Toronto Middle Childhood Strategy
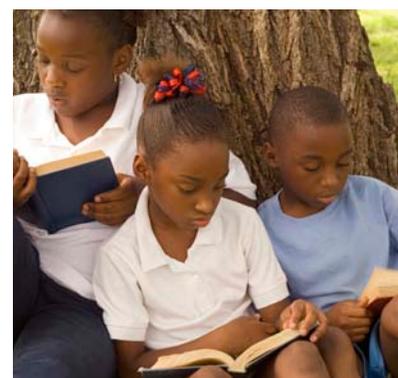
TORONTO

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Introduction

"Middle Childhood" refers to children ages 6 to 12 who are, for the most part, attending school for a full school day. Although school plays a significant role in a child's life, it is important to recognize that much of a child's day is spent outside the classroom. This includes periods before school begins for the day and after it ends, when there is no supervision by teachers and when parents are not available. There are also longer stretches of out-of-school-time such as summer holidays, March Break, holidays and professional activity days. Keeping children safe and engaged during these times is a critical concern for families and service providers within the sector.

It has long been acknowledged that families with school age children often have to contend with a patchwork of services that may not always be accessible, affordable or developmentally appropriate. This patchwork nature of after-school programming in Toronto is what drives the need for a comprehensive strategy aimed at building a system of high quality programs for children 6 to 12 year olds. This strategy should be part of a continuum of services and supports available to children from birth to 12 years of age and their families.

The middle childhood years are a critical period of development in the lives of children. This is the time when children develop important cognitive and social skills that will help them make the transition from early years into adolescence. Quality out-of-school-time programs play a key role in helping children make these transitions as well as support children's health and well-being by allowing them to:

- Develop important interpersonal skills though interactions, more informal than those that take place in school.
- Safely explore independence, peer relationships, leadership and the formation of long lasting relationships with adults outside of their families.
- Stay healthy through regular physical activity, healthy eating and learning to manage stress.
- Explore their interests and aptitudes in areas such as arts, music, languages and sports.
- Develop more self discipline by setting a routine for time spent out of school.
- Achieve academic advantages which increase the chances for future success.
- Develop interests outside of school that will continue as they mature.
- Build resiliency and develop self-reliance leading to positive long-term outcomes.
 (Middle Childhood Framework, 2009)

The City of Toronto along with its community partners has long recognized the necessity of focusing on middle childhood; the period of time when a child is between the ages of six and 12. In May 2009, the City released the Middle Childhood Strategy Framework, with a commitment to developing, with the community, a comprehensive Middle Childhood Strategy that provides action steps for building a system of high-quality, age-appropriate, out-of-school-time programs for children six to 12 years. Considering

the transformations ushered in by the introduction of Full Day Kindergarten (FDK), the focus on middle childhood and useful service areas such as out-of-school programs presents an opportunity to develop an integrated system of services for all children.

In 2009, the Provincial Government received the report With Our Best Future in Mind: Implementing Early Learning in Ontario submitted by the Special Advisor on Early Learning. The report provided a comprehensive action plan for developing a seamless and integrated service system that supports children from birth to 12 years and their families. To date, the Provincial Government has identified FDK for 4 and 5 year olds as a top priority to be implemented by 2014. FDK is accompanied by legislation that requires School Boards to offer an extended day program that operates before and after school, where there is enough parental interest. The program can be operated throughout the year including summer and holidays. If Boards choose to directly operate the before and after school program rather than contract with a licensed third party operator, it is unlicensed.

The report further outlines plans for programming that targets children ages 6 to 12 with the recognition that children in this age group have a range of developmental needs. Ensuring a continuum of services, the report outlines an Extended Day Primary program for 6-to 8-year olds that will facilitate the transition from FDK to formal schooling. Like the FDK extended-day program, this program is to be made available where there is enough parental interest. It can be assumed that with the increased uptake of FDK extended day there will be a need for a corresponding program for this age group. After school programs for 9 to 12 year olds would be offered with a recreational focus, again where there is enough parental interest.

Although the focus to date has been concentrated on the success of FDK, in the discussion paper, Modernizing Child Care in Ontario, 2012, the Provincial Government reiterates its commitment to providing after-school programs in schools for six to 12 year olds as a next step. This commitment is an exciting development for the advancement of a Middle Childhood Strategy in Toronto as it has the potential to usher in a new era of out-of-school time care for all children.

Objective of the Middle Childhood Strategy

The objective of the Middle Childhood Strategy is to ensure that children 6 to 12 years of age, along with their families, have access to a wide range of high quality, developmentally and culturally appropriate services and supports in their communities.

The strategy's aim is to develop a system of high quality programs licensed and unlicensed for children 6 to 12 years, based on effective collaboration between the various partners in the children's service sectors. The strategy sets out the following goals;

1. Develop a comprehensive and integrated system of services for children ages 6 to 12
2. Improve service planning and coordination for children ages 6-12 at the local level
3. Develop strategies to measure and improve the quality of all programs
4. Raise public awareness on the importance of middle years and the role of out-of school- time programs
5. Create opportunities for the exchange of research and knowledge (best practices)

Developing the Middle Childhood Strategy

The multi-stakeholder partnership encouraged through the creation of a working group has been instrumental in shaping the development of the Middle Childhood Strategy. The members of this work group continue to provide the passion, expertise and support needed to forge ahead with this strategy.

The group is made up of city staff and community members who represent networks with an interest in services for 6 to 12 year olds. The group includes:

- CITYKIDS Network
- City of Toronto
    - Toronto Children's Services
    - Toronto Parks Forestry & Recreation
    - Toronto Public Health
    - Toronto Public Library

- District Child Care Advisory Committees
- Toronto Middle Childhood Matters Coalition
- Toronto District School Board
- Toronto Catholic District School Board
- Toronto Community Housing
- Toronto Coalition for Better Childcare

As a first step, the group participated in the development of the Middle Childhood Framework, completed in 2009. The framework identifies a set of principles and a need for further research in Toronto to guide the development of the strategy. In 2011, Toronto Children's Services commissioned research for which the findings and recommendations are captured in the report: An Opportunity for Every Child: Realizing the Potential of After-School Programming for Children ages six to 12 years old.

The research consisted of a needs assessment of families with children aged 6 to 12 and an environmental scan to identify service gaps in after-school programs. The research conclusions were strengthened by a number of methodologies to gather data, including 8 focus groups across Toronto with a total of 83 parents with children between 6 to 12 years old; 1,313 completed online and paper surveys by parents with children 6 to 12 years old residing in Toronto; one-on-one interviews with 24 researchers and policy experts across North America; 33 telephone interviews with after-school program staff and management; statistical analysis of available data; and a literature review. The Guiding Principles and research findings informed the direction and content of the Middle Childhood Strategy.

Middle Childhood Strategy Guiding Principles

1. Acknowledging the developmental significance of middle childhood years

   - Helping children develop new skills and become more resilient and independent as they make the transition to adolescence is a key objective of out-of-school-time programs.

2. Creating high quality programming

   - Programs should strive to provide high-quality service to meet the needs of children and families.

3. Ensuring funding sustainability

   - Adequate, ongoing funding is required to ensure consistency in staffing and program delivery to meet local needs.

4. Collaborating and coordinating local service planning and delivery

   - Working together within communities to ensure an appropriate range and mix of programs are available.

   - Joint planning to coordinate service delivery in local neighborhoods.

5. Supporting inclusion, access, and equity

   ■ All families should have access to high-quality, culturally appropriate and affordable out-of-school-time programs.

   ■ Flexible funding options, including subsidies to ensure income doesn't become a barrier to access.

6. Setting standards and ongoing evaluation

   ■ Appropriate quality standards and measures based on program outcomes should be established.

   ■ The quality of programs must be regularly monitored and evaluated

Key Survey and Focus Group Findings

■ Children of parents who were born in Canada were more likely than children of immigrant parents to be in after-school programs.

■ The higher the parent's household income, the more likely that their children were in after-school programs.

■ Immigrant parents tended to have lower incomes and for them accessibility was a much larger issue than for other parents in the survey.

■ Children in a single parent home were more likely than those in a two-parent home to be in an after-school program.

■ Children of full-time employed parents were more likely than children of parents who were not full-time employed to attend after-school programs.

■ There is a clear distinction between programming for children between 6 and 9 years of age and that for children between 10 and 12 years of age; so much so that the 10 to 12 year old children are much less likely to access programming as compared to the younger children.

■ Approximately 45.5 percent of parents said that their children were cared for by staff at an after-school program either in the community (23.2%) or in their school (22.3%). Almost two in five (37.3%) said that they themselves, or the other parent or guardian, took care of their children after-school. Sixteen percent (16.3%) said that a paid babysitter cared for their child and 15 percent (14.9%) said that their children were with a grandparent, aunt, uncle, cousin or other relative. About eight percent (7.7%) said that their children were with a sibling after-school and before their parents came home and seven percent said that their children were with a friend or neighbour in this time period.

■ Most parents "cobbled together" a wide range of programs that together crafted an after-school plan for their children; this included parents both accessing after-school programs and having their children at home after-school for a certain number of days per week. Programs were run by local schools, community agencies (e.g. YMCA, St. Christopher House), the City of Toronto, private companies (e.g. tutoring organizations like Kumon Learning Centres) and religious groups.

- Overall parents said that they were satisfied with their after-school programs; however, they had a difficult time finding programs that included transport to the program from the child's school, that were affordable, that were conveniently located, where they could trust the staff and that had interesting activities.

- When accessing programs, parents considered the following three key variables – cost, accessibility of programs (i.e. times and dates and open spots) and appropriate/desired content.

- Immigrant parents were more likely than Canadian-born parents to say that after-school programs were not accessible in terms of language or cultural content.

- A majority of parents would change their current after-school care situation for their children.

- Parents want to have a better understanding of what their children do in their after-school programs, primarily preferring to see a mix of homework help and physical activity.

- Parents would like to have their children in after-school programs, rather than at home.

- Parents want to see programs run out of schools, with accessible costs, adult supervision, flexible hours (until at least 6:00 pm) and with appropriate cultural and language accommodation.

Key After-School Personnel Interview Findings

- Almost every service provider stated that his or her programs are successful. Most had primarily anecdotal evidence to support this claim.

- All interviewees talked at length about how community demographics and the rich diversity in Toronto impact after-school programming, including operations, content and who attends. While an opportunity, providing programming for children coming from diverse communities was also seen as a challenge, especially in terms of language, communicating with parents about program policies, admission criteria, providing culturally relevant and respectful activities and so on.

- Interviewees consistently stated that immigrant families experience more financial barriers to attending programs, and often have to be on the waiting list to qualify for a subsidy from the City of Toronto before their child can participate.

- Even with secured space, many interviewees said that what they had was simply not adequate (i.e. too small, not enough outdoor space, not having it consistently).

- For those service providers that are not operating child care centres with ECE's, interviewees stated that staffing their after-school program was a challenge. This was mainly because finding high quality people to come to work for the short period of time that was required was difficult (i.e. ~ 2:30 – 6:00 p.m.) and impacted retention rates.

- In Toronto, after-school programs are provided by adults or by youth or by a combination of both. Many interviewees stated that there are both benefits and challenges with different approaches, and each has its own unique issues.

- Most service providers and several experts feel there is a need for more subsidies to be available for after-school programming in Toronto. Many service providers also feel that the system through which subsidies are allocated may need to be examined. In addition, more operational funding was seen by most interviewees and many experts to be urgently needed to run quality programs and to meet the needs of all families.

- Some interviewees perceive that the amount of subsidy being received has been lowered for some service providers that only provide after-school programs (not before-school and lunch hour programs). Interviewees stated concern that the perceived reduction has created a challenge to meet the needs of children.

- Many interviewees felt that community groups being able to connect and partner with local schools is a big part of being successful in after-school programming. They felt that a stronger relationship with the schools results in a continuum of supports for children. The school-community relationship was seen to begin with having the administration of individual schools on side.

- Both after-school personnel and policy experts talked about the need for better collaboration between the main stakeholders in after-school programs in Toronto. The City of Toronto, the Toronto District School Board (TDSB) and Toronto Catholic District School Board (TCDSB), community agencies and child care centres all came up consistently as needing to come together and meaningfully explore how to work together. Interviewees stated that they felt that the City has excellent resources to offer service providers for training and program development, and are in the best position to lead dialogue at the sectoral level and to support consultations to determine what collaboration should best look like.

Key Literature Review Finding

The literature reveals the following best practices and quality considerations when it comes to planning and sustaining programming in the after-school period for children ages 6 to 12:

Best Practices

1. **Appropriate staffing is crucial to successful program planning and delivery.**
   a. Programs need to hire caring and committed staff.
   b. Programs must provide appropriate compensation to staff.
   c. Staff need to be well trained and have ongoing professional development support.
   d. Managers and their role are also important; there is a clear link between staff achievement and management practices.
   e. Shared minimum or required staff qualifications and standards for hiring staff needs to be developed.

2. **After-school activities should be planned and purposeful.**
   a. Programs should have clear goals that create intention about outcomes.
   b. Activities must be sequential, focused and explicit (which can improve school performance).
   c. Activities should be clearly connected to goals of program.

d. Programs should be relevant to children's interest; children should be engaged in the development of programming by getting their feedback and ideas.

e. Elements of learning and play can be successfully combined both in group and one-on-one settings.

f. It is important to promote informal peer engagement.

g. After-school programs should complement, rather than replicate, in-school learning by offering more depth on specific topics and skills and by offering children options to pursue individual interests.

3. **Programs need to place priority on being affordable and accessible in order to have the best reach and outcomes.**

   a. Addressing high costs includes offering programs:
   - At rates that are reasonable.
   - That are tied to subsidy opportunities for families who are living on lower incomes.
   - That provide incentives for attendance such as stipends, school credit, food, etc.

   b. Beyond cost, accessibility is also viewed from a number of different lenses in the literature and can mean offering programs:
   - In languages other than English.
   - At sites where parents can easily reach (i.e. schools or places where there can be easy transport).
   - At sites that are accessible to children with disabilities.
   - At times that are convenient for families (usually meaning beyond 6:00 p.m., especially for shift workers or parents working in more than one job).
   - That are culturally inclusive and relevant.
   - From staff who share and/or deeply understand the children's cultural and/or racial backgrounds and experiences.

4. **The highest quality programs engage families as an integral part of their approach to planning and delivery.**

   Family engagement typically falls into one of three categories:

   a. Support of children's learning – this relates to ways parents can directly support the child in their development and academic performance.

   b. Support of family itself – this means providing families with needed supports for their quality of life in order to enhance their ability to participate in programming.

   c. General support for programming – this means getting families to directly support programming.

d. Partnership and collaboration are the keys to moving after-school programming forward.

e. Multiple stakeholders must support after-school programs, and municipalities are the natural stakeholder to lead the charge.

f. Strong genuine partnerships that encourage shared ownership of talents, resources, and knowledge result in improved outcomes for children.

g. The intentional integration of both school and non-school supports is the best way to give children what they need to succeed

h. A strong after-school network enables communities to enhance the capacity of individual program and service providers, and thus serve more children.

i. Building consensus among key stakeholders is the key challenge. Time must be provided for collaborators to establish and maintain relationships of mutual respect and understanding.

j. School-community partnerships are a key starting place. The ultimate goal is that schools and community groups vested in middle childhood work in conjunction with one another to create an expanded learning system with a shared vision, mission, and outcomes.

Database Design

The research also explored the design of a database that would provide a comprehensive, centralized and detailed listing of all middle childhood programs in Toronto. The database would serve parents as well as local service providers as they plan for out-of-school-time programs.

The database design involved three key components:

- Determining the data sets required and how they related to each other.
- Determining the data usage - who will use the data, how will it be used and for what purpose.
- Investigating the technical environment – the platform it would be sitting on, the fields that needed to be included, and the best way to integrate all of these in a user-friendly interface.

Full results of the research are presented in: An opportunity for Every Child: Realizing the Potential of After-School Programming for Children ages 6 to 12 in Toronto, October 2011. The report provides a wealth of information and research that together with other strategic documents forms the basis of Toronto's Middle Childhood Strategy (Appendix B; Policy and strategy context).

The Middle Childhood Strategy was also shaped through an extensive consultation with the members of the Middle Childhood Matters Coalition Toronto as well as Toronto's Child and Family Network. The Network is a partnership between different levels of government and a cross section of agencies and organizations working to build an effective and integrated system of high quality services for children and families. The input and support from these multiple-level of stakeholders ensured that the perspectives of the wider community were incorporated into the content and direction of the Middle Childhood Strategy, which is captured in the following five goals and actions.

Middle Childhood Strategy

Goal 1: Develop a comprehensive and integrated system of services for children aged six to 12

In Toronto, out-of-school-time care for children 6 to 12 is provided in a number of ways, including licensed childcare, recreational programs, not-for-profit organizations, schools, private providers as well as informal arrangements with neighbours or family members. Due to this fragmented nature of out-of-school programming, it is difficult to plan or create a holistic and efficient response to issues facing children and families. Governments, service providers, and community partners should collaborate to align policies, planning approaches and processes to create a comprehensive system of services for children and families.

Action
1.1   Share and support a common understanding of the needs of out-of-school-time programming among key stakeholders in Toronto through the broad distribution of the Middle Childhood Strategy and " An Opportunity for Every Child: Realizing the potential of After-School Programming for Children ages 6 to 12 in Toronto" report to: ■ City Council ■ Provincial & Federal Governments   ■ Schools Boards Child and Family ■ Network   ■ Funders

1.2   Support a network of community based programming for children ages 6 to 12 that is achieved through the creation and sustainability of an accessible and quality out-of-school-time system
 	
   ■ streamlining legislative, accreditation and regulatory processes for program providers,
 	
   ■ coordination of funding priorities by all funders,
 	
   ■ shared funder eligibility and outcome requirements

1.3   Establish quality assurance standards and indicators of quality for all out-of-school-time providers, including the development of tools and standards to measure program quality that consider both developmental differences and the local context.
1.4   Work with the Child and Family Network to develop common outcomes (child, community and system), key indicators, benchmarks and measurement tools for out-of-school-time programming.
1.5   Build partnerships and collaboration between the multiple stakeholders that support and provide out-of-school-time programs – such as schools, community centers, agencies and families – to create a system that offers seamless transitions for children, particularly those with extra support needs

Goal 2: Improve Local Service Coordination and Planning

The research demonstrates that most parents feel that out-of-school-time programs are not adequately available in their communities, particularly programs that are accessible in terms of affordability and accessibility. In addition, service planners lack the information to determine whether after-school spaces in Toronto are properly distributed according to available funding and local needs. New planning tools should be explored to address these gaps in data. As well, service providers and system stakeholders need to collaborate around local planning to create an efficient and seamless approach to providing out-of-school-time programs.

Action	
2.1	Engage in local planning tables with community-based service planning for ages 6 to 12 that engages families in program planning and delivery
2.2	Develop a database to map Toronto's out-of-school-time programs
2.3	Use local findings from mapping to identify service gaps and inequities in program distribution to inform service coordination and funding priorities.
2.4	Explore new models of service delivery for children ages 6 to 12 that enable the integration of staffing, resources, administration, and facilities in order to improve quality, increase access and generate resource efficiencies.
2.5	Formalize strategies for community-school collaborations that are consistent with the best interests of families and communities – particularly around shared use of space, equipment, staffing and other resources.

Goal 3: Advance Quality of Programs

After-school personnel and policy experts identify the lack of shared standards of quality as a pressing need, particularly for staff hiring and training. High-quality is also the cornerstone of the Middle Childhood Strategy Framework, which sets out some of the specific elements of high quality that should be common to all programs, including developmental appropriateness and ethno-racial relevance. The City has developed a model of practice, the After-School Recreation and Care Program (ARC) that can offer lessons and tools to advance quality in out-of-school programming – particularly for low income neighbourhoods.

Action	
3.1	Develop evaluation criteria to asses the quality of programs for the purposes of accountability and program improvement.
3.2	Promote the use of the evaluation criteria by offering ongoing training and resources to staff.
3.3	Use evaluation criteria to inform funding needs
3.4	Support new out-of-school-time programs using elements of high-quality and best practices to accommodate the diverse needs of children (6-12) as well as their families and communities (e.g. academic, recreational, language, cultural).
3.5	Advance screening tools for children ages 6-12 and ensure that staff are trained and qualified to support children with different developmental needs.

Goal 4: Raise Public Awareness

Many parents are often unaware of the available options for out-of-school time programming and lack an understanding of the benefits beyond the basics of safety and care. There is a need for a public-relations campaign on the after-school needs of children in middle childhood and on the value of after-school programming.

Action
4.1 Partner with key stakeholders to develop and implement a public awareness campaign around out-of-school-time programming in Toronto (e.g. bus shelter ads with Middle Childhood Matters Coalition). Key messages should address: ■ What it is.   ■ Why it is important.   ■ Where to go for more information.

Goal 5: Support Research and Knowledge Exchange

While the literature has helped advance our understanding of out-of-school-time programming, there is still more to be done. Further research on topics such as the different program needs of early middle childhood (ages 6-8) compared to late middle childhood (ages 9-12); as well as what constitutes quality programming should be pursued in partnership with local schools, various City divisions (e.g. Toronto Public Health), community agencies, and other non-profit organizations. Research findings and policy should also be broadly disseminated to actively engage all stakeholders in the process of knowledge exchange.

Action
6.1 Create an information-sharing hub for providers to improve access to out-of-school-time program resources, tools, and knowledge exchange opportunities (e.g. conferences).
6.2 Seek out opportunities to continue research on children in middle childhood.

Moving Forward

The Middle Childhood Strategy is centred on a vision shared among government and community partners in Toronto of an integrated, inclusive and high quality service system that is accessible to all children from birth to 12 years of age and their families.

The Middle Childhood Strategy fits well with the Toronto Child and Family Network, a new model of integrated planning that supports a comprehensive system of services for children and families. The Steering Committee includes a broad range of leaders from various governments, agencies and organizations, creating an opportunity to align policies and programs at the community, municipal and provincial level. The Steering Committee is supported by four sub-committees that represent the different sector components of the child and family system: health, early ID and intervention, family support and early learning and care. In this context, the Middle Childhood Strategy will be advanced primarily through the work plan of the Early Learning and Care Committee, with guidance and support from the Steering Committee.

The Middle Childhood Work Group will continue to provide leadership and guidance to the implementation of the Middle Childhood Strategy. The goals and action steps of the Strategy require ongoing collaboration and partnership involving those represented. Membership will be reviewed to ensure inclusion of provincial child and youth service organizations and Ministries mandated to oversee children, recreation, education, health, and social needs.

Appendix A

Policy and strategy context

This strategy has been produced in the context of the following policy and strategic documents:

Toronto's Vision for Children

Toronto's Strategy for children; adopted by toronto City Council, November 1999

"Regardless of the socio-economic status of his/her family and community, every child has the right to childhood experiences which promote the chances of developing into a healthy, well-adjusted and productive adult."

The Toronto Child Care Service Plan 2010 – 2014

www.toronto.ca/children/service_plan.htm

Goal 4.1

To promote collaborative practices and partnerships to support the alignment of our service planning activities with other service planning initiatives to move towards an integrated system of services

Action Statements

- partner with school boards to develop strategies to support the ongoing needs of families for extended care for the full year for children aged four to 12 years

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Middle Childhood Matters; An Inventory of Full-Week After-School Programs for Children 6-12 Years in Toronto, Community Social Planning Council of Toronto, January 2009;

Outlines 7 recommendations:

1. Continue to support existing after-school programs and initiatives for children 6-12 years old that are providing quality care.

2. Support the development of a Middle Childhood Years Framework which includes policy recommendations. This will fill the policy void for middle childhood years.

3. Develop a comprehensive integrated strategy, policy and funding that focuses on the complete developmental continuum of a child from birth through to adulthood including the middle childhood years

4. Work to ensure that middle years children have equal access to high quality after-school programs regardless of where they live.

5. Ensure that solid policies, procedures and funding are in place to fully realize the potential of schools as community hubs working with local agencies to deliver after-school programs for middle years children in addition to other vital community programs.

6. Build on current research to develop a comprehensive and detailed database of Toronto's afterschool programs for middle years children including information on program cost, accessibility for children with special needs, program quality, cultural-appropriateness of programs and identification of school-based programs.

7. Conduct further research to identify the afterschool situations and needs of Toronto's 6-12 year olds, who, based on our data, are not in a fullweek after-school program in order to answer the questions: "Where are they?" "Who are they with?" "What are they doing?"

City of Toronto Middle Childhood Strategy Framework, May 2009;
www.toronto.ca/legdocs/mmis/2009/cd/bgrd/backgroundfile-21744.pdf

Resulted in the adoption of guiding principles to serve as the foundation of the Middle Childhood Strategy and further outlined Elements of High Quality Programs.

With Our Best Future in Mind; Implementing Early Learning in Ontario; Report to the Premier by the Special advisor on Early Learning; Charles E. Pascal; June 2009
http://www.ontario.ca/ontprodconsume/groups/content/@onca/@initiatives/documents/document/ont06_018899.pdf

Recommendation 3: The Early years Policy Framework should mandate school boards to offer:

■ Extended day programming for children 4 to 12 years old that operates after school; during school breaks and summer vacations.

An opportunity for Every Child: Realizing the Potential of After-School Programming for Children ages 6 to 12 in Toronto, Nayar Consulting & Amanda Parriag and Associates, October 2011
www.toronto.ca/children/middlechildhood/consultants_report_oct2011.pdf

Research to identify the after-school situations and needs of Toronto's 6 to 12 year olds who are not in programs in order to answer the questions:

■ "Where are they?"
■ "Who are they with?"
■ "What are they doing?" (Lyn, 2009, pp. 15-16)