

## Youth Sports Networking Seminar

November 19, 2014 – Philadelphia City Rowing

### Introductions

- Nancy Peter: Introductions & welcome
- Who has attended previous PYSC Seminars, and who is here for the first time?
- How to become a PYSC Partner

### Announcements

- **Youth Mentoring Partnership** is seeking mentors (caring adults OR responsible peer mentors in their Junior year of high school) as well as students in grades 6-12. Other PYSC organizations may refer potential mentors or students to us via email [Chris@youthmp.org](mailto:Chris@youthmp.org) or by phone [484-213-9467](tel:484-213-9467). Learn more about our programs at [www.youthmp.org/programs/friend-fitness](http://www.youthmp.org/programs/friend-fitness)
- Please vote for **Youth Mentoring Partnership's** "[Grittiness: Teaching Grit through Fitness](http://causes.kindsnacks.com/cause/gritiness-teaching-grit-through-fitness/)" project to get a \$10,000 grant from KIND Healthy Snacks and KIND Causes. Learn more & vote here: <http://causes.kindsnacks.com/cause/gritiness-teaching-grit-through-fitness/>
- Community Partnership School is in the midst of their admissions season. If you have families interested in an affordable, independent elementary school education, please check out the enrollment section of their website at [www.cpsphilly.org](http://www.cpsphilly.org). For more information you can contact Katie Greenbaum at [k.greenbaum@cpsphilly.org](mailto:k.greenbaum@cpsphilly.org) or at 215-235-0461.

### Panelists

#### Heidi

- Key elements: Having a logic model, understanding in a simple way what it is that your program does.
- Differences between outputs and impact.
- Outputs is a measure of the activity
- Impact is what has resulted from that activity, which is much harder
- Use a logic model, as an example: Activities, outputs, short-medium-long term goals.
- Short term may be as simple as, the children are getting more physical activity. Long term can also be as simple as, is their growth in their connection with the program?
- How do access how your program is impacting youth?
- It's easier to get feedback from teens, as opposed to children.
- Think about your age group and look at some models that have worked in the past within your age group.
- Aubrey Kent, SIRC at Temple, has a great model. It revolves around measuring 8 dimensions of positive youth development; which include the 5 C's.
- This model works better for middle school and up. The youth take a survey to get an analysis on how they are personally affected and how their attitudes change over time.
- Key point: Two schools of thought. Attitudes are the underlying motivators behind behavior, attitude may not last and therefore their motivation doesn't last. Others say behavior is more important than attitude.
- At Starfinder they don't weigh kids, or do BMI in order for data because they feel its intrusive. Think about what you feel comfortable doing.
- Starfinder is a part of a group called Street Football World; who shared their model that is orientated to younger kids. It's very easy to implement. You measure life skills. It looks at children's ability to interact with others, overcome difficulty, taking initiative, understanding and following instructions. This can be graded on a simple 5 level scale, (very bad, bad, okay, good, very good, )

- Starfinder has been involved with Up2Us, they have a fantastic website, it's free, and they have many great resources. (Get link) Requirements; they have a survey that you can give to your kids. It kind of measures where they are at the beginning point, you can use that as a starting point.

### Chris

- There is a process and a science to creating an organization that will make a positive impact on youth.
- Have a logic model, have a sense of what your goals are. Use the specific surveys that have been given.
- Start with what everyone apart of PYSC has as a baseline, positive youth development; the 5 C's.
- You can get find surveys, do your own independently, and then you can compare them.
- What is success? It's achieving your goals. Whatever gets measured is what gets done. If you find something that you can quantify as success, you can show that. Think about what is meaningful to you.
- What's important to us is GRIT: I had a reading disability, but I was able to graduate -with a masters from Penn. I came from a single-parent family, but I was able to overcome that obstacle also. You have to preserve, an important part of perseverance is having something that is important and that you're passionate about.
- There aren't measures of perseverance; what's really unique about GRIT as a measureable concept is that it's actually measurable.
- It's been found through GRIT that perseverance and work ethic are measurable long term goals.
- We've used this model, in addition to the positive youth development model, to show success.
- GRIT has two subscales. Perseverance of effort and consistency of work.
- The beautiful thing about using valid surveys, is that someone else has already done the work plus you know that someone has put valid thought into the questions in their survey.
- A way to compare students is by comparing your youth's grittiness in relation to their peers. We find that our children are gritty beyond their years.
- Longitudinal study; looking at youth development over time. Take two measurements every year.
- First, pre-intervention measurement. Then subsequent measurements as a result of the pre-intervention.
- There are no other youth sport programs to date that have shown they are increasing grit within their children.
- To use as an example of things out of your control, we have a mentoring program that is limited by the number of mentors, which limits the amount of impact they can make. It's important to utilize what is within your control.
- The more surveys you have, the comparison only increases in efficiency.
- There are a variety of different statistical methods. There are different tools for different purposes.
- In conclusion, the most important element is perseverance. Each of your programs is definitely affecting the perseverance of your kids. Now that we have a way to measure this, it only becomes easier as more people measure their kids rates of perseverance.
- For more information on GRIT see handouts. Additional information can be found at [www.youthmp.org/gotgrit](http://www.youthmp.org/gotgrit), [www.characterlab.org](http://www.characterlab.org), and <https://sites.sas.upenn.edu/duckworth>.

### Marty

- EducationWorks is an organization that came to Penn in 1994. They provide programs for children during school, after-school, during the summer, early learning, they also work with AIC. They now serve youth ranging in age from 6 weeks- to 18 years old.
- We have a strong commitment to assessment and data.
- In EducationWork's largest year 290,000\$ was spent money on their external assessment.
- Absence of external assessment is like driving with one eye closed.
- Some place along the line your assessment tools should be utilizing people from outside your organization.
- External assessment is something that people need to consider and do as much as they can.
- A great starting point is measurement and assessment and thinking for whom are you measuring?
- First you need to think about what measurements you want for yourself. Different staff have different focuses. Additionally, funders may have different focuses.

- Once you start unpacking that within yourself, staff, funders, teachers, students, parents. The answer is that no, you can't focus on everything and everyone. You have to set priorities for whom and when you can give measurements.
- What are the tools?
- Reliability measures, validity measures (be sure to consider what exactly is valid), and word of mouth are great tools.
- We have used a variety of tools that have been referred to, researched, and created.
- While it is very common and very important to say that measurement should focus on goals that you're trying to achieve. It's also important to look at the bigger picture. It's possible that your organization can be affected youth in a way you haven't considered.
- About 35 years ago there was a flurry about goal free evaluation, which asked what has happened as a result of what we have done? No specifics, but what has happened. 2 examples: When I was introduced to the Mayors wife, someone introduced me as the Executive Director of the organization that has the most effective youth program in Philadelphia against youth violence. Before this, I had no idea that my organization was even affecting youth violence. (2) – How our children performed on standardized math and English test was an important aspect of our program, these test were important to a lot of people. The money we receive for the program was coming from- the state, schools, and then down to us. We had to drop our tutoring program as a result of money spent on our measurement program. I was mentioning to someone that we're going to have to drop our tutoring program, and they said no you can't do that! Your tutoring program is the most effective school drop-out program in Philadelphia.
- You need to look at some of the goals out-side of what you think is important, because you may find other important impacts that your program is making.

## Q&A

Q: - For Chris: Where does the comparative data come from?

A: -If you go into the actual resources within journals, you will be able to find data that is available for comparison. By researching many different surveys, you can compare. Utilize what's already there.

Q: - For Chris: I think of GRIT as an indicator, not a measurement tool?

A: Heidi talked about a logic model, which is definitely effective measurement tool. We're the first ones actually doing utilizing this GRIT measurement, we will get a valid assessment of it if this is a valid measurement. At the moment, it's just research on research. Right now we don't have great measurements of GRIT or even success. On a larger scale, the GRIT survey has been a great place to start. There's different ways to interpret the data in different reports.

Q: - For all panelists: As Executive Directors do you have any measurements that you have done in the past that you would caution others not to do?

A: Heidi: I wouldn't say anything has specifically failed. We have overwhelmed ourselves at times by trying to track too many things. We have no budget for evaluation; we use the resources that we have. It's important to not let things get away from you. Try to keep it simple, once you pick priorities you'll be able to grow.

Marty: Grades in school are almost totally worthless because the grades themselves are invalid measurements of student learning. We use to obsess over the impact of training, until we got some external assessment and we found out that a lot of training is almost totally worthless because the children respond to each person differently.

Chris: The actual validity of your measurements don't always work out because sometimes your tools aren't efficient.

Q – For Marty: Homework doesn't improve grades. We're more interested in creativity and curiosity. Should I not measure those as much and look to other things?

A: In our tutoring programs, we learnt that a lot of homework assigned is worthless. How do you measure curiosity? – Ask teachers if kids are asking more questions, what kinds of questions are they asking, are you seeing any differences now that they're in our program? We asked the teachers if there was

something different about our kids, and the teacher told us that are kids are so good that we don't have to review their report because they are the good children; which was an incredible measurement of success.

### Small-Group Discussions

**Heidi's Table:** We discussed how one can assess their program in situations where pre-evaluation isn't done. The logic model is something that works great.

**Chris's Table:** We discussed the growing interest in measuring GRIT. There are a variety of ways to measure success that don't require a huge budget. There are still some things that aren't valid measurements yet, but should be explored. Look into the character lab to find the character growth card, it will help you measure GRIT. The real key for me as the person who is all about GRIT, is that it's not all about GRIT; there are many other important aspects.

**Marty's Table:** We discussed how to respond to the question how successful are you? One way is to ask what do you consider success, then give your specific answer. Another way is to consider all the elements within your program and their individual success. In conclusion, I spoke on how there is often bad data and sometimes more data isn't better than less data.

### Relevant Websites:

- **SIRC** - <http://sthm.temple.edu/sirc/>
- **Up2Us** - <https://www.up2us.org/>
- **Duckworth Lab** - <https://sites.sas.upenn.edu/duckworth>

### Next Seminar

**TBA**

Date: Wednesday, December 15<sup>th</sup>, 2014

Time: 9:30-11:30am

Where: The First Tee of Greater Philadelphia

**Panelists**

TBA