ACKNOWLEDGEMENTS

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The views expressed herein do not necessarily represent the views of the Public Health Agency of Canada or Physical and Health Education Canada (PHE Canada).
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SECTION ONE:
About the Resource Guide

This Resource Guide is intended for community based groups – those smaller organizations and collectives that work closely with children and families in various neighborhoods, communities and schools. These community groups and collaborative see a shared opportunity to support children and youth during the “Critical Hours” right after school and are determined to create something from the ‘ground up’.

The Guide is intended to provide some good advice and insights into how groups can foster the sorts of partnerships, relationships and interaction with communities that will enable them – over time - to successfully develop a quality, blended ASP, one that will ‘fit’ their own unique interests, abilities and circumstances.

It is important to recognize there are several organizations like the Memorial Boys and Girls Clubs, the YMCA, agencies who provide existing before and after school programs, and even municipal recreation departments who have considerable experience and skill in After School development.

This Resource Guide is intended for community groups who - for whatever reason – have no access to these resources, but are determined to build an effective ASP.

“Stone Soup” is the story of a hungry man who finds himself in a village where everyone is carefully guarding what little food they have. Thinking creatively, he puts a large stone in a big pot, fills it with water and starts to make ‘stone soup’ for the entire village. Each of the villagers, impressed by his effort to make something they can share – and all of them hungry - eventually finds they do have something they can contribute. Before long, there is a hearty soup for all to enjoy.

Developing a successful After School Program in today’s environment is not very different.

While every potential partner is tight for resources, the benefits of a high quality blended After School Program (ASP) can support the goals and objectives of many different organizations. Successful ASPs are built – over time – by the participation and contribution of many different partners. In fact, no one group has all the ingredients to make it happen.
The Resource Guide includes:

- Practical suggestions based on national evidence, good practice and the experiences of start-up 'demonstration' sites that opened during 2011-2012.
- Focuses on a ‘blended model’ of ASP’s and partnership development.
- Identifies some of the critical issues to anticipate and tips on troubleshooting.
- Focuses on developing high quality programming and effective evaluation strategies.

....and provides useful tools:

- Checklist for program development and implementation.
- Case outline and evidence for recreation based ASPs.
- Outcomes chart for blended programs / benefits across sectors.
- Evaluation strategies and suggestions.
- Ideas on training and staff development.
- Links to other useful resources.

SECTION TWO:
Using a “Blended” Model for After School Programs

Many of the ASPs that are successful over time use a 'blended model' for their programming. While the time spent on each component varies considerably based on the abilities and interests of the community – and the partners who contribute - the approach incorporates a few key elements.

- Recreational programming and physical activity - 30%
- Educational / homework and learning opportunities - 20%
- Health and nutritional eating (snacks / dinners) – 20%
- Local partnerships; special interests of children and youth – 30%

This blend is seen as an optimal mix for ASP’s, but is not a daily or weekly expectation. Unless specifically required by funders, this mix is better understood as an approximate ‘target’ for each month of After School programming.

Practical Tips:
Working in real community settings always requires flexibility and the need to ‘go with the flow’. You should always be prepared to change your plans and adapt to circumstances and events as they happen.

Local partnerships that can focus on the unique interests and capacities of your community is a big part of building an effective – and enjoyable – program. Successful ASP’s incorporate everything from farm safety to Punjabi folk dancing based on who’s participating and the nature of the community.

When you work with older youth (14-18) it is essential to consult them about what programming would be most interesting and enjoyable – and develop your plans around their ideas. Always ask first – don’t guess!
2.2. Practical reasons to use a ‘blended’ approach

Recognizing that it may take some time to develop (2 or 3 years) there are some very practical reasons for trying to create a “blended model” – supported by various partners - for any new ASP.

- A ‘partnership’ model, with a blended program, allows many different organizations (and funders) to ‘align’ an investment in ASPs with their specific goals; interests; funding and accountability requirements.
- Space and facility limitations often prevent ASPs from providing quality physical activity / recreation or healthy eating programs in community settings. Access to partner facilities and skills is critical.
- Quality programs and the ability to actually measure outcomes requires some expert input and training for staff that may not be available in small community groups.
- The ability to sustain an effective ASP over time is closely linked to the diversification of contributing partners, funding sources and supports that are used. Written agreements are a great way to insulate and strengthen the partnership.

In the absence of new and significant public (or private) investments, the practice of working with other community partners to create a blended ASP is really the only way to engage the resources, contributions and the supports needed to create and sustain a high quality ASP with measurable outcomes.

2.3 A Blended Model: Why These Components?

Recreation Programming

Physical activity and recreation (very broadly defined) are a primary building block of ASPs and including partners from this sector is essential to the success of good programs. Including recreation as a central component allows a local ASP programs to help address some of the most challenging issues facing children and youth including inactivity, obesity, healthy body weights, mental health, etc.
Local Programming and Partnerships

While it takes some time to create this sort of capacity and older children should be asked to identify what interests them, including local groups in your ASP is a powerful way to broaden community support and access other non-traditional skills and resources. Including local cultural associations (dancing) and service clubs (Boy Scouts / Girl Guides); celebrating local traditions and customs (hunting trapping); programs that are community specific (Farm and 4 H Clubs); and other service providers (Big Brothers Big Sisters / Mentoring) – all help to diversify your programs and make them more interesting and engaging.

2.4 Developing a “Case Statement” for After School Programs

While the reasons and motivations for developing an ASP will vary based on the community circumstances and the resources that are available it is essential to have a piece you can share with all the partners. The following one pager (The Case for After School Programming in Our Community) outlines the key reasons for ASP development – please modify it as you see fit!

Recreation partners can also help address some of the common challenges of ASPs including access to space / facilities; equipment; staffing and training resources. Best of all, young people really do enjoy the chance to participate in fun activities after school – especially when it is their idea. Simple and unstructured recreation activities, like drop-in basketball, can also help to attract kids who might not otherwise participate.

Education and Learning Opportunities

In practice, almost all ASPs provide some time for daily homework and school assignments, often supported by older student mentors or volunteers. This commitment to support education is especially critical for some families (notably newcomers) and is an excellent way to ensure partners from the education system, or the local school, will see some direct benefits from the ASP. Good programs are aware of, and reinforce, local or school based learning priorities during the after school period and try to make a contribution to school attainment results. Ensuring your ASP genuinely supports the work of the local educators and school boards is critical to getting – and sustaining – their support.

Healthy Eating and Nutrition

It is common practice in most successful ASPs to provide a nutritious snack and/or dinner depending on the needs of the participants (who will be hungry in any event). Where facilities are available, cooking programs are very popular with children and youth and offer the chance for longer term improvements to diet and personal eating habits. In fact, most of the common health promotion messages and strategies to improve health outcomes of children and youth can be readily incorporated into ASPs and resources to support this sort of programming exist in many provinces and territories.
The Case for After School Programming in Our Community

Critical Outcomes: There is now good evidence to show that good quality recreation based ASPs can have an impact on some of our most troubling, complex and expensive social problems - including obesity and physical inactivity, personal and mental health, social isolation, success in school and the prevention of crime and youth violence.

The direct, indirect and long term costs associated with these poor outcomes for children and youth are no longer sustainable. ASPs provide a shared platform that can include many different objectives and provide a unique opportunity to measurably improve outcomes for children and youth on several of our most pressing public priorities.

Primary Prevention and Critical Hours: The term “Critical Hours” is used to describe the time after school between 3pm-6pm when many children are unsupervised and left to their own devices. The research evidence shows greatly increased levels of criminality and arrest, experimentation with drugs and sex, accidents, injuries and a host of other bad outcomes for children and youth – and their communities. ASPs can, and should be, an important part of our community’s crime prevention efforts.

Partnership Ready: Many health promotion initiatives and other collaborative partnerships focused on specific health, lifestyle, and education issues can be easily incorporated into a high quality ASP. If we take a look at the outcomes that are possible many different partners and organizations will see a clear ‘fit’ between the outcomes of ASPs and their own mandates.

(provide local examples here…)

Timely Public Policy: As a relatively inexpensive and straightforward public policy tool, ASPs can be developed over time, pulling together and aligning both new and existing resources. As resources are increasingly limited, there are real synergies to be found in a flexible After School ‘framework’ that we can adapt to include the complimentary goals of many different community and governmental partners.

(provide local examples here…).

Measurable Benefits: Recreation based ASPs can and do produce a range of measurable social and economic benefits depending on the blend of programming used, the quality and duration of participation, and the evaluation that is used. While there are a wide range of potential outcomes associated with participation, from improved physical and mental health, better results in school and longer term positive health and lifestyle choices, ASPs that focus on four or five shared outcomes are not only measurable – their economic value can be demonstrated.

(provide local examples here….)
2.5 Basic Principles in Collaboration and Partnership Development:

There are two pre-requisites for sustainable partnerships: a clear and shared set of common or complimentary goals; and a framework that recognizes and incorporates the strategic interests and abilities of those who choose to participate. A successful process of engagement, particularly when you are expecting a contribution or change in practice, should allow the partners themselves to explore and describe where and how best they might ‘fit’ into the overall picture.

In practice, partners with the greatest degree of interest will consider a wider range of possibilities in terms of how their interests might fit with your ASP outline.

There are a number of important principles to remember when you are trying to develop a new partnership:

- **Start with a Vision:** Always share the big picture concept and beneficial outcomes that can be achieved when you recruit partners. Avoid specifics in early discussions and never give anyone a sense that things are already figured out and their role(s) are already clear.
- **Innovative Leaders:** Wherever possible try to find and engage folks who are not afraid to try things and take risks.
- **Work with the Willing:** Projects often stall because all the needed partners are not ready to get started. Get started anyway, and build some credibility and success that others will want to be part of.
- **Provide Evidence of Shared Interest:** Focus the discussions on a wide range of possible, high level outcomes so others can see – and describe - how they align with the goals of the work.
- **Build Trust and Develop Relationships:** Build in time and make a purposeful effort to get to know your potential partners as individuals. The more you know about them personally the better, and being “all about the business” is simply not a good way to engage people.
- **Communicate!** Be sure all of your potential partners feel they are informed and up to date about all the discussions and planning that take place. No one should ever feel they are “out of the loop”.
- **No Single Way Forward:** There is no set way to build a partnership and each finds its own path. Be honest about you’re having to “make it up” as you go. The process is really about collaborative invention.
- **Getting to the “We”**: A real tipping point in partnership development occurs when partners begin to talk with collective pronouns. The sooner you can start talking about “our” “we” and “us” – the better.
2.6 Engaging Schools in After School Programing:

School and education systems are quite different across jurisdictions and have different perspectives on the importance of programs outside their educational mandates. Regardless of their policy orientation, most school administrators are interested in ways to improve educational outcomes and the school environment.

It is important to recognize that schools are continually asked to “partner” with community organizations on any number of strategies to help kids. Too often, community ‘partners’ are not genuinely interested in how their ideas would fit with and improve the ongoing work of the school and are actually asking schools to assume another responsibility.

There are a number of important things to remember when you approach a school (or education system) for support with a new ASP. As with any good partnership strategy, it is important to share the concept or idea (the why) with few details already in place (the how). Above all, it is critical to suggest that your overriding interests are about creating real and tangible benefits to the students, school staff and the neighbouring community.

Practical Tips:

There are usually two critical people in a local school: the lead administrative staff (head secretary) and the Janitorial staff. Gaining the support and trust of these two – however you manage it - is essential to program success.

Principals and Vice Principals, and most educators, place a great deal of trust in the opinions of other educators: far better to have the benefits of a good ASP described by a peer who operates one in their own school.

Educational outcomes are important and tracking improvements in ASP participants can be powerful. However, a number of variables impact better grades and ASP should not take credit for these outcomes – just show the results and leave it at that.

School Principals come and go. While their support is critical, connecting to existing parent / community groups (e.g. school councils, Parent Teacher Associations) or your elected Trustee, may help promote your program to a new (skeptical) Principal.

A few good questions will make clear to school administrators that you have their interests in mind, as follows:

- How can we create an ASP that will really capture the kids who will benefit the most from safe, fun, educational things to do after school?
- How can we design the program to support and build on your existing efforts to improve educational outcomes?
- How can we support the key health promotion and school environment messages at your school (e.g. bullying, nutritional foods, voluntarism, mentoring, etc.)?
- How can we run an ASP that will fit with the existing commitments to students and other community groups (e.g. school sports)?
2.7 Engaging Private Sector Support:

A growing number of companies and business groups are interested in supporting youth programming and have identified this as a priority in their Corporate Social Responsibility statements, usually found on their websites. In 2010, the Alberta Recreation and Parks Association undertook some preliminary research on the specific interests of private sector organizations in ASPs (e.g. what parts of it might they support?). While the results lack for methodological rigor, the feedback is interesting and is summarized in the text below. Additionally, Stone Soup: The Recipe for an After School Recreation Strategy in Alberta can be downloaded from http://arpaonline.ca/research/research-publications/.

As highlighted in Stone Soup: The Recipe for an After School Recreation Strategy, there was significant support for sport and recreational activity in ASPs (79%) although only 53% of respondents would be inclined to support programs that develop skill in arts and culture, which is a big interest of older youth.

Business people did indicate a clear preference for ASPs aimed at older children ages 12-16 (81.6%) and 6-12 year olds (78%), but only half of the respondents would contribute to ASPs aimed at older youth ages 16-18. Nearly two thirds do see ASPs as an opportunity to encourage links with employment and training opportunities. In terms of location, business people felt most comfortable supporting ASPs in schools (70%) public recreation facilities (65%) and other community locations (64%).

It turns out that very few business groups have ever been asked or contributed financial support to an ASP (76%) and so it was not surprising that there were no real clear preferences for what they would prefer to support. Program equipment and supplies; special programs; support for low income children; volunteer engagement; and providing in-kind resources, were all considered potentially worthy of investment, but no clear priority emerged. One time capital investments were of little interest (70% No) as were contributions for centralized resources (61%) to be shared among ASPs. While many employers say they are interested in more direct participation in their Corporate Social Responsibility statements, a small majority considered having staff directly involved in some volunteer capacity to be valuable (54%).
The kinds of positive outcomes for kids that would matter to them as donors were interesting.

- Better health outcomes including lifestyle choices and inactivity were most important.
- Creating safe and healthy environments and preventing crime were also popular.
- There was fairly weak support for using charitable investments to improve school results for the kids participating (42%).

However you approach businesses the partnership principles are the same. Describe the vision, ask questions and listen carefully for what part of your work might align with their interests – not yours.

SECTION THREE: Developing After School Programs: Associated Outcomes, Program Checklist and Contribution Analysis

The development of a new ASP should start with some exploratory discussions with potential supporters and the organizations that will be essential to the program (e.g. schools and recreation departments).

While there are a number of challenges and barriers to having these partnership conversations (e.g. who do I talk to, who can decide, what’s the commitment) there are some good ways to interest local partners, and some useful tools that can help facilitate the discussions. These should start with identifying the outcomes that might be important to potential partners; working through a basic program development checklist; then considering who might contribute the resources you will need for the program as you have laid it out.

It is absolutely critical to remember that “partnerships” are not about identifying what you want to do – and then asking for help. Good partnerships engage each of the potential contributors and supporters in a genuine conversation about how an ASP might support their specific goals, interests and accountabilities. Discussions that focus on shared outcomes – or what we could collectively achieve – are a great way to make it clear that programs can be designed to address local and individual priorities. The tool provided below (see: High Quality ASP and Associated Outcomes) is designed to facilitate these discussions.

The second step in this process sees the development of a basic program checklist to ensure that however the ASP has been designed, you are prepared to address the many operational issues that must be in place ensure a good quality program. The Program Checklist is designed to help focus the discussion on how the program might be delivered and helps identify ‘barriers’ and ‘challenges’ that require some planning. These very practical considerations are best addressed after you have a consensus among partners on the outcomes that are important and the distribution of program time (e.g. recreation, learning, local content).

Once your discussions have clarified the sorts of outcomes that are important to your key partners; the distribution of program time is established; and you have an idea of how you intend to implement the program, you can turn your attention to more practical considerations – especially “who can support what”?

While most of the resources required for an ASP are similar across jurisdictions, the discussions about who might be best able to contribute – is a local one. Contribution Analysis is a relatively simple process that identifies the “pieces of the puzzle” that are needed and who in your local community might be approached to support various aspects of the work (see Contribution Analysis Tool in Appendix).
3.1 High Quality After School Programs and Associated Outcomes:

The following chart is intended as a tool for partnership discussions and provides a list of potential outcomes, each of which is linked to how the program content is structured. Here again, the use of a blended model allows community groups to consider a far wider range of outcomes that may – or may not – be important to different partners, organizations and funders - each of whom have their own specific goals.

3.2 Contribution Analysis:

Once you have identified some of the most valuable intended outcomes for your ASP and have clarified the program mix (although this will change over time) it is time to break things down and examine what component parts you will need (e.g. capital, transportation, volunteers, operational funding, equipment, etc.). At the same time, you need to generate a list of organizations, charities, individuals, businesses, funding streams, etc. that can support these pieces of the puzzle.

While the component parts are fairly straightforward and common among most ASP’s the range of potential supporters is a local – sometimes even a neighborhood – exercise. Here it is essential to know what your supporters are already able and interested to do. Take some time to review the existing funding streams of governments and foundations; past disbursements and contributions; information on websites; business and strategic plans; and even Corporate Social Responsibility statements of business groups. Most sponsors are very reluctant to support activities that do not align clearly with the criteria they have established – especially to support a new and untried initiative.

One of the key benefits of working in partnership on ASPs is the range of contacts, networks and connections different groups (and individuals) bring to the table.

Having a personal or professional connection, and some experience working with a potential sponsor on other projects gives you a much better chance to secure support. It is bad practice to apply for funding without having personally met with the sponsor / funder you hope to access. Although you may already have some concrete ideas about how the program will be structured and delivered, it is best to approach potential sponsors with more of a “conceptual” outline of what is intended, allowing them to describe and help shape how their contribution could be meaningful from their perspective. Finding resources is always a challenge – so be flexible and listen carefully to the strategic interests of potential sponsors.

The following chart provides an example of the Contribution Analysis undertaken for the Provincial of Alberta’s After School strategy. (For a blank Contribution Analysis Chart see Appendix page 33.) This simple matrix shows the anticipated program needs across the top and an expansive list (be creative!) of potential supporters down the side. A blank copy of this tool is provided in the appendix so the exercise can be done locally as a part of your planning process.
## Contribution Analysis: Alberta’s After School Strategy

### Figure 2.
**System Development for Alberta After School:** Possible Roles & Contributions

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## HIGH QUALITY AFTER SCHOOL PROGRAMS AND ASSOCIATED OUTCOMES

### Program Components by Time %

#### RECREATION 30%
- Individual / team sports – e.g. basketball, soccer, badminton, swimming, curling, floor hockey
- Vigorous physical activity – e.g., fitness, hip hop dance
- Skill development, physical & sport literacy e.g. Moresports
- Yoga, dance, Pilates, alternative activities – e.g., ethnic dance groups such as a Punjab, aboriginal dance and drumming
- Outdoor activities / Enjoying natural environments – e.g., Biking trips
- Trips to special and public recreation facilities
- Programs linked to active school / community initiatives
- Arts and Cultural activities
- Leadership training and team building skills

#### HEALTH 20%
- Nutrition, healthy eating / cooking – e.g. Junior Chefs
- Assorted health & harm reduction strategies
- School or community based health promotion partnerships – e.g., Smoking cessation
- Wellness and lifestyle programs – e.g., walking and biking programs
- Snack and/or dinner provided

#### LOCAL CONTENT 30%
- Child, youth, parent & community interests
- Age adjusted programs for youth
- Rural, linguistic, cultural programming
- Community partners, Service clubs
- Skill development, employment readiness
- Leadership training and development
- Volunteer contributions and community service
- Trips to local public facilities and programs

#### LEARNING 20%
- Homework clubs
- Remedial & enriched learning opportunities – e.g., cultural programming, environmental awareness, comedy clubs, drama
- Computer Access
- Special skills and training (4H, trade readiness)
- Programs linked to school curriculum and learning strategies
- Lifelong learning

### Associated Outcomes & Indicators

#### Health
- Cardiovascular
- Diabetes
- Obesity / Body Mass
- Diet & Nutrition
- Behaviour re Risk Avoidance
- Mental Health

#### Recreation & Physical Activity
- Physical / Sport Literacy
- Active, quality time
- Participation in Other Activities
- Healthy Lifestyle Changes

#### Child / Youth Development
- Self Esteem, Confidence
- Social Skill / Social Support
- Peer Relations
- Self-Regulation Behaviour
- Resiliency

#### Safer Communities
- Youth Engagement
- Participation in Community
- Risk Avoidance 3-6 pm
- Incidence Rates Criminality

#### Education
- School Attainment / Success
- Attendance / Behaviour
- Drop Out Rates
- Belonging / Sense of Community
- Post-Secondary Plans

#### Community / Societal
- Future Civic Engagement
- Involving Marginalized Groups
- Volunteerism / Community Spirit

#### Economic
- Future Health Care Costs
- Education / Employment Outcomes
- Workplace Productivity of Parents
3.3 Checklist for After School Program Development

Once you have identified the sort of outcomes you hope to achieve; laid out a basic distribution of the program; and have identified what you need and who may help, it is time to consider some of the practical issues of implementation. Quite a number of questions will need to be addressed to ensure accessibility and above all safety and program quality.

The following checklists provide most of the critical questions that need to be addressed and some thoughts to help guide the discussion. A blank copy is provided in the appendix for your use locally.

Location / Facilities: Most groups will have a limited number of options when it comes to facilities. Schools are optimal as they best address concerns about travel; parental interests in safety; are better able to support learning and homework time; and provide day long continuity for children and youth. School based programs often struggle to provide recreation space, with commitments to team sports, existing rental agreements, and seldom have cooking / food preparation equipment that is accessible to outside groups.

Recreation facilities and community centres – including Service Clubs and Friendship Centres - are often the next logical choice for an ASP, especially if health and fitness outcomes are important. Often times, school based programs can arrange regular access to nearby recreation facilities to support physical activity and skill development. These facilities often have the added benefit of access to trained staff who are familiar with recreational programming.

Location and Facilities Checklist:

- Is the space accessible for all children, youth and their families?
- Is there space on site for safe physical activity?
- Is there space at a nearby recreation or other community centre to support activities?
- Can children and youth be safely picked up and dropped off, or is there available transit?
- What needed equipment is on site; what will we need?
- Do our equipment and supplies meet health and safety standards?
- Is food and nutrition programming possible (healthy snacks at a minimum)?
- Is there safe storage for ASP materials and supplies during the day?
- Is there insurance in place for people in the facility or is it required?
- Is there an option for outdoor activities to complement indoor activities?
- Is the site safe, clean and well maintained?

Program Format: There are a number of important considerations about how the program will be structured and operate – often driven by the type of facilities you are able to access and for how long. It is equally important to develop a program that is convenient for children, youth, their siblings and their parents. The choices you make about the program format will be critical to enrollment, retention rates and your ability to evaluate the program (e.g. while drop in is popular the outcomes are very difficult to measure; many youth have responsibilities for sibling care after school). Most programs require some form of cost recovery (fees) from the families who participate, and while that can be a barrier it also helps ensure commitment to regularly attend.
Program Format Checklist:

- What is the target age group for the program? Why these children and youth?
- What are the preferred hours of operation for children and families (e.g. 3:00-6:00, 3:00-5:30)?
- Can the program operate every day (optimal) or should we run part time (minimum 3 days per week suggested)?
- Should we run it as a ‘drop in’ or use a registration system (preferred)?
- Do we want the ASP to be available (modified) during school day holidays?
- Can we provide supports / care / activities for (younger) siblings if it is needed?
- What is a reasonable fee structure; can we provide subsidies or free programming for low income families?
- How can we register all children without stigmatizing low income families?
- How can we best track the participation of children and youth (e.g. suitable record keeping)?
- Do we have a process to ask about dietary restrictions (e.g. cultural, allergies)?
- Do we have we criteria and time lines for evaluating program leaders?
Participant Recruitment and Supports:
Assuming there is already a sense the program will be needed and used, there a number of important pieces that need to planned prior to opening the ASP. It is important to recognize that parents will plan well in advance how to provide care for their children after school so programs that open when the school year starts generally struggle to build momentum and get their participation rates up. Depending on the facility and travel required, parents will be very interested in safety, need assurances about quality, and prefer convenient ways to register and pay fees.

Participant Recruitment Checklist:

- How can we most effectively let parents know about the ASP opportunity (e.g. parent teacher night, special events, school web site, etc.)?
- Is it possible to register children and youth well in advance (e.g. spring for fall)?
- What information will be important to local parents (e.g. safety, transportation, homework, sibling care, etc.)?
- Are there special groups of children / youth we want to reach (e.g. girls, new Canadians, low school attainment, lower income; etc.), and how do we include them?
- How can we regularly collect registration fees and share information on subsidy that will be easiest for local parents?
- Is the programming respectful of, and able to incorporate, religious and ethnic diversity and children with special needs?
- What form can be used to get parent/guardian approval and contact information?
- How can we ensure the safe transportation of children and youth participants before, during and after the ASP?
Basic Procedures and Policies: The approach taken to this important part of an ASP can be fairly straightforward and begins with incorporating the existing policies and procedures at the facility or site you will use. There are however some things that need to be clearly spelled out that are specific to the type of ASP you hope to run. The following questions need to be addressed in the planning stages.

Procedure and Policy Checklist:

- Are there existing health and safety standards in the facility?
- Do we require additional protocols for safety (e.g. informing parents)?
- Can we use the SAFE principles? (see pg. 16)
- What basic health and safety qualifications / training are required for Program Staff?
- Should we provide education and training in CPR and First Aid for volunteers, students and staff?
- What is an appropriate staff to participant ratio given the age of participants?
- Should we request a mandatory police screening for staff and volunteers?
- We will need a “code of conduct” for staff and volunteers that describes appropriate behaviours?
- Do we have harassment and bullying policies; require any statements on discrimination?

Partner Agreements: It is often useful to work out a simple agreement among the partners about what they will do to support the program. Larger organizations may require a Memorandum of Understanding (MOU) that specifically spells out the responsibilities and obligations of each party, and this can take some time. While these sorts of agreements are essential – and do take a bit of time - it is best to work this out after you have a solid framework and conceptual buy in from the partners. Starting with these sorts of discussions can introduce a lot of organizational barriers that will stall your momentum.

Partnership Checklist:

- Can we spell out the clear responsibilities and commitments of each partner, including staffing, funding and other resources they will contribute?
- Is there a time frame (3 years is optimal) that each partner can commit to?
- Who specifically will be accountable for their organizations’ participation?
- Do we need a process (or leadership group) to handle any disputes that may arise?
- What does each partner need to “report out” about their participation; and how can others in the partnership support these external accountabilities?
- Do we have a process to approve public flyers / letters by all the partners?
- Can we ensure the agreements that are transparent and easily understood?
**Budget:** Needless to say a budget to cover all the anticipated costs is needed. This must identify all the income sources and the expenses that can be anticipated. Given that developing programs are very hard to predict, groups should anticipate and expect that the budget will change as the program grows and evolves. Starting with a balanced budget – or a small surplus – is essential, but as a “best guess” regular (monthly) monitoring is absolutely critical.

**Budget Checklist:**

- Does the budget include all the revenues and expenses we can anticipate?
- Is there some flexibility for unanticipated expenses / reduced revenues?

**3.4 Embracing and Incorporating Cultural Diversity:**

While start up ASPs will be challenged to generate good participation and quality programming it is important to ensure you are not setting up any invisible barriers for children from families with diverse cultural backgrounds. While it may take time, discussing the idea of ASPs with some diverse community groups, faith leaders and elders can provide good insight about how to provide a program that will respect their customs, traditions and how their families actually work (e.g. sibling care). Depending on the demographic characteristics of your community, it may be helpful to ask for their support in providing program content.

Although it is difficult to generalize about diverse groups and newcomers in a country of this size, there does seem to be a few good practices you may wish to consider:

- **Education is important:** Many families put a real premium on success in school and making clear that your ASP will support these efforts – and see it as an important goal for the program – is helpful. Often times, the value of recreation and arts programming is not as well understood or appreciated.

- **Invite Parents:** While most families are comfortable with the school systems (e.g. feel their children will be safe) this is much less true of extracurricular activities. Whatever you do let parents see the program for themselves; ask them to help you with evaluation; and communicate with them regularly about the safety, quality and cultural sensitivity of the program mix.

- **Address Family Barriers:** Many children and youth are involved in ‘sibling’ care as both parents are working. Others will have extended family that are expected – and expecting – to care for them after school. Understanding and addressing these issues is very helpful (e.g. having childcare for younger children).

**SECTION FOUR:**

**Developing Quality Programming and Measuring Outcomes:**

Ongoing research on out of school time programming shows that quality ASPs do have the potential to impact a range of positive learning and developmental outcomes (Harvard Family Research Project 2008). The research is clear however that these are “potential outcomes” as many groups – for a variety of practical and fairly common reasons – will struggle to provide programs that are able to maximize, and measure, the benefits that can be realized.

The research shows quite clearly that there are three primary and interrelated factors that are critical and help to create the sort of positive settings where community groups can actually achieve some of these measurable and positive youth outcomes.

1. Access and sustained participation in the program.
2. Quality programming and staffing.
3. Promoting strong partnerships among the program.
Although most of the research is American and there is an emphasis on remedial learning in many programs, a close connection to the local schools, families, and other community partners and facilities is absolutely critical. Not surprisingly, there is a clear correlation between the amount of time children and youth spend engaged in ASPs and the ability to show measurable improvements. Good outcomes are much more likely to be achieved when children and youth participate three or more days per week and for more prolonged periods of time (Chaskin & Baker 2006).

Although there is always the need to be flexible in community settings the evidence on quality programs shows the role of supervision and structure is very important and that children and youth benefit from an array of after school experiences. These experiences must go beyond homework and some physical activity and include other community based activities such as arts, music, swimming, and field trips. When these activities are structured and supervised by trained and caring adults they are much more likely to deliver impacts on important outcomes.

Simply put, school-age children who frequently attended supervised, high quality ASPs, alone and in combination with other supervised activities, displayed better work habits, task persistence, social skills, pro-social behaviors, academic performance, and less aggressive behavior at the end of the school year (Vandell et al., 2007). These are important results for a number of your potential partners.
4.1 The Role of Staff in Program Quality and Outcomes

Perhaps the most common challenge facing community based groups that are developing an ASP (e.g. not using an existing service provider) is recruiting and retaining good quality, well trained staff. The reasons for this are quite common and include fairly low pay, no benefits, little professional development, challenging work, lack of program resources, odd hours, etc.

Well prepared and trained staff, that are able to interact effectively with children and youth in a variety of ways, plays a very important role in the quality of programming. Youth are more likely to realize the benefits of any ASP if they develop a positive relationship with the program’s staff. Staff for their part, are only able to build these relationships if they get regular and ongoing opportunities to engage with children and youth in a consistently positive way. The evidence further suggests that two key practices are critical to positive youth engagement. These are:

1. Effective group management – so every youth feels respected by both the adults and the other kids.
2. Positive support for youth with their learning needs and the development of new skills (Grossman et al., 2007).

Additionally, although it is difficult to manage, hiring male staff can have a positive impact on behaviors, especially among boys who tend to outnumber girls in ASPs.

The Alberta Recreation and Parks Association has a Resource on After School staffing titled After School Recreation Programs Work Force Development Strategies. It offers some suggestions about how groups try to address a number of these issues (some good references are included in this section that may be of interest to potential partners). For more information or to access the resource visit www.arpaonline.ca

Potential partners in the school system have a clear incentive to support the recruitment and retention of quality staff as there is a very clear relationship between the children and youth who feel supported and encouraged by After School staff and important educational outcomes. In fact, these children are more likely to place a higher value on education and have higher aspirations for their futures. Students who interacted with staff members that were caring and encouraging found education and learning more relevant to their own lives, appreciated school more, and were more engaged in their school community (Huang et al., 2007).

4.2 Quality Programming and the SAFE Principles:

Along with well prepared and trained staff, research shows that programming that is focused and designed to support learning and skill attainment have a positive impact on academic results, prevention of poor behaviours and improvements in developmental outcomes. Best practice analysis have shown there are a number of key principles, when taken together, that can assure better quality programs that are more likely to produce measurable outcomes. These key principles are describes as the SAFE Principles.

The SAFE principles are fairly straightforward and yet can be a challenge to implement in community settings with programs that are just being developed. Programs should however work to develop programs - over time - that align with these principles:

- **Sequenced:** Programs should try and use a sequenced set of activities that are designed to support the development of skills.
- **Active:** Its best to use active and engaging forms of learning to help youth develop their skills in a particular subject or sport.
- **Focused:** Good quality programs spend a dedicated portion of time on helping children and youth to develop their personal and social skills.
- **Explicit:** There are activities and opportunities to focus on the development of specific personal and social skills.
While drop in and part time programs with more spontaneous programming can be much easier to operate, we need to recognize that achieving the outcomes that are valuable to you and any potential partners, are most unlikely to be achieved by this sort or approach. Although you may still decide giving children and youth something safe to do after school is valuable in and of itself, the link between the quality and integrity of programs and achieving measurable outcomes is very clear. (Durlak & Weisberg 2007) In actual practice, new ASPs find it easier to be “sequenced and active” but often struggle to be “focused and explicit” in their programming.

4.3 Resources to Assess Your Program’s Quality:

Given the clear relationship between quality programs, beneficial outcomes and the importance of the SAFE principles it will be in your best interest to assess how you are doing. New ASPs take some time to develop and need to be comfortable with a “continuous improvement” approach to their work. Early assessments of any new programming should be used to highlight what you might work on next – not seen as a judgment on your efforts.

There are number of useful assessment tools that can be accessed online to help you assess the quality of your ASPs. The Forum for Youth Investment (FYI) is a nonprofit, nonpartisan “action tank” dedicated to helping communities make sure the all young people are ready by 21 ready for college, work and life. The FYI has developed a resource that supports the assessment of after school program quality: *Measuring Youth Program Quality: A Guide to Assessment Tools, Second Edition* contains assessment tools that capture all of the SAFE principles, requires very little training and support, and can be accessed online at: [http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition](http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition).

HIGH FIVE® is another program that has developed useful tools to help develop and assess ASPs. Training and support for HIGH FIVE® in Alberta is available through the Alberta Recreation and Parks Association [http://arpaonline.ca](http://arpaonline.ca)
4.4 Evaluation: Key Objectives and Measurement Resources

In many respects, all out-of-school time programming and ASPs in particular, tend to be directed at one of two overarching objectives, usually reflected by the nature of the program put in place.

1. Keeping children and youth actively engaged in pro-social activities after the school bell rings — in effect, preventing their participation in poor, anti-social behaviors.

2. Supporting child and youth development, helping them to build on or enhance existing skills, acquire new skills and foster interest and success in learning.

Drop-in programs where kids can shoot some hoops or hang out and play video games and socialize with other children and youth are usually aligned with the first objective. More structured programs that include a homework club, outdoor activities, or physical literacy programs that teach kids new skills, focus on the second. It is important that you clearly align your evaluations — and your expectations - with one, or both of these key objectives.

There are two excellent resources to help you begin to create an evaluation and measurement strategy for your ASP:

- The Harvard Family Research Project provides Afterschool Evaluation 101: How to Evaluate an Expanded Learning Programs that explains the importance of evaluation and lays out some key steps. Available at: www.hfrp.org.

- The Urban Institute has also developed an accessible tool called Key Steps in Outcome Management. This tool is the first of a series designed to support non-profits and community groups to measure, monitor and report on program outcomes. This includes manuals on surveying clients; doing follow-up with program participants; using outcome information for program improvement and analyzing and interpreting outcome data. All available at: http://www.urban.org/government/Nonprofit-Organizations.cfm

4.5 Building an Evaluation: Learning from National Demonstration Sites

In 2011-2012 a number of groups (6) were given start up money to develop and operate a new ASP or to improve an existing ASP. The sites were all different, with unique interests and community circumstances that impacted the design and delivery of their program. An initial format was provided for evaluation that attempted to use the best methodology (e.g. pre and post testing of outcomes) but in practice this approach was very difficult to sustain as each of the programs went through a number of changes to their approach as they developed their ASPs.

Each of the sites got some experience administering the tools and instruments that were based on the Calgary AfterSchool Evaluation format, designed to capture their anticipated outcomes. Although the programs were quite different and have only operated for a year, there were a number of common takeaways from all the sites:

- Local groups need support with skill development and the organizational capacity to collect data if they are to undertake good evaluations.

- Sites need a better understanding of how data collection and evaluation can provide practical and concrete suggestions for improving service delivery (e.g. not a judgment on your success) and how the findings can help market their programs to partners and community members.

- Local groups are poorly prepared (and staffed) to complete some of the reporting and accountability requirements for funded afterschool programming.
Practical experience shows that the initial focus for program evaluations should really be about collecting information that will allow groups to report on the number and type of children being served (e.g. age, cultural background, etc.); information on the types of activities provided for children and youth (e.g. home work clubs, basketball, swimming, arts and crafts, dance, clubs etc.); and the duration and intensity of their participation (e.g. time spent on various activities; the intensity and skills involved).

Collecting this kind of information is not particularly difficult and provides the sort of information requested by most funders. It will also demonstrate how data can be used to inform program development and participation. For example, three months of data on the basic demographic characteristics of children and youth involved in your program, will reveal how well you are engaging the various groups of children and youth who populate your community (e.g. basic census data). Armed with this comparative data, groups can realign their recruitment and programming in ways that will better engage those who are not participating. More importantly, this exercise begins to establish the kind of business processes and practices that will be required for capturing and monitoring outcomes once the program has stabilized.

Establishing the practice of gathering - and using – basic output information during the first year is a precursor to collecting the kind of data that supports quality assurance, outcome monitoring and evaluation. Once the program has stabilized (e.g. program set, regular attendance, etc.) it is time to develop a Logic Model that describes the link between the content of your ASP and the sort of outcomes you think you may be able to impact (e.g. physical activity and health related outcomes). This is a very valuable discussion and should include all the staff, partner groups and sponsors that are involved. Clarity around exactly what you are trying to achieve is key to a shared vision for the program, and essential to evaluation.

Once the logic of the programming is established (e.g. we do this and expect that) you are on the way to identifying what will be measured. Picking your times for data collection (e.g. before and after) is critical as very early evaluations always show faint results. In the National Demonstration Sites quite a number of different approaches and indicators were used. For example:

- Home work clubs found it useful to do pre and post measurement of school engagement, improved study skills and class performance,
- Physical literacy programming was evaluated using a skills assessment, monitored over time, with the participant asked to assess and record their progress,
- Arts and cultural programming were more difficult to assess but focus group discussions were used to capture information on the impact, quality and satisfaction of the participants.

While each approach is a bit different, this sort of information combined with more descriptive (demographic) information and program outputs, will address most, if not all, of the reporting and accountability requirements of funders.

Above all, local groups need to realize that a good evaluation takes some time - and effort – and needs to be developed once the program becomes more stable and predictable. Using early information to change and improve your outreach strategies, is a good way to demonstrate the value of data collection and helps to create a culture among partners and staff that supports continuous improvement. At the end of the day, evaluating your program will make clear what the research always shows good quality programs are the only way to measurably impact meaningful child and youth outcomes.
SECTION FIVE: Lessons from Provincial and Territorial After School Development

An overview of Provincial and Territorial investments in ASPs makes one thing abundantly clear: support and enthusiasm for ASPs is growing rapidly, with new and innovative partnerships forming across Ministries, departments and levels of government. ASPs are increasingly being seen as a cost effective opportunity that provides a shared platform to improve outcomes for children. As a result, ASPs are being embraced as a highly visible, community-based demonstration of governments’ commitment to addressing physical inactivity.

In 2010 the Public Health Agency of Canada commissioned a review of After School initiatives that had been launched by Provincial and Territorial governments across Canada. While the programs had differences in the outcomes they were trying to achieve (e.g. physical activity, school results) or agendas they were linked to (e.g. poverty, nutrition) there were quite a number of similar challenges.

Key lessons from implementation – across most jurisdictions – would include the following:

- While there are often problems with facilities, equipment and staff training, some form of physical activity/recreation is important in virtually all programs. Engaging the formal recreation service providers in your community is key to doing this well.
- Better quality ASPs also include a range of personal, social, community, developmental and health outcomes in their program goals.
- Implementation has focused too much on program expansion over quality – and few groups have the ability to measure and report results. While evaluation takes to time to develop, understanding the quality of your ASP is the only way to achieve the programs’ outcomes.
- The ability to recruit, sustain and most importantly, provide training for staff is a problem for most programs. Linking ASP staff to training available through community partners is seldom used – but essential for program quality.
5.1 Lessons from the National Demonstration Sites (2011-2012)

Over the past year, a number of local sites were provided with funding to support the development of a new ASP, or the improvement of an existing one. In total, six very different groups from Ontario and Alberta were asked to provide feedback about the various challenges and successes they encountered as they moved forward with implementation of a blended model for ASP in their local communities.

Although there were quite a number of differences in their circumstances, size of communities, target groups and approaches to program delivery, there were a number of clearly shared ‘takeaways’ from their experiences.

**Early planning is needed for program success:**

- Begin as early as possible. Ideally in the spring before the planned program.
- Identify barriers to program success and anticipate how to address these. Potential barriers include: facilities, location, transportation, cultural differences, staffing.
- Establish roles, responsibilities and reporting mechanisms for collaborative partners.

**Developing a recruitment plan is essential. Pilots experienced success with some of the following strategies:**

- Develop strong community networks so others can promote the program.
- Partner with schools to have booths at parent-teacher interviews, school events, provide articles for school newsletters and links to your program on their website.
- Provide stories/photos for local community papers that parents will see.
- Partner with other community groups to host a Saturday event to highlight what is happening for kids.
- Have representatives with information handouts at community events.
- Schedule recruiting drives to coincide with back to school planning – usually in August.

**Encouraging continued participation often creates challenges for start-up programs. Pilots experienced success with some of the following strategies:**

- Rescheduling program activities (e.g. basketball) so that they do not conflict with other community activities.
- Expanding program catchment area.
- Creating positive environments through consistent rules and expectations.
- Hosting family events to get family support and involvement.
- Forming strong relationships with schools and community venues.
- Gauging youth interests; and planning activities around their suggestions.
- Hosting a forum for youth input into program offerings.
- Offering incentives that promote health and fitness.
- Bringing in outside facilitators (e.g. special skills) who offer unique programs.
- Developing program activities to align with the passions and interests of staff.
- Hiring youth to lead programs.
- Training “youth program ambassadors” to spread the word about the program.
Drop in programs create many challenges for programmers. Some of the challenges Pilots experienced include:

- Disruption in program as participants arrive at different times.
- Anticipating the number of staff that will be needed.
- Maintaining staff motivation as attendance fluctuates.
- Difficult for participants to learn new skills with inconsistent attendance.

Evaluation is an important component as it allows. Based on the Pilots evaluation:

- Highlights for program staff at what the youth are responding to - and why.
- Encourages dialog between staff and partners and often reminds them that some aspects of the program are working well – while some struggle.
- Allows staff to see how their partners can help address the challenges they face.
- Gives teams needed time to meet together to evaluate objectives for each of the 4 key areas of blended programming.

Being flexible is the key to success:

All programs face unanticipated challenges and may need to adapt plans as circumstances and events dictate. Adapting to change does not mean that your program is not a success. The most common challenges include:

1. Participation: Challenges for participation include: accessibility, community awareness and advertising, sufficient participation rates to retain and motivate staff, transportation, cost of physical activity programs, costs to participants.

2. Institutional: Institutional challenges include: problems and delays accessing facilities, sharing facilities, adequate space to offer all aspects of blended programming, hiring training and retaining qualified staff.

3. Systemic: Systematic challenges include: the challenges of collaborative partnerships with schools, communities, broader “by in” by system partners on the value of ASPs.

SECTION SIX: Sustaining and Growing After School Programs

There is very little literature or resources that speak directly to the challenges of sustaining a high quality ASP although the evidence seems pretty clear. Longer term success seems to be directly related to having a diversified range of committed partners (e.g. no single funding dependence); good local leadership; and the ability to communicate success to partners and others.

Developing linkages back to parents, school councils and other potential supporters is an important way to help ‘insulate’ your program from the inevitable challenges it will face. While it is one thing to stand up and support your own program, it is much better to have others speak on your behalf – the concept of non-vested representation. Although it may not be terribly scientific, “story-telling” and using case examples from the kids who participate is a very powerful tool to build and hopefully sustain your program.

Good evaluations and the results these may produce take a bit more time to develop and are best done once the program has reached some level of stability. Once you are ready however, even movement on a few key indicators that are important (e.g. school results, inactivity, healthy life choices, etc.) can be a great way to continue to grow support for your program over time.

SECTION SEVEN: Additional Resources for After School Program Development

There are quite a number of resources and support for ASP Development although most of them were produced in the United States (US). While the ideas and suggestions are largely applicable it is important to note that most ASPs in the US focus specifically on school attainment and compensatory education for lower income children. To the right are a number of resources that may be helpful in the development of an ASP.
### 7.1 Physical Activity Resources:

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Website</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Report</td>
<td><strong>Active Healthy Kids:</strong> Active Healthy Kids Report Card 2012</td>
<td><a href="http://www.activehealthykids.ca">www.activehealthykids.ca</a></td>
<td>Also on this site: <em>Cross Canada Tour: Key Challenges and Promising Strategies [2011] for Physical Activity in Children and Youth</em></td>
</tr>
<tr>
<td>Manual</td>
<td><strong>Boys and Girls Clubs of Canada:</strong> Promoting Active, Healthy Living for Boys and Girls Club Members: A resource of promising practices</td>
<td><a href="http://www.bgccan.com">www.bgccan.com</a></td>
<td>This manual is based on successful practices used by Boys and Girls Clubs across the country. It contains everything a program would require to start, expand or sustain a nutrition program.</td>
</tr>
<tr>
<td>Manual, Activity Box and Equipment</td>
<td><strong>CATCH Kids Club:</strong> Coordinated Approach to Child Health (CATCH) Kids Club program</td>
<td><a href="http://www.catchinfo.org">www.catchinfo.org</a></td>
<td>This is an easy to implement program, endorsed by the Public Health Agency of Canada, is based on a coordinated approach to school health. Aimed at children 6-12 years the manual includes healthy nutrition and physical activity lessons and is focused on lifelong health habits. Thirty two fun lessons on healthy nutrition are provided and the <em>Catch Club Activity Box</em> contains sessions and ideas to help improve physical fitness (<a href="http://www.flaghouse.ca">www.flaghouse.ca</a>).</td>
</tr>
<tr>
<td>Website</td>
<td><strong>National Institute on Out-of-School Time</strong></td>
<td><a href="http://www.niost.org">www.niost.org</a></td>
<td>This is the American leader on collaboration during “out of school time” and has a great number of high quality and downloadable resources and toolkits for program providers to help incorporate nutritional and physical activities into their program.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>ParticipACTION</strong></td>
<td><a href="http://www.participaction.com">www.participaction.com</a></td>
<td>This site now includes an After School Activity Guide and Physical Activity tracker with lots of ideas for parents and afterschool providers and provides links to many other useful resources.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Physical and Health Education Canada</strong></td>
<td><a href="http://www.phecanada.ca">www.phecanada.ca</a></td>
<td>Still under development this site is provided by PHE Physical and Health Education Canada in partnership with GoodLife Kids Foundation. The intent is to provide resources and supports to assist schools and communities in developing and delivering quality after school programs with an emphasis on moderate to vigorous physical activity.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Provincial/Territorial Governments</strong></td>
<td><a href="http://www.canada.gc.ca/othergov-autregouv/prov-eng.html">http://www.canada.gc.ca/othergov-autregouv/prov-eng.html</a></td>
<td>Almost all of them have resources and program ideas to support active healthy living and often include free tools, resources and useful publications.</td>
</tr>
</tbody>
</table>
### 7.1 Physical Activity Resources Cont’d:

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>Skillastics</td>
<td><a href="http://www.skillastics.com">www.skillastics.com</a></td>
<td>Distributed by a US based company, these Physical Activity Kits (“physical activity in a bag”) are easy to set up and can be used with up to 100 children at a time. Since children work together in teams, the exercises can accommodate different age and ability levels and does not require staff to be physical activity experts – often a challenge for ASPs.</td>
</tr>
<tr>
<td>Website</td>
<td>SportFit</td>
<td><a href="http://www.sportfitcanada.com">www.sportfitcanada.com</a></td>
<td>This free easy to use resource includes downloadable and interactive activities to encourage children and youth to discover sports in a non-competitive way. There are eight activity stations which help kids to measure and record their own physical abilities which are then tabulated by SportFit. Once registered on the site, participants receive personalized certificates identifying the top three winter and summer sports that match their skills and interests and there are other resources there to support ASP staff and kids all aimed at encouraging greater participation.</td>
</tr>
<tr>
<td>Website</td>
<td>Canada’s Physical Educator’s</td>
<td><a href="http://www.cahperd.ca">www.cahperd.ca</a></td>
<td>The website of Canada’s Physical Educator’s has useful information for parents, teachers and anyone interested in physical literacy. It also has interesting and age appropriate resources for sale.</td>
</tr>
</tbody>
</table>

### 7.2 Learning Activity Resources:

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>CBC Kids</td>
<td><a href="http://www.cbc.ca/kids">www.cbc.ca/kids</a></td>
<td>Includes fun online games and kids book reviews</td>
</tr>
<tr>
<td>Website</td>
<td>David Suzuki</td>
<td><a href="http://www.davidsuzuki.org">www.davidsuzuki.org</a></td>
<td>Downloadable resources on environmental awareness and sustainability with suggested activities.</td>
</tr>
<tr>
<td>Website</td>
<td>4H</td>
<td><a href="http://www.4-h-canada.ca">www.4-h-canada.ca</a></td>
<td>Provides links to provincial 4H Groups with contact information and resources that can be included in ASPs.</td>
</tr>
<tr>
<td>Website</td>
<td>Verizon Thinkfinity</td>
<td><a href="http://www.thinkfinity.org">www.thinkfinity.org</a></td>
<td>Educational resources and online community providing activities to improve learning outcomes for kids.</td>
</tr>
</tbody>
</table>
### 7.3 Best Practice Guides: Program Resources

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><strong>Find Youth Info</strong></td>
<td><a href="http://www.afterschool.gov">www.afterschool.gov</a></td>
<td>Provides downloadable toolkits and resources on running an ASP including suggestions for activities. Includes resources to support ASP staff and partners who want to improve quality, but includes resources for volunteers, parents, community members, policymakers, funders, and researchers. The “Promising Practices in Afterschool” (“PPAS”) offers the chance to share new best practices and is an invaluable source of information for ASPs.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Canadian Child Care Federation</strong></td>
<td><a href="http://www.cccf-fcsge.ca">www.cccf-fcsge.ca</a></td>
<td>This site has resources and other publications to support quality program development.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Coalition of Community Based Youth Serving Agencies</strong></td>
<td><a href="http://www.ccbysa.com">www.ccbysa.com</a></td>
<td>“Coalition’s 20 Best Practices: A Program Development Kit” is a comprehensive Best Practice Tool Kit developed by the Coalition of Community Based Youth Serving Agencies in Winnipeg, Manitoba with tools and resources for program assessment and improvement.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>HIGH FIVE®</strong></td>
<td><a href="http://www.highfive.org">www.highfive.org</a></td>
<td>This organization provides a quality assurance framework which provides training, development, tools and accreditation to ensure high quality programs and can enable your program to become “accredited” – often useful for funding applications.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Search Institute</strong></td>
<td><a href="http://www.search-institute.org">www.search-institute.org</a></td>
<td>This site provides a good resource on developmental assets and how to build these in your program.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>SEDL [Southwest Educational Development Laboratory]</strong></td>
<td><a href="http://www.sedl.org">www.sedl.org</a></td>
<td>This site provides a Resource Guide for planning and operating afterschool programs [3rd edition] and includes a downloadable resource for organizing and operating ASPs.</td>
</tr>
<tr>
<td>Website</td>
<td><strong>Calgary AfterSchool</strong></td>
<td><a href="http://www.calgary.ca/afterschool">www.calgary.ca/afterschool</a></td>
<td>Based on their experiences developing an After School system in their city there are a number of useful resources available. Especially useful are the Partnership Guide and their SAFE sheet outlining the key elements of this approach in an accessible format.</td>
</tr>
</tbody>
</table>
### 7.4 Resources for Sale

The following sites have resources that may be purchased but are not endorsed in any way by being listed here.

<table>
<thead>
<tr>
<th>Merchandise and curriculum kits for afterschool programs</th>
<th>Afterschoolstore</th>
<th><a href="http://www.afterschoolstore.com">www.afterschoolstore.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment for physical activities, sports and recreation. This is the source for materials to support CATCH KIDS CLUB</td>
<td>Flaghouse</td>
<td><a href="http://www.flaghouse.ca">www.flaghouse.ca</a></td>
</tr>
<tr>
<td>Resources for After School professionals including programs, resources, and training manuals</td>
<td>School Age Notes</td>
<td><a href="http://www.schoolagenotes.com">www.schoolagenotes.com</a></td>
</tr>
</tbody>
</table>
SECTION EIGHT: Appendices

Appendix 1: Contribution Analysis
Blank copy of the Contribution Analysis Chart

Figure 2. System Development for Alberta After School: Possible Roles & Contributions

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
<th>OPERATING &amp; PROGRAM</th>
<th>FACILITIES</th>
<th>SYSTEM SUPPORTS</th>
<th>TAXATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary / Overhead</td>
<td>Program Expenses</td>
<td>Fees / Cost Recovery</td>
<td>Program Opportunities / Special Grants</td>
<td>Support Taxation</td>
</tr>
<tr>
<td></td>
<td>Salaries</td>
<td>Program Staffing</td>
<td>Partnerships in Research Development</td>
<td>Supports / Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program Specialist Staffing</td>
<td>Volunteer Community</td>
<td>Supports / Training / Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Renovation / Equipment</td>
<td>Support Evaluation Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Facility Development</td>
<td>Support Quality Assurance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facility Access Fees / Policies</td>
<td>Support Personal Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leadership / Coordination</td>
<td>Deduction Eligibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Training / Development</td>
<td>Other Transfers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation Tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deduction Eligibility</td>
<td></td>
</tr>
</tbody>
</table>

POTENTIAL PARTNERS / SUPPORTERS:
### Appendix 2: Checklist for After School Development:

<table>
<thead>
<tr>
<th>Checklist for After School Program Development</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location and Facilities Checklist:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the space accessible for all children, youth and their families?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there space on site for safe physical activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there space at a nearby recreation or other community centres to support activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can children and youth be safely picked up and dropped off?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we have the needed equipment on site; what will we need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do our equipment and supplies meet health and safety standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is food and nutrition programming possible (healthy snacks at a minimum)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there safe storage for ASP materials and supplies during the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there insurance in place for people in the facility or is it required?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there an option for outdoor activities to complement indoor activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the site safe, clean and well maintained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Format Checklist:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We agree on the target age group for the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have clear reasons to focus on these children and youth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have established the preferred hours of operation for children and families (e.g. 3:00-6:00, 3:00-5:30)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are clear on when the program operate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should we run it as a ‘drop in’ or use a registration system (preferred)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we want the ASP to be available (modified) during school day holidays?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can we provide supports / care / activities for (younger) siblings if it is needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we have a reasonable fee structure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have plans for subsidies or free programming for low income families?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can we register all children without stigmatizing low income families?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can we track the participation of children and youth (e.g. suitable record keeping)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we have a process to ask about dietary restrictions (e.g. cultural, allergies)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do we have criteria and timelines for evaluating program leaders?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participant Recruitment Checklist:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have plans to let parents know about the ASP opportunity (e.g. parent teacher night, special events, school web site, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it possible to register children and youth well in advance (e.g. spring for fall)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What information will be important to local parents (e.g. safety, transportation, homework, sibling care, etc.)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are their special groups of children / youth we want to reach (e.g. girls, low school attainment, lower income, etc.); how do we include them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can we regularly collect registration fees and share information on subsidy that will be easiest for local parents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the programming respectful of, and able to incorporate, religious and ethnic diversity and children with special needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a form to get parent/ guardian approval and contact information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Checklist for After School Program Development</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>We have plans to ensure the safe transportation of children and youth participants before, during and after the ASP?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Procedure and Policy Checklist:**                                                  |     |    |
| Are there existing health and safety standards in the facility?                     |     |    |
| Do we require additional protocols for safety (e.g. informing parents)?             |     |    |
| Can we use the SAFE guidelines?                                                    |     |    |
| What basic health and safety qualifications / training are required for Program Staff? |     |    |
| Should we provide education and training CPR and First Aid for volunteers, students and staff? |     |    |
| What is an appropriate staff to participant ratio given the age of participants?    |     |    |
| Should we provide or request police screening for staff and volunteers?             |     |    |
| Do we need a “code of conduct” for staff and volunteers that describes appropriate behaviours? |     |    |
| Do we have harassment and bullying policies; require any statements on discrimination? |     |    |

| **Partnership Checklist:**                                                          |     |    |
| Can we spell out the clear responsibilities and commitments of each partner; including staffing, funding and other resources they will contribute? |     |    |
| Is there a time frame (3 years is optimal) that each partner can commit to?          |     |    |
| We know who specifically will be accountable for their organizations’ participation? |     |    |
| Do we need a process (or leadership group) to handle any disputes that may arise?   |     |    |
| We know what each partner needs to “report out” about their participation; and how can others in the partnership support these external accountabilities? |     |    |
| Our agreements are transparent and easily understood?                               |     |    |
| Do we have a process to approve public flyers / letters by all the partners?        |     |    |
| Do any partners have experience / expertise in evaluation they can share?           |     |    |

| **Budget Checklist:**                                                               |     |    |
| Does the budget include all the revenues and expenses we can anticipate?            |     |    |
| Is there some flexibility for unanticipated expenses / reduced revenues?            |     |    |

| **Specific and Local Considerations:**                                               |     |    |
|                                                                                      |     |    |