

After School Hours Grant Program

Application Guide

We appreciate your interest in contributing to *New Brunswick's Wellness Strategy* and its vision of a healthy New Brunswick where, together, we learn, work, play, and live in a culture of wellness! As part of the Department of Social Development's support for the *Wellness Strategy*, the Wellness Branch provides funding for community based initiatives which support mental fitness and resilience, healthy eating, physical activity and tobacco-free living.

After School Hours Grant Program

The After School Hours Grant Program (ASHP) supports organizations in their efforts to increase physical activity, healthy eating, community connections and innovative learning experiences in New Brunswick's after school hours programs.

An After School Hours Program refers to any child and youth recreation-based program that is offered during the school year, and demonstrates after school opportunities for school aged children (5-17 years old), including children with disabilities, with a minimum of 3 days per week and 2 hours per day, during the priority time frame of 3pm – 6pm. In general terms, they are intended to offer all school-aged children affordable opportunities to be active, pro-social and engaged in fun activities while building positive relationships.

Grant applications will be accepted throughout the year, as long as funds are still available.

Eligible applicants can receive up to \$2,000 in grant funding.

FREQUENTLY ASKED QUESTIONS

How long does it take before a decision is reached?

The review process involves several steps, so please apply at least eight (8) weeks prior to the date you want to start your program. If your plans are for a program that will only start several months from now, you are welcome to submit the application earlier. In that case, you may not get an answer within 8 weeks, but you will know the status of your grant well before the start of your program.

Does the funding have to be spent by a specific date?

The funds provided have to be spent within the timelines of your program as detailed in the proposed plan within the application form.

What can I expect when I submit a grant application?

- **Pre-screening:** When your grant is first received at the Department it will be checked for a few basic things, such as whether the start date is more than 8 weeks away, whether the address and other contact information is complete, whether the budget adds up, etc. If any problems are found at that time, you will be contacted right away to make those corrections. Once the pre-screening is complete and the grant is ready for review, you will be informed by email. If you do not receive confirmation from the Department within 2 weeks of submitting your grant application, please contact us by telephone at 506-453-4217.
- **Grant Review:** The Department will review your application to ensure that your program aligns with the goals of the *Wellness Strategy*, and the grant program. If needed, staff members reviewing your application may be in touch with you one or more times during this review process to get more information about your program, and to provide guidance on how to strengthen your application.

What can be expected once a decision is reached?

If your application is successful:

You can expect:

- To receive an acceptance letter from the department.
- To receive payment a few weeks after you receive the letter (payment will be to the organization designated in your application)

We will expect:

- That your program will be carried out as described in your application.
- That you will submit your [Activity Report](#)* upon completion of the program.

If your application is unsuccessful:

You can expect:

- To receive a letter in the mail explaining why your application was unsuccessful.

The remainder of this guide is designed to help you respond to the questions in the application form. The sections of the guide correspond to the sections on the application form.

ORGANIZATION APPLYING FOR THE GRANT

To be considered for funding, your program must be led by a New Brunswick organization that is committed to furthering the wellness of New Brunswickers.

The types of organizations may include schools, networks, coalitions, municipalities, not-for-profit organizations (local, regional, provincial), associations and private businesses such as day cares or preschool programs.

Individuals are not eligible to apply.

Ensure the contact information is complete. Any missing information will cause delays in the review process.

IF APPROVED FOR A GRANT, WHO WILL RECEIVE THE PAYMENT?

Sometimes an organization applying for a grant doesn't have the resources to manage the funds for the project. In this case, another partner may receive and manage the funding as part of their role in the initiative.

If this applies to you, please provide this organization's name and contact information. Note that the partner receiving the payment for the grant must be an organization, not an individual, and that they must be located in New Brunswick.

Please note: Be sure you have the correct address and contact information. If you are approved for a grant, any errors in this section will cause delays in delivery of your grant payment.

The Government of New Brunswick is working toward introducing mandatory direct deposit. The benefits of direct deposit include:

- payments are processed daily while cheque payments are processed twice a week,
- you have access to your payment within two business days after it has been issued, and
- payment remittance notices are sent daily by e-mail rather than in paper form by regular mail, resulting in quicker delivery time and reduced processing costs.

To register, please complete the **Direct Deposit Form** and submit it to Service New Brunswick by mail (SNB Accounts Payable Services, PO Box 6000, Fredericton, NB E3B 5H1) or email (suppliermaintenance@snb.ca).

For more information & to get your own supplier number, please contact:

SNB Accounts Payable Services
 Tel.: 1-888-487-5050 (select your language of choice, then press '3')
 E-mail: apinquiries@snb.ca

AFTER SCHOOL HOURS PROGRAM INFORMATION

Application Question 1:

Before you spend time on your application, please make sure your planned program is eligible for funding:

Eligible to apply	Ineligible to apply
<ul style="list-style-type: none"> • New programs supporting the goals of the <i>After School Hours Grant Program</i> (unrelated to programs previously supported by the Wellness Branch). • Programs previously supported by the Wellness Branch with a clear demonstration of how the program has been expanded or improved, such as: <ul style="list-style-type: none"> ○ including different or additional groups of participants. ○ adding a leadership development component ○ focusing on additional or different aspects of wellness related to the goals of the program. ○ developing a new community partnership <p>NOTE: <i>Where there is an enhancement in the program and the activity report has been submitted, additional grants may be given for the same program if there is funding available.</i></p>	<ul style="list-style-type: none"> • Duplication / repetition of programs previously supported or currently funded through another grant program within the Wellness Branch. • Programs which have already taken place • Previously funded programs for which an Activity Report* has not been submitted. <p><i>If you are unsure if a specific program is eligible or ineligible, please ask for clarification prior to submitting your application.</i></p>

Application Questions 2, 3, 4:

Tell us when you expect your program to start and how long you anticipate it will continue. Also specify your daily hours of operation. Please remember that applications must be received at least 8 weeks in advance of the start date to allow time for the grant review process.

Tell us where your program will take place. For example: a community, a school, a specific building.

Describe your program clearly and in detail, including specific information about what will take place.

Application Question 7:

Programs will often impact people and the community beyond the program itself and the participants directly involved. For example, participants may share with their parents what they've learned about healthy eating and influence what the family will buy in the future when grocery shopping. Tell us how you think your program will create benefits that spread beyond the original participants.

Application Question 8:

To be considered for funding your program must align with the After School Hours Grant program goals and eligibility criteria, and include activities from each of the 4 main components. A blended approach allows for an optimal balance of programming with emphasis on multiple and diverse components. Therefore, we recommend that program time be allocated for each component; **physical activity - 30%, healthy eating - 20%, community strengths - 20% and learning experiences - 30%.**

This approach is flexible. For example, time spent focusing on physical activities may overlap with time spent concentrating on community strengths. The overall goal is to create a balanced program with constructive activities.

A) Physical Activity:

Being physically active regularly is essential for a well-balanced life and the optimal growth and development of children and youth. Participation in physical activity has endless benefits, including reduced health risks and improved overall health. Time spent being physically active can help nurture the spiritual, emotional, physical and mental well-being of individuals. The earlier children and youth learn the importance of physical activity, the more likely they will continue incorporating it in their everyday lives.

Physical activity should be kept at a minimum of 30 minutes per day and a **minimum of 30%** of time per week, in keeping with the [Canadian Physical Activity Guidelines](#). For example, if your program runs 15 hours per week, at least 4.5 hours should be dedicated to physical activities such as:

- Individual / team sports (not school affiliated).
- Moderate to vigorous physical activity
- Fundamental movement skills ([Canadian Sport for Life](#)).
- Alternative activities (Yoga, dance, Pilates, etc.).
- Outdoor activities whenever possible
- Play
- Trips to special and public recreation facilities (using active transportation when possible).
- Programs linked to active school/community programs.

B) Healthy Eating:

Healthy eating is essential for healthy human development at all stages of life. Choosing healthy and nutritious food gives our bodies energy and provides us with the nutrients we need to stay strong and healthy. The earlier children and youth learn the importance of nutrition, the more likely they will adopt lifelong healthy eating habits.

Activities to promote healthy eating, nutrition and food preparation skills should be provided a minimum of **20% of the time**. For example, if your program runs 15 hours per week, at least 3 hours should be dedicated to healthy eating activities such as:

- Hands-on food and nutrition related activities (cooking, gardening, grocery store tours, farm tours, food label reading, media awareness about food marketing, introductions to healthy foods from other cultures, etc.)
- Resources used based on [Canada's Food Guide](#) or [Canada's Food Guide for First Nations, Inuit and Métis](#).
- Activities delivered by community experts (dietitians, chefs, farmers, etc.)

All food provided during the program must meet provincial guidelines for healthy snacks from the Dept. of Education and Early Childhood Development [policies and standards](#) (scroll down to Policy 711). Snacks should include foods from two food groups.

C) Learning Experiences:

After school programs can provide valuable opportunities for learning. Incorporating different types of learning experiences, such as group projects, play, reading and storytelling can help children and youth develop academically, while acquiring new skills that they can apply in a variety of scenarios. Time allocated for participants to focus on homework can also be a valuable element of a broader, multipurpose after school program. Learning experiences that are fun, interesting, inclusive and go beyond a typical school day can benefit children and youth in and out of the classroom

At least **30%** of your after school program should be dedicated to learning experiences. For example, if your program runs 15 hours per week, at least 4.5 hours should be dedicated to learning experiences activities such as :

- Artistic endeavors (beading, painting, sculpting, scrapbooking, etc.).
- Skits, drama and staging plays
- Forest hikes and bird watching
- Gardening
- Building (snow forts, blocks, Lego, etc.)
- Playing music
- Story telling circles
- Outdoor pursuits (navigating, tree identification, etc.).
- Cooking
- Cultural experiences (multicultural music, dance, art, theatre and cuisine).
- Field trips
- Volunteering
- Academic assistance
- Reading
- Storytelling
- Homework
- Computer access for research/homework assignments.

D) Community Strengths

After school programs offer wonderful opportunities for children and youth to be active in their community. Taking advantage of your community's strengths by building partnerships with local people and organizations is a great way to improve the quality of your after school program, making it more fun and interesting. Partnerships provide opportunities for relationship building and can introduce the children and youth in your program to new and exciting activities. The earlier children and youth become involved with their communities, the more likely they are to continue giving back as active and engaged citizens.

Recognizing the wide diversity of interests and abilities, program content should reflect the strengths and interests of the community, parents and participants **up to 20% of the time**. For example, if your program runs 15 hours per week, at least 3 hours should be dedicated to highlight community strengths with activities such as:

- Field trips (landmarks, library, soup kitchen, etc).
- Arts and culture activities (museums, exhibitions, Pow Wows, inviting a local artist to perform, etc).
- Self-esteem building activities
- Leadership building activities
- Exploring natural environments
- Health and wellness educational activities (awareness activities on safety, etc).
- Additional time for physical activity, and healthy eating.
- Activities with community elders and seniors.
- Volunteering

Describe your program clearly and in detail, including specific information about which activities will take place and how often.

To access more information and suggestions of activities for each of the main components of the ASH grant program, be sure to consult *The NB Playbook – A resource for quality after school programming* at www.nbplays.ca/. You can also contact NB Plays by phone at (506) 459-1929 or by e-mail at info@nbplays.ca

Application Question 9:

Opportunity for additional funding

There is an opportunity for additional funding support around the healthy eating component by implementing the CHEFS! Toolkit ([Chefs! Getting a Start on Healthy Living](#)) in your after school hours program. This toolkit is designed for anyone who is looking for a fun and interactive way to introduce children to healthy eating, cooking skills, and physical activity. You will find this toolkit easy-to-use and filled with “kid-tested and approved” activities. These activities are designed to increase the participants’ knowledge, skills, and self-confidence so that they can make healthier lifestyle choices for a lifetime.

If you have questions or need support in implementing the toolkit, please contact the Wellness Branch at (506) 453-4217.

AFTER SCHOOL HOURS PROGRAM PLANNING

Recommended Resources

Some of the following resources might help you with the planning of your program:

- The NB Playbook – A resource for quality after school programming www.nbplays.ca
- Chef's! Getting a Start on Healthy Living www.gnb.ca/wellness
- New Brunswick's Wellness Strategy (www.gnb.ca/wellness)
- The [Wellness Movement](#)
- New Brunswick Food Security Action Network (www.nbfoodsecurity.ca)
- Healthy Eating and Physical Activity Coalition (www.hepac.ca)
- Mouvement Acadien des Communautés en santé du Nouveau-Brunswick (www.macsnb.ca) and Wellness Magazine "Le RéseauMACS
- Société Santé et Mieux-être en français du Nouveau-Brunswick (www.ssmefnb.ca) Facebook Page: www.facebook.com/SSMEFNB et compte Twitter : www.twitter.com/SSMEFNB

**Please note that the links for the above organization are available in French only.*

Application Question 10:

My Community at a Glance profile

- To find your community profile, visit www.nbhc.ca/community-profiles
- To learn how to use your profile, visit www.youtube.com/watch?v=81MnUYqw0po

My Community at a Glance profile provides a snapshot of the people who live, learn, work and take part in activities within your community. The data in the profile has been chosen to help you identify both the assets (strengths) and the areas of need in your community.

Having access to this kind of data about your community can help you tell the story of “why” your initiative is important. It can help you choose which activities will be important, and better understand the strengths of your community. Finally, the data in the profile can help you generate support for your initiative by attracting new partners.

Here are some examples of data available in the profile. Look through the profile to find data that relates to your own initiative:

What do you want to learn?	Where to look?
COMMUNITY FACTS: Is my community growing or getting smaller?	Page 5 Population change (2006-2011) %
PHYSICAL ENVIRONMENT: How many youths in my community walk or bike to school?	Page 9 Youth walking or bicycling (2013) %
HEALTH BEHAVIORS: What are the most popular physical activities in my community?	Page 10 Top 5 physical activity participated in the last 3 months (2009–2011)
HEALTH BEHAVIORS: How many kindergarten to grade 5 children in my community eat 5 or more fruits and vegetables daily?	Page 10 Kindergarten to Grade 5 (2010-2011)%
HEALTH BEHAVIORS: How many kindergarten to grade 5 children in my community are physically active at least 30 minutes 3 or more times per week?	Page 10 Kindergarten to Grade 5 (2010-2011)%

Here are examples of how you might use the data:

- Your profile shows that the percentage of children in your community that are overweight is higher than the provincial level (Page 10). In your program, you might decide to do regular physical activities and implement the CHEF's tool kit.
- Your profile shows that there are a large number of seniors in your community, even higher than in the rest of the province (Page 5). Seniors have experience and wisdom that they can share, and may have time available for volunteering. Perhaps you could partner with a seniors organization and have seniors become part of implementing your program.
- You notice that the sense of community belonging (page 14) is very high. You can capitalize on that sense of belonging to help mobilize partners around your project.
- You may find that the youth in your community have indicated that their mental fitness needs are being satisfied by their friends at a higher rate than in other settings. You might consider giving youth the opportunity to take the lead (or play a more significant role in the decision making process) for the activities you were planning to organize for them. Allow them to work with each other and make decisions on the activities. Provide them with clear and reasonable boundaries and the supports they need to move forward when they need it.

Application Question 11:

Other sources of data

The *My Community at a Glance* report incorporates data from several sources. Some of these are listed below in case you want to consult these reports directly:

- **Student Wellness Survey** – Most schools in New Brunswick participate in this survey every three years. Each school that participates in a survey receives a report on their own school data. If you are in a school, you can access the most recent Student Wellness Survey for your school by contacting the New Brunswick Health Council.
 - By phone (8am-4pm) at 506-869-6870 or 1-877-225-2521
 - By email at info@nbhc.ca
- **Community Health Needs Assessment (CHNA)** - New Brunswick communities within the Horizon Health Network area have completed or are in the process of completing a CHNA. Needs were identified by a community working group and focus groups. To find the CHNA, go to <http://en.horizonnb.ca/home/media-centre/publications> and click on the *Health-needs Assessment Summaries* link on the left side of the page.

Application Question 12:

When participants are involved in the planning and delivery of an initiative, it helps to attract interest, build support, and can improve the quality and success of the initiative. This involves making sure that the participants' three fundamental needs for Competence, Autonomy and Relatedness are met.

Having a sense of **Competence** means that I have skills, strengths and abilities that are recognized by myself and others. When I use them to meet goals and help others I feel a sense of accomplishment and worth.

Having a sense of **Autonomy** means that I have a voice and I am able to make decisions about things that are important to me and others. Others support me in my choices.

Having a sense of **Relatedness** means that I feel like I belong and I am connected to important relationships that support and encourage me. I also support and encourage others.

In order to support these needs for your planning team and your participants, consider the following:

C = Competence A=Autonomy R=Relatedness

During the planning and implementation of the initiative...

- Does the initiative recognize the skills and strengths of the participants? (C)
- Does the initiative encourage participants to share their ideas and opinions? (A)
- Does the initiative offer them choices? (A)
- Does the initiative encourage positive relationships? (R)
- Does the initiative consider the needs of the target audience? (R)
- Does the initiative demonstrate respect, acceptance and interest in the input of others? (C,A,R)
- Does the initiative invite the community to share their skills and talents to strengthen and sustain it? (C,A,R)

During the initiative, the facilitator can...

- Plan activities with the participants. (C,A,R)
- Promote the development of new skills and knowledge (C) and encourage the participants to practice and apply those skills outside the program.
- Provide opportunities for input or feedback. (A)
- Consider the interest of the participants. (A,R)
- Promote the success of the participants. (C,R)
- Offer choices and the opportunity to make decisions. (A)
- Acknowledge and celebrate skills and strengths. (C,R)
- Encourage respect, inclusiveness and acceptance. (R)

For more information on this approach and how it relates to mental fitness, visit www.gnb.ca/wellness.

Application Question 13:

Are you part of any wellness network?

Being part of a network can help you connect with potential partners, help you find new/different resources, promote your initiative, or learn from other success stories.

Application Question 14:

Community partnerships

Taking advantage of your community's strengths by building partnerships with local people and organizations is a great way to improve the quality of your after school program, making it more fun and interesting.

Possible partner roles and contributions include, but are not limited to:

- Facilitating sessions
- Providing space at no cost
- Providing transportation to participants
- Printing handouts for the program at no cost
- Volunteering
- Donating equipment or materials (a garden tiller, a projector, kitchen supplies, sporting equipment, etc.)

There are Regional Wellness Networks across the province. Contact your [Regional Wellness Consultant](#) to find out about the wellness networks in your region. (Go to www.gnb.ca/wellness and click on the *Regional Offices* link on the right side of the page.)

BUDGET

Application question 15:

Please provide details on how you plan on using the funding provided by the Department of Social Development (list of expenses/items to be bought, with corresponding amounts for each). Should you decide to request the additional \$1,000 to go towards the implementation of the CHEF's tool kit, the total of expenses listed should be at least \$2,000. Should you decide not to request the additional \$1,000 to go towards the implementation of the CHEF's tool kit, the total of expenses listed should be at least \$1,000.

MEASURING YOUR SUCCESS

Application Question 16:

Knowing what you want to accomplish is essential for the success of your program. When planning your program, you need to determine how you will evaluate the goals you set-out to reach. To do so, you need to ask yourself these questions:

- What will be achieved?
- What's in it for participants?
- What benefits or changes are there for participants or for the community after their involvement in this program?
- What changes will you be able to measure?
- What tool(s) will you use to measure these changes?

The next step is to ask yourself what is the best way to evaluate the extent to which you've reached your goals. Measuring the extent to which you've reached your goals can be done in a number of ways: participant survey, interviews with participants, pre and post questionnaires, tracking forms, collecting testimonials, partner survey, etc.

You don't have to measure everything, but instead focus on 2 or 3 goals you want to reach.

Keep in mind that, if your application is approved for funding, we will ask you to tell us what happened in your [Activity Report](#)* after your program is over.

CELEBRATION

Application Question 17:

Reflecting on the successes and challenges of your program is important and will help you identify learnings, stories, and reasons for celebrating. It will lead to new ideas for continuing to move forward. Other people can also be inspired and energized by what you have achieved.

Here are some of the ways you can share your learnings, resources and successes:

- Your own Facebook, web page or other social media tools
- Community newsletter or newspaper
- Radio
- The [Wellness Movement](#) or on Facebook at WellnessNBMieuxEtreNB
- Mouvement Acadien des Communautés en santé du Nouveau-Brunswick (www.macsnb.ca) and Wellness Magazine "Le RéseauMACS" * *Link is only available in French*
- Healthy Eating and Physical Coalition newsletter (www.hepac.ca)
- New Brunswick Food Security Action Network newsletter (www.nbfoodsecurity.ca)

If your application is approved for funding, remember that we will expect you to tell us, in your [Activity Report](#)*, how you shared your story with others.

SUBMITTING YOUR APPLICATION

Before submitting your application, check to make sure you have answered all the questions.

***Note:** for electronic versions of all the forms and documents related to the After School Hours Grant Program, go to www.gnb.ca/wellness and click on the After School Hours Grant Program link on the right side of the page.

For more information or to submit your application, please contact:

Email: mieux-etre.wellness@gnb.ca

Telephone: (506) 453-4217

Fax: (506) 444-5722

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