

**Effective Youth Sports:  
Creating an Ideal Type Program Model to Reduce Risk**

**By**

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## **ABSTRACT**

*Purpose:* The purpose of this paper is to develop a model that identifies and describes the primary categories that should be included in a youth sports program. Second, the model will be used to gauge the CHASCO Family YMCA in Round Rock, TX. Lastly, recommendations for change to the model based on the results will be given.

*Methodology:* The components of an effective youth sports program identified in the literature are used to construct the conceptual framework. A practical ideal type model assessment tool for youth sports programs is created from the framework. The assessment tool is used to gauge for the presence of an effective youth sports program at the CHASCO Family YMCA in Round Rock, TX. Document analysis and direct observation is used to perform the assessment.

*Results:* The CHASCO Family YMCA youth sports department rating is lower than the internal rating system results that the CHASCO Family YMCA used. The literature identified some components that were used to gauge the YMCA that were not on any rating system the YMCA currently uses.

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## **Chapter I**

### **Introduction**

Sports play a positive role in the lives of people of all ages. Most often, individuals are introduced to sports at a very young age; thus, millions of children play sports and participate in youth sports programs in the United States each year. With over 48 million eligible participants each year, youth sports programs should utilize the most effective practices possible in order to safely and positively shape the future of America's youth through sports (Seefeldt and Ewing 1997, 2). The greatest concern for youth sports programs is the safety of children, and the best practices for youth sports should be to maximize the safety of children in a fun environment, since sports have the unique ability to promote a long-term healthy lifestyle. Efficiently run youth sports programs are able to more positively impact the lives of children than are less efficient programs because the former are able to better control the variables that would otherwise negatively affect such programs.

However, every year, thousands of youth withdraw from sport participation. Many of these athletes abandon sports because of other interests, but a significant number are turned away due to their negative personal experiences in these sports. Intense training and pressure-packed competitions, coupled with close adult supervision, can induce considerable stress in young athletes (Rotella 1991, 421). Youth sports should be activities that foster continued participation, fun, and a stress-free environment for children. The results from a Minnesota survey found that 45.3 percent of kids said that they had been called names, had been yelled at, or had been insulted by their coaches. Furthermore, 21 percent said that they had been pressured to play with an injury, 17.5 percent said that they had been hit, kicked, or slapped, 8 percent said that they had been called names with sexual connotations, and 3.4 percent said that they had been sexually

abused. This final number is very conservative because few will admit to being sexually abused (Minnesota 1993). These numbers are appalling, and they reinforce the need to reduce the risk of psychological and physical damage to children in youth sports. Youth-centric organizations attempt to implement effective practices that minimize these damages, and there is a need for a practical ideal type standard for youth sports programs that will effectively reduce the risk of child injury, both mental and physical.

Four times per year, the CHASCO Family YMCA in Round Rock, Texas, provides over 1,000 children with the opportunity to participate in sports programming in a community environment. There are over ten separate youth sports programs in the Austin metropolitan area alone, in addition to the programs run by schools. There is a definite need to create a practical ideal type model by which youth sports programs can be evaluated in terms of their ability to provide a positive sports experience for the greatest number of children possible.

### **Research Purpose**

The purpose of this applied research project is to first identify the ideal components of an effective Youth Sports Program as described by the literature. Second, it will assess the CHASCO Family YMCA Youth Sports Department using the ideal type components. Third, it will recommend means by which the CHASCO Family YMCA Youth Sports Department might be improved. A review of the literature has identified the three key components of an effective Youth Sports Program: external communication, program administration, and volunteers.

In order to create a model assessment that will be judged as legitimate, the inclusion of all three components from the literature is necessary. The practical ideal type model of an effective youth sports program will be used to gauge the CHASCO Family YMCA Youth Sports Department and determine how well it conforms to the practical ideal type. The conceptual



framework table represents each component of the assessment tool along with the corresponding literature.

## Chapter II

### Literature Review: Practical Ideal Type

#### Chapter Purpose

The purpose of this chapter is to identify and describe the components of an ideal program model for youth sports programs. This identification and descriptions are necessary because one of the best ways to gauge the efficacy of program processes is to develop criteria for this judgment and then collect empirical evidence to compare and contrast the reality of the program against the criteria (Shields and Tajalli 2006, 324). A review of the literature has revealed those organizational aspects that should be used to create an ideal type model that youth sports programs can use to gauge their performance.

Another term that organizations use to describe the actions that make them run most effectively are “best practices.” The practical ideal type model “can be viewed as a standard or point of reference” for programs (Shields 1998, 215). The key elements found in the literature create ideal type categories that identify the best practices that youth sports programs should possess in order to attain the organization’s goals. These categories are contained in the conceptual framework table. The search for best practices is akin to the search for a practical ideal type (the best practice is what *should* be in place). “Practical” is the key word in this microconceptual framework. In other words, the ideal is itself under construction. The framework represents a starting point and is itself subject to revision (Shields and Tajalli 2005, 28).

The ideal type categories as per the literature are external communication, program administration, and volunteers. Furthermore, three subcategories compose the larger category of external communication: (1) the use of Web 2.0; (2) the use of print media; and (3) the use of e-mail communication. Three subcategories compose the larger category of program administration as well: (1) staff roles; (2) administrative tasks; and (3) appropriateness. Finally, the category of volunteers has three subcategories as well: (1) recruitment; (2) management and retention; and (3) training. With over 48 million eligible participants each year, youth sports programs should utilize the most effective practices possible in order to safely and positively shape the future of America's youth through sports (Seefeldt and Ewing 1997, 2).

## **Introduction to the Ideal Program Model**

### **External Communication**

External communication is an integral part of organizational function. Youth sports programs must communicate to their participants in a variety of ways and target marketing groups for their programs in order to create a low-risk, effective program that best serves the needs of the youth participants and their families. There are two means of communication: written and electronic. Written communication is any use of print media to advertise or convey information about a program, whereas electronic communication is any communication using Web 2.0 or e-mail to convey information or advertise a program.

#### *Use of Web 2.0*

Communication has always been central to organizational action because the transfer of information and ideas from the organization to its participants allows a program to run more effectively. Today, the introduction of various sophisticated electronic communication

technologies and the demand for faster and better forms of interaction are visibly influencing the nature of organizational communication by allowing much more information to be transmitted in a shorter amount of time (Yates and Orlikowski 1992, 299). The emergence of the “read-write Web” enables interactive online participation and collaboration on a scale not remotely possible during the 1990s. Popular forms of social software are the best-known examples of this. For instance, blogs and microblogs allow users to manage and communicate their interests to subscribers (e.g., [www.blogger.com](http://www.blogger.com), [www.livejournal.com](http://www.livejournal.com), [www.twitter.com](http://www.twitter.com)). The unique site, Facebook ([www.facebook.com](http://www.facebook.com)), unites online networks, announcement spaces, group members, and interest affinities in one online location. The proliferation of such services is the basis of “Web 2.0” (Knobel and Lankshear 2009, 631).

Obviously, the focus of youth sports programs is youth; however, the principle consumers of youth sports programs are the parents of the children who participate in them. Since youth sports programs provide services to children ages 3 to 13, and the average age that women have children is 25, the target age range for the recipients can be established as adults between the ages of 28 and 41 (Klein 2004). Facebook reports that the 30–40-year-old age range is the fastest growing demographic of the new registered users on their website; therefore, it is an ideal means of communication with parents. Obvious opportunities present themselves through Web 2.0 tools because most are free and accessible to the public. They facilitate conversations, interactions, the instant transfer of information, and a newfound collection of feedback where none existed before (Brotherton and Scheiderer 2008, 5). Although there are concerns and issues regarding security and skepticism surrounding Web 2.0, it is safe to say that “sitting on the [Web 2.0] sidelines is no longer an option for those who want to remain relevant” (Brotherton and

Scheiderer 2008, 5). Thus, catering to the customer through the utilization of their preferred method of communication is not only logical and good customer service; it is also cost effective.

The sudden utilization of new electronic means of communication can be met with fierce resistance from within an organization because of a lack of willingness to innovate. Therefore, organizations that wish to initiate such use should first assess the willingness of the organization to innovate, recognize all resources required to make changes, build alliances that support the innovation, strategically move forward slowly, and build on successes (Brotherton and Scheiderer 2008, 6). Privacy concerns are a major impediment to the transition to Web 2.0. However, these concerns can easily be managed through the use of privacy controls and the dissemination of safety practices. For an example of such management, one might examine how blogs and social networking utilities give users complete control over the extent to which their entries or profiles are public or private. Blog entries and Facebook profiles, for instance, can be made so that they are either freely accessible on the Web or restricted so that only those designated by the author may view them. Facebook gives users a variety of privacy options to control the profile information that others can see. For example, users can block particular people from viewing their profile or allow specific people to view only their limited profile (Subrahmanyam and Greenfield 2008, 123). Any Web 2.0 used by youth sports programs should be checked for privacy measures to ensure the safety of the participants and their children, such that they provide levels of privacy similar to those provided by the online entities discussed in this paragraph.

### *Use of Print Media*

However, electronic means of communication have limitations and may not fulfill all of the communication needs of organizations that host real-time events such as sports game days and practices. Flyers, posters, and other forms of written, posted communications have an invaluable benefit in communicating with participants before, during, and after events. On the other hand, for electronic communication to be completely successful, all participants must have access to the Internet. Even still, of those who do have access, some still do not use it frequently enough or feel comfortable using it (Shannon and Bradshaw 2002, 180).

In addition to electronic communication and the availability of information flow, hard copy distribution is paramount not only to communicate, but for self-promotion and record keeping. Printed registration forms, parent handbooks, season specific information, schedules, and volunteer information should be readily available to participants. Without the transmission of these types of information, participants would not know where to be or where to receive items necessary for their successful participation in a youth sports program (YMCA 2009).

The use of print media concerns any promotion or information that is printed on a piece of paper. This includes posters, post cards, flyers, registration forms, or other information that youth sports participants are given. Marcus, Owen, Forsyth, Cavill, and Fridinger (1998) conducted a case study on health education materials that were administered through different types of media. They found that print media designed for the general population may be perceived as unattractive, irrelevant, or unclear by some population subgroups. Therefore, it is critical that written materials include information that is culturally sensitive, use appropriate language, include the target culture's attitudes, beliefs, and community leaders, and be written at a grade level that permits the comprehension of the health message for less-educated groups and

those for whom English is not the primary language (Marcus et al. 1998, 373). Youth sports programs should use print media in addition to electronic communication and ensure that it follows the guidelines above. YMCA QPR states that the print media used to communicate with participants should include a registration form, parent handbook, and newsletter for current participants. For the community, previous participants program guides, bulletin boards, flyers, post card drops, and a newspaper calendar of events should be used (YMCA 2009, 7). Youth sports programs should use these types of print media as per Marcus et al.'s suggestion because it will increase the amount of information that the youth sports program is able to transmit to its participants, thereby creating a more effective program.

Targeting the appropriate population with print media is an important practice for those organizations that wish to derive the maximum return on their efforts, including a knowledgeable pool of participants and a time and cost effective program. Rossi, McCulloch, and Allenby (1996) considered whether to offer a coupon and its value to an individual at checkout in a case study. In a blanket coupon drop, all consumers receive a coupon of the same value that is valid for their next purchase. As compared to a blanket coupon drop, a coupon drop using information based solely on demographics increased profits by 10 percent. Moreover, a coupon drop determined only by the information from the last purchase increased the relative profit gain by 60 percent. On the other hand, the use of the entire purchase history resulted in a 90 percent increase, and the use of all information from the purchase history and demographics resulted in a 160 percent increase in profits. These results show that the largest profit gains come not from the knowledge of the demographic characteristics of a household but from knowledge about previous purchases (Montgomery 2001, 98). To extrapolate the findings of this study to my own

research, it would follow that youth sports programs should target their past participants when sending out print media.

There are certain qualities of print media that must be taken into consideration, such as ad size, illustration size, whether it is front/back, and whether the graphic is a photo or a piece of art (Finn 1988, 173). Youth sports programs should be aware of these attributes when creating print media for distribution in order to increase the effectiveness of those communications. These qualities rank among the readers of print media in order of significance, color, illustration size, front/back, cover position, right page, and ad size (Finn 1988, 175). Therefore, youth sports programs should weigh the importance of these attributes' significance when creating print media so that their publications are received as positively as possible.

#### *E-mail Communication*

Communication via e-mail is important to the success of a youth sports programs and is far superior to other forms of communication for many reasons. For example, whereas voice messages are limited to several minutes in length, e-mail messages can be any length. This allows for communication to any number of participants through the utilization of only one message, rather than through a face-to-face meeting with each participant or through a phone call to each participant's home. Recipients can read messages, save messages, edit them, delete them, forward them to other people, or reply to the sender (Hinds and Kiesler 1995, 378). This also creates a record of conversations, which can be useful in solving issues of discrepancy that might later appear. To ensure the most effective communication, youth sports programs should utilize e-mail communication to transmit important information to participants. From 1987 to 1989 alone, the percentage of people who had used electronic mail grew from 67.9 percent to 91.4



percent (Sarbaugh-Thompson and Feldman 1998, 687). Therefore, one can assume that from 1989 to the present today, this percentage has increased even further.

Since e-mail communication is important for the effective transmission of information, it follows logically that the actual form of the e-mails being sent to participants must conform to socially accepted rules. Yates and Orlikowski (1992) propose that organizational communication can be classified into different genres and subgenres. In short, these genres have evolved over time, giving us the structure and form of the types of communication we see today. Furthermore, acceptable form is defined by the preceding habits in communication. For example, the memo style has evolved over time, and that structure is accepted as professional. The memo and letter form has transferred into electronic mail communications as well.

Electronic mail differs from paper mail in its capabilities; it has created new options and new constraints that affect the invocation of the memo and letter genre. This medium allows very rapid exchanges of communication, both because it is transmitted so rapidly and because it goes straight to the intended recipient without interception by another party (unless that system has been put in place) (Yates and Orlikowski 1992, 317). Although we can detect that the e-mail is rooted in the memo genre, it has evolved to be its own. For example, the system header format follows that of the memo, except that it uses system identifiers in place of names in the "To" and "From" fields. The formality of the memo is lost in the e-mail address itself, which is not necessarily the recipient's actual name but a user created identification. Moreover, various local electronic mail systems have been linked by large networks such as Bitnet and CompuServe, making them useful for inter-organizational communication (which would typically call for a letter, informal note, or telephone call rather than a memo). These differences may help explain some of the variations from the memo genre rules that can be observed in many electronic mail

messages. For example, messages sometimes contain author-added headers and sign-offs that occasionally resemble those of a letter (e.g., “Dear Chris” and “Regards, Jane”) or more often, those of an informal note (e.g., “Hi, Chris-” and “Jane”). The language in many electronic mail messages is more informal and colloquial than is generally used in memos, and spelling and grammatical errors considered inappropriate in memos tend to be tolerated in this medium (Yates and Orlikowski 1992, 317).

E-mail notifications should be sent to each parent before the youth sports season begins, informing them of their practice schedule, location, and any other important youth sports league information (YMCA 2009). Though the language in electronic mail messages might be more informal, using this genre theory, form and structure are replications of what is socially acceptable. Hence, e-mail used for business purposes has attributes of the memo and letter genre because that is the socially acceptable form and structure for business communications. Since youth sports is a business, in communication with clients, the form and structure should have the formal greeting and sign-off, and be free of grammatical errors.

### **Program Administration**

There are three subcategories of program administration identified in the practical ideal model that youth sports programs should employ in order to provide participants with a successful youth sports experience. First, and the cornerstone of the program, is the creation of a clear definition of staff roles and program philosophy in order to establish accountability. If those who are administering a program do not understand their role or why their role exists, the program cannot accomplish its goal. Second is the need for administrative tasks. These tasks are the daily operations and resources that are required for the sustainability of the program, and they should

be cost effective and performed by a limited number of staff. Third is the appropriateness of the program itself. Youth sports programs should follow the guidelines of appropriateness listed in the literature in order to provide a safe and positive experience for the players.

### *Staff Roles*

A clear definition of staff roles is important to any organization. Equally important is a clear definition of the program philosophy that the staff will be expected to uphold. Creating a shared identity through which all persons involved in the program are invested in is the foundation of any field of practice. Creating a code of standards, a credible knowledge base, a broad base of support, and enabling an environment that supports and encourages model practices is a key to instilling a shared philosophy and identity (Bridgespan 2009). Enforcing a code of standards and creating a shared identity through the installation of the correct philosophy should be priorities for youth sports programs because having a broad base of participants that support an appropriate philosophy will translate to a safer program for children.

In order to raise the standards of youth sports, local leaders must first create a community philosophy by adopting a resolution that pledges to make youth sports a safe and positive experience for children. The youth sports philosophy should recognize the need to make the experience safe, positive, and fun for all participants including children, volunteers, and parents. In addition, complete investment on the part of the community and employees is necessary to ensure that these standards are met (NAYS 2001, 17). Furthermore, youth sports staff members should practice this philosophy in their job role.

The reasons to support the creation of a non-competitive, have-fun, self-esteem building philosophy abound. Hedstrom and Gould (2004) hold that the number one reason why children play sports is simply to have fun. Other reasons include to do something they are good at, to stay in shape, to learn new or improve on skills, and to play as part of a team (Hedstrom and Gould 2004, 21). None of the reasons given by the surveyed children has a competitive tone. Yet numerous sports-related myths exist to justify competitive play: the assertion that competition is good for kids, that competitive play is what they want, that others are playing competitively, that the best performers must be separated to help them reach their full potential, and lastly, that competition at an early age does not harm children (Bicking 2007). However, as previously stated, research does not support these myths.

In order to counteract these myths through practice and instill a philosophy in an organization, youth sports programs must appoint a professional youth sports administrator to ensure adherence to the philosophy. Administrators should work closely with all groups that use the facility to ensure that the rules and policies are understood and that there is no tolerance for their violation, because the result is children being harmed physically and psychologically. In addition to their duty to their own program, administrators are tasked with providing information and resources to create a positive experience for both children and adults (NAYS 2001, 18). Qualifications include a college degree, specific youth sports training, excellent communication skills, leadership ability, and a commitment to positive and safe sports for children as dictated by the philosophy adopted by the program (NAYS 2001, 22). Youth sports programs should seek out leaders with the above abilities and qualifications to best lead their organization and perform these administrative tasks.

Administrators must also employ others or “coordinate” as needed to complete their prescribed tasks and those required by the operational timeline created for the program. The widely accepted definition of a coordination structure is a pattern of decision making and communication between actors who perform tasks in order to achieve a common set of goals (Malone 1987, 1319). When delegating tasks to employees (i.e., allocating human resources), there are coordination mechanisms that should govern youth sports programs. In general, the administrator should identify the necessary and available resources, choose a particular set of resources, and then assign the resources while identifying duplicate tasks and merging overlapping tasks (Crowston 1997, 160). These mechanisms can be “used as building blocks to solve coordination problems in organizations or to design novel organization processes” (Faraj and Xiao 2006, 1156). Youth sports administrators should follow this general model for allocating both human and inanimate resources and defining staff roles in order to make the best use of their resources and thereby provide a positive experience for their clientele.

### *Administrative Tasks*

Administrative tasks facilitate the functioning of every organization. There are two administrative components: managerial and clerical (also referred to as non-manager or line staff). The managerial component concerns all persons who direct, supervise, or in any other way coordinate the activities of others (James 1972, 536). The clerical component definition is those individuals who are involved in the storage collection, analysis, or dissemination of information within the organization but do not directly coordinate the activities of others (James 1972, 536). The practical ideal type recognizes that separate job descriptions provide separate components of administrative tasks to their organization. Both the managerial component and the administrative

component should be used to facilitate the administration of youth sports programs in order to provide an effective product.

There are two other important components that are pertinent to administrative function. The first is administrative intensity: the proportion of production employees (non-administrative) to administrative employees (those that perform administrative tasks). The second is administrative overhead: the relative cost of administrative functions (Kasarda 1973, 350). The practical ideal type administrative intensity for an organization is 4.4 (Seattle 1995, 10). This ratio is the lowest observed in the report from the City Auditor's Office of Seattle while measuring staff to manager ratios across city departments. The strong correlation between the public and non-profit sectors makes this ratio significant and a good practical ideal type for youth sports programs.

Higher production personnel turnover rates result in greater administrative intensity and higher administrative overhead because more time and money must be diverted to train and supervise newcomers (Kasarda 1973, 351). High turnover should be expected to raise administrative overhead cost directly by separation, recruitment, and placement costs for the organization. Administrative overhead will be indirectly affected by increasing the administrative personnel responsible for these functions (Kasarda 1973, 351). Non-profit organizations operate on a standard ratio of 65/35 for programs to administration and fundraising expenses, respectively (Holman et. al. 2004). It should be noted that if the number of administrative personnel does not increase, then the administrative intensity of those already performing administrative tasks will increase. The practical ideal type for youth sports programs should be the 65/35 program expenses to administrative and fundraising overhead.

The employment of highly qualified individuals generally lowers administrative intensity and reduces administrative overhead because highly qualified employees are generally more self-directed and require less intense supervision. If we may assume the validation of the previous statement, then organizations that employ highly qualified personnel will operate more efficiently, which will result in a lower overhead cost (Kasarda 1973, 351). As the ratio of administrative staff to production personnel increases, administrative intensity will also increase. This is because professional staff usually perform specialized functions within the organization and provide information about the organization that is not available through other personnel. Keeping administrative intensity low will help keep the administrative salary cost low and prevent the “too many chiefs” problem.

Given this explanation of administrative tasks, youth sports programs should have employees that perform administrative tasks and production personnel that perform non-administrative tasks. Programs should have low administrative overhead and low administrative intensity, and they should accomplish this by employing highly qualified personnel that work efficiently and are fiscally responsible.

### *Appropriateness*

The events that define youth sports programs are games and practices. These events must be suitable to the age and ability levels of the participants in order to create a fun, positive atmosphere. Youth sports, “organized and operated with the children’s best interests at heart, can offer some of the most delightful and memorable experiences of childhood” (Bigelow, Moroney, and Hall 2001, 3). In addition, appropriately suitable events speak to such interests.

The structuring of youth sports events should be based on the following practical ideal type standards: the maximization of participation (especially that of younger participants), the enhancement of players' development, and the facilitation of sports as an enjoyable experience (Bicking 2007). These criteria were defined to accommodate for the two different development stages that children go through. First, there is the stage at which players are motivated by both fun and social factors and second there is the more complex stage at which players make more intelligent decisions regarding their own involvement in the sports of their choice (Bicking 2007).

The abovementioned stages by Bicking are part of a model that the United States Youth Sports Association has described and called "late specialization." Late specialization programs, which include all athletics, should follow the corresponding late specialization model. Stage 1 is the fundamental stage, and children aged 6 to 9 are considered to be in their fundamental stage. At this stage, the objective is to learn all fundamental movement skills, particularly focusing on motor skill development. Children aged 8 to 12 are considered to be at stage 2 of their development and focus primarily on fundamental sport skills such as kicking a ball. Children aged 11 to 16 are considered to be at stage 3, which focuses on building an aerobic base, strength, and sport-specific skills (USYS 2008). To create the most positive experience possible for its participants, youth sports programs should follow this model when organizing their practices and games in order to make them appropriate to both the age and skill level of the participants.

The literature defines multiple guidelines to govern the appropriateness of the practices and games for youth sports programs. Allowing children to sample sports at a young age (6–12 years old) facilitates the development of perceptions of competence, which in turn lead to



motivation for continued participation” (Fraser-Thomas and Cote 2006, 14). In order to facilitate continued participation, youth sports programs must also incorporate multiple team leagues created at a single age level and must divide talent equally with no exceptions. Ideally, all teams win half of their games (Bicking and Woodbury 2007). In addition, leagues should develop a code of conduct, enforce equal play, allow absences, and limit practice and games to one hour per day, no more than three times per week (NAYS 2008). Youth sports programs should model this philosophy when creating events.

The common theme here is that kids want to have fun. Youth sports programs must facilitate that want. This can easily be accomplished through the above program specialization model and by following the guidelines identified in the literature. In addition, the appropriate attitude of volunteers and parents, which I will discuss in the coming section, is paramount.

### **Volunteer Coordination**

Volunteer coaches are at the front line of youth sports programs and have a direct effect on children’s lives, both physically and emotionally. Impressively, 2.5 million adults volunteer as youth sports coaches annually. However, impressive numbers alone are not enough to provide the necessary knowledge, skills, and supervision needed by youth sports participants, especially given that the quality of the youth experience relies directly on the competence of adult leaders (Seefeldt and Ewing 1997, 6). Presently, the needs of youth sports participants are not being met. This can be attributed to the finding that when surveyed, most volunteer coaches were found to be untrained, married males for whom the main motivation to coach was their own child’s participation in the program (Hedstrom and Gould 2004, 9). My own experiences within youth sports indicate that the findings of the survey are correct. Most volunteer coaches at the

CHASCO Family YMCA are untrained, married males whose main motivation is to teach their own child, and who are, therefore, not appropriately suited to tend to the needs of youth sports participants.

There are three important actions that youth sports organizations should engage in to ensure that they create and maintain a quality program. First, programs should recruit qualified volunteers who support the program philosophy. Second, management practices should be set in place to promote the retention of qualified volunteers. Finally, volunteers should be evaluated to ensure that they are conforming to the organization's mission and providing a safe, quality program environment for the participants.

### *Recruitment*

Youth sports programs serve all three major community types—rural, suburban, and urban—and must draw volunteers in order to fill the gaps left by deficient social, economic, and community programs. Opportunities exist for individual self-fulfillment through volunteering, especially in places that have a limited capacity to meet those needs (Brennan 2005, 60). In order to reduce risk and provide quality sports programs to children, it is essential that quality volunteers be there to close the gap on community needs.

An organization's need to recruit volunteers who support the program philosophy is obvious; nevertheless, it is a need that often goes unaddressed. An organization's recruitment efforts must begin with the recognition of that which motivates volunteerism. First, people volunteer because the need for their services and ideas exists. Second, they may also be motivated to volunteer as a means to meet people or to set an example for others (Brennan 2005, 64). Allen asserts that volunteerism is often instinctual in human beings and is a resource that can be readily utilized.

Since there is an almost limitless supply of volunteers, an organization has only to devise a means to motivate those volunteers in order to find success (Allen 2006, 41). If a youth sports program has a need for volunteer coaches, then the community has a need for role models for its youth. Thus, there will be volunteers who are eager to fill those positions, as previously cited by Brennan (2005). In Texas, 21.9 percent of all volunteers volunteered in a tutoring or teaching capacity. Religious services, social or community services, and educational or youth services comprised the remaining 78 percent of all volunteer efforts in Texas in 2006. Within the YMCA's youth sports programs, volunteers have the opportunity to serve in three of these service capacities. Volunteers in Texas logged an astounding 609.41 million hours of volunteer work (National and Community Service 2007, 124), and approximately 475 million of those volunteer hours had an application to youth sports programs through the YMCA.

Recruiting volunteers for a youth sports program is not necessarily the same as recruiting volunteers who align themselves with the program philosophy. People will volunteer at a given organization for any number of reasons; however, it is their perception of that organization that will draw them in initially. An organization cannot assume that the public is inherently cognizant of its philosophies; therefore, it must pursue a course of action that publically elucidates these philosophies such that the organization is considered to be of value to the community (US DHHS 2005). This will facilitate the initial —drawing in” of volunteers. Luckily, YMCAs and youth sports programs, in general, have been a presence for over a century, and thus, their value to the community is understood almost without explanation. The positive perception of their value to the community serves to draw in volunteers.

The laundry list of recruitment options reads as follows: contacting a volunteer center, using mass media (e.g., television, radio, neighborhood newspapers), posting opportunities on

volunteer websites, coordinating with schools, mailings, exhibits at special events, students, and simply asking (US DHHS 2005, 3). Often, other organizations or clubs such as the National Honor Society will require its members to volunteer for a certain number of hours with other organizations. These tasks are vital to the creation of a pool of volunteers from which the volunteers who are supportive of the program philosophy can be chosen.

After creating a relevant pool of volunteers to target and draw from, an organization should implement an application to gather information for the screening process. This application will vary from organization to organization because each organization requires something unique of its volunteers. The screening process techniques are used throughout the volunteer acquisition process. From creating position descriptions to performing background checks, having volunteers commit to an agreement or contract (such that they are formally committed to the organization's philosophy, rules, and regulations). Furthermore, screening process techniques will protect an organization from unnecessary liability (US DHHS 2005, 8). A comprehensive screening process is a necessity for youth sports programs because the volunteers needed by such organizations directly interact with children.

In order to ensure that coaches abide by the program philosophy stated in the "Program Administration" section of this paper, proper volunteer coach training should be conducted. Training should cover the following topics: the philosophy of children's sports, skills and drills to teach, injury prevention, practice organization, game rules, legal liability, and a discussion of the psychological, physical, and social needs of children (NPRA 2001, 23). After their completion of a training module and signing of a code of conduct, volunteers should have no question about their role.

Youth sports programs in both rural and urban areas rely heavily on volunteers, and it is imperative that these programs recruit qualified volunteers who are committed to the philosophy of the program. After recruiting these volunteers, the goal should be to retain their participation by managing them in such a way that they will be motivated to continue volunteering. This will be discussed in the following section.

### *Management and Retention*

To many, the word “volunteer” connotes one who will offer temporary support to an organization through the completion of menial tasks. However, many organizations rely on volunteers in their earliest existence to do what paid staff will later do (US DHHS 2005). Within youth sports programs, and especially at the YMCA, a stint as a volunteer coach might eventually lead to a position as a paid referee, with the volunteer slowly taking on more and more administrative responsibility. Good management and retention practices that allow for the retention and possible promotion of qualified volunteers are essential to sustaining an organization’s good reputation because these volunteers represent the values of the organization to its participants. Since volunteers are not simply phone answerers or paper pushers, they should not be treated as such. Proper training and management of volunteers in order to keep them performing at high levels is integral to the advancement of the organization. A lack of adherence to the accepted practices of volunteer management could tarnish both the quality of service rendered by one volunteer as well as the volunteer’s personal experience (Hager and Brudney 2004, 7).

The successful retention of volunteers is achieved through carefully planned volunteer management practices. If an organization is to retain its volunteers, it must implement

management practices that engender the volunteer's will to remain in his or her position. There are a variety of management practices that influence volunteer retention, including some that produce no actual positive influence. Organizations that engage in recognition activities, training, or professional development for volunteers, and screening practices with assignment matching showed a positive influence on retention. On the other hand, written policies and job descriptions, volunteer management training for employees, insurance protection, and regular collection of volunteer numbers and hours have no influence on retention. In fact, too much supervision and communication with volunteers had a negative influence on retention (Hager and Brudney 2004, 10). Thus, it is clear that youth sports programs should focus on management practices that enhance recognition activities that demand training and development, and that utilize screening practices in order to maximize their volunteer retention, while simultaneously avoiding the implementation of those management practices that tend to negatively influence participation.

There are other factors that influence retention as well. If an organization lacks the necessary funds to provide volunteer support or if there is an attitude of indifference toward volunteers, retention might suffer. Hager holds that volunteers recruited by other volunteers on a 1 on 1 basis are most likely to be retained, while volunteers under the age of 24 are least likely to be retained (Hager and Brudney 2004, 10). This aligns with many theories on lifespan development that show that as people enter middle age they show a greater interest in ideological issues" such as promoting healthy youth (Peterson 2004, 382). Therefore, youth sports programs should use attitude and budget to support volunteers, recruit volunteers above the age of 24, and let existing volunteers recruit others.

### *Training*

In youth sports programs, the training of volunteers, and specifically volunteer coaches, is necessary to sensitize them to the responsibilities of working with children in sports. It is the administrators' responsibility to hold all volunteers accountable to a coach's code of behavior (NAYS, Appendix 3). As previously stated, when surveyed, most volunteer coaches were found to be untrained, married males for whom the main motivation to coach was their own child's participation (Hedstrom and Gould 2004, 9). The key word here is ~~un~~trained."

There are six steps required to successfully develop a training program for volunteers: the development of the orientation program (the physical session where volunteers are present to hear the administrator speak), the assignment of the orientation leaders, the scheduling of the orientation, the development of materials, the conducting of the orientation, and finally, the training of the volunteers (DHHS 2005, 3-1). An orientation program will help volunteers understand how and where their position fits within the context of the organization. Usually, a staff trainer or a volunteer manager conducts the orientation program. To minimize the potential for problems, an orientation session should be scheduled with each volunteer before he or she begins working. To ensure understanding and compliance with program policies and procedures, each volunteer must be provided with a written resource. During the orientation, the volunteer should be introduced to staff and other volunteers and be provided a tour of the facility (DHHS 2005, 3-1, 3-2, 3-3). Training provides volunteers the direction and skills that they will need to carry out their assigned tasks. In general, training should be specific to the requirements of the volunteer position, geared to the skill level of the volunteer, ongoing, specific to the needs identified by both the volunteer and supervisor, and periodically evaluated to determine if it is on track (DHHS 2005, 3-3). Youth sports programs should follow this orientation and training

model in order to retain qualified volunteer coaches and equip them to best accommodate the needs of youth participants.

Training serves to keep a volunteer motivated, committed, and providing the quality of service expected of a well-run youth sports program (DHHS 2005, 3-3). There are six topics that should be covered in a coaches training session in order to best utilize that session as a form of recognition. These are the philosophy of children's sports, skills and drills to teach the skills of the sport, injury prevention, practice organization, game rules, legal liability, and the psychological, physical, and social needs of children (NAYS, Appendix 3). Together, all of the sections in the volunteer component of a practical ideal type youth sports program will provide for the recruitment, management, retention, and training of qualified volunteers who create a positive and safe experience for children.

### **Summary of Conceptual Framework**

The ideal type categories developed from the literature include external communication, program administration, and volunteer coordination. The categories of the practical ideal type can be treated as statements of expectation (or working hypotheses) that direct evidence collection and can be supported or not supported by the evidence (Shields and Tajalli 2006, 324). The categories of the practical ideal type youth sports program (i.e., external communication, program administration, and volunteer coordination) will be used as a working hypothesis to direct the collection of evidence. Table 1 provides a summary of the categories and the corresponding literature associated with each category.



**Table 1: Conceptual Framework Table of a Youth Sports Program Linking the Ideal Type Categories to the Supporting Literature**

<b>Conceptual Framework</b>	
<b>Ideal Type Categories</b>	<b>Supporting Literature</b>
<p>External Communication</p> <ul style="list-style-type: none"> <li>• <i>Use of Web 2.0</i></li> <li>• <i>Use of Print Media</i></li> <li>• <i>E-mail Communication</i></li> </ul>	<p>(Yates and Orlikowski 1992); (Knobel and Lankshear 2009); (Sarbaugh-Thompson and Feldman 1998); (Brotherton and Scheiderer 2008); (Subrahmanyam and Greenfield 2008); (Shannon and Bradshaw 2002); (YMCA 2009); (Finn 1988); (Rossi, McCulloch, and Allenby, 1996); (Montgomery 2001); (Marcus et. al. 1998); (Hinds and Kiesler 1995)</p>
<p>Program Administration</p> <ul style="list-style-type: none"> <li>• <i>Staff Roles</i></li> <li>• <i>Administrative Tasks</i></li> <li>• <i>Appropriateness</i></li> </ul>	<p>(NYSA 2007); (Fraser-Thomas and Cote 2006); (Bicking and Woodbury 2007); (USYS 2008); (Bigelow, Moroney and Hall 2001) (Kasarda 1973); (James 1972); (Faraj and Xiao 2006); (Crowston 1997); (Malone 1987); (Bicking 2007); (Hedstrom and Gould 2004); (NRPA 2001); (James Irvine Foundation 2009)</p>
<p>Volunteer Coordination</p> <ul style="list-style-type: none"> <li>• <i>Recruitment</i></li> <li>• <i>Management and Retention</i></li> <li>• <i>Training</i></li> </ul>	<p>(NAYS, Appendix 3); (Peterson 2004); (Hager and Brudney 2004); (NPRA 2001); (US DHHS 2005); (National and Community Service 2007); (Allen 2006); (Brennan 2005); (Hedstrom and Gould 2004); (Seefeldt and Ewing 1997);</p>

## Chapter Overview

Youth sports programs are an important aspect of both rural and urban communities.

Organizations that run youth sports need a tool to assess the different aspects of their program to

ensure the most positive effect on the communities they serve. This chapter has outlined the three ideal type categories: external communication, program administration, and volunteers. The literature supports the need for special attention to the subcategories in these ideal type categories and provides guidelines on how youth sports programs should be operating.

## **CHAPTER III: METHODOLOGY**

### **Research Purpose**

The purpose of this applied research project is to describe from the literature the components of a practical ideal type youth sports program that effectively reduces risk for children. The second purpose of this project is to assess the CHASCO Family YMCA Youth Sports Department using the ideal type components. Finally, the third purpose of this research project is to analyze the results and provide recommendations for improving the CHASCO Family YMCA Youth Sports Department. A review of the literature identified three practical ideal type components of an effective youth sports program: external communication, program administration, and volunteer coordination.

The creation of a model assessment tool that includes all three components is necessary, as it will be used to gauge the overall effectiveness of the CHASCO Family YMCA Youth Sports Department. Recommendations will be made such that the CHASCO Family YMCA might improve those of its components that are gauged to be ineffective. The conceptual framework table represents each component of the assessment tool along with the corresponding literature.

### **I. Methodology**

The three components of the practical ideal model developed for youth sports programs will be used to direct the data collection during the assessment of the CHASCO Family YMCA Youth Sports Program. Each component will be assessed using specific research methodologies: case study, indexes, direct observation, and document analysis.

## **Case Study**

The research design selected for this paper is a case study. The use of the case study method will be used to perform a comprehensive assessment of the CHASCO Family YMCA Youth Sports Department. A case study is used because, otherwise, no single research method would be sufficient. With case study research, multiple research methods are incorporated into one study. The distinctive need for a case study arises out of the desire to understand complex social phenomena. Further, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events (Yin 2003, 2). The use of multiple research techniques as opposed to only one, as in survey research, is the strength of the case study approach. Instead of using one research method such as survey research, a case study uses several research methods. Yin maintains that —the need to use multiple sources of evidence while employing the case study method far exceeds that in other research strategies, such as experiments, surveys, or histories.” The process of incorporating multiple methods into one case study is known as triangulation. —When you have really triangulated the data, the events or facts of the case study have been supported by more than a single source of evidence” (Yin 2003, 99). The CHASCO Family YMCA Youth Sports Program can be viewed as a —case,” which will assess the use of multiple research techniques. This case study uses document analysis and direct observation as techniques to collect data and indexes to summarize the data.

## **Index**

The data will be collected by awarding points to the components of indexes created from the literature in each section of the conceptual framework. Babbie (2008) divides index construction into four parts: the selection of possible items, the examination of their empirical relationships, the scoring of the index, and the validation of the index (Babbie 2008, 173).

During the item selection process, the following two facts must be considered: (1) unidimensionality, that is, a composite measurement should represent only one dimension of a concept, and (2) whether you are attempting to measure a concept generally or specifically (Babbie 2008, 173). Variance and empirical relationships between data will not be an issue in the index construction, since there are no individual respondents and each item being measured is not a degree of a concept.

The next step in index construction is to provide scores for the particular responses. A desirable range of the index scores should be created and “although there are no firm rules... items should be weighted equally unless there are compelling reasons for differential weighting” (Babbie 2008, 179). All items will be weighted equally, except in the case of compelling reasons to award more points to a certain item.

The last component of index construction is validation. The first step in validation is an internal validation called item analysis. In item analysis, each item of an index is examined to see the extent to which it predicts responses to those items. The second step is the external validation in which the index responses should be close to the responses of other measurements of the same concepts (e.g., the data gathered for this research project as a practical ideal type model should be similar to the response of the internal peer review used by the YMCA association to measure its youth sports department) (Babbie 2008, 183). As defined in the preceding paragraphs, indexes will serve as the tools by which the components of this conceptual framework are measured.

<b>Table 2: Operationalization of the Conceptual Framework Table</b>			
<b>Ideal Type Categories</b>	<b>Research Methods</b>	<b>Evidence</b>	<b>Sources</b>
<b>External Communication</b>			
<i>Use of Web 2.0</i>	Document Analysis	<ul style="list-style-type: none"> <li>- Existence of a Facebook page, Twitter account, and website</li> <li>- Presence of downloadable forms for the current season, maps to locations, updatedness</li> </ul>	The Internet
<i>Use of Print Media</i>	Document Analysis	<ul style="list-style-type: none"> <li>- Existence of current season posters, flyers, post cards, registration forms</li> <li>- Analysis of documents for graphic image, image size, color</li> </ul>	CHASCO YMCA Youth Sports printed material
<i>E-mail Communication</i>	Document Analysis	<ul style="list-style-type: none"> <li>- Analysis of e-mails</li> </ul>	50 most recent e-mails from each youth sports employee's CHASCO YMCA Youth Sports E-mail –sent items" folder
<b>Program Administration</b>			
<i>Staff Roles</i>	Direct Observation	<ul style="list-style-type: none"> <li>- Staff knowledge and recital of YMCA pledge, referee instruction of children and enforcement of rules during the game</li> </ul>	<ul style="list-style-type: none"> <li>- Randomly Selected Youth Sports Games</li> </ul>
<i>Administrative Tasks</i>	Document Analysis	<ul style="list-style-type: none"> <li>- Point awarded for the separate presence of a managerial and clerical component for each job description of the Youth Sports Department</li> <li>- Calculation of administrative intensity and overhead</li> </ul>	<ul style="list-style-type: none"> <li>- CHASCO Youth Sports Budget and Human Resources job descriptions</li> </ul>
<i>Appropriateness</i>	Direct Observation Document Analysis	<ul style="list-style-type: none"> <li>- During game: observe a one-hour time limit, like age levels playing together, equal playing time per child, and equal gender distribution</li> <li>- Children who have played different sports in different seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Past and current sports roster spreadsheets</li> <li>- Game day events and practice sites</li> </ul>

<b>Volunteers</b>			
<i>Recruitment</i>	Document Analysis	<p>Presence of coach recruiting: contacting a volunteer center, using the mass media (television, radio, neighborhood newspapers), posting opportunities on volunteer websites, coordinating with schools, mailings, exhibits at special events, student promotion</p> <p>Coaches without a participating son or daughter</p>	<p>CHASCO YMCA coaches' roster and master roster</p> <p>Any recruiting media directed toward volunteer coaches</p>
<i>Management and Retention</i>	Document Analysis	<p>Recognition activities, training or implementation of professional development for volunteers, screening practices</p> <p>Coaches that have coached for more than one consecutive season</p>	<p>Printed and electronic coaches information (coaches packets and spreadsheets showing retention) and volunteer applications</p> <p>Coaches appreciation events</p>
<i>Training</i>	<p>Document Analysis</p> <p>Direct Observation</p>	<p>Presence of a developed orientation program, assigned orientation leaders, scheduled orientation, conducted orientation</p> <p>Discussion during orientation of the philosophy of children's sports; skills and drills to teach the skills of the sport; injury prevention; practice organization; game rules; legal liability and psychological; physical and social needs of children during orientation</p>	<p>Coaches meeting agenda, Coaches clinics, meetings or other informational gatherings</p>

Table 2 summarizes the connection between the framework, data collection methods, and expected evidence. When viewed as a whole, the research methods used provide a comprehensive assessment of the CHASCO Family YMCA Youth Sports Program.

## Document Analysis

Document analysis is one of the three research methods utilized in this case study, as it is a method with many strengths. Document analysis allows the researcher to corroborate and augment evidence from other sources (Yin 2003, 87). Furthermore, documentation tends to be stable, which means that it can be reviewed repeatedly, allowing the researcher unlimited access to exact information gathered over long periods of time. Documents contain exact information and tend to cover a long period of time and events. The weaknesses of document analysis might include irretrievability and the reporting bias of the originating author (Yin 2003, 86).

Document analysis will be used to assess all three ideal type categories, and it will be used to confirm the existence of **external communication** and **program administration** components. Document analysis will also be helpful in confirming **volunteer** procedures. This analysis will study the CHASCO Family YMCA Youth Sports Department Minimum Standards along with the budget for fiscal year 2010 and the human resource job descriptions for the positions within the youth sports department. The researcher will select the documents to be analyzed with the aid of knowledgeable professionals from within the CHASCO Family YMCA Youth Sports Department. The researcher can be considered a knowledgeable professional within the CHASCO Family YMCA Youth Sports Department as the Program Coordinator – Youth Sports Department who has access to all documentation. All documentation combined with the input of knowledgeable professionals within the CHASCO YMCA Youth Sports Department should make the sample a statistically significant representation of the population of youth sports participants, volunteers, games, and practices. Finally, all documents used to facilitate this case study will be included in the final applied research project as part of the appendix.



## **Direct Observation**

The research method of direct observation will also be used to assess the CHASCO Family YMCA Youth Sports Department. Direct observation, in this case, will be the analysis of games, practices, and volunteer coaches meetings that the researcher will conduct on a firsthand basis and in real-time. “The observations can range from formal to casual data collection activities” (Yin 2003, 92). By observing the evidence firsthand and in real-time, the researcher is able to uncover valuable information that may have gone unnoticed in using other research methods. “If a case study is a new technology, for instance, observations of the technology at work are invaluable aids for understanding the actual uses of the technology or potential problems being encountered” (Yin 2003, 93). Similarly, the inclusion or exclusion of a topic identified in the literature as important for a successful volunteer meeting can be determined by using direct observation. However, a weakness of direct observation might be its tendency to be time consuming and costly. This weakness will be offset by the fact that the researcher is a knowledgeable professional who is actually acting in his professional capacity while simultaneously carrying out research. The utilization of department e-mail accounts, coaches, games, and practice events will be monitored in order to identify means of **external communication, program administration, and volunteers.**

## **Procedures**

Each section of the operationalization table has been given a point value. Each section might have a different total values, so the ratings will be standardized. The percentage of total points earned will be calculated for each section separately. Each document that is analyzed or event that is directly observed is ranked according to a corresponding four point index: Poor,

Fair, Good, and Excellent, in which each rating represents a 25% range of the total points respectively (i.e. Poor is 0-25%, Fair is 26-50%, Good is 51-75% and Excellent is 76-100%).

### ***External Communication***

#### ***Use of Web 2.0***

Using document analysis, the researcher will determine the existence of a Facebook page, Twitter account, and website. As per the practical ideal type, youth sports organizations should have each of these Web 2.0 components and ensure that the information communicated by them is current. One point will be awarded for the existence of each of these. If the Web 2.0 media is up to date, an additional point will be awarded. The total number of points available is six. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

#### ***Use of Print Media***

Using document analysis, the researcher will determine the existence of current season posters, flyers, post cards, and registration forms. As per the practical ideal type, all types of these print media should be present and should use large color images; they should also display current information. The separate existence of each type of print media awards one point. Further analysis of each existing document will be conducted to determine the presence of a graphic image and to determine if that image is of the appropriate size and color. If a graphic is present, a subsequent point will be awarded for having the appropriate graphic size, with one point being awarded for an image size that is greater than half a page. If a graphic is present, a subsequent point will be awarded for color (i.e., non-black and white). If the information on the print media is current, a final additional point is awarded. Each component of this section is weighted the same because the absence of one prevents any other point from being obtained. Each document

utilized in this study will be provided in the appendix. The total number of points available is 12. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### ***Use of E-mail Communication***

Using document analysis, the researcher will analyze e-mails sent by all current youth sports staff. Current youth sports staff members include the youth sports director and the youth sports coordinator. Specifically, the researcher will analyze, for form, the 50 most recent e-mails from each youth sports employee's CHASCO YMCA Youth Sports e-mail "sent items" folder. Each e-mail may be awarded up to three points. As per the practical ideal type form for e-mail communication, e-mails sent out by a youth sports program should have a greeting, a body, and a signature. One point will be awarded for the greeting, one point will be awarded for the body, and one point will be awarded for the signature. The total number of points attainable is 300. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### **Program Administration**

#### ***Staff Roles***

Using document analysis and direct observation, the researcher will assess the staff's knowledge of the YMCA philosophy. As per the practical ideal type, youth sports program staff should know the program philosophy in order to properly execute their roles and responsibilities. Adherence to the practical ideal type will be determined by a referee's recital of the YMCA Pledge before the beginning of each randomly selected game. This pledge is illustrative of the philosophy of the youth sports department. The researcher will observe 10 randomly selected games. To achieve proper randomization, the researcher will download the CHASCO Family

YMCA weekend game report and assign a number to each game occurring that weekend. Using a random number generator, the researcher will identify the first 10 games. One point will be awarded for each referee's recitation of the YMCA pledge.

Using direct observation, the researcher will award an additional point if the referee, during the course of the randomly selected game, instructs or corrects a child, or if the referee enforces a rule of the game after blowing the whistle during the game. If a referee successfully performs both actions, then the practical ideal type is satisfied, and it may be assumed that the employee understands his role as a referee. The maximum number of points that can be awarded is 20. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### ***Administrative Tasks***

Using document analysis, the researcher will analyze the CHASCO Family YMCA Youth Sports job descriptions as defined by the Human Resources department of the YMCA of Greater Williamson County for each position in the youth sports department in order to determine whether the practical ideal type of separate managerial and clerical components exists. One point will be awarded if the job description has a managerial component or a clerical component, but not both, in each of the job descriptions for the positions in the youth sports department. The following four job descriptions will be used: Youth Sports Official I-III, Site Supervisor I-III, Youth Sports Coordinator, and Program Coordinator – Youth Sports. One point will be awarded to each job description that has a managerial component without a clerical component and vice versa.

The next two concepts to be measured are those of administrative intensity and administrative overhead. If the youth sports department operates with both low administrative

intensity and low administrative overhead, one point will be awarded. If the youth sports department does not operate that way, then no points will be awarded. Administrative intensity will be determined according to the following definition. Administrative intensity is the degree to which managerial positions are concentrated in staff positions. An organization with high administrative intensity is one that has a high number of staff positions relative to the number of line positions” (Griffin 2006, 310). Staff positions, in this case, will be conceived of as program directors and coordinators, and line positions as any of those positions below program coordinator. Administrative overhead will be analyzed according to its definition as “the sum of those costs of general management and of secretarial accounting and administrative services, which cannot be directly related to the production, marketing, research, or development functions of the enterprise” (Rawal 2006, 261). The practical ideal type ratio for staff to managers is 4.4 and the practical ideal type administrative overhead cost is 35 percent of an organization’s income. For this case, the administrative cost will be the salaries of those who perform administrative tasks added to the cost of the items not used for the production, marketing, or development of the program relative to the income. The maximum number of awardable points is five. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### ***Appropriateness***

Document analysis and direct observation will be used to gather data for this component of the conceptual framework table. The same random sample of 10 games that was used to assess the *staff roles* component will be utilized to analyze this component. The observer will assess each game for a time limit not exceeding one hour, similar aged participants playing each other,

equal play time for all participants, and an equal gender distribution of participants. One point will be given for each of these as they are observed. The maximum number of points awardable for this index is 80. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

As per the practical ideal type, children participate in different sports, or “sample” them at a young age. In order to gauge the ability of the CHASCO Family YMCA youth sports program to provide an appropriate variation of sports at an early age, a random selection of fifty children who have played three consecutive seasons at the YMCA will be taken so that the random sample of participants chosen can be identified as having played more than one sport. This will be done by taking the season master roster for the spring 2011, winter 2011, and fall 2010 seasons and consolidating them into one spreadsheet. Microsoft Excel will highlight duplicate values, achieved through the **Conditional Formatting** command in the **Style** group on the **Home** tab. After identifying the children who have played for three seasons, all other members of the spreadsheet will be deleted. On a separate spreadsheet, the child who appears three times on the consolidated spreadsheet will only be represented once. On this separate spreadsheet, unique number identifiers will be assigned to each child. Then using a random number generator, 50 of the children will be selected. These 50 children will be analyzed on the original spreadsheet of the combined spring, winter, and fall seasons. Those who have played more than one sport will receive one point; those who have not played more than one different sport will not receive any points. The maximum number of points available for this index is 50 points. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

## **Volunteer Coordination**

### ***Recruitment***

Direct observation and document analysis will be used to assess the recruiting practices of the CHASCO Family YMCA Youth Sports Department. The researcher will observe the existence (or lack thereof) of the following volunteer recruitment practices: contacting a volunteer center, using the mass media (e.g., television, radio, neighborhood newspapers), posting opportunities on volunteer websites, coordinating with schools, utilizing mailings, displaying exhibits at special events, and posting opportunities for students. If one of these recruitment practices is observed, one point will be awarded. The maximum number of points available for this index is seven. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### ***Management and Retention***

Document analysis and direct observation will be used to assess the management and retention components of the conceptual framework table. The practical ideal type volunteer management practices involve volunteer recognition activities and screening practices. If recognition and screening activities are present, the youth sports department will receive a rating of Excellent for this component.

Retention will be assessed by analyzing the coaches' rosters for spring 2011, winter 2011, fall 2011, and summer 2010. On the spring 2011 roster, each coach will be assigned a unique number value. Using a random number generator, 20 coaches will be selected from the spring 2011 roster. For each coach selected on the spring 2011 roster, the three previous season rosters will be analyzed for their participation. If the coach appears on another roster, one point

will be awarded. If the coach does not appear on any other rosters, no points will be awarded. As per the practical ideal type, the youth sports program should retain its volunteer coaches. This analysis will effectively determine whether the CHASCO Family YMCA is successful in fulfilling this ideal type. The maximum number of points attainable is 20. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.

### ***Training***

The practical ideal type youth sports program calls for a developed orientation (training) program, a scheduled orientation, an assigned orientation leader, and an actual orientation. During the orientation session, the following topics should be discussed: the philosophy of children's sports; the skills and drills to teach the skills of the sport; injury prevention; practice organization; game rules; legal liability; and the psychological, physical, and social needs of children. Document analysis and direct observation are used to assess the training component of the conceptual framework. The presence of a developed orientation (training) program, assigned orientation leaders, scheduled orientation, and conducted orientations will be analyzed. If these exist, one point will be awarded for each. The document analysis of the agenda of the orientation meeting will serve to aid in the determination of the presence of the aforementioned orientation aspect, provided in the appendix. A maximum of 11 points are awardable for this section. The percentage of points earned will be calculated in order to gauge this section using the index of Poor, Fair, Good, and Excellent.



## **Conclusion**

After the points have been calculated for each individual component of the practical ideal type model, the CHASCO Family YMCA youth sports can be evaluated as a whole for its overall functioning as a youth sports program.

## **II. Human Subjects Protection**

No foreseeable risks or discomfort will befall the subjects of this case study. The overall nature of this research does not pose the risk of harm to any participants.

## CHAPTER 4: Results

### Chapter Purpose

The purpose of this research is to assess the effectiveness of the Youth Sports Program at the CHASCO Family YMCA in Round Rock, Texas, as a case study, by comparing it to the components of a practical ideal type youth sports program model. Document analysis and direct observation were used to gather the data for this comparison.

This chapter provides a summary of the data gathered throughout the comparison of the CHASCO Family YMCA Youth Sports Program with the ideal type model as derived from the literature. The model assessment tool identifies the three components that should be present in an effective youth sports program as follows: external communication, program administration, and volunteer coordination. Contained within each of these components are several categories that further define the ideal type. In general, the results show that the CHASCO Family YMCA conforms to the model.

### External Communication

External communication is the first component of the practical ideal model youth sports program to be assessed. The types of external communication that should be utilized include Web 2.0, print media, and e-mail communication. **Table 3.1** details the results of the document analysis in the category of external communication.

#### *Document Analysis: Use of Web 2.0*

The documents associated with the CHASCO Family YMCA youth sports program (Table 3.1) were examined for evidence of the use of the Web 2.0 category that the literature states as a necessary element of external communication. The CHASCO Family YMCA does not currently have a Facebook page, nor does it currently have a Twitter account to update its

followers. However, the CHASCO Family YMCA youth sports program does have a website. Present on its website ([www.quickscores.com/chascofamilyymca](http://www.quickscores.com/chascofamilyymca)) are links to current downloadable forms, current information pertinent to the program, and directions to event locations; in addition, the website had been updated within the previous 24 hours.

The total amount of points awarded to the CHASCO Family YMCA youth sports program after analyzing its use of the Web 2.0 component of the practical ideal type model is 2. Based on the index, a 2 is equivalent to a rating of “Fair.” A summary of the finding is shown below in Table 3.0.

**Table 3.0: Summary of Observed Web 2.0 Items**

Item	Observed	Updated	Points
Facebook	No		0
Twitter	No		0
Website	Yes	Yes	2
		TOTAL:	2/6 = 33%
		RATING:	FAIR

***Document Analysis: Use of Print Media***

The appropriate use of print media is another component for which the documents published by the CHASCO Family YMCA youth sports program were analyzed. No program can be effective unless adequate print media is present. This print media must also contain information and be designed in that way that is defined as effective by the literature. The CHASCO Family YMCA has the following print media available: a poster, a flyer, and a registration form. These documents will be provided in the appendices. All three print media sources contain current information. The poster contains a color graphic that is larger than a half-page in size, awarding it four points. The flyer is in black and white, and it contains a graphic less than a half-page in size, awarding it a total of two points. The registration form is in black

and white, and it contains a graphic that less than a half-page in size, awarding it a total of two points.

The total number of points awarded for the print media component of the ideal type model is eight. Based on the index, a score of eight is equivalent to a rating of –Good.” A summary of the ratings for the CHASCO Family YMCA Youth Sports Program is provided in Table 4. Below, Table 3.1 provides a summary of the researcher’s print media observations.

**Table 3.1: Summary of Observed Print Media**

Item	Observed	Image Size > 1/2 Page	Color	Updated Information	Points
Poster	Yes	Yes	Yes	Yes	4
Flyer	Yes	No	No	Yes	2
Registration Form	Yes	No	No	Yes	2
Postcard	No				0
				TOTAL	8/12 = 66%
				RATING	GOOD

***Document Analysis: E-mail Communication***

The CHASCO Family YMCA Youth Sports Program has two e-mail accounts—one for use by the program coordinator and one for use by the program director. The literature calls for e-mails to be formed on the basis of social norms. Since the norms by which youth sports programs are defined are professional, the e-mails sent by the youth sports director and youth sports coordinator should be professional. Professional form is defined by its inclusion of three components: a greeting, a body, and a signature. The 50 most recent e-mails in the –sent items” folder of the youth sports director and youth sports coordinator were analyzed for the presence of these components.

The total number of points awarded to the e-mails of both the youth sports coordinator and the youth sports directors was 272. According to the index, 272 points indicates a rating of

–Good.” There were a total of 300 points, or 3 points per e-mail, available. A summary of the ratings for the CHASCO Family YMCA Youth Sports Program is provided in Table 4 at the end of the chapter. The summary of the e-mails analyzed by the researcher is available below in Table 3.2.

**Table 3.2: Summary of Observed E-mail Communication**

<b>Component</b>	<b>Document Analyzed</b>	<b>Points Awarded</b>
Use of E-mail Communication	50 most recent e-mails in 2 employees’ –sent items” folder	272
	TOTAL	272/300 = 90%
	RATING	EXCELLENT

### **Program Administration**

Program administration is the second component that defines the practical ideal model youth sports program. The sub-components of program administration are staff roles, administrative tasks, and appropriateness. Table 3.3 details the results of the document analysis and direct observation with regard to this component.

#### ***Direct Observation: Staff Roles***

Referees were observed completing certain tasks that were found to represent the program philosophy and their job role. This observation occurred during ten randomly selected games from one Saturday of events at the CHASCO Family YMCA. Of the 30 points possible, 27 points were earned. Each observed game could earn up to three points. Before two of the games, the referee did not recite the YMCA pledge. However, all referees enforced the rules of the game and instructed the children during the course of the game. Table 3.3 summarizes the points awarded for the randomly selected games.

Table 3.3 – Summarization of Points Awarded for Staff Roles in Directly Observed Games

Game Time	Age Division	Sport	Team 1	Team 2	Points Awarded
9:00 AM	5yr-Kinder	Basketball - Youth	Red Claws	Vipers	3
9:00 AM	5yr-Kinder	Basketball - Youth	Jam	Bayhawks	3
10:00 AM	5yr-Kinder	Basketball - Youth	Stampede	Thunderbirds	3
10:00 AM	1st-2nd Grade Division B	Basketball - Youth	Big Horns	Sky Force	3
12:00 PM	1st-2nd Grade Division A	Basketball - Youth	Nets	Pacers	3
1:00 PM	1st-2nd Grade Division A	Basketball - Youth	Magic	Clippers	3
1:30 PM	5yr-Kinder	Soccer - Youth	Nitro	Roadrunners	2
2:00 PM	1st-2nd Grade Division B	Basketball - Youth	Mad Ants	Kings	3
3:30 PM	5yr-Kinder	Soccer - Youth	Dynamite	Gladiators	2
4:30 PM	5yr-Kinder	Soccer - Youth	Strikers	Velocity	2
				TOTAL	27/30 = 90%
				RATING	Excellent

With a total of 27 points awarded, the index rating for staff roles is Excellent.

***Direct Observation: Administrative Tasks***

The practical ideal type model clearly differentiates managers from clerical workers (also called line staff or non-managers). The following job descriptions for each of the positions in the youth sports department of the CHASCO Family YMCA were observed: Youth Sports Official I-III, Site Supervisor I-III, Youth Sports Coordinator, and Program Coordinator – Youth Sports.

Three of the positions—Site Supervisor I-III, Youth Sports Coordinator, and Program

Coordinator – Youth Sports—were found to have both a managerial component and a non-managerial component and were not awarded any points because, as previously stated, the positions that have both managerial and non-managerial components are awarded no points. The position Youth Sports Official I-III was found to have no supervisory responsibility and was awarded one point. Out of four possible points, only one point was awarded. Copies of all job descriptions will be provided in the appendix.

The second concept measured was that of administrative intensity and administrative overhead. Using the budget spread for the period ending on 10/31/10, “Year to Date (YTD) ACTUAL” for the youth sports department of the CHASCO Family YMCA, the administrative overhead for the youth sports department was calculated. This was done by adding the following line items: Administrative Salaries, Medical/Dental Plan Premium, Pension/Ret Plan Premium, Group Dental, Group Life, Employee Benefits, Contractual Services, Office Supplies, Maintenance Supplies, Recreational and Crafts Supplies, Telephone, Postage and Parcel, Postage and Shipping, Building Rental, Utilities-Electric Occupancy, Expendable Equipment Pur, Equip Maint/Repair Mat, Equipment Costs, Travel Expenses, Meeting Food Costs, and Sales Tax.

The administrative overhead as per the budget at the end of October 2010 was \$239,237.67. This number is relative to the YTD income for the youth sports department at the end of October 2010, which is \$225,321.40. The overhead cost was greater than the income earned, and the youth sports department is running at a deficit. Accordingly, this is considered to be a high administrative overhead; as per the practical ideal type for youth sports programs, only 35 percent of the income should be spent on administrative overhead. By only spending 35 percent of the income on administrative overhead, programs will be more sustainable and better able to invest their resources in things like updated equipment and more capital and personnel

development. Such investment would also improve the programs' ability to ensure the safety of all participants.

The CHASCO Family YMCA subsidizes its youth sports program with money from membership dues. This is because those youth sports participants who also have general memberships to the YMCA are allowed to play at a discounted rate. Nearly 85 percent of the youth sports participants are YMCA members; therefore, it is logical that money from membership dues be reintegrated into the youth sports program. This subsidization is a problem because some people support the youth programs even if they do not have children participating in the program, making it difficult to obtain an accurate number of relative incomes as opposed to overhead. The true magnitude of the subsidization cannot be obtained because there is no way to discern membership intention, nor is it discerned in the budget. However, in terms of operation, the subsidization is not seen as a problem, because the budgetary needs of the youth sports program are still met. A copy of the budget spread used will be available in the appendix.

By relating the number of administrators/supervisors to the number of non-managerial employees, the administrative intensity was calculated. The practical ideal type ratio of administrators/supervisors to non-managerial employees is 4.4. There are six employees who hold managerial positions. One of those employees is the Youth Sports Director, and another employee is the Program Coordinator – Youth Sports. Four employees hold the position of Site Supervisor I-III. Finally, there are 14 employees who are needed for strictly non-managerial tasks and who are supervised (Youth Sports Official I-III). That is a ratio of 2.3 to 1 non-managerial staff to administrators. This is a much higher ratio than is called for by the practical ideal type. Thus, the CHASCO Family YMCA can be said to have high administrative intensity, meaning that at some level, the program is operating ineffectively. When youth sports programs



operate under the practical ideal type administrative intensity, their ratio of managers to non-managers is efficient and results in a clearer chain of command and can help keep administrative costs low. The index rating for this section is Poor. The results for the *Administrative Tasks* section of the conceptual framework are summarized in Table 3.3.

**Table 3.4 – Summary of Administrative Tasks Index**

	<b>Points Awarded</b>
<b>Managerial / Clerical Component</b>	1
<b>Administrative Intensity</b>	0
<b>Total</b>	1/5=20%
<b>Rating</b>	POOR

***Direct Observation: Appropriateness***

The same random sample of 10 games that was used to assess the *staff roles* component was used to address this component as well. To determine appropriateness as per the practical ideal type, each game was assessed for a game time that does not exceed one hour, similarly aged participants playing each other, equal playing time for all participants, and an equal gender distribution among teams. One point was given for the presence of each and any of these aspects for a maximum possible total of 80 points. The results are summarized in Table 3.4 below.

**Table 3.5 Summary of Points for Direct Observation for Appropriateness**

Game Time	Age Division	Sport	Team 1	Team 2	Points Awarded
9:00 AM	5yr-Kinder	Basketball - Youth	Red Claws	Vipers	6
9:00 AM	5yr-Kinder	Basketball - Youth	Jam	Bayhawks	6
10:00 AM	5yr-Kinder	Basketball - Youth	Stampede	Thunderbirds	6
10:00 AM	1st-2nd Grade Division B	Basketball - Youth	Big Horns	Sky Force	6
12:00 PM	1st-2nd Grade Division A	Basketball - Youth	Nets	Pacers	6
1:00 PM	1st-2nd Grade Division A	Basketball - Youth	Magic	Clippers	7
1:30 PM	5yr-Kinder	Soccer - Youth	Nitro	Roadrunners	6
2:00 PM	1st-2nd Grade Division B	Basketball - Youth	Mad Ants	Kings	6
3:30 PM	5yr-Kinder	Soccer - Youth	Dynamite	Gladiators	6
4:30 PM	5yr-Kinder	Soccer - Youth	Strikers	Velocity	6
				TOTAL	61/80=76%
				RATING	EXCELLENT

The total points awarded for this section was 61. Based on the index created, the rating for this section is Excellent.

***Document Analysis: Appropriateness***

Allowing children to sample sports at a young age (6–12 years old) facilitates the development of “perceptions of competence, which in turn lead to motivation for continued participation” (Fraser-Thomas and Cote 2006, 14). Sampling is directly linked to appropriateness. In order to gauge the appropriateness of the youth sports program based upon the degree of opportunity it affords participants to sample a variety of sports at an early age, a

random selection of fifty children who have played three consecutive seasons at the YMCA was selected using the e-mail address field as a unique identifier. The spreadsheet of randomly selected players will be provided in the appendix. During the selection, 46 of the possible 4,039 selections did not have an e-mail address listed and were, therefore, deleted. However, this did not affect the statistical significance of the sample taken because the deleted selections represented little more than one percent of the total selections. Of those 4,039 children, 707 were identified as having participated for 3 consecutive seasons of youth sports programming. This represents 17 percent of the combined rosters, and it indicates that the results are statistically significant.

The CHASCO Family YMCA scored 29 out of a possible 50 points, which rates on the index as “Fair.” A summary of the results is listed in Table 3.5 below.

**Table 3.6: Results for Sports Diversity Analysis**

Player	Number of Sports Played	Points
1	3	1
2	2	1
3	1	0
4	1	0
5	2	1
6	2	1
7	2	1
8	1	0
9	3	1
10	1	0
11	2	1
12	2	1
13	1	0
14	2	1
15	1	0
16	2	1
17	3	1
18	1	0
19	2	1
20	1	0
21	3	1
22	3	1
23	1	0
24	2	1
25	2	1
26	2	1
27	2	1
28	1	0
29	1	0
30	1	0
31	1	0
32	2	1
33	2	1
34	2	1
35	2	1
36	1	0
37	2	1
38	1	0
39	1	0
40	2	1
41	1	0
42	1	0
43	2	1
44	2	1
45	1	0
46	1	0
47	3	1
48	1	0
49	2	1
50	3	1
	TOTAL	29/50 = 58%
	RATING	GOOD

## **Volunteers**

### ***Direct Observation: Recruitment***

Direct observation was used to assess the recruiting practices of the CHASCO Family YMCA Youth Sports Department. The observation process looked for the separate presence of the following recruiting practices: contacting a volunteer center, using the mass media (e.g., television, radio, neighborhood newspapers), posting opportunities on volunteer websites, coordinating with schools, using mailings, displaying exhibits at special events, and posting opportunities for students. One point was awarded for the presence of each and any recruiting method. Only one recruiting practice was observed: an e-mail to current participants asking for volunteer coaches. This earns only one out of seven points (14%) and a rating of “Poor” for this portion of the index.

### ***Document Analysis: Management and Retention***

In order to gauge the management of volunteers for the youth sports department, the recognition and screening activities used were identified. Points were awarded for the presence of these activities on a quantified basis. The researcher identified two recognition activities held for volunteer coaches. The first identified activity was the offering of a plaque (at no charge) to the coaches of the team. The plaque was manufactured by the professional photography company that the CHASCO Family YMCA contracts to take photographs on picture day. The second activity, identified as a recognition activity, was the distribution of a coach’s bag that includes cones and a first aid kit.

The researcher observed the use of two screening practices by the youth sports department. The first of these practices is a background check, which is performed on all

volunteer coaches. Each volunteer must fill out the volunteer application and submit a copy of his or her driver's license. The form and the license copy are then sent to the human resources department and submitted for a federal background investigation. If the applicant's history shows any record of criminal activity that indicates violence or harm towards children or another person, then that volunteer is not eligible to participate as a coach. The second of these practices is the implementation of a coach's handbook/code of conduct, which each coach is expected to learn, sign, and return to the YMCA. Since two screening activities and two recognition activities were observed, both points for this section were attained. This gives the youth sports department a rating of Excellent (100%). A copy of the coach's handbook/code of conduct will be provided in the appendix.

To gauge the ability of the CHASCO Family YMCA to retain its volunteers for the youth sports department, 20 coaches were randomly selected from the spring 2011 coaches' roster. The volunteers' names were then searched for in the winter 2011, fall 2010, and summer 2010 coaches' rosters to determine which (if any) of them had been retained. Of the 20 randomly selected coaches, only 11 were found to be on at least one other roster. Of those eleven coaches, only three of them were on more than one of the preceding season's rosters. The total number of points awarded was 11, which gives the youth sports department an index rating of Good for this section. Below, Table 3.6 provides a summary of the data gathered.

**Table 3.7 Summary of Volunteer Coach Retention**

<b>Coach</b>	<b>Points Received</b>
1	0
2	0
3	1
4	1
5	1
6	0
7	1
8	1
9	1
10	1
11	1
12	0
13	0
14	1
15	0
16	0
17	1
18	1
19	0
20	0
<b>TOTAL POINTS</b>	<b>11/20=55%</b>
<b>RATING</b>	<b>GOOD</b>

***Document Analysis and Direct Observation: Training***

Document analysis and direct observation were used to assess the training component of the conceptual framework. The researcher looked for the presence of a developed orientation (training) program, specifically assigned orientation leaders, a scheduled orientation, and conducted orientations. One point was awarded for the actual observation of each and any individual item. During the actual orientation, the following were observed: discussion of the philosophy of children’s sports, skills and drills to teach the skills of the sport, injury prevention,

practice organization, game rules, legal liability, and the psychological, physical, and social needs of children. One point was awarded for the presence of each individual item.

The presence of the following items was also observed: developed orientation program, assigned orientation leaders, scheduled orientation and a conducted orientation. Accordingly, four points were awarded. During the observed orientation, the following sub-items were observed: discussion of the philosophy of children’s sports; skills and drills to teach the skills of the sport; practice organization; game rules; and the psychological, physical, and social needs of children. Legal liability and injury prevention were not discussed. This awards an additional five more points for a total of nine points out of 11 (81%). Thus, the index rating for this section is Excellent. The agenda for the meeting will be provided in the appendix.

**Conclusion**

Below is the chart summarizing all of the practical ideal type component indexes.

**Table 4 Summary of Rating by Component for the CHASCO Family YMCA Youth Sports Program**

<b>Component</b>	<b>Points</b>	<b>Percentage</b>	<b>Rating</b>
Use of Web 2.0	2/6	33%	Fair
Use of Print Media	8/12	66%	Good
Use of E-mail Communication	272/300	90%	Excellent
Staff Roles	27/30	90%	Excellent
Administrative Tasks	1/5	20%	Poor
Appropriateness (Direct Observation)	61/80	76%	Excellent
Appropriateness(Document Analysis)	29/50	58%	Good
Recruitment	1/7	14%	Poor
Management	2/2	100%	Excellent
Retention	11/20	55%	Good
Training	9/11	81%	Excellent





## **CHAPTER 5: Summary and Conclusion**

Overall, the CHASCO Family YMCA Youth Sports Department operates well. However, there is a lot of room for improvement, both in this research methodology and in the youth sports department at the YMCA. This chapter will provide an overview of the findings and suggest improvements for both the research and the program that it gauged.

### ***Overview and Recommendations for Improvement***

#### ***External Communication***

The use of Web 2.0 received a rating of Fair. There are many simple improvements that this youth sports department can make to launch itself into the twenty-first century of technology. The first step is utilizing Web 2.0. The CHASCO Family YMCA Youth Sports Department should create a Facebook page and a Twitter account and start accumulating followers. These Web 2.0 media can be used as hubs for all outreach, document availability, and presence in the media (e.g., news coverage). These avenues are free of charge and have a low risk due to the high control of privacy.

The use of print media received a rating of Fair. Most of the print media for the youth sports department is bland: small or no graphics and black and white forms that are hard to read or understand. The obvious improvement for these print media is to add large color graphics and revamp the format in which information is displayed. Recently, the YMCA of the USA (the governing body for all YMCAs in the United States) handed down a set of rules according to which all media is to be presented. Included in these rules is the need for large color graphics, certain fonts and colors, and the implementation of other forms to increase the readability and likeability of the print media being used by the youth sports department. Within five years, this

data will be obsolete for this YMCA; however, small changes can still be quickly made for improvement.

The e-mail communication practical ideal type scored as Good. Consistently, the youth sports department is sending e-mails that contain a greeting, a body, and a signature. This is considered professional and is a practice that the youth sports department should not shy away from.

### ***Program Administration***

The youth sports department staff understands their roles well, and the Staff Roles component of the conceptual framework table earned a rating of Excellent. The referees do their job; they enforce the rules of the game, the time, and the philosophy, and they teach children the fundamentals during their games as well. The CHASCO Family YMCA should continue training and hiring the type of staff they currently have to maintain the success of this portion of its program.

Administrative tasks, which were gauged by the administrative overhead and administrative intensity of the youth sports department, received a Poor rating. There are confounding variables that caused this. For instance, the youth sports programs income is not at the level it would be were it to charge each participant full market value. The reason for this is because there is a large discount on sports for families who purchase a membership to the YMCA. Thus, the youth sports program receives a large subsidy from the income that the membership department brings in to cover the resulting deficit. However difficult, access to all the financials of the CHASCO Family YMCA could shed light on the actual financial buoyancy

of the youth sports department and should be conducted to make sure the program would operate at the proper 35/65 administrative expense to income ratio that is called for.

In addition, the ideal type organization clearly differentiates between managers and non-managers. After reviewing the job descriptions for the youth sports department, only one job description was clearly a non-managerial (clerical) position: Youth Sports Official I-III. All of the other positions were not just concerned with the coordination of the activities of others, as the literature defines the managerial role. In practice, this is an accurate finding. For example, referees are asked to referee games and are not asked to coordinate the activities of others, but the other positions that do coordinate the activities of others are also asked to distribute information, referee games, and conduct the duties of non-managerial staff.

The staffing ratio (2.3 to 1) is much higher than the achievable 4.4 ratio of non-managers to managers. There are organizations that operate at a much high ratio; however, the department received a rating of Poor on this portion of the conceptual framework. Abolishing three of the supervisory roles would bring the youth sports department to the ratio called for in the literature.

The appropriateness component of the conceptual framework was assessed in two parts. First, direct observation was conducted on ten randomly selected games from the current season to check for game time length, gender distribution, age level, and equal playing time for participants. The youth sports department received a Good rating. All of the games observed were kept within the one-hour time limit. Age levels were divided as follows: 5yr-Kinder, 1<sup>st</sup>-2<sup>nd</sup> grade, 3<sup>rd</sup>-4<sup>th</sup> grade, and 5<sup>th</sup>-8<sup>th</sup>. All teams played other teams in their own age division to satisfy the requirement of similar age levels playing each other. Although the teams varied in number,

the volunteer coaches rotated players out of the game and gave each child, to the best of their ability, equal chances to play.

One stumbling block that the youth sports department must overcome to provide the practically ideal youth sports program is to equal the gender distribution among teams. Often, there were entire teams of all male players or those with a majority of female players. In only two instances was the gender distribution of the team equal. There are confounding reasons for this inequality. First, the YMCA allows player and coach requests on their registration form that are honored. This is a problem that not only affects gender distribution but also playing ability distribution. The YMCA should not allow requests in order to provide children with the safest and most equal experience in early sports.

The second appropriateness component gauged was that of sports variation for children at an early age. Since this youth sports department retains the past seasons' rosters, it was easy to gauge the variation of sports that returning participants played. This section received a Fair rating, as it was found that only 29 out of 50 randomly selected children who played multiple consecutive seasons for the YMCA played more than one sport. There is no observable effort to encourage the variation of sports participation at the YMCA. This youth sports department offers the same sports during the same seasons every year. A viable solution is to start offering more sports options. Although the numbers for the first registration might not be sufficient to create a league, instructional programs offer a good way to introduce new sports and eventually register the numbers that would allow for league creation.

## *Volunteers*

The recruitment practices for the CHASCO Family YMCA Youth Sports Department volunteers do not meet the practical ideal type standard, and this section of the conceptual framework received a rating of Poor. The only visible recruitment is an e-mail sent out to current participant parents to gather volunteers for teams that do not already have a volunteer parent assigned. The literature identifies multiple ways for volunteers to be recruited, and many of those are at no cost to the organization. The YMCA is a nationally recognized non-profit organization and should have no trouble gathering a volunteer base that conforms to the philosophy and standards of a practical ideal youth sports program. The YMCA could utilize its non-profit status to mitigate even costly recruitment methods (e.g., television, newspaper, media postings) in order to generate a successful volunteer pool to draw from on a consistent basis.

Volunteer management practices for the youth sports department fare much better than the recruitment practices. The practical ideal type management practices include recognition for volunteer coaches. The YMCA treats its volunteers very well and provides them with a complimentary coach's bag complete with a first aid kit, a coach's shirt, and a complimentary plaque with a photograph of the entire team from picture day on it. These are good management practices that help to retain coaches and make their experience positive. In addition, a very thorough screening practice is conducted: all volunteers are subject to a federal background investigation and are also given a code of conduct in the coach's handbook to sign and return to the YMCA. This component of the conceptual framework received a Good rating. It did not receive an Excellent rating only for the fact that more can be done to screen and recognize the volunteers for their efforts.

The retention of volunteer coaches received a Fair rating. With no recruitment practices, the youth sports department is at the mercy of returning parents. The YMCA keeps all the old coaches' rosters, and these were used to gauge whether the coaches were returning. Of the twenty randomly selected coaches from the current season's coaches' roster, only eleven were found to previously coach and only three of the returning eleven coaches were found in the coaches' roster from two seasons ago. This data conflicts with good management practices and can be directly attributed to the lack of recruitment practices.

Finally, the training of volunteers for the youth sports department received an Excellent rating. The training programs and materials provided are comprehensive and complete. All but two topics called for in the literature were discussed at the coaches' meeting. In addition to this meeting, there is a special hands-on clinic held to teach volunteers how to run practices and what to expect from children of varying age levels. Coaches receive a coach's handbook, a practice outline and season plan along with a packet containing all the information needed for the season.

Training, recruitment, management, and retention go hand in hand when dealing with volunteers. Even though one of two of them is strong, if there is not a readily available base of good volunteers, the others can falter. The YMCA should make sure that all of the volunteer components are up to the practical ideal type standards called for in the literature in order to ensure that the children are having most positive and safe experience possible.

### ***Further Research and Improvement***

Specific literature on youth sports in America is lacking. Much of the data available are over a decade old, and more research is necessary for a prevalent sub-culture that seems to have fallen between the cracks. This practical ideal type model could also be expanded to include

many other facets of youth sports programs not covered. Important statistical information can be collected from youth sports programs that keep good records like the CHASCO Family YMCA and can be used to generalize trends in youth sports programs of equal size across the nation.

So often, rigid standards for program quality are put on paper in such a way that the measurement of the components is not practically possible. Often, those assessments are watered down in their application or fabricated due to time constraints. For instance, the YMCA has a strict set of guidelines by which each employee is assessed during each quarter. However, in application, these assessments are done at the last minute, and they are not done by someone who has truly observed each referee. In addition, they contain measurement items that are not practical and cannot be clearly measured. The CHASCO Family YMCA was gauged as doing well overall however, there were also important components that were scored very low. These sections are those that parents or participants would not physically see if participating (e.g. use of web 2.0 and volunteer recruitment). Although from the outside the program seems well run, growth is not sustainable if these problem areas are not addressed in the way the literature identifies.

The purpose of this research was to create a practical ideal type model for youth sports programs and to gauge it against the CHASCO Family YMCA youth sports program. This ARP successfully creates the model and gauges the youth sports department in such a way that conforms to the findings of the YMCA's own measurements, but also adds components that the YMCA does not measure in order to improve the youth sports program. The literature and facets of the conceptual framework can be expanded in order to fit the needs of different organizations across the country and serves as a comprehensive starting point for organizations looking to



improve their processes and make sure that our youth are having a safe, positive, and educational experience while participating in youth sports.

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## APPENDIX



# 2011 Youth Sports Calendar

## CHASCO Family YMCA



FEES	SPRING	SUMMER	FALL	WINTER
<b>YMCA Family Member (FREE)</b> <b>Community Member (\$75)</b> <b>Uniform Package Required (\$30)</b>	<u>Outdoor Soccer</u> (age 3 through 8 <sup>th</sup> grade) <u>Youth Volleyball</u> (3 <sup>rd</sup> through 8 <sup>th</sup> grade) <u>Flag Football</u> (1 <sup>st</sup> through 8 <sup>th</sup> grade) <u>T-Ball</u> (ages 3 through Kinder) <u>Coach Pitch Baseball</u> (1 <sup>st</sup> through 4 <sup>th</sup> grade)	<u>Youth Basketball</u> (age 5 through 8 <sup>th</sup> grade) <u>T-Ball</u> (ages 3 through 5 years) <u>Youth Volleyball</u> (3 <sup>rd</sup> through 8 <sup>th</sup> grade) <u>Coach Pitch Baseball</u> (1 <sup>st</sup> through 4 <sup>th</sup> grade) <u>Outdoor Soccer</u> (age 3 through 8 <sup>th</sup> grade)	<u>Outdoor Soccer</u> (age 3 through 8 <sup>th</sup> grade) <u>Youth Volleyball</u> (3 <sup>rd</sup> through 8 <sup>th</sup> grade) <u>Flag Football</u> (1 <sup>st</sup> through 8 <sup>th</sup> grade) <u>T-Ball</u> (ages 3 through Kinder)	<u>Youth Basketball</u> (age 5 through 8 <sup>th</sup> grade)  <u>Youth Volleyball</u> (3 <sup>rd</sup> grade through 8 <sup>th</sup> grade)  <u>Indoor Soccer</u> (age 3 through 6 years)
Member Registration Begins	January 2 <sup>nd</sup>	March 19 <sup>th</sup>	June 25 <sup>th</sup>	October 8 <sup>th</sup>
Open Registration Begins	January 15 <sup>th</sup>	April 2 <sup>nd</sup>	July 9 <sup>th</sup>	October 22 <sup>nd</sup>
Registration Deadline	February 5 <sup>th</sup>	May 7 <sup>th</sup>	August 6 <sup>th</sup>	November 5 <sup>th</sup>
Practice Begins Week of	March 21 <sup>st</sup>	June 6 <sup>th</sup>	September 12 <sup>th</sup>	January 2 <sup>nd</sup>
Number Of Games	8	8	8	8
First Game	April 1 <sup>st</sup> or 2 <sup>nd</sup>	June 17 <sup>th</sup> or 18 <sup>th</sup>	September 23 <sup>rd</sup> or 24 <sup>th</sup>	January 13 <sup>th</sup> or 14 <sup>th</sup>
Picture Day	April 15 <sup>th</sup> or 16 <sup>th</sup>	July 15 <sup>th</sup> or 16 <sup>th</sup>	October 7 <sup>th</sup> or 8 <sup>th</sup>	January 27 <sup>th</sup> or 28 <sup>th</sup>
Holiday (no games)	April 22 <sup>nd</sup> /23 <sup>rd</sup> - Easter Weekend May 27 <sup>th</sup> /28 <sup>th</sup> Memorial Day Weekend	July 1 <sup>st</sup> / 2 <sup>nd</sup> 4 <sup>th</sup> July Weekend	None	None
Last Game	June 4 <sup>th</sup>	August 13 <sup>th</sup>	November 12 <sup>th</sup>	March 3 <sup>rd</sup>

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512-615-5598

[www.ymcagwc.org](http://www.ymcagwc.org) or [www.gulekscores.com/CHASCO](http://www.gulekscores.com/CHASCO) Familyymca

\* YMCA reserves the right to adjust, combine, add, or remove sports for all seasons



Figure 1 – Youth Sports Calendar (Print Media)

Figure 2 - Site Coordinator Job Description (Administrative Tasks)

**YMCA of Greater Williamson County  
Job Description**

**Job Title:** Sports Site Coordinator I, II, III  
**Branch:** Twin Lakes  
**Incumbent:**  
**Department:** Sports  
**Reports To:** Sports Director  
**FLSA Status:**  
**Revised By:** Sports Core Group  
**Revised Date:** March 31, 2009  
**Approved By:** Jeff Andresen

**SUMMARY**

Support the mission, purpose, and goals of the YMCA, while performing the duties listed below.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

Under the direction of the Branch Sports Director of the YMCA of Greater Williamson County, the Sports Site Coordinator is responsible for the successful implementation/completion of the following tasks:

Tasks	Percent of Work Related Duties	Weighted Value
<b>Membership Retention</b>	<b>15 %</b>	<b>15 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>• <b>Average Member Satisfaction Survey</b> (Department Only):                             <ul style="list-style-type: none"> <li>- Minimum 10% return, 2 per calendar year.</li> <li>- Below Standard under- 85%</li> <li>- Meets Standard- 85% - 91%</li> <li>- Exceeds Standard- 92% - 95%</li> <li>- Distinguished Standard- 96% - 100%</li> </ul> </li> <li>• <b>Membership Retention</b>                              Ensure an ongoing branch retention rate of:                             <ul style="list-style-type: none"> <li>- Below Standard under 57%</li> <li>- Meets Standard 57%-59%</li> <li>- Exceeds Standard 60%-65%</li> <li>- Distinguished Standard 66%+</li> </ul> </li> <li>• <b>Facility Accreditation</b> (Branch)                             <ul style="list-style-type: none"> <li>- Below Standards- Certificate</li> <li>- Meets Standard - Bronze</li> <li>- Exceeds Standards-Silver</li> <li>- Distinguished Standard - Gold</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable

Tasks	Percent of Work Related Duties	Weighted Value
<b>Staff Assessments</b>	<b>49%</b>	<b>49 pts.</b>
<b>Key Measures of Success</b>		
<ul style="list-style-type: none"> <li>• <b>Staff Assessments</b> (*Average Score)                             <ul style="list-style-type: none"> <li>- Below standards- under 83</li> <li>- Meets standards- 83-111</li> <li>- Well above standards- 112-134</li> <li>- Distinguished- 135-140</li> </ul> </li> </ul> <p>*Evaluation may be completed as needed by Director, Minimum 4 times per year (1 per season)</p>	49%	1-31 pts. 32-37 pts. 38-43 pts. 44-49 pts. achievable



Figure 2.1 – Figure 2 Continued (Administrative Tasks)

Tasks	Percent of Work Related Duties	Weighted Value
<b>General Duties</b>	<b>21%</b>	<b>21 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>Supervise and support officials and coaches during practice and games</li> <li>Solve and report any problems on site</li> <li>Promote/support the recruitment of volunteers and assist with their training, development and recognition.</li> <li>Set up facilities, including opening and closing the building, if applicable</li> <li>Assure that game site is safe and clean</li> <li>Maintain security of the game area</li> <li>Implement first aid and safety procedures according to our Association's policies.</li> </ul>	21%	1-3 pts 1-3 pts achievable 1-3 pts achievable 1-3 pts achievable 1-3 pts achievable 1-3 pts achievable
<b>Administration / Human Resources / Teamwork</b>	<b>15%</b>	<b>15 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>Payroll / Vacation Reports / Job Descriptions / New Hire paperwork, etc. are completed in an accurate and timely manner.</li> <li>Actively and enthusiastically support the Branch and Association goals and direction through effective completion of tasks and word of mouth via peer, subordinates, members and guests.</li> <li>Actively promote and operate programs within the guidelines (QPR and Minimum Standards) established by the Core Department group.               <ul style="list-style-type: none"> <li>Below Standard under- 85%</li> <li>Meets Standard- 85% - 91%</li> <li>Exceeds Standard- 92% - 95%</li> <li>Distinguished Standard- 96% - 100%</li> </ul> </li> </ul>	5%  5%  5%	1-5 pts. achievable  1-5 pts. Achievable  0-1 pts 2-3 pts 4 pts 5 pts achievable

**SUPERVISORY RESPONSIBILITIES**

This job has minimal supervisory responsibilities.

**EDUCATION and/or EXPERIENCE**

**Site Coordinator I (grade 4)**

- a. High school diploma or general education degree (GED)
- b. 12 to 24 months related work experience

**Site Coordinator II: (grade 5)**

- a. Minimum 6 college credits in related field
- b. 25-47 months of related work experience

**Site Coordinator III: (grade 6)**

- a. College degree in related field
- b. 48+ months of related work experience

Figure 3 – Sports Coordinator Job Description (Administrative Tasks)

YMCA of Greater Williamson County Job Description		
<b>Job Title:</b>	Sports Coordinator	
<b>Branch:</b>	Twin Lakes/Chasco/Taylor	
<b>Incumbent:</b>		
<b>Department:</b>	Sports	
<b>Reports To:</b>	Sports Director	
<b>FLSA Status:</b>	Full Time Hourly	
<b>Revised By:</b>	Sports Core Group	
<b>Revised Date:</b>	March 31, 2009	
<b>Approved By:</b>	Jeff Andresen	
*****		
<b>SUMMARY</b>		
Support the mission, purpose, and goals of the YMCA, while performing the duties listed below.		
<b>ESSENTIAL DUTIES AND RESPONSIBILITIES</b>		
Under the direction of the <b>Program Director</b> , the Sports Coordinator is responsible for the successful implementation and completion of the following tasks:		
Tasks	Percent of Work Related Duties	Weighted Value
<b>Membership Retention-Key Measurements of Success:</b>	<b>15 %</b>	<b>15 pts.</b>
<ul style="list-style-type: none"> <li>• <b>Average Member Satisfaction Survey</b> (Department Only):</li> <li>• Minimum 10% return, 2 per calendar year.                             <ul style="list-style-type: none"> <li>- Below Standard under- 85%</li> <li>- Meets Standard- 85% - 91%</li> <li>- Exceeds Standard- 92% - 95%</li> <li>- Distinguished Standard- 96% - 100%</li> </ul> </li> <li>• <b>Membership Retention</b> Ensure an ongoing branch retention rate of:                             <ul style="list-style-type: none"> <li>- Below Standard under 57%</li> <li>- Meets Standard 57%-59%</li> <li>- Exceeds Standard 60%-65%</li> <li>- Distinguished Standard 66%+</li> </ul> </li> <li>• <b>Facility Accreditation</b> (Branch)                             <ul style="list-style-type: none"> <li>- Below Standards- Certificate</li> <li>- Meets Standard - Bronze</li> <li>- Exceeds Standards-Silver</li> <li>- Distinguished Standard - Gold</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
Tasks	Percent of Work Related Duties	Weighted Value
<b>Staff Assessments – Key Measures of Success</b>	<b>49%</b>	<b>49 pts.</b>
<ul style="list-style-type: none"> <li>• Staff Assessments (*Average Score)                             <ul style="list-style-type: none"> <li>- Below standards- under 83</li> <li>- Meets standards- 83-111</li> <li>- Well above standards- 112-134</li> <li>- Distinguished- 135-140</li> </ul> </li> </ul>	49%	1-31 pts. 32-37 pts. 38-43 pts. 44-49 pts. achievable
*Evaluation may be completed as needed by Director, Minimum 4 times per year		

Figure 3.1 – Figure 3 Continued (Administrative Tasks)

Tasks	Percent of Work Related Duties	Weighted Value
<b>Sports Administration-Key Measurements of Success:</b>	<b>21%</b>	<b>21 pts.</b>
<ul style="list-style-type: none"> <li>Schedule use of YMCA facility and community facilities to deliver programs.</li> <li>Promote/support the recruitment of volunteers and staff and assist with their training, development and recognition.</li> <li>Assist Director with office duties as needed.</li> <li>Coordinate specialty programs as directed.</li> <li>Assist in the development of league team packets.</li> <li>Schedule and confirm officials weekly ensuring 100% coverage at all games.</li> <li>Assure safe and secure facility.</li> </ul>	21%	1-3 pts achievable 1-3 pts 1-3 pts 1-3 pts 1-3 pts 1-3 pts achievable 1-3 pts achievable

Tasks	Percent of Work Related Duties	Weighted Value
<b>Administration / Human Resources / Teamwork:</b>	<b>15%</b>	<b>15 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>Payroll / Vacation Reports / Job Descriptions / New Hire paperwork, etc. are completed in an accurate and timely manner.</li> </ul>	5%	1-5 pts. achievable
<ul style="list-style-type: none"> <li>Actively and enthusiastically support the Branch and Association goals and direction through effective completion of tasks and word of mouth via peer, subordinates, members and guests.</li> </ul>	5%	1-5 pts. Achievable
<ul style="list-style-type: none"> <li>Actively promote and operate programs within the guidelines (QPR and Minimum Standards) established by the Core Department group.               <ul style="list-style-type: none"> <li>Below Standard under- 85%</li> <li>Meets Standard- 85% - 91%</li> <li>Exceeds Standard- 92% - 95%</li> <li>Distinguished Standard- 96% - 100%</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable

**All other Duties as Assigned**

**SUPERVISORY RESPONSIBILITIES**

This job has minimal supervisory responsibilities.

**EDUCATION and/or EXPERIENCE**

High school diploma or general education degree (GED); and a minimum 24 months related experience and/or training; or equivalent combination of education and experience.

**SKILLS/KNOWLEDGE/ABILITIES**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of members, participants or employees of the Association.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Figure 4 – Youth Sports Official, Job Description (Administrative Tasks)

YMCA of Greater Williamson County Job Description		
<b>Job Title:</b>	Youth Sports Official I, II, III	
<b>Branch:</b>	Twin Lakes/Round Rock/Taylor	
<b>Incumbent:</b>		
<b>Department:</b>	Sports	
<b>Reports To:</b>	Sports Director	
<b>FLSA Status:</b>		
<b>Prepared By:</b>	Sports Core Group	
<b>Prepared Date:</b>	March 31, 2009	
<b>Approved By:</b>	Jeff Andresen	
*****		
<b>SUMMARY</b>		
Support the mission, purpose, and goals of the YMCA, while performing the duties listed below.		
<b>ESSENTIAL DUTIES AND RESPONSIBILITIES</b>		
Under the direction of the <u>Sports Director</u> of the YMCA of Greater Williamson County, the Youth Sports Official is responsible for the successful implementation/completion of the following tasks:		
<b>Tasks</b>	<b>Percent of Work Related Duties</b>	<b>Weighted Value</b>
<b>Membership Retention</b>	<b>15%</b>	<b>15 pts.</b>
<b>Key Measurements of Success</b>		
<ul style="list-style-type: none"> <li>• <b>Average Member Satisfaction Survey</b> (Department Only):</li> <li>• Minimum 10% return, 2 per calendar year.                             <ul style="list-style-type: none"> <li>- Below Standard under- 85%</li> <li>- Meets Standard- 85% - 91%</li> <li>- Exceeds Standard- 92% - 95%</li> <li>- Distinguished Standard- 96% - 100%</li> </ul> </li> <li>• <b>Membership Retention</b> Ensure an ongoing branch retention rate of:                             <ul style="list-style-type: none"> <li>- Below Standard under 57%</li> <li>- Meets Standard 57%-59%</li> <li>- Exceeds Standard 60%-65%</li> <li>- Distinguished Standard 66%</li> </ul> </li> <li>• <b>Facility Accreditation</b> (Branch)                             <ul style="list-style-type: none"> <li>- Below Standards- Certificate</li> <li>- Meets Standard - Bronze</li> <li>- Exceeds Standards-Silver</li> <li>- Distinguished Standard - Gold</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
<b>Tasks</b>	<b>Percent of Work Related Duties</b>	<b>Weighted Value</b>
<b>Sports Assessments:</b>	<b>70%</b>	<b>70 pts.</b>
<b>Key Measures of Success</b>		
<ul style="list-style-type: none"> <li>• <b>Official Assessment (*Average Score)</b> <ul style="list-style-type: none"> <li>- Below standards- under 83</li> <li>- Meets standards- 83-111</li> <li>- Well above standards- 112-134</li> <li>- Distinguished- 135-140</li> </ul> </li> </ul>	70%	1-54 pts. 55-59 pts. 60-64 pts. 65-70 pts. achievable
<b>*Evaluation may be completed as needed by Director</b>		

Figure 4.1 – Figure 4 Continued (Administrative Tasks)

<b>Administration / Human Resources / Teamwork:</b>	<b>15%</b>	<b>15 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>• Timesheets / Traffic Sheets/ Substitution Forms/ Misc. paperwork, etc. are completed in an accurate and timely manner.</li> </ul>	5%	1-5 pts. achievable
<ul style="list-style-type: none"> <li>• Actively and enthusiastically support the Branch and Association goals and direction through effective completion of tasks and word of mouth via peer, subordinates, members and guests.</li> </ul>	5%	1-5 pts. achievable
<ul style="list-style-type: none"> <li>• Actively promote and operate programs within the guidelines (QPR and Minimum Standards) established by the Core Department group.                             <ul style="list-style-type: none"> <li>- Below Standard under- 85%</li> <li>- Meets Standard- 85% - 91%</li> <li>- Exceeds Standard- 92% - 95%</li> <li>- Distinguished Standard- 96% - 100%</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable

**SUPERVISORY RESPONSIBILITIES**

This job has no supervisory responsibilities.

**EDUCATION and/or EXPERIENCE**

**Sports Official I (grade 3)**

- a. No related work experience required

**Sports Official II: (grade 4)**

- a. High school diploma or general education degree (GED)
- b. 12-24 months of related work experience

**Sports Official III: (grade 5)**

- a. Certified by nationally recognized agency.
- b. 36+ months of related work experience

**SKILLS/KNOWLEDGE/ABILITIES**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of members, participants or employees of the Association. Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**CERTIFICATES, LICENSES, REGISTRATIONS**

Must possess a valid Texas Drivers' License and proof of insurability as determined by Program Director CPR/First Aid & Safety, AED.

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, run and jump ; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Figure 5 – Program Coordinator – Youth Sports, Job Description (Administrative Tasks)

**YMCA of Greater Williamson County  
Job Description**

**Job Title:** Program Coordinator-Youth Sports  
**Branch:** CHASCO  
**Incumbent:**  
**Department:** Youth Sports  
**Reports To:** Youth Sports Director  
**FLSA Status:** Pay Grade 8/Exempt  
**Revised By:** Sports Core Group  
**Revised Date:** December 23, 2009  
**Approved By:** Jeff Andresen

**SUMMARY**

Support the mission, purpose, and goals of the YMCA, while performing the duties listed below.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

Under the direction of the **Program Director**, the Sports Coordinator is responsible for the successful implementation and completion of the following tasks:

Tasks	Percent of Work Related Duties	Weighted Value
<b>Membership Retention-Key Measurements of Success:</b>	<b>15 %</b>	<b>15 pts.</b>
<ul style="list-style-type: none"> <li>• <b>Average Member Satisfaction Survey</b> (Department Only):                             <ul style="list-style-type: none"> <li>- Minimum 10% return, 2 per calendar year.</li> <li>- Below Standard under- 85%</li> <li>- Meets Standard- 85% - 91%</li> <li>- Exceeds Standard- 92% - 95%</li> <li>- Distinguished Standard- 96% - 100%</li> </ul> </li> <li>• <b>Membership Retention</b> Ensure an ongoing branch retention rate of:                             <ul style="list-style-type: none"> <li>- Below Standard under 57%</li> <li>- Meets Standard 57%-59%</li> <li>- Exceeds Standard 60%-65%</li> <li>- Distinguished Standard 66%+</li> </ul> </li> <li>• <b>Facility Accreditation</b> (Branch)                             <ul style="list-style-type: none"> <li>- Below Standards- Certificate</li> <li>- Meets Standard - Bronze</li> <li>- Exceeds Standards-Silver</li> <li>- Distinguished Standard - Gold</li> </ul> </li> </ul>	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable
	5%	0-1 pts 2-3 pts 4 pts 5 pts achievable

Tasks	Percent of Work Related Duties	Weighted Value
<b>Staff Assessments – Key Measures of Success</b>	<b>35%</b>	<b>35 pts.</b>
<ul style="list-style-type: none"> <li>• Staff Assessments (*Average Score)                             <ul style="list-style-type: none"> <li>- Below standards- under 83</li> <li>- Meets standards- 83-111</li> <li>- Well above standards- 112-134</li> <li>- Distinguished- 135-140</li> </ul> </li> </ul> <p>*Evaluation may be completed as needed by Director, Minimum 4 times per year</p>	35%	1-15 pts 18-23 pts 24-29 pts 30-35 pts achievable

Figure 5.1 – Figure 5 Continued (Administrative Tasks)

Tasks	Percent of Work Related Duties	Weighted Value
<b>Sports Administration-Key Measurements of Success:</b>	<b>30%</b>	<b>30 pts.</b>
<ul style="list-style-type: none"> <li>Supervise youth sports officials/site coordinators</li> <li>Promote/support the recruitment of volunteers and staff and assist with their training, development and recognition.</li> <li>Assist Director with office duties as needed.</li> <li>Coordinate specialty programs as directed.</li> <li>Assist in the development of league team packets.</li> <li>Schedule and confirm officials weekly ensuring 100% coverage at all games.</li> <li>Assure safe and secure facility.</li> <li>Prepare materials and facilitate Volunteer Coaches Trainings</li> <li>Meet and/or Exceed Minimum Standards for budgeted revenue growth</li> <li>Meet and/or Exceed Minimum standards for budgeted salaries/expenses</li> </ul>	30%	1-3 pts achievable 1-3 pts 1-3 pts 1-3 pts 1-3 pts 1-3 pts achievable 1-3 pts achievable 1-3 pts achievable 1-3 pts achievable

Tasks	Percent of Work Related Duties	Weighted Value
<b>Administration / Human Resources / Teamwork:</b>	<b>20%</b>	<b>20 pts.</b>
<b>Key Measurements of Success:</b>		
<ul style="list-style-type: none"> <li>Payroll / Vacation Reports / Job Descriptions / New Hire paperwork, etc. are completed in an accurate and timely manner.</li> <li>Actively and enthusiastically support the Branch and Association goals and direction through effective completion of tasks and word of mouth via peer, subordinates, members and guests.</li> <li>Actively attend Association Core Group meetings. Promote and operate programs within the guidelines (QPR and Minimum Standards) established by the Core Department group.</li> <li>Administer quarterly Youth Sports Official Assessments. If assessment scores fall below minimum standards must meet with staff and setup an Action Plan for Success.</li> <li>Participate as directed by Branch Executive as a key Staff Liaison to the Annual Strong Kids Campaign. Successfully meet personal and team goal.               <ul style="list-style-type: none"> <li>Below Standard under- 85%</li> <li>Meets Standard- 85% - 91%</li> <li>Exceeds Standard- 92% - 95%</li> <li>Distinguished Standard- 96% - 100%</li> </ul> </li> </ul>	4% 4% 4% 4% 4%	1-5 pts. achievable 1-5 pts. Achievable 1-5 pts. Achievable 1-5 pts. Achievable 1-5 pts. Achievable 0-1 pts 2-3 pts 4 pts 5 pts achievable

All other Duties as Assigned

**SUPERVISORY RESPONSIBILITIES**

This job has supervisory responsibilities.

**EDUCATION and/or EXPERIENCE**

High school diploma or general education degree (GED); and a minimum 24 months related experience and/or training; or equivalent combination of education and experience.

Figure 6 – Coaches Meeting Agenda (Training)

CHASCO FAMILY YMCA  
2011 SPRING YOUTH SPORTS  
COACH'S MEETING - T-Ball/Coach Pitch  
03/08/11

WELCOME

DIRECTION OF MEETING

TOPICS TO DISCUSS / REVIEW

- A. COACH'S PACKET
  - 1. RULES
  - 2. ROSTERS
  - 3. VOLUNTEER / COACH'S APPLICATION
- B. WEEKDAY PRACTICES
  - 1. FIELD LAY OUT
  - 2. TIME FRAME / LOCATIONS
  - 3. REQUESTS
  - 4. PRACTICE OUTLINES / LESSON PLANS
  - 5. PRACTICE BALLS / EQUIPMENT STATUS
- C. GAME DAY UPDATES
  - 1. GAME SCHEDULE – 1<sup>ST</sup> PRACTICE
  - 2. GAME DAY / FIELD USAGE
  - 3. PARKING
  - 4. GAME TIME / GAMES STARTING
  - 5. BULLETIN BOARDS
- D. COMMUNICATION
  - 1. E-MAIL ADDRESS
  - 2. NEWSLETTER (COACH/PARTICIPANTS)
  - 3. PHONE MESSAGES
- E. UNIFORM STATUS / COACH'S SHIRTS
- F. PICTURE DAY
- G. 2011 YOUTH SPORTS CALENDAR / IMPORTANT DATES
- H. COACH'S CLINIC – 03/19/11 – 9AM-12PM
- I. STRONG KIDS CAMPAIGN
- J. CAPITAL CAMPAIGN / FUTURE PLANS
- K. EMPLOYMENT – REFEREES
- L. SURVEY'S / RESULTS
- M. ATTITUDES / WINNERS
  - 1. COACH'S ROLE
  - 2. PLAYER'S ROLE
  - 3. PARENT'S ROLE
- N. OVERALL OBJECTIVES
  - 1. 3 OBJECTIVES (FUN/SELF ESTEEM/TEACHING FUNDAMENTALS)
  - 2. YMCA CORE VALUES (CARING/HONEST/FAITH/RESPECT/RESPONSIBILITY)
  - 3. OATH

"THANK YOU FOR COMING"

AND

WE HAVE A CHANCE TO MAKE A DIFFERENCE

LET'S PLANT A SEED SO A CHILD CAN KNOW THAT THEY ARE A "WINNER"



Figure 7 – Fiscal Year 2010 Budget for Period Ending in 10/31/10

YMCA OF GREATER WILLIAMSON COUNTY INCOME STATEMENT PERIOD ENDING 10/31/10							
	MONTH ACTUAL	BRANCH02 MONTH BUDGET	CHASCO MONTH VARIANCE	FAMILY YMCA MONTH ACTUAL	DEPARTMENT05 YTD BUDGET	SPORTS YTD BUDGET	YTD VARIANCE
<b>INCOME ACCOUNTS</b>							
CONTRIBUTIONS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SPECIAL EVENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
UNITED WAY FUNDRAISING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OTHER AGENCY FUNDRAISING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
MEMBERSHIP DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SCHOLARSHIPS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
REFUNDS-PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PROGRAM FEES	6,448.50	5,513.00	935.50	92,776.50	62,624.00	30,152.50	
CONTRA-REVENUE - NSF RETS	0.00	0.00	0.00	(198.00)	0.00	(198.00)	
PROGRAM FEES	\$6,448.50	\$5,513.00	\$935.50	\$92,578.50	\$62,624.00	\$29,954.50	
SALES TO PARTICIPANTS	16,322.00	8,300.00	8,022.00	131,216.50	105,380.00	25,836.50	
SALES TO PARTICIPANTS	\$16,322.00	\$8,300.00	\$8,022.00	\$131,216.50	\$105,380.00	\$25,836.50	
INVESTMENT INCOME	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
MISCELLANEOUS REVENUE	174.90	0.00	174.90	1,526.15	0.00	1,526.15	
MISCELLANEOUS REVENUE	\$174.90	\$0.00	\$174.90	\$1,526.15	\$0.00	\$1,526.15	
<b>TOTAL INCOME</b>	<b>\$22,945.40</b>	<b>\$13,813.00</b>	<b>\$9,132.40</b>	<b>\$225,321.15</b>	<b>\$168,004.00</b>	<b>\$57,317.15</b>	
<b>EXPENSE ACCOUNTS</b>							
ADMINISTRATIVE SALARIES	4,696.16	2,754.00	(1,942.16)	48,365.07	28,828.00	(19,537.07)	
PROGRAM SALARIES	6,962.08	6,384.00	(578.08)	50,735.97	56,136.00	5,400.03	
SALARY AND WAGES	\$11,658.24	\$9,138.00	(\$2,520.24)	\$99,101.04	\$84,964.00	(\$14,137.04)	
MEDICAL/DENTAL PLAN PREM	1,273.50	849.00	(424.50)	10,188.00	8,490.00	(1,698.00)	
PENSION/RET PLAN PREMIUM	808.96	586.00	(222.96)	6,551.67	5,865.00	(686.67)	
GROUP LIFE INSURANCE	15.48	12.00	(3.48)	153.36	124.00	(29.36)	
DISABILITY INSURANCE	18.34	0.00	(18.34)	151.35	0.00	(151.35)	
CHILD CARE BENEFIT	0.00	0.00	0.00	0.00	0.00	0.00	
TUITION REIMBURSEMENT	0.00	0.00	0.00	273.00	0.00	(273.00)	
EMPLOYEE BENEFITS	\$2,116.28	\$1,447.00	(\$669.28)	\$17,317.38	\$14,479.00	(\$2,838.38)	
FICA PAYMENTS	895.69	703.00	(192.69)	7,619.52	6,555.00	(1,064.52)	
OTHER EMPLOYEE EXPENSES	368.52	237.00	(131.52)	3,428.77	2,371.00	(1,057.77)	
OTHER EMPLOYEE EXPENSES	\$1,264.21	\$940.00	(\$324.21)	\$11,048.29	\$8,926.00	(\$2,122.29)	
CONTRACT SERVICE FEES	0.00	413.00	413.00	0.00	4,130.00	4,130.00	
CONTRACTUAL SERVICES	\$0.00	\$413.00	\$413.00	\$0.00	\$4,130.00	\$4,130.00	
OFFICE SUPPLIES	1,161.36	0.00	(1,161.36)	7,872.06	0.00	(7,872.06)	
MAINTENANCE SUPPLIES	0.00	0.00	0.00	3,339.90	0.00	(3,339.90)	
RECREATIONAL & CRAFTS SUP	16,561.80	0.00	(16,561.80)	95,669.57	77,224.00	(18,445.57)	
SUPPLIES	\$17,723.16	\$0.00	(\$17,723.16)	\$106,881.53	\$77,224.00	(\$29,657.53)	
TELEPHONE-MOBILE	50.00	50.00	0.00	500.00	500.00	0.00	
TELEPHONE	\$50.00	\$50.00	\$0.00	\$500.00	\$500.00	\$0.00	
STAGE & PARCEL POST	0.00	0.00	0.00	1,020.34	0.00	(1,020.34)	
STAGE & SHIPPING	\$0.00	\$0.00	\$0.00	\$1,020.34	\$0.00	(\$1,020.34)	
LOADING RENTAL	2,280.00	720.00	(1,560.00)	17,351.51	37,140.00	19,788.49	
UTILITIES-ELECTRIC	461.70	15.00	(446.70)	606.78	150.00	(456.78)	
OCCUPANCY	\$2,741.70	\$735.00	(\$2,006.70)	\$17,958.29	\$37,290.00	\$19,331.71	
EQUIPMENT RENTAL	0.00	0.00	0.00	412.50	0.00	(412.50)	
EXPENDABLE EQUIPMENT PUR	0.00	1,000.00	1,000.00	350.39	4,000.00	3,649.61	
EQUIP MAINT/REPAIR MAT	0.00	0.00	0.00	0.00	0.00	0.00	
EQUIPMENT COSTS	\$0.00	\$1,000.00	\$1,000.00	\$762.89	\$4,000.00	\$3,237.11	
ADVERTISING	0.00	75.00	75.00	0.00	375.00	375.00	
PUBLICATIONS/PROMOTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	
PROMOTIONAL LITERATURE	0.00	200.00	200.00	0.00	2,000.00	2,000.00	
SPECIAL PROMOTIONS	0.00	380.00	380.00	0.00	3,800.00	3,800.00	
PRINTING, PUBLICATIONS	\$0.00	\$655.00	\$655.00	\$0.00	\$6,175.00	\$6,175.00	
FOOD & LODGING	0.00	0.00	0.00	30.99	0.00	(30.99)	
TRAVEL EXPENSES	0.00	200.00	200.00	0.00	2,000.00	2,000.00	
MILEAGE ALLOWANCES	\$0.00	\$200.00	\$200.00	\$30.99	\$2,000.00	\$1,969.01	
TRAVEL & VEHICLE EXPENS	0.00	0.00	0.00	0.00	0.00	0.00	
SPECIAL EVENTS	0.00	200.00	200.00	141.62	2,000.00	1,858.38	
MEETING FOOD COSTS	0.00	0.00	0.00	0.00	0.00	0.00	
CONFERENCES	0.00	0.00	0.00	0.00	0.00	0.00	
TRAINING	0.00	0.00	0.00	0.00	0.00	0.00	
CONFERENCES & MEETINGS	\$0.00	\$200.00	\$200.00	\$141.62	\$2,000.00	\$1,858.38	
UNALLOCATED CREDIT CARDS	(1,892.39)	0.00	1,892.39	338.52	0.00	(338.52)	
UNALLOCATED CCARDS	(\$1,892.39)	\$0.00	\$1,892.39	\$338.52	\$0.00	(\$338.52)	
YMCA NATIONAL SUPPORT	58.00	58.00	0.00	580.00	580.00	0.00	
DUES/ORGANIZATIONAL	0.00	0.00	0.00	0.00	0.00	0.00	
DUES/INDIVIDUAL	0.00	0.00	0.00	0.00	0.00	0.00	
PAYMENT OF DUES	\$58.00	\$58.00	\$0.00	\$580.00	\$580.00	\$0.00	
OTHER INSURANCE PREMIUM	\$0.00	\$0.00	\$0.00	\$0.00	\$580.00	\$0.00	
SALES TAXES	1,339.81	583.00	(756.81)	10,524.99	5,830.00	(4,694.99)	
MISCELLANEOUS EXPENSES	\$1,339.81	\$583.00	(\$756.81)	\$10,524.99	\$5,830.00	(\$4,694.99)	
PLEDGE ATTRITION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
CAPITAL PURCHASES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
AUDIT ADJUSTMENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Figure 7.1 – Figure 7 Continued

YEMBER 10, 2010      TABLE 00121.00

YMCA OF GREATER WILLIAMSON COUNTY  
INCOME STATEMENT  
PERIOD ENDING 10/31/10  
01

	MONTH ACTUAL	BRANCH02 MONTH BUDGET	CHASCO MONTH VARIANCE	FAMILY YMCA MONTH ACTUAL	DEPARTMENT05 YTD ACTUAL	SPORTS YTD BUDGET	YTD VARIANCE
DEPRECIATION & AMORTIZATION SUPPORT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
COMMON AREA ALLOC.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ASSOCIATION RESERVES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
INTERBRANCH ALLOCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GREATER GOOD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OTHER COMPREHENSIVE INC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GAIN/LOSS ON ASSET DISP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL EXPENSES</b>	<b>\$35,059.01</b>	<b>\$15,419.00</b>	<b>(\$19,640.01)</b>	<b>\$266,205.88</b>	<b>\$248,098.00</b>	<b>(\$18,107.88)</b>	
<b>INCOME MINUS EXPENSES;</b>	<b>(\$12,113.61)</b>	<b>(\$1,606.00)</b>	<b>(\$10,507.61)</b>	<b>(\$40,884.73)</b>	<b>(\$80,094.00)</b>	<b>\$39,209.27</b>	

Figure 8 - Coaches Corner E-mail (Management and Retention)

**TO:** WINTER, 2011 YOUTH SPORT COACH'S  
**FROM:** DAN PAYNE, YOUTHS SPORTS DIRECTOR  
**DATE:** 01/18/11  
**SUBJECT:** "Coach's Corner" #1 – CHASCO Family YMCA

The purpose of this newsletter (Coach's Corner) is to be able to communicate with our Winter, 2011 Coach's in our Winter Leagues. The ongoing communication will promote quality in our youth sports programs.

The implementation of the newsletter for our youth sports participants has been very helpful in allowing open communication. You will receive the "Coach's Corner" every two weeks during the Winter season.

On behalf of the CHASCO Family YMCA, thank you for volunteering to be a coach this winter and more importantly, thank you for being a part of our family and being a part of spreading the word that "Kid's are Winners".....

If you have any questions on the information identified, please feel free to contact me at [dpayne@ymcawilliamsonco.org](mailto:dpayne@ymcawilliamsonco.org). I am here to serve you and your family as we strive to provide quality youth sports programs.....You are a part of the foundation of making our youth sports programs the best that it can be.....My feeling is that the "sky is the limit" and we will reach for it all the time.

Please note that we have had some problems with our server; therefore, we have not been able to communicate our newsletters as we have in past seasons and as identified in our coach's meetings in December. We are now up and running and we will begin this means of communications with this newsletter.

**#1. UPDATES:** As we continue to promote e-mail communication, it is imperative that we have e-mail's for all coach's and parents so that we can improve our ability to communicate. If your e-mail or a parent on your team's e-mail has changed, please let me know.

Please check with each parent on your team roster to see if their respective e-mail is correct. If they do not have an e-mail listed, please attempt to get one. Please submit all updated e-mails to me via e-mail. Your cooperation is greatly appreciated.


**#2. PICTURE DAY:** Our picture day is set for the weekend of January 28<sup>th</sup> and 29<sup>th</sup>. Volleyball pictures will be taken on Friday night (01/28/11) at the CHASCO Family YMCA multi-purpose room, located just off the large gym. All basketball pictures will be taken on Saturday, 01/29/11 at the CHASCO Family YMCA multi-purpose room, located just off the large gym for games being held at the CHASCO Family YMCA. Soccer pictures for 5 yrs through Kinder will be taken on Saturday, 01/29/11 in the Studio #1 room starting at 12pm. Please note that we will use the multi purpose room up to about 12pm and then transfer to the Studio 1 room as of 12pm.

Soccer pictures for the 3 yr/4yr old program will be taken on Saturday, 01/29/11 at the RRCC (Round Rock Christian Church) location site. Our other site will be the Shoreline Christian Church School for Saturday, January 29<sup>th</sup>.

All schedules will be online late this afternoon at [www.quickcores.com/chascofamilyymca](http://www.quickcores.com/chascofamilyymca) to find your respective photo schedule. All information related to the picture day activity will also be on line at the above site mention. We will remind coach's at their respective games this weekend and at their respective practices next week.



Figure 9.1 – Figure 9 Continued

  
YMCA of Greater Williamson County

### Background Investigation Consent Form

Following you will find questions regarding your background and former residences. This information is used in processing criminal background checks and references on all applicants. Please complete this form as part of your required background check for volunteer services with the YMCA of Greater Williamson County.

**PLEASE PRINT**

Name \_\_\_\_\_ Other names you have used \_\_\_\_\_  
Last First M.I.

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Address \_\_\_\_\_

Driver's Lic. # \_\_\_\_\_ State Issued \_\_\_\_\_ Expiration Date \_\_\_\_\_ Date of Birth \_\_\_\_\_

❖ Have you ever been convicted of, pleaded guilty to, or pleaded no contest to any criminal offense, (Felony and/or Misdemeanor)?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes", please explain: \_\_\_\_\_

#### RESIDENCES IN LAST 7 YEARS INCLUDE PERMANENT AND TEMPORARY ADDRESSES. (Start with current address going back 7 years.)

Current physical address: \_\_\_\_\_ years \_\_\_\_\_ months  
Street City State Zip

address: \_\_\_\_\_ years \_\_\_\_\_ months  
Street City State Zip

address: \_\_\_\_\_ years \_\_\_\_\_ months  
Street City State Zip

address: \_\_\_\_\_ years \_\_\_\_\_ months  
Street City State Zip

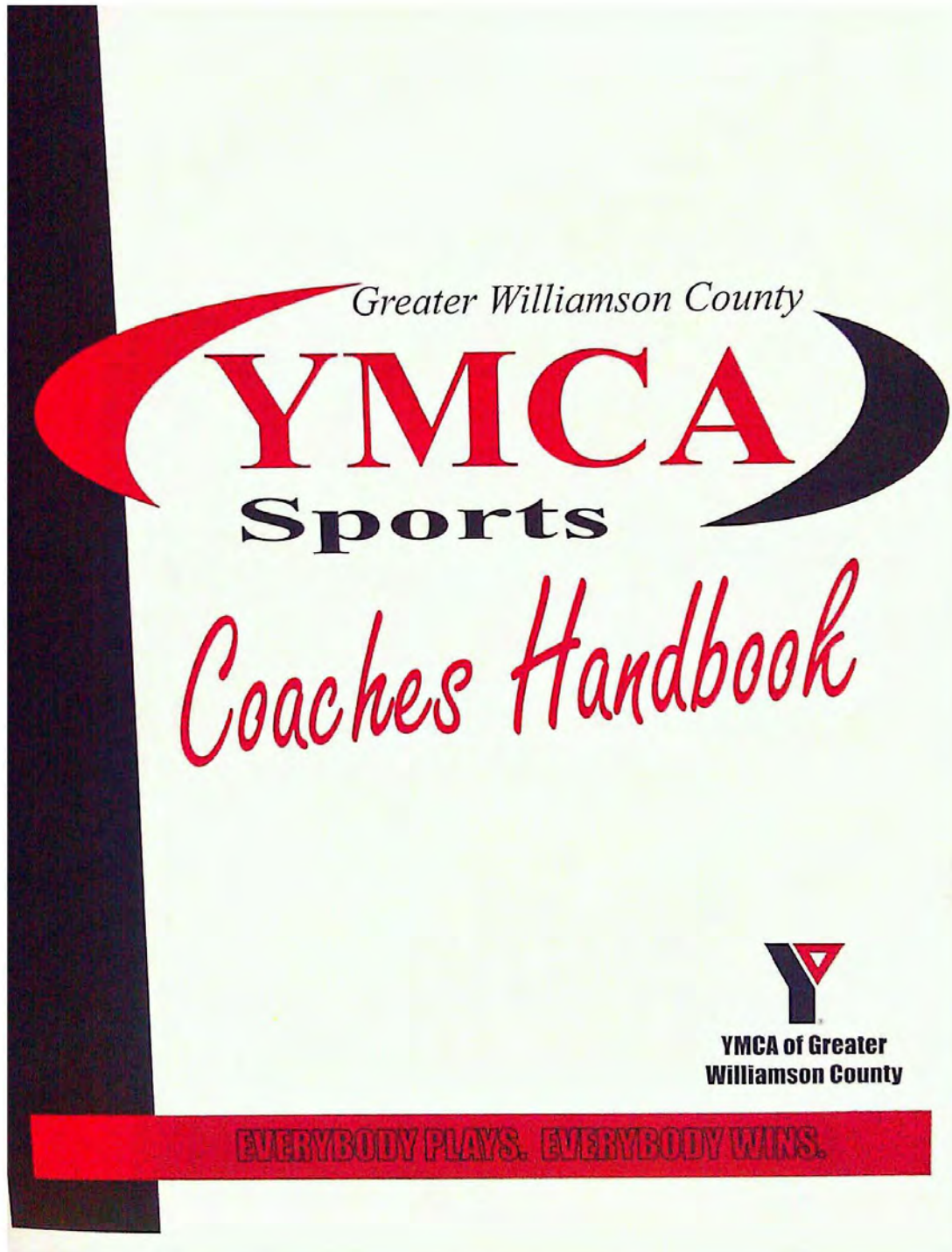
I hereby certify that all information above is complete and accurate, and I hereby authorize the release of any information regarding my background (criminal history), employment history and education. I release the YMCA of Greater Williamson County and its agents from any and all liability arising as a result of the verifications.


Signature \_\_\_\_\_ Date \_\_\_\_\_

*Volunteer Application* *Page 2 of 3* *Revised February 2008*



Figure 10 – Coaches Handbook (Management and Retention, Training)





# AFFIRMATION

**I have received the YMCA of Greater Williamson County Youth Sports Coaches Handbook.**

**I have read and I understand the Mission Statement, the Vision and the Four Character Development Values of the YMCA: Caring, Honesty, Faith, Respect & Responsibility.**

**I have reviewed the Coaching Checklist and I will adhere to it.**

**I will advise the parents of the goals of this program and the Code of Ethics for Players, Parents & Coaches.**

**I have read the Coaching Ethics and I will abide by these guidelines.**

**I accept the responsibilities of being a YMCA Coach and I will be a proper role model and representative of the YMCA.**

**Coach's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Coaching Affidavit*

