

2018 EVALUATION GUIDE



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SITE CONTENTS

In this section you can find the contents of the 2018 Evaluation Portal, www.viasporteevaluation.com.

OVERVIEW > WELCOME

This site is intended to serve as your portal to the 2018 Evaluation process. On this site, you can find more information about the process itself, review your materials from the 2015-2016 Investment Review, and upload your organization's responses and supplementary information.

OVERVIEW > ABOUT

The purpose of Evaluation 2018 is to reassess your organization's performance compared to the baseline results of the 2015-2016 Investment Review.

For the first time, organizations will be able to provide a self-assessment of how they believe their organization should score. After each question, you will be asked to provide a written description supporting your selected score. Your organization will also have the opportunity to upload supporting documentation.

Participation in this evaluation is required in order to maintain your Annual Contribution funding.

OVERVIEW > TIMELINE

JULY 16 - Submission Portal Opens

OCTOBER 1 - Submission Portal Closes

OCTOBER 15-30 - Evaluation Meetings held by phone

OCTOBER 30 - Score Card Available

NOVEMBER 2-9 - Appeals Window

DECEMBER 20 - Report Card and Organizational Summary Available

PREPARE > READ > INSTRUCTIONS

1. LOG INTO YOUR ACCOUNT

- a. Click "LOGIN" on the main menu and sign in using the account information we sent you by email. Keep in mind that only ONE account is provided per organization.
- b. If you have not received your account information, notify us through the CONTACT US page. We will respond to you within 1-3 business days.

2. UPDATE YOUR PROFILE

- a. Once you've logged in, you will be directed to your **My Account** page.
- b. Click on the tabs to edit directly, and click "Update" once you're done.

3. VIEW AND DOWNLOAD YOUR 2018 EVALUATION DOCUMENTS

- a. Click "PROFILE" on the main menu and go to My Files.
- b. Your 2015-2016 Investment Review and 2018 Evaluation documents are uploaded onto the page. When you click on the file name, the document will open as a PDF file.

4. FILL OUT THE EVALUATION FORMS

- a. You will only have access to the forms once you log in. After logging in, go to the EVALUATION page in the main menu and click on the evaluation form you wish to fill out.
- b. Fill in all the required information in the text box provided and upload any documents you think may support your answers.
- c. Preview your submission. Once you click "Submit", you will not be able to edit your responses again.

5. REVIEW YOUR FORM STATUS

- a. Once you have submitted a form, please allow us up to 5 business days to review the submissions and show your form status on the **My Forms** page.

- b. If you do not see your complete form on the page after several days, please notify us through the question submission box on the CONTACT US page.

6. SCHEDULE A MEETING WITH US

- a. Once you've submitted *all four* of your forms, you must book a meeting on the scheduler that has opened up on your **My Bookings** page.
- b. Click "**Book Now**" within the "Let's Talk" option.
- c. Pick a date and time to discuss your responses and click "**Next**" when ready.
- d. Review your contact information and click "**Book It**".
- e. Check your email or the Upcoming tab on My Bookings page for confirmation.
- f. If anything comes up and the scheduled date needs to be changed, click "**Reschedule**" or "**Book Again**". If you want to cancel the meeting, click "**Cancel**".

HELP > FREQUENTLY ASKED QUESTIONS > ACCOUNT

CAN AN ORGANIZATION HAVE MORE THAN ONE ACCOUNT?

No. *Only one account* will be provided for each organization to complete the 2018 Evaluation. It is fine for you to share the account within different members of the organization, but be aware that this may cause conflicts in account and form edits.

HOW DO I CHANGE MY PASSWORD?

1. Currently there is no way to change your account password through **PROFILE**.
2. To reset your password, click “**LOGIN**” on the main menu.
3. Click “**Forgot your password?**” in the pop-up box and enter your email address to receive a link to change your password.
4. If you would like to change your password right now, [click here](#). Please be aware that this will log you out.

CAN I CHANGE MY LOGIN EMAIL?

1. Unfortunately, your login email is your user ID and *cannot be changed*. Additionally, each organization is given one account only. If you need to use another email for the 2018 Evaluation, please message us through the submission box on the **CONTACT US** page.
2. In the message box, please tell us a bit about why you wish to create a new account. This will help us verify your user information and upload files onto your account before you log in.
3. In the message box, also provide us with the email you wish to replace the current login email with.
4. Click “**Send**”. We will review your request and follow up with you shortly.
5. If we are creating a new account for you, the process may take 1-3 business days as we upload your information and confirm that your account is good to go. Please continue to check your email for a confirmation email, and wait for us to provide you with your login information once again. We thank you for your patience.

WHY CAN'T I BOOK A MEETING RIGHT NOW?

1. You may only book a meeting once you've completed all four of your evaluation forms. Please allow us 3-5 days to update our databases. A scheduler will show up on your **My Bookings** page once we've reviewed your completed forms.
2. If the scheduler does not show up after 3-5 days, notify us through the question submission box on the CONTACT US page.
3. Fill out all necessary information and click "Send". We will respond to you shortly.

HAVEN'T RECEIVED A CONFIRMATION EMAIL. HOW DO I ACCESS MY ACCOUNT?

1. Please check your spam folder, as the emails are often incorrectly flagged by spam filters. Once you receive the confirmation, you will have access to your account.
2. If you cannot find the confirmation email in any folder, try logging in anyways.
3. If you cannot find the confirmation email and cannot log in to your account, please notify us using the question submission feature on the CONTACT US page. Provide details about the issue in the message box.

HELP > FREQUENTLY ASKED QUESTIONS > EVALUATION

CAN I SAVE MY PROGRESS?

There is no "Save for Later" option on the forms. It is recommended that you prepare answers and documents for the evaluation before you begin filling out the form. You can find examples of form questions in the Download page

CAN I START MY FORM ON ONE DEVICE AND COMPLETE IT ON ANOTHER?

No. If more than one person from the organization is working on the form there will be conflicts.

IS THERE A SUGGESTED OR MAXIMUM ANSWER LENGTH FOR THE OPEN-ENDED QUESTIONS ON THE FORMS?

No, there is no suggested or maximum length for your answer. The length will depend on the detail of your answer, and if you wish to provide us with more supporting information, your answer may be longer.

I HAVEN'T RECEIVED AN EMAIL CONTAINING MY FORM SUBMISSION. HOW WILL I KNOW IF I SUCCESSFULLY SUBMITTED?

1. Please check your spam folder, as the emails are sometimes incorrectly flagged by spam filters. If it has been sent to your spam folder, you can confirm that the form has been submitted.
2. If you cannot find the email in any folders, please check your **My Forms** page to see whether your form submission status has been updated. It may take *up to 5 business days* for our databases to be updated. Thank you for your patience.
3. If the form submission status hasn't been updated after 5 business days, please notify us through the question submission feature on the CONTACT

US page. In the message box, please provide us the approximate date of your submission to help us retrieve the form faster.

STEP BY STEP GUIDE

1	CONFIRM	On July 16 th your organization received an email from evaluations@viasport.ca containing a user email and password as well as an automatically generated email confirming your site member request. Click 'Go to Site' and log in with your provided information.
2	REVIEW	Review your 2018 Evaluation Package and 2015-2016 Investment Review materials (note: these will be available under 'My Files' 1-3 business days after confirming your email).
3	PREPARE	Prepare to respond to the evaluation questions by familiarizing yourself with the site guide on the 'Read' page.
4	WATCH	Watch the video posted to familiarize yourself with navigating the portal.
5	DOWNLOAD	Download additional materials to help your organization prepare for the evaluation.
6	RESPOND	When you are ready, go to the 'Evaluation Page' to complete four forms, provide your responses, and upload supporting materials. All submissions are due October 1 st .
6	BOOK	When all four forms have been submitted, you will be able to book a one hour phone call with the evaluation team.

ADAPTIVE AND PARASPORT EVALUATION

For this section of the evaluation, organizations will be asked certain questions depending on their organization type. As part of the SSHRC-UBC project, we have been working on better defining the roles that each PSO and DSO plays in the para-sport system. It is our intent to better understand the unique perspective of each organization as it relates to creating adaptive and para-sport opportunities. Using the information collected as part of this process, we hope to establish better funding mechanisms and accountability measures to ensure that all organizations are providing a fair and appropriate level of service for athletes with a disability or disabilities.

We have identified the following types of organization:

<i>Adaptive</i>	Para-sport pathway does not exist, but efforts to accommodate athletes with minor impairments can be made
<i>Supportive</i>	Programming and services offered do not lead to sport-specific activities, but serves more generally in the interest of creating a supportive environment for athletes across multiple sports or activities
<i>Shared</i>	Responsibility to deliver para-sport is shared across one or more organizations
<i>Integrated</i>	Para-sport is fully integrated and included in able-bodied sport programming or activities
<i>Multi-Sport</i>	Para-sport is unique and shares no or minimal commonalities with any able-bodied sports

Based on our experience with the 2015-2016 Investment Review process and subsequent investigation as part of the UBC-SSHRC project, we have categorized organizations in the following ways. If you think your organization should be considered as a different organization type, we would like to hear from you. Please respond using the form on the Contact Us page.

Organization	PSO/DSO	Sport	Organization Type
<i>Baseball BC</i>	PSO	Baseball	Adaptive
<i>Bowl BC</i>	PSO	Bowling	Adaptive
<i>Boxing BC</i>	PSO	Boxing	Adaptive
<i>BC Diving</i>	PSO	Diving	Adaptive
<i>Field Hockey BC</i>	PSO	Field Hockey	Adaptive
<i>Skate Canada - BC/YK Section</i>	PSO	Figure Skating	Adaptive
<i>British Columbia Freestyle Ski Association</i>	PSO	Freestyle Skiing	Adaptive
<i>British Columbia Golf</i>	PSO	Golf	Adaptive
<i>Gymnastics BC</i>	PSO	Gymnastics	Adaptive
<i>Karate BC</i>	PSO	Karate	Adaptive
<i>BC Lacrosse Association</i>	PSO	Lacrosse	Adaptive
<i>Bowls BC</i>	PSO	Lawn Bowls	Adaptive
<i>BC Netball</i>	PSO	Netball	Adaptive
<i>Orienteering BC</i>	PSO	Orienteering	Adaptive
<i>British Columbia Rhythmic Sportive Gymnastics Federation</i>	PSO	Rhythmic Gymnastics	Adaptive
<i>BC Ringette</i>	PSO	Ringette	Adaptive
<i>British Columbia Rugby Union</i>	PSO	Rugby	Adaptive
<i>British Columbia Sailing Association</i>	PSO	Sailing	Adaptive
<i>BC Softball</i>	PSO	Softball	Adaptive
<i>British Columbia Speed Skating Association</i>	PSO	Speed Skating	Adaptive
<i>Sport Climbing</i>	PSO	Sport Climbing	Adaptive
<i>Squash BC</i>	PSO	Squash	Adaptive
<i>Synchro BC</i>	PSO	Synchronized Swimming	Adaptive
<i>BC Ultimate</i>	PSO	Ultimate	Adaptive
<i>British Columbia Water Polo Association</i>	PSO	Water Polo	Adaptive
<i>Water Ski & Wakeboard BC</i>	PSO	Waterski Wakeboard	Adaptive
<i>British Columbia Wrestling Association</i>	PSO	Wrestling	Adaptive
<i>British Columbia Blind Sports and Recreation Association</i>	DSO	Blind Sports	Supportive
<i>British Columbia Deaf Sports Federation</i>	DSO	Deaf Sports	Supportive
<i>BC Alpine Ski Association</i>	PSO	Alpine Skiing	Shared
<i>BC Athletics</i>	PSO	Athletics	Shared

Organization	PSO/DSO	Sport	Organization Type
<i>Basketball BC</i>	PSO	Basketball	Shared
<i>BC Snowboard Association</i>	PSO	Snowboard	Shared
<i>Tennis BC</i>	PSO	Tennis	Shared
<i>BC Wheelchair Basketball</i>	DSO	Wheelchair Basketball	Shared
<i>BC Archery</i>	PSO	Archery	Integrated
<i>Badminton BC</i>	PSO	Badminton	Integrated
<i>Biathlon BC</i>	PSO	Biathlon	Integrated
<i>Canoe Racing BC</i>	PSO	Canoe Kayak	Integrated
<i>Cross Country BC</i>	PSO	Cross Country Skiing	Integrated
<i>Curl BC</i>	PSO	Curling	Integrated
<i>Cycling BC</i>	PSO	Cycling	Integrated
<i>Horse Council BC</i>	PSO	Equestrian	Integrated
<i>British Columbia Fencing Association</i>	PSO	Fencing	Integrated
<i>British Columbia Amateur Hockey Association</i>	PSO	Hockey	Integrated
<i>Judo BC</i>	PSO	Judo	Integrated
<i>Rowing BC</i>	PSO	Rowing	Integrated
<i>British Columbia Soccer Association</i>	PSO	Soccer	Integrated
<i>Swim BC</i>	PSO	Swimming	Integrated
<i>BC Table Tennis</i>	PSO	Table Tennis	Integrated
<i>BC Taekwondo</i>	PSO	Taekwondo	Integrated
<i>BC Target Sports</i>	PSO	Target Shooting	Integrated
<i>Triathlon British Columbia/TriBC</i>	PSO	Triathlon	Integrated
<i>Volleyball BC</i>	PSO	Volleyball	Integrated
<i>BC Wheelchair Sports</i>	DSO	Wheelchair Sports	Multi-Sport
<i>SportAbility</i>	DSO	CP Sports	Multi-Sport
<i>Disabled Skiers Association of BC</i>	DSO	Adaptive Skiing	Multi-Sport
<i>Special Olympics BC</i>	DSO	Special Olympics	Multi-Sport

The list of questions in this section are as follows:

9a	Availability of Adaptive Sport Opportunities	
	Question	To what extent is your organization able to provide adaptive opportunities for athletes with a disability or disabilities?
9b	Athlete Support	
	Question	To what extent does your organization meet the needs of athletes with a disability or disabilities?
9c	Partnership Development	
	Question	To what extent have meaningful partnerships been developed between your organization and others?
9d	Alignment of Para-sport Programming	
	Question	To what extent is para-sport programming aligned with the programming opportunities offered by your organization?
9e	Integration of Para-sport Programming	
	Question	To what extent is para-sport programming integrated within the programming opportunities offered by your organization?
9f	DSO Engagement	
	Question	To what extent does a meaningful partnership exist with relevant DSOs?
9g	PSO Engagement	
	Question	To what extent does a meaningful partnership exist with relevant PSOs?

Additionally, this matrix shows which questions will be applied to each organization type:

	Adaptive	Supportive	Shared	Integrated	Multi-Sport
a Availability of Adaptive Sport Opportunities	X				
b Athlete Support		X	X	X	X
c Partnership Development		X	X	X	X
d Alignment of Para-sport Programming			X		
e Integration of Para-sport Programming				X	
f DSO Engagement					X
g PSO Engagement			X		

EVALUATION MATRIX COMPARISON

Compared to the 2015-2016 Investment Review, questions have been revised as follows:

New Questions	10
Edited Questions	13
Same Questions	25
Removed Questions	50

The Evaluation Matrix Comparison shows how 2018 Evaluation questions have been revised compared to the 2015-2016 Investment Review:

2015-2016 Evaluation Matrix

2018 Evaluation

Sport for Life		
A Membership and Programming		
1	Membership Statistics	REMOVED
2	Membership Growth and Retention Strategies	SAME
3	Non-member Servicing	SAME
4	Distribution of Membership	EDITED
5	Developmentally Appropriate Programming	SAME
6	Active for Life	REMOVED
B Inclusion		
7	Gender Inclusive Programming	SAME
8	Under-represented Groups	REMOVED
9	Aboriginal Communities	EDITED
10	Affordability and Accessibility	REMOVED
		NEW
		NEW
C Adaptive and Para-Sport Programming		
1	Depth of Service	EDITED
2	Alignment of Parasport Programming	SAME
3	Integration of Adaptive Programming	SAME
4	DSO Engagement	SAME
5	PSO Engagement	SAME
6	Resource and Information Sharing	REMOVED
7	Adaptive Programming Limitations and Challenges	REMOVED
		NEW
		NEW
9 a	Availability of Adaptive Sport Opportunities	
9 d	Alignment of Para-sport Programming	
9 e	Integration of Para-sport Programming	
9 f	DSO Engagement	
9 g	PSO Engagement	
9 b	Athlete Support	
9 c	Partnership Development	
Excellence		
A Results		
1	Olympic or Paralympic Sport	REMOVED
2	Benchmark Events	REMOVED
3	Provincial Team	EDITED
4	BC Athletes on Canadian National Team	EDITED
12	Provincial Team Selection	
10	BC Athletes on Canadian National Teams	

2015-2016 Evaluation Matrix

2018 Evaluation

5	National Team Retention	REMOVED
6	Domestic Results	REMOVED
7	World Development Stage Performance	REMOVED
8	Canadian Olympic/Paralympic Team Athletes and Retention	REMOVED
9	Senior International Results	REMOVED
10	BC Coaches in National or International Sport	REMOVED
11	BC Officials in Provincial, National, or International Sport	REMOVED
12	BC Sport Administrators in National or International Sport	REMOVED

B High Performance System

1	Current Investment in Performance	REMOVED
2	High Performance Definition	REMOVED
3	Development & Performance Plans	EDITED
4	Performance Parasport Integration	REMOVED
5	Performance Indicators & Benchmarks - Athletes	REMOVED
6	Performance Indicators - Coaches	EDITED
7	Targeted Athlete & Coach List	REMOVED
8	Talent Identification	REMOVED
9	Multi-Sport and Transfer Athletes	REMOVED
10	Yearly Training Plan (YTP)	REMOVED
11	Sport Equipment and Facilities	REMOVED
12	Blue Sky Thinking	REMOVED

13 High Performance Strategy

15 High Performance Coaching

Sport Medicine, Sport Science, Innovation and Technology

1	Integrated Support Team (IST)	EDITED
2	IST Best Practices	REMOVED
3	Physical Therapies	REMOVED
4	Physiology, Strength and Conditioning	REMOVED
5	Sport Nutrition	REMOVED
6	Performance Psychology	REMOVED

18 Performance Services

2015-2016 Evaluation Matrix

- 7 Sport Science
- 8 Technology
- 9 Innovation & Research

REMOVED
REMOVED
REMOVED
NEW
NEW
NEW
NEW

2018 Evaluation

11 Athlete Conversion
14 Athlete Development Pathway
16 Talent Identification and Recruitment
17 High Performance Athlete Programming

Coaching and Officiating

A Coaching Pathway

1 Coaching Pathway	SAME	19 Coaching Pathway
2 Trained and Certified Coaches	SAME	20 Trained and Certified Coaches
3 Coach Developers	SAME	21 Coach Developers
4 New Coach Training and Certification	REMOVED	
5 Distribution of Coach Education	REMOVED	
6 Coach Requirements for Competitions	EDITED	22 Minimum Coach Standards
7 Coach Mentorship Programming	SAME	23 Coach Mentorship Programming
8 Professional Development Opportunities	SAME	24 Professional Development Opportunities
9 Coaching Inclusion Opportunities	EDITED	25 Coaching Inclusion
10 Coaching Positions	REMOVED	

B Officiating

1 Officials' Education Program	SAME	26 Officials' Education Program
2 Distribution of Officials' Training	REMOVED	
3 Trained and Certified Officials	SAME	27 Trained and Certified Officials
4 Officiating Inclusion Opportunities	REMOVED	

Organizational Readiness

A Leadership

1 Board of Directors	SAME	28 Board of Directors
2 Senior Staff Recruitment and Retention	REMOVED	
3 Leadership Alignment and Development	REMOVED	
4 Organizational Culture and Structure	REMOVED	

2015-2016 Evaluation Matrix

2018 Evaluation

5	Volunteer Management and Recognition	SAME	29	Volunteer Management and Recognition
Reporting and Information Systems				
1	Reporting Deadlines	REMOVED		
2	Data Quality	REMOVED		
3	Retention Rates	REMOVED		
4	Unique Entries	REMOVED		
5	Non-member Reporting	REMOVED		
B Strategic Planning				
1	Mission, Vision, and Values	SAME	30	Mission, Vision, and Values
2	Strategic Planning and Organizational Strategy	SAME	31	Strategic Planning and Organizational Strategy
3	Strategy Execution	SAME	32	Strategy Execution
C Governance and Policy				
1	Governance Process	SAME	33	Governance Process
2	Policies	EDITED	34	Policy Adoption and Implementation
3	Compliance	EDITED	35	Club and Organizational Engagement
4	Club and Organizational Engagement and Dispute Resolution	EDITED	36	Dispute Resolution
5	Risk Management	SAME	37	Risk Management
		NEW	38	Injury and Concussion Management
		NEW	39	Harassment, Bullying, and Abuse
D Revenue Generation and Finance				
1	Financial Accountability	SAME	40	Financial Accountability
2	Fundraising and Revenue Generation	SAME	41	Fundraising and Revenue Generation
3	Budgeting	SAME	42	Budgeting
Event Hosting				
1	Facility Readiness	REMOVED		
2	Event Hosting Capacity	REMOVED		
3	Event Hosting Strategy	REMOVED		

2018 EVALUATION MATRIX

Sport for Life

A Membership and Programming

1 Membership Growth and Retention Strategies

Question What strategies are in place to either retain members, grow membership size, or prevent loss of members?

Grade 1 2 3 4

Rationale	1	2	3	4
	There are no formal strategies in place regarding membership growth. Membership growth and retention is ad hoc and disconnected from the organization's capacity and abilities overall.	There is a general strategy to attract members through specific new member activities, but coherent and long-term strategies for membership growth and/or retention are not in place.	Strategies to grow and retain new members are developed and have been implemented with some success. Consideration has been given to the needs and abilities of the organization overall.	Strategies are well developed and clearly thought out with respect to the attraction and retention of new members. Consideration has been given to the operating capacity of the organization and its ability to service new and additional members.

Supporting Information Strategies and documentation on new membership growth and/or retention, membership data

2 Non-member Servicing

Question What programs, day-only events, and short-term activities are geared towards non-members and new participant recruitment activities?

Grade 1 2 3 4

Rationale	1	2	3	4
	No plans are in place to serve non-members.	There are some ad hoc plans to serve non-members, but plans are disengaged from the membership strategy as a whole. Means to collect information on non-members as a recruitment strategy are underdeveloped or not implemented.	There is a recurring schedule of events intended to recruit non-members and adequate data is captured for all non-members participating in the organization's activities.	A robust and appropriate portfolio of non-member events are planned and advertised by the organization for the purposes of serving a broader community or to recruit new members and raise participation levels.

Supporting Information Schedule of non-member activities, information on how data is tracked and captured from non-member events

3 Provincial Distribution

Question To what extent is your organization able to serve members across BC?

Grade 1 2 3 4

Rationale	Programming is limited in range; restricted to major metropolitan centres in BC.	Programming is available in more than one metropolitan region, opportunities are restricted to certain ages and levels of development.	Programming is distributed across the province, but all ages and stages of development are not addressed.	Programming is offered equitably throughout the province in a way that addresses ages, stages, and abilities for B.C., including in rural and isolated communities.
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Supporting Information Distribution of members by BC Games Zone, membership, outreach documentation

4 Developmentally Appropriate Programming

Question Does your PSO offer LTAD stage-appropriate levels of programming that are aligned with the principles of quality sport?

Grade 1 2 3 4

Rationale	There is limited evidentiary support pointing towards the development of stage-appropriate LTAD programming. Programming frequently serves only a few LTAD stages and significantly neglects others. Programming is sporadic, infrequent, and is not aligned with the principles of quality sport.	Some progress has been made to incorporate programs that are developmentally appropriate for most stages of LTAD, but not all stages are adequately served. Programming is offered on a regular basis, but is not clearly aligned with the principles of quality sport.	Programming is developmentally appropriate for almost all applicable LTAD stages. Programming is offered on a regular basis, well communicated, and is clearly aligned with the principles of quality sport.	Programming is developmentally appropriate for all applicable LTAD stages. Programming is offered on a regular basis, is well communicated, and is clearly aligned with the principles of quality sport.
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Supporting Information Documentation on program offerings, evidentiary support for the ways in which such programming fits with LTAD

B Inclusion

5 Gender Inclusive Programming

Question To what extent has your organization established an equitable distribution of programming and participation opportunities by gender? What programming, strategies, or policies are employed by your organization to encourage, support, or enhance gender equity?

Grade

1

2

3

4

Rationale

There is an inequitable distribution of programming offered by your organization. There are no strategies in place to achieve gender inclusive programming.

Some, although limited, progress has been made to establish an equitable distribution of programming and to create equitable participation opportunities. Gender inclusive programming only takes place on an ad hoc basis.

Programming and participation opportunities are proportionate for the gender representation of your organization's membership, however no proactive strategies or policies are in place to continue to promote and improve gender inclusive programming.

Proactive strategies or policies are in place to promote gender inclusive programming. There are appropriate and equivalent opportunities for all genders to participate. Programming opportunities are proportionate for the gender representation of your organization's membership.

Supporting Information

Examples of programs, strategies, and policies that promote gender inclusion and deliver an equitable distribution of programs by gender

6 Indigenous Communities

Question What programming, strategies, or policies are employed by your organization to encourage, support, or enhance the participation of Indigenous communities?

Grade	1	2	3	4
Rationale	No programs to encourage, enhance, or support the participation of Indigenous participants exist.	Some programs to encourage, enhance, or support the participation of Indigenous participants are available, but they are not clearly communicated or promoted by your organization. Planning for such programs takes place on an ad hoc basis and opportunities offered are not consistent across the province.	There are well developed programs in place intending to encourage, support, or enhance the participation of Indigenous participants, such as partnerships with Indigenous organizations (ISPARC), ongoing support for NAIG, NAHC, etc. These opportunities are clearly communicated to members, but initiatives are not supported on an ongoing basis.	Programs intending to encourage, support, or enhance the participation of Indigenous communities are readily available, clearly communicated, and promoted by your organization on a continual basis. Proactive strategies are in place to raise levels of participation within Indigenous communities, with attention paid towards improving the experience of Indigenous participants within your organization. Your organization has the knowledge and awareness of the barriers faced to participation by Indigenous communities, and familiarity with Aboriginal LTAD, TRC recommendations on Indigenous sport, etc.

Supporting Information Examples of programs, strategies, and policies to encourage, support, or enhance the participation of Indigenous participants

7 LGBTQI2S Identified

Question What policies, procedures, or initiatives are employed by your organization to encourage, support, or enhance the participation of LGBTQI2S participants?

Grade	1	2	3	4
Rationale	No policies, procedures, or initiatives to encourage, enhance, or support the participation of LGBTQI2S individuals exist.	Some initiatives and/or policies seeking to encourage, enhance, or support the participation of LGBTQI2S participants are available, but they are not clearly communicated or promoted by your organization.	There are well developed policies, procedures, and communication methods intending to encourage, support, or enhance the participation of LGBTQI2S participants. Support and advocacy for LGBTQI2S participants are clearly communicated to members.	Policies, procedures, and communication methods are well established. Initiatives intending to encourage, support, or enhance the participation of LGBTQI2S participants are readily available, clearly communicated, and promoted by your organization.

Supporting Information Examples of policies, procedures, or initiatives to encourage, support, or enhance the participation of LGBTQI2S community

8 Newcomers to Canada

Question What programming, strategies, or policies are employed by your organization to encourage, support, or enhance the participation of newcomers to Canada?

Grade

1

2

3

4

Rationale

No policies, procedures, or initiatives to encourage, enhance, or support the participation of newcomers to Canada exist.

Some initiatives and/or policies seeking to encourage, enhance, or support the participation of newcomers to Canada are available, but they are not clearly communicated or promoted by your organization.

There are well developed policies, procedures, and communication methods intending to encourage, support, or enhance the participation of newcomers to Canada. Support and advocacy for newcomers are clearly communicated to members.

Policies, procedures, and communication methods are well established. Initiatives intending to encourage, support, or enhance the participation of newcomer participants are readily available, clearly communicated, and promoted by your organization.

Supporting Information

Examples of programs, strategies, and policies to encourage, support, or enhance the participation of newcomers to Canada

C Adaptive and Para-Sport Programming

Adaptive Organizations

9a Availability of Adaptive Sport Opportunities

Question To what extent is your organization able to provide adaptive opportunities for athletes with a disability or disabilities?

Grade

1

2

3

4

Rationale

There is no para-sport pathway or applicable activities that can be offered to athletes with a disability.

While no formal para-sport opportunity exists, there is evidence of creating supportive and inclusive environments for participants with a disability within your organization (e.g. a Try-It Day).

While no formal para-sport opportunity exists, a structure to create inclusive sport outside of the pathway is being developed. Some evidence of forming partnerships with disability sport organizations exists, but is not well established.

Programming offered for participants with a disability or disabilities have been developed, created, and supported by the organization. These opportunities are comparable and equitable relative to the opportunities offered within mainstream sport. Partnerships with disability sport organizations are well developed and maintained, and inclusivity is clearly reflected within the core values of the organization even though para-sport opportunities do not exist

Supporting Information

Documentation of programs or offerings, strategic planning materials

Supportive Organizations

9b Athlete Support

Question To what extent does your organization meet the needs of athletes with a disability or disabilities?

Grade 1 2 3 4

Rationale	There is limited evidence that the organization is able to meet the needs of participants with a disability or disabilities.	There is limited evidence that athletes are receiving appropriate support from the organization. Sport-specific activities are not well developed, but athletes are supported in their transition to other programming opportunities. Sport programming is not offered by the organization itself.	There is some evidence that athletes are receiving the supports they need in order to pursue sport participation. Resources and opportunities to participate are well developed and communicated.	There is strong evidence that athletes with a disability or disabilities are completely supported within the organization. There is programming in place, an established sport pathway, and overall, an inclusive environment that is able to meet and address the needs of participants. Resources and opportunities to participate are well developed and communicated.
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Supporting Information Organizational materials, brochures, programming information

9c Partnership Development

Question To what extent have meaningful partnerships been developed between your organization and others?

Grade 1 2 3 4

Rationale	There are few, if any, partners engaged with your organization.	Partnerships exist, but are not considered central to the mission of your organization. There is little evidence of athletes participating in sport outside of your organization.	Several partnerships exist and are maintained by the organizations. Athletes are actively participating in sport programming with and through partner organizations.	There is strong evidence that partnerships are developed, maintained, and well supported by your organization. Partners are able to manage collaborative relationships with multiple partners successfully, and there is evidence of athletes being supported across a range of sports and organizations.
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Supporting Information Evidence of partnership

Shared Organizations

9b Athlete Support

Question To what extent does your organization meet the needs of athletes with a disability or disabilities?

Grade

1

2

3

4

Rationale

There is limited evidence that the organization is able to meet the needs of participants with a disability or disabilities.

There is limited evidence that athletes are receiving appropriate support from the organization. Sport-specific activities are not well developed, but athletes are supported in their transition to other programming opportunities. Sport programming is not offered by the organization itself.

There is some evidence that athletes are receiving the supports they need in order to pursue sport participation. Resources and opportunities to participate are well developed and communicated.

There is strong evidence that athletes with a disability or disabilities are completely supported within the organization. There is programming in place, an established sport pathway, and overall, an inclusive environment that is able to meet and address the needs of participants. Resources and opportunities to participate are well developed and communicated.

Supporting Information

Organizational materials, brochures, programming information

9c Partnership Development

Question To what extent have meaningful partnerships been developed between your organization and others?

Grade 1 2 3 4

Rationale	There are few, if any, partners engaged with your organization.	Partnerships exist, but are not considered central to the mission of your organization. There is little evidence of athletes participating in sport outside of your organization.	Several partnerships exist and are maintained by the organizations. Athletes are actively participating in sport programming with and through partner organizations.	There is strong evidence that partnerships are developed, maintained, and well supported by your organization. Partners are able to manage collaborative relationships with multiple partners successfully, and there is evidence of athletes being supported across a range of sports and organizations.
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Supporting Information Evidence of partnership

9d Alignment of Para-sport Programming

Question To what extent is para-sport programming aligned with the programming opportunities offered by your organization?

Grade

1

2

3

4

Rationale

There is little to no demonstrated alignment between parasport programming and other sports or programming offered by your organization.

There is minimal alignment between parasport programming and other sports or programming offered by your organization.

There is some demonstrated alignment of parasport programming. Opportunities for athletes with a disability are communicated but not at the same level and attention as programming offered to able-bodied athletes.

Parasport programs and offerings are very closely aligned with other programming offered by your organization. Offerings are comparable, equivalent, highly relevant, and appropriate for athletes with a disability. Opportunities to participate are clearly communicated and information is readily available.

Supporting Information

Evidence of alignment, programming opportunities

9g PSO Engagement

Question To what extent does a meaningful partnership exist with relevant PSOs?

Grade

1

2

3

4

Rationale

Your organization is not connected to nor engaged with any PSOs.

There is minimal communication and engagement between your organization and relevant PSOs.

There is some demonstrated engagement between your organization and relevant PSOs, but athlete referrals and information sharing are infrequent.

Your organization is well connected to relevant PSOs. Athlete referrals, information sharing, and joint programming represent positive opportunities for engagement between organizations. Cross-organizational communication, well established and/or documented partnerships also exist between your organization and relevant PSOs.

Supporting Information

Evidence of partnership, collaborative activities, shared engagement

Integrated Organizations

9b Athlete Support

Question To what extent does your organization meet the needs of athletes with a disability or disabilities?

Grade

1

2

3

4

Rationale

There is limited evidence that the organization is able to meet the needs of participants with a disability or disabilities.

There is limited evidence that athletes are receiving appropriate support from the organization. Sport-specific activities are not well developed, but athletes are supported in their transition to other programming opportunities. Sport programming is not offered by the organization itself.

There is some evidence that athletes are receiving the supports they need in order to pursue sport participation. Resources and opportunities to participate are well developed and communicated.

There is strong evidence that athletes with a disability or disabilities are completely supported within the organization. There is programming in place, an established sport pathway, and overall, an inclusive environment that is able to meet and address the needs of participants. Resources and opportunities to participate are well developed and communicated.

Supporting Information

Organizational materials, brochures, programming information

9c Partnership Development

Question To what extent have meaningful partnerships been developed between your organization and others?

Grade

1

2

3

4

Rationale

There are few, if any, partners engaged with your organization.

Partnerships exist, but are not considered central to the mission of your organization. There is little evidence of athletes participating in sport outside of your organization.

Several partnerships exist and are maintained by the organizations. Athletes are actively participating in sport programming with and through partner organizations.

There is strong evidence that partnerships are developed, maintained, and well supported by your organization. Partners are able to manage collaborative relationships with multiple partners successfully, and there is evidence of athletes being supported across a range of sports and organizations.

Supporting Information

Evidence of partnership

9e Integration of Para-sport Programming

Question To what extent is para-sport programming integrated within the programming opportunities offered by your organization?

Grade

1

2

3

4

Rationale

Adaptive programs are treated as stand-alone offerings that do not experience a comparable level of communication, service, or attention.

Adaptive programs are not well integrated into the offerings of your organization. Planning takes place on an ad hoc basis and is inconsistent. Adaptive programs receive minimal attention and communication.

There is some demonstrated integration of adaptive programming into other programs offered by your organization. Opportunities for athletes with a disability are communicated but not at the same level and attention as programming offered to able-bodied athletes.

Adaptive sport programs are well integrated into the offerings of your organization. Opportunities for athletes with a disability to participate are well documented in policy as well as internal and external communication. Adaptive programming is at the same level with the offerings provided to able-bodied athletes and receives an equivalent level of service and attention.

Supporting Information

Evidence of integration, programming opportunities

Multi-Sport Organizations

9b Athlete Support

Question To what extent does your organization meet the needs of athletes with a disability or disabilities?

Grade 1 2 3 4

Rationale	1	2	3	4
	There is limited evidence that the organization is able to meet the needs of participants with a disability or disabilities.	There is limited evidence that athletes are receiving appropriate support from the organization. Sport-specific activities are not well developed, but athletes are supported in their transition to other programming opportunities. Sport programming is not offered by the organization itself.	There is some evidence that athletes are receiving the supports they need in order to pursue sport participation. Resources and opportunities to participate are well developed and communicated.	There is strong evidence that athletes with a disability or disabilities are completely supported within the organization. There is programming in place, an established sport pathway, and overall, an inclusive environment that is able to meet and address the needs of participants. Resources and opportunities to participate are well developed and communicated.

Supporting Information Organizational materials, brochures, programming information

9c Partnership Development

Question To what extent have meaningful partnerships been developed between your organization and others?

Grade 1 2 3 4

Rationale	1	2	3	4
	There are few, if any, partners engaged with your organization.	Partnerships exist, but are not considered central to the mission of your organization. There is little evidence of athletes participating in sport outside of your organization.	Several partnerships exist and are maintained by the organizations. Athletes are actively participating in sport programming with and through partner organizations.	There is strong evidence that partnerships are developed, maintained, and well supported by your organization. Partners are able to manage collaborative relationships with multiple partners successfully, and there is evidence of athletes being supported.

Supporting Information Evidence of partnership

9f DSO Engagement

Question To what extent does a meaningful partnership exist with relevant DSOs?

Grade

1

2

3

4

Rationale

Your organization is not connected to nor engaged with any DSOs.

There is minimal communication and engagement between your organization and relevant DSOs.

There is some demonstrated engagement between your organization and relevant DSOs, but athlete referrals and information sharing are infrequent.

Your organization is well connected to relevant DSOs. Athlete referrals, information sharing, and joint programming represent positive opportunities for engagement between organizations. Cross-organizational communication,

Supporting Information

Evidence of partnership, collaborative activities, shared engagement

Excellence

A Results

10 BC Athletes on Canadian National Teams

Question To what extent is your organization able to support B.C. athletes as they progress and pursue excellence at higher levels of competition?

Grade	1	2	3	4
Rationale	There is no evidence of your organization contributing to the advancement of provincial athletes as they advance towards Canadian national teams.	There is some evidence that your organization is contributing to the development of national team athletes, but it is anecdotal and supported primarily on an ad hoc basis.	Your organization has evidence of and has contributed to the development of national team athletes, including on Olympic and Paralympic teams, but not on a frequent or recurring basis.	Your organization regularly supports the development and advancement of provincial athletes as they pursue higher levels of competition on Canadian national teams, including both Olympic and Paralympic teams. There is strong evidence and history of provincial athletes progressing to receive support through the different categories of Sport Canada Assistance Program Carding. Coordination and alignment between your organization and NSO exists and is well documented.

Supporting Information Data pertaining to B.C. athletes on Canadian National Teams

11 Athlete Conversion

Question To what extent is your organization able to track and calculate the rate at which athletes are progressing through the excellence stages?

Grade	1	2	3	4
Rationale	There is no ability to calculate athlete conversion.	PSO Targeted athletes are generally tracked through the excellence stages.	PSO Targeted athletes are individually tracked on a continual basis.	PSO Targeted athletes are individually tracked on a continual basis and help to inform the High Performance strategic programming.

Supporting Information Documentation demonstrating how athletes are tracked, how conversion is calculated and how it is linked to HP planning

B High Performance System

12 Provincial Team Selection

Question To what extent is your organization following publicly available standards for provincial team selection?

Grade

1

2

3

4

Rationale

There is no policy governing the provincial team selection process.

There is a provincial team selection policy, but it is not publicly posted.

A provincial team selection policy exists, but does not clearly stipulate the availability of identification opportunities, or provide an appeals procedure.

There is a provincial team selection policy that is posted publicly, clearly stipulates where and when identification opportunities will be hosted, outlines the selection criteria and procedure, and provides an avenue for appeals. There is evidence that this policy has been successfully implemented and tested previously.

Supporting Information

Provincial team selection policy, evidence or examples of implementation

13 High Performance Strategy

Question How well established and defined are your high performance programs, strategy and objectives? Do you have a published, quality definition of high performance for your sport which reflects PSO/NSO alignment?

Grade

1

2

3

4

Rationale

There is no evidence identifying the high performance programs, strategies, and objectives. No definition of high performance is publicly available, and information provided to athletes or coaches.

High Performance programs, strategy, and objectives exist, but are not clearly developed or articulated. No definition of high performance definition is publicly available, and information is provided to athletes or coaches. No links to the NSO's approach to high performance can be identified.

There is some evidence pointing towards the establishment of high performance programs, strategy, and objectives, but alignment with the NSO cannot be clearly identified. High performance programming, objectives exist, but are not clearly linked to the organization's strategic planning documents. There is a quality definition of high performance established

High performance programming, strategy, and objectives are clearly identified and linked to strategic planning documents with structure in place to implement. A quality definition of high performance is published, has clear and concise goals, principles and appropriate pathways aligned with your sport's LTAD model. There is clear and demonstrable alignment with the NSO's approach to high

Supporting Information

Documentation outlining high performance strategy and objectives; links to strategic plan, LTAD documentation.

14 Athlete Development Pathway

Question Have you identified and developed performance indicators and/or competition benchmarks to effectively track athlete development towards podium success that aligns with your NSO's sport pathway?

Grade	1	2	3	4
Rationale	There is little or no evidence of systematic athlete tracking using performance indicators or competitive benchmarks.	There is some evidence of systematic athlete tracking using performance indicators or competitive benchmarks.	Performance indicators and competition benchmarks exist and are aligned with NSO, and used to track athlete development.	There is strong evidence that your organization and NSO share athlete data on a regular basis to form a comprehensive, seamless athlete development pathway based on performance indicators and competitive benchmarks.

Supporting Information Athlete lists, list of benchmarks, evidence of tracking

15 High Performance Coaching

Question Do you have qualified coach(es) to deliver effective and responsible coaching to athletes moving through the excellence stages?

Grade	1	2	3	4
Rationale	Coach(es) are not appropriately NCCP trained.	Targeted coach(es) are NCCP qualified but not employed or compensated adequately to achieve number of coaching hours and level of athlete support to achieve performance improvements.	Targeted coach(es) are NCCP qualified; sign an organizational code of conduct; and able to articulate a professional career plan as part of a PSO/NSO coach pathway.	Targeted coach(es) are NCCP qualified; sign an organizational code of conduct; and have a detailed professional development plan support by PSO/NSO as part of an individualized, sport-specific coach pathway. Identified coach(es) takes a leadership role in guiding coaches in your sport as part of delivering a strong competition and training environment.

Supporting Information Targeted coach list, NCCP qualifications, professional development plans, targeted coach code of conduct, coach contract or scope of responsibilities

16 Talent Identification and Recruitment

Question Do you deliberately engage in talent identification, recruitment and transfer of athletes into the excellence stages? Do you plan programs and activities that manage athlete initial engagement to performance programming?

Grade	1	2	3	4
Rationale	No planned or deliberate attempts at athlete identification, recruitment or transfer into the PSO high performance programming . Rely upon athlete registration and sign-up practices.	Talent identification and recruitment is informally done based on coach and/or program reputation without consideration of athlete testing and/or selection criteria. Talent transfer is not considered in any format.	Talent identification and recruitment into PSO high performance programming is formalized. Appropriate athlete profiles with testing data are clearly established and used to effectively assess athlete performance potential.	Talent identification, recruitment and transfer are deliberately targeted with a plan, shared and planned with the NSO that seeks multiple avenues for athletes to be identified into PSO high performance programming (club based system, school based programming). Testing protocols are agreed with the NSO and athlete identification, recruitment and transfer is carefully managed with objective data shared between PSO and NSO. Athletes are supported in the transition to an enhanced training environment through effective NSO/PSO-driven athlete debriefs and individualized performance planning. Cross-sport collaboration in talent

Supporting Information Documentation on Talent ID procedures, Talent Transfer Agreements, list of Talent Identification Events

17 High Performance Athlete Programming

Question Does your sport support a robust high performance programming that includes detailed planning supported by evidenced based gap analysis with appropriate infrastructure to support the stage of athlete?

Grade	1	2	3	4
Rationale	PSO programming is inconsistent in terms of coach-led sessions planned in a periodized manner to affect a performance improvement. Training only occurs in sporadic camp-based environments.	PSO programming has some structure on but driven by athletes with inconsistent support from a qualified coach or appropriate accessible facilities. Training camps remain the primary focus for athlete development.	PSO programming consists of planned and consistent training sessions appropriate for stage of athlete development with a appropriate NCCP qualified coach leading training interventions tracked over time through effective monitoring.	PSO programming is underpinned by athlete gap analysis that drives the Yearly Training Program (YTP) including recommended competition schedule with ability to share/verify plan with targeted coaches. YTP drives the training environment which is led by appropriately NCCP qualified coaches. Regular monitoring of appropriate benchmarks and reporting occurs with targeted-coach athlete debriefs.

Supporting Information Evidence of Daily Training Environment (training sessions, monitoring documents, periodization planning materials, etc.)

18 Performance Services

Question To what extent does your PSO utilize expert practitioners to enhance targeted athlete performance within provincial programming.

Grade	1	2	3	4
Rationale	Performance services are not used.	Performance Services are sporadically used in a non-coordinated and reactive manner.	Appropriate stage-based sport science and/or sport medicine services delivered by expert-based practitioners predominantly on group basis and appropriately prioritized in training plan.	Appropriate stage-based sport science and/or sport medicine services delivered by expert-based practitioners and individualized to athletes training plan. Organization identifies list of practitioners with qualifications and type of service delivered and have an IST succession plan.

Supporting Information Documentation supporting the integration or provision of performance services

Coaching & Officiating

A Coaching Pathway

19 Coaching Pathway

Question Is your sport's coach pathway clearly communicated and aligned with your NSO?

Grade

1

2

3

4

Rationale

Very limited information on how a BC coach may become trained or certified exists. No opportunities for training are offered.

Your organization offers the NCCP but training is infrequent and information is poorly communicated.

Your organization offers the NCCP and a clear pathway to coach development. However, the NCCP is not always available to those interested. Training is offered annually and information on how to engage with the NCCP is not communicated in an effective manner.

Your organization offers the NCCP and the coach pathway is readily available to those interested. Information is clearly communicated on the NCCP training and it is fully integrated into your organization's activities. Clear links to the national program offered by your NSO exist and can be documented. A calendar of the NCCP training opportunities exists and is

Supporting Information

A list of the recent offerings or calendar of the NCCP programming available, the NCCP policy manuals, the rate of uptake of the NCCP training, examples of website or communication materials promoting the NCCP

20 Trained and Certified Coaches

Question How does the number of trained or certified coaches meet the needs of your organization's membership?

Grade

1

2

3

4

Rationale

The number of trained or certified coaches is not tracked and information cannot be provided. Sport-specific NCCP is not available.

There are unfulfilled gaps between the needs of your membership and the number of trained or certified coaches.

The number of trained or certified coaches is adequate for your sport's needs and your organization's membership.

The number of trained or certified coaches meets the needs of your sport and your organization's membership. Rates of coach training and certification exceed what is necessary and your organization can demonstrate that coaches are being developed at a rate consistent with your organization's growth and development.

Supporting Information

CAC VIP Reports, number of qualified coaches, rates of coach certification, plans to implement new opportunities for coach qualification

21 Coach Developers

Question Does the number of trained and certified coach developers meet the needs of your sport and requirements for delivery of the NCCP?

Grade	1	2	3	4
Rationale	No, your organization has a limited number of trained coach developers or insufficient information exists. Your organization may rely on other provinces to hold NCCP events due to limitations in capacity.	Yes, some trained coach developers are in place and can meet the geographic and capacity requirements for NCCP delivery.	Yes, the number of trained coach developers meets the geographic and capacity requirements for NCCP delivery. Your organization has a strategy to train and evaluate coach developers within the province. A clear and well established pathway for coach developers is well communicated and in-line with the NCCP standards.	Yes, most coach developers are certified and meet the geographic and capacity requirements for delivering the NCCP. A minimum coach developer standard for certification and maintenance exists. Coach developer certification is in-line with the NCCP standards.

Supporting Information CAC VIP Reports, information on NCCP delivery and coaching pathway

22 Minimum Coach Standards

Question Does your organization have policies or guidelines for minimum coach qualifications?

Grade	1	2	3	4
Rationale	No written documentation requiring coaches to have minimum qualifications.	Some guidelines are presented for minimum coaching qualifications, however there is no mechanism to enforce qualification or minimum coaching standards	Guidelines and policies exist and are publically accessible. Expectations to coaches are clearly communicated. Sport organization reviews all coaches qualifications prior to sanctioned events or PSO led initiatives.	Policies and guidelines are publicly accessible and organization promotes minimum coach requirements to general public. Sport organization has mechanism to enforce standards at both PSO and local level.

Supporting Information Website, policy, or guidelines for events

23 Coach Mentorship Programming

Question How extensive and/or formalized is your sport's coach mentorship program?

Grade 1 2 3 4

Rationale	There is no defined system in place for coach mentorship. Any mentoring that does take place is done on an ad hoc basis.	A coach mentorship program exists, but it is informal and not very well promoted by your organization. There are very few mentors and mentees involved in the program.	There is a program for coach mentorship in place that is well communicated to members and is reasonably formal. There is a consistent number of participating mentors and mentees in the coach mentorship program.	There is a well developed and formalized system in place for coach mentorship opportunities. Opportunities for mentees to find mentors are very clearly communicated, and information on how to engage with mentorship programming is readily available. Uptake of coach mentorship programming is very high, and demonstrates positive results.
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Supporting Information Information on how to participate in the mentorship program, rate of uptake of mentors and mentees, examples of results, best practice, or outcomes of your mentorship program

24 Professional Development Opportunities

Question What, and how many (if any) professional development opportunities exist outside of the NCCP?

Grade 1 2 3 4

Rationale	There are no professional development opportunities outside of the NCCP.	There are few professional development opportunities offered outside of the NCCP. Scheduling of professional development opportunities is infrequent and not always relevant to the development of coaches in your sport.	There are professional development opportunities outside of the NCCP that are offered somewhat regularly. Offerings are not always in-line with the coaching development pathway, although most are.	There is a well informed, applicable, and relevant selection of professional development opportunities beyond the NCCP. Opportunities are offered on a recurring or regular basis and are complementary to the coaching development pathway. Opportunities are available to coaches across the province, either through online options, or through professional development
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Supporting Information CAC Locker, information on professional development opportunities sponsored, organized, or promoted by your organization from the past four years

25 Coaching Inclusion

Question What strategies and programming are available to develop and support inclusive training and hiring practices for coaches?

Grade

1

2

3

4

Rationale

There are no strategies or programming targeted at recruitment and hiring of coaches from diverse backgrounds.

There are practices in place to recruit and train a diverse group of coaches. No strategy exists to eliminate barriers to hiring, promotion and retention.

Strategies and programming exist to recruit and train a diverse group of coaches and strides are being made to eliminate barriers to hiring, promotion and retention.

Policies and programming exist to recruit, train, hire and retain a diverse group of coaches.

Supporting Information

Gender breakdown of coaches, strategies to target specific populations

B Officiating

26 Officials' Education Program

Question Does your organization (or an affiliated organization) offer officials' training, and is it required by your sport and to what extent is officials' training monitored, developed, and implemented by your organization?

Grade

1

2

3

4

Rationale

There is no system for officials training for your sport.

There is a program for officials' training in your sport but it is not required for all officials. Training and development of officials is not well monitored by your organization.

Officials' training is offered and required by your organization, but your organization is not fully responsible for the monitoring and development of officials' training.

Officials' training is offered and required by your sport. Your organization (or an affiliate) is fully responsible for the monitoring and development of officials' training and oversees its implementation.

Supporting Information

Supporting documentation on officials' education programming or system

27 Trained and Certified Officials

Question How does the number of trained or certified officials meet the needs of your organization's membership?

Grade

1

2

3

4

Rationale

The number of trained or certified officials is not tracked and information cannot be provided.

There are unfulfilled gaps between the needs of your membership and the number of trained or certified officials.

The number of trained or certified officials is adequate for your sport's needs and your organization's membership.

The number of trained or certified officials meets the needs of your sport and your organization's membership. Your organization can demonstrate that officials are being trained or certified at a rate consistent with your organization's growth and development.

Supporting Information

Number of trained and certified officials, rate of officials' training and certification

Organizational Readiness

A Leadership

28 Board of Directors

Question How well defined are your Board of Directors' roles and responsibilities?

Grade

1

2

3

4

Rationale

The board has defined roles and responsibilities, but involvement in day-to-day operations is limited or unreliable. Attention to the mission and objectives of the organization is lacking.

The Board has an active and accountable committee structure. The Board is honest, fair, diligent in their activities; however, is not heavily involved in oversight activities or in ensuring compliance. While roles and responsibilities of the Board are in place, follow-up is lacking.

The Board sets strategic direction for the organization and appropriately consults stakeholders. The Board is accountable for implementing standards of conduct, core values of the organization, and an overarching ethical framework. The Board ensures that the organization is compliant with all applicable laws and also conducts financial oversight of the organization.

The Board serves as guardian of the organization's mission, and protects both stakeholder and member interests. Effective practices are in place to oversee the organizations strategic direction. The Board holds high standards for ethics, code of conduct, and integrity. The board has appropriate financial oversight and also serves to reinforce and promote the mission and objectives of the organization.

Supporting Information

Documentation pertaining to Board of Directors' roles, responsibilities, objectives, and measurables

29 Volunteer Management and Recognition

Question How are volunteers utilized by your organization, and in what capacity?

Grade

1

2

3

4

Rationale

Volunteers are used infrequently in both sporting events and business operations.

Volunteers are used primarily for sporting events, infrequent background screening occurs and their contributions are often not recognized.

Volunteer assignments relate to the mission and purpose of the organization. Background screening procedures are in place. Volunteers are appropriately managed and are involved in meaningful ways that reflect their abilities and interests. The contributions of volunteers are acknowledged and recognized.

Volunteer assignments are regularly evaluated for their alignment to the mission of the organization. Background screening procedures are in place and applied across all volunteer positions. Volunteers are well utilized and appropriately placed in roles in terms of both business operations and sporting events. Volunteers are well recognized for their contributions to the organization and their involvement is well structured and managed.

Supporting Information

Volunteer management and screening guidelines, recognition framework, or reward system for volunteers

B Strategic Planning

30 Mission, Vision, and Values

Question How well developed is your organization's mission, vision, and values statement, and to what extent do those values manifest in your organization?

Grade

1

2

3

4

Rationale

Mission, vision, and values are under-defined or nonexistent.

Mission, vision, and values are somewhat defined, but poorly communicated. There is little relationship between the mission, vision, and values of the organization as written, and the operational environment of the organization.

Mission, vision, and values are communicated and understood by staff and members. Values drive decision-making processes and values are maintained through the organization's daily operations.

Mission, vision, and values are fully integrated into the culture and working environment of the organization. All are clearly communicated and well documented, and apparent to individuals external to the organization as well as employees, board members, and members within.

Supporting Information

Mission statement, organizational vision document, values statement

31 Strategic Planning and Organizational Strategy

Question How well developed is your organization's strategic plan with respect to roles, responsibilities, and accountability measures?

Grade

1

2

3

4

Rationale

Strategy developed by select few in the organization with minimal input. Planning is ad hoc and lacks overall focus and minimal revisions since its inception. Employees are unclear what their roles are or are uninformed.

Strategy is determined with Board and leadership team, but employees and members do not readily identify with it. Strategic plan's focus is limited in scope and informal. Roles and responsibilities are unclear.

Strategy is developed with some input and consideration from the Board and leadership team. Strategic planning processes are formalized, but static in terms of ongoing development. Roles and responsibilities are defined, but accountability is lacking.

Strategy is developed collectively using the input and consideration of the Board, the organization's leadership, employees, and members. Strategic planning is dynamic and ongoing, placing emphasis on measurable objectives and accountability standards. Roles and responsibilities are clearly outlined.

Supporting Information

Strategic planning documents and implementation materials

32 Strategy Execution

Question How do strategic initiatives fit into the organization overall, and how well integrated are such initiatives with performance metrics, strategic, planning, and decision-making?

Grade

1

2

3

4

Rationale

No formal process for reviewing strategic initiatives exists. Organizational initiatives of the organization are disconnected from strategic planning.

Strategic initiatives are approved on an annual basis and only partially linked to performance metrics and strategy.

Strategic initiatives are approved on a regular basis. Decision-making is timely and appropriate and linked to overall performance metrics.

Strategic principles are well articulated and initiatives are made clear to all levels of the organization, including employees, members, and the general public. Initiatives are monitored, evaluated, and reported on with regular frequency and in consideration with overall strategy and performance metrics.

Supporting Information

Samples of key initiatives, documentation on planning processes related to new or key initiatives

C Governance and Policy

33 Governance Process

Question How well established are your organization's governance practices and to what extent are they formalized?

Grade

1

2

3

4

Rationale

No formal processes or standards for governance are in place. Clarity in decision-making authority shared between Board and the organization's leadership is unclear or undefined.

Roles and responsibilities between the board and the organization's leadership exist, but are not clearly documented. Governance processes exist but are not formally documented.

The Board and the organization's leadership work well together. Governance and decision-making authority is well documented.

A clear division of roles and responsibilities shared between the Board and the organization's leadership are clearly detailed in writing. The Board holds a highly effective and cohesive relationship with the organization's leadership.

Supporting Information

Documentation or supporting information pertaining to governance process and practices

34 Policy Adoption and Implementation

Question To what extent have the following policies been drafted, ratified, and implemented by your organization, and how well do your organization's policies inform decision-making practices?

- Codes of conduct (for participants, athletes, coaches, officials, volunteers and spectators)
- Commitment to Fair Play
- Conflict of Interest Policy
- Dispute Resolution Policy
- Drug Free Policy
- Employee Policies
- Equity and Access Policy (and/or gender equity policy)
- Workplace Bullying and Harassment Policy
- Personal Information Protection Act (PIPA)
- Volunteer and Employee Screening Policy

Grade	1	2	3	4
Rationale	Few policies have been formally adopted by the organization. Communication on policies is inconsistent and no formal process for reviewing and updating policies exists. Policies are significantly under developed in terms of applicable content.	Several of the policies listed have been implemented by your organization, but not all. Communication on policy reviews and updates is sporadic. Information is not made readily available to stakeholders. Policies are significantly under developed in terms of applicable content.	Most, but not all, of the policies listed have been implemented by your organization. Policies are readily accessible and clearly communicated to stakeholders, but are not always well developed. Policies are reviewed on a regular basis.	Policy content is thorough, well thought out, and highly applicable and relevant to stakeholders. All policies listed have been implemented, frequently updated, and readily available to all stakeholders. Policies are consistently integrated into the daily operations of your organization.
Supporting Information	Policy documents and supporting information on their implementation			

35 Club and Organizational Engagement

Question How does your organization reach out to and engage with affiliated clubs and organizations?

Grade 1 2 3 4

Rationale	No formalized strategy for outreach to clubs and organizations is in place.	There is some, although limited, interaction with clubs and organizations that occurs on an ad-hoc basis. Communication is not well documented.	Your organization is in regular communication with member clubs and organizations. Information sharing is efficient and frequent.	Your organization has frequent interaction and outreach with member clubs and organizations. Communication between stakeholders, members, and clubs and organizations is transparent and well documented.
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Supporting Information Supporting information pertaining to club and organizational outreach strategies

36 Dispute Resolution

Question How does your organization resolve disputes between, clubs, members, and organizations?

Grade 1 2 3 4

Rationale	No formalized strategy for dispute resolution exists. Dispute resolution takes place on a case-by-case basis without formal oversight.	There is a policy for dispute resolution, but it is underdeveloped or not strongly adhered to. Information on how disputes should be resolved is not made available to stakeholders.	Policies and procedures are in place and easily accessible to stakeholders.	Policies and procedures are well documented, publicly accessible, and can be easily referenced. External third parties are utilized to support the process, as appropriate.
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Supporting Information Supporting information pertaining to dispute resolution mechanisms and process

37 Risk Management

Question To what extent have risk management policies, practices, or strategies been formalized and adopted by your organization?

Grade

1

2

3

4

Rationale

No formal risk management policy or strategy exists. There is no regular or formalized process for reviewing risks.

An informal strategy for risk management is in place but it is not well documented or revised on a regular basis.

A risk strategy, policy, or process is in place. There is a culture of risk awareness within the organization. A risk register or matrix exists, but is not regularly maintained or updated.

A risk management strategy, policy, or process has been defined, communicated, and documented by your organization. Identified risks are documented in detail in a form of register or matrix, which is continuously revised and updated. Risk management tools are in place and incorporated into the operating environment of the organization.

Supporting Information

Strategy or policy documents on risk management, and/or supporting documentation pertaining to a risk register or matrix

38 Injury and Concussion Management

Question Does your PSO have appropriate mechanisms in place to prevent and address concussion and injury?

Grade 1 2 3 4

Rationale	No formalized prevention strategy for addressing safety issues exists. Management of issues take place on a case-by-case basis without formal oversight.	There are guidelines for prevention and management of safety issues but it is underdeveloped or not strongly adhered to.	Appropriate policies are in place to address prevention and management and procedures are adhered to at the provincial level.	Policies and procedures are publicly accessible and organization promotes safety standards across the sport. Organization has mechanism to enforce standards at both PSO and local level.
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Supporting Information Concussion policies, protocols

39 Harassment, Bullying, and Abuse

Question Does your organization have appropriate mechanisms in place to prevent and address harassment, bullying and abuse?

Grade 1 2 3 4

Rationale	No formalized prevention strategy for addressing safety issues exists. Management of issues take place on a case-by-case basis without formal oversight.	There are guidelines for prevention and management of safety issues but it is underdeveloped or not strongly adhered to.	Appropriate policies are in place to address prevention and management and procedures are adhered to at the provincial level.	Policies and procedures are publicly accessible and organization promotes safety standards across the sport. Organization has mechanism to enforce standards at both PSO and local level.
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Supporting Information Harassment policy, prevention strategies

D Revenue Generation and Finance

40 Financial Accountability

Question What mechanisms for financial accountability are maintained by your organization?

Grade **1** **2** **3** **4**

Rationale	1	2	3	4
No formalized process for financial oversight or accountability exists. The Board and organizational leadership lack the experience or ability to deliver meaningful and effective financial management oversight. Audited financial statements or review engagements are not employed as required.	Some progress towards developing financial goals and objectives has been made, but processes for financial management are informal. Audited financial statements or review engagements are not always employed as required.	There is a strong model for financial leadership in place that includes a formal management strategy. Audited financial statements or review engagements are employed as required.	The organization upholds effective financial leadership in the form of a responsive Board, transparent reporting, and financial management strategy. Audited financial statements or review engagements are employed as required.	

Supporting Information Audited financial statements or review engagements (as required), supporting documentation on financial accountability, management, and oversight

41 Fundraising and Revenue Generation

Question What strategies governing fundraising and revenue generation are in place and to what extent have they been executed by your organization?

Grade **1** **2** **3** **4**

Rationale	1	2	3	4
No strategies for fundraising or revenue generation are in place.	Fundraising and revenue generation are handled on an ad hoc basis and targets and objectives are not well developed.	Some strategies are in place surrounding fundraising and revenue generation, but they are not necessarily formalized. Fundraising initiatives frequently meet targets.	Coherent, well developed strategies for fundraising have been instituted by the Board and carried out by the organization's leadership. Fundraising or revenue generation targets are continuously met or exceeded.	

Supporting Information Fundraising and revenue generation strategies and reports

42 Budgeting

Question To what extent do established budgets help fulfill strategic objectives and targets?

Grade

1

2

3

4

Rationale

Budgets do not include targets or metrics and are not linked to the overall strategy and financial plans of the organization. Budgets are not frequently submitted in their entirety or on time. Minimal revisions of budgets or forecasts take place in between annual submissions.

There is some, although limited, connection between the organization's budgets and its progress towards meeting strategic objectives and targets. Budgets are produced annually and discussed with the Board, although revisions do not take place on a regular basis. Budgets are sometimes, but not always, uploaded as required.

Budgets are tied to overall strategy and financial plans, which also include detailed targets and strategic objectives. Budgets are monitored on a regular basis and uploaded as required.

Established budgets support the achievement of strategic objectives and targets. Financial forecasts are reliable and updated regularly. The Board and the organization's leadership work collectively on developing and maintaining the budget. Budgets are uploaded as required.

Supporting Information

Audited financial statements, supporting documentation on budgets and financial forecasts