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“Canadian Sport Policy (2012) Formative Evaluation and Thematic Review of Physical Literacy and LTAD

Final Report – Appendices

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A. CSP Performance Measurement F-P/T Prioritized Matrix

This table has been adapted from Appendix F of the Intersol Group’s report “Canadian Sport Policy Performance Measurement and Evaluation Strategy” (Draft Nov. 12, 2014). The matrix contained in Appendix F of the Intersol report identifies the indicators required to monitor and assess the performance of a program or a policy. The matrix reflects the cumulative knowledge gained through the PIM scan and Expert Working Groups. It encompasses all of the possible key results and outcomes that could possibly be monitored and evaluated. It incorporates measures based on data that already exists and measures for which additional data would need to be collected, including baseline data.

This table adapts Appendix F of the Intersol Group report to present only the outcomes and indicators rated as high priority items for F-P/T governments. The “PM/Evaluation Methodology” column describes the approach and the probable source to be used to collect data. The “additional potential data source” column presents some additional data sources to explore if required or desired. The 2 following columns indicate whether data collection is to be included in Formative and/or Summative evaluations. The final column provides detail related to topic of focus for the thematic review and the type of data available from identified data bases.

Summative only

Goal: 1. Introduction to Sport

F= Formative S=Summative

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
Positive perceptions of introductory sport as safe, values-based, healthy, fun 1	Levels of perception by youth, parents, leaders, and educators that sport is: <ul style="list-style-type: none"> • safe • values-based • healthy • fun 1A	Survey: CFLRI settings and PASM		x	x	
Physical activity and sport participation by children and youth at introduction to sport level 2	Numbers and percentages of children and youth who engage in PA (e.g., that matches CSEP guidelines) and sport at intro to sport level 2A	Survey: GSS and CFLRI PASM	Canadian Health Measures Survey (CHMS) CFLRI CANPLAY	x	x	Intro to sport participation identified by age group

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
Physical literacy amongst children and youth 3	Levels of physical literacy amongst children and youth in schools and pre-schools 3A	Further assessment is required to determine the adequacy of these data sources Thematic review	CHEO-HALO: Canadian Assessment of Physical Literacy (CAPL) Québec en Forme CS4L PLAY tools	x	x	Recommended for inclusion in a thematic review¹ of physical literacy
Sport participation including by traditionally underrepresented and/or marginalized populations increases in introductory sport programming 4	Participation levels of children and youth in introductory sport programs by under-represented groups: <ul style="list-style-type: none"> • persons with a disability • aboriginal peoples • ethno-cultural minorities • people in lower-income households • girls and women 4A	Surveys: GSS and CFLRI PASM Thematic review Sport Canada reports: Bilateral agreement objective 2	CANPLAY	x	x	Recommended for inclusion in a thematic review of UR groups. SC does not have ethno-cultural
Awareness of the benefits of physical literacy and safe, values-based play and sport for children and youth 5	Levels of awareness amongst leaders, educators and parents about the benefits of: <ul style="list-style-type: none"> • physical literacy • values-based play • values-based sport 5A	Survey: CFLRI settings and PASM	Statistics Canada CS4L Active 4 Life AHKC	x	x	
LTAD / developmentally appropriate programs) are being integrated into introductory sport programs 9	Number and percentage of P/TSOs, local sport organizations, municipalities and schools that have taken steps to implement LTAD in their introductory sport programs 9A	Surveys: CFLRI settings and Local Sport Organization (LSO) Thematic review	Sport Canada Sport Organization survey (NSOs, P/TSOs) CS4L	x	x	Recommended for inclusion in a thematic review of CS4L

¹ Thematic reviews are qualitative and consist of case studies in specific settings, consultations, literature reviews and/or key informant interviews

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
LTAD additional outcomes:: Supported sport orgs are including LTAD considerations in planning; Supported orgs are providing LTAD leadership; Supported orgs are reviewing own programs and services with consideration of LTAD and making changes to address gaps. 9.1	TBD	Survey: NSO and PTSO Thematic review	CS4L	x	x	Work with CS4L to refine indicators Recommended for inclusion in a thematic review of CS4L
Quality age and stage-appropriate programs are delivered 10	Numbers and types of organizations that have integrated quality standards to their LTAD introductory sport programs, e.g., Club Excellence, High Five 10A	Surveys: LSO, PTSO and NSO Thematic review	Sport Canada CS4L High Five CCES	x	x	Recommended for inclusion in a thematic review of CS4L
	Emerging innovations and good practices in LTAD / developmentally appropriate introductory sport programming 10B					Recommended for inclusion in a thematic review of CS4L
Partnerships are used to deliver age and stage-appropriate sport programs 11	Types of partnerships being used to deliver age and stage appropriate introductory sport programming between: <ul style="list-style-type: none"> • Local sport organizations • Local P/T and federal governments • Schools • Community organizations (non-sport) 	Survey: CFLRI settings, LSO, PTSO Thematic review Sport Canada report: Bilateral agreement obj. 1 and 2	F-P/T governments Local sport councils CPRA		x	Recommended for inclusion in a thematic review of partnerships and collaboration (cross-sectoral linkage) Bilateral Tool has:

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
	<ul style="list-style-type: none"> Private sector Other 11A 					Schools; Sport Based Clubs; Community orgs; municipalities / communities; Regional Territorial Sport Orgs; Provincial Territorial Sport Orgs; Other please specify.
Introductory sport programming is accessible, equitable and inclusive 12	Percentage of introductory sport programming offered to traditionally underrepresented and/or marginalized populations 12A	Survey: CFLRI settings, PASM and LSO, PTSO Thematic review Sport Canada report: SFAF	YM/YWCA; BGCC P/T governments		x	Recommended for inclusion in a thematic review of UR groups
	Ways in which introductory sport programming has been made more accessible, equitable and inclusive to traditionally underrepresented and/or marginalized populations: by target group(s) 12B			Recommended for inclusion in a thematic review of UR groups 12 A&B: SFAF asks about the accessibility of the programming (I'd have to check exact wording), but I think it's pretty basic data collection...		
	Level of satisfaction with accessibility, equity and inclusiveness of introductory sport programming: by target group(s) 12C			Recommended for inclusion in a thematic review of UR groups 12C: SC does not have this		
Availability of safe and appropriate spaces for unstructured play and self-organized sport 13	Number and type of municipal facilities and spaces available for unstructured play and self-organized sport, e.g., gyms, playing, fields, rinks, courts,	Survey: CFLRI settings and PASM	P/T governments CPRA	x	x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
	skate parks) 13A	Canadian Infrastructure Report Card				
	Number and type of school facilities and spaces available at schools: by type, e.g., gyms, playing, fields, rinks, courts, skate parks 13B		P/T governments	x		
Opportunities for play and unstructured sport 14	Percentage of time municipal and school facilities and spaces are available for unstructured play and self-organized sport 14A	Survey: CFLRI settings			x	
	Existence and nature of policies and practices for unstructured play and self-organized sport that facilitate or restrict opportunities, e.g., by-laws prohibiting ball hockey on streets 14B	Survey: CFLRI settings	CPRA		x	
Parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth 15	Extent parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth 15A	Survey: CFLRI settings and PASM		x	x	
QDPA in schools includes opportunities for children to learn and practice the fundamentals of sport) 16	Number and percentage of schools (K-8) which have adopted and implemented QDPA policy 16A	Survey: CFLRI settings	P/T governments PHE Canada	x		
	Number and percentage of students (K-8) who engage in 60 minutes of QPA per day (or that matches CSEP guidelines) 16B	Thematic review	P/T governments PHE Canada	x	x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	Comments
	Number and percentage of schools (K-8) in which QDPA includes opportunities to learn and practice the fundamentals of sport 16C		P/T governments PHE Canada CFLRI setting surveys	x		Recommended for inclusion in thematic review of physical literacy
	Percentage of QDPA time allocated to opportunities to learn and practice the fundamentals of sport 16D		P/T governments PHE Canada			Recommended for inclusion in thematic review of physical literacy

*Subject to decisions about evaluation options.

Goal: 2. Recreational Sport

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
Recreational sport participation 18	Sport participation rate in recreational sport in leisure time 18A	Surveys: GSS and CFLRI PASM	Statistics Canada CFLRI	x	x	Vs. competitive sport
Trained and certified community coaches and leaders involved in recreational sport 22	Number of trained coaches and leaders in recreational sport programs 22A	NCCP reports Survey: CFLRI settings and LSO	CAC NCCP P/T coaching associations P/T governments CS4L	x	x	
	Levels of training and certification achieved by coaches and leaders for recreational sport programming 22C					
Implementation and advancement of ethical standards and codes of conduct 24	Types of training sessions, workshops, etc. to present and reinforce ethical standards and practices 24A	Thematic review CCES Surveys: CFLRI settings, LSOs, P/TSOs, N/MSOs			x	Recommended for inclusion of thematic review of ethics
	Number of coaches with training in ethics and values (e.g., NCCP's Make Ethical Choices) 24B	Sport Canada NCCP reports (tbc) CAC	P/T coaching associations	x	x	Possible indicator% of (HP) coaches who have completed the Making Ethical Decision (MED) module and Anti-Doping module of the NCCP (not distinguishing between HP vs other coaches)

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	Number and percentage of sport organizations implementing codes of conduct for participants in recreational sport 24C	Survey: LSO and CFLRI settings Thematic review	CCES Club Excellence		x	Recommended for inclusion in thematic review of ethics Possible indicator at national level # of actions taken by Sport Organisation to ensure adherence to a code of ethics / code of conduct;
Public perceptions of ethical conduct in sport 25	Level of public perceptions of negative ethical conduct in recreational sport 25A	Survey: CFLRI PASM	CCES		x	
LTAD / developmentally appropriate programs) are being integrated into recreational sport programs 26	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement LTAD in their recreational sport programs 26A	Thematic review Survey: CFLRI settings. LSO	CS4L Canadian school sport organization	x	x	Recommended for inclusion in thematic review of CS4L
Quality age and stage-appropriate programs are delivered 27	Numbers and types of organizations that have integrated quality standards to their LTAD recreational sport programs, e.g., Club Excellence, High Five 27A	Thematic review Survey: CFLRI settings and LSO High Five	CS4L P/T governments		x	Recommended for inclusion in thematic review of CS4L
	Emerging innovations and good practices in LTAD / developmentally appropriate recreational sport programming 27B		CS4L P/T governments		x	Recommended for inclusion in thematic review of CS4L
Partnerships are used to deliver age and stage-appropriate recreational sport programs 28	Types of partnerships in recreational sport programming to deliver age and stage	Thematic review	F-P/T governments Local sport councils CPRA		x	Recommended for inclusion in thematic review of partnerships and

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	appropriate recreational sport programs between: <ul style="list-style-type: none"> Local sport organizations Local P/T and federal governments Schools Community organizations (non-sport) Private sector Others 28A	Survey: CFLRI settings, PTSO, N/MSOs and LSOs				collaboration (cross-sectoral linkage) <i>SFAF: collaboration btw NSO and PSO - but not really for Recreation Sport!</i>
NSOs / MSOs and P/TSOs provide leadership and resources for recreational sport programs 29	Leadership and training materials and resources: development, delivery 29B	Survey: CFLRI settings and N/MSO, P/TSO and LSO Thematic review	Sport Canada	x	x	Recommended for inclusion in thematic review of partnerships and collaboration
	Leadership training and mentoring activities: at local/municipal level; in schools 29C	Survey: CFLRI settings and N/MSO, P/TSO and LSO Thematic review		x	x	Recommended for inclusion in thematic review of partnerships and collaboration
	Types of NSOs / MSOs and PTSO partnerships and initiatives for recreational sport: at local/municipal level; in schools 29D	Survey: CFLRI settings and N/MSO, P/TSO and LSO Thematic review	Sport Canada	x	x	Recommended for inclusion in thematic review of partnerships and collaboration <i>SFAF: collaboration btw NSO and PSO - but not really for Recreation Sport!</i>
Recreational sport programming is accessible, equitable and inclusive	Types of recreational sport programming intentionally designed to include traditionally underrepresented and/or marginalized	Survey: CFLRI settings, PTSO and LSO, PASM Thematic review	YM/YWCA; BGCC P/T governments		x	Recommended for inclusion in Thematic review: UR groups

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
31	populations that has been made more accessible, equitable and inclusive: by target group(s) 31A					
	Ways in which recreational sport programming has been made more accessible, equitable and inclusive to traditionally underrepresented and/or marginalized populations: by target group(s) 31B				x	Recommended for inclusion in Thematic review: UR groups
	Level of satisfaction with accessibility, equity and inclusiveness of recreational sport programming: by target group(s) 31C				x	Recommended for inclusion in Thematic review: UR groups
Volunteers support sport programming 32	Numbers of volunteers contributing time to local sport organizations in recreational sport 32A	CSGVP reports Survey: LSO	Statistics Canada (Canada Survey of Giving, Volunteering and Participating) Volunteer Canada		x	
	Volunteer time contributions in recreational sport to local sport organizations: • Total number of hours • Average time per volunteer 32B	Survey: LSO			x	
Sport organization human resource needs are met 33	Percent of local sport organizations reporting that their staff and volunteer needs are met: numbers of staff and	Survey: LSO			x	Probably need to include several different indicators (staff/volunteers; #s, qualifications)

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	volunteers; qualifications and skills 33A					
Staff and volunteers receive appropriate training and professional development 34	Percent of local sport organizations that provide training and professional development opportunities: for staff; for volunteers 34A				x	
Partnerships, agreements and collaborations 36	Number and types of partnerships, agreements and collaborations in recreational sport facilities: formal, informal 36A	Survey: CFLRI settings	Sport Canada (from a legacy perspective only) P/T governments	x	x	
Sport organization, municipality/local government and educational institution cooperation and partnerships 37	Municipality - school agreements to share or provide access to (e.g., joint use agreements) in recreational sport programming: facilities, other resources 37A	Survey: CFLRI settings and LSOs	P/T governments		x	
	Sport organization - school agreements to share or provide access to facilities, other resources in recreational sport programming 37B		P/T governments		x	
	Community - local sport organization agreements (e.g., local Sport Councils) to share resources to provide opportunities for sport and physical activity in recreational		CPRA sport councils		x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	sport programs 37C					
LTAD alignment among sport organizations, municipalities/local governments and educational institutions 38	Extent of collaboration between delivery partners to ensure access to stage and age appropriate training and competition opportunities for athletes in both the competitive and recreational streams of sport 38A	Surveys: CFLRI settings, NSOs, PTSOs, LSOs Thematic review	Sport Canada	x	x	Recommended for inclusion in thematic review of CS4L
Facilities and spaces are available for community use following major games and events 39	New facilities and spaces developed for major games and events are designed and planned to facilitate use by the community post games/event 39A	Thematic review Sport Canada report: Hosting	F-P/T governments Canada Games Council Municipalities		x	Recommended for inclusion in thematic review of infrastructure Hosting - Pan Am: Legacy Plan & Legacy Use T&C (facility use agreements): Capital CA expected Result
	Existing facilities and spaces renewed for major games and events are designed and planned to facilitate use by the community post games/event 39B		F-P/T governments		x	Recommended for inclusion in thematic review of infrastructure
	Facility planning and design incorporates community needs and interests following major events and games 39C		F-P/T governments		x	Recommended for inclusion in thematic review of infrastructure

*Subject to decisions about evaluation options.

Goal: 3. Competitive Sport

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
Sport participation including by traditionally underrepresented and/or marginalized populations increases in competitive sport programming 40	Participation levels of in competitive sport programs by under-represented groups: <ul style="list-style-type: none"> • persons with a disability • aboriginal peoples • ethno-cultural minorities • people in lower-income households girls and women 40A	Surveys: GSS and CFLRI PASM Thematic review	CANPLAY NSO, PTSO Membership data Sport Canada	x	x	Recommended for inclusion in thematic review of underrepresented groups SC: NSO AWAD / female only
Actions to implement and adhere to codes of ethics and codes of conduct 41	Training sessions, workshops, and other actions, e.g., education tools, research, reporting / disclosure, etc. to present and reinforce codes of ethics and conducts practices in competitive sport by sport organizations 41A	Survey: LSOs, PTSOs, NSOS Thematic review	Sport Canada (possible indicator TBC): CCES	x	x	Recommended for inclusion in Thematic review of ethics
	Number and percentage of coaches with training in ethics and values (e.g., NCCP's Make Ethical Decisions, Respect Ed.) in competitive sport 41B	Sport Canada: NCCP	P/T coaching associations	x	x	<ul style="list-style-type: none"> • % of coaches who have completed the Making Ethical Decision (MED) module and Anti-Doping module of the NCCP
Participants in competitive sport adhere to a code of ethics and code of conduct 42	No. and TYPE of incidents of negative behaviour by Canadian athletes, coaches and officials in competitive sport based on rulings / sanctions by	Surveys: LSO, PTSOs, NSOs Asked to add this to the CFLRI Thematic review	P/T governments CCES, CAC (Coaches of Canada), SDRCC ,		x	Recommended for inclusion in thematic review of ethics SC Considering: (TBC) <ul style="list-style-type: none"> • # of actions taken by Sport Organisation to ensure

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	disciplinary bodies, including doping infractions 42A	Sport Canada (TBC if do indicator)	Sport Officials of Canada			adherence to a code of ethics / code of conduct; <ul style="list-style-type: none"> • % of National Team athletes reported by their NSO to have breached the code of ethics or code of conduct: by Senior, Development, other • Percent of tested Canadian athletes testing positive for a doping infraction Canada Games P/T Teams NSOs breaches by type
	No. of NCCP certified coaches who have breached their code of conduct 42B	NCCP	CAC Dbase (The Locker)	x	x	Pierre Thibault says: Such information is not centralized yet at CAC. This is one of the goals of the Risk management Project for which all NSOs will be enrolled to provide such information
	No. of NCCP certified coaches who have been convicted of an offense 42C	NCCP	CAC Dbase (The Locker)	x	x	Pierre Thibault says: Such information is not centralized yet at CAC. This is one of the goals of the Risk management Project for which all NSOs will be enrolled to provide such information
Competitive sport programs ARE DESIGNED to meet the needs of traditionally underrepresented and/or marginalized populations 43	Types of recreational sport programming intentionally designed to include traditionally underrepresented and/or marginalized populations that has been made more accessible, equitable and inclusive: by target group(s) 43A	Survey: CFLRI settings, PTSO and LSO Sport Canada SFAF is collecting basic info on this. Thematic review	P/T governments	x	x	Recommended for inclusion in thematic review of UR groups SC considering: <ul style="list-style-type: none"> • % of sport organisation's programs and services that are designed to be accessible to UR groups
LTAD (developmentally appropriate) programming is	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement	Thematic review	CS4L	x	x	Recommended for inclusion in thematic review of CS4L

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
implemented into competitive sport programming 45	LTAD in their competitive sport programs 45A	Survey: CFLRI settings. LSO	Canadian school sport organization			SC considering a series of measures for LTAD. TBD: including LTAD models for all disciplines, Implementation Plan, Skill Matrix, Coach Contexts, Comp Review & Schedule, aligned Program & services
Athletes have access to stage appropriate sport medicine and sport science 46	Number and percentage of competitive sport athletes (para and non-para) with access to stage-appropriate quality sport medicine and sport science services 46A	Surveys: PTSO and NSO, Athletes CSIN Sport Information Database Sport Canada (TBC)			x	SC Considering: (TBC) <ul style="list-style-type: none"> • % of NSOs, MSOs, CSCs (OTP / CS4L) providing SSSM services to HP athletes; by org type • Percentage of targeted NSOs' IST resources allocated to CSIs for support services • Percentage of IST services provided by full time CSI professionals Regional centres at P/T level Competitive = P/T HP level?
Competitive sport coaches are trained and certified 47	Number of trained and certified coaches (intro to comp and higher) in competitive sport 47A	Survey: PTSOs Coaching Association of Canada	Coaching Association of Canada P/T coaching associations P/T governments		x	<ul style="list-style-type: none"> • # of coaches at all stages of LTAD (note... will be a challenge; maybe from Annex 7) Supported by P/Ts, minimum level 3
	Number of carded AAP athletes receiving coach transition funding 47B	AAP		x	x	
OFFICIALS IN COMPETITIVE SPORT ARE TRAINED AND CERTIFIED	Number of trained and certified officials at competitive sport level	Surveys: LSO, PSOs, NSOs SFAF simply asks for # of Officials in	Sport Officials of Canada Sport Canada TBC		x	SC Considering: • Number of officials certified to provide stage appropriate officiating

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
49	49A	membership (not stage)	P/T governments			NSOs
Linkages are established and partnerships are formed to align and leverage athlete, coach and officials' development in competitive sport 51	Numbers and types of linkages and partnerships in competitive sport to align and leverage development of athletes, coaches and officials 51A	Sport Canada Thematic review Surveys: LSOs, NSO, P/TSO	P/T governments		x	SFAF # of NSO collaborations with P/TSOs
	Extent linkages and partnerships enhance alignment and leverage athlete, coach and officials development in competitive sport 51B		P/T governments		x	Recommended for inclusion in Thematic review of partnerships and collaborations
	Numbers and types of linkages and partnerships in competitive sport to align and leverage development of podium pathway for athletes /pathways for HP success 51C		P/T governments		x	Recommended for inclusion in Thematic review of partnerships and collaborations
	Extent linkages and partnerships result in improved alignment and leveraging of podium pathway for athletes / pathway for HP success in competitive sport 51D		P/T governments		x	Recommended for inclusion in Thematic review of partnerships and collaborations
	Changes in the number of athletes identified in competitive sport 51E		P/T governments		x	Recommended for inclusion in Thematic review of partnerships and collaborations
Volunteers are recruited and retained in order to achieve system	Numbers of volunteers contributing time to local sport	Survey: LSO and Statistics Canada			x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
objectives (in competitive sport). 53	organizations 53A	Volunteering in Canada				
Salaried workers are recruited and retained in order to achieve system objectives (in competitive sport 54	Number and percentage of sport organizations with paid staff (full-time and part-time) working in competitive sport programs by organizational size (budget, number of staff, etc.) 54A	Surveys: LSO, PTSOs, N/MSOs			x	
Sport organizations have sufficient governance capacity to achieve sport system objectives for competitive sport 55	Ratings of adequacy of governance capacity to achieve sport system objectives for competitive sport 55B	Surveys: LSO, PTSOs, N/MSOs Sport Canada: SFAF	COC Deloitte reports	x	x	
Sport organizations have sufficient human resource capacity to achieve sport system objectives for competitive sport 56	Number of staff in competitive sport by organizational size (budget, number of staff, etc.) 56A	Surveys: NSOs, MSOs, P/TSOs	F-P/T Governments COC		x	SC: Volunteers and hosted events
	Number and percent of sport organizations with paid staff in competitive sport 56B	Sport Canada			x	Number of staff (all) by size # and percentage of sport orgs with paid staff by size
Sport organizations have sufficient financial resources capacity to achieve sport system objectives for competitive sport 57	P/TSO revenues (total dollar amounts and proportion of all funding) for competitive sport: <ul style="list-style-type: none"> from governments (F-P/T, municipal) from the private sector (e.g., sponsorships) from other sources (e.g., registrations, events) 57B	Survey: P/TSO	F-P/T governments		x	Need to consider reporting format

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	Ratings of adequacy of financial resource capacity to achieve sport system objectives for competitive sport 57C	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts			x	
Clearly defined roles and responsibilities in competitive performance sport system 58 And appropriateness of the current roles and responsibilities to achieve competitive sport system objectives 59	Ratings of experts and key stakeholders on the extent to which roles and responsibilities in the competitive sport system are clearly defined 58B And ratings of experts and stakeholders on the appropriateness of the current roles and responsibilities to achieve competitive sport system objectives 59A / 58C	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts	Sport Canada		x	
Changes and improvements to the current roles and responsibilities in the competitive sport system 60	Ratings of experts and key stakeholders (including sport organizations) on the extent to which changes and improvements in roles and responsibilities enhance achievement of competitive sport system objectives 60C	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts				
New arrangements to build a sustainable resource base are explored and implemented	Number and percent of sport organizations that have entered into new partnerships: with public sector, with private sector 61B	Thematic review				Recommended for inclusion in thematic review: partnerships and collaboration

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
61						

*Subject to decisions about evaluation options.

Goal: 4. High Performance Sport

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
Actions to implement and adhere to codes of ethics and codes of conduct 63	Number and percentage of HP coaches who have completed NCCP training in ethics and values (e.g., Making Ethical Decisions) in high performance sport 63B	Sport Canada: NCCP TBC	CCES CAC		x	% of (HP) coaches who have completed the Making Ethical Decision (MED) module and Anti-Doping module of the NCCP (not distinguishing between HP vs other coaches) Indicators TBC
Participants in high performance sport adhere to a code of ethics and code of conduct 64	Number and percentage of HP athletes who have signed and adhere to a code of ethics and code of conduct required by their NSO 64B	Survey: NSOs Sport Canada TBC			x	<ul style="list-style-type: none"> • % of HP athletes who have signed a code of ethics and code of conduct, as required by their NSO • % of National Team athletes reported by their NSO to have breached the code of ethics or code of conduct: by Senior, Development, other Indicators TBC
	Level of satisfaction by athletes, coaches, officials, leaders and parents with level of adherence to ethical standards and codes of conduct in high performance sport 64C	Survey: Athletes, coaches, officials, leaders, parents Sport Canada AAP Thematic review			x	Recommended for inclusion in thematic review of ethics
	Number of doping infractions 64D	CCES			x	<ul style="list-style-type: none"> • # of doping infractions • Percent of tested Canadian athletes testing positive for a doping infraction
Leading edge (world-class) sport science, sport medicine, and research	Number of NSOs with functional SSSM plans 66A	OTP HP work group			x	<ul style="list-style-type: none"> • % of NSOs, MSOs, CSCs (OTP / CS4L) providing SSSM services to HP athletes; by org type

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
and innovation are applied 66 And Leading edge (world-class) sport science, sport medicine, and research and innovation for coach development are applied 67	Initiatives undertaken to identify and learn about leading edge (world-class) sport science, sport medicine, and research and innovation for athlete development in HP sport 66B And Initiatives undertaken to identify and learn about world-class / leading edge scientific practices and knowledge for coach development in HP sport 67B	OTP HP Working Group, CSIN Sport Canada (TBC)			x	<ul style="list-style-type: none"> • % of NSOs, MSOs, CSCs (OTP / CS4L) engaged in long term research and innovation initiatives; by org type • % of research funded through the SCRI that is reported as being mobilized by policy makers or programmers. Indicators TBC
	Extent athletes, coaches and sport leaders view integration of leading-edge sport science, sport medicine, and research and innovation is contributing to improved athlete performance in HP sport 66D And Extent athletes, coaches and sport leaders view that integration of leading edge (world-class) sport science, sport medicine, and research and innovation is contributing to improved coach performance in HP sport 67D	Survey: Athletes, coaches, leaders			x	
World-class coaches and other technical leaders 68	Number of NSOs with High Performance Directors (full-time) 68A	CAC HP Working Group	OTP		x	
	Coaches and technical leaders have access to the appropriate		OTP		x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	professional development required to be the world's best 68C					
World class high performance programs delivered 69	Number of medals at Olympics, Paralympic and World Championships, by NSO/sport 69A	Sport Canada STATS database		x	x	Need to look at stats over time to assess programs
Access to trained and certified officials for high performance sport 71	Number and percent of sport organizations with sufficient access to stage appropriate trained and certified officials for high performance sport 71A	Surveys: NSOs, P/TSOs, Sport Officials of Canada			x	
Linkages are established and partnerships are formed to align and leverage athlete, coach and officials' development in high performance sport 72	Numbers and types of linkages and partnerships in high performance sport to align and leverage development of athletes, coaches and officials 72A	Thematic review			x	Recommended for inclusion in Thematic review of partnerships and collaborations SC: SFAF # of NSO collaborations with P/TSOs
	Extent linkages and partnerships enhance alignment and leverage athlete, coach and officials development in high performance sport 72B	Sport Canada OTP HP Working Group CAC CSIN			x	Recommended for inclusion in Thematic review of partnerships and collaborations
	Numbers and types of linkages and partnerships in high performance sport to align and leverage development of podium pathways for athletes/pathways for HP success 72C	Surveys: N/MSOs, P/TSOs			x	Recommended for inclusion in Thematic review of partnerships and collaborations

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	Extent linkages and partnerships result in improved alignment and leveraging of podium pathways for athletes/pathways for HP success 72D				x	Recommended for inclusion in Thematic review of partnerships and collaborations
	NUMBER of podium pathway athletes identified in high performance sport 72E				x	
A coordinated national strategy for hosting major national and international sport events to maximize their contribution to high performance sport and community-building objectives is developed and implemented 74	Implementation status of a coordinated national strategy for hosting major national and international sport events to maximize their contribution to high performance sport and community-building objectives 74A	Sport Canada ISECG	F-P/T governments M/NSOs Municipalities / Event hosts		x	
Adherence to national hosting strategy 75	Number of bids that are / are not consistent with a coordinated national hosting strategy for major national and international sport events 74A	Sport Canada, F-P/T governments,			x	● % of bids aligned to Framework
	Extent adherence to the coordinated national strategy maximizes sport events contribution to sport and community building objectives 75B	75B: Survey / Interview: Sport Canada; F-PT gov't ; N/MSOs, municipalities / event hosts			x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	Championships 77A					
	Extent key stakeholders use performance data/results related to these targets to guide expectations and assist in the evaluation of performance and the effectiveness of the sport system 77B	Interview / Survey Sport Canada, COC, OTP Survey: NSOs			x	
Sport organization have sufficient governance capacity 78	Ratings of adequacy of governance capacity to achieve sport system objectives for competitive sport 78A	Surveys: LSO, PTSOs, N/MSOs Sport Canada: SFAF			x	
Sport organizations have sufficient human resources capacity 79	Number of staff in HP sport by organizational size (budget, number of staff, etc.) 79A Number and percent of sport organizations with paid staff in competitive sport 79B	Surveys: NSOs, MSOs, P/TSOs	FPT governments COC		x	
Sport organizations have sufficient financial resources capacity 80	P/TSO revenues (total dollar amounts and proportion of all funding) for high performance sport: •from governments (F-P/T, municipal) •from the private sector (e.g., sponsorships) •from other sources (e.g., registrations, events) 80A	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts SC has done a analysis of private sector funding. We			x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
	Ratings of adequacy of financial resource capacity to achieve sport system objectives for HP sport 80B	are maintaining a database of NSO/MSO/CSC annual sources of funds and amounts for future analysis as needed				
Clearly defined roles and responsibilities in high performance sport system 81	Ratings of experts and key stakeholders on the extent to which roles and responsibilities in the HP sport system are clearly defined 81A	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts	Sport Canada		x	
Appropriateness of the current roles and responsibilities to achieve high performance sport system objectives 82	Ratings of experts and stakeholders on the appropriateness of the current roles and responsibilities to achieve HP sport system objectives 82A	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts	Sport Canada		x	
Changes and improvements to the current roles and responsibilities in the high performance sport system 83	Ratings of experts and key stakeholders (including sport organizations) on the extent to which changes and improvements in roles and responsibilities enhance achievement of competitive sport system objectives 83A	Survey: F-P/T governments, M/NSOs, P/TSOs and sport system experts	Sport Canada		x	
New arrangements to build a sustainable resource base are explored and implemented 84	Number and percent of sport organizations that have entered into new partnerships: with public sector, with private sector 84A	Thematic review			x	Recommended for inclusion in Thematic review of partnerships and collaboration

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Additional Potential Data Sources	F	S	
Canadians serve in high level positions related to HP sport in international sport federations and international multi-sport organizations 86	Number and percentage of NSOs and MSOs with formal strategies for international representation in international sport federations and international multi-sport organizations 86A	Document review F-P/T governments Sport Canada SFAF	F-P/T governments		x	
	Number of Canadians serving in “high level” technical positions or as members of standing committees or boards of international sport federations and multisport organizations 86B	Surveys: FPT governments, N/MSOs SC SFAF			x	

*Subject to decisions about evaluation options.

Goal: 5. Sport for Development

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Existing and Potential Data Sources	F	S	
Athletes are educated and trained on how to be positive role models on and off the field of play 87	Initiatives to educate and develop athletes (M/F, able-bodied and AWAD) as positive role models on and off the field of play 87A	Surveys: NSOs, MSOs, P/TSOs Athletes	ACAN,		x	
	Number of athlete that receive education and training (e.g., from sport organizations, coaches) on how to be a positive role model on and off the field 87B				x	
Athletes receive education, training and mentoring on being sport leaders 88	Initiatives to develop high performance athletes as leaders, including leadership talent identification (M/F, able-bodied and AWAD) and mentoring opportunities 88A	Surveys: NSOs, MSOs, P/TSOs Athletes	ACAN		x	Athletes CAN have leadership modules to train athletes reps to influence decision making within the NSO;
Athletes (current and retired) assume positions of leadership in sport 90	Number of high performance athletes in leadership positions on NSO, MSO, P/TSO Boards and Committees 90A	Surveys: NSOs, MSOs, P/TSOs Athletes			x	
	Type of leadership positions HP athletes are serving in on NSO and MSO Boards and Committees	Surveys: NSOs, MSOs, P/TSOs Athletes			x	

Results / Outcomes	Performance Indicators	PM / Evaluation Methodology*	Existing and Potential Data Sources	F	S	
	90C					

*Subject to decisions about evaluation options.

NOTE: Evaluation of objectives 2 and 3 should be coordinated with ongoing work by MSOs and NGOs working in S4D.

B. Questions: Thematic Review: Physical Literacy & Long Term Athlete Development (LTAD)

- 1. How have stakeholders in the Canadian sport system changed policies and programs in ways consistent with PL and LTAD principles?**
 - a. In which ways and to what degree are stakeholders (NSOs, P/TSOs, Clubs, NGOs, Municipalities, Schools, Local Sport and Recreation Organizations) knowledgeable and/or aware of the basic principles of PL and/or LTAD?
 1. Has the respondent heard of Physical Literacy?
 2. Has the respondent heard of LTAD?
 3. What are the respondent's definitions? What do they mean to the respondent?
 4. How did the respondent learn about PL and/or LTAD?
 5. What does the respondent think are the key principles of PL and LTAD?
 6. Where would the respondent go to learn more about PL and/or LTAD?
 7. Does the respondent believe in the principles of PL and/or LTAD? Explain.
 8. Does the respondent's organization hold similar beliefs? Explain.
 9. How does the respondent know his/her organization holds these beliefs?
 10. Why does the respondent's organization hold/not hold these beliefs?
 - b. In which ways and to what degree have stakeholders demonstrated commitment or bought into PL and LTAD principles?
 1. Has the respondent's organization adopted any PL and/or LTAD principles in its policies, procedure, guidelines or planning documents? Can the respondent provide examples?
 2. Has the respondent's organization demonstrated leadership related to PL and/or LTAD implementation with boards, staff, coaches, clubs and/or others?
 3. When did the respondent's organization begin to demonstrate commitment to PL and/or LTAD principles?
 4. Has the respondent seen an increase or decrease in commitment over time? Why?
 - c. In which ways and to what degree have stakeholders (NSOs, P/TSOs, Clubs, NGOs, Municipalities, Schools, Local Sport and Recreation Organizations) progressed in implementing programming aligned with PL and LTAD principles?

1. Are the respondent's organization's programs/activities built on the principles of PL and/or LTAD? How?
2. Are the principles of PL and/or LTAD applied to programs/activities in any of the following contexts: Introduction to Sport, Recreational, Competitive, High Performance, and Sport for Development, Other?
3. Can the respondent provide examples?
4. What changes have been made to the respondent's organization's programs to align better with PL and/or LTAD principles? What changes does the organization plan to make?
5. What has been done by the respondent's organization to educate staff, board members, clubs, volunteers, coaches and parents about PL and/or LTAD principles? What does the organization plan to do?
6. What changes have been made to the respondent's organization's governance structure to support PL and/or LTAD? What changes are planned?
7. What changes has the respondent's organization made to the system of competition to align better with PL and/or LTAD principles? What changes does the organization plan to make?
8. What are the main reasons the respondent's organization has built (or not built) the principles of PL and/or LTAD into its programs/activities?
9. What impact does the respondent believe that PL and/or LTAD based programs/activities will have in his/her organization? Why/why not?

2. What have been the lesson learned to date?

- a. What gaps exist between stakeholder knowledge/awareness, commitment and implementation, and why?
 1. Does the respondent see any gaps between what he/she knows/believes and what he/she implements?
 2. If yes, why does the respondent think the gaps exist?
 3. For consultant: If individual awareness is high and organizational commitment or implementation low, where in the organization are there disconnects? Why?
- b. What are the system barriers and enablers with regard to implementation of PL and LTAD related programming?
 1. What are some of the barriers and/or enablers with regard to implementing PL and/or LTAD related programming in the respondent's organization?
 2. For consultant: If commitment is high and implementation low, what are the barriers to implementing PL and/or LTAD principles in activities/programs?
 3. For consultant: If commitment is high and implementation high, what are the facilitators to implementing PL and/or LTAD principles in activities/programs?

- c. What are the areas of strong and limited consensus (definitions, scientific evidence, implementation strategies, etc.) and what related gaps exist in research and resources?
 - 1. What does the respondent think are the strongest areas of consensus on PL and/or LTAD across organizations and sectors?
 - 2. What does the respondent think are the most significant areas of conflict related to PL and/or LTAD across organizations and sectors?
 - 3. For consultant: note areas of consensus/conflict in definitions, beliefs and trusted resources.

 - d. What are the strengths and weaknesses of PL and LTAD logic/assumptions and related theories of change?
 - 1. In the respondent's opinion, are there any assumptions related to PL and/or LTAD that need further testing?
 - 2. For consultant: note areas of consensus/conflict in assumptions and program logic.
 - 3. For consultant: compare assumptions and program logic to CS4L and CSP principles to assess areas of alignment and conflict.
- 3. What are the opportunities and priorities for enhancing the impact of PL and LTAD initiatives going forward?**
- a. On which areas of PL and LTAD implementation should efforts be focused to maximize benefits to the Canadian sport system?
 - 1. In the respondent's opinion, in which areas should efforts be focussed in order to maximize the benefits of PL and LTAD initiatives between now and 2022?
 - 2. What are the stated priorities of the respondent's organization related to PL and/or LTAD?
 - 3. For consultant: What are the significant opportunities for enhancing the impact of PL and/or LTAD?

C. Results/Outcomes and Performance Indicators from F-P/T Prioritized Matrix that specify Existing Database and Survey review as a data source

Existing Database and Survey Review: Results/Outcomes and Performance Indicators

List of Results/Outcomes and Performance Indicators from the F-P/T Prioritized Matrix that specify the Existing Database and Survey review as a source of information for the Formative Evaluation

Goal 1: Introduction to Sport

Result/Outcome: Positive perceptions of introductory sport as safe, values-based, healthy, fun (G1: 1)

Performance Indicators:

- Levels of perception by youth, parents, leaders, and educators that sport is safe, values-based, healthy and fun (G1: 1A).

Result/Outcome: Physical activity and sport participation by children and youth at introduction to sport level (G1: 2)

Performance Indicators:

- Numbers and percentages of children and youth who engage in PA (e.g., that matches CSEP guidelines) and sport at intro to sport level (G1: 2A)

Result/Outcome: Physical literacy amongst children and youth (G1: 3)

Performance Indicators:

- Levels of physical literacy amongst children and youth in schools and pre-schools

Result/Outcome: Sport participation including by traditionally underrepresented and/or marginalized populations increases in introductory sport programming (G1: 4)

Performance Indicators:

- Participation levels of children and youth in introductory sport programs by under-represented groups: persons with a disability, aboriginal peoples, ethno-cultural minorities, people in lower-income households, girls and women (G1: 4A)

Result/Outcome: Awareness of the benefits of physical literacy and safe, values-based play and sport for children and youth (G1: 5)

Performance Indicators:

- Levels of awareness amongst leaders, educators and parents about the benefits of: physical literacy, values-based play, values-based sport (G1: 5A)

Result/Outcome: Quality age and stage-appropriate programs are delivered (G1: 10)

Performance Indicators:

- Numbers and types of organizations that have integrated quality standards to their LTAD introductory sport programs, e.g., Club Excellence, High Five (G1: 10A)

Result/Outcome: Availability of safe and appropriate spaces for unstructured play and self-organized sport (G1: 13)

Performance Indicators:

- Number and type of municipal facilities and spaces available for unstructured play and self-organized sport, e.g., gyms, playing, fields, rinks, courts, skate parks (G1: 13A)
- Number and type of school facilities and spaces available at schools: by type, e.g., gyms, playing, fields, rinks, courts, skate parks (G1: 13B)

Result/Outcome: Parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth (G1: 15)

Performance Indicators:

- Extent parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth (G1: 15A)

Result/Outcome: QDPA in schools includes opportunities for children to learn and practice the fundamentals of sport (G1: 16)

Performance Indicators:

- Number and percentage of schools (K-8) which have adopted and implemented QDPA policy (G1: 16A)
- Number and percentage of students (K-8) who engage in 60 minutes of QPA per day (or that matches CSEP guidelines) (G1: 16B)
- Number and percentage of schools (K-8) in which QDPA includes opportunities to learn and practice the fundamentals of sport (G1: 16C)

Goal 2: Recreational Sport

Result/Outcome: Recreational sport participation (G2: 18)

Performance Indicators:

- Sport participation rate in recreational sport in leisure time (G2: 18A)

Result/Outcome: Trained and certified community coaches and leaders involved in recreational sport (G2: 22)

Performance Indicators:

- Number of trained coaches and leaders in recreational sport programs (G2: 22A)
- Levels of training and certification achieved by coaches and leaders for recreational sport programming (G2: 22C)

Result/Outcome: Implementation and advancement of ethical standards and codes of conduct (G2: 24)

Performance Indicators:

- Types of training sessions, workshops, etc. to present and reinforce ethical standards and practices (G2: 24A)
- Number of coaches with training in ethics and values (e.g., NCCP's Make Ethical Choices) (G2: 24B)

Result/Outcome: Partnerships, agreements and collaborations (G2: 36)

Performance Indicators:

- Number and types of partnerships, agreements and collaborations in recreational sport facilities: formal, informal (G2: 36A)

Goal 3: Competitive Sport

Result/Outcome: Sport participation including by traditionally underrepresented and/or marginalized populations increases in competitive sport programming (G3: 40)

Performance Indicators:

- Participation levels of in competitive sport programs by under-represented groups: persons with a disability, aboriginal peoples, ethno-cultural minorities, people in lower-income households, girls and women (G3: 40A)

Result/Outcome: Actions to implement and adhere to codes of ethics and codes of conduct (G3: 41)

Performance Indicators:

- Training sessions, workshops, and other actions, e.g., education tools, research, reporting / disclosure, etc. to present and reinforce codes of ethics and conducts practices in competitive sport by sport organizations (G3: 41A)
- Number and percentage of coaches with training in ethics and values (e.g., NCCP's Make Ethical Decisions, Respect Ed.) in competitive sport (G3: 41B)

Result/Outcome: Participants in competitive sport adhere to a code of ethics and code of conduct (G3: 42)

Performance Indicators:

- No. of NCCP certified coaches who have breached their code of conduct (G3: 42B)
- No. of NCCP certified coaches who have been convicted of an offense (G3: 42C)

Result/Outcome: Competitive sport programs are designed to meet the needs of traditionally underrepresented and/or marginalized populations (G3: 43)

Performance Indicator:

- Types of recreational sport programming intentionally designed to include traditionally underrepresented and/or marginalized populations that has been made more accessible, equitable and inclusive: by target group(s) (G3: 43A)

Result/Outcome: Competitive sport coaches are trained and certified (G3: 47)

Performance Indicator:

- Number of carded AAP athletes receiving coach transition funding (G3: 47B)

Result/Outcome: Sport organizations have sufficient governance capacity to achieve sport system objectives for competitive sport (G3: 55)

Performance Indicator:

- Ratings of adequacy of governance capacity to achieve sport system objectives for competitive sport (G3: 55B)

4. High Performance Sport

Result/Outcome: World class high performance programs delivered

Performance Indicator:

- Number of medals at Olympics, Paralympics and World Championships, by NSO/sport

D. P/T Governments Online consultation - Results

Overall Survey Statistics (March 22, 2016)

Introduction

The focus of this consultation, as set out in the CSP Performance Measurement and Evaluation Strategy, is on the first three goals of the Canadian Sport Policy: Introduction to Sport, Recreational Sport and Competitive Sport, as well as on the themes of Physical Literacy and Long-Term Athlete Development (LTAD).

A more comprehensive review of all five Policy goals will be undertaken in the Summative Evaluation that will take place closer to the end of the Canadian Sport Policy's time frame (to 2022).

The specific topics covered in this survey include the following:

- Spaces for unstructured play and self-organized sport
- Quality Daily Physical Activity (QDPA) in schools
- Trained and certified community coaches and leaders in recreational sport
- Partnerships, agreements and collaborations in recreational sport facilities
- Competitive sport programs for underrepresented and/or marginalized populations

Spaces for unstructured play and self-organized sport

Availability of safe and appropriate spaces for unstructured play and self-organized sport

1. Does your government department/ministry maintain an inventory or database of municipal or school facilities and spaces intended for use in recreation and sport?

Yes.....	50%	
No	50%	n = 12

2. Which of the following sports and recreation facilities and spaces does this inventory include? (*Check all that apply.*)

Aquatic centres (e.g., swimming, diving)	83%
Arenas (e.g., ice for ringette, hockey, figure skating, curling, speed skating)	83%
Gyms (e.g., basketball, volleyball, badminton, boxing, ball or floor hockey, fencing, indoor soccer, gymnastics, racquet sports, martial arts, weightlifting, track cycling)	67%
Outdoor sport complexes (e.g., tennis, basketball, bocce, netball, ball hockey, beach volleyball)	50%
Outdoor water sports (canoe/kayak, rowing, swimming, triathlon, dragon-boating, paddling, waterski and wakeboard, windsurfing, sailing)	0%
Outdoor sports fields (e.g., archery, baseball, softball, cricket, field hockey, football, lacrosse, soccer, rugby, track and field, ultimate)	67%
Other outdoor summer sports facilities (e.g., mountain biking or other cycling venues, equestrian, golf, lawn bowls)	33%
Outdoor winter sports facilities (e.g., hockey, alpine ski, free-style ski, snowboard, cross-country ski, biathlon, bobsleigh)	33%
Other	0%
None	0%
.....	n = 6

3. Does the inventory or database include any of the following types of facilities and spaces operated by municipalities, schools and colleges/universities that can be used for unstructured play and self-organized sport? (*Click on all that apply.*)

	Municipalities (n=4)	Schools (n=2)	Colleges/ Universities (n=0)
a. Playing fields	75%	25%	-
b. Outdoor rinks	50%	0%	-
c. Courts	75%	25%	-
d. Gyms	50%	50%	-
e. Skate parks.....	75%	0%	-
f. Parks (active recreation)	75%	0%	-
g. Other.....	25%	0%	-

4. Are you able to provide any quantitative information about the numbers and types of facilities and spaces in your province/territory that can be used for unstructured play and self-organized sport?

Yes.....50%
 No50% n = 6

5. If no, please describe the situation with respect to these data in your jurisdiction. If yes, please summarize the information available. If possible, provide details about the numbers and types of facilities or a link to where additional information can be obtained.
-

Quality Daily Physical Activity (QDPA) and Quality Daily Physical Education (QDPE) in schools

The performance indicator for which we are looking for data is: “QDPA and QDPE in schools that includes opportunities for children to learn and practice the fundamentals of sport”

The next set of questions asks about QDPA and QDPE policies.

6. Does your government have a policy or requirement for Quality Daily Physical Activity (QDPA) or Quality Daily Physical Education (QDPE) in schools in your jurisdiction? (*Click on all that apply.*)

Yes, for Quality Daily Physical Activity 23%
 Yes, for Daily Physical activity (no specification about quality) 23%
 Yes, for Quality Daily Physical Education..... 15%
 Yes for Daily PE (no specification about quality)..... 8%
 No, but QDPA/DPA policy is in development..... 8%
 No, but QDPE/DPE policy is in development 0%
 No 46% n = 13

7. What grades does this policy cover?

K to 12 80%
 K to 8 0%
 K to 6 0%
 1 to 12 0%
 1 to 8..... 20%
 1 to 6..... 0%
 Other..... 0% n = 5

8. Does the QDPA or QDPE policy include standards or measures to ensure that the instruction and activities meet specified standards for quality?

Yes..... 50%
 No, but standards/measures are in development.....0%
 No 50% n = 6

9. Which of the following do/will these standards or measures cover? (*Click on all that apply.*)

Instructor training and/or qualifications 67%
 Types of activities and/or programs100%
 Facilities and equipment 33%
 Fundamental Movement Skills 67%
 Fundamental Sport Skills..... 67%
 Achievement of outcomes (e.g., participation levels)100%
 Other 0% n = 3

10. Does your government provide any guidelines for Quality Daily Physical Activity or Quality Daily Physical Education to schools and/or teachers in your jurisdiction? (*Click on all that apply.*)

Yes, for Quality Daily Physical Activity 54%
 Yes, for Quality Daily Physical Education 31%
 No, but QDPA guidelines are in development0%
 No, but QDPE guidelines are in development.....0%
 No 39% n = 12

11. Do these guidelines include anything related to providing opportunities for children to learn and practice the fundamentals of sport?

Yes.....43%
 No57% n = 7

12. Do you have any comments about policies or requirements for Quality Daily Physical Activity or Quality Daily Physical Education in schools in your jurisdiction? For example, has there been any assessment as to its extent of implementation, or effectiveness?

The next set of questions asks about Quality Daily Physical Activity standards.

13. Has a time standard for quality daily physical activity (e.g., minutes per day or week) been established for schools in your jurisdiction?

Yes.....46%
 No54% n = 13

14. What grades does this physical activity standard cover?

K to 12 83%
 K to 80%
 K to 60%
 1 to 120%
 1 to 8..... 17%
 1 to 6.....0%
 Other.....0% n = 6

15. Does the physical activity standard specify a minimum number of minutes per day?

Yes.....83%
 No17% n = 6

16. If yes: how many minutes per day?

20 min..... 40%
 30 min.....30% n = 5

17. Does the physical activity standard specify a minimum number of minutes per week?

Yes.....67%
 No33% n = 6

18. If yes: how many minutes per week?

x = 150 n = 4

19. Approximately what percentage of students in grades K to 8 engages in physical activity that meets the daily or weekly time standard?

Percentage of students meeting the standard: 90% n = 1

20. If not sure/don't know: Who would know this information?

21. Approximately what percentage of K to 8 schools has QDPA or QDPE time that includes opportunities to learn and practice the fundamentals of sport?

Not sure/Don't know 100%

22. Approximately what percentage of QDPA or QDPE time for children in these K to 8 schools is allocated to opportunities to learn and practice the fundamentals of sport? Please consider curriculum time during the school day, not time spent outside of the school day.

Not sure/Don't know 100%

23. Do you have any comments about standards for Quality Physical Activity or Quality Physical Education for schools in your jurisdiction?

24. Do you agree or disagree that the Physical Education curriculum at the following levels in your jurisdiction is aligned with the *Canadian Sport for Life* Long-Term Athlete Development (LTAD) model? (For post-secondary, the curriculum may be for Kinesiology, Health and Physical Education, Sport Management, Leisure Studies, etc.)

	Strongly disagree	Disagree	Neither	Agree	Strongly agree	Not applicable	Not sure/Don't know	n
a. Primary/elementary	8%	0%	8%	17%	42%	0%	25%	12
b. Secondary	8%	8%	17%	25%	17%	0%	25%	12
c. Post-secondary (college or universities)	0%	0%	0%	18%	9%	9%	64%	11

25. Do you agree or disagree that the Physical Education curriculum at the following levels in your jurisdiction is aligned with Physical Literacy? (For post-secondary, the curriculum may be for Kinesiology, Health and Physical Education, Sport Management, Leisure Studies, etc.)

	Strongly disagree	Disagree	Neither	Agree	Strongly agree	Not applicable	Not sure/ Don't know	n
a. Primary/ elementary	8%	0%	0%	25%	50%	0%	17%	12
b. Secondary	8%	0%	0%	58%	17%	0%	17%	12
c. Post-secondary (college or universities)	0%	0%	0%	9%	9%	9%	73%	11

Trained and certified community coaches and leaders in recreational sport

The performance indicator for this outcome/result in the F-P/T Prioritized Matrix is: “Number of trained coaches and leaders in recreational sport programs”.

In the Recreational sport context (as defined in the Canadian Sport Policy) individuals participate in organized and/or unorganized sport programs or activities. These are delivered primarily by clubs, schools and recreation departments of municipalities and local governments and often involve some form of competition. In this context, even when participation is competitive, participants are motivated primarily by fun, health, social interaction and relaxation.

26. Does your ministry/department keep track of the number of trained and certified community coaches and leaders involved in recreational sport in your province/territory?

Yes..... 67%
 No 33% n = 12

27. What is the source of this information? (*Click on all that apply.*)

Coaching Association of Canada - NCCP database (Locker) 32%
 Provincial/Territorial coaching association 18%
 Municipalities 9%
 Provincial/Territorial sport organizations..... 27%
 Provincial/Territorial sport federation 14%
 Education sector 0%
 Other 0% n = 8

28. Does your province/territory have a policy, standard or guidelines requiring or stating an expectation that community coaches and leaders involved in recreational sport will have training and/or certification?

Yes..... 17%
 No 83% n = 12

29. Please briefly describe this policy, standard or guideline and how it is communicated to local organizations involved in recreational sport. Or, if some P/TSOs or municipalities have this as a requirement, and some do not, please let us know.

Partnerships, agreements and collaborations in recreational sport facilities

Information on partnerships, agreements and collaborations in recreational sport facilities

30. Has your ministry/department entered into any formal partnerships or agreements with any of the following types of organizations to develop, build or operate recreational sport facilities? (*Click on all that apply.*)

Other ministries in your provincial/territorial government50%
 Federal government63%
 Municipalities 100%
 Sport organizations (P/T level)25%
 Sport organizations (local/club level)63%
 Schools.....13%
 Colleges and/or universities.....25%
 Private sector.....38%
 Other..... 0% n = 8

31. Please briefly describe these formal partnerships or agreements for recreational sport facilities.

32. Has your ministry/department entered into any informal partnerships, agreements or other types of collaborations with any of these types of organizations to develop, build or operate recreational sport facilities? (*Click on all that apply.*)

Other ministries in your provincial/territorial government
 Federal government
 Municipalities
 Sport organizations (P/T level)
 Sport organizations (local/club level)
 Schools.....
 Colleges and/or universities.....
 Private sector.....
 Other.....

Note: Just 1 P/T responded to this question and indicated that there are partnerships with all of the types of organizations listed, except for schools and colleges and/or universities.

33. Please briefly describe these informal partnerships, agreements or collaborations for recreational sport facilities. What makes them informal?
-

Competitive sport programs for underrepresented and/or marginalized populations

The next few questions ask for information about competitive sport programs that are intentionally designed to meet the needs of traditionally underrepresented and/or marginalized populations.

34. Does your ministry/department provide information or guidance to any of the following types of organizations about how to design competitive sport programs that better meet the needs of groups that historically have been underrepresented in sport (e.g., Aboriginal people, persons with a disability, girls and women)? (*Click on all that apply.*)

Sport organizations (P/T level)75%
 Sport federation (P/T)33%
 Sport organizations (local/club level)50%
 Municipalities25%
 Schools.....33%
 Colleges and/or universities..... 8%
 Organizations representing specific underrepresented groups67%
 Other..... 0% n = 12

35. Does this information or guidance about designing competitive sport programs address the particular needs of any of the following groups? (*Click on all that apply.*)

Persons with a disability	73%	
Aboriginal peoples	100%	
Ethno-cultural minorities	27%	
People in lower-income households.....	36%	
Girls and women	73%	
Other under-represented groups	0%	n = 11

36. Please briefly describe the information or guidance provided about the needs of these groups in competitive sport and how it is communicated. If this is described on a website, please provide us with the link.

37. Overall, to what extent do you think that sport organizations in your province/territory have been successful at designing competitive sport programs that are more accessible, equitable and inclusive for each of these groups?

	Not at all	A small extent	A moderate extent	A great extent	Not sure/ Don't know	n
a. Persons with a disability	9%	9%	63%	18%	0%	11
b. Aboriginal people	8%	17%	33%	42%	0%	12
c. Ethno-cultural minorities	18%	36%	36%	0%	9%	11
d. People in lower income households	0%	27%	46%	27%	0%	11
e. Girls and women	0%	18%	46%	36%	0%	11

38. Do you have other comments about the issues covered in this consultation or about any other aspects of the Canadian Sport Policy and the progress being made to achieve the first three goals – Introduction to Sport, Recreational Sport and Competitive Sport?

Thank you very much for participating in this consultation.

E. Matrix of Outcomes, Questions and Survey Respondent Groups

CSP Formative Evaluation - Surveys of Sport Organizations Outcomes and Performance Indicators to address in the surveys (draft - October 13, 2015)

Results / Outcomes and Performance Indicators to be addressed through the SO surveys Integrated Framework from Prioritized Matrix (PM) and Thematic Review ToR (TR)

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
LTAD and Physical Literacy - a. Awareness and Knowledge					
Has the respondent heard of Physical Literacy? (TR1)			√	√	
Has the respondent heard of LTAD? (TR2)			√	√	
How did the respondent learn about PL and/or LTAD? (TR4)			√	√	
What does the respondent think are the key principles of PL and LTAD? (TR5)		√	√	√	
Where would the respondent go to learn more about PL and/or LTAD? (TR6)			√	√	
Does the respondent believe in the principles of PL and/or LTAD? Explain. (TR7)			√	√	
Does the respondent's organization hold similar beliefs? Please explain. (TR8)			√	√	
LTAD and Physical Literacy - b. Commitment					
Has the respondent's organization adopted any PL and/or LTAD principles		√	√	√	

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
in its policies, procedure, guidelines or planning documents? (TR11)					
Has the respondent seen an increase or decrease in commitment over time? (TR14)		√	√	√	
LTAD and Physical Literacy - c. Progress in implementation					
Are the respondent's organization's programs/activities built on the principles of PL and/or LTAD? (TR15)			√	√	
Are the principles of PL and/or LTAD applied to programs/activities in any of the following contexts: Intro to Sport, Recreational, Competitive, High Performance, Sport for Development, Other? (TR16)					The questions will be adapted to suit the SO level. The questions will be coordinated with Intro to Sport PM9 (the first result/outcome listed).
What has been done by the respondent's organization to educate staff, board members, clubs, volunteers, coaches and parents about PL and /or LTAD principles? What does the organization plan to do? (TR19)		√	√	√	
What changes have been made to the respondent's organization's governance structure to support PL and/ LTAD principles? What changes does the organization plan to make? (TR20)		√	√	√	
What changes has the respondent's organization made to the system of competition to align better with PL and/or LTAD principles? What changes		√	√	√	

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
does the organization plan to make? (TR21)					
What impact does the respondent believe that PL and/or LTAD based programs/activities will have in the respondent's organization? Why/why not? (TR23)		√	√	√	
LTAD and Physical Literacy - Lessons Learned					
What are some of the barriers and/or enablers with regard to implementing PL and/or LTAD related programming in the respondent's organization? (TR26)		√	√	√	
LTAD and Physical Literacy - Opportunities and Priorities					
In which areas should efforts be focussed on in order to maximize the benefits of PL and LTAD initiatives between now and in 2022? (TR30)		√	√	√	
Goal 1: Introduction to Sport					
LTAD (developmentally appropriate programs) are being integrated into introductory sport programs (PM9)	Steps taken to implement LTAD in introductory sport programs (PM9A)			√	See preceding note for TR16.
LTAD additional outcomes: Supported sport orgs are including LTAD considerations in planning; Supported orgs are providing LTAD leadership; Supported orgs are reviewing own programs and services with consideration of LTAD and making changes to address gaps (PM9.1)	TBD	√	√		This outcome may be addressed through analysis by asking LSOs if they receive support from P/TSOs, and P/TSOs from NSOs. The additional outcomes are covered under the TR items.

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
Quality age and stage-appropriate programs are delivered (PM10)	Numbers and types of organizations that have integrated quality standards to their LTAD introductory sport programs, e.g., Club Excellence, High Five (PM10A)	√	√	√	Questions for this PI will be coordinated with TR15 and TR16.
	Emerging innovations and good practices in LTAD / developmentally appropriate introductory sport programming (PM10B)	√	√	√	Questions for this PI will be coordinated with TR21.
Partnerships are used to deliver age and stage-appropriate sport programs (PM11)	Types of partnerships being used to deliver age and stage appropriate introductory sport programming between stakeholder groups (PM11A)				Refer to list of 6 types of stakeholders
Goal 2: Recreational Sport					
Trained and certified community coaches and leaders involved in recreational sport (PM22)	Number of trained coaches and leaders in recreational sport programs (PM22A)			√	
	Levels of training and certification achieved by coaches and leaders for recreational sport programming (PM22C)			√	
LTAD / developmentally appropriate programs) are being integrated into recreational sport programs (PM26)	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement LTAD in their recreational sport programs (PM26A)			√	

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
Partnerships are used to deliver age and stage-appropriate recreational sport program (PM28)	Types of partnerships in recreational sport programming to deliver age and stage appropriate recreational sport programs between: <ul style="list-style-type: none"> • Local sport organizations • Local P/T and federal governments • Schools • Community organizations (non-sport) • Private sector • Others 	√	√	√	
NSOs / MSOs and P/TSOs provide leadership and resources for recreational sport programs (PM29)	Leadership and training materials and resources: development, delivery (PM29B)	√	√	√	
	Leadership training and mentoring activities: at local/municipal level; in schools (PM29C)	√	√	√	
	Types of NSOs / MSOs and PTSO partnerships and initiatives for recreational sport: at local/municipal level; in schools (PM29D)				
LTAD alignment among sport organizations, municipalities/local governments and educational institutions (PM38)	Extent of collaboration between delivery partners to ensure access to stage and age appropriate training and	√	√	√	

Results/Outcomes (PM) and Questions (TR)	Performance Indicators (PM)	Sport Organizations			Comments / Notes
		NSOs/MSOs	P/TSOs	LSOs	
	competition opportunities for athletes in both the competitive and recreational streams of sport (PM38A)				
Goal 3: Competitive Sport					
Actions to implement and adhere to codes of ethics and codes of conduct (PM41)	Training sessions, workshops, and other actions, e.g., education tools, research, reporting / disclosure, etc. to present and reinforce codes of ethics and conducts practices in competitive sport by sport organizations (PM41A)	√	√	√	
Competitive sport programs ARE DESIGNED to meet the needs of traditionally underrepresented and/or marginalized populations (PM43)	Types of competitive sport programming intentionally designed to include traditionally underrepresented and/or marginalized populations that has been made more accessible, equitable and inclusive: by target group(s) (PM43A)		√	√	
LTAD (developmentally appropriate) programming is implemented into competitive sport programming (PM45)	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement LTAD in their competitive sport programs (PM45A)			√	
Sport organizations have sufficient governance capacity to achieve sport system objectives for competitive sport (PM55)	Ratings of adequacy of governance capacity to achieve sport system objectives for competitive sport (PM55B)	√	√	√	

F. Online surveys with results

Sport Organizations Surveys

NSO and MSO questionnaire with overall statistics

CSP Formative Evaluation - Survey of Sport Organizations: NSOs and MSOs

Overall Survey Statistics

Introduction

The Canadian Sport Policy 2012 - 2022 has been endorsed by the federal government and all 13 provincial and territorial governments.

The Policy sets a 10-year vision for sport in Canada and proposes to accomplish this vision through increasing the number and diversity of Canadians participating in the five contexts of sport participation, each of which constitutes a policy goal: 1) Introduction to Sport, 2) Recreational Sport, 3) Competitive Sport, 4) High Performance Sport, and 5) Sport for Development.

All 14 supporting governments have authorized an early review of progress towards achieving the first three Canadian Sport Policy goals. All five goals will be reviewed in a subsequent evaluation near the end of the period covered by the Policy. Because the focus of this survey is the first three goals of the Policy, there is a heavy emphasis throughout this survey on Physical Literacy and the Long-Term Athlete Development (LTAD) model.

Long-Term Athlete Development (LTAD) is referred to by some sports as Long-Term Player Development (LTPD) or other names (e.g. Long-Term Skier Development). In some cases sports may refer to “participants” instead of athletes or players. In this survey we will use LTAD as the generic term for these development frameworks.

The objectives of the current review are (1) to understand the state of policy implementation (focusing in particular on Physical Literacy and LTAD), and (2) to identify possible changes in governments’ actions that can have a positive effect on efforts by sport organizations and other sport sector players to improve the quality of sport.

A. Long Term Athlete Development

The intent of the Long-Term Athlete Development (LTAD) model is to provide a clear path to better sport, greater health, and higher achievement. Children, youth and adults need to do the right things at the right time to develop in their sport or activity - whether they want to be hockey players, dancers, figure skaters or biathletes.

The LTAD model is athlete-centered and is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

Long-Term Athlete Development is based on a set of principles about human and athlete development.

1. Please indicate your level of agreement or disagreement with each of the following statements about principles to improve the quality of sport and long-term athlete development in Canada.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Stage versus age - Sport programs should be based on the stage of the participant's development, rather than chronological age.	0.0%	4.1%	2.0%	38.8%	55.1%	49
b. Learning many sports before specialization - Sport programs should encourage a variety of sports at a young age, then specialization later in development	2.0%	2.0%	2.0%	10.0%	84.0%	50
c. Sensitive periods of development - Sport programs should account for sensitive periods in which there is accelerated adaptation to training during pre-puberty, puberty, and early post-puberty and this should be a basis of youth training, competition and recovery programs.	2.0%	2.0%	0.0%	26.5%	69.4%	49

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
d. Many factors affect training - In general, sport programs should encourage a balance of training, competition, and recovery.	2.0%	0.0%	0.0%	6.0%	92.0%	50
e. Training versus competition - An athlete's progress must be supported with developmentally-appropriate competitions, introduced in a graduated manner.	2.0%	0.0%	2.0%	10.0%	86.0%	50

2. The Long-Term Athlete Development model incorporates a number of other principles and factors. Please list any other LTAD principles that you think are essential for athlete development and to improve the quality of sport.

3. Over the last three years, have you observed any increase in the overall level of understanding of the principles underlying the LTAD model in your sport? For MSOs, please consider increases in organizations across the sport sector.

	No increase at all	A small increase	A moderate increase	Large increase	n
a. In your NSO/MSO?	0.0%	6.1%	38.8%	55.1%	49
b. In P/TSOs	0.0%	13.3%	68.9%	17.8%	45
c. In Local Sport Organizations/Clubs/Leagues?	9.1%	56.8%	31.8%	2.3%	44

Physical Literacy

Physical literacy is defined in the Canadian Sport Policy as the ability of an individual to move with competence and confidence in a wide variety of physical activities in different environments including land, water, air, snow and ice.

A Physical Literacy Consensus Statement developed in 2015 defined Physical Literacy as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

Physical literacy is recognized as a precondition for the lifelong participation in, and enjoyment of, sport.

4. Please indicate your level of agreement or disagreement that sport programs can improve Physical Literacy ...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. During early stages of development	0.0%	2.0%	2.0%	11.8%	84.3%	51
b. At all stages of development?	0.0%	0.0%	5.9%	31.4%	62.7%	51
c. By increasing opportunities to participate in a wide variety of physical activities in multiple environments?	0.0%	2.0%	4.0%	12.0%	82.0%	50

5. Over the last three years, have you observed any increase in the overall level of understanding of the concept of Physical Literacy in your sport? For MSOs, please consider increases in organizations across the sport sector.

	No increase at all	A small increase	A moderate increase	Large increase	n
a. In your NSO/MSO?	2.0%	14.0%	48.0%	36.0%	50
b. In P/TSOs?	6.7%	26.7%	53.3%	13.3%	45
c. In Local Sport Organizations/Clubs/Leagues?	16.7%	38.1%	40.5%	4.8%	42

Organizational Change

6. How much has your organization incorporated principles related to LTAD and Physical Literacy? To what extent has your organization ...

	Not at all	A small extent	A moderate extent	A great extent	n
a. Reviewed its programs and services to address LTAD gaps?	0.0%	4.0%	36.0%	60.0%	50
b. Adopted Physical Literacy-based policies, procedures, guidelines or planning documents?	0.0%	26.1%	43.5%	30.4%	46
c. Adopted LTAD-based policies, procedures, guidelines or planning documents?	0.0%	12.2%	42.9%	44.9%	49
d. Provided leadership in Physical Literacy and LTAD in your sport (for NSOs)/ in the sport sector (for MSOs)?	2.0%	16.0%	28.0%	54.0%	50

7. Has your organization undertaken educational activities dealing with Physical Literacy and /or LTAD (e.g., workshops, webinars, videos) for the following groups? (*Click on all that apply.*)

Staff	84.3%	
Board members.....	56.9%	
Clubs	35.3%	
Volunteers.....	43.1%	
Coaches	74.5%	
Parents	33.3%	
Athletes/Participants.....	45.1%	
None.....	5.9%	n = 51

8. Does your organization plan to undertake educational activities dealing with Physical Literacy and /or LTAD (e.g., workshops, webinars, videos) with the following groups over the next 12 months? (*Click on all that apply.*)

Staff.....	68.6%	
Board members.....	56.9%	
Clubs	47.1%	
Volunteers.....	52.9%	
Coaches	74.5%	
Parents	45.1%	
Athletes/Participants.....	51.0%	
None.....	3.9%	n = 51

9.a Has your organization made changes or does it plan to make changes to its governance structure or policies (e.g., staffing, changing roles, new policies) to support Physical Literacy and/or LTAD principles?

Yes, some changes have been completed....	44.0%	
Yes, total realignment has been completed.	18.0%	
Yes, changes are planned.....	26.0%	
No changes made or planned.....	12.0%	n = 50

9.b. Have these changes included any of the following? (*Click on all that apply.*)

Adding a position (volunteer or paid) with responsibility for LTAD and Physical Literacy implementation	27.3%	
Modifying an existing position (volunteer or paid) to be responsible for LTAD and Physical Literacy implementation.....	72.7%	
Created a committee with representation of member organizations (e.g., P/TSOs) to be responsible for LTAD and Physical Literacy implementation	40.9%	
Adopting LTAD as a goal within your organization’s mission or vision statements	50.0%	
Integrated LTAD within policies	47.7%	
Other		
13.6%.....		n = 44

10.a Has your organization made or does it plan to make changes to the system of competition or leader development in your sport to better align with Physical Literacy and LTAD principles?

Yes, some changes have been completed	46.5%	
Yes, total realignment has been completed	16.3%	
Yes, changes are planned.....	32.6%	
No changes made or planned.....	4.7%	n = 43

10.b Do these changes include any of the following?

Modification to the rules of your sport to permit adherence to Physical Literacy and/or LTAD principles	58.5%	
Modification of competition formats, schedules, equipment or venues to permit adherence to Physical Literacy and/or LTAD principles.....	80.5%	
Modification of coach training programs to permit adherence to Physical Literacy and/or LTAD principles	87.8%	
Modification of officials training programs to permit adherence to Physical Literacy and/or LTAD principles	22.0%	
Other		
12.2%		n = 41

11. Overall, are the impacts of Physical Literacy and LTAD-based programs and activities on your organization positive or negative?

Very negative	0.0%	
Somewhat negative	0.0%	
Neither positive nor negative	10.4%	
Somewhat positive	45.8%	
Very positive	43.8%	n = 48

12. Please list up to three action steps that you feel need to be taken to maximize the benefits of Physical Literacy and LTAD initiatives between now and 2022, either in your sport or more broadly in the sport sector.

B. CSP Goal 1: Introduction to Sport

The Canadian Sport Policy goal of Introduction to Sport is that Canadians have the fundamental skills, knowledge and attitudes to participate in organized and unorganized sport.

A desired outcome of the Policy is that the number and diversity of Canadians participating in sport will increase over the timeframe of 2012-2022.

Introduction to Sport is often associated with the earliest stages of long-term participant development, although the goal is relevant to people being introduced to a sport at any age.

13. To what extent do you think that developmentally appropriate programs are being integrated into introductory sport programs offered by the following organizations in your sport? For MSOs, please consider organizations across the sport sector. ...

	Not at all	A small extent	A moderate extent	A great extent	n
a. P/TSOs?	0.0%	13.0%	65.2%	21.7%	46
b. Local Sport Organizations/Clubs?	0.0%	36.2%	53.2%	10.6%	47

14. Overall, to what extent have P/TSOs in your sport:

	Not at all	A small extent	A moderate extent	A great extent	n
a. aligned their policies with your NSO's LTAD model?	2.8%	25.0%	47.2%	25.0%	36
b. implemented your NSO's LTAD model through their programs and activities?	2.7%	24.3%	40.5%	32.4%	37

15. To what extent does each of the following factors act as a barrier to the alignment of your P/TSOs’ policies with your sport’s LTAD model and with the implementation of LTAD?

	Not at all	A small extent	A moderate extent	A great extent	n
a. Money / funding	2.7%	8.1%	27.0%	62.2%	37
b. Shortage of human resources / staff	0.0%	5.4%	16.2%	78.4%	37
c. Lack of P/TSO knowledge of LTAD in your sport	16.2%	48.6%	18.9%	16.2%	37
d. Lack of clarity/direction from NSO	21.6%	37.8%	32.4%	8.1%	37
e. Weak linkages between your organization and your P/TSOs	24.3%	29.7%	40.5%	5.4%	37

f. Please provide any other important barriers not listed above. _____

16. Please provide any comments you may have about P/TSOs and the extent to which they have aligned with your sport’s LTAD model.

17. Has your organization integrated quality standards in your LTAD introductory sport programs, for example Club Excellence or High Five?

Yes.....39.4%
 No60.6% n = 33

18. Please identify any emerging innovations and good practices in LTAD / developmentally appropriate introductory sport programming in your sport or more broadly in the sport sector.

C. CSP Goal 2: Recreational Sport

The Canadian Sport Policy goal of Recreational Sport is Canadians have the opportunity to participate in sport for fun, health, social interaction and relaxation.

19.a Has your organization entered into partnerships with any government departments or agencies to deliver LTAD-stage and age appropriate recreational sport programs? (*Click on all that apply.*)

Local governments (municipalities)	15.0%
Provincial/Territorial governments	25.0%
Other Federal government departments besides Sport Canada/Canadian Heritage.....	10.0%
Other	20.0%
None	
.....	
52.5%.....	n = 40

19.b Has your organization entered into partnerships with any of the following non-governmental organizations to deliver LTAD-stage and age appropriate recreational sport programs? (*Click on all that apply.*)

Provincial/Territorial sport organizations in your sport	56.5%
Schools / educational institutions at all levels	45.7%
Non-sport community organizations (e.g., Boys and Girls clubs, religious institutions, camps)	32.6%
Private sector (e.g., facility operators).....	19.6%
Other organizations	30.4%
None	
.....	
19.6%.....	n = 46

20. To what extent has your organization undertaken the following activities related to recreational sport programs?

	Not at all	A small extent	A moderate extent	A great extent	n
a. <u>Developed</u> training materials and resources (e.g., for coaches or officials)	8.3%	4.2%	43.8%	43.8%	48
b. <u>Delivered</u> training materials resources (e.g., in-person workshops, webinars, videos)	8.3%	22.9%	37.5%	31.3%	48
c. <u>Conducted training</u> and mentoring activities at the <u>community/municipal level</u>	27.7%	25.5%	31.9%	14.9%	41
d. <u>Conducted training</u> and mentoring activities in <u>schools</u>	33.3%	31.1%	20.0%	15.6%	45
e. Entered into <u>partnerships</u> with P/TSOs to undertake recreational sport initiatives at the <u>community/municipal level</u>	25.5%	25.5%	38.3%	10.6%	47
f. Entered into <u>partnerships</u> with P/TSOs to undertake recreational sport initiatives in <u>schools</u>	38.6%	25.0%	25.0%	11.4%	44

21. Please indicate your level of agreement or disagreement that there is effective collaboration between your organization and delivery partners to ensure access to LTAD-stage and age appropriate training and competition for athletes in recreational sport. There is effective collaboration between your organization and...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Provincial/ Territorial Sport Organizations	4.7%	7.0%	7.0%	51.2%	30.2%	43
b. Local sport organizations	7.3%	7.3%	22.0%	56.1%	7.3%	41
c. Municipalities/ local governments	16.2%	13.5%	35.1%	29.7%	5.4%	37
d. Schools/ educational institutions	14.6%	14.6%	14.6%	46.3%	9.8%	41

D. CSP Goal 3: Competitive Sport

The Canadian Sport Policy goal of Competitive Sport is that Canadians have the opportunity to systematically improve and measure their performance against others in competition in a safe and ethical manner.

22. Has your organization undertaken any of the following activities to implement and promote adherence to codes of ethics and conduct among coaches, athletes and officials in competitive sport? (*Click on all that apply.*)

Developed educational tools	58.8%
Developed training sessions, workshops or presentations .	54.9%
Delivered training sessions, workshops or presentations (e.g., in-person, webinars, videos).....	56.9%
Conducted research	21.6%
None	15.7%
	n = 51

23. Please indicate your level of agreement or disagreement that there is effective collaboration between your organization and delivery partners to ensure access to LTAD-stage and age appropriate training and competition for athletes in competitive sport? There is effective collaboration between your organization and...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Provincial/Territorial Sport Organizations	2.0%	6.1%	2.0%	42.9%	46.9%	49
b. Local sport organizations	4.3%	15.2%	23.9%	43.5%	13.0%	46
c. Municipalities/local governments	15.8%	15.8%	31.6%	36.8%	0.0%	38
d. Schools/educational institutions	13.5%	24.3%	24.3%	29.7%	8.1%	37

24. Please indicate your level of agreement or disagreement that, overall, P/TSOs in your sport have sufficient governance capacity in the following two areas to achieve Canadian Sport Policy objectives for competitive sport.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Staffing - full-time and part-time (e.g., executive director, technical director, paid staff)	41.7%	30.6%	8.3%	5.6%	13.9%	36
b. Leadership (e.g., Board, volunteer coaches)	22.2%	41.7%	8.3%	25.0%	2.8%	36

Conclusion

25. Please provide any comments you may have about progress that has been made toward reaching the first three goals of the Canadian Sport Policy (Introduction to Sport, Recreational Sport and Competitive Sport) and in particular on Physical Literacy and LTAD.
-

Thank you very much for your time today.

P/TSO questionnaire with overall statistics

CSP Formative Evaluation - Survey of Sport Organizations: P/TSOs Overall Survey Statistics

Introduction

The Canadian Sport Policy 2012 - 2022 has been endorsed by the federal government and all 13 provincial and territorial governments. The Policy sets a 10-year vision for sport in Canada and proposes to accomplish this vision through increasing the number and diversity of Canadians participating in the five contexts of sport participation, each of which constitutes a policy goal: 1) Introduction to Sport, 2) Recreational Sport, 3) Competitive Sport, 4) High Performance Sport, and 5) Sport for Development.

All 14 supporting governments have authorized an early review of progress towards achieving the first three Canadian Sport Policy goals. All five goals will be reviewed in a subsequent evaluation near the end of the period covered by the Policy. Because the focus of this survey is the first three goals of the Policy, there is a heavy emphasis throughout this survey on Physical Literacy and the Long-Term Athlete Development (LTAD) model.

Long-Term Athlete Development (LTAD) is referred to by some sports as Long-Term Player Development (LTPD) or other names (e.g. Long-Term Skier Development). In some cases sports may refer to “participants” instead of athletes or players. In this survey we will use LTAD as the generic term for these development frameworks.

The objectives of the current review are (1) to understand the state of policy implementation (focusing in particular on Physical Literacy and LTAD), and (2) to identify possible changes in governments’ actions that can have a positive effect on efforts by sport organizations and other sport sector players to improve the quality of sport.

Term Athlete Development

The intent of the Long-Term Athlete Development (LTAD) model is to provide a clear path to better sport, greater health, and higher achievement. Children, youth and adults need to do the right things at the right time to develop in their sport or activity - whether they want to be hockey players, dancers, figure skaters or biathletes.

The LTAD model is athlete-centered and is designed to serve the best interests of each athlete’s long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

1. Prior to this survey, how familiar were you with the concept of Long-Term Athlete Development?

Not at all familiar.....	0.4%	
Not very familiar.....	3.8%	
Somewhat familiar.....	17.0%	
Very familiar.....	78.7%	n=235

2. From what source did you first hear about Long Term Athlete Development? Please consider websites, presentations, newsletters and other media in your responses.

National Sport Organization (NSO) in your sport	48.7%
Other Provincial/Territorial sport organizations	4.4%
Provincial/Territorial government agency responsible for sport	13.3%
Your Provincial/Territorial sport federation (in applicable P/Ts).....	18.1%
Multi-sport organization (e.g., Coaching Association of Canada, Canada Games Council)	2.7%
Sport Canada.....	4.9%
Media.....	0.9%
Other (please specify)	
.....	
7.1%.....	n=226

3. How interested are you in learning more about Long Term Athlete Development?

Not at all interested.....	0.4%	
A little bit interested	3.4%	
Somewhat interested.....	24.3%	
Very interested.....	51.1%	
I already know what I need to know	20.9%	n=235

4. Where would you go to learn more about Long Term Athlete Development in your sport? (Click all that apply)

NSO in your sport	72.3%
Other Provincial/Territorial sport organizations.....	27.2%
Provincial/Territorial government agency responsible for sport.....	31.0%
www.canadiansportforlife.ca / www.physicalliteracy.ca websites	44.0%
Your Provincial/Territorial sport federation (in applicable P/Ts)	30.4%
Multi-sport organization (e.g., CAC, Canada Games Council)	14.7%

Sport Canada	22.8%	
Online (e.g., Google).....	28.8%	
Other (please specify)	5.4%	n=184

5. Long-Term Athlete Development is based on a set of principles about human and athlete development. Please indicate your level of agreement or disagreement with each of the following statements about principles to improve the quality of sport and long-term athlete development in Canada.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Stage versus age - Sport programs should be based on the stage of the participant's development, rather than chronological age.	3.9%	4.8%	3.9%	43.5%	43.9%	230
b. Learning many sports before specialization - Sport programs should encourage a variety of sports at a young age, then specialization later in development	3.1%	0.9%	2.6%	17.9%	75.5%	229
c. Sensitive periods of development - Sport programs should account for sensitive periods in which there is accelerated adaptation to training during pre-puberty, puberty, and early post-puberty, and this should be a basis of youth training, competition and recovery programs.	1.4%	2.3%	6.3%	29.0%	61.1%	221
d. Many factors affect training - In general, sport programs should encourage a balance of training, competition, and recovery.	2.2%	0.4%	0%	10.5%	86.8%	228
e. Training versus competition - An athlete's progress must be supported with developmentally-appropriate	2.2%	1.3%	0.4%	19.7%	76.4%	229

competitions, introduced in a graduated manner.

6. The Long-Term Athlete Development model incorporates a number of other principles and factors. Please list any other LTAD principles that you think are essential for athlete development and to improve the quality of sport.

7. To what extent does your organization support the principles of Long Term Athlete Development?

Not at all	0.0%	
A small extent	5.9%	
A moderate extent	34.1%	
A great extent	60.0%	n=220

8. Over the last three years, have you observed any increase in the overall level of understanding of the principles underlying the LTAD model ...

	No increase	A small increase	A moderate increase	Large increase	n
a) Among volunteers and staff (if applicable) in your organization?	10.3%	24.5%	45.1%	20.1%	204
b) In the NSO for your sport?	5.7%	12.5%	30.2%	51.6%	192
c) In local sport organizations/ clubs/leagues in your sport?	12.4%	38.3%	38.8%	10.4%	201

A. Physical Literacy

Physical literacy is defined in the Canadian Sport Policy as the ability of an individual to move with competence and confidence in a wide variety of physical activities in different environments including land, water, air, snow and ice.

A Physical Literacy Consensus Statement developed in 2015 defined Physical Literacy as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

Physical literacy is recognized as a precondition for the lifelong participation in, and enjoyment of, sport.

9. Prior to this survey, how would you rate your familiarity with the concept of Physical Literacy?

Not at all familiar.....	10.0%	
A little familiar.....	9.6%	
Moderately familiar.....	29.7%	
Very familiar.....	50.7%	n=219

10. From what source did you first hear about Physical Literacy? Please consider websites, presentations, newsletters and other media in your responses.

National Sport Organization (NSO) in your sport.....	28.9%
Other Provincial/Territorial sport organizations.....	5.9%
Provincial/Territorial government agency responsible for sport	18.2%
Your Provincial/Territorial sport federation (in applicable P/Ts).....	10.2%
Multi-sport organization (e.g., Coaching Association of Canada, Canada Games Council)	10.7%
Sport Canada	4.8%
Media	3.2%
Other (please specify)	
.....	
18.2.....	n=187

11. How interested are you in learning more about Physical Literacy?

Not at all interested.....	1.8%	
A little bit interested	5.9%	
Somewhat interested.....	32.6%	
Very interested.....	48.9%	
I already know what I need to know	10.9%	n=221

12. Where would you go to learn more about Physical Literacy in your sport? (Click all that apply)

NSO in your sport.....	54.2%	
Other Provincial/Territorial sport organizations.....	22.1%	
Provincial/Territorial government agency responsible for sport	41.6%	
www.canadiansportforlife.ca / www.physicalliteracy.ca websites.....	45.3%	
Your Provincial/Territorial sport federation (in applicable P/Ts).....	27.4%	
Multi-sport organization (e.g., CAC, Canada Games Council).....	23.2%	
Sport Canada.....	26.3%	
Online (e.g., Google)	35.3%	
Other (please specify).....	5.3%	n=190

13. Over the last three years, have you observed any increase in the overall level of understanding of the concept of Physical Literacy ...

	No increase	A small increase	A moderate increase	A large increase	n
a) Among volunteers and staff (if applicable) in your organization?	17.7%	33.3%	34.4%	14.5%	186
b) In the NSO for your sport?	12.7%	22.9%	33.1%	31.3%	166
c) In Local sport organizations/clubs in your sport?	19.4%	38.9%	34.4%	7.2%	180

Organizational Change

14. To what extent does your organization support the principles of the Long Term Athlete Development model and Physical Literacy for athlete development?

Not at all	0.0%	
A small extent.....	11.2%	
A moderate extent	37.7%	
A great extent.....	51.2%	n=215

15. How much has your organization incorporated principles related to LTAD and Physical Literacy? To what extent has your P/TSO ...

	Not at all	A small extent	A moderate extent	A great extent	n
a. Reviewed its programs and services to address LTAD gaps?	2.9%	18.4%	37.7%	41.1%	207
b. Adopted policies, procedures, guidelines or planning documents that incorporate Physical Literacy?	9.6%	22.3%	39.1%	28.9%	197
c. Adopted policies, procedures, guidelines or planning documents that incorporate the values and principles related to LTAD?	5.8%	16.3%	35.6%	42.3%	208
d. Provided leadership in Physical Literacy and LTAD in your sport?	3.9%	27.0%	30.9%	38.2%	204

16. Has your organization undertaken educational activities (e.g., workshops, online sessions) dealing with Physical Literacy and /or LTAD for the following groups? (*Click on all that apply.*)

Staff.....	60.1%	
Board members.....	42.7%	
Clubs	37.2%	
Volunteers.....	32.1%	
Coaches	77.1%	
Officials.....	26.1%	
Parents	26.6%	
Athletes/Participants.....	44.5%	
None.....	14.2%	n=218

17. Does your organization plan to undertake educational activities (e.g., workshops, online sessions) dealing with Physical Literacy and /or LTAD with the following groups over the next 12 months? *(Click on all that apply.)*

Staff	38.8%	
Board members.....	32.2%	
Clubs	43.0%	
Volunteers.....	31.8%	
Coaches	67.8%	
Officials.....	29.0%	
Parents	35.0%	
Athletes/Participants.....	49.1%	
None.....	17.3%	n=214

18.a Has your organization made or does it intend to make changes to its governance structure or policies (e.g., staffing, changing roles, new policies) to support Physical Literacy and LTAD principles?

Yes, some changes have been completed	36.7%	
Yes, total realignment has been completed	9.4%	
Yes, changes are planned.....	25.6%	
No changes made or planned.....	28.3%	n=180

18.b Do these changes include any of the following? *(Click on all that apply.)*

Adding a position (volunteer or paid) with responsibility for LTAD and Physical Literacy implementation	18.4%	
Modifying an existing position (volunteer or paid) to be responsible for LTAD and Physical Literacy implementation issues.....	40.0%	
Created a committee with representation of member organizations (e.g., Local sports Organizations) to be responsible for LTAD and Physical Literacy implementation	19.2%	
Adopting LTAD as part of your strategic plan, including your mission or vision statements	61.6%	
Integrated LTAD within policies	62.4%	
Other (please specify)		
10.4%.....		n=125

19.a Has your P/TSO made or does it or intend to make changes to the system of competition or leader development in your sport to better align with Physical Literacy and LTAD principles?

Yes, some changes have been completed 45.1%
 Yes, total realignment has been completed 9.2%
 Yes, changes are planned..... 25.0%
 No changes made or planned..... 20.7% n=184

19.b Do these changes included any of the following? (Click all that apply.)

Modification to the rules of your sport to permit adherence to Physical Literacy and/or LTAD principles50.3%
 Modification of competition formats, schedules, equipment or venues to permit adherence to Physical Literacy and/or LTAD principles81.4%
 Modification of coach training programs to permit adherence to Physical Literacy and/or LTAD principles70.3%
 Modification of officials training programs to permit adherence to Physical Literacy and/or LTAD principles31.0%
 Other (please specify)

 5.5% n=145

20. Overall, are the impacts of Physical Literacy and LTAD-based programs and activities on your organization positive or negative?

Very negative 0.0%
 Somewhat negative 1.6%
 Neither positive nor negative 16.9%
 Somewhat positive 49.7%
 Very positive 31.7% n=183

21. Please explain why Physical Literacy and LTAD-based programs and activities have had a negative impact on your organization.

22a. Please explain why Physical Literacy and LTAD-based programs and activities have had a positive impact on your organization.

- 22b. Please list up to three action steps that you feel need to be taken to maximize the benefits of Physical Literacy and LTAD initiatives between now and 2022, either in your sport or more broadly in the sport sector

B. CSP Goal 1: Introduction to Sport

The Canadian Sport Policy goal of Introduction to Sport is that Canadians have the fundamental skills, knowledge and attitudes to participate in organized and unorganized sport.

A desired outcome of the Policy is that the number and diversity of Canadians participating in sport will increase over the timeframe of 2012-2022.

Introduction to Sport is often associated with the earliest stages of long-term participant development, although the goal is relevant to people being introduced to a sport at any age.

23. To what extent do you think that developmentally appropriate programs are being integrated into introductory sport programs (e.g., novice, learn-to programs) offered by clubs and leagues in your sport?

Not at all	1.0%	
A small extent	26.4%	
A moderate extent	38.3%	
A great extent	34.3%	n=201

24. To what extent has your organization ...

	Not at all	A small extent	A moderate extent	A great extent	n
a. Aligned its policies with your NSO's LTAD model?	6.4%	17.6%	28.7%	47.3%	188
b. Aligned its programs with your NSO's LTAD model?	3.2%	15.5%	28.3%	52.9%	187
c. Implemented your NSO's LTAD model through your programs and activities?	2.6%	18.2%	32.8%	46.4%	192

25. To what extent does each of the following factors act as a barrier to the alignment of your organization’s policies with the appropriate NSO LTAD model and with the implementation of LTAD?

	Not at all	A small extent	A moderate extent	A great extent	n
a. Money / funding	5.0%	15.5%	28.5%	51.0%	200
b. Shortage of human resources / staff	2.5%	9.5%	31.3%	56.7%	201
c. Lack of knowledge of LTAD in your sport	21.4%	32.7%	29.6%	16.3%	196
d. Lack of clarity or direction from your NSO	25.5%	32.8%	20.8%	20.8%	192
e. Weak linkages between your organization and your NSO	35.8%	28.9%	22.5%	12.8%	187

f. Please indicate any other important barriers not listed above.

26. Has your P/TSO or your member clubs/leagues integrated quality standards in your LTAD introductory sport programs, for example Club Excellence or High Five? (Click on all that apply.)

Yes - our P/TSO 32.3%
 Yes - our member clubs/leagues 23.6%
 No 57.8% n=161

27. Please list any emerging innovations and good practices in LTAD / developmentally appropriate introductory sport programming in your sport?

C. CSP Goal 2: Recreational Sport

The Canadian Sport Policy goal of Recreational Sport is that Canadians have the opportunity to participate in sport for fun, health, social interaction and relaxation.

- 28.a Has your organization entered into partnerships with any government departments or agencies to deliver LTAD-stage and age appropriate recreational sport programs? (*Click on all that apply.*)

Local governments (municipalities)	19.8%
Provincial/Territorial government departments responsible for sport	42.8%
Other Provincial/Territorial government departments (e.g., responsible for Health, education, child care)	9.1%
Your Provincial/Territorial sport federation (in applicable P/Ts)....	26.7%
Sport Canada/Canadian Heritage.....	4.3%
Other (please specify).....	11.8%
None	
.....	
33.7%.....	n=187

- 28.b Has your organization entered into partnerships with any of the following non-governmental organizations to deliver LTAD-stage and age appropriate recreational sport programs? (*Click on all that apply.*)

National Sport Organization (NSO) in your sport	44.5%
Multi-Sport Service Organization (MSO).....	12.6%
Your Provincial/Territorial sport federation (in applicable P/Ts) ...	22.5%
Schools / educational institutions at all levels	42.4%
Non-sport community organizations (e.g., Boys and Girls clubs, religious institutions, camps)	19.9%
Private sector (e.g., facility operators)	20.4%
Other organizations (please specify)	14.1%
None	
.....	
18.8%.....	n=191

29. To what extent has your organization undertaken the following activities related to recreational sport programs?

	Not at all	A small extent	A moderate extent	A great extent	n
a. <u>Developed</u> training materials and resources (e.g., for coaches or officials)	20.1%	22.7%	28.4%	28.9%	194
b. <u>Delivered</u> training materials resources (e.g., in-person workshops, webinars, videos)	14.1%	21.2%	36.4%	28.3%	198
c. <u>Conducted training</u> and mentoring activities at the <u>local/municipal level</u>	17.4%	30.8%	27.2%	24.6%	195
d. <u>Conducted training</u> and mentoring activities in <u>schools</u>	35.1%	28.3%	22.0%	14.7%	191
e. Entered into <u>partnerships</u> with Local Sport Organizations/Clubs to undertake recreational sport initiatives (program delivery) at the <u>local/municipal level</u>	23.3%	26.9%	29.5%	20.2%	193
f. Entered into <u>partnerships</u> with Local Sport Organizations/Clubs to undertake <u>recreational sport</u> initiatives (program delivery) in <u>schools</u>	31.9%	30.9%	22.9%	14.4%	188
g. Entered into <u>partnerships</u> with Local Sport Organizations/Clubs to deliver <u>training</u> on recreational sport at the <u>local/municipal level</u>	30.4%	26.3%	27.3%	16.0%	194

30. Do you agree or disagree that there is effective collaboration between your organization and delivery partners to support LTAD-stage and age appropriate training and competition for athletes in recreational sport? There is effective collaboration between your organization and...

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Your NSO	8.8%	12.2%	12.7%	34.3%	32.0%	181
b. Your member local sport organizations/ Clubs/Leagues	2.6%	8.9%	14.7%	47.9%	25.8%	190
c. Local governments (e.g., municipal recreation departments)	10.9%	13.7%	24.0%	39.9%	11.5%	183
d. Schools/educational institutions at all levels	14.4%	22.7%	18.2%	33.1%	11.6%	181

D. CSP Goal 3: Competitive Sport

The Canadian Sport Policy goal of Competitive Sport is that Canadians have the opportunity to systematically improve and measure their performance against others in competition in a safe and ethical manner.

31. Has your organization undertaken any of the following activities to implement and promote codes of ethics and codes of conduct in competitive sport? (*Click on all that apply.*)

Developed educational tools.....	37.2%
Developed training sessions, workshops or presentations.....	42.7%
Delivered training sessions, workshops or presentations (e.g., in-person, webinars, videos).....	49.2%
Conducted research (e.g., surveys, other data collection)	16.1%
None	28
.6%.....	n=199

32. Has your organization designed any of your training and competition programs to be more accessible, equitable and inclusive for the following groups? (*Click on all that apply.*)

Persons with a disability	46.5%
Aboriginal people	33.5%
Ethno-cultural minorities	21.0%
Athletes/participants from lower-income households	45.5%
Girls and women	69.0%
None	17.5% n=200

33. Do you agree or disagree that your organization has sufficient governance capacity in the following two areas to achieve Canadian Sport Policy objectives for competitive sport?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Staffing (full-time and part-time, executive director, technical director, other paid staff)	26.7%	15.4%	6.7%	32.8%	18.5%	195
b. Leadership (e.g., Board, volunteers, coaches)	6.9%	19.8%	8.4%	41.6%	23.3%	202

Conclusion

34. Please provide any other comments you may have about progress that has been made toward reaching the first three goals of the Canadian Sport Policy (Introduction to Sport, Recreational Sport and Competitive Sport) and in particular o Physical Literacy and LTAD.
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Thank you very much for your time today.

LSO questionnaire with overall statistics

CSP Formative Evaluation - Survey of Sport Organizations: Local Sport Organizations (LSOs)

Overall Survey Statistics

Introduction

The Canadian Sport Policy 2012 - 2022 has been endorsed by the federal government and all 13 provincial and territorial governments.

The Policy sets a 10-year vision for sport in Canada and proposes to accomplish this vision through increasing the number and diversity of Canadians participating in the five contexts of sport participation, each of which constitutes a policy goal: 1) Introduction to Sport, 2) Recreational Sport, 3) Competitive Sport, 4) High Performance Sport, and 5) Sport for Development.

All 14 supporting governments have authorized an early review of progress towards achieving the first three Canadian Sport Policy goals. All five goals will be reviewed in a subsequent evaluation near the end of the period covered by the Policy. Because the focus of this survey is the first three goals of the Policy, there is a heavy emphasis throughout this survey on Physical Literacy and the Long-Term Athlete Development (LTAD) model.

Long-Term Athlete Development (LTAD) is referred to by some sports as Long-Term Player Development (LTPD) or other names (e.g. Long-Term Skier Development). In some cases sports may refer to “participants” instead of athletes or players. In this survey we will use LTAD as the generic term for these development frameworks.

The objectives of the current review are (1) to understand the state of policy implementation (focusing in particular on Physical Literacy and LTAD), and (2) to identify possible changes in governments’ actions that can have a positive effect on efforts by sport organizations and other sport sector players to improve the quality of sport.

Your participation in this survey will provide valuable input to the federal, provincial and territorial governments for their decision-making about ways to support and fund sport and sport organizations at all levels.

A. Long Term Athlete Development

Sport for Life is a movement to make sport and physical activity better, so more Canadians will get quality training, more will continue participating, and more will reach the medals podium.

Long-Term Athlete Development (LTAD) is the Sport for Life pathway for developing top-rank athletes and increasing overall participation in sport and physical activity. The intent of the Long-Term Athlete Development model is to provide a clear path to better sport, greater health, and higher achievement. Children, youth and adults need to do the right things at the right time to develop in their sport or activity - whether they want to be hockey players, dancers, figure skaters or biathletes.

The LTAD model is athlete-centered and is designed to serve the best interests of each athlete's long-term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport. It includes guidelines for training, competition and recovery based on principles of human development and maturation.

1. Prior to this survey, how familiar were you with the concept of Long-Term Athlete Development?

Not at all familiar	17.8%	
A little familiar	14.3%	
Somewhat familiar	27.6%	
Very familiar	40.3%	n = 315

2. From what source did you first hear about Long Term Athlete Development? Please consider websites, presentations, newsletters and other media in your responses.

National Sport Organization (NSO) in your sport (e.g., Canada Basketball)	20.5%
Your Provincial/Territorial sport organization (e.g., BC Hockey).....	37.3%
Provincial/Territorial government agency responsible for sport	3.3%
Your Provincial/Territorial sport federation (e.g., Sport Nova Scotia)	12.3%
Municipal recreation department	0.8%
Local sport council.....	4.1%
Other local sport clubs/leagues	7.0%
Media	4.1%

Other

.....
 10.7%..... n = 244

3. How interested are you in learning more about Long Term Athlete Development?

Not at all interested 3.5%
 A little interested 13.5%
 Somewhat interested 33.1%
 Very interested 41.2%
 I already know what I need to know 8.7% n = 311

4. Where would you go to learn more about Long Term Athlete Development in your sport? (Click on all that apply.)

National Sport Organization (NSO) in your sport 42.9%
 Provincial/Territorial sport organization in your sport 51.0%
 Provincial/Territorial government agency responsible for sport 10.0%
 www.canadiansportforlife.ca / www.physicalliteracy.ca websites..... 20.8%
 Your Provincial/Territorial sport federation..... 26.6%
 Municipal recreation department 6.2%
 Local sport council..... 6.2%
 General online search (e.g., Google) 26.6%
 Other..... 6.9% n = 259

5. Long-Term Athlete Development is based on a set of principles about human and athlete development. Please indicate your level of agreement or disagreement with each of the following statements about principles to improve the quality of sport and long-term athlete development in Canada.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	n
a. Stage versus age - Sport programs should be based on the stage of the participant's development, rather than chronological age.	3.3%	8.9%	6.9%	47.4%	33.6%	304
b. Learning many sports before specialization - Sport programs should encourage a variety of sports at a young age, then specialization later in development	2.3%	3.6%	4.2%	19.6%	70.3%	306
c. Sensitive periods of development- Sport programs should account for sensitive periods in which there is accelerated adaptation to training during pre-puberty, puberty, and early post-puberty, and this should be a basis of youth training, competition and recovery programs.	1.0%	3.0%	10.1%	39.2%	46.6%	296
d. Many factors affect training - Sport programs should include training, competition, and recovery in balance, dependent on a variety of development, physical, mental, cognitive and emotional factors.	1.0%	1.6%	1.3%	21.5%	74.6%	307
e. Training versus competition - An athlete's progress must be supported with developmentally-appropriate competitions, introduced in a graduated manner.	1.0%	2.9%	2.6%	28.1%	65.4%	306

6. To what extent does your club/league support the principles of Long Term Athlete Development?

Not at all	4.8%	
A small extent	16.6%	
A moderate extent	39.3%	
A great extent	39.3%	n = 290

B. Physical Literacy

Physical literacy is defined in the Canadian Sport Policy as the ability of an individual to move with competence and confidence in a wide variety of physical activities in different environments including land, water, air, snow and ice.

A Physical Literacy Consensus Statement developed in 2015 defined Physical Literacy as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

Physical literacy is recognized as a precondition for the lifelong participation in, and enjoyment of, sport.

7. Prior to this survey, how familiar were you with the concept of Physical Literacy?

Not at all familiar.....	34.6%	
A little familiar.....	16.6%	
Somewhat familiar.....	24.9%	
Very familiar.....	23.9%	n = 301

8. From what source did you first hear about Physical Literacy? Please consider websites, presentations, newsletters and other media in your responses.

National Sport Organization (NSO) in your sport.....	17.8%	
Provincial/Territorial sport organization.....	18.3%	
Provincial/Territorial government agency responsible for sport	2.8%	
Your Provincial/Territorial sport federation.....	11.7%	
Municipal recreation department	5.0%	
Local sport council.....	6.7%	
Other local sport clubs/leagues	10.6%	
Media	6.1%	
Other.....	21.1%	n = 180

9. How interested are you in learning more about Physical Literacy?

Not at all interested.....	5.7%	
A little interested.....	12.8%	
Somewhat interested.....	41.9%	
Very interested.....	34.5%	
I already know what I need to know	5.1%	n = 296

10. Where would you go to learn more about Physical Literacy in your sport? (Click on all that apply.)

National Sport Organization (NSO) in your sport.....	32.4%	
Provincial/Territorial sport organization in your sport	40.7%	
Provincial/Territorial government agency responsible for sport	12.4%	
Your Provincial/Territorial sport federation (in applicable P/Ts).....	25.3%	
www.canadiansportforlife.ca / www.physicalliteracy.ca websites.....	29.5%	
Municipal recreation department	5.8%	
Local sport council.....	6.6%	
General online search (e.g., Google)	29.0%	
Other	4.6%	n = 241

Organizational Change

11. Over the last three years, have you observed any increase in the overall level of understanding of the principles of Long Term Athlete Development and Physical Literacy?

	No increase	A little increase	A moderate increase	A large increase	n
a. Among staff in your club/league (e.g. executive director, technical director, other paid staff)?	18.9%	22.8%	38.2%	20.1%	254
b. Among volunteers in your club/league (e.g., board members, coaches)?	20.2%	32.2%	35.2%	12.4%	267
c. In the P/TSO in your sport?	20.9%	18.3%	36.5%	24.3%	230

12.a Has your organization made or does it plan to make any changes to incorporate the principles of Long Term Athlete Development and Physical Literacy?

Yes, changes have been made	37.4%	
Yes, changes are planned.....	30.0%	
No changes made or planned.....	32.5%	n = 243

b. Do these include changes to any of the following? (*Click on all that apply.*)

Constitution/charter/by-laws.....	17.1%	
Policy documents	49.4%	
Training activities.....	93.3%	
Other.....	8.5%	n = 164

13.a Has your organization made or does it plan to make changes to the system of competition in your sport to better align with Long Term Athlete Development and Physical Literacy?

Yes, changes have been made	32.6%	
Yes, changes are planned.....	25.7%	
No changes made or planned.....	41.7%	n = 230

b. Do these include changes to any of the following? (*Click on all that apply.*)

Rule changes.....	51.5%	
Coach training	88.8%	
Officials training	38.8%	
Other.....	11.9%	n = 134

14a. Overall, are the impacts of Physical Literacy and LTAD-based programs and activities on your club/league of activities positive or negative?

Very negative	1.4%	
Somewhat negative	5.6%	
Neither positive nor negative	25.6%	
Somewhat positive	42.8%	
Very positive	24.7%	n = 215

14b. Please explain why Physical Literacy and LTAD-based programs and activities had a positive impact on your organization.

c. Please explain why Physical Literacy and LTAD-based programs and activities had a negative impact on your organization.

CSP Goal 1: Introduction to Sport

The Canadian Sport Policy goal of Introduction to Sport is that Canadians have the fundamental skills, knowledge and attitudes to participate in organized and unorganized sport.

A desired outcome of the Policy is that the number and diversity of Canadians participating in sport will increase over the timeframe of 2012-2022.

Introduction to Sport is often associated with the earliest stages of long-term athlete development, although the goal is relevant to people being introduced to a sport at any age.

15. To what extent have the following Long Term Athlete Development principles been integrated into the introductory sport programs offered by your club/league (e.g., novice, learn-to programs)?

	Not at all	A small extent	A moderate extent	A great extent	n
a. Stage versus age - Sport programs should be based on the stage of the participant's development, rather than chronological age.	12.5%	25.5%	32.9%	29.0%	255
b. Learning many sports before specialization - Sport programs should encourage a variety of sports at a young age, then specialization later in development	18.5%	19.3%	31.9%	30.3%	238

	Not at all	A small extent	A moderate extent	A great extent	n
c. Sensitive periods of development- Sport programs should account for sensitive periods in which there is accelerated adaptation to training during pre-puberty, puberty, and early post-puberty, and this should be a basis of youth training, competition and recovery programs.	12.4%	22.5%	39.0%	26.1%	249
d. Many factors affect training - Sport programs should include training, competition, and recovery in balance, dependent on a variety of development, physical, mental, cognitive and emotional factors.	9.4%	21.1%	34.8%	34.8%	256
e. Training versus competition - An athlete's progress must be supported with developmentally-appropriate competitions, introduced in a graduated manner.	7.4%	16.0%	35.4%	41.2%	257
16. To what extent does each of the following factors act as a barrier to Physical Literacy programming and the implementation of Long Term Athlete Development?					
	Not at all	A small extent	A moderate extent	A great extent	n
a. Money / funding	9.3%	18.7%	31.9%	40.1%	257
b. Lack of interest or resistance from leaders (e.g., Board members, coaches)	19.9%	33.3%	27.6%	19.2%	261
c. Shortage of human resources / staff / coaches	7.2%	18.5%	28.7%	45.7%	265
d. Lack of knowledge of LTAD in your club / league	10.3%	26.0%	34.7%	29.0%	262
e. Lack of clarity/direction from your P/TSO	17.0%	27.5%	26.3%	29.1%	247
f. Weak linkages between your organization and your P/TSO	18.3%	30.2%	27.0%	24.6%	252
g. Please indicate any other important barriers not listed above.					

C. CSP Goal 2: Recreational Sport

The Canadian Sport Policy goal of Recreational Sport is that Canadians have the opportunity to participate in sport for fun, health, social interaction and relaxation.

17.a Has your club/league entered into partnerships with any government departments or agencies to deliver LTAD-based recreational sport programs? (*Click on all that apply.*)

Municipal recreation department	17.2%
Provincial/Territorial government departments responsible for sport ..	14.3%
Other Provincial/Territorial government departments (e.g., responsible for health, education, child care).....	2.1%
Other	6.3%
None	
66.8%	n = 238

b Has your club/league entered into partnerships with any of the following non-governmental organizations to deliver LTAD-based recreational sport programs? (*Click on all that apply.*)

Provincial/Territorial sport organization in your sport	22.5%
Your Provincial/Territorial sport federation.....	17.7%
Schools / educational institutions at all levels.....	16.5%
Non-sport community organizations (e.g., Boys and Girls clubs, religious institutions, camps)	8.8%
Private sector (e.g., facility operators)	8.4%
Other organizations.....	9.2%
None	
50.2%	n = 249

Organizational Characteristics

18. Has your club/league designed or implemented any of your programs to be more accessible, equitable and inclusive for the following groups? (*Click on all that apply.*)

Persons with a disability	23.9%
Aboriginal people	16.9%
Ethno-cultural minorities	18.0%
Athletes/participants from lower-income households	59.2%
Girls and women	59.2%

None..... 21.3% n = 272

19. Is your club/league mainly for a ...

Summer sport 26.0%
 Winter sport..... 41.2%
 Both / all seasons 32.9% n = 277

20. Is your club/league mainly for ...

Individual athletes / an individual sport 19.9%
 Teams / a team sport 65.0%
 Both individual and team sports 15.2% n = 277

21. What is the main level of sport of your club/league?

Adult recreational sport 6.9%
 Adult competitive sport..... 0.7%
 Youth sport..... 48.2%
 High performance sport 4.7%
 Combination of levels of sport 39.5% n = 276

22. Is your club/league operated by ...

Paid staff 2.5%
 Volunteers only..... 59.2%
 Both paid staff and volunteers 38.3% n = 277

23. Approximately how many members/participants are there in your club (or league if appropriate)?

Number of members/participants _____

Conclusion

24. Please provide any other comments you may have about the Canadian Sport Policy and the progress that has been made toward reaching its first three goals of the Canadian Sport Policy (Introduction to Sport, Recreational Sport and Competitive Sport) and in particular on Physical Literacy and LTAD.
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Thank you very much for your time today.

G. Data Assessment Table

Formative Evaluation Data Quality Assessment: Comments on data quality and issues for the summative evaluation of CSP results/outcomes and performance indicators

Goal: 1. Introduction to Sport

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Positive perceptions of introductory sport as safe, values-based, healthy, fun 1	Levels of perception by youth, parents, leaders, and educators that sport is: safe, values-based, healthy, fun 1A	Overall data from the GSS and CFLRI are good, if infrequently collected. More limited data for population sub-groups	Low-moderate	Attention is required to ensure that this result/outcome is addressed in one or more of the national surveys.
Physical activity and sport participation by children and youth at introduction to sport level 2	Numbers and percentages of children and youth who engage in PA (e.g., that matches CSEP guidelines) and sport at intro to sport level 2A	Several sources provide good data (e.g., CFLRI CANPLAY, CHMS), but the frequency of collection is not high and there are gaps (e.g., sub-groups).	High (This outcome is a top CSP priority.)	Additional iterations of key surveys prior to Summative Evaluation. Survey data and analysis by sub-groups (under-represented groups)
Physical literacy amongst children and youth 3	Levels of physical literacy amongst children and youth in schools and pre-schools 3A	The CAPL is providing good preliminary results for children aged 8-12 and more complete results will be released in 2016-17.	Low-moderate	This assumes there will be ongoing iterations of the CAPL.
Sport participation including by traditionally underrepresented and/or marginalized populations increases in introductory sport programming 4	Participation levels of children and youth in introductory sport programs by under-represented groups: <ul style="list-style-type: none"> • persons with a disability • aboriginal peoples • ethno-cultural minorities • people in lower-income households 	Data from the GSS, CFLRI, and P/Ts for Bilateral Agreements provide some information for these groups. There are significant gaps (e.g., surveys have focused on recent immigrants and not ethno-cultural background).	Moderate-high This outcome is a top CSP priority.	The forthcoming Sports Participation Module in 2017 (conducted by StatsCan) should provide information for most groups. Aboriginal people and ethno-cultural minorities may remain a gap.

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	<ul style="list-style-type: none"> girls and women 4A			
Awareness of the benefits of physical literacy and safe, values-based play and sport for children and youth 5	Levels of awareness amongst leaders, educators and parents about the benefits of: <ul style="list-style-type: none"> physical literacy values-based play values-based sport 5A	There are some limited survey results on this result/outcome, which focus on benefits of physical activity, but limited information about physical literacy. For example the 2014 Bring Back Play Campaign (BBPC) Assessment by ParticipACTION. As well, information in the BBPC includes parents, but not educators or leaders.	Moderate-high	Attention will be required to track if this result/outcome will be addressed in forthcoming surveys by CFLRI (e.g., PAM) or others.
LTAD / developmentally appropriate programs) are being integrated into introductory sport programs 9	Number and percentage of P/TSOs, local sport organizations, municipalities and schools that have taken steps to implement LTAD in their introductory sport programs 9A	This result/outcome was covered in the surveys of sport organizations and in the key informant interviews.	Low	This result/outcome can be addressed in the summative evaluation if the SO surveys are replicated. (The questions do not necessarily have to be the same.)
Quality age and stage-appropriate programs are delivered 10	Numbers and types of organizations that have integrated quality standards to their LTAD introductory sport programs, e.g., Club Excellence, High Five 10A	This performance indicator was covered in the surveys of sport organizations.	Low	This result/outcome can be addressed in the summative evaluation if the SO surveys and interviews are replicated. (The questions do not necessarily have to be the same.) Best practices could be included in the interviews conducted for the summative evaluation.
	Emerging innovations and good practices in LTAD / developmentally appropriate introductory sport programming 10B	The formative evaluation did not focus on innovations or best practices.		
Partnerships are used to deliver age and stage-appropriate sport programs 11	Types of partnerships being used to deliver age and stage appropriate introductory sport programming between: <ul style="list-style-type: none"> Local sport organizations 	Evidence was collected on this result/outcome from the SO surveys, the CFLRI setting surveys, and from the P/T reports on the Bilateral Agreements.	Low-moderate	Partnerships and collaboration are identified for a thematic review. Case studies could be useful to explore examples of how successful partnerships and collaborations have worked.

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	<ul style="list-style-type: none"> • Local P/T and federal governments • Schools • Community organizations (non-sport) • Private sector • Other <p>11A</p>			
<p>Introductory sport programming is accessible, equitable and inclusive</p> <p style="text-align: right;">12</p>	<p>Percentage of introductory sport programming offered to traditionally underrepresented and/or marginalized populations</p> <p style="text-align: right;">12A</p> <hr/> <p>Ways in which introductory sport programming has been made more accessible, equitable and inclusive to traditionally underrepresented and/or marginalized populations: by target group(s)</p> <p style="text-align: right;">12B</p> <hr/> <p>Level of satisfaction with accessibility, equity and inclusiveness of introductory sport programming: by target group(s)</p> <p style="text-align: right;">12C</p>	<p>This result/outcome and these performance indicators are to be included in the summative evaluation. They are also recommended for inclusion as a thematic review of underrepresented groups. Current data collection is very limited to address this result/outcome and PIs.</p>	<p style="text-align: center;">High</p>	<p>Current surveys would have to be expanded or new methods developed to address this result/outcome and performance indicators related to underrepresented groups.</p>
<p>Availability of safe and appropriate spaces for unstructured play and self-organized sport</p> <p style="text-align: right;">13</p>	<p>Number and type of municipal facilities and spaces available for unstructured play and self-organized sport, e.g., gyms, playing fields, rinks, courts, skate parks)</p> <p style="text-align: right;">13A</p>	<p>The CFLRI setting surveys of municipalities and schools provided some information about facilities and spaces (e.g., percentages with different types of facilities), but not about the numbers and types available</p>	<p style="text-align: center;">Moderate-high</p>	<p>One option would be to modify and/or expand future iterations of the CFLRI setting surveys to address this result/outcome.</p>

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	Number and type of school facilities and spaces available at schools: by type, e.g., gyms, playing, fields, rinks, courts, skate parks 13B	for unstructured play and self-organized sport		
Opportunities for play and unstructured sport 14	Percentage of time municipal and school facilities and spaces are available for unstructured play and self-organized sport 14A	This outcome and these performance indicators are to be addressed in the summative evaluation. Currently there are no data being collected that could be used to address this result/outcome and PIs. The CFLRI setting surveys do not ask questions about time and policies and practices (even if replicated before the SE).	High	These data could be collected through additions or modifications to the CFLRI setting surveys.
	Existence and nature of policies and practices for unstructured play and self-organized sport that facilitate or restrict opportunities, e.g., by-laws prohibiting ball hockey on streets 14B			
Parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth 15	Extent parents, leaders, and educators encourage unstructured play and self-organized sport for children and youth 15A	Survey data are limited and uneven for this outcome and PI.	Moderate-high	This would require more survey data on both attitudes/opinions and practices/behaviours, and would need to be collected from all three groups: parents, leaders, educators.
QDPA in schools includes opportunities for children to learn and practice the fundamentals of sport) 16	Number and percentage of schools (K-8) which have adopted and implemented QDPA policy 16A	Data for this outcome and these PIs are limited and uneven in coverage.	High	This will require more complete data from P/T governments.
	Number and percentage of students (K-8) who engage in 60 minutes of QPA per day (or that matches CSEP guidelines) 16B			
	Number and percentage of schools (K-8) in which QDPA			

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	includes opportunities to learn and practice the fundamentals of sport 16C			
	Percentage of QDPA time allocated to opportunities to learn and practice the fundamentals of sport 16D			

Goal: 2. Recreational Sport

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Recreational sport participation 18	Sport participation rate in recreational sport in leisure time 18A	Several sources provide data for this result/outcome: GSS, CFLRI's CANPLAY and PAM, CMHS	Moderate	This is a very important outcome for which data should be provided by StatsCan's Sport Participation Module in 2017 and future iterations of the other surveys. It will be important to keep track of plans for these surveys/studies to ensure that data will be available for recreational sport participation.
Trained and certified community coaches and leaders involved in recreational sport 22	Number of trained coaches and leaders in recreational sport programs 22A	Very good data on coaches was available for this result/outcome and performance indicators from the CAC (NCCP statistics). There is little information available for leader training.	Moderate-high	Future SO surveys (all three levels) could include more questions on leader training.
	Levels of training and certification achieved by coaches and leaders for recreational sport programming 22C			
Implementation and advancement of ethical standards and codes of	Types of training sessions, workshops, etc. to present and reinforce ethical standards and practices 24A	Very good data was available for the numbers of participants in the NCCP's Make Ethical Decisions (MED) training.	Moderate-high	Future iterations of the SO surveys could ask questions related to this result/outcome in multiple contexts (i.e., for multiple CSP goals).

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
conduct 24	Number of coaches with training in ethics and values (e.g., NCCP’s Make Ethical Decisions) 24B	Information on the advancement of ethical standards and codes of conduct was available from the SO surveys but only in the context of Competitive Sport Other information from the SO surveys was general in nature.		Ethics in sport has been identified as a topic for a thematic review. CAC data on the numbers and types of participants in MED training should continue to be available.
	Number and percentage of sport organizations implementing codes of conduct for participants in recreational sport 24C			
Public perceptions of ethical conduct in sport 25	Level of public perceptions of negative ethical conduct in recreational sport 25A	This outcome is to be measured in the SE only. The issue is not well covered in any current survey	Moderate-high	This outcome could be addressed in a CFLRI survey or as part of a broader general public opinion survey.
LTAD / developmentally appropriate programs) are being integrated into recreational sport programs 26	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement LTAD in their recreational sport programs 26A	This is both an FE and SE outcome. Relevant questions were asked in the SO surveys. Progress could be tracked by replicating the questions in SO surveys conducted for the SE. However, no information is being collected from municipalities or schools on this topic.	Moderate-High	The questions asked in the SO surveys could be replicated during the SE. A new data source would need to be established to collect these data from municipalities and schools.
Quality age and stage-appropriate programs are delivered 27	Numbers and types of organizations that have integrated quality standards to their LTAD recreational sport programs, e.g., Club Excellence, High Five 27A	The SO surveys and interviews provided good information about this result/outcome and performance indicators.	Low-moderate	The methods and questions used in the formative evaluation could be replicated in the summative evaluation to update the information for this result/outcome. Case studies could provide more detailed information about particular examples, successes, best practices, etc. should this be useful.
	Emerging innovations and good practices in LTAD / developmentally appropriate recreational sport programming 27B			

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Partnerships are used to deliver age and stage-appropriate recreational sport programs 28	Types of partnerships in recreational sport programming to deliver age and stage appropriate recreational sport programs between: LSOs, SO levels, Stakeholders, etc. 28A	This outcome is identified as one to include in the SE and in a thematic review (Partnerships and collaboration).	Moderate-high	In-depth methods like cases studies could help to gain insights into effective partnerships and best practices.
NSOs / MSOs and P/TSOs provide leadership and resources for recreational sport programs 29	Leadership and training materials and resources: development, delivery 29B	The SO surveys provided good information about this result/outcome and performance indicators. They are also recommended for inclusion as a thematic review of partnerships and collaboration.	Moderate	Methods developed for the thematic review should include ones that examine the effectiveness of leadership training and resources and of different types of partnerships and collaborations.
	Leadership training and mentoring activities: at local/municipal level; in schools 29C			
	Types of NSOs / MSOs and PTSO partnerships and initiatives for recreational sport: at local/municipal level; in schools 29D			
Recreational sport programming is accessible, equitable and inclusive 31	Types of recreational sport programming intentionally designed to include traditionally underrepresented and/or marginalized populations that has been made more accessible, equitable and inclusive: by target group(s) 31A	The SO surveys provided information about intentionally designed programs for underrepresented groups for Competitive Sport. Information about programs for recreational sport and user satisfaction was not collected.	High	Methods will have to be developed to conduct a thematic review of underrepresented groups. As noted previously, this will be a complex undertaking and the methods could be different for each of the five groups.
	Ways in which recreational sport programming has been made more accessible, equitable and inclusive to traditionally underrepresented and/or marginalized	This outcome is identified as one to include in the SE and in a thematic review of underrepresented groups.		

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	populations: by target group(s) 31B Level of satisfaction with accessibility, equity and inclusiveness of recreational sport programming: by target group(s) 31C			
Volunteers support sport programming 32	Numbers of volunteers contributing time to local sport organizations in recreational sport 32A Volunteer time contributions in recreational sport to local sport organizations: <ul style="list-style-type: none"> • Total number of hours • Average time per volunteer 32B	This outcome and the performance indicators are identified for the SE. Currently there are no data collection exercises in place to address the outcome and PIs. The PM Strategy and prioritized matrix identify an LSO survey as a future data source for the SE.	Moderate-high	An LSO survey could be conducted as part of a broader study of the role and contributions of volunteers. As well, measuring numbers of volunteers and the time they contribute may not provide adequate information about how volunteers support sport programming. More in-depth analysis that might be accomplished through a case study or some other approach could be examined to assess the effectiveness of volunteers' contributions.
Sport organization human resource needs are met 33	Percent of local sport organizations reporting that their staff and volunteer needs are met: numbers of staff and volunteers; qualifications and skills 33A	The P/TSO and LSO surveys collected information on barriers to LTAD implementation, including human resources (replicating the P/TSO survey question from the 2009-10 CSP evaluation).	Moderate-high	An LSO survey conducted for the summative evaluation could include questions about skills and qualifications, as well as training and professional development opportunities, for staff and volunteers.
Staff and volunteers receive appropriate training and professional development 34	Percent of local sport organizations that provide training and professional development opportunities: for staff; for volunteers 34A	Data on staff and volunteer qualifications and skills and on training and professional development opportunities were not collected.		

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Partnerships, agreements and collaborations 36	Number and types of partnerships, agreements and collaborations in recreational sport facilities: formal, informal 36A	This is both an FE and SE outcome and PI. The recent CFLRI setting surveys provided some results for the FE. These surveys provided data on the number and types of partnerships, etc. (as per the PI), but little information of the actual sharing of facilities and the effectiveness of the partnerships. There is little information on informal partnerships, etc.	Moderate-high	Numbers and types of formal partnerships, etc. have been collected through the CFLRI setting surveys. There is less data on informal partnerships, and even less on the effectiveness of the partnerships—either formal or informal.
Sport organization, municipality/local government and educational institution cooperation and partnerships 37	Municipality – school agreements to share or provide access to (e.g., joint use agreements) in recreational sport programming: facilities, other resources 37A	This result/outcome and these performance indicators are identified for the SE. As noted for the previous outcome on partnerships (36), the CFLRI setting surveys provide some information on the number and types of partnerships, etc., but little on effectiveness. The prioritized matrix identifies P/T government and an LSO survey as additional data sources for the SE.	Moderate-high	A combination of methods may be useful, including surveys and broad consultations to continue the collection of quantitative information on the numbers and types of partnerships, etc., and also some more in-depth qualitative methods (e.g., interviews and/or case studies) to find out how the partnerships are actually working.
	Sport organization – school agreements to share or provide access to facilities, other resources in recreational sport programming 37B			
	Community – local sport organization agreements (e.g., local Sport Councils) to share resources to provide opportunities for sport and physical activity in recreational sport programs 37C			
LTAD alignment among sport organizations, municipalities/local governments and	Extent of collaboration between delivery partners to ensure access to stage and age appropriate training and competition opportunities for	The SO surveys and interviews provided good data about sport organizations for this result/outcome and performance indicator, but less information about municipalities/local	Low-moderate	Future iterations of the CFLRI setting surveys of municipalities and schools could collect more information about access to stage and age appropriate

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
educational institutions 38	athletes in both the competitive and recreational streams of sport 38A	governments and educational institutions.		training and competition opportunities for athletes.
Facilities and spaces are available for community use following major games and events 39	<p>New facilities and spaces developed for major games and events are designed and planned to facilitate use by the community post games/event 39A</p> <p>Existing facilities and spaces renewed for major games and events are designed and planned to facilitate use by the community post games/event 39B</p> <p>Facility planning and design incorporates community needs and interests following major events and games 39C</p>	This outcome and these performance indicators are identified for a thematic review of infrastructure, with F-P/T governments, the CGC and municipalities identified as data sources.	Moderate-high	A methodology has to be developed and the availability of the data determined.

Goal: 3. Competitive Sport

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Sport participation including by traditionally underrepresented and/or marginalized populations increases in competitive sport programming 40	Participation levels in competitive sport programs by under-represented groups: <ul style="list-style-type: none"> • persons with a disability • aboriginal peoples • ethno-cultural minorities • people in lower-income households • girls and women 40A	Very limited data were available to address this outcome and performance indicator(s) during the FE. Currently, the groups with the least data about their participation in sport are Aboriginal peoples and ethno-cultural minorities. This is recommended for inclusion in a broader thematic review of under-represented groups.	High	A thematic review of under-represented groups will be a major undertaking. It is more appropriate to consider it as five related but separate reviews.
Actions to implement and adhere to codes of ethics and codes of conduct 41	Training sessions, workshops, and other actions, e.g., education tools, research, reporting / disclosure, etc. to present and reinforce codes of ethics and conducts practices in competitive sport by sport organizations 41A	The surveys of NSOs/MSOs and P/TSOs provided data on activities undertaken to implement codes of ethics and codes of conduct. Ethics in sport is recommended for inclusion in a broader thematic review.	Moderate - high	A replication of the code of ethics and code of conduct questions in the SO surveys will provide this information for the summative evaluation. MED training statistics will continue to be available from the CAC. Methods will have to be developed for the thematic review to support a more in-depth review of ethics in sport.
	Number and percentage of coaches with training in ethics and values (e.g., NCCP's Make Ethical Decisions, Respect Ed.) in competitive sport 41B	NCCP statistics from the CAC provide data on the number of coaches taking MED training		
Participants in competitive sport adhere to a code of ethics and code of conduct 42	No. and TYPE of incidents of negative behaviour by Canadian athletes, coaches and officials in competitive sport based on rulings / sanctions by disciplinary bodies, including doping infractions 42A	No information was available to address this result/outcome and performance indicators. Ethics in sport is recommended for inclusion in a broader thematic review.	High	Measures would have to be developed and data collection procedures put in place to address this result/outcome and PIs. As noted above, methods will have to be developed for the thematic

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	No. of NCCP certified coaches who have breached their code of conduct 42B			review to support a more in-depth review of ethics in sport.
	No. of NCCP certified coaches who have been convicted of an offense 42C			
Competitive sport programs are designed to meet the needs of traditionally underrepresented and/or marginalized populations 43	Types of competitive sport programming intentionally designed to include traditionally underrepresented and/or marginalized populations that has been made more accessible, equitable and inclusive: by target group(s) 43A	The surveys conducted for the FE collected data on SOs that have designed programs to meet the needs of under-represented groups. Data on the types of programs and their effectiveness were not collected. This is recommended for inclusion in a broader thematic review of under-represented groups.	Moderate-high	A methodology has to be developed to identify types of programs and to assess effectiveness. Again, under-represented groups would most effectively be studied separately.
LTAD (developmentally appropriate) programming is implemented into competitive sport programming 45	Number and percentage of local sport organizations, municipalities and schools that have taken steps to implement LTAD in their competitive sport programs 45A	The CFLRI setting surveys of municipalities and schools did not include questions related to developmentally-appropriate programming. The key informant interviews provide some information about LTAD and developmentally-appropriate programming by LSOs	Moderate	Questions about implementation of developmentally-appropriate programming could be included in SO surveys and interviews conducted in the summative evaluation. Similar questions could also be asked in subsequent iterations of the CFLRI setting surveys. The issue of LTAD in schools could be addressed in conjunction with the high priority issue of QDPA.
Athletes have access to stage appropriate sport medicine and sport science 46	Number and percentage of competitive sport athletes (para and non-para) with access to stage-appropriate quality sport medicine and sport science services 46A	This result/outcome and performance indicator are to be addressed in the summative evaluation and were not addressed in the formative evaluation.	Low-moderate	This result/outcome and performance indicator can be addressed through SO and athlete surveys, and with information from Sport Canada, as specified in the F-P/T Prioritized Matrix.

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Competitive sport coaches are trained and certified 47	Number of trained and certified coaches (intro to comp and higher) in competitive sport 47A	This performance indicator is to be addressed in the summative evaluation.	Low	Data for this performance indicator are available from the CAC's statistics for the NCCP.
	Number of carded AAP athletes receiving coach transition funding 47B	Data were not available from Sport Canada for this performance indicator.	Moderate	This performance indicator could be addressed in the summative evaluation through a survey of athletes. The availability of data to address this performance indicator could be explored by Sport Canada.
Officials in Competitive Sport are trained and certified 49	Number of trained and certified officials at competitive sport level 49A	This result/outcome and performance indicator are to be addressed in the summative evaluation. It is not clear that the data exists to address this indicator – in the same way that the CAC data can be used to address coach training and certification.	Moderate-high	Options for methods to address this result/outcome need to be explored. A survey of officials in one option, although developing a sampling frame could be a challenge. The result/outcome also could be addressed indirectly through surveys of SOs. Some means to assess competence of officials might also be included in the data collection.
Linkages are established and partnerships are formed to align and leverage athlete, coach and officials' development in competitive sport 51	Five performance indicators (not listed here)	This result/outcome and performance indicator are to be addressed in the summative evaluation. Sport Canada, SO surveys and P/T governments are identified in the prioritized matrix as data sources. Partnerships and collaboration are identified as a topic for a thematic review.	Moderate-high	A methodology has to be developed to address this outcomes and PIs. It likely will involve quantitative and qualitative methods such as surveys and interviews and/or case studies.
Volunteers are recruited and retained in order to achieve system objectives (in	Numbers of volunteers contributing time to local sport organizations 53A	This result/outcome and performance indicator are to be addressed in the summative evaluation, with an LSO survey and Statistics Canada (Volunteering in Canada survey)	Moderate-high	While this is important information, the performance indicator does not assess the effectiveness of volunteer contributions and how their contributions can be improved for

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
competitive sport). 53		identified as data sources. The National Survey of Nonprofit and Voluntary Organizations (NSNVO) has not been conducted since 2006. It is uncertain (unlikely?) that a Statistics Canada survey will be conducted to provide data for this outcome and PI.		the benefit of sport organizations, athletes/ participants, the volunteers themselves, and others. New indicators should be developed to address these components of the outcome.
Salaried workers are recruited and retained in order to achieve system objectives (in competitive sport) 54	Number and percentage of sport organizations with paid staff (full-time and part-time) working in competitive sport programs by organizational size (budget, number of staff, etc.) 54A	This result/outcome and performance indicator are to be addressed in the summative evaluation.	Low-moderate	This result/outcome and performance indicator can be addressed in the summative evaluation through surveys of SOs. Methods used by SOs for recruitment also could be explored.
Sport organizations have sufficient governance capacity to achieve sport system objectives for competitive sport 55	Ratings of adequacy of governance capacity to achieve sport system objectives for competitive sport 55B	Good data for this result/outcome and performance indicator were collected through the SO surveys.	Moderate	The survey questions can be replicated in the summative evaluation. Additional methods could be developed to explore how improvements to governance capacity are achieved (e.g., as reviewed in the Deloitte report for COC).
Sport organizations have sufficient human resource capacity to achieve sport system objectives for competitive sport 56	Number of staff in competitive sport by organizational size (budget, number of staff, etc.) 56A Number and percent of sport organizations with paid staff in competitive sport 56B	This result/outcome and performance indicators are to be addressed in the summative evaluation.	Moderate-high	This result/outcome and performance indicators could be addressed through surveys of SOs.
Sport organizations have sufficient financial resources capacity to	P/TSO revenues (total dollar amounts and proportion of all funding) for competitive sport:	This result/outcome and performance indicators are to be addressed in the summative evaluation.	Moderate-high	This result/outcome and performance indicators could be addressed through surveys of SOs.

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
achieve sport system objectives for competitive sport 57	<ul style="list-style-type: none"> from governments (F-P/T, municipal) from the private sector (e.g., sponsorships) from other sources (e.g., registrations, events) 57B Ratings of adequacy of financial resource capacity to achieve sport system objectives for competitive sport 57C			Alternative methods such as case studies should be considered as there are limits to the level of detail about financial information that can be collected through surveys without placing a heavy response burden on SOs and/or discouraging response. Case studies could review all aspects of capacity (governance, human resources, financial, etc.) to achieve sport system objectives.
Clearly defined roles and responsibilities in competitive performance sport system 58 And appropriateness of the current roles and responsibilities to achieve competitive sport system objectives 59	Ratings of experts and key stakeholders on the extent to which roles and responsibilities in the competitive sport system are clearly defined 58B And ratings of experts and stakeholders on the appropriateness of the current roles and responsibilities to achieve competitive sport system objectives 59A / 58C	These two results/outcomes and performance indicators are to be addressed in the summative evaluation.	Moderate	Methods will have to be developed to address these results/outcomes and performance indicators in the summative evaluation, which is the reason the need for new data collection is rated as moderate. Identifying and securing the participation of the sources of the information (e.g., F-P/T governments, NSOs/MSOs, P/TSOs, sport system experts) should not be a problem.
Changes and improvements to the current roles and responsibilities in the competitive sport system 60	Ratings of experts and key stakeholders (including sport organizations) on the extent to which changes and improvements in roles and responsibilities enhance achievement of competitive sport system objectives 60C	This result/outcome and performance indicators are to be addressed in the summative evaluation.	Moderate	Methods will have to be developed to address this result/outcome and performance indicator in the summative evaluation.
New arrangements to build a sustainable	Number and percent of sport organizations that have entered	This result/outcome and performance indicator are identified as part of a	Moderate	A combination of methods would be useful, including surveys and broad consultations (e.g., one of many

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
resource base are explored and implemented 61	into new partnerships: with public sector, with private sector 61B	thematic review of partnerships and collaboration.		issues to be included in SO surveys) more in-depth qualitative methods (e.g., interviews and/or case studies) to identify examples, successes and opportunities.

Goal: 4. High Performance Sport

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
Actions to implement and adhere to codes of ethics and codes of conduct 63	Number and percentage of HP coaches who have completed NCCP training in ethics and values (e.g., Making Ethical Decisions) in high performance sport 63B	This result/outcome and performance indicator are to be addressed in the summative evaluation.	Low	Data on MED training is available with other NCCP data from the CAC.
Participants in high performance sport adhere to a code of ethics and code of conduct 64	Number and percentage of HP athletes who have signed and adhere to a code of ethics and code of conduct required by their NSO 64B	This result/outcome and performance indicators are to be addressed in the summative evaluation. This result/outcome could be addressed in the thematic review of ethics in sport.	Low-moderate	This performance indicator can be addressed through a survey of NSOs and/or HP athletes.
	Level of satisfaction by athletes, coaches, officials, leaders and parents with level of adherence to ethical standards and codes of conduct in high performance sport 64C		Moderate-high	Methods and data collection procedures (e.g., surveys) would have to be developed for coaches, officials, leaders and parents. Questions related to these performance indicators could be included in a survey of athletes.
	Number of doping infractions 64D		Low	Data for this performance indicator are available from the CCES.

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
<p>Leading edge (world-class) sport science, sport medicine (SSSM), and research and innovation are applied 66</p> <p>And Leading edge (world-class) sport science, sport medicine, and research and innovation for coach development are applied 67</p>	<p>Number of NSOs with functional SSSM plans 66A</p>	<p>These results/outcomes and performance indicators are to be addressed in the summative evaluation.</p>	<p>Moderate-high</p>	<p>Methods will have to be developed to address these performance indicators. The methods and sources include: a review of documents and data and consultations with Sport Canada and OTP; surveys and consultations with NSOs and MSOs, coaches and athletes; and consultations with HP sport leaders and experts.</p> <p>As some sports' development system includes community clubs in high performance development, surveys may wish to include the LSOs for those sports.</p>
	<p>Initiatives undertaken to identify and learn about leading edge (world-class) sport science, sport medicine, and research and innovation for athlete development in HP sport 66B</p> <p>And Initiatives undertaken to identify and learn about world-class / leading edge scientific practices and knowledge for coach development in HP sport 67B</p>			
	<p>Extent athletes, coaches and sport leaders view integration of leading-edge sport science, sport medicine, and research and innovation is contributing to improved athlete performance in HP sport 66D</p> <p>And Extent athletes, coaches and sport leaders view that integration of leading edge (world-class) sport science, sport medicine, and research and innovation is contributing to improved coach performance in HP sport 67D</p>			

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
World-class coaches and other technical leaders 68	Number of NSOs with High Performance Directors (full-time) 68A	This result/outcome and performance indicators are to be addressed in the summative evaluation.	Moderate	Methods will have to be developed to address these performance indicators. The methods and sources include: a review of documents and data and consultations with Sport Canada, the CAC, and OTP; surveys and consultations with NSOs and MSOs, coaches and athletes; and consultations with HP sport leaders and experts.
	Coaches and technical leaders have access to the appropriate professional development required to be the world's best 68C			
World class high performance programs delivered 69	Number of medals at Olympics, Paralympic and World Championships, by NSO/sport 69A	This outcome and performance indicator are identified for both the FE and SE.	Low-moderate	Good data are readily available to address the performance indicator. Additional information could be collected to identify to which the HP programs delivered are world class and are leading to the results achieved.
Access to trained and certified officials for high performance sport 71	Number and percent of sport organizations with sufficient access to stage appropriate trained and certified officials for high performance sport 71A	This result/outcome and performance indicator are identified for the summative evaluation.	Moderate	This result/outcome and PI could be addressed in survey of sport organizations.
Linkages are established and partnerships are formed to align and leverage athlete, coach and officials' development in high performance sport 72	Five performance indicators (not listed here).	This result/outcome and these performance indicators are identified for the summative evaluation. This result/outcome and these performance indicators are identified as part of a thematic review of partnerships and collaboration.	Moderate-high	Methods have to be developed to address this result/outcome and performance indicators in a thematic review of partnerships and collaboration.
A coordinated national strategy for hosting major national and international sport	Implementation status of a coordinated national strategy for hosting major national and international sport events to	This result/outcome and performance indicator are identified for the summative evaluation.	Low-moderate	These results/outcomes and performance indicators could be addressed through: a review of documents; consultations with F-P/T

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
events to maximize their contribution to high performance sport and community-building objectives is developed and implemented 74	maximize their contribution to high performance sport and community-building objectives 74A			governments and municipalities (event hosts); and surveys and consultations with NSOs and MSOs.
Adherence to national hosting strategy 75	Number of bids that are / are not consistent with a coordinated national hosting strategy for major national and international sport events 75A	This result/outcome and these performance indicators are identified for the summative evaluation.		
	Extent adherence to the coordinated national strategy maximizes sport events contribution to sport and community building objectives 75B			
Strategies for high performance athlete identification, development and retention of athletes are established for all HP sports 76	Number and percent of sport organizations with a strategy for systematic identification and development of potential HP athletes 76A	This result/outcome and performance indicator are identified for the summative evaluation.	Moderate	This result/outcome and performance indicator could be addressed through a review of data and documents and consultations with Sport Canada, and surveys and consultations with NSOs and P/TSOs.
Performance targets are set for Canadian performance at major international events 77	Performance targets are set for the following: <ul style="list-style-type: none"> Number of athlete attaining SR1/2 (Top 8) carding level by para/non-para. (SC separates by Para; Olympic; non-Olympic) Canada's rank on Sport Canada's International sport 	This result/outcome and these performance indicators are identified for the summative evaluation.	Low	Information on performance targets can be determined through consultations with Sport Canada, OTP, COC and CPC. The extent to which key stakeholders use the performance data/results related to targets also can be determined through consultations with Sport Canada, OTP, COC and

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	<p>ranking index for para and non-para</p> <ul style="list-style-type: none"> • Canada's nation rank in Olympic Games and Paralympic Games • Number of medals won in Olympic Games and Paralympic Games, World Championships • Number of top 8 and top 5 performances in Olympic and Paralympic Games, World Championships <p>77A</p> <hr/> <p>Extent key stakeholders use performance data/results related to these targets to guide expectations and assist in the evaluation of performance and the effectiveness of the sport system 77B</p>			<p>CPC as well as surveys and consultations with NSOs and DSOs.</p>
<p>Sport organizations have sufficient governance capacity 78</p>	<p>Ratings of adequacy of governance capacity to achieve sport system objectives for high performance sport 78A</p>	<p>This result/outcome and performance indicator are identified for the summative evaluation.</p>	<p>Low-moderate</p>	<p>This information is collected through the Sport Canada SFAF process. The COC also has developed a method and tool for NSO (NSF) assessment of their governance. This information and other relevant information can be collected through surveys of NSOs and P/TSOs.</p>

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
<p>Sport organizations have sufficient human resources capacity 79</p>	<p>Number of staff in HP sport by organizational size (budget, number of staff, etc.) 79A Number and percent of sport organizations with paid staff in competitive sport 79B</p>	<p>This result/outcome and these performance indicators are identified for the summative evaluation. Surveys of NSOs/MSOs, P/TSOs and LSOs are identified as the data source; also Sport Canada SFAF</p>	<p>Moderate-high (high for LSOs)</p>	<p>Surveys of NSOs/MSOs and P/TSOs that include the relevant questions will be easy to conduct for the SE. The survey of LSOs conducted for the FE was unique. The sample was generated mainly from online sources (e.g., club/league websites and municipal listings of SOs). The representativeness of this sample cannot be known with precision.</p> <p>A P/T government initiative to develop databases of LSOs within their jurisdictions would increase the confidence in findings from a future survey(s) of local organisations.</p> <p>This applies to any CSP outcome or issue for which the input of LSOs will be required or useful.</p>
<p>Sport organizations have sufficient financial resources capacity 80</p>	<p>P/TSO revenues (total dollar amounts and proportion of all funding) for high performance sport: •from governments (F-P/T, municipal) •from the private sector (e.g., sponsorships) •from other sources (e.g., registrations, events) 80A</p> <p>Ratings of adequacy of financial resource capacity to achieve</p>	<p>This result/outcome and these performance indicators are identified for the summative evaluation.</p>	<p>Moderate</p>	<p>P/T governments may be able to provide some information about this result/outcome and PI. Most of the information would be collected through a survey of P/TSOs.</p>

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
	sport system objectives for HP sport 80B			
Clearly defined roles and responsibilities in high performance sport system 81	Ratings of experts and key stakeholders on the extent to which roles and responsibilities in the HP sport system are clearly defined 81A	These results/outcomes and performance indicators are identified for the summative evaluation.	Moderate	As noted for these results/outcomes for Competitive Sport, methods will have to be developed to address them and the performance indicators for HP sport in the summative evaluation.
Appropriateness of the current roles and responsibilities to achieve high performance sport system objectives 82	Ratings of experts and stakeholders on the appropriateness of the current roles and responsibilities to achieve HP sport system objectives 82A			
Changes and improvements to the current roles and responsibilities in the high performance sport system 83	Ratings of experts and key stakeholders (including sport organizations) on the extent to which changes and improvements in roles and responsibilities enhance achievement of competitive sport system objectives 83A			
New arrangements to build a sustainable resource base are explored and implemented 84	Number and percent of sport organizations that have entered into new partnerships: with public sector, with private sector 84A	As per result/outcome 61. This outcome and performance indicator are identified as part of a thematic review of partnerships and collaboration.	Moderate	A combination of methods would be useful, including surveys and broad consultations (e.g., one of many issues to be included in SO surveys) more in-depth qualitative methods (e.g., interviews and/or case studies) to identify examples, successes and opportunities. Link with methods used to address Result/Outcome 61.
Canadians serve in high level positions related to HP sport in international	Number and percentage of NSOs and MSOs with formal strategies for international	This result/outcome and these performance indicators are identified for the summative evaluation.	Low-Moderate	This result/outcome and these performance indicators could be addressed through a review of data

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection	Suggestions for data collection for summative evaluation / Comments
sport federations and international multi-sport organizations 86	representation in international sport federations and international multi-sport organizations 86A			(e.g., SFAF) and consultations with Sport Canada, a survey of consultations with NSOs and MSOs, and consultations with P/T governments.
	Number of Canadians serving in “high level” technical positions or as members of standing committees or boards of international sport federations and multisport organizations 86B			

Goal: 5. Sport for Development

Results / Outcomes	Performance Indicators	Comments on data availability and quality based on FE results	Need for new data collection / Difficulty	Suggestions for data collection for summative evaluation / Comments
Athletes are educated and trained on how to be positive role models on and off the field of play 87	Initiatives to educate and develop athletes (M/F, able-bodied and AWAD) as positive role models on and off the field of play 87A	This result/outcome and these performance indicators are identified for the summative evaluation.	Moderate-high	Methods will have to be developed to address these results/outcomes and performance indicators for the summative evaluation (e.g., through SO and athlete surveys, interviews, case studies). Consideration should be given also to including coaches and officials as leadership positions, when assessing athletes' assumption of leadership positions. Consideration should also be given to the role of sport organizations, in addition to athletes, in intentionally including sport for development in their programming.
	Number of athletes that receive education and training (e.g., from sport organizations, coaches) on how to be a positive role model on and off the field 87B			
Athletes receive education, training and mentoring on being sport leaders 88	Initiatives to develop high performance athletes as leaders, including leadership talent identification (M/F, able-bodied and AWAD) and mentoring opportunities 88A	This result/outcome and performance indicator are identified for the summative evaluation.		
Athletes (current and retired) assume positions of leadership in sport 90	Number of high performance athletes in leadership positions on NSO, MSO, P/TSO Boards and Committees 90A	This result/outcome and these performance indicators are identified for the summative evaluation.		
	Type of leadership positions HP athletes are serving in on NSO and MSO Boards and Committees 90C			