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WNY Girls in Sports

Abstract

Published by the United Way of Buffalo and Erie County, the research conducted for this report included three phases. First, a literature review was conducted on research relating to girls sports participation. Second, original quantitative and qualitative research was conducted to assess (a) the level of activity and sports participation among girls in Buffalo, (b) the types of programming available to girls locally, and (c) the key barriers hindering girls sports participation in Buffalo. In the third phase, a literature review and interviews were conducted to review sports programming for urban girls in other cities, and to provide a synthesis of strategies and lessons learned to inform the committee. At the end of this report a list of references is provided.



United Way of Buffalo & Erie County
www.uwbec.org



RALPH C. WILSON, JR.
FOUNDATION



WNY Girls in Sports

Executive Summary

Executive Summary

Thousands of girls in Buffalo have been introduced to the joy of sports participation through WNY Girls in Sports. Mary Wilson established the program in 2006 for the purpose of improving the lives of girls in Buffalo through physical activity and sports, partnering initially with the Buffalo Bills and then with United Way of Buffalo & Erie County. A decade later, WNY Girls in Sports is engaging in a planning process for growth to expand the scope and reach of programming, made possible through a generous endowment gift from the Ralph C. Wilson, Jr. Foundation to the United Way of Buffalo & Erie County. Our strategic planning process will produce a roadmap for moving forward with a broad-based initiative that brings WNY Girls in Sports to scale.

To inform this process, the Strategic Planning Committee for WNY Girls in Sports requested that research be conducted exploring the following questions:

- Are girls in Buffalo active and playing sports, and do gender disparities exist?
- What opportunities exist for girls to play sports in Buffalo?
- What barriers are most identified as hindering sports participation locally?
- How have these barriers been overcome for urban girls in other cities?

Here is what we know about local gender disparities in activity and sports participation:

- Among students attending Buffalo Public Schools, girls are less active than boys.
- Girls are more likely to report participating 3 days per week in physical education (PE) classes, while boys are more likely to report participating 4-5 days per week in PE classes.
- Girls are less likely to participate in a sports team than boys, and this disparity exists at every age from middle through high school.
- Girls are slightly more likely than boys to be overweight or obese.

Analysis of the characteristics of local girls playing sports suggests key takeaways:

- We need to reach more girls.
- Sports participation is associated with health benefits.
- We need to reach more Asian-American girls and retain more Hispanic girls.
- We need to reach more middle school girls in high-poverty schools.
- Programming should help girls learn to resolve problems in non-violent ways.
- We need to foster family and community involvement in schools.

WNY Girls in Sports

Executive Summary

Locally, the following key barriers to sports participation for girls were identified:

- Transportation
- Cost
- Awareness
- Perceptions of gender roles and cultural norms

Thanks to the ongoing efforts of dedicated individuals and researchers throughout the country, there is a wealth of information available that can inform the committee about strategies that have been effective in getting urban girls active and interested in sports. Our research identified key strategies and lessons learned from leading foundations and programs, which speak to each of the following topics:

- 1 Transportation:** Schools provide a safe place that kids can already access, though parents get more involved when they take their kids to a program.
- 2 Cost:** To overcome barriers for communities of concentrated poverty, programs must be low or no cost, or have scholarships or financial assistance available.
- 3 Awareness:** Awareness of programs is important, but also awareness of the benefits of physical activity and sports participation. Parents are more receptive to messages about these benefits if they identify with and trust the speaker.
- 4 Gender roles and cultural norms:** Girls-only or gender-sensitive programs, safe programs, and programs that are so fun that girls want to participate, coupled with parent education, bring girls and their little sisters. Overcoming language barriers is important to communicate effectively with refugee and immigrant parents.
- 5 Safety:** 9 in 10 parents' number one concern about sports is safety. Non-collision versions of sports below age 12 and adequate training of coaches is important. Safe venues and working together with local police can also reassure parents.
- 6 Sustainability:** Partnership with schools and existing organizations, and getting community buy-in and investment, allows for long-term programs with scale.
- 7 What's the best age to focus on?** Many say "the younger the better," though some find highest impact among middle school girls. Age-appropriate programming is important for developing physical literacy and keeping it fun.
- 8 Coach training:** Trained coaches make better, more effective programs with higher retention. Training more female coaches and youth coaches can help.
- 9 Fun:** Overall, programming must be fun or else girls will not want to participate. Sport sampling is recommended, particularly for younger girls, allowing exposure to a lot of different sports, and teaching skills in age-appropriate ways. Asking girls what they like, and what they consider fun, is critical to program success.

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WNY Girls in Sports

Introduction

Introduction

Thousands of girls in Buffalo have been introduced to the joy of sports participation through WNY Girls in Sports, a biannual event serving girls attending Buffalo Public Schools since 2006. Mary Wilson established the program for the purpose of improving the lives of girls in Buffalo through sports. Her personal love of sports, combined with her knowledge of the array of benefits for girls that are fostered through sports participation, led her to partner initially with the Buffalo Bills, and then with the United Way of Buffalo & Erie County, to bring together girls and sports. Twice a year, over 100 volunteers come together to introduce girls to sports that they may not otherwise experience, and to empower girls to have the confidence to pursue their new interests outside of the event. Not only do the girls get to try new sports, but they also learn life skills and make new friends along the way.

Over the past year, the WNY Girls in Sports program has entered into a planning process for growth, made possible through a generous endowment gift to the United Way of Buffalo & Erie County from the Ralph C. Wilson, Jr. Foundation. This gift will sustain core WNY Girls in Sports Programming for years to come and allow for core program enhancements, including implementation of the evidence-based fitness and nutrition program, the Coordinated Approach To Child Health (CATCH), in Buffalo Public Schools attended by the participants of WNY Girls in Sports.

The WNY Girls in Sports Strategic Planning Committee was formed to consider how to further expand the scope and reach of programming. Our strategic planning process will produce a roadmap for moving forward with a broad-based initiative that brings WNY Girls in Sports to scale, adhering to the following guiding principles:

- Promote sports and fitness among girls
- Make WNY Girls in Sports programming available on a regular, year-round basis
- Deliver consistent messages and activities that promote healthy choices
- Create access and pathways for girls from underserved neighborhoods to participate in sports programs at the local, high school, and collegiate level

In the spring of 2016, the committee requested a report that would inform its members about the status of youth physical activity and sports for girls in Buffalo, and about best practices around the nation in promoting physical activity and sports participation among girls. This report was prepared in response to the committee's request, with research conducted over the summer of 2016, and presented to the WNY Girls in Sports Strategic Planning Committee in September of 2016.

Purpose of the report

The purpose of this report is to explore the following questions:

1. Are girls in Buffalo active and playing sports, and do gender disparities exist?
2. What opportunities exist for girls to play sports in Buffalo?
3. What barriers are most identified as hindering sports participation locally?
4. How have these barriers been overcome for urban girls in other cities?

Contributions

This report draws on research conducted in Buffalo, NY from June to August 2016 by Rachel Pawlak, a full time undergraduate student and basketball player from Daemen College, who made this report the focus of her summer internship. Rachel was overseen and assisted by Suzanna Challen, Ph.D., Director of Research and Public Policy at United Way of Buffalo & Erie County. Additional contributions to this report were provided by Carole Rudra, Ph.D., who conducted the quantitative analysis of Buffalo Public School data, Renee Cadzow, Ph.D. and Cheryl Cooky, Ph.D., who provided focus group transcripts from unpublished research on girls sports participation, Enki Yoo, Ph.D., and graduate student Xiangyu Jiang, who created the maps included in the report, and Ryan McMullen, who contributed the graphic design for the final report.

The research conducted for this report included three phases. First, a literature review was conducted on research relating to girls sports participation. Second, original quantitative and qualitative research was conducted to assess (a) the level of activity and sports participation among girls in Buffalo, (b) the types of programming available to girls locally, and (c) the key barriers hindering girls sports participation in Buffalo. In the third phase, a literature review and interviews were conducted to review sports programming for urban girls in other cities, and to provide a synthesis of strategies and lessons learned to inform the committee. At the end of this report a list of references is provided. Appendix A provides a full description of the data sources and methodology for the quantitative analysis. Appendix B provides a list of the 66 interviews conducted with 80 people. We are appreciative of the dedicated individuals that shared their time and expertise with us for the benefit of the WNY Girls in Sports Strategic Planning Committee as its members work to bring sports opportunities to more girls in Buffalo and Western New York.

Sports Participation & Urban Girls

Why sports participation is important for girls in Buffalo

Research suggests an abundance of benefits for girls that may be derived from sports participation: the promotion of self esteem, confidence, and positive body image; increased likelihood of academic success, college matriculation, and positive career experience; reduced risk of obesity, heart disease, breast cancer, diabetes, osteoporosis, teen pregnancy, depression, and anxiety, among others.¹ Title IX was passed in 1972, and has been an important vehicle in expanding sports opportunities for girls.² Yet, despite the far-reaching effects of this legislation, youth sports today are not an even playing field. Disparities in access to sports opportunities persist for children of low-income families, and particularly for girls in urban areas.³

Researchers demonstrate at a national level that low-income, urban girls, and particularly girls from underrepresented races and ethnicities, are participating in sports at a lower level than their higher-income, suburban peers, and that they experience greater disparities relative to boys in their communities.

Sabo and Veliz (2016) found that “In urban communities, only 59 percent of third to fifth grade girls were involved in sports, compared to 80 percent of boys.”⁴ In addition, the researchers report that “girls enter sports at a later age than boys (7.4 years old, on average, compared to 6.8 years old), and this gender gap is widest in urban communities (girls 7.8 and boys 6.9 years old).”⁵ The authors summarize their findings by stating:

*In short, a rough gender equity exists for highly involved white girl and boy athletes from the above \$65,000 income group, yet girls of color from all income levels showed lower rates of participation in US youth sports than their male counterparts.*⁶

1 Lopiano, D., M. Snyder & L. Zurn (2007)

2 Title IX of the Educational Amendments of 1972, 20 U.S.C. A§ 1681 et. seq., is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity.

3 Staurowsky, E. J., et al. (2015)

4 Sabo and Veliz (2016), p. 25

5 Ibid, p. 25-26

6 Ibid, p. 26

WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

Are girls in Buffalo active and participating in sports?

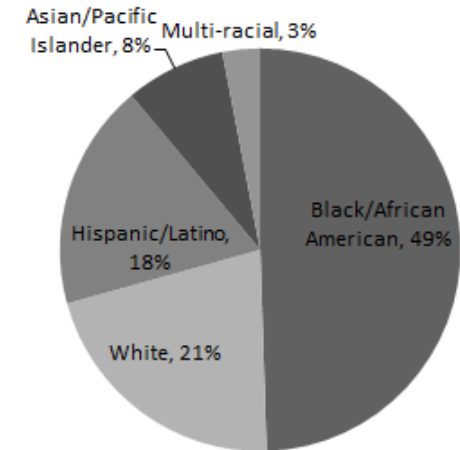
We now look locally at our target population of girls attending Buffalo Public Schools, to find out whether girls in Buffalo are physically active and playing sports, and whether gender disparities exist locally, as they do nationally.

The Buffalo City School District enrolls a predominantly low-income population of students, with approximately 79% of students identified by the district as economically disadvantaged. The 2015 graduation rate for the Buffalo City School District was 58%, and 64% for girls. It is a district facing challenges common to urban areas.⁷

The racial/ethnic breakdown of enrolled students is 49% Black/African-American, 21% White, 18% Hispanic/Latino, 8% Asian/Pacific Islander, and 3% Multi-racial.

Local data providing information about students attending Buffalo Public Schools that included measures of activity and sports participation was only available for middle and high school youth, and so the results presented on the following pages exclude elementary-age children. Though researchers predict a later age of entry into sports for girls, in comparison to their male peers, we were not able to test this finding locally. However, the following findings relating to middle and high school girls are informative.

Racial and ethnic breakdown of enrolled students in Buffalo Public Schools



⁷ 2014-2015 NYSED School Report Card Data, Available online: data.nysed.gov/enrollment.php?year=2015&instid=800000052968
As NYSED defines it, economically disadvantaged status indicates students qualifying for free and reduced lunch.

WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

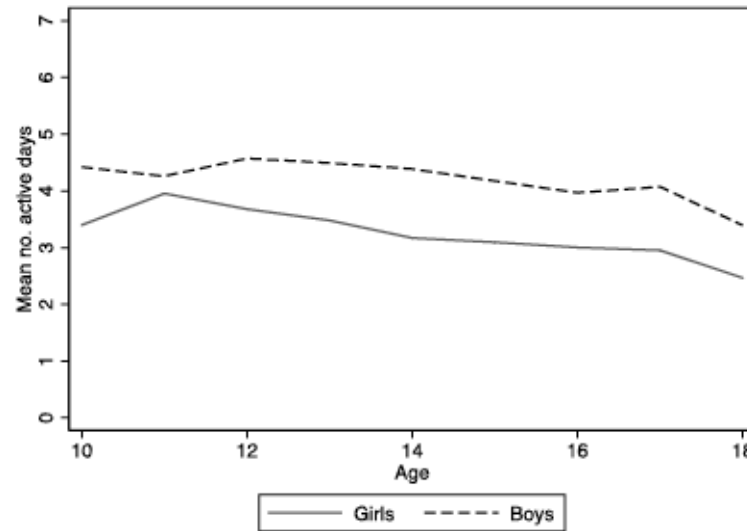
1. Girls are less active than boys.

On average, girls attending Buffalo Public Schools reported about 1 less active day per week than boys. Boys were almost twice as likely to be highly active (6-7 days per week).

16% of students attending Buffalo Public Schools report zero active days over the course of a week, which is similar to the national average of 14%, and girls are more likely to be inactive.

Activity levels decline somewhat with increasing age for both boys and girls, but **at all age levels, girls are less active than boys.**

Figure 1: Number of days with at least one hour of activity in the past week



16% of students attending Buffalo Public Schools report **zero active days** over the course of a week.

WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

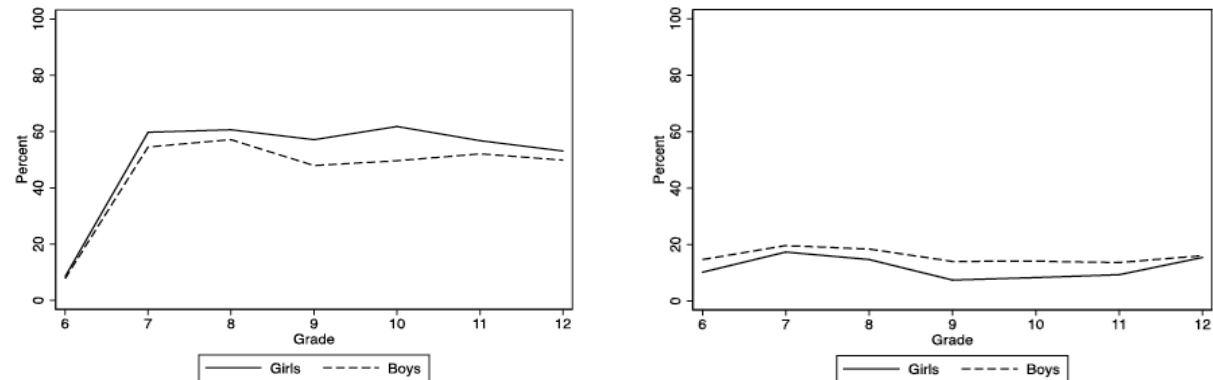
2. On average, girls are as likely to participate in PE as boys, but girls are more likely to participate 3 days per week, while boys are more likely to participate 4-5 days.

Although the Buffalo Public Schools do not meet NYS standards for Physical Education for elementary age students,⁸ it should be noted that PE is happening for older students in Buffalo Public Schools much more than is observed nationally. Across the country, 50% of high school students report zero days spent in PE. Likewise, researchers have reported that, “There is a marked gender gap in physical education with 84% of urban girls reporting no PE classes in 11th and 12th grade.”⁹

In Buffalo this simply is not the case. Only 8% of students report zero days of PE. On average, the percent of girls and boys that do participate in PE is about the same.

Looking at the average number of days of PE participation reported, a gender disparity emerges at the high end of active participation. While girls are more likely to be among the 47% of students reporting participation in PE 3 days per week, boys are more likely to report being among the 13% of students that participate in PE 4-5 days per week.

Figure 2: Percent distributions of three days spent in PE (left) and 4-5 days spent in PE (right) during a typical week according to grade, by gender



⁸ New York State Education Department (NYSED) Commissioner’s Regulation 135.4 states that all pupils in grade K-3 should have PE daily, all pupils in grades 4-6 should have PE no less than three times a week. The minimum time devoted to PE for students grades K-6 is mandated to be at least 120 minutes weekly. Locally, efforts are underway to increase PE. In 2015, the Board of Education amended the 2015-2016 school year budget, which allowed a net increase of 35 Physical Education teachers. A new PE curriculum is currently under design, that will better align with SHAPE America.

⁹ Sabo and Veliz (2008)

WNY Girls in Sports

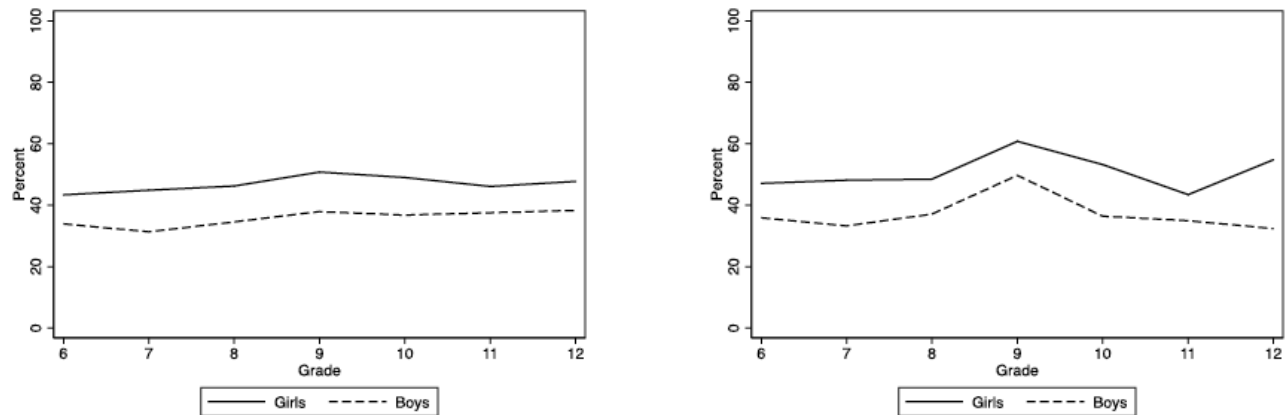
Are girls in Buffalo active & participating in sports?

3. Girls are less likely to participate in a sports team than boys.

37% of students reported that they did not play on a sports team in the past 12 months, which is lower than the national average of 42%. So, the good news is that more Buffalo youth are playing sports.

There is a gender disparity in sports participation locally, and it persists across all age groups from middle to high school. For all students, the participation rate is more or less constant across grades, but for students attending high-poverty schools there appears to be more of a decline in participation for girls at the end of middle (from 8th to 9th grade) and high school (from 11th to 12th grade), relative to girls attending all schools.

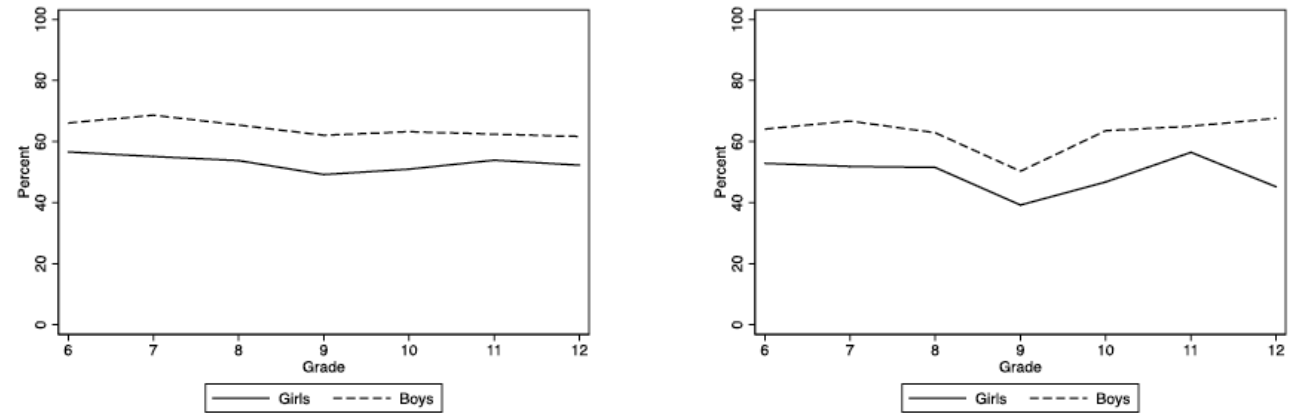
Figure 3a: Percent distributions of participation in no sports teams in the past year according to grade, by gender, overall (left) and within high-poverty schools (right)



WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

Figure 3b: Percent distributions of participation in one or more sports teams in the past year according to grade, by gender, overall (left) and within high-poverty schools (right)



4. Girls are only slightly more likely to be overweight or obese than boys.

17% of Buffalo Public School students are overweight and 21% are obese. The levels of overweight and obese students tend to increase with age.

Obesity is slightly less prevalent among boys (20%) than among girls (22%).

Prevalence of obesity is similar, but a bit higher, for economically disadvantaged students (22%), relative to students who are not (19%).

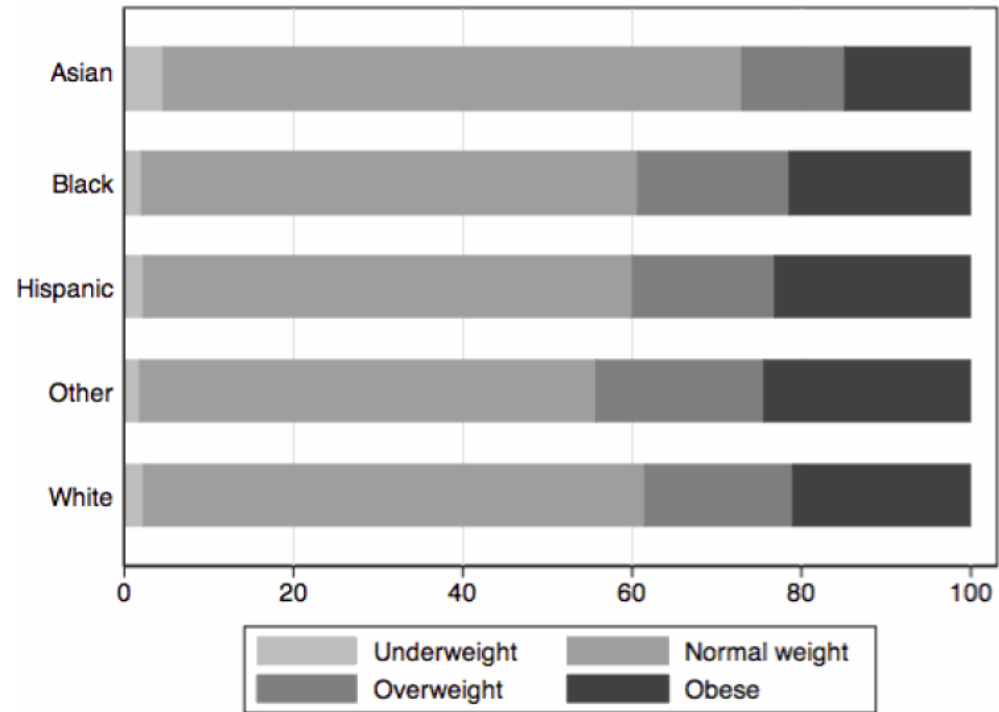
Black and White students were equally likely to be obese (21%), while Hispanic students were more likely (23%), and students reporting "Other race" were most likely (24%).

Asian-American students are also least likely to be obese (15%), although less likely to be active and to participate in sports teams relative to peers of other races and ethnicities.

WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

Figure 4: Percent BMI category distributions according to race



Correlates of team sports participation among girls in Buffalo

We also wanted to know whether girls' sports participation locally is related to the positive outcomes that are observed nationally. Likewise, we were curious whether sports participation is less associated with risky behaviors locally. Findings are reported, first for high school girls, then for middle school girls, followed by key takeaways.

High school girls that participated in a sports team in the past 12 months are *more likely* than their peers who have not participated in a sports team to:

1. Be active more days of the week
2. Participate in PE more days of the week
3. Have a lower BMI

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Are girls in Buffalo active
& participating in sports?

4. Attend a school with a high level of family and community involvement
5. Be White, Black/African-American, or to report as “Other race”
(Hispanic and Asian-American girls are less likely to participate in sports in high school.)
6. Have a history of being in a fight

Middle school girls that participated in a sports teams in the past 12 months are *more likely* than their peers who have not participated in a sports team to:

1. Be active more days of the week
2. Participate in PE more days of the week
3. Be younger (We see a decline in participation as girls age in middle school.)
4. Be any race except Asian (Asian-American girls are less likely to participate in sports, but Hispanic girls are no less likely than White, Black/African-American and students reporting as “Other race.”)
5. Attend a school that is not high-poverty (Students attending schools with >80% of economically disadvantaged students are less likely to participate in sports.)
6. Have a history of being in a fight (This is a stronger relationship than for high schoolers.)
7. Have experience being e-bullied, but not bullied in-person.

(Note, BMI data was not available for middle school students.)

Middle and high school girls who participated in sports were *no more or less likely* to:

1. Regularly eat breakfast
2. Attend a school with high environmental scores for health, nutrition and PE programming
3. Self-report usually making all A's and B's
4. Watch TV, play video games, and use the computer for non-academic work
5. Feel unsafe at school
6. Be bullied in-person
7. Carry a weapon to school
8. Have suicidal thoughts

WNY Girls in Sports

Are girls in Buffalo active & participating in sports?

Key takeaways

- **We need to reach more girls.**

Girls are less active than boys and less likely to participate in sports teams across all ages.

- **Sports participation is associated with health benefits.**

High school girls that participate in sports teams are more likely to be active and to have a lower BMI. Although this analysis cannot identify a causal link, it is the relationship that we want to see. Active girls enjoy health-related benefits, including reduced risk of cancer, heart disease, and diabetes.¹⁰

- **We need to reach more Asian-American girls and retain more Hispanic girls.**

While in middle school, girls of all races are about equally likely to participate in sports, with the exception of Asian-American students who are less likely to participate. However, in high school, both Asian-American and Hispanic girls are less likely to participate in sports teams than their peers who are White, Black/African-American, or who report "Other race." There may be greater levels of attrition for Hispanic girls, relative to their peers, toward the end of middle school. Asian-American students report lower sports participation rates across ages.

- **We need to reach more middle school girls in high-poverty schools.**

Middle school girls attending high-poverty schools are less likely to participate on sports teams than their peers. However, this is not the case in high school. Our analysis showed that girls attending high-poverty high school schools were (if anything) more likely to participate in sports, but the finding was not statistically significant.

- **Programming should help girls learn to resolve problems in non-violent ways.**

Middle and high school girls that participate in sports are more likely to report a history of having been in a fight. Physical fighting is fairly common among girls (31% overall), most prevalent in 8th grade, and more common in high-poverty schools. History of fighting differs by race/ethnicity: prevalences are 6% among Asian-American girls, 19% among White girls, 36% among Hispanic girls, 41% among Black/African-American girls, and 50% among girls reporting "Other race."

- **We need to foster family and community involvement in schools.**

At the high school level, attending a school that has a high level of family and community involvement is related to higher levels of sports participation among girls, though this relationship was not present in middle school.

¹⁰ Staurowsky, E. J., et al. (2015c)

WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

Non-scholastic community sports programming for girls in the City of Buffalo

Sports opportunities taking place outside of the school context play an important role in cultivating local female sports participation. Because there is such a wide variety of out of school activities, we needed to establish a definition of what programs would be relevant to the committee in understanding opportunities for girls to play sports locally.

For the purpose of this report, **we define a non-scholastic community sports program as any organized league, team, or developmental sports program for girls, or youth of both sexes, taking place outside of the school context.** We exclude from this definition opportunities for general recreation and physical fitness. Included in the inventory is Girls on the Run, which takes place in an after school setting, but is organized around a sport and involves training. In addition, we include non-traditional sports such as martial arts, boxing, and tumbling, among others. We consider only sports programming that is offered within the City of Buffalo, since our target demographic is girls attending Buffalo Public Schools. We include girls' programming for all ages, from age 3 to 18.

A full inventory of non-scholastic sports programs for girls in Buffalo is provided in Appendix C. The inventory provides key information by program, organized by sport, including age served, cost, whether co-ed, the number of girls served, and other factors. While our aim was to be comprehensive, we relied on input from local interviews with teachers, coaches, sports programming staff and leadership, parents, and students in order to identify programs. A list of interviews conducted is also provided in Appendix B. As a result, we may have unintentionally missed existing programs, for example programs occurring in churches and faith-based settings. The list provided represents much of, if not all, the non-scholastic sports programming for girls currently offered in Buffalo.

By compiling this information, we are able not only to present information about a variety of sports programming opportunities in one place, but we are also able to look across programs to better understand which sports are most accessible outside of the school context for girls in Buffalo, and how non-scholastic sports opportunities vary by neighborhood and age group.

WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

Which sports are most accessible out of school for girls in Buffalo?

We were unable to obtain enough information to calculate a reliable estimate of how many girls are served by non-scholastic sports in the City of Buffalo. Some programs provided estimates of how many girls were served, while others hesitated to do so because of seasonal or annual fluctuations. Some co-ed programs knew how many youth were served in total, but did not have a reliable estimate for girls only.

The information we were able to collect indicates that the following sports are likely serving the most girls: running (through Girls on the Run), soccer, and basketball.

What our data can more accurately demonstrate are the number of programs offered locally, by sport, and the number of sites where sports programming takes place. The number of programs does not indicate the number of girls served. For example, one program, Girls on the Run, serves over 1,000 girls annually, while another program, West Side Soccer, serves about 40 girls annually. So, more programs does not necessarily indicate more girls served, but it allows for variety and choice.

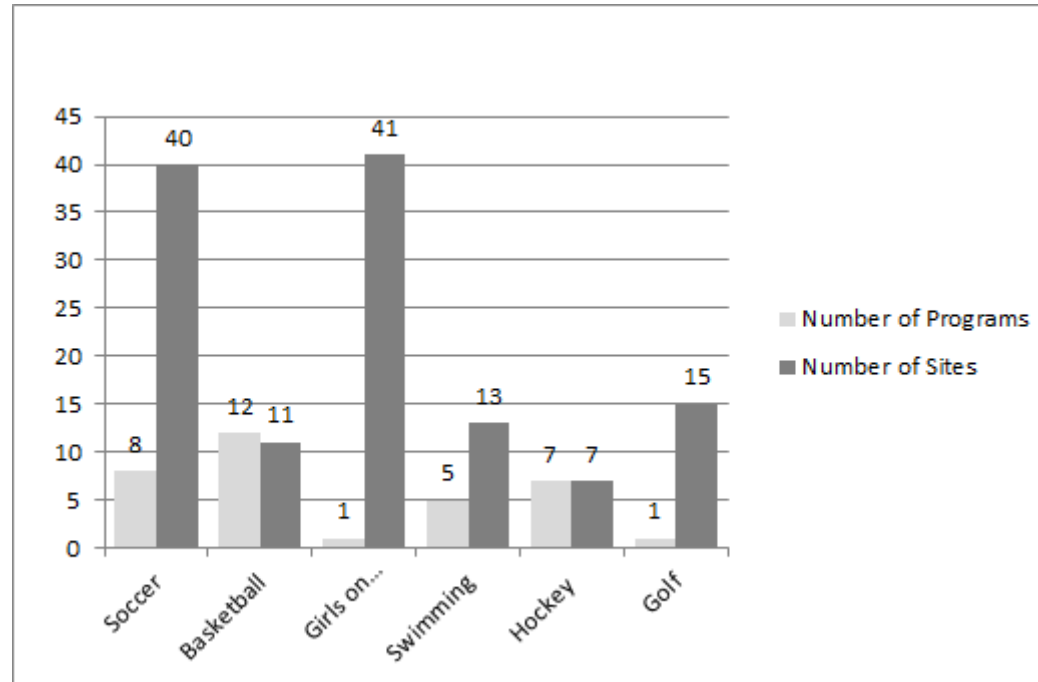
The distinction between programs and sites of programming is also an important one. Many non-scholastic sports programs use multiple sites. While also not necessarily indicative of number of girls served, the number of sites does tell us some information about how accessible a program may be for girls living in different neighborhoods.

Number of programs and number of sites may not correspond to one another. Figure 5 demonstrates the number of non-scholastic sports programs and number of sites within the City of Buffalo where programming takes place for six popular sports. While basketball offers the most program options, it is occurring in fewer locations than other sports. As discussed in the next section, soccer, golf, running (through Girls on the Run), and swimming are occurring in many locations throughout the city.

WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

Figure 5: Number of programs vs. number of sites, by sport



How do non-scholastic sports opportunities vary by neighborhood?

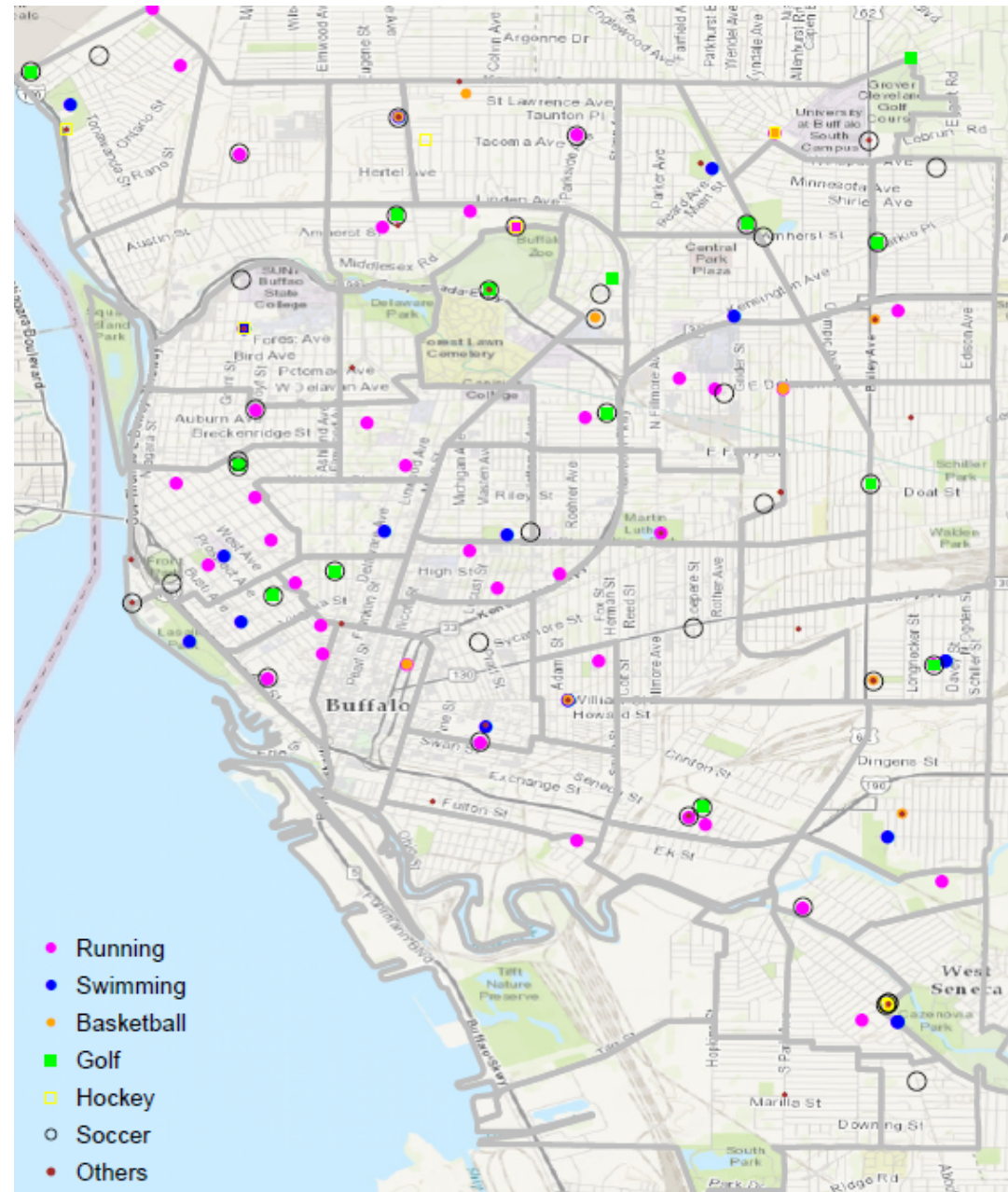
The good news is that non-scholastic community sports opportunities do exist in most neighborhoods in the City of Buffalo, but there are some neighborhoods that offer more access to sports programming than others. Two maps are presented on the following pages, which plot the sites of programming for each non-scholastic community sports program listed in our inventory (Appendix C).

The first map uses colored circles to identify the specific site locations for running (Girls on the Run), swimming, basketball, golf, hockey and soccer. In addition, all other sports are included in a catch-all category “Other,” which includes baseball, boxing, cheerleading, dance, drill, lacrosse, martial arts, tumbling, rowing, softball, tennis, volleyball, equestrian, and track. Each sport in the “Other” category takes place at fewer sites, ranging from 4 to 1, and more information is available about each in the inventory.

WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

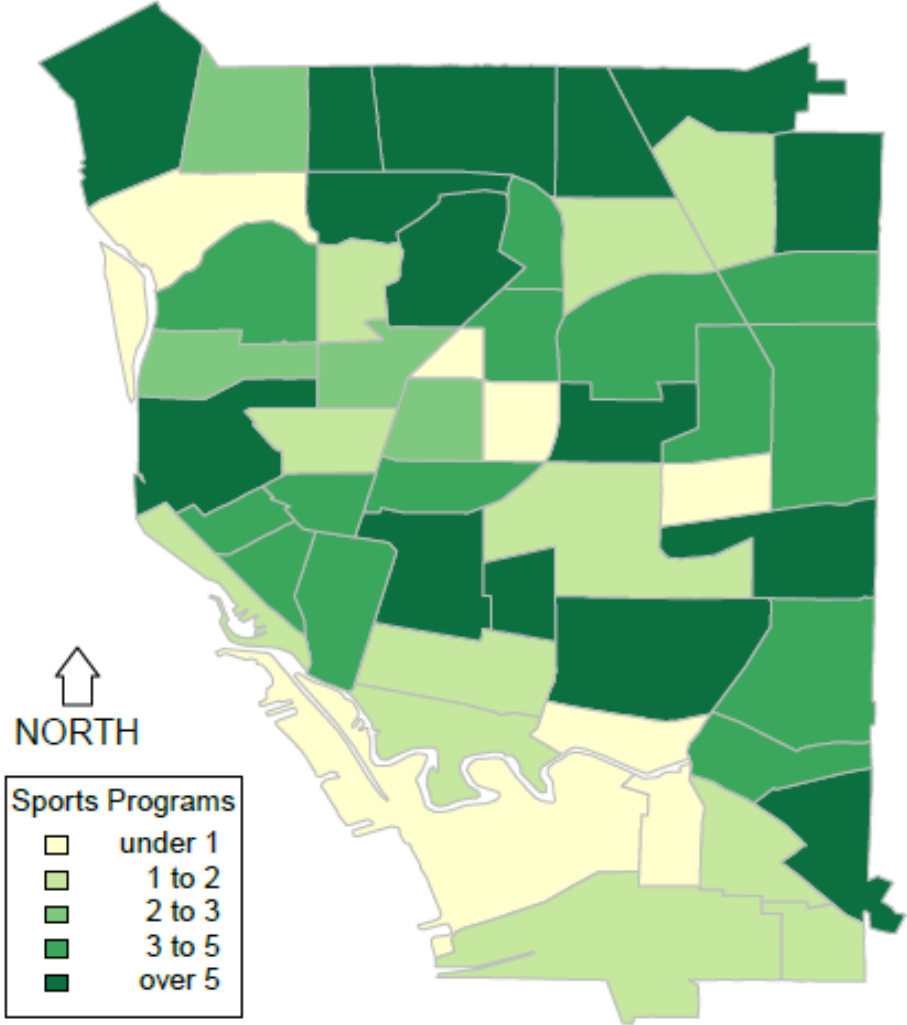
Figure 6: Non-scholastic community sports program sites for girls in Buffalo



WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

Figure 7: Neighborhood variation in the number of non-scholastic community sports program sites for girls in Buffalo

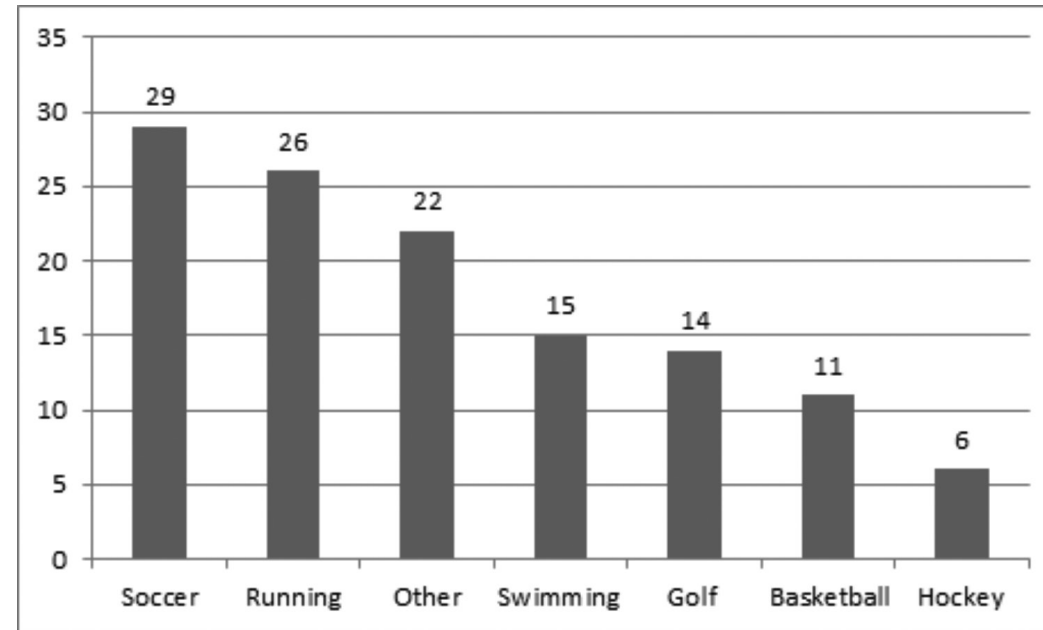


WNY Girls in Sports

Non-scholastic community sports programming for girls in the City of Buffalo

The circles are placed on a City of Buffalo street map for ease in identifying points of interest. In several areas there are multiple sports taking place at the same site, and symbols are overlaid one on top of another. These multi-use facilities and parks offer a wealth of opportunities to girls living nearby. One of the first things that jumps out in looking at this map is the number of locations where girls can access Girls on the Run, as well as swimming and soccer. The chart below demonstrates which sports are available in the most neighborhoods. **This confirms that soccer, running and swimming are the most geographically accessible sports city-wide.**

Figure 8: The number of neighborhoods where sports have programming sites



In contrast, hockey is more limited in program sites, and therefore is more accessible to girls living in or bordering on neighborhoods such as University, Park Meadow, North Park, Forest, Riverside, and Cazenovia Park. Likewise, basketball is taking place at sites most convenient for girls living in or bordering on Parkside, Downtown (CBD), Lovejoy, Kaisertown, Kenfield, Emslie, North Delaware, North Park, Cazenovia Park, University, and Genesee Moselle.

Not all neighborhoods have equal coverage. The second map uses a gradient to display which neighborhoods have more and less non-scholastic sports programming for girls. Sports programming sites within each neighborhood are counted and the map identifies those neighborhoods with more opportunities with darker shades of green, and

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Non-scholastic community sports programming for girls in the City of Buffalo

those with fewer opportunities with paler shades. This map is meant to provide a general overview of the spread of opportunities across the city, and to identify where there are areas that have little or no programming available.

Some sports are more widely accessible than others. There are sports, such as volleyball, that are only taking place in one location for the entire city.

The visualizations provided by the maps and chart are intended to give a general sense of where non-scholastic sports programming is happening across the city. The good news is that community sports offerings do exist, for a variety of sports, in many neighborhoods within the City of Buffalo. However, access to programming is not present for all residents, as there are areas with only one or even zero programs offered. Likewise, some sports are more widely accessible than others.

There are some limitations to these visualizations that should be noted. First, neighborhood size matters. For example, it may be convenient for someone living in a smaller neighborhood, like Allentown, to access programs in a bordering neighborhood, while program sites located in larger neighborhoods may not even be convenient for all residents of that neighborhood. Second, it is important to note that girls living in some neighborhoods are more easily able to access sports programming in the surrounding suburbs, as is the case for example in South Buffalo, but consideration of suburban sports programming is beyond the scope of this report. One additional limitation is that girls may have specific preferences about which sports they are interested in playing. While this map demonstrates what areas have more options than others, there are sports, such as volleyball, that are only taking place in one location for the entire city. For girls interested in volleyball, living in neighborhoods with more choice does not necessarily overcome the barrier to participation.

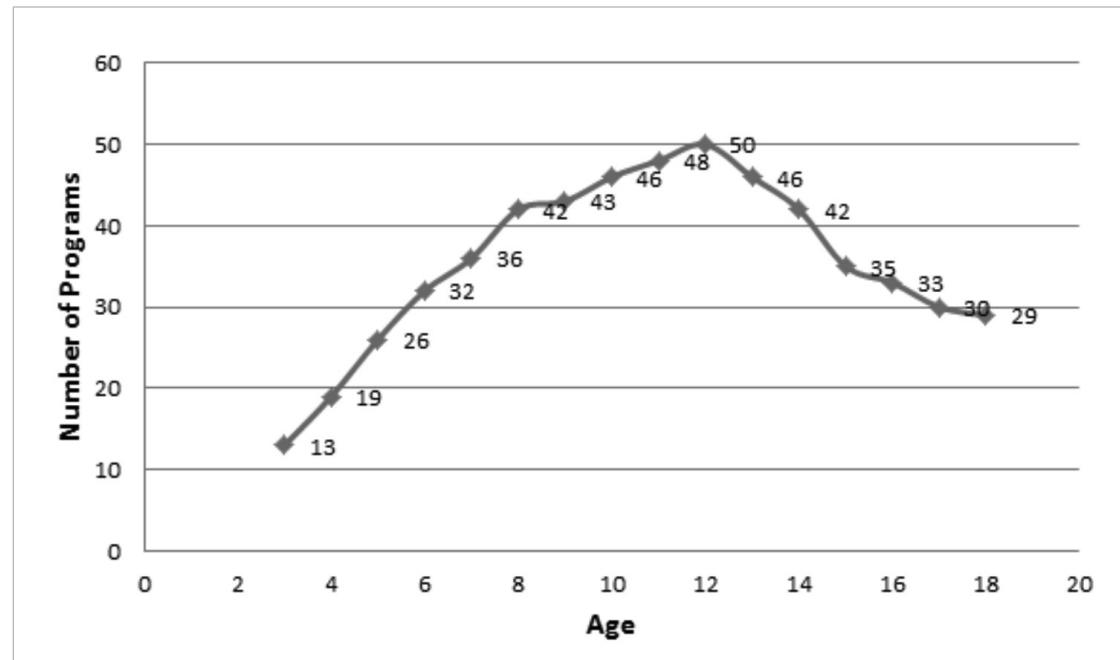
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How do non-scholastic sports opportunities vary by age group?

We do not have an accurate estimate of the number of girls served by age, for the same reasons that the general count proved difficult to obtain. However, we wanted to get a sense of what programming is available for girls at different ages. An analysis of our inventory reveals that, as demonstrated in the chart below, **the number of non-scholastic community sports programs increases from age 3 to 12, peaks during middle school ages of 11-12, and then declines through high school.** This provides some indication that additional programming may be needed to serve the younger and older age groups.

Figure 9: Number of programs serving each age



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Scholastic and other opportunities

It is important to place these non-scholastic program offerings in a broader context. Girls can participate in scholastic sports teams through the Buffalo Public Schools Department of Athletics. Girls may participate in modified or intramural sports opportunities in middle school and try out for club, junior varsity or varsity teams in high school.

BPS Athletics offers the following modified sports to 7th and 8th grade students: girls and boys basketball (fall), girls and boys cross country (fall), girls and boys basketball (winter), girls and boys swimming (winter), and girls and boys track (spring). Girls and boys in 5th and 6th grades have an opportunity to participate in intramural cross country, swimming, and track in the same seasons as listed for modified. These intramural and modified programs are open to all buildings that make a request, though availability varies by school. We were not able to obtain a list of middle school offerings at each school to include in this report. Appendix D contains a complete list of BPS athletic offerings for boys and girls at the high school club, junior varsity and varsity level. Some high schools combine to form merged teams, and these combined offerings are indicated in a second table within Appendix D.

BPS Director of Athletics, Aubrey Lloyd, emphasized his enthusiasm for the girl's swim team, which now provides girls the competitive opportunity to qualify for sectionals. He also emphasized the need for more programming at the youngest age range, even as young as age 4. He suggested that if students are enthusiastic about sports from a young age, and develop basic physical skills, they will be more likely to choose to participate in middle and high school athletics. There is space for participants, but he observes that many students lack interest.

Many after school programs held within schools and also in community centers incorporate recreation and physical activity into their programming. Camps offered by Buffalo Public Schools, local colleges and universities, the Police Athletic League of Buffalo (Buffalo PAL), and other groups provide opportunities to stay active when school is not in session. Girls can also stay active by going to parks, swimming in community pools, attending open ice skating events, among other opportunities.¹¹

11 The City of Buffalo Department of Parks and Recreation's Map of Parks, Parkways, and Recreational Facilities is a resource to locate opportunities for "free play." It is available online: www.ci.buffalo.ny.us/files/1_2_1/city_departments/public_works_and_streets/parks/pdfs/MapParksParkways.pdf

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Barriers to sports participation for girls in Buffalo

Barriers to sports participation for girls in Buffalo

We asked what barriers exist that hinder girls sports participation in Buffalo. We received a variety of responses, but the most frequently mentioned barriers were transportation, cost, awareness, and gender roles and cultural norms. Each of these barriers is discussed in more detail, drawing from local interviews and national research on these topics, demonstrating that these barriers are common across urban areas.

Initially, we also heard a lot of discussion about parents. We tried to understand the way in which parents were and were not engaging. A careful review of the interviews indicates that transportation, cost, awareness, and gender roles and cultural norms applied as much to parent engagement as to the girls' participation. In local focus groups, parents identified many benefits to sports participation. Yet, despite knowing from experience the benefits, parents identified many barriers that inhibit sports participation for their own daughters and for girls in other families in their community.¹²

Consistent with our findings, the parents participating in these focus groups indicated that they face barriers to getting their daughters involved, such as cost and transportation, and gender stereotypes were discussed. Interviews we conducted with teachers also suggested that parents struggled with many of the same issues. Therefore, we did not consider parent engagement to be an independent factor, but rather that **parents can be more engaged when barriers are overcome.**

In addition to the four main barriers discussed in this section, the following additional barriers were identified locally:

- Limited feeder programs, modified team offerings, and out of school and after school programs
- Limited funding and budget cuts
- Lack of coaches and the influence of seniority on new coach selection
- Late entry for girls in sports
- Safety and poor conditions of facilities and lack of facilities or equipment
- Behavioral issues
- Teacher contracts limit requiring work after school hours
- NYS standards for Physical Education are often not met
- Students play in leagues outside the City of Buffalo
- Gap between where there is interest and what is being offered
- Access for people with disabilities

¹² Cadzow, R., & Cooky, C. (2016)

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Barriers to sports participation for girls in Buffalo

Transportation

Interviews with teachers, coaches, and staff in the Buffalo Public School system have indicated transportation as the number one barrier to girls sports participation locally. Transportation to sports programming can be a barrier for numerous reasons: some parents rely on public transportation and do not have cars, some parents work during the time a student may need to be picked up, strict school transportation policies do not offer flexibility, and safety poses a concern in some situations.

In a local focus group with parents of girls participating in Buffalo All-Star Extreme Cheer, parents identified transportation as a way that they support their child's participation, but also as a barrier that prevents other families in their community from participation. In a second focus group with parents of girls attending the Babcock site of Boys and Girls Club, parents elaborated further on transportation as a barrier. One parent said,

Within the community in the City of Buffalo there are pockets of things. They did a soccer camp this summer at All High Stadium, that was free, but it was from 9-11. Who can get you there and pick you back up? It was a community effort. My kids are interested in gymnastics. I get out at 4:30, gymnastics starts at 5. I can't get her there on time. That's also a cultural thing. Gymnastics are on the outskirts of Buffalo. Same with swimming. A lot of kids don't even know how to swim. The pool in our area has been broken for two years. That's an issue. The issue is access. Those things are not available, and when they are, parents work. We can't get there. You have to choose what you want to participate in. My daughter wants to do gymnastics, but I can't get her there.¹³

Another parent said,

I try to put my daughter in swimming, basketball, soccer. I do my best to attend whatever she is in. However, I do think that during the school year when they do activities, 2:30 is not a viable time for parents who have jobs. Number one, you have to worry about if they are getting there safely and, two, this past year we had a few issues with Buffalo School transportation getting the kids to their track meets on time. The biggest issue is the time. I know it's difficult for parents, especially at 5 and 6 because you get home at 8 and 9.¹⁴

These local experiences are common in urban areas. An evaluation report of a three year effort to increase sports programming for urban girls in Boston states,

Transportation to and from after school sports activities is often lacking. Some parents do not own automobiles and cannot provide their own transportation in the manner of 'soccer moms' or they find the challenges of getting around in the city are too formidable. Some BGSPAP parents work two or more jobs and cannot transport their children during work hours. Other parents worry about their girls' safety on the street and forego involvement with sports in favor of security.¹⁵

¹³ Cadzow, R., & Cooky, C. (2016)

¹⁴ Ibid.

¹⁵ Sabo & Snyder (2007), p. 37

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Barriers to sports participation for girls in Buffalo

One unique challenge facing families in Buffalo is school busing. Local data from our analysis shows only 27% of middle schoolers walked or biked to school at least one day per week. Most students rely on the school bus to attend schools located in other parts of the city.

The Buffalo City School District's transportation policies and procedures influence the ability of students to participate in after school activities. According to district guidelines, a student may only receive transportation to an address other than their home if the address is within the busing pattern of the student's school, the morning pick-up point is the same all 5 days of the week.¹⁶ and the second address drop-off point is the same all 5 days of the week. If a sports program is only offered a couple days per week, and the student has no alternate transportation, the student will not be able to participate.

Buffalo Public Schools provide students in grades 9-12 with a bus pass for the NFTA Metro System that identifies a valid "assigned route" home.¹⁷ This opportunity allows high school students greater access to sports opportunities onsite and offsite. Students in elementary and middle schools that are without alternative modes of transportation are limited, because of supervision and safety concerns, to attending programs they can access using the school bus.

Cost

The cost of sports programs can hinder access to sports if the fees to participate exceed what a family can afford. In the Buffalo City School District, of 32,165 students enrolled in grades K-12, 77% were eligible for free lunch, and 3% for reduced lunch.¹⁸ Additionally, according to the U.S. Census Bureau, 40.7% of families with related children under the age of 18 living in the City of Buffalo have income levels below poverty.¹⁹ For many students, there is not discretionary income available for sports.

Both girls and their parents identify cost as a barrier. In a focus group with girls participating in Buffalo All-Star Extreme Cheer, one girl said, "Every sport I did I had to do fundraisers and my mom, she always bakes stuff and we'd have a bake sale." When asked what she would tell a new girl signing up for the program, a girl responded, "You'll be in a lot of parades, and there's a lot of fundraising that you've gotta do."²⁰

¹⁶ Buffalo Public Schools. District Transportation Policy, Available online: www.buffaloschools.org/Transportation.cfm?subpage=32721

¹⁷ Buffalo Public Schools. Metro Transportation Information, Available online: www.buffaloschools.org/Transportation.cfm?subpage=6787

¹⁸ 2014-2015 NYSED School Report Card Data for Buffalo City School District, Available online: data.nysed.gov/reportcard

¹⁹ U.S. Census, 5 year averages, 2010-2014, Available online: factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF

²⁰ Cadzow, R., & Cooky, C. (2016)

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Perception of cost may also play a role in what youth perceive as available to them. A teenage girl working at the Massachusetts Avenue Project's youth development and urban agriculture program suggested that sports that require a lot of equipment, such as hockey, are too expensive. National statistics on sports participation show that the percent of participants from low-income households does vary by sport, due in part to cost and access.²¹

Across all sports, research shows that *families that can afford more, play more.*

- Project Play

Across all sports, research shows that “families that can afford more, play more,”²² identifying income as the most significant factor determining early participation in sports, above gender. For youth growing up in families with household incomes of over \$100,000, the average age of entry in organized sports is 6.3 years of age, in contrast to 8.1 years of age for children in families with income less than \$35,000.²³

Local non-scholastic, community sports program fees can range from no cost to about \$1,000. While some programs offer financial assistance, some do not advertise this feature. The majority of free sports programming takes places at community and recreation centers. Although some community centers offer only recreational sport options through after school programming, many are the venue for community based, organized sports programming.

Awareness

Awareness can be described as the knowledge of sports opportunities available for children and the benefits associated with participation. Parents of girls at the Babcock site of Boys and Girls Club were asked “What are some ways that this program or other sports programs could be improved to help girls regularly participate in sports?” One parent responded by saying,

*I don't see enough, unless you know about a program or at a church or at school. I don't see any signs up. They could put up signs at Tops or at a corner store. It's only if you know the local places.*²⁴

²¹ Aspen Institute (2015), p.19

²² Ibid, p. 19

²³ Ibid, p. 7

²⁴ Cadzow, R., & Cooky, C. (2016)

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When asked about how parents had heard about the specific program that their child was currently participating in, almost all parents responded with a name of a family member or friend who told them about the program. One parent mentioned Facebook. Generally, word of mouth is the primary way parents become aware of opportunities.

The District Parent Coordinating Council is a forum where parents discuss school-related issues. Although the group has not focused on opportunities for girls sports participation, they have been successful in advocating for increased Physical Education, and might be a venue for increasing parent awareness. Parent education might also be conducted in this venue, as parents may be reluctant to sign their child up for a sports program if they are unaware of the benefits that come from participation.

Teenage girls at the Massachusetts Avenue Project indicated that it is difficult to find what opportunities are out there. They said occasionally flyers are handed out in their schools, but usually they only hear an announcement about an opportunity once and do not have the detailed information. Interviews with teachers in the Buffalo Public Schools also identified awareness of sports opportunities available for their students as limited.

Gathering information about sports programming for girls in Buffalo proved time consuming for our staff conducting research for this report. Having found no comprehensive list of programs, either for girls or for co-ed opportunities, there is clearly a need for improved marketing and community education around sports opportunities for girls.

Perception of gender roles & cultural norms

Local interviews included frequent references to gender roles, as well as some references to cultural norms, and how these factors may contribute to limited sports participation among girls in Buffalo. One parent, community advocate and volunteer coach said, **“society gives us a lot of messages that girls should be a certain way and strong and athletic is not one of them,”** and she added, “there’s all these layers of things that trickle down to provide a supportive environment for girls to get engaged.”

Girls participating in Buffalo All-Star Extreme Cheer and in the Babcock site for Boys and Girls Club were asked, “Why do you think girls should participate in sports?” One girl responded, “to show that boys aren’t the only athletic people.” Another responded, “Because it’s healthy for you and girls should be known as athletes since my dad told me athletes like basketball and stuff is made for guys, but girls should show off their moves and say I’m strong too.”

Women’s Sports Foundation summarizes the challenge for urban girls:

Urban girls, especially girls of color, often face unique barriers to participation. Many have jobs in order to supplement family incomes, while others take care of siblings at home. In some ethnic groups, parental support for girls’ athletic participation may be lacking.²⁵

²⁵ Place (2004)

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Barriers to sports participation for girls in Buffalo

Some of these factors may explain differences in identity formation among girls. In a national survey, researchers asked students whether sports are “a big part of who they are.” Across all age levels, and especially in urban areas, girls were less likely to agree than boys.²⁶ Research also suggests that parents play an important role in their child’s sports participation.

While many fathers endorsed 'fairness' and equal support for girls as well as boys, results from the student survey showed that whereas 46 percent of boys ranked dads as number one on their list of mentors who 'taught them most' about sports and exercise, dads ranked third on girls' list, coming in at 28 percent. Mothers ranked fifth at 23 percent.²⁷

The influence of gender norms on daughters can also vary depending on whether they are growing up in a single or dual parent household. Researchers found that,

The athletic participation rates of daughters and sons did not significantly differ in dual-parent families...In single-parent families, however, daughters were significantly more likely than sons to be non-athletes (59% and 23%, respectively)....sons in single-parent families were four times more likely than daughters to be highly involved with sports (28% and 7%, respectively).²⁸

The role of media also ties into the importance of positive role models for young girls involved in sports. Although media can be utilized as a positive source for highlighting girls participating in sports and physical activity, it is still evident that stereotypical gender roles are portrayed where girls’ beauty and sex appeal is emphasized rather than their athleticism or health.²⁹

²⁶ Sabo, D. & Veliz, P. (2008), p. 144

²⁷ Ibid.

²⁸ Sabo, D. & Veliz, P (2008), p. 22

²⁹ Daniels, E. (2009); Daniels & LaVoi (2013)

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Gender roles and cultural norms are two distinct topics, yet ideas about gender roles may vary, in part, due to the cultural norms of surrounding family and community. Although no simple generalizations can be made about any group of people, it can be helpful to consider the way that differences in native language, country of origin of immigrant parents, and other factors may influence expectations that parents have for their children, and in particular, their daughters.

A language barrier can limit parents’ awareness of opportunities, as well as the ability of coaches, teachers or program leaders to answer their questions. Due to refugee resettlement, the number of foreign-born residents in Buffalo has increased considerably over the past decade, to over 8% of the population. Seventy-seven percent of Buffalo’s foreign-born population speak a language other than English at home, and about half report that they speak English less than “very well.”³⁰ Among enrolled students at Buffalo Public Schools, 14% of students are English Language Learners.

Even among native born students, there are cultural differences that are loosely understood through the labels of race and ethnicity, with differences in sports participation being explained in a statistically significant way by racial categories, implying that within some racial groups it is less the “norm” for girls to play sports.

³⁰ U.S. Census, 5-year averages, 2010-2015, Available online:
factfinder.census.gov/bkmk/table/1.0/en/ACS/14_5YR/S0501/1600000US3611000

WNY Girls in Sports

Sports programming for urban girls: What can we learn from other U.S. cities?

Sports programming for urban girls: What can we learn from other U.S. cities?

Athletes, coaches, teachers, program leaders, researchers, policy makers and funders are working in cities and communities across the country with a shared commitment to increasing sports participation among children and youth. Some are focusing on reducing barriers to participation for underrepresented groups, and in particular on making sports more accessible to urban, minority female youth. Thanks to their ongoing efforts, there is a wealth of information available that can inform the committee about strategies that have been effective in getting urban girls active and interested in sports.

For the purpose of this report we explored the work and recommendations of two national foundations, Women's Sports Foundation and LA84 Foundation, in addition to the Aspen Institute's collective impact project, Project Play, because each are leading efforts to increase youth sports participation. We also looked at several direct programming organizations in different cities, several of which were identified by foundation leaders as demonstrating success in increasing urban female youth participation in sports. Most programs are currently in operation, though we included programs that were not sustained, but evaluated, to be informed by lessons learned.

Strategies and lessons learned included in this report are drawn from:

Women's Sports Foundation (WSF) works to create leaders and ensure girls access to sports. The foundation produces comprehensive reports presenting the latest research on women and sports participation, and this research forms a strong basis for their grant-making, education and advocacy activities throughout the country. WSF's Senior Director of Research and Programs, Marjorie A. Snyder, Ph.D., spoke with us about lessons learned through WSF initiatives conducted and evaluated in five U.S. cities, the most comprehensive of which was the Boston Girls' Sports and Physical Activity Project, described below. WSF developed the *GoGirlGo!* Curriculum, which has reached nearly 1 million girls, with lessons that combine physical activity with an educational curriculum for discussion of age-appropriate topics relevant to girls' lives.

The LA84 Foundation, established after the 1984 Los Angeles Olympic Games, funds youth sports in Southern California. The foundation has a preference for supporting underserved populations, and 42% of participants in LA84 programs are girls. The LA84 Foundation supports summer youth sports initiatives, coach training, and research and education on the role of sport in society. LA84 Vice President of Education Services, Wayne Wilson, Ph.D., spoke with us about LA84 programs and coach training efforts that have been effective in increasing the participation of urban girls and women. Strategies for recruiting girls emerged from the Latina Girls Recruitment Project in East LA, described below. Currently with LA84 support, the Los Angeles Universal School District's Beyond the Bell program achieves female participation at considerable scale.

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The Aspen Institute's Project Play is a collective impact project that was formed in 2013 around the goal that, by the age of 12, all children should achieve physical literacy, defined as the ability, confidence and desire to be physically active for life. Project Play has brought together hundreds of leaders across sectors in roundtable discussions and events, including a recent summit with First Lady Michelle Obama, to increase physical activity of youth. Project Play released a framework for action identifying eight key challenges to sports participation and recommended 'plays,' or strategies to respond. Following its launch, annual progress reports are intended to hold leaders accountable. In partnership with the Robert Wood Johnson Foundation, Project Play is developing tools to measure physical literacy and to identify areas of need, and effective programs.

The Boston Girls' Sports and Physical Activity Project (BGSPAP) was a three year project to increase sports participation of urban girls in Boston, supported by WSF and the Barr Foundation. The goal of the project was "to create an integrated and sustainable network of community-based programs that use sports and physical activity to favorably influence the physical, psychological, and social development of urban girls." The program was made up of community-based programs and recreation centers in the Boston area, and is a comprehensively evaluated project relating to girls sports participation. An increase in collaboration among these organizations was observed, in addition to positive youth development of participants, though the project did not prove sustainable at scale. Evaluation of the BGSPAP, completed in 2007, was directed by Don Sabo, Ph.D., Professor Emeritus at D'Youville College.

PowerPlay NYC provides sports skill development and academic enrichment for underserved elementary, middle, and high school girls. The four main components of PowerPlay are the STARS after school program, SuperSTARS Leadership Academy, STARS Citywide Initiative, for which PowerPlay serves as the lead agency, and Girl Power Days. All programming uses sports as the draw, but also includes developmental and life skills training. The after school program, offered one day per week for 90 minutes, allows the girls to develop basic sports skills and the program uses WSF's *GoGirlGo!* curriculum as a supplement. Through the city-wide initiative, PowerPlay has expanded to 55 schools. The Leadership Academy for high school girls is an intensive program for 50 participants, who attend workshops on college readiness and life skills, complete an internship, and serve as a youth coach for the elementary program.

The Latina Girls Recruitment Project was part of Girls in Recreation, Leadership and Sports Program (G.I.R.L.S), an initiative of Kids in Sports, supported by LA84 Foundation. Its aim was to increase Latina girls' sports participation in East Los Angeles, with a goal of recruiting 400 girls who had not previously played sports over three sports seasons in 2012-2013. The program was designed in response to recommendations generated by focus groups held by the UCLA Center for the Study of Latino Health and Culture, which suggested mothers would be the primary decision maker and that they would be more likely to be convinced to allow their daughters to participate if they believed it was good for their development and were approached through face-to-face community meetings. Wayne Wilson at LA84 provided an evaluation of the recruitment project, which reports 405 girls successfully recruited.

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Beyond the Bell is the out of school learning initiative of Los Angeles Universal School District, and LA84 Foundation is currently partnering with the Middle School Unit to provide daily sports programming in every middle school in the district. Wayne Wilson at LA84 connected us with Rafael Acosta, Regional Director, and Carlos Martinez, Field Coordinator, to discuss their after school programming and weekend tournaments, which have shown a significant increase in female participation over the past decade. Staff emphasize that programming must be fun, otherwise students will vote with their feet. As evidence of their success, the program shows increasing participation over sixth through eighth grade, in contrast to national trends showing decline over this age range. Evaluators from the Claremont Assessment Center at Claremont University are assessing its impact on academic and other outcomes.

Detroit PAL promotes youth development through sports, serving primarily urban youth in Detroit. Associate Athletic Director, Ramona Cox, Ph.D. shared presentation materials discussing “How Urban African American Adolescent Girls Survive in Sport,” drawing from a focus group of 13 African-American female athletes asked to identify barriers and strategies needed to increase girls’ participation. Detroit PAL has an array of sports offerings, including basketball, volleyball, track, soccer, softball, football, baseball, golf, and cheer, offered through a mixture of out of school and school-based opportunities. Detroit PAL’s “Girls Changing the Game” initiative aims to increase girls participation through all-girl sports offerings, while also providing supplemental leadership and professional development opportunities. The Future Coaches Leadership Academy serves high school girls interested in a coaching career.

Providence After School Alliance (PASA) is not sports focused, but is included as an example of collaboration with a school district to overcome transportation barriers.

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned

In the following pages, the locally-identified barriers (transportation, cost, awareness, and gender and cultural norms) to girls sports participation in Buffalo are considered again, this time as organizing topics for a discussion of strategies used by these organizations to increase girls' physical activity and participation in sports, and lessons learned through their experience.

Following the consideration of how locally-identified barriers have been addressed elsewhere, we explore additional topics that arose in our research that may be of interest to the committee, including challenges of safety, achieving sustainability, determining what age group to focus on, training coaches, and the critical importance of... fun! ³¹

31 The sources of information for all strategies and lessons learned are listed here for ease of reading on the following pages. Full citations for publications and a detailed list of interviews conducted are provided at the end of this report, and so only the names of relevant reports are included here: WSF Strategies were drawn from an interview with Marj Snyder, Ph.D. and Don Sabo, Ph.D., the *2014 Final Report to Wilson Foundation Submitted by the Women's Sports Foundation*, *GoGirlGo!* Omaha, and from *Get it Going, Keep it Going: A Resource for Sports & Exercise Programs for Urban Girls*; LA84 Strategies were drawn from an interview with Wayne Wilson, Ph.D. and from the LA84 website; Project Play strategies were pulled from *Sport for All, Play for Life: A Playbook to Get Every Kid in the Game*; Strategies and lessons learned from the Boston Girls Sports & Physical Activity Project were obtained from *The Boston Girls Sports & Physical Activity Project: Final Report to the Barr Foundation*, October 29, 2007; Strategies from PowerPlay NYC were drawn from an interview with Jo Haines, Executive Director, Kate Bancks, Community Relations Manager, and Marissa Munoz, Program Director, in addition to the PowerPlay website; Strategies and lessons learned from the Latina Girls Recruitment Project were drawn from an evaluation entitled, *Kids In Sports & LA84 Foundation Girls Project In East Los Angeles & Boyle Heights*, October 14, 2013; Strategies from Beyond the Bell, Los Angeles Universal School District were drawn from an interview with Rafael Acosta, Regional Director and Carlos Martinez, Field Coordinator; Strategies from Detroit PAL were drawn from an interview with Ramona Cox, Ph.D., Associate Athletic Director and from materials that she provided, including a powerpoint presentation and program and fee schedules. We are appreciative of the dedicated individuals that shared their time and expertise with us.

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Strategies and lessons learned: Transportation

LA84 strategy: Use the school as “the locus of sports activity.” Students are already there, familiar with the setting, safe, and it’s not on gang boundaries.

LA84 strategy: The Run4Fun Program introduces middle school students to distance running, utilizing existing PE classes and after school sessions, which are locations students can already access. The culminating event is a city-wide race on a 2K course.

Project Play strategy: Project Play promotes physical literacy programming in after school programs, serving 1 in 5 students nationally, and also promotes local leagues.

Beyond the Bell strategy: For weekend tournaments, no transportation is provided. “When parents take their kids, they get involved and engaged. The conversation that happens in the car on the way to and from is important.”

LA84 lesson learned: Latina mothers identify travel as a concern, but they would go the ‘extra step’ if they believed the program was safe and beneficial for their daughters.

Project Play strategy: Partnerships with faith-based groups may help overcome transportation problems through their access to networks, resources and facilities.

PowerPlay lesson learned: “Parents were less comfortable with their young middle school girl going across the city for a city-wide event, even during the day.” So, if they try to replicate the leadership academy for middle schoolers, the strategy is to shift to a borough-wide or district-wide program for that age group.

PowerPlay strategy: For the city-wide Girl Power Day, coaches had to identify a meeting point for students to meet, and then they got an MTA group pass. Students went with their coach to the site and back, and were picked up by their parent.

WSF strategy: “Simply having programming in an ideal location where girls don’t have to travel far can make sports more accessible to the participants. A focus group of girls suggested they would like to see program located in ‘a good, central location where a lot of the girls live.’ They further suggested a good central location is ‘a place where there are not many programs offered or a place that already offers many different kinds of services but doesn’t include sports and physical activity for girls.’”

PASA strategy: PASA worked with the school district to coordinate alternative busing for after school participants, drawing from 21st Century and Title 1 funding sources.

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Strategies and lessons learned: Cost

Detroit PAL strategy: A focus group of 13 African-American girls, all AAU volleyball players, identified resource limitations as a barrier. The girls suggested that a component of quality programming is “enhancing accessibility by providing resources.”

Detroit PAL strategy: Fees range from no cost to \$150 for participants, while school prices are \$450-\$825, but without cost to students. Scholarships and financial assistance are available.

PowerPlay lesson learned: PowerPlay initially charged program fees, which made it cost prohibitive in the poorest communities where they most wanted to serve. Now, the city government is picking up more of the basic cost of the program, allowing them to grow from serving 20 schools to over 55 schools.

PowerPlay strategy: PowerPlay attributes its growth in serving Title 1 schools to fundraising, although it does continue to charge a modest fee for charter and private schools that do have a budget for after school programming.

Latina Girls Recruitment Project strategy: Plan ahead. “Kids In Sports could not have handled an additional 400 girls at two clubs without prior planning. The planning involved requesting and receiving additional grant funding from the LA84 Foundation to cover the expense for 400 new athletes.”

WSF strategy: “Make the program affordable to families, either through scholarships or free participation.”

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: Awareness

WSF strategy: “Try to get parents involved in your program as volunteers, coaches, counselors or tutors. Parental involvement can help enhance program quality and also spread the word throughout the community.”

WSF strategy: “Advertise your program in a wide range of community locations. Fliers are somewhat effective, but work much better if tied to an onsite visit or a demonstration of the activities the program has to offer.”

WSF strategy: “You need to tell others why it’s important to get more girls involved. Some people may need to be inspired, while others may need to be convinced.”

LA84 lesson learned: “You have to be willing to recruit female participants on the ground. Putting something up on a website and creating a fund isn’t enough.”

Latina Girls Recruitment Project strategy: Enlist local media. Telemundo served as a partner in the recruitment campaign, which added credibility to the effort.

Project Play strategy: Support a PSA campaign designed to reach mothers.

Latina Girls Recruitment Project strategy: Host community meetings on the same day as registration day so that the momentum is not lost. At the meeting, distribute flyers with the date, time, and cost of registration.

Detroit PAL strategy: Social media engagement is important and should highlight girls programming and female coaches.

Detroit PAL strategy: Actively recruit in schools and talk with coaches, to draw more interest. Two police officers go and promote Detroit PAL in a school each year.

Detroit PAL strategy: Speak directly to parents to build relationships and trust.

PowerPlay strategy: Outreach is conducted to get new schools on board, rather than directly with parents. Schools are the interface with parents in this program.

PowerPlay strategy: “Make others aware of what another’s involvement and investment in the program has been, and then always come back to the girls, and say, ‘This is why we are all here.’”

WNY Girls in Sports

Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: Gender roles and cultural norms

Beyond the Bell strategy: “Especially in the Latino Community, moms or parents don’t trust to have girls out of the house after school, due to safety and also needing help at home. That doesn’t happen much with boys. The goal is: Let’s change that mindset. The only way to do that is through a structured program where kids want to participate.”

WSF strategy: “Many urban girls need or choose to work. Others may take care of siblings, which prevents girls from joining and participating in sports. However, some sports and exercise programs are specifically designed to meet the needs of these busy girls by creating weekend hours, special programs or summer leagues.”

WSF strategy: “Unlike for boys, families may not see the value of sports for their girls. Coaches or program leaders can draw parents into some activities that can help educate parents or grandparents to see the many benefits of girls’ participation.”

Beyond the Bell strategy: “With parents of immigrant descent, many haven’t been involved in organized sports and may not understand the value of it. We try to raise awareness on the coaching side, and that trickles down, first through this student, and then their little sisters.” Coaches are the primary point of contact with parents.

LA84 lesson learned: “Park space can be an issue where there is a history of making space available for boys, for example if you have a park serving little league for 25 years, and then a girls softball team comes along, ‘it’s taken,’ so to speak.”

Beyond the Bell strategy: “We told schools: ‘You can bring up to four teams to the weekend tournament. You can

bring two boys teams, if you bring at least one girls team. If you don’t bring a girls team, then you can only bring one boys team.’...That was when we had enough funding for schools to bring four teams. Now it’s two teams again, but the culture changed. It’s the expectation that it’s one boys team and one girls team.”

Beyond the Bell strategy: Top female staff went to schools to recruit, train and structure programming for females. The goal was that they would be there two to three weeks and then leave staff onsite to continue working with girls. Little by little parity was gained. One story still talked about is that there was a coach who advertised, recruited and formed a team for a tournament taking place on that Saturday, and they won!

PowerPlay strategy: Emphasize athletes come in all shapes and sizes, and try to show them all kinds of girls and all kinds of athletes. Participants have a range of ability, but they are asked to be willing to try.

WSF strategy: *GoGirlGo!* Is a free education program supporting developmental programming for preteen girls age 8-12 and teen girls age 13-18. The curriculum for preteens educates girls about health-risk behaviors and provides lessons on body image, bullying, family issues and smoking. The teen program explores topics of self-esteem, drugs, diversity and accepting differences, among others. In partnership with the Ralph C. Wilson, Jr. Foundation, WSF has supported *GoGirlGo!* use at Elim Community Corporation, Rugby New York, Boys and Girls Club of Western New York, and Seneca Street Community Development, and has presented the curriculum to 41 coaches and 27 program leaders from Buffalo-area nonprofit agencies serving girls.

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Sports programming for urban girls: What can we learn from other U.S. cities?

PowerPlay strategy: PowerPlay after school programming incorporates *GoGirlGo!* lessons in the after school program, and also creates additional programs and activities that are tailored to a coach's skills and girls' interests.

WSF lesson learned: Implementation of the *GoGirlGo!* Curriculum in Omaha allocated 50% of time to physical activity and 50% of time to the educational curriculum. Evaluation showed significant change, but not meaningful change, in physical activity. Future iterations will devote less time to discussion and more time to physical activity.

PowerPlay lesson learned: "Cultural barriers come out more as the girls mature. In terms of cultural expectations and limitations around what a woman looks like, which can be related to sports, or whether a young girl should be thinking of going to college. Can she consider the possibility of attending 4 year college or a college outside NYC? Many families expect daughters to stay near home and only attend community college."

PowerPlay strategy: PowerPlay developed a college and career readiness program, pulling from the resource "Let's Get Ready." High school girls in the leadership academy are taken on college trips, provided financial aid workshops, and attend an event to foster entrepreneurship. Girls in the program also complete an internship and receive a stipend upon completion. PowerPlay tries to get girls to think about what success means, and some become the first in their family to think of attending college.

Detroit PAL lesson learned: A focus group of 13 African-American girls, all AAU volleyball players, identified both concerns regarding image and identity as barriers to girls sports participation, and they suggested: (1) positive influence/support from others, (2) exhibiting resiliency and determination, (3) navigation of image concerns,

(4) a positive attitude and high level of confidence, and (5) influential role models.

PowerPlay strategy: Place high school girls in elementary schools to serve as youth coaches. "A bond forms over 3-4 months; there is a lot of Q&A about high school."

Detroit PAL strategy: The Girls Changing the Game Program at Detroit PAL offers girl-only sports programming, with a goal of increasing girls participation in Detroit PAL.

WSF strategy: "Most girls want to look cool and socially belong to a group when they are playing their sport. If your budget can afford it, invest in uniforms...often a simple T-shirt with the program name or logo will earn their loyalty. It also builds team identity...if staff talks with the girls about the kinds of uniforms they'd like to wear."

WSF strategy: "Move girls away from 'body talk.' Foster healthy body image by discouraging girls from making disparaging comments about their own bodies or other girls' bodies. Try to get girls away from focusing on what their bodies look like and toward interacting with one another in ways that refer to the whole self."

PowerPlay strategy: PowerPlay held a city-wide Girl Power Day.

BGSPAP strategy: Make an effort to over represent groups facing cultural barriers.

Latina Girls Recruitment Project strategy: "UCLA focus groups identified that, for Latino families in Southern California, mothers are the primary decision maker when it comes to girls." So, recruitment efforts targeted mothers.

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Latina Girls Recruitment Project strategy: “The recruiter’s ability to speak Spanish is very important for two reasons. First, it establishes a bond with the audience that makes them receptive to the message. Second, as a practical matter, relying on translations is too cumbersome and time-consuming to be effective, particularly when much of the communication takes place informally before and after the formal meeting agenda.”

Latina Girls Recruitment Project strategy: Earn trust, then educate. “Lucy (Bañuelos) shared her biography with the audience and devoted 20 minutes to her personal story about the role of sport in her life...Lucy described how she grew up with her father, a blue-collar worker for RTD (now MTA); her stay-at-home mom, ‘su abuelita’ (grandmother), who helped her mother raise Lucy and her siblings when she worked. Parents would agree by nodding their heads...Lucy then spent about 10 minutes reviewing what is known about the positive association between sports participation and girls’ development. These points were reinforced with a handout titled GIRLS + SPORTS = SUCCESS.”

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: Safety

Project Play strategy: Emphasize Prevention. Project Play reports that 9 out of 10 parents have safety concerns. “Among the many issues facing youth sports, injury risks trouble parents the most.” For kids under the age of 12, non-collision sports are recommended. It is also recommended that middle schools not just drop sports considered dangerous, but that they add low-injury, low-cost sports like ultimate frisbee.

Project Play strategy: Train all coaches on safety topics.

Beyond the Bell strategy: Eliminated contact in flag football.

Detroit PAL strategy: A focus group of 13 African-American girls, all AAU volleyball players, identified access to safe neighborhoods as a strategy for increasing girls sports participation.

Latina Girls Recruitment Project strategy: “Q&A sessions... revealed a persistent concern about their daughter’s safety and threat of gang interference if the girls went to a park-based sports club to play sports. Lucy made sure to inform the audience of Kids in Sport’s relationship with Los Angeles Police Department Captain Anita Ortega. Lucy’s description of how KIS works together with local law enforcement and requires compliance with KIS code of conduct reassured parents that we are all working together to increase security in our parks.”

WSF strategy: “Many urban parents work long hours or two jobs, so an after-school sports program can supply them with a healthy and safe environment for their daughters.”

WSF strategy: “If you can, talk with parents. Some families are reluctant to enroll their daughters when the program ends after dark. It’s usually best for program heads to acknowledge a parent’s concerns and to communicate the specifics about what time the program begins and ends. When possible, try to help families make specific plans about how girls will get home from the program safely.”

WSF strategy: “Don’t ignore cultural differences in terms of...concerns about girls’ safety.”

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: What's the best age to focus on?

WSF strategy: “It is important to teach girls to enjoy and value sport and physical activity at younger ages.”

PowerPlay strategy: “Ideally, if you have a cohort of girls in elementary and you move along with them in middle school that is most effective.”

PowerPlay lesson learned: Middle school girls seem to benefit most from after school programming in terms of social/emotional growth, such as displaying more confidence and having a backup plan if things don't go their way.

LA84 lesson learned: “Anecdotal evidence from people working in schools says that there is a coolness factor in middle school. If it isn't uncool, or unusual, for example if they already did it in elementary school, it's easier.” Beyond the Bell programming does exist in elementary school, though it is not the age range LA84 is funding for sports programming.

Beyond the Bell lesson learned: “In elementary school, parents tell their kids to stay after school and they will pick them up at 6 pm. Middle schoolers vote with their feet. They will just leave...Middle school kids come with a different mindset. It's a bigger campus, kids are bigger, and the environment changes. Sports can be the connection to keep them after school.”

Beyond the Bell strategy: Programming was adjusted to create sixth grade only teams to increase participation and get kids connected to the program early on.

WSF strategy: “Don't assume what works for preteens will work for teens. Preteens look mainly for fun in sport and physical activity; while teenage girls value social relationships, building physical confidence, and competition.”

Project Play strategy: Design for Development. From Age 0-6, Project Play recommends opportunities to be physically active every day in a safe environment. For girls ages 6-8, they encourage opportunities to refine fundamental movement skills with a focus on fun and to begin to acquire basic sport skills. From 8-11, they recommend opportunities for refining overall sport skills and developing sport-specific skills.

Detroit PAL lesson learned: A focus group of 13 African-American girls, all AAU volleyball players, identified lack of skill and ability as a barrier to girls' sport participation.

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: Sustainability

Project Play strategy: Participation creates sustainability. Recruit mothers as coaches. Don't cut kids, create teams. Grow practice to game ratios. Remove the word "elite."

Latina Girls Recruitment Project strategy: "There is little point in undertaking a project like this unless the provider has a plan for sustaining it for more than one year. Otherwise the recruiting effort becomes nothing more than a public relations exercise."

PowerPlay strategy: "Public/private partnerships are critical. Julissa Ferreras Copeland, the first Dominican-born NYC City Councilwoman, with a district in Queens, started a conversation about how there was a lot of programming focusing on young men of color, but asking the question, 'What about young women of color?'" In that context, she became a champion for PowerPlay along with a core group of policymakers. Her position chairing the Finance Committee of the City Council was helpful. PowerPlay had to demonstrate that the program could scale rapidly if resources were made available, and that their program was a high quality, well-managed program that is effective. Obtaining the support of other city council members took outreach, networking and report writing to educate about what kinds of physical activity was available in schools and to demonstrate private financial support was also being pursued and obtained.

PowerPlay strategy: Partnerships allow for expansion and supplemental opportunities.

WSF strategy: "Funders like program evaluation—who you are (and aren't) serving, what you are (and aren't) accomplishing, what is working well and what needs to improve. You may learn you have a model program that others can learn from or that could be replicated to other places."

Project Play strategy: Federal funding to build recreation centers has been reduced over time. An approach is to build quarter sized courts, which are less costly.

BGSPAP strategy: When faced with the challenge of discussing what would happen when the funding ran out, more collaboration took place and partnerships were formed.

BGSPAP lesson learned: Partner organizations shared invitation lists for a fundraiser, but needed to more actively recruit, and instead relied too heavily on a hired consultant.

BGSPAP lesson learned: The investment over the three years of programming proved unsustainable in that it was too large relative to what the community would support.

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: *Coach training*

Project Play strategy: Train all coaches. “Trained coaches do best. Coaching leaders worry that requiring training will chase off volunteers. But, just the opposite happened with USA Hockey. The key is easy-to-use training tools like online video demonstrations of techniques.” At minimum they suggest all coaches should be trained in (1) coaching philosophy/how to work with kids, (2) best practices in physical literacy, and (3) safety.

Project Play strategy: “Coaches can often be more helpful to a young player’s development by organizing less, saying less, and allowing the players to do more.” A split between organizing and free play is helpful.

Beyond the Bell strategy: Coaches receive professional development to make them aware of Title IX, to learn about working with middle school age youth, in addition to background checks, first aid certification, child abuse awareness, etc.

Beyond the Bell strategy: Coaches are shown videos such as the WSF “Keep Her in the Game” video, which visualizes the way that identity and gender messaging can affect girls during their middle school years and lead to a drop off in sports participation.

Beyond the Bell strategy: The program used to rely on drop-in applications and references, but has moved away from that approach in favor of on-campus recruiting at local colleges. They provide candidates with assessments that include scenario-based questions, and require panel interviews. This raised the quality of the coaching staff.

LA84 strategy: About 10 years ago, LA84 offered a special topics course on coaching girls and women at CalSouth, a branch of US Soccer that offers coaching education and licensing, and they expected mostly women in the class, but it enrolled 90% men. “This was when a light bulb went off.” One strategy that proved effective in increasing female enrollment was to send out the course offering in a mailing list to women first, giving them advance notice by a few weeks before sending it out to men.

Detroit PAL lesson learned: A focus group of 13 African American girls, all AAU volleyball players, identified the negative influence of coaches as a barrier, and they identified quality coaching as a key component of a high-quality program.

Detroit PAL strategy: The Detroit PAL Future Coaches Leadership Academy recruits and supports 12 high school females that are interested in the coaching profession. The program develops coaching skills and places participants as junior coaches in the middle school program

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Sports programming for urban girls: What can we learn from other U.S. cities?

Strategies and lessons learned: Fun

Project Play strategy: “The first principle is a commitment to fun, as kids define it.”

Project Play strategy: “We need to ingrain the voice of children in the design of youth sports programs. We need to regularly survey kids at the community and even team levels and use the results to inform league policies and priorities.”

Beyond the Bell strategy: “If a coach doesn’t have a plan, middle school kids will just leave. It has to be fun or they won’t participate.”

Project PAL lesson learned: The after school program has been less successful in schools where they are competing with several other programs during the same time, and at times competing for space. Changes in scheduling were made to adjust in one case, and in others it was decided after a year not to continue programming at that school and to focus on schools where there is less programming.

Beyond the Bell strategy: “We try to get them when in 6th grade, get them connected. We created a 6th grade only tournament. Because we go to orientation, tell parents to send their kids after school and that there is sports, but what happens is they get beat out of sports by the 7th and 8th graders. ‘Hey thank you for being part of practices, but you can’t make the weekend team because you are not fast, tall, strong.’ So, we created the 6th grade tournaments so they have a place where they are competing.”

Beyond the Bell strategy: “We had softball, not baseball, so it was male dominated. So, we changed to volleyball and got parity...Then girls dominated...so we required that each girls team have at least one boy on it. Then we got back to parity.”

Beyond the Bell strategy: The program offers four core sports, including flag football, basketball, volleyball and soccer, for 8 weeks each, and overlapping are 6 week units in other alternative sports, including futsal, cross country (LA84 Run 4 Fun), softball, flag rugby, track & field, and tennis. Kids can also say, I want to do music or homework. They have choice in what to participate in at Beyond the Bell so they don’t get bored.

Detroit PAL strategy: Girls should be offered a variety of activities that they do not have to commit to for a very long period of time so they can try more things.

Project Play strategy: Encourage sport sampling. “The emerging research says that a sport-sampling pathway leads to less burnout, less social isolation, better performance, and most importantly, more lifelong enjoyment in sport.”

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Appendix

Appendix A: Data sources and methodology

Objectives

1. To describe physical activity, body mass index (BMI), and related behaviors among Buffalo Public School (BPS) students with particular consideration of gender differences and concentrated poverty within the school.
2. To quantify the relationship between these characteristics and school-level characteristics measured using the School Health Index (SHI).
3. To quantify the extent to which these characteristics are related to sport team participation among female BPS students.

Data sources

1. **YRBSS behavioral data:** We used Youth Risk Behavior Surveillance System data collected from 17,437 BPS middle and high school students in 2013 (n=12,063) and 2015 (n=5,374). Information on physical activity, TV, video/computing, PE, and sports teams was missing for about 8% of participants. Variable missingness ranged from 1.7% for gender to 10.1% for suicide attempt. Some variables were not collected across all grades or years: days of PE in a typical week was collected only in 2013, walking or biking to school was collected only among middle schoolers in 2013, self-reported BMI was collected only among high schoolers in 2013, and self-reported grades were available only in 2015.

YRBSS survey questions relating to activity include the following:

- During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?
 - On an average school day, how many hours do you watch TV?
 - On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work?
 - In an average week when you are in school, on how many days do you go to physical education (PE) classes?
 - During the past 12 months, on how many sports teams did you play?
2. **BMI measurements:** BMI was measured among children within selected grades (PK, K, 2, 4, 7, 10) within four consecutive academic years (2012-13, 2013-14, 2014-15, 2015-16). Overall, 55% of enrolled students were measured for BMI. Participation rates tended to be higher for younger students (e.g., 59% in PK v. 48% among 10th

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graders). Participation rates varied non-linearly over time, ranging from 41% in 2015-16 to 63% in 2014-15. BMI was categorized as underweight, normal weight, overweight, and obese according to World Health Organization cutpoints. Implausible BMI values (<1st and >99th percentiles of BMI in kg/m²) were excluded. A total of 3% of BMI values were missing or excluded. A total of 32,519 measurements were taken from 26,328 children. 19% of children had 2 or 3 measurements taken between 2012 and 2015; the remaining 81% of children had only one measurement taken. The BMI dataset included an indicator of whether the child was economically disadvantaged.

- 3. SHI school characteristics:** The School Health Index is a self-administered assessment of 8 school-level domains (or “modules”) including nutrition and health services, health and physical activity education, and family and community involvement. Multiple characteristics within each domain are measured and scored by school staff. These scores are summarized into module scores ranging from 1 (worst) to 5 (best). 47 schools completed the SHI in 2014. Because these scores required manual data entry, we chose the subset of 5 module scores most plausibly related to weight and activity measures.
- 4. School poverty:** We defined high-poverty schools as those in which >80% of students were identified as economically disadvantaged in 2014-2015.

Methodology of quantitative analysis:

1. School health index in relation to physical activity, BMI, and related behaviors

We examined the extent to which selected SHI domains were related to summary measures of BMI and behaviors related to physical activity. We summarized BMI and physical activity over all students’ measurements at each school, regardless of gender, grade, or year of measurement. (For example, within Bennett High School, we calculated percent overweight within all BMI measurements from 2012-2015 and we calculated the mean hours spent watching TV from all non-missing responses to the corresponding YRBSS question). We quantified the strength of these relationships with correlation coefficients (r), which can range from -1 to 1. Negative values indicate an inverse relationship and positive values indicate a direct, or positive, relationship. Zero indicates no relationship. Absolute values of 0.1-0.3 are generally considered weak; 0.3-0.7 are moderate, and 0.7-1 are strong. Overall, SHI scores were generally weakly related to physical activity, BMI, and behaviors. It is important to note that none of these relationships were statistically significant: in other words, they may well be due to chance alone. The strongest relationship was between mean sport team participation and the school’s family and community involvement score, which were positively correlated ($r = 0.27$).

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2. Correlates of team sport participation among girls

We used YRBSS data to identify characteristics related to participation in team sports (any v. none) among high school girls. The main analysis was restricted to high school due to availability of BMI and a few other variables not collected from middle school students. We then repeated the analysis, missing these variables, within female middle school students. Using logistic regression, we estimated odds ratios (OR) to measure the strength and direction of the relationships with team sports. We classified these relationships as follows: positively related to participation (odds ratio > 1.2 and/or statistically significant), negatively related to participation (odds ratio < 0.8 and/or statistically significant), or not related to participation ($0.8 < OR < 1.2$, not statistically significant). We measured the relationships individually (in an unadjusted model) and again after accounting for other characteristics also related to team sport participation (in an adjusted model). Adjusted model results are used in this report.

WNY Girls in Sports

Appendix B: Interviews conducted

Appendix B: Interviews conducted

Name	Title / Position	School or Organization
Kristen Juergens	Physical Education/ Health Teacher	Buffalo Academy for Visual and Performing Arts
Ayanna Williams	Co-Founder & CEO	Buffalo All Star Extreme
Mike Switel	Executive Director	Buffalo City Swim Racers
Joanna Rozier		Buffalo Crusaders Drill Team
Nekia Kemp	Executive Director	Buffalo Police Athletic League
Aubrey Lloyd	Director of Athletics	Buffalo Public Schools
Sue Baldwin, Ph.D.	Health and Wellness Coordinator	Buffalo Public Schools
Andrea Norton	Supervisor of Physical Education	Buffalo Public Schools
Tom Barnett	Founder and President	Buffalo Shamrocks
Anna-Lesa Calvert	Executive Director Algonquin Sports for Kids, Inc.; U.S. Soccer Foundation's National Facilitator	Buffalo Soccer Club
Lauren Pristach	Program Coordinator	Buffalo Soccer Club
Russ Andolina	CEO	Buffalo Soccer Council
Chris Mathias	Director	Buffalo Youth Lacrosse
Meg Gifford	Chairperson of the Board	Cazenovia Lady Chiefs
Kim Luce	Building Brighter Futures Project Director	Child & Adolescent Treatment Services

WNY Girls in Sports

Appendix B: Interviews conducted

Name	Title / Position	School or Organization
Kenneth Simmons	Director of Recreation	City Of Buffalo Department of Recreation
Jessica Bauer Walker	Executive Director	Community Health Worker Network of Buffalo
Cheri Alvarez	Chief Operating Officer	Cradle Beach Camp (at the time of our interview, but now at YWCA of WNY)
Don Sabo, Ph.D.	D'Youville College Professor Emeritus of Health Policy and Founder of Center for Research on Physical Activity, Sport & Health (CRPASH); former Research Director of the Women's Sports Foundation	D'Youville College; previously at the Women's Sports Foundation
Robin King	Director of Academic Grants and Sponsored Programs	Daemen College
Candace Moppins	Executive Director	Delavan Grider Community Center
Staff	Member Services Representative	Delaware Family YMCA
Ramona Cox, Ph.D.	Associate Athletic Director	Detroit PAL
Jazxae Verse	Co-Director	Dynasty Dance Team
Michele Melligan	Owner/ Founder Empower Girls Buffalo	Empower Girls Buffalo
Cecelie Owens	Founder and President	G.I.R.L.S. Sports Foundation
Katie Joyce	Council Director	Girls on the Run, Buffalo
Kevin Ferguson	Athletics Director	Gloria J. Parks Community Center
James Young	Founder	God's Speed Track
Ron Nowakowski	Rink Manager	Hasek's Heroes

WNY Girls in Sports

Appendix B:

Interviews conducted

Name	Title / Position	School or Organization
Chas Kirsch	Director	Healthy Buffalo
Pat Dunbar		Hennepin Community Center
Dave Sardo	Physical Education/ Health Teacher; Cross Country/ Track & Field/ Girls Basketball Coach	Hutchinson Central Technical Institute
Eric Poniatowski	Aquatics Director	JCC Storm Swimming
Wayne Wilson, Ph.D.	Vice President, Education Services	LA 84
Jim Harrington	Director	Lanigan Community Center
Rafael Acosta	Regional Director	LAUSD Beyond the Bell
Carlos Martinez	Field Coordinator	LAUSD Beyond the Bell
Marlies Wesolowski	Executive Director	Lt. Col. Matt Urban Human Services Center of WNY
Students from the Massachusetts Avenue Project	Student employees	Massachusetts Avenue Project
Matt Hogan	Assistant Head Instructor	Master Khechen's Martial Arts Academy
Gail Tylec	Professor, Health & Physical Education and Dance; Niagara Frontier Volleyball Club Board of Directors & Coordinator of 12u teams	Niagara Community College; Niagara Frontier Volleyball Club
Sue Ely	Youth Services Coordinator	Old First Ward Community Center
Mark Fallis	Athletic Director	Oracle Charter School
Jo Haines	Executive Director	PowerPlay NYC

WNY Girls in Sports

Appendix B: Interviews conducted

Name	Title / Position	School or Organization
Kate Bancks	Community Relations Manager	PowerPlay NYC
Marissa Munoz	Program Director	PowerPlay NYC
Rebecca Petrarca	Operations Coordinator	Providence After School Alliance (PASA)
Sean Leaderstorf	Physical Education/ Health Teacher	PS 39 Martin Luther King Multicultural Institute
Karin Seymour	Physical Education Teacher	PS 54 George Blackman School of Excellence
Derek Swader	Physical Education Teacher	PS 54 George Blackman School of Excellence
Jane Orcholski	Physical Education Teacher	PS 64 Frederick Law Olmsted
Mary Jo Gervase	Social Worker	PS 64 Frederick Law Olmsted
Jenny Hart	Physical Education Teacher	PS 67 Discovery School
Linda Sacco	Physical Education Teacher	PS 76 Herman Badillo
Greg Schultz	Physical Education/ Health Teacher	PS 76 Herman Badillo
Jeff Hart	Physical Education Teacher	PS 76 Herman Badillo
Harmony Heim	Softball Commissioner	River Rock Softball
Rita Carlucci	Seneca Babcock Community Center Site Manager	Seneca Babcock Community Center
Staff	Staff	South Buffalo Soccer
Matthew Fisher	Director	South Buffalo Softball
Lucy Candelario	Executive Director	The Belle Center

WNY Girls in Sports

Appendix B:

Interviews conducted

Name	Title / Position	School or Organization
Amy Moritz	Sports Reporter	The Buffalo News
Andrew Bennett	Executive Director	The First Tee of Western New York
Bill Doll	Director	Tosh Collins Community Center
Kamu Ajamu	Director	Umoja Unity Community Soccer Program
Kathy Twist	Senior Associate Athletic Director for Sport Administration; Senior Woman Administrator	University at Buffalo
Jennifer Mecozzi	Coach	West Side Ponytail Softball
Michael Cute	Director of Rowing	West Side Rowing Club
Amanda Escobar	Founder	West Side Soccer Club
Staff	Staff	William Emslie YMCA
Chris Mucica	Athletics Director	Williamsville School District
Sheri Scavone	Executive Director	WNY Women's Foundation
Marjorie Snyder, Ph.D.	Sr. Director of Research and Programs	Women's Sports Foundation
Russ Kingsbury	Executive Director	Youth Advantage
Jill Robbins	CEO	YWCA of WNY

WNY Girls in Sports

Appendix C:

*2016 Inventory of non-scholastic
sports programs for girls in Buffalo*

Appendix C: 2016 Inventory of non-scholastic sports programs for girls in Buffalo

Baseball	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Willie Hutch Jones Educational & Sports Programs	Unknown	Ages 7-16	No fees	Yes	Shoshone Park	Unknown	Unknown	No, program is free of charge

Basketball

Buffalo PAL Summer/Fall/Winter Basketball	Approximately 200	Ages 10-19	\$295 League Fee; Buffalo PAL does not charge anything (depends on the league)	No	Machnica Community Center / Hennepin Community Center / Asarese Community Center	Depends on league- Buffalo PAL does not provide transportation	No	Buffalo PAL provides financial assistance for all programs
Delavan Grider Community Center Books & Basketball	Unknown	Ages 10-20	No fees for program, but there is a \$20 youth membership fee	Yes	Delavan Grider Community Center	No	No	No, program is free of charge
Delaware Family YMCA Basketball	Unknown	Ages 3-12	\$28-\$34	Yes	Delaware Family YMCA	No	No	Yes financial aid is available by filling out a Financial Assistance Packet
Game Changers Basketball at Delavan Grider Community Center	Unknown	Ages 10-20	No fees for program, but there is a \$20 youth membership fee	Yes	Delavan Grider Community Center	No	No	Program is free of charge

<i>Basketball</i>	<i>Number Of Girls Served</i>	<i>Grades / Ages Of Participants</i>	<i>Fees</i>	<i>Co-Ed</i>	<i>Facilities Used</i>	<i>Transportation</i>	<i>Waiting List</i>	<i>Scholarships / Financial Assistance</i>
G.I.R.L.S. Sports Foundation	Approximately 300 girls	Starts at age 4 and there is no cap	Receive large donations that cover fees; sometimes girls have to pay but it is usually no more than \$5	No	St. Mary's school for the Deaf / Edward Saunders Community Center / Delavan Grider Community Center	No	No	No formal financial assistance, but the organization can try to work it out to service the participants
Gloria J. Parks High School Basketball League	Approximately 80	Grades 9-12	\$250/ team	No	Gloria J. Parks Community Center	No	No	If a team needs assistance, Kevin Ferguson will raise the money for the team
Gloria J. Parks Youth Co-ed Basketball	Approximately 12	Ages 8-14	No fee	Yes	Gloria J. Parks Community Center	No	No	Program is free of charge
Healthy Buffalo Youth Basketball League	First year doing league, registration is still not over	Ages 5-8	\$20/ player	Yes	North Buffalo Community Center	No	League limited to 50 players	Unknown
Tosh Collins Basketball	Unknown	Grades 6-8	Basketball is run through the local schools	No	Tosh Collins Community Center	No	No	Unknown
William Emslie YMCA Basketball League	Unknown	Grades 6 and up	Unknown	Yes	William Emslie YMCA (Basketball team travels to other YMCA's for competitions)	No	No	The YMCA has an option to apply for scholarships
William Emslie YMCA Basketball Lessons	Unknown	Grades K-8	\$30-\$50	Yes	William Emslie YMCA	No	No	The YMCA has an option to apply for scholarships
Willie Hutch Jones Educational and Sports Programs (Basketball)	Unknown	Ages 7-16	No fees	Yes	Enterprise Charter School	Unknown	Unknown	No, program is free of charge

Boxing	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo PAL Boxing	Unknown	Ages 8-18	No fee	Open to boys and girls	Hennepin Community Center	No	No	Program is free of charge

Cheerleading

Buffalo All Star Extreme Cheer	87	Ages 3-18	Competition team: \$55-110/ month; Open tumbling for \$5, monthly class pass \$40	9 boys are enrolled in cheerleading	New gym will be opening soon at 1245 Main Street	Discounted metro passes are provided for \$1 to students qualifying for scholarships, buses are provided for competitions	No	Currently provide 12 scholarships
Buffalo Panthers All-Star Cheerleading	Approximately 90	Ages 3-18	\$400 registration fee; mandatory fundraising required	Unknown	Seneca Babcock Community Center	Transportation provided only for the competitions	No	Unknown

Dance

Buffalo All Star Extreme Dance	30	Ages 3-18	Competition team: \$55-110/ month Open tumbling for \$5, monthly class pass \$40	Currently no boys enrolled in dance, but is also open to boys	New gym will be opening soon at 1245 Main Street	Discounted metro passes are provided for \$1 to students qualifying for scholarships, buses are provided for competitions	Yes	Currently provide 12 scholarships for cheer, but some some of those participants participate in dance
Dynasty Dance Team	Approximately 50 girls	Ages 5-18	\$30/month	No	Edward Saunders Community Center of Buffalo	Transportation provided to competitions unless they are local	The is a waiting list to tryout for the team	Multiple family discounts; fundraisers are held to help with competition expenses

Equestrian	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo Equestrian Club	Over 90	Ages 6-18	\$60-\$300 (Fee range for Lessons)	Yes	Buffalo Equestrian Center	No	Reservations Required	No

Flag Football

Gloria Parks Youth Co-ed Flag Football	Approximately 12	Ages 8-14	No fee	Yes	Gloria J. Parks Community Center	No	No	Program is free of charge
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Golf

The First Tee of WNY	200 in Life Skills Experience	Ages 7-18	Ranges based on site; \$65-\$105	Yes	<p>8 Courses:</p> <ul style="list-style-type: none"> • Grover Cleveland (Buffalo) • Elma Meadows <ul style="list-style-type: none"> • Brighton • Delaware Park (Buffalo) • Niagara Frontier Country Club <ul style="list-style-type: none"> • Harvest Hill • Shorewood Country Club <p>Boys & Girls Clubs</p> <ul style="list-style-type: none"> • The 11 Boys & Girls Clubs of Buffalo <p>Schools</p> <p>10 Schools for incorporation into PE curriculum</p> <ul style="list-style-type: none"> • Tapestry • Westminster Charter School • Aloma D. Johnson • Buffalo United Charter School • Ken-Ton (4 schools) <ul style="list-style-type: none"> • Amherst • Holland 	Depends on the site (Delaware and Grover Boys & Girls Clubs bring the kids to program, parents pick-up)	There is a waiting list, but mostly only happens for the summer Life Skills Experience Program	<ul style="list-style-type: none"> • Boys & Girls Club participants do not have to pay <ul style="list-style-type: none"> • No official scholarship available
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Hockey	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo Bisons Hockey	Unknown	Ages 3-19	\$500-\$1,450 depending on age and level	Yes, the initiation programs are open to boys and girls	North Buffalo Ice Rink	Unknown	Unknown	Financial Aid Application available
Buffalo PAL Floor Hockey through West Side Street Hockey League	Unknown	Ages 8-16	No fees	Yes	Asarese-Matters Community Center	No	No	Program is free of charge
Buffalo Shamrocks Hockey	Approximately 45	Ages 3-14	\$695-\$1,000	Girls have the opportunity to play with the boys if they prefer to	Dann Memorial Ice Rink at Nichols School / Northtowns Center	No	There is a waiting list on certain levels, but currently no waiting list for girls teams	Parents can request financial assistance by contacting the program and develop a plan with the board (Provides assistance for equipment and program tuition)
Cazenovia Lady Chiefs Hockey	Approximately 80	Ages 4-10	\$350- \$650	The 3 Mite teams are all co-ed Girls have an opportunity to play with the boys if they want	Cazenovia Ice Rink	Only for State Tournament	Travel Team requires a tryout	Yes, Founder's Scholarship available as an option
Gloria Parks Youth Co-ed Floor Hockey	Approximately 12	Ages 7-14	No fee	Yes	Gloria J. Parks Community Center	No	No	Program is free of charge
Hasek's Heroes	Approximately 80-100	Ages 3-18	No charge	Yes	Reuben "Bud" Bakewell Ice Rink / Cazenovia Ice Rink	No	No	Program is free of charge
Tosh Collins Floor Hockey	Unknown – Community Center serves approximately 100 girls all together	Grade 5 and up	No Fee	Yes	Tosh Collins Community Center	No	No	Program is free of charge

Lacrosse	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo PAL Lacrosse Clinics	Approximately 60	Ages 12-18	No Fees	Yes	(7 City of Buffalo Youth Recreation Centers) Machnica Community Center Lanigan Community Center Lincoln Community Center Tosh Collins Community Center Hennepin Community Center JFK Community Center Asarese- Matter Community Center	No	No	Program is free of charge
Buffalo Youth Lacrosse Girls Spring/ Summer Program	Approximately 65	Grades 2-8	\$250	No	Larkin Field at Buffalo Seminary	No	No	Financial assistance and equipment provided if there is a need; case by case basis

Martial Arts

Delaware Family YMCA Martial Arts	Unknown	Ages 6 and up	\$45-\$60	Yes	Delaware Family YMCA	No	No	Yes, financial aid is available by filling out a Financial Assistance Packet
Master Khechen's Martial Arts Academy	Approximately 80-90 girls at Buffalo Location	Ages 3-30+	Starts at \$19 (4 week trial offer) Ranges from \$80-\$150	Yes	Buffalo Location on Kenmore Avenue	No	No	Not formally, but have helped people in the past

<i>Martial Arts</i>	<i>Number Of Girls Served</i>	<i>Grades / Ages Of Participants</i>	<i>Fees</i>	<i>Co-Ed</i>	<i>Facilities Used</i>	<i>Transportation</i>	<i>Waiting List</i>	<i>Scholarships / Financial Assistance</i>
William Emslie YMCA Martial Arts	Unknown	Ages 6 and up	\$45-\$60	Yes	William Emslie YMCA	No	No	The YMCA has an option to apply for scholarships

Rowing

Buffalo Scholastic Rowing Association	30-50 female rowers Working to expand	Grades 6-12	Annual Fee of \$600	Learn to Row is co-ed	BSRA Facility	No	No	Unknown
West Side Rowing Club	Can serve up to 300 kids during any season	Grades 6-12	Modified \$115-150 (depends on the season) Novice & Varsity \$420 Summer Crew Camp \$435 / session	No	One Rotary Row on the Black Rock Channel; Buffalo Waterfront West Side Rowing Club	Transportation only provided for some out of town tournaments	Yes- If you do not register in time	Although not necessarily advertised, the club offers a financial hardship package which is determined on a case-by-case basis

Running

Girls On The Run Buffalo	Approximately 1,500 girls per year	Grades 3-8	Almost all Buffalo Public Schools are fully funded and there is no fee	No	<ul style="list-style-type: none"> • At the schools • Fall 5k Event- Delaware Park • Spring 5k Event- UB 	No- programming is right at the schools	Depends on the School; only 15 girls/team; Will usually try to find more coaches to accommodate interest	Fully funded schools are based on free/ reduced lunch rate; free sneakers also provided to these schools
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Soccer	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo Soccer Club	Approximately 420	Grades K-8	Free	Yes		No	No	Program is free of charge

Buffalo Soccer Club, Facilities Used:

Parks: Durant- South Buffalo / JFK- East / Madden-Lovejoy / Roosevelt-University Heights / Waterfront –PS 95

Schools: PS 6 Buffalo Elementary School of Technology / PS 45 International School / PS 54 Dr. George E. Blackman School of Excellence / PS 66 North Park Middle Academy / PS 67 Discovery / PS 80 Highgate Heights / PS 91 Build / PS 93 Southside / PS 95 Waterfront / Buffalo United Charter School / Tapestry Charter School

Boys and Girls Clubs: Babcock Boys and Girls Club / Butler Boys and Girls Club / Elmwood Village Boys and Girls Club / John F. Beecher Boys and Girls Club / Masten Boys and Girls Club / Southside Boys and Girls Club / Town Club Boys and Girls Club / William C. Baird Boys and Girls Club/ Westminster Boys and Girls Club

Community Centers: Eggertsville Youth and Community Center / Hennepin Community Center / Matt Urban Community Center / Mt. Olive Baptist Church / Seneca Babcock Community Center

Delaware Family YMCA Soccer	Unknown	Ages 3-12	\$28-\$34	Yes	Delaware Family YMCA	No	No	Yes financial aid is available by filling out a Financial Assistance Packet
Delaware Soccer Club	Unknown	Ages 3-19	House- \$90-125; Travel \$595-\$1300	Some house teams are co-ed	Delaware Park Nichols School Rumsey Road Coyer Field Pfc. William Grabiarez Field St. Mary's School for the Deaf J.H. Williams McCarthy Park LaSalle Park UB Rotary Field	Unknown	Unknown	Need-based scholarship application available
South Buffalo Soccer	300-350 girls	Ages 4-16	\$70	Age groups ranging from 4-8 are co-ed teams	Cazenovia Park / Tosh Collins Community Center	No	Currently only a waiting list for the 7-8 age group	No financial assistance available
Tosh Collins Community Center Indoor Soccer	Unknown	Indoor Soccer- Grades 4-9	\$75 (through South Buffalo Soccer)	Yes	Tosh Collins Community Center	No	No	No

<i>Soccer</i>	<i>Number Of Girls Served</i>	<i>Grades / Ages Of Participants</i>	<i>Fees</i>	<i>Co-Ed</i>	<i>Facilities Used</i>	<i>Transportation</i>	<i>Waiting List</i>	<i>Scholarships / Financial Assistance</i>
Umoja Unity Community Soccer Program	Less than 10	Age 5 and up	No fee	Yes	Willard Pratt Community Center	No	No	Program is free of charge
Willie Hutch Jones Educational and Sports Programs (Soccer)	Unknown	Ages 7-16	No fees	Yes	Johnnie B. Wiley Stadium	Unknown	Unknown	No, program is free of charge
West Side International Soccer	40 girls	Ages 4-19	Free of charge	Up to age 12 the teams are co-ed 12 and up is all girls teams, but the girls can play with boys if they want	<ul style="list-style-type: none"> Massachusetts Park Front Park 	Only for travel team competitions	Try-out for travel team due to available resources	Program is free of charge

Softball

North Buffalo Softball	Unknown	Ages 3-16	Tee Ball: \$140 Softball: \$95 / player	Tee Ball is co-ed	Shoshone Park	Unknown	Unknown	Family discounts if multiple members participate
River Rock Softball	Approximately 90	Ages 4-19	Tee Ball: \$25 Softball: \$70-90 depending on age group	Tee Ball is co-ed	Riverside Park	Coaches help coordinate transportation if needed	Usually not a waiting list; Registration is January-April and then rosters are set	Cost of the league is offset by raffle tickets that players have the opportunity to sell
South Buffalo Softball	Approximately 80-90	Ages 4-9	\$65	Tee Ball is co-ed	Okell Park	No	No	Yes, the organization will determine assistance upon request

<i>Softball</i>	<i>Number Of Girls Served</i>	<i>Grades / Ages Of Participants</i>	<i>Fees</i>	<i>Co-Ed</i>	<i>Facilities Used</i>	<i>Transportation</i>	<i>Waiting List</i>	<i>Scholarships / Financial Assistance</i>
West Side Ponytail Softball (Partnership with Buffalo PAL)	Approximately 135	Ages 6-18	\$40 registration fee	Tee Ball is co-ed	LaSalle Park	No	No	At registration, players get \$40 worth of raffle tickets that they can sell to defer the cost

Swimming

Buffalo City Swim Racers	66	Ages 3-17	Free swim lessons	Lessons are Co-ed; Competitive Programs are not	William- Emslie YMCA Cazenovia Pool in South Buffalo D'Youville College	Some schools may bus students to swim lessons at Cazenovia depending on number of students participating	No	Program is free of charge
Buffalo PAL Learn to Swim	Unknown	Ages 5 and up	\$15 for residents; \$30 for non-residents	Yes	Lovejoy and Cazenovia Pools	No	No	Buffalo PAL provides financial assistance for all programs
Buffalo PAL Summer Swim Lessons	Unknown	Ages 5 and up	Free	Yes	Each of the City of Buffalo outdoor pool locations (Summer Swim Lessons): <ul style="list-style-type: none"> • Masten • Riverside • Allison • Cazenovia • Lovejoy • Centennia • Houghton <ul style="list-style-type: none"> • JFK • Kensington • Shoshone 	No	No	Program is free of charge

<i>Swimming</i>	<i>Number Of Girls Served</i>	<i>Grades / Ages Of Participants</i>	<i>Fees</i>	<i>Co-Ed</i>	<i>Facilities Used</i>	<i>Transportation</i>	<i>Waiting List</i>	<i>Scholarships / Financial Assistance</i>
JCC Storm Swim Club	30	Grades K-12	\$81-\$203	Yes	Jewish Community Center Holland Family Building	No	No	Yes, but not promoted
William Emslie YMCA Swim Lessons	Unknown	Ages 3-15	\$50-60	Yes	William Emslie YMCA	No	No waiting list	The YMCA has an option to apply for scholarships
Willie Hutch Jones Educational and Sports Programs (Swimming)	Unknown	Ages 7-16	No fees	Yes	The Belle Center	Unknown	Unknown	No, program is free of charge

Tennis

Buffalo Niagara Community Tennis Association Buffalo Schools Outreach Program	30-75	Ages 8-14	No fees	Yes	Delaware Park-McMillan Courts Tosh Collins Community Center Machnica Community Center Village Glen Tennis Club South towns Tennis Club	Community Center Vans will bring them to the Village Glen and South Towns sites	No	Program is free of charge
Buffalo PAL Love to Serve Tennis	Unknown	Ages 7-17	\$25 per week	Yes	Delaware Park McMillan Courts	No	Maximum of 30 participants per week	Yes
Willie Hutch Jones Educational and Sports Programs (Tennis)	Unknown	Ages 7-16	No fees	Yes	Delaware Park McMillan Courts	Unknown	Unknown	No, program is free of charge

Track	Number Of Girls Served	Grades / Ages Of Participants	Fees	Co-Ed	Facilities Used	Transportation	Waiting List	Scholarships / Financial Assistance
Buffalo PAL Track & Field	Approximately 150	Ages 5-18	\$10 per participant	Yes	Delaware Park	No	No	Buffalo PAL Provides financial assistance for all programs
God's Speed Track	Approximately 35	Ages 6-18	\$75-\$180	Yes	Indoor <ul style="list-style-type: none"> • UB alumni Arena Outdoor <ul style="list-style-type: none"> • Crosby Field • Maryvale High School 	No	No	Aid is provided through sponsorships, politicians, clergy

Tumbling

Buffalo All Star Extreme Tumbling	87	Ages 3 to 18	Open tumbling for \$5, monthly class pass \$40	The boys enrolled in cheerleading also do tumbling	New gym will be opening soon at 1245 Main Street	Discounted metro passes are provided for \$1 to students qualifying for scholarships, buses are provided for competitions	No	Currently provide 12 scholarships for cheer, but participants in cheer also do tumbling
Delaware Family YMCA Tumbling	Unknown	Ages 3-12	\$28-\$34	Yes	Delaware Family YMCA	No	No	Yes financial aid is available by filling out a Financial Assistance Packet

Volleyball

Willie Hutch Jones Educational and Sports Programs (Volleyball)	Unknown	Ages 7-16	No fees	Yes	Enterprise Charter School	Unknown	Unknown	No, program is free of charge
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WNY Girls in Sports

Appendix C:

*2016 Inventory of Non-scholastic
Sports Programs for Girls in
Buffalo*

Additional programs that we are familiar with locally, but for which we were unable to collect programming information:

- Buffalo Lacrosse Academy
- Buffalo Crusaders Drill Team

WNY Girls in Sports

Appendix D:

Buffalo Public Schools sports offerings at the high school level

Appendix D: Buffalo Public Schools sports offerings at the high school level

High schools:

- PS 301 Burgard High School
- PS 192 Buffalo Academy for Visual and Performing Arts
- PS 156 Frederick Law Olmsted
- PS 195 City Honors School
- PS 200 Bennett High School
- PS 307 East High School
- PS 302 Emerson School of Hospitality
- PS 198 The International Preparatory School
- PS 304 Hutchinson Central Technical High School
- PS 204 Lafayette High School
- PS 212 Leonardo da Vinci High School
- PS 197 Math Science Technology Preparatory School
- PS 305 McKinley High School
- PS 335 Middle Early College High School
- PS 205 Riverside Institute of Technology
- PS 206 South Park High School

<i>Boys Sports By School</i>	BOYS VARSITY BASKETBALL	BOYS JUNIOR VARSITY FOOTBALL	BOYS VARSITY BASEBALL	BOYS JUNIOR VARSITY BASKETBALL	BOYS VARSITY BOWLING	BOYS VARSITY CROSS COUNTRY	BOYS VARSITY FOOTBALL	BOYS VARSITY SOCCER	BOYS VARSITY SWIMMING	BOYS VARSITY TENNIS	BOYS CLUB LACROSS	BOYS VARSITY TRACK & FIELD		TOTAL NUMBER OF SPORTS
BURGARD	●	●	●	●	●	●	●	●	○	●	○	●		10
PERFORMING ARTS	●	○	●	●	●	●	○	●	●	●	○	●		9
OLMSTED	●	○	●	●	●	●	○	●	●	●	○	●		9
CITY HONORS	●	○	●	●	●	●	○	●	●	●	○	●		9
BENNETT	●	●	●	●	●	●	●	●	●	●	○	●		11
EAST	●	●	●	●	○	●	●	●	●	●	○	●		10
EMERSON	●	○	●	●	●	●	○	●	○	●	○	●		8
I PREP	●	○	●	●	●	●	○	●	●	●	○	●		9
HUTCH TECH	●	●	●	●	●	●	●	●	●	●	○	●		11
LAFAYETTE	●	○	●	●	●	●	○	○	●	●	○	●		8
DAVINCI	●	○	●	●	●	●	○	●	●	●	○	●		9
MST	●	○	○	●	●	●	○	●	○	●	○	●		7
MCKINLEY	●	●	●	●	●	●	●	●	●	●	○	●		11
MIDDLE COLLEGE	●	○	●	●	●	●	○	●	○	●	○	●		8
RIVERSIDE	●	●	●	●	●	●	●	●	●	●	●	●		12
SOUTH PARK	●	●	●	●	●	●	●	●	●	●	○	●		11
	16	7	15	16	15	16	7	15	12	16	1	16		152

<i>Girls Sports By School</i>	GIRLS JUNIOR VARSITY BASKETBALL	GIRLS JUNIOR VARSITY VOLLEYBALL	GIRLS VARSITY BASKETBALL	GIRLS VARSITY BOWLING	GIRLS VARSITY CROSS COUNTRY	GIRLS VARSITY GOLF	GIRLS VARSITY SOCCER	GIRLS VARSITY SOFTBALL	GIRLS VARSITY SWIMMING	GIRLS VARSITY TENNIS	GIRLS VARSITY TRACK & FIELD	GIRLS VARSITY SWIM DISTRICT	GIRLS VARSITY VOLLEYBALL	TOTAL NUMBER OF SPORTS
BURGARD	●	●	●	●	●	○	○	○	○	●	●	○	○	7
PERFORMING ARTS	●	●	●	●	●	○	●	●	●	●	●	○	●	11
OLMSTED	●	●	●	●	●	○	●	●	●	●	●	○	●	11
CITY HONORS	●	●	●	●	●	●	●	●	●	●	●	●	●	13
BENNETT	●	●	●	●	●	○	●	●	●	●	●	○	●	11
EAST	○	●	●	●	●	○	○	○	●	●	●	○	●	8
EMERSON	○	○	●	●	●	○	●	●	○	●	●	○	●	8
I PREP	●	●	●	●	●	○	●	●	●	●	●	○	●	11
HUTCH TECH	●	●	●	●	●	●	●	●	●	●	●	○	●	12
LAFAYETTE	●	●	●	●	●	○	●	●	●	●	●	○	●	11
DAVINCI	●	●	●	●	●	○	●	●	●	●	●	○	●	11
MST	○	●	○	●	●	○	●	●	○	●	●	○	●	8
MCKINLEY	●	●	●	●	●	○	●	●	●	●	●	○	●	11
MIDDLE COLLEGE	○	●	●	●	●	○	●	●	○	●	●	○	●	9
RIVERSIDE	●	●	●	●	●	○	●	●	●	●	●	○	●	11
SOUTH PARK	●	●	●	●	●	●	●	●	●	●	●	○	●	12
	12	15	15	16	16	3	14	14	12	16	16	1	15	165

WNY Girls in Sports

Appendix D:

Buffalo Public Schools sports offerings at the high school level

BPS Athletics combined programs

Football:	Bennett (Host School) / Olmsted / East / Middle College
Football:	Burgard (Host School) / MST
Football:	Riverside (Host School) / Lafayette / LDV / I Prep / Alternative
Football:	Hutch Tech (Host School) / City Honors / Emerson / Arts
Girls Soccer:	Middle College (Host School) / Bennett
Boys Soccer:	Middle College (Host School) / Bennett
Girls Volleyball:	Middle College (Host School) / Bennett
Girls Basketball:	Middle College (Host School) / Bennett
Boys Basketball:	Middle College (Host School) / Bennett
Swimming:	Middle College (Host School) / Bennett
Swimming:	I Prep (Host School) / LDV
Swimming:	Hutch Tech (Host School) / Emerson
Swimming (Fall):	City Honors (Host School) / Hutch Tech / Olmsted / I Prep
Softball:	I Prep (Host School) / LDV
Track:	Middle College (Host School) / Bennett
Tennis:	Middle College (Host School) / Bennett
Lacrosse:	City Honors (Host School) / Olmsted



