



National Football League Youth Football Program Final Report 2010



A letter from our Founder

Dear Reader,

We are pleased to present to you, the National Youth Football Fund and the National Football League, an overview of the 2010 Youth Impact Program (YIP). This year the program was conducted in New Orleans, Louisiana, for the third year and in Syracuse, New York, for the first time. This final report of the 2010 Youth Impact Program describes in detail the way in which the lives of "at risk" young males were permanently impacted through their participation in football in our YIP program this year.

The 2010 Youth Impact Program faced considerable challenges during this past year. The economic downturn that our county is experiencing has made the situation these boys face even more dire, and it has made finding and securing additional funding even harder for YIP. As such, the 2010 Youth Impact Program was able to raise \$160,000 in private capital, monetary and in-kind donations from university partners, SMART TECH, and individual donors.

This year we wanted to reach out to new markets and give youth in other needy communities the life-changing chance to participate in the YIP program. However, given the recent impact of the Gulf Coast oil spill and the continuing recovery of New Orleans, we felt that these youth, too, still needed our help. In addition to New Orleans (Tulane University and the New Orleans Saints), YIP partnered with Syracuse University and the Buffalo Bills. These programs continued the record of achievement of YIP and allowed these young "at-risk" minority men to participate in contact football. At the same time, they were exposed to an academic environment at an NCAA university with its respective staff, students, and athletes, an experience that connected them to their community and changed their lives.

I look forward to discussing the success of the Youth Impact Program and its future movements in more detail. Thank you for your personal efforts and your leadership in making the 2010 Youth Impact Program the success it is today.

Respectfully,



Riki Ellison

The YIP Mission

To make a positive and lasting impact on "at-risk" inner city boys nationwide, and grow their opportunities to be successful through academics, teamwork and mentoring.

Our Values

*Achievement
Success
Passion
Integrity
Respect
Education*

Our Vision

To give "at-risk" boys a chance to succeed.

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, enhancement of academic skills, and social interaction activities. This year the YIP program served 176 young men between the ages of 9 and 12. 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 two key university partners, Tulane University and Syracuse 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 gains in confidence about their own abilities and their future.
- Most importantly, 88% 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 pleased to have continuing extensive media and social media coverage and 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

What is 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, academic skills enhancement, 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.

Why Is There a Need for the Youth Impact Program?

During the formative period of adolescence, most youths are faced with tremendous choices and challenges. Adolescents' environments are profoundly shaped by the presence or absence of several different factors, including family resources, community services, and educational and employment opportunities. These environmental challenges are perhaps most difficult for minority boys living in urban poverty. Long-term developmental studies have shown that children, especially those living in inner cities, have a harder time coping with the stresses of high-risk

environments, are more likely to abuse drugs and alcohol, are more likely to engage in criminal activity, are more sexually promiscuous, and are more likely to attempt suicide.

Many of these at-risk teens run away and eventually find themselves locked up in detention centers or living on the streets. Failure in school, in particular, appears to be a major risk factor and a harbinger of the crime, violence, and other disasters that often characterize the experience of minority youth in urban America. A large percentage of the urban schools that these boys attend cannot adequately provide them with the educational tools they need to survive in the technologically advanced 21st century.

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

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

As the Youth Impact Program addresses these critical literacy needs, it also helps to 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.

How Does the Youth Impact Program Work?

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



Everything we do here is hard work, but it's great because it's improving the fundamentals of the way I learn in school and the way I play football.

Leonard, Age 13

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.

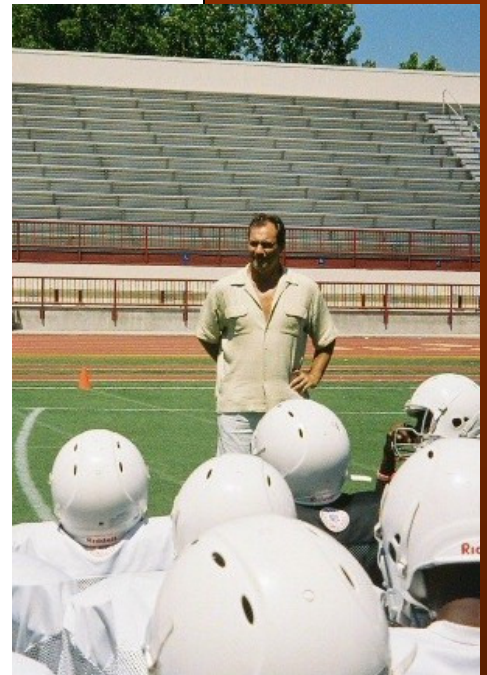
The key finding in resilience research and in the YIP program is the power of caring individuals to tip the scales from risk-taking to resilience. Mentors and teachers can provide and model protective factors to buffer risk and enable positive development. This is done by meeting basic needs for safety, love, belonging, respect, power, accomplishment, learning, and ultimately, meaning. Further, research has documented specific factors that facilitate resilience, including caring relationships, positive and high expectations, and opportunities to participate and contribute. All of these are key aspects of the YIP experience. For more information on the logic and theory behind YIP, see the logic model in Appendix A.

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 youths 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. Since 2008, YIP has also developed programs with Tulane University in New Orleans, Louisiana, Rice University, the University of South Florida, and this year with Syracuse University, in an effort to replicate and expand the YIP program. Combined YIP has served more than 1,000 at-risk youth. Unfortunately, YIP is not immune from the effects of the global economic problems and budget shortfalls in partnering agencies. As such, in 2010 YIP had to scale back to two active programs, at Tulane and Syracuse Universities.



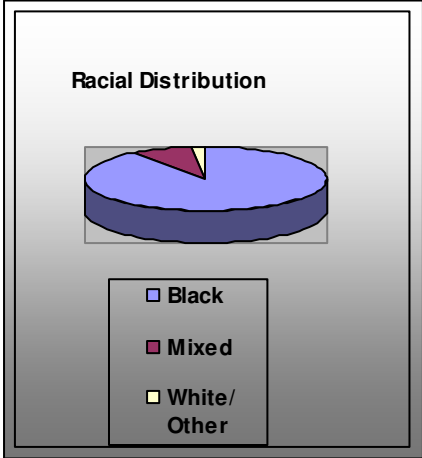
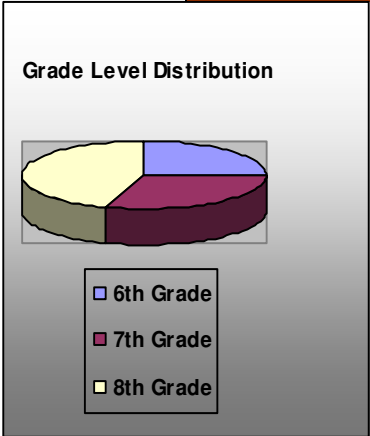
The YIP Boys

In the summer of 2010, the YIP program served 176 young men between the ages of 9 and 15. One hundred two of these boys participated in the program at Tulane University, and 74 participated in the program at Syracuse University.

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 first time in the history of the program, the largest group was of boys preparing for the 8th grade (45%), followed by those preparing for the 7th grade (30%), and 25% who were preparing for the 6th grade.

This year nearly all boys (99%) were members of ethnic or racial minorities. The vast majority were African-American (91%), while 8% described themselves as of “mixed” racial background. The remaining approximately 1% came from all other racial groups, including Caucasian, Hispanic, and Native American backgrounds.

Boys were selected for the program most often 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.



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 lead 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, YIP was able to retain many of its staff from previous years, who brought their experience to the program. At Syracuse University, the program was able to recruit the perfect mix of football student-athletes, local teachers, SU athletics staff, and academic graduate assistants. The program did not simply rely on the highly experienced and skilled staff, but also required all program staff to attend pre-camp training retreats. Trainings focused on the on-field training of youth and use of the academic curriculum, academic teaching strategies, and materials for the classroom sessions. 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.

Football Training and Development

YIP's program design allows participants to benefit from 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

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,
Rice YIP teacher
with 28 years of
experience in
education*

play. Each coach and mentor incorporates life skills 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 diagram and review their football plays with the team 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. 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, 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

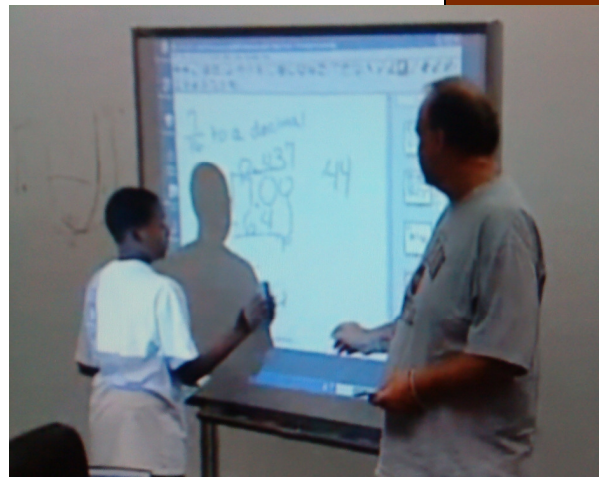


presented in isolation, but are linked to sports and situations and contexts that are relevant to the participants' everyday lives. Each lesson includes time for whole-group instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with 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. In 2010, the 13 daily lessons covered the following areas: integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. The math labs consisted of extension activities that strengthened these skills and utilized the concepts inside and outside the classroom. The calendar of lessons and activities was tailored to each camp's duration.

Each camp day, 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 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 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.
- 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 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 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.



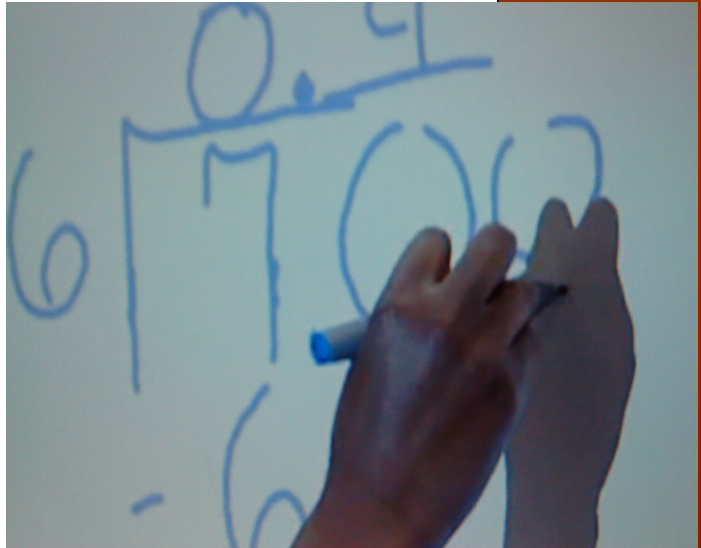
Other YIP Activities

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 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 2010 YIP Program continued the integration of Smart Tech Smart Board Technology into the YIP program format. This technology helps students become engaged 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 their 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 support of the program for the past two years has been a vital partner for YIP in integrating, promoting and strategizing the programs. This year SMART TECH donated eight board interactive whiteboards to each participating teacher, which includes the SMART Response units. SMART Response was used for the pre and post camp assessment and was handed to the Teachers for this use in the classroom this fall. The total donation value for the 10 classroom teachers that supported the camp is \$77,000. In addition to product discounts employees of SMART assisted in development of the assessments and performed 8 hours of training at each camp. In 2009, SMART donated another \$40,000 in products and spend over 40 hours of consulting/training time with YIP's National Curriculum Directors converting the YIP Curriculum into SMART Notebook. SMART TECH will be following up with each teacher and members of the camp over the next few months to ensure that they have received the products as well as received any additional training as needed

Program Evaluation: YIP continues to make significant 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 was administered at the conclusion of camp for all major areas of interest. Assessment instruments were aligned with the curriculum and were 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 covered such topics as operations with integers, fractions, decimals, percents, 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, this year data was gathered which demonstrates 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 also improvements to previous years' evaluation measures.

For the first year a systematic standardized data collection took place around life skills outcomes. This survey collected important demographic information, information on behavioral intentions to play football, and perceptions about supports and internal values that YIP teaches boys. This information combined.

Finally, due to having several years of ongoing data collection YIP is able to the first time explore the impact of the program on boys who have participated in more than on summer camp. The results of this evaluation effort are very exciting and speak to the long term impact of the YIP program as described below.

We continue to look forward to the day when we can afford to implement the planned year round program which will greatly enhance the impact of this program and allow us to track our players as they progress in playing football in high school, college, and beyond.



"Every kid dreams of being a star athlete. We are trying to impress upon the young boys that being that star is step 500 and they are at step 1. They have to concentrate on academics life skills and teamwork and realize how valuable that is before they can step on the field to succeed as an athlete."

Syracuse
University, Senior
Associate Athletics
Director Henry
Wildhack

Syracuse University

The Youth Impact Program at Syracuse University in its first year served 74 “at-risk” youth. The program is staffed by a cadre of experienced staff and motivated young student athletes. Syracuse University football student-athletes Antwon Bailey, Van Chew, Zach Chibane, Deon Goggins, Ollie Haney, Michael Hay, Michael Holmes, Chandler Jones, Jarel Lowrey, Justin Pugh, Phillip Thomas, Shamarko Thomas, and Aaron Weaver are assisting with the program, in addition to local teachers Jim Marsh, Chris Lydon, Nicole Praetorius, Courtney Romeiser, and Gina Burrows. SU athletics academic coordinator Michael Becallo, academic graduate assistant Joe Fields, and former Orange standout Will Hunter are assistant program directors for curriculum, life skills, and football, respectively

The program is an integrated partnership between the local community, Syracuse University, the municipality of Syracuse, the Buffalo Bills, and the NFL to make a difference in the lives of young, urban, minority at-risk boys that will change our communities for the better.

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%) live 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.

Highlights of this program included a visit by the boys to the Buffalo Bills Training Facility, where they met with some of the players, thanks to CEO Russ Brandon. The program had extensive television and newspaper coverage and received funds donated by SU alumni. The Syracuse program included a closing ceremony and scrimmage, attended by representatives of Congressman Dan Maffei’s office and the Mayor of Syracuse, who said the community was happy to have the program. The SU head football coach also attended and spoke to the kids and families. Representatives of SMART Tech attended as well, and announced that they were donating Smart Boards to each teacher, a \$5,000 value, making them the first in their schools to have the technology.



Tulane University



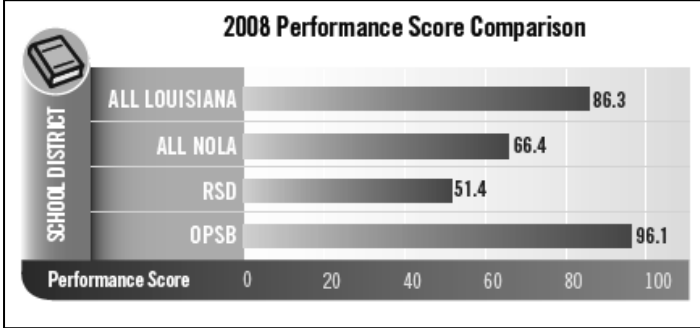
In its third year of operation, the Tulane University YIP program served 102 at-risk boys – 25 preparing for 6th grade, 31 preparing for 7th grade, and 46 preparing for 8th grade. All but one of these participants described themselves as African-American or of mixed race. The program had a large number of returning students (41 boys) and was able to use these “veterans” as leaders in showing the “rookies” how the camp works.



Having now served nearly 400 boys in New Orleans, YIP is still only beginning to address the need in an area that seem to experience continued challenges. The school system in Louisiana was split following Hurricane Katrina, 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). Based on a 2008 State of Public Education Study conducted by the University of Tulane, the performance scores (see chart) of schools in the Orleans Parish School Board District nearly doubled those of the Recovery School District. All participants who attended the Youth Impact Program attend a school within the Recovery School District (RSD).

In addition, the community of New Orleans and its youth must now contend with the impact of the recent oil spill disaster. The impact of this spill has extended far beyond the fishing and tourism industries and is having a ripple effect across the regional economy, adding further stressors and challenges to the youth already living in poverty and structurally devastated surroundings.

Highlights of this year’s program included a visit to the 2010 Super Bowl Champions New Orleans Saints training facility, made possible by owner Rita Benson LeBlanc and Saints staff. It was a thrill of a lifetime for these young men, where they met with Jermon Bushrod and Carl Nicks, who were very gracious and inspired the boys.



YIP Impacts and Outcomes

Challenges and Opportunities

Whenever a program is implemented for the first time, challenges are to be expected. This was the inaugural year for the Syracuse program, and the program was established in a very short time period (less than a month from agreement to enrollment of students). Unfortunately, in the whirlwind of activity in establishing and running a brand new program, some problems were encountered. These challenges did not interfere with the great program the boys experienced, but involved the collection of data. This year Life Skills data was not collected at Syracuse, and most of the post-test data which was collected via the Smart Board technology was lost due to problems with the technology. While this is an unfortunate setback, we are fortunate to have a complete and detailed set of data from the larger Tulane group of students, and multiple years of data from the Tulane youth with which to work in drawing our conclusions. For the first time we are able to look at the youth over time who have participated in multiple YIP camps.

Football Skills and Physical Fitness

The assessments of football skills and physical fitness training were based on the basic elements necessary to succeed as a high school or collegiate football player. **The most impressive and important outcome is 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.** In addition, it should be noted that 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.

Research findings have convincingly demonstrated that YIP boys make significant improvements both in terms of their knowledge and performance of football skills and in their overall fitness.

Performance on Football Skills

How long to get into football position
How long to get into 3-point stance
Instructor-rated performance on tackling skills

Average Improvement

1.03 seconds faster
1.14 seconds faster
28% improvement

Fitness Indicators

How long to run a 40-yd. dash
How many push-ups in 60 seconds
How many situps in 60 seconds

Average Improvement

.057 seconds faster
3.58 more pushups
4.38 more situps

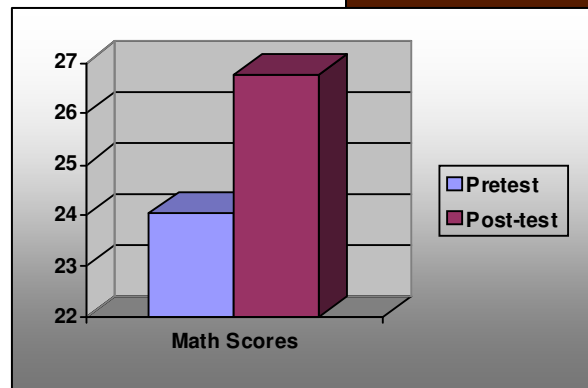
These results were mirrored by the boys' own perceptions of their fitness levels, and by the end of the camp, 88.9% of the boys agreed "quite a bit" or "totally" with the statement, "I am in good shape physically." While the scores above provide an indication of the impact of the program, the true scope 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 demonstrate these amazing transformations, are developing a DVD containing video highlights of the boys playing full contact football at some of the YIP programs, which will be delivered seperately.



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, percents, 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. As discussed earlier, 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.

Total raw scores on the tests could fall between 0 and 65 for each student. On average, the boys had a (mean) pre-test score of 24.04 and a post-test score



of 26.75. **This represents a 5.4% 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.

Statistics for Paired Samples T-Test of Missing Value Replaced Mean Math Scores

	N	Standardized Mean	Mean Diff	Std. Dev	t	df	Sig (2-tailed)
Math Pre Test	103	24.04					
Math Post Test	103	26.75	-2.71	5.9	-4.66	102	.000

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. This loss is due to the fact that 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.

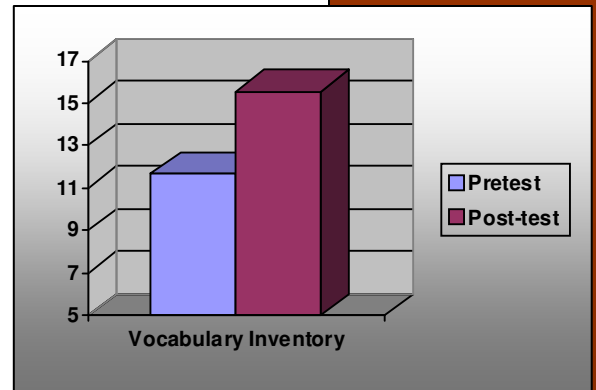


In addition to the skills-based testing, youth were asked during the life skills assessment to rate their agreement with the following statements on a five-point scale: “I am good at math” and “I like math.” Perceived self confidence in math ability (“I am good at math”) increased from an average of 3.65 to 4.15, a **statistically significant change**, reflecting that fact that the percentage of students who felt that statement was “quite a bit” or “totally true” about them **increased 20.5%** (from 57.6 to 78.1%). As we have seen in the past, increases in confidence are not necessarily associated with the degree to which students “like math.” The percentage of boys who reported they liked math “quite a bit” or “totally” increased a more modest 6.8%, from 54.1% to 60.9%.

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 25 words appearing in the selected YIP camp texts (Crash and Maniac McGee). Both young adult novels were written by author Jerry Spinelli). The same 25 words appeared on both the pre- and post-tests. 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.



An analysis was conducted on 103 Tulane students for whom any data was available. Results are consistent with historical program data and **indicate strong, statistically significant and meaningful changes in vocabulary** (see statistical results below). Overall, the average participant gained four new words from pre- to post-test, representing an average gain in vocabulary of 23.1%.

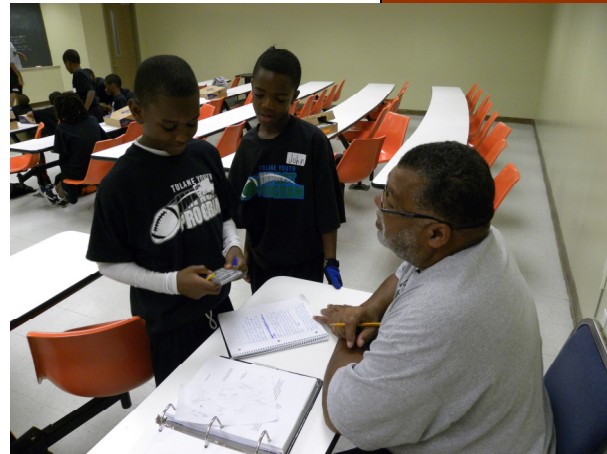
Statistics for Paired Samples T-Test of Missing Value Replaced Mean Math Scores

	N	Standardized Mean	Mean Diff	Std. Dev	t	df	Sig (2-tailed)
Vocabulary Pre Test	103	11.66					
Vocabulary Post Test	103	15.52	-3.86	2.4	-16.29	102	.000

As impressive as the Language Arts Program results are, they are even more impressive when we consider 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 losses 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.

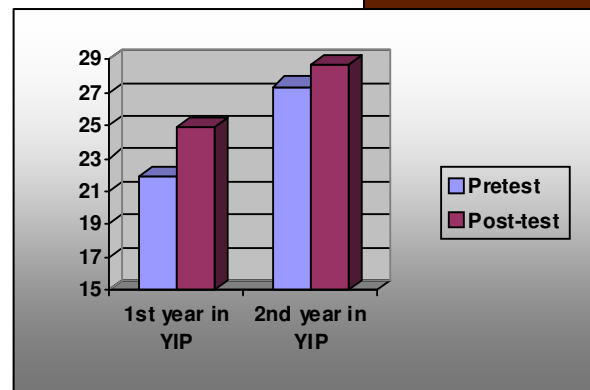
As with the math skills-based testing, youth were asked during the life skills assessment to rate their agreement with the following statements on a five-point scale: "I am good at reading" and "I like reading." Perceived self confidence in reading ability ("I am good at reading") increased from an average of 3.95 to 4.41, a **statistically significant change**, reflecting that fact that the percentage of students who felt that statement was "quite a bit" or "totally true" about them **increased 15.8%** (from 72% to 87.8%). As with the math, increases in reading confidence are not necessarily associated with the degree to which students "like reading." The percentage of boys who reported they liked reading "quite a bit" or "totally" increased a more modest 5.2%, from 46% to 51.2%.



The Lasting Impact of YIP Participation

The changing demographics of the YIP program youth (being older than in past years) and the slightly reduced measured impact of participation on scholastic outcomes found this year as compared to prior years both hint to the impact of repeated participation. Fortunately, for the first time YIP is able to track outcomes for specific youth over time, and the results were dramatic, powerful, and surprising.

A full 40% of the youth in the Tulane YIP 2010 summer camp also participated in the 2009 YIP summer camp. This high rate of repeated participation speaks volumes to the value of the program to the children and explains the changing demographics of the youth and change in outcomes. The large number of youths (41 boys) enrolling in the program a second (or third) time reduced the available spots for new children and increased the overall age and grade level of the youth. These repeat youths were 12.45 years old on average, as compared to 11.95 years old for those who were new to the program.



What is even more dramatic is the difference prior YIP participation had on baseline math skills. 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 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

Life Skills: This was the first year that YIP was able to systematically assess the impact of the program on life skills and other important outcomes that have emerged over the past few years.

Enjoyment of Football and Future Football Plans:

The boys who participated in the program, not surprisingly, loved football when they began the YIP program (88.9%, loved football quite a bit or totally at pre-test) and increased their appreciation of football during the camp (97.6% loved football quite a bit or totally at post-test). 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 74.5% to 87.7% during the camp (a statistically significant change).

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 camp has an immediate effect on increasing the number of friends each boys has, increasing a significant average of 3.37 friends per child. As discussed earlier, this increase was not evenly distributed, with first-time campers **increasing their number of friends by five** and “veteran” returning participants only gaining about one new friend. Both groups of boys **increased the number of caring adults in their lives by approximately three apiece.**

The Impact of Regular High-Quality, Free Meals: For the first time we have been able to directly ask the students about hunger and food insecurity. We knew from population statistics that this was a real problem for many of the boys in our programs and that having a daily, free, nutritional meal was a significant and direct benefit to many of these boys and their families. 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 this was a common problem in their household. 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.

Belief in a Good Future: Another major goal of the YIP program is to instill “resiliency” in these youth by showing them a different future that they can achieve and giving them the internal recourses and drive to overcome obstacles and have a better future. Again it appears that overall, the impact of the YIP program on these outcomes was somewhat muted by the involvement of “veteran” boys, who came to camp with significantly stronger positive beliefs about their own future and did not have as much room to improve. This finding itself is a dramatic statement about the long-term impact of YIP participation. Overall positive pre-test, post-test changes were found across all indicators of self confidence, self esteem, and belief in a better future, with increases in the percentage of youth who agreed that:

- 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 can be no better indicator of the success of the YIP program than the feedback from the students themselves. Nearly 94% (93.8%) of the boys agreed (quite a bit 11.3%, or totally 79.2%) that they enjoyed the YIP camp. **Perhaps more importantly, 88.8% 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 it would be hard to overestimate.

Summary of Press Coverage

This year's YIP program used a team approach to communications and media relations. Mike Terrill, Media Coordinator, handled national YIP media relations. Each school also conducted its own outreach to local media and coordinated with the NFL teams in their areas on a continuing basis.

Media coverage of the 2010 YIP program was extensive. A national news release was delivered during the first week of the opening of the sessions that was carried by media outlets throughout the nation. This release included information on the NFL office in New York. Representatives of local television and print media in all areas visited the YIP campuses, and in-depth local stories were presented to millions of potential viewers and readers. Full video versions of these news stories can be found on the DVD that is currently in development.

YIP uses PR Newswire for our news release, and they send the releases to approximately 4,500 outlets. In addition each of the university also conducts their own local releases and promoted the programs in their respective communities and websites. The national YIP office in Virginia is the repository for YIP photos, video coverage, and news releases. This office uses material sent to keep the website updated, located at www.youthimpactprogram.org.

In addition, YIP has launched into promoting the program on social media and has Facebook, You Tube, LinkedIn, and Twitter pages. Some of the specific highlights of this year's media coverage include:

- On July 6, 2010 the story, "Tulane Hosts Camp for At-Risk Kids for Third Straight Year" was published on the NOLA.com website at http://www.nola.com/tulane/index.ssf/2010/07/tulane_hosts_camp_for_at-risk.html
- On July 7, 2010, a press release, "2010 Youth Impact Program opens in Syracuse and New Orleans," was distributed.
- On July 9, 2010, the story, "SU Hosts 'At Risk' Youth Impact Program" was published on the Syracuse University website. This story can be found at http://suathletics.syr.edu/news/2010/7/8/FB_0708101910.aspx



- On July 12, 2010, the story, “Riki Ellison opens up New “at risk” program” was published on the Tulane Green Wave Website and can be found at <http://www.coxsportstv.com/featured-teams/tulane-green-wave/news/riki-ellison-opens-up-new-at-risk-program/>
- On July 22, 2010, a press release, “Tulane Youth Impact Program kids visit Super Bowl Champions training facility,” was distributed.
- On August 3, 2010, a press release, “Syracuse Youth Impact Program kids visit the National Football League’s Buffalo Bills training camp at St. John Fisher College,” was distributed.
- In August, 2010, a video titled “Youth Impact Program” produced by the SU Athletics Department was posted on the SU Athletics website and on You Tube. It can be found at: <http://www.youtube.com/suathletics#p/u/7/6IJTPa-kbi4>
- In August, 2010, a You Tube video, “I AM Youth Impact Program” was created and posted by the National YIP office and can be found at YouthImpactProgram.org and <http://www.youtube.com/user/YouthImpactProg#p/u/0/Z3ZR7qGcPS0>
- In August, 2010, Tulane University posted a You Tube video titled “2010 Tulane Youth Impact Program – In the Classroom.” It can be found at: <http://www.youtube.com/user/YouthImpactProg#p/u/1/jiGli2LTpl4>



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 received several letters of support for our program from individual members of Congress, including:

- On August 16, 2010, Representative Eleanor Holmes Norton provided a letter of support for the program.
- On August 23, 2010, Representative Ileana Ros-Lehtinen provided a letter of support for the program.
- In 2009 YIP received a letter of support written by Representative Diane E. Watson and signed by Representative Sheila Jackson Lee, Representative Kathy Castor, and Representative Anh Cao.

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.



Appendix A

Congressional Resolutions

IV

110TH CONGRESS
2D 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 Ms. 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

ELEANOR HOLMES NORTON
District of Columbia

**COMMITTEE ON
TRANSPORTATION AND
INFRASTRUCTURE**

SUBCOMMITTEES:
CLIMATE AND
ECONOMIC DEVELOPMENT,
PUBLIC BUILDINGS, AND EMERGENCY
MANAGEMENT
AVIATION
WATER RESOURCES AND ENVIRONMENT



**Congress of the United States
House of Representatives**
Washington, D.C. 20515

August 16, 2010

**COMMITTEE ON
OVERSIGHT AND
GOVERNMENT REFORM**

SUBCOMMITTEES:
FEDERAL WORK FORCE, POSTAL
SERVICE, AND DISTRICT OF COLUMBIA
INFORMATION POLICY, CENSUS, AND
NATIONAL ARCHIVES

**COMMITTEE ON
HOMELAND SECURITY**


SUBCOMMITTEES:
TRANSPORTATION SECURITY AND
INFRASTRUCTURE PROTECTION
EMERGENCY COMMUNICATIONS,
FILIPAILUNLESS, AND RESPONSE

President Sidney A. Ribeau
Howard University
2400 Sixth Street, NW
Washington, DC 20059

Dear President Ribeau,

The Youth Impact Program (YIP) has served and mentored over 1,000 inner-city children from several states, and is interested in expanding the program to the District of Columbia through Howard University. The YIP offers male youth an intensive four-week summer program, which incorporates a combination of academics and athletics to build character and educational enrichment. I hope you will consider exploring opportunities with YIP.

Sincerely,


Eleanor Holmes Norton
Member of Congress

505 KENNEDY DRIVE, BOSTON
02118-3399
WASHINGTON, D.C. 20545
202/724-6188
202/724-8211 FAX

2182 RAYBURN HOUSE, STREET BUILDING
WASHINGTON, D.C. 20516
202/225-3004
202/225-3000 FAX
202/225-1804 TDD
WWW.NORTON.HOUSE.GOV

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2011 MARTIN L. KING AVENUE, S.E.
SUITE 238
WASHINGTON, D.C. 20003-5724
202/528-5900
202/528-8844 FAX

RANKING MEMBER:
COMMITTEE ON FOREIGN AFFAIRS

<http://foreignaffairs.house.gov/minority/republicans.htm>
www.twitter.com/irl
www.youtube.com/ileanaroslehtinen



Congress of the United States
House of Representatives
ILEANA ROS-LEHTINEN
10TH DISTRICT, FLORIDA

August 23, 2010

Dr. Donna E. Shalala
President
University of Miami
230 Ashe Administration Building
1252 Memorial Drive
Coral Gables, FL 33146

Dear President Shalala:

I would like to take the time and introduce to you Riki Ellison's Youth Impact Program. Mr. Ellison, a three time Super Bowl winner with the San Francisco 49ers, would like the opportunity to discuss the possibility of partnering with the University of Miami to expand his program to include the City of Miami. His unique and rewarding Youth Impact Program invests in "at risk" and below the poverty line young boys from 9 to 12 years old in an intensive 4-week program. The program is a combination of academics and athletics with an emphasis on reading, mathematics, and improved life styles.

Mr. Ellison's Youth Impact Program is entering its 6th year and has served and mentored over 1,000 inner city kids from the communities of Los Angeles, Houston, Tampa, New Orleans and Syracuse. Mr. Ellison's Youth Impact Program is supported and sponsored by the NFL, Smart Board Tech and the universities of USC, Tulane, Rice and Syracuse.

The program is designed to help with issues that face middle school students in inner-city public schools through academic support, guidance counseling, character development, and social interaction activities. Students will also be able to go through extensive football training, taught by leading NCAA and NFL coaches. This Program may certainly benefit our at-risk youth and could be a great opportunity for the University.

In accordance with all applicable rules and regulations, it is again my pleasure to introduce to you Riki Ellison and his Youth Impact Program. His proposed partnership certainly merits consideration and could be truly beneficial to both South Florida and the University of Miami. Riki Ellison will be in Miami on September 22nd and 23rd to meet with the Miami Dolphins. You can contact the Director of Riki Ellison's Youth Impact Program, Marco Impeduglia, at (703) 299-0060 to set up a meeting. Thank you for your time and attention to this matter.

Sincerely,

Ileana Ros-Lehtinen
Member of Congress

IRL:jhs

PLEASE RESPOND TO:
2470 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20516-0918
 (202) 225-2801
FAX: (202) 225-8820
<http://www.house.gov/ros-lehtinen>

DISTRICT OFFICE:
4860 SW 72 AVENUE
SUITE 208
MIAMI, FL 33155
(305) 688-2285
FAX: (305) 988-9970

MONROE COUNTY:
(305) 204-7788
 MIAMI BEACH AREA:
(305) 534-9441

DIANE E. WATSON
CALIFORNIA

WASHINGTON OFFICE
2430 RAYBURN HOB
WASHINGTON, DC 20515
(202) 225-7084
(202) 225-2422 (FAX)

DISTRICT OFFICE:
4322 WILSHIRE BOULEVARD
SUITE 302
LOS ANGELES, CA 90010
(323) 965-1422
(323) 965-1113 (FAX)

WWW.HOUSE.GOV/WATSON



Congress of the United States
House of Representatives

June 10, 2009

Commissioner Roger Goodell
National Football League
280 Park Avenue
New York, NY 10017

Dear Commissioner Goodell:

We commend the efforts of the Youth Impact Program (YIP) and the National Football League (NFL) in working with our inner city's "at-risk" youth.

We would like you to be aware of our interest in continuing the future growth and success of this partnership. The partnership is important because 1 out of 3 inner city males do not receive a high school diploma. In addition, juvenile delinquents 7-12 years old are three times more likely to become violent and chronic offenders. Moreover, homicide is the leading cause of death for African American males 10-24 years old.

The YIP program has a motivating core taken from the great American sport of football. Through the powerful lessons contained within competitive football, the young men are also taught life skills, health and nutrition, science, engineering, technology, mathematics, and reading literacy.

We want to personally applaud the NFL for helping our "at-risk" youth in Los Angeles, New Orleans, Tampa Bay, and Houston. The NFL's commitment to our children means a lot to us and our constituencies. Furthermore, during this difficult financial time it is encouraging to see the NFL taking a leadership role by not only supporting a football program, but a well-rounded community program that will impact our youth from all walks of life.

Sincerely,

Diane E. Watson
Member of Congress

Shelia Jackson-Lee
Member of Congress

Kathy Castor
Member of Congress

Anh Cao
Member of Congress

OVERSIGHT AND GOVERNMENT
REFORM COMMITTEE

Chair, Subcommittee on Government
Management, Organization, and Procurement
Subcommittee on Domestic Policy
Subcommittee on Information Policy, Census
and National Archives

FOREIGN AFFAIRS COMMITTEE

Subcommittee on Africa and Global Health
Subcommittee on Asia, the Pacific and
the Global Environment
Subcommittee on Terrorism, Nonproliferation
and Trade

DEMOCRATIC SENIOR WHIP

CHAIR, Congressional Entertainment
Industries Caucus

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