



**REFORMING
YOUTH SPORTS**

**3rd ANNUAL
SUMMIT
REPORT**

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Good morning. My name is Anita DeFrantz, and I have the great privilege of being the president of the LA84 Foundation. What is the LA84 Foundation? We are the legacy of the 1984 Olympic Games, an event that happened 30 years ago.



So what happened since 30 years ago? There was a large endowment, and the endowment actually created two foundations ... Not only this foundation, but also the foundation that now has come to be called the Olympic Endowment, which is a support foundation for the USOC. Each year, they write a check to support the U.S. Olympic movement. That endowment came from the 60 percent of the surplus which went to the USOC.

Forty percent stayed here and endowed this institution. Since then we've spent \$220 million on the mission of serving youth through sport and enhancing the knowledge of sport and society. How have we done that? Through grants, through programs, through teaching people how to coach, through the library.

I thank you all for being here. This is a nationwide assembly of people. We very much appreciate the fact that you're joining us on this mission to serve youth through sport.

We're calling this Summit "Reforming Youth Sport." We've been doing this for 30 years. We've seen a lot in those 30 years. There are a lot of people who care about youth sport. I'm delighted to be among that group of you today. I hope you'll enjoy the day. I know that we will.

On behalf of the board of directors, welcome to the LA84 Foundation. Now, I should get this show get on the road by introducing Wayne Wilson.

Anita L. DeFrantz
President, LA84 Foundation



Thank you Anita, and thanks to all of you for being here today. Thanks also to the U.S. Olympic Committee for being our strategic partner on this conference. Based on the turnout this morning, and how quickly the registrations came in, I think it's safe to say that sports reform is a topic that resonates with people in this field. That's not surprising because we are witnessing an important historical moment in which the missions and the practices of youth sports organizations are changing in ways that are going to have a real and positive impact on young people's lives.

These changes reflect the efforts of sports reformers across the country. These are people who have observed or experienced youth sports, and have concluded that there are better ways to do it. They believe that the sports experience can be made safer, more beneficial and more enjoyable for children and teenagers.

Reformers seem to come from a couple of different perspectives.

On one hand, there are people who while they are genuinely interested in the welfare of kids, have an equal interest in preserving or advancing the fortunes of youth sports as a social institution, or in advancing a particular sport or sports organization. For example, USA Hockey is involved in a reform program in which at younger age groups they have eliminated national championships and body checking. They have implemented small-sided, cross-ice games instead of length-of-the-ice games. They are encouraging their kids, in the off-season, to play other sports. All of this will be good

for the kids, but it's also going to be good for USA Hockey. They are going to have more registrants and they're going to have better players at the end of this process.

Other people approach sports reform from a different perspective that puts positive youth development in the foreground, and uses sport as a means to that end. They recognize that if you want

to have a significant impact on youth development, you have to go where kids are. Youth sports attract a large number of children. So if you want to affect positive change, and you want to affect positive outcomes for health, education, and other social metrics, youth sports is a good place to be.

The people that you will hear today and many of you in the audience are very much involved in this movement for change, which represents the cutting edge of youth sports. As you listen to these discussions today, however, keep in

WAYNE WILSON

So if you want to affect positive change, and you want to affect positive outcomes for health, education, and other social metrics, youth sports are a good place to be.



mind that the ideas that underpin contemporary sport reform are not necessarily new ones. In fact, much of what we're going to talk about – sport as a method of youth development, greater access for underserved communities, health and safety issues, the role of competition – have been discussed for decades, and in some cases, more than a century.

The idea that sport in this country could be used as an agent of positive youth development dates back to the Progressive Era of the late 19th and early 20th Century. Mark Dyreson, who is a historian at Penn State University, has gone so far as to make the provocative claim that modern American sport was an invention of Progressive thinkers, like William James, Jane Adams, and Theodore Roosevelt, who wanted to design what he calls a social technology that was capable of solving serious social and political problems.



Dyreson quotes the editors of the *Atlantic Monthly*, who in a 1914 article about sports wrote, “No other artificial discipline is so efficient, no vent so wholesome for the turbulent energies of youth.” He also cites in a 1911 essay on the social utility of baseball, in which the author claimed that baseball would promote physical fitness, honesty, patience, the spirit of initiative, sound judgment, self-confidence, self-control, fair mindedness, and appreciation of social solidarity and team play, all of which in the author’s opinion were necessary for success in life. That rhetoric probably sounds familiar to some of you in the room. Our tagline at the LA84 Foundation is “Life ready through sport.”

As early as 1874, Julia Ward Howe advocated that girls should have equal access to sports. The belief that poor children should enjoy the same access to physical activity, and sports as their more affluent counterparts, and was central to the Settlement House and Playground Movements that began in the 1800s. There were controversies in the 1930s over the exclusion of African-American teenage boys from organized youth baseball. And in the 1920s and 30s, as youth sports began to place a greater emphasis on skill development and competitive outcomes, there was a backlash led by physical educators like Elmer Mitchell at the University of Michigan, who argued that the emerging youth sports model placed harmful physical and emotional stresses on young people.

So if these ideas that are the basis of youth sports reform are not new, then why are we here in 2014 treating youth sports as if it’s a cutting edge phenomenon? I think the short answer is that these ideas that have been discussed for years and years have finally begun to gain traction. In the past 10 to 15 years, they have gained a relatively large receptive audience, and as a result we see reforms being implemented across the country.

But that answer just begs the question of why is this happening now? Why didn’t this happen in the 1950s? Why didn’t it happen in the 60s? I’ll briefly offer six possible explanations. First, millions of baby boomers played youth sports. As parents, they watched their own kids play. And as everyone in this room knows, most of those parents also watched their kids become disenchanted and drop out of sports when they hit their early teens. So,

many parents have opinions about what is good and bad about youth sports, and those opinions can be effectively mobilized through the Internet and social media.

Second, the science and social science of sports medicine, athlete talent development, educational psychology and youth development are more sophisticated than they were 50 or 100 years ago. Reform advocates can muster an array of data to support their positions. This data-based evidence, when combined with emotion-driven calls for reform, creates a potent recipe for change.

Third, through several movements for civil rights, women, people of color, and people with physical or intellectual challenges have demanded full inclusion in all aspects of American life. Sport, needless to say, is a prominent feature of American life.

Fourth, the obesity crisis and concerns about kids' sedentary habits or lifestyles have caused people to turn to sport as a possible remedy.

Fifth, publicity about concussions in youth sports has caused people to take a hard look at the practices in several sports.

And, finally, there is the perception, and probably the reality, that the gap between rich and poor in this country is widening as the middle class shrinks. This perception is coupled with a related belief that social programs that previously protected young people are eroding. And as a result, people again are looking to sport as a possible solution.

Now, all of these developments would mean nothing if there were not dedicated people on the ground working for change, and most of the people at this Summit, I think, fall into that category.

Certainly our keynote speaker today is one of the most influential voices in this effort. Tom Farrey is the executive director of the Aspen Institute's Project Play. Unlike most organizations represented here today, the Aspen Institute does not provide or fund youth sports programs. Its important contribution has been to bring together leaders from youth sports and youth development from across the country to examine the state of youth sports with an eye on the future.

Project Play is well into the process of developing a unified coherent analysis that reimagines what youth sports can become, and provides recommendations on how to make that vision a reality. Their work is serious, sophisticated, and ambitious, and it's going to have an impact on the work of almost everyone here today. So please welcome our keynote speaker, Tom Farrey.

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It's really true that to figure out where you want to go, you need to know where you started. And organized youth sports in this country started more than 100 years ago for certain reasons, and people built a certain model. It had its strengths and it had its weaknesses. We are now dealing with some of those weaknesses today. For instance, people did not really build girls into the equation of organized sports early on. It took Title IX to begin to remedy that situation.

There was an emphasis on building toughness in boys, right, the promotion of sports like football and so forth, and now we're dealing with a concussion crisis. These issues didn't come out of nowhere; they've been building up over 100 years. So I really appreciate your understanding of where we've been, as well as the contemporary trends. I agree with Wayne on really all six [points about why reform is occurring now].

We have a little moment in time here, where youth sports is either going to figure it out and become everything that the institution can be. Or it's not. It's going to devolve into an institution that is limited to the kids from upper-income homes, or the kids who are the very best athletes, and it's a pure performance environment. It'll be less of a tool of character development and leadership development in this country.

We're hoping that Project Play will be part of creating a positive outcome, and pushing it in the better direction. I see a number of faces in this room, whose work Project Play is built upon. Jim Thompson at the Positive Coaching Alliance was the one who first got me thinking about youth sports from a scientific perspective.

I became enamored with the magic ratio and the idea that five compliments to every criticism is a scenario that works in marriages, and works with kids, and my wife needs a 7:1 ratio when it comes to that. [Laughter]. But I thought, okay, someone is actually trying to figure this out from a rational point of view. He got me very much motivated to think about this, and ultimately write this book, *Game On* that came out in 2008 and took the measure of the landscape of youth sports in this country. And as I went around the nation and did the lecture tour, people said, "Hey, that's fantastic. Thank you for telling me how we became the world's sports superpower, but also have one of the world's worst obesity crisis. But now, what do we do about it?"

I hated that I didn't have the answer to it. I mean I'm a journalist. I break down the problem; someone else figures out how to put it back together in a better form. Right? But nobody was doing that. It's not like there's a sports ministry in this country like there is everywhere else in the world to coordinate sport development to the grassroots to the top. And I knew I had this great Rolodex now because the nice thing about writing a book is all the people who



care about a topic and want something good to come of it, they contact you. They write you emails. They ask you to come talk. They connect you with people; they want good things to happen.

Everywhere I went ... and it was often from different angles. You know, some people were concerned about overuse injuries and burnout, and the issues of kids being fed sport through the fire hose. Other folks were interested in issues of access, or other folks were interested in issues of character development. So there was a lot happening in this space, a lot of the movements that Wayne touched on. And I thought, hmm, maybe the Aspen Institute is the way to bring together all these disparate parties and begin to create something of a song sheet that everyone can begin to sing off of. Right? Some kind of unified concept that can lift all boats. So that's where we are right now.

Wayne is right. We don't have anything to sell. What we have at the Aspen Institute is thought leadership, convening power. The ability to bring together the right people in this space, but then go beyond that. The institute has pretty deep roots and a lot of important places in corporate America, or in D.C. circles, policymaker circles. So if we can bring the right people to these meetings, we can expand the conversation a bit, and hopefully unlock resources and opportunities that didn't exist previously.

So as I think about Project Play, it's really the first and only independent national level cross-sector exercise designed to provide a model and a plan that all stakeholders can plug into to build healthy children and communities through sports, which Project Play defines as ... This whole definition of

sports, trust me, we've gone back and forth on this. My former colleague Rachel Nichols, who is now with CNN, once argued if you can eat a sandwich and play, it's not really a sport, you know. [Laughter]. That didn't quite do for us.

So the definition that we came up with was, and you'll see it reflected in our Project Play report, which I'll talk about as well, is all forms of physical activity, which through organized or casual play, aim to express or improve physical fitness or mental well-being. Participants may be motivated by internal or external rewards and competition, and may be with others or themselves, which is a critical distinction as well. We tend to think of competition in this country is always a win/loss, a zero sum I-move-on, you-stay-behind kind of scenario.

But really at the end of the day, shouldn't we make room for personal improvement, personal development? Each kid getting better at what he or she is doing. So our guiding question here is, How can stakeholders from parents to policymakers, sport chiefs to you name it...health leaders... work together to deliver universal access to an early positive sports experience? Jim Brown is one of the people that came to our meetings. He was very inspired. Many of you in the room I'm sure know Jim quite as well about what we're doing, and I hope we can live up to what he thinks this will be all about.

You know, as we go about our work here, we're focused on the barriers to participation, and the opportunities to confront those. But it starts with an understanding that there really are barriers that everyone shares, and then barriers that exist among

TOM FARREY

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the sports “haves,” and then the “have nots.” The barriers-for-all are the marginalization of in-town or rec leagues, which are the ones that I kind of grew up with in the 1970s. The travel team culture has sort of overtaken that. It cuts the middle school teams and intramurals, of course not as much P.E. as we once had, and the less casual or pick-up play.

But then you look in communities, like where I live and my kids are growing up in, where they have fair amount of access to sports. We still see a lot of kids being pushed aside due to exclusionary sport policies, the creation of those travel teams when kids are 6 and 7 and 8 years old, trying to sort the weak from the strong before they grow into their bodies, their minds and their interests. Sending messages to kids that you’re not an athlete, or you’re not good enough to think about playing on the high school varsity one day. Excessive demands on family, win at all costs mentality among coaches and parents sometimes, a lack of age appropriate play, and the burnout, concussions and overuse injuries that we see so much media reporting about.

But, there are the lower income barriers as well, which get much less attention in the media. I tried my best to try and put this on the national agenda. We’ve had some success with it, with ESPN town hall with President Clinton and Kobe Bryant earlier this year emphasizing these issues.

In inner city Baltimore, Detroit, Youngstown, Ohio, Native American reservations ... There are a lot of kids in this country who simply don’t have sufficient access to sport. That is a large part of our work, if not a larger part of our work than what’s happening in the upper income communities. And there you see, of course, a lack of viable parks, rec budgets that have been cut, a lack of volunteer coaches, safety and transportation needs. Are you going let your kid hop on his bike and ride four blocks away through two gang neighborhoods so he can play? Hmm, maybe not. You might just kind of keep him on the couch and let him play video games. How do we help parents address that situation?

And rising fees for youth sport participation. I mean if you're going to end up on the travel team, it will cost money. It really does – a couple thousand dollars a year often. So the problem with the scenario is that it does leave most children without regular sport activity. In 2008, 45 percent – technically 44.5 percent – of kids between the ages of 6 and 12 were playing team sports, meaning in the top 23 sports in this country. It's now 40 percent. That's a significant decline in just five years in every one of the main team sports - football, basketball, baseball, soccer. Lacrosse and hockey are about the only ones that have bucked it. Participation has declined.

So most kids do not have access to regular sport activity, and there are certain kids who are disproportionately left out of this model that we have. It's the kids from low-income neighborhoods, kids who are physically or mentally challenged. The kid who is of average or below average ability, the kid from a single parent home, the late bloomer, the kid who doesn't really have his growth spurt until he's 13 years old, 14 years old, and the kid who needs exercise perhaps more than any other – the one who is clinically obese because that kid is not going to help you win games, and may not make the cut.

So our model, the one that we are pursuing here, and we'll come up with a better infographic here to explain this as we move along, but it is a sport for all, play for life. Sports accessible to all, and you don't stop playing at the start of adolescence or at the end of high school when the varsity teams and football/baseball disappear, and so forth. We'd like to build, essentially, a rectangle within sports more than a pyramid, one that is inclusive and is based upon positive health outcomes.

If we could do this, we think we can deliver sport and societal impact, more early positive experiences for kids, more of them involved in a variety of sports, higher sport participation rates overall, lower sport attrition rates overall, more sport activity integrated with everyday life. And, downstream, more active adults, stronger healthier communities, more resources, meaning facilities, training coaches to sustain a healthy sport culture, and a greater variety of elite athletes.

I think it's important to bring the institutions like U.S. Olympic Committee or the NGBs into this conversation because they have real resources and best practices. We need to unify the efforts of the folks who care about elite performance with those who care about the grassroots. They're operating in separate silos right now. We need to create something of a unified concept moving forward. I think we're having some success in that area. So I want for a minute here to close your eyes. Everybody, close your eyes.

Now, imagine the year 2030, an America in which all children in all communities played sports, not just the kids deemed the best in their class, or those who come from homes who can afford the rising fees for youth sports. Imagine universal access to an early positive experience in sports, so the kids want to play sports, and not just their video game consoles, smartphone, or whatever device rules the day in the year 2030.



Imagine if every kid had a chance to know the camaraderie of a team, the feeling of a game winning shot, or the perseverance to shave seconds off a personal best, to experience all the benefits, physical, social, emotional, cognitive, available to human beings who simply move their bodies on a regular basis. Now, imagine the benefits to communities everywhere if all kids played sports given the research showing that active kids become active adults. Imagine cities where citizens demand more parks and trails, cities that are greener, more vibrant, and healthier; cities that are made more cohesive by the social bonds that come through sport activity.

When you think of places you want to live, isn't this the kind of place you want to be, the kind of place you want to raise your kids, you know, one where everybody is out and about walking, running, kicking, doing yoga in the park? If we can help every kid fall in love with sports, and give them the tools to stay active, imagine the savings in healthcare

costs. Right now medical costs for obesity alone are \$190 billion dollars a year. Those costs are only project to rise unless we move towards a better vision. You can open your eyes if anybody is still...

So did you get the idea? Didn't it look like a good place to live, a good place to be? I think we can actually achieve it. I really do. So how do we get there? How do we get there? Well, by understanding that oil tankers don't turn on a dime. They really don't. This is a massive institution. You can't just sort of create a document and hope everybody rallies behind it, and you're off and running. So you can see

that Project Play is a progressive process. There needs to be a series of steps taken to bring people into the conversation, surface the best ideas, build alignment around those ideas, and then it's go time.

So, what we've done over the past 18 months is bring together more than 300 high level leaders in nine roundtables. Our next one is tomorrow at the ESPNW Summit on how to bring the voice of mothers into the decision-making process around youth sports. We've held a televised town hall with, like I said, Kobe Bryant and President Clinton. [I've had] a number of speaking engagements, a number of what we call Aspen Timeouts, where we go out to national organizations and present Project Play, explain how it's relevant to their work, and create something of a collective conversation around these ... a common vocabulary, a common agenda.

I think we're getting pretty close to doing this. We've created a number of reports – event reports, summary reports, research reports, original research, identifying the number of coaches that we have in this country, how many of them

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are trained. Tomorrow, we're going to present research on the attitudes of sport parents, based on a nationally representative survey by ESPN and the Aspen Institute's Project Play. I can't give you the full results right now because the news story is not out yet, but they really point out the problems, the perceived problems that we have in youth sports in this country.

There is great dissatisfaction among parents about the quality of coaching, about the costs of playing sports, about the time demands, about the emphasis on winning over having fun. So what we do with the Aspen Institute is try to create these opportunities for everyone to build off. In this case, it would be the data. The next step for us is the Project Play report, and this is a draft copy. [Holds up document] We think the cover will hold up so I don't mind showing it to you right now. This will be out in January or February, early next year.

It will be a 45-page report that's presented as a playbook on how to get every kid – get and keep – every kid 12 and under active in sports in this country. There will be eight major recommendations. None of them will actually surprise you, and that's on purpose. They're not meant to come out of left field. There are ideas that have been surfaced and there's a fair amount of agreement around these ideas; coaching, bringing back free play, creating more places to play. What else? I've got a whole bunch of them.

You'll see them. We'll deliver them in, January or February of next year. And it's based on that model that I was talking about earlier, that inclusive model of 12 and under where it's more of a rectangle than it is a pyramid. At the base of the model will be the concept of physical literacy, which is an idea that we didn't come up with, but we certainly promoted it and elevated it. The Robert Wood Johnson Foundation has asked us to develop a paper that will be a beautiful strategic plan on how all stakeholders can introduce physical literacy as a desired outcome for all kids in this country 12 and under. So you'll see some thinking.

The paper will be delivered in February. There will be a framework for action based on these eight ideas that I talked about, and toolkits or guidance to enable mayors, parents, and others to activate on the model locally.

Here are the themes. I've got the rest of them. I already mentioned free play, coach training. You'll also see discussion in there about age appropriate play, which ties into the USA Hockey's American development model; injury and concussion prevention, and I think probably most important is bringing the voice of kids into the conversation around youth sports.

I mean even in this room, I don't see any kids. We all talk about youth sports; we don't ever really bring the ones who [play]. It would be nice to ask them what kind of experience they want. We don't really know what they want often, so how do we do that? How do we integrate their voice? The USOC requires athletes to be part of its decision making process. Now the NCAA is doing the same thing. Why can't we do that in youth sports? So that's a little preview of what's to come here.

And then on February 25 at the Newseum in D.C., we will bring together 300 leaders to explore and activate on this report. They'll be focused on cross-sector collaboration, and will have sessions on each of the eight strategies that are recommended within the report. You're likely to see commitments by major sport organizations.

I'm in conversation with three or four of them that you're very familiar with who are excited about the report. We'll see what they come up with. We'd like other groups to take a look at the report and say, okay, this is how we're going to act on this particular strategy or multiple strategies. And like I said, the physical literacy paper will be released at that time.

So what can you do? Spread the word. When the report does come out, you all have networks. Make sure that if you like it, you let people know about it. Bring other folks into this conversation. It's incredibly important. This is going to be a unifying document that enables everyone in this space to begin to talk the same language. There is great power in having the same vocabulary, having the same set of objectives. It creates real opportunities for partnerships that are going to be valuable that aren't happening right now. I would say act on one or more of these recommendations.

And then tell us what you did right. Let's identify successes out there. And we want to know what you are doing in this space that's consistent with the ideas within the report. So that is – I didn't want to take up too much time. I could keep going, but I won't. I know we want to save some time for some questions here. Anybody? Jim [Thompson]?

Audience: What do you see as your role and the role of Aspen in student sports after the report is done, and the major organizations have made a commitment?

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Tom Farrey: We will continue to provide the thought leadership. If we need to continue to convene around these ideas, or help organizations think about how they want to activate off of it, there might be an opportunity for, say, a model city to say, “You know what? We want to be a support for all Play for Life community. How do we do that?”

TOM FARREY

We have an awful lot of people who want something good to come of this, and we work very hard to try and be a positive player in this space and push this thing forward.



Working with the Clinton Foundation, which is a partner in Project Play, maybe we can help them do that. Or, if there is a particular NGB, we’re willing to guide them and connect them to other resources. We want to be valuable in whatever way we can. We don’t have on-the-ground-programming, but we can be of use through our networks.

Audience: I was involved in building character through sports maybe 50 or more years ago. I had multiple meetings at the White House, et cetera. I published a report. I think I have a copy of that report in my file somewhere. I could probably find it, but it’s several hours. And the idea of my starting positive coaching, and I truly came out of that because I saw those good recommendations were going to go sit on a shelf, and nobody was going to push it forward. So I’m just feeling impressed with what you’ve done, and what this effort has done. I hope you would stay with it.

Tom Farrey: We will. We can’t do everything. We’re small. You know, we have some great partners. We have some big ideas. We have an awful lot of people who want something good to come of this, and we work very hard to try and be a positive player in this space and push this thing forward. But we can’t do it all. We really can’t, but we will be of use.

We will convene and we will guide moving forward. This whole 18-month buildup here ... I could have written a Project Play report coming out of my book, added some ideas of how we might want to reimagine youth sports. I didn’t have all of them. I didn’t have all of them, but I could have cranked something out, but this has been a socialization process for 18 months now. Hopefully while we’ve helped reimagine youth sports, others – all these folks who have come to our meetings - will help reinvent it, the ones who actually have tentacles in the communities, organizations like yours.

Audience: Hi. Can you give a couple of examples of physical literacy?

Tom Farrey: The confidence, the ability, and the desire to engage in physical activity. There are six to eight countries around the world who’ve taken this idea and run with it in some form or another. Canada has done a terrific job of it.

And they all define it a little bit differently. That's the definition that we have locked down on, which at the end of the day means: Do you do movement proficiency? Can you operate in multiple environments? Can you run, jump, skip, swim, and so forth? Do you have, you know, desire, meaning love of game? Do you want to get out there and play?

We will deliver that definition, as well as what it means, and what the "asks" would be by sector. So what does this mean for coaches? How do you want to, how should you, adjust your practices?

P.E. teachers, what does it mean? The health sector, what does it mean? We've identified six or eight key sectors and tried to translate that to them. We're working through all that right now. The drafts of the paper are being created.

Audience: I understand you're limited in terms of what [inaudible] is doing, but we [inaudible] common display [inaudible], a whole bunch of projects that come this way. And the key in terms of us engaging is funding. It's always a matter of getting some money to get things done. Can you use this platform that you have currently to have get others to kind of join and actually get some resources behind it opposed to just talk?

Tom Farrey: Yes, I certainly hope so. Look, one of the ideas that was floated at our last roundtable in Chicago a couple of weeks ago was on the places equation. How do you give kids more safe, affordable places to play that are nearby? And there were some folks from the outdoor industry, who said, "You know what? There is something called the –," maybe you've heard of it, "The One Percent for the Planet Foundation." Is anybody familiar with that?

Well, I wasn't aware of it. One Percent for the Planet is essentially industry groups committed to giving one percent to their revenue to this not for profit, which then goes to create – to support conservation efforts. So she said, "Well, what about something like a One Percent for Play Foundation?" Think about that. One percent. What if industry groups decided to give one percent to play, and it goes into a foundation.



And then that's used to support coach's education, to do exactly what LA84 is frankly doing right here: making sports a little more affordable for kids. I don't know. I wouldn't rule out that type of scenario coming together, but it takes a unifying document before you can go to industry groups and say, "There is incentive for you to get behind kids' universal access to an early positive sport experience. Here's how you can be of use. What do you think?" I'm not saying we're committing to pushing the one percent for play idea, but that is a way to drive more money into it potentially.



Audience: Perhaps another way to drive more money into it is for some of the professional organizations, for organizations who run events, to have the charity be for sports instead of an outside charity. To my knowledge, I think there is only one in which the money goes back to sports, and that's the U.S. Open. But it's run by the NGB, so the money goes back. But what if the NFL decided to put money back into youth sports; baseball, basketball for boys and girls in all communities? That would give us a heck of a lot of money.

Tom Farrey: It would. And they have incentive to do so. Their numbers are tailing off. Football, basketball, baseball, soccer, all of them. I mean you have these huge TV contracts being signed under the idea that people are going to consume content?

Audience: Add soccer to that too.

Tom Farrey: That's right. But I think there is something to that. It's just we got to figure out how that exactly would work. Yes? One more.

Audience: You mentioned the number of kids playing team sports has declined, but do you have any information on any individual sports in which athletes are not cut? I imagine with soccer and basketball, some kids could get cut in some programs. But what about golf, equestrian, or cross country, do you have any information on them?

Tom Farrey: Well, you know, those numbers I gave you were with the 12 and under level, where team sports dominate. As kids get into the teenage years, individual sports become more of a factor, in part because schools offer a wider menu. According to the sports and fitness industry association, which we get our data from, individual sports are not that significant at the 12 and under level. I'm sure kids are playing sports. A few of them are playing golf and tennis, but it's still largely a team sport environment.

Well, thank you very much. I appreciate it.



Wayne Wilson: Our first panel will deal with the most fundamental things that a youth sports organization needs to do. When you have an organized youth sports program, the two most important things you can do are provide competent coaches and protect the health and safety of the kids in that program.

Our panel today consists of Jim Thompson from the Positive Coaching Alliance and Dr. Tracy Zaslow from Children's Hospital of Los Angeles. Your moderator is Patrick Escobar, vice president for grants & programs here at the LA84 Foundation.

Patrick Escobar: Good morning, everyone. The panels are all meant to be interactive so you can learn more and contribute more. We hope that you will ask questions of interest to all of you. I'd to begin the process by getting a little bit more background. As you heard from Tom and Wayne, it's important to have a historical context to what we're talking about here.

I tend to think that the reform movement really started way back in the 1980s with coaching education. Jim Thompson started Positive coaching Alliance in 1998. So, my first question to Jim is why he felt in 1998 the need to start the Positive Coaching Alliance and then to quickly move forward to today and talk about what he has seen in terms of the changes and whether he sees this as a critical time in youth sports, as has been mentioned before. Jim?

Jim Thompson: Thanks, Patrick. Great to be here. I got started ... I was in college. I decided to drop out of school. My mom told me, "If you drop out of school, I'm not going to give you another dime." So then I had to go through with it because I couldn't let her push me around. My mom was a teacher, and the one thing I knew I didn't want to be was a teacher, but I couldn't get a job.

And I got a reference for a teacher aide job, and I got a job with a very unusual school called the Behavioral Learning Center in St. Paul, Minnesota. This is a school for kids whose behavior was so bad that they could not be

handled within the regular classroom. The idea behind the school was relentless positivity. These were very troubled kids. Looking back, many of them were physically, maybe even sexually abused. And they acted out. We set limits on them, but every time they made a move in the right direction, they got relentlessly positive feedback.

Fast forward, I met my wife there. Fast forward seven or eight years, I'm a first year business school student at Stanford. My son is playing soccer and basketball and baseball, and, oh my God, I cannot believe how much negativity there is. Unlike the kids at the Behavioral Learning Center, these kids have parents who are Ph.D. students at Stanford or faculty members. They are very well educated. But there was so much negativity that they had boys crying at tee-ball practice because their dad was on them.

JIM THOMPSON

If you're going to change a major institution, you need to have a movement of people, and that's what we're creating. We have now 63 staff around the country. We have 125 trainers.



So those two experiences really came together. The next year I got ... I knew I wasn't going to flunk out of Stanford Business School, so I started coaching my son's team and I started using the techniques I had learned from the Behavioral Learning Center, and our team's kids got better. The parents wanted their kids on my team.

And I thought, wow, maybe there is an idea here. You want me to fast forward. Positive Coaching Alliance is really focused on a major institution in

this country, which is youth sports. We often don't think of it as a major institution because it's incredibly decentralized, but it is. You've got CEOs of major corporations, who you couldn't get a meeting with to save your life. They take off early to go coach their son's or their daughter's team. Sports is really, really important.

If you're going to change a major institution, you need to have a movement of people, and that's what we're creating. We have now 63 staff around the country. We have 125 trainers. Marc Smith is here, somewhere, one of our trainers. And Marti Reed, who is an all-American in softball at UCLA, is our staff person here. We have 220 board members around the country, who are part of owning the movement there. And we have a lot of support now from professional teams.

In Cleveland, our seed funding came from the Indians and the Cavaliers. We just opened an office in Tampa Bay, and it came from the Tampa Bay Lightning and the Rays.

Two big ideas that we focused on ... One is organizational culture. I'm going to ask you to do something a little cheesy. Can I see your hands for a second? Imitate me, if you would. Organizational culture is the way we do things here. Come on, do it with me. It's the way we do things – say it with me. Organizational culture is the way we do things here.

And the way youth sports are done imitates what we call the entertainment sports culture. What you see at the professional leagues, that's what filters down. So we want to change the entertainment sports culture to what we call a development zone culture, where the goal is to develop better athletes, better people.

Second big idea, and I'll wrap up quickly, is mental models. A mental model is a subconscious job description. So if you go to law school, you come out of law school knowing a lot of legal stuff, and you also have a model in your mind of how lawyers are supposed to behave...same as with coaches. And the mental model for most coaches in this country is what I would call a win at all costs model. We want to replace that model using the psychological principle that it's easier to replace a bad habit with a good habit than it is to just get rid of the bad habit.

The coaching model we have is the double-goal coach. The first goal is winning, but the second more important goal is to use youth sports to teach life lessons. For athletes, the goal is to be a triple impact competitor. Make yourself better, make your teammates better and make the game better. That's what we're all about – getting double goal coaches to create triple impact competitors. If we're able to do that, we not only will change youth sports, we'll actually change the whole country.

Patrick Escobar: Since you started this in 1998, and you obviously began this slowly, it's become more and more accepted across the country. You've done a great job of that. Do you find that there has been an actual change in culture of the people that are going into coaching? Are they more accepting of your teaching principles, or is it still kind of the same fight in terms of getting people to change?





Jim Thompson: It's some of both. You know, when we had our preparatory phone conversation [for this panel], I mentioned that Dick Lamb, who was the governor of Colorado for a while, had four stages in the change – four stages in how public policy changes. The first stage is no talk, no action. Nobody is talking about it; nobody is doing anything about it. Not even aware it's an issue. The second stage is talk, no action. And that seems like frustrating because people are talking, but nobody is doing anything. But that's the stage you have to go through. The third stage is talk/action. People are talking about it, and taking action. And the fourth stage is no talk/action.

You don't have to talk about drunk driving anymore. People know that's a problem. You don't have to talk about smoking being bad for people. It's really action. I think where we are is that we're kind of between the talk/no action, and the talk/action.

I will say we work with more than a thousand organizations. Chuck Singer from the city of L.A. is here, and we were reminiscing about the times we worked together. When organizations' leaders take on the responsibility of creating a development zone culture in their organization, things do change. They set a standard for coaches coming in. The time when you have the maximum – if you think about hiring somebody for your organization, the time when you have the maximum power over that person is when they're trying to convince you to get the job.

Once you give them the job, then the power shifts. So you want to use that power of coaches coming into the organization to say, "This is what we expect of you. We you expect to be positive. We expect you to do the mistake ritual. We expect you to teach kids to fill each other's emotional tank. And if you're not doing those things, then you're probably not going to be really successful here."

We expect you to teach kids to fill each other's emotional tank.



And if you're not doing those things, then you're probably not going to be really successful here.

Patrick Escobar: One other question for, Jim. You refer to youth sports as an institution, but I also heard you refer to kind of as an ecosystem that includes many components of it. Do you feel that part of the reform now is going to include impact into other parts of the ecosystem, whether they are rule changes or officials apart from the coach?

Jim Thompson: Yeah. Absolutely. We're Positive Coaching Alliance because that's where my head was when I started this 16 years ago. It's about coaches and kids. How can we help coaches stop doing bad things to drive kids out of sports, and give them some positive tools? The first workshop I did with coaches, all they did was complain about parents. Like, oh, okay, we got to worry about parents. We have a model for parents, the second goal parent.

The first goal is scoreboard winning. That belongs to the kids and the coaches. Parents have a much more important job, and that's to use sports to teach life lessons. And then we asked, "Who are the people who really have an interest in changing the behavior of coaches?" And, they typically are the leaders of organizations. If the kids have a good experience, they are more likely to come back. That means revenue. If coaches are screaming at officials, it's hard to get officials. You can even have a lawsuit – all kinds of problems with that.

So it's the leaders of the organization who we really see as our – we're a nonprofit – but it's our customer. We're trying to help leaders of these sports organizations, create and develop their own culture, and then we do training for coaches, parents, and athletes as well.

But that ecosystem part of it is just absolutely crucial. Often I'll sometimes show a graphic of the ecosystem with leaders, coaches, parents, athletes, and then I'll say double-goal coach, triple impact competitor, et cetera. I will ask, "What do you think about Lance Armstrong? Where would Lance Armstrong fit in this ecosystem?" And I get lots of really interesting comments.

So then I'll ask, "Okay, so let's say they caught Lance Armstrong a long time ago, and why wouldn't they give the award – his medals to the second place person? Do you know why? Second place person cheated. What about the third place? What about the fourth?"

If you have a system where the only way you can succeed is to cheat, and then you put really competitive people in that system, should we be surprised that they cheat? We've got to change the system. And I'm not at all saying, you know, what Lance Armstrong did and others did should be tolerated, but we've got to change the system. We can't just work with coaches.

Patrick Escobar: Tracy, the issue of safety for athletes has always been very important to coaches and to parents, obviously, but it seems like in the last few years there has been an increase in that awareness, and particularly because of concussions. In your particular field, you're kind of one of the pioneers. Can you explain how you got involved and how you see the growth of that particular specialty of being a pediatrician in youth sports?

Tracy Zaslow: Yes, my background is ... I'm a pediatric sports medicine physician. What that is is a doctor, a pediatrician by training, and then I went onto to do additional training in sports medicine so that I could take care of athletes. My

particular interest is young athletes. That comes from my own history as an active child and participating in all the high school sports that were around. I didn't go on to be a professional or even collegiate athlete. I played club sports in college, and some intramurals, and then went on through my career.

My passion is to help these kids enjoy sports when they're young, and stay healthy within that sport, recover from their injury, and potentially prevent their injury so that they can go on and have a long and active athletic life. So when we talk about injuries, yes, we see there has been a big focus on overuse injury, and also on concussion. Those I feel like are the two hot topics when it comes to injuries.

For concussions, part of the reason we're seeing more of them is we're recognizing them. I honestly – from my high school days of sports, I can't even remember a single player on any of my teams or myself that was ever diagnosed with a concussion. Today we have a better awareness. What used to be called a ding or getting your bell rung, and that you'd rush back into the game, that's now known to be a concussion, and so we treat it differently. And with that awareness, I think a lot more can be done to prevent those injuries.

When we talk about overuse injuries, that's another facet of the issue. We see kids who used to participate in sports. I talk about in the timeline of sports. A hundred plus years ago, sports for kids meant usually free play running around the yard, maybe doing some chores, maybe just the beginning of organized sport. That was great. It was Little League, and usually parents were the coaches.

They were local teams, defined seasons, so kids didn't participate in multiple teams at a time; they're on one team. They played football in the fall, basketball in the winter and baseball in the spring. And in summer, they just played,

TRACY ZASLOW

What used to be called a ding or getting your bell rung, and that you'd rush back into the game, that's now known to be a concussion, and so we treat it differently.



[laughter], and there wasn't any organized sport. And that allowed for a lot of diversity of skill development. And it allowed rest. There were discrete seasons.

Now, what we see is really year-round intense and early specialized sports. There were sports that were always specialized early because they require athletes to be ready earlier, things like figure skating, gymnastics, but now, we see it across the board. I mean we see travel teams for football, lacrosse, rugby, basketball, and volleyball.

All those sports are wonderful. But sometimes there are risks to having kids participate at such a high level so early on, and be so specialized. I'm honored to be here today to have the conversation with everyone to really try to make sports available to kids so they can do multiple sports and don't feel like they're getting left out. On the other end of it, as was mentioned earlier, is the obesity issue for a lot of these kids.

Because sports are so specialized so early, kids are driven out of sports early. Maybe that sport wasn't the right fit for them, either for their genetic build and makeup. We talk about Michael Phelps, maybe not the best example at the moment, but he his body type really makes him – gives him a great advantage in swimming. He has a long torso and short legs. A track runner is going to have long legs and a short torso, and that's what makes them really good at their sport.

If Michael Phelps was put in track at age five, and that was his sport, he would probably have never made it to the Olympic level. And I think that's one of the things that we can be conscious of as we're helping these kids to be active, with the positive coaching techniques.

Patrick Escobar: Tracy, is there a danger of scaring parents and kids away from sports currently because of all the talk about concussions? When the parent and child comes to you, what would be the overall message that you give them so that they hopefully remain interested in participating?

Tracy Zaslow: Yes, absolutely. I think all of the media attention that concussions have gotten is really a double-edged sword. I think it's wonderful that we're recognizing it more, and hopefully diagnosing it and treating it appropriately, but there is definitely a kind of frenzy. A lot of conclusions are being drawn a little bit prematurely in the sense that we have correlation, but when we talk about medical evidence, we like to have direct connection versus a correlation.

We see families from all ends of the spectrum. We've actually run a study, what we call the parental attitude study, looking at parents' attitudes towards concussions so that we can better educate because there are two ends of the spectrum for what parents perceive.

TRACY ZASLOW

Because sports are so specialized so early, kids are driven out of sports early.



There is the parent that comes in and says, “Well, I had ding after ding as a kid, and I’m not worried about my kids at all. He’s dizzy and he’s got a headache, but he can keep playing.” And then you have the other end of the spectrum, where the kid has recovered well, gone through what we consider the gradual return to play program. They’re symptom-free. And having an isolated concussion, we, at this time, feel doesn’t predispose you to any long-term issue. And now the parents are talking about holding their kid out from a sport, even lower risk sport, [such as] volleyball.

I had a run of volleyball-related concussions lately, which we don’t necessarily think of as a concussion-related sport. But families are considering holding their kids out from volleyball, tennis, things like that that we consider lower risk sports that give the kids a lot of activity.

One of the things that we talk about with families is when concussions are treated correctly, the symptoms are recognized and the athletes stop participating in the sport while the symptoms are occurring, if they have appropriate medical evaluation and treatment and then they undergo a gradual return to play, that they don’t necessarily have to have lifelong concerns as to what that outcome would be. They don’t necessarily have learning difficulties or emotional problems, which is what we see characterized in the media.

And so absolutely it needs to be treated correctly. We know that an untreated concussion, that kids are put back in the game too early, has extreme risk. If they haven’t recovered from the first one, they can have a severe second impact syndrome, which is a rapid swelling of the brain that has a high mortality rate. They can have long-term problems with symptoms of headaches and memory problems and school performance issues. But that’s not the norm. If we treat it right, they should be able to return to sport without any difficulty, and return to the rest of their lives without any difficulties.

Patrick Escobar: When you hear all this talk about reform in sports from a medical standpoint, and looking at maybe specific sports, are there any recommendations that you would have in terms of either changing the rules of a particular sport, or how it’s coached to kind of minimize injuries?

Tracy Zaslow: Yes. And, again, the attention has created the double-edged sword. I think, to a certain extent, having some rule changes and coaching and parent changes are excellent. Education for coaches and parents to recognize a concussion. For kids to learn to the appropriate technique, I feel like I’m not saying any rocket science here, but for kids to learn the appropriate technique, and to participate in a developmentally appropriate level in sports.

I’m going to pick a little bit on football and soccer because those are two of the ones where we see a lot of pressure early. And especially in football, there is this push for earlier and earlier contact play. And I think – well, I’m not a huge



proponent of a ton of rule changes because I don't think we have the medical evidence to prove all the links. I think it is important to focus on the proper technique.

While there has been a lot of push for determining exactly how many contact hours kids have, I think we need to make sure that kids can do the appropriate technique when they go into a hit, that they're not going head down and that they have the strength to perform the ability, and the ability to follow rules.

One of my biggest concerns for 6 to 8 to 10 year olds is they just don't even understand the game to the level that they need to, to participate and follow the rules and play it safely. So the focus should be on correct technique following, the rules and playing it safe, more than the exact number of contact hours. We just don't know the exact answer, and I think some of the goals are well intentioned, but the focus really needs to be on that proper technique.

And from the coaching perspective, I think the positive approach is important. It's not to yell at a kid for doing the technique wrong all the time, it's to take the time and train that kid so they learn it right. Some kids developmentally are going to understand something the first time. You show them how to do it and they get it. But other kids are going to take 10, 20, 30 times before they get it.

I know I was probably one of those slower kids. And when it came to learning basketball plays, I just didn't get the concept right away. It was just something foreign to me. And I remember the coach just yelling at me, "Why are you standing over there? You're supposed to be on that side." And I just needed a little more time to learn how to ... what the goal of this play was. I mean I was high school level. Sadly, I just was slow to pick all that up.

And I think we need to really look at how to positively encourage these kids to learn the technique and the plays [and realize] that maybe they just aren't developmentally ready yet for certain skills. We need to look at it not so much by age, but by their developmental levels and abilities.

Patrick Escobar: So one of the issues that I think we're seeing overall, is that we all aspire for everyone to be involved in sports. But there is travel ball, or what is known as club ball. And there is a group that has been specializing in that area.

In some cases, a kid has been forced to select either a club or his or her high school team, particularly in soccer, which I think is not the way to go. But related to both coaching and certainly injuries, do those coaches necessarily – because they're more specialized – are they better coaches? What can be changed in terms of that culture to help because I think it's becoming a large segment of the sports market for youth?

Jim Thompson: Yeah, I'm not totally down on travel or club teams. If you think about a pianist, a kid who had really a lot of talent as a pianist early on, you'd want to provide that child with all the opportunities to become the best pianist he could be. And when kids in soccer or baseball, or whatever, have some ability, they want to play against and with kids of the same ability level. I think that's okay.

I think, Tom, one of the best things coming out of the Project Play is the idea of reinvigorating the rec league because very often – I played with a kid who – a small town in North Dakota, West Fargo, didn't have many kids, so everybody got on a team. And he was this little puny guy. Between his sophomore and junior year, he grew like five inches and put on like 20 pounds of muscle. He ended up playing for North Dakota State University's national championship team.

And as a sophomore, you would have thought he had nothing, no future as an athlete. So the opportunity to give kids a chance to develop is really important. One thing about the coaches who create travel teams and club sports: I think, it's useful to think of them as entrepreneurs. They're trying to find a way to make a living doing something they really love, [namely] that sport.

If the marketplace starts to demand safety, coaches who know safety will succeed. If parents will say – and not just take the kid out, but actually tell the coach, “I’m going to take my kid to a different program because you’re just too negative. He’s just not having fun anymore.” It will have an impact.

One aspect of safety that I think is really important and that we haven’t talked about yet is psychological or emotional safety. I went to a mindfulness retreat a while back, and a guy there said, “Gentleness to self is the gateway to bravery. Gentleness is a gateway to bravery.”

I think often we think if we’re hard on ourselves, it will make us tough. But actually what it does is it causes us to not want to be in those situations. So one of the key things we teach coaches and parents and athletes is the mistake ritual. When you make a mistake, your negative self-talk kicks in, and the first thing that happens is you start badmouthing yourself. “I’m an idiot. I’m an idiot.” And you got to give kids a way to flush it literally, like brush it off; wipe it. Flush that.

So a kid makes a mistake, a really effective youth coach will say to that kid, and the whole team will have bought into this mistake ritual and say, “That’s okay. Flush it. We’ll get the next one back.”

I was on a panel on bullying with Brandi Chastain recently. Brandi was the woman who made the winning penalty kick to win the gold – I meant the World Cup for the U.S. Women’s Soccer team. She told a story about the quarterfinals. They were playing, I believe it was Germany, and she made an own goal early on. So she kicked the ball past her goalkeeper, and Germany is up one-nothing now. [Laughter]. And she just felt terrible. She said what happened next changed her whole life. Carla Overbeck, who is the captain of the team, came up to her and said, “Don’t worry about it. We’re going to win this game, and you’re going to have an important role in it.”

And she just like [sighs]. She scored a goal, and they ended up winning that quarterfinal game on the way to winning the World Cup. So I think if we can – there is some win-win here that when coaches want to win, and every coach I’ve ever met really wants to win, if you coach the way we teach people to coach, which is based on research from sports psychology and other words, if you teach coaches to teach their kids, to teach them a mistake ritual so the kid gets out

PATRICK ESCOBAR

In some cases, a kid has been forced to select either a club or his or her high school team, particularly in soccer, which I think is not the way to go.



The one thing we do have is that early diversification in sports is a positive for the success of an athlete.



They will develop multiple skills and overall improved body coordination and ability to acquire skills.

of that negative funk right away, they're going to play better. They're going to be more excited about it. Did I answer your question? [Laughter].

Patrick Escobar: Does that work at every level?

Jim Thompson: Yeah.

Patrick Escobar: Including the...

Jim Thompson: Yes. Yeah. We have sports psychologists from the U.S. Olympic Committee on our team. Charlie Maher, who is a sport psychologist for the Indians. Ken Ravizza, who is one of the really pioneers here in Cal State Fullerton, and he works with the Rays, and now with the Angels. They use these things at that level, so it works at every level. The idea that somebody is on a major league team now and they don't have doubts? Baloney. They're fighting for their position. They're nervous about what they're going to –.

And you create a team culture where people feel supported and you make a mistake. Now, if you make a lot, a lot of mistakes, you're probably not going to stay on the team very long. But in the moment when you make that mistake, you want to help that player recover and get back. We say that the most important play always is the next play. And if you're focusing on that last play, you're hurting your team. So, yes, it works at every level.

Patrick Escobar: Tracy, when there are some youngsters that start specializing in a particular sport at age 10, 11, 12, and then that's the only sport, I think you mentioned that there's a greater chance for injury because of excessive use.

Tracy Zaslow: Yes. So I think there's two ways. One is, yes, the chance for overuse injury specifically, and physical injury. And I wish actually all coaches actually had all the training you're describing, so I do see that for your utopian future. That's it. I love to hear that. I really think that that makes even – to me, although we don't necessarily encourage sport specialization early, that helps to make sports specialization really a positive experience.

Because the other problem that you're alluding to is the psychological issues that we have with sports specialization. When kids become specialized in a single sport very early, it becomes their identity. And they have an injury or they don't perform at their best, and suddenly their entire identity, their social structure, all their friends are a part of the team.

With a concussion sometimes we have to tell the kids to not even attend a game to cheer on their team. They're just not ready for all that stimuli. And it's heartbreaking to the athlete. All their friends are there. They just want to be

there and be part of the team. And sometimes we weigh that into the decision of how we're actually managing their concussion. Sometimes it's an ACL tear, and they're out for nine months to a year from their team participation. They might be in rehab to improve their recovery. But that's devastating.

So I think one of the things I really would say to parents, but also which coaches can support, is having the well-rounded life. As much as they love their sport and that's their passion, maybe they should have another team that they're a part of that's unrelated, or other entirely unrelated hobbies and interests that they have other social structure. So when bumps come up along the way, they have a little more resilience to be able to move into some of their other passions in life, and really not put all their eggs in one basket.

That's when we see this heartbreak and the burnout too. When they're just not seeing the success. They're putting everything of their heart and soul into it, but maybe they're not having the most positive coaching experience, and they're truly burned out by the time they hit adolescence, and then really give up athletic participation. That's one of the things we love to avoid.

Jim Thompson: Patrick, can I address the issue of early specialization. We do a lot of parent workshops around the country – hundreds of them every year. And almost every single workshop, the first question that comes up is, “My son or daughter has some talent, and I'm getting pressure from the coach that she should specialize in soccer and not play volleyball or anything else, or he should play baseball all year long.” And we interviewed a lot of college coaches.

Sue Enquist was a UCLA softball coach. And one of the things she and other say is that when they're recruiting players, they like players who play multiple sports. So this idea that you're going to maximize your chance for a college scholarship if you only play baseball, if you only play ...

And if you look at major league players, very, very few of them specialized when they were in high school. It's just there are so many benefits from

playing multiple sports. We just have to help parents stiffen their backbone so they don't give into the pressure to have their kids specialize at the age of 8 or 9 or 10.

Tracy Zaslow: And if I could just build on that for a half a second. It's just that we have very little medical evidence in sports medicine that says that this is actually a true relation. The one thing we do have is that early diversification in sports is a positive for the success of an athlete. They will develop multiple skills and overall improved body coordination and ability to acquire skills. And so we actually have medical proof that proves it's a better thing to have that sports diversification, in addition to the coach's experiences, and not having kids come in as damaged players.

Patrick Escobar: Just one more quick question before we take some questions from the panel. Burnout rate. We talk about the burnout rate on kids, but we don't really talk about the burnout rate among coaches. And coaches, as we all know, have many different functions. Most of them are parents and have a whole bunch other responsibilities. Now, we're also asking them to be – as a coach, we're asking them to be a mentor, obviously a coach, and now with concussions, a safety expert.

So how does one strike a balance there between training a coach and ask them to be everything that they need to be, but also not burn them out? Because we need those good coaches.

Jim Thompson: So I think burnout comes from a win it all costs focus. Very few coaches win all the time. I know. I coached high school basketball. I had just written a book called positive coaching. And I was now coaching a high school girls' basketball team. And one week, I got two technical fouls in the same week. [Laughter]. And I was so depressed. In the month of December, my team lost nine games in a row.

I would go home and be just totally depressed, and my wife, who is a saint, said to me, “You're teaching your girls to do visualization. Why don't you

do visualization before a game, and visualize yourself giving each of your players what she needs in the moment to do her best.” And it’s just like, wow, that was wisdom. So I think that the burnout really comes from not succeeding. And we have a name for people who come in second in this country. It’s loser. If you’re not number one, you’re a loser.



So I think that win it all cost mentality is really what drives coaches out of coaching, that and not knowing how to handle parents. And so the training – so coaches really want to coach. One of the things that we say to leaders of these sports organizations is, “You have power. You may not realize it, but you have power.” Coaches need a place to coach. Kids need a place to play, and you can set standards.

Now, if your standards are that your coaches have to get trained, there is all kinds of training. We’d love you to take a positive coach training. If you get trained as a coach, and that training actually helps you become a better coach, it provides a perspective that allows you to see that there are victories even when you lose, like a kid is getting better. Or your team is getting better. They’re having fun. They’re coming to practice. Even though there are losing a lot of games. That is going to reduce burnout. So I think requiring coaches to get training in character building and positive motivation is an antidote to burnout.

Patrick Escobar: Okay. Questions, please?

Audience: Yes, I’m just wondering what is that both of you do with your organizations or individually to work with the organizations that actually create the policy around, and the schedules for competition, the leagues all of that, that would have an impact on reaching or making requirements such that coaches would have to be trained in order to coach in

high school. They’d have to earn a certain curriculum. The same thing with – in both categories. I’m just curious at a policy level, what’s happening.

Tracy Zaslow: I would say that being here is one of my ways to actually have a greater reach. My work is mostly in the office treating patients on a daily

basis. So I educate on a one-to-one basis. I also have the opportunity to be part of the California Interscholastic Federation Sports Medicine Advisory Committee. It’s a group of medical professionals of various – a diverse panel of medical professionals.

We do recommend policy to the California Scholastic Federation. Unfortunately, we don’t have the power to implement that policy, but we were involved in the development of policy to limit the number of hours of play – and I don’t say contact in the sense of contact sport, but the number of hours that coaches could have their kids or have access to their kids so that the kids could have a little more balance. That was the goal, and that was actually recently accepted.

So that’s part of it, as well as education. We helped to develop a sports medicine manual that is distributed to coaches so that coaches can be educated about these medical issues, and how to prevent them. I’d love to have a broader reach in the community. We are working with a lot of local schools and sports organizations. Usually it’s because they’re approaching us wanting the education.

If we knock on their doors, and they’re not ready to hear it, usually we feel it’s going to fall more on deaf ears. But, we are really excited when organizations want to open their doors so that we can help develop preventive programs for them.

JIM THOMPSON

We want the coaches and parents and athletes to hear "honoring the game" over and over and over again, and "filling emotional tanks."



Jim Thompson: When I speak to groups of athletic directors, the last slide I'll have is, "Who's the most important person in high school sports?" And people often say "coaches," but it's not. It's the athletic director. It's the leader of the organization. A coach can impact 10 or 12 kids every year, or every season. An athletic director or a soccer club chair or little league head, who creates a development in its own culture, impacts hundreds and hundreds of kids.

Marmion Dambrino is the athletic director of the Houston Independent School District that's one of the top 10-largest public school districts in the country. She has embraced what we do. I actually have her on videotape saying, "Before we started working with Positive Coaching Alliance, we had multiple objections every year, kids and coaches. Now, we have at most, one." So the real key is we provide training to the leaders. What is organizational culture? Do you all remember what organizational culture is?

Audience: Mm-hmm.

Jim Thompson: What is it? The way we do things here. Okay. [Laughter]. Thank you. We train them on what organizational culture is, and then how you create it. Real quickly, there are three stages. The first stage is called setting the table. Any of you been invited to dinner at the White House besides Tom Farrey? [Laughter].

I was on the board of Special Olympics for several years – eight years, and I got invited twice to the dinner at the White House. I rented a tuxedo. I was very careful about my table manners. I looked around to see what other people were doing – really careful. Contrast that with going out to the local waffle place, and I don't care what I'm wearing. It's like hopefully I won't embarrass my mom with my chewing and talking at the same time. But the way you set the table determines how people are going to behave. And we use a term we call "message bombardment."

We want the coaches and parents and athletes to hear "honoring the game" over and over and over again, and "filling emotional tanks." So at the end of that first stage of setting the table, everybody knows what's expected. They may not agree with it, but they know what's expected.

The second stage then is what we call fixing broken windows. This comes from the broken window's theory of crime prevention. If you've got graffiti on the wall, broken windows, garbage on the ground, you're going to get more bad behavior than if you clean things up right away. So the first time a parent screams at an official, that's a broken window, and you've got to fix it. You have to have somebody come in and say, "Tracy, I know that might have been a bad call and you're really upset about it, but –." and I'm a parent on the same team, so it's not going to lead to fists to cuffs – "remember, we want to be a team that honors the game."

The third step then is what we call institutional pillars. The culture shaping can't be dependent upon one or two charismatic leaders because there is so much turn-over in youth sports. It's got to be built in, having a coach development program, where you have a job description. This is where we want coaches to use very specific terms like teach your kids a mistake ritual. Secondly, training the coaches how to meet the needs of that job description, then evaluation, where you survey the players and their parents to get an idea of how well the coaches are doing. And then you reward the coaches who do a good job with a double-goal coach award or a positive coaching award, whatever you want to call it. So that's what we do, very specifically working with the leaders of the organization so that they can set the culture that tells coaches – sends messages to coaches and athletes and parents how to behave.

Patrick Escobar: Any questions, please? Eric [Sondheimer].

Audience: In Southern California, there is a growing trend that schools [inaudible], a lot of ex-college athletes coming in and coaching high school, even youth sports had ex-college coaches coming in. And I wanted to know if you had any concerns about that, or recommendations for how people are supposed to deal with that.

Jim Thompson: Are you going to videotape my answer? [Laughter]. I grew up in the golden age of sandlot ball. It may not have been as golden as I remember it, but all my coaches in high school were teachers. And then I was a walk-on coach at a high school level. I didn't teach at that school. It would be great if we could make up a whole bunch of changes to the way society is organized. We can't. So we have to deal with it.

Having a college coach – you know, somebody that played baseball or football or whatever in college, or even professionally, come in to coach kids can be fantastic if they have a positive coaching mindset. If they're coaching for mastery, you know, John Wooden talked all about – in fact, I never believed this about John Wooden, when he said he never talked about winning. But then I was on a panel with Keith Erickson, who played on his first championship



It's like you play
your game and you get better.



So winning comes from doing
it the right way.

team, and he said he never talked about winning. It's like you play your game and you get better.

So winning comes from doing it the right way. Again, the answer to your question goes back to the leaders. Is the athletic director at that school going to be intimidated by somebody that played minor league ball or major league ball, and not make them adhere to the culture? Or are they going to say, "Hey, we're interested in you in coaching at our school, and this is what it means to be a coach here."

And then having an interview, having that kind of conversation, "How do you treat kids when they make a mistake? We do it this way." So that that coach then brings all that technical knowledge together with a positive coaching mentality, a double-goal coach mentality, you know, better athletes, better people. Then you've got a great coach.

Tracy Zaslow: And if I could just add to that ... They usually will come in with an excellent skill set and perspective. In addition to all the positive coaching, I definitely would support making sure that they understand the developmental abilities of those kids. It's different than their colleagues when they were playing professionally. It's different than when they may have been coaching a college athlete that's fully developed, with an adult's physique and skill set.

Really understanding that that 10 year old, that that 12 year old is going to need different skill training than their colleagues that they're most used to working with. But I think with the right education it can be a really great combination.

Patrick Escobar: Thank you all.



Wayne Wilson: This panel features two speakers who are from organizations devoted to making sport accessible to populations and communities that have previously been underserved. Our panelists are Crystal Echo Hawk from the Notah Begay III Foundation, and Deborah Slaner Larkin from the Women's Sports Foundation. The moderator is Jan Palchikoff from the Special Olympics World Games LA2015.

Jan Palchikoff: Hello, everyone. Thank you. And to our two panelists, welcome. We'll just dive right into this and start talking first about what it is that your particular organizations do. I mean, obviously there are populations that have been historically left out of lots of sports opportunity in particular, but if you could just tell the audience and start speaking a little bit about why these organizations were started, what the mission is, something about the key initiatives and initial need. What triggered the start of these organizations? Deborah?

Deborah Slaner Larkin: Maybe I'll start because I think maybe we started a little bit before you did.

Chrystal Echo Hawk: Yeah, just a little bit.

Deborah Slaner Larkin: I have to – I would like to say something first. Jim [Thompson], are you still here? I think it must have been something in the water because I dropped out of college my senior year as well, and my parents told me they weren't going to give me any money, but please don't – I didn't tell the Women's Sports Foundation when I was hired. Let's keep that our secret.

The Women's Sports Foundation was founded 40 years ago by Billie Jean King. We were founded to serve as the collective voice for women in sport because we really didn't have a voice. It was to speak for women that didn't have a voice. We have been working in that regard ever since. Forty years ago I think we know the numbers. One in 27 girls played sports. Today that number is terrific. It's one in three. But there is a population that is woefully underserved and drops out, and that's women who are African American or Hispanic.

The second thing that I find that was different then and what is going on today is when we talk about health. Forty years ago, there were no published reports about obesity in this country. Girls were just starting to show signs of onset of diabetes or heart disease. Now we are seeing girls at age 7 and 13 who are showing full-fledged signs of diabetes and heart disease, and of course, we know about obesity.

Third, back then when we talked about safety, safety really meant equipment and facilities, and of course, that's still very important, but now we're talking about concussions. We're talking about sexual violence. We're talking about body image. For women and girls, safety is a much broader area that we talk about.

Let me also talk about some other things that weren't happening then that is very good now. That is that now there is research that says that when business decisions are made, if there is a diverse group of people in the room, better decisions can be made, and that spells women and that spells people of color and that talks to people of different kinds of abilities. That's really good, and probably one of the biggest things that help us break the glass ceiling.

And the other piece of research that we can look to is that in Fortune 500 companies 80 percent of women say that sport had a basis for them being successful in their business. Ernst & Young has just come out with some more surveys [supporting that]. So we know women need to be in the equation. Women are already serving as leaders. It's up to us to help train women as leaders.

Some of the initiatives that we're doing ... I would love for you to go to the Women's Sports Foundation Facebook page and Like the fact that we're partnering with ESPNW to do a national grants program that is targeted to women and African American and Hispanic girls. We also commission research, find out what a problem is and then try and develop a program that will help solve that problem.

So we work in the grassroots, and then we work for girls just starting out. We also work with girls who are either at the elite level or seeking to be the elite level. We offer grants, what we call our travel and training grants. We partner with Gatorade on that. And it's terrific because not only do we provide these athletes with grants to help them with their travel and training in their competitions, but even more, it gives them the moral support. They see that there is an organization and a group of people who care about them and who want them to succeed. For us, they succeed not because they win the gold medal, which they may or may not do, but because they're trying their best, and that makes them winners.

So that's a lot of what we do. I guess the other thing I want to say is that we collaborate with a lot of organizations because we can't do it alone, whether we're doing research or we're doing advocacy.

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We do a lot of advocacy work. We get into the messy business when we see that there are areas that we should change, and we're the organization that is not limited by a lot of rules and regulations. We can speak out and speak out for athletes and organizations. We do that, but definitely can't do it alone. We rely on people coming to us and telling us what problems there are, and then we try to put people together to help solve some of those problems.

Jan Palchikoff: Great. Thank you. Crystal.

Crystal Echo Hawk: Good morning, everyone. The Notah Begay III Foundation ... Notah Begay is the only full-blooded Native American to ever play on the PGA Tour. Notah is a four-time PGA tour winner. He's Navajo, San Felipe and Isleta. His story is quite an amazing one that really highlights access to sport and the work that we do.

I think I'll just tell his story before I discuss what our organization focuses on. Notah grew up in Albuquerque in a poor family. His parents split up at an early age. So, two single parents. His dad lived right next to a golf course and often wasn't home. They didn't have a lot of money for childcare, so the golf course became his entertainment and means of childcare. Notah actually used to crawl over the fence and go over there and pester folks. Eventually they just started letting him to play. He really picked up the sport naturally from there and just was a prodigy. You know, he just was remarkable and picked up the sport like that. He became one of the best amateur golfers in the United States, and came up right around the same time as Tiger Woods. They actually became friends around the age of 12 and continue to be friends to this day.

And really, through that vehicle of sport, people recognized within Notah that he had something really extraordinary. A lot of people rallied around him and he was able to get scholarships to be in one of the best prep schools in Albuquerque. If anybody knows anything about New Mexico, it actually ranks lowest in the country for education. So when you start to look at these opportunities that sport began to be able to give Notah ... He was also an amazing soccer player, an amazing basketball player as well. Very gifted,



which eventually landed him a scholarship to Stanford, where he went on to lead Stanford to the national championships and title for golf before Tiger got there. He would like always to point out Tiger came in the year after and they lost. He likes to kind of chide Tiger about that as well. In his career, he was one of the very few golfers in the entire world to shoot a 59 and went on to win four PGA Tour victories.

Through the course of that, on that journey, Notah also spent a lot of time doing speaking and engaging with Native American communities. Growing up as a Native American, really seeing the depth of absolute poverty and really seeing that so many of our children within our Native American communities ... There are 566 tribes in the United States. That's a lot. But, seeing the conditions of poverty and lack of access to sport was something that really spoke to Notah because sport had changed his life.

And then also seeing that the real health epidemics that face Native American people. One out of two Native American children right now is destined to develop Type II diabetes, to your point. When you go into Native American communities average childhood obesity rates are between 50 and 60 percent. That's almost three times the national average. When you look at Native American adults, over 80 percent are either overweight or obese. And

CRYSTAL ECHO HAWK

We began this journey of creating evidence-based sports programs and combining different techniques to not only impact health, but to impact leadership development and self-esteem, because we also have one of the highest suicide rates of youth in the United States.



really I hate to say it, Native Americans win all the races that we shouldn't be winning. We rank the lowest on every single social indicator out there. Our children are the most adversely affected population. We're really looking at these great challenges, but also looking at the assets. Our children are assets. Right? Our cultures are our assets, and really understanding the power of sport.

Notah, with his dad and his brother, formed the foundation back in 2005 with a very simple vision around creating access to sport. It started out working with about 20 Navajo kids, teaching them golf, but he knew that it was an expensive sport. That was creating a barrier, which I know we're going to talk about here in a minute. He also decided to start a soccer program because he was passionate about it, and [because] he thought the poorest nations of the world always have the best soccer teams. So that's us as Native Americans, right? So, you know, we can get a lot of kids out running around on a field for very little money. He cleared a field of weeds. It turned into dirt, and that became a soccer field for one of the very first tribal communities that we were working in.

So it was really about digging in and how we create access to sport. But, how does sport become a vehicle for social change? In this instance, it was looking at and facing an epidemic. To your point, Deborah, we're seeing kids as young

as 4 developing Type II diabetes. The average life expectancy for somebody with Type II diabetes is around 25 years, which is very basic medical clinical management of that disease. When we talk about our people as Native Americans, that's our future existence. Those are the people that carry our languages, our culture, our history, our ways of life because we are sovereign nations. We have our own histories and culture, and when you start to think about that this is the generation that is supposed to be carrying us forward, that they could be gone, this really becomes a question of the future existence of Native Americans. So this is why it became so much more than about sport.

We began this journey of creating evidence-based sports programs and combining different techniques to not only impact health, but to impact leadership development and self-esteem, because we also have one of the highest suicide rates of youth in the United States. We also began to see a larger need in terms of just providing access to sport. You know, it was also about starting to understand how we actually create more resources to create access.

Knowing that we could only have a limited impact if we were directly providing the sports programs ourselves, I really want to mention that Nike through their N7 Fund really invested in us in this journey where we created these amazing sports programs.

We realized that we needed to make a transition into creating resources for communities. So two years ago, we decided, through the support of the Robert Wood Johnson Foundation, the W.K. Kellogg Foundation to become a grant maker and to really start to invest in tribal communities to create access to physical activity, healthy and affordable food, the built environment, which is so important, to broaden our impact, to really impact the health of Native American children.

I'll quickly point out that the other two strategic priorities for the foundation are research and advocacy. I want to say, with all due respect, oftentimes when we have these conversations, the conversations become about Caucasian

children, African American children and Latino children. We're invisible. Our children our invisible, and oftentimes, Asian American communities are invisible and other ethnic groups in this country. And it's not, I think, through any malintention. It's just when you don't have data, you don't have research, people aren't at the table. It's about how you set the table. So you've got to make sure you've got everybody invited in. So we are very much dedicated to research around these things to highlight the need for access to sport. That's why these invitations to come here and talk are so important.

And finally there are the pieces around advocacy, which as I'm doing right now, for inclusion for Native American children.

Jan Palchikoff: To follow on that, on the advocacy part of this, could you talk a little bit about what you do? What do you see as the biggest challenges in advocating? What would be those barriers? How do you get the attention to get the support that you need?

Deborah Slaner Larkin: A big problem that we have right now is that there is a perception that there is no problem, that girls are participating, and if it's one in three, that they're participating. And you're so right. We do not have the research – nobody has the research about all the populations that aren't involved. I was just at a session with a lot of Millennials. The truth is I really know how to talk to baby boomers. I know the language for that, but what's going to turn on a Millennium person and someone who will be sympathetic to what we're all doing? When we said, "What do you think about sports?" They said, "Well, where's the problem?" And we point out some of the issues. There is not compliance with Title IX. Girls are getting many fewer opportunities, many fewer scholarships. And talking about setting the table, there used to be an expression that you invited me out to dinner, but put nothing on my plate. That is something that is still happening. Maybe there's some on the plate, but it's not a full plate.

Some of the women who were athletes would say, “Well, I didn’t worry about getting a scholarship. I worried about how much of a scholarship I would get.” So they really grew up knowing thinking that this would be, and for certain populations, that’s very true.

Our concern now and our priority now is being front and center. We really need attention brought. This is what’s very good about what’s going on with the Aspen Institute Project Play. In all of these roundtables, there are different populations who are represented to national organizations. We are always in their face because we want to call attention to what the needs are so people understand the situation. It’s why we talk all the time about we want to have more women sports shown on TV because you can’t be what you can’t see. That is not only to get more girls to participate, but to have people recognize what the situation is, what the concerns are and what the great benefits are if we’re participating in sport.

Jan Palchikoff: Great. Crystal, you’ve got a different set of circumstances. What would be your biggest challenges?

Crystal Echo Hawk: That we’re invisible. I think we’re constantly fighting against stereotypes. I remember as a kid watching cartoons with, you know, Bugs Bunny and everything else, and I still remember this moment. I was probably in third grade and it was just cartoon characters, the Wild West, and then all of a sudden, this image of a Native American comes walking by with the stereotypical big nose. And walking by he was wearing a banner that said, “the vanishing American,” and as he walked across the screen, he faded to black. It was so bizarre, but it’s always stuck with me.

We either are gone and are romanticized as living a long time ago or we’re stereotyped in the worst ways – “Oh, you guys have casinos now so you must be rich and everything’s fine.” So it’s this constant battle of either we don’t exist or, we have enough money to take care of all of our issues so why are you coming here to talk to us about supporting and making investment.

I love your point. It’s about getting in people’s faces sometimes. It’s the tenacity to get in the rooms and to get a seat at the table. I credit Notah so much because he’s retired now from golf and now he’s an analyst for NBC Sports and Golf Channel. He always uses his platform whenever he can to really say, “We are still here.” We are still here. Our kids are just as important as anyone else’s kids and they deserve the same opportunities as any other child. You know, all of our children should be celebrated. I think that’s what is so remarkable in working with him because it is hard to get seats

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at the table and to really have these conversations around access or to make sure that Native Americans' perspectives are included with the Robert Wood Johnson Foundation or the Patterson Award. We won the Patterson Award for excellence in sports philanthropy back in 2012. That gave us this incredible platform to be able to shine a light on our children and to start to broaden these conversations. When we talk about access and how do you create more access, it's understanding what are those barriers and to really be able to talk about that and to put the truth behind that. Native Americans are the poorest group in the United States.

I'm so excited about this project that Tom [Farrey] is working on to really understand the impact of poverty in creating barriers, but it's also about culture and cultural competency. I just loved the conversation before about sports and coaching and training because I can't tell you how many times we have Native American children in our communities who are really excited at that elementary school level to be in sport and they start making that transition in middle school and high school and they go into these schools that are predominantly white and they are made to feel unwelcome.

It's kind of like what you were saying. We just kind of just pretend like the problem doesn't exist anymore. Racism is still an issue in this country. We need to be able to embrace that. We need to look at the culture of sport to make sure that when we talk about training, that training is also around cultural competency and people coming from different cultures and that they [need to] feel included and celebrated and that they are a member of the team. I think that's a big part.

I have to throw in when we talk about the culture of sports that we just don't tolerate mascots anymore that are derogatory and racist. So it's the opportunities to be able to bring forward these perspectives that we just need to work on around a value system of social justice.

Deborah Slaner Larkin: Can I give a couple of examples that are coming up on the horizon that I think would be very interesting to everybody to watch how it unfolds? We all have heard a lot of talk about the NCAA and are players going to be paid. I'm not going to get into any of the details, but I think it'll be very interesting to see how it unfolds and who gets hurt or who gets helped by this situation. Is Title IX going to be taken into consideration? Are some of the men's minor sports going to be cut? And I always have to talk about that there is nothing in Title IX that says to reach compliance you have to cut a men's sport. It just – that is not true. It's about budget. But that's one area where, unless there are a lot of people advocating for equity for boys and girls in sports, certain populations are going to be forgotten.

Here's another one that we're going to see and hear about. This is in a particular sport, and it's soccer. With the 2015 World Cup coming up there are several controversies, some having to do with sexual violence on women's part, and another is whether the women are going to play on turf or grass fields. Now, this is something that would never happen



When you go into Native American communities average childhood obesity rates are between 50 and 60 percent. That's almost three times the national average.



You need to recognize that maybe for an immigrant community, for example, the matter of trust is important.

with the men. It just wouldn't be brought up, but it is with the women. The amount of money that it takes to change a turf field to a grass field, the six fields that they're going to use in Canada is \$3 million. FIFA has many more zeroes in their coffers than \$3 million. What this says to girls and women who play soccer and then other sports is so basic. It's not equal. You wouldn't do it to the boys, or if you will do it to the boys, then that's another story. But that's a situation, and I don't know how many of you have heard about it, but watch out for it and see how that rears its head.

It's an example of what message do you give. It's the same message that you give to the young kid who isn't very skilled and you keep putting him in right field so he never gets practice catching a ball, throwing a ball and then you wonder why they don't get better. But they know you don't think they're very good. You know you're not treating them equally. It's still happening whether it's on the elite level or whether it's in grade school. That's what we do to combat it.

I also would want to thank the Patterson Awards because the Women's Sports Foundation was the first organization to receive it in the philanthropic area. What that does is give us a platform to say, "This prestigious organization felt that the programs that we're conducting and the work that we're doing is worthwhile and valuable." It lets us continue working. So, again, we thank you for that.

Jan Palchikoff: Let's open it up to the audience now. What kind of questions would you have for our two panelists? Anybody? Yes.

Audience: I just have a comment. Keep up the good fight because it's getting better. When I was growing up, we just had track. But I had an observation. When you go to the Lakers game and Clippers game, it's packed. When you get to the WNBA game, it's half empty, even though they're championships. So do men not find women playing basketball exciting, or what is the problem?

Deborah Slaner Larkin: I don't know what's wrong with them. I think women's basketball's very exciting, and it's not as horizontal, although that is changing, as many sports are with taller people playing. It needs a lot more infrastructure. It needs a lot more money. It needs a change in attitude. Be nice if it was played not in May. There are a lot of things. But I'm going to say something really good about that. Congratulations to the NBA and David Stern and the current commissioner because they saw this. They started the league, I think, as a business decision, and they've kept with it and they have a very good record of hiring women and other diverse populations to be leaders. They could have let the league fold and didn't. So we applaud them for that. We really have to keep working on it, and I've been a season ticket holder of the New York Liberty since the beginning. It behooves everybody to support your local teams and be there because when you do watch, I don't know who loves it more, the young girls or people like me who played basketball and say, "Oh my God, can you believe it? Look what we're looking at." That's terrific.

Jan Palchikoff: Any other questions? Over here.

Audience: Hi. In terms of cultural competencies for women and Native Americans, how do you change the narrative or the conversations? A lot of people in the room are working with young people, whether in a school or in an outside setting. What are some ways to change that scenario and conversation to not marginalize and to help them want to be involved and know that they're important? What are some ideas?

Crystal Echo Hawk: First and foremost, it starts by a commitment by leadership around values – that there are these values around equity, they're just inherent in your program. Then really looking at the resources. It becomes then about training. Those coaches are going to be so powerful in shaping that because it's just sometimes so informal and so quick that something happens on the field. It's creating, 1) the commitment from leadership, and 2) the training and how you're going to integrate that into your sports curriculum or the way that you do it.

[At] the Notah Begay Foundation, we sat down and designed our soccer curriculum, which was everything from the soccer curriculum serving kids 5 through 15 to the actual coaches and referees training. It was really about sitting down and saying, "There're inherent values about how we want our coaches, our players to be from the respect for culture to the respect that we would teach our kids about when we would take them into town and they were playing non-Indian kids." Respect goes both ways on the field. And it's really about making that commitment. That's a really important part ... just setting standards for your coaches. That's the expectation that you have for them – that they're really making sure that there's a positive and inclusive culture.

Deborah Slaner Larkin: Absolutely. And to recognize that every community can be different and that what program works for one demographic may not work for another. This is true between genders, but it's also true with diversity whether you're in an urban, a rural or a suburban setting. You need to recognize that maybe for an immigrant community, for example, the matter of trust is important. Are you going to really sign a permission slip and what might that mean if your name is down somewhere? Recognize it and work with the leaders because it all comes down to the leaders. And when you're in a program that maybe is nationally based, but there are tentacles all around the country, you have to see that it's going to work differently in other places, even differently in different parts of the city. Yes, it's more labor-intensive and it takes more thought and it often requires working with people who have more experience in the area, and maybe even outside of sport, but getting it right from the beginning really is going to make a difference in having a good program.

Audience: Thank you Crystal and Deborah. Crystal, can you talk a little bit more about the advocacy for the gap and disparities in the funding?



Crystal Echo Hawk: Yeah, and I can't say enough about this organization, Inter Tribal Sports. They serve 19 tribal communities here in Southern California, so if you guys are looking for a great partner to increase access to sport, Inter Tribal Sports is one of them.

So right now, Native Americans and tribes and the Native American organizations receive 0.03 percent of all philanthropic dollars in the United States. Point – there's a zero in front of that three percent. That's funding every issue across the board. And when you start to narrow that down and really look at the investment in children, it barely registers. In fact, a lot of the dollars end up going into institutions that are not even led by Native Americans. They're large-scale academic institutions that study Native Americans.

CRYSTAL ECHO HAWK

So right now, Native Americans and tribes and the Native American organizations receive 0.03 percent of all philanthropic dollars in the United States.



So we have a huge resource gap. There is a very few institutions across the United States that are willing to fund Native Americans because they don't know how to engage with Native Americans and tribes ... the stereotypes I alluded to earlier. There're a lot of barriers to even figuring out how do you get those dollars in the door. And again, I want to talk about Nike N7. They made the bold move. I think they're getting ready to celebrate their seventh anniversary, but back in 2009, they actually started a fund in which a portion of the proceeds of their product that was sold was reinvested back in the fund to create access to sport for Native American youth. I believe they've given away over \$4 million since then. They're one of the only funds in the United States. So I really encourage you to look at if you're working with a

professional sports team or you're in a philanthropic endeavor. There is a lack of funding that goes into supporting access to sport and physical activity for Native American youth, but there're huge opportunities in working not only with our population but other underserved communities.

I think we have a tendency to look at the deficits and the big barriers, but there're wonderful opportunities for high impact. Once we change that narrative, and knowing that there're great people that also can help to facilitate access if you're wanting to get into creating more access for underserved populations, there're amazing resources out there to really help you think through your strategy about how you do that.

It's funny. We're in this larger conversation that Tom brought up about the declining participation in youth sports and with me working for a professional golfer, I hear a lot about the decline in participation in golf. Yet, you have all



these underserved populations that are desperate to engage, and so it's just how we bring folks to the middle where everybody's serving each other's interest.

We start to really find common goals. I think where we've had success at the NB3 Foundation is when we've really reached across to find good partners, whether it was state youth sports associations like the New Mexico State Soccer Association ... Can't say enough about them because it just wasn't on their radar, but once we went and talked to them ... They needed more numbers. They wanted more participants. We were able to get insurance for our kids. They came in and did coaches' training. It helped everybody. So I think it's just really sometimes thinking outside of the box around access and in reaching across and creating strategic partnerships because we all have common goals for our kids. It's just really seeing that commonality.

Audience: For Deborah, you mentioned earlier that there were some misconceptions about Title IX, and you gave a common one in terms of any time a female sport is added, it has to cut a male sport. Just wanted to know if there were any recommendations on resources and to just really give someone a good education on it. Any references that you would recommend, resources to be more knowledgeable about Title IX?

Deborah Slaner Larkin: Oh, and I didn't pay him, but WomensSportsFoundation.org is a great resource. We have a lot of information about Title IX. We have a lot of general and specific information if you wanted to file a complaint, if you wanted to learn about a Title IX coordinator, which is the person who is designated in every school to understand if there are problems in your school about Title IX. We are set up with an 800-number and our website to answer some questions. We can point you in another direction too if there's any litigation, which is the last step that anybody wants to take. As I think you pointed out, people want information, and very often, as people get information, they say, "Oh, I didn't know." When you're in a local area, if you're in a dispute, you're very often in a dispute with a parent or someone who is a supplier of some sort of service to the school and you don't want to be in that dispute. So with information very often you can settle that dispute amicably, which is what we often recommend. Thank you for the question, and if you want to talk a little later, I'd be happy to talk to you about it.

Jan Palchikoff: I've ignored this side of the room. I know there were some questions over here. Yes.

Audience: I had a quick question. I mean, being in Los Angeles you have local sports stars that grew up in Los Angeles, grew up in different parts of the country. Some of them start their own foundations. How do you convene or try to get them more involved in some of these issues and then at the forefront? I think about Lisa Leslie. She has a foundation. Some of these other – Kobe Bryant. Do you have any suggestions, or is there a convening of sorts or how do we locally access that? That's something I think is missing from the table.

Deborah Slaner Larkin: Well, quite frankly, we're trying to do that nationally with the athletes. This is our 35th dinner. We celebrate it in New York and bring in between 60 and 80 athletes and educate them about what's going on in Title IX, what's going on with the research, not just what the Foundation is doing, but some of the issues surrounding women's sports. We also would encourage some of the athletes to perhaps consider letting us start a foundation for them. Starting a foundation is very complicated. There are a lot of legal issues that are different in every state, that are changing all the time, and it takes a lot of expertise to do it correctly. While we know that everybody's heart is in the right place and they want to have family members, perhaps, or other

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people get jobs, you can get in situations that you have no idea that you're getting into because it isn't just as easy as starting a foundation. So that's what we do.

On a local level, I think if there was a convening organization that could bring athletes together, it would be very helpful. Wouldn't that be great to pool all the resources, if you will, in one area? As I said early, I would love to see professional sports start making the charity of an event go back to sports in that community with boys and girls. I mean, having diseases or other

charities is wonderful, but, you know, playing sports, you can help stop some of those diseases too. If what we're saying in this group is that we really need to promote sports, what better way than those athletes to say to the teams and for everybody in this room to say to those teams, "Hey, how about you fund basketball or baseball? How about the New York Marathon goes back to runners all over? You know, why don't we consider something like that?" And I've said it a couple times and people – it never occurred to them. The problem is quite pervasive, and the problem is that people don't see it as a problem. They don't get that sports is crucial to health and wellbeing and making sure that both boys and girls are able to reach their potential through all the benefits that you get.

Crystal Echo Hawk: I think a lot of times when athletes start their foundations and their philanthropic pursuits, it's very personal. And so it's one of those things, if you don't ask, you'll never receive. Some kind of mapping of those athlete foundations is a great idea. Here in Los Angeles County and really understanding it. I would imagine they're doing pretty well and there's a lot. As you can kind of form a coalition of different youth sports organizations here in the Greater Los Angeles area, you would want to come forward and approach every one of these foundations. A letter to the editor, I mean, there's kind of different ways, but I think it's just reaching out and making the "ask" is one of the big things.

Also this report that the Aspen Institute is working on seems like a really powerful vehicle to kind of start this conversation that there's just a lack of resources overall. I'm a fundraiser for my organization. All I do is raise money so that we can continue to serve Native American children, and, you know, there's no money out there for access to sport. It's like the double whammy for Native Americans, right. So I think that's what's exciting about Tom's report potentially is to make a call to action that there really needs to be a way that the leagues, the PGA tour, these athletes, these corporations that are involved in the world of sports and sports marketing kind of come together and really look at how do you increase access to resources on local, state or even national levels. So those are just some ideas.



Wayne Wilson: One of the real joys of working at the Foundation is getting to meet people who run some amazing programs. We have two such people on our panel today. Marsha Charney is the Executive Director of Students Run LA. Jane Haven is the Executive Director of Taking the Reins. I'm not going to tell you anything about their programs because that's why they're here. Our moderator today is Tony Brown from Heart of LA.

Tony Brown: Thank you very much. Well, we're excited to do this panel together with you. We're going to try to create some room to answer your questions as we go along. I know a little bit about some of the organizations that are here, and they have great stories that really prove how sport is a vehicle for some pretty special results. So with that, I want to start. Maybe, Jane, you could maybe tell us a little bit about your organization.

Jane Haven: Sure. Thank you. I'm, first of all, so honored and excited to be here and so appreciative of all that LA84 does for the Los Angeles community and youth in sports. It's really an honor to be here today. Our program is an equestrian and actually urban garden and farm program, but I'm going to be focusing today on the equestrian part of our program. We're located in the Atwater Village area in a beautiful oasis of a setting of three acres. We have a barn, 15 horses, and arena, and we serve about 265 girls a year. We are a gender-specific program for a number of reasons, but it's really about getting girls from underserved areas, which is our predominant population.

We serve District 13, Boyle Heights, Echo Park, downtown, Koreatown. That population of kids is our predominant population of kids, but we also partner and collaborate with a lot of other nonprofits, including three homeless shelters and programs like the Police Activities League, One Step a la Vez that serves farmworkers' children. So a lot of different nonprofits.

We're a seven-day-a-week program. We run kids' programming six of those seven days. On any given weekend, we'll have up to probably 25 kids, 50 kids on a weekend, and on any given weekday we have nine to 18 kids. So we serve, as I said, this year 265 kids.

I would say that probably about 95 percent of the kids that walk in our front doors the very first time have never even touched a horse, much less ridden one.

Our predominant sport activity that we do is the teaching of horseback riding. We go all the way from very beginning ridership. I would say that probably about 95 percent of the kids that walk in our front doors the very first time have never even touched a horse, much less ridden one. We're open to every kid in Los Angeles on weekends, and five percent of those kids actually ride in other programs, but they want to come and be a part of our program for a specific reason. But, 95 percent haven't even really touched the barn cat that's going to come and say hello to them or the goat that they're going to experience. So here they are all of a sudden learning how to put a halter on a horse, groom a horse, saddle a horse, get on a horse and ride a horse.

We run in six-week programs, and I can say that really 100 percent of our kids, by the time that they end their six-week program are walking and trotting, turning, stopping, and having control of their horse. Of the kids that we serve, about 40 percent that walk in the door really want to invest the time and participate in the programs to become experienced equestrians. That means reaching a point of being able to compete. And of that 40 percent that enter competition at lower levels, and I can talk more about that later, we have probably about another 15 to 20 kids a year that really are looking at wanting to go on and have achieved competency to go on and be collegiate-level riders. They are competing at fairly high level of competition and really are looking at maybe having something in their adult life to do with equestrian skills, animal science degrees in college and that type of thing. So I'm really proud of the span of an introductory program all the way up to a [high] skill level. This year we had four graduating seniors. Three of them are in college programs looking at animal science majors.

Tony Brown: Thank you. Marsha, what would you like to tell us a little bit about your organization as well?

Marsha Charney: Well, Students Run LA is now in our 26th season. We have served over 54,000 students since we began. Students Run LA was really the brainchild of three continuation high school teachers who tried this idea out with about 20 students altogether and ran along with them to complete the LA Marathon. They found it to be life-changing, and that was really the very beginning of what then became an organized nonprofit. We are now in 175 different middle and high schools throughout the greater Los Angeles area. So Students Run LA is a school-based program and our leaders are out of the classroom teachers, also some police activity groups are with us as well. The key, I think, to Students Run LA is that these are volunteer teachers, mentors who train these students, most of whom have never thought about running. And they do complete the City of Los Angeles Marathon.

We have more than a 95 percent finish rate every year of students who begin the marathon and complete it. That same percentage graduates from high school and goes on to postsecondary education. So, it is truly a life-changing experience and teaches all of those things that one would imagine would need to succeed in life. We say training for a marathon is training for life. [That] is really kind of our motto. We just kicked off the 26th season and that was with

a 5K at Dockweiler State Beach. We had 3,500 there for our opening day. We expect we will have 3,000 students at the start line of the marathon in March. So that's a brief overview.

Tony Brown: That's a great – actually that's a great segue. I'm taking with me, the marathon is about life. That's great. And I'm thinking about the equestrian program. As you started sharing with us, you could tell it's more than just about learning how to become an equestrian. So I want to put a question to both of you, which you partially answered already. Maybe we'll start with Jane. It seems like with both of your programs that you're utilizing sport as a vehicle to do something. It may be to be successful for life, but what are you utilizing equestrian to do? Because 40 percent are going on and going down that pathway and they're going to gain some benefit. What about the other 60 percent?

JANE HAVEN

There's a lot of care that goes into that animal, a lot of responsibility that goes into that animal, so you know, every kid in our program also learns how to feed, how to clean, how to groom.



Jane Haven: I would say every young woman that comes into our program, and we serve between 11 and 18 years of age ... Our program really focuses on teaching four things and supporting four things, and that's self-confidence, leadership skills, responsibility and teamwork. And in a way, horses are such an equalizer. Whether you're an expert equestrian or a very beginning equestrian, you have the factor of working with a live animal in there. It's a very hard

thing to accomplish all on your own. You really need to be part of a team. If nothing else, you're a team with the animal, just to be able to ride. There's a lot of care that goes into that animal, a lot of responsibility that goes into that animal, so you know, every kid in our program also learns how to feed, how to clean, how to groom. They learn basic equine science, basic health issues, all of that, so they have all that responsibility. Our motto is empowering young girls through horsepower. I think that to really be a young woman and to have to figure out how you're going to control and take responsibility and have leadership over this animal is a full set of skills.

One thing that our program does is we graduate – we have a mentorship track in our program. We have a lot of kids that become mentors and work in a team coaching kind of way with newer kids that are coming into the program.

Tony Brown: And why is that important to you? What are you giving them by creating those opportunities?

Jane Haven: I think a lot. First of all, I think it elevates their sense of ridership and what they've learned through the program because when you teach something, you learn it at even a more intrinsic level. I think also it really allows them to develop a sense of compassion and empathy and understanding of what a younger kid might be going through. Somebody else might have a skill set that's a little different than someone else's. So when you team together, you get the job done. This last summer, five of our mentor girls got paying jobs as camp counselors in equestrian programs. So through that teaching of our own internal programs, it's really prepared them also for a vocation that they're actually being paid fairly well for at camp programs. So I think all of those types of things is creating a life skill.

Tony Brown: That's great. We're looking at sports as positive youth development. These are some really great examples. Thanks, Jane, for that. Marsha, you probably have some similar ones. I also noticed a common thread amongst both of you. In both cases kids have never done this before. This was new to them. Right? So it kind of makes me repeat the question, What is it that you're really after? What is the marathon a vehicle to? Jane, what values or outcomes that you're looking for?

Marsha Charney: I think that, first and foremost, when this program began, the goal was to help young people learn how to set goals because in middle and high school they just have a very difficult time thinking long-term. So, the whole idea of training for a marathon, that you have to learn how to break things down into small increments and then ultimately reach your goal, was extremely important. But equally important was really to build character. To accomplish this, you have to be at a practice on time when you say you're going to be. Just little things that a lot of us take for granted, how to keep track of time, how to make a commitment and be there.

We bring all of these 175 groups together on a monthly basis and enter them into community runs. That's 60-plus buses that are going to be picking them up and taking them to another location. They have to be there at 5:30, 6:00 in the morning on a weekend to be picked up to get somewhere. All of these things really build character, teach responsibility. If you miss it, you may be dropped from the team. You have to make a commitment and stay with it. It's not easy. It's very difficult. When you're running, you may feel you're a part of the team, and of course, one of the goals is to belong to something very positive, but in reality, the only person that's going to get you across the finish line is yourself. So there's really no winners or no losers and it doesn't matter how long it takes. It's always been complete, not compete. So we're not really teaching competitiveness except to improve yourself.

It's really lifelong fitness. It's learning nutrition. You learn that if you continue to drink sodas, you're probably not going to do very well running because you just don't feel good. Of course, you always have these mentors there. You can see what they drink. You can see what they eat. It's learning through experience. It's not learning through lectures.

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the responsibility that happens, but I think if I had to choose one, what I really want is the leadership.

They establish healthy habits for life. They enjoy the idea of physical activity. They get accustomed to it, and we have wonderful alumni stories of what people have learned and kept throughout their life.

Tony Brown: That’s great. And I think it would be nice to – well, first I want to say one thing. Last week, I happened to have a meeting with someone who came in. He travels all over the country and he’s looking at a lot of different not-for-profits doing great work, a lot of them through sport, and one of the comments that he was making, he says, “You know, have you ever gone over to X, Y or Z company?” And we were talking about some of our entertainment in the city. He said, “Do you ever notice they’re all – all the executives are 6 feet tall,” which isn’t necessarily true, but – “and did you all notice they all had some career as an athlete, whether it was high school or middle school or, you know, they had that experience?” And I think what we’re hearing here is giving experiences that are positive youth development have these life skills that I do think that employers feel are valuable. So I would love for you to maybe share what you are intentional about making sure gets taught. Marsha, you led us into this a little bit. If you wouldn’t mind, maybe just share a story or two – maybe a story each of an alum perhaps or someone who’s come through your program who maybe plays this picture out a little bit. All right, Jane, why don’t you go first?

Jane Haven: Okay. One thing I wanted to say about our program is most of our kids come to our program not realizing they’re coming to a sport program. They think they’re coming to spend time with animals and spend time on a farm. I think that in a way we get some of those girls that didn’t join any other sport program or that wouldn’t show up to [Students] Run LA because they’re sport-adverse in a certain kind of way. Not all of them, but a lot of them. And then, because of the engagement with the animal and the engagement in the kind of environment that they have, they start to take risks.

And it’s, like, “Well, I don’t have to really be in a sport or a high level athlete to just get on and walk.” They see it as a passive activity: “The horse is going to be the athlete; I’m going to be the rider.”

And then they find themselves all of a sudden in a situation that they’re the athlete. They have to maintain their balance, they have to maintain their control, they have to – and you see in so many of our kids almost this “aha” experience of body awareness and of – there was a term used earlier in terms of just the – and now I’m going to blank on it, but it was such a great term right at that moment of their athleticism and their kind of fluency of understanding their body in motion, and so you see this start to – this ownership start to happen, and then some of those girls really go on and get invested to go the full distance and you start to really see physical change take place. I mean, they come in kind of looking like a couch potato and they end up leaving ... I mean, there are not a lot of high-level equestrian people that are not fit. Just by definition, you kind of have to be.

I think all of our pillars are important – the self-confidence that happens, the teamwork that happens, the responsibility that happens, but I think if I had to choose one, what I really want is the leadership. These kids really learn to own their own capacity to become leaders. I'm thinking of one particular individual that is one of our mentors at this point. Last year she competed for the first time at her level of competition. Her competing took her to Albuquerque, New Mexico, and it took her to practicing on the campus of Cal Poly University. It took her to San Diego and to Santa Barbara. In all those experiences, it was the first time she'd ever stayed in a hotel. It was the first time she's ever been to the ocean. This is a kid that grew up in Los Angeles. It was the first time that she had ever traveled out of state.

And in being at the Youth Nationals in Albuquerque, New Mexico, she ended up meeting a person from the Southern California region that is the Youth Director of the Arabian Horse Association for Southern California. They formed a friendship. There was a position this past year that came open on the National Board for a vice director from this region. That director contacted our Taking the Reins girl that she had met in Albuquerque and said, "Would you be interested in running?" She ran; she was elected. She's now on the National Board of the Arabian Horse Association, which is a 40,000-member organization. She'll be going to Denver in March to sit on the Youth Board. And they develop policy and all sorts of things. And this same kid, her high school took high school tours here in Southern California, and they went out to Cal Poly Pomona. Well, she had studied there once a month for a year for her competition. So she got to introduce her high school counselor to the head of the department of the horse program there. And she posted it on Facebook. To see the pride in this young woman, that she's leading her high school group over to this place that she's been studying at for a year, it's amazing.

Tony Brown: It feels like that's what it's all about. That's great. Thank you, Jane, for that. Marsha, I've known your organization for a long time, so this will be fun too.

Marsha Charney: There's so many stories it's hard to choose one, but I would like to share what I do find interesting now that we're 25-plus years old. We now have over two dozen of our mentors, either classroom teachers in Los Angeles or some who are doing other things, that are participating now as leaders with Students Run LA. We have over 500 out of the classroom and what we call our teacher leaders. Now over two dozen of them have been in the program either in middle school or in high school and have come back to participate and to give back, which is really exciting. [Applause]

Tony Brown: I just think that's what it's all about.

Marsha Charney: Yeah, so I think I shared with you this story that was kind of funny. Talking about growing up in Los Angeles ... You think of our kids as being so sophisticated, but of course, there's so many of them that are just trapped in their neighborhoods and never get out. Years ago, we had – he's still with us now – a Board member who is an announcer in track and field for ESPN. He called up from New York and said, "I'm so excited about this program. I want to arrange to have one of your students come and run the New York Marathon, and I'll take care of it. I'll pay for the airfare and I'll enter the student in the New York Marathon." We thought this was just such a wonderful idea, and we said, "We will take care of sending one of our teacher-leaders with this young man to have this great experience."

So this was a young man out of Roosevelt High School in East LA, had never been out of his neighborhood, never been on an airplane, and – but he was chosen because they felt that the training was a little off but that he still could run the marathon. He'd done the marathon here in Los Angeles. So off they went to New York. ESPN was out there at the start line. They filmed him and they figured out what his finish time should be so that they would be there and meet him at the end of the race because it's a point-to-point in New York. Well, in any event, they came to the finish line and they could not find the student. They lost the student in New York. Fortunately I didn't hear the story until everything was over and everybody was safe, but our poor teacher-leader who was the chaperone was just frantic. They were looking everywhere,

and finally he went back to the hotel out of desperation and there was the young man asleep. He had apparently finished earlier than they thought he would and nobody was there to meet him and he remembered how to get back to his hotel in New York.

We lost track of him. For years, we lost track of him and then we found him. He's now a vice president with a bank. He has five children of his own now, and he was so excited to be reunited with the Students Run LA and to make the connection again. It turns out that of his five children, I think two of them are heavily into running and actually competing and have become athletes in the area running. Even though we don't stress competition, he clearly passed this value of sport on to his [children]. So that was kind of fun.

Tony Brown: Well, in both cases, I'm happy to hear that neither one of you burned them out before they got to these really great success stories through your experiences. Why don't we take a few moments to see if there are any questions from the audience. Yes?

Audience: Two short questions for each of you. Is the program free to participants? And the second question is, you hinted at some of the metrics, but is there anything quantitative that you have as far as your measurements are concerned for your programs?

Jane Haven: Do you want me to start?

Tony Brown: Yeah, Jane, why don't you go first and then Marsha.

Jane Haven: Our program is a combination of a fee-for-service on a sliding fee scale, but about 60 percent of our kids, maybe even a little higher, probably a little closer to about 70 – I haven't looked at the most recent statistics – are on full scholarship. So it's free to those that want to participate, and then we measure our weekend programs especially, we provide transportation throughout the week and we pick up at Title I schools, and those are all full sponsorship. Our weekend is on a sliding fee scale, and our camp is on a sliding fee scale, but nobody's turned away for lack of funds.

And in terms of metrics we do, I became the executive director of Taking the Reins 20 months ago. I come from a background as a clinical psychologist and spent most of my career doing that, so when I came to Taking the Reins, I did

MARSHA CHAMEY

From the very beginning, it was always the design of Students Run LA to look for those students who are not involved in other sport and who really don't have very much going on and may be not doing that great in school.



want to really start to collect some data. We have a standardized self-assessment, self-esteem questionnaire, and a standardized leadership questionnaire that are standardized on populations that parallel our population in many ways. Then we also have self-report, school report and some adult report in the child's life, whether it's a counselor, a caretaker, a parent, and our own leadership coach or our own equine coach. Every child is tested pre- and post-program and we look at all those.

Our mentor kids are tested twice a year. Those are kids that have been through our six-week programs for a number of sessions throughout their life. Our mentor kids to achieve mentorship status have to achieve certificates in leadership, responsibility, teamwork and self-confidence, and we have a criteria. But that's our first group of kids that we also ask to maintain a grade point average of 2.5 or better. We also ask them to do a community service project once a year that's not related to Taking the Reins, so they have to give back to the community at large. So that's our mentor criteria. And then they're tested twice a year on their leadership and all that.

And we're showing right now [that] we're not a clean enough research environment and uncontaminated enough to really say anything other than trending data. I can't really report levels of significance, but I can tell you that 81 percent of our kids at pre- and post-first session show an increase in self-confidence and in leadership, and 81 in self-confidence and we're in the 70 percent range in terms of teamwork and leadership. We combine those two for our beginning groups. We're continuing to collect data and getting ready to report. I have a Master's-level thesis person that is now looking at all this data and is going to be generating report as part of her Master's thesis, but we definitely see change pre- and post-program for over 80 percent of our kids, and in the direction that we would hope.

Tony Brown: Thank you. Marsha.

Marsha Charney: Yes, our program is free, 100 percent free to all of our students. They are selected at their schools. From the very beginning, it was

always the design of Students Run LA to look for those students who are not involved in other sport and who really don't have very much going on and may be not doing that great in school. So it is up to each individual leader at the school site to form their own group. The problem, of course, today is that the demand is so great and we do have a limit as to how many students we can take each season. There are always more wanting to do this than we are able to serve, but everything about the program is free to every student.

We provide transportation, running shoes, nutrition, the whole race day uniform, training shirts, and of course all the race entry fees for the various races that we enter them into on a monthly basis. We start out with a kickoff event and then a 10K and two half marathons. Students Run LA hosts an 18-mile run prior to the marathon. All of that is included and free to the students, and transportation, of course. It levels the playing field for everyone and has from the very beginning.

We are dependent on foundations, corporations and individuals to support every student. We've been very fortunate to have tremendous support from the LA84 Foundation. We hold our meetings here for our volunteer teacher-leaders and this room just barely is holding us these days, but we've had tremendous support from the LA84 Foundation and other foundations as well. Early in the '90s, we were funded to do a three-year evaluation of the program by the California Wellness Foundation, which funded an outside evaluator to do quite an extensive evaluation.

It did show that the program met what we said it did, which was to change attitudes and to basically change the life of these students. [The evaluation] focused a great deal on attitudes about school and teachers and family. It came out to be a very positive evaluation, and frankly we've never really spent that kind of money again, although we've had intermittent evaluations. Recently we received a grant from Preparing Achievers for Tomorrow. It was a grant and there is a built-in piece of evaluation in that, which we of course participated in.



We do keep track, of course, of how many students we have, how many graduate from high school, where they go on to college, and we hear anecdotally from them because we have a small scholarship program for graduating seniors. They write to us about what this program has meant to them and what their mentors, their teachers have meant to them during their Students Run LA experience. We learn a great deal from those handwritten evaluations of our students. So they're invaluable, actually.

Tony Brown: Thanks, Marsha. That gives us a good scope I think. Are there more questions?

Audience: I have a comment and a question. Marsha, I ran the last six miles of the LA Marathon with my nephew, who was running with your organization about 12 years ago, and just as a validator, it was a life-changing experience for him. Those last six miles were pretty brutal, as many of us who have run marathons know, but he ended up going on in high school and running cross country for his high school. It just ended up having a huge impact on him, so thank you for that. As someone who runs a nonprofit here in LA, how do students find you? Is it public schools? Is it high school? My program's a parochial. How do they find you and gain access to your program?

Marsha Charney: It is school-based. The schools come in because there is a teacher at that school who has asked to become a part of Students Run LA. Then at each school, they recruit their students. I think it's usually done in most schools by putting up a notice that says, "If you're interested in doing this, meet Mr. or Ms. So-and-so on the field at 3:30 on such-and-such a day." And, as I said, mostly the demand is greater than they're able to take in most situations. So we're only in public schools; we're not in any private schools, and we've kind of narrowed that field down a bit. When we first started out, we were in some private schools. It is age 12 through high school. Anyone who's going to participate in the marathon must be 12 by race day. So that's the age.

Tony Brown: Thanks, Marsha. Jane.

Jane Haven: We have a variety of ways. We serve LAUSD after-school programs in our area. That's part of our mission, but we also have a parochial school that we work with. We have home school students that we work with. And we work with the counselors in each of those schools to help identify kids that they think would be a good fit for our program for one reason or another. It seems like a lot of the kids that get referred to our program – or suggested referral, it's not mandatory referral – are kids that have all the ability in the world to be higher achievers than they are demonstrating currently at school and are somehow falling through the cracks. So we tend not to get delinquents that need to have their behavior changed. We more often get the child without a voice who's not really speaking up, not

really advocating for themselves, if I was going to categorize a group that counselors tend to send to us. Of course, there's variety in all of that.

And we work with the counselors in each of those schools to help identify kids that they think would be a good fit for our program for one reason or another.



And then we do a lot of outreach as an organization to other nonprofits. So we look at different populations that we really think that we could serve well. This last year we did outreach to a program that were young victims of human trafficking. They have a dedicated morning time program, just as a dedicated group. We don't mix them with our after-

school population. That was just an organization and a population that touched me, and I thought – I think we have something to give this group. They were thrilled, and so we've worked with them.

And then, again, our weekend program is open to every girl in LA. So people find us through a variety of ways. We hold an open house the second Saturday of every month, and a lot of people maybe see an article in the LA Times or see some sort of something related to us. They come, see a tour, and then we get a lot of kids that come in that way.

Tony Brown: Yes. Thank you, Jane.

Audience: Congratulations to both programs. That's just wonderful.

Tony Brown: Aren't they great?

Audience: I'd like to know what your retention rate is and also, we're doing a lot of studying with the Aspen Institute and the Foundation attrition rates and why kids are dropping out, why girls are dropping out. So I'd like to know why you think – I've heard what your goals are for the people in your programs, but why do they tell you they stay or why they'll stay in that and maybe drop out of some of the more tradition sports?

Tony Brown: If anyone couldn't hear that, we're talking about retention and what that looks like at both of these organizations and also attrition and why the attrition rates that do exist within both organizations.

Audience: No, no, why are the kids staying there?

Tony Brown: Why the kids are staying as opposed to going someplace else, or falling through a crack?

Tony Brown: Okay, great. All right, go ahead, Marsha.

Marsha Charney: Well, I'm not sure I can speak to dropping out of traditional sports because we don't really have that information, but I can say overall that the kids that come to Students Run LA at their school site usually haven't really done anything else before. So we know that some of them drop out maybe very early on. They may come out a few times and then it's just not for them. But by a certain time – we start in August – their teams are all pretty much settled and they will stay now, barring any serious injury or something else, they will pretty much stay through the season. There is about a third, I would say, that come in and complete their first marathon, and they will stay in the program to do a second, a third, a fourth. It gets fewer and fewer, of course, as it goes on, but we do have some who have done it for six years. They begin in middle school and they stay on through high school. We also have some that begin in middle school, and then by the time they get to high school, they know they like to run, and so then they'll go out for cross country or track or something else. So retention is just not an issue, actually. I hope I answered that.

Audience: Why do they like the program?

Marsha Charney: Oh my goodness. Well, they like the program for a variety of reasons, I think. They say it takes them out of their neighborhoods to places they've never seen before. They get to run in public races, so they're running next to people that they may never meet otherwise because if you are a runner, you know you run at your own pace. So you may try to stay with your friend, but you may not necessarily stay with your friend. You may be running with students from other schools. You may be running with adults. We've had wonderful stories over the years, especially about marathon day. I remember one gentleman called our office shortly after the marathon and said, "I need to speak to so-and-so." And he gave me the name of the student. "I want his phone number." And we said, "Well, we really can't give the phone numbers of our students, but maybe we can help you." And he said, "Well, this kid got me to the finish line." And this turned out to be a man in his 60s who was having trouble somewhere around 13 miles, and this kid just kind of stayed with him. They started talking to each other and he really credited him for getting him to the finish line. We've had a lot of those stories over the years. They also say to us that this becomes like a family.

The students that come into a group at a school, some may be barely holding a 2.0 average and others can be a 4.0 student, but having all kinds of other issues, and so they really – they kind of get very comfortable with each other and they support each other. I've had seniors who write, "I can't believe how nice everybody is to each other." I think as in most sport situations it's a how you treat the other member of the team. So that's in there, and of course, their mentors, their leaders, the fact that they get close to these teachers and they're out there running with them and all the same similar experiences. Those are just a few of the reasons that keep them, but they stay.

Tony Brown: And, Jane, what about equestrian?

Jane Haven: I can answer that question in a couple different ways. The beginnings of our program are six-week tracks. So we don't have attrition in

If we want our kids, the current generation, to be the future leaders and winners of tomorrow and contributors,



I think you are both running organizations that are doing just that, in different ways but with a lot of similarities.

that six weeks because I think six weeks is a short enough period – it's a long enough period to gain mastery, but it's a short enough period of time that even if you don't like it, you're going to stick it out. So we have complete retention during that period of time. Then you have the kids that maybe come once or twice and then they've kind of had enough. It was an introduction, they got a lot out of it and they moved on. Of the kids that go beyond two, they're pretty much there until the end of high school.

Why is that? I think it's a few different things. Most of them will say this has become home. It's three acres of beautiful land with 15 horses, goats, cats, kids, people, but why has it become their home? I think one thing that's really unique to our agency is that it is not really – I don't think any of the kids would feel the agency as being run in a hierarchical kind of way. It's a very inclusive, everybody is a stakeholder and everybody has a voice. They get to decorate the barn. They get to have input in terms of when and how they'd like certain classes. We have a choice of things that we could learn this semester in equine science. What would you like to learn? Okay, you're responsible for researching some of the stuff, so there's a real buy-in of participation, of making it their own.

And then we have two full-time staff members, two 30-hour a week staff members and three instructors. That's our entire staff. But everybody that's on our staff rides. I ride all the time. I mean, when you find people that love horses, they usually love them lifelong. I've had horses in my life for 50 years. I still ride. It's what I love about it as a sport. I'll be riding when I'm 70 or 80 if I'm so blessed. So you have a staff that is out there cleaning the goat pen with the kids. I think it's kind of a lot like running and track. One thing I've always loved growing up showing horses, and my kids grew up showing horses, is that you can be 12 and you can ride that horse as well as somebody that's 40 that started riding two years ago. You can even offer – they call it railing – you can sit on the rail while they're in a class and give them the advice as they're going by. So it sort of is a sport and an activity that transcends ages. The horse is the equalizer. We can all get kicked. I think that that really creates a milieu in a way that people want to come and keep participating.

Tony Brown: Jane, Marsha, I want to thank you for sharing with us so many nuggets around best practices that enable sport be such a great vehicle for positive youth development. If we want our kids, the current generation, to be the future leaders and winners of tomorrow and contributors, I think you are both running organizations that are doing just that, in different ways but with a lot of similarities. So we thank you for your time today and we thank you for your questions.



Wayne Wilson: We have two people today on our panel who have been intimately involved with changing the youth sports landscape. We're going to talk to them about how they see the future and then give you an opportunity to ask questions. We're going to do just a couple of rounds of questions before we open this up to the audience because, I think, if there is any session in which we should try to get people's feedback and ideas, this is it.

Our panelists today are Paul Caccamo, who is the president and founder of Up2Us, and Nathan Plowman, who is the director of partnerships at Access to Sport in Nike. And I'm going to start by asking the stereotypic interview question, "Where do you see yourself five years from now?" Nathan, maybe we could start with you. Could you tell us where you see youth sports five years from now, and in the process of doing that could you also say a little bit about Access to Sport, because I think everybody knows Nike, but they don't know much about Access to Sport?

Nathan Plowman: Yeah, sure. I'll start with Access to Sport. Access to Sport is the group within Nike that we think delivers most on our mission statement as a brand, which is to provide inspiration and innovation to every athlete. And then we have a further definition of athlete, and we say that if you have a body you are an athlete.

So our group's mission is to bring high-quality experiences of sport and physical activity to absolutely everyone on the planet, regardless of ability to play, ability to pay, circumstance, whatever it might be. So that's the division I'm in, which is a wonderful place to be.

Where do I see youth sports in five years? Well, it's interesting. The conversation I think started with the idea that we've been having this conversation for decades and we're still having it. I'm reminded that people say, "If it's not broken, don't fix it." And I think one of the advantages that we have as a group now is that the youth sports model in this country is so obviously broken, so self-evidently broken that it needs to be fixed, and that realization acts as a wakeup call, spurring debate and spurring reform throughout all stakeholders in the industry.

So whether it's declining participation rates, which affects NGBs and pay-for-play providers, whether it's the horror stories that we hear as parents, horror stories about bad coaching or bad parent behavior or injuries, concussions at ever earlier ages, we hear those horror stories more and more frequently. Or, whether it's about the obesity epidemic, and the role that youth sports should be playing in that. Ten years ago, 20 years ago, most kids would have been getting their 60 minutes of moderate to aggressive physical activity through some kind of sports activity and they simply don't. And if they're not getting it in sport, we know they're not getting it in school because schools don't have P.E. anymore. They're not getting it anywhere.

I think those three factors combine to convince pretty much everyone who is paying attention that the model is broken and needs to be fixed. In a curious way, that's a cause for optimism because the second point is that more than ever before we have better articulated and defined the holistic benefits of physical activity. So of course, active kids are healthier. We also know or believe that kids who are engaging in high-quality sports experiences develop better characters. We're also now seeing the link, almost proving beyond question, the link between activity and academic achievement, academic performance to kids' long-term earning potential and all the way through to the drain that non-active kids will eventually have on our national healthcare system, which active kids won't have.

So although we've been talking, and I think we're still in the stage where it is mostly talk not quite enough action, the talk is involving an ever-broader number of stakeholders. It's not just the youth sports stakeholders. It's the education stakeholders, the healthcare stakeholders. And I think really that's what needs to happen because I see youth sports in five years' time not being a siloed industry, but a siloed group completely integrated into the

NATHAN PLOWMAN

And then we have a further definition of athlete, and we say that if you have a body you are an athlete.



education system, health and wellness systems and overall community and national policies about creating a more active populace and a better country on the back of that.

Wayne Wilson: Thank you. Paul, where do you see sport in five years and again in the process of answering that can you talk a bit about Up2Us, what your mission is and how you accomplish it?

Paul Caccamo: Sure. First, I have say that I don't know if anyone had the chocolate chip cookies settle in. This is the hardest panel to be on, 45 minutes after you eat those chocolate chip cooks, so I will try and be animated! Second is, I need to thank our funders. I want to thank Laureus for all the support they have given us at Up2Us, and I want to thank Nike, Nathan, because as we talked about all day, it's so hard to get funding in our space at this point that this thank you has to be expressive of how difficult it is. Thanks, Nathan.

So what I think about sports is I think that we have three major things and I think Nathan really touched on one of them, which is that we need to prove it and we already know now that studies are showing. As he said, there are health benefits. There are violence prevention benefits. There are benefits to girls, but we need to prove it.

Everyone in this room has a program. We need to get ourselves in order, together, by cooperating on what kind of metrics we can commonly use to say, "Hey, City of Los Angeles, if you eliminate my basketball, my rowing, my squash, my equestrian program, this is how much it's going to cost you in the future, in terms of juvenile justice violence, in terms of teenage pregnancy, in terms of school dropout rates."

I think we're ready to do it. In answering who is Up2Us, we're a coalition of about a thousand programs and growing. If you want to be a part of it and you're not, feel free to go to Up2Us.org. It's free. Just become a member. All of us share the common philosophy that sports is a solution to the challenges facing kids in America. Some of us think it's the best solution.

And so to point number one, we need to prove it. We need to hold ourselves accountable. There's enough literature out there that says it and the time is now.

Number two is if we know our programs are effective, then what exactly is it about them that is effective? Why is a kid who participates in my soccer program not in a gang, or why is he more resilient to dropping out or being engaged in substance abuse?

We need to look at what those factors are in the next five years, and we need to start training around them. We need to start – I would almost say licensing our coaches, certifying our coaches to say, “These aren't your typical sports coaches. These are sports-based youth development coaches.” I'm almost at the point where I think that we need to define a new term because sports has been coopted so much by this desire to create professional athletes and an entertainment industry for America that maybe we should just stop calling ourselves sports and start saying five years from now, “America, there is something even more powerful out there which you would want your kids to be part of. It's called sports-based youth development.” Part of that means that we have standards around what it means to be a coach and that the coaches in our sports-based youth development program have all undergone the training to achieve those standards so that your kid has an exclusive and a quality experience.

And so the third area that I think we are going in and I'd certainly like to see us get there, and we can do it, is we need to accredit our programs, and to say that this is not just what it means to have a great coach at our program, but these are the elements of my equestrian, squash, tennis, golf program. These are the elements that we incorporate as a program to have impact in our community. We ensure safety of all kids. We ensure an adult



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consistent role model. We build relationships not just between the popular kids on the team, but we are intentional about including this – matching this kid with this kid so that everyone leaves this program with 20 new friends, not three new really elite basketball player buddies.

And we need to start to define, as programs not just as coaches, that these are the elements that create excellence. And guess what? When all that's done and we look at what's the return on investment to society, I think we'll be able to say, when the school board [wants to] eliminate all school sports in LAUSD, "You know what? We've now seen because of the metrics that sports hold themselves up to that that's the equivalent of adding another 3 or 4 percent to our dropout rate in 10 years, and that's not a worthwhile proposition for a school system or a parks department or anyone in public leadership." So bring 'em on, let's do it, we really need to do this.

PAUL CACCAMO

All of us share the common philosophy that sports is a solution to the challenges facing kids in America.



Wayne Wilson: Thank you. [Applause.] To put it mildly, Paul, you clearly are optimistic about the future of sport and the evolution of sport into something better than what it is today. And Nathan, I think you are pretty much in the same camp. Although this morning Tom Farrey, in his keynote, was making the point that we are at a critical stage and sport could go either way, he too was optimistic about the future.

My second question to each of you is what are the major obstacles to getting to where you would like to see things in five years? If this fails, what is it that is going to cause it to fail?

Nathan Plowman: So, just to follow up on that. My short response is yes and no. And I'll explain. I do believe that we need to develop a model of youth sports which provides all the benefits of participation in sport to all participants. So character development is fundamental to the sports experience, but talent development is also important in a sports experience. And I think our opportunity is not to break away from the athlete entertainer model of sport and create sports-based youth development as a separate category because I think that would that Balkanization or silo-ing of different kinds of sport experience actually would serve against our greater interest.

I think our greater interest and I think the opportunity that Tom was talking about is that we know, because long-term athlete development principles which were embraced by the USOC and NGBs and other people within the elite

sports model, the evidence of that, the evidence of character development, everything suggests that between the ages of 6 and 12, all kids should have the same experience with sport. All kids, regardless of ability, should be playing a variety of sports.

They shouldn't be specializing early in any one sport. They shouldn't be relegated to a non-elite program. It shouldn't be, "You can't be part of our elite development program because you're not talented enough, but you can be part of our character development program because you'll still gain some of the benefits there." I think up to the age of 12, all kids should be having the same experience. They shouldn't be playing too much of one sport in particular. They should have access to great kids. They should be taught basic principles of physical literacy, the confidence, ability and desire to engage in physical activity.

By the age of 12 every kid in this country should be active – willing to be active, should have found some kind of love of game, whatever that game might be, a competitive team sport or an individual pursuit, whatever it is, and through doing that, all kids will accrue the same benefits. Now, from the age of 12 onwards, then, okay, you create your elite pipelines or you realize that some kids aren't going to be at that level, but they should still be playing recreationally. Or, you understand that some kids will gain certain benefits from engaging in a program which specifically takes them out of dangerous activities.



But I think that we will fail if we start to set up competing sport systems rather than trying to create a unified and unifying sports system which says that up to the age of 12 this is what kids should be doing, regardless of their ability to play, pay or other circumstance.

Wayne Wilson: Paul.

Paul Caccamo: So I said I'm almost at the point of thinking we should call ourselves sports-based development. So there you go, Nathan, I'm not quite there. But I do want to point out – as I think Jim pointed out that – it's not like your kid goes to character development and your kid goes to competitive sports. Jim pointed out that when they're integrated, you actually have better results across the board in terms of finding great athletes for professional futures, and in terms of finding great skill bases for kids to pursue other interests in their life where sports made a difference in their character.

So I don't ever think it would be either/or. I think it's got to be both, though, I think the current definition of sports is failing our kids. There are too many kids who are not playing, who are burned out, who are stressed. And there are too many parents who are calling Up2Us and saying, "Hey, do you know a program? My kid isn't going to be a great field hockey player, but I just want her to be part of a team and there's nothing left in my community."

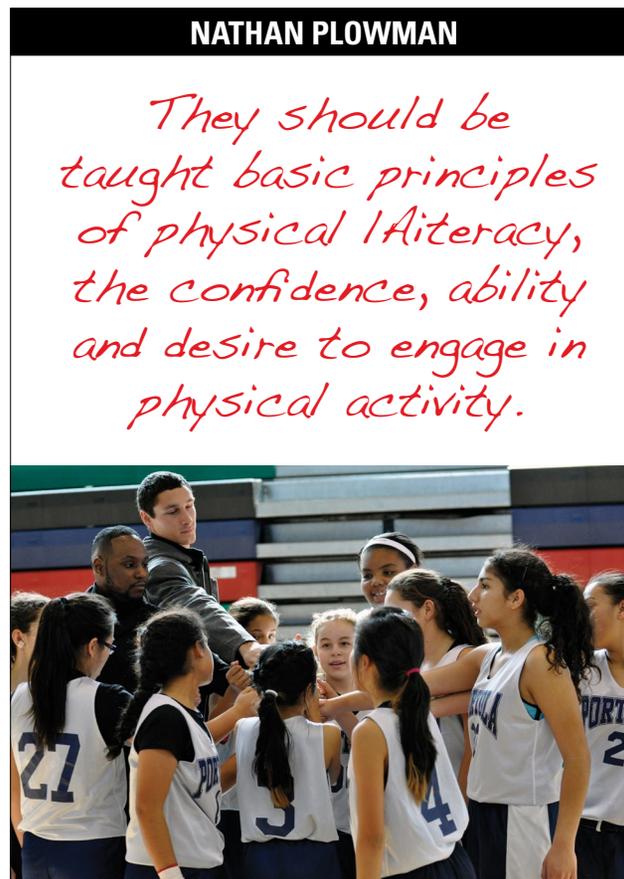
It's got to be both, but I think that we need to take the youth development side and really put a serious agenda around it, and really get organized so that that parent has options in their community because there are no options right now. You are either going into an elite track for a lot of young sports athletes, or you don't play. And certainly by the time you get to 12 you don't play then.

What are some of the barriers that you asked about that would prevent us from [doing] this? One is getting organized to talk about character development and proving that it has a return on investment, proving that this is something that you can't afford to take away from kids is sports programs in their public schools, recreation programs in their parks.

A second is a lot of advocacy. We've had different people present advocacy today. As long as parks departments in LA can charge communities for money to use them ... We know which communities can't afford it. So we have got to find out how to deal with those financial barriers to participation because that's really making sports the 1 percent. We have got to figure it out. I don't know yet how to do this, but Up2Us will try and I'm sure Nike will try. We'll all try together, but we've got to figure out how to advocate that you cannot charge kids to use parks and facilities. That was unheard of when we were kids.

We've got to figure out how to talk to school districts, as I said, and be sure that they just don't sweepingly cut sports. In ode to our presentation earlier by Deborah, you know the first sports to go. It's the girls' teams. The second are these non-basketball, non-football boys' teams. I mean what message is that sending to child development? It's saying that the only sport team that you could participate in,

that matters, is the one that brings attention and possibly funding to our school, not the one that cares about your development. So we have got to look at advocacy as a major organizing tool going forward. Finally there are communities. I know a lot of you know this, but Up2Us provides coaches. We fund organizations to hire a coach in their community. There are communities without coaches. There are communities without consistent adults. As long as that continues year after year? The concept of that adult role model who is an athlete? If that disappears, then kids are going to look for other role models. They already are. Look at our urban settings and how many kids say the biggest role model in my is that kid carrying a weapon every single day on the street. That's because there's no other adult there.



NATHAN PLOWMAN

They should be taught basic principles of physical literacy, the confidence, ability and desire to engage in physical activity.

Excuse me, it's a little dramatic, but that's because there are not many other examples of an adult who is doing something else, who is carrying a basketball every day and being a role model for those kids.

So I think another thing is we need to increase our visibility before we lose it once and for all in so many kids' lives who need that role model to look up to and point them in the right direction.

Wayne Wilson: Thank you. Let's go ahead and open this up to the audience. You have questions for us? Do you have anything that you would like to add or argue about? Tom [Farrey].

Audience: You made a good point about how we need to make the argument that when a kid loses the opportunity to play sports there will be financial or other costs. How close are we to having that? What are we missing? What's the

All kids, regardless of ability, should be playing a variety of sports.



piece that's missing? Designed to Move surveyed all of the literature and came up with some great infographics on what happens to kids who are not active. Where do we go beyond the case that's already been made by Designed to Move?

Audience: I think we need research. I mean just the same kind of research that shows all the health benefits that are quantifiable with that, that we have research that really quantifies how much it is costing us, how much kids are losing by not playing sports. And that, to my knowledge, doesn't exist yet.

Audience: Yeah, what research, what specifically, what research? What is it?

Paul Caccamo: Tom, I would like us to work together, okay. They asked me to speak here, so I'm just going to take advantage of it. I would like us all to work together right here in LA, with LA84 and identify a community with high violence, poor public schools –.

Audience: That's ...

Paul Caccamo: Okay, I know. And let's develop a concentrated strategic plan that is funded for the next five years to blanket that community with adult trained coaches and role models with options where at least every child has the chance to participate in some sort of organized sports-based youth development for two-thirds of the full year, where access to space is addressed and we reclaim, we identify those danger hotspots, where the gangs are hanging out, and we get the parents involved and we get them to come to these fairs, these LA84 zone fairs that we're all doing together, because we're going to do it.

And we get the parents to come on out and we find out, hey, where are the dangerous spots. Where are you scared to be in this? Because we know the gangs have turf lines and let's reclaim those as play spaces for our kids. And then let's get all the athletic directors trained in that school in youth development. Let's get the parks people trained and let's get free access to those area parks.

And then let's study, with a university partner, what kind of impact we have on reducing violence in that target zone. That will be the definitive study that will say that this needs to be replicated all over the country. And I think we're ready to do it. There are so many people in this room right now. We're ready to do it.

Audience: Count us in.

Audience: I'll just say from a funding perspective, Laureus just kicked that off in New Orleans. We're going to have a five-year plan with a theory of change workshop around sport for development, which we just held in New Orleans. We've committed \$1.5 million to get it up and going. We went in there before with Up2Us and their coaches. It really has expanded the reach there. We worked with them and their programs in that area. So we've started this and we're hoping to use that as a model city that other cities can the grab ahold of and take that over.

It's a combination of quality coaching around SBYD, as well as supporting the backend of organizations. Yeah, how many people in here are executive directors and don't get professional development funding? How many people have shitty IT? Excuse my language. How many people have bad finance, board development challenges that funders don't want to fund? This is how you – yeah, exactly, it's a huge challenge.

And as a funder, we believe in both of those married together. Then you're going to have long-lasting, sustainable organizations that attract other funders because your absorption rate is going up, you're able to absorb a \$100,000 grant, where now sometimes funders just get nervous just spending \$10,000 because they're not really sure yet. But hopefully by extending that runway for some of these small community organizations, we'll then be able to lift up the community that way.

Wayne Wilson: Patrick [Escobar].

Audience: I just think it's important to note, Paul, that here in Los Angeles for the past four or five years, there have been attempts to do exactly that, a program that is by the city, at city parks exactly identifying those areas that foundations have supported. So at least there is a genesis for it. I'm not saying it's exactly that model, but it's not something that's strange to Los Angeles. And LA City Recs and Parks has been a great partner and other foundations have. It just needs to be taken to perhaps an extra level.

PATRICK ESCOBAR

*The issue
always
comes down
to who is
going to pay
for these
things.*



But the issue that seems to always happen is the consistency of funding. Everything that you said we all agree with. Everyone in this room agrees with it. The issue always comes down to who is going to pay for these things. If LA City Rec doesn't charge for their park usage, who makes them available? Who takes care of them? I mean it should be taxpayers, maybe, but the issue that I think confronts all of us is, Where are the sources of funding? And, what is the narrative that is going to get to them and whether it's NFL or NBA that can easily charge an extra buck for a ticket to make a fund available?

So there are a variety of things that can be done without even people thinking about it. We are the major funder in Southern California for youth sports and we will continue to be, but we need help. The narrative and everything that you said is accurate, but it's not getting us there. We've been trying this now for 30 years. In five years, that would be very nice, but you all have to help because you have a national platform and you can have access to some of those bigger players that need to be accessed. It isn't about the local people. We're all doing our very best here. You heard about all those great local programs earlier. What better story can you have for a funder and yet they struggle just like everybody else? So what's wrong with this picture?

Paul Caccamo: Yeah. Again, and some of this is a little repetitive, but I do think that one ... First, I applaud LA84, the only foundation I know besides Laureus coming in now – [Applause], in doing what you guys do. And I love when I see '84. Thirty years you guys, 30 years of sort of being pioneers in a space that no foundation went to, and now again, with partners like Laureus stepping in, we finally are starting to get some breadth here.

The second thing is, is that we have tried some of this stuff before and to the platform that Tom talked about this morning, we're more sophisticated now and we bring a lot more knowledge of what needs to be done in a community in terms of training, coach training, in terms of organizational capacity building in nonprofits. I mean think 30 years ago, capacity building ... Thirty years ago, when LA84 [began], we didn't know what mentoring was, and now the mentoring movement is taken for granted across the country. We need the

coach movement. So I think we are more sophisticated and we can do this in a more sophisticated way to get the results.

I agree with you. What will it take? I still think it will take doing this in one particular neighborhood and proving the power of not one program like the City's, but 20 programs and all of us collaborating in one neighborhood to show that reduction in violence. If we get that point, then there are things emerging right now. Look at the social impact bonds with Goldman Sachs behind them that basically will give \$10 million a year to fund initiatives that save society in terms of prisons, in terms of healthcare costs. And I think once we get to that zone that says we reduced violence by 22 percent, that translates to X trillion – billion dollars in that community. That then put us in front of looking at other kinds of funding initiatives like a social impact bond, to say you could spend half that money or a quarter of that money on us, or you could spend the \$3.5 trillion ten years from now on your prisons.

I know that it's frustrating because we haven't done this yet or been at the point to produce this data, but I think we have converged. We've gotten so much more sophisticated, all of us. Thanks to conferences like this we are at that point now I think that we can turn to the leagues and say, "Yes, if you're going to be in our city ..." If it's the mayor who wants to stop the violence once and for all, he can tell the teams, "You're going to be in our city, you got to get a buck a ticket to help us put a coach in a kid's life to stop the violence." What else, what else you got?

Wayne Wilson: I would follow up on Tom's question about what is the missing link in the research. It seems to me that one of the problems with research on youth sports over the years has been that we're really good at showing correlations. We're not so good at showing causation. Do you have any thoughts on that? How do you prove that causation? Or Paul, would you argue that if you can really go into a place and hit it hard with funding and training, and within a very short period of time it changes, that in and of itself is close enough to causation to make the case?

Paul Caccamo: I actually would argue that.

Wayne Wilson: Okay.

Nathan Plowman: I think there's only so much research you can do. I don't think you can prove anything to anyone who doesn't want to believe it. I don't think you can prove climate change to climate change deniers if they don't want to believe it. So I understand that with specific communities we haven't really done the research to understand the systemic barriers to participation, but in general, I think most funders who are in this space or who could get into this space do understand the role and the impact of sport and physical activity.

So, you know, the two bits of research that we keep coming back to is the two costs of physical inactivity. One cost is economics, \$149 billion a year. That's how much a physically inactive populace costs this country, which is twice the federal education budget. And the other cost is kids living five years shorter lives than their parents. So those are the accumulations and aggregations of all kinds of research, but I don't think you'll find any more compelling data than those two data points.

So it's not about being convinced that action needs to happen or proving causation rather than correlation, it's about helping people fund in the right way, the right kinds of initiatives and getting to scale.

Paul Caccamo: Because this is our healthy debate, I sort of agree and sort of disagree because for many of you like myself, where we had ... I know a lot of people in the room have spent most of your life fundraising for our programs. The doors have been shut too many times by funders who just see the word sport. They still don't get it. So I don't think they have done enough. And it's not that they aren't convinced or because they just don't want to believe it. It's because foundations are institutional. You know, STEM is the new thing. It took 10 years for us to realize STEM's the thing. They're going to stay that way for five years.

What they need is they need to be blanketed, like pummeled with information about actually kids – less and less kids are getting to school to even take advantage of your STEM because there's no character development left in their schools and sports is the best way to get character development. Therefore, your foundation should make us one of the pillars.

How many of us are funded by Rockefeller, by Ford, by MacArthur? Anyone? The big ones aren't looking. Only in the last years, we're starting to see Laureus come in and take a serious, joining the ranks here. I was just with a

What I think is really important here is that we don't want to oversell sport because the social problems that we're talking about and that we think sport could solve are enormous.

So yes, it's an over-claim that sport can fix the world's problems.



It is not an over-claim to say that physically active children do better throughout their lives.

hedge fund foundation that the guy started, and he said it's going to be called Sports Based Youth Development. I mean it's starting.

Wayne Wilson: Yes, Doug [Hartmann].

Audience: So I'm a researcher, which partly means my job is throwing a wet blanket on great big ideas. There were two things I wanted to say. One is, I actually think the issue of correlation and causation is a really important one in the policy community. Correlation isn't enough to convince foundations to make big funding commitments.

I'd say one of the things that research has shown on sport is that when sport is effective in the ways that this community really thinks it is, it's usually not just sport that's going on. There is an investment in all kinds of other social engagement in those communities, in those kids' lives.

The last thing I want to say is I get worried that we oversell sport a little bit here. We're asking sport to do an awful lot. When sport is successful it's usually not just sport. It's sport in conjunction with all kinds of other knowledge, all kinds of other resources. And why I think that is so important is because – especially among those of us who really want to see sport take on the big social problems - we can't underestimate how big those problems are. What I think is really important here is that we don't want to oversell sport because the social problems that we're talking about and that we think sport could solve are enormous. There is not an easy solution. We can't do that on our own.

One thing that's really important to think about in terms of these movements is how to build not just the sport, but the sport connection to all these other institutions and the unbelievable amount of resources it takes to really make the difference that I think some of us would like to see happen.

Nathan Plowman: I agree. I think that we can over-claim. We like to believe that sport and kids who have had an experience of sport become great leaders in business, for example. And we all know that the executive boards are full of people who had sports experience, but we also know there's a selection bias and companies tend to recruit people with sports experience because they think they make great leaders. There's no proof of any correlation there either.

So yes, it's an over-claim that sport can fix the world's problems. It is not an over-claim to say that physically active children do better throughout their lives. So I think we can focus on the evidence that we do have that proves those things and that should be enough to convince enough funders to invest in sport. I think, yeah, sport in peace-building, sport in conflict resolution, all those, they're just – there are so many more variables that are going on that we can't control for.



Paul Caccamo: And I want to add exactly to that another element is having a consistent adult in your life who a child trusts. And we forget that. When I say the future of sports means trained coaches, it means that coaches are trained in youth development. Your kids come home from school and they say, “Oh, so and so’s dad’s coaching us in soccer.” What does he know about coaching 13-year-old girls and what they’re going through? We talked about the issues of body image and being comfortable. It doesn’t matter, today in this country, if he volunteered to coach and he’s in the school, I mean, go ahead, you take my daughter three days a week. So we need to get serious about what does it mean to provide coaches who are trained as consistent role models.

To your point, physical activity we know is good. We know a consistent role model in a child’s life is also a predictive factor. And so that’s a whole area where sports is really special because – and I know so many of you know this – so many kids who I talk to in our communities, the only one they trust is their parent. And sometimes I know the situation they’re living in. They don’t know it, but that parent doesn’t deserve their trust, but that’s the only adult who is consistent. And the only other person they’ll trust is someone who is a coach.

They’ve already given up on the teachers and their overcrowded classrooms. They don’t trust law enforcement. But a coach walks in and they trust him for a second, and there is an avenue in. And I’m not saying it is the end-all. It has to be combined with all kinds of other solutions to our communities, but we have a very powerful avenue in youth sports through coaches.

Wayne Wilson: Thank you. We have time for one more. Crystal [Echo Hawk], go ahead.

Audience: Just a quick point and I guess I kind of throw it out there as a challenge, and that’s for funders to not underestimate their power and influence to convene other funders. Because it’s frustrating when you’re in the trenches and you’re trying to advocate. We need more resources, folks on the other side can do that and you’re not going to get hurt. To someone’s point earlier it’s impossible to get ahold of these athletes in their own local area. I’ve been hearing that a lot today.

This area is so under-resourced. The power to convene means so much. If it’s a quiet meeting at the Robert Wood Johnson Foundation or the Ford

Foundation, you have a tremendous opportunity to really sit down privately to talk about this data. I think the majority of foundations and large foundations in this country still see sports as a very singular thing.

And where we've had ideal opportunities to really breakthrough is when we're coupling [sports] with other types of social initiatives. So I just think there're opportunities to really quietly convene people with the means, including professional athletes, and to really talk about putting some real commitments together.

And the Clinton Foundation is wonderful. I think that's the only way that this paradigm is going to shift. It's not going to be these folks sitting in the audience. We're preaching to the choir here.

Nathan Plowman: Yeah, there is nothing that makes funders feel more uncomfortable than being the only funder of anything. Why isn't anyone else doing this? And there's nothing that makes a funder feel better than a program that works and them being the sole funder and taking all the credit. But yeah, I think the phrase that we will start to hear a lot more of is "convergence funding," which RWJR is pushing in a very big way, and in conjunction with Project Play as well.

And, you know, the basic idea there is, for example, Project Play will have eight recommendations. Not everyone wants to be involved in all of them, but if eight people get around the table and agree that, I am really interested in coaching, you're really interested in access, you're interested in safety and injury prevention, if we all do our bit and converge our funding on this agreed body of solutions, then we'll make a difference.

But, I think that goes back to having a unifying model of youth sports, and with all respect, a lot of funders aren't interested in reducing violence. They're not. So what are they interested in and can we all fund a model which answers a lot of different things at the same time? If we have a model that all 6 to 12 year old kids are going through, which includes performance development, character



A foundation asked,
“Who wants to come.” The
Philadelphia Foundation
hosted it,



“Who wants to come
and hear about how sports
can make Philadelphia a
better city?” Twenty-two
foundations came.

development, social participation, fun, all those other things, then we know that the USOC and the professional elite sports world will get behind it. We hope that healthcare companies, health sectors will get behind it and the education sector will get behind it.

That’s what I think is the opportunity to align on what we all believe is the model of youth sports that works, rather than, as I say, silo-ing, because if you continue to silo, you’ll only have a handful of funders who are interested in that piece. A handful in this piece, a handful in this piece, and that convergence funding isn’t possible.

Paul Caccamo: Crystal, I just want to say that if everyone in this room could ask your funder, whoever is funding you right now, would you just host a luncheon with other foundations? Where is that Eisner Foundation guy? Is he here? I like to call people out. But could you just host a little reception where I can bring myself, a coach and a kid and that’s all, and if everyone in this room would do that, we could get another maybe – not all of them are going to say yes, but even if 15 said yes, that’s another 45 people in the funding community who know.

And I will tell you, you bring them a coach. I just did this, Crystal, in Philadelphia. A foundation asked, “Who wants to come?” The Philadelphia Foundation hosted it, “Who wants to come and hear about how sports can make Philadelphia a better city?” Twenty-two foundations came. It was the highest turnout they ever had just because it was new. And we’ve got to be egoless. It wasn’t about me going in there to convince these 22 to fund Up2Us, even though we ourselves use the funding to give to other programs. But it was just about letting them know, because we’re the ones who can spread the word.

And I brought a coach. I brought a kid. I brought a program director. They each told their story and everyone said, “How come we didn’t know about this movement until now?” So I think your comment is absolutely on the mark. And, it’s not just something for you and the foundation people. It’s not just for you guys to do. It’s for us to do as programs, to ask our funders. Even if two people show up, I swear it’s amazing how this stuff turns into magic.

Wayne Wilson: Good. Thank you. It’s time to close this session. I want to thank the audience for your active involvement and also our two panelists for their sharp insights. It was a very stimulating conversation. Thank you for your attention and your participation.

Participating Organizations



Access to Sport, Nike, Inc.
Antelope Valley Boys & Girls Club
Aspen Institute's Project Play
Beat The Streets - Los Angeles
Boys & Girls Club of Burbank and
Greater East Valley
Boys & Girls Clubs of Venice
Bresee Foundation
Buckner Sports Law Firm
California State University, Fullerton
Children's Hospital of Los Angeles
CIF Los Angeles City Section
City of Downey
City of La Habra
City of Los Angeles
DeMorra Speedskating
Eisner Foundation
First Tee of Los Angeles
Heart of Los Angeles (HOLA)
Hollywood PAL
Inter Tribal Sports, Inc.
Irvine Valley College
Kids in Sports
KIDS in the GAME
KidWorks
LA84 Foundation
LAFC Youth Leadership Academy
LA's BEST

Laureus Sport for Good Foundation
Los Angeles Unified School District
Los Angeles Unified School District -
Beyond the Bell
Los Angeles City Recreation & Parks
Los Angeles Dodgers Foundation
Mar Vista Family Center
Mayor's GRYP Office - Summer
Night Lights
Morgan Stanley
Next Gen USA
Patterson Sports Ventures
Play Like a Champion Today
Play Rugby USA
Playworks
Police Activity League - LAPD
Positive Coaching Alliance
PRO Sports Communications
Pure Game
Ready, Set, Gold!
Rose Bowl Aquatics Center
Saint Sebastian Sports Project
Salesian Boys & Girls Club of
Los Angeles
San Diego Surf
Southern Area Youth Program, Inc.
Southern California Committee for the
Olympic Games

Southern California Golf Association
Youth on Course
Southern California Tennis Association
Southern California Youth Soccer Orga-
nization
Special Olympics Southern California
Special Olympics World Games
LA2015
Students Opportunities for Success
Students Run LA
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