

# An evaluation of fun among girls participating in 'Soccer for Success' in East L.A.

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## FINAL REPORT

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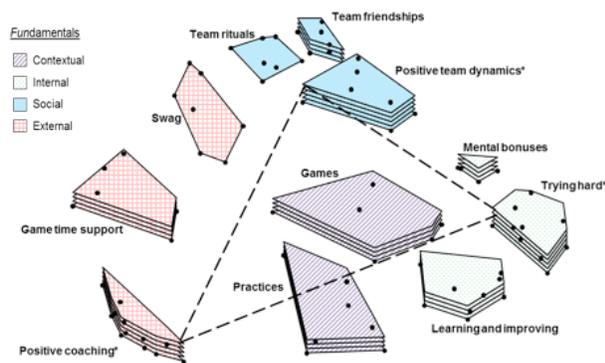
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# EXECUTIVE SUMMARY

## Background

- Regular participation in moderate to vigorous leisure-time physical activity (LTPA), which includes exercise, sport, or recreation<sup>14</sup> reduces one's risk for chronic disease<sup>6</sup> lowers overall mortality risk<sup>2</sup> and improves health related quality of life.<sup>1</sup>
- Youth sport is the primary vehicle for delivering structured physical activity to the current youth population.<sup>10</sup> In fact, sports like soccer may contribute up to 60% of daily moderate to vigorous activity among youth<sup>15</sup> and are an effective obesity prevention strategy.<sup>24</sup>
- Sport, as opposed to exercise, offers unique psychological, psychosocial, and social health benefits.<sup>8</sup> As such, sport-based positive youth development<sup>12</sup> has become a popular approach to extracurricular programming.
- Despite the positive biopsychosocial benefits associated with youth sport participation, enrollment in organized team sports continues to decline, especially among female adolescents<sup>7</sup>.
- **Fun** is the chief variable maintaining children's involvement in sport activities and **lack of fun** is cited as the primary reason children dropout.<sup>9</sup>
- The **fun integration theory's FUN MAPS**<sup>22</sup> are the first-ever, conceptual framework for sustaining the developing child's engagement in sport. The **FUN MAPS** identify 81 fun-determinants within 11 fun-factors (see Figure 1) and are a critical tool for children's health promotion through fun, engaging physical activity experiences through sport participation.
- Unfortunately, adolescent girls are less likely to participate in sport than boys<sup>21</sup> and as a consequence, girls achieve lower levels of health-enhancing physical activity<sup>16</sup>. Therefore, it is of utmost importance to evaluate the **fun** experience among girls-only programming.



**Figure 1.** The FUN MAPS, an overlay of the point-map of the 81 fun-determinants; cluster-map which partitions the fun-determinants into 11 clusters; and, the cluster-rating map illustrating in three-dimensional space using cluster-layers to depict clusters of greatest importance among youth.

## Purpose

- *Soccer for Success* is a free, after-school program proven to help kids learn healthy lifestyle habits regarding physical activity and nutrition, and also provides mentorship and family engagement to promote positive youth development. While there are more than 30 organizations running over 400 *Soccer for Success* co-ed sites nationwide, the U.S. Soccer Foundation recently launched the first girl-only sites in East Los Angeles to encourage sustained soccer participation among female youth.

- Therefore, the *primary purpose* of this study was to evaluate the fun strengths and challenges of the girls-only *Soccer for Success* program by assessing girls' self-reported experiences participating in the program.
- The *secondary purpose* was to determine whether they are likely to continue to participate in the program next season.

## Methodology

- This evaluation study is a descriptive, cross-sectional, observational research design using a survey-based mixed-method. Data were collected from students participating in the *Soccer for Success* girls-only programming in East LA during the second half of the Spring 2018 soccer season.
- Girls who volunteered, with parental permission, to participate completed a short sociodemographic survey along with the Sport Participant Assessment of Fun<sup>17</sup> (SPAF) – a survey tool designed from the fun integration theory's FUN MAPS<sup>16</sup> that is continuing to be tested in various populations of children participating in a wide-variety of sports programs.

## Key Findings

- The majority (83.6%) of girls participating in the *Soccer for Success* program, who completed the survey measures, reported having '*the most fun*' (60.9%) or '*a lot of fun*' (22.7%).
- Fun-determinants related to *coaching* actions and behaviors were among those most frequently occurring, which highlights the significant role the coaching staff played in the overall fun experience girls were having participating in the girls-only *Soccer for Success* program.
- In addition, fun-determinants related to girls' intrinsic motivation (i.e., work hard, give best effort, keep a positive attitude) and the social aspects of sport (i.e., get along with teammates, provide and receive support from teammates; have friends on team) were among the top-reported aspects of fun and were also commonly stated reasons for wanting to play next season.
- The consistency & structure of well organized practices, such as including lots of drills and activities, keeping them active and exercising, water breaks, and partner and small group drills were frequently reported as occurring and thus contributed to girls' self-reported fun.
- Girls' indicated an awareness of the value of being active, exercising, and having water breaks, which may be a reflection of the nutrition education portion of the *Soccer for Success* program.
- Girls indicated desire to continue to learn and improve upon their soccer skills. Further, they wished *Soccer for Success* were offered beyond 6<sup>th</sup> grade so that they could continue participating. Clearly there is a need for similar after-school programming for those moving on to higher grades. *Soccer for Success* not being available in middle school accounted for the greatest number of responses as to why they would not be playing next season.
- Many girls will return to play next season because they 'like to play soccer'; however, it is important to note that 'wanting to focus or try other sports' was also reason for not returning next season.

## RESEARCH TRAINING

- Human-subjects research requires that all team members complete necessary Collaborative Institutional Training Initiative training (CITI training):

*"All GW investigators and non-GW investigators conducting research under the auspices of the GW IRB must demonstrate and maintain sufficient knowledge of the ethical principles and regulatory requirements for protecting human subjects, through the completion and periodic renewal of the web-based human subject protection training called Collaborative Institutional Training Initiative (CITI). CITI training requirements apply to persons that are interacting with potential or enrolled subjects, to include, but not limited to the following: obtaining consent, recruiting, data collection and intervention; or viewing, obtaining, analyzing or otherwise handling identifiable research data."<sup>17</sup>*

- Members of the GW research team were certified; however, certification was required of staff from the community-partner, LA's BEST who consented, recruited, and collected the evaluation data. Regino Chavez, Susana Reyes, Francine Can, & Daniel Reyes successfully completed CITI certification prior to data collection.

## PROCEDURES

- The GW Institutional Review Board for the Protection of Human Subjects approved this study. All girls ages 8-12 years old who were participating in *Soccer for Success* at the 13 LA's BEST sites (see below) were eligible and invited to participate.

#	Location
1	2820 E 1 <sup>st</sup> Street, Los Angeles, CA 90033
2	632 N. Avenue 50, Los Angeles, CA 90042
3	2025 Griffin Avenue, Los Angeles, CA 90031
4	322 S. Ave 18, Los Angeles, CA 90031
5	806 Euclid Ave., Los Angeles, CA 90023
6	605 N Boyle, Los Angeles, CA 90033
7	1942 E. 2 <sup>nd</sup> St., Los Angeles, CA 90033
8	333 Manitou Avenue, Los Angeles, CA 90031
9	416 North Cornwell St., Los Angeles, CA 90033
10	2821 7 <sup>th</sup> St., Los Angeles, CA 90023
11	255 Gabriel Garcia Marquez St., Los Angeles, CA 90031
12	120 E. Ave 35, Los Angeles, CA, 90031
13	126 Loom St., Los Angeles, CA, 90012

- Girls provided their written-informed assent and their parent/guardian provided permission for their child to participate on a form that was made available in both English and Spanish.
- During the Spring 2018 soccer season, data were collected after six weeks of programming (mid-season) and before twelve weeks of programming (end-of-season). Data collection included the completion of a short, self-report demographic survey, along with the Sport Participant Assessment of Fun (Visek et al., 2017) survey measure. The surveys were administered using paper-and-pencil method at the end of a *Soccer for Success* program session and took approximately 10 minutes to complete.

- During data collection, it was observed that some participants had difficulty with select SPAF survey items that appeared to not be applicable to the *Soccer for Success* program, an after-school program. Of note, the SPAF was originally developed and validated with community soccer programs rather than after-school programs. Therefore, we used an adapted Delphi method<sup>5,11</sup> for successively collating the judgments of experts to identify items for omission; experts included members of the LA's Best evaluation team and GW research team.
- Items omitted (11 in total) included those related to: "*using skills in games that I learned in practice*", "*playing well during games*", "*receiving medals or trophies*", "*playing against evenly matched teams*" and "*wins*" because these items are more reflective of community club soccer programs whereas *Soccer for Success* participants play scrimmages rather than play opposing teams. All items related to game time support, such as "*my parent(s) or guardians come watch me play*", "*parents are encouraging and show good sportsmanship*", "*we play on nice fields*", "*the ref makes fair and consistent calls*", "*people cheer*", and "*parents congratulate players*" were also omitted because parental spectatorship and the inclusion of official referees for "game days" are not typical of the *Soccer for Success* after-school program.

## DATA ANALYSIS

### Quantitative

- Paper-based survey responses were digitalized and coded for analysis. All data entry, management, and analyses were conducted using SPSS version 22.0.<sup>13</sup>
- Once digitalized, data for each participant were evaluated for missing responses. Participants were subsequently classified based on completeness of responses to all survey items. Particular survey items with high frequencies of missingness were also marked for review.
- The distributions of participants by grade-level, sex, sport participation, and race/ethnicity were then examined to evaluate participant characteristics. The average age, and years of sport participation were also assessed for this purpose.
- Responses to items retained in the Delphi method were then evaluated within the completed surveys.
- The lack of relevant covariates precluded the ability to conceptualize comparisons and formulate a set of testable hypotheses. Moreover, considering the pervasive missingness observed, any given series of hypothesis tests would have been compromised by decisions made with respect to the analytical sample. That is, a given series of hypothesis tests may either have been tested only on the relatively small sample of complete surveys or would have potentially involved different sub-samples based on the number of girls that responded to a given item. Keeping these limitations in mind, a decision was made to restrict analyses to univariate procedures motivated by describing the sample characteristics and general response patterns.
- Response patterns were identified first by examining a single item describing how much fun girls were having in the *Soccer for Success* program. Then, all items for which  $\geq 85\%$  of participants responded "*Often*" or "*Always*" (with regards to the frequency of occurrence) were isolated.

- Mean response scores (and standard deviations) were calculated for all retained survey items. Calculations were conducted for the entire sample and then stratified by grade-level. Items with a mean score of  $\geq 4.0$  among the total, completed sample were subsequently identified.

## Qualitative

- All data from the open-ended item, “...please explain the reason why you may or may not play next season” were entered in Excel.
- Data were analyzed through ideas synthesis, a type of structured content analysis to identify major themes and unique statements.

# RESULTS & KEY FINDINGS

**Table 1**

*Frequency Count of Observations*

	Complete	Incomplete	Total
First Street Elementary School	13	11	24
2nd Street Elementary School	2	8	11
Aldama Elementary	9	7	16
Euclid Elementary School	3	3	6
Gates Elementary School	5	6	11
Griffin Elementary School	7	9	16
Sheridan Elementary School	2	7	9
Sunrise Elementary School	15	7	22
Utah Elementary School	10	7	17
Bridge Elementary School	11	6	17
Albion Elementary School	11	3	14
Hillside.	3	5	8
Ann St.	19	7	26
<b>TOTAL</b>	<b>110</b>	<b>87</b>	<b>197</b>

- ✓ *Of the total sample, 55.84% were complete observations and 44.16% contained missingness that resulted in incomplete observations.*

**Table 2***All Observations: Students' Characteristics*

	Completed Sample %	Total Sample %		
Grade				
2 <sup>nd</sup>	9.10	12.70		
3 <sup>rd</sup>	19.10	22.80		
4 <sup>th</sup>	33.60	32.50		
5 <sup>th</sup>	24.50	19.80		
6 <sup>th</sup>	12.70	11.70		
Missing	0.90	0.50		
Sex				
Girl	99.10	97.00		
Boy	--	1.00		
Missing	0.90	2.00		
Participate in other organized sport	63.60	62.40		
Do not participate in other organized sport	35.50	35.60		
Missing	0.90	3.00		
NOT Hispanic or Latino	13.60	15.20		
Hispanic or Latino	83.60	81.20		
Missing	1.80	2.00		
Race				
American Indian/Alaska Native	2.70	2.50		
Asian	4.50	6.10		
Black or African American	9.10	10.70		
Native Hawaiian or other Pacific Islander	1.80	1.50		
White	21.80	18.30		
Missing*	60.00	60.90		
	M (SD)	Min., Max.	M(SD)	Min., Max.
Age	9.54 (1.22)	7, 12	9.47 (1.27)	7, 13
Number of years playing sports	2.80 (2.67)	0, 12	2.44 (2.57)	0, 12

- ✓ *Notably, the student sample comprised primarily of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders, and their average age was ~9.5 years.*
- ✓ *While most students chose not to report their race, it may be noted that the majority of them identified as Hispanic or Latino.*

- ✓ Most students also noted that they were engaged in other forms of organized sport and reported over 2 years of playing experience on average.
- ✓ Importantly, it may be noted that the characteristics of students who fully completed the survey did not vary considerably compared to those who did not.



Results reported henceforth are based on completed observations only.

Figure 1

*Grade*

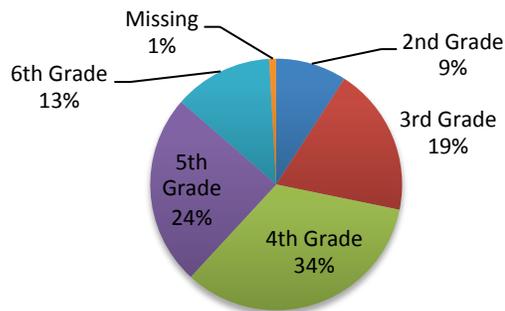
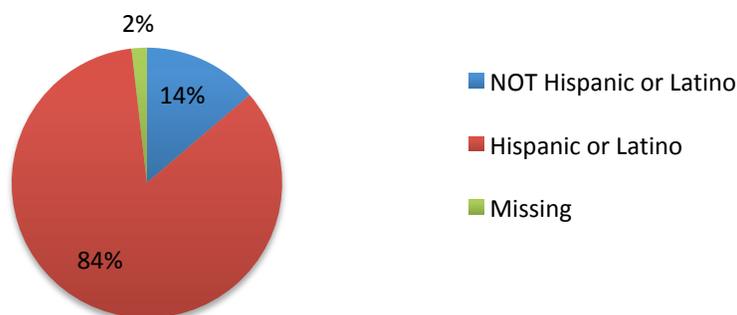
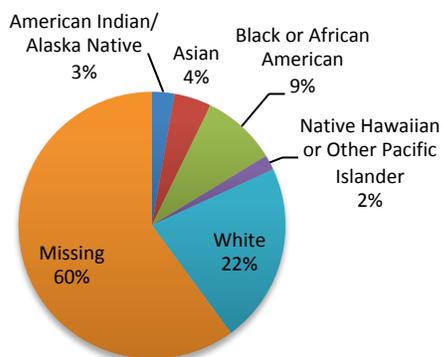


Figure 2

*Sport Participation*



**Figure 3***Ethnicity***Figure 4***Race***Table 3***Percent Reported Degree of Fun*

	No fun	A little fun	Some fun	A lot of fun	The most fun
Overall, how much fun are you having?	3.64%	2.73%	10.0%	22.7%	60.9%

- ✓ *Of note, over 80% of participants who completed the survey marked that they were either having 'a lot of fun' or 'the most fun' from participating in the Soccer for Success program; responses were based on reflection of their overall experiences that season.*

**Table 4***Top-Reported Aspects of Fun*

	% Often	% Always	% Total
<b>As a player, I...</b>			
Work hard	17.3	68.2	<b>85.5</b>
Have friends on my team	16.4	72.7	<b>89.1</b>
Give my best effort	13.6	74.5	<b>88.1</b>
<b>My team...</b>			
Plays well together	22.7	60.9	<b>83.6</b>
<b>My coach...</b>			
Is nice and friendly	13.6	76.4	<b>90.0</b>
Is encouraging	14.5	71.8	<b>86.3</b>
Treats players with respect	10.0	83.6	<b>93.6</b>
Is easy to talk to	25.5	63.6	<b>89.1</b>
Listens to me and my teammates and takes our opinions into consideration	17.3	68.2	<b>85.5</b>
Gives clear, consistent instructions	16.4	75.5	<b>91.9</b>
Encourages learning from mistakes while staying positive	12.7	72.7	<b>85.4</b>
Is a positive role model	12.7	72.7	<b>85.4</b>
<b>Team practices...</b>			
Keep me active and exercising	11.8	78.2	<b>90.0</b>
Include water breaks	15.5	72.7	<b>88.2</b>

Note. Items were rated on a scale of 1 (*never*), 2 (*rarely*), 3 (*sometimes*), 4 (*often*), and 5 (*always*); data reported in this table are the % of the completed sample that reported 4's or 5's.

- ✓ *Contributors to fun that were deemed to be most frequently occurring, were related to several aspects of the program.*
- ✓ *Multiple player-related aspects, coach-related aspects as well as practice-related aspects, were consistently regarded as the most frequently occurring contributors to fun within this sample of students.*
- ✓ *Notably, over 85% of students rated 8 specific coach-related aspects linked to fun, as occurring 'Often' or 'Always.'*

**Table 5***Item-Analysis Scores Reported as Mean (SD) Across Total Sample and by Grade*

	All* (N=110)	2 <sup>nd</sup> Grade (n=10)	3 <sup>rd</sup> Grade (n=21)	4 <sup>th</sup> Grade (n=37)	5 <sup>th</sup> Grade (n=27)	6 <sup>th</sup> Grade (n=14)
<b>As a player, I...</b>						
Am challenged by others to improve my soccer skills	3.30 (1.18)	2.40 (1.17)	3.43 (1.25)	3.46 (1.07)	3.11 (1.19)	3.57 (1.10)
Learn from my and/or my teammates mistakes	3.75 (1.27)	3.00 (1.49)	3.62 (1.16)	3.68 (1.29)	3.85 (1.29)	4.36 (1.01)
Practice the moves and tricks of professional athletes	3.01 (1.37)	3.10 (1.73)	3.05 (1.32)	2.92 (1.40)	2.93 (1.33)	3.21 (1.25)
Learn and improve my soccer skills	3.96 (1.07)	3.10 (1.45)	3.76 (1.18)	4.38 (0.79)	3.89 (0.97)	4.00 (1.04)
Train to maintain and improve my fitness	3.99 (1.12)	3.10 (1.45)	3.43 (1.29)	4.49 (0.73)	3.93 (0.10)	4.21 (1.05)
Work hard	4.49 (0.86)	4.30 (0.95)	4.62 (0.59)	4.46 (1.04)	4.33 (0.88)	4.79 (.58)
Set goals for myself and try to reach them	4.06 (1.02)	3.00 (1.16)	3.76 (1.14)	4.30 (0.91)	4.15 (0.86)	4.43 (.76)
Keep a positive attitude	4.16 (1.09)	3.70 (1.42)	3.62 (1.40)	4.49 (0.90)	4.15 (0.95)	4.43 (.65)
Provide support for players on my team	4.31 (0.93)	4.10 (0.88)	4.05 (1.12)	4.62 (0.64)	4.04 (1.13)	4.50 (.65)
Receive support from players on my team	4.16 (1.01)	3.70 (0.95)	3.71 (1.19)	4.46 (0.84)	3.93 (1.07)	4.71 (.47)
Celebrate with high-fives, fist-bumps, etc.	3.80 (1.28)	2.60 (1.65)	3.81 (1.33)	3.76 (1.16)	4.15 (1.06)	4.00 (1.30)
Get along with my teammates	4.35 (0.87)	3.70 (1.16)	4.43 (0.82)	4.43 (0.73)	4.26 (0.98)	4.57 (.76)
Talk and laugh with my teammates	4.26 (1.11)	4.40 (1.08)	3.67 (1.62)	4.38 (0.83)	4.19 (1.11)	4.86 (.36)
Get help from my teammates	4.17 (0.96)	3.90 (1.45)	4.14 (1.06)	4.27 (0.87)	3.93 (0.87)	4.57 (.65)

Have friends on my team	4.57 (0.82)	4.60 (0.97)	4.19 (1.03)	4.78 (0.48)	4.33 (1.00)	5.00 (.00)
Hang out with teammates outside practice, games or team functions	3.94 (1.24)	4.20 (1.14)	3.33 (1.53)	4.08 (1.09)	3.70 (1.27)	4.64 (.75)
Play with many of the same players year-after-year	3.25 (1.36)	2.60 (1.58)	3.00 (1.48)	3.51 (1.26)	3.30 (1.27)	3.21 (1.37)
Get playing time	4.15 (0.99)	4.50 (0.71)	3.38 (1.16)	4.41 (0.87)	3.96 (0.90)	4.71 (.61)
Am competitive	3.84 (1.24)	3.30 (1.70)	3.95 (1.47)	3.86 (1.08)	3.63 (1.21)	4.29 (.83)
Give my best effort	4.60 (0.77)	4.50 (0.85)	4.33 (1.02)	4.70 (0.70)	4.63 (0.69)	4.71 (.61)
Get touches on the ball	3.67 (1.31)	2.90 (1.80)	3.62 (1.32)	3.97 (1.04)	3.41 (1.39)	3.93 (1.21)
Play my favorite position	3.70 (1.08)	3.60 (1.65)	3.95 (1.02)	3.70 (0.85)	3.67 (1.21)	3.64 (.84)
Make good plays	3.75 (1.08)	3.30 (1.25)	3.90 (1.41)	3.92 (0.89)	3.41 (0.97)	4.14 (.77)
Practice to improve my soccer skills to play at a higher level	4.01 (1.12)	3.50 (1.65)	4.00 (1.10)	4.43 (0.90)	3.70 (1.10)	3.86 (1.10)
Feel confident	4.20 (1.12)	3.70 (1.64)	4.10 (1.30)	4.27 (1.07)	4.26 (0.81)	4.43 (1.16)
Get recognition by others for my soccer skills	3.60 (1.22)	2.20 (1.32)	3.71 (1.27)	3.81 (1.15)	3.59 (1.12)	3.79 (.98)
Get congratulated for playing well	3.80 (1.28)	2.40 (1.43)	3.43 (1.43)	4.27 (0.96)	3.89 (1.01)	4.10 (1.33)
Wear a cool uniform	2.90 (1.49)	3.50 (1.96)	3.00 (1.58)	2.84 (1.54)	2.63 (1.28)	2.86 (1.23)
Have pictures taken of me	2.64 (1.57)	1.10 (0.32)	2.62 (1.66)	2.78 (1.62)	2.89 (1.58)	2.79 (1.42)
Get nice soccer gear and equipment	3.57 (1.44)	3.10 (1.91)	3.14 (1.56)	3.81 (1.37)	3.48 (1.19)	4.10 (1.44)
<b>My team...</b>						
Does cool team cheers	3.03 (1.55)	1.10 (.32)	3.24 (1.41)	3.49 (1.61)	2.81 (1.36)	3.14 (1.46)
Shows team spirit with clothing and apparel, signs, car decals/paint, etc.	3.31 (5.18)	2.10 (1.37)	3.00 (1.38)	3.00 (1.62)	2.44 (1.25)	3.57 (1.40)

Displays good sportsmanship	3.74 (1.36)	3.10 (1.52)	3.57 (1.36)	3.68 (1.49)	3.89 (1.15)	4.30 (1.20)
Plays well together	4.41 (0.85)	3.90 (1.20)	4.38 (0.92)	4.62 (0.59)	4.30 (0.87)	4.43 (.85)
Does special chants, routines, and other team traditions	3.33 (1.43)	2.70 (1.89)	3.14 (1.42)	3.68 (1.44)	2.82 (1.30)	4.00 (.78)
<b>My coach...</b>						
Is nice and friendly	4.62 (0.81)	4.40 (1.35)	4.76 (0.70)	4.73 (0.56)	4.44 (0.97)	4.64 (.75)
Is encouraging	4.49 (0.97)	3.80 (1.93)	4.43 (0.98)	4.73 (0.65)	4.41 (0.84)	4.79 (.43)
Treats players with respect	4.73 (0.74)	4.20 (1.69)	4.67 (0.80)	4.97 (0.16)	4.67 (0.62)	4.79 (.43)
Is easy to talk to	4.45 (0.92)	4.50 (1.27)	4.52 (0.87)	4.60 (0.63)	4.19 (1.11)	4.57 (.85)
Listens to me and my teammates and takes our opinions into consideration	4.48 (0.90)	4.20 (1.32)	4.52 (0.93)	4.65 (0.63)	4.22 (1.01)	4.64 (.84)
Displays knowledge of soccer	4.21 (1.15)	3.40 (2.07)	4.10 (1.30)	4.27 (0.99)	4.26 (0.86)	4.79 (.58)
Gives clear, consistent instructions	4.65 (0.72)	4.00 (1.50)	4.57 (0.68)	4.84 (0.37)	4.59 (0.69)	4.86 (.54)
Encourages learning from mistakes while staying positive	4.52 (.92)	4.20 (1.40)	4.38 (1.20)	4.54 (0.80)	4.59 (0.69)	4.86 (.54)
Is a positive role model	4.53 (.91)	4.10 (1.66)	4.52 (1.03)	4.62 (0.68)	4.33 (0.88)	4.93 (.27)
<b>Team practices...</b>						
Include a lot of drills and activities	4.40 (1.00)	4.10 (1.37)	4.33 (1.11)	4.51 (0.93)	4.19 (1.04)	4.71 (0.47)
Keep me active and exercising	4.66 (0.71)	4.20 (1.14)	4.57 (0.81)	4.73 (0.61)	4.74 (0.59)	4.93 (0.27)
Include water breaks	4.54 (0.91)	4.10 (1.52)	4.71 (0.64)	4.73 (0.65)	4.37 (1.04)	4.57 (0.65)
Involve partner and small group drills	4.02 (1.22)	2.30 (1.34)	3.86 (1.31)	4.32 (0.97)	4.07 (0.92)	4.79 (0.58)
Include scrimmages	3.81 (1.27)	2.80 (1.99)	3.38 (1.28)	4.03 (1.07)	3.82 (1.18)	4.57 (0.65)

Are well-organized

4.38 (0.91)

4.10 (1.37)

4.29 (1.19)

4.46 (0.73)

4.22 (0.80)

4.79 (0.58)

Note. \* indicates missing reported grade (n = 1).

- ✓ *Evaluation of the averages for each item indicated, once again, that several player-related, team-related, coach-related, and practice-related aspects contributed to the overall fun girls were having, as a result of the Soccer for Success program. This is notable, as it illustrates that the fun experience for girls participating in Soccer for Success was derived from different aspects of the program.*
- ✓ *For all items with average ratings of over 4.0, in all but one case (i.e., involving partners and small group drills in team practices) among 2<sup>nd</sup> graders, there were no inconsistencies noted in the grade-stratified mean-ratings of the items when compared to the overall sample mean ratings.*
- ✓ *Notably, all coach-related aspects had average ratings of over 4.0. Once again, this highlights the impact of the coaching staff on the overall fun experience that girls reported having in the program.*
- ✓ *All but one practice-related item also had average ratings of over 4.0. This highlights how the structure and delivery of practice sessions were consistent and enjoyable to program participants. Moreover, while this is a distinct category, it may also be linked to the coaching staff as they play a significant role in planning and delivering the sessions.*
- ✓ **Qualitatively**, when asked whether they would play next season and why, for those that reported yes, their responses centered around 8 general themes:

**Fun** (37 responses), such as:

“It’s fun”

“I like to play soccer because it’s fun.”

“I would play soccer because it is fun and it is an awesome experience.”

“Because it is fun to play”

“Because my brother plays and it seems fun.”

“Because it’s fun and I get to know how to play.”

“It’s because it’s fun and because it is my dream to play soccer.”

**Like to Play Soccer** (34 responses), such as:

“I will because I like soccer.”

“Because it is my favorite.”

“I will play next year because soccer is my passion.”

“Because I like playing and need to improve on my moves.”

“Enjoying playing soccer and will be glad to do it again.”

"I may play soccer next season because it is awesome."

"I will join next season because I love playing sport and I like kicking balls and I like making scores."

**To Improve** (17 responses), such as:

"I may want to play next season because I could learn new moves and drills."

"Yes I may because I learn during Soccer for Success."

"I will play so I can be able to get better at soccer."

"I want to go next season. I want to be good at sports."

**Teammates & Friends** (9 responses), such as:

"I want to play to cheer for all of my teammates."

"It will be fun because I can see my friends."

"Because I have loved sports and when I play I feel awesome and it is fun and you get to play and know more of people on your team."

"I like because we have nice friends."

"Because I want to spend time with my friends."

"So I can learn more about soccer and enjoyed the game with my friends."

**It's All Girls** (2 responses):

Because Soccer for Success is for girls and girls power."

"I want to play next season because I like how it just girls soccer because many girls don't play soccer mostly boys"

**Exercise** (6 responses):

"I want to play because is so fun and you can work with your body to exercise."

"I think I'll play soccer because its really fun and makes a great exercise."

"I may play soccer next season because it keeps me exercised and working hard."

"I will play next season because I get exercise and because it is fun."

"I do want to play next season because you could make your body exercise and your legs stronger."

"I will play next season because it is part of exercising."

**Like Their Coach** (1 response):

"Because I like soccer and my coach keeps me positive."

**Playing Time** (1 response):

"I may play next year, you get to play a lot."

## Table 6

### Overall Fun & Likelihood to Play Next Season

Think about your experience this season...						
Overall, how much fun are you having?	4.35 (1.02)	3.7 (1.70)	4.38 (1.07)	4.62 (0.76)	4.07 (1.07)	4.50 (0.52)
How likely are you to play soccer next season?	3.73 (1.33)	3.5 (1.35)	4.14 (1.20)	4.08 (1.23)	3.52 (1.34)	2.79 (1.31)

- ✓ While mean ratings of how likely the students were to return to the program in the next season were notably high among 2<sup>nd</sup> through 5<sup>th</sup> graders, this was not the case for 6<sup>th</sup> graders. This is however, most likely attributable to the program not being available the next year to girls currently enrolled in the 6<sup>th</sup> grade.
- ✓ **Qualitatively**, when asked whether they would play next season and why, for those that reported no, their responses generally centered on 5 specific themes, related to:

**Not Offered in Middle School** (19 responses), such as:

"I will be in seventh grade"

"I am going to middle school next year"

"I'm not going to be at sunrise. I'm going to middle school but if my middle school has this program I'll be in it."

**Wants to Focus on Other Sport(s)** (11 responses), such as:

"I would like to play a different sport."

"Because I'm going to go gymnastics the best. I get to be flexible and more fun cool flips and all those cool things."

"Maybe because I might go into something else."

"Maybe because I'm more into baseball so yeah."

"Maybe because I have more sports it is hard to be energetic when you play lots of other sports."

**Uncertain** (10 responses), such as:

"I put maybe because I am not sure if yes or no."

"I might play soccer next season."

"I don't really play that much sports but maybe I would play again."

"I would not because I don't know."

"I'm not sure."

**Moving Schools** (8 responses), such as:

"I might go to a different school."

"I might not come to this school."

"I might leave next year."

**Do Not Like Soccer** (4 responses):

"I might not play soccer next season because I don't like playing soccer."

"Well I am not the kind of person who likes soccer but I do like sports but I just don't like soccer."

"Don't like soccer."

"I would likely because I don't like sports that much."

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