

LONG TERM ATHLETE DEVELOPMENT



IMPLEMENTATION PLANNING GUIDE



Provincial and Territorial Sport Organizations



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INTERPROVINCIAL SPORT AND
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Introduction

This *Long-Term Athlete Development - Implementation Planning Guide* was created by the Federal-Provincial/Territorial LTAD Management Team to assist Provincial and Territorial Sport Organizations (P/TSO's) in working collaboratively with National Sport Organizations (NSO's) and other partners to change and improve the sport delivery system in Canada.

The health and well-being of the nation and medals won at major Games are simple by-products of an effective sport system.

With the support of the Federal-Provincial/Territorial Sport Committee (F-P/TSC) and Sport Canada, this guide was created to address the need for consistent Long Term Athlete Development (LTAD) planning and implementation in all sports across all provinces and territories. The impact of the Canadian Sport for Life (CS4L) movement and LTAD will be maximized when sport organizations not only draw on expertise from within sport, but also when they engage and collaborate with other sectors that impact the promotion and delivery of sport, recreation, education and active-living to create a system that allows all Canadians to get an Active Start and be Active for Life.

Purpose of this Guide

This guide was written for P/TSO's that are looking to implement the actions and new directions outlined in their sport's National LTAD model that was created by their NSO. The guiding steps, samples and best practices provided in this guide will be helpful to P/TSO staff and volunteers involved in leading the LTAD planning process, communicating the benefits or implementing the plans you create.

The suggested planning process in this guide is intended to support P/TSOs as they conduct their core business in step with LTAD principles. The process described can be used by P/TSOs to begin their LTAD implementation planning process and provides a general outline, including examples, samples of the processes and best practices that are being implemented throughout the country.

In developing a LTAD Implementation Plan for your P/TSO, you may closely follow the steps suggested in this guide or you may wish to adapt or adjust the order the steps appear to best suit the needs of your sport organization. Regardless of the steps you follow, the most important outcome should be a plan that is guided by your national sport LTAD model and one that your organization believes in and will embrace as the path to improve sport in your province or territory.

Canadian Sport for Life (CS4L) – the movement - and Long Term Athlete Development (LTAD) – the foundational model - are inherently linked. As such, CS4L and LTAD are often interchanged in their use; however, for the purpose of this Guide, we will use LTAD as the reference to the model and process leading to a better sport system and developmentally appropriate sport for all Canadians.

Guiding Steps for LTAD Implementation

Section A: Lay the Foundation

In preparation for the important work to be done, there is a lot to think about before the actual planning begins. The following steps are set out as guide for your P/TSO to consider as you begin your LTAD implementation planning process. It is intended your sport organization will adapt or modify for your use.

Step 1: Understand and Know CS4L and LTAD

Educate yourself, your Board and others within your sport as to what Canadian Sport for Life (CS4L) is all about, including Long Term Athlete Development (LTAD) and the principles that guide this “Made-in-Canada” sport development model.

Canadian Sport for Life publications and other documents are at www.canadiansportforlife.ca.

Also familiarize yourself with your sport’s National LTAD Model, as developed by your NSO:

- Seek out your NSO’s national LTAD Strategic Implementation Plan and Sport Competition Review (if available).
- Search out your NSOs involvement in LTAD – find out where they are at and how you and your P/TSO can be involved.
- Find out and communicate with your NSO – LTAD contact. Check out the NSO website for the latest on LTAD initiatives or developments.

Insight:

The LTAD implementation planning process should compliment and integrate with existing NSO LTAD Models, NSO Competition Reviews and P/TSO planning documents, rather than a stand-alone plan. It should become part of a P/TSO’s core business!

Step 2: Develop a Support Network

Engage your P/TSO Board of Directors at the start of the process!

- Provide your Board with the latest LTAD information from your sport
- Seek Board approval to initiate the LTAD implementation planning process
- Gain approval to establish a “LTAD Implementation Planning Team”
- Identify who will be your sport’s lead LTAD Implementation Planning person

Step 3: Identify your sport's LTAD Implementation Planning Lead or Champion

Designating a person or persons to lead the process will be key to building momentum and achieving success with LTAD implementation. Leadership can come from whoever is best for your sport organization, but establish your Champion(s) early in the process.

Step 4: Contact your Provincial/Territorial Government Department

Find out what your provincial government branch/department or funding agency is doing about LTAD and how they can contribute to implementation planning.

- Enquire about possible funding support AND planning facilitation supports (i.e. LTAD Experts) or other resources that may be available.

Step 5: Find a Planning Facilitator

Engage services of CS4L-LTAD Expert or planning facilitator. If you have connections to your NSO and their national LTAD lead person, enquire about the NSO contributing to your provincial or territorial implementation process.

Other options include asking your P/T Government contact for assistance in securing a planning facilitator OR utilize someone with facilitation expertise from within your sport to help guide you through the LTAD Implementation process.

Step 6: Develop a LTAD Implementation Planning Team

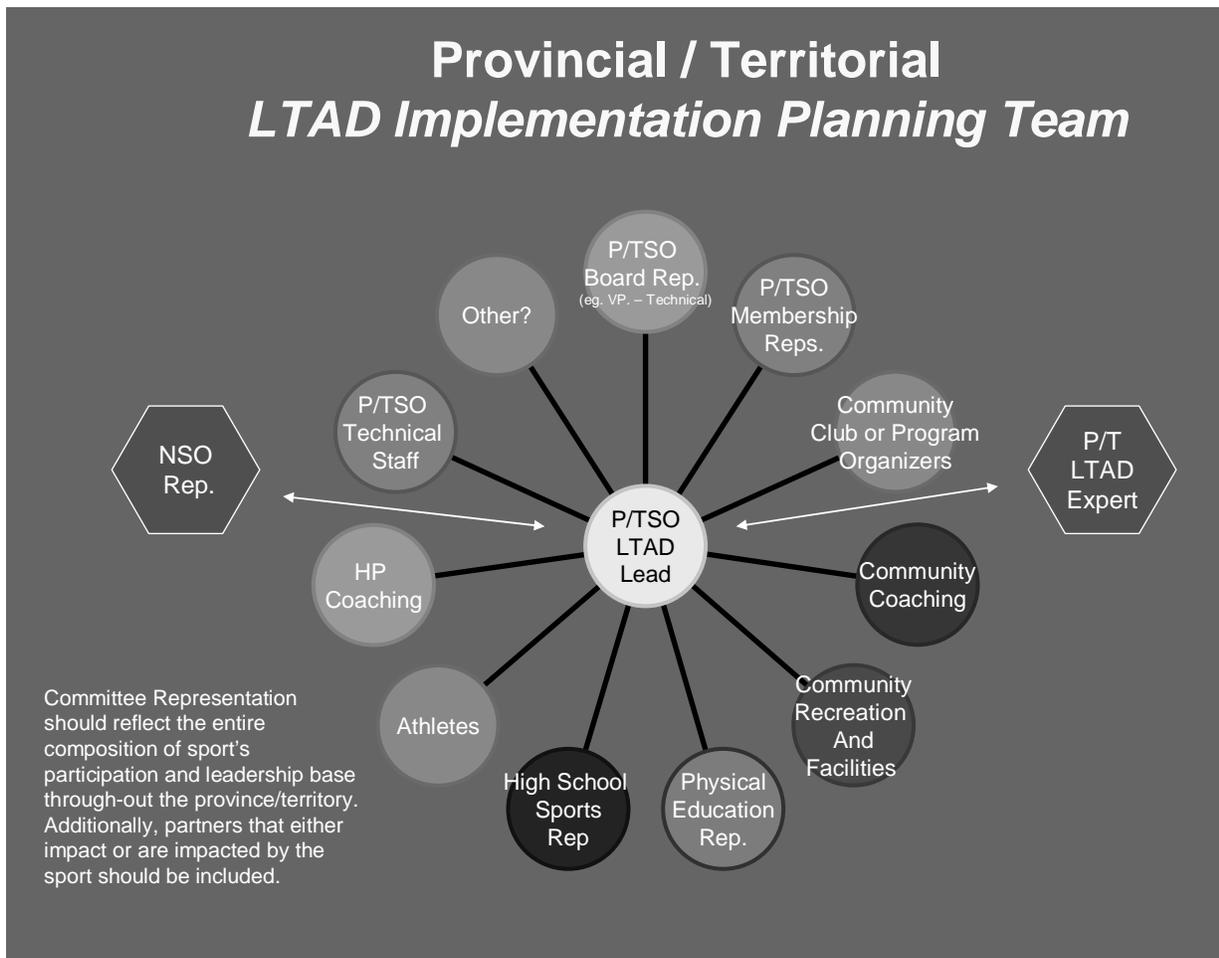
Establish your Provincial / Territorial Sport LTAD Planning Team. Your Planning Team will become your 'champions' for taking things in a new direction and making the plan happen.

- Strive to ensure your team is representative of your entire sport, including key partners that impact or contribute to your sport
- Include individuals that can make a difference
- Include your NSO on the team, if and whenever possible
- Seek out LTAD expertise – if available – to add to your team

Insight:

The success or failure of your LTAD Plan may very well depend on the composition of your Planning Team. In forming your Team, seek out people who are committed, positive, leaders, visionary, and influential and have expertise in LTAD. Your Team will give credibility and validity to your plan!

The following schematic is a sample Provincial Sport LTAD Implementation Planning Team that might represent the type of network you establish and include in your LTAD planning process.



For an additional example,

See *Appendix A) New Brunswick Speed Skating Association's:
'Planning Team' Terms of Reference*

QUOTE:

Long Term Player Development is engaging our Clubs, Districts and Leagues in a very positive way. Recent workshops have provided the soccer community with a chance to discuss LTPD and direct the structure of soccer in Ontario to ensure that Players are the central focus in the decisions we make.

*Randy Ragan, Chief Technical Officer
Ontario Soccer Association*

Step 7: Let People Know this is Happening

Undertake an initial communiqué to your membership and key partners to advise that the LTAD Implementation Planning is about to begin.

Information to pass along may include:

- Your Board of Directors has approved and supports planning for this new direction
- A representative “LTAD Planning Team” has or will be established to guide the process
- Distribute copies of your sport’s national LTAD plan, or a link to website where further information can be found
- Give advance notice that your LTAD Planning Team want to engage the membership in the process i.e. future meetings, etc.

Plan to undertake several additional communiqués, to keep your Board of Directors, membership and partners updated as the implementations planning process unfolds.

Insight:

Consider having a “Launch Event” to kick off the start of LTAD planning for your P/TSO! Invite your membership and other stakeholders and celebrate a bright future ahead for your sport.

Keys to Success – Planning to Make a Difference

- 1) Start with your national sport LTAD plan and resources provided by your NSO. The good work already completed will “kick-start” your provincial/territorial planning efforts.
- 2) Don’t plan in isolation. Include representation and perspective of EVERYONE who contributes to or participates in your sport.
- 3) Involve LTAD expertise – ask for suggestions and feedback to ensure compliance with LTAD principles.
- 4) Engage and/or communicate with your NSO as you begin the process. Access their expertise, as they have a vested interest in successful implementation of the LTAD model in your province or territory.
- 5) A “Can Do” attitude! Engage the type of people that are pragmatic and problem-solvers. You need people that can make things happen and will fight for your cause.

Section B: Get Ready to Plan

Once you've laid the foundation and are ready to engage your LTAD Planning Team, it's important to create a healthy environment where people are committed to a shared purpose and ready to manage change and transition in your sport.

Step 1: Prepare the Team

It will be important for your LTAD Implementation Planning Team to establish a high level of trust and identify a shared outcome for this project. Effort should be made at the outset to bring your team together to build a positive climate and identify what you collectively want to achieve.

- Determine your vision and what you want to achieve?
- Decide on the planning 'style' that best suits the team in developing your LTAD implementation plan. While the Planning Team will take the lead, the process should be participatory and consultative, involving stakeholders and partners when possible.
- Develop a critical path, including when and how often the planning team will meet and how work will get done between meetings? What are timelines to complete the project? Build LTAD progress meetings into your critical path.

***Be realistic – people are busy and planning is time consuming. Experience shows that 15 – 18 months is required to complete a plan.*

- Agree on the final format of the plan. Think about who will use it and how it can best communicate actions steps to be taken.

*See Appendix B) BC Cross Country Ski
Appendix C) Nova Scotia Soccer*

*Note: Additional sample plans can be found on the Canadian Sport for Life website
www.canadiansportforlife.ca/default.aspx?PageID=1181&LangID=en*

Insight:

Be prepared for 'bumps' along the way! Prepare to be flexible with your planning and implementation, as the process may seem daunting at times. Consider smaller, manageable pieces and build one step at a time till you eventually reach your LTAD vision.

Step 2: Consider Logistic and Administrative Details

- Prepare a budget
- Determine needs for meetings, communications and administrative support
- Investigate possible support from funding organizations
- Determine human resource support or LTAD expertise available

Step 3: Link with Your P/TSO Strategic Plan

- Your LTAD implementation plan should be your sport organization's core business. Organizational strategic plans must be integrated with – not separate from – your LTAD.

Section C: Build your LTAD Implementation Plan

The following steps can guide your Planning Team through an inclusive and thorough LTAD implementation planning process. In the end, you want a well-documented, easy to understand plan that all your stakeholders will claim ownership of and act upon to implement the new LTAD direction for your sport.

Step 1: Assessment of Your Current Sport Development System

“How are we doing in relation to our NSOs LTAD model?” If your P/TSO sets out to answer this question, you’ll be conducting an assessment of the current state of your sport in your province or territory. Your efforts should provide a compilation or “inventory” of sport development programs and competitions, as well as a complete assessment of your current sport programs and activities.

Insight:

As part of this assessment, you may want to survey your members or clubs to collect and compile data to help determine your organization’s strengths and weaknesses in relation to LTAD principles and your sport’s LTAD model. This will allow your membership to get involved in the process as well.

QUOTE:

When we started the dialogue about LTAD people thought it would be impossible to do. Once we explained “why” and “how” it fits with all the other programs the model was better understood, especially with schools. They are now doing the same things as everyone else and we expect to see increased quality of effort and ultimately a better progression of athlete development. Awesome!

*Rob Guy, Executive Director
Athletics Manitoba*

Engage your Planning Team and start by reviewing your sport within the context of LTAD stages as identified in your NSOs LTAD model. The 7 pillars of Athlete Development identified in several samples may be a useful format to follow – Athletes, Coaches, Officials, Competition, Facilities, Leadership and Parents in the context of the LTAD Stages.

*See Appendix D) Sport Programs Inventory Matrix
Appendix E) Quebec Athlete Development Plan Matrix*

This assessment should create a picture of your current sport development system, including programs and services AND current roles & responsibilities of the various partners within your sport delivery system.

*See Appendix F) British Columbia -
Program Inventory for Recreation Centers and Programmers*

Step 2: Undertake a Gap Analysis

From the inventory established above, it's likely that the current sport development picture is different than the one described by the NSO LTAD model. In plotting and matching your current programs and activities to the stage descriptions, specific gaps and overlaps may become evident.

It is important during this step to review the 10 Key Factors of LTAD to ensure that you are identifying the gaps between current program delivery and your sport's LTAD.

See Appendix G) Canoe-Kayak B.C. Implementation Plan - Inventory & Gap Analysis

Insight:

The 'Gap Analysis' may be the most important step in the planning process. It is critical in determining areas of need, priorities and the next steps in planning. A dedicated session(s) to the gap analysis should be planned.

Time to check-in ...

At this point, it may be a good time to check in with the Board of Directors of your P/TSO and with other partners to engage them in the work you have completed to date. Engaging others along the way can only help everyone "own" the implementation plan once completed.

Step 3: Develop Your Plan of Action

From your sport assessment and gap analyses, you can move to developing a concrete LTAD implementation plan. Here are some elements you may want to consider in creating your plan.

- **Identify Key Areas of Emphasis**

From the gap analysis, determine some core areas on which to focus your LTAD implementation planning. One method of doing this may be by using the stages – beginning at Active Start and moving through to Active for Life or the 7 pillars identified above.

QUOTE:

In the process of implementing Volleyball's LTAD model; we were able to examine and identify that training and competition for developing athletes was adult based and inappropriate for this level. This initiated the development of Triple Ball, a modified game that has been introduced to make competition more relevant to young athletes. Triple Ball helps Alberta athletes accelerate their skills and decision making, experience success and have triple the fun!

*Jim Plakas, Technical Director
Alberta Volleyball*

- **Set Goals and Objectives**

Within each of your key areas of emphasis you will want to establish a goal and objectives. Your national sport LTAD Plan: goals and objectives may be used as a guide in determining P/TSO goals and objectives.

Insight:

Goal setting is not a random exercise. The goals you establish should ultimately lead you to reach the vision you have for your sport in your province or territory. Effective goal setting should follow the SMART principle whereby your Goals have the following attributes:

- S** - Specific
- M** - Measurable
- A** - Attainable and Agreed upon
- R** - Relevant and Realistic
- T** - Time-bound

- **Establish Priorities**

To narrow your scope and bring focus to your plan, you will want to determine priorities for the over the next few years.

- **Determine Action Steps**

The next step will be to define strategies and actions for each goal area. You will need to sequence the activities, identify partners and timelines. There needs to be agreement on what to do, who is to do what, when and how?

- **Plan Evaluation**

Including 'indicators of success' into your plan will provide a means to determine if you are on-track with your actions and timelines and to gauge progress being made.

Insight:

Give consideration to what the impact of your plan and the proposed changes may have on your P/TSO and on your sport community. It's important to recognize your sport culture and reality. Acknowledge there will be challenges and roadblocks along the way, but strive to ensure your plan remains realistic and achievable.

QUOTE:

Ontario Basketball and Canada Basketball have worked quite intensively together to review our competition structure and training models. We believe we've made some great inroads. It's been an enlightening experience conducting a comprehensive competition review. Our pilot regional leagues have really been well received by our membership and we will continue to expand in the next few years. The start of the Introduction to Competition NCCP course coinciding with our Canadian Sport for Life evolution has given our new coaches a great foundation for how basketball should be developed in Ontario and in Canada.

*Michele O'Keefe, Executive Director
Ontario Basketball*

Step 4: Clarification of Mandates: Roles and Responsibilities

To transition to new directions identified in your LTAD plans you may need to identify what new or different roles and responsibilities various partners and structure play in your provincial or territorial program delivery.

Clarifying roles of stakeholders within your sport: P/TSO, NSO, member clubs, schools, coaches, parents etc. in terms of responsibilities (solo or shared) in ensuring “developmentally appropriate” sport programs and complimentary services that are offered throughout all LTAD stages of athlete participation will need to be determined.

Clearly define the roles of other partners not directly involved but who have a significant impact on your sport. (e.g. funders, sponsors, facility operators, etc.)

Finally, be sure to determine and clearly state roles and responsibilities for LTAD planning and implementation within your own P/TSO organizational structure. Knowing who is responsible for specific areas of LTAD implementation will greatly enhance your chances for progress and success. In many cases, the national sport LTAD model developed by your NSO will identify roles and responsibilities.

*See Appendix H) Canadian Cycling Association - Roles and Responsibilities
Appendix I) Baseball Canada - Stakeholders Roles*

Insight:

At this point in the process getting some outside feedback to your draft plan may be very effective. Identifying someone that knows your sport but not directly involved in the process may provide a refreshing review and constructive feedback to the planning.

Step 5: Report Back and Seek Approval from P/TSO Board of Directors

Once your LTAD implementation plan is more or less complete, an important step in the process will be final approval from your Board of Directors. The Board must agree with and support the proposed new direction and give their support for the actions that your P/TSO must undertake to bring about the positive changes you want.

Reporting back may also extend to your P/TSO membership, depending on how communications was directed at the beginning of the process.

Section D: Successful Implementation

Once your Provincial/Territorial LTAD implementation plan is complete, you will need to put the plan into action!

Step 1: Identify “Who” is Responsible for Implementation

Putting your plan into action will require leadership from within your P/TSO and broader sport system. Once you determine the steps and actions to be followed, assign responsibility to the person or people that can best make things happen. Consider P/TSO staff; LTAD Planning Team members; Board Members; Influential and respected coaches, etc. Sharing the responsibilities will help build ownership for new directions you wish to take your sport.

Step 2: Share Your Plan

Don't keep your plans a secret! Distribute copies of your plan to all those who need to know:

- To your NSO
- To your membership
- To parents
- To sport delivery partners (e.g. Schools, municipalities, facility operators, etc.)
- To P/T Governments
- Post on your Website (general distribution to the public)

Insight:

Communication is important in successfully moving your sport forward in a new direction. Throughout the implementation planning process, be sure to touch base with your P/TSO Board of Directors ... with your membership ... with coaches ... with parents ... and other delivery partners. Let them know about progress; invite their input and most importantly, find a way for this to become the 'new LTAD direction' for everyone in your sport.

Step 3: Plan your Communications

Think about how the LTAD implementation plan will be presented? I.e. A report, letter, executive summary to general membership and interested persons, posted on your website monthly and full document when completed. Who will get what information about your plans?

In the development of your communications plan you may want to ask the following questions:

- Who do you need to know?
- Who do you want to know about plans and results?
- Are all levels of your sport structure and partners in the know?
- Who can help (or hinder) with progress of your sport's LTAD plans?
- How will you encourage and consider feedback? How will you respond to feedback both positive and negative?
- What opportunities do we have to partner with others to help 'spread the word'?

QUOTE:

We have seen a huge increase in kids playing baseball because of Rally Cap, a new LTAD program.
*Morgan de Pena, Exec. Director
Baseball Manitoba*

Step 4: Monitor Progress

The monitoring process is often forgotten in the planning stages. It is important to pay attention to this step. Someone from the planning team needs to be assigned to play this role.

- Are we following through on the tasks and timelines we created?
- Is our plan still relevant given our current situation?
- Have ongoing discussions about responsibilities and deadlines taken place?
- Have we documented results, progress, etc. to keep a historical record of LTAD progress
- Is our plan aligned with our NSO's LTAD plan?

Insight:

The monitoring process is vital in that it legitimizes your LTAD plan by allowing adaptations along the way to changing times and influences. The flexibility to change priorities or actions is key to keeping the plan relevant.

Step 5: On-going Evaluation

To evaluate the success of your implementation planning, there needs to be a way to track progress and measure success over time at both the provincial/territorial and community levels.

You are going to want to know if you've achieved goals and objectives determined at the outset. Milestones of 6 months and one year can be established to formally review the plans progress.

- What have you done so far?
- How are things currently going?
- Where is there progress? Where are there roadblocks?
- What suggestions have been made on how things might be done differently?
- Is there a pre-determined process and pre-set date or timeline to review the plan?

Insight:

As you go about monitoring, evaluating and adapting your LTAD implementation plans, be sure to report back to your Board of Directors, your membership, your funders and your NSO. Also, keep your Planning Team informed as they will continue to be your champions for your sport.

QUOTE:

We use our sport's LTPD to measure everything we do with our programs and services. It gives us a guide to ensure our programs are aligned, developmentally appropriate and working toward a common vision for soccer development in Canada.

Dave Nutt, Director of Soccer Operations
Saskatchewan Soccer Association

Conclusion

This resource was developed to support the incorporation of the Canadian Sport for Life principles by provincial and territorial governments and implementation of Long Term Athlete Development models by P/TSO's across the country. It is intended to minimize the need for provincial and territorial sport leaders to reinvent the wheel when facing similar challenges. By sharing these best practices, we can support and encourage more active citizens, improved physical literacy and better athlete development programming. As you work to improve sport by putting LTAD into action, we encourage you to share the resources you develop, just as the contributors to this guide have so generously done.

Best of luck and Kaizen!

F-P/T LTAD Management Team

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Examples of P/TSO LTAD implementation plans and resources are being developed continually. Other examples and complete versions of P/TSO LTAD plans can be found at:

<http://www.canadiansportforlife.ca/default.aspx?PageID=1181&LangID=en>

Appendix A

Terms of Reference Speed Skating New Brunswick

Canadian Sport for Life – Long-term Athlete Development Model Implementation Committee (Draft – December, 2009)

Introduction

The existing sport system has evolved through several decades to what it is today. Change has often come in small steps and significant change has often taken years to be fully accepted. While most sports have introduced some developmentally appropriate programming (mini-rocks curling, mini-soccer), others have not. Further, in many cases, competition structures may interfere with rather than support athlete development.

Sport is at a cross roads. The Canadian Sport for Life Long-term Athlete Development Model has been adopted by all sports and evolves the current traditionally based sport models with a developmentally based approach. It looks at children and youth not as mini adults, but in terms of their own developmental capacities. It looks at competition as part of the development process and not an end point at which there are simply winners and losers. The model advocates for the development of the athlete first and then the player, with the belief that this method provides greater potential for individuals to optimize their athletic potential. It warns against early specialization and promotes system integration that will support athlete transfers (migration) from sport to sport. In short, it identifies a pathway to a better sport system that has a larger participation base, a broader mid-section and a higher performance peak than ever before.

With the completion of sport specific long-term athlete development guides and sport competition reviews, the sport system is now facing transformational change. Change will require leadership, expertise, time and a commitment to see it through. There will be those who like the existing system and who do not want to change, but this process is intended to look forward to develop a better more prosperous future for the sport and is not designed to capitulate or rest on past laurels. The changes will require new competition structures, new athlete development programs, new coaching strategies and changes to officiating. Volunteers will need to be re-trained and parents educated. It will require commitment and persistence through-out our entire provincial and national sport structure.

The sports that successfully make the necessary changes will prosper; those who do not will stagnate.

Role of the Provincial CS4L Implementation Committee

The Committee will:

1. lead the implementation of the sport specific National LTAD model and competition review
2. work with the standing committees to develop programs, resources, policies and guidelines for the board's approval
3. play a lead role in educating the committee members, club leaders, coaches, officials, volunteers and parents
4. create new champions and supporters
5. monitor compliance with the new LTAD-based sport model
6. manage the change process

Membership of the Committee

The board shall appoint to the Committee one member from each of the following Committees: Coaching, Athlete Development, Competitions and Officiating. It shall also appoint up to two members at large. The Technical Director shall also be a full member of the Committee. The Board shall also contact the provincial government and its national sport governing body to acquire expertise to support the Committee.

Decision Making Authority

The Committee shall work in conjunction with the standing committees to develop programs, resources, policies and guidelines that shall be presented to the board for its approval.

The Committee shall also be empowered to make decisions on LTAD related matters forwarded to its attention for action by Committees or the board.

Responsibilities

1. To develop a plan to implement the sport specific LTAD model and new competition structure.
2. To present the plan to the membership for review and adoption.
3. To educate the members of the Competition Committee (CC) on the new competition formats and their rationale.
4. In conjunction with the CC, prepare a revised Competitions Manual that reflects the changes.
5. In conjunction with the CC, prepare a competition calendar for the coming season.
6. Support the implementation of the new System of Competition in the province.
7. To educate the members of the Athlete Development Committee (ADC) on the LTAD, the new competition formats and their rationale.
8. In conjunction with the ADC, prepare a revised Provincial Team Guide that reflects the changes.
9. To educate the members of the Coaching Committee on the LTAD, the new competition formats and their rationale.
10. In conjunction with the Coaching Committee, prepare revised coaching standards and a new coaching development plan.
11. To educate the members of the Officials Committee on the LTAD, the new competition formats and their rationale.
12. In conjunction with the Officials Committee, prepare revised officiating standards and an Officials Development Plan for each level of event.
13. In conjunction with the Club and Membership Committee, develop a club programming guide.
14. To keep the board and the membership informed of the implementation process.

Timeframe

The Canadian Sport for Life – Long-term Athlete Development Model Implementation Committee shall be a Special Committee that shall function from the 2010 annual general meeting to 2012 annual general meeting. The board shall have the option to extend the Committee's operations for a further one year from the 2012 annual general meeting.

Appendix B – Sample plans

CROSS COUNTRY BC

Long Term Athlete Development Model Implementation Plan

June, 2009

Plan details at:

www.canadiansportforlife.ca/default.aspx?PageID=1181&LangID=en

Appendix C

Soccer Nova Scotia - Implementation of LTPD

Area of emphasis: Player Development – LTPD – Active Start to Training to compete
 Goal: To implement the player development model as set out in the LTPD

Activity (what)	Tasks (How)	Responsibility (Who)	Timeline (When)	Resources (With What)
Implementation of LTPD	Making sure that all clubs and districts are following the model as set out in the Canadian Soccer Association's LTPD plan.	SNS Staff Coach DCPD Regional TD's Club TD's/ Boards Technical Committee	Summer 2008 – Education seminars Audit club/regional programs – Summer 08	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts
Implementation of LTPD	Active start – Fundamentals U4 U6 U8 Ensuring that all clubs/districts are following correct game formats/program structure	SNS Staff Coach DCPD Regional TD's Club TD's/ Boards Technical Committee	Spring 2009	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts
Implementation of LTPD	Conduct program and coaching audit of all clubs and regions	SNS Staff Coach DCPD Regional TD's Club TD's/ Boards Technical Committee	Summer 2008	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts
Implementation of LTPD	Action plan each region on results for the audits in each region.	SNS Staff Coach DCPD Regional TD's Club TD's/ Boards Technical Committee	Summer 2008	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts
Implementation of LTPD	Learning to train U10 Game structure/program structure Consistent academy programs throughout province U10 Leagues throughout province	SNS Staff Coach DCPD Regional TD's Club TD's/ Boards Technical Committee	Spring 2009	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts
Implementation of LTPD	Create a Nova Scotia "Best Practices" manual outlining the program requirements for each stage in the LTPD.	SNS Staff Coach DCPD Regional TD's	Summer 2010	SNS Staff Coach SNS DCPD Regional TD's Clubs and Districts

Appendix C (continued)

Activity (what)	Tasks (How)	Responsibility (Who)	Timeline (When)	Resources (With What)
Implementation of LTPD	Add under 11 division 9 v 9	Technical Committee Competitions League	2010	Leagues
Implementation of LTPD	Learning to train U12 Convert game structure from 11 v 11 to 9 v 9	Technical Committee Competitions committee Leagues Municipalities - facilities Government	Start spring 2009	SNS Competitions committee Leagues Municipalities - facility Government
Implementation of LTPD	Training to train Transition to 11 v 11 at U13 Regionalize league - 7 regions, 1 technical director, 7 elite programs U13 U14 U15 U16 Start U13 league Start U15 league	Technical Committee Competitions committee Leagues	U13 - 2009 U15 - 2010	SNS Competitions committee Leagues
Implementation of LTPD	Active for life Provide equal opportunity for all players *recognize that all players are not developed to be apart of the competitive stream. Look at providing appropriate programs according to the natural stage of development	SNS Staff Coach DCPD Regional TD's Club TD'S Clubs and Leagues	On going	SNS Staff Coach DCPD Regional TD's Club TD'S Clubs and Leagues
Implementation of LTPD	Regional Training Center - Provincial Program - NTC See their sections			

Appendix D - Sport Program Inventory Matrix

Provincial Sport Programs Inventory

Stages	Age Range	Club/Municipal/School Programs	Club/Municipal/School Competitions	Regional Programs and Competitions	PSO Programs and Competitions	National Programs and Competitions	Coaching stages and NCCP	Officiating	Facilities
Active Start									
FUNdamentals									
Learn to Train							L 1	Reg.	
Train to Train							L 2	Prov.	
Train to Compete							L 3	Ntl.	
Train to Win							L 4	Internatl.	
Active for Life									

Appendix E – Athlete Development Plan Matrix

Athlete Development Plan Matrix - Québec Example

Canadian Sport for Life Stage	Active Start ♂ 0-6 ♀ 0-6	Fundamentals ♂ 6-9 ♀ 6-8	Learn to Train ♂ 9-12 ♀ 8-11	Train to Train ♂ 12-16 ♀ 11-15	Train to Compete ♂ 16-23 ♀ 15-21	Train to Win ♂ 19+ ♀ 18+
Name of age categories or performance levels						
Programs recommended						
Competitive Levels						
Physical objectives						
Technical objectives						
Tactical objectives						
Psychological objectives						
Social objectives						
Length of Season, Sessions/week, Length of sessions						
Number and level of competitions						
Nature of Competitions						
Ratio of Training to Competition						
Coaching qualifications (preferred minimum)						
Officiating qualifications (preferred minimum)						
Support services required (physio, video analysis, medical, etc.)						
Facilities required						
Active for Life						

Appendix F – B.C. Program Inventory for Recreation Centers & Programmers

Program Inventory – Recreation Centers and Programmers

CS4L Level	Recreation Programs	Instructor/Coach Level	Participant Number (by gender)	Seasonal offering (when?)	Role model involvement (i.e. parent, guardian, nanny etc.)
Active Start (Males & Females 0-6) Fitness and movement skills development as a FUN part of daily life					
Fundamentals (Males 6-9 Females 6-8) Learn all FUNdamental movement skills and build overall motor skills Play many sports					
Learn to Train (Males 9-12 Females 8-11) Learn overall sport skills Acquire sport skills that will be the cornerstone of athletic development					
Train to Train (Males 12-16 Female 11-15) Age is growth spurt dependent Build an endurance					

base, develop speed and strength towards the end of the stage, and further develop and consolidate sport skills					
Train to Compete (Males 16-23 Females 15-21) Age varies depending on sport Optimize fitness preparation and sport, individual, and position specific skills and learn to compete internationally					
Train to Win (Males 19+/- Females 18+/-) Ages are sport specific based on national and international normative data					
Active for Life (Enter at any age) Lifelong physical activity and participation in sport					

Appendix G – Canoe-Kayak BC – Implementation Plan Gap Analysis

CanoeKayak BC
 Canadian Sport for Life Implementation Meeting
 January 29, 2009, 9:30am, CKBC Office

In attendance: Mary-Jane Abbott, Jaden Langford

Participation/Coaching/Programs

We believe that our athletes are "better" than they actually are
 Not as many in the advanced stages as we identified

Drop off in both competitive and general participation after the T2T phase - why?

Gap	Ideas
Over one-third of coaches in FUN + T2T stages are not certified	Schedule an "education weekend" each year so all clubs know about it in advance and plan accordingly. Seek funding to reduce financial barriers.
	More training for volunteers and short term coaches (e.g. dragon boat, school programs, summer camps, etc)
	Educate coaches in fundamental movement skills (e.g. Run, Jump, Throw course, etc.) Emphasize the importance of Fundamentals coaching in LTAD
	Objective: By delivering higher quality programs with well-oriented coaches there is a greater chance of retention
Lack of opportunities for intake of athletes age 14+ in clubs	More teamboat options for late starters (e.g. Wars and Fours)
	Training options with fewer # of sessions per week than high performance stream
	Incorporate novice category into every regatta
	Whitewater crossover opportunities
Unclear definition of novice competitor	Novice athlete = first season of racing (but what about age?)
	Novice athletes must race in trainer hulls

Competition/Equipment

Competition calendar is overloaded and there is no clear progression of events

Gap	Ideas
Lack of awareness of which competitions apply to each stage	Ask clubs to specify which stage(s) their event targets on hosting application
	Add stage(s) to web site events calendar
	Educate clubs, parents, coaches on appropriate competition (which, and how many) for each stage
We offer more events than recommended by LTAD	Can we merge events (e.g. BC Champs and BC Trials)?
We do not have a teamboat regatta.	Could include K4, C4, War Canoe and Dragon Boat
	Allow blended crews, relays and other unique races
	Boats to be provided at the regatta (boat transport subsidized by entry fees). Busses/vans for athlete transport.
	Participating clubs to pay damage deposit. Dock marshall to inspect for damage after each race
Families with multiple children go to a regatta expecting younger kids to race at higher level events	Allow younger siblings to race in teamboats only at higher level events
Need a better strategy to select regattas	Coaches need to be more selective in choosing which events to attend based on LTAD principles
	Avoid pushing athletes before they're ready

Competitions Table

We need to be more selective, focused, and strategic in choosing competitions rather than "always loading the trailer".

Stage	# per year	Suggested events
FUN	3-4	club regattas in BC only
T2T	4-7	1 teamboat regatta 2 long distance / marathon 1 invitational regatta BC Champs Bantam Champs / Pacific Cup BC Games / Nationals
LTC	4-7	1 teamboat regatta 2 long distance / marathon BC Trials BC Champs Nationals Pacific Cup / Western Canada Games
T2C "BC Elite"	determined by coach	2-3 National Trials BC Trials BC Champs Nationals Canada Games Other events determined by coach

Appendix H - Canadian Cycling Association – Roles & Responsibilities

- Getting There: Roles and Responsibilities-

Our greatest challenge in developing Canadian cycling is not lack of technical ability, nor even lack of resources. It is the challenge of mobilizing all stakeholders in and around the cycling community to work together toward defined goals. The CCA, cycling PSOs, hundreds of cycling clubs, sport leaders including coaches and officials, industry partners, multi-sport organizations and governments, and individual cyclists need to contribute to our future.

	CCA	PSO	Club	Coaches Officials	Athlete (Parent)	Other MSOs	School	Other
1. Accountability Framework CCA – PSO - Club	lead	support	support					
2. Complete an education strategy & increase pool of officials	lead	support		support		support		
3. CCA – PSO agreements	lead	support						
4 Data collection program	lead	support	support					
5 Resources for Parents	lead	lead	support					
6 Club Standards Program-Club Capacity (phase 1)	lead	support	support					
7 Clear Role for National Centers	lead	support		support	support			
8 Improve coaching support (IST)	lead			support				
9 Link Competition to LTAD stage	lead	lead	support	support				
10 Increase pool of officials	lead	support		support		support		
11 Youth races and multi-discipline skills	lead	lead	support	support				
12 Club Standards Program-Club Capacity (phase 1)	lead	support	support					

Appendix I – Baseball Canada Stakeholder Roles

STAKEHOLDERS ROLES



STAKEHOLDERS ROLES

Outline of roles and responsibilities of the different levels





STAGES

	Baseball Canada	Pro Teams	PSO	Region	Associa-tions	Schools
Active for Life (A4L)	✓					
Training to Win (T2W)	✓	✓				
Training to Compete (T2C)	✓	✓	✓	✓	✓	✓
Training to Train (T2T)	✓	✓	✓	✓	✓	✓
Learning to Train (L2T)	✓	✓	✓	✓	✓	✓
FUNDamentals (FUN)	✓	✓	✓	✓	✓	✓
Active Start (AS)	✓	✓	✓	✓	✓	✓
Responsible	✓	✓	✓	✓	✓	✓

The system of leadership and program delivery of Canadian baseball is often complex. This chart simply outlines an example of the shared leadership in many areas and the collaborative model of programming.

BASEBALL CANADA – Provides leadership and program development and design at all levels, delivers programs at T2C, T2W ...

PSO's and Regions– Provides leadership (administration and support) at A4L, AS, FUN, L2T, T2T and delivers programs at L2T and T2T ...

Local Associations – Provide direct delivery and Implement programs at A4L, AS, FUN, L2T, T2T ...

Coaches – Teach and provide appropriate direct support to players at all stages ...