ABSTRACT

Quality programs and services for student-athletes, especially in urban areas, provide opportunities for personal development, scholastic improvement, positive mentoring relationships, and life long health habits. Currently, however, our nation is faced with an increasing shortage of funding and budget cuts at the school district level that are affecting the availability of quality athletic programming for our youth. In an increasing number of instances, previously available programming has evolved to a pay-to-play model, which is particularly problematic for low-income urban student-athletes. Policy makers and other relevant stakeholders continue to look towards volunteer-based, needs-driven organizations to provide these services. This dissertation documents a case study of the consultation process with a non-profit organization in New York City that develops athletic programming for urban high schools students, using a Program, Planning and Evaluation (PPE) Framework. The PPE framework relies on basic assumptions and processes regarding organizational consultation. First, a program can be said to be worthwhile when it can demonstrate that value has been added to the target population. Further, the program can benefit from sound program design, that is based on a well understood and clarified situation, that is implemented according to design, and that is evaluated routinely. The purpose of this consultation was threefold: (1) identify the needs of the students-athletes, volunteers and other relevant stakeholders (2) clarify the context within which the organization, relevant stake holders and target populations were embedded, and (3) determine organizational readiness with regards to improving the delivery of athletic programming and mentoring services. Needs assessment data contributed to the clarification of the current state of affairs in the organization and directed the development of a
strategic plan that will guide the organization, over the course of time, in realizing their desired state of affairs. Results indicate that the urban student-athletes are interested in sports-based development opportunities and there is interest in programs and services to address those needs. The extent to which the PPE framework facilitated productive interaction between the consultant, relevant stakeholders, volunteers and students is discussed. These findings are also discussed as they relate to the consultation process, professional psychology, and the strengths and limitations of the methodology used.
I would like to take this opportunity to thank Dr. Charles Maher for his guidance, mentorship and endless support throughout this journey. His tireless commitment to his craft and his students in a testament to his personal and professional integrity. The lessons learned from my work with Dr. Maher will stay with me for years to come. I am grateful for having had the opportunity to work with Dr. Maher, and in his nearing retirement I wish him all the best for his whatever he chooses to do next. What could have been a daunting process, evolved into an exercise in professional development and personal growth and I am so appreciative for his involvement.

To Mat and all of the other committed participants who are carrying out the mission of this organization, thank you for letting me a part of this. I admire your commitment and know that the students you serve are better for having met all of you. Know that you are making a difference.

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CHAPTER I
Overview of Consultation

Chapter I Abstract

This chapter will provide an overview of this dissertation. This includes what was accomplished, why this is relevant, how I proceeded and what the products and results of my efforts were. An explanation of the consultation process and the consultant’s role will be provided. Descriptions of my entry into the organization, as well as the major deliverables that will come as a result of this consultation are also discussed.

Chapter I

In order to understand the overall relevance of this Urban Athletics consultation, first, it is important to clarify the Urban Athletics Mission. By first understanding the basic values of this non-profit organization, readers will better understand the nature of this consultation.

“Urban Athletics is a non-profit organization dedicated to growing the game of lacrosse in New York City in a public-private partnership with the New York City Public School system and in partnerships and alliances with community-based organizations.” (Urban Athletics, Inc., 2005). Using a “character-based strategy of program development” (as yet undefined in their literature), Urban Athletics is focused on introducing and expanding lacrosse into New York City schools and geographies that historically have had little or
no access to the game and that are predominantly comprised of populations from lower income families.

The program started in 2005 and their mission is to use a public-private partnership model to develop and expand the game of lacrosse inside the New York City public schools. This public-private partnership refers to the partnering of Urban Athletics (private organization) with local public schools (the public organization). This is a path not usually taken. In contrast to the for-profit clubs, Urban Athletics is not-for-profit and “school-centric.” Urban Athletics firmly believes schools are the best place for student-athletes to develop their individual/team skills and springboard into college. (Urban Athletics, Inc., 2005)

*Process Plan*

This consultation was carried out in a number of ways. First, my history with the organization uniquely situated me to act as a consultant. I have volunteered with the organization for approximately three years as a volunteer coach for the winter lacrosse clinics. At the beginning of this consultation process, I had a general understanding of the organization, including its history and its mission. But beyond the surface, I had little understanding of the internal operations of the organization. My work as a consistent and reliable volunteer coach helped me build a reputation with the relevant stakeholders, prior to initial entry as a consultant. Finally, as a former collegiate lacrosse player, I have a subject matter expertise that has greatly aided in my consultation with this organization.
My involvement as a consultant has been a significant increase in degree of involvement when compared to my previous role as a volunteer coach. My actual consultation has been multi-faceted, complex, and reflexive to the needs of the organization. I have carried out my role as a consultant in a number of different ways. Specifically, I have been in regular face-to-face meetings, phone and email contact with the CEO and Founder. In these meetings we have monitored progress, discussed what has been done and what needs to be done and generally communicated openly and honestly about the consultation process. Initially, I intended to be directly involved in the monthly junior advisory board meetings. However, this plan was augmented when it became clear that I could be more effective working behind the scenes and allowing the primary client (Urban Athletics CEO & Founder, M.L.) to present the deliverables to his own board. In addition to having direct contact with the CEO, I had regular and open communication with individual advisory board members. Again, my previous role as a volunteer coach provided me unique access to Junior Advisory Board Members. Many of the Junior Advisory Board Members are also volunteer coaches, as I had been. My contact with the administrators and advisory board members consistent of direct, face-to-face contact, as well as electronic and phone contact, which allowed me to gather information and assess needs.

As noted earlier, there is a specific process of involved in carrying out a Program Plan and Evaluation. There are four general phases to the process of Program Planning and Evaluation. These four phases are reflexive, inter-related and dependent on one another. Further, these four phases are customized to the needs and content of a specific
organization. For example, the various phases used in my consultation with Urban Athletics followed a general framework, but were customized to the needs of Urban Athletics, and as such, are not be like any other consultation process for any other organization.

Summary of activities of the process as they relate to urban athletics.

1. **CLARIFICATION REPORT**
   a. Specify the target population
   b. Determine the needs of the target population
   c. Delineate the relevant context

2. **THE STRATEGIC PLAN**
   a. Describe program purpose and goals
   b. Consider program design alternatives
   c. Document the program design
   d. Facilitate program implementation

3. **FUTURE RECOMMENDATIONS**
   a. Consider possible avenues for future development
   b. Identify how the organization can use the information gathered
At the outset of the consultation period (September 2009), the consultant (myself) and the consultee drafted a Consultation Agreement that would guide the consultation process. The Consultation Agreement was drafted with Urban Athletics CEO/Founder, M.L., in a Memo format. The Memo was intended to clarify the nature and role of my involvement as a consultant. This document can be found in its original form in the Appendix. The proposed agreement outlined the nature and extent of a consultation relationship between Urban Athletics (consultee) and the Program Planning Consultant (Kirby L. Wycoff.) At the end of this process, which is predicted to take approximately one year from initial entry, Urban Athletics will be in receipt of a detailed body of information that will aid in the overall operations and strategic development of the organization. Urban Athletics will receive two separate yet inter-related documents. These documents are a CLARIFICATION report and a STRATEGIC DEVELOPMENT report.

Clarification report.

The first document, the CLARIFICATION report profiles the organization and answers a number of questions. The overall goal of the clarification report has been to ascertain the CURRENT STATE OF AFFAIRS within the organization. Questions that were answered in the Clarification Report include:

- Who is Urban Athletics?
- Why are they relevant?
- Who are the target populations and what are their needs?
• What are the internal operations of the organization?

_Strategic development report._

The second document is directly related to (and in many ways dependent on) the information gathered from the Clarification report. While the Clarification report addresses the _Current State of Affairs_, the Strategic Development Report addresses the _Desired State of Affairs_. Where does the organization want to be and what needs to be done to get them there? Questions answered in the Strategic Development Report include:

• What are our future goals for Urban Athletics?
• How do we clarify our “School Centric” approach?
• How can we develop our “Character-Based” mentoring component?
• Where are funding opportunities?

_Consultation Process_

At the outset of this consultation process, a number of parameters were put into place to help guide the consultation process. However, as the consulting process proceeded, certain parameters were modified in order to meet the needs of the organization. The general goal at the beginning of the consultation process was to provide consultation services to Urban Athletics organization. At the beginning of the consultation, it was decided that the bulk of my recommendations and feedback would come at the conclusion of the consultation period. However due to the nature of this being a real-time organization with real-time demands, many of my recommendations were provided on an
ongoing basis, in informal discussions regarding the consultation. For example, in my regular meetings with M.L., we would often discuss program parameters and target population. Through my line of questioning and inquiry, regarding the target population, it became clear to both the client and myself that he was in fact *not* in receipt of basic information that was needed. This in and of itself, acted as an “informal feedback” and indicated to the client, that this was important information that he needed to consider. I intended to start this entire endeavor by examining the needs of the target population. What I didn’t realize at the time was that functionally defining my role in the organization was actually the first thing that occurred. Not only was this one of the first pieces of the consultation process, it was also one that was constantly evolving and changing over the course of the consultation period. A later discussion on the role of the participant-observer in case study research will ensue, but it will suffice to say, that this was an unanticipated piece of the puzzle. My role as a clinic volunteer was almost immediately modified, because at the first clinic, rather than running catching and throwing drills, I found myself more involved in the administrative duties of documenting the target population (how many students were at each clinic, ratio of coach: student etc.) Prior to my taking on the role of consultant, I attended Junior Advisory Board (JAB) meetings, but in a very informal way. I did not attend meetings monthly, and only went when a large event was coming up, and when additional manpower was requested. After I took on the roll as consultant though, I was formally offered a position on the Junior Advisory Board. In an attempt to keep my role as consultant as uncomplicated as possible, I declined this offer. My formal consultation began in September of 2009. I attended the September and October JAB meetings, and
found myself being put into the role of meeting note keeper. Because I had explained my role to Mat, and Mat introduced me (in my new role) to the JAB, it seemed to naturally follow that I ended up taking notes at the meeting. Initially, my notes were intended to be my personal notes on the process of the meeting. However at the end of the first meeting, I was casually asked if I could write up the “Meeting Minutes” because as one member of the JAB noted, “You took the best notes here!” In an attempt to “prove” myself in my new role and show the JAB that I could be helpful in my new role as the consultant, I readily agreed. It was not until later, that I realized my involvement in the September and October meetings as informal “note taker” actually added an additional and unnecessary layer of complexity. After discussing this with the primary client, I delicately extricated myself from the very visible role of being a secretary at the JAB; I took a more behind the scenes position where I believed I could be more effective.

My behind the scenes roles with Urban Athletics included defining the target population and relevant stakeholders and assessing need at multiple levels. For example, the primary target population is high-school students in the five boroughs who are interested in playing lacrosse. A second, but equally important target population, are the volunteers who deliver the services to our primary target population. In recruiting new volunteers and maintaining the existing the database of volunteers, it is important to understand their needs. Volunteers freely give their time and can make choices about where to volunteer. A needs assessment data collection would provide the organization with valuable information about what Urban Athletics needs to do to be more attractive to potential volunteers. Further, clarifying and examining the systems in place for maintaining
volunteer support will also be important. As the consulting process unfolded, it became necessary to segment out the target population into smaller, more manageable units. The segmenting and the defining of the target populations, in and of itself became part of the targeted data collection. My initial impressions of the organization informed my goals for data collection, and there were a number of parameters regarding the target population that were unknown. One important consideration when acting in the role of consultant, however, was being reflexive to the mobility capabilities of the organization. So while I had ambitious goals for data collection, it was important to meet the organization where they were. Access to the target populations influenced my data collection capabilities, and this will be discussed further in the “Results Section” in Chapter Four.

Relevance

*Who Else Has Interest in This Information*

This information is relevant to a number of other groups, industries and related fields that are involved in similar service delivery methods with similar missions. There are a number of related fields that are likely very interested in the programming that Urban Athletics is providing. These are fields that have areas of concern for which a program like Urban Athletics could be helpful. This is a list of possible professional fields of study where programming like Urban Athletics would have impact:

*Urban education.*

Those interested in the field of Urban Education may be interested in this information. Particularly those who are interested in the following areas of Urban Education:

- Dropout prevention for urban youth
- After-School programming
- Participation in sports as protective factors
- Mentoring relationships as protective factors
- Adult-youth relationships for inner-city youth
- Race and educational effects of participation in sports

*Health education.*

Those interested in the area of Health Education may be interested in this information. Particularly those who are interested in the following areas of Health Education:

- Benefits of physical activity in youth
- Sports participation and live long health habits
- Adolescent sexual risk and athletic participation
- Drug use in athletes and non-athletes
- Teen pregnancy amongst female high school students
- Childhood obesity and poor health

*Sport psychology.*

Those interested in the field of Sport Psychology may be interested in this information. Particularly those who are interested in the following areas of Sport Psychology:

- Coaches involvement as mentors
- Coaches beliefs about benefits of participation
- Participation in high school sports and overall school mission
- Sport psychology as preventative programming
- Sports role in youth character development
• Student-athletes and goal setting
• Promoting sportsmanship in student-athletes

Community-based organizations.

Those interested in the Community Based Organizations and policy makers may be interested in this information. Particularly those who are interested in the following areas of Community Based Initiatives:

• Recycling of resources between young professional adults and high school students
• Volunteerisms among adults
• Sports-based youth development as community based prevention
• Public education about sports involvement for high-risk youth

Non-profit organizations.

Those interested in Non-Profit Organization may be interested in this information. Particularly those who are interested in the following areas of Non-Profit Organizations:

• Challenges of managing non-profit organizations
• Securing funding for non-profit organizations
• Recruitment and retention of volunteers for non-profit organizations
Consultants for organizations.

Those interested in the area of Consulting for Organizations may be interested in this information. Particularly those who are interested in the following areas of Consulting

- The process of consulting
- Participation-Observation of the consultant

Other Organizations with Similar Missions

There are a number of other grass roots organizations around the United States that have similar missions to the Urban Athletics model. These are generally small, city-specific, sport-specific, non-profit organizations that are primarily run by volunteers. Two similar grassroots organizations include MetroLacrosse in Boston, Mass. and City Squash in New York, New York.

There is at least one organization that maintains a working database of these grass-roots organizations. The Up2Us organization is a national coalition of sports-based youth development (SBYD) organizations. According to the Up2Us approach, a SBYD program/practitioner must be competent in these five areas: Programming, Safety, Coaches, Context and Administration. The visual graphic below illustrates this.
According to research, quality youth development programs provide their participants with support and opportunities in the following areas:

- Positive human relationships;
- Quality intentional programming that includes opportunities for skill building and safe and appropriate physical and emotional space;
- Strong partnerships with and involvement of family, school, and communities;
- Effective and efficient administration and evaluation.¹

¹National Institute on Out-of-School Time at Wellesley College Center for Research on Women, Harvard Family Research Project After School Program Quality Assessment Categories of Standards, DC Standards for Out-of-School Time, The Community Network for Youth Development’s Youth Development Framework for Practice, Team Up2Us has the overarching goal to “bring change through youth sports.” The following information was gathered from the Up2Us website and gives a snapshot of their coalition. This is relevant to Urban Athletics, because inclusion in such a coalition could provide structure and legitimacy. Other benefits and drawbacks from inclusion is such a coalition will be addressed.
About Up2Us

Up2Us is a national coalition of sports-based youth development (SBYD) organizations. Since 2008, Up2Us has been leading the movement to use sports to address critical issues facing youth - issues like childhood obesity, poor health and nutrition, academic failure and antisocial behavior. As of our 2009 national conference, Up2Us is 330 members strong - and growing! Join Up2Us today and learn how SBYD can help the youth in your community.

Mission of Up2Us

To define and increase the quality of programs so that they achieve youth development outcomes. To involve more kids in Sports-Based Youth Development programs, especially in underserved communities. To educate the public about the value of SBYD programs. To engage more people to volunteer and work in SBYD programs

Vision of Up2Us

One day, all youth, regardless of socio-economic background, have the opportunity to be engaged by sports that teach them values and skills that help them achieve goals on the field, in school and in life.

Needs as defined by Up2Us

Over $2 billion was cut from sports programs in public schools in 2008. According to the 2000 census, only 3% of youth in low-income areas play organized sports. One third of the nation's children will be overweight or obese by third grade. Low-income areas have
an even higher risk. Thirty percent of youth won't graduate from high school. For inner-city communities, only half will earn the diploma. Today, more than 750,000 youth are involved in gang activity.

The Up2Us Solution

According to Up2Us, youth who play sports do the following: complete homework more often, have a stronger connection to school, and have a better chance of graduating high school. They are less likely to abuse drugs and alcohol, are less likely to become pregnant, are less likely to suffer from chronic health conditions like asthma and diabetes, and are more likely to stay active as adults.

Chapter I Summary

This chapter provided an overview of this dissertation. This included an explanation of the major products of this dissertation, the Clarification Report and the Strategic Plan. This chapter also introduced the broad industries that might find this information useful, including those in urban education, health education, sport psychology, community-based organizations, non-profit Organizations, and consultants for human service programs.
CHAPTER II
Literature Review

Chapter II Abstract

This chapter will review the relevant literature and research as it relates to Urban Athletics, Incorporated. This will include a discussion of the physical, psychological, and social and health benefits of sports participation. This chapter will also review research methodologies and the strengths and weaknesses of quantitative and qualitative research methods in human services programming.

A number of academic research studies have been conducted on the general topic of “Benefits of Sports Participation.” While there has been a great deal of research and public interest in this area, much of the data is largely anecdotal and not firmly grounded in theory. In 2004, a group of researchers completed a review of research for a Federal Government Work Group in Canada, to help inform public policy in this area. The primary focus on their report was peer-reviewed research articles published between 1994 and 2004. Their goal was to document evidence based outcomes about the benefits of sport in order to encourage researchers and policy makers to recognize the value that sports participation can have on academic performance, social adjustment, physiological and psychological health, family and community development, and crime reduction. (Vail, Susan; Vail and Associates, 2005) As reported by the above workgroup, the following benefits were noted as they relate to the impact that sport participation can have on high-school students.
When considering the specific relationships between *high school athletic participation* and adult outcomes, there are a number of outcomes that have been documented. This refers specifically to “team membership” and a student’s ongoing participation in a team sport. This distinction alone has important implications for Urban Athletics. Urban Athletics hosts a series of pre-season lacrosse clinics for high school youth, with the hope that those students will then participate in their schools regular lacrosse season held in the spring. The majority of the research is on the benefits of participation in an actual team sport that covers the duration of at least one season. As such, this research supports Urban Athletics’ ongoing goal of getting more students involved in their own school’s regular team programming. It is almost important to note that much of the research in this area comes from a series of large, nationally representative, longitudinal data collections that follow students from high school through college and into adulthood. The Iowa State Athletic Union Study in 2009 drew on these same data collection points when clarifying the role of high school athletic participation and adult outcomes. The Iowa Athletic Union Study drew the following conclusions:

1. High school athletic participation is associated with an array of positive outcomes including high school GPA, college attendance, college completion, adult income and earnings, job quality and beneficial health behaviors.

2. These favorable benefits of high school athletic participation depend somewhat on individual circumstances (the race/ethnicity and gender of the athlete, family circumstances such as high vs. low SES) level and type of
sport (varsity vs. junior varsity, aggressive vs. non-aggressive), and school context (school size, public/private high school and school/community culture).

3. Not all of the effects of high school athletic participation are positive. Male high school athletes in particular report higher levels of alcohol consumption, drunk driving, sexist and homophobic social attitudes, gender-related violent activity and same-sex violence (fighting.) (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009)

These researchers offer a number of explanations for both the positive and negative effects of high school athletic participation. The bulk of the data suggests that high school sport participation increases educational success, civic engagement and later adult health. (Consistent with other data, this suggests that the physical fitness habits established in high school do persist into adulthood.) The authors also acknowledge that it is difficult to establish direct causation between athletic participation and specific adult outcomes. (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009).

The Iowa Athletic Union Study of 2009 relied primarily on one of three large longitudinal data set that use a national sample, representative of the U.S population. The largest of the three data sets was used because it followed participates though a number of difficult life transitions (including high school attendance, graduation, securing full-time job etc.) “This data set is from the National Educational Longitudinal Survey of 1988. This survey was administered by the National Center for Education Statistics in order to assess educational, vocational, and personal development of young people,
beginning in high school and following them into adulthood. NELS: 88 specifically
surveyed 24,599 eighth graders in the spring of 1988 and resurveyed them in four follow-
ups in 1990, 1992, 1994, and 2000. ” (Lutz, Cornish, Gonnerman, Ralston, & Baker,
2009, p. 14) The authors note that the strength of the data set is that they ask participants
about their current (as adult) live experiences and asked questions about school, home,
work, career experiences at present, rather than rely on the respondents provided
retrospective data. Another benefit of these data sets is that they incorporate information
about school, teachers, and neighborhoods and use statistical modeling to minimize
sampling attrition.

The American Academy of Pediatrics also released a number of policy statements that
address the benefits and risks of sport participation for children, preadolescents and
adolescents. The Committee on Sports Medicine and Fitness and the Committee on
School Health notes that schools are in an excellent position to influence children’s
fitness levels. Children spend most of their time during the day, inside the walls of school
buildings. When schools can incorporate physical activity into their curriculum and after
school programming, there is an increased likelihood of truly incorporating health and
fitness in student’s daily lives. The American Academy of Pediatrics and the Centers for
Disease Control and Prevention offer suggestions to schools to help students meet the
physical fitness goals as outline by the Academy. (American Academy of Pediatrics,
2000) There is a great deal of research that suggests a sedentary lifestyle is one of the
biggest contributory factors for chronic disease and illness. (Centers for Disease Control
and Prevention, 1997) The CDC and AAP delineates that when we impact children and
youth’s perspectives on fitness and incorporate physical fitness as part of the daily experiences at a young age, they are more likely to carry those habits into adulthood. This is especially important for populations that have higher incidences of obesity, asthma and other chronic illness. Research suggests that urban residence and living in an urban environment place children at an increased incidence for experiencing pediatric asthma. When population samples underwent appropriate statistical adjustment, research suggests that it is not just ethnicity (Black children versus white children) but rather urban versus non-urban children that had the higher incidence rates of pediatric asthma. (Aligne, Auinger, Byrd, & Weitzman, 2000). This research suggests that the “higher prevalence of asthma among black children is not due to race or to low income status per se, and that all children living in an urban setting are at an increased risk for asthma. (Aligne, Auinger, Byrd, & Weitzman, 2000). This is particularly salient for an organization like Urban Athletics who has targeted their athletic programming in urban environments.

Benefits of Sport Participation

The benefits of sports participation in youth are numerous. By examining a number of large data collection and meta-analyses, a number of specific areas of impact were considered. The various studies covered a range of impact areas including: Physical Health, Mental Health, Life Satisfaction, Civic Engagement, Education, Employment, Finances, Risk Behaviors, and Social impact. (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009). For the purposes of this literature review, the impact areas have been consolidated into four general areas of human interest that are benefited by sport. (Vail,
Susan; Vail and Associates, 2005). These four general areas are areas that could potentially be identified as part of the impact that programs like Urban Athletics can have on the general public. These include:

1. **EDUCATIONAL benefits of Sport**
2. **HEALTH benefits of Sport**
3. **SOCIAL benefits of Sport**

*Educational Benefits of Sport Participation*

The key findings that follow address the benefits of incorporating physical education curriculum at the intercollegiate, secondary and elementary levels. Research supports extra-curricular sport team involvement, showing improvements in health, academic performance and adjustment later in life. The specific educational benefits include things like high school completion, college attendance, college graduation, and high-school dropout, and later job attainment, status of job, career choice, and income. It should be noted that while this literature review will generally focus on high school athletic participation, elementary school physical education was also included because this information is relevant to the extent that Urban Athletics is considering developing athletic programming at the Elementary School grades. At present, Urban Athletics primarily targets High School students, with some inclusion of Middle School students as well. This research has been included however, given that it is in the elementary school years that children learn the basic skills and movements (physical literacy) needed to participate in sport activities in later years. (Vail, S. 2005)
There is growing interest in the impact that after school sport participation has in promoting academic achievement and preventing school disengagement. There is both historical data from the field of sociology and more contemporary research in the area of sports psychology, prevention models and community health that also support the strong link between sports participation and favorable outcomes in adulthood.

(J., B., Stone, & Hunt, 2003). Early research suggested a protective factor between extracurricular activity participation and other risky behaviors and delinquency. (Landers & Landers, 1978). Further, after accounting for social class and cognitive ability, there has been a demonstrated link between teenagers’ extracurricular activities, education levels, occupation and income in adulthood (Osgood, Anderson, & Shaffer, 2004).

Additional contemporary research also suggests that extra-curricular sport participation throughout the high school years is a good predictor of having a job with a future and a job with autonomy in adulthood (J., B., Stone, & Hunt, 2003).

In their eight-year longitudinal study, Mahoney and colleagues examined the role of adolescent extracurricular activity participation in the long-term attainment of education. These researchers predicted that ongoing participation in after school activities, would promote interpersonal competence and personal initiative which would contribute to the later likelihood that a student would achieve education beyond the High School level (Mahoney, Cairns, & Farmer, 2003). These authors suggest that interpersonal competence (which they define as maintaining good relations with peers and avoiding aggressive conflicts) is critical core indicator for later success and is also something that can be enhanced by extracurricular activity participation in high school. Others support
the notion that students who have high interpersonal competence, have both the aptitude and resources needed to excel in education and the work force as young adults (Csikszentmihalyi & Schneider, 2000). In their study, Mahoney et. al. had a sample of 695 boys and girls who were interviewed annually throughout high school and again at age 20. The indicators used were family economic status, interpersonal competence and educational aspirations. Further, these authors noted the importance of consistent extracurricular participation, which was associated with higher educational attainment, including college attendance (Mahoney, Cairns, & Farmer, 2003). This has important implications for a program like Urban Athletics, who to date, has done little in the way of tracking student attendance and ensuring consistent (not inconsistent, random) participation. Specifically, their data suggests that there was in fact a statistically significant reciprocal link between consistent extracurricular activity participation and the development of activity participation (Mahoney, Cairns, & Farmer, 2003). There was a dosing effect for students that participated consistently throughout high school and higher interpersonal competence. As measured by ongoing involvement for less than one 1 year, 1 year and 2 years, the more consistently the student participated, the higher the interpersonal competence, not just at the time the student was actually participating, but at follow up when the student was 20 years of age. This may suggest that Urban Athletics needs to devote effort not just to recruiting new students to participate, but also invest in retaining students who are already participating. Ongoing needs assessment and making the process of assessing the needs of the students, so that the Urban Athletics programming is responsive to those needs, could increase the likelihood of increased commitment from student athletes.
These authors also note that the quality of the extracurricular activity is also important, especially as it relates to the development of interpersonal competence. Less important that the actual activity (athletics, fine arts, student government, vocational, service club) are three common features of the activity. First, the authors note that participation in these activities are not required for high school graduation, and individuals become involved in these activities because they have some intrinsic motivation to do so. So the first core characteristic of the activity is that it is voluntary. Second, these activities are structure in a way that adults are leading the activities, and they meet in some specific context (i.e. Urban Athletics weekend clinics meet on the athletic fields). The third and final component of the activity is that the activity incorporates some sort of challenge or effort (the students are learning something new, mastering a new skill etc.) These three core characteristics of an extracurricular activity – voluntary participation, structure and challenge, are all related to the development of interpersonal competence. (Csikszentmihalyi & Schneider, 2000).

These authors note when these distinct features are present, regardless of the actual activity that the students are doing, there is the opportunity for the development of interpersonal competence. Again, this has important implications for a program like Urban Athletics. It may be more important that the students meet and participate, than that they actually do the specific sport of lacrosse. Of course, lacrosse is the premise on which Urban Athletics is built, and that alone helps dictate which students would be involved. For example, because it is exclusively a lacrosse activity as opposed to some other sport, this may impact which students are actually intrinsically motivated to
participate in the first place. Understanding the mechanism for how interpersonal competence improves with participation has important implications for a program like Urban Athletics. These authors note that one mechanism by which this occurs is that an activity like this provides the student an opportunity to form positive relationships with peers and adults outside of the classroom setting. Particularly for students with poor interpersonal competence, the opportunity to build and maintain relationships around a commonly enjoyed activity is particularly important. Research suggests that peer affiliations around extracurricular activity participation have been linked to specific protective factors like increased social acceptance and popularity (Eder & Parker, The Cultural Production and Reproduction of Gender: The Effect of Extracurricular Activities on Peer-Group Culture, 1987) (Eder, Evans, & Parker, 1995) and reduction in risk factors like social alienation and antisocial patterns of behavior (Barber, Eccles, & Stone, 2001). The role played by the adults directing extracurricular activities is also important. The social support provided by the adults is associated with low antisocial behavior, (Mahoney, Stattin, & Magnusson, 2001) (Youniss, Yates, & Su, 1997) and high expectations for academic achievement (Roth, Brooks-Gunn, Murray, & Foster, 1998).

Mahoney’s research also suggests that all of the positive impacts noted above, are particularly salient for low-income youth and those with low interpersonal competence to begin with. High-risk youth and those with poor interpersonal competence were previously evaluated only using negative outcome as defined by school failure and criminality. However this recent research included positive outcome indicators, including college attendance. The implications this information has for an
organization like Urban Athletics is important. It suggests that they should continue to focus their efforts not just on urban schools, but urban schools with primarily low-income, high-need students.

In summary, a number of researchers, including Mahoney et. al., have documented the link between extended participation in extracurricular activities during high school and reduced rates of school dropout and criminal offending, particularly during the early high school years and for high-risk youth (Mahoney, Cairns, & Farmer, 2003).

**Social Benefits of Sport Participation**

The key findings that follow address aspects of sport’s role in community development and crime reduction (Vail, Susan; Vail and Associates, 2005). Social Development can also include “civic engagement” or increased community involvement and increased involvement in the political process in a community. Economic impact on social communities will also be discussed here. Research has delineated the impact of high school sport participation on later political engagement and community involvement in adults (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009). Examined the affects of high school athletic participation on later community involvement. His results were statistically significant and he noted that “participation in youth sports had a positive influence on whether or not respondents were currently involved in the community, as well as level of involvement (Perks, p. 388). This involvement was measured by level of volunteerism and socializing with family and friends (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009). In contrast, (Braddock & Dawkins, 2007) in the Iowa Athletic
Union Study, examined the impact of high school athletic participation versus non-sport extracurricular activities on later social involvement in young African-American adults, and came to a somewhat different conclusion. Specifically, they found that civic engagement in adulthood increased, but only for those adults who had participated in *individual* high school sports. For those adults who participated in *team sports* in high school, there was a smaller effect size, but it was a negative correlation. Suggesting that these adults, were at least less involved in civic engagement than their peers who participated in individual sports (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009). This suggests that at least for males, there is an as yet unanswered question about the risk-reward ratio for individual versus team sports, and adult outcomes.

The impact of sports participation on the social lives of teenage girls has also been researched. The Women’s Sports Foundation in partnership with the University of Michigan has researched a number of different ways in sports help girls and women address the social inequalities in our culture. Generally speaking, the foundation supports those concepts that girls should be encouraged to participate in high school athletics because it gives them tools to push back against society’s stereotypical standards. These authors specifically conclude that participation in high school athletics decreases the likelihood the teenage girls will become pregnant (Sabo, Miller, Melnick, Farrell, & Barnes, 1998).

The Women’s Sports Foundation, which was founded in 1974 by Bill Jean King, also has a position statement regarding why sport participation is critical for girls and women and
how this relates to social issues. The Foundation’s Position Statement speaks to the fact that sports give women some very important social experiences that will be beneficial to them in the corporate world. These are experiences that historically, have only been available to men, but the Foundation notes, are just as important for women too (The Women's Sports Foundation). The Foundation specifically notes “Although there is federal law that mandates equal participation opportunities for male and female students in secondary and post secondary institutions of higher education, the real reason we want equal opportunities for our daughters to play sports is so that they too can derive the psychological, physiological and sociological benefits of sports participation. Sport has been one of the most important socio-cultural learning opportunities for boys and men for many years.” (The Women's Sports Foundation).

The position statement goes on to delineate a number of specific ways that women without sport participation are disadvantaged in the work setting. They posit that learning about teamwork, goal setting, striving for excellence and achievement are critical to success in the work place. The foundation notes, “It is no accident that 80% of the female executives at Fortune 500 companies identified themselves as former ‘tomboys’ have played sports.” (The Women's Sports Foundation). Other researchers also note that there are important skills like cooperation, perseverance, leadership skills, and putting the goals of the organization above personal goals, which both boys and girls can learn from sport participation (McPhail, Gorely, & Kirk, 2007). When considering why sports involvement in particular is beneficial in later social outcomes, Barber et. al. researched how the social identity and participation of high school students in different
extracurricular activities had different outcomes in adulthood. Specifically, high school students who participated in Performing Arts activities after school, had more years of education, increases in drinking between the age of 18 and 21 and also higher rates of suicide attempts and involvement with mental health professionals by 24 years of age. Students who participated in Sports Activities had positive educational and occupational outcomes, lower levels of social isolation, but higher levels of drinking. (Barber, Eccles, & Stone, 2001).

As it relates to higher levels of drinking reported by Barber et. al., another group of researchers at the Australian Institute of Criminology, note that sport participation can actually help reduce crime and delinquent behavior. They note that while crime prevention is obviously not the sole goal of sport participation, it may be a beneficial byproduct. (Cameron & MacDougall, 2000). These authors note that this byproduct effect can occur under certain conditions and for certain groups. In considering how this might occur, the researchers note that it is important to consider how the location, design and funding of the sport program contributes to social cohesion, and it is best to avoid removing the program out of its social context. This is consistent with Community Psychology that supports the idea of keeping programming located firmly within the fabric of the community, in order to best serve the needs of community members.

Another recommendation generated by this report suggests that sport participation aids in crime prevention because it provides an appropriate and accessible alternative activity for youth to engage in. (Cameron & MacDougall, 2000). Both of these considerations are
important for Urban Athletics because it supports the tenet that hosting the winter clinics on or very near school grounds, likely increases participation and involvement. Further, when students are coming to participate in Urban Athletics clinics, we could be providing a more safe and appropriate activity than other more deviant activities that the students could choose to participate in.

The Center for Information and Research on Civic Learning and Engagement in the United States conducted a critical survey review in February of 2006. This critical review was largely in response to the President’s Council on Physical Fitness and Sports, which is intended to be a “catalyst to promote, encourage and motivate Americans of all ages to become physically active and participate in sports.” (Fullinwider, Robert; The Institute for Philosophy and Public Policy, 2006) This President’s Council declared:

*We place special emphasis on programs to help our nation’s youth lay the foundation for active and fit lives. The Council believes that physical activity and fitness offer important health benefits. And, just as important, we recognize the fact that sports and participation in sports activities help individuals develop character, discipline, confidence, self-esteem and a sense of well-being.*” (Fullinwider, Robert; The Institute for Philosophy and Public Policy, 2006)
While this researcher recognizes and appreciates the Council’s assertions, there is also recognition that the impact of sports on character development is an under-researched area that requires more documentation with increased academic rigor.

In summary, the social and community benefits of sport participation are numerous. Special consideration must be given to the design, location and parameters of the programming in order to maximize benefit, and this has important implications for Urban Athletics. Girls in particular seem to garner a great deal of social benefit from their participation in athletic programming and this information too could be useful for Urban Athletics programming.

**Health Benefits of Sport Participation**

The key findings on the Health Benefits of Sport Participation are organized into physical health and psychological health sections. Research shows that participation in sport activities has many positive health impacts ranging from the reduction of risk from chronic diseases, to generally improving the quality and longevity of one’s life. (Vail, Susan; Vail and Associates, 2005). High school sports participation specifically is also related to various physical and mental health outcomes, as well as the reduction of deviant and delinquent behavior (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009)

**Physical Health Benefits of Sports Participation**

A number of research groups espouse the physical benefits of sport participation. One way of understanding the impact of high school sport participation on later adult health is
to consider the participation in adult sport. Scheerder et. al. (2006) conducted a longitudinal study that spanned 20 years (initial data collection in 1979) of a sample of 257 Finnish females. The results from this multivariate study indicate that sport participation as adolescents, are better predictors for adult sport participation than educational level of parent’s socioeconomic status. The variance here was quite small however, indicating that sport participation only partially explains later sport involvement (Scheerder, Thomis, Vanreusel, Lefevre, Renson, & Vanden Eynde, 2006).

There are important cautionary considerations for the inclusion of organized sport at the very young ages. There is a growing trend in the United States to increase sport participation at younger and younger ages, with the parental belief being that the younger the child is exposed to sport, the better their skill will be later. In contrast, research suggests that exposing children to athletics and sport before they are physically and cognitively able to navigate the demands of the sport, can have a negative impact. The American Academy of Pediatrics issued a Policy Statement that notes the following:

> When the demands of a sport exceed a child's cognitive and physical development, the child may develop feelings of failure and frustration. Even with coaches available to teach rules and skills of a sport, children may not be ready to learn or understand what is being taught. Furthermore, many coaches are not equipped to deal with the needs or abilities of children.

(Committee on Sports Medicine and Fitness and Committee on School Health, 2001)
Using data from the Michigan Study of Adolescent Life Transitions, researchers examined whether organized sport participation in childhood and adolescents related to physical activity in young adulthood. The 600 participants were surveyed at ages 12, 17 and 25 and these researchers found that participation in sport at the younger ages was in fact a significant predictor of young adults’ participation in physical fitness and sport activities. (Perkins, Jacobs, Barber, & Eccles, 2004). This has important implications for public health and policy because it is well documented that regular physical activity has both short and long-term benefits. If we can increase adult fitness, by increasing youth sport participation, it would follow that programs like Urban Athletics are instrumental in creating lifelong health habits in participants.

The World Health Organization has issues a number reports on the impact of physical activity of health behavior. In one of their statements, entitled Physical Activity and Its Impact on Health Behaviors Among Youth, the organization specifically notes that sport and physical activity can contribute to general health practice (non-smoking, healthy diet) as well as the prevention of teenage pregnancy, and other deviant behavior in youth. (World Health Organization, Jones-Palm, Diane; Palm, Jurgen). The study notes that youth who participate in organized sports in school, are less likely to participate in risky behaviors (cigarette smoking and drug use) when compared to non-sport participants. (Pate, 2000. In World Health Organization, Jones-Palm, Diane; Palm, Jurgen)
The 2009 meta-analysis on *Promoting the Benefits of Sport*, which surveyed a collection of peer-reviewed journal articles and reports, (Vail, Susan; Vail and Associates, 2005) summarized the following regarding the impact of sport participation on Physical Health:

Mental health, physical health, and coping skills were assessed in a sample of 770 students. High school athletes have fewer mental health problems, eating disorders and dietary problems*, when compared with students who were less active. These results support the concept that youth participation in competitive sports can have a positive impact of mental health. (Rennes, et al. 2003)

*(There is contradictory research that suggests certain sports can in fact have detrimental impact on youth’s dietary and eating habits. Gymnastics, dance, wrestling are all sports were restricted eating is often encouraged.)

Male and female high school students participating on sport teams are significantly more likely not to have engaged in cigarette smoking and illegal drug use than those not playing on any sports teams. (Page, Hammermeister, Scanlon, & Gilbert, 1998)

In another report by the Women’s Sports’ Foundation, it was found that high school athletes (male and female) have lower lifetime drug use, lower drinking rates and lower use of cigarettes. Female athletes also have lower rates of suicidal ideation compared to female non-athletes. (Miller, Sabo, Melnick, Farrell, & Barnes, 2000)
Psychological Benefits

As it relates to positive mental health outcomes, sport participation has been associated with improved self-esteem, self-concept and lower levels of isolation. (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009). Using the longitudinal data from a nationally representative sample of 10th graders, specifically found that sports participation had positive effects on grades, locus of control, educational aspirations and lowered discipline problems. (Fejgin, 1994). Using the NELS: 88 data, and follow up data, Fejgin found that because success is so visible in competitive sports, “The clear and direct link between performance and achievement, as measured in a game score or a swimming time, may very well help to establish a more internal locus of control. The individual realizes that it is up to him or her to perform better or worse, and that it is difficult to blame other people or circumstances on failure.” (Fejgin, 1994, p. 223). Hartmann et. al. (2007) investigated the possible relationship between high school sport participation and deviant behavior. This was a longitudinal study, with a sample of 1,000 participants surveyed in 1988, and 763 participants in 2002. These researchers found data that suggests while some deviant behavior decreases with sport participation, other deviant behavior increases. That is, the relationship between athletic involvement and deviance varies greatly depending on the deviant behavior in consideration. For example, while shoplifting decreased with sport participation, drunk driving increased. (Hartmann & Massoglia, 2007).

These authors also found that the stated effects extend into adult hood (age 30), which has not been demonstrated in any previous study. (Hartmann & Massoglia, 2007)
important implications and while gender differences were not explicitly explored, this is an area that needs additional research.

There is also research to suggest that for children and pre-teens that have an Attention Deficit Hyperactivity Disorder, participation in sports is highly beneficial in reducing anxiety symptoms and behavioral problems. Specifically, pre-adolescents with ADHD, who participate in at least three organized sports, have reduced expression of anxiety and depression, children who did not participate in sports. The effect for students who were Learning Disabled was not the same. (Kiluk, Weden, & Culotta, 2009).

A group of researchers in Santiago, Chile evaluated the effects of a school-based physical activity program on the mental health status and physical fitness of teens living in a low-income area in Santiago. A sample 198, 15-year-old students participated in the study and the program was designed and implemented based on student preferences, teacher expertise and available resources. At follow up, physical health improvements were established, and anxiety scores decreased by 13.7% in the intervention group versus 2.8% in the control group and self esteem increased by 2.4% in the intervention group versus 0.1% in the control group. Interestingly, there was no significant change in the student’s depression. (Bonhauser, et al., 2005).

Historically, research suggests a strong, positive correlation between high school sport participation and positive outcome. In general, students who participate in high school sports, on average perform better academically, have better college attendance, great
earning potential, and increased physical and psychological health than their non-athletic peers. The explanation and reasons for this positive correlation are complex and multifaceted, and cannot explicitly be considered a causal relationship. (Lutz, Cornish, Gonnerman, Ralston, & Baker, 2009) Exploring the limitations of this relationship will help us better understand the nuances of the connection between high school sport participation and positive outcomes. It is important to look below the surface in understanding this relationship, so that programs like Urban Athletics can maximize positive impact and buffer against any possible negative outcomes. (Hartmann & Massoglia, 2007)

Relevant Research Methodology

Aside from the literature regarding sports programming and after-school programming, the literature on qualitative research design, including case studies and participant observation are relevant. Generally speaking, qualitative research refers to a method of inquiry utilized in the social sciences. Qualitative methods provide information and allow researchers to generate hypotheses about the specific cases studied, and are only sometimes generalizable to a wider audience. However, additional information gathered from quantitative research, can later confirm or disconfirm these hypotheses. A qualitative research methods attempt to find answers to questions collect information and in some cases, produces information that is applicable beyond the immediate setting. (Ulin, Robinson, & Tolley, 2005) Typically, qualitative research methods involve the “human” side of gathering information about any given social behavior, and it is particularly helpful in gathering information about the values, norms, opinions and
behaviors of a particular population. (Ulin, Robinson, & Tolley, 2005) (Kawulich, 2005).

Qualitative research has a number of strengths and limitations when studying human
behavior. Based on the consultation approach utilized, there were a number of factors
dictated to the decision to use primarily qualitative research. First and foremost being the
type of inquiry being utilized and the needs of the organization with which I was
consulting. The table below outlines the differences between qualitative and quantitative
research and makes it clear why qualitative methods were more appropriate for this
Program Planning and Consultation.

| Table 1 |
|---|---|---|
| **Differences between qualitative and quantitative research** | | |
| **Criteria** | **Qualitative Research** | **Quantitative Research** |
| **General Framework** | Seek to explore phenomena | Seek to confirm hypothesis about phenomena |
| **Purpose** | To understand and interpret social interactions. | To test hypotheses, look at cause & effect, & make predictions |
| **Group Studied** | Smaller & not randomly selected | Larger & randomly selected. |
| **Instruments Used** | Instruments are more flexible, iterative style of eliciting and categorizing responses to questions | Instruments use more rigid style of eliciting and categorizing responses to questions |
| **Variables** | Study of the whole, not variables | Specific variables studied |
| **Type of Data Collected** | Qualitative data such as open-ended responses, interviews, participant observations, field notes and reflections | Quantitative data based on precise measurements using structured & validated data-collection instruments. |
| **Form of Data collected** | | |
| **Type of Data Analysis** | Identify patterns, features and themes | Identify statistical relationships |
| **Objectivity and Subjectivity** | Subjectivity is expected | Objectivity is critical. |
| **Role of Researcher** | Research and their biases may be known to participants in the study and participant characteristics may be known to the researcher | Researcher & their biases are not known to participants in the study, & participant characteristics are deliberately hidden from the researcher (double blind studies). |
| **Results** | Particular or specialized findings that are less generalizable | Generalizable findings that can be applied to other populations. |
| **Scientific Method** | Exploratory, or bottom-up” : the researcher generates a new hypothesis and theory from the data collected | Confirmatory or top-down: the researcher tests the hypothesis and theory with the data. |
| **View if Human Behavior** | Dynamic, situational, social and personal | Regular & predictable. |
| **Most common research objectives** | Explore, discover and construct | Describe, explain, & predict. |
Table 1 – Continued

<table>
<thead>
<tr>
<th>Focus</th>
<th>Wide angle lens: examines the breadth and depth of phenomena</th>
<th>Narrow-angle lens; tests a specific hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Observations</td>
<td>Study behavior in a natural environment</td>
<td>Study behavior under controlled conditions; isolate causal effects.</td>
</tr>
<tr>
<td>Final Report</td>
<td>Narrative report with contextual descriptions and direct quotations from research participants</td>
<td>Statistical report with correlations, comparisons of means, &amp; statistical significance of findings.</td>
</tr>
</tbody>
</table>

The information from the table above was taken from the following sources:
(Johnson & Christensen, 2008), (Litchman, 2006), (Ulin, Robinson, & Tolley, 2005)

Debra Paterniti, Ph.D, from the Center for Healthcare Policy and Research at the University of California, Davis Campus, is an expert of qualitative research in health services. Throughout her career, she has utilized qualitative methods that have allowed her to scrutinize aspects of health services that have otherwise been considered inaccessible. Her methodologies are influenced by both her research and sociology background and this has allowed her to better understand believe systems of the target populations in examining barriers to treatment. Similarly, with Urban Athletics, I needed to evaluate otherwise inaccessible groups to better understand the needs of the target populations. As noted by Dr. Paterniniti, there are three primary purposes to qualitative research:

1. To provide an open-ended, in-depth exploration of an aspect of life,
2. Focus attention on a particular experiences,
3. Gain a specific person’s or group’s insights about an experience
4. To elicit subjective world views of an experiences
5. To gain in-depth understanding of the nature of social settings and behaviors from the “native” standpoint. (Paterniti, 2008).

Qualitative Research Methods

There are a number of different qualitative research methods that are often used in the social sciences. Ulin et al., note three general methods of qualitative inquiry: participant observation, in-depth interviews, and focus groups. Ulin et al. defines these three methods in the following way:

- **Participant Observation** is appropriate for collecting data on naturally occurring behaviors in their usual contexts.
- **In-depth Interviews** are optimal for collecting data on individuals’ personal histories, perspectives, and experiences, particularly when sensitive topics are being explored.
- **Focus Groups** are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. (Ulin, Robinson, & Tolley, 2005)

Dr. Perniti, an expert in the area of using qualitative methods to reach otherwise inaccessible groups, expands on this and suggests the following as modes of data collection:

1. Intensive Interviewing
2. Focus Group Interviews
3. Field Research
4. Case Studies

5. Discourse/Conversational Analysis

One of the most notable strengths of qualitative research is that it allows for rich, contextual descriptions of the internal operations of an organization like Urban Athletics. Urban Athletics is a small organization, and *people* are their core technology for service delivery. This is not an organization that delivers its product via computer programming or written material; they deliver their service through *people*. Because of this alone, qualitative research methods lend themselves well to this type of inquiry. My role as a participant-observer carried a number of benefits and limitations. In the field guide, Ulin et. al., note some of the strengths and limitations of this type of inquiry:

<table>
<thead>
<tr>
<th>Strengths and Weaknesses of Participant Observation</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Allows for insights into contexts, relationships and behaviors</td>
</tr>
<tr>
<td>Can provide information previously unknown to researchers that are crucial for project design, data collection and interpretation of other data.</td>
</tr>
<tr>
<td>Allows access to otherwise inaccessible groups (Ulin, Robinson, &amp; Tolley, 2005)</td>
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The practical applications of qualitative research methods also made it a good choice. Part of my role in working with Urban Athletics was to explore and better understand the experiences of various members of the different target populations. I needed to conduct research for and about this specific organization, to inform their policies and assist the organization in providing a service.
One of the specific qualitative research methods used in this dissertation was intensive interviewing. Interviewing, as a qualitative research method, is an open-ended, directed conversation that explores a participant’s knowledge and experience. The focus is on the interviewee’s own experience and provides an opportunity for making sense of information and better understanding the various dynamics within an organization. This is a discussion that can (but does not always) go beyond what one would engage in an ordinary conversation. (Paterniti, 2008) There are a number of different types of interviews that range from more informal, conversational interviews that have no predetermined questions which allows for the interview to be as open and adaptable as possible. There is another type of interview that provides a general framework, but it still open ended. The guide for example, would ensure that the same general types of information are collected. The two final types of interview are “standardized, open–ended” and “closed, fixed-response interview.” The standardized, open-ended interview is one in which all interviewee’s would be asked the same open-ended questions. The questions are open-ended, which still leaves some flexibility, but by covering all of the same questions in all of the interviews, data can more easily be analyzed. Final, the most rigid type of interview is one in which all interviewees are asked the same exact questions, and they are asked to choose from a number of fixed response options. This last type of interview is the most structured, and provides the least amount of flexibility for further exploring areas or being responsive to the interviewee. (Valenzuela & Shrivastava, 2004), (Campion, Campion, & Hudson, 1994), (Hollowitz & Wilson, 1993).
In addition to interviewing, field research is another method that was used in this research. Traditionally coming from the field of anthropology and sociology, this type of field research, has an emphasis on naturalistic environments. Field research is the prolonged observations that involve specific context, people and behavior. (Paterniti, 2008) My original role as a volunteer within the Urban Athletics organization situated me well for this type of research. It requires entry into the organization of interest and I had already developed trust and rapport with many of the members of the organization. Using this type of research methodology, allowed me to further understand the experiences of those people who are intimately involved in Urban Athletics. (Paterniti, 2008)

Finally, focus groups were another methodology used in this study. Focus groups are another qualitative method that comes from the fields of sociology, anthropology, health education, marketing and business. Focus groups are typically small group discussions that are guided by a set of research questions intended to explore attitudes, values and behaviors. (Paterniti, 2008) They typically emphasize a particular topic or event (for example, Urban Athletics Skill Clinics) and are lead by a trained researcher. (Paterniti, 2008) Focus Because of the group format used in focus groups, they are not just about participants providing communicating with the researcher, but also about the participants communication with one another. This method capitalizes on the various experiences and beliefs of the different participants and allows for maximizing communication between researcher and participants. This method is particularly useful for exploring the attitudes and needs of any given target population. (Kitzinger, 1995)
Finally, while most of the methodology used in this research was qualitative in nature, some quantitative methods were used, particularly when it came to documenting the parameters of the target populations. One of the first things that was done was to document exactly who the target populations were. This was not an area that the organization had clearly defined before, and collecting this information reliably and validly is an ongoing struggle for the organization. As such, a portion of the data collected and later analyzed, is quantitative in nature, and did help clarify exactly who Urban Athletics’ target populations were. A flexible, interactive and reflexive approach was necessary in this Case study using the Program, Planning and Evaluation model.

The Program, Planning and Evaluation Framework will be further discussed in Chapter Three, but is briefly summarized here. My role as a consultant will be based on a Program Planning and Evaluation (PPE) framework. The PPE framework relies on basic assumptions and processes regarding organizational consultation. First, the assumption that a program (such as Urban Athletics) can be said to be worthwhile or valuable when it can be documented, in a technically justifiable way (reliable and valid), that value has been added to the target population. (Maher, 2001) Further, for all programs, including Urban Athletics the “program can benefit from sound program design, that is based on well understood and clarified situation, that is implemented according to design, and that is evaluated routinely and in a technically defensible manner.” (Maher, 2001)

Process of Program Planning and Evaluation

There are four general phases to the process of program planning and evaluation. These four phases are reflexive, inter-related and dependent on one another. Further, these four
phases are customized to the needs and content of a specific organization. For example, the various phases used in my consultation with Urban Athletics will follow a general framework but will be very specific to Urban Athletics itself, and as such, will not be like any other consultation process for any other organization.

The process, and its phases and activities, can be acted upon by people, including myself. Specifically, the process can be controlled by one person, such as a professional services provider (like myself) acting directly and independently or in a collaborative way such as through a work group or team. My own involvement with Urban Athletics will be both direct and independent. I will be directly meeting with the CEO and Founders, and I will independently take the information I gather, interpret and analyze that information and then put that information in a document that will be relevant and useful for the organization. (Maher, 2001)

**Chapter II Summary**

This chapter reviewed the relevant literature and research as it relates to the programming offered by Urban Athletics, Incorporated. This included an exploration of the research on the physical, psychological, and social and health benefits of sports participation. This chapter also explored areas that warrant future research. The strengths and weaknesses of quantitative and qualitative research methods in human services programming, was also explored.
Chapter III
Program Planning and Evaluation Framework

Chapter III Abstract
This chapter will provide a description of the consultation approach, specifically as it relates to Urban Athletics, Incorporated. This will include a discussion of the Program Planning and Evaluation framework, as well as how the consultant proceeded in applying this process to Urban Athletics. Also included will be relevant justifications for specific steps taken in the process.

Description of the Program Planning and Evaluation Consultation Approach
The process of program, planning and evaluation is essentially about gathering, analyzing interpreting and using information so that evaluative judgments can be made about a program. This information is used to direct the planning and clarifying of the program parameters so that program goals can be attained. (Maher C., 2001) Human service programs can exist in any number of forms and can operate in a variety of industries including business, education, government, health care, and youth services. These human service programs are provided to meet the psychological, educational, and health needs of people across the life span. Despite the great variety in context, structure, design and target populations of these different human resources programs, there are a set of common core principles and procedures that are applicable across different program types and settings. (Maher, C., 2001) These different principles and procedures can be applied by a person or group of persons, (consultants, work group, individuals, multi-
disciplinary team) in order to increase the likelihood that valuable programs will be provided to human beings in need. (Maher C., 2001). These principles and procedures, that are common across different human resource programs, are part of the process of program planning and evaluation. (Maher C., 2001)

In the case of my work with Urban Athletics, I acted as a consultant, who applied the core principles and procedures and controlled the process of program planning and evaluation. I acted as a consultant to Urban Athletics in order to increase the likelihood that Urban Athletics can provide valuable programming to those in need. As someone who has a precise understanding of the process of program planning and evaluation, as well as skilled at the application of its procedures, I am able to act as a consultant to an organization like Urban Athletics. As a result of my understanding of the Program Planning and Evaluation framework I will be able to:

a. Control the process of program planning and evaluation

b. Decide what principles and procedures to apply and when

c. Know what methods, techniques and instruments can be developed or selected to accomplish the tasks of program planning and evaluation

Using the model developed by Charlie Maher, I will manage the process of program planning and development as well as the principles and procedures that structure the process. (Maher C. A., Resource Guide for Planning and Evaluating Human Services Programs, 1999) Broadly speaking, there are four interrelated tasks that make up the PPE process. It is important to note that these tasks were modified in order to meet the specific needs of Urban Athletics. The four general PPE tasks are:
1. **Clarification** of meaningful conditions having to do with program need, context and the target population to be served

2. **Design** of a program based on clarification information

3. **Implementation** of the program according to its design, with necessary changes made, based on accurate information

4. **Evaluation** of the worth or merit of the program as a basis for continuous improvement. (Maher C., 2001)

At the outset of this consultation, (and many times throughout the consultation period) I reminded myself that PPE is not a straightforward, linear process. As Professor Maher often reminded me, it is likely to result in “personal frustration, conceptual ambiguity, challenges in mastering programmatic thinking, continuous personal improvement, satisfactions from learning a valuable technology for helping others, worthwhile human services programs and personal enjoyment.” (Maher, C., 2001)

There are four general phases to the process of Program Planning and Evaluation. These four phases are reflexive, inter-related and dependent on one another. Further, these four phases are customized to the needs and content of a specific organization. For example, the various phases used in my consultation with Urban Athletics followed a general framework, but were customized to the needs of Urban Athletics, and as such, are not like any other consultation process for any other organization.
Summary of Activities of the Process as they relate to Urban Athletics

4. CLARIFICATION REPORT
   a. Specify the target population
   b. Determine the needs of the target population
   c. Delineate the relevant context

5. THE STRATEGIC PLAN
   a. Describe program purpose and goals
   b. Consider program design alternatives
   c. Document the program design
   d. Facilitate program implementation

6. FUTURE RECOMMENDATIONS
   a. Consider possible avenues for future development
   b. Identify how the organization can use the information gathered

My consultation with M.L., Founder and CEO of Urban Athletics began in the Fall of 2009 when I approached him with a proposition. Having worked as a volunteer with Urban Athletics since the end of 2007, I had been involved enough to recognize that Urban Athletics would benefit from a sound Program Planning and Evaluation. M.L. was agreeable to the proposition and we moved forward with our first of several consultation meetings. On November 9, 2009 I formalized our agreement in a Memo and distributed it to M.L. and the members of the Junior Advisory Board. I was granted access to all
necessary stakeholders, volunteers, board members, as per this agreement with M.L.. That Consultation Agreement is copied in full below:

*Consultation Agreement Drafted for M.L. on November 9, 2009*

The proposed agreement outlines the nature and extent of a consultation relationship between Urban Athletics (consultee) and the Program Planning Consultant (Kirby L. Wycoff.) At the end of this process, which is predicted to take approximately one year from initial entry, Urban Athletics will be in receipt of a detailed body of information that will aid in the overall operations and strategic development of the organization. Urban Athletics will receive two separate yet inter-related documents. These documents are a CLARIFICATION report and a STRATEGIC DEVELOPMENT report.

CLARIFICATION REPORT: The first document, the CLARIFICATION report will profile the organization and will answer a number of questions. The overall goal of the clarification report is to ascertain the CURRENT STATE OF AFFAIRS within the organization.

*Clarification Report*

- **Who is Urban Athletics? (Specify Target Populations)**
  - CEO/Founder
  - Advisory Board
  - Volunteers
- Full-time staff
- Students we service

- Why are they relevant? To Whom? (*Determine Needs of TP*)
  - Who is the target population?
  - What are the needs of target population (High school students who need what from us?)
  - What are the internal operations of the organization? (*Context Assessment*)
  - Who reports to who/who is responsible for what?
  - How does Urban Athletics recruit new volunteers?
  - How does Urban Athletics support and maintain current database of volunteers?

- What is the precise nature of the Urban Athletics/PSAL partnership
  - How did the partnership originate?
  - Who is contacted first regarding referrals for new schools interested in starting programs?
  - Who is responsible for staffing the coaches in the schools?

- How is Urban Athletics funded?
  - How does Urban Athletics fund new teams?
  - How does Urban Athletics fund existing teams?
- How does Urban Athletics recruit new donors and maintain relationships with existing donors?

The second document is directly related to (and in many ways dependent on) the information gathered from the Clarification report. While the Clarification report addresses the Current State of Affairs, the Strategic Development Report will address the Desired State of Affairs. Where does the organization want to be and what needs to be done to get them there?

### Strategic Development Report

- Goals of the organization
- Future expansion of the organization
  - Systematizing the process of developing new teams and maintaining the teams we already have
- Developing our "School-Centric" approach
  - What does this mean, how do we ensure we are meeting the needs of our target population?
  - How do we connect the students with what we have to offer? Do they know about the team, the winter clinics? Who do we need to partner with inside the schools to make our organization more visible?
- Develop the "Character-Based Strategy"
  - Increased focus on what this means and how we can deliver it to our student athletes.
- Funding opportunities
  - Where are the funding opportunities, what do we need to do to access them? How can we use the information we now have, to help us in this area?

**Logistics of the Consultation**

After outlining with M.L. the general expectations for our work together, I moved forward with the next steps in the PPE process. M.L. and I met approximately once per week from November 2009 – April 2010. Our temporary “office space” consisted of the Starbucks Coffee store on the Upper West Side of Manhattan. These meetings were held on Tuesday mornings and lasted for approximately one to one and a half hours. In these meetings, I essentially led M.L. through the PPE framework, as developed by Charlie Maher. We discussed the importance of each of the steps, and I collected data and information from M.L. regarding the history and current functioning of the program on multiple levels. After each of my meetings with M.L., I spent a number of hours throughout the week consolidating and interpreting the information that was collected, and followed up with M.L. to ensure that he was following through on the things we had discussed. In January of 2010, under the supervision of my dissertation chair, I invited M.L. to co-present “Urban Athletics” as a case study presentation to the then current students in Charlie Maher’s Program Planning and Evaluation Class at the Graduate School of Applied and Professional Psychology at Rutgers University. The purpose of this invitation was two fold. First, this was a valuable learning opportunity for the graduate level students in the class. The second purpose was for M.L. to have a chance to
present his organization to a third party audience, an audience who have a very solid understanding of the program, planning and evaluation process. The students provided feedback that was very consistent with the feedback that M.L. had been receiving from me, and this provided an additional opportunity for M.L. to see his organization more clearly. This was a great opportunity for him to be reminded of the strengths of the program, but also the problems and the weaknesses, and his role in them. This will be further discussed in Chapter 4 in the results section.

Clarification Phase

In order to truly understand the situation and best help M.L. and Urban Athletics, I needed to fully understand the organization from the inside out. Without this understanding, it would be impossible to plan or consult about the planning of any program. This clarity is critical, both to the consultation and to the organizations ability to provide valuable programming. “Lack of clarity about a presenting situation – particularly about a target population, its needs, and relevant context within which those needs are embedded – fosters limited perspectives on how to add value in a programmatic way.” (Maher C., 2001, p. III-1) Lack of clarity underminds a program and prevents relevant stakeholders from have true understanding about what their program is, who it serves and what it’s potential is for sustainability. (Maher C., 2001) In contrast, having clarity about a program allows relevant stakeholders to make well informed decisions regarding the program. The purpose of the Clarification Phase (which resulted in the Clarification Report) is to clarify the current situation that is of concern to the primary client (M.L.) and other stakeholders (Co-Founder, Financial donors, the Public School
Athletic League). Through a series of sequential activities, I (the consultant) gathered, analyzed and interpreted information. (Maher C., 2001) The information that I gathered allowed me to have a full understanding (based on reliable and valid data) of who the target population was, what their needs were, how Urban Athletics could meet those needs and the relevant context within which the needs were embedded. (Maher C., 2001) That information constituted the bulk of the “Clarification Report.” The “Clarification Report” is the conceptual foundation for the later decisions that are made having to do with the actual design of the program. (Maher C., 2001) There are three major activities in the Clarification Phase, these include:

1. **Specify the Target Population**: those people that may be candidates to participate in a well designed human service program (like Urban Athletics)

2. **Determine the needs of the target population**: What psychological, educational, health needs do the members of the target population have that may be addressed by a human services program

3. **Delineate the relevant context**: What is the context that the needs of the target populations are embedded (and what is the readiness of the target population and organization for human service programs.) (Maher C., 2001)

As noted earlier, these activities are sequential and they must be documented in order, so that a clarified situation can in fact be established. (Maher C., 2001) The information from step one inform the activities in step two, and the information from step two informs
the activities in step three; including but not limited to the technologies (i.e. methods, techniques, instruments, procedures) to be used in each activity. Working through the Clarification Process with M.L., I realized that while M.L. had many ideas about who his target population was and what services they needed, there was little, if any documentation of this. He had no idea what the parameters of the target population were and this became a big part of what our work together entailed. There were some records on the volunteer data base, but they were largely incomplete. No where, in any of the organizations documentation, was there any clarification of who exactly the target population was. Further, not only was there no documentation of the needs of the target population, it was clear to me that M.L. had little sense of what the target population might actually need. In fact, he seemed to have a better understanding of the relevant context of the organization (largely because he recognized the frustrations with managing the context) than he did of the needs of the target population. There were a series of topics that M.L. and I often discussed, and he frequently had a very difficult time answering those related questions. As I have participatied in this case study research, I have come to realize that Urban Athletics was born largely out of M.L.’s desire to be involved in something having to do with lacrosse. In fact, in an attempt to understand M.L.’s deep investment in the organization (often to the point that he has over personalized his involvement and judgement is clouded regarding operational business) I attempted to better understand the actual origins of M.L.’s involvement with Urban Athletics. What I learned is that M.L. was part of another organization, that began in 1996, called “Docs Lacrosse.” This is what I learned about D.’s Lacrosse, and it’s connection with Urban Athletics and M.L.:
• Founded in 1996, D.s New York City Youth Lacrosse is named for B."Doc" S. (1914-1989), a former collegiate/club player, teammate and friend who played most of his lacrosse in New York City, first with The City College of New York and then for the New York Lacrosse Club. True to his nickname, Doc had a highly successful career in dentistry, practicing for many years on 57th Street. In the world of lacrosse, he is best known for competing at the post-collegiate/club level well into his 70's.

• From the website it appears as though D’s lacrosse is a small private, club league of lacrosse teams, targeting K-8th grade students in New York City. The D’s lacrosse seasons goes from February to June and provides weekend games, clinics and weeknight practices for the involved youth. Kindergarten through 2nd grade students can participate in the clinics, and grade three through eight can participate on a competitive team.

• D’s specifies that they adhere to the “Positive Coaching Alliance” guidelines.

When M.L. and I discussed the relationship between Urban Athletics and D’s, he was able to more fully explain the connection. I essentially learned that D’s gave birth to Urban Athletics, but the two programs serve different demographics. Overall, both are dedicated to growing lacrosse in the 5 boroughs. It has been M.L.’s goal to use the following he has developed from the D’s NYC Lacrosse program to help fund the needs of Urban Athletics.

M.L. further explained that: (from individual correspondences, bold and italics added by this author)
“D’s, started in 1996, is a Club program where participants, Kindergarten through 8th grade boys and girls pay a fee to play in Fall Clinics and on Spring (no cut) travel teams. Family demographics are mainly middle class and up, with 70% of kids having private/parochial school background and 30% public school background. We offer scholarships and have never turned down a player due to cost. In 2000 we started to develop relationships with a couple of Harlem area schools and drew kids into the program. Also at the time, our main playing space was a field in Harlem on Campus of City College of NY.

From 2000-2003 we observed that kids from Harlem, with exception of a few, did not stick with D’s program. Cost was not the issue. We waived all fees and provided equipment where needed. Whether it was getting used to a new game, cultural differences, or logistical needs, we could not figure it out. In retrospect, we probably needed to ask each family to commit something toward the cost, just to make sure they had “some skin in the game”. However, all in all, we reasoned at the time that families and players in public schools, especially from lower socioeconomic backgrounds and diverse neighborhoods, needed to see that there would be opportunities to play lacrosse beyond 8th grade (D’s Lacrosse spring programs end in 8th grade so most players can move on and play for their school teams in grades 9-12 during the spring). So, I wrote a business plan to start lacrosse at the high school level in the NYC public schools. We started a public-private partnership model with the DOE. This was the start of Urban Athletics and its relationship with the PSAL (Public School
Athletic League, the governing body of public high school sports in the 5 boroughs. Through clinics, coaches training, volunteer coaching, equipment procurement, and funding, Urban Athletics has now helped to start up 23 high school varsity teams (boys and girls; see attached charts) in the NYC public school system. There are now 15 boys’ varsity teams and 15 girls’ varsity teams across all 5 boroughs.

With a critical mass of public high school lacrosse now in existence, we are now looking at strategies to reach public middle school age children either through the Urban Athletics school-based (or community based organization) model or the D’s NYC Lacrosse club model.

D’s NYC Lacrosse continues to grow, mainly through more players with middle class and up socioeconomic backgrounds. But we invite anyone to play, regardless of their financial circumstances.” (M.L., Individual Correspondences)

This was a pivotal point in my consultation with M.L. and helped me better understand the nature of the Urban Athletics roots and origins. You see, that in M.L.’s own words, he “couldn’t figure it out” and they did not understand what was happening with the low SES players quitting the D’s program. He and his team made some assumptions about the reason behind this trend, and even in retrospect, he notes that they should have asked the families to invest more. I believe he is partially correct, I think though, that what he really needed to do was to ASK THEM WHY and do a really thorough needs assessment of that
segment of the D’s Target Population. Essentially, this low SES group (segment of the original D’s Target Population) was really an after thought. The original D’s program served primarily middle class students, and it sounds like the relationship with the lower SES Harlem kids, was largely born out of the fact that D’s was using field space in Harlem. He assumed that high school students in NYC wanted and needed the services offered by Urban Athletics and he committed one of the biggest errors of program planning and development in doing so. This continues to be a problem for the organization and M.L. is just beginning to realize how failing to actually find out what the target population needed, was a fundamental error. Every component of Urban Athletics as an organization is predicated on this assumption and it has lead to lack of clarity within the organization that is now becoming increasingly obvious to participants and the Junior Advisory Board. Because Urban Athletics has been very much a personal endeavor for M.L.’s, he has invested himself in it, 150%. For grass roots, start up organizations, strong leadership is key; however these leaders can be limited by their own involvement. M.L.’s involvement has been so personal that he has difficulty stepping back, seeing the situation objectively, and making decisions that are best for the organization. Based on this two year consultation, it can be stated that M.L has difficulty delegating and prefers to be involved in every single aspect of the organization Again, there are benefits of having a leader who is dedicated to the organization, but there are significant drawbacks if objectivity is not maintained. Home grown non-profit organizations often need a “champion” to get started, but as the organization grows (as Urban Athletics has done) the champion often needs the input of more objective advisors.
Throughout the time that I acted as a consultant to the organization, balancing the passion with the objectivity, continued to be one of the greatest challenges.

While M.L.’s close connection to the organization was one of my greatest challenges, it may well have been one of the greatest assets as well. Because of M.L.’s dedication to the organization, he is perceived as being a very committed leader. He is engaged in many aspects of the organization and he often invests a great amount of personal resources (time, financial, physical, staffing) in the organization. He is the organization's “identified champion” as well as being the decision maker and he showed great support for my consultation initiative from the outset. Much of data collected prior to my involvement was qualitative in nature, and was largely the result of M.L.’s impressions from his experience of developing the organization from the ground up. It is difficult to assess in retrospect the accuracy of this information, but there is value in the fact that M.L. was able to generate these impressions.

Some of the specific information that M.L. gathered prior to my involvement was uncovered in permanent product review and interviews. For example, in October of 2007, M.L. drafted a grant proposal and business plan for the organization. It is interesting to note his business plan and grant draft and to consider the similarities between what he projected in 2007, and what has actually occurred to date. The information and data noted in the 2007 document includes the following:
Urban Athletics Model for High School Lacrosse Development and Academic Enrichment (Information gathered from permanent product review from October of 2007)

The operating model Urban Athletics has used over the last two years (2005-2007) to successfully grow lacrosse in the public schools can be described as a three-way partnership between itself, the PSAL, and the individual targeted school (via its principal, athletic director, and appointed in-school (teacher/coach) as well as partnering with certain outside organizations for supplemental resources. Urban Athletics’ role in this partnership can be described as follows:

1. Conducting pre-season (Fall and Winter) clinics designed to recruit/train players and a coach for a scheduled PSAL “Developmental” (first year) spring team start-up.

2. Providing in-season (Spring) assistant coaching with Urban Athletics paid staff plus volunteer assistants (former collegiate players and retired coaches) from its “COACH/NYC Lacrosse” program network.

3. Helping to source and fund the purchase of new/used equipment.

4. Assisting a school’s newly appointed head coach in putting together an appropriate Developmental year Spring season scrimmage and game schedule.

5. Connecting players (and College Counseling departments in schools) with supplemental college counseling services; plus organizing college visits.

6. Providing public school lacrosse players with off-season playing opportunities on Urban Athletics organized tournament teams, on the NYC Empire State Games teams, at PSAL summer Big Apple Games venues, and at lacrosse camps.
7. Helping to secure field space and transportation to practice sites and games.

8. Assist each school/players with stand-alone fundraising to sustain the school’s lacrosse program after the start-up year.

9. Return to and support each school in its follow-up year, when the team enters full PSAL Varsity competition.

_Urban Athletics Introduces a “School-Centric” Model and Collaborates with the PSAL for Building Lacrosse Programming in Schools_ (Information gathered from permanent product review from October of 2007)

Urban Athletics is focused squarely on the effort to improve the New York City public school system by introducing quality athletic programming through the sport of lacrosse and the Urban Athletics teacher/player principles. Our link to the public school system is through our close partnerships with the aforementioned sports governing bodies (PSAL, C.H.A.M.P.S., and the CSAA).

In just two years, through Urban Athletics funded school programs coupled with school efforts independent of Urban Athletics, the number of public high school teams playing in the PSAL has doubled in the last 2 years! Urban Athletics, working with the PSAL (our organization now serves as commissioners of lacrosse for the City’s high schools), will continue to add teams to the PSAL high school league and in 2007-8 begin to start up “feeder programs” in the City’s middle schools.
At the high school level, with more depth in teams and geography, the PSAL can now effectively redraw its League Map into borough rivalries and true divisional play in order to strengthen the competitive level within the league, achieve more logistical/cost efficiencies, and gain more regional/national and college exposure for its student/athletes playing lacrosse. Furthermore, with the addition of Urban Athletics/PSAL high school teams, the New York City Metro Lacrosse region (as recognized by US Lacrosse) will gain 6 All-American nominations (up from 3 over the past 10 years).

Going forward, Urban Athletics is working with the PSAL on a strategic plan to expand each league (boys and girls) to 16 teams each by 2012 and with C.H.A.M.P.S./CSAA/Sports & Arts to add 30 middle school lacrosse programs that will feed these high school teams.

*Important Early Findings and Indicated Actions from Two Years of Programming*

(Information gathered from permanent product review from October of 2007)

Three other findings also drive Urban Athletics programs in the schools:

- In addition to the intrinsic fun of playing a new game, the values most pertinent to lacrosse seem to be attractive to students who have entered Urban Athletics programs. The discipline/responsibility of playing on a team, setting/striving toward team goals, teamwork (playing as a unit not as individuals), physical conditioning, clearly defined academic standards in order to participate, and the
“ultimate” goal of gaining a college opportunity are themes stressed and employed by Urban Athletics in the formation of lacrosse teams in the schools.

- From our team start-up work over the last two years, student/athletes starting even as late as the 12th grade year, have proven their ability to learn the basics of lacrosse quickly and apply their individual athleticism in order to successfully form a team that will ultimately play at the varsity level. Skills from other sports are easily transferable to lacrosse. The fascination with the stick work, speed, checking, and scoring make the game very attractive to high school age boys and girls. With reasonable effort, a foundation of “early success” in learning the game can be established rather quickly. With this relatively fast learning curve for basics, focusing on the development of high school lacrosse teams now is a critical step toward the game becoming a mainstream sport in the PSAL and for the sport to grow in visibility among students.

- Even with its current “top down” (high school emphasis) approach, Urban Athletics believes it can ultimately create a “bottom up” tradition in the sport where younger players gain exposure to the game in the middle schools and “feed” the high school teams. Because of lacrosse’s growing national and media exposure and because of our work in high school development, we are receiving/responding to numerous requests to develop middle school programs in the public schools. Concurrent with our high school development, Urban
Athletics seeks to develop financial, management, and coaching capacity for Middle School age lacrosse development. In parallel to the PSAL, our partners will be the Department of Education’s C.H.A.M.P.S. program, the Charter Schools Athletic Association (CSAA), and the Sports & Arts in Schools Foundation to establish middle school lacrosse clubs and teams.

**Specification of the Target Population**

The first activity of the “Clarification Phase” is *Specify the Target Population*. This activity of the consultation involved specifying the target population that would be appropriate to receive Urban Athletics programming. A “target population” refers to any individual (*n* = 1), group, or organization (all of the people in the organization) for which a program can be designed and implemented. If, and only if, a *valid need exists and the relevant context indicates readiness*. These two items are critical – if a valid need exists, AND the relevant context indicates readiness. I think with regards to Urban Athletics, the context might have been ready, but there was never any consideration of whether or not a valid need actually existed. There are several reasons why it is critical to specify and document the target population:

- The number of people who may be in need of a program can be documented, thereby informing the client and others (and myself as the consultant) about the possible scope of a program
- Comparisons can be made of the target populations parameters (i.e. age, skill level, educational level) with relevant eligibility criteria for a program
Comparisons can be made between and among the target populations with non-target populations, as a basis for deciding whether reasonable and appropriate comparisons can be made for program evaluation purposes.

In order to decide how to plan for an assessment of target population needs (Maher C. A., 1999.)

In order to specify the target population that is relevant to M.L. and Urban Athletics, a number of tasks were accomplished. This information was gathered to the best of my ability given the constraints of the organization. Part of the recommendations moving forward will be addressed at gathering more accurate and valid information regarding the target population. The tasks that were accomplished included:

1. Determined the approximate size (number) of the target population
2. Described the relevant characteristics of the target population
3. Given the size of the target population, decided whether and to what extent the target population needed to be segmented
4. Documented the target population in a clear and understandable manner.

The extent to which these tasks were carried out in my consultation with Urban Athletics will be documented below.

**Determine The Size of the Target Population**

In determining the size of the target population at Urban Athletics, three methods were utilized. These methods were interview, permanent product review and questionnaire. First, using an interview method, I interviewed M.L. regarding what he believed the size
of the target population to be. In my interview with M.L., I essentially asked him the following question:

1. In order to determine the needs of the target population, how many people comprise it?

He had a very difficult time providing any exact information regarding the size of the target population. At the broadest level, M.L. was able to indicate that Urban Athletics programming was intended for any high school student in NYC that was interested in lacrosse. I then went to review permanent products to better assess the size of the target populations. What I found was that there was general and broad information available on the population numbers of high school students enrolled in New York City High Schools, as well as approximate break downs of enrollment based on specific schools that was publically available information. The Permanent Product Review method for determining the size of the target population was a practical and economical way to collect information because the following conditions were met:

- There were a large number of people included in the population and it is not apparent as to the exact number and when the client or designee does not know the number.
- When the data are included as part of one or more electronic databases that are routinely update.

When using the Permanent Product Review method, I needed to consider the reliability of the data. I made an informed judgment regarding the accuracy of the data as well as the quantity, and to what extent that could change over time.
When querying M.L. during the interviews as well as our discussions around the permanent product review, it became clear that he was not entirely certain what people compromise the target population. As a first step, we included a larger number of specific groups or segments of the target population, and later had to segment the larger population and eliminate other groups/segments all together.

At the outset of the consultation, it was clear that we did not have any verifiable attendance data from any of the Urban Athletics clinics that have been run in the past five years. In my discussions with M.L. regarding the size of the target population, it was very obvious to him that this was information he needed to have. As such, one of my first and most pointed recommendations to M.L. was that he begins to collect attendance data at his lacrosse clinics.

Later in our work together, we segmented the target population into more manageable sub-groups. In doing so, we did eventually use needs assessment questionnaires to collect more specific data regarding the target population. We broke the general target population further by gender, school and eventually by specific team. This allowed for more detailed data collection and provided a starting point for future data collection efforts.

*Deciding About Segmentation of the Target Population*

Another discussion M.L. and I had regarding target populations was the fact that Urban Athletics actually has at least two broad segments of the target population, both of which
can then be further segmented. At the broadest level, the target population for Urban Athletics is adolescents and young adults interested in the game of lacrosse. Segmentation of the target population involved dividing the larger group (i.e. adolescents and young adults interested in the game of lacrosse) into smaller, meaningful, program relevant clusters, levels, divisions or other stratifications. The segmentation of this type is made on the basis of the descriptive information that had already been collected in the earliest stages of consultation. The segmentation offered by the consultant is that first and foremost, Urban Athletics had one primary target population and a secondary target population who are comprised of the people who actually deliver the services to the primary population.

Specifically, the primary target population is the high school aged students, but the secondary target population, is the group that actually delivers the programming to the primary target population. As such, the volunteers that actually provide the programming, run the clinics and coach the students are a secondary, but equally as important target population to consider. Without this secondary target population, there literally would be no Urban Athletics. In documenting the secondary target population, I accessed permanent products and electronic databases to assess the size of this secondary target population. There was further segmentation of both the primary and secondary target populations but this occurred later in the consultation process, once it became clear that there were additional distinct characteristics that made the groups significantly different from one another. This population segmentation and clarification will be further detailed in the data results section.
Describe Relevant Target Population Characteristics

This second task of the task of “Specifying the Target Population” is important because it allowed M.L. and I both to get a more thorough understanding of the target population. This is an important task that cannot be overlooked, particularly to the extent that this additional information helped us make decisions about the needs determination, context description and other program design matters. For example, it was important to know the age and grades of the teenagers, so that we could better customize our “marketing” of the weekend skills clinics. Further, it was important to know what the gender segmentation of our students was, so that we better match our volunteers with their same gendered students. This is important because the nature of lacrosse as a sport is that the men and women’s games are in fact significantly different from one another. As such, former female collegiate players would be best suited to coaching teenage girls, and vice versa with the men. Finally, we needed information about previous sport experience, previous lacrosse experience and skill level, again so that Urban Athletics programming could be customized to the needs of the players. Once we decided on what specific information we wanted to know about our target population, we then had to go out and actually collect that data, analyze the resulting data (using descriptive statistics) interpret the meaning of the data and decide how to use the resulting information for subsequent program planning and evaluation.

In our second phase of data collection, we did in fact collect this demographic information at the same time (same method and procedures) as when we collected actual
needs assessment information. As Maher notes, in some instances, the demographic questionnaires can be included with needs assessment surveys. However, he also cautions that at times, such inclusion is not recommended because the request for demographic data on the target population may distract the people from completing the needs assessment aspects of the requests, confusing the two activities. Due to issues of practicality and utility, these two activities were combined.

*Documentation of the Target Population*

The task of documenting the target population and relevant segments, involved several methods. This included describing and displaying the data (number/quantity) and specific characteristics (quality) of the target population. This information was orally discussed with M.L., as well as discussed in tabular displays when communicating with Junior Advisory Board Members. As noted earlier, the documentation of relevant information regarding the size and characteristics of the target population is useful because it guided the second activity of the Clarification Report, which was determining the needs of the target population.

*Determine the Needs of the Target Population*

The second activity of the “Clarification Phase” is to *Determine the Needs of the Target Population*. Once the target population was specified and clarified, we were able to begin to focus on actually determining the needs of the target population and how Urban Athletics can address those needs. For the purposes of this type of consultation, a need is defined as *a discrepancy between a current state of affairs having to do with*
psychological, educational functioning of the target population and a desired state of affairs. More specifically, a human service need can be said to exist when these two conditions are present:

1. A **Current State of Affairs** that represents a psychological or educational state of the target has been identified and judged by the client, other stakeholders, or by the consultant, as being amenable to change or that is not satisfactory in some way.

2. A **Desired State of Affairs** for the target has been identified as it relates to the Current State of Affairs. A need is not a solution (i.e. the need for a particular program). Rather, a human services need has to do with the psychological or educational state of the target population. As such, the need has to do with a human performance domain (i.e. skill level, cognitive ability, social skills, communication skills, physical skill development etc.)

The process of determining the needs of the target population was a huge undertaking for Urban Athletics. It required gathering, analyzing, and interpreting information about the target populations and then making evaluative judgments about the nature, extent and scope of those needs. Because this task was completely neglected when the program was initially developed, there was a great deal of information that had to be collected. The process often referred to as the “Needs Assessment” encompasses a number of different qualities that ensure a valid and accurate needs assessment. These qualities impacted the scope of data that I originally wanted to collect, because these qualities reflect the
readiness of the organization and availability of the information. The four qualities that are necessary for a sound needs assessment include:

1. **Practicality:** The needs assessment must be capable of being implemented in the organization or setting wherein the target population exists in a way that does not disrupt organizational routines.

2. **Utility:** The needs assessment must allow for evaluative information to be procured that: (a) directs the client and other stakeholders in how to proceed with program planning: and/or (b) validates the nature, scope and extent of the needs of the target population in relevant psychological and educational domains.

3. **Propriety:** The needs assessment must adhere to all relevant rules, regulations, standards and rights of the target population, relevant others in their lives and organizational members. These are both legal and ethical in nature.

4. **Technical Defensibility:** The needs assessment includes use of methods, procedures, and instruments that can be justified as being reliable as well as being valid for their intended purposes.

The four above noted qualities of sound needs assessment were critical in my consultation with Urban Athletics. As the consultant, I was able to control both the propriety and technical defensibility of the data collection. My own training in both program planning and evaluation, as well as training as a psychologist, allowed me to make informed decisions regarding the use of data collection methods that were justifiably reliable and sound. Further, my professional ethics training (and consultation
with dissertation chairs and the IRB liaison) also allowed me to make sound judgments regarding the legal and ethical rights of the target populations.

What was not as easy to assure were the practicality and utility of the data collection? That is, because these two qualities relied largely on understanding the readiness of the organization and required input and collaboration with the primary client. Specifically, it was a huge consulting challenge to demonstrate and explain to M.L. that collecting this information did actually have utility for the organization. Much of my consultation around the utility of needs assessment was about educating M.L. about how that information could direct him and other relevant stakeholders regarding future programming. It was not as though M.L. did not identify a number of frustrations within the organization, but it was a process to get him to the place where he was able to recognize how those programmatic frustrations were largely tied to the fact that he had not done sound needs assessments earlier. This often involved pointing out to him the assumptions that he had made in the past, as well as directing his attention to the fact that his investment in the organization, at times, interfered with his ability to see the situation clearly. This was probably the single, greatest challenge of this consultation. I had to rely on all of my training as a professional psychologist, and all of my experience working in a number of organizations, to navigate this delicate balance of supporting the client and developing a working alliance, but also being frank and direct regarding program planning and evaluation. In retrospect, I myself am able to reflect on the fact that it is this very reason, WHY organizations work with program consultants in the first place. I had familiarity and experience with the organization, which gave me leverage in my
relationship with M.L. and other key stakeholders, but I was also enough of an “outsider” that I could look at the organization from a fresh perspective. I think much of M.L.’s frustration in the needs assessment process was about two things: 1) Recognizing his earlier programmatic miss-steps and 2) Working with me to address the organizational practicality of the needs assessment.

This brings me to the second of the four qualities of a sound needs assessment, the issue of practicality. As noted earlier, practicality refers to the idea that the needs assessment must be capable of being implemented in the organization where the target population exists in a way that does not disrupt organizational routines. Again, this was a challenge for me. At many times, I had lofty goals for needs assessment data collection. Following the systematic model of Program, Planning and Evaluation developed by Charlie Maher, I had clearly and distinctly documented the differences between the current state of affairs and desired state of affairs. I clearly saw the discrepancy here, and I shared this information with M.L. in our consultation meetings. On some levels, M.L. was able to see and understand these discrepancies and the necessity for needs assessment, but he had a very difficult time figuring out how to procure this information without disrupting organizational routines. In some ways, the data collection will change typical routines, because the organization has not been collecting this information all along. If they had been collecting needs assessment data, they would likely not be in the position they are in. As such, it was difficult for M.L. and I to strike the balance between not disrupting organizational routines and also persisting in collecting the necessary information. These
led to compromise regarding the scope and depth of the data collection, and also lead to further segmentation of the target population.

In helping M.L. understand the necessity of a sound needs assessment, I highlighted the following:

1. By identifying discrepancies between the current state of affairs and desired state of affairs with respect to the target population, evaluative judgments can be made about the size of the discrepancy, or the size of the need. Relatedly, needs in various areas then can be prioritized based on the estimated size of the discrepancy.

2. A need (in the discrepancy sense) becomes a benchmark post of reference for context assessment and subsequent program design activities (e.g. goal setting based on needs)

3. Without empirical documentation of need, the extent to which an evaluative judgment can be made about the worth of a program is limited. This is so because programs worth (value) is determined in part in relation to each need addresses. Thus, the more a program addresses and alleviates each need, the more valuable it is. (Maher, 2001.)

Process for Developing Needs Assessment Protocols

There were a number of steps that I took with M.L. in determining the needs of the target populations. The specific domains varied for each of the target populations, but there was a general structure to the process. These included the following:
1. Identify the domains on which needs assessment may focus.

2. Decide which specific domains are relevant for needs assessment.

3. Formulate a structure of needs that can guide the needs assessment planning
   (This is done by identifying the discrepancy (need) between CSA’s and
   DSA’s.)

4. For each relevant domain, delineate needs assessment questions that when
   answered, will guide subsequent program planning. (Discrepancy noted
   above, guides formulation of specific questions)

5. Specify variables on which data can be collected to answer each needs
   assessment question.

6. Developed methods, procedures and instruments that will allow data to be
   collected as a basis for answering each needs assessment question.

7. Delineate an approach for providing feedback to primary client regarding
   needs assessment information.

8. Specify needs assessment roles, responsibilities and timelines. (Which parts I
   would be responsible for and which parts M.L. and others would be
   responsible for)

9. Place the needs assessment plan into a appropriate documents (guided by the
   Needs Assessment Protocol worksheet)

10. Construct a needs assessment results document (which is part of this
    dissertation and included in the Clarification Report for Urban Athletics)
The results of the above noted processes will be further discussed in the results section. It is important to note that this process did not unfold in an orderly, linear fashion. Rather it was reflexive and flexible, and was modified throughout the course of the consultation.

One very significant modification that was made was related to the collection of attendance data. Due to organizational factors, this data collection evolved again from the second revision made by the consultant and primary client. As noted earlier, one of the earliest recommendations of this consultant was that M.L devote resources to collecting attendance data at the Winter Clinics. This consultant attempted to facilitate this process during the 2009-2010 Winter Clinic Season, and those results will be discussed later. Due to issues of organizational readiness, there were few resources (technology and personnel) that could be devoted to this task. In addition, while the primary client (M.L.) verbalized agreement with collecting attendance data, he also voiced concern about the feasibility and practicality of this endeavor. He supported this in communication with the JAB members, but he also recognized that he felt that taking attendance data would be a huge undertaking. With lack of technology and personnel resources dedicated to this undertaking, the only attendance data that was collected in the 2009-2010 clinic season, was data collected directly by myself (at one clinic, which was to be used as an example of utility of the information) and sporadically, by a select few of the JAB members, who recognized the importance of such data.

At the end of the 2010-2011 Winter clinic season, this consultant was contacted directly by one member of the Junior Advisory Board, who had taken it upon himself to collect
comprehensive attendance data throughout the 10 clinics at the Harlem site during the 2010-2011 clinic season. This included Site Captain Attendance (male and female), Volunteer Attendance (male and female) and Male Student Attendance. This person is both a JAB member and a Site Captain, and has been with the organization since its infancy. This information is highly valuable to the organization and despite its late addition to the data pool, will be analyzed and interpreted, particularly so that the client and JAB members can take note of how critical this type of information is in the future.

Delineate The Relevant Context

Delineating the Relevant Context is the third and final activity of the first part of the consultation for Urban Athletics, the “Clarification Phase.” As Maher notes, the target population, and their needs, do not exist in a vacuum. The target population is embedded in a social, cultural, community and organizational context. (Maher, 2001.) The context has implications for the readiness of the target population, the client, relevant stakeholders and the organization for the design of a human services program that can address certain needs. As such, the relevant context within which the target population and their needs are embedded must be well understood by all concerned (primary client, staff, stakeholders) if an effective humans services program (like Urban Athletics) is to be implemented, modified or improved. (Maher, 2001.) There are a number of considerations that have to be made when considering an organization's readiness for change. Some of these considerations include organizational climate, motivation, personality attributes of program leaders and staff and institutional resources.
(Lehman, Greener, & Simpson, 2002). The relevant context refers to those factors in the environment of the target population that provide meaning to the target population and their needs and that provides direction for subsequent program planning and evaluation activities. (Maher, 2001.)

Organizational readiness refers to the ability of the organization to withstand a shift in current operating procedures. It is an awareness of the current state of affairs as well as the desired state of affairs and both the willingness and ability to move in a new direction. (California Telemedicine and eHealth Center, 2009). The relevant context information serves as a basis for deciding how and when to move forward with proposed changes or developments in organizational programming. It is absolutely critical to delineate relevant context for several reasons:

1. Factors that may facilitate design and implementation of a program for the target population can be identified. These factors can be taken into account in the strategic planning/program design phase.

2. Factors that may inhibit design and implementation of a human services program for the target population can be determined. These potentially inhibiting factors can be considered in terms of how best to overcome them in the strategic planning/program design phase.

3. The readiness of the organization for a human services program for the target population can be judged. In this regard, organizational readiness may suggest the extent to which a program may be designed as well as whether or when it can be implemented according to design.
4. Understanding the relevant context wherein a target population and its needs are embedded allows for precise evaluative judgments about the worth or merit of the program and enables more accurate projections to be made about implementation of the program in other settings.

_Assessing Organization Readiness_

There are several steps that I undertook with the primary client and other relevant stakeholders in order to delineate the needs of the target population. According to Maher, these steps can be considered within the framework of the A VICTORY approach (Maher, 2001). The A VICTORY framework represents an acronym for the first letter of a set of factors about which relevant contextual information can be obtained in a progressive step by step manner with the clients and others. These steps involve consideration of the eight A VICTORY factors. The eight factors are:

- **A**: Assess the _ABILITY_ of the organization to commit resources to design and implementation (or in this case modification) of a human services program for the target population.
- **V**: Determine the _VALUES_ that people within the organization and other people who have a stake in the organization, ascribe to the target population and its needs.
- **I**: Seek to understand _IDEAS_ that people have about the current situation with respect to the target population and their needs.
- **C**: Determine the _CIRCUMSTANCES_ within the organization that relate to its structure and direction.
• **T**: Judge the extent to which the *TIMING* if a human services program is appropriate.

• **O**: Seek to understand the degree to which organization members and people who have a stake in it feel an *OBLIGATION* to assist the target population by addressing their needs programatically.

• **R**: Make a judgement about *RESISTANCE* that might be encountered by individual or groups with respect to assisting the target population within the organization.

• **Y**: Assess the *YIELD* (Benefit) that may result for the target population as a consequence of a program as perceived by organizational members.

After all of the information above is collected, I placed all of the relevant context information in a context assessment report document. This report document will be part of the “Clarification Report” (the deliverable product) for the client.

It is important to note that at any given time, involving any specific target population and their needs, it would not be expected that relevant context information would be delineated for all of the above factors. This is because not all of the above factors will be relevant at any one time. Generically speaking, this Relevant Context Assessment refers to the information that provides clients, relevant stakeholders and myself with the direction and validation about whether, how and when to proceed toward program development and/ or modification with respect to the target population and their needs.
In delineating the relevant context at Urban Athletics, a number of different context assessment methods were used. These included:

- **Interview**: Of key individuals and groups within the organization about the above eight A VICTORY factors and whether these factors and other ones may serve to facilitate or inhibit the implementation of a human services program for the target population.

- **Questionnaire**: Designed and used to obtain written responses to questions from people about the above factors and/or other factors.

- **Permanent Product Review**: Making judgements and inferences about the context using the eight factors as a frame of reference from review of written materials.

- **Participant Observation**: Judgement and inferences made on my part relative to the above eight factors, based on my involvement and participation with the client and others in the organization.

There were a number of conclusions that were drawn based on the data that was collected during the “Context Assessment.” This concludes the documentation of the process of the consultation and the “Clarification Phase.” The information from the “Needs Assessment” and the “Context Assessment” will both be discussed in more detail in the forthcoming results section, which essentially comprises the actual results of the “Clarification Report.”
The “Clarification Report” is the name given to a written document that is constructed based on the activities and informational outcomes of the “Clarification Phase.” It’s purpose is to inform the client and other relevant stakeholders about the following elements:

- The nature and scope of a specified target population, reflecting demographic and other characteristics that are relevant to needs assessment, context assessment, and other subsequent program planning and activities.
- The most important psychological and educational needs of the target population, determined by means of needs assessment and that are relevant to context assessment.
- Relevant context assessment related to the target population, delineated by means of context assessment and that is relevant for subsequent program planning and evaluation activities. (Maher, 2001.)

Based on the information contained in a worthwhile Clarification Report, the client, relevant stakeholders, and myself the consultant, derive one of two of the following benefits:

1. Information that provides or otherwise suggests validation of a target population, their needs, and relevant context.

2. Information that provides or otherwise suggests direction for program design (or re-design).
A worthwhile Clarification Report is typically organized in the following sections, which will be further described and documented in the forthcoming Results Section (Clarification Report.)

I. Introductory Information

II. Target Population Description

III. Needs of the Target Population

IV. Relevant Context

V. Appendix: Professional and Technical Justifications.

Chapter III Summary

This chapter provided a description of the consultation approach, specifically as it relates to Urban Athletics, Incorporated. This included a discussion of the Program Planning and Evaluation framework, and specifically to the Clarification Report and Strategic Plan. This also included documentation of how this consultant proceeded in this PP&E process, specifically around the issues of data collection and needs assessment.
CHAPTER IV

Results Section

Chapter IV Abstract

This fourth chapter will document the results of the data collection that were part of this consultation process. This includes documentation of the data in visual graphic charts, as well as documentation of the statistical analysis that was run. Both qualitative and quantitative will be documented, as will both the expected and unexpected data that resulted.

The following section will document the results of application of the consultation approach with Urban Athletics. Essentially, this will include the data gathered during the Clarification Phase of this consultation. This section will include both qualitative and quantitative data, that was collected with the methods and procedures documented in the previous chapter, and will include both the expected and unexpected results of this consultation. The results section will be roughly organized as a Clarification Report. As noted earlier, the data that was gathered based on the activities and informational outcomes of the Clarification Phase, also the Results, which will be documented in this Clarification Report. Again, the purpose of this data and data analyses are used to inform the client and other relevant stakeholders about the following elements:

- The nature and scope of a specified target population, reflecting demographic and other characteristics that are relevant to needs assessment, context assessment, and other subsequent program planning and activities.
• The most important psychological and educational needs of the target population, determined by means of needs assessment and that are relevant to context assessment.

This results section will detail both the quantitative data that was gathered, as well as the qualitative data about the consultation process. This will also include the professional and technical justifications regarding the interpretation of this information. Again, this Results Section will be organized much like a Clarification Report, which includes:

Clarification Report.

VI. Introductory Information

VII. Target Population Description

VIII. Needs of the Target Population

IX. Relevant Context

X. Appendix: Professional and Technical Justifications.

The following information will document the results of the information gathering that occurred during the Clarification Phase of this consultation. There were three major activities in the Clarification Phase, these include:

4. Specify the Target Population: those people that may be candidates to participate in a well designed human service program (like Urban Athletics)
5. **Determine the needs of the target population:** What psychologica, educational, health needs do the members of the target population have that may be addressed by a human services program

6. **Delineate the relevant context:** What is the context that the needs of the target populations are embedded (and what is the readiness of the target population and organization for human service programs.) (Maher C., 2001)

Results of Target Population Description

This section will document the results, both expected and unexpected, as well as the process of data collection for the task of specifying the target population.

One of the first, most unexpected results of my consultation with M.L, was how difficult it was to clearly define the target population. The client had a very rough estimation of this, but only in very general terms. A large part of the process here was about documenting and then segmenting the target population in to more manageable units.
Figure 2. Population segmentation.

The above diagram (Diagram 2.) shows the initial segmentation that was discussed between the primary client and myself. This diagram was later modified to further segment that Target Populations into more manageable units for data collection purposes. When considering the practicality and utility of the data collection, further segmentation was necessary. As such we later focused our systematic data collection on one specific team (who also compromised the players that attended the winter clinics at that particular site) as well as focusing on the Junior Advisory Board (JAB) from the secondary target population. See Diagram 3. for a more detailed explanation. Also, it is important to note that these is not the only possible segmentation of the target population.
Note in Diagram 3, below, that the final segmentation resulted in full data collection at one site: The L.I.C.H.S. Girls Team in Queens, New York.

![Diagram 3 - Population Segmentation](image)

**Figure 3.** Segmentation of target population.

Again, note that the original proposal for data collection covered a much wider umbrella. At first, this consultant suggest data be collected at each of the five Clinic Sites/Boroughs noted above. In the process of segmenting the Target Population, there were a number of possible segmentation parameters that were discussed. These included:

- Segmentation by Gender
- Segmentation by School
- Segmentation by Winter Clinic Host Site
It is important to note that as it relates to collecting information from the athletes, this consultant highlighted the importance of data collection across clinic sites and geographical location.

However, there were some unexpected results here, because it soon became clear that the organization did not have the capacity (or propriety or utility) to accomplish a large scale data collection. Even collecting data from this one school was difficult, for M.L. in particular. While I had offered at the outset to be responsible for corresponding with the coaches directly and putting in the leg work to logistically get the surveys to and from the coaches, M.L. insisted on doing it himself. This was just one of the ways in which his desire to be involved in all programmatic aspects, without delegating, limited the capacity for growth.

Table 3
Primary target population characteristics – student

<table>
<thead>
<tr>
<th>Range of cultural backgrounds</th>
<th>Range of educational experiences</th>
<th>Range of previous athletic experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 14-20</td>
<td>9th-12th Grade</td>
<td>Male and Females</td>
</tr>
</tbody>
</table>

The earlier noted information, regarding the organization’s difficulty in large scale data collection was assessed in the initial stages of consultation. M.L. and I had spoken at length about the target population, and his lack of any concrete data relating to the target population parameters. Specifically, we spoke at length about attendance collection at the
winter clinics. M.L. was unable to note how many students his organization served at any
given clinic. I strongly encouraged him to begin some attendance collection, if only from
a liability standpoint with regards to providing services to students. In fact, I was
surprised that his legal consultants (those that help him draft the waiver for participation)
nor the PSAL with whom he partners, had not insisted on basic attendance collection. I
noted that if a parent, a school, or some other interested group ever contacted M.L,
wanting to confirm that a student was at his clinic, and he could not definitively say
whether or not they were, this was problematic. M.L.’s general response to my inquiries
regarding attendance collection was that “Well the coach of the team who belong to the
primary site, usually writes down which of their own students attend the clinics.” I was a
bit surprised by this and it took some reflection to make sense of it. In a way, the
difficulty with the preliminary data collection on attendance data, was a barometer for
where the organization was at with it’s commitment to truly understanding their target
population and assessing how well Urban Athletics was serving those needs.

I had been in the role of consultant two weeks (Started on November 10, 2009) when
M.L. and I began talking about attendance data (Meeting Notes from 12/2/09 indicate first
discussion of attendance.) The first clinic of the 2009-2010 season was on Sunday,
December 6, 2009. Four days before that meeting, M.L. asked his “Site Captains” (more
on this later) to collect attendance data. He did this via email, which can be read here:
(Personal Correspondence, M.L., 12/4/09)
Dear Urban Athletics Winter Clinic Captains and Organizers:

Again, many thanks for your willingness to lead our clinics that start this weekend, December 6. For quick reference, I have again attached your guidelines. Follow them as best as you can.

This year we are trying to collect data to measure the impact of the clinics. So, I ask you to print out a copy of the attached Attendance Sheet and take attendance for each session. Three ways to turn in your sheets:

1. Give them to me, A.T., or E.S when you see us.
2. Take them home/office, scan them, and email them.
3. Fax them to M.L.

Finally, as the returning people know, we will need to assess things in the first 1-2 sessions in terms of skill levels and turnout. Then we can structure the subsequent sessions accordingly.

The above email provided useful information to this consultant. First, M.L. and I first discussed this on December 2, 2009, and just two days later (12/4/09) he attempted to put it into effect. This is noteworthy, because while I had discussed with M.L. the importance of attendance data, we had not specifically discussed how he might do this, nor had he mentioned that he would try to put it into effect immediately. This set the stage for an interesting trend. M.L. was eager to jump on this recommendation for attendance data, but
did not allow for appropriate time for us to clarify data collection methods. He sent the
above noted email and obviously (without my input) came up with three strategies for
how the information could be reported back to him, and notified his site captains of this
new responsibility just two days before their first clinic.

This short lead time was problematic for a number of reasons. First, in addition to the
issue of attendance data, the other significant thing that M.L. and I spoke about within the
first two consultation meetings, was the actual role of the “Clinic Site Captain.” I
specifically inquired about this because the clinics were starting so soon after our
consultation relationship began and I needed clarification. I knew from my own
volunteering experience with the organization that recruiting a volunteer to act in the role
of “Clinic Site Captain” had been a challenge in the past. Typically, there were four or
five very committed volunteers, who took on this job multiple years in a row. But there
were a number of clinics that did not have one volunteer who was guaranteed to show up
for each of the clinics. I started by asking M.L. how he had been recruiting Site Captains.
This was relevant because there was still no Site Captain for two of the girls clinics and
two of the boys clinics. M.L. noted that he had essentially picked Site Captains randomly,
based on which volunteer showed the most interest (how exactly is unclear) and was a
regular volunteer the year before. This lead to the discussion of what the Site Captain
even did. M.L. did not have any clear documentation of what the responsibilities of the
Site Captain were. His noted that the Site Captain was generally responsible for “running
things.” I reflected to him that someone that wasn’t familiar with the clinics or what we
did, would have no idea what it meant to “run things.” I further mentioned that given
their difficulty in recruiting AND sustaining people in the role of Site Captain, it might be
help if people knew exactly what the responsibilities were. Again, my prior experience as
a volunteer informed these comments. I knew from experience that M.L. had tried to
recruit site captains in the past, failed to tell them of the enormity of the responsibility,
then after one session, the site captain was so overwhelmed with the unanticipated
amount of responsibility, they often backed out. I suggested to M.L. that I could draw up
an example of what the Site Captain Roles and Responsibilities might look like.
Interestingly, M.L. did not end up using my write up, but drafted his own. His own lacked
the detail and depth mine did and I do think that he perceived that if he provided less
information about the Site Captain job, people would be more likely to sign up. What he
failed to realize was that when volunteers felt “duped,” and actually got to the clinic on
day one, and were expected to do all of these different things, they would often lose
interest in the organization and feel annoyed that they did not have all of the information
up front. In fact, one of the Junior Advisory Board Members specifically noted the
following (in response to M.L.’s suggestion to just sign people up for this role) “I just
spoke to M.L. and I think we need to be wary of signing people up who haven't indicated
an interest or preference. When they signed up they didn't know what coaching meant.
We need to be careful not to throw people on email lists where they are not interested.
People start losing interest this way and feel like there was deception.” (Email
Correspondance, Date: Wed, 18 Nov 2009 15:08:46)

This was commented on by members of the Junior Advisory Board who were a part of
this email correspondence. There were some interesting dynamics that unfolded in our
email correspondances around this, overlayed with my new involvement as a consultant.

See the chronologically ordered email correspondances below:

**From:** Kirby Wycoff  
**Sent:** Thursday, November 19, 2009 9:11 AM  
**To:** M.L.  
**Subject:** Re: Captains Role

Hi M.L,

We are on the same page. D., G. and B. contacted me with their bullet points and I drafted a Co-Captain Responsibilities List as well. I like yours better than mine, but I will forward you mine so you can take a look and take any other pieces you think might fit. What do you think about including the attendance piece? I know we spoke about this before, but I think it is really important to take attendance so that we can ultimately meet your goal of tracking impact, and logistically, this will help us with staffing. How did things go on Tuesday afternoon at the school? Any feedback on my attendance at the advisory board meeting or involvement thus far? I know I jumped right in with asking questions about the Captain Roles, I hope I didn't step on any toes. I just know that there is a time crunch to get this in place and I am trying to be as useful as possible. Any and all feedback is appreciated. Look forward to touching base.

Kirby
From: M.L

Sent: Thursday, November 19, 2009 9:25 AM

To: Kirby Wycoff

Subject: Re: Captains Role

Kirby:

1. Thanks for putting this together. Probably should go up on our website in a section about Winter Clinics. But let me look at it again and get a couple of others to comment. It really spells things out in the context of what the clinics are about; that is good. Not sure about getting person to sign a commitment letter. Could be too strong. That said, we do need captains to be leaders and reliable.

2. I tried to make mine shorter and quicker to read. Could even be shortened further. Meant to be talking points when asking someone to do the assignment.

3. At this point, I think we can use either to reach out to Captain candidates that we do not have in place. To my understanding, all captains are set except for girl’s clinics down at M.W.H.S and at L.I.C.H.S.

4. Appreciate you jumping in. I did not announce your project to anyone until the other night. A.T. was not there so I had to explain you were offering to
use Urban Athletics as your case study in Graduate school thesis and it might help us with strategic direction. So, it was my fault for not telling people what you are trying to do in advance of meeting. We do need to meet again and discuss how your work will impact the structure (or lack thereof) of what we have in place. For example, C.G and B.A will be going into their 4th year as captains up at C.H.S in Bronx. They rely on Coach A. to take attendance. Outcomes and impact is usually discussed but not put down in writing. In other boroughs, A.T. and I spot check things. Putting a system of tracking attendance and other outcomes will take some doing. I think it is a good thing.

5. I am sure you will agree, we have to keep it simple in terms of taking what we have in place and retrofitting your study requirements into our operations. We have to define what our objectives are and what outcomes we are trying to measure. We are mainly a volunteer organization. I am the only full timer and A.T. puts in a lot of time while working for Board of Ed’s Support Services. So there is a culture (for better or worse) that we have to deal with.

I can meet next week. But then I have to “sell” what the plan is to others (esp. A.T.) before we get moving. The key is keeping it simple and convincing others this will help us. I think it will.

M.L.
From: Kirby Wycoff

Sent: Thursday, November 19, 2009 10:05 AM

To: M.L.

Subject: Re: Captains Role

Hi M.L,

Thanks for your email. I definitely agree on all fronts.

- My role: My jump in might have scared some people (this is my enthusiasm and excitement, so I apologize) but I do recognize that my approach might have had some impact. I think I will lay low for a bit, at least until you and I meet again and clarify the plan moving forward. The memo I drew up for you meant to be outline the plan, but I think thinking about it more functionally (i.e. ok these are our goals, but how exactly will I do it) will be important. Dr. Maher, (my supervisor’s) guidance to this end will be helpful.

- Urban Athletics Culture: Also, I do want to assure you, that while the dissertation is a part of this, first and foremost I am working with Urban Athletics to help Urban Athletics. Anything and everything I do is custom fit to meet your needs, not placing my dissertation needs on top of your needs. Urban Athletics needs drive this in every way. Charlie has been doing this for many years and his approach is not like most
academics. In fact he doesn't really consider himself "an academic" but rather a practitioner. I will be writing about my dissertation retrospectively, probably in the summer - after I have done a lot of the work with all of you. So, Urban Athletics culture is something that has been in place for a long time, and that's what makes Urban Athletics what it is. So everything I do will be with that in mind. Having said that, requiring Captains to pass around a sign in sheet right now, might not be feasible at every site, and may have to be done differently at different sites. Maybe it reads "Coach or Captain takes attendance." I did wonder if from a liability perspective, someone (probably the school?) actually had to take attendance? Again, moving forward, I will be sure to keep in mind that there is a culture and a way of doing things, and anything and everything I do are just suggestions, and can be taken or left.

- **Captain Roles/Responsibilities:** I definitely think your approach with a more streamlined, shortened version of the list is a better fit. You know Urban Athletics inside and out. I think your approach fits really well. Maybe the piece I added about the "contextual" piece is something that would be appropriate on the website, but not on that list? And I agree that a "sign-off" isn't necessary, I think your list exudes "this is an important job" throughout and even the "Thank you" part instills the sense that this really is a leadership role that requires commitment. Finally, one other thing - and probably what I should have done before
jumping in with the suggestions was to do an informal "needs assessment" of the captains, and see what they think needed to be in the list. For example, If C. and B. don't feel like their site would benefit from a change in how we track attendance, that's an important part of the puzzle. Different sites might have different needs regarding how to systematize.

- **Meeting/Moving forward:** Can you meet again next Tuesday? I think it will be helpful for us to sit down and strategize. Also, aside from A.T., anyone else in particular that I need to consider in getting buy in? Any insight into A.T.’s concerns so that I can tailor the plan for you to present to him? I think I have a sense of what he might need for this to be considered a valuable collaboration. I'll keep brainstorming. Also, would the week or two after Thanksgiving work for you to join C.A and I at a planning meeting?

All good things, thank you again for your guidance.

Kirby

The email correspondences above were important, especially as it related to issues of organizational readiness, the concept of the participant observer as a consultant. This information was very valuable to me in terms of guaging next steps. See below the “Roles and Responsibilities” that M.L drafted and the version that I drafted (after our
meeting when I suggested this.) Interestingly, when he sent out an email to the Junior Advisory Board Members regarding this, he indicated that this was an idea that he had come up with. This was interesting because it reminded me of the fact that as a consultant, I might be less visible in the organization and my role is to work behind the scenes and have the information disseminated from top – to bottom within the organization (as opposed to consultant directly disseminating information to different levels within the organization.) It also reminded me, as in all professional practice, that my own ego and need for validation, would have to be managed. This was critical information to me as the consultant because it reminded me of my role and gave me insight into the cultural norms within the organization. The other piece of information that was critical in these earlier stages of consultation was that it reminded me that while I might think I have a good idea about the organization, M.L.truly does know the organization best. While I felt that my draft of the “Captain Roles and Responsibilities” was more thorough and appropriately formal, M.L.’s version was more colloquial and concise; which might be a better match for the culture of the organization.

From: M.L

Sent: Friday, November 20, 2009 8:05 AM

To: Urban Athletics Site Captains

Subject: Site Captain Roles and Responsibilities

November 20, 2009
Dear All

Thanks for signing up to coach in our Urban Athletics Winter lacrosse clinics given for the benefit of public school players and programs supported by Urban Athletics.


For the clinics, you have either expressed interest or been identified by our Advisory Board to be a **Site Captain** (for boys or for girls). So, in addition to coaching, we hope you will perform an “organizing role” at the clinics during December-February.

Simply put, we ask the Site Captains to be the key organizing person to make sure the clinics go smoothly and that the content is valuable for the kids. Specifically, we ask you to do the following (or share these responsibilities):

1. **Staffing**. Make sure you are staffed properly to run each clinic using the list of volunteers that have signed up to work at each site (we will provide this). Each week, via email that you send to your coaching group at your site, get a firm idea on volunteer coaches that are coming. We hope your group will be consistent in participation, but we all know schedules can change. If you cannot make it (this can happen as well), make sure you have someone to take your place as captain at the site.
2. **Preparation.** If you can, meet with your volunteers before the clinics start up (first clinics take place on December 6 at all sites except in Brooklyn where they begin on December 13). Organize a rough **game plan** on how to run each clinic (format, drills, what facets of the game you want to cover, competitive stuff, scrimmages, etc.). If a Pre-December 6 meeting in person cannot be held, please try to cover it on the phone and using email.

3. **Take charge and set the tone.** You will be the key person to make sure the clinic starts off (well organized) and ends properly (review what was done, allow for questions, ask the kids to thank the coaches with applause, end in positive manner). With help of your other volunteers, make sure there is a plan to follow for each clinic (what you will cover for the 2 hours). Set a good tone of positive teaching and player development (beginners and experienced), emphasizing to the kids that hard work in the off-season pays off.

4. **Sharing your knowledge and knowledge of your fellow volunteers.** Work with the school coaches at each site to make sure they are part of the process. Technically, they are not allowed to coach the kids, but you can give them assignments (they cannot run the practice). Plus we hope they will become further educated by the types of drills and teaching that you do and the volunteers do. Give them something to do. Also, ask them to help you with the set-up for each clinic (goals, balls, cones, scrimmage vests, etc.).

5. **Mentoring.** Create an atmosphere where volunteer coaches connect with the kids beyond the drills, etc. As best as possible, get volunteer coaches to interact with the kids and share past experiences as a college student/athlete and what you are
doing now in the working or grad school world. Give the kids something to look up to.

The above are meant to be guidelines. Feel free to make changes you feel would make the clinics more impactful and beneficial.

Please confirm you will take on the Captain’s assignment by emailing E.S at E.S@gmail.com Thanks so much for volunteering in the Urban Athletics winter clinic programs.

M.L.
CEO/President

As noted below, the version of the Captain Roles and Responsibilities that I drafted below, are somewhat more formal and objective. I preferred my version, due to issues of clarity, but I also had to recognize that M.L.’s version fit more readily with the culture and context of the organization.

Role Overview:

The general role for a site Co-Captain is to guide and lead a series of weekend lacrosse clinics. The Co-Captains are responsible for working with the in-school coach and Athletic Director to introduce and promote lacrosse at these pre-season clinics.
Clinic Details:

The clinics start in December and continue through February with a total of seven to eight weekend clinics per site. Each site is staffed with two co-captains that are Urban Athletics volunteers. There are five sites in total that represent each of the five boroughs. Each clinic is held at one central school within that borough, and all other school teams located in that borough are invited to attend. In some cases you will be working with students who attend the school that the clinic is held at, but you may also have students from other nearby schools joining you.

Most sites have a boys and girls team, and as such both the boys and girls team each get two co-captains. In addition to the two co-captains per male/female team, there are an additional 5-6 Urban Athletics volunteers per site that "report" to the Captains and work under the guidance of the Captains. Every attempt is made to assign Captains to sites of their choice and to provide them with volunteers that they already know and have requested to work with. Additionally, every attempt is made to pair new Captains with experienced Captains who have worked with Urban Athletics before. Additionally, while the boys and girls teams generally run separate drills and practice apart from one another, the teams are often brought together at the beginning and end of clinics. This is flexible and the boys and girls co-captains are encouraged to collaborate as they see fit.

Specific Responsibilities and Duties of a Co-Captain:

1. **Organizing Captain/Volunteer Meet and Greet**
   
   Prior to the first clinic, each Captain will be responsible for reaching out to and informally
meeting with site volunteers. This will typically be the responsibility of the "experienced captain" and will give all captains and volunteers a chance to meet one another, discuss transportation to the site and go over general goals of the clinics.

2. **Supervising Student-Athletes** One of the most important roles of a Co-Captain is to supervise (with the help of onsite Athletic Director, In-School Coaches etc) the student athletes who attend clinics. Specifically, this requires taking detailed attendance on a weekly basis. A clipboard that with "Name, Grade and School" passed around to all student-athletes will meet this goal. At the end of each session, report total number of attendees and general impressions of the clinic. Fax, mail, email actual attendance sheets at a later date.

3. **Leading Volunteers** Co-Captains will work together to send reminders out to their site volunteers to determine who is committed and able to attend that week. If there are not enough confirmed volunteers for the coming week, the Captain will contact M.L. and/or A.T. to help find and place additional staffing. This will also help determine if sites are under or over staffed based on the number of students who attend.

4. **Developing Practice Plan** Prepare in advance a "Practice Plan" for each clinic. Communicate the lesson/practice plan to volunteers prior to the
arrival of students. Communicate general "practice plan" to students, as appropriate. In most cases the “experienced captain" will already have plans and drills that they have used in the past and new captains will benefit from co-captaining with a captain who has done this in the past.

5. Managing Clinic Session This component includes a general managing of the two hour session, making sure drills run smoothly, using equipment and setup to make the most efficient use of the time. Organize specific drills to meet the skill level of different players. Break up players into more and less experienced groups and allocate more/less volunteers to meet the needs of each group. Less experienced groups will require a higher ratio of student/volunteers as they need more individualized instruction while more experienced players would benefit from more comprehensive, advanced instruction.

6. Presenting Closing Thoughts The Co-Captains will have a brief wrap-up speech that highlights things learned on that specific day, previews the plan for the following clinic and makes any necessary announcements. This "Closing Thoughts" part of the clinic is often the most important as it provides cohesiveness amongst student-athletes, instills a sense of membership and belonging and ultimately, is often what students remember most about their Urban Athletics experience.
Captains and volunteers are the foundation of our Urban Athletics mission. Without the help and leadership of dedicated individuals like yourself, we would not be able to bring the game of lacrosse to students in need. Providing this coaching and mentoring service to students requires instilling respect for the game and its rich traditions while finding every teachable moment to bring out the best in our student-athletes. This requires commitment and dedication. If you think you might be able to give back to a game that has so richly been a part of your life, we are thrilled to welcome you as part of the team. Please take a moment to read over and sign the form below.

I (insert name of volunteer) am both eager and excited to be a part of the Urban Athletics organization as a Co-Captain for the 2009-2010 Winter Clinic Season. I agree to try my best to fulfill my above responsibilities and I know that by agreeing to take this on, I am sharing my love of the game while giving back to student-athletes in need.

All of these correspondences between M.L, myself and other members of the Junior Advisory Board were quite informative for me as the consultant. First, it spoke to the organizational culture in place, as well as my role as the consultant. In reflecting on the process that unfolded earlier in the consultation, it was interesting to see that even I, myself, might have gotten caught up in the initial frenetic pace of the organizational operations and feeling of “short time line, hurry up and rush.” This is somewhat characteristic of the organization itself, very last minute, very rushed, very frenetic. It was important for me, as a psychologist alone, to tune in to the feelings that I had, in my earlier consultation. The feeling of hectic, chaos is very much reflective of the
organizational operations as a whole. This reflection allowed me to step back, re-assess my position and role and approach the consultation with fresh perspective.

As noted earlier, one of my first recommendations was for Urban Athletics to begin to collect more consistent attendance data. I reasoned with M.L. that one of his big picture goals was to demonstrate Urban Athletics impact and efficacy, and it would be nearly impossible to do that without monitoring attendance and who we were serving. In an attempt to model the usefulness and utility of such information, for the first clinic of the 2009-2010 winter season, I assisted with initial attendance data collection. I attended the weekend clinic on 12/6/09 and collected data on the girls’ attendance at F.D.A.H.S (primarily because I had been a volunteer there in the past, and knew the site and the other relevant stake holders well.) I also was present to assist the male coaches in collecting attendance data from the boy’s clinic on that same day (12/6/09) and site (Fredrick Douglas Academy.) The data that was collected at the December 6, 2009 winter clinic at F.D.A.H.S is documented below. Descriptive statistics were used to describe the data and relevant trends within the data set.

![Chart showing attendance data]

**Figure 4. F.D.A.H.S Attendance Data from 12/6/09**
Figure 5. F.D.A.H.S attendance data from 12/6/09 – girls by grade

Figure 6 F.D.A.H.S attendance data from 12/6/09 – girls by school
Urban Athletics Summary of Attendance Data Girls Clinic: 12/6/09:

- Total Girls: 28
- Total Female Volunteers: 10
- Coach/Student Ratio: 1:3
- Total Girls from FDAHS: 15
- Total Girls from APRHS: 13
- Total # of Senior Girls: 12
- Total # of Junior Girls: 8
- Total # of Sophomore Girls: 6
- Total # of Freshman Girls: 2

Possible Hypothesis Generated from Data Collection:

- We did a good job of marketing the clinics to both FDAHS and APRHS students. Even though the clinic was held at FDAHS, we had a strong group of APRHS girls who attended. Our senior girls have the biggest presence at the clinic, closely followed by juniors. We need to think about how we can target
sophomores and definitely freshmen for their involvement in lacrosse. Our coach/volunteer ratio was strong.

- The above noted information was shared with M.L and the Junior Advisory Board in very straightforward, non-technical terminology. The goal is sharing these preliminary hypotheses was to demonstrate to the client the value of this type of data collection. In an email for M.L. the above descriptive statistics were shared.

Information from the boys clinic on the same date (12/9/09) and same clinic site, was also collected. This information is shown below:

Figure 8. F.D.A.H.S attendance data 12/6/09 - boys staff/student ratio
**Urban Athletics Summary of Attendance Data Boys Clinic: 12/6/09:**

- Total Boys: **39**
- Total Male Volunteers: **11**
- Coach/Student Ratio: **1:3**
- Total Boys from FDA: **31**
- Total Boys from A.P Randolph: **8**
- Total # of Senior Boys: **16** (12 FDA/4 APR)
- Total # of Junior Boys: **6** (2 FDA/4 APR)
- Total # of Sophomore Boys: **4** (All FDA)
- Total # of Freshmen Boys: **6** (FDA)
- Total # of 8th Grade Boys: **6** (FDA)
- Total # of 7th Grade Boys: **1** (FDA)
Possible Hypothesis Generated from Data Collection:

- We did a good job of marketing the clinics to FDAHS boys, but we might have had a break down in communication with regards to marketing this to the APRHS boys. How did the students at FDAHS learn about the clinic? How did the APRHS girls learn about the clinic? Why did we have a better girl than boy attendance from the APRHS students? On the whole, FDAHS Boys Clinic did a much better job than the girls at recruiting the younger players.

- A good turnout for the 9th graders, but also 7th and 8th graders. This is important for long term sustainability of the teams. We need to learn about how the boy’s team is able to get the younger boys to come and brainstorm about how we can recruit the younger girls in similar numbers.

- Additional question to consider is what happened with the FDAHS Junior Boys? There were only 2 FDAHS juniors and this appears light given the other trends. Was there a time conflict? Perhaps the boys had a scholastic commitment, like PSAT’s? Did they know about the clinic and not want to come, know about the clinic and were unable to come, or did not know about the clinic? We should ask them.

- The above noted information was shared with M.L and the Junior Advisory Board in very straightforward, non-technical terminology. The goal is sharing these preliminary hypotheses was to demonstrate to the client the value of this type of data collection. In an email for M.L. the above descriptive statistics were shared.
Additional Segmentation of Target Population

Note in Diagram 10, below, that the final segmentation resulted in full data collection at one primary site: The LICHS Girls Team in Queens, New York. Note that there was an additional, expected data collection that occurred at FDAHS. This additional data collection was initiated by the Site Captain at that site, and shared with this consultant at the end of the 2010-2011 Clinic Season. This was largely unanticipated, because as noted earlier, while this consultant highlighted the importance of attendance data, the organization was largely unable to follow through. The fact that this one individual on the JAB apparently did take note of this consultants recommendations, despite the fact that the primary client, M.L. was unable to initiate this across the organization, suggests that collaboration with the JAB members, in addition to M.L. was a valuable approach.

Figure 10. Additional segmentation of target population
Again, note that the original proposal for data collection covered a much wider umbrella. At first, this consultant suggest data be collected at each of the five Clinic Sites/Boroughs noted above. In the process of segmenting the Target Population, there were a number of possible segmentation parameters that were discussed. These included:

- Segmentation by Gender
- Segmentation by School
- Segmentation by Winter Clinic Host Site

Description of the Target Population Continued

Recall the earlier diagram (Figure #3, page 107) that delineated the Primary and Secondary Target Population. The Primary Target Population was documented in Figure #2 on page 106. The Secondary Target Population, (Volunteer Data Base) will be discussed in more detail now.

The Secondary Target Population, young professionals who deliver services to the primary target population (the Volunteer Data Base) deliver the services to the primary target population. The Relevant Characteristics of this secondary Target Population are documented below:

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Male and Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>Generally between 21 and 35 years old, although at the outset of this consultation, this was largely assumed. Addressing age/and or college graduation year would be helpful in a Needs Assessment</td>
</tr>
</tbody>
</table>
Table 4—Continued

<table>
<thead>
<tr>
<th>Profession:</th>
<th>Young professions who work in and around the New York City area. Believed to be primarily from the financial services industry (as this is the industry that the CEO/Founder is connected to and originally did recruiting from.) Again, this is largely speculative at this point. Could be addressed in Needs Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomic:</td>
<td>Speculatively from the middle to upper class based on parental SES, having had access to independent, private, colleges and universities.</td>
</tr>
<tr>
<td>Culture/Race:</td>
<td>Primarily Caucasian but small percentage of Asian volunteers as well.</td>
</tr>
</tbody>
</table>

Table five below shows the educational characteristics of the secondary target population.

Table 5
Secondary target population characteristics – volunteer education

<table>
<thead>
<tr>
<th>Educational Characteristics:</th>
<th>We do not have any formal data on this characteristics, but from informal surveying and experience with the organization, the below colleges and universities are represented:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Williams College</td>
</tr>
<tr>
<td></td>
<td>• Lehigh University</td>
</tr>
<tr>
<td></td>
<td>• Johns Hopkins University</td>
</tr>
<tr>
<td></td>
<td>• Syracuse University</td>
</tr>
<tr>
<td></td>
<td>• Princeton University</td>
</tr>
<tr>
<td></td>
<td>• Trinity College</td>
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<td></td>
<td>• Brown University</td>
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<tr>
<td></td>
<td>• Cornell University</td>
</tr>
<tr>
<td></td>
<td>• Union College</td>
</tr>
<tr>
<td></td>
<td>• University of Virginia</td>
</tr>
<tr>
<td></td>
<td>• Duke University</td>
</tr>
</tbody>
</table>

Table 6
Secondary target population characteristics – volunteer WIFM

| How many hours per week are volunteers able to contribute | At present, it is unclear as to how many hours’ volunteers have to donate or how high their level of interest is. assessed on two dimensions at present. This must be . |
Table 6 -- Continued

| What location would the volunteer like to work at? | This year we did begin surveying our volunteers on what clinic site they would like to work at and if they have requests for friends (other volunteers) that they would like to work with. We attempt to meet everyone’s wishes, but this is very time consuming process. |
| What at they hoping to get out of participation? | This is largely unclear at this time. |
| What skills and areas of expertise do volunteers have? | Aside from assuming that volunteers have experience and interest in lacrosse, this is largely unclear. We do not have a place for volunteers who do not have experience in lacrosse, but DO have other areas of expertise and an interest in volunteers. This is a very untapped potential resource. |

This second target population (or secondary target population) was further segmented. The general volunteer database was segmented into the “Junior Advisory Board Members” and all of the other volunteers. The Junior Advisory Board (JAB) is a select group of volunteers who were particularly interested in Urban Athletics. They were self-selected (methods not formalized) group of young professionals who was particularly dedicated and devoted to the organization. The JAB members have really been instrumental in the development of the organization and really act as the manpower behind a lot of M.L’s ideas. Most of the members have been on the board for quite a while and were around soon after the organization started. At present, membership on the Junior Advisory Board is by invitation. This segmentation of the secondary target population is documented below.
After this second target population was further segmented, I proceeded with assessing the specific needs of the target populations. There were tertiary target populations noted, but these were not the focus of this data collection. These will be documented though, as it would be beneficial to address the needs of these tertiary target populations at a later date.

At present, these tertiary target populations will be conceptualized as “relevant stakeholders.” There are three groups of “relevant stakeholders”

1. Donors and people who provide funding to Urban Athletics.
2. The full-time coaches that are employed by the schools and coach the team during the regular season.
3. School administrators and staff members.
The Needs Assessment Data Collection proceeded by developing a needs assessment protocol. A needs assessment protocol is a series of needs assessment questions that are developed through a specific process. The process can be conceptualized in the following way. *Needs* can be conceptualized as the discrepancy between the *Current State of Affairs* (CSA’s) and the *Desired State of Affairs* (DSA’s) with regards to any given target population. By clarifying the CSA’s and DSA’s and noting the discrepancy between the two, a number of specific “Needs Assessment Questions” can be generated. These questions are then disseminated at the Target Population. By determining the precise needs of our target populations, we are better able to provide the participants with optimal programming.

![Diagram](image)

Figure 12. Process for developing needs assessment/survey questions
This process was replicated for both the primary target population and the secondary

target population and a Needs Assessment Survey was generated for both. The Needs

Assessment of the Student-Athletes was disseminated by the coach at L.I.C.H.S Girls

Lacrosse Team. These were completed by the girls and returned to M.L., who then

returned them to me. A series of Needs Assessment Questions were also generated for the
general database of volunteers as well as more questions specifically designed for the

Junior Advisory Board Members. While initially, it was the intention of this consultant to

survey both the JAB members and general volunteer data base, as the consultation

continued, it became clear that the organizational context could not support such a large

scale data collection. As such, only the one girl’s team (LIHS) and the Junior Advisory

Board Members were surveyed. The JAB members were assessed first via observations

and focus group interviews. The information gathered from those observations and focus

group interviews led to the further development of more specific survey questions. The

Needs Assessment Protocols are documented below.


NEEDS ASSESSMENT PROTOCOL FOR PRIMARY TARGET POPULATION

Student-Athletes

DEMOGRAPHICS

1. Gender
2. Age
3. Racial and Ethnic Identification
4. Grade
5. High School
COLLEGE INTEREST

6. Do you plan on attending college?
   o If you answered YES to the above question, would you like to play a sport in college?
   o If you answered YES to the above question, would you like to play LACROSSE in college?

7. Do you have a college counselor at your High School?

8. How many times have you met with your college counselor?
   o If you are hoping to play sports in college, has your guidance counselor been able to help you with this?

9. What specifically do you think Urban Athletics could do to help you with college applications and campus visits?

10. Is there anything else that Urban Athletics could do to help you with the college application process?

ATHLETIC EXPERIENCE

11. Years of lacrosse experience

12. Other athletic experience

URBAN ATHLETICS PARTICIPATION

13. Did you attend the Urban Athletics Mayor's Cup?

14. Did you attend any of the Urban Athletics Winter Clinics?

15. If YES, how many Urban Athletics winter clinics did you attend?
16. If YES, how did you learn about the Urban Athletics winter clinics?

17. Did your coach REQUIRE that you attend the clinics?

ADDITIONAL PROGRAMMING QUESTIONS

18. How and when did you first learn about Urban Athletics?

19. What other things could Urban Athletics do to improve their services?

NEEDS ASSESSMENT PROTOCOL SECONDARY TARGET POPULATION

Junior Advisory Board Members

1. How many years have you been working on the Urban Athletics Junior Advisory Board?

2. How did you first become involved in the organization?

3. Gender.

4. What has your role been on the Urban Athletics JAB?

5. When you joined the board, did you have a clearly defined role?

6. How long of a commitment do you think you can feasibly make to the JAB?

7. Approximately how many hours per week do you spend working on your Urban Athletics commitments?
   ○ If you spend more than 10 hours per week, please elaborate on how and when you spend those hours.

8. Has there ever been a time where you felt overwhelmed by the responsibilities of your position on the JAB?
RESULTS FROM STUDENT ATHLETE NEEDS ASSESSMENT

Stage 1 of Data Collection

Figure 13. Gender of students assessed LICHS

Figure 14. Age of student-athletes at LICHS
The number of students who identified in each category:

- Hispanic
- Pacific Islander
- Caucasian
- African American
- Asian
- Latino
- Native American
- Other

**Different Racial and Ethnic Characteristics**

Figure 15. Racial and ethnic characteristics of student-athletes at LICHS

Number of students in different grades:

- Seniors
- Juniors
- Sophomores
- Freshman

**Grade of Students at LICHS**

Figure 16. Grade of student-athletes at LICHS
COLLEGE INTEREST

1. Do you plan on attending college?
2. Do you want to play a sport in college?
3. Do you want to play lacrosse in college?

Figure 17. Assessing college interest of student-athletes at LICHS
ATHLETIC EXPERIENCE

![Years of Lacrosse Experience](image1)

Figure 18. Years of lacrosse experience of student-athletes at LICHS

![Other Athletic Experience](image2)

Figure 19. Other athletic experience of student-athletes at LICHS
URBAN ATHLETICS PARTICIPATION

1. Did you attend the Urban Athletics Mayor's Cup?
2. Did you attend any of the Urban Athletics Winter Clinics?

Figure 20. Winter clinic and mayor's cup attendance

Figure 21. Number of winter clinics attended
Figure 22. How students learned about winter clinics

Figure 23. Primary reason cited for non-attendance
Additional Qualitative Feedback

3. What else could Urban Athletics do to improve their programming?
   - “Offer services all year long.”
   - “Provide clinics throughout the year.”
   - “Please have more clinics at our school so they are easier to get to.”
   - “Host more events or give more schools the opportunity to participate.”
   - “Make lacrosse clinics available in the summer.”
Stage 2 of Data Collection

Prior to this formal needs assessment survey being distributed to the Junior Advisory Board, informal assessment data was collected via individual interviews and participant’s observation. Based on that preliminary data, these more formal needs assessment questions were developed. In addition, M.L. was given general impression feedback, based on those individual conversations with Junior Advisory Board Members. The biggest piece of feedback relayed to M.L. was that the JAB members were unclear on what their roles were and two or three of the members were doing a disproportionate amount of the work. I relayed this information to M.L., and commented on my observations and experiences working with the JAB. Based on my feedback, and his own observations, M.L. did initiate some changes at the beginning of the 2010-2011 volunteer seasons. This information was relayed here:

Dear All Urban Athletics Junior Advisory Board Members:

Last night’s Junior Advisory Board (JAB) meeting kicked off our new year. For those of you who were unable to make the meeting last night the discussion went really well and I think we got a great deal accomplished.

A.S, who is new to the junior board but who has been active with Urban Athletics and the Mayors Cup tournament for the past 4 years, joined us in person and has volunteered to send out the meeting minutes, which everyone should be receiving within the next few days.
The bulk of what was discussed last night was a reorganizing of Urban Athletics and the JAB. While this is not as drastic a change as it sounds, what we now want to do is delegate the roles historically played by JAB members into discreet positions in order to increase accountability, efficiency, and improve our ability to sustain Urban Athletics in the long term.

To that end, with the help of a few of you, I have prepared/attached two pages containing an org chart for Urban Athletics going forward along with a description of each of the roles.

Having decided at the meeting these were the roles that the JAB needs to play, what I need from everyone is what each of you would most like to do going forward. If everyone could please email me their preferences for the roles they hope to play as listed in the attached document, hopefully that will allow us to shape up the JAB before our volunteer meeting in November. At that meeting (date to be confirmed shortly), we will put this same request out to those who attend.

Please note:
1. Many of these roles will need more than one person so do not feel you will be alone.
2. If you have multiple preferences, try and rank them so if there is too much overlap we can get a sense of what people want to do most.
I hope this is clear on the direction we are trying to take and how we would like you to respond. I am available for any questions you may have about any of this.

Again, I want to thank everyone for their wonderful work in helping us further the Urban Athletics mission as we move ahead into our 6th year.

Best,

M.L.

Attached to the above email from M.L., were two documents that outlined roles and responsibilities, as well as a proposed organizational chart. Both of these can be found below:

**Proposed Urban Athletics Structure and Responsibilities:**

**CEO: M.L.**

- Organizational oversight
- In charge of key fundraising events and relationships
- Shaping the goals of the organization
- Management of the team
COO

- Manage School/Urban Athletics relationship
- Manage Clinics and Events
- Manage new schools/programs

Senior Advisory Board

- Formed by CEO and COO
- All responsible for significant financial commitments to the organization, both individually and through their networks
- Provide organizational oversight and guidance

Organizational Team

- 2-3 Interns
- Work to support M.L. and Armando with administrative work, programming, and grant applications

Junior Advisory Board

- Responsible for Programming, managing the clinics, and designing events
  - Chair person – Coordinate the various JAB Members, facilitate meetings, Generally keep the JAB on track
  - Marketing/Press/PR – Responsible for press releases, newsletters/blog, Media Relationships
- **Clinic Coordinator** – Responsible for clinic planning, dates, managing clinic captains, and equipment drives
- **Head of IT** – Responsible for Website and designing online event applications and forms
- **Operations/Logistics** – Responsible for recording and distributing meeting minutes, scheduling and coordinating JAB meetings and for keeping the JAB organized
- **Head of Fundraising** – Mainly responsible for planning and coordinating the annual gala, also in charge of intermittent fundraising through cocktail hours and networking events
- **Tournament Coordinator** – Responsible for coordinating the summer shootout and supporting the mayor’s cup
- **Learning Director** – Responsible for planning and helping execute the 2 post clinic learning events – work will include content development and instructor management
- **Communications** – Responsible for all outgoing emails and invitations
- **Recruitment** – Responsible for recruiting new clinic volunteers
- **Head of Outreach** – Responsible for connecting with large donors and alumni
- **School Liaison** – Responsible to relationship with schools/Programs – maintaining the relationship and quantifying the impact Urban Athletics is having on the kids, their schools, and the community
- **Members at Large**—help support each of the various roles above learning their responsibilities with the intention of assuming a major role in the following season

![Urban athletics organizational chart](image)

**Figure 25. Urban athletics organizational chart**

![Possible organizational alternatives](image)

**Figure 26. Possible organizational alternatives**
RESULTS FROM JUNIOR ADVISORY BOARD NEEDS ASSESSMENT

Stage Two of Needs Assessment

Figure 27. Years on the junior advisory board

How many years have you been on the Junior Advisory Board?

<table>
<thead>
<tr>
<th>Years on Junior Advisory Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
</tr>
<tr>
<td>1 Year</td>
</tr>
<tr>
<td>2 Years</td>
</tr>
<tr>
<td>3 Years</td>
</tr>
<tr>
<td>4 Years</td>
</tr>
<tr>
<td>5 Years</td>
</tr>
<tr>
<td>5+ Years</td>
</tr>
</tbody>
</table>

Figure 28. Initial involvement with the organization

How did you first become involved in the organization? (*Answered coded into similar themes)

Social Connections
- Found out about CityLax through work
- Found out about CityLax through lacrosse connections
- Found out about CityLax from college friends

Volunteer Opportunities
- Searched for lacrosse related volunteer opportunities
- Was already involved in lacrosse related volunteering
- Mutual lacrosse-related connection
The above figure documents the responses on the question “What is your role on the Junior Advisory Board?” This was an open-ended question, and the original responses are noted here for additional clarity.

Table 7
Qualitative information on JAB responsibilities

<table>
<thead>
<tr>
<th>Fund Raising</th>
<th>•Mainly fund raising, it has become more formal with time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Technology</td>
<td>•Anything to do with technology, but it is being refined in to the website and communication related technology.</td>
</tr>
<tr>
<td>•Event Planning</td>
<td>•Most recently, I have been in charge of organizing the gala fundraising event.</td>
</tr>
<tr>
<td>•Clinic Management</td>
<td>•No formal &quot;title&quot; was adjusted to Clinic Coordinator, but essentially I handle all aspects needed to put clinics. Assign site captains, coordinate fields with them (with M.L.'s help) make sure each site captain has a list of coaches/volunteers they can pull from, handle gear donations and distribution, etc.</td>
</tr>
</tbody>
</table>
Table 7 -- Continued

<table>
<thead>
<tr>
<th>Fund Raising</th>
<th>Technology</th>
<th>Event Planning</th>
<th>Clinic Management</th>
<th>My role is not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

- My role is not clear
- I just started this year so still really figuring out where I can fit in. There has been no distinct role until recently... mostly it was helping plan events, spread the word, be a site captain and rally volunteers.
- I have provided a voice in the meetings representative of my age group. Although weather and personal scheduling have conflicted with my actual volunteering, I am excited to do some volunteer coaching at various clinics throughout the winter and spring of 2011.

Figure 30. Role on junior advisory board
Figure 31. Official role at entry into JAB

**Possible answers for question**

- When you joined the JAB, did you have a clearly defined role?

Figure 32. Feasible time commitment to JAB
If you spend more than 10 hours per week, please elaborate on how and when you spend those hours.

**Follow up to above question:** If you spend more than 10 hours in your CityLax commitments, please elaborate on how that time is spent.

- Can be more than 10 hours because we are responding to issues that have occurred that are out of our control.
- Managing weather related issues, site captain that can't participate on a given week.
- Amount of involvement on any given week depends on what is going on with JAB. This fluctuates a great deal.
- Being in regularly contact with Mat regarding macro issues can be time consuming.

Figure 34. Qualitative information regarding time spent
Table eight below documents the answer to the question: “Has there ever been a time where you felt overwhelmed by the responsibilities of your position on the JAB?”

Table 8
*Overwhelming JAB responsibilities*

<table>
<thead>
<tr>
<th>Possible Answers for this question</th>
<th>Number of members who endorsed each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Not Sure</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 35. Overwhelming JAB responsibilities

I feel that we have very limited resources to get done some of the important things that need to be handled. The steps it takes to do a systematic overhaul of the programs organization is difficult, but many times I feel we spend too much time discussing and not enough time making a decision and taking action.

We tend to do things very last minute for events, so when we need to do something, it's updating EVERYTHING all at once. The website, Facebook, send out emails, get an event ticketing site up and running.
The two tables below, documents what the JAB members view as the strengths and weaknesses of the organization.

### Table 9

**Strengths of the organization**

<table>
<thead>
<tr>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passionate volunteer base, many of these volunteers would do more if asked, but as with my other point above, we're not asking because there are extended discussions on How to ask, Who to ask, etc. A decision needs to be made and put into action quicker</td>
</tr>
<tr>
<td>Its mission statement and the people involved are Urban Athletics’ real strength. It's a very committed group of people!</td>
</tr>
<tr>
<td>Market Share - while not the traditional use of the word, we have the advantage of having a significant presence in the NYC Lacrosse community. As an established organization, we are looked to as the 'go-to' organization for expanding lacrosse in NYC schools.</td>
</tr>
<tr>
<td>Wide base of volunteers - through all of our respective contacts and the vast pool of former lacrosse players and enthusiasts in the NYC area, we have a great resource of willing and able volunteers who are eager to give back to the lacrosse community.</td>
</tr>
<tr>
<td>Access to Kids - this is more of an opportunity that we have as a result two above noted and a key area we need to make sure we are taking advantage of. We have a tremendous opportunity to have a profound impact on a number of high school players.</td>
</tr>
</tbody>
</table>

### Table 10

**Challenges for the organization.**

<table>
<thead>
<tr>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think we've done a good job outlining where we need work (measuring our impact, being more transparent with our supporters through updates, and expanding the reach of the organization) however we haven't executed plans to change some of these issues. Again, the agility of the organization is something that is a challenge. We need to set deadlines for things and stick to them.</td>
</tr>
</tbody>
</table>
Table 10 -- Continued

<table>
<thead>
<tr>
<th>Organization in general, but with the new defined roles; it’s been getting MUCH better!</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structure of the role of volunteers still needs to be finalized, but huge steps have been made this year with the JAB organizational chart.</td>
</tr>
<tr>
<td>One of the main areas we need to improve is taking a step back to assess where we are, think about where we want to be, and define a plan to get there. One of the biggest criticism/skepticisms I’ve heard from people when I talk about Urban Athletics is a lack of transparency in what we’re really doing.</td>
</tr>
<tr>
<td>I think we need to come up with defined goals for how we will measure success over the next year. Is that through participation targets at clinics? Is it through developing and launching a program at x number of schools? Is it seeing growth at existing start-up programs of x %? Is it raising x amount in funds? A big part of our fund raising should be more target-based. If our goal is to develop x programs, we should have a fully baked budget that lays out how much we need to raise for that. We should know how much we need to raise to fund all of the other activities and operations we put on. Those involved should know this so that we can properly manage towards these goals. On the fund raising side, one of the biggest criticisms I’ve always heard is based around this concept. We need to be able to provide tangible evidence to support the fundraising we’re doing. Perhaps a quarterly newsletter providing updates on clinics, a player profile from one of our development teams, details on mayors cup, etc. would go a long way to helping our donors feel more involved and feel like their contributions are making a difference. I would be happy to take on a bigger role working to build a dynamic budget that can help us going forward. Would also be willing to coordinate with Nick on setting up something that could help us connect to our donor base more frequently.</td>
</tr>
<tr>
<td>Raising money will always be a challenge. There will always be ex-lacrosse players willing to donate some time and energy to keep Urban Athletics going, but providing a steady stream of capital has proved difficult throughout.</td>
</tr>
<tr>
<td>Making how Urban Athletics runs more transparent to the JAB. More productive meetings. Bad weather contingency plans for winter clinics</td>
</tr>
<tr>
<td>Long term relationship/donor management – an area which we are working on, to continue to grow and financing.</td>
</tr>
</tbody>
</table>
Table 10 -- Continued

Membership. I think Urban Athletics is in a situation where it needs enough regular members to make sure things continue to run smoothly, but also needs people who are less involved in the day-to-day to extend the program's reach (fundraisers, mainly). We have to attract people to join the organization by not having them jump in full on, but get their feet wet bit-by-bit. Then down the road they will be more committed to donating more time and energy.

Table 11

Organizational Changes over time

I've seen the organization grow over the last 5 years in almost every aspect. I think the most obvious is its exposure to the support base we have in NYC. A few years ago it was relatively unknown, even amongst the lacrosse world, while now it's widely recognized as a place for players based in NYC to give back to the game. Additionally, the players coming through the system are far more open to the idea of lacrosse being a sport that can help them throughout life. It used to just be an activity to take part in, or a sport to play, but now the organization has shown them that while it's still both of those things, it's also a way for them to meet like-minded people out there that are willing to help them.

I think the organization has more than doubled since I've been a part of it. The first winter clinic I went to in Harlem had 3-4 lady volunteers, and now that same clinic has 10 - 20 showing up every week!

Other people have been taking on greater roles/responsibilities so that there isn't one single person overwhelmed with all the responsibilities.

From when I first started working with the clinics to where we are today, I've certainly seen some growth. I think the most positive areas of this growth have been in establishing clinics in each borough, the implementation and growth of the mayor's cup, and broader institutional organization within Urban Athletics.
Table 11 -- Continued

<table>
<thead>
<tr>
<th>While I am guilty of this offense (and it is understood that everyone on the board is busy and has prior obligations), I believe that there is little accountability, mainly in terms of attending meetings. This has changed since I have been with the organization; we now have defined roles and responsibilities for specific events and this has given the organization more structure. I still think we can do better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is growing in its number of volunteers and in its organization and structure in a positive way</td>
</tr>
<tr>
<td>Grown significantly, gained more volunteers become more formalized. It has spread to almost every borough.</td>
</tr>
</tbody>
</table>

Table 12

<table>
<thead>
<tr>
<th>Changes that still need to happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need to outline some of the larger picture items we already know we need work on, and work on them. Measuring impact, increasing the reach of the program. These are both somewhat vague but very large-scale projects that remain large and looming unless we just pick an aspect of them and start to go to work.</td>
</tr>
<tr>
<td>Needs to make the transition to a non-grass roots organization. We're on the verge of being more than a Non-Profit run out of someone's house.... I think there is the real possibility for much more grant and donor money in the future if we can get a real donor system up and running!</td>
</tr>
<tr>
<td>The idea of formalizing institutional memory has been mentioned often, so that as volunteers move on, the next volunteers have a better idea of what to do. This will be very helpful.</td>
</tr>
<tr>
<td>I think we shouldn't be afraid to re-evaluate things we already do and reassess if they are worth being done in the manner they have 'always been done.' In particular, I'm not sure I ever really understood how the Hamptons lacrosse tournament tied in to our core mission, but certainly have an open mind.</td>
</tr>
</tbody>
</table>
Table 12 -- Continued

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I think we need to have a more professional brand name... have</td>
<td>the gala be a gala rather than in a school auditorium... get</td>
</tr>
<tr>
<td>the gala be a gala rather than in a school auditorium... get</td>
<td>Urban Athletics to become an organization that is well known</td>
</tr>
<tr>
<td>Urban Athletics to become an organization that is well known</td>
<td></td>
</tr>
<tr>
<td>known like City Squash... continue to push fundraising.</td>
<td></td>
</tr>
<tr>
<td>Continue to structure, develop innovative programming (which is</td>
<td>expand to other regions.</td>
</tr>
<tr>
<td>occurring), and perhaps expand to other regions.</td>
<td></td>
</tr>
</tbody>
</table>

Table 13

Additional information and feedback

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It wouldn't be what it is without the people that are involved,</td>
<td>that's for sure!</td>
</tr>
<tr>
<td>that's for sure!</td>
<td></td>
</tr>
<tr>
<td>With so many winter clinic cancellations the past two years</td>
<td>due to weather, some thought should be given to how to deal</td>
</tr>
<tr>
<td>due to weather, some thought should be given to how to deal</td>
<td>with this in the future.</td>
</tr>
<tr>
<td>with this in the future.</td>
<td></td>
</tr>
<tr>
<td>One of the biggest obstacles to getting kids playing lacrosse</td>
<td>acquiring the proper equipment to play. We should continually</td>
</tr>
<tr>
<td>is acquiring the proper equipment to play. We should continually</td>
<td>evaluate how we can improve acquiring and providing equipment</td>
</tr>
<tr>
<td>evaluate how we can improve acquiring and providing equipment</td>
<td>to players throughout our programs, whether that be through</td>
</tr>
<tr>
<td>to players throughout our programs, whether that be through</td>
<td>equipment drives/collections, coordinating sponsorship programs</td>
</tr>
<tr>
<td>equipment drives/collections, coordinating sponsorship programs</td>
<td>with vendors, etc.</td>
</tr>
<tr>
<td>with vendors, etc.</td>
<td></td>
</tr>
<tr>
<td>Sometimes it feels like the JAB is too big... there are so many</td>
<td>should be given to how to deal with this in the future.</td>
</tr>
<tr>
<td>some people that we don’t know each other that well and it’s</td>
<td>One of the biggest obstacles to getting kids playing lacrosse</td>
</tr>
<tr>
<td>hard to figure out who is doing what. The tighter the</td>
<td>is acquiring the proper equipment to play. We should continually</td>
</tr>
<tr>
<td>The tighter the organization the more accountable people will</td>
<td>evaluate how we can improve acquiring and providing equipment</td>
</tr>
<tr>
<td>be and the easier it is to work together</td>
<td>to players throughout our programs, whether that be through</td>
</tr>
<tr>
<td>I think Urban Athletics has a great future and will continue to</td>
<td>equipment drives/collections, coordinating sponsorship programs</td>
</tr>
<tr>
<td>expand to other regions.</td>
<td>with vendors, etc.</td>
</tr>
<tr>
<td>Maybe consider doing clinics on Saturdays. Offering longer</td>
<td></td>
</tr>
<tr>
<td>winter clinic seasons.</td>
<td></td>
</tr>
</tbody>
</table>
Table 14
Additional skill set for JAB members

I think I fit well into my role...I feel strongly about actually being in touch with the student athletes we work with so while I think I have other skills that can help the program, I'd lose my passion for the program if I was to be removed from the coaching element.

Skills yes, time no...

I work with graphics very frequently and have access to programs required to do this type of work if necessary.

Yes, and I've been meaning to talk with M.L. and Doug about what I can be doing to further help the organization. I mention areas that I think we can really improve on below and they are also areas I think I can have a meaningful role in being helpful improving.
Table 14 -- Continued

| Other than putting the people I know in touch with Urban Athletics for donating purposes, I think that my skills are being used optimally for City Lax. |
| This year the organization of the board is really tapping into the strengths of our talented JAB. |
| I believe my skill set is being utilized effectively. |
| Yea would like to be more involved in event planning. |

DATA RESULTS ATTENDANCE COLLECTION AT FDAHS

Stage 3 of Data Collection

This final, stage three of the data collection, was largely unanticipated. As noted earlier, one of the Site Captains took the initiative to collect comprehensive attendance data during the 2010-2011 Clinic Season. This consultant had made this recommendation during the 2009-2010 Clinic Season; however it was determined at that time, which the organization was unable to follow through with this recommendation. Due to issues of practicality and utility, it was very difficult for the organization to collect sound attendance data at that time. While the primary client, M.L was in support of the attendance data collection, personnel and technology issues made this difficult. This issue of attendance data collection was going to be one of the most critical recommendations resulting from this consultation process, because it is one of the first steps in collecting sound and valid Needs Assessment Information. At the end of the 2010-2011 Clinic Season, this consultant was contacted directly by the earlier mentioned Site Captain. This information was shared directly with this consultant, and this consultant did analyze this data, despite the late time at which it was shared. The following data analyses will be
critical in demonstrating to Urban Athletics CEO and the JAB, the necessity of such information moving forward. It is the hope of this consultant, that the data below, will be further evidence of how critically important sound Needs Assessment data is. The following figures document the attendance data from the winter clinics at FDAHS during the 2010-2011 winter season.

Figure 37. Boys attendance data at FDAHS winter clinic site
Figure 38. Total attendance data for APRHS boys at winter clinic site

Figure 39. Total attendance data for FDAHS boys at winter clinic site

Figure 40. Total attendance for all boys at winter clinic site
Figure 41. FDAHS boys at winter clinic - segmented by grade
Figure 42. FDAHS boys at FDAHS – grade segmentation

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7th Grade</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9th Grade</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10th Grade</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11th Grade</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12th Grade</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Figure 43 FDAHS boys at FDAHS – grade segmentation
Figure 44. APRHS boys at FDAHS clinic site segmented by grade
Figure 45. APRHS boys at FDAHS – grade segmentation
Figure #46. APRHS boys at FDAHS clinic site
Figure 47. FDAHS site captain attendance: gender combined
Number of Site Captains

*Dates of Clinics*

*Sum of Site Captain Attendance Across All Clinics=26*

Jan. 23 Dat Cancelled Due to Snow

Figure 48. Total FDAHS site captain attendance
Figure 49. FDAHS site captain attendance: segmented by gender
**Dates of Clinics**
(Sum of Female Volunteer Attendance Across Clinics = 14)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Volunteer Attended</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Female Volunteers Not Attended</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

**Figure 50.** FDAHS female volunteer attendance
Male Volunteers (Excluding Captains) on Active Volunteer List

Dates of Clinics
(Sum of Male Volunteer Attendance Across Clinics = 54)

- Male Volunteers who did attend
- Male Volunteers - Not Attended

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Volunteers who did attend</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Male Volunteers - Not Attended</td>
<td>19</td>
<td>27</td>
<td>25</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>23</td>
<td>22</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>

Figure 51. FDAHS male volunteer attendance
Total Number of Male Volunteers who Attended at least one clinic = 24

Volunteer Attendance by # of Clinics Attended

Figure 52. FDAHS frequency of male volunteer attendance
Number of Site Captains

Total # of Site Captains who Attended at least 1 Clinic = 6

Site Captain Attendance by # of Clinics Attended

Figure 53. FDAHS frequency of site captain attendance
Figure 54. FDAHS frequency of female volunteer attendance
### Table 15
**FDAHS and APRHS sum of attendance totals for male students**

<table>
<thead>
<tr>
<th></th>
<th>12/5</th>
<th>12/12</th>
<th>12/19</th>
<th>1/16</th>
<th>1/30</th>
<th>2/5</th>
<th>2/13</th>
<th>2/20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FDAHS Boys</strong></td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>117</td>
</tr>
<tr>
<td><strong>APRHS Boys</strong></td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Boys</strong></td>
<td>23</td>
<td>17</td>
<td>18</td>
<td>22</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>140</td>
</tr>
</tbody>
</table>

### Table 16
**FDAHS sum of attendance totals for male staff**

<table>
<thead>
<tr>
<th></th>
<th>12/5</th>
<th>12/12</th>
<th>12/19</th>
<th>1/16</th>
<th>1/30</th>
<th>2/5</th>
<th>2/13</th>
<th>2/20</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male Volunteers</strong></td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>45</td>
</tr>
<tr>
<td><strong>Male Site Captains</strong></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Male Staff</strong></td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>58</td>
</tr>
</tbody>
</table>

### Table 17
**FDAHS staff to student ration for 2010-2011 winter clinics at FDAHS**

<table>
<thead>
<tr>
<th></th>
<th>12/5</th>
<th>12/12</th>
<th>12/19</th>
<th>1/16</th>
<th>1/30</th>
<th>2/5</th>
<th>2/13</th>
<th>2/20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff #/Stud. #</strong></td>
<td>10/23</td>
<td>3/17</td>
<td>4/18</td>
<td>6/22</td>
<td>10/18</td>
<td>7/17</td>
<td>7/14</td>
<td>10/11</td>
</tr>
<tr>
<td><strong>Staff/Student Ratio</strong></td>
<td>1:2</td>
<td>1:6</td>
<td>1:4</td>
<td>1:3</td>
<td>1:2</td>
<td>1:2</td>
<td>1:2</td>
<td>1:1</td>
</tr>
</tbody>
</table>

- 1 staff member for every 2 students
- 1 staff member for every 6 students
- 1 staff member for every 4 students
- 1 staff member for every 3 students
- 1 staff member for every 2 students
- 1 staff member for every 2 students
- 1 staff member for every 1 students
Figure 57. Volunteer to site captain ratio at FDAHS per clinic
Figure 58. FDAHS volunteer to captain ratios per clinic site
Figure 59. FDAHS staff to student ratios per clinic site
### Table 18
**Calculation of instructional hours for FDAHS boys**

<table>
<thead>
<tr>
<th>FDAHS BOYS</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>7&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>10&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>11&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>12&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Attendance Across all clinics</td>
<td>12</td>
<td>22</td>
<td>0</td>
<td>31</td>
<td>22</td>
<td>8</td>
<td>23</td>
<td>118</td>
</tr>
</tbody>
</table>

2 hours per clinic \ 118 \times 2

Instructional Hours for **FDAHS** Boys for 2010-11 Urban Athletics Season 236

### Table 19
**Calculation of instructional hours for APRHS boys**

<table>
<thead>
<tr>
<th>APRHS BOYS</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>7&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>9&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>10&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>11&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>12&lt;sup&gt;th&lt;/sup&gt; Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Attendance Across all clinics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>19</td>
<td>22</td>
</tr>
</tbody>
</table>

2 hours per clinic \ 22 \times 2

Instructional Hours for **APRHS** Boys for 2010-11 Urban Athletics Season 44

### Table 20
**Calculation of instructional hours for FDAHS and APRHS boys total**

<table>
<thead>
<tr>
<th>Total Instructional Hours</th>
<th>Instructional Hours for <strong>FDAHS</strong> for Clinic Season</th>
<th>236</th>
</tr>
</thead>
</table>

Instructional Hours for **APRHS** for Clinic Season 44

Total Instructional Hours for all Harlem Boys for 2010-11 Winter Clinic Season (Sum of APR and FDA) 280
According to above calculation formula for instructional hours, the following can be said to be true of the Winter Clinic Season at the FDAHS Clinic Site during the 2010-2011 Clinic Season: 280 Instructional Hours of Lacrosse were provided to 50 different male student-athletes at the FDAHS (Harlem) Clinic Site.

Table 21
Calculation of volunteer hours for site captains during clinic season

<table>
<thead>
<tr>
<th>Sum of Attendance Across all clinics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of <strong>Site Captain</strong> Attendance Across all Clinics</td>
<td>26</td>
</tr>
<tr>
<td>2 hours per clinic</td>
<td>26 x 2</td>
</tr>
<tr>
<td>Volunteer Hours provided by <strong>Site Captains</strong> during 2010-2011 Urban Athletics Season</td>
<td>52</td>
</tr>
</tbody>
</table>

Table 22
Calculation of volunteer hours for site captains during clinic season

<table>
<thead>
<tr>
<th>Sum of Attendance Across all clinics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of <strong>Female</strong> Volunteer Attendance Across all Clinics</td>
<td>14</td>
</tr>
<tr>
<td>2 hours per clinic</td>
<td>14 x 2</td>
</tr>
<tr>
<td>Volunteer Hours provided by <strong>Female</strong> Volunteers during 2010-2011 Urban Athletics Season</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 23
Calculation of volunteer hours for female staff during clinic season

<table>
<thead>
<tr>
<th>Sum of Attendance Across all clinics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of <strong>Male</strong> Volunteer Attendance Across all Clinics</td>
<td>54</td>
</tr>
</tbody>
</table>
According to above calculation formula for volunteer hours, the following can be said to be true of the Winter Clinic Season at the FDAHS Clinic Site during the 2010-2011 Clinic Season: **188 Volunteer Hours** donated by **35 Former-Collegiate Players (Urban Athletics Volunteers)** to student-athletes at the FDAHS (Harlem) Clinic Site.
It is important to note that the above generated goal indicators are *examples* of possible goal indicators for the organization. These may not be the only goal indicators that Urban Athletics needs to consider. For example, one goal indicator that needs to be considered is the issue of fund raising. Other relevant stakeholders, who also hold interest in the organization, also need to be considered. For programmatic purposes, this group (“Potential Donor’s”) could be considered a “tertiary target population.” This “tertiary
target population/relevant stakeholders” also have interest in the success of the organization. In order to make decisions about where they donate funds, they also have a need that the organization must to be aware of.

For example, the people who donate money to the organization may need transparency regarding the organizations financial structure and where funds go. Donors may need regular updates about the program in order to feel both financially and personally connected to the organization. For some, they may need a more personal connection to the organization (knowing that x number of dollars donated went to starting this specific team in Harlem.) This is an area that must be considered in the organizations strategic development plan, and will be discussed further at that time.

Chapter IV Summary

This fourth chapter documented the results of the data collection that were part of this consultation process. This included documentation of the data in visual graphic charts, as well as documentation of the statistical analysis that followed. Both qualitative and quantitative was documented, and the calculation of possible goal indicators was explored.
CHAPTER V
Strategic Development Plan

Chapter V Abstract

Chapter five documents the Strategic Development Plan that will provide Urban Athletics with the information that they need in moving forward with program re-design. The needs assessment data that was reported in the previous chapter contributed to the clarification of the current state of affairs in the organization and directed the development of this strategic plan that will guide the organization, over the course of time, in realizing their desired state of affairs.

Purpose of the Strategic Plan

Without clear understanding of the program that is expected to add value to an individual, group or organization, it is not possible to make sound judgments about how the program has been implemented nor the extent to which the program was worthwhile (i.e. that value has been added to the target population). Lack of clarity about the design of a program (e.g. purpose, goals, activities) sets the conditions for a limited understanding about the program, it’s worth and how it might be improved or expanded to other sites or settings. There must be clarity and transparency for the consultant, client and other relevant stakeholders (members of JAB, school personnel, PSAL) in their relationship with Urban Athletics. Lack of clarity about program design creates a situation where people who are involved with the program (e.g. program implementers, volunteers) do not have guidance or other information to direct them in how to proceed in a timely,
economical way. Consequently, these people are likely to become disinterested in doing what is necessary to assure that the program occurs as designed and that desired results are obtained. Alternatively, a program that is designed in a SMART manner (to be discussed) is likely to be implemented and is likely to be valuable in terms of target population outcome. Relatedly, and most importantly, a well-designed program helps to keep the process of program planning and evaluation under control.

This Design Phase, or for the purposes of Urban Athletics, the Strategic Development Plan, is the second of four major phases of this Program Planning and Evaluation Process. The first phase, the Clarification Phase, is documented in the Clarification Report deliverable. The third phase is the Implementation Phase where the suggestions and feedback outlined in the Design Phase are actually implemented, by the organization itself. The fourth phase is the Evaluation Phase where the implementation guidelines are subsequently evaluated. This is a dynamic and fluid and occurs over time. The organization must be reflexive in this endeavor and organizational readiness is often assessed, to ascertain the actual, on the ground, capabilities of the organization to follow through.

The purpose of the Design Phase (Strategic Development Plan) is to document the program in terms of essential program design elements, based on evaluation information from the Clarification Phase as well as the information generated during the Design Phase.
Through the Design Phase activities, a program design is generated that details essential program design elements such as:

1. Purpose, Goals and Goal Indicators
2. Program components, phases and activities
3. Personnel
4. Development and implementation schedule/time line
5. Budget
6. Program Evaluation Plan
7. Other relevant program design elements

This information is placed in a Program Design Document (for Urban Athletics, this is called a “Strategic Development Plan” that serves as a basis for the Implementation Phase and Evaluation Phase of the program planning and evaluation process. (Maher, 2001)

*Overview of the Activities of the Program Design Phase*

Based on the above noted purposes, there are four major activities of the Design Phase. These activities can be described as follows:

1. **Describe the Program Purpose, Goals and Goal Indicators,** so that it will be clear as to what value the program is intended to have.

2. **Consider program design alternatives,** in order that a range of methods, procedures, and materials are assessed as being capable of contributing to realization of program purpose and goal attainment.
3. **Develop the program**, in terms of having available or prepared the important resources that will allow the program to be implemented successfully (i.e., relevant human, technological, information, financial, temporal and physical resources).

4. **Document the program design**, with respect to its essential elements and in as SMART a manner as possible, thereby increasing the likelihood that the program will be implemented as designed and that it will add its intended value to the target population. (Maher, 2001)

The above activities are sequential in that one must follow the other for a well-designed program to be documented. Further, these activities are interrelated in that the information generated from one activity serves to guide how to proceed with the next activity including the technologies (e.g. methods, materials) to be used as part of the activity. Finally, the activities are reflexive in that changes in one activity and the resulting information may require re-routing to a previously completed activity in order to modify it.

*Program Purpose and Goals*

This section will guide Urban Athletics in deciding exactly how their program can be designed or re-designed so as to meet the stated outcomes. Essentially, the purpose and goals of a human services program, like Urban Athletics, reflect the value that will added to the target population by means of the program. Naturally, without a clearly stated and purpose and goals that relate to the *actual needs* of the target population, it is impossible
to make decisions about how the target population has been enhanced. Relatedly, it will be less likely for the consultant and relevant stakeholders to be able to make evaluative judgments about the degree to which the program has in fact added value to the target population. In fact, without a clearly described program purpose and goals, the entire program design venture can be called into question as a misplaced, inappropriate venture. (Maher, 2001.)

There are several reasons why it will be important for Urban Athletics to carefully and thoughtfully consider their program purpose and goals.

Reasons for Describing Program Purpose and Goals:

1. A statement of program purpose signifies the overall mission and intent of the program. More specifically, this statement provides a capsule summary of who is to receive the program, how they will be provided it, and what value will accrue to them as a result of it. This kind of statement helps communicate the importance of the program with respect to the target population to a range of relevant stakeholders, including funding agents.

2. A statement of program purpose helps focus attention of the members of the organization, relevant stakeholders, and the program planning and evaluation team on the essence of the program (who, how, what). In this way, non-essential information can be deleted or otherwise eliminated from program planning and evaluation routines of these people. *To consider: How do each of the activities that Urban Athletics is involved in relate to our overall
mission? Are there things that we are focusing on that are beyond the scope of our mission and goals? In terms of organizational efficiency, what is essential, what is non-essential?

3. The goals of the program, if smartly stated serve to signify the value of the program and the standards to which all subsequent program planning and evaluation activities are centered.

4. The goals of the program allow a program evaluation plan to be formulated that makes it possible to collect data about the degree of progress of program participants toward each goal and the extent of goal attainment.

5. The goals of a program serve as the benchmarks or targets in deciding what program technology – methods, materials – and people are to be part of the program.

6. The statement of program purpose and goals direct the consultant, client and others in deciding whether these outcomes are relevant to the previously described needs of the target population.

In order to describe the purpose and goals of the program, several tasks need to be accomplished. These tasks are noted below.

Tasks necessary in order to describe Program Purpose and Goals:

1. Review again the needs of the target population and context in order to assure their accuracy and relevancy. Begin formulation of a written statement of program purpose.
2. In relation to each needs, or set of needs, **Specify the valuable**
   accomplishment (goal) in terms of human states, conditions or qualities
   (KSA’s – Knowledge, Skills and Abilities.)

3. For each specified goal, (valuable accomplishment) decide how it can be
   **Measured**.

4. Determine whether the specified and measureable goal is **Attainable** by the
   people who will participate in the program (target population)?

5. Decide whether the specified, measureable and attainable goal is a **Relevant**
   one for the target population.

6. Delineate a **Timeframe** within which the specified, measureable, attainable
   and relevant goal is likely to be attained.

7. Formulate a complete version of the program purpose, linked to SMART
   goals.

**Review the Needs of the Target Population and Context in Order to Assure their**
**Currency and Relevancy.**

Sometimes, the Design Phase is not initiated immediately following the Clarification
Phase. Consequently, it should not be assumed that the needs of the target population and
the relevant context in which those needs are embedded have remained constant.

Naturally, a range of developmental, educational, and life related factors could intervene
to alter the needs and context pertinent to the target population. Therefore, prior to
describing the purpose and goals of the program to be designed, it is advisable to review
the needs and context as a “program security check.” If the needs and context have remained the same, then activities of the Design Phase can proceed accordingly.

Note that for the purposes of this consultation, due to organizational constraints and lack of organizational readiness, Needs Assessment Data was only collected from one specific site (L.I.C.H.S Girls Team.) This data was collected in June of 2009. Needs Assessment Data will need to be collected from other sites to determine appropriateness of goals. For example, all of the girls at L.I.C.H.S reported that they were already planning to attend college. This number might be different at other sites. If the goal is to convince students that college attendance is importance (based on contact with college graduates who are coaches and mentors) but these girls already wanted to attend college, prior to their contact with Urban Athletics mentors, that this goal might not be Relevant for them. This will guide the statement of whether or not one of the Urban Athletics goals is to increase or improve college attendance.

Further, many of the girls reported that they wanted to play lacrosse in college, yet most of them have only been playing for one year, with more than half of them having played for less than one year. If one of our goals is to help students leverage lacrosse in getting in to college, what is the likelihood that a student who has only played two years by the time of High School graduation is competitive in terms of college recruitment? The goal of helping LIC girls use lacrosse to get in to college might not be Attainable.
As noted above, it is critical to continue to assess the needs of the target population with regular “program security checks” to ensure that program deliverables are meeting the needs of the intended target population. *The review of needs and context is most important, but it does not require substantial time or effort.* Rather, the task can be facilitated by answering the following question:

- Are the needs of the Target Population still current and relevant?
- If yes, how do we know that?
- If no, what evidence leads us to believe that they are not current or relevant? (e.g. passage of time such as the summer months?)
- Is the context within which the needs of the target population are embedded still current and relevant?
- If yes, how do we know this?
- If no, what evidence leads us to believe that the context is different?

If needs and context are still current and relevant, program planning and evaluation attention can now shift to strategic development.

Recommendation

*Before moving forward, it is critical that Urban Athletics consider the following:*  
In order to move forward with the next phase of strategic planning, they MUST ASSESSS THE NEEDS OF THE TARGET POPULATION. It is purely speculative to assume that any given target population needs (or wants) what Urban Athletics offers. Much of Urban Athletics original purpose was based on a premise of assumption (evaluative judgments made based on opinion and speculation), largely derived from the
success of D.’s lacrosse and presumed need for high school programming for low income students.) This is a critical and essential component of program planning and evaluation. Moving forward with any program design is entirely inappropriate, if the actual needs of the target population have not been assessed.

Formulation of a Written Statement of Program Purpose

A statement of program purpose is a written description, which informs the reader of the statement about the following:

- **WHO** will be provided a human services program (i.e. who is the recipient of the Urban Athletics programming? The entire target population or some sample of it? What is the organization capable of managing?)
- **HOW** the people will be provided the program in terms of methods, activities, personnel and location.
- **WHAT** value will accrue to the program’s participants as a result of the program in terms of the goals attained, outcomes realized.

As Urban Athletics begins to describe the program’s purpose, it will be apparent that the purpose may not be able to be completed as thoroughly as we would like at this juncture. This is because activities for the program may not have been fully determined, or the goals have not yet been appropriately stated. Nevertheless, it is helpful to draft an initial program purpose statement that will be revised and placed in a more complete form later.
The development of a true Statement of Program Purpose is necessary. At present, this is incomplete and rudimentary at best. The statement must be precise and accurate and should not be unnecessarily broad or inappropriately pretentious or obscure. For example, the original mission included meeting the needs of High School student athletes. As such, this is where Needs Assessment questions were directed. There has been informal discussion of the possibility of expanding Urban Athletics into the younger ages, but it would be inappropriate to make the statement of purpose, unnecessarily broad (i.e. saying that we serve all ages when we do not). Before the organization ever considered actually extending programming in the younger grades, they would first have to do thorough needs assessment and context assessment to justify this expansion. Further, the organization needs to focus on clarifying and organizing their current program, before further expansion. The current statement of program purpose has been documented as such:

Vision.

Through quality lacrosse programming, Urban Athletics seeks to enhance educational opportunities, fitness levels, and life skills for boys and girls at the youth, middle school, and high school ages living in the five boroughs of New York City.

Mission.

Urban Athletics, Inc. is a non-profit organization dedicated to establishing lacrosse as a mainstream sport in New York City through partnerships with the Public School system and community based organizations. Urban Athletics uses lacrosse as a vehicle for
helping student/athletes see the value of taking charge of their education, graduating on time, living a healthier lifestyle, and developing life skills for successful college and career advancement.

Focus.

We are currently focused on expanding lacrosse into schools (and a school system) that historically have had little or no access to the game and that are predominantly comprised of populations with lower income families.

The primary client has documented the “Statement of Program Purpose” via the above noted “Vision, Mission and Focus.” However, it is not entirely clear what Vision, Mission and Focus even mean. What are the differences between Vision, Mission and Focus? Do they answer the bottom line question What does Urban Athletics do? Who do they do it for? and How do they actually do it? The answer to this is no, the focus, vision and mission do not clearly capture the program purpose.

Figure 61. Statement of program purpose
Recommendation

Urban Athletics as an organization lacks FOCUS. The organization needs to refine the “Statement of Program Purpose.” To this end, some things that the client and the JAB need to consider are the following:

- **WHO:** Clearly and succinctly defining the target population. (This has been done by this consultant. Before considering expansion in terms of younger target populations, it would be advantageous to focus on current programming, and consider expansion at a later date. Expansion into the younger grades may be appropriate for a long-term goal.) Refer to the clarification report – the target population is High School Student Athletes in Urban, Low-Income, Public Schools) Remove the unnecessarily, broad notations about Middle School students and Youth. Right now, the program serves High School students. *This temptation to deliver too many things to too many people has historically been problematic for the organization.*

- **WHAT:** Clearly and succinctly delineate what value is added to participants through program participation. What value added do we intend to have? This must be directly related to the Needs Assessment. WHAT do the students need, and WHAT do we provide to help them meet those needs? The Needs Assessment drives this. In the mission/vision/focus at present, the organization states that we seek to “to enhance educational opportunities, fitness levels, and life skills” and we use lacrosse as a “vehicle for helping student/athletes see the value of taking charge of their education, graduating on time, living a healthier
lifestyle, and developing life skills for successful college and career advancement.”

- **HOW:** Clearly document the way in which Urban Athletics actually delivers their programming and meets the needs of the target population. This includes clarifying the nature and scope of programming.

![Diagram showing the importance of needs assessment to drive programming](image)

**WHAT do the students need.**
This information must come directly from the students. These are not things that we presume they need.

**WHAT does our program offer to help meet those needs.**

Figure 62. Importance of needs assessment to drive programming

**To consider:** Do we have any data that supports that the students want or need to improve their fitness levels, educational opportunities or life skills? Or that they are not already taking charge of their education, graduating on time and living healthy lifestyles? Where is this information from, why are we assuming that the student-athletes need these things? For example, publically available demographic data (see appendix) for LICHS, during the 2009-2010 school year indicates that they have an 86% graduation rate. So do the
students at this school need Urban Athletics to graduate on time? Maybe, maybe not.

Further, our own data collected indicated that 100% of the girls on the lacrosse team already have the intention to attend a four-year college. Do we have any data that suggests that these students have poor life skills or unhealthy life styles? Do we have any clear indicators on how Urban Athletics could improve that?

According the literature review done by this consultant, there IS in fact data to suggest that student participation in after school athletics can be beneficial. Further, data suggests that the key to students realizing the benefits of after-school sport programs is about the mentor or adult that delivers that programming. The point is that we need to be better at articulating the needs of target population and articulating how the goals of our program that meet those needs.

Recommendation

Urban Athletics as an organization lacks **CLARITY** regarding the scope of services and products. The organization needs to refine the “Statement of Program Purpose.” To this end, some things that the client and the JAB need to consider are the following:

**To Consider:** It will be important to clarifying exactly **HOW** Urban Athletics services and products are consistent with its core mission or vision of bringing lacrosse to underserved, urban high school students. For example, at present Urban Athletics is involved in a number of “products and services.” It will be important to document all of those
services, and justify how they fit with the overall organization mission. For example, some of Urban Athletics “products/services” are:

- **Winter skills clinics** This was the segmented focus of this consulting process, as it is considered the primary service and core technology offered. For example, one of the needs we assessed was that the girls wanted to play lacrosse in college, yet many of them only have less than 1 year of lacrosse experience. Our winter skills clinics are a focused, concrete service that can provide the students with a KSA (Knowledge, Skills, Abilities) in an area that we have determined there is an actual need.

- **Procurement of Lacrosse Equipment:** Urban Athletics has historically participated in procurement of equipment for already existing lacrosse teams in the city. We have informal data that has been collected that indicates there is a need for equipment at the schools. This information has been shared verbally with the CEO on various occasions. However, documenting this need would be helpful. This could be as simple as M.L. sending an email to the coaches asking if they need any equipment, and then helping secure equipment for the coaches that noted they did need it. (As opposed to just bringing equipment to a school, *assuming* that they need it.) This will help with organizational efficiency, and help M.L. and others not waste time with providing services where they are not needed.

- **Assisting in Team Start-Up:** Urban Athletics also helps schools that are interested in lacrosse programming, start their teams. How exactly this occurs is entirely unclear and needs to be clarified. It is believed that historically, the
organization responded to assist any team that was interested. However, this approach has become problematic and cumbersome given the growth of Urban Athletics and the interest in their services. As stated earlier, it is important for the organization to remember that they cannot be all things to all people. Given the ever-present reality that funding and personnel are scarce, it is important for the organization to carefully consider how they use both their financial, time and personnel resources. This is particularly true for administrators, like M.L., who are often involved in many, many aspects of the program, and often try to be available to anyone who is interested. At present, there is no clear process for determining which schools would benefit from Urban Athletics assistance. There is no formal process that is written on paper and documents what the steps are, how Urban Athletics chooses which schools to help and what the timeline for assistance or the goal indicators are. This has made the process very inefficient for the organization. For example, last year, a number of schools were interested in Urban Athletics assistance in helping start a team. One of those schools was Hunter College High School, a satellite school of the New York City Public School District for gifted students. Publicly available information indicates that Hunter College High School has an entirely different profile than the other schools that Urban Athletics serves. Specifically, they have much more funding; the student body has a much lower rate of students requiring free lunch (common indicator for poverty levels at schools). The general income levels for students at Hunter City College are much higher than FDAHS or LICHS. Further, historically this school has a very active parent
group, who are often involved in fund raising. Given this information, it is critical that Urban Athletics develop a systematic, consistent process for determining whether or not they should become involved in a school start-up process. Part of this may include considerations of whether or not the school is below a certain income level, what the level of need is, and whether there are other schools that need Urban Athletics assistance even more.

- **Hiring Coaches:** This goes along with the above noted which is regarding how Urban Athletics “partners” with PSAL in recruiting and hiring coaches in schools. Do we do this for all schools? Who pays the coach? Who finds the coach? How do we determine which schools need coaches? Do we train coaches? What are our policies for quality assurance for coaching staff? Most importantly, how do we help recruit and support coaches so that can make a commitment to the program that lasts over time? Consistency and commitment to the team is what will bring about the most benefits to the student-athletes. (The same is true of volunteer coaches who serve at Winter Clinics)

- **Mayor’s Cup:** Urban Athletics hosts a spring tournament for student athletes to show case their skills. How does this fit with overall program purpose? This likely gives students an opportunity to demonstrate their skills to a wider audience, which may include college coaches. Again, a needs assessment is critical. Many of the girls at L.I.C.H.S did not attend the Mayor’s Cup. Why?

- **Hampton Summer Shoot Out:** How does the summer shoot out in the Hamptons fit with overall mission and purpose? This is a shoot out demo given by the volunteer coaches that occurs in the Hamptons. How does this fit with us
serving the need of low-income high school students? Do we generate fund raising opportunities from this? Need to clarify and justify with overall mission.

- **New Jersey Tournament:** At times, M.L. has organized opportunities for certain students to participate in a tournament in NJ, again with the intention of exposure to other teams, player and coaches. This may be a very valuable service that others would like to participate in, but until we assess the need and document the value added, we have no idea.

- **Fund Raising:** Urban Athletics must consider this aspect of program development if they want to maintain long-term stability. The relationships with fund raising sources need to be examined and monitored. For example, the organization hosts an annual gala for a certain segment of donors (who is the target population for this gala? A certain segment of the donor population, not really for volunteers.) Does this generate funding? Does the work and time that is put into organizing the fundraiser, justify the value added or money raised? There may be other areas related to fundraising that we also need to focus on.

- **College Mentoring:** This is an area that Urban Athletics is looking into expand in to. Again, no clear needs assessment has documented that this is actually a need, but it is presumed and assumed to be important, so there is discussion of making this part of Urban Athletics services. The organization again needs to refer back to the scope of their own programming, and recognize that their area of expertise is in lacrosse programming, not the college application process or guidance counseling. There are others out there who are experts in this area, and it makes more sense to partner with those experts, than try to re-invent the
wheel. Again, this organization, like many grass roots start up organizations has a tendency to want to be all things to all people. This needs to be addressed.

JUSTIFICATION FOR RECOMMENDATION:
The above list of services is just a sample of the activities that Urban Athletics is involved in. There may be other, more informal activities as well. The breadth of the programming speaks to the lack of focus of the organization. There have been gains made to this end, but it is critically important that Urban Athletics focus on their areas of expertise (teaching lacrosse skills, providing equipment, helping interested students leverage their lacrosse experience in the college recruitment process) and not try to be all things to all people. The organization often spreads itself too thin in trying to start new branches of programming, without adequately evaluating existing areas of programming. We have historically focused on “number of new programs started” as a value added indicator, yet we have done little follow-up or measurement of how those programs are being sustained. If we want to make “program start up” part of our services, we need to be systematic about how we do that and how we monitor it. For example, while the organization has focused on “# of programs started over 5 years” it has not noted how many of those programs are still running OR how well they are running. There seems to be a belief that donors are interested solely in growth, when in fact, data suggests that donors are FAR more interested in accountability and sustainability. As such, rather than focusing on number of programs started, it is the recommendation of this consultant that Urban Athletics focus on QUALITY instead of QUANTITY. One step towards this end will be collecting attendance data at the clinic sites to determine how well they are
attended and how many students we are actually reaching. Particularly of interest is how attendance varies over the course of the clinics.

An example Statement of Program Purpose for Urban Athletics is the following:

High School Students in Low-Income Public Schools in New York City, who are interested in learning more about lacrosse, can participate in free winter skills clinics held in each of the five boroughs. Students that demonstrate specific interest or skill, may also participate “show case” events that will help the student demonstrate skills to college recruiters. Both the Winter Clinics and Show Case events are staffed by Urban Athletics volunteers, who help the organization systematically evaluate the success of the services. Urban Athletics is also able to help interested schools start a regular season lacrosse team. Interested schools will need to demonstrate why they are interested in developing this programming and what their level of need is. Urban Athletics will systematically evaluate school readiness for such a team before moving forward. Finally, Urban Athletics is also able to help secure equipment for individual players, or schools that want to start teams, or schools that already have teams. The need for equipment will have to be clearly demonstrated and communicated with Urban Athletics, so that equipment can be provided systematically and to those with the highest need. To this end, Urban Athletics will assist interested students learn more about the game of lacrosse, help interested and skilled students demonstrate their skill to college recruiters, and help interested teams start to develop a team of their own. All of these services help Urban Athletics fulfill their core mission of bringing lacrosse programming to low-income, urban high school students in New York City.
Formulation of Organization Goals

Document GOALS of the organization

In relation to each need, or set of needs, specify the valuable accomplishments (goals) in terms of human knowledge, skills or abilities (KSA’s).

Within the context of the program planning and evaluation process, a goal is a statement reflecting a valuable accomplishment or outcome that accrues to members of the target population as a result of their participation in a human service program. In this regard a goal has to do with Knowledge (K), Skills (S) or Ability (A). Relatedly, a goal is derived from a psychological or educational need of the target population, or from a set of needs that combines into a goal statement.

A goal is a statement reflecting a valuable accomplishment or outcome, that accrues to members of the target population as a result of their participation in a human service program. In this regard a goal has to do with Knowledge (K), Skills (S) or Ability (A).

Figure 63. Knowledge, skills and abilities
Smart Goals

A goal is the basis for subsequent program planning and evaluation activities including activities associated with program design and outcome evaluation. In order to focus these activities in a way that increases the likelihood of worthwhile programming at Urban Athletics, it is useful to consider and understand the requirements of a SMART goal. In this regard, SMART goal possess the following properties:

- **SPECIFIC** – the goal statement clearly delineates a valuable accomplishment for the target population in terms of qualities (KSA’s) that add value to them and that are linked to their important psychological and educational needs.

- **MEASUREABLE** – Given the specified goal statement, quantitative indicators are referenced to the goal that guide the organization and others in deciding to what extent the goal has been attained and how to measure such attainment.

- **ATTAINABLE** – Given the needs of the target population and the relevant context, the goal is considered (by the consultant and relevant stakeholders and experts in the area of youth lacrosse) as one that can be realized (attained) by the target population.

- **RELEVANT** – The goal is considered important, given the needs of the target population, relevant context and program purpose.

- **TIMEFRAMED** – The goal statement is referenced to a particular period of time within which it is expected to be attained.
This will involve the organization (M.L. and JAB) specifying the most important goals to which a program is to be designed. At this point, the task has to do with goal specifications in terms of valuable accomplishments. In this regard, valuable accomplishments or outcomes pertinent to the target population have to do with the knowledge, skills and abilities that could relate to the following states or conditions:

- Growth (for example, growth in lacrosse skills -improvement in these skills over time).
• Development (for example, of knowledge of the game - demonstrate knowledge of rules of game).

Here are examples of potential goals for Urban Athletics that utilize SMART properties:

An example of a goal statement with SMART properties: (extracted from the statement of program purpose)

1. High School Students in Low-Income Public Schools in New York City, who are interested in learning more about lacrosse, can participate in free winter skills clinics held at a pre-determined location in each borough

   a. At the beginning of the academic school year, interested students will be targeted for their potential involvement in Winter Clinics.

   b. Subsequent data attendance will be collected at each clinic site to measure the degree to which students participate in clinics over the course of the clinic season.

2. Students that demonstrate specific interest or skill may also participate in “show case” events that will help the student demonstrate skills to college recruiters. Both the Winter Clinics and Show Case events are staffed by Urban Athletics volunteers, who help the organization systematically evaluate the success of the services.

   a. By the end of the clinic season (after 8th clinic in February/March) the juniors and seniors will be assessed (via clinic coach evaluation of skill).
b. Those student athletes that fall in the top 10% based on coach assessment will be contacted individually and invited to participate in specific show case events.

c. The clinic coach will be responsible for matching the students with a mentor (may be M.L., may be themselves, may be another coach) who will help the student physically get to the show case events.

d. These students will be followed and assessed at the end of that summer, to assess how helpful the showcase events were.

e. It is anticipated that of all of the participants, 10% of each the population at each clinic site will be interested in further exploring the opportunity of playing lacrosse in college. At follow-up, it can be anticipated that at least 1 student of that top 10% will attend college to play lacrosse.

3. Urban Athletics is also able to help interested schools start a regular season lacrosse team. Interested schools will need to demonstrate why they are interested in developing this programming and what their level of need is. Urban Athletics will systematically evaluate school readiness for such a team before moving forward.

   a. Schools will demonstrate specific need (as assessed by a pre-determined set of eligibility requirements and context assessment) and if eligibility requirements are met, Urban Athletics will assist a school in hiring a coach and providing skill development and equipment procurement for the team.

   b. At one month, three month and sixth month intervals, the team will be assessed for sustainability and to further address what, if any other services
Urban Athletics provide moving forward. Each team should be self-generating by the end of year two. Students on the team can continue to participate in the winter skills clinic.

c. Once infrastructure is solidified and the organization goes through the necessary modifications and strategic planning, it can be hypothesized that Urban Athletics could realistically devote their organizational resources to developing one lacrosse team per academic year. They should not devote resources to further developing teams, until they have assessed the health of the existing teams.

4. The need for equipment will have to be clearly demonstrated and communicated with Urban Athletics, so that equipment can be provided systematically and to those with the highest need.

   a. Schools that demonstrate need (as assessed by a pre-determined set of eligibility requirements and context assessment) can contact Urban Athletics for assistance in procuring lacrosse equipment. This may be, but does not have to be, a team that was started by Urban Athletics.

   b. Based on funding availability, Urban Athletics may realistically be able to provide equipment to three lacrosse teams in the NYC area.

Goal Measurement

For each specified goal (valuable accomplishment), decide how it can be measured. In order to measure (obtain data on) each specified goal, it is necessary that goal indicators be identified and that these indicators be considered as valid relative to the
goal. In this regard, a goal attainment indicator is that which is measured and that allows one to make a judgment that the goal was attained or that progress is being made by the target population toward that goal. (Maher, 2001.)

In order to decide what valid goal indicators are and in order to distinguish between a goal and a goal indicator, the following perspectives have proven to be important for those involved in the program planning and evaluation process:

- A goal is a valuable accomplishment that is intrinsic to the target population. For example, “To develop effective team work and collaborative problem solving skills by playing a team sport” is intrinsically invaluable to the target population in that, if the goal is attained, each member of that population will be more valuable to himself or herself in that they now will be have additional athletic experience that they may be able to leverage in other areas. (As data suggests, a great deal of potential value added for participating in team sports.) In this example, you do not actually “see” the goal. More specifically, as stated above, you are not able to proceed directly to measure the goal since there is no indicator of what data are to be collected, when and what criterion signify goal attainment. This is so because the goal statement denotes something that is valuable, an accomplishment, but one that is intrinsic in importance.

- A goal indicator is a measure that allows the client and other relevant stakeholders to make a judgment about goal attainment. In this sense, a goal indicator is something that (a) can be observed and agreed upon as a valid
indicator of the goal, (b) can be measured by means of an appropriate instrument, method or procedure, (c) has only extrinsic importance, solely as a way of making a judgment about the intrinsic goal. In essence, a goal indicator allows the following questions to be answered:

a. **Who** will be measured with respect to progress toward the goal or goal attainment (i.e. target population members)

b. **What** will be measured with respect to the goal (i.e. knowledge, skill, ability, and attitude)?

c. **How** will measurement occur (i.e. test, checklist, observation, permanent product)?

d. **When** will measurement occur (i.e. daily, weekly, pre-program, post-program) and by whom (i.e. clinic coach, consultant)?

e. **What** standards or criteria will signify desired levels of goal attainment?
Figure 65. Goal indicators

An example of a goal for Urban Athletics that utilize SMART properties:

An example of a goal statement with SMART properties: (extracted from the statement of program purpose)

1. High School Students in Low-Income Public Schools in New York City, who are interested in learning more about lacrosse, can learn, including team work, collaborative problem solving and peer cooperation through their participation in free winter skills clinics held at a pre-determined location in each borough
a. At the beginning of the academic school year, interested students will be targeted for their potential involvement in Winter Clinics.

b. Students will be targeted via an annual Needs Assessment Survey that will be completed by student athletes. (This could be as basic as having Athletic Directors and Teachers direct students to Urban Athletics website, where there will be a link for a 5 question Needs Assessment. Using a program like Google docs, the data will be summarized automatically, with little required of actual personnel.)

c. Subsequent data attendance will be collected at each clinic site to measure the degree to which students participate in clinics over the course of the clinic season.

The above noted goals and goal indicators are examples of what goals and goal indicators could be developed for Urban Athletics. The primary client and other relevant stakeholders (JAB) can use this information to guide their own development of goals and goal indicators. To that end, it will be helpful for them to consider each goal indicator in relation to four qualities, before selecting and finalizing the indicator.

These four qualities are:

1. **Practicality:** The goal indicator is one on which data can be collected without disruption to operational routines of the organization

2. **Utility:** If data are collected with respect to the goal indicator, the resulting information can be used in making valid judgment about goal attainment.
3. **Propriety:** The goal indicator adheres to all pertinent legal strictures and ethical standards.

4. **Technical Soundness:** The goal indicator can be defined in terms of relevant dimensions of reliability and validity.

*If a goal indicator cannot be justified because it does not possess one or more of the above qualities, it should not be linked to a goal.

After answering the question about whether the goal is **Specific** and **Measureable**, the organization needs to consider if those goals are also **Attainable, Relevant and Time-lined**.

**ATTAINABLE:**

Determine whether the specified and measureable goal is **attainable** by the people who will participate in the program (target population)? Once each goal has been specified and one or more appropriate goal indicators referenced to it, attention can turn to deciding whether the goal can be attained by the target population.

There are several considerations when thinking about the attainability of the goal by the target population. Review the goal statement, its indicator, and time frame as necessary. If these are *not* clear, they must be clarified before proceeding. Otherwise, goal attainability will be impossible to judge in a precise sense.
RELEVANT:

Determine whether the specified, measureable and attainable goal is relevant one for the target population

With respect to the target population, a goal can be considered relevant if it possesses these features:

1. Reflects a valuable accomplishment for each person having to do with knowledge, skill or ability.
2. The valuable accomplishment is intrinsic to the worth of each person and serves as a means to other valuable accomplishments

With respect to the organization, a goal for the target population can be considered relevant if it possesses this characteristic:

1. It aligns with the overall mission of the organization

TIMEFRAME:

Delineate a timeframe within which the specified, measureable, attainable and relevant goal is likely to be attained.

1. What prior program evaluation data exists that suggests the amount of time it will take for goal attainment?
2. What do the identified needs indicate about the time it will take for goal attainment?
3. What is suggested by the relevant context that suggests an appropriate timeframe for goal attainment?
4. What informed opinions can be obtained (e.g. from subject matter experts) about the goal and time related factors? (e.g. according to those that have an expertise in lacrosse, athletics and instruction, is it reasonable to think that a first time lacrosse player will be able to play in a regular season game after participating in 6 or 7 winter clinics?

By considering the above questions and answering them, the client and relevant stakeholders (M.L. and JAB) will increase their understanding about the time it will take to attain a particular goal. Relatedly, such understanding will help the client and relevant stakeholders (M.L and JAB) make judgments about the “degree of certainness” that they have about the time and a particular goal. Whatever the situation, delineation of a time frame that is linked to each human service program goal is THE most important part of this part of the Design Phase.

*Formulate a complete version of the program purpose linked to SMART Goals.*

The final product of this stage is for the client and JAB to finalize a complete version of the program purpose and SMART goals. It will be useful to make sure that each program goal is as SMART as possible and that each SMART goal is directly relevant to the statement of program purpose. Thus, this last task is devoted to placing program purpose and goals into a complete form, as a basis for the second phase of the strategic plan (Design Phase).
An **EXAMPLE** of what this might look like is:

**Statement of Program Purpose:**

High school students, in low-income districts in New York City, who are interested in learning more about the game of lacrosse and the potential benefits of team sport participation, will have the opportunity to attend weekly skills sessions and tournament show cases, with former collegiate players and mentors throughout the academic school year. Urban Athletics is also committed to assisting interested schools in beginning their own lacrosse team, and helping secure lacrosse equipment for teams and individuals in need. Through their participation in Urban Athletics programming, interested High-School students from low-income districts in New York City will be able to improve their lacrosse skills, learn how those skills can be leveraged at the high-school, college and post collegiate levels, and engage in positive mentoring relationships with former collegiate players.

**Goal Statement with Smart Properties:**

Through their participation in Urban Athletics programming, interested High-School students from low-income districts in New York City will be able to improve their lacrosse skills, learn how those skills can be leveraged at the high-school, college and post collegiate levels, and engage in positive mentoring relationships with former collegiate players.

**Goal Indicators:**

- At the outset of each academic year, needs assessment surveys will be distributed to high school athletic directors/principals inquiring about the level of interest
their students may have in participating in Urban Athletics winter clinics. Schools that report possible interest will be targeted for “marketing” of the Urban Athletics clinics and potential benefits of participation.

• Attendance data will be collected at all of the Urban Athletics winter clinics (will include student grade and school) so that attendance data can be tracked throughout the winter clinic season.

• At least once during the winter clinic season, students will be encouraged to access the Urban Athletics website and complete a Needs Assessment Survey where they will be asked about interest in other Urban Athletics program, perceived satisfaction with programming, and degree of support and connection they felt with their clinic coaches and mentors.

• Attendance data on the coaches will also be collected, so that the organization can track student coach ratios and assess the stability of volunteer’s participation. Research suggests that the mentoring relationship between students and coaches occurs primarily when there is consistency in coach’s attendance and involvement. This also supports why it is so important to obtain commitment and buy in from volunteer coaches.

• Volunteer coaches will be trained and mentored by peers (other volunteers who have been with the organization) regarding how to effectively teach lacrosse skills (stick drills, assessing level of need, teaching foundation skills) as well as how to build relationships with students and how to use examples of their own lacrosse experience and successful college graduation to teach students about benefits of sport participation. Students will be asked about the perceived amount to which
they learned in end of season Needs Assessment. Students will also be asked a
general satisfaction question (Would you recommend Urban Athletics to a friend?
Will you return to next year to participate in Urban Athletics clinics?)

- It is anticipated that for each clinic site, 80-90% of students will attend at least
  half of the winter clinics.
- It is anticipated that for each clinic site, 80-90% of the coaches will attend at least
  half of the winter clinics.
- It is anticipated that for each student that participates in a Urban Athletics clinic,
  at least 80% of them will report positive experiences as a result of their
  participation (via satisfaction level question in Needs Assessment)

Once the Statement of Program Purpose as well as the SMART goals and goal indicators
have been clarified and documented, the client and relevant stakeholders (M.L and JAB)
will be prepared to move forward with the tasks in the next phase of the strategic plan
(Considering Program Design Alternatives.)

*Formulation of Program Design*

Before engaging productively in this next task of strategic planning, when the various
ways in which Urban Athletics can move forward are considered, it is necessary to now
introduce several concepts. Without thorough understanding of these concepts, the
program may be designed in an incomplete manner. These major concepts are: (a)
Program Design, (b) Program Design Elements, (c) Program Design Document. (Maher,
2001.)
Just like a house or car has a fundamental design, so does a program. In order to build a house or a car, or redesign those objects, the architect or engineer requires clear understanding of the object’s design and accurate documentation with respect to its essential elements. Without such information, it would not be possible to undertake, in a professional way, the design or redesign of the house or car. While, upon reflection such fundamentals seem obvious, it is not surprising to observe the relatively little focused and professional attention given to the design of a human services program as part of the program planning and evaluation process. Often, the program’s design is considered in a cavalier way or more typically, not at all. Consequently, it then is not surprising to observe a program that cannot be successfully implemented when it has a poor design.

A program design is the structure of a program with respect to its most important elements (to be discussed shortly). The design of a program has one primary focus or reference point and that is the description of program purpose and the SMART goals that are linked to that purpose. The program design is formulated, or in the case of Urban Athletics, re-formulated; only following description of program purpose and goals. If a program is designed without such a reference point, an incomplete program will be implemented. *As members of the JAB alluded in their Needs Assessment feedback, at present, Urban Athletics does seem to be operating without specific, measurable, attainable, relevant, time-lined goals. Neither the client nor relevant stakeholders should proceed at this point, until the above noted is complete. If these have been documented, then it is appropriate to move forward with considering Program Design Elements.
NOTE: It is critically important that the client and the relevant stakeholders (M.L. and JAB) work consistently, collaboratively and with full transparency to clarify the program purpose and program goals and move forward with appropriate program development.

Figure 66. Clarity, transparency and worthwhile programming

Program Design Elements:

A program’s design is a reflection of a range of elements. In this regard, it is these elements that give the program form and substance and provide the direction for how the program is implemented. Although the specific form and substance of each program design element will vary depending on the purpose and goals of a particular program, the following are program design elements that are typical of human services programs, and may be appropriate for Urban Athletics:

1. Basic Reference Point – Statement of Program Purpose and SMART goals.
2. **Eligibility Standards and Criteria** – that indicate what members of the target population can participate in the program.

3. **Policies and Procedures** – that guide program personnel in how to function within the program.

4. **Methods and Techniques** – that are used by program personnel with participants as a means to facilitate goal attainment.

5. **Materials** – that are used in conjunction with the methods and techniques.

6. **Equipment** – that helps support program operations.

7. **Facilities** – in which the program is implemented.

8. **Components, Phases and Activities** – that delineate the process of the program and how it will be implemented.

9. **Budget** – that also supports program operations.

10. **Personnel** – who are responsible for implementation of the program?

11. **Incentives** - that help set the conditions so program personnel and participants will want to follow through on the Program.

12. **Program Evaluation Plan** – that allows data to be gathered and analyzed so that judgments of worth and merit can be made about the Program.

Each of these elements will be discussed in relation to Urban Athletics Strategic Plan.

The client will develop all of the elements noted above and relevant stakeholders (M.L. and JAB) in a written document that serve as the basis for Program Implementation and Evaluation. It is the production of this type of document that outlines the program and its operations, and will provide Urban Athletics with the necessary information that they
need for future expansion, development, and long-term sustainability. The Flow Chart of Program Design Elements below further demonstrates this process.

![Flow Chart of Program Design Elements](image)

Figure 67. Flow chart of program design elements

*Tasks Associated with Program Design Activity: Consider Program Design Alternatives*

In order to consider alternatives that may be appropriate for incorporation into the design of a human services program, a set of particular tasks have proved useful in program planning. By completing these tasks in the appropriate way, the chance is reduced that the client and relevant stakeholder (M.L. and JAB) will not get “locked into” any non-customized set of alternatives. Rather, the likelihood is increased that a program will be designed that is customized to the needs of the target population and to the purpose and goals of the program.

The tasks to be completed are:

a. Review again the statement of purpose and goals of the program.
b. Determine whether eligibility standards and criteria and/or policies need to be stated for the program.

c. For each goal, or set of goals, consider whether a separate program component or phase is warranted.

d. For each component or phase, consider the methods, techniques, procedures, materials and other elements that can comprise it.

e. For each component or phase, consider the personnel who can be associated with it.

f. Sequence the program components or phases.

g. Specify a budget that will support program development and program implementation.

h. Formulate a program evaluation plan.

Review again the statement of purpose and goals of the program.

There may be situations when time has elapsed between when the statement of program purpose was drafted and when the program is re-designed. It is important review program purpose and goals before proceeding with considering program design alternatives. Otherwise, the alternatives being considered may not be current or relevant, given existing conditions.

This task can be completed simply by asking and answering the following question with the client and relevant stakeholders (M.L. and JAB).

☑ To what extent are the program’s purpose and goals still current and relevant?
If the answer to this question is that yes they are still current and relevant, then attention can turn to the next task. If not, changes need to be made in purpose/goals before proceeding.

_Determine whether eligibility standards and criteria and/or policies need to be stated for the program._

A human services program’s implementation will be enhanced with particular kinds of information that guides and directs people associated with it. These people include individuals responsible for the administration of the program, people who will implement it, and other stakeholders (like M.L., JAB and other relevant stakeholders.) The aforementioned will need to decide whether the program can benefit from the following information:

- ☑ Eligibility Standards and Criteria
- ☑ Policies

_Eligibility standards and criteria_ relate directly to the target population, their needs and their relevant demographic characteristics. In essence, eligibility standards and criteria are written statements that inform people associated with the program just who is eligible to participate in it. Not all human services program require explicit, written eligibility standards and criteria, especially those programs that are customized to a particular group at a particular site. However, programs that receive state and federal funds and/or are regulated by public agencies (like the PSAL) often require statements about eligibility of
individuals for the program as public assurance that the appropriate people are being provided it.

For the purposes of Urban Athletics, one possible solution is that the *Eligibility Requirements* used for the PSAL would be appropriate for Urban Athletics as well. Any student in the New York City Public School District that is eligible to participate in school-related athletic programming should also be eligible to participate in Urban Athletics funding. The Student-Athlete Eligibility Rules and Regulations in part, can be found in the appendix of this report. The eligibility rules and regulations can be found in full on the PSAL website. For the purposes of Urban Athletics, particular attention should be paid to “Attendance” and “Scholastic” eligibility requirements. Of note, just because Urban Athletics might choose to adopt the PSAL’s eligibility requirements, does not mean that Urban Athletics is responsible for verifying eligibility. According to PSAL bylaws, it is incumbent on the school principal and athletic director to review records and assure all students are eligible. Because Urban Athletics is predicated on the fact that participants are not just athletes, but also students, it might be important to highlight scholastic and attendance criteria to the students, as it supports the overall mission of the organization in helping students realize educational potential

**Urban Athletics Eligibility Standards and Criteria:**

- Any high-school student enrolled in a public school within the five boroughs of New York City, may participate in Urban Athletics programs if he/she meets the following conditions:
Meets eligibility standards and criteria to participate in Public School Athletic League sports programming. (Refer to Appendix for additional information)

- Demonstrates interest (as gauged by attendance at clinics) in learning more about lacrosse.

Policies relate to important matters of how a program is to operate. As a written statement, a policy reflects practical wisdom about one or more aspects of a human services program like Urban Athletics. Moreover, a policy statement is important for program planning and evaluation, to the degree that it helps the client and relevant stakeholders (M.L. and JAB) understand (a) who can be provided the program, (b) how they can receive it, and (c) what can be expected from the participants following their entry into the program.

One example of a policy statement for Urban Athletics regarding how the winter clinics are run might be the following:

Each Urban Athletics participant is to report to the central district location where the winter clinic is being held. A previously appointed Site Coach (Urban Athletics volunteer) will lead the skills clinics. A small group of volunteers, who report to the Site Coach, will also be present at each of the clinics to support the skill training of the students. The Site Coach and Volunteers will be responsible for jointly running the clinics. All sites need to turn in attendance data for each clinic. To be collected includes student name, grade and school.
A policy statement regarding the role of site captains and volunteers could be drafted from the already written guidelines that the organization put out at the beginning of the 2010-2011 academic year. Those guidelines (see below) could easily be modified into a policy statement.

*Dear Urban Athletics Winter Clinic 2011 Site Captains and Volunteers:*

Thank you again for signing up to coach in our 2011 schedule of free weekend winter lacrosse clinics offered to NYC public high school student/athletes. This will be our 6th year offering this type of instruction/mentoring and we hope this year will be our best effort yet. Most of the kids cannot afford to play travel team lacrosse or go to camps. So these clinics are crucial to their off-season development and provide an atmosphere where they can interact with volunteer coaches/role models. We are also proud to offer this program in all 5 boroughs.

As we begin this coming weekend December 4 and 5, here are some guidelines that will help us:

1. Check in with your site captains before the start of each clinic.
2. The first two clinics are where we find out what type of turnout we will get (remember, this is voluntary for the students) and what type of players we will be working with. So, please connect with your site captains (especially after the session is over) and help them assess what should be incorporated into future practice plans.
3. If you have a special skill set or area you would like to focus on in terms of instruction (such as goaltending, shooting, face-offs, etc.), please tell your site captains.
4. If we have an unusually high number of volunteers vs. number of players, please offer more individual instruction to those who really need it. Take players out of a drill to do this.
5. Maximize touches on the ball by having coaches run groups in small numbers. Minimize players standing around.
6. Overall, keep it positive, stay very engaged, emphasize the teaching part, and try to form some relationships with the kids. Most kids look for any type of mentoring offered.
7. We are outside, so dress for the weather.
8. If you do bring an extra stick or some gear and can loan it out if needed, make sure you get it back.

With respect to determining the necessity of written statements of eligibility standards and criteria, and/or policies for the program’s design, several questions can be considered:

☐ Will the written statement (e.g. standard, policy) be able to be adhered to by professionals and participants?
Will the written statement inform professionals and participants about how to proceed?

Will the written statement respect the rights of people and all relevant ethical and legal concerns?

If answers to these questions are in the affirmative, it is likely that each written statement will be a valuable addition to the design of the program.

For each goal, or set of goals, consider whether a separate program component is warranted.

At this point in the Strategic Planning (Design Phase) of the program, planning and evaluation process, goals have been described that are derived from the program's statement of purpose that in a SMART form. In many programs, these goals are part of larger sub-sets or domains, connected to the range of services provided by the organization. As discussed earlier, Urban Athletics offers a range of services. In developing focus and clarity, some of those services/products may be deemed not worthwhile to continue, especially as it relates to the overall program missions. However, other components (service/products) offered by Urban Athletics, might be deemed as still being worthwhile for further development. The aforementioned services and products (e.g. Winter Clinics, Summer Shoot-Out, Mayor’s Cup, Equipment Procurement, and Fundraising Planning) can each be considered their own “component” or “phase” of the overall Urban Athletics programming. Each of these different components may be considered a “mini-program” within the larger program design. In this regard, a program component, (phase) is distinguished in the following way:
1. It (i.e. component/phase/service) is focused on a particular goal or set of goals that share common characteristics (knowledge, skill or abilities)

2. It (component/phase/service) encompasses a distinct set of programmatic resources. These resources, which will be discussed in more detail, may include the following:
   a. Methods and Techniques
   b. Materials
   c. Activities (sequenced progressively over time)
   d. Equipment
   e. Facilities
   f. Budget
   g. Personnel
   h. Incentives

For example, as it relates to the above: the winter clinics require very different facilities, personnel and equipment than the Summer Shoot Out, or Urban Athletics Gala. In deciding whether a program goal, or set of goals, warrants a separate component or phase, the following questions can be considered:

☑ Does the goal(s) demand a substantial amount of time to be attained and a particular technological approach?

☑ Does attainment of the goal(s) serve as a prerequisite for attainment of other goals in other domains? (e.g. skill development in a clinic is a pre-requisite for participation in a show-case tournament for college recruiters)
If answers to any of the above questions are affirmative, it probably is important to consider separating out the different components or services of the organization.

Methods, Techniques, Procedures

A method is a particular way of doing something as part of a program, according to some convention, best practice, curriculum, guide or plan. For instance, having students participate in mock-competitions, or scrimmages, is a method of teaching players how to handle the demands of balancing skill with strategy in a game setting.

A technique is distinguished from a method in that the technique is a specific and prescribed way of performing the mechanical details of a skill. In this sense, a technique reflects the performer’s technical skill as part of a program, such as the technique of encouraging players to chase after ground balls. *A method typically encompasses a set of interrelated techniques.*

When considered with a program design context, a procedure is a way for the program implementer to proceed in doing things, as part of the program. For instance, there may be a procedure for orienting participants to a program prior to their participation in it.

*Example of Method, Technique, Procedure for Primary Target Population (Student-Athletes) at Urban Athletics Winter Clinics*

- **Method:** Using a 7 versus 7 scrimmages to teach student-athletes how to use their skills in a game setting.
- **Techniques**: Teaching students the specific techniques in picking up ground balls, executing dodges, completing a face off, and successfully scoring a goal.
- **Procedures**: Orienting the students at the beginning of each clinic by explaining what will be accomplished that day during the clinic.

*Example of Method, Technique, Procedure for Secondary Target Population (Volunteers) at Urban Athletics Winter Clinics*

- **Method**: Using a written handout to orient new volunteer coaches to the Winter Clinics
- **Techniques**: Teaching students the specific rules of lacrosse by using a white board and various play scenarios.
- **Procedures**: Orienting the clinic coach about what their role and responsibilities are at the Winter Clinics.

*Methods, Techniques and Procedures are particularly important for new volunteers and site coaches, who need a “Guide Book” or at least a guiding document with regards to how to run a clinic, how to teach specific skills, and how to manage teenagers. The information documented (in written form) in the Method, Techniques and Procedures, would make for an appropriate “New Volunteer Coach Orientation” (or some other way of teaching/training volunteers how to do their job and fill their role. This also would increase confidence in the volunteer to do the job, and increase the likelihood that they would be committed to the job.*
Roles and Responsibilities

The Client and Relevant Stakeholders (M.L and JAB) have already made some progress in this department. Specifically with the drafting this “Clinic Coach Roles and Responsibilities” document (at the recommendation of this consultant). This document can be found below. Some version of this documents might appropriately capture the “Methods, Techniques and Procedures” for the Winter Clinics. In addition, at the suggestion of JAB members and frustration with the winter snow season affecting the clinics, M.L. also drafted a “Weather Procedures” document which is also appropriate and could serve as part of the “Methods, Techniques, Procedures” of the Urban Athletics winter clinics.

November 17, 2009

Dear All:

Thanks for signing up to coach in our Urban Athletics Winter lacrosse clinics given for the benefit of public school players and programs supported by Urban Athletics.

The Clinic schedule is now posted on the Urban Athletics website www.Urban Athletics.org.

For the clinics, you have either expressed interest or been identified by our Advisory Board to be a Site Captain (for boys or for girls). So, in addition to coaching, we hope you will perform an “organizing role” at the clinics during December-February.

Simply put, we ask the Site Captains to be the key organizing person to make sure the clinics go smoothly and that the content is valuable for the kids. Specifically, we ask you to do the following (or share these responsibilities):

6. **Staffing.** Make sure you are staffed properly to run each clinic using the list of volunteers that have signed up to work at each site (we will provide this). Each week, via email that you send to your coaching group at your site, get a firm idea on volunteer coaches that are coming. We hope your group will be consistent in participation, but we all know schedules can change. If you cannot make it (this can happen as well), make sure you have someone to take your place as captain at the site.

7. **Preparation.** If you can, meet with your volunteers before the clinics start up (first clinics take place on December 6 at all sites except in Brooklyn where they begin on December 13). Organize a rough game plan on how to run each clinic (format, drills, what facets of the game you want to cover, competitive stuff, scrimmages, etc.). If a Pre-December 6 meeting in person cannot be held, please try to cover it on the phone and using email.
8. **Take charge and set the tone.** You will be the key person to make sure the clinic starts off (well organized) and ends properly (review what was done, allow for questions, ask the kids to thank the coaches with applause, end in positive manner). With help of your other volunteers, make sure there is a plan to follow for each clinic (what you will cover for the 2 hours). Set a good tone of positive teaching and player development (beginners and experienced), emphasizing to the kids that hard work in the off-season pays off.

9. **Sharing your knowledge and knowledge of your fellow volunteers.** Work with the school coaches at each site to make sure they are part of the process. Technically, they are not allowed to coach the kids, but you can give them assignments (they cannot run the practice). Plus we hope they will become further educated by the types of drills and teaching that you do and the volunteers do. Give them something to do. Also, ask them to help you with the set-up for each clinic (goals, balls, cones, scrimmage vests, etc.).

10. **Mentoring.** Create an atmosphere where volunteer coaches connect with the kids beyond the drills, etc. As best as possible, get volunteer coaches to interact with the kids and share past experiences as a college student/athlete and what you are doing now in the working or grad school world. Give the kids something to look up to.

The above are meant to be guidelines. Feel free to make changes you feel would make the clinics more impactful and beneficial.

Thanks so much for volunteering in the Urban Athletics winter clinic programs.

Yours in lacrosse,

M.L.
CEO/President

**Winter Weather Procedures**

M.L was urged to document a clear and concise procedure for weather-related protocol.

This document can be found in the appendix.

**Materials, Forms and Checklists**

*Materials* are the books, tapes, manuals, worksheets and other manufactured products that are used by program personnel and participants during a program. At this juncture, materials, forms and checklists do not appear to be necessary for the “Winter Clinic” programming at Urban Athletics.

**Equipment and Tools for Urban Athletics Winter Clinics**

*Equipment* and *Tools* represent hardware and related devices that are instrumental in operation of the program and that will contribute, if used properly, to program
effectiveness. Equipment and tools need to meet particular specifications, in order to be considered as being of appropriate quality and hence suitable for use as part of a program. Equipment and tools need to be used with respect to particular methods for specific reasons. For Urban Athletics Winter Clinics, there are a number of equipment considerations, particularly with regards to athletic equipment. This may include lacrosse sticks, safety gear, lacrosse goal cages, lacrosse balls and other relevant equipment.

Incentives (Monetary and Non-Monetary)

An incentive can be considered as that thing or entity which appears to urge people – program participants, personnel – to action/accomplishment. An incentive also may be termed a motive, stimulus or cause of action. A monetary incentive (i.e. incentive pay, bonus) is a payment to induce a worker to increase or improve production. A nonmonetary incentive is a non-wage tangible product or intangible element that induces a worker to perform in a prescribed way.

One possibility that needs to be considered is the incentive or (WIFT – What’s In It for Them) factor for the personnel, specifically the volunteer database. With an organization that is run entirely on volunteers, this is a critical element that cannot be overlooked. This is why it is absolutely essential to do a Needs Assessment of the volunteer database. Two of the questions on the Needs Assessment Protocol that this consultant developed was in regards to assessing the “What is in it for them” factor, so that we can understand what volunteers need and want to get out of the experience, so that we have a higher rate of commitment. One of the preliminary pieces of feedback that was gathered through
participant observation and informal dialogue was that volunteers really, really want to participate in social networking well other volunteers. Being with same aged peers (young professional in NYC) is a key part of the benefits of volunteering. As a former clinic volunteer, I can attest to the fact that in the fall of 2009, when the clinic times for the girls were abruptly changed (no longer matching with the boys’ times) I was very disappointed. In the previous two years, all of the male and female volunteers from the Harlem site would get together after the clinics at 4:00 for a socializing opportunity. This was a great benefit to participating as a volunteer. Research routinely suggests that volunteers need to feel committed to the cause and also connected, in terms of relationships with people, within the organization. The more cohesiveness and group connectivity that can be built in a group of volunteers at a clinic, the more inclined they feel to be committed to the site and more personal accountability and responsibility they feel to their fellow volunteers at that site.

Balancing the “What’s in it for them (the volunteers)” versus “What’s in it for me (the organization). At the end of the day, Urban Athletics would not be in existence without the commitment of volunteers. In order to recruit and retain highly skilled and committed volunteers, we must consider their needs and balancing the WIFT with the WIFM.
Figure 68. What is in it for them, what is in it for me?

Facilities and Other Resources for Urban Athletics Winter Clinics

Facilities have to do with building, rooms, and other places wherein the program will operate. Other resources refer to additional sources of information, expertise, energy or electrical power needed for the program to be effective.

There are a number of considerations, particular with physical space and gym space at different public school sites that are relevant here. It is important to document the specifics about what gym or outdoor space is being used, when, for how long etc.
Program Personnel

For each component or phase, consider the personnel who will be associated with it. There are various ways to consider the personnel who will be associated with a component or phase of a human services program. All of these ways are important to consider in order to prevent making personnel decisions too quickly and, hence incompletely or erroneously in program design. In this regard, personnel can be considered in terms of the “3R’s”:

- **Role**: The part or function a person is to perform with respect to the program or component (phase) including major job accomplishments.
- **Responsibilities**: The specific tasks or activities assign to the person.
- **Relationships**: The manner in which the person is to relate to other people associated with the component (phase) or to the overall program.

Sequence the program components or phases.

Activities of a program often are sequenced within a component, progressively. Program activities occur in a planned, purposeful sequence. Activities as they occur as part of a component or phase occur over a particular period of time. Effective programs, therefore, are ones that reflect activities, which are sequenced and timed in planned, purposeful ways, by component or phase.
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>September</td>
<td>Start of Academic School Year</td>
</tr>
<tr>
<td>October</td>
<td>JAB Reconvenes after summer recess</td>
</tr>
<tr>
<td>November</td>
<td>Volunteer Recruitment Event/ JAB Meets</td>
</tr>
<tr>
<td>December</td>
<td>Winter Clinics Begin on Weekends/JAB meets</td>
</tr>
<tr>
<td>January</td>
<td>Winter Clinics continue on weekends/JAB meets</td>
</tr>
<tr>
<td>February</td>
<td>Winter Clinics End/JAB meets</td>
</tr>
<tr>
<td>March</td>
<td>Annual Fund Raising Gala (in 2010 held in March)</td>
</tr>
<tr>
<td>April</td>
<td>Mayor’s Cup for Students - PSAL Lacrosse Season Begins</td>
</tr>
<tr>
<td>May</td>
<td>Annual Fundraising (Held in May in 2009)</td>
</tr>
<tr>
<td>June</td>
<td>PSAL Lacrosse season ends</td>
</tr>
<tr>
<td>July</td>
<td>Planning for Hamptons Shoot Out</td>
</tr>
<tr>
<td>August</td>
<td>Hamptons Shoot Out in South Hampton, NY</td>
</tr>
</tbody>
</table>

Figure 69. Sequence of program components or phases
Specify a Budget

Specify a budget that will support program development and implementation

In some way, a budget is attached to a program and there are many ways to develop a system of costs that can be program-oriented/referenced. Estimation of costs for a program budget can be organized in terms of costs for clarification costs, program design costs, implementation costs, and outcome evaluation costs.

Particularly as it relates to fund raising and recruiting donors, it is critical that Urban Athletics devote efforts to clarifying and documenting a working budget. It would be appropriate to share this information with relevant stakeholders including Senior and Junior Advisory Board Members. Feedback from data collection suggests that there may be a number of funding opportunities available to an organization like Urban Athletics, however they are often over looked by potential donors because they do not have the necessary documentation that states how much of each donated dollar actually goes to direct services for the target population. Further, Urban Athletics needs to improve their relationships with donors. As noted earlier, potential donors also have a set of needs when considering where they spend their money. This includes regular contact with the donors, (quarterly newsletter documenting Urban Athletics programming) and paying more attention to monitoring and managing the relationships with donors.

If Urban Athletics is interested in accessing potential donors, they need to consider working with an independent financial organization that specifically focuses on working with non-profit organizations. On such organization is Guide Star. The information below might be useful for Urban Athletics Strategic Planning. (http://www2.guidestar.org/)
Additional involvement with other independent organizations that are intended to rank or “grade” non-profit organizations would be useful to consider. Both donors and potential volunteers (those who have either monetary or non-monetary donations to make) look to these independent organizations when making decisions. A few additional resources to consider include the following:

- **Volunteer Match**: The Volunteer Match network connects volunteers with nonprofit organizations. Every day, thousands of volunteers search Volunteer Match for opportunities in their neighborhood. When volunteers see your listing, they simply click on it to connect with your organization and get involved. ([http://www.volunteermatch.org/volunteers/](http://www.volunteermatch.org/volunteers/))

- **Idealist.Org**: Idealist connects people, organizations, and resources to help build a world where all people can live free and dignified lives. Idealist is independent of any government, political ideology, or religious creed. Our work is guided by the common desire of our members and supporters to find practical solutions to social and environmental problems, in a spirit of generosity and mutual respect. ([http://www.idealist.org/info/About/Vision](http://www.idealist.org/info/About/Vision))

Consultation with like-minded, organizations, with similar missions and purposes would also be helpful. Urban Athletics should consider consulting with the following organizations:

- **CitySquash**: [http://www.citysquash.org/about_us/mission/](http://www.citysquash.org/about_us/mission/)
- **MetroLacrosse**: [http://www.metrolacrosse.org/](http://www.metrolacrosse.org/)
• **Up2Us**: [www.up2us.org](http://www.up2us.org) (an organization that works with smaller non-profits likes MetroLacrosse all over the country, with sports based youth development organization.) Organization also helps staffing with volunteers and coaches.

  - This organization is known to M.L and it is advisable to explore re-connecting with this organization, as there are numerous potential opportunities here.

**Formulate a Program Evaluation Plan**

An essential, albeit often overlooked program design element is a clear, concise, written plan to evaluate the program. A program evaluation plan enables program personnel to gather data, in response to particular evaluation questions and to use the evaluation information for judging the program’s worth/merit and for making subsequent program planning decisions. It will be the responsible of Urban Athletics to proceed in developing an appropriate program evaluation plan. A program evaluation plan details the following:

- Evaluation Questions
- Data Collection Variables
- Methods, Instruments, Procedures for Data Collection
- Methods and Procedures for Data Analysis and Interpretation
- Guidelines for Communicating Evaluation Results
Chapter V Summary

Chapter five documented the Strategic Development Plan that will provide Urban Athletics with the information that they need in moving forward with program re-design. The needs assessment data that was reported in the previous chapter, contributed to the clarification of the current state of affairs in the organization and directed the development of this strategic plan that will guide the organization, over the course of time, in realizing their desired state of affairs. All program design elements were considered and discussed.
CHAPTER VI

Summary and Conclusions

Chapter VI Abstract

This final chapter will document the summary and conclusions of this consultation process. Now that I step back and have some distance from the process, I can reflect on both the expected and unexpected results of this consultation. This chapter will also include strengths and draw backs of the participant observer method of inquiry, and the role that played in my consultation.

In reflecting on this process of Program Planning and Evaluation, there are a number of conclusions that can be drawn that have been useful for me professionally, and may be useful for other professionals. First and foremost, it can be said with confidence that having a structured, effective, systematic method for planning and evaluating programs makes what can often seem like an impossible venture, much more manageable. As noted earlier, I had been a volunteer with this organization for approximately three years prior to my entry as the “consultant.” For three years, I was privy to the early development of the organization, and experienced as a volunteer, the frustration that was felt when considering the enormity of actually starting a non-profit organization that provides a service. There has been immeasurable amount of work done by M.L and others who acted as the “champion” of the organization. Hours, and hours, and hours of time and personal resources are devoted to starting a grass roots organization, and I have a much
greater appreciate for the struggle that M.L was faced with in getting this program off the ground.

*Professional Development*

My consultation with Urban Athletics also demonstrated, very clearly, how important it is to develop programming that is truly based on the *needs* of the organization. Learning about this in a classroom setting under the guidance of Dr. Maher was a highly valuable learning experience. However, actually applying his PP&E framework in a real world setting, far advanced my knowledge and confidence in using the system. This consultation process, also provided me with the opportunity to work under the supervision of an expert. With Dr. Maher’s guidance, I was able to navigate this process successfully. It was through this experience, that I believe I truly learned the importance of needs driven programming. In fact, in my current placement, I am considering developing a program (on a much smaller scale) and I have begun to think about the needs of the target population. I am in the processes of beginning the Clarification Phase and I am realizing not only how comfortable and competent I feel using the PP&E framework, but also how much of an asset this skill is. It has become apparent to me in my search for a post-doctoral position, that this skill set is indeed a very valuable professional skill to have. For the development of other professional psychologists, I think this process can teach us that it is important to diversify our skill sets, so that we can provide a number of different services to an organization, beyond just traditional clinical skills.
Expected Outcomes

There were both expected and unexpected results that came out of this consultation. Some of the expected results were around the fact that this systematic PP&E framework actually works. I had confidence in the framework and was very aware of the fact that this framework has been used countless other times, in countless other settings with countless other human services programs. I also did expect some organizational resistance to the process of this consultation. I was aware of the fact that the primary client was very much mired down in the day-to-day operations of the organizations, and preferred to be involved in every aspect of the program. I also had the distance from the organization and objectivity to recognize that this desire to be involved at every level, was also a limitation.

Unexpected Outcomes

There are a number of outcomes that were entirely unexpected as well. First and foremost, I did not anticipate how distance from the organization, would make me more effective. There are a number of JAB members who naturally think in a programmatic way, and they have been commenting on these different struggles in the organization for some time. But when I shifted my role from “volunteer” or “Junior Advisory Board Member” to “Consultant” I was much more effective.

Participant Observer Method of Inquiry

This point is very much related to the participant-observer model of inquiry in research. The type of qualitative research focuses on the importance of having the researcher go
into the world of the “subject” and both participate in the “work” while simultaneously observing the situation. This is an interesting role to play and my history as being a volunteer with the organization gave me leverage to do this. I had built a history of trust with the organization, and also contributed a subject matter expertise. As a former collegiate lacrosse player and a lacrosse coach for middle school students, I was able to access this otherwise “closed” organization. It would be very difficult for a complete outsider to infiltrate the organization and have such authentic access to the internal operations, without having built currency with the organization. This participant-observer method was a natural fit for this type of consultation and gave me a great opportunity to provide valuable feedback to the organization. On the note of feedback, my role as participant-observer, consultant and former volunteer required a delicate balance of providing candid, direct feedback, but doing so in a way that fostered ongoing collaboration. If I was judgmental or condescending in my consultation, I would have lost the trust of the client, and with it, access to the organization. It had to use all of my clinical acumen to successfully navigate this piece of the consultation process.

I also did not anticipate how much of a challenge it would be to build and maintain alliances with both the primary client and the Junior Advisory Board members, who are the most relevant stakeholders. M.L is considered the leadership, and he does a great deal of the day-to-day management, but I believe that his Junior Advisory Board members are the true innovators and power that actually run the organization. In truth, without the Junior Advisory Board and the volunteers that provide the direct services, the organization would not be in existence.
Things bring me to another unexpected outcome, which is how critical volunteer management is in running a non-profit organization with no paid staff. Because the volunteers are instrumental to organizations existence, it makes sense to want to keep them engaged and involved. However this is an area that has largely been overlooked by the organization. They have a large number of volunteers on their volunteer list, however they also have a high turnover rate, with most volunteers (at least for the winter clinics) only making a commitment of one or two clinics throughout the season. This is critical because research suggests that one of the most important aspects of building mentoring relationships with youth, is consistency and commitment.

This consultation process also provided me with the opportunity to see firsthand how organizations can be spread too thin, when they try to be “all things to all people.” That is, the relevancy of determining program scope is critical. Determining what the organization does, as well as what they don’t do is very important. Recognizing what is beyond the scope of their program and expertise, continues to be a challenge for the organization. There was a tendency to want to grow in breadth but not in depth as an organization. When I came to the realization that the primary goal indicators in place where the quantity of programs started, as opposed to the quality (and health) of those programs, it was concerning. What I have continued to realize, from this consultation though is that this is all too common in many health services programs.
Personal Reflection

This process of consulting with a non-profit organization using the Program Planning and Evaluation framework has been both personally and professionally valuable. As I noted earlier, this process pushed me to further develop my professional skills and in doing so demonstrated that while the process will often result in “personal frustration, conceptual ambiguity, challenges in mastering programmatic thinking,” it will also lead to “continuous personal improvement, satisfactions from learning a valuable technology for helping others, worthwhile humans services programs and personal enjoyment.” (Maher, 2001.)

Chapter VI Summary

This final chapter I documented the general conclusions from this consultation process. Having some distance from the process, gave me the opportunity to reflect on both the expected and unexpected results of this consultation. This distance allowed me the opportunity to reflect on the personal and professional growth that resulted from this consultation process as well.
REFERENCES


APPENDIX

PSAL STUDENT-ATHLETE ELIGIBILITY RULES AND REGULATIONS

Scholastic Eligibility:

- The 4+1 Rule - A student must pass four credit bearing subjects (not four credits) and physical education, if taken, in the most recent final marking period (January or June).
- An eligible student-athlete must pass four credit bearing subjects and physical education the marking period closest to December 1st or April 15th to continue his/her eligibility.
- Entering freshmen (first year in grade 9) are academically eligible until the 2nd report card is issued.
- The date all report cards are issued in a school at the end of a marking period shall be the official date for determining eligibility.
- At least two of the four subjects passed must be major subjects (English, Mathematics, Social Studies, Foreign Language or Science).
- A student may substitute one non-credit remedial class for which a passing grade has been given for one of the minor subjects in the 4+1 rule.

- The 8 Credit Rule - A student must accumulate a minimum of eight credits (not including physical education) for the two semesters prior to the eligibility period. Night School, Summer School and P.M. School is included in this calculation. This rule will be in effect beginning with a student’s third semester in high school.
- When evaluating athletic eligibility for 9th or 10th grade students programmed for 90-minute double periods in Literacy and Mathematics, Athletic Directors can count each passing double period as 2 subjects toward the 4+1 rule and 2 credits toward the 8-credit rule.
• When a student has completed the requirements for graduation, the student may substitute any credit-bearing course offered by the school in place of the subjects listed in 9.4.

• A student in his/her final year may take fewer than four classes and physical education provided that the classes taken are the only ones needed to fulfill graduation requirements.

• Requirements for credit-bearing coursework are waived for special education students participating in alternate assessments. All other eligibility requirements apply.

• Scholastic eligibility at the beginning of each term shall be determined by the final grades of the previous term. Grades that are earned in summer school, and accepted by the home school, shall be counted as grades for the previous June. If a student is registered in a PM school or evening school, only the final grade is used for eligibility.

• A student who is ineligible may become scholastically eligible by passing four credit bearing subjects (not 4 credits) and physical education during the marking period closest to December 1st and April 15th, exclusive of the first marking period in the fall and spring terms when three marking periods are used per term, provided a student fulfills the 8 credit rule requirements listed in 9.6.

• A scholastically ineligible student may practice with the team as an incentive for him/her to establish eligibility. Any student who is scholastically ineligible at the start of the season, or becomes scholastically ineligible, may practice with the team provided the student is on the roster as “Inactive”. If a student cannot reestablish eligibility by the end of the season, the student is not permitted to practice with the team. All athletes listed on the roster, as inactive, may not participate in scrimmages, non-league games or regularly scheduled games.

Attendance Requirements:

• At the end of each marking period a student must achieve, at a minimum, 80% attendance for that marking period in order to be considered for athletic eligibility. The 80% minimum attendance requirement refers to attendance in
school and not to attendance in specific classes. *The 80% attendance requirement is not cumulative.*

- A student must be present in school and must attend all assigned classes in order to participate in any team practice, scrimmage, league or non-league game, meet, contest or try-out on that day. The school Principal on a case-by-case basis may grant exceptions to this rule. *Bona fide* medical absence documented by a physician’s statement is an exception. Absence due to the death of a father, mother, grandparent or sibling may be approved to a maximum of five school days based upon the submission of documentation to the school Principal. Absences due to court appearances may be approved upon submission of documentation to the school Principal.

- A student with less than 80% attendance at the end of any marking period is ineligible, but can establish attendance eligibility when the next report card or evaluation is issued.

- A student who has been declared ineligible for failure to meet the 80% minimum attendance requirement and who establishes eligibility when the next report card is issued must maintain a minimum of 80% attendance for every consecutive ten-day period of required school attendance following the issuance of said report card for the duration of the term. When a student fails to meet this requirement, he/she immediately becomes ineligible for the remainder of the term.
Weather procedure  
November 2010

Dear CityLax Volunteers:

Our CityLax winter clinics for PSAL schools begin December 4-5. The schedule has been posted on the CityLax website www.citylax.org.

With the exception of some use of the Frederick Douglass Academy gym, all our clinic sessions are staged outside at each host school (Frederick Douglass Academy-Harlem, Columbus High School-Bronx, LI City High School-Queens, Midwood High School-Brooklyn, and Curtis High School-Staten Island). If weather forecast or existing conditions on the morning of the clinic indicate a question on whether we can play (severely cold temps, torrential downpour/lightning/thunder, and/or snow/ice on field or on roads), we will use the following system to make and communicate a DECISION of “go or no go” with the clinic for that day:

- **Each Host School** (one of the coaches, AD. or principal, after visit to site or in communication with the custodians) will call Mat Lovino (917-957-4409) or Grant Howit (908-347-7548) the morning of the clinic, 2-3 hours before the start time for that day with the DECISION stating the session cannot be conducted because of weather forecast or existing conditions (basically, field is not or will not be playable). Host school will also call if conditions are questionable, but clinic can be conducted (e.g., light rain, or snow has been melted or been plowed form field or playing area).

- CityLax will then post the DECISION 2-3 hours before the session (“cancellation” or “clinic is on despite weather”) on the CITYLAX/Doc’s Lacrosse HOTLINE NUMBER: 212-613-5466. Emails will be sent to the Site Captains for each clinic location. CityLax will also post the announcement on its website www.citylax.org.

- **Volunteers, coaches, and players** can access the announcement/decision by calling the hotline or going online. HOTLINE is the most reliable place to check, as sometimes Site Captains are unable to send emails.

- **In the case of clinics at Curtis High School in Staten Island**, we will also have to check on Ferry transportation for coaches if weather conditions indicate any possible disruption in service.

Please pass along the HOTLINE # 212-613-5466 to all participating Players and Coaches.