



National Football League Youth Impact Program Final Report 2013



A Letter from Our Founder

Dear Youth Impact Program Supporter,

We are pleased to present to you a comprehensive overview of the 2013 Youth Impact Program at Stanford University presented by the San Francisco 49ers. We are proud to report that for the third consecutive year we held a tremendously successful program at Stanford University. The following report has been written to provide a detailed account of the real impact our programs have on the lives of under-served young men through their participation.

At the Stanford program, we enjoyed strong support from the ownership of the Five-time world champion San Francisco 49ers, Dr. John York, coupled with Head Coach David Shaw of Stanford's Rose Bowl championship football program, the United States Marines and Lockheed Martin Corporation. These are strong identifiable winning brands, people and teams that drive motivation and desire for our at-risk youth to not only participate in our programs, but come away with trusting relationships, remarkable access to one of the best universities in our nation and tangible results that will help change, give confidence and provide opportunities to these young men. It was a fully integrated team of passion and community partnership that included the public school districts, teachers, Stanford NCAA student football athletes as mentors and University staff. This made the Youth Impact Program not only successful but created a unique bond of trust, care and leadership for the participating under-privileged youth that will forever be remembered.

Together as a community, we succeeded in providing an authentic NCAA student-athlete campus experience, complete with full academic workloads, food and clothing, to almost 100 under-privileged young men. In addition to providing access to these learning Universities within their own communities and relationships with role models and mentors, we have given the participants a stronger sense of self confidence, real hope and strong leadership which will enable them to be a positive influence on their peers, their community throughout their formative high school years and their future.

I wanted to thank you for all of your personal efforts and support in helping the 2013 Youth Impact Program meet its goals. We could not have been successful without your support and belief in our program. We resolve to grow this program until we have put in place our program in partnership with NCAA universities for the at-risk youth of every major urban area in America.

To dream big, you have to be big and our young boys and our Stanford 49er community team are big!

Sincerely,
Riki Ellison



Executive Summary

The Youth Impact Program provides at-risk, low-income, urban middle school males with a summer academic and football training camp program that instills life-changing values and skills. This innovative, free summer STEM-based academic and football training camp, based in their own communities, works to build the boys' resiliency, develop character, enhance academic abilities, and foster positive social interaction. By meeting these goals, YIP is acting as a catalyst for long-term positive change in the lives of at-risk young men.

This year the YIP program served 77 young men between the ages of 10 and 14. Nearly all of the boys (98%) were members of ethnic or racial minorities. The YIP Program operates with support from the National Football League (NFL) and USA Football and its Heads Up initiative and currently is run in partnership with Stanford University.

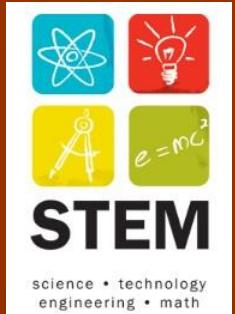
The academic gains of the youth in the 2013 program were the largest ever recorded in a YIP program as statistically documented and verified by ongoing YIP evaluation efforts. This year's gains included:

- A 26.1% improvement in **Math** test scores;
- A dramatic 69.8% improvement in **Vocabulary** test scores; and
- A 36.5% improvement in assessed **Writing** ability.
- Academically overall, this group of boys is now three to five months ahead of peers who did not participate in a summer reading or other educational program.

This year's camp was full of once-in-a-lifetime opportunities and experiences for these youth that helped broaden their horizons, convincing 86.4% of them that they can do better in life than they expected they could before the camp. These experiences included:

- Significant increases in the number of caring adults in the lives of the youth due to mentoring relationships developed with Stanford student athletes.
- Interactions with current and past football legends Riki Ellison, Rhett Ellison, and Artie Gigantino.
- A field trip to the San Francisco Facility and visit with Dr. John York, former co-owner and current Co-Chairman of the San Francisco 49ers.
- A talk given by guest speaker Dr. Condoleezza Rice, former U.S. Secretary of State.
- A STEM presentation by scientists from Lockheed Martin on Science, Rocketry and Engineering.

In short, the Youth Impact Program made a significant, meaningful, and verifiable positive impact on the lives of at-risk youth who deserve a chance for a better future.



"My life is different because I know I learned a lot more in class and on the field."

- Jalen, 11 year old 2013 YIP Participant

Table of Contents

A Letter from Our Founder	1
Executive Summary	2
Introduction	4
Overview of the Youth Impact Program (YIP)	4
Risk Factors of YIP Youth	5
The Youth Impact Program Model	7
History of the Youth Impact Program	8
The YIP Boys	10
YIP Program Activities	11
Staffing & Staff Training	11
Football Training and Development	12
YIP Math Program	13
Language Arts Program	14
Other YIP Activities	15
Stanford YIP Daily Schedule	17
Stanford University	18
YIP Impacts and Outcomes	19
Football Skills and Physical Fitness	19
Mathematics Program	20
Language Arts Program	21
Impacts for the Families of YIP Participants	23
The Lasting Impact of YIP Participation	23
Life Skills and Other Outcomes	24
Summary of Press Coverage	26
Congressional Support	27
Congressional Resolutions and Letters of Support	28

The NFL Youth Football Fund Mission

To use football as a catalyst to promote positive youth development, support youth and high school football nationwide, and ensure the health of football in future generations.

Introduction

Overview of the Youth Impact Program (YIP)

The YIP is an innovative program that provides minority, at-risk, urban-based middle school boys with a free STEM-based academic and football summer training camp program based in their community. YIP's teachers, mentors, and other staff are positive adult role models to the boys, providing camaraderie, guidance, and discipline while introducing these boys to the world of higher education. Through academic support and guidance counseling, staff helps the children develop confidence and a greater interest in learning. In all of these ways, the YIP program builds resiliency in the participants, over 90 percent of who meet the national guidelines for low income, by promoting character development, academic skills enhancement, and positive social interaction. The YIP program has been proven to act as a catalyst to positive youth development.

YIP brings together universities, community leaders, parents, local agencies, and national organizations like the National Football League in an innovative collaboration with the goal of substantially and measurably improve the lives and futures of disadvantaged youth in inner cities. Specifically, this collaborative effort aims to decrease middle school and high school dropout rates, prevent gang involvement, promote team building traits, develop skilled football players for high school programs, and promote a lifelong love of football.

"This camp was one of the best things to ever happen to our son. He has grown so much and I just want to thank [YIP] for everything they have done."

– Parent of 2012 YIP Participant



YIP's summer program enrichment classes teach STEM (science, technology, engineering, and mathematics), language arts, and football training. Program staff members, who include partnering university and local school district personnel, provide program participants with a set of tools to enrich their lives and enhance their future. The youth not only receive a summer education. They are inspired to develop a positive outlook on life, a set of strong values, and an improved self-image. By the end of the summer program participants have an enhanced resiliency that will serve and protect them well into the future.

Risk Factors of YIP Youth

The young men who are selected to participate in the YIP Program are in middle school, a time that is known to be a particularly formative period of adolescence. Long-term developmental studies have shown that minority children, especially boys living in urban poverty, have a difficult time coping with the stresses of their high-risk environments. They are more likely to abuse drugs and alcohol, more likely to engage in criminal activity, are more sexually promiscuous, and are more likely to attempt suicide than their peers in richer environments. The presence or absence of supportive structures such as opportunities for educational development, adequate family resources, and community services has a profound influence on the future direction of their lives.

The YIP program attempts to target participants who are among the highest risk groups possible. In order to again document the high risk nature of the YIP youth (as was done in 2011) YIP undertook an extensive assessment of the risk factors that the YIP boys have in their lives and how this compares to the larger population.

To make this comparison, the YIP youth were asked questions that correspond to the California Healthy Kids Survey. The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. It allows YIP boys to be compared to more than 300,000 other middle school youth in California.



Some significant group differences were found between boys participating in the YIP camp and average California 7th graders. These findings support the contention that the YIP program serves a high-risk population. However, when the results from participants in the 2013 camp were compared to the 2011 assessment of these same questions, the risk factors were somewhat less dramatic. It seems likely that these factors were reduced in intensity overall due to the large number of boys who had been in the camp previously and were still benefiting from this positive life experience.

Despite this overall improvement, the survey reflected that the boys starting the YIP camp in 2013 still had higher risk factors than the general population (as compared to the California average for youth). These differences were significant in the following areas:

- 34.2% of YIP youth did not try to work out problems by talking about them.
- 31.9% of YIP youth did not try to understand how other people feel and think.
- 42.6% of YIP youth did not understand their own moods and feelings.
- 36.2% of YIP youth did have friends who got into a lot of trouble.



The Youth Impact Program Model

YIP works with boys who may have few positive models and who live with stresses that would be difficult for anyone, but particularly for adolescents. The YIP program's success lies in its ability to help develop these boys develop resilience, a strength that is key to the opportunity to experience success. Resilience is an innate "self-righting mechanism." It is developed in people who have the ability to form relationships, to problem-solve, to develop a sense of identity, and to plan and hope. It has been described as the capacity of all individuals to transform and change, no matter what the risks. Research has shown that adolescents who possess resilience may successfully and safely navigate risky social settings while others similarly situated adopt dangerous lifestyles characterized by drug use, unprotected sexual behavior, dropping out of school, delinquency, gang membership, and violence.

The key finding in resilience research and in the YIP program is that caring individuals have the power to tip the scales from risk-taking to resilience. Caring relationships, positive and high expectations, and opportunities to participate and contribute have been documented as specific factors that facilitate resilience. These factors are all primary aspects of the YIP program. When YIP's mentors and teachers provide these protective factors, they buffer for the boys the risks inherent in new settings and new learning. By meeting the boys' basic needs for safety, love, belonging, respect, power, accomplishment, and learning, YIP gives them the opportunity to create new meaning in their lives.

In the academic portion of the program, YIP enhances critical STEM (science, technology, engineering, and math) skills during the summer, a time when most school children typically lose some academic skills. The YIP summer program has been proven to increase participants' STEM and language arts skills. The boys end the summer program with a more positive attitude toward learning that helps them to achieve greater academic success in the following school year.

Finally, YIP's football training program helps to fill the critical gap in the boys' athletic conditioning and enjoyment of sports caused by cuts in middle and junior high school football programs across the country. The Youth Impact Program is providing qualified players for high school youth tackle football programs in the communities we serve, and at the same time helping to ensure the health of football in future generations.

"This camp was a good experience because not only did I learn on the field but I learned in class too. The very first day of camp I was a shy boy, but as I progressed I because confident in myself."

- Sione, 13 year old 2013 YIP Participant

History of the Youth Impact Program

Riki Ellison knew from first-hand experience that playing football can build character in young men. He was a ten-year veteran of the National Football league (NFL) and a three-time Super Bowl Champion. In 2003, Mr. Ellison had a vision to inspire at-risk inner city youth by providing them with a positive, life-changing experience that incorporated football. He created a combined academic and athletic program that was implemented at T.C. Williams High School in Alexandria, Virginia. That initial program proved to program developers that Mr. Ellison's instinct was correct. They were impressed by the program's natural draw for boys and the positive, exciting atmosphere it created where youths could learn the lessons of discipline, perseverance, self-respect, and teamwork that organized football has to teach.

Mr. Ellison and others learned from the success of this initial program that what was most needed was a preventive program that would seek to make changes in youth while there was still time to make a significant difference in their chances for long-term personal and academic success. They realized that such a program could have the greatest impact by targeting students while they were in the key transitional period of middle school

In late 2005, Riki Ellison shared his vision of a preventive football and academic program with key faculty and staff at his alma mater, the University of Southern California (USC). The University of Southern California was an ideal choice to help create and implement such a program because of its rich tradition of football success, its location and reputation in a high-need urban setting (Los Angeles), and its experience with highly effective social service community-based programs. USC embraced and enhanced Mr. Ellison's concept, resulting in a collaborative partnership and the creation of the Youth Impact Program.

The Youth Impact Program started as a pilot program in the summer of 2006 with additional support from the National Football League (NFL). YIP significantly helped over 250 at-risk middle school boys from neighborhoods throughout Los Angeles during the first two years of this pilot program. During the 2008-2009 program years, YIP also developed programs with Tulane University in New Orleans, Louisiana, Rice University, the University of South Florida, and Syracuse University. In 2010, however, YIP scaled back to two active programs due to the ongoing economic downturn and budget shortfalls in partnering agencies.

During the 2013 program, YIP co-hosted programs with Stanford University and Texas Southern University. John Madden and Ronnie Lott, who have offered invaluable guidance and networking support to the YIP program, provided significant continued support this year. In total, YIP to date has made a difference in the lives of more than 1,500 at-risk youth.

Critical to this success is the partnerships which allow this program to operate and be effective. As the primary sponsor of YIP, the National Football League (NFL) Youth Football Fund is the foremost key to the program's success, in addition to the local NFL teams, including the San Francisco 49ers. YIP is also fortunate to have the support of the NFL Players Association, and adheres to the goals of the President's Council on Fitness, Sports and Nutrition. For several years YIP has also significantly benefited from the support and involvement of SMART Technologies and Halliburton Industries. This year, added in-kind and financial support was also generously given by BP Foundation, Microsoft, Wells Fargo, Riddell, Stanford alumni, and individual sponsors who want to help make a difference in the lives of our at-risk youth.



The YIP Boys

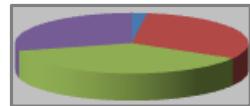
In the summer of 2013, the Stanford YIP program served 77 young men between the ages of 10 and 14.

Students who participated in YIP attended one of the partnering middle schools and had to be transitioning into the 6th, 7th, or 8th grade (due to NCAA rules, 8th graders proceeding to the 9th grade cannot participate). Only two boys self-reported their race as White. The remainder of the boys self-identified as members of ethnic or racial minorities, comprised primarily of Hispanic youth (23.1%) and African American youth (12.8%). Interestingly, 10.3% of the youth described themselves as having mixed racial background and 12.8% indicated they had some other racial background. Observational analysis indicates that the majority of those indicating "other" and "mixed" backgrounds also had some Hispanic background and may have been reluctant or sensitive to racial questions and/or may typically use terminology not included in the survey to describe their heritage.

Boys were selected for the program because they attended one of the program's partnering schools, all of which are in high-need and high-risk areas. In addition, each of the boys had to be recommended for the program by a school counselor and a teacher and either meet the federal low-income guidelines or have parents who did not graduate from a four-year college. Finally, boys selected had to make a commitment to attend the program throughout the duration of camp and to participate in follow-up activities.

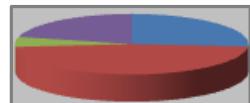


Grade Level Distribution



- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

Racial Distribution



- Black
- Hispanic
- White
- Mixed

YIP Program Activities

All students received intensive and high-level football training, together with more than 40 hours of curriculum-based academic instruction in which teachers focused on three core subjects: Language Arts, Mathematics, and Life Skills. The classroom curriculum was football-themed, which helps to increase motivation and performance by making learning relevant to the boys' lives. All activities were led by highly trained staff members who genuinely care about the boys they are helping.

Staffing & Staff Training

The funds granted to program camps were used primarily to secure the highly skilled staffs that are critical to the success of these programs. With the NFL/YIP funding, sites were able to recruit and support:

- Certified teachers;
- College student mentors;
- Head coaches and assistant coaches;
- College football players as field coaches and mentors;
- Program managers and curriculum specialists.

Having staff members who are skilled as teachers, coaches, and mentors is extremely important. Fortunately, at Stanford, YIP was able to retain many of its staff from prior years, who brought their experience to the program. The program was staffed by a strong mix of football student-athletes, local public school teachers, athletics staff members, and interns.

The program did not simply rely on the existing skills of the experienced staff, but also required all YIP teachers and mentors to attend pre-camp training.

These sessions focused on getting acquainted with SMART white board technology and understanding

proper implementation of the YIP curricula, as well as mastering the on-field learning aspects of the camp. As noted above, all staff members were high school coaches, college coaches, collegiate players, or certificated teachers. The staff also received practical training.

Coaches were instructed on how to properly teach all game fundamentals, including teaching the players how to tackle without causing concussions to teammates, and also received instruction on creatively and effectively applying life skills messages and discipline.



Football Training and Development

YIP's program design allows participants to benefit from access to University athletic departments, student athletes, alumni, and facilities. The football training program component is comprised of team meetings, fundamental skills development, training by position, physical conditioning, and live game play. All coaches and mentors incorporate life skills training and discipline into each session in the classroom, on the field, and during all other activities. Discipline and character development are important elements in teaching the young men personal responsibility for their actions in the classroom and on the field.

Team Meetings: At daily team meetings, coaches and mentors diagram and review their football plays with the team and explain the role and expectations of each player's position. If applicable, coaches and mentors will watch an instructional football film with their team. Coaches and mentors teach the fundamentals of football and review their game plan with their team.

On-Field Training and Fundamental Skills Development: On-field training includes physical conditioning; applying newly learned fundamentals to live drills; playing full contact football games (both 8-man and 11 on 11); developing and improving current football skills; focusing on offensive positions and skill development; focusing on defensive positions and skill development; teaching basic football fundamentals; teaching teamwork concepts; and building self-esteem and confidence. All basic football fundamentals, such as tackling and blocking, are taught and reviewed at every practice. This structured and controlled environment enables the players to learn at their individual comfort levels. The program provides the participants with step-by-step instruction for every team position.

All practices are broken down into instructional segments that last 15 to 30 minutes. Each position is taught at an upbeat tempo that holds the players' interest throughout the entire practice. Every practice ends with a review of skills, and the players get to scrimmage and play full contact football games every day.

Position Meetings: In addition to mixed peer groups, coaches and mentors each work with a group training for a specific position (QB, RB, WR/TE, OL, DL, LB, CB/S) as a way to focus more intensely on the specific skills needed for that position.



"I was really surprised by how much better [my son] has done in school so far this year. It seems like the program really helped him especially in math class."

*– Parent of 2012
YIP Participant*

YIP Math Program

The Youth Impact Math Program emphasizes the application of mathematics to real-world situations. Number skills and mathematical concepts are not presented in isolation, but are linked to sports and situations and contexts that are relevant to the participants' everyday lives. Each lesson includes time for whole-group instruction as well as small-group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on exploration and ongoing practice. Students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give the students the chance to clarify their thinking and gain insights from others.

The math curriculum consists of 13 daily lessons and five math labs. A pre-test is administered at the beginning of camp and a post-test at its conclusion. The 13 daily lessons cover the following areas: integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. The math labs consist of extension activities that strengthen these skills and utilize the concepts inside and outside the classroom. The calendar of lessons and activities is tailored to each camp's duration.



Each camp day, the delivery of the math curriculum was broken down into the following football-inspired format:

- Locker Room (Instruction), 15-20 Minutes. The coach introduced concepts, stated objectives, discussed new vocabulary, explained

relevancy, probed for prior knowledge, and illustrated the concepts in a step-by-step manner, regularly checking for understanding and providing immediate feedback, with the assistance of the mentors.

- Practice Field (Guided Practice), 15-20 Minutes. This segment immediately followed the instruction phase and created an opportunity for students to test their knowledge and discover questions or ideas they might have. Mentors and other staff were available to help assess understanding and determine if additional instruction was necessary.
- Game Day (Extension), 20-25 Minutes. This segment gave the students an opportunity to apply the concepts they had just learned in relation to football and other recreational sports. Students were arranged in groups of five to six, with mentors and staff available to answer questions.
- Team Meeting (Assessment), 3-5 Minutes. This aspect of the model began on the third day of the camp and continued each day thereafter. It consisted of addressing a variety of problems and questions to determine if objectives from the previous day had been met.

Language Arts Program

The YIP Language Arts curriculum is far different from that of the traditional middle school classroom. It allows participants to see themselves as lifelong readers who read for pleasure. The most important piece of this curriculum is the introduction of young adult novels that middle school boys find interesting and engaging because the books are directly linked to the sport of football. The YIP Language Arts curriculum is comprised of 15 lessons that carry a coherent theme throughout the daily activities of Literature Circles and Writer's Workshops.



Literature Circles: The YIP curriculum places reading responsibility in the hands of the boys, who are grouped in teams of four or five to work together in Literature Circles. Responsibilities are rotated daily for each of five Literature Circle roles throughout the reading and discussion of the selected novel. These five traditional roles are named with football-related positions for YIP purposes and vocabulary. This renaming "gives a nod" to the interests of our young men, allowing them to make more meaningful curriculum connections.

- Linebacker = Vocabulary Enricher, whose job is to be on the lookout for at least two especially important words in the day's reading.

"We [my son and I] are getting along better this year, he listens better to me and shows me more respect."

*– Parent of 2012
YIP Participant*

- Center = Connector, whose job is to find connections between the book and the world outside.
- Quarterback = Character Captain, whose job is to think about and discuss specific personality traits of the character(s) within the book.
- Running Back = Literary Luminary, whose job is to choose at least two sections of the chapter(s) each day to read out loud to the team.
- Tackle = Artful Adventurer, whose job is to create and share an artistic representation of something from the reading of the day's chapters.

Writer's Workshop: An important part of the Language Arts Program is the Writer's Workshop, which allows the boys an opportunity to write about connections they make to the selected novels from happenings in their own lives. Through Writer's Workshop and the lessons that precede each Writer's Workshop period, the boys improve their writing skills in the Six Traits of Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

During each lesson, staffs work with the boys to help them pay close attention to the basic writing skills of:

- vocabulary and word meanings;
- clear and concise writing (both prose and poetry);
- correct use of grammar;
- correct use of punctuation; and
- correct use of capitalization.

Other YIP Activities

Mentoring: All teachers and mentors are selected from participating middle schools and the local universities, respectively. This allows them to maintain long-term relationships with the boys even after the four-week camp, as well as through post-program follow-ups in which the teachers and mentors can evaluate the boys' academic performance throughout the year and offer tutoring/mentoring services to foster success in all aspects of the boys' lives. The low teacher-to-student ratio helps the boys get positive one-on-one time with the teacher and mentors. The teacher and mentors can genuinely get to know the boys, which allows them to better identify areas where the boys need help.

Character Development: Throughout camp, various community leaders, including current and former NFL players, discuss character and ethics with the boys. Many of the conversations are centered on good sportsmanship, academic excellence, anger management, and conflict resolution. Character development is reinforced throughout the entire camp: the boys are being

*This camp was
really cool
working with all
these great
Stanford players. I
hope to work with
them again.*

*Viliami, 13 year
old 2013 YIP
Participant*

placed in an environment that expects them to abide by a code of conduct. Discipline is always a positive aspect of the camp, as behavior is compared to what is expected of collegiate-level student athletes. The youths respect this and respond well to the structure.

Meals, Nutrition, and Health: The daily cafeteria-style, all-you-can-eat meals provided on campus are a significant motivator for participants and allow YIP to directly address problems with malnutrition, inconsistent meals, and discipline. Throughout camp, the boys are educated by staff professionals on how to live a healthy lifestyle and make good food choices. Coaches and mentors eat with the participants to model and encourage healthy eating habits.

Smart Boards: The 2013 YIP Program continued the integration of SMART TECH Smart Board Technology into the YIP program format. This technology helps students become engaged and excited about the learning process. In the past we have found that the use of the Smart Boards dramatically increases voluntary participation by the boys and creates excitement around their use of a new technology. The technology gives students an opportunity to demonstrate their knowledge in mathematics and language arts in front of the class, instills confidence, and creates a positive learning environment where student success can be celebrated. SMART TECH's participation and in-kind support of the program for the past four years has been vital to YIP's integrating, promoting and strategizing the programs.



Program Evaluation: YIP continually seeks to make improvements in its evaluation of the effectiveness of the program. This includes using standardized and reliable evaluation instruments for assessing math and vocabulary impacts. Participants are given a pre-test at the beginning of camp and a post-test at the conclusion of camp for all major areas of interest. Assessment instruments are aligned with the curriculum and are based on topics and standards students have been or will be instructed in during the course of the regular school year.

For the Mathematics program, the evaluation this year covered such topics as operations with integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations.

For the Language Arts program, concrete outcome indicators were identified within each curriculum (such as vocabulary drawn from selected novels and growth in writing skills), which were tested at the start of camp and at its finish.

Stanford YIP Daily Schedule

The calendar below shows the daily schedule of the 2013 YIP program. It highlights the unique and special events these campers had the opportunity to participate in, including:

- A field trip to the San Francisco facility
- Guest speaker Rhett Ellison, tight end for the NFL's Minnesota Vikings
- Guest speaker Dr. John York, former co-owner and current Co-Chairman of the San Francisco 49ers
- Guest speaker Dr. Condoleezza Rice, former U.S. Secretary of State
- STEM presentation by scientists from Lockheed Martin on Science, Rocketry and Engineering
- Guest speaker Riki Ellison, founder of YIP and former NFL player
- Guest speaker Artie Gigantino, NFL Coach
- Guest visitors from the U.S. Marines 23rd Regiment

STANFORD YOUTH IMPACT PROGRAM					
Stanford YIP Schedule July 2013					
Football goals will be accomplished by having the goal be the theme of a day's drill circuit. With all goals, applicable football rules will be taught.					
LIFE SKILLS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Respect • Self • Adults • Women • Peers • Property • Community	8 First Day of Program Pre-testing Football AM Classroom PM	9 • Introductions • English: Crash Ch. 1-5 • Math • Life Skills • Football: Tackling/Safety	10 • English: Crash Ch. 6-11 • Math • Life Skills • Football: Tackling/Running	11 • Math • Life Skills Fieldtrip to 49ers Facility 	12 • English: Crash Ch. 12-16 • Math • Life Skills • Discussion: Bios of Guest Speakers • Football: Blocking/Shedding Special guest visitor Rhett Ellison
Character Building • Integrity • Self-care • Values • Morals • Self-motivation • Goal setting	15 • English: Crash Ch. 17-20 • Football: Tackling/Running Special guest speakers <i>Dr. John York</i> <i>Dr. Condoleezza Rice</i>	16 • English: Crash Ch. 21-24 • Math • Life Skills • Football: Catching/Throwing	17 • English: Crash Ch. 25-29 • Math • Life Skills • Lockheed Martin on Science, Rocketry and Engineering • Football: Pass Game	18 • English: Crash Ch. 30-34 • Math • Life Skills • Football: Run Game/Kicking	19 • English: Crash Ch. 35-40 • Math • Life Skills Pool Party & BBQ
Decision Making • Choices • Gang/drug prevention • Abstinence • Managing violence & aggression	22 • English: Crash Ch. 41-44 • Math • Life Skills • Football: Pass Game Special guest visitors <i>Riki Ellison</i> <i>NFL/USA Football: Artie Gigantino</i>	23 • English: Crash Ch. 45-49 • Math • Life Skills • Football: Games ½ Field Special guest visitors <i>Riki Ellison</i> <i>US Marines 23rd Regiment</i> Presentation of Dr. Bill Van Cleave Memorial Award	24 • English: Crash Study Vocabulary • Math • Life Skills • Lockheed Martin on Science, Rocketry and Engineering • Football: Games ½ Field Special guest visitors <i>Riki Ellison</i> <i>US Marines 23rd Regiment</i> Presentation of Dr. Bill Van Cleave Memorial Award	25 • Football: Games ½ Field • Program Reflections Post-testing	26 Final Day of Program Parents view football obstacle course & BBQ

Stanford University

The Stanford YIP is supported by the NFL and USA Football and its Heads Up initiative. The program hired 12 current Stanford football players, five Stanford staff members and four public school teachers. Dr. John York, Co-Chairman of the 49ers, and Dr. Condoleezza Rice, former U.S. Secretary of State and Stanford Professor, were also participants in this year's program.

In this, its third year, the YIP at the University of Stanford served 77 at-risk boys. The boys who participated were chosen from middle schools in underprivileged communities, including East Palo Alto and East San Jose. The middle schools chosen, with help from the San Francisco 49ers, the FLY Program (Fresh Lifelines for Youth), and the district offices of Senator Dianne Feinstein included the 49ers Academy, Willow Oaks, Luther Burbank, and Clyde L. Fischer.

A recent survey of developmental assets among Palo Alto youth indicated that 18 percent of fifth-graders are considered "vulnerable or at risk." That number jumps to 32 percent of middle school students and 47 percent of high school students.

Given that Founder Riki Ellison played for the San Francisco 49ers, winning three Super Bowls in the 1980s with their iconic teams, this program has the benefit of especially strong partnerships. The Stanford YIP has the support of the San Francisco 49ers Academy and includes Stanford Athletic Director Bob Bowlsby, Stanford Head Coach David Shaw, San Francisco 49ers Head Coach Jim Harbaugh, and other representatives from the 49ers.

Stanford is recognized as one of the world's leading academic institutions. The university was established to prepare students "for personal success and direct usefulness in life and to promote the public welfare by exercising an influence on behalf of humanity and civilization." The university's students have opportunities to participate in a remarkable range of activities, from academic courses taught by renowned professors and opportunities for research, independent study and public service to an extraordinary range of extracurricular activities.



YIP Impacts and Outcomes

Football Skills and Physical Fitness

The football training provided to youths in YIP camp is founded on the basic elements necessary to succeed as a high school or collegiate football player. We have repeatedly demonstrated in prior years the significant improvements in boys' football-related skills and knowledge, as well as in their overall physical fitness, as a result of the football training they gain at camp. The clearest evidence of these gains is that by the end of camp the participants, many of whom had never played organized football before and could not even put on their gear at the beginning of the program, are playing full contact 11-on-11 organized football games. As we have reported in the past, the high quality of the football training in YIP camp can be seen in the fact that not only are several of our alumni excelling at the high school level and being identified by college recruiters, some are playing collegiate football, and one player who attended a YIP camp is playing in the NFL.

It is hard to overstate the impact that the YIP programs will have on high school football programs in these communities, where lack of traditional football programs for this age group has severely impacted the quality of athletes available for their high school programs. YIP is now serving as a feeder program for these schools and ensuring the health of football for future generations.

"This camp means getting better at football."

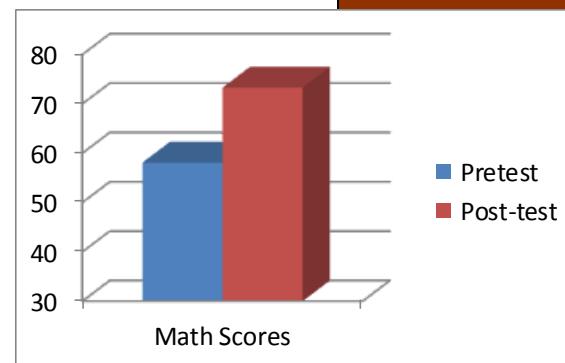
- Benjamin, 11 year-old 2013 YIP Participant



Mathematics Program

To evaluate the Mathematics program, participants were given a pre-test at the beginning of camp and a post-test at the conclusion of camp. The pre-test and post-test covered such topics as operations with integers, fractions, decimals, percents, ratio and proportion, measurement, graphs and charts, data analysis, expressions, and equations. An overall total score for each student was developed that demonstrated his level of knowledge. The topics in the curriculum and on the test are actually below middle school grade-level standards and should have been mastered during the 5th and 6th grades. As such, the evaluation tools were appropriate for all age levels, and the results reflect the reality of the educational achievement of this highly at-risk group of boys.

Raw math scores from the pre- and post-testing could fall between 0 and 120 for each student. On average, the boys had a (mean) pre-test score of 58.1 and a (mean) post-test score of 73.3. **This represents a 26.1% improvement in test scores, an improvement that is statistically significant and demonstrates meaningful change** (see statistical analysis results below). For the second year in a row this represents the largest change ever seen in the YIP program (2012 reported 19.1% improvement in tests scores) and demonstrates the ever increasing effectiveness and refinement of the YIP program.



Mathematics Paired Samples Test

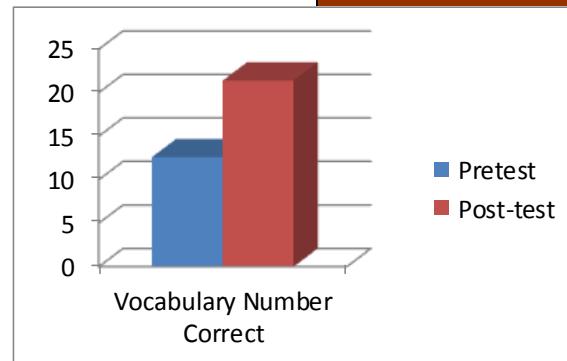
	Paired Differences	t						df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
					Lower	Upper					
Pair 1	PreMath - PostMath	-15.268	13.274	2.073	-19.458	-11.078	-7.365	40	.000		

These YIP students not only measurably improved their pre- and post-test math skills; they also reinforced math abilities they likely would have lost during the summer months if they had not attended camp. Research has shown that all students lose on average approximately 2.6 months of grade level equivalency in mathematical computation ability over the summer months, when they are outside the classroom and typically do not practice their math skills. Because the YIP campers learned and reinforced math skills during the summer program, they may have gained even more than their test results indicate. In fact, the YIP participants' scores are possibly 30% higher than the scores of their peers who did not have the benefit of math reinforcement in YIP camp over the summer would be.

Language Arts Program

The impact of the Language Arts Program was assessed by examining Vocabulary Development.

Vocabulary Development: To assess Vocabulary Development, students were given a multiple choice test using words appearing in the selected YIP camp texts (Crash and Maniac McGee). Both young adult novels were written by author Jerry Spinelli. Improvements in these indicators not only showed vocabulary development, but also indicated the students' increased interest in reading and the attention they paid to the readings.

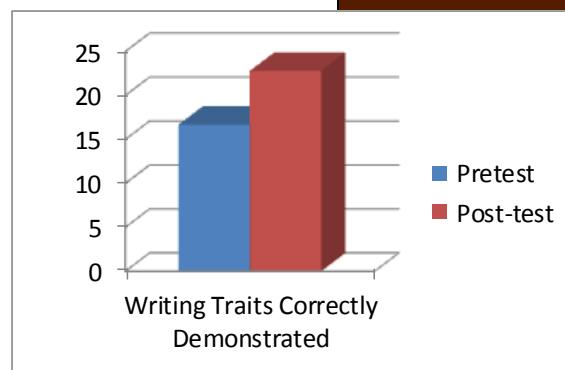


Scores could fall between 0 and 24 for each student. On average, the boys had a (mean) pre-test score of 12.6 correct answers and a (mean) post-test score of 21.4 correct answers. This represents a dramatic 69.8% improvement in test scores, an improvement that is statistically significant and demonstrates meaningful change (see statistical analysis results below). As with the Mathematics outcomes, for the second year in a row these results demonstrate the largest percentage of change ever seen in a YIP program (as compared to 30.9% improvement in 2012) and is a credit to the teachers, the students, and the YIP program.

Vocabulary Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1	PreVoc - PostVoc	-8.733	3.881	.579	-9.899	-7.567	-15.095	44	.000			

Writing Development: In addition to developing reading ability, the YIP Program also sought to develop the writing abilities of the youth. For Writing Skills, students were evaluated on each of the Six Traits of Writing — Content, Organization, Voice, Word Choice, Fluency, and Conventions — that were taught through Writers' Workshop mini-lessons. In the pre- and post-test assessments that were conducted, scores could range from 0 to 30. On average, the boys had a (mean) pre-test score of 16.7 correct answers and a post-test rating of 22.8 correct answers. This represents a 36.5% improvement in writing ability, an improvement that is statistically significant and demonstrates meaningful change (see statistical



analysis results below). As with the Math and Vocabulary scores for this year's program is the largest ever recorded with YIP participants and documents the overall excellence of the academic program this year.

Writing Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair 1 PreWri - PostWri	-6.133	7.695	1.147	-8.445	-3.822	-5.347	44	.000			

As is the case with math skills, students as a whole typically lose reading skills over the summer months. The extent of reading loss that students may experience has been shown to be strongly influenced by family income and minority status. Students with middle-income or high-income families may actually make slight gains in reading performance over the summer months. However, students in low-income families or who are otherwise at risk experience significant losses in reading comprehension and word recognition -- nearly three months of grade-level reading equivalency on average each year -- during the summer months. This makes the gains made by YIP students in Language Arts, both vocabulary and writing, particularly significant. When their reading level is compared to the reading levels of peers who did not participate in reading or other educational programs during the summer, the boys who participated in YIP summer camps are educationally four or five months ahead of where they would have been without YIP camp.

Impact Results from the Families of YIP Participants

Research from the last program cycle demonstrated that parents are very supportive of the YIP program and see real and dramatic changes in their children as a result of participation. Of particular note were findings that:

- Parents were largely unaware of YIP prior to nomination of their child by partner school staff. However, parents of returning (2nd time) campers were highly aware and interested in having their child participate in the camp a second time.
- Parents wish the program was available for more years and that their child could participate when he was older.
- Parents saw changes in their child in terms of his personal responsibility, goals, and effort in school.
- Parents report that negative behavior and the number of times their child got into trouble over the summer were significantly less than in prior summers.
- Parents report having more pride in their child as a result of the behavioral and interpersonal changes they saw take place during the YIP camp.

The Lasting Impact of YIP Participation

This year we were again able to document the impact of repeated exposure on boys who have attended the YIP camp more than once. As in the past, we have been able to document a lasting and increased impact due to repeated participation. Boys who previously attended a YIP program come into the next program with higher levels of self-esteem and higher scores on academic skills than first time campers. While it is impossible to definitively attribute this difference between groups solely to the YIP program without an experimental design, **the findings strongly suggest that the impacts of YIP participation maintain themselves for at least a year.**

Specific YIP Program findings, including findings from the parent focus group, provide clear indications of changes in participant attitudes and behavior that are likely to have long-lasting impact on the boys' lives. Participants attending the YIP program for a second time, in comparison to first-time attendees, reported being more confident in their abilities, having significantly more friends, being more willing to work hard to get good grades, and having a greater love of football. Another, particularly important indicator of long-term benefit is that youths who have attended more than one YIP program expressed a stronger expectation that they will finish high school and go to college than did one-time attendees.

These program findings from participant and parent feedback are striking indicators that participation in the YIP Program can plant seeds that have life-changing potential.

[“My son] is working real hard to be on the football team at school, keeping his grades up, and wants to be a star player.”

– Parent of 2012 YIP participant

Life Skills and Other Outcomes

To reestablish the risk factors associated with these youth and document the impact of programming, baseline and post-test information was collected to allow comparison to other national data sets on children in this age group.

Enjoyment of Football and Future Football Plans: The boys who participated in the program, not surprisingly, loved football when they began the YIP program (76.6% said it was pretty much true or very much true that they loved playing football) and that the YIP experience increased their appreciation of football during the camp (87% saying they loved football pretty much or very much at post-test). What is more interesting is that this “love of football” translated into concrete plans to play organized football in the following year. Plans to play football during the next school year increased from 74.5% to 87.7% during the camp (a statistically significant change).

Friendship and Support: One of the intentional focuses of YIP is to connect children without strong adult role models to young collegiate athletes they can bond with and aspire to be like. To this end, YIP campers were asked a number of questions about the support, friendship, and role models they had in their lives before and after the camp. Participation in the camp has an immediate effect on increasing the number of friends each boy has, increasing a significant average of 4.3 friends per child. As was true with other areas, the impact was different between first-time and repeat YIP participants. Overall, the number of friends that campers began with was higher than in the past, with an average of 19.7 friends, but “veteran” returning campers started with more friends than first-time campers. First-time campers increased their number of friends by five, while veteran returning participants on average gained about one new friend.

Overall, both group of boys experienced large increases in the number of caring adults in their lives. At the beginning of camp boys reported an average of 16.3 caring adults in their lives, while at the end of camp they reported an average of 42.7 caring adults in their lives. The greatest portion of this change was due to the new relationships with camp staff that the boys developed during the program. At the beginning of camp the boys reporting having a caring relationship with 3.1 adults among the YIP staff (accounted for by veteran campers relationships with returning staff), and by the end of camp boys reported an average of 21.7 caring relationships with camp staff. The importance of these relationships is in the mentoring / role model nature of the relationships with the student athletes who make up the majority of the YIP staff. Boys can and do look up to these college athletes and try to emulate their success.

The Impact of Regular High-Quality, Free Meals: We have directly asked the boys in the past about the issues of hunger and food insecurity. Our findings mirror what is known from population statistics in that having regular meals can be a real problem for many of the boys in our programs. During the summer

“It [YIP] has changed my life so very much, it meant very much to me to go to the YIP camp. I’m a changed boy who doesn’t get in trouble, loves football and made friends.”

– Sebastian, 14 year-old 2013 YIP Participant

when they do not have access to school food programs, these students' families have limited access to nutritious, adequate food. Our findings clearly indicate that the daily, free, nutritional meals provided at YIP camp are a significant and direct benefit to many of these boys and their families. Without these meals, the participants would have been more likely to suffer from a variety of health, behavioral, and developmental problems.

Belief in a Good Future: Perhaps one of the most important achievements of the YIP Program is to instill "resiliency" in these youth by showing them a different future that they can achieve and giving them the internal resources and drive to overcome obstacles in creating this future. It appears that the overall impact of the YIP program on these outcomes as reflected in pre- and post-tests was somewhat muted by the involvement of "veteran" boys, who came to camp with significantly stronger positive beliefs about their own future and so did not have as much room for improvement. This finding itself is a dramatic statement about the long-term impact of YIP participation. Overall, positive pre-test and post-test changes were found across all indicators of self-confidence, self-esteem, and belief in a better future, with increases in the percentage of youth who agreed that:

- I am willing to work hard to get better grades.
- I know that I will finish high school.
- I expect to go to college one day.
- I am able to finish what I start.
- I have a lot of confidence in my own abilities.
- I know that I will have a good future.

Overall Assessment of the YIP Program by the Participants: There can be no better indicator of the success of the YIP program than the feedback from the students themselves. This year's program reported the highest level of enjoyment to date, with 95.7% of participants indicating that they "pretty much" (17.4%) or "very much" (78.3%) enjoyed the YIP program. Perhaps more importantly, 86.4% agreed that the YIP camp made them realize that they can do better in life than they expected they could before the camp. This is a powerful and succinct way of demonstrating the impact of the camp: it helps high-risk youth expect more out of themselves and their lives. That is a benefit it would be hard to overestimate.

"My life is going to be different because they taught me discipline. I met very good people that gave me great advice."

– Eliud, 2013 YIP Participant

Summary of Press Coverage

The press coverage of YIP in 2013 continued to be strong and we continued to successfully coordinated media alerts and releases with the San Francisco 49ers.

Youth Impact at Stanford University: Press Release

<http://www.youthimpactprogram.org/web/module/press/pressid/130/interior.asp>

Palo Alto, California, July 8, 2013 -- Riki Ellison, Chairman and Founder of the Missile Defense Advocacy Alliance (MDAA), in partnership with the NFL, the San Francisco 49ers, Lockheed Martin and Stanford University, has announced the opening of the Youth Impact Program (YIP) at Stanford University today. YIP is an academic STEM initiative coupled with football skills that runs through the month of July for "at risk" boys in the Bay area.

Stanford YIP Begins with Words of Support from David Shaw: Press Release

<http://www.prnewswire.com/news-releases/youth-impact-at-stanford-university-214658801.html>

"We are thrilled to once again partner with the Youth Impact Program, the NFL and the San Francisco 49ers," said David Shaw, Bradford M. Freeman Director of Football and Head Coach. "It's our third year hosting the program at Stanford, where we strive to positively impact the participants by teaching, mentoring and motivating them to succeed in the classroom and on the playing field."



RHETT ELLISON SUPPORTS STANFORD YOUTH IMPACT PROGRAM: Press Release

<http://www.youthimpactprogram.org/web/module/press/pressid/131/interior.asp>

Portola Valley, Calif. native and Minnesota Vikings tight end/fullback Rhett Ellison participated as a mentor in the Stanford Youth Impact Program (YIP) on July 12. Ellison, a 2012 4th Round pick of the Vikings, served as a guest speaker to discuss the importance of education and using football as tool to achieve ultimate success both on and off-the field. He also presented the organization with a personal donation to match the grant given by the NFL.

Riki Ellison Teaches Youth Impact Program Haka Lesson

<http://www.youtube.com/watch?v=A0FonVe2EPY>

Congressional Support

YIP continues to have very strong Congressional support. In addition to the Congressional Resolutions (both House and Senate) commending YIP for its achievement, we have also continue to receive letters of support for our program from individual members of Congress, including a March 25, 2011 letter of support from U.S. Senator David Vitter.

We believe this continued support has a major public policy benefit for football and will continue to advance the image and impact of youth football and youth sports overall.

Financial Report

Financial reporting for this NFL-funded project will come under separate cover.

Congressional Resolutions

IV

110TH CONGRESS
2D SESSION

H. RES. 1413

Acknowledging the accomplishments and goals of the Youth Impact Program.

IN THE HOUSE OF REPRESENTATIVES

AUGUST 1, 2008

Ms. WATSON (for herself, Mr. CAMPBELL of California, Mrs. BONO MACK, Mr. BOHRABACHER, Mr. SOLIS, Mr. ANDREWS, Mr. SCALISE, Mr. MELANCON, Mr. REYES, Mr. ISSA, Ms. HARMAN, Ms. WATERS, and Ms. RICHARDSON) submitted the following resolution; which was referred to the Committee on Education and Labor

RESOLUTION

Acknowledging the accomplishments and goals of the Youth Impact Program.

Whereas many at-risk young men in the Nation's inner cities face a challenging and uncertain future;

Whereas the future success of at-risk young men can be greatly enhanced through sustained mentorship;

Whereas effective working partnerships between and within the public and private sectors can have a lasting and positive impact on the future of these young men;

Whereas participation in organized sports has provided a creative and disciplined outlet and a path to a better life for many at-risk males;

110TH CONGRESS 2D SESSION **S. RES. 725**

Acknowledging the accomplishments and goals of the Youth Impact Program,

IN THE SENATE OF THE UNITED STATES

DECEMBER 9, 2008

Mr. VITTER submitted the following resolution; which was considered and
agreed to

RESOLUTION

Acknowledging the accomplishments and goals of the Youth
Impact Program.

Whereas many at-risk young men in the inner cities of the
United States face a challenging and uncertain future;

Whereas the future success of at-risk young men can be
greatly enhanced through sustained mentorship;

Whereas effective working partnerships between and within
the public and private sectors can have a lasting and
positive impact on the future of at-risk young men;

Whereas participation in organized sports has provided a creative
and disciplined outlet and a path to a better life for
many at-risk young men;

Whereas the Youth Impact Program combines the disciplines
of football, mentoring, and academics in partnerships between local National Football League franchises and uni-

Congressional Letters of Support



March 25, 2011

Friends of the Youth Impact Program

Dear Friends:

I want to thank you for your support for the Youth Impact Program (YIP). It has been my pleasure to work with Riki Ellison and YIP for the last several years.

Riki's vision for reaching inner city at-risk youth and the program that has resulted from that vision is making a difference in a number of cities around the U.S. The fact that the program is supported by the NFL and has a football component motivates young men to want to get involved. Once in the program, these young men learn more than sports. They also learn life skills, health and nutrition, science, engineering, technology, mathematics, and reading literacy.

I was excited when YIP came to Louisiana with a program at Tulane University a few years ago. As I have seen the program in action, I have become even more enthusiastic about the opportunities that it offers. In 2008, I sponsored a resolution in the U.S. Senate acknowledging the goals and accomplishments of the Youth Impact Program. More recently I joined Senators Mary Landrieu, Kirsten Gillibrand, and Charles Schumer in signing a letter to NFL Commissioner Roger Goodell commending the NFL and YIP on the work that has allowed the organization to expand to Syracuse University.

The Youth Impact Program is doing great work to reach at-risk young men because of people who step forward to make YIP possible. With the continued support of caring people, I am confident that there will be opportunities to expand the program so even more youth can be positively impacted in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "David Vitter".

United States Senate

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