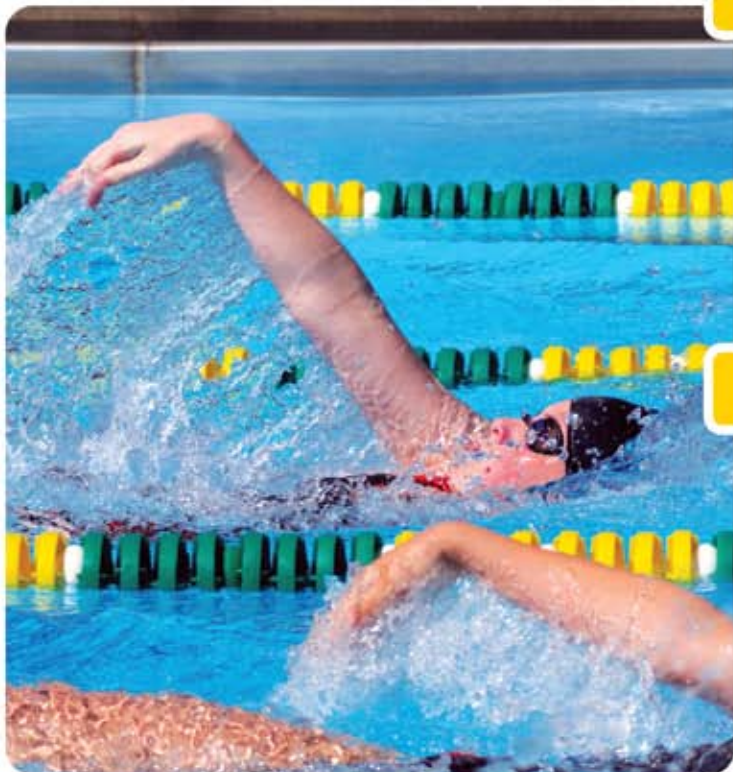


REPORT ON Daily Physical Activity Planning Grants



BCRPA Regions



1 Fort Nelson

2 Burns Lake

3 Comox

4 Nanaimo

5 Victoria

6 Squamish

7 Metro Vancouver

Delta
North Vancouver
Port Moody
Surrey

8 West Kelowna

9 Winfield

10 Penticton

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BCRPA and Daily Physical Activity

In 2007, the Ministry of Education announced that all students are required to participate in Daily Physical Activity (DPA) as part of their education program. In partner consultations, it was recognized that students in Grades 10 to 12 could use community sport and recreation programs to help meet the DPA requirement of 150 minutes every week.

In 2008, the Ministry of Education contracted BCRPA to pilot an initiative that would link high schools with community sport and recreation programs. BCRPA facilitated seven communities to help provide Grades 10 to 12 students with the opportunity to meet DPA requirements through new or existing programming provided by community recreation organizations. The pilot project produced a series of observations and recommendations. One observation was that some communities require support to begin a dialogue between schools and the recreation sector. Another observation was that without consistent funding, communities would have to be creative in the way they offered these opportunities to ensure they were accessible to all students. From these recommendations, the DPA Planning Grants program was created.

About Choosing Stakeholders

Here are additional comments that community representatives offered for those who may be considering DPA initiatives.

- Choose a school and community centre that are close to each other.
- Include youth programmers from the community centre.
- Include youth and families in the discussion.
- Offer incentives so students participate in discussions.
- Start with groups that show interest: those who attend the meeting are interested!
- Acknowledge challenges faced by Grades 10 to 12 students in rural settings; transportation and facilities are less accessible; many activities teens like are not available in rural areas such as skating, swimming, golf, skate parks, bowling, etc.
- Teens may have less time available because of their school, homework, and job commitments. In addition transportation time between these obligations may be high depending on their location.
- Students have great ideas and are willing to implement them. They may be willing to attend staff meetings so teachers can be informed.



About DPA

Daily Physical Activity (DPA) Planning Grants

The purpose of the planning grant was to bring stakeholders together to discuss, learn and plan for cooperative action to increase access to physical activity opportunities for students in Grades 10 to 12, and primarily for those who are inactive or vulnerable. The goal was to inspire collaboration and joint action to assist students in reaching their Daily Physical Activity (DPA) requirements.

The grants were available to be used to facilitate discussion and further develop the following points:

- existing opportunities for physical activity for Grade 10-12 students
- strengths and weaknesses in the existing provision of services
- broader issues specific to vulnerable students and those with low physical activity levels
- stronger links between participating stakeholders
- opportunities for future collaboration and joint action
- joint use agreements

The funds were not for implementing programs or services or subsidizing participation. The maximum planning grant was \$2,000. Communities received the planning grant in February 2009 and a summary of their accomplishments was submitted in July 2009.

The following communities received a DPA planning grant:

- Burns Lake
- Comox Valley
- Delta
- Fort Nelson
- Nanaimo
- North Vancouver
- Penticton
- Port Moody
- Squamish
- Surrey
- Victoria (The LINK at Burnside/ Burnside Gorge Community Centre)
- Victoria (WestShore Centre for Learning and Training)
- West Kelowna
- Winfield

Here are additional comments that community representatives offered for those who may be considering DPA initiatives.

- Think outside the box in terms of DPA.
- Keep a holistic view of health in mind. Health is a multi-dimensional concept that is more than physical activity. When working with community partners on projects as specific as physical activity, keep in mind that other aspects of health are needed to support physical activity-specific initiatives, such as emotional and social supports.
- Find out the policies in place for each school regarding tracking DPA hours. Are students required to keep track themselves? Do teachers oversee a tracking tool?

About Timing

Executive Summary

Every community was required to submit a summary of what was accomplished with the DPA planning grant. The summary highlighted whether or not they met their stated objectives, what their draft action plan is, what worked well, what challenges they faced, and any other relevant information.

This report synthesizes the information each grant recipient submitted on the DPA Planning Grant Summary Form. The report provides insight into the experiences of those 14 communities as they took the initiative to form partnerships, brainstorm ideas, raise awareness, identify challenges and set goals that would help students meet the DPA requirements.

The chart on the following pages provides a brief overview of this information.

Here are additional comments that community representatives offered for those who may be considering DPA initiatives.

- When working with schools, be aware that **timing is important** (a fall event may be better than a spring event) to ensure their involvement; be as independent as possible so the event / project doesn't become a school-driven project.
- A grant is a great source of support for supporting discussion amongst stakeholders in youth DPA. However, ensure enough time to conceptualize and mobilize partners prior to the busy springtime.



| Organization | Overview | Action Plan | Worked Well | Challenges |
|------------------------|--|--|--|--|
| Burns Lake | Held trade show to showcase activities | <ul style="list-style-type: none"> • Offer introductory mountain biking classes | <ul style="list-style-type: none"> • Smaller community so everyone already knew each other. | <ul style="list-style-type: none"> • Finding time |
| Comox Valley | Held meeting with cross-sectoral representation | <ul style="list-style-type: none"> • Safe cycling routes • Have private companies put on free classes • Conduct research to identify barriers | <ul style="list-style-type: none"> • Creating a sense of team and a goal • Ensuring respect • Fostering mutual understanding & an open environment • Listening | <ul style="list-style-type: none"> • Understanding different backgrounds and experiences • Reaching common expectations |
| Delta | Conducted a survey and formed a working group | <ul style="list-style-type: none"> • Non-traditional intramural activities • Increase participation at active fundraising events • Use Facebook | <ul style="list-style-type: none"> • Timely communication • Sharing information about stakeholder opportunities | <ul style="list-style-type: none"> • Collaboration amongst more than one school and recreation centre |
| Fort Nelson | Held community meetings to discuss DPA survey results from the DPA Pilot Project Grant | <ul style="list-style-type: none"> • Develop intramural program • Have student leaders coordinate activities • Recreation centre will host programs | <ul style="list-style-type: none"> • Sharing resources • Good communication • Flexibility from all parties | <ul style="list-style-type: none"> • Different mandates and/or policies limited what organizations can and cannot commit to |
| Nanaimo | Brought in guest speakers to start conversations with stakeholders | <ul style="list-style-type: none"> • School wide fun days • Explore creation of beach volleyball court | <ul style="list-style-type: none"> • Community school coordinators to support communication • Understanding each other's challenges | <ul style="list-style-type: none"> • Identifying legal responsibilities • Finding time to meet, committed volunteers and funding |
| North Vancouver | Strengthened relationship between stakeholders through discussions | <ul style="list-style-type: none"> • Host a get active fair • Attend school health fair • Train student fitness leaders | <ul style="list-style-type: none"> • Building relationships • Creating win-win situations | <ul style="list-style-type: none"> • Maintaining communication • Aligning priorities |
| Penticton | Created a task force to address the issue | <ul style="list-style-type: none"> • Develop youth health card • Host a youth health fair • Conduct baseline survey | <ul style="list-style-type: none"> • Pooling resources • Recognizing the commonalities among mandates | <ul style="list-style-type: none"> • Ensuring stakeholder organizations have adequate resources. |

| Organization | Overview | Action Plan | Worked Well | Challenges |
|-------------------------------|--|--|--|--|
| Port Moody | Created awareness of community recreation programs and gathered feedback from students | <ul style="list-style-type: none"> • Improve communication between sectors • Hold more organized activities | <ul style="list-style-type: none"> • Site visits • Sharing information | <ul style="list-style-type: none"> • Gathering information from students |
| Squamish | Formed a community outdoor circuit planning committee | <ul style="list-style-type: none"> • Obtain quotes for materials • Apply for grants • Settle land usage issues | <ul style="list-style-type: none"> • Defining common goals • Nurturing working relationships • Sharing tasks | <ul style="list-style-type: none"> • Scheduling meetings |
| Surrey | Gathered baseline data on youth physical activity behaviours | <ul style="list-style-type: none"> • Complete and circulate report • Facilitate meeting with fitness and youth committees | <ul style="list-style-type: none"> • Having common ground • Being clear in your intentions • Being realistic | <ul style="list-style-type: none"> • Differing mandates and resources • Ensuring buy-in from all parties • Ensuring broad stakeholder support |
| Victoria The LINK | Cooperative brainstorming meetings held | <ul style="list-style-type: none"> • Use community centre twice a week • Form group of student leaders • Use community centre transportation | <ul style="list-style-type: none"> • Close physical proximity assists with access to shared resources • Strong partnership with the youth programmer | <ul style="list-style-type: none"> • Finding time to schedule meetings |
| Victoria WestShore | Developed relationships with external organizations | <ul style="list-style-type: none"> • Initiate programs during school hours • Teach students workshop strategies • Encourage student participation | <ul style="list-style-type: none"> • Establishing meeting times and objectives that partners can align with | <ul style="list-style-type: none"> • Facilities that are geographically further apart |
| West Kelowna | Updated joint use agreement | <ul style="list-style-type: none"> • Finalizing revisions of site-specific joint use agreement • Initiating conversations with another middle school | <ul style="list-style-type: none"> • Having open-minded conversations • Having community recreation schedule the school facilities out of school hours | <ul style="list-style-type: none"> • Ensuring the agreements are kept up to date |
| Winfield | Held meetings to collaborate and strategize about DPA | <ul style="list-style-type: none"> • Increase dialogue and awareness of DPA among students and parents • Conduct student survey | <ul style="list-style-type: none"> • Having the community coordinator office in the school | <ul style="list-style-type: none"> • Determining stakeholder roles for DPA |

Synopses of Process and Action Plans

Each community received the same guidelines for the DPA planning grant yet each community used the grant money in a different way. Below is a synopsis of how the 14 communities used the planning grant. Take note of the creativity and initiative that each community had in launching a discussion and formulating an action plan.

Burns Lake – Lakes District Secondary School

The primary objective of the planning grant was to organize and host an outdoor trade show at the high school. Sixteen sports associations, companies and organizations showcased their club or activity in an effort to attract non-active students. Activities represented included snowmobiling, cross-country running, mountain biking, pony club, kayaking and kite boarding. The outdoor trade show was a big success.

The group plans include:

- hosting another outdoor trade show in the upcoming school year;
- offering introductory classes for mountain biking.

Comox Valley – School District #71

A meeting of 19 people from various segments of the community including teachers, recreation professionals, fitness instructors, health professionals, a school trustee and four students was organized. The discussion included finding alternative activities for students and they identified the need for a disc golf course.

Their action plan includes:

- beginning the process of establishing safe cycling routes so students can bike to school;
- providing opportunities for schools and recreation centres to team up to offer activities for teens;
- having private health and fitness businesses put on free classes during school hours;
- conducting research among students to identify barriers to physical activity.

Delta – Delta Parks Recreation and Culture

A Daily Physical Activity survey conducted among high school students was a helpful source of information. Two students from each high school joined the working group that consisted of representatives from the school district and municipal parks and recreation. All high schools showed interest in fencing, possibly introducing it in gym classes. Fitness classes were also well received so parks and recreation may bring personal trainers and fitness instructors into the school to introduce students to community offerings.

Their action plan is:

- to launch school intramurals for non-traditional activities such as dodge ball, tag, obstacle courses and wacky sports;
- to challenge schools to raise funds and increase participation rates for events such as Terry Fox Run and Jump Rope for the Heart;
- to use Facebook as a marketing tool to inform students about DPA activities.

Fort Nelson – Northern Rockies Regional Municipality

Three meetings were held with community stakeholders to discuss results of the DPA pilot survey of high school students.

Their action plan includes:

- developing an intramurals program and having points or incentives to encourage participation for individuals or groups;
- advocating for student leaders to coordinate their own activities so they find more intrinsically rewarding reasons for participation in self-directed activities such as biking, skateboarding and snowboarding;
- encouraging community organizations to host programs for less advantaged teens, such as teen drop-in programs and a no-cost or low-cost program at local recreation centre.

Nanaimo – Cedar Family of Schools

Three sessions with guest speakers that focused on creating meaningful conversations between stakeholders, creating awareness and goals for personal happiness and then brainstorming physical activities and implementation ideas were held. Participants included high school students, school staff, and representatives from community stakeholder groups. The second session encouraged participants to commit to six days of physical activity prior to the third session. Those personal results and experiences were incorporated into the third session which concluded with brainstorming groups that consisted of students, school staff and a community stakeholder.

The events that formed their action plan include:

- school wide fun days to expose students to a variety of physical activities and to find out which activities generated interest;
- exploring the creation of a beach volleyball court.

North Vancouver – William Griffin Community Recreation Centre

The focus for this grant was forming a partnership with a local high school and other stakeholders to support the school's challenge to implement and track DPA. The partnership was achieved through a series of events and meetings designed to research, inform and strengthen the relationships between the school and stakeholders. As a result of discussions, the group learned that there are plenty of opportunities for students but there is limited awareness of DPA in schools, among parents, etc.

Their action plan includes:

- hosting a Get Active Fair to provide students the opportunity to try various activities and to learn how to track their DPA;
- attending the school health fair to ensure students are motivated and tracking their DPA;
- identifying students for fitness leadership training who can be role models and leaders within the school, lead fitness classes, supervise weight room activities, etc.

About Communication

Here are additional comments that community representatives offered for those who may be considering DPA initiatives.

- Find one reliable contact with the school district and work directly with that person to keep the communication lines open.
- Be clear in your intentions/ ideas. Schools and recreation staff are busy. It is helpful to have your research done before approaching partners so that you can be clear and concise in the direction of the meeting.

Penticton – Princess Margaret Secondary School

The principal created a task force with representatives from the school district, Parent Advisory Council and home school association as well as physical education teachers, private and community fitness providers, and others. The task force met twice and created goals for helping to improve the fitness of local youth. The task force also received input from high school students during class time via survey monkey and in-class discussions.

As a result, their action plan is comprised of three goals:

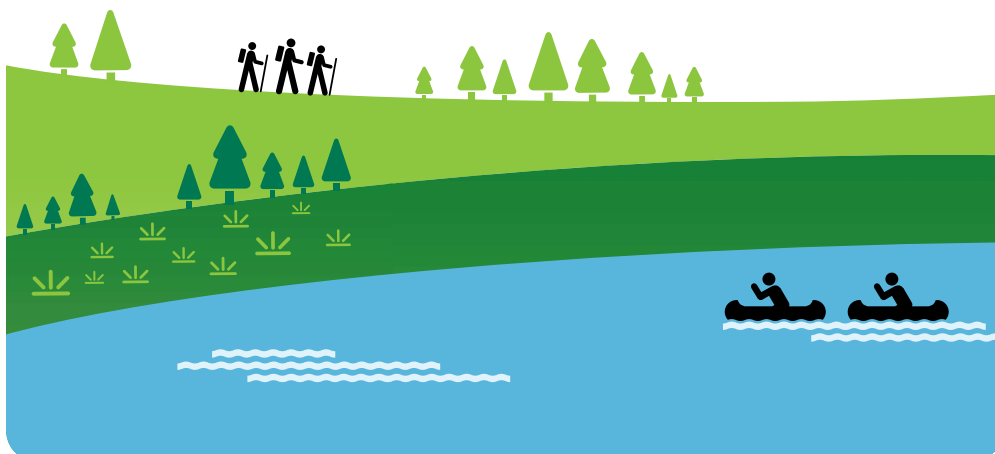
- develop a health card for youth that will increase the awareness and use of local health and fitness businesses, offer discounts and develop partnerships;
- host a youth health fair to increase awareness of various activities and allow youth to try them;
- implement a baseline survey to determine what youth want and need pertaining to fitness.

Port Moody – Port Moody Community Services

A recreation programmer at the City of Port Moody used the planning grant to send youth staff to local high schools to build awareness about community recreation programs such as drop-in basketball and drop-in break dancing and the city's new \$35 million recreation complex. They received valuable feedback from students that will help programmers develop services that appeal to youth.

Their action plan consists of the following items:

- improving communication between the City and schools to increase program awareness and so teachers know that recreation staff are a resource for encouraging DPA and active lifestyles;
- implementing new programs to increase commitment level. Student feedback showed that organized activities are more appealing than drop-in programs, such as a basketball league.



Squamish – School District #48

The planning grant was used to meet with partners involved in community planning and to further develop the idea of an outdoor activity circuit linking the high school with the neighbouring elementary school. The “all access” trail would enable students to run outdoors on the trail and work out at the various stations. The circuit would be available to the community and would ideally include wheelchair accessible equipment. A committee was formed with Squamish recreation and facilities staff and the high school principal; the committee met once.

The resulting action plan is to:

- obtain quotes for equipment and materials;
- find and apply for grants to fund the circuit;
- settle issues of land ownership and usage.

Surrey – Surrey Parks Recreation and Culture

The planning grant was used to gather baseline data on youth physical activity behaviours and beliefs in two schools using an online survey and focus groups. A community roundtable provided an opportunity for discussions among youth and the community around issues of increasing access to and participation in physical activity through a holistic approach. A summary of findings as well as a review of existing international, national and local initiatives were formulated into a final report.

Surrey’s action plan includes the following elements:

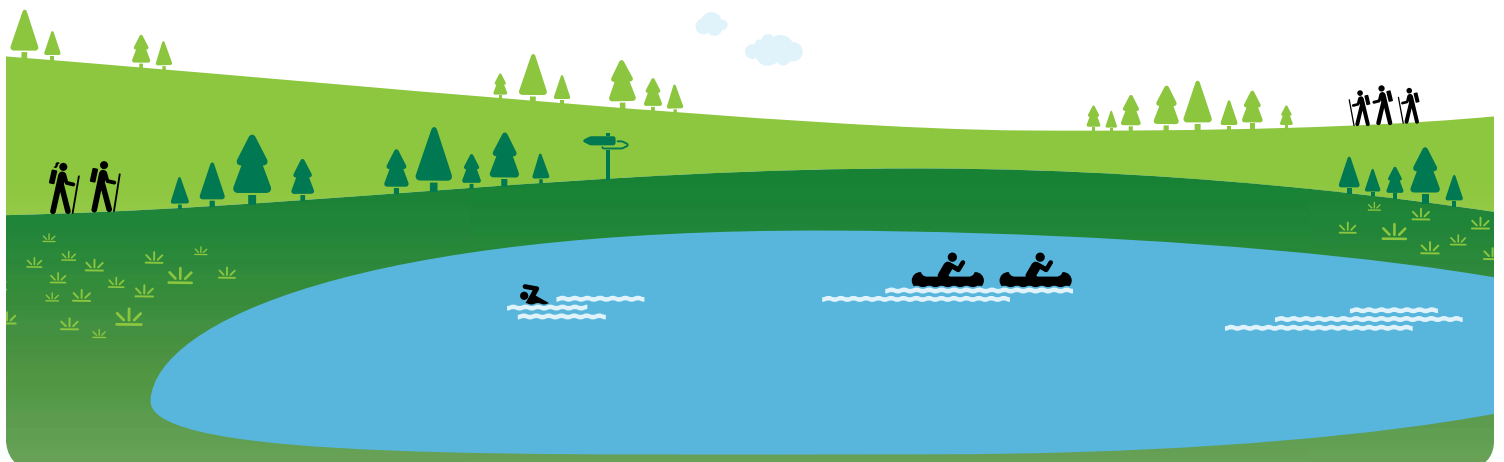
- complete and circulate an executive summary of the final report to City of Surrey staff and community partners;
- facilitate a meeting between Surrey’s fitness committee and youth committee;
- implement suggestions stemming from that meeting at recreation and youth centres.

Victoria – The LINK at Burnside

This grant was used to hold brainstorming meetings with students to gather ideas on how to get them more involved in fulfilling DPA requirements. Some of their ideas included sourcing low-cost activities, creating an email distribution service to inform students of activities, researching more grants, offering food as an incentive, and creating and promoting a website to inform and motivate students.

After the session with the students, the task force created a three-point action plan as follows:

- use the community centre twice a week to increase youth engagement and DPA among students;
- form a group of student leaders to increase connectedness between students and to help in hosting physical activity classes before school;
- use the community centre bus or van to increase student connectedness and to help increase the variety of DPA activities.



Victoria – WestShore Centre for Learning and Training

The high school made significant progress in establishing relationships with external organizations to help develop DPA programs. Numerous meetings were held with stakeholders such as Royal Roads University, Juan de Fuca Recreation Centre and Cross Fit, a health and fitness establishment.

As a result, the action plan, which will be implemented during school hours, includes:

- initiating programs so students participate and learn skills in swimming, skating, weight training and curling;
- teaching students workout strategies with the help of Cross Fit;
- encouraging students to participate in exercise classes such as yoga and pilates which will be led by an instructor.

West Kelowna – West Kelowna Parks Recreation and Culture

The planning grant provided the District of West Kelowna and School District #23 the opportunity to meet and discuss updating their joint use agreement to reflect their current priorities and to create more opportunities for youth to become and stay active. After much conversation the parties decided to focus on site specific agreements with the middle schools in the district. Although their initial intention was to focus on secondary schools, it was during these critical middle school years that the community was noticing a decline in physical activity. All parties agreed that if they could encourage more activity in the middle school age group, it would then be easier to keep youth active as they move through secondary school.

Their action plan moving forward includes:

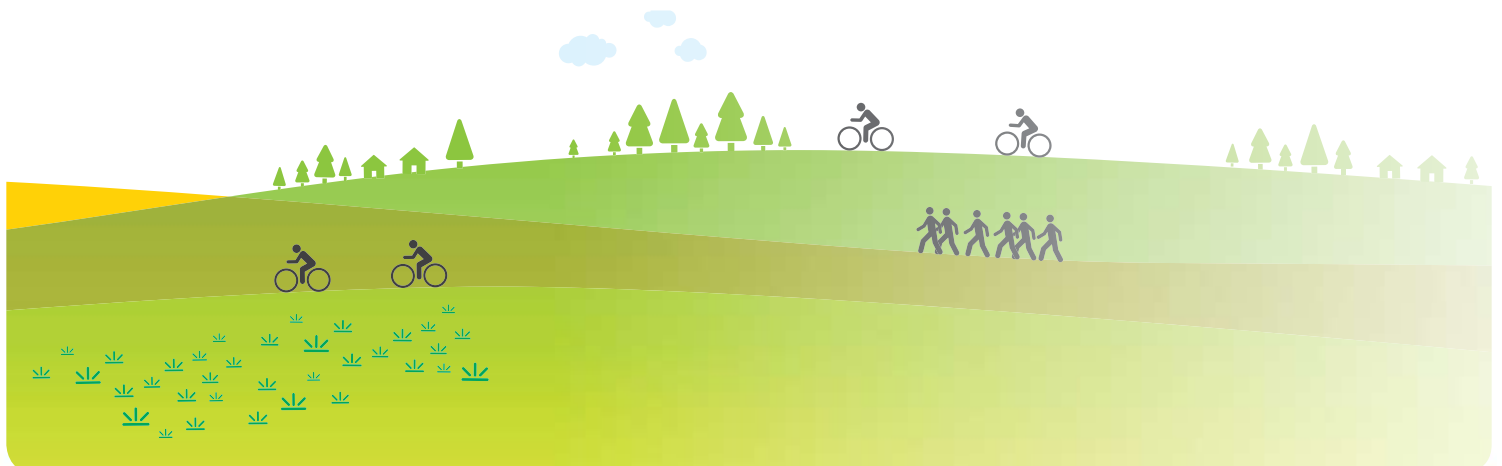
- finalizing the revised joint use agreement with the first middle school;
- initiating joint use agreement conversations with the second middle school;
- updating master joint use agreement.

Winfield – George Elliot Secondary School

The George Elliot Secondary School operates as a joint use facility because the community recreation program coordinator operates from within the school and community programs use the school facilities, thus the grant was used to gather recreation staff, school administration and students for three half-day meetings so they could collaborate and strategize about bringing DPA information and opportunities to students.

They formulated a plan that is comprised of four action items:

- build DPA awareness among Grade 8 and 9 students throughout the school year;
- increase dialogue and awareness among Grade 10 – 12 students via assemblies;
- increase knowledge and communication to and among parents through the school newsletter and website;
- conduct a survey among students to gauge their understanding of DPA requirements as well as their interest and participation in community recreation activities.



Working Together

Every community representative was asked to comment on what worked well when working together with community recreation staff and school representatives during the DPA planning grant process. They were also asked to outline some of the challenges they had and to identify possible solutions. Here are highlights from eight communities.

Burns Lake

In the small community of Burns Lake, everyone knows everyone so it was easy for people to work together. As the planning grant project lead explained in her summary, "Being a small community we know each other very well. Personally, I act as the school career counselor, the Physical Education department, a Rotarian, a member of the cross-country ski club, the mountain biking club and the snowboard/ski team coach. Many of our community members are just as involved as I am, if not more. This makes working together very easy."

Yet there were challenges. Finding the time to gather everyone was the most significant challenge. "We are all very busy in different activities," she noted. "Finding the time to meet and then put on an event can be challenging." However, the outdoor trade show in Burns Lake was successful. "It was such a huge success that I have people from around the province emailing me or phoning for advice. We are also thinking of doing it again next year."

Fort Nelson

In Fort Nelson, another small community, representatives from the municipality and the school district met three times to discuss how they can share resources to help students fulfill their DPA requirements. "Sharing resources has been very successful," wrote the recreation programmer. "It is important for both organizations to be flexible, but also aware of each other's mandate [and] limitations. Ensure good communication lines are in place."

Good communication is critical when faced with challenges. "We are all faced with similar challenges," she wrote, "including limited budgets, lack of adequate program space, difficulty hiring qualified program leaders and lack of transportation for students to and from programs outside of the regular school day. Different mandates and/or policies limit what we can and cannot commit to."

As a solution to these challenges, they will look for grants focused on direct program funding to reduce operation and participation costs and they plan to continue working with community partners to reduce the transportation barrier.

Nanaimo

Nanaimo's Cedar Family of Community Schools has community school coordinators who provide an excellent avenue for communication between schools and community recreation. "Coordinators are very aware of the needs and resources available in both schools and the Cedar community and are a natural fit for bringing these groups together," wrote the DPA planning grant project lead. "Understanding each other's challenges is a necessary first step and having direct interaction with our target group and understanding their ideas and needs is essential."

One challenge was identifying which group is legally responsible for program delivery and for details such as insurance, equipment and property maintenance/storage, purchasing, scheduling, registration, etc. Another challenge was the difficulty of finding release time for school staff and community stakeholders to meet and plan as well as finding committed volunteers and the necessary funding to help meet their goals.

North Vancouver

In North Vancouver, the recreation centre participated in two school events which strengthened relationships among staff and students and motivated students to become regular users of the recreation facility.

“When working together we are able to pool great resources. It is a win-win for both,” wrote the community recreation programmer. “We have access to the school that we wouldn’t normally have and the school has access to our staff and resources. We have built relationships with the staff and students. Many of the students that we met are now interested in pursuing recreation as a volunteer, staff member/participant. Some students have actually been successful in obtaining jobs this summer at our various facilities.”

As in most collaborative efforts, there are challenges. Recognizing that stakeholders are busy with many competing priorities is important. For North Vancouver, finding time for consistent communication was their biggest challenge.

Port Moody

In Port Moody, recreation staff visited students at school to conduct a survey and to ask for their input. Students who completed the survey were entered into a draw for a one month pass to the new recreation complex. Information from the survey was forwarded to recreation programmers.

“School visits are really effective. Introducing ourselves as another resource that teachers and school contacts can reach out to for support and assistance hopefully will contribute to the success of this initiative,” the recreation programmer wrote in her summary. “Talking to the teachers or school contacts first is essential. It’s essential that teachers know how and where to direct students or who to contact for assistance.”

However, gathering information from students in general proved to be the biggest hurdle. “Many students do not want to fill out a survey or discuss their DPA requirements while they are eating their lunch or on break,” noted the recreation programmer. “We felt the best way to gather information was from talking with the students. Students who are not already active are not enthused with meeting their DPA. We offered an incentive to completing the survey, a one month pass to the recreation complex.”

Squamish

In Squamish, participants have a stronger realization that they are all working for the same client and have the same goals. “With very limited time spent discussing the outdoor activity circuit with these organizations, I would not say that we have a working relationship but we have an understanding that information must keep moving between us,” wrote the high school athletic director. “I know that no one will jump up and say they would love to write a grant application or hunt down two more equipment vendors for the circuit. If we can have more time together, a working relationship will grow and more of the work can be delegated to others who want to see the project completed.”

One of the challenges was as simple as trying to organize a meeting between municipal staff and school representatives because of busy schedules. “It is very difficult to get a group of leaders together...we could not meet until late June!” she wrote. “I should have tried to just go and meet with one person at a time and yet the discussion and ideas that are created in a group are very productive.”



About Strategy

Here are additional comments that community representatives offered for those who may be considering DPA initiatives.

- Start small.
- Establish a win / win philosophy as the backbone of your partnership.
- Create a mission statement to keep your partnership focused.
- Identify challenges and solutions to those challenges.
- Every action item needs a captain, someone who will get it done.
- Use the knowledge and experience of people in your community because every community has talented people.
- Have a plan and work towards it.
- Inform participants ahead of time on the goals of the meeting so they can prepare thoughts on the topic and consult with their organizations on what they are capable and willing to contribute to the cause.
- Be realistic. Many stakeholders would appreciate a good brainstorm, but being realistic about time and resources will accomplish more.
- Arrange meetings early in the school year to establish goals and direction.
- Determine student needs and preferences as early as possible because programs and activities are often planned well in advance.
- Be creative and be open to sharing resources.

Victoria – LINK at Burnside

At Victoria's LINK at Burnside, where the community center and high school are in close proximity, each party has easy access to different resources and partnerships. The youth programmer from the community centre became involved and everyone involved was like-minded and accustomed to working with similar demographics.

"The challenge was finding time to do research, such as looking for additional grants, and scheduling meetings due to different work schedules and commitments," wrote the physical education teacher who spearheaded the DPA planning grant initiative. "The solution is to set aside a portion of our meeting time to do additional research and, for scheduling meetings, to be as flexible as possible."

Winfield

In Winfield, the community recreation coordinator operates from within the high school so it was a natural way to raise awareness among students. "Having the community coordinator's office right in our school is an asset," noted the high school teacher who led the DPA planning grant process. "It is in a visible location and students are more apt to be aware that there are good programs offered for their participation. It will be an even greater asset as we form more of a partnership."

A challenge exists, however, regarding ownership. Is the community recreation coordinator truly a stakeholder in the DPA initiative, despite considerable efforts but minimal success in recruiting teens to participate? There is no indication that the community recreation coordinator has been introduced to the DPA initiative through her professional association. "The DPA initiative has been primarily a school-based concern this year," wrote the high school teacher, "in the hopes that our teens will eventually become motivated to try more of the community program offerings."

About BC Recreation and Parks Association

The British Columbia Recreation and Parks Association (BCRPA) is a not for profit organization dedicated to enhancing the quality of life in our province. BCRPA and its extensive network of members in the parks, recreation, physical activity and culture sector support the development of healthy individuals and communities, and sustainable environments and economies.

Since 1958, the Association has provided leadership, training and support to help members meet provincial and local priorities. With more than 4,200 members, the BCRPA is a strong provincial voice for the parks, recreation, physical activity and culture sector. Members include local and regional governments, community leaders, parks and recreation practitioners, fitness professionals, affiliate organizations, businesses, students and volunteers.

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