

NFL Impact Program

A Partnership
Between
National Football League/University of
Southern California



Final Report
September 2006

What is the NFL Impact Program?

History

In 2003, president and founder of the Student Athletic Permanent Impact Foundation (SAPIF) Riki Ellison, developed an academic/athletic program for T.C. Williams High School in Alexandria Virginia as a catalyst to permanently impact young inner city males, the program created an atmosphere that instilled in students an ethos of teamwork, integrity, hard work, discipline, perseverance, respect for self and others, all while offering fun and learning on the football field.

While the program at T. C. Williams was successful, Riki felt that in order to make an even more effective and powerful *impact* on boys, the program needed to start earlier, in middle school. This is a challenging group – one foot in childhood – the other in adulthood.



Riki returned to alma mater – the University of Southern California, where he had ready assistance and expertise. In addition to the comfort level he had with the school staff, USC was chosen as a pilot city for the NFL Impact Program for two major reasons: 1) it is a university with a rich tradition of football success -- most recently, Trojan football earned back-to-back National Championship titles in 2004 and 2005. 2) it has decades of experience developing successful, mutually-benefiting partnerships with its neighbors in the communities surrounding both campuses.

In November of 2005, Riki shared his vision of the NFL Impact Program with Oscar Cobian, Executive Director of EOPC, and Tammara Anderson, Executive Director of JEP, two of USC's premier programs with strong institutional support and long-standing ties to the community, especially local schools. He described his vision of the NFL Impact Program as an innovative program that would target economically disadvantaged middle school youth grades 6th through 8th, 90% of whom come from impoverished, single-parent homes, providing a month-long football camp combined with academics as well as continued academic support for these boys year round.

USC's Planning Committee

Oscar and Tamara brought in additional colleagues from around the university with experience developing and implementing community programs. The core members of the planning team include: Tina Koneazny (Director, USC Readers Plus / Joint Educational Project), Don Ludwig and Arvin Varma (Director and Assistant Director, USC Recreational Sports), Larry Lim and Darin Gray (USC Virbetti School of Engineering and Mission Science, Kim Thomas – Barrios (USC's Neighborhood Academic Initiative), and Denise Woods (NFL Impact Program Director). For a complete listing of University and Community partners, refer to the Appendices.

The committee agreed on the following program objectives:

- To provide an opportunity for youth to learn and enhance their athletic conditioning from talented collegiate coaches and student athletes;
- To provide students academic enrichment activities in reading, mathematics, and science through the instruction and support of credentialed teachers and collegiate mentors;
- To emphasize the importance of higher education, and help boys to realize it as a goal within their reach;
- To encourage middle school boys ages 11-13 to participate in sports while stressing the importance of teamwork and non-violent conflict resolution;
- To focus on elements of sports such as discipline, confidence, and commitment;
- To enable youths to apply lessons gained in athletics to other areas of their lives.

Program Outreach

According to the 1998 National Assessment of Educational Progress, 74 percent of eighth graders have not reached a proficient level in their reading, and 26 percent of those students have not reached a basic level (National Association of Educational Statistics, 1999, p. 6)

The NFL Impact Program was designed to combat these sobering statistics in five Los Angeles Unified School District (LAUSD) middle school sites: Foshay Learning Center, Edwin Markham Middle School, John Adams Middle School, Samuel Gompers Middle School, and Audobon Middle School. These schools were selected because each has a partnership with EOPC who will, over the academic year, track participants looking for improvement in grades, test scores, behavior in school, and college awareness. Results

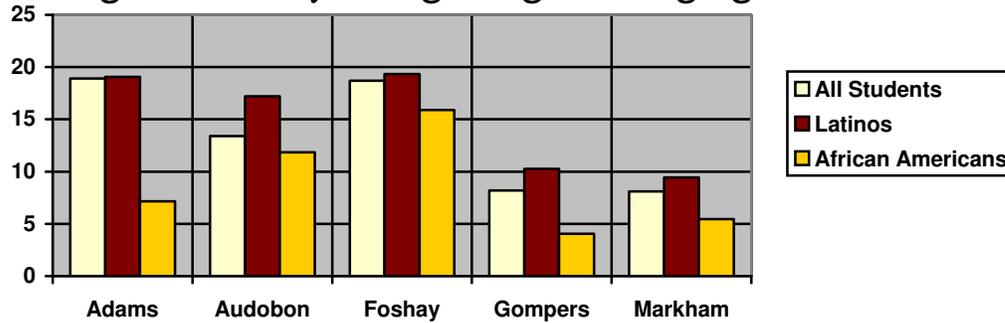
from these analyses will then be compared to statistics from the surrounding community or used as evidence on their own.

Current statistics relevant to the population impacted by the program show the following:

- California's proficiency rate is lower than national ratings;
- LAUSD's proficiency rate is lower than the rate for California;
- The total population of all the targeted schools is 12,116 students, with 72 percent of these students being at 130% of the poverty level or below;
- The program participants consisted of nearly 100 students who were selected from a pool of 5,000 middle-school boys at neighborhood schools, 67% of whom are Latino and 32% African American;
- 80% of all dropout students are Latino or African American;
- The math proficiency of African American students at partner schools is 5.6 percent, compared to 45 percent at the national level

The chart that follows illustrates the proficiency ratings of our target population at the five main school sites.

Average Proficiency Ratings: English, Language Arts, and Math



Clearly there is tremendous need for academic support at our schools for our young boys. The NFL Impact Program affords kids whom are often “left behind” in regular classroom settings unique opportunities to learn in different ways through the implementation of strategies geared specifically for the learning styles of boys. Reaching out to these students by way of enriching and authentic academic activities that are relevant to young boys helps struggling but promising students build confidence, develop an interest in learning, and entering the classroom ready to learn.



Program Philosophy and Research

Committee members gathered for bi-weekly meetings (with Riki Ellison participating through phone conferencing), to design the program, hire staff, and move the program forward for the camp to begin on July 5, 2006. Aware that the primary draw in recruiting students to join this program is football, the greatest challenge is in effectively addressing the academic needs of students and creating a curriculum will enrich, engage and have relevance for the 100 middle school male participants.

Tina Koneazny (USC Readers^{Plus} / JEP) and Kim Thomas – Barrios (NAI) collaborated in creating a curriculum that would keep boys interested and engaged in academic activities on a daily basis. Research on middle school aged boys and ways that they learn was applied in program design. The goal was to create an academic program that would not only *attract* attention, but *keep* their attention and breed positive participation and learning experiences in the academic classes – thus testing the theories.

Research has shown that there are many biological gender differences that influence learning. For instance, girls generally talk sooner, and typically develop stronger vocabularies, reading ability, and fine motor skills. Research shows that boys, on the other hand, generally develop stronger auditory memory, are t three-dimensional reasoning, abstract design ability, and the drive and interest to explore,

These key discoveries have led to the following pedagogy in regards to teaching male students:

- Boys are aware of and reactive to what they view to be irrelevant curriculum and poor teaching.
- Boys like to be able to see that what they are learning relates to life outside or beyond school.
- Boys are more likely to respond to dull subject matter or uninspiring teaching in an overt and challenging way that will disrupt their own and others' learning.

Curriculum development stems from the research and findings of Howard Gardner's Theory of Multiple Intelligence. Gardener defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner & Hatch, 1989). The NFL Impact Program employs four of the seven intelligences: ***Mathematical Logical Learning*** when solving word problems, ***Spatial Intelligence*** that can be applied to math, football, and science, ***Kinesthetic Learners*** which is specifically applied to football, and ***Naturalistic Intelligence***, specifically applied to science.



The meta - cognitive techniques used by the NFL Impact Program are keys to success in school and life:

•**Issues of Identity** - *How do I fit in at school? Do I see myself as a scholar?*

Teachers, tutors and coaches must with **purpose** respect and familiarize themselves with the boys' home and community literacies, recognizing the strengths in what they bring instead of viewing them as deficits.

•**Communication** – *How is what I am learning relevant? What is the purpose of learning?*

Teachers, tutors and coaches must help boys develop answers and ways of doing things that will allow them to share their knowledge through either public exhibit or cooperative and collaborative conversations and demonstrations

•**Interdependence** - *Subject matter and academic tasks cross a range of subjects and that are related to real-world issues.*

Football is the theme and subject that crossed over into all content areas—reading, writing, math and science. Football is real and relevant to students, and gives boys a basis for learning.

Some of the teaching strategies that are stressed within the NFL Impact Program include: more explicit teaching, active and hands-on methods, structured programs with articulated steps along the way, short lessons with achievable goals along, frequent changes of structured activity, visuals, structured challenges, constant and consistent encouragement to succeed and the promotion and display of good and behaviors.

Integrated Math and Reading Curriculum Development

The NFL Impact Program uses an Integrated Reading and Math Curriculum as a means to make learning meaningful to students, and to address ways of learning presented in the research regarding boys. This framework sets the values, purposes, and principles underpinning the curriculum and the learning outcomes that students are expected to achieve. Most importantly, the curriculum is *relevant* to boys because each aspect is designed around the game of football.

Students are introduced to both fiction and non-fiction literature through the integrated curriculum. First year texts are:

Fiction – *Crash* by Jerry Spinelli, Newberry Award medalist. A story

of a middle school football star, and his relationships with family, friends, and his world. Themes of sportsmanship, bullying, environmental awareness, and personal revelations of what is really important in life.

Non-fiction – *Sports Illustrated for Kids, Year in Sports 2006.* A sports almanac with facts and statistics for everything from college and pro- football to baseball, swimming, track and field and more. This text will allow rich opportunities for math skill development in an authentic and meaningful context.

Reading and math activities, and supported instruction (with teachers and tutors acting as facilitators for the cooperative groups), takes place within cooperative groups of four to five students engaging in five distinct learning experiences:

1. *Read Aloud* – Teacher read aloud a piece of the assigned day’s reading (sports related) to model expressive reading, to initiate interest, and to build background for students.
2. *Independent Reading* – Students read the assigned piece (section of the text) independently. Struggling readers receive support from more advanced group members as well as from teacher and mentors who facilitate classroom activities.
3. *Literature Circles* – Students gather in their “teams” for cooperative discussion groups to process, discuss, and share thoughts and insights on what is independently read. This instructional strategy fosters students vocabulary development, comprehension, and interest in reading for a shared, social purpose.
4. *Writing Response to Reading* –Students will write a reflection response to the reading and discussion (teacher prompt).
5. *Math Problem Solving*- In cooperative groups, students will read and tackle work problems based drawn directly from the statistics found in the non-fiction text.

Reginald Grant, a former NFL Player for the New York Giants a NFL Impact teacher recruited from Southgate high school explains why this program design and the embedded teaching strategies work:

“This program makes an impact specifically because it ties in something they love and have passion about, which is football, and all the classroom elements are tied to football.”



Mission Science (Viterbi School of Engineering)

Because of its appeal and popularity, science is used as a mechanism for understanding science principles. Additionally, science helps to inspire young athletes to be better football players. For these reasons, Mission Science was a weekly part of NFL Impact curriculum. “*Football Science*” hands-on activities gave students opportunities to learn about science by providing hands-on science projects and relating the science projects to what boys are learning on the football field.

An example:

Football: The mechanisms in catching a football will be used to demonstrate hand-eye coordination.

Science: Steady hand circuit will be used to demonstrate hand-eye coordination.

Peace Games



Another instructional component of the NFL Impact Program is Peace Games—an organization and curriculum which with the mission of empowering students to create their own safe classrooms and communities by forming partnerships with schools, families, and young adult volunteers. Peace Games supports young people as Peacemakers and is designed to help change the way our nation views young people in the context of violence. As one teacher explains:

“They see violence, they see hostility. The remedy to every problem is - confrontation. That’s not a real world thing that they can be successful with.”

- Wayne Lewis, teacher

Through a curriculum of cooperative games, students work together positively in order to accomplish a set task, reach a goal, and practice pro-social behaviors. Peace Games is a daily component of the NFL Impact Program, providing our young men with many of the personal and social awareness and skills essential to helping them to develop and grow as positive, contributing citizens in society who will, in turn, help to create in our world a better, brighter, and non-violent future.

Program Staff and Design



As significant as the curriculum development is to the success of the program, the staff development is equally so. Teachers, mentors and coaches all receive training to prepare them for their roles with the program, and the full staff – including administrations and the program founder, himself—attend a pre-camp retreat to begin bonding and to set the tone for the week-long camp.

Two program managers were responsible for the day-to-day operation of the program: the Program Manager, who oversaw all program activities on and off the field and ensured that the program ran on schedule on a daily basis; and the Football Director (JPD) who managed the teachers, mentors and coaches during football instruction and management during participants afternoon on-field playing time. Both were supported by an Assistant Program Manager.

The NFL Impact instructional staff consists of classroom teachers and mentors. The teachers are responsible for introducing curriculum materials and classroom management. Mentors provide support to teachers and students in the classroom, serve as role models to the students, as well as help with field management during the afternoon football training camp. A low student to adult ratio was maintained during all academic activities, with no more than 20 students in a classroom staffed with one professional teacher and two college mentors. This program design allows for more individualized attention

The roles of the teachers and mentors were very important to the success of the program, as they interacted with the students individually on a daily basis both in the classroom and on the playing field. In doing so, they were able to assess and apply important information that would help with the development of the camp's curriculum and daily agenda. One of the primary goals of the program was for this to be a *positive learning experience* for our young boys. Therefore, the importance for frequent and consistent positive reinforcement was stressed in order to encourage and engage our participants.

Field Trips

Beyond the typical week structure and activities, additional enrichment outings introduced the boys to experiences away from campus and opportunities to see and do things unavailable to them in their own communities.

Dockweiler Beach in El Segundo, California — While many of the students had been to a beach before, most had not visited this particular beach located near Los Angeles International Airport. For two boys, this was their first beach experience. Participants were bused to the beach after lunch, and spent the afternoon swimming and playing in the ocean, digging and searching for seashells, and burying one another up to their necks in the sand. When leaving the beach, many of the boys begged to go back the beach next week, and in fact wanted to learn more about the career of being a lifeguard. As one student stated "... if all I have to do is sit at the beach all day, I could do that!"

Long Beach Aquarium, in Long Beach, California – Turner Construction Company, funded this brand new experience for the students. The boys walked through aquarium exhibits inquiring information of aquarium staff, and reflecting on the question of which underwater creature they would be if given a choice. The boys were able to feel stingrays, fish, and other underwater creatures.

After their time in the Aquarium, they picnicked outside with lunches provided by USC, and listened to an informative talk given by engineers with Turner Construction about different careers in the field of engineering. This brief introduction to career paths elicited the one student, Fidel Martinez, to remark: "Football's cool and all, but engineering... now that is where I can make a lot of money."



Measurables

The success of the NFL Impact Program is measured through the use of three assessments: weekly team comprehensive assessment reports, teacher action research journals, and students' self-assessments ("Give and Takes"). [See samples of each in Appendices.]

Weekly Team Assessment Reports draw comments of teachers and mentors about each student's participation and student progress in their classroom. These brief, informal assessments document individual student improvements and track team participation, shared responsibilities, positive attitude, reading/writing skills, math skills, and science knowledge.

The Teacher Action Research Journals provide an effective means by which teachers may share personal assessments of curriculum effectiveness and student response in this, our pilot year. Journals were turned into one of the NFL Impact Core Members and the end of each week for review. Staff discussions were produced from these journals, and program modifications and improvements were made based on comments and concerns shared through daily reflection responses.

Student Weekly Self-Assessments, ["Give and Take"] prompted students to reflect upon and write about their weekly experiences with the program. First, they shared in writing what they *contributed* in their participation ("give"), and then also what they *learned* ("take"). See examples below:

Give: I gave away my knowledge about solving problems and am helping my teammates out in times that I need to.

Take: I took away the knowledge of feeling respected for, and having fun while doing the work.

-James Pallo

Give: Today I helped a classmate learn.

Take: Today what I learned was how to make an anemometer and had fun. I also learned two positions in football; 2-point stance and 3-point stance

-Juan Arroyo



Student Outcomes

In program planning meetings prior to the camp, there was the underlying theory that the main draw for these boys was the opportunity to play football and be coached by top rated coaches from around the country. They all wanted to talk, walk, and look like football players. The academic portion of the camp was just something they would have to endure to get to the football everyday.

However, student self-assessments reflected surprisingly positive participant response to all academic activities. In fact, many of the boys actually *requested* from their teachers for more time with reading or more math problems. See examples of student comments below:

When we read Crash it has situations that happen in daily life.

- Maurquice Shakir

Our group works as a team to get each of our literature roles done. When we finish early we talk about what we have and what we wrote.

- Robert Blunt

"I am not a really big fan of math, but by putting football in it, it makes I more fun and interesting."

- Linekar Gomez

"We are doing good in science. It's very fun when you understand it, and so far it's my favorite subject."

- Jose Rodriquez



Substantial change in academic attitude and personal growth was evident in many of our students. One student in particular, had an especially difficult time throughout the first week of the camp. He was distant, sat in the back of the back of the class, did not want to participate, and wreaked havoc on his peers. *"I didn't want to make no friends. I just wanted to be left alone."* For this student, reading, science and math were just obstacles keeping him from getting to the football training. However, by week four he learned to love science, citing it as his favorite subject. When asked how this newfound love of science came about he said *"I don't know, I just got to liking it and I changed"*.

The NFL Impact Program was a huge success in reaching out to male students who otherwise might not demonstrate an interest or academic promise in reading, math, and science. Through cooperative learning opportunities, the boys also developed a sense of teamwork and togetherness, building friendships and memories.

Give: I gave one of my friends confidence cause he was afraid of coming.

Take: You will have a higher chance of doing a better job if you work together.

- David Romero

Teacher Reaction

Teacher and mentor reaction to the NFL Impact Program was also very positive. None of the teachers or mentors had ever been involved with a camp consisting of so many different components, yet still allowed them flexibility in curriculum implementation. Because research shows that students learn at different rates, our teachers were encouraged to add to and make adjustments to the basic framework of the curriculum based on individual skills and student needs.

Program success is heavily correlated with teacher buy-in and enthusiasm for what and how curriculum is designed and implemented. During debriefing sessions, NFL Impact teachers communicated their support for the Integrated Reading and Math curriculum, and the way that its implementation seemed to engulf the students into learning and discussions. See sample comments below:

Our group developed significant growth in team participation and a sense of shared responsibility. Students are engaged with the book, Crash, and have taken ownership of the literacy responsibilities. It's so easy to apply life lessons from the book into classroom discussions.

- Reginald Grant, teacher



The students were able to grasp the literature circle roles very easily, and they gave some wonderful insight into their interpretations. I am glad that they share a lot of real-life situations that they can identify with from the book. Also, using the statistics of football, the students are becoming much more comfortable with the rounding, decimals to

percentages, and winning percentages calculations. They are becoming able to answer questions now with confidence.

- Deana Fulton, teacher

The kids did not just participate in Football Math, they asked for Football Math.”
- Brandon Clay, teacher

Other activities that were included in the NFL Impact Program, such as fieldtrips and guest speakers, were regarded a positive and effective way to keep the kids excited about learning new things. Even the notion of going to college, which may have not been a previous consideration for students prior to participation in the program, became a concept that students believed just might be within their reach:

The campus tour really inspired a lot of the students to the notion of going to college.
- Morris Jones, teacher

For certain students, this program offered a sense of hope -- a way out of no way:

Andrew [Butler] is a young man who has benefited tremendously from this program. He has some difficult family issues to deal with and he has made progress.
- Reginald Grant, teacher



The intertwining of football through academics was indeed the most important component of making the program work:

So the science, the math, the reading, the English, the books the stories, they're all related to something they already have passion for. So it allowed the passion they have for football to raise the passion for the academics. So you had kids here that were probably not great students that will become better. They got some goals set, some mentoring in terms of the fact that how important it is to have academic success so that you can have the opportunity to do what you love to do. That's what was reiterated over and over in the program, inside the classroom, on the field, the guest speakers, so that this whole theme was created for the program where you actually give them that positive nourishment that academics will allow you to be successful.
- Reginald Grant, teacher

Future Plans

Immediately following the camp in July, teachers and mentors completed post-camp program evaluations and engaged in group debriefing sessions with the NFL Impact staff. A number of comments and suggestions emerged that will assist in program planning and development for year two and beyond:

- **Earlier program planning and student recruitment**—Program recruitment this year was officially underway in June this pilot year, a month in which most schools are doing state standardized testing and preparing for the end of the school year. As a result, NFL Impact reached only 100 students rather than 125 as originally proposed. In year two, the program will begin heavily recruiting in March and April of the school year before students and schools become overwhelmed with end of the year activities.
- **Revised Pre- and Post-camp surveys** (Student Growth Interviews)— In order to effectively measure attitudinal change in our students, our pre- and post-test surveys given to program participants need to be revised and more effectively administered. Surveys administered in this pilot year did not gather significant data demonstrating the positive effects that were observed by program staff on a day to day basis, and through weekly student self-assessments and teacher team assessments. It may be that some of the questions may have been unclear to students, and that sufficient time was not allotted for teachers and tutors to clearly define the purpose of the surveys and discuss the questions asked. Program staff will continue to research alternative means for pre-and post-camp assessments prior to year two.
- **Additional administrative position—Curriculum Director**— A program of this depth and breadth, inspiring to double our number of participants to 200 middle school boys next year from our multiple partner schools, requires additional administrative support. The Program Director’s primary task during the four-week camp is making sure the that the day to day schedule is in place, that all staff is clear on the day’s structure, and that the boys are all where they should be for each portion of the day. The JPD Director (our head coach) managed and ensured the quality of the football instruction taking place each afternoon. It is important for there to be a similar role to assist teachers with classroom curriculum-- to observe and monitor the activities in reading, math and science for the daily academic sessions, and to meet regularly with them for planning sessions. For this reason, the position of a Curriculum Director is an essential addition to year two.
- **Los Angeles Unified School District (LAUSD) Summer School credit** – NFL Impact will be meeting with LAUSD staff to discuss the possibility of hours spend at our summer camp applying as credit for students required to complete summer school. Summer school certification may be acquired in the subject areas

of reading/language arts, math, science or even physical education. Depending on information gathered at these meetings, additional conversations will most likely need to include discussion about changes to curriculum if certified course credit seems to be a real possibility

- **Program Expansion** – Our main goal next year is to reach more students. We hope to increase our number of middle-school boys served from 100 to 200 next year. Increased student participants will require additional teachers and staff so that we can maintain our low student to teacher ratio. Each classroom will retain the same student to adult ration, with one professional teacher and two college tutors per each classroom of no more than twenty students.

With the first part of the program (the summer camp over), EOPC Educational Talent Search will now begin tracking program participants during the school year to observe whether or not lessons learned, and attitudes changed through the summer camp will carry over into the regular school and classroom setting and curriculum. NFL Impact Program staff will plan social and educational activities (USC sporting events, academic and college preparedness workshops, access to tutors, etc.) as part of our year-long commitment to these boys.

Conclusion

The NFL Impact Program began with a seven hour a day, five day a week, four week multidimensional summer camp -- a partnership between the University of Southern California (USC) and the National Football League (NFL Junior Player Development). It offered a well-balanced program using small, cooperative learning teams, involvement of positive role models, and mentoring to address the particular academic, social and athletic needs of at-risk youngsters. Credentialed teachers from the Los Angeles Unified School district, mentors from USC and other universities, and coaches from the local area, through a healthy combination of enrichment classes in reading, math, science and life skills and football education, gave each participant the tools to develop a positive outlook on life, improved self image, self confidence and a set of values that will serve them in becoming contributing members of society. The program ended with kids from some of the roughest neighborhoods in South Los Angeles, coming to campus each day, anxious to see new friends, excited to perform both in the classroom and on the playing field.



I asked the kids how they felt about the camp on our last day and there were a lot of positives—the kids liked the food, the Peace Games, Crash and the Football Math. They still say that time in class is the best part [of the camp].

- Brandon Clay, teacher



*Give: I worked with my team to achieve more than we would alone.
Take: I learned that you have to focus on your goals to achieve your goals.*

- Hulices Garcia

*Give: I gave one of my friends confidence cause he was afraid of coming.
Take: You will have a higher chance of doing a better job if you work together.*

- David Romero



Give: I gave away my knowledge about solving problems and helping my teammates out in times that I need to.

Take: I took away the knowledge of feeling respected for, and having fun while doing the work.

- James Pallo



Give: I gave all my effort to this program. I gave support to all my buddies on the field and on school work.

Take: I took support from all my friends I got smarter from doing all this.

- Marco Alvarez



Appendices

- I. Additional USC Partners***
- II. Typical Week***
- III. Participant ratings in class activities***
- IV. Teacher Weekly Assessment***
- V. Teacher Action Research Journals***
- VI. Student Self-Assessment (“Give and Take”)***

I. University Partners

Educational Opportunity Program Center (EOPC) - USC’s Education Opportunity Programs Center 's federally funded programs [Upward Bound Mathematics and Science Regional Center and Educational Talent Search] provide year-round academic enrichment and pre-college programs for more than 2,500 neighborhood youth. EOPC administers the programs for low-income, first-generation, college-bound young people between the ages of 11 and 27.

The Joint Educational Project, (JEP) coordinated through USC’s College of Letters, Arts & Sciences, is one of the oldest and largest service-learning programs in the country. Since it’s founding in 1972, JEP has placed nearly 50,000 students in local schools, agencies and hospitals. Through its innovative community outreach programs, JEP provides vital educational opportunities and community outreach services to children and families in the neighborhoods surrounding USC’s two campuses. At the same time, JEP offers USC students important opportunities to learn through service.

Viterbi School of Engineering - Home of the Mathematics Engineering Science Achievement (MESA), a program that serves educationally disadvantaged students and emphasizes participation by students from groups with low rates of attendance at four-year colleges. MESA provides a pipeline of academic services from elementary through university level to increase the number of these students who graduate with degrees in math, science, and engineering. The USC MESA program serves its students with innovative programs such as Academic Excellence Workshops, tutoring, college and career counseling, SAT preparation, math and science competitions and Mission Science.

USC Keck School of Medicine – Third year medical students (under the supervision of a physician) provide medical check ups, information and referrals prior to the summer camp.

USC Neighborhood Academic Initiative – Provides multiple educational opportunities for USC’s surrounding neighborhoods’ youth (grades 7 – 12) and their parents to gain an understanding of self, and obtain skills enabling them to assume a measure of control over the direction and quality of life. Youth who graduate from this intensive experience,

(if academically admissible) are guaranteed a scholarship to USC. Current NAI students attending USC are recruited as camp counselors.

USC Norman Topping Student Aid Fund - The only student-funded financial assistance program of its kind in the nation. Established by two USC students in 1970, the fund assists primarily local area, low-income students. These students must also demonstrate a high level of community involvement and academic potential. Current Topping Scholars are recruited as camp counselors.

The USC Athletic Department – Athletic Director Mike Garrett, and Head Football coach Pete Carroll both are huge proponents of this program. Coach Pete Carroll is involved with the program first hand, speaking to the students about the process of becoming a scholar athlete.

USC Recreational Sports -- A division of Student Affairs, welcomes all members of the university community to participate in its extensive services and sports programs. To meet the diverse needs and interests of the university community, a comprehensive and innovative sports package - including intramural sports, interest and sport clubs, fitness and leisure classes and recreational facilities - has been developed. The mission of Recreational Sports is to provide quality recreational programs and services that enhance student, faculty, and staff knowledge and opportunities for participation in activities that promote healthy lifestyles, positive human relations, and leadership skills.

USC Trojan Services - Our catering department caters lunch for NFL Impact participants.

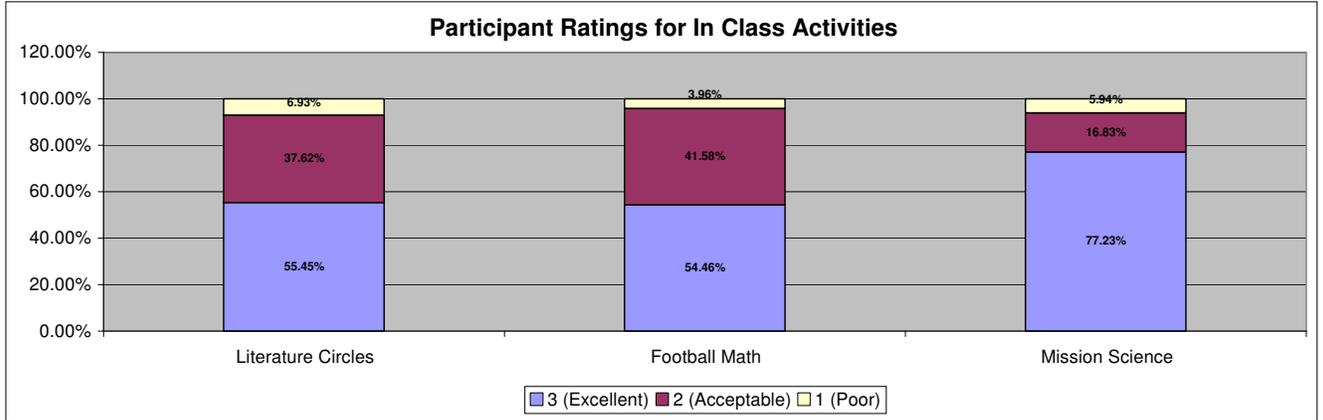
USC Transportation Services –whose spacious and comfortable trams with professional drivers are used for cultural field trips, and daily pick-up and drop-off from school sites.

II. Typical Week

NFL Impact Program, year one, began on July 5 and culminated to July 28, 2006.
The design of a typical week follows:

Monday	Tuesday	Wednesday	Thursday	Friday
10:00 – 10:15p Team-Building / Peace Games	Team-Building / Peace Games	Team-Building / Peace Games	Team-Building / Peace Games	Team-Building / Peace Games
10:30 – 12:00p *** <i>Integrated Reading and Math Instruction</i> - Steps 1 through 4	Mission Science Part 1 Math/Science Instruction	10:45 – 12:15 *** <i>Integrated Reading and Math Instruction</i> - Steps 1 through 4	Mission Science Part 1 Math/Science Instruction	¹ Academic Session – <i>Reading / Math</i> [Four groups led by academic coaches]
12:00 – 1:00p	Lunch	12:30 – 1:00	Lunch	Lunch
1:15 – 2:15p Integrated Reading and Math Instruction - Steps 5 and 6	Mission Science Part 2 * Science Journal <i>[Writing]</i>	1:15 – 2:15 Integrated Reading and Math Instruction - Steps 5 and 6	Mission Science Part 2 * Science Journal <i>[Writing]</i>	² Health / Nutrition / Sexual Education [other pertinent subjects]
2:30 – 4:15p Kids – Football	Kids – Football	Kids – Football	Kids – Football	No Football – Guest Speakers
Academic coaches planning	Academic coaches planning	Academic coaches planning	Academic coaches planning	Academic coaches planning
4:15p Reflection	Reflection	Reflection	Reflection	Reflection
4:30p Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

III. Participant ratings in class activities



IV. Student Self-Assessment (“Give and Take”)

Sudent
Athlete
Permanent
Impact
Foundation



NFL Impact Program Academics Character Athletics

Weekly Team Comprehensive Assessment Report

1 = In Progress 2 = Meets Standards 3 = Exceeds Standards NA = Not Applicable

<i>(Player names)</i>	Team Participation	Shared Responsibility	Positive Attitude	Reading / Writing skills	Math Skills	Science Knowledge

Anecdotal comments – [player classroom performance]:

Teacher/Tutor Name

Date

V. Teacher Action Research Journals

How do we create a follow-up program that effectively connects the Teacher, Mentors and Coaches to the attendees.

7-5-06

The overall organization was good. Of course flexibility was required and everyone seemed to adapt well. Students were excited and a great group of kids. Many difficult home situations were noted.

- No time set aside for staff breaks, needs to be integrated into the schedule.
- Time needs to be allotted for transition from bldg/activity to activity
- Again, the follow-up program must be developed to give the program the ~~desired~~ ^{designated} long term effect.
- The NCE Survey was very long and did not take into consideration the reading levels of the students

Writing prompt: What do you think "CRASH" is about? What do you expect to learn at the NFL Impact camp?

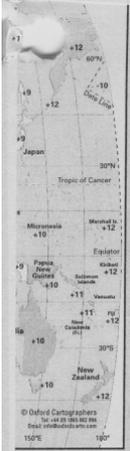
7-6-06

Organization: Day 2 things flowed much more smoothly

classroom: I followed the schedule and touch all elements of the curriculum. Curriculum did not allow enough time for scaffolding/preteaching of terms, vocabulary and concepts. Need to integrate those elements. We did use the small groups - needed to model expected behavior and activities. Designated roles concept good but no handouts for the students to refer to, terminology had to be modified to appropriate level of the students

- used Anticipation guide, class room questionnaire completed.

Writing Prompt: What they learned about "Crash" cont. in chapters 1 & 2.



inches

203	5 x 8
254	7 1/2 x 10
279	8 1/2 x 11
357	7 1/2 x 14
41	1 x 17

Size (inches)

3 1/2 x 6
3 1/2 x 6 1/4
3 5/8 x 6 1/2
3 3/4 x 6 3/4
3 5/8 x 8 5/8
3 7/8 x 8 7/8
4 1/8 x 9 1/2
5 x 11 1/2

28.3495 g
0.03527 oz
453.59 g
0.002204 lb
2.2046 lb
1016.0469 kg
0.000984 t
4.546 litre
0.2199 UK gal

2°F = 5/9(C-32)
 0°C = 32/5(F-32)

A John Dickinson product

VI. Student Self-Assessment (“Give and Take”)

Sudent
Athlete
Permanent
Impact
Foundation



NFL Impact Program Academics Character Athletics

Date _____

Team Standards – Integrated Reading and Math; Mission Science

Think about the dynamics of your team, and what *your team* accomplished today. Assess your team’s work habits by circling the standard you feel your team met in today’s work, and write out comments to explain this mark. If improvement is needed, please include suggestions you might share with the team.

YOU MUST COMPLETE AND TURN IN THIS FORM TO YOUR TEACHER AS YOUR EXIT TICKET FOR FOOTBALL CAMP.

[1] Needs Improvement [2] Acceptable [3] Exceptional

Literature Circles 1 2 3

Please explain:

Football Math 1 2 3

Please explain:

Mission Science 1 2 3

Please explain:



Give and Take – Share something positive that you **gave away** today – something that contributed to the learning of someone in your team, or the team as a whole. Then write about something you **took away** today – something you learned from a team member or the work that you did together.

Give:

Take:

Player signature

Date



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