

NCCOR Binder

NCCOR (National Collaborative on Childhood Obesity Research)

July 15–16, 2026

11 a.m. – 3 p.m. ET

Table of Contents

Workshop Agenda	1
Speaker Bios	6
Speaker Organization Descriptions	12
Workshop Participant List	14
Youth Sports Quality Framework	18
Pre-workshop Webinar Slides.....	22

Workshop Agenda

NCCOR (National Collaborative on Childhood Obesity Research)

July 15–16, 2026

11 a.m. – 3 p.m. ET

Location: Zoom

Registration Link: https://fhi360-org.zoom.us/meeting/register/Xt1r_HXkR3-GBT3SkiB2kg

Meeting ID: 925 4208 3603

Workshop goal: The NCCOR webinar and workshop activities aim to: (a) Introduce a draft framework for quality youth sports; (b) describe youth sports programs that represent different dimensions of the framework; (c) discuss whether and how the framework can be revised to better capture quality youth sports; and (d) identify potential next steps for the framework tailored to researchers and practitioners.

Day 1: Wednesday, July 15

11:00 – 11:10 Welcome and Charge for the Day

- Stephanie George, PhD, MPH, MA, *National Institutes of Health*

11:10 – 11:20 Overview of the Framework

- Daniel Hatfield, PhD, *NCCOR Coordinating Center*

Session 1: Foundational Conditions

11:20– 12:05 Structural Quality, Access, Transparency, and Engagement in Youth Sport Programs

- Moderator: Hui-Ju “Zoe” Young, PhD, CMA, National Center on Health, Physical Activity and Disability (NCHPAD), University of Alabama at Birmingham
- Fa'amalo “Malo” Lutu, *Imperial Beach Parks, Recreation, and Community Services*
- Stephanie McKeon, *Special Olympics North America*
- Allie Riley, PhD, MSW, *Girls on the Run*

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

12:05 – 1:00 Breakout Discussion Related to Foundational Conditions

- What part of this framework resonates the most for you?
- What is missing from [this section of] the framework? What should be removed?
- How would you, or organizations you work with, put ideas from the framework into practice?
- What might make it easier to put these ideas into practice? What roadblocks are there to doing so? How has your organization or others overcome those challenges?
- What have been your successes related to this part of the framework?
- How, if at all, do you evaluate the extent to which your program, or programs you work with, does these things?
- What additional resources could support your use of the framework?

1:00 – 1:10 Break

Session 2: Program Environments

1:10– 1:55 Psychological Environment, Health, and Safety in Youth Sport Programs

- Moderator: Lynette Craft, PhD, *American Orthopaedic Society for Sports Medicine*
- Jackie Kippen, *YMCA of Metropolitan Detroit*
- Jaci McCormack, *Rise Above*
- Tierra Stewart, *DC SCORES*

1:55 – 2:50 Breakout Discussion Related to Program Environments

- What part of this framework resonates the most for you?
- What is missing from [this section of] the framework? What should be removed?
- How would you, or organizations you work with, put ideas from the framework into practice?
- What might make it easier to put these ideas into practice? What roadblocks are there to doing so? How has your organization or others overcome those challenges?
- What have been your successes related to this part of the framework?
- How, if at all, do you evaluate the extent to which your program, or programs you work with, does these things?
- What additional resources could support your use of the framework?

2:50 – 3:00 Day 1 Closing

- Jennifer Matjasko, PhD, MPP, *Centers for Disease Control and Prevention*

Workshop Agenda

NCCOR (National Collaborative on Childhood Obesity Research)

July 15–16, 2026

11 a.m. – 3 p.m. ET

Location: Zoom

Registration Link: https://fhi360-org.zoom.us/meeting/register/Xt1r_HXkR3-GBT3SkiB2kg

Meeting ID: 925 4208 3603

Workshop goal: The NCCOR webinar and workshop activities aim to: (a) Introduce a draft framework for quality youth sports; (b) describe youth sports exemplars that represent different dimensions of the framework; (c) discuss whether and how the framework can be revised to better capture quality youth sports; and (d) identify potential next steps for the framework tailored to researchers and practitioners.

Day 2: Thursday, July 16

11:00 – 11:10 Welcome Back and Recap of Day 1

- Malorie Polster, MPH, CHES, *U.S. Department of Health and Human Services*

Session 3: Youth Voice

11: 10– 11:45 Youth Voice and Autonomy in Youth Sport Programs

- Moderator: Jayne Greenberg, MS, EdD, *International Sport and Culture Association*
- Ellise (11th grade, Idaho), *GENYOUth Youth Council*
- Raquel (11th grade, Texas), *GENYOUth Youth Council*
- Rohit (12th grade, New Jersey), *GENYOUth Youth Council*

Session 4: Developmental Experience

11: 45– 12:30 Appropriateness for Developmental Stage and Positive Youth Development in Youth Sport Programs

- Moderator: Daycia McClam, *Positive Coaching Alliance*
- Dawn Anderson-Butcher, PhD, LISW-S, CMPC, *Ohio State University LiFEsports*
- Stephanie Herrick, MS, *Rising New York Road Runners*

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

12:30 – 1:35 Breakout Discussion Related to Developmental Experience

- What part of this framework resonates the most for you?
- What is missing from [this section of] the framework? What should be removed?
- How would you, or organizations you work with, put ideas from the framework into practice?
- What might make it easier to put these ideas into practice? What roadblocks are there to doing so? How has your organization or others overcome those challenges?
- What have been your successes related to this part of the framework?
- How, if at all, do you evaluate the extent to which your program, or programs you work with, does these things?
- What additional resources could support your use of the framework?

1:35 – 1:45 Break

1:45 – 2:05 Putting It All Together

- Daniel Hatfield, PhD, *NCCOR Coordinating Center*

2:05 – 2:45 Breakout Discussion Related to Future Directions

Researchers:

- Do we need the final component on athlete outcomes—perhaps as an optional component for programs for which it is relevant? Or should the ideas be incorporated within the rest of the framework?
- How would you use the framework in your research?
- What are the most important knowledge gaps that we need to address to advance progress related to concepts in the framework?
- What are important outcomes to measure?
- What are associated measurement challenges?
- Where are there gaps in validated tools?
- What could be improved to make the framework more usable?
- What resources could NCCOR develop to help you use the framework in your work?

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

National Practitioners:

- As a national program, how would you use the framework in practice?
- What additional resources/tools do we want to develop to support the use of the framework at a national level?
- What are some challenges you would anticipate in collaborating with researchers on studies related to the framework? What would it take to support your ability to engage in such partnerships?
- What are the most important outcomes for programs to evaluate? Why?
- If you had money to improve your organization's performance relative to any of these dimensions, where would you invest? What types of things would you invest in?
- Which aspects of the framework will be the hardest to accomplish? What additional resources would support implementation of the framework?
- What is one thing represented in the framework that you think you could implement in the next year without much assistance?

Local Practitioners:

- As a local program, how would you use the framework in practice?
- What additional resources/tools do we want to develop to support the use of the framework at a local level?
- What are some challenges you would anticipate in collaborating with local researchers on studies related to the framework? What would it take to support your ability to engage in such local partnerships?
- What are the most important outcomes for programs to evaluate? Why?
- If you had money to improve your organization's performance relative to any of these dimensions, where would you invest? What types of things would you invest in?
- Which aspects of the framework will be the hardest to accomplish? What additional resources would support implementation of the framework?
- What is one thing represented in the framework that you think you could implement in the next year without much assistance?

2:45 – 3:00

Day 2 Closing

- Stephanie George, PhD, MPH, MA, *National Institutes of Health*

NCCOR Workshop Speaker Bios

July 15–16, 2026

Moderators



Lynette Craft, PhD, FACSM, is senior director for Research and Health Policy at the American Orthopaedic Society for Sports Medicine (AOSSM). With a background spanning psychology, exercise science, kinesiology, and health psychology, Dr. Craft has dedicated her career to advancing evidence-based approaches that improve health and well-being. Prior to joining AOSSM, she served in leadership roles at the American College of Sports Medicine (ACSM), including chief science officer, where she led scientific initiatives and evidence-based practice efforts. Today, she oversees AOSSM's research agenda and collaborates with organizations across the sports medicine community to promote athlete health, safety, and injury prevention. Outside of work, Lynette enjoys hiking, biking, sand volleyball, and travel.



Jayne Greenberg, MS, EdD, is the North America Chair for the International Sport and Culture Association. She previously served as a program director for the U.S. Department of Health and Human Services and the district director of Physical Education and Health Literacy for Miami-Dade County Public Schools. Her accomplishments include serving as FAHPERD President, receiving the 2005 National Physical Education Administrator of the Year award; appointment to President Obama's Council for Fitness, Sports, and Nutrition in 2011; induction into the SHAPE America Hall of Fame in 2019; and securing over \$39 million in federal and foundation grants.

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field



Daycia McClam is vice president of Community Engagement and Advocacy at Positive Coaching Alliance (PCA), where she leads national initiatives to expand equitable access to youth sports through community engagement, racial equity, and women and girls programming. With more than a decade of experience in youth development, sports, and higher education, she has advanced partnerships and policies that promote sports equity. Daycia also serves on the board of Chase the Dream, mentors with SAY YES to Education Buffalo, and coaches girls' basketball and track.



Hui-Ju Young, PhD, CMA, is the associate director of the National Center on Health, Physical Activity, and Disability (NCHPAD) and the resource core director of the NIH-funded P50 Disability Health Promotion Research Center (DHPRC). She also serves as a research scientist in the School of Health Professions Research Collaborative at the University of Alabama at Birmingham. Dr. Young is a trained exercise physiologist and a Certified Movement Analyst (CMA) with expertise in Laban/Bartenieff Movement Analysis. Her research focuses on advancing health promotion for people with disabilities through the development, implementation, and evaluation of accessible, technology-enabled interventions. She also investigates the physiological and psychosocial effects of adapted, music-based movement interventions to improve health, function, and quality of life for people with disabilities.

Panelists



Dawn Anderson-Butcher, PhD, LISW-S, CMPC, is a professor at The Ohio State University, where she serves as co-executive director of LiFEsports and assistant director of the Community and Youth Collaborative Institute. A licensed social worker and certified mental performance consultant, she leads nationally recognized research on youth development through sport, including the LiFEsports and Coach Beyond initiatives, which have trained more than 75,000 coaches nationwide. Dr. Anderson-Butcher has published more than 100 journal articles, secured over \$22 million in research funding, and is a fellow of the National Academy of Kinesiology and the American Academy of Social Work and Social Welfare.



Stephanie Herrick is the director of Youth Program Development at New York Road Runners, where she manages coach education and resource development for Rising New York Road Runners, a free youth running and fitness program. In addition, she oversees NYRR's Youth Wheelchair Training Program. Her work with young runners and coaches allows her to give back to the sport that brought so much to her life.



Jaqueline Kippen is the vice president of Program Operations for the YMCA of Metropolitan Detroit, where she leads strategy, quality, and operations across youth sports, aquatics, camps, enrichment, and family programs. With more than a decade of experience in program and youth development, Jackie focuses on designing organizational systems that strengthen program quality, expand access, and create safe, inclusive, and meaningful experiences. Her work centers on translating organizational strategy into consistent, high-quality program delivery.

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field



Fa'amalo "Malo" Lutu is the Imperial Beach Parks, Recreation, & Community Service supervisor. Malo has over 20 years of parks and recreation experience, holding positions with San Diego, El Cajon, and Chula Vista. Malo has a wide range of experience in programming, community centers, field allocation, independent contractors, park management, and community partnerships. Recently, Malo joined the City of Imperial Beach to help build a new Parks, Recreation, & Community Services department.



Jaci McCormack is a Division I athlete turned nonprofit founder. Jaci uplifts youth from marginalized communities through sports, mentorship, and empowerment. Jaci channels her lived experience into creating opportunities for the next generation, breaking barriers, and building bridges where they are needed most.



Stephanie McKeon is the senior manager, Unified Sports & Partnerships, for Special Olympics North America Unified Champion Schools. Unified Champion Schools is a strategy that brings together students with and without intellectual disabilities to create accepting school environments. She supports state Special Olympics offices with the growth and quality implementation of their school-based Unified Sports programs.



Allison Riley, PhD, MSW, joined Girls on the Run International in 2013. As chief program officer, she leads program development, research and evaluation, innovation, and coach training to ensure high-quality, impactful experiences for girls across the organization's network. With twenty years of experience designing, implementing, and evaluating physical activity-based positive youth development programs, she knows that sport and physical activity can be powerful contexts for youth development when experiences are intentionally designed. Dr. Riley earned her PhD in social work with a specialization in positive youth development in social settings from The Ohio State University. She also holds an MSW from The Ohio State University, an MS in kinesiology from Purdue University, and a BA in psychology from the University of Virginia.



Tierra Stewart is chief program officer at DC SCORES, where she leads strategic innovation and program quality for one of Washington, DC's largest youth organizations, serving more than 3,500 young people across 68 schools. A nationally recognized youth leadership developer, community organizer, and Transformative Justice facilitator, she has more than 14 years of experience advancing youth development, educator training, and community engagement. A *40 Under 40 Excellence in Leadership* honoree, Tierra has worked with thousands of youth, educators, and families and has been featured in publications in more than 25 countries.

GENYOUth National Council Members



Ellise, 11th grade, Idaho

Ellise loves playing softball year-round and has the most fun going on adventures with her friends. She sees herself becoming a civil rights lawyer and hopefully attending a college in Oregon. She's passionate about changing her school for the better to adapt kids to a healthier lifestyle via physical activity and healthy eating. Lastly, she has successfully incorporated a program into her high school that is widely loved.



Raquel, 11th grade, Texas

Raquel is a passionate individual who strives to make a lasting impact at her school and within her community. She actively participates in a plethora of organizations within her school, including Fuel Up, Science National Honor Society, National Honor Society, Debate, and Robotics. She works to promote healthy activity and encourages academic excellence among her peers through volunteering and fostering strong peer relationships. Raquel aspires to pursue a career in the STEM field, with a primary focus on biochemistry.



Rohit, 12th grade, New Jersey

Rohit is interested in public health and wants to become a trauma surgeon in the future. Rohit wants to go to medical school, earn a PhD, and contribute to structural reforms of the American health care system to improve lifespans and overall quality of life. Rohit has acted on his public health interests locally, as he is a member of the Rutgers Health Service Corps. He also contributes to a healthier school community by collaborating with school administrators to decrease sports dropout rates among middle schoolers through a flag football program in the middle school.

NCCOR Workshop Panelist Organizations

July 15–16, 2026

In order of appearance:

The City of Imperial Beach Parks, Recreation and Community Services Department began in June 2021. The department was established to serve residents and visitors by providing recreational opportunities and community services programs for youth, teens, adults, and seniors. The programs and services offered through the department provide an opportunity to improve the health, wellness, and quality of life for all residents while enhancing the image of the city.

Special Olympics – Unified Sports is dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. In Unified Sports, teams are made up of people of similar age and ability. That makes practice more fun and games more challenging and exciting for all. Having sport in common is just one more way that preconceptions and false ideas are swept away.

Girls on the Run International is a national physical activity-based positive youth development organization serving more than 175,000 girls annually through a network of 160+ local councils. Trained volunteer coaches lead small teams of girls through an intentional, evidence-informed curriculum that integrates physical activity with life skills development. Through fun, experience-based lessons, girls build confidence, strengthen relationships, and develop life skills they can use at home, at school, and in their communities.

The YMCA of Metropolitan Detroit's Intra-Y Basketball League is an eight-week recreational youth basketball program offered across seven YMCA branches during two seasons each year, serving approximately 500 youth annually. Led by trained volunteer coaches and YMCA-trained referees, the league emphasizes skill development, sportsmanship, inclusion, and fun while creating a safe, supportive environment where every child can grow through sport.

Rise Above is a youth development 501c3 NPO in Seattle, Washington, that uses sport to promote physical activity, leadership, and social-emotional growth. Through basketball and sports programs, tournaments, camps, clinics, and mentorship opportunities, Rise Above provides inclusive, high-quality experiences that help youth build confidence, develop life skills, and thrive on and off the court.

DC SCORES empowers more than 3,500 young people to lead healthy lives, be engaged students, and have the confidence and character to make a difference in the world. Its award-winning soccer, poetry, and service programs provide safe and joyful spaces for kids to go after school and become part of a poet-athlete community that will support them long after they graduate. Every poet-athlete in our program experiences 24 weeks of free programming, five days a week. DC SCORES coaches are paid youth development specialists who guide young people through its award-winning curriculum that includes city-wide game days, poetry slams, soccer tournaments, and community festivals.

GENYOUth is a leading national non-profit, dedicated to helping schoolchildren thrive by living well-nourished and physically active lives. GENYOUth was founded in 2010 through a partnership between America's Dairy Farmers and the National Football League. Today, the organization equips schools with tools and resources to increase student access to nutrition and physical activity; drives high impact with micro-grants that lead to sustained, outsized improvements; engages with schools and students to understand, address, and amplify their needs and perspectives with insights and thought leadership; and offers universally appealing programs that benefit all youth regardless of ethnicity, gender, economic status, or ability.

LiFEsports is a comprehensive youth development initiative at the Ohio State University (OSU) that serves over 850 Central Ohio youth ages 8–18 each year. The LiFEsports mission is “to prepare youth for life and leadership through sports.” Services provided by LiFEsports include summer camp programming; year-round sports clinics; a high-school-age youth leadership academy; school-based life and leadership programming, coach education/training, family education/support services; and referral/linkages to community-based resources. LiFEsports is a proven youth sport model, with research demonstrating outcomes such as improved life skills, sport and fundamental motor skills, physical fitness, healthy lifestyle behaviors, and physical activity.

Rising New York Road Runners is a free nationwide youth running-based program providing resources to empower program leads to foster the skills, confidence, and desire needed for kids to be physically active for life. With easy-to-follow activities tailored to each child's age and abilities, access to world-class events, and incentives including equipment, Rising New York Road Runners makes it fun to learn essential movement skills that improve running and lay the foundation for success in various sports. The program serves pre-K through 12th-grade schools, after-school programs, and community centers throughout New York City and around the country.

Workshop Participant List

Speakers

Dawn Anderson-Butcher, PhD, LISW-S, CMPC
The Ohio State University LiFEsports
anderson-butcher.1@osu.edu

Lynette Craft, PhD, FACSM
American Orthopaedic Society for Sports Medicine
lynette@aossm.org

Jayne Greenberg, EdD
International Sport and Culture Association
drjayned@aol.com

Stephanie Herrick, MS
Rising New York Road Runners
sherrick@nyrr.org

Jackie Kippen, MPA
YMCA of Metropolitan Detroit
jkippen@ymcadetroit.org

Fa'amalo "Malo" Lutu
Imperial Beach Parks, Recreation, & Community Services
mlutu@imperialbeachca.gov

Daycia McClam
Positive Coaching Alliance
daycia_mcclam@positivecoach.org

Jaci McCormack
Rise Above
jaci@nativeyouthriseabove.org

Stephanie McKeon, MS
Special Olympics North America
smckeon@specialolympics.org

Allie Riley, PhD, MSW
Girls on the Run International
ariley@girlsontherun.org

Tierra Stewart
DC SCORES
tstewart@dcscores.org

Hui-Ju (Zoe) Young, PhD, CMA
National Center on Health, Physical Activity and Disability
The University of Alabama at Birmingham
hjyoung@uab.edu

GENYOUTH National Youth Council Members
Ellise, 11th Grade, Idaho
Raquel, 11th Grade, Texas
Rohit, 12th Grade, New Jersey

Participants

Angela Alberti, PhD
The Fieldhouse
angie@njfieldhouse.com

Jen Armbruster
Adaptive Sports Northwest
execdirector@adaptivesportsnw.org

Khalid Cannon
Put Me In
khalid.cannon@putmein.org

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

Amy Cichanowski, MBA
Minnesota Youth Ski League
amy@myxc.org

Allison Colman
National Recreation and Park Association
Acolman@nrpa.org

Peter Feldman, MA
Laureus Sport for Good
peter.feldman@laureus.com

David Flynn
The Center for Healing and Justice Through Sport
dflynn@chjs.org

Marty Fox, MA
Aspen Institute Project Play
martin.fox@aspeninstitute.org

Laura Hatch, MPH
GENYOUTH
laura.hatch@genyouthnow.org

David Higbee
Bridge Lacrosse
david@bridgelacrosse.org

Joseph Hooks
Fight for Children
Joe.Hooks@fightforchildren.org

Lauren Izzo
GENYOUTH
lauren.izzo@genyouthnow.org

Damean Kennedy
Fairway Future Golf
dameankennedy@gmail.com

Kyle Kercher, PhD
Indiana University
Kylkerch@iu.edu

Katie Lucas, PT, PhD, DPT, OCS, CSCS
Creighton University
katielucas@creighton.edu

Bruno Marchesi, MA
U.S. Soccer Foundation
BMarchesi@ussoccerfoundation.org

Ken Martel
USA Hockey
Kenm@usahockey.org

William V. Massey, PhD
Oregon State University
william.massey@oregonstate.edu

Sara McLaughlin
Laureus Sport for Good USA
sara.mclaughlin@laureus.com

Adrienne Moore, MPA
Center for Healing and Justice Through Sport
amoore@chjs.org

Meghan Morgan
Girls in the Game
mmorgan@girlsinthegame.org

Karin Pfeiffer, PhD
Michigan State University
kap@msu.edu

John Spengler, PhD
University of Florida
johnspengler@gmail.com

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

Erin Stevenson

The Center for Healing and Justice Through Sport
estevenson@chjs.org

Amanda Visek, PhD, CMPC

The George Washington University
avisek@email.gwu.edu

Emily Weinberg, MS, CSCS

GENYOUTH
emily.weinberg@genyouthnow.org

NCCOR Members

*Workshop co-chair

Toyin Ajisafe, PhD

National Institutes of Health
toyin.ajisafe@nih.gov

Deshiree Belis

National Institutes of Health
deshiree.belis@nih.gov

Alison Brown, PhD

National Institutes of Health
alison.brown@nih.gov

Kelly Cornett, MS

Centers for Disease Control and Prevention
jyq4@cdc.gov

Layla Esposito, PhD

National Institutes of Health
espositl@mail.nih.gov

Sheila Fleischhacker, PhD, JD, RDN

U.S. Department of Agriculture
sheila.fleischhacker@usda.gov

Stephanie George, PhD, MPH, MA*

National Institutes of Health
stephanie.george@nih.gov

Melissa Green Parker, PhD

National Institutes of Health
melissa.greenparker@nih.gov

Madison Haise, MPH

National Institutes of Health
madison.haise@nih.gov

Kirsten Herrick, PhD, MSc

National Institutes of Health
kirsten.herrick@nih.gov

Rosalind King, PhD

National Institutes of Health
kingros@nih.gov

Bramaramba Kowtha, MS, RDN, LDN

National Institutes of Health
bramaramba.kowtha@nih.gov

Jacqueline Lloyd, PhD

National Institutes of Health
lloydj2@nih.gov

Jennifer Matjasko, PhD, MPP*

Centers for Disease Control and Prevention
jmatjasko@cdc.gov

Norma Minkoff, MS

National Institutes of Health
norma.minkoff@nih.gov

Adi Noiman, PhD

Centers for Disease Control and Prevention
tra6@cdc.gov



www.nccor.org • nccor@fhi360.org

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS: A Conceptual Framework and Examples from the Field

Frank Perna, EdD, PhD

National Institutes of Health

pernafm@mail.nih.gov

Malorie Polster, MPH, CHES*

U.S. Department of Health and Human Services

malorie.polster@hhs.gov

Eric Shiroma, ScD, MEd, FACSM

National Institutes of Health

eric.shiroma@nih.gov

Jane Simoni, PhD

National Institutes of Health

jane.simoni@nih.gov

Denise Stredrick, PhD

National Institutes of Health

denise.stredrick@nih.gov

Elizabeth Vogt, MPH

National Institutes of Health

elizabeth.vogt@nih.gov

Ellen Wenders, PhD, MPH

Centers for Disease Control and Prevention

gmf2@cdc.gov

Dana Wolff-Hughes, PhD

National Institute of Health

dana.wolff@nih.gov

Farah Zia, MD

National Institute of Health

ziaf@mail.nih.gov

NCCOR Coordinating Center

Kirsten Deuman

RDNutrition, Policy & Research, LLC

kirsten@rdnutritionpolicyresearch.com

Meher Din, MPH

FHI 360

mdin@fhi360.org

Olivia Gioradon Kean, MPH

FHI 360

ogjordanokean@fhi360.org

Rachel Grimsland

FHI 360

rgrimsland@fhi360.org

Daniel Hatfield, PhD

FHI 360

dhatfield@fhi360.org

Karen Hilyard, PhD

FHI 360

khilyard@fhi360.org

Jana Scoville, MBA

FHI 360

jscoville@fhi360.org

Amanda Sharfman, MPH

FHI 360

asharfman@fhi360.org

Component 1

Foundational Conditions

The structural and contextual conditions that make quality sport possible

Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Structural Quality Organizational systems and resources	- Organization mission, goals, and structure that align with elements of this framework - Strategic planning that advances concepts in this framework - Resource and performance management to support organizational-level aspects of concepts in this framework - Onboarding policies that include education around concepts in this framework - Data collection and evaluation around indicators represented in this framework	- Equipment quality - Facility standards (including accessibility for people with disabilities)	- Clear coach qualification standards - Continuing education for coaches - Coaching performance standards and evaluation - Alignment with physical activity standards - Staff-to-participant ratios	- <i>Captured through downstream developmental and experiential outcomes</i>
Access Inclusion and opportunity for all youth	- Affordability - Multi-sport exposure opportunities as an organizational priority - Accessible transportation options - Cultural responsiveness - Tailoring sport preferences to local context	- Adaptive programming that meets the needs of all participants - Proximity to where children live and play - Scheduling considerations (accounting for how groups access facilities at different days and times)	- Culturally responsive coaching practices - Instructional approaches that address the needs of all children	- Representation across demographic groups in the sports activity
Transparency & Engagement Open communication and shared decision-making	- Youth governance opportunities - Financial transparency - Parent, community, and youth feedback mechanisms - Open organizational communication - Formal mechanisms for complaint resolution	- Observation access for parents and community members	- Parent education on coaching techniques, practices, and youth development opportunities - Open communication between coaches, athletes, and families	- Athlete voice in organizational decisions

Component 2

Program Environment

How the sport experience is delivered once youth are there

Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Psychological Environment Climate that fosters safety, belonging, and well-being	- Organizational climate policies (e.g., parent and spectator conduct policies, youth mental health and well-being policies) - Employee retention and satisfaction assessment for continuity in quality staffing at all organizational levels	- Physical environment that promotes belonging and psychological safety (e.g., visual display of athlete rights, mental health awareness materials, designated safe spaces, noise management to lessen stress)	- Coach conduct policies - Open-concept coaching spaces - Motivational climate - Autonomy support - Promotion of enjoyment/fun - Athlete-centered communication style	- Sense of belonging - Perceived psychological safety - Enjoyment
Health & Safety Physical health and protection from harm	- Safety protocols (including transportation) - Screening and background check protocols - Incident reporting mechanisms - Abuse and bullying prevention policies (e.g., child abuse prevention certification requirements) - Parent education about injury and abuse policies	- Safe physical environment (e.g., line of sight to adult-youth and peer interactions) - Access to trainers/health care professionals in case of injury or harm	- Training load management - Mental health support - Education around physiology and benefits of exercise, abuse prevention, and injury response - Boundary maintenance	- Time in moderate-to-vigorous physical activity (MVPA) - Mental health indicators - No exposure to violence/abuse from peers or adults

Component 3

Developmental Experience

Factors that ensure youth sports environments are developmentally supportive

Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Appropriateness for developmental stage Appropriate experiences that support whole-child development	- Developmentally appropriate participation models/policies - Modified, developmentally appropriate competition format policies - Appropriate specialization timing policies	- Spaces that support play-based learning and skill progression	- Skill mastery progression - Multi-sport participation encouragement - Intrinsic motivation emphasis (over external rewards)	- Leadership opportunities (e.g., pathways to coaching) - Physical literacy - Cognitive growth - Sport sampling rates
Positive Youth Development (PYD) Life skills and character building through sport	- PYD-aligned organizational structures (e.g., mission, values, hiring) - Tracking of youth personal-social development outcomes	- Environments that support connection and character development (e.g., spaces that support relationship building and competence, spaces for reflection) - Community-facing design to promote community connection	- Intentional life skills teaching - Character-building through coaching/sport - Reinforcing the 5 C's (Competence, Confidence, Connection, Character, Caring)	- Transferrable life skills - Personal-social development outcomes

Component 4

Athlete Outcomes

Competitive and performance-related outcomes

Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
-----------	--------------------	----------------	---------------------	----------------------

Performance Excellence Cultivation of optimal athletic performance	- Talent identification systems - Advancement rate tracking - Performance training resources/standards	- Sport-specific performance environments	- Skill progression planning - Coaching for performance/competition - Athlete performance evaluation	- Win-loss records - Advancement rates
--	--	---	--	--

DEFINING QUALITY YOUTH SPORTS ENVIRONMENTS:

A Conceptual Framework and Examples from the Field

Pre-Workshop Webinar

July 9, 3:00 p.m. ET

Dan Hatfield, PhD

NCCOR Coordinating Center



Webinar Purpose and Agenda

- This webinar is designed to optimize our time at the July 15–16 workshop by 1) reviewing the youth sports quality framework around which the workshop is organized and 2) describing the workshop structure and breakout discussion questions so attendees are able to reflect in advance.
- Today's agenda:
 - Workshop background and goals
 - Overview of the NCCOR youth sports quality framework
 - Workshop agenda and discussion questions

Need technical assistance?

Email us at
nccor@fhi360.org.



Have a question?

Use the chat box.



Complete the Poll!

Workshop Background and Goals

About NCCOR

Building Evidence and Advancing
Practice for Healthy Children,
Families, and Communities



www.nccor.org



nccor@fhi360.org



NCCOR Planning Committee

Centers for Disease Control and Prevention

Kelly Cornett

Jen Matjasko*

Ellen Stowe

U.S. Department of Agriculture

Sheila Fleishhacker

NCCOR Coordinating Center

Olivia Giordano Kean

Dan Hatfield

Amanda Sharfman

National Institutes of Health

Toyin Ajisafe

Deshiree Belis

Dara Blachman-Demner

Theresa Cruz

Layla Esposito

Stephanie George*

Melissa Green Parker

Madison Haise

Bramaramba Kowtha

Frank Perna

Denise Stredrick

Dana Wolff-Hughes

Office of Disease Prevention and Health Promotion

Malorie Polster*

*Workgroup co-lead

Background

- Youth sports offer benefits for physical, mental, and social health and well-being, yet participation remains uneven across population subgroups.
- Structural and program-quality barriers—including costs, transportation, limited facilities, unsafe or unwelcoming environments, and inconsistent coaching practices—limit access and outcomes.
- Communities are developing creative, low-cost strategies to expand high-quality sports options, but these efforts are often under-documented and not widely shared.
- To address this gap, NCCOR convened a multi-agency workgroup to develop a youth sports quality framework and convene a workshop featuring programs from across the US that exemplify concepts in that framework.

Foundational Efforts Informing the Workshop

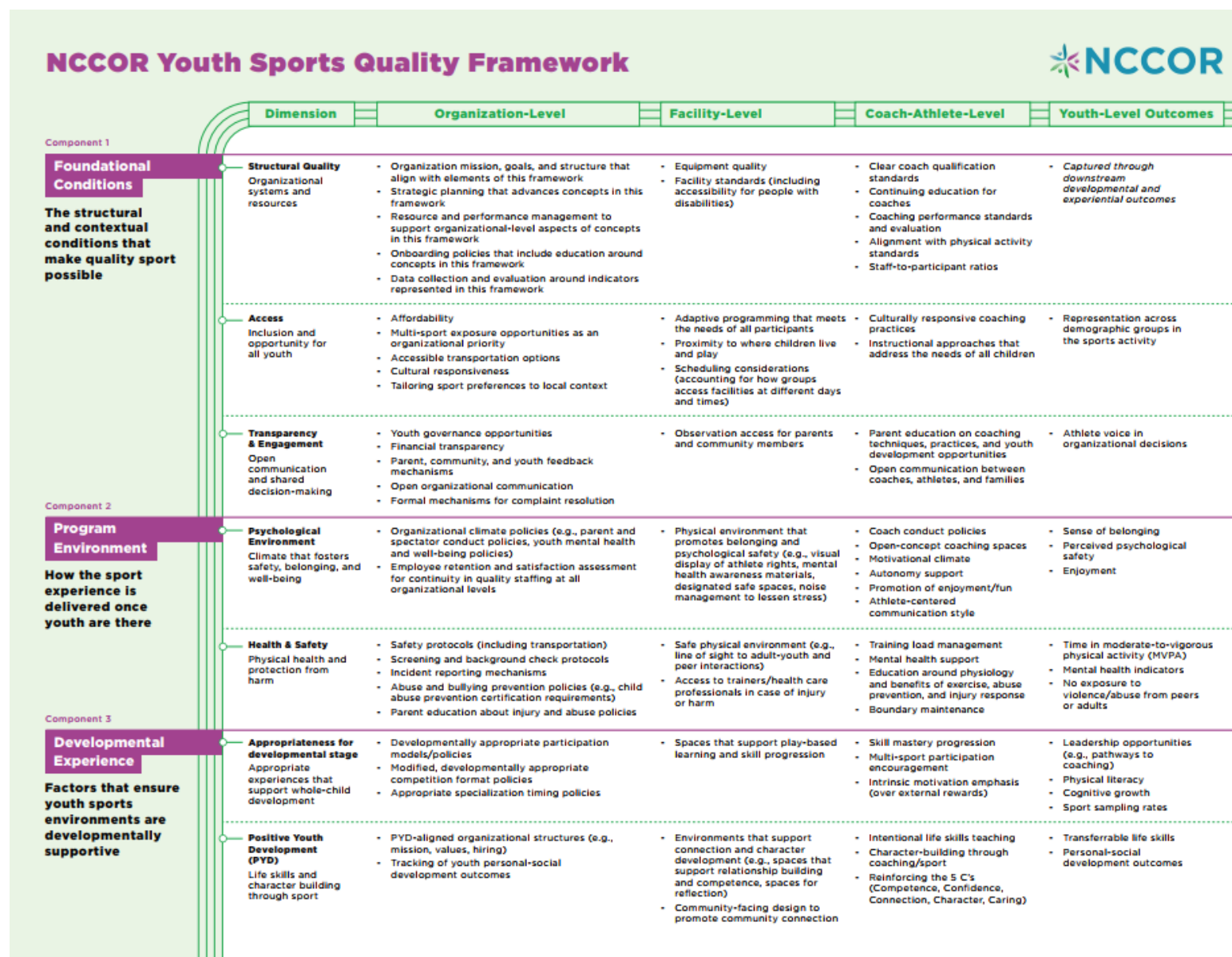
- Developed a draft **youth sports quality framework** integrating concepts from multiple schools of thought related to youth sports
- Conducted a **literature review** of ~3,000 journal articles to identify high-quality sports programs that successfully ensure quality and access for all youth
- Reviewed **lists of high-quality youth sports** programs identified through award initiatives
- Conducted **interviews** with six experts representing a variety of perspectives, including parks and recreation, youth with disabilities, schools, injury prevention, and youth sports research

Workshop Goals

- Introduce the draft framework for quality youth sports.
- Describe youth sports organizations that represent different dimensions of the framework.
- Discuss whether and how the framework can be revised to better capture quality youth sports.
- Identify potential next steps for the framework, tailored to researchers and practitioners.

Overview of the NCCOR Youth Sports Quality Framework

Full Framework



Four Components

1. Foundational Conditions: The structural and contextual conditions that make quality youth sport possible
2. Program Environment: How the sport experience is delivered once youth are there
3. Developmental Experience: Factors that ensure youth sports environments are developmentally supportive
4. Athlete Outcomes: Competitive and performance-related outcomes

For each component, the framework includes the following elements:

- Sub-dimensions
- Considerations at the organization, facility, and coach-athlete levels
- Youth-level outcomes

Foundational Conditions: Structural Quality

Component 1					
Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes	
Foundational Conditions The structural and contextual conditions that make quality sport possible	Structural Quality Organizational systems and resources - Organization mission, goals, and structure that align with elements of this framework - Strategic planning that advances concepts in this framework - Resource and performance management to support organizational-level aspects of concepts in this framework - Onboarding policies that include education around concepts in this framework - Data collection and evaluation around indicators represented in this framework	- Equipment quality - Facility standards (including accessibility for people with disabilities)	- Clear coach qualification standards - Continuing education for coaches - Coaching performance standards and evaluation - Alignment with physical activity standards - Staff-to-participant ratios	- <i>Captured through downstream developmental and experiential outcomes</i>	

Foundational Conditions: Access

Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Component 1					
Foundational Conditions					
The structural and contextual conditions that make quality sport possible					
Access					
Inclusion and opportunity for all youth		- Affordability - Multi-sport exposure opportunities as an organizational priority - Accessible transportation options - Cultural responsiveness - Tailoring sport preferences to local context	- Adaptive programming that meets the needs of all participants - Proximity to where children live and play - Scheduling considerations (accounting for how groups access facilities at different days and times)	- Culturally responsive coaching practices - Instructional approaches that address the needs of all children	- Representation across demographic groups in the sports activity

Foundational Conditions: Transparency & Engagement

Component 1					
Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Foundational Conditions The structural and contextual conditions that make quality sport possible	Transparency & Engagement Open communication and shared decision-making	- Youth governance opportunities	- Observation access for parents and community members	- Parent education on coaching techniques, practices, and youth development opportunities	- Athlete voice in organizational decisions
		- Financial transparency			
		- Parent, community, and youth feedback mechanisms			
		- Open organizational communication		- Open communication between coaches, athletes, and families	
		- Formal mechanisms for complaint resolution			

Program Environment: Psychological Environment

Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Component 2 Program Environment How the sport experience is delivered once youth are there	Psychological Environment Climate that fosters safety, belonging, and well-being	- Organizational climate policies (e.g., parent and spectator conduct policies, youth mental health and well-being policies) - Employee retention and satisfaction assessment for continuity in quality staffing at all organizational levels	- Physical environment that promotes belonging and psychological safety (e.g., visual display of athlete rights, mental health awareness materials, designated safe spaces, noise management to lessen stress)	- Coach conduct policies - Open-concept coaching spaces - Motivational climate - Autonomy support - Promotion of enjoyment/fun - Athlete-centered communication style	- Sense of belonging - Perceived psychological safety - Enjoyment

Program Environment: Health & Safety

Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Component 2 Program Environment How the sport experience is delivered once youth are there	Health & Safety	- Safety protocols (including transportation) - Screening and background check protocols - Incident reporting mechanisms - Abuse and bullying prevention policies (e.g., child abuse prevention certification requirements) - Parent education about injury and abuse policies	- Safe physical environment (e.g., line of sight to adult-youth and peer interactions) - Access to trainers/health care professionals in case of injury or harm	- Training load management - Mental health support - Education around physiology and benefits of exercise, abuse prevention, and injury response - Boundary maintenance	- Time in moderate-to-vigorous physical activity (MVPA) - Mental health indicators - No exposure to violence/abuse from peers or adults
	Physical health and protection from harm				

Developmental Experience: Appropriateness for Developmental Stage

Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Component 3 Developmental Experience Factors that ensure youth sports environments are developmentally supportive	Appropriateness for developmental stage Appropriate experiences that support whole-child development	- Developmentally appropriate participation models/policies - Modified, developmentally appropriate competition format policies - Appropriate specialization timing policies	- Spaces that support play-based learning and skill progression	- Skill mastery progression - Multi-sport participation encouragement - Intrinsic motivation emphasis (over external rewards)	- Leadership opportunities (e.g., pathways to coaching) - Physical literacy - Cognitive growth - Sport sampling rates

Developmental Experience: Positive Youth Development

Dimension		Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes
Component 3 Developmental Experience Factors that ensure youth sports environments are developmentally supportive	Positive Youth Development (PYD) Life skills and character building through sport	- PYD-aligned organizational structures (e.g., mission, values, hiring) - Tracking of youth personal-social development outcomes	- Environments that support connection and character development (e.g., spaces that support relationship building and competence, spaces for reflection) - Community-facing design to promote community connection	- Intentional life skills teaching - Character-building through coaching/sport - Reinforcing the 5 C's (Competence, Confidence, Connection, Character, Caring)	- Transferrable life skills - Personal-social development outcomes

Athlete Outcomes: Performance Excellence

Component 4					
Athlete Outcomes					
Competitive and performance-related outcomes					
Dimension	Organization-Level	Facility-Level	Coach-Athlete-Level	Youth-Level Outcomes	
Performance Excellence Cultivation of optimal athletic performance	- Talent identification systems - Advancement rate tracking - Performance training resources/standards	- Sport-specific performance environments	- Skill progression planning - Coaching for performance/competition - Athlete performance evaluation	- Win-loss records - Advancement rates	

Questions About the Framework?



Workshop Agenda and Discussion Questions

Workshop Overview

- Three sets of **panel presentations** featuring leading national, regional, and local youth sports programs that exemplify dimensions of the framework and an opportunity for Q & A moderated by youth sports experts
 - Each panel will be followed by **interactive breakout sessions** where participants provide feedback on specific sections of the framework and discuss how it connects to their work.
- One moderated discussion with a **youth panel**
- A **final breakout session** organized by researchers and practitioners to reflect on the framework overall and how to maximize its impact moving forward

July 15: Session 1 – Foundational Conditions

- **11:20–12:05 – Structural Quality, Access, Transparency, and Engagement in Youth Sport Programs**
 - Moderator: Hui-Ju “Zoe” Young, PhD, CMA, *University of Alabama at Birmingham*
 - Allie Riley, PhD, MSW, *Girls on the Run*
 - Fa'amalo “Malo” Lutu, *Imperial Beach Parks, Recreation, and Community Services*
 - Stephanie McKeon, *Special Olympics North America*
- **12:05–1:00 – Breakout Discussion Related to Foundational Conditions**

July 15: Session 2 – Program Environments

- **1:10–1:55 – Psychological Environment, Health, and Safety in Youth Sport Programs**
 - Moderator: Lynette Craft, PhD, *American Orthopaedic Society for Sports Medicine*
 - Jackie Kippen, *YMCA of Metropolitan Detroit*
 - Jaci McCormack, *Rise Above*
 - Tierra Stewart, *DC Scores*
- **1:55–2:50 – Breakout Discussion Related to Program Environments**

July 16: Session 3 – Youth Voice

- **11:10–11:45 – Youth Voice and Autonomy in Youth Sport Programs**
 - Moderator: Jayne Greenberg, MS, EdD, *International Sport and Culture Association*
 - Raquel (11th grade, Texas), *GENYouth Youth Council*
 - GENYouth Youth Council Member TBD
 - GENYouth Youth Council Member TBD

July 16: Session 4 – Developmental Experience

- **11:45–12:30 – Appropriateness for Developmental Stage and Positive Youth Development in Youth Sport Programs**
 - Moderator: Daycia McClam, *Positive Coaching Alliance*
 - Dawn Anderson-Butcher, PhD, LISW-S, CMPC, *Ohio State University LiFEsports*
 - Stephanie Herrick, MS, *Rising New York Road Runners*
- **12:30–1:35 – Breakout Discussion Related to Developmental Experience**

July 16: Putting it All Together

- 1:45–2:05 – Putting It All Together
 - Daniel Hatfield, PhD, *NCCOR Coordinating Center*
- 2:05–2:45 – Breakout Discussion Related to Future Directions



Overview of Breakout Groups

NCCOR Youth Sports Pre-Workshop Webinar
July 9, 2026

Tip Use the sticky note button to create activities.

Question #1

What was your favorite sport to play as a kid?

Question #2

What is your favorite way to be active today?

Discussion Questions: Breakouts 1–3

Focusing on specific sections of the framework, breakouts will explore the following questions:

1. What ideas in this section of the framework resonate most with you?
2. What is missing from this section of the framework? What should be removed?
3. How would you, or organizations you work with, put ideas from this section of the framework into practice?
4. What might make it easier to put these ideas into practice? What roadblocks are there to doing so? How has your organization or others overcome those challenges?
5. What have been your successes related to this part of the framework?
6. How, if at all, do you evaluate the extent to which your program or programs you work with do the things represented in this section of the framework?
7. What additional resources could support your use of this section of the framework?

Discussion Questions: Breakout 4

Researchers

Do we need the final component on athlete outcomes—perhaps as an optional component for programs for which it is relevant? Or should the ideas be incorporated within the rest of the framework?

How would you use the framework in your research?

What are the most important knowledge gaps that we need to address to advance progress related to concepts in the framework?

What are important outcomes to measure?

What are associated measurement challenges?

Where are there gaps in validated tools?

What could be improved to make the framework more usable?

What resources could NCCOR develop to help you use the framework in your work?

Discussion Questions: Breakout 4

Practitioners

How would you use the framework in practice?

What additional resources/tools do we want to develop to support the use of the framework?

What are some challenges you would anticipate in collaborating with researchers on studies related to the framework? What would it take to support your ability to engage in such partnerships?

If you had money to improve your organization's performance relative to any of these dimensions, where would you invest? What types of things would you invest in?

Which aspects of the framework will be the hardest to accomplish? What additional resources would support implementation of concepts in the framework?

What is one thing represented in the framework that you think you could implement in the next year without much assistance?

Wrap Up and Next Steps

Next Steps

- If you haven't already registered for the workshop, please do (see link in the chat).
 - Wednesday, July 15: 11–3 p.m. ET
 - Thursday, July 16: 11–3 p.m. ET
- If you're able, reflect on the framework and breakout questions.
- Come to the workshop ready to share your ideas on how we can improve the framework and make it actionable for youth sports researchers and practitioners!

Questions About the Workshop?



FOLLOW US *on*
SOCIAL MEDIA

in [linkedin.com/company/nccor/](https://www.linkedin.com/company/nccor/)

X [@NCCOR](https://twitter.com/NCCOR)

f [/NCCOR.ORG](https://www.facebook.com/NCCOR.ORG)

 **NCCOR**