# Engaging Community Providers to Create More Active After-School Environments:

## Results from the Ontario CATCH Kids Club Implementation Project

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# Background on the Ontario CKC Project

- As part of its *Communities in Action* and *After-School Strategy* initiative, the Ontario Ministry of Health Promotion and Public Health Agency of Canada provided funding to the YMCA and Boys and Girls Clubs of Ontario to implement CATCH Kids Club (CKC) in 330 after-school settings in Ontario.

  The Role of the Centre: Project partner tasked with program evaluation.
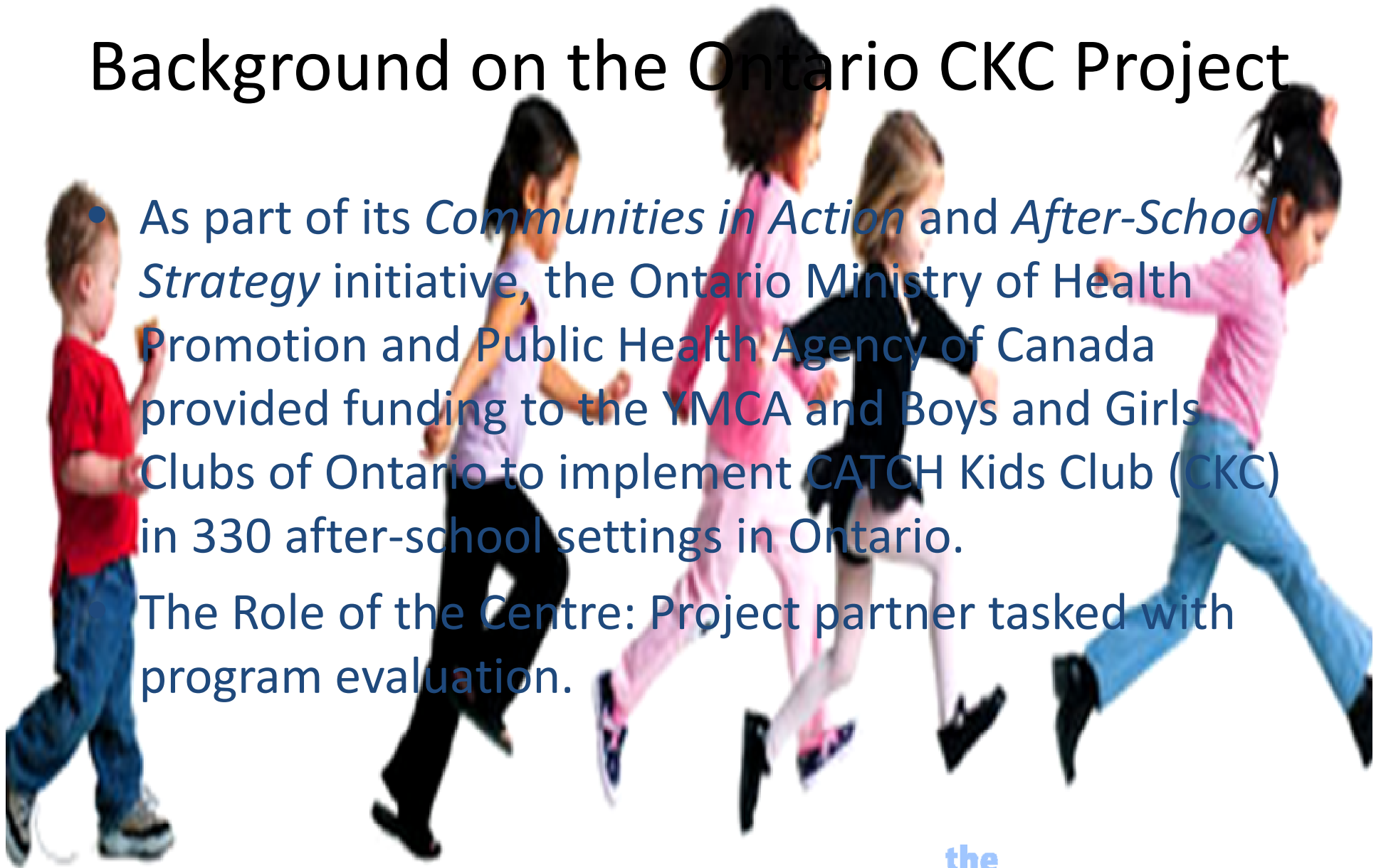
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# The Potential of After-School Settings

- After-school environments have been described as a "ready made opportunity" for promoting health and active living.
  - Outside an already full school day
  - Have multiple program components
- However, they have been underutilized and under-researched.
  - Only a handful of evaluation studies. Most have been small-scale interventions and closely monitored by researchers.
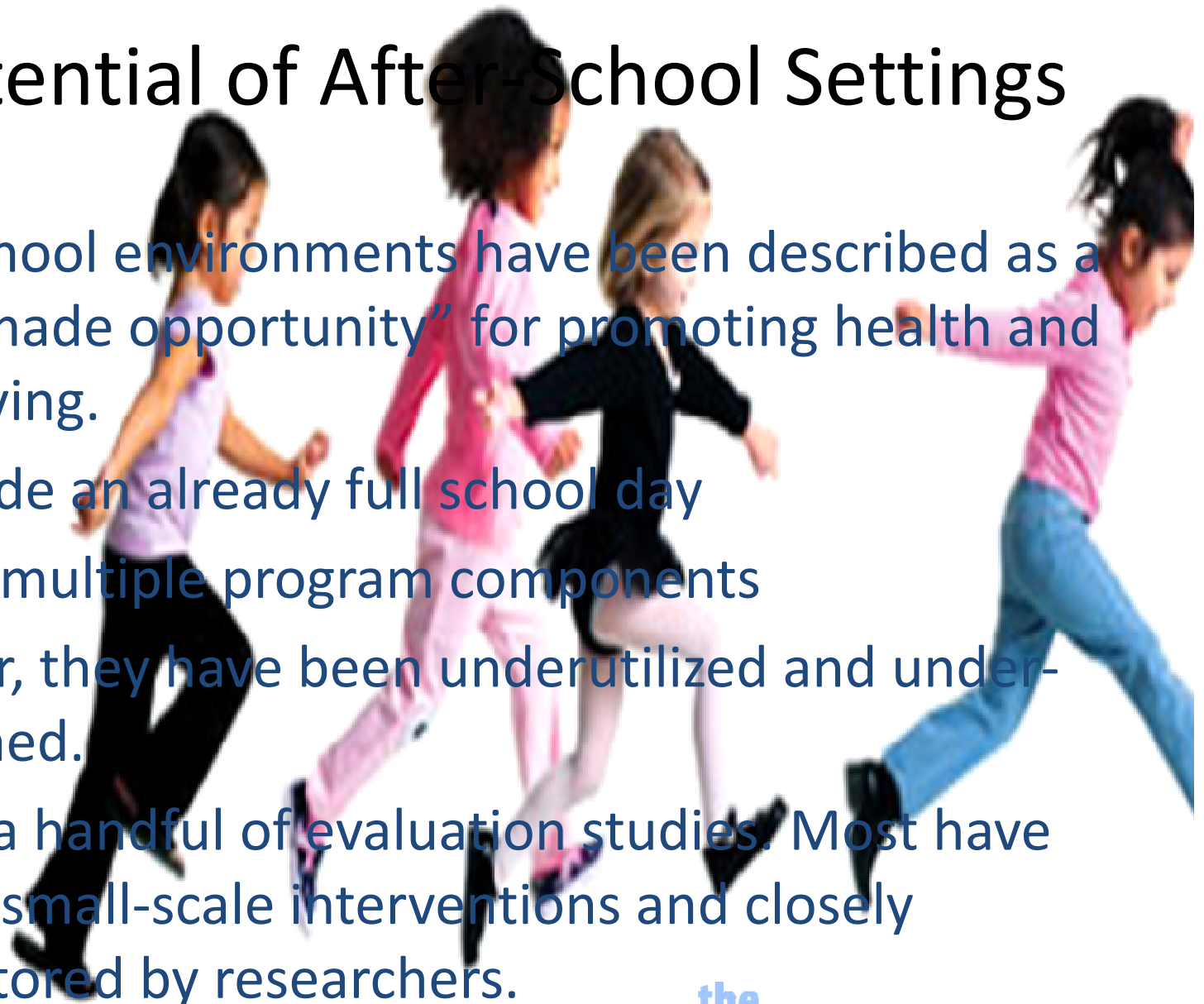
# About CATCH Kids Club

- Adapted from the well-supported school-based CATCH program
- Objectives of the CKC PA Component:
  - Provide children with at least 30 minutes of physical activity daily (40% in MVPA);
  - Provide children with many opportunities to participate and practice skills;
  - Encourage participation in a variety of physical activities in all environments;
  - To be fun and enjoyable!

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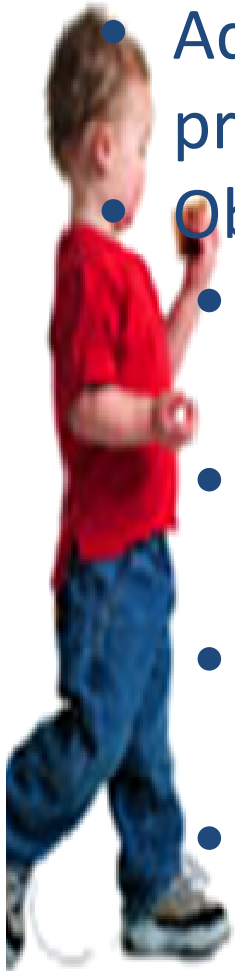
# Research Objectives

- How effective was the CKC program model within the after-school environment?
  - What was the impact of the CKC program on the *quantity* of physical activity delivered?
  - What was the impact of the CKC program on the *quality* of physical activity delivered?
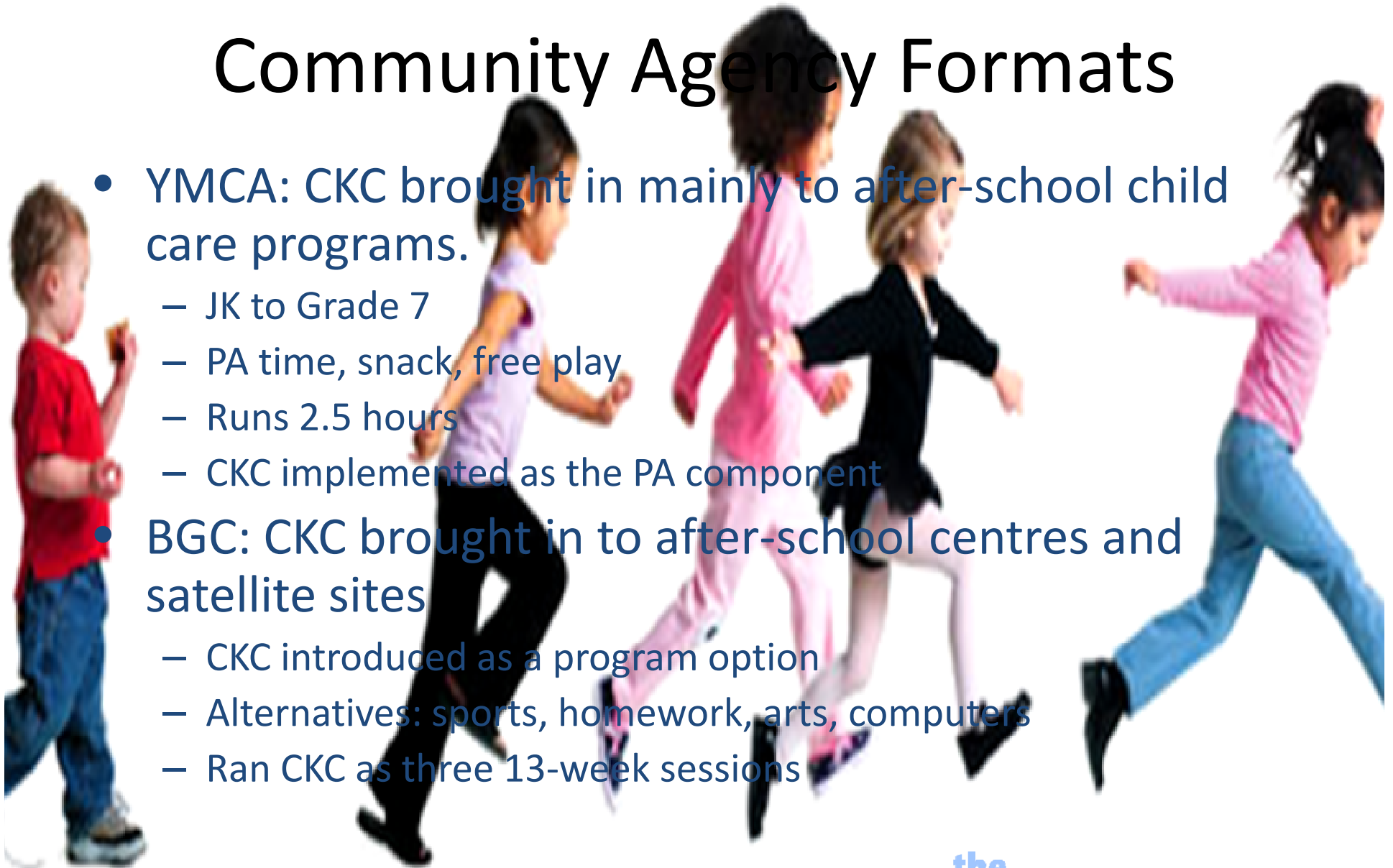  - How was the process of implementing CKC for program leaders?

# What We Did

- Observed 40 sites at beginning and end of program implementation
  - 22 YMCA sites
  - 6 BGC sites
  - 12 YMCA control sites
- SOFIT, program observations, post-program leader interviews.
- Evaluation worked around implementation plans and agency interest.
  - Timing of training, control sites, consent form process.

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# Community Agency Formats

- YMCA: CKC brought in mainly to after-school child care programs.
  - JK to Grade 7
  - PA time, snack, free play
  - Runs 2.5 hours
  - CKC implemented as the PA component
- BGC: CKC brought in to after-school centres and satellite sites
  - CKC introduced as a program option
  - Alternatives: sports, homework, arts, computers
  - Ran CKC as three 13-week sessions

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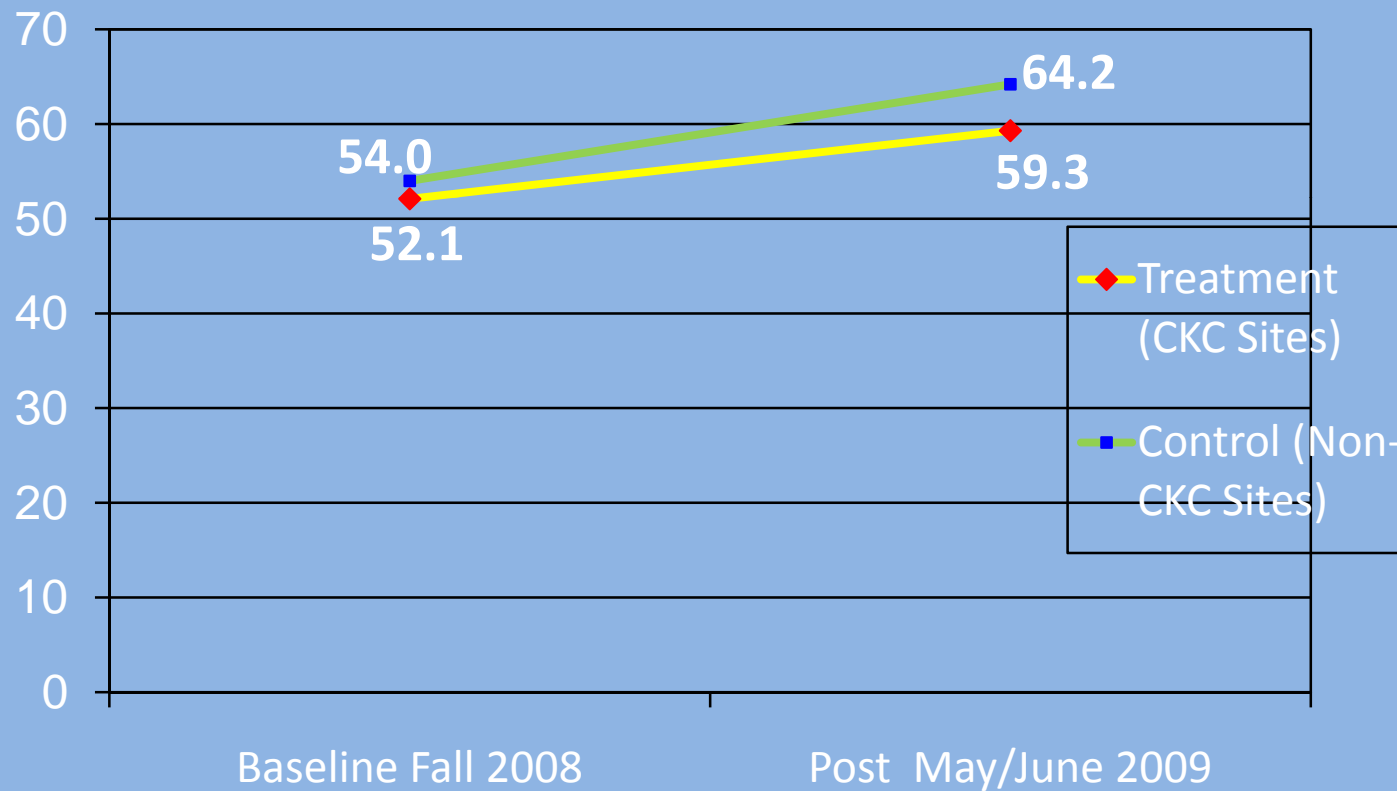
# What We Found:
# Quantity of Physical Activity

- The percentage of time spent in MVPA increased at all sites and exceeded 50% target.
    - YMCA: From 52.1% to 59.3%
    - BGC: From 35.2% to 70.8%
- %MVPA also high at control sites (above 50%)
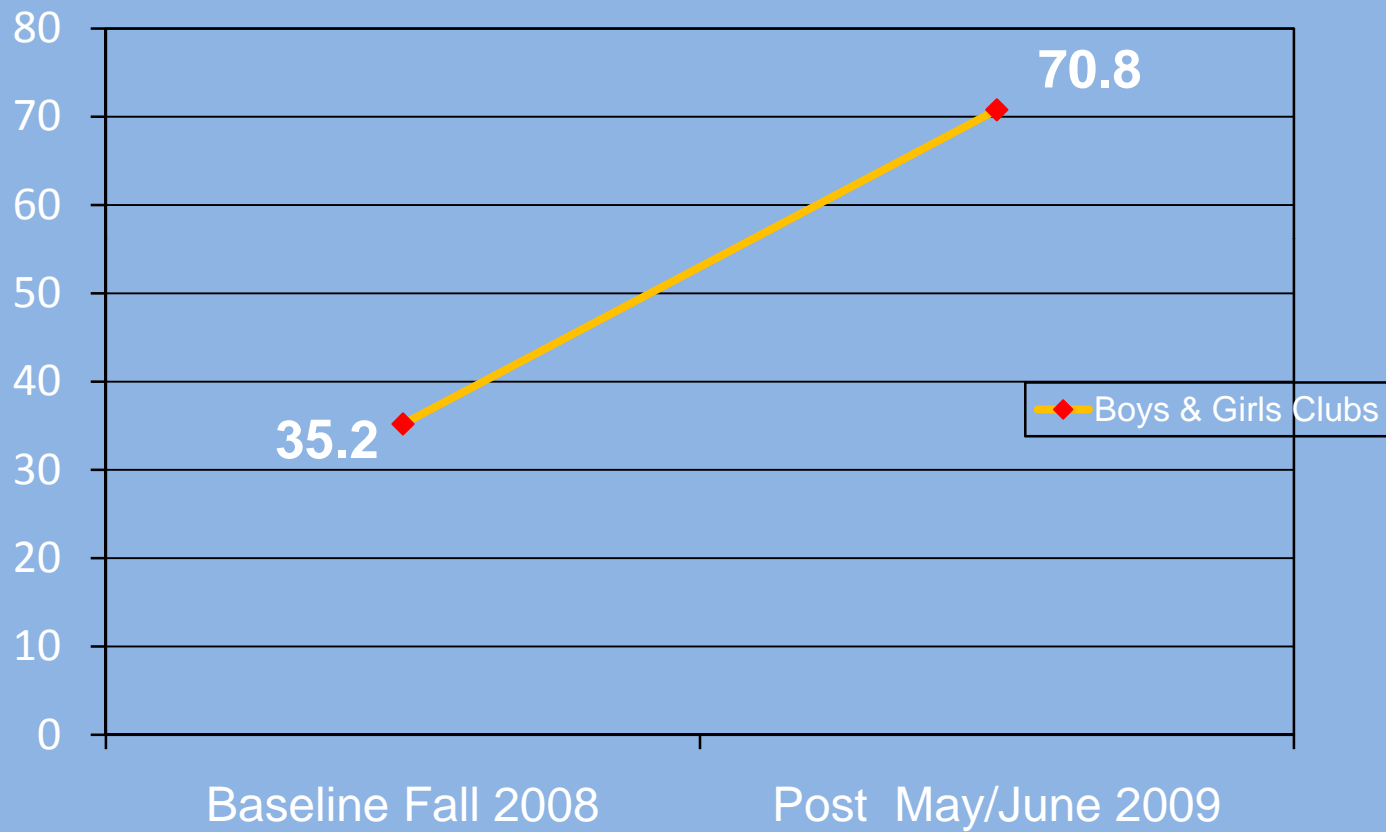- No significant difference in the length of PA time.

# %MVPA at YMCA Sites
## (22 CKC sites, 12 control sites)



Chart showing %MVPA comparison between Treatment (CKC Sites) and Control (Non-CKC Sites) from Baseline Fall 2008 to Post May/June 2009.

- 54.0
- 52.1
- 64.2
- 59.3

Legend:
- Treatment (CKC Sites)
- Control (Non-CKC Sites)

X-axis: Baseline Fall 2008, Post May/June 2009

# %MVPA at BGC Sites
## (6 sites)



70.8

35.2

Boys & Girls Clubs

Baseline Fall 2008          Post  May/June 2009

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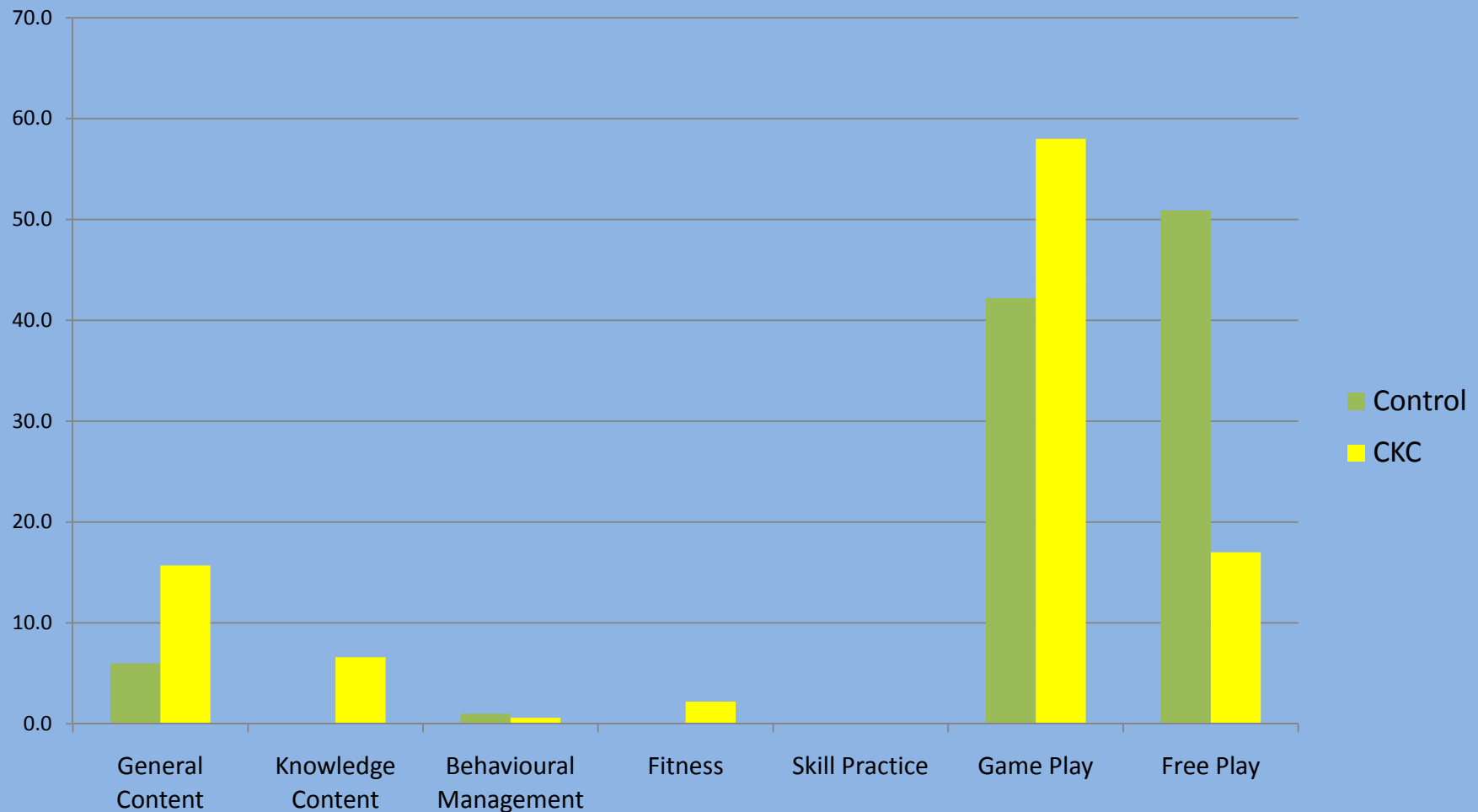Brock University

# What We Found:
# Quality of Physical Activity

- PA time was spent differently.

- YMCA CKC Sites: More instructional time, more time spent in organized games , less free play time.

- BGC Sites: More fitness time after implementing CKC.

- Variety: A small number of activities accounted for a high proportion of activities observed
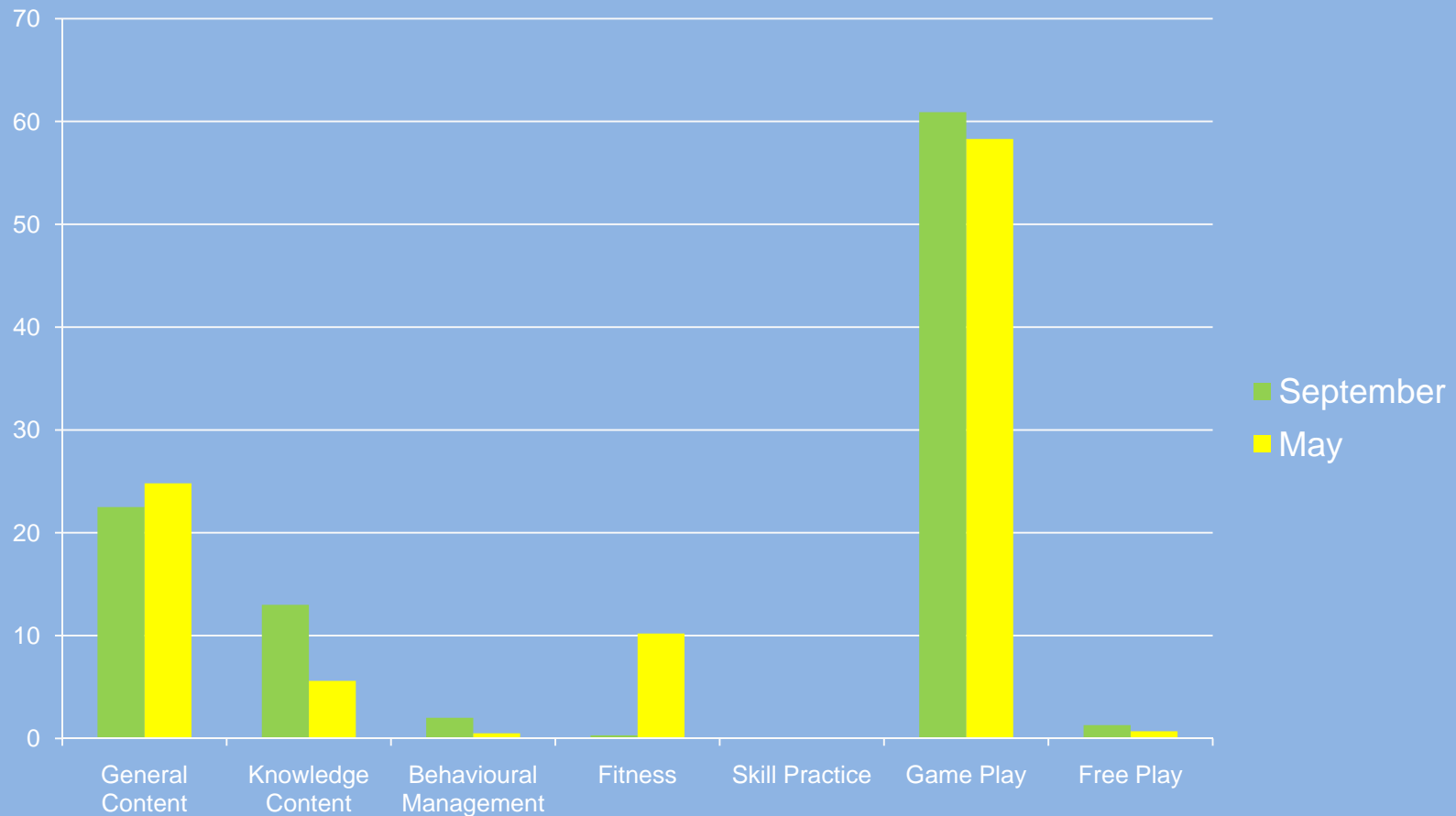  - 3 activities = 40% of observations

# YMCA: Physical Activity Quality
## Comparison of CKC vs Control (May 2009)

Legend: Control (green), CKC (yellow)

Categories: General Content, Knowledge Content, Behavioural Management, Fitness, Skill Practice, Game Play, Free Play

# What We Found:
# The Implementation Process

- Leaders and children reported "mixed reactions" to CKC program.

- Leaders found it difficult to implement the CKC program in its entirety.

- The %MVPA objective dominated over the others.

# Working with Community Agencies:
## What We Learned

- Community agencies are action-oriented!
  - In this case, even more 'ready, fire, aim' than usual.
- They also operate at the whims of funding agency priorities and deadlines.
- The impact of sharing / losing control over the research process and the importance of ongoing collaboration.

# PA in After-School Environments:
## What Does it Need to Do?

- Recognize the high variability among children.

- Address the varied comfort and confidence among staff.

- Recognize the importance of child-driven play.

- Integrate with current programs and philosophical approaches.

# Where are We Now: Integrating CKC into a Physical Literacy Framework

- Physical Literacy: The ability to move with competence and confidence in a wide variety of physical activities that benefit the whole person.

- Draws the emphasis toward the goals of fun, skill development, and expanding repertoire.

- Leader Training: Focus on differentiated instruction and fostering autonomy supportive environments.