



Youth Impact Program Annual Report 2014



A Letter from Our Founder

Dear Youth Impact Program Supporter,

Youth Impact Program is excited to announce that we had an incredibly successful year with our programs at Stanford and Northwestern University. These two programs achieved our best results to date due to our mentoring program led by student athletes, United States Marines and the relationships they formed with the at-risk students who attend YIP. We had an astonishing jump in academic scores in verbal, language, and math competencies because the participants are learning from their mentors, now successful student athletes and servicemen who came from the same neighborhoods and faced the same obstacles. We feel very strongly that our programs, which we have built together, is leading our nation's efforts in creating lasting solutions to the social issues our communities are facing including murder, domestic violence, and sexual assault.

YIP has a proven leadership development program where we teach social responsibility not only in our students, but also in the student athletes and mentors who work for the program. We are moving ahead of the NFL and facing the challenge of strengthening our communities by creating respectful and responsible leaders out of at-risk youth. We have created a safe, disciplined, and stimulating teaching environment where our young at-risk students thrive, excel and learn. Our results prove that.

For the fourth consecutive year, our Stanford program was supported by the San Francisco 49ers and we were able to serve 93 at-risk youth, bringing the total number of students served at Stanford University to 326. Many of the students came from East Palo Alto, a high-crime, high-need area with one of the highest high school dropout rates in the nation where 18% of residents live below the poverty level. YIP Board Member Bill Milligan championed the Stanford YIP Program.

We are extremely proud to have you on our team! This team has made a difference in the lives of thousands of young boys and has the support of community members across the nation, including former and current NFL players. Your teammates include the following current NFL football players: Matt Cassel (Minnesota Vikings); Rhett Ellison (Minnesota Vikings); Cameron Fleming (New England Patriots); Chandler Jones (New England Patriots); Andrew Luck (Indianapolis Colts); Josh Mauro (Arizona Cardinals); Dezman Moses (Kansas City Chiefs); Justin Pugh (New York Giants); Thomas Shamarko (Pittsburgh Steelers); and David Yankey (Minnesota Vikings).

The Youth Impact Program Annual Report contains a detailed overview of the programs we offered at Stanford and Northwestern University in 2014. From all of us at YIP, thank you for your generosity, your belief and for supporting our mission to empower at-risk youth to achieve life-long success and make a difference in their communities.

Sincerely,
Riki Ellison



Table of Contents

A Letter from Our Founder	1
Executive Summary	3
History of the Youth Impact Program	5
The YIP Boys	6
YIP Program Activities	7
Staffing & Staff Training	7
YIP Math Program	8
Language Arts Program	9
Leadership and Character Development	10
Football Training and Development	11
Stanford University	13
Northwestern University	15
YIP Outcomes	17
Mathematics Program	17
Language Arts Program	18
Life Skills and Other Outcomes	20
Football Skills and Physical Fitness	21
Press Coverage and Social Media	23
Financial Report	25
Governance	26

The NFL Youth Football Fund Mission

To use football as a catalyst to promote positive youth development, support youth and high school football nationwide, and ensure the health of football in future generations.

Executive Summary

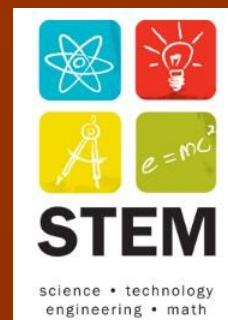
The Youth Impact Program empowers at-risk youth to achieve personal, lifelong success through innovative STEM learning programs that combine classroom education and a passion for football. **The YIP Program operates with support from the National Football League (NFL), USA Football and its Heads Up initiative and is currently operated in partnership with Stanford University and Northwestern University. Students participate in hands-on STEM activities alongside engineers from the Lockheed Martin Company, and each camp has U.S. Marines, providing leadership development mentoring.** Over the past five years the Youth Impact Program (YIP) has proven itself as a model program that builds resiliency and promotes positive life outcomes. This year (2014) the YIP program served 160 young men between the ages of 10 and 14.

The YIP curriculum is STEM-based (Science, Technology, Engineering, and Mathematics) and was designed by college professors at the University of Southern California to use football terminology to make math, reading, and life skills studies more applicable to YIP's middle school male students. Because of their participation in YIP, student academic performance significantly increases during the program. **When comparing pre-program testing with post program testing this year's results indicated a 17% increase in math scores, 40% increase in vocabulary scores, and 20% increase in writing scores.**

The YIP program is free for students and provides up to 60 hours of classroom education and 20 hours of football and fitness training and mentoring. YIP also provides clothing, two meals per day, transportation, field trips, and is held on-site at the participating university. The students' football training is taught by leading NCAA and NFL coaches who focus on football safety.

Together the football training, academic support and mentoring help the boys to build resiliency, develop character, enhance academic abilities, and foster positive social interaction.

These programs are full of once-in-a-lifetime opportunities and experiences for these young men, which help broaden their horizons. Once again in 2014, almost all participants ended the program convinced that they can do better in life than before they entered the program.



"My life is different because I know I learned a lot more in class and on the field."

- Jalen, 11 year old 2013 YIP Participant





History of YIP

History of the Youth Impact Program

Former NFL Player and three-time Super Bowl Champion, Riki Ellison founded the Youth Impact Program (YIP) in 2005. He is the father of current NFL player, Rhett Ellison, who plays for the Minnesota Vikings. Riki was inspired to provide inner-city youth with a positive, life-changing program that incorporated football. YIP was developed and implemented to target high-risk, middle school students who are resistant to or uncomfortable in classic learning environments. It was designed to help with issues that these students face on a daily basis, in their school, and in their neighborhoods, through leadership development, academic support, guidance counseling, social interaction activities, and nutrition. YIP makes a lasting impact on their lives through our well-structured curriculum and training regimen, and because of the trusting, long-term relationships that are established between the NCAA College Athletes, U.S. Marines, and current NFL players who serve as mentors in the program.

The YIP Boys

The YIP was developed and implemented to target middle school male students who are resistant to or uncomfortable in classic learning environments. It was designed to help with issues that the students face in inner city public schools through academic support, guidance counseling, character development, social interaction activities, and nutrition. In the summer of 2014, the Stanford and Northwestern YIP programs served approximately 160 young men between the ages of 10 and 14.

Students who participated in YIP attended one of the partnering middle schools and had to be transitioning into the 6th, 7th, or 8th grade (due to NCAA rules, 8th graders proceeding to the 9th grade cannot participate). The vast majority of boys identified themselves as members of ethnic or racial minorities or as having mixed racial background.

The program's partnering schools are in high-need and high-risk areas. In addition, each of the boys had to be recommended for the program by a school counselor, a teacher, and either meet the federal low-income guidelines or have parents who did not graduate from a four-year college. Finally, boys selected had to make a commitment to attend for the duration of the program and to participate in follow-up activities.



YIP Program Activities

The YIP curriculum is STEM-based (Science, Technology, Engineering, and Mathematics) and was designed by college professors at the University of Southern California to use football terminology to make math, reading, and life skills learning more applicable to these middle school male students. All programs had a strong emphasis on exposing the youth to the fields of science, technology, engineering, and mathematics. A group of engineers from Lockheed Martin visited the Stanford Program and taught the boys about solar power, science, and the fundamentals of engineering.

Staffing & Staff Training

The funds granted to programs were used to secure highly skilled staff members that are critical to the program's success. With the NFL/YIP funding, sites were 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.

Having staff members who are skilled as teachers, coaches, and mentors is extremely important. Fortunately, Stanford YIP was able to retain many of its staff from prior years, bringing their experience to the program. A strong mix of football student-athletes, local public school teachers, athletics staff members, and interns staffed the program.

The program did not simply rely on the existing skills of the experienced staff, but required all YIP teachers and mentors to attend pre-program training. These sessions focused on understanding proper implementation of the YIP curricula, as well as mastering the on-field learning aspects of the program. As noted above, all staff members were high school coaches, college coaches, collegiate players, or certificated teachers. The staff also received practical training. Coaches were instructed on how to properly teach all game fundamentals including teaching the players how to tackle without causing concussions to teammates, and also received instruction on creatively and effectively applying life skills messages and discipline.



YIP Math Program

The Youth Impact Math Program emphasizes the application of mathematics to real-world situations. Number skills and mathematical concepts are not presented in isolation, but are linked to sports, situations, and contexts that are relevant to the participants' everyday lives. Each lesson includes time for whole-group instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on exploration and ongoing practice. Students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give the students the chance to clarify their thinking and gain insights from others.



The math curriculum consists of 13 daily lessons and five math labs. A pre-test is administered at the beginning of the program and a post-test at its conclusion. The 13 daily lessons cover the following areas: integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. The math labs consist of extension activities that strengthen these skills and utilize the concepts inside and outside the classroom. The calendar of lessons and activities is tailored to each program's duration.

The delivery of the math curriculum was broken down into the following football-inspired formats:

- Locker Room (Instruction), 15-20 Minutes. The coach introduced concepts, stated objectives, discussed new vocabulary, explained relevancy, probed for prior knowledge, and illustrated the concepts in a step-by-step manner, regularly checking for understanding and providing immediate feedback with the assistance of the mentors.
- Practice Field (Guided Practice), 15-20 Minutes. This segment immediately followed the instruction phase and created an opportunity for students to test their knowledge and discover questions or ideas they might have. Mentors and other staff were available to help assess understanding and determine if additional instruction was necessary.

- Game Day (Extension), 20-25 Minutes. This segment gave the students an opportunity to apply the concepts they had just learned in relation to football and other recreational sports. Students were arranged in groups of five to six, with mentors and staff available to answer questions.
- Team Meeting (Assessment), 3-5 Minutes. This aspect of the model began on the third day of the program and continued each day thereafter. It consisted of addressing a variety of problems and questions to determine if objectives from the previous day had been met.

Language Arts Program

The YIP Language Arts curriculum is very different from that of the traditional middle school classroom. It allows participants to see themselves as lifelong readers who read for pleasure. The most important piece of this curriculum is the introduction of young adult novels that middle school boys find interesting and engaging because the books are directly linked to the sport of football. The YIP Language Arts curriculum is comprised of 15 lessons that carry a coherent theme throughout the daily activities of Literature Circles and Writer's Workshops.

Literature Circles: The YIP curriculum places responsibility for reading in the hands of the students who are grouped in teams to work together in Literature Circles. Responsibilities are rotated daily for each of five Literature Circle roles throughout the reading and discussion of the selected novel. These five traditional roles are named with football-related positions for YIP purposes and vocabulary. This renaming "gives a nod" to the interests of our young men, allowing them to make more meaningful curriculum connections.



- Linebacker = Vocabulary Enricher: Be on the lookout for at least two especially important words in the day's reading.
- Center = Connector: Find connections between the book and the world outside.
- Quarterback = Character Captain: Think about and discuss specific personality traits of the character(s) within the book.

- Running Back = Literary Luminary: Choose at least two sections of the chapter(s) each day to read out loud to the team.
- Tackle = Artful Adventurer: Create and share an artistic representation of something from the reading of the day's chapters.

Writer's Workshop: An important part of the Language Arts Program is the Writer's Workshop which allows the boys an opportunity to write about connections they make to the selected novels from happenings in their own lives. Through Writer's Workshop and the lessons that precede each Writer's Workshop period, the boys improve their writing skills in the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

During each lesson, staff work with the boys to help them focus on the basic writing skills of:

- vocabulary and word meanings
- clear and concise writing (both prose and poetry)
- correct use of grammar
- correct use of punctuation
- correct use of capitalization.



Leadership and Character Development

In addition to focusing on academic success, YIP also seeks to be a catalyst for change in inner city neighborhoods by teaching at-risk youth to be leaders and socially responsible citizens. This is accomplished by developing meaningful relationships with, NCAA College Athletes, former & current NFL Players, and the U.S. Marines. These mentors are the students' pathway to success through education and hard work.

These NCAA Football Players and U.S. Marines come from the same neighborhoods as the children we are serving. The mentors have faced, and overcome, the same obstacles the students are challenged with. The Marines provide the

All teachers and mentors are selected from participating middle schools and the local universities, respectively. This allows them to maintain long-term relationships with the boys after the program, as well as through post-program follow-ups in which the teachers and mentors can evaluate the boys' academic performance throughout the year and offer tutoring/mentoring services to foster success in all aspects of the students' lives. The low teacher-to-student ratio helps the boys get positive one-on-one time with the teachers and

mentors. The teachers and mentors can genuinely get to know the students, which allows them to better identify areas where the students need help.

Evaluation results demonstrate that YIP students learn:

- How to work with others when they have different opinions or views
- Increased empathy towards others
- To have self-esteem and stand up for themselves without resorting to violence

These mentors, teachers, various community leaders, and distinguished guests discuss character and ethics with the students. Many of the conversations are centered on good sportsmanship, academic excellence, anger management, and conflict resolution. Character development is reinforced throughout the program: the students are being placed in an environment that expects them to abide by a code of conduct. Discipline is always a positive aspect of the YIP experience, as behavior is compared to what is expected of collegiate-level student athletes. The students respect this and respond well to the structure.

Meals, Nutrition, and Health: The daily cafeteria-style, all-you-can-eat meals provided on campus are a significant motivator for participants and allow YIP to directly address problems with malnutrition, inconsistent meals, and discipline. Throughout the program, the students are educated by staff professionals on how to live a healthy lifestyle and make good food choices. Coaches and mentors eat with the participants to model and encourage healthy eating habits.

Football Training and Development

YIP's program design allows participants to benefit from access to University athletic departments, student athletes, alumni, and facilities. The football training program component is comprised of team meetings, fundamental skills development, training by position, physical conditioning, and live game play. All coaches and mentors incorporate life skills training and discipline into each session in the classroom, on the field, and during all other activities. Discipline and character development are important elements in teaching the young men personal responsibility for their actions in the classroom and on the field.



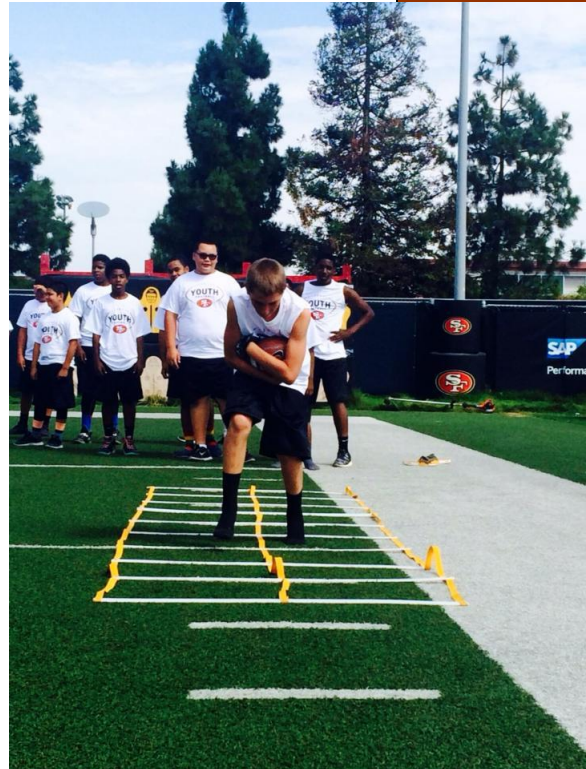
Team Meetings: At daily team meetings, coaches and mentors teach the fundamentals of football and review their game plan with their team. They diagram and review their football plays with the team and explain the role and expectations of each player's position. If applicable, the coaches and mentors will watch an instructional football film with their team.

On-Field Training and Fundamental Skills

Development: All basic football fundamentals, such as tackling and blocking, are taught and reviewed at every practice. This structured and controlled environment enables the players to learn at their individual comfort levels. The program provides the participants with step-by-step instruction for every team position.

All practices are broken down into instructional segments that last 15 to 30 minutes. Each position is taught at an upbeat tempo that holds the players' interest throughout the entire practice. Every practice ends with a review of skills, and scrimmage where participants get to play full contact football..

Position Meetings: In addition to mixed peer groups, coaches and mentors each work with a group, training for a specific position (QB, RB, WR/TE, OL, DL, LB, CB/S) as a way to focus more intensely on the specific skills needed for that position.





Stanford University



The Stanford YIP is supported by the NFL, USA Football and its Heads Up initiative. The program hired current Stanford football players and staff members, along with local public school teachers. Dr. John York, Co-Chairman of the 49ers, Dr. Condoleezza Rice, former U.S. Secretary of State and Stanford Professor, and the United States Marines were also participants in this year's program.

YIP served 93 at-risk youth in its fourth year at Stanford University. The students who participated were chosen from local middle schools in underprivileged communities including East Palo Alto and East San Jose. The middle schools chosen, with help from the San Francisco 49ers, the FLY Program (Fresh Lifelines for Youth), and the district offices of Senator Dianne Feinstein, included the 49ers Academy, Willow Oaks, Luther Burbank, and Clyde L. Fischer.



Our Founder, Riki Ellison, played for the San Francisco 49ers in the 1980's, winning three Super Bowls Championships with their iconic teams, so the Stanford program has the benefit of an especially strong partnership with its NFL partner. The Stanford YIP has the support of the San Francisco 49ers Academy, which includes Stanford Athletic Director Bob Bowsby, Stanford Head Coach David Shaw, San Francisco 49ers Head Coach Jim Harbaugh, and other representatives from the 49ers.



Stanford YIP Events

Stanford YIP participants enjoyed a number of unique and special events including:

- A field trip to the San Francisco 49ers facility
- Guest speaker Dr. John York, former co-owner and current Co-Chairman of the San Francisco 49ers
- Guest speaker Dr. Condoleezza Rice, former U.S. Secretary of State
- STEM presentation by scientists from Lockheed Martin on science, solar energy, and electronics
- Guest speaker Riki Ellison, founder of YIP and former NFL player
- Two NFL players at guest speakers, Cleveland Browns player Johnson Bademosi and Tampa Bay Buccaneer player Chris Owusu



Northwestern University

2014 was Northwestern University's first year hosting YIP for at-risk boys from Evanston and local metropolitan areas with the goal to help reduce youth violence, develop life skills, and provide access to one of the nation's premier universities. Boys in the sixth, seventh and eighth grades from Evanston, North Lawndale, and Chicago were able to take part in a two-week student-athlete program that replicates the complete academic and athletic day-to-day experience of a Northwestern University student-athlete.

Twenty-three student-athletes from the current Northwestern football team served as coaches and mentors for the participants. The program combined the YIP curriculum and elements of a leadership curriculum extracted from one used by the U.S. Marine Corps stationed in the Chicago region. The football plan was developed by the Northwestern football coaching staff, and through it all, the students were taught to lead and follow principles that are effective on the field, in the classroom, and in life.

The Northwestern YIP was supported by Benefitdecisions, American Children's Fund, the Chicago Bear's Bear Care foundation, World Sport Chicago, and individual private donations.

Northwestern University was founded in 1850. Since that time, Northwestern has grown into a premier research institution with three campuses and a dozen schools. How does Northwestern contribute to the global society and local communities? Its international programs and community service opportunities benefit students, faculty and staff, and make an impact on the world.



NORTHWESTERN
UNIVERSITY

Northwestern University Program Events

The Northwestern YIP operated a two-week program from July 7 to July 18, 2014. 70 local at-risk youths participated in morning STEM and language classes on the Northwestern University campus that were taught by local public school teachers from both North Lawndale and Evanston with assistance from the NW Wildcats. Student athletes and the United States Marines provided leadership and mentoring.

In the afternoons, the YIP participants learned essential life skills on non-violent conflict resolution, bullying, self-confidence and courage in decision-making. The students also received coaching in USA Football certified contact football by their Northwestern football player mentors and teachers. Highlights included:

- A tour of the Northwestern University campus
- A field trip to the Chicago Bears headquarters at Halas Hall
- A tour of the Chicago Bear practice facility
- Guest speaker Northwestern head football coach Pat Fitzgerald
- Guest speaker Northwestern assistant basketball coach Armon Gates
- Guest speakers from the Evanston Police force

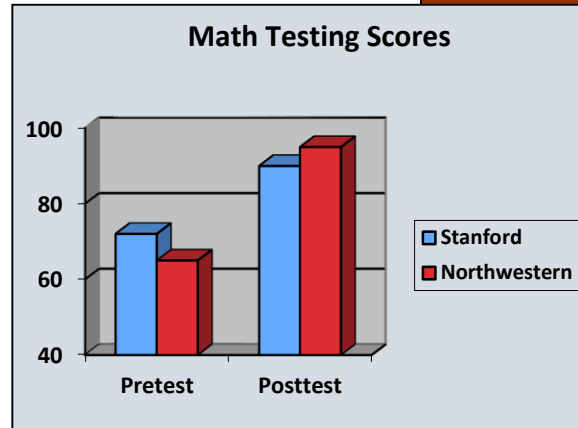
NU Football Team Values

- WI.N – What's Important Now
- Attitude
- Investment
- Trust
- Family
- Honesty
- Character
- Effort
- Respond
- Respect

YIP Outcomes

Mathematics Program

Students were given a pre-test at the beginning of program and a post-test at the conclusion of the program in order for YIP to evaluate the mathematics program. The pre-test and post-test covered such topics as operations with integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. An overall score for each student was developed that demonstrated his level of knowledge. The topics in the curriculum and on the test are actually below middle school grade-level standards and should have been mastered during the 5th and 6th grades. As such, the evaluation tools were appropriate for all age levels, and the results reflect the reality of the educational achievement of this highly at-risk group of boys.



Statistical analysis of the results from Stanford (Northwestern University raw scores were not available for analysis) indicate a 17% improvement in results, which is statically significant. This demonstrates that the changes in the students' learning were real, important, and not due to chance.

Mathematics Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreMath - PostMath	-17.179	19.209	2.096	-21.347	-13.010	-8.197	83	.000

YIP students not only measurably improved their pre- and post-test math skills, they also reinforced math abilities they likely would have lost during the summer months if they had not attended the program. Research has shown that all students lose on average of approximately 2.6 months of grade level equivalency in mathematical computation ability over the summer months when they are outside the classroom and typically do not practice their math skills. Because YIP students learned and reinforced math skills during the summer program, they may have gained even more than their test results indicate. In fact, YIP participants' scores are possibly 30% higher than the scores of their peers who did not have the benefit of math reinforcement over the summer.

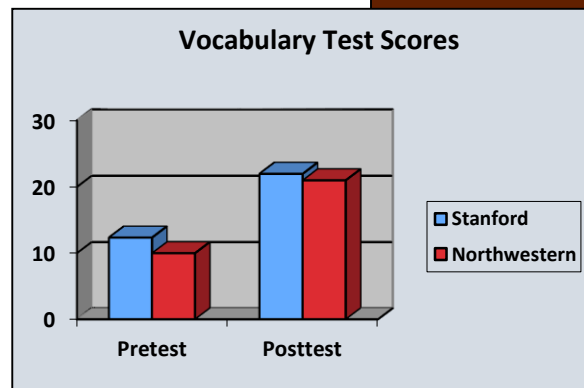


Language Arts Program

The impact of the Language Arts Program was assessed by examining vocabulary development.

Vocabulary Development: To assess vocabulary development, students were given a multiple choice test using words appearing in selected YIP texts (Crash and Maniac McGee). Both young adult novels were written by author Jerry Spinelli. Improvements in these indicators not only showed vocabulary development but also indicated the students' increased interest in reading and the attention they paid to the readings.

Scores could fall between 0 and 24 for each student. On average, the boys had a (mean) pre-test score of 12.36 correct answers at Stanford and 10 correct answers at Northwestern. After YIP, Stanford had an average post-test score of 22 correct answers and 21 correct answers at Northwestern. This represents a dramatic doubling of test scores, an improvement that is statistically significant and demonstrates meaningful change (see statistical analysis results below).



Stanford Vocabulary Paired Samples Test

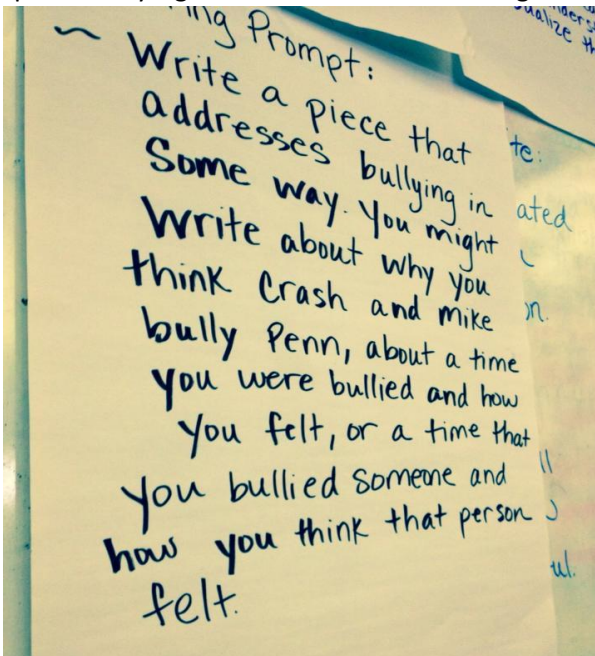
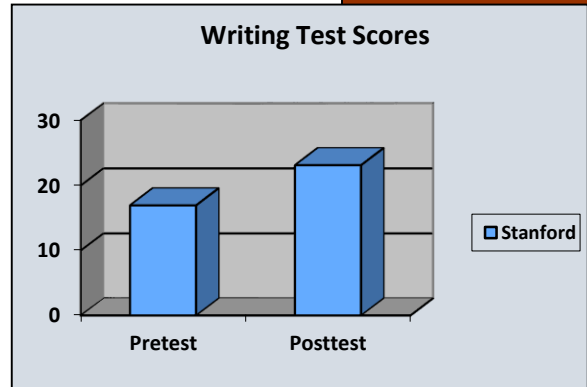
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreVoc - PostVoc	-9.536	4.233	.462	-10.454	-8.617	-20.649	83	.000

Writing Development: In addition to increasing literacy, YIP also sought to develop the writing abilities of the youth. For writing skills, students were evaluated on each of the Six Traits of Writing — Content, Organization, Voice, Word Choice, Fluency, and Conventions — that were taught through Writers’ Workshop mini-lessons. In the pre and post-test assessments that were conducted, scores could range from 0 to 30. On average, the students at Stanford had an average pre-test score of 17 correct answers and a post-test rating of 23.1 correct answers. This represents a 26.4% improvement in writing ability, an improvement that is statistically significant and demonstrates meaningful change (see statistical analysis results below).

Writing Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreWri - PostWri	-6.155	4.244	.463	-7.076	-5.234	-13.291	83	.000

As is the case with math skills, students typically lose reading skills over the summer months. The extent of reading loss that students may experience has been shown to be strongly influenced by family income. Students with middle-income or high-income families may actually make slight gains in reading performance over the summer months. However, students in low-income families or who are otherwise at-risk experience significant losses in reading comprehension and word recognition, nearly three months of grade-level reading equivalency on average each year, during the summer months. This makes the gains made by YIP students in language arts, both vocabulary and writing, particularly significant. When their reading level is compared to the reading



levels of peers who did not participate in reading or other educational programs during the summer, the boys who participated in YIP summer program are educationally four or five months ahead of where they would have been without YIP.

Leadership and Life Skills

The impact of YIP life skills coaching on topics such as coping, developing friendships, and improvements in self efficacy, have been consistently documented for more than 5 years. The reliability of these findings, backed by scientific examination and statistical analysis of our participants over years of programming, clearly indicates these findings are real and that YIP should be considered a promising approach worthy of replication. The following findings are consistent across programs and time.

Friendship and Support: One of the intentional focuses of YIP is to connect children without strong adult role models to young collegiate athletes they can bond with and aspire to be like. To this end, YIP participants are asked a number of questions about the support, friendship, and role models they had in their lives before and after YIP. Participation in YIP always has an immediate effect on increasing the number of friends each boy has, each adding about 4-5 new friends.

In addition to new peer friendships, boys also developed new caring relationships with adults.. Consistently, boys more than double the number of caring adults in their lives. This change can be directly attributed to the new relationships the boys develop with YIP staff during the program. This highlights the importance of the mentoring/role model relationships with the student athletes who make up the majority of the YIP staff. Boys look up to these college athletes and try to emulate their success.



The Impact of Regular High-Quality Meals: We regularly assessed issues related to hunger and food insecurity for youth attending the program. Our findings always mirror what is known from population statistics for this demographic -- that having regular meals can be a real problem for many of the boys in our program. During the summer when they do not have access to school food programs, these students' families have limited access to nutritious, adequate food. Our findings clearly indicate that the daily, free, nutritional meals provided at YIP are a significant and direct benefit to many of these boys and their families. Without these meals, the participants would have been more likely to suffer from a variety of health, behavioral, and developmental problems.



Belief in a Good Future: Perhaps one of the most important achievements of YIP is to instill “resiliency” in these youth by showing them a different future where they can achieve and giving them the internal resources and drive to overcome obstacles in creating that future. Consistently, strong overall positive pre-test to post-test changes are found across all indicators of self-confidence, self-esteem, and belief in a better future. For example, after the YIP experience youth agree significantly more with the following statements:

- I am willing to work hard to get better grades.
- I know that I will finish high school.
- I expect to go to college one day.
- I am able to finish what I start.
- I have a lot of confidence in my own abilities.
- I know that I will have a good future.

Overall Assessment of the YIP Program by the Participants: There is no better indicator of YIP’s success than feedback from the students themselves. Each year up to 95.7% of participants indicate that they enjoyed YIP. Perhaps more importantly, the vast majority (upwards of 90%) agreed that the YIP experience gave them a more positive outlook of their future. This is a powerful and succinct way of demonstrating the impact of YIP; it helps at-risk youth expect more out of themselves and their lives.

Football Skills and Physical Fitness

The football training provided to students in YIP is founded on the basic elements necessary to succeed as a high school or collegiate football player. We have repeatedly demonstrated in prior years the significant improvements in boys’ football-related skills and knowledge, as well as in their overall physical fitness, as a result of the football training they gain at the program. The clearest evidence is the level of football-related competency exhibited by the students at the end of the program. Many of the students had difficulties putting on gear and completing basic skills prior to YIP. As we have reported in the past, the high quality of football training in YIP can be seen in the fact that not only are several of our alumni excelling at the high school level and being identified by college recruiters, some are playing collegiate football, and one player who attended a YIP is playing in the NFL.

“This camp means getting better at football.”

- Benjamin, 11
year-old 2013
YIP Participant

It is hard to overstate the impact YIP has on high school football programs in these communities, where lack of traditional football programs for this age group has severely impacted the quality of athletes available for their high school programs. YIP is now serving as a feeder program for these schools and ensuring the health of football for future generations.



Enjoyment of Football and Future Football Plans: A majority of the YIP students loved football when they began the program, with about three-fourths saying it was pretty much true or very much true that they loved playing football. The YIP experience only enhanced this appreciation of the sport, and about nine out of ten participants stated they loved football after the YIP experience. This “love of football” translates into concrete plans to play organized football in the following year, with nearly nine out of ten indicating they planned to play organized football during the next school year after the program.

Press Coverage and Social Media

In 2014 the press coverage of YIP continued to be strong. In addition, both programs made use of social media to promote YIP and keep families and the community updated on the progress at each camp.

Northwestern University YIP Twitter Site

https://twitter.com/YIP_NU

YIP Facebook Page

<https://www.facebook.com/pages/The-Youth-Impact-Program/99711384662>

Youth Impact Program (YIP) Lands in North Lawndale, Chicago

<http://www.youthimpactprogram.org/web/module/press/pressid/132/interior.asp>

CHICAGO, IL -- (Marketwired) -- 06/04/14 -- Mark Matuscak Board Member and Riki Ellison, Founder of the Youth Impact Program (YIP) have chosen to partner with Northwestern University to provide a fantastic summer camp that offers STEM classroom education, leadership and life skills training, and football training for at-risk boys at Northwestern University's Evanston campus from July 7th - July 18th (read the rest of the story at the link above).

Social Change Through Stanford Youth Impact Program Begins

<http://www.youthimpactprogram.org/web/module/press/pressid/133/interior.asp>

SAN FRANCISCO, July 1, 2014 -- Over 100 students from middle schools in Redwood City, Menlo Park and East Palo Alto communities arrived on the campus of Stanford University early Monday morning. As they arrived, they were greeted by Stanford University Football players and staff, representatives from the U.S. Marine Corps and teachers from the Ravenswood Unified School District.

The Youth Impact Program (YIP), presented by the San Francisco 49ers and hosted by Stanford University, began its three-week summer program in academics and life skills for at-risk youths in the Bay Area, replicating the Stanford University Student Athlete experience. (read the rest of the story at the link above)



Great Impact

<http://www.youthimpactprogram.org/web/module/press/pressid/135/interior.asp>

STANFORD, Calif. July 8, 2014 (Stanford Athletics) - Over 100 students from middle schools in Redwood City, Menlo Park and East Palo Alto communities arrived on the campus of Stanford University early Monday morning.....

Youth Impact Program Opens at Northwestern

<http://www.youthimpactprogram.org/web/module/press/pressid/136/interior.asp>

EVANSTON, Ill. July 10, 2014 (Northwestern Athletics)-- The Youth Impact Program (YIP) with Northwestern University began its first program this week (July 7) for at-risk boys from Evanston and the metropolitan area to help reduce youth violence and provide life skills, and access to one of the nation's premier universities.

Boys in the sixth, seventh and eighth grades from Evanston, North Lawndale and Chicago have begun a two-week student-athlete experience at Northwestern University. The program replicates the complete academic and athletic day-to-day experience of a Northwestern University student-athlete. (read more of the story at the link above)

You Made a Difference

<http://www.youthimpactprogram.org/web/module/press/pressid/137/interior.asp>

Alexandria, VA. August 7, 2014 --We are gratified and proud to announce to you the measurable academic testing results from our students that participated in our two Youth Impact Programs at Stanford and Northwestern this summer. It further validates that what we are doing is making a difference. Private support to the Youth Impact Program gave us the opportunity to implement this program, provide the teaching, manage the classroom and give trust, respect and critical life skills to all of our participants. (read the rest of the story at the link above)



Financial Report

YIP finances are handled through the CPA firm Ross and Moncure.

Ross and Moncure
726 North Washington Street | Alexandria, VA 22314
Phone (703) 549-5276 | Fax (703) 549-6517

Financial reporting for this NFL-funded project will come under separate cover

Governance

YIP is led by a Board of Directors and an Advisory Board.

Board of Advisors

Mr. Riki Ellison, Chairman and Founder
Mr. Bill Milligan
Mr. Don Simpson Jr.
Mr. Mark Matuscak
Senator Julie Rosen

YIP Advisory Board

YIP Advisory board is comprised of members who are collaborators and catalysts for action representing their specific knowledge area. They serve as advocates for the mission of YIP.

Richard Formica- Lieutenant General (R), US Army
Robert Joyce- Financial Advisor
Robert Lennox- Lieutenant General (R), US Army

