

ISYS-DPAL Building Better Young People
Through Sport Partnership

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Section 1. Significance of the Outreach/Engagement Partnership

1.1 Abstract

The Detroit Police Athletic League (DPAL) is a nonprofit organization that provides yearly sports programs for 10,000 underserved youth, ages 4-19. Its specific focus is to foster positive youth development through sport while developing key values like responsibility and leadership. The Institute for the Study of Youth Sports (ISYS) at Michigan State University exists to scientifically study the beneficial and detrimental aspects of youth sports and then to facilitate outreach efforts to maximize the benefits of participation. These two organizations have been working together for eight years to foster positive youth development in Detroit's young people, influencing over 32,000 youth over the period of the partnership. The partnership began when ISYS worked with DPAL to develop a three-level coaching education program, IMPACT, aimed at providing relationship building and character development education for their coaches. Over 5,000 coaches and managers have gone through various program levels. The partnership also involved a three-year scientific evaluation of DPAL using a variety of quantitative and qualitative methods. Results identified more versus less effective coaching practices, factors associated with psychosocial growth in participants, and areas in which the program could be improved. It also resulted in a number of scientific publications focused on enhancing the body of knowledge about how sport can be used to enhance positive youth development in young people. The three-year evaluation catalyzed DPAL and ISYS to reshape efforts to influence the lives of Detroit's youth. The focus has moved toward training local police officers, school members, and coaches to be mentors and directly facilitate youth development. We are training these stakeholders to be youth development specialists who have a great understanding of both mentoring best practices and the context of Detroit schools and sport programs. Furthermore, we are developing leadership in DPAL youth by training athletes and coaches on youth leadership, and developing a captains-coach relationship that improves lives.

Section 2. Relationship and Reciprocity Between the University and Community

History and Partnership Description

The ISYS-DPAL partnership began in 2005 with a chance meeting between ISYS Director Dr. Dan Gould and Dan Varner, then CEO of DPAL. The two leaders had a common interest in fostering positive youth development through sport. Equally important was a commitment to achieving this goal by approaching youth development through sport with the same intentionality, drive and standards of excellence seen in elite sport.

In 2005 Gould and ISYS Director of Coaching Education, Dr. Larry Lauer, were invited by DPAL to conduct a training session for a small group of their coaches. The workshop was well received and ISYS was asked to partner with DPAL to develop a coaching education program focused on relationship building and character development. Based on current character and life skills development research, ISYS designed a program to help prepare DPAL's 1,500 coaches and managers to facilitate positive youth development. The IMPACT coaching education program consists of three levels of progressively advanced information and skills for coaching character. IMPACT was piloted and senior DPAL staff were trained to deliver the program. In 2007 the program went to scale and to date more than 5,000 coaches and managers have attended IMPACT. These coaches have worked with over 32,000 youth during the partnership.

During the development of IMPACT, DPAL became aware of ISYS research and evaluation capabilities. They were interested in evaluating their program for two reasons. First, they wanted to learn what aspects of their program were most effective in meeting the character development mission of the organization. Second, DPAL felt it was important to have evidence supporting its stated claims and showing that it was a good steward of the philanthropic monies provided to support its mission. DPAL talked about evaluation with several universities. ISYS was selected because of its balance between scholarly rigor and practical applicability. In 2007 DPAL self-funded a three-year program evaluation (\$180,000). The three-year evaluation plan involved individual interviews with program participants, individual and focus group interviews with coaches, surveys of participants and coaches, and on-the-field systematic observations. It was developed to understand more about DPAL coaches, to determine how well they were achieving the mission of building

character in youth through sport, and to contribute to the growing body of knowledge using sport for positive youth development. It was a major effort for ISYS that involved Drs. Gould and Lauer, eight doctoral students, and five undergraduate interns. It was found that more versus less experienced coaches created better relationships with their team parents and used a more positive approach to developing youth. While DPAL was providing a supportive and safe psychological and physical environment, volunteer coaches were not as successful at engaging youth in ways that would enhance their development (e.g., setting goals, reflecting on their efforts). Surveys of 289 coaches revealed that 99% believed the IMPACT sessions helped them become better mentors, with 67% indicating the program was “very useful.” The coaches also indicated that the children they coach grow up in somewhat risky/dangerous environments (5.02 on a 10 point scale) with the greatest risks coming from unhealthy family environments, violence, threats to education, drugs, and gangs. Youth Experience Scale results from 239 participants revealed that highest positive subscale scores were found for teamwork and social skills ($M = 3.2$), skills ($M = 3.2$), and initiative ($M = 3.2$) and that the more the coaches created caring, mastery-oriented environments, the more likely positive developmental gains would result.

Based on the evaluation results, in 2011 DPAL and ISYS developed a new role, called a Youth Development Officer (YDO), whose responsibility would be to mentor coaches and youth on the fields and in the gyms. ISYS received a \$28,000 contract to develop and conduct this training. In this program, police officers assigned to DPAL receive training on how to enhance positive youth development. Four police officers and five members of the DPAL staff participated in the training.

In the fall of 2011, DPAL approached ISYS to assist in program design and the mentor training. Designed to target over 200 youth across all DPAL-organized sport teams, the Team Up program is augmenting and supplementing DPAL’s efforts to promote positive youth development through sport by providing individual mentoring to at-risk youth either in the school or at the practice venue. Team Up matches a caring adult (either a school staff member or coach) with a YDO to mentor 5-7 youth in each school or travel team setting. The Team Up rationale is to establish strong bonds between youth and caring, competent, trained adults who understand and place primary emphasis on character and personal development. To develop a deeper

understanding of these mentoring initiatives, ISYS staff led a series of meetings with DPAL staff, potential mentors, and other stakeholders, which helped to frame the final program goals and target outcomes. ISYS then created a mentoring manual based on best practices in the literature and recommendations from stakeholders. The Team Up program began in January 2013 and is already receiving positive remarks from participants.

How Does the Engagement Fit Within the University's Mission, Values and Organizational Structure ?

Community outreach and engagement is considered one of six strategic priorities of Michigan State University. MSU's president has consistently voiced her belief that MSU, as the first land grant university in America, has an obligation to make a difference in Detroit as part of university efforts to meet higher education's societal responsibility through community-engaged scholarship. Our partnership is in complete alignment with these larger university efforts.

How Does the Partnership Work?

DPAL provides all of its own direct youth programming, with ISYS serving in two capacities. First, DPAL asks ISYS, as experts on coaching and positive youth development, to develop and provide content for their training programs and advice on evaluation efforts. The relationship is truly collaborative; ISYS always tries to understand the program's needs as well as how to contextualize content and training to ensure success. Second, DPAL looks to ISYS to design and conduct staff and youth training sessions. For example, ISYS staff led a YDO training retreat for both DPAL police officers and staff. Currently we are conducting athlete and coach leadership training through a Captains' Circle program. Finally, while all evaluation efforts are designed and planned together, the actual analysis of evaluation results are independently carried out by ISYS. Results and implications are then thoroughly discussed and joint plans for program improvement made.

How Is Decision Making Shared Between Both Partners?

Because DPAL is the point of delivery for all programs, they make all program decisions. However, as the partnership has evolved and trust increased, leadership teams from the two organizations now engage in frank dialogue, often telling one another what they don't want to hear (e.g., "This is too academic and will never work in the real world," or "You are kidding yourself if you think you can achieve your youth

development goals in so few contact hours”). Furthermore, ISYS has assigned Dr. Lauer to be the liaison to DPAL, thus facilitating constant communication. We believe that providing honest feedback in a highly professional manner is the key to the success of the partnership.

Section 3. Impacts

3.1 Impact on Community Partners

Detroit has been one of the hardest hit cities in America during the great recession with an unemployment rate of 16%, a high crime rate, a low high school graduation rate of 62%, and tremendous downsizing of government and support services. As government services in support of youth have declined (e.g., closing of a large number of recreation facilities), DPAL is playing an important and needed role in filling this void. For example, DPAL programs reach one in 10 youth in Detroit. Moreover, fueled by such things as our evaluation partnership, DPAL has the reputation of trying to get things right and serves as a model for other nonprofits. As a program officer from the Skillman Foundation noted, the partnership is what they would like to see in all of their grantees (see Columbo letter excerpt in Appendix). As a nonprofit, DPAL raises its entire 2.5 million dollar yearly budget. Through the partnership DPAL has been able to facilitate its internal evaluation capabilities, a component that most funding organizations look for. In addition, because of the partnership DPAL now has thousands of trained volunteers working with youth.

3.2 Impact on University Partners

The partnership has impacted MSU in a number of ways. First, it has allowed ISYS researchers to study underserved youth and ways sport can be used to enhance positive youth development. This has resulted in presentations at national conferences and publications in peer-reviewed journals. Second, a number of ISYS graduate students have contributed to various aspects of the partnership and doing so has shaped their development as researchers and teachers. Upon graduation most have become keenly involved in outreach efforts at their universities (see Flett letter excerpt in Appendix). Several have also designed dissertations based on their work with DPAL. A number of undergraduate students have also gained valuable research and outreach experience working on various ISYS-DPAL projects. Third, our involvement with DPAL has provided us with

a valuable experience understanding of issues involved in youth development in urban settings. It has also influenced our staff personally by regularly working in diverse settings and expanding our cultural competence. Finally, we have learned many lessons about working with community partners, such as always conducting on-the-ground needs assessments before undertaking new projects (versus only talking with central program staff), the importance of understanding the capacity of partner organizations for evaluation, and having realistic expectations about program fidelity losses when going to scale.

Section 4. Lessons Learned and Best Practices

A number of the findings from the five evaluation studies have directly impacted the DPAL organization. First, the results showed that DPAL is meeting many of its stated goals. Second, the IMPACT training program is perceived positively by the coaches taking it. This has strengthened DPAL's resolve to institutionalize and expand its coaching and staff education programs. Third, not all coaches were found to be equally effective in meeting the DPAL mission of enhancing positive youth development through sports. The importance of emphasizing a caring and mastery-oriented coaching climate was particularly highlighted, as was the need to focus on a positive versus punitive approach to coaching. Efforts are being made to convince caring but less effective coaches, who adopt an extreme "tough love" on-the-field approach, that this is not the most effective way to enhance positive youth development. Coaches' survey results have led to greater efforts to better prepare coaches on ways deal with the unique challenges (e.g., gangs, hungry children, criminal activity) associated with underserved communities. In fact, the YDO concept of supporting coaches in the field was developed as a result of the evaluation. Finally, as a result of the evaluation DPAL has become convinced that evaluation is a key to the organization's success and has assigned a staff member to it. They are also in the process of making evaluation a line item in their budget. DPAL is also working to strengthen the kind of data it collects and improve systems for analyzing that data.

What Challenges Were Met and How Faced?

There were and are many challenges in this partnership. First, ISYS had to earn credibility with both the central staff and volunteer coaches involved in DPAL. Initially our staff was met with some hesitancy.

However, over the years inroads have been made. We often hear comments like “For university types your people actually had some things I might use,” “I thought this evaluation stuff was a waste of money that could be better used on kids, but I can see it can help us,” and “To be honest I had my doubts about learning anything from white folks from the university but I actually found this retreat very helpful.” Second, while the research shows that youth participants can experience beneficial effects as a result of caring, mastery-oriented climates that emphasize character, not all coaches buy into the approach. Many still get overly focused on winning and others believe they need to constantly yell at youth to get them prepared for the tough streets of Detroit. Moreover, as the organization is taking over many of the traditional responsibilities of the park and recreation department, it is becoming hard to be selective in screening coaching candidates. Third, there is an important need to capacity-build with the DPAL staff. Most have big hearts and are in it for the youth, but often lack training in child development, evaluation or coaching. It is also difficult to hold volunteers accountable for training.

Section 5. The Future

Currently, our organizations are working together to help DPAL better develop its internal evaluation capabilities. This involves providing assistance with the development of a more advanced participant data tracking system, better methods of assessing stakeholders, and more sophisticated ways to analyze and report data. This is helping DPAL become a more effective data-driven organization and providing more effective ways to assess their impact. The evaluation data will be used as a basis for scientific studies that can contribute to the positive youth development knowledge base. Second, ISYS trained middle school volleyball athletes and coaches on youth leadership, then implemented a program called the “Captains’ Circle” where the coach and captains meet weekly to discuss leadership and team issues. ISYS is now evaluating the effectiveness of the Captains’ Circle. Third, we are helping DPAL develop a Team Up program where community volunteers provide one-on-one support and mentoring to DPAL youth who need extra support. Funding from the Magrath Award would be put towards these efforts.

Appendix 6A. Letter of Endorsement from DPAL



March 12, 2013

Ms. Jean Middleton
APLU
1307 New York Avenue, NW
Suite 400
Washington, D.C. 20005

Dear Committee Members:

It is my honor to submit this letter in support of the Institute for the Study of Youth Sports' nomination to receive the C. Peter Magrath University Community Engagement Award and the Outreach Scholarship-W.K. Kellogg Foundation Engagement Award for their community partnership work with the Detroit Police Athletic League.

Detroit PAL's mission, in partnership with the Detroit Police Department and community volunteers, is to build character in young people through athletic, academic, and leadership development programs. We use the powerful draw of sports to teach life lessons and encourage good decision making in young people.

The organization, which benefitted from a strategic merger between Detroit PAL and Think Detroit in 2006, is a critically important building block in the lives of thousands of kids annually. In fact, last year alone over 10,000 girls and boys enjoyed Detroit PAL's programs with the assistance of nearly 1,500 positive adult coaches. Since 1969, the Detroit Police Athletic League has been an integral part of the fabric of the city's culture.

In 2005, we approached the Institute to discuss a substantial partnership opportunity that we hoped would significantly enhance the way our organization was utilizing the vehicle of sport to teach invaluable life lessons to our youth. Since that initial conversation eight years ago, our two organizations have embarked on several transformative projects including:

- The development of a unique coach training curriculum called IMPACT coaching. The curriculum, which includes three levels of training, is mandatory for all Detroit PAL coaches. The focus of the training session is to teach volunteers how to be effective coaches, positive role models, and caring mentors. Coaches reflect on personal experiences that help shape their approach to youth as well as learn techniques for proper practice and game preparation, positive engagement with young people, effective communication with players and parents,

Appendix 6A. Letter of Endorsement from DPAL

and transferring lessons in sport to lessons in life. Since the curriculum was first rolled out, approximately 5,000 coaches have been taught these important techniques.

- Several substantial evaluations of Detroit PAL which were focused on 1) a comparison of coaches that PAL identified to be the most and least effective at building character, 2) a focus group of young people to discover their opinions on characteristics associated with most and least effective mentors, 3) a survey to identify the demographics of PAL volunteer coaches, and 4) an evaluation of baseball and softball games and practices to determine effectiveness of PAL in providing a positive family environment and a caring and supportive culture. These evaluations proved conclusively that our coaches intrinsically impact PAL's ability to build character in young people. Since then, the organization has taken steps to remove poor performing coaches and place a greater emphasis on selecting the right individuals in the first place in addition to continuing coach education.
- Finally, a two day workshop for PAL's athletics team at MSU was facilitated by the Institute. The focus of the workshop was on techniques for building character in kids that encouraged leadership and decision making. The Detroit Police Officers who are assigned to work with PAL received the title of Youth Development Officer (YDO) upon completion of the two day course. The lessons they learned during the course equipped the YDO's with new strategies for communicating with young people in our sports programs in order to ultimately help them make better decisions about their lives.

For over forty years, Detroit PAL has provided an out of school youth sports outlet to Detroit young people. In the ever changing environment of youth sports that has slowly gravitated towards too much focus on specialization at early ages, competition over recreation, and over-charged adult parents and coaches, our partnership with the Institute for Study of Youth Sports has kept us focused on staying true to our roots and keeping the best interest of the young people at the forefront of all we do.

Once again, I am honored that the Institute for the Study of Youth Sports has been nominated for this prestigious award for their work with Detroit PAL. I encourage you to select the Institute in order to recognize this unique partnership that has made a difference in lives of thousands of kids every day.

Please feel free to call me at (313) 833-1600 ext 201 if you have any questions for me regarding this recommendation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tim Richey', with a long, sweeping underline that extends to the right.

Tim Richey
CEO

MICHIGAN STATE UNIVERSITY

March 21, 2013

Selection Committee
C. Peter Magrath/W.K. Kellogg Foundation Engagement Award
Association of Public and Land-grant Universities
1307 New York Avenue, NW, Suite 400
Washington, DC 20005

Dear Selection Committee:

Michigan State University faculty, staff, students, and alumni work to advance the common good in uncommon ways. For more than 150 years we have demonstrated a pioneering blend of the traditional classical education with practical and cutting-edge knowledge discovery. We have high standards, and foremost among our values are quality, inclusiveness, and connectivity. Community-engaged scholarship is at the heart of our land-grant tradition, and it remains firmly embedded in the culture of Michigan State University.



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Recognizing the spirit and tradition of the C. Peter Magrath University Community Engagement and the Outreach Scholarship-W.K. Kellogg Foundation Engagement Awards, it is an honor to endorse ISYS-DPAL Building Better Young People Through Sport Partnership, a project led by Daniel R. Gould, professor in the College of Education, to represent Michigan State University in the 2013 awards process.

As director of the MSU Institute for the Study of Youth Sports (ISYS), Dr. Gould and his team have established and sustained a long running partnership with the staff and volunteers of the Detroit Police Athletic League (DPAL) to collaborate on research, education, training, and evaluation.

The ISYS-DPAL partnership shares a commitment to fostering positive youth development through sport. ISYS is composed of MSU researchers, faculty, and students who scientifically study beneficial and detrimental aspects of youth sports by working with parents, athletes, coaches, and administrators to connect university knowledge with community knowledge in mutually beneficial ways. DPAL is a non-profit youth development organization in Detroit with a mission to build character in young people through athletic, academic, and leadership development programs.

Dr. Gould and the ISYS colleagues have built a realistic, long-term, and ever-expanding university-community partnership with the Detroit police officers, volunteer coaches, community supporters, and area young people. Everyone involved displays a strong commitment to Detroit and the city's residents, and

Appendix 6B. Letter from MSU President

the chance to make a difference in the lives of children and youth experiencing the harsh impacts of economic distress and poverty in a major U.S. city.

The partnership began seven years ago when DPAL asked ISYS to assist in designing a program to educate their volunteer coaches about strategies for achieving their goals. The work resulted in a coaching education program that is now required educational training for 1,500 adults who volunteer to work with 10,000 youth annually. In five years, more than 5,000 DPAL coaches and managers have received the training and tens of thousands of youth ages 4-19 have benefitted from the positive impacts of their collaborative efforts to make the program stronger and better.

We are proud of the exceptional ISYS-DPAL partnership, because it exemplifies how we at Michigan State University foster university-community relationships that are collaborative, participatory, systemic, transformative, and anchored in scholarship. Those involved have demonstrated scientific excellence, creativity, flexibility, and the ability to listen. Dr. Gould and the ISYS team know that building trust is a key factor for working successfully with Detroit youth and their families. The commitment to build a mutually respectful relationship, working together to determine how best to achieve goals and measurable results, is what makes this project an award winner.

At MSU, engagement is defined as a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences. Dr. Gould and the team continue to apply the rigors of the field to develop new ideas for the partnership, as well as share their discoveries with academic colleagues through scholarly publications.

The ISYS-DPAL Building Better Young People Through Sport Partnership is an outstanding example of partnering scholarship and community expertise through university-community collaboration. I invite you to consider the scope and the impact of Dr. Gould's engaged scholarship. Thank you for considering our Michigan State University nomination for the 2013 Outreach Scholarship-W.K. Kellogg Foundation Engagement Award for the North Central Region and the national 2013 C. Peter Magrath University Community Engagement Award.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lou Anna K. Simon", is written over the printed name.

Lou Anna K. Simon, Ph.D.
President

Note: Any or all of the original letters that these excerpts are taken from are available upon request. Space limitations prevented the inclusion of the full letters.

Daniel Varner, Current DPAL Executive Board Member and founding CEO

DPAL was organized around the principle of “kids first.” So, its programming would not be focused on youth sports, but rather the provision of positive youth development. Sport happens to become the biggest vehicle through which it is delivered....

I searched—literally for years—for a programmatic and/or evaluation partner that could help the organization ensure that its youth sports programs, which had grown to serve more than 10,000 children annually, were designed to and actually did deliver positive youth development opportunities consistent with the best research in the field.... We built partnerships with local institutions like Wayne State University and national ones like the Positive Coaching Alliance (out of Stanford University) to find the help that was needed. While those partnerships were with fine institutions, none of them made our programs demonstrably better.... Then we found ISYS.

In ISYS, we found a partner who was/is as committed to positive youth development as we were/are and brought with it a high level of evaluation expertise, who was completely committed to working in Detroit, and who believed that peer-reviewed research could actually be used to improve the daily programmatic activities of organizations like ours, for the benefit of the children being served.

The partnership was not easy—for either of us.... But the work was worth it. DPAL had to devote scarce resources (like most urban youth development programs, the organization is under-resourced) to the co-development of a new volunteer training curriculum, to supporting implementation of the evaluation design being administered, and to [the] work of using the feedback to re-design the programs. And for ISYS, the work involved subjecting their best thinking to the rigors of the field, and sending teams of graduate students to parks and gyms in the heart of Detroit, sometimes to find their interviewee absent that day....

For DPAL, the relationship was so valuable that it maintained the partnership even as it reduced the size of its workforce by 20% during the height of the local economic crisis in 2008-09.

In addition, the entire youth sports field has benefited from a number of articles published by ISYS staff in various journals. Prior to their work, the youth development field was largely bereft of research on youth development among youth of color participating in youth sports programs in urban settings. The work done by ISYS has begun to address the problem, and undoubtedly provided great value to the field, in addition to DPAL and the children it serves.

In summary, the relationship between ISYS and DPAL is a perfect example of [a] highly-engaged community-based research collaboration that positively impacts both the community and scholarship.

Dr. Andrew Guest, Department of Psychology, University of Portland, who studied the partnership as part of a sabbatical examining sport for development programs in the US

The semester I spent with ISYS was part of a yearlong sabbatical, a significant part of which was spent investigating “best practices” in university-based outreach efforts using sport towards youth and community development outside of intercollegiate athletic departments.... Of the programs I did identify at universities across the country, the ISYS work was the most impressive for several reasons.

For one, the ISYS work is a model of collaboration with community partners. I observed several meetings between ISYS and DPAL (both in Detroit and at MSU) and saw a genuine exchange of ideas in search of mutual benefit. Rather than simply imposing programming on the community partner as part of a short-term

project, ISYS and DPAL have helped each other over the course of many years to figure out what is needed and what is likely to be effective—based both on the complicated realities of working in urban Detroit and on the best available scholarly knowledge of what contributes to positive youth development.

For another, the ISYS work is a model of applied scholarship—combining genuine community contributions with impressive scholarly production. As I’m sure you will see elsewhere in their application, ISYS scholars have produced a series of peer-reviewed articles and presentations that offer both rigorous methods and attention to context. This work fills a major gap in the literature on sport-based youth and community development by systematically assessing knowledge about coaching education and the development of “life skills” through sport in populations rarely addressed by conventional research. Along with that general model, I have also been impressed with the scholarly collaborations within ISYS allowing faculty, graduate students, and even some undergraduates to be involved in meaningful and practical academic work.

This scholarly work is also timely in relation to the broader academic field of youth development. In recent years there has been great interest in the field of “Positive Youth Development,” which often looks at activity programs as ways to complement and supplement the work of schools and families towards helping cultivate the potential of all youth. Youth sports programs have always been among the most popular type of activity program, and this popularity has recently coalesced into formal efforts to combine best practices in youth development writ broadly with the specific opportunities in sports programs. The ISYS collaboration with TDP is on the cutting edge of these efforts. As just one example, one major concern in this emerging field of sport-based youth development is developing realistic and constructive ways to test the actual impact of programming on the lives of underserved youth. The ISYS-TDP partnership has facilitated several rigorous efforts to do such testing, using established measures from the broader field of child and youth development research and evaluating their effectiveness in urban sports contexts. This work has usefully identified the ways that such measures do, and do not, help both scholars and programs to learn more about effective sport-based youth development.

Overall, while I know from first-hand experience that applied work in the context of urban Detroit offers ongoing challenges and requires continuing flexibility, the ISYS-TDP partnership has been productive thanks to dedication and persistence on both sides. I know not everything has gone as planned. Yet, by spending years in collaboration, ISYS has become attuned to the concrete needs and realities of DPAL while maintaining a commitment to scholarly work that contributes to the more abstract academic field of youth development. In both the community of Detroit and the community of scholars interested in sport-based youth development, this work has been timely, meaningful, and impactful. As I noted at the start of this letter, it is surprisingly difficult to find examples of universities anywhere in the country doing such collaborative work—let alone doing it so well.

Marie Colombo, Senior Officer for Knowledge Management and Chief of Staff, Program, The Skillman Foundation

I believe that the high-quality programming provided by DPAL leadership and volunteers has been shaped by the contributions of the ISYS. It is often our experience that while higher education institutions have valuable expertise and knowledge to contribute to community work, there is often a gap in delivery or relevance. This is definitely not the case with this partnership. MSU has provided high-quality technical assistance and a strong evaluation framework for a relatively modest cost.

As a Foundation deeply committed to being a results-oriented, high performing learning organization, I have been very impressed with the work of ISYS. They provide practical feedback for program improvement as well as credible evidence of program impact. This is the ideal combination for an evaluation partnership. And the

DPAL leadership, in true learning organization style, has eagerly embraced the support.

Ryan Flett, former ISYS doctoral student and Assistant Professor, West Virginia University

My work with DPAL in urban Detroit was the highlight of my doctoral experience at MSU. I began my involvement by helping develop the coaching education program for DPAL. The three levels that we created have had an immediate and powerful impact on the quality of coaching and youth mentorship in Detroit. Most coaches are parents and young people who want to make a difference in Detroit. They are not trained coaches, so for many of them, ISYS's coaching program is hugely influential. After helping to develop our outreach program, I was involved in nearly every DPAL study—personally collecting more data and time in Detroit than any other researcher.

It also meant that we did not just collect our data and run! We talked with coaches, kids, and parents. We listened. We began to understand the obstacles that our partners were facing....Collecting data in Detroit created an opportunity to have immediate impact...not only in terms of scholarship, but also with respect to community awareness and compassion.

Collecting data in Detroit created an opportunity to have an immediate impact. Coaches often asked me to talk to their players about character, community, and career. I know that I am not alone in how rich my time was in Detroit... —not only in terms of scholarship, but also with respect of community awareness and compassion.

Officers Paisley and Wood, two participants in YDO Training

Working directly in the community as a Youth Development Officer has given Detroit Police Officers assigned to DPAL the chance to make a difference and impact on numerous Detroit youth. At DPAL, we “Build Character in Young People” and Michigan State University’s Institute for the Study of Youth Sports (ISYS) has been an essential asset in this progress.

A three-day retreat led by MSU’s ISYS has proven to be an invaluable experience as new ideas and methods were taught in an interactive and effective way. As role models, ISYS has shown us compelling ways to lead others into becoming more positive and productive citizens....While speaking at various athletic and educational venues throughout the city of Detroit, officers have become more educated and approachable and less intimidating by utilizing the skills learned at the retreat.

Appendix 6D. Scholarly Products

Peer Reviewed Publications

Whitley, M. A., Bean, E. A., & Gould, D. R. (2011). On the fields of the Motor City: Underserved athletes' perceptions of their coaches. *Journal of Coaching Education*, 4(3), 97-125.

Gould, D., Flett, M. R., & Lauer, L. (2012). The relationship between psychosocial development and the sports climate experienced by underserved youth. *Psychology of Sport & Exercise*, 13(1), 80-87.

Flett, M. R., Gould, D., Griffes, K. R., & Lauer, L. (2012). The views of more versus less experienced coaches in underserved communities. *International Journal of Coaching Science*, 6(1), 3-26.

Flett, M. R., Gould, D., & Lauer, L. (2012). A study of underserved youth sports programs using the Youth Program Quality Assessment. *Journal of Applied Sport Psychology*, 24(3), 1-15.

Flett, M. R., Gould, D., & Lauer, L. (In press). Tough love for underserved youth: A comparison of more and less effective coaches. *The Sport Psychologist*.

Manuscripts Under Review, Under Revision or In Preparation

Bean, E., Whitley, M., & Gould, D. (Under review). Athlete impressions of a character-based sports program for underserved youth. *Journal of Sport Behavior*.

Murray, K., Lauer, L., & Gould, D. (In preparation). Inner city coaches: Why they coach, and their perceptions of coaching education.

Scholarly Presentations

Flett, M. R., Griffes, K. R., & Gould, D. (2009, September 18). *Case studies of volunteer coaches in the Think Detroit/PAL program for underserved youth*. Presentation at the Association for Applied Sport Psychology, Salt Lake City, UT.

Gould, D., Flett, M. R., Murray, K., Bean, E., & Lauer, L. (2009, September 17). *Positive youth development through sport: Evaluation of a program designed for underserved youth*. Symposium presentation at the Association for Applied Sport Psychology, Salt Lake City, UT.

Gould, D., & Whitley, M. (2009, June 18). *Sport psychology and the underserved: Lessons from the fields*. Presentation at the 12th World Congress of Sport Psychology, Marrakesh, Morocco.

Gould, D. (2011, Sept. 23). *Challenges in conducting research and outreach in underserved communities: Lessons for the field*. Presentation at the Association for Applied Sport Psychology Conference, Honolulu, HI.

Gould, D. (2012, Oct. 6). *The research base for life skills interventions*. Presentation at the Association for the Advancement of Applied Sport Psychology Conference, Atlanta, GA.

Project Grants

Gould, D. (2007). *Think Detroit Police Athletic League program evaluation*. Think Detroit Police Athletic League (\$180,900 funded).

Gould, D., & Lauer, L. (2011). *Think Detroit Police Athletic League youth development officer training*. Think Detroit Police Athletic League (\$28,000 funded).