

Evaluation of Billy Graham Youth Foundation Boxing Academies

Full Report

Submitted to the Billy Graham Youth Foundation
15 January 2018

Dr. Barrie Gordon, Principal Investigator
Curriculum Leader
Health and Physical Education
Faculty of Education
Victoria University of Wellington

Barrie.Gordon@vuw.ac.nz

Key Findings

Clear Focus on Values

A review of program materials, documents and testimonials from youth participants and parents indicate the program is clear and consistent in its commitment to values education through sport as opposed to competitive boxing. Perceptions and experiences in the programmes appear strongly positive and consistent with the stated values and mission. The challenge facing BGYF is how to replicate, in a consistent fashion, programs at new sites with new coaches, etc.

Relationships

Relationships are at the center of the NBA model. These include both internal and external relationships. All the data supported the positive nature of the variety of relationships established by the three Academies. The relationships between the participants and coaches are crucial and the data was unequivocal that these were positive and highly valued by all involved. In the PSRQ survey, for example, an overwhelming percentage of participants identified that they either very- strongly agreed or strongly agreed to the statement that they respected their coaches. Not one participant from across the three Academies disagreed with this statement.

Success at Multiple Levels

As the boxing program's evolution has been based in the values and personal commitment of an individual, the approach has been quite organic. The program was not conceived or designed to generate specific outcomes such as violence prevention or academic achievement. On the contrary, stakeholders define and report success in a number of areas. Many of these success appear to emerge very early for participants. For example, many stakeholders report immediate improvement in self-confidence, physical fitness, boxing skills, friendships and understanding program values. With continued attendance (often prompted by the aforementioned successes), stakeholders report youth beginning to transfer the attitudes, values and life skills learned in the program to other areas such as home, school and community settings (e.g. more positive attitudes about police and staying in school). A high proportion of the adult stakeholders see and/or hope for more longitudinal success stemming from participation. For example, many believe that lessons learned and changes made as a result of this program enable youth, families and possibly the broader community to break free from negative cycles and patterns to enjoy more positive life outcomes (e.g. education, health, employment). The breadth and depth of perceived benefits reflect extremely well on the program. However, as the program moves forward and expands, it will be important to identify some common metrics that will enable the BGYF to set expectations for quality, assess program improvement efforts, and share concrete outcomes with current and future funders and supporters.

Strong Foundation for Positive Youth Development

To balance the qualitative data describing perceptions and beliefs about the program, other measures were used to quantify the coaching strategies and youth behaviors observed in the lessons as well as the youths' self-reported experiences. Systematic observations demonstrate that coaches consistently model respectful behavior, set clear expectations and structure lessons in ways that allow youth to experience personal success and interact socially. Correspondingly, youth are consistently participating with high levels of engagement, demonstrating respectful behavior and cooperating with others. While these observations and survey results indicate that the program (across sites) creates a positive learning environment and a strong foundation for youth development, there are opportunities to strengthen this mission. For example, with intentional activities and strategies, coaches could integrate more empowerment based experiences such as leadership, self-evaluation, responsible roles in the program, and more explicit treatment of the program values and how they can be applied "outside the gym".

Fidelity of the Cannons Creek and Ashburton Academies to the Naenae Model

The data identified that while there were some variations in practice, the Cannons Creek and Ashburton Academies showed a high level of fidelity to the Naenae model. The Passport to Success was central to all three academies and the TARE analysis identified little difference in the way in which the three programmes were implemented in practice. There were some areas in the surveys which showed statistically significant differences, however, in practical terms there were far greater similarities than differences.

Recommendations

At present, the boxing program is clearly being delivered with a strong commitment to its core values and is creating a much needed space for positive youth development to occur. Across sites and a broad range of stakeholders, the program is perceived as having a positive impact on individual youth that also have implications for families and communities. These accomplishments are impressive given the organic development and evolution of the program. However, if the BGYF aspires to grow and sustain programming, it must continue refining its mission, formalizing the program, and providing systematic resources and support to maintain fidelity to the original program. It is with these opportunities in mind that the evaluation team provides a number of recommendations to build on the current foundation by integrating best practices from relevant fields and formalizing the program in ways that will facilitate expansion and sustainability efforts. Overarching recommendations presented address the following topics: diversity & inclusiveness; curriculum development; continuing professional development; communities of practice; community engagement; bringing core values to life; and ongoing evaluation.

Introduction

This project evaluated the youth boxing academies at Naenae, Cannons Creek and Ashburton. The evaluation team was asked to present an in-depth description of the processes, procedures and beliefs that underpin the three programmes and to comment on the degree of fidelity the Cannons Creek and Ashburton programmes had to the Naenae programme. The evaluation was to be completed within a framework of positive youth development and to offer comment on the programmes in relation to international best practice, and to offer recommendations for further development.

The study aims to:

- Examine participants' experiences in the academies
- Complete an analysis of the training sessions
- Conduct a thematic analysis of the previously received unsolicited testimonials
- Examine the key stakeholders' beliefs and understandings of the academy
- Report on the views of the academy held by the local community
- Offer recommendations for program improvement

The research team comprises of Dr. Barrie Gordon (project coordinator) and Pale Sauni with research assistance from Dr. Rachel Tallon, Lara Andrews and William Guzzo. The project was monitored throughout by an international advisory group consisting of Professor Paul Wright of Northern Illinois University and Assistant Professor Michael Hemphill from the University of North Carolina at Greensboro. Both have extensive experience in designing and evaluating activity based youth development projects in the USA and internationally. Approval to conduct this study was received from the University of Victoria in Wellington Human Ethics Committee.

Theoretical Framework - this evaluation was framed around positive youth development (PYD) a theoretical approach that allowed for the evaluation to reference best practices and to offer suggestions for improvements in practice.

Positive Youth Development, a part of the positive psychology movement, is a strength based approach that views youth as "having resources to be developed" rather than "problems to be solved." PYD has an established relationship with some sport and physical activity programmes although it is fair to say that the relationship between PYD and many sport programmes that claim to be about youth development is at best tenuous.

This evaluation used the "SAFE" framework, an established approach from the PYD literature, to evaluate the degree to which the academies followed best PYD practice in the teaching and learning of values. The SAFE framework includes four elements which, when present in a programme, lead to more successful teaching and learning. These elements are described as SAFE, which stands for:

Sequenced: connected and coordinated sets of activities to foster skills development.

Active: active forms of learning to help students master new skills.

Focused: emphasis on developing personal and social skills.

Explicit: targeting specific social and emotional skills.

By sequenced the authors mean that successful programmes taught values in a **sequential** manner. New skills cannot be acquired immediately, it takes time and effort to develop new behaviours and more complicated skills must be broken down into smaller steps and sequentially mastered. Therefore, a coordinated sequence of activities is required that links the learning steps and provides youth with opportunities to connect these steps.

Youth do have different learning styles, and some can learn through a variety of techniques, but evidence from many educational and psychosocial interventions indicates that the most effective and efficient teaching strategies for many youth emphasize **active forms of learning**. Young people often learn best by doing. Practice is a necessary condition for skill acquisition, including social and life skills. After youth receive some basic instruction they should then have the opportunity to practice new behaviours and receive feedback on their performance, the cycle of practice and feedback continues until mastery is achieved. These hands-on forms of learning are much preferred over discussion only approaches which rarely translate into behavioural change.

Sufficient time and attention must be devoted to any task for learning to occur (**Focus**). Therefore, staff should designate time that is primarily directed at skill development. Some sources discuss this feature in terms of training being of sufficient dosage or duration. Exactly how many training sessions are needed is likely to depend on the type and nature of the targeted skills, but implicit in the notion of dosage or duration is that specific time, effort, and attention should be devoted to skills training.

Finally, clear and specific learning objectives are preferred over general ones (**Explicit**). Youth need to know what they are expected to learn. Therefore, staff should identify explicitly what skills in these areas youth are expected to learn (e.g., self-control, problem-solving skills, resistance skills, and so on).

Within the BGYF academy programmes the life skill of learning all the names of those in the class is a relatively simple example of SAFE in action. The participants are **sequenced** into the expectation that they learn everyone's names with no expectation that every name will be known day one. Rather over a series of sessions the participants are helped to learn more and more names and those who are successful are publically rewarded.

The names are tested in **active learning**. The participants walk around the group physically, stand next to others in the class and are asked to name them. If they don't know the names, they are physically required to shake hands and find out.

There is a **focus** on this skill and specific time and space is given in a number of sessions to work on it. Finally, there is an **explicit** teaching of this life skill, the participants know exactly what they are required to do and why it is important.

Methodology

Data Sources and Procedures

In this section, brief descriptions of instruments and data collection procedures are presented. See Appendix A for a complete data inventory that also specifies how many individuals from the various sites and stakeholder groups participated.

Surveys

Two valid and reliable surveys were administered to youth participants. The Personal and Social Responsibility Questionnaire (PSRQ; Appendix B) was developed to assess youths' self-reported behaviors as they reflect personal and social responsibility. The survey consists of 14 items. The PSRQ was administered to 208 youth in total from Naenae (n=77), Cannon's Creek (n=82), and Ashburton (n=49). The PSRQ is rated on the following seven-point scale: 1=very strongly disagree; 2=strongly disagree; 3=disagree; 4=agree; 5=strongly agree; 6=very strongly agree. The other survey was the Youth Experience Survey 2.0 (YES 2.0; Appendix C). This comprehensive assessment of youth development experiences is comprised of 70 items and addresses numerous indicators related to identity experiences (e.g. identity reflection), initiative experiences (e.g. goal setting), basic skills (e.g. emotional regulation), positive peer relationships (e.g. diverse peer relationships), team work and social skills (e.g. leadership and responsibility), adult networks and social capital (e.g. linkages to community), and negative experiences (e.g. stress). The YES 2.0 is rated on the following four-point scale: 1=yes, definitely; 2=quite a bit; 3=a little; 4=not at all. This survey was administered to junior and senior participants at Naenae (n=40) and Cannon's Creek (n=49) only.

Systematic Observation

Eighteen lessons were observed across the three sites using the Tool for Assessing Responsibility-based Behavior (TARE). This is a valid and reliable observation system that assesses, in 3-minute intervals, teacher and student behaviors that are commonly observed in quality sport-based youth development programs. The TARE includes nine teacher behaviors: modeling respectful behavior, setting expectations, creating opportunities for success, fostering social interaction, assigning tasks, promoting leadership, giving choice/voice in the program, providing roles in assessment, and promoting transfer of life skills and values learned in the program. The TARE also includes nine types of student behaviors/interactions: participation, engagement, showing respect, cooperating, encouragement, helping others, leading, expressing voice, and asking for help. Both the teacher and student behaviors are rated every three minutes on the following five-point scale: 0=Absent; 1=Weak; 2=Moderate; 3=Strong; 4=Very strong. Not all behaviors are expected to be seen with equal frequency, but data from the TARE can be useful in identifying strengths and areas for growth. In total, six lessons were observed at Naenae, eight at Cannon's Creek and four at Ashburton. In instances when a certain group (e.g. Fundamental Boys at Naenae) was observed twice, the results from the two observations were combined and then averaged.

Field Notes

In addition to systematic observations described above, Dr. Gordon also recorded open field notes. Descriptive field notes, reflections, and initial interpretations were recorded throughout the project. For example, notes were made after observing all 18 of the boxing lessons mentioned earlier. Notes were also recorded during and/or after informal site visits, meetings about the project, and research team meetings.

Interviews

Semi-structured individual interviews were conducted with 31 adult stakeholders including board members (n=3), community members (n=9), program coaches/managers (n=8), and parents (n=11). In total, 19 of these interviewees were affiliated with the Naenae Academy with fewer from Cannon's Creek (n=7) and Ashburton (n=5).

Focus Groups

Youth participants (n=41) participated in semi-structured focus group interviews about their experience in the program. At Naenae Academy, 14 boys participated in two focus groups (8 senior; 6 junior). At Cannon's Creek 12 boys participated (4 senior; 4 junior; 4 fundamental) as did 10 girls (5 junior; 5 fundamental).

Documents and Artifacts

To ensure the analysis was grounded in a thorough understanding of the boxing program, existing documents and resources were reviewed to provide context. Items reviewed included but are not limited to: two books published by the program's founder, Mr. Billy Graham; the program's website; the Naenae Youth Charitable Trust (NYCT) Children Protection Policy; NYCT operations manual; Billy Graham Foundation code of conduct; promotional materials; passport to success booklets, etc. Another document, the Police Liaison Contribution description (Appendix E), is an example of the light such information sheds on the program.

Pre-existing Data

Prior to this evaluation, numerous unsolicited testimonials had been sent to the Billy Graham Foundation. While these were pre-existing and not secured in a systematic or prospective manner, these testimonials were instructive in the early stages of evaluation. Although a limited data source, they did provide an early glimpse into the perceived strengths and stakeholder perceptions of the program. In total 54 parent and 19 participant testimonials were reviewed. Of 73 total, the majority (n=72) were affiliated with the Naenae Academy.

Integrated Data Analysis

It should be noted that the exploration of longitudinal outcomes through the Integrated Data Analysis (IDI) system in association with the Ministry of Social Development has not been completed at the time of presenting this report. There were significant challenges in identifying quality information on participants who have attended the Naenae academy over the last twelve years. This information is now available and the results of the IDI analysis will be available in 2018.

Data Analysis and Trustworthiness

Analysis

Quantitative data generated from the TARE observations and surveys were analyzed using both descriptive (i.e. frequencies and percentages) as well as parametric statistics (i.e. analysis of variance). All quantitative data were entered into, managed, and analyzed using the software package SPSS. Qualitative data from interviews, focus groups, field notes were analyzed inductively. A code-book was developed and checked for consistency among members of the research team. These codes, with operational definitions were applied to transcribed data, which were subsequently managed and analyzed using the software package NVivo.

Trustworthiness. Several strategies were used to increase the trustworthiness of the findings. Peer debriefing occurred regularly among members of the research team through face to face and virtual meetings. Member checks occurred through several informal interviews and conversations with program stakeholders as initial interpretations were being formed. All individuals interviewed received a transcript of their interviews and were given the opportunity to respond with clarifications or to request changes. Triangulation of data sources and methods was also a feature in the design. Findings and assumptions were tested as different findings related to the same topics were compared and contrasted. Finally, in a proactive attempt to address cultural issues, one of the researchers Mr. Pale Sauni ensured that the data collection, analysis and report writing stages were sensitive to cultural issues that often emerge for Maori and Pacifica communities both in programmes and programme evaluations.

Results

Thematic Analysis of Testimonials

These testimonials were considered to be an important source of data because of their unsolicited nature and the detailing of the experiences of a large number of parents and caregivers with the NBA. It was anticipated that the testimonials would offer an insight into the reality of the impact of participation on the boys and their families through the eyes of the parents and caregivers. Many were written with a sense of heartfelt gratitude and respect for the work of the academy. The testimonials were analysed and the following themes are identified in Table 1.

Table 1 : Themes derived from testimonials

Themes	Number of parents commenting	Number of references to theme (total)
Parental benefits and outcomes	18	35
Processes and procedures	27	59
Sense of belonging and friendships	19	31
Successes and outcomes	42	108
Billy's personality	9	18
Coaches	15	21

Parental Benefits & Outcomes

Many of the testimonial commented about the impact of participation on the boys, their attitudes and behaviors. There were also a number that referenced more directly to the impact on them as parents and their families. These offered an insight into the struggle many parents face bringing up sons and just how important their son's participation had been for them personally:

I remain indebted to the dignity Billy and Kerri Graham have returned to me as an individual and a mother who once thought her son was lost.

It is hard to put into words as a parent exactly what the N.B.A has done for my boy. How do you give testimony or put value on a child's future, their confidence, belief in self, hope, dedication, courage to chase their dreams.

For some parents the NBA offered a strong support and legitimised the way they were attempting to bring up their boys. Some talked of a weight lifting from their shoulders when they arrived at the gym and feeling supported in their struggles with their sons.

Many of the parents also commented on the pleasure they received at being welcomed so readily into the gym environment by the boys and other family members. They enjoyed chatting with other parents, the coaches and the boys and felt that they were privileged to be involved with another "family". The most consistent outcome mentioned was around the feeling of support they received from the coaches and the NBA in bringing up good men. As one testimonial expressed it:

We're not looking for Olympic gold, fame or fortune. There is no one on the sideline threatening dire consequences for lack of a winning performance. Just a mum hoping, praying, trying, struggling to bring up a lad to be a happy, healthy, law-abiding, contributing citizen in his adult life. NBA is our biggest ally.

Exposure to the kaupapa of the gym is helping my son instill positive attitudes towards himself, others and his community and develop a self-confidence that will help him to make good choices and feel strong enough to take on challenges and opportunities outside of the gym in the future. Thanks to the discussions Billy and the other coaches have with the boys, and the other members of the community that are involved with the gym, my son is also taught and provided examples of general "good behaviour", acceptable places for violence (only in the gym under supervision), and strategies for dealing with potentially violent situations.

Processes & Procedures

There was universal support for the way the NBA was run. Many testimonials spoke positively about the structure, the support and the expectations that were held for participants. The welcoming format and the ways in which boys were made to feel like they belonged was mentioned by many:

My son was reluctant to start and be the new boy on the scene but straight away everyone had to learn the names of the new boys, where they went to school, what sports they play and more. Whenever they had to pair up, it was all about looking after the new kids and making sure they were picked first and this went on for weeks.

While the development of boxing skills was mentioned on a number of occasions as being an integral part of the NBA experience the vast majority of the testimonials were more focused on the non-boxing outcomes. One described it as:

It is not just about boxing, it is about life and learning to add value to your life and the life of others!

while another wrote that the:

NBA doesn't just focus on punching which is one of the reasons why we wanted him in NBA specifically, as we had heard such amazing things about them. They work with the kids mentally and physically, they encourage the kids to treat each other like a family unit and don't let the kids get away bad attitudes or aggressiveness which is exactly what boys need and just another thing that we appreciate.

One parent described the essence of the NBA experience as follows:

... it is pivotal for young men to have three core abilities. These are firstly a sense of identity, secondly a sense of belonging, and thirdly a sense of self-worth. These are areas that Billy focuses on with the boys and it is great to see the results.

Sense of Belonging and Friendships

Good positive relationships are generally considered to be central to the success of youth development programmes and the importance of the relationships the boys established in the NBA was mentioned in many testimonials. This establishing of friendships was also an important element in creating in the boys a sense of belonging, of being part of a bigger whanau (family) that was perceived to be of great importance.

After analysing the season, [a participant] made the decision that next rugby season, if a conflict arose again, he'd sacrifice playing rugby to continue training with Billy. I was interested to know the reasons behind his choice and he told me that as far as he was concerned he gets more out of boxing; that Billy and the other trainers are always positive and encouraging, that he felt there was a real atmosphere of family & comradeship amongst all the boys training there and he was having more fun.

That when they need someone, that support network is there. I have watched them support, encourage, guide and stand beside my boys. Boys need men and other boys to befriend and look up to. I have seen the aspirations of my boys go sky high with that guidance.

Successes & Outcomes

It was interesting to record that many of the testimonials referred to tangible outcomes unrelated to the specifics of boxing but which were considered to be as a result of their participation. These included a number who mentioned improvement in attitudes and performance at school:

This change has been witnessed by his teacher and the comment made "that it is wonderful to see him now have the confidence to achieve in all areas of schooling".

His teachers and Deans have been absolutely amazed at his academic achievements, commitment, dedication, maturity, and his sudden turnaround in taking responsibility for his actions.

Others were less specific in the outcomes but were in no doubt of the impact had had on their son:

His concentration span was minimal and he had problems sitting still and listening until his first training night with Billy when my son sat and listened and did everything he was asked to. That was the day his life not only changed but I believe his future was saved.

In finishing, I would like to say this club goes beyond what most boxing clubs offer and in my son's situation has turned his life around

Billy's Personality

Billy Graham has been at the forefront of the NBA from its initial development. His presence and personality is a large part of the NBA and his name was mentioned in many of the testimonials.

The door to the gym does not discriminate and Billy welcomes any youth with a broad smile and open handshake for "a second chance at life".

In my opinion Billy went over and above what any normal boxing coach would have done.

To this day he claims and proudly declares "Mum, meeting Billy Graham is the best thing that has ever happened to me in my life", and he is right.

Billy was not only there to support my son but also gave me the support I needed as a parent.

While many of the comments were about Billy's contribution in the gym setting a number also mentioned times that he had helped out in non-gym specific ways. These comments were indicative of the commitment to the "whole" child and wider family. One example was around helping a family in financial difficulties:

My son recently broke his glasses, I didn't have money to fix them, my son had exams looming, Billy arranged for them to get fixed, my son sat and passed his exams and now has a really good position towards his end of year results, and thus his future is a lot brighter.

Coaches

While Billy Graham is the well-known name associated with the NBA it is important that the role the other coaches in the NBA is acknowledged. There were a number of comments relating to the role that the coaching staff took and their personal attributes as people and as mentors:

One of the greatest assets is the coaching staff. If you could meet more knowledgeable, patient, caring, positive strong role models I would like to see them. I have met many people from all walks of life and these coaches are something else. Different from one another but complementary in approach. They certainly have the respect of the boys.

He had experienced a lot of grief and loss in a short period of time and lacked the will and desire to succeed, but what he lacked most all in his life he found in Billy Graham and the N.B.A. positive male role models.

A number of the testimonials also mentioned individual coaches and their impact as role models for their boys:

Again, with a good role model like David, he is also able to not only learn good ethics and respect, but is able to enjoy being part of a good encouraging environment.

Another great asset is the older boxers. The way seniors such as K and D come in to coach and practice with the boys regularly is a credit to them and the programme. The way the boys look up to them and listen to what they say says it all.

There is always a potential danger in the use of selected quotes as they may be used to offer an unbalanced impression. The quotes used here have been selected carefully as being both powerful and indicative of the overall message that the testimonials presented. There were no negative statements found in the testimonials. This is potentially due to the fact that people are usually highly motivated in either a positive or negative way to make the effort to send in a testimony or comment. It is perhaps unsurprising then that all of the testimonials were found to be supportive of the NBA. Each testimonial told a story based on participation in the NBA, with all of the messy realities of youth development programmes run in the real world. As such each is a legitimate lens into what happens and happened for participants and their families. The final quote has been selected as one that gives a description aligned with most, if not all, of the testimonials:

I am extremely grateful to Billy and his team for providing a safe, respectful, non-threatening, and supportive environment for boys to grow and thrive. There's no doubt in my mind that K. will be a better man for his experiences at the NBA. Above all, he has had the privilege of being in the presence of good men who are freely giving their time to train boys to be fine young men.

Stakeholder Beliefs




Indicators of Success

An important aspect of the evaluation was to understand how success is defined by various stakeholders and experienced by participants in this program. The stakeholder groups contributing their perspectives to this analysis were male and female youth, the program's founder, coaches, police, parents, program managers, and educators. In line with the stated goals of the program, there was a clear consensus that success in this program is not and should not be defined in terms of competitive boxing. On the contrary, stakeholders consistently framed success around positive values, attitudes and behaviors. According to one adult stakeholder:

How do you measure success? I don't think it's certificates on the wall. I don't think it's, you know, cups and medals. With this here, I think the heart is to change young boys into being young men who contribute to society.

Because each youth participant comes to the program with their own unique strengths, needs and challenges, the examples and indicators of success shared varied greatly. It was apparent that some successes were more immediate in nature (i.e., based in initial experiences in the program) while others were more far-reaching and longitudinal i.e., likely to be seen after extended engagement in the program. Moreover, from their different vantage points, stakeholder groups varied in their focus. For example, adult stakeholders were more aware of changes in the community stimulated by the program, e.g. positive changes in attitudes between police and youth. Table 2 illustrates frequently noted indicators of success that, while overlapping, tend to be associated with increasing levels of engagement in the program. Generally, indicators of success that have emerged at one level of engagement tend to remain stable and grow stronger as youth progress through subsequent levels. For example, while improvements in physical fitness and boxing skills emerge early in the program, they continue to grow the longer youth remain engaged.

Table 2 : Levels of Success for Participants and the Program

Levels of Success	Frequently Identified Indicators
<p>Immediate</p>	<p>Positive climate: fun, safe, sense of community Learning: boxing skills, values; life skills like ‘hand shake’ Changes: increased confidence, self-esteem, and physical fitness Making new and diverse friends</p> <p style="text-align: center;"></p> <p style="text-align: center;">Attendance and retention in program</p>
<p>Intermediate</p>	<p>Changing behaviors: self-control; fewer fights; less delinquent behaviors; leadership skills Changing attitudes: better focus and purpose; more positive view of police Doing better in school – staying in school</p> <p style="text-align: center;"></p> <p style="text-align: center;">Individualized transfer: application of values, attitudes and behaviors</p>
<p>Longitudinal</p>	<p>Breaking the circuit – of bullying; less harm in families; cycle of negative behaviors; life pathways Involving and impacting families Contributing member of society Macro level change with police viewing kids differently</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Life outcomes – health, school, employment</i></p>

Immediate Success

Indicators of immediate success in the program were noted by youth participants and all adult stakeholder groups. For many, creating and experiencing a positive climate was an indicator of success for the program and the participants. A positive climate was often characterized as being “fun”, “feeling safe”, and creating a sense of “community”. From the beginning of the program, participants were able to enjoy success by learning the boxing skills, program values and life skills being taught. Another indicator of success commonly reported was positive change in the participants related to “self-confidence”, “self-esteem”, and “physical fitness”. Making new and “diverse friends” was also noted by many as a form of success. All of these immediate successes appear to contribute to very tangible indicators of success for youth and the program, i.e. consistent attendance and retention. Billy Graham, the program’s founder, commented that, “their very attendance is a measure of success”.

Intermediate Success

Indicators of intermediate success were also noted by youth and adult stakeholders. Changes in behavior were noted by many and often attributed to extended participation in the program. Common examples of behavior change included demonstrating more self-control (e.g. controlling temper), getting into fewer fights, engaging in fewer delinquent behavior, and demonstrating leadership skills. Changes in attitude were also identified as indicators of success; these included better focus and purpose as well as more positive views of the police. Some specific mentions of performing better in school (e.g. staying in school) were mentioned as well. A program manager from one of the newer sites, gave the following example:

This child has stayed in school directly because of the input that’s come from [his head coach], this kid’s confidence has changed, this kid now has a purpose, has a plan for his life, wants to do better, feels better about himself, is excited about being part of the academy...

Taken together, virtually all of these examples would constitute transfer, or the application of values, attitudes and behaviors learned in the program in other settings.

Longitudinal Indicators

Adult stakeholders were more likely to think about and notice the broader implications of participation in the program. They reported several indicators of success they had either witnessed or hoped to see emerging. One fundamental and powerful indicator can be described as “breaking the circuit”. Many adults discussed the negative cycles that youth are exposed to in terms of harmful family dynamics, bullying, and negative behaviors. Many reported seeing early signs of youth breaking these patterns and hopefully setting themselves on a more positive path in life. More far reaching indicators of success included the youth becoming contributing members of society, families becoming more positive, and communities becoming more safe (e.g. reductions in delinquency and better relationships with police). As the Chairperson on the Board of Trustees explained when describing the story of a particular young man:

The years spent at Naenae Boxing Academy changed his life from being a street kid to he is starting university...he is so emotionally grateful for the opportunity and how his life has changed around. So to me, that is the measure of success at a micro level. And if you think about that young man's family and community – so now he is a contributing member of society.

In the end, after extended participation in the program and after participation has ended, many stakeholders believe this program can influence life outcomes for participants that may relate to their success in terms of future health, education, domestic life and employment.

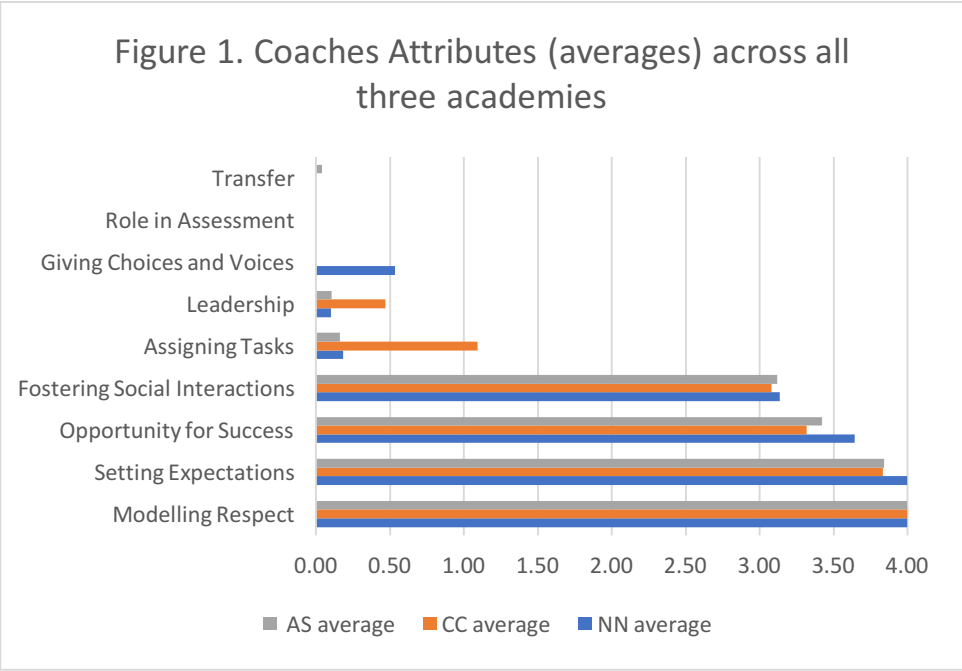
In conclusion, success in this program can be defined in many way and occurs at many levels. Clearly, stakeholders perceive numerous benefits related to boxing skills and physical health, but they emphasize values and life skills to an even greater extent. Unlike many programs that have a narrow definition of success, e.g. academic achievement or violence prevention, this program seems to accept the fact that success comes in many forms. What appears most important is that individual youth apply the lessons learned in the program to meet their own needs and make changes that are relevant to them. Program developers are encouraged to maintain this youth-centered perspective.

Analysis of Training Sessions

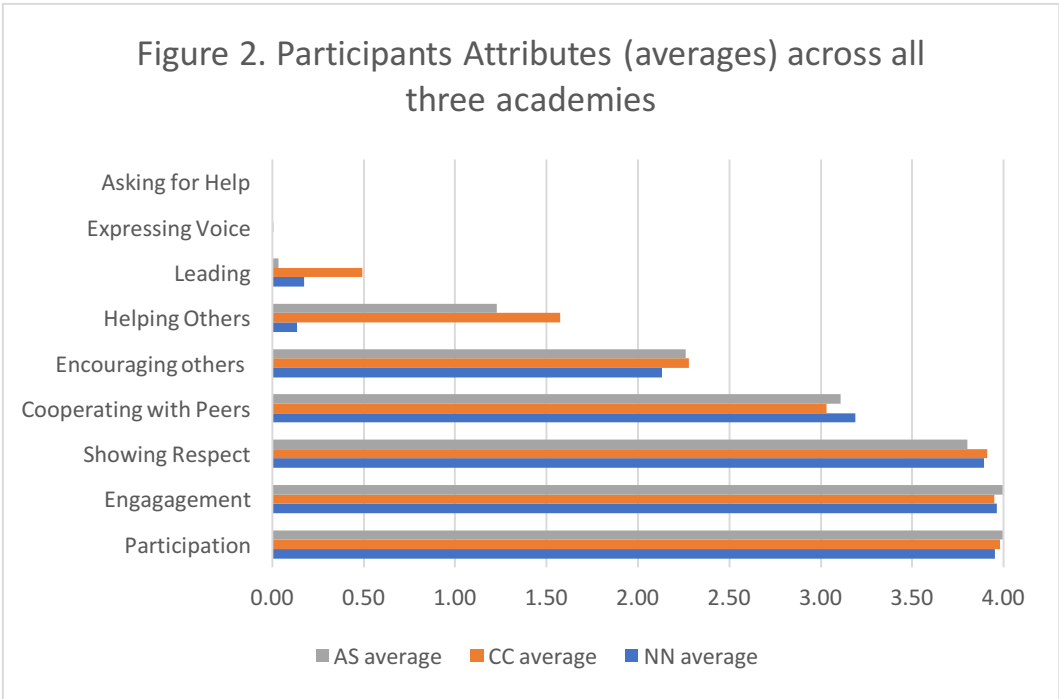
When evaluating a youth development programme it is important to gain an understanding of what occurs within the day to day reality of the coaching sessions. Coaching sessions were observed using the TARE instrument, a systematic observation instrument that identifies both coaching and participants behaviours. All classes at Naenae and Cannons Creek were observed on two occasions and at the Ashburton academy classes were observed for one coaching session. Where a class was observed twice, the results from the two observations were combined and then averaged. Not all behaviors are expected to be seen with equal frequency, but data from the TARE can be useful in identifying strengths and areas for growth.

Figure 1 illustrates the coaching behaviours of the three academies when averaged across all the boys' classes. The graph illustrates that the behaviours of the coaches for modeling respectful behavior and setting expectations were extremely high and consistent throughout all sessions and across the three academies. Creating opportunities for success and fostering social interaction were also high and similar levels were recorded for the three academies. Naenae demonstrating slightly higher levels of setting expectations and offering opportunities for the boys to be successful. The remaining five behaviours varied to a greater degree across the academies. Two behaviours, specifically addressing transfer of learning and a role in assessment were very low in all three.

Giving students choices and voices is related to student empowerment, the degree to which coaches give students opportunities to decide on the activities they participated in and choices around their involvement. It is acknowledged that there is an inherent choice underpinning the spar not spar segment of each session. As this was an underpinning factor and not a decision made regularly this was not included in the choices section. Giving participants more opportunities to have a voice and choices will be addressed in the discussion and recommendations. In relation to coaches assigning meaningful tasks and leadership opportunities there was little evidence of these behaviours in Naenae and Ashburton while a small amount occurred for both at the Cannons Creek academy.

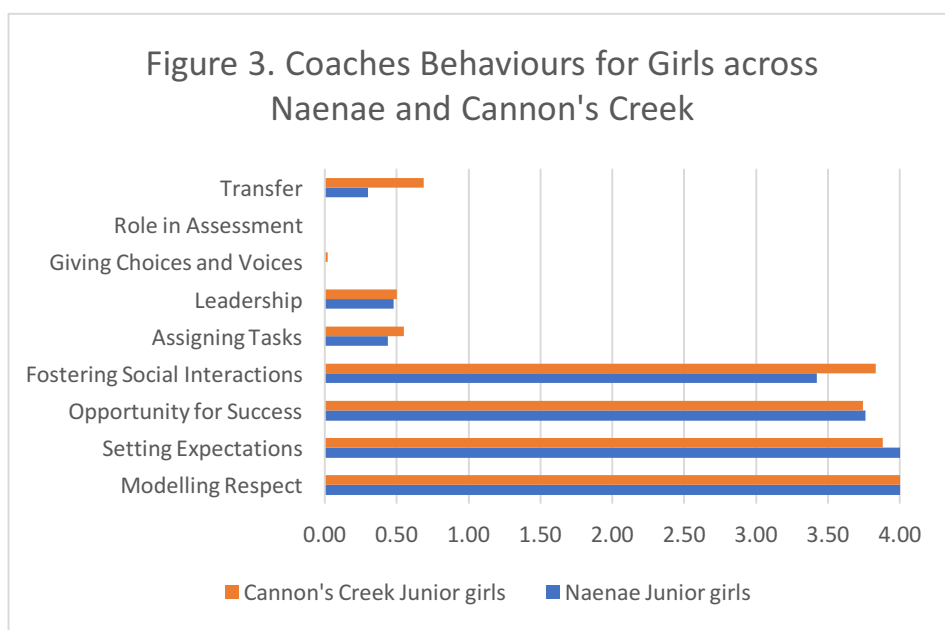


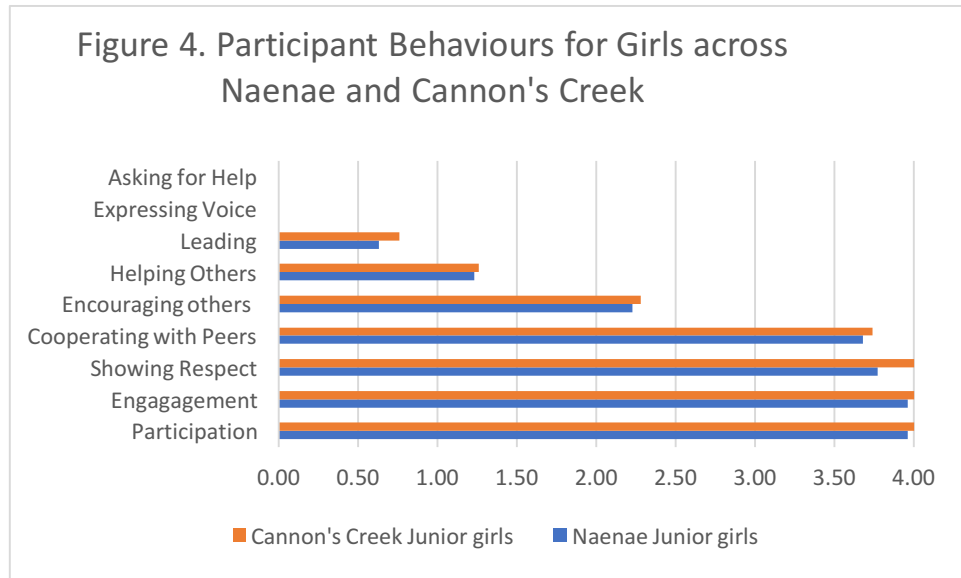
A similar process was followed in the analysis of the behavior of the boys. Figure 2 illustrates the results in relation to the boys behaviours while in their coaching sessions. As can be seen the results across the three gyms are closely aligned. There are extremely high and consistent levels of participation, engagement, showing respect and a high level of cooperating with others in all three academies



Encouraging others was shown on a regular basis across the three academies. There was no evidence of boys asking specifically for help although it is acknowledged that help was offered by the coaches on a regular basis. This is again related to the degree to which students are empowered within the academy. In a similar manner, there was little evidence of the boys expressing voice in relation to their involvement in the programmes. The degree to which students demonstrated leadership within the programmes was limited with Cannons Creek offering slightly more opportunities for the boys. This is an area that will be discussed more fully within the discussion and recommendation sections. Helping and encouraging others varied within the three academies, with more evidence of this occurring in Cannons Creek and Ashburton than in Naenae.

As can be seen in Figure 3, the two junior girl’s classes are similar in their results. There is greater focus on transfer recorded at Cannons Creek which is the result on a 30 minute session with the police recruits examining the alignment of the Police values and the Passport to Success. There is also a similar pattern to the boy’s classes across the various categories for both coaches and participants behaviours, which is a strong indication that the girl’s classes are following the model with high level of fidelity. The comments above for the boy’s classes, in relation to the coaches and boys behaviours are applicable for the girl’s classes as well.





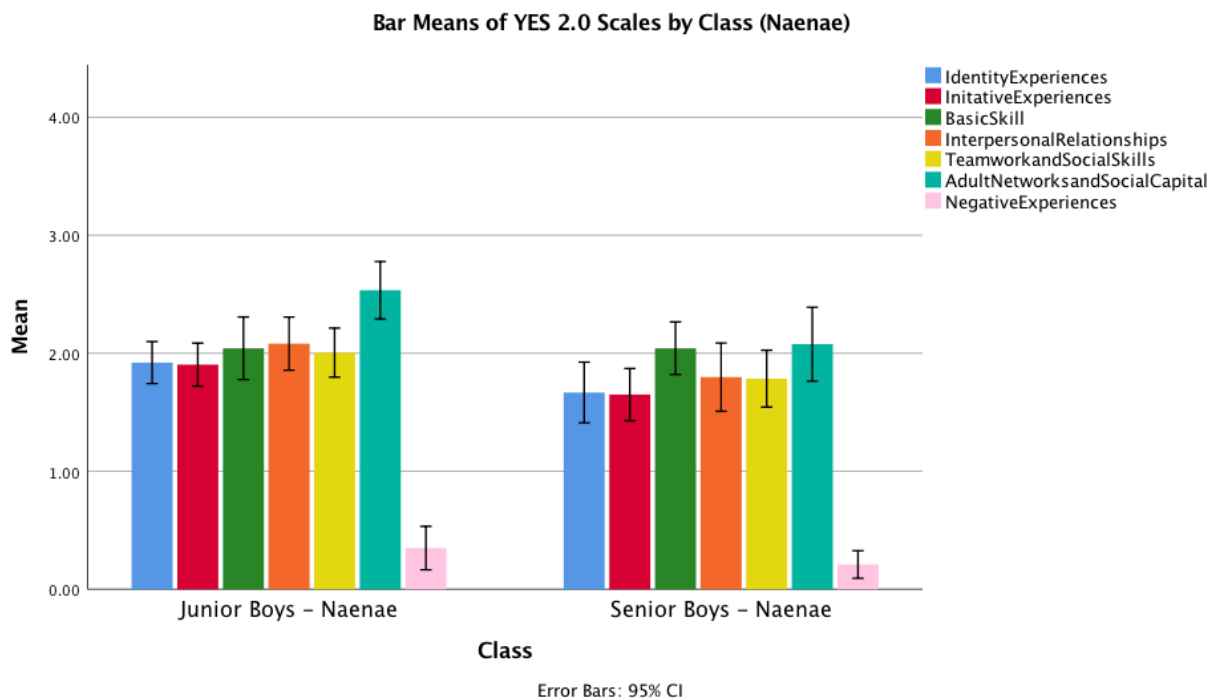
Participant’s Experiences in the Academy

The Youth Experience Survey (YES) provides insights into the experience of participants across eight different positive youth development categories including interpersonal relationships, teamwork and social skills, problem solving, goal setting, effort, time management, emotional regulation, and negative experiences. Due to the higher level of literacy required to complete the YES survey the fundamental classes were not asked to complete this survey. The YES survey was also not carried out at the Ashburton Academy due to time restraints.

Analysis for Each Domain as a Function of Class (within-academy). Within each academy, we wanted to examine whether differences exist for the different domains between classes. For example, the Junior class and the Senior class at the Naenae Boxing Academy.

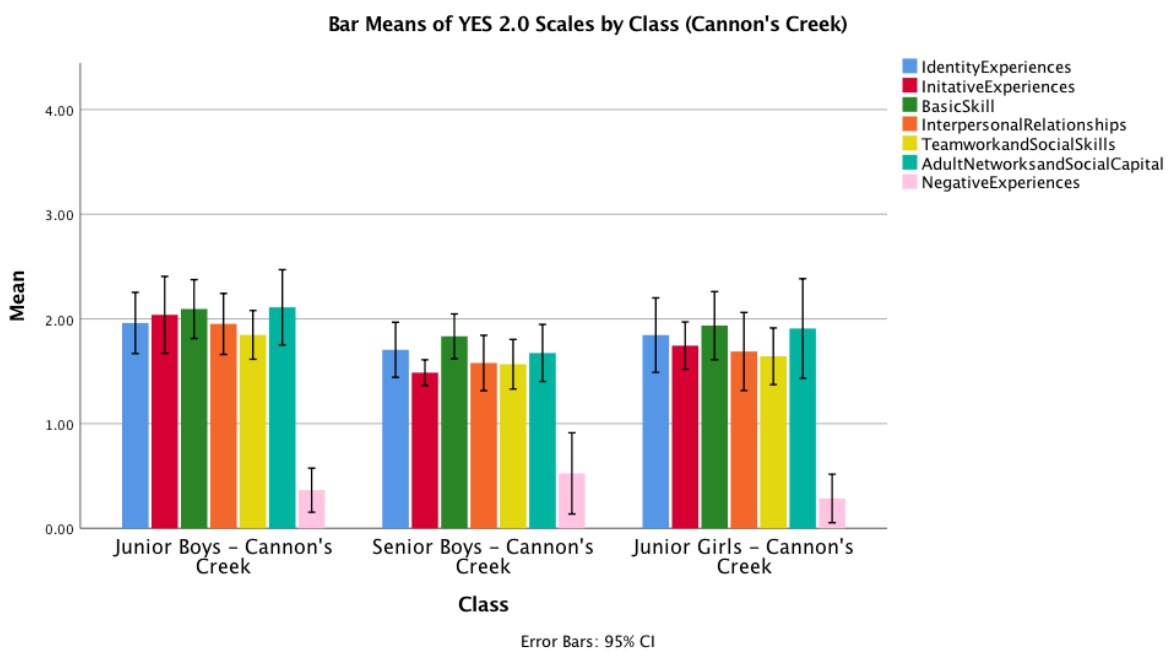
Naenae Academy. Within the Naenae academy there was no significant difference between the junior and senior classes in the domains of basic skills, positive relationships, team work/social skills and negative experiences. The senior class showed a statistically significant higher medium for identity experiences, initiative experiences and adult networks and social capital.

Figure 5 : Average YES Score by Class at Naenae



Cannons Creek. In the Cannons Creek academy, there was no significant difference between the junior and senior classes in the domains of identify experiences, basic skills, or in negative experiences. The senior class showed a statistically significant higher medium for initiative experiences, interpersonal relationships, team work and social skills and adult networks and social capital.

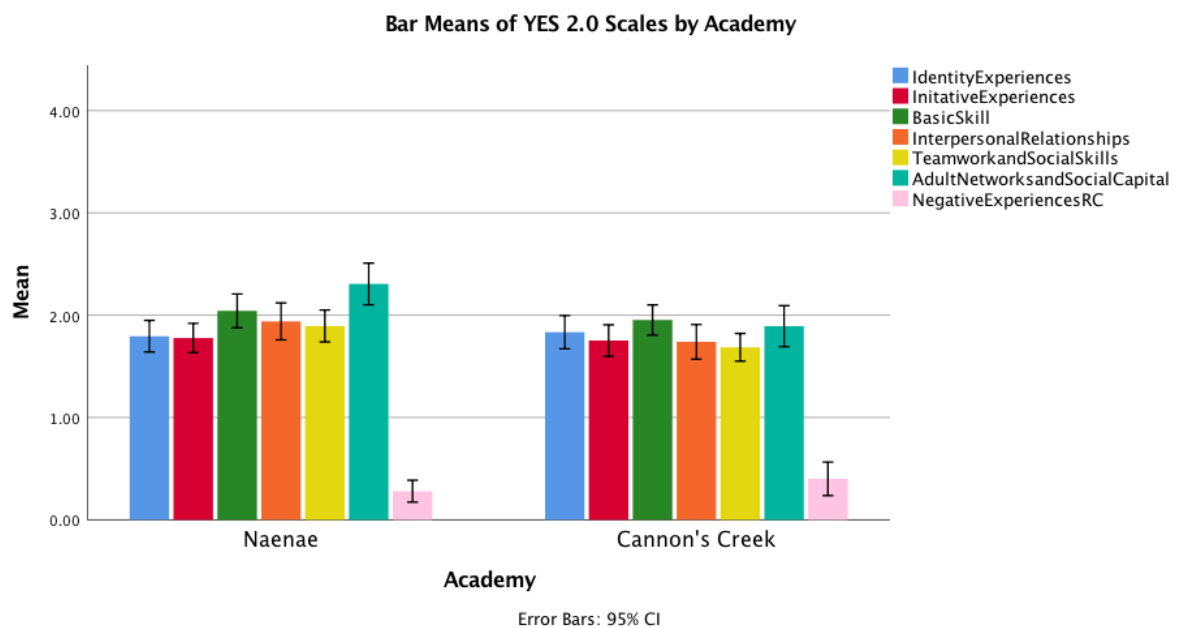
Figure 6 : Average YES Score by Class at Cannon's Creek



Analysis for Each Domain Between Academies

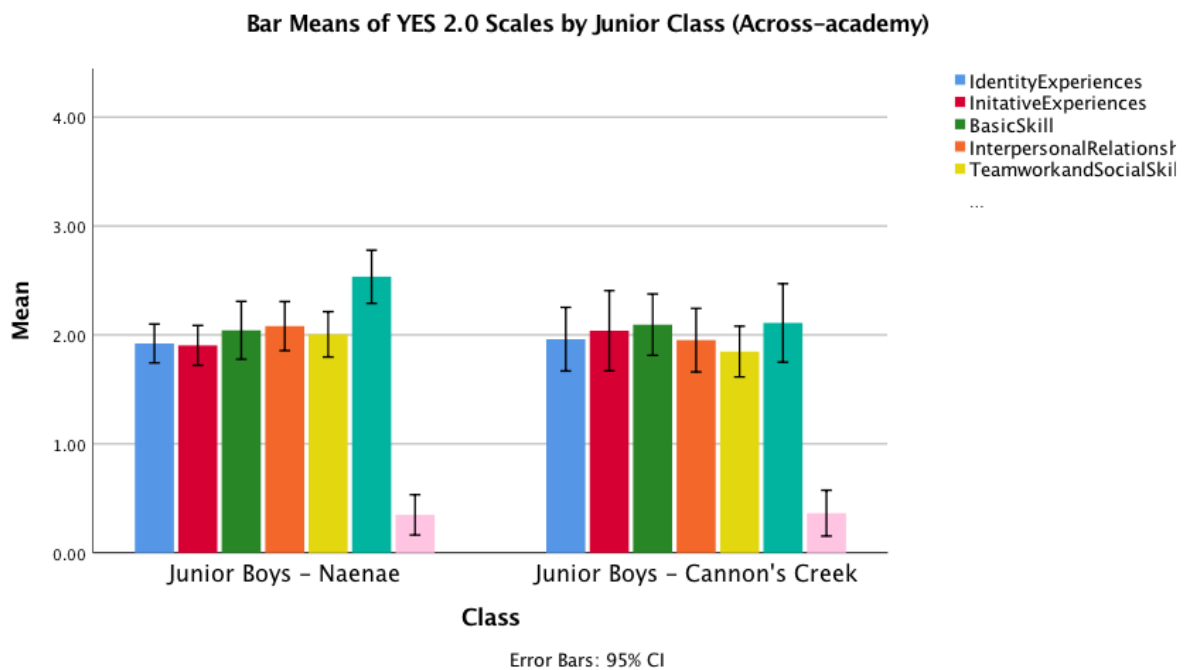
We also wanted to examine whether there were differences in the domains between the Naenae and the Cannons Creek academies and between specific classes, for example between the two senior classes. At an academy level, there was no significant differences between the experiences of the participants in Identity experiences, initiative experiences, basic skill, interpersonal relationships or negative experiences. There was a statistically significant difference for Cannons Creek in adult networks and social capital and a marginally significant difference for teamwork and social skills.

Figure 7 : Average YES Scores by Academy.



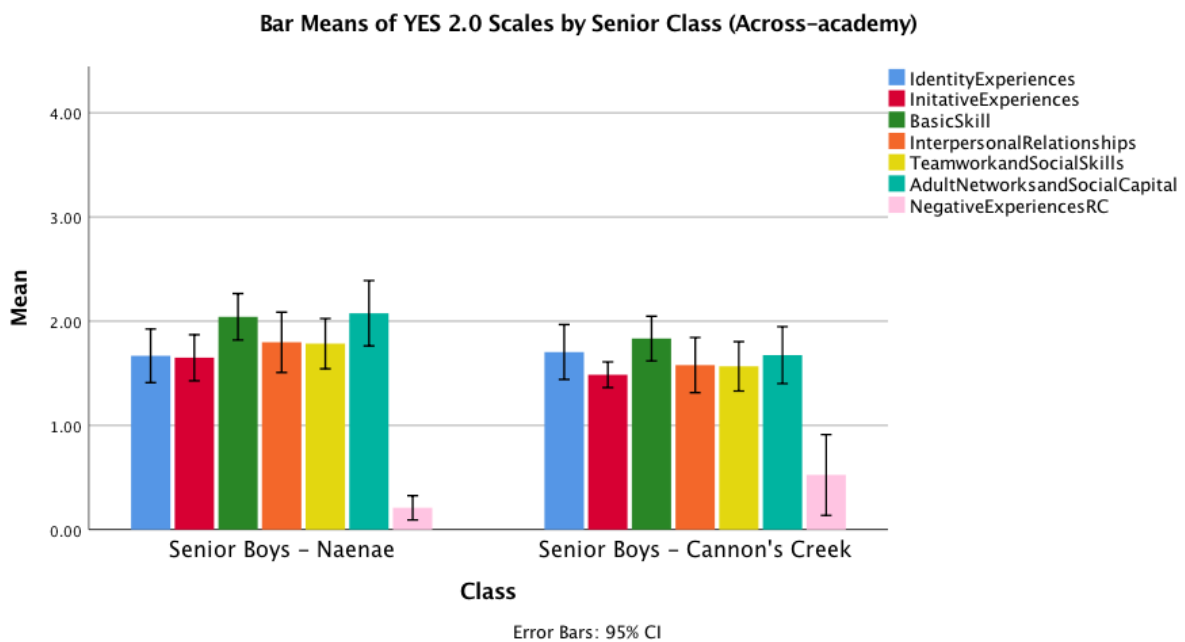
When looking across the two junior classes the only different was a marginally significant higher medium for adult networks and social capital at Cannons Creek.

Figure 8 : Average YES Scores by Junior Class



At the senior level the same result occurred as for the juniors with a marginally significant difference for adult networks and social capital at Cannons Creek.

Figure 9 - Average YES Score by Senior Class



The results for the YES survey tended to cluster just below the 2.00 level (Quite a bit) which would indicate that participants generally experienced the positive youth experiences being explored. The exception was the negative experiences category which was limited in all classes. While the results identified that there were areas of statistically significant differences in some of the youth development categories there were many others where no differences were

identified. Some of the differences identified between age groups can be at least partially attributed to normal maturation processes. In summary the YES survey results would indicate a high level of commonality between the academies. It was pleasing to note the low levels of negative experiences and that this was consistent across all classes and academies. This would suggest that the classes were “safe” places for participants.

Personal & Social Responsibility Questionnaire (PSRQ)

The PSRQ (Appendix B) was developed to assess youth’s self-reported behaviours as they reflect personal and social responsibility. The PSRQ was administered to 208 participants over the three Academies (Appendix A). The questions are designed to be clustered under two headings, social responsibility and personal responsibility.

The analysis compared the classes within each academy and between Naenae and Cannons Creek and Naenae and Ashburton Academies to establish if there were any statistically significant differences in either personal or social responsibility (pp 65-75 Data Summary). While statistically significant difference can be used to establish that the differences were not simply a matter of chance, the relevance of the difference must be considered carefully. There may well be other factors involved including, for example, the age and maturity of the participants or their gender. For this reason, significant differences need to be treated with caution.

Findings

When comparing class levels between Naenae and Ashburton it was found:

- Fundamental classes:** No significant differences between academies in either personal or social responsibility.
- Junior classes:** Significant differences between Ashburton (5.57) and Naenae (5.29) in personal responsibility. No significant differences in social responsibility.
- Senior classes:** No significant differences in either personal or social responsibility scores.

When comparing class levels between Naenae and Cannons Creek it was found:

- Fundamental classes:** No significant differences in either personal or social responsibility scores.
- Junior classes:** No significant differences in either personal or social responsibility scores.
- Senior classes:** No significant differences in either personal or social responsibility scores.

These results would indicate that while there was one area in which a statistically significant difference was identified in the reality of practice there was little difference in the self-reported experiences of participants. When the individual items are considered (pp. 43-63, Data Summary) there are a number of interesting results. In the selection below (Table 3) there can be seen there is an extremely high positive response to participants respecting their coaches and wanting to improve. These responses are consistent across the three Academies. There is a lower level of positivity to the statements that “I set goals for myself” and “I am helpful to others”. This is consistent across Academies, with the exception of Ashburton which is higher in goal setting.

Table 3 : Percentage responses for sample of questions from the PSRQ

Academy	Percentage - Very Strongly Agree or Strongly Agree	Percentage Disagree with Statement
I respect my coach(s)		
Naenae	97.5%	0%
Cannons Creek	93.8%	0%
Ashburton	98%	0%
I set goals for myself		
Naenae	65%	11.2%
Cannons Creek	66.3%	10.1%
Ashburton	89.7%	6.1%
I want to improve		
Naenae	97.4%	0%
Cannons Creek	93.8%	3.8%
Ashburton	100%	0%
I am helpful to others		
Naenae	64.1%	1.3%
Cannons Creek	78.8%	1.3%
Ashburton	81.6%	0%

The PSRQ reports what the participants consider are their experiences in the Academies. As such the results can be used to inform practice. The relatively low levels of agreement around the statement that “I set goals for myself” for example, offers an area for coaches to develop more explicitly.

The Passport to Success

The Passport to Success and the values included in the document form an essential part of the BGFY programme (see Appendix F). The values in the Passport to Success underpin the academy at all levels and differentiate the academy from many other sport based programmes that describe themselves as youth development programmes. All participants receive a copy of the Passport to Success booklet and are encouraged to learn the values to the degree that they can recite them by memory. Participants who can recite the full booklet are awarded a life membership of the gym. The evaluation team was interested in establishing what the key stakeholder felt about the values, their relevance and importance.

Do the participants know the values?

Many of those interviewed reported that they had learnt some of the values. The numbers varied by gender with the girls appearing to have generally learnt more than the boys. There was also a greater emphasis in the Ashburton gym on learning the values, with a dedicated time given to the values at the beginning of each session and values based “homework” given each session. This showed in the interviews with the boys from Ashburton demonstrating a good level of knowledge of the values. One question considered whether the participants considered the values to be of equal value or was there a hierarchy with some values being more valuable than others.

When asked about the values, in general terms, there was an inconsistency in the degree to which different values were mentioned by the participant during interviews. The values were mentioned the following number of times:

1. Respect 23 comments
2. Kindness 12 comments
3. Obedience 10 comments
4. Responsibility 8 comments
5. Honesty and truthfulness 7 comments
6. Compassion 5 comments
7. Consideration 5 comments
8. Duty 2 comments

These numbers align with the observations of coaching sessions where respect and kindness were the most often mentioned by the coaches. When asked directly if they felt some values were more important than others, there was a variety of opinion with some considering respect as the most important while others felt the values were of equal importance. One junior participants comment was related to the situation:

Maybe in one situation respect or responsibility would be more important than honesty and truthfulness and in another situation honesty and truthfulness would be higher than the others, so they all got their own strengths.

The interviews sought to identify if the values were considered important and whether they influenced participants in their lives outside of the boxing gym. Some participants were clear that in their case this had occurred. Mention was made of being more respectful and kind, of better attitudes at school and at home and in one case of keeping the Passport to Success in the school desk as something to go to if it appeared they were going to get themselves into trouble. One junior boy commented that:

... the Passport to Success, just living by those [values] makes my life a whole lot easier ... because I'm not so confused with my life and stuff.

Another participant described how learning about the values honesty and truthfulness changed his behavior at school:

... I used to lie a lot to teachers and stuff so I didn't have to get in trouble, but now that I've read honesty and truthfulness and I know the page, there is one line in there that's 100% true, its if you tell the truth you don't have to remember what you said and that's 100% true because if you lie and you say something the next day you'll probably say another thing so you've got to like keep on remembering your lies

For these participants, the learning of values had been successfully transferred to other areas of their lives, at least in some specific instances. The other key stake holders also were asked a series of questions about the Passport to Success and the associated values. All the parents knew of the Passport to Success and the values and understood that these were central to the BGYF experience. Not all were initially positive about this aspect with one parent commenting that:

... in the beginning, I wasn't keen on the value thing, I was like we're here to do boxing you know, we're not here to do lectures, but yeah seriously, I wasn't keen on, are we in the right place, but when the girls start memorising, you know start to learn and ... I hear them talking, I hear them saying it, they practice at home they help each other too, and then after that they also mention it during the family discussion at dinnertime, I've got homework, I thought hang on, I'm sure this is all coming in handy you know, everything start falling into place.

A number of parents were also able to offer examples of how they had seen the values enacted in practice although they were aware that what they saw at home was not necessarily what happened away from the home:

... the values they learn in here, they talk about it, whether they practice outside the family home without us, you know that's different, that's another story, but what I've seen with my own eyes it's in here [the heart].

The coaches were unanimous in their belief that the Passport to Success was of paramount importance:

Passport to Success to me is why we exist. Whenever I get a new member joining up into the class – I have their parent there or whatever – I hand them the passport to success and I say “this is everything you need to know about boxing in our gym”. They open it up and they see 8 values. There is nothing to do with boxing in there but at the same time it is everything to do with boxing.

In summary there was a strong awareness from all stakeholders of the Passport to Success and that it was an integral part of the BGYF boxing programmes. There was no indication from any of the stakeholders that this was in any way an add on to the real work of boxing or of lesser value.

Is the Learning of the Values in the “Passport to Success” a SAFE process?

While the values and the Passport to Success are accepted as being a central part of the academy experience, the question asked was how effective was the teaching and learning of the values and could the process be enhanced. When examined through the SAFE framework it was noted that:

Sequenced

The degree to which the teaching of the values is sequenced in a structured way appears to vary. While they were addressed both visually and through rote learning on a regular basis there seemed to be little evidence of the teaching building in an obvious sequence towards a deeper understanding of the values.

Active learning

There is a limited degree of active learning and the embedding of the teaching of the values within the activity segment of the coaching sessions is an area that can be considerably strengthened.

Focus

This varies across the gyms. Ashburton starts every coaching session with a 10 to 15-minute segment where the boys are asked to recite a value, set as homework at the previous session. This occurs in the ring and is therefore associated as a part of the boxing experience rather than a disjointed “thing” to do before getting into the boxing. The other gyms refer to the values, usually at the conclusion of the session where either a participant recites one of the values or the coach gets a participant to read out a value. There is usually a comment from the coach on the importance of the value and on occasions to the participant’s wider life. It appears to be an uneven approach to the eight values with a greater focus on some e.g. respect, than on the others.

Explicit

There is a clear focus on the values through the Passport to Success booklet and the display of the values throughout the gyms. The values are clearly defined and explained. The ways in which the values are taught is an area they should be addressed.

There are a number of simple modifications to what is an already well-established structure that could make a substantial difference. These changes should also be incorporated into the coaching manual to help ensure fidelity.

Fidelity of Cannons Creek and Ashburton Academies to the Naenae model

The data would support that both the Cannons Creek and Ashburton Academies are showing a high level of fidelity to the Naenae programme. This is supported by the TARE data which systematically analyzed the coaching sessions, the YES and PSRQ surveys, the interviews with participants and stakeholders and the field notes. It was noted that the Passport to Success, and the associated values, were central to all three Academies and were acknowledged as such by all of the key stakeholders. While there was a high level of similarities the three Academies did have differences indicative of the coaches, the participants and the communities they served. While variation is to be expected, and to a degree encouraged, there will always be a tension between staying true to the model and modifying in response to different circumstances. It was noted, for example, that Ashburton seniors spar without head gear and that on at least one occasion at Cannons Creek the back-ground music included swearing. Are these acceptable variations of the model or do they cross a “bottom line”? As the BGYD programme expands these types of issues will continue to arise. The ability to maintain the essence while expanding is the central issue and several of the recommendations suggest means by which fidelity can be encouraged and maintained.

Recommendations

The evaluation team offers six overarching recommendations for the board to consider in order to build upon the positive momentum that is already well established in the BGYF. These recommendations are presented with an awareness that the BGYF intends to expand the number of gyms within New Zealand, a process that offers a number of challenges. The overarching recommendations address diversity and inclusiveness, curriculum development, continuing professional development, communities of practice, community engagement, bringing the core values to life, and ongoing program evaluation. After each recommendation, several specific actions are suggested for consideration. It is important to emphasize that these recommendations are not to be considered as discrete, but rather as interconnected. An effective curriculum, for example, will require quality professional development to help staff members implement the curriculum appropriately. It is also important to acknowledge that in some cases these recommendations are intended to build on and extend elements that are already present.

Diversity and Inclusiveness

The evaluation team supports the BGYD commitment to increase diversity and inclusiveness which is consistent with the values expressed in the BGYF Haka. This commitment is seen, for example, in the introduction of female classes and the haka which has been developed in association with the NZ Police. We note that the BGYF has expressed interest in establishing a marae based gyms in the future. With the increasing diversification of New Zealand society, this is an area of opportunity for the BGYF as it seeks to expand.

It is therefore suggested that the BGYF consider actions such as:

- Recruiting an appropriate person to fill the role of a Kaumatua (Senior Maori leader) for the BGYF. The Kaumatua would act as a cultural advisor to all academies associated with the BGYF in matters relating to keeping participants and their whanau culturally safe. This recommendation would help to position the BGYF with the potential establishment of marae based programmes, where advice and preparation from the Kaumatua would help with ensuring long-term success.
- Committing to maintaining diversity on the BGYF Board of Directors so that it reflects the communities served by the programs in terms of gender, culture, socio-economic status, and key stakeholder roles (e.g. parents, NZ Police).
- Addressing the issue of the female participation in the academies and what this will look like in the future. One issue is whether girls with sufficient coaching and experience, and who indicate they wish to spar, will be given this opportunity. At a broader level, there needs to be consideration given to the place of females within the foundation. This issue will have implications for replication of the programme in the future.

Curriculum Development

At present, there is a standard approach to the coaching of classes and aspects, specific to the BGYF programmes, are consistently applied across the three academies. These include the teaching of the handshake and introduction, the emphasis on learning the names of everyone in the class, the no swearing no hats inside rules and the centrality of the Passport to Success. There was also a consistent approach to the session format in relation to skipping, pair work and sparring. There are, however, changes that would make the lessons more youth centered and help with ensuring greater fidelity to the model as it expands

It is therefore suggested that the BGYF consider actions such as:

- Producing a coaching manual that clearly and specifically details how the boxing sessions are to be run. This manual should specify the structure of the sessions, any bottom line requirements and suggestions for coaching activities. This manual is to include both boxing and youth development specific information and instructions. The production of a **high**-quality coaching manual will be crucial to maintaining fidelity to the original program.
- Instituting a developmental approach to the teaching of values. One possible progression is to move from rote learning of the values in the fundamental classes to challenging youth to reflect and report on how they implement the levels as juniors. Ultimately, on reaching the senior level, youth could be given opportunities to introduce and lead reflections on the values with the younger age groups.

- Developing a systematic approach to planning for Transfer of Learning of the values to participants lives outside of the academy. This approach to be embedded into the coaching sessions. For example, how can coaches best facilitate discussions, on a regular basis, that get youth talking about how they have or could apply the values in their everyday lives.
- Increasing participant input into the day to day coaching sessions. This empowerment of participants is aligned with best practice in positive youth development. One simple example of how this could occur would be to include peer coaching activities.
- Introducing specific mental skills training related to wellbeing as part of the programme. Simple goal setting, relaxation and visualization techniques, for example, are commonly used to promote peak performance in sports. Such techniques could be taught to introduce youth to life skills that can aid in stress management as part of their overall mental and emotional wellbeing.
- Ensuring that a strength of the programme, which is the emphasis on developing the knowledge and skills of boxing, stays as a central and vital aspect of all programmes. Given the wealth of technical expertise available through Billy Graham and the lead coaches, it should be relatively easy to design a sequenced curriculum that future coaches, who may not have extensive boxing experience could draw upon. This to be included as a central part of the coaching manual.
- Establishing best-practice for developmentally appropriate activities for participants at the fundamental (e.g. combative games), junior (e.g. skills and technique), and senior levels (e.g. strategy and tactics).

Continuing Professional Development

Develop a **formal strategy** for continuing professional development (CPD) of staff at all levels. CPD includes both formal and informal strategies to help staff improve their pedagogical skills and youth development knowledge base.

It is therefore suggested that the BGYF consider actions such as:

- Maintain and strengthen the processes whereby coaches from the various gyms work alongside each other in the various academies. This to be organized in a systematic way so the requirements are clear for all coaches. This process will also aid in maintaining fidelity across programmes as new gyms come on board.
- Ensuring the experienced coaches receive professional development around their work. This could be aligned with boxing, or with positive youth development, Adventure Based Learning or any number of relevant areas. This would allow coaches to grow their own knowledge and skills, and to be challenged professionally.

- Introducing a coaching/leadership pathway for the boys and girls participants. This could involve a designated role such as associate coach which participants could apply to be accepted for. This pathway would be designed to develop coaching skills aligned with the boxing AND youth development philosophies at the center of the BGYF. It should include specific training and scaffold participants through a progressive framework. This pathway would offer personal development opportunities for the participants, aid in the quality of coaching the participants receive and potentially supply future full time coaches for the BGYF academies.
- Supporting those working on the frontline with the participants. This could include regular debriefs with an independent person or regular supervision.

Communities of Practice

The three boxing academies, and the others that may emerge in the future, represent a community of practice. The BGYF will need to consider how the programs interact within this community of practice.

It is therefore suggested that the BGYF consider actions such as:

- Identifying and clearly articulating the essential components of a program to be considered a respected member of the boxing academies.
- Developing strategies for the organizations to utilize shared resources in the future as they expand to other academies. This could include sharing curriculum documents, templates for promotional materials, instructional videos for skill development, and common assessments.
- Establishing a culture of collaboration and sharing best practice through a common conference or summit for professional development, joint activities, celebrations and social media.

Community Engagement

The interactions between each boxing gym and the communities in which they reside is community engagement. Several examples of positive community engagement exist such as the relationship with the New Zealand Police, volunteer and family participation, and special community events such as the prize giving ceremonies, block parties and mothers' and fathers' day events.

It is therefore suggested that the BGYF consider actions such as:

- Requiring that all new academies have an established relationship with the NZ Police in the area they are situated.
- Introducing service-learning or volunteer opportunities/requirements for youth to extend on their own values education and leadership development while at the same time contributing to the local community.
- Developing alternative entry points for very high needs youth. One police officer raised the question of whether there could be a pathway developed for youth who are not presently in a space to function in the gym under its rules and expectations. It is noted that this process has begun to happen at the Naenae academy.

Bringing the Core Values to Life

The eight values as presented in the *Passport to Success* are well established and effective. However, before formalizing and expanding the program, this is an important time to look at this content with fresh eyes and consider whether any modification or refinement is desired. Once finalized, the BGYF can consider how to bring the core values to life by intentionally integrating core values through the program.

It is therefore suggested that the BGYF consider actions such as:

- Adopting a systematic approach to teaching and learning of the values into the boxing programmes. In developing this approach consideration be given to the findings of the analysis based on the SAFE framework previously discussed in this report. The teaching and learning of the values should be embedded into the normal coaching sessions. The five stage Teaching Personal and Social Responsibility (TPSR) teaching format should be considered as a potential template.
- Developing more explicit strategies to transfer core values outside the gym. One explicit goal of the BGYF is to help youth develop into productive members of their community. This goal aligns with transfer of learning, which suggest that you can learn life skills through boxing that are transferable outside the gym.
- Providing intentional instruction and practice of transferable life skills in the program. For instance, goal setting emerged in the data as a relevant life skill but it does not appear to be taught intentionally or consistently. Strategies to assist youth in setting and monitoring appropriate short- and long-term goals can be introduced in the program around fitness and boxing goals. Then, youth can be encouraged to reflect on how they could apply those skills to other settings such as academics.
- Integrating the core values into daily activities including boxing lessons and group meetings.

Ongoing Program Evaluation

A commitment to program evaluation is essential to maintaining a high-quality youth program and to ensure the BYGF mission statement is carried out consistently at each location.

It is therefore suggested that the BGYF consider actions such as:

- Developing a program for staff evaluation that is designed to provide positive reinforcement and constructive feedback on areas for improvement.
- Establishing and measuring goals (for youth, coaches, and sites) that can be monitored throughout the year.
- Implementing a standard, electronic registration form for all academies and a central data base so information can be aggregated and disaggregated to assess relevant trends (e.g. attendance) and the population served (e.g. age and gender).
- Designing the registration process (i.e. what data are collected and how they are stored) in such a way as to allow for future use with the Integrated Data Infrastructure (IDI) system. The form to include a simple tick square allowing for the anonymous use of the data in future.
- Collecting input periodically from key stakeholders such as youth participants and their families to monitor the quality of the program, identify strengths and areas for opportunity.
- Using data collected and presented in this report as baseline measures for future comparisons. By selecting the measures that appear most relevant given the crystallization of the program in terms of mission and goals, the BGYF can track metrics to assure quality control, assess trends, and measure the impact of program improvement efforts. For example, if goal setting became a focal point and was addressed more systematically, after a period of time, several of the survey items present in the baseline data set could be used to assess improvement.
- Maintaining a commitment to external evaluation to some extent. Even if much of the ongoing evaluation is managed and used internally, there is value in periodically involving outside parties to conduct objective evaluations. This adds credibility to claims and brings with it an institutional affiliation. Rigorous external evaluations of this type can be important in securing future funding and endorsements from other organizations. As with the current evaluation and recommendations for the program itself, future evaluations should be proactive and sensitive to cultural issues and potential power imbalances.

References

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Graham, B. (2012). *Making champion men: How one New Zealand man's vision is changing boys' lives*. Auckland, New Zealand: Hodder Moa.

Graham, B. (1998). *Your ship came in the day the doctor smacked your bum: A motivational memoir*. Auckland, New Zealand: Hodder Moa.

Appendix A - Data Inventory

	Naenae	Cannon's Creek	Ashburton	Totals
Field Observations: BG method	10	8	0	18
Systematic Observations: TARE				
Fundamentals Boys	2	2	1	5
Fundamentals Girls	n/a	2	n/a	2
Junior boys	2	2	2	6
Senior Boys	2	2	1	5
Junior Girls	2	0	n/a	0
Total	8	8	4	18
PRSQ surveys				
Fundamentals Boys	18	19	13	50
Fundamentals Girls	n/a	8	n/a	8
Junior boys	23	19	30	72
Senior Boys	36	18	6	60
Junior Girls	n/a	18	n/a	18
Total	77	82	49	208
YES surveys				
Fundamentals	n/a	n/a	n/a	n/a
Junior boys	19	17	n/a	39
Senior Boys	21	18	n/a	14
Junior Girls	n/a	14	n/a	14
Total	40	49	n/a	89
Interviews				
Board members	1	1	1	3
Wider community	7	1	1	9
Coaches/managers	4	3	1	8
Parents	7	2	2	11
Total	19	7	5	31
Focus groups with participants	# of participants			
Senior Boys	8	4	5	17
Junior Boys	6	4	0	10
Fundamentals Boys	0	4	0	4
Senior Girls	0	0	0	0
Junior Girls	0	5	0	5
Fundamentals Girls	0	5	0	5
Total	14	22	5	41
Total overall people interviewed	33	29	10	72
Written Testimonials received				
Parents	54	0		54
participants	18	1		19
Total	72	1		73

Appendix B : Personal-Social Responsibility Questionnaire

In my boxing training...	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I respect others.	1	2	3	4	5	6
2. I respect my coach(s).	1	2	3	4	5	6
3. I help others.	1	2	3	4	5	6
4. I encourage others.	1	2	3	4	5	6
5. I am kind to others.	1	2	3	4	5	6
6. I control my temper.	1	2	3	4	5	6
7. I am helpful to others.	1	2	3	4	5	6
In my boxing sessions ...	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
9. I try hard.	1	2	3	4	5	6
10. I set goals for myself.	1	2	3	4	5	6
11. I try hard even if I do not like the activity.	1	2	3	4	5	6
12. I want to improve.	1	2	3	4	5	6
13. I give a good effort.	1	2	3	4	5	6
14. I do not make any goals.	1	2	3	4	5	6

Directions: It is natural to behave both well and poorly. We are interested in how you normally behaved in your boxing sessions. There are no right or wrong answers. Please answer the following statements (on the next page) honestly by circling a number that best represents your behavior. **Please complete all 14 statements.**

Appendix C: The Youth Experiences Survey (YES) 2.0

Instructions: Based on your **current** or **recent** involvement please rate whether you have had the following experiences at the NBA.

Identity Experiences
Identity Exploration
Tried doing new things
Tried a new way of acting around people
I do things here I don't get to do anywhere else
Identity Reflection
Started thinking more about my future because of this activity
This activity got me thinking about who I am
This activity has been a positive turning point in my life

Your Experiences at the Naenae Boxing Academy			
Yes, Definitely	Quite a Bit	A Little	Not At All

1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4

Initiative Experiences
Goal Setting
I set goals for myself in this activity
Learned to find ways to achieve my goals
Learned to consider possible obstacles when making plans
Effort
I put all my energy into this activity
Learned to push myself
Learned to focus my attention
Problem Solving
Observed how others solved problems and learned from them
Learned about developing plans for solving a problem
Used my imagination to solve a problem
Time Management
Learned about organizing time and not procrastinating (not putting things off)
Learned about setting priorities
Practiced self-discipline

1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4

Basic Skill
Emotional Regulation
Learned about controlling my temper
Became better at dealing with fear and anxiety
Became better at handling stress
Learned that my emotions affect how I perform

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Cognitive Skills
In this activity I have improved:
Academic skills (reading, writing, math, etc.)
Skills for finding information
Computer/internet skills
Artistic/creative skills
Communication skills

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Physical Skills
Athletic or physical skills

1	2	3	4
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Interpersonal Relationships
Diverse Peer Relationships
Made friends with someone of the opposite gender
Learned I had a lot in common with people from different backgrounds
Got to know someone from a different ethnic group
Made friends with someone from a different social class (someone richer or poorer)
Prosocial Norms
Learned about helping others
I was able to change my school or community for the better
Learned to stand up for something I believed was morally right
We discussed morals and values (what is right and wrong)

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Team Work & Social Skills
Group Process Skills
Learned that working together requires some compromising
Became better at sharing responsibility
Learned to be patient with other group members
Learned how my emotions and attitude affect others in the group
Learned that it is not necessary to like people in order to work with them
Feedback
I became better at giving feedback
I became better at taking feedback
Leadership and Responsibility
Learned about the challenges of being a leader
Others in this activity counted on me
Had an opportunity to be in charge of a group of peers

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4
1	2	3	4

Adult Networks & Social Capital
Integration with Family
This activity improved my relationship with my parents/guardians
I had good conversations with my parents/guardians because of this activity
Linkages to Community
Got to know people in the community
Came to feel more supported by the community

1	2	3	4
1	2	3	4

1	2	3	4
1	2	3	4

Stress
This activity has stressed me out
Negative Peer Influences
Felt pressured by peers to do something I didn't want to do
I did something in this activity that was morally wrong
I was ridiculed by peers for something I did in this activity
Youth in this activity got me into drinking alcohol or using drugs

1	2	3	4
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1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Social Exclusion
Felt like I didn't belong in this activity
I felt left out
There were cliques (groups who exclude others) in this activity

1	2	3	4
1	2	3	4
1	2	3	4

Negative Group Dynamics
I get stuck doing more than my fair share
Other youth in this activity made in appropriate sexual comments, jokes or gestures
Was discriminated against because of my gender, race, ethnicity, disability or sexual orientation

1	2	3	4
1	2	3	4
1	2	3	4

Appendix D - TARE Definitions

Coaching Strategies

Modeling respectful behavior – this involves the coach interacting respectfully with the boxers and all others in the environment, i.e. verbal and non-verbal communication.

Setting clear expectations – coach makes sure all boxers understand what they should be doing at any given time, e.g. exercises, listening, skills practice, sparring.

Providing opportunities for success – coach should set up all drills and activities so that all boxers have the opportunity to be appropriately challenged and have a fair chance at success. This might involve answering questions in a discussion, demonstrating their skills, and/or sparring with a fairly matched partner.

Fostering social interaction – coach creates situations in which boxers are able to interact with one another, in social ways. This could involve problem solving, giving each other feedback, discussing a life issue, or recreation.

Assigning management tasks – this would involve the coach enlisting boxers to help with managerial and organizing tasks such as taking attendance, keeping time, setting out equipment, or cleaning up.

Promoting leadership – this specifically involves placing a boxer in a role that involves being in charge of or helping others. This might look like being an assistant coach, providing skill feedback, or introducing a new boxer to the rules and routines of the gym.

Giving choices and voices – this involves the coach creating opportunities for the boxers to speak and express themselves rather than always listening and being talked at. Could involve asking for suggestions, feedback on a drill, inviting questions, or asking boxers to share examples of how they have used the values outside the gym.

Involving students in assessment – this might involve self- or peer-assessment of behavior, skills, effort, etc. It provides boxers a chance to self-evaluate and learn how to improve their performance and take ownership of their own progress.

Transfer of life skills – this is achieved when coaches directly address the values and life skills from the program. They can facilitate conversations and ask boxers to reflect on these values and skills, their relevance, and ways they can apply them outside the gym.

Youth Behaviors

Participating – boxers are on task and engaging in the activity as directed by their coach, e.g. skipping, listening to directions, etc.

Engaging – boxers demonstrate clear focus and effort in the activity as well as a desire to perform well and improve.

Showing respect - in culturally appropriate ways, boxers demonstrate respect for one another, their coaches and the gym. This would involve controlling mouth and temper as well as active displays of respect such as shaking hands or bowing.

Cooperating – boxers work well with others in securing or setting up equipment as well as partner drills such as medicine ball or heavy bag training.

Encouraging others - boxers encourage their peers through verbal (“way to go”) or non-verbal (high five) communication.

Helping others – boxers find ways to help their peers, coach or others when they see a need or opportunity to do so.

Leading - boxers are placed in responsible role that involve teaching, coaching, or directing other boxers, e.g. leading warm ups, feedback on technique, etc.

Expressing voice – boxers share their thoughts or opinions with others. This could involve commenting on the lesson, making suggestions, or asking questions.

Asking for help – boxers are willing to ask for help when they need it whether it relates to boxing technique or life issues.

Appendix E : Police Liaison Contributions

Sergeant Stone is the Police Advisor to the Billy Graham Youth Foundation NBA from November 2016 to July 2018.

1. Victoria University Evaluation Project. Developed Initial idea and facilitated proposal with Dr Gordon.
2. 'Nga Taiohi o Te Wiremu', the Billy Graham Youth Foundation (BGYF) Haka and training video. Sergeant Stone's role: Development of 'haka' for BGYF as part of BGYF Cultural competency and its commitment to the Treaty of Waitangi.

The role of the haka for BGYF is for us to come together as one family, one community and a way for us to build strength, to unite us, not just NBA and CCBA but all BGYF Academies in other parts of New Zealand. To give the boys and girls a sense of belonging and importance under one roof, the BGYF Whare, a safe place. It will also be used at special occasions to welcome VIP's and dignitaries into our home.

3. Child Protection Policy (Updated Version). A CPP existed but this needed to be modified and updated to bring it into line with current legislation, policy and practice.
4. BGYF connectedness with Police Youth Services, Family Harm and NPT teams in Porirua and Lower Hutt.
5. Personal Development Opportunities (3 month secondment) to the RNZPC for Keegan O'Kane Jones and Latu Talu.
6. Recruit Wing visits to CCBA and NBA throughout the year. Six in 2017 and a total of 20 since 2011.
7. Facilitated the White Ribbon Business Accreditation awarded to the BGYF in 2017.
8. Development of Family Violence (FV) Learning Resource for BGYF.
9. Latu completing the full FV Police Recruit Training with Wing 307.
10. BGYF staff participation in Police FV training and workshops.
11. Development of BGYF FV Business Charter Document.
12. Development of WR Accreditation 'Blueprint' Resource.
13. Development of online staff evaluation via Survey Monkey 'How we embed respectful behaviours and gender equity into normal business practice'.
14. Nomination and approval of David Graham as a White Ribbon Ambassador.

15. Approval from WR for BGYF as a White Ribbon Accredited Organisation – 2nd in NZ. The Warehouse was the first.
16. White Ribbon messaging throughout Academies.
17. Development of a BGYF Code of Conduct.
18. Police referrals into Academies. 10 this year. All are still involved.
19. Organising and hosting of the three Wairarapa Mayors, Trust funders, Police District Commander at Naenae Academy in support of the establishment of the Wairarapa Academy.
20. Establishing a formal mentoring relationship between Head Coach Laurence Titter and Senior Constable Mark Brown, Police Youth Development to assist Laurence with developing a business model and community connections. This has now progressed to the Wairarapa Academy Board of Trustees signing the BGYF Terms of Agreement with a view to opening a boxing academy in the old St Johns Ambulance building in February 2018.
21. Organised presentations to the Waitemata, Hamilton, Tauranga and Wairarapa Police Leadership Team on BGYF Youth Development model and expansion into their area.
22. Organised for Brainwaves ‘Early Years Last Forever’ training for 2 x staff members – 2 day workshop in Wellington. Attended by Dave Stone and David Graham as workshop participants.
23. Organised ‘Te Au Maori’ Cultural Competency Training – Treaty of Waitangi. Organised the training day at the Royal New Zealand Police College with guest presenters on the Treaty of Waitangi and Te Au Maori. Full day workshop and lunch provided.
24. Develop the Police Commissioner Mike Bush Challenge Coin
25. Organised for the boys and girls from both Academies to attend Police Recruitment Days at RNZPC. Female’s recruitment day is on 9 December 2017.
26. Regular personal involvement in facilitation of all boxing classes. This occurs approximately twice a week. This participation is important in that it gives police a high level of Police presence/visibility in the Academies and helps in breaking down barriers between the participants and the police.
27. Personal (one to one) mentoring and guidance for a small number of at risk boys. This involves a high level of commitment in time and energy.
28. Travel around New Zealand scoping interested individuals and communities that would like to be affiliated to BGYF and connecting them with Police.

29. Organising and facilitating Police involvement in the BGYF Black Tie Dinner at Te Papa.
30. Delivered 5 public presentations.
31. Maintained delivery of Police Family Violence Training for recruits while on secondment to BGYF.

Appendix F : Passport to Success

Respect: *Willingness to treat with courtesy; to hold in high regard, to honour, to care about yourself and others.*

- Treat everyone you meet as if they were the most important person in the world
- Make the most of yourself for that is all there is of you
- Respectful behaviour is the oil that keeps a class working well
- If you want to be respected, you must respect yourself
- Treat others the way you would want to be treated
- Respect the right to be listened to, learn and be safe in our classroom

Responsibility: *Willingness to be answerable, to be trustworthy, and accountable for your own conduct and behavior.*

- Responsibility teaching you much
- With privilege comes responsibility
- You are responsible for your own learning
- Being responsible for your own actions is the responsibility of everyone
- Whatever happens, take responsibility
- It's easy to dodge our responsibilities but we cannot dodge the consequences of dodging our responsibility
- You cannot lose if responsibility is what you choose

Compassion: *Willingness to help, empathize with, or show mercy to those who suffer.*

- Helping another person makes two people happy
- It's never too late to do the right thing
- Put 'go' into goal and 'do' into done because the actions speak louder than words
- Be the change you want to see happen in the world
- Never look down on anyone unless you are helping them up
- Don't always put yourself first
- Walk a while in someone else's shoes
- Care for someone enough to make their problems your own

Consideration: *Willingness to be kind, thoughtful, and consider the interest of others before self.*

- Be nice to people on your way up because you will probably meet them on your way down!
- When consideration is the sensation that sweeps the nation it will be time for a celebration
- Let others learn
- Make others happy when you enter a room, not when you leave it
- Before thinking of yourself consider the effect of your actions on others
- Become an example of how you would like the world to be

Kindness: *Willingness to help, show concern for and be friendly to others.*

- Make sure your words are seeds, not bullets
- Kindness is a language that the deaf can hear and the blind can read
- The best portion of a good person's life is their little nameless unremembered acts of kindness
- Let no-one come to you without leaving better and happier
- Show kindness is your face, kindness in your eyes and kindness in your smile
- It's hard to give away kindness because it keeps coming back on you
- Be random with an act of kindness every day

Duty: *Willingness to do what is right or what a person ought to do; obligation.*

- The things that are your duty are the thing that need doing that you see need to be done and that no one else seems to see the need to be done
- The right thing to do is still the right thing to do even when you are the only one doing it
- The reward for doing your duty is knowing that you have done the right thing
- At school, home and in the community find out what needs to be done and then 'just do it!'
- See the need, do the deed!
- No-body needs to wait a single moment before starting to improve the world
- The greatest reward for doing is the opportunity to do more
- Good to do a good thing, better to do the right thing

Obedience: *Willingness to obey rightful authority.*

- Following rules keeps you safe
- Learn to trust, then obey
- Do what you know to be right, obey yourself
- When you are obedient also be responsible, honest and kind
- You win or lose by what you choose
- You must for learn how to obey, who to obey and when to obey
- The ship that will not obey the helm will have to obey the rocks
- The opposite of obedience is disobedience

Honesty & Truthfulness: *Willingness not to steal, cheap, lie, or be unfair.*

- Honesty is the best policy
- Honesty is the first chapter in the book of wisdom
- If you want to be trusted, don't cover up the truth
- If you tell the truth, you don't have to remember what you said
- Say "No" if that's what you mean, not just "Yes" to please someone
- Telling one lie spoils your reputation for telling the truth
- If you add to the truth you subtract from it
- When someone lies, someone loses
- The truth needs no rehearsal