



National Football League Youth Football Program Final Report 2011



A Letter From Our Founder

Dear YIP Supporter,

We are pleased to bring to you a comprehensive overview of the 2011 Youth Impact Program. We are proud to inform you that we debuted two new camps this summer at Stanford University and the University of Hosuton, in addition to the returning camps, held at Syracuse University for the second time and at Tulane University for the fourth time. The following report has been written to provide a detailed account of the real impact our four camps had on the lives of hundreds of under-served young men through their participation in our program.

The 2011 YIP raised over \$300,000 in support from individual donors, corporate sponsors, grants, and in-kind donations. In addition to the four universities who hosted the camps, key partners for this year's programs included the NFL Youth Football Fund, SMART Techonologies, Halliburton, StubHub, the San Francisco 49ers, the Houston Texans, and Champion C9.

This year, YIP overcame the hurdles inevitably associated with starting new programs in Stanford and Houston thanks to strong partnerships that transcended football. Also, the established programs at Tulane and Syracuse continued 2010's successes due to the many returning staff members. This summer's camps succeeded in providing an authentic NCAA student-athlete campus experience, complete with food and clothing, to roughly 350 underprivileged young men. In addition to providing role models and mentors for these young men, we have given them hope and a stronger sense of self that they will carry with them through their middle and high school years.

I look forward to discussing the past, current, and future achievements of the Youth Impact Program with all of you in more detail as we speak in person. For now, though, I wanted to thank you for all of your personal efforts and support in helping the 2011 YIP meet its goals. We resolve to grow this program until we have put in place strong mentors for the at-risk youth of every major urban area in America.

Sincerely,



Riki Ellison

Executive Summary

The Youth Impact Program is an innovative program that acts as a catalyst to promote positive development in low-income, urban-based, at-risk middle school males. Based in the community, YIP builds resiliency by providing minority at-risk boys with a free summer football training camp program that promotes character development, enhances academic skills, and provides social interaction activities. This year the YIP program served 364 young men between the ages of 10 and 14. The vast majority of boys (99%) were members of ethnic or racial minorities. The YIP Program operates with support from the National Football League (NFL) and is currently run in partnership with four key university partners: Stanford University, University of Houston, Syracuse University, and Tulane University.

Overall, the boys showed great growth during the program; moreover, these gains were statistically documented and verified in ongoing YIP evaluation efforts. Highlights of this year's impacts include:

- Statistically significant improvements in mathematics test scores.
- Statistically significant and meaningful gains in mastery of vocabulary.
- Academically, overall this group of boys is now three to five months ahead of peers who did not participate in a reading or other educational program.
- A significant number of "veteran" boys who have attended the camp more than once demonstrated that the YIP program impacts last more than a year.
- The boys showed significant gains in the number of peers, friends and adults from whom they can obtain support.
- The boys showed significant and dramatic gains in teamwork and the ability to work collaboratively with others.
- Most importantly, 93% of the boys indicated that YIP has made them realize their lives can be better than they expected.

YIP has clearly made a significant impact on the lives of boys who need a chance at a better life. We are also extremely pleased by this year's media coverage as well as continued strong Congressional support for the program.



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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.

Introduction

Overview of the Youth Impact Program (YIP)

The Youth Impact Program is an innovative program that acts as a catalyst to promote positive youth development in low-income, urban-based, at-risk middle school males. Over ninety percent of YIP's program participants meet the national guidelines for low income. Based in the community, YIP builds resiliency by providing minority at-risk boys with a free football summer training camp program that promotes character development, enhancement of academic skills, and social interaction. Adult role models provide camaraderie, guidance, and discipline while introducing 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.

YIP is an innovative and collaborative effort that brings together universities, community leaders, parents, local agencies, and national organizations like the National Football League to make substantial and measurable differences in the lives of youths in inner cities. Major goals of this program are to decrease middle school and high school dropout rates, prevent gang involvement, develop skilled football players for high school programs, and promote a lifelong love of football.



YIP program staff members, including partnering university 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, providing program participants with the tools to develop a positive outlook on life, a set of strong 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.

"This camp meant to me that I have to work and play hard to accomplish my goals and it's not all fun and games. It takes a lot of work to accomplish my dreams. My life is different because I know I have to do well in class to accomplish my dreams."

*– Jose Polanco
2011 YIP
participant*

Risk Factors of YIP Youth

We have known for several years about the importance of the formative period of adolescence that the boys in this program are in. It is a time when adolescents are profoundly shaped by the presence or absence of several different factors, including family resources, community services, and educational and employment opportunities. This is particularly true 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 more sexually promiscuous, and are more likely to attempt suicide.

The YIP program attempts to target participants who are in the highest risk groups possible. This year the YIP program evaluation undertook an extensive assessment of the risk factors that the YIP boys have in their lives and how this compares to the larger population. In order to compare these youth to a larger population and to pilot-test new evaluation tools, a sample of the YIP youth were asked questions that correspond to the California Healthy Kids Survey. The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation and allows YIP boys to be compared to more than 300,000 middle school youth in California. Significant group differences were found between boys participating in the YIP camp and average California 7th graders. These findings support the contention that the YIP program serves a high-risk population.

When internal resiliency assets were examined, the boys starting the YIP camp indicated that the following coping strategies were “not true” about them or only “a little bit true” about them at rates significantly higher than average youth their age. The California average for youth reporting “not true” or only “a little bit true” was 22.6% for all resiliency items.

- 47.5% of YIP youth did not try to work out problems by talking about them.
- 30 % of YIP youth were not able to work with someone who has different opinions than theirs.
- 42.5% of YIP youth did not feel bad when someone gets their feelings hurt.
- 45% of YIP youth did not try to understand what other people go through.
- 40% of YIP youth did not stand up for themselves without putting others down.
- 52.5% of YIP youth did not try to understand how other people feel and think.

[YIP] “kept me from getting into trouble and it kept me in shape”

*-Earnest Anderson
2011 YIP
participant*

“This camp [changed my life] so I wouldn’t be like none of those fools in the street. I will never forget the camp nor everyone in it”

*-Melvin Jarmon
2011 YIP
participant*

When relationships with peers were examined at the start of the YIP camp, youth were found to have less healthy and positive relationships with their peers and more high-risk peer relationships than average youths their age. The California total average for youth reporting negatively on peer relationship statements was 25%. For YIP youth, the following rates of negative responses were reported.

- 25% reported that they did not have a friend about their own age who really cared about them.
- 47.5% reported they did not have a friend with whom they can talk about their problems.
- 32.5% reported that they did not have a friend to help them when they were having a hard time.
- 45% had friends who got into a lot of trouble.
- 37.5% did not have friends who tried to do what was right.
- 26.5% had friends who did not do well in school.

When the YIP youths' own risk behaviors were examined, they were also significantly higher than California and national averages. YIP youth reported the following at baseline data collection:

- 20% thought that fighting was okay.
- 41.5% had been in a fight at school in the prior year.
- 54.6% were familiar with gangs in their community
- 8% admitted to being in a gang currently.
- 11% admitted to having had a drink of alcohol in the last month.
- 51.5% had seen drugs in their communities.
- 55.5% reported it was not okay to talk to their parents about drugs.
- 42.7% admitted to having stolen something in the past.



[YIP "helped me to know who my friends really are"

*– Dominic Garcia
2011 YIP
participant*

The Youth Impact Program Model

At its core, YIP works by developing resiliency in boys and giving them the opportunity to experience success. 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. Research has demonstrated that a capacity for resilience is an important reason why some adolescents successfully navigate risky social settings while others who are similarly situated adopt dangerous lifestyles characterized by drug use, unprotected sexual behavior, dropping out of school, delinquency, gang membership, and violence.

The key finding in resilience research and in the YIP program is the power of caring individuals to tip the scales from risk-taking to resilience. Mentors and teachers can provide and model protective behaviors to buffer risk and enable positive development. These include meeting their basic needs for safety, love, belonging, respect, power, accomplishment, learning, and, ultimately, meaning. Further, research has documented specific factors that facilitate resilience include caring relationships, positive and high expectations, and opportunities to participate and contribute. All of these are key aspects of the YIP experience.

In addition to building resiliency, YIP enhances the critical academic skills of literacy and math via a summer education experience that helps the youth increase their level of functioning while most other children are losing academic skills over the summer period. This summer education program has been proven to increase skills and develop positive attitudes towards these fundamental educational components and helps the youth experience academic success in the following school year.



Finally, YIP has been proven to help fill the gap in athletic development and enjoyment of sports that has been created by cuts in middle and junior high school football programs across the country. The Youth Impact Program is helping to rebuild youth tackle football as an effective feeder system for high school programs in the communities we serve, and at the same time helping to ensure the health of football in future generations.

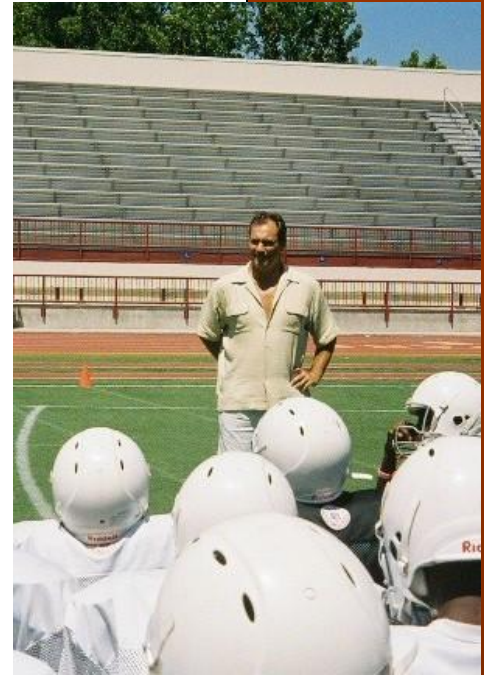
History of the Youth Impact Program

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 a combined academic and athletic program that was implemented at T.C. Williams High School in Alexandria, Virginia. Program developers were immediately impressed by the draw that this program had for boys and its ability to create a positive and exciting atmosphere where the youth could learn 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 preventive program that would seek to make changes in youth while there was still time to make a significant difference in their chances for long-term personal and academic success. It was determined that a program like this could have the greatest impact by targeting middle school students, who are at an important transition period in their lives.

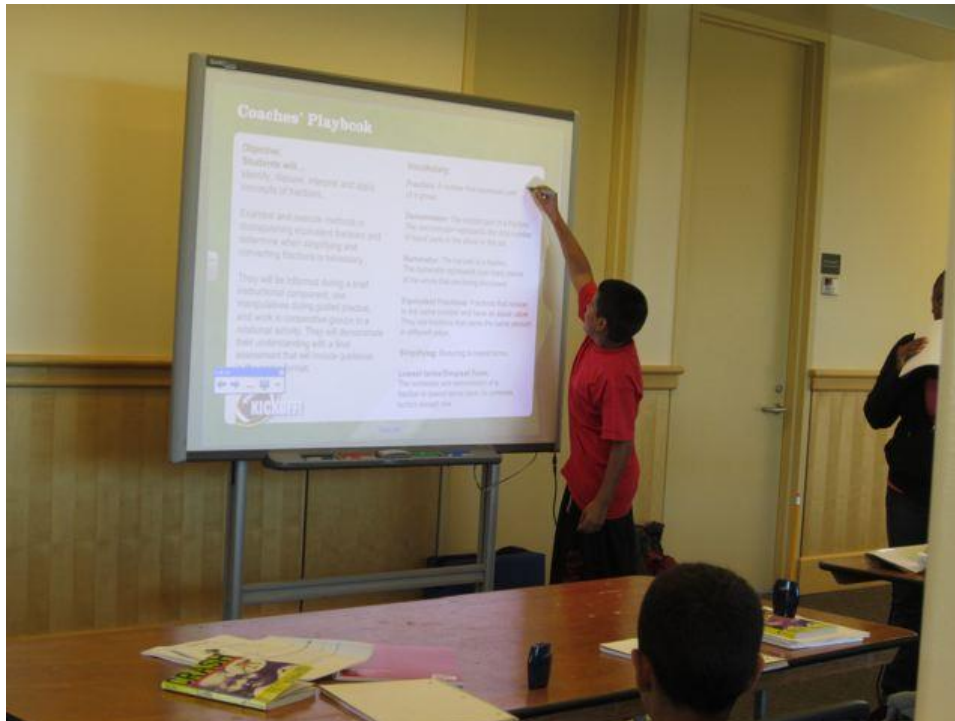
To help create and implement such a program, Mr. Ellison turned to his collegiate alma mater, the University of Southern California (USC). The University of Southern California was an ideal choice because of its rich tradition of football success, its location and reputation in a high-need urban setting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

With support from the National Football League (NFL), the Youth Impact Program 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. During the 2008-2009 program years, YIP also developed programs with Tulane University in New Orleans, Louisiana; Rice University; the University of South Florida, and Syracuse University. Due to the ongoing economic downturn and budget shortfalls in partnering agencies, in 2010 YIP had to scale back to two active programs, those at Tulane and Syracuse Universities.



This year significant support was obtained for the program from John Madden and Ronnie Lott, who offered their invaluable guidance and networking. With this support, during the 2011 program YIP has again expanded to co-host programs with Stanford University and the University of Houston. In total YIP has to date made a difference in the lives of nearly 1,500 at-risk youth.

Critical to this success are the partnerships that allow this program to operate and be effective. As the primary sponsor of YIP, the National Football League (NFL) Youth Football Fund is the foremost key to the program's success. In addition, the local NFL teams, which include the San Francisco 49ers, the Houston Texans, and the New Orleans Saints, play a role and are active partners in the success of the program. YIP is also fortunate to have the support of the NFL Players Association, and we strive to adhere to the goals of the President's Council on Fitness, Sports and Nutrition, and ultimately become a partner program. For several years YIP has also significantly benefited from the support and involvement of SMART technologies and Halliburton Industries. This year, added in-kind and financial support was also generously given by Halliburton, StubHub, and Champion C9.



“The overall program, I feel was a success. The student athletes have shown academic improvement. They students have expressed the impact this program has made and they have shown it in their actions.”

– Shanika Singletary, 2011 YIP teacher

The YIP Boys

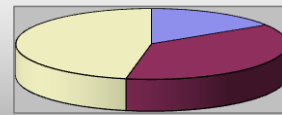
In the summer of 2011, the YIP program served 364 young men between the ages of 10 and 15. One hundred five of these boys participated in the program at Tulane University, 102 participated in the program at Syracuse University, 74 participated in the program at Stanford University, and 83 participated in the program at the University of Houston.

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). For the second year in a row, the largest group was of boys preparing for the 8th grade (47%), followed by those preparing for the 7th grade (37%). Sixteen percent were preparing for the 6th grade.

As is typical for YIP, nearly all boys (99%) were members of ethnic or racial minorities. The vast majority were African-American (80%), but this year a significant number of boys indicated they were Hispanic (12%), and 7% described themselves as of "mixed" racial background. The remaining approximately 1% came from all other racial groups, including Caucasian and Native American backgrounds.

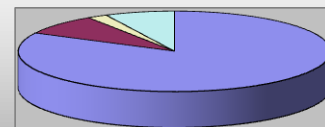
Boys were selected for the program because they attended one of the program's partnering schools, all of which are in high-need and high-risk areas. In addition, the boys had to be recommended for the program by a school counselor and a teacher, meet the federal low-income guidelines, or have parents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

Grade Level Distribution



6th Grade
7th Grade
8th Grade

Racial Distribution



Black
Hispanic
White/ Other
Mixed

YIP Program Activities

At each campus, students receive intensive and high-level football training, together with 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. All activities are led by highly trained staff who genuinely care about the boys they are helping.

Staffing & Staff Training

The funds granted to program sites were used primarily to secure the highly skilled staff who are critical to the success of these programs. 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, at Tulane and Syracuse, YIP was able to retain many of its staff from last year, who brought their experience to the program. At Stanford and Houston, the program was able to recruit a strong mix of football student-athletes, local public school teachers, athletics staff members, and interns. The program did not simply rely on the existing skills of the experienced staff, but also required all YIP teachers and mentors to attend pre-camp training. These sessions focused on getting acquainted with SMART white board technology and understanding proper implementation of the YIP curricula, as well as mastering the on-field learning aspect of the camp. As noted above, all staff were either 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 and how to creatively and effectively apply life skill messages and discipline.

The curriculum was very well written and the students enjoyed learning. Through sports they could relate to the lessons as well as their own lives. I was surprised to see how many boys would read through paragraphs of "CRASH" and make comments like "Miss, that's wrong to treat people like that". These tough boys had true empathy for the underdog.

*– Diana Murphy,
YIP teacher with
28 years of
experience in
education*

Football Training and Development

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



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

On-Field Training and Fundamental Skills Development: On-field training includes: physical conditioning; applying newly learned fundamentals to live drills; playing full contact football games (both 8-man and 11 on 11); developing and improving current football skills; focusing on offensive positions and skill development; focusing on defensive positions and skill development; teaching basic football fundamentals; teaching teamwork concepts; and building self-esteem and confidence. 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 the players get to scrimmage and play full contact football games every day.

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,

"It helped my math, reading, and language skills and football skills."

*– Bryce Garrett,
YIP participant*

DL, LB, CB/S) as a way to focus more intensely on the specific skills needed for that position.

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 and 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 camp and a post-test at its conclusion. The 13 daily lessons cover the following areas: integers, fractions, decimals, percentages, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. The math labs provide extension activities that strengthened these skills and utilize the concepts inside and outside the classroom. A calendar of lessons and activities was tailored to each camp's duration.



Each camp day this year, the delivery of the math curriculum was broken down into the following format:

- 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 camp 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 far different from that of the traditional middle school classroom. It creates participants who 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 reading responsibility in the hands of the boys, who are grouped in teams of four or five to work together in Literature Circles. Responsibilities are rotated daily for each of the Literature Circle roles throughout the reading and discussion of the selected novel. There are five traditional roles, which are named with football-related positions for YIP purposes and vocabulary. This renaming "gives a nod" to the interests of our young men, thereby allowing more meaningful curriculum connections.

- Linebacker = Vocabulary Enricher, whose job is to be on the lookout for at least two especially important words in the day's reading.
- Center = Connector, whose job is to find connections between the book and the world outside.
- Quarterback = Character Captain, whose job is to think about and discuss specific personality traits of the character(s) within the book.



"The YIP helped me be a better person"

*– Pedro Ramirez
2011 YIP
participant*

- Running Back = Literary Luminary, whose job is to choose at least two sections of the chapter(s) each day to read out loud to the team.
- Tackle = Artful Adventurer, whose job it is to 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 by drawing on 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 pay close attention to 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; and
- correct use of capitalization.

Other YIP Activities

Mentoring: All teachers and mentors are selected from participating middle schools and the local universities, respectively. This allows them to develop long-term relationships with the boys even after the four-week camp, as well as through post-program follow-up 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 boys' lives. The low teacher-to-student ratio helps the boys get positive one-on-one time with the teacher and mentors. The teacher and mentors can genuinely get to know the boys, which allows them to better identify areas where the boys need help.

Character Development: Throughout camp, various community leaders, including current and former NFL players, discuss character ethics. Many 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. Discipline is always a positive aspect of the camp, as behavior is compared to what is

"It's wonderful to see these kids here. They are obviously are motivated and we need to keep them that way. We are motivating them on the practice field for their sports development, as well as in the classroom for their academic success. I love this program because it emphasizes both."

- Former Secretary of State Condoleezza Rice

expected of collegiate-level student athletes. The youths 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 camp, the boys 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.

Smart Boards: The 2011 YIP Program continued the integration of Smart Tech Smart Board Technology into the YIP program format. This technology helps students become engaged with and excited about the learning process. In the past we have found that the use of the Smart Boards dramatically increases voluntary participation by the boys and creates excitement around the use of a new technology. The technology gives students an opportunity to demonstrate their knowledge in mathematics and language arts in front of the class, instills confidence, and creates a positive learning environment where student success can be celebrated.

SMART TECH's participation and in-kind support of the program for the past three years has been vital to YIP's integrating, promoting and strategizing the programs. This year SMART TECH donated four interactive whiteboards to each participating university, which included SMART Response units. SMART Response was used for the pre- and post-camp assessment and in some cases was donated to the local middle school teachers for their use in classrooms this fall. SMART TECH, through YIP coordinator and Chief Academic Officer Mick Adkisson, has generously donated over \$100,000 worth of boards, training, and time over the past few years.

Program Evaluation: YIP continually seeks to make improvements in evaluating the effectiveness of the program. This includes the use of standardized and reliable evaluation instruments for assessing math and vocabulary impacts. Participants are given a pre-test at the beginning of camp, and a post-test is administered at the conclusion of camp for all major areas of interest. Assessment instruments are aligned with the curriculum and are based on topics and standards students have or will be instructed in during the course of the regular school year.



For the Mathematics Program, the evaluation covers such topics as operations with integers, fractions, decimals, percentages, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations.

For the Language Arts Program, concrete outcome indicators were identified within each curriculum (vocabulary drawn from selected novels and growth in writing skills) which were tested at the start of camp and at its finish. All YIP staff at the four sites were well trained in implementing and documenting the evaluation data for analysis by the National Language Arts Director, and as such, the data gathered this year was able to demonstrate the effectiveness of the teaching strategies implemented in the YIP curriculum. The addition of the vocabulary inventory and the more structured pre/post writing samples were additional improvements to previous years' evaluation measures.

Important strides were made this year in standardizing the life skills data collection and locating comparison data to better determine the relative risk factors the youth in YIP experience as compared to average youths their age. As described in the Risk Factors of YIP Youth section above, the YIP evaluation collected sample data that was comparable to data collected by the California Healthy Kids Survey (CHKS). This survey is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation and allows YIP boys to be compared to more than 300,000 middle school youth in California. As described above, YIP is able to conclusively demonstrate that this program serves a needy and high-risk population.

Additional life skills data was collected that provided important demographic information, risk behaviors, information on behavioral intentions to play football, and perceptions about supports and internal values that YIP teaches boys.



*[YIP helped me]
"feel good about
myself"*

*– Patrick Brown
2011 YIP
participant*

Stanford University



In its first year, the YIP at the University of Stanford served 74 at-risk boys. The boys who participated were chosen from 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.

A recent survey of developmental assets among Palo Alto youth indicated that 18 percent of fifth-graders are considered "vulnerable or at risk." That number jumps to 32 percent of middle-school students and 47 percent of high school students.

Given that Founder Riki Ellison played for the 49ers, winning three super bowls in the 1980s with their iconic teams, this program was the result of especially strong partnerships. The Stanford YIP initiated a pre-camp press conference at the 49ers Academy that involved Stanford Athletic Director Bob Bowlsby, Head Coach David Shaw, 49ers Head Coach Jim Harbaugh, and other representatives from the 49ers.

Stanford is recognized as one of the world's leading universities.. The university was designed to prepare students "for personal success and direct usefulness in life and promote the public welfare by exercising an influence on behalf of humanity and civilization." The students have opportunities to participate in a remarkable range of activities, from academic courses taught by renowned professors and opportunities for research, independent study and public service to an extraordinary range of extracurricular activities.



University of Houston



In its first year, the YIP program at the University of Houston served 83 at-risk youth. This first camp was a learning experience for all involved. The University of Houston and the surrounding community are deeply connected. The university conducts research programs for surrounding industries, and current students and alumni keep the Houston community alive with their innovative ideas and outreach programs. The University of Houston is home to more than 38,500 students in more than 300 undergraduate and graduate academic programs. It is the leading public research university in the vibrant international city of Houston.

The Houston Independent School District, which has more than 202,000 students and encompasses 301 square miles within greater Houston, is the seventh-largest public school system in the nation and the largest in Texas. The Houston Unified School District has very high dropout rates for older students, with more than twice the number of students in elementary school (107,508) as in high school (47,704).

The Houston YIP in its first year was incredibly successful due to the variety of stakeholders in the program. After a June press conference to welcome YIP to the campus that involved Congresswoman Sheila Jackson Lee, Athletic Director Mack Rhoades, Head Football Coach Kevin Sumlin, and representatives from Halliburton, the program truly thrived, despite the typical hurdles for a first-year program. Some of the highlights of the camp included a student visit to the Houston Texans' practice facilities and a visit to the Houston Astros' Minute Maid Park, while Congresswoman Lee made visits to the camp itself. The Houston YIP participants will be honored during a UH Cougars football game in November.



Syracuse University



The Youth Impact Program at Syracuse University in its second year served 102 at-risk youth. This program had a number of youth (13) who were returning from the prior year's program and were able to act as young mentors and role models to the other youth.

The Syracuse Unified School District is the 5th largest school district in New York State, serving a 20,000+ student population of considerable diversity. The district's facilities include five high schools, six middle schools, six K-8 schools, fourteen elementary schools, and four alternative schools/ programs to help students with diverse needs. The schools in this district served as feeder schools for the 2011 Syracuse University YIP program.

Much like other communities in which YIP has worked, the risks that inner city youth face in Syracuse are significant. According to a recent Children's Defense Fund report, 50% of all people in Syracuse are low-income, and fully a quarter (25%) lives in poverty, as compared to only 14% in the rest of New York. The situation is worse for children, with more than a third of all Syracuse children living in poverty and more than half of African-American children living in poverty. Fully 40% of the population is eligible for food stamp assistance. Living in this high-need area has serious consequences for the youth of Syracuse, and half (49%) fail to graduate from high school.

The program is an integrated partnership between the local community, Syracuse University, the municipality of Syracuse, and the NFL to make a difference in the lives of young, urban, minority at-risk boys that will benefit the entire community.

The program is staffed by a cadre of experienced staff and motivated young student athletes. After a great press conference in June, the Syracuse YIP was welcomed to campus by Athletic Director Dr. Daryl Gross, Head Football Coach Doug Marrone, and Congresswoman Ann Marie Buerkle. Highlights of this program included the Syracuse University Dean of Libraries mentoring and advising the camp. Additionally, in collaboration with Lockheed Martin, its employees were given time to visit the YIP campers and build some basic rockets and perform other simple science experiments to pique their interest in the world of engineering and applied sciences. YIP looks forward to future involvements of this type and is very interested in pursuing a Science, Technology, Engineering, and Mathematics curriculum for future years.



Tulane University



In its fourth year of operation, the Tulane University YIP program is the longest-operating YIP program. This year, it served 105 at-risk boys. All but two of these participants described themselves as African-American or of mixed race; the remaining two indicated they are Hispanic. The program had 14 returning youth and was able to use these “veterans” as leaders in showing the “rookies” how the camp works.

Despite having now served nearly 500 boys in New Orleans, YIP is still only scratching the surface of need in an area that seems to experience continued challenges. Still in recovery from Hurricane Katrina, the school system in Louisiana was split, with a state-based takeover of failing schools. Over 100 low-performing New Orleans schools were placed into the state-run Recovery School District (RSD). All participants in the Youth Impact Program attend a school within the Recovery School District (RSD). More recently, New Orleans and its youth have had to deal with the lingering effects of the oil spill disaster, which continues to have ripple effects across the regional economy, adding further stressors and challenges to the youth already living in poverty and structurally devastated surroundings.

The Tulane program was founded by Riki Ellison and Senator David Vitter (LA). It was the second program established within the YIP family. Tulane University, the New Orleans Saints, and the community of New Orleans all work together to ensure the success of the Youth Impact Program at Tulane. Tulane is one of the most highly regarded and selective independent research universities in the United States. As a member of the prestigious Association of American Universities, Tulane is part of a select group of 62 universities with "pre-eminent programs of graduate and professional education and scholarly research."

A YIP press conference in the spring featuring Athletic Director Rick Dickson and YIP Founder Riki Ellison announced the return of the program to Tulane. Highlights of this year’s program included a newly implemented Science of Football curriculum taught weekly in conjunction with the Tulane School of Science and Engineering. Students were given the chance to understand the basic dynamics involved in football and perform the calculations integral to some simple physics equations. The whole camp was lucky enough to travel to the New Orleans Saints practice facilities, highlighted by a speech by Saints management personnel and a showing of the 2010 Lombardi Trophy. YIP participants were also invited to a preseason Saints football game in August against the San Francisco 49ers.



YIP Impacts and Outcomes

Football Skills and Physical Fitness

This year, with the start of two new programs there was not a detailed assessment of the football skills and physical fitness training provided to the youth. This training teaches the basic elements necessary to succeed as a high school or collegiate football player and in past years has resulted in significant improvements in physical conditioning and in the football related skills and knowledge of the youth. **However, the most impressive and important outcome continues to be that these boys, most of whom had never played organized football sports before and could not even put on their gear at the beginning of the program, can now play full contact 11-on-11 organized football games.** As we have reported in the past, several of our alumni are now excelling at the high school level and are being identified by college recruiters as having the potential to reach the NFL.

It is hard to overstate the impact that these programs will have 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.

The results of these efforts were clearly seen when the boys' own perceptions of their fitness levels were assessed. Youth were asked at the beginning and end of the camp to agree or disagree with the statement, "I am in good shape physically." At the beginning of camp 95% of the boys surveyed said that this was only "a little bit true" or "somewhat true" of them. By the end of camp 89% of the boys surveyed said this was "quite a bit true" or "totally true" of them. This is a significant and dramatic shift in self-perception and reflects the dramatic improvements made in fitness over the camp period.

While the scores above provide an indication of the impact of the program, the full scope of the improvements in the skills and ability of boys who had never played organized football before can only be truly appreciated by watching the boys in action. To witness these amazing transformations, please see the video highlights of the boys playing full contact football at some of the YIP programs, which can be viewed using the links provided in the Press Coverage Section below.

"This camp affected me because it improved my skills in learning and in football. It also taught me to behave better."

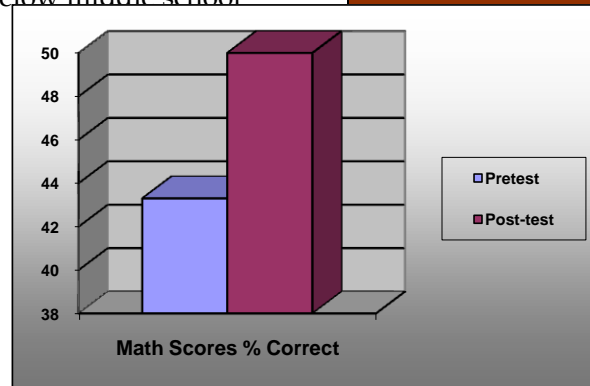
*– Benjamin Smith
2011 YIP
participant*



Mathematics Program

To evaluate the mathematics program, participants were given a pre-test at the beginning of camp and a post-test at the conclusion of camp. The pre-test and post-test covered such topics as operations with integers, fractions, decimals, percentages, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. An overall total 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.

Unfortunately, given the start-up of two new programs, the collection of standardized assessment data for many of the key outcomes, including mathematic outcomes, was not uniform or consistent across sites. To overcome this challenge all mathematics test scores were converted into percentages of the number of questions answered correctly. As such, boys' scores could fall between 0% and 100% for each student. On average, the boys had a (mean) pre-test score of 43.3% of answers correct and a post-test score of 50% of answers correct **This represents a 6.7% improvement in test scores, an improvement that is statistically significant and demonstrates meaningful change** (see statistical analysis results below). The vast majority of students (82%) demonstrated some level of positive gain between the pre-test and the post-test.



ANOVA

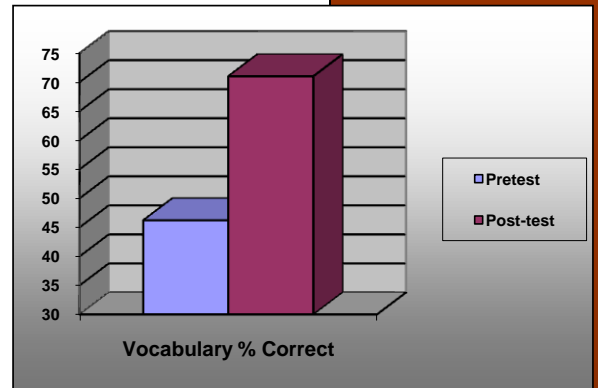
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.491	51	.049	2.638	.001
Within Groups	.703	38	.019		
Total	3.194	89			

These results are even more impressive when you take into consideration that on average, all students lose approximately 2.6 months of grade level equivalency in mathematical computation ability over the summer months, as students are very unlikely to practice math skills outside the formal classroom setting during the summer. When compared with peers not participating in the YIP summer camp, these students are much farther ahead than they would otherwise have been, scoring possibly 30% higher than their peers would have.

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 the selected YIP camp 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.



As with the mathematics scores, vocabulary scores were collected in a variety of formats and somewhat inconsistently. To standardize these scores, they were again converted into percentages of correct answers. As such, boys’ scores could fall between 0% and 100% for each student. On average, the boys had a (mean) pre-test score of 46.2% of answers correct and a post-test score of 71% of answers correct. This represents a dramatic 24.8% improvement in test scores, an improvement that is statistically significant and demonstrates meaningful change (see statistical analysis results below).

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.255	34	.066	1.948	.016
Within Groups	1.668	49	.034		
Total	3.923	83			

As impressive as the Language Arts Program results are, they are even more impressive when we consider, again, the loss in reading ability that would have occurred over the summer were it not for this program. As a whole, students, regardless of income or other risk factors, are expected to lose reading skills over the summer months. Family income and minority status play a critically important role in predicting the magnitude of summer reading loss. Middle and high-income students actually experience slight gains in reading performance over the summer months. However, low income and otherwise at-risk students experience significant levels of loss in reading comprehension and word recognition over two months. **On average, children from low income families lose nearly three months of grade-level reading equivalency during the summer months each year.** As

such, when the gains experienced by this group of boys are compared to peers who did not participate in a reading or other educational program, the overall impact becomes clearer. The boys who were able to participate in YIP summer camps are educationally four or five months ahead of where they would have been without YIP.

In addition to these tests, youth were asked during the life skills assessment to rate their agreement with the following statements on a five-point scale: “I am good at reading” and “I like reading.” Perceived self confidence in reading ability (“I am good at reading”) increased slightly from an average of 3.68 to 3.82, which was not statistically significant. However, the self-rated **enjoyment in reading did have statistically significant changes**. Most notably in this sample was the significant decrease from over 40% of youth at baseline who reported they liked reading “not at all” to less than 30% at post-test. This shift was representative of the slightly greater enjoyment experienced by all youth in this sample.

“Since coming to YIP I’ve gained a lot of discipline and respect for other people.”

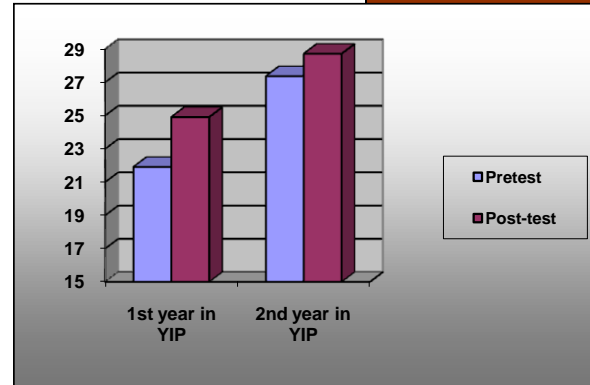
*– Ra’Onte
McGrwen 2011
YIP participant*



The Lasting Impact of YIP Participation

For the second year we have been able to compare outcomes for specific youth over time and identify the impact of repeated participation.

This year fewer boys appeared to participate a second time in the YIP camp (27 versus 41 in 2010). However, the impact of this repeated participation was still obvious. This year's program confirms the findings from last year that demonstrated the dramatic impact prior YIP participation had on baseline math skills. This research has shown that boys who participated in YIP the prior year were significantly more skilled / had higher math scores than boys who did not participate in the program the year before. Moreover, this difference between the two groups does not appear to be a result of group differences in age or grade level. Indeed, statistical analyses of the data (shown below)



clearly indicate that the math tests scores are still significantly different when age is controlled for and when age itself is not significantly different.

ANOVA result for comparison of math pre- and post-test scores by years in program (1st year vs. 2nd year boys).

		Sum of Squares	Df	Mean Square	F	Sig.
mathpre	Between Groups	825.111	1	825.111	8.287	.005
	Within Groups	9060.588	91	99.567		
	Total	9885.699	92			
mathpost	Between Groups	337.472	1	337.472	3.589	.061
	Within Groups	8932.466	95	94.026		
	Total	9269.938	96			

ANOVA results for comparison of math pre and post test scores by age of youth

		Sum of Squares	df	Mean Square	F	Sig.
mathpre	Between Groups	621.187	6	103.531	.981	.443
	Within Groups	8864.769	84	105.533		
	Total	9485.956	90			
mathpost	Between Groups	896.732	6	149.455	1.586	.161
	Within Groups	8294.699	88	94.258		
	Total	9191.432	94			

While it is impossible to definitively attribute this difference between groups solely to the YIP program without an experimental design, **the findings strongly suggest that the impacts of YIP participation (on improving math skills) maintain themselves for at least a year.** Other YIP Program findings also support this hypothesis -- program participation makes a lasting impact upon youth, not only during program participation but long after participation has ended. At baseline, youths who are attending the program for a second time also report having significantly more friends than first-time attendees; are more confident in their abilities; are willing to work harder to get good grades; have a greater love of football; and have stronger expectations to finish high school and go to college.

Taken together, these findings paint a clear picture of the positive and long-lasting effects of YIP participation.



Life Skills and Other Outcomes

This year the YIP evaluation attempted to establish a clear picture of the risk factors associated with these youth, to formulate a comparison data set by aligning some questions with national survey instruments, and to examine new areas of potential impact. This was accomplished by utilizing a distributed survey methodology where different groups of students were surveyed using alternative tools.

Risk Factors and Resiliency: As described in the first section of this report, these findings clearly demonstrate that the boys who participate in the YIP program are high-risk youth with relatively few supportive structures to build resiliency. Many risk factors (i.e., gangs and drugs in the community, lack of parental involvement, and exposure to violence) are beyond the reach of programs like YIP. Other risk factors and resiliency factors (i.e., positive friendships, caring adults, goals for the future, and academic success) are addressable and become even more important in preventing future problems.

Friendship and Support: One of the intentional focuses of YIP is to give children without strong adult role models young collegiate athletes they can bond with and aspire to be like. To this end, YIP campers were asked a number of questions about the support, friendship, and role models they had in their lives before and after the camp. Participation in the 2011 camp had an immediate effect on increasing the number of friends each boy has, increasing a significant average of 5.77 friends per child. Boys also gained on average 8.83 new adults from camp that they felt cared about them.



Belief in a Good Future: Another major goal of the YIP program is to show the boys a different future that they can achieve and give them the internal resources and drive to overcome obstacles and have a better future. Overall positive pre-test, post-test changes were found across all indicators of self-confidence, self-esteem, and belief in a better future, with significant increases in the percentage of youth who agreed that:

- It is okay to talk about drugs and alcohol to your parents.
- I am willing to work hard to get better grades.
- 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.

Teamwork and Empathy: *It is important to note that at this time, these findings should be considered preliminary, due to the relatively small sample of students answering these questions (40-55 students). These findings must be replicated next year to validate them.* The most unexpected findings of the 2011 program year analysis came from the addition of questions from the California Healthy Kids Survey, which assessed the ability to get along with others. Some of the very same statements that demonstrated lack of internal resiliency resources and indicated a high-risk population changed dramatically from the beginning to the end of camp. For the following questions, YIP youth at baseline had higher than the California average for percentage of youth indicating negative responses. However, by the end of the camp all of the items were as low as or lower than the comparison group averages of negative responses.

- At the beginning of camp 30% of YIP youth were not able to work with someone who has different opinions than theirs; by the end of camp only 7.3% of youth felt that way.
- At the beginning of camp 42.5% of YIP youth did not feel bad when someone gets their feelings hurt; by the end of camp only 14.6% of youth felt that way.
- At the beginning of camp 45% of YIP youth did not try to understand what other people go through; by the end of camp 5.4% of youth made that response.
- At the beginning of camp 40% of YIP youth reported they did not stand up for themselves without putting others down; by the end of camp only 10.9% responded this way.
- At the beginning of camp 52.5% of YIP youth did not try to understand how other people feel and think; by the end of camp only 7.2% of youth felt this way.

Clearly the YIP experience is teaching important lessons about working cooperatively with others as a team. **Such dramatic findings will require**

“This camp was great and it meant a lot to me. It changed me because now I’m way better at football than I was before. It’s all thanks to the coaches and now I can’t wait for school football.”

*– Raul Romero,
2011 YIP
participant*

replication and validation during next year's program. However, if these findings hold true, this may prove that YIP is one of the most effective resiliency development programs currently in existence!

Enjoyment of Football and Future Football Plans: As has been found in past years, the boys who participated in the program, not surprisingly, loved football when they began the YIP program (89.2%), and this remained consistent over time, with 89.3% agreeing they loved football when camp ended. What is more interesting is that this "love of football" translated into concrete plans to play organized football in the following year. Plans to play football during the next school year increased from 74.3% to 85.7% during the camp (a statistically significant change).



The Impact of Regular High-Quality, Free Meals:

While not directly assessed this year, we have established, via prior years research and from population statistics, that for many of the boys in our programs, having a daily, free, nutritional meal was a significant and direct benefit to them and their families. In prior years, when asked whether "Sometimes there is not enough to eat at my home," 26.5% indicated that this was at least an occasional problem, and more than 11% indicated that it was a common problem in their household. Often these students' families have limited access to adequate nutritious foods over the summer when school food programs are not in place. This lack of adequate and nutritious food would have made these boys more likely to suffer from a variety of health, behavioral, and developmental problems.

Overall Assessment of the YIP Program by the Participants: There can be no better indicator of the success of the YIP program than the feedback from the students themselves. Nearly all (89.3%) of the boys agreed ("quite a bit," 10.7%, or "totally," 78.6%) that they enjoyed the YIP camp. **Perhaps more importantly, 92.8% agreed (quite a bit or totally) that the YIP camp made them realize that they can do better in life than they expected they could before the camp.** This is a powerful and succinct way of demonstrating the impact of the camp: it helps high-risk youth expect more out of themselves and their lives. It is a benefit that it would be hard to overestimate.

Summary of Press Coverage

Because this summer brought with it the introduction of two brand new locations, the 2011 Youth Impact Program camps received more media attention than ever before. In addition to YIP's own press work performed by Mike Terrill, we successfully coordinated media alerts and releases with representatives from the local NFL franchises, universities, and Congressional district offices. Each location had its own time in the local or even national media in addition to YIP's continued and expanded social media outreach.

Beginning with the newer programs, the Stanford Youth Impact Program was kicked off with a tremendous press conference on June 6th at the 49ers Academy in East Palo Alto, CA. In addition to bringing together famous names in professional football and college athletics and YIP stakeholders such as StubHub and Fresh Lifelines for Youth, the middle school youth in attendance were able to meet the 49ers cheerleaders and mascot. Media coverage of the conference included coverage from Stanford University, the 49ers', and YIP releases to reports on KCBS and in the San Francisco Examiner, as well as radio interviews. Two weeks into the camp, the at-risk young men were lucky enough to be visited by two more tremendous mentors when former Secretary of State Condoleezza Rice accompanied 49ers Co-Chairman Dr. John York to Stanford on July 20th. Media coverage of this event was also widespread, highlighted by CSN Bay Area's in-depth work. To cap off a great summer for YIP in the Bay Area, the 49ers featured Riki Ellison as well as YIP on the fourth episode of their Total Access show. Lastly, the YIP boys were invited to the October 8th Stanford-Colorado game, at which they were recognized on the Jumbotron during the game.



"It [YIP] meant to me that all the teachers cared for me."

– Joel Board, 2011 YIP participant

The University of Houston also announced its inaugural YIP program with an outstanding press conference on June 28th at the Carl Lewis Athletic Center. Key speakers including Congresswoman Sheila Jackson Lee welcomed in students and their families from the Houston Independent School District and spoke with great optimism for the shaping process awaiting these young men. Media coverage was fairly strong in the immediate Houston area, including mention of YIP in multiple newspapers and local sports blogs.

The established Syracuse University program did not disappoint, either, with its ceremony announcing YIP's returned to Central New York on June 29th. That day at the Syracuse athletic complex, speakers including Congresswoman Ann Marie Buerkle encouraged the young men participating to take advantage of this great opportunity. Media surrounding this event was incredibly strong, including coverage in The Post-Standard, local Syracuse news, and ESPN.com's Big East Football blog. In her blog post, Andrea Adelson focused on Syracuse defensive standout Chandler Jones' contributions to YIP, but also made a nice mention of YIP's goals and all Syracuse players involved.

Tulane University, host of the longest-running YIP camp, may have been in its fifth year of hosting the program, but that did not stop it from holding a great announcement ceremony in April in New Orleans. Joining in to welcome the new batch of middle school youth to the program were Tulane Athletic Director Rick Dickson and representatives from the New Orleans Saints.

Key Links to video coverage of the 2011 YIP are listed below:

Houston YIP Highlights

<http://www.youtube.com/watch?v=vvO4AIuZfxk>

Tulane YIP Highlights

<http://www.youtube.com/watch?v=VqDHfeS9CHc&feature=related>

Stanford YIP Highlights

<http://www.youtube.com/watch?v=z30T4Gh9Xvg>

Riki and YIP on 49ers Total Access

<http://www.49ers.com/media-gallery/videos/49ers-Total-Access-Show-4/ec681a81-d8b5-4d07-a754-f9dc46907628>

More YIP in the media:

<http://blog.49ers.com/2011/07/20/york-rice-speak-to-youth-impact-program/>

<http://www.sfexaminer.com/local/bay-area/2011/07/condoleeza-rice-49ers-owner-john-york-address-middle-school-boys-stanford#ixzz1SfkwbYtw>

<http://sanfrancisco.cbslocal.com/2011/07/19/stanford-49ers-youth-camp-focuses-on-leadership/#.TicgxMIthM.wordpress>

http://www.csncalifornia.com/pages/print_landing?blockID=542352&#ixzz1SfhGfTYo

<http://pal Alto.patch.com/articles/stanford-will-host-49ers-summer-program-for-at-risk-boys-2>

<http://www.gostanford.com/sports/m-footbl/spec-rel/060611aaa.html>

<http://www.nunesmagician.com/2011/6/30/2251758/syracuse-athletics-host-second-youth-impact-program>

http://espn.go.com/blog/big-east/post/_id/21178/jones-continues-work-with-syracuse-kids

http://blog.syracuse.com/orangefootball/2011/06/youth_impact_program_pairs_cit.html

<http://blog.chron.com/cougars/2011/06/cougars-look-to-impact-local-youths/>

http://www.thecypresstimes.com/article/News/Local_News/UNIVERSITY_OF_HOUSTON_TO_HOST_YOUTH_IMPACT_PROGRAM/47266

<http://www.uhcougars.com/sports/m-footbl/spec-rel/062711aaa.html>



Congressional Support

YIP continues to have very strong Congressional support. In addition to the recent Congressional Resolutions (both House and Senate) commending YIP for its achievement, we have also continued to receive letters of support for our program from individual members of Congress, including a March 25, 2011 letter of support from U.S. Senator David Vitter.

These resolutions and letters are included in Appendix A. We believe this continued support has a major public policy benefit for football and will continue to advance the image and impact of youth football and youth sports overall.

Financial Report

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

*"This camp [has] made me a better person, my attitude and all. I like YIP, thank you for this camp."
"*

*– Anothly Burras
2011 YIP
participant*

Appendix A Congressional Resolutions

IV

110TH CONGRESS
2^D SESSION

H. RES. 1413

Acknowledging the accomplishments and goals of the Youth Impact Program.

IN THE HOUSE OF REPRESENTATIVES

AUGUST 1, 2008

Ms. WATSON (for herself, Mr. CAMPBELL of California, Mrs. BONO MACK, Mr. ROHRBACHER, Mr. SOLIS, Mr. ANDREWS, Mr. SCALISE, Mr. MELANCON, Mr. REYES, Mr. ISSA, Ms. HARMAN, Ms. WATERS, and Mr. RICHARDSON) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION

Acknowledging the accomplishments and goals of the Youth Impact Program.

Whereas many at-risk young men in the Nation's inner cities face a challenging and uncertain future;

Whereas the future success of at-risk young men can be greatly enhanced through sustained mentorship;

Whereas effective working partnerships between and within the public and private sectors can have a lasting and positive impact on the future of these young men;

Whereas participation in organized sports has provided a creative and disciplined outlet and a path to a better life for many at-risk males;

110TH CONGRESS
2D SESSION **S. RES. 725**

Acknowledging the accomplishments and goals of the Youth Impact Program.

IN THE SENATE OF THE UNITED STATES

DECEMBER 9, 2008

Mr. VITTER submitted the following resolution; which was considered and agreed to

RESOLUTION

Acknowledging the accomplishments and goals of the Youth Impact Program.

Whereas many at-risk young men in the inner cities of the United States face a challenging and uncertain future;

Whereas the future success of at-risk young men can be greatly enhanced through sustained mentorship;

Whereas effective working partnerships between and within the public and private sectors can have a lasting and positive impact on the future of at-risk young men;

Whereas participation in organized sports has provided a creative and disciplined outlet and a path to a better life for many at-risk young men;

Whereas the Youth Impact Program combines the disciplines of football, mentoring, and academics in partnerships between local National Football League franchises and uni-

Congressional Letters of Support



March 25, 2011

Friends of the Youth Impact Program

Dear Friends:

I want to thank you for your support for the Youth Impact Program (YIP). It has been my pleasure to work with Riki Ellison and YIP for the last several years.

Riki's vision for reaching inner city at-risk youth and the program that has resulted from that vision is making a difference in a number of cities around the U.S. The fact that the program is supported by the NFL and has a football component motivates young men to want to get involved. Once in the program, these young men learn more than sports. They also learn life skills, health and nutrition, science, engineering, technology, mathematics, and reading literacy.

I was excited when YIP came to Louisiana with a program at Tulane University a few years ago. As I have seen the program in action, I have become even more enthusiastic about the opportunities that it offers. In 2008, I sponsored a resolution in the U.S. Senate acknowledging the goals and accomplishments of the Youth Impact Program. More recently I joined Senators Mary Landrieu, Kirsten Gillibrand, and Charles Schumer in signing a letter to NFL Commissioner Roger Goodell commending the NFL and YIP on the work that has allowed the organization to expand to Syracuse University.

The Youth Impact Program is doing great work to reach at-risk young men because of people who step forward to make YIP possible. With the continued support of caring people, I am confident that there will be opportunities to expand the program so even more youth can be positively impacted in the future.

Sincerely,

United States Senate

Youth Impact Program
515 King Street, Suite 320
Alexandria, VA 22314