

Draft: For Discussion Purposes Only

**Benefits, Barriers and Quality in Children's Recreation and Sport:
A Literature Review**

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Table of Contents

1.0	Introduction/Background	1
1.1	Position Paper and Report Card on Children's Recreation and Sport	1
2.0	The Literature Review	2
2.1	The Method	2
2.2	The Research Questions	2
2.3	The Scope of the Review	3
3.0	Findings: Research Question One	5
3.1	Individual Benefits	5
3.2	Community Benefits	6
3.3	Societal Benefits	6
4.0	Findings: Research Question Two	10
4.1	Individual/Familial Constraints	10
4.2	Structural Constraints	10
4.3	Systemic Constraints	11
5.0	Findings: Research Question Three	16
5.1	Personal/Familial Enablers	16
5.2	Structural and Systemic Enablers	16
5.3	Systemic Enablers	17
6.0	Findings: Research Question Four	21
7.0	Findings: Research Question Five	25
8.0	Research Question Six	31
8.1	Introduction to HIGH FIVE	31
8.2	The Purpose of this Chapter	33
8.3	The Components of the HIGH FIVE Quality Framework	33
8.3.1	Policies and Procedures Review	33
8.3.2	Internal/external Accountability	34
8.3.3	Program Assessment	34
8.3.4	Training and Development	34
8.3.5	Other Components	35
8.4	The Principles of Healthy Child Development	35
8.4.1	Participation	36
8.4.2	Play	36
8.4.3	Mastery	36
8.4.4	Friends	37
8.4.5	A Caring Adult	37
8.4.6	Healthy Child Development Principles - A Final Note	37
8.5	The Design Guidelines	39
8.5.1	Respect and Support the Diversity of Each Child	39
8.5.2	Safe	39
8.5.3	Provide Age-appropriate Environment, Activities and Equipment	39

9.0	Research Gaps	40
9.1	Overall Research Gaps	40
9.2	Benefits	40
9.3	Constraints	41
9.4	Enablers	41
	References	42
	Appendix A: Keywords	52
	Appendix B: Raw Review Summary Table	56

List of Tables

Table 1:	Individual, Community and Societal Benefits/Outcomes/Contributions Resulting from Children’s Participation in Organized Recreation and Sports Programs	7
Table 2:	Non-Programmatic Factors that Get in the Way or Act as Barriers to Access/Participation and Positive Outcomes for Children in Recreation and Sports Programs	13
Table 3:	Non-programmatic factors that act as enablers to access/participation and positive outcomes for children in recreation and sports programs	18
Table 4:	Institutional/organizational Characteristics That Have Been Linked to Evidence Based Positive Outcomes for Children	23
Table 5:	Programmatic Characteristics that Have Been Linked to Evidence Based Positive Outcomes for Children	27

1.0 Introduction/Background

Parks and Recreation Ontario (PRO) completed a strategic planning process in 2003 that identified a clear vision, mission and strategic objectives. Throughout this development it became clear that monitoring and demonstrating the outcomes of HIGH FIVE and progress towards the overall vision were key priorities. Funders, providers and the general public have an interest in developing a better understanding of the degree the HIGH FIVE program is achieving its vision, which is:

"Through sustained involvement in Quality
Recreation and Sport activities, all children aged 6
to 12 are experiencing healthy development".

1.1 Position Paper and Report Card on Children's Recreation and Sport

In order to achieve the above vision, HIGH FIVE and PRO believe that action needs to be taken at the local, provincial and national levels by all players involved in delivering services to children. In addition, there needs to be a better understanding of the issues surrounding children's access and barriers to participation in recreation and sport. To this end, HIGH FIVE, on behalf of PRO, is directing the development of a general Position Paper and Report Card on HIGH FIVE.

The development of a Position Paper will achieve the following purposes:

- Raise awareness of the need for action on children's recreation and sport issues; particularly quality issues, but also access and retention; and
- Support PRO's policy and advocacy activities.

The Report Card on HIGH FIVE will:

- Demonstrate the validity of HIGH FIVE by drawing from results of other research;
- Demonstrate specific HIGH FIVE program outcomes to date; and
- Highlight the need for additional research and data collection.

2.0 The Literature Review

As a first step in this process, HIGH FIVE has commissioned this literature review to better understand current thinking as it relates to access, barriers, and enablers to children's participation and outcomes, as well as the organizational and program characteristics associated with quality. In addition, the review examines the relationship between the HIGH FIVE Quality Framework, the Principles of Healthy Child Development, The Design Guidelines and the aforementioned quality characteristics. While such research was reviewed in the original HIGH FIVE design, it was felt that it needed to be updated.

2.1 The Method

A project team was formed composed of HIGH FIVE staff and the report card facilitator and designer. Over a series of meetings, the project team defined:

- the specific research questions to be addressed in the review, considering the needs of the Position Paper and Report Card;
- the scope of the review including the inclusion and exclusion criteria; and
- the format of this report.

2.2 The Research Questions

The team defined the following research questions for the review.

1. What are the individual, community and societal outcomes/contributions resulting from children's participation in organized recreation and sports programs?
2. What non-programmatic factors get in the way or act as barriers to access/ participation and positive outcomes for children in recreation and sports programs?
3. What non-programmatic factors act as enablers to access/participation and positive outcomes for children in recreation and sports programs?
4. Are there institutional/organizational characteristics that have been linked to evidence based positive outcomes for children?
5. Are there programmatic characteristics that have been linked to evidence based positive outcomes for children?
6. What are the relationships between the HIGH FIVE Quality Framework and the characteristics of evidence based quality organizations and programs?

The first five questions would be answered by the literature review. The last question would be answered through an analysis of the findings of the review and their congruence with the HIGH FIVE Quality Framework, the Principles of Healthy Child Development and the Design Guidelines.

2.3 The Scope of the Review

The table below details the scope of the review.

Scope of Literature Review Inclusion/Exclusion Criteria

Criteria categories	Include	Exclude
Type of literature	In order: 1. Peer-reviewed methodologically sound research that is evidence based 2. Non-peer-reviewed (grey literature - e.g., published government documents, unpublished reports, etc.)	Ungrounded opinions
Areas	1. Research questions 1, 2 and 3 focus on recreation and sport 2. Research questions 4 and 5 are broader (e.g., recreation and sport, day care, public health etc.)	
Research methodology	Both quantitative and qualitative Rated as: 1) Strong 2) Moderate 3) Weak	
Publication years	1994 to 2005	
Articles/meta analysis	Both	
Geography	In order: 1. Ontario 2. Canada 3. USA 4. International	
Settings	In order: 1. Municipal/not for profit 2. Other	

The sources used included:

- the internet;
- documentation available from committee members;

- database searches including Psych Abstracts, Medline, and Eric¹;
- documentation made available through contact with other personnel; and
- other “grey literature” sources including prior research done by HIGH FIVE.

All relevant articles were summarized in a table and tagged with the research question number they addressed and a rating of the quality of the research.² This table is included in Appendix B with the references sorted by research question.

Given the purposes to be made of the literature review, the study committee requested that a “high level” summary of the findings be done for each research question, followed by a table further summarizing the findings in more detail, and ordered from most to least frequently cited. The following sections of the report present the findings in this format, followed by a section that addresses research question six, and final section that identified current gaps in research.

¹ The PsycINFO® Psychological Abstracts database provides access to the international literature in psychology and related behavioral and social sciences, including psychiatry, sociology, anthropology, education, pharmacology, and linguistics. All records from 1967 to the present are indexed. PsycINFO® contains citations and abstracts for journal articles, books, book chapters, reports, and dissertations from over 1,700 journals published throughout the world. MEDLINE is the world’s most comprehensive source of life sciences and biomedical bibliographic information. It contains nearly 11 million records from more than 7,300 different publications dating from 1965-present. The Education Resources Information Center (ERIC) online system is a bibliographic database of more than 1.1 million journal and non-journal education literature citations going back to 1966.

² In cases where an article addressed more than one research question, it was included under each question to which it related.

3.0 Findings: Research Question One

“What are the individual, community and societal outcomes/contributions resulting from children’s participation in organized recreation and sports programs?”

The literature is replete with evidence documenting the benefits of recreation and sport for children, youth and adults. Given the extensive evidence documenting the benefits, this section is illustrative rather than exhaustive. The most comprehensive document found is the Benefits Catalogue published by the Canadian Parks and Recreation Association.⁹⁹

Although some studies did not clearly separate out the effects of participation from the inherent, personal characteristics of the participants³ or their environment, the evidence of impact is well founded. Please see the table on the following pages for more details.

3.1 Individual Benefits

In summary, the review found clear evidence that the individual outcomes/contributions included:

- enhancements to participants’ personality characteristics such as increased self-esteem, improved self-concept, and an increase in self-efficacy;
- improvements in social skills and development of altruistic characteristics such as generosity and fairness;
- enhanced physical development;
- improved physical health and lifestyle choices;
- reduction in self-deprecating behaviours;
- increased resiliency and internal locus of control; and
- improved learning readiness and school performance.

³ For example, do children with higher self-esteem participate in recreation or does recreation contribute to self-esteem? The distinction was not always clear.

3.2 Community Benefits

From a community perspective, there was clear evidence that participation in recreation and sport:

- provides a significant cost-benefit to the community through a reduction in:
 - vandalism
 - use of social and medical supports and services
 - use of social assistance
 - school drop-outs
- Although not as strong, the evidence also suggests that participation assists in developing a sense of community by bringing community members together in recreation and sport venues, including minority groups. Communities that have a strong sense of themselves have less crime, and fewer offenders and victims. Communities like this are better places to bring up children.

3.3 Societal Benefits

With respect to societal benefits, and as mentioned earlier, the literature does not always separate effects due to the characteristics of the child or the impact of their family from the effects of participation in recreation, making it more difficult to attribute the societal benefits just to recreation participation. In addition, few studies clearly linked positive adult characteristics to participation in recreation and sport as a child. Nevertheless, from a societal perspective, there is some evidence to suggest that participation in recreation and sport:

- contributes to civic engagement, in that people who participated as children tend to be more involved in volunteering and in the political process as adults; and
- fosters authority, democratic thinking and good citizenship.

Economic Impacts

The evidence is clear that the economic impact of recreation and sport is significant and contributes to the prosperity of the country.

It is also clear that physical activity has a positive economic impact. For example, if all Canadians were physically active, the savings to health care for heart disease alone is estimated to be \$776 million a year.

Please see the table on the following pages for greater detail.

Table 1

Individual, Community and Societal Benefits/Outcomes/Contributions Resulting from Children’s Participation in Organized Recreation and Sports Programs

Individual	Community	Societal
<p>Personal Development Increased mastery and self-esteem Decreased stress, tension, anxiety and depression Improved self-concept Courage Achievement motivation Independence Self-empowerment, increase in self-efficacy Leadership Perseverance Creativity^{2, 5, 7, 4, 9, 8, 10, 11, 13, 15, 16, 19, 20, 21, 22, 45, 98}</p> <p>Social Development Increased interactions with adults and peers Acceptance among peers Enhanced social and life skills Enhanced familial relationships Positive interpersonal behaviour such as generosity, fairness and cooperativeness^{4, 9, 8, 10, 11, 13, 15, 16, 17, 19, 20, 22, 98}</p> <p>Physical Development Greater skeletal mineralization Greater bone density Increased bone mass and flexibility Is an important factor in the regulation of body mass and has positive correlation with increased muscle strength motor fitness and aerobic capacity Reduced blood pressure^{9, 10, 15, 16, 19}</p> <p>Maintenance of good physical health and positive lifestyle choice^{13, 15, 19}</p> <p>Positive Behavioural Modification Improves learning readiness and school performance^{15, 16, 17, 21, 98}</p>	<p>Positive Cost Benefit Reduces vandalism, police and fire costs in an amount that greatly exceeds the cost of operating a recreation program^{3, 10, 12, 16}</p> <p>Recreation is beginning to emerge as a priority for social investment, especially for “at risk” families and children^{19, 24}</p> <p>Recreation “pays for itself” given it helps reduce the use of social/health services (child psychiatrists, social workers, and probation officers)¹⁰</p> <p>Focussed and proactive age-appropriate quality child care and recreation for children on social assistance:</p> <ul style="list-style-type: none"> • “results in a 10% greater exit of parents from social assistance within one year • maintains the academic, social and physical competence of children with baseline behaviour disorder at two and four years • pays for itself within one year because of reduced use of professional and probationary services, and • after four years, not only continues to pay for itself but results in one-third the annual per child expenditures when compared to expenditures for use of services by children of parents allocated to receive employment retraining alone.”⁹⁶ <p>Reduces the risk of in high school “drop out” and thus lowers the costs to Canadian society from lost taxes, welfare and other social services.¹⁶</p> <p>Community Development Assists in developing a sense of community. Enhances social connectedness in communities and shapes civic behaviour later in life.^{16, 19}</p> <p>Brings diverse social groups together and improves the social cohesion and inclusion of minority groups in other settings.¹¹</p>	<p>Civic Engagement Participation in recreation as children has a positive impact on adult participation in the community and on volunteering activity: as adults, they tend to be more involved politically and in their community⁹</p> <p>Recreation builds social capital because it encourages participation in community life which has been found to create leaders who serve their communities. Neighbourhoods with high levels of social capital are usually desirable places to raise children. Positive standards for youth are reinforced through trusting networks and common values. They also have access to mentors, role models, educational sponsors and job contacts.¹⁹</p> <p>Moral Behaviour and Fair Play Recreation and sport teaches self-discipline, promotes the development of fair play and fosters authority and good citizenship.^{11, 16}</p> <p>Fosters democratic thinking¹⁴</p> <p>Subsidized recreation for children living in poverty appears to have a notably positive impact on community social priorities and its associated investments.¹⁹</p> <p>Beneficial to moral development to the extent that behaviour, attitudes and decisions all draw attention to moral considerations.⁹</p> <p>..... Continued</p>

Individual, Community and Societal Benefits/Outcomes/Contributions Resulting from Children's Participation in Organized Recreation and Sports Programs

Individual	Community	Societal
<p>Positive Behavioural Modification Continued Reduces boredom and the negative behaviours related to it (depression, hopelessness, loneliness, alcohol use, smoking among high school students, deviant behaviour and overeating).^{9, 10, 19}</p> <p>Increases internal locus of control and provides children the opportunity to develop the "resiliency" they need to overcome adversities at home, within school and in their community.^{1, 22}</p>	<p>Community Development Continued Creates safe and supportive communities. Recreation programs and facilities help communities regenerate by providing opportunities for low-cost, healthy recreation and social interaction. Neighbourhoods with a strong sense of community have less crime, which means fewer young offenders and fewer young victims. The cost of providing these services would be offset by increased property values and the savings from reduced crime.¹⁶</p> <p>Sport and recreation are replacing neighbourhoods and worksites as venues for communal activity and community feeling.⁴²</p>	<p>Economic Impact Continued The direct and indirect economic impact of Leisure in Ontario in 1990 was calculated at almost 7.7 billion (including 2.5 billion dollars from Physical Activity); this represented 3.2% (1.0% for Physical Activity) of the entire Ontario Gross Domestic Product. Purchases of goods and services in leisure activities in Ontario also contributed up to \$600 million dollars in taxes to all levels of government. Many Ontario jobs are a result of recreation activity. Nearly 150,000 jobs were attributed directly and indirectly to participation in leisure activities in Ontario in 1990 (and another 9,300 jobs due to the export of leisure goods). Over half of these jobs were in the community, business and personal services industries, and another 24,000 (16%) in manufacturing. Each job created directly by leisure activity generated an additional 0.33 jobs in Ontario, resulting in a multiplier of 1.33. The 150,000 jobs represented about 4.3% of the approximately 3.5 million jobs in Ontario in 1990.⁴¹</p> <p>Culture and recreation contribute to the economic prosperity of the country. Studies show that cities need to attract businesses and skilled labour (the "knowledge workers") to be globally competitive. These studies also show that services that enhance the quality of life of individuals in the community (such as parks, recreation, and cultural activities) feature prominently among the characteristics that attract the knowledge workers to particular places.¹⁰</p>

Individual, Community and Societal Benefits/Outcomes/Contributions Resulting from Children's Participation in Organized Recreation and Sports Programs

Individual	Community	Societal
		<p>Economic Costs of Inactivity</p> <p>In 2001, the economic burden of illnesses or injuries associated with physical inactivity was \$5.3 billion (\$1.6 billion in direct costs, \$3.7 billion in indirect costs). This represented 2.6% of all health care costs in Canada that year.⁹⁷</p> <p>(It is estimated that there would be) a savings of \$150 million annually if the prevalence of physical inactivity were reduced by 10% - the national target for 2003.⁹⁷</p> <p>If all Canadians were sufficiently physically active, the savings to the health care system for heart disease alone would be \$776 million a year.⁹⁷</p>

4.0 Findings: Research Question Two

“What non-programmatic factors get in the way or act as barriers to access/participation and positive outcomes for children in recreation and sports programs?”

As with the benefits of recreation and sport, there is a growing literature documenting the constraints or barriers to participation and outcomes for children, youth and adults. Constraints can start in the individual and familial sphere and move to those that exist in the recreation and sport delivery structure, or are systemic with respect to societal attitudes, discrimination and physical location. Please see the table on the following pages for more details.

4.1 Individual/Familial Constraints

In summary, there is clear evidence that the individual/familial constraints include the following.

- For lower income children or those in poverty, the cost of registration, equipment and other ancillary expenses are significant constraints to participation;
- lack of access to transportation;
- lack of family support due to lack of money, within single parent families and lack of prior participation by parents;
- lack of time on the parents’ part due to work and home responsibilities; and
- children’s negative self-perceptions related to poor health and low skill levels.

4.2 Structural Constraints

In most cases, these constraints are not formally evidenced based but arise from the authors’ knowledge and experienced opinions about the current attitudes, knowledge base and structural characteristics of the recreation and sport delivery system in Ontario. They are described here because they tend to “ring true”. There is some evidence to suggest that:

- The recreation and sport delivery system has not “bought into” or is unaware of the Principles of Healthy Child Development. In addition, long held beliefs as to how to treat children in certain sports are, in fact, antithetical to child development principles.

- Because of downloading, other financial constraints and senior managements' discounting of the value of recreation, its share of municipal dollars has been shrinking. In response, user fees have been rising and programs are targeted at those who can pay to raise revenue.
- The shrinking recreation dollar has also impacted on the quality of facilities which is emerging as an additional barrier to participation.
- There is no recognizable coordinating body that links all the recreation and sport delivery agencies with respect to targeting and/or understanding children; nor is there clear coordination as to who is responsible for the quality of programming that children receive, especially among the large base of volunteer organizations serving children.
- The role of recreation departments is changing from that of deliverer to that of facilitator, coordinator and convenor. This will place more burden on the voluntary sector to deliver programs to children without the concomitant responsibility for quality.
- Recreation staff do not necessarily have the training nor the skills to effectively advocate for children in the community nor to address the many barriers children face in accessing programs.
- In addition, the traditional design of recreation programs does not allow for the flexibility to address the needs of children on low income or those who are at risk.
- Potential participants (and in some cases recreation deliverers) suffer from a lack of information about programs, subsidies or how to advocate for change to benefit children.

4.3 Systemic Constraints

In summary:

- The evidence is clear that girls experience a number of constraints compared to boys related to the nature of male dominated sports, their lack of experience, marketing directed at boys, girls' greater concern for safety, lack of female role models and lower skill levels.

- It is also clear that low income children tend to live in neighbourhoods that have fewer safe parks, playgrounds and facilities, restricting their participation in recreation and sports. In addition, children in rural areas have fewer facilities in close proximity which can limit their participation.
- It has also been shown that discrimination, social status and the ethno-cultural heritage of children also act as constraints to participation.
- There is some evidence to show that the competitive and elite athlete focus in sports places lower value on and provides fewer opportunities for children who have less skill or prefer less competition and more fun.
- It is also true that current measures of child well-being focus on negative outcomes and problems and not on positive development.

Please see the table on the following pages for greater detail.

Table 2

Non-Programmatic Factors that Get in the Way or Act as Barriers to Access/Participation and Positive Outcomes for Children in Recreation and Sports Programs

Personal/Familial	Structural	Systemic
<p>Financial Family spending on children’s recreation decreases with family income. Personal financial limitations, combined with high registration and equipment costs, limit the opportunities for children living in poverty. In fact, young people in lower income households are less likely to be physically active than their peers in higher income families.^{26, 28, 29, 30, 31, 32, 34, 35, 36, 37, 39, 40, 45}</p> <p>There is a growing belief among parents and others that organized recreation is for middle-class children - those who can pay.²⁶</p> <p>Analyses of Statistics Canada surveys show that children of single parents, high-school dropouts, very young parents, and low-income families were least likely to participate in organized activities.²⁹</p> <p>Mobility Transportation issues and costs often limit accessibility to programs.^{26, 30, 31, 34, 35, 37, 39}</p> <p>Lack of Familial Support Lack of family or parent support in encouraging children to be active.^{26, 31, 34, 35, 39}</p> <p>The lower a mother’s education the less likely her children will participate in dance/gymnastics, organized sports, art/drama/music lessons and community clubs.³¹</p> <p>Parental involvement was a stronger predictor of children’s involvement in sports activities than was income. “Even in lower-income households, children with two active parents have 4.8 times higher odds of sports participation than children with inactive parents”.^{34, 37}</p>	<p>Shrinking Dollars for Recreation Ontario’s municipal expenditures on recreation have not matched inflation over the past 10 years. Also, recreation and culture operating expenditures are declining (in constant dollars) and the recreation infrastructure is deteriorating. Given this, the Survey of Municipal Recreation Departments found that most charge user fees for all of their programs.^{25, 28, 31}</p> <p>Budget limitations are causing a decrease in available resources and an increase in user fees and charges.²⁶</p> <p>Recreation Not a Municipal Priority Although recreation has been shown to be a valuable service, politicians and senior administrators cut recreation services in favour of those they perceive to be more essential (roads, sewers). Even though the value and benefits of recreation are recognized, decision-makers do not deem them as a service that positively impacts children and youth.²⁶</p> <p>Not Understanding Healthy Child Development The Ontario recreation and sport system has not clearly defined nor adhered to the idea of healthy child development through sport.²⁷</p> <p>Well-established beliefs in sports related to sport development are not congruent with the Principles of Healthy Child Development.²⁷</p> <p>The Delivery System The recreation and sport delivery system in Ontario is fragmented. There is no single coordinated system that formally links all the players from the provincial level down to the community with respect to targeting children and youth.^{26, 27}</p>	<p>Gender Bias</p> <ul style="list-style-type: none"> • there is an emphasis for "boys" to take part in recreation and physical activity– to the detriment of females • Girls who have had minimal experience with sports are not likely to request programs • Marketing of sports often excludes girls. • Girls can have responsibilities that boys do not, such as taking care of siblings or domestic chores • Safety is more of a concern for girls than boys (such things as proper lighting, access to transportation, availability of equipment properly made for girls). • Lack of female role models • Girls’ skill levels are lower than boys of the same age.^{26, 29, 30, 34, 35, 37, 45} <p>Location The existence of parks, playgrounds and play spaces are associated with increased rates of participation in supervised sports, and to a lesser extent, in unsupervised sports and the arts. Children who live in poverty are more likely to live in unsafe neighbourhoods and are less likely to participate in sports activities.^{34, 37}</p> <p>Living in a rural area can be a barrier to participation. Participation in structured recreation requires access to activities that are available and close. Given this, the size of the area in which children live can enhance or detract from their opportunities to participate in structured recreation.³⁷</p> <p>..... continued</p>

Non-Programmatic Factors that Get in the Way or Act as Barriers to Access/Participation and Positive Outcomes for Children in Recreation and Sports Programs

Personal/Familial	Structural	Systemic
<p>Lack of Familial Support continued Children from two-parent families were more likely to participate than children from single parent families. This could be strongly related to income differences.³⁷</p> <p>Lack of Time Lack of time, too busy with housework, work, family^{32, 39, 40}</p> <p>Negative Self-Perception Poor health and lower than average skill development create barriers to participation for a large number of marginalized children and youth.²⁶</p> <p>People of lower income were uncomfortable identifying themselves as being in financial need.³⁴</p> <p>Intrapersonal, Interpersonal, Structural Constraints (Theory) Constraints are encountered first at the intrapersonal level (e.g., self-confidence, stress etc.). The second level of constraints is at the interpersonal level, especially for activities requiring more than one person. It is only when this type of constraint has been overcome (if appropriate to the activity) that structural constraints (eg. finances, schedule, opportunity) begin to be encountered. In order to understand constraints, one must look at the intrapersonal, interpersonal and structural constraints together and interpret how individuals negotiate through the different levels.³⁴</p>	<p>The Delivery System continued There is a lack of coordination regarding who is responsible for assuring the quality of children's sport among government, non profit organizations, municipal corporations, parents, leaders, officials, facility providers, educators, administrators and staff and volunteers.²⁷</p> <p>It has been questioned whether municipal recreation staff possess the training and support required to effectively engage in participatory planning with marginalized populations. There is a need to address the structural dimensions of poverty if the barriers to participation in municipal recreation are to be overcome. Yet, staff are under pressure to generate revenue, so recreation marketing is targeted at those users who have money.³³</p> <p>Delivery Issues The traditional design of recreation programs are not conducive to attracting young adolescents, or those at risk who are looking for greater flexibility in programs and services.²⁶</p>	<p>Discriminatory Barriers Barriers can also include:</p> <ul style="list-style-type: none"> • discrimination • social class • disability • ethno-cultural heritage^{29, 37, 39} <p>Young immigrants, Aboriginal youth, and youth with disabilities face particular and additional barriers to participation in structured recreation.^{37, 45}</p> <p>Competitive Focus With respect to sports, the focus on the elite or professional provides fewer opportunities for children with lower skills. In fact, competitive/professional sports receive the best resources and facilities, which can exclude children who prefer less competition.²⁹</p> <p>Outcome Measures of Child Well Being Measures of child well-being focus primarily on negative outcomes and problems. The measures track behaviours that adults wish to prevent. For the most part, the indicators system does not monitor positive development and outcomes.³⁸</p> <p style="text-align: right;">..... continued</p>

Non-Programmatic Factors that Get in the Way or Act as Barriers to Access/Participation and Positive Outcomes for Children in Recreation and Sports Programs

Personal/Familial	Structural	Systemic
<p>Infrastructural, Superstructural, Procedural Barriers (Theory) This model groups the factors constraining participation into three categories: infrastructural barriers (material means to access), superstructural barriers (limits originating from the sphere of ideas and perceptions), and procedural barriers (limits emerging from the course of action). Their model is based on the assumption that socio-economic factors produce significant inequalities and systemic barriers to participation.³⁴</p>	<p>Delivery Issues continued Municipal recreation departments are moving more towards being facilitators, coordinators and conveners. Given this, the responsibilities for direct program delivery for children and youth will be placed on the non-profit, volunteer-directed organizations. Many non-profits are struggling to keep their organizations viable, especially as funding for municipal services is cut.²⁶</p> <p>A survey on access to recreation found additional barriers that prevent school-aged children...from accessing recreational programs in particular. These included:</p> <ul style="list-style-type: none"> • social and cultural factors • lack of equipment or suitable facilities • low awareness of programs • a shortage of volunteers³¹ <p>Lack of Information There is a lack of information among potential users about programs, subsidies and the political process itself. In one study, residents were generally unaware of subsidies or other ways to reduce their costs, and a number of residents found that “some recreation providers lacked sufficient information on other resources and opportunities in the community”³⁴</p> <p>Facility Quality Poorly maintained facilities are growing as a barrier to participation⁴⁰</p>	

5.0 Findings: Research Question Three

“What non-programmatic factors act as enablers to access/participation and positive outcomes for children in recreation and sports programs?”

There was less literature related to the enablers or facilitators of participation and positive outcomes for children. Further, among those that were found, most related to what “should be” rather than what had been tested and proven effective. In addition, certain enablers are, in fact, community, organization or program characteristics that facilitate access and positive outcomes. They have been classified as enablers or as organizational and program characteristics where appropriate.

As with the constraints, the enablers have been grouped into those that are personal/familial, structural and systemic.

5.1 Personal/Familial Enablers

The central theme related to the personal/familial enablers for children’s participation and positive outcomes focussed on using a holistic approach to address the complex array of personal and familial barriers. This goes beyond providing subsidies, and encompasses ameliorating barriers related to lack of self-esteem, lack of familial support, lack of child-care and the other complex factors that inhibit children from participation; especially if they are low income. Although the studies are few, they are methodologically sound and the evidence is clear.

5.2 Structural and Systemic Enablers

In many cases, the structural and systemic enablers were a reversal or repair of the characteristics of the delivery system that inhibited participation. Rather than being evidence based, they are sometimes hypothetical in nature. They include the following.

- Making programs more affordable or free.
- Developing policies and advocacy to facilitate better access to revenue from the tax base and higher levels of government.
- Leveraging resources for recreation through linkages and partnerships.
- Increasing potential participants knowledge and awareness of the benefits of recreation and the assistance available to them.

- Redefining the role of the recreation deliverer from that of delivery agent to influencer, advocate, mediator and partnership development enabler.
- Providing recreation services in a focussed, proactive manner, similar to social workers - especially for children in poverty. This finding was clear and evidence based.
- Undertaking proactive and targeted marketing and participant recruitment strategies that stress the value of recreation for children.
- Delivering programs targeted to address constraints such as at different times, for different target groups and for those who are isolated socially and physically.

5.3 Systemic Enablers

- Developing policies related to equity and harassment.
- Developing targeted and culturally appropriate activities.
- Undertaking market research and evaluation to continuously adapt to the changing needs of children.
- Providing social, cultural, technical, child development, role definition and coach effectiveness professional development opportunities.

Please see the table on the following pages for greater detail.

Table 3

Non-programmatic factors that act as enablers to access/participation and positive outcomes for children in recreation and sports programs		
Personal/Familial	Structural	Systemic
<p>Holistic Approach Services that take into account the economic, living, working and transportation conditions ^{47, 51, 57, 58}</p> <p>Recreation programs and services must consider the whole child, the whole family, the whole community. The literature describing strategies that work refers to integrated, holistic, all-encompassing initiatives that deal with the multidimensional aspects of child and youth poverty. Subsidies are a strategy for assisting some families. However, used in isolation, subsidies do not deal with the whole child nor the complex nature of poverty. They do not deal with low self-esteem, fear of rejection, lack of transportation, lack of child care and the family’s perception that recreation is a middle class activity. ⁵⁵</p> <p>Research indicates that the following activities and policies can promote recreation, leisure, arts and culture for children.</p> <ul style="list-style-type: none"> • Social support for physical activity by teachers, parents and other students • Parental support and encouragement • Fee assistance programs for participation and equipment • Structuring programs for full participation • Teachers, parents and students acting as role models encouraging participation ^{47, 51, 58} <p>Increase access to quality childcare programs for preschoolers and supervised environments for active play after school and on weekends for school children ⁴⁹</p>	<p>Financial Programs should be affordable or free. Scheduling must take into account the availability of the targeted populations. Transportation must be accessible and inexpensive. ^{46, 48, 50, 54, 57}</p> <p>Develop policies which support municipalities’ access to revenue (property tax, payments from higher levels of government) to support recreation, arts and culture</p> <ul style="list-style-type: none"> • Universal recreation programs • Open schools for community use • School-based curriculum and educational materials promoting physical activity • Education curriculum which supports physical education ^{47, 50} <p>Leveraging resources through linkages and partnerships with other internal and external players to maximize the benefits and impact of recreation services in every community in Ontario. ⁵⁹</p> <p>Quality Facilities Facilities should be welcoming with regard to their physical aspects (ramps, spacious hallways and washrooms, accessible switches, counters, automatic doors, etc.), and with regard to the atmosphere (music, decoration, hosting that is sensitive to particular situations and needs). Facilities must be wheelchair-accessible. ⁴⁸</p> <p>Awareness Raising Create awareness and education messages in clear language and accessible formats. ^{49, 50}</p> <p>Change the Role of Recreation Deliverers Leaders in physical activity (and recreation) need to act as influencers, advocates, mediators and partnership development enablers that convince other sectors (such as housing, employment, justice and education) to develop policies and assign resources to address the needs of target populations. ^{49, 50, 51}</p>	<p>Equity Policies on equity and harassment have to be implemented. Activities must be designed to involve targeted populations and must respect cultural mores. Make culturally appropriate activities available. Leaders and volunteers need to play a key role in policy and program development as well as reducing barriers. ^{46, 47, 48, 57}</p> <p>Evaluation Ongoing formal or information evaluations to continuously adapt to and meet the needs of children and youth. ^{50, 57}</p> <p>Professional Development Leaders and volunteers must have appropriate social, cultural, technical and child development training ⁴⁶</p> <p>Coach effectiveness training, emphasizing participation over competition, could help to keep marginalized children, particularly girls, in organized sport. ⁵⁴</p> <p>..... Continued</p>

Non-programmatic factors that act as enablers to access/participation and positive outcomes for children in recreation and sports programs

Personal/Familial	Structural	Systemic
	<p>Change the Role of Recreation Deliverers Continued Mother receiving social assistance whose children had a <u>focussed</u> recreation worker and subsidized recreation services:</p> <ul style="list-style-type: none"> • had fewer mental health problems, • less medication usage • lower reliance on subsidized child care • less counselling and reduced food bank usage.^{19,96} <p>Recreation departments should work with schools to create school programs that help students develop knowledge, attitudes, behaviours, and confidence to adopt and maintain physically active lifestyles; after-school care programs that provide regular opportunities for active, physical play; youth sports and recreation programs that offer a range of developmentally appropriate activities.⁵³</p> <p>Proactive - Targeted Marketing</p> <ul style="list-style-type: none"> • position programs to the best advantage of your target audience ("this program is valuable to you because...") • use surveys, focus groups and interventions to form clusters of people by interests and readiness to change • improve program design: remove barriers, increase access - stress enjoyment and fun • enhance supervisor and management support through informal and formal involvement, reporting and evaluation • use proactive recruitment strategies (e.g., by telephone or Internet).⁵² <p>Developing strategies that demonstrate the value of recreation, and recreation services, to children, youth, parents, professionals and the public at large in ensuring healthy child development.⁵⁹</p>	<p>..... Continued</p>

Non-programmatic factors that act as enablers to access/participation and positive outcomes for children in recreation and sports programs

Personal/Familial	Structural	Systemic
	<p>Targeted Programming Use other methods aside from face-to-face, structured programs. This approach may be best suited to people who have difficulty finding the time for structured exercise, those who prefer to exercise at home and those who lack access to a facility or program, because of location or finances.^{52, 54}</p> <p>Create separate plans for Aboriginal communities on and off reserve and reduce barriers and focus more on diverse expressions of physical activity among Canada's immigrant and refugee population.^{49, 58}</p> <p>Create socially safe and gender-appropriate opportunities for children, especially for those who live in isolated communities, who cannot afford to participate in organized activities or are experiencing high levels of mental distress.^{49, 57}</p> <p>Investing in targeted <i>system capacity</i> development to maximize the impact of the investment of resources in recreation services and approaches.⁵⁹</p> <p>Programs need to take into account the time constraints and availability of the targeted populations, on a daily, weekly, monthly, and yearly basis.^{48, 58}</p>	

6.0 Findings: Research Question Four

“Are there institutional/organizational characteristics that have been linked to evidence based positive outcomes for children?”

The literature on institutional/organizational factors that have been linked to evidence based positive outcomes for children is relatively sparse, and almost non-existent for recreation and sport programs in Ontario and Canada. However, after-school programs in the US are receiving growing interest and research with respect to the organizational and program characteristics that relate to quality outcomes. The review has referenced a number of these studies.

As stated earlier, it was sometimes difficult to separate participation enablers from organizational and program characteristics and practices. In some cases, the findings have been placed under one research question and in others they have been placed in more than one because it seemed appropriate to do so.

In summary, the principal organizational characteristics included the following.

Partnerships, Collaboration and Advocacy

There is clear evidence that quality organizations develop strategic partnerships, collaborate with their users and advocate for children. By collaborating with users (parents/children), organizations can better identify their needs. Through strategic partnerships, they can offer a wider range of services to children which can address the identified needs in a more comprehensive manner. This includes:

- Creating partnerships with other agencies external to “recreation” that can help ameliorate the barriers to participation and enhance positive outcomes.
- Developing strategies for and acting on community collaboration initiatives with participants to define programs and address barriers.
- Advocating for children through the collaborative strategies and in the formation of partnerships to develop an integrated and seamless delivery system for them.

Staff Compensation and Development

- The evidence was also clear that successful organizations serving children appear to provide adequate staff compensation and opportunities for appropriate professional development.

Programming for Resiliency

- The evidence was clear that quality organizations build the protective factors which promote children's resiliency into their mission and throughout their programs. These include (1) caring relationships with non-parental adults, (2) high expectations, (3) opportunities for participation, contribution, and recognition and (4) strong family involvement.

Setting Goals and Strong Management

- There is strong evidence to show that successful organizations set goals, communicate them effectively, have a sound organizational structure and effective management.

Evaluation

- There is some but less evidence to show that evaluation is part of the corporate culture of quality organizations, in that, it ensures for continuous adjustment and improvement in quality.

Focussing on Quality

- The evidence also shows that successful organizations focus on quality, its importance and the essential things that must be done to ensure quality happens. Quality is inculcated into the organization's culture and is used as a daily concept.

Please see the following table for more detail.

Table 4

Institutional/organizational Characteristics That Have Been Linked to Evidence Based Positive Outcomes for Children

Partnerships, Collaboration and Advocacy

Everyone involved must be consulted and empowered. Support should be provided for isolated groups who need help to participate. Targeted populations must be made aware of their rights and of resources available to them. Initiatives to increase access must take into account the overall living and working conditions of the target population. All members must voice their concerns and act together to overcome barriers ^{46, 48, 49, 50, 51, 57}

Developing creative partnerships is a characteristic of programs that have successfully increased the participation of marginalized youth (and children). This is supported in the literature and recent reports from various sectors addressing the question of integrated service delivery strategies. Effective partnerships to implement quality after school programs requires collaboration with parents and educators and also community residents, law enforcement agencies, service providers, community-based and civic organizations (e.g., the United Way, YWCAs, YMCAs, Girl Scouts, Boy Scouts, Junior Achievement, Boys and Girls Clubs), colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials. Effective programs aim to draw on all of a community's diverse resources, including the participation of children and youths in program planning, to best address the concerns of the entire community. ^{59, 67}

Fostering collaboration to make recreation services integral to an integrated, seamless approach to the delivery of services to children and youth. ⁵⁹

Bringing everyone to the table, making programs accessible to all children, creating data-driven program improvement efforts, creating real jobs with adequate pay and benefits, doing the research that will guide effective practices, and mobilizing advocates to build an even stronger system over time. ⁶³

There is emerging evidence ... that integrated services can be effective, responsive, and cost-efficient. Furthermore, there is a recognition of the need to extend these findings to the health-service system as a whole. ⁹²

External partnerships based on wise partner selection help to sustain after-school programs but do not guarantee permanence. ⁹³

The impact of educational community partnerships are upgraded school facilities, improved school leadership and staffing, higher quality learning programs for students, new resources and programs to improve teaching and curriculum, resources for after-school programs and family supports and increased social and political capital of participants. ⁹⁴

The analyses showed that, regardless of prior levels of disciplinary actions, schools that improved the quality of their partnership programs from one year to the next reported lower levels of students involved in school disciplinary actions ... These findings suggest that schools' overall efforts to improve relationships with families and the community may help improve students' behavior in school. ⁹⁵

Staff Compensation and Development

Quality staffing: Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience and have realistic expectations. ^{63, 67}

From the systems-building work now happening in early childhood, we know that this capacity building must include evaluation, professional development, and strategies for compensation. ⁶³

The statistical analyses revealed that higher levels of staff sensitivity were associated with higher staff wages, teaching staff with higher levels of ECCE-specific education and better benefits. ¹⁰⁰

..... continued

Institutional/organizational Characteristics That Have Been Linked to Evidence Based Positive Outcomes for Children

Programming for Resiliency

The universal protective factors (in developing resiliency) include: (1) caring relationships with non-parental adults, (2) high expectations, and (3) opportunities for participation, contribution, and recognition. These three protective factors can be exhibited at multiple levels of youth's context (e.g., family, school, youth programs, and neighbourhood). The more contexts (and organizations) that provide youth with these factors, the more likely it is that youth are going to succeed. This relationship is just as valid for youth with many risk factors as for those with few risk factors.⁶⁵

Positive transitions from childhood to adolescence to adulthood are most likely when young people live in a context in which they are: (1) physically safe; (2) personally valued; (3) socially connected; (4) morally and economically supported; (5) personally and politically empowered; and (6) hopeful about the future. To the extent that sport programs serve these needs, we can expect them to contribute to the positive development of participants.⁶⁰

Goal Setting

Goal setting and strong management: Programs need to set and communicate goals from the beginning, develop a solid organizational structure, and be managed effectively.^{63, 67}

The components of exemplary after-school programs, including goal setting, strong management, and sustainability; high-quality after-school staffing; attention to safety, health, and nutrition issues; effective partnerships with community and other organizations; strong family involvement; enriching learning opportunities; linkages between school-day and after-school personnel; and evaluation of program progress and effectiveness.⁶⁹

Agencies were asked to indicate if they set target scores for QUEST1 (a measure of the number of quality policies and procedures in place), set targets for the number of QUEST2 observations (a program quality observational tool), built the monitoring of the number of QUEST2 observations into Supervisors' job responsibilities, set targets for QUEST2 scores they would like to achieve and built the monitoring of the QUEST2 scores into Supervisors' job responsibilities. With respect to training, agencies were also asked whether they had a mandatory policy that staff be trained in the Principles of Healthy Child Development (PHCD) before being hired, train newly hired staff in PHCD, had a policy to train all additional staff in PHCD and set targets for the number of staff who would be trained in PHCD. Finally, agencies were also asked whether they used QUEST2 scores as part of their annual planning and had an implementation plan for HIGH FIVE. In almost all cases, the existence of these practices were associated to some degree with improved experiences for children. In other words, member agencies who adhered to the above practices reported a higher degree of improvement in the experiences of children due to HIGH FIVE compared to those who did not adhere to the practices. Significant associations were found for: setting targets for QUEST2 scores they would like to achieve, using QUEST2 scores as part of their annual planning and having an implementation plan for HIGH FIVE.⁸⁰

Evaluation

Evaluation of program progress and effectiveness: After school programs are, by nature, varied and complex. No matter how well designed they are, programs must also take into account experience. Effective after school programs have a continual evaluation component built into their design, so program planners can objectively gauge their success based on the clear goals set for the program.⁶⁷

Data-driven continuous improvement at the program and the community level. A key component of building capacity is being selective and strategic about the way one uses the complex research and evaluation knowledge base, not only to inform policy decisions, but also to feed into programs for continuous improvement. This approach to building capacity for quality improvement involves moving beyond the traditional research and development model to recognition of the proliferation of out-of-school time programs that need quality enhancement.⁶³

Focussing on Quality

Successful programs are intentional about the meaning of quality, its importance, and the critical factors that underlie it. Systems that become intentional about quality

7.0 Findings: Research Question Five

“Are there programmatic characteristics that have been linked to evidence based positive outcomes for children?”

The literature was richer with respect to the program characteristics linked to evidence based, positive outcomes for children. The caveats from the prior section about the information available in Ontario and Canada apply here as well, and most of the articles referenced here relate to work done in the US.

In summary, the programmatic characteristics are the following.

Supportive/Caring Relationships

- There is overwhelming evidence to show that supportive and caring relationships between adults and children and between children and children is one of the most important core elements of quality programs having positive outcomes for children.

Developmentally Appropriate Programming

- The evidence is also clear that age-stage or developmentally appropriate programming and equipment is another important core component, given it was the second most frequently cited characteristic of quality programs for children.

Leader Credentials/Training

- The evidence also confirms that quality programs employ leaders who are appropriately educated or have received professional development related to the impact they can have on the healthy development of children.

Staff/Child Ratios

- The evidence is clear that the lower the staff/child ratio, the higher the quality of the program.

Safety

- The literature is also clear that higher quality programs are likely to have better health and safety policies/practices concerning physical and emotional safety.

Adult Role Models

- There is also evidence to suggest that higher quality programs have adults who model positive and responsible behaviour and are aware of the impact they can have on the development of children.

Activities that Provide Choice, Motivation and are Culturally Sensitive

- There is some evidence to suggest that quality programs provide a range of activities that motivate children through their enjoyment and interest.
- There is some evidence to suggest that quality programs are culturally sensitive.

Enriched Learning Opportunities

- There is some evidence to suggest that quality programs provide structured, challenging and enriched learning opportunities that build children's skills and knowledge. They also offer a balance between structured and self-directed activity.

Play

- There is also evidence to show that opportunities to play are important for healthy childhood development, given that play enhances self-expression, motor skills development, social skills, creativity, and the development of cognitive functions.

Please find more detail in the following table.

Table 5

Programmatic Characteristics that Have Been Linked to Evidence Based Positive Outcomes for Children

Supportive/Caring Relationships

Search Institute has surveyed over two million youth across the United States and Canada since 1989. Studies reveal strong and consistent relationships between the number of assets present in young people’s lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviours such as drug use, unsafe sex, and violence. Key Assets among others:

- Positive Peer Relationships Young children’s peers offer inclusion and acceptance, opportunity for having fun in constructive play, and opportunity for developing and practising pro-social skills.
- Caring out-of-home climate - School and other activities provide caring, encouraging environments for children.⁷⁴

Relationships - “Children’s developmental potential is supported or diminished by the care and attention they receive from caring adults”. Adults, such as parents, coaches, facility operators, judges/referees/officials, and community sport administrators, play a key role in the delivery of sport to children. By virtue of being in a position of power over children, these adults, especially coaches, can impact the healthy development of children on many levels.⁷⁸

Respect for Children’s Motivational Needs - While children have multiple reasons for participating in sport, the most commonly reported reason is “to have fun”. As “fun” is defined differently by different people, sport program designers and leaders must be responsive to individual motives of children in order to attract and maintain participation in sport. Children also need to have the opportunity to voices their concerns and to exercise choice over the type and intensity of their involvement in sport. “Children do not just grow up in families. They also grow up in social settings that range from child care centres and schools to brownie packs and sports teams”.⁷⁸

The provision of caring adult leaders and recreation-based activities planned as purposive interventions are critical program elements. The existence of caring adults, appropriate controls against deviant behavior, and the absence of negative peer influences, among other program elements, have been cited as contributing to positive learning experiences for children.⁷⁹

The Study of Promising After-School Programs defines essential process and content features in terms of practices that prior research and theory indicate most directly shape the after-school program experiences of children and youth. These features respond to the core developmental needs of children and youth for affiliation, identity, and mastery, and include: Positive relationships, including positive staff-child relationships and positive peer relationships. Our identification of these process and content features as core elements of high-quality programs reflects evidence from youth development research and also from teaching and learning research about the content and instructional strategies that promote learning.⁸²

Caring, positive and supportive relationships with siblings, friends and teachers can help children 6 to 12 years develop positive social skills.⁸⁴

Negative program emotional climate was associated with more child emotional and behavioural problems at school. Greater frequency of negative interactions with peers at the program was associated with more emotional and behavioural problems and poorer social skills at school.⁸⁸

Program quality boils down to effective interactions between staff and youth and the environment the staff creates. If those interactions are lacking (e.g., adults are not interacting with youth) or are of poor quality (e.g., the adults belittle or yell at youth), no program, research-based or not, can be effective. In fact, the program could be detrimental.⁹¹

..... continued

Programmatic Characteristics that Have Been Linked to Evidence Based Positive Outcomes for Children

Developmentally Appropriate Programming

Taking into account both the gender of the child and family factors, researchers find that children appear happier, have closer and more secure attachments to caregivers, and perform better on standardized cognitive and language tests in settings with higher process quality, that is, settings with developmentally appropriate activities and caregivers who are emotionally supportive and responsive to their needs.⁸⁵

Given safe and developmentally appropriate equipment, outdoor play can be a significant part of high-quality early child care.⁶⁸

Students described their program experiences using the Developmental Supports Rating Scale (DSRS), which was posited to assess: supportive relationships with adults, supportive relationships with peers, opportunities of autonomy and leadership, and interest in activities. Overall, the significant correlations suggest that activities with more choice, enjoyment, interest and motivation, were rated as more supportive in terms of relationships, autonomy, and interest.⁷³

Play and Creative Activities Young children have daily opportunities to play with a variety of developmentally appropriate materials both structured and unstructured, that allow self-expression, physical activity, and interaction with others.⁷⁴

Young children are exposed to developmentally appropriate, out of home programs staffed with competent adults that offer a variety of well maintained, suitable materials. Children are periodically taken to community settings such as parks, museums, and theatres that offer stimulating experiences.⁷⁴

Age-Stage Appropriate Programming- competition should be introduced to children in a progressive manner at a rate that is consistent with children's ages, abilities, and overall developmental needs. Age/Stage appropriate philosophy also recognizes the notion that children, even those who are the same chronological age, can vary tremendously in terms of their physical, mental, emotional, and social development.⁷⁸

Multilateral Development Opportunities- Early specialization in a single sport setting often compromises a child's physical, motor skill and cognitive development and often places social and emotional stressors on the child at an early age. Research recommends that children participate in a variety of sport activities to ensure optimal development. This "multilateral approach" to sport participation provides children with the opportunity to establish a solid foundation of basic sport skills and strategies which prepares children to participate in both specific sports and physical activity in general with greater confidence, success, and enjoyment.⁷⁸

Leader Credentials/Training

In rank order of statistical importance, the following program characteristics were linked with student gains in both mathematics and reading/English language arts:

- Employment of a project site coordinator who is licensed to teach
- High frequency and duration of activities focussing on fitness, sports, and recreation
- A requirement that after-school staff submit activity plans for advance review by the site coordinator
- A project staff in which at least one out of four staff members has a four-year college degree⁷⁷

Awareness and Education- It is essential that adults involved in the delivery of children's sport be made aware of the role that they play in influencing the healthy development of children. Educational opportunities to enhance their knowledge related to children's developmental needs must be available.⁷⁸

..... continued

Programmatic Characteristics that Have Been Linked to Evidence Based Positive Outcomes for Children

Leader Credentials/Training Continued

Agencies were asked to indicate if they set target scores for QUEST1 (a measure of the number of quality policies and procedures in place), set targets for the number of QUEST2 observations (a program quality observational tool), built the monitoring of the number of QUEST2 observations into Supervisors' job responsibilities, set targets for QUEST2 scores they would like to achieve and built the monitoring of the QUEST2 scores into Supervisors' job responsibilities. With respect to training, agencies were also asked whether they had a mandatory policy that staff be trained in the Principles of Healthy Child Development (PHCD) before being hired, train newly hired staff in PHCD, had a policy to train all additional staff in PHCD and set targets for the number of staff who would be trained in PHCD. Finally, agencies were also asked whether they used QUEST2 scores as part of their annual planning and had an implementation plan for HIGH FIVE. In almost all cases, the existence of these practices were associated to some degree with improved experiences for children. In other words, member agencies who adhered to the above practices reported a higher degree of improvement in the experiences of children due to HIGH FIVE compared to those who did not adhere to the practices. Significant associations were found for training newly hired staff in PHCD.⁸⁰

When staff is more highly trained and better compensated, children's activities are of higher quality, and caregivers are more responsive and less restrictive.⁸⁵

On average, preschoolers perform better on standardized cognitive tests when their caregivers are better educated and trained—for example, if they have at least an associate arts degree in a child-related field. The children also have better language skills, are more persistent in completing tasks, and in general are more ready for school.⁸⁵

Assuming sufficient funding is available, ongoing and regular professional development of after school educators is a critical ingredient in developing effective and sustainable after school programs. Professional development should include strategies and content for integrating learning opportunities that support cognitive, emotional, social, and physical development.⁹¹

Staff/Child Ratios

Evidence in the early childhood literature supports the hypothesis that structural program features, such as the child-staff ratio and staff education, affect child outcomes. Likewise, existing evidence indicates that structural features of after-school programs affect staff practices. For example:

- (a) higher child-staff ratios are associated with more negative staff-child interactions;
- (b) larger group sizes are associated with lower child ratings of program climate, emotional support, and support for autonomy and privacy; and
- (c) higher levels of staff education are associated with fewer negative staff-child interactions.

These findings support the general theory that staff's prior education and training and the number of children in their care affect staff practices and their relationships with children.⁵⁸

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Programmatic Characteristics that Have Been Linked to Evidence Based Positive Outcomes for Children

Staff/Child Ratios Continued

Recent findings indicate that child-staff ratio and caregiver training indirectly affect cognitive and social development outcomes for young children by influencing the quality of care giving in child care settings.⁵⁸

When child: adult ratios are lower, children generally appear less apathetic and distressed; caregivers spend less time in managing their classrooms and offer more stimulating, supportive care. Both correlational and quasi-experimental research has found relations between structural quality and child performance. For example, children in classrooms with lower child: adult ratios were better able to understand, initiate, and participate in conversations, had better general knowledge, were more cooperative, and in their interactions with each other showed much less hostility and conflict than in settings where there were more children to each adult.⁸⁵

The evidence connecting program structures, practices, and outcomes in the after-school literature is less developed, although the available evidence from studies of after-school programs suggests similar connections between structural and institutional supports and outcomes.⁵⁸

The statistical analyses also revealed that higher levels of staff sensitivity were associated with the centre having favourable staff: child ratios.¹⁰⁰

Safety

Programs should be safe, close to home, and accessible to all children and youth who want to participate. They should have adequate space for a variety of indoor and outdoor activities. Safe transit can be provided through means such as public transportation, staff escorts, and crossing guards.⁶⁷

Policies and guidelines concerning physical and emotional safety must be considered in creating a sport environment in which children can thrive. Specifically, issues such as supervision, preventative measures related to harassment and abuse, and the proper use of equipment and facilities should be addressed.⁷⁸

Higher quality settings are likely to have better health and safety practices, resulting in fewer respiratory and other infections among the children, and to have fewer playground injuries.⁸⁵

Adult Role Models

Six factors were identified as contributing to the success of this program. They included: a balance between structured and self-directed activity, academic support, sensitivity to various cultural backgrounds, committed authoritative adults, leadership focussed on activities that build children's skills and knowledge, and being identified as a safe place.⁷⁵

Adult role models Parent(s) and other adults in the child's family, as well as non-family adults, model positive, responsible behaviour.⁷⁴

Enriched Learning

By providing structured enriching learning opportunities, after school programs can be a vital resource for improving academic performance, as well as for meeting social, emotional, and physical development needs.⁶⁷

8.0 Research Question Six

“What are the relationships between the HIGH FIVE Quality Framework and the characteristics of evidence based quality organizations and programs?”

8.1 Introduction to HIGH FIVE

HIGH FIVE is a quality assurance program designed to support the safety, well-being and healthy development of children in recreation and sport programs.

HIGH FIVE Mission

HIGH FIVE is committed to assisting children along the path of healthy development by:

- Ensuring that recreation and sport practitioners develop a high level of knowledge and expertise in healthy child development;
- Helping parents to make informed choices;
- Providing practitioners with tools for enhancing and maintaining a high level of program quality.

HIGH FIVE achieves its mission by:

- Providing tools, training and resources to program providers
- Supporting organizations using these tools, training and resources
- Providing organizations with the opportunity to achieve HIGH FIVE accreditation
- Educating parents and the general public about the importance of sport and recreation and the need for quality programs

HIGH FIVE Resources

Tools

HIGH FIVE has developed a set of tools called QUEST - Quality Experience Scanning Tools. These tools help organizations assess the quality of their children’s sport and recreation programs and identify areas that need improvement. They include:

- QUEST1 - Reviewing Best Practices - A tool to measure the number and type of policies and procedures in place related to quality.
- QUEST2 - Observing the Child's Experience - An observational tool to measure the degree a program is operating according to the Principles of Healthy Child Development.
- QUEST3 - Quick Scan - A shorter version of QUEST2.

Training

HIGH FIVE offers training sessions to support staff and volunteer development. These include:

- Principles of Healthy Child Development
- Using the HIGH FIVE QUEST
- Becoming a HIGH FIVE Trainer

Other Resources

HIGH FIVE has developed a variety of resources for parents, practitioners and organizations, including:

- Choosing the Best Program for Your Child: A Parent's Guide
- Guide to Best Practices
- Quality at Play Newsletter
- Sport Action Pack: A Toolkit for Quality in Community Sport

A complete list of resources is available on the HIGH FIVE website at www.highfive.org.

Collaboration

HIGH FIVE develops relationships with other organizations that share their commitment to assisting children along the path of healthy child development.

Public Education

HIGH FIVE educates parents, practitioners and the general public about the important role sport and recreation programs can play in healthy child development and the need for a consistent standard of quality in these programs.

8.2 The Purpose of this Chapter

This chapter contains an analysis of the relationships between evidence based quality organizations and programs and three components of HIGH FIVE:

- The HIGH FIVE Quality Framework;
- The Principles for Health Child Development in Recreation and Sport; and
- The Design Guidelines.

8.3 The Components of the HIGH FIVE Quality Framework

The central components of the HIGH FIVE Quality Framework include the following.

- Policies and Procedures Review: Ensures organizations' policies and procedures support healthy child development.
- Internal/external Accountability: Ensures staff are accountable to their organizations and that organizations are accountable to the public.
- Program Assessments: Ensures organizations provide high quality recreation and sports programs for children.
- Training and Development: Ensures practitioners in recreation and sport develop expertise in child development.

8.3.1 Policies and Procedures Review

The findings from the literature indicate that quality organizations incorporate children's resiliency into their mission, objectives and throughout their programs. They focus on quality, its importance and the essential things that must be done to ensure quality happens. As stated, quality is inculcated into the organization's culture and is used as a daily concept.

HIGH FIVE's policies and procedures review (using QUEST1) is clearly directed at identifying deficiencies and enhancements to policies and procedures focused on delivering quality programs to children. It is a first step in influencing and directing the organization's culture towards quality, which the literature confirms is critical to ensure positive outcomes for children.

8.3.2 Internal/external Accountability

The literature tells us that a key component of a quality organization includes setting goals, strong management and evaluation. Accountable organizations set and communicate their goals from the outset, develop a solid organizational structure, and are managed effectively. HIGH FIVE's own research found a significant relationship between having an implementation plan for HIGH FIVE and improved positive outcomes for children.

Accountability is achieved not only by setting goals or targets but by evaluating the degree the goals have been achieved. According to the literature, effective programs build in a continuous evaluation component, so management can objectively gauge success based on the goals set.

The literature again confirms that HIGH FIVE's focus on internal and external accountability is a key component of effective organizations delivering services to children.

8.3.3 Program Assessment

Under the HIGH FIVE Quality Framework, program assessments (using QUEST2⁴) reinforce the notion of quality as organizations move along the quality continuum. They also feed into goal/target setting, organizational evaluation and ongoing, continuous improvement in the outcomes for children. If organizations use the assessments in this way, the literature confirms that they are among those delivering more effective programs to children.

8.3.4 Training and Development

The evidence has confirmed that a key component of effective or quality programs for children is the educational background of staff and the professional development opportunities available to them. As stated, "Assuming sufficient funding is available, ongoing and regular professional development of after school educators is a critical ingredient in developing effective and sustainable after school programs. Professional development should include strategies and content for integrating learning opportunities that support cognitive, emotional, social, and physical development".⁹¹

The literature again confirms that HIGH FIVE's training in the Principles of Child Development is another critical component of quality programs for children.

⁴ QUEST2 is an observational tool designed to measure the degree a program is operating according to the Principles of Healthy Child Development.

8.3.5 Other Components

The literature has also uncovered other components of effective organizations and programs that are not explicitly built into HIGH FIVE's Quality Framework but should be noted and considered as the Position Paper and Report Card is developed.

Collaboration, Partnerships, and Advocacy

- Effective organizations develop strategies for and undertake community collaboration initiatives with participants to better define programs and address barriers.
- They also create partnerships with other agencies external to themselves in order to ameliorate the barriers to participation and enhance positive outcomes.
- They advocate for children through the collaborative strategies and in the formation of partnerships to develop an integrated and seamless delivery system for them.

Staff Compensation

- The more successful organizations serving children appear to provide adequate staff compensation.

8.4 The Principles of Healthy Child Development

HIGH's FIVE's Principles of Healthy Child Development are:

- **Participation:** All children must have the opportunity to participate in their own development and decisions about their lives.
- **Play:** Play that stresses fun, creativity and cooperation is the ideal medium for growth.
- **Mastery:** Children need to find something that makes them feel they are succeeding and that they are special and important.
- **Friends:** All children need opportunities to find and make friends in group activities.
- **A Caring Adult:** Each child needs to know that there is a trustworthy caring adult in the group who cares about him or her.

8.4.1 Participation

According to this principle, children need to make choices, have a voice and do things by and for themselves.

The literature again confirms that quality programs possess this orientation. As stated, “Young children need to have daily opportunities to play with a variety of developmentally appropriate materials both structured and unstructured, that allow self-expression, physical activity, and interaction with others”⁷⁴; and, “Taking into account both the gender of the child and family factors, researchers find that children appear happier, have closer and more secure attachments to care givers, and perform better on standardized cognitive and language tests in settings with higher process quality, that is, settings with developmentally appropriate activities and caregivers who... are responsive to their needs.”⁸⁵ In addition, “Overall, the significant correlations suggest that activities with more choice, enjoyment, interest and motivation, were rated as more supportive in terms of relationships, autonomy, and interest.”⁷³

8.4.2 Play

Under this principle, play stresses fun, creativity and cooperation. Play allows children to shape their environment, use their imaginations and enjoy the activities they are involved in.

Again, the literature reinforces this principle. A number of articles reinforced the fact that opportunities to play are particularly important for healthy childhood development, “promoting the acquisition of motor skills, social skills and creativity, and the development of cognitive functions.”¹⁹

8.4.3 Mastery

In this context, mastery means providing children with activities and tasks that make them feel they are succeeding and are special and important. The literature also confirms this characteristic. Researchers investigating human learning, “point to the importance of providing learners with rich content-based experiences, led by teachers or coaches who encourage mastery and use both structured and unstructured instructional strategies to promote learning”.⁸² One aspect in the development of resiliency includes providing children with challenging tasks and experiences.

8.4.4 Friends

The premise of this principle is that friends help introduce children to the bigger world beyond their family, share in humour, test loyalty, form their first audience and offer support and criticism.

Within the supportive/caring relationships characteristic of effective programs, positive peer interactions was the second most frequently cited attribute. As stated, “Young children's peers offer inclusion and acceptance, opportunity for having fun in constructive play, and opportunity for developing and practicing pro-social skills.”⁷⁴ On the other hand, “Negative program emotional climate was associated with more child emotional and behavioural problems at school. Greater frequency of negative interactions with peers at the program was associated with more emotional and behavioural problems and poorer social skills at school.”⁸⁸

The literature again confirms the importance of this principle.

8.4.5 A Caring Adult

If there was one attribute that stood out in the literature related to quality programs for children, it was the existence of a caring adult providing supportive relationships. The following quote succinctly states the case, “Program quality boils down to effective interactions between staff and youth and the environment the staff creates. If those interactions are lacking (e.g., adults are not interacting with youth) or are of poor quality (e.g., the adults belittle or yell at youth), no program, research-based or not, can be effective. In fact, the program could be detrimental.”⁹¹

Caring, positive and supportive relationships with adults help children 6 to 12 years develop positive social skills, self-esteem and self-confidence. This principle is grounded and confirmed by the literature.

8.4.6 Healthy Child Development Principles - A Final Note

As a final point, it should be noted that as part of the content validation of the QUEST2 tool, nine child development experts were asked to rate all of the items in the tool with respect to the degree they contribute to healthy child development. The QUEST2 items are a direct reflection of the Principles of Healthy Child Development as observed in a recreation/sport program. At the time of validation, they covered the content presented in the table on the next page.

Twenty seven of the thirty one items (87%) had an average rating of 4 or higher (out of five). The most highly rated items were warmth and respect, (Leader/child interactions)

both rated at 4.89. The average overall rating for all items was 4.36. According to the opinions of the experts in child development, QUEST2 had excellent content validity. This evidence also reflects positively on the validity of the Principles of Healthy Child Development.

Description of the Categories/Scales of QUEST2

Categories/Scales	Description	Items
Leader/Child Interactions (Seven Items)	This section focuses on the interactions between leaders and children and the impact these interactions have on healthy child development and the development of positive behaviour patterns.	Warmth Interest Respect Individualized Approach Involvement Positive Leadership Children are Given Priority
Supervision/Safety (Four Items)	This section focuses on the manner in which children are supervised to ensure safety at all times.	Awareness Age/Stage Appropriate Activity Risk Awareness Child Supervision in Transition Areas
Child/Peer Interactions (Four Items)	This section looks at the extent to which the children in the program interact with each other in a positive manner.	Familiarity Among Children Respect and Cooperation Among Children Inclusionary Behaviour Atmosphere
Leader Behaviour and Interactions (Three Items)	This category examines whether the Interactions between leaders are appropriate and reflect positive role modelling for children.	Appropriate Behaviour and Language Discretion with Confidential Matters Team Effort
Program/Activities (Four Items)	The section examines whether the activities are well-planned and implemented in such a way as to support the healthy development of the children participating.	Program Planning Balance, Variety and Choice in Activities Pace of Activities Individual Growth Through Group Development
Environment/Facilities (Five Items)	This category focuses on whether the environment/facility is appropriate for the type of activity/program and whether it has all the elements necessary to support healthy child development.	Maximizing Use of Available Facility Amenities Activity Appropriate Space Welcoming Atmosphere Physically Comfortable Space Areas Leading to the Program Area Site Safety
Equipment/Materials (Three Items)	This section looks at whether the equipment and materials are appropriate and support the activity.	Developmentally Appropriate Quantity Culturally Appropriate Materials
Total 31 Items	Total seven sections (scales)	

8.5 The Design Guidelines

HIGH FIVE's has three program Design Guidelines. They include developing programs that:

- respect and support the uniqueness and diversity of each child;
- are safe; and
- provide age-appropriate environment, activities and equipment.

8.5.1 Respect and Support the Diversity of Each Child

There was evidence to indicate that the cultural sensitivity of staff and the provision of culturally appropriate activities are characteristics of quality programs. This again corroborates this Design Guideline as an important component in achieving positive outcomes for children.

8.5.2 Safe

The literature again corroborates this Design Guideline, in that, it tells us that higher quality programs are likely to have better health and safety policies and practices related to children's physical and emotional safety. In addition, quality programs provide adequate space for a variety of safe activities.

8.5.3 Provide Age-appropriate Environment, Activities and Equipment

As stated earlier in the report, "Age-stage or developmentally appropriate programming and equipment was the second most frequently cited characteristic of quality programs for children." Given this, it is clear that the literature reinforces the need for quality programs to be developed with this Design Guideline in mind.

9.0 Research Gaps

One aspect of undertaking this literature review was the identification of a number of gaps in the research. In general, the gaps were characterized by a paucity of actual studies addressing key issues or by a lack of studies with sound methodology and evidence based conclusions. This chapter of the report provides an initial description of the apparent research gaps as a basis for further discussion in preparing the Position Paper and Report Card.

9.1 Overall Research Gaps

- There is less research focused on children 6 to 12 years of age compared to youth, and in many studies, the distinction between youth and children 6 to 12 is not that clear.
- The Canadian literature on institutional/organizational factors that have been linked to evidence based positive outcomes for children 6 to 12 in recreation and sport is relatively sparse, and is almost non-existent for recreation and sport programs in Ontario.
- Similarly, the literature on Canadian programmatic factors that have been linked to evidence based positive outcomes for children 6 to 12 in recreation and sport is also sparse.
- Little research was found that clearly answered the question, “Does quality matter?”.

9.2 Benefits

- Although research describing the benefits of recreation is plentiful, many studies do not clearly separate the benefits of recreation and sport participation from the effects of a child’s personality or the impact of his/her family and environment on positive outcomes.
- On a related theme, there are few evidence based studies that clearly isolate and link positive characteristics in adults with participation in recreation and sport as a child. These studies would require a longitudinal design which involves substantial time and resources to carry out.

9.3 Constraints

- There is little evidence based Canadian research that again clearly identifies the characteristics of the Ontario recreation and sport delivery system that act as barriers and constraints to participation.

9.4 Enablers

- Aside from the excellent work done by Gina Browne and Dan Offord, little evidence based Canadian research was found that has actually tested the efficacy of the structural enablers to participation in recreation and sport - especially for children 6 to 12.

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Appendix A Keywords

1. What are the individual, community and societal outcomes/contributions resulting from children’s participation in organized recreation and sports programs?

Key Words

individual	outcomes	children	participation	organized	recreation	sport	programs
community	contributions	juvenile	involvement	structured	play	games	
societal	impacts	kids				compete	
economic	benefits						
national	advantages						
	effect						
	consequence						

2. What non-programmatic factors get in the way or act as barriers to access/participation and positive outcomes for children in recreation and sports programs?

Key Words

barriers	access	participation	positive	outcomes	children	organized	recreation	sport
factors	entry	involvement	affirmative	contributions	juvenile	structured	play	games
obstacles	entrance	play	constructive	impacts	kids			compete
impediment	admission	compete	favorable	benefits				
hindrance		join	good	advantages				
circumstances		enroll	beneficial	effect				
barricade				consequence				
conditions								
environment								
constraints								

3. What non-programmatic factors act as enablers to access/ participation and positive outcomes for children in recreation and sports programs?

Key Words

enable	access	participation	positive	outcomes	children	organized	recreation	sport
assist	entry	involvement	affirmative	contributions	juvenile	structured	play	games
permit	entrance	play	constructive	impacts	kids			compete
empower	admission	compete	favorable	benefits				
help		join	good	advantages				
aid		enroll	beneficial	effect				
support				consequence				
allow								
improve								

4. Are there institutional/organizational characteristics that have been linked to evidence based positive outcomes for children?

Key Words

institution	characteristics	linked	evidence	positive	outcomes	children
organizational	qualities	associated	proof	affirmative	contributions	juvenile
association	features	connected	demonstrated	constructive	impacts	kids
corporation	attributes	related	confirmed	favorable	benefits	
policy	traits	affiliated	verified	good	advantages	
procedure	properties		validated	beneficial	effect	
	attributes		substantiated		consequence	
			measured			
			definite			
			undeniable			

5. Are there programmatic characteristics that have been linked to evidence based positive outcomes for children?

Key Words

programs	characteristics	linked	evidence	positive	outcomes	children
courses	qualities	associated	proof	affirmative	contributions	juvenile
activities	features	connected	demonstrated	constructive	impacts	kids
	attributes	related	confirmed	favorable	benefits	
	traits	affiliated	verified	good	advantages	
	properties		validated	beneficial	effect	
	attributes		substantiated		consequence	
			measured			
			definite			

Appendix B
Raw Review Summary Table

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
1	Tracy A. Hans Journal of Contemporary Psychotherapy, May 2000 30(1), 33-60	A Meta-Analysis of the Effects of Adventure Programming on Locus of Control	1	1	Adventure programs utilize the outdoors and/or activities to accomplish goals that are recreational, educational, enrichment or preventive oriented, or therapeutic. These programs encourage active manipulation of surroundings and the utilization of pro-active survival skills. In the growing field of Adventure Programming (and within the more specific field of Adventure Therapy), there exists a need to link valuable program characteristics to specific outcomes. Locus of control has been theorized to be a moderator of change in adventure programs, however past research has yielded inconsistent and contradicting results. An attempt was made to replicate the effect size of 0.30 generated within the comprehensive meta-analyses of both D. R. Cason (1993) and J. Hattie, H. W. Harsh, J. T. Neill, and G. E. Richards (1997). A slightly higher effect size of 0.38 was computed, substantiating evidence that subjects across studies became significantly more internal as a result of participation. Investigation of specific outcomes yielded two possible variables as moderators of locus of control effect size: program goal and daily duration.
2	Roger Bakes Originally published in Recreation Saskatchewan A Report Card on Canadian Children & Youth Developing Resiliency in Disadvantaged Children & Youth Dr. Paul Steinhauer, Oct. 16, 1998	Healthy Children: The Basis for a Healthy Society	1	2	Dr. Steinhauer was particularly positive about the role of recreation-based interventions in the development of the healthy child and in a remedial role for the disadvantaged or at-risk child. His own past work involvement as a young person with children and youth in a recreation setting as well as his own professional observations have convinced him that the role of recreation is crucial. Recreation programs can produce skill development in a child or youth that protects against the risks of being socially disadvantaged and these skills are a source of mastery and self-esteem. Recreation programs can improve social skills through the opportunity for supervised peer interaction and can also afford crucial opportunities for mentoring. Regrettably, disadvantaged children have the least access to such programming.
3	Offord, D., E. Hanna and L. Hoult, Prepared for the Ministry of Tourism and Recreation. 1992	Recreation and Development of Children and Youth: A Discussion Paper.	1	1	The last issue to be covered in this section focuses on other potential benefits of participation in formalized recreation programs. In a paper by Jones and Offord (1989), the effects were evaluated of a non-school skill-development program on children 5 to 15 years of age living in a publicly supported housing complex. Participation in the program was excellent with 70.8% of the 322 children participating in the first 12 months of the 32-month program. None but marginal and possibly non-existent spillover effects on school performance or behaviour in the home were observed. However, clear and statistically significant changes occurred on unobtrusive measures of antisocial behaviour outside home and school. Vandalism rates, police charges and fire calls were all significantly reduced in the experimental complex compared to the control complex. Moreover, the reductions applied specifically to juveniles, and there was evidence of "rebound" effects after the program was discontinued on measures where there had been a reduction during the intervention. A cost-benefit analysis indicated that potential savings, primarily in reduced vandalism but also in reduced police and fire costs, greatly exceeded the cost of mounting the program.
4	Jama Watt, Child and Youth	A Framework to Promote Healthy Development of Children	1	2	Benefits of Recreation, Arts and Cultural Activities 116 /117 /118 /119 • Increased interactions with adults and peers

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	Health Network for Eastern Ontario, CHEO Melissa Dickey, United Way/Centraide Ottawa Dawn Grakist, City of Ottawa	6 to 12			<ul style="list-style-type: none"> • Decreased stress & anxiety • Increased self-esteem • Enhanced social and life skills • Enhanced familial relationships • Improved school performance • Protective factors fostered
5	Annesi, James J. Source Perceptual & Motor Skills. Vol 99(1) Aug 2004, 191-194. Perceptual & Motor Skills, US	Relationship between self-efficacy and changes in rated tension and depression for 9- to 12-yr.-old children enrolled in a 12-wk. after-school physical activity program. [References].	1	1	28 girls and 26 boys (93% African American) ages 9 to 12 years were enrolled in an after-school physical activity program for 12 wk. and completed measures of exercise self-efficacy, tension, and depression. Significant negative correlations were found between changes in ratings on Exercise Self-efficacy Scale for Children scores and Profile of Mood States Tension ($r = -.44$) and Depression ($r = -.33$) over 12 wk., indicating that as rated exercise Self-efficacy increased, rated Tension and Depression tended to decrease. Findings are consistent with behavioral explanations of the relationship between exercise and mood changes. Caution is appropriate as there was no control group, and familiarity might be an explanation of the findings. (PsycINFO Database Record (c) 2004 APA, all rights reserved)
6	OJJDP Model Programs Guide http://www.dsgonline.com/mpg_non_flash/af_terschool_recreation.htm	AFTERSCHOOL/ RECREATION	1	2	<p>EVIDENCE OF IMPACT</p> <p>Afterschool programs come in all shapes, sizes, and modalities, and there is no single formula for their success. Some programs concentrate on recreational activities. Others address academics or cultural enrichment. Some of the best programs are traditional scholastic extracurricular activities. Research indicates that scholastic extracurricular activities have numerous social benefits. For example, Mahoney and Cairns (1997) and McNeal (1995) find that extracurricular participation is related to a decrease in school dropouts, particularly during the early years of high school and for high-risk youth. Gerber (1996) found that extracurricular participation is not detrimental to student performance and that participation in such activities promotes greater academic achievement. Mahoney (1997) found a link between participation in extracurricular activities and reduced rates of criminal offending. Youniss, Yates, and Su (1997) find that adolescents involved in a broad range of activities report lower levels of substance abuse. Finally, Eccles and Baber (1999) find that participation in prosocial activities of any kind is linked to positive educational trajectories in middle to late adolescent development and to low rates of involvement in risky behavior.</p>
7	Mahoney, Joseph L; Schweder, Amanda E; Stattin, Hakan. Source Journal of Community Psychology. Vol 30(1) Jan 2002, 69-86.	Structured after-school activities as a moderator of depressed mood for adolescents with detached relations to their parents. [References].	1	1	This study investigated whether participation in structured after-school activities moderates the association between detached parent-adolescent relationships and adolescent depressed mood. A representative sample of 539 14-yr-olds and their parents were assessed concerning adolescent participation in after-school activities, the parent-adolescent relationship, and adolescent depressed mood. Results showed that adolescents with detached relations to their parents reported high levels of depressed mood. Adolescents who participated in after-school activities reported low levels of depressed mood compared to adolescents not participating in such activities, however, this was primarily true of participants who perceived high

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	John Wiley & Sons, US				support from their activity leader. Support from after-school activity leaders was particularly important for a subgroup of youth characterized by highly detached relations to their parents. Although girls reported higher levels of depressed mood than did boys, the associated benefits of perceived support from an activity leader were consistent across gender. (PsycINFO Database Record (c) 2004 APA, all rights reserved)
8	Mahoney, Joseph L; Larson, Reed W; Eccles, Jacquelynne S; Lord, Heather. Source Mahoney, Joseph L (Ed); Larson, Reed W (Ed); et al. (2005). Mahwah, NJ, US: Lawrence Erlbaum Associates, Publishers. xii, 550 pp.Organized activities as contexts of development: Extracurricular activities, after-school and community programs. (pp. 3-22).	Organized activities as development contexts for children and adolescents.	1	2	This book presents conceptual, empirical, and policy-relevant advances in research on children's and adolescent's participation in the developmental contexts represented by extracurricular activities and after-school and community programs. Many of the issues brought to light in this chapter are taken up in greater detail in the chapters to follow. The volume is organized into three main sections. Part I discusses social and cultural perspectives on organized activity participation. It begins with the historical evolution of leisure activities in the United States and the associated risks inherent in a leisure experience that is unstructured and lacks involvement in organized activities. Next, new perspectives on the role of organized activity involvement in the development of youth from low-income families and those from traditionally defined minority groups are provided. Finally, the involvement of youth as participants in the research process itself is considered. Part II provides a collection of new empirical studies on how participation in organized activities affects developmental processes and outcomes. Across the chapters, particular attention is given to the developmental experiences provided through participation in different types of organized activities, and how the experiences translate into psychosocial adjustment and competence. It concludes with a commentary by Jacquelynne Eccles that discusses chapters in Parts I and II of this volume. Part III links the conceptual and research knowledge base on organized activities to practice and policy issues surrounding out-of-school time for young persons. This includes empirically based and practical guidance for developing effective organized activities in general, and specific insights into optimal practices for community and after-school programs. This section concludes with a commentary on out-of-school practices and policy considerations by Jane Quinn. (PsycINFO Database Record (c) 2005 APA, all rights reserved)
9	Joint Summary Report of a Data Analysis: Learning through Recreation prepared by the Canadian Council on Social Development (CCSD) and a Literature Review on Learning through Recreation prepared by the Family Network of Canadian Policy Research Networks (CPRN) for	Four Hypotheses about the Public Policy Significance of Youth Recreation: Lessons from a Literature Review and a Data Analysis on "Learning Through Recreation"	1	1	Lessons from a Literature Review and a Data Analysis on "Learning Through Recreation" 10 Physical activity has an important impact on the growth and maturation of youth. It has been found that physical activity generates greater skeletal mineralization, greater bone density and increased bone mass and flexibility. Physical activity is an important factor in the regulation of body mass. There is also a positive correlation between physical activity, increased muscle strength, motor fitness and aerobic capacity. Regular physical activity reduces the risk of coronary disease for at-risk youth. But health problems such as unintentional injuries can arise during sporting activities. Delays in maturation and menstrual dysfunction can also be produced by physical activity practices that are too intense. Immediate Psychosocial Outcomes: For the psychosocial impact of structured recreation, a positive correlation was found between physical activity, structured outdoor programs and extracurricular activities, which increased self-esteem, self-concept, acceptance among peers, and self-empowerment. Physical activity can also have an impact on the development of cognitive functions. It has been found that participation in structured recreation is less likely than nonparticipation to be associated with deviant behaviour, and a negative relationship was demonstrated between participation in extra-curricular

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	the Laidlaw Foundation, May 2001. Canadian Council on Social Development /				<p>activities and dropping out school. We have also seen that structured recreation decreases boredom, a factor linked to the development of deviant and unhealthy behaviour. This is perhaps an explanation for the link between participation in recreation and lower rates of delinquency. But highly competitive sports activities or vigorous training programs can also produce negative psychosocial effects such burnout and high stress levels. In some cases, physical activity may be associated with a distorted body image and an unrealistic desire to lose weight.</p> <p>Youth participation in organized sports is also linked to higher levels of self-esteem. Youth who participated in organized sports were somewhat more likely to report being very satisfied with their level of self-esteem (46.5 per cent) compared to 37.0 per cent of non-participating youth. With the exception of camp participation, children who participated in structured recreational activities (coached sports, gymnastics/dance, art/drama/music, guides/scouts) were more likely to report getting along very well with their friends and having more close friends and spending more time with close friends. Ninety per cent of children involved in coached sports reported having lots of friends and 83.8 per cent reported getting along easily with others compared to 87.1 per cent of non-participants reporting they have many close friends and 79.9 per cent getting along easily with others. Participation in recreational activities does not appear to be related to how well children get along with their parents, although children who did not participate in recreational activities were slightly more likely to report having better relationships with the siblings.</p> <p>Civic Outcomes: Finally, some civic outcomes are associated with structured recreation. High-risk youth can benefit from the positive effects derived from structured activities (such martial arts) if the activity includes a cognitive and social component. It has been found that participation in structured recreation has been seen as beneficial to moral development to the extent that behaviour, attitudes and decisions all draw attention to moral considerations. But some authors argue that non-structured recreation is more likely to give rise to moral behaviour, inasmuch as the child is directly involved in decision-making. The data showed the following. Data from the NLSCY indicates a strong relationship between participation in organized recreational activities and propensity to participate in unpaid school activities, fund raising and community work. Forty-two percent of children who participated frequently in dance/gymnastics also helped with school activities, compared to 32.1 per cent of children who did not participate. Children who participated in art/drama/music were also more likely to help with fundraising (53.9 per cent) than children who did not participate (41.8 per cent).</p> <p>Childhood participation in team sports and youth groups appears to have an impact on adult participation in the community and volunteering activity. The NSGVP found that adults who participated in organized sports and youth groups as children were much more likely to have also performed volunteer work and to have participated in student government as children than those that did not participate. Over seventy per cent of respondents who had belonged to a youth group as children had also performed volunteer work, compared to only 33.3 per cent of respondents who did not belong to a youth group. Sixty percent of respondents who had participated in organized sports had also done some volunteer work versus 33.1 per cent who did not participate in organized sports. Participation in a youth group had a greater impact on volunteering than did participation in team sports.</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>Future Civic Outcomes: Relating to future civic competencies, a positive correlation was found between participation in extracurricular activities and political involvement in adulthood, and between involvement in youth and religious organizations and community involvement in adulthood.</p> <p>The data showed the following. Compared to adults who did not participate in team sports or youth groups as children, adults who participated in team sports or youth groups as children were much more likely (as adults) to canvass, campaign, or fundraise as an unpaid volunteer; to be a member of a board or a committee; to teach or coach for an organization as an unpaid volunteer; and to have voted in the last federal election.</p>
10	<p>Enid Slack Enid Slack Consulting Inc. March 12, 2003 A report prepared for the Laidlaw Foundation</p>	Municipal Funding for Municipal Municipal Funding for Recreation	1	1	<p>A growing body of literature in Canada and elsewhere points to the important role played by recreation and culture both in contributing to the quality of life of individuals and to the economic prosperity of the country. In terms of the economy, studies have shown that cities need to attract businesses and skilled labour (the “knowledge workers”) to be globally competitive. These studies also show that services that enhance the quality of life of individuals in the community (such as parks, recreation, and cultural activities) feature prominently among the characteristics that attract the knowledge workers to particular places...recreation and cultural activities are important both from a social and economic perspective.</p> <p>There are several studies, for example, that show that investment in recreation, particularly investment in youth recreation, increases self esteem, improves academic performance, improves health, and lowers crime rates.¹</p> <p>Furthermore, there is evidence that recreation “pays for itself” by reducing the use of social and health services such as child psychiatrists, social workers, and probation officers.²</p>
11	Edmonton Sports Council	Benefits of Investing in Sport	1	2	<p>Studies replicated across Canada showed that students who were involved in physical activity programs had better self-concepts and were academically superior to children who were not active (Robbins, 1992). Children who participated in 5 hours of physical activity a week had significantly higher marks in academic programs than children who did not participate in physical activity.</p> <p>Evidence suggests that elementary school children competent in motor skills attain greater social success and status than the less competent, and that leadership and peer acceptance is related to proficiency in motor skills (Evans & Roberts, 1987). A study of fourth and fifth graders showed that sport has the potential of developing pro-social behaviour with children, (particularly females) like courage, achievement motivation, independence, perseverance, and positive interpersonal behaviour such as generosity, fairness and cooperativeness (Kleiber & Roberts, 1981).</p> <p>Sport also fosters desirable values as well as social interaction as long as winning is kept in perspective and the emphasis is on a positive, enjoyable youth sport experience which facilitates the development of desirable skills and behavioural practices for all participants (Wankel & Berger, 1991).</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>Psychological</p> <p>Ulrich (1987) suggested that lack of success in motor activities at young ages may in turn have a significant impact on the motivation to participate in physical activities at later ages. Those who have more prior experiences with sports and physical activity at 15 years of age have a more positive view of their body and capabilities in sport and a more positive attitude toward fitness activities at 30 years of age, males more so than females (Engstrom, 1991).</p> <p>Youth involved in sports demonstrate greater levels of perceived physical competence compared to those who are not involved (Feltz & Petlichkoff, 1983). In a well designed sport program, children can gain strong task oriented skills, develop self confidence, become more autonomous, and develop feelings of self-worth (Coop & Rotella, 1991; Canadian Fitness and Lifestyle Institute, 1995). Among young people, high levels of fitness are associated with increased self-esteem (Guzman, 1992).</p> <p>Societal Benefits</p> <p>Participation in sport and active recreation can bring diverse social groups together and improve the social cohesion and inclusion of minority groups in other settings. Research on soccer teams at the community level has indicated that assimilation of ethnic groups into the mainstream society may occur when the team represents diverse ethnic groups</p> <p>Benefits of Investing in Sport</p> <p>(McKay, 1975; Pooley, 1976). Ethnic groups have used sport as a means of coping with urban life, and to also help develop and grow communities (Lewis, 1976). Sport is considered to be valuable in teaching self-discipline, promoting the development of fair play and fostering authority and good citizenship (Spreitzer & Snyder, 1975).</p>
12	Gottfredson, Denise C; Gerstenblith, Stephanie A; Soule, David A; Womer, Shannon C; Lu, Shaoli. Source Prevention Science. Vol 5(4) Dec 2004, 253-266. Kluwer Academic Publishers, Netherlands	Title Do after school programs reduce delinquency? [References].	1	1	After school programs (ASPs) are popular and receive substantial public funding. Aside from their child-care and supervision value, ASPs often provide youth development and skill-building activities that might reduce delinquent behavior. These possibilities and the observation that arrests for juvenile crime peak between 2 p.m. and 6 p.m. on school days have increased interest in the delinquency prevention potential of ASPs. This study examined effects of participation in ASPs conducted in Maryland during the 1999-2000 school year and the mechanism through which such programs may affect delinquent behavior. Results imply that participation reduced delinquent behavior for middle-school but not for elementary-school-aged youths. This reduction was not achieved by decreasing time spent unsupervised or by increasing involvement in constructive activities, but by increasing intentions not to use drugs and positive peer associations. Effects on these outcomes were strongest in programs that incorporated a high emphasis on social skills and character development
13	http://lgu.umd.edu/lgu_v2/homepages/home .	How Do Structured Out-Of-School Experiences Contribute To	1	2	structured out-of-school experiences do have unique positive contributions for youth development. It has become increasingly clear that the more assets that youth have, the fewer risk behaviors and the more

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	cfm?trackID=514	Positive Youth Development? Statement of Issues and Justification			positive outcomes that youth will have. These assets include things such as a commitment to learning, positive values, social skills, positive identity, family and community support, meaningful roles and empowerment, clear expectations, and constructive use of time (Scales & Leffert, 1999). A key finding is that the time that youth spend in out-of-school programs is a major contributor to the development of these important assets (Scales & Leffert, 1999). Compared to family and community factors, time spent in youth programs was found to be the most consistent predictor of youth thriving which included students' school performance, their ability to overcome adversity, their effort to help others, their provision of leadership qualities, and their efforts to maintain good physical health (Sales, Benson, Leffert, & Blyth, 2000). Furthermore, youth have been found to experience the highest levels of simultaneous motivation and concentration when they are in structured out-of-school experiences rather than when they are in school or with peers (Larson, 2000). This suggests that structured out-of-school experiences need to be scientifically examined for their impact on youth outcomes with the same attention that has been given to family, school, and community factors.
14	Sarah Mayes and Nicole Smith Prepared by: Canadian Institute of Child Health 2002	RECREATION AND CITIZENSHIP: A REVIEW OF RESEARCH TRENDS, GAPS, AND FUTURE DIRECTIONS A discussion paper prepared for the Laidlaw Foundation	1	2	While research in the area of recreation and citizenship is relatively new, the initial evidence on the role of service learning and community-based youth organizations in fostering democracy is extremely promising. As we have seen, service-learning programs take place through the schools, and therefore have the potential to impact large numbers of adolescents. James Youniss suggests that service learning connects youth to society-serving organizations with strong belief systems at a time in the youth's life when they are forming their own identities.
15	Jennifer Cowie Bonne Ontario Physical and Health Education Association (OPHEA) "Sport for the Child: Sport, Recreation and Children's Healthy Development" A forum co-hosted by Voices for Children and The Foundation for Active Healthy Kids June, 15 2000	Healthy Child Development Through Sport and Recreation: A Discussion Paper	1	2	A recent discussion paper by the Canadian Policy Research Networks (CPRN) Inc. (Tipper & Avard, 1999) identified five positive developmental outcomes for children. Sport plays a key role in helping children achieve these outcomes. Optimal Physical Well-Being- There exists general consensus in the children's sport literature that participation in a well-balanced sport program stimulates physical growth and can be a good way to maintain optimum health (Humphrey, 1993). Development of a variety of general motor and sport skills in early childhood also sets the stage for future involvement in sport and physical activity as teenagers and as adults (Horn & Harris, 1996; Weiss & Ebbeck, 1996), which can contribute to long term health and well-being. Learning Readiness- Research has shown that sport participation can contribute to a number of the indicators of learning readiness identified in the CPRN paper, including emotional health and a positive approach to new experiences (Biddle, 1993), social knowledge and competence (empathy, cooperation, teamwork) (Barnett, 1991), general knowledge and cognitive skills, including problem solving, decision-making, the ability to delay gratification (Gould, 1983; Kerr, 1996). Secure Attachments and Identity- Sport participation has been found to enhance family relationships (Couchman, 1988; Orthner and Mancini, 1990). It also provides children with an opportunity to solidify

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>relationships with peers and to develop positive supportive attachments with adults outside the family, such as coaches. Research also indicates that sport participation is associated with high positive self-concept, particularly for adolescents (Brandl-Bredenbeck and Brettschnieder,1997). .</p> <p>Social Engagements and Competence –Sport participation provides children with opportunities to interact cooperatively with their peers. Sport-related competence has also been found to be an important determinant of peer acceptance among children (Chase and Dummer, 1992).</p> <p>“Smart” Risk Taking- Research shows that sport participation can foster positive lifestyle choices. For instance, children who participate in sport are less likely to smoke or use drugs (Montepelare, Yardley & Kanters, 1993; Stephens & Craig, 1990). In fact, the CPRN paper (Tipper & Avard, 1999) indicates that a lack of physical activity is a risk in itself, which can have a lasting negative impact on the development and health of the newborn, the child, the adolescent and the adult.</p>
16	Peter Donnelly, Ph.D. and Bruce Kidd, Ph.D., Faculty of Physical Education and Health, University of Toronto The Sport We Want. Essays on current issues in community sport in Canada. Canadian Centre for Ethics in Sport, July 2003.	Realizing the Expectations: Youth, Character, and Community in Canadian Sport	1	1	<p>Research confirms that athletic participation: Prevents negative health outcomes. Sport can provide an active lifestyle for children and reduce the health care burden. Exercise promotes bone growth in girls and reduces risk of osteoporosis. It reduces childhood obesity which is linked to heart disease later in life. Universal physical education is necessary to teach children the skills for effective and enjoyable participation, an important factor for continuing with sports and physical activity as they age.</p> <p>Helps children become more effective learners. In a high school setting, increased physical education time is linked to higher educational aspirations and achievement, especially for disadvantaged groups. Athletic participation makes students more productive, more motivated and better organized. Participation in sport reduces the risk of dropping out at the secondary level, which lowers the related costs to Canadian society of lost taxes, welfare and other social services.</p> <p>Reduces smoking, drug use, unwanted pregnancy, and delinquent behaviour. Sport provides youth with important leadership opportunities, contributes to a sense of community, and encourages self-discipline.</p> <p>Enhances other values of citizenship. Athletes take on the role of community representative, learning selfless responsibility. Travel can teach about other traditions, and the ethic of fair play teaches respect for others.</p> <p>Has a positive effect on psychological health. Sport improves kids’ self-esteem and reduces depression and anxiety.</p> <p>Creates safe and supportive communities. Sport programs and facilities help communities regenerate by providing opportunities for low-cost, healthy recreation and social interaction. Neighbourhoods with a strong sense of community have less crime, which means fewer young offenders and fewer young victims. The cost of providing these services would be offset by increased property values and the savings from reduced crime.</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
17	Junge, Sharon K; Manglallan, Sue; Raskauskas, Juliana. Source Child Study Journal. Vol 33(3) 2003, 165-174. SUNY Coll at Buffalo, US	Title Building life skills through afterschool participation in experimental and cooperative learning. [References].	1	1	Life skills give children the tools they need for perceiving or responding to diverse life situations and achieving their personal goals. Participation in quality afterschool programs, frequent interaction with competent adults, and participation in programs using experiential or cooperative learning have all been found to contribute to children's social development and academic success. It is possible that life skill development is the process through which these program features contribute to child development. The current research examines the development of life skills within a sample of kindergarten through sixth grade students enrolled in 4-H Afterschool Programs, which utilize experiential and cooperative learning activities and provides interaction with competent adults. Results of retrospective pre/post-surveys indicate that children enrolled in the program showed life skill gain over time, and that gains on specific life skills differed as a function of age, gender, and ethnicity. Implications for practice and future research are discussed.
18	Dr. Gina Browne Ideas That Matter Volume2, Number 3 http://www.ideasthatmatter.com/quarterly/itm-2-3/ March 2003	Making the Case for Youth Recreation Integrated Service Delivery: More Effective and Less	1	1	How did recreation pay for itself? Families receiving recreation used half the physician specialists. Give the kid a coach and he won't use the doctor. It paid for itself by half the use of the Children's Aid Society. You can see that overwhelmed mother with that pain and that kid, she's going to beat him up if you don't get him out of her hair. The use of occupational therapists was down by one-half and the use of physiotherapists by one-third. Give the kid a coach and he won't need the psychologist. There is a 90% reduction in the use of the use of probationary officers. The use of chiropractors and the use of 911 services both went down by one-half.
19	Sherri Torjman April 2004 2004 The Caledon Institute of Social Policy	Culture and Recreation: Links to Well-Being	1	1	The Canadian Parks and Recreation Association has compiled an extensive volume of research evidence that identifies the health, social, economic and environmental benefits of recreation [CPRA 1997]. In this context, 'recreation' reflects a broad concept related to physical education, sports, fitness, social recreation, the arts, culture and therapeutic recreation. Physical activity has been found to have a substantial impact upon the growth and maturation of children and youth. There is also a positive correlation between physical activity and increased muscle strength, bone density and mass, motor fitness and aerobic capacity. Physical activity can help control childhood obesity, reduce elevated blood pressure and improve overall health and growth [Ewing, Seefeldt and Brown 1996]. Recreation and play are particularly important for healthy childhood development ! promoting the acquisition of motor skills, social skills and creativity, and the development of cognitive functions. These activities foster psychological well-being by reducing feelings of depression and anxiety [Arkansas Advocates for Children and Families 2001]. Recreational programs can provide safe, developmental opportunities for latchkey children after school. Involvement in recreational and cultural activities can help prevent emotional and social problems. Participation in recreation and regular physical activity has been linked to improved self-concept and self-esteem, reduced depressive symptoms, decreased stress and anxiety, improved self-acceptance, changes in anti-social behaviour and enhanced psychological well-being [CPRA1997: xiii]. Young people ages 15

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>to 17 who participated in organized sports, for example, were more likely to report being very satisfied with their level of self-esteem compared to youth who did not participate in organized sports (46.5 percent versus 37.0 percent) [Harman, Jackson and Roberts 2001: 26].</p> <p>Young people who participate in recreational activities experience reduced boredom and associated deviant behaviours [McKay et al. 1996; Reid et al. 1994; Witt 1996]. Boredom is considered a problem for adolescents, in particular, because of its relationship to depression, hopelessness and loneliness. Boredom also has been linked to alcohol use among college and high school students, smoking among high school students, deviant behaviour at school and overeating.</p> <p>Cultural and recreational programs help reduce crime among juvenile delinquents, thereby lowering the costs of social service intervention and juvenile justice [CPRA 1997: xiv-xv]. In fact, recreation is emerging as a crucial focal point for social investment, particularly for families and children deemed ‘at risk.’ A study conducted by Dr. Gina Browne and colleagues at McMaster University, used a randomized trial methodology to assess the effectiveness of various interventions in helping families on social assistance in particular. The study found that recreational services alone help psychologically disordered children on social assistance maintain their social, physical and academic competence at a level equal to that of non-disordered children. Recreation appeared to pay for itself through reduced use of health and social services, such as child psychology, social work and probation. Moreover, the study found that mothers had fewer mental health problems, less medication usage, lower reliance on subsidized child care, less counselling and reduced food bank usage. The impact of providing recreational services alone resulted in a 10 percent greater exit from social assistance compared to the parents of children who did not receive this service [Browne et al. 2001]. Twenty percent of parents who received recreational services for their children exited from social assistance after one year. Only ten percent of parents without services exited from social assistance after one year [Haldane 2000]. Subsidized recreation for children living in poverty appears to have a significant positive impact upon a community’s social priorities and its associated investments.</p> <p>By building self-esteem and social skills, recreation and cultural programs also can encourage participation in community life [CPRA 1997: xiv]. This involvement has been found to produce leaders who serve their communities, thereby helping to build social capital.</p> <p>Social capital refers to the relationships, networks and norms that support collective action. It is created when people come together out of a shared purpose or goal that goes beyond individual benefits and incorporates the idea of connectedness. Social capital is built through participation in associations or social structures of cooperation – e.g., religion organizations, political parties, neighbourhood associations, sports or cultural clubs, and active participation in civic activities, such as volunteering or voting [Putnam 2000; Helliwell 2001]. The healthy development of children depends in large part on the social context in which they grow up. Neighbourhoods with high levels of social capital tend to be good places to raise children [Putnam 2000: 307]. Connections through trusting networks and common values enforce positive standards for youth and provide them access to mentors, role models, educational</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>sponsors and job contacts.</p> <p>Participation in cultural and recreational programs have been found to promote social connectedness in communities and shape civic behaviour later in life. In one study, for example, respondents who played in organized team sports as children were almost twice as likely as an adult to be a member of a board or committee ! 11.3 percent compared to respondents who did not participate in organized sports (6.0 percent) [Harman, Jackson and Roberts 2001: 24]. The study also found that respondents were more likely to teach or coach for an organization as an unpaid volunteer in the past 12 months if they were a participant in organized sport as a child (11.1 percent) than if they were not (4.2 percent) [Harman, Jackson, Roberts 2001: 24]. Youth who had participated in organized sports were more likely than youth who did not participate to volunteer through a group or organization (44.0 percent versus 41.9 percent) and were more likely to volunteer to help build or repair a facility for an organization (23.6 percent versus 15.4 percent) [Harman, Jackson and Roberts 2001: 27].</p> <p>The 2000 National Survey of Giving, Volunteering and Participating substantiated this link between volunteering and certain early life experiences. In comparison to the volunteer rate for all Canadians (27 percent), the probability of volunteering was higher among youth who were active in student government (42 percent), had a parent involved in community work (39 percent) or had participated in an organized team sport (31 percent) [Hall, McKeown and Roberts 2001].</p> <p>While research in the area of recreation and citizenship is relatively new, the initial evidence on the role of service learning and community-based youth organizations in fostering democracy is extremely promising. As we have seen, service-learning programs take place through the schools, and therefore have the potential to impact large numbers of adolescents. James Youniss suggests that service learning connects youth to society-serving organizations with strong belief systems at a time in the youth's life when they are forming their own identities.</p>
20	Jutras, Sylvie. Canadian Psychology. Vol 44(3) Aug 2003, 257-266. Canadian Psychological Assn, Canada	Play outside! Contributions of the urban environment to the development and the well-being of the children. [French].	1	1	This article brings together knowledge from environmental, community, developmental and health psychology for two purposes: The first is to examine the influence of the urban environment on children's wellness and on how children benefit from their environment to play and develop. The second objective presents recommendations regarding intervention, research and social policy for psychologists to follow favouring children's development within the urban environment. We focus on two urban environments: Spaces adjoining their residence provide children with stimulation, opportunities to run around, play and explore the physical and social world, develop personal identity, self-esteem and enhance their ability to deal with stress. The second urban environment we focus on are playgrounds, which can also serve children's physical, cognitive and social developmental needs. Physical, cognitive and psychological limitations make children vulnerable to traffic accidents. The article continues with the presentation of an action plan. There are a number of ways to increase place attachment and sense of belonging within the neighborhood so that children can play safely. (PsycINFO Database Record (c) 2004 APA, all rights reserved)
21	Baker, D.W., & Witt,	Evaluation of the Impact of Two	1	1	An evaluation was undertaken of outcomes associated with participation or non-participation by students

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	P.A. (1996). Evaluation of the impact of two after-school recreation programs. Journal of Park and Recreation Administration, 14(3), 23-44.	After-School Recreation Programs			in grades three to six in two different after-school recreation programs. A variety of outcome measures were utilized including student grades, attendance, tardiness, self-esteem, and problematic behaviors (home and school). Comparison of program participants and non-participants indicated significant differences in math, science, reading, and language grades at the end of the year after controlling for beginning of the year grades, socio-economic status, gender and age. Differences in general self-esteem were also noted. For all significant variables, students participating more often in the after-school program appeared to show greater impact. No differences emerged in ratings of problematic behaviors or academic self-esteem.
22	SMC Management Services Inc.& Grassroots Enterprises Ontario Ministry of Citizenship, Culture, and Recreation Final Report 1998	Developing a Recreation Framework for Children and Youth REPORT	1	2	Recreation activities provide a safe and supportive environment where the child/youth can explore their own strengths, develop social and personal skills, and generally test their limits. For some it may be their only opportunity to succeed, be recognized and find acceptance. Through supportive leadership, they gain the "resiliency" required to overcome the adversity they can experience at home, and within school or community.
23	Gerstenblith, Stephanie A; Soule, David A; Gottfredson, Denise C; Lu, Shaoli; Kellstrom, Melissa A; Womer, Shannon C; Bryner, Sean L. Source Mahoney, Joseph L (Ed); Larson, Reed W (Ed); et al. (2005). Organized activities as contexts of development: Extracurricular activities, after-school and community programs. (pp. 457-477). Mahwah, NJ, US: Lawrence Erlbaum Associates, Publishers. xii, 550 pp.	After-school programs, antisocial behavior, and positive youth development: An exploration of the relationship between program implementation and changes in youth behavior.	1	1	The main goal of this chapter is to discuss the importance of the quality and quantity of program implementation in the development of after-school programs. In this chapter, examples from a recent evaluation of the Maryland After School Community Grant Program (MASCGP) is used to describe the relationship between program characteristics, such as program structure and type of activities offered and changes in youth behaviors. This study is not intended to assess the effectiveness of after-school programs, but rather to describe potentially important features of after-school programs as a guide to future program development. This chapter is divided into four main sections. The first section reviews the relevant literature related to after-school programs and discusses the evidence relating program involvement to improved outcomes. The second section discusses the importance of measuring implementation quantity and quality. The third section presents the findings from the MASCGP evaluation, highlighting the relation between the level of program implementation and changes in youth behaviors. The final section presents conclusions and implications for program development.
24	Nicole C. Sarampote,	After-School Care: Child	1	2	With increases in family employment rates, there is growing interest in how children spend their time after

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	Hideko H. Bassett and Adam Winsler George Mason University, U.S.A Child & Youth Care Forum, 33(5), October 2004 O 2004 Springer Science+Business Media, Inc.	Outcomes and Recommendations for Research and Policy			school. This paper reviews the current research literature on relative care, non-relative care, after-school programs, and self-care for school age children with special attention paid to child outcomes from participation in various after school care arrangements. Research shows mixed findings regarding relations between type of after-school care and child outcome. The use of self-care is not associated with negative child outcomes for predominantly Caucasian children within rural and suburban populations. Different outcomes for self-care are found, however, within urban and minority communities. For low-income families, positive effects from participation in formal after-school programs are found. Major policy recommendations are: (1) to increase federal funding available for after-school programs; (2) to set standards for programs; (3) to involve the community in administering after-school programs, and (4) to make more information regarding after-school care options available to parents.
25	Enid Slack Enid Slack Consulting Inc. March 12, 2003 A report prepared for the Laidlaw Foundation	Municipal Funding for Recreation	2	1	<p>The importance of recreation and culture to the quality of life of individuals and communities and to the economic competitiveness of cities is increasingly being emphasized in the literature. At the same time, however, the analysis in this report shows that municipal expenditures on recreation and culture in Ontario have not kept pace with inflation over the last decade.</p> <p>A major contributing factor to the decline in municipal recreation expenditures relative to other expenditures by municipal governments is the fiscal situation in municipalities. Municipalities are being faced with an increasing number of responsibilities that have been offloaded from the federal and provincial governments. Provincial grants have declined significantly over the last ten years and municipalities are under pressure to keep property taxes down. No additional sources of revenue (for example, access to income, sales, or fuel taxes) have been made available to Ontario municipalities. On the capital side, Ontario municipalities have reduced their use of borrowing for recreation and other infrastructure. The result of this overall financial situation is that operating expenditures on recreation and culture are declining (in constant dollars) and recreation infrastructure is deteriorating.</p>
26	SMC Management Services Inc.& Grassroots Enterprises Ontario Ministry of Citizenship,Culture, and Recreation Final Report 1998	Developing a Recreation Framework for Children and Youth	2	2	<p>a) lack of understanding and appreciation of the recreation delivery system and its role within the broader human service delivery system b) Systemic barriers to participation in recreation. c) Lack of coordinated efforts. d) Struggling non-profit organizations. e) Low involvement from the education sector. f) Changing roles for municipal recreation departments. g) Gaps in existing programs, services and supports. h) The need for new leadership models (community development) i) Need for more effective dissemination of information and resources.</p> <p>Additional barriers include:</p> <p>Personal financial limitations, combined with the high costs of registration and equipment costs, limit the opportunities for children living in poverty.</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>Other issues related to poor health and lower than average skill development create barriers to participation for a large number of marginalized children and youth.</p> <p>Transportation issues often limit accessibility to centralized programs.</p> <p>There appears to be a growing perception of parents and others that organized recreation is for middle-class children - those who can pay.</p> <p>Lack of family or parent support in encouraging children to be active.</p>
27	Jennifer Cowie Bonne Ontario Physical and Health Education Association (OPHEA) "Sport for the Child: Sport, Recreation and Children's Healthy Development" A forum co-hosted by Voices for Children and The Foundation for Active Healthy Kids June, 15 2000	Healthy Child Development Through Sport and Recreation: A Discussion Paper	2	2	<p>The following issues must be addressed to foster healthy child development through sport:</p> <ol style="list-style-type: none"> 1. The current sport system has yet to clearly define and adhere to the notion of healthy child development through sport. 2. There are few coordinating mechanisms dealing with children's sport. As a result, there is limited consensus on how to advance issues related to healthy child development such as age/stage appropriate programs, safe environments, awareness and education, multilateral development, respect for children's motivational needs, equity and access, and ultimately effect change in the children's sport system. 3. Approaches to sport development vary from sport to sport. 4. The multitude of organizations involved in delivery of children's sport are at different stages of organizational development and therefore have different capacities to effect change. 5. There is a lack of coordination regarding the responsibility for assuring the quality of children's sport amongst government, non profit organizations, municipal corporations, parents, leaders, officials, facility providers, educators, administrators and staff and volunteers 6. There is misinformation in the public understanding about the developmental impact of sport practices For example, when should children be introduced to competition? 7. There are well-established beliefs in the sports community regarding sport development that are not congruent with principles of healthy child development. 8. The magnitude of the children's population involved. 9. Community sport is heavily voluntary in nature, and is different organizationally from other recreation programs, which have systems involving highly developed accountability mechanisms.
28	Canadian Council on Social Development (CCSD), at the request of the Canadian Parks and Recreation Association (CPRA) (2001)	Recreation and Children and Youth Living in Poverty: Barriers, Benefits and Success Stories	2	1	<p>Research clearly demonstrates that poverty hampers the development of healthy children. The National Longitudinal Study of Children and Youth has shown that children's participation in recreation activities and the frequency of participation increases with rising income quintiles. The Survey of Household Spending has indicated that recreation spending is a core component of family budget regardless of the level of family income. However, the dollar amounts spent on recreation vary considerably by family income.</p> <ul style="list-style-type: none"> • The National Population Health Survey indicates that participation in physical education varies according to income. Young people in lower income households are less likely to be physically active than their peers in higher income families. • The Survey of Municipal Recreation Departments found that most charge user fees for all of their

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					programs.
29	Peter Donnelly, Ph.D. and Bruce Kidd, Ph.D., Faculty of Physical Education and Health, University of Toronto	Realizing the Expectations: Youth, Character, and Community in Canadian Sport	2	1	<p>Barriers include lack of access, discrimination, social class, disability, ethno-cultural heritage, age, gender, and geographical location. In the 2002 CCES survey, high costs, and lack of facilities, programs and resources were identified as serious issues.</p> <p>Poverty is the most significant barrier to access. The increasing gap between rich and poor Canadians combined with declining public and school sport opportunities and increasing privatization and user fees, give meaning to the linear relationship between income and participation. Recent analyses of Statistics Canada surveys show that children of single parents, high-school dropouts, very young parents, and low-income families were least likely to participate in organized activities.</p> <p>Barriers to participation also result from assumptions about the way sports should be played. For example, the focus on elite or professional potential provides fewer opportunities for less talented children. Also, sports based on the professional/competitive model receive the best resources and facilities, which can exclude children who prefer less competitive sports.</p>
30	Prepared for the Ontario Ministry of Citizenship, Culture and Recreation. by: SMC Management Services Inc. Bob Duck Consulting Services McGuire Associate Consultants 1998	Child & Youth Recreation, Sport & Physical Activity OVERVIEW: Common Findings & Directions	2	2	<p>Throughout the consultation processes a number of barriers to participation of children and youth in sport and recreation were identified. Key informants who were interviewed identified a number of organizational and systemic barriers that have an impact on the ability of the child or youth to actively participate in sport or recreational activities.</p> <p>Financial limitations and economic barriers continue to be a primary concern for parents and professionals working with children and youth. The increasing cost of equipment and program registration fees is resulting in a perception that sport and recreation activities are for those who can afford it – "the middle class". The concern was expressed that children living in poverty are continuing to be marginalized.</p> <p>Transportation issues that often limit accessibility to centralized programs, especially in rural communities.</p> <p>The nature and design of recreation programs that often create their own barriers to participation. As programs are often structured and organized, many youth find this limiting and undesirable, and thus choose not to participate. The problem is that there are limited options or alternative programs offered for these youth, and thus they often become the "street kids" in the community.</p> <p>The continuing concern that physical activity and sport programs are focused on male participation. Alternate strategies are required to increase participation of girls at all levels of activity.</p>
31	Sherri Torjman April 2004 2004 The Caledon Institute of Social Policy	Culture and Recreation: Links to Well-Being	2	1	<p>The vast majority of municipal recreation departments charge a user fee for at least some of their programs. A majority of the departments surveyed charged user fees for all of their programs. Over 90 percent charged user fees for some of their aquatics, athletic and arts programs; 87 percent charged for after-school programs and 70 percent charged for youth drop-in programs. In most cases, user fees have risen over the last five years [Slack 2003: 23]. A major problem with user fees is that those who cannot</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>afford the fees participate less in cultural and recreational programs or not at all. Participation in physical and artistic activities has been found to be particularly low and irregular for children from low-income families. The differences are even greater for structured recreation and for programs that require elements of instruction or expensive equipment. Children's participation in organized sport increases with household income, particularly above \$40,000. An estimated 75 percent of children in low-income families rarely play organized sports compared to 25 percent of children in high-income families [Roberts and Ross 1999].</p> <p>While lack of adequate funding is a critical factor, it is not the only barrier to participation in these activities. A survey on access to recreation found many additional barriers that prevent school-aged children and youth from accessing recreational programs in particular. These barriers include transportation problems, lack of parental and family support, social and cultural factors, lack of equipment or suitable facilities, low awareness of programs and a shortage of volunteers [Slack 2003:27].</p> <p>Mother's level of education is another major determinant of participation in recreation and the arts. The higher the mother's level of education, the more likely were children to participate once a week or more in dance/gymnastics, organized sports, art/drama/music lessons and community clubs [CCSD and CPRN 2001].</p> <p>Yet another significant determinant of participation is parental behaviour. Parental support and encouragement are important positive factors. When parents participate in recreational activities, their children are more likely to participate as well [Kremerik 2000]. While adequate and secure funding for culture and recreation is essential to stabilize and improve these vital dimensions of social infra-structure, it is not sufficient to ensure participation. Parental influences are a crucial factor.</p>
32	Dr. David A. Fennell Faculty of Physical Activity Studies University of Regina Prepared for Recreation Branch of the Municipal Government and Sask Sport Inc. May, 1997	RECREATION AND SPORT: WHO PAYS AND WHO PLAYS	2	2	<p>The purpose of the study was to provide a comprehensive understanding of the economically disadvantaged population in Saskatchewan through the implementation of a self-administered survey and a series of focus groups. Specific objectives of the study related to the analysis of constraints, male and female differences, participation frequencies and patterns, and the differences between two populations of poor within Regina. The survey research involved a sample of 179 respondents from the Food Bank and the Regina Housing Authority..</p> <p>The most constraining variable for the sample was lack of money, followed by lack of time, too much housework, and lack of equipment. In general, Food Bank respondents felt more constrained than their Housing Authority counterparts on variables such as lack of interest, lack of transportation, and safety concerns. Conversely, Housing Authority respondents were more constrained by time and too much housework.</p> <p>The focus group data illustrated that a lack of money, childcare obligations, lack of transportation, and lack of equipment were the constraints most strongly felt by the respondents.</p>
33	Wendy Frisby, Larena	Factors affecting the uptake of	2	2	Women living in poverty are rarely involved in the planning of community recreation programs or in the

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	Hoerber Canadian Journal of Public Health, Mar/Apr 2002	community recreation as health promotion for women on low incomes			<p>analysis of research, even though they are the most likely to experience poor health and the least likely to participate in physical activity and other health-promoting forms of recreation. The individualistic approach to health promotion tends to blame those with poor health for not adopting healthy lifestyles, while ignoring how their living conditions and local government policies and practices create barriers to participation. Rather than expecting marginalized women to solve their own lifestyle problems or have professional staff do it for them, finding ways of bringing women on low incomes together with those who control local recreation program provision and policy development could lead to creative lowcost programming solutions.</p> <p>As called for in a recent dissemination research agenda,¹ the results of this study provide insights into the factors that affect uptake when efforts are made to disseminate successful health promotion initiatives from one community to another. While the program offerings of municipal recreation departments show considerable promise as vehicles for community health promotion, existing professional norms and practices can inhibit the uptake of initiatives like KWAP. As other studies have shown, when professionals adopt expert roles, it is unlikely that initiatives involving the active participation of marginalized groups will be adopted.</p> <p>A community development approach where the views of marginalized populations and community partners are valued fosters community mobilization through mutual learning, more equitable power relations, and the pooling of resources.</p> <p>The question remains as to whether municipal recreation staff possess the training and support required to effectively engage in participatory planning with marginalized populations. Addressing the structural dimensions of poverty is critical if the barriers to participation in community health planning and municipal recreation are to be overcome. However, staff are under pressure to generate revenues so business tactics targeting members of the public with disposable incomes are being adopted. Partnering with staff from other community groups with experience in community development and ongoing relationships with women on low incomes provides a starting point for sharing responsibility and working collaboratively on issues of social relevance.</p>
34	CCSD 2001 CPRA	Recreation and Children and Youth Living in Poverty: Barriers, Benefits and Success Stories	2	1	<p>In 1991, Crawford, Jackson and Godbey refined their hierarchical model of constraints in an attempt to explain how an individual comes to participate or not, the individual's frequency of participation, and level of specialization. The following excerpt from their paper summarizes the model: As far as leisure participation or non-participation are concerned...constraints are encountered hierarchically, first at the interpersonal level. Leisure preferences are formed...when interpersonal constraints (eg. stress, socialization, perceived self-skill) are absent or their effects have been confronted through some combination of privilege and exercise of human will. Next, depending on the type of activity, the individual may encounter constraints at the interpersonal level (eg. interpersonal interactions); this could happen in activities requiring at least one partner or co-participant but would be less relevant in the case of solitary leisure activities. It is only when this type of constraint has been overcome (if appropriate to the activity) that structural constraints (eg. finances, schedule, opportunity) begin to be encountered. If structural constraints are sufficiently strong, however, the outcome will be non-participation (Crawford et</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>al, 1991, p. 313).</p> <p>The authors assert that in order to truly understand constraints, it is necessary to examine interpersonal, intrapersonal and structural constraints together and interpret how individuals negotiate through the different levels. They believe that there is a hierarchy to these constraints, from interpersonal constraints (high level constraint) to structural constraints (lower level constraints). Further, they recommend continued research in the area of social stratification and its relationship to leisure from a dynamic perspective. They feel that “social class may be a more powerful influence on leisure participation and non-participation than the analysis of socioeconomic variations in recreational activities has typically demonstrated” (Crawford et al, 1991, p. 315).</p> <p>Peter Donnelly and Jean Harvey (1996) propose a model that categorizes the factors constraining access to what they call “active living.” They divide these factors into three categories of barriers: infrastructural barriers (material means to access), superstructural barriers (limits originating from the sphere of ideas and perceptions), and procedural barriers (limits emerging from the course of action). Their model is based on the assumption that socio-economic factors produce significant inequalities and systemic barriers to participation.</p> <p>A prevalent barrier to participation has often been “money.” It is widely agreed that those in higher income brackets have the financial means, physical resources and opportunities to participate in recreation. Several studies have identified the costs of registration, equipment and travel expenses as keeping children and youth in low-income families from participating in activities.</p> <p>“In the community domains, as would be expected, the presence of good parks, playgrounds and play spaces in the neighbourhood was strongly associated with increased rates of participation in supervised sports, and to a lesser extent, in unsupervised sports and the arts” (Offord et al, 1998). Children who live in poverty are more likely to live in unsafe neighbourhoods and are less likely to participate in sports activities (Cragg et al, 1999).</p> <p>Programs are not always offered within the community or within close proximity to those who need them. The location of programs and transportation costs create a barrier. They affect those in poverty more so than other income groups because they become an issue of cost, time and safety. Hughes and Griffiths found that “many low-income residents cannot afford a car, and must either walk or use the public transit system for all their needs” (Hughes et al, 1992). This made the process costly and cumbersome. Hughes and Griffiths found that “some parents with children of various ages had to make several trips to different locations to find suitable programs for each child” (Hughes et al, 1992).</p> <p>5(f) Girls face different structural barriers – many programs are determined according to demand and cost recovery, and by the number of program participants. The following are a series of barriers generally faced by girls: Girls who have had little/no experience with sports or have had negative experiences with sports are not likely to demand programs. Marketing often excludes girls. Girls often have duties that boys do not have, such as taking care of siblings or domestic chores.</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>Safety is more of a concern for girls than for boys (such things as proper lighting, access to transportation, availability of equipment properly made for girls). Girls' skill levels are lower than boys' of the same age.</p> <p>The lack of parental and family supports is also a barrier. It is difficult to discuss children and youth without discussing their family situations.</p> <p>When parents participate in recreational activities (in this case, physical activities), their children are also more likely to participate (Kremarik, 2000). Using data from Statistics Canada's General Social Survey on Time Use, Kremarik found that parental involvement is a stronger predictor of children's involvement in sports activities than was income. For example, "even in lower-income households, children with two active parents have 4.8 times higher odds of sports participation than children with inactive parents" (Kremarik, 2000).</p> <p>There are several organizational constraints that act as barriers to participation for children and youth. There has been a shift from free services, to services offered on a cost-recovery basis or with a fee for the services. Leisure then becomes a consumer good and market forces control the demand and supply of services. Those in low-income situations get squeezed out.</p> <p>The second organizational barrier exists within the context of procedures and policies. CCSD/CPRA's survey of user fees in municipal recreation departments found that "families living in lower socio-economic situations were often uncomfortable with the services or uncomfortable having to identify themselves as being in financial need" (CCSD, 2001). The result is that many programs are not geared to meet the needs of low-income youth.</p> <p>One of the other organizational barriers was the lack of communications and information. Needs assessments in the Hughes and Griffiths study in Scarborough suggest that residents lack information on what is available. This included not only information about specific programs, but also information on subsidies that were available and the political process itself. The residents were generally unaware of subsidies or other ways to reduce their costs, and a number of residents found that "some recreation providers lacked sufficient information on other resources and opportunities in the community" (Hughes et al, 1992).</p>
35	Jama Watt, Child and Youth Health Network for Eastern Ontario, CHEO Melissa Dickey, United Way/Centraide Ottawa	A Framework to Promote Healthy Development of Children 6 to 12	2	2	<p>Barriers to Recreation, Arts and Cultural Activities 112 /113 /114 /115</p> <ul style="list-style-type: none"> • High costs of supervised sports/ equipment • Poverty • Lack of parent support • Transportation • Lack of role models for girls • Neighbourhood safety • Language

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	Dawn Grakist, City of Ottawa (2004)				
36	Donnelly and Coakley, Laidlaw Foundation, 2002	The Role of Recreation in Promoting Social Inclusion	2	1	<p>The increasing inequity in the distribution of wealth among Canadians -- particularly during the last decade -- may constitute the single most important barrier to access to physical recreation, and may undermine most of the proposed initiatives to overcome other barriers.</p> <p>Recreation as Social Control: it is widely believed in recreation circles in the United States that one of the easiest ways to raise money for recreation is to start a program for 'youth at risk' (e.g., midnight basketball). The reasons lie in the fact that it is much easier, and cheaper, to occupy the time of young people identified as 'at risk' than it is to deal with the real problems of poverty, impoverished neighbourhoods, lack of role models, poor education, and other issues. These programs are funded precisely because they are inexpensive, and perhaps because the middle classes who cannot afford to live in gated communities may sleep better at night knowing that the 'dangerous' populations are playing basketball (cf., Pitter & Andrews 1997; Coakley 2002).</p>
37	Joint Summary Report of a Data Analysis: Learning through Recreation prepared by the Canadian Council on Social Development (CCSD) and a Literature Review on Learning through Recreation prepared by the Family Network of Canadian Policy Research Networks (CPRN) for the Laidlaw Foundation, May 2001. Canadian Council on Social Development /	Four Hypotheses about the Public Policy Significance of Youth Recreation: Lessons from a Literature Review and a Data Analysis on "Learning Through Recreation"	2	1	<p>We found significant income barriers to equal participation in coached sports, and evidence of infrastructure barriers. We find evidence consistent with the argument that involvement in structured recreation promotes higher levels of social involvement and future civic competence.</p> <p>Gender: Compared to boys, girls seem less drawn to team sports and competition, and are more likely to participate in cultural and interpersonal activities.</p> <p>Young people identify lack of money and difficulty in accessing activities as major barriers to their participation. Researchers similarly identify economic inequalities as one of the major factors shaping patterns of youth participation. The number of barriers to recreational activities mentioned by young people decrease as family income rises.</p> <p>Urban/Rural Living: More often than not, inactive children and adolescents live in communities with fewer than 1,000 residents. Some research findings can suggest that small municipalities are less successful than larger municipalities in meeting young people's needs for physical activities. The data show the following. Participation in structured recreation is highly dependent on availability and proximity to activities. Consequently, the size of the urban area in which children live can enhance or limit their opportunities to participate in structured recreation. Children living in urban areas were more likely to participate and to participate more frequently, in a greater number of activities than children living in rural areas. Moreover, as the size of the urban area increases so does the likelihood of participation in coached sports, dance or gymnastics and arts/drama/music lessons. Urban area size had less of an impact on participation rates in guides/scouts; participation was only very slightly higher in large cities (26.4 per cent) than in smaller cities (26.1 per cent) or rural areas (24.8 per cent).</p> <p>Minority Youth: Young immigrants, Aboriginal youth, and youth with disabilities face particular and</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>additional barriers to participation in structured recreation.</p> <p>Time Constraints: Many youth identify lack of time and competitive time demands as barriers to their participation.</p> <p>Parental Influence: Active youth are more likely than inactive youth to have parents who participate in sport. Parental influence varies according to the type of recreation. Parents have more influence over the organized recreational activities of their children than over their non-organized recreational activities.</p> <p>Family Type: Family type seems to affect children’s participation in structured recreation. Children from two-parent families were somewhat more likely to participate in coached sports and to attend day camp than children from single parent families. This is likely attributable in significant part to income differences.</p> <p>Lessons from a Literature Review and a Data Analysis on “Learning Through Recreation” 9</p> <p>Infrastructural Barriers: In a Canadian study, the presence of good parks, playgrounds, and play spaces in the neighbourhood was strongly associated with increased rates of participation in supervised sports and, a lesser extent, in unsupervised sports and the arts. Forms of service delivery can affect youth participation in structured recreation. Organizational constraints often involve a failure to attend to the needs and wants of youth with regard to recreational matters, program rigidity, lack of coordination among the agencies responsible for providing youth recreational services, and a general lack of regard for young people’s needs and wants. The lack of precision concerning the division of responsibilities of the various levels of government seems to worsen the situation.</p> <p>The CCSD, in collaboration with the Canadian Parks and Recreation Association conducted a survey of municipal recreation providers in 2000, to examine children’s access to recreation. Included were questions about user fees and how they affect participation. The most cited barrier to participation was transportation. Children unable to access transportation to and from recreational facilities could not participate in the programs. Lack of bus service or inadequate bus service can affect children living in urban and rural areas.</p> <p>Social and cultural barriers are thought to be significant as children from different ethnic groups may not be familiar with some of the activities being offered and may not feel comfortable in participating. The Access to Recreation Programs in Canada report also found that limited facilities, high equipment costs, and lack of volunteers were significant barriers to participation.</p>
38	Kristin Anderson Moore Laura Lippman Brett Brown The ANNALS of the American Academy of Political and Social	Indicators of Child Well-Being: the Promise for Positive Youth Development	2	3	<p>In the current U.S. indicators system, measures of child well-being focus primarily on negative outcomes and problems. We measure and track those behaviors that adults wish to prevent. For the most part, the indicators system does not monitor positive development and outcomes. Such a system of child well-being indicators lacks the breadth and balance required in a science-based measurement system. Moreover, it lacks measures of the kinds of constructs that resonate among adolescents themselves and adults. Measures are needed for multiple domains of development, including educational achievement and cognitive attainment, health and safety, social and emotional development, and self-sufficiency.</p>

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	Science, Vol. 591, No. 1, 125-145 (2004) DOI: 10.1177/0002716203260103 © 2004 American Academy of Political & Social Science				Positive outcomes are often critiqued as soft, highlighting the importance of rigorous conceptualization and measurement, including conceptual clarity and face validity, age appropriate measures, and psychometric rigor. In addition, constructs and measures need to be presented in ways that are understandable to policy makers and the public and that work across varied subgroups and levels of governance. Ideally, comparable measures will be used for indicators, for program evaluation, and in basic research studies of child and adolescent development.
39	Louise Hanvey June 2002 National Children's Alliance National Roundtable	Middle Childhood: Building on the Early Years A Discussion Paper	2	1	<p>Aboriginal children, children with disabilities, poor children and some children from diverse ethnic backgrounds – are too-often excluded, either from participation or from healthy outcomes.</p> <p>There is mounting evidence that the access to recreation for all children in Canada is deteriorating. A survey of municipal recreation departments across Canada indicated that most recreation departments charge user fees for all of their programs and user fees are going up. In most case they had either been implemented within the last five years or they had increased during that time. Ninety per cent of the departments identified other barriers to participation as well. Many children simply have no way of getting to a facility to participate in programs. In addition there are limited facilities, equipment costs, social and cultural barriers, lack of awareness or support by parents, and family time constraints (Hanvey 2001).</p> <p>Recreation services are not equally accessible to Canadian children. As was seen earlier, children living at low-income levels are less likely to participate in structured recreation activities. A significant proportion of children with disabilities (four in ten) are not participating in community recreation activities as much as they would like, and almost half want to be more physically active (CCRC, 1999).</p>
40	In Partnership with: Alberta Centre for Well-Being Alberta Environment City of Calgary City of Edmonton City of Lethbridge City of Red Deer	2000 Alberta Recreation Survey Summary of Results	2	1	<p>According to the Alberta Recreation Survey (2000), the primary barriers to recreation participation included the following trends:</p> <p>the costs for admission fees and equipment and supplies are the two most important barriers,</p> <p>This was followed by:too busy with work too busy with family overcrowded facilities poorly maintained facilities</p> <p>economic barriers have replaced time commitments associated with work and family as the leading barriers</p> <p>there is evidence of the growing importance of the quality of facility maintenance as a limitation on participation</p> <p>demographic factors affect the importance of barriers with seniors giving the most importance to access issues while young adults give more importance to cost factors.</p>

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41	Publisher/Sponsor Ontario Ministry of Culture, Tourism & Recreation. Policy & Program Development Branch.	Recreation Research: Impact of Recreation on the Ontario Economy (Full Text) Publication Date May 1993	1	1	<p>The direct and indirect economic impact of Leisure in Ontario in 1990 was calculated at almost 7.7 billion dollars (including 2.5 billion dollars from Physical Activity); this represents a contribution of 3.2% (1.0% for Physical Activity) to the entire Ontario Gross Domestic Product. Purchases of goods and services in leisure activities in Ontario also contributed up to \$600 million dollars in taxes to all levels of government.</p> <p>Many Ontario jobs are a result of recreation activity. Nearly 150,000 jobs were attributed directly and indirectly to participation in leisure activities in Ontario in 1990 (and another 9,300 jobs due to the export of leisure goods). Over half of these jobs were in the community, business and personal services industries, and another 24,000 (16%) were in manufacturing. Each job created directly by leisure activity generated an additional 0.33 jobs in Ontario, resulting in a multiplier of 1.33. The 150,000 jobs represented about 4.3% of the approximately 3.5 million jobs in Ontario in 1990.</p>
42	Thomas, D. R. & Chalip L., Voyle J. (1996). D. Thomas & A. Veno (Eds.), Community psychology and social change: Australian and New Zealand Perspectives (2nd ed.) Palmerston North: Dunmore Press	Enhancing wellbeing through sport and recreation	1	2	<p>Conclusions</p> <p>Throughout this chapter, we have described potential benefits of sport and recreation for individuals and communities. We have stressed that the impact of sport and recreation depends on the particulars of implementation. It has been emphasized that sport and recreation need to be studied within the context of associated social structures, community opportunities, and personal values. New directions for research and practice by community psychologists have been noted (cf., Danish, 1983).</p> <p>Community psychology is moving away from models that assume community to be based on place of residence. The appropriate focus is on the "sense of community" that people obtain in the groups with which they undertake communal endeavours (McMillan & Chavis, 1986). Recent work (e.g., McTeer & Curtis, 1984; Pearson, 1979) indicates that sport and recreation are replacing neighbourhoods and worksites as venues for communal activity and consequent community feeling. A key implication is that the study of sport and recreation is more than a mere extension of community psychology; it is an essential component.</p>
43	Brijesh Thapa Lori Pennington-Gray Steve Holland Center for Tourism Research & Development Department of Recreation, Parks and Tourism University of Florida Gainesville, Florida, USA	Assessing the Validity of an Outdoor Recreation Constraints Model For Tourists to Florida	2	1	<p>The purpose of this study was to empirically test Crawford, Jackson and Godbey (1991) constraints model (intrapersonal, interpersonal and structural) for construct validity within the context of visiting parks and public lands among tourists that had previously visited Florida (n=2659). Respondents were asked to respond (major reason, minor reason, not a reason, and not sure) to 19 perceived constraint statements that represented the three theoretical constraints constructs. Data were analyzed employing the structural equations modeling package, EQS. Although there was a lack of interpersonal constraints, results suggested the identification of intrapersonal and two types of structural constraints, personal and environmental. Personal tend to be more associated with the individual than the external environmental setting, while environmental relate more towards the recreation setting. While the results fail to identify interpersonal constraints, future efforts should look at additional indicators of interpersonal, intrapersonal and structural constraints including potential subsets (personal and environmental) to the constructs.</p>
44	Wendy Frisby, Larena Hoerber Canadian Journal of	Factors affecting the uptake of community recreation as health promotion for women on low	2	2	<p>The question remains as to whether municipal recreation staff possess the training and support required to effectively engage in participatory planning with marginalized populations. Addressing the structural dimensions of poverty is critical if the barriers to participation in community health planning and</p>

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	Public Health, Mar/Apr 2002	incomes			municipal recreation are to be overcome. However, staff are under pressure to generate revenues so business tactics targeting members of the public with disposable incomes are being adopted. Partnering with staff from other community groups with experience in community development and ongoing relationships with women on low incomes provides a starting point for sharing responsibility and working collaboratively on issues of social relevance.
45	Peggy Edwards http://www.aldergroup.com/pdf/rethinking_lifestyle.pdf	Rethinking Lifestyle From a Social Determinants of Health Perspective	2	3	<p>Determinant Socioeconomic status: income, social status and education Canadians with low incomes and low levels of education are less active than those with higher incomes and higher levels of education. Poor children and low-income families are less likely and able to participate in supervised recreation programs and to learn to swim.</p> <p>Employment and working conditions; school conditions Small businesses are far less likely than large businesses to offer opportunities for active living at work. In the last decade, young people have been increasingly employed in precarious jobs that offer minimum wages, no benefits and little job security. Young men experience a significant drop in activity level when they leave school and enter the workforce. Students in schools with quality daily physical education programs (QDPE) are more active and fit than those in schools without QDPE.</p> <p>Social support Social involvement and peer support are predictive factors in the adoption of physical activity, particularly among men.</p> <p>Healthy child development When infants and young children are confined or their opportunities to be physically active are restricted, their physical, social and intellectual development may be impaired. Early experiences in sports and recreational activities influence the development of self esteem and sense of mastery and control. This, in turn, influences people's motivation to participate in physical activity in adulthood and old age.</p> <p>Gender Women are less likely than men to be active in all age groups. Domestic and family responsibilities (especially the presence of children under age 18) lower the odds that women will be active.</p> <p>Social inclusion and exclusion Non-European immigrants to Canada are highly likely to be inactive (67%), regardless of their length of time in Canada. Similarly, Canada's Aboriginal peoples are less likely to be active than the population as a whole. Discrimination, poverty, isolation, insensitive programming and language barriers may be factors in these findings.</p>

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					Housing and food security Government cutbacks in social housing combined with reduced social assistance rates have led to an affordable housing crisis and 10% of Canadian families (especially those headed by a single-mother) are going hungry. When rent takes 30 to 50% of one's income, there is little money left for food and none for recreation, instruction or the purchase of bicycles and other basic equipment.
46	Peter Donnelly, Ph.D. and Bruce Kidd, Ph.D., Faculty of Physical Education and Health, University of Toronto	Realizing the Expectations: Youth, Character, and Community in Canadian Sport	3	1	Infrastructure: Programs must be affordable or free. Scheduling must take into account the availability of the targeted populations. Facilities must be welcoming and wheelchair-accessible. Superstructure: Policies on equity and harassment have to be implemented. Activities must be designed to involve targeted populations and must respect cultural mores. Leaders and volunteers must have appropriate social, cultural and technical training and must play a key role in policy and program development. All members must voice their concerns and act together to overcome barriers. Procedures: Everyone involved must be consulted and empowered. Support should be provided for isolated groups who need help to participate. Targeted populations must be made aware of their rights and of resources available to them. Initiatives to increase access must take into account the overall living and working conditions of the target population.
47	Jama Watt, Child and Youth Health Network for Eastern Ontario, CHEO Melissa Dickey, United Way/Centraide Ottawa Dawn Grakist, City of Ottawa	A Framework to Promote Healthy Development of Children 6 to 12	3	2	Research indicates that the following activities and policies can promote recreation, leisure, arts and culture for children. I) School and Community-Based Activities <ul style="list-style-type: none"> • Social support for physical activity by teachers, parents and other students¹²⁰ • Parental support and encouragement¹²¹ • Fee assistance programs for participation and equipment • Programs which take into account the economic, living, working and transportation conditions of families¹²² • Structuring programs for full participation • Targeted programs for subgroups with low participation rates¹²³ • Availability of culturally appropriate activities • Teachers, parents and students acting as role models encouraging participation¹²⁴ ii) Policy <ul style="list-style-type: none"> • Policies which support municipalities' access to resources and revenue (property tax, payments from higher levels of government) to support recreation, arts and culture at the local level¹²⁵ • Universal recreation programs¹²⁶ • Open schools for community use¹²⁷ • School-based curriculum and educational materials promoting physical activity¹²⁸ • Education curriculum which supports physical education¹²⁹ • Policies addressing equity, violence and harassment¹³⁰
48	Donnelly and Coakley, Laidlaw Foundation, 2002	The Role of Recreation in Promoting Social Inclusion	3	1	Infrastructure Affordable, if not free-of-charge programs with accessible and inexpensive transportation: The most at-risk groups generally represent the lowest income Canadians. Timing and scheduling: Events, activities and programs must take into account the time constraints and

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					<p>availability of the targeted populations, on a daily, weekly, monthly, and yearly basis.</p> <p>Facilities: Should be welcoming with regard to their physical aspects (ramps, spacious hallways and washrooms, accessible switches, counters, automatic doors, etc.), and with regard to the atmosphere (music, decoration, hosting that is sensitive to particular situations and needs).</p> <p>Superstructure</p> <p>Policies regarding equity, violence and harassment have to be designed, implemented, and respected.</p> <p>Nature of activities: must be designed appropriately to involve, accommodate and invite targeted populations, and must respect cultural mores.</p> <p>Leaders (professional or volunteer): must have appropriate social awareness, cultural sensitivity, child development, and technical training; must play a key role in advocating the development of policies and programs that reduce barriers to access.</p> <p>Maximizing equal opportunities through dialogue: individual members, and their groups and communities must voice their concerns, be heard, and act in concert to overcome barriers together.</p> <p>Procedures</p> <p>Hierarchical structures must give way to widespread consultation, equal representation, positive and community based action, empowering people to make their own choices and keep control of programs.</p> <p>Social support should be provided or facilitated for isolated groups or individuals needing help to be able to participate. Targeted populations must be made aware of their rights, and of resources that may be made available to them.</p>
49	Peggy Edwards http://www.aldergroup.com/pdf/rethinking_lifestyle.pdf	Rethinking Lifestyle From a Social Determinants of Health Perspective	3	3	<p>Implications for Policies and Programs</p> <p>Policies and programs implications for addressing physical activity from a social determinants of health perspective need to:</p> <ul style="list-style-type: none"> address the barriers to participation faced by Canadians with low incomes and low levels of education, and support interventions that reduce inequities in access and participation craft awareness and education messages in clear language and accessible formats use a collective settings approach for interventions in neighbourhoods, network groups, schools, health care settings, communities, transportation and entertainment venues, and parks and natural outdoor environments encourage workplaces to provide incentives for physical activity (such as time or facilities), and lockers and showers for employees who actively commute pay special attention to small businesses and to shift workers, young people who often have several part-time jobs, and to employees with childcare and eldercare responsibilities that inhibit participation be inclusive of all Canadians regardless of ability, race, ethnicity, culture, social status, gender and age adopt separate but complimentary plans of action for Aboriginal communities on and off reserve. reduce barriers and focus more on diverse expressions of physical activity among Canada's immigrant and refugee population address existing social networks or help create new ones can positively influence the adoption of physical activity include a physical activity component in current efforts to promote well being during pregnancy and in the early years of life increase access to high quality childcare programs for preschoolers and supervised environments for

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					<p>active play after school and on weekends for school children pay special attention to creating socially safe and gender-appropriate opportunities for youth, especially for those who live in isolated communities with little to do, who cannot afford to participate in organized activities or are experiencing high levels of mental distress</p> <p>Leaders in health and physical activity need to act as influencers, advocates and mediators that convince other sectors (such as housing, employment, justice and education) to develop policies and assign resources to improving the social determinants of health.</p>
50	Canadian Council on Social Development (CCSD), at the request of the Canadian Parks and Recreation Association (CPRA) (2001)	Recreation and Children and Youth Living in Poverty: Barriers, Benefits and Success Stories	3	1	<ul style="list-style-type: none"> • cooperative programs that include different segments of society and different partners; • ongoing formal or information evaluations to continuously adapt to and meet the needs of children and youth; • flexible programs that are responsive to changing needs; • strong, committed leadership; • long-term commitment; • sufficient and quality resources from government, community and target groups; • programs that increase knowledge and awareness; • ownership of programs by those groups the program intends to serve; • respect and understanding of the target groups; and • programs that build on strengths, rather than on perceived weaknesses.
51	Wendy Frisby, Larena Hoerber Canadian Journal of Public Health, Mar/Apr 2002	Factors affecting the uptake of community recreation as health promotion for women on low incomes	3	2	<p>involving the women on low incomes in planning (recreation activities) through a community development approach was identified as a second enabling factor. This approach was evident in Communities #1 and #3 where professionals adopted facilitator rather than expert roles, encouraged shared leadership roles at meetings, and actively engaged the women on low incomes in discussions. The illustrative quote in section E-2 of Table II illustrates the positive impact this approach had on the women. In contrast, in Community #2, a professionally driven approach where municipal recreation staff adopted expert roles was viewed as an inhibiting factor. The women on low incomes quickly became disillusioned in this instance because their situations were not being taken into account and power imbalances were accentuated (see I-2, Table II).</p> <p>Addressing the structural dimensions of poverty was also identified as an enabling factor. During the workshops, the women described how poor public transportation, inadequate childcare, fears of going out in unsafe neighbourhoods, and previous degrading treatment, created major barriers to involvement in community recreation. Community #3 went the furthest in addressing these types of barriers by creating car pools, arranging free childcare, and creating telephone trees to provide social support for the women on low incomes (see E-3, Table II). In the other two communities, discussions in follow-up meetings centered primarily on recreation programming and less attention was devoted to structural barriers. This inhibited the ability of the women to actively participate in planning and programs because insufficient attention was given to transportation and childcare (see I-3, Table II).</p> <p>Identifying and pooling resources was identified as a fourth enabling factor. When women's experiences of living in poverty were combined with the recreation staff and community partners' knowledge of local</p>

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					<p>politics, programs, and policies, a wider range of options were considered and in Community #3 this helped to create the social capital required for community activation (see E-4, Table II).²³ When this did not occur in Communities #1 and #2, it was viewed as an inhibiting factor because the resources brought by some of the women and community partners were undervalued (see I-4, Table II).</p> <p>Sharing responsibility for action through partnerships was most evident in Community #3. This was viewed to be an important enabling factor because it reduced stress levels for the women on low incomes who were unable to attend all the meetings and for the community representatives who were increasingly feeling overburdened in their public sector jobs (see E-5, Table II). Contrary to the health promotion literature, relying on one "idea champion" was viewed as the main inhibiting factor that explained why uptake did not occur in Community #1 (see I-5, Table II).</p> <p>The response to the workshop interventions varied considerably in the three communities and can be attributed to the presence of enabling and inhibiting factors that were identified by participants (see Table III). In Community #1, initial plans were developed but were not subsequently implemented, primarily because the "idea champion" moved to another community. In Community #2, women on low incomes assumed a major leadership role and implemented action plans outside of the existing municipal recreation system because they encountered a number of obstacles with that department's policies and practices. In Community #3, all of the enabling factors were present. Partnerships emerged between a larger and more diverse group of women on low incomes, community representatives, and municipal recreation staff, and more extensive action plans both within and outside existing municipal recreation programs were implemented.</p>
52	Peggy Edwards March 27, 2000	Evidence-Based Strategies for Increasing Participation In Physical Activity in Community Recreation, Fitness and Sport	3	1	<p>In <i>The Art of Health Promotion</i>, Chapman (1998) suggests the need to:</p> <ul style="list-style-type: none"> • position your program to the best advantage to your target audience ("this program is valuable to you because....") • use surveys, focus groups and interventions to form clusters of people by interests and readiness to change • improve program design: remove barriers, increase access • stress enjoyment and fun • enhance supervisor and management support through informal and formal involvement, reporting and evaluation • use proactive recruitment strategies (e.g., by telephone or Internet). <p>Success can be achieved with large population groups through interventions other than face-to-face, structured programs. This approach may be best suited to people who have difficulty finding the time for structured exercise, those who prefer to exercise at home and those who lack access to a facility or program, because of location or finances.</p> <p>Most current programs in recreation, sport and fitness are directed at those who are already active. It is therefore essential to reach out to the inactive who represent the majority of Ontarians. Research evidence suggests that successful efforts to stimulate and sustain behaviour change make use of the following strategies:</p> <ul style="list-style-type: none"> • They meet the needs of individuals at each of five stages of change (described in this paper) and involve the target audience.

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					<ul style="list-style-type: none"> • They employ proactive recruitment and stage-matched interventions • They use multiple channels and levels to reach people. • They enhance self-efficacy. • They help "tip" an individual's decision-making balance scale in favour of being active. • They provide social support for participation. • They remove barriers and provide a supportive environment for participation. • They stress fun and enjoyment. • They stress small, every day active living choices. <p>By understanding our clients and building on the evidence for successful interventions presented in this paper, recreation, fitness and sport leaders can help more Ontarians become and stay active.</p>
53	A Report to the President from the Secretary of Health and Human Services and the Secretary of Education. Fall 2000. ERIC	Promoting Better Health for Young People through Physical Activity and Sports.	3	3	This report discusses health promotion for young people, focusing on 10 strategies for facilitating physical activity and sports for children and youth. A background section discusses the benefits of physical activity, how much physical activity and fitness young people need, how active and fit America's children and adolescents are, and how society discourages physical activity. A section on strategies for promoting participation in physical activity and sports explains that to obtain the opportunities and motivation that will enable them to increase physical activity and fitness levels, young people can benefit from: families who model and support participation in physical activity; school programs that help students develop knowledge, attitudes, behaviors, and confidence to adopt and maintain physically active lifestyles; after-school care programs that provide regular opportunities for active, physical play; youth sports and recreation programs that offer a range of developmentally appropriate activities; a community structural environment that makes it easy and safe to be active; media campaigns that increase the motivation to be physically active; and an ongoing mechanism for measuring progress in promoting youth physical activity and fitness and in providing the school and community based program that will make this possible. (Contains 44 references.)
54	The International Children's Institute July 1999	Youth Recreation Programs A Literature Review, 1991-1999	3	2	<p>Increasing participation Coach effectiveness training, emphasizing participation over competition, could help to keep marginalized children, particularly girls, in organized sport.</p> <p>Recreation departments and community organizations are attempting to integrate children with special needs into mainstream recreational programs if they choose. Full integration demands high levels of staffing and training, carefully thought-out programs and facilities, and ongoing communication with families and clients.</p> <p>In the United States targetting is often used to bring specialized arts or recreation programs to poor, urban children.</p> <p>Outreach is necessary to actively recruit at-risk children and teenagers into recreational programs.</p>
55	CPRA NATIONAL RECREATION FORUM March 3 – 5, 2000	PHYSICAL ACTIVITY AND RECREATION: PROVIDING OPPORTUNITIES FOR CHILDREN AND YOUTH	3	1	<p>Recreation and Physical Activity Programs, Services and Strategies Must Address The Whole Face of Child and Youth Poverty – The Whole Child, The Whole Family, The Whole Community.</p> <p>The literature describing strategies that work refers to integrated, holistic, all-encompassing initiatives.</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
		LIVING IN POVERTY			<p>Successful strategies address the multidimensional aspects of child and youth poverty. They recognize that not having enough money to pay for a program fee is only part of the equal-opportunity equation.</p> <p>Leisure access policies, such as subsidization or leisure access cards, are a strategy for reducing the economic hardships felt by some families. However, these strategies used in isolation, do not address the whole child nor the complex nature of poverty. For example, a leisure access card may make it affordable for a child of poverty to participate in a recreation program, however, that child will likely face other participation barriers.</p> <p>He or she may have low self-esteem or be unsure how or if they will fit in with the other children. He or she may be self-conscious, fearing rejection or isolation for not having the latest fashions or styles to wear to the program. Perhaps the child has no transportation or the parent does not have child care to look after others in the family. The child may not receive support from his or her family to participate because the family perceives recreation as a middle class activity.</p>
56	Louise Hanvey Perception, Volume 24, #4 (Spring 2001) CANADIAN COUNCIL ON SOCIAL DEVELOPMENT http://www.ccsd.ca/perception/244/louise.htm	Access to Recreation Programs in Canada	3	1	Just over half the departments (57%) surveyed had developed strategies to reduce these barriers, including offering programs within walking distance, providing transportation, and changing program schedules to better accommodate working parents. Other strategies included working with different cultural and community groups to promote the programs and services, ensuring that their program staff were reflective of the community they served, and by holding equipment exchanges to reduce parents' costs.
57	David R. Offord, Ellen L. Lipman and Eric K. Duku October 1998 Applied Research Branch Strategic Policy Human Resources Development Canada	Sports, The Arts and Community Programs: Rates and Correlates of Participation	3	1	<p>Given the benefits of participation in these activities for children, the data in this paper have important policy implications for those groups, inside and outside of government, who have the responsibility for the delivery of sports, arts and community programs to groups of Canadian children. Enriched universal programs are needed where all children are offered the activities (Offord et al., 1998). In addition, targeted programs are required to reach subgroups of children with particularly low participation rates, for example, poor children. In the latter case, it could be argued that any new community government initiative in sports, arts and community programs should be judged in part by its ability to attract high-risk children, such as children from poor families (Offord et al., 1992).</p> <p>The goal of new initiatives should be true universality in the sports, the arts and community programs. True universality has three characteristics: equal access, equal participation, and equitable outcomes (Offord et al., 1992). The term "equitable outcomes" means that different groups of children, for example, boys and girls, rich and poor, immigrants and non-immigrants, should have a similar range of outcomes in any of these skill activities.</p> <p>The attainment of true universality in this area will require advances on several fronts, including effective ways of delivering these services to high-risk groups of children (e.g., Offord and Jones, 1990), and</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>building civic communities with the availability of good parks and playgrounds. Further, it will require a commitment to the evaluation of program initiatives and a monitoring of the "state of the child" in this area. It may be that municipal recreation departments should focus on their area of strength, that is, offering first-rate programs to children (and their families) who are easy to reach and engage. However, another delivery system may be needed to effectively reach high-risk children. This other delivery system could consist of organizations or groups of community residents who are committed to, among other things, actively pursuing high-risk children (and their families) to gain their involvement (Offord and Jones, 1990). In any case, attempts at keeping score of participation rates in sports, the arts and community programs should use as their denominator all children in a community, not just those who voluntarily attend programs. Lastly, research is needed on a number of fronts. For example, data are required from intervention studies to indicate the effectiveness of participation in the sports, arts and community programs on raising the life quality and improving the life chances of children. Further, studies are needed to determine not only what the barriers are to participation in these activities, but also on the best strategies to reach high-risk groups.</p> <p>Participation by children in sports, the arts and community programs has beneficial payoffs during both childhood and adulthood (Offord, 1989; Offord et al., 1992; Poinsett, 1996). The present situation concerning participation in these activities by children, 6 to 11 years of age in Canada, is troublesome. Large groups in the population are unserved and, in general, the children who need these programs the most are the ones least likely to get them.</p>
58	Vandell, D. L, Reisner, E. R., Brown, B. B., Pierce, K., Dadisman, K, & Pechman, E. M. (February 2004).	The study of promising after-school programs: Descriptive report of the promising programs.	4	1	<p>The extent to which after-school programs can provide the types of high-quality relationships and activities depends on certain structural and institutional features, particularly characteristics of staff, the number of staff relative to children, the availability of key resources, the program's connections to other individuals and institutions that affect children's lives (e.g., parents and schools), and the likelihood that the program will be sustainable over the long term (based on its relationships with local agencies and funding base).</p> <p>Evidence in the early childhood literature supports the hypothesis that structural program features, such as the child-staff ratio and staff education, affect child outcomes (National Institute on Child Health and Development [NICHD] Early Child Care Research Network, 2002; Vandell & Wolfe, 2000). Likewise, existing evidence indicates that structural features of after-school programs affect staff practices. For example, Rosenthal and Vandell (1996) found that (a) higher child-staff ratios are associated with more negative staff-child interactions; (b) larger group sizes are associated with lower child ratings of program climate, emotional support, and support for autonomy and privacy; and (c) higher levels of staff education are associated with fewer negative staff-child interactions. These findings support the general theory that staff's prior education and training and the number of children in their care affect staff practices and their relationships with children.</p> <p>Numerous child care studies have reported relationships between structural program features and either process quality or child outcomes, but few studies have considered relationships among all three sets of factors. Recent findings from the NICHD Study of Early Child Care, however, indicate that child-staff ratio and caregiver training indirectly affect cognitive and social development outcomes for young children</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					by influencing the quality of caregiving in child care settings (NICHD Early Child Care Research Network,2002). The evidence connecting program structures, practices, and outcomes in the after-school literature is less developed, although the available evidence from studies of after-school programs suggests similar connections between structural and institutional supports and outcomes (Beckett, Hawker, & Jacknowitz 2001; Grossman, Walker, & Raley, 2001; Merry, 2000).
59	SMC Management Services Inc.& Grassroots Enterprises Ontario Ministry of Citizenship, Culture, and Recreation Final Report 1998	Developing a Recreation Framework for Children and Youth	4	2	<p>Many providers across the province are responding to today’s challenges with innovative strategies and programs that are successfully including children and youth in recreation activities. The vast majority of these success stories are the result of a multi-sectoral partnership approach. Specific community needs were identified, community resources were harnessed, and appropriate strategies were developed to obtain community support.</p> <p>Creative approaches to partnership development appear to be a key to programs and services that successfully increase the participation of marginalized youth. There appears to be general agreement that meeting the needs of children and youth cannot be done independently and must focus on a multi-sectoral strategy. This is supported in the literature and recent reports from various sectors addressing the question of integrated service delivery strategies (CP/RA, 1995; 1997, Government of Saskatchewan, 1997; Search Institute, 1996).</p> <p>Although there is widespread support for the concept of partnerships, it turns out to be a more complex than anticipated.</p> <p>Traditionally, the sectors working with children and youth – social services, health, justice, and recreation – have well established networks and delivery systems independent of each other. It is not an easy practice to merge and bring together the various sectors and systems who work with children and youth in the community. Continuing effort must be made to break down the barriers and seek alternative methods of delivering services.</p> <ol style="list-style-type: none"> 1. <i>Fostering collaboration</i> to make recreation services integral to an integrated, seamless approach to the delivery of services to children and youth. 2. <i>Developing strategies that demonstrate the value of recreation, and recreation services</i>, to children, youth, parents, professionals and the public at large in ensuring healthy child development. 3. <i>Leveraging resources</i> through linkages and partnerships with other internal and external players to maximize the benefits and impact of recreation services in every community in Ontario. 4. Investing in <i>targeted initiatives</i>, which support innovation in addressing gaps in children and youth recreation services and approaches. 5. Investing in targeted <i>system capacity</i> development to maximize the impact of the investment of resources in recreation services and approaches.
60	Donnelly and Coakley, Laidlaw Foundation, 2002	The Role of Recreation in Promoting Social Inclusion	4	1	At the risk of oversimplifying an impressive array of research and theory on youth and youth development,. . . positive transitions from childhood to adolescence to adulthood are most likely when young people live in a context in which they are:(1) physically safe; (2) personally valued; (3) socially connected; (4)morally and economically supported; (5) personally and politically empowered; and (6) hopeful about the future. To the extent that sport programs serve these needs, we can expect them to contribute to the positive development of participants(Coakley,2002, p. 25).

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>In general terms the benefits of socially inclusive sport and recreation programs are maximized if they are organized to provide participants with the following (based on a review of a range of studies on social development):</p> <ol style="list-style-type: none"> 1. A safe environment. This is especially important among participants who have survived every day threats to their physical well being by withdrawing from social settings or utilizing defensive violence. This also highlights the need for programs to emphasize a philosophy of nonviolence, even when they involve physical contact sports. 2. Opportunities to develop and display competence. This is especially important among participants who are members of groups that experience social and cultural marginalization in society at large. This also highlights the need for programs to be integrated into the community in ways that allow participants to convert self esteem in an athletic or recreational context into a sense of moral worth in the community at large. 3. Social networks. This is especially important among participants who regularly face conflict and adversity in their everyday lives. This also highlights the need for programs to facilitate connections with peers, nurture supportive friendships, and promote communication and conflict resolution skills. 4. Moral and economic support. This is important among participants who lack access to advocates and adult 'hook-ups' in their lives. This also highlights the need for programs to go beyond traditional calls for role models and to provide direct support and guidance to participants as they make moral and economic decisions in their everyday lives. 5. Autonomy and control in the structures in which their experiences occur. This is especially important among participants who have few experiences showing them that they can control their lives and the contexts in which they live. This also highlights the need for programs to include systematic opportunities for participants to be involved in decision-making process. 6. Hope for the future. This is especially important among participants who have a seriously constricted sense of possibilities because they have seldom, if ever, seen adults with the resources needed to provide for themselves and deal successfully with challenges in their lives. This highlights the need for programs to intentionally expose participants to a wide range of possibilities and visions for their lives.
61	Bonnie Benard, M.S.W.	The Foundations of the Resiliency Framework From Research to Practice http://www.resiliency.com/htm/research.htm	4	1	<p>Resiliency Background</p> <p>In the strictest sense, resiliency research refers to a body of international cross-cultural, lifespan developmental studies that followed children born into seriously high-risk conditions such as families where parents were mentally ill, alcoholic, abusive, or criminal, or in communities that were poverty-stricken or war-torn. The astounding finding from these long-term studies was that at least 50% -- and often closer to 70% -- of youth growing up in these high-risk conditions did develop social competence despite exposure to severe stress and did overcome the odds to lead successful lives. Furthermore, these studies not only identified the characteristics of these "resilient" youth, several</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					documented the characteristics of the environments-- of the families, schools, and communities -- that facilitated the manifestation of resilience.
62	Louise Hanvey October, 2004 For the National Children's Alliance	Investing in Social Infrastructure in Canadian Communities to Benefit Children and Families	4	2	<p>The Importance of Neighbourhoods and Communities for Children and Families</p> <p>Beginning in the 1980's, the emerging consensus in the literature has been that neighbourhoods "matter" for children (Wilson, 1987; Gephardt, 1997; Brooks-Gunn et al, 1997). It is becoming increasingly understood that the healthy development of children depends in large part on the social context in which they grow up. Neighbourhoods with high levels of social capital relationships, networks and associations tend to be good places to raise children (Putnam, 2000). Individuals who live in communities and societies with strong social capital tend to be more prosperous, healthier and experience less crime (Helliwell, 2001). Family-enabling environments are required in order to provide much-needed support for parents and children, ensure positive and nurturing experiences to children and help parents cope with the stresses of raising children (Torjman, 2004a).</p> <p>Researchers are increasingly documenting the evidence that emotional problems are linked to community disadvantage, crowded living conditions, single-parent households, low-income neighbours, exposure to violence and less perceived social cohesion (Boyle and Lipman, 1998; Chase-Lansdale and Gordon, 1996; Shumoa et. al., 1998; Tremblay et. al., 2001). The NLSCY has provided the opportunity for Canadian researchers to investigate the influence of neighbourhoods on children's well being. Soubhi et. al., (2001) found that among school-aged children, neighbourhood disadvantage and concentration of low-income families in the neighbourhood increased the children's risks of suffering from injuries. Public health researchers have clearly established that social connectedness is one of the most powerful determinants of well-being. Although the evidence does not point to definitive conclusions as to why social capital matters for health, there are several plausible theories. Social networks furnish tangible assistance, such as money, convalescent care and transportation, which reduce psychological and physical stress, and provide a safety net. Social networks also tend to reinforce healthy norms; socially isolated people are more likely to smoke, drink, overeat and engage in other health damaging behaviours. Through the network of bonds and trust that it creates, social capital contributes to social cohesion and to the general health of neighbourhoods (Torjman, 2004a).</p> <p>Understanding the Early Years</p> <p>Understanding the Early Years Community (UEY) is a national initiative developed to increase understanding of the first six years of child development and learning. UEY assists communities across Canada to achieve their goal of improving child development by providing them with the necessary information to enhance community resources and services (Connor and Brink, 1999).</p> <p>UEY has identified ten family and community indicators that are essential for successful child development. These indicators all meet two criteria – there is evidence that they are related to children's developmental outcomes; and they are amenable to change through the efforts and actions of families and communities, through the support of community and volunteer agencies, and through social policy at the local, provincial and national levels. Six of these ten are community indicators:</p> <ul style="list-style-type: none"> o Social support: Measures the level of support available to parents, and describes how much support that person receives from a community of friends and family members.

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<ul style="list-style-type: none"> o Social capital: A measure of the level of support available collectively to groups within a community. Thus, it comprises information about the ability of neighbours to work together to solve problems, help each other, watch out for one another's children, and provide children with role models outside their immediate families. o Neighbourhood quality: Gauges the parents' perception of their neighbourhood as a place to raise children. It measures features such as cleanliness, safety, quality of schools and nursery schools, adequacy of facilities for children (such as pools and playgrounds), health facilities, and the level of involvement of residents. o Neighbourhood safety: Assesses the level of the parents' concern for children's safety in their neighbourhood. For example, the safety of parks and other playspaces, crime rates, problems with older children in the neighbourhood, and whether children are safe playing outside during the day. o Use of resources: Measures the use of recreational facilities, including parks, trails, play-spaces, skating rinks, pools, camping areas, skiing facilities, amusement parks, and community centres; educational services, such as libraries, science centres, family resource centres, and drop-in programs; and cultural resources, such as art museums, plays, musical performances, sports events, and movies. o Residential stability: Assesses the degree of transience of the local population (KSI Research International Inc, 2003). <p>Analysis of the first seven communities in the UEY initiative has demonstrated that community factors are influencing development. Two community factors had statistically significant relationships with the cognitive domain: social support and use of community resources. Children in families with high social support were less likely to be at cognitive risk than those in families with low social support. Children in families that make use of various recreation, educational, and leisure facilities, such as pools, play-spaces, libraries, drop-in programs, art museums, and movies, had better cognitive scores. Social capital had statistically significant and positive effects for children's behaviour. (KSI Research International Inc, 2003).</p>
63	The Evaluation Exchange Volume X, No. 1, Spring 2004 Issue Topic: Evaluating Out-of-School Time Program Quality http://www.gse.harvard.edu/hfrp/eval/issue25/expert3.html	Ask the Expert A Recipe for Quality Out-of-School Time Programs	4	3	<p>Beth M. Miller, Miller Midzik Research Associates</p> <p>Investment is the foundation for an array of related efforts: bringing everyone to the table, making programs accessible to all children, creating data-driven program improvement efforts, developing part-time staff into after school leaders, creating real jobs with adequate pay and benefits, doing the research that will guide effective practices, and mobilizing advocates to build an even stronger system over time. With energy, commitment, and know-how, people in our field can, and do, create incredible programs out of almost nothing. However, it takes substantial investment to construct a system that will sustain such programs and nurture more opportunities for youth across the community.</p> <p>Dale Blyth, Director, Center for 4-H Youth Development</p> <p>The most critical ingredient for creating, sustaining, and improving systems to ensure quality is intentionality. Far too often we assume people know what is meant by quality. This will only change if we become intentional about the meaning of quality, its importance, and the critical factors that underlie it. Systems that become intentional about quality use it as a driving concept in their work. They train around it, they monitor it, and they help their clients recognize it. When successful, this intentionality creates an ethos of youth development that permeates the work of the system and makes quality "job one," as one</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>corporate advertising slogan goes.</p> <p>Heather Weiss, Director, Harvard Family Research Project Building an effort to improve the quality of existing programs means investing in developing standards and benchmarks that emphasize capacity building at the systems level. From the systems-building work now happening in early childhood, we know that this capacity building must include evaluation, professional development, and strategies for compensation. Additionally, it must include building capacity to do data-driven continuous improvement at the program and the community level. A key component of building capacity is being selective and strategic about the way one uses the complex research and evaluation knowledge base, not only to inform policy decisions, but also to feed into programs for continuous improvement. This approach to building capacity for quality improvement involves moving beyond the traditional research and development model to recognition of the proliferation of out-of-school time programs that need quality enhancement.</p>
64	Vandell, Deborah Lowe; Shumow, Lee; Posner, Jill. Source Mahoney, Joseph L (Ed); Larson, Reed W (Ed); et al. (2005). Organized activities as contexts of development: Extracurricular activities, after-school and community programs. (pp. 437-456). Mahwah, NJ, US: Lawrence Erlbaum Associates, Publishers. xii, 550 pp. BUY THIS BOOK!	After-school programs for low-income children: Differences in program quality.	4	1	In this chapter, we examine in some detail two after-school programs--Child Haven and Hamilton School After-School Program (program names are pseudonyms). The programs made an informative case study because they differed in many of the features outlined by Eccles and Gootman. Although the programs were located in the same city in relatively close proximity and both served low-income children, the programs were miles apart in other respects. By describing the children's experiences at the two programs, we can better understand the ways in which high-quality after-school programs can support children's development and the ways in which poor quality programs may fail to support development. Our second goal is to ascertain if the effects of program quality were more evident for children who have had a history of substantial behavior problems. Based on research that has indicated that "difficult" children are more susceptible to environmental effects (Belsky, 1997), we posited that the effects of program quality would be greater for children who have substantial behavioral problems than for children who had few behavior problems.
65	Daniel F. Perkins Associate Professor Family and Youth Resiliency and Policy Research Briefs Web Resources December 2004 Volume 5,	Resiliency and Thriving in Families and Youth	4	2	In her comprehensive review of resiliency, Bernard (2004) noted three environmental protective factors, in particular, that are found to significantly promote and foster the positive development of all youth. These universal protective factors include: (1) caring relationships with non-parental adults, (2) high expectations, and (3) opportunities for participation, contribution, and recognition. These three protective factors can be exhibited at multiple levels of youth's context (e.g., family, school, youth programs, and neighborhood). The more contexts that provide youth with these factors, the more likely it is that youth are going to succeed. This relationship is just as valid for youth with many risk factors as for those with few risk factors.

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	Number 4				
66	CANADIAN COUNCIL ON SOCIAL DEVELOPMENT November 4, 2002	Highlights: The Progress of Canada's Children 2002	4	3	Civic communities are important to healthy child development. Young children who live in neighbourhoods with plentiful community resources such as parks, libraries and recreational areas score better on tests of physical, emotional, social and intellectual development than do children from neighbourhoods with fewer civic resources.
67	OJJDP Model Programs Guide http://www.dsgonline.com/mpg_non_flash/af_terschool_recreation.htm	AFTERSCHOOL/ RECREATION	4	2	<p># Goal setting and string management: Programs need to set and communicate goals from the beginning, develop a solid organizational structure, and be managed effectively.</p> <p># Quality staffing: Staffing arrangements vary according to a program's size, management structure, and goals. But all programs need staff who are qualified and committed, have appropriate experience, have realistic expectations, and can interact productively with regular school staff—whether the program is school-based or not.</p> <p># Attention to safety: Programs should be safe, close to home, and accessible to all children and youth who want to participate. They should have adequate space for a variety of indoor and outdoor activities. Safe transit can be provided through means such as public transportation, staff escorts, and crossing guards.</p> <p># Effective partnerships with community-based organizations: Implementing quality afterschool program activities requires collaboration among diverse partners—not only parents and educators but also community residents, law enforcement agencies, service providers, community-based and civic organizations (e.g., the United Way, YWCAs, YMCAs, Girl Scouts, Boy Scouts, Junior Achievement, Boys and Girls Clubs), colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials. Effective programs aim to draw on all of a community's diverse resources, including the participation of children and youths in program planning, to best address the concerns of the entire community.</p> <p># Strong family involvement: Thirty years of research shows the level of difference family involvement makes in children's learning and chances for adult success. Family involvement in afterschool programs is just as important. The success of an afterschool program depends on the involvement of both families and the community.</p> <p># Enriching learning opportunities: By providing structured enriching learning opportunities, afterschool programs can be a vital resource for improving academic performance, as well as for meeting social, emotional, and physical development needs.</p> <p># Linkages between school-day and afterschool personnel: Quality programs support and coordinate their activities with the school in a way that supports true partnership. In those afterschool programs physically housed in school buildings, there is the opportunity to link together school-day and afterschool personnel and resources in a seamless continuum of activities that concentrate on the well-being and growth of</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					participants. # Evaluation of program progress and effectiveness: Afterschool programs are, by nature, varied and complex. No matter how well designed they are, programs must also take into account experience. Effective afterschool programs have a continual evaluation component built into their design, so program planners can objectively gauge their success based on the clear goals set for the program. [U.S. Department of Justice, 2000]
68	Taylor, Satomi Izumi; Morris, Vivian Gunn; Early Childhood Education Journal Journal Citation: v23 n3 p153-57 Spr 1996 Publication Date: 1996-00-00 ERIC	Outdoor Play in Early Childhood Education Settings: Is It Safe and Healthy for Children?	4	2	Notes that with safe and developmentally appropriate equipment, outdoor play can be a significant part of high-quality early child care. Highlights 10 suggestions for safe outdoor play. Knowledgeable teachers and appropriate child-caregiver ratio are needed for safe play. (JW)
69	Chung, An Me, Ed.; Department of Justice, Washington, DC.; Department of Education, Washington, DC. Documents, Mail Stop: SSOP, Washington, DC 20402-9328. Tel: 800-872-5327 (Toll Free); e-mail: Partner@edgov; Web site: http://www.pfie.ed.gov v. For full text: http://www.ed.gov . For full text: http://www.ncjrs.org/ojjhome.htm .	Working for Children and Families: Safe and Smart After-School Programs.	4	3	After-school programs have the potential to keep children safe and out of trouble and can help to improve the academic performance of the increasing numbers of participating children. This report presents positive research on after-school programs and examples illustrating the potential of high-quality after-school activities to keep children safe, out of trouble, and learning. The report presents empirical and anecdotal evidence of successful programs, identifies key components of high-quality programs and effective program practices, and showcases exemplary after-school and extended learning models. The report is presented in three chapters. Chapter 1 discusses the potential of after-school programs, focusing on their potential impact to reduce juvenile crime; to improve academic achievement; to support children's social development and their relationships with adults and peers; and to strengthen schools, families, and communities. Chapter 2 highlights the components of exemplary after-school programs, including goal setting, strong management, and sustainability; high-quality after-school staffing; attention to safety, health, and nutrition issues; effective partnerships with community and other organizations; strong family involvement; enriching learning opportunities; linkages between school-day and after-school personnel; and evaluation of program progress and effectiveness. Chapter 3 describes 10 exemplary after-school programs. A list of resources for after-school programs is appended. (Contains 110 references.) (KB)

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	ERIC				
70	Bonnie Benard August 1991 http://www.nwprac.org/pub/library/f/f_foster.pdf	Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community	4	1	Protective Factors Within the Community As with the other two arenas in which children are socialized, the family and the school, the community which supports the positive development of youth is promoting the building of the traits of resiliency-- social competence, problem solving skills, autonomy, and a sense of purpose and future. Community psychologists refer to the capacity of a community to build resiliency as "community competence" (Iscoe 1974). And, once again, as with the family and the school systems, competent communities are characterized by the triad of protective factors: caring and support, high expectations, and participation. Moreover, communities exert not only a direct influence on the lives of youth but, perhaps even more importantly, exert a profound influence on the "lives" of the families and schools within their domain and, thus, indirectly powerfully affect the outcome for children and youth (Brook et al, 1989; Kelly, 1988). A competent community, therefore, must support its families and schools, have high expectations and clear norms for its families and schools, and encourage the active participation and collaboration of its families and schools in the life and work of the community.
71	California State Department of Education; National School Age Child Care Alliance National Association of Elementary School Principals, Reston, VA ERIC	After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care. Revised Edition.	4	4	This publication for principals about after-school programs provides practical assistance with guidelines for administration, resources for information, collaboration, and funding, along with evaluation checklists. Drawing increasing government attention, after-school programs are overwhelmingly popular with the public as a means to reduce juvenile crime, provide quality childcare, and improve academic achievement. Programs should avoid overburdening schools by collaborating with the entire community and including parents, social-service agencies, public facilities, and governments. Programs should be comprehensive, combining educational, enrichment, and cultural or recreational learning activities. Principals should lead staff in using schools as catalysts for after-school programs, drawing on community links, facilitating transportation, providing space, promoting professional development, and establishing standards. Quality school-based programs promote community involvement, offer high-quality programming for all students, ensure safety, are adequately funded, and are sensitive to children's development. Because some children prefer a more home-like experience, schools should cooperate and communicate with parents regarding quality community-based programs and offer supportive transportation polices. Appendix A provides a checklist of quality indicators (12 pages). Appendix B is a planning guide (5 pages). Appendix C lists 36 National School-Age Alliance standards for human relationships, indoor and outdoor environments, safety, health and nutrition, and administration. Appendix D contains tables of the California Department of Education Indicators and Measures of Desired Results. (Contains 46 references, 99 organizational contacts, and 27 Web sites.) (TEJ)
72	Fashola, Olatokunbo S. Source Thousand Oaks, CA, US: Corwin Press, Inc. (2002). xvi, 119 pp.	Title Building effective afterschool programs. [References].	5	1	Through a comprehensive review of various afterschool programs across the US, the author sheds new light on "what works" to increase academic achievement during nonschool hours. Administrators, policymakers, teachers, and researchers can benefit from the examples encountered by their colleagues in the quest to create enhanced learning opportunities in safe and enriching environments. This book provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective afterschool programs. A complete discussion of the purposes, functions, methodologies, implementation, and evaluation of numerous programs is provided and

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	BUY THIS BOOK!				organized for quick reference.
73	Dadisman, Kimberly A. Source Dissertation Abstracts International Section A: Humanities & Social Sciences. Vol 64(8-A), 2004, 2776. US: Univ Microfilms International.	Title After-school experiences: Variations in perceptions of support.	5	1	After-school program experiences were assessed for 191 eighth graders. Students described their experiences using two measurement strategies. First using Experience Sampling Methodology (ESM), students recorded their location, activity, companions, and feelings, five times each day during the after-school hours and on weekends, during two 1 week periods (fall and spring). Second, students described their program experiences using the Developmental Supports Rating Scale (DSRS), which was posited to assess: supportive relationships with adults, supportive relationships with peers, opportunities of autonomy and leadership, and interest in activities. A confirmatory factor analysis was conducted to analyze the structure underlying the items in the Developmental Supports Rating Scale. A four-factor model was fitted. The Chi-Square for the model was significant and fit indices reached the .90 and above range deemed indicative of adequate fit. The first aim of the dissertation investigated potential program differences in perceptions of developmental supports. Significant differences were found suggesting that programs offering fewer types of activities were rated as less supportive than those offering more activities. Stability in perceptions of support over time was examined. Findings suggest that perceptions of support remain stable for students continuing to participate in the same program and changing activities within a program may not impact perceived support. Differences in perceptions of support by activity type were examined. Four activity types were defined: academic, arts, sports, and service. Significant differences were found between sports, service and academic activities with students rating sports and service as more supportive. Students in sports and arts reported more interest in their activities than did students in academics. The ANOVA model was then compared to an alternative in which child gender, ethnicity, prior adjustment, and family structure were included as covariates. The overall pattern of significance was unaltered suggesting that findings are robust and largely unaffected by selection factors. The final aim of the dissertation was to determine whether daily experiences in after-school programs (ESM) were related to global ratings of support (DSRS). Overall, the significant correlations suggest that activities with more choice, enjoyment, interest and motivation, were rated as more supportive in terms of relationships, autonomy, and interest.
74	The Search Institute Web Site http://www.search-institute.org/assets/importance.html	Developmental Assets	5	1	Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence. Key Assets among others... Positive Peer Relationships Young children's peers offer inclusion and acceptance, opportunity for having fun in constructive play, and opportunity for developing and practising pro-social skills.

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>Play and Creative Activities Young children have daily opportunities to play with a variety of developmentally appropriate materials both structured and unstructured, that allow self-expression, physical activity, and interaction with others.</p> <p>Out of Home and Community Programs Young children are exposed to developmentally appropriate, out of home programs staffed with competent adults that offer a variety of well maintained, suitable materials. Children are periodically taken to community settings such as parks, museums, and theatres that offer stimulating experiences.</p> <p>Adult role models Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>Caring out-of-home climate School and other activities provide caring, encouraging environments for children.</p>
75	Beck, E. L. (1999).	Prevention and intervention programming: lessons from an after-school program. The Urban Review, 31(1), 107-124.	5	1	MYDC is a highly structured program where children and youth (K through 12th grade) rotate through activities at 45-minute intervals. The types of the activities include: academic, music, art, gym activities, and sewing activities. Six factors were identified as contributing to the success of this program. They included: a balance between structured and self-directed activity, academic support, sensitivity to various cultural backgrounds, committed authoritative adults, leadership focused on activities that build children's skills and knowledge, and being identified as a safe place.
76	Jama Watt, Child and Youth Health Network for Eastern Ontario, CHEO Melissa Dickey, United Way/Centraide Ottawa Dawn Grakist, City of Ottawa	A Framework to Promote Healthy Development of Children 6 to 12	5	2	<p>Research indicates that the following activities and policies can promote positive peer relationships.</p> <p>i) School and Community-Based Activities</p> <ul style="list-style-type: none"> • Structured and unstructured recreation activities with peers • Activities such as recreation, arts and after school programs that are accessible through fee assistance, location and are inviting to children and families • Mentoring programs • School-based education and awareness programs • Pro-social behaviour education programs • Before- and after-school programs <p>ii) Policy</p> <ul style="list-style-type: none"> • Child and family-friendly policies that provide opportunities to participate in the community
77	Elizabeth R. Reisner Richard N. White Christina A. Russell Jennifer Birmingham Policy Studies Associates, Inc. November 3, 2004	BUILDING QUALITY, SCALE AND EFFECTIVENESS IN AFTER-SCHOOL PROGRAMS	5	1	<p>The evaluation examined the practices and characteristics of After School Corporation (TASC) projects with varying records of student academic growth to identify those practices and characteristics that effective projects held in common. This analysis necessarily excluded the program features shared by all TASC projects. In rank order of statistical importance, the following program characteristics were linked with student gains in both mathematics and reading/English language arts:</p> <ul style="list-style-type: none"> # High frequency and duration of activities focusing on academics and cognitive development # Employment of a project site coordinator who is licensed to teach

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	Prepared for the After-School Corporation with support from The Charles Stewart Mott Foundation, The Carnegie Corporation of New York, The William T. Grant Foundation, and The Atlantic Philanthropies				<p># High frequency and duration of activities focusing on fitness, sports, and recreation # A requirement that after-school staff submit activity plans for advance review by the site coordinator # A project staff in which at least one out of four staff members has a four-year college degree</p> <p>Together, these characteristics suggest that effective programs were likely to be staffed and managed with a clear intent to promote academic learning, often through project-based, interdisciplinary activities that engaged students in learning experiences that differed from those of the regular school day, as indicated in survey data. Effective projects also provided opportunities for exercise and fun after school. Information on these patterns can help after-school intermediaries like TASC decide whether to adjust their program models or their assistance and guidance to programs and whether to monitor certain elements of program operation with special care.</p>
78	Jennifer Cowie Bonne Ontario Physical and Health Education Association (OPHEA) "Sport for the Child: Sport, Recreation and Children's Healthy Development" A forum co-hosted by Voices for Children and The Foundation for Active Healthy Kids June, 15 2000	Healthy Child Development Through Sport and Recreation: A Discussion Paper	5	1	<p>As indicated by Guy (1997) children need protection from harm and neglect. In this vein, two important considerations in delivering sport to children are:</p> <p>Age-Stage Appropriate Programming- As children's development proceeds in an orderly progression, sport skills, strategies, and competition should be introduced to children in a progressive manner at a rate that is consistent with children's ages, abilities, and overall developmental needs (Kaplan, 1996; Passer, 1988; 1996). Age/Stage appropriate philosophy also recognizes the notion that children, even those who are the same chronological age, can vary tremendously in terms of their physical, mental, emotional, and social development (LeBlanc & Dickson, 1997).</p> <p>Safe environments - Policies and guidelines concerning physical and emotional safety must be considered in creating a sport environment in which children can thrive. Specifically, issues such as supervision, preventative measures related to harassment and abuse, and the proper use of equipment and facilities should be addressed.</p> <p>Relationships "Children's developmental potential is supported or diminished by the care and attention they receive from caring adults" (Guy, 1997, p.40). Adults, such as parents, coaches, facility operators, judges/referees/officials, and community sport administrators, play a key role in the delivery of sport to children. By virtue of being in a position of power over children, these adults, especially coaches, can impact the healthy development of children on many levels (Barnett et al., 1992; Liukkonen et al., 1996; Smoll et al. 1993; Tomlinson & Strachan, 1996). Thus, a key consideration in this regard is:</p> <p>Awareness and Education- It is essential that adults involved in the delivery of children's sport be made aware of the role that they play in influencing the healthy development of children. Educational opportunities to enhance their knowledge related to children's developmental needs must be available.</p> <p>Opportunity and Hope Children need opportunities to play, to explore, to learn skills, to explore their interests and to test their</p>

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					<p>abilities (Guy, 1997). Two main ideas should be considered to ensure that children have these opportunities:</p> <p>Multilateral Development Opportunities- Early specialization in a single sport setting often compromises child's physical, motor skill and cognitive development (Maffuli & Pintore, 1990), and often places social and emotional stressors on the child at an early age (Bompa, 1995; Coakley, 1992; Portmann, 1994). Research recommends that children participate in a variety of sport activities to ensure optimal development. This "multilateral approach" to sport participation provides children with the opportunity establish a solid foundation of basic sport skills and strategies which prepares children to participate in both specific sports and physical activity in general with greater confidence, success, and enjoyment.</p> <p>⌘ Respect for Children's Motivational Needs- While children have multiple reasons for participating in sport, the most commonly reported reason is "to have fun". As "fun" is defined differently by different people, sport program designers and leaders must be responsive to individual motives of children in order to attract and maintain participation in sport. Children also need to have the opportunity to voices their concerns and to exercise choice over the type and intensity of their involvement in sport. "Children do not just grow up in families. They also grow up in social settings that range from child care centers and schools to brownie packs and sports teams" (Guy, 1997, p.103).</p> <p>In order to foster optimal child development, all children need a strong sense of community and social cohesion. Two ideas to consider in this regard are:</p> <p>⌘ Equity and Access- Despite the importance of sport to healthy child development, not all Canadian children and families have access to information, resources, and facilities required for quality sport experiences. A recent study conducted in Hamilton by Gina Browne and colleagues (1999), found that children who received subsidized recreation were engaged in more activities, more quality activities, and were lower users of physician, social work and child care services compared to children who financed and directed their own recreation. The subsidy also had benefits for parents such as fewer nervous system, sleep, and anxiety disorders and needed less child care, counseling and food bank services. Another important characteristic of welcoming sport environments is respect for language and culture, as shown by signage/ program advertisements in multiple languages and required uniforms respective of cultural beliefs.</p>
79	Baker, D.W., & Witt, P.A. (1996). Evaluation of the impact of two after-school recreation programs. <i>Journal of Park and Recreation Administration</i> , 14(3), 23-44.	Evaluation of the Impact of Two After-School Recreation Programs	5	1	In many after-school programs, recreation is the "hook" that attracts children to become involved. The provision of caring adult leaders and recreation-based activities planned as purposive interventions are critical program elements (Pizor, 1992). The existence of caring adults, appropriate controls against deviant behavior, and the absence of negative peer influences, among other program elements, have been cited as contributing to positive learning experiences for children (Jessor, 1992). After-school recreation programs can make an important contribution by offering program elements (protective factors) that help mediate between risks that are inherent in the child's environment and the consequences that may occur as a result of subsequent problems (Grossman, Beinashowitz, Anderson, Sakurai, Finnin, & Flaherty, 1992; Jessor, 1992; Werner & Smith, 1992). Organizations like Boy/Girl Scouts, 4-H, and Boys' and Girls' Clubs have long recognized the value of recreation activities as a setting through which instrumental goals can be accomplished (Carnegie Corporation of New York, 1992).

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80	Levy-Coughlin Partnership 2005	Phase 2 - Evaluation Results of Primary Research and Evaluation Related to HIGH FIVE. A Report Prepared for Parks and Recreation Ontario.	5	2	<p>A number of questions in the questionnaire looked at member agencies practices in implementing HIGH FIVE. These included whether agencies:</p> <ul style="list-style-type: none"> Set target scores for QUEST1 Set targets for the number of QUEST2 observations Built the monitoring of the number of QUEST2 observations into Supervisors' job responsibilities Set targets for QUEST2 scores they would like to achieve Built the monitoring of the QUEST2 scores into Supervisors' job responsibilities <p>With respect to training, agencies were also asked whether they:</p> <ul style="list-style-type: none"> Had a mandatory policy that staff be trained in PHCD before being hired Train newly hired staff in PHCD Had a policy to train all additional staff in PHCD Set targets for the number of staff who would be trained in PHCD <p>Finally, agencies were also asked whether they:</p> <ul style="list-style-type: none"> Used QUEST2 scores as part of their annual planning Had an implementation plan for HIGH FIVE <p>Given the ultimate objective of HIGH FIVE is to improve the experiences of children enrolled in member agency programs, an analysis was done to see if there was any relationship between the existence of the above practices and the degree of improvement in children's experiences as reported by agencies. Correlations were computed between the above practices and the degree agencies reported that HIGH FIVE had improved experiences for children.</p> <p>In almost all cases, the existence of the above practices were associated to some degree with improved experiences for children. In other words, member agencies who adhered to the above practices reported a higher degree of improvement in the experiences of children due to HIGH FIVE compared to those who did not adhere to the practices.</p> <p>Significant associations were found for:</p> <ul style="list-style-type: none"> Setting targets for QUEST2 scores they would like to achieve Training newly hired staff in PHCD Using QUEST2 scores as part of their annual planning Having an implementation plan for HIGH FIVE <p>Although the remaining associations were not "significant", they were in the right direction, meaning that a higher level of improvement was found among agencies who adhered to the practice compared to those who did not, on average.</p> <p>We should note that it is technically not correct to say that the above practices have actually caused the improved experiences for children, only that they are associated with this.</p>

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					<p>Recommendation</p> <p>Nevertheless, the sheer number of positive associations are compelling, and given the fact that HIGH FIVE does provide a structured framework to implement these best practices with respect to children, we recommend that HIGH FIVE strongly promote use of and educate agencies about the value of the above practices, especially given the fact that a significant number are currently not doing them.</p>
81	Levy-Coughlin Partnership 2005	A Study of the Reliability and Validity of the Quality Experience Scanning Tool (QUEST2)	5	2	<p>Eight child development experts rated the items in the QUEST1 tool with respect to the degree they contributed to the healthy development of children. In addition, nine child development experts rated the items in the QUEST2 tool with respect to the degree they contributed to the healthy development of children. Eighty nine percent of the sections in QUEST1 (16 out of 18) had an average rating of four or higher. In fact, half of the sections were rated 4.5 or higher. Overall, the providers rated all sections at an average of 4.33. It is clear that, according to the recreation providers, QUEST1 has excellent content validity.</p> <p>With respect to QUEST2, twenty seven of the thirty one items (87%) had an average rating of 4 or higher. The most highly rated items were warmth and respect, both rated at 4.89. The lowest items were Areas Leading to the Program Area (3.22), Physically Comfortable Space (3.56), Maximizing Use of Available Facilities (3.89) and Quantity (3.89). The average overall rating for all items was 4.36. According to the opinions of the experts in child development, QUEST2 has excellent content validity.</p>
82	Vandell, D. L., Reisner, E. R., Brown, B. B., Pierce, K., Dadisman, K., & Pechman, E. M. (February 2004).	The study of promising after-school programs: Descriptive report of the promising programs.	5	1	<p>The study defines essential process and content features in terms of practices that prior research and theory indicate most directly shape the after-school program experiences of children and youth. These features respond to the core developmental needs of children and youth for affiliation, identity, and mastery, and include: Positive relationships, including positive staff-child relationships and positive peer relationships</p> <p>Rich content-based program activities, including a mix of academic and non-academic(physical and recreational) enrichment activities that build skills</p> <p>Learning- and mastery-oriented content delivery strategies that provide both structured and unstructured learning opportunities and promote autonomy and choice</p> <p>Our identification of these process and content features as core elements of high-quality programs reflects evidence from youth development research and also from teaching and learning research about the content and instructional strategies that promote learning. McLaughlin (2000) observed that after-school programs that capture youths' interest and promote their learning are "not happenstance." Positive outcomes emerge when adults deliberately create opportunities in which both the content of activities and the instructional processes are "knowledge-centered" and "youth-centered." More generally, researchers investigating human learning point to the importance of providing learners with rich content-based experiences, led by teachers or coaches who encourage mastery and using both structured and unstructured instructional strategies to promote learning (Bransford, Brown, & Cocking, 1999).</p>
83	California State Dept. of Education,	Kids' Time: A School-Age Care Program Guide.	5	3	<p>Designed to specify what an exemplary school-age care (SAC) program would look like, this guide provides instructions for establishing a SAC program that provides a balance of educational, social, and</p>

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	Sacramento. Div. of Child Development Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 (\$10.50, plus sales tax for California residents). 2. ERIC				recreational opportunities. The guide covers care for children from ages 3 to 14 and includes care of children with disabilities or special needs. Chapter 1 introduces school-age programs, describing whom they serve, how the day is organized in such programs, and what the benefits are of a quality SAC program. Chapter 2 describes working with school-age children, including their developmental stages and the needs of children under stress or with special needs. Chapter 3 discusses planning program activities, including ensuring the activities are developmentally appropriate. Chapter 4 discusses creating SAC environments, and includes choosing materials and equipment, and using the outdoors. Chapter 5 discusses managing the program, including setting program goals, and selecting, training, and evaluating staff. Chapter 6 discusses establishing partnerships with parents, school, and the community. The appendices include a list of developmental stages of school-age children, a staff orientation checklist, a staff training assessment and planning form, and a parents' program evaluation survey. (SW)
84	Jama Watt, Child and Youth Health Network for Eastern Ontario, CHEO Melissa Dickey, United Way/Centraide Ottawa Dawn Grakist, City of Ottawa	A Framework to Promote Healthy Development of Children 6 to 12	5	2	Caring, positive and supportive relationships with siblings, friends and teachers can help children 6 to 12 years develop positive social skills.
85	Deborah Lowe Vandell Institute for Research on Poverty Barbara Wolfe Institute for Research on Poverty November 2000 IRP publications (discussion papers, special reports, and the newsletter Focus) are available on the Internet. The IRP Web site can be accessed at	Child Care Quality: Does It Matter and Does It Need to Be Improved?	5	1	When child: adult ratios are lower, children generally appear less apathetic and distressed; caregivers spend less time in managing their classrooms and offer more stimulating, supportive care. When staff is more highly trained and better compensated, children's activities are of higher quality, and caregivers are more responsive and less restrictive. Higher quality settings are likely to have better health and safety practices, resulting in fewer respiratory and other infections among the children, and to have fewer playground injuries. Research yields firsthand evidence about children's responses to child care of varying quality, at the time they are in care. In the short term, process and structural quality are both important. Taking into account both the gender of the child and family factors, researchers find that children appear happier, have closer and more secure attachments to caregivers, and perform better on standardized cognitive and language tests in settings with higher process quality, that is, settings with developmentally appropriate activities and caregivers who are emotionally supportive and responsive to their needs (13,18-27). In contrast, poor process quality appears to predict heightened behavior problems (26,28). Both correlational and quasi-experimental research has found relations between structural quality and

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	the following address: http://www.ssc.wisc.edu/irp/ Excellent paper				child performance. For example, children in classrooms with lower child:adult ratios were better able to understand, initiate, and participate in conversations, had better general knowledge, were more cooperative, and in their interactions with each other showed much less hostility and conflict than in settings where there were more children to each adult. On average, preschoolers perform better on standardized cognitive tests when their caregivers are better educated and trained—for example, if they have at least an associate arts degree in a child-related field. The children also have better language skills, are more persistent in completing tasks, and in general are more ready for school (29–32).
86	Friedman, Lucy N; Bleiberg, Mary S. Source Noam, Gil G (Ed); Miller, Beth M (Ed). (2002). Youth development and after-school time: A tale of many cities. New directions for youth development: Theory practice research. (pp. 19-39). San Francisco, CA, US: Jossey-Bass. 148 pp.	The long-term sustainability of after-school programs: The After-School Corporation's strategy.	5	1	The After-School Corporation (TASC) has worked to create a critical mass of effective after-school programs that generate the public demand and political will needed to transform after-school into a universally available public institution in New York City and State. TASC has identified a set of core elements that form a model of a high-quality, affordable, and replicable after-school programs. To operate and fund programs, TASC has built a network of public and private partnerships. It manages and blends a diversity of public and private funding streams with the goal of making after-school programs a public responsibility--financially sustainable and universally available to every public school student. TASC advocates on behalf of the after-school movement and works to broaden the base of information about what works in after-school programs through research and dissemination of information. As the after-school movement gains momentum, TASC is grappling with several issues related to long-term sustainability of programs. It needs to determine if and how its program model may be modified to reach a greater number of students and communities. The challenge of preserving quality across programs raises the question of whether to form a set of standards for after-school programs.
87	The International Children's Institute July 1999	Youth Recreation Programs A Literature Review, 1991-1999	5	2	Programs based on perceptions of local need are mainly developed by partnerships of local organizations and agencies, often with university or college input. Participant and family involvement in program design is used to ensure that programs address local or personal needs, are interesting, and culturally sensitive. At-risk children benefit from intensive, individual attention and mentoring from well-trained, caring program staff. Program leaders also act as role models, teaching children strategies for avoiding trouble and how to choose acceptable risks. Many programs provide opportunities for youth to succeed, build self-esteem, and exhibit their value to the community, often by achieving a skill or creating something tangible.

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
88	Director: Deborah Lowe Vandell Funding: National Institute of Child Health and Human Development http://www.wcer.wisc.edu/childcare/des4.htm 1	Study of After-School Care and Children's Development	5	1	<p>Examining data from when the children were in first grade, Vandell's team found that children's experiences in their after-school programs were associated with teacher ratings of adjustment at school after controlling for family SES and firm-responsive parenting practices. A structured program curriculum was associated with children having fewer emotional/behavioral problems at school, better academic grades, and better work habits. Negative program emotional climate was associated with more child emotional and behavioral problems at school. Greater frequency of negative interactions with peers at the program was associated with more emotional and behavioral problems and poorer social skills at school.</p> <p>Longitudinal analyses examined associations between children's experiences in programs from first through fourth grades and child developmental outcomes, after controlling for family income, firm-responsive parenting practices, child gender, and child adjustment at the end of first grade. Cumulative observed program quality was associated positively with children's academic grades in Grades 2 & 3, girls' work habits at school in Grades 3 & 4, and girls' social skills in Grades 3 & 4. Children's reports of a better psychosocial climate in the programs were associated with less loneliness in Grades 2-4 and fewer depressive symptoms in Grades 2 & 3.</p>
89	The International Children's Institute July 1999	Youth Recreation Programs A Literature Review, 1991-1999	5	2	<p>Changes in programming</p> <p>Consider teaching a continuum of skills to develop athletic competence in a smaller number of sports through in-school curriculum or community-based programs.</p> <p>Provide opportunities for organized sport that are less dependent on high skill levels and emphasize co-operation over competition.</p> <p>Funding</p> <p>Find creative ways to come up with adequate, long-term stable funding to provide reliable, sustainable and effective programs.</p> <p>Develop community partnerships to help fund, plan and operate recreation programs.</p> <p>Increasing participation</p> <p>Base programs on community needs and desires, and children's interests.</p> <p>Consider means of attracting older teenagers to programming, perhaps, using them as paid program leaders, providing summer employment or helping them develop marketable job skills.</p> <p>Actively recruit disadvantaged children and teenagers.</p> <p>Offer easily accessible programs in neighbourhood facilities where children already congregate, or provide transportation.</p> <p>Establish and maintain communication with community partners, participants and families.</p> <p>Attract, screen and train more volunteers, and coaches sensitive to client concerns.</p> <p>Utilize local, professional expertise.</p> <p>Clarify & evaluate</p>

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					<p>Clarify goals in relation to school-based physical education and community-based recreation, e.g., skill-development, competitive sports, team vs. solitary activities, health and/or physical fitness.</p> <p>Put in place a solid managerial structure with clear goals, procedures and evaluation.</p> <p>Track individual children: goals, participation, achievements and carry-over effects.</p> <p>Allocate sufficient funding for systematic program measurement.</p> <p>Use rigorous standardized evaluation methods to assess effectiveness and develop program improvements.</p>
90	<p>OREGON HEAD START COLLABORATION PROJECT Dell Ford, Director (Contact) Head Start Collaboration Project Oregon Department of Education (2001)</p>	<p>Essential Elements of Programs For Children Quality Standards (English)</p>	5	2	<p>The nine essential elements of programs for children are:</p> <ul style="list-style-type: none"> ▲ Positive Relationships ▲ Family Involvement ▲ Program for Child Development and Learning ▲ Professional Staff ▲ Environments for Learning, Health, and Safety ▲ Health Promotion ▲ Inclusion Practices ▲ Effective Administration and Business Practices ▲ Continuity for Children and Families
91	<p>The Evaluation Exchange Volume X, No. 1, Spring 2004 Issue Topic: Evaluating Out-of-School Time Program Quality http://www.gse.harvard.edu/hfrp/eval/issue25/expert3.html</p>	<p>Ask the Expert A Recipe for Quality Out-of-School Time Programs</p>	5	3	<p>Bob Granger, President, William T. Grant Foundation Program quality is driven by what line and supervisory staff do—the choices they make about materials, activities, and schedules; the role they create for youth; and their behavior with youth and with each other. Little formal pre-service preparation for line staff, and their rather high turnover, are inevitable. Therefore, my suggestion for improving quality is to rely on differential staffing. Hire line staff who have personal characteristics and social skills that will help them to be viewed as significant by the youth. Then help line staff “deliver” by hiring and retaining a small cadre of staff who can model quality programming and effectively coach line staff on-site.</p> <p>An-Me Chung, Program Officer, Charles Stewart Mott Foundation Assuming sufficient funding is available, ongoing and regular professional development of after school educators is a critical ingredient in developing effective and sustainable after school programs. Professional development should include strategies and content for integrating learning opportunities that support cognitive, emotional, social, and physical development. Intentional linkages to school-day curriculum and educators should be made, and practitioners should become adept at working with participants of different ages, ethnicities, and cultures, as well as with those that have special needs. Professional development should also involve continuous improvement and assessment of participant progress, hiring and retaining qualified staff, using community resources effectively, engaging families</p>

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
					<p>and participants in program planning, and exercising effective program management skills.</p> <p>Deborah Craig, President, YouthNet of Greater Kansas City Staffing is the key ingredient. Program quality boils down to effective interactions between staff and youth and the environment the staff creates. If those interactions are lacking (e.g., adults are not interacting with youth) or are of poor quality (e.g., the adults belittle or yell at youth), no program, research-based or not, can be effective. In fact, the program could be detrimental. To better understand poor staff-youth interactions, use a self-reflection process that begins by asking, Is pay sufficient to secure staff that can develop good skills? Is staff oriented regarding performance expectations, then regularly trained? Do supervision and employee evaluations ensure that what staff has learned is implemented into practice?</p>
92	<p>ERIC Identifier: ED390019 Publication Date: 1995-00-00 Author: Paavola, James C. - And Others Source: ERIC Clearinghouse on Counseling and Student Services Greensboro NC., American Psychological Association Washington DC. http://www.ericdigests.org/1996-3/health.htm</p>	Health Services in the Schools: Building Interdisciplinary Partnerships. ERIC Digest.	5	1	<p>Key sources of difficulty in the current service delivery system are the lack of clarity, coordination, and comprehensiveness, resulting in inflexible patterns of funding, training, and service provision. Since the cognitive, social, emotional, educational, and physical needs of children are complex, an integrated services model provides for a more coherent, needs-based response to these complex problems (Chaudry, Maurer, Oshinsky & Mackie, 1993; Dunst, Trivette, Gordon, & Pletcher, 1989).</p> <p>The Robert Wood Johnson Foundation is extensively involved in health promotion and in improving systems of care for children with emotional and behavioral problems. Other prominent foundations sponsor large-scale family support and integrated services demonstration projects in a number of states (e.g., Annie B. Casey Foundation, Pew Charitable Trust). Scattered across the country are numerous other projects and activities in this same vein (e.g., within Head Start and related early education programs). Emerging from these projects is evidence that integrated services can be effective, responsive, and cost-efficient (Illback, 1992, 1993). Furthermore, there is a recognition of the need to extend these findings to the health-service system as a whole.</p>
93	<p>U.S. Department of Education. Washington, D.C.: 2003. 174 pages. http://www.ed.gov/pubs/21cent/firstyear/firstyear.pdf</p>	When School Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program	5	1	<p>This study, conducted in 2001, was designed to give practitioners, funders, and policymakers a better understanding of the challenges involved in sustaining emerging after-school programs. Researchers conducted telephone interviews with more than 60 experts and program leaders and reviewed existing literature on sustainability. In-depth interviews were held with program leaders of 10 long-running programs, and researchers visited three of these programs.</p> <p>Four major lessons about program leadership and sustainability emerged from the study:</p> <p>The sustainability of after-school initiatives depends on leaders' managerial skills and political savvy. External partnerships based on wise partner selection help to sustain after-school programs but do not guarantee permanence.</p>

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					<p>Programs and funders need research-based guidance to determine appropriate funding priorities. After-school programs need diverse funding, especially from state and local sources, to achieve sustainability.</p> <p>Implications for research, policy, and funding that relate to the link between program quality and sustainability include the following:</p> <p>If policymakers were to commit funds for cycles of five years or more, this would help stabilize program priorities and staffing.</p> <p>Peer relationships, new experiences, and youth choices-not traditional classroom academics-are the program features that attract most participants and hold the interest of youth.</p> <p>Although many after-school programs have documented positive effects, evidence of academic impact is just beginning to emerge.</p> <p>Evaluation can strengthen program quality, but it poses administrative challenges.</p>
94	<p>Karen L. Mapp, Ed.D. Deputy Superintendent, Boston Public Schools President, Institute for Responsive Education</p> <p>http://www.wastatepta.org/community_partnerships.pdf</p>	The Why, What and How of Effective School, Family and Community Partnerships	5	1	<p>Overall Finding:Community Partnerships: There is less research on the effects of community involvement, but it also suggests benefits for schools, families and students, including improved achievement and behavior.</p> <p>-----</p> <p>Impact of Educational Community Partnerships:</p> <ul style="list-style-type: none"> Upgraded school facilities Improved school leadership and staffing Higher quality learning programs for students New resources and programs to improve teaching and curriculum Resources for after-school programs and family supports Increased social and political capital of participants
95	<p>Sheldon, S. B. & Epstein, J. L. (2001). . Johns Hopkins University: Baltimore, MD. Center for Research on the Education of Students Placed At Risk (CRESPAR).</p>	Improving Student Behavior and Discipline with Family and Community Involvement	5	1	<p>Forty seven schools participated in two rounds of data collection. The schools were located in urban, suburban, and rural communities. Most were elementary schools (73%), and about two-thirds of the schools received some funding. Information was collected on the quality of their partnership programs, their use of family and community involvement practices, and rates of student disciplinary actions.</p> <p>The Importance of Program Improvement</p> <p>Analyses showed that, regardless of prior levels of disciplinary actions, schools that improved the quality of their partnership programs from one year to the next reported lower levels of students involved in school disciplinary actions. Specifically, schools that improved their partnership programs reported that lower percentages of students were sent to the principal, received detention, and received in-school suspensions. These findings suggest that schools' overall efforts to improve relationships with families and the community may help improve students' behavior in school.</p>
96	<p>Gina Browne, Ph.D., Reg.N. Carolyn Byrne,</p>	When the Bough Breaks: Provider-Initiated Comprehensive Care	1	1	<p>Focussed and proacyive age-appropriate quality child care and recreation for children on social assistance:</p> <ol style="list-style-type: none"> 2. "results in a 10% greater exit of parents from social assistance within one year 4. maintains the academic, social and physical competence of children with baseline behaviour disorder at

	Author	Title	Research Question	Quality (1=Strong, 2=Moderate, 3=Weak)	Key Findings
	M.H.Sc., Reg.N Jacqueline Roberts, M.Sc., Reg.N Amiram Gafni, Ph.D. (Economics) Ellen Jamieson, M.Ed.	Is More Effective and less Expensive for Sole-Support Parents on Social Assistance - Four-year Follow-up -			two and four years 6. pays for itself within one year because of reduced use of professional and probationary services, and 8. after four years, not only continues to pay for itself but results in one-third the annual per child expenditures when compared to expenditures for use of services by children of parents allocated to receive employment retraining alone.”
97	http://www.cahperd.ca/eng/advocacy/facts/facts_stats.cfm	Facts and Stats Why physical education in the schools?	1	2	Academic Performance and Physical Education "Increased school time to health-related physical education does not have detrimental effects on students academic achievement." (Sallis et al., 1999) "Available data suggest that the rate of academic learning per unit of class time is enhanced in physically active students and lack of curricular time is not a valid reason for avoiding daily physical education." "Athletic participation . . . reduces the risk of dropping out of school . . . is associated with fewer incidences of smoking, drug use, unwanted pregnancy, delinquent behaviour, and dropping out of school." (Kerr, 1996) "Physical education classes do not harm academic performance." www.thecommunityguide.org, 2003. Students who had physical education five times per week outperformed the control group in academic coursework. (Sherman - Trudeau) "The importance of quality health and physical education to support the development of the whole child cannot be over emphasized." (Ready Set Go CD-R 1) "Sport and physical activity are ideally suited to facilitate personal, social and moral development in young people (Holroyd & Armour, 2003) "[Sport and physical activity] teaching of constructive principles – personal well-being and social well-being." (Hellison, 1995, in Holroyd & Armour, 2003). "Physical education is probably the most significant physical activity context for developing moral character." (Shields & Bredemeier, 1995 in Holroy & Armour, 2003) "Physical education is a highly appropriate context for the promotion of socio-moral development." (Miller, Bredemeier & Shields in Holroy & Armour, 2003) Economic Costs of Inactivity In 2001, the economic burden of illnesses or injuries associated with physical inactivity was \$5.3 billion (\$1.6 billion in direct costs, \$3.7 billion in indirect costs). This represented 2.6% of all health care costs in

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					<p>Canada that year. (Katzmarzyk & Janssen, 2004)</p> <p>In 2000, 57% of Canadian children and youth aged five to seventeen years were not sufficiently active to meet international guidelines for optimal growth and development (Craig, Cameron, Storm, Russell, & Beaulieu, 2001). For adolescents, this number increased from 64% in 2000 (Craig et al., 2001) to 82% in 2002 (Craig & Cameron, 2004).</p> <p>“[It is estimated that there would be] a savings of \$150 million annually if the prevalence of physical inactivity were reduced by 10% - the national target for 2003.” (CLFRI – Economic Costs of Physical Inactivity www.clfri.ca/pdf/e/ref0103.pdf)</p> <p>“If all Canadians were sufficiently physically active, the savings to the health care system for heart disease alone would be \$776 million a year.” (CLFRI – Being Active Saves Heart Disease Costs)</p> <p>“The likelihood of obesity among individuals who were physically active in leisure time (greater than or equal to 5 bouts of physical activity per week) was approximately 50% lower than among those who were physically active.” (King xxxx, pp)</p>
98	<p>Pamela Morris MDRC Ariel Kalil University of Chicago July 2004</p> <p>SOCIAL RESEARCH AND DEMONSTRATION CORPORATION The Self-Sufficiency Project</p>	<p>SRDC Working Paper Series 04-06 Out-of-School Time-Use During Middle Childhood in a Low-Income Sample: Do Combinations of Activities Affect Achievement and Behaviour?</p>	1	1	<p>We found that participation in a combination of all of the structured activities considered (sports, lessons, and clubs) is consistently significantly associated with benefits for children — children in this group scored higher than those who did not participate in any structured activities at all on school achievement and pro-social behaviour. Notably, these effects were sustained with controls for parent and child demographic characteristics and family composition, and also with the inclusion of parents’ socio-economic characteristics. These effects were also apparent in analyses that controlled for unobserved characteristics. Similar benefits, but less consistent across outcomes and analyses (ordinary least squares (OLS) versus fixed effects), were found for the clusters representing participation in sports only (for achievement and pro-social behaviour) and for participation in sports and clubs (for math test score). The cluster analytic approach we adopted provided an alternative to the more commonly used variable-oriented approach. In particular, it yielded more insights into the naturally occurring patterns of children’s time-use in the real world, and the benefits of those patterns for children’s behavioural and academic outcomes. Our analysis suggested that a sizeable number of children participate in a combination of structured activities, and that the group who participated in all three of these activities demonstrated the greatest benefits in our assessments of well-being.</p> <p>The common factor among the different groupings of activities associated with positive adjustment is sports participation. Team sports may help children to develop skills that are important to successful development during this stage of life, including athletic competencies, emotional and behavioural self-regulation, and the development of ties to</p>

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					peers and other adult mentors. The experiences of success and enjoyment while learning these skills might be expressed in superior academic and behavioural adjustment. Given that successful development in these arenas can help place children on positive trajectories as they move into adolescence, these findings should help to bolster efforts to provide meaningful and enriching opportunities for children during the out-of-school hours.
99	CPRA 1997	The Benefits Catalogue	1	2	<ol style="list-style-type: none"> 1. Recreation and active living are essential to personal health - a key determinant of health status. 2. Recreation is a key to balanced human development - helping Canadians reaching fir their potential. 3. Recreation and parks are essential to quality of life. 4. Recreation reduces self-destructive and anti-social behaviour. 5. Recreation and parks build strong families and healthy communities. 6. Recreation reduces health care, social service and police/justice costs. 7. Recreation and parks are significant community economic generators.
100	<p>Hillel Goelman Department of Educational Psychology and Special Education University of British Columbia Gillian Doherty Child Care Consultant, Ontario, and Adjunct Professor, Department of Family Relations and Applied Nutrition University of Guelph Donna S. Lero Department of Family Relations and Applied Nutrition University of Guelph Annette LaGrange Faculty of Education University of Calgary Jocelyne Tougas Child Care Consultant, Québec</p>	<p>Caring and Learning Environments: Quality in Child Care Centres Across Canada</p>	5	1	<p>Statistical analyses revealed that higher levels of staff sensitivity were associated with:</p> <ol style="list-style-type: none"> 1. higher staff wages; 2. teaching staff with higher levels of ECCE-specific education; 3. better benefits; 4. higher staff levels of satisfaction with their relationships with colleagues and the centre as a work environment; 5. the centre being used as a student-teacher practicum site; 6. the centre receiving subsidized rent and/or utilities (a factor that allows it to pay higher wages); 7. the centre having favourable staff: child ratios; and 8. the centre being non-profit.

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	Centre for Families, Work and Well-Being, University of Guelph, Ontario, 2000				