

June 2016

Yukon After-School Time Period Programming: Status Report



Prepared by: Jenyfer Neumann, MA, MCIP/RPP

Prepared for: Recreation and Parks Association of the Yukon (RPAY)

www.rpay.ca

Table of Contents

List of Figures	2
List of Tables	3
Executive Summary.....	4
Focus on the After-School Time Period	6
Methods.....	7
Community Response	7
Current After-School Time Period Programming in Place	9
Opportunities for Improving Yukon After-School Time Period Programming.....	24
Do existing after-school programs in your community meet the needs of children/youth?	24
If no, what groups of children/youth in your community need to be better served?	26
How much do each of the following factors influence the success of your after-school program?	27
To what extent are the following factors a barrier to delivering a successful after-school program?	29
What would help improve your program(s)?	32
What types of training would your program leaders benefit from?	33
Are you familiar with the Yukon Community Recreation Leaders Guide published in 2015 and available at www.rpay.ca/guide ?.....	34
If yes, how have you used the Yukon Community Recreation Leaders Guide?.....	35
Conclusion.....	36
Appendix 1. Survey Questions from 2016	37
Appendix 2. Sample of Responses to Question: “What would improve your program(s)?”	46

List of Figures

Figure 1. Percent of responses from urban versus rural communities.....	8
Figure 2. Organization or group which offers ASTP program, urban and rural data combined.	10
Figure 3. 2016 urban vs. rural organizations offering programs	10
Figure 4. Is the program delivered in partnership with other groups in your community?	11
Figure 5. Main source of funding (urban and rural combined).	12
Figure 6. Main source of funding, urban versus rural for 2016.	12
Figure 7. Annual budget for urban after-school programs.	13
Figure 8. Annual budget for rural after-school programs.	13
Figure 9. Expenses from highest, at top, to lowest, at bottom.	14
Figure 10. Location urban and rural programming usually occurs.	14
Figure 11. 2016 urban vs. rural programming locations.....	15
Figure 12. Month(s) program is offered in.	16
Figure 13. 2016 urban vs rural month(s) programs are offered in.	16
Figure 14. Days when ASTP programs are offered.	17
Figure 15. 2016 urban vs. rural days programs are offered.	17
Figure 16. Combined urban and rural program start times.....	18
Figure 17. Combined urban and rural program finish times.	18
Figure 18. 2016 urban vs. rural program start times.....	19
Figure 19. 2016 urban vs. rural program finish times.....	19
Figure 20. Elements/activities that ASTP programs include (urban and rural combined).	20
Figure 21. 2016 rural vs. urban elements/activities that programs provide.	21
Figure 22. Is there a fee to participate?.....	21
Figure 23. 2016 urban vs. rural fees to participate.....	22
Figure 24. How children get to/from ASTP programs.....	22
Figure 25. A comparison of rural vs. urban travel modes for to/from ASTP programs in 2016.	23
Figure 26. Do existing after-school programs in your community meet the needs of children/youth?	24
Figure 27. 2016 urban versus rural answers to: Do existing after-school programs in your community meet.	25
Figure 28. Combined urban/rural answers to the question: Which groups of children/youth	26
Figure 29. 2016 urban versus rural answers to the question: Which groups of children/youth in your	27
Figure 30. Combined urban and rural percent of respondents that chose "very important" for the attribute.	28
Figure 31. Percent of urban and rural 2016 respondents that chose "very important" for the attribute.	29
Figure 32. Percentage of combined urban and rural respondents who ranked a barrier as.....	30
Figure 33. Urban versus rural respondents from 2016 who ranked a factor as either "always" or	31
Figure 34. Combined urban and rural categorized responses to the question "What would help	32
Figure 35. Word Cloud: What would improve your program(s)? Combined urban and rural responses	33
Figure 36. Combined urban and rural responses for beneficial training for program leaders.....	33
Figure 37. Rural versus urban training that would benefit program leaders from 2016.....	34
Figure 38. Percentage of combined urban and rural respondents who were familiar with Leaders Guide.	35
Figure 39. How respondents have used the Yukon Community Recreation Leaders Guide.	35

List of Tables

Table 1. Number of survey responses from each community.....8

Table 2. A typical ASTP program.9

Executive Summary

The After-School Time Period (ASTP) – defined as the hours between three and six pm – is a critical determinant for childhood physical activity. Strengthening opportunities for children and youth to be active after school is a focus of Yukon Government's Active Living Strategy. This provides the foundation for support for the Recreation and Parks Association of the Yukon's work in this endeavour from Yukon Government Sport and Recreation Branch.

The Recreation and Parks Association of the Yukon (RPAY) performed surveys of ASTP programming in Yukon Territory in 2011, 2013 and 2016. The purpose of the survey was two-fold. Firstly, it set out to determine the current state of ASTP programming in the territory. Secondly, the survey was developed to assess if programming was meeting needs of children and youth and, if not, to identify barriers and opportunities for improving ASTP programming.

The ASTP survey, which was online and administered through email and phone contact, was promoted to all rural Yukon communities as well as Whitehorse. The majority of rural communities participated in the survey, and the majority of responses were from rural voices.

ASTP programs are currently offered in 82% of Yukon's rural communities as well as in Whitehorse. A typical ASTP program is offered by either a recreation department (or local authority for recreation in unincorporated communities) in rural Yukon or a non-profit organization in Whitehorse, and is delivered in partnership with other organizations. The primary sources of funding for rural community programs is RPAY through Yukon Active Living Strategy implementation, and for Whitehorse-based programs are Yukon Government grants. Annual budgets are generally less than \$15,000, with rural communities having a larger proportion of lower budgets than Whitehorse programs. This highlights the importance of micro-grants, such as RPAY's Action Grant program, to the delivery of ASTP programming – particularly in rural communities. Highest expenses are staffing, followed by equipment/materials, and snacks.

Programs operate mostly in recreation centres (rural Yukon) and schools (Whitehorse), and are usually offered free of charge. They generally run throughout the school year in Whitehorse, and from October to April in rural Yukon. On average, they are most often offered Monday through Thursdays from 3:00 – 5:30 in Whitehorse, and on Tuesdays and Thursdays from 3:30 – 5:00 in rural Yukon. One hundred percent of rural and Whitehorse 2016 programs have physical activity and recreation as part of their ASTP programming. Whitehorse programs also usually have healthy eating and snacks. Rural programs generally also offer healthy eating/snacks, physical literacy, social activities, and cooking and/or crafts. Generally, children walk to the after-school programs, and are picked up by parents and driven home.

In 2016, more than half of respondents (61% of rural and 58% of urban) felt that current ASTP programs were *not* meeting the needs of children/youth in the community. This has changed over time from 2011, when 90% of respondents felt that programs did meet the needs of children and youth. Perhaps communities are now more aware of the importance of ASTP programming and are therefore more critical of the extent to which they are able to provide it.

Respondents identified teenagers (ages 14-17) in particular as currently needing to be better served. This identified need has shifted over time since 2011 when respondents felt school-aged kids (ages 5-13) needed to be better served. Possibly, the introduction of the Action Grant program in 2012 has led to the perception that school-aged children are, in 2016, better served than in 2011.

In looking at factors which influence the success of after-school programs, identified factors were almost all universally identified as being “very important.” However, having regular staff and/or volunteers was overall the most important attribute, followed by having activities that appeal to youth. In rural areas, including physical activity, and having stable funding were also top on the list of “very important” attributes. In urban areas, having regular use of a facility was identified as more important than in rural areas.

Overall, volunteers, adequate/stable funding and high programming costs posed the highest barriers to delivery of ASTP programs. Barriers seem to be more pronounced in rural Yukon. Rural communities identified three times as many factors as being “always” or “often” a barrier as compared to Whitehorse responses. In addition to the overall top barriers listed, barriers rural communities also face include: small numbers, parental supports, qualified/knowledgeable program leaders, broad range of ages, difficulties engaging with the target group, and community support.

When asked the open-ended question of what would help improve programs, more/stable funding, more training, support from parents/family/the community, more volunteers, and more staff were mentioned the most. Of these, more/stable funding was the highest response, and was mentioned almost twice as many times as the second highest response (more training).

Urban and rural respondents identified different training needs. Rural respondents most requested training in sport-specific coaching, planning/running programs, program ideas, child development, behaviour management, and risk management. Urban respondents, however, emphasized the need for behaviour management, planning/running programs, and interpersonal skills.

Fifty-one percent of respondents were familiar with the newly launched *Yukon Community Recreation Leaders Guide*, with more than half having either read sections of the guide or accessed resources linked in the guide.

This status report presents a snapshot of current ASTP programming offered in Yukon, identifies that respondents feel programming is not currently meeting the needs of Yukon children and youth, and identifies success factors, barriers, and opportunities for improving programs, which included highlighting the importance of micro-grants, need for more/stable funding, staff/volunteer retention, and training needs – such as for sport-specific coaching for rural communities. Particular attention should also be paid towards supporting communities where current ASTP programming is limited or not in place. Support from multiple sectors (e.g., sport, recreation, health and education) is necessary to effectively address the range of challenges and needs expressed.

Focus on the After-School Time Period

The After-School Time Period (ASTP) is defined as the three hours between 3 and 6 pm, and is a critical determinant of childhood physical activity. According to Statistics Canada, children are getting only 14 minutes of moderate to vigorous intensity activity during this time period.¹

Ninety-five percent of Canadian children are not getting the daily recommended 60 minutes of moderate- to vigorous-intensity physical activity.² Daily quality physical activity improves overall health and wellness, improves productivity and learning, and improves self-confidence.³

Many children and youth who are left alone during the after-school time period tend to watch television, use the computer, or play video games instead of engaging in physical activity, sport, recreation or playing outdoors, both by child preference and through parental directive due to safety concerns. Researchers also report poor eating habits and increased crime and antisocial behaviour during this time. Kids are more susceptible to at-risk behaviour in the time after school. In winter, more than 25% of Yukon children do not participate in physical activities outside of school. This increases to nearly 40% amongst high screen-time children.⁴

This points to an opportunity for communities that want to support their children and youth: look at what is happening after school and provide meaningful, fun, interesting, and healthy options.

Through the Yukon Active Living Strategy, which was renewed in 2012, Yukon Government commits to supporting opportunities for all Yukoners to increase their physical activity, and includes a focus – which reflects national priorities – on increasing opportunities for children and youth to be active during the after-school time period.

The Recreation and Parks Association of the Yukon (RPAY) is a non-profit organization that empowers communities to support Yukoners to lead an active, healthy lifestyle through recreation and parks. RPAY supports ASTP programs through providing funding and leadership development.

In 2012, with funding from Yukon Government Sport and Recreation Branch (SARB) through the Yukon Active Living Strategy, RPAY launched the Action Grants – a micro grant program that initially provided up to \$2000 in funding to organizations seeking to increase physical activity for children and teens during the after-school time period. Micro grants can be an effective mechanism to promote physical activity at the population level.⁵ After four years of providing micro grants, which now provide up to \$3000 in funding, RPAY has provided hundreds of grants to non-profit organizations, First Nations, schools and rural Yukon recreation departments.

¹ Canadian Health Measure Survey 2007-09

² www.participaction.ca

³ www.activeatschool.ca

⁴ Yukon Healthy Living Segmentation Study: October - December 2009 (Rep.). (2009). Whitehorse, Yukon: Recreation and Parks Association of the Yukon (RPAY).

⁵ Tamminen, K. A., Faulkner, G., Witcher, C. S., & Spence, J. C. (2014). A qualitative examination of the impact of microgrants to promote physical activity among adolescents. *BMC Public Health*, 14(1), 1206.

Through its work in leadership development and with funding from SARB, RPAY provides training to ASTP leaders and program managers, facilitates regular gathering and networking opportunities for rural recreation practitioners, and has developed the *Yukon Community Recreation Leaders Guide* for rural, remote and northern communities. The Leaders Guide is an on-line resource to strengthen the capacity for recreation in Yukon's rural and remote communities by providing tools for the development of the skills, knowledge and resources required to lead, manage and work or volunteer for Yukon recreation boards, organizations, and departments. RPAY will continue to provide training to these recreation leaders through the Tri-Territorial Recreation Training project being developed in collaboration across the North and with support from the Arctic Inspiration Prize.

Methods

Rural and urban communities throughout Yukon Territory were surveyed by the Recreation and Parks Association of the Yukon (RPAY) about their After-School Time Period (ASTP) programming in 2011, 2013 and 2016. An on-line survey was created using Survey Monkey, and community recreation stakeholders (recreation directors, program managers etc.) in all communities (rural Yukon and Whitehorse) were contacted by both email and phone to solicit their responses. The survey had two parts. Part one asked specific details about ASTP programs that were currently in place in the respondents' community. The second part asked about the respondents' opinions about the current state of ASTP programs, barriers, and opportunities for improvement. The surveys were not identical for each year, but were in large part very similar. Appendix 1 shows the survey questions used in 2016.

Community Response

The majority of rural/remote Yukon communities provided responses to the survey. 100% of Yukon's 17 rural/remote communities participated in the survey in 2011. In 2013 and 2016, 71% and 88% of rural communities respectively participated (see Table 1 for participating communities). Responses were from communities both with and without existing ASTP programs. Communities who responded without describing specific ASTP programs are indicated with an asterix. Currently in 2016, ASTP programs exist in 82% of rural communities.

Table 1. Number of survey responses from each community.

	2011	2013	2016
Beaver Creek	2	0	1
Burwash Landing	2*	1	0
Destruction Bay	2*	0	0
Haines Junction	5	1	1
Carcross	3*	5	1*
Tagish	2	0	2
Mount Lorne	1	0	1
Marsh Lake	2*	0	1*
Teslin	3	1	3
Watson Lake	5	1	3
Ross River	3	1*	2*
Faro	3	3	1
Carmacks	2	3	2
Pelly Crossing	2	1	1
Mayo	1	1	2
Dawson City	4	3	2
Old Crow	1*	2	1
Whitehorse	5	19 ⁶	12
TOTAL	48	42	36

*Responses from these communities do not describe current ASTP programs in place.

After deleting duplicate and blank replies, number of responses for 2011, 2013, and 2016 were 48, 42, and 36 respectively (Table 1). In all three years, the majority of responses were from rural communities, with the highest proportion of rural responses coming in 2011 (Figure 1).

The majority of survey responses are from rural communities.

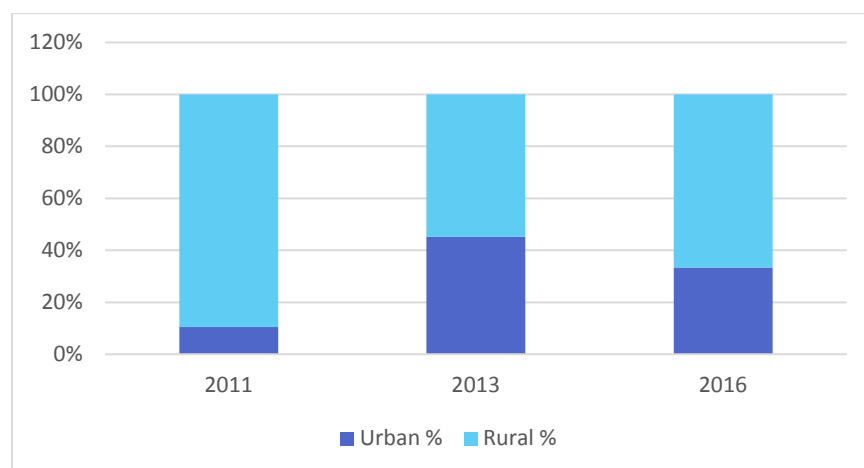


Figure 1. Percent of responses from urban versus rural communities.

⁶ One Whitehorse response represented Urban Aboriginal communities.

Current After-School Time Period Programming in Place

The first half of the ASTP survey asked respondents details about specific ASTP programs that were currently in place in their communities. A summary of a typical ASTP program is presented in Table 2.

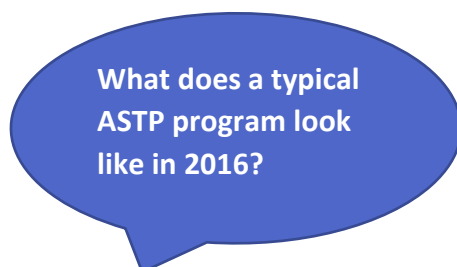


Table 2. A typical ASTP program.

	Rural Communities	Whitehorse
It is offered by...	A recreation department	A non-profit.
It is delivered in partnership with other organizations.	Yes	Yes
Its main source of funding is...	RPAY	Yukon Government Grant
Its annual budget is less than \$15,000...	In 84% of programs	In 50% of programs.
Its expenses from highest to lowest are staffing, equipment/materials, snacks, and facility/maintenance.	Yes	Yes
It occurs in...	A recreation centre	A school
It operates from...	October to April	September to June
Days it is offered are...	Tuesdays and Thursdays (twice weekly)	Monday to Thursday (four times weekly)
Times it operates are...	3:30 – 5:00	3:00 – 5:30
It offers....	Physical activity and recreation, healthy eating/snacks, physical literacy, social activities, and cooking and/or crafts	Physical activity and recreation, and healthy eating/snacks
It is free.	Yes	Yes
Children get to/from the program by walking and being driven by parents.	Yes	Yes

Looking at combined urban and rural data, in 2016 recreation departments followed by non-profit groups delivered most of the programs. This showed a shift from previous years which had schools followed by recreation departments delivering the most programs (Figure 2).

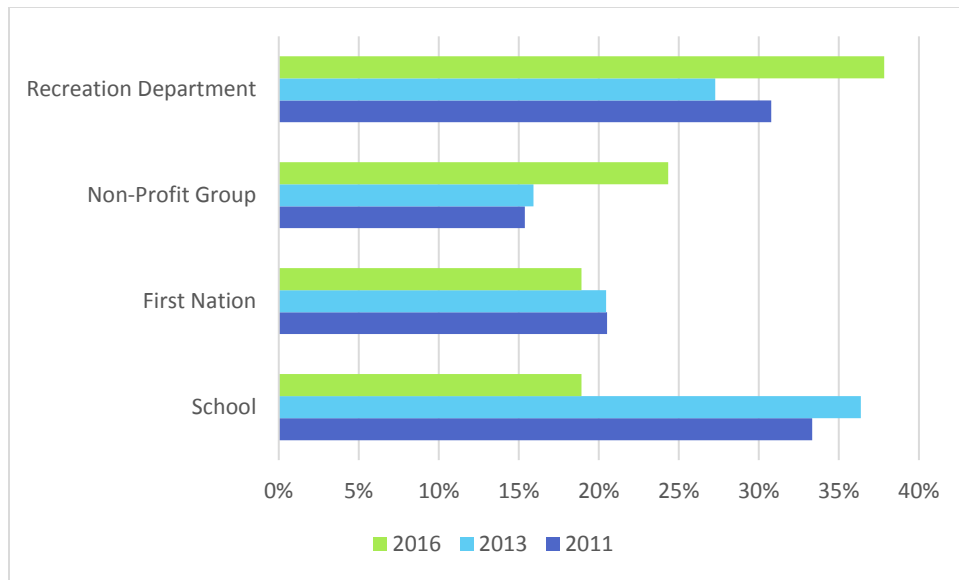


Figure 2. Organization or group which offers ASTP program, urban and rural data combined.

Comparing urban to rural responses, recreation departments are most likely to deliver rural programs, while non-profit organizations are most likely to deliver urban programs (Figure 3). This makes sense, as there are fewer non-profit organizations present in rural communities and recreation departments have infrastructure or agreements in place that provide access to facilities and/or staff. The general trend in organization type which delivers programming is the same for rural communities throughout all survey years.

ASTP Programs tend to be delivered by recreation departments in rural areas, and by non-profits in urban areas.

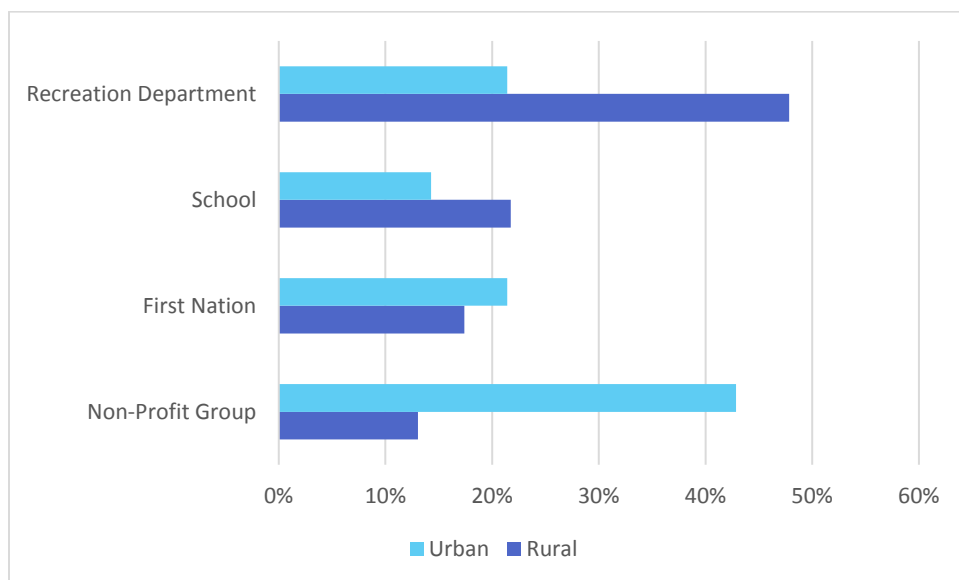


Figure 3. 2016 urban vs. rural organizations offering programs

Non-profit organizations that deliver ASTP programming include the following:

- Big Brothers Big Sisters of Yukon
- Boys and Girls Club of Yukon (Weekday Warriors)
- Learn to Skate (Haines Junction)
- Mt Lorne Ski Club
- Nlaye Ndasdaye Daycare Society
- Skookum Jim Friendship Centre
- Special Olympics Yukon
- U Kon Echelon Biking Club
- Whole Child Society
- Yukon Aboriginal Sport Circle

2016 and 2013 show similar results in partnership in program delivery, with both years showing slightly more programs delivered with partners than without for urban and rural combined (Figure 4). Looking at just rural data shows very similar results. Data for 2011 was not available.

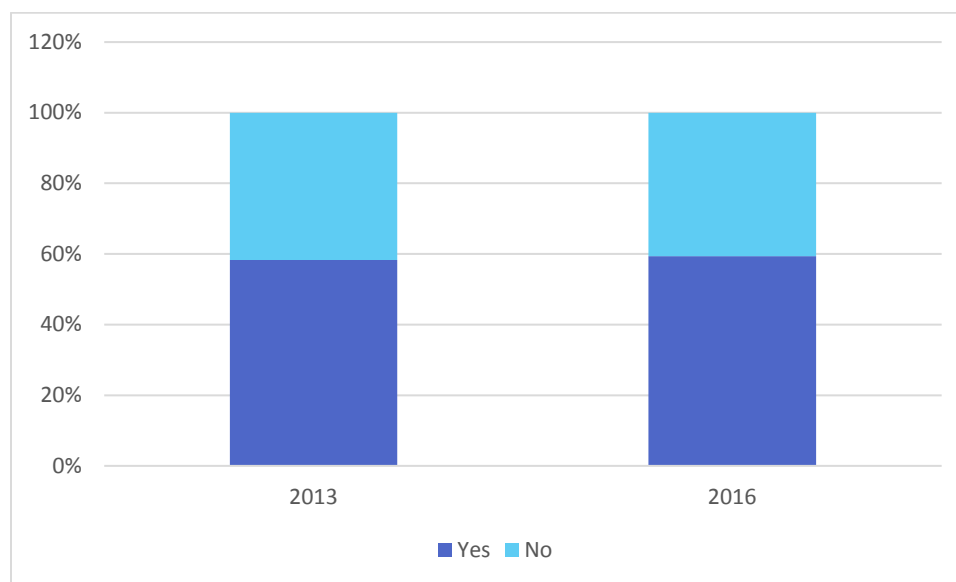


Figure 4. Is the program delivered in partnership with other groups in your community?

In 2016 for urban and rural combined, main sources of funding are RPAY through implementation of the Yukon Active Living Strategy, Yukon government grants (from, for example, the Youth Directorate), recreation departments, and First Nations (Figure 5). Data is not available for 2011. The 2013 survey did not include the answer options for Yukon government grants, RPAY, fundraising or registration fees. Prior to 2012, RPAY did not provide funding for ASTP programs as the ASTP time period was not formally prioritized until renewal of the Yukon Active Living Strategy in 2012. In order of prevalence, main funders for 2013 were recreation departments, First Nations, local schools and non-profit groups.

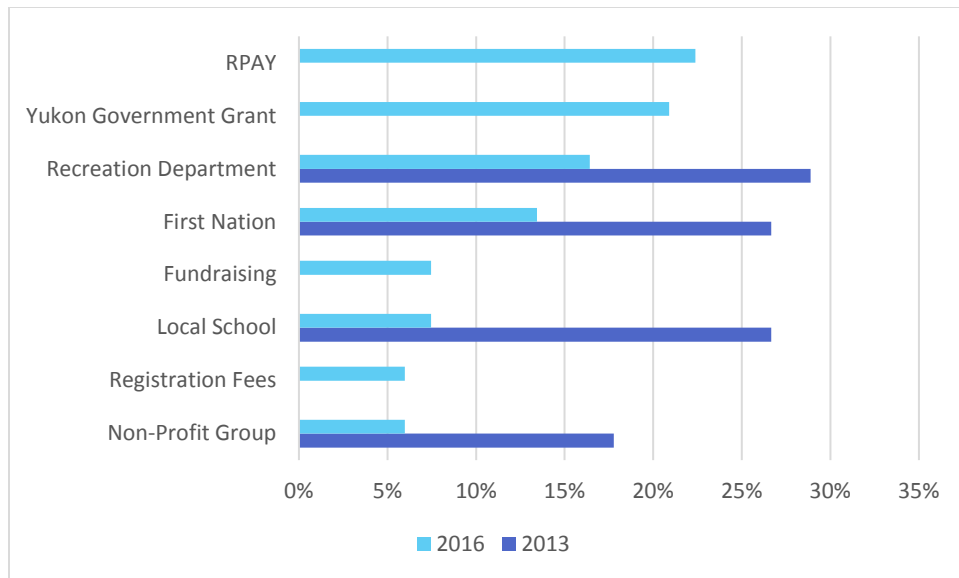


Figure 5. Main source of funding (urban and rural combined).

For rural communities in 2016, RPAY grants (through implementation of the Yukon Active Living Strategy) were the main source of funding, followed by recreation departments and Yukon Government grants (Figure 6). This is in contrast to urban areas, which have Yukon Government grants as the main source, followed by fundraising, non-profit group, and First Nations; these three are not main sources of funding for rural communities.

RPAY grants (through implementation of the Yukon Active Living Strategy) are a main source of funding for rural communities. Urban communities are more reliant on Yukon Government grants and other sources.

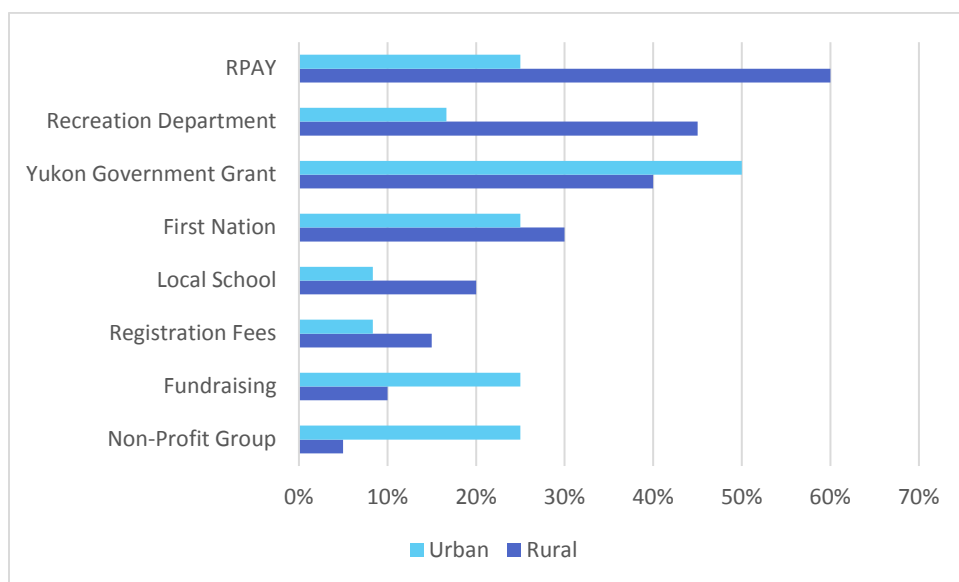


Figure 6. Main source of funding, urban versus rural for 2016.

Responses for the annual budget of after-school programs was only available for 2016. The largest response category for both urban and rural programs was a budget of less than \$5,000 (40% for urban and 47% for rural programs, Figures 7 and 8). Urban ASTP programs had a much higher proportion of programs with large budgets of greater than \$30,000, than did rural programs (30% versus 11%). The majority of rural budgets—84%—were less than \$15,000, while 50% of urban budgets were less than \$15,000. The dominance of relatively small annual budgets highlights the importance of micro-grants for supporting rural ASTP programs.

Micro-grants are especially important for rural programs that typically operate on smaller budgets.

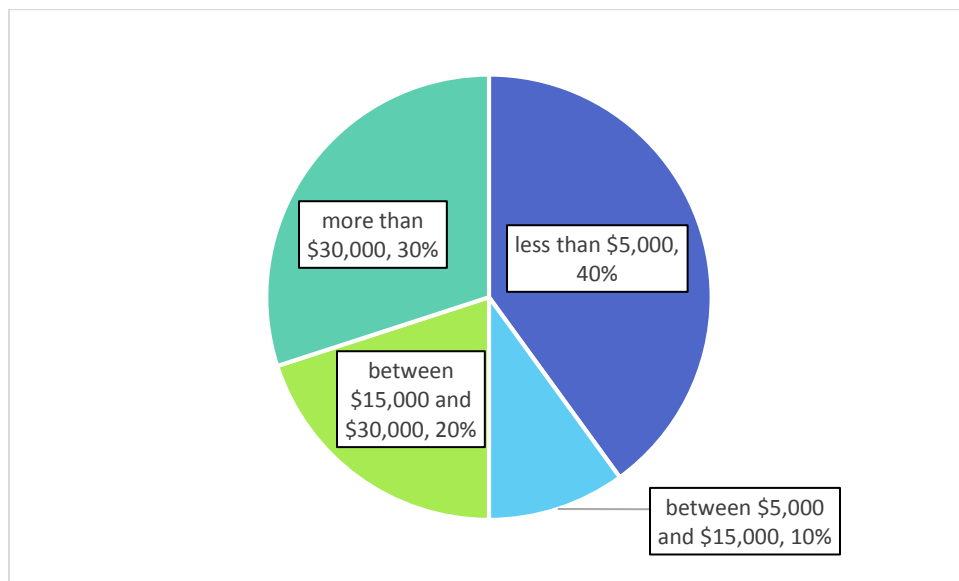


Figure 7. Annual budget for urban after-school programs.

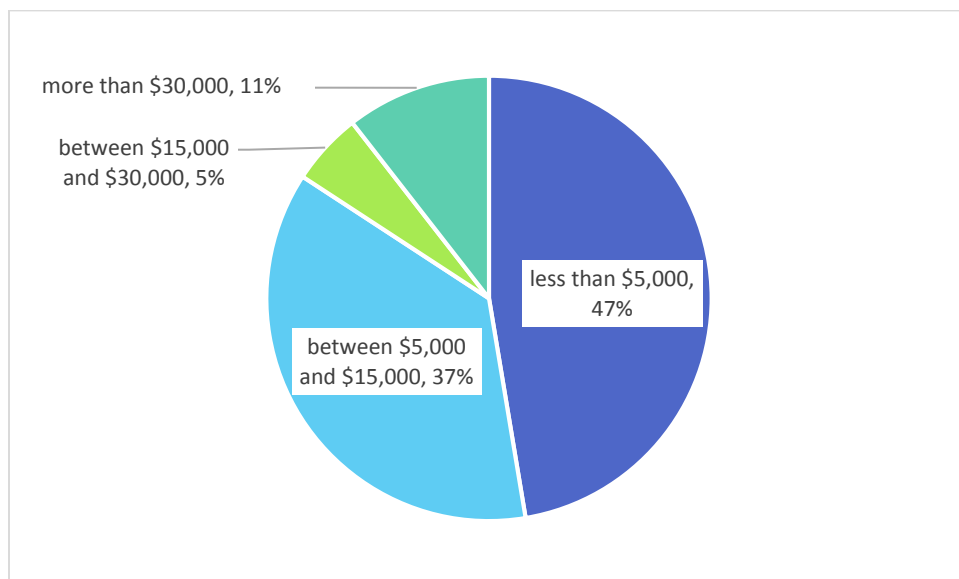


Figure 8. Annual budget for rural after-school programs.

Information on ASTP program highest expenses was only available for 2016 and showed staffing as the highest expense, followed by equipment/materials, snacks, and facility/maintenance (Figure 9). Both urban and rural programs showed the same general pattern for expenses.

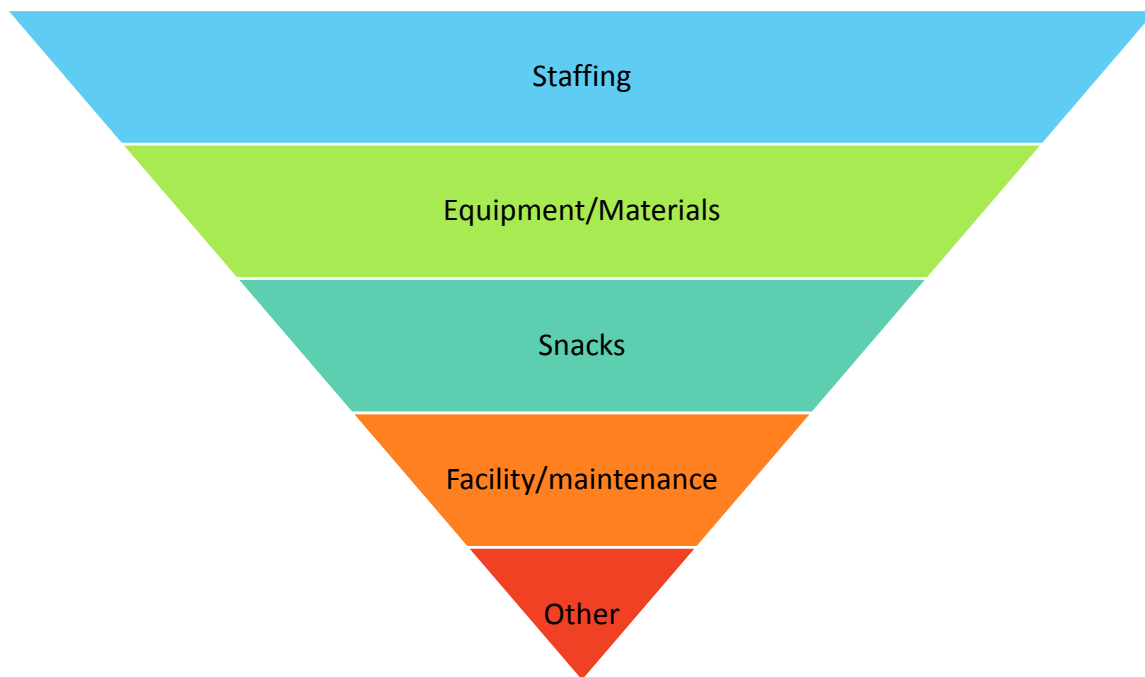


Figure 9. Expenses from highest, at top, to lowest, at bottom.

Looking at urban and rural data together, in 2016, recreation centres replaced schools as the most common location where programs are usually held, and was followed by schools and outdoors (Figure 10). For 2011 and 2013 survey data, the options of “outdoors” and “youth centre” were not given; however, data was adjusted to include those responses when either option had been indicated in the “other” response. Schools followed by recreation centres were the top program locations for both 2011 and 2013.

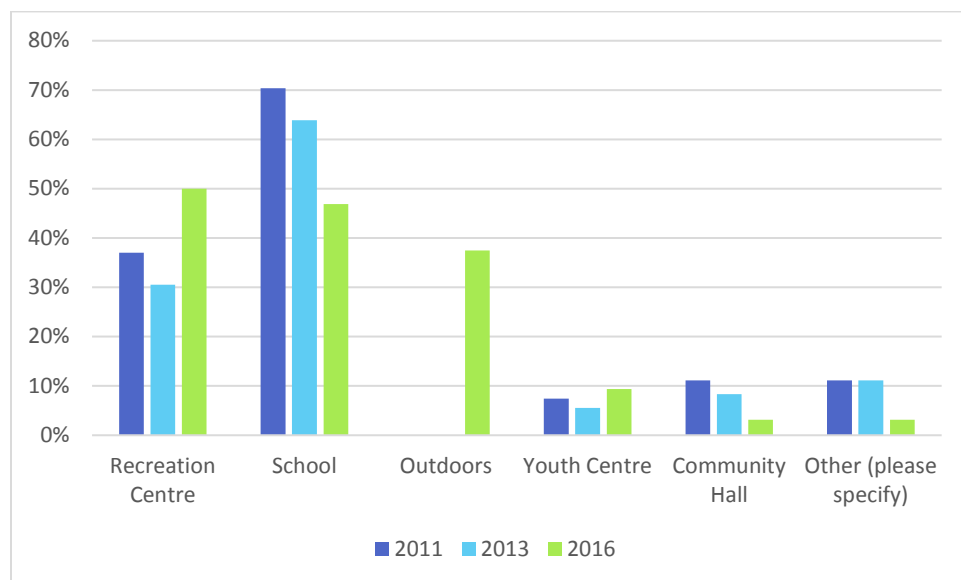


Figure 10. Location urban and rural programming usually occurs.

Comparing urban and rural for 2016 results, rural programs are most commonly held in recreation centres, followed by a tie of schools and outdoors (Figure 11). This is in contrast with urban programs, which are most commonly held in schools, followed by in outdoor settings, and then in recreation centres.

Rural programs occur mostly in recreation centres, while urban programs occur mostly in schools.

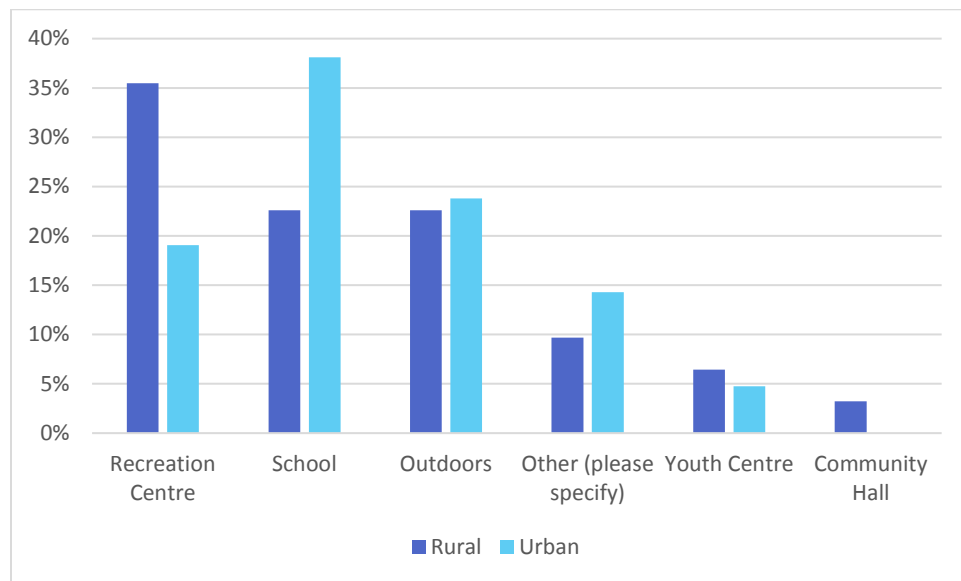


Figure 11. 2016 urban vs. rural programming locations.

All years' data showed similar trends for months in which ASTP programs occurred. ASTP programs were offered throughout the school year, with slightly fewer programs offered towards either ends of the school year (September/October and May/June, Figure 12). This corresponds to increased availability of programming during the coldest months of the year, and the season when increased physical activity is needed the most.

ASTP programs are offered throughout the school year, with slightly fewer options towards its beginning and end.

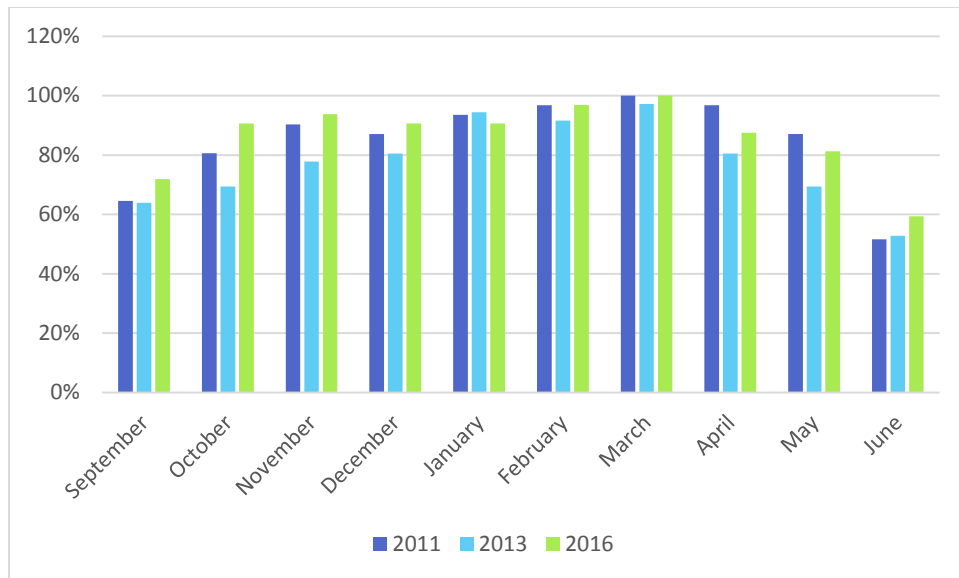


Figure 12. Month(s) program is offered in.

When comparing urban versus rural programs for 2016, the pattern is similar, except urban programs have more of a tendency to provide programming throughout the school year without tapering off at either end (Figure 13). This could be because after-school programming in urban areas may be being used as childcare more than in rural areas.

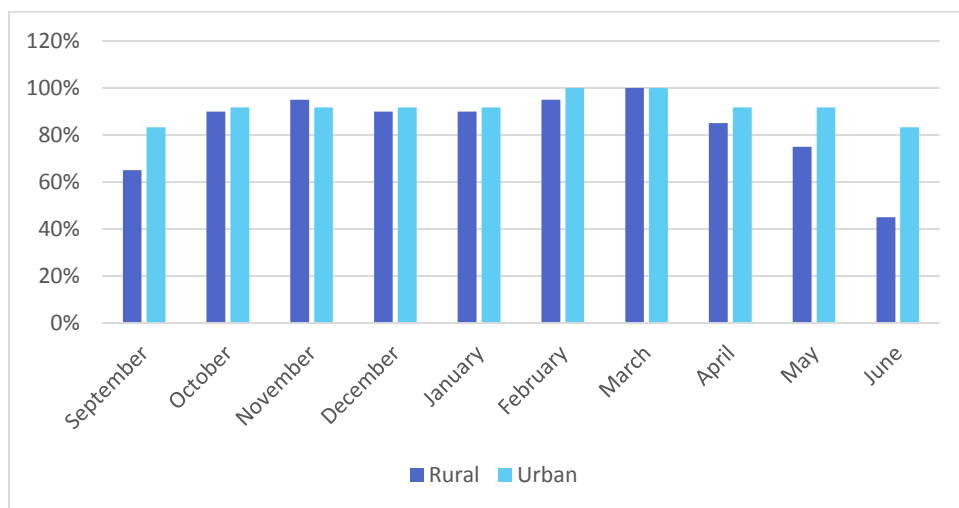


Figure 13. 2016 urban vs rural month(s) programs are offered in.

ASTP programs are offered throughout the week from Monday to Friday (Figure 14). 2011 showed most programs were offered on Wednesdays, followed by Tuesday/Thursday. 2013 also saw Wednesday as the day with the most ASTP programs, followed by Monday/Thursday. In 2016, Thursday and Tuesday showed the most programs, followed by Wednesday. Programs were least likely to be offered on a Friday.

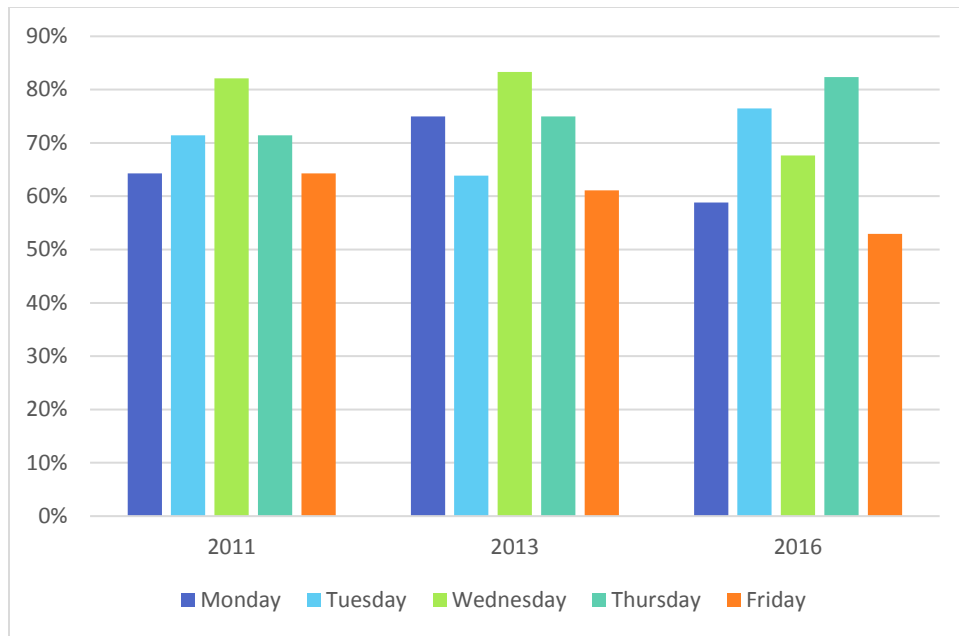


Figure 14. Days when ASTP programs are offered.

When comparing urban versus rural for 2016, both show fewer programs being offered on Fridays (Figure 15). Rural programs have a slight tendency to occur more on Tuesdays and Thursdays, while urban programs occur slightly more on Tuesdays and Wednesdays.

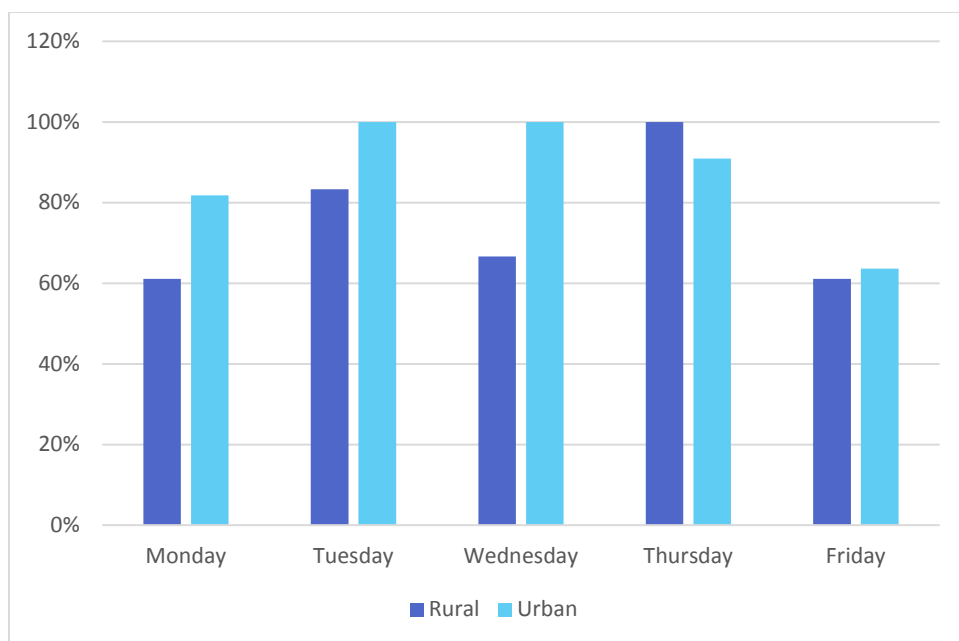


Figure 15. 2016 urban vs. rural days programs are offered.

Looking at urban and rural programs combined for the three years of data collection, most ASTP programs start at 3:00 or 3:30 and finish at 5:00 or 5:30 (Figures 16 and 17).

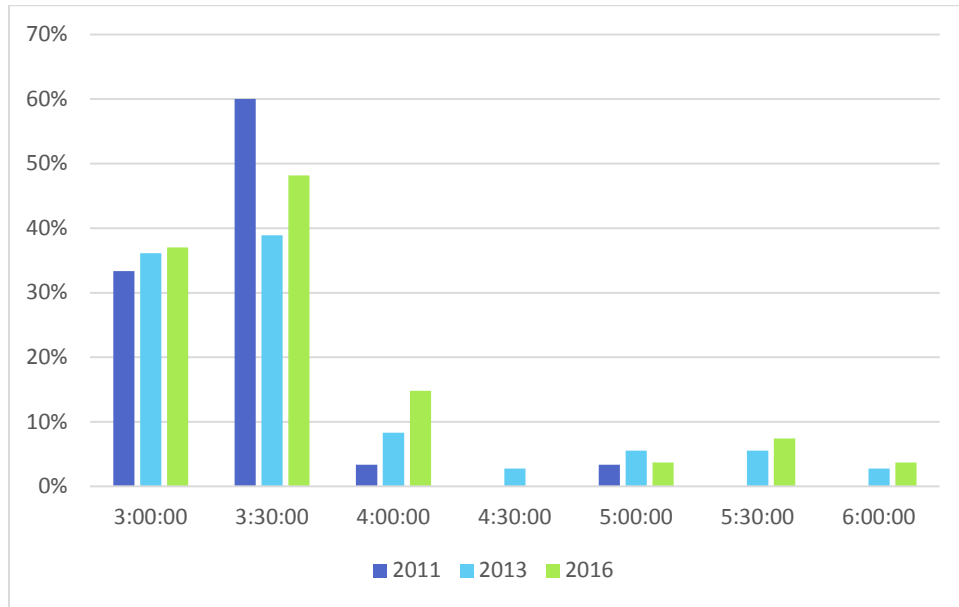


Figure 16. Combined urban and rural program start times.

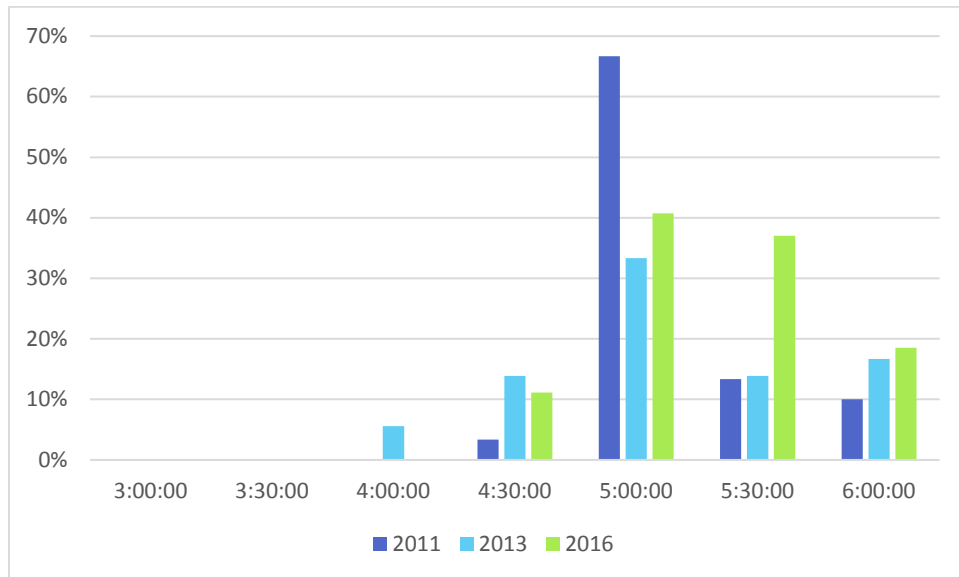


Figure 17. Combined urban and rural program finish times.

Comparing urban vs. rural start and finish times for 2016, urban programs tend to start earlier than rural programs (Figure 18.) and finish later (Figure 19). This might also be explained by the possible increase in use of after-school programs as childcare in urban areas.

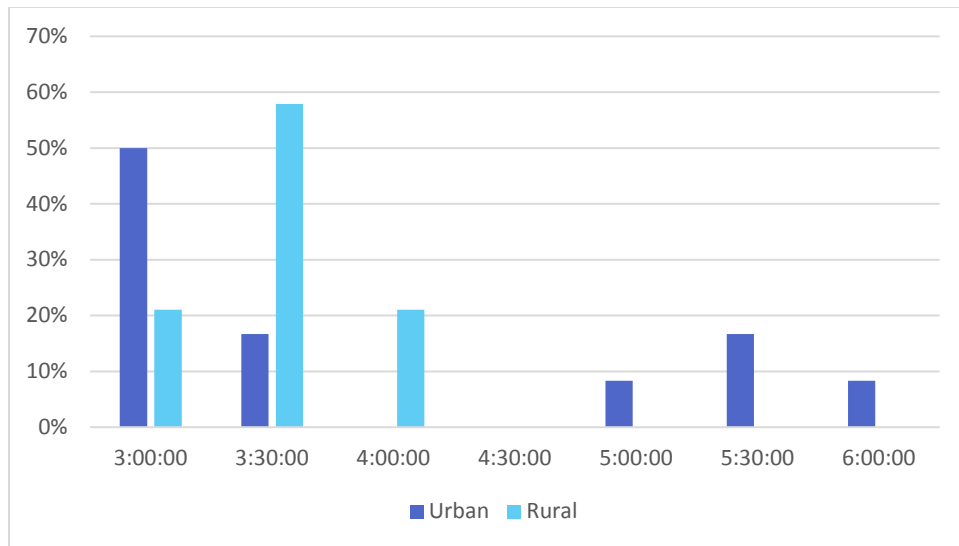


Figure 18. 2016 urban vs. rural program start times.

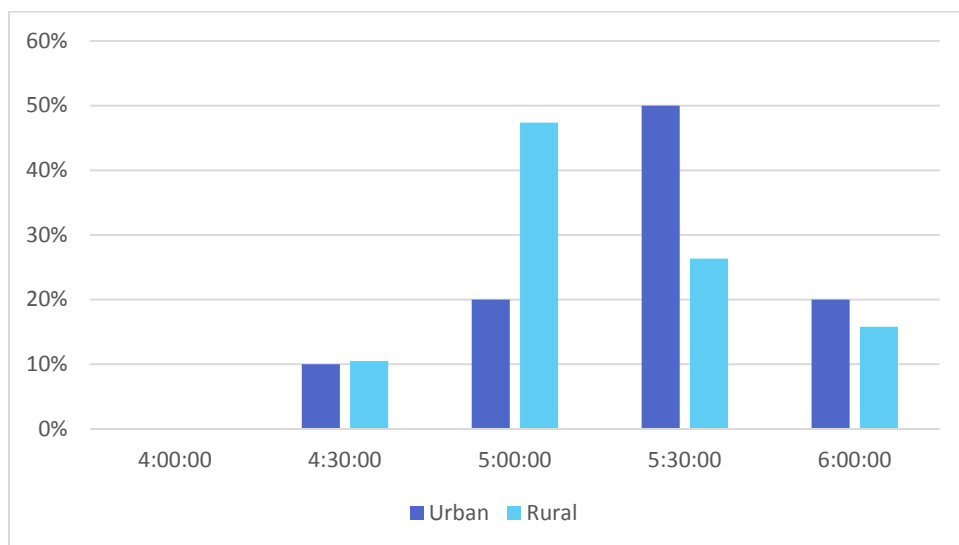


Figure 19. 2016 urban vs. rural program finish times.

All three surveys asked about activities and elements that the programs included. However, there were differences in available answer options between the three years of data collection. ‘Cultural activities/language’, ‘physical literacy’, and ‘social activities’ were not available options in 2013 and 2011. In 2011, ‘healthy eating/snacks’ was ‘healthy eating’, and ‘cooking and/or crafts’ was ‘learning about cooking and nutrition’.

All three years showed a similar general trend with almost all programs offering physical activity and recreation, and followed by in decreasing frequency: healthy eating/snacks, physical literacy, social activities, cooking and/or crafts, cultural activities/language, access to internet, TV or movies, access to computers, other, and homework help (Figure 20).

Overall, activities/elements offered most often by ASTP programs are physical activity and recreation, healthy eating/snacks, physical literacy, social activities, and cooking and/or crafts.

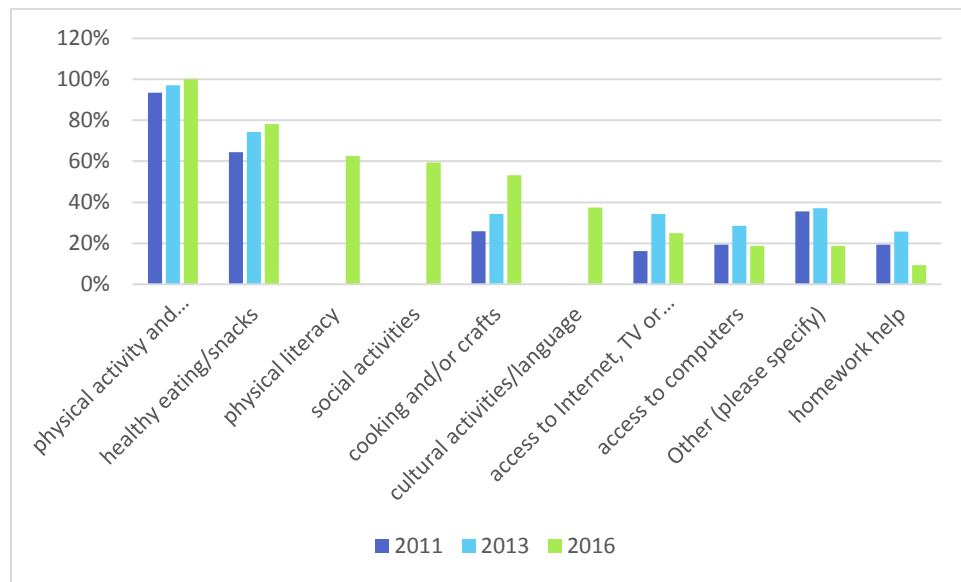


Figure 20. Elements/activities that ASTP programs include (urban and rural combined).

Looking at the urban and rural data for 2016, programs showed the same pattern in activities and elements that were offered. However, urban programs reported more access to internet, TV or movies (Figure 21) yet less physical literacy. The greater emphasis on physical literacy in rural Yukon programs could be attributed to Sport Yukon's Physical Literacy Project which has concentrated its efforts in rural Yukon for the past three years.

All urban and rural 2016 ASTP programs report having physical activity and recreation as a part of their programming.

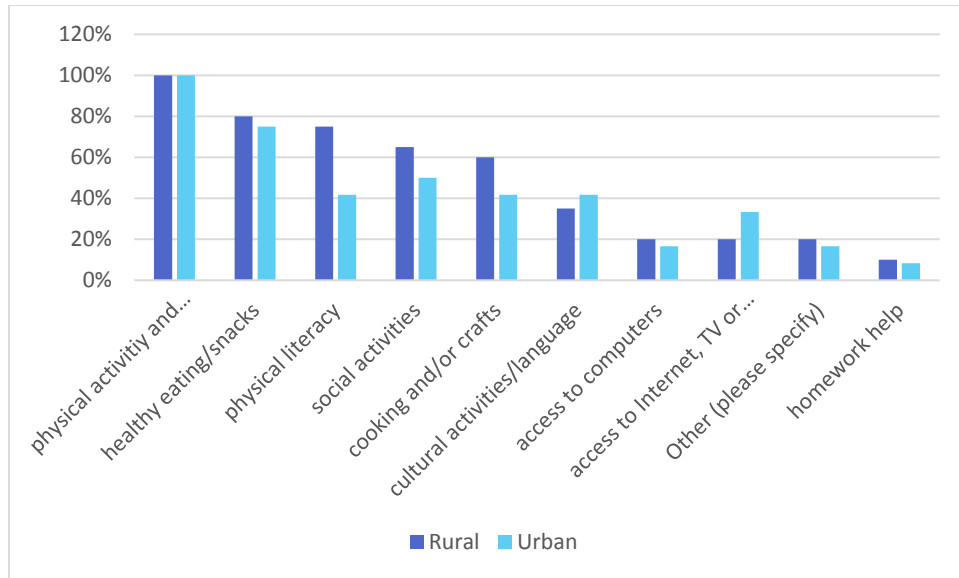


Figure 21. 2016 rural vs. urban elements/activities that programs provide.

A sample of other comments received when asked about what the program includes include the following:

“[I] wish I had funds to offer healthy snacks.”

“...access to internet, TV, and movies needs to be monitored and have time limits. They shouldn't be on there for hours at a time.”

“It is hard sometimes due to staff funding to have adequate programming.”

Overall, in 2013 and 2016, the majority of programs do not have a fee to participate (Figure 22). There was no data on fees in 2011.

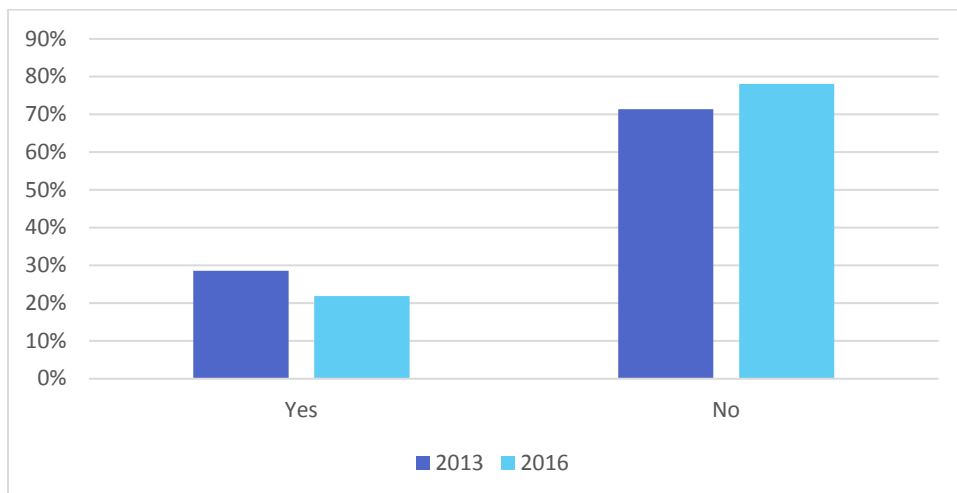


Figure 22. Is there a fee to participate?

When looking at the difference between urban and rural, however, for 2016, rural programs are more likely to be free, with 85% of rural programs not charging a fee, versus 67% of urban programs (Figure 23).

Rural ASTP programs are more likely to be free than urban ASTP programs.

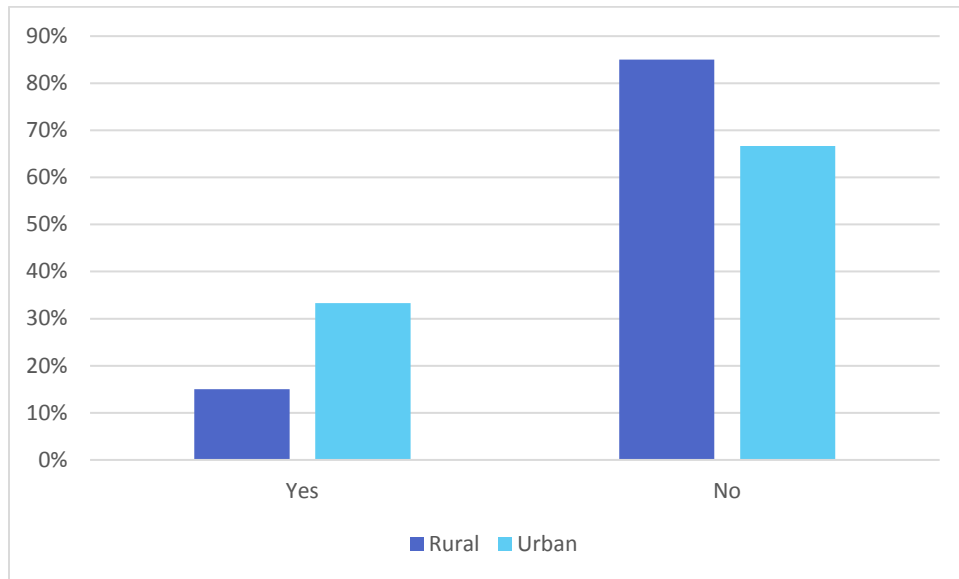


Figure 23. 2016 urban vs. rural fees to participate.

Overall, more than 70% children are either driven to ASTP programs by their parents or walk, or a combination of both (Figure 24).

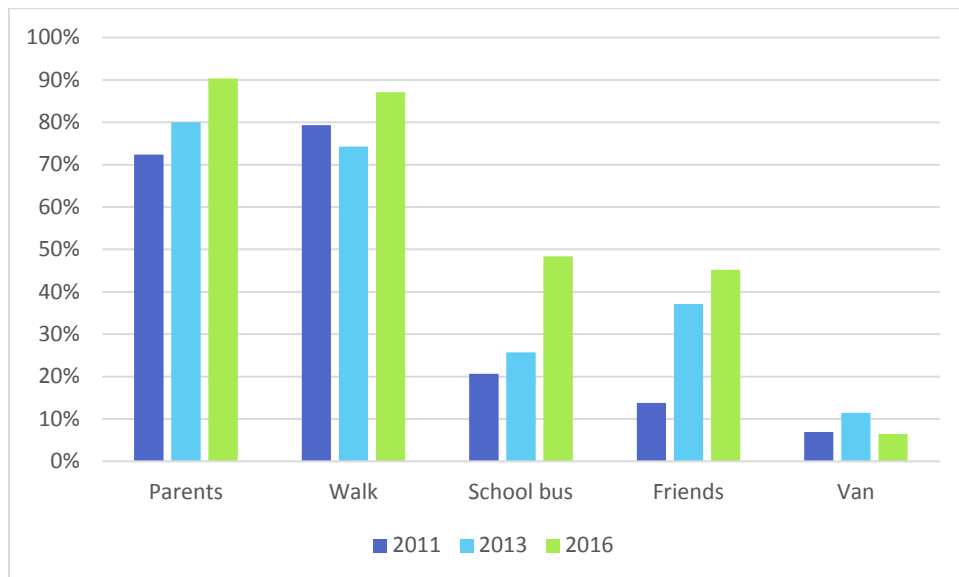


Figure 24. How children get to/from ASTP programs.

When comparing urban and rural programs for 2016, they show the same patterns of travel (Figure 25). Many children walk to ASTP programs that are located either in their schools or nearby at a community recreation centre, and are then picked up afterwards by their parents.

Children tend to walk to after-school time period programs, and get driven home by their parents.

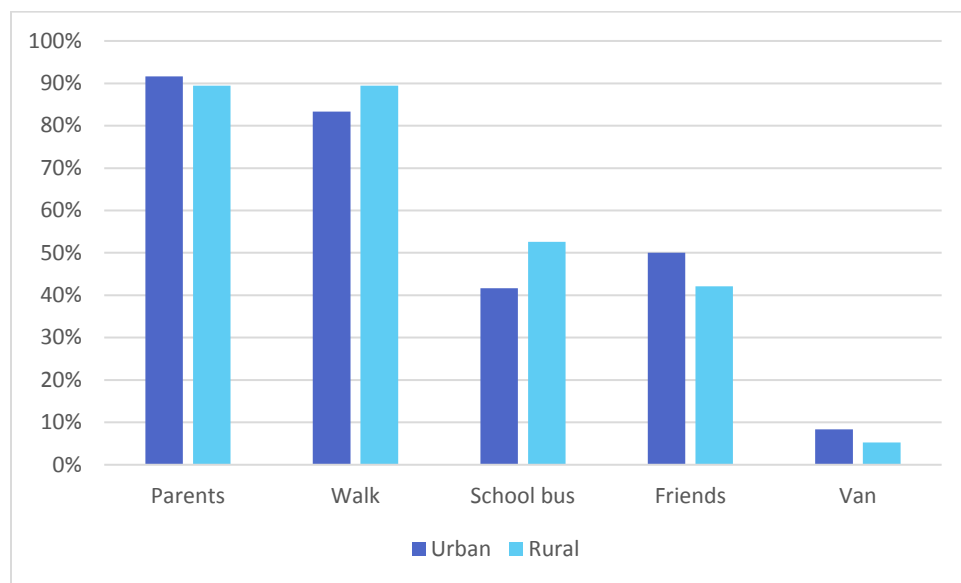


Figure 25. A comparison of rural vs. urban travel modes for to/from ASTP programs in 2016.

Opportunities for Improving Yukon After-School Time Period Programming

The second part of the survey asked respondents their opinions about the state of ASTP programming, what barriers existed, and opportunities for improvement, including beneficial training. Survey questions with response summaries are provided below.

Do existing after-school programs in your community meet the needs of children/youth?

Overall, respondents indicate that ASTP programs are less meeting the needs of children and youth now than in 2011, with 60% of respondents in 2016 answering that programs are not meeting needs, versus 10% with the same response in 2011 (Figure 26). Why are programs less meeting needs? Perhaps people are more aware of the importance of ASTP programming now and more readily recognize the gaps?

ASTP programs are less meeting the needs of children/youth now than in 2011.

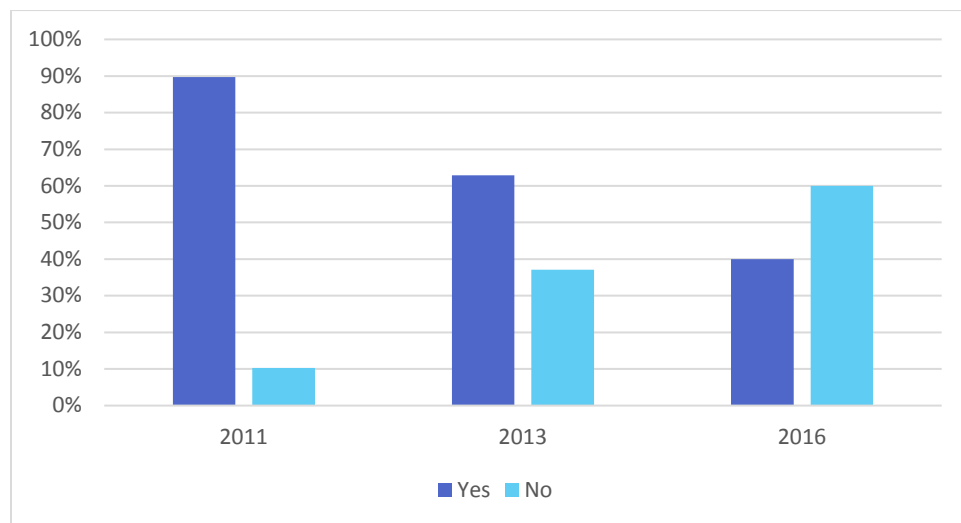


Figure 26. Overall answers to: Do existing after-school programs in your community meet the needs of children/youth?

Comparing rural to urban communities in 2016, the majority of respondents from each felt that current ASTP programs were not meeting the needs of the children/youth in their community. (Figure 27).

61% of rural respondents and 58% of urban respondents say ASTP programs are not meeting needs of children/youth in the community in 2016.

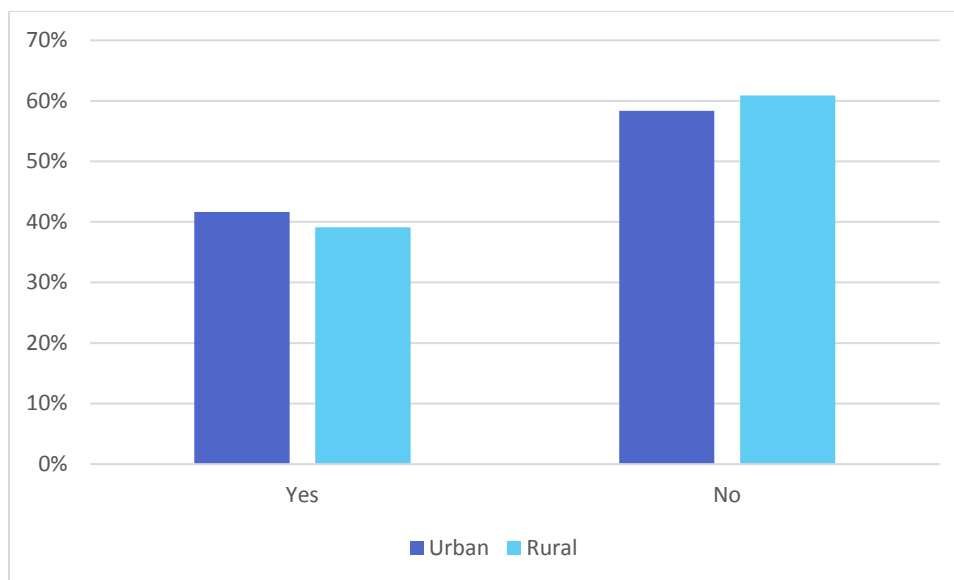
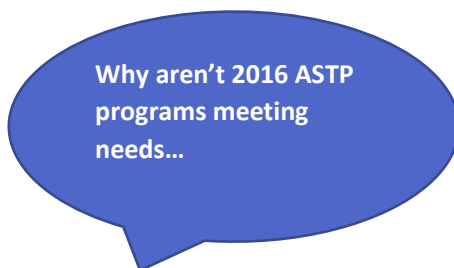


Figure 27. 2016 urban versus rural answers to: Do existing after-school programs in your community meet the needs of children/youth?

Open-ended responses to the question “Why aren’t ASTP programs meeting needs?” are provided below.



... in rural communities? It is evident that resources for programming and programs that are engaging from a young person’s perspective are essential.

- “It is difficult to get students motivated to come to after school activities, especially the girls.”
- “We haven’t had anyone to replace [our programmer].”
- “We need continued efforts to engage our youth in the programming and also adults as supporters and volunteers.”
- “Not enough instructors or leaders.”
- “For ages 6 - 12, [there] is a gap in after school programming... Need to have consistent after school programming every day that reaches out to kids who don’t recreate in organized after school activities (e.g. hockey, etc.).”
- “[There] is an age gap of Grade 6 - kids don’t participate. Youth centre doesn’t take kids until they’re 12. So kids aged 10 and 11 stay at home.”
- “[We] are not adequately reaching as many children as we need to. Need more healthy snacks and programming.”

... in Whitehorse?

- “Our after-school programs are not offered on a regular basis due to the fact that we use volunteer facilitators. Other after-school programs in our community exist... but many of those programs fill up quickly and I have heard from parents the need for more!”
- “We don’t have any.”
- “There are still gaps in the community that are not being met.”

Some respondents, however, were satisfied with their community’s ASTP programming:

“We currently have after-school programming every day of the week, as well as evening programs (Youth Group), and special events. There is so much for kids to do in our community and the majority of kids are involved.”

If no, what groups of children/youth in your community need to be better served?

Looking at combined urban and rural results for all survey years, 2016 results show an increased need for programs for teenagers (ages 14-17, Figure 28). In 2013, more need was identified for tweens and teens (ages 11-17) and in 2011 the greatest need was for children aged 5-13.⁷

Over time there has been a shift in perceived need for ASTP programs from school-aged children towards teenagers.

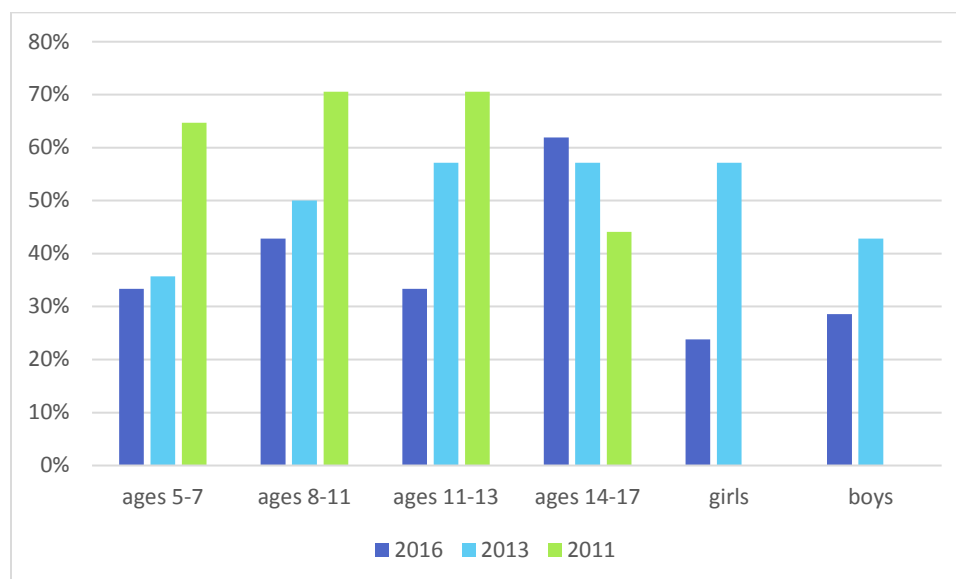


Figure 28. Combined urban/rural answers to the question: Which groups of children/youth in your community need to be better served?

Looking at the identified need in urban versus rural settings, both rural and urban communities show the most need for teen programming (ages 14-17, Figure 29). Urban areas also identify more need for programming for girls.

⁷ Note that in 2011 the survey question was different: What age group most needs this support?

Rural and urban areas identify most need for better serving 14-17 year olds.

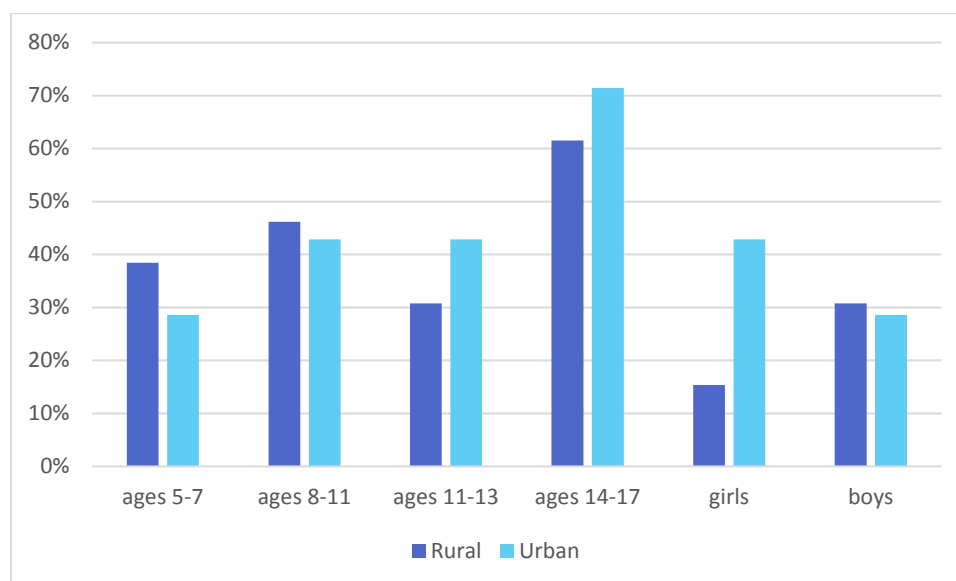


Figure 29. 2016 urban versus rural answers to the question: Which groups of children/youth in your community need to be better served?

How much do each of the following factors influence the success of your after-school program?

When asked to identify what influenced the success of after-school programs, the majority of respondents rated all identified factors as “very important.” In 2013, for each attribute listed, the majority of responses indicated that the factor was “very important.”⁸ In 2016, all but two factors were “very important” for the majority of respondents. “Partnerships with other community groups” and “Access to transportation for children and youth” were identified as “important” to the majority of respondents. No data on this question was available from 2011.

There is no “magic bullet” for providing quality ASTP programs. They arise from the confluence of numerous attributes.

Factors that had the highest proportion of being identified as “most important” were, from highest to lowest (Figure 30):

- Regular staff and/or volunteers,
- Activities that appeal to youth,
- Regular use of a facility,
- Incorporating at least 30 minutes of being physically active,
- Stable funding,

⁸ Note that in 2013 the following options were not given in the questionnaire: “activities that appeal to youth” and “youth involvement in program planning and delivery.”

- Support from parents, and
- Healthy snacks for participants.

“Funding is key!! Much comes from out of my pocket.”

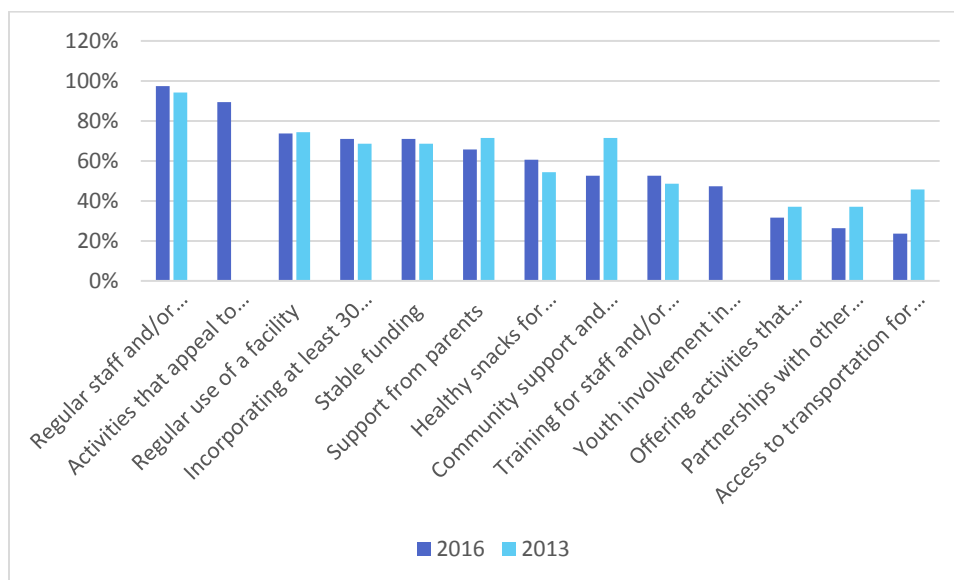


Figure 30. Combined urban and rural percent of respondents that chose "very important" for the attribute.

When looking at the differences in urban versus rural responses from 2016, the majority of rural respondents ranked all factors as “very important” except for “Access to transportation for children and youth” which was ranked by the majority as equally “very important” and “important.” All but three attributes were most often ranked as “most important” by urban respondents: “Access to transportation for children and youth” (important), “Partnerships with other community groups” (important/somewhat important), and “Offering activities that connect to local culture” (important/somewhat important). Figure 31 shows the factors which had the highest percentages of “most important” responses from rural communities:

- Regular staff and/or volunteers
- Activities that appeal to youth
- Incorporating at least 30 minutes of being physically active
- Support from parents
- Stable funding
- Regular use of a facility
- Healthy snacks for participants
- Training for staff and/or volunteers
- Community support and involvement.

Regular staff and/or volunteers is the most important success factor in delivering quality ASTP programs.

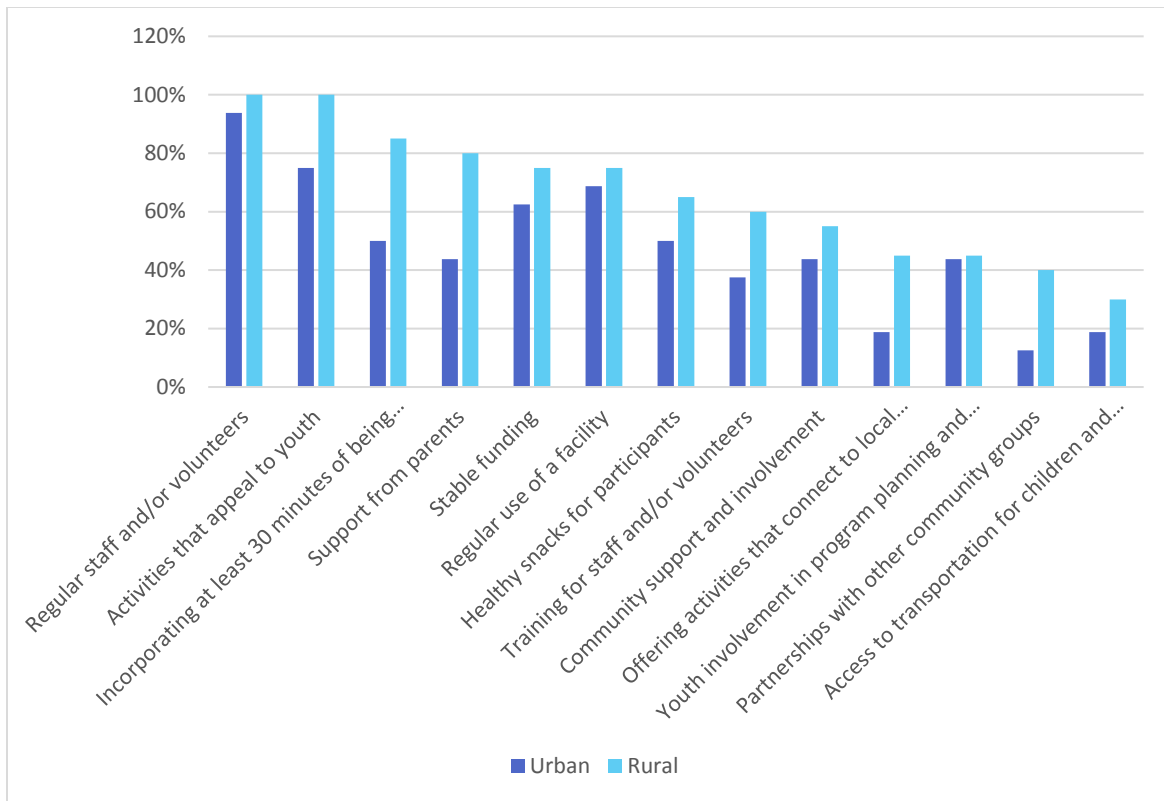


Figure 31. Percent of urban and rural 2016 respondents that chose "very important" for the attribute.

To what extent are the following factors a barrier to delivering a successful after-school program?

Looking at urban and rural combined responses for 2013 and 2016, barriers which were most often ranked as either "always a barrier" or "often a barrier" were (Figure 32):

1. Volunteers
2. Adequate or stable funding
3. High cost of running programs
4. Qualified/knowledgeable program leaders
5. Small numbers
6. Parental support

Overall, volunteers, adequate/stable funding, and high programming costs were top barriers to delivering ASTP programs.

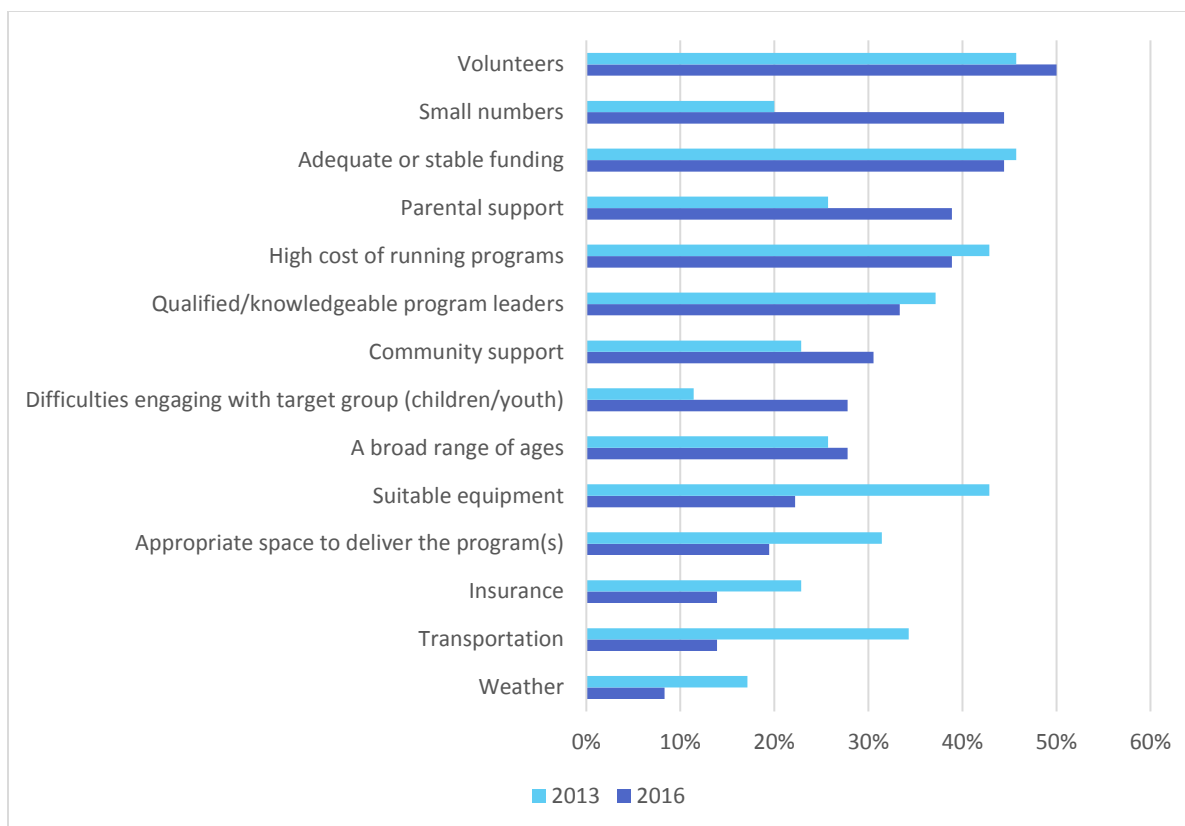


Figure 32. Percentage of combined urban and rural respondents who ranked a barrier as either "always" or "often" a barrier.

When asking about barriers, the 2011 survey did not provide predetermined choices to select from; rather, it was an open-ended question. Main barriers identified from responses from 2011 are:

1. Volunteers
2. Adequate or stable funding, and
3. Qualified/knowledgeable program leaders.

Figure 33 compares urban to rural responses for 2016 and shows the percentage of respondents who identified a factor as being "always" or "often" a barrier.

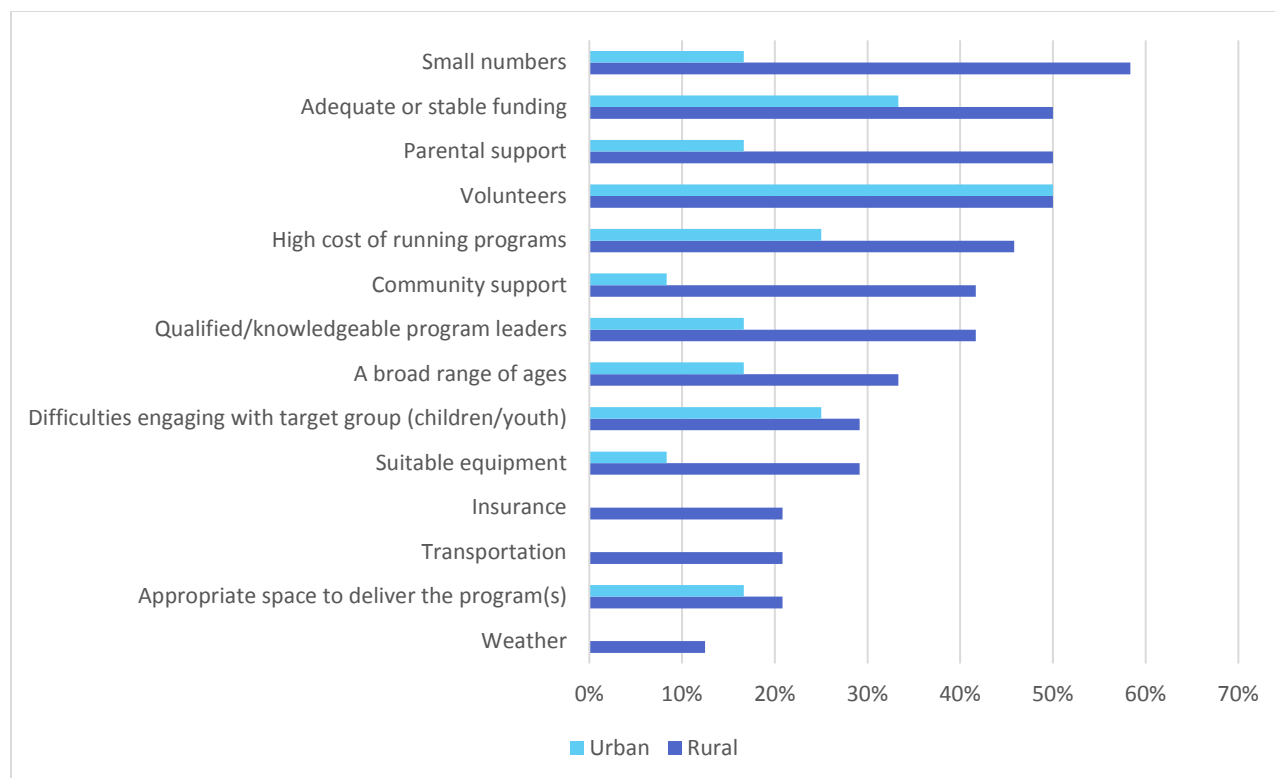


Figure 33. Urban versus rural respondents from 2016 who ranked a factor as either "always" or "often" a barrier.

Factors that rural respondents reported to be "always" or "often" a barrier more than "rarely" or "never" a barrier were:

- **Adequate or stable funding,**
- Small numbers,
- Parental support,
- **High cost of running programs,**
- **Volunteers,**
- Qualified/knowledgeable program leaders,
- Difficulties engaging with target group (children/youth),
- Community support, and
- A broad range of ages.

Factors that urban respondents reported to be "always" or "often" a barrier more than "rarely" or "never" a barrier were:

- **Volunteers,**
- **Adequate or stable funding,** and
- **High cost of running programs.**

Rural respondents identify three times as many factors as "always" or "often" a barrier as compared to urban respondents.

What would help improve your program(s)?

In 2013 and 2016, the survey asked the open-ended question: What would help improve your program(s)? Fifty-seven respondents provided answers; 66% were from rural communities, 33% from Whitehorse. Their responses could be sorted into 12 categories (Figure 34). By far, the most common response category was “more/stable funding” from 40% of the combined urban and rural responses, followed by more training (21%), better support from parents/families/the community (18%), and more volunteers (12%).

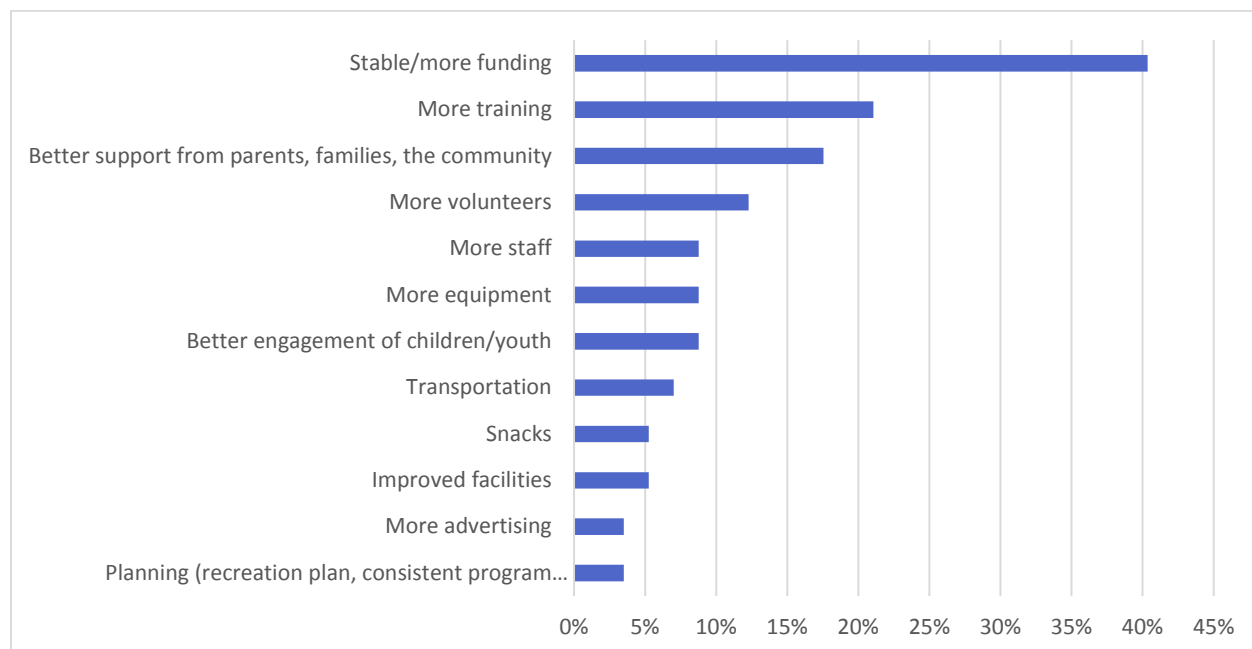


Figure 34. Combined urban and rural categorized responses to the question "What would help improve your program?"

Urban and rural responses are very similar, with the following exceptions:

- 24% of rural respondents wanted more training, as opposed to 16% of urban respondents.
- Twice as many urban respondents (26%) wanted better support from parents/families/the community compared to rural respondents (13%).
- 8% of rural respondents wanted improved facilities, while no urban respondents mentioned this.

Figure 35 shows a word cloud of the words from the respondents' categorized answers.⁹ The larger the word appears, the more times it was mentioned in answers. Appendix 2 provides a selection of the open-ended responses received for this question.

⁹ Word cloud created using: <http://www.online-utility.org/text/analyzer.jsp>



* Better support from parents, families, the community

** Planning (overall recreation plan, consistent program planning/delivery)

Figure 35. Word Cloud: What would improve your program(s)? Combined urban and rural responses from 2013 and 2016.

What types of training would your program leaders benefit from?

Looking at combined urban and rural data for types of training that program leaders would benefit from, 2016 and 2013 show similar trends, with the top training priorities identified as: planning and running programs, behaviour management, sport-specific coaching, program ideas, and communication/interpersonal skills (Figure 36). Note that no data was available for 2011 and that four response categories were not available in the 2013 questionnaire.

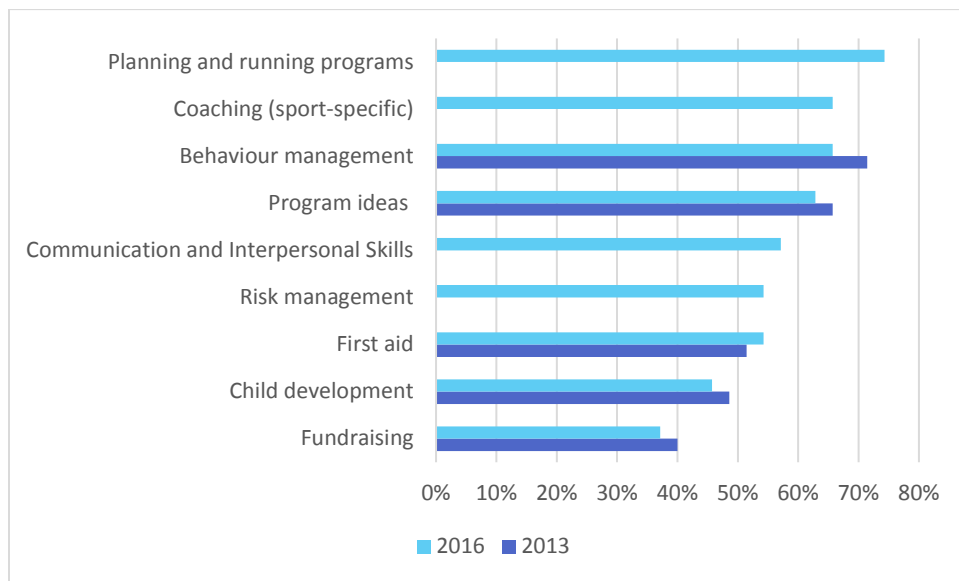


Figure 36. Combined urban and rural responses for beneficial training for program leaders.

Urban and rural results show different training requests, with sport-specific coaching topping the list, followed by planning and running programs, program ideas, child development, and behaviour management for rural respondents (Figure 37). Urban respondents selected behaviour management, planning and running programs, communication/interpersonal skills, program ideas, and first aid the most.

Urban and rural respondents identify different training needs.

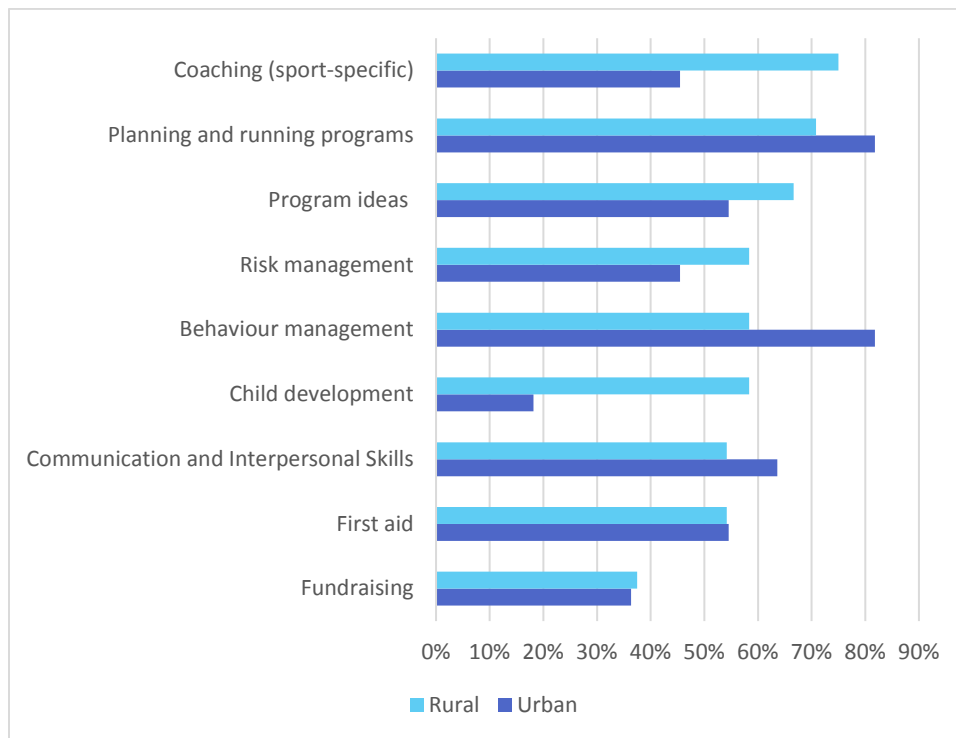


Figure 37. Rural versus urban training that would benefit program leaders from 2016.

Are you familiar with the Yukon Community Recreation Leaders Guide published in 2015 and available at www.rpay.ca/guide?

Slightly more than half of respondents (51%) were familiar with the Yukon Community Recreation Leaders Guide (Figure 38). Note that this question was only asked in 2016 as the Guide was first published in 2015.

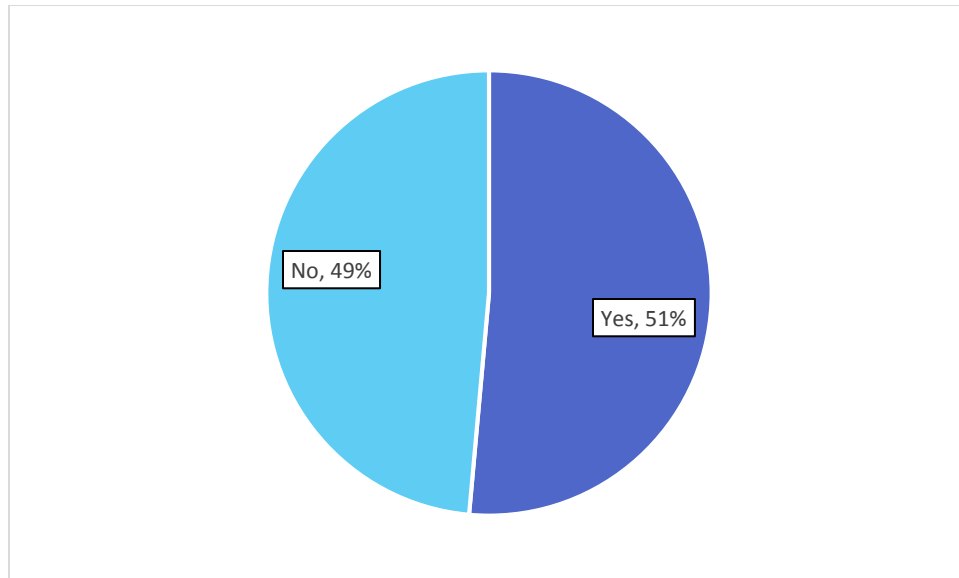


Figure 38. Percentage of combined urban and rural respondents who were familiar with the Yukon Community Recreation Leaders Guide.

If yes, how have you used the Yukon Community Recreation Leaders Guide?

Of those respondents that were familiar with the guide, more than half had either read sections of it or accessed resources that were linked in the guide (Figure 39). Nearly half had shared it with others in their community.

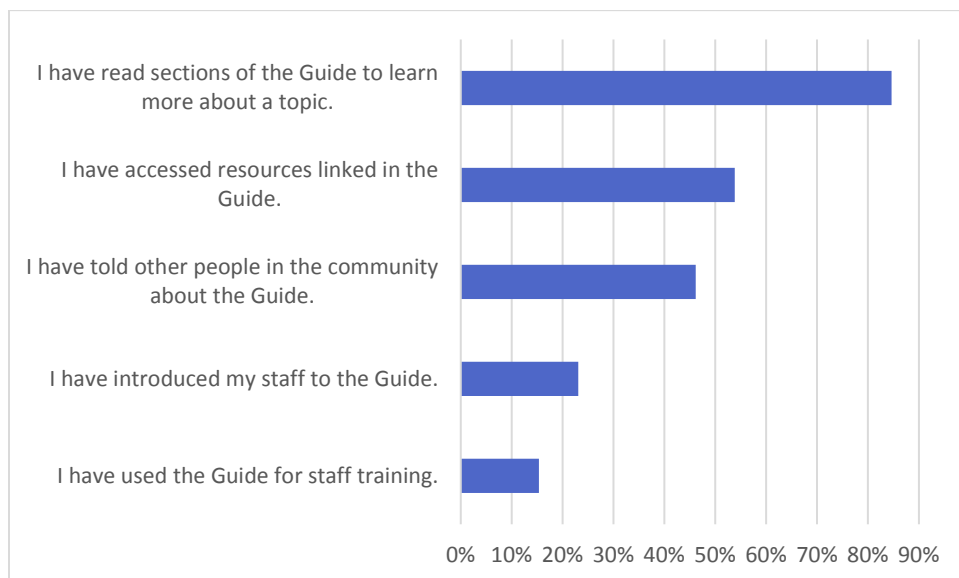


Figure 39. How respondents have used the Yukon Community Recreation Leaders Guide.

At less than a year old, the Yukon Community Recreation Leaders Guide is already known and in use throughout Yukon.

Conclusion

This status report provides an overview of current ASTP programming occurring throughout Yukon Territory – in rural communities as well as in Whitehorse – and a survey of practitioner opinions about barriers and opportunities for improvement.

The first part outlines what a typical or average ASTP program consists of in both rural and urban settings, with details on who provides programming, main funders, annual budget, main expenses, months/days/hours of operation, where programs occur, what activities/elements are included in programming, whether or not there is a fee, and how children travel to/from ASTP programs.

The second part of the report provides summaries of respondents' opinions about the current status of ASTP programs, whether they meet the needs of children/youth, what age groups need to be better served, the success factors which influence ASTP programs, barriers to delivering successful ASTP programs, things that would improve ASTP programs, and training that would benefit program leaders/managers.

Sixty percent of respondents feel that current 2016 ASTP programs are not meeting the needs of their community's children and youth. This is in stark contrast to 2011, when only 10% of respondents felt that ASTP programs were not meeting needs. The age group identified as most needing to be better served are teens aged 14-17. This has shifted from previous years when younger children were identified as being more in need of programming.

Rural and urban communities differed in several ways, and attempts to support rural communities should reflect their unique circumstances. More barriers affect rural communities. ASTP programming in rural communities operates on smaller budgets and is more reliant on micro-grants from RPAY. Rural and urban communities identified differing training needs, and training is more important for rural practitioners.

Looking at identified success factors, barriers, and strategies to improve programming, major themes recurred: the need for stable and sufficient funding, more training of staff and volunteers, consistent staff and volunteers, engagement of children/youth, and support for programming from parents, families and the broader community.

Since making the after school time period a priority in 2011, Yukon Government's commitment is evident through the renewed Yukon Active Living Strategy and the consistent funding for programs such as Action Grants, RHEAL Leaders and Leadership Development.

The question is where do we go now? How do we address the barriers and challenges communities continue to face? How do we better engage youth, not as participants, but as emerging leaders?

A multi-sectoral approach to the after school time period is essential. It is not enough to presume that one sector alone can make a difference. Recreation is a vehicle to improve opportunities, but recreation needs support from sport, education, health and youth-serving organizations. We need to coordinate efforts and improve conversation so that collaboration becomes possible.

Appendix 1. Survey Questions from 2016

Yukon After-School Time Period (ASTP) Scan

1. Introduction

The Recreation and Parks Association of the Yukon is a non-profit organization dedicated to empowering Yukon people and communities to adopt healthy and active lifestyles.

We are updating After-School Time Period (ASTP) information gathered in 2011.

Action Grants, training sessions and other programs exist because we have received feedback through surveys such as this one. Your feedback helps us explain to funders that these programs should continue or describe other programs that may be needed.

Please take the time to respond before March 11, 2016.

* 1. Please indicate the community from which you are responding:

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Beaver Creek | <input type="checkbox"/> Mount Lorne | <input type="checkbox"/> Carmacks |
| <input type="checkbox"/> Burwash Landing | <input type="checkbox"/> Marsh Lake | <input type="checkbox"/> Pelly Crossing |
| <input type="checkbox"/> Destruction Bay | <input type="checkbox"/> Teslin | <input type="checkbox"/> Mayo |
| <input type="checkbox"/> Haines Junction | <input type="checkbox"/> Watson Lake | <input type="checkbox"/> Dawson City |
| <input type="checkbox"/> Carcross | <input type="checkbox"/> Ross River | <input type="checkbox"/> Old Crow |
| <input type="checkbox"/> Tagish | <input type="checkbox"/> Faro | <input type="checkbox"/> Whitehorse |

Other (please specify)

* 2. After-school time period (ASTP) programs are usually offered several days a week for an hour or longer and between the hours of 3:00 and 6:00 pm. Often, a healthy snack and physical activity are included.

Are there ASTP programs for school-aged children and youth in your community?

- ☐ Yes ☐ No ☐ I don't know

Yukon After-School Time Period (ASTP) Scan

2. ASTP Program Intro

3. This program is offered in:

- ☐ rural Yukon ☐ Whitehorse

4. The program is generally called...

5. The organization or group OFFERING this program is a

- ☐ School
- ☐ Recreation Department
- ☐ First Nation
- ☐ Non-Profit Group

and it is called...

6. Is this after-school program(s) delivered in partnership with other groups in your community?

- ☐ Yes ☐ No

If yes, with whom?

7. The MAIN source of funding for this program is from...

- | | |
|--|---|
| <input type="checkbox"/> Local School | <input type="checkbox"/> RPAY |
| <input type="checkbox"/> Recreation Department | <input type="checkbox"/> Yukon Government Grant |
| <input type="checkbox"/> First Nation | <input type="checkbox"/> Fundraising |
| <input type="checkbox"/> Non-Profit Group | <input type="checkbox"/> Registration Fees |

Other

8. The annual budget for the after-school program is...

- ☐ less than \$5,000
- ☐ between \$5,000 and \$15,000
- ☐ between \$15,000 and \$30,000
- ☐ more than \$30,000

Comment:

9. What are your highest expenses? Rank from #1 which requires most of your budget and #5 which requires the least.

<input type="text"/>	Equipment/materials
<input type="text"/>	Facility rental/maintenance
<input type="text"/>	Staffing
<input type="text"/>	Snacks
<input type="text"/>	Other

Yukon After-School Time Period (ASTP) Scan

3. ASTP Program Details

10. Where is the program usually held?

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> School | <input type="checkbox"/> Youth Centre |
| <input type="checkbox"/> Recreation Centre | <input type="checkbox"/> Outdoors |
| <input type="checkbox"/> Community Hall | |

Other (please specify)

11. This program is offered during which months? Check all that apply.

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> September | <input type="checkbox"/> February |
| <input type="checkbox"/> October | <input type="checkbox"/> March |
| <input type="checkbox"/> November | <input type="checkbox"/> April |
| <input type="checkbox"/> December | <input type="checkbox"/> May |
| <input type="checkbox"/> January | <input type="checkbox"/> June |

12. What days of the week is the program offered? Check all that apply.

- | | | | |
|---------------------------------|----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Monday | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Wednesday | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Friday | | | |

13. What time does the program begin and end?

	3:00	3:30	4:00	4:30	5:00	5:30	6:00
Begins usually at:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ends usually at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Does the program include...? Check all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> physical activity and recreation | <input type="checkbox"/> homework help | <input type="checkbox"/> cultural activities/language |
| <input type="checkbox"/> healthy eating/snacks | <input type="checkbox"/> access to computers | <input type="checkbox"/> physical literacy |
| <input type="checkbox"/> cooking and/or crafts | <input type="checkbox"/> access to Internet, TV or movies | <input type="checkbox"/> social activities |

Other (please specify)

15. Is there a fee for children/youth to participate?

- ☐ Yes ☐ No

If yes, how much?

16. How do children get between school, the program and home? Check all that apply.

- | | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> School bus | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Walk | <input type="checkbox"/> Van |
| <input type="checkbox"/> Parents | |

Other (please specify)

Yukon After-School Time Period (ASTP) Scan

4. ASTP Supports

17. Do existing after-school programs in your community meet the needs of children/youth?

☐ Yes

☐ No

Why do you say this?

Yukon After-School Time Period (ASTP) Scan

5. ASTP Target Groups

18. If no, what groups of children/youth in your community need to be better served? (Check all that apply)

☐ ages 5-7

☐ ages 14-17

☐ ages 8-11

☐ girls

☐ ages 11-13

☐ boys

Other (please specify)

Yukon After-School Time Period (ASTP) Scan

6. ASTP Supports continued

19. How much do each of the following factors influence the success of your after-school program?
Please rate each factor on a scale from very important to never important.

	Very important	Important	Somewhat important	Not really important	Never important	N/A
Regular staff and/or volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for staff and/or volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering activities that connect to local culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating at least 30 minutes of being physically active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stable funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community support and involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships with other community groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to transportation for children and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy snacks for participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular use of a facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities that appeal to youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth involvement in program planning and delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

20. To what extent are the following factors a barrier to delivering a successful after-school program?
Please rate each factor on a scale from "always a barrier" to "never a barrier".

	Always a barrier	Often a barrier	Sometimes a barrier	Rarely a barrier	Never a barrier	N/A
Qualified/knowledgeable program leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High cost of running programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate space to deliver the program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate or stable funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitable equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties engaging with target group (children/youth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A broad range of ages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

21. What would help improve your program(s)?

22. What types of training would your program leaders benefit from? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Coaching (sport-specific) |
| <input type="checkbox"/> Program ideas | <input type="checkbox"/> Risk management |
| <input type="checkbox"/> Child development | <input type="checkbox"/> Communication and Interpersonal Skills |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Planning and running programs |
| <input type="checkbox"/> Behaviour management | |
| <input type="checkbox"/> Other (please specify) | |

23. Are you familiar with the Yukon Community Recreation Leaders Guide published in 2015 and available at www.rpay.ca/guide?

☐ Yes

☐ No

24. If yes, how have you used the Yukon Community Recreation Leaders Guide?

☐ I have read sections of the Guide to learn more about a topic. ☐ I have used the Guide for staff training.

☐ I have accessed resources linked in the Guide. ☐ I have told other people in the community about the Guide.

☐ I have introduced my staff to the Guide. ☐ I have not used the Guide.

☐ Other (please specify)

Yukon After-School Time Period (ASTP) Scan

7. ASTP Contact

* 25. It is helpful to have current contact information for the person in your community/organisation who is responsible for ASTP programming. Thank you for providing the following information:

Name:

Position:

Organization:

Email Address:

Phone Number:

Appendix 2. Sample of Responses to Question: “What would improve your program(s)?”

- Stable funding
- Providing a healthy snack
- More volunteers from the community and additional funding
- Permanent and stable funding without the heavy administration required to obtain the funding and report on the funding
- More involvement with volunteers and engaging more of our older students
- Certified trainer/coach
- A better center, transportation, and volunteer Involvement
- Increased support and involvement from the community especially from parents and families. More structured support from [the First Nation] and defined direction for the program
- Creating a solid long-term recreation plan and solid long-term funding that is fair across the territory
- More trained staff
- More funding for equipment
- Consistency in annual planning, offer programs on a daily basis, allow staff to develop consistent programming.
- A programming space - a completed rec centre. Most programs are currently outside or in the school.
- Stable funding so they don't have to do so much patchwork to get the funds to run the program.
- For RPAY support with youth staff training.
- Staff (and to a lesser degree funding for that staff).
- Having money to pay people to work with youth.
- We need a lot more community engagement, volunteers and parent support in the delivery of the programs. The programs rely solely on the teachers volunteering their time after school and we do not have the staff to offer better programs. Someone in the community needs to be willing to be trained and offer activities for the children.
- To get the funding amount we ask for to deliver a proper program with healthy snacks and enough equipment.
- Better parental support because the program is seen as babysitting rather than a recreational setting where the kids can be learning valuable skills for sport and social skills. Higher priorities for physical activity than other programs, there should be more funding for physical activity programs.
- Stable funding
- Transportation to different venues, more workshops to learn different things to present to the class
- More qualified and knowledgeable program leaders
- Having more teacher and parent volunteers involved in running programs rather than the same few people
- Having our own van or other transportation. Also maybe hiring for helping our employees to get their driver's license.
- Support from parents, community, youth
- [Our] programs are typically always volunteer run. In the past we have provided honorariums for volunteers with our after school program but we cannot always offer that. Therefore, volunteers who can regularly commit their time are the most important thing to improve/ensure that our programs run.
- Stable ongoing funding year round...
- Parental support perhaps providing help with snacks and activities
- Increased, stable funding with site decisions for programs/personnel. Greater parent involvement to assist in hosting programs.
- Stable funding

- More support from association from the community related to the kids, activity, accessible tools, time around a table to exchange with others doing the same
- More funding for interesting activities and events to keep children interested. They put in a long day at work and those last few hours can be difficult for a lot of children. Striving to have a variety of outlets for the children is always a challenge.
- Snacks, equipment grants, grants for out of territory competition. So hard to get money for travel and so many funding programs won't allow for travel funds. How can you get better if you don't compete? Athletes in BC through to Manitoba have provincial summer games, we have nothing.
- Not having a fee and having qualified people to run the program...it can't always be relied upon to have the volunteer teacher do it after they have worked all day with children!
- an understanding of how much teachers already have to do
- More advertising to parents and the community. Lesson plans for a broad age range of children.
- Our programs could be improved if we had transportation for students who wanted to stay after school but can't because they bus it home.
- It's a great program. The big problem with all after school programming is number of children and ages. Only 22 kids/youth in community.
- Funding, more training for staff/volunteers
- More training for program workers - dealing with children, engaging youth, program activity ideas
- Facilities and resource materials. More volunteer support.
- Accessible training for our staff would help us out immensely.
- Funding
- Additional funding to assist with admin/staff related duties.
- Training and Education
- More interest and participation by students.
- Stable funding to support activity leader wages (for staffing).
- ***Training for volunteers so they have the confidence to offer programs*** Funding to support those programs. Parental involvement
- More funding for hiring leaders and activities that appeal to younger kids and to girls. Community support to get the girls to go and participate as well as parental support to bring the young kids, or even to participate themselves with their kids, is needed.
- Lower ratio child to teacher... 12 to 1 for YTG
- More communities getting together. Community dances. Visits to communities. Bringing Communities to Dawson. Bringing in Fiddle players. Funding to travel to communities.
- Funding and equipment to making physical activity an everyday challenge.
- Funding
- More advertisement