

PHAC – Special Olympics

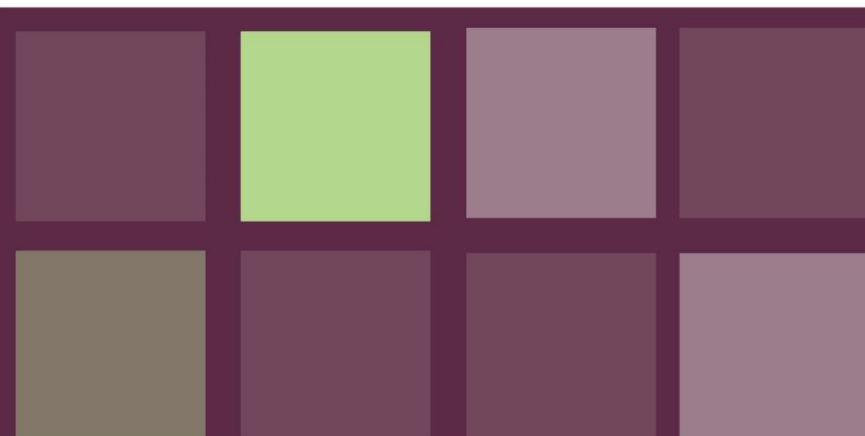
Youth Development Project

Final Report

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Submitted by

SiMPACT Strategy Group



Acknowledgements

The SiMPACT Project Team would like to acknowledge the contribution of Adrian Szamreta, Youth Development Manager at Special Olympics Canada. Adrian participated actively in and informed various aspects of the analysis.

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Executive Summary

Special Olympics is a global organization that uses the transformative power of sports to engage individuals with intellectual abilities. While a portion of programming is focused upon high performing athletes, the overarching Special Olympics goal is to enable all individuals with intellectual disabilities to enjoy and successfully engage in sport throughout their lives.

Programs that develop gross and fine motor skills at a different developmental pace can be instrumental in ‘releasing the inner athlete’ in children with intellectual disabilities. In Canada, Special Olympics engages more than 38,000 children and adults with intellectual disabilities through opportunities to have a healthy life and engage in physical activities.

Program Overview: Research has shown that children with intellectual disabilities are significantly more likely to engage in physical activities if they can access additional training to develop fundamental movement, gross and fine motor skill development at their own pace. Special Olympics founded the Active Start & FUNdamentals Programs, which also support socialization. Socialization is a key influence of lifelong involvement in sport. Active Start and FUNdamentals program participants learn to interact with fellow athletes, parents and program leaders through play-based activities. Both programs provide the opportunity to develop and practice skills necessary for physical literacy and to competently and confidently engage in physical activity. The programs also are designed to increase a child athlete’s enjoyment in participating, which is a contributing factor to lifetime commitment to involvement in sport. In 2014, 13,000 children and youth were registered in **Special Olympics Programs in Canada**. 352 children were registered in Active Start and 557 children were registered in FUNdamentals.

Active Start: is a program for athletes aged two to six years old. Through Active Start athletes develop essential motor skills (i.e. jumping, throwing, and ball-rolling) over 12, one hour weekly sessions. Most athletes participate in Active Start multiple times, which solidifies their learning. They might enrol at 2, 3, or 4 years of age, but have certainly participated in multiple classes by the time they are ready to progress to the next level. A key aspect of the Active Start program is the involvement of a parent or caregiver. While the athletes develop core skills that will support their involvement in sport throughout a lifetime, they also experience a new form of play. As their parents/caregivers learn how to support each child’s unique skills development with fun exercises that can be repeated at home, and as a family, the parent/caregiver—child bond often deepens.

FUNdamentals: is a program designed for children aged seven to 12. It solidifies and integrates the skills learned in Active Start, and then develops them further. While parents and caregivers are not as directly involved in the program, the social benefits of involvement in sport are an important program element. In addition to experiencing the enjoyment of sport with peers and friends, participants learn about nutrition, sport-specific activities and build confidence in their own individual ability to participate in sport with children of all abilities.

Social Value Created: Individuals with intellectual disabilities without access to specialised programming to develop their enjoyment and proficiency in sport are less likely to be fit and more likely to suffer from high rates of obesity. This makes them more likely to be at-risk of secondary health conditions (fatigue, pain, etc.).¹ The development of early childhood fundamental motor skills is critical to establishing the foundation for lifelong participation in sport. Not only is chronic disease an increased risk, a child without opportunity to develop these skills may face social isolation as a result of a lack of confidence to participate in school-based physical activity programs.

Participant Outcomes: Of the intended goal of improving physical literacy of children with intellectual disabilities through the Active Start and FUNdamentals exercise programs resulted in numerous outcomes:

- Child-parent/caregiver bonding enhanced.
- Increased enjoyment of physical activity.
- Increased confidence in one's ability to participate.
- Decreased social isolation from peers of a similar age as a result of increased opportunity to participate with peers in an elementary school setting.
- Increased likelihood of adoption of life-long participation in physical activity.
- Decreased risk of obesity and its health consequences.
- Increased knowledge about healthy nutrition practices.
- An expanded network of parents of children with intellectual disabilities sharing knowledge and providing support.
- Improved ability to support their children with an intellectual disability.
- Increased contentment/less stress as a result of improvements in their children's physical literacy, overall development and socialization.

Looking Forward:

Each year, an investment in Active Start and FUNdamentals creates value for the athletes, parents/caregivers, volunteers, the Canadian health care system, and Special Olympics Canada itself. As illustrated above, every \$1 invested creates **\$3:66** of value, as athletes improve their physical literacy, discover the enjoyment of structured and personal play, and become more active as elementary school students. These improvements decrease each child's risk of social isolation as children who are not comfortable being physically active as elementary students often struggle making connections with their peers.

The goal of Active Start and FUNdamentals is to create a foundation for life-long involvement in physical activity. While research demonstrates the individual benefits of improved physical health, a healthier

¹ Foley, J.T et al. Obesity trends of 8-18 year old Special Olympians: 2005-2010 *Research in Developmental Disabilities* (2014) <http://www.sciencedirect.com/science/article/pii/S0891422213005489>. Page 5.

population will be less at-risk of chronic disease. This goal is an essential outcome of athletes involved in Special Olympics.

1. Introduction

Special Olympics is a global organization that uses the transformative power of sports to engage individuals with intellectual disabilities. Internationally, Special Olympics provides opportunities for more than four million ‘athletes’ (participants) of various age groups. In Canada, Special Olympics benefits more than 38,000 children and adults with intellectual disabilities by providing them with opportunities to learn the skills necessary to have a healthy life and engage in physical activities.

Special Olympics Canada (SOC) developed the Active Start & FUNdamentals Programs in Canada to provide children (aged two to 12) with intellectual disabilities the opportunity to develop and practice motor skills. It is imperative for children to learn these basic motor skills in order to become more physically literate (ability to competently and confidently engage in physical activity).

Individuals with intellectual disabilities are less likely to be fit, due to underdeveloped motor skills, and suffer from high rates of obesity and other chronic diseases. This can be contributed to the lack of programs available to support their development of physical ability, due to different levels of motor skill development. The development of early childhood fundamental motor skills is critical to establishing the foundation for participation in physical activities. A child who has not had the opportunity to develop these skills may face isolation in school-based physical activity programs (i.e. physical education classes, intermural sports, etc.).

In order to address the above issues, SOC offers two programs for children with intellectual disabilities:

- Active Start is for children aged two to six to develop basic motor skills (jumping, throwing, and ball-rolling) through a 12 week program.
- FUNdamentals is a program for children aged seven to 12 and builds upon the skills learned in Active Start. Athletes learn about the importance of nutrition, sport-specific activities, and build knowledge and confidence for their ability to live a healthy life.

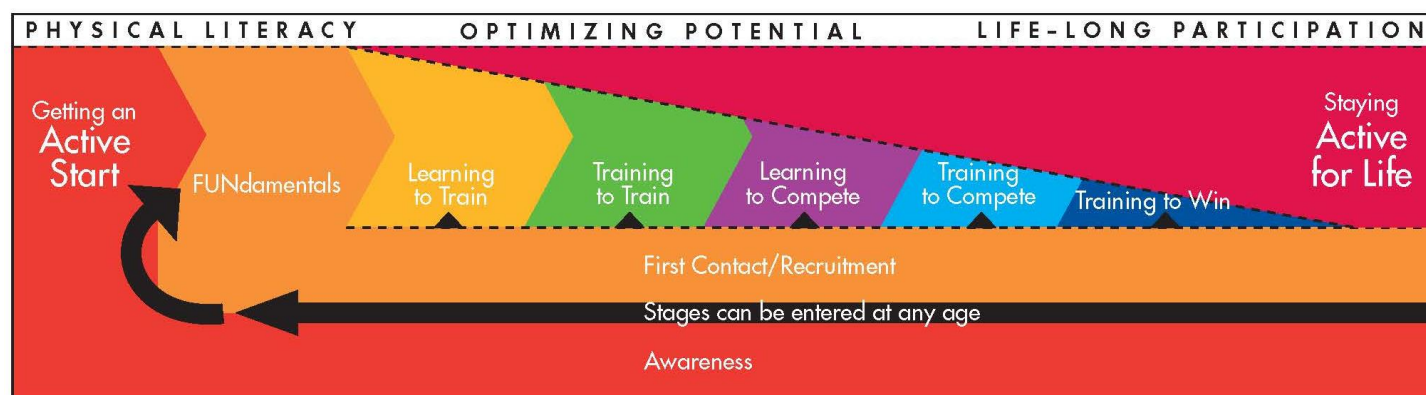
The above programs are based on structured play (lead by a trained Program Leader) and free play (independent group-play), which encourage the development of motor skills when lead by a Program Leader, but also independently with peers, much like would occur in a school environment.

Once individuals pass the age of 12, they have continued support through access to SOC core programs, such as sports training and athletic competitions.

SOC’s programs support their Long Term Athlete Development (LTAD) Model as it “provides a clear path of developmental stages to help persons with disabilities pursue their goals in sport and physical activity.”² SOC offers the eight stages specifically for individuals with intellectual disabilities. Further the

² <http://canadiansportforlife.ca/athletes-disabilities/ltad-stages>

LTAD outlines ‘Ten Pillars of Support’, which includes: coach education, competition, funding, equipment, facilities, training partners, sport science, officials, athlete support, and talent development.³



2. Methodology – Social Return on Investment (SROI)

The purpose of the Social Return on Investment (SROI) analysis carried out by the SiMPACT Strategy Group (SiMPACT), in collaboration and consultation with SOC staff, was to:

- Evaluate and value the social change brought about by SOC’s Active Start and FUNdamentals programs for key stakeholder groups
- Capture and communicate the social value created by SOC’s program in a robust, tangible way

The SROI research and analysis for SOC’s programs was undertaken by SiMPACT over the period December 2014-May 2015. The research and analysis was guided by the following seven shared principles of the SROI International Network, with associated methodological application below, and followed the six stages of an SROI.

Principle 1: Involve stakeholders

SiMPACT sought to understand the ways in which SOC creates change through in-person dialogue, one-on-one interviews and surveys with key stakeholders. These included SOC program staff, 498 program leaders, 1364 parents of athletes, and 909 children participating in SOC’s programs).

Principle 2: Understand what changes

The parameters (or scope) of the SROI analyses, including the main stakeholders to be included in the analysis, were negotiated in an iterative process facilitated by SiMPACT. This process at all times acknowledged and sought to respect the values and mission of SOC. In the data analysis stage, the quantities of each stakeholder group experiencing change (outcomes) were determined.

³ <http://canadiansportforlife.ca/athletes-disabilities/ten-pillars-support>

Principle 3: Value the things that matter

Financial proxies were researched and assigned as substitute measures of the financial value of changes for which there are not ready market valuations.

Principle 4: Only include what is material

Every effort was made to include and value outcomes that were most material, i.e. relevant or important to key stakeholders, as confirmed through stakeholder engagement and iterative work with SOC program staff.

Principle 5: Do not over-claim

Comparisons of performance and impact were made using benchmarks, targets, and external standards appropriate to SOC program's main objectives relevant to the engagement, resilience, physical activity, and healthy living by individuals with intellectual disabilities. The most conservative measures were used where judgement was applied to financial proxy selection, analysis of stakeholder quantities affected by change, and impact correction factors (deadweight, displacement, attribution, and drop-off).

Principle 6: Be transparent

The complex nature of change poses inherent challenges to efforts to quantify change. To manage these challenges, the research is conducted and reported within a framework that defines parameters for making informed judgements. To approximate accuracy and ensure rigor in findings, the research team reports and discusses these decisions with stakeholders at every opportunity and aims to be transparent in measurement choices and decisions. This is achieved through both stakeholder dialogue and methodology discussions, as evidenced in section four of this report.

Principle 7: Verify the results

The SROI team at SiMPACT is involved in the verification of findings, with a final review by SOC senior management and a senior accredited SROI practitioner.

Stakeholders & Scope

SOC program most directly targets and primarily affects these groups of stakeholders:

Summary of SROI Process

Step 1: Establishing the scope of the SROI analysis, identifying material stakeholders, and articulating theory of change summary statements for material stakeholders in SOC's programs.

Step 2: Creating a table synthesizing hypothesized and evidenced outcomes (outcome map) reported by key stakeholders against inputs and activities, including indicators of change (workbook)

Step 3: Evidencing outcomes by collecting data about quantities of stakeholders achieving outcomes and assigning outcomes value through financial proxy research.

Step 4: Establishing impact by applying deadweight, attribution, displacement, and drop-off; these factors calculate the percentage of the program's monetizable impact that can be ascribed to SOC's programs.

Step 5: Calculating the SROI using accounting and finance principles.

Step 6: Reporting, using and embedding the SROI results and measurement framework according to SOC's program priorities.

The stakeholders were grouped in this manner because it was ascertained with the Program Staff that participating multiple times in programs was a precursor for the outcomes to be achieved. The older children in both Programs were more likely to have participated multiple times in programs and thus were more likely to experience significant changes or benefits.

1. Parents and caregivers of potential Active Start and FUNdamentals athletes
2. [Active Start] Children 2-4 yrs old with intellectual disabilities who have enrolled for the first time and once in Active Start.
3. [Active Start] Children 5-6 yrs old with intellectual disabilities who have enrolled in Active Start multiple times.
4. [FUNdamentals] Children 7-9 yrs old with intellectual disabilities. May or may not have previously participated in Active Start. If they previously participated in Active Start, in FUNdamentals, they are solidifying the skills they acquired in Active Start. Children are also being initiated to new skills in a more structured Program. They have typically enrolled once in FUNdamentals.
5. [FUNdamentals] Children 10-12 yrs old with intellectual disabilities. These children are extensively engaged in the FUNdamentals Program as they have participated multiple times in the Program. They are preparing for the next stage of Special Olympics' programs.
6. Parents/Families/caregivers of children participating in Active Start and FUNdamentals programs.
7. Program leaders/coaches
8. Teachers/ Teacher Assistants

Table 1 SOC Stakeholder Groups

| Stakeholder | Size of group | Explanation |
|---|---------------|---|
| Parents and caregivers of potential Active Start and FUNdamentals athletes | 1364 | 909 total participants (557 + 352 = 909) * 1.5 parents/caregivers per household = 1364 |
| [Active Start] Children 2-4 yrs old with intellectual disabilities who have enrolled for the first time and once in Active Start. | 176 | The total number of Active Start athletes as of August 2014 was 352. We are assuming 50% of the children are 2-4 years old and 50% of the children are 5-6 years old. |
| [Active Start] Children 5-6 yrs old with intellectual disabilities who have enrolled in Active Start multiple times. | 176 | |

| | | |
|--|-----|---|
| [FUNdamentals] Children 7-9 yrs old with intellectual disabilities. May or may not have previously participated in Active Start. Have enrolled once in FUNdamentals. | 279 | The total number of FUNdamentals athletes as of August 2014 was 557. We are assuming 50% of the children are 7-9 years old and 50% of the children are 10-12 years old |
| [FUNdamentals] Children 10-12 yrs old with intellectual disabilities. Have enrolled multiple times in FUNdamentals. | 279 | |
| Parents/Families/caregivers of children participating in Active Start and FUNdamentals programs. | 316 | For Active Start participants: One parent per child. For FUNdamentals participants, it is recommended that parents attend with their child. Typically half of the parents would attend with their child. $176 + (279/2) = 316$. Source of information: Official numbers from SOC database as of August 2014. |
| Program leaders/coaches | 498 | Source of information: Official numbers from SOC database as of August 2014: 238 Program Leaders for Active Start and 260 Program Leaders for FUNdamentals. Total = 498. |
| Teachers/ Teacher Assistants | 45 | 10 % of Active Start/FUNdamentals programs are school based. $15 \text{ programs} \times 3 \text{ assistants per program} = 45 \text{ total Teachers/Teaching Assistant}$ |

Other stakeholders materially affected by the SOC's programs include:

1. Health care system
2. Special Olympics

3. Outcomes & Evidence

Theory of Change Summary Statement

The Theory of Change Summary Statement of a program or intervention describes the social problem and target solution in three parts. Specifically, the Theory of Change Summary Statement:

identifies the current situation experienced by the target stakeholders;

states the proposed intervention; and,

illustrates change that would come from investment in the program.

Through the processes of consultation, desk research, and stakeholder engagement, the following theory of change summary statement was developed for SOC's program's main stakeholder groups:

Children in the Active Start and in the FUNdamentals Programs Theory of Change

If children with intellectual disabilities have opportunities to exercise and develop fundamental movement, gross and fine motor skills through free play and structured activities tailored to their needs, then they will experience improved physical literacy and greater confidence and control in a wide range of physical activity situations, motivating them to maintain physical activity, experience the benefits of healthy living, and reduced social exclusion.

Outcomes tested

The SROI evaluation investigated the existence and extent of changes, or outcomes, caused by or attributed to SOC's programs in the short- or medium-term, and found evidence to test the program's impact for different stakeholders.

For the main stakeholder groups, outcomes tested and evidenced were:

[Active Start] Children 5-6 yrs old with intellectual disabilities who have enrolled in Active Start multiple times.

- Proficiency in fundamental movement and motor skills that assist in physical activity
- Enhanced readiness to be active when they become elementary school students
- Enjoyment when involved in physical activities

'Special Olympics Canada's FUNdamentals Program is an excellent step forward in the promotion of fundamental motor skills for children with an intellectual disability. It is unique and innovative, and if implemented across Canada has the potential to have a significant impact on the fundamental motor skills of young Special Olympics athletes' – Dr. Meghann Lloyd, Assistant Professor, University of Ontario Institute of Technology.

[FUNdamentals] Children 10-12 yrs old with intellectual disabilities who have enrolled in the FUNdamentals Program multiple times.

- Increased enjoyment when involved in physical activities
- Decreased feelings of social isolation
- Increased likelihood that children will incorporate physical activity in their daily life
- Further progress in the development of social, emotional, and cognitive abilities

Outcomes for other stakeholders were also investigated (see Workbook).

4. Investment and Impact

Investment

A total of \$752,103 in funding was invested in the SOC's programs for the first year. Funders included the Public Health Agency of Canada, RBC Foundation, Samuel Family Foundation, and Sport Canada.

Financial Proxies

Financial proxies were assigned to quantify the social value of the described outcomes in monetary terms. Financial proxies are estimates of financial value derived through market valuation benchmarking, existing research and other methods, that help to approximate financial value where it is not possible to know an exact value.

Financial proxies can also be approached from the point of view of the value of likely alternative outcomes avoided by stakeholder groups and/or society as a result of the program or intervention. Through participatory research, consensus also emerged around some of the potential negative outcomes avoided because of SOC's programs. These are summarized on the outcomes map (see Workbook).

Correction/Impact Factors

In the absence of a control group and randomized measurement, this SROI study applied certain correction factors to legitimize the assumptions and underlying financial value inherent in the different proxies used. In other words, the evaluation had to consider factors that mitigate overall outcome valuation.

The following impact calculation factors were considered:

- Duration: how long SOC programs outcomes evidenced can be expected to last.

Duration considerations relevant to SOC program athletes:

We are assuming that the outcomes will last for one year. Indeed, there needs to be future investment in order for the children to maintain their fundamental movement and motor skills and the benefits from those skills and for the children to improve the skills. The skills need to be strengthened and expanded in order for the outcomes to last beyond one year.

- *Deadweight*: the extent to which outcomes would occur in the absence of SOC programs.

Deadweight considerations relevant to SOC program athletes:

- *The availability of similar programs for children available in the community*
- *The availability of similar resources and groups for parents/caregivers*
- *The availability of opportunities (group, programs, training etc.) in the community that program leaders would access.*

- *Displacement*: the extent to which outcomes are counterbalanced by negative/adverse outcomes elsewhere due to SOC's programs.

- *Attribution* - the extent to which outcomes were caused by other organisations or people rather than SOC programs.

Attribution considerations relevant to outcomes for SOC program's athletes and for parents/caregivers:

- *The fact that children are motivated to participate in the Programs by their parents and their siblings and the fact that parents/caregivers and siblings join the children while they participate in the Programs.*
- *The fact that FUNdamentals participants experience a lot of interaction and socialization outside the Program; through attending school and recreational activities.*
- *The fact that parents access community agencies for support with their children, contributing to their increased ability to support their children*

- *Drop off* – the amount of the outcome that disappears by the end of each year of a SOC program cycle, without further SOC programming support.

Considerations affecting drop off for parents/caregivers and program leaders' outcomes:

- *The fact that some parents/caregivers may not keep in contact with other parents/caregivers who have children with intellectual disabilities*
- *The fact that some Program Leaders may not maintain some of their management and organizational skills over time*

Please refer to the SROI workbook for deadweight, displacement, attribution, and drop-off estimates applied.

Total Impact and SROI Calculation

The Social Return on Investment (SROI) ratio is an indicator of the social, economic, and/or environmental impact of a project, program or policy. It describes the relative social value to material stakeholders in relation to the capital, in-kind or other investments in the program. Significantly, this ratio is not the SROI in its own right, but only a representation of the social value created that could be monetized. As such, it represents the minimum social value created from the perspective of material stakeholder groups.

Social impact not represented in the SROI ratio (non-monetizable value):

Outcomes for some stakeholder groups were not monetized because they were intangible. For example, parents/caregivers/athletes benefited from the outreach activities by receiving information and resources which in itself is not monetizable. In addition, the earlier ages (2-4 and 7-9) have only participated in the program once, making it difficult to monetize the short-term benefits.

Significant value is created through SOC's programs that could not be monetized:

Active Start Children 5-6 yrs old with intellectual disabilities who have enrolled in Active Start multiple times.

- Increased confidence when participating in sessions
- Children express their personality through their enjoyment and exploration of free play
- Development of social, emotional, and cognitive abilities

[FUNdamentals] Children 10-12 yrs old with intellectual disabilities who have enrolled in the FUNdamentals Program multiple times.

- Improved motor skills due to increased physical activity
- Decreased risk for secondary health conditions (e.g. fatigue, pain, deconditioning, social isolation, difficulty performing activities of daily living)
- Reduced risk of obesity and its health consequences
- Application of healthy nutrition practices

Social impact represented in the SROI ratio (monetizable value):

The majority of material outcomes were included in the SROI ratio calculation

➤ **Social impact monetized for SOC's Active Start Children 5-6 yrs old with intellectual disabilities who have enrolled in Active Start multiple times:**

- Proficiency in fundamental movement and motor skills that assist in physical activity
- Enhanced readiness to be active when they become elementary school students
- Enjoyment when involved in physical activities

Social value is created for this group by making them proficient in fundamental movement and motor skills that assist in physical activity and by preparing them to be ready for being active when they become elementary school students. It was crucial to make the activities in Active Start enjoyable and fun.

➤ **Social impact monetized for SOC's FUNdamentals Children 10-12 yrs old with intellectual disabilities who have enrolled in the FUNdamentals Program multiple times.**

- Increased enjoyment when involved in physical activities
- Decreased feelings of social isolation
- Increased likelihood that children will incorporate physical activity in their daily life
- Further progress in the development of social, emotional, and cognitive abilities

Significant value is created for FUNdamentals athletes by encouraging their increased physical activity in various environments (school, home, and outside). This resulted in increased incorporation of physical activity in their daily life and decreased isolation as they are better able to keep up and socialize with their peers.

➤ **Social impact monetized for parents/caregivers:**

- Expanded network of similar parents sharing information, resources, and information:
- Increased capacity to support their child through development stages
- Increased knowledge about healthy nutrition practices

Significant value is created for the parents/caregivers by providing them with opportunities to connect with similar parents who have children with intellectual disabilities, as well as knowledge on healthy nutrition practices.

➤ **Social impact monetized for Program Leaders**

- Program Leaders have increased knowledge, skills, and competencies to successfully deliver AS and FUNdamentals programming
- Program Leaders have increased organizational and management skills that are relevant for the workplace.

Significant value is created for the Program Leaders by providing them with training and by providing them an opportunity to use not only their skills in physical education but also their skills in management and organization with children with intellectual disabilities on a regular basis.

In total, the analysis shows that the \$752,103 investment in the SOC's programs in the first year created a minimum total present value of \$2,750,263. This translates to a \$1,998,160 net present value (total present value minus investment). The social return on investment ratio for the program is **\$3.66:\$1** for year 1.

This means that, at minimum, each dollar invested in the program creates \$3.66 of social value for key stakeholders.

This ratio represents the monetizable part of the social and economic impact of the SOC's programs.

Based on the overall SROI analysis, it is clear that the program generates and delivers significant value for athletes, their parents/caregivers, the Program Leaders, the health care system and Special Olympics Canada.

5. Key learnings and recommendations

Learnings about program design and implementation:

- It was very useful to regularly track and examine the growth of the Active Start and FUNdamentals Programs through tracking increases in number of participants, volunteers, and outreach activities, etc. since this will enable Special Olympics to determine its success in promoting the Programs and ultimately its success in increasing the number of children with intellectual disabilities in the Programs and the number of children with intellectual disabilities with increased physical literacy and engagement in physical literacy.
- Special Olympics is currently not able to track athletes based on disability. It would be important to track the progress of athletes based on disability in order first to see if there are differences in their acquisition of physical literacy and secondly to be able to tailor the 2 programs by specific disability.

Learnings about tracking and evaluating outcomes:

- It was very useful to use standardized tests such as the Peabody Development Motor Scale (PDMS2) for the Active Start Participants and the Test of Gross Motor Development (TGMD2) for the FUNdamentals participants. Indeed, in such a specific field as physical literacy it is necessary to use standardized and tested measures. Also these tools were proven to be suited for the ages of the children.
- It would be important to measure the outcomes of children after they participate in the FUNdamentals program, when they are between the ages of 13 and 15. Indeed it is at that age and after many years of participating in the Special Olympic Programs and in physical activity outside of the Programs, that it will be possible to see changes in the physical and emotional well-being of the child/youth.
- Since the risk of being overweight and obesity is high among children with intellectual disabilities, it would be beneficial to measure the Body Mass Index (BMI) of children. This would be especially important since the goal of the Active Start and FUNdamentals Programs is to promote healthy weight and prevent chronic disease among children with intellectual disabilities.
- Since the Active Start Program has a play component that ‘provides children an excellent opportunity to improve physical, social and cognitive abilities’ and since the FUNdamentals Program provides ‘an opportunity to further improve those abilities, it would be very important to measure those social and cognitive abilities, perhaps through the use of some standardized tools.

- Future evaluations might gather data on actual change to nutrition practices, as these are important components of the Programs and as they will lead to better health overall for the children.

Learnings about track factors that influence the outcomes:

- It would be very beneficial to track the government services and the community agencies that children and youth access before, while, and after participating in the Programs. Indeed, this would enable to determine if there are other factors that contribute to physical literacy and perhaps partner with those resources/sources. Also, this would enable to determine if there might be a reduction in the use of government services or community agencies as a result of the Programs.
- It would be important to track if and how many abled siblings and parents join the children when they participate in the Programs: Indeed, since siblings and parents are important motivators (they bring momentum, encouragement, and enjoyment) for children with intellectual disabilities, tracking their involvement would enable to determine the degree of children's progress of children in their abilities.
- It would be important to track the resources that parents access while their children are in the Programs. This would give an indication of the support and the type of support they already have and that might affect their motivation to seek the support from other parents within the Programs. This would also enable to identify some potential community partners.
- It would be important to know how many sessions within a program the children attend. Indeed, the more sessions the children attend, the more proficient they become in motor skills, and the more likely they gain a foundation for physical literacy and physical activity. In the same manner, it would be important to know how many programs the children attend (or in other words, how many times they attend Active Start and FUNdamentals), because the number of times a child participates in a program also affects the degree of proficiency in motor skills and other abilities (such as social skills).
- It would be important to track the level of engagement of volunteers through the length of time Program Leaders volunteer and the number of hours they volunteer per month or per year. It would also be important to track the types of volunteers (students, working, retired) and backgrounds of volunteers (previous skills and previous certifications). Special Olympics is in the process of acquiring a new database to keep track of such data and this an excellent thing. This would enable to strengthen recruitment and training strategies, and in the long-term the success of the Programs.

6. Conclusion

The SROI analysis has confirmed that it is very valuable to teach physical literacy to children with intellectual disabilities in different stages. Indeed, the Active Start Program is effective in developing basic motor skills and movement skills in children 2 to 6 years old by focusing on play. The FUNdamentals Program is also effective, as it builds on the skills gained in the Active Start Program and further improves these skills leading to children becoming interested in being active and incorporating physical activity in their lives. Teaching physical literacy in a progressive manner has been shown to be valuable.

Special Olympics Canada is currently conducting an evaluation of the Active Start and FUNdamentals Programs using surveys with the parents/caregivers, focus groups with the Program Leaders, and standardized measures/tools with the children. This evaluation will provide actual data for the SROI analysis. Special Olympics is looking forward to the results of the evaluation. Special Olympics is looking forward to developing more partnerships with community agencies and with schools in order to be able to increase the number of children with intellectual disabilities becoming physically literate, engaging in physical activity, and in the long-term having a better quality of life and well-being.