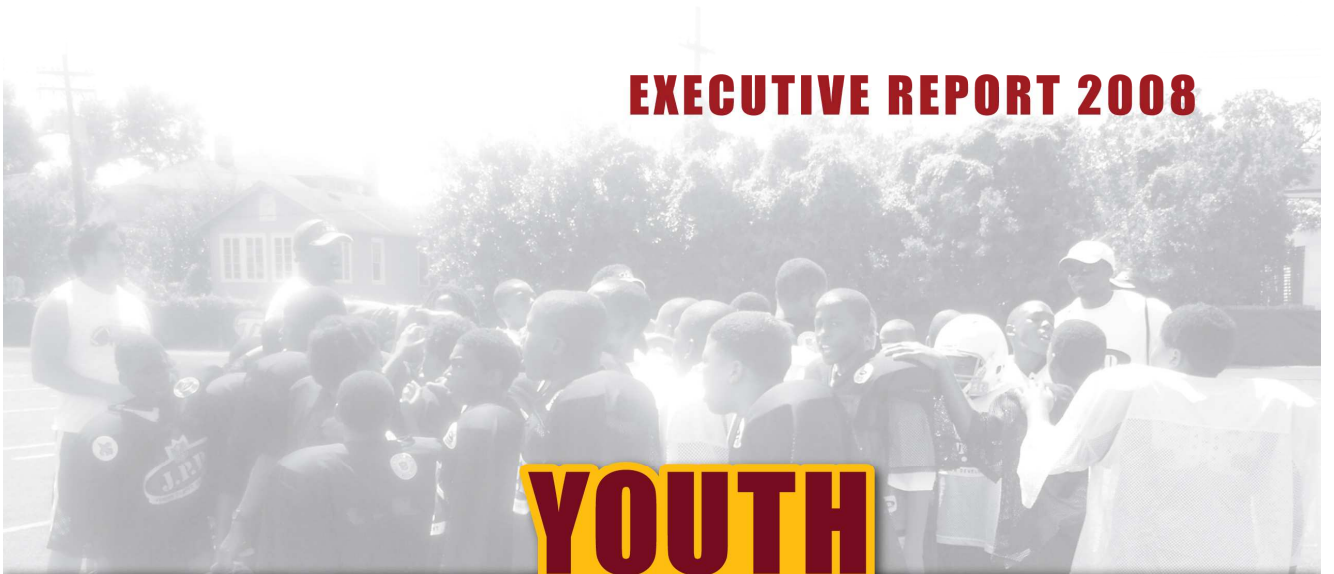


EXECUTIVE REPORT 2008



**YOUTH
IMPACT
PROGRAM**



Introduction

This is Justin Terrell Johnson. Last year Justin had practically dropped out of school—he was absent from school for three straight weeks. He was involved in drugs and could care less about his dwindling grade point average. Justin grew up in Los Angeles, just 10 minutes south of the University of Southern California, but had never stepped foot on campus.



Everything changed last year for Justin as a first-time participant in the Youth Impact Program's 2007 class. Like his cohorts, Justin was eager to put on pads and engage in tackle football, but he had no expectation that he was about to have an experience and develop relationships that would change his life forever.

Once in the program, Justin's love for football helped him to stay focused in the classroom, as he stated: "Crash [a character in the fiction novel] reminded me of me". Justin excelled in all aspects of the program, including being recognized as one of the best football players at the YIP camp. This success carried over into other aspects of his life. He stayed out of trouble, concentrated on his studies, maintained a 3.3 grade point average, and graduated from eighth grade with honors. This year Justin is an incoming freshman at Crenshaw High School and playing running back for the Junior Varsity football team.

Justin credits much of his success to the Youth Impact Program, explaining, "The mentors cared about me and tell me that I can follow my dreams." As a volunteer this year, he wanted to help influence the new students and continue positive relationships with his mentors. Justin now has goals and a bright future, and plans to attend the University of Oregon.

As we enter our fourth year of operations, we would like to thank the National Football League for making a difference in Justin's life and in the lives of so many others like him. This has been a tremendous year for the Youth Impact Program. As we describe in this report, we have continued to make a difference in the lives of high-risk youth, have refined our conceptual and operational framework, and stand poised to make the Youth Impact Program a highly successful national program.

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A Refined and Enhanced Conceptual Framework for YIP

Why is there a need for the Youth Impact Program?

During the formative period of adolescence, most youths are faced with tremendous choices and challenges. Adolescents' environments are profoundly shaped by the presence or absence of several different factors, including family resources, community services, and educational and employment opportunities. Indeed, many social critics argue that today's youth face more serious and critical risks than any previous generation. Many parents are convinced that their children face a major crisis, and most experts agree that violence in schools, deteriorating family structure, substance abuse, graphic media images, and gang activity put teens at risk.

These environmental challenges are perhaps most difficult for minority boys living in urban poverty. Long-term developmental studies have shown that children, especially those living in inner cities, have a harder time coping with the stresses of high-risk environments; are more likely to abuse drugs and alcohol; are more likely to engage in criminal activity; are sexually promiscuous; and are more likely to attempt suicide. Many of these at-risk teens run away and eventually find themselves locked up in detention centers or living on the streets. In particular, failure in school appears to be a major risk factor and a harbinger of the crime, violence, and other disasters that often characterize the experiences of minority youth in urban America. Even more than minority girls, minority boys disproportionately suffer a life time of social, physical, and economic problems including: high rates of obesity; high HIV infection rates; diabetes; serious injuries; more gang involvement; and lower lifetime earnings all resulting in a much an earlier average age of death.

Various violent crimes perpetrated by or involving black males in urban centers are reported almost daily in newspapers and on television. Within the African American community, it is widely accepted that many, if not most, of the households that are single-parent, female-led, and/or poor cannot provide young males with the psychosocial skills needed to avoid involvement in violent activity and succeed in mainstream society. Furthermore, a large percentage of the urban schools that these boys attend cannot adequately provide them with the educational tools that they need to survive in the technologically advanced 21st century.

Among those tools are the abilities to read, write, and perform computer operations at ever more rigorous levels of proficiency. Today's world requires individuals who are competent in reading, writing, mathematics, computers, and critical thinking skills. Never before in this nation's history has literacy been such an important determinant; yet failure in school remains a salient characteristic of inner-city African American boys.

It should be noted that these problems are well documented, and many intervention strategies have been tried to bring about academic success for America's inner-city children. However, like many programs aimed at correcting societal problems, most academic remediation efforts are introduced to students who have already failed and, as a result, have limited success.

In 2003, Riki Ellison, a ten-year veteran of the National Football League (NFL) and three-time Super Bowl Champion, had a vision to provide America's at-risk inner-city youth with a positive life-changing experience. Building on the inherent allure and character-building qualities of football, he developed an academic and athletic program that was implemented at T.C. Williams High School in Alexandria, Virginia. Program developers were immediately impressed with the draw that this program had and its ability to create a positive and exciting atmosphere where youths learned the lessons of discipline, perseverance, self-respect, and teamwork that organized football has to teach.

While this program was successful and had demonstrated benefits, Mr. Ellison and others realized that what was most needed was a preventative program that would seek to make changes in youth while there is still time to make a significant difference in their chances for long-term personal and academic success. It was determined that by targeting middle school youths, who are at an important transition period in their lives, a program like this could have the greatest impact.

*It is better to do math and reading here, because more people help you [as compared to] regular school [where] they don't help you as much... That is why football camp is better.
Antoine 6th grader*

To help create and implement such a program based on the best research and with the help of experts, Mr. Ellison turned to his collegiate alma mater, the University of Southern California (USC). The University of Southern California was an ideal choice because of its rich tradition of football success, its location and reputation in a high-need urban setting (Los Angeles), and its experience with highly effective social service community-based programs. In late 2005, Riki Ellison shared his vision of a preventative football and academic program with key USC faculty and staff. This idea was embraced and enhanced

by USC, and the Youth Impact Program and a collaborative partnership were created.



With support from the National Football League (NFL), the Youth Impact Program (YIP) started as a pilot program in the summer of 2006. During the first two years of this pilot program, YIP significantly helped over 250 at-risk middle school boys from neighborhoods throughout Los Angeles. In

2008, YIP partnered with Tulane University in New Orleans, Louisiana in an attempt to replicate and expand the YIP program.

A Conceptual Model for Success: The Power of Resilience

A developing body of social and behavioral research has emerged that attempts to explain why some adolescents successfully navigate risky social settings, while others who are similarly situated adopt risky lifestyles characterized by drug use, unprotected sexual behavior, dropping out of school, delinquency, gang membership, and violence.

Resilience has been described as the capacity of all individuals to transform and change, no matter what the risks. It is an innate "self-righting mechanism." Resilience skills include the ability to form

relationships, to problem-solve, to develop a sense of identity, and to plan and hope. A key finding in resilience research is the power of caring individuals to tip the scales

*I enjoyed having my teammates in my class. I liked reading the book Crash and the math was okay.
David 7th grader*

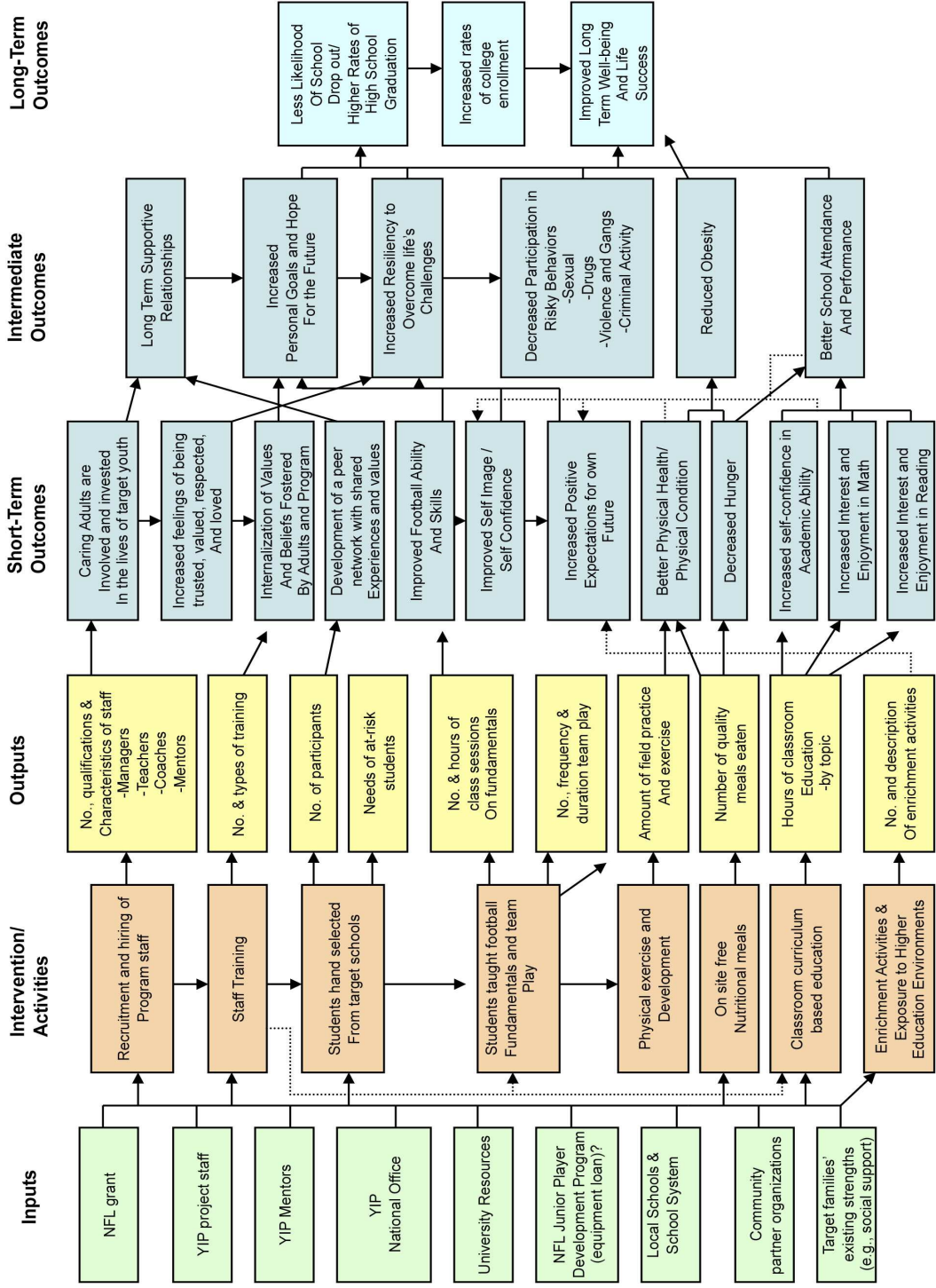
from risk to resilience, often unknowingly. Mentors and teachers provide and model protective factors that buffer risk and enable positive development. This is done by meeting basic needs for safety, love, belonging, respect, power, accomplishment, learning, and, ultimately, meaning. Further, research has documented specific factors that facilitate resilience, including: caring relationships; positive and high expectations, and opportunities to participate and contribute. These findings have been corroborated and demonstrated by research on supportive and encouraging teachers, schools, families, organizations, and communities that have demonstrated the ability motivate and engage youth from high-risk environments, including urban poverty.

The Youth Impact Program: Building Resilience in At-Risk Youth

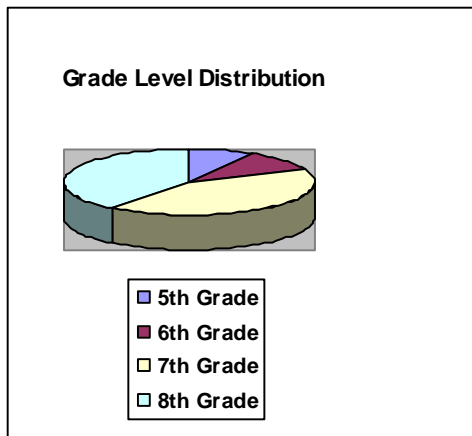
The Youth Impact Program is an innovative, year-long program serving low-income, urban-based, at-risk middle school males. Based in the community, YIP builds resiliency by providing minority at-risk boys with character development, academic skills enhancement, and social interaction activities. Adult male role models provide camaraderie, guidance, and discipline, and introduce these boys to the world of higher education. At the same time, the program provides academic support and guidance counseling to help struggling children build confidence and develop an interest in learning (see Figure 1).

YIP is an innovative and collaborative effort that brings together universities, colleges, community leaders, parents, local agencies, and national organizations like the National Football League to make substantial and measurable differences in the lives of youth in inner cities and native reservations. A major goal of this program is to decrease middle school and high school dropout rates. Ninety percent of YIP's program participants meet the national guidelines for low income. YIP program staff members, including partnering university personnel and local school district personnel, teach a combination of enrichment classes during the summer. Class subjects include reading, math, science, life skills, and football training. The program continues into the academic year with tutoring and mentor support, providing program participants with the tools to develop a positive outlook on life, a set of values, and an improved self-image. By the end of the program, participants have built an enhanced resiliency that will serve and protect them well into the future.

Youth Impact Program Logic Model



The YIP Boys

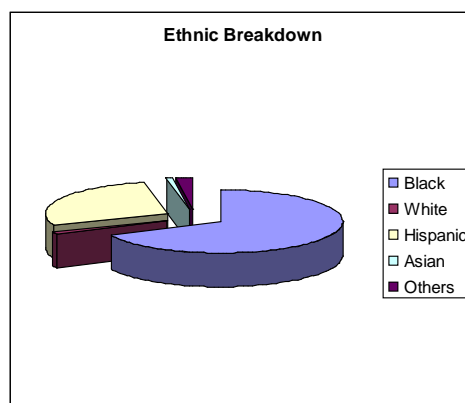


In the summer of 2008, the YIP program served 257 pre-adolescent males between the ages of 9 and 12. One hundred eighty-five of these boys participated in the program at the University of Southern California (USC) and 72 participated in the program at Tulane University.

In terms of grade level, the largest groups of boys were those preparing for the 7th grade (42%) and those preparing for the 8th grade (40%). Just over 8% of the students were preparing for the 5th grade and 10% were in the summer before the 6th grade.

The vast majority of boys (97%) were members of ethnic or racial minorities. The majority of boys (68%) were African American, followed most frequently by Hispanic youth (28%) and boys of Asian descent (1%).

Boys were selected because they were from partnering schools in high-risk areas. In addition, they had been recommended by a school counselor and a teacher, or had met the program's guidelines, or had been selected by a four-year program throughout the duration of camp and to participate in follow-up activities.



for the program most often attended one of the program's which are in high-need and high-income addition, the boys must have for the program by a school teacher, met the federal low-income parents who did not graduate college. Finally, boys selected commitment to attend the the duration of camp and to

YIP Program Activities

Staffing & Staff Training

The funds granted to program sites are used primarily to secure the highly skilled staff and volunteers who are critical to the success of these programs. With the NFL/YIP funding, sites are able to recruit and support:

- Certified teachers
- College student mentors
- Head coaches and assistant coaches
- College football players as field coaches and mentors
- Program managers and curriculum specialists
- Volunteers from former YIP campers, as well as other university-based student volunteers.

Having staff members who are skilled as teachers, coaches, and mentors is extremely important. Fortunately, YIP was able to retain many of its staff from previous years to bring their experience to the program. However, in addition to relying on experienced and skilled staff, all program staff attended pre-camp training retreats. We were very appreciative and fortunate to have the NFL assist with this training. Jerry Horowitz, Junior Player Development (JDP) National Coordinator, provided staff with a three-hour initial JDP training to enhance the staff's ability to teach the fundamental and essential football skills to the boys. Additional trainings also were conducted to focus on the use of the academic curriculum, the academic teaching strategies, and the materials for the classroom sessions.

*"what I like about my classroom is that when you need help you get it. I also enjoyed reading Maniac Magee. I also loved doing math the way Ms. Barela showed us".
John 8th grader*

Football Training and Development

YIP's program design allows the participants to benefit from University athletic departments, student athletes, alumni, and facilities. Each afternoon, for two hours, the football sessions teach the boys every position on the football field for more than 40 hours of direct instruction. During the football training, on-field time focuses on teaching fundamentals: individual techniques, including proper stances, running and ball-carrying, catching, throwing, stalk-blocking, pass protection, player defense, delivering and receiving handoffs, direct snaps, shotgun snaps, and tackling. The second half of each daily on-field session is allocated for 8-on-8 team scrimmages. The coaches integrate instructional teaching methods that incorporate a wide range of skills which enable the boys to develop agility, speed, and strength. Alongside the football training, teachers (coaches) ensure that the boys are engaged and carry out the life lessons learned in the classrooms while on the field.

Academic Instruction

At each campus, students receive more than 40 hours of curriculum-based academic instruction in which teachers focus on three core subjects: language arts, mathematics, and life skills. The classroom curriculum is football-themed, which helps to increase motivation and performance by making learning relevant to the boys' lives.

Language Arts /Reading activities take place within cooperative learning groups of four to five students, facilitated by teachers and tutors. In the groups, students engage in five distinct learning experiences: reading aloud, independent reading, participating in literature circles, and writing reading responses. To better connect with the program, students choose to read either Crash or Maniac Magee, by well-known author Jerry Spinelli. Each book illustrates a middle school football player challenged by typical situations that affect adolescents (e.g., bullying, drugs, and struggling to establish

friendships).

In mathematics, several “football drills” are designed to increase participant learning by concentrating on basic fundamental skills, including addition, subtraction, multiplication, division, fractions, and decimals. As with reading, students work in cooperative groups to read and tackle word problems drawn directly from the NFL statistics. (The math drills are taken from an NFL 2007 almanac that is used as a text book)

In life skills, teachers and mentors facilitate conversations centered on goal-setting, leadership, responsibility, sportsmanship, etc., to increase the boys’ character development and give insight into their abilities to envision positive future selves. During the week, teachers and mentors help facilitate conversations and projects related to the particular topic. Moreover, guest speakers from the University, the NFL, and the local community help contribute to and enhance the life skills discussions.

The teachers also play a vital role as football coaches; therefore, the academic portion of the camp extends onto the football field. Throughout the day, lessons of growth, encouragement, and enforcement of discipline are communicated.

Enrichment Activities & Guest Speakers

Beyond the typical week’s structure and activities, additional enrichment outings introduce the boys to experiences away from campus, and speakers bring the broader world to the students. The trips provide opportunities to see and do things unavailable to them within their own communities:

USC Enrichment Activities

Ronald Reagan Library

Newport Beach

LA Trade Tech

Guest Speakers: Eddie Goin, former NFL Player; (little) Ray Lewis, former Hampton University player and recently signed with the Philadelphia Eagles; and representatives from historically Black colleges.



Tulane Enrichment Activities

Audubon Zoo

Trip to SAINTS NFL team complex

Rock and Bowl Bowling Alley

Guest Speakers: Tulane head coach Bob Toledo, an Athletic Trainer; Career Service professionals; and Marcus Greene (attorney).

Mentoring

All teachers and mentors are selected from participating middle schools and the local colleges and universities, respectively. This allows for the development of long-term relationships with the boys even after the four-week camp, as well as the post-program follow-up that enables teachers and mentors to evaluate the boys' academic performance throughout the year and to offer tutoring/mentoring services to foster success in all aspects of the boys' lives. The low teacher-to-student ratio helps the boys get a lot more one-

one
with

[YIP is better than my normal classroom] "Because we can talk about what happened yesterday on the football field, because your teammates are your classmates. That's a good thing because then you have... a better relationship with them because you're with them the whole day". Max 8th grader

on-
time
the

teacher and mentors. The teacher and mentors can get to know the boys better, which allows them to better identify areas where the boys needs help.

Character Development

Throughout camp, various community leaders, including current and former NFL players, discuss character ethics. Much of the conversations are centered on good sportsmanship, academic excellence, anger management, and conflict resolution. Character development is reinforced throughout the entire camp: the boys are being placed in an environment that expects them to abide by a code of conduct.

Meals, Nutrition, and Health

The daily, cafeteria-style all-you-can-eat meals provided on campus are a significant motivator for participants – allowing YIP to directly address problems with malnutrition, inconsistent meals, and discipline. Throughout camp, the boys are educated by staff professionals on living a healthy lifestyle and taught how to make good food choices. Further, coaches and mentors eat with the participants to model and encourage healthy eating habits.

YIP Year Round Program

While we have evidence that involving these boys in a preventative, multifaceted four-week summer camp during a transitional period in their lives has a significant impact, it is only the beginning of the YIP process. In order to sustain these changes over time and to provide an accessible personal resource for these boys, it is imperative that there is continued, consistent contact with the boys over the course of the school year, as described in the program logic model.

During the academic year, the Youth Impact Program will provide academic, career, and recreational sport activities to boys in the program. Additionally, the program will

encourage participants to further their involvement in organized sports programs, particularly football. Year round YIP services / activities include

- Academic, financial, career, or personal advisement
- Career exploration
- Personal development workshops
- Information on postsecondary education
- Exposure to college campuses
- Mentoring programs
- Transcript and test score evaluation each semester to monitor progress
- Recreational and social events
- Exposure to collegiate sports such as USC Football Games
- Workshops for the families of participants
- Special luncheons /workshops at target middle schools with guest speakers

Tentative USC Year-Round Agenda for the 2008-2009 Academic Year:

August 2008 - Welcome Orientation and USC TROJAN Huddle/Scrimmage at Coliseum:

The purpose of this event is to reunite the participants after the summer program and discuss the calendar of events and eligibility criteria such as maintaining good school attendance and grades. After some morning social activities and flag football game with staff, participants will attend a USC Football scrimmage. Participants will receive breakfast, snacks and lunch.

September 2008 – Workshop at School Site: Study Skills: Coordinator will conduct one study skills workshop at each target middle school in September. Program will provide pizza and refreshments during the workshops. The purpose of these workshop is to reacquaint participants with some of the personal development topics discussed during the summer and ascertain the academic status of each participant.

October 2008 – Aquarium of the Pacific and Beach: Participants will visit the Aquarium of the Pacific in Long Beach along with mentors. This is an activity not normally available to participants from South Central Los Angeles. Program will provide transportation, food, and cost for tickets. Program will attempt to secure free tickets for the aquarium to offset the cost.

November 2008 – Historically Black College Expo and Football Classic at Coliseum: Participants will visit the Black College Expo and attend a football games. This is an opportunity to expose participants to Historically Black Colleges and Universities, participate in cultural activities (battle of the bands) and attend a football game at the coliseum.

December 2008 – Participant Football Practice on Campus/ Parent Workshop: While participants attend football practice/activities on campus, the program will implement parent workshops on a range of topics including financial literacy, advocating for

participants in the LAUSD, college awareness, and understanding state mandated testing.

January 2009 - Fieldtrip: MLK Day or A Day In TROY @ USC: During the winter, USC hosts two major events on campus MLK Celebration and A Day in Troy. MLK will expose participants to the legacy of Rev. Martin Luther King through guest speakers, music, poetry, and dancing. A Day in Troy will expose participants to USC collegiate athletes and participation in a women's basketball game at the Galen Center.

** Collect transcripts for the fall semester.

February 2009 - Workshop: Time Management: Coordinator will conduct workshops at each middle school in the program and follow-up on the academic status of each participant.

March 2009 - Fieldtrip: College & Career Information Day: USC TRIO will host various college field trips and a Middle School Career Information Day on campus.

April 2009 - Workshop: Test-Taking & Study Skills: Coordinator will conduct workshops in preparation for state mandated testing.

May 2009 - Fieldtrip: Incentive Trip for most active participants: Coordinator will select the participants who have maintained good attendance and grades throughout the academic year. Eligible participants will attend a field trip TBD.

June 2009 - Workshop: End of the Year Luncheon: Luncheon and recognition awards on campus to celebrate the end of the school year.

** Collect transcripts for the spring semester.

July 2009 - Four-week Football Program starts at USC

YIP Program and Participant Evaluation

YIP is currently making significant enhancements and improvements to its data collection, monitoring and evaluation responsibilities. This includes a revision of the surveys administered to the youth and centralization and standardization of evaluation activities across sites. Additional valuable "real world data" will become available as the local coordinators will collect transcripts and state-mandated test scores for all participants at the end of each semester to monitor academic progress. The transcripts provide detailed information about attendance, grades, and results on the Standardized Testing and Reporting (STAR). Through the use of transcripts and progress reports, the Coordinator will be able to measure performance, identify areas of need, and develop services/workshops to address academic deficiencies.

YIP Impact

**Note to the reader: The data presented below regarding program impact is based on a combination of similar but distinct data from the USC and Tulane programs. Original program impact data from the Tulane program was lost during Hurricane Gustav. As a result an additional retrospective survey was administered to boys from the Tulane program, the findings are consistent with the USC findings and the program findings overall.*

Overview

There is little doubt that the YIP experience is one of the most positive and enriching experiences that most of these boys have had in their lives. Evaluation results clearly indicate an overwhelmingly positive experience for youth who complete the program. At USC over 98% of these boys reported positive experiences and enjoyment of the camp, similarly at Tulane 96% of students reported enjoyed the YIP program quite a bit or totally. Most boys had a host of academic, cultural, and environmental experiences that they have never had before. Further, these boys accomplished things both physically and academically that did not know they could do. Together, these experiences built a positive sense of self, increased self-confidence and built personal resources and internal resiliency that will aid them well into the future. Specifically, YIP evaluation efforts indicated that significant events for these boys included:

- Completing a novel (chapter book), which over 50% had never done previously
- Visiting museums, institutions of higher learning, and professional sport facilities
- Meeting professional sports idols who reinforced positive role models
- Interacting on a daily basis with college student role models
- Building meaningful relationships with non-parental adults who care about their future
- Building a network of peers who have the same experience, from their own school and beyond, and will serve as a positive reference and support group
- Learning to play a sport with the help of world-class athletes
- Learning to follow rules and cooperate as a team
- Developing personal aspirations for success and a lifelong love of football and learning

It is important to note that not all lessons were easy or enjoyable to learn (even if they were a positive experience). For many of these boys, the concept of group accountability was new, and the experience of group discipline was noted as something they did not enjoy (11%). Similarly, despite a significant number of boys indicating that they liked the way math skills were taught – using the concepts of football in the curriculum – this was often not enough to overcome the students' preexisting dislike of all things math-related, and 16% indicated that they disliked doing the math part of the program. Despite these challenges, boys in the YIP program demonstrated some impressive and important impacts from program participation.

What I like best of this class was that we got to do pushups-even though I don't like them, but it had made me used to them [stronger]. Pablo 7th grader

The Impact of Football Training and Physical Development

As described above, the on-field football training time was focused on teaching fundamentals. Players were encouraged to incorporate newly-learned skills into game situations. They were rotated through all of the positions on the team. Results indicated a significantly greater knowledge of football. For many of the boys, participating in the Youth Impact Program was their first exposure to organized tackle football. They vastly expanded their knowledge and understanding of football by studying and analyzing the game as players and scholars. Significant Football related outcomes included:

- Approximately 50% of students had never played an organized game of football with pads and equipment at the start of the program. By program completion 100% of students had played several organized football games in full padding and gear.
- More than 50% had clear plans to continue their organized football activity beyond the end of the camp and could name the team that they would try out for or play with in the fall of 2008.
- Nearly 92% of Tulane students indicated that they were a lot better at football after the camp and 83% said that they liked football a lot better than they did before the camp.



As is intended, it is obvious that the opportunity to play football and receive high quality training draws students to participate. Improvements in physical health or condition are natural by-products of this physical and sports training. At the beginning of the program many participants struggled to run one lap around a track. By the time the program was over, these boys had developed the mental and physical stamina to finish two miles wearing full pads and helmet. One camper, Sammy, lost a total of 15 pounds in the month he was in the camp and developed a love for football and a commitment to an active lifestyle. Over 70% of Tulane students indicated that they were in a lot better shape than they were when they started the YIP program, and an additional 25% said they were in somewhat better shape.

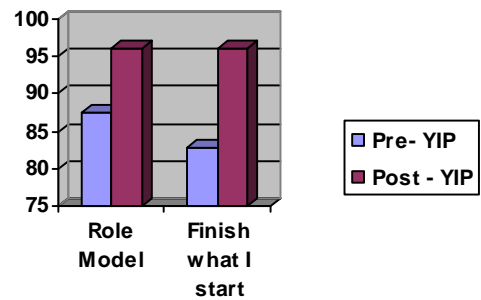
Life Skills Impacts

Significant changes occurred in the boys during this program in regards to the life skills and lessons that were taught as an integral part of the program. Of particular note are the facts that:

- Nearly 71% of boys said that they had a lot more confidence in themselves than they did before the YIP program.
- Over 83% of boys said that the YIP program made them realize that they can do a lot better in life than they had expected before the program.
- Participants showed statistically significant increases in the in the percentage who

reported that they can finish what they start (82.9% – 96.1%)

- 75% of boys indicated that they had made a lot of friends at the program that they will keep during the school year.

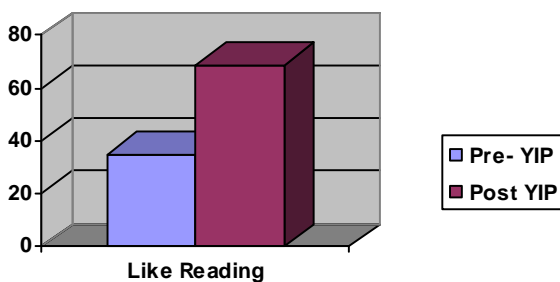


These findings appear to reflect the impact of the intentional mentoring and bonding that boys experience with staff and the increases in self-confidence that this program is intended to produce. Indeed, when asked what they liked about the program, many boys expressed their appreciation of the teaching and coaching staff and several reported that they felt that YIP staff provided more support than their regular school classrooms participation. Evidence of this bond includes the findings that:

- 92% of the boys report that the YIP staff cared a lot about them
- 96% now report that they had more positive adult role models in their lives because YIP, this is consistent the statistically significant change from pre to post test which demonstrated that more youths said they have positive role models in their lives (87.5% - 96%).

YIP Program Impact on Reading / Language Arts Attitudes

The most significant and robust academic finding was a dramatic increase in the percentage of boys who reported that they liked reading after participation in the YIP program (from 35% to 68.8% on quantitative pre and post surveys). This near-doubling of the number of youths who have a positive attitude towards reading is a dramatic and powerful impact. Indeed a slightly differently asked question demonstrated that to some degree almost all boys (92%) indicated they liked reading more now because of the YIP program.



Given that reading is a basic skill that underpins all other learning, the importance of this finding is hard to overstate. Furthermore, when asked what they liked about the YIP program, nearly 28% of the boys indicated that they enjoyed the reading or some aspect of the reading activities (the material – “Crash,” the reading circles, and/or the journals). As stated above, when asked on pre-camp surveys to describe a novel or chapter book they had read,

*"Reading was easy because no one cares how good you read".
Adrian 7th grade.*

"I like the book because everybody can enjoy reading it, [because] it is a great book to read". Angel 8th grader.

over 50% of the boys indicated they had never read a novel from

beginning to end. Because the YIP curriculum incorporates the process of reading a novel to self and others, this is a significant milestone in the lives of these disadvantaged youth. Students also clearly appreciated the opportunity to perform at their current level of skill without being made to feel bad for not being good at something (like reading out loud). The reading activities that are a part of YIP helped the boys feel accepted and successful.

YIP Impact on Math Attitudes

It is clear from the evaluation results that the approach that YIP uses in teaching math is well received by the boys. Indeed 96% indicated that liked the way YIP taught math "somewhat" (25%) or "a lot" (71%). This approach was also noted as a positive program attribute when boys were asked what they liked about the program in an open-ended fashion. However, this appreciation of the method for teaching math (utilizing football related materials) was not sufficient to overcome the preexisting negative attitude towards math and virtually the same percentage (around 44%) indicated they liked math before and after the YIP program.

Expanded Horizons & Problems Avoided

It is difficult to quantify the impact that having valuable new experience will have on the long- term future of these boys; however, it is clear from the available data that they were powerfully impacted by these events. Most boys had never been to a college campus before, and the experience was clearly an important one. Almost 20% of the boys indicated that they liked or were impressed with the USC campus and facilities and/or were impressed by the "mystique" of the university and its programs. Many of these boys had never met college students who reminded them of themselves and who provided them with a glimpse of what their future could hold.

What does seem likely is that for many of the youths in this program, few positive alternative summer activities existed; and for at least a few, this summer would have turned out very differently had they not been in the program. When asked, "What would you be doing this summer if you did not attend USC Youth Impact Program?" the following answers were given:

- Bored at home: 37%
- Swimming: 17%
- Playing video games: 14%
- Summer school: 10%
- Playing another sport: 19%
- No response: 3%

Similarly when Tulane program participants were asked to respond to the statement "if I had not been in the YIP program I would have gotten into trouble this summer", 9% of boys said they would have "somewhat" gotten into trouble and an astounding 26% indicated they thought they would have gotten into "a lot" of trouble. Given the risk factors in the impoverished neighborhoods that they boys come from, it seems doubtless

that some would have become involved in gang activity, drugs, or other harmful activity if not given this opportunity.

The Impact of Regular High-Quality, Free Meals

Even without specifically asking about hunger and food insecurity, the results of the evaluation suggested that having daily free nutritional meals was a significant and direct benefit to many of these boys and their families. We know from the profile of our target population and the national statistics on hunger that food insecurity and a high risk of hunger occur in 10% of all American households, and more commonly in households that are:

- Headed by single mothers
- Households with children under 18 years of age
- African-American or Hispanic
- In major cities

As such when a significant number of boys (6%) spontaneously mentioned their appreciation of the food – in and out of the classroom, this suggested that at least some of these boys recently experienced actual hunger pains and/or a lack of food at home. Due to this finding we later specifically asked Tulane students to respond to the statement “If not for the food at the YIP camp I would have gone hungry this summer”. Surprisingly, one-third of these boys indicated that they would have “sometimes” (8%) or “a lot” of the time (25%) gone hungry.



It is likely that this underestimates this problem which is socially stigmatizing. Simple math tells us that we would expect nearly half of these students’ families to have limited access to adequate nutritious foods over the summer when school breakfast and lunch programs are not in place. This lack of adequate and nutritious food would have made these boys more likely to suffer from:

- Weaker immune systems
- More stomachaches
- Headaches
- Colds
- Ear infections
- Fatigue
- More hospitalizations
- Behavioral difficulties
- Impaired performance in school – academically, athletically and socially
- A host of other lifelong consequences

Student Comments about their Experiences

In addition to the quantitative data reported here a great deal of qualitative data was collected and analyzed. Many of the comments from students are spread throughout this report; in addition a few selected comments from students are listed below.

- The most memorable part of camp was when we played our first game in pads, even though we lost we played with heart.
- To be a good football player it takes more than just being good at the sport it also takes good grades.
- I learned to always stay focused and never give up on my dreams



Summary of Press Coverage

Media coverage of the 2008 YIP program was extensive. News releases generated were carried by more media outlets throughout the nation. Media in Los Angeles and New Orleans visited the campuses and local stories were in-depth and carried to populations of more than 10 million potential viewers and readers.

Web sites throughout the United States carried the news releases generated by USC, Tulane and Riki Ellison. One news release was sent to the PR Newswire University Wire to more than 600 university outlets. Wire service web sites also carried the YIP news releases that explained the two programs at USC and Tulane. The web site www.youthimpactprogram.org was developed and used by many readers and working journalists. It is a web site that tells the YIP story, and is a resource depository for the working media.

The NFL, USC and Tulane all had successful media outreach efforts during the camps. A conservative estimate is that exposure to the YIP program was national and more than 200 media outlets, including web based, newspapers, television and radio carried information about the 2008 YIP program. In summary, media interest in the YIP program was high; press coverage was generated by news releases distributed to more than 4,500 media outlets by PR Newswire, and the press coverage was positive.

Congressional Recognition

We are also particularly proud to announce that YIP was recognized by a House of Representatives Resolution (H.RES.1413) "**Acknowledging the Accomplishments and Goals of the Youth Impact Program**" sponsored by Congresswoman Diane Watson and co-sponsored by over 30 additional Democratic and Republican legislators, this resolution recognized YIP as a model program, which is provided in a separate package.

Future of the YIP Program

Lessons Learned / Program Improvement

As is always the case, more is learned each year the program takes place. Several improvements to the program were identified from the program this year that will be implemented next year. These include:

- Beginning classes at 8:30 a.m. (as opposed to 9:30 a.m.). The extra time will be allotted for more classroom activities and thus result in the program having a more direct academic impact on participants. Teachers and mentors will have more one-on-one time with each participant to effect the highest degree of change.
- Recruiting staff and youth participants only from key partnering schools. This will help us readily assess participants' progress following camp and allow continued mentoring throughout the school year – as the teachers work in the participants' respective school sites.
- Having administrative personnel on staff throughout the year, both locally and at the national office. A program of this depth and breadth requires consistent administrative support throughout the year. Year-round staff is essential for tracking camp participants throughout the school year, providing enrichment activities for participants, and conducting monthly workshops and/or mentoring meetings at the respective school sites.
- Implementation of the year-round program as described above.
- Explore the opportunity to partner with existing summer nutrition programs as a way to receive some reimbursement for the meals provided to youth, thereby expanding the funds available for use elsewhere in the program.

*"I like the literature circles the best about the class[es] here. In the reading I like how the story sucks you in, and I like everything about the math. There was nothing I disliked about the camp".
Brandon 7th grader*

Program Expansion

One of the primary goals for the next year of YIP is to reach more students. This year, the YIP was extended to Tulane University in New Orleans. The camp enrolled 72 students and maintained the program quality and educational effectiveness modeled by the USC program. Next year, YIP intends to extend the program to two additional sites. At this time the most likely choices for this expansion appear to be 1) Houston, Texas, 2) Boston, Massachusetts, and 3) Atlanta, Georgia.

The Houston, Texas area is currently recovering from Hurricane Ike. This recovery will take some time, and is often the case those with the least often suffer the most. Minority boys who are already at high risk for long term problems now have yet another stressor /factor that is working against them. As such it seems imperative to provide this program in a place where it may be most needed. A program in Houston would be a partnership between YIP, Rice University, and the Houston Texans.

The Youth Impact Program would benefit numerous youth in Boston, Massachusetts and the surrounding suburbs. Partnering with Boston College and the New England Patriots will provide an engaging and stimulating setting for this next expansion project.

A program in Atlanta would be partnership between YIP, Georgia Tech, and the Atlanta Falcons. We have received considerable support for the idea of expanding the program into the Atlanta, including support from Mr. Arthur M. Blank the owner of the Atlanta Falcons.

We continue to receive great interest in the program and have more sites who would like to implement the program than the resources to do so. For example, Administrators from the University of Hawaii had an opportunity to come to USC to see the daily operations of the camp this year. They left with excitement about the program and their ability serve and uplift young men. We are working hard to be strategic and plan our expansion at an appropriate rate to allow the healthy development and growth of the organization.

National Program Office Staffing and Development

As the YIP program grows and expands to other sites it becomes more necessary than ever to have a national program office that can: provide technical assistance and support to other programs; help new programs get started; train staff; coordinate evaluation efforts; and raise funds to the support the programs over time. As such we are proposing the development of a National Program Office at USC where the program was created, piloted, and refined. This is the location where staff who have the experience to lead an expansion reside, and the most logical location for a National Program Office.

Staffing required for a National Program Office would include:

- A Part-time National Program Manager- This position would work closely with the program founder (Riki Ellison) in running the program on a daily basis. This person would help determine which cities and Universities to consider for expansion, coordinate and lead training activities at program sites, and create program materials including at YIP Program Handbook.
- A Part-time Year Round Program Coordinator – This position would work with USC/ TRIO programs to pilot the first year of the YIP Year Round Program, and would manage the evaluation of the program. They would work closely with the National

Program Manager to refine the year round program component and determine its feasibility and how it would be implemented at new locations.

- A YIP Training / Consultation Team – Several experienced YIP staff persons would be paid as consultants to travel to new YIP sites, provide training to new teachers, staff, and coaches.