

# **TEAM-UP FOR YOUTH: AN EVALUATION**

**SPRING, 2007**



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## **EXECUTIVE SUMMARY**

Team-Up for Youth is an intermediary organization working to promote healthy youth development, particularly among girls and low-income youth, by providing high-quality sports and physical activities in effective environments, throughout Alameda and San Francisco counties. Team-Up believes that high quality community sports programs incorporate the research-based principles found in their Youth's *Building Blocks for Quality Youth Sports* (i.e. emotional and physical safety, positive relationships with peers and adults, youth participation, skill building, and regular physical activity).

During 2005, Philliber Research Associates (PRA) began a two-year evaluation in partnership with Team-Up to assess their grant making activities, technical assistance/training, and Neighborhood Sports Initiative. The study was designed to examine the impact of Team-Up sponsored funding and assistance on grantees' capacity building efforts, program quality improvements, and sustainability. To accomplish these objectives, PRA incorporated multiple data collection strategies and methodological approaches to describe and measure participant characteristics, program participation, program quality, youth outcomes, and neighborhood outcomes.

Data were collected from 54 programs offered by 21 of Team-Up's 27 community grant recipients, funded in May and October 2005. A majority of the agencies selected for the final sample had experience providing youth sports, were repeat grant recipients, offered multiple sports/activities, and were school-based programs. Across these programs, outcome data were collected on 859 youth and attendance data on 1,259 youth, of whom 655 matched. More than two-fifths of enrolled youth are girls, over three-quarters are from low income families, and 93% are children of color.

In addition to students' self-ratings on youth outcome measures, data were collected on coaches' perceptions of students' performance in the areas of confidence, self efficacy, and teamwork. Prior to collecting outcome data, however, initial site visits were organized with each funded grantee to conduct structured interviews with directors and key staff. These interviews

were designed to (a) assess each agency's structure, staffing, and practices related to the delivery of quality programs; (b) gather information on outcomes they hoped to achieve with youth; and (c) develop rational sampling plans pertaining to the evaluation.

Five distinct strategies were implemented to evaluate program quality in the present evaluation. Four of these capture the presence of the Team-Up Building Blocks and the fifth is an operational indicator of agency quality. The four quality measures related to the Building Blocks are:

- Youth Feedback – measured during post-test to emphasize youth participants' views of program quality.
- Team-Up Staff Ratings – judging the presence or absence of each Building Block at participating agencies from the points of view of Team-Up training and technical assistance staff.
- The Assessment of Quality Program Observation Instrument – a structured observation tool adapted from items on six validated program quality instruments used in the field of youth development and developed in partnership with Team-Up staff. The tool maps the presence of specific quality predictors clustered under the five Building Blocks. Observations were conducted on a sample of eight programs selected through stratified random sampling.
- Agency director interviews – during follow-up site visits, agency directors were asked to describe their practices that best exemplify the quality Building Blocks in action.

The operational indicators of quality focus on factors related to program structure and implementation practices. Administered during follow-up site visits, the data on operational indicators were gathered through a series of questions regarding:

- Experience providing sports;
- Program hours per week;
- Participation requirements;
- Youth attrition;

- Youth leadership;
- Parent leadership opportunities;
- Staff-to-youth ratios;
- Staff turnover;
- Hiring issues;
- Staff training;
- Staff supervision; and
- Implementation issues.

A comprehensive summary measure developed to include quality measures from all sources indicated that 76% of the 21 funded agencies provided programs of moderate to high quality. By and large, these programs are successful at following the Building Block principles of being safe, building positive relationships, encouraging youth leadership, building skills, and offering varied and frequent physical activity. Of these dimensions, promoting youth voice, choice and leadership is less frequently achieved. The operational indicators of quality suggest that additional work is needed to furnish meaningful parental participation opportunities, drive down staff to youth ratios, and reduce staff turnover. Factors that appear to have little or no influence on quality include the size of the agency, program location, and number of sports offered.

As consistent attendance is important to the achievement of program goals, youth participation was also tracked using a variety of techniques. In general, youth attendance in Team-Up programs appears comparable to other youth development programs. Enrolled youth had an overall attendance rate of 61% of all possible program sessions, and if late enrollments are discounted, youth attend an average of 71% of the sessions offered (such rates vary by program characteristics and youth quality perceptions). Still, there is room for improvement, as the retention rate from the beginning to end of the average Team-up program is slightly more than half of all youth. Furthermore, the dose of activity that youth receive varies greatly by program, and many programs fail to meet Team-up's guidelines for dosage, which suggest that programs meet for at least 3 hours a week for 12 weeks.

All attendance measures were significantly impacted by varying groupings of Building Block quality measures, program characteristics, and demographics. Attendance at these programs is more consistent when/for:

- female students;
- Asian students;
- fewer parental participation opportunities are offered; and
- youth feel that the program builds skills.

Persistence is similarly greater among Asian students and programs offering fewer parental participation opportunities, but is strengthened by youth perceptions that their program builds good relationships. Participant retention is also related to:

- the grant amount provided by Team-Up;
- the intended weekly program dose; and
- a perception by youth that their program offers vigorous physical activity.

Although Team-Up is more interested in program implementation, participation and quality, some exploratory work was conducted on youth outcomes. Results indicate that despite high scores on baseline assessments, students improve over time on six of seven outcome measures. Significant improvement was seen in students' self-efficacy, confidence, teamwork capacities (as judged by coaches), skills acquisition (as judged by students and coaches), amounts of physical activity, and abilities to make new friends. The only area in which students remained stable from pre- to post-test was in adult/student relationships and only in their abilities to avoid fights was a significant decrease found. Yet, about two-thirds placed in the highest tercile on both of these measures at post-test.

Similar to attendance measures, improved youth outcomes are related to differing Building Block measures of quality as well as various program and demographic characteristics. At post-test, increased self efficacy is related to:



- being Asian;
- attending programs that lack sports experience;
- attending competitive sports programs;
- attending non-traditional sports programs;
- being in a program with youth leadership opportunities;
- greater staff turnover;
- larger grant amounts; and
- being a repeat grant recipient.

Coaches' ratings of student confidence are significantly related to:

- being Latino;
- offering more programs; and
- a perception by youth that their programs are safe.

While few factors are found to predict coaches' perceptions of student confidence, their ratings of students' teamwork abilities are correlated with a large combination of factors including:

- age (older students);
- being female;
- being Asian;
- programs lacking experience providing sports;
- offering competitive sports/activities;
- offering non-traditional activities;
- more youth leadership opportunities;
- higher staff turnover;
- being a first time grant recipient; and
- a perception by youth that their programs promote skill building.

Although students' perceptions of their own athletic skills is solely predicted by their views on

the quality of program participation, coaches' skill ratings are predicted by numerous factors, most of which are the same as those predicting student teamwork ratings (excluding age and perceived skill building quality), as well as:

- non-school-based programs;
- single activity programs;
- few opportunities for parent participation;
- more volunteer staff;
- larger Team-Up grants;
- greater intended program duration;
- agencies offering multiple programs; and
- a perception by youth that their program encourages participation.

Both peer relationship outcomes are more positive when youth feel that their program works towards building good relationships. However, while students' abilities to avoid fights are related to being female, their abilities to make new friends are enhanced when their programs are perceived as safe. Finally, physical activity is more frequent in programs that:

- are geared towards older youth;
- serve Latino youth;
- are experienced in providing sports;
- offer non-competitive activities;
- offer traditional sports;
- are school-based;
- have low staff-to-youth ratios;
- provide few youth leadership opportunities;
- offer more occasions for parent participation;
- have low staff turnover;
- are repeat grant recipients; and
- have lower intended program durations.

While some of the relationships between certain outcomes and program characteristics or quality perceptions seem intuitive, future research is needed to determine why some ethnic groups are more likely to improve in youth sports programs than others.

In addition to its community sports programs, Team-Up also funds a five-year Neighborhood Sports Initiative (NSI) in five Bay Area neighborhoods. The Initiative seeks to enhance the commitment and participation of community stakeholders in the establishment and sustainability of quality sports experiences for youth through demonstrated leadership, active stewardship and community building activities. Since its inception in 2002, the main lessons learned from the NSI include:

- Having a coalition/collaborative in place prior to the Initiative appears to be important for its mobilization and survival;
- The geography/topography of a neighborhood matters and sports programs that fit one neighborhood do not fit all neighborhoods;
- The culture of a neighborhood impacts recruitment and participation;
- Program quality is highly related to the instincts and talents of its leaders/coaches; and
- It is important to enlist the involvement of local businesses in order to improve program sponsorship.

Team-Up is unique in its support of its grantees in that it not only provides them with funding, but also offers critical supports through grant-making assistance, training, and technical assistance. While all three of these supports are very well received by program directors and staff, participation in grant-making and training activities is considerably greater than participation in on-site technical assistance. In fact, all 21 community grantee agencies have participated in the grant-making process and all but three have attended training activities, whereas only half have utilized on-site technical assistance. Regardless, when asked to evaluate the support they receive, it appears that most feel a genuine sense of partnership with Team-Up and Team-Up staff are viewed as extremely caring, helpful and flexible. There also seems to be a general consensus that the trainings and technical assistance provided to these sites result in

numerous program improvements which are aligned with the Building Blocks quality measures. The only point of contention identified by several grant recipients targets Team-Up's push towards program expansion, particularly when negotiating grant renewal agreements.

The importance of developing an ongoing relationship with Team-Up cannot be understated, as the number of years of funding and the number of trainings attended seem to be determining factors in the quality of the offered sports programs. For instance, 4 of the 5 community grantees who have received multiple years of funding and participated in numerous Team-Up trainings are considered high quality agencies. Conversely, only one of the seven newly funded grantees who have received little to no training was judged to be a high quality agency.

Overall, Team-Up has reason to be proud of its efforts as a sports intermediary, and should continue or expand its work to provide funding and program supports. It is suggested that much of this work be centered on the Building Blocks, as they provide a useful framework for sustaining quality improvements for youth sports programs serving thousands of low-income youth each year.

Recommendations for program improvements include expanding training and technical assistance programming, additional exploration of the youth voice, choice and leadership dimension of program quality, expanding the work focused on helping agencies recruit and retain quality staff, providing additional clarity on the parental participation dimension, providing more pre-grant technical assistance and post-grant monitoring to ensure youth meet desired participation levels, offering more help with sustainability, and focusing funding and support efforts around organizational characteristics associated with program success.

## 1. INTRODUCTION

Team-Up for Youth is an intermediary organization working creatively to promote youth development through high quality sports and physical activity opportunities, particularly for girls and for low-income children and youth. Team-Up believes that high-quality sports and physical activities provide an effective environment in which to foster healthy youth development. From their viewpoint, high quality community sports programs incorporate the research-based principles found in Team-Up for Youth's *Building Blocks for Quality Youth Sports*. These quality programs include:

- Emotional and physical **safety**;
- **Positive relationships** with caring adults and supportive peers;
- Voice, choice and leadership on the part of youth (**youth participation**);
- **Skill building** that is engaging, challenging and fun; and
- Frequent, moderate to vigorous and varied **physical activity**.

In the late 1990's, a growing number of foundations began to recognize a conspicuous mismatch between the common sense appeal of sports to children and adults across the nation and the lack of attention to sports among policy makers. Foundations, including the Carnegie Corporation and the Robert Wood Johnson Foundation, sponsored national conferences on the potential of sports as a vehicle for youth development. In the public sector, the Department of Health and Human Services launched "Girl Power", a new federal initiative to promote sports and physical fitness for girls. Several local foundations established special funding initiatives, notably the Skillman Foundation in Detroit.

In California, the Evelyn & Walter Haas, Jr. Fund conducted its own research and investigation into youth sports in the Bay Area. This analysis led the Haas, Jr. Fund to believe that, with strong leadership and thoughtful investment, youth sports could prove a diamond in the rough – a rich, untapped, sustainable community resource to support children's healthy development.

Several emerging trends in youth policy encouraged this reappraisal of youth sports:

- mounting consensus that children's experiences in their communities during the non-school hours play a critical role in their development;
- awakening interest in looking beyond formal treatment programs to consider the impact of informal activities and groups in children's environments; and
- a growing concern that the current, problem-oriented focus in youth policy may be diverting attention and resources away from the basic supports that all kids, rich or poor, need to grow up healthy.

These three trends cast a new light on youth sports, and highlighted the need for a fresh look at how millions of kids choose to spend their free time. Out of this awareness of opportunity, Team-Up for Youth was established in 2001 as a comprehensive initiative to mine this untapped resource.

Team-Up's grant making, training, and advocacy activities provide a variety of new, and expanded, sports opportunities for young people living in low-income communities in the Bay Area (Alameda and San Francisco Counties). Approximately \$1 million is made available in grants annually, funding between 30 and 40 community-based organizations, and Team-Up's training department conducts at least 40 trainings a year. During 2006, 637 youth program staff and coaches were trained by Team-Up for Youth.

The Community Grant Making Program seeks to expand the participation of young people in sports, strengthen the quality of programs, and build program capacity and sustainability. Two types of grants are funded: ***Launch Grants*** for new sports programs that are primarily run by volunteers and ***Pacesetter Grants*** for organizations that have paid staff or an ongoing program with a history of receiving foundation/government grants. Team-Up also funds the ***Neighborhood Sports Initiative***, a five-year effort to encourage quality, resources and community support for sports programs that serve young people in five low-income neighborhoods. Team-Up funds and provides technical assistance for neighborhood-based partnerships of parents, local agencies and residents to create sports programs that meet the

needs and interests of the community.

Team-Up's *Training and Education Program* helps sports organizations improve their programs by delivering a variety of interactive education and training events. Events and on-site workshops are designed for sports program leaders. Team-Up's training curriculum focuses on demonstrating how to implement youth development *Building Blocks* in the field.

*Public Policy* work centers on advocating for gender equity in youth sports and physical activity to prevent childhood obesity. Team-Up uses a variety of advocacy strategies to inform and educate policymakers and stakeholders about the importance of having a variety of accessible sports programs in low-income neighborhoods for all young people, and especially for girls. In addition to focusing on obesity prevention and equal access for girls in public after-school sports programs, Team-Up helps sports programs access public funding, as well as recreation resources and facilities.

To address the dearth of well-trained and committed volunteer youth coaches in the Bay Area, Team-Up created the *Coaching Corps Program*. Through partnerships with local colleges, Coaching Corps was founded to recruit and train students to serve as volunteer coaches with local after-school sports programs. Upon program completion, student coaches are placed at participating Team-Up sites for an entire semester. All such coaches are encouraged to reapply each semester for a maximum of two years of service.

## **Evaluation Questions and Program Model to Guide Evaluation**

In March 2005, Philliber Research Associates (PRA) began a two-year project of working with Team-Up for Youth to evaluate their grant making, technical assistance/training, and Neighborhood Sports Initiative. The evaluation was designed in partnership with Team-Up staff and with Team-Up grantee organizations. The study addressed the evaluation questions listed below. The evaluation was not designed to assess the work of the Coaching Corps program, or Team-Up's policy work, as these initiatives are in the early stages of implementation.

***For the Team-Up for Youth organization:***

- How does Team-Up for Youth funding increase:
  - the number of low-income children and youth playing organized sports, and
  - the gender and ethnic diversity of children and youth playing organized sports?
- How do Team-Up for Youth 's grant making, technical assistance and training efforts build the capacity of youth sports programs to support healthy development in youth?
  - Do Team-Up for Youth's grant making, technical assistance and training efforts result in specific program quality improvements, as defined by the *Building Blocks*?
  - How are Team-Up for Youth's grant making, technical assistance and training efforts perceived by the grantees?

***For those in the Community Grant Making program:***

- How many young people are enrolled in these programs over time?
- How often do they attend?
- What are the characteristics of the young people enrolled?
- How are these characteristics related to participation?
- How many adults become involved in sports activities for young people?
- Are these quality programs, as defined by the *Building Blocks*?
- What outcomes occur among young people?
- Are the specific activities offered, the characteristics of the children, or achievement of the *Building Blocks* related to these outcomes or perceptions about these outcomes?



*For those funded through the Neighborhood Sports Initiative, all of the questions above, plus:*

- Do neighborhoods become more committed to these programs?
- Are there any “spill-over” effects in these communities to other kinds of civic engagement?
- How stable and sustainable are these programs?

The logic model on the following page summarizes the areas in which data collection occurred in both grant making programs.

**Table 1:1 - A Model to Guide the Evaluation of Team-Up for Youth's Grant Making**

<b>Community Grant Making Programs</b>			
<b>Team-Up will ...</b>	<b>Funded programs or lead agency will ...</b>	<b>High quality programs will have or create...</b>	<b>The outcomes will be...</b>
Provide -- <ul style="list-style-type: none"> <li>• funding</li> <li>• training and technical assistance</li> <li>• coaching through visits and role modeling, and</li> <li>• other supports that might facilitate programs for youth</li> </ul>	<ul style="list-style-type: none"> <li>• recruit and retain underserved youth</li> <li>• implement sports programs for these youth</li> <li>• work toward making these programs of the highest quality</li> </ul>	Environments where there exists -- <ul style="list-style-type: none"> <li>• Safety (physical and emotional)</li> <li>• Positive Relationships (caring adults and supportive peers)</li> <li>• Youth Participation (voice, choice, and leadership)</li> <li>• Skill Building (engaging, challenging and fun)</li> <li>• Physical Activity (frequent, moderate to vigorous, and varied)</li> </ul>	For youth -- <ul style="list-style-type: none"> <li>• greater self-efficacy</li> <li>• increased ability to be a team player</li> <li>• increased leadership skills</li> <li>• improved relationships with peers</li> <li>• improved relationships with adults</li> <li>• increased confidence in broader situations</li> <li>• increased physical activity, and</li> <li>• improved mastery of skill.</li> </ul>
<b>The Neighborhood Sports Initiative</b>			
Provide -- <ul style="list-style-type: none"> <li>• 5 years of funding for 5 communities</li> <li>• 1 year of planning time</li> <li>• Training and technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• encourage partnerships</li> <li>• encourage community involvement</li> <li>• develop a plan with targets for resource commitments and tangible support</li> </ul>	Sports programs that meet the quality criteria listed above	These neighborhoods will show -- <ul style="list-style-type: none"> <li>• commitment and participation of community stakeholders in creating and sustaining quality sports experiences for youth</li> <li>• demonstrated leadership removing barriers to play and sustaining quality youth sports experiences</li> <li>• active stewardship of youth sports programs by neighborhood stakeholders</li> <li>• safe, adequate places for children to play, and</li> <li>• community building includes some spillover to other community outcomes</li> </ul>

## Summary of Evaluation Methodologies

The evaluation, to be described in more detail below, incorporated several data collection strategies summarized as follows:

- **A Process Evaluation** tracked implementation at grantee sites, participation and characteristics of those served. Methods included searches of available documents, such as proposals and progress reports, site visits, interviews with program administrators and staff, and attendance tracking.
- **Measuring Program Quality** used the Team-Up *Building Blocks* as the guiding concepts plus other indicators of quality youth programs. Structured interviews were conducted with Team-Up staff and with grantee staff, satisfaction data were collected from youth participants and program activities were observed.
- **A Youth Outcome Evaluation** looked at how youth changed over one season of play on defined outcomes. Pre/post program questionnaires were administered on site to a sample of youth. Mastery of skills was measured by coach or program leader assessments of young people.
- **Neighborhood Outcomes** were assessed by interviews with key stakeholders in each community, supplemented by a review of proposals and progress reports and physical documentation of changed environmental conditions where appropriate.

This report now turns to a more detailed discussion of how these general strategies were carried out and specific findings.

## **2. THE AGENCIES AND YOUTH SAMPLED**

Through its community grant-making program, Team-Up for Youth provides funding and support to a wide range of agencies seeking to initiate or expand sports or physical activity opportunities for youth in low-income communities in San Francisco, Santa Clara and the East Bay region. Grantee agencies range from branches of large national non-profits, such as Boys and Girls Club or YMCA, to public entities, such as city parks and recreation departments, to small, independent, neighborhood-based non-profits. Team-Up grant funding is often used by agencies to expand existing sports programs to reach additional youth, to expand existing youth development programs to include a new sports or physical activity components, or to launch a totally new program. For example, a typical grant recipient might be a large sports-oriented after school agency seeking to expand their structured existing program to three additional school sites, or it might be an existing after school program focused on academic activities that receives funding in order to develop and add an adventure sports, capoeira, or basketball program for their youth.

To make this evaluation manageable, it was necessary to draw a sample of both funded agencies and youth within their programs. This chapter describes how those samples were drawn and the data collected on the organizational level.

### **Agencies Sampled: Brief Methodological Overview**

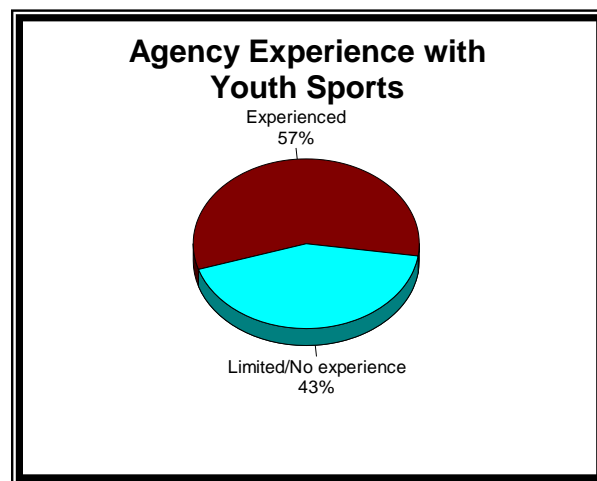
To assess the impact of Team-Up for Youth as an organization, it was necessary to engage grant recipients to examine the impacts of their activities accomplished with Team-Up funding. Of the twenty-seven agencies that were recipients of Team-Up for Youth community grants during the spring and fall funding cycles of 2005, twenty-one agencies were included in this study. Those agencies not included in the study were excluded upon request of Team-Up staff for reasons such as their concurrent involvement in other evaluation studies. One additional agency was initially a part of the study but was eventually excluded due to staff burden on the all-volunteer organization.

## Characteristics of the Agencies Involved in the Study

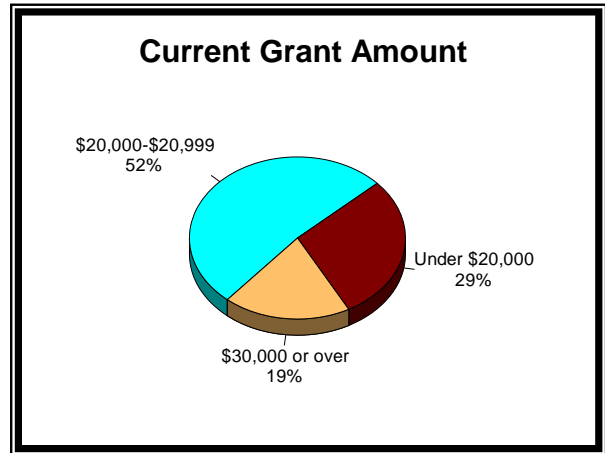
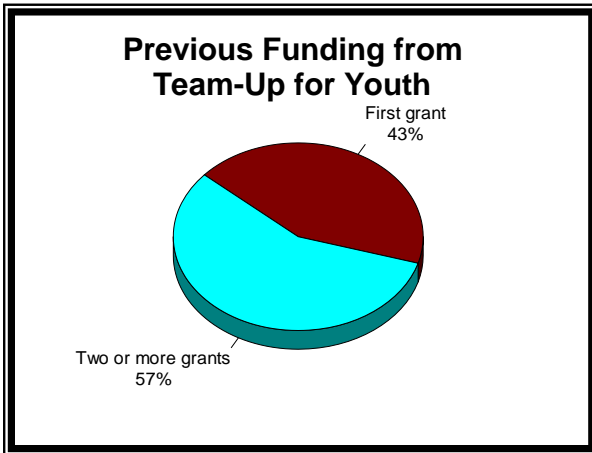
Given that the focus of the evaluation was on Team-Up for Youth and not on the funded agencies, the agencies were assured confidentiality and results are not identified by name in this report. The names and locations of the programs included in this study can be found in Appendix A.

Team-Up funded a broad array of youth sports and physical activity programs. Tables that document program characteristics by agency can be found in Appendix B. It seems reasonable to hypothesize that program characteristics such as experience, kind of sport offered, the location of the program, its length, staffing, and other factors might affect both attendance and outcomes of these programs. The following figures summarize some of these program characteristics.

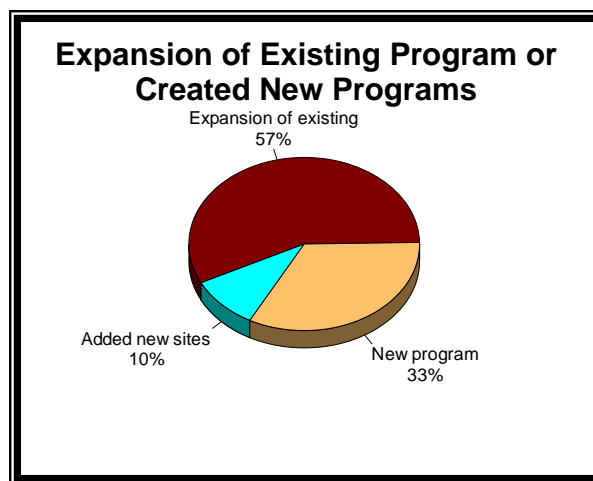
***Experience with Sports*** -- Just over half of the grantee agencies had previous experience operating a youth sport or physical activity program. The other agencies had limited or no experience with youth sports. Typically these agencies were youth development agencies that had many years of experience working with youth, but not providing sports or physical activity experiences.



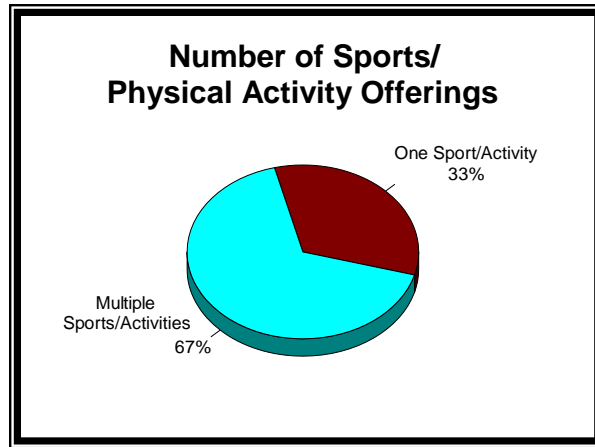
**Team-Up for Youth Funding** – Just over half of the agencies had received two or more previous grants from Team-Up. About half of the agencies received between \$20,000 and \$30,000, whereas 29% received grants of less than \$20,000. The Team-Up grant represents an average of about a third of the program's budget (ranging from 17% to 50%).



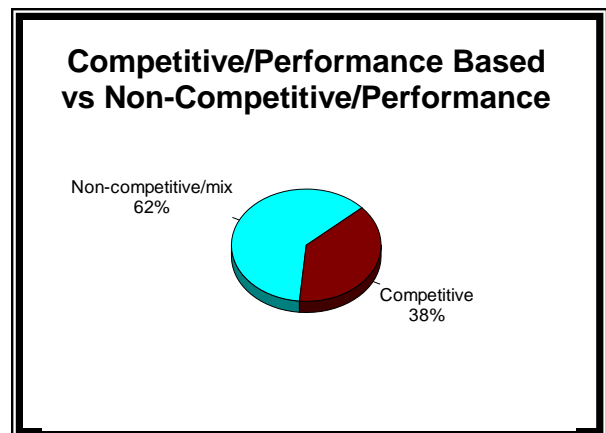
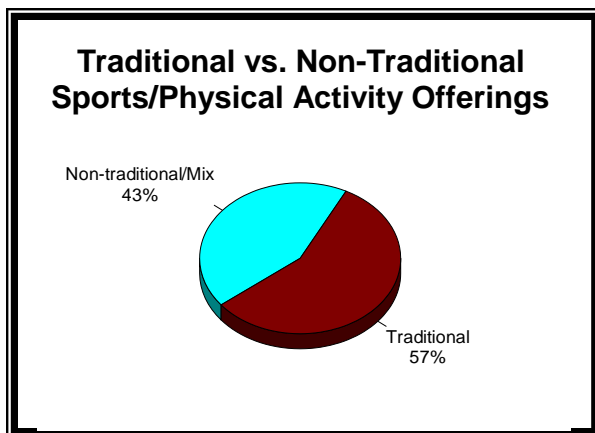
**Expansion or New Program Creation** – Of the twenty-one agencies, just over half were funded to expand the number of youth served at existing sports programs. Two agencies (10%) were funded to replicate their program model at new sites and the remaining programs (33%) were brand new programs that had never been offered before.



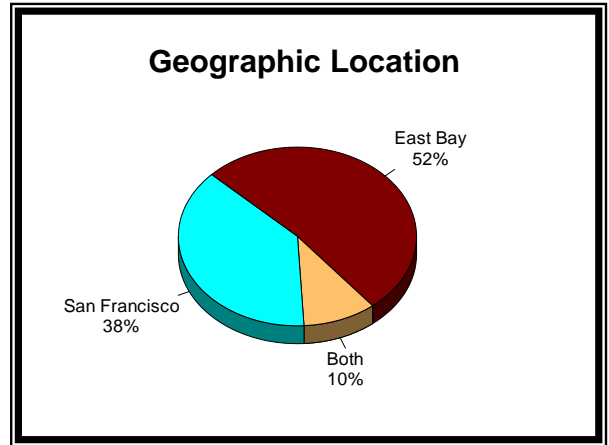
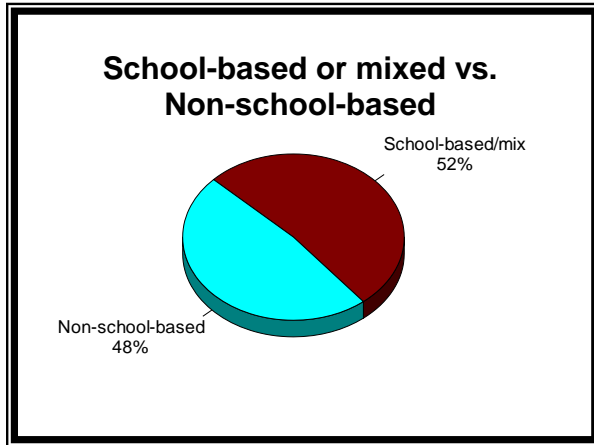
***Type of Sports/Physical Activity Offerings*** -- Two-thirds of the programs offered by grantee agencies involved more than one sport or physical activity. Some agencies offered multiple sports options each season.



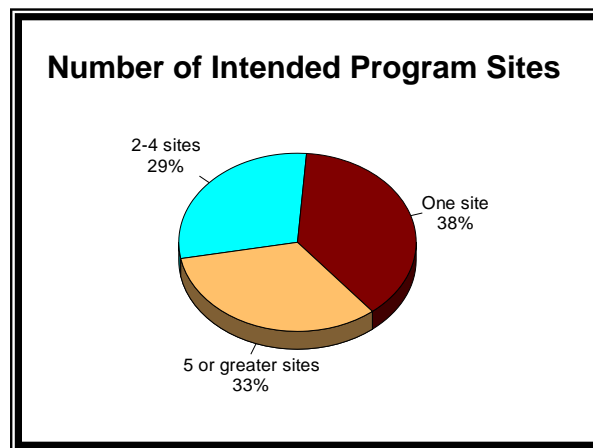
Slightly more than half of the funded agencies provided what would be considered traditional sports (e.g., soccer, basketball, baseball or swimming), whereas 43% of the programs offered non-traditional sports (e.g., yoga, bike riding, capoeira or other martial arts). However, even though traditional sports were offered in more than half of the programs, nearly two-thirds offered sports or physical activities that were not solely competitive or performance based. For example, several programs taught traditional sport skills such as tennis or basketball but the youth did not compete.



**Program Location** -- Slightly more than half of the agencies ran sports or physical activity programs that were school-based. Most of the programs were in the East Bay, although more than a third were located in San Francisco. Ten percent of the agencies held programs in both the East Bay and San Francisco.

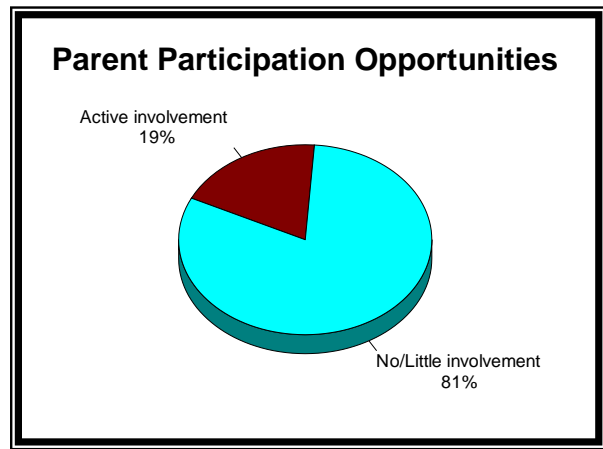


The number of intended program sites ranged from one to ten. Just over a third of the agencies intended to offer their program at just one site, whereas a third of the agencies were coordinating programs at five or more sites.





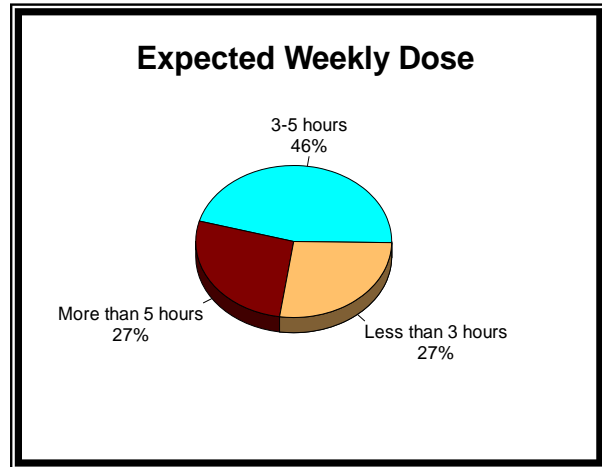
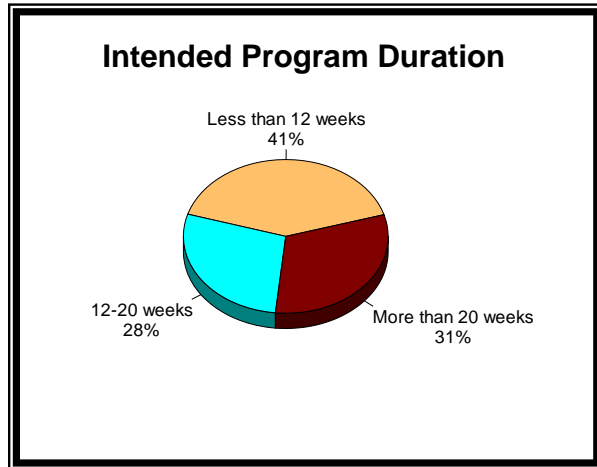
***Involvement Opportunities*** – While not required, Team-Up encourages programs to provide meaningful youth leadership opportunities and to engage parents in a meaningful way. An example of meaningful youth leadership would be to train older students as coaches. Forty-three percent of the agencies had such meaningful opportunities for youth. While most programs encourage parents to attend games, one in five had parent participation opportunities which required more of a commitment, such as assistance with coaching.



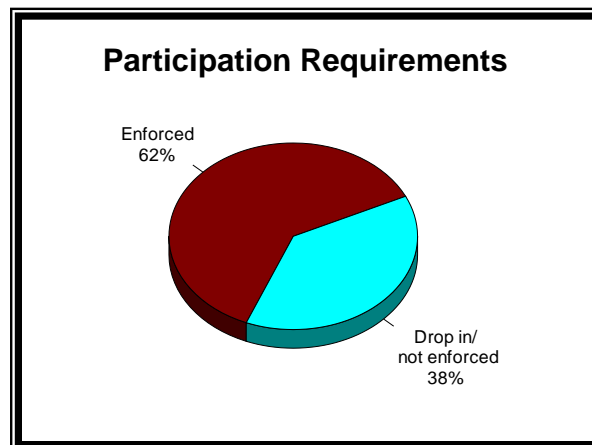
***Intended Intensity of Program Dosage*** – Agencies often had more than one sport or program they offered during the year with differing lengths of program (in weeks) and expected weekly dose (in hours). Team-Up for Youth prefers to fund programs that last at least 12 weeks and engage youth for at least 3 hours per week. Across the agencies, the range of program duration spanned from 3 weeks to ongoing (no set end). Forty-one percent of the sports programs were under 12 weeks in length (see figure next page). Just over a quarter of the programs spanned between 10 and 20 weeks. Almost a third of the programs lasted more than 20 weeks in length. Typical examples of long-lasting programs were after school programs coinciding with an entire semester or school year. Shorter programs might be a drills and skills clinic occurring on five consecutive Saturday mornings.

The expected weekly dose (in hours) ranged between 1 and 20 hours. About half of the programs expected the youth to participate for 3-5 hours a week. Just over a

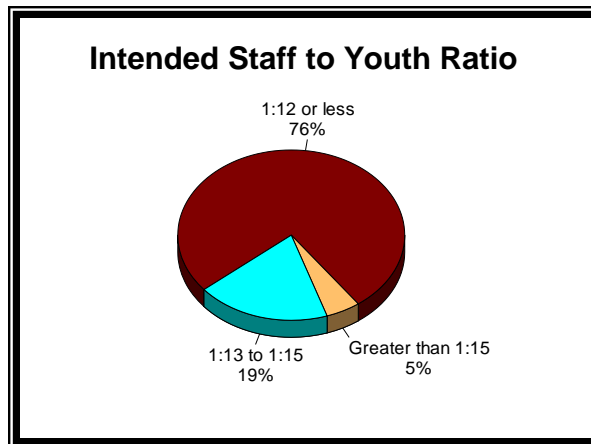
quarter of the programs had a weekly dosage expectation of over 5 hours and an equal percentage had a dosage expectation of under 3 hours a week. Typical examples of high weekly dose were after school physical activities programs occurring for several hours per day five days per week on an elementary school campus. Low weekly dose examples were sports or fitness classes, such as yoga, volleyball, or rock climbing that occurred once or twice per week for an hour each time.



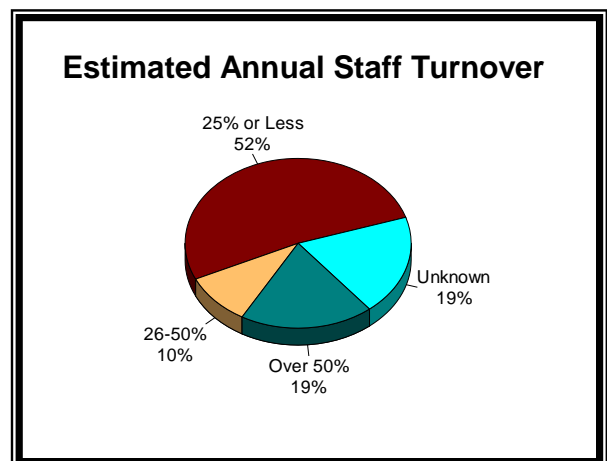
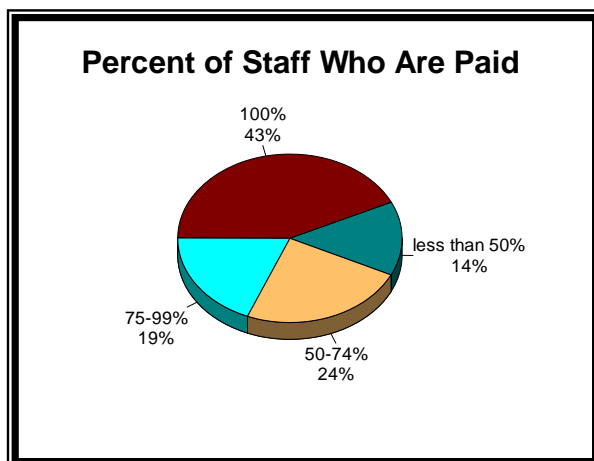
Program Directors were asked whether they had and enforced strict requirements for program participation. Nearly two-thirds of the agencies reported having and enforcing strict requirements (e.g., not being able to play in a game if practice was missed). The other programs were either drop-in programs (3 agencies) or did not strictly enforce their participation requirements (5 agencies), which together accounted for just over a third of the agencies in the study.



**Program Staffing** – The number of intended program staff (paid and volunteer) ranged from two to 139. The median number of staff was nine per agency. More important than the actual number of staff is the staff-to-youth ratio. Team-Up grant-making guidelines encourage “low and age-appropriate adult-to-youth ratios.” These ratios will vary by sport and activity. Swimming, for example, requires a much lower ratio than a team sport, such as soccer. Three-quarters of the agencies intended to have ratios of 1:12 or fewer. Many of the programs had grant objectives to improve their ratios.



Programs were staffed both by paid staff and volunteers. Forty-three percent were operated fully by paid staff, whereas the others had at least some volunteer labor. Just 14% of the programs operated with more than half of the staff being volunteers. Since having a fully prepared and trained staff seems important in producing a high quality program, staff turnover can pose an extra challenge. Half of the programs reported very little staff turnover (25% or less of their staff), but 19% had an annual staff turnover of greater than half.



## **Youth Sampled: Brief Methodological Overview**

The twenty-one agencies described above ranged in size from one team to many different teams/sports per season. For this reason, it was necessary to draw a sample of youth at each agency. The evaluation team worked closely with the agencies to select a sample that was sensitive to the burden on the grantee, especially in light of the size of their Team Up grant.

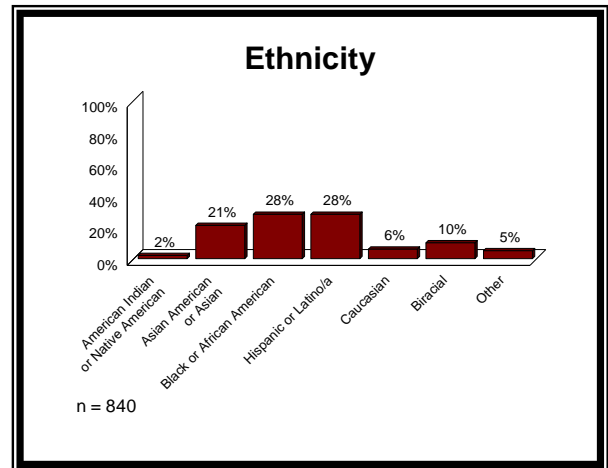
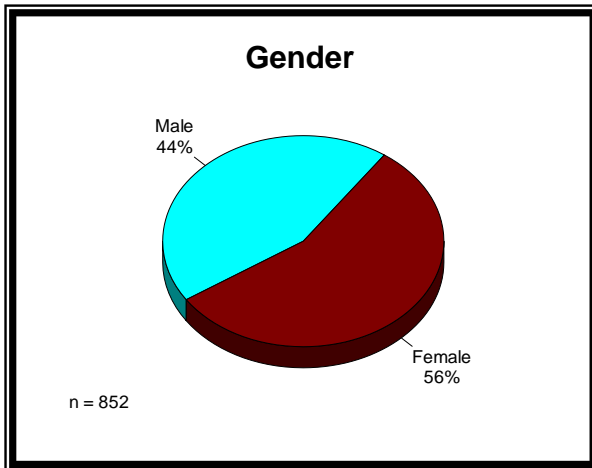
*Sampling Youth* - When selecting the sample of specific programs or teams from which to draw a youth sample, the evaluation team used the following criteria:

- At most agencies (13 of the 21), the sample included all of the youth in the Team-Up funded programs for at least one season or cycle.
- When the Team-Up grant was funding distinct new sites, the evaluation team measured the outcomes of all youth at those sites. This was the case for 3 of the 21 funded agencies.
- If a program offered multiple sports with some being more intensive than others in duration, only the longer duration sports were included in the sample. Similarly, if an agency offered both league sports and drop-in recreational sports, the more structured league sports (which required a higher level of commitment to participation) were chosen. Four of the 21 agencies met these criteria.
- At sites with larger grants, only a portion of activities (e.g., half of the teams or one of four sites) were included.
- At the final agency that had a large grant but no distinct new sites, only a portion of the teams were included in the sample.

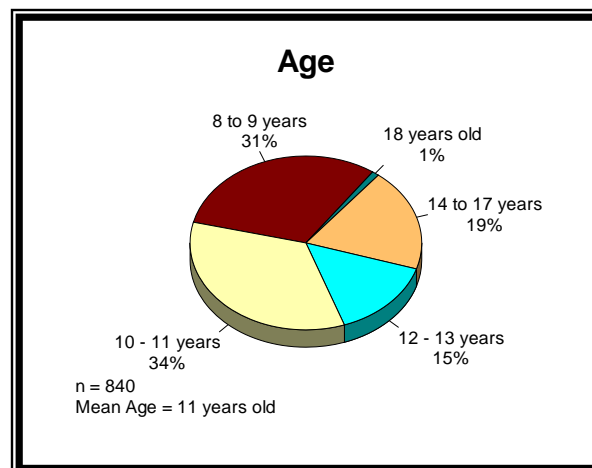
*Final Sample Selected* – The sample included 21 community grantees funded in May and October 2005. Across these agencies the sample was to include 74 different programs/teams that were projected to serve approximately 1,397 youth. The number of programs at each site and their projected samples are in Appendix C.

## Characteristics of Youth in the Sample

The majority of those in the selected sample for whom there are pretests (N=859) were girls, and almost all of them were Asian, African American, or Latino. This sample has a higher proportion of girls than the full sample that the programs reported serving. Ethnicity, however, is similar to what was reported across the agencies.



While Team-Up programs serve a wide age range of young people from 8 to 18 years old, almost two-thirds in the sample, are aged 11 or younger.



### **3. PROGRAM IMPLEMENTATION**

A major purpose for this evaluation was to better understand what occurred as a result of the community grants: how well the programs were implemented, and what implementation issues were faced by the grantee agencies.

#### **Brief Methodological Overview**

To best understand the successes and challenges of program implementation, the evaluation team gathered data in a variety of ways.

*Initial Site Visits* -- As a first step to introduce the evaluation to agency staff, to build working relationships, and to understand the Team-Up for Youth programs, evaluators conducted initial site visits with each funded agency. A structured interview was conducted with the directors and key staff of each grantee to assess the agency's structure, staffing, and practices as they relate to delivering a high quality program, gather information on outcomes the programs were hoping to achieve with youth, and to develop a rational sampling plan for each agency as it pertained to the evaluation. Initial site visits with funded agencies occurred in June and again in November of 2005 to include programs funded in two separate grant cycles. Interviews were conducted on-site and lasted approximately two hours. Interviews followed a structured protocol developed to facilitate the gathering of consistent agency and program data (see Appendix D). During these initial site visits the following information was gathered on programs and their intended implementation (as some programs were brand new and still in the planning phase):

- Description of the Team-Up funded program
- Years of operation
- Grant amount and program budget

- Demographics of youth served
- Recruiting practices
- Youth attendance and retention issues
- Opportunities for youth leadership and parent involvement
- Staff demographics, qualifications, staffing challenges
- Attendance tracking practices
- Outcomes programs hoped to achieve with youth

***Follow-up Site Visits*** -- Similarly, follow-up site visits were conducted in April – July, 2006, to coincide with the conclusion of Team-Up for Youth funded programs. These follow-up site visits focused more closely on the successes and challenges of program implementation, as well as on program quality practices. Evaluators met with agency or program directors, and again used a structured protocol to ensure that consistent information would be collected across sites (see Appendix E). The purposes of the visits were to:

- assess how thoroughly each component of the agency’s Team-Up funded program had been implemented (extent to which they met their grant objectives);
- identify successes and challenges in program implementation;
- gather information on how the program’s structure, staffing, and practices related to program quality, and
- gather information on specific examples of Team-Up’s *Building Blocks for Quality Youth Sports* in action.

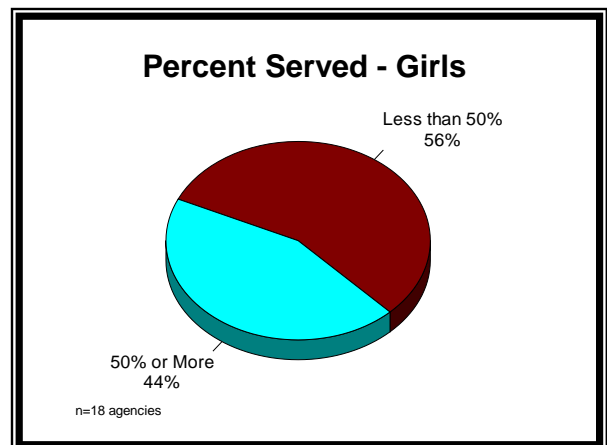
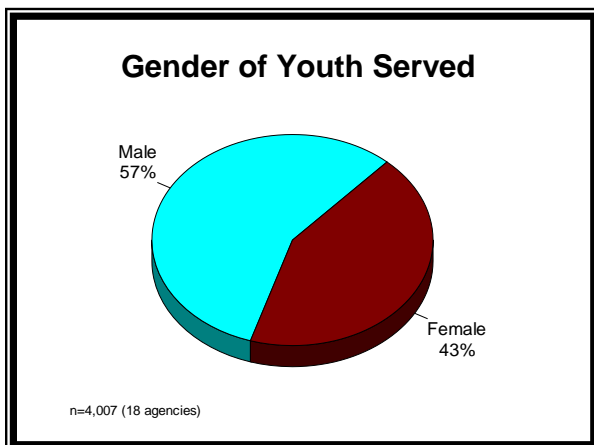
***End-of-Year Report Review*** -- Finally, each agency’s final report to Team-Up for Youth was reviewed to supplement program implementation information gathered by the evaluation team at the site visits. Final reports were analyzed for their summary information of youth served and youth demographics, as well as their narratives describing successes, challenges, and involvement in Team-Up support activities, such as trainings, technical assistance, and coaching corps.

## Program Implementation Successes

Team-Up hopes that its funded programs will succeed in recruiting and retaining minority and especially female youth to participate in an active sports program. During the follow-up site visits, agency administrators were asked to reflect on their biggest successes related to their Team-Up community grants. The evaluation team also reviewed the year-end reports to garner additional information about implementation success. The following are the successes that emerged.

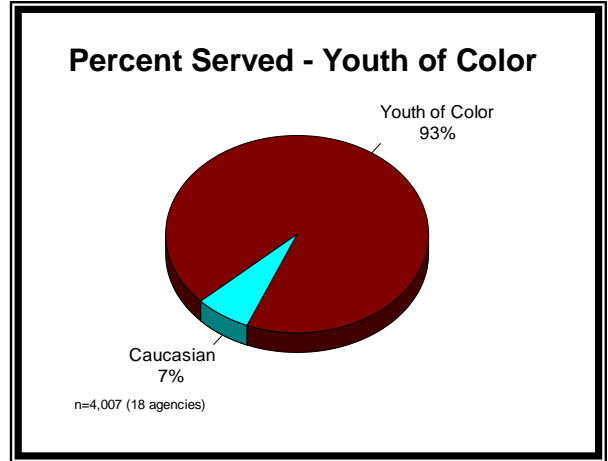
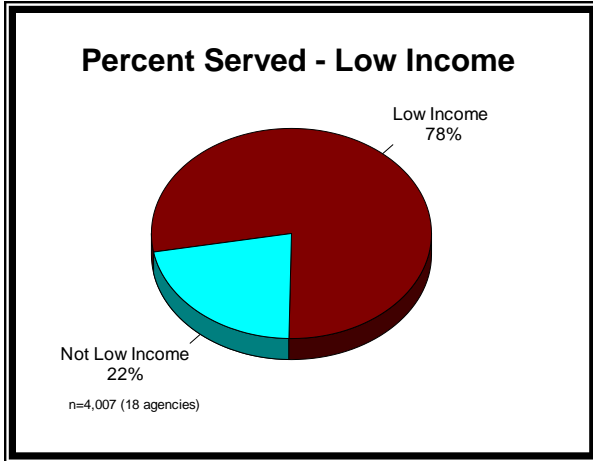
*Expansion of Sports Programs for Low Income Youth and Girls* – One of the most important successes was the expansion of sports and physical activity program opportunities for low income youth and girls. The Team-Up for Youth community grants studied, as part of the evaluation, resulted in the expansion of sports and physical activity opportunities at these 21 sites for **4,007 youth** in low income communities in San Francisco and the East Bay regions (overall expansion numbers for the time period are higher, because the evaluation focused only on 21 out of 27 funded agencies). Several of the grantees specifically mentioned that the expansion of their programs was their biggest success. The figures below show the demographics of youth served in the community programs (see Appendix F for characteristics of students by agency).

Team-Up intended that their overall programs would serve at least 50% girls. Of the 4,007 youth served, slightly under half (43%) were females. Forty-four percent of the agencies were able to achieve the target of serving at least 50% girls in their Team-Up funded programs.



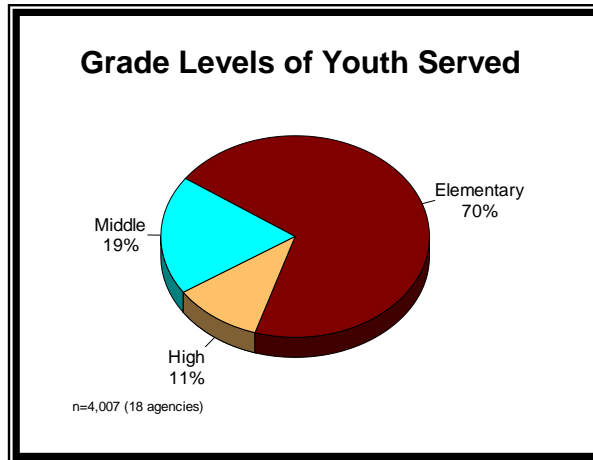


It is also Team-Up's mission to expand the number of sports and physical activity opportunities for low-income youth of color. More than three-quarters of the youth served were low-income and 93% were youth of color.



The ethnicity of these youth was varied. The greatest numbers were Black or Latino, but 21% were Asian American and there were also Native American and biracial children served.

Across the eighteen programs reporting service data, seven in ten of the youth served were in elementary school. Just 11% of the youth were in high school.



***Exposing Youth to Non-Traditional Sports and Activities*** -- Not only were many new programs started or expanded, but in many instances youth were exposed to non-traditional sports and activities (such as yoga, rock climbing, capoeira dance and other martial arts). Three different agencies expressed this as the biggest success of their Team-Up funding.

***Helped Girls Overcome Their Fears*** – Two programs mentioned the transformation experienced by girls when overcoming their fears related to new and physically challenging activities. The director of a program that exposed girls to outdoor adventures activities such as sailing, ropes courses, rock climbing and kayaking said,

*"The girls were fearful and anxious of some of the activities ahead of time. But 9 out of 10 of them got out there, participated, overcame their fears, and had fun."*

These middle school-aged girls kept journals that reflected their feelings as they encountered and mastered these physical challenges. The other program that specifically mentioned helping girls overcome their fears as one of their successes, introduced elementary-aged girls to traditional sports. The majority of those served by this particular program are of a low-income Asian population. Each sports session concluded with a debriefing discussion where girls discussed what they had learned and expressed feelings around overcoming fears related to participating in such traditional sports as softball and basketball. Not only did they overcome their fears, but they mastered for the first time the skills required to participate in these sports.

***Increased Pride and Self Esteem*** – The director from one agency said that their biggest success could be measured by the *"transformation of youth."* He stated,

*"Being in our program allows kids from tough situations to feel supported, feel like they belong, and feel better about themselves and their future."*

Another high school program described the sports program that they built with Team-Up funding as their "legacy to the school." This director told us,

*"We started an athletic program at our high school which stimulated a lot of school pride. We now have teams, t-shirts, and rallies. We also instituted an annual Blue and White game where we had the whole gym full of cheering students."*

A second agency director also said that by adding sports to their existing youth development program that the youth really got an opportunity "to shine." Two other agency directors described their greatest successes as the accomplishments of their teams--not that they were the "best" nor that they had won the championship--but rather that they had done so well, especially when competing with more affluent teams. One director of a swimming program said,

*"We had a team goal of dropping 400 total seconds off our times, and instead dropped 840!"*

***Built Teams*** -- Two different agencies described some of their biggest successes around team building. They were really pleased by the relationships that were built between youth who would not have otherwise been friends.

***Promoted Youth Leadership*** -- One program that trains middle school youth to conduct workshops reported that the "Leadership Team is coveted by the kids." The director of this program told us,

*"Our youth doubled the number of workshops they taught to kids at other schools. They were beaming about their success."*

The director from another agency reported, "Two of our youth were chosen to be on a statewide advisory committee on obesity prevention."

***Engaged Parents*** -- Three different agencies described parent engagement as one of their biggest successes. As one director said,

*"Our sports leagues have gotten lots of kids involved in team sports for the first times in their lives. It also engages families who come watch and support their kids. They all learn about healthy competition."*

Another director described a parent vs. player game and said, *"We had lots of Latino mothers out there participating and having a great time."* A third director told us that they had over 100 family members come to a swim meet to cheer their youth on, which was a proud day for all involved.

***Built Relationships with Other Organizations*** -- Two agencies described building new partnerships as a result of their Team-Up funding. Examples of these new relationships include:

*"We developed new partnerships -- for example, with a boxing gym, and with an organization that provided bike instruction and bicycle outings for our kids."*

*"We built relationships with the local middle schools in order to provide teams sports for the students."*

***Focused on Program Quality*** -- Several agencies reported on program quality improvement as being their biggest success. The director from one of these agencies said that they were putting more emphasis on incorporating youth voice. Another director was thrilled by the reception of his staff to the Team-Up trainers and reported that now his staff was really *"open to change."*

***Increased Staff and improved Staff-to-Student Ratios*** – Two programs credited their Team-Up grants for their ability to increase staff and improve their staff-to-student ratios. One of these directors made a direct link between this and program quality when she said,

*"We added 3 new classes which helped reduce our class-size and led to a better quality program."*

At another program, adding more staff hours *"allowed our junior swim team to really take off."*

## **Program Implementation Challenges**

In addition to program successes, interviews with agency directors and review of end of the year reports uncovered the following challenges with program implementation.

***Late Start to Launching Programs*** – Five of the agencies were late in launching their programs (see Appendix G). There were a variety of reasons for late starts but the most typical was difficulty negotiating for space or program locations, especially with school sites. Comments from several agency directors included:

*"There were not enough facilities. It's very tough to get access to the gyms and fields we need to run our programs."*

*"It was a challenge to access fields. The schools are not at all supportive, so we have to rely only on city fields."*

*"Another challenge was poor quality fields and courts that are not maintained."*

One agency director mentioned a late start due to difficulty recruiting youth into the program and remarked,

*"The difficulty we had launching our soccer program made us realize that we need better strategies for reaching out to Spanish-speaking communities."*

***Not all Program Components Implemented*** -- Ten of the twenty-one agencies had some modification to their original plans and did not launch all of the components of their originally intended program. In some instances that meant that a particular sport was not launched (e.g., golf because it was too expensive) and in other instances it was a particular component (e.g., youth leadership because it was too much to take on in the same year a new program was being launched).

***Program Expansion was Challenging*** – Three agencies reported that it was actually difficult to expand existing programs, which is a common objective of Team-Up funding. One agency director explained that due to a staff shortage,

*"The staff didn't have the energy to start new sports."*

***Difficulty Recruiting Qualified Staff*** – Seven of the agencies had difficulties recruiting qualified staff for their programs. Issues articulated by agency directors included:

*"Low pay and few hours makes staff hiring an issue."*

*"We had difficulty finding instructors who had experience working with girls."*

*"Coach quality. Finding the right combination of people is tough. There is lots of competition among agencies for well-qualified employees."*

*"We don't have the money to attract and hire a qualified coach of color."*

***Difficulty Retaining Staff*** – In addition to difficulty with hiring staff, eight programs experienced difficulty with staff retention. Most typically this was a problem with the part-time staff. Some programs had such high turnover that it affected their ability to administer their programs effectively. In a few instances, the program or program component folded due to losing key staff. As one agency director explained,

*"We had a really difficult time with staffing – went through 3 different dance teachers."*

Another director stated,

*"It's difficult working with teenagers, which caused turnover at our Youth Assistant level."*

***Volunteers Were Difficult to Schedule*** – While most of the programs hoped to use volunteers, several related that scheduling them was challenging. This was especially true of college students who would be gone during vacation periods and not available during exam periods. Also, because these programs mainly operated during the hours immediately following school, it was difficult to use volunteers who worked traditional schedules. One director stated,

*"In order to do it right, we really need a volunteer coordinator to recruit and work with the volunteers."*

***Students were Hard to Engage*** -- Eleven of the programs reported difficulty with regular attendance and six programs reported problems with retention. Causes included competing interests of middle and high school students:

*"It's difficult to serve teens. They have so many choices."*

*"The students' work schedules impact their attendance."*

*"At the middle school we were competing with soccer."*

*"Our program is two days a week and we lose kids to five days a week programs."*

*"It's harder to engage middle school students than elementary school students.  
We lose them from the school to the center."*

*"Many of the youth were pulled from the program for tutoring."*

Other agencies believed they had difficulty with attendance because they didn't have clearly defined policies with consequences about participation. As one director said,

*"We didn't have great attendance because youth were not required to be there."*

*"Absences were an issue because the club does not normally have attendance requirements."*

Another agency attributed their attendance issues to a lack of "buy in" from the families:

*"There was not enough participation by the families or voice from the youth.  
It made consistent attendance an issue."*

**Transportation was a Barrier** – Another issue, expressed by four programs was transportation to and from program sites. One director noted that they had a van but limited funds prevented them from hiring a person to drive the van.

**Other Issues** – Two agencies described issues with getting into a league that limited the competition experience of their teams. Several also mentioned the unusual amount of rain as being a real problem with having outdoor practices and games.



## 4. PROGRAM QUALITY

From its inception, Team-Up for Youth has focused on the quality of its programs. Called the *Building Blocks for Quality Youth Sports*, the indicators of quality youth sports adopted by Team-Up are as follows:

- emotional and physical safety;
- positive relationships with caring adults and supportive peers;
- voice, choice and leadership on the part of youth;
- skill building that is engaging, challenging and fun, and
- frequent, moderate to vigorous and varied physical activity.

These *Building Blocks* are based on the “Youth Development Framework for Practice”, developed by Dr. Michelle Gambone, Dr. Jim Connell, and the Community Network for Youth Development in the mid-1990’s. Their work is, in turn, grounded in decades of research on the developmental needs of children and youth, resiliency, and youth development in community settings. Team-Up has since added an emphasis on physical activity to the model.

Furthermore, these dimensions are not unlike those found in multiple instruments used to measure the quality of youth programs. In reviewing nine tools for measuring such quality, a recent publication has argued that they all have measures of relationships, environment, engagement, social norms, skill building opportunities, and routine or structure (Yohalem, et al., 2007). Some also include measures of youth leadership, staffing, management, and linkages to community as part of their quality assessments. Thus, Team-Up’s emphasis on quality is in line with the general field of youth development, with more emphasis on physical activity because of its sports focus.

This growing focus on program quality, however, is not specific to Team-Up for Youth, but is prominent in the field of youth development as a whole. Though after-school youth programs abound, it does not follow that all such programs offer settings in which youth are exposed to youth development supports and opportunities, similar to the aforementioned *Building Blocks*. In fact, recent research conducted by High/Scope Educational Research Foundation and Policy Studies Associates shows that evaluations of after-school programs that simply look at outcomes, but fail to assess program quality, miss important information. Such findings have impacted the field of youth development, in that an increased concentration has been placed on quality when considering program replication.

## **Brief Methodological Overview**

***Evaluation Question--*** The primary question being addressed by the evaluation regarding quality is: Is Team-Up funding quality programs, as defined by the Team-Up *Building Blocks*?

***Quality Measures*** -- This evaluation used five different measures of program quality. Four of the measures directly apply the Team-Up *Building Blocks for Quality Youth Sports*, whereas the final measure looks at agency operational indicators of quality. The following is a brief description of each of the measures, how they were developed and implemented:

- ***Youth Feedback*** – This evaluation emphasized youth participants’ view of program quality. The evaluation team proposed quality items that were framed by Team Up’s *Building Blocks* and the final 15 items were selected during the "Decisions, decisions..." process with Team-Up staff and representatives from grantee agencies. The perceptions of enrolled youth were taken at the end of their programs as part of the Follow-up Youth Survey (see Appendix H). Youth feedback about quality was gathered from 689 youth.

- ***Assessment of Quality Program Observation Instrument*** – This structured observation instrument was adapted and developed by the evaluation team in partnership with Team-Up staff. Initially, the evaluation team reviewed existing Team-Up quality observation tools, as well as existing instruments from the field of youth development. It was determined as a best course of action that an existing tested and validated instrument from the field should be adapted for Team-Up purposes. The items on six different instruments were mapped against the *Building Blocks for Quality Youth Sports*. Working jointly, the evaluation team and Team-Up staff determined that Policy Studies Associates' *Out-of-School Time Program Observation Instrument* mapped most closely to the *Building Blocks* and was the most useful in a sports and physical activity setting. The evaluation team sought and received permission to adapt the instrument. The final instrument clusters the 30 items under the five *Building Blocks*, with each item rated on a 7-point scale (See Appendix D). A scoring rubric and suggested guidelines for use were developed, and a pilot test was conducted and the instrument was further refined. Program quality observations were conducted during the spring and summer of 2006 on a sample of eight programs that were selected through a stratified random sampling process.
- ***Team-Up Staff Ratings of Quality*** – As suggested by the National Advisory Group, the Team-Up training and technical assistance staff were asked to rate the agencies based on their experiences with them. The staff used a 4-point rating scale to rate the presence of the *Building Blocks* with 1 meaning "not present or rarely present" and 4 representing "consistently present and maintained throughout organizational culture." Twelve agencies were rated on this measure.
- ***The Building Blocks in Action*** – As part of the follow-up site visit, agency directors were asked to describe their practices that best exemplify the *Building Blocks*. These interviews were conducted with all 21 grantees.
- ***Operational Indicators of Quality*** – In a series of meetings focused on developing program quality measurements, evaluation team members worked together with Team-Up training and technical assistance staff to develop the interview protocol to be used in follow-up site visits with the grantee agencies. Through their experience in providing technical assistance, Team-Up staff

members encouraged the evaluators to focus on and attempt to uncover variable program structure and implementation practices that they suspected. These were key factors in determining program quality. The key factors came to be called “operational indicators of quality,” and data were gathered on these through a series of questions asked during follow-up site visits at all 21 agencies. Ratings by agency appear in Appendix J.

## **Youth Feedback About Quality**

Youth rated their perception of program quality on 15 items that follow the *Team-Up Building Blocks for Quality Youth Sports* that appeared on the Follow-up Youth Survey completed near the end of their program. Using these data, the evaluation team constructed scales. Table 4.1 (next page) shows the items that were ultimately used for each scale. Most of these measures are multi-item scales. The safety measure is a single item but seems to have high face validity as a measure of perceived safety in the program. All scales have been converted to a 1-4 range so that their resultant means and medians are comparable.

Team-Up-funded agencies are rated quite highly by students enrolled on all four of the *Building Blocks*. All of the mean and median measures are in the three to four range on a four-point scale. The lowest ratings are for youth participation—the idea that youth have meaningful leadership roles and a voice in the program.

When looking at the scale results from each agency, however, we find somewhat lower scale scores (under a 3.6) for (see Appendix K):

- Safety – 4 of 20 (20%) programs
- Positive relationships – 5 of 20 (25%) programs
- Youth participation – 15 of 20 (75%) programs
- Skill building – 5 of 20 (25%) programs
- Physical activity – 7 of 20 (25%) programs

While youth feedback scores were still relatively high for these programs, these data

show potential areas for improvement.

**Table 4.1: Team-Up for Youth Community Grantees  
The Youth Feedback Measures of Quality**

<b>Dimension</b>	<b>Safety</b>	<b>Positive Relationships</b>	<b>Youth Participation</b>	<b>Skill Building</b>	<b>Physical Activity</b>
<b>Measure Chosen</b>	Single item: <ul style="list-style-type: none"> <li>I feel safe and comfortable when I'm at this program.</li> </ul>	3 items: <ul style="list-style-type: none"> <li>The adults in this program really respect and care about kids.</li> <li>This program has rules for how people are supposed to treat each other.</li> <li>I trust my coach or leader in this program.</li> </ul>	4 items: <ul style="list-style-type: none"> <li>My coach really lets the kids help make decisions in this program.</li> <li>Everybody in this program gets a chance to give their opinion and be a leader.</li> <li>My coach really wants to know our opinions and ideas.</li> <li>My coach sometimes chooses me for special responsibilities.</li> </ul>	5 items: <ul style="list-style-type: none"> <li>We do lots of fun things here.</li> <li>My coach encourages me to try new things.</li> <li>We learn lots of new and different skills here.</li> <li>My coach pushes and challenges me to do my best.</li> <li>Some of the activities we do here are challenging or hard.</li> </ul>	2 items: <ul style="list-style-type: none"> <li>At this program, I get lots of exercise.</li> <li>We do lots of different types of exercise in this program.</li> </ul>
<b>Alpha</b>	n/a	.63	.69	.63	.70
<b>Results</b>	<b>N = 674</b>	<b>N = 683</b>	<b>N = 661</b>	<b>N = 677</b>	<b>N = 677</b>
<b>Mean Scale Score</b>	3.7	3.6	3.4	3.6	3.6
<b>Median Scale Score</b>	4.0	4.0	3.5	3.8	4.0
<b>Range by Agency</b>	<b>N = 20</b>	<b>N = 20</b>	<b>N = 20</b>	<b>N = 20</b>	<b>N = 20</b>
<b>Minimum Scale Score</b>	3.3	3.2	2.7	2.9	2.4
<b>Maximum Scale Score</b>	3.9	4.0	3.8	3.9	4.0

## Observational Measures of Quality

In addition to these measures of quality as seen through the eyes of enrolled youth, the evaluation worked with Team-Up staff to assess programs using a structured observational measure of program quality. As mentioned earlier, the tool is an adaptation of Policy Studies Associates' *Out-of-School Time Program Observation Instrument* but was revised to have the existing items cluster under the *Building Blocks*. The tool was pilot tested at one site by two members of the evaluation team and the director from Team-Up's training and technical assistance department. The purpose of the pilot was to assess inter-rater reliability as well as make decision rules on how to make ratings when a *Building Block* was not evident at the observed session (see Appendix L for the form, instructions for use and its scoring rubric).

Due to funding constraints, a stratified random sample of agencies was selected for rating. Team-Up wanted to be sure that the evaluation team observed programs known to be strong and those suspected to be struggling. Thus, the instrument was also being tested, in addition to conducting the program assessments. All ratings were done by pairs and their scores discussed and averaged. All items were rated on a 7-point scale with the benchmarks being:

- 1 Exemplar not evident
- 3 Exemplar is rarely evident
- 5 Exemplar is moderately evident or implicit
- 7 Exemplar is highly evident and consistent

It is important to note that at each site only one team on one day was observed and assessed by the evaluation team and Team-Up staff. While this gives us an indication of quality for this team, the results cannot be extrapolated to an entire program.

Table 4.2 provides the aggregate results for the eight programs. Individual agency scores can be found in Appendix M. Based on these observations of 8 programs, scores were very high on safety, positive relationships, skill building, and physical activity. As with youth feedback, the lowest scores were experienced in the *Building Block* area of youth participation, with youth voice and choice getting the overall lowest ratings.

**Table 4.2: Assessment of Quality  
Program Observation Instrument  
Summary Scores  
(N=8)**

<b>Building Block</b>	<b>Summary Scores</b>	<b>Mean</b>	<b>Minimum</b>	<b>Maximum</b>
Safety	Physical Safety	6.7	5.5	7.0
	Emotional Safety	5.5	4.0	6.8
Positive Relationships	Caring Adults	5.6	3.8	7.0
	Supportive Peers	5.5	3.5	6.5
Youth Participation	Voice	1.7	1.0	3.0
	Choice	1.6	1.0	5.5
	Leadership	2.3	1.0	4.3
Skill Building	Engaging	5.2	3.6	6.0
	Challenging	5.7	4.3	7.0
	Fun	6.5	3.0	7.0
Physical Activity	Moderate-Vigorous	6.4	6.0	7.0



## Staff Ratings of Quality

Team-Up training and technical assistance staff rated twelve programs with which they had on-site experience and interaction relative to the five *Building Blocks*. Each rating was recorded on a four-point scale as follows:

- 1 *Building Block* not present or rarely present
- 2 *Building Block* sometimes present; some coaches naturally get it
- 3 *Building Block* consistently present
- 4 *Building Block* consistently present; program or organization works to maintain this *Building Block* throughout organizational culture

On average, general staff quality ratings followed a similar pattern to youth ratings and those from the structured observation (see Table 4.3 on next page). Safety, skills building and positive relationships got high mean scores, whereas youth participation got the lowest mean score. Team-up staff rated physical activity lower than youth reports and observations by the evaluation team. However, the evaluation team only measured one element of physical activity (moderate-vigorous) whereby the Team-up staff may have been able to rate the other two elements (frequent and varied).

When looking at the range of mean scores across the twelve programs, it is apparent that some programs are seen by staff as very strong on each *Building Block*, whereas other programs had shortcomings (see Appendix N). "Positive relationships" is the area in which no program got a score lower than a 3 on the 4-point scale.

**Table 4.3: Staff Ratings of Quality  
Summary Scores  
(N=12)**

	<b>Safety</b>	<b>Positive Relationships</b>	<b>Youth Participation</b>	<b>Skill Building</b>	<b>Physical Activity</b>
<b>Mean</b>	3.5	3.6	2.3	3.6	2.8
<b>Median</b>	4.0	4.0	2.0	4.0	3.0
<b>Minimum</b>	2.0	3.0	1.0	1.0	2.0
<b>Maximum</b>	4.0	4.0	4.0	4.0	4.0

### ***The Building Blocks in Action***

At the follow-up site visit, the evaluation team asked the directors from 20 of the grantee agencies to give examples of how they have put the *Building Blocks* into action. The following is a summary of the themes that emerged as well as some exemplary practices.

***Physical Safety*** – When discussing how the programs assure the physical safety of the youth, several themes emerged:

- ***Staff training on CPR and first aid*** – This was the most common practice that was mentioned by eight (40%) of the programs. In addition to staff training, first aid kits are present at many of these sites.
- ***Having clear rules and expectations*** – This was also a common practice mentioned by seven (35%) of the programs. Several of the directors discussed having forms, procedures and waivers.
- ***Keeping staff-to-youth ratios low*** – This was mentioned by four (19%) of the programs as a key to physical safety. One program mentioned that this was particularly important on field trips.

- ***Being vigilant and discussing safety directly*** – Five (25%) of the agency directors discussed how they are constantly aware of safety and are very vigilant. These directors explained that safety is discussed frequently and that they engage staff and youth in problem solving around safety. Two programs discussed doing trainings in the fashion of Team-Up where a role play is deconstructed for the components of physical safety.
- ***Keeping youth secure on site*** – In neighborhoods that have issues with gangs and other crime, this was an important practice discussed by four (19%) of the directors. Additionally, two of these directors discussed using color coded name tags and uniforms to identify and monitor their youth on and off-site.
- ***Warming up before practice*** – This important practice was also mentioned by three (15%) of the programs.
- ***Other practices*** -- Other things mentioned less regularly were:
  - Conducting risk management assessments
  - Requiring that youth pass tests to move on to the next level (water safety)
  - Special preparation for field trips and having staff carry cell phones on field trips
  - Surveying practice fields and checking equipment regularly
  - Spotting (gymnastics)
  - Starting with softer balls and graduating to harder balls as skills progress (baseball)

***Emotional Safety*** – The following common practices emerged when agency directors were asked to describe how they assured that the youth in their programs felt emotionally safe:

- ***Having clear rules and expectations*** –In addition to being important for physical safety, clear rules were also described by nine (45%) directors as a key to assuring emotional safety. Several of the directors called these "agreements" showing that instead of rules imposed on the youth that there is buy-in from them as to how they will respect one another. Specifically several of the programs discussed a ban against "put downs." Three (15%) of the directors closely monitor teasing behavior and make sure it doesn't cross a line.

- ***Staff modeling for a positive and safe environment*** – Eight (40%) of the directors described the importance of staff modeling. One director stated that, "*Staff are themselves and we encourage the youth to be the same.*" Through modeling, staff show youth how to respect on another which leads to a positive environment. One director said that staff are always looking for "*teachable moments.*"
- ***Discussing issues regularly and when they arise*** – A common practice described by seven (35%) of the directors had many different names such as "*circles*", "*feelings meetings*," "*share outs*," "*opening and closing reflections*," and "*coach's corner.*" Several sites described using a Team-Up practice of stopping all the action and having the youth (or staff if in training) deconstruct what happened. As one of these directors said, "*The kids like it. It's very talk show.*" Another explained how they are proactive and hold "team meetings" before field trips to discuss exactly what the youth can expect and discuss the possible reactions the youth might feel when encountering new and challenging physical situations (e.g., rock climbing).
- ***Training and supervising staff on emotional safety*** – Six (30%) of the directors stated that staff are trained explicitly on emotional safety. Training includes such things as giving positive feedback to all youth. One program also trains its staff on how to de-escalate situations that are getting out of hand. Another two (10%) directors specifically mentioned that they observe their coaches to be sure that they are appropriate with the youth.
- ***Building trust and teams*** – Trust through team building was mentioned by four (20%) of the programs. One director said that they always bring it back to "*we are a team.*" One program also mentioned the importance of trust building by having consistent staff.
- ***Encouraging a slight push on "the boundaries"*** – Three (15%) directors talked about the importance of creating a safe space for youth but also helping them push their boundaries towards self-improvement.
- ***Providing counseling services*** – Less common, but mentioned by two (10%) of the programs was having counseling staff available on site.

- **Other-** Other practices that were mentioned less often but worthy of note are:
  - Having the youth express themselves through journaling or poetry
  - Reminding youth that the point is fun and exercise not competition
  - Acknowledging all youth even if they aren't advancing to the next level
  - Working on positive body image with the girls

***Positive Relationships with Caring Adults*** – Fostering positive relationships with a caring adult is an important factor in healthy youth development. The directors described the following practices at their Team-Up for Youth programs:

- ***Caring adults are part of the culture*** – Eight (40%) of the directors responded that having caring adults is just part of the culture of their programs. Four (20%) noted that they do take care to hire the right person who will work well with youth.
- ***Connect to the youth's whole life*** – Being interested in the whole child and being part of the community is a principle described by five (25%) of the directors. One director also mentioned the importance of being involved with the family members. Another reinforced that it was important to "*be authentic and be a part of the community.*"
- ***Provide training for staff*** -- Five (25%) of the programs did say that they provide explicit staff training on connecting and working with youth. One program says that they give examples of how to relate to kids and how it impacts the youth. As one of the directors said, "*We don't just throw them out there.*"
- ***Consistent staff*** – Four (20%) of the directors talked about the importance of keeping staff who are consistent in the youth's life over time.
- ***Staff as role models*** – Three (15%) of the directors mentioned the importance of staff being role models for the youth. One of these directors said that the staff model risk taking to show the youth that it is "*okay to try.*"

- **Other** – Other specific practices mentioned by agency directors include:
  - Having youth and adults work on projects in partnership and have adults involved
  - Taking youth on field trips
  - Encouraging youth to ask questions and communicate with adults; to use adults as resources rather than authority figures

***Positive Relationships with Supportive Peers*** – Directors were also asked to describe their practices to nurture relationships among the youth in the program. The following are the themes that emerged:

- ***Reinforcing that the team is the focus*** – The most common practice described was the emphasis that is placed on team building and keeping that in the forefront with youth. One director stated that they encourage the youth to reflect, "*How is this helping or hurting the team?*" Another stated that "*there aren't any solos.*"
- ***Fostering friendships in mixed groups*** – Another practice mentioned by six (30%) of the directors was the emphasis they put on building friendships by exposing youth to others with whom they might not normally be friends, breaking up cliques, and working on creating a "family." One director said that it "*creates a niche for kids who feel like outsiders*" and another said that "*it's all about belonging.*"
- ***Encouraging positive behavior and reflections*** – As opposed to just discouraging negative behavior, six (30%) of the programs actively encourage positive behavior. One program talked about having peer appreciations after each session, a second said they always have "reflection time", and another makes sure the youth debrief after every game. Two programs talked about how they teach the youth to resolve conflicts peacefully.
- ***Consistently enforcing rules*** – Even though the focus is on a positive environment, four (20%) directors talked about the importance of having and enforcing rules and agreements regarding how youth treat each other. As one director said, "*It's about friendship. We all treat each other that way. When it doesn't happen, it's our job to correct it.*"

- **Other** – Less frequently mentioned but other good practices include:
  - having social events and end of the year parties
  - If a youth is struggling, talk to the group about how to be supportive

**Youth Participation (Voice, Choice, and Leadership)** – Voice, Choice, and Leadership is an area that was observed less frequently through the structured observations and staff ratings and it received the lowest ratings from youth. When asked about how the programs operationalize youth participation, the following themes emerged:

- **Youth select sports and activities** – By far, the most common youth participation practice mentioned by twelve (60%) directors was giving youth choices in what sports they would offer, drills they would practice, and other activities. Two programs have the youth do community service projects and they said it was in selecting these projects that the youth had the most voice. One program, however, seemed to give the youth so much voice that they choose to have no structure in the program and that program eventually folded.
- **Rotating youth leadership** – Five (25%) of the directors said that they rotate the youth in leadership positions such as "leader of the day" or team captains. One program talked about having leaders for different activities each day such as "equipment leader" and "snack leader." One program uses youth as assistant coaches.
- **Having a Youth Advisory Board** – Four programs (20%) talked about having a Youth Advisory Board, although these were for the whole agency not the specific Team-Up funded sports programs. One program said the former participants come back to the organization in leadership positions.
- **Other** – Many of the directors said that while youth voice, choice, and leadership were integrated into their programs, they didn't give many specific examples. A few of those specific examples (not mentioned above) were:
  - Youth have input on hiring and selecting coaches
  - Patch awards are given for leadership
  - Youth help bring out equipment
  - Youth learn how to give constructive criticism to one another
  - They implement a voting system
  - Youth come up with the rules

***Skill Building (Engaging, Challenging, and Fun)*** – Agency directors were asked to report on their practices that lead to skill building, which in the Team-Up *Building Blocks* model includes the elements of being engaging, challenging and fun. The most common themes that emerged were:

- ***Breaking down the elements in drills*** – Ten (50%) of the directors described practices that broke down the necessary skills for specific sports. One director said that they "*started easy and got progressively more difficult as skills were developed.*" This same director said that it's all about "*Progression, repetition, and competition.*" This program has a plan for drills for the whole season.
- ***Make sure the youth are having fun*** – Six (30%) of the directors pointed out the fun element of their programs. One director said that it's "*all about playing and having fun. The coaches are having fun too!*" However, he also said that it was through having fun that skills were being built.
- ***Other*** – Other less commonly mentioned practices for skill building included:
  - Being specific about the goal for each activity
  - Demonstrate – "*show them not just tell them*"
  - Recognize youth along the way of skill progression
  - Have mixed ability groups so the youth can help one another
  - Teach the youth how to assess their own level of skill
  - Do role play scenarios and problem-solve to help the youth get ready for games

***Physical Activity (Frequent, Moderate-Vigorous, and Varied)*** – The final *Building Block* involves frequent but varied physical activity that is moderate to vigorous in nature. The following are some practices used to encourage such activity:

- ***Some sports are inherently moderate-vigorous and some are not*** – Twelve (60%) of the directors explained that the sports they offered (such as swimming, soccer, basketball) had built in cardio-workouts that were moderate to vigorous at each practice. However, since some programs offer multiple sports, some of those same directors explained that other sports (such as baseball, yoga, and rock climbing) are slower sports and while they build strength, they are not inherently moderate to



vigorous.

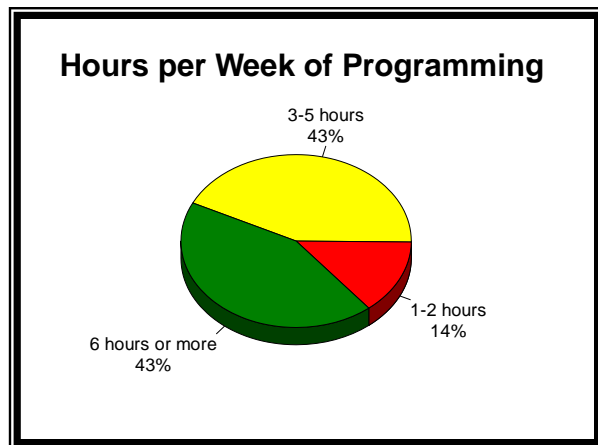
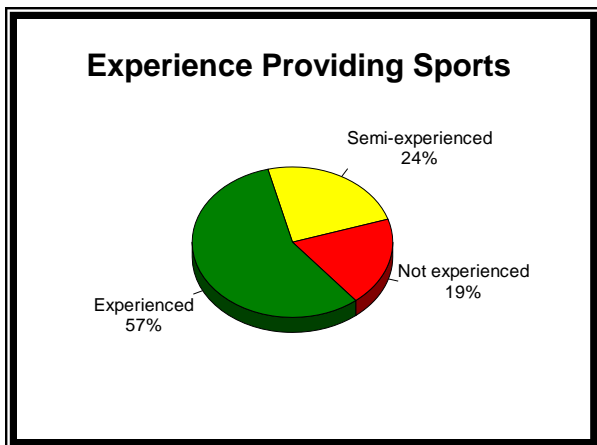
- **Offering multiple stations or subgroups keeps everyone moving** – Two (10%) of the directors who offer traditional sports programs stated that they break the youth up into smaller groups so that the drill lines are not as long and that all youth can be actively engaged and moving.
- **Other** – Less specific comments were made about the youth getting lots of exercise and sweating and having varied activities.

### Operational Indicators of Quality

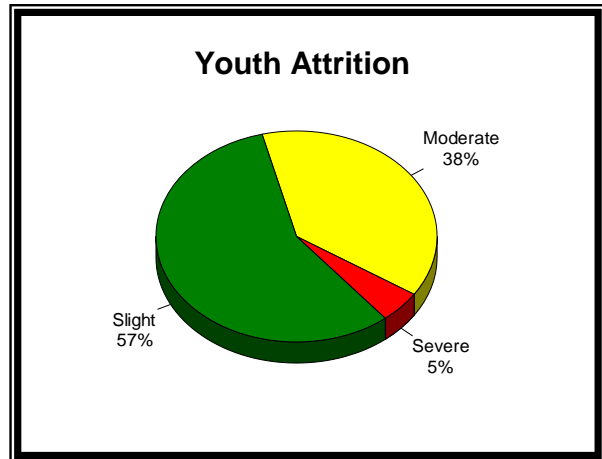
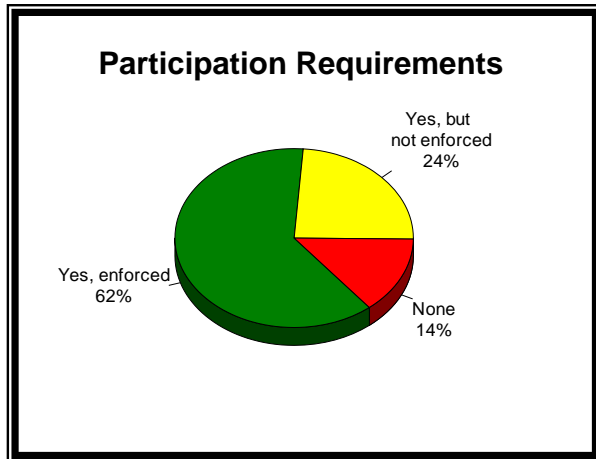
While Chapter Two describes characteristics of the agencies and youth involved in the study, this section deals specifically with program characteristics that were determined -- through discussions involving the evaluation team, the National Advisory Group and Team-Up staff -- to be operational indicators of quality. The data in this section are based on data collected during follow-up site visits.

Tercile cut-points were determined using quantitative and qualitative means based on appropriate scales for each measure. Those with exemplary practices (green) received 2 points, adequate practices (yellow) received 1 point, and struggling or absent practices (red) received 0 points. Complete ratings for each indicator by agency appear in Appendix O. The scales used and tercile cut-points for each individual quality measure appear in Appendix P.

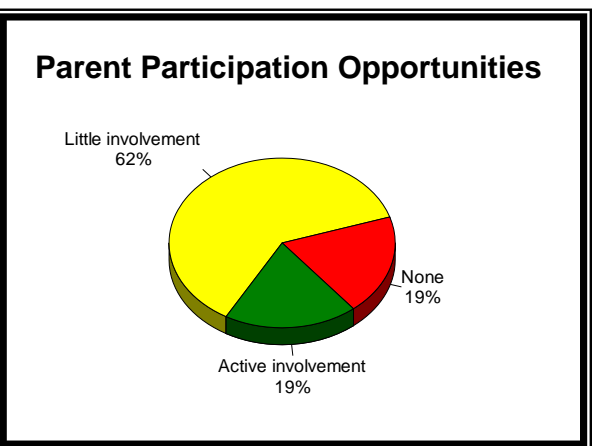
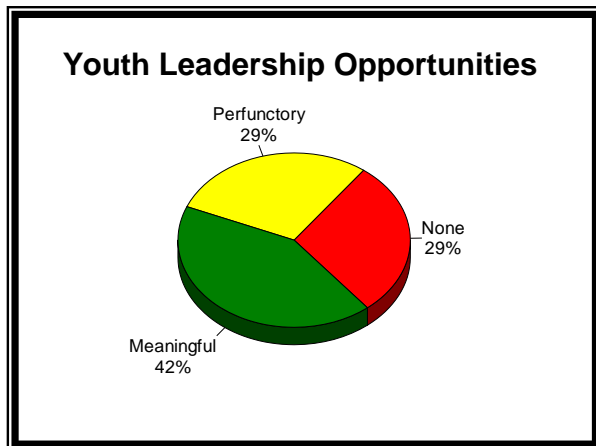
The majority (57%) of the grantees had experience providing sports programs, although one-fifth had no experience. An equal number of grantees offered programming for 3-5 hours a week or 6 or more hours.



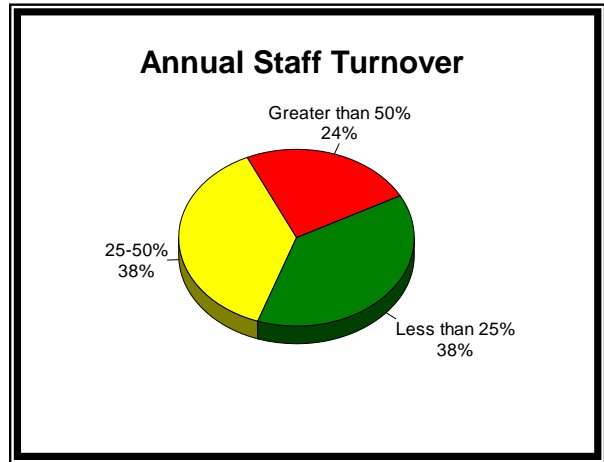
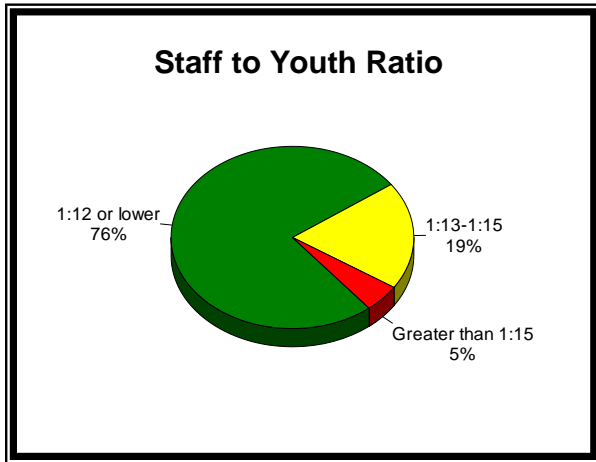
Two-thirds of the programs had enforced participation requirements (see figure on next page). Another quarter stated they had participation requirements but did not strictly enforce them. For more than half of the programs, attrition was slight (less than 20%), just over one-third had moderate attrition (21-39%), and very few had severe attrition (over 40%).



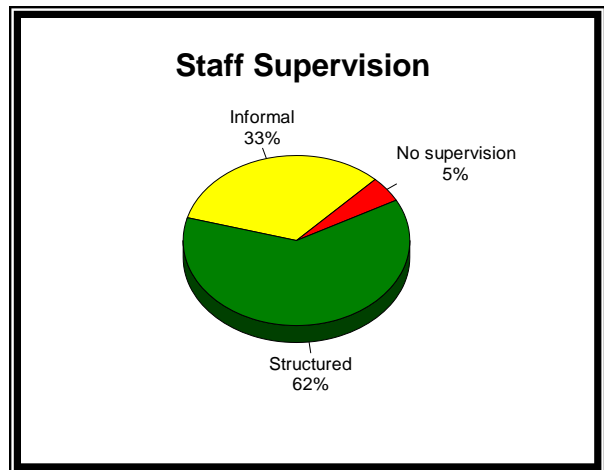
Fewer than half of the grantees (42%) offered well-developed and well-executed, “meaningful” youth leadership opportunities, such as training and effectively using youth leaders within a program. Twenty-nine percent offered no youth leadership opportunities at all, and an equal number offered “perfunctory” opportunities, those that were not well-developed or strongly integrated into a program, such as assigning ball monitors and then not really having the assigned role carry much meaning. Nearly two-thirds of the grantees had parent participation opportunities that required little involvement, whereas 19% offered active parent participation and another 19% offered no opportunities at all.



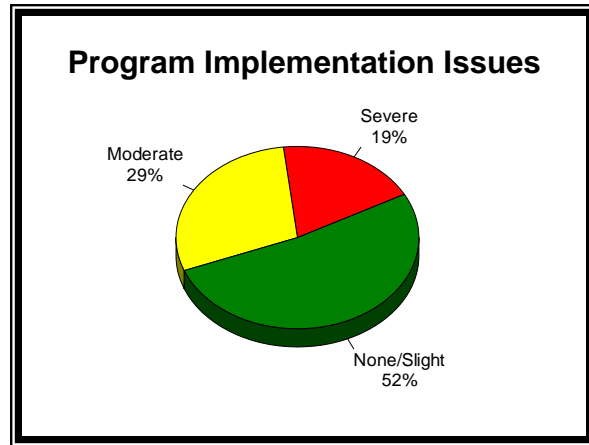
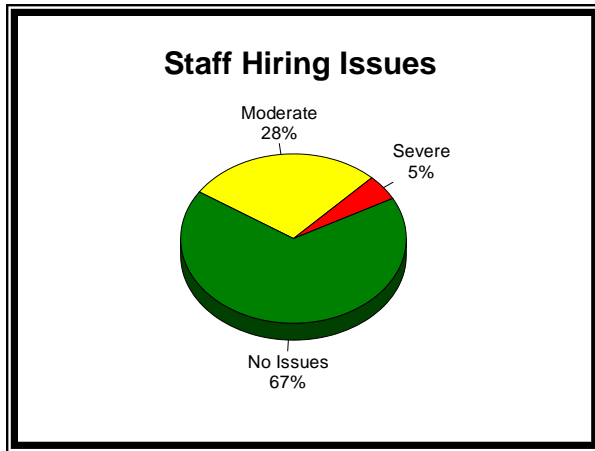
Three-quarters of the programs had a low staff to youth ratio of 1:12 or lower. Nearly two-fifths (38%) of the programs had an annual staff turnover of less than a quarter of the staff. However, a quarter of the programs had annual staff turnover of over half of the staff.



Virtually all of the programs reported having required staff training and nearly two-thirds required structured supervision for their staff. A third of the programs reported having more informal supervision.



Two-thirds of the programs reported no issues with staff hiring. Only in a few instances (5%) were hiring issues severe. Half of the programs had no issue with program implementation, but 29% had moderate problems (e.g., slow to start) and 19% had severe issues with program implementation (e.g., program or component never launched).



## Putting it All Together

One of the goals of this evaluation was to develop a summary measure of program quality that was comprehensive and included quality measures from all sources. The intent was to be able to designate strong, medium, and weaker programs for purposes of analysis and learning. In discussions among evaluators, Team-Up staff, and the evaluation’s National Advisory Group these designations came to be called “red-, yellow, and green-light programs.” In order to arrive at a summary measure, all individual quality measures were compiled and analyzed. Tercile (red, yellow, and green) cut-points were determined using quantitative and qualitative means based on appropriate scales for each measure. The scales used and tercile cut-points for each individual quality measure appear in Appendix P. Again, the goal was to assign relative strength among programs on each quality indicator.

Once individual red, yellow, and green designations were made for each measure, evaluators determined the programs’ overall ratings. Those with a preponderance of greens and relatively few yellows became the “green light” programs. Those with a broader mix of colors,

but still a substantial number of greens, were given overall ratings of yellow. Two programs with a substantial number of individual reds were designated as overall “red light” programs. Three programs were designated as orange because, while they also had a number of reds, they demonstrated more strengths than red-light programs and fewer strengths than “yellow light” programs.

Seven agencies (33%) received overall summary ratings as "green light" programs. Nine agencies (43%) were rated overall as "yellow light" programs. Three (14%) were rated as "orange light" (between yellow and red), and two (10%) were rated as "red light" programs.

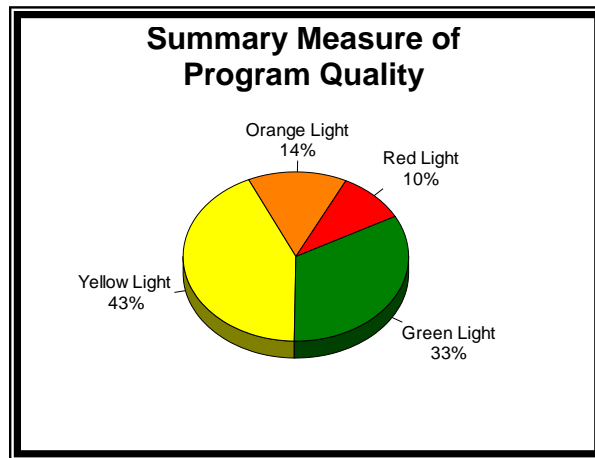


Table 4.4 (next page) illustrates the quality ratings, for each measure and the overall summary, for each of 21 agencies involved in this evaluation. Note that structured observations by the evaluation team were only conducted on eight programs and ratings of quality by Team-Up staff on twelve programs, so that not all programs are classified on all quality measures.

**Table 4.4: Team-Up for Youth Community Grantees -- Summary Measure of Program Quality by Agency**

GRANTEE	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
OIQ – Experience providing sports	Green	Red	Yellow	Green	Green	Green	Green	Yellow	Red	Green	Green	Yellow	Green	Yellow	Red	Green	Green	Yellow	Green	Green	Red
OIQ – Hours per week of program	Red	Yellow	Green	Green	Yellow	Yellow	Green	Yellow	Green	Green	Green	Green	Yellow	Green	Red	Green	Green	Red	Yellow	Yellow	Yellow
OIQ – Participation requirements	Yellow	Red	Green	Green	Green	Red	Green	Green	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Yellow	Green	Green	Red
OIQ – Youth attrition	Yellow	Green	Green	Yellow	Yellow	Green	Green	Green	Yellow	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Yellow	Red
OIQ – Youth leadership component	Green	Red	Green	Red	Red	Red	Green	Yellow	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Green	Red	Green	Green	Red
OIQ – Parent participation opportunities	Green	Red	Red	Green	Yellow	Green	Green	Yellow	Green	Yellow	Green	Green	Red	Green	Green	Yellow	Green	Yellow	Yellow	Yellow	Red
OIQ – Staff-to-youth ratio	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green
OIQ – Staff turnover	Green	Yellow	Red	Red	Yellow	Red	Green	Green	Yellow	Red	Green	Yellow	Yellow	Green	Green	Green	Green	Yellow	Yellow	Yellow	Red
OIQ – Hiring issues	Green	Yellow	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Green	Red
OIQ – Staff training	Green	Yellow	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red
OIQ – Staff supervision	Green	Yellow	Yellow	Green	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Red
OIQ – Implementation issue	Green	Red	Red	Green	Red	Green	Yellow	Yellow	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Red
YF – Safety	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Green
YF – Positive Relationships	Green	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	Green
YF – Youth Participation	Yellow	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Yellow	Yellow	Yellow	Green	Green	Green	Green	Green	Yellow	Yellow	Yellow	Green
YF – Skill building	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
YF – Physical Activity	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Red	Green	Yellow	Yellow	Green	Yellow	Green
O – Physical safety	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Emotional safety	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green
O – Positive relationship w/adults	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Positive relationship w/peers	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Youth participation - voice	Green	Red	Green	Red	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	Red	Red	Green	Yellow	Red	Green	Green
O – Youth participation - choice	Green	Red	Green	Red	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	Red	Red	Green	Yellow	Red	Green	Green
O – Youth participation – leadership	Green	Red	Green	Red	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	Yellow	Yellow	Green	Yellow	Yellow	Green	Green
O – Skill building – engaging	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Skill building – challenging	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Skill building - fun	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
O – Physical activity	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
SR – Safety	Green	Yellow	Green	Yellow	Yellow	Green	Green	Yellow	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Yellow	Green	Green	Green	Green
SR – Positive Relationships	Green	Yellow	Green	Yellow	Yellow	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
SR – Youth Participation	Yellow	Red	Green	Yellow	Red	Green	Green	Yellow	Green	Yellow	Green	Yellow	Green	Green	Green	Yellow	Yellow	Green	Green	Red	Green
SR – Skill Building	Green	Yellow	Green	Yellow	Yellow	Green	Green	Yellow	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
SR – Physical Activity	Yellow	Green	Green	Yellow	Yellow	Green	Green	Yellow	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Yellow
<b>OVERALL SUMMARY RATING</b>	Green	Red	Orange	Yellow	Yellow	Orange	Green	Green	Yellow	Yellow	Green	Yellow	Green	Yellow	Orange	Green	Green	Yellow	Yellow	Yellow	Red

OIQ = Operational Indicators of Quality  
YF = Youth Feedback

O = Observation  
SR = Staff Rating

The following themes have emerged from this holistic analysis of program quality:

***Team-Up funds organizations with many high-quality program elements --*** Sixteen of the 21 agencies (76%) were rated as either green-light or yellow-light programs, scoring highly on multiple quality measures. Even those organizations rated lower included various high-quality elements. Youth gave their programs particularly high ratings along the *Building Blocks*.

***Safety measures received consistently high rankings –*** Youth, program observers, and Team-Up staff consistently rated programs highly with regard to physical and emotional safety.

***Physical activity measures received high ratings from youth and program observers --*** All eight of the program observations resulted in top ratings for physical activity. Youth also rated their programs very highly on this dimension. Team-Up staff tended to give programs somewhat lower ratings on physical activity.

***Youth participation measures (voice, choice, and leadership) consistently received lower rankings than other measures --*** Program observers consistently gave programs lower scores in voice, choice, and leadership than in any other program quality dimensions. Youth and Team-Up staff also gave relatively lower ratings to their programs in the area of youth participation.

***Good distribution and variability among items --*** This methodology provided a useful mechanism for distinguishing among program quality elements, as well as gaining a sense of varied overall program quality. There was sufficient distribution among ratings by grantee and by item.

***The ratings by Team-Up staff and by program observers were well-aligned --*** Ratings assigned by Team-Up staff and ratings assigned by program observers were

generally supportive of one another. For example, both groups rated programs highly in safety and positive relationships. Programs received relatively lower ratings from both groups in youth participation.

*The ratings by youth and ratings by adults (Team-Up staff and program observers) were also well-aligned --* While ratings assigned by youth were overwhelmingly high, it was again in the area of youth participation that ratings were relatively lower.

## **Factors that Influence Quality**

To discern what factors or qualities separated those programs that were rated either "green light" or "red/orange light" from the others, a variety of organizational indicators were considered and applied qualitatively to see if any themes emerged.

*"Red/Orange Light" Programs* - The "red" or "orange" light programs were those who seemed to be truly struggling. In total, there were two programs holistically rated as "red light" and three more rated as "orange light." There were several factors that seemed to influence these ratings.

- *Served a very high risk population* – Both of the "red light" programs served incredibly high risk populations (adjudicated youth and homeless youth). Two of the three "orange light" programs seemed to serve a higher percentage of high risk youth than programs that were rated more highly.
- *Offered sports for the first time* – While the "red" and "orange" light programs were existing youth programs, four of the five were offering sports for the very first time. Most of them attempted to offer these new services without hiring specialized staff who had experience with sports programming.
- *Significant staffing issues* – All five of the "red" and "orange" light programs had difficulty either recruiting and hiring staff or retaining existing program staff.



- ***Offered limited staff supervision*** – One of the five programs had no staff supervision at all, whereas the other four only described very informal supervision practices.
- ***No or informal participation requirements*** – Three of the five programs had no participation requirements for the youth (drop-in only), whereas a fourth had requirements that were not really enforced.
- ***Unsuccessful delivery of program*** – The "red" and "orange" light programs all had severe issues with implementation including launching late, ending their programs early, or never getting their programs (or intended components of their program) launched at all.

***"Green Light" Programs*** – There were seven strong programs that were rated as "green light." The following are the factors that seem to separate these programs from all the others:

- ***Long standing experience with sports programming*** – Six of the seven "green light" programs have had many years of experience delivering the sport(s) that they were funded to deliver for Team-Up for Youth. The sixth program has experience with sports programming but was launching a brand new program.
- ***Well defined, structured programs*** – All of the "green light" programs were well-thought out and structured. The staff were clear on the sequence of programming and there was a clear plan for the whole "season."
- ***Strong, well-integrated youth development philosophy***—Whether or not the "green light" programs had ever been exposed through training to the Team-Up for Youth *Building Blocks for Quality Youth Sports*, six of the seven programs were found to have a very strong and well-integrated youth development approach to their programming.
- ***Offered meaningful youth leadership opportunities*** – Along with embracing a

youth development approach, six of the seven "green light" programs also had meaningful youth leadership opportunities integrated into their programs, such as training and using youth leaders effectively or involving youth in choosing and/or planning important program elements.

- ***Dedicated and stable, professional staff***—All of the "green light" programs seemed to have a core group of highly professional, passionate, and talented staff.
- ***Formal supervision practices*** – At six of the seven "green light" programs staff supervision was formal and regular.
- ***Enforced participation requirements*** – At five of the seven programs there were clear expectations for participation and consequences for non-participation. At the other two programs youth were expected to attend more on a drop-in basis for a certain number of times per week, and at one of those programs the youth typically attended more often than was expected.
- ***Ongoing relationship with Team-Up*** – The number of years of funding and the number of trainings attended seem to be determining factors in the quality of the offered sports programs. For instance, four-fifths (4 of 5) of the community grantees who have received multiple years of funding and participated in numerous Team-Up trainings were considered “green light” programs. Conversely, only one of the seven newly funded grantees who have received little to no training was judged to be a “green light” program.

***What Didn't Seem to Influence Quality?*** – Some factors and program characteristics that were initially considered predictors of quality in fact were not.

- ***Size or age of agency*** – Having a well established, large parent organization did not seem to give programs a "green light" edge over smaller and newer non-profits.
- ***Location of program services*** – Having a program located at a school site didn't seem to predict quality over a program located at an agency site or off-site.

- *Number of sports offered* – Whether an agency offered one or multiple sports did not by itself seem to influence the quality of the programs.

## 5. YOUTH PARTICIPATION

One of the keys to any successful youth program is attendance and participation.

*After school programs can only achieve their goals if they can convince youth to stay long enough to benefit from their services (Raley, Grossman and Walker, 2005).*

However, tracking this important indicator has both challenges and choices. Attendance can be measured in several different ways (Harvard Family Research Project, 2004) and the side of a pool or a busy soccer field are settings that may make even the simplest recording difficult.

### **Brief Methodological Overview**

A major impetus for this evaluation effort was the desire of the board and staff of Team-Up for Youth to better understand the participation patterns and issues of the groups, teams, and programs receiving their funds.

*Evaluation Questions* -- Through this evaluation the Team-Up for Youth organization was seeking to learn:

- How often do youth attend programs funded by Team-Up?
- How do attendance rates vary among programs and program type?
- How is attendance related to outcomes for youth and the quality of programs delivered?

*Participation Data Collection – Full Daily Participation vs. Snapshot* -- With the knowledge from past experience that collecting accurate attendance data from bike clubs, swim teams, after school sports clubs, gymnasiums and soccer fields would be challenging, the evaluation team designed simple participation tracking data collection practices. At initial site visits with each funded agency, evaluators sought information on programs' established attendance data collection practices. This review made it clear that some agencies could provide

daily attendance data by child for the entire length of their programs, while others could not and would provide instead three "snapshot" weeks of data, by child, one each at the beginning, middle and end of their programs. Several agencies were already gathering and entering attendance data into a database to report to other funding agencies, so it was arranged to transfer those data electronically.

To overcome ongoing data collection challenges, the evaluation team maintained consistent communication with program staff, created customized snapshot forms with pre-filled names, and sometimes even arrived at practice fields and gyms to take attendance. In total, the evaluation team gathered attendance data (including child's name and each date they attended the program) for 1,259 youth from 54 different teams or programs at 20 different funded agencies.

## **Challenges and Solutions in Gathering Participation Data in Youth Sports Programs**

To accurately assess and analyze participation patterns at any program, it is necessary to gather attendance data by individual. The prior experiences of the evaluation team suggested this would be a challenging task. Here we discuss some of these challenges and their solutions (a table showing challenges by agency can be found in Appendix Q).

*Difficulty communicating with program staff or coaches* -- Communication challenges were present in almost half (9 out of 20 agencies involved). Youth-serving agencies often have staff members who spend much of their work time and energy managing and instructing groups of children in gyms, poolside, or on playing fields, and relatively fewer hours in an office emailing and returning phone calls. This challenge was overcome through the persistence of multiple friendly messages and reminders.

*Poor data quality* -- Data quality problems were a factor at 9 of the 20 agencies. Issues included sign-in sheets with illegible names, no last names, and bad photocopies. Time was spent following up on replacement copies or matching names and hand-writing to previous lists. Customized sign-in sheets, with pre-filled names were created to alleviate

these issues but were not always used.

***Backlog in data entry*** -- Some agencies collected participation data but wanted to enter it into a data base before passing it on to the evaluation team. In these cases data submission was frequently delayed due to back logs in data entry. Frequent phone calls and emails, as well as offers to accept the data in any form, generally resulted in gathering the participation data required.

***Lost paperwork*** -- In most cases, persistence resulted in finally receiving the attendance data needed for analysis. In a few cases, data were lost by coaches and unrecoverable.

## **Challenges and Solutions in Analyzing Participation Data in Youth Sports Programs**

Once attendance data were obtained, the evaluation team was faced with the challenge of making sense of it.

***Creating Denominators*** – Originally, in order to create participation variables, the evaluation team had gathered from each program the total number of weeks for the season, the total number of days a youth was expected to attend, and the total number of hours per session. Unfortunately, many programs did not unfold as intended. Some programs had a late start and others ended early, affecting the expected number of weeks in the season. The programs that operated outside (such as soccer) were affected by an unusually wet rainy season and many practices and games had to be cancelled affecting the actual number of days of available programming. Thus, for each program, the evaluation team had to construct denominators based on the actual number of total days the program operated.

***Attrition and Replacements*** – While the intention for most programs was to recruit their teams at the beginning of the season and retain them for the full number of sessions, many of the programs experienced issues with turnover (attrition and replacements midstream). Attendance data had to be entered in a way that all youth regardless of when they began, appeared in the data file at the beginning of the season (even though they missed many of the earlier sessions).

## Participation Findings

In a 2004 review of after school programs, Granger and Kane reported:

*The most consistent finding among these studies is that many young people attend sporadically and for a short period of time. In the typical program, the average participant in elementary and middle school programs attended between one and two days per week. No program can make a difference if it does not change the daily experiences of youth, and it cannot do that if attendance is poor.*

What do the Team-Up community programs look like on this crucial dimension?

Four different measures of program participation were calculated for this evaluation. The first three measures have been converted into percentages to account for the differing lengths and number of sessions of each program.

The **attendance rate** was calculated as the number of sessions attended by each student over the total number of sessions conducted throughout the course of each program, regardless of when each student actually began attending. This rate is not adversely affected by weather conditions or events that cause program sessions to be cancelled since such sessions are removed from the denominator. On average, students enrolled in the Team-Up Community Programs attended **61%** of the scheduled sessions of their programs. The range of attendance was from no attendance at all (students who signed up but never attended) to 100% of the sessions. The median attendance was somewhat higher at **66%**.

The **persistence rate** allows for varying enrollment dates, because it is the percentage of attended sessions starting from the date of first participation. In this measure, attendance is not discounted for beginning a program late in a cycle. Persistence is thus somewhat higher than attendance at an average of **71%** of sessions offered after a student began or a median of **80%** of possible sessions. This suggests that some of the sessions missed by students in the attendance measure are owing to late enrollment.

The **retention rate** is a measure of whether a student was present during both the first two weeks and the last two weeks of the program, or in the case of programs from which three attendance snapshots were obtained, whether the student was present during both the first and last snapshots. In Team-Up programs, **55%** of the enrolled students were present at both the beginning and the end of the program.

**Exposure to sports (or dosage)** was measured as the total days each student attended multiplied times the number of hours the program meets each day. Enrolled young people attended from 0 to 320 hours of programming in the program cycles tracked by this evaluation. Dosage is affected by what the program offers and by how much of this offering is attended by a given child. On average, young people attended **47 hours** of programming or a median of **27 hours**.

These measures are each different, capturing a different dimension of program participation. While the literature has lamented the low attendance rates at after-school programs, Team-Up programs fare reasonably well. It is possible that programs that offer only sports activities are more attractive to young people than programs that do not offer these types of opportunities.

## **Predicting Participation**

Three kinds of variables were used to predict attendance:

1. **Characteristics of young people**, including their age, gender, and race/ethnicity. Participant characteristics were only collected on pre-test forms, and as such, matching participation and demographic data were only available on 655 (52%) of the 1,259 students providing attendance data. Among this sub-sample of students, more than half were girls and two-thirds were 11 years old or younger. In terms of race/ethnicity, over one-quarter were Black or Latino respectively, a fifth were Asian and the remainder identified as White, biracial or another ethnic background.

2. **Characteristics of programs**, including whether the agency had experience in



providing sports, whether the activities were competitive, whether the activity was traditional, whether the program was located at a school, the number of sports activities provided, whether it had participation requirements, whether it offered youth leadership opportunities, intended duration, staff to youth ratio, percent of paid staff, annual staff turnover, amount of annual grant, number of previous grants and whether it offered meaningful parent participation opportunities, and

3. **Youth perceptions of quality** including safety, skills building, physical activity, youth participation, and quality of relationship measures (see Chapter 4).

A bivariate analysis of each participation variable with each of these single variables identified significant relationships. Then, among these groups of variables, those with significant relationships with the participation variable were included in a regression equation to learn which of these variables had significant and independent impacts on the participation measure, net of all the others. Three step regression models examined all three sets of variables in order.

Table 5.1 displays summary results of this work. The asterisks in each cell indicate that each predictor variable is significantly related to the participation measure. A minus sign (-) in front of the asterisks indicates that that the predictor variable is inversely related to participation. For example, being Black is negatively related to attendance in the first column. In other words, students of other ethnicities have higher attendance than black children.

**Table 5.1: Predicting Program Participation<sup>1</sup>**

Predictor Variables	Attendance Rate	Persistence	Retention <sup>2</sup>	Dosage
<b>Demographic Characteristics</b>				
Age				
Gender	Females*			
Asian	***	*		
Black	_*			
Latino				*
White				
<b>Program Characteristics</b>				
Sports experience				***
Competitive sport				_***
Traditional sport				***
School location				***
Number of activities				***
Staff:youth ratio				
Participation reqs.				*
Youth leadership				_***
Parent participation	_***	_***		*
Paid staff				
Staff turnover				_***
Grant \$ amount			*	*
Previous grants				***
Intended dose/week			**	***
Intended programs				_**
<b>Youth Perceptions of Quality</b>				
Safety				
Youth participation				
Builds relationships		*		
Physical activity			*	
Builds skills	*			*
<b>R Square Model Results<sup>3</sup></b>				
Demographics only	4%***	3%**	--	4%***
Demographics and program characteristics	14%***	11%***	4%** (program only)	46%***
Demographics and program characteristics and perceptions of quality	16%***	12%***	7%** (quality only)	46%***

\* p < .05; \*\* p < .01; \*\*\* p < .001

<sup>1</sup> Shaded cells indicate that variable was not included in regression equation, due to non-significant bivariate correlation with dependent measure.

<sup>2</sup> This was a logistic regression since the participation measure is dichotomous. Nagelkerke R Square is used as the R-square estimate for these models. This is a two-step model, using program characteristics and quality measures only, since preliminary analysis showed that none of the demographic variables was related to retention.

<sup>3</sup> Numbers in the cells below indicate what percentage of the variance in the participation measure is explained by each of the models. Those with asterisks indicate that the model is significantly better than chance in predicting the participation measure.

What is related to **attendance** rate or the percentage of available program sessions actually attended by young people? Analysis reveals that the rate of program attendance was significantly related to the following:

- being female;
- being Asian;
- African-Americans attend less frequently than other ethnicities;
- having fewer parental participation opportunities at the program; and
- a perception by youth that the program builds skills.

Attendance is likely to be a joint function of the motivation of young people and the motivation or reliability of their transportation systems. It is interesting, however, that females attend more often than males, that Asians attend more and that those programs with fewer rather than greater parental participation opportunities have higher attendance. Finally, it would appear that when youth perceive programs to actually be building their skills, they are more likely to come.

Some of these same variables predict **persistence**, or attendance after first beginning to attend the program, no matter how late a young person joined. Analysis revealed that program persistence was significantly related to:

- being Asian;
- having fewer parental participation opportunities; and
- a perception by youth that the program builds good relationships.

**Retention**, or being in the program during both its earliest and latest sessions is predicted by:

- the grant amount the program receives from Team-Up;
- the intended program dose each week, and
- whether the program is perceived by youth to offer vigorous physical activity.

The direction of causation of some of these predictors is not entirely clear. It may be that Team-Up is more likely to fund programs perceived to have higher retention rates. If a program plans more hours and days of program delivery, it is more likely to retain students and if young people perceive that the program offers vigorous physical activity, it is more likely to retain those who enroll.

And finally, **dosage**, or the total hours of program exposure for youth is significantly related to:

- being Latino;
- the program having sports experience;
- the sport not being competitive;
- the offering of a traditional sport;
- offering the program in a school;
- offering multiple activities;
- the program having participation requirements;
- the program lacking significant youth leadership opportunities;
- having more parental participation opportunities;
- the program having lower staff turnover;
- the grant amount the program receives from Team-Up;
- number of previous grants from Team-Up;
- fewer intended programs; and
- youth perceptions that the program builds skills.

Many of these are program variables and may be correlational rather than causal relationships. These data suggest that agencies with more sports experience, offering traditional sports in schools, with choices of activities, low staff turnover, and previous grants from Team-up and fewer intended programs overall, furnish more hours and days of program activities and

young people take advantage of these. Of course, hours of programming offered is part of the dosage measure, so these last two relationships are to be expected. It is interesting that the non-competitive sports have a higher dosage. These programs tended to be after school programs meeting multiple days per week for younger children and thus offering more program hours. There were five agencies that had traditional sports but who did not have competitions.

To investigate the combined influence of demographic characteristics and youth perceptions of quality on each participation measure, supplemental regression analyses were conducted which exclude all program characteristics. While still significant, removing program characteristics decreases the predictive power of all models, accounting for little more of the explained variance than would have been predicted by demographic characteristics alone. More specifically, by adding youth perceptions of program quality to demographic characteristics, the amount of explained variance in each model improves as follows:

- The variance in attendance rate increases from 4 to 6%;
- The variance in persistence increases from 3 to 4%;
- The variance in dosage increases from 4 to 6%; and
- The variance in retention rate equals 2% (quality perceptions only).

Taken together, these findings offer some interesting opportunities for future research. With regard to demographic characteristics, it would be interesting to investigate the factors which might explain why attendance is more consistent among females than males and what about being Asian predicts better program attendance and persistence when compared to other ethnicities. Further study is also needed to address the differences in (and possible consequences of) the relations between the various measures of participation and perceptions of program quality. More specifically, in an attempt to bolster program participation it may be helpful to understand why perception of skill building predicts overall attendance, but not persistence or retention, and similarly, why relationship building is solely related to persistence and physical activity to retention. Perhaps the relation between attendance and skill building suggests that the more engaging programs are the more likely students are to show up on a steady basis, while the relation between retention rate and physical activity may imply that the students are more likely to remain in programs they find challenging.

## 6. YOUTH OUTCOMES

Many programs for youth include athletics or sports as one of their interventions. Fewer evaluated programs focus exclusively on sports. Regardless, the outcomes studied by other programs including sports are broad and ambitious. School achievement, social skills, emotional development, weight loss, obesity, diet, math grades, reading level, personal skills, reduced school dropout, reduced delinquency, youth “voice,” and physical fitness are just some of the outcomes targeted by these programs (e.g., Baker & Witt, 1996; Durlak and Weissberg, 2007; Ellis and Caldwell, 2001; Killian, 1999; Naran, R., 2002; Pechman & Suh, 2002; Story et al., 2003). Some have argued that several of these outcomes are too ambitious for after school programs (e.g., Halpern, 2004), but data exist to show that programs that are properly designed, long enough, and well managed can have at least some of these effects (e.g., Raley et al., 2005). Of course, not all of these outcomes are appropriate for a sports-only program. Still, sports have been used as an important component of more comprehensive efforts, not only because they are healthful and popular activities for youth, but also because they are considered to provide youth specific benefits, such as opportunities to acquire new skills, learn teamwork, and form new positive relationships.

Team-Up for Youth is a relatively new intermediary, and for the purposes of this evaluation, was more interested in implementation, participation and quality than in youth outcomes. Still, this evaluation did include some exploratory work on youth outcomes.

## Brief Methodological Overview

*Evaluation Questions* – In addition to assessing participation and program quality, the evaluation also sought to answer the following questions:

- What outcomes occur among young people served by the community grant making program?
- Are the characteristics of the programs, the characteristics of the children, or achievement of the *Building Blocks* related to these outcomes or perceptions about these outcomes?

*Youth Survey and Coach Form* – The evaluation team developed pre and post Youth Surveys and the Coach Form in conjunction with Team-Up staff and grantees (copies of the forms can be found in Appendix R). First the evaluation team reviewed grantees' proposals, then met with Team-Up staff and the National Advisory Group, and finally reviewed youth development literature to determine a list of appropriate proposed youth outcomes. Proposed outcomes met the following criteria: (1) the outcome was named by programs themselves; (2) the outcome was tightly tied to the interventions planned, rather than being several steps away in a causal chain; and (3) the outcome appeared in the youth development or sports literature and had been measured before among young people. The evaluation team gathered together instruments that are commonly used in the field to measure the selected outcomes and assembled them in a "Decisions, decisions..." document. The evaluation team met with Team-Up staff and representatives from grantee agencies for a day-long "Decisions, decisions..." process, to jointly decide upon outcomes and survey items. Seven outcomes were ultimately chosen for measurement:

- increased self efficacy
- increased confidence
- increased teamwork skills
- acquisition of sports skills
- increased engagement in physical activity
- improved peer relationships, and
- improved adult relationships.

**Survey Administration** -- To assess outcomes related to Team-Up for Youth's funding and support efforts, the evaluation team administered surveys to youth and coaches from 64 teams or groups at the 21 selected agencies. Pre-surveys were administered within the first two weeks of program implementation. Post-surveys were administered within the final two weeks of the program.

Contact was made with agency staff to schedule surveys at a convenient time for staff and youth. On survey day, youth were assembled, given age-appropriate information about the purpose of the study and provided with pencils and clipboards. Survey questions were read aloud by the surveyor (a member of the evaluation team) and questions clarified. Youth were provided with thank-you gifts of sports bracelets and colorful hacky sacks. At the same time that youth were completing their pre- or post-survey, coaches were asked to rate the youths' skill level, confidence, and teamwork abilities using the Coach Form.

## **Learnings Related to Gathering Youth Outcome Data**

Administering youth surveys in multiple after school program and sports settings was both a rewarding and challenging experience. Youth outcome data collection challenges by agency can be found in Appendix S. Some of the things learned in the process of collecting youth outcome data were as follows.

- **Fewer youth than expected** -- At many agencies (12 out of 21) there were substantially fewer youth than expected in attendance on the days pre- and post-test surveys were administered. A combination of lower-than-intended program enrollment, spotty attendance, and turnover among program participants may have been factors. This affected overall sample size as well as the number of pre- and post-survey matches. Budget limitations coupled with the large number of agencies and teams involved in the evaluation prohibited spending multiple pre- and post-test days at each location.
- **Difficulty scheduling and communicating** -- Communications with many of the agencies (11 out of 21) could be characterized as challenging; i.e., difficult to reach and/or very slow to respond to repeated phone or email messages. Communication to



coordinate data collection often required intensive repetition and effort. Communication at the administrative level often did not filter down to the program level. For example, it was common that when surveyors arrived, site-level staff were not expecting them. Communicating directly to site-level staff was also challenging, since many are volunteers and do not work in program offices.

- **Coach hiring/turnover** -- Staff hiring difficulties and staff turnover contributed to data collection challenges at 4 out of 21 programs. Difficulty hiring staff caused several programs to begin their programs later than expected. Coach/staff turnover was also an issue which led to mid-stream disbanding of two programs as well as difficulty gathering quality data for pre- and post-coach forms.
- **Difficult data collection settings** -- Surveying youth in sports fields, gyms, pool sides, and after school sites was challenging in general, but particularly so for 6 of the 21 programs. At several of the after school program locations there were multiple programs occurring simultaneously and occupying the same space. When arriving for a data collection visit, it was often difficult to locate the correct program and the correct youth to be surveyed. Although generally successful attempts were made to separate and focus attention of the youth to be surveyed, noise and distraction were often significant factors.
- **Evaluation appeared to be a catalyst for program launch** -- In several (6 out of 21) programs it appeared that the scheduling needs of the evaluation may have been somewhat of a catalyst for program delivery. While evaluators were careful to explain that they were not monitoring grant compliance, the fact that evaluators were repeatedly calling and emailing in order to schedule pre-tests within the 2-week window after program launch did appear to be an influential factor. At one agency, it was apparent that a sports program did not really exist, yet a group of youth from a general recreation program had been assembled solely for the purposes of completing the survey.

## Outcome Measures and Analysis Issues

Table 6.1 displays the chosen measures of these youth outcomes sought by Team-Up. These measures were collected both early in the life of each program and then as the programs ended.

*Youth Outcome Subscale Reliabilities* – Three of the outcomes designed as multi-item scales did not reach acceptable alpha levels to be used as multi-items scales (physical activity, peer relationships, and adult relationships). For these measures, we began our analysis using two or three single-item measures rather than multi-item scales. Self efficacy and teamwork items can be used as multi-item scales. Confidence and skills mastery were originally designed as single item measures.

*Prior and Concurrent Sports Activity* -- Many of the children had participated in programs at these agencies before and many had even participated in the sport being offered before. More than half of the youth (53%) reported prior experience with the sport (grantee averages ranged from 30% to 83%) and 54% of the youth reported concurrent sports or physical activity (grantee averages ranged from 43% to 79%). Thus, there is no absolutely clean baseline data possible in this study since there are very few young people who signed up for these particular activities as their first exposure to sports.

*High Baselines on Youth Outcome Subscales* -- At pre-survey the scores on the youth outcome subscales (both on the Youth Survey and the Coach Form) were quite high. When baseline scores start this high, there is little room for pre to post improvement -- producing a ceiling effect. Because of this issue, outcome scores were categorized based on the range of scores associated with each subscale. Using cut points to create three equivalent groups, students were classified as low, medium, and high performers on each scaled measure. For single item measures, a score of 1 was considered low, 2 and 3 as medium, and 4 as high. Then, two summary measures were calculated:

- the percentage of students who rose to or remained in the highest tercile for each outcome, and

- the percentage of students who improved (regardless of how much or where on the scale) plus the percentage of students who did not improve but whose scores began and ended in the highest scoring group.

This latter measure is the most generous since it takes into account that the program is recruiting many students who begin with high measures on these outcomes. Thought of another way, it does not penalize the program for high scores on the baseline measures.

*Coach and student ratings* -- On some of these measures we have both a coach rating and a student rating. As noted in the table, these ratings were positively and significantly correlated. Coaches gave higher teamwork ratings than youth.

**Table 6.1: Team-Up Outcomes Measured at Both Pre- and Post-Test**

<b>Dimension</b>	<b>Self Efficacy</b>	<b>Confidence</b>	<b>Teamwork</b>	<b>Acquisition of Skills</b>	<b>Physical Activity</b>	<b>Peer Relationships</b>	<b>Adult Relationships</b>
<b>Measure Chosen</b>	<p>7 student items:</p> <ul style="list-style-type: none"> <li>▪ If something seems too hard, I don't bother to try it;</li> <li>▪ I'm good at doing things on my own;</li> <li>▪ When I'm learning how to do a new skill or sport, I keep trying until I get it right;</li> <li>▪ I don't feel good about my ability to do things;</li> <li>▪ I avoid trying to learn new things when they look too hard;</li> <li>▪ When problems come up in my life, I can handle them pretty well;</li> <li>▪ I know I will get better at sports or physical activities if I keep practicing;</li> <li>▪ I know I can learn lots of new things if I keep trying;</li> <li>▪ There are some things they are teaching us here that I know I won't be able to do no matter how much I practice.</li> </ul>	<p>1 coach item:</p> <ul style="list-style-type: none"> <li>▪ Overall rating of each child's confidence level.</li> </ul>	<p>3 student items:</p> <ul style="list-style-type: none"> <li>▪ I am good at working with team members;</li> <li>▪ I like being a part of a team;</li> <li>▪ I care about the kids on my team.</li> </ul> <p>1 coach item:</p> <ul style="list-style-type: none"> <li>▪ Overall rating of each child's ability to be a productive team player.</li> </ul> <p>Student scale and coach rating are positively and significantly related (p&lt;.006)</p>	<p>1 student item:</p> <ul style="list-style-type: none"> <li>▪ How well would you say that you now do the sport or activity of this program.</li> </ul> <p>1 coach item:</p> <ul style="list-style-type: none"> <li>▪ Overall rating of each child's skill level.</li> </ul> <p>Student item and coach rating are positively and significantly related (p &lt;.000)</p>	<p>3 student items:</p> <ul style="list-style-type: none"> <li>▪ Since I joined this program I do sports or physical activity everyday, a few days a week, about once a week, hardly ever.</li> <li>▪ I am a person who likes sports or physical activity a lot, sort of, doesn't like, hates.</li> <li>▪ I think sports or physical activity is something I will keep doing, might be something I will do now and then, is probably not something that I will keep doing.</li> </ul>	<p>3 separate student items:</p> <ul style="list-style-type: none"> <li>▪ I get into fights or arguments with other kids in this program.</li> <li>▪ I get along with other kids.</li> <li>▪ I have new friends now that I am in this program or on this team.</li> </ul>	<p>2 separate student items:</p> <ul style="list-style-type: none"> <li>▪ When I have problems, I have adults who will listen to me and help me.</li> <li>▪ I have more adults who care about me now that I am in this program.</li> </ul>
<b>Alpha</b>	.66	Single item	.67	Single items	Single items	Single items	Single items

## Outcome Results

Table 6.2 shows both the means and medians on all measures, treating each as an interval scale. For most measures, scores were high at the beginning of the program as noted above. While fewer than half of the students improved on any of the 7 outcome measures over time, this percentage is affected by the large percentage of them who already scored high on the baseline measures. Though not particularly substantial (due to pre-test ceiling effects), significant improvement was seen over time on 6 of the 7 outcome areas. The only measure for which a decline was seen was one of the peer relationship measures assessing students' abilities to avoid getting into fights or arguments with teammates. The actual decrease, however, was minor. Furthermore, 51 to 78% of the students improved on their own outcome ratings or on the coaches' outcome ratings or remained in the highest third of the scores on each of the outcome measures.

This analysis also explored what factors are related to changes in outcomes. Hierarchical regression analyses were conducted on those measures in which students showed significant improvement or decline. Four-step models were entered into the equation: pre-test scores, demographic factors, program characteristics, and youth perceptions of program quality in that order. As expected, baseline outcome scores significantly predicted all follow-up outcome measures, but they were added to each model so that we could assess the predictive value of the other variables, net of students' scores on each outcome measure when they entered the program.

Table 6.3 displays summary results of this work. Once again, the asterisks in each cell indicate that each predictor variable is significantly related to the outcome measure. A minus sign (-) in front of the asterisks indicates that the predictor variable is inversely related to a particular outcome. For example, the number of activities offered by each program is negatively related to coaches' perceptions of students' confidence as well as skill. In other words, students apparently exhibit more confidence and skill when enrolled in programs focused on a single activity.

**Table 6.2—Youth Outcome Results**

<b>Dimension</b>	<b>Self-Efficacy</b>	<b>Confidence</b>	<b>Teamwork</b>	<b>Acquisition of Skills</b>	<b>Physical Activity</b>	<b>Peer Relationships</b>	<b>Adult Relationships</b>
<b>Means (pre/post)</b>	3.2/3.3*	3.0/3.3***	3.4/3.4 students 3.3/3.5 coaches**	3.3/3.4 students*** 2.8/3.1 coaches***	Amount: 3.1/3.3** Enjoyment: 3.7/3.7 Future Plan: 2.7/2.8	Avoid Fights: 3.5/3.4** Get Along: 3.6/3.5 New Friends: 3.2/3.4*	Listen: 3.5/3.5 Care: 3.3/3.3
<b>Median (pre/post)</b>	3.3/3.3	3.0/3.0	3.5/3.5 3.0/4.0	3.0/3.0 students 3.0/3.0 coaches	Amount: 3.0/3.0 Enjoyment: 4.0/4.0 Future Plan: 3.0/3.0	Avoid Fights: 4.0/4.0 Get Along: 4.0/4.0 New Friends: 4.0/4.0	Listen: 4.0/4.0 Care: 4.0/4.0
<b>% improved</b>	47%	37%	36% students 32% coaches	27% students 37% coaches	Amount: 28% Enjoyment: 10% Future Plan: 13%	Avoid Fights: 16% Get Along: 18% New Friends: 27%	Listen: 19% Care: 28%
<b>% same</b>	14%	49%	29% students 52% coaches	57% students 49% coaches	Amount: 53% Enjoyment: 78% Future Plan: 77%	Avoid Fights: 59% Get Along: 62% New Friends: 55%	Listen: 61% Care: 50%
<b>% decreased</b>	39%	14%	35% students 16% coaches	16% students 14% coaches	Amount: 19% Enjoyment: 12% Future Plan: 10%	Avoid Fights: 25% Get Along: 20% New Friends: 18%	Listen: 20% Care: 22%
<b>% rose to or remained in highest tercile</b>	27%	43%	28% students 59% coaches	47% students 39% coaches	Amount: 43% Enjoyment: 74% Future Plan: 77%	Avoid Fights: 63% Get Along: 63% New Friends: 64%	Listen: 65% Care: 59%
<b>% who improved at all or remained in highest tercile</b>	54%	58%	51% students 66% coaches	53% students 56% coaches	Amount: 55% Enjoyment: 76% Future Plan: 78%	Avoid Fights: 67% Get Along: 65% New Friends: 71%	Listen: 68% Care: 65%

\* p < .05; \*\* p < .01; \*\*\* p < .001

Note: Means and medians above are shown as pre-test score/post-test score.

**Table 6.3: Predicting Outcomes**

Predictor Variables	Self Efficacy <sup>4</sup>	Confidence Level (Coach Measure)	Acquisition of Skills	
			Student Measure	Coach Measure <sup>5</sup>
<b>Pre-test Scores</b>				
	***	***	***	***
<b>Demographics</b>				
Age				
Gender				Females*
Asian	**			**
Black				
Latino		*		
White				
Other Ethnicity				
<b>Program Characteristics</b>				
Sports experience	_*			_***
Competitive sport	*			***
Traditional sport	_*			_***
School location				_***
Number of activities				_***
Staff:Youth ratio				
Participation reqs.				
Youth leadership	*			***
Parent participation				_*
Paid staff				_***
Staff turnover	**			***
Grant \$ Amount	**			*
Previous grants	*			_***
Intended dose/week				*
Intended programs		*		*
<b>Youth Perceptions of Quality</b>				
Safety		*		
Youth participation			***	***
Builds relationships				
Physical activity				
Builds skills				
<b>Final R Square Model Results</b>				
	27%***	34%***	10%***	38%***

\* p < .05; \*\* p < .01; \*\*\* p < .001

<sup>4</sup> The final model predicting self-efficacy was significant in three steps. Perceptions of quality were dropped from the analysis as the predictors did not make a significant unique contribution to the overall model.

**Table 6.3: Predicting Outcomes (continued)**

Predictor Variables	Teamwork	Physical Activity	Peer Relationships	
	Coach Measure	Amount of Physical Activity <sup>6</sup>	Ability to Avoid Fights <sup>7</sup>	Ability to Make New Friends <sup>8</sup>
<b>Pre-test Scores</b>				
	***	***	***	***
<b>Demographics</b>				
Age	*	***		
Gender	Females*		Female*	
Asian	*			
Black				
Latino		*		
White				
Other Ethnicity				
<b>Program Characteristics</b>				
Sports experience	_*	***		
Competitive sport	**	_***		
Traditional sport	_**	***		
School location		**		
Number of activities				
Staff:Youth ratio		_**		
Participation reqs.				
Youth leadership	**	_***		
Parent participation		**		
Paid staff				
Staff turnover	**	_***		
Grant \$ Amount				
Previous grants	_**	**		
Intended dose/week		_*		
Intended programs				
<b>Youth Perceptions of Quality</b>				
Safety				*
Youth participation				
Builds relationships			***	*
Physical activity				
Builds skills	*			
<b>Final R Square Model Results</b>				
	<b>30%***</b>	<b>21%***</b>	<b>17%***</b>	<b>20%***</b>

\* p < .05; \*\* p < .01; \*\*\* p < .001

<sup>6</sup> The final model predicting physical activity was significant in three steps. Perceptions of quality were dropped from the analysis as the predictors did not make a unique contribution to the overall model.

<sup>7</sup> The final model predicting students' abilities to avoid fights was significant in three steps. Program characteristics were dropped from the analysis as this block of predictors did not make a unique contribution to the overall model.

<sup>8</sup> The final model predicting students' abilities to make new friends was significant in two steps. Demographics and program characteristics were dropped from the analysis as these blocks of predictors did not make unique contributions to the overall model.



Each model was found to account for a significant proportion of the variance in post-test outcome scores. All four blocks of variables made a unique contribution to the prediction of students' confidence levels and abilities to be team players, explaining more than a third of the variance in each measure. Furthermore, while only predicted by the first three blocks of variables, the combination of pre-test scores, demographics, and program characteristics accounted for more than a fifth of the total variance in students' abilities to make new friends, over a quarter of the total variance in self efficacy, and over a third of the total variance in skill levels.

Net of baseline measures and all other variables in the equation, self efficacy at post-test was significantly related to:

- being Asian;
- programs lacking sports experience;
- competitive sports programs;
- non-traditional sports programs;
- youth leadership opportunities;
- greater staff turnover;
- larger grant amounts; and
- repeat grant recipients.

The finding that the dollar value of Team-Up grants predicts student self efficacy suggests that the association between outcome measures and program characteristics may be correlational rather than causal. Moreover, it seems counterintuitive that higher staff turnover is indicative of better student self efficacy, as one would expect that familiarity with coaches/staff is more likely to build-up a student's sense of their ability to achieve and attain goals, due in part to the consistency of instruction. Perhaps in programs with changing staff, young people find themselves more knowledgeable about how the program works than new staff, bolstering their self efficacy.

Coaches' ratings of student confidence are significantly related to:

- identifying as Latino;
- more intended programs; and
- a perception by youth that the program is safe.

While few factors were found to predict coaches' perceptions of students' confidence, coaches' ratings of students' abilities to be team players were much more complex. The specific set of factors related to teamwork include:

- age (older students);
- being female;
- identifying as Asian;
- programs lacking experience providing sports;
- competitive sports/activities;
- non-traditional activities;
- more youth leadership opportunities;
- higher staff turnover;
- first time grant recipients; and
- a perception by youth that the program promotes skill building.

Taken together, these results indicate that leaders of inexperienced sports programs new to the Team-Up principles for building quality youth programs have a more favorable view of their students' confidence levels and capacity for effective teamwork than do more experienced leaders. However, there is a possibility that such programs are employing more inexperienced staff and are therefore more generous with their ratings, as they are not as practiced at judging their students' capabilities as are more experienced coaches. Regardless, it appears that on average, coaches view Latino youth to be more confident and better teammates than students from other ethnic backgrounds. Further research could examine whether these particular qualities are more a function of the sports/activities offered by these programs or factors related to Latino culture.

Students' perceptions of their own athletic skills was only predicted by their views on the quality of program participation, whereas coaches' skill ratings of students were vastly more complex, predicted by a combination of factors including:

- being female;
- identifying as Asian;
- programs which lack experience providing sports/physical activities;
- competitive sports programs;
- non-traditional activities;
- non-school-based programs;
- programs offering single activities;
- more youth leadership opportunities;
- few opportunities for parent participation;
- more volunteer staff;
- higher staff turnover;
- larger Team-Up grants;
- first time grant recipients;
- greater intended program durations;
- agencies offering multiple program; and
- a perception by youth that the program encourages youth participation.

Both peer relationship outcomes were predicted by youth quality measures. However, students' abilities to avoid fights were also predicted by a demographic characteristic. Students' abilities to avoid fights or arguments was predicted by being female and perceptions that their program builds good relationships, whereas their abilities to make new friends is related to:

- a perception by youth that the program is safe; and
- a perception by youth that the program builds good relationships.

These relationships suggest, as one would anticipate, that high quality youth programs encourage positive relationships among their participants.

Finally, amount of physical activity was predicted by a combination of demographic and program factors including:

- age (older students);
- identifying as Latino;
- programs which have experience providing sports/physical activities;
- non-competitive sports programs;
- traditional sports programs;
- school-based programs;
- lower staff to youth ratio;
- fewer youth leadership opportunities;
- more parent participation opportunities;
- lower staff turnover;
- repeat grant recipients;
- lower intended program durations.

In combination, these factors suggest that team sports geared towards older youth require a good deal of physical activity or perhaps that such sports draw older students. Further study, however, is required to determine what is specific about Latino youth that makes them more likely to be physically active than students of other ethnicities. Moreover, while one might expect competitive sports (e.g. basketball, baseball) to be more likely to encourage physical activity, the opposite was found in the present analysis. Future study is therefore also needed to verify the aspects of non-competitive sports/activities that make them more physically demanding than competitive sports.

## **7. THE NEIGHBORHOOD SPORTS INITIATIVE**

Besides its community sports programs, Team-Up for Youth has also funded a five-year initiative originally called The Community Sports Organizing Project, now named the Neighborhood Sports Initiative (NSI). Team-Up originally funded an assessment, planning and project development process for these neighborhoods, followed by funding for full implementation. The Bay Area Women's and Children's Center was the lead agency for the Tenderloin area of San Francisco, and the East Bay Asian Youth Center took the lead in the San Antonio area. Both of these groups were funded in 2002.

In 2004, three more agencies and areas joined the Initiative. These were the Boys and Girls Club of San Leandro for the Ashland area, the Unity Council for the Fruitvale area, and Mission YMCA for the Excelsior area. Each of these areas is disadvantaged and some lack space or facilities for sports activities.

The goals of the NSI were ambitious and overall, aimed to create strong neighborhoods where sports happen, including:

- commitment and participation of community stakeholders, including youth, parents, local schools, and businesses in creating and sustaining quality sports experiences for youth;
- demonstrated leadership within a community that removes barriers to play and creates solutions and strategies for sustaining quality youth sports experiences;
- active stewardship of youth sports programs by neighborhood stakeholders;
- safe, adequate places for children to play, and
- community building, including some spillover to other community outcomes.

In addition to these overall goals, Team-Up specified that each neighborhood would work toward three major outcomes:

**Outcome 1:** Out-of-school youth sports programs would be high quality and successfully apply youth development principles.

**Outcome 2:** 500 more children and youth would participate in out-of-school youth sports programs that fully engage girls, children, and youth of all athletic abilities and a diversity of young people.

**Outcome 3:** A broad cross section of organizations and individuals would support and sustain high-quality out-of-school youth sports programs in the neighborhood beyond the grant period, through volunteering, funding, donations and advocacy.

Besides the allocation of between \$400,000 and \$500,000 to each community over the five year period of funding, Team-Up also offered special networking and workshop meetings for these communities. For example, the 2005 NSI retreat concentrated on the definition of stewardship and how each community's partners could play this role with regard to sports in their neighborhoods. NSI staff were also available to visit sites to offer training or technical assistance throughout the life of the project.

Team-Up hoped that these neighborhood collaboratives would use their Team-Up funds to leverage other support for youth sports in the community. Programs supported in each neighborhood were also supposed to adhere to the Team-Up *Building Blocks* (safety, positive relationships with adults and peers, meaningful roles for young people, and regular physical activity).

## Brief Methodological Overview

To understand what had happened in these neighborhoods, the evaluation team visited each and conducted interviews with key stakeholders. These included program directors, staff from collaborating agencies, parents, and lead agency staff. Sites for sports were visited and young people enrolled in programs at these sites were surveyed once to obtain information on their perceptions of the quality of the programs in these neighborhoods. In addition, the reports submitted by each site to Team-Up were reviewed to obtain information on program enrollment and the operation of each collaborative.

## Neighborhood Initiative Findings

The pages following, offer brief profiles of each of the neighborhood sites, the number of children they served and whether they met their goals for enrolling girls and minority youth. The profiles also name the partners at each site and offer highlights of their achievements and their challenges.

### Ashland

<b>Lead Agency:</b>	Boys & Girls Club of San Leandro
<b>Sports Offered:</b>	Swimming, basketball, dance, cheerleading, flag football, soccer, volley ball, martial arts
<b>Collaborators:</b>	San Lorenzo Homeowners Assoc., Hayward Area Recreation Dept. County Supervisor, San Lorenzo Unified School District, Eden Township, Sheriff's Office, Mercy Housing, Compre
<b>Percent of Girls:</b>	50%
<b>Percent in Race/Ethnic Groups</b>	Black, 32% Latino, 40% Asian, 14%
<b>Youth targets:</b>	600 (05-06)
<b>Youth served:</b>	1028 (05-06)
<b>Coaches planned to be trained:</b>	27 (05-06)
<b>Coaches trained:</b>	50 (05-06)

**Planning --** The needs assessment of this group made it clear that there were no after-school recreational programs at the elementary school and only limited programs in the middle schools. School officials were eager for such programs, however. Over 1,000 youth completed questionnaires to express their interests, and focus groups were held with youth and parents. The major activity identified was swimming, but there are no public swimming pools in Ashland. The collaborative at this site existed previously and was meeting on a regular basis, but new groups joined when the work turned toward sports. Parents played key roles in the planning process. One parent had previously built a school playground using volunteers and she conducted the needs assessment and remains active. Another parent had previously worked to build a skate park in the community. She volunteered at the collaborative and was hired to coordinate the after school programs at Hesperian Elementary school. Yet a third parent is a soccer coach, and several parents provide transportation for swimming. Staff believed that stakeholders felt positively about the planning process, because programs were in place at its end.

**Implementation --** Implementation in Ashland did materialize with some changes. Ashland's Little League did not apply for a charter, causing the planned girl's softball activity to be replaced by soccer. They were unable to recruit high school students as coaches and turned to California State University East Bay for student coaches. The Hayward Area Recreation Department was able to offer the program some time at a pool in a nearby community and as noted above, parents pitched in to provide transportation.

**Progress on the *Building Blocks* --**

a) Safe, engaging and constructive experiences—This program emphasizes playing, rather than winning and observation of their activities demonstrates a focus on skill building in a non-competitive format. Youth with weaker skills are given opportunities as often as their more talented counterparts.

b) Relationships with adults—As part of their job interviews with potential coaches, this site asks them to interact with a group of kids. Coaches are encouraged to recognize effort and praise participants.



c) Positive peer relationships—Ashland cites its high reenrollment rates as evidence that youth feel a sense of belonging at these programs.

d) Roles for young people—While the program does survey and listen to young people regarding their desired activities, staff believe that meaningful leadership roles are particularly challenging in a population of elementary and middle school youngsters.

e) Frequent, vigorous physical activity—All of the activities offered at Ashland involve this kind of activity.

**Challenges** -- Ashland cites several challenges to their work. They include—

- Location in an unincorporated part of the county where services are lacking.
- Ashland Little League did not apply for a charter so that soccer has to be substituted for girl's softball league.

**Achievements** -- Ashland has also enjoyed several achievements. They include—

- Creation of year-round sports programs in schools where there were none before.
- Collaboration with Hayward Area Recreation to offer a program.

**Sustainability** -- Obtaining permanent funding for this program remains a challenge. The community lacks corporate funders and the community itself lacks name recognition. Moreover, the Boys & Girls Club is already tapping potential community funders for its own programs. Still the Kaiser Memorial Hospital and Eden Medical have both been approached for funding. State Prop 49 money, however, has been released and may contribute to program sustainability.

**Help from Team-Up** -- Staff at this site credit Team-Up with helping them with funding and the sustainability problem and see Team-Up staff as always available to them. They report Team-Up has good ideas.

**Overall Impressions** -- Ashland met its goals to serve substantially more youth and for half of these to be girls. Almost all of its enrolled young people are from minority groups. Clearly there are programs in Ashland that did not exist before. Sustainability of these programs will be

the next important challenge.

### **Excelsior**

<b>Lead Agency:</b>	Mission YMCA
<b>Sports Offered:</b>	soccer, running, Explorer sports with SF State Univ.
<b>Collaborators:</b>	SF Recreation and Parks, SF Unified School District, SF Community School, Epiphany School, SF Police, Boys & Girls Club, Girls on the Run, Greater Mission Consortium, SF State Univ., Dept. of Kinesiology, Excelsior District Improvement Assoc., Coleman Advocates, SF Board of Supervisors, Bay Area SCORES, OMI/Excelsior Beacon Center
<b>Percent of Girls:</b>	50%
<b>Percent in Race/Ethnic Groups</b>	Black, 17% Latino, 41% Asian, 25%
<b>Youth targets:</b>	570 (05-06)
<b>Youth served:</b>	678 (05-06)
<b>Coaches planned to be trained:</b>	104 (05-06)
<b>Coaches trained:</b>	113 (05-06) duplicated; 70 unduplicated

*Planning* -- Sports activities were being offered at the Mission Y before Team-Up supplied the funding for the NSI in Excelsior. However, the program was not recruiting enough children and they had high attrition. The 9-month planning process allowed them to step back, get to know the people in their schools and community and make a plan. Team-Up provided substantial technical assistance to this site during the planning process. The site completed surveys and focus groups with young people and adults and had data from over 500 people. Third graders at one of the schools also surveyed their peers as part of project based learning. “What we did was set out to get information but what we did was create a network among ourselves that was cohesive,” reported one of the staff members.

*Implementation* -- This site received their implementation funding in January, making it somewhat difficult to introduce new programs in the schools. They tried but failed to start these programs at three school sites and so backed up and implemented Girls on the Run and SCORES at two sites where they were already offering programs, in addition to piloting an Explorer

program. By Fall, they had all their intended programs running.

***Progress on the Building Blocks --***

a) Safe, engaging and constructive experiences—There are safety issues in this community and staff believe that competition enters play “naturally.” Still, leaders of this program give themselves an A on this dimension.

b) Relationships with adults—Two of the three programs at this site seem to have beloved and admired coaches and leaders but staff believe one program needs to work on a more diverse and culturally competent group of staff.

c) Positive peer relationships—In spite of a large age range in some programs, on-site leaders report that older kids are gentle with the younger ones and that children socialize with each other out of program hours. Children are exchanging cell phone numbers and calling one another, even though they go to different schools.

d) Roles for young people—One program at this site has a student advisory group and others make a conscious effort to ask young people about preferred activities. Staff believe that they do 100% of the leadership at the beginning of a program cycle but by the end, they do only 20% of this leadership, substituting student leaders for various tasks instead.

e) Frequent, vigorous physical activity—This is common at the Excelsior site although staff complained that during the program cycle we studied, there was more rain than in many years, thus causing numerous cancellations of activities.

***Challenges --*** Excelsior cites several challenges to their work. They include—

- Engaging parents.
- Turnover among staff in collaborating agencies.
- A new principal who closed their programs at her school for a semester.
- Transportation of young people to program sites.
- Hiring a leader of the collaborative to better locate responsibility for the work.

***Achievements*** -- Excelsior has also enjoyed several achievements. They include—

- Obtaining a grant of \$53,000 from Electronic Arts and the S.H. Cowell Foundation.
- Finding and hiring a capable leader for the program.
- Obtaining cooperation from at least one site of the San Francisco Parks and Recreation Department.
- Building a strong collaborative.

***Sustainability*** -- This site is acutely aware of the need for some sustainability plan but was perhaps too early in its implementation work at the time of this report to have a plan in place.

***Help from Team-Up*** -- At the beginning of the project and when they hired their new program director, this group made heavy use of assistance from Team-Up staff, both in-person and by telephone. One or more of them attended sessions with Team-Up on the *Building Blocks*, on social issues training, and on recruiting. They believe, however, that they have under-utilized what Team-Up could provide for them.

***Overall Impressions*** -- Excelsior achieved its target numbers, served mostly children of color and 50% of its program participants were female. As hoped, the site leveraged other funds for its work and built a strong collaborative. Sustainability now looms as the next challenge.

## Fruitvale

<b>Lead Agency:</b>	Spanish Speaking Unity Council
<b>Sports Offered:</b>	basketball, volleyball, flag football, boating, rock climbing, dance, soccer, bowling, skating
<b>Collaborators:</b>	Office of the City Councilman, Staff from local schools, Oakland Unified School District, Oakland Recreation and Parks Center, Sports4Kids, Eastlake YMCA, Unity Council AmeriCorps, Jack London Aquatic Center, Native American Health Center, New Hope Church, CRECE, Denza Azteca, Starlings
<b>Percent of Girls:</b>	20%
<b>Percent in Race/Ethnic Groups</b>	Black, 19% Latino, 53% Asian, 17%
<b>Youth targets:</b>	1,230 (05-06)
<b>Youth served:</b>	1,001 (05-06)
<b>Coaches planned to be trained:</b>	NA
<b>Coaches trained:</b>	40, including volunteers

*Planning* -- The original focus of the Spanish Speaking Unity Council was early childhood and early education. They did have a parks and recreation initiative, targeting safety concerns. They began their work with Team-Up by recruiting several new partners to talk about gaps in after school programs for young people. A critical issue in the community was space to make sports possible. The Cesar Chavez Education Center was ideal, with its gym, soccer fields, lights and under-utilization. Once funds were raised to pay for a custodian and a school safety officer, the way was paved to open this Center from 6-9 in the evening. The group conducted a large survey and held a community forum to gain input.

*Implementation* -- The Education Center is now the site for multiple sports programs 5 nights a week and on Saturday. The Unity Council is the point agency to coordinate use of the facility and scheduling. Programs are run by individual agencies so that the model of collaboration here is “wheel-shaped” with Unity Council at the center.

***Progress on the Building Blocks --***

a) Safe, engaging and constructive experiences—The site gives itself an A on this dimension, and indeed, now offers a variety of programs that are new to the community.

b) Relationships with adults—The coaches in these programs are volunteers, which can be seen as evidence of their desire to work with young people. Some were already coaching teams but had no space.

c) Positive peer relationships—The community is proud that there have been no fights or problems among young people at the Center.

d) Roles for young people—Staff are unable to comment on this, because each agency runs its own programs and quality is not monitored by any central group.

e) Frequent, vigorous physical activity—Staff believe that their activities fulfill these criteria well.

***Challenges -- Fruitvale*** cites several challenges to their work. They include—

- Early but now reduced resistance from school principals who were fearful their buildings would suffer from graffiti or other damage.
- Producing parent involvement since older kids do not particularly want parents involved and parents in this community have many challenges.
- Fear of kids walking in the community in the evening because of gang activity.
- Getting more girls involved since they are often asked by their families to supply child care for younger siblings.

***Achievements -- Fruitvale*** has also enjoyed several achievements. They include—

- Support by the superintendent of schools.
- Better relationships with security officers.
- Getting the Center open five nights a week and on Saturday.
- 1,000 children using the facility each week.
- Creation of a basketball league.

***Sustainability*** -- “Funders always ask what you are going to do when the funding goes away. We are going to look for more funding—that’s what. We have no choice.” The group feels it has not tapped into corporate support in the community as yet and will explore that possibility. And, the agencies operating these programs have started to support each other to get funding from various organizations.

***Help from Team-Up*** -- The Youth Sports Coordinator attended a training on getting girls involved and is trying to organize a girl’s sports day in his community. Neither the CEO of the agency or her number two have been to Team-Up trainings but they do report individual support from Team-Up in the face of staff changes and shortages.

***Overall Impressions*** -- Fruitvale has reached over 1,000 youth with its programs and organized a school space to host multiple programs. While most of the youth recruited to these programs are children of color, only 20% of them are girls. Fruitvale is determined to sustain its programs and the Team-Up collaborative members are already supporting each other’s attempts to secure funds. The collaborative model created here is the lead agency at the center of multiple agencies, coordinating use of the common space but not controlling or monitoring quality of the programs that operate there.

## San Antonio

<b>Lead Agency:</b>	East Bay Asian Youth Center
<b>Sports Offered:</b>	Soccer, cycling, boating
<b>Collaborators:</b>	E Bay Asian Local Development Corp., San Antonio Community Development Corp, Cycles of Change, Eastside Arts Alliance, Steel Band Oakland, Huong Viet community Center, Youth Employment Partnership, Lao Family Community Development, American Viet League, Harbor House, Oakland Parks and Recreation, Oakland Parks Coalition, Roosevelt and Edna Brewer Middle Schools, Franklin, Garfield, La Escuelita, Manzanita, and Bella Vista Elementary Schools, Office of the City Councilman, Sports4Kids, International Dragon Boat Assoc., Jack London Aquative Center, Oakland High School, New Hope Church, St. Anthony's Catholic Church and School
<b>Percent of Girls:</b>	35%-42% (03-06)
<b>Percent in Race/Ethnic Groups</b>	Black, 15% Latino, 35% Asian, 43%
<b>Youth targets:</b>	1,575 (03-06)
<b>Youth served:</b>	1,960 (03-06)
<b>Coaches planned to be trained:</b>	271 (03-06)
<b>Coaches trained:</b>	179 (03-06)

**Planning** -- Prior to being approached by Team-Up, the East Bay Asian Youth Center had not run any sports programs at all. They did have after school programs with an academic emphasis and some recreation. EBAYC staff did most of the planning process themselves, with little involvement from other agencies or parents. In fact, the agency believes there is a “culture of cautiousness” in the community about joining collaboratives and one staff member believes it is more efficient to have a smaller group. They surveyed the neighborhood and found that soccer was the most popular sport among their largely Latino and Asian population.

**Implementation** -- San Antonio implemented a soccer program, worked with Cycles for Change to run a bicycling program, and mounted some kayaking and Dragon Boat activities. The Cycling program appears to be of the highest quality.



***Progress on the Building Blocks --***

a) Safe, engaging and constructive experiences—Site-staff believe that the children really like to play and are not very focused on winning.

b) Relationships with adults—Staff believe that the children are quite attached to their coaches, some of whom are also instructors in the agency's after school program.

c) Positive peer relationships—This agency believes they have work to do on this dimension since they have lots of fights and arguments among the children. They believe their coaches need more skills to improve these relationships.

d) Roles for young people—The agency reports that they really do not involve program youth in this way. They do, however, use youth volunteers.

e) Frequent, vigorous physical activity—More progress has been made on this quality measure. Many children come all five days per week and regularly run drills.

***Challenges --*** San Antonio cites several challenges to their work. They include—

- Asian parents are perceived to be not very supportive of sports.
- Working with the Parks and Recreation Department in Oakland, especially in gaining services and use of facilities.
- Getting access to soccer fields in the community since they are heavily used by adult teams and organized youth teams that serve higher income children.
- Staffing with volunteers.
- Staffing with youth mentors and coaches who have few skills and need training.
- Encouraging girls to participate.
- Staff turnover in the site coordinator position since the pay is low and there is employment for only a few hours per day.
- Space and equipment.

***Achievements*** -- San Antonio has also enjoyed several achievements. They include—

- Growth from 80 to 500 children enrolled, some from other neighborhoods.
- Growth of a partnership with the schools.
- Parks have added security and are safer now that they are running programs there.
- Rejuvenation of San Antonio Park.
- Girls Sports Day

***Sustainability*** -- San Antonio reports little parent involvement and no plan for grassroots fund raising. Their lack of a collaborative does not at this point suggest others will take on the work they have begun. Still, the executive director of the lead agency argues that these programs are now well integrated into their after school programs and will continue. They also believe the Team-Up experience has positioned them to apply for obesity funding and transportation funding for these programs.

***Help from Team-Up*** -- This site is particularly complimentary about the quality of training offered by Team-Up but say that staff sometimes believe the site knows how to do things that they don't know how to do. One staff member attended training on Girls Sports Network which gave him the idea of recruiting female coaches. This staff member also profited from meeting with other NSI groups to share experiences.

***Overall Impressions*** -- San Antonio did not reach its goal of recruiting 50% females but is serving mostly children of color. The site did not really create an operating collaborative to do its work and in fact, has some misgivings about the utility of such a model. Their heavy use of volunteers and youth mentors has created training and turnover issues. Still, they have helped rejuvenate a local park, served many children, and created some new partnerships.

## The Tenderloin

<b>Lead Agency:</b>	Bay Area Women’s and Children’s Center
<b>Sports Offered:</b>	basketball, tennis, bowling, yoga, dance, ice skating, track, rock climbing, cycling
<b>Collaborators:</b>	Tenderloin Neighborhood Development Corp., Tenderloin Children’s Playground and Rec. Ctr., Tenderloin Community School, Salvation Army, Boys & Girls Club, Indochinese Housing Corp., Yerba Buena Ice Skating Rink, Yerba Buena Bowling Alley, San Francisco Ballet, Hilton Hotel
<b>Percent of Girls:</b>	60% (03) 56% (04) 51% (05) 51% (06)
<b>Percent in Race/Ethnic Groups</b>	Black, 9% Latino, 25% Asian, 57%
<b>Youth targets:</b>	1,580 (03-06)
<b>Youth served:</b>	1,994 (03-06)
<b>Coaches planned to be trained:</b>	195 (03-06)
<b>Coaches trained:</b>	262 (03-06)

*Planning* -- The Bay Area Women’s and Children’s Center was well known as an effective force in community organizing in the Tenderloin before working with Team-Up. The Center hesitated to work with Team-Up at first, having just organized a school and their philosophy made them ask if they could integrate sports while still maintaining their commitment to other life skills. With their partners, staff of the Center visited Coach John Woodin in Los Angeles to hear about his Pyramid of Success—a conceptual framework that dovetails with the *Building Blocks* sought by Team-Up. They were satisfied that sports could be embraced to the betterment of more general life skills. A team of 12 was assembled to oversee and plan the initiative. The group includes youth and parents and is largely intact 5 years later. Since the neighborhood is very urban, open space is an issue. As part of their planning process, interviews were conducted throughout the community, including with a fifth grade class that asked for bowling and ice skating. The neighborhood groups working on the project knew each other and had to spend little time developing trust.

**Implementation** -- Reduced rates at the ice skating rink (\$20, down from \$120 for 10 weeks) and at the bowling alley made those two activities affordable. These two activities are also particularly well-suited to a dense, urban, neighborhood where there is little space for outdoor play. Flag Football and volleyball were added. Their neighborhood surveys had suggested spreading out programs rather than making a mega-sports location—advice that they followed. Children are walked from schools to program sites to maximize safety.

**Progress on the Building Blocks** -- This site makes a conscious effort on each of the *Building Blocks* and even had the kids make paper signs about each one.

a) Safe, engaging and constructive experiences—Most programs in the neighborhood have a waiting list, suggesting youth feel safe attending these programs.

b) Relationships with adults—Again, this varies by sport but is generally strong. It appears less so in skating and ballet, where the relationships are shorter term.

c) Positive peer relationships—Skating is more an individual activity but in the basketball league, bonding is strong, as is the desire to win. In general the site is strong in positive peer relationships.

d) Roles for young people—This is the weakest area at the site, according to its director. Few examples were given of voice, choice, or leadership for youth, although respect for young people is everywhere evident.

e) Frequent, vigorous physical activity—Again, there is variation by sport. Bowling and ice skating last the entire year, but the leagues last only 3 months, during which time they are very vigorous and meet three times per week. Dance is a 9-month program.

**Challenges** -- The Tenderloin cites several challenges to their work. They include—

- Parental involvement in a neighborhood where parents work long hours.
- Space in the neighborhood for play.

***Achievements*** -- The Tenderloin has also enjoyed several achievements. They include—

- Working with the Salvation Army to redesign their planned new building to include a full court gym and a swimming pool.
- Getting the Hilton Hotel to host initiative dinners for them for free.
- Formation of a basketball league.
- Lots of volunteers.
- Oversubscribed programs.
- A cordial and stable true collaborative.

***Sustainability*** -- The leadership of this site thinks about funding all the time and they are piecing it together. They do have a plan for grassroots funding and they have approached several foundations with some success. They are quite likely to sustain their work because they insist that they must.

***Help from Team-Up*** -- Staff from this community have been to a number of trainings offered by Team-Up, particularly in the beginning of their work. They believe there has been some turnover at Team-Up which has interrupted relationships but is to be expected. Now, they have become trainers of others and feel they are much more experienced as a result of this work.

***Overall Impressions*** -- The Tenderloin is one of the oldest and strongest sites in the NSI. They had a true collaborative before NSI but strengthened this group through the project and they are now engaged in other activities together. The leadership in the Tenderloin is experienced. The site consistently serves children of color and more than half of its participants are female. Sustainability is likely since the site has already raised additional funds for its programs.

## **Lessons from the Neighborhood Sports Initiative**

As the individual stories of these neighborhoods demonstrate, they have some experiences in common and some cultural or site-specific barriers and achievements.

***Having a true coalition or collaborative in place to work on this Initiative appears to be important for its chances of survival and true neighborhood mobilization*** -- NSI has an ambitious agenda for these communities. They wanted to use mobilization around sports to accomplish such tasks as creating neighborhoods where sports happen, with multiple stakeholders taking responsibility for continuity. Now at the end of several years work, it seems clear that neighborhoods that formed and nurtured such a group or, even better, already had a working group in place, are the most likely to be sustained. Only one neighborhood made a conscious decision to do the project almost strictly through the lead agency and this is the neighborhood that looks least likely to sustain a partnership of local stakeholders.

***The geography of a neighborhood is important*** -- When an expressway runs through a neighborhood, transportation and movement of children from schools to programs becomes problematic. When a community is densely built and populated, playing space is hard to find. When a community has steep hills, some kinds of sports take on a whole new dimension. This means that one approach to neighborhood sports programs does not fit all and that the needs assessments advised by Team-Up were indeed, important. This finding echoes work being done by The Robert Wood Johnson Foundation, linking physical space with physical activity (e.g. Ewing et al., 2003).

***The culture of a neighborhood is important*** -- If an ethnic group in a neighborhood does not believe it is quite natural for young women to play sports or schedules them for other expected activities like child care, recruitment of girls will go slowly. Conversely, selection of certain sports can affect the gender composition of who is recruited. Wrestling, for example, is likely to draw a different participant list than ice skating. If a neighborhood is violent and dangerous, special care will have to be taken to move children and return them safely to their homes. Again, a good needs assessment can unearth these issues and suggest creative solutions for them. The NSI sites have confronted and overcome several such challenges.

***To make neighborhood sports work, partnerships with schools are often necessary, but also challenging --*** Schools are where the kids are. Schools also have empty space often unused after school—space that can make all the difference in what kinds of sports can be offered. But schools have their own agendas, worries, liabilities and expenses. The cost of custodians is high and security is an issue. Potential damage is also a concern. Bringing neighborhood children who do not attend a school onto its grounds creates anxiety for administrators. NSI sites have by and large, worked through these issues but the work was intensely personal and can evaporate instantly with changes in personnel. Relationships with schools are necessary however, both for recruitment and providing facilities for programs.

***There seems to be wisdom in offering more than one kind of sport --*** Because of some gender notions about who should play what sport, as well as some cultural traditions about which sports are most popular, the widest audience of children is recruited by offering variety—something for everyone. This in turn, creates a need for more partners and coordination into the same or different spaces. A large basketball or soccer league is an important achievement. Adding to that a skating, boating, cycling, and track program is likely to enhance diversity.

***There is probably nothing more important than a talented, energetic and determined leader and probably nothing more difficult than trying to work without one --*** The NSI sites have demonstrated fully both the joys of good leadership and the agonies of leader-absence. Collaboratives, however, need special kinds of leaders who actually collaborate, nurture, and create consensus. Sometimes, as in some of these sites, collaboratives think they can get along without someone to take ultimate charge of the details. Their experience showed them that this was not wise.

***Parent involvement was a struggle in every neighborhood --*** Because of the location of NSI sites in low-income, underserved neighborhoods, a struggle with parent involvement was inevitable. These are neighborhoods where parents work long hours or work two jobs. Some are afraid to approach any program or any institution because of their immigrant status. Some come from cultures where this kind of sports involvement is unknown. For their part, agencies were not always clear what they wanted parents to do. Still, some parents did step up to provide

transportation, others volunteered to coach, and at some sites, parents finally began to come see the sporting events in which their children were participating—a major breakthrough.

***The quality of the sports programs initiated in these neighborhoods varies --*** Some of the agencies offering programs under the NSI banner have never heard of the *Building Blocks* suggested by Team-Up to define quality programs. The lead agency sometimes did not monitor quality of program and did not even mention these standards to some of the coaches and leaders who came from other agencies. This means that the quality of the program was dependent on the instincts and talents of its individual leaders. If this Initiative is to be repeated, it may be worth considering how Team-Up can encourage the lead agencies to both promote and monitor quality.

***Businesses will assist with recreation programs --*** In Little League, it has long been a tradition for local businesses to sponsor teams, buying some of their uniforms and equipment. In this Initiative, businesses participated in other ways. Some discounted rates for their own sports businesses, while others supported the collaborative with food, hosting of meetings or donations. Given the neighborhood focus of this effort, the involvement of businesses should not be overlooked in future efforts and might become the focus of a specific training from Team-Up.

***All of the programs mounted sports programs, increased the number of youth involved, were successful in recruiting minority youth, and found partners --*** Regardless of the collaborative that did or did not emerge, regardless of the sports chosen, regardless of their personnel challenges, each of these neighborhoods has involved agencies, schools, and young people in sports that were not there before. Most met or exceeded their recruitment targets including:

- commitment and participation of community stakeholders, including youth, parents, local schools, and businesses in creating and sustaining quality sports experiences for youth;
- demonstrating leadership within a community that removes barriers to play and creates solutions and strategies for sustaining quality youth sports experiences;
- active stewardship of youth sports programs by neighborhood stakeholders;
- safe, adequate places for children to play, and
- community building, including some spillover to other community outcomes.



## 8. GRANT-MAKING, TRAINING AND TECHNICAL ASSISTANCE

Team-Up for Youth supports all of its grantees with not only funds but also with readily available training and technical assistance. Here we examine the outcomes of those efforts.

### Brief Methodological Overview

Team-Up for Youth is a unique, intermediary organization working on multiple fronts to expand high quality sports and physical activity opportunities for low income youth throughout the Bay Area. Team-Up is distinguished from other granting agencies in that they not only provide funding, but also provide critical program supports through training and technical assistance. These seek to empower and enhance the agencies' effectiveness in serving youth so as to best support their development, and are framed by Team-Up's *Building Blocks for Quality Youth Sports*.

**Evaluation Questions** - A major purpose for this evaluation was to better understand the impact of Team-Up's grant-making, training and technical assistance efforts, and was guided by the following evaluation questions:

1. How do Team-Up for Youth's grant-making, technical assistance, and training efforts build the capacity of youth sports programs to support healthy development among youth?
2. Do Team-Up's grant-making, technical assistance and training efforts result in specific program quality improvements, as defined by the *Building Blocks for Quality Youth Sports*?
3. How are Team-Up's grant-making, technical assistance and training efforts perceived by the grantees?

**Data Sources** - Methodologies to assess grant-making and training and technical assistance practices and impact included thematic analysis from the following sources:

- **Discovery Sessions** – Structured interviews with Team-Up grant-making and training and technical assistance staff were held to better understand the strategies and actions employed to encourage agencies toward program quality improvements.
- **Feedback from Grantees about the Grant-making process** – Site visits were conducted with 21 agencies in the spring and summer of 2006 at the conclusion of their Team-Up grant year. A portion of the structured interview protocol involved questions pertaining to grantee’s perspectives on Team-Up’s grant-making process and training and technical assistance activities.
- **Observation of Training and Technical Assistance Sessions** – The evaluation team observed the Training and Technical staff in action in the following settings:
  - Girls Training Camp (June 2005)
  - Team-Up Training Camp (September 2005)
  - Girls Sports Conference (November 2005)
  - Coach training at OASES (January 2006)
  - Using the Quality Observation Tool (May 2006)
- **Follow-up Interviews with Participants in Team-Up Training Camp** – Two months after the September 2005 Training Camp, participants were interviewed about what they learned at Training Camp and how it impacted their organizations.
- **End-of-Grant Reports** – Of the 21 agencies involved in this evaluation, 18 provided end-of-grant reports to Team-Up detailing the implementation of their programs. They were also asked questions about their involvement in Team-Up training and technical assistance activities. These reports were reviewed by the evaluation team.

## **Technical Assistance During the Grant-Making Process**

Team-Up for Youth staff members provide technical assistance throughout the grant-making process. They encourage potential grantees, assist them through the application process, and guide them toward program expansion and program quality improvements. In an interview with grant making staff between those two grant cycles, they described their process of communicating with agencies, advocating for program improvements, and negotiating grant agreements. Team-Up for Youth's structure and process for awarding grants has continued to evolve with each grant cycle. For instance, during the course of this evaluation Team-Up transitioned from a semi-annual awards cycle schedule to a more fluid schedule where letters of intent are accepted year round.

The following are some observations of exemplary practices during the grant-making process:

***Outreach to Encourage Applications*** - While most frequently it is the grant seeking agencies that initiate first contact, Team-Up staff also engages in outreach efforts to encourage specific organizations to apply for funding. Outreach efforts have targeted public organizations such as city parks and recreation departments to encourage grants that result in program quality improvements or increased opportunities for girls, for example. Outreach efforts by staff have also targeted specific underserved geographic locations or neighborhoods within the Bay Area.

***Encouraging Program Quality Improvements*** - Team-Up staff engages in a process of providing technical assistance that begins with informal conversations, moves on to formal letters of inquiry and eventually to negotiated grant agreements. During this back and forth process, Team-Up staff consistently encourage agencies toward program quality improvements. Most often quality improvements will center around staff training, with Team-Up encouraging improvements in staff-to-youth ratio, requiring that grantees attend Team-Up Training Camp, or asking that other staff training activities be specifically addressed within the grant objectives. Agencies seeking second or subsequent grants are encouraged to provide more specialized staff training opportunities in areas such as serving girls, teens, or developing youth leadership

components, so as to make further program quality improvements.

***Pushing Toward Expansion and Sustainability*** - Team-Up staff also encourage agencies to expand their programs to provide physical activity opportunities for a greater number of low-income youth. Particularly for second and subsequent grants an expansion of programs is required. New grantees are not required to expand, but may instead choose to work on quality or sustainability.

***Light-Touch Monitoring of Grantee Programs*** - Once grant agreements are settled and grants are awarded, most grantees move forward to deliver their programs with relatively few monitoring requirements from Team-Up. With larger grants, or if staff have concerns about an organization's ability to meet their objectives, benchmarks are developed and progress reports are required before releasing a second installment of funding. Sometimes grantees contact Team-Up in order to make adjustments to their grant agreements. Team-Up grant-making staff work collaboratively with the agencies to renegotiate grant agreements due to new circumstances, such as staff changes or loss of other funding sources. Additionally, Team-Up grant-making staff inform grantees of the opportunities to receive training and technical assistance.

## **Grantees' Views on the Impact of the Grant-Making Process**

During the end-of-grant site visits to the 21 grantee agencies, directors or coordinators were asked to share their views on the Team-Up grant making process. The following is a summary of the findings.

***The grant process is a straightforward, positive experience*** – Applying for financial support from Team-Up for Youth is an easy-to-access, streamlined, and non-bureaucratic process. Grant recipients appreciate the personalized style of the grant-making staff, the brevity of requirements, and the assistance they receive in preparing their proposals. They also come away with the perception that Team-Up for Youth truly cares about their programs and will be honest with them during the grant-making process. Comments about the process include:

*“It was a clear, straightforward process.”*

*“They are very ‘hands-on’ and very invested in an on-going way.”*

*“We felt Team-Up staff were really supportive of our project.”*

***Negotiations about grant agreements are generally well-received, and result in stronger grant agreements and in program quality improvements*** - In the back-and-forth of negotiations leading up to grant agreements, recipients view Team-Up’s grant-making staff as caring, flexible, and helpful. They also perceive that adjustments made and agreements reached during negotiations ultimately resulted in a stronger proposal, set of grant agreements, and program quality improvements. Agency directors reported:

*“Team-Up’s quality expectations influenced our direction.”*

*“They pushed us to notch it up a level in our programming.”*

*“They set the parameters of quality improvements and expansion. This helped us to know what their expectations were.”*

*“They gave constructive feedback which helped us piece it together and increased our chance of success.”*

***Grantees feel some tension around the push toward program expansion*** – One area of negotiation that several grant recipients felt less positive or ambiguous about was around the issue of program expansion. Some recipients felt somewhat reluctantly pushed toward expansion, particularly when negotiating second or subsequent grant agreements. They mentioned the difficulty involved in sustaining quality programs, much less expanding them. The challenges that agencies experience around youth attendance may compound the tension around Team-Up requirements to expand.

*“They pushed on expansion number, which we ended up agreeing to, but then felt overextended.”*

*“The expansion issue is tough. Team-Up continually wants to see more kids and more programs, but maintaining quality programs is the good and important thing.”*

***Continuing contact or grant monitoring would be useful*** - Several recipients of community grants mentioned that they would have welcomed more contact with Team-Up staff after they received funding. Some agencies mentioned receiving less follow-up contact than they had during previous grant cycles, while others mentioned that contact regarding implementation of their programs, even in the form of “reminders” about what they promised to do, would have been helpful and motivating. Staff turnover and staff members on leave, specifically during 2006, may have resulted in less-than-usual continued contact with grant recipients.

*“It would have been nice to get a gentle nudge or reminder about all of our components and grant objectives.”*

*“We could have used more ongoing communication and contact with Team-Up staff. We only had contact with the evaluators.”*

*“There was less communication this grant cycle due to turnover in staff.”*

***Providing not only grants but also high-quality program supports*** - Team-Up for Youth’s commitment to providing program support in addition to monetary support sets it apart from other funders. It appears that a spirit of partnership often develops quickly between grant-making staff and prospective grant seekers. Agency staff perceive that Team-Up staff members genuinely care about their programs, their youth, and want to help them be successful. This spirit of partnership, as well as the high-quality training and technical assistance opportunities that community grantees are encouraged to take advantage of, elevates the total value to recipients of receiving Team-Up community grants.

*“I have been in non-profit management for 20 years and have never seen a funder approach us with such a strong philosophy of being true partners in making a difference in kids’ lives. They are fully supportive, not just with funding, but with trainings, evaluation, coaching corps, etc. Still, with all this, it never felt intrusive; it always felt like a partnership.”*

## **Training and Technical Assistance Programs at Team-Up for Youth**

The Training and Technical Assistance department at Team-Up for Youth is currently composed of three staff members who design and deliver a variety of training events, as well as program-specific technical assistance. Participants in technical assistance and training events are staff members of youth-serving organizations who provide sports or physical activities programs to low income youth in the Bay Area.

- ***Team-Up Training Camp*** - Team-Up Training Camp is Team-Up for Youth's main training program that is offered two or three times annually. All recipient agencies of Team-Up community grants are encouraged, but not required, to participate. Framed by Team-Up's *Building Blocks for Quality Youth Sports*, it consists of a two-day session aimed at educating and inspiring program directors on practices for building quality youth sports programs.
- ***On-Site Technical Assistance*** - Agencies participating in Training Camp are eligible to receive an additional on-site training for their coaches and volunteers, as well as ten hours of program-specific technical assistance. Technical assistance is a structured process tailored to agencies' program improvement needs.
- ***Courses and Workshops*** - A variety of innovative courses and workshops are developed and presented by Team-Up staff members. Current offerings include two courses on incorporating games into youth programs and team practices, a version of Training Camp focused on designing programs around the specific needs of girls, and a lunch-time series on gender and sexuality in sports. Team-Up also provides on-site workshops for youth organizations on topics such as: how to run a practice, behavior management, recruitment strategies, and developing teen coaches.

## **The Training Process and How it Supports Team-Up's Goals**

Team-Up training department staff members are skilled educators who thoughtfully design and deliver a high-quality adult education product. The following is a breakdown of training process components and an observational assessment of how the training process embodies and supports Team-Up's philosophies and goals.

***Connecting and Building Trust with Participants*** - As participants arrive at training sessions, they are made to feel welcome and comfortable. In smaller training groups, Team-Up instructors find a way to connect with each person on arrival. Instructors quickly and skillfully assess participants' level of comfort and respond in varied and appropriate ways. This helps build connection and trust and sets the stage for a productive learning session. Instructors often make comments that acknowledge participants as peers and professionals engaged in the same line of work. For example, *"I've seen you teach. You are an amazing instructor!"*

Throughout the day Team-Up trainers continue to building connection and trust in multiple formal and informal ways. For example, after a presentation and discussion where each of the *Building Blocks* had been introduced and discussed, the instructor, in order to make or elaborate upon a point, would adeptly weave in words and examples that had been used earlier in the session by the participants themselves. This reinforced learning while building trust and connection.

Team-Up instructors appear to intentionally model what they are trying to teach participants: that it's the quality of relationship (between teacher/student or coach/athlete) that matters most. Through their efforts at connecting and building trust with participants, they also model the Team-Up philosophy that emotional and physical safety are key components to a productive learning environment. Casual friendly chat, thoughtful gifts (such as Girls Sports Training Camp CDs), pleasant settings, and good and plentiful food all contribute to this sense of safety that helps create a productive learning atmosphere.



***Providing a High-Quality Curriculum and Educational Experience*** - Team-Up training sessions are well-planned and well-executed. It is evident that thought, preparation and care precede each event, and that training topics continue to be refined and new topics developed. The *Building Blocks for Quality Youth Sports* provide a core structure where participants are presented with new concepts, engaged in discussion illustrating the concepts in action, and given multiple opportunities to connect them specifically to their programs. This strong, structured curriculum aims to both model and instill skill-building among the participants. The aim is that participants gain a set of new skills that they then translate and apply to their own program improvements. The high-quality educational product delivered by Team-Up staff encompasses the following exemplary elements:

- ***Explicit information on how the training will be useful*** - At the beginning of educational sessions, Team-Up trainers make clear what will be happening during the session and how it will be useful to them. Throughout the session, trainers skillfully apply concepts being taught to the participants' own programs by providing program-specific, real-world applications. Often worksheets and tools provide concrete practice for planning and connecting concepts to their own programs. Near the end of each session there is a wrap-up where applicability is specifically discussed.
- ***Pacing and a productive use of time*** - The pacing is lively at Team-Up trainings, quickly and logically moving from topic-to-topic with time used efficiently. At one observed training, even before the session started, as participants walked into the room and got settled, they were given a task that was later a springboard for discussion: "*Think of your favorite coach . . . What were the qualities of that person?*" and "*Think about what you want your kids to get out of this semester?*"
- ***Multiple learning modes*** - Team-Up training sessions consist of a full array of learning modalities. Presentation/lecture, games, small group activity, physical movement, large group discussion, analysis, recap, pairs, and quiet individual reading or reflection are all employed during educational sessions. The results keep participants lively and connected, avoid mental overload and shutdown, and optimize and reinforce learning. For example, during the observed Team-Up Training Camp the following sequence occurred: (1) each *Building Block* was introduced through presentation and group discussion; (2) everyone then was asked to sit silently and read the *Building Block* packet

(a particularly effective quiet interlude reinforcing learning where participants had a chance to absorb what they had just been introduced to); (3) the groups split into pairs where each participant was able to talk about which of the *Building Blocks* resonated with them personally, as well as how they could be applicable to their programs (this served to move the learning from the abstract to the personal, from the head to the heart); (3) followed by sharing out to the group: “*Who wants to share what they talked about? Julia?*”

- ***Checking for individual learning needs*** - Like good coaches, the Team-Up trainers are skilled at quickly assessing and responding to individual participants’ learning needs. They continually check for understanding, provide regular recap and reinforcement, and then inspire and push them to the next level of performance. They accomplish this through connecting with agency staff, and acknowledging them as individuals and professionals. During a coach training, as the group was engaged in quiet individual planning time, the instructor moved throughout the room, chatting with each person individually, asking what they were working on, how it was helpful, how it was difficult, etc.
- ***Maintaining good group dynamics*** - Team-Up trainers are also proficient in assessing a whole-group and their needs, and in managing group dynamics. Lively discussions are well-facilitated. Instructors can skillfully summarize multiple viewpoints, help smooth or bridge any developing tensions between participants, and have a great sense about when and how to smoothly move on to the next topic. Near the beginning of larger training sessions the group is encouraged to know themselves and their own learning and participation style. If they tend to be talkers, they are encouraged to share their experiences, but also to “step back” to give others a chance, as well. If they tend to be quiet in a group, they are encouraged to “step up” and give the group the benefit of their viewpoints and understanding.
- ***Inspiring participants to be the best that they can be*** - Team-Up training sessions, particularly near the end, include strategies aimed at inspiring participants to use the information they have learned to return to their work with youth and be the best that they can be. For example, in debriefing about an assignment early in the training session where participants were asked to think about their favorite coach and what were his or her qualities, the instructor explained: “*You all remembered the quality of the relationship. When you think about working with your kids this semester, focus on the*

*quality of the relationship.”* Inspiring participants toward professional and program improvements is supported by planned time within the training session to think about applicability and plan for their own programs. Again, Team-Up instructors encourage them to focus on how they can be high-quality youth mentors: *“We should be thinking not only about where we are as content instructors, but also about how to help kids develop into great people.”* As a wrap-up, instructors emphasize their role as partners in the participants’ work: *“I am absolutely available for follow-up questions.”* This statement was followed by several concrete examples of how participants might continue to interact with the Team-Up instructors as a follow-up and support to their learning that day.

***Creating a Fun and Engaging Atmosphere*** – From the beginning of each Team-Up training, participants are engaged and having fun. Participants new to Team-Up events quickly realize that they are not in a typical day-long training, when soon after the session begins, the entire group is on their feet, playing, smiling, moving around, connecting with others, and having fun. Games are incorporated throughout training sessions and cleverly serve multiple purposes. They provide a way for participants to loosen up, smile and become connected to the group, they teach practical and useful skills participants can take away to use in their own programs, and they serve to reinforce training content by illustrating the *Building Blocks*. Skillful de-briefing discussions always follow each game, underscoring purposes and applications. Again, this aspect of Team-Up’ training appears intentional: teaching, modeling and embodying aspects of the Team-Up philosophy.

## **Grantees’ Participation in Team-Up Training Activities**

Among the 21 grantee agencies that were involved in this evaluation, Team-Up reported that the vast majority (81%) had participated at some point in a Team-Up training event. The number of training events agency staff had participated in ranged from zero to eight, with an average of 3.3 training events. A third of grantee agencies had attended five or more training events.

## **Follow-Up Interviews with Participants in Team-Up Training Camp**

Six youth-serving agencies were interviewed two months following their participation in Team-Up's September 2005 Training Camp. They were asked about their views on the most valuable information they received at Training Camp, as well as whether any new program practices had been implemented at their agencies as a result of their participation (see Appendix T).

When asked what stood out to them as the most valuable information learned during the Team-Up Training Camp, respondents readily gave multiple examples, almost all of which were aligned with Team-Up's *Building Blocks*. These findings suggest that Team-Up's *Building Blocks* provide a memorable framework for educating and inspiring youth development professionals toward program improvement efforts. Specific things participants remembered as being particularly valuable were:

### ***Learnings about Youth Development and the Building Blocks***

*"That we need to be intentional and structured about how we work with youth in a sports setting."*

*"Analyzing my program based on the Building Blocks."*

*"That we should be more thoughtful and structured and think about youth development when working with our kids."*

*"Showing concrete examples of the Building Blocks in practice."*

*"The idea of planning over the course of a season, and how the importance of various Building Blocks shifts over time."*

### ***The Importance of Safety and Positive Relationships in Youth Programs***

*"Having beginning and ending rituals."*

*"The emphasis on keeping things fun and positive."*

*“The importance of the relationship between the adults and youth. It’s not just about teaching skills or running a program; the most important part is the relationships that the child experiences.”*

*“It helped me get re-energized around working with kids.”*

### ***The Importance of Youth Leadership in Programs***

*“The focus on youth leadership, especially giving older kids more independence and ownership.”*

*“Coaches/leaders don’t need to be in charge of everything. Use youth leadership to get the kids to learn from each other.”*

### ***Learnings about Skill-Building and Physical Activity***

*“The importance of giving specific rather than general feedback to the youth.”*

*“The focus on increasing the kids’ physical activity – making sure they run and sweat.”*

Respondents were also asked whether any new program practices had been implemented at their agencies in the two months since they had attended Training Camp. Indeed, a number of new practices, aligned with the *Building Blocks*, had been added to youth programs in the two months following their participation.

### ***New Practices related to Youth Leadership***

*“Instead of me going over a drill again, I now ask one of the youth to teach it.”*

*“I’ve incorporated youth leadership into our structure and drills. We now have a ball monitor, bagel monitor, and group captain.”*

### ***New Practices related to Safety and Skill-building***

*“We put more emphasis on safety and educating youth about safety issues. Instead of just telling them to stretch, I ask: ‘Why do we do this stretching,’ and then have one of the youth explain it.”*

*“I’ve changed our structure, so we have a set opening ritual and group game at the beginning.”*

*“I now give the youth more specific feedback and information. Instead of just saying, “Be safe” or “Stretch” or “Respect one another,” I give them details about what that means.”*

#### ***New Practices related to Positive Relationships***

*“I realized how important their relationships with one another are. Now rather than trying to make them be quiet all the time, I give them more time to talk to and interact with each other.”*

#### ***New Practices related to Physical Activity & Skill-building***

*“We’ve changed our instruction to incorporate a lot more running and footwork drills. There is more vigorous activity going on.”*

*“I’ve changed the clean up tasks to be more active and game-like.”*

*“We have incorporated some of the games we learned at Training Camp.”*

Respondents were also asked whether anything they had learned at Training Camp had been passed on to other staff members within their organizations. Evaluation findings revealed that a number of new staff-related practices had been implemented in the two months following their participation.

#### ***New Practices related to Staff Supervision***

*“We already had been doing a lot of what they talked about regarding supervising staff. But now I’m starting to frame our staff discussions around the Building Blocks more. It’s convenient to use that structure.”*

*“I’ve been helping the coaches deal with discipline and emotional safety in a positive way. I chat with the coaches after practice, or observe part of their practices.”*

### ***New Practices related to Staff Training***

*“When I hire a new program specialist, I plan to train her using the Building Blocks. I would also like all my activity assistants to attend a Training Camp.”*

*“We have started training our staff on youth development practices through sports.”*

*“Helping our instructors plan out their seasons based on youth development principles.”*

*“I like to observe the way the Team-Up staff engage adult learners. It gives me ideas because I’m in charge of staff training in my organization.”*

### **Team-Up’s Training of Coaching Corps Volunteers**

The Coaching Corps program was launched by Team-Up for Youth in 2005 in response to the need of youth-serving organizations for well-trained and committed volunteer coaches. The program consists of Team-Up partnering with colleges and universities to recruit college students, training them on how the *Building Blocks* support healthy youth development, and then asking them to commit to serving a specified number of hours as volunteers in after-school sports or physical activity programs. An analysis of Coaching Corps was not within the scope of this evaluation, and was never asked about specifically during the site visit interviews with the 21 grantee agencies. However, program coordinators and program directors spontaneously offered the following feedback, indicating that the training of college-age students through the Coaching Corps program has supported agencies in program quality improvements.

*“The Coach Corps brought to our agency quality college-age students with training!”*

*“The Coaching Corps has been a tremendous boon to our program, providing us reliable and intelligent volunteers.”*

*“The Coaching Corps is a huge, huge bonus for any agency.”*

## **Program-Specific Technical Assistance Provided by Team-Up**

Participating agencies in Team-Up Training Camp held two or three times per year, are also offered program-specific technical assistance as a way of applying the concepts learned in Training Camp to their program improvement efforts. Team-Up staff members and agency staff meet together, determine a focus for the technical assistance, and develop a technical assistance plan. Generally, 10 hours of technical assistance are provided. Some agencies receive more than 10 hours, or participate in multiple cycles. Twelve of the 21 agencies involved in this evaluation (52%) had received program-specific technical assistance from Team-Up.

During the end-of-grant site visits agency staff were asked a series of questions about any Team-Up technical assistance their agency had received. While 12 of the 21 agencies had received technical assistance, only 11 of the 21 were able to provide feedback due to staff turnover. Analysis of their responses revealed the following:

*Agency staff were well-satisfied with the technical assistance they received* – One of the 11 agency staff (9%) responded that they were “somewhat satisfied” (mentioning difficulties scheduling), three (27%) were “very satisfied,” and seven (64%) were “completely satisfied.” Comments included:

*“Team-Up staff were dynamic. They inspired our staff to do more, learn more.”*

*“They were very clear and responsive to our needs and great to work with.”*

*“They provided an amazing level of support and assistance. It’s above and beyond any other funder.”*

*“After the technical assistance process was over, they were still always willing to answer questions and be supportive through phone calls and emails.”*

***The majority of technical assistance efforts were focused on program improvement through staff or coach development*** - The most common focus of the technical assistance plans involved improving the quality of the program’s coaching or instruction by developing and



instituting new processes for training and supervising staff. When asked to describe the focus of their technical assistance plans 10 of the 11 agencies (91%) responding described some sort of coach or staff improvement efforts, although other areas of technical assistance included: outreach to Asian families and youth, improving parent involvement and staff recruitment:

*“We developed a training curriculum for our coaches, as well as an on-going process for training and supervising staff.”*

*“Developing a formal staff training process focused on the Building Blocks.”*

*“Training staff on how to incorporate youth development principles and activities at all levels of our program.”*

***Program changes occurred as a result of the Team-Up technical assistance*** - Again, the majority of program changes mentioned were in the area of staff or coach development. Other program changes included incorporating new developmentally-appropriate youth activities, coach recruitment, and changes made to enhance physical activity, safety and skill-building.

*“We now have a richer, more interactive, more games-oriented staff training agenda.”*

*“We had coach trainings for the first time.”*

*“Coach trainings inspired our staff and made them aware of specific and various ways they can positively interact with our youth.”*

*“We started to place more emphasis on skill-building.”*

*“We developed structured opening and closing activities, and made adjustments so the kids got more exercises.”*

*“We were ‘old school’ but now we’re willing to change. No more push-ups for punishment!”*

***Grantee suggestions for improving the Team-Up technical assistance process*** - While agency staff who had participated were well-satisfied with their experience, two had specific suggestions:

*“I wish that at Training Camp or the initial technical assistance meeting, they would have given more specific examples of what the focus of the technical assistance could be. I think this would have helped us moving faster.”*

*“They should make it clear how technical assistance and training is connected to funding opportunities through Team-Up.”*

***Agency staff are hungry for continued technical assistance like Team-Up provides*** – When asked whether they thought their program could have benefited from more hours of technical assistance from Team-Up staff, 8 of the 10 who responded said “yes.” Comments included:

*“We would have liked Team-Up to have conducted our staff trainings.”*

*“We got an extra 25 hours, but we can always use more.”*

*“We could use more help on the topic of staff assessment”*

*“We could use more organizational-level (as opposed to program-level) technical assistance. For example, help with organizational models, board relationships, sustainability, funding and leadership.”*

*“Clone them! They are so good.”*

## 9. SUMMARY OF RESULTS

This evaluation has used multiple data collection and methodological approaches to describe and assess the community grant making programs, the Neighborhood Sports Initiative, and the training and technical assistance activities of Team-Up for Youth. It has paid particular attention to the Team-Up *Building Blocks* or measures of quality youth sports programs. Several conclusions emerged:

***Grantees have a positive view of the grant making process and of Team-Up as an organization*** -- The grant-making process in place at Team-Up is perceived by grantees to be helpful, fair, and a process of negotiation with partners. Organizations receiving grants also appreciate the broad range of training and support opportunities that Team-Up provides.

***Team-Up funds a wide variety of organizations and types of programs*** -- Team-Up for Youth funds inexperienced and experienced agencies, new partners and old, who offer a wide variety of sports and physical activities. Some of these activities are traditional sports and some introduce youth to new and unique activities. Fewer than half solely emphasize competitive programs. Half of the programs are school-based. Fewer than half of these programs have opportunities for meaningful youth leadership and less than a fifth enjoy active parental participation, owing in part to the location of these programs in areas where there are multiple survival demands on families. Most of the funded programs maintain ratios of staff to youth at 1:12 or less, but staff turnover is often a challenge, particularly among volunteers.

***Team-Up increases sports and physical activity program activities for low income children and girls*** -- Some 43% of the young people who enroll in Team-Up funded programs are girls, 93% are children of color and 78% are low income. These figures are for the evaluation sample only, and not for all youth who enroll in Team-Up funded programs. At just the 21 sites included in this evaluation, over 4,000 children were served.

***Team-Up funded programs provide important benefits to the youth involved --*** Program directors and coaches cited several benefits of these programs including increased youth pride and self esteem, girls overcoming their fear of sports, the creation of real teams, the assumption of leadership roles among young people, progress in engaging parents, and new partnerships with community organizations.

***Many of the Team-Up community grantees experienced implementation challenges --*** Nearly half of the grantees either had delayed launching of their program or were unable to implement all planned program components. A third of the agencies described challenges in recruiting and retaining qualified staff. Other implementation challenges included difficulty in expanding a program, problems scheduling volunteers, retention of students, and transportation issues.

***The training and technical assistance offered by Team-Up to its grantees is highly regarded, perhaps under-utilized, and delivered using a variety of exemplary adult learning strategies --*** Program directors and staff could not say enough positive things about the staff at Team-Up and their assistance. The training and technical assistance provided to these sites is well-received and results in numerous program quality improvements aligned with the *Building Blocks*. Program directors can cite numerous examples of program changes made as a result of Team-Up input. However, only half of the grantees studied participated in the formal on-site technical assistance offered by Team-Up.

***Regardless of how it is measured, the quality of Team-Up programs is high --*** Whether measured by coaches, youth, Team-Up staff, or observation, it appears that by and large, these programs are successful at following the *Building Block* principles of being safe, building positive relationships, encouraging youth leadership, building skills and offering varied, frequent and vigorous physical activity. Of these, promoting true youth voice, choice, and leadership is less frequently achieved. Operational measures of quality suggest more work may be needed to furnish meaningful parental participation opportunities, to drive staff to youth ratios down in some programs, and to reduce staff turnover.

***Programs struggling with quality issues had operational issues as well --*** Programs rated as “red” or “orange” light programs were serving very high risk populations, were inexperienced in sports, had staffing issues, provided limited staffing supervision, had few participation requirements for youth, and had trouble actually implementing their programs.

***Programs of the highest quality had a number of positive organizational practices --*** The “green” light programs typically had long-standing experience with sports, had well-defined structured programs, well-developed youth development philosophies, offered meaningful youth leadership opportunities, had a dedicated, stable and professional staff that was formally supervised and enforced participation requirements.

***Participation by youth in Team-Up programs appears comparable to other youth development programs but still could improve --*** Team-Up programs had an overall average attendance rate of 61% of possible program sessions. If late enrollment in programs is discounted, students attended an average of 71% of the sessions offered, once enrolled. From the beginning to the end of the average Team-Up program however, 55% of the students remain.

***The dosage or total hours of sports exposure for participants varies widely --*** Some young people received only a few hours of sports programming through their Team-Up site, while others received more than 300 hours of programming. These numbers are affected by program offerings and also by attendance. Many of the programs by design did not meet Team-Up's guidelines for dosage, which is to meet for at least 3 hours a week for at least 12 weeks. Forty-one percent of the programs were designed to meet for fewer than 12 weeks and 27% of the programs offered fewer than 3 hours of contact per week. Additionally, 38% of the programs did not have enforced requirements for program participation.

***Characteristics of young people, characteristics of programs and quality of programs are all related to attendance rate, persistence, retention and dosage --*** Asian youth have higher rates of attendance and persistence at programs, but Latino youth receive a higher dosage of program exposure. Programs with fewer parental participation opportunities have higher attendance and persistence. Perhaps giving parents too strong a message that they should

participate makes them avoid such programs. If youth give the program high ratings for skill building they have higher attendance, if they give the program high ratings for building good relationships their persistence in attendance is greater, and if they feel that the program provides high quality physical activities they are more likely to be retained throughout the duration of the program.

Programs with the greatest dosage are more likely to have sports experience, to not be competitive, to offer traditional sports, to be in schools, to offer multiple activities, to lack significant youth leadership opportunities, to have lower staff turnover, previous experience with Team-Up, and offer fewer programs. Youth give their program higher ratings for skill building when they have received more hours or program contact.

***In spite of high scores on baseline measures of outcomes, students improved over time on six of the seven outcomes measured*** -- Significant improvements were found in self-efficacy, confidence, teamwork and skills of students as judged by coaches, the amount of physical activity in which students were engaged, making new friends, and in youth assessments of their own skills. Only adult relationships did not improve over time, but almost two thirds of the students rated such relationships highly at both the beginning and end of their programs. Only on avoiding fights did students give themselves significantly lower average ratings at the end of the program. Still, even on this dimension, over two thirds of the students improved their scores or remained in the highest third of the score range.

***A variety of youth characteristics, program characteristics and program quality measures are related to better outcomes*** -- Coaches saw more improvement in teamwork among Asian youth as well as females and older students. Oddly, coach teamwork ratings were higher if the program lacked sports experience, provided non-traditional sports, had more staff turnover, and had not had previous Team-Up funding. Perhaps, therefore, these findings are a function of the inexperience of these coaches. Moreover, if youth perceived that the program built skills, coach ratings of their teamwork skills were more likely to increase.

Improvement in the amount of youth physical activity was directly related to students' age, being Latino, participating in a non-competitive yet traditional sport, a school location for the program, low staff to youth ratio, and a lack of youth leadership opportunities. Programs with previous Team-Up grants also showed greater increases in physical activity.

The programs for which youth gave higher ratings on positive relationships also had significantly fewer issues with fighting. Not surprisingly, females were significantly more able than males to avoid fighting.

While making new friends in a program was not related to demographic or program characteristics, youth were more likely to make new friends in programs that were perceived by them as being safe and that encouraged positive relationships.

Higher self efficacy was more likely among Asians, and students enrolled in programs that lacked sports experience, offered competitive yet non-traditional sports programs, had more staff turnover, offered meaningful youth leadership opportunities and received larger Team-up grants. Since some of these findings are counter-intuitive, more research would be needed to untangle their meaning. It is possible that in larger programs with more staff turnover, students may have to rely on themselves more, thus increasing their feelings of self efficacy.

In the programs that young people gave higher ratings for safety, the coaches gave the youth significantly higher confidence ratings over time. Coaches were also more likely to give students higher confidence ratings over time if the students were Latino, and if their agency intended to provide multiple programs.

Students' assessments of their own skills changed more positively over time if they were in programs where they perceived more voice, choice and leadership opportunities. Changes in coaches' ratings of students' skills were greater when students were female and/or identified as Asian. Furthermore, coaches' skill ratings were impacted by all program characteristics with the exception of staff to youth ratios and participation requirements. Similar to student assessments, coaches' ratings were also more favorable when they felt that their program offered youth more

prospects for greater voice, choice and leadership opportunities.

Taken together, these findings suggest that achieving improved outcomes for youth is related to the *Building Block* measures of quality as are various program and demographic features.

*This evaluation provided a variety of methodological challenges and lessons --* Our measures of program quality as perceived by youth suffered from ceiling effects but nevertheless correlated with coach, observer, and Team-Up staff ratings. Taken together these quality ratings seem to have produced about the same picture of program strengths and weaknesses relative to the *Building Blocks*. While we have created a new observational tool for this work, a single visit to a single program is hardly sufficient to make an overall quality rating and multiple visits may make costs prohibitive.

Like other evaluators before us, we experienced substantial challenges in collecting attendance data, reflecting the challenges programs themselves feel relative to this task. There appears to be no easy solution to collecting such data easily, although it could become an opportunity for youth leadership if young people were appointed to be “attendance monitors.”

The sample used for our study, while it may be representative of youth enrolled in Team-Up programs, suffered from attrition and program variation in cooperation. Our sample of agencies likewise ended up eliminating some of those most challenged, as they disbanded their programs during the study.



## 10. IMPLICATIONS

What are the implications of these findings for the progress of Team-Up for Youth?  
What changes might be made to strengthen this work?

*Overall, Team-Up has reason to be proud of its early beginnings as a sports intermediary, and should continue or expand its effective work providing funding and program supports.* Team-Up's grant-making and technical assistance efforts impact a wide range of programs that serve thousands of low-income youth each year. While this was not a random assignment design with control students not exposed to Team-Up, early and descriptive data on Team-Up, its community grantees and neighborhoods, are largely positive. The majority of agencies receiving Team-Up grants successfully implement high quality programs and provide youth with important life experiences that support their healthy development.

*Team-Up should continue to utilize and further promote its Building Blocks for Quality Youth Sports.* The *Building Blocks* are well-integrated into training and technical assistance efforts and provide a rich, useful framework for supporting program quality efforts. Participants in training and technical assistance activities appear to easily retain learned information based on the *Building Blocks*. Many program examples of the *Building Blocks* in action were described to or observed by the evaluation team. This incorporation has clearly arisen, at least partially due to grantee's exposure to Team-Up's training and technical assistance. Grantees appear to benefit from the common language the *Building Blocks* provide in discussing program quality issues, analyzing their own programs, and planning for future quality improvements.

*The youth voice, choice and leadership dimension of program quality needs further exploration.* The youth participation building block was rated lowest by youth, and staff and evaluator observation. Team-Up perhaps should further clarify exactly what it means by this quality dimension, offering even more concrete examples of effective youth participation. The "coach in charge" model perhaps dies hard in sports, and leaders of these programs may not easily conceive of ways to give youth more choices. Team-Up should consider creating a

"learning circle" involving staff from high quality programs to develop further what youth voice, choice and leadership actually looks like in varied sports environments.

***Expand training and technical assistance programming.*** The training and technical assistance activities provided by Team-Up are well-received and of the highest quality. This agency asset should be nurtured through maintaining key staff, and expanding in thoughtful ways that do not compromise quality. Team-Up may want to consider broadening technical assistance and training offerings to deal with basic organizational functioning, program development, or staffing concerns (recruiting, retaining and supervision practices). Since only half of the grantees studied participated in formal on-site technical assistance, Team-Up might consider making training and technical assistance mandatory for first time grantees, or for a subset of grantees with specific qualities. Requiring specific "start-up" technical assistance around launching new programs, particularly for organizations without experience in sports or physical activity programming may also be effective. Lastly, consider expanding offerings in these ways specifically mentioned by grant recipients: hold Training Camp in additional locations (i.e., San Francisco), provide ongoing coach trainings for organizations, and offer more hours of on-site technical assistance.

***Continue or expand work focused on helping agencies recruit and retain quality staff.*** Staff recruitment and retention are huge challenges for youth-serving organizations, and are intimately tied to program quality. High staff turnover is largely due to the lower paid, part-time positions that are prevalent in the field. Team-Up's launch of Coaching Corps, although not a part of this evaluation effort, was a well-crafted, creative effort to help meet the significant needs of grantees and positively impact program quality. Team-Up is well positioned to continue to explore solutions and advocate around staffing issues faced by sports and youth development organizations. Lessons might be learned from efforts in the Early Childhood Education field (for example, the CARES program) to train and retain high-quality staff.

***The Neighborhood Sports Initiative should give particular consideration to the maturity of applying collaboratives, their leadership capacity, and their relationships with their local schools.*** Compared with hastily assembled collaboratives or a lead agency acting alone, groups with a true collaborative already in place were more successful in maintaining a neighborhood-wide partnership and having spillover effects to other community activities. Talented, energetic and determined leadership in these communities is essential and was not always present at all five of these sites. Partnerships with schools are important but challenging and Team-Up should seek collaboratives with good connections in this sector.

***Consider additional requirements and monitoring around grant-making.*** While grantees appreciate that Team-Up does not micromanage grant recipients, they may benefit from more interaction to ensure all intended program components are implemented. First time grantees and those launching new programs may particularly benefit from closer interaction with grant-making staff. Since some grantees had difficulty securing programming space (e.g., at school sites), Team-Up may want to require that MOUs from all parties are submitted with grant proposals to ensure agreements for facilities are in place prior to funding.

***Reconsider program expansion requirements.*** Many grantees struggled with expansion requirements, and felt maintaining quality programs should be their main focus of effort. Expansion was particularly a challenge for those programs that had problems recruiting or retaining staff members. Team-Up should possibly reconsider having expansion as a set expectation for receiving second and subsequent grants

***Team-Up should provide more pre-grant technical assistance and post-grant monitoring to ensure programs' youth meet desired participation levels.*** Team-Up funded a variety of programs that by design did not meet grant-making expectations with regard to the intensity of youth participation. Many programs also struggled with youth attrition. Requiring grantees to have structured participation requirements for their Team-Up funded programs, or providing guidance around encouraging or enforcing participation and preventing youth attrition would be beneficial.

***Focus funding and support efforts around organizational characteristics associated with program success.*** This evaluation is congruent with findings from other youth program evaluations that having a well-developed youth development philosophy, a well-defined program structure, and a dedicated, well-supervised, stable staff are important to success. Team-Up should consider these attributes when making funding decisions and consider adding training experiences to bolster them where there is need. Highly effective or "green light" programs might be utilized as models or mentors.

***Additional clarity is needed on the parental participation dimension.*** Parental participation has been a struggle at many sites. In some communities just getting parents to attend their children's sporting events is a challenge, owing to parental work schedules, transportation, child care, and other issues. Team-Up might incorporate even more help for its sites about how to successfully involve parents and some of the ways in which parents might be involved, beyond game attendance. More exploration is needed of whether an emphasis on this actually deters parents from being present.

***The relationship of youth ethnicity to outcomes and perceived quality needs further exploration.*** It is not surprising that this study, like many others, found ethnic correlates of program participation, perceptions of quality, and outcomes. This finding underlines again that "one size does not fit all" and that all programs need to be culturally appropriate. Team-Up needs to encourage more research in this area so that it can further tailor its programs to specific communities.

***These sites need more help with sustainability.*** All of these grantees including and perhaps especially, the neighborhood sites, will struggle with sustainability when their Team-Up funding ends. Although community grantees have sustainability objectives, perhaps Team-Up can help these agencies even more by offering some concrete technical assistance on finding other funding sources. Workshops on how to apply for state funding or private-source funding might be useful.

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## **APPENDIX A:**

**Team-Up for Youth Community Grantees  
Agencies Participating in the Evaluation**

	<b>Number of Previous TU Grants</b>	<b>Amount of Current Grant</b>	<b>Percent of Program Budget Funded by TU</b>
<b>East Bay</b>			
Alameda Point Collaborative	0	\$17,000	38%
Alternatives in Action – HOME Project	2	\$18,000	24%
Berkeley Booster PAL Sports	0	\$25,000	25%
Berkeley Youth Alternatives	1	\$26,000	42%
Girl's Inc. of Alameda County – Adventure Sports Club	3	\$26,000	50%
Small Schools for Equity – HAVE Program	0	\$20,000	50%
Mills College – Community Tennis Program	0	\$10,000	20%
Oakland Community Pools Project	0	\$25,000	17%
OASES – Capoeira Kidz	0	\$12,000	49%
Prescott Circus Theater	2	\$15,000	42%
YMCA of the East Bay – Urban Services	1	\$38,000	24%
<b>San Francisco</b>			
ABADÁ-Capoeira San Francisco – Ray Project	2	\$20,000	24%
Boys & Girls Club of San Francisco – Aquatics Program	3	\$35,000	38%
Community Bridges Beacon	2	\$20,000	36%
Presidio Community YMCA – City Bike Program	1	\$20,000	45%
Real Options for City Kids (ROCK)	2	\$25,000	26%
Seven Tepees Youth Program	0	\$15,000	35%
Sunset Neighborhood Beacon Center – Girls' Sports Exchange Program	0	\$20,000	50%
Sunset Youth Services	0	\$20,000	26%
<b>Both Communities</b>			
Bay Area SCORES	2	\$40,000	35%
Sports 4 Kids	4	\$40,000	34%



## **APPENDIX B:**

**Team-Up for Youth Community Grantees**  
**Type of Program**

Grantee	Experience Providing Sports/Physical Activities		Type of Sport/Physical Activity					
	Experienced	Not Experienced	Traditional	Non-traditional or Mix	Competitive/Performance-Based	Not Competitive/Performance-Based or Mix	One Sport/Physical Activity	Multiple Sports/Physical Activities
Agency A	✓			✓		✓	✓	
Agency B		✓		✓		✓		✓
Agency C		✓		✓		✓		✓
Agency D	✓		✓		✓		✓	
Agency E	✓		✓		✓			✓
Agency F	✓		✓		✓			✓
Agency G	✓		✓		✓		✓	
Agency H		✓		✓		✓		✓
Agency I		✓	✓		✓			✓
Agency J	✓		✓			✓		✓
Agency K	✓		✓		✓		✓	
Agency L		✓		✓		✓	✓	
Agency M	✓			✓	✓		✓	
Agency N		✓		✓		✓		✓
Agency O		✓	✓			✓		✓
Agency P	✓		✓			✓		✓
Agency Q	✓		✓			✓		✓
Agency R		✓	✓			✓		✓
Agency S	✓		✓		✓			✓
Agency T	✓			✓		✓	✓	
Agency U		✓		✓		✓		✓

**Team-Up for Youth Community Grantees  
Location of Program and Opportunities for Participation**

Grantee	Location of Program		Intended Number of Program Sites	Youth Leadership Opportunities		Parent Participation Opportunities	
	School Based or Mix	Not School Based		Meaningful Youth Leadership	None or Perfunctory	Active Parent Participation	Little or No Parent Participation
Agency A		✓	1	✓		✓	
Agency B		✓	2		✓		✓
Agency C	✓		5	✓			✓
Agency D	✓		4		✓		✓
Agency E	✓		7		✓		✓
Agency F		✓	1		✓	✓	
Agency G		✓	1	✓		✓	
Agency H		✓	1		✓		✓
Agency I	✓		2		✓		✓
Agency J		✓	1		✓		✓
Agency K		✓	1	✓		✓	
Agency L	✓		1		✓		✓
Agency M	✓		6	✓			✓
Agency N	✓		6		✓		✓
Agency O		✓	1		✓		✓
Agency P	✓		5	✓			✓
Agency Q	✓		5	✓			✓
Agency R	✓		3	✓			✓
Agency S		✓	10		✓		✓
Agency T	✓		4	✓			✓
Agency U		✓	3		✓		✓

**Team-Up for Youth Community Grantees  
Program Intensity and Participation Requirements**

<b>Grantee</b>	<b>Intended Program Intensity</b>		<b>Participation Requirements</b>	
	<b>Program Duration (in weeks)</b>	<b>Expected Weekly Program Dose (in hours)</b>	<b>Enforced Participation Requirements</b>	<b>Drop-in or Not Strictly Enforced</b>
Agency A	12-17 weeks and ongoing	2 hours		3
Agency B	45 weeks	4.5 hours		3
Agency C	14 weeks	5 hours	3	
Agency D	10 weeks	10 hours	3	
Agency E	12-24 weeks	4 hours	3	
Agency F	6-8 weeks	4 hours		3
Agency G	4 weeks and ongoing	1 and 4.5 hours	3	
Agency H	10 weeks	3 hours	3	
Agency I	10 and 20 weeks	6-8 hours	3	
Agency J	14 weeks	5 hours	3	
Agency K	3 weeks and ongoing	1 and 6 hours		3
Agency L	8 weeks	5 hours	3	
Agency M	32 weeks	4 hours	3	
Agency N	4 and 40 weeks	20 and 2 hours		3
Agency O	18 weeks	2 hours		3
Agency P	8 and 32 weeks	2 and 8 hours	3	
Agency Q	8 and 32 weeks	6 hours	3	
Agency R	24 weeks	2 hours	3	
Agency S	8 and 12 weeks	3 hours		3
Agency T	9 and 18 weeks	3 hours	3	
Agency U	12 weeks	3 hours		3

## **APPENDIX C:**

### Number of Teams and Projected Sample by Agency

Grantee	Number of Programs/ Teams	Projected Sample Per Team
Agency A	1	50
Agency B	2	25
Agency C	4	15
Agency D	4	30
Agency E	7	11 - 60
Agency F	2	25
Agency G	1	15
Agency H	2	15
Agency I	6	15
Agency J	1	45
Agency K	3	15-35
Agency L	2	20
Agency M	2	20
Agency N	2	23-35
Agency O	1	40
Agency P	15	11-20
Agency Q	2	15-21
Agency R	3	15- 17
Agency S	8	11 - 22
Agency T	4	12-21
Agency U	2	17
<b>Total</b>	<b>74</b>	<b>1,397</b>

## **APPENDIX D:**

**Team Up for Youth  
Program Description and Implementation  
First Site Visit Protocol  
June 2005 and November 2005**

**Instrument Development:** This interview protocol was designed by PRA in order to: (1) familiarize the evaluation team with the agency's Team Up funded programs; (2) gather information on outcomes that programs hope to achieve with youth; (3) develop a rational sampling plan for gathering youth outcome and participation data throughout the course of the study; and (4) begin to assess the agency's structure, staffing, curricula, and practices, as they related to providing a quality youth sports or physical activity experience.

**Designed to Gather Information on:**

- Description of Team-Up funded program
- Years of operation
- Grant amount, program budget
- Demographics of youth served
- Recruiting practices
- Attendance and retention issues
- Opportunities for youth leadership
- Opportunities for parent involvement
- Staff demographics, qualifications, turnover
- Attendance tracking practices
- Outcomes program hopes to achieve

**Completed by:** Philliber Research Associates interviewed administrators of 10 agencies that received Team Up funding during the spring funding cycle of 2005 and 13 agencies that received Team Up funding during the fall funding cycle of 2005.



**Team Up for Youth  
Program Description and Implementation  
First Site Visit Protocol – June and November 2005**

First, we would like to ask you some questions about your organization.	
1. Organization name:	2. Type of organization:
3. How many years has this organization been in existence?  _____years	4. Does this organization exclusively operate sports programs?  <input type="radio"/> No <input type="radio"/> Yes
5. For how many years has this organization operated sports programs?  _____years	NOTES:
Now, we would like to ask you some questions about your Team Up funded sports program.	
6. Team Up Funded Sports Program name:	7. Type of sport or activity:
8. Description of program or activity supported by Team Up funds:	
9. How many years has this specific program been in operation?  <input type="radio"/> brand new <input type="radio"/> less than a year _____years	10a. What percent of this specific program's yearly budget comes from a Team-Up grant?  _____ %  b. Total grant amount \$ _____  c. Number of previous TU grants: _____
11. What is your total annual budget for this specific program?  \$ _____	12. At how many different sites does this specific program operate?  _____ different sites
13. Describe these site locations  _____ _____ _____ _____ _____	14. Is there a fee to participate in this specific program?  <input type="radio"/> No <input type="radio"/> Yes How much? _____

<b>We'd like to know about the youth you serve in your Team Up funded sports program.</b>	
<p><b>15. How many youth do you serve annually?</b></p> <p>_____ youth served in all of your organizations sports/after school programs</p> <p>_____ youth served in this specific program</p> <p>_____ average # served at each site</p>	<p><b>16a. How many additional youth will you serve due to your Team-Up grant?</b></p> <p>_____youth</p> <p><b>b. Will these youth be served</b></p> <p><input type="radio"/> All at one site</p> <p><input type="radio"/> At multiple sites</p>
<p><b>17. What is the age range of the youth you serve?</b></p> <p><b>Age range:</b> _____ to _____ years</p>	<p><b>18. What percentage of the youth are...</b></p> <p>_____ % female      _____ % male</p>
<p><b>19. What percentage of the youth are...</b></p> <p>____ % African American      ____ % Latino</p> <p>____ % Asian                      ____ % Pacific Islander</p> <p>____ % Caucasian                ____ % Other</p>	<p><b>20. What percentage of the youth are low-income?</b></p> <p>_____ %</p>
<b>Now we'd like to hear about the "nuts and bolts" of your Team Up funded sports program.</b>	
<p><b>21. How do you recruit youth for this specific program?</b></p> <p><input type="radio"/> Newspaper or radio ads</p> <p><input type="radio"/> Posters or flyers</p> <p><input type="radio"/> Targeted emails or mailing</p> <p><input type="radio"/> Presentations at schools</p> <p><input type="radio"/> Tabling and outreach where youth are at</p> <p><input type="radio"/> Word of mouth</p> <p><input type="radio"/> Interactive demonstrations</p> <p><input type="radio"/> Family orientation nights</p> <p><input type="radio"/> Sport events</p> <p><input type="radio"/> Other _____</p>	<p><b>22. What about the transition from school to this specific program? How do kids get to the program?</b></p> <p><input type="radio"/> The school provides transportation</p> <p><input type="radio"/> We provide transportation</p> <p><input type="radio"/> Parents provide transportation</p> <p><input type="radio"/> Other _____</p>
<p><b>21b. Describe your successes and challenges with your recruitment strategies.</b></p>          	
<p><b>23. Describe the registration process for this specific program (including parental permission, behavior/participation contracts and any other rules/terms/conditions). (Get copies of forms/materials)</b></p> <p><input type="radio"/> Same registration as for organization</p> <p><input type="radio"/> Specific to this program only</p>	

<p><b>24a. What is the timeframe for this specific program?</b></p> <p>_____ # of sessions in a year          _____ # of weeks in a session          _____ # of days per week per site          _____ # of hours per day</p> <p><b>24b. Is this program....</b></p> <p><input type="radio"/> Year-round  <input type="radio"/> School year only  <input type="radio"/> Summer only  <input type="radio"/> Other</p>	<p><b>25. Are there daily participation requirements for this specific program?</b></p> <p><input type="radio"/> No, drop-in only  <input type="radio"/> Yes, in order to stay enrolled  <input type="radio"/> Yes, in order to participate in game  <input type="radio"/> Other</p> <p>Describe:</p>
<p><b>26. What percent of youth attend multiple sessions of this specific program?</b></p> <p><input type="radio"/> Brand new group for each session          _____%</p>	<p><b>27. Roughly, what percent of youth participate at the expected level?</b></p> <p>_____ % participate as expected weekly          _____ % participate for expected duration</p>
<p><b>28. Has retention in this specific program been an issue?</b></p> <p><input type="radio"/> No  <input type="radio"/> Yes, if so, how have you already or plan to address?</p>	
<p><b>29. Describe a typical day(s) in this specific program.</b></p>	
<p><b>30. Do you offer opportunities for youth leadership?</b></p> <p><input type="radio"/> No  <input type="radio"/> Yes, describe:</p>	
<p><b>31a. Do you offer opportunities for parent participation?</b></p> <p><input type="radio"/> No  <input type="radio"/> Yes, describe:</p> <p><b>31b. What percent of your parents participate by...</b></p> <p>_____ % attending family events and/or games          _____ % volunteer to assist with program</p>	

**Next, we are going to ask several questions about  
your staff (paid and volunteers) in this specific program.**

<p><b>32. Describe how do you recruit your staff?</b></p>	<p><b>33. What are the qualifications of your staff? (check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> High school graduates</li> <li><input type="radio"/> Some college</li> <li><input type="radio"/> College graduates</li> <li><input type="radio"/> Sports training</li> <li><input type="radio"/> Past work with youth</li> <li><input type="radio"/> Past coaching experience</li> <li><input type="radio"/> Other:</li> </ul>
<p><b>34. How many staff do you have all together in this specific program (include paid and volunteer)?</b></p> <p>_____ # staff full-time      _____ # staff part-time (approx. # hrs per week _____)</p>	
<p><b>35. How many are paid staff?</b></p> <p>_____ # paid staff</p>	<p><b>36. How many are volunteer staff?</b></p> <p>_____ # volunteer staff</p>
<p><b>37. What percentage of your staff must be replaced each year due to turnover?</b></p> <p>_____ %</p>	<p><b>38. What is the staff to youth ratio?</b></p> <p>_____ staff to _____ youth</p>
<p><b>39. Please tell us briefly how you train and supervise your staff (paid and volunteers).</b></p>	
<p><b>40. What is the age range of your staff?</b></p> <p>Age range: _____ to _____ years</p> <p><b>42. What percentage of your staff are...</b></p> <p>_____ % African American      _____ % Latino</p> <p>_____ % Asian      _____ % Pacific Islander</p> <p>_____ % Caucasian      _____ % Other _____</p>	<p><b>41. What percentage of your staff is....</b></p> <p>_____ % female      _____ % male</p>

**Next, we'd like to ask some questions about tracking participation.**

<p><b>43. How often do you take daily attendance of the youth who participate in your program?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Always</li> <li><input type="radio"/> Sometimes</li> <li><input type="radio"/> Rarely</li> <li><input type="radio"/> Never</li> </ul>	<p><b>44. If you take attendance, do you note attendance by youth vs. a head count of participants?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> We take attendance by youth</li> <li><input type="radio"/> We take attendance by head count</li> <li><input type="radio"/> Other: _____</li> <li><input type="radio"/> We don't take attendance</li> </ul>
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<p><b>45. Do you use an actual form to track attendance?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes <i>(please collect a copy)</i></li> <li><input type="radio"/> No, we just write it on a piece of paper.</li> <li><input type="radio"/> Other</li> <li><input type="radio"/> We don't take attendance</li> </ul>	<p><b>46. Who typically takes attendance?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Staff member of volunteer</li> <li><input type="radio"/> Youth sign-in themselves</li> <li><input type="radio"/> Other: _____</li> <li><input type="radio"/> We don't take attendance</li> </ul>
<p><b>47. Once you take attendance, what happens to those records?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> We put the information in a file folder or binder</li> <li><input type="radio"/> We enter the information into a computerized file</li> <li><input type="radio"/> Other: _____</li> <li><input type="radio"/> We don't take attendance</li> </ul>	<p><b>48a. If you enter into a computerized file, what type?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> A database on the internet</li> <li><input type="radio"/> A database on your computer's hard drive</li> <li><input type="radio"/> A spreadsheet</li> <li><input type="radio"/> Other: _____</li> </ul> <p><b>b. Is it DCYF?</b> <input type="radio"/> Yes <input type="radio"/> No</p>
<p><b>49. Do you report youth participation to any of your other funders or to your Board?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>	<p><b>50. If you report youth participation to funders or to your Board, what is reported? (Check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> The average number of participants per day</li> <li><input type="radio"/> A total unduplicated count of participants served during a time period</li> <li><input type="radio"/> An average amount of service received by participants</li> <li><input type="radio"/> Other: _____</li> </ul>

<p><b>Next are some questions about what changes (or outcomes) your program is trying to achieve with the youth you serve.</b></p>
<p><b>51. Based on the <u>actual activities</u> the youth participate in and the services they receive, which of the following changes do you truly expect to occur? (check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Acquisition of a specific sport or skill</li> <li><input type="radio"/> Increased physical activity/health</li> <li><input type="radio"/> Improved peer relationships/teamwork</li> </ul>

- Improved adult relationships
- Improved self-efficacy (sense of confidence)
- Increased youth leadership ability
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**52. Do you have any program documents that describe what changes or outcomes you expect to occur in youth by participating in this program? (please collect a copy)**

- Yes
- No

**53. Has your program attempted to document or measure any of these changes or outcomes in youth? (i.e., through surveys or any other method)?**

- Yes (*If YES, please attach a copy*)
- No

**If yes, please describe if this is for another evaluation or whether conducted internally by your organization:**

**54. What do you think would be the most important youth outcomes to attempt to measure in our evaluation study? Why?**

**Thank you!**

## **APPENDIX E:**

**Team Up for Youth  
Program Implementation and  
Improvement of Quality Practices  
Follow-up Site Visit Protocol – Spring/Summer 2006**

**Instrument Development:** This interview protocol was designed by PRA in order to: (1) assess how thoroughly each component of the agency's Team Up funded program had been implemented; (2) identify potential issues in program implementation; (3) gather information on how the program's structure, staffing, curricula, and practices relate to providing a quality youth sports or physical activity experience; (4); determine grantee perspective on the technical assistance, training, and grant making activities of Team Up; and (5) assess the impact of Team Up funding on the program's quality practices. Each protocol was customized by inserting the grant objectives for that agency.

**What it measures:**

- Program implementation (extent to which they met their Team Up expansion and quality grant objectives)
- Recruiting and hiring practices
- Staff training and supervision practices
- Staff retention and promotion practices
- Program examples of the Building Blocks for Quality Youth Sports in action
- Attendance and retention of youth
- Youth leadership activities
- Parental involvement activities
- Grantee perspective on the technical assistance, training, and grant making activities of Team Up
- Grantee perspective on the evaluation process

**Completed by:** Philliber Research Associates interviewed administrators of 21 agencies that were completing their Team Up grants received during the spring and fall funding cycles of 2005.



**Team Up for Youth  
Program Implementation and  
Improvement of Quality Practices  
Follow-up Site Visit Protocol – April 2006**

<b>Organization Name:</b>	<b>Date:</b>
<b>Number of TU grants (including this one):</b>	<b>Person Interviewed:</b>

**First, we would like to talk with you about the successes and challenges you had with your Team Up for Youth funding this past year. Each organization was expected to start a new program or expand an existing program with their Team Up for Youth funding.**

***Expansion***

EXAMPLE OF GRANT OBJECTIVES: Expand services to five additional low income elementary schools in San Francisco and Alameda counties to serve at least 150 children. Each school will receive a full complement of school day and after school activities.

- Non-competitive, instructional leagues for 10-12 girls (winter basketball) and 10-12 boys/girls volleyball at each of five targeted schools for a minimum of 50 children.
- Structured after school activities include homework help, healthy snack, and active play for 20-25 4<sup>th</sup> and 5<sup>th</sup> grade students at each of the five targeted schools, and will operate four days per week October – June for a minimum of 100 children.

**1. Let's break apart the components of the expansion and talk about whether or not you reached these target projections. For each briefly describe successes, challenges and modifications made:**

<input type="checkbox"/> <i>Number of new sites</i>	
<input type="checkbox"/> <i>Number of youth served</i>	
<input type="checkbox"/> <i>Percent girls</i>	
<input type="checkbox"/> <i>Age groups</i>	
<input type="checkbox"/> <i>Percent low income</i>	
<input type="checkbox"/> <i>Type of sports</i>	
<input type="checkbox"/> <i>Program frequency</i>	

<b>2. In summary, with this current Team Up for Youth grant, what would you say was your....</b>	
<i>Overall biggest success?</i>	
<i>Overall largest challenge?</i>	
<i>What would you have done differently?</i>	

**Next, we would like to turn to your program quality grant objectives and talk with you about the successes and challenges you had related to these.**

<b>Quality</b>	
<p>EXAMPLE OF GRANT OBJECTIVES:</p> <ol style="list-style-type: none"> <li>Prior to the start of the school year, all staff participate in an intensive <u>2 week training</u> that includes: <ul style="list-style-type: none"> <li>Safety and how to conduct a safety inventory to identify potential hazards</li> <li>Leadership</li> <li>Teaching of sports and games</li> <li>Group management</li> <li>Violence prevention</li> </ul> </li> <li>Staff will receive <u>monthly training</u> on youth development principles and concepts, conflict resolution, diversity issues, and age appropriate games/activities.</li> <li>All staff are to become <u>certified</u> CPR/First Aid.</li> <li>At each of the five new school sites, 10 to 12 4<sup>th</sup> and 5<sup>th</sup> graders will be selected and trained to become <u>Junior Coaches</u>. The students will receive <u>training</u> in conflict resolution, leadership, instruction on leading games and activities.</li> </ol>	
<b>3. Let's break apart the components of your quality objectives and talk about whether or not you reached these target projections. For each <u>briefly</u> describe successes, challenges and modifications made to these objectives:</b>	
<input type="checkbox"/> <i>Hire staff</i>	
<input type="checkbox"/> <i>Staff training/ supervision</i>	
<input type="checkbox"/> <i>TU training</i>	
<input type="checkbox"/> <i>Retention rate for staff and/or youth</i>	
<input type="checkbox"/> <i>Staff to youth ratio</i>	

<input type="checkbox"/> <i>Youth leadership</i>	
<input type="checkbox"/> <i>Parental and volunteer involvement</i>	
<input type="checkbox"/> <i>Evaluation/participation tracking</i>	

<b><i>Recruiting and Hiring</i></b>
<p><b>Now we'd like to talk in more detail about quality practices at your program. Starting with recruiting and hiring staff and volunteers.</b></p>
<p>4. Have you had any difficulties with recruiting and/or hiring....</p> <p style="margin-left: 40px;">a. staff in your sports programs?                      <input type="checkbox"/> No   <input type="checkbox"/> Yes, describe:</p> <p style="margin-left: 40px;">b. volunteers in your sports programs?   <input type="checkbox"/> No   <input type="checkbox"/> Yes, describe:</p> <p>5. When you recruit and hire staff and volunteers, describe how much attention is paid to:</p> <p style="margin-left: 40px;">a. Gender:</p> <p style="margin-left: 40px;">b. Ethnicity:</p> <p style="margin-left: 40px;">c. Level of experience with sport:</p> <p style="margin-left: 40px;">d. Level of skill/experience working with youth (including exhibiting enthusiasm, warmth, and positive rapport) :</p> <p style="margin-left: 40px;">e. Other important factor(s):</p> <p>6. What changes, if any, were made to your recruiting and hiring process as a result of this current (or past) Team Up for Youth grant?</p>

***Initial and Ongoing Training***

**Tell us more about the initial and ongoing training that you require of staff. In this instance we are talking about training separately from supervision (which may also happen in a group setting).**

7. Do you or your organization conduct your own staff/volunteer training?  No  Yes

a. If yes, do you use a written curriculum?  No  Yes, describe:

b. Describe the training (content/topics, format, length and frequency):

8. What percent of your staff and volunteers receive this training?

\_\_\_\_\_ % staff                  \_\_\_\_\_ % volunteers

9. Did you or any of your staff participate in a Team Up for Youth training this year?  No  Yes

a. If yes, what training(s)?

b. How many and what type of staff participated?

c. How do you get the information received at this training down to the staff/volunteer level?

10. What changes, if any, were made to your training practices as a result of this current (or past) Team Up for Youth grant?

**Supervision**

**We would like to hear about your supervision of staff and volunteers.**

11. Is regular supervision *required* for....
- a. staff in your sports programs?                       No    Yes
  - b. volunteers in your sports programs?    No    Yes
12. Who (title) is responsible for supervising....
- a. staff in your sports programs?
  - b. volunteers in your sports programs?
13. What percent of time does that person(s) have dedicated to supervision?
- \_\_\_\_\_ % supervising staff    \_\_\_\_\_ % supervising volunteers
14. Describe the supervision process (format, length and frequency).
- Check if these practices were mentioned:*
- Observation of staff/volunteers
  - Checklist/assessment of practices
  - Formalized feedback
  - Informal feedback
  - Sharing of best practices
  - Case conferencing between staff and/or volunteers
15. What changes, if any, were made to your supervision practices as a result of this current (or past) Team Up for Youth grant?

*Team Up Building Blocks for Quality Youth Sports*

**We would like to explore how your current staff training and supervision may or may not align with Team Up's Building Blocks for Quality Youth Sports. How do you train and supervise around the issues of...**

16. Physical Safety:

17. Emotional Safety:

18. Positive Relationships with Adults:

19. Positive Relationships with Peers:

20. Youth Participation (voice, choice and leadership):

21. Skill Building (engaging, challenging and fun):

22. Physical Activity (frequent, moderate-vigorous, varied)

***Retention and Promotion of Staff and Volunteers***

**We would like to hear about any formalized practices you might have for retaining and/or promoting staff and volunteers.**

23. Have you had any difficulties with retaining....

a. staff in your sports programs?  No  Yes, describe:

b. volunteers in your sports programs?  No  Yes, describe:

24. Describe what practices you have for retaining.....

a. staff in your sports programs:

b. volunteers in your sports programs:

25. Are there opportunities for promotion (e.g., from volunteer to paid staff position, from one staff level to another)?  No  Yes, how does that work?

26. What changes, if any, were made to your retention/promotion practices as a result of this current (or past) Team Up for Youth grant?

***Regular Attendance and Retention of Youth***

**Now we would like to focus on the quality practices with your youth. Our first questions are about youth attendance retention.**

27. Have you had any difficulties with regular attendance or retention of youth in your TU funded sports program(s)?

No  Yes, describe (e.g., gender of youth, time of year, time in cycle):

28. Describe what practices you have for encouraging regular attendance and for retaining youth in your TU funded sports program(s):

29. What changes, if any, were made to your program practices in order to encourage regular attendance or retain youth as a result of this current (or past) Team Up for Youth grant?

***Youth Leadership***

**We would like to hear about your youth leadership activities.**

30. Do you have a specific youth leadership component of your program?

No  Yes, describe:

a. If yes, was it your intent to have this component or was it a requirement of your TU grant?

31. What changes, if any, were made to your youth leadership practices as a result of this current (or past) Team Up for Youth grant?



***Parental Involvement***

**We would like to hear about your parental involvement activities.**

32. Do you have specific parental involvement expectations for your sports program?  
 No  Yes, describe:
- a. If yes, was it your intent to have this component or was it a requirement of your TU grant?
33. How do you build parental involvement opportunities in your sports programs?
34. What changes, if any, were made to your parental involvement practices as a result of this current (or past) Team Up for Youth grant?

***Feedback on Grantmaking Process***

**Now we would like to talk more specifically about your relationship with Team Up and hear about what assistance you may have received from them.**

35. During the grantmaking process, did you or the Team Up Staff have the *most* control in determining the content of your grant objectives ?  We controlled  TU controlled
- a. Describe that process for finalizing your grant objectives:
36. How satisfied were you with the final objectives as stated in your grant agreement?
- 1                      2                      3                      4                      5  
not at all                      somewhat                      completely
37. Did you feel like you had sufficient time for program start up?  No  Yes
38. Did you have to make any adjustments to your grant objectives during the year?  No  Yes
- a. If yes, describe how that process went:
39. Did the grantmaking staff make you aware of the training and technical assistance opportunities available from Team Up for Youth?  
 No  Yes
40. What feedback, if any, do you have for improving the grantmaking process?

*Technical Assistance from Team Up for Youth*

**Now we would like to talk more specifically about your relationship with Team Up and hear about what assistance you may have received from them.**

41. Did you receive any program-specific technical assistance from Team Up for Youth this year or in the past?

No  Yes

a. If no, why not?

b. If yes, what was the focus of your *consulting plan*?

c. Did your consulting plan end up reflecting the program areas you truly wanted to work on ?  No  Yes

d. How satisfied were you with the technical assistance that you received?

1                                      2                                      3                                      4                                      5  
not at all                                      somewhat                                      completely

42. What changes, if any, were made as a result of this technical assistance?

43. How well do you feel these changes have been institutionalized within your organization?

1                                      2                                      3                                      4                                      5  
not at all                                      somewhat                                      completely

Describe:

44. Do you think your program would have benefited from more hours of technical assistance?

No  Yes

a. If yes, explain:

45. What feedback, if any, do you have for improving the TU technical assistance process?

***Evaluation Process***

**Finally we would like to get some feedback from you about the evaluation process. We hope you will feel comfortable being honest with us. Your candid feedback really does help us improve our practice for the future.**

46. Do you feel that the sample PRA took of your sports offerings was representative of your program?

No  Yes

a. If no, explain:

47. Do you have any feedback for us regarding:

a. scheduling pre and post-tests:

b. administering pre and post-tests:

c. collecting participation data:

48. Did participating in this evaluation effort either interfere or assist with other evaluation efforts underway at your organization?

No  Yes, explain:

Finish by thanking the Program Director and letting them know the status of their evaluation activities and when they can expect their report.

4/17/06

## **APPENDIX F:**

**Team-Up for Youth Community Grantees**  
**Characteristics of All Youth Served during Funding Year**

<b>Grantee</b>	<b>Number of Youth Served by Program</b>	<b>Percent Elementary</b>	<b>Percent Middle School</b>	<b>Percent High School</b>	<b>Percent Female</b>	<b>Percent Low Income</b>	<b>Percent Youth of Color</b>
Agency A	160	52%	24%	24%	35%	100%	90%
Agency B	57	30%	52%	17%	60%	100%	87%
Agency C	--	--	--	--	--	--	--
Agency D	540	100%	0%	0%	50%	65%	100%
Agency E	142	29%	55%	16%	39%	94%	96%
Agency F	--	--	--	--	--	--	--
Agency G	600	66%	17%	17%	41%	96%	87%
Agency H	40	0%	100%	0%	100%	78%	95%
Agency I	70	0%	0%	100%	47%	64%	96%
Agency J	122	100%	0%	0%	67%	98%	100%
Agency K	227	62%	24%	14%	51%	--	87%
Agency L	85	100%	0%	0%	45%	95%	100%
Agency M	155	99%	1%	0%	47%	84%	96%
Agency N	217	100%	0%	0%	47%	41%	100%
Agency O	80	0%	44%	56%	48%	100%	99%
Agency P	176	100%	0%	0%	64%	79%	86%
Agency Q	--	--	--	--	--	--	--
Agency R	50	100%	0%	0%	100%	74%	78%
Agency S	993	75%	18%	7%	24%	89%	94%
Agency T	194	9%	91%	0%	48%	60%	96%
Agency U	99	8%	44%	47%	52%	100%	91%

**NOTES:**

- These data are from End-of-Grant reports to Team-Up about the total number of youth served, which is different than the sample selected for the evaluation.
- Different versions of the Final Report Demographics Sheet were used, so some agencies report their demographic breakdowns for all youth served in the program while others reported the demographic breakdown for “core” youth, defined as those who participated at the intended program level.
- Agency F never turned in a report. Agencies C & Q turned in an incomplete report without a Demographic sheet.

## **APPENDIX G:**

**Team-Up for Youth Community Grantees  
Program Implementation Issues**

Grantee	Difficulty Launching Youth Programs		Staffing Issues		Youth Participation Issues	
	Launched late	Did not Launch all Programs	Difficulty Recruiting Program Staff	Staff Turnover Impacted Program	Issues with Regular Attendance	Issues with Retention
Agency A					✓	✓
Agency B	✓	✓	✓	✓	✓	
Agency C	✓	✓		✓	✓	
Agency D			✓	✓	✓	✓
Agency E	✓	✓	✓			✓
Agency F		✓	✓			
Agency G		✓			✓	
Agency H	✓				✓	
Agency I		✓		✓	✓	
Agency J					✓	✓
Agency K						
Agency L			✓	✓		
Agency M						✓
Agency N			✓	✓	✓	
Agency O		✓			✓	
Agency P						
Agency Q						
Agency R						
Agency S		✓				
Agency T		✓		✓		
Agency U	✓	✓	✓	✓	✓	✓

## **APPENDIX H:**



## Team Up For Youth Follow-up Youth Survey



1. What is your name?

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

2. When is your birthday?

Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

3. SINCE, I joined this program, I do sports or physical activity . . .

- every day
- a few days a week
- about once a week
- hardly ever

4. I am a person...

- who likes sports or physical activity a lot
- who sort of likes sports or physical activity
- who doesn't like sports or physical activity very much
- who hates sports or physical activity



5. I think sports or physical activity —

- is something I will keep doing
- might be something I will do now and then
- is probably not something that I will keep doing

6. How well would you say that you now do the sport or activity of this program?

- very well
- pretty well
- not very well
- not well at all

	A lot like me	A little like me	Not much like me	Not at all like me
7. If something seems too hard, I don't bother to try it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I'm good at doing things on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When I'm learning how to do a new skill or sport, I keep trying until I get it right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A lot like me	A little like me	Not much like me	Not at all like me
10. I don't feel good about my ability to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I avoid trying to learn new things when they look too hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When problems come up in my life, I can handle them pretty well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know I will get better at sports or physical activities if I keep practicing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I know I can learn lots of new things if I keep trying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There are some things they are teaching us here that I know I won't be able to do no matter how much I practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am good at working with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep to myself in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I get into fights or arguments with other kids in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I like being part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I care about the kids on my team (or in this program).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I get along with other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The kids on my team (or in this program) care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I don't know most of the kids in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have new friends now that I am in this program or on this team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I don't know my coach or leader in this program very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. When I have problems, I have adults who will listen to me and help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I trust my coach or leader in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I have more adults who care about me now that I am in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*Just a few more questions and you are finished!*



	I totally agree	I sort of agree	I sort of disagree	I totally disagree
29. I feel safe and comfortable when I'm at this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The adults in this program really respect and care about kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My coach (or group leader) really lets the kids help make decisions in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. We get to do a lot of fun things here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. At this program, I get lots of exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My coach (or program leader) encourages me to try new things, even if at first I make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. This program has rules for how people are supposed to treat each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. My coach (or group leader) really wants to know our opinions and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. We learn lots of new and different skills here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. We do lots of different types of exercise in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. My coach (or group leader) sometimes chooses me for special responsibilities (like demonstrating a skill, setting up equipment, or being a captain).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. My coach (or group leader) pushes and challenges me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Sometimes I feel tired after practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Everybody in this program (or on this team) gets a chance to give their opinion and be a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Some of the activities we do here are challenging or hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Thank you for filling out this survey!*

Agency Code: \_\_\_\_\_

## **APPENDIX I:**

**Team-Up for Youth Community Grantees  
Youth Feedback Measures of Quality  
Mean Scale Scores**

<b>Grantee</b>	<b>Safety</b>	<b>Positive Relationships</b>	<b>Youth Participation</b>	<b>Skill Building</b>	<b>Physical Activity</b>
Agency A	3.9	4.0	3.5	3.8	4.0
Agency B	3.9	3.7	3.3	3.8	3.7
Agency C	3.8	3.5	3.5	3.5	3.3
Agency D	3.7	3.5	3.3	3.6	3.7
Agency E	3.7	3.6	3.4	3.6	3.7
Agency F	3.8	3.7	3.5	3.7	3.8
Agency G	3.6	3.7	3.5	3.8	3.7
Agency H	3.7	3.9	3.8	3.9	3.9
Agency I	3.7	3.6	3.6	3.8	3.7
Agency J	3.4	3.7	2.9	3.5	3.4
Agency K	3.8	3.9	3.5	3.6	3.9
Agency L	3.6	3.6	3.3	3.5	3.5
Agency M	3.8	3.7	3.5	3.7	3.7
Agency N	3.8	3.9	3.7	3.7	3.7
Agency O	3.4	3.0	2.7	2.9	2.4
Agency P	3.8	3.8	3.6	3.7	3.7
Agency Q	3.3	3.2	3.8	3.8	3.1
Agency R	3.4	3.5	3.3	3.5	3.4
Agency S	3.7	3.6	3.4	3.7	3.7
Agency T	3.6	3.7	3.4	3.6	3.5

## **APPENDIX J:**

**Team-Up for Youth Community Grantees**  
**Operational Indicators of Quality**  
 [Green =2 points /Yellow = 1 point /Red = 0 points]

Agency	Experience with Sports	Hours per Week of Program	Part. Reqmnt	Youth Attrition	Youth Leadership	Parent Part.	Staff to Youth Ratio	Staff Turnover	Hiring Issues	Staff Training	Staff Supervision	Implementation Issues	Total Score
A	2	0	1	1	2	2	1	2	2	2	2	2	19
B	0	1	0	2	0	0	2	1	1	1	1	0	9
C	1	2	2	2	2	0	1	0	2	2	1	0	15
D	2	2	2	1	0	1	1	0	1	2	2	2	16
E	2	1	2	1	0	1	2	1	1	2	1	0	14
F	2	1	0	2	0	2	2	0	1	2	1	1	14
G	2	1	2	2	2	2	2	2	2	2	2	1	22
H	1	1	2	2	1	1	2	2	2	2	2	1	19
I	0	2	2	1	1	1	2	1	2	0	1	1	14
J	2	2	2	1	1	1	2	0	2	2	1	2	18
K	2	2	1	2	2	2	2	2	2	2	2	2	23
L	1	2	2	2	1	1	0	1	1	2	2	2	17
M	2	1	2	1	2	1	2	1	2	2	2	2	20
N	1	2	1	2	1	0	2	1	1	2	2	2	17
O	0	0	1	2	1	1	2	2	2	2	2	1	16
P	2	2	2	1	2	1	2	2	2	2	1	2	21
Q	2	2	2	2	2	1	2	2	2	2	2	2	23
R	1	0	2	2	2	1	1	2	2	2	2	2	19
S	2	1	1	2	0	1	2	1	2	2	2	1	17
T	2	1	2	1	2	1	2	1	2	2	2	2	20
U	0	1	0	0	0	0	2	0	0	0	0	0	3

## **APPENDIX K:**



**Team-Up for Youth Community Grantees  
Youth Feedback Measures of Quality  
Mean Scale Scores**

<b>Grantee</b>	<b>Safety</b>	<b>Positive Relationships</b>	<b>Youth Participation</b>	<b>Skill Building</b>	<b>Physical Activity</b>
Agency A	3.9	4.0	3.5	3.8	4.0
Agency B	3.9	3.7	3.3	3.8	3.7
Agency C	3.8	3.5	3.5	3.5	3.3
Agency D	3.7	3.5	3.3	3.6	3.7
Agency E	3.7	3.6	3.4	3.6	3.7
Agency F	3.8	3.7	3.5	3.7	3.8
Agency G	3.6	3.7	3.5	3.8	3.7
Agency H	3.7	3.9	3.8	3.9	3.9
Agency I	3.7	3.6	3.6	3.8	3.7
Agency J	3.4	3.7	2.9	3.5	3.4
Agency K	3.8	3.9	3.5	3.6	3.9
Agency L	3.6	3.6	3.3	3.5	3.5
Agency M	3.8	3.7	3.5	3.7	3.7
Agency N	3.8	3.9	3.7	3.7	3.7
Agency O	3.4	3.0	2.7	2.9	2.4
Agency P	3.8	3.8	3.6	3.7	3.7
Agency Q	3.3	3.2	3.8	3.8	3.1
Agency R	3.4	3.5	3.3	3.5	3.4
Agency S	3.7	3.6	3.4	3.7	3.7
Agency T	3.6	3.7	3.4	3.6	3.5

## **APPENDIX L:**

## **Team Up Assessment of Quality Program Observation Instrument**

**Instrument Development:** The Assessment of Quality Program Observation Instrument was adapted and developed by Philliber Research Associates and Team Up staff. Initially, PRA reviewed existing Team Up quality observation tools, as well as existing instruments from the field of youth development. It was determined as a best course of action that an existing tested and validated instrument from the field should be adapted for Team Up purposes. The following instruments were determined to be most applicable: (1) High Scope Youth Program Quality Assessment; (2) New York State Afterschool Network Program Quality Self-Assessment Tool; (3) Study of Promising After School Programs; (4) School Age Care Environmental Rating Scale; (5) Out-of-School Time Program Observation Instrument; and (6) National School Age Care Alliance Check List. The items on each of these instruments were mapped against the Building Blocks for Quality Youth Sports. Working jointly, PRA and Team Up staff determined that Policy Studies Associates' Out-of-School Time Program Observation Instrument mapped most closely to the Building Blocks and was the most useful in a sports and physical activity setting. PRA sought and received permission to adapt the instrument. A scoring rubric and suggested guidelines for use were developed, and a pilot test was conducted during spring of 2006. PRA and Team Up staff jointly conducted the pilot and debriefed for further instrument refinement. Program quality observations were conducted during the spring and summer of 2006.

### **What it measures:**

- Staff and youth demographics
- Activity description
- Physical and emotional safety
- Positive relationships with adults and peers
- Youth participation (voice, choice, leadership)
- Skill building (challenging, fun)
- Physical activity

**Completed by:** Philliber Research Associates conducted structured program observations at eight stratified, randomly selected grantee agencies.

## Team Up Assessment of Quality Program Observation Instrument\*

Observation Details		
Agency name:	Observer:	
Date:	Start Time:	End Time:
Program Details		
Program Name:		
Activity Description:		
Current Focus of Quality Improvements:		
Type of Space		
<input type="checkbox"/> Classroom	<input type="checkbox"/> Multipurpose room	<input type="checkbox"/> Sports field
<input type="checkbox"/> Gym	<input type="checkbox"/> Outside playground	<input type="checkbox"/> Other:
Number of Staff		
Adult paid:	Teen paid:	Parent volunteer:
Adult volunteer:	Teen volunteer:	Other:
Number of Youth by Gender	Grade Levels	
Number of Girls:	<input type="checkbox"/> Lower elementary (K-3)	<input type="checkbox"/> Middle school (6-8)
Number of Boys:	<input type="checkbox"/> Upper elementary (4-5)	<input type="checkbox"/> High school (9-12)
Grouping Patterns (check all that apply)		
<input type="checkbox"/> Large (15+)	<input type="checkbox"/> Small (3-5)	<input type="checkbox"/> Individuals working alone
<input type="checkbox"/> Medium (6-14)	<input type="checkbox"/> Pairs (2)	<input type="checkbox"/> Other:
Grouping Type (check all that apply)		
<input type="checkbox"/> By age or grade	<input type="checkbox"/> By skill level	<input type="checkbox"/> By interest
<input type="checkbox"/> By gender	<input type="checkbox"/> By task	<input type="checkbox"/> No grouping/Other
Team Up Building Blocks for Quality Youth Sports Items		
Physical Safety		
a. Is the level of adult supervision appropriate to activity and age group?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Is the space conducive to the activity type?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Is the recreational facility well maintained and lit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Is the practice area away from the street?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Is equipment necessary for this activity in sufficient supply?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Does the coach conduct a proper warm up?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Does the coach appear to conduct drills with physical safety in mind?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
h. Are transitions orderly and efficient?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Physical Activity (chose one that best represent the observatoin)		
a. Rate the level of physical activity	<input type="checkbox"/> None	<input type="checkbox"/> Light
	<input type="checkbox"/> Moderate	<input type="checkbox"/> Vigorous
b. Rate the proportion of youth engaged in the physical activity	<input type="checkbox"/> None	<input type="checkbox"/> Few
	<input type="checkbox"/> About half	<input type="checkbox"/> Most
	<input type="checkbox"/>	<input type="checkbox"/> All

\* This instrument is an adaptation of the Out-of-School Time Program Observation Instrument (2<sup>nd</sup> Edition) developed by Policy Studies Associates, 1718 Connecticut Avenue, NW, Washington DC 20009 ([www.policystudies.com](http://www.policystudies.com))

## Team Up Building Blocks for Quality Youth Sports Domain Item Ratings

**INSTRUCTIONS:** At the completion of the observation period, assign a rating of 1 (not evident) to 7 (highly evident and consistent) for each item below. To select a rating, first move to the ODD NUMBER that most closely reflects how evident and pervasive an item is. If that item does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item's level of presence within an activity. The "5" rating is also used in cases where the exemplar's presence is "neutral". For instance, if the youth are generally friendly to each other throughout the observation, but do not go beyond the casual, friendly interaction, the rating would be a "5".

**RATINGS:**

-----1-----	-----2-----	-----3-----	-----4-----	-----5-----	-----6-----	-----7-----
Exemplar is not evident or absent by design		Exemplar is rarely evident		Exemplar is moderately evident or implicit		Exemplar is highly evident and consistent

Emotional Safety									
<b>SAFETY</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>1. Staff use positive behavior management techniques</b> that allow for youth to accomplish this activity's objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats or anger.                 </td> <td style="width: 50%; padding: 5px;"> <b>3. Staff communicate goals, purpose, expectations.</b> Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. This item goes beyond how youth are expected to behave.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>2. Staff are equitable and inclusive.</b> Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or a small cluster of students.                 </td> <td style="padding: 5px;"> <b>4. Activity is well organized.</b> Activity has clear goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.                 </td> </tr> <tr> <td style="padding: 5px;"><b>Observed High Points</b></td> <td style="padding: 5px;"><b>Observed Low Points</b></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Remaining Questions</b></td> </tr> </table>	<b>1. Staff use positive behavior management techniques</b> that allow for youth to accomplish this activity's objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats or anger.	<b>3. Staff communicate goals, purpose, expectations.</b> Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. This item goes beyond how youth are expected to behave.	<b>2. Staff are equitable and inclusive.</b> Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or a small cluster of students.	<b>4. Activity is well organized.</b> Activity has clear goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.	<b>Observed High Points</b>	<b>Observed Low Points</b>	<b>Remaining Questions</b>	
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<b>Remaining Questions</b>									
Caring Adults									
<b>POSITIVE RELATIONSHIPS</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>5. Staff show positive affect toward youth.</b> Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.                 </td> <td style="width: 50%; padding: 5px;"> <b>7. Staff engage personally with youth.</b> Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>6. Staff attentively listen to and/or observe youth.</b> Staff look at youth when they speak, and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.                 </td> <td style="padding: 5px;"> <b>8. Youth show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or or share good natured jokes.                 </td> </tr> <tr> <td style="padding: 5px;"><b>Observed High Points</b></td> <td style="padding: 5px;"><b>Observed Low Points</b></td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Remaining Questions</b></td> </tr> </table>	<b>5. Staff show positive affect toward youth.</b> Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.	<b>7. Staff engage personally with youth.</b> Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.	<b>6. Staff attentively listen to and/or observe youth.</b> Staff look at youth when they speak, and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.	<b>8. Youth show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or or share good natured jokes.	<b>Observed High Points</b>	<b>Observed Low Points</b>	<b>Remaining Questions</b>	
<b>5. Staff show positive affect toward youth.</b> Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.	<b>7. Staff engage personally with youth.</b> Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.								
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<b>Observed High Points</b>	<b>Observed Low Points</b>								
<b>Remaining Questions</b>									

<b>POSITIVE RELATIONSHIPS</b>	<b>Supportive Peers</b>	
	<p><b>9. Youth are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.</p>	<p><b>11. Youth listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.</p>
	<p><b>10. Youth show respect for one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.</p>	<p><b>12. Staff guide for positive peer interactions.</b> Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable.</p>
	Observed High Points	Observed Low Points
Remaining Questions		
<b>PARTICIPATION</b>	<b>Youth Voice</b>	<b>Youth Choice</b>
	<p><b>13. Youth contribute opinions, ideas and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&amp;A and refers to sharing that is part of the activity and within the class norms. Calling out - or disruptively talking out of turn- is not part of this item.</p>	<p><b>15. Staff ask youth to expand upon their answers and ideas.</b> Staff encourage youth to explain their answers, evidence or conclusions. They may ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff elicited Q&amp;A.</p>
	<p><b>14. Staff encourage youth to share their ideas, opinions and concerns.</b> Staff actively elicit youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&amp;A.</p>	<p><b>16. Youth have opportunities to make meaningful choices.</b> Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games.</p>
	<b>Youth Leadership</b>	
<b>YOUTH</b>	<p><b>17. Youth assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question.</p>	<p><b>19. Staff plan for/ask youth to work together.</b> Staff plan for and/or ask youth to work together, solve problems and/or accomplish tasks. The focus of the activity is youth to youth, rather than youth to staff. This item goes beyond staff assigned teams for competitive games and sports. In the case of staff assigned teams, staff would also need to be directing youth to collaborate, plan, devise, etc., in order for this item to be rated as staff asking youth to work together.</p>
	<p><b>18. Youth take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.</p>	
	Observed High Points	Observed Low Points
	Remaining Questions	

<b>BUILDING</b>		<b>Engaging</b>	
		<p><b>20. Youth are collaborative.</b> Youth work together/ share materials to accomplish tasks. Youth are equal partners in the work (rather than one student assisting/mentoring/ tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result.</p>	<p><b>22. Staff employ varied teaching strategies.</b> In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period. This item does not include coupling a staff-directed instruction with youth working together.</p>
<b>SKILL</b>		<p><b>21. Youth are on task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.</p>	
		<b>Challenging</b>	
		<p><b>23. Staff verbally recognize youth's efforts and accomplishments.</b> Staff acknowledge participation and progress in order to encourage youth.</p>	<p><b>26. Activity requires analytical thinking.</b> Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or dimensions to accomplish a task. For example, the activity requires youth to hold two or more ideas constant at the same time, and/or understand and apply sequencing or patterns.</p>
		<p><b>24. Staff assist youth without taking control.</b> Staff may coach, demonstrate, or employ scaffolding techniques that help youth gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of youth. This assistance goes beyond checking that work is completed.</p>	<p><b>27. Activity challenges students intellectually, creatively and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and no so easy that youth master skills quickly and become bored.</p>
		<p><b>25. Staff challenge youth to move beyond their current level of competency.</b> Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.</p>	<p><b>28. Activity involves practice/a progression of skills.</b> Activities involve the progressive development, learning OR practicing of skills needed to complete tasks or to participate.</p>
<b>Fun</b>		<p><b>29. Staff are energetic, enthusiastic and fun.</b> Staff exhibit positive energy and playfulness. Staff make concerted efforts to make all activities engaging and fun for the youth.</p>	<p><b>30. Youth are having fun.</b> Youth appear to truly enjoy the activities, which leads to an overall positive tone for the group.</p>
Observed High Points		Observed Low Points	
Remaining Questions			

## **Team Up Assessment of Quality**

### **Suggested Guidelines to Using Program Observation Instrument and Rubric**

#### **Prior to the Observation**

- Familiarize yourself with the Program Observation Instrument items and read through the entire rubric, which operationalizes the high and low ends of the scale.
- You might find it helpful to highlight some key words on each item of the Program Observation Instrument.

#### **During the Observation**

- After about 15-20 minutes, try to make preliminary ratings (in pencil) for each of the items. This might not be possible, as not every area will be observed, but do the best you can.
- At the end of the observation period, review all of the preliminary scores and make adjustments (up or down) as necessary. For instance, you might lower a score if an item was initially scored highly because evidence of that indicator was observed, but then it was not observed again or not consistently observed during the remaining observation period.
- A score of 5 should be used if the exemplar was moderately evident or if it were implicit based on your knowledge of the program even if not observed.
- A score of 1 should be given if the exemplar is not evident or absent by design.
- The rubric is designed to be used as background information and does not need to be used as a check list at the time of the observation.



**Team Up Assessment of Quality  
Program Observation Instrument Rubric\***

**TEAM UP BUILDING BLOCK: SAFETY**

**1. Staff use positive behavior management techniques**

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Effectively use attention-getters, smooth transitions, and clear instructions to manage group</li> <li>○ Communicate expectations and intervene constructively and calmly to address any disruptive behavior or redirect students</li> <li>○ Are aware of and immediately address teasing, bullying, or other conflicts between students</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence of yelling, shaming or disparagement of youth.</li> <li>○ Correct youth publicly in way that embarrasses or belittles them</li> <li>○ Ignores behavior issues or conflicts</li> <li>○ Uses harsh or rough punishment</li> <li>○ Uses sarcasm to belittle youth</li> </ul>

**2. Staff are equitable and inclusive**

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Engage and interact with all youth</li> <li>○ Make specific efforts to draw in and include youth who are hesitant to participate</li> <li>○ Provide instruction and feedback to all youth, across ability levels</li> </ul>	<ul style="list-style-type: none"> <li>○ Some students are not participating or engaged</li> <li>○ Staff interact with a subset of youth, but not with others, appearing to have favorites among the group</li> </ul>

**3. Staff communicate goals, purposes, expectations**

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Activity is introduced properly, and clear instructions are provided</li> <li>○ Instructions are easy to understand and easy to follow</li> <li>○ Staff explain reasons for rules and structure of the activity</li> <li>○ Students know what is expected of them</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructions are unclear and not easily followed</li> <li>○ Students may not know what they are supposed to be doing</li> </ul>

\* This instrument is an adaptation of the Out-of-School Time Program Observation Instrument developed by Policy Studies Associates (2<sup>nd</sup> Edition), 1718 Connecticut Avenue, NW, Washington DC 20009 (www.policystudies.com)

#### 4. Activity is well organized

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Activity area and equipment are prepared and ready to be used</li> <li>○ Activity is fun and engaging</li> <li>○ Activity is appropriate to students' skill level and interest</li> <li>○ Activity has a clear beginning, middle and end</li> <li>○ External distractions are minimized</li> <li>○ Transitions are orderly and efficient</li> </ul>	<ul style="list-style-type: none"> <li>○ Unclear introduction and instructions for the activity</li> <li>○ Activity area or equipment are not prepared or functional</li> <li>○ Activity is off-target with respect to students' interests and skills</li> <li>○ Activity does not appear to have a planned beginning, middle, and end</li> <li>○ Distractions outside the activity interfere with youth's participation or experience</li> <li>○ Transitions are chaotic; or require long waits between activities</li> </ul>

### TEAM UP BUILDING BLOCK: POSITIVE RELATIONSHIPS

#### 5. Staff show positive affect toward youth

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Use a positive tone of voice, and provide lots of encouragement and support</li> <li>○ Offer encouragement to youth who are frustrated</li> <li>○ Are relaxed and cheerful</li> <li>○ Use positive and appropriate touch, i.e., high-fives, arm around the shoulder, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Exhibit a flat affect or negative tone of voice when speaking</li> <li>○ Appear bored, tired, or distant</li> <li>○ Show disrespect for students</li> <li>○ Disapprove or criticize</li> </ul>

#### 6. Staff attentively listen to and/or observe youth

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Pay close attention to and show interest in what youth are doing and how they are working together</li> <li>○ Listen carefully to students' initiation of dialogue, comments or questions</li> <li>○ Look at students when they are speaking</li> </ul>	<ul style="list-style-type: none"> <li>○ Not engaged with students</li> <li>○ Ignore or don't hear or respond to youth comments or questions</li> <li>○ Appear distracted or not particularly interested in the youth</li> </ul>

#### 7. Staff engage personally with youth

HIGH	LOW
<ul style="list-style-type: none"> <li>○ Initiate conversations with students</li> <li>○ Respond warmly and appropriately to student initiation of dialogue, by showing interest, extending conversation, or asking questions</li> <li>○ Know and inquire about kids' lives outside the program</li> </ul>	<ul style="list-style-type: none"> <li>○ Little conversation or interaction with students beyond giving directions</li> <li>○ Do not pick up on cues or respond warmly when kids attempt to interact</li> <li>○ Engage conversationally with youth only in a rote or flat manner</li> </ul>

### 8. Youth show positive affect to staff

HIGH	LOW
<ul style="list-style-type: none"><li>○ Youth appear relaxed and cheerful in interactions with staff</li><li>○ Youth converse readily and comfortably with staff</li></ul>	<ul style="list-style-type: none"><li>○ Youth appear withdrawn, tense or uncomfortable in engaging with staff</li><li>○ Youth behave in a challenging, aggressive, or hostile manner</li></ul>

### 9. Youth are friendly to each other

HIGH	LOW
<ul style="list-style-type: none"><li>○ Youth appear relaxed and cheerful in interactions with one another</li><li>○ Tones of voice and body language are friendly and positive</li><li>○ Show support and encouragement (i.e., high-fives, hugs, cheering) for all of their teammates</li></ul>	<ul style="list-style-type: none"><li>○ Youth appear withdrawn or uncomfortable</li><li>○ Don't support and encourage their teammates</li><li>○ Harass, intimidate or belittle each other</li></ul>

### 10. Youth show respect for one another

HIGH	LOW
<ul style="list-style-type: none"><li>○ Students speak to one another respectfully</li><li>○ Students play or work well together</li></ul>	<ul style="list-style-type: none"><li>○ Show disrespect for one another</li><li>○ Peer interactions are negative</li></ul>

### 11. Youth listen actively and attentively to peers and staff

HIGH	LOW
<ul style="list-style-type: none"><li>○ Listen attentively, making eye contact</li><li>○ Have productive conversations that are either social or task-oriented</li></ul>	<ul style="list-style-type: none"><li>○ Ignore staff when they are speaking to the group</li><li>○ "Pretend" to listen to staff</li><li>○ Students talk over one another and do not listen to each other</li></ul>

### 12. Staff guide for positive peer interactions

HIGH	LOW
<ul style="list-style-type: none"><li>○ Set expectations for how youth treat one another</li><li>○ Are aware of and monitor youth interactions</li><li>○ Activities are designed to support team building and positive peer interactions</li><li>○ Model and encourage youth to support all of their teammates (i.e., high-fives, hugs, cheering)</li><li>○ Immediately interrupt harmful behavior</li><li>○ Help youth negotiate solutions in conflict situations</li></ul>	<ul style="list-style-type: none"><li>○ No communicated expectations for how youth treat one another</li><li>○ Are unaware of or ignore incidences of negative peer interactions</li><li>○ No intentional team building or other activities to support positive peer interactions</li><li>○ No guidance provided in youth conflict situations</li></ul>

## TEAM UP BUILDING BLOCK: YOUTH PARTICIPATION

### 13. Youth contribute opinions, ideas and/or concerns to discussions

HIGH	LOW
<ul style="list-style-type: none"> <li><input type="radio"/> Youth offer each other words of positive or constructive feedback</li> <li><input type="radio"/> Youth and staff gather for team or group discussions</li> <li><input type="radio"/> Youth give constructive feedback and suggestions to coaches/staff</li> <li><input type="radio"/> Ask appropriate questions</li> <li><input type="radio"/> Are comfortable initiating conversation</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Adults lecture and instruct rather than discuss with youth</li> <li><input type="radio"/> No breaks are taken for group discussion</li> <li><input type="radio"/> Youth are silent</li> <li><input type="radio"/> Youth express themselves in negative or hostile ways</li> <li><input type="radio"/> Do not ask questions</li> <li><input type="radio"/> Do not appear comfortable initiating conversation</li> </ul>

### 14. Staff encourage youth to share their ideas, opinions and concerns

HIGH	LOW
<ul style="list-style-type: none"> <li><input type="radio"/> Staff pay close attention to and show interest in how youth verbally participate in activities</li> <li><input type="radio"/> Listen carefully to students' initiation of dialogue, comments or questions</li> <li><input type="radio"/> Engage in reciprocal discussion in which they take students' ideas seriously</li> <li><input type="radio"/> Ask though-provoking questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Do not ask though-provoking questions</li> <li><input type="radio"/> Little or no eliciting of youth contributions</li> <li><input type="radio"/> Not engaged with students</li> </ul>

### 15. Staff ask youth to expand upon their answers and ideas

HIGH	LOW
<ul style="list-style-type: none"> <li><input type="radio"/> Ask "why, how, what if" questions that require complex answers (not only factual, rote, or yes/no" questions)</li> <li><input type="radio"/> Validate youth contributions, and then probe for further elaboration</li> <li><input type="radio"/> Ask youth questions that require extended responses</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Appear to only want or expect brief, correct student responses</li> <li><input type="radio"/> Do not validate youth contributions and probe for further elaboration</li> </ul>

### 16. Youth have opportunities to make meaningful choices

HIGH	LOW
<ul style="list-style-type: none"> <li><input type="radio"/> Youth sometimes have choices between several activities</li> <li><input type="radio"/> Help to determine the direction of activities</li> <li><input type="radio"/> Have choices within the activity</li> <li><input type="radio"/> Youth can choose their own teams or working groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Only one activity is offered at any given time</li> <li><input type="radio"/> Staff assign youth to activities</li> <li><input type="radio"/> Staff assign youth to teams or working groups</li> </ul>

### 17. Youth assist one another

HIGH	LOW
<ul style="list-style-type: none"><li><input type="radio"/> Play or work well together</li><li><input type="radio"/> Share materials and space</li><li><input type="radio"/> Help and accept help from one another</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Argue over materials</li><li><input type="radio"/> Exclude one another from activities</li><li><input type="radio"/> No peer assistance offered or sought</li></ul>

### 18. Youth take leadership responsibility or roles

HIGH	LOW
<ul style="list-style-type: none"><li><input type="radio"/> Youth initiate and help run activities</li><li><input type="radio"/> Youth have specific roles and tasks (i.e., equipment helper, captain)</li><li><input type="radio"/> Youth have opportunities to teach each other</li><li><input type="radio"/> Youth help plan activities and practices</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Adults initiate all activities</li><li><input type="radio"/> There are no specific roles or leadership tasks for youth</li><li><input type="radio"/> Adults plan and run all activities and practices</li></ul>

### 19. Staff plan for and ask youth to work together

HIGH	LOW
<ul style="list-style-type: none"><li><input type="radio"/> Adults demonstrate respect for students' autonomy and responsibility</li><li><input type="radio"/> Adults provide and support meaningful leadership roles for youth</li><li><input type="radio"/> Adults help youth develop their own solutions and compromises</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> All activities are staff directed</li><li><input type="radio"/> Few opportunities or time for choices or youth decision-making</li><li><input type="radio"/> Staff impose their own solutions to youth problems or conflicts</li></ul>

## TEAM UP BUILDING BLOCK: SKILL BUILDING

### 20. Youth are collaborative

HIGH	LOW
<ul style="list-style-type: none"><li><input type="radio"/> Play or work well together</li><li><input type="radio"/> Share equipment and space</li><li><input type="radio"/> Help and accept help from one another</li><li><input type="radio"/> Make suggestions about how to carry out activities or tasks</li><li><input type="radio"/> Make compromises with each other</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Argue over equipment</li><li><input type="radio"/> Exclude one another from activities</li><li><input type="radio"/> No peer assistance offered or sought</li><li><input type="radio"/> Work or gather together in cliques</li></ul>

### 21. Youth are on task

HIGH	LOW
<ul style="list-style-type: none"><li><input type="radio"/> Appear engaged, focused and interested in the activity</li><li><input type="radio"/> Follow staff directions in an agreeable manner</li><li><input type="radio"/> Markers of engagement appropriate to activity (i.e., intense concentration, high levels of excitement during game)</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Appear bored or distracted</li><li><input type="radio"/> Are not listening or following directions</li><li><input type="radio"/> Markers of engagement inappropriate to activity (i.e., picking flowers while playing a sports activity)</li><li><input type="radio"/> Wander off or opt out of the activity</li></ul>

## 22. Staff employ varied teaching strategies

HIGH	LOW
<ul style="list-style-type: none"><li>○ Provide multiple teaching &amp; learning strategies: demonstration, peer modeling, opportunities for practice, detailed feedback, small group work, etc.</li><li>○ Give examples or provide demonstrations in response to youth questions</li></ul>	<ul style="list-style-type: none"><li>○ Do not offer appropriate instruction and feedback in multiple forms</li></ul>

## 23. Staff verbally recognize youth's efforts and accomplishments

HIGH	LOW
<ul style="list-style-type: none"><li>○ Encourage, support, and recognize accomplishments and efforts of youth</li><li>○ Offer positive reinforcement and constructive feedback</li></ul>	<ul style="list-style-type: none"><li>○ Do not encourage or recognize youth efforts or accomplishments</li></ul>

## 24. Staff assist youth without taking control

HIGH	LOW
<ul style="list-style-type: none"><li>○ Staff are clearly focused on instruction/helping youth learn new skills</li><li>○ Respond appropriately to youth who ask for assistance</li><li>○ Students are not over controlled</li><li>○ Demonstrate respect for students' autonomy and responsibility</li></ul>	<ul style="list-style-type: none"><li>○ Do not provide assistance when needed</li><li>○ Ignore or respond inappropriately to student requests for assistance</li><li>○ Evidence of over control by adults</li><li>○ Criticize youth without offering appropriate guidance</li></ul>

## 25. Staff challenge youth to move beyond their current level of competency

HIGH	LOW
<ul style="list-style-type: none"><li>○ Encourage mastery of specific skills by providing assistance and encouragement</li><li>○ Offer specific suggestions to youth for improving skills and performance, providing examples of what they like about the work in progress</li></ul>	<ul style="list-style-type: none"><li>○ Do not encourage youth to challenge themselves</li><li>○ Provide only generic (rather than specific) feedback – i.e., “good job”</li></ul>

## 26. Activity requires analytical thinking

HIGH	LOW
<ul style="list-style-type: none"><li>○ Activity involves questions or discussions in which youth ideas are taken seriously</li><li>○ Instructors probe and encourage youth to analyze activities, make meaningful connections, and express their thoughts</li></ul>	<ul style="list-style-type: none"><li>○ Activity does not involve questioning, or analysis</li><li>○ Instructors do not question or encourage youth to analyze, make connections, and express their thoughts</li></ul>

**27. Activity challenges students intellectually, creatively, or physically**

HIGH	LOW
<ul style="list-style-type: none"><li>○ Activities are at an appropriate level of challenge – not so difficult they have trouble participating, but not so easy students become bored</li><li>○ Activities can accommodate multiple skill levels, and allow youth to successfully participate at their own level</li><li>○ Staff encourage youth to challenge themselves and try new activities</li></ul>	<ul style="list-style-type: none"><li>○ Activities are too easy or too difficult</li><li>○ Activities are not designed to accommodate various individual skill levels</li><li>○ Staff do not encourage youth to challenge themselves and try new activities</li></ul>

**28. Activity involves the practice or progression of skills**

HIGH	LOW
<ul style="list-style-type: none"><li>○ Engaged in activity that builds to a product, event, or competition designed to demonstrate their skills</li><li>○ New skills are learned and then built upon</li><li>○ Engaged in activities that require perseverance and sustained attention</li></ul>	<ul style="list-style-type: none"><li>○ Activities are isolated and do not involve a progression of skills</li><li>○ Activities do not require perseverance and sustained attention</li></ul>

**29. Staff are energetic, enthusiastic and fun**

HIGH	LOW
<ul style="list-style-type: none"><li>○ Staff exhibit positive energy</li><li>○ Staff are playful in their interactions with youth</li><li>○ Staff make concerted efforts to make all activities engaging and fun for the youth</li></ul>	<ul style="list-style-type: none"><li>○ Staff have low energy and don't seem engaged</li><li>○ Staff affect is flat or somewhat negative</li><li>○ Opportunities for activities to be fun seem to be missed</li></ul>

**30. Youth are having fun**

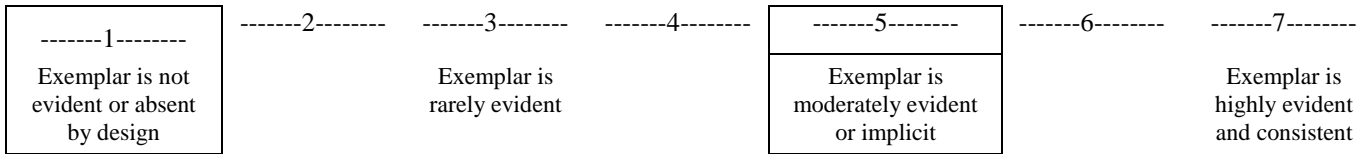
HIGH	LOW
<ul style="list-style-type: none"><li>○ Youth seem engaged and seem to be enjoying the activities</li><li>○ The energy level of the youth is high and positive</li></ul>	<ul style="list-style-type: none"><li>○ Youth seem bored or have flat affect</li><li>○ Youth do not seem engaged in the activities</li></ul>

## **APPENDIX M:**



**Team-Up for Youth Community Grantees**  
**Assessment of Quality Program Observation Instrument**  
**Summary Scores by Agency**

Summary scores for each Building Block sub-category, which were calculated by averaging item scores, appear below.



Summary Scores	Agency B	Agency D	Agency J	Agency K	Agency O	Agency P	Agency R	Agency S
Physical Safety	7.0	7.0	5.5	7.0	6.3	7.0	7.0	7.0
Emotional Safety	4.5	4.0	4.5	6.8	5.5	6.0	6.8	6.0
Positive Relationships with Caring Adults	5.0	3.8	5.3	7.0	4.3	6.3	6.8	6.0
Positive Relationships with Supportive Peers	4.8	3.5	5.3	6.0	5.5	6.5	6.0	6.5
Youth Participation – Voice	1.0	1.0	2.0	1.0	2.5	1.0	3.0	2.0
Youth Participation - Choice	1.0	1.0	1.0	1.0	1.0	1.0	5.5	1.0
Youth Participation – Leadership	1.0	1.7	1.0	1.0	3.0	3.0	4.3	3.0
Skill Building - Engaging	3.6	4.7	4.3	5.0	5.6	6.0	6.0	6.3
Skill Building – Challenging	4.6	5.5	4.5	7.0	6.5	4.3	6.8	6.0
Skill Building – Fun	4.5	3.0	4.5	7.0	3.5	7.0	6.5	6.5
Physical Activity – Moderate-Vigorous	6.0	6.0	7.0	7.0	6.0	6.0	6.0	7.0

## **APPENDIX N:**

**Team Up for Youth Community Grantees  
Staff Ratings of Quality**

<b>Grantee</b>	<b>Safety</b>	<b>Positive Relationships</b>	<b>Youth Participation</b>	<b>Skill Building</b>	<b>Physical Activity</b>	<b>Overall</b>
Agency A	4	4	2	4	3	3
Agency B	2	3	1	2	2	2
Agency C	4	4	4	3	2	3.5
Agency D	3	3	2	4	3	3
Agency E	3	3	1	3	2	3
Agency H	3	4	2	2	3	3
Agency J	3	4	2	4	3	3.5
Agency L	3	3	2	3	2	3
Agency M	4	4	3	4	3	3
Agency P	4	4	3	4	3	4
Agency Q	3	4	3	4	4	3.5
Agency T	4	3	1	3	3	3

## **APPENDIX O:**

**Team-Up for Youth Community Grantees**  
**Operational Indicators of Quality**  
 [Green =2 points /Yellow = 1 point /Red = 0 points]

Agency	Experience with Sports	Hours per Week of Program	Part. Reqmnt	Youth Attrition	Youth Leadership	Parent Part.	Staff to Youth Ratio	Staff Turnover	Hiring Issues	Staff Training	Staff Supervision	Implementation Issues	Total Score
A	2	0	1	1	2	2	1	2	2	2	2	2	19
B	0	1	0	2	0	0	2	1	1	1	1	0	9
C	1	2	2	2	2	0	1	0	2	2	1	0	15
D	2	2	2	1	0	1	1	0	1	2	2	2	16
E	2	1	2	1	0	1	2	1	1	2	1	0	14
F	2	1	0	2	0	2	2	0	1	2	1	1	14
G	2	1	2	2	2	2	2	2	2	2	2	1	22
H	1	1	2	2	1	1	2	2	2	2	2	1	19
I	0	2	2	1	1	1	2	1	2	0	1	1	14
J	2	2	2	1	1	1	2	0	2	2	1	2	18
K	2	2	1	2	2	2	2	2	2	2	2	2	23
L	1	2	2	2	1	1	0	1	1	2	2	2	17
M	2	1	2	1	2	1	2	1	2	2	2	2	20
N	1	2	1	2	1	0	2	1	1	2	2	2	17
O	0	0	1	2	1	1	2	2	2	2	2	1	16
P	2	2	2	1	2	1	2	2	2	2	1	2	21
Q	2	2	2	2	2	1	2	2	2	2	2	2	23
R	1	0	2	2	2	1	1	2	2	2	2	2	19
S	2	1	1	2	0	1	2	1	2	2	2	1	17
T	2	1	2	1	2	1	2	1	2	2	2	2	20
U	0	1	0	0	0	0	2	0	0	0	0	0	3

## **APPENDIX P:**

**Table 12: Team-Up For Youth Community Grantees Summary Measure of Program Quality**

	<b>Variable</b>	<b>Red</b>	<b>Yellow</b>	<b>Green</b>
1	Youth Feedback – Safety	Scale Score 1.0 – 2.5	Scale Score 2.6 – 3.5	Scale Score 3.6 – 4.0
2	Youth Feedback – Youth Participation	Scale Score 1.0 – 2.5	Scale Score 2.6 – 3.5	Scale Score 3.6 – 4.0
3	Youth Feedback – Skill Building	Scale Score 1.0 – 2.5	Scale Score 2.6 – 3.5	Scale Score 3.6 – 4.0
4	Youth Feedback - Physical Activity	Scale Score 1.0 – 2.5	Scale Score 2.6 – 3.5	Scale Score 3.6 – 4.0
5	Youth Feedback - Relationships	Scale Score 1.0 – 2.5	Scale Score 2.6 – 3.5	Scale Score 3.6 – 4.0
6	OIQ – Experience providing sports	Not experienced	Semi-experienced	Experienced
7	OIQ – Hours per week of program	1-2 hours	3-5 hours	6 or more
8	OIQ – Participation requirements	Drop-in.	Yes, but not enforced	Yes, strict
9	OIQ – Youth attrition	Severe attrition (> 40%)	Moderate attrition (21-39%)	Slight attrition (<20%)
10	OIQ – Youth leadership component	None	Perfunctory	Meaningful
11	OIQ – Parent participation opportunities	None	Limited parent participation	Strong parent participation
12	OIQ – Staff-to-youth ratio	Greater than 1:15	1:13 – 1:15	1:12 or lower
13	OIQ– Staff turnover	Greater than 50%	25-50%	Less than 25%
14	OIQ – Hiring issues	Severe issue	Moderate issue	No issue
15	OIQ – Staff training	No structured training	Minimal staff training	Required staff training
16	OIQ – Staff supervision	No real supervision	Informal supervision	Structured supervision
17	OIQ – Implementation issue	Severe	Moderate	None or slight
18	O – Physical safety	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
19	O – Emotional safety	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
20	O – Positive relationship with adults	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
21	O – Positive relationship with peers	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
22	O – Youth participation - voice	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
23	O – Youth participation - choice	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
24	O – Youth participation – leadership	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
25	O – skill building – engaging	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
26	O - Skill building – challenging	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
27	O – Skill building - fun	Score 1.0 - 2.9	Score 3.0 – 5.9	Score 6.0 – 7.0
28	SR – Safety	Score 1	Score 2 - 3	Score 4
29	SR – Positive Relationships	Score 1	Score 2 - 3	Score 4
30	SR- Youth Participation	Score 1	Score 2 - 3	Score 4
31	SR- Skill Building	Score 1	Score 2 - 3	Score 4
32	SR – Physical Activity	Score 1	Score 2 - 3	Score 4

NOTE: Program Observation Instrument (O) only available on 8 of 21 programs and Team-Up Staff Rating (SR) only available on 12 of the 21 programs

## **APPENDIX Q:**



## Team-Up for Youth Community Grantees Participation Data Collection Challenges

Grantee	Data Collection Challenges	
	Communication challenges	Missing, late or data quality issues
Agency A		
Agency B	✓	✓
Agency C	✓	✓
Agency D	✓	✓
Agency E	✓	✓
Agency F		
Agency G		
Agency H		
Agency I	✓	✓
Agency J		✓
Agency K	✓	✓
Agency L		
Agency M		
Agency N		
Agency O	✓	
Agency P	✓	✓
Agency Q		
Agency R		
Agency S	✓	✓
Agency T		
Agency U		

## **APPENDIX R:**

## Team Up For Youth Youth Survey

**Instrument Development:** The youth survey was developed by Philliber Research Associates, in conjunction with Team Up staff and grantees. PRA staff reviewed grantees' proposals, met with Team Up staff and the National Advisory Group, and reviewed youth development literature to determine a list of appropriate proposed youth outcomes. Proposed outcomes met the following criteria: (1) outcome was named by programs themselves; (2) outcome was tightly tied to the interventions planned, rather than being several steps away in a causal chain; and (3) outcome appeared in the youth development or sports literature and had been measured before among youth people. PRA gathered together instruments that are commonly used in the field to measure the selected outcomes and assembled them in a "Decisions, decisions..." document. In September, 2005, PRA, Team Up staff, and representatives from grantee agencies met for a day-long "Decisions, decisions..." process, in order to jointly decide upon outcomes and survey items.

**What it measures:** Youth Outcomes

- Increased physical activity
- Acquisition of skills
- Improved self-efficacy
- Increased ability to be a team player
- Improved relationships with peers
- Improved relationships with adults

**Completed by:** 875 youth

## Team Up For Youth Youth Survey



1. What is your name?

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

2. During the month BEFORE I joined this program, I did sports or physical activity . . .

- every day
- a few days a week
- about once a week
- hardly ever

3. I am a person...

- who likes sports or physical activity a lot
- who sort of likes sports or physical activity
- who doesn't like sports or physical activity very much
- who hates sports or physical activity



4. I think sports or physical activity —

- is something I will keep doing
- might be something I will do now and then
- is probably not something that I will keep doing

5. How well would you say that you now do the sport or activity of this program?

- very well
- pretty well
- not very well
- not well at all

	A lot like me	A little like me	Not much like me	Not at all like me
6. If something seems too hard, I don't bother to try it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm good at doing things on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I'm learning how to do a new skill or sport, I keep trying until I get it right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I don't feel good about my ability to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I avoid trying to learn new things when they look too hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A lot like me	A little like me	Not much like me	Not at all like me
11. When problems come up in my life, I can handle them pretty well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know I will get better at sports or physical activities if I keep practicing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know I can learn lots of new things if I keep trying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. There are some things they are teaching us here that I know I won't be able to do no matter how much I practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am good at working with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I keep to myself in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I get into fights or arguments with other kids in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I like being part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I care about the kids on my team (or in this program).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I get along with other kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The kids on my team (or in this program) care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I don't know most of the kids in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have new friends now that I am in this program or on this team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I don't know my coach or leader in this program very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When I have problems, I have adults who will listen to me and help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I trust my coach or leader in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I have more adults who care about me now that I am in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*Just a few more questions and you are finished!*

28. How old are you?

- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old



29. When is your birthday?

Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

30. Are you a boy or a girl?

- Boy
- Girl



31. Which of the following best describes you? Please choose one only.

- American Indian or Native American
- Asian American or Asian
- Black or African American
- Hispanic or Latino/Latina
- White or Caucasian
- Biracial or Multiracial
- Other: \_\_\_\_\_

*Please write in how you describe yourself*

32. Do you now participate in any other sports or physical activity other than this program?

- no
- yes: What is that? \_\_\_\_\_

How many hours a week do you spend on that activity or sport? \_\_\_\_\_ hours

33. Have you ever done this sport or activity—the one you do in THIS program—before?

- no
- yes: For how many months? \_\_\_\_\_ months

34. How long have you been coming to this program?

- a few days or a week
- for several weeks
- for several months or longer

Agency Code:

Program Code:

*Thank you for filling out this survey!*

## **Team Up for Youth Coach or Youth Leader Form**

**Instrument Development:** The Coach or Youth Leader Form was developed by Philliber Research Associates, in conjunction with Team Up staff and grantees. Initially, PRA reviewed grantees' proposals, met with Team Up staff and National Advisory Group, and reviewed youth development literature to determine a list of appropriate proposed youth outcomes. Again, proposed outcomes met the following criteria: (1) outcome was named by programs themselves; (2) outcome was tightly tied to the interventions planned, rather than being several steps away in a causal chain; and (3) outcome appeared in the youth development or sports literature and had been measured before among youth people. PRA gathered together instruments that are commonly used in the field to measure the selected outcomes and assembled them in a "Decisions, decisions..." document. In September, 2005, PRA, Team Up staff, and representatives from grantee agencies met for a day-long "Decisions, decisions..." process, in order to jointly decide upon items and wording for the coach instrument. In order to maintain brevity and ease of rating, it was decided that the coach should rate each child individually in only three areas: confidence, skill level, and ability to be a team player or work well with other youth. Several items related to staffing and organizational support were also added to the Coach or Youth Leader Form as potential indicators of program quality.

- What it measures:**
- Youth Outcomes
    - Acquisition of skills
    - Improved self-efficacy
    - Increased ability to be a team player
  
  - Program Quality
    - Operational indicators of quality

**Number completed:** Pre-assessments of 1,100 youth  
Post- assessments on 972 youth  
Matched pairs on 636 youth

## Team Up for Youth Coach or Youth Leader Form

Your Name: \_\_\_\_\_ Today's Date (month/day/year): \_\_\_/\_\_\_/\_\_\_ Organization Name: \_\_\_\_\_

**We would be grateful for a little information about you and this program. This information is CONFIDENTIAL!**

<p><b>1. Are you paid or are you a volunteer?</b>  <input type="checkbox"/> paid  <input type="checkbox"/> volunteer</p> <p><b>2. How many hours per week do you work or volunteer for this organization?</b>          _____ hours</p> <p><b>3. For how many years have you been working or volunteering with this organization?</b>  <input type="checkbox"/> this is my first year or _____ years</p> <p><b>4. For how long have you been working or volunteering with youth in any capacity?</b>  <input type="checkbox"/> this is my first year or _____ years</p> <p><b>5. What is your age?</b>          _____ years</p> <p><b>6. How would you describe how much you know about the sport or activity you are leading here?</b>  <input type="checkbox"/> I'm just learning now; it's new to me  <input type="checkbox"/> I know something about it  <input type="checkbox"/> I know a good deal about it  <input type="checkbox"/> I'm really expert in this</p> <p><b>7. What is your gender?</b>  <input type="checkbox"/> male  <input type="checkbox"/> female</p>	<p><b>8. Have you ever had any training for your role with this organization?</b>  <input type="checkbox"/> no  <input type="checkbox"/> yes: <b>From who?</b> (check all that apply)  <input type="checkbox"/> from this organization      <input type="checkbox"/> from Team Up for Youth  <input type="checkbox"/> in school or college      <input type="checkbox"/> from some other organization  <input type="checkbox"/> from doing the sport or activity myself</p> <p><b>9. Do you have lower attendance in this program than you might hope for?</b>  <input type="checkbox"/> no  <input type="checkbox"/> yes: <b>What factors do you think affect attendance at your program?</b>          _____          _____</p> <p><b>10. How would you describe the organizational support (e.g., resources, space, supplies, assistance) you receive for doing your job?</b>  <input type="checkbox"/> excellent  <input type="checkbox"/> good  <input type="checkbox"/> fair  <input type="checkbox"/> poor</p> <p><b>11. What would help you do your job better or make your job easier?</b>          _____</p> <p><b>12. How often do you have discipline problems with the young people in this program?</b>  <input type="checkbox"/> very often  <input type="checkbox"/> pretty often  <input type="checkbox"/> not very often  <input type="checkbox"/> hardly ever or never</p>
--	--

For each student in your program, please circle a rating between 1 and 4 on each dimension, where 4 is the highest rating.



If you do not know all of your young people very well yet, please give us you best estimate, based on what you have seen.

Participant Name	Confidence of this young person in doing the activity you coach or lead	Skill level of this young person in doing the activity you coach or lead	Ability to be a team player or work well with other youth
1.	1 2 3 4	1 2 3 4	1 2 3 4
2.	1 2 3 4	1 2 3 4	1 2 3 4
3.	1 2 3 4	1 2 3 4	1 2 3 4
4.	1 2 3 4	1 2 3 4	1 2 3 4
5.	1 2 3 4	1 2 3 4	1 2 3 4
6.	1 2 3 4	1 2 3 4	1 2 3 4
7.	1 2 3 4	1 2 3 4	1 2 3 4
8.	1 2 3 4	1 2 3 4	1 2 3 4
9.	1 2 3 4	1 2 3 4	1 2 3 4
10.	1 2 3 4	1 2 3 4	1 2 3 4
11.	1 2 3 4	1 2 3 4	1 2 3 4
12.	1 2 3 4	1 2 3 4	1 2 3 4
13.	1 2 3 4	1 2 3 4	1 2 3 4
14.	1 2 3 4	1 2 3 4	1 2 3 4
15.	1 2 3 4	1 2 3 4	1 2 3 4

Office Use: Agency:	Program:
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## **APPENDIX S**

## Challenges in Gathering Youth Outcome Data

	Data Collection Challenges		
Grantee	Fewer youth than expected on survey days	Communication and scheduling challenges	Difficult data collection settings
Agency A	✓		
Agency B	✓	✓	
Agency C	✓	✓	
Agency D		✓	✓
Agency E	✓	✓	
Agency F	✓	✓	✓
Agency G			
Agency H			
Agency I	✓	✓	
Agency J	✓		
Agency K	✓	✓	✓
Agency L			
Agency M			✓
Agency N			
Agency O	✓	✓	
Agency P			
Agency Q			✓
Agency R			
Agency S	✓	✓	✓
Agency T	✓		
Agency U	✓	✓	

## **APPENDIX T:**

**Team Up for Youth  
Training Camp  
2-month Follow-up Questionnaire**

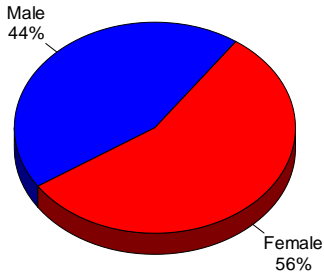
**Instrument Development:** This interview was designed by PRA in order to gain youth agency staff perspective on the impact of their participation in Team Up for Youth's Training Camp.

**What it measures:**

- The most valuable information they learned at Training Camp
- Whether any new program practices had been implemented due to participating in Training Camp
- The extent to which Training Camp information had been passed on to other staff members
- Whether any organizational changes were attributable or inspired by Training Camp

**Completed by:** Philliber Research Associates conducted telephone interviews with 6 staff members of agencies who had participated in the September 2005 Training Camp.

# Gender



n = 852

## Team Up Training Camp 2-month Follow-up Questionnaire

How was having been the most valuable information learned at the Team Up Training Camp in September?

2. Will you be participating in the follow-up T.A. with Team Up? Has it started?

3. Whether or not you're participating in the T.A., have any new program practices been implemented due to the Training Camp?

4. Was anything learned during the Training Camp that was passed on to other staff members in your organization? If so, how was it passed on?

5. Have there been any other changes at your organization that may be attributable to, or inspired by, the Team Up Training Camp?