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MLSE LAUNCHPAD

YOUTH SPORT FOR DEVELOPMENT METRICS FRAMEWORK

TOOLS FOR EVALUATING POSITIVE YOUTH DEVELOPMENT OUTCOMES IN SPORT.

2026

THE FUTURE OF YOUTH SPORT IS A SPORT FOR DEVELOPMENT STORY

ALL YOUTH SPORTS ARE SPORT FOR DEVELOPMENT OPPORTUNITIES

Several intersecting and interconnected commissions, policy and system frameworks are currently evolving to shape the future of sport, recreation and play for children and youth in Canada. The **evaluation report on the 2012 Canada Sport** Policy (CSP), for example, showed that while youth initiatives were the most common type of Sport For Development (SFD) initiative, they were most frequently applied in community-level sport environments, rather than within competitive settings. In other words, while positive youth development approaches are more commonplace in recreation, play, and try-a-sport contexts, competitive sport leaders and athletes have generally not been exposed to intentional practices, outcomes, and measurement approaches in ways that target and achieve life-skills-based positive youth development outcomes. Fast forward to 2025: Canada has launched a renewed policy to guide sport participation and performance through 2035, and further integration has occurred. The **2021 CSP renewal environmental scan** cited recommendations for more equitable and inclusive sport overall that unites different approaches and stakeholders. The 2023 **What We Heard** research report, which informed the recent CSP renewal, showed that Canadians believe the sport system has the opportunity to promote positive values and outcomes beyond sport, such as in the home, at school, in the workplace and in communities. Notably, two-thirds of respondents on a national survey indicated that SFD approaches should be integrated into other sport participation contexts in the new policy, rather than stand alone as a separate context for participation.

In its affirmation of the SFD movement, the twin pillars of *Participation and Performance*, on which the 2025-2035 Canadian Sport Policy is organized, are built on an intentional series of desired outcomes that include physical health, mental wellness, social and emotional development, resilience, belonging, and connection to the community. Similar conversations and consultations are also occurring in parallel across play-adjacent sectors, including education, municipalities, child and youth services, and parks and recreation. The anticipated renewal of the National Framework for Recreation in Canada also expected to be released in 2025, is centered on sustainability, wellbeing and developmental indicators built on principles of inclusion, equity, quality, relevance, outcome-driven and evidence-based approaches.

Meanwhile, the Future of Sport in Canada Commission in Canada plans to conclude its activities and release its final recommendations in 2026 for improving sport safety, governance, funding, programming and culture across different types and levels of the system. While there remains ongoing public debate regarding the best path for this to occur, there is a collective acknowledgement that the sport system needs widespread reform, and that the outcomes of sport programs should be (re)defined on the terms of those most vulnerable in the system – its full diversity of youth.

CHANGING THE GAME THROUGH LIFE SKILLS

From 2021 to 2024, MLSE Foundation's Change the Game Research Program set out to do just that. Across three large population surveys, more than 25000 youth shared their reflections and ideas for what a safer, braver future of sport means to them.

Insights shared included areas of optimism and potentially protective factors associated with a quality experience, such as 54% of youth active in sport who rate their mental health as very good or excellent compared to 38% not active in sport, or the 23% of youth active in sport who report a very strong sense of community belonging, compared to only 7% of youth not active in sport.

Insights shared also included challenges and areas of systemic concern experienced across racial and gender identity, ability, and income level, including 51% of youth reporting not having friends or peers to play with as a top reason for less frequent or no sport participation; or the 82% of youth who do not have someone they feel they can talk to about experiences of racism or discrimination in a sport environment.

When asked about the most important change they would like to see to improve the future of sport, more than 60% call for programs and experiences that help them learn and develop social and emotional life skills.

TOWARD A "HOW" OF FOSTERING LIFE SKILLS IN SPORT

Whereas youth feedback and emerging policy frameworks may provide a compelling "what" and "why" for the intentional development of social and emotional life skills in sport, sport practitioners and organizers are in need of additional tools and resources for "how" this may be implemented across their respective spaces, sports, and operational domains.

In response, the 2026 Youth Sport For Development Metrics Framework sets out to:

- Provide an operational resource for understanding different youth development outcomes that sport has a unique opportunity to impact;

- Provide practical definitions of social and emotional life skills to help determine explicit outcomes of focus for a particular program;

- Provide an evidence-informed set of youth-friendly tools to support the development of a monitoring and evaluation plan for programs.

THE 2025 YOUTH SPORT FOR DEVELOPMENT METRICS FRAMEWORK

IMPACT

The intended impact of the Youth Sport For Development Metrics Framework (2026) is to unify the continuous quality monitoring, evaluation and improvement efforts by a diverse range of organizations across different types and levels of sport that provide or invest in the delivery of programming and opportunities for youth aged 6-29 in Canada and beyond, enabling powerful shared learnings to improve youth outcomes, collective approaches, and measurable returns on investment.

The original framework, developed by MLSE LaunchPad in collaboration with Ontario Trillium Foundation, Canadian Tire Jumpstart Charities, and the Lawrence Heights Sports, Wellness and Achievement Network (S.W.A.N.), was based on a Theory of Change which set out to describe how intentional Sport For Development programming may contribute to a range of Positive Youth Development outcomes for youth facing barriers, and drew from a combination of scholarly and gray industry publications in the Positive Youth Development and Sport For Development fields.

VALIDATION AND DEVELOPMENT

Most of the included outcome measures have been used extensively across a variety of youth Sport For Development programs, and have undergone multiple rounds of iterative revision to ensure that they are youth-friendly, reflective of the desired construct, responsive to change, and utilizable in practice by organizations with different levels of operational capacities and constraints.

Three critical processes informed the development of a new and updated Youth Sport For Development Metrics Framework, including the implementation of a (1) scoping review; (2) statistical analysis; and (3) key informant feedback and consultation.

SCOPING REVIEW OF LITERATURE

A **scoping review** (submitted for peer-review) of scholarly literature was undertaken following a screen of 1493 studies, which found that prior Sport For Development literature, research and practice were heavily dependent upon existing questionnaires and measures which were not developed or adapted for the range of contextual environments where they might be used. As Sport For Development programs and approaches are increasingly being implemented in diverse community-based and "living lab" style environments, a clear need has emerged for additional context-appropriate outcome measures and adaptations which have been validated for this purpose.

STATISTICAL ANALYSIS

In response, our research team set out to evaluate a set of outcome measures contained in the 2018 Sport For Development Metrics Framework to better understand their performance, reliability, and areas for improvement. Administered primarily in culturally-diverse community-based programming contexts in

Toronto, Canada, a Classical Test Theory (CTT) approach was applied in the performance evaluation of 11 distinct outcome measures, using 8 key metrics. This provided an understanding of any meaningful floor or ceiling effects in responses, whether there were significant inter-item correlations, internal consistency, and test-retest reliability. The methodology included an analysis of 2656 scale completions across a diversity of programs from 2019-2024 with strong completion and response rates (for example, 91% of survey-based outcome measures met missingness and/or completion thresholds).

Key areas of statistical insight which informed the ongoing adaptation of the framework included the data-informed targeting of specific opportunities to further reduce the number of questions needed in an outcome measure; and improving outcome measure performance by increasing the number of response choices on Likert-style questions from 4 to 6 items.   To review a more fulsome result of statistical tests completed, please visit the 2025 peer-reviewed, open-access publication in the journal of **Evaluation and Program Planning**.

Sharma, B, et al. Evaluating sport-for-development outcome measures used in a living lab setting: Process, improvements, and insights. *Evaluation and Program Planning 112C (2025) 102647*

KEY INFORMANT FEEDBACK

In addition, literature and statistical performance insights were compliment by critical feedback from youth sport practitioners, providers and leaders to support the validation of key definitions, outcome and question level content inclusion language alignment with youth-first values and the need for clearer response options to improve the practical utility of foundational outcome measures involving areas such as program quality and safety.

NEW TO THIS VERSION

The 2026 Youth Sport For Development Framework includes a total of 14 distinct outcome measures contained below, with several evidence-informed adaptations and evolutions from the original pilot framework, informed by a combination of statistical data and critical stakeholder feedback as described above. Highlights of key changes appearing in the 2026 version include:

IMPROVED EFFICIENCY OF RECURRING OUTCOME MEASURES

Eleven different outcome measures have been reduced in length relative to their previous versions, to improve clarity and to address item-level redundancies identified through the validation process.

REMOVAL OF OUTCOME MEASURES

The following outcome measures contained in the original framework have been removed from the recommended framework due to low relevance or utilization:

- LaunchPad Healthy Body Questionnaire
- LaunchPad Experience Survey
- LaunchPad Inclusion Scale
- The Belonging Scale
- LaunchPad Grit Scale
- Child and Youth Resilience Measure

NEW MEASURE DEVELOPMENT AND ADAPTATION

Three newly developed outcome measures are making their inaugural appearance in the 2026 version, including:

1. LaunchPad Gritty Resilience Measure (A.K.A. **Grisilience**), a reimaged scale informed by critical feedback of prior stand-alone measures for each of Grit and Resilience, alongside improved clarity of definitions, questions and language for youth sport providers and practitioners.
2. LaunchPad Belonging Scale, an updated and consolidated outcome measure inclusive of key mattering and psychological safety items in alignment with material contained across previous Inclusion, Belonging and Youth Experience measures.
3. Adapted Youth Sport For Development Program Quality Observation Tool, featuring a streamlined program quality measure relative to the tool cited in the pilot framework alongside a yes/no checklist of response options to address stakeholder feedback related to clarity and utilization potential for youth sport programmers and practitioners.

RECOMMENDATION USAGE

The five outcome pillars of positive youth development in sport (Quality and Safety, Healthy Body, Healthy Mind, Ready For School, Ready for Work) are meant to be used for guidance and not as a rule. Constructs listed under each pillar may be important outcomes in programs that align with a different pillar, and a program may align well with measures from across multiple pillars.

To support the continuous quality improvement efforts of all users, the MLSE LaunchPad research team has identified five keys to success for you to consider when utilizing the tools in this Framework as part of your program evaluation and measurement plans.

1) FOCUS FIRST:

Prioritize what the most crucial impact you want to make is before selecting which tool to use. Ideally, programming organizations would be able to identify and define their program objectives and explain how their program may lead to these objectives before selecting the most appropriate measurement tool for its context.

2) LESS IS BEST:

It is impossible to measure everything you do. It is suggested that each program identify one primary outcome and, if necessary, one secondary outcome to focus and align its measurement and evaluation approach around the most important objectives the program intends to impact.

3) KNOW YOUR USER, KNOW YOUR MISSION:

The measurement tools in this Framework include a mix of both observational tools, which can be administered by a variety of personnel, including coaches, volunteers, evaluators and administrators; as well as self-report survey scales and questionnaires, which are intended to be completed directly by your program users and/or participants. While additional details regarding recommended ages are included with each survey below, as a general guideline, it is recommended that most questionnaires be completed by program participants themselves, with adult assistance available if administering them to young audiences and/or others requiring assistance. For practical tips for engaging youth in a quality evaluation process, please refer to MLSE's MISSION Measurement Model, here:

https://sirc.ca/articles/engaging-youth-in-evaluation-processes/

4) CONSIDER YOUR PAIRINGS:

If using multiple measurement tools in the evaluation of a single program, consider incorporating a mixed-methods approach to unlock additional learnings and insight through a diversity of data sources. If you are building an evaluation plan to evaluate how effective a youth sport program is at impacting a life skill among its participants, consider pairing a self-report survey and an observational measure together. For example, if your program aims to develop leadership skills among participants, consider administering the leadership survey to participants at the beginning (pre) and end (post), as well as the program quality observational tool during the program's middle stage, while it is still in progress. The life skill survey will help inform an understanding of change over the duration of the program period, and the mid-program quality observation will help to inform whether your program environment, structure and processes are setting your life skill outcome up for success.

5) SHARE YOUR LEARNINGS:

Youth are ultimately better served if providers and researchers alike are working together on their behalf. If you are considering using a tool in this Framework and have questions, feedback, or would like to discuss a possible best practice or innovation in an approach to try, the MLSE LaunchPad research team would love to hear about your experience, share more about ours, and collectively work toward a brighter, data-driven future for youth through the power and potential of sport.

CONTENTS OF OUTCOME MEASURES, QUESTIONS AND ITEMS

PAGE	PILLAR	OUTCOME	MEASURE	LENGTH	AGE RANGE
9	QUALITY AND SAFETY	BELONGING	LAUNCHPAD BELONGING SCALE	11	11-18
10	QUALITY AND SAFETY	PROGRAM QUALITY	ADAPTED YOUTH SPORT FOR DEVELOPMENT PROGRAM QUALITY OBSERVATION TOOL	23-27	6-29
18	HEALTHY BODY	PHYSICAL ACTIVITY	MENU OF PHYSICAL ACTIVITY SELF REPORT SCALES	4-9	11-29
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43	HEALTHY MIND	SELF-ESTEEM	LAUNCHPAD SELF-ESTEEM SCALE	10	11-29
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47	READY FOR SCHOOL	SELF-REGULATION	LAUNCHPAD SELF-REGULATION SCALE	11	11-29
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QUALITY AND SAFETY

QUALITY AND BELONGING IN YOUTH SPORT

LAUNCHPAD BELONGING SCALE

BELONGING REFERS TO A CONNECTION TO SOCIAL GROUPS AND INSTITUTIONS, INCLUDING POSITIVE RELATIONSHIPS, POSITIVE SPACES, AND POSITIVE OPPORTUNITIES.

Number of Items: 11 items, including 10 multiple choice items, and one open-ended item
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Mid program.
Adapted from: Measure informed by validation testing and feedback following administration of independent self-report scale questionnaires for "belonging" and "inclusion" in youth sport for development programs at MLSE LaunchPad; and adapted from pilot questions originally developed following review of the following source references:

- SCARF Brain-Based Model, OTF Workplace Inclusion Survey
- Gambone, M. A., & Arbreton, A. J. A. (1997). Safe Havens: The contributions of youth organizations to healthy adolescent development. Philadelphia, PA: Public/Private Ventures.
- MLSE Foundation, Change the Game Research: Growing the Game Means Changing the Game, (January 2024).
- Statistics Canada, Canadian Community Health Survey and Canadian Social Survey, 2021-2023.

──── RESPONSE OPTIONS FOR ITEMS 1-10:

1) **STRONGLY DISAGREE**   2) **DISAGREE**   3) **SOMEWHAT DISAGREE**   4) **SOMEWHAT AGREE**   5) **AGREE**   6) **STRONGLY AGREE**

──── ITEMS ON SCALE:

1) BELONG TO MY COMMUNITY.

For questions #2-10, please select whether you strongly disagree, disagree, somewhat disagree, somewhat agree, agree, or strongly agree with each of the following statements about your experience in the [insert program name].

At [insert program name]:

2) I AM TREATED FAIRLY.
3) PEOPLE KNOW MY NAME.
4) I GET TO MAKE CHOICES.
5) I FEEL COMFORTABLE BEING MYSELF.
6) I HAVE A FRIEND.
7) PEOPLE NOTICE WHEN I WORK HARD.
8) PEOPLE NOTICE WHEN I GET BETTER.
9) PEOPLE CARE ABOUT ME.
10) I FEEL SAFE.

11) WHAT MAKES YOU FEEL CONNECTED TO OTHERS AT [INSERT PROGRAM NAME]? [OPEN-ENDED]

ADAPTED YOUTH SPORT FOR DEVELOPMENT PROGRAM QUALITY OBSERVATION TOOL

Number of Items: 27
Recommended age range: Youth programs for participants aged 6-29
Method of administration: Observer-rated assessment tool.
Time of administration: This observed rating tool can be used by individual or multiple raters, as well as single or multiple time points:
- Multiple raters at multiple time points are encouraged for additional perspectives, as feasible.
- Multiple time points are encouraged for longer-duration programs, as feasible.

Adapted from: This observational measure has been inspired and informed by experiential usage, testing and feedback following implementation of the novel Program Quality Assessment in Youth Sport (PQAYS) instrument developed by Dr Corliss Bean et al, cited here:

- Bean, C., Kramers, S., Camiré, M., Fraser-Thomas, J., & Forneris, T. (2018). Development of an observational measure assessing program quality processes in youth sport. *Cogent Social Sciences, 4*(1). https://doi.org/10.1080/23311886.2018.1467304

RESPONSE OPTIONS FOR ITEMS 1-27:

1) YES   2) NO

SCORING:

All choice items are rated a yes (Observed, 1 point) or no (Not observed, 0 points), based on rater input on whether they observed the item. If an observed item is absent or present, but with low quality, it is recommended that the scoring for that item be "No". If it is present and at satisfactory quality, score that item "Yes". At the end of each section, please provide a comment to describe your scoring rationale and/or something of interest about the program being observed.

NOTE: RATERS ARE PROMPTED TO COMPLETE AN OPEN-ENDED NOTE OR JUSTIFICATION AT THE END OF EACH SUBSECTION.

REQUIRED SUBSCALE:

23 items across the following sub-scales 1.0-5.0 are required.

- **1.0 Safe Space(s)**
- **2.0 Appropriate Structure**
- **3.0 Caring and Supportive Environment**
- **4.0 Promotion of Efficacy and Mattering**
- **5.0 Opportunities for Skill-building—Sport and Life Skills**

Optional subscale: 4 items across the following subscale 6.0 is optional and can be added if it is relevant to the program design and capacity to be observed. Optional sub-scale title:
6.0 Integration of Family, School, and Community Efforts

ITEMS ON SCALE: REQUIRED SUBSCALES 1.0-5.0.

1) SAFE SPACE(S)

1.1. SPACE IS FREE OF OBVIOUS HAZARDS

○ YES   ○ NO

1.2. APPROPRIATE SPACE FOR ACTIVITIES PROVIDED

○ YES   ○ NO

1.3. APPROPRIATE EQUIPMENT IS WORN OR USED

○ YES   ○ NO

1.4. STAFF FACILITATE A POSITIVE EMOTIONAL CLIMATE

○ YES   ○ NO

1.5. YOUTH ARE RESPECTFUL WITH ONE ANOTHER

○ YES   ○ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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2) APPROPRIATE STRUCTURE

2.1. COACHES ARE ACTIVELY ENGAGED

⚪ YES   ⚪ NO

2.2. ACTIVITIES ARE EXPLAINED AND UNDERSTOOD

⚪ YES   ⚪ NO

2.3. ACTIVITIES ARE INCLUSIVE FOR ALL PARTICIPANTS

For example, youth do not appear bored, are not left unattended, activities appear appropriate for all participating youth despite differences in skill-level or age.

⚪ YES   ⚪ NO

2.4. PROGRAM MAKES EFFECTIVE USE OF PEOPLE, SPACE AND TIME

⚪ YES   ⚪ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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3) CARING AND SUPPORTIVE ENVIRONMENT

3.1. YOUTH ARE WELCOMED ON ARRIVAL

⬤ YES ⬤ NO

3.2. YOUTH-COACH INTERACTIONS ARE RESPECTFUL

⬤ YES ⬤ NO

3.3. STAFF SHOW INTEREST IN YOUTH BEYOND THE SPORT

⬤ YES ⬤ NO

3.4. ACTIVITIES ENCOURAGE SUPPORTIVE PEER-TO-PEER RELATIONSHIPS

⬤ YES ⬤ NO

3.5. COACHES ROLE MODEL RESPECTFUL LANGUAGE

⬤ YES ⬤ NO

3.6. YOUTH APPEAR TO POSITIVELY ASSOCIATE WITH THE PROGRAM

⬤ YES ⬤ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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4) PROMOTION OF EFFICACY AND MATTERING

4.1. PROGRAM HAS DEVELOPMENTALLY APPROPRIATE PROGRESSIONS OR MODIFICATIONS

  ◯ YES   ◯ NO

4.2. YOUTH HAVE OPTIONS TO MAKE DECISIONS

  ◯ YES   ◯ NO

4.3. COACHES ROLE MODEL ACTIVE LISTENING

  ◯ YES   ◯ NO

4.4. EFFORT AND PROGRESS ARE ACKNOWLEDGED

  ◯ YES   ◯ NO

4.5. YOUTH HAVE OPPORTUNITIES TO MENTOR OTHERS

  ◯ YES   ◯ NO

4.6. CONSTRUCTIVE FEEDBACK IS PROVIDED

  ◯ YES   ◯ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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5) OPPORTUNITIES FOR SKILL-BUILDING—SPORT AND LIFE SKILLS

5.1.   COACHES APPEAR TO UNDERSTAND WHAT SPORT SKILL THEY ARE TEACHING

　　　　○ YES　　　　○ NO

5.2.   COACHES APPEAR TO UNDERSTAND WHAT LIFE SKILL THEY ARE TEACHING

　　　　○ YES　　　　○ NO

5.3.   THE RELEVANCY OF THE LIFE SKILL IS DISCUSSED

　　　　○ YES　　　　○ NO

5.4.   YOUTH HAVE THE OPPORTUNITY TO OBSERVE A DEMONSTRATED EXAMPLE OF THE SPORT SKILL

　　　　○ YES　　　　○ NO

5.5.   ACTIVITIES PROVIDE TIME AND OPPORTUNITY TO PRACTICE THE SPORT SKILL(S) BEING TAUGHT

　　　　○ YES　　　　○ NO

5.6.   THERE ARE OPPORTUNITIES TO REFLECT ON PROGRESS

　　　　○ YES　　　　○ NO

5.7.   STAFF-YOUTH DEBRIEF HOW THE LIFE SKILL CAN BE APPLIED IN SPORT AND LIFE CONTEXTS

　　　　○ YES　　　　○ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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6) INTEGRATION OF FAMILY, SCHOOL AND COMMUNITY EFFORTS

6.1. FAMILY ARE WELCOME TO OBSERVE PROGRAM ACTIVITIES

    ◯ YES   ◯ NO

6.2. PARENT/GUARDIAN AND COACH COMMUNICATIONS ARE RESPECTFUL

    ◯ YES   ◯ NO

6.3. THERE ARE OPPORTUNITIES FOR FAMILY MEMBERS TO BE INVOLVED WITH PROGRAM ACTIVITIES

For example, volunteering, helping with activities, providing refreshments or snacks.

    ◯ YES   ◯ NO

6.4. THERE ARE OPPORTUNITIES FOR SCHOOLS OR COMMUNITY ORGANIZATIONS TO BE INVOLVED WITH PROGRAM ACTIVITIES

    ◯ YES   ◯ NO

OPEN-ENDED JUSTIFICATION:

PLEASE SHARE AN OBSERVATION THAT STOOD OUT IN THIS SECTION.

For example, a why/why not for your ratings in this section, how staff or youth responded to an unexpected issue, incident or distraction.

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OUTCOME PILLAR

HEALTHY BODY

HEALTHY BODY MEASURES

MENU OF PHYSICAL ACTIVITY PARTICIPANT SELF-REPORT SCALES

A menu of three independent self-reported physical activity scales is included for consideration as appropriate for the context, interests and participants the organization and/or program intends to serve.

Option 1:   **LaunchPad Physical Activity Scale**, adapted from the original Youth Sport For Development Metrics Framework.

Option 2:   **Physical Activity Questionnaire for Adolescents (PAQ-A)**, as frequently cited by practitioners and in the recreation and sport for development literature.

Option 3:   **International Physical Activity Questionnaire (IPAQ)**, as frequently cited by practitioners and in the recreation and sport for development literature

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PHYSICAL ACTIVITY SCALE OPTION 1:
LAUNCHPAD PHYSICAL ACTIVITY SCALE

Number of Items: 4
Recommended age range: 6-29
Method of administration: Self-report survey questionnaire.
Time of administration: Can be used as a single point in time, or as a repeat measure.
Citation: V1 Shared Metrics Framework

ITEMS ON SCALE:

1) **In the last week, how many days did you do hard physical activities for at least 10 minutes at once (like fast walking, fast biking dancing, running, or playing an intense game)?**

◯ No Days   ◯ 1 Day   ◯ 2 Days   ◯ 3 Days

◯ 4 Days   ◯ 5 Days   ◯ Every Day

Skip Logic: If "No Days" skip to Q3. If not, continue to Q2.

2) **In one day, how much time do you usually spend doing hard physical activities (like fast walking, fast biking, dancing, running, or playing an intense game)? If you don't know, leave this blank.**

☐ Hours   ☐ Minutes

3) **In the last week, how many days did you do medium physical activities for at least 10 minutes at once (like walking, doing chores, or playing an easy game)?**

○ No Days   ○ 1 Day   ○ 2 Days   ○ 3 Days

○ 4 Days   ○ 5 Days   ○ 6 Days   ○ Every Day

Skip Logic: If answered "No Days" to Q3, the survey is done. If not, proceed to Q4.

4) **In one day, how much time do you usually spend doing medium physical activities (like walking, doing chores, or playing an easy game)? If you don't know, leave this question blank.**

☐ Hours   ☐ Minutes

PHYSICAL ACTIVITY SCALE OPTION 2:
PHYSICAL ACTIVITY QUESTIONNAIRE FOR ADOLESCENTS (PAQ-A)

Number of Items: 9, with questions involving a 7-day recall period.
Recommended age range: 11-19
Method of administration: Self-report survey questionnaire.
Time of administration: Can be used as a single point in time, or as a repeat measure.
Citation: Kowalski, K.C., Crocker, P.R., Faulkner, R.A. (2007). Validation of the Physical Activity Questionnaire for Older Children. Pediatric Exercise Science, 9, 174-186
• **Link to source article**

—— **ITEMS ON SCALE:**

1) **Physical activity in your spare time: Have you done any of the following activities in the past 7 days (last week)? If yes, how many times?**

LIST OF ACTIVITIES	NO	1-2	3-4	5-6	7 TIMES OR MORE

2) **In the last 7 days, during your physical education (PE) classes, how often were you very active (playing hard, running, jumping, throwing)? Select one option only.**

- I don't do PE
- Hardly ever
- Sometimes
- Quite often
- Always

3) **In the last 7 days, what did you normally do at lunch (besides eating lunch)? Select one option only.**

- Sat down (talking, reading, doing schoolwork)
- Stood around or walked around
- Ran or played a little bit
- Ran around and played quite a bit
- Ran and played hard most of the time

4) **In the last 7 days, on how many days right after school, did you do sports, dance, or play games in which you were very active? Select one option only.**

- None
- 1 time last week
- 2 or 3 times last week
- 4 times last week
- 5 times last week

5) **In the last 7 days, on how many evenings did you do sports, dance, or play games in which you were very active? Select one option only.**

- None
- 1 time last week
- 2 or 3 times last week
- 4 or 5 times last week
- 6 or 7 times last week

6) **On the last weekend, how many times did you do sports, dance, or play games in which you were very active? Select one option only.**

- None
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times

7) **Which one of the following describes you best for the last 7 days? Read all 5 statements before deciding on the one answer that describes you.**

- All or most of my free time was spent doing things that involve little physical effort
- I sometimes (1-2 times last week) did physical things in my free time (e.g. played sports, went running, swimming, bike riding, did aerobics)
- I often (3-4 times last week) did physical things in my free time
- I quite often (5-6 times last week) did physical things in my free time
- I very often (7 or more times last week) did physical things in my free time

8) **Mark how often you did physical activity (like playing sports, games, doing dance, or any other physical activity) for each day last week.**

DAYS OF THE WEEK	NONE	LITTLE BIT	MEDIUM	OFTEN	VERY OFTEN
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

9) **Were you sick last week, or did anything prevent you from doing your normal physical activities? Select one option only.**

○ No

○ Yes

If Yes, what prevented you?

_____

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PHYSICAL ACTIVITY SCALE OPTION 3:

INTERNATIONAL PHYSICAL ACTIVITY QUESTIONNAIRE (IPAQ) - SHORT FORM

Number of Items: 7, with questions involving a 7-day recall period.
Recommended age range: 11-29
Method of administration: Self-report survey questionnaire.
Time of administration: Can be used as a single point in time, or as a repeat measure.
Citation: International Physical Activity Questionnaire. (2016). Home. Retrieved via YouthREX at:
https://youthrex.com/wp-content/uploads/2019/10/IPAQ-TM.pdf

</div>

ITEMS ON SCALE:

Think about all the vigorous activities that you did in the last 7 days. **Vigorous physical activities** refer to activities that take hard physical effort and make you breathe much harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

1) **During the last 7 days, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?**

[ ] Days per week　　◯ No vigorous physical activities (Skip to Q3)

2) **How much time did you usually spend doing vigorous physical activities on one of those days?**

[ ] Hours　　　　[ ] Minutes　　　　◯ Don't Know/Not Sure

Think about all the moderate activities that you did in the last 7 days. **Moderate activities** refer to activities that take moderate physical effort and make you breathe somewhat harder than normal. Think only about those physical activities that you did for at least 10 minutes at a time.

3) **During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.**

[ ] Days per week　　◯ No moderate physical activities (Skip to Q5)

4) **How much time did you usually spend doing vigorous physical activities on one of those days?**

[ ] Hours　　　　[ ] Minutes　　　　◯ Don't Know/Not Sure

Think about the time you spent **walking** in the last 7 days. This includes at work and at home, walking to travel from place to place, and any other walking that you have done solely for recreation, sport, exercise, or leisure.

5) **During the last 7 days, on how many days did you walk for at least 10 minutes at a time?**

Days per week ⚪ No walking (Skip to Q7)

6) **How much time did you usually spend walking on one of those days?**

Hours Minutes ⚪ Don't Know/Not Sure

The last question is about the time you spent **sitting** on weekdays during the last 7 days. Include time spent at work, at home, while doing course work and during leisure time. This may include time spent sitting at a desk, visiting friends, reading, or sitting or lying down to watch television.

7) **During the last 7 days, how much time did you spend sitting on a week day?**

Hours Minutes ⚪ Don't Know/Not Sure

FDN

25 PLAYSelf PHYSICAL LITERACY ASSESSMENT FOR YOUTH – ENVIRONMENT AND SELF-DESCRIPTION

PHYSICAL LITERACY REFERS TO THE MOTIVATION, COMPETENCE, CONFIDENCE AND KNOWLEDGE TO BE ACTIVE FOR LIFE.

Number of Items: 18 multiple choice items, including 6 items in an Environment sub scale, and 12 items in a Self-Description sub scale.
Recommended age range: 6-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Measure informed by validation testing and feedback following administration in youth sport for development programs at MLSE LaunchPad. Originally developed by Sport For Life as part of the Physical Literacy Assessment for Youth.

PLAYSelf ENVIRONMENT SUB SCALE

RESPONSE OPTIONS FOR ITEMS 1-6:

1) **NEVER TRIED**   2) **NOT SO GOOD**   3) **OK**   4) **VERY GOOD**   5) **EXCELLENT**

PLAYSelf ENVIRONMENT SUB SCALE (ITEMS 1-6):

HOW GOOD ARE YOU AT DOING SPORTS AND ACTIVITIES...

1) IN THE GYM?
2) IN AND ON THE WATER?
3) ON THE ICE?
4) ON SNOW?
5) OUTDOORS?
6) ON THE PLAYGROUND?

OPEN-ENDED ITEM:
7) WHAT MAKES YOU FEEL CONNECTED TO OTHERS AT [INSERT PROGRAM NAME]? [OPEN-ENDED]

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PLAYSelf SELF-DESCRIPTION SUB SCALE

RESPONSE OPTIONS FOR ITEMS 8-19:

1) NOT TRUE AT ALL   2) NOT USUALLY TRUE   3) TRUE   4) VERY TRUE

PLAYSelf SELF-DESCRIPTION SUB SCALE (ITEMS 8-19):

WHAT DO YOU THINK ABOUT DOING SPORTS AND ACTIVITIES?

8) IT DOESN'T TAKE ME LONG TO LEARN NEW SKILLS, SPORTS OR ACTIVITIES.
9) I THINK I HAVE ENOUGH SKILLS TO PARTICIPATE IN ALL THE SPORTS AND ACTIVITIES I WANT.
10) I THINK BEING ACTIVE IS IMPORTANT FOR MY HEALTH AND WELL-BEING.
11) I THINK BEING ACTIVE MAKES ME HAPPIER.
12) I THINK I CAN TAKE PART IN ANY SPORT/PHYSICAL ACTIVITY THAT I CHOOSE.
13) MY BODY ALLOWS ME TO PARTICIPATE IN ANY ACTIVITY I CHOOSE.
14) I WORRY ABOUT TRYING A NEW SPORT OR ACTIVITY.
15) I UNDERSTAND THE WORDS THAT COACHES AND PE TEACHERS USE.
16) I'M CONFIDENT WHEN DOING PHYSICAL ACTIVITIES.
17) I CAN'T WAIT TO TRY NEW ACTIVITIES OR SPORTS.
18) I'M USUALLY THE BEST IN MY CLASS AT DOING AN ACTIVITY.
19) I DON'T REALLY NEED TO PRACTICE MY SKILLS, I'M NATURALLY GOOD.

FUNDAMENTAL MOVEMENT SKILLS (FMS) ASSESSMENT

Number of Items: 14
Recommended age range: 6-29
Method of administration: Coach and/or observer-rated assessment tool.
Time of administration: Single or multiple time points.
Adapted from: Measure informed by testing and feedback following administration of the *PLAYfun* series of tools originally developed by Sport for Life, cited here: https://play.physicalliteracy.ca/play-tools/playfun/

RESPONSE OPTIONS FOR ITEMS 1-6:

1) DEVELOPING   2) EMERGING   3) ACQUIRED   4) PROFICIENT

1)   RUNNING

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
ACCELERATION	Increases speed quicky from the start				
RUNNING PATTERN	No slips, trips or stumbles				
CORNERS	Sharp corners, does not overshoot or undershoot pylons				
FOOTWORK	Good control, no extra steps to change direction				
SPEED	Consistent high speed				

2) RUN THERE AND BACK

I want you to run straight to the pylon, stop, turn around and run back as best you can. Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
UPPER/LOWER BODY COORDINATION	Arm motion balances leg motion; foot strikes forward as opposite elbow drives back				
ACCELERATION	Able to increase speed quickly from start				
MOTION ALONG STRAIGHT LINE	Joints move along a straight line and drive in the direction of movement				
PIVOT	Controlled stop to change direction without multiple steps/shuffle/slide; doesn't overshoot and undershoot				
SPEED	Consistent sprint speed				

3) RUN, JUMP AND LAND

I want you to run, jump at the pylon and land on two feet just like a long jump. Do the best you can. Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
ACCELERATION	Able to increase speed quickly from start				
SPEED	Fast run with no loss of speed				
UPPER/LOWER BODY COORDINATION	Drives jump with opposite leg from hip to toe; arms move forwards for landing				
DISTANCE	Very good length of jump relative to body size				
LANDING	Controlled landing on two feet				

4)   LOCOMOTOR

I want you to do crossover or grapevine steps from this pylon to the next, as best you can. Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
COORDINATION	Clean steps with no side steps or shuffles				
STEP PATTERN	Alternative front and back crossover steps				
SPEED	High speed				
CONSISTENCY	Maintains pattern and speed for entire distance				
UPPER/LOWER BODY COORDINATION	Upper body movements coordinate with steps				

5) SKIP

I want you to skip from this pylon to the next, as best you can. Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
CLEARANCE	High skip with good lift-off				
TRUNK POSITION	Body consistently upright and tall				
UPPER/LOWER BODY COORDINATION	Large movement of opposing leg and arm with elbow bent				
PATTERN	Smooth & consistent pattern from first to last step				
SPEED	Good speed				

6) HOP

I want you to hop from this pylon to the next, as best you can. Ready? Hop!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
SINGLE LEG BALANCE	Secure balance, opposite foot does not touch down, start and stop from one foot				
HOP CLEARANCE	Good air time with each hop				
UPPER/LOWER BODY COORDINATION	Upper body used to assist hop				
HOP SPACING	Distance between hops is controlled and consistent				
HOP DISTANCE	Distance covered with each hop is long relative to body size				

7)   JUMP

I want you to jump from this pylon to the next as best you can. Ready? Jump!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
UPPER/LOWER BODY COORDINATION	Obvious fluid arm swing				
JUMP DISTANCE	Good jump length relative to body size				
BALANCE	No balance issues, feet side by side for takeoff and landing				
CONTROL	Controlled start and stop; uses hip, knee, and ankle				
SPEED	Very good speed				

8) OBJECT CONTROL – UPPER BODY

I want you to throw the ball at the wall overhand and make it bounce back over the top of your head, as best you can. Ready? Throw!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
UPPER BODY COORDINATION	Arm engaged from shoulder to wrist				
BALL DIRECTION	Ball aimed to rebound overhead, not to side				
FULL BODY USE TO GENERATE POWER	Hips square, core engaged, weight shift from back to front leg				
BALL SPEED	Enough speed for ball to rebound overhead				
FOLLOW THROUGH	Follow through is fluid and obvious				

FDN

9)   STRIKE WITH STICK

Hockey Stick (Optional Target in Net) *- I want you to hit the ball as best you can. Ready? Go!*

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
GRIP	Appropriate grip and handling				
SPEED	Swing has good speed				
WEIGHT SHIFT	Strong step with weight transfer to lead leg				
MOVEMENT SEQUENCE	Weight shift, then trunk rotation, then swing				
STICK CONTROL	Controlled swing with good wind up and follow-through				

10) ONE-HANDED CATCH

I want you to catch the ball with one hand, as best you can. Ready? Catch!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
TRACKING	Tracks hand and arm to incoming ball				
REACH	Confident move to intercept ball				
FLUIDITY	Does not appear stiff				
GRASP	Uses hand to snatch ball out of the air without clutching				
GRIP	No bobble, fumble or double catch				

11)   HAND DRIBBLE

I want you to dribble the ball three times at the first pylon, then dribble to the next pylon as best you can.
Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
BALL CONTROL, STANDING	Good control on each repetition while standing				
FORWARD MOVE	Fluid change from standing to moving				
BALL CONTROL, MOVING	Good control on each repetition while moving				
FULL BODY COORDINATION	Body, arms and legs are synchronized				
HAND-EYE COORDINATION	Obvious, strong hand-eye coordination				

12) OBJECT CONTROL – LOWER BODY

Kick Ball (Optional Target in Net) *– I want you to kick the ball into the goal, as best you can. Ready? Kick!*

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
SUPPORT LEG PLANTED WELL	Non-kicking leg gives balance and power to striking foot – weight transfer forward through ball				
CONTROLLED CONTACT	Solid contact with inside or top of foot, strikes ball centrally				
DIRECTION	Controlled direction				
BALL SPEED	Ball achieves excellent speed				
UPPER/LOWER BODY COORDINATION	Obvious, strong hand-eye coordination				

13)   FOOT DRIBBLE

I want you to dribble the ball from one pylon to the next as best you can. Ready? Go!

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
BALL CONTROL	Ball in control for entire distance				
CONSISTENCY	Smooth pattern and even speed, no stutters				
BODY-BALL SPACING	Consistent distance between body and ball on each step				
STOP	Stops ball with good control; ball does not pass second pylon				
TRUNK POSITION	Faces forward for entire distance				

14) BALANCE, STABILITY & BODY CONTROL

Balance Walk (Toe-to-Heel) Backward – *I want you to walk backward toe-to-heel from one pylon to the next and keep your balance, as fast as you can. Ready? Go!*

COMPONENT	DESCRIPTION	DEVELOPING (1)	EMERGING (2)	ACQUIRED (3)	PROFICIENT (4)
COORDINATION	Fluid and consistent steps with feet aligned				
BALANCE	Maintains balance for entire distance				
FOOT CONTACT	Toe and heel make contact				
SPEED	Completes task quickly				
UPPER LIMB CONTROL	Arms steady				

OUTCOME PILLAR

HEALTHY MIND

LAUNCHPAD YOUTH GRITTY RESILIENCE SCALE

GRITTY RESILIENCE (AKA GRISILIENCE) REFERS TO THE ABILITY TO SET AND STICK TO GOALS, AND RESPOND POSITIVELY TO ADVERSITY WITH PERSEVERANCE AND PASSION.

Number of Items: 10 multiple choice items
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Measure informed by validation testing and feedback following administration of independent self-report scale questionnaires for "grit" and "resilience" in youth sport for development programs at MLSE LaunchPad.

RESPONSE OPTIONS FOR ITEMS 1-10:

1) NEVER   2) RARELY   3) OCCASIONALLY   4) SOMETIMES   5) OFTEN   6) ALWAYS

ITEMS ON SCALE:

1) I HAVE PEOPLE I LOOK UP TO.
2) I LIKE LEARNING – ESPECIALLY WHEN I'M ALLOWED TO CHOOSE WHAT I LEARN.
3) THE PEOPLE IN MY LIFE UNDERSTAND WHAT IS IMPORTANT TO ME.
4) I SET GOALS FOR MYSELF AND STICK TO THEM.
5) I KNOW HOW TO HANDLE PROBLEMS WITHOUT LOSING CONTROL OF MY FEELINGS.
6) I HAVE PEOPLE I KNOW I CAN TURN TO IN DIFFICULT TIMES.
7) WHEN THINGS GO WRONG, I BOUNCE BACK QUICKLY.
8) I WORK HARD.
9) I CAN STAY FOCUSED ON PROJECTS THAT TAKE A FEW MONTHS.
10) THE PEOPLE IN MY LIFE HELP ME TO REACH MY GOALS.

LAUNCHPAD SELF-ESTEEM SCALE

SELF-ESTEEM REFERS TO THE DEGREE OF WORTH AND COMPETENCE THAT A PERSON ATTRIBUTES TO SELF.

Number of Items: 11 items, including 10 multiple choice questions, and one open-ended item
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.

RESPONSE OPTIONS FOR ITEMS 1-11:

1) NEVER   2) RARELY   3) OCCASIONALLY   4) SOMETIMES   5) OFTEN   6) ALWAYS

ITEMS ON SCALE:

1) I LIKE MYSELF NO MATTER WHAT HAPPENS.
2) I THINK THAT I MATTER.
3) I HAVE A LOT OF QUALITIES THAT I LIKE.
4) I CAN DO MOST THINGS AT LEAST AS WELL AS OTHER PEOPLE.
5) I HAVE A LOT TO BE PROUD OF.
6) I HAVE USEFUL SKILLS AND ABILITIES.
7) I AM JUST AS IMPORTANT AS OTHERS.
8) I HAVE RESPECT FOR MYSELF.
9) I CAN OVERCOME BIG OBSTACLES TO SUCCEED.
10) I AM KIND TO MYSELF.

OPEN-ENDED ITEM:
11) HOW DO YOU DEFINE SUCCESS FOR YOURSELF?

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OUTCOME PILLAR

READY FOR SCHOOL

CRITICAL THINKING IN EVERYDAY LIFE SCALE

45

CRITICAL THINKING REFERS TO THE ABILITY TO EVALUATE, REASON, AND BRING THOUGHTS AND ACTIONS IN LINE WITH EVALUATION.

Number of Items: 10 multiple choice questions
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Measure informed by validation testing and feedback following administration of a Critical Thinking scale in youth sport for development programs at MLSE LaunchPad, originally developed by the Youth Life Skills Evaluation project at Penn State**.**

RESPONSE OPTIONS FOR ITEMS 1-10:

1) STRONGLY DISAGREE   2) DISAGREE   3) SOMEWHAT DISAGREE   4) SOMEWHAT AGREE   5) AGREE   6) STRONGLY AGREE

ITEMS ON SCALE:

1) I THINK OF POSSIBLE RESULTS BEFORE I TAKE ACTION.
2) I DEVELOP MY IDEAS BY GATHERING INFORMATION.
3) I IDENTIFY OPTIONS WHEN FACING A PROBLEM.
4) I CAN EASILY EXPRESS MY THOUGHTS ON A PROBLEM.
5) I AM ABLE TO GIVE REASONS FOR MY OPINIONS.
6) IT IS IMPORTANT FOR ME TO GET INFORMATION TO SUPPORT MY OPINIONS.
7) I BACK MY DECISIONS WITH INFORMATION.
8) I CAN EASILY TELL IF WHAT I DID WAS RIGHT OR WRONG.
9) I AM ABLE TO TELL THE BEST WAY OF HANDLING A PROBLEM.
10) I MAKE SURE THE INFORMATION I USE IS CORRECT.

LAUNCHPAD SOCIAL COMPETENCE YOUTH SURVEY

SOCIAL COMPETENCE REFERS TO THE POSITIVE SOCIAL SKILLS NECESSARY TO GET ALONG WITH OTHER PEOPLE, INCLUDING RESPECTING OTHERS, BEING ABLE TO COMMUNICATE WELL WITH OTHERS AND LISTEN TO OTHERS' IDEAS, DEMONSTRATING CONTEXT-APPROPRIATE BEHAVIOUR CONSISTENT WITH SOCIAL NORMS; AND RESOLVING CONFLICT.

REVISED YOUTH DEFINITION: THE SOCIAL SKILLS NECESSARY TO DEVELOP PRODUCTIVE RELATIONSHIPS AND DEMONSTRATE CONTEXT-APPROPRIATE BEHAVIOUR.

AKA: CONNECTING AND CO-EXISTING MEANINGFULLY WITH PEOPLE.

Number of Items: 8, including 7 multiple choice items and one open-ended text item.
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Measure informed by validation testing and feedback following administration of a Social Competence Teen Survey in youth sport for development programs at MLSE LaunchPad, originally developed by the Templeton Foundation-funded Child Trends for Flourishing Children Project.

RESPONSE OPTIONS FOR ITEMS 1-6:

1) **STRONGLY DISAGREE**   2) **DISAGREE**   3) **SOMEWHAT DISAGREE**   4) **SOMEWHAT AGREE**   5) **AGREE**   6) **STRONGLY AGREE**

ITEMS ON SCALE:

1) I AVOID MAKING OTHERS LOOK BAD.
2) IF TWO OF MY FRIENDS ARE FIGHTING, I FIND A WAY TO WORK THINGS OUT.
3) I CAN BUILD RELATIONSHIPS WITH PEOPLE OF DIFFERENT BACKGROUNDS.
4) I LISTEN TO OTHER PEOPLE'S IDEAS.
5) I CONTROL MY ANGER WHEN I HAVE A DISAGREEMENT WITH SOMEONE ELSE.
6) I CAN DISCUSS A PROBLEM WITHOUT MAKING THINGS WORSE.
7) I TRY TO UNDERSTAND OTHER POINTS OF VIEW, EVEN IF I DISAGREE.

OPEN-ENDED ITEM:
8) WHAT HAS HELPED YOU IMPROVE YOUR SOCIAL COMPETENCE SKILLS?

LAUNCHPAD SELF-REGULATION SCALE

SELF-REGULATION REFERS TO THE ABILITY TO MONITOR AND CONTROL THOUGHTS, BEHAVIOURS AND EMOTIONS IN A WAY THAT IS APPROPRIATE FOR THE DEMANDS OF A GIVEN SITUATION.

Number of Items: 11 multiple choice questions
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Adolescent Self-Regulatory Index; School Attitudes Assessment Survey, Motivation & Self-Regulation Subscale

RESPONSE OPTIONS FOR ITEMS 1-11:

1) STRONGLY DISAGREE   2) DISAGREE   3) SOMEWHAT DISAGREE   4) SOMEWHAT AGREE   5) AGREE   6) STRONGLY AGREE

ITEMS ON SCALE:

1) WHEN I'M UPSET, I CAN FIND A WAY TO MAKE MYSELF FEEL BETTER.
2) I CAN FIND WAYS TO MAKE MYSELF DO WORK EVEN WHEN MY FRIENDS WANT TO GO OUT.
3) IF I'M UPSET WITH SOMEONE, I DON'T TAKE IT OUT ON OTHERS.
4) I KEEP TRACK OF THINGS, EVEN WHEN I'M STRESSED.
5) I CAN START A NEW TASK EVEN IF I'M TIRED.
6) IF I'M INTERRUPTED OR DISTRACTED, I CAN PICK UP WHERE I LEFT OFF.
7) I CAN CALM MYSELF DOWN WHEN I'M EXCITED OR WOUND UP.
8) I CAN STAY CALM WHEN I HAVE A DISAGREEMENT WITH SOMEONE.
9) I CAN STAY FOCUSED ON MY WORK EVEN WHEN IT'S DULL.
10) I CAN STOP MYSELF FROM LOSING CONTROL WHEN I'M MAD.
11) I CAN RESIST DOING SOMETHING I WANT WHEN I KNOW I SHOULDN'T DO IT.

OUTCOME PILLAR

READY FOR WORK

LAUNCHPAD EMPLOYMENT SCALE

Number of Items: 5 multiple choice items
Recommended age range: 14-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Employment Precarity Index, Job Precarity Score

—— **ITEMS ON SCALE:**

1) **Are you currently working or participating in an apprenticeship, training or school program? Choose all that apply.**

- ○ a) No

- ○ b) Yes, working part-time

- ○ c) Yes, working full-time

- ○ d) Yes, in part-time apprenticeship, training or school

- ○ e) Yes, in full-time apprenticeship, training or school

Skip Logic: If A, or ONLY D or E, end here. If B or C, continue.

2) **How would you describe your main job over the past 3 months?**

- ○ Casual shifts

- ○ Short term contract or temp agency (less than 1 year)

- ○ Self-employed

- ○ Long-term contract (one year or more)

- ○ Permanent part-time (less then 30 hours per week)

- ○ Permanent full-time (30 hours per week or more)

3) **Do you receive any benefits through your work such as health insurance, sick days or paid vacation?**

- ○ No
- ○ Yes

4) **Do you have a retirement/pension plan through your work? CPP does not count.**

- ○ No
- ○ Yes

5) **Do you usually get paid if you miss a day of work?**

- ○ No
- ○ Yes

LAUNCHPAD READY FOR WORK QUESTIONNAIRE

WORK READINESS REFERS TO HAVING THE SKILLS, ATTITUDES, AND EXPOSURE NECESSARY TO FIND AND KEEP AN APPROPRIATE JOB AND/OR RECOGNIZE ONE'S CAREER OPPORTUNITIES AND POTENTIAL.

Number of Items: 10, including nine multiple choice items, and one open-ended item
Recommended age range: 14-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.

—— **RESPONSE OPTIONS FOR ITEMS 1-9:**

1) STRONGLY DISAGREE   2) DISAGREE   3) SOMEWHAT DISAGREE   4) SOMEWHAT AGREE   5) AGREE   6) STRONGLY AGREE

—— **ITEMS ON SCALE:**

1) I KNOW WHAT TYPE OF WORK SUITS MY INTERESTS.
2) I KNOW WHAT TYPE OF WORK SUITS MY SKILLS.
3) I HAVE THE SKILLS I NEED TO SEARCH FOR A JOB.
4) I HAVE THE SKILLS I NEED TO GET A JOB.
5) I KNOW HOW TO WRITE AN EFFECTIVE RESUME.
6) I KNOW HOW TO PREPARE FOR A JOB INTERVIEW.
7) ONCE I GET A JOB INTERVIEW, I WILL BE ABLE TO PERFORM WELL IN IT.
8) I WILL FIND WORK, EVEN IF IT TAKES MULTIPLE ATTEMPTS.
9) ONCE I FIND A JOB, I WILL BE ABLE TO SUCCEED IN IT.

OPEN-ENDED ITEM:
10) REFLECTING ON YOUR OWN INDIVIDUAL STRENGTHS, WHAT ARE 1-2 AREAS OF SUPPORT THAT YOU WOULD LIKE TO RECEIVE IN ORDER TO HELP FIND WORK OR SUCCEED IN A JOB.

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LAUNCHPAD LEADERSHIP SCALE

LEADERSHIP REFERS TO THE ABILITY TO ANALYZE ONE'S OWN STRENGTHS AND WEAKNESSES, SET GOALS AND CARRY THEM OUT, GUIDE OR DIRECT OTHERS ON A COURSE OF ACTION, INFLUENCE THE OPINIONS AND BEHAVIORS OF OTHERS, AND SERVE AS A ROLE MODEL.

Number of Items: 21, including 20 multiple choice items, and one open-ended item
Recommended age range: 11-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.

—— **RESPONSE OPTIONS FOR ITEMS 1-20:**

1) **STRONGLY DISAGREE**   2) **DISAGREE**   3) **SOMEWHAT DISAGREE**   4) **SOMEWHAT AGREE**   5) **AGREE**   6) **STRONGLY AGREE**

—— **ITEMS ON SCALE:**

UNDERSTANDING MYSELF

1) I HAVE QUALITIES THAT MAKE ME A GOOD LEADER.
2) I AM INTERESTED IN GROWING AS A LEADER.
3) I SET GOALS AND WORK TOWARD THEM.
4) I LEARN FROM MISTAKES.
5) I AM AWARE OF MY STRENGTHS AS A LEADER.

COMMUNICATION

6) I AM AWARE OF BODY LANGUAGE WHEN TALKING TO OTHERS.
7) I CAN DESCRIBE MY THOUGHTS TO OTHERS.
8) IF SOMEONE DOES NOT UNDERSTAND WHAT I'M TRYING TO SAY, I FIND A DIFFERENT WAY TO COMMUNICATE.
9) I LISTEN EFFECTIVELY.
10) I ASK QUESTIONS WHEN I DON'T UNDERSTAND SOMETHING.

WORKING WITH OTHERS

11) I CONSIDER INPUT FROM ALL MEMBERS OF A GROUP
12) I TRY TO COOPERATE WITH OTHERS TO GET THINGS DONE.
13) I SET A GOOD EXAMPLE FOR OTHERS.
14) I CAN ORGANIZE OTHERS TO ACCOMPLISH AN ACTIVITY BASED ON THEIR STRENGTHS.
15) I SPEAK UP FOR MY IDEAS IN A GROUP.

DECISION MAKING

16) I PRIORITIZE IMPORTANT TASKS.
17) I SEEK OUT INFORMATION AND DIFFERENT POINTS OF VIEW TO SOLVE PROBLEMS.
18) I CONSIDER DIFFERENT POSSIBLE OUTCOMES BEFORE MAKING A DECISION.
19) I ACCEPT RESPONSIBILITY FOR THE OUTCOMES OF MY DECISIONS.
20) I ASK FOR FEEDBACK.

OPEN-ENDED ITEM

21) WHAT DO YOU THINK ARE IMPORTANT SKILLS FOR BEING A STRONG LEADER?

LAUNCHPAD SOCIAL CAPITAL SCALE

SOCIAL CAPITAL REFERS TO THE VIBRANCY OF SOCIAL NETWORKS AND THE EXTENT TO WHICH INDIVIDUALS AND COMMUNITIES TRUST AND RELY UPON ONE ANOTHER.

Number of Items: 10
Recommended age range: 14-29
Method of administration: Participant self-report survey.
Time of administration: Pre and post program.
Adapted from: Social Provisions Scale, Toronto Community Foundation Social Capital Survey

RESPONSE OPTIONS FOR ITEMS 1-9:

1) **STRONGLY DISAGREE**   2) **DISAGREE**   3) **SOMEWHAT DISAGREE**   4) **SOMEWHAT AGREE**   5) **AGREE**   6) **STRONGLY AGREE**

ITEMS ON SCALE:

1) I KNOW SOMEONE WHO WILL HELP ME IF I REALLY NEED IT.
2) I HAVE SOMEONE I CAN TURN TO FOR GUIDANCE WHEN I'M UNDER STRESS.
3) I THINK PEOPLE DEPEND ON ME FOR HELP.
4) I THINK THERE ARE PEOPLE WHO ENJOY THE SAME ACTIVITIES I DO.
5) I AM RESPONSIBLE FOR ANOTHER PERSON'S WELL BEING.
6) PEOPLE IN MY COMMUNITY SHARE MY ATTITUDES AND BELIEFS.
7) IF SOMETHING WENT WRONG, THERE IS SOMEONE WHO WOULD COME TO MY ASSISTANCE.
8) I HAVE CLOSE RELATIONSHIPS WITH PEOPLE THAT I CAN TRUST.
9) I HAVE SOMEONE I CAN TALK TO ABOUT IMPORTANT DECISIONS IN MY LIFE.
10) I HAVE RELATIONSHIPS WHERE MY STRENGTHS ARE RECOGNIZED.

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ALL YOUTH SPORTS ARE SPORT FOR DEVELOPMENT OPPORTUNITIES

THIS DOCUMENT MAY BE REFERENCED AS:

MLSE Foundation. Youth Sport For Development Metrics Framework: Tools Evaluating Positive Youth Development Outcomes in Sport. (2026).

Members of the research and scholarly communities across sport, recreation, physical literacy, mental health and positive youth development whose work has meaningfully informed the theorization and development of measurement and evaluation employed by MLSE Foundation include:

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