

Pee Dee's Positive Sport Pilot Program Proposal

Patricia Monroe

Michigan State University

### Abstract

This paper proposes a pilot program to focus on the positive development of our youth through sport. The proposal is designed by the athletic director of East Carolina University (Pee Dee the Pirate mascot). The pilot program will work with one local elementary school in Greenville, North Carolina. Pending the success and funding of the pilot program, other schools will be able to be included in the future. The student athletes of ECU will be volunteering each week to help run the program and be the teachers of sport for the young students. This will help cut costs, ensure well educated coaches and teachers of the sports and give the student athletes an opportunity to give back to their community.

### Pee Dee's Positive Sport Pilot Program Proposal

“Historically, youth sport has been disconnected from the field of afterschool programs; however, the practical lessons learned and empirical evidence from a variety of disciplines suggest that integrating sport and after-school activities could produce enhanced program effects on youth physical, socioemotional, and academic well-being” (Coatsworth & Conroy, 2007, p. 57). This is the purpose of our program. In addition to this, we plan to have a positive and good learning experience for those involved teaching the sports within the program, the college athletes. The implementation of a program such as this will be a win-win for the volunteers (mostly athletes) and youth involved.

“The Positive Youth Development approach suggests that helping young people to achieve their full potential is the best way to prevent them from engaging in risky behaviors. Organizations and communities that promote Positive Youth Development give youth the chance to exercise leadership, build skills, and get involved. The self-confidence, trust, and practical knowledge that young people gain from these opportunities help them grow into healthy, happy, self-sufficient adults” (National Clearing house on Families & Youth, 2007). The description of Positive Youth Development from the National Clearing house is exactly what we want to accomplish through this program, but to gain these benefits through sports. As a leader within this community, our University wants to reach out and get involved and help make a positive impact with our youth within the community that supports us.

In the past decade, the involvement of youth in sport has declined. In addition, youth obesity, overweight and related health problems have doubled in the United States in the past twenty-five years (Coatsworth & Conroy, 2007, p. 60). Australia alone, where the crisis is less pronounced than in the U.S., has their government attacking with a new \$116 million program

that pays for 2 hours of after-school sports (Farrey, 2008, p. 216). These numbers are very alarming. Since our numbers are even worse than theirs and we do not have a program like this in place in our country, it is up to us to turn it around. The program I am proposing is an after school program involved with sports. Not only would this program help increase activity levels, which would hopefully help decrease the rate of overweight and obesity, but it would offer an after-school program to help keep youth out of trouble. In addition, it could also help introduce sports, and a variety of different ones into their lives. It could also give those kids that are already, or who have already been involved, the chance to brush up on their skills and possibly learn some new things from these new coaches. This could enable kids to start getting involved in sports and other activities within their lives. As stated in the Features of Positive Developmental Settings, "The objective of some programs is to enable youth to just participate in safe environments free from pressures associated with violence and substance abuse" (Larson, Eccles & Gootman, 2004, p. 8). In order to give more kids this opportunity, another goal here is also to keep the costs down so that the youth are not turned away from the program because of lack of resources.

Many programs around the United States have been created with the same aim as us, youth development through sport. Yet each program is unique in their own way. Most often, programs are designed with a specific sport in mind. This is what distinguishes our program from others. We have learned about basketball with the Amateur Athletic Union (AAU), soccer with the American Youth Soccer Organization (AYSO), golf through The First Tee, among others. What we do not see enough of are programs that run more like a YMCA or a Boys and Girls Club. What we are trying to create here is a program that gets the skill instruction and growth through sport with a program that is run like one of those clubs. The programs that are

specialized with a particular sport are great programs, but there are a few downfalls within them. The main issues we face are that most of these programs are either sport specific, cost too much money and/or are not accessible to kids everywhere (only in certain areas). When we are really looking at trying to get or keep kids involved in sports or physical activities, we do not want to have opportunities to push them away. Those opportunities that we speak of include the cost to participate, the cost of equipment and apparel to participate, time commitments, travel, and the possibility that the program offered is not close enough or in your area to participate in. In addition, these programs are very sport specific. By having youth involved in these sport specific programs at too early of an age, you will likely deal with the issues of burn out. We want to make sure that we give the kids an opportunity to test out an array of sports and see if they might be good or have potential to be good in them. We want to be able to identify their positive traits and skills within the sports and see where they are having the most fun. Our program, like many others, will work on developing skills and character building, but unlike the others, it will be pressure free and include a variety of different activities.

I want the philosophy of this program to somewhat mimic that of Lerner, Fisher and Weinberg (2000). The 5 C Model that they have developed is a model that is “based on the idea that every young person has the potential for successful, healthy development and that all young people have the capacity for positive development. It is a strength based conception of adolescence.” There are 5 desired outcomes/categories around 5 words that start with the letter c. The 5 c words are: competence, character, connection, confidence and caring and compassion. It is thought that if all 5 c’s are met, then a sixth c will also be met, contribution. This model parallels positive psychology and focuses on good behavior. I want to be able to help kids

achieve these outcomes through sport and believe that it is realistic for them to be able to achieve.

The targeted youth for this program will be the middle school age group. "Children's sport participation peaks between the ages of 10 and 13 years and then consistently declines to the age of 18, when a relatively small percentage of youths remain involved in organized sport (Weinberg & Gould, 2007, p. 514). In another source we learn that:

Thirteen is the age at which kids start to fall away from sports in droves. As newly minted teens, they begin to assert their independence from parents and make more of their own choices in terms of how they're going to spend their nonschool hours. In general, too, the metabolisms of mammals slow down as puberty sets in, and humans are no exception. But most critically, the athletic system in many towns isn't set up to accommodate kids who want to keep playing sports for sport's sake. Recreational leagues fold, handing off the responsibility for our kid's athletic life to middle schools with their one-school, one-team structure, assuming there's even money in the school budget available for sports. Travel teams get more expensive, more exclusive, more time-consuming. Coaches start to work really hard at identifying the strong and eliminating the weak. Keeping the base of the participation pyramid as wide as possible during these years is the primary challenge facing any community that appreciates the need to keep its kids active (Farrey, 2008, p. 285).

Because of this, we want our program to help take the burden off of the middle schools and to create more opportunities for the middle school age youth to get or keep involved in sports activities. "We are losing our child-centered focus. It's real easy to forget that sports are about

producing better kids – physically, socially, developmentally” (p. 229). We do not want to lose this child-centered focus. It is up to us to re-direct our focus to be on them.

We know that there are many different reasons for kids to stop their participation in sport. This also varies a lot from sport to sport. Yet, we do know that often stress and burnout are two common reasons for the decline in youth sport participation. “Critics argue that competitive sport places excessive levels of stress on youngsters, who often burn out as a result. Proponents contend that young athletes do not experience excessive competition and that competition teaches children coping strategies, which transfer to other aspects of their lives” (Weinberg & Gould, 2007, p. 520). This is why I think it is so important that we encourage youth to participate in recreational leagues, and programs such as this. Our program will not have the pressure that these teams face. Our program is about developing skills, learning new things, making friends, staying out of trouble and exercising. “Most of the boys who didn’t make the team the first year didn’t try out the next year. Did they lose interest? No confidence? Hard to know. But those who work with children will tell you that the earlier kids are told that they’re not good enough at an activity, the less likely they are to set out to prove the community wrong” (Farrey, 2008, p. 184). Because we will still face these issues, I think that a program such as Pee Dee’s will give those kids a second chance and the kids that never even tried these sports a shot at them, pressure free.

Research has shown many reasons for youth to participate in sport. In a study of about 8,000 youths (49% male and 51% female) involved in sponsored sports in the United States, both in school and after school, they were asked to rank in importance the possible reasons for them participating in sports. What this study found was that “Most children participate in sport to have fun. Other reasons most of them cite are to do something they are good at, improve their skills, get exercise and become fit, be with their friends and make new friends, and compete”

(Weinberg & Gould, 2007, p. 514). Within the same study it was found that “Children who perceived more positive relationships with peers in physical activity also reported more positive feelings toward physical activity, higher physical activity motivation, and higher physical self worth.” Thus, peer relations seem to directly impact the motivation of the child with physical activity (p. 519). We need to take this information and be sure to help make an atmosphere that is both fun and gives the kids an opportunity to build these types of relationships. “Adults should make concerted efforts, first, to create a positive environment and a constructive attitude toward mistakes, which will help children develop confidence. Stress can be alleviated by reducing social evaluation and the importance of winning” (p. 523). With our program being aimed at learning and developing, we plan to do just that.

As the athletic director at ECU, I feel that we currently have a lot of attention focused on sports. Our department is currently going through facility construction updates including bowling- in our football stadium (adding 7,000 seats), building a new softball field/complex, building a new soccer field/complex, creating a stand-alone track and field facility as well as an Olympic sports support building; thus concluding we have a lot of eyes on us. With us wanting to improve sports within our University, it only seems right that we want to improve the sports within our community, the community who supports us.

Within our athletic department at East Carolina University we have a competition between the sports called the Student Development Award. It is a competition that is based off of three areas: team GPA, CHAMPS (Challenging Athletes Minds for Personal Success), and community service. Each category (and event) gets a point value. The team with the overall highest points at the end of the year wins (averaged out by the number of athletes per team). Not only do they win bragging rights and their name on a plaque, but they also are awarded \$1,000 to



spend as a team how they want (apparel, equipment, dinners etc.). With this program proposal, I believe that it will help get more athletes involved in the community, help increase our annual community service numbers as an athletic department and give our athletes an opportunity to teach their sport to our youth. Additionally, we would like to include some college students in related degree fields such as Physical Education, Exercise Physiology and Health Specialists. We believe this will also help them with their future in sports related jobs as well as give us more help and insight on the activities.

We want to use the athletes and teachers within our university to run this program for many reasons. First off, we want to ensure that the youth we are trying to develop are learning the right techniques and skills. By having college athletes teaching them, we will ensure that they are learning the right things. We also know that many kids look up to college athletes. We think that by having college athletes as the teachers that it will motivate and inspire the kids even more. It also will give the kids an opportunity to meet the athletes and see that they are real people outside of the playing field. Finally we believe that by using college kids and young professionals we will be providing fresh and fair ideas and input into their development through sport. Too often we have recreational leagues and travel teams where the coaches are made up of parents (and often unqualified ones at that). We want to keep parents out of this equation and let the kids be involved in a healthy, new program where favorites and politics play no role. We want our program to facilitate growth and development with all of those involved by providing equal opportunities to each of them.

The design of this program is set up to include an assortment of sports. We learn from Farrey (2008) that many kids are only being introduced to the “popular” or common sports, such as football, basketball, baseball and soccer. When the kids do not do well in these sports or do

not like them, they usually quit sports all together. We want to not only introduce those common sports, as many of these sports have lost millions of participants (p. 80), but also to give the kids an opportunity to try out other sports that they may not have otherwise had the chance to. The sports that we propose to teach within our program are baseball/softball, basketball, volleyball, football, hockey/field hockey, golf, soccer, bowling, tennis, track and field, racquetball, badminton, swimming, and wrestling/self defense. Every child will get the opportunity to try each of the sports, as we will have each sport for one week (2 sessions each).

With the proposal of this program, we intend to have it running for one semester. It will be a 16 week program. The first week will be an introduction week to the program. It will outline for the participants what is to be expected and how they can prepare (attire, what to expect, rules, introductions, etc.). The first week there will be some exercise, but not really specific sport related, just some games to get the kids starting to move around. This will be an after school program, held until 5:30 p.m. each day (so roughly 2 hours each session). The program will run twice a week, on Tuesdays and Thursdays. The schedule is set up around the schedules of the ECU college athlete's schedules and practices, in order to get their help and involvement. The schedule should have no problem being carried out as planned, as the locations are already reserved and each sport has their set day. The course schedule outline can be seen in the table provided (on page 17).

Since middle school is about the age that many kids hit puberty, we need to take this into account when working with youth and sports. Our program will separate the boys from the girls. We feel this is important for a few reasons. First, kids grow at different rates and at different times. We want to make sure that, even though this is not about competition, to keep a somewhat

level playing field, for that reason alone as well as for safety. According to Seefeldt, Clark and Brown (2001),

Even at the younger ages boys have a greater proportion of muscle mass and less fatty tissue than girls. The biological difference, coupled with a greater measure of cultural stimulation and aggressiveness, usually results in the superior performance of boys on measures of strength and power including running, jumping, and throwing. On the other hand, girls mature more rapidly than boys, which gives them an advantage over boys, perhaps also through cultural encouragement, on balance and coordination tasks such as rope jumping, hop-scotch, beam stunts, and rhythmic activities” (p. 32).

Because of these known differences, we just want to make sure we are putting apples with apples. Since almost no sports actually have males and females playing together, we do not find the need to have them together here. We want to ensure a more level playing field as well as making the kids feel comfortable with their peers. “Group ‘culture’ includes not only the formal organizational culture but also the informal habits and expectations that arise from daily interactions” (Larson, Eccles & Gootman, 2004, p. 10).

With continuing to talk about the structure of the program, we need to address the students that will make it up. As mentioned earlier, we will be running this pilot program with one local middle school. The local middle school we have decided to pilot this program out with is CM Eppes Middle School. This middle school is currently made up of 555 students from 6-8<sup>th</sup> grade. It is very close to our university, even walking distance. We predict that about 1/3 of the student population will be interested in trying out our program. That means that there will be approximately 183 students participating. Of those, although unsure, we are expecting/ hoping to have a fairly equal number of girls and boys (about 91 each).

When creating a program such as this, location and transportation issues arise.

Remember, we are doing everything that we can in order to keep costs down for students to ensure their participation within the program. We have decided that our location will be held on the campus of East Carolina University. For most of the sports we will be able to use the campus Rec Center (swimming, track and field, volleyball, racquetball, basketball, golf and badminton). There are courts that we have reserved during those times there. Guest fees for use of the Rec Center run at \$5 per day per person. However, we have worked out a deal to be charged a flat fee of \$10 per student for the semester. The other locations on our campus that we will be using are the rec fields (for soccer, field hockey, football, softball and baseball), the Mendenhall Student Center (where our bowling alley is located), ECU Tennis Courts, which are held at our athletic complex, and Christianbury, our old original gym now on campus (for wrestling/self defense and hockey as we have mats and equipment from the PE classes that are taught there). We have decided to use the campus resources because this program is being piloting from us at ECU, it is a good and close location, it is very accessible to our volunteers and it will help keep costs down (for renting out space and due to the available equipment we already have to use).

The main issue we have then becomes with getting the kids from school to campus. We have decided that we will provide transportation for the kids from CM Eppes Middle School to our campus. After school, instead of the kids taking a bus, walking or riding a bike home, or getting picked up, they will take their designated school bus from school to our campus. We will then have them picked up (by their parents or guardians) from our location on campus after each session. Each school bus holds approximately 50 students. With us predicting around 180 kids, we anticipate needing to use 4 school buses. Since we are separating the boys and the girls, we will have two buses for boys and the other two buses for girls. Each bus will take their students

to that week's assigned location (the ECU Rec Center, Christianbury, Mendenhall, Rec Fields, or Tennis Courts). After speaking with Joey Weathington, the Pitt County Schools Director of Transportation, we have an approximate estimation of the cost of the buses (this can change annually). Each bus will be charged \$2.70 per mile. We expect to spend \$345.60 on the use of buses for the semester in this program. The anticipated mileage expected can be found in detail on the budget spreadsheet on page 20 under the Buses section.

To ensure organization of this entire program, we will hold a group meeting with all of the volunteers prior to the launch of the program. Each sports team will be assigned their week (correlating with the provided schedule found on page 17). They will be in charge of creating "practice sessions" for this time. Since each sport is assigned 2 sessions (a Tuesday and Thursday of their assigned week), each sport will be responsible for about 4 hours. They will need to come up with a plan to teach the skills and techniques of the sport, while allowing the kids to have fun and stay active. There will be approximately 6 student athletes per session per sport (at the minimum). This will configure out to be about 15 middle school kids per college athlete. In addition, there will also be other students from the related majors helping out to make the program run smoothly (organization and follow through).

We will take a very positive approach to this development, much based off of the concept of true competition. During our group session before the program begins, we will provide an overview and expectations of the coaches, volunteers and the program itself. We will focus on what is taught in the book, that "True competition involves striving together; it involves seeking excellence together" (Shields & Bredemeier, 2009, p. 25). We will also teach our group the meaning behind competition and to avoid decompetition. "The word competition comes from the Latin word -petere which means "to strive" or "seek" combined with the prefix com-, meaning

“with”. Therefore, we learn that the root meaning of competition is “to strive or seek with” (p. 24).

In addition to working on promoting these things within our youth development, we also want to work on character building. We want to work on motivating the youth in many ways, not just sports. “Enjoyment is a natural partner to true competition” (p. 71). We want to challenge the youth and to help them strive for excellence, while keeping in mind that everyone has a different level of excellence (p. 102). Each person will have different capabilities and most will not be fully aware of what they are capable of. We want to help bring these qualities out in these youth in a positive way. “The goal of the true competitor is excellence, not victory. Of course true competitors want to win, but winning is not essential to feeling successful” (p. 105). We want our youth to walk away from this program feeling successful, on whatever measure they want to use. The best way to help accomplish these things is for our volunteers to be positive role models by setting good examples (p.210). This aspect is essential, and during our meeting this will be emphasized to them.

After the completion of the 15 weeks, we will use part of the time during the last week (week 16) to evaluate the success and effectiveness of our program and to see areas of needed improvement. Our evaluation will be based off a few program evaluations that have been used in the past. One of the main means of evaluation will be a post survey. Like that of the Harlem RBI, we hope to gain social skills development such as “Over 75% of kids improved their ability to praise, motivate and support their peers. Nearly 100% of the participants reported that the program helped them to challenge themselves to do better” (Berlin, Dworkin, Eames, Menconi & Perkins, 2007, p. 90).

As the director of the program, I will be doing a lot of the evaluating throughout the program myself. I will also utilize the volunteering faculty for this as well. We will be observing and evaluating (taking notes as we go along) during the semester-long program. Things we will be assessing are how well the program seems to be working, determine how the participants view the program, the usefulness of the approaches used, examine how certain parts of the program are working and continually provide information for modifying our program goals (Martinek, 2003, p. 212). I will also try to speak with parents/guardians when they come in to pick up their kids. It will be helpful to hear if they have noticed any changes in their children from their participation in our program. Any suggestions from them will be noted and taken to heart. In all, we want to be able to see if this program has been a positive experience for the youth involved. We want to see if they have learned new sports, new techniques, new character building traits, made new friends, gained self-esteem and motivation, and to help see where we can tweak our program in the future to make it better. A sample post survey is included on page 18 and 19.

Many of the questions found on the survey are based off of The Youth Experience Scale (YES) designed by Larson, Jarrett and Hanson. This survey is typically used to assess your experience from your primary high school sport. Since we are working with middle school kids, we will not be using this survey exactly. However, many of the same types of questions will be used, as I think it does a great job evaluating your experiences with your participation in sport. This particular evaluation will help identify things such as identity experience, initiative experience, basic skills, cognitive skills, physical skills, positive relationships, teamwork and social skills, adult networks and negative experiences. In addition we put in some questions related to what we also are looking for with participation within our program such as having fun, staying out of trouble, learning new sports/skills and being more active/physically fit.

Concluding the program after 16 weeks, we hope that we can find positive youth development through sport. I believe that this program is set up to do just that. We have done a good job at utilizing our community resources and at keeping our costs down. We have managed to create an after-school program costing each child only \$16.00 for an entire semester to participate. That equates to \$0.50 a session. However, even though we are keeping our costs down, I do not think we are sacrificing anything because of it. I believe that we are getting to use great facilities and are able to work with some fantastic Division I student-athletes. I believe that if this program is implemented, you will see a greater desire for youth sports and development as well as physical activity within this community. I believe that this program is set up for success for our youth now and for those to come.



Semester Schedule

Week	Day	Sport		Location	
		Boys	Girls	Boys	Girls
Week 1	Tuesday	Introduction	Introduction	ECU Rec Center	ECU Rec Center
	Thursday	Pre Survey	Pre Survey	ECU Rec Center	ECU Rec Center
Week 2	Tuesday	Baseball	Tennis	Rec Fields	ECU Tennis Courts
	Thursday	Baseball	Tennis	Rec Fields	ECU Tennis Courts
Week 3	Tuesday	Tennis	Softball	ECU Tennis Courts	Rec Fields
	Thursday	Tennis	Softball	ECU Tennis Courts	Rec Fields
Week 4	Tuesday	Basketball	Soccer	ECU Rec Center	Rec Fields
	Thursday	Basketball	Soccer	ECU Rec Center	Rec Fields
Week 5	Tuesday	Soccer	Basketball	Rec Fields	ECU Rec Center
	Thursday	Soccer	Basketball	Rec Fields	ECU Rec Center
Week 6	Tuesday	Bowling	Volleyball	ECU Mendon Hall	ECU Rec Center
	Thursday	Bowling	Volleyball	ECU Mendon Hall	ECU Rec Center
Week 7	Tuesday	Volleyball	Bowling	ECU Rec Center	ECU Mendon Hall
	Thursday	Volleyball	Bowling	ECU Rec Center	ECU Mendon Hall
Week 8	Tuesday	Hockey (not on ice)	Racquetball	Christianbury	ECU Rec Center
	Thursday	Hockey (not on ice)	Racquetball	Christianbury	ECU Rec Center
Week 9	Tuesday	Racquetball	Hockey	ECU Rec Center	Christianbury
	Thursday	Racquetball	Hockey	ECU Rec Center	Christianbury
Week 10	Tuesday	Track and Field	Golf	ECU Rec Center	ECU Rec Center
	Thursday	Track and Field	Golf	ECU Rec Center	ECU Rec Center
Week 11	Tuesday	Golf	Track and Field	ECU Rec Center	ECU Rec Center
	Thursday	Golf	Track and Field	ECU Rec Center	ECU Rec Center
Week 12	Tuesday	Football	Badminton	Rec Fields	ECU Rec Center
	Thursday	Football	Badminton	Rec Fields	ECU Rec Center
Week 13	Tuesday	Badminton	Field Hockey	ECU Rec Center	Rec Fields
	Thursday	Badminton	Field Hockey	ECU Rec Center	Rec Fields
Week 14	Tuesday	Swimming	Self Defense	ECU Rec Center	Christianbury
	Thursday	Swimming	Self Defense	ECU Rec Center	Christianbury
Week 15	Tuesday	Wrestling	Swimming	Christianbury	ECU Rec Center
	Thursday	Wrestling	Swimming	Christianbury	ECU Rec Center
Week 16	Tuesday	Free Day	Free Day	ECU Rec Center	ECU Rec Center
	Thursday	Evaluation/Wrap up	Evaluation/Wrap up	ECU Rec Center	ECU Rec Center

### Program Evaluation

	Not At All	A Little	Quite a Bit	Yes, Definitely
1. Tried doing new things	1	2	3	4
2. Started thinking more about my future because of this program	1	2	3	4
3. These activities have been a positive turning point in my life	1	2	3	4
4. Learned new ways to achieve my goals	1	2	3	4
5. Learned to push myself	1	2	3	4
6. Learned to focus my attention	1	2	3	4
7. Observed how others solved problems and learned from them	1	2	3	4
8. Learned about setting priorities	1	2	3	4
9. Practiced self discipline	1	2	3	4
10. Became better at dealing with fear and anxiety	1	2	3	4
11. Learned that my emotions affect how I perform	1	2	3	4
Through this program I have improved...				
12. Artistic/creative skills	1	2	3	4
13. Communication skills	1	2	3	4
14. Athletic or physical skills	1	2	3	4
15. Learned I had a lot in common with people from different backgrounds	1	2	3	4
16. Learned about helping others	1	2	3	4
17. Learned that working together requires some compromising	1	2	3	4
18. Became better at sharing responsibility	1	2	3	4
19. Learned to be patient with other group members	1	2	3	4
20. Learned how my emotions and attitude affect others	1	2	3	4
21. I became better at taking feedback	1	2	3	4
22. Others in this activity counted on me	1	2	3	4
23. Had an opportunity to be in charge of a group of teammates	1	2	3	4
24. This program improved my relationship with my parents/guardians	1	2	3	4
25. I had good conversations with my parents/guardians because of this program	1	2	3	4
26. Got to know people in the community	1	2	3	4
27. Came to feel more supported by the community	1	2	3	4
28. This program increased my desire to stay in school	1	2	3	4
29. This program helped me stay out of trouble	1	2	3	4
30. I was ridiculed by classmates for something I did in this program	1	2	3	4
31. I felt left out	1	2	3	4
32. There were cliques in this program	1	2	3	4

33. Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation	1	2	3	4
34. This program has made me want to play sports	1	2	3	4
35. I would like to participate in this program again	1	2	3	4
36. The coaches taught us a lot about different sports	1	2	3	4
37. I feel more physically fit and active after participating in this program	1	2	3	4
38. I had fun	1	2	3	4

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: \_\_\_\_\_

Additional Comments:

---



---



---



---



---



---

### Budget

#### Buses

Start	Finish	Miles	# of Trips Made	Cost	Total	
CM Eppes Middle School	ECU Rec Center	1.06	18	\$2.70 p/mile	48.6	
CM Eppes Middle School	Mendenhall	1.06	2	\$2.70 p/mile	5.4	
CM Eppes Middle School	Rec Fields	1.11	6	\$2.70 p/mile	16.2	
CM Eppes Middle School	Tennis Courts	0.5	2	\$2.70 p/mile	5.4	
CM Eppes Middle School	Christianbury	1.00	4	\$2.70 p/mile	10.8	
					86.4	
					Times 4 buses	\$345.60

#### Bowling at Mendenhall

# of Lanes	Cost Per Lane	# of Hours	# of Days	Total Cost
13	\$9 per hour	1.5	4	\$702

#### Use of ECU Rec Center

# of Students	Cost per Student	Total Cost
183	\$10	\$1,830

Total Anticipated Cost of Program:

\$2,877.60

Total Anticipated Cost of Program per participant: \$15.73

Round up to \$16 per person makes \$50.40 for leeway

**Total cost per participant = \$16.00**

## References

- Berlin, R. A., Dworkin, A., Eames, N., Menconi, A., & Perkins, D.F. (2007). Examples of sports-based youth development programs. *New Directions for Youth Development*, 115, 85-166.
- Coatsworth, J.D., & Conroy, D. E. (2007). Youth sport as a component of organized after school programs. *New Directions for Youth Development*, 115, 57-74.
- Farrey, T. (2008). *Game on: The All-American race to make champions of our children*. NY: ESPN Books.
- Larson, R., Eccles, J., Gootman, J. (2004). Features of positive developmental settings. *The Prevention Researcher*, 11(2). 8-13.
- Larson, R., Jarrett, R. & Hansen, D. (2003). *The Youth Experience Survey*. University of Illinois, Urbana, IL.
- Lerner, M. R., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the people: Promoting civil society through the application of developmental science. *Child Development*, 71, 11-20.
- Martinek, T. (2003). Program evaluation. In Hellison, D. (2003). *Teaching responsibility through physical activity* (2<sup>nd</sup> edition). (pp. 211-228). Champaign, IL: Human Kinetics.
- National Clearinghouse on Families & Youth (2007). What is positive youth development?  
<http://ncfy.acf.hhs.gov/publications/ydfactsh.htm>.
- Seefeldt, V., Clark, M.A., & Brown, E.W. (2001). Program for Athletic Coaches' Education. Traverse City, MI: Cooper Publishing (pp.29-41).
- Shields, D.L., & Bredemeier, B.L. (2009). *True competition: A guide to pursuing excellence in sport and society*. Champaign, IL: Human Kinetics.

### References

Weinberg, R. S., & Gould, D. (2007). *Foundations of sport and exercise psychology*. (4<sup>th</sup> edition). Champaign, IL: Human Kinetics. Chapter 22: Children and sport psychology, pp. 513-532.