

Report on the Evaluation of The After-School Physical Activity Pilot Initiative

Prepared for:

Department of Tourism, Culture and Recreation
Government of Newfoundland and Labrador

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Be Healthy and

ASPA ♡
Be Active!
Learn things!
Teamwork!



ASPA ♡
Get Exercise!
Have fun!
Hang with friends!

ASPA ♡

HAPPY!

ASPA ♡

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COMMENTS FROM ASPA PROJECTS:

This initiative made it possible to improve the interest, awareness and drive amongst many of our students. Throughout our school, fitness and activity have become the "buzz" throughout many days.

As teachers, this has been the best initiative ...it has been a learning curve but we are confident that we have it "down to a science", if you will, but still looking for better ways to do it, and how to use the money to benefit as many children as we possibly can...We had our "Spring registration" on Thursday evening [and] parents began to line up [before supper]!

Many children became active, which helped them build physical literacy, socialize with their peers and build positive mental health. It was an all around success for the school and surrounding communities. It gave opportunities to students who may never have had such opportunities.

This is the best program I have seen in all my years of teaching. The benefits are ten-fold. It benefits the physical, mental, and [social] aspect of the child. I cannot imagine our school without this program...it is all inclusive and is reaching students who in most cases would be disadvantaged in being able to participate in such activity.

List of Abbreviations

Abbreviation	Description
AES	Advanced Education and Skills
ASPA	After-School Physical Activity Initiative
CS4L	Canadian Sport for Life
CYN	Community Youth Network
DPA	Daily physical activity
FMS	Fundamental Movement Skills
GGI	Goss Gilroy Inc.
HCS	Department of Health and Community Services
HSHS	Healthy Students Healthy Schools Initiative
MUN	Memorial University of Newfoundland
NL	Newfoundland and Labrador
PHE Canada	Physical and Health Education Canada
PN	Participation Nation
PHCD	Principles of Healthy Child Development
PYD	Positive Youth Development
RFP	Request for Proposals
RNL	Recreation Newfoundland and Labrador
SNL	Sport Newfoundland and Labrador
SSNL	School Sports Newfoundland and Labrador
TCR	Department of Tourism, Culture and Recreation

1.0 INTRODUCTION

This report is in fulfillment of a contract between Goss Gilroy Inc. (GGI) and the Department of Tourism, Culture and Recreation (TCR) for an evaluation of the After-School Physical Activity Pilot Initiative (ASPA). This was an outcome focused evaluation being conducted at the end of the initiative's initial two year pilot period (2011-2012 to 2012-2013).¹

The evaluation was focused primarily on assessing the design and delivery of the ASPA and its outcomes in relation to physical activity levels of youth ages 9 to15 (grades 4 to 9) in the after-school time period (3:00-6:00 pm) and capacity building to support and sustain this activity. GGI conducted this evaluation over the February to May 2014 period. Of note, GGI engaged Kellie Baker, Senior Lecturer at the School of Human Kinetics and Recreation, Memorial University of Newfoundland (MUN), to provide expert advice to the evaluation team.

2.0 BACKGROUND ON THE AFTER-SCHOOL PHYSICAL ACTIVITY INITIATIVE

2.1 The need for programming

The 2007-2009 Canadian Health Measures Survey was the first national comprehensive assessment of children and youth in over two decades. The results showed a significant deterioration regardless of sex or age. In particular, muscular strength and flexibility had decreased and all measures of adiposity had increased. Children surveyed were taller, heavier, fatter and weaker than in 1981. The survey report noted that these trends are particularly important given the strength of evidence demonstrating the health consequences of childhood obesity and the benefits of physical activity to childhood health and wellness.²

2.2 The policy and program response

In response to these trends, federal, provincial and territorial ministers responsible for sport, physical activity and recreation in Canada set pan-Canadian targets to increase physical activity levels of children and youth in 2008. Governments continue to set pan-Canadian policies for healthy, active living for this target population.

¹ Planning and developing the ASPA began in the fall of 2010 with the first schools participating in January 2012.

² Statistics Canada. March 2010. Fitness of Canadian children and youth: Results from the 2007-2009 Canadian Health Measures Survey. Catalogue no. 82-003-XPE.

For example, in August of 2009, Federal, Provincial and Territorial Ministers responsible for Sport, Physical Activity and Recreation agreed that the After School Time Period would be a strategic policy opportunity. In 2011, the ministers endorsed *Curbing Childhood Obesity: A Federal, Provincial and Territorial Framework for Action to Promote Healthy Weights*.³ In 2012, they also endorsed an updated Canadian Sport Policy, which guides governments, institutions and organizations committed to enhancing participation in sport.⁴ The ministers' Multi-Sectoral Framework for *Action on the After-School Time Period* identifies opportunities for collaboration to increase physical activity and reduce sedentary after-school activities.⁵

In Newfoundland and Labrador, the 2011 Speech from the Throne noted the link between unhealthy diet and physical inactivity to the relatively high rate of diabetes and the prevalence of certain chronic disease risk factors such as obesity in communities in Newfoundland and Labrador (NL). The same Speech cited the intention to build on TCR's 2007 *Active, Healthy Newfoundland and Labrador: A Recreation and Sport Strategy for Newfoundland and Labrador* to better integrate physical activity into the daily lives of people of all ages.

The ASPA was funded in the 2011 Budget subsequent to this Speech from the Throne. The initiative addresses one aspect of student health and wellness – after-school activity – that fits within the mandate of TCR.

The vision set out for the Province in TCR's Provincial Recreation and Sport Strategy is a "vibrant and active population safely participating in physical activity, recreation and sport at all levels for quality of life, improved health, enhanced social interaction, personal fulfillment and excellence, all within a system that is safe, equitable, ethical and accountable." The Strategy directs Government and its partners to "increase participation [of residents in NL] in recreation and sport and physical activity" and is seen as part of a broader health promotion and disease prevention initiative. The Strategy also recognizes the critical roles played by various sports and recreation organizations in the Province, e.g., Recreation Newfoundland and Labrador (RNL), Sport Newfoundland and Labrador (SNL), and School Sports Newfoundland and Labrador (SSNL).⁶

Goal Three of TCR's *Strategic Plan 2011-12 to 2013-14* is that by March 31, 2013, the Department "will have enhanced physical activity opportunities for children and youth." The ASPA is the main component towards achieving this Goal. However, the Plan recognized that

³ Canadian Intergovernmental Conference Secretariat. Press Release - Federal, Provincial and Territorial Ministers Endorse Canadian Sport Policy and Renew Commitment to Sport, Physical Activity and Healthy Weights in Canada. June 2012. Available from www.scics.gc.ca/english/conferences.asp?a=viewdocument&id=1739.

⁴ Canadian Intergovernmental Conference Secretariat. Available from www.scics.gc.ca/english/conferences.asp?a=viewdocument&id=1739.

⁵ Further information on the Framework is available from <http://lin.ca/sites/default/files/attachments/MSFA.pdf>.

⁶ This Strategy can be found at www.tcr.gov.nl.ca/tcr/publications/2007/active_healthyNL.pdf.

“[m]any children and youth had not availed of after-school physical activity programs because of a lack of transportation, skills, training, equipment, facilities and volunteers.”⁷

2.3 ASPA in the broader NL policy context

The ASPA is one of a number of complementary NL policy initiatives in the education, health and social sectors aimed at increasing the wellness and physical activity of children and youth. These provide a broader context for the ASPA and are briefly described below.

The ASPA supports the Department of Health and Community Services’ (HCS) 2006-2008 *Achieving Health and Wellness: Provincial Wellness Plan for Newfoundland and Labrador* (Phase 1). One of the Plan’s initiatives, “Healthy Students, Healthy Schools” [HSHS], focuses on physical activity guidelines, as well as other aspects of healthy living (e.g., school food guidelines).⁸

The Department of Education takes a lead role in the physical activity aspect of the Wellness Plan through its revised physical education curriculum and the Active Schools Program. This Program aims to incorporate 20 minutes of Daily Physical Activity (DPA) mostly in the classroom setting, and during days on which the students do not have physical education.

According to the *Canadian Physical Activity Guidelines* (2011) of the Canadian Society for Exercise Physiology,⁹ children and youth need at least 60 minutes of moderate-to-vigorous physical activity on a daily basis. The combination of the ASPA and the DPA in schools, supported by these broader policy initiatives to promote wellness, contribute to the capacity in NL to meet these national Guidelines.

The Poverty Reduction Strategy recognizes the importance of initiatives (including wellness and physical education) that will result in more students maintaining or developing an attachment to school and graduating. Specific initiatives funded by departments within this horizontal strategy contribute to this aim. One example relevant to the ASPA is the MacMorran Community Centre - Rennie’s River Elementary project, where snacks provided by the Kids Eat Smart program (funded through the Poverty Reduction Strategy) are provided to youth participating in their ASPA project.

⁷ TCR. Strategic Plan 2011-2-12 to 2013-14. June 2011. Pg. 15. Available from www.tcr.gov.nl.ca/tcr/publications/2011/tcr_strategic_plan2011_14.pdf.

⁸ Further information on the Provincial Wellness Plan is available from www.health.gov.nl.ca/health/wellnesshealthyliving/nlprovincialwellnessplan.pdf.

⁹ Further information on these guidelines is available from www.csep.ca/english/view.asp?x=804.

The principle of ensuring accessibility to sport and recreational opportunities through reduction of barriers to participation is a key component in all of these strategies and plans.

2.4 Overview of the ASPA¹⁰

The ASPA is designed to enhance the physical well-being of children and youth by supporting after-school physical activity initiatives that result in more opportunities for children and youth to be active. Specifically, it is designed to assist school-community partnerships to increase physical activity opportunities during the after-school time period for children and youth in grades 4 to 9 (ages 9 to 15) by providing funding to help offset the barriers that limit participation in physical activity including transportation, cost/fees, availability of quality programs and leadership.

More specifically, the goals of the ASPA are to:

- increase physical activity opportunities in the after-school time period from 3:00 p.m. – 6:00 p.m. for the target group, at least two days a week
- increase participation in physical activity by children/youth who have limited access to physical activity opportunities in the after-school time period
- increase physical activity opportunities for girls
- be inclusive of youth with disabilities
- develop partnerships between schools and their communities
- increase the skills and knowledge of volunteers and community leaders
- promote physical activity as an important component of wellness in the after-school time period.

Funding

Funding for the ASPA pilot was up to \$25,000 per year for each of the 2011-2012 and 2012-2013 school years. Of note, the ASPA pilot funding was extended beyond this initial two year period to encompass the 2013-2014 school year. This was intended to enable additional learning in relation to facilitating after-school physical activity for children and youth, although the funding allocation changed in this final year (see section 6.2.1).

¹⁰ The description of the initiative was gathered from a number of documents including TCR's 2011 *After School Physical Activity Initiative Call for Proposals – Information and Guidelines*, which is available from www.tcr.gov.nl.ca/tcr/formsandApplications/activity_initiative/2_call_for_proposals.pdf.

The ASPA funding can support transportation, leadership, supervision and activity costs/fees, modest equipment purchases (e.g., ropes, balls, nets) and disability-related adaptations and accommodations. Applicants can request up to \$1,000 for structural changes to accommodate children and youth with disabilities.

At the outset of the ASPA, ineligible expenses included large capital requests, travel for sports teams, advertising, technology (e.g., computers), and core operating expenses such as utilities and rental of school facilities. There were some changes in these funding guidelines as the project evolved (see section 6.2.2).

Support

TCR has provided a level of support in the implementation, monitoring and evaluation phases of the projects. Leadership and training in High Five®, Fundamental Movement Skills (FMS) and Community Coaching were available from RNL to funded ASPA projects at no cost.

Partners

A minimum of two “key” partners (co-applicants) are required for the ASPA projects. Co-applicants must include a community partner and a school or family of schools. Additional partners might include recognized Provincial Sport Organization members, recreation departments/municipalities, community-based volunteer groups, Community Youth Networks (CYNs), Regional Wellness Coalitions, health authorities, and/or not-for-profit recreation groups. An association or committee of community volunteers affiliated with a municipal council or local service district is an eligible partner.

Resources

Between 2011-12 and 2013-14 TCR and HCS contributed a total of \$1,234,000 to the ASPA: \$1,034,000 for project costs, and \$140,000 for program support to RNL for leadership training as well as \$60,000 for evaluation and monitoring.

2.5 Funded ASPA projects

A Request for Proposals (RFP) was issued by TCR in early May 2011 to school districts, schools and community groups/partners seeking proposals for the ASPA. The submission date was approximately a month later in early June. Relevant project material was posted on TCR's website to support the application process and detailed guidelines (which described the ASPA, its intent, and eligible activities) were provided to potential applicants. There was a "tip sheet" which provided a list of suggestions for getting started – e.g., convening a meeting of potential partners to identify barriers to participation as well as solutions and discuss a potential proposal. As well, there was a sample application form and a series of scenarios which described how the ASPA could support addressing barriers to after-school physical activity; and examples of some program ideas and after-school community policies to support the initiative. It was identified that successful proposals that met the goals and criteria identified in the RFP would be funded up to a maximum of \$25,000 per year for two years.

2.5.1 The ASPA projects

In response to the RFP for the ASPA, 62 proposals were received with schools being the primary applicants. Co-applicants included, for example, municipalities, community centres, CYNs and local recreation/wellness groups. Most applications were received from the Avalon, Western and Central regions with fewer received from Eastern (4) and Labrador (3).

Following an internal Provincial review process, 25 projects were selected to receive ASPA project funding (See Table 2.1). While it had been anticipated that the successful ASPA applicants would be notified in the summer of 2011 for a project start date of September 2011, delays were experienced. Successful and unsuccessful ASPA applicants were notified in early December 2012.

Funds provided for the ASPA projects during the pilot years ranged from \$10,000 to 25,000 with the majority of projects (16) receiving \$18,000+; of these 16 projects, most (13) received \$20000+.

TABLE 2.1: SUCCESSFUL ASPA PROJECTS AND THEIR ALLOCATED PROJECT FUNDING

Recipient	Maximum Amount Eligible Per School Year
Balboa Elementary and the Clarendville Athletic Recreation Association	\$25,000
Baltimore School and the Community Youth Network	\$23,000
Crescent Collegiate and the Town of Long Harbour	\$23,000
New World Island Regional Recreation and New World Island Academy	\$23,000
St. Thomas Aquinas and the Town of Port Au Port East	\$23,000
Conrad Fitzgerald Academy and St. Jacques-Coombs Cove Town Council	\$22,000
Copper Ridge Academy and the Advocate Youth Services Co-op	\$21,000
Indian River High-Indian River Academy and Ice Cap Youth Centre	\$21,000
Labrador Straits Academy and the Labrador Straits Regional Recreation Board	\$20,000
Presentation Junior High and the Dunfield Park Community Centre	\$20,000
St. Matthew's Elementary and Parkside Community Centre	\$20,000
Stephenville Elementary and the Leisure and Recreation Council	\$20,000
Viking Trail Academy and the Town of Bird Cove	\$20,000
Heritage Collegiate and the Town of Musgravetown	\$18,000
Holy Cross Junior High and the Froude Ave Community Centre	\$18,000
MacMorran Community Centre and Rennies River Elementary	\$18,000
Green Bay South Academy and the Town of Roberts Arm	17,000
Bay Bulls-Bauline Association (St. Bernards Elementary and Mobile Central High) and the Southern Avalon Community Youth Network	\$16,000
Hampden Academy and Dove Memorial Recreation Committee	\$12,000
Memorial Academy and the Botwood Boys and Girls Club	\$12,000
Epiphany Elementary and the Heart's Delight-Islington Recreation Committee	\$11,000
St. Lawrence Academy and the St. Lawrence Community Youth Network	\$11,000
Catalina Elementary and the Bonavista Area Community Youth Network	\$10,000
Henry Gordon Academy and Cartwright Recreation Committee	\$10,000
Millcrest Academy and the Corduroy Brook Trail Association	\$10,000

2.6 The intent of the ASPA evaluation

As previously stated, this was an outcome-focused evaluation conducted at the end of the initial two-year pilot period for the ASPA. The questions to be addressed in this evaluation fell into the following themes.

A. Design and Delivery

- What barriers to participation were identified/confirmed by participants?
- To what extent were barriers to participation in the after-school time period addressed?
- How has RNL succeeded in delivering the training component?
- Was adequate support and communication available in order to successfully operate the ASPA?

B. Outcomes - Capacity Building

- To what extent did the ASPA help develop partnerships between the school and community?
- To what extent did the ASPA increase the skills and knowledge of volunteers and community leaders in physical activity, recreation and sport?
- To what extent did the ASPA promote physical activity as an important component of wellness in the after-school time period?

C. Outcomes – Physical Activity

- To what extent did the ASPA increase opportunities for physical activity in the after-school time period (3:00-6:00 pm) for youth ages 9 to 15 (grades 4 to 9)?
- To what extent did the ASPA increase physical activity opportunities for girls?
- To what extent was the ASPA inclusive of students with disabilities?
- To what extent did the ASPA increase participation in physical activity by children/youth who have limited access to physical activity opportunities in the after-school time period?
- To what extent did participants enjoy their after-school physical activities and express an interest in continuing participation given the opportunity?
- Did the ASPA have any unintended outcomes?
- To what extent has the ASPA influenced participants' engagement in recreation and physical activity outside of their program?

- What factors external to the ASPA influence its success (including other government and education initiatives focused on wellness)?

Moving forward and sustainability

- Should the ASPA be continued and expanded? If so, what are the options for supporting continuation and expansion of the ASPA in a sustainable manner?

3.0 METHODOLOGY

The ASPA evaluation was overseen by an advisory committee of TCR staff, including the provincial ASPA Coordinator. Jaime Collins, a Senior Policy Analyst in TCR’s Recreation and Sport Division, was the primary contact person for the evaluation. The advisory committee reviewed and approved the evaluation methodology, as well as all related consultation tools.

A number of methodologies were employed in this evaluation including:

- Document review/identification of effective practices
- Data review and analysis
- Key informant interviews
- Case studies of selected ASPA projects
- Surveys of those who coordinated after-school activities at the 25 ASPA projects. (For ease of reporting, the term “ASPA projects” refers to the projects undertaken by the schools/community organizations which received ASPA funding.)
- Surveys of youth in grades 7 to 9 who participated in the ASPA projects
- Art activities with students in grades 4 to 6 who participated in the ASPA projects

Each of these methodologies is explained in more detail in the following sections.

3.1 Document review

The intent of the document review was primarily to inform the assessment of the design and delivery of the ASPA. Documents reviewed included:

- Documents informing the ASPA’s inception and development
- The ASPA’s Evaluation Framework

- The ASPA's project application and reporting forms
- The ASPA projects' funding guidelines
- A sample of completed ASPA project applications and reports
- TCR's Annual Performance Report 2012-13
- Documents/websites which informed the effective practices review (see section 3.1.1).

3.1.1 Effective practices

A key component of the ASPA evaluation was to identify practices deemed effective in designing and implementing after-school physical activity programs. Sources reviewed to identify effective practices in this regard are listed in Appendix "A".

As well, individuals consulted for this evaluation (at both the provincial and the ASPA project levels) were asked to identify effective practices for after-school physical activity programs.

3.2 Provincial-level key informant interviews

Interviews were held with nine key informants from the provincial government and provincial non-governmental sport/recreation organizations with an involvement and/or interest in the ASPA. These interviews focused on the relevance of the initiative, its design and delivery, achievement of its intended outcomes and perspectives on its continuation. Informants were drawn from the following:

- Department of Tourism, Culture and Recreation - Senior Executive and staff, including the Project Coordinator
- Department of Health and Community Services – Healthy Living Division
- Members of the Provincial interdepartmental After-School Physical Activity Committee (led by TCR) established to explore after-school physical activity initiatives/programs
- Newfoundland and Labrador English School District
- Recreation Newfoundland and Labrador
- School Sports Newfoundland and Labrador

All of the informants have a focus on physical activity as a component of their mandates and most have years of experience in this field – at a policy and/or program level. In total, nine interviews were conducted. Key informant guides used for these interviews are found in Appendix "B".

For the purposes of reporting, these informants will be called "provincial informants".

3.3 Information gathering from the ASPA projects

It was important to gather a rich body of information at the individual school level in order to understand how the ASPA projects were implemented and what impacts were being observed in relation to each of the evaluation indicators, and to inform future actions in the ASPA program design and implementation. We gathered information using a number of approaches, including a survey of project coordinators and case studies of four selected ASPA projects.

In advance of making contact with the ASPA projects, we consulted the NL English School District to identify their requirements for conducting our consultations with the schools. We were required to complete and submit a Research Request Checklist to the District. We subsequently received approval to conduct the research in the schools subject to a number of conditions, which are detailed in Appendix “C”. Of note, a copy of these conditions was provided to each of the ASPA projects in advance of any consultations being held.

3.3.1 Case studies of selected ASPA projects

Case studies were conducted with four of the ASPA projects that represented various school contexts and which were considered to be innovative and/or could provide lessons on the ASPA. The focus was on learning about how each project had been implemented, partnerships formed, challenges which had arisen and been addressed, outcomes achieved, and any plans for sustaining the projects. The ASPA projects were selected in consultation with the evaluation advisory committee based on the following criteria:

- One project from each region – Eastern, Central, Western and Labrador
- Mix of rural and urban schools
- Mix of contexts (e.g., types of physical activities implemented, target student groups engaged)
- Projects that are considered by TCR to be innovative and which provide lessons learned on what works/effective practices

The four ASPA projects which were chosen to be the subject of the case studies are shown in Table 3.1

TABLE 3.1: CASE STUDY PROJECTS

CRITERION		
Region	Name of school	Target group engaged (grades)
Eastern		
St. John's	Holy Cross Junior High	7 to 9
Central		
Botwood	Memorial Academy	4 to 6
Western		
Port au Port	St. Thomas Aquinas	4 to 8
Labrador		
Cartwright	Cartwright Recreation	3 to 12 (extended ages due to low school population)

Conducting the school case studies

Contact was made with a lead person at each school (the Principal and/or Project Coordinator), who helped to organize the consultation process for their ASPA project. Consultations were done via telephone over the mid-March to early April time period, as informants were available

Each case study process included:

- a review of the school's ASPA project application, budgets and revised budgets, mid-term and final reports as available
- a review of any project-level documentation related to the initiatives in each school (e.g., newsletter, media reports) and on school websites
- an interview with the school principal and/or ASPA Project Coordinator (as in some schools the principal was the Coordinator), a project partner and volunteer (as available). At least three interviews were held for each case study.

In total, fourteen informants were interviewed for the case studies including two principals, two principals/ASPA Project Coordinators, two physical education teachers/ASPA Project Coordinators, six partners, one volunteer and one grade 12 student leader.

For ease of reporting, those interviewed for the case studies will be referred to as "case study informants".

- an art activity with elementary school students where this was the ASPA project's target group

- surveys with junior high school students where this was the ASPA project's target group

Target groups

As can be seen in Table 3.1, the case study schools included the target groups expected for the ASPA, i.e. grades 4 to 6 and 7 to 9. However, for various reasons these target groups for the ASPA project were either expanded or scaled back in each of the schools.

- In one of the ASPA projects, elementary school students had participated one afternoon and junior high students another afternoon. However, the project was unable to maintain sufficient participation from the older students so they sought and received approval from TCR to convert the second afternoon's activities into a second weekly session for elementary school students.
- One of the ASPA projects included grades K to 3 students in some of the activities.
- Another of the ASPA projects included some grade 6 students from a feeder school and former grade 9 students who were very interested in one of the "girls only" activities.
- The fourth ASPA project identified that they were planning to include only grades 5 and 6 for the 2013-2014 school year, although they had included grades 4 to 6 during years one and two of their ASPA project. This change arose due to the difficulty retaining volunteers and the program becoming onerous for the ASPA Project Coordinator because of the numbers of students coming. It was reported that this change was discussed with and approved by TCR.

Reporting

Of note, while the results from the case studies cannot be extrapolated across all of the ASPA projects, they did allow for an in-depth exploration of the after-school physical activities in the four schools, thus providing more in-depth lessons on effective practices in implementing these projects as well as impacts on the various stakeholders.

3.3.2 Survey of the ASPA Project Coordinators

A survey form was developed for completion by the ASPA "Project Coordinators" (i.e., those who coordinated the after-school physical activities at their site) who were not being consulted as part of a case study. The survey form was in Word format and emailed to the 21 coordinators for completion and return via email, fax or mail. In total 17 surveys were returned. As two of

the ASPA projects have self-selected out of the ASPA this year¹¹, the rate of return was 89% (17 out of a possible 19 responses). Of the 17 surveys returned, 94% came from the ASPA project school sites; the remaining 6% came from a community organization site. The survey is found in Appendix “D”.

Approximately 88% of those who responded to the survey (the “project respondents”) cited being the ASPA Project Coordinator with the remaining respondents stating they were a leader, instructor, organizer and/or volunteer. The ASPA Project Coordinators were primarily principals, assistant principals or teachers.

About 60% of the project respondents had been in their position with their ASPA project for three years with just over one-quarter of the respondents being involved for two years. The remaining project respondents had been involved with their ASPA projects for one year.

The project respondents identified their ASPA projects’ co-applicants as including, for example, CYNs, recreation/sports committees and associations, towns, schools and/or community centres.

Please note that percentages reported for the survey results throughout this report do not always add to 100% because of rounding.

3.3.3 Input of the ASPA projects' participants

Students who participated in all of the ASPA projects were considered a key source of information on the relevance of the initiative, its impact on students' opportunities for physical and recreational activities, as well as any impacts it is having on their engagement in physical activity outside of the initiative. The following approaches were used to gather the students' input.

➤ Grades 4 to 6

Participating students at each of the ASPA projects (case study and non-case study projects) were asked to draw a picture of how the ASPA activities make them feel and/or what they like best about the activities. Parental consent was gathered for this process.

We collaborated with the ASPA Project Coordinators to organize these activities. The names of the students who submitted art were gathered by the ASPA Project Coordinators and provided on a separate sheet to respect the students' anonymity.

¹¹ The two ASPA projects which chose not to participate in the ASPA for the 2013-2014 time frame did not participate in any way in the consultation for the evaluation.

It is important to restate that grades K to 3 students were participating in some of the ASPA projects and a few of the Project Coordinators requested that we include these students in the art activity.

In total, 398 pieces of art were received from students participating in 10 of the ASPA projects¹²: 36 pieces from students in grades K to 3 and 362 pieces from students in grades 4 to 6. Two of the ASPA projects submitted art from both these grade levels; the remaining eight schools submitted art from students in grades 4 to 6.

Of note, we sought and received permission from some of the ASPA projects to include art completed by their students in this report. To maintain confidentiality, neither the school nor the student is named.

➤ **Grades 7 to 9**

A short survey questionnaire was developed to gather input from grades 7 to 9 students participating in the ASPA projects. This survey sought students' opinions on their ASPA project and the impact it is having on them, as well as any recommendations they have for changes to the activities. Parental consent was gathered for this survey process. A copy of the survey is found in Appendix "E".

Students' names were gathered by the ASPA Project Coordinators and provided on a separate sheet – no names were included on the survey to ensure anonymity of the students who responded (“student respondents”).

It is important to state that students in grades 10 to 12 were participating in a few of the ASPA projects and some of the Project Coordinators submitted surveys from this grade level. We have considered their survey responses separately from those received from the student respondents in grades 7 to 9.

In total 395 student surveys were returned from 11 of the ASPA projects: 266 surveys from students in grades 7 to 9 and 129 surveys from students in grades 10 to 12. Seven of the ASPA projects submitted surveys from both grade levels; the remaining projects submitted surveys from students in grades 7 to 9.

¹² The two ASPA projects which chose not to participate in the ASPA for the 2013-2014 time frame did not submit any student art and so at a maximum we could have expected art from 23 ASPA projects.

Due to the volume of surveys received, we have analyzed questions of most relevance to this evaluation as follows:

- *How often students took part in activities*
- *As a result of taking part in the after-school physical activities with their school, they:* (students could check all that applied)
 - I like taking part in the after-school physical activities
 - I feel more confident
 - I have more energy
 - I look forward to being active
 - I have made new friends
 - I have met new people
 - I have learned new skills
 - I am better at solving problems
 - I am more active when I am not in school (on the weekends/in the evenings)
 - I have learned how to be a leader
 - I am **not** interested in doing after-school activities
 - I do **not** like to do physical activity
 - I am **not** active on the weekends/in the evenings
 - I have **not** learned any new skills
 - I have **not** learned much
- *The three most important things the after-school physical activities have done for the students.* Students were asked to list three things. We collated the responses into a number of themes:
 - Accessibility to activities/increased opportunities
 - Increased physical activity/fitness
 - Increased energy
 - Increased self esteem/happiness/well-being
 - Meeting new people
 - Time with peers/teamwork
 - Fun/involvement/something to do after school
 - Learning new skills/improved existing skills
 - Learned leadership skills

- *Without the after-school activities students would have been:*
 - Less physically active
 - Just as physically active
 - More physically active

Please note that percentages reported for the survey results throughout this report do not always add to 100% because of rounding.

Incentive

To encourage participation by both elementary and junior high school students in the art and survey processes respectively, a draw was held for four \$25 cash prizes to be provided to two students from each of the grades 4 to 6 and 7 to 9 levels. As well, and to be fair, we also awarded one \$25 cash prize to students in each of the grades K to 3 and 10 to 12 levels. As noted earlier, some schools provided a list of the students who submitted art or surveys. In those cases, each name was entered into the draw. In cases where students' names were not provided, the name of the school was entered into the draw an equal number of times with the number of pieces of art and/or surveys submitted from the school.

3.4 Analysis of administrative data

It was proposed that data on the ASPA would be obtained from TCR and analyzed to provide quantitative evidence to complement the qualitative evidence gathered through the other evaluation methods. However, it is important to acknowledge that at the outset of this evaluation our capacity to analyze data was understood to be facilitated or constrained, depending on what was readily available.

We were provided a significant amount of information on the ASPA projects (including copies of all project reports) in relation to, for example, the type, number and scope of the ASPA projects' activities. However, due to an inconsistent reporting format, as well as a lack of codes/categories to capture specific project level information (e.g., baseline numbers of student participants, number of students participating a week/month following project implementation, number of girls participating) we were constrained in the depth of data analysis which could be undertaken with the pre-evaluation data.

FINDINGS

4.0 UNDERSTANDING OF THE ASPA

All of the provincial and case study informants understood that the ASPA was designed to increase physical activity in the after-school time period for youth in grades 4 to 9 with some specifically referencing its focus on eliminating barriers (e.g., financial and transportation) to this participation. Some of the case study informants also highlighted that the ASPA was designed to encourage more girls' participation in physical activities, highlight physical activity as an integral part of life, contribute to the development of positive attitudes around wellness and/or contribute to a healthier lifestyle. One key informant stated that they saw a key element of the ASPA as providing venues for relaxed physical activity versus high-intensity, competitive sports.

A number of the provincial and case study informants also said the ASPA had a significant focus on engaging communities and developing partnerships. As described by some of these informants, the initiative was designed to avail of the existing expertise in the community so as to create a culture of strategic partnerships to support physical activity for children and youth.

Two of the provincial informants felt that the time frame for engaging students in physical activity should be more flexible and include, for example, activities during lunch time or on weekends.

5.0 THE ASPA'S ALIGNMENT WITH OTHER GOVERNMENT/PROVINCIAL INITIATIVES AND EFFORTS

5.1 Alignment with government initiatives and efforts

The provincial informants who could comment on the ASPA's alignment with other government initiatives/efforts felt that it was well-aligned with TCR's Provincial Recreation and Sport Strategy and more generally its overall direction. As previously referenced in section 2.2, this Strategy and TCR's Strategic Plan focus on increasing participation of the province's residents, including children and youth, in recreation and sport and physical activity.

The ASPA also is considered to be well-aligned with HCS efforts in relation to improving provincial wellness. As detailed in HCS Provincial Wellness Plan, one of its eight priorities is physical activity,

Increasing the number of people who are physically active: Being physically active is an important part of living healthy. While it is important for everyone to be active, there are factors which limit our ability to be physically active. Our efforts to improve physical activity levels and reduce physical inactivity must aim to increase opportunities to become active and reduce the barriers that keep us from being physically active.¹³

As well, the Provincial Wellness Plan (like the ASPA) has a focus on community capacity building to support achievement of its outcomes (i.e., the wellness priorities). For example, its

Provincial Wellness Grants program provides needed funds often required by community organizations to start up or build on programs and projects that support health and wellness, including physical activity programs, at the community level.

TCR, HCS and the Department of Education also are partners in the development and implementation of the HSHS. This initiative aims to create, support and promote healthy school environments for students and foster healthy lifestyles for life. Their Living Healthy Schools website provides a range of information designed to facilitate health and wellness including, for example, the Canadian Physical Activity Guidelines and the Living Healthy Commotions Booklet.

As previously stated in section 2.2, the ASPA also supports the intent of the Poverty Reduction Strategy which recognizes the importance of initiatives (including wellness and physical education) that will result in more students maintaining or developing an attachment to school and graduating.

Considerations

While the ASPA's alignment with provincial policy is clear, it appears that the initiative is less well-aligned with the related government programs that could have supported the funded ASPA projects. During the planning stages of the ASPA, a comprehensive environmental scan and inventory should have been undertaken at the provincial government level to determine what existing programs and initiatives could have supported the design and implementation of the ASPA. Further, the ASPA applicants could have been provided information on and links to these resources which they could

¹³The Provincial Wellness Plan, Pg. 19. Available from www.health.gov.nl.ca/health/wellnesshealthyliving/nlprovincialwellnessplan.pdf.

have considered when developing their proposals for funding and, for those who were subsequently funded, in building capacity for their after-school physical activities. As an example, the ASPA applicants and successful proponents could have been provided information on the Regional Wellness Coalitions' grants which could support healthy snacks, materials, supplies and/or equipment for after-school physical activities. In addition, the HSHS website provides a list of resources which include those designed to support increased physical activity and overall healthy living.

If the ASPA is to continue, then TCR should work with its partner departments to undertake a comprehensive scan to identify the programs, resources and/or initiatives which could support future ASPA applicants, as well as those continuing with their ASPA projects, to plan for and build sustainable programming.

5.2. Alignment with provincial non-governmental initiatives and efforts

The ASPA aligns with the mandates of, and is complementary to, a number of provincial-level recreation/sport organizations, in particular RNL and SSNL, although some provincial informants stated that this relationship has not been maximized and requires strengthening.

RNL is a province wide, non-profit organization that promotes the values and benefits of recreation. As stated in its mission, "RNL is the provincial voice promoting and fostering the spirit and practice of recreation for all. We provide a full range of services to enhance members' ability to deliver recreation throughout Newfoundland and Labrador."¹⁴

While provincial informants felt the ASPA aligns in principle with the overall mandate of RNL, some stated that this has not translated into effective collaborative activity designed to increase rates of after-school physical activity and participation, inclusion and/or community capacity building. For example, while RNL was engaged early on in the ASPA's evolution to play a significant role in relation to providing training to the ASPA projects, some challenges were encountered which impacted the effective and efficient roll-out of this training. Section 9.0 speaks in more detail to the need to strengthen the relationship between RNL and the ASPA.

SSNL's mission as detailed on its website is "to organize, promote and govern all school sports within the province, assisting student athletes in reaching their full physical, educational and social potential through participation and sportsmanship in interscholastic sport."¹⁵ Through

¹⁴ RNL's mission statement is found at www.recreationnl.com/us/.

¹⁵ SSNL's mission statement is found at www.schoolsportsnl.ca/pages.aspx?id=8.

School Sports activities, students in grades 4 to 12 from schools all across the province engage in activities that promote healthy lifestyles, sportsmanship and responsibility.

While SSNL was not officially recognized as a partner for the ASPA, the complementarity is evident. However, the ASPA has not effectively capitalized on this alignment. As noted by half of the provincial informants, the ASPA has to some degree duplicated programs being run by SSNL, in particular, its after-school Participation Nation (PN)¹⁶ Unplugged program¹⁷ which also is funded by TCR.

As described on the SSNL website, PN Unplugged is a program that helps reduce the amount of screen time both elementary and high school students spend watching TV, playing video games, browsing the Internet and using smart phones in the after-school time slot. Physical activity, nutrition and volunteerism are key components of the program. SSNL provides free training to high school students and these students (volunteer program leaders) subsequently implement the PN Unplugged program to grades 4 to 6 under the supervision of a teacher. The program requires an after-school time slot at least one day per week and access to schools' physical education equipment. SSNL supplies free milk and a nutrition grant to be used to provide a healthy snack before the program. Of note, PN Unplugged does not provide funding to offset barriers to participation in the after-school time period identified through the research for the ASPA.

Considerations

If SSNL had been engaged at the outset of the ASPA design by TCR, this would have facilitated complementarity of activity and mitigated duplication of effort. Its PN Unplugged Program, in particular, could have been implemented by the ASPA projects which might have had less expertise on which to draw in designing/implementing physical activities and which would have benefited from a "ready-made" program and the opportunity for free training to build its volunteer and leadership capacity, and thus contribute to its sustainability. It also would have been helpful to include the PN Unplugged program as one of those highlighted in the original ASPA guidelines for applications.

¹⁶ As described on the SSNL website, Participation Nation is a program that is intended to complement the physical education/health programs that schools are already offering by getting students who normally only participate in required physical education classes to not only be more active, but feel good about participation. To do this requires a safe and enjoyable sport environment free from criticism of skill levels and pressures to succeed both by "making teams" and winning. The program is a strictly non-competitive program. It prides itself on a "cut-free" environment where no student who wishes to play a sport or activity will be "cut" from a team. Further information on PN is available from www.schoolsportsnl.ca/participation-nation/pages.aspx?id=8.

¹⁷ Further information about PN Unplugged is available from SSNL's website - www.schoolsportsnl.ca/participation-nation/pn-unplugged.aspx.

If the ASPA is to continue, then TCR should work with key provincial non-governmental sports and recreation umbrella organizations to determine avenues for collaborative activity designed to maximize resources and expertise which could support the ASPA projects.

6.0 PROJECT DESIGN AND FRAMEWORK

6.1 Project design

6.1.1 Initiation

The ASPA was developed under the auspices of a Provincial Interdepartmental After-School Physical Activity Committee which had the following terms of reference:

To advise the Department of Tourism, Culture and Recreation on a strategy to address and support the after-school time as a key intervention for addressing the physical activity levels of school-age children and youth. The strategy is to be based on best practices, evidence and research as to the most effective means of getting children active in the after-school period and suggest a way to distribute the funding and evaluate the outcomes.

Chaired by a Sports and Recreation Consultant, the Committee had representation from HCS, Education and Human Resources Labour and Employment (now Advanced Education and Skills – AES) and reported to the Assistant Deputy Minister of TCR. It met several times over early Fall 2010 to draft a framework for a pilot project based on review of research and evidence in relation to facilitating activity in the after-school period.

Considerations

While the efforts of the Interdepartmental Committee in informing the ASPA are not in doubt, it is again noted that consultation with external and/or potential partners such as RNL and SSNL would have further informed the design and implementation of the initiative. Should TCR move forward with the ASPA, it is suggested that, at a minimum, it engage RNL and SSNL in further designing and developing this initiative.

6.1.2 Project staff

Once the ASPA was designed and rolled out, the Recreation and Sport Consultant, who had been leading the committee established to develop the initiative, became the Provincial Coordinator. While there is no formalized written job description, the Coordinator was

responsible for overseeing communication on the initiative, funding and related administration, and more generally supporting the ASPA projects by, for example, providing guidance, responding to questions, trouble-shooting, gathering feedback, monitoring their activities and reporting requirements, and supporting the ASPA evaluation. The position reported initially to the Director of Recreation and Sport but as this position was vacant for a time the Coordinator reported to the Assistant Deputy Minister, TCR, until a new Director had been engaged.

Discussions with some of the provincial informants suggest that there was not a shared and clear understanding of the Project Coordinator's role leading to some level of frustration in relation to project administration.

Considerations

While it is to be expected that there would be some evolution of staff's roles and responsibilities within a pilot project, it is always prudent to ensure that at the outset of the pilot, there are formal written job descriptions for all project staff. This facilitates a shared understanding of staff's roles, responsibilities and accountabilities, including lines of reporting.

Should the ASPA continue, it is recommended that clear job descriptions be developed for any associated staff, in advance of the next iteration of the initiative.

6.2 Monitoring and accountability

6.2.1 Funding

As previously stated, each of the ASPA projects had submitted a potential project budget based on the maximum \$25,000 available. Given that year one of the ASPA was a shorter than anticipated time period for project implementation (January to June 2012), the ASPA projects were requested to supply an amended budget and as required, to revise their activity plan, to reflect the shorter period. Some of the projects modified their funding request but many cited enhanced activities as a rationale for maintaining the same budget. However, even those projects that provided a modified budget were given the amount requested in their original application, as TCR anticipated that the ASPA projects would enhance and expand their activities. At the end of year one, the ASPA projects were required to provide a report of activities and budget update.

For year two of the ASPA (September 2012 to June 2013), the ASPA projects were required to submit a new budget outlining their funding requirements and reflecting any remaining funds from year one. The ASPA projects received the full amount which they had been provided in

year one based on direction from TCR to use the surplus funding to further enhance or extend their activities.

At the end of year two, and on review of the ASPA projects' expenditures, it was noted that most had funds remaining from the first two years. Therefore, for the 2013-2014 period, all projects received the difference of their original annual funding amount, less that which they were carrying over.

A review of the ASPA project funding allotments for the 2013-2014 period identified that many of the projects received less than 30% of their annual allocation, with a small number receiving no additional funding, because of the amount of funds which these projects had carried over. Only about 35% of the ASPA projects received the same or a comparable amount of funds as in each of the first two years.

Considerations

While the ASPA projects could be provided up to \$25,000 for each of the pilot years, it is evident that many schools did not require this level of funding per year. Going forward, should the ASPA be continued, there will be a need for a new funding formula which better reflects the funding needs for projects. Of note, if the projects are well-supported by partners/their communities, it is expected that per project funding will be significantly less than the maximum funding of \$25,000 offered in years one and two of the ASPA pilot.

TCR should continue to require the ASPA projects to provide an annual budget report and submit receipts for project expenditures. This detail will further inform any needed changes to the ASPA funding formula and project guidelines as required.

6.2.2 Funding guidelines

Throughout the course of the ASPA and for the current project year (2013-2014), the ASPA projects were provided funding guidelines, in particular eligible and ineligible expenses. These guidelines have evolved over the course of the ASPA, with some of the existing guidelines amended and new guidelines added in response to what has been learned through the pilot as well as to reinforce criteria when it was noted some of the ASPA projects were contravening guidelines.

For example, at the outset of the ASPA, it was felt that snacks should not be an allowable project expense. However, it was noted by some of the ASPA projects that provision of snacks was important for students' participation (e.g., in terms of energy levels) and so for year three

(2013-14), the ASPA projects can spend a maximum of \$400 towards healthy snacks (i.e., snacks which follow the school food guidelines) for the student participants.

As another example, over the course of the ASPA it was identified that there was a need to develop clear criteria regarding expenditures of funds on field trips to ensure that the ASPA projects were not overspending on this often one-time activity to the detriment of more comprehensive physical activities over the course of a project year.

Considerations

The ASPA funding guidelines have evolved in an effort to more specifically speak to issues and activities which have emerged over the pilot years. Should the ASPA continue, it will be important to continue to provide funding guidelines to support applicants in their budgetary planning and expenditures. These guidelines must be sufficiently comprehensive to ensure clarity but at the same time must allow a degree of flexibility for unique situations which might occasionally arise.

6.3 Data collection

Early in 2012, the ASPA projects were provided a list of reporting requirements which included a Midterm Report (including a report on expenditures) at the end of year one, as well as a work plan and budget for year two. On completion of year two, they had to submit a Final Report including a report of expenditures and receipts, and provide a work plan and budget for the current pilot year (2013-2014).

Early in year one, the ASPA projects also were asked to keep weekly records of attendance which were then provided on a monthly basis to the Provincial Coordinator using a form developed for this purpose. The ASPA projects had to list each activity done each day and record the number of students that participated. A review of these attendance sheets identifies that there is no consistency across projects on how data is recorded with some projects recording the total number of participants, some recording the number of boys and girls and others providing wide-ranging estimates of the numbers who participated – e.g., 37 to 150. As well, it is clear that some of the ASPA projects are not detailing a true picture of their attendance given they list the exact same number of participants over several weeks of activities – which is highly unlikely if one considers, for example, students who cannot participate from time to time and sick days.

The case study informants and project respondents who were involved in and/or could speak to data collection processes identified that they collect the required data as per TCR's request. Just over 40% of the project respondents (n=16) said they had encountered challenges in data collection/reporting with most citing difficulty finding time in their schedule (as most were

teachers/principals) to collect and report on data. A small number cited inconsistency in data collection as different people were assigned to this task.

A critical element for determining the extent of success of the ASPA is the change in the number of opportunities for physical activity for the target group in the after-school time period. A major constraint in that regard is the lack of good baseline data. Applicants were asked to identify the number of students participating in their after-school physical activities pre-ASPA but there was no further baseline data gathered from those who subsequently were awarded funding to run the ASPA projects. Examples of data which should have been requested include, for example, gender/ages/grades of those participating (including the number of unique students) and numbers of students with disabilities. Similar information could have been requested at the end of each of the ASPA pilot years for comparison.

As stated in section 3.4, we were constrained in our efforts to analyze the existing ASPA data due to it not being available in an easily accessible and consistent format. The need for more efficient data collection processes was recognized by a number of provincial informants who spoke to the need for such mechanisms to enable effective monitoring of the ASPA projects and assessment of their impacts (and return on investment) as well as more broadly achievement of the ASPA outcomes and the extent of its overall success.

Considerations

Having a well-defined data collection system for a pilot project is critical to supporting its evolution (e.g., trends which inform the direction of the project) and the overall assessment of its outcomes. Should the ASPA be continued, TCR must ensure that there are effective data collection and reporting systems in place. If current projects continue and as new projects are funded, baseline data will be critical for determining change in the type and degree of students' physical activity levels as well as the profile of those participating.

The ASPA projects must be provided clear direction for collecting and reporting on data. This must be a very streamlined process so as to ensure accurate collection/reporting across projects, while respecting the time required by the ASPA Project Coordinators and/or others involved in the projects to engage in this activity.

The ASPA application and reporting forms should be amended to ensure the ASPA projects are reporting on, for example, their successes/challenges in carrying out the activities identified in their applications, and changes in their students' baseline participation rates. As well, these forms should be designed to enable ease of data extraction and analysis.

Data collected should be analyzed on an annual basis as this will facilitate, for example, identification of issues and trends which must be considered for the overall initiative, as well as project-related concerns which must be mitigated.

6.4 Overall monitoring and accountability

Efforts have been made to facilitate accountability at the project level through, for example, the data collection processes noted previously. As well, the ASPA projects were required to submit reports at the end of year one and year two and updated work plans for each subsequent year (including the current 2013-2014 year) in advance of receiving funding to undertake their projects in these years. However, it is noted that on completion of year one, some projects were provided funding even if their reports were not submitted to TCR in a timely manner and/or in advance of the start of year two. This has not occurred for the current year (2013-2014), as it was reported that project funding was not released until the required reports were submitted.

Considerations

A review of the ASPA's initial project application form, as well as its project work plan and reporting templates, identifies that revisions are required to ensure the level of information captured and reported on better reflects the critical indicators required to inform success of the project and overall achievement of the initiative's outcomes.

In addition, project-level site visits would further ensure accountability of the ASPA projects in relation to, for example, undertaking safe and quality after-school physical activities and related engagement of the target groups. See section 7.4 for further discussion of site visits.

7.0 THE ASPA PROJECTS

As detailed earlier, 25 projects were selected to be funded through the ASPA. For year one of the ASPA, one of the projects was not implemented due to school-related challenges. All 25 of the ASPA projects were active in year two of the ASPA. Currently, in the September 2013-June 2014 period, 23 schools are participating. The remaining two schools cited a lack of on-site capacity to carry out their ASPA programs and chose not to participate.



7.1 Promotion of the ASPA projects

The case study informants and project respondents reported using many and varied mechanisms for advertising their ASPA programs including Synervoice, websites, social media – Facebook, school newsletters, school announcements, posters, bulletin board displays, assemblies, physical education classes, yearbooks, staff meetings and/or Project Coordinators visiting classrooms. Some projects were profiled in the media, e.g. local newspapers and radio. A number of the project respondents also stated that they informed parents about their ASPA projects at School Council meetings, via email and memos, and during meet-the-teacher/curriculum night and parent/teacher nights.

7.2 Activities offered

7.2.1 Range and type of after-school physical activities

All of the ASPA projects (including the case study school projects) offered an array of after-school physical activities including, for example, badminton, ball hockey, basketball, bowling, boxing, cheerleading, curling, dance/Zumba, floor hockey, hide and seek, hiking, ice hockey, PN/PN Unplugged, snowshoeing, soccer, softball, swimming, table tennis, tag, track-and-field/running, Ultimate Frisbee, Wii dance fitness, and/or a variety of games and skills activities.

7.2.2 Number of after-school physical activities

The case study informants identified that they had run at least seven physical activities over years one and two of the ASPA. Eighty-two percent of all of the project respondents (n=17) reported doing between four to eight physical activities in years one and two, with approximately half of this group reporting a slight increase in the number of activities from year one to year two. Of the remaining project respondents, 6% reported doing 13 physical activities in year one and 19 in year two; the other 12% reported doing one or two activities.

Only 12% of the project respondents reported doing fewer physical activities in year two – in each case reducing the number of activities by one or two.

One of the project respondents said that when they offered a lot of activities their numbers per activity decreased. They consulted with their students who suggested that they offer a number of core activities. This project respondent said that their ASPA project moved to this approach and also supplemented these offerings with specific sessional type activities (e.g., a number of

weeks of swimming). A small number of the case study informants noted that they also sought their students' input on what activities to run.

New/Built-on activities

All of the project respondents identified they had built on their existing after-school physical activities in year one or two. As well, about 53% of the project respondents said they had added one to four new activities in year one; 24% said they had added five to seven new activities. The remaining respondents had either added no new activities or added more than seven new activities in year one. In the second year, 77% had kept the same number of activities or added a small number of new ones.

The case study informants did not specifically identify whether their activities were new or built on existing activities.

7.2.3 Frequency of after-school physical activities (per week)

The case study informants reported their after-school physical activities ran from two to five days a week with some schools running simultaneous activities during their sessions – sometimes for different age groups and/or genders. Informants at one of the case study schools noted they tried simultaneous activities but it was problematic due to the number of students in the gym at one time. Other schools offered “blocks” of programming – e.g., eight weeks of basketball followed by eight weeks of volleyball. Two of the schools stated that they had taken their students off-site for planned events (e.g., bowling) monthly or "on occasion". One of the schools was running one lunch-time activity as it was the only time the instructor for the activity was available. They had received permission from TCR for this change from after school to lunch time.

The project respondents generally reported running their after-school physical activities once or twice a week and, depending on the number of activities they were undertaking, these projects could have been running activities up to four or five days a week.

Considerations

The ASPA projects varied significantly in relation to the number and type of activities implemented for their students.

It should be reinforced to the ASPA project proponents that in designing their projects, they must consult with their target student groups to seek their perspectives on what activities would engage their interest. This approach is supported by the literature which identifies that in any after-school program, it is important to consider children/youth

(and their families) as partners, granting them a degree of choice and enabling opportunities for autonomy (see publications by Ward, S. & Parker, M., and Catalano, R.F., et al).

Consultations with students should be done in an informal group setting and/or with a formal survey – depending on the age level of the students in question. Such an approach increases the likelihood that the resulting activities are of interest to the target groups and thus that they will participate. A caution, however, is that in trying to meet the needs of the vocal majority consideration be given to the minority voice to ensure that activities are responsive to the continuum of students' interests. One approach to responding to these minority interests is to offer "free" or "unstructured" time during which activities of interest to this group of students might be offered.

7.2.4 Number of weeks of after-school physical activity

The ASPA projects were required, as per the funding guidelines, to run after-school physical activities for a minimum of 15 weeks in year one and 25 weeks in year two. A review of information provided by TCR indicates that out of the 24 ASPA projects that had run after-school physical activities in year one, 38% had run their activities from 15 to 20 weeks and the same percentage of projects had run their activities from 10 to 14 weeks. The remaining 29% of the ASPA projects had run their activities for two to six weeks.

In the second year of the ASPA, and based on the information that was available from 21 of the ASPA projects, 52% ran their activities from 25 to 35 weeks; 29% ran their activities from 17 to 22 weeks; the remaining ASPA projects had run their activities from 7 to 13 weeks.

Of note, some of the projects which met the target for number of weeks of activity in year one did not meet the target in year two and vice versa.

Considerations

Given the shorter time frame for the ASPA project implementation in year one, it is not surprising that some of these projects did not meet the required target of 15 weeks of activity. In year two however, this trend continued with almost 50% not meeting the target of 25 weeks. It also is clear that there may be constraints in being able to meet a requirement for 25 weeks of activities.

We are suggesting that schools at a minimum should aim to do two sessions a week of after-school physical activity for 15 to 20 weeks based on a review of available project information and in contemplation of the school year's schedule and times during which it would be more challenging to run activities. For example, with September being a

“wind-up” and June being a “wind-down” period (and, for some, exam time) and with December and January/February being busy due to weather-related closures, post-holidays, winter carnivals and/or exams, then the most opportune time for physical activities is about five months or approximately 20-22 weeks maximum.

It is also suggested that it be clearly conveyed to schools that if they do not meet this annual requirement, without good reason, their opportunities for future funding will be diminished.

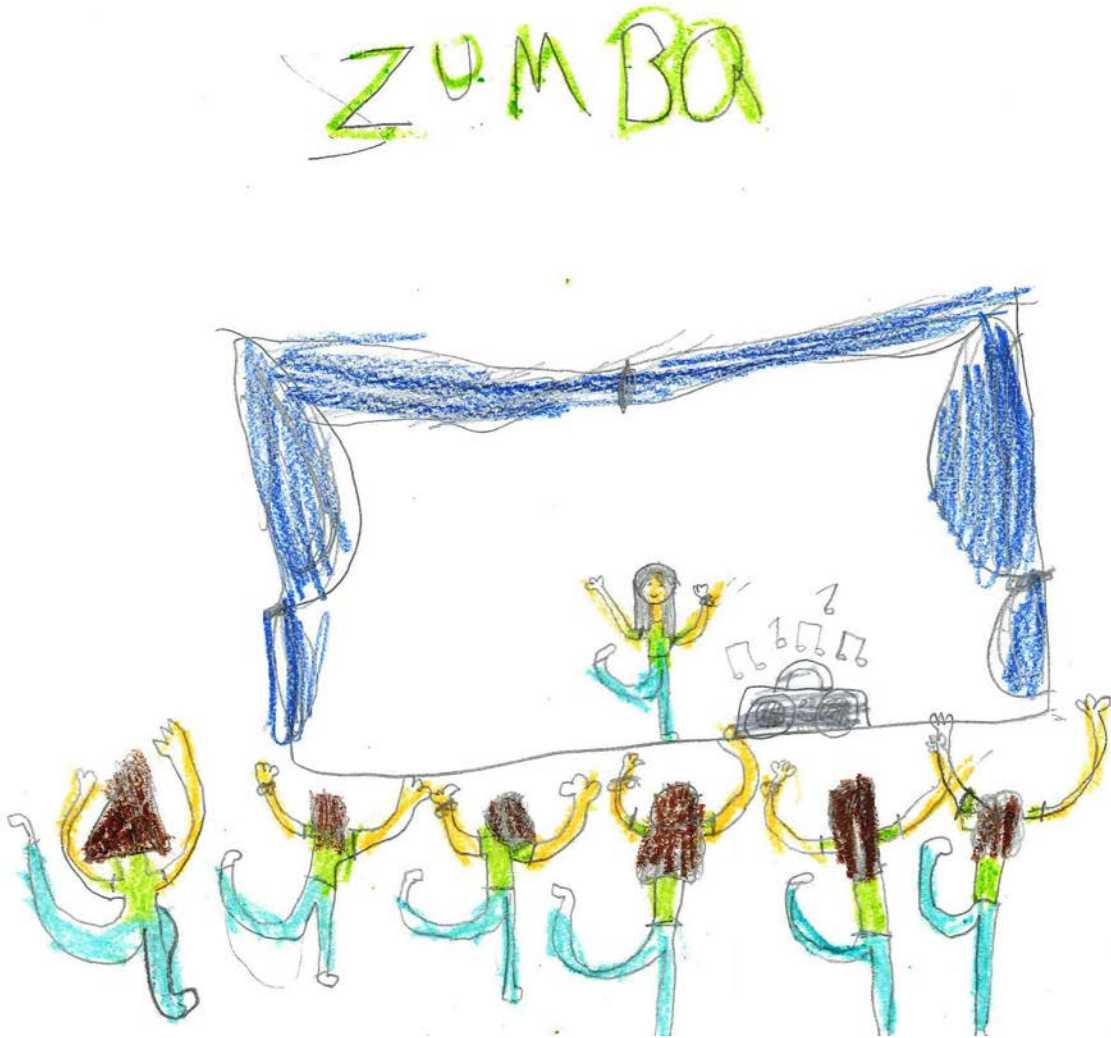
7.3 “Girls only” activities

All of the case study schools had implemented “girls only” physical activities - one to two up to six to seven programs over the course of their projects. The “girls only” activities included badminton, basketball, cross-country skiing, curling, fitness, volleyball, weight training, and Zumba/dance.

Eighty-eight percent of all of the project respondents said they had run “girls only” activities in year one; 82% had run these activities in year two. Only one of the project respondents said their site had not run “girls only” activities in either year primarily because they offered a limited number of activities in which they had high numbers of girls participating.

Some of the case study informants and project respondents spoke positively about the “girls only” approach, noting that the activities were well-received and attended. A number of the case study informants also cited challenges in engaging and maintaining “girls only” participation in their ASPA project activities, due to scheduling conflicts with other sports activities in which the girls were participating (e.g., figure skating) and/or their lack of interest in staying after school. It was noted that changing the timing of programs and/or ongoing encouragement for girls to stay and participate helped with engagement.

One of the case study schools only offered “girls only” activities in year one. In year two, these activities were discontinued due to low attendance and/or because the numbers coming were insufficient to play certain games/sports so the “girls only” activities were dropped in favor of co-ed activities. In year two, two of the ASPA project respondents also reported discontinuing “girls only” activities; one ASPA project instituted “girls only” activities.



7.4 Safety and quality of activities

The case study informants were asked how they ensured safety and quality of their after-school physical activities.

In terms of safety, the case study informants reported having supervised activities with the Project Coordinators generally on-site or checking-in. Many of those involved in oversight of activities, including some student leaders, were trained in First Aid. Rules for activities/engagement/contact also were explained to students. Other case study informants reported keeping strict attendance and checklists detailing which students were off-site, their mode of travel and when they arrived back. Attention was paid to ensuring activity areas were hazard-free.

As a step to addressing safety of the after-school physical activities, the ASPA funding guidelines for year two stated that all activities had to adhere to school guidelines for safety (e.g., supervision ratios). If an ASPA project's respective school condoned the activities, then these were deemed to be safe.

The case study informants reported that their ASPA projects had attended to quality although some had a more stringent framework in that regard. In one school, each group-based physical activity had to have a certified instructor; another school reporting bringing in experienced instructors/coaches for activities. Some informants also spoke to gathering student and instructor feedback about programs as a way to ensure ongoing quality.

Considerations

The ASPA guidelines do not overtly focus on the importance of the ASPA projects ensuring quality of their offerings. If the ASPA is to continue then the issue of quality of activities should be a core theme as clearly, activities that are well-designed and effectively run will be more appealing than those which are of a lesser quality.

The ASPA project applicants should provide information on how safety and quality are to be assured in their proposed activities and as well report on the degree to which this was achieved in the annual reporting on project activities. Further, it is suggested that the Provincial Coordinator should do site visits to a small sample of the ASPA projects to assess in person the degree to which safety and quality are attended to. In particular site visits should be made to those ASPA projects which are struggling.

7.5 The ASPA project-level support

The ASPA projects are allowed to allocate a portion of their funding to compensate those who are supervising/leading their after-school physical activities, although this must not exceed 20% of their budget submission for a project year. While the intent of the ASPA is to recruit and build volunteer capacity at the school, community and partner levels, it was acknowledged that in some cases, financial compensation would provide a needed incentive to engage the volunteers to take on leadership/supervisory roles.

The case study informants reported varying levels of volunteer involvement with their ASPA projects including high school and post-secondary students, teachers, parents, seniors and/or partners. In some cases, volunteers were the drivers for projects and involved in delivering activities/coaching; in other instances, they were more observers and less actively involved.

A review of available information identifies that, in general, the ASPA projects differed in relation to providing compensation to those supporting their activities. Some of the ASPA projects reported providing little or no compensation to supervisors. A few of the other ASPA projects expended over \$2000 for supervisors. Similarly some of the ASPA projects reported providing little or no compensation to leaders, while others reported spending more than \$2000 in this regard. In addition, some of the ASPA projects also paid instructors – another allowable expense under the ASPA.

While a number of the case study informants stated that the funding was helpful in attracting individuals (particularly high school students) to support their ASPA projects, others said that many of these individuals would have gotten involved regardless of whether there was financial compensation available because they want to be involved in positive initiatives with good outcomes.

A few of the case study informants noted that they do not have teacher involvement because they are not able to be paid. However, it was noted this is not necessarily a negative as it does allow for paying others (e.g., students). One of the case study informants said that prior to the ASPA they had teachers doing after-school physical activity programs which took them away from other equally important duties – e.g., tutoring. Now that there is money to pay others to lead the after-school physical activities, this frees up the teachers to do the other equally important duties.

Considerations

The ASPA has a significant focus on capacity building to support and sustain projects. As such, having a level of funding available to attract individuals to lead/supervise

activities is critical. However, if the focus is on building “volunteer” capacity then we suggest the funding framework be amended.

Funding to pay student leaders should be continued, although high schools should try to facilitate leadership by engaging those students who have to complete a number of volunteer hours to fulfill their requirements for other initiatives/programs in which they are involved, for example, their career education course, service awards/badges for Girl Guides (e.g., Rangers) and Scouts (e.g., Venturers and Rovers), and/or the Duke of Edinburgh awards.¹⁸ These students could be provided a small honorarium in recognition of their contribution on completion of their volunteer hours as an added incentive to become a student leader.

Funding to pay certified instructors who are leading after-school physical activities should be provided on a sliding scale to accommodate the range of fees which instructors might charge. However, if the instructors are coming from partner organizations, then the expectation should be that their instructors' time would be an in-kind contribution or provided at a reduced cost.

Compensation for parents/teachers/seniors and others who come forward to play a program leader/supervisor role should continue, although it is suggested that these volunteers be provided an honorarium based on their volunteering for a block of activities versus per activity. Again, if it can be demonstrated that the honoraria must be provided more frequently to engage/sustain volunteers, flexibility will be required. However, it must be reinforced to the ASPA project that there has to be an ongoing focus on building a complement of volunteers who participate because they see the inherent value of the initiative to the students and not only because it provides a level of compensation.

It is suggested that the practice of paying for a supervisor or a non-school based Project Coordinator continue for those ASPA projects which can demonstrate that without such a resource, they would have difficulty initiating their project. Alternatively, the individual in this position could be provided an enhanced level of training in lieu of pay which would contribute to building on-site capacity for undertaking the after-school physical activities. If these ASPA projects are funded over multi-years, there should be some expectation that this resource would build the project proponents' capacities to

¹⁸ The Duke of Edinburgh's Award was founded by His Royal Highness, Prince Philip, Duke of Edinburgh, to encourage personal development and community involvement for young people. The program has three levels, Bronze, Silver and Gold, and is open to any person between the ages of 14 and 24. Participants complete The Award by achieving personally established goals, in the areas of Community Service, Skill Development, Physical Recreation, and Adventurous Journey. Further information on the Award is found at www.dukeofed.org/philosophy-operational-principles.

run their programs without this paid position. This approach is in keeping with effective practices cited in the literature which note that a key attribute of any provider organization is the capacity to gradually accept an increasing degree of leadership and ownership over its program.

8.0 SUPPORT FOR IMPLEMENTATION

As stated in section 2.5, the ASPA applicants had access to a comprehensive range of materials to support development of their projects including:

- a sample completed application/proposal
- sample scenarios which detailed examples of barriers to after-school activity and how schools/organizations, in partnership with stakeholders, could address these barriers
- a sample survey to seek input from students on activities in which they might be interested, and
- examples of policies to support their initiatives.

As previously noted, there should have been more information provided during the ASPA RFP process on the range of provincial government and non-governmental programs/resources available to applicants to support the design and implementation of projects. Further, if links with RNL and SSNL had been made, the ASPA applicants potentially could have accessed resources/partners to further support their efforts at the ASPA application and project implementation stages.

8.1 Perspectives of the project respondents

The project respondents were asked to rate the level of support received from TCR as they implemented their ASPA project, using a scale from 1 to 10 where 1=not at all satisfied and 10=quite satisfied. The following provides their perspectives on support provided in relation to a number of key activities.

8.1.1 Help with the ASPA application

Of the 12 project respondents who rated their level of satisfaction with the support provided with their ASPA application, 92% rated it 8 to 10 out of 10 with 42% rating this support as 10 out of 10 (see Table 8.1). These respondents stated that the Provincial Coordinator was very accessible and approachable, answered questions in a timely manner and/or directed applicants to those who could answer questions, and/or provided guidance and advice.

The project respondent who provided the lower rating of 3 out of 10 said that there had been insufficient support provided throughout the course of their ASPA project, but provided no additional explanation.

TABLE 8.1: HELP WITH THE ASPA APPLICATION (N=12)

Satisfaction rating	1	2	3	4	5	6	7	8	9	10
%			8%					17%	33%	42%

The project respondents who did not provide a rating for the help provided with their initial ASPA application said they had not been at the school at the time of the initial proposal call, they had not been involved in the application process and/or their school had not required any help with the application.

8.1.2 Level of funding received for ASPA projects

All project respondents rated their level of satisfaction with the funding received for their ASPA project as an 8 to 10 out of 10 with almost 60% rating this as 10 out of 10 (see Table 8.2). Reasons for their high ratings included that the funding allowed schools to offer a range of programs and expose students to a variety of activities.

A small number of the project respondents did state however that they would have liked to see more funding allocated for equipment as this was critical to what physical activities they could offer given how limited their own equipment was.

TABLE 8.2: LEVEL OF FUNDING RECEIVED FOR ASPA PROJECTS (N=17)

Satisfaction rating	1	2	3	4	5	6	7	8	9	10
%	-	-	-	-	-	-	-	24%	18%	59%

8.1.3 Communication with TCR

Ninety-four percent of all of the project respondents rated their level of satisfaction with communication with TCR as an 8 to 10 out of 10, with the majority (53%) rating it as 10 out of 10 (see Table 8.3). These respondents stated, for example, that the Provincial Coordinator was easily accessible by phone, e-mail and/or fax and was timely and prompt in responding to questions and concerns. The respondent who rated their satisfaction with the level of communication somewhat lower (5 out of 10) stated they did not have much communication with TCR, although they did not indicate the reason for this lack of communication.

TABLE 8.3: COMMUNICATION WITH TCR (N=17)

Rating	1	2	3	4	5	6	7	8	9	10
%	-	-	-	-	6%	-	-	35%	6%	53%

8.1.4 Help with/guidance for data collection

Of the 16 project respondents who rated their level of satisfaction with the help they received for data collection, 69% rated this support as an 8 to 10 out of 10 with 31% providing a rating of 10 out of 10 (see Table 8.4). Once again, a number of the respondents spoke to the help and support provided by the Provincial Coordinator.

The project respondents who provided a lower rating stated, for example, that initially the attendance sheets were confusing, the data collection was time-consuming, there was a lot of paperwork and/or they did not receive any help.

TABLE 8.4: HELP WITH/GUIDANCE FOR DATA COLLECTION (N=16)

Satisfaction rating	1	2	3	4	5	6	7	8	9	10
%	-	-	-	-	6%	6%	19%	25%	13%	31%

8.1.5 Help with/guidance for reporting

Of the 15 project respondents who rated their level of satisfaction with the help/guidance TCR provided for reporting, 70% provided a rating of 8 to 10 out of 10 (see Table 8.5). A number of these respondents highlighted that the Provincial Coordinator had provided all the help and support they required. Those who rated this help/guidance somewhat lower said they had not received any help and/or they just had to fill out sheets.

TABLE 8.5: HELP WITH/GUIDANCE FOR REPORTING (N=15)

Satisfaction rating	1	2	3	4	5	6	7	8	9	10
%	-	-	-	-	7%	7%	7%	13%	20%	47%

8.1.6 Overall support

Most of the project respondents (83%) rated the overall support received from TCR as an 8 to 10 out of 10 with 47% providing a rating of 10 out of 10. Comments from the respondents again highlighted the support of the Provincial Coordinator, the timeliness of responses, and general satisfaction with the support provided.

The project respondent who rated their level of satisfaction with the overall support provided as a 7 out of 10 said that support had been minimal but this had not caused any concern.

TABLE 8.6: OVERALL SUPPORT (N=17)

Satisfaction rating	1	2	3	4	5	6	7	8	9	10
%	-	-	-	-	-	-	18%	12%	24%	47%

8.2 Perspectives of the case study informants

The case study informants generally expressed satisfaction with the support provided by TCR. Informants noted, for example, the accessibility and guidance provided by the Provincial Coordinator, the improved guidelines, funding available for equipment and/or the flexibility to tailor their project to their school community.

9.0 TRAINING

While not involved in developing the ASPA, RNL was engaged to play a significant role in the pilot project, in particular to work with TCR and assist in identifying and facilitating training in relation to HIGH FIVE[®], Fundamental Movement Skills (FMS) and Community Sport Coaching¹⁹ for prospective leaders in the ASPA projects. RNL also was to assist with the evaluation and coordination of the ASPA projects once in place. They were provided a \$200,000 grant to support their contribution to the ASPA.

In an effort to fulfill their role, RNL established and worked with a training committee with representation from SNL and SSNL to develop a strategy for their role in the ASPA. In early

¹⁹ Descriptions of this training are found in Appendix "F"

2012, RNL presented TCR with a training agenda/plan for the 2012-2013 period for staff/volunteers at all of the ASPA projects which they thought would meet the needs of and support their on-site capacity building.

An initial survey, which RNL sent to schools seeking information on their training needs, received little uptake, as some of the ASPA projects noted, for example, they did not need training (and it was not compulsory for receipt of the ASPA funding) and/or there was little interest from volunteers to participate because they were already overburdened.

Given this limited response, and in an effort to further support the ASPA projects' leaders in understanding the ASPA and the value of the available training, RNL suggested holding a provincial training day in the spring of 2012. This day was designed to help the ASPA projects learn more about the supports, resources and training available to them, network with representatives from others projects, and discuss their projects' successes and challenges. Participants also were given the opportunity to attend RNL's Conference where they could take in educational sessions about programming and activities, participate in an interactive trade show and network with recreation providers. It was reported there was little uptake for participating in this conference.

Following this provincial meeting, which was attended by a representative of 22 of the 25 ASPA projects, RNL provided each of the ASPA projects additional resources to support their efforts.

RNL continued to focus on identifying and responding to the ASPA projects' training needs entering into year two of the pilot but were constrained in their planning efforts as updated contact information and information on what the projects were proposing for this second year were not readily available from TCR.

As a result, in early 2013, RNL made a concerted effort to contact each of the ASPA projects to determine their program activities and any training supports/resources they would need. There were three types of training and resources offered to the projects including:

- Core Training (HIGH FIVE[®], FMS)
- Recommended/Generic Training (Inclusion, Canadian Sport 4 Life CS4L)²⁰ Mini Summits), and
- Site Specific Resources (Gymnastics, Basketball, Volleyball).

²⁰ CS4L - Canadian Sport for Life is a movement to improve the quality of sport and physical activity in Canada. CS4L links sport, education, recreation and health and aligns community, provincial and national programming. Further information is available from <http://canadiansportforlife.ca/>.

Based on the information gathered through this consultation process, RNL developed a plan for 2013 and once again met with TCR to outline their direction and strategy, as well as discuss issues which they felt had a bearing on the ASPA project outcomes.

In 2013, RNL provided every project with generic resources/equipment

- Eat Great and Participate After-School Resources
- Physical and Health Education (PHE) Canada Activity Kits
- Inclusion Handbook/Fidget Kits
- ParticipACTION After-School Resources/Teen Challenge
- Canadian Active After-School Partnership Newsletter
- Canadian Sport 4 Life Mini Summits

A number of projects requested and were provided additional specific resources to support their activities including for example, resources and/or lesson plans for a range of sports such as broomball, basketball, and volleyball and information on wilderness/outdoor activities.

In an effort to streamline communications to the ASPA projects so that critical information was provided via one channel as opposed to from RNL and TCR with no joint communications strategy, RNL instituted a bi-monthly e-newsletter for the 2013-2014 period. These newsletters, which are vetted by the Provincial Coordinator, ensure the ASPA projects are provided ongoing information on available training and resources, and opportunities to share information on what they are doing/new ideas and effective practices.

Considerations

RNL's role in the pilot was to contribute to building capacity across the ASPA projects, which they undertook to do by offering and delivering a range of training, disseminating relevant information, resources and equipment, and facilitating networking between and among the ASPA projects. The findings from this evaluation demonstrate they have had success in providing training to some of the ASPA projects (see section 9.1). However, due to lack of effective and ongoing communication between RNL and TCR, as well as a lack of shared understanding of the respective roles of RNL and the Provincial Coordinator, RNL's capacity building efforts have been constrained over the course of the project. The inception of the e-newsletter by RNL, an approach supported by the Provincial Coordinator, is a positive step towards a collaborative relationship. Should the ASPA continue, clarity must be established for all stakeholders on the role of RNL in the initiative and collaborative efforts between TCR and RNL must be strengthened.

9.1 Perspectives on training at the ASPA project level

At the time of writing this report, RNL had provided training to 14 ASPA projects. Nine projects received Principles of Healthy Child Development (PHCD) – a workshop of HIGH FIVE[®], and five had received FMS. As well, of the 14 ASPA projects, three received both PHCD and FMS. In addition, one of the ASPA projects also had basketball training; two of the projects received inclusion training; and two received gymnastics training.

9.1.1 Perspectives of the project respondents

As can be seen from Table 9.1, few of the project respondents had participated in training. The average rating of the training on a scale of 1-10 where 1=not at all useful and 10=quite useful ranged from 8 to 9 out of 10.

TABLE 9.1: PROJECT RESPONDENTS’ LEVEL OF PARTICIPATION IN TRAINING (N=17)

Type of training	HIGH FIVE [®]	Fundamental Movement Skills	Coaching	Other training*
% participated	29%	18%	6%	12%
Average rating	8.5	8	9	8.5
*Other training cited and rated included that for Boccia Ball and the provincial training day				

The project respondents who commented generally spoke highly of their training noting, for example, that training was useful, relevant, presented in a comfortable environment and/or provided valuable lessons. Comments included:

The name says it all...it was about the fundamental skills which are the building blocks for sport. This was very appropriate for us because we run a program for [younger] students.

[The training] reminded us how important it is to offer programs so all students will be involved in physical activities for life.

Training gave our volunteers a better understanding of how to interact with students.

Very useful. It broadened my knowledge on safe and fun games/activities for kids.

Sessions were informative and relevant.

One of the project respondents who rated the training somewhat lower noted that it was not as relevant to the student group with whom they were working. Another project respondent said that they would have liked to participate in training but it was difficult to coordinate everyone’s

busy schedules. It also was stated by one of the respondents that the person who participated in the training for their ASPA project subsequently only volunteered for a short period of time.

9.1.2 Perspectives of the case study informants

A few of the case study informants could comment on and spoke positively about the effectiveness of the training offered by RNL. It was highlighted that their ASPA project allowed volunteers to access effective training which they would not otherwise have accessed and which gave them additional tools and confidence for working with students. One informant praised the HIGH FIVE[®], training noting that the PHCD, for example, reminded adults that there are key components of engaging children, e.g., “getting down to the child’s eye level”.

These case study informants also highlighted challenges to the training. For example, they noted that it has been difficult to get volunteers (including teachers) to give up a whole day for training, in particular on weekends; that during the week substitute days are not always available to support teachers’ participation in training; some volunteers did one training session and felt this was sufficient, and so were not open to additional training; and/or it has been difficult to coordinate various schedules to have sufficient participants for the training. It also was stated that one of the ASPA projects did not participate in recent training because it is the responsibility of their partner organizations to provide trained instructors.

Considerations

*A key focus of the ASPA is building capacity of schools to undertake activities responsive to their school population and building capacity in their schools, organizations and communities to support these activities and the students. It would seem that a key component of that capacity building would be training the ASPA Project Coordinators/supervisors/leaders, parents, community stakeholders, partners and/or volunteers in core and critical skills to support a range of potential after-school physical activities. To that end, it is recommended that a minimum level of training be **mandatory** for the ASPA Project Coordinators and volunteers, students and others who are leading/supervising activities. Those who have already taken this or equivalent training and certified instructors would be exempt from this requirement. We suggest that the minimum training required be in HIGH FIVE[®] - given that its focus on quality assurance will support the ASPA projects in their efforts in that regard. Further, we suggest that TCR engage with both SSNL and SNL to identify any relevant training which should be promoted to the ASPA projects.*

10.0 PARTNERSHIPS

10.1 Provincial-level partnerships

There were mixed views from provincial informants as to the effectiveness of the partnerships at the provincial level. Some provincial informants felt that the provincial departments which were involved in the inception of the ASPA were not sufficiently engaged in the evolution of the initiative due in part to the lack of an ongoing, formal and effective mechanism for inter-departmental collaboration. These informants felt that as all of these departments had a stake in seeing the ASPA outcomes achieved, their ongoing input into the process would have been valuable. As previously referenced, and similarly, some informants felt that a lack of effective collaboration and communication between RNL and TCR diminished the potential value of the training to the ASPA projects.

It is important to state that over the course of the ASPA, the Provincial Coordinator did make an effort to bring together the various government and provincial stakeholders referenced above in committee structures to discuss the progress of the ASPA. However these efforts were short-lived, in part due to a lack of shared understanding of the role of the committee and its members.

Considerations

It would seem prudent to have had a functional and ongoing provincial-level advisory committee to the ASPA to facilitate a more coordinated support system to the ASPA projects (e.g., in terms of training and resources), joint problem-solving on identified issues, and ongoing monitoring of movement toward project outcomes. It is suggested that should the ASPA continue, in particular if it is to be restructured arising out of the findings of this evaluation, that a provincial-level advisory committee be constituted. Such a structure should include the government departments involved at the outset, as well as, at a minimum, RNL and SSNL. The committee would need a clear terms of reference which would detail at a minimum committee membership, roles and responsibilities for each member (including expectations on what they would bring to the table), and accountabilities for contribution.

10.2 Perspectives on the ASPA projects' partnerships

The 25 ASPA projects were reported to encompass 162 communities and 135 partners with all but two projects identifying they had more than the minimum number of two partners.

10.2.1 Perspectives of the case study informants

The case study informants reported that partners for their ASPA projects included community centres, recreation groups and associations, boys and girls clubs, local sports clubs, municipalities, seniors groups and/or Health Authorities. As an example of the range of potential partnership activity, one of the ASPA projects had partnered with several local sports clubs that provided volunteers to lead activities, offered reduced rates for student participation, and provided facilities and/or equipment. Another ASPA project that also had numerous partners identified that they availed of facilities, volunteers and/or reduced program rates from local seniors groups, their Regional Health Authority, their Town, the local bus company, and/or local sports organizations/clubs.

10.2.2 Perspectives of the project respondents

Most of the project respondents cited one or two main partners – primarily those which had been identified in their initial application for the ASPA. Partners included CYNs, recreation associations, other schools, local arenas, bowling clubs, boys and girls clubs and/or local towns/cities. A very small number of the project respondents cited partnerships with private sports/fitness clubs and/or disability organizations.

10.2.3 Impacts of the ASPA projects' partnerships

All of the case study informants and many of the project respondents noted the benefits accrued from their many and varied partnerships. These included building relationships within their communities, having access to resources, facilities (at reduced rates or free of charge), equipment, leadership and/or expertise to offer new and quality programming, introducing students to new role models, and/or supporting student involvement in partners' activities outside of school hours/the after-school time period.

The benefits of partnership for after-school physical activity programs are presented in the literature. While there is no indication that any given type of agency or organization is best suited to providing an after-school program, it appears to be the case, though, that the involvement of *more* agencies is better. That is, children/youth are best served by having access to a range of resources, with involvement on the part of the family, the school and the community.

11.0 CHALLENGES ENCOUNTERED IN DELIVERING ASPA

11.1 Provincial-level challenges

11.1.1 Initiating and implementing the ASPA

A number of provincial informants spoke to the short time frame available to respond to the ASPA RFP which they felt constrained opportunities for some of the ASPA projects to avail of resources in their communities to support their projects. These informants felt that applicants should have been encouraged to partner with external groups and organizations with relevant recreation expertise to support their efforts in developing, implementing and monitoring activities, and, in particular, recruiting volunteers from their communities.

11.1.2 Lack of communication/collaboration

A number of the provincial informants reiterated the concern that there had been a lack of consultation with provincial groups/organizations pre-ASPA resulting in lost/diminished opportunities for provincial-level partnerships and collaborations which could have enhanced the support available to the ASPA projects.

11.2 Challenges faced by the ASPA projects

11.2.1 Volunteer recruitment

A few of the case study informants and project informants raised challenges to engaging sufficient and/or reliable volunteers to enable a range of and consistency in programming and/or the required student/leader ratio for activities. Reasons for this challenge included difficulties engaging leaders in smaller communities, lack of uptake from school staff because of limited interest/time, and the degree of project-related administrative/paper work.

11.2.2 Training

As described in section 9.1.2, some of the case study informants identified a number of challenges to training – e.g., lack of interest and difficulty coordinating schedules of those who were interested in training.

11.2.3 Engaging the target group

Engaging and maintaining students' interest was cited as a challenge by a few of the project respondents and case study informants. It was stated, for example, that at some of the ASPA

projects there were so many other extra-curricular programs being offered and/or after- school opportunities outside of school that it was difficult to attract students, and/or there was general disinterest from the target group.

Strategies to increase/maintain participation included scheduling activities on days when most students were available, conducting a survey/holding discussions with students to identify their interests and schedules, and increased attention to promoting activities. One of the project respondents also said that they felt students were more eager to participate when they were able to avail of different venues for a variety of activities and while they did undertake to do this, it was costly due to fees to access the venues.

11.2.4 Transportation

A number of the project respondents and a few of the case study informants highlighted ongoing challenges with transportation. For example, a few of the ASPA projects were relying on parents and taxis to transport students due to busing being too costly for the region serviced and/or inflexible bus schedules which could not accommodate off-site activities. A few of the project respondents stated that they were incurring extra transportation costs due to having to transport students to a number of activities off-site due to lack of capacity/space to run certain activities at their own school/location. Another project respondent said that due to the high levels of interest from their students, as well as the large region from which their ASPA participants were drawn, they were constrained in how many and how often activities could be run due to the busing cost.

11.2.5 Funding

A small number of the project respondents noted concerns with the timing of the ASPA funding. One stated that if the ASPA funding announcements and/or distribution is delayed this constrains their capacity to book off-site facilities for student activities. Another respondent stated that they would have been better able to plan for activities for the 2013-2014 period if they had known in advance that the funding allocation would be changed, resulting in less funding being available than in previous years.

It also was suggested that the ASPA include as per its funding guidelines, a modest allocation for occasional equipment needs (e.g., swim goggles, kneepads).

12.0 LESSONS LEARNED/EFFECTIVE PRACTICES

12.1 Lessons from the provincial level

12.1.1 Project design

In developing a pilot such as the ASPA there should be a focus on capitalizing on the knowledge, expertise and resources available from all of the critical government and non-government stakeholders (e.g., in relation to approaches to engaging students, designing responsive after-school physical activities, availing of existing departmental and community-based resources). More broadly, a comprehensive inventory undertaken during the ASPA design stage would have ensured that the ASPA was complementary to and building on existing provincial initiatives. In addition, this scan could have had a focus on identifying lessons learned in after-school physical activity program design and delivery which would have informed the ASPA.

Data collection and reporting systems should have been developed in advance of the ASPA implementation to ensure the availability of relevant data for shaping the initiative over the course of the pilot and for evaluation purposes.

12.1.2 Supporting the ASPA projects

The ASPA projects require a continuum of support. This transcends financial support and includes, for example, ongoing and effective communication and guidance on project development and implementation (including site visits), and information on the range of available resources and supports outside of those provided through the ASPA.

12.2 Lessons from the ASPA projects

The following lessons were identified by one or more of the case study informants and project respondents.

- Allowing each ASPA project to deliver activities unique and responsive to their own student population and realities is critical to facilitate a successful project.
- School-level leadership and enthusiasm (an ASPA project champion) are critical to a project's success. This finding is supported in the literature which speaks to the importance of leaders/facilitators being able to sustain their own motivation, in the sense of being able to maintain a constant presence and exhibit consistent behaviour. Another

important quality in a leader is the ability to form meaningful relationships - that is, able to engage participants in a healthy and active manner and display genuine caring for them. Leaders are an integral part of any environment that is perceived as safe and supportive. Indeed, significant contact with a caring adult is considered a key component of well-regarded programs.

Equally it is noted in the literature that it is crucial that leaders be adequately equipped (i.e. trained). They should be especially prepared to accommodate (and respond to issues arising from) differences in gender, culture, language and abilities.

- It takes time to determine which activities will engage which age groups and how many activities are optimal – seeking ongoing input from students is helpful in that regard.

Projects should not take on too many after-school physical activities too quickly, as this wears on those leading/running the programs.

- Planning for and scheduling after-school physical activities are critical for effective implementation.
- The focus of an after-school physical activity program should be on inclusion, fair play and equal treatment for all students, as this emphasis will increase the likelihood of engaging the shy, more reserved and less involved students.

12.3 The philosophy of an after-school physical activity program - as addressed in the literature

The philosophy of the ASPA is certainly supported by the literature which notes that children and youth are attracted to, and appear to gain the most from, programs that focus on their talents and strengths (as opposed to their "problems" or "deficits"). They are said to be most attracted to, and most supported by, programs that:

- Focus on strengths
- Meet needs in all domains
- Give them opportunities to develop responsibly
- Expand on possible futures and envision ways to get there
- Respect their culture, gender, individuality
- Provide contact with an adult who cares about them

They are likewise attracted to programs that address a full spectrum of needs. While physical activities are central in many such programs, it is instructive to consider how after-school programs may offer (and accomplish) more by incorporating broad-based supports and opportunities. Youth are said to develop positively when they are involved in activity that is intrinsically motivating, engages them with their surroundings, and provides opportunities to participate over a period of time.

Programs based upon such a theoretical approach hold a greater chance of being impactful. Positive Youth Development (PYD), for instance, is one approach²¹ that endeavours to offer a range of choices and experiences to children/youth, and harnesses community resources and assets toward that end (see publications by Armour & Sandford, Catalano *et al.* and Holt).²² In this light, physical activities may be best viewed as a platform for helping children/youth to explore a variety of life skills and values (e.g., self-confidence, teamwork, trust, empathy, perseverance).

13.0 MITIGATION OF BARRIERS TO AFTER-SCHOOL PHYSICAL ACTIVITIES

13.1 Financial

Just over 40% of the project respondents said that the ASPA funding had helped to overcome financial barriers (fees/costs) which previously precluded some students from participating in after-school physical activities. It also was stated that funding allocated for equipment purchases enabled schools to offer more and different activities for their students.

13.2 Transportation

As previously discussed in section 11.2.4 a number of the project respondents and a few of the case study informants cited ongoing challenges with transportation costs due to, for example, having to transport students over a large geographical area and/or having to find alternate and costly means of transporting students (e.g., taxis) when bus transportation was not sufficiently flexible to accommodate timing of students engaging in off-site activities.

²¹ PYD adopts a strength-based conception of young people and their development. It emphasizes social processes and the quality of personal relationships, and holds to five core principles: competence, confidence, connection, character and caring/compassion.

²² The Hong Kong and Shanghai Banking Corporation (HSBC) and Outward Bound Trust-sponsored outdoor physical activity project in England, for example, is seen to use the PYD approach. See Armour & Sandford publication.

The majority of the project respondents (70%) highlighted that the ASPA had enabled them to address transportation barriers with most highlighting the critical nature of the bussing to support students' participation. Comments included,

Paid bussing took care of travel during sessions. Before this program, many students did not stay for activities after school because of travel issues.

Once we offered the bussing, the kids stayed - in large numbers.

Bussing was our biggest issue as we serve [a number of] communities - all of our students get bussed. The ASPA allowed us to offer after-school bussing so that students could stay after school.

We are attempting to be an inclusive school, allowing and encouraging students from out of town to participate in all school activities. The ASPA provides funds for after-school late bussing to meet their transportation needs.

OUTCOMES

14.0 PHYSICAL ACTIVITY AND CAPACITY OUTCOMES

The case study informants (10) and project respondents (17) were asked to rate the extent to which the following ASPA outcomes have been achieved. Ratings were provided using a scale of 1 to 10 where 1=not at all and 10=outcome achieved.

Engagement of children and youth in physical activity

- *Increased opportunities for physical activity in the after-school time period for youth ages 9 to 15 (grades 4 to 9)*
- *Increased participation in physical activity by children/youth who have limited access to physical activity opportunities in the after-school time period due to barriers (e.g., financial /transportation)*
- *Increased participation in physical activity by youth with disabilities (e.g., physical, cognitive, social, emotional)*

- *Increased physical activity opportunities for girls*
- *Increased opportunities for youth to socialize*
- *Increased engagement by children/youth in recreation and physical activity outside of the ASPA*

Capacity building

- *Increased skills and knowledge of volunteers and community leaders in physical activity, recreation and sport*
- *Development of/increased partnerships between schools and their communities*
- *Increased understanding of physical activity as an important part of wellness*

Information gathered from the student respondents also informed the extent of achievement of these outcomes.

While the achievement of outcomes was discussed with provincial informants, most were too far removed from the project level to be able to comment with authority on the outcomes and the data was not readily available from which to draw conclusions.

14.1 PHYSICAL ACTIVITY

FINDING: *The ASPA has significantly increased opportunities for physical activity in the after-school time period for youth ages 9 to 15 (grades 4 to 9) and, in some ASPA projects, also for children in grades K to 3 and youth in grades 10 to 12.*

Perspectives of the case study informants and project respondents

All of the case study informants (n=10) and project respondents (n=17) rated the extent of achievement of this outcome as an 8 to 10 out of 10, with 40% of these case study informants and 82% of the project respondents providing a rating of 10 out of 10.

Comments from the case study informants included that the ASPA opens so many opportunities for students which would not be available without the initiative, their school can now run activities several days a week, and/or that many of the students would never get the opportunity to travel to another community for activities "on their own dollar,"

Despite the high ratings, a small number of the project respondents identified challenges which impacted student participation. For example, one of the respondents said that while their ASPA project was very successful, due to the large numbers who wanted to participate and the large geographical area they served, they had to limit the program to one grade level a week. Another said that while many opportunities were provided, participation was not always high.

FINDING: The ASPA has increased participation in physical activity by children/youth who have limited access to physical activity opportunities in the after-school time period due to barriers (e.g., financial /transportation).

The extent of this increase cannot be accurately quantified due to lack of sufficient baseline data from the ASPA projects.

Perspectives of the case study informants

All of the case study informants (n=10) and 83% of the project respondents (n=17) rated the extent of achievement of this outcome as an 8 to 10 out of 10, with 50% of these case study informants and 71% of the project respondents providing a rating of 10 out of 10.

A number of the case study informants noted that some of the students who had never had an opportunity to participate in after-school programs are now very active members of their ASPA projects. It was stated that the initiative has broken down barriers among the students and leveled the playing field. Students who previously faced financial challenges (e.g., paying registration for programs) and/or transportation barriers were able to participate in the ASPA project and were exposed to a range of physical activities.

Many of the project respondents also identified that, through elimination of the financial and transportation barriers to after-school physical activities, more students were able to participate:

This initiative worked great for our [site]. Our kids live in a low socio-economic neighborhood and providing opportunities such as ASPA is absolutely wonderful. I have kids already asking me about it for next year!!!

We have over 100 kids stay after school compared to 10-15 before the ASPA.

...Through the initiative, we are able to give the kids a great experience.

Students were unable to stay before. No rides. No \$\$\$. This [initiative] allowed students to participate and make new friends.

Our programs were filled to capacity - other kids spread the word...

We have seen students (and teachers) involved that were never involved before.

[We have seen] an increase in participation rates for students who are not generally active on a daily basis.

This program had participants that were not involved in other school sports programs. It gave them an opportunity to be active and have fun.

The project respondents who provided lower ratings (5 or 7 out of 10) in relation to the extent to which barriers to participation were mitigated said that in the early days of their projects the trend for participation was positive but that their numbers had stalled and/or there were many more students who did not take advantage of the project activities due, for example, to disinterest.

Participation levels of students pre- and post-ASPA

As there is no comprehensive baseline data available from the ASPA projects, it is not possible to compare pre- and post-ASPA participation. However the case study informants and project respondents did provide information on the level of student participation in their ASPA projects. The assumption has to be made based on the participation rates and the perspectives on the extent to which this outcome has been achieved, that a large percentage of these students were not participating pre-ASPA due to barriers such as transportation and cost.

All of the case study informants reported high levels of student participation in their after-school physical activities with some noting that anywhere from 50-85% of the potential target group in their school participated in activities. For example, one of the informants noted that in their ASPA project, 30 students had been swimming, 28 had curled, and 35-40 had taken part in skiing sessions. Another said that they had 40 boys and girls participating in Zumba with 10-15 students participating in other activities such as ball hockey, boxing and basketball. A third case study informant said that weekly participation in their ASPA project totaled 25-40 students. Of note, there likely would have been some cross-over in student participation between and among activities in these schools.

Information from the project respondents details that there is significant variation in the level of student participation across activities and across the ASPA project sites. Most cited an average of between 10 and 25 students per activity with some projects reporting upwards of 90 students for specific activities - e.g., hiking, snow shoeing.

Most of the project respondents also identified that there were on average 2 to 20 new students - i.e., those who were not involved in physical activity before the ASPA - participating in each activity per week. Of note these numbers do not reflect unique students as the same "new" students could participate in each of the activities.

Perspectives of the student respondents

As can be seen from Table 14.1, the majority of the junior high school student respondents (49%) reported participating in their ASPA programs "all the time" with another 32% indicating they participate "sometimes". The percentage of high school student respondents who reported participating in their ASPA programs "all of the time" is slightly higher (59%) than the percentage of junior high school student respondents.

TABLE 14.1: HOW OFTEN JUNIOR HIGH SCHOOL STUDENT RESPONDENTS (AND SENIOR HIGH SCHOOL STUDENT RESPONDENTS) REPORTED PARTICIPATING IN AFTER-SCHOOL PHYSICAL ACTIVITIES

Frequency of participation	Grades 7 to 9 (n=256)	Grades 10 to 12 (n=128)
	%	%
All the Time	49%	59%
Sometimes	32%	31%
Once in a while	20%	10%

While the student respondents were not asked if they had participated in after-school physical activities previous to the ASPA, as many would likely not be aware that their current activities were undertaken through a pilot initiative, they were asked whether they would be more or less physically active without the after-school activities. The majority of the junior high school student respondents (59%) reported they would be less physically active without their after-school physical activity programs, while a much higher percentage of the high school student respondents (82%) said they would be less physically active (see Table 14.2).

Thirty-four percent of the junior high school student respondents and 14% of the high school student respondents said they would be just as physically active without their after-school physical activities.

Small numbers of both the junior high and high school student respondents said they would be more active without their after-school physical activities. This response could be attributed to, for example, students choosing to stay with their friends at school-based activities running once a week over outside-school activities with a more intense schedule, and/or incorrectly reading the question.

TABLE 14.2: WITHOUT THEIR AFTER-SCHOOL PHYSICAL ACTIVITIES STUDENT RESPONDENTS WOULD HAVE BEEN...

Level of physical activity without the ASPA project	Grades 7 to 9 (n=249) %	Grades 10 to 12 (n=126) %
Less Physically Active	59%	82%
Just as Physically Active	34%	14%
More Physically Active	6%	4%

Enjoyment of activities

Eighty-three percent of the junior high school student respondents and 86% of the high school student respondents also reported that they enjoy taking part in after-school physical activities. Sixty-nine percent of the junior high school student respondents and 81% of the senior high school student respondents also said they looked forward to being active.

In contrast, less than 9% of the junior high school student respondents and less than 4% of the senior high school student respondents indicated they do not like physical activity and are not interested in doing after-school physical activities.

Perspectives of the grades 4 to 6 ASPA participants

While we did not hold formal discussions with the grades 4 to 6 students, we were able to identify some of the impacts resulting from their participation in their ASPA projects from the art they submitted, as well as the comments some of them wrote on their pictures. A review of the art submitted by the elementary school students shows that students are participating in a range of after-school physical activities, with most being done on-site at their school and fewer off-site at private and public facilities (e.g., swimming and bowling). Sports depicted include badminton, basketball, Boccia ball, bowling, canoeing, cup stacking, curling, dance/Zumba, drum fit, floor/ice hockey, gymnastics, skiing, skipping, sliding, snow shoeing, swimming, table tennis, track/running, and volleyball.

Comments gathered from a very small number of the art submissions identify that there is some recognition by the “artist” (or perhaps their parents/guardians) that the financial barriers to participation are mitigated in the ASPA. Comments included:

The program helps a lot because it allows families to get their children do physical activities for free...for parents who cannot afford it.

The after-school sports are awesome as every activity is free and you get free rides home after the activity.

The students' pictures also demonstrate that they are enjoying their ASPA activities. Some described their participation as follows:

After schools sports [are] the best.

ASPA rocks.

The after school program rules.

I really enjoyed yoga – it was a great experience.

I love after school sports. All day sitting in a sweaty hot chair so tired of doing [this subject] all day but whenever I go to after school sports I feel amazing.

Sports are fun.

Sports make me happy.

Findings from the literature

The degree to which students are enjoying their activities is no doubt due in large part to the efforts by the ASPA projects to offer a range of diverse and/or unique fun and engaging activities. As described in section 7.2, the ASPA projects offer not only the more traditional school- and sports-based physical activities (e.g., basketball and volleyball) but in most cases also have offered more variety in type and choice of activity.

This finding is supported in the literature which notes that participants in after-school physical activities are more likely to respond positively to a program when the activities are enjoyable. Programming that has balance or presents a "mix" or variety of activities is a plus - e.g., including aerobics/dance, cooking/nutrition, cooperative games, and/or theatre vs. an exclusive focus on competitive sports. Successful programs also are cited to designate a proportion of free time (i.e., dedicated to specific/local interests of participants). Provision of healthy snacks may also be a component of such an approach. Regarding the latter practice, this has become evident over the course of the ASPA which has responded by allowing a level of the ASPA funding to be allocated towards this cost.

Finding: The ASPA appears to have had some impact on increasing participation in physical activity by youth with disabilities.

The ASPA projects require additional support to enhance this participation.

Perspectives of the case study informants

In terms of rating the extent to which their ASPA projects had resulted in increased participation of students with disabilities, 50% of the case study informants provided a "No response/not applicable" rating stating that there were very few students with disabilities in their schools and/or this is not applicable to their student population. The case study informants who did speak to inclusion of students with disabilities in their ASPA projects cited participation of upwards of five students.

Only 10 of the 17 project respondents rated the extent to which the ASPA had resulted in increased participation by students with disabilities. The majority of these respondents (60%) provided a rating of 9 to 10 out of 10. They cited participation by a number of children with disabilities including, as one respondent noted, those who had not participated before in regular school-organized sport. The project respondents who ranked this outcome lower (1 to 6 out of 6) said they had few students in their schools with disabilities and/or little participation from the population.

A review of the information provided by the project respondents of their activities and related participation rates reveals that in the ASPA projects in which students with disabilities had participated, the numbers on average were three to five students.

Considerations

Facilitating the participation of youth with disabilities in the ASPA projects is critical for ensuring their inclusion and positively impacting their health and wellness. If the ASPA continues, the ASPA projects must be provided sufficient resources and/or offered training to build their capacity for including youth with a range of disabilities. As well, TCR and other provincial departments (e.g., Education, AES) should be consulted and engaged as required to address unforeseen barriers to the participation of students with disabilities – e.g., lack of support workers for the after-school time period.

Finding: The ASPA has resulted in increased physical activity opportunities for girls only, with some level of interest being demonstrated by girls in these activities.

Perspectives of the case study informants and project respondents

Eighty percent of the case study informants (n=10) and 90% of the project respondents (n=17) rated achievement of this outcome as 8 to 10 out of ten. The “girls only” activities were a small percentage of most of the ASPA projects’ total number of activities (e.g. one to three activities). A small number of ASPA projects ran a large number of “girls only” activities.

The average number of girls who were participating in these "girls only" activities ranged from 5 to 15. A review of the number of girls who were participating in the ASPA projects' co-ed activities was, on average, about the same number. Of note, we are not able to identify whether the girls participating in the "girls" only and the co-ed activities are unique students.

Some of the case study informants and project respondents who commented on this outcome said, for example, that through their ASPA projects they now have physical opportunities specifically for girls and/or that these activities were well-attended. It also was stated that these activities allowed the girls to "be themselves" and to have fun and/or that some young girls were more relaxed with "girls only" sessions. As described by one of the case study respondents,

It's the girls' thing – I've been working with girls for a long time, but never noticed before ASPA the unbelievable difference between boys and girls. I'm blown away – the girls are so much more relaxed and happy away from the boys. They formed good friendships; [they] go around singing, arms around each other. The girls excel when the boys are not around. ASPA is a huge benefit to that.

One of the case study informants said that there had been some discontent expressed by boys in their ASPA project who felt it was unfair that there had been "girls only" activities and not "boys only" activities and so they subsequently established "boys only" activities.

Some of the project respondents who provided a lower rating (6, 8) in relation to this outcome cited lower than desired attendance in "girls only" activities, with one of the respondents stating that even after meeting with girls and planning activities to meet their stated interests, participation was still low.

Perspectives of the grades 4 to 6 ASPA participants

A number of the art submissions depicted "girls only" activities – in particular, Zumba/dance. Comments included: "Girls' fitness is very fun and active" and "Girls rock/go girls".

Considerations

*As detailed in section 7.3, the majority of the ASPA projects had instituted "girls only" activities with most continuing these activities in year two of the pilot. The results presented for this outcome - i.e. increased physical activity opportunities for girls - indicate that overall this appears to have been a positive approach. Despite these results, and given that there were a few ASPA projects who found a "girls only" approach to be unproductive, it is suggested that should the ASPA continue, the "girls only" activities be **encouraged** for projects, in particular junior high, as a mechanism*

for engaging girls who prefer and are more comfortable participating with their female peers. Again with effective data collection from projects, TCR should be able to better gauge the efficacy of the “girls only” approach going forward.

Finding: The ASPA has increased opportunities for youth to socialize.

Perspectives of the case study informants and project respondents

All of the case study informants (n=10) and project respondents (n=16) rated achievement of this objective as 8 to 10 out of 10, with 50% of these case study informants and 69% of these project respondents providing a rating of 10 out of 10.

It was highlighted by a number of the case study informants and project respondents that after-school physical activities increase opportunities for students to socialize outside of the classroom because they have more time to spend with their peers, with other classes and grades and/or those with similar interests, and/or to form friendships. One of the case study informants stated that they have been involved with the initiative for two years and see how anxious the students are to begin activities as soon as the bell rings to end classes. Another case study informant said that at their site, two elementary grades were participating together with no thought given to age or grade and that this was “amazing to see”.

Perspectives of the student respondents

Approximately 50% of the junior high school student respondents and 60% of the high school student respondents reported they had made new friends. In addition, approximately 50% of the junior and senior high school student respondents reported meeting new people.



Perspectives of the grades 4 to 6 ASPA participants

Most of the students' art shows students playing with one or more students/their friends. Comments included:

I like after school sports because I like hanging out with my friends and playing fun games.

Friends forever [picture of three girls].

I like after school sports because I get lots of exercise and I get to play awesome sports with my friends.

Volley ball is so fun because when I play it I feel like I am free and I can be with my best friends and I like that very much.

Finding: *The ASPA has resulted in increased engagement by some children/youth in recreation and physical activity outside of the initiative.*

Perspectives of the case study informants

Thirty percent of the case study informants said they could not comment on this outcome and one informant noted that this was not relevant as the only activities available to children in their community were the ones run in their school. The remaining case study informants rated this outcome as 7 to 8 out of 10. Some stated, for example, that students were more involved in sports/physical activity since the initiative began.

Perspectives of the project respondents

Approximately 60% of the 13 project respondents who provided a rating for achievement of this outcome said it was 10 out of 10. Some of these respondents highlighted that the ASPA participants now come to the gym at recess/lunch time, and/or they have gained sufficient confidence/skills to sign up for organized sports at the school and/or have joined sports clubs outside of the school.

The remaining project respondents who provided lower ratings (5 to 7 out of 10) noted that there has been incremental change in the extent to which students are participating in physical activities outside of the ASPA. They stated, for example, that some of their students already are participating (or are beginning to participate) in other physical activities, and/or that students can only participate in the ASPA because barriers to participation still remain for students outside of this initiative.

Perspectives of the student respondents

The majority of the junior high school student respondents (53%) and high school student respondents (60%) reported being more physically active when they are not at school as a result of participating in their after-school physical activities.

In contrast, only 6% of the junior high school student respondents and 3% of the high school student respondents reported being inactive on the weekends and in the evenings.

14.2 CAPACITY BUILDING

Finding: There has been a moderate positive impact on building the skills and knowledge of volunteers and community leaders, as well as the junior (and senior) high school students, in physical activity, recreation and sport.

To further improve on this outcome, there needs to be mandated training for those involved in leading and running the after-school physical activities and increased efforts to form partnerships with groups/organizations who can impart their skills and expertise in this regard.

Perspectives of the case study informants and project respondents

Seventy percent of the case study informants (n=10) and 53% of the project respondents (n=15) rated the extent to which this outcome was achieved as an 8 to 10 out of 10. The remaining case study informants and project respondents provided ratings from 5 to 7 out of 10.

The case study informants and project respondents who provided the higher ratings spoke to, for example, the increased availability of volunteers to support their ASPA projects - including current or former students who have taken on leadership roles, teachers, and individuals from their surrounding communities.

The project respondents who provided a lower rating for the extent to which this outcome was achieved (47%) stated that it was hard to engage leaders or new volunteers for their ASPA projects and/or that there was only an incremental change in their number of volunteers.

A number of the case study informants reiterated their earlier comments that they had not been able to avail of training to build volunteer capacity and/or most of their volunteers were not interested in giving up time to partake in training.

Perspectives of the student respondents

While the student respondents were not asked to identify specific sports and recreation-related skills they might have garnered from participating in their ASPA projects, many did identify positive impacts in that regard. For example:

- 76% of the junior high school student respondents and 85% of the high school student respondents reported they learned new skills.
- 31% of the junior high school student respondents and 57% of the high school student respondents reported they learned how to be a leader
- 26% of the junior high school student respondents and 34% of the high school student respondents reported being better at problem-solving.

In contrast, small numbers of the student respondents (2% to 8%) reported no learning or skill acquisition.

Considerations

As detailed in this report, ongoing attention to developing effective partnerships with critical resources and expertise to lend to the ASPA projects and enhanced focus on training for those involved with coordinating, leading, supervising and/or volunteering with these projects will further build the skills and knowledge of those involved.

Finding: The ASPA has had a significant impact on increasing partnerships between schools and communities.

Ongoing efforts are required to enhance and/or strengthen partnerships with groups/organizations which have expertise in the recreation and sports fields to increase the benefits accrued from these ASPA project-level partnerships.

Perspectives of the case study informants

Ninety percent of the case study informants (n=10) and 64% of the project respondents (n=17) rated the extent of achievement of this outcome as an 8 to 10 out of 10.

A number of the case study informants spoke to their ASPA projects having excellent rapport and strong relationships with their partners – some of which were pre-existing and strengthened through the initiative. One informant stated that their students have built relationships with volunteers from other organizations which have both strengthened the community’s connection to their school and the students’ engagement in partners’ activities outside of the ASPA.

The project respondents generally spoke to positive impacts on partnerships as a result of their ASPA projects. Comments included:

[Our school] is a community school - this program increased community involvement.

[We have] Increased and better relationships with parents and physical activity providers in the community.

A lot of people/companies worked with the school to provide many opportunities for physical activities.

[We have] new partners that were thrilled to join with us.

Only one of the project respondents who provided a low rating for this outcome commented on their rating, saying that they did not see any evidence of increased partnerships.

Considerations

The requirement for the ASPA projects to have co-applicants/partners has resulted in the ASPA schools/organizations building their partnerships and support base in their communities. It will be important – should the ASPA continue – for TCR to further facilitate strengthening and expanding the ASPA projects’ partnerships through linking them to those with expertise in the recreation and sports fields, e.g., RNL, SSNL, SNL and the School of Human Kinetics and Recreation at MUN. As a key component, and as identified previously, these partners could provide relevant training. These linkages will contribute to building the capacity of the ASPA Project Coordinators, supervisors, leaders and/or volunteers, thus improving the effectiveness of their activities, engagement of the target population, as well as the sustainability of their after-school physical activities.

Finding: As a result of participating in the ASPA, some students better understand the connection between physical activity and wellness.

Ongoing efforts will be needed to ensure this message is better translated to the ASPA participants.

Perspectives of the case study informants and project respondents

Seventy-seven percent of the case study informants (n=9) and 83% of the project respondents (n=17) rated the extent of achievement of this outcome as 8 to 10 out of 10, with 55% of these case study informants and 71% of the project respondents providing a rating of 10 out of 10.

Some of the case study informants inferred achievement of this outcome based on the fact their ASPA project participants are receiving the message of healthy living and physical activity through the curriculum (e.g., in health and physical education classes) and from student leaders during their after-school physical activities.

Some of the project respondents said that it appears their students have an appreciation for being active and trying new activities and/or that their students say they feel “fitter”. One of the project respondents said that they felt this message was well-received by people in general. Comments included:

I have to believe that everything I give and do in my school in the way of physical activity is fostering a positive attitude toward wellness and creating many opportunities and awareness for lifelong activities for our youth as they mature into their adult lives.

Students have developed a sense of what wellness means and how physical activity can improve their lives.

A number of the case study informants did not feel that their students were getting a wellness message from their after-school physical activities noting, for example, that the students are more likely focused on the “fun” and not the “wellness” aspects of their activities and thus are not making the connection between physical activity and healthy lifestyles. Similarly, the project respondents who provided a lower rating for this outcome commented that the message was not sufficiently put forward with the focus being more on physical activity than wellness.

Perspectives of the grades 4 to 6 ASPA participants

There is some evidence from the grades 4 to 6 students’ pictures that the message of wellness and healthy living is being translated through the ASPA. Some of the comments included:

Friendship, fun, fitness, sweaty, exercise, happy, strong, healthy, learning.

Hockey at after-school sports is awesome because everyone gets to participate and it makes me feel really good.

I like after-school sports because it makes you healthy and it is just for fun.

If you exercise, you get energized.

Be active.

Sports’ exercise makes me feel great. Exercise is healthy.

Considerations

The message of physical activity being a critical component of wellness is an important one to convey directly and indirectly to the ASPA target groups. While this message is likely evident to some by virtue of their participation/their class instruction (e.g., health), efforts should be made by the Project Coordinator and his/her supervisors, leaders and/or volunteers to focus on making the link between physical activity and wellness for the ASPA participants. This message should be communicated to the students from the outset of their participation through informal discussion on, for example, how they feel before and after the activity, the importance of healthy snacks, and the benefits to their brains and bodies (mental and physical health), as well as on their social and personal development (see section 15.3). Concurrently, and to further encourage the links between wellness and physical activity, activities must be fun and engaging, as it is critical that students identify that being active is enjoyable and not a “chore” or “drudgery”. As well, if students perceive that their after-school physical activity time is another venue for “teaching” and “instruction”, it may lose its lustre and so caution must be exercised in how messages are conveyed.

15.0 OVERALL SUCCESSES

15.1 The design process for this initiative

A small number of provincial informants spoke to the efficacy of the evidenced-based approach which TCR took to development of the ASPA which identified the critical need to reduce barriers to participation in after-school activity so as to support students' access therein.

It was stated that this initiative has acknowledged and acted on the understanding that it takes a whole community to raise a child and so there is a focus on building partnerships between the schools and communities.

It also was highlighted that the ASPA was a new initiative with new funding - not previously attached to an existing program.

15.2 Participation levels

A few of the case study informants and many of the project respondents highlighted that the overall success of the ASPA is the extent of student participation in after-school physical activity by those who previously had encountered barriers to so doing. Comments included:

The key success was the vast amount of participation - it warmed my heart to see over half of our population leaving the school with smiling faces and sweat pouring down at 4:00 in the evening.

There are definitely some kids participating because of this program and the presence of bussing that we would not have seen before.

Students were active. We had a number of students sign up that were not involved in any physical activity at school.

More out of town students are given the opportunity to be involved in extracurricular events at our school.

Overall improvements in the kids skill levels, experiences and mental capacities. These kids got to do a lot of great things through this initiative that their parents cannot afford to put them through.

Curling!!!

Go Go Go!



You are great!

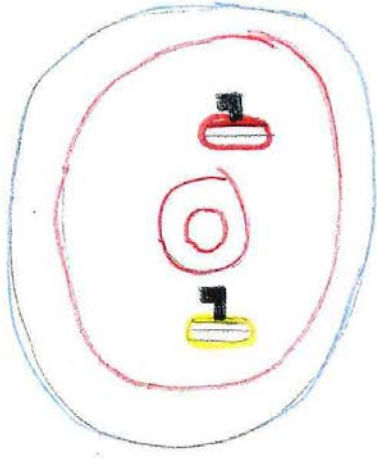
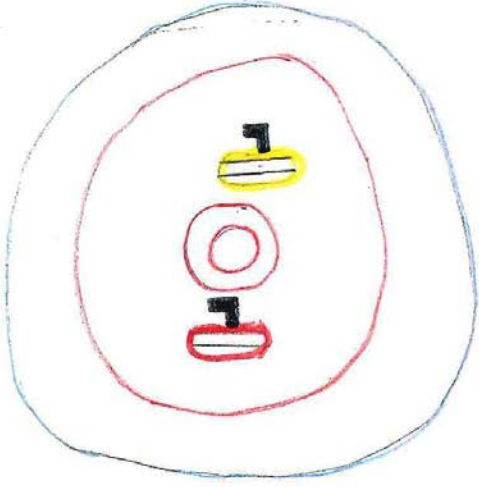
you can do it!

You are really good!



You are awesome!

great job!



15.3 Personal development

A number of the case study informants and project respondents highlighted the positive impact their ASPA projects have had on students' personal development – i.e., their socialization skills, friendships, and self-confidence:

Having costs covered enables them [students] to see they can do great things, that there is more to life than what they had. ASPA encourages kids to go on, to develop more. There is the growth factor, the enhanced self-esteem and confidence...

Having the opportunity to promote a healthy and active living lifestyle for the students from ages 6 to 18 and mostly seeing some students who are regularly shy and not involved in any type of after-school activity have the courage to become more actively involved in [their] school due to the self-confidence they have built up over the last three years.

When the grade 7 students came to our school for the first time it allowed them to form new friendships while being active. Students' self-confidence improved too.

Increasing the activity levels of students, especially in [elementary grades has] increased youths' understanding of the skills involved to play sports/games and in their confidence regarding their ability to play.

Students grew in confidence and in leadership skills. Lifelong skills learned and significant ... experience gained.

15.4 Perspectives from the ASPA participants

The student respondents were asked to list the three most important things the after-school physical activities have done for them. The answers were coded into a number of themes as provided in Table 15.1 and these further inform achievement of the ASPA outcomes and the overall success of the initiative.

Most of the student respondents in both junior high and high school identified that they had increased their physical activity/fitness levels through the ASPA. As well, some of the students in both grade levels cited increased opportunities for/access to physical activities and socialization; personal development and/or learning new skills/improving on existing skills.

TABLE 15.1: THE THREE MOST IMPORTANT THINGS THE AFTER-SCHOOL PHYSICAL ACTIVITIES HAVE DONE FOR STUDENT PARTICIPANTS (STUDENTS PROVIDED MULTIPLE RESPONSES)

What the ASPA has done for the students	Grades 7 to 9 %	Grades 10 to 12 %
Increased physical activity/Fitness	50%	64%
Learned new skills/Improved existing skills	38%	38%
Meeting New People	26%	29%
Fun/Involvement/Something to do after school	26%	26%
Time with peers/Teamwork	16%	24%
Accessibility to activities/ Increased opportunities	15%	12%
Increased self-esteem/Happiness/Well-being	12%	16%

The art from the grades 4 to 6 ASPA participants conveys some similar messages, in particular those related to personal development, friendship/socialization and inclusion (“everybody gets to play”). Also and equally importantly, is that the students are being motivated to participate and provided positive reinforcement for their participation and efforts. Comments garnered from the art include:

Let’s be fit and have fun – (picture of an instructor speaking to a group of girls)

Be all you can.

Keep calm and carry on.

You can do it.

You’re the best.

16.0 PERSPECTIVES ON CONTINUING THE ASPA

Most provincial informants felt that there is an ongoing need for the ASPA although not necessarily in its present form. Some noted changes which they would make should the program continue (see section 16.1).

All of the case study informants and project respondents stated that the ASPA should be continued with most citing the important contribution it has made to enabling students’ physical activity in their school and as well some commented on its impact on students’ overall development. Their comments included:

It definitely should be continued. With the rise in health issues due to inactivity among school age children I feel that it is crucial that opportunity to participate in recreation be provided without barriers.

This initiative is beneficial to keeping students active and to allowing all students to avail of after-school activities.

...There are great relationships [that have been] made between students, teachers, and community members that probably would not exist to this extent without this program.

This ASPA, if continued and I hope expanded, will provide ongoing opportunities for the children of our school to have physical activities [...]. It's not of paramount importance that they win championships, but it is important that they have that opportunity available to them. Through this [initiative] they can build teamwork, collegiality, camaraderie and good citizenship skills. With so many negative distractions in their lives nowadays, this program can serve only to help and build all of the aforementioned.

ASPA does nothing if not give youth more skills. It makes them feel confident and good about themselves that they have something to offer...ASPA helps take away some of those stresses from them. It gives them...wonderful opportunities.

A number of the project respondents also noted that without the ASPA funding to support transportation, their students would not have been able to participate in the after-school physical activities:

Absolutely. Without ASPA, many youth wouldn't have the opportunities to participate in these activities. Finances and transportation are huge barriers for some students.

Most all of our students participated in at least one physical activity per week. The late bus was a bonus because it allowed these students to participate.

Every school should be able to provide after-school late bus runs. This is only an option if bussing is available and affordable.

For years, a number of us had been bemoaning the lack of after-school bussing for our school which serves a [huge] catchment area. This program, though still fledgling, is vital to our school culture ...Money invested in youth is money well spent.

16.1 CHANGES TO THE ASPA MOVING FORWARD

A number of the provincial and case study informants, as well as the project respondents provided suggestions for changes/enhancements to the ASPA moving forward if it were to be continued.

16.2 Project framework

There must be clear guidelines for implementing the ASPA projects and effective data collection and reporting processes to inform progress on outcomes. TCR must have an ongoing focus on analyzing the ASPA's data so as to inform the evolution of the initiative and related projects.

Provide more clarity on the roles and responsibilities/accountabilities of those involved with/in ASPA at both the provincial and project levels.

16.3 The ASPA parameters

A small number of the case study informants and project respondents felt that the ASPA should be expanded to include younger students (K-3) stating that if the intent is to increase students' interest and engagement in physical activity it should begin at the lower levels.

I would love to see this program continue. I would like to see it even dip into upper primary as I believe that if we are going to turn children onto activity this has to be achieved at a very early age.

This needs to be expanded. We need to promote health and wellness to our younger students so that they will be the leaders in our society to continue to promote healthy living.

Some of the case study informants also felt that the age category should be expanded to include older students, particularly those who are moving from grades 9 to 10 and who are interested in ongoing participation in the after-school physical activities.

A few of the project respondents felt that a 25 week requirement is too long to maintain students' interest, and/or that a shorter program with only one or two activities would be more successful. These project respondents and a small number of provincial informants also felt that the timing of the activities should be flexible to allow for lunchtime and/or evening activities, as they felt this would attract more students.

16.4 Supporting projects

While some of the ASPA projects enjoy the opportunity to freely structure their programs, others are seeking and need more guidance in designing and implementing their activities and more access to training.

More emphasis on and support for, forming and diversifying partnerships would be beneficial.

Likewise, more funding should be allocated for instructors and equipment.

Funds must continue to be provided for healthy snacks.

17.0 SUSTAINING THE INITIATIVE

17.1 Funding and resources

A number of the provincial informants stated that the ASPA is not sustainable in its present form (i.e., provision of up to \$25,000 per project) and that there have to be processes/strategies in place which stimulate and facilitate after-school physical activity with fewer resources. These informants cited the need to expand the ASPA to more schools and so the funding provided would need to be less to ensure the ASPA's sustainability over the long term. A small number of provincial informants suggested that the funding should be available to community and/or recreation groups as well as schools.

Most case study informants and some of the project respondents highlighted that they would need a level of external funding resources to maintain their programs – in particular, to address the high costs of bussing as this support is critical for accommodating students' participation.

17.2 Capacity building

Some of the project respondents specifically highlighted that they could avail of their schools' teachers, parents, students and/or community volunteers to support sustaining their ASPA projects.

A number of the provincial and case study informants, as well as project respondents, cited the critical importance of ongoing efforts to engage student leaders as a strategy for sustaining the ASPA projects. It was stated, for example, that more emphasis has to be placed on training high school students to become facilitators of programs and certified instructors in some activities. It

also was identified that it will be important to continue to pay the students who are involved in supporting the ASPA, as an added incentive for their participation.

Another key component for building capacity to sustain the ASPA projects is partnerships. The ASPA projects must continue to identify and engage strong partners which contribute to projects' being less dependent on government funding.

17.3 Connect to other resources

A number of the provincial informants stated that applicants to the ASPA/ASPA project proponents should be provided more information on the continuum of resources available to support planning for and implementing their activities. This includes but is not limited to, for example,

- TCR's Community Recreation Support Program Funding (www.tcr.gov.nl.ca/tcr/sports/Community_Recreation_Support_Program.html)
- The Healthy Students Healthy Schools website "Health Living" (www.livinghealthyschools.com/) – e.g., Eat Great and Participate, Living Healthy Commotions as well as information on the school health promotion liaison consultants (found in each region of the province) who are another information resource to the ASPA projects.
- RNL, SSNL and SNL to access programs, resources and/or training
- The Regional Wellness Coalition grants program (www.health.gov.nl.ca/health/wellnesshealthyliving/wellnesscoalitions.html)
- Canadian Tire Jumpstart (<http://jumpstart.canadiantire.ca/en/what-is-jumpstart/>) which is supported by TCR
- KidSport (www.kidsport.nl.ca/application.htm)
- ParticipACTION Teen Challenge (www.participaction.com/teen-challenge/)
- The Canadian Active After School Partnership (<http://activeafterschool.ca/>)
- Active at School (www.activeatschool.ca/en/)

18.0 MOVING FORWARD

It is recommended that TCR, in cooperation with its key partner departments and provincial non-governmental partners, continue to support the ASPA. However, it is also recommended that there be changes to the ASPA to increase the potential impacts on both students' access to and engagement in after-school physical activity and the ASPA project proponents' capacity to successfully plan for and implement this activity.

Overall, and as detailed in the literature (see section 12.3), the after-school physical activity sessions should operate as platforms to promote skills and values (e.g., respect, self-efficacy, conflict resolution, overcoming fears, communication skills). As such, sessions should continue to incorporate elements of novelty (i.e. opportunity to experience/learn new things), as well as provide participants a voice in the direction of a given program (design, implementation) and in any issues or problems that arise during the course of a program.

Target group

The ASPA should continue to target grades 4 to 9 and further include grade 3. Grades 10-12 students who express an interest in the ASPA should be engaged as student leaders and provided the required support and training to ensure they are successful in these positions.

Eligible applicants

The ASPA should continue to require a minimum of two co-applicants - including a community partner and a school or family of schools - for project funding. The ASPA applicants should be encouraged to connect with RNL to identify potential partners in their communities with expertise in physical activity that would be a critical support for the application, planning and implementation strategies for their ASPA projects.

The ASPA applicants should be provided a comprehensive list of the many and varied provincial resources (government and non-government) available to support their potential projects.

Project funding

ASPA projects should be provided funding to a maximum of \$10,000/site with flexibility to increase the maximum amount available to sites that can **demonstrate** that bussing costs associated with transporting their ASPA participants (including student leaders/volunteers) warrants this additional funding. Consideration could be given to providing additional funding

for **new** ASPA sites (for their first year's participation in the initiative) in recognition of initial start-up and potential equipment costs. For all of the ASPA projects (both new and ongoing), the amount of funding provided would be based on a submitted annual budget detailing all of the relevant project expenditures. It is anticipated that as the ASPA project sites build their own capacity to undertake after-school physical activities (through skills development, training and/or partnerships) the amount of funding required per site should decrease.

Training

A minimum level of training should be **mandatory** for the ASPA Project Coordinators/leaders and supervisor, and others (in particular students) who are leading/supervising activities. Those who have already taken this or equivalent training and certified instructors would be exempt from this requirement. We suggest that the minimum training required be in HIGH FIVE[®].

Activities

The ASPA projects should be required to undertake a minimum of 15 weeks of after-school physical activities (with activities undertaken at a minimum twice a week) per year. This provides ample time over a school year to ensure quality planning for and implementation of activities.

The ASPA applicants should be encouraged to plan for a modest number of safe and quality activities and build on these as possible. The ASPA applicants should consult with their target student groups to seek their perspectives on what activities would engage their interest and to offer both structured and unstructured activities (e.g., free gym time) to accommodate these interests.

As a component of the consultation process with their students, the ASPA applicants should seek feedback on running "girls only" activities. Should there be interest expressed from their students and/or if the ASPA project proponents feel strategy is key to engaging girls (particularly those at the junior high level) in "girls only" activities, then they should be encouraged and supported by their partners/TCR to plan for and, if their projects are funded, undertake responsive "girls only" activities.

The ASPA project guidelines

The ASPA guidelines should be reviewed and revised based on the findings of this evaluation to ensure responsiveness to the ASPA projects' needs while simultaneously ensuring consistency in activity across sites. It is critical that these guidelines be well-articulated to ensure clarity on the part of the ASPA projects that will be guided by them. We suggest that the following be considered when redrafting these guidelines:

- *Include general guidelines for ensuring quality of physical activities.*
- *The practice of paying for a supervisor or a non-school based Project Coordinator continue for those ASPA projects which can demonstrate that without such a resource, they would have difficulty initiating their project. If these ASPA projects are funded over multi-years, there should be some expectation that this resource would build the project proponents' capacities to run their programs without this paid position.*
- *Funding to pay student leaders should be continued, although high schools should try to facilitate leadership by engaging those students who have to complete a number of volunteer hours to fulfill their requirements for other initiatives/programs in which they are involved.*
- *Compensation for parents/teachers/seniors and others who come forward to play a program leader/supervisor role should continue although it is suggested that these volunteers be provided an honorarium based on their volunteering for a block of activities versus per hour and/or per activity. Again, if it can be demonstrated that the honoraria must be provided more frequently to engage/sustain volunteers, flexibility will be required. However, it must be reinforced to the ASPA project that there has to be an ongoing focus on building a complement of volunteers who participate because they see the inherent value of the program to the students and not only because it provides a level of compensation.*
- *Funding to pay certified instructors who are leading after-school physical activities should be provided on a sliding scale to accommodate the range of fees which instructors might charge. However, if the instructors are coming from partner organizations, then the expectation should be that their instructor's time would be an in-kind contribution or provided at a reduced cost.*
- *Funding should continue to be available for snacks which meet school guidelines and which are available for student participants.*

- *Funding should be available for field trips to support ASPA projects which on occasion would like to expose their students to recreational/physical activities which are **not** available in their own communities (e.g., swimming in an indoor pool/skating). However, in keeping with the ASPA approach of availing of local capacities/ opportunities, such field trips should not be funded on a continual basis for any ASPA project. This stipulation regarding field trips would not include the cost of transporting students within their own communities to, for example, a local arena for skating or pool for swimming – unless these costs are prohibitive over the long-term.*
- *A maximum allocation of \$1500-\$2000/year should be available for purchasing equipment. Should an ASPA project, which has continued over multi- years, identify a specific one-time expenditure, which exceeds this amount, to support an established and successful program, this can be assessed on a case-by-case basis.*

Regional support for the ASPA projects

It is suggested that TCR explore with its provincial government and non-government partners the need for and opportunities to enable regional staff to support the ASPA projects in building their and their communities' capacities to engage the student target groups and positively impact their levels of physical activity and, more broadly, contribute to their overall personal development. These regional staff would have a significant focus on identifying and capitalizing on the untapped resources and potential in communities for supporting these ASPA goals.

Data collection and reporting

The ASPA projects must be provided clear direction and a streamlined process for collecting and reporting on data. Baseline data will be critical for determining change in the type and degree of students' physical activity levels, as well as the profile of those participating.

The ASPA projects must submit the required data and final project reports on an annual basis. Failure to submit this information would prevent further access to the ASPA funding.

19.0 CONCLUSION

The findings from the evaluation of the ASPA indicate that the initiative has had positive impacts on increasing elementary and junior high school students' (and some primary and high school students') access to and engagement in after-school physical activities, and on their overall development. To a lesser degree it has contributed to building the ASPA project proponents' capacities to plan for and successfully implement their after-school physical activities.

The full extent of the potential impacts of the ASPA will only be known once changes discussed herein are considered and implemented in the coming months, and most importantly the ASPA is founded on consistent and effective data collection and reporting processes to allow for more in-depth analysis of its reach and impacts.

Appendix “A” – Sources used for the Literature Review

Sources used to inform the review of effective practices in after-school physical activity included:

- Apsler, R. (2009). After-school programs for adolescents: a review of evaluation research. *Adolescence*, 44 (173), 1-19.
- Armour, K. & Sandford, R. (2013). Positive youth development through an outdoor physical activity programme: Evidence from a four-year evaluation. *Educational Review*, 65(1), 85-108.
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- Schilling, T.A. (2001). An investigation on commitment among participants in an extended day physical activity program. *Research Quarterly for Exercise and Sport*, 72(4), 355-365.
- Ward, S. & Parker, M. (2013). The voice of youth: atmosphere in positive youth development program. *Physical Education and Sport Pedagogy*, 1-15.

Appendix “B” – Key informant guides for the provincial informants

**Evaluation of the After-School Physical Activity Initiative Pilot - ASPA
Key Informant Guide – Department of TCR informants**

Background

1. What is your role in the Department of Tourism Culture and Recreation (TCR) and in relation to the ASPA initiative (*policy development, implementation, monitoring*)?

Relevance

2. What is your understanding of the intent of the provincial ASPA initiative? (*Prompt for why it was needed, its goal, particular areas of focus - e.g., specific age groups, target groups.*)
3. How does the ASPA initiative align with/support other TCR efforts (*e.g., increasing physical activity, participation, inclusion, community capacity building*)? How, if at all, could this alignment be strengthened?
4. Is the ASPA initiative duplicating or complementing existing programs/initiatives? Please explain your response.

Design and delivery

5. Are there adequate management and administrative systems in place at the departmental level for efficient and effective delivery and oversight of the ASPA initiative (*e.g., clear roles/responsibilities, efficient application/review/funding processes, clear policy guidelines*)? Please explain your answer.
6. What, if any, accountabilities are in place to ensure that pilot sites' activities are implemented and resources expended as planned? (*Prompt for effectiveness of reporting mechanisms.*) What, if any enhancements were required?
7. Were any challenges encountered in delivering the initiative? If yes, what; and how, if at all were these addressed?
8. Overall, was the initiative implemented as intended? If not, what changed and why?

Data collection/reporting

9. What data collection and reporting processes are used in the initiative?
 - a. What, if any, enhancements are required? (*Prompt for any data gaps which have been identified, inconsistencies in reporting.*)

Support to sites

10. Is adequate support available to pilot sites to facilitate successful implementation and management of their initiatives? Please explain. (*Prompt for resources provided; type/degree of communication with sites, marketing of initiative, focus on quality control/safety.*)
 - a. How, if at all, could the support to sites be enhanced?
11. What training has Recreation Newfoundland and Labrador (RNL) provided to pilot sites? To whom (*e.g., leaders, coordinators*)?
 - a. Were any challenges encountered in delivering training? If yes, what; and how were these addressed?

- b. How, if at all, has this training impacted the pilot sites' delivery of their ASPA projects in relation to increasing leaders'/supervisors' skills? Increasing community capacity?
- c. Overall, was this training effective? Why or why not? (*Prompt for gaps and RNL being the best fit for delivering training.*)

Partnerships

- 12. What formal or informal partnerships have been created or enhanced at the provincial level (across government departments/externally) to support the ASPA initiative?
 - a. How, if at all, have these contributed to implementation of the initiative and achievement of outcomes?

Outcomes/results

- 13. Please refer to the attached outcome table.²³
- 14. What, if anything, could have been done to improve on the outcomes?
- 15. What other factors external to the ASPA initiative (*e.g., other government/provincial wellness initiatives*) could have influenced these outcomes?
- 16. Have there been any unexpected impacts or outcomes?

Overall

- 17. What lessons have been learned in delivering the ASPA initiative? (*Prompt for what did/did not work well? Effective practices identified – e.g., in barrier removal? in engaging youth.*)
- 18. What have been the major achievements of the ASPA initiative? (*Prompt for reaching/engaging the target populations, the extent barriers to participation in the after-school time period are addressed.*)
- 19. Should the ASPA initiative be continued and/or expanded? Why or why not? (*Prompt for the initiative being needed.*)
 - a. If the initiative should be continued/expanded,
 - i. what if any changes would you make going forward?
 - ii. how could the initiative be sustained?
- 20. Have you any other comments?

²³ This outcome table is found at the end of Appendix “B”. It was sent to and completed by all of the provincial informants in advance of their interviews.

Evaluation of the ASPA

Key Informant Guide – government departments

Background

1. What is your role in the [name of department/division]?
2. What is the nature of your relationship/partnership with the provincial ASPA initiative? (*Prompt: development of the initiative; supporting implementation, providing resources.*)

Relevance

3. What is your understanding of the intent of the ASPA initiative? (*Prompt for why it was needed; its goal; particular areas of focus - e.g., specific age groups, target groups?*)
4. How does the ASPA initiative align with/support the efforts of your department/division (*e.g., increasing physical activity, participation, inclusion, community capacity building*)? How, if at all, could this alignment be strengthened?
5. Is the ASPA initiative duplicating or complementing existing programs/initiatives? Please explain.

Design and delivery

6. Are there adequate management and administrative systems in place for efficient and effective delivery and oversight of the ASPA initiative (*e.g., clear lines of responsibility; efficient application/review process; sufficient policy guidelines*)?
7. How does TCR support the pilot sites (*e.g., resources, training*)?
 - a. Is this sufficient or were enhancements needed? Please explain.
8. Were any challenges encountered in delivering the initiative? If so, what and how, if at all were these addressed?
9. Overall, was the initiative implemented as intended? If not, what changed and why?

Training

10. Can you comment on the training which RNL delivered to the pilot sites?
 - a. If so, were any challenges encountered in delivering training? If so what and how were these addressed?
 - b. How if at all has this training impacted the pilot sites' delivery of their ASPA projects in relation to increasing leaders'/supervisors' skills? Increasing community capacity?
 - c. Overall was this training effective? Why or why not? (*Prompt for gaps and RNL being the best fit for delivering training.*)

Partnerships

11. (If a partner) Would you describe your partnership as effective? Why/why not? (*Prompt for any needed enhancements to strengthen the partnership.*)
12. What other formal or informal partnerships were created or enhanced at the provincial level (across government departments/externally) to support the ASPA initiative?

- a. How, if at all, have these contributed to implementation of the initiative and achievement of outcomes?

Outcomes/results

13. Please refer to the attached outcome table.
14. What, if anything, could have been done to improve on the outcomes?
15. What other factors external to the ASPA initiative (*e.g., other government/provincial wellness initiatives*) could have influenced these outcomes?
16. Have there been any unexpected impacts or outcomes?

Overall

17. What, if any, lessons have been learned in delivering the ASPA initiative? (*Prompt for what did/did not work well? Effective practices identified – e.g., in barrier removal? in engaging youth.*)
18. In your opinion, what have been the major achievements of the ASPA initiative? (*Prompt for reaching/engaging the target populations; the extent barriers to participation in the after-school time period addressed?*)
19. In your opinion, should the ASPA initiative be continued and/or expanded? Why or why not? (*Prompt for the initiative being needed.*)
 - a. If the initiative should be continued/expanded,
 - i. what if any changes would be needed going forward?
 - ii. how could it be sustained? (*Prompt for their role.*)
20. Have you any other comments?

**Evaluation of the ASPA
Key Informant Guide – NL English School District**

Background

1. What is your role with the English School District? In relation to ASPA? (Policy development, implementation, monitoring?)
2. What is the nature of your relationship/partnership with the ASPA initiative? (*Prompt: development of the initiative; supporting implementation, providing resources.*)
3. Are there others at the District level who have responsibilities in relation to the ASPA? If so, who and what are their roles?

Relevance

4. What is your understanding of the intent of the ASPA initiative? (*Prompt for why it was needed; its goal; particular areas of focus - e.g., specific age groups, target groups*)?
5. How does the ASPA initiative align with/support the efforts of the ESD (*e.g., increasing physical activity. participation, inclusion, community capacity building*)? How, if at all, could this alignment be strengthened?
6. Is the ASPA initiative duplicating or complementing existing programs/initiatives? Please explain.

Design and delivery

7. Are there adequate management and administrative systems in place for efficient and effective delivery and oversight of the ASPA initiative (*e.g., clear lines of responsibility; efficient application/review process; sufficient policy guidelines*)?
8. How does TCR support the pilot sites (*e.g., resources, training*)?
 - a. Is this sufficient or were enhancements needed? Please explain.
9. Were any challenges encountered in delivering the initiative? If so, what and how, if at all were these addressed?
10. Overall, was the initiative implemented as intended? If not, what changed and why?

Training

11. Can you comment on the training which RNL delivered to the pilot sites?
 - a. if so, were any challenges encountered in delivering training? If so what and how were these addressed?
 - b. How if at all has this training impacted the pilot sites' delivery of their ASPA projects in relation to increasing leaders'/supervisors' skills? Increasing community capacity?
 - c. Overall was this training effective? Why or why not? (*Prompt for gaps and RNL being the best fit for delivering training.*)

Partnerships

12. (If a partner) Would you describe your partnership as effective? Why/why not? *(Prompt for any needed enhancements to strengthen the partnership.)*
13. What other formal or informal partnerships were created or enhanced at the provincial level (across government departments/externally) to support the ASPA initiative?
 - a. How, if at all, have these contributed to implementation of the initiative and achievement of outcomes?

Outcomes/results

14. Please refer to the attached outcome table.
15. What, if anything, could have been done to improve on the outcomes?
16. What other factors external to the ASPA initiative (*e.g., other government/provincial wellness initiatives*) could have influenced these outcomes?
17. Have there been any unexpected impacts or outcomes?

Overall

18. What, if any, lessons have been learned in delivering the ASPA initiative? *(Prompt for what did/did not work well? Effective practices identified – e.g., in barrier removal? in engaging youth.)*
19. In your opinion, what have been the major achievements of the ASPA initiative? *(Prompt for reaching/engaging the target populations; the extent barriers to participation in the after-school time period addressed?)*
20. In your opinion, should the ASPA initiative be continued and/or expanded? Why or why not? *(Prompt for the initiative being needed.)*
 - a. If the initiative should be continued/expanded,
 - i. what if any changes would be needed going forward?
 - ii. how could it be sustained? *(Prompt for their role.)*
21. Have you any other comments?

**Evaluation of the ASPA
Key Informant Guide – RNL**

Background

1. What is the mandate of your [name organization]? Your role?
2. What is the nature of your relationship/partnership with the ASPA initiative? (*Prompt: development of the initiative; supporting implementation, providing resources.*)

Relevance

3. What is your understanding of the intent of the ASPA initiative? (*Prompt for why it was needed; its goal; particular areas of focus - e.g., specific age groups, target groups*)?
4. How does the ASPA initiative align with/support the efforts of your organization (*e.g., increasing physical activity, participation, inclusion, community capacity building*)? Please explain. How could this alignment be strengthened?
5. Is the ASPA initiative duplicating or complementing existing programs/initiatives? Please explain.

Design and delivery

6. Are there adequate management and administrative systems in place for efficient and effective delivery and oversight of the ASPA initiative (*e.g., clear lines of responsibility; efficient application/review process; sufficient policy guidelines*)?
7. How does TCR support the pilot sites (*e.g., resources, training*)?
 - a. Is this sufficient or were enhancements needed? Please explain.
8. Were any challenges encountered in delivering the initiative? If so, what and how, if at all were these addressed?
9. Overall, was the initiative implemented as intended? If not, what changed and why?

Training

10. Please describe the training RNL provided to pilot sites. (*Prompt for type, frequency, timing.*)
 - a. Were any challenges encountered in delivering training? If so what and how were these addressed?
 - b. How if at all has this training impacted the pilot sites' delivery of the ASPA initiative in relation to increasing leaders'/supervisors' skills? Increasing community capacity?
 - c. Overall was this training effective? Why or why not? (*Prompt for gaps and RNL being the best fit for delivering training.*)

Partnerships

11. In addition to providing training, did you have other involvement in the ASPA initiative? if so, what?
12. What other formal or informal partnerships were created or enhanced at the provincial level (across government departments/externally) to support the ASPA initiative?

- a. How, if at all, have these contributed to implementation of the initiative and achievement of outcomes?

Outcomes/results

13. Please refer to the attached outcome table.
14. What, if anything, could have been done to improve on the outcomes?
15. What other factors external to the ASPA initiative (*e.g., other government/provincial wellness initiatives*) could have influenced these outcomes?
16. Have there been any unexpected impacts or outcomes?

Overall

17. What, if any, lessons have been learned in delivering the ASPA initiative? (*Prompt for what did/did not work well? Effective practices identified – e.g., in barrier removal? in engaging youth.*)
18. In your opinion, what have been the major achievements of the ASPA initiative? (*Prompt for reaching/engaging the target populations; the extent barriers to participation in the after-school time period addressed?*)
19. In your opinion, should the ASPA initiative be continued and/or expanded? Why or why not? (*Prompt for the initiative being needed.*)
 - a. If the initiative should be continued/expanded,
 - i. what if any changes would be needed going forward?
 - ii. how could it be sustained? (*Prompt for their role.*)
20. Have you any other comments?

**Evaluation of the ASPA
Key Informant Guide – SSNL**

Background

1. What is the mandate of your [name organization]? Your role?
2. What is the nature of your relationship/partnership with the ASPA initiative? (*Prompt: development of the initiative; supporting implementation, providing resources.*)

Relevance

3. What is your understanding of the intent of the ASPA initiative? (*Prompt for why it was needed; its goal; particular areas of focus - e.g., specific age groups, target groups*)?
4. How does the ASPA align with/support the efforts of your organization (*e.g., increasing physical activity. participation, inclusion, community capacity building*)? Please explain. How could this alignment be strengthened?
5. Is the ASPA initiative duplicating or complementing existing programs/initiatives? Please explain.

Design and delivery

6. Are there adequate management and administrative systems in place for efficient and effective delivery and oversight of the ASPA initiative (*e.g., clear lines of responsibility; efficient application/review process; sufficient policy guidelines*)?
7. How does TCR support the pilot sites (*e.g., resources, training*)?
 - a. Is this sufficient or were enhancements needed? Please explain.
8. Were any challenges encountered in delivering the initiative? If so, what and how, if at all were these addressed?
9. Overall, was the initiative implemented as intended? If not, what changed and why?

Training

10. Can you comment on the training which RNL delivered to the pilot sites?
 - a. if so, were any challenges encountered in delivering training? If so what and how were these addressed?
 - b. How if at all has this training impacted the pilot sites' delivery of their ASPA projects in relation to increasing leaders'/supervisors' skills? Increasing community capacity?
 - c. Overall was this training effective? Why or why not? (*Prompt for gaps and RNL being the best fit for delivering training.*)

Partnerships

11. (If a partner) Would you describe your partnership as effective? Why/why not? (*Prompt for any needed enhancements to strengthen the partnership.*)
12. What other formal or informal partnerships were created or enhanced at the provincial level (across government departments/externally) to support the ASPA initiative?

- a. How, if at all, have these contributed to implementation of the initiative and achievement of outcomes?

Outcomes/results

13. Please refer to the attached outcome table.
14. What, if anything, could have been done to improve on the outcomes?
15. What other factors external to the ASPA initiative (*e.g., other government/provincial wellness initiatives*) could have influenced these outcomes?
16. Have there been any unexpected impacts or outcomes?

Overall

17. What, if any, lessons have been learned in delivering the ASPA initiative? (*Prompt for what did/did not work well? Effective practices identified – e.g., in barrier removal? in engaging youth.*)
18. In your opinion, what have been the major achievements of the ASPA initiative? (*Prompt for reaching/engaging the target populations; the extent barriers to participation in the after-school time period addressed?*)
19. In your opinion, should the ASPA initiative be continued and/or expanded? Why or why not? (*Prompt for the initiative being needed.*)
 - a. If the initiative should be continued/expanded,
 - i. what if any changes would be needed going forward?
 - ii. how could it be sustained? (*Prompt for their role.*)
20. Have you any other comments?

Using the scale of 1-10 where 1=not at all and 10=outcome achieved, please rate to what extent the following ASPA initiative outcomes have been achieved. If you are **not familiar** with an outcome, please note “no response” - NR. If you wish to **comment** on any of your ratings, please do so.

Not at all-1 2 3 4 5 6 7 8 9 10=Outcome achieved

ASPA Outcome	Rating 1-10 or “NR”	<u>Comment:</u> Why did you give this rating? (If possible provide an example showing how this outcome is/is not being achieved.)
Physical activity		
Increased opportunities for physical activity in the after-school time period for youth ages 9-15 (grades 4-9)		
Increased participation in physical activity by children/youth who have <u>limited access</u> to physical activity opportunities in the after-school time period due to barriers (e.g., financial /transportation)		
Increased participation in physical activity by youth with disabilities (e.g., physical, cognitive, social, emotional)?		
Increased physical activity opportunities for girls		
Increased opportunities for youth to socialize		
Increased engagement by children/youth in recreation and physical activity <u>outside</u> of the ASPA initiative		
Capacity building		
Increased skills and knowledge of volunteers and community leaders in physical activity, recreation and sport		
Development of/increased partnerships between schools and their communities		
Increased understanding of physical activity as an important part of wellness?		
Other outcomes		
Please identify any other outcomes you think have been achieved: _____		

Appendix “C” – Conditions of approval to conduct research for the ASPA projects

APPENDIX “D” – The ASPA Project coordinator survey

**Evaluation of the After-school Physical Activity (ASPA) Initiative Pilot
Survey – Project Coordinators (March 5)**

Introduction

Thank you for agreeing to participate in this survey. The Department of Tourism, Culture and Recreation (TCR) is doing an evaluation of their ASPA initiative with a focus on assessing the results achieved during the pilot (2011-2013) and identifying factors that contributed to these results. They have engaged our company, Goss Gilroy Inc. to conduct the evaluation on their behalf. We are conducting surveys with ASPA project coordinators at project sites across the province. Through the surveys we are gathering perspectives on the extent to which the ASPA outcomes have been achieved, challenges to achievement of these outcomes, effective practices for running after-school physical activities and the level of support each site received while running an ASPA initiative.

Your participation in this survey process is completely voluntary. Your participation or answers to the questions will not affect your current or future dealings with TCR. All the information you provide will be kept strictly confidential, and no individuals will be identified in any reports that are prepared. You can complete this survey on-line or print it off and mail back the completed form to:

Mary Ennis, GGI Associate
Goss Gilroy Inc.
401 Empire Avenue
St. John's, NL A1E 1W6

Or you can fax it to Mary's attention at 709 754 6303.

Background

1. Name of School

2. Name of person completing the survey_____

3. Your role with the school? (e.g., teacher, volunteer)_____

4. Your role with the ASPA initiative?

a. How long have you been in this role(# of years)_____

5. Name of co-applicant (organization/association) for this initiative_____

Activities

6. Please complete the following table which is looking for information on the after-school physical activities you undertook in each of the two pilot years (recognizing that the first year activities did not begin until early 2012).

a) YEAR: 2011-2012							
Name of activity (please list each activity separately)	Number of days each activity was done per week	Were these new activities or did they build on existing activities?	Were any of these activities “girls only” Yes/No?	Average number of students who participated in each activity per week	Average number of “new” students (i.e., not involved in physical activity before ASPA) who participated in each activity per week	Average number of girls who participated per week	Average number of youth with disabilities who participated per week
#1							
#2							
#3							
#4							

b) YEAR: 2012-2013							
Name of activity (please list each activity separately)	Number of days each activity was done per week	Were these new activities or did they build on existing activities?	Were any of these activities “girls only” Yes/No?	Average number of students who participated in each activity per week	Average number of “new” students (i.e., not involved in physical activity before ASPA) who participated in each activity per week	Average number of girls who participated per week	Average number of youth with disabilities who participated per week
#1							
#2							
#3							
#4							

c) Have you made any changes to your after-school activities for this year (2013-2014)?

Yes No

If yes, what changes have you made (e.g., more activities; fewer activities) and why?

Partnerships

7. Who are the main partners for your ASPA initiative? (Please indicate which of these partners, if any, are **new** partners)

8. What have your partners contributed (e.g., time, funds, resources) to the initiative and how has this impacted your initiative (e.g., allowed for more/different activities)?

Challenges in implementation

9. Who is responsible for collecting data and reporting on your initiative?

10. Did you/they have any challenges collecting data for and/or reporting on your initiative?

Yes No

If yes, what were the challenges and how, if at all, were these addressed

11. Did you have any challenges in running your after-school physical activities during the 2011-2013 period? Yes No

If yes, what challenges and how, if at all, were these addressed?

Training

12. Please complete the following table which seeks information on training you might have done with RNL. **If you have not done any training with RNL**, please skip to question # 13

Which RNL training have you done? (Please bold or underline)	Which training was done with other schools and which was done for/at your school?	Using the scale of 1-10 where 1=not at all useful and 10=quite useful, please rate how useful you found each training session you did.	Why did you give this rating?
High Five			
Fundamental Movement Skills			
Coaching			
Other training from RNL (please specify the name _____)			

13. Did anyone else involved with your ASPA initiative receive RNL training?

Yes No

14. If yes, who (e.g., teacher/leader/supervisor) and which training did they receive?

15. Did anyone who received RNL training then train others involved in your ASPA initiative and/or others in your community?

Yes No

16. If yes, who was trained and what was the focus of the training?

Support from TCR

17. Using the scale of 1-10 where 1=not at all satisfied and 10=quite satisfied, please rate to what extent you were satisfied with the support you received from the Department of Tourism Culture and Recreation as you have implemented your ASPA initiatives. **If the type of support does not apply to you, please note “no response” - NR.** If you wish to **comment** on any of your ratings, please do so.

Not at all satisfied-1 2 3 4 5 6 7 8 9 10=Quite satisfied

Type of support	Rating 1-10 or “NA”	Why did you give this rating?
Help with the ASPA initiative application		
Level of funding received for your ASPA initiative		
Communication with TCR		
Help with/guidance for data collection		
Help with/guidance for reporting		
Overall support		

Outcomes achieved

18. What barriers to participation in after-school physical activity did your ASPA initiative address and how did you address these barriers?

19. Were other barriers identified as the project progressed? If so, what? How, if at all, were these addressed through your ASPA initiative?

20. Using the scale of 1-10 where 1=not at all achieved and 10=outcome achieved, please rate to what extent the following ASPA initiative outcomes have been achieved at your school. If you are **not familiar** with an outcome, please note “no response” - NR. If you wish to **comment** on any of your ratings, please do so.

Not at all achieved - 1 2 3 4 5 6 7 8 9 10=Outcome achieved

To what extent were the following ASPA initiative outcomes achieved at your school?	Rating 1-10 or “NR”	<u>Comment:</u> Why did you give this rating? (If possible provide an example showing how this outcome is/is not being achieved.)
Physical activity		
Increased opportunities for physical activity in the after-school time period for youth ages 9-15 (grades 4-9)		
Increased participation in physical activity by children/youth who have <u>limited access</u> to physical activity opportunities in the after-school time period due to barriers (e.g., financial /transportation)		
Increased participation in physical activity by youth with disabilities		
Increased physical activity opportunities for girls		
Increased opportunities for youth to socialize		
Increased engagement by children/youth in recreation and physical activity <u>outside</u> of the ASPA initiative		
Capacity building		
Increased skills and knowledge of volunteers and community leaders in physical activity, recreation and sport		
Development of/increased partnerships between your school and its communities		
Increased understanding of physical activity as an important part of wellness?		
Other outcomes		
Please identify any other outcomes you think have been achieved: _____		

Overall

21. What did you/the school/the partners do to raise awareness about the project - specifically the activities you were running?

22. What, if any, lessons have been learned in delivering the ASPA initiative? (*I.e., what did/did not work well? Did you identify any effective practices?*)

23. Overall, what would you highlight as the key successes of your initiative?

24. In your opinion, should the ASPA initiative be continued and/or expanded?

Yes No

Please explain your answer:

- a. If you think the initiative should be **continued/expanded**,
 - ii. how could it be sustained? (*Does your school have the capacity to sustain the initiative on their own/with partners? Are external resources needed to continue/build on their efforts?*)

25. Other comments?

APPENDIX “E” – Student survey

**Evaluation of the ASPA initiative
Survey for grades 7-9 students**

Introduction (Please read to the students)

A company in St. John's called GGI is doing research on the after-school physical activities done in a number of schools across the province, including ours. They want to hear from students who are taking part in after-school physical activities like the ones we do here at our school - (*name the activities*). They want to know what you think about your activities and how these make you feel.

I am going to pass out this short survey and I will read through the questions first to ensure everyone understands what is being asked. Then I will give you some time to complete the survey. You do not have to put your name on the form.

However, I will be giving GGI a list of your names (separate from the surveys). Two students from grades 7-9 in schools across the province who complete the surveys will win \$25.00.

Do you have any questions before we start?

Survey:

1. What grade are you in? _____

2. How many years have you been participating in after-school physical activities at and/or with your school? _____
 - a. Which activities do you take part in? _____

 - b. Why do you take part in these activities? _____

3. How often do you take part in these activities: (circle one answer)
All the time Sometimes Once in a while

4. What you **like best** about the after-school physical activities:

5. What **don't you like** about the after-school physical activities:

6. If you were the leader and could change some things about the after-school physical activities what would you change?

7. As a result of taking part in the after-school physical activities with your school: (Check (✓) all that apply to you.)

- I like taking part in the after-school physical activities
- I feel more confident
- I have more energy
- I look forward to being active
- I have made new friends
- I have met new people
- I have learned new skills
- I am better at solving problems
- I am more active when I am not in school (on the weekends/in the evenings)
- I have learned how to be a leader
- I am **not** interested in doing after-school activities
- I do **not** like to do physical activity
- I am **not** active on the weekends/in the evenings
- I have **not** learned any new skills
- I have **not** learned much

8. The 3 most important things the after-school physical activities have done for you are:

9. Do you want to continue to have after-school physical activities with your school?

Yes - why?

OR

No - Why not? _____

10. Without the after-school activities I would have been:

- less physically active
- just as physically active

more physically active.

11. Do you have anything else you want to say?

THANKS!!!!

APPENDIX “F” – Descriptions of RNL’s training

HIGH FIVE® uses a systematic approach to promote the healthy development of children 6-12 years. Based upon principles of healthy child development, HIGH FIVE® combines training, assessment tools, resources, public education and collaboration to ensure children have the best possible sport and recreation experiences.

In 2007, Recreation Newfoundland and Labrador became the authorized provider of HIGH FIVE® in Newfoundland and Labrador. Through assistance provided by the Recreation and Sport Division, RNL has developed a series of HIGH FIVE® training events.

www.highfive.org

Movement Fundamentals

To become physically literate children need to master fundamental movement skills, but this mastery does not come all at once. For almost every skill the developing child needs to go through a series of developmental stages. The goal should be to help each child move to the next most mature version of the skill they are learning, rather than pushing them to perform the skill the way an adult would. Training in the Sport For Life Module, Movement Fundamentals helps leaders to guide their instruction so that children and youth master the basics.

<http://www.canadiansportforlife.ca/default.aspx?PageID=1108&LangID=en>

Community Sport Courses

The Community Sport stream has two coaching contexts: Initiation and Ongoing participation.

The **Initiation (CSp-Init)** context focuses on participants who are being introduced to a sport. In many sports that is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. The reasons they get involved are: to meet new friends; have fun; and learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the FUNdamentals stage skills and abilities for participants.

Participants in the **Ongoing (CSp-Ong)** participation context are typically either youth participating in a recreational environment or Masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of coaches in this context is to encourage participants to continue their involvement in the sport.. <http://www.coach.ca/community-sport-s13850>