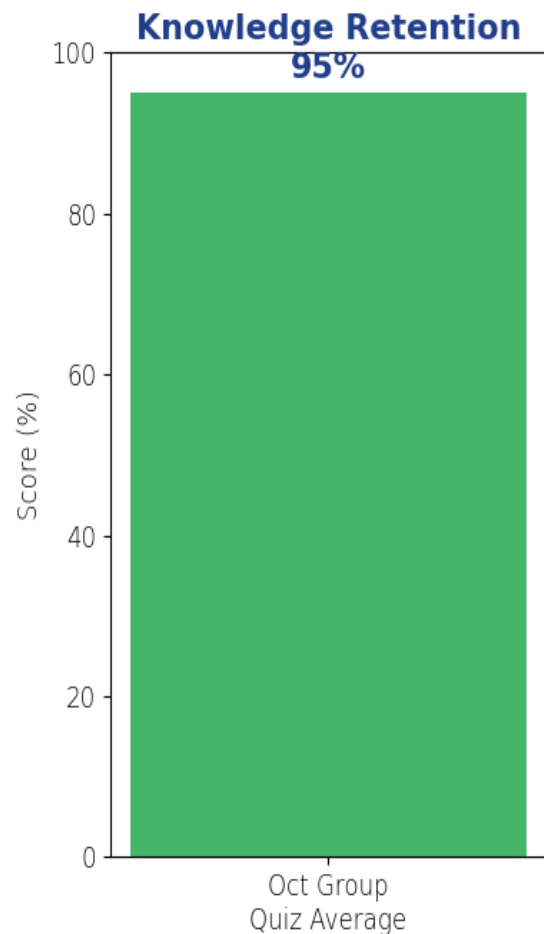
Participants were asked to rate their confidence in managing their finances after attending one Lilypad Learning financial literacy workshop. The October group rated their confidence on a four-point Likert scale, where 4 indicated higher confidence, and reported a mean confidence rating of $M = 3.21 \pm 0.57$. The December group rated their confidence on a seven-point Likert scale, where 7 indicated higher confidence, and reported a mean confidence rating of $M = 3.65 \pm 0.93$. In both groups, students rated high confidence in financial management after attending the Lilypad Learning workshop.



³ 'N' denotes the sample size (number of respondents). The evaluation protocol was updated in December 2025 to a 7-point Likert scale to allow for more granular data analysis. Direct numerical comparison between October (4-point) and December (7-point) means should be avoided.

Financial Knowledge:

Participants' financial knowledge was measured in two formats following the Lilypad Learning workshop. The October group was asked to demonstrate their knowledge retention and application of the learned material via a brief quiz. This group showed a 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 own ability to explain financial concepts such as a budget, debt, and others to another person, on a seven-point Likert scale, where a 7 indicates a greater knowledge. This group reported a mean of $M = 3.10 \pm 0.88$, showing an overall high score of self-reported financial knowledge after the session.



Financial Behaviors:

The final pillar of what constitutes financial literacy is financial behaviors, including, but not limited to, actively going to one's bank to open a savings account, apply for a credit card, and/or create a budget. The December group alone rated their intentions to avail of their knowledge learned at the Lilypad Learning financial literacy workshop through a seven-point Likert scale where a 7 indicated a greater intent. The mean rated intention to engage in financial behaviors was $M = 4.06 \pm 0.90$, indicating a greatly inspired group of Albertan youth.

Conclusion:

The evaluation findings demonstrate that the financial literacy workshop program operates within a 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 behaviors. These results provide encouraging evidence for the workshop's capacity to bolster financial literacy competencies among participants.



Lilypad Learning

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