



Everybody gets to play[™]
Recreation without barriers

Ontario Supplement

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Introduction

Welcome to the **Everybody gets to play** Ontario Supplement!

The Canadian Parks and Recreation Association (CPRA) has created this document as a supplement to the **Everybody gets to play** Community Mobilization Tool Kit. The Tool Kit was developed as a part of CPRA's national **Everybody gets to play** initiative, created in 2000 to enhance the lives of Canadian children and youth in low income families through increased access to recreation. The Tool Kit provides you with tools and information needed to mobilize your community to reduce barriers to recreation participation for low income families.

Acknowledgements

Production of the **Everybody gets to play** Ontario Supplement has been made possible through a financial contribution from the Ontario Trillium Foundation. The Ontario Trillium Foundation, an agency of the Ministry of Culture, receives \$100 million annually from Ontario's charity casino initiative. This Supplement has been produced by CPRA. In collaboration with CPRA (Tanara Pickard and Tera Winter), Christine Preece was responsible for the research and technical writing of this supplement. CPRA would like to express its gratitude to the **Everybody gets to play** Ontario Supplement Working Group (Frempon Bafi -Yeboa, Bernice Landry, Sharon Waddingham and Kelley Whitman-McKie), who have provided guidance and expertise throughout the development of this resource.

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ISBN 0-919963-74-9

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Important Terms

What is recreation?

Recreation includes organized or ad hoc sport and physical activity, as well as arts, social and cultural events. For the purposes of this document, recreation refers to anything people choose to do that makes their leisure time more interesting, enjoyable or satisfying.

What does accessible mean?

In this document, “accessible” refers to leisure and cultural services that are open to everyone, regardless of income, race, gender, geographical region, ethnic and/or cultural background.

Ontario Statistics Fact Sheet

Statistics Canada's Low Income Cut-Off Rate (LICO) is commonly used as the unofficial poverty measure in Canada. The LICO is a relative, proportional income-based measure that varies across the province according to population size. Therefore, a household spending more than 55% of its income on food, shelter and clothing, with little extra income to spend on transportation, health, personal care, education, household operations, recreation or insurance, will fall below its LICO.

Statistics Canada's Before-Tax Low-Income Cut-Offs (LICOs), 2005

Population of Community of Residence

Family Size	500,000+	100,000-499,999	30,000-99,999	Less than 30,000	Rural
1	\$20,778	\$17,895	\$17,784	\$16,273	\$14,303
2	\$25,867	\$22,276	\$22,139	\$20,257	\$17,807
3	\$31,801	\$27,386	\$27,217	\$24,904	\$21,891
4	\$38,610	\$33,251	\$33,046	\$30,238	\$26,579
5	\$43,791	\$37,711	\$37,480	\$34,295	\$30,145
6	\$49,389	\$42,533	\$42,271	\$38,679	\$33,999
7+	\$54,987	\$47,354	\$47,063	\$43,063	\$37,853

For example, a two-person family living in Toronto with a gross income of less than \$25,867 would fall below the LICO and would be considered as living in poverty.

Data on Poverty in Ontario

- Over 478,480 children – one in every six- live in poverty in Ontario (Campaign 2000, 2007).
- In 2004, Ontario's child poverty rate was 17.4% (slightly lower than the Canadian rate of 17.7%) -an increase from 15.1% since 2001 (Statistics Canada, 2006).
- Low-income families are living in "deeper poverty" now than 12 years ago with an average low-income single-parent family living approximately \$9,500 below the poverty line (Campaign 2000, 2007).
- Children in 38% of low-income families have a parent working full-time all year. This figure has more than doubled from 17% 10 years ago (Campaign 2000, 2007).
- Poverty rates for children in Aboriginal, visible minority and immigrant families are double the average rate (Campaign 2000, 2007).
- Just over half (54.6%) of the children in Ontario live in female lone-parent families (Campaign 2000, 2007).
- Provincial benefits to lone parents on social assistance have dropped by 43% over the past 10 years; about 90% of these parents are lone mothers (National Council of Welfare, 2006).
- Families who live on low incomes are falling further behind families of modest, middle, and affluent incomes resulting in greater income disparity in Ontario (Canadian Council on Social Development, 2006).
- Low wages and poor working conditions are one of the key factors behind Ontario's high rate of child and family poverty (Campaign 2000, 2007).
- The average earnings of the richest 10% of families are now 82 times those of the poorest 10%. A generation ago, the richest families made only 31 times more than the poorest families (Canadian Council on Social Development, 2006).
- Forty-two percent of food bank users across Ontario are children under the age of 18 (McIntyre, 2003).

- Forty-seven percent of children in new immigrant families and 32% of children in visible minority families in Ontario are poor (Statistics Canada, 2006).
- In 2002, approximately 1 in 10 households in Eastern Ontario with children under 12 years of age reported running out of money to buy food at least once that year (Health Information Partnership-Eastern Ontario Region, 2002).
- In 2004, 43% of Ontario children lived in families with no employment earnings while 38% of these children were in families with full-time earnings, year round and 18% of children lived in families that had part-time employment, year round (Canadian Council on Social Development, 2006).

Data on Barriers to Recreation

- Nearly half of families with an annual income under \$20,000 said that high cost was a reason for not participating in physical activities, compared with one third of families earning over \$60,000 annually (Hanvey, 2001; Ross & Roberts, 1999).
- For no-charge programs, many families cannot afford the cost of basic equipment and extra charges (i.e., skates, uniforms, entrance fees for group outings) (Determinants of Health Working Group, 2000).
- More families cannot afford to pay for travel to no-cost programs than ever before. The problem is further complicated in rural areas where there is no public transportation (Canadian Fitness and Lifestyle Research Institute, 2005; Determinants of Health Working Group, 2000).

Data on Benefits of Recreation

- Participation in recreation including sports, joining groups, and taking music, dance or art lessons is associated with lower rates of emotional and behavioral problems and school drop-out (Mahoney & Cairns, 1997).
- Young people involved in recreation are less likely to turn to smoking, drug or alcohol abuse and crime (Donnelly & Coakley, 2002).
- Through play and participation in recreational activities, children are able to gain a sense of mastery, develop positive self-esteem, further develop their creativity, enhance their social skills and explore and manipulate their environment (Couchman, 2002).
- Competence in sports and arts can act as a protective factor for children against emotional and behavioural problems (Offord, Lipman, & Duku, 1998).

Data on Poverty and Health

- For children in school, poverty can lead to poor concentration, lower motivation, lower achievement, higher stress, difficult behaviour and poor attendance (Canadian School Boards Association, 1997).
- People living on low income suffer material deprivations related to poor diet, housing, and sanitary conditions which contribute to poor health (Raphael, 2002).
- Population health evidence points to the increased costs to the health care system, and the decreases in the academic achievements, health and life spans of those populations at the bottom end of the socio-economic scale (National Council of Poverty, 2007).
- People living on low income suffer increased stress, poorer functioning with their children and higher levels of depression, all of which have serious effects on the capacity of parents to take care of their children (Raphael, 2004)
- For every dollar that is invested in physical activity, there is a long-term savings of \$11 in health care costs (Singer, 2003).

Other Resources for Ontario Data

Urban Poverty Project http://www.ccsd.ca/pubs/2007/upp/community_profiles/index.htm

The Progress of Canada's Children 2002: Ontario Backgrounder <http://www.ccsd.ca/pubs/2002/pcc02/bg-ont.htm>

Low Income Rate, by Household Status, Canada, Provinces, Territories, Health Regions and Peer Groups, 2001 (2000 Income) <http://www.statcan.ca/english/freepub/82-221-XIE/2007001/table/2nonmed/2lw/lw2lir.htm>

Lone-Parent Families, Canada, Provinces, Territories, Health Regions and Peer Groups, 2001 (as a proportion of all census families living in private households) as a proportion of all census families living in private households <http://www.statcan.ca/english/freepub/82-221-XIE/2007001/table/4community/4comm/co4lpf.htm>

Leisure-Time, Physical Activity, Canada, Provinces, Territories, Health Regions and Peer Groups, 2005 (by sex, household population aged 12 and over)

<http://www.statcan.ca/english/freepub/82-221-XIE/2007001/table/2nonmed/2hb/hb2ltp.htm>

More information and general statistics on poverty, benefits and barriers to recreation participation can be found in the Fact Sheets of the **Everybody gets to play** Community Mobilization Tool Kit.

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Ontario Organizations That Build Awareness and/or Offer Recreation Opportunities for Low-Income Families

Poverty Information and Resources

Canadian Social Research Links

www.canadiansocialresearch.net/onbkmrk2.htm

- Publishes research reports on issues including poverty and welfare and provides links to other websites that contain information on Ontario municipalities, poverty, welfare and social justice issues.

Family Service Association of Toronto

www.fsatoronto.com/media/releases/OntarioPovertyReport.html

Tel: 416-595-9230

- Assists families and individuals dealing with a wide variety of life challenges through counselling, community development, advocacy and public education programs. Services are available to everyone who lives or works in Toronto.

Ministry of Community and Social Services

www.mcscs.gov.on.ca

Tel: 1-888-789-4199

- Provides links to social assistance websites and Ontario disability support payment programs.

Ontario Association of Food Banks

www.oafb.ca

Tel: 1-866-220-4022

- The umbrella organization for food banks across the province, representing the interests of over 100 members and those people served by food banks in communities across Ontario.

Ontario Campaign 2000

www.campaign2000.ca

Tel: 416-595-9230, ext. 244

- National public education movement to build Canadian awareness and support for the House of Commons resolution to end child poverty in Canada by the year 2000.

Ontario Report Card on Child Poverty

www.campaign2000.ca/rc/pdf/OntarioReportCard2006.pdf

- A full report on the impact and progress of child poverty in Ontario, including recent statistics and facts for advocacy initiatives in a community.

Voice for Children

www.voicesforchildren.ca

- Connects people of all ages to knowledge, ideas, tools and opportunities to help create a society that supports the development, well-being and rights of children and youth.

Recreation Organizations

Aboriginal Canada Portal

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao30905.html>

Tel: 1-888-399-0111

- The gateway to First Nations, Inuit and Métis on-line resources, contacts, information, and government programs and services in Canada. This site acts as a central gateway to increase the awareness of Aboriginal peoples' history, heritage, traditions and community successes among Aboriginal peoples and non-Aboriginal Canadians.

Boys and Girls Clubs of Ontario

www.boysandgirlsontario.ca

Tel: 416-289-9955

- A partnership of strong community clubs committed to developing the potential of Ontario's children, youth and families by developing Ontario-specific programs, enriching member clubs by providing and seeking funding, and promoting the values of the Boys and Girls Club movement.

Canadian Parks and Recreation Association (CPRA)

www.cpra.ca

Tel: 613-523-5315

- A national voluntary-sector organization dedicated to realizing the full potential of parks and recreation services as a major contributor to community health and vibrancy through advocacy on the benefits of parks and recreation services, information, resources and professional development that can be used to make a difference in each community.

Ontario Ministry of Health Promotion-Sport and Recreation

www.mhp.gov.on.ca/

Tel: 416-326-8475

- A listing of provincial recreation organizations with a mandate to provide recreation programs and/or leadership and skills training for the recreation sector.

Nishnawbe Aski Nation's Decade for Youth and Development Office

<http://www.nandecade.ca>

Tel: 1-800-465-9952

- An online resource that provides a youth voice for Nishnawbe Aski Nation in the decision-making processes that affect their future as a nation.

Parks and Recreation Ontario (PRO)

www.prontario.org

Tel: 416-426-7142

- An all-inclusive, not-for-profit corporation dedicated to enhancing the quality of life for the people of Ontario through information, advocacy and the research and development of innovative and relevant products and services.

YMCA-Ontario

www.ymca.ca

Tel: 416-967-9622

- A charity organization that serves people of all ages, backgrounds and abilities through all stages of life and that has always been dedicated to helping people attain good health through a healthy lifestyle and encouraging them to get involved in making their community a better place for everyone.

Funding Organizations in Ontario

Bell Community Sport Fund

www.truesportpur.ca/bellfund

Tel: 613-521-3340

Grants are administered by the True Sport Foundation for community-based sport and recreation organizations, in Quebec, Ontario, Alberta and British Columbia that address the issues of access and inclusion preventing certain children and youth from participating in select team sports.

- Must be a not-for-profit or charitable organization working to increase access and participation in sport.

Canadian Million Dollar Round Table Foundation

www.cmdrtfoundation.org

Tel: 1-800-563-5822, ext. 9878

Grants are awarded to programs for youth, senior citizens or at-risk groups (provided they are conducted on a not-for-profit basis) or unique and unusual opportunities for uplifting programs

- Grants only awarded to charitable organizations/programs that are non-sectarian and responsibly managed and that use appropriate fiscal accounting procedures.

Canadian Tire Foundation for Families

www.canadiantire.ca/jumpstart

Tel: 1-877-616-6600

The Canadian Tire JumpStart program assists financially disadvantaged families in getting their individual children aged 4 to 18 involved in sports and recreation programs.

- Activities must be physically active programs and do not include summer or day camps (sports with seasons, lessons, etc., over longer periods of time are preferred).
- Two submission/application sessions per year.

Canadian Women's Foundation

www.cdnwomen.org/newsite/EN/section07/1_7_1-intro.html

Tel: 1-866-293-4483

The Foundation funds programs that focus on developing leadership, critical-thinking and decision-making skills by engaging girls in science and math, sports and physical activity and/or leadership and empowerment.

- Only gives grants to organizations that are charities registered with Canada Revenue Agency and does not fund municipal government; however, partnership with a registered charitable organization would be a possibility.

Communities In Action Fund (CIAF), Ontario Ministry of Health Promotion

www.mhp.gov.on.ca

Tel: 416-326-8475

The CIAF aims to help bring about a physical activity and community sport culture in Ontario by helping local and provincial not-for-profit organizations provide and enhance opportunities for physical activity through community sport and recreation.

- Non-capital funding available for projects falling under one or a combination of categories covering planning, implementation, and/or development.

The Donner Canadian Foundation

<http://www.donnerfoundation.org>

Tel: 416-920-6400

Environmental, social services, policy and research projects are funded.

- Solicits letters of interest year-round to be considered for a grant.

The Forzani Group Foundation

www.forzanigroup.com

The Foundation provides financial support to other registered charities, Canadian amateur athletic associations and other qualified donees whose activities involve the promotion of physical fitness, health and wellness, the prevention and relief of sickness and disability, or participation and education in sports across Canada.

George Cedric Metcalf Charitable Foundation

www.metcalffoundation.com

Tel: 416-926-0366

The Metcalf Community Program seeks to strengthen and enhance the effectiveness of people and grassroots not-for-profit organizations working together to address the root causes of poverty.

- Geographic interest is Toronto.

Imperial Oil Foundation

www.imperialoil.ca/Canada-English/Thisis/Donations/Charitable/TL_D_C_FundingInterests.asp

Tel: 1-800-668-ESS0 (3776)

The Foundation provides funding for initiatives that are preventive in nature, that benefit a wide segment of the population and that focus on programs aimed at improving the health of communities, such as those that emphasize wellness, safety and healthy lifestyles.

- Open to grassroots groups living in and near Imperial Oil refineries.
- Requests must be submitted each year for review: annual and ongoing support should not be assumed.

KidSport™

<http://www.kidsport.on.ca/home.html>

Tel: 416-426-7171

KidSport™ helps disadvantaged kids overcome social and economic barriers preventing or limiting their participation in organized sport, through the issuance of registration fee and/or equipment grants.

- Open to children aged 6 to 17.

The Laidlaw Foundation

www.laidlawfdn.org

Tel: 416-964-3614

The Foundation provides funds to registered charitable organizations (but will consider application from others) who invest in innovative ideas, convenes interested parties, shares its learning and advocates for change in support of young people becoming healthy, creative and fully engaged citizens.

The Lawson Foundation

www.lawson.on.ca

Prefers to fund registered charitable organizations working towards the prevention of diabetes in at-risk populations (through physical activity and healthy eating).

The J.W. McConnell Family Foundation

<http://www.mcconnellfoundation.ca/>

Tel: 514-288-2133

The Foundation provides grants to non-profit organizations for community building and arts and culture.

Mike Weir Foundation

www.themikeweirfoundation.com

Tel: 519-330-0785

The Foundation provides funds to help support programs that directly benefit the physical, emotional and educational welfare of children. The project must have relevancy to the past and future of the community in which it operates.

- Maximum funding value undisclosed.
- Must be a registered charity within the meaning of the Income Tax Act (Canada) and have a valid charitable number.

The Mounted Police Foundation

www.mountedpolicefnd.org

Tel: 613-741-7560

The Foundation provides funding towards preventive youth projects that can keep youth out of correctional institutions (crime prevention projects).

- Must have community partnerships and a non-core policing function, but proposed project to be connected to the RCMP.

National Crime Prevention Strategy (NCPS)

www.publicsafety.gc.ca

Tel: 613-991-3301

The NCPS provides funding to projects that contribute to preventing and reducing crime in Canada and to increasing knowledge and evidence about what works in crime prevention.

- Funding priorities include addressing early risk factors among vulnerable families, children and youth at risk, responding to priority crime issues (youth gangs, drug-related crime), preventing recidivism among high-risk groups and fostering prevention in Aboriginal communities.

The Ontario Chiefs of Police Grant

www.oacp.on.ca

Tel: 1-800-816-1767

This award recognizes exemplary on-going community mobilization designed to make the community safer. Applicants must describe a community mobilization initiative that improved the relationship between the police and community and which ultimately achieved the goal of safer and stronger communities.

- Community agencies must be supported by police to apply.

The Ontario Trillium Foundation (OTF)

www.trilliumfoundation.org

Tel: 1-800-263-2887

The OTF offers funding for initiatives that provide community-based learning opportunities and create conditions for achievement for people of all ages and abilities, help prepare children and youth for success, promote physical activity for people of all ages and abilities, and promote recreational activities for people of all ages and abilities.

- Operating, project and capital time-limited grants.
- Must be a charitable organization or foundation registered as a charity by the Canada Revenue Agency.

P.R.O. Kids

www.cityofkingston.ca/prokids/index.asp (Kingston)

www.prokidsthunderbay.com/ (Thunder Bay)

This service is dedicated to ensuring that recreation activities are available for children and youth, who would not ordinarily be able to afford the cost of participation. Funding for transportation and equipment costs is also available (criteria vary by region).

- Funding reviewed on a case-by-case basis.
- One program per child, per season.

Tips for Grant Writing

Communicate with the funder:

Before you begin writing, contact the funding officer to talk about your grant application. See if it fits the funder's grant model and priorities (and you may get some insider tips too!). Research the agency's funding priorities and, especially, the materials and resources available on its website. Familiarize yourself with the funder's terminology and use these terms in your application.

Identify the need:

Explain how the need for your project was identified in the community.

Match grant priorities:

Ensure that you can demonstrate how your project will match the priorities of the funder.

Define the project goal(s):

Clearly identify the project's goal(s). Be realistic about what is doable within the timeframe and resources available. Focus on what difference the project will make, not on how you will do it.

State the timeline:

Identify the start and end dates of the project.

Identify partners:

Document how your organization will work with similar service providers. Include letters of support from partners or other stakeholder organizations.

Define the budget:

Include a clear, detailed and realistic budget in your proposal. Remember to include all sources of support, both in-kind and financial. (Note: Some funders may not fund operating costs.)

Prepare an evaluation strategy/plan:

Tailor your evaluation strategy to the level of detail requested. Most funders are looking for applicants to demonstrate their commitment to evaluation, as well as their understanding of how it will be used to evaluate the success of a project. Identify the various methodologies that could be used to evaluate the project success, as well as to capture important learnings. Include an evaluation budget in your proposal and ensure that your project methods will adhere to the proposed evaluation budget. If no guideline is offered, designate 5% of the total program budget for evaluation.

Be in the know:

When possible, get on a funder's distribution list for bulletins, announcements or newsletters to keep current of new and emerging programs.

Open doors and keep them open:

Build a relationship with partners, politicians and key allies. Letters of support, personal phone calls and emails can lend strength and validation to your application.

If you are unsuccessful, phone your funding officer to find out ways to improve your next application. Some grant applications may have a specific structure or form that the funders supply as a template for applications. Contact the funding agency to inquire about your application structure. If no set structure is required, you may choose to structure your application by addressing the following questions:

1. What's the problem we are trying to address/ what difference are we trying to make?
2. Why is this important?
3. What have we already done?
4. What have we learned from this?
5. What do we still need to do?

To further help you to structure your grant application, refer to the **Everybody gets to play** Community Mobilization Tool Kit (including T5, A7, A8).

Other Sources for Information on Grant Writing

Non-Profit Guides

<http://npguides.org/index.html>

Grant writing guidelines for non-profit organizations, including sample cover letters, proposals and budgets.

The Health Communication Unit (THCU)

www.thcu.ca

The Ontario Healthy Communities Coalition and THCU collaborated on the online edition of Strategies for Effective Proposal Writing, based on the workshop and guide developed by the Ontario Healthy Communities Coalition, to provide a manual to assist you in developing a coherent and effective proposal.

Ontario Trillium Foundation (OTF)

<http://www.trilliumfoundation.org/cms/en/html/GrantSeekers/HowToApply.aspx?menuid=19>

The OTF has some excellent tools and tips, as well as templates and examples. Although specific to the OTF application, they are very informative to anyone writing a grant proposal.

Two Concepts for Recreation Programming of Low-Income Programs: Community Development and Social Planning

1. Community Development

(also referred to as Community Capacity Building) is working with individuals or groups of people (families, children, youth, coaches, etc.) to engage them in an empowering process to find out what programs and services will work best in their community. The community development process includes:

- Thinking
- Acting
- Reflecting

Use

It is *best* to use a **Community Development** approach if:

- You are unfamiliar with the group you are programming for.
- You have a diverse community.
- You notice low registration in your programs.
- You have received feedback from the community on wanting different types of programs.

Benefits: The group takes ownership of the programs, which promotes ongoing participation and is more likely to increase the longevity of a program. Increased participation, self-reliance, and skills are achieved by working from the bottom up. Collaboration and planning with the community builds stronger communities.

Disadvantages: Very time consuming and the focus of this approach is on the process, which sometimes results in the program never actually materializing. One must assess how capable their community is to chart its own course.

Steps

The steps to using a Community Development approach include:

- Think
 - » Find out whom you want to reach.
 - » Decide what information you want to receive.
- Act
 - » Go into the community and reach out to those people
 - » Identify leaders and empower them to express their ideas
 - » Find out the best way to communicate (e.g., posters, leisure guide, meetings).
 - » Host meetings.
 - » Emphasize the process of planning rather than outcomes.
 - » Facilitate and mediate.
 - » Develop programs based on team input.
- Reflect
 - » Engage the group in reflecting on new programs.
 - » Evaluate the successes of new programs.

2. Social Planning

Involves recreation programmers doing the planning, programming, setting up, promoting, and decision making to run a program.

Use

It is *best* to use a **Social Planning** approach if:

- You have experience and success with programming with the group at hand.
- You do not have time or resources to use a community development model.

Benefits: Easier, faster and cheaper than community development.

Disadvantages: Less impact on the community, less buy-in to programs causing potential for low participation, and no opportunity for community growth or youth asset building.

3. A Planning and Development Continuum

Social	Your	Community
Planning (direct service)	community?	Development (engagement, empowerment)

Your community's recreation programs may use some Social Planning processes and some Community Development processes. Using these different approaches may be beneficial depending on the type of program being planned or offered, and it may take time to change the approach your community uses to plan programs. There will be continual movement within the continuum depending on the needs of your programs and community.

To **learn more** about **Community Development** and **Social Planning** refer to:

- Caledon Institute of Social Policy (Culture and Recreation: Links to Well Being)
www.caledoninst.org/Publications/Detail/?ID=472
- Canadian Council on Social Development
www.ccsd.ca
- Centre for Sustainable Community Development
www.sfu.ca/cscd
- Langara Community College Continuing Studies – Community Development Programs
www.langara.bc.ca/cs/programs/CMMP.html
- Tamarack – An Institute for Community Engagement
www.tamarackcommunity.ca/
- Social Planning and Research Council of British Columbia (SPARC BC)
www.sparc.bc.ca/
- Ontario Healthy Communities Coalition
<http://www.healthycommunities.on.ca/ohcc.htm>
- Community Social Planning Council of Toronto
<http://www.socialplanningtoronto.org/Index3.htm>
- Social Planning Network of Ontario
<http://www.spno.ca/>
- Society for Community Development
<http://www.societyforcommunitydevelopment.com/>

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Sample Welcome Policy for Recreation Departments

Below is a sample template for a welcome policy. A welcome policy can be used in your recreation department to provide guidelines for your staff on welcoming and encouraging new recreation participants to your programs.

The <insert your recreation department name here> Recreation Department aims to ensure that all participants are made to feel welcomed, supported and valued.

-
- » *Networking:* Each new participant of the recreation centre/department will be introduced to other participants and staff. A “buddy” volunteer and/or participant will take responsibility for the new member during the welcoming phase.
 - » *Core Principles:* Recreation staff members are asked to give particular reference to the guiding principles of the recreation department: participation for everyone, accessibility for all and enjoyment.
 - » *Training:* All staff members have the opportunity to attend professional development to learn more about low-income issues and their impact on recreation. Staff will determine how to reach out to those in the community that require financial assistance to access and participate in recreation and/or leisure activities within our department.
 - » *Induction:* Each new participant will be invited to attend orientation sessions, welcome events, and open houses, which are held throughout the year. A tour of the recreation department will be given upon first arrival at the centre. Staff will make every attempt to integrate participants from low-income families equally and respectfully in our recreation department.
 - » *Participant Care:* All staff will participate in informal feedback conversations and will record their findings in a participant care journal. All staff will strive to ensure that equal access is available for all members of the community.
-

- For more information on accessible recreation policies, please refer to:

 - CPRA’s National Policy on Access to Recreation for Low-Income Families. (http://www.cpra.ca/e/initiatives/documents/NationalPolicy_August18.doc)
 - **Everybody gets to play** Community Mobilization Tool Kit (G1 and G2).

With a guiding policy in place, your recreation department can now begin the welcome process. The process is designed to promote awareness of current programs available to low-income families that will build engagement and participation. The following information is a sample welcome process that has been adapted from the Triple P.L.A.Y. program in Kenora to provide some guidelines for engaging the low-income population in your community.

The Reference Form

The following form can be completed by a parent or caregiver for his or her child or family member. With this form, the family does not have to state their income level but must provide a reference to witness their need for assistance. The reference plays a key role in verifying the need.

Sample Application Form

- Please complete the application (sections 1-4) as completely as possible.
- Applications are considered on a first-come, first-served basis.
- Please allow 5-10 days to process this application.
- Completed applications should be mailed, delivered or faxed to the address below.

Applicant Information

Name: _____ Male Female

Address: _____

DOB (mm dd yyyy): __/__/____ Age: _____

Name of Parents/ Guardians

Name of Mother: _____ **Employer:** _____

Phone (Day): _____ (Evening): _____ (Alternate): _____

Name of Father: _____ **Employer:** _____

Phone (Day): _____ (Evening): _____ (Alternate): _____

Guardian Name: _____ **Child Lives With:** _____

Has the recreation department helped you before? Yes No

If yes, what activity? _____ Date: _____

Program Information

This section must be filled out completely. Thank you!

Name of Program: Choice #1 _____ Choice #2 _____

Contact for Program (coach/registrar): _____ Telephone: _____

Activity Dates: Start: _____ End: _____ Total Cost: _____

Family's ability to **pay partial** registration fees: Amount \$ _____

Ask for a receipt for your payment

Funding required: Fees \$ _____ Equipment \$ _____ Other \$ _____

Please **explain ALL costs** to participate: _____

Transportation: Do you require transportation? Yes No

Please explain: _____

Are you receiving Ontario Works financial assistance? Yes No

Are you receiving any other type of financial assistance? Yes No

If yes, please explain: _____

Will the applicant be registered in another activity/ program during this time? Yes No

Describe: _____

This Form Has Been Completed By

Name: _____ Telephone: _____

Relationship to applicant: _____

I _____ authorize the following reference to release personal information as required for program placement with Triple P.L.A.Y. I further authorize Triple P.L.A.Y. to collect this information.

Signature: _____ Date: _____

Reference For Applicant

This section is to be completed by an adult who knows the applicant and his or her family, who is not the parent or an immediate family member, and who is active in the community (i.e., teacher, volunteer coach, social-worker, physician, co-worker, former or current employer). The reference should not be the coach or organizer for an activity selected by the applicant, but a person who is familiar with the family's financial situation and is able to verify that the applicant requires assistance from Triple P.L.A.Y.

As reference for this application, I can verify that this applicant is in need of financial assistance so that the child listed on this application has an opportunity to participate in his or her chosen community activity.

Name: _____ Tel (day): _____

Address: _____ Tel (evening): _____

Briefly describe your community involvement: _____

Familiarity with or relationship to applicant: _____

Reference Signature: _____ **Date:** _____

Personal information on this form is collected for the purpose of maintaining records of individuals participating in activities. Questions can be directed to *put your name, address, phone number*.

What do you do after you receive the form?

Contact family: Call the family to confirm receipt of their application and inquire about their transportation and equipment needs. Create a list of requirements for each family and follow through on meeting those requirements.

Contact reference: The reference is the person that can verify whether the family is indeed in need of assistance. It is important to make sure that all aspects of the completed form are true and valid.

Follow through: Register the participant in the requested program/service and make arrangements for transportation to and from the event (if necessary). In addition, the person may need equipment so arrangements will be needed to have him/her fitted with proper equipment. An equipment lending library where people donate used equipment could be a good source for affordable equipment.

Take attendance: By taking attendance at programming, you can ensure that your assistance program is being properly used and you can provide numbers for outcome measurements.

Evaluate: Have the participant and the programmer complete an evaluation to determine whether the assistance was successful for both parties. These reports can help you revise your assistance programming, apply for more funds and/or campaign for more donations from local citizens and businesses in your community.

Success Stories

The following section highlights the initiatives undertaken by two sites in Ontario where communities have successfully developed inclusive and accessible programs for low-income families that exemplify the spirit of the **Everybody gets to play** initiative. Please read below to learn how Triple P.L.A.Y. in Kenora and Play ON in Toronto are taking action in their community to provide accessible opportunities for recreation.

To read about other community success stories, please visit the Success Stories page on the CPRA website (<http://www.cpra.ca>).

If you would like to submit your community's success story to be showcased by CPRA to recreation practitioners and members across the country, please complete the Success Story template on the CPRA website or refer to the template (A4) available in the **Everybody gets to play** Community Mobilization Tool Kit and submit to CPRA via email (cpra@cpra.ca).

Triple P.L.A.Y. Success Story

1. Program Identification

Name of Program: Triple P.L.A.Y. (Positive Leisure Activities for Youth)

Location: Kenora, Ontario

Population Served: Low-income families; mainly Aboriginal and one-parent families



2. The Challenge

Servicing the needs of low-income families-many of whom are Aboriginal, single parent families – who cannot afford to pay for recreation programs, equipment and transportation to and from activities.

3. Initiative Summary

Triple P.L.A.Y. is an initiative that provides funding to low-income families so their children can participate in free and accessible recreation and leisure activities in Kenora. The program pays for registration fees, transportation and equipment. It was developed when staff at the Lake of the Woods Child Development Centre discovered that families they were servicing were not able to pay the necessary registration and equipment fees to involve their children in activities being offered in the community. For many families, the cost of registration fees and equipment needed to participate in various activities was far beyond their reach, and as a result these children were missing out. The motto “Tell me... and I might forget, Show me... and I may remember, Involve me, and I will Succeed!” is the foundation for Triple P.L.A.Y.

Intended Outcomes:

- Get children and youth involved in recreation so they can feel a sense of community belonging and less likely to be involved with delinquent behaviour.
- Provide opportunities for children to make healthy lifestyle choices as an alternative to negative social behaviours.
- Ensure those in need have access to recreation programs.

Activities:

- Triple P.L.A.Y. accepts applications for financial assistance so that children from low-income families are able to participate in sport, recreation, art and culture programs in the greater Kenora area.

4. Implementation

Leadership: Jack Martin from the Lake of the Woods Child Development Centre knew that he could make a difference by linking with the many community partners to make this project become a reality.

Partnerships: Northwestern Health Unit, Youth Addictions Services, Kenora Police Services and Lake of the Woods Child Development Centre.

Active Outreach: Staff and volunteers made up applications along with brochures and provided them to the many agencies (schools libraries, day cares, arenas and other social service agencies) that service children in the area. They also attended health fairs, sports expos, sports registration days and visited local malls with their display. The idea was to get the word out to as many children as possible who wanted to become involved in sport, recreation or leisure activities but could not afford it.

Timeline: 1998 to present

5. Challenges and Solutions

Challenge: More and more children had created a greater demand for services from Triple P.L.A.Y., and it became a strain on the volunteers coordinating the program.

Solution: In 2003, a three-year Trillium Grant was secured that helped to finance a full-time coordinator's position to administer the program and develop further activities.

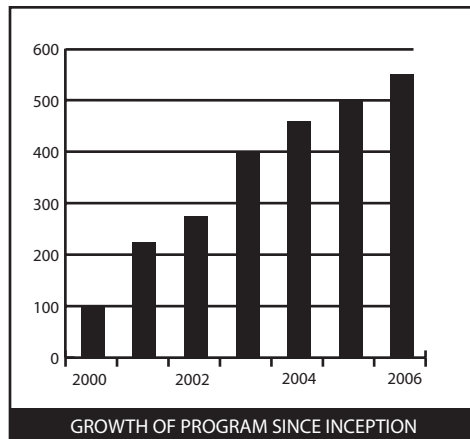
Challenge: Purchasing equipment for participants took considerable operational costs.

Solution: An equipment lending library was created; the storage space and sporting equipment were donated to local businesses and citizens.

Challenge: Sustainability of programs is always in jeopardy without long-term funding.

Solution: In 2006, an endowment fund was created in cooperation with the Kenora & Lake of the Woods Regional Community Foundation. Charitable donations have been made to this fund, and to date the fund has over \$65,000. Other worksites have started a contribution fund with their employees of which 100% goes to Triple P.L.A.Y.

6. Results



To date Triple P.L.A.Y. has been very successful; it has helped over 2,100 children in the Kenora area and district. Children that have been involved in this program have done notably better in school and had increased self confidence to participate in recreational activities. There has been a decline in behavioural incidences at school among the youth involved in Triple P.L.A.Y.. There has been equal access to affordable recreation and leisure services for all children and their families. There has been a development of one-time events to provide additional opportunities for kids, such as Take-A-Kid Fishing Day. A community directory listing has been created to provide information on all groups who offer recreation and leisure activities to youth and families within the city.

7. Evaluation

To help gauge the progress of the program, the coordinator gathers testimonials from children, their families, program stakeholders, schools and others. The staff member completes a full report every year for stakeholders and community members.

8. Critical Success Factors

- Community mobilization and collaboration have been instrumental.
- No costs have been passed on to the participants or their families.
- Donations of equipment, storage space for equipment and monetary donations have all been given by local business, community agencies and private citizens.
- Everybody in the community has embraced our slogan “Our Kids...Our City...Our Responsibility”.
- Volunteers helped to raise funds, promote the program, register children for activities, manage the equipment lending program and assist with transportation.

9. Lessons Learned

- Always say “thank you” to recognize people’s effects.
- As Triple P.L.A.Y. gains momentum, new community partners and funders will want to join in and contribute to the program’s continued success.

10. Next Steps

The city has recently adopted the Children’s Charter which has identified **affordable access to recreation for all kids** as one of the group’s top three priorities to address. The Children’s Coalition and Triple P.L.A.Y. will continue to advocate that all kids must have equal access to affordable recreation and leisure activities in the city of Kenora. The next step is to develop policies to reflect this charter so that the local government can make action match its their words and also provide assistance with financial and human resources for this program.

Contact Information: Sheila Alcock

Organization: Triple P.L.A.Y.

Address: P.O. Box 2913, Kenora, ON P9N 4C8

Phone: 807-467-2087, ext. 5

Email: tripleplaykenora@shaw.ca

Play ON Success Story



1. Program Identification

Name of Program: YMCA of Toronto, Play ON

Location: York Region

Population Served: Low-income families living in six housing sites

2. The Challenge

Meeting the needs of families in six social housing sites in York Region by expanding recreation opportunities for children and youth beyond day camps.

3. Initiative Summary

The Region of York sent out an “all call” to service providers asking for submissions of programs that could enhance social housing residents. The YMCA submitted a proposal for their Play ON program, which was approved by the Region of York. Through a joint financial venture by the York Region and the YMCA of Greater Toronto, YMCA Play ON in York Region was born.

Play ON is a program that offers a variety of recreational activities that are offered on site at the social housing complexes. By offering an increase in recreation services to each social housing community, it was believed that the children and youth could optimize their personal development through these programs.

Intended Outcomes:

- Let the community be actively involved in program design.
- Meet the recreation needs of the six social housing sites.
- Provide age-appropriate activities for children and youth.
- Make the programs accessible for everyone to participate.

Activities:

- An after-school program (September 2006 to June 2007) consisting of three components: Recreation and Sport, Health and Wellness, and Leadership and Character Development.
- A youth leadership program (November 2006 to June 2007) designed to engage youth within the community to participate in community service learning projects. These projects were developed by the youth after they identified a need in their community. The program ran one day a week at the housing sites and lasted one to two hours, according to the youth’s interest and involvement.
- “Try It You Might Like It” sports clinics, (September 2006 to June 2007), were one hour sports clinics implemented at the social housing sites. These clinics gave residents of all ages the opportunity to do a variety of physical activities. Many of these clinics were run by the YMCA staff but included sporting experts for specialized clinics.
- Summer clubs, (July and August 2006), were offered to children aged 6 to 12 at the six social housing sites; five weeks of day camps were provided. YMCA day camp counsellors provided fun recreational and sporting programs five days a week from 9 until 4. The children were able to engage in summer fun as well as go on an outing once a week to various place in the city (e.g., Toronto beaches, Bruce’s Mill, Toronto Lynx soccer game).

4. Implementation

Leadership: The YMCA hired two community development specialists to go into each housing site, build relationships and identify any needs that were not being met through the day camps. The specialists were able to determine the gaps in programming and ask the residents to help create relevant programs and services that would fulfil the outstanding needs of the community. Advisory committees made up of local residents, YMCA staff and housing personnel oversaw the programs at each site.

Partnerships:

- York Housing
- Region of York
- Ministry of Health Promotion (funding)
- Canadian Tire Jump Start (funding)

Active Outreach:

YMCA program coordinators used various of tools promote the activities of Play ON to the residents of the housing communities. The tools used were newsletters, presentations at co-op meetings, barbecues, social activities and program specific flyers. It was learned that word of mouth was the best way to communicate activities within these housing units.

Timeline: July 2006 to July 2007

5. Challenges and Solutions

Challenge: Desire to relax and “hang-out” with friends after school.

Solution: Provide both space and time at the centre for snacks, recreation and talking with friends.

Challenge: Desire or need to work.

Solution: Provide volunteer experiences and, where possible, paid part-time employment. Use YMCA youth job connect program staff to provide workshops.

Challenge: Family responsibilities.

Solution: Remind families of opportunities for children/youth to learn new skills; accept younger siblings in the program activities; and provide a flexible drop-in program.

Challenge: Boredom or disinterest.

Solution: Provide incentive field trips for attendance. Provide age-appropriate activities, especially for teenagers.

6. Results

The initiative has experienced many successes. The implementation of a youth leadership component has had a positive impact on the youth and their community. An increase in the attendance of older youth was noted. Seventy-five youths participated in the youth leadership program. Over 100 children participated in summer camps and the after school program. Over 100 residents took part in the “Try It You Might Like It” clinics.

7. Evaluation

To monitor the progress and success of the program, the staff meets with the advisory committee three times a year. Parents complete one-page evaluation forms; staff members complete quarterly reports. Staff members meet to discuss the program in detail.

8. Critical Success Factors

- Accessible, free and on-site activities that allow for optimal participation by all children and youth in the housing complexes.
- Positive role modelling and relationship building between the staff and youth resulted in increased participation in teenage programming.
- Social housing was supportive through the provision of free on-site facilities to house the activities.
- No costs were passed on to any of the participants.

9. Lesson Learned

- Community development cannot exist without volunteer training and involvement. It is important that volunteers be part of the program to maintain its viability in the future.
- A broad-based community approach is warranted to involve all area residents, not just those in social housing sites. The next project will be held at a local school and will be geared to all residents.

10. Next Steps

Feedback from parents determined a need to connect with the larger community to provide a sense of belonging to the residents in the social housing sites. They felt that offering activities only in their housing units created an atmosphere of isolation from the outside community, thus giving residents a sense of being targeted rather than helped.

The Play ON project will be expanded to operate in Havenwood and will be housed in a school instead of a social housing unit.

The YMCA has listened and responded with a proactive approach: a program is being offered in a school community where everyone can participate, benefit from the experiences and feel a sense of belonging.