



**Pittsburgh  
Public Schools**



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*The Pathway to the Promise.™*

# **Athletics Reform**

## **Final Recommendations**

### **Education Committee**

### **May 10, 2011**

# Executive Summary

In April of 2010, Pittsburgh Public Schools released the results of its Title IX self audit. Shortly thereafter, a committee tasked with bringing forth recommendations to improve athletics was formed. In August of 2010, a project leader was assigned to the athletic reform work and to chair the committee charged with bringing forth recommendations.

A process to establish problems and potential solutions led to working recommendations that were presented to the community for feedback. The content of this presentation is a reflection of the work of the athletics committee (through subcommittee work) coupled with input from the community at large (Appendix A).

It is the goal of the project leader to have listened to all involved in the process, but to ultimately formulate a set of recommendations that are in the best interest of the children in the Pittsburgh Public Schools district.

# Excellence For All

- Great cities and school systems place rigor on all areas of a student's education
- Athletics is a lynchpin of a community and a key part of the fabric of a school system
- For the past five years, Pittsburgh Public Schools has focused on the foundational issues affecting our schools. It is now time to raise the bar on athletics!
- Now is the time for Pittsburgh Public Schools to address athletics reform and to ensure that it is woven into all other reform efforts

# The Case For Change

What We Know About PPS	What National Statistics Tell Us
<ul style="list-style-type: none"><li>• Our district is smaller—so too are our athletic teams<ul style="list-style-type: none"><li>• High school enrollment is -30% from 2003-2010</li><li>• Participation in athletics is -20% comparing 2009/2010 to 2006/2007</li><li>• In no sport do all of our high schools have the minimum number of athletes required to form a team</li></ul></li><li>• Competitive imbalance exists in the current structure</li><li>• The Title IX audit exposed problems across a wide array of topics:<ul style="list-style-type: none"><li>• Participation: female equality and overall</li><li>• League Structure</li><li>• Facilities</li><li>• Transportation</li><li>• Scheduling</li><li>• Coaching</li></ul></li><li>• Constituents in the district want change!</li></ul>	<ul style="list-style-type: none"><li>• Students who compete in athletics make higher grades and have better attendance (NFHS as cited by the PPS Title IX Audit)</li><li>• University of Chicago research suggests:<ul style="list-style-type: none"><li>• By a 2-to-1 margin for males and a 3-to-1 margin for females, student-athletes do better in school, do not drop out, and have a better chance to graduate from college</li><li>• Student-athletes' parents are more involved with their educational process</li><li>• Student-athletes demonstrate a higher level of self-confidence than non-athletes</li><li>• 92% of student-athletes do not use drugs</li></ul></li><li>• 96% of dropouts in 14 school districts in seven regions of the nation were not participating in an athletic program. (<i>National Federation of State High School Associations</i>)</li><li>• In 2008, 58 percent of twelfth-graders who planned to complete four years of college participated in school athletics, compared with 43 percent of twelfth-grade students who did not have such plans (Child Trends Data Bank)</li></ul>

# Athletics Reform: Approach



# The Athletics Committee

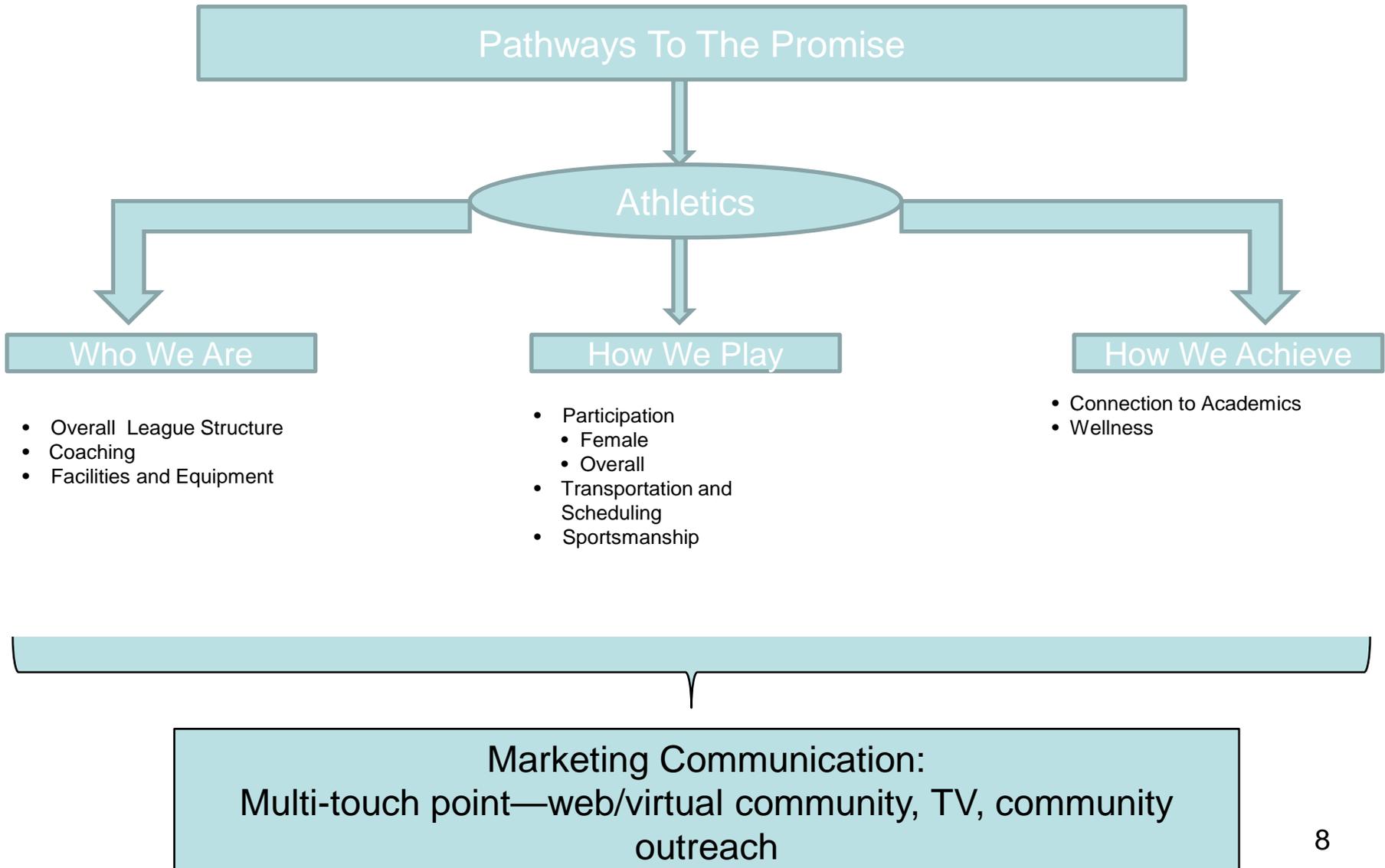
Name	District Affiliation
Duane Ashley	Mayor's Office
Mark Brentley	School Board
Sophia Facaros	Principal
Robert Fadzen	School Police
Mike Gavlik	PPS Administration
George Gensure	PFT
Jake House	PPS Administration
Phyllis Jones	Teacher/Coach
Tim Keefer	Teacher/Coach
Derrick Lopez	PPS Administration
Amy Malen	PPS Administration

Name	District Affiliation
Aaron Mickens	Referee
Walt Milinski	Teacher/Coach
Rich O'Brien	Teacher/Coach
Vern Phillips	Parent
Mark Rauterkus	Parent
Ken Saybel	Teacher/Faculty Manager
Suelynn Shiller	Parent
Sarah Sumpter	Principal
John Tokarski	Parent
Ted Vasser	PPS Administration
John Vater	Principal
Christine Wolski	Teacher/Coach

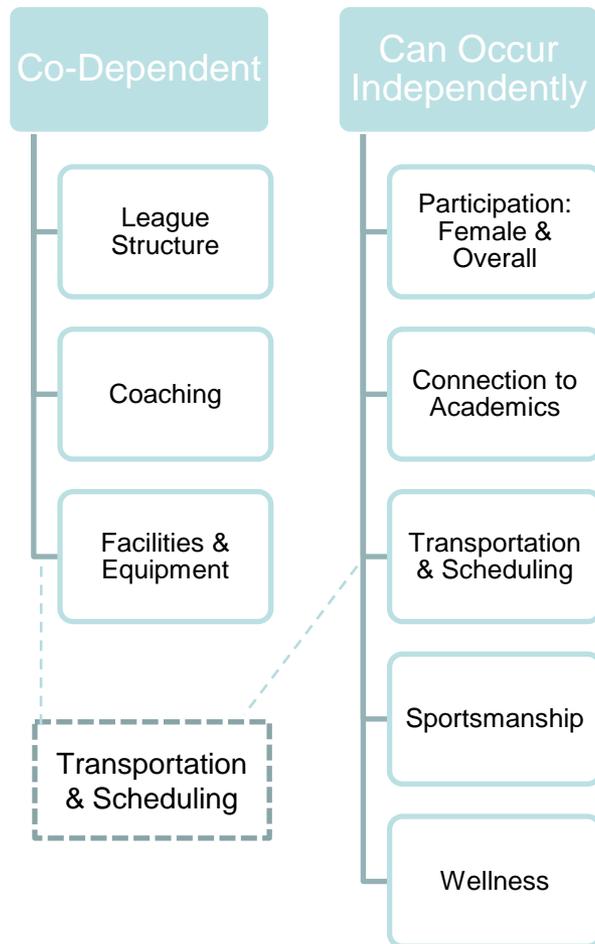
# PPS Athletics: A Vision For The Future

**The Pittsburgh Public Schools athletic program is interwoven into the fabric of our schools and the community. Our student athletes dream big and work hard both on the playing field and in the classroom. Our coaches and administrators teach not only the skills of the sport, but also the skills of life, and ensure that the PPS student athlete is driven to develop positive behaviors and habits, and to explore their ambitions and dreams. PPS athletics is synonymous with character and class. The PPS student athlete represents their school and community with dignity and pride, and ultimately uses the lessons of sport as a springboard to success in life.**

# Pathways To The Promise: Athletics Strategy



# Alignment of Reform Work



- Eight subcommittees developed their respective reform recommendations
- All components within each subcommittee are important and vital to reform in their own right
- Certain recommendations must occur together or the process will be compromised e.g. a change in league structure is tied to recommendations in the Coaching and Facilities & Equipment categories

# League Structure Overview

## Problems

***“We have to schedule too many games against city league teams that are terrible.” (student)***

***“We should schedule more games that are a challenge for us. Our softball team plays games that are no challenge for us because they are inner city.” (student)***

***“The school district should review, research and analyze the structure of the City League/District VIII competitive opportunities to determine the potential for a change in that structure to better improve those competitive opportunities.” (PPS Title IX Audit)***

- There exists tremendous competitive imbalance in the existing city league
  - Schools with over 1,200 kids play against schools with fewer than 400 in some instances
- The athletics committee brought forth recommendations to fundamentally change the structure of the city league and to provide an enhanced level of competition which over time will help to break down the culture of low expectations in the city’s athletic programs
- Community (and in some instances committee) feedback on this topic is mixed
  - Those in favor believe that our kids deserve an opportunity to compete against better and more size aligned competition while receiving exposure to students and communities outside of the city of Pittsburgh
  - Those opposed believe that we would be setting our kids up for failure and that PPS <sup>10</sup> cannot compete with the suburban schools

## Recommendation: Restructure PPS athletic teams and move competition to the WPIAL

- Move competition to the WPIAL through the termination of District VIII (city league). PPS teams would play within the PIAA and WPIAL format and play against schools of like size and classification level (SciTech and UPrep to remain in co-op per the original charter)
- Create end of season city wide championship tournaments run by the district. Football to host “rivalry” bowl games which could occur before the season (i.e. “Kick-off Classic”)
- Pay close attention to participation and competitive opportunities during the first two years. Make any required adjustments (i.e. co-operative sports agreements) in time for the following two year classification cycle

### Timing

- Change in league structure must be submitted to the PIAA by October of the odd number year for the change to take effect in the following school year
- Ensure that athletic director and facility improvements are in place or in progress prior to the change

### Cost:Effort

Cost

H		
L		X

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

# Coaching Overview

## Problems

***“This program was made in to such a success by the former coach. Her coaching position was taken from her last year because she retired from teaching.” (student)***

***“Coaches should be chosen by ability and knowledge.” (student)***

***“Many coaches are just collecting the money.” (coach)***

***“I think coaches should have a background in the sport and actually know what they are talking about.” (student)***

***“The coach often has other things to do and cancels practice.” (student)***

***“I spend more time with my faculty manager than I do my English teacher.” (principal)***

- Establishing a consistent and clear procedure on coaching and athletic leadership that is in the best interest of kids is needed by the district
- The recommendations target:
  - Hiring and retention of coaches
  - Performance measurement and accountability of coaches
  - Athletic leadership at the school and feeder system level
- Community feedback around the recommendations is largely supportive

## Recommendation: Establish a recruiting process and actively recruit, hire and retain the best person for the job

- Coaching applicants must exhibit a range of traits relative to coaching, sport, leadership and academics/athletics integration
- Open positions awarded to the best candidate (see Appendix B for current breakdown of coaches by employment type). Automatic hiring trigger when 10:1 ratio occurs in order to ensure equality as identified by the Title IX audit
- Panel interview process consisting of: teacher and/or coach from another sport, principal, athletic director/faculty manager, parent/community member, coach or specialist in the sport from outside the district (if possible)

Timing

- Create procedure change and make it immediately applicable to all open positions

Cost:Effort

Cost  
H  
L

H		
L		X

L H  
Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Establish a consistent evaluation process for all coaches

- Implement a scorecard based on factors ranging from coaching performance to relationships and connection to academics
- The scorecard will consist of four rating categories: Outstanding Performance (O), Exceeds Expectations (E), Meets Expectations (M) and Does Not Meet Expectations (D)
  - Coaches receive financial incentive for “O” ratings. Enhanced professional development opportunities made available for coaches receiving a “E” rating. Development of coaches who are evaluated at “M” and removal of coaches who are evaluated as “D”

### Timing

- Implementation could occur once scorecard benchmarks are agreed to
- Financial incentive packages for top performing coaches need to be discussed and vetted

		Cost:Effort		
Cost	H			H: Cost > ~\$10K H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

## Recommendation: Create full time Athletic Director positions in place of faculty managers

- The Athletic Director position would take the place of the existing Faculty Manager and Activities Director (where applicable) at the high school and feeder middle schools (see Appendix C)
- Certified position with full accountability (no competing interests i.e. teaching duties) for any and all issues related to:
  - coaching—recruitment, training, recognition and discipline
  - Title IX (a recommendation brought forth in the audit)
  - booster oversight
  - community outreach

### Timing

- Procedure change required followed by the creation of the job description and hiring of the positions

		Cost:Effort		
Cost	H		×	H: Cost > ~\$10K
	L			H: Effort = major change/effort and time to implement
		L	H	
		Effort		

# Facilities & Equipment Overview

## Problems

***“City teams have basic items. WPIAL teams use more advanced equipment; editing machines and better cameras. Other than protective equipment, we get nothing from the school” (coach)***

***“City league facilities are not comparable to suburban schools, which puts the city sports teams at a huge disadvantage” (coach)***

***“Our facilities are archaic, almost non-existent” (coach)***

- The issues and problems associated with facilities & equipment are serious and have much to do with the current problems of the overall athletic program in the district
- Improvements to facilities and equipment are needed in order to move the other reform recommendations forward
- The recommendations concern assessment, use and funding of facilities & equipment
- Overall sentiment from the community was very positive with great urgency expressed around making the necessary adjustments and improvements

## Recommendation: Create a standard and compliance procedure for athletic fields and facilities

- Conduct internal audit of PPS athletic fields and facilities to understand scope of deficiencies relative to baseline standards (see Appendix D)
- Recommend both improvements to existing facilities based on outcome of the audit. Minimum standards should be met and exceeded whenever possible. Ensure equitable fields for both genders
- Explore alternative locations for premier fields and facilities in key areas of the city.

### Timing

- Audit completed (see Astorino report)
- Recommendations to be submitted shortly thereafter

### Cost:Effort

		Cost:Effort	
Cost	H		X
	L		
		L	H
		Effort	

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Create a procedure and process around how equipment dollars are spent on site

- Track current spend on site and mandate roll up from AD/Faculty Manager to Director of Athletics to ensure the practice of equitably distributing funds is being followed
- Move to centralized negotiations, contracts and spending for all equipment and uniforms
  - Centralization exists for most equipment. Uniforms are the notable standout. Centralizing uniform providers will assist in quality and cost control

### Timing

- Timing dictated by a change in operating procedure
- RFP process for uniforms will dictate timeline and rollout

### Cost:Effort

Cost

H		
L		X

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Move to a transparent online permitting process

- Create a centralized online permitting tool for all PPS facilities (potentially team with City on their new system--ReCPro)
- Ensure transparency and that community and youth based organizations have the ability to utilize fields and facilities in line with district rules and regulations
- Track usage and use data to inform youth organization and community outreach as it relates to the building of athletic feeder systems and ensuring compliance with Title IX

### Timing

- Change site based operating procedure
- Link with Citiparks on RecPro which is currently in pilot

### Cost:Effort

		Cost:Effort	
Cost	H		
	L		X
		L	H
		Effort	

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Raise money from outside sources to support facilities and equipment needs

- Identify funding needs based on facilities audit
- Seek potential partners with vested interest in the success of the city of Pittsburgh and PPS students
- Engage the potential partners in open discussion around PPS funding needs and what a partnership would look like for specific areas i.e. field upgrades, facility construction, uniform purchases and upgrades

### Timing

- Utilize audit results to drive funding discussion and willingness of the district to engage in 3<sup>rd</sup> party conversations

### Cost:Effort

		Cost:Effort	
		L	H
Cost	H		
	L		X
		L	H
		Effort	

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

# Participation: Female & Overall Overview

## Problems

*“Students don’t like girls’ sports.” (student)*

*“The plan must include written criteria for adding interscholastic teams...” (PPS Title IX Audit)*

*“The school district must develop ways to actively recruit girls into athletic programs...” (PPS Title IX Audit)*

- There is no magic bullet to fix the participation problem that exists in PPS athletics
- Much work is required both at a grass roots level as well as in the schools themselves to raise the level of participation in athletics
- The recommendations related to participation should not be viewed in isolation as the comprehensive reform of the athletic program, if executed effectively, should improve participation
- The recommendations specific to participation are intended to address short term and long term fixes, and to help improve participation at all age and grade levels
- Feedback from the community on the recommendations was generally positive with some clarity required around the district’s responsibility as it relates to certain pieces of Title IX (i.e. Booster Clubs)

## Recommendation: Improve participation data capture and proactively target female students not participating in athletics

- Make RTI improvements and centrally track all current participants in athletics (this is occurring for the first time)
- Create a comprehensive survey to be sent to all students. Goal is to understand what key elements are hindering participation and where the opportunities exist for PPS to change offerings or programs
- Develop a communications strategy to female students and family members based on results of the survey. Seek advice and/or assistance from partner organizations who have had success communicating to young women (e.g. Women & Girls Foundation, YWCA)

### Timing

- Continue with the RTI participant upload
- Survey design and creation timeline to determine communications strategy roll out

		Cost:Effort		
		L	H	H: Cost > ~\$10K
Cost	H			H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

## Recommendation: Ensure consistent youth sports organization outreach and accountability for communication and interaction

- Develop local and district wide relationships with the local youth sports organizations
- Ensure the local relationships are maintained by the athletic director in the community. Performance evaluation to measure the success of the communication effort
- Expose the organizations and elevate their awareness via PPS internal channels (District responsibility)

### Timing

- The creation of the athletic direction position is required for this effort to work effectively and will drive timing
- Exposure of relationship by the district to follow the development phase

		Cost:Effort		
Cost	H			H: Cost > ~\$10K  H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

## Recommendation: Create a sports experience series designed to expose students to athletics in new and unique ways

- Create the “Wake Up” series to effectively target children and communities to encourage participation in athletics
- Integrate keynote speakers, local athletes and the arts (music, dance, etc.) into all events
- Ensure that the key theme—“Positive life lessons learned through athletics”—is woven in to all events and that all programming ties back to the theme

### Timing

- Design the series with the help of internal or external event marketing resources
- Initially target 3 events per year located in different parts of the city

		Cost:Effort		
		L	H	
Cost	H		X	H: Cost > ~\$10K
	L			H: Effort = major change/effort and time to implement
		L	H	
		Effort		

## Recommendation: Develop a grass roots sport and athlete ambassador partnering program

- Form partnerships with emerging sports organizations like Play Rugby USA to introduce new sports to boys and girls
  - Ensure organizations have a track record, and are capable of integrating into school(s) and increasing participation among boys and girls. Play Rugby USA has proven this model in NYC and other areas of the country
- Create a athlete ambassador program at all schools throughout the district
  - Link male and female student athletes to their respective feeder schools—high school to middle school, middle school to elementary, etc.
  - Educate younger students about the value of athletic participation
  - Ambassadors recognized and celebrated by their schools

### Timing

- Begin conversations with select emerging sports organizations. Integration/Implementation to be determined by their schedule
- Design the ambassador program and pilot at select schools. Full rollout to be determined based on success

		Cost:Effort		
Cost	H			H: Cost > ~\$10K  H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

## Recommendation: Reinvigorate intramural/extracurricular athletics through an enhanced procedure on intramurals and sports clinics

- Mandate that all schools have intramural programs in place
- Ensure that intramural programs function as entities designed to teach the sport and to foster participation. They should not serve as offseason conditioning arms for varsity athletics
- Establish network of organizations willing to conduct clinics i.e. FC Pittsburgh, local colleges, etc

### Timing

- Distribute intramural program guidelines to all schools. Execution will vary based on schools that already engage in proper intramural practices versus those that do not (i.e. elementary schools)
- Form clinic partnerships locally and district wide. Timing re: communication of partnership dependent upon capabilities assessment

### Cost:Effort

Cost

H		
L		X

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Develop and enforce the district's policy on booster organizations and ensure that funding feeds the overall athletic program at the school and is not biased by gender

- Ensure that Title IX principles are addressed and followed by the district as it relates to booster club funding
- Create one booster club per school that allows for all sports, regardless of size or gender, to benefit from outside funding
- Track funding at the school level and ensure district wide roll up

### Timing

- Write the policy and disseminate through the system
- Ensure every school has accountability and measurement procedures in place

		Cost:Effort		H: Cost > ~\$10K
Cost	H			H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

# Transportation & Scheduling Overview

## Problems

***“There are so many fall sports that sometimes our team doesn’t get a practice bus”***

***“Game times do not permit reasonable opportunities for an audience. Game times are not convenient, they are too early.” (student)***

***“We don’t go out of town to play” (student)***

***“I don’t know why we don’t play the maximum number of games” (student)***

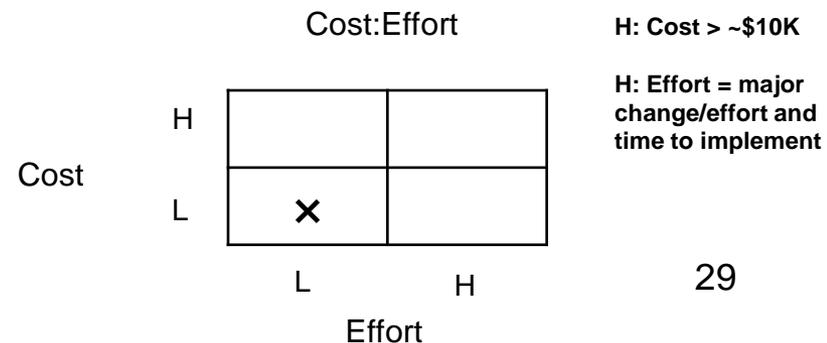
- The issues and problems associated with transportation are not endemic to Pittsburgh and are shared by cities throughout the country
- The recommendations put forth are intended to provide solutions that could ease the issues related to transportation for athletics
- The recommendations around transportation are very much linked to the recommendations for League Structure and Facilities & Equipment
- Community feedback on the recommendations was limited and focused mainly on ensuring academic time was not compromised by the need for student travel for athletics

## Recommendation: Introduce new and different times for athletic contests

- Change contest times to allow for minimal disruption in class schedule and increased opportunities for the communities and families to see contests
- Proposed contest times arranged by (see Appendix E):
  - Current
  - Recommended (if no changes were made)
  - Recommended if improvements were made to fields and facilities
  - Recommended if a change in league structure were to take place (see Appendix F for mock schedules and estimated travel costs)

### Timing

- Largely dependent upon choices and decisions relative to league structure and facilities





# Sportsmanship Overview

## Problems

- **Pittsburgh Public Schools does not have a consistent sportsmanship procedure for students, coaches and fans**
  - **There is a perception problem outside of the city league around safety within Pittsburgh and PPS**
  - **The idea behind a “spirit of sportsmanship” is not universally accepted or consistent in PPS**
- 
- PPS needs to change the culture relative to sportsmanship
  - The recommendations focus on tangible elements that over time will shift perception and make PPS schools and communities proud
  - Community feedback on the recommendations is generally positive with some reservations as it relates to anything that would require a student to purchase something to alter perception (i.e. dress code)

## Recommendation: Create a consistent sportsmanship code for contest attendees, athletes and athletic personnel

- Implement a sportsmanship code with clear expectations and accountability for attendees, athletes and athletic personnel. Ensure penalties for non-compliance
- Hold sportsmanship workshops for coaches and faculty managers/AD at the beginning of each season

### Timing

- The procedure can occur quickly
- Identify whether the workshop is created and administered by PPS or through an outside party

		Cost:Effort		
		L	H	
Cost	H			H: Cost > ~\$10K
	L	X		H: Effort = major change/effort and time to implement
		L	H	
		Effort		

## Recommendation: Introduce a “spirit of sportsmanship” and athletic leadership in PPS

- Grow and educate the community on the Student Athlete Leadership Academy (SALA)—communicate importance and ensure the selected students are recognized by their schools
- Implement a uniform appearance procedure for all athletes traveling to away contests
- Create a annual district wide celebration of sportsmanship and student athlete achievement
  - Recognize schools and individuals who best exemplify sportsmanship and academic achievement
  - Name the award after a local figure who best exemplifies PPS pride and sportsmanship (i.e. Robert Pajak)

### Timing

- To vary by component
- SALA awareness easier to execute
- Sportsmanship celebration and uniform procedure must be created

### Cost:Effort

Cost

H		
L		X

L H

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

# Connection To Academics Overview

## Problems

58 percent of twelfth-graders who planned to complete four years of college participated in school athletics, compared with 43 percent of twelfth-grade students who did not have such plans (Child Trends Data Bank 2008)

Students who compete in athletics make higher grades and have better attendance (NFHS as cited by the PPS Title IX Audit)

96% of dropouts in 14 school districts in seven regions of the nation were not participating in an athletic program. (National Federation of State High School Associations)

By a 2-to-1 margin for males and a 3-to-1 margin for females, student-athletes do better in school, do not drop out, and have a better chance to graduate from college. (University of Chicago)

Student-athletes demonstrate a higher level of self-confidence than non-athletes. (University of Chicago)

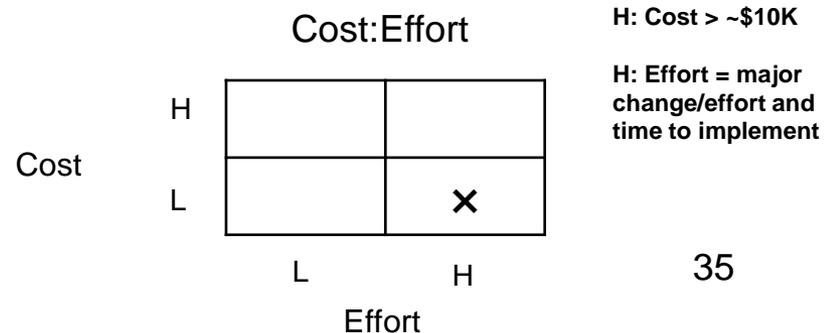
- Connecting academics to athletics in a more meaningful way is a vital step for the district to undertake
- The recommendations largely focused on:
  - Facilitating the communication process
  - Consistency of academic integration
  - Utilizing the hook of athletics to maintain academic focus
- Community feedback on the recommendations is generally positive and encourages the district to do more to integrate athletics and academics

## Recommendation: Create a “Promise Report Card” and operating procedure for every student athlete

- Weekly report sent to coaches depicting
  - attendance
  - GPA
  - PSAT/SAT status and scores
  
- Celebrate team and individual success
  - Promise Ready teams and individuals celebrated and rewarded at the end of the season

Timing

- Dependent upon technology resources and capabilities



## Recommendation: Integrate academic practice into all athletic practices

- Require academic integration period a minimum of 1x/week before or after practice
- Require coaches to design and implement the period and allow freedom within the framework of academic integration (i.e. study hall, tutoring, speeches from successful alumni, etc.)

### Timing

- Immediate—implement the procedure and ensure compliance

### Cost:Effort

H		
L	X	
	L	H

Cost

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Create an athletic intervention program to target borderline ineligible students

- Students with 1.5-1.99 GPA who volunteer with family/parental consent can remain eligible for sports if they comply with all elements of the intervention program
- Intervention program to include mandatory attendance and academic progress. Non-compliance results in immediate ineligibility

### Timing

- To be introduced in conjunction with revised eligibility policy

		Cost:Effort	
Cost	H		
	L		X
		L	H
		Effort	

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Create a Pittsburgh Promise Playbook for Coaches and hold coaches accountable for its use

- Design a playbook to help coaches better communicate key academic information to players
  - Key information and tips for communicating the Pittsburgh Promise to student athletes
  - Recommendations for alumni outreach and integration
  - AP materials and key testing dates (e.g. PSAT, SAT, etc.)
  - NCAA regulations, eligibility criteria and key information
  - Title IX Information
- Playbook to have both static and interchangeable pieces capable of being updated

### Timing

- Initial design time will require the most amount of time
- Implementation can occur quickly based on vehicle chosen (electronic or hard copy)

		Cost:Effort		
Cost	H			H: Cost > ~\$10K H: Effort = major change/effort and time to implement
	L		X	
		L	H	
		Effort		

# Wellness Overview

## Problems

- Childhood obesity rates have tripled in the past 30 years. Nearly 20 percent of all youth between ages 6 and 19 qualify as obese (CDC)
- Schools present opportunities for reducing the risk of diabetes, since no other institution has as much contact time with children (New England Journal of Medicine—HEALTHY Study)
- 16% of children 6 to 19 years of age in the United States are overweight, and 19% are obese
- 1/3 of teens spend over 40 hours a week in front of a screen (University of Montreal)
- The problems Pittsburgh faces as it relates to wellness are not unique to Pittsburgh and are in fact pervasive problems in this country
- Athletics can play a vital role in helping to encourage physical activity which at a minimum leads to healthier communities and potentially leads to increased participation
- The recommendations are not meant to address the problem of inactivity as a whole, but instead to put forth ideas where the athletics program can assist in promoting wellness

## Recommendation: Create a “Get Out and Move” series of fairs

- Grass roots, district sponsored events in the communities aimed at promoting physical activity and wellness
- Schools and community based organizations promote their efforts to encourage physical activity
- Speeches and demonstrations from students and organizations committed to health, nutrition, and activity

### Timing

- Design the structure of the fair
- Get community partner support and schedule the fairs by location according to participant support

		Cost:Effort		
Cost	H		X	H: Cost > ~\$10K
	L			H: Effort = major change/effort and time to implement
		L	H	40
		Effort		

## Recommendation: Create recommended practice guidelines for coaches—ensure that physical activity is incorporated into practices

- Ensure that the principles of physical education—moderate to vigorous physical activity--are adopted and accepted by all coaches for all teams
- Hold coaches accountable and make implementation of physical activity a mandatory part of all practices

### Timing

- Immediate—create the procedure and build the criteria into the review process

		Cost:Effort		
		L	H	
Cost	H			H: Cost > ~\$10K
	L	X		H: Effort = major change/effort and time to implement
		L	H	
		Effort		

## Recommendation: Partner with institutions and organizations seeking to promote physical activity and wellness

- Establish a network of partners capable of promoting physical activity and wellness in conjunction with the athletic program
  - University of Pittsburgh Department of Health and Wellness—workshops at schools, coaching certifications, marketing outreach, etc.
  - UPMC integration—knowledge sharing re: nutritional supplements from athletic trainers
- Form partnerships with grass roots and national organizations capable of helping PPS students
  - Bike Pittsburgh—partnership to provide kids with safe routes to ride and places to park and lock bikes
  - Mighty Milers—build upon the success at Pittsburgh Conroy and implement New York Road Runners Mighty Milers program at multiple schools throughout the district

### Timing

- Formalize partner list and specifics of asks
- Pilot programs at 2-3 location before rolling out at scale

### Cost:Effort

Cost

H		
L		X

L

H

Effort

H: Cost > ~\$10K

H: Effort = major change/effort and time to implement

## Recommendation: Facilitate the physical examination process for athletes—increase availability and offerings of physicals

- Assist players and nurses by offering more and different times for physicals
- Work with alternative providers in the community to provide discounted physical services for students unable to get physicals on the assigned day

### Timing

- Find local partner organizations that are capable of assisting in the physical process
- Disseminate dates, times and any associated costs through the athletic programs at the school

		Cost:Effort		
		L	H	
Cost	H			H: Cost > ~\$10K
	L	X		H: Effort = major change/effort and time to implement
		L	H	
		Effort		

## Recommendation: Create a Health & Wellness Academy framework for PPS

- Establish a premiere wellness educational platform for our students in order to ensure that PPS begins to place students on the post-secondary tracks towards careers related to movement and health
- Create a themed curriculum—obesity training, nutrition, kinesiology, sports medicine, sports management and marketing—and integrate it into one or more schools (i.e. career community structure at Pittsburgh Westinghouse)
- Implement a teaching/coaching academy within the structure so as to provide necessary training and certifications to coaches and athletic directors—potential shared programs with local universities

### Timing

- Establish the curriculum criteria
- Seek partners capable of funding and/or participating in curriculum development
- Pilot at 1 or more schools

		Cost:Effort		
		L	H	
Cost	H		X	H: Cost > ~\$10K
	L			H: Effort = major change/effort and time to implement
		L	H	
		Effort		

# Recommendations: Implementation

Begin To Explore Now

Recommendation	Cost	Direct Title IX Implication
Modify hiring guidelines for coaches	N/A	
Explore alternative revenue sources for athletics	Savings potential	
Move to centralized purchasing of uniforms	Savings potential	
Track all interscholastic athletic participation centrally	N/A	
Develop and administer a Title IX survey to all students during homeroom period	N/A	
Engage community organizations in female outreach based on survey results	N/A	
Pilot emerging sports opportunities	N/A	
Create and implement athlete ambassador program	N/A	
Develop relationships with organizations/institutions capable of conducting clinics	N/A	
Create new policy on booster clubs ( <b>requires Board vote</b> )	N/A	
Create a consistent sportsmanship code for players, coaches and fans	N/A	
Implement a uniform appearance procedure	N/A	

# Recommendations: Implementation

## Begin To Explore Now (Continued)

Recommendation	Cost	Direct Title IX Implication
Revise evaluation process for coaches	~\$8K	
Develop a “Promise Report Card” and track Promise Readiness at the team/school level	N/A	
Implement academic/athletic integration period into practices	N/A	
Create a new policy on eligibility ( <b>requires Board vote</b> )	N/A	
Issue recommended practice guidelines re: moderate to vigorous physical activity	N/A	
Form partnerships with organizations capable of promoting physical activity and wellness	N/A	
Facilitate the physical examination process for athletes	N/A	
Explore the development of a centralized online permitting process	N/A	

# Recommendations: Implementation

## Explore When Financially/Operationally Feasible

Recommendation	Cost	Direct Title IX Implication
Notify PIAA of end of city league (odd number year)	N/A	
Move competition to WPIAL and begin city championship tournaments**	N/A	
Explore a bus leasing pilot with a bus company	~\$20K/year/school	
Create a “Get Out And Move” series of fairs	~\$5K	
Create district wide celebration events for sportsmanship and student achievement	~\$10K	
Create a Health & Wellness academy framework	N/A	
Implement Athletic Director position in place of faculty manager/activities director	\$450K	
Begin implementation of athletics facilities audit recommendations	TBD*	
Develop a “wake-up” sports experience event series	~\$5K	
Design a Pittsburgh Promise Coaches Playbook	\$11K	

\* Athletics facilities audit recommendations broken out by priority and site. See facilities audit for full details.

\*\* League structure recommendation tied to creation of athletic director position and facilities improvement.

# Appendix

# Appendix

- Appendix A: Community Feedback
- Appendix B: Coaching—2009/2010 employment type
- Appendix C: Athletic Director—responsibility descriptions and change map
- Appendix D: Athletic Facilities Improvement Analysis
- Appendix E: Current and Recommended Contest Times
- Appendix F: Mock Schedule and Transportation costs
- Appendix G: A Good Model: Boston Public Schools/Red & Blue Foundation

# APPENDIX A

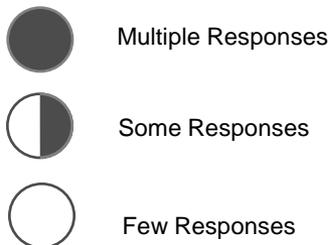
Community Feedback

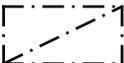
# Feedback Overview

- Committee and Subcommittee Meetings
  - 7 full Athletics Committee meetings
  - 13 various subcommittee meetings
- Women’s Law Project—2 meetings
- Women & Girls Foundation Board Meeting—1 meeting
- Pittsburgh Promise & Franco Harris—1 meeting
- Three community meetings—Oliver, Brashear, Reizenstein
  - 86 attendees who signed in (more actual attendees, but not everyone signed in)
  - 97 idea card submissions
  - 16 small group breakout submissions
- Online Feedback
  - 19 entries with specific feedback (some feedback spans recommendation categories)
- United States Department of Education Office of Civil Rights—Technical Assistance

# Feedback Overview

	Supportive	Not Supportive
League Structure		
Coaching		
Facilities & Equipment		
Participation: Female & Overall		
Transportation & Scheduling		
Sportsmanship		
Connection to Academics		
Wellness		



 Suggested modifications to recommendations

## Key Findings:

- League Structure and Participation received the most amount of commentary
- The feedback on modifications to the league structure varied greatly and ran both ends of the spectrum relative to the recommendations. Overall negative sentiment around co-ops
- Universal positive feedback toward improving fields and facilities—concern over ability to fund
- Participation recommendations generally well received. Frustration over booster policy/Title IX. More work requested around elementary school participation

# Feedback Synopsis

Subcommittee	Feedback: Major Themes
League Structure	<ul style="list-style-type: none"> <li>• City League vs. WPIAL—mixed, but strong sentiment and rationale to move to WPIAL</li> <li>• Creation of full time AD—very strong support</li> <li>• Co-operative sports agreements               <ul style="list-style-type: none"> <li>• Strongly against carte blanche co-op</li> <li>• Some positive sentiment as it relates to increasing participation opportunities in sports where there are not enough numbers for a team</li> <li>• Overall negative sentiment around co-ops in general for reasons of identity, school pride, unjust classification inflation and decreased participation</li> </ul> </li> <li>• City Championships—positive sentiment. Questions around how to do it if teams are playing in the WPIAL playoffs. Also question around what city championship would be/mean if there are co-ops</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>• Hiring the best person for the job—positive overall. Some questions related to CBA</li> <li>• Athletic Director position creation—very strong support.</li> </ul>
Facilities & Equipment	<ul style="list-style-type: none"> <li>• Improving facilities—very strong support. Wonderings around funding</li> </ul>

# Feedback Synopsis

Subcommittee	Feedback: Major Themes
Participation: Female & Overall	<ul style="list-style-type: none"> <li>• Female athlete targeting—strong support</li> <li>• Youth sports outreach—strong support               <ul style="list-style-type: none"> <li>• Need to build feeder system and develop interest younger</li> <li>• Request to specifically address elementary grades a major theme</li> </ul> </li> <li>• Grass roots sport and athlete ambassador—strong support</li> <li>• Intramurals—positive in general. Some concern over getting adequate participation. Desire to ramp this up in schools that cannot field a team (rather than go to co-op alternative)</li> <li>• Booster Organization—mixed—frustration with law. Worry that it will kill booster orgs. Those in support favor the equality that will be gained for the smaller sports</li> </ul>
Transportation & Scheduling	<ul style="list-style-type: none"> <li>• Only major theme surfaced relative to the increased difficulty of transportation when co-ops enter the equation.</li> </ul>
Sportsmanship	<ul style="list-style-type: none"> <li>• Sportsmanship Code—support. Wondering related to communications strategy to ensure dissemination to families</li> </ul>

# Feedback Synopsis

<b>Subcommittee</b>	<b>Feedback: Major Themes</b>
Connection to Academics	<ul style="list-style-type: none"><li>• Intervention program—limited, but positive sentiment</li><li>• General desire for the district to do more to put focus on academics</li></ul>
Wellness	<ul style="list-style-type: none"><li>• Positive sentiment toward getting kids active via creative methods</li></ul>
Miscellaneous	<ul style="list-style-type: none"><li>• Marketing—comments in support of increasing marketing and awareness of athletic programs—better website, press relations, etc.</li></ul>

# Appendix B: Coaching--2009-2010 Employment Type

- 78% of occupied positions are filled by teachers
- Majority of the remainder are PPS non-teaching employees

	Contractual Obligation	Allderdice	Brashear	Carrick	Langley	Oliver	Peabody	Perry	Schenley	Westinghouse
<b>Fall</b>	-	-	-	-	-	-	-	-	-	-
Cross Country	1 Head Coach; 1 Assistant if JV team in place	ΔΔ	Δ	ΔΔ	Δ	Δ	Δ	Δ	ΔΔ	Δ
Volleyball (G)	1 Head Coach	Δ	Δ	Δ	Θ	Δ	Δ	Δ	Δ	Δ
Tennis (G)	1 Head Coach	Θ	Δ	Δ	Δ	x	Δ	Δ	Δ	x
Golf	1 Head Coach	Δ	Δ	Δ	Δ	x	x	Δ	Δ	x
Soccer (B)	1 Head Coach; 1 Assistant if JV team in place	Δ	ΔΔ	Δ	Δ	x	x	Θ	ΘΘ	Δ
Soccer (G)	1 Head Coach; 1 Assistant if JV team in place	Δ	ΔΔ	ΔΔ	Θ	x	x	Θ	ΔΘ	x
Football	Head Coach, 1st Assistant Coach, 2nd and 3rd Assistant Coach and 4th Assistant Coach; 5th assistant coach if more than 65 plaers on the roster as of 1st game of the season	ΔΔΔΔΘ•	ΔΔΔΔΔΘ	ΔΔΔΔΘΘ	ΔΔΔΘΘ	ΔΔΔΘΘΘ	ΔΔΔΘΘΘ	ΔΔΔΔΔΔ	ΔΔΘΘΘΘ	ΔΘΘΘ
<b>Winter</b>	-	-	-	-	-	-	-	-	-	-
Basketball (B)	1 Head Coach, 1 Assistant Coach	ΘΔ	ΔΔ	ΔΔ	ΘΘ	ΔΔ	ΔΔ	ΔΔ	ΔΘ	ΔΔ
Basketball (G)	1 Head Coach, 1 Assistant Coach	ΔΘ	ΔΔ	ΔΔ	ΔΔ	ΔΔ	ΘΘ	ΔΔ	ΘΘ	ΔΘ
Swimming (B)	1 Head Coach	Δ	Δ	Δ	Δ	x	x	Δ	Δ	x
Swimming (G)	1 Head Coach	x	Δ	Δ	Δ	x	x	Δ	Θ	x
Wrestling	1 Head Coach; 1 Assistant Coach if JV team in place	ΔΔ	ΔΔ	ΔΔ	ΔΔ	Δ	ΔΘ	ΔΔ	ΔΔ	ΔΔ
<b>Spring</b>	-	-	-	-	-	-	-	-	-	-
Baseball	1 Head Coach, 1 Assistant Coach	ΔΔ	ΔΔ	ΔΔ	ΘΔ	ΔΔ	ΔΘ	ΔΘ	ΔΔ	ΘΘ
Softball	1 Head Coach, 1 Assistant Coach	ΔΔ	ΔΔ	ΔΔ	ΔΔ	x	x	ΔΔ	ΔΔ	ΘΔ
Track (B)	1 Head Coach, 1 Assistant Coach	ΔΔ	ΔΔ	ΔΔ	ΔΘ	ΔΔ	Θ	ΔΔ	ΔΘ	ΔΘ
Track (G)	1 Head Coach, 1 Assistant Coach	ΔΘ	ΔΔ	ΔΔ	ΔΔ	Δ	x	Δ	ΔΘ	ΔΔ
Volleyball (B)	1 Head Coach	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ
Tennis (B)	1 Head Coach	Δ	Θ	Δ	Δ	x	x	Δ	Δ	Θ
<b>No Coach</b>	x									
<b>Teacher in PPS</b>	Δ									
<b>Teacher not in PPS</b>	•									
<b>Non-teacher</b>	Θ									

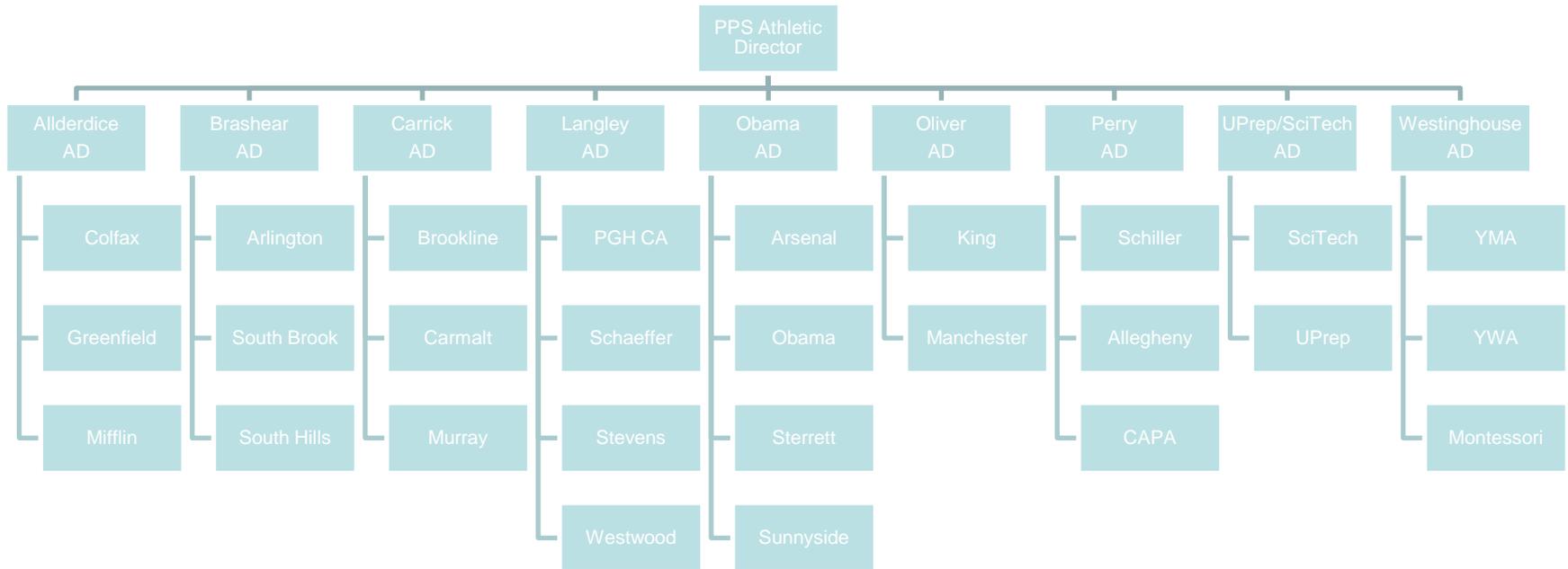
# Appendix C:

## AD vs Faculty Manager--Material Differences

Athletic Director	Faculty Manager
<ul style="list-style-type: none"> <li>• Full time for school(s)</li> <li>• Certified as a Athletic Director</li> <li>• Fully accountable for all Title IX issues in the school(s)—participation, equitable equipment ordering/distribution, equitable funding, etc</li> <li>• Responsible for the connection to academics and Promise Readiness tracking</li> <li>• Fully accountable for coordination/communication with middle grade schools</li> <li>• Fully accountable for community outreach and family engagement</li> <li>• Greater ability to coordinate scheduling and respond to immediate opportunities/issues</li> <li>• Booster organization oversight</li> <li>• Responsible and accountable for any and all issues related to sportsmanship</li> <li>• Higher degree of oversight for intramural and club sports</li> <li>• Responsible for coaches clinics and support/training</li> </ul>	<ul style="list-style-type: none"> <li>• Not mandated to be full time</li> <li>• Not certified as an Athletic Director</li> <li>• Competing responsibilities (full teaching duties)</li> <li>• Primarily focused on booking the bus and paying officials</li> <li>• Difficulty in responding to immediate issues due to teaching schedule/requirements</li> <li>• Limited time/ability to engage communities and/or families</li> <li>• No booster organization oversight</li> <li>• No direct responsibility for sportsmanship</li> </ul>

The Big Win:  
True Accountability For Athletics And The Student Athlete

# Appendix C: PPS Athletic and Activities Director



Current	Proposed
<ul style="list-style-type: none"> <li>• 38 faculty managers and 15 activity directors for 36 schools</li> <li>• All are part time (hold other teaching duties)</li> </ul>	<ul style="list-style-type: none"> <li>• 9 full time Athletic and Activity Directors responsible for feeder school programs</li> </ul>

# Appendix D: Athletics Facilities Improvement Analysis

- Athletics Facilities Improvements cost ranges based on priorities (includes Cupples Stadium)
  - Priority 1: \$937,104-\$1,265,511
    - Includes higher priority maintenance items
  - Priority 2\*: \$42,821,500-\$57,892,400
    - Includes 2<sup>nd</sup> level maintenance repairs
  - Priority 3\*: \$42,871,588-\$54,109,488
    - Athletics facilities improvements in line with recommendations to increase the number of places suitable for contest play and attendance\*

\*Priority 2 and 3 costs are not additive. Final cost to be determined based on design and development of the project on site

# Appendix D: Athletic Facilities Improvement Analysis

SPORT	Allerdice HS	Brashear HS	Carrick HS	Langley HS	Oliver HS	Perry HS	Obama HS	UPrep HS	Westinghouse	
Soccer Comp	Schenley Oval	Olympic Park CUPPLES	Transverse Fld	Cupples LANGLEY	Brighton Hgts RIVERVIEW	Brighton Hgts RIVERVIEW	Cupples/ On Campus UPREP	Cupples/ On Campus UPREP	Chadwick Fld UPREP	O U T D O O R
Soccer Pract	Schenley Oval	Olympic Park	Transverse	Herschel Fld	Brighton Hgts	Brighton Hgts	Mellon Field	Mellon Field	Chadwick Fld	
Tennis Comp	On Campus	On Campus	McKinley Pk	Langley Fld	West Park	West Park	Schenley Oval	Schenley Oval UPREP	Highland Park	
Tennis Pract	On Campus	On Campus	McKinley Pk	Langley Fld	West Park	West park	On Campus	On Campus	Highland Park	
Track Comp	Oliver HS UPREP	Oliver HS	Oliver HS	Oliver HS	On Campus	Oliver HS	Oliver HS UPREP	Oliver HS UPREP	Oliver HS UPREP	
Track Practice	Schenley Oval	On Campus	Phillips Park	Langley Fld	On Campus	On Campus	Schenley Oval	Schenley Oval UPREP	Schenley Oval	
Cross Country Competition	Schenley Oval	Schenley Oval	Schenley Oval	Schenley Oval	Schenley Oval	Schenley Oval	Schenley Oval	Schenley Oval	On Campus	
Cross Country Practice	Schenley Oval	On Campus	On Campus	On Campus	On Campus	Riverview Park	Schenley Oval	Schenley Oval	Schenley Oval	
Softball Comp	Lederman Fld	On Campus	Volunteers	McGonigle LANGLEY	Young Field PERRY	Garvin Field PERRY	Mellon Field PEABODY	Mellon Field PEABODY	Stargell Field	
Softball Pract	Lederman Fld	On Campus	Volunteers	McGonigle LANGLEY	Young Field	Garvin Field	Mellon Field	Mellon Field	Stargell Field	
Baseball Competition	On Campus	On Campus	Volunteers	Langley Fld	Brighton Hgts PERRY	Brighton Hgts PERRY	Mellon Field	Mellon Field	Mellon Field	
Baseball Pract	On Campus	On Campus	Volunteers	Langley Fld	Brighton Hgts	Brighton Hgts PERRY	Mellon Field	Mellon Field	On Campus	
V. Football Competition	Cupples UPREP	Cupples Stadium	Cupples Stadium	Cupples Stadium	Cupples OLIVER	Cupples OLIVER	Cupples UPREP	Cupples UPREP	Cupples UPREP	
V. Football Practice	On Campus	On Campus	Phillips Park	Langley Fld	On Campus	On Campus	Milliones Fld PEABODY	UPrep	On Campus	
JV. Football Competition	On Campus	On Campus	Phillips Park	Langley Fld	On Campus	On Campus	UPrep PEABODY	UPrep	On Campus	
JV. Football Practice	On Campus	On Campus	Phillips Park	Langley Fld	On Campus	On Campus	UPrep PEABODY	UPrep	On Campus	
V. Basketball Competition	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	Off Campus UPREP	On Campus	I N D O O R
V. Basketball Practice	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
JV. Basketball Competition	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	Off Campus UPREP	On Campus	
JV. Basketball Practice	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Volleyball Competition	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Volleyball Practice	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Wrestling Competition	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Wrestling Practice	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Swimming Competition	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	
Swimming Practice	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	On Campus	

Items in RED Indicate Facilities not owned by Pittsburgh Public Schools. Items in CAPS Indicate new fields/facilities available if reform recommendations are implemented

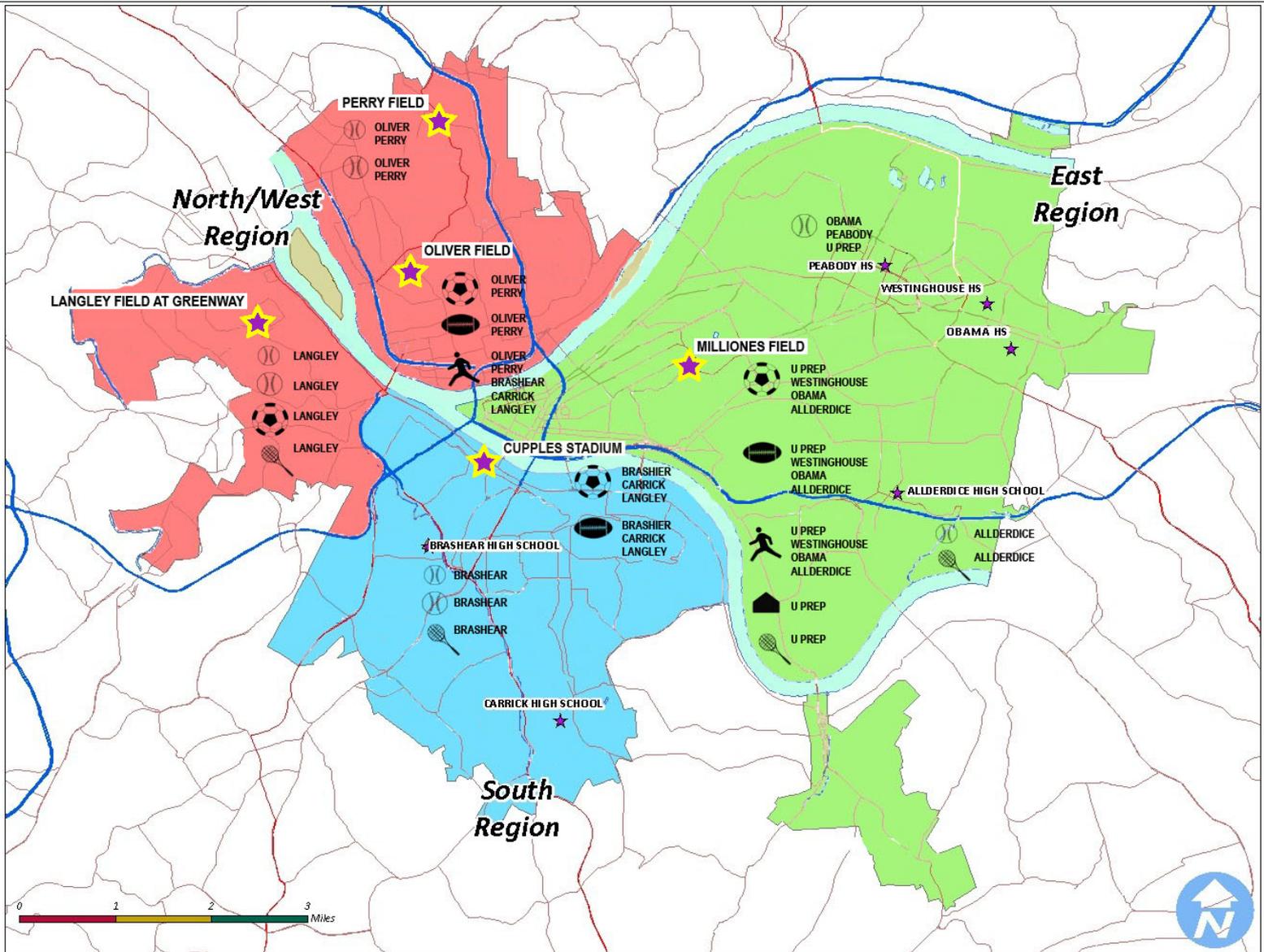
# Appendix D: Athletic Facilities Improvement Analysis

## School District of Pittsburgh Areas and Schools

- Regions**
- North/West
  - East
  - South
- Roads**
- Interstate
  - US and State Highways
  - State and County

### SPORTS LEGEND

-  SOCCER
-  FOOTBALL
-  TRACK & FIELD
-  BASEBALL
-  SOFTBALL
-  TENNIS
-  INDOOR FACILITY



# Appendix D: Athletic Facilities Improvement Analysis

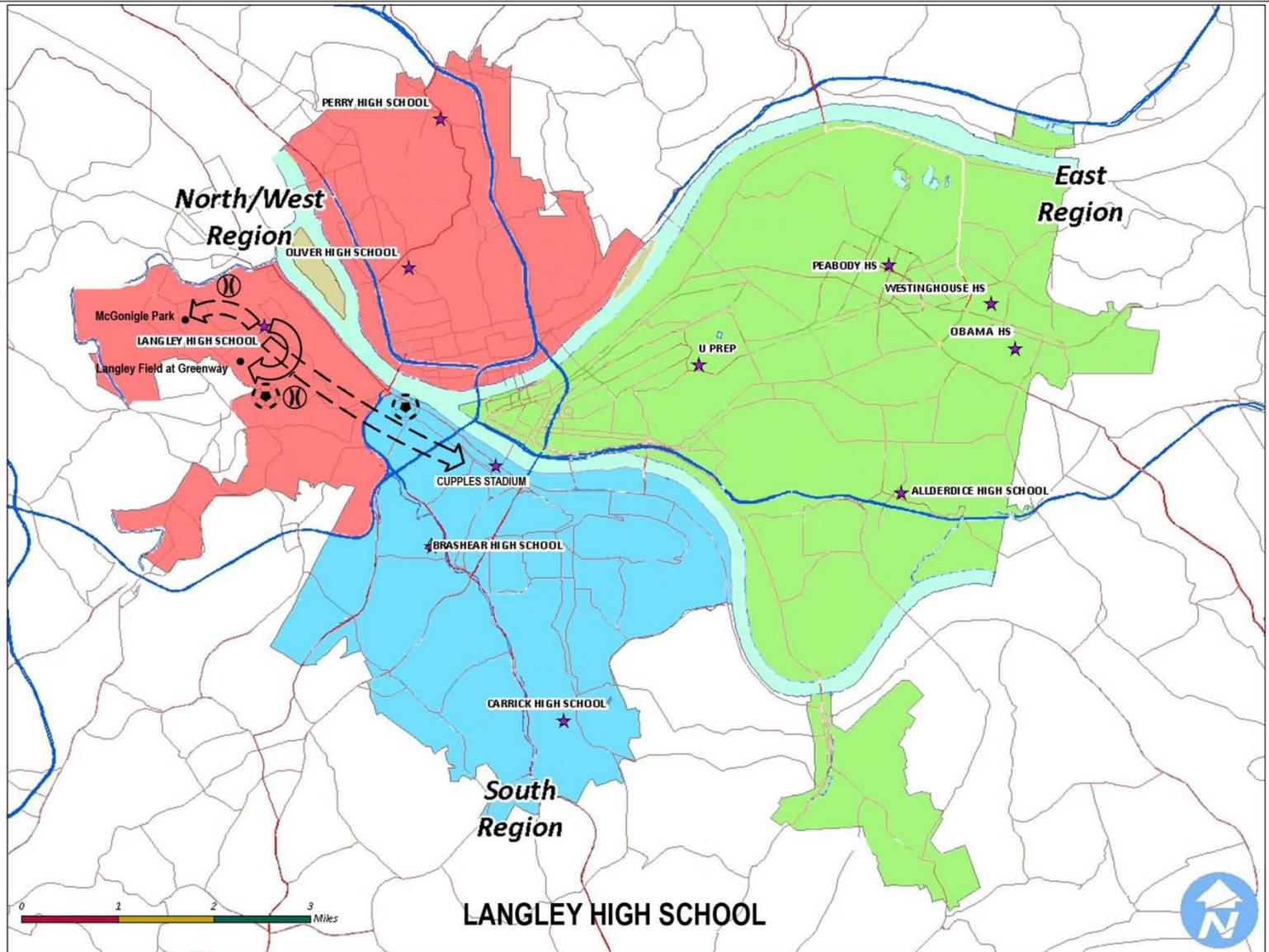
School by school graphical representation of sports moving to new location

## School District of Pittsburgh Areas and Schools

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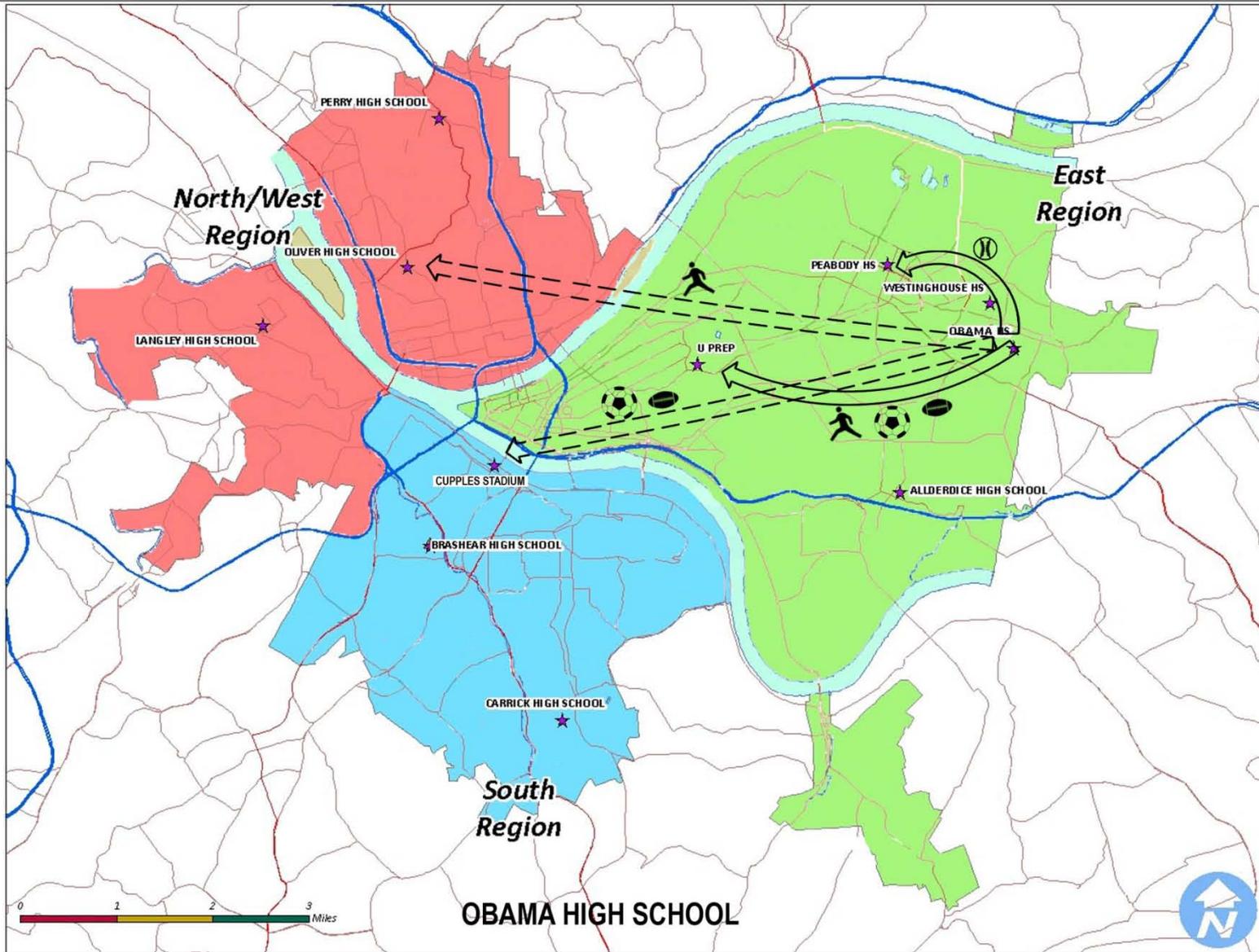
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# Appendix D: Athletic Facilities Improvement Analysis

School by school graphical representation of sports moving to new location

## School District of Pittsburgh Areas and Schools

### Regions

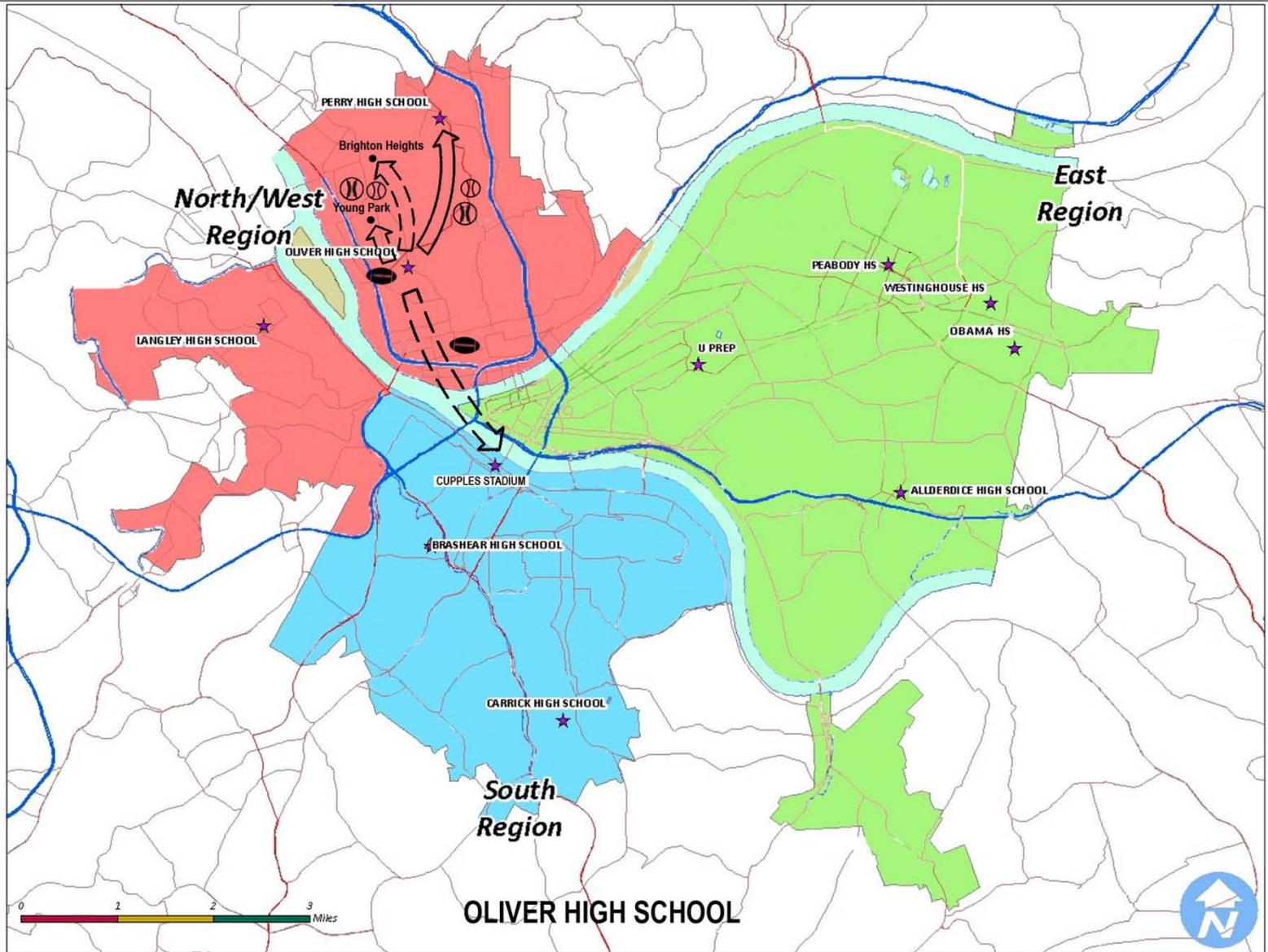
- North/West
- East
- South

### Roads

- Interstate
- US and State Highways
- State and County

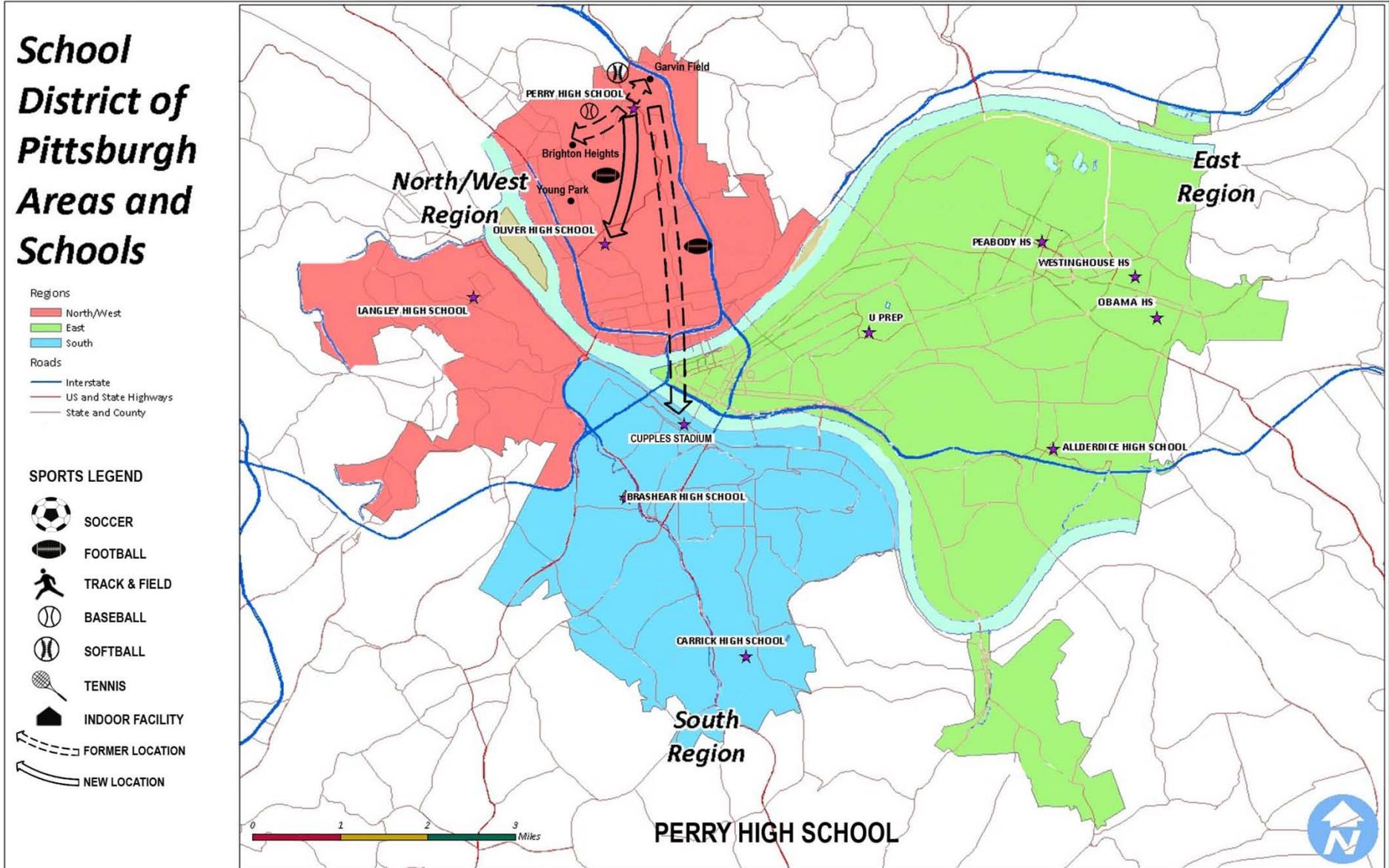
### SPORTS LEGEND

-  SOCCER
-  FOOTBALL
-  TRACK & FIELD
-  BASEBALL
-  SOFTBALL
-  TENNIS
-  INDOOR FACILITY
-  FORMER LOCATION
-  NEW LOCATION



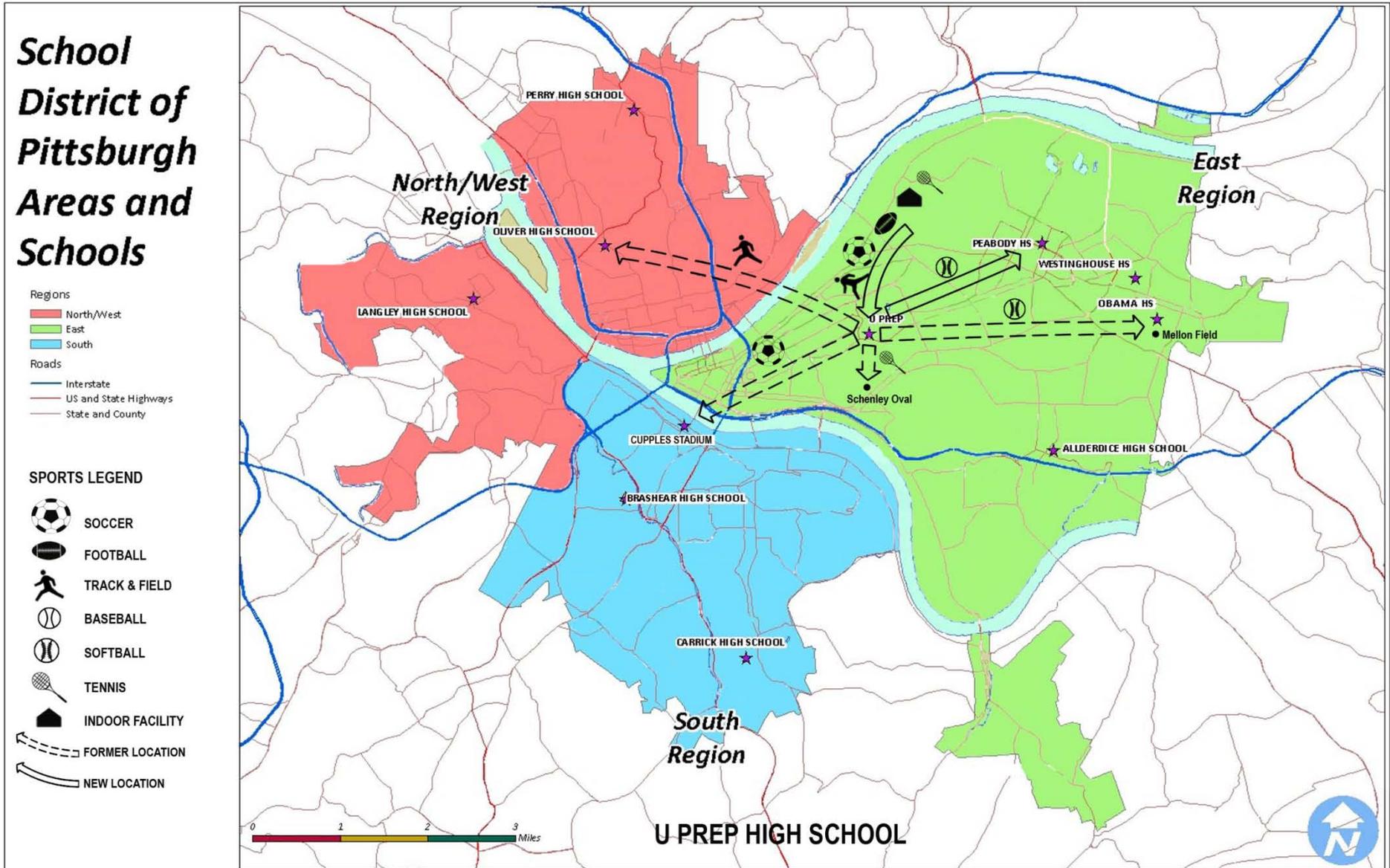
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School by school graphical representation of sports moving to new location



# Appendix D: Athletic Facilities Improvement Analysis

School by school graphical representation of sports moving to new location



# Appendix D: Athletic Facilities Improvement Analysis

School by school graphical representation of sports moving to new location

## School District of Pittsburgh Areas and Schools

### Regions

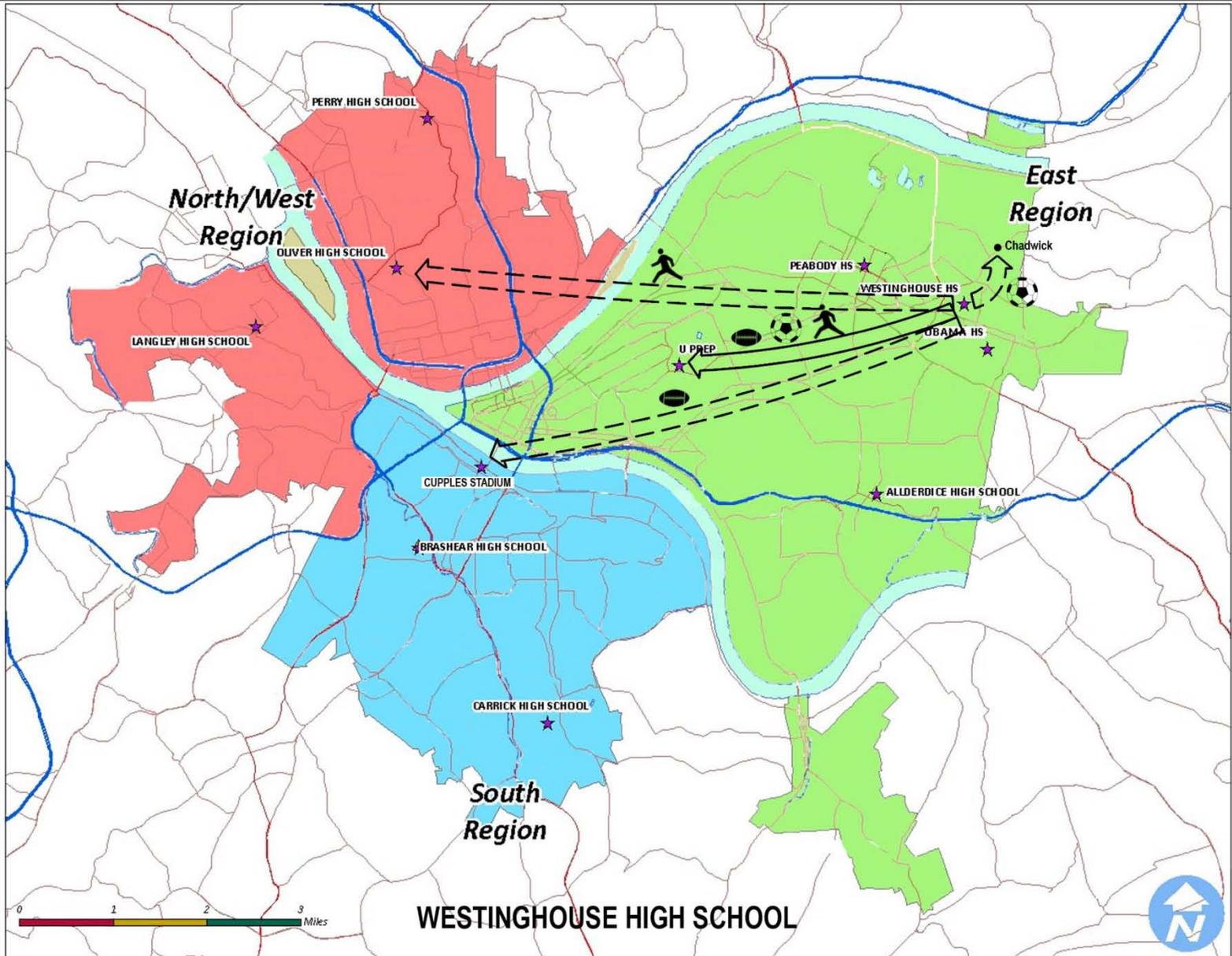
- North/West
- East
- South

### Roads

- Interstate
- US and State Highways
- State and County

### SPORTS LEGEND

-  SOCCER
-  FOOTBALL
-  TRACK & FIELD
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# Appendix D: Athletic Facilities Improvement Analysis

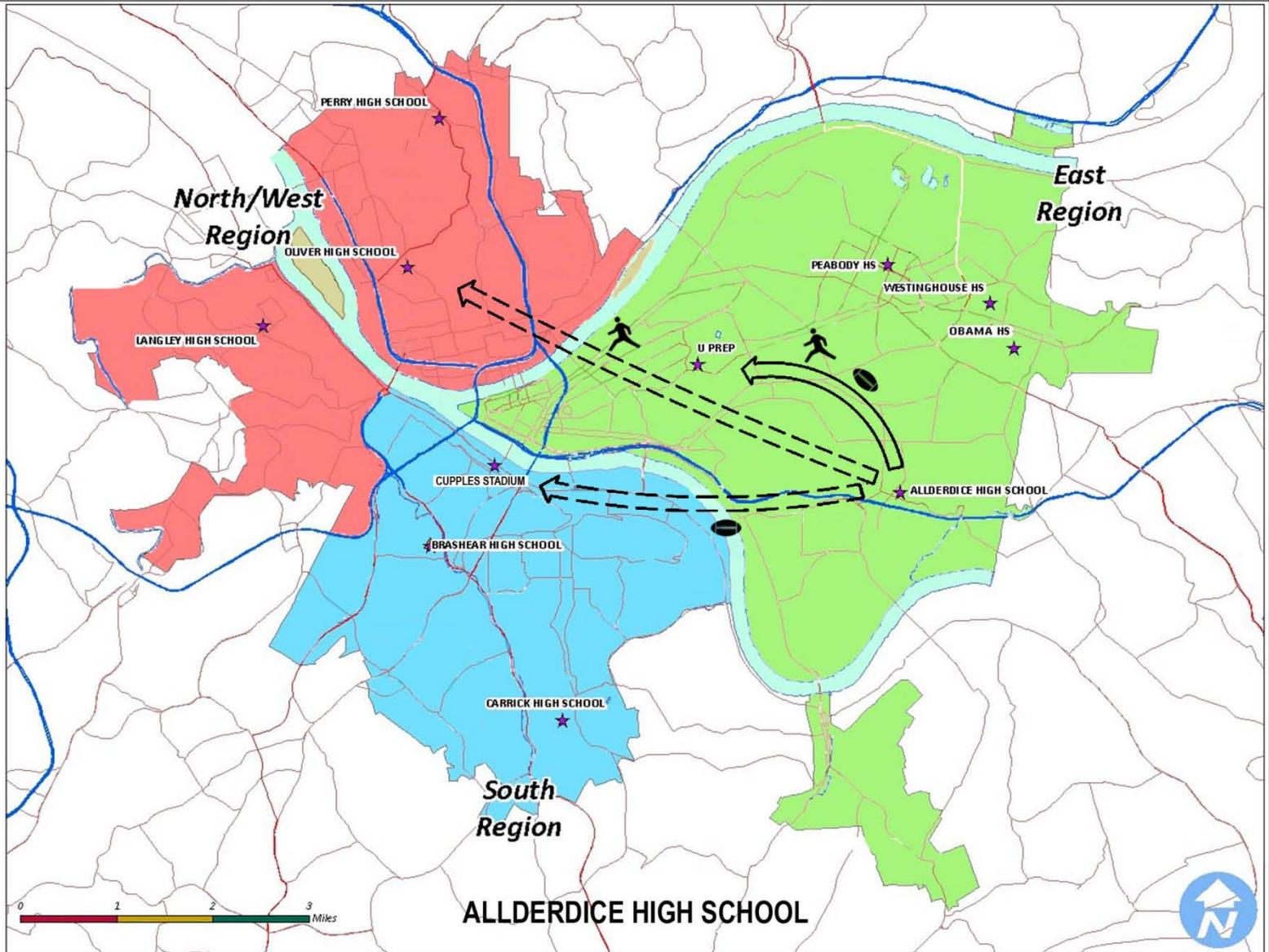
School by school graphical representation of sports moving to new location

## School District of Pittsburgh Areas and Schools

- Regions**
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### SPORTS LEGEND

-  SOCCER
-  FOOTBALL
-  TRACK & FIELD
-  BASEBALL
-  SOFTBALL
-  TENNIS
-  INDOOR FACILITY
-  FORMER LOCATION
-  NEW LOCATION



## Appendix E: Current and Recommended Contest Times

	Weekday: 3PM	Weekday: 3:15PM	Weekday: 3:30	Weekday: 4PM	Weekday: 5:15PM	Weekday: 6PM	Weekday: 6:30PM	Weekday: 7:15PM	Weekdays: 7:30PM	Saturday	Sunday
<b>Fall</b>											
Cross Country		C		RW							
Volleyball (G)			C			RW	R				
Tennis (G)		C		RW	R*						
Golf		C		RW							
Soccer (B)		C			C	RW		C			
Soccer (G)		C			C	RW		C			
Football			C					C	RW	C, RW	
<b>Winter</b>											
Basketball (B)		C				RW			C, RW		
Basketball (G)		C				RW			C, RW		
Swimming (B)		C		RW							
Swimming (G)		C		RW							
Wrestling							C, RW				
<b>Spring</b>											
Baseball		C		RW						R*	
Softball		C		RW						R*	
Track (B)	C			RW						R	
Track (G)	C			RW						R	
Volleyball (B)		C				RW	R				
Tennis (B)		C		RW			R*				
C=Current											
R=Recommended											
R*= Recommended if facilities were improved to allow for the time change											69
RW=Likely time of contests if WPIAL move were to happen (exact times TBD by school and/or conference)											

# Appendix F: Mock Schedules and Transportation Costs

FOOTBALL MOCK SCHEDULE BRASHEAR - AAAA			
WEEK 1	OPEN WEEK	FIND OWN CONTEST	(POSSIBLY ANOTHER CITY LEAGUE SCHOOL)
WEEK 2	NON-SECTION	GAME SCHEDULED	BY WPIAL
WEEK 3	NON-SECTION	GAME SCHEDULED	BY WPIAL
WEEK 4	at Upper St. Clair	\$275	
WEEK 5	vs. BALDWIN	\$275	
WEEK 6	at Peters Township	\$285	
WEEK 7	vs MT. LEBANON	\$275	
WEEK 8	at Canon McMillan	\$295	
WEEK 9	vs. BETHEL PARK	\$285	
MOCK BASKETBALL SCHEDULE - ALLDERDICE BOYS - AAAA			
GAME1	at Plum	\$275	
GAME2	vs. MCKEESPORT	\$0	
GAME3	at Woodland Hills	\$275	
GAME4	vs. PENN HILLS	\$0	
GAME5	at Gateway	\$275	
GAME6	vs. FRANKLIN REGIONAL	\$0	
GAME7	at Fox Chapel	\$275	
GAME8	vs. PLUM	\$0	
GAME9	at McKeesport	\$275	
GAME10	vs. WOODLAND HILLS	\$0	
GAME11	at Penn Hills	\$275	
GAME12	vs. GATEWAY	\$0	
GAME13	at Franklin Regional	\$275	
GAME14	vs. FOX CHAPEL	0	
NOTE:	MAXIMUM NUMBER	OF GAMES IS 22	SCHOOLS BOOK OWN NON-SECTION GAMES POSSIBLY CITY LEAGUE SCHOOLS
MOCK BASKETBALL SCHEDULE - CARRICK GIRLS - AAA			
GAME1	vs. BELLE VERNON	\$0	
GAME2	at West Mifflin	\$275	
GAME3	vs. RINGGOLD	0	
GAME4	at South Park	\$275	
GAME5	vs. ELIZABETH FORWARD	0	
GAME6	at Thomas Jefferson	\$275	
GAME7	vs. WEST MIFFLIN	0	
GAME8	at Ringgold	\$275	
GAME9	vs. SOUTH PARK	0	
GAME10	at Belle Vernon	\$285	
GAME11	vs. THOMAS JEFFERSON	0	
GAME12	at Elizabeth Forward	\$285	
NOTE:	MAXIMUM NUMBER	OF GAMES IS 22	SCHOOLS BOOK OWN NON-SECTION GAMES POSSIBLY CITY LEAGUE SCHOOLS

- Average annual cost of transportation for a city league football team in '08-'09 was \$3,341.00/team (number of games varies)
- Mock schedule for proposed would cost ~\$2,515.00 (assume \$275 cost for open games)

- Average annual cost of transportation for a city league (non exhibition) boys basketball team in '08-'09 was \$2,960.00 (number of games varies)
- Mock schedule for Allderdice boys basketball would cost \$3,025 (assumes four additional away games at \$275 to max out the schedule)

- Average annual cost of transportation for a city league girls basketball team in '08-'09 was \$2,772.45 (number of games varies)
- Mock schedule for Carrick girls basketball would cost \$3,045 (assumes five additional away games to max out the schedule)

# Appendix G: A Good Model-- Boston Public Schools/Red & Blue Foundation

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## GET YOUR HEAD IN THE GAME.



### What is BSA?

Click here to watch the video!



Are You in the Zone?

# 2936

Scholar-Athletes Enrolled in Zone

### Latest News!

**New Mission throttles Northbridge for D-2 title!**  
March 19, 2011 |Zuri Berry |Boston.com  
The New Mission Boys Basketball team wins the Massachusetts's state title! Congratulations to the Titans on a great season!

**City of Collaboration**  
March 4, 2011 |Mary Moore |Boston Business Journal  
Civic, business and philanthropic leaders see advantage in working together

[Read All News...](#)

### VISION

In the summer of 2009, the Red & Blue Foundation announced the launch of the Boston Scholar Athlete Program, which is a multi-million dollar program designed to support academic achievement through athletics in Boston Public Schools. Fostering a platform that encourages participation from professional sports teams, colleges and universities, and corporations, the program is committed to enhancing opportunities for Boston Public School scholar-athletes.

### MISSION: Supporting Academic Achievement Through Athletics

The goal of the program is to foster individual student athlete growth through mentoring, tutoring, coaching and conditioning. As part of this program, Red & Blue Foundation is offering increased funding, tutoring programs, scholarship opportunities, equipment upgrades and training opportunities for students across the City of Boston. The Foundation is also raising money and organizing clinics to improve coaching and increase participation in Boston's public school sports.



GET YOUR HEAD IN THE GAME!  
**ZONE**

GET INVOLVED!  
**VOLUNTEER**

CHECK OUT THE BSA NEWSLETTER!  
**THE GAMEPLAN**



CHECK OUT PICTURES  
**PHOTOS**



**COACHES ACADEMY**

BSA Sponsored Schools

Select a School
 ▼

STAY INVOLVED!

UPCOMING EVENTS!

**Boston Coaches Academy:**  
AC 400 March 29, 2011  
Suffolk Training Center 4:30 pm  
AC 100 April 5, 2011  
Suffolk Training Center 4:30 pm  
AC 200 April 26, 2011  
Suffolk Training Center 4:30 pm  
AC 300 May 17, 2011  
Suffolk Training Center 4:30 pm

**BASKETBALL ALL STAR GAMES!**  
Date: April 2, 2011  
Girl's Game: 2:00pm  
Boys's Game: 4:00pm  
Where: Northeastern University, Cabot Center



- <http://www.boston.com/sports/schools/articles/2009/08/03/boston-to-get-school-at-letics-boost/>
- <http://www.boston.com/sports/schools/articles/2010/10/17/bostons-student-athletes-a-sporting-chance-at-last/>
- <http://www.boston.com/yourtown/boston/roxbury/articles/2010/10/19/playing-for-keeps/>