ABSTRACT

ROBLEDO, MAYRA VIRIDIANA. An Examination of the Perceived Role of Sport in a Hispanic-Based Youth Development Initiative. (Under the direction of Dr. Jason Bocarro and Dr. Michael Edwards).

Youth Development Programs (YDPs) can serve as an effective mechanism to alleviate social and psychological adversities while enhancing and developing resilience among youth. Recently, more YDPs have incorporated sport to achieve these goals. Sport for Development (SFD) approaches typically operate through two models: the sport plus model where sport is adapted and augmented to maximize developmental objectives (e.g., learning about nutrition). The second, the plus sport model, uses sport as a means to attract participants into a program. Despite the promise of YDPs that incorporate sport within their design, there is limited research about the linkage between YDPs and SFD models, particularly within YDPs that serve minority youth. Hence, this study explores the perceived contribution of sport within a Hispanic-based YDP, Juntos. The Juntos Program is a national YDP that primarily serves Latino youth and families by assisting youth with graduating high school and pursuing higher education opportunities. Juntos incorporates two annual soccer tournaments in North Carolina (i.e., Kicking it with Juntos and Copa Unidos). Due to the growing Hispanic population and the wide achievement gap, there is significance in exploring strategies that facilitate opportunities for youth to leverage social issues (e.g., academic retention and personal development of Hispanic/Latino youth).

A mixed methods case study approach was implemented in two counties in North Carolina. First, a pre and post survey was administered to 237 tournament participants spanning two programs (Copa Unidos and Kicking it with Juntos). Second, 26 interviews were conducted
(15 tournament participants, 6 county coordinators and 5 planning committee members) to gain a more complex understanding of what their perception of sport was.

A salient theme was the sense of community among both tournaments. The survey results found that player participants felt both tournaments addressed a sense of belonging and unity. Findings from the qualitative data found three key themes related to the Juntos Program: 1) sports provide a context for building a stronger social network (e.g., sense of community, family engagement); 2) sport as a bridge to connecting participants to program outcomes (e.g., educational opportunities, social mobility, recruitment and retention); 3) roles of sport determined by stakeholder context (e.g., players viewed tournaments as fun, county coordinators were unsure about purpose, committee members understood the intended role).

Findings from this study illustrated that player participants recognized the emotional connectedness of the tournaments more so than the tournaments purpose in relation to SFD approaches. Nevertheless, findings from the present study support extant literature that indicate the benefits from combining SFD models and YDPs. This study reveals an opportunity for administrators to better convey the purpose of the delivered program to stakeholders (e.g., parents, staff and participants) to better maximize youth development outcomes.

Keywords: youth development, sport for development, Juntos, Hispanic/Latino youth
An Examination of the Perceived Role of Sport in a Hispanic-Based Youth Development Initiative

by
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DEDICATION

Ivan, thank you for your everlasting patience, support, and encouragement. Graduate school and all the distance between us only made us stronger as individuals and life partners. Thank you for being my confidant and best friend even 2,522 miles away.

Apá, Ama, y los cuatro cochinitos, a los seis los quiero muchísimo! Despite the distance, I always feel your presence and support. Mami, thank you for believing in me full heartedly, you taught me how to dream, you are the reason why I am not afraid to aim high. Apá, thank you for coaching me, pushing me, and instilling your work ethic in me. I am driven and passionate; and I view the world as a place that is full of opportunities to make change because of you. To my youngest siblings, you mean more to me then you will ever understand. I love how interested you are in what I am studying, and how eager you get when you know I’m coming home for a quick visit. You are my true motivation, being your role model is my favorite job.
BIOGRAPHY

Mayra was born in Tepatitlan, Jalisco, Mexico. She moved to Inglewood, California with her family at the age of two. Not knowing the language or culture of their new environment, Mayra and her family used soccer as a vehicle to acculturate and develop a sense of belonging. Tenacity, grit, and perseverance helped Mayra become the first member of her family to attend and graduate college. She attended California State University Dominguez Hills where she played collegiate soccer, was a Ronald E. McNair Scholar, and an Equal Opportunity Program recipient. Mayra graduated with a B.A. in Kinesiology in 2016. Immediately after graduation she transitioned to begin the Master’s program in the Department of Parks, Recreation, and Tourism Management at North Carolina State University.
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CHAPTER ONE: INTRODUCTION

Youth development programs (YDPs) can serve as a strong resource to alleviate some of the social adversities youth face while augmenting young people’s strengths (Roth & Brooks-Gunn, 2016). YDPs are described as efforts to create organizations and communities that enable youth to move toward adulthood by supplying the support and opportunities necessary to go beyond problem prevention; emphasizing resilience and building competency as a central base to help youth navigate through life in healthy ways (Bocarro, Greenwood, & Henderson, 2008; Eccles & Gootman, 2002; Roth & Brooks-Gunn, 2003; 2016). Though YDPs are beneficial for all youth, they are particularly valuable for under-resourced, low-socioeconomic, minority youth (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Stodolska, Sharaievska, Tainsky, & Ryan, 2014). Stodolska et al. (2014) showed that for minority youth YDPs that incorporate sport have been found to decrease delinquency and serve as a buffer from negative effects of low socioeconomic status (SES), discrimination, and neighborhood crime. In support, Catalano et al. (2004) argues that YDPs help under-resourced youth have positive changes (e.g., cognitive competencies, self-efficacy, academic achievement, decrease aggressive behavior and substance use).

Across the United States of America, Hispanics have the second lowest median household income of any ethnic group at $45,148 (U.S. Census Bureau, 2016). Latino youth in under-resourced communities are at a higher risk for health, behavioral, and educational concerns. For example, research shows that Hispanics are at a higher risk for diabetes, obesity, substance abuse, and have higher high school dropout rates (Driscoll, 1999; Fagot-Campagna, 2014; Ladd, 2012; Yoshikawa, Aber, & Beardslee, 2012). Most importantly, the academic gap between Hispanic youth and other ethnic groups remains strikingly high. Across the United
States there is a 10.6% Hispanic student dropout rate, which is 3.2% higher than that of blacks and more than double that of their white counterparts (USDOE, 2016). Dropouts are more likely to have mental health issues, substance use, criminal behaviors, suicidal thoughts, and are prone to being arrested for larceny, assault, drug possession or drug sales (Maynard, Salas-Wright, & Vaughn, 2015). Therefore, proponents of YDPs point to the resources they have that can prevent and/or assist Latino youth to navigate through these constraints (Borden et al., 2006).

Sport-based youth development programs can be a context that promotes positive youth development (Bendíková & Dobay, 2017; Perkins & Noam, 2007). The use of sport has been described by many social development researchers as having the potential to foster citizenship, responsibility, cooperation, leadership skills, social mobility, social cohesion, community integration, and positive peer relationships (Edwards, 2015; Fraser-Thomas, Côte, & Deakin, 2005; Wankel & Berger, 1990); however, this relationship is not inherent. Depending on the implementation of the sport program, the outcome will be different. Sport may be used as a vehicle to increase physical activity (e.g., Bocarro et al., 2016), or a tool to create community unity (e.g., parental support, volunteer opportunities; Bruening et al., 2015), or designed to intentionally develop character skills (e.g., leadership, teamwork; Larson, Hansen, & Moneta, 2006).

Literature supports the compartmentalization of sports. For example, Coalter (2007) provides a framework based on his observations of how sport is positioned within the developmental framework. He suggests that sport development often occurs in two ways in contrast to a traditional sport model (e.g., club soccer, little league baseball), where sport is seen as having a more inherent ability to produce developmental outcomes just by playing sport. First, the sport plus model, where sports are adapted and augmented to maximize
developmental objectives (e.g., learning about communications through sport clinic). Second, the **plus sport model** which uses sport as a means to attract participants into a program. Sport programming may either be intentionally combined with other activities targeted at specific outcomes (e.g., sport plus) or used as a “hook” to engage participants with programs focused on other developmental objectives such as education and health (e.g., plus sport) (Coalter, 2007). Alone, SFD programs (e.g., sport plus, plus sport) hold sport as a necessary component to success, but not sufficient enough for the achievement of developmental outcomes (Coakley, 2011). Maximizing the benefits of sport has been said to occur with the combination of non-sport related activities, in which partnerships between sport entities and other community organizations (e.g., government, education, health, and social services) are recommended (Hartmann & Kwauk, 2011).

The combination of SFD and YDPs has the potential to work well with youth populations because sport is one of the most popular activities among youth (Pedersen & Thibault, 2014). Furthermore, Latino youth engage in sports, particularly soccer, because it offers a familiarized, comfortable, and cultural space (Arreola, 2004). Despite the promise of SFD program, there is limited research on the linkage between YDPs (e.g., Boys and Girls Club, 4-H) and SFD programs (e.g., soccer programs, sport clinics) within minority communities (Hayhurst & Frisby, 2010; Jones, Edwards, Bocarro, Bunds, & Smith, 2017). The incorporation of SFD programs within YDPs has the potential to maximize the benefits of both programs in regard to achieving program goals and alleviating social issues.

Nevertheless, when working with youth, the ecological structure around them (e.g., mentors, coaches, familial and non-familial adults, schools and organizations) serves as a source for important external assets that help facilitate or impede development (Blom, Visek, & Harris,
Understanding participants’ cultural contexts will assist in developing successful programs. Researchers suggest that programs that are culturally and linguistically affirming allow students to be themselves (Carter, 2007; Gibson et al., 2004; Wong, 2010). In support, SFD programs offer migrant youth a team-like environment, which facilitates a degree of social connection and a development of language skills (Coalter, 2013).

Hispanic-based YDPs typically use SFD approaches to engage youth and increase community unity among participants; however, there is a lack of program evaluations among SFD programs within Hispanic-based initiatives. It is unclear whether participants and staff members understand the role of sport or contribution of SFD programs within YDPs to better support youth. The lack of conceptual clarity fails to account for key structural or social factors that influence youth development (Coalter, 2007; 2010). Coalter’s theoretical framework provides structure to how SFD approaches can operate, understanding how YDPs incorporate SFD approaches and deliver cultural appropriate dimensions. Consequently, the purpose of this study is to explore the role of sport in a Hispanic-based YDP. Also, to provide a more comprehensive understanding of how SFD models fit into a Hispanic-based initiative that will provide a unique context to create more culturally appropriate SFD approaches within YDPs. Due to the growing Latino population and the wide achievement gap, there is significance in exploring strategies and programs that facilitate and maximize goals to leverage social issues (e.g., academic retention and personal development of Latino youth).

To date, there have been limited studies of SFD approaches incorporated within YDPs that predominantly serve minority youth. There has also been a dearth of empirical studies addressing how youth organizations can use sport as a mechanism to maximize developmental outcomes. Therefore, the purpose of my study was to explore the role of sport in a Hispanic-
based youth development initiative. Specifically, it will address the purpose of sport implementation and how sport can be leveraged to maximize the goals of a Latino youth development program. The overarching research questions guiding this study were:

1. What role does sport play in a Hispanic-based youth development program?

2. How do stakeholders (i.e., player participants, county coordinators, and planning committee members) perceive the implementation of sport in a Hispanic-based youth development program?
Terminology

**Acculturation**: Acculturation is the process of adopting the cultural traits or social patterns of another group. Acculturation in culture is the process of learning new ideas, values, conventions, and behavior that characterizes a social group. May also be seen as the composite culture, in which some existing cultural features are combined, some are lost, and new features are generated (Tadmor & Tetlock 2006).

**Change agents**: Can facilitate contact and help create a common and neutral platform for cooperation within and between groups. Change agents are supposed to be culturally relevant, establish reciprocal trust, guide, and support, and teach participants how to use their capacities and cooperate effectively. Change agents are dedicated to train locals and gradually transfer project responsibility and control to communities; sustainable development and community empowerment can be achieved (Schulenkorf, 2012).

**Cultural identity**: Cultural identity refers to the totality of one’s cultural self-definition, including ethnic identity, acculturation, and other terms such as individualism and collectivism (Schwartz, Zamboanga, & Jarvis, 2007).

**Developmental ecologies in youth development**: Include family structures, community resources, peers, school environments, and culture (Jones et al., 2017).

**Biological systems theory**: Used to be known as Ecological Systems Theory, transition to biological systems theory to emphasize that a child’s own biology is a primary environment fueling his/her development. Defines complex layers of environment, each having an effect on a child’s development. Consists of youths’ microsystem (i.e., family, peers), mesosystem (i.e., school), exosystem (i.e., community), and macrosystem (i.e., society; Bronfenbrenner, 2001).
**Ethnic identity:** A subjective experience of heritage culture retention, a group that holds a specific heritage and set of values, beliefs, and customs (Roberts et al., 1999).

**Five C’s Model of PYD:** 1. Competence: positive view of one’s action; 2. Confidence: sense of self-wrath and self-efficacy; 3. Connection: positive bonds with people and institutions; 4. Character: respect for societal and cultural rules, morality and integrity; and 5. Caring: a sense of sympathy and empathy for others (Lerner et al., 2017; Bowes et al., 2010).

**Hispanic:** All Spanish speaking countries.

**Human development:** The potential for systematic change in the structure and function of development (Jones et al., 2017).

**Latino:** Includes everyone from a Latin American country.

**Minority youth:** Young people of non-European American/White and/or of Hispanic/Latino backgrounds (Jones et al., 2017; Rolón-Dow, 2005).

**Plus sport:** Is used to increase participant engagement or awareness of the program. Primacy is given to social and health programs where sport is incorporated (Coalter, 2007; 2009).

**Positive youth development (PYD):** Understood in at least three interrelated ways: 1) As a developmental process; 2) As a philosophy or approach to youth programming; 3) As instances of youth programs and organizations focused on fostering the healthy or positive development of youth (Hamilton, 1999).

**Racial identity:** Racial identity is explained as a group characterized by a particular skin tone (Schwartz et al., 2007).

**Sport-based social inclusion:** A relationship strategy centered on the principle that engagement through sport, and the building mutual respect and trust (which are social capital markers) can provide a cultural gateway to alternative lifestyles (Skinner, Zakus, & Cowell, 2008).
Sport For Development (SFD): Promote social, psychological, physical development, and health-related outcomes. Designed to teach life skills and promote positive personal and interpersonal qualities (Carreres Ponsoda et al., 2012). Sport can educate and develop life skills that are transferable into other aspects of life (Skinner et al., 2008). SFDP is associated with a variety of physical, mental, and social benefits (Coakley, 2011). Sports build critical competencies (i.e., self-esteem) that contribute to a wide range of positive developmental outcomes (Jones et al., 2017).

Sport plus: Is used to address a number of broader social issues (e.g., gender equity, nutrition). Give primacy to the development of sustainable sport organizations, programs, and development pathways (Coalter, 2007; 2009).

Traditional sport: Assumes sport inherently contributes to positive development (Coalter, 2007).

Youth: The term “youth” will reflect ages 8 through 25 years old. Barcelona and Quinn (2016) support the growing belief that the definition of youth is being extended in both directions. Researchers discuss the idea of a delayed adulthood in the twenty-first century due to increasing educational demands and employment constraints placed on adolescents (Larson, 2002). However, the increasing occurrence of early pubertal development, particularly for girls (Steingraber, 2007), and the increasing cognitive capacities of young people as a result of their access to information support the notion of youth starting at a younger age group (Costello, Toles, Spielberger, & Wynn, 2001).

Youth development programs (YDPs): Refers to skill acquisition in one domain (e.g., sport) that is beneficial in other domains (e.g., school, home/family) and leads to healthy and adaptive outcomes. PYD is achieved by aligning the personal strengths of youth with resources in their
social and physical environment. YDPs emphasize the duality between individual and context (Jones et al., 2017; Lerner, 2002; Lerner et al., 2017).

**YDPs and SFD approaches outcomes:** Targeted outcomes include character (e.g., respect, sportsmanship), social competencies (e.g., cooperation, leadership), emotional regulation (e.g., elf-control, empathy), and behavioral skills (e.g., initiative, perseverance; Carreres Ponsoda et al., 2012; Kidd, 2008).
CHAPTER TWO: LITERATURE REVIEW

The purpose of my study was to explore the role of sport in a Hispanic-based youth development program. This literature review will discuss previous research that relates to this study. The first section reviews the educational disparities highlighting Latinos wide achievement gap. Relevant empirical studies will also be discussed. A subsequent section briefly examines select studies from various social researchers discussing YDPs and SFD approaches. This section describes the suggested benefits from incorporating SFD models within YDPs. The last section of the literature review builds upon the previous two and reflects on recommendations for further research. This section touches upon the importance of YDPs and SFD approaches to being culturally relevant and individualized to participants.

Hispanic Education

Hispanics are the youngest major ethnic group in the United States. For example, about 17.9 million are younger than 18, which is 38% of the overall Hispanic population in the United States (Patten, 2016; Population Estimates, 2016). Many Hispanics are in a socially vulnerable position. Structural factors such as anti-immigrant policies and poverty affect this population (Ayón, Marsiglia, & Bermudez-Parsai, 2010). Hispanics have been identified as a high-risk group for depression and anxiety connected to poverty, poor housing conditions, and rigid work demands (Magaña, & Hovey, 2003). Hispanic youth development is also affected due to poor housing conditions or residing in under resourced, low SES communities (Perreira, Fuligni, & Potochnick, 2010; Potochnick & Perreira, 2010). The education of many Hispanic youth residing in urban communities is often hindered by fear of crime and violence occurring in places where they live and attend school. Ladd (2012) suggests that general lower SES communities struggle to improve student test scores and ensure that children are being promoted or graduating.
Hispanic youth are more inclined to drop out compared to non-Hispanic and white peers’ due to their background characteristics (e.g., SES, language, identification; Driscoll, 1999; Harris & Kiyama, 2015). According to the U.S. Department of Education (2016), there is a 10.6% Hispanic student dropout, which is more than double that of their white counterparts (refer to Figure 1 below).

Figure 1: Student drop out rates

Students who drop out are strongly linked to mental health issues, substance use, criminal behaviors, and suicidal thoughts, arrest for larceny, assault, drug possession or drug sales (Maynard et al., 2015). In close proximity to these statistics, poverty is linked with under-resourced communities. Poverty has been shown to be a critical risk factor for mental, emotional, and behavioral disorders or difficulties in youth (Ayón et al., 2010; Yoshikawa, Aber, & Beardslee, 2012). The National Institute of Child Health and the Human Development Early Child Care Research Network (2005) found that children in chronically impoverished families have lower cognitive and academic performance, as well as more behavioral problems than children who are not exposed to poverty. The social adversity that under-resourced youth face on a daily basis is also a factor that pushes them to experience more stressful events (i.e.,
aggression), resulting in chronic stressors (Attar, Guerra, & Tolan, 1994; Sheidow, Henry, Tolan, & Strachan, 2014). Neighborhood Disadvantage (ND) is one type of chronic stress that has been studied in relation to child development. ND is determined by the presence of community-level stressors (e.g., poverty, unemployment, limited resources, sub-standard housing, and high crime rates). In fact, someone who earns around the national median income but lives in a disadvantaged neighborhood could still experience ND effects (e.g., limited community resources, fear of crime; Attar et al., 1994).

Youth from lower SES backgrounds are more likely to live in neighborhoods where there is either a lack of facilities, or substandard facilities (Abercrombie et al., 2008). In addition, students who identify themselves as being Hispanic or black, coming from low SES groups and non-English speaking homes have an increased likelihood of dropping out of school (Driscoll, 1999; Harris & Kiyama, 2015). This decision occurs over time, often resulting from student disengagement and alienation in schools and programs (Calabrese & Poe, 1990; Woolley, 2009). Programs that are culturally sensitive of the population they serve are inclined to alleviate some barriers Hispanic youth and parents may face (e.g., language barriers, cultural expectations around school involvement, financial limits; Hayes et al., 2015). Parent involvement has a positive correlation with Hispanic high school retention (Rumberger, 1995; Schargel & Smink, 2014).

Although high school dropout rates have decreased overall (USDOE, 2016), there is still progress that needs to be done to reduce the achievement gap among different ethnic and racial groups. YDPs can serve as a strong intervention, prevention, and developing tools for PYD (Bowers et al., 2010). Through YDPs, children are seen as resources to be developed, as opposed to problems to be managed (Bowers et al., 2010). YDPs seek to not only prevent youth from
engaging in health-compromising behaviors, but also to build their abilities and competencies (Roth & Brooks-Gunn, 2003). Developmental research supports YDPs as being a great tool to achieve program goals; however, recognizing YDPs alone falls short on maximizing its full potential. In combination with SFD approaches, youth are able to reach higher levels of positive youth development.

**Youth Development Programs**

Numerous definitions of optimal youth development have emerged among researchers. In describing the benefits of YDPs, the National Research Council and Institute of Medicine (NRCIM, 2004) outlined four main areas of youth development: physical, intellectual, psychological/emotional, and social. For each development area, several corresponding assets are suggested that facilitate positive youth development (Fraser-Thomas et al., 2005). For example, good health habits are fundamental for facilitating positive physical development. Knowledge of essential life skills, decision-making skills, and critical reasoning skills contribute to positive intellectual development. Several assets contribute to youths’ psychological and emotional development including mental health, positive self-regard, coping skills, conflict resolution skills, mastery motivation, a sense of autonomy, and confidence. Finally, assets facilitating youths’ social development include connectedness with parents, peers, other adults, and an ability to navigate diverse contexts (Fraser-Thomas et al., 2005). Nevertheless, Hellison and Cutforth (1997) highlight the importance of keeping program numbers small and individualized, empowering youth, encouraging leadership, and helping youth envision their futures. In order to be successful YDPs should also be culturally relevant to be able to appropriately serve their participants (Rodriguez & Morrobel, 2004).
Over the years, researchers have gone back and forth on YDPs and their perceived purpose and outcomes. For example, the focus of YDPs has evolved from being solely a preventative measure (e.g., focusing on problems or deficits), to shifting its attention to the assets and strengths of young people (Roth & Brooks-Gunn, 2003). Others have highlighted the need for YDPs to provide broad support for all youth, focusing on their needs and competencies (Barcelona & Quinn, 2016). In general, researchers come to a consensus about the most common factors behind a strong YDPs: philosophy or approach to youth programming aimed to foster positive development of youth into adulthood, program goals need to align with youth’s needs, healthy and stimulating environment (Barcelona & Quinn, 2016; Hamilton, 1999; Hamilton, & Pittman, 2004; Larson, 2000; Roth & Brooks-Gunn, 2003). YDPs should provide opportunities to belong, model positive social norms, support efficacy and mattering, build skills, and provide a dynamic flow among various ecological systems (i.e., family, school, community; Eccles & Gootman, 2002). Aside from the defining characteristics embedded in YDPs, Eccles and Gootman (2002), explain that positive YDPs programs should deliver some of the following: (a) physical and psychological safety, (b) supportive relationships, (c) opportunities to belong and develop skills (d) support for efficacy (self-confidence) and mattering (self-worth), and (e) integration of family, school, and community.

In order for YDPs to function, organizations and initiatives rely on staff and volunteers, individuals who can wear multiple hats. Some scholars label these individuals as institutional agents or change agents (Harris & Kiyama, 2015; Schulenkorf, 2012; Stanton-Salazar, 1997). Agents play multiple roles, they serve as advocates, translate the hidden curriculum of schools, and act as an intermediary between students and teachers, providing socioemotional support and the tools needed to effectively problem solve. Agents usually help create a common or neutral
platform for cooperation and dialogue to occur within and between groups (Schulenkorf, 2012). These individuals can be mentors, athletic coaches, and community organization staff, serving in supportive relationships to youth (Harris & Kiyama, 2015; Schulenkorf, 2012).

YDPs are typically embedded in community based programs (e.g., church, public or private recreation centers, 4-H, Boys and Girls Clubs), or school-based programs (e.g., Upward Bound, TRIO, FFA) which are centrally located in schools, with many operating after school. School-based programs may be extracurricular in nature, which provide students with sports, arts, and academic activities among others. Effective programming is found to promote positive relationships between students and adults, serve as safe spaces for students and family members, offer enriching and culturally relevant curriculum, and provide social support and academic assistance, including tutoring (Woodland, 2008). In addition, YDPs have the potential to cater to youth facing adversities by reinforcing their resilience-oriented cognitive-social skills. Henley (2010) identified a variety of positive tactics in youth programs that increase resilience in the face of ongoing adversity: a) teach children how to communicate effectively with peers and how to increase inter-personal trust; b) teach children to not blame themselves on events out of their control, and how to effectively manage their feelings about the events; c) increase pro-social behaviors of being more considerate towards others; d) increase self-efficacy of children. Henley’s (2010) results are also supported by Stodolska et al.’s (2014) results.

Stodolska et al. (2014) found that participation in sport programs provided minority children safe places in their community and helped them stay out of trouble. Sport-based youth development programs as defined in the context of community youth development framework: Use youth development approach to create opportunities for youth to connect to others, develop skills, and use those skills to contribute to their communities (Perkins & Noam, 2007). Sport
provides a developmental context that has been associated with positive youth development, but sport by itself does not lead to positive youth development. Sports with poor structure and poor implementation can result in negative experiences for participants (Holt, 2016). Nevertheless, YDPs can be improved by effective programming and intentional implementation of sport programming. Sport can be used in multiple ways. It can be used as a leverage tool to support community health initiatives, as a hook to attract youth, or as a vehicle for program campaigns (Edwards & Casper, 2012; Schulenkorf, 2012). Many organizations and initiatives have incorporated sports into their programming in efforts to strengthen education, to improve public health and community safety, and to develop social cohesion (Kidd, 2008). YDPs and SFD approaches can be receptive of each other and work together to maximize benefits and leverage social issues.

**Sport For Development Models**

One way sport can be utilized is as an avenue to engage youth and foster youth development. Sport for Development (SFD) models have the potential to enhance overall well-being through their curriculum, which results in physical, emotional, intellectual, and behavioral gains. Physical outcomes can be seen in cardiovascular fitness, skill development, improved muscular strength, endurance, flexibility, and bone structure (Côté & Hay, 2002; Wankel & Berger, 1990). Behavioral benefits can be seen in prosocial behavior (e.g., reduced chances of smoking, substance abuse, and increased physical activity), personal (e.g., owning responsibility for their actions) and social responsibility (e.g., community service) (Carreres Ponsoda et al., 2012; Fraser-Thomas et al., 2005). A study by Larson, Hansen, and Moneta (2006) discovered a positive correlation among behavioral outcomes and sport use, sport stood out as a setting for high rates of initiative experiences (e.g., setting goals, applying effort, and learning time...
management). Emotionally, SFD approaches have the capability to offer youth opportunities to experience challenges, enjoyment, increased self-efficacy, choice of autonomy (decision making), and decreased stress (Carreres Ponsoda et al., 2012; Csikszentmihalyi, 1975).

Participation in structured extracurricular activities was associated with greater life satisfaction among youth, the more structured activities youth participated in, the more emotional satisfaction they felt according to Gilman (2001). Youth involvement in physical activity has also been positively correlated with academic performance (Donnelly et al., 2016). SFD programs also benefit children intellectually (e.g., positively linked to school grades, school attendance, time spent on homework and educational aspirations; Donnelly et al., 2016). Further, youth sport and physical activity participation has been positively correlated with adult career achievement (Barker et al., 2014; Larson & Verma, 1999) and negatively correlated with school dropout and delinquent behavior (Samek et al., 2015; Spruit et al., 2016). These findings highlight the extent to which SFD programs can aid in positive development, especially with underserved children.

Wankel and Berger (1990) point out that through sport, youth have opportunities to experience positive intergroup relations, community integration, social status, and social mobility. While Côté and Hay (2002) suggests that sport provides an arena for the development of social skills such as cooperation, assertion, responsibility, empathy, and self-control when implemented intentionally. Carreres Ponsoda and colleagues (2012) promote self-efficacy and responsibility characteristics as key skills for positive youth development. Many youth sports have the potential to accomplish important objectives in child’s development (e.g., provide opportunities to be physically active, improve health, improve psychological development) as supported by researchers (e.g., Fraser-Thomas & Côté, 2006; Holt, 2016). In addition, research
supports developmental growth in not only motor skills, but cognitive and life skills (e.g., cooperation, discipline, leadership, and self-control; Holt, 2016).

However, there are critics who argue that sport programs may not be the correct venue for improved outcomes or development (Coakley, 2014). Certain sport approaches (e.g., club sport, travel teams) use sport as a standalone and not specifically combined with any developmental approach (e.g., traditional, plus sport, or sport plus), hence some of the criticism. Specialization and competitiveness are sometimes placed as priorities and less focus is given to intentional overall development (Edwards, 2014). In addition, sport is often seen as a social experience that can either hinder or promote participation differently (Casper, Bocarro, Kanters, & Floyd, 2011). There are constraints that accompany sports, especially in low SES communities (e.g., equipment, substandard facilities, time). For example, the Casper et al. (2011) study shows Hispanics, girls, and lower SES students report the highest constraints to engaging in sport organizations. One salient constraint was time, research supports time being a barrier for Hispanic families due to rigid work obligation for parents (Casper et al., 2011; Hayes et al., 2015). Being aware of who the participants are and their perceived limitations to SFD programs can grant higher opportunities for inclusion and can offer an equal chance for everyone to engage. Taking a more complex vision of sport allows practitioners and researchers to explore all of the possible directions in which sport can be utilized and develop different results.

Research suggests that participants benefit more from sports when they are intentionally implemented. For example, Coalter (2007) described the ramifications of how three main sport approaches are implemented in SFD programs; traditional sport, sport plus, and plus sport. Coalter (2009) suggests that traditional sport is imbedded in all approaches as objectives of increased participation and the development of sporting skills but is rarely the sole rationale of
the program. Coalter (2009) describes how Sport Plus approaches are strongly correlated with the development of sustainable sport organizations and pathways to address social issues (e.g., gender equity, race). And Plus Sport approaches are linked more frequently with social and health programs where sport is used as a hook to attract youth to the program to achieve a defined objective. For example, Skinner, Zakus, and Cowell’s (2008) study reveals that sport was employed to tackle interrelated problems (e.g., poverty, lack of education, unemployment, low aspirations) through education and development of life skills that are transferable into other aspects of life. Government resources like welfare can be replaced with sport programs to alleviate some of these social issues, this would represent a Sport Plus approach of SFD programs. Conversely, if the Boys and Girls Club hosted a basketball tournament simply to increase participation and member count then sport would be used as a Plus Sport technique.

Differences among programs may be challenging to decipher at points (e.g., increase physical activity) YMCA and 4-H may both conduct a sport clinic with the purpose of increasing physical activity but the way they implement sport may be completely different. There are both positive and negatives aspects among each of the SFD models mentioned. It depends on the resources available and the goals of the YDPs and SFD approaches aims. Different models will be a better fit with different initiatives and sometimes a combination of models incorporated in the program will be more beneficial.

Sports are often automatically linked as effectively promoting positive youth development. It seems to be assumed that including sport in any program will result in positive development (Jones et al., 2017). These inherent expectations must be replaced with intentionally designed and managed sport practices (Edwards 2015; Kidd, 2008; Lyras & Peachey, 2011). It has been noted that researchers and practitioners focus on sport and direct
individual outcome and do not take into consideration the variety of programmatic and contextual factors, overlooking important social issues (e.g., poverty, and organizational issues: resources and access to facilities) that impact youth development (Coakley, 2011).

Cultural/Environment Influence on Programs

When a child’s overall development is considered, many environmental factors can also impact the individual’s behavior. Bronfenbrenner’s ecological theory provides an integrated approach to studying the development of youth through sport participation (Holt, 2016). Youth ecological system consists of youths’ microsystem (i.e., family, peers), mesosystem (i.e., school), exosystem (i.e., community), and macrosystem (i.e., society). Within a sport context, participants’ ecological structure (e.g., mentors, coaches, familial and non-familial adults, schools, and organizations) serve as important external assets that help facilitate or impede development (Bloom et al., 2013). For example, depending on school location (i.e., urban, rural, suburban), athletic participation is significantly related to lower dropout rates for some minority youth (Schwartz, Cappella, & Seidman, 2015). In order to fully understand youth development, it is essential to examine the contexts in which youth are developing and the effects that they experience (Bronfenbrenner, 2001; Carreres Ponsoda et al., 2012; Lerner, 2002). Ecological theory suggests that people should view the different settings in young people's lives as distinct learning environments that provide differing structures of opportunity for development (Bronfenbrenner, 1979; Larson, Hansen, & Moneta, 2006; Lerner, 2002; Whiting, 1980).

Youths’ ecological systems influence their values and social roles. The environment in which they live and the relationships they carry can affect their development (Masten, 2014). Along with understanding a youth’s ecological system, it is beneficial for staff members and volunteers to understand a youth’s individual identity (i.e., ethnic, racial, and cultural). Ethnic
identity is a subjective experience of heritage culture retention, a group that holds a specific heritage and set of values, beliefs, and customs (Roberts et al., 1999). Racial identity is explained as a group characterized by particular physical traits and how one sees oneself. Cultural identity refers to the totality of one’s cultural self-definition, including ethnic identity, acculturation, and other terms such as individualism and collectivism. Specifically, working with families whom are acculturating to a new environment comes with another set of variables to focus on. Acculturation is used to refer orientations toward both heritage and receiving cultural contexts and practices in immigrants and their descendants as described by Tadmor and Tetlock (2006). Staff and volunteers working with youth should be educated on the sensitivities certain groups may hold towards some of these identities.

In adolescents, acculturation and ethnic identity have been associated with different psychological processes (Schwartz et al., 2007). Ethnic identity has generally been associated with positive outcomes (i.e., self-esteem; Phinney, Cantu, & Kurtz, 1997) and academic success (Fuligni, Witkow, & Garcia, 2005) among adolescents from ethnic minority groups. However, studies have also shown a negative relationship between ethnic identity and behavior problems (e.g., Marsiglia et al., 2004). In fact, studies in acculturation have mixed findings. For example, greater acculturation to U.S. cultural practices is associated with negative outcomes (e.g., substance use; Gil, Wagner, & Vega, 2000) and behavior problems (Dinh, Roosa, Tein, & Lopez, 2002). Whereas, other studies have found that acculturation to U.S. values and practices is associated with positive outcomes (e.g., academic success; López, Ehly, & Garcia-Vazquez, 2002).

Hispanic youth indicated they would leave their respective high schools if they did not have community and school-based programs that were culturally-relevant and available to them.
Student and family attributes, including poverty and parental support, are often cited as explanatory variables for Hispanic educational outcomes (Wiggan, 2007), and are also major contributors to students leaving school before completion (Rumberger, 2006). A number of studies show that community organizations provide the context that allows Hispanic students to connect with caring adults who support their educational aspirations, engagement, and attainment (Liou, Antrop-González, & Cooper, 2009; Stanton-Salazar, 2001; Woolley & Bowen, 2007). As a result of connections with adults, community-based programs assist with nurturing positive racial and ethnic identity development for students of color (Tsoi-A-Fatt & Harris, 2009; Wong, 2008; 2010; Woolley, 2009).

Research has shown that programs that are culturally and linguistically affirming allow students to be themselves (Carter, 2007; Gibson et al., 2004; Wong, 2010). Incorporating change agents who are culturally relevant or educated with the population they serve intakes for a crucial factor in the implementation phases of development planning. These individuals help in creating a common or neutral platform for dialogue and corporation within and between groups (Schulenkorf, 2012). Specifically, agents working with Hispanic populations can be members of the Hispanic community, bilingual, and/or have prior experiences with the local schools as either previous students or participants (Harris & Kiyama, 2015; Schulenkorf, 2012). Stodolska et al. (2014) found that program agents encouraged children to stay in school, discussed family problems and issues they were struggling with, and served as role models for the young boys. Boys who were interviewed referred to their agents as “father figures” and “teachers” who did more than help them specialize in any sport skill. Also, Coalter, (2013) found that SFD program participants develop impactful relationships, youth look up to their coaches and teachers as roles models and mentors, they feel cared for and valued.
Research continues to suggest that schools must be able to address the academic, social, linguistic, and cultural needs of Hispanic students to ultimately improve a community’s educational outcomes (Cammarota, 2006; Lopez et al., 2002; Rolón-Dow, 2005, Valenzuela, 1999). This assistance is facilitated by caring adults who are able to create bonds with students in order to help them access resources needed to successfully progress and develop (Harris & Kiyama, 2015). Practitioners should be aware that in order to best implement biological systems theory and create opportunities for a diverse range of children and adolescents to participate in, attention needs to be placed on a variety of characteristics from both youth and adults implementing the program (e.g., gender, ethnic background, physical and mental abilities; Duerden & Witt, 2010).

SFD does not only influence participants but also staff members or volunteers engaged in the program. Staff and volunteers have been found to experience positive outcomes from engaging in SFD (e.g., increased cultural understanding, community connection, enhanced cooperation among diverse group members; Bruening et al., 2015). For example, in the Bruening et al. (2015) study, participants felt that sport was a unifying force among the City Sport stakeholders and allowed for the larger health and education goals of the program to be realized. Bruening et al. (2015) noted that sport could be used as a developmental tool for participants and volunteers (college students). Cultural awareness, cooperation, and unity among a variety of diverse group members were key themes. Sport and culture are generally perceived to create social impacts. Some individual impacts are seen through physical activity, mental health and wellbeing, life satisfaction, social skills, social capital, and improved community cohesion (Taylor et al., 2015). There is evidence of a number of social impacts from participation in sport. In fact, Burnett, (2006) highlights that for ethnically and socio-economically diverse groups,
sport provides an avenue for the development of bonding and bridging social capital for participant and other stakeholders. SFD models present an opportunity for youth and stakeholders to network and further develop relationships (Burnett, 2006).

Prior to engaging with youth, staff members and volunteers should be aware of the youth’s environment in order to better assist and develop the child. For example, Latinos value their community and family. The sense of connectedness they have towards others is placed highly in their biological system (Delgado, 1995). If a program is interested in generating social capital within this population, they may want to include sports within their programing. Arreola (2004) suggests that sports, specifically soccer, offer Hispanics a familiarized context, a cultural space, and a place for public gathering. Social capital is an impact that arises from the incorporation of SFD approaches. Generally, social capital emphasizes social networks and shared norms and values (e.g., trust and reciprocity; Taylor et al., 2015). Latinos may view social capital as their tightly knit communities, the sense of connectedness or familism felt throughout the event (Delgado, 1995). Nevertheless, social capital is often seen as the networks that a person possesses which they can use for purposes of social integration (Taylor et al., 2015). It is important to take into consideration that sport is perceived as the social glue, particularly for bonding capital (Taylor et al., 2015); however, sport may also reinforce social exclusion in certain cases (e.g., traditional sport, competitive play).

In addition, Latinas report low rates of physical activity compared to Latinos (Benitez et al., 2015). If a program wanted to increase Latina participation in their sporting events they should take into consideration their biological systems and some potential constraints to participation. For example, researchers suggest that Latinas face culture and social factors that influence participation in physical activity (e.g., low English proficiency, lack of social support,
perception of weight and body image, and concerns for safety; Evenson et al., 2002, Juarbe, Turok, Perez-Stable, 2002, Martinez et al., 2009, Ramirez et al., 2007). In relation to increasing female participation and exposure to potential benefits (e.g., social capital, mental health and wellbeing, life skills) from SFD approaches, careful consideration of participants biological systems needs to be explored. If Hispanics value a sense of connectedness and familism then this is a possible avenue to reach them (Delgado, 1995). SFD approaches are a strong vehicle to increase Latina participation. Bloom et al. (2005) suggest the importance of sport in promoting social cohesion, inclusion and social capital.

Based on what has been studied and covered, SFD is impactful with youth; however, there is a need for research to be done in disadvantaged communities in regard to SFD implementation within PYD programs. Future collaborations within community facilities (e.g., schools and recreation centers) can be of great benefit to community users. Children will have more opportunities to participate in SFD programs that they would otherwise be excluded from. In order to maximize possible benefits, YDPs should follow Hartmann and Kwauk’s (2011) recommendations on combining SFD approaches within their curriculum as well as being culturally relevant and delegated with an ecological perception when planning for diverse audiences.

Bruening et al. (2015) propose that blending sport with cultural enrichment (e.g., arts and music) and educational (e.g., life skills, human rights) activities provides a foundation for addressing various social issues and challenges across different contexts (Lyras, 2007; Lyras & Peachey, 2011). When individuals are exposed to this type of environment and their psychological needs are fulfilled (e.g., self-efficacy, confidence, trust), they become critical thinkers (Bruening et al., 2015). Incorporating change agents in programs increases dialogue,
cooperation, and trust among participants, communities, and organizations (Schulenkorf, 2012).

Purposely implemented YDPs and SFD approaches assist in creating critical thinkers in a society able to maneuver through life and make a positive impact on their community and society as a whole.
CHAPTER THREE: METHODS

The purpose of this exploratory study was to examine how the Juntos (pronounced “who-n-toes”) Program (which translates to “together” in Spanish) uses sport as a SFD model within their organization (e.g., sport plus, plus sport). Juntos was founded in 2007 by Dr. Andrew Behnke and Cintia Aguilar at North Carolina State University. The program, in coordination with 4-H, provides eighth to twelfth grade Hispanic students and their parents with the knowledge and resources to attain high school graduation and higher education opportunities. In order to achieve their purpose, Juntos developed four core areas: 1) **Monthly One-on-One Success Coaching and/or Mentoring** by an adult who monitors their academics and coaches them to achieve their academic goals; 2) **Juntos 4-H Clubs** with a focus on tutoring, public speaking, life skills, healthy living, and community service; 3) **Juntos Family Engagement** via a 6-week workshop series and other family nights and family events; and 4) **Juntos Summer Programming** that includes the Juntos Summer Academy, and other local 4-H summer programs and events. Juntos has been recognized as a “Bright Spot in Education” by a White House initiative in 2015. Currently, Juntos has expanded to eleven states including Alabama, California, Florida, Illinois, Iowa, Nebraska, New York, Oklahoma, Oregon, Texas, and Wisconsin.

To address the research questions used to guide this study, a mixed method approach was conducted in two different counties within North Carolina. Sampson and Wake County were intentionally selected because both counties have an active Juntos Program in partnership with 4-H. The following sections describe the study settings, research design, participant recruitment, measures, data collection procedures, and data analysis procedures.
Study Setting

Kicking it with Juntos. As a part of NC State’s larger Juntos Program, Sampson County’s Juntos Program uses sport to deliver a multi-county indoor soccer tournament. The 4th annual Kicking it with Juntos indoor soccer tournament was open to all Sampson County middle and high schools. To be eligible to participate in the tournament, participants must: 1) be enrolled in middle or high schools in Sampson County; 2) provide proof of enrollment; and 3) pay an $80 team registration fee. Kicking it with Juntos mission is to bring all Sampson County youth and family together for a friendly competition and fundraise money to be able to support Sampson County Juntos members to attend summer camps and educational events throughout the year. The creation and planning of the tournament was a group effort. Juntos members volunteer throughout the planning stages of the tournament (e.g., registration, marketing) and the day of the event as well (e.g., concessions, ticketing, crowd congestion, score keeping). Parents also engage in the tournament by volunteering as security and supervising main gate entrances. Family members are encouraged to come and support the players. Kicking it with Juntos occurred throughout the weekend of March 24th through March 25th, 2017. Friday March 24, middle school co-ed teams played from 4:00pm through 9:00pm. Saturday March 25th, high school all boys’ teams played from 8:00am through 5:00pm. The tournament took place at the Sunset Avenue School gymnasium. Fundraising occurs through registration fee, admission, and concession sales. Admission for spectators was $5 and Juntos members paid $3, children five years of age and younger were free, concessions (e.g., bambazo, coffee, candy) were available ranging from $1 to $3.

Katherine Rivera, coordinator for the Juntos Program at Clinton High School, said, “Kicking it with Juntos is one of the organization’s biggest events.”
tournament was originally designed to fund a trip to Washington D.C. The following years, the soccer tournament funds have been allocated to provide Juntos members with funding to attend summer camps and educational trips.

**Copa Unidos.** NC State University’s Juntos Program also hosts an annual outdoor soccer tournament called Copa Unidos, which is open to all North Carolina counties that have a functioning Juntos Program. Now in its fifth year, Copa Unidos is so called because college students spend the entire day joining Latino high school and middle school students on a team to compete together. To be eligible to participate in the tournament, participants must: 1) be enrolled in middle school, high school, or college; 2) be Juntos members; and 3) have a complete registration application, including a registration fee. Copa Unidos’ ultimate goal is to utilize soccer to motivate middle and high school students to consider college. The interactions Juntos members have with college students, campus tours, and listening to motivational speakers are intentionally incorporated to get youth inspired and excited about college. The tournament is hosted on NC State’s fields and in various facilities around campus. Juntos middle and high school students have the opportunity to visit a university and be exposed to higher education in a college setting while networking with current college students from across North Carolina. For those not interested in playing soccer, other activities are available (e.g., wheelbarrow race, three-legged race, dancing, campus tours). Juntos members are paired with college student volunteers. According to Juana Hernandez, the Juntos North Carolina Program Director, the similarities between the college students and the Juntos youth adds to youth’s sense of belonging in college and helps motivate them to achieve academic goals (e.g., graduating high school, attending college).
Copa Unidos took place on April 8th, 2017 from 9:00am through 4:00pm. All participants paid a $5 registration fee that included lunch, drinks, and snacks throughout the duration of the event. Parents were encouraged to come and support their children. There was no entrance fee for parents or staff members. The tournament was administered by the Juntos college student planning committee that ensures the tournament’s success. Registration forms were sent out to college students to recruit players and volunteers for the day of the event. The university supports the tournament with donations (e.g., jerseys, recycling, and compost containers). Furthermore, the university recreation department assisted in leading a Zumba class for non-players. College student volunteers assisted in officiating, checking in, lunch, non-player activities, media, and videography throughout the event day.

**Research Design**

Study protocols and data materials were approved by the NCSU Institutional Review Board (IRB). Juntos has an approved IRB submission for their overall program with extension; however, an amendment had to be submitted to include evaluation of both soccer tournaments. Because research suggest that Latino groups prefer personal rather than impersonal contact (Delgado, 1979), this study incorporated participant observation and a mixed methods approach. I was granted permission from the Juntos Leadership Team and county coordinators to carry out field research, collect data, and observe events prior and during the tournaments. A mixed methods approach was selected to integrate both qualitative and quantitative approaches, and thus have an opportunity to compare and contrast findings from both approaches (Creswell & Plano-Clark, 2007). By incorporating a quantitative approach many more participants were reached increasing the validity and reliability of the data. A qualitative approach allowed researchers to gain more nuanced context and more in-depth responses to the research questions.
asked. This approach gave voice to both leaders and participants. A participatory approach (i.e., Rapid Appraisal Methods) was incorporated to allow better depth and holistic understanding (Levermore, 2011). This consisted of a blend of semi-structured individual and focus group interviews as well as participant observations. This tactic allowed relevant information to contribute to in-depth understanding of the research questions (Paul, 2005). All research volunteers that assisted in data collection received equal training prior to the start of the tournaments. Researchers understood the purpose of the study, the questionnaires, and frequently asked questions participants may have.

**Participant Recruitment**

Participants for this study were recruited through both soccer tournaments. All middle and high school players registered to play in the tournaments were asked to complete a voluntary pre- and post-test survey the day of the tournament. Kicking it with Juntos participants were students that attended any school from across Sampson County. Copa Unidos only allowed Juntos members to participate in their tournament. In relation to college players, they had to be enrolled in a higher education institution. College players were excluded from the pre-post surveys but were included in the semi-structure interviews throughout the tournament. Two female graduate students from NC State University with coursework in qualitative methods conducted semi-structured interviews on each tournament day. The two researchers started at opposites points of the field and each intercepted every 10th player they encountered throughout the tournament. These research assistants interviewed players during lunch or down time (player’s team had an hour break before their next game). In addition, three months after the tournaments, all Juntos participants and staff members were invited to participate in individual interviews or focus groups tailored for student members.
Data Collection Procedures

Participant Observation. I became an avid member in the early planning stages for both tournaments. This required me to become part of the program months in advance prior to the tournaments in hopes of being accepted as a natural part of the culture in order to assure that observations were of the natural phenomenon and authentic. My approach for both programs was to become an active volunteer in the planning committee for both events. This allowed me to understand what was occurring in the early stages of the tournament planning, grasp their reasoning for program implementation, and comprehend the decision-making process of staff and volunteers. I recorded field notes during regularly scheduled meetings. I created two separate binders clearly labeled Sampson Juntos and NCSU Juntos in which I stored all of my field notes. My participation in both programs occurred simultaneously as program tournaments occurred within a two-week window from each other.

Less engaged observations in the field allows researchers to observe subtle communications and other events that might not be anticipated or measured otherwise (Babbie, 2013). During the tournaments, the researchers strived to be as unobtrusive as possible to reduce bias in observation. Shifting lenses from active participant observation to a more hands-off type of participant observation that offered a more detached perspective (researchers watched without engaging in anything during the course of the tournament). The researchers were able to observe certain participants rather than being emerged in the entire context. Leading up to the tournaments I was an active member assisting in the planning of the tournaments; however, during the day of the tournaments I focused solely on taking field notes. Juntos work study students took photos and video of the events that helped with the observations. Similar to participant observation, I created another set of binders labeled Sampson Juntos and NCSU
Juntos where I placed all of the researcher’s observations at the end of the events. Each researcher included their name in their observations for future questions regarding their observations of the tournament.

**Quantitative.** In both soccer tournaments, pre- and post-test questionnaires were given to all registered players. A pre-test was given once the whole team had checked-in and prior to their participation in the tournament. A post-test was given to teams as they were eliminated from the tournament. Players were identified based on where they were seated, or by the color bands they wore. Players participating in the Kicking it with Juntos event had their own section of the gym to sit in, while fans sat on the opposite side of the bleachers. Players participating in the Copa Unidos Event had received a colored wristband, non-players were assigned a different color of wristband, volunteers and college players utilized an additional colored wristband. This allowed researchers to identify who was a part of the tournament. Researchers and volunteers had clipboards with surveys attached to hand out to participants to alleviate crowd congestion. Anyone who did not feel capable of carrying out the data collection task notified the principal investigator or lead researcher ahead of time and were excluded from this part of the evaluation process.

Questions in both pre- and post-test focused on what participants expected to gain and what they actually gained or learned from Kicking it with Juntos and Copa Unidos. Measures from Behnke and Aguilar (2012) were altered to fit the content of this study. All pre- and post-questions were in a Likert scale form. Questions asked students: How aware they are about higher education? How comfortable they are in a college environment? How significant is this soccer tournament in the responses to question 1 and 2? Similarly, for the semi-structured interviews, participants were asked more in-depth guided questions (e.g., Is this your first time
attending this soccer tournament? If so why did you choose to come? If not why do you continue coming back? What is your highlight of the tournament so far? How can this tournament be improved?).

After careful consideration of pre- and post-test instruments it was decided to only rely on post-test data for this study. This decision was made due to the timing of the pre/post survey and lack of comparable pre/post data across counties.

**Qualitative, Semi-Structured Interviews.** Throughout the course of the tournaments, researchers administered semi-structured interviews. After the tournament, one-on-one interviews were conducted with Juntos Program staff. The semi-structured interviews offered a deeper insight as to how participants and staff members perceived the role of sport.

In addition, qualitative field research allowed more flexibility with this study in terms of timing and structure of interviews. There were semi-structured interviews that were held throughout the soccer tournament. Researchers along with the videography team interviewed participants. The videography team assisted in capturing the interview on video and taking photographs throughout the tournaments. Semi-structured interviews offered a deeper understanding of the program and resulted in contributing information helpful to program stakeholders (e.g., grantors, participants, parents, and Juntos Leadership Team). All interviewers underwent the same training in order to facilitate and deliver semi-structured interviews in the same way. Semi-structured interviews were administered as guided conversations; all researchers had a questionnaire protocol to use as guidance to help direct the conversation. However, each researcher could have shifted the route of their conversation based on participant’s answers or level of engagement. Interviewers had to engage as active listeners and have the ability to direct conversations unobtrusively (Babbie, 2013).
**In-depth Semi-Structured Interviews.** Aside from conducting semi-structured interviews with participants the day of the events, in-depth semi-structured interviews were administered after the event with staff members and volunteers who contributed to planning and executing the soccer tournaments. In-depth semi-structured interviews took place during the fall of 2017; the exact dates and times were contingent on what was convenient for volunteers and staff members. Each session was audio recorded and lasted about 30 minutes to one hour. Sampson County has two on site staff members and NCSU Juntos had seven on-site employees; however, only one is directly involved in the planning and implementation of Copa Unidos. Sampson County’s high school Juntos members assisted in the planning process of Kicking it with Juntos. NCSU Juntos developed a planning committee specifically for Copa Unidos, the planning committee consisted of nine work-study students. The interviews were administered in person with staff members and focus groups were addressed with volunteers and players. A researcher volunteer assisted with taking field notes and memos throughout the focus group interviews. Questions were derived from a combination of studies (e.g., Behnke & Aguilar, 2012; Corona et al., 2006; Coalter, 2007; 2013) that have followed the trustworthy guidelines for qualitative research and support the study’s research question. Researchers were able to understand what the perceived role of sport was in a Hispanic-based youth development program from the staff and volunteers’ perspectives. The two dimensions of sport according to Coalter (2007) were defined in context of how they were perceived by staff and volunteers. Staff and volunteers also got the opportunity to share how they perceive sport to contribute to the desired outcome of Juntos. See Appendix A for structured interview questions.
**Researcher Bias**

In being transparent about my possible research bias in this study, I identify myself as a Latina sport fanatic. I previously played collegiate soccer throughout my undergraduate years. I feel strongly about sport serving as a beneficial resource for youth development, particularly for minority, under-resourced youth. Personally, YDPs and SFD models influenced my development growing up in an under-resourced, low SES environment. My research bias also allowed me to be accepted within the culture of population I was working with. The way I reduced potential research bias was by adhering to established techniques for data collection and analysis. To prove trustworthiness, I triangulated data by cross checking outcomes with participants and research assistants (Biddle et al., 2001).

**Data Analysis**

The quantitative approach was evaluated using an analytical technique (i.e., T-Test) to see if there were any significant differences. A total of n=125 post-test surveys for Kicking it with Juntos and n=92 post-test surveys for Copa Unidos were analyzed using an independent t-test on SPSS. This test is used when there are two experimental conditions and different participants were assigned to each condition (Field, 2009). The timing of the pre/post survey and lack of comparable pre/post data across counties led to the decision of using independent t-test to analyze post data. There were eight post-test surveys removed from Kicking it with Juntos and twelve removed from Copa Unidos since participants failed to answer the quality check question (Meade & Craig, 2012). Qualitative approaches to data analysis were more complex. The principle investigator transcribed the audio recordings. The verbatim transcriptions were then sent back to participants to assure accuracy and relevance of what they shared. The principle investigator decided to develop a closed code book for the qualitative analysis. Coalter’s (2007)
framework guided the selected codes (e.g., tournament purpose, cultural identity, outcomes, and recommendations) where themes emerged to create a story. According to Umaña-Taylor and Bámaca (2004), when studying Hispanic populations multiple perspectives and interpretations of data should be considered. The data was triangulated by two research assistants whom were familiar with qualitative data analysis and both Spanish language and cultures, in order to: a) reconcile differences and theoretical perspectives, and b) to further analyze outcomes in order to validate the findings (Ramprogus, 2005).

Researchers received equal training on how to analyze given data and code for triangulation. A confidential Google drive folder was shared with field experts, research assistants, and Juntos national and state directors to serve as an audit trial. The drive included detailed instructions on how to code trigger words or phrases, subsequently, examples were listed to provide guidance (see Table 1). During the coding process, the data was categorized, organized, and sorted using closed coding, followed by axial coding which placed these categories into similar topics (Charmaz, 2006). The principle investigator met bi-weekly with research assistants over the course of two months discuss the data as a way to enhance trustworthiness. These meetings allowed discussions about the process, codes, and emerging themes. Once data was evaluated and coded, it was compiled, and disseminated to the Juntos Juntos Leadership Team and stakeholders (e.g., funders, site coordinators, parents) they found necessary to inform about results. In addition, pseudonyms were used to protect the identity of all research participants (i.e., player participants, county coordinators, volunteers, and planning committee members; Appendix D). These steps ensured the trustworthiness of the data (e.g., credibility, dependability, transferability, and confirmability).
Table 1: Coding process

<table>
<thead>
<tr>
<th>Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbatim transcriptions</td>
</tr>
<tr>
<td>2. Review codebook</td>
</tr>
<tr>
<td>3. Analyze nodes: place quotes in corresponding theme</td>
</tr>
<tr>
<td>4. Exchange peer research nodes/triangulate themes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example of node:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code:</strong> SP (Sport Plus)</td>
</tr>
<tr>
<td><strong>Subcodes:</strong> College student influences, academic gains/exposure, networking</td>
</tr>
<tr>
<td><strong>Full definition:</strong> Sport is enhanced with other activities to achieve organizational goals. Sport plus is used to address a number of broader social issues (e.g., gender equity, nutrition, academia). Give primacy to the development of sustainable sport organizations, programs and development pathways (Coalter, 2007; 2009).</td>
</tr>
<tr>
<td><strong>Quote example:</strong> “You meet people that have the same passion education wise that you feel connected, I’ve met college students that tell me you should go to this school because they have this program etc.”</td>
</tr>
</tbody>
</table>
CHAPTER FOUR: RESULTS

The aims of this study were to develop additional knowledge about SFD approaches incorporated within Hispanic YDPs and to further understand what research participants perceived the role of sport to be in a Hispanic-based YDP. This chapter presents the results of the analysis from the post-test surveys administered to tournament player participants (n=217) as well as qualitative interviews conducted with tournament players (n=15), county coordinators (n=6) and planning committee members (n=5).

Quantitative Results

Post-test surveys were administered to player participants (n=237) spanning the two programs (Copa Unidos and Kicking it with Juntos). A total of n=217 were analyzed, as 20 post-surveys were removed from the data due to participants failing to correctly answer the quality check question (8 post-surveys were removed from Kicking it with Juntos, and 12 from Copa Unidos). Player participants had an average age of 15 and predominantly males (Table 2).

Table 2: Tournament participant demographics

<table>
<thead>
<tr>
<th></th>
<th>Mean Age (SD)</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>All tournaments</td>
<td>15.36 (1.84)</td>
<td>194</td>
</tr>
<tr>
<td>Copa Unidos</td>
<td>15.58 (1.56)</td>
<td>74</td>
</tr>
<tr>
<td>Kicking it with Juntos</td>
<td>15.19 (2.00)</td>
<td>120</td>
</tr>
</tbody>
</table>

Analysis of Mean Scores

The post-test questionnaire revolved around the two overarching research questions: 1) What role does sport play in a Hispanic-based youth development program? and 2) How do stakeholders perceive the implementation of sport in a Hispanic-based youth development program? The survey items were adapted based off Coalter’s (2007) SFD approaches (sport plus and plus sport). Results from the t-test are indicated in Table 3 below. The responses revealed
commonalities and differences when analyzed via t-tests. Both Copa Unidos and Kicking it with Juntos seemed to incorporate both SFD approaches (sport plus, plus sport) in their tournament. Nevertheless, the data presented indicated that Copa Unidos consisted of more plus sport characteristics (e.g., adapt sport to include education) and Kicking it with Juntos was identified to incorporate more sport plus components (e.g., fundraise, recruit players, sport focused).

Table 3: Quantitative results: Post-test individual t-test

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Copa Unidos: N= 94 Mean (SD)</th>
<th>KIWJ: N=127 Mean (SD)</th>
<th>t</th>
<th>p</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan on participating in future Juntos events</td>
<td>4.35 (.795)</td>
<td>4.01 (1.126)</td>
<td>-2.395</td>
<td>.018</td>
<td>.17</td>
</tr>
<tr>
<td>Tournament made me feel included, part of a community</td>
<td>4.18 (.850)</td>
<td>3.99 (1.079)</td>
<td>-1.350</td>
<td>.179</td>
<td>.09</td>
</tr>
<tr>
<td>Tournament allowed me to create new friendships</td>
<td>3.94 (.885)</td>
<td>3.90 (1.020)</td>
<td>-0.282</td>
<td>.778</td>
<td>.02</td>
</tr>
<tr>
<td>Tournaments motivated me to graduate high school</td>
<td>4.06 (.885)</td>
<td>3.28 (1.064)</td>
<td>-5.178</td>
<td>.000</td>
<td>.13</td>
</tr>
<tr>
<td>Tournament was used to help raise money for Juntos</td>
<td>3.98 (.989)</td>
<td>3.93 (1.204)</td>
<td>-0.317</td>
<td>.751</td>
<td>.02</td>
</tr>
<tr>
<td>Tournament was used to attract more people to learn about Juntos</td>
<td>4.12 (.898)</td>
<td>3.86 (1.158)</td>
<td>-1.731</td>
<td>.085</td>
<td>.12</td>
</tr>
<tr>
<td>Tournaments informed me about college</td>
<td>3.82 (.956)</td>
<td>2.62 (1.280)</td>
<td>-7.350</td>
<td>.000</td>
<td>.48</td>
</tr>
<tr>
<td>Tournament was just a sporting event</td>
<td>3.31 (1.092)</td>
<td>3.89 (1.079)</td>
<td>3.792</td>
<td>.000</td>
<td>.26</td>
</tr>
</tbody>
</table>

*Note. Survey items ranged from (1) Strongly Disagree to (5) Strongly Agree.*

The commonalities found among tournaments support the incorporation of both SFD approaches. Player participants from both tournaments expressed that after their experience with the soccer tournament, they plan to return and participate in future Juntos events ($M = 4.35$ and $M = 4.01$, respectively; Table 3). This suggests that tournaments took upon characteristics of a
plus sport approach (used sport as a hook and recruitment tool). This question was placed as the highest mean ranking for both soccer tournaments (Table 3).

Following, the second highest ranking mean for both Copa Unidos and Kicking it with Juntos suggested that tournaments made player participants feel included and part of a community. The way in which tournaments were implemented went beyond just playing a sport but allowed participants to feel connected with others.

Even though responses supported SFD components among both tournaments, not all SFD components were ranked as the highest means. Two of the strongest characteristics that would define a SFD approach (e.g., sport plus: sport being augmented for educational purpose; plus sport: sport being used as a vehicle to recruit participant or fundraise), scored low (e.g., 3.82 and 2.62) on a 5 point scale, where 1 is strongly disagree among both participants and 5 is strongly agree. In relation to a sport plus approach, the question asked participants if tournaments informed them about college, Copa Unidos participants averaged (M=3.82, SE=.956 compared to Kicking it with Juntos (M=2.13, SE=1.280). The difference was significant (p = .00), and it represented a medium effect size (r = 0.48). These results suggest that participants from Copa Unidos recognized the college incorporation more so than participants from Kicking it with Juntos. The college component was significantly less understood by participants from Kicking it with Juntos.

In addition, when participants were asked if the tournament motivated them to graduate high school, Copa Unidos player participants, on average, indicated that the tournament did motivate them to graduate high school (M=4.06, SE=.885). Alternatively, Kicking it with Juntos had a slightly lower average (M=3.28, SE=1.064). The difference was significant (p = 0.00) and carried a small effect size (r = 0.13). Essentially, player participants suggested that Copa Unidos
aligned with the Juntos Program’s mission: encouraging Latino students to graduate high school and pursue higher education opportunities. Although, this had a mean score ranking of four for Copa Unidos and six for Kicking it with Juntos. This suggests that players acknowledge the sport plus component of Copa Unidos; however, it was not given as much value compared to the emotional connection of feeling included and creating new friendships tournament players developed.

Similarly, when participants were asked if the tournament they engaged in was “just a sporting event”, participants from both tournaments were split, about half of the players agreed with this statement and the other half disagreed. Kicking it with Juntos player participants had a slightly higher mean (M=3.89, SE=1.079) compared with Copa Unidos participants (M=3.31, SE=1.092). The difference was significant (p = 0.00) and carried a small effect size (r = 0.26). This question had the lowest mean score for Copa Unidos (Table 3). When using the sport plus model, participants were more likely to not identify non-sport purpose of the event than a program using the plus sport model.

Player responses to three questions regarding SFD characteristics revealed differences among tournaments. When participants were asked if the tournament they engaged in was used to help raise money for the Juntos Program player participants placed more significance on this response (Table 3). Reflecting on my participant observation field notes, one of the main objectives mentioned for Kicking it with Juntos was to fundraise for the Sampson County Juntos club. However, for Copa Unidos, there was no incentive to fundraise even though Copa Unidos had a donation box present for players and spectators to support the Juntos college scholarships.

The opportunities to develop relationships was also reported to have been different at both tournaments. Copa Unidos player participants suggested the tournament allowed them to
create new friendships. This may be a result of the tournament being open to a greater audience (e.g., college students, Juntos members across North Carolina). Kicking it with Juntos was more selective in their requirements to participate. Player participants had to be enrolled in a Sampson County school, which limited the possibilities of youth meeting new people. Also, Kicking it with Juntos was arranged to have quick indoor soccer games (15 minutes duration per full game) and did not have any designated lunch time, which restricted the opportunities to develop relationships.

Qualitative Data

Semi-structured interviews were conducted with 6 county coordinators, 5 planning committee members, and 15 tournament players (high school and college students). Tournament players participated in five- to ten-minute interviews the day of the tournament; county coordinators and planning committee members engaged in roughly 30-minutes to one-hour interviews two months after the tournaments. A total of 26 interviews were transcribed and analyzed, resulting in three emerging themes. These included: 1) sports provide a context for building a stronger social network (e.g., sense of community, family engagement); 2) sport as a bridge to connecting participants to program outcomes (e.g., educational opportunities, social mobility, recruitment and retention); 3) roles of sport determined by stakeholder context (e.g., players viewed tournaments as fun, county coordinators were unsure about purpose, committee members understood the intended role). Each theme is described below in more detail.

Sport provides a context for building a stronger social network

During the one-hour, semi-structured interviews with county coordinators, the coordinators collectively suggested that both sport programs created a stronger social network among all player participants. County coordinators explained this occurred due to the parental
engagement, comradery among players, and the relationships formed. For example, Jane (county coordinator for five years) attended both tournaments and she describe how all of her Juntos members whom participated in both events were pleased with both tournaments. She explained “both tournaments generated different outcomes on my kids (Juntos members), but one thing that was constant was how satisfied they were about their parents watching them play, and the new friendships they made.” Thus, these tournaments allowed Juntos youth to experience a supportive social network.

Across the two tournaments, player participants suggested tournaments encouraged unity, supported families, and assured cultural needs were met (e.g., bilingual staff, music, concession food and drinks). Although both tournaments are assumed to be supportive, they do so in a different manner with the resources they have access to. Or in other words each tournament followed a different strategy for implementation. For instance, through my participation observation notes, Kicking it with Juntos seemed to have more flexibility to provide different cultural food at the concession stand during the tournament. This was mainly because parents from the Sampson County Juntos club volunteered to cook different cultural dishes that are certain to create profit for the Juntos club in Sampson County. Conversely, Copa Unidos provided lunch for everyone present (the 91 players, college players, parents, volunteers, and staff members); thus, the combination of pizza and fruit was the favorable option to feed everyone as it was affordable and simple to order, and have it delivered during lunch time. However, Copa Unidos hosted their tournament in an open setting with access to tables and sounds system from the university. The sound system was used to play Latin music where player participants, volunteers, and parents were able to dance during lunch and in between any
downtime. Through this, both programs were able to encourage a sense of unity, familial support and attempted to meet cultural needs using different tactics.

Parent involvement is also strongly emphasized within the Juntos Program. Incorporating soccer in the Juntos Program was well received by parents, youth, and the community. Sara (a county coordinator for two years) had a student (Jose, 14-year-old sophomore in high school) express how impactful it was having his parents present at Copa Unidos. Sara added that Jose had never played soccer, but his family always came together as a social event to watch soccer games like the World Cup. Jose tried out for his school’s soccer team and did not make it, given the opportunity to participate in Copa Unidos Jose was the first to sign up.

“Jose told me how proud and happy he was because his parents had never been able to see him play a game. I think having his parents present impacted him positively.” - Sara, county coordinator.

Both tournaments implemented a sense of comradery among youth. By opening the tournament to college students (Copa Unidos) or other middle and high school students across Sampson County, (Kicking with it Juntos) Juntos members were able to build a network of support not only from their county but also with other peers across North Carolina. Mia, a 12-year-old, eighth grader, shared how she was so excited to play at both tournaments because she would have the opportunity to meet new people at the Copa Unidos tournament and see friends she made in previous Juntos events at Kicking it with Juntos. Mia added: “these soccer tournaments bring us together as a family, to play as a team and to get to know and trust each other.” Tournament participants were able to further develop their relationships among one another through these events. In support, Maria (county coordinator for four years) described how she witnessed her team shift from being classmates to being each other’s support systems on
and off the field. Both tournaments were competitive by nature, but one thing that was constant was the support by peers. Maria explained that in her team specifically, her players developed a sense of unity at both tournaments, she explained how her players would bring themselves back up after a loss or a missed goal against the opponent.

“I saw them not just being classmates, but they turned out to be friends and like when they had a goal scored against them, instead of the students saying it’s your fault, they would hug the keeper or whomever and say we got this don’t worry.”- Maria, county coordinator.

In addition, Brenda (county coordinator for three years) expressed that by simply attending the soccer tournaments like Kicking it with Juntos, this action sends a message to the Juntos youth. It showcases support from our county to the Sampson County whom is hosting this event. She added, “attending Kicking it with Juntos tells the kids we are unified, that we are together and that we support them.” Brenda suggested that her Juntos youth are always committed to playing soccer as there is no greater cause they support than to come to play soccer and support their fellow Juntos members.

**Sport as a bridge to connecting participants to program outcomes**

The second theme that emerged from that data was that sport served as a bridge to connect participants to program outcomes. The flexible nature of the tournaments allowed the Juntos Program to incorporate sport as they saw best to maximize outcomes. Educational opportunities, parent engagement, social mobility, and recruitment and retention were some of the outcomes that resulted from the incorporation of sport within the Juntos Program. Universally, research participants explained how educational aspirations occurred at Copa Unidos. Nicole (20-year-old work-study college student at NCSU) co-led Copa Unidos, she
explained how educational opportunities were presented at Copa Unidos through networking opportunities and keynote speakers. Essentially the purpose was to encourage students and make them feel like college was obtainable by seeing and hearing from college students who have had similar life experiences.

Player participants suggested that Copa Unidos delivered a tournament that increased interest in higher education through networking opportunities. Teams consisted of college players both male and females whom can relate to youth. In addition, Copa Unidos in collaboration with NCSU extended the range of possibilities the tournament had to influence Juntos members. NCSU donations (e.g., jerseys, pens, bottle waters, etc.), keynote speakers, and college volunteers all impacted the delivery of the tournament. These factors indicate Copa Unidos implemented a sport plus approach in their soccer tournament.

Player participants were able to network with new and old friends from across the state of North Carolina. Aside from meeting and networking with fellow Juntos members, Copa Unidos participants were given a comfortable platform to develop mentoring relationships with college students they met during the tournament. The way the tournament was implemented allowed Juntos members and college volunteers to interact with one another through a familiar setting for youth. Copa Unidos served as an access point for player participants.

Sophia (16-year-old, junior in high school) shared “…you meet people that have the same passion education wise, that you just feel connected. I’ve met college students that tell me you should go to this school because they have this program and stuff like that.”

Alternatively, college volunteers reciprocate this sentiment. College students expressed how eager Juntos members were to talk to them and how the high school students were interested in learning about college. Nicolas (20-year-old, NCSU student) described: “they (Juntos youth) will
ask you how long you have been in college, how and why I got there, how I pay for college and it really opens their eyes when we have these types of conversations.” Player participants and county coordinators even went to the extent of inviting college players to their end of the year Juntos county celebration and Facebook Juntos page. Jalisa (county coordinator for five years) shared “Some of the relationships developed during Copa Unidos became life lasting mentoring relationships, my kids always want me to invite the college friendships they have created to our end of the year banquet.”

In support, Jalisa added that a highlight of the Copa Unidos tournament was seeing the students come back from the tournament and actually having an interest in higher education. There seemed to be an attitudinal change in the students. Jalisa expressed “…for them it’s like an eye opener, it’s not just a dream but it can be done.” This suggest that Copa Unidos aids in developing a positive mentality about higher education.

Erica (county coordinator for four years) shared that one of her students, Luis (17-year-old, junior in high school), came to the United States roughly three years ago and had never set foot on a college campus. Erica explained that Luis had never really shown much interest in college or graduating high school. However, after hearing about Copa Unidos this young man wanted to attend and participate, as soccer seems to be what he is passionate about. Erica shared that after participating in the tournament she noticed an attitudinal and motivational shift in Luis’s behavior. Erica shares how much Luis is looking forward to the upcoming Copa Unidos.

In support, Mike, a 22-year-old, college student from East Carolina University, expressed that based off his experiences many students are intimidated by the idea of college, especially if they are first generation college students. He stated, “it felt good to talk to them (Juntos players) and inform them about college and tell them that this is the time for self-exploration.” Soccer is
one of the main reasons why many students came to participate in these tournaments and in return sport gave players like Luis an opportunity to engage and access information about college that he otherwise may have not received.

Aside from Juntos creating a platform where players can network and develop relationships, these tournaments encourage social mobility. It is common for minority youth to have strong relationships among their inner circle; however, they lack strength on developing relationships outside their inner circle. Copa Unidos was suggested to challenge youth to network and develop relationships that can assist them in strengthening their relationship skills to when they need to speak with a University representative, job interview etc. Erica (county coordinator for four years) added that the majority of her Juntos members returned with more confidence to speak up and use their voice. For instance, Erica added that Luis’s attitudinal change was seen during 4-H/Juntos meetings, he was engaging more, and showing interest towards college workshops.

Soccer tournaments were also influential in recruitment and retention of parents and players. Parent engagement was present in both tournaments; however, was reflected differently due to the resources the tournaments counted on. Sampson County had more visible parent involvement compared to Copa Unidos. Sampson County has limited staff members, which requires a higher number of volunteers to deliver Kicking it with Juntos. Parent’s level of engagement leaned towards volunteering (maintenance, entrance security, concession stands) and watching the two-day tournament. Parents and families filled the gymnasium bleachers to watch the middle school co-ed tournament Friday afternoon regardless of entrance fees. There were significantly less parent spectators on Saturday for the high school boys’ tournament but more peers present.
Copa Unidos counts on the NCSU Juntos Program college work-study students to assist in the planning and delivery of Copa Unidos. Parents are encouraged nonetheless to come and support their children. The commute to attend this event ranged anywhere from thirty-minutes to four hours. Parents whom attended Copa Unidos did not have to pay and entrance fee and were provided lunch and drinks. For some parents, Copa Unidos was the first time they saw their son or daughter play soccer.

Brenda (county coordinator for three years) shared, “I have a lot of parents that come out to support their children regardless of the drive if they do not have to work because they love the sport of soccer and want to support their child. This made parents feel really good and proud.”

County coordinators collectively noted that soccer tournaments significantly helped with recruitment and retention of participants. For Copa Unidos players needed to be members prior to participating in the tournament; contrary, for Kicking it with Juntos anyone attending a Sampson County school could partake in the program. County coordinators who attended Kicking it with Juntos suggested that it was a great opportunity to promote Juntos and recruit non-Juntos members. County coordinators were transparent about their direct recruitment use with both tournaments. Maria (county coordinator for four years) explained, “I know that’s something (soccer tournaments) that I have used to promote the Juntos Program, I know kids get really excited and they look forward to it all year.” Players also recruit one another, they inform their peers about all of the benefits of the tournament, and how much fun they would have. Marvin (15-year-old, junior in high school) explained, “I went to the leadership program and I saw the video of Copa, and when I saw it I was like I have to come. Everyone seemed so together and then my peers kept telling me how amazing it was and that they met new people and everything, it just made me want to come even more.”
Sara (county coordinator for two years) suggested that these soccer tournaments enabled students to gain access and resources of the Juntos Program to which they would otherwise not have access. Sara has a student who similarly like Erica’s student came to the United States roughly three years ago. Sara highlights how sport in this case was used as a mechanism for the student to gain access to resources. Christian (19-year-old, junior in high school) came from El Salvador not familiar with anyone at school or in his community; however, Sara notes that he made the majority of his friends through soccer.

Sara added, “Christian is one of these kids who never signed up to do anything extra. Him and his mom come and do the necessary but when I announce Copa I had not even gotten home and I had received an email from him saying that he wanted to sign up and every 5 days or so he would ask me do I need to do anything else, so it was definitely a way to link him in, draw him in through soccer.”

In summary, the incorporation of sport was conveyed as a sport plus approach within Copa Unidos. Educational opportunities, parental engagement, and recruitment and retention through soccer were salient across participants.

**Role of sport determined by stakeholder context**

A third theme to emerge from the data was the role of sport determined by stakeholder context. County coordinators, player participants, and planning committee members all had a respectively different understanding of the role of sport due to their individual context. For instance, player participants predominantly thought it was for fun, the majority of county coordinators were unsure of what the purpose was, and the leadership team knew exactly what the intended purpose was.
There was no mutual understanding of the role of sport among player participants. Some of the repetitive roles of sport for these tournaments were to have fun, fundraise money, and for players to relax. The role of sport may not be tailored to youth as an academic or social support event and more so as a fun event to increase interest in the tournaments. Juan (17-year-old, junior in high school) discussed how he comes to the tournaments to hang out with his friends. Both Juan and his view the tournaments as a break from the rigorous academic agenda they typically have at other Juntos events like Summer Academy. In addition, Leslie (14-year-old sophomore in high school) suggested that the Juntos tournaments encourage people to have fun and celebrate the Juntos Program and the members, acknowledge how big the program really is. Leslie described, “most of the people come to play soccer but it's not just that, it's to get everyone together, just for fun and so we know how big Juntos is and how everyone is there to support each other.”

County coordinators were unsure about the purpose of the incorporation of sport. They had assumptions in regard to the influence and impacts that the incorporation of sport had within both Juntos tournaments. The majority of participants were not certain to what extent the role of sport played in these tournaments. When asked about their opinion on the role of sport some coordinators were at a loss for words, others tried connecting the role of sport to 4-H physical activity initiative, and others simply stated they have not seen any clear purpose or objective posted anywhere for them to recognize and it was never communicated to them by the leadership team. Brenda, a county coordinator for three years, shared “I have not been told of what the role of sport was going to be or given any direction as to prepare the team for anything.” County coordinators may be searching for a practical message clearly stating the role of sport or a
transparent tournament purpose to then be able to reiterate it given their context within the program.

County coordinators universally suggested Copa Unidos leaned more towards educational aspirations and networking, whereas Kicking it with Juntos was a more competitive event while still being heavily focused on peer support for tournament implementation and outcomes. For instance, Jane (county coordinator for five years) suggested Kicking it with Juntos was driven by competition as opposed to any positive purpose for the students in her perspective and experience with Kicking it with Juntos. Jane’s team lost in semi-finals and was eliminated due to unfair subbing which may influence her opinion on the tournaments.

Planning committee members agree that the tournament was aligned and achieved the intended purpose but also realized that some participants treated the tournament as a hangout event, to have fun and relax. For example, Alex (a planning committee member from Copa Unidos) shared that while guest speakers were sharing their success stories or information about college admissions certain individuals seemed to be doing their own thing. Alex added, that this is a trend in all of the Juntos events, as if some students do not appreciate the opportunity to be at the event. Similarly, planning committee members from Kicking it with Juntos believed that the goal of the tournament was to have everyone together to compete against one another and in return reinforce that everyone is a winner. This reflects discrepancy among all levels of research participants; there is a gap among the leadership team and participants based on their perspective context.

**Chapter Summary**

The findings presented above represent respondents’ perceptions on the role of sport within the Juntos Program. Research participants shared how SFD approaches were incorporated
within the tournaments. The data suggests that there is discrepancy in how research participants
view the role of sport within the Juntos Program based on their individual context. Conversely,
there are commonalties among participants, such as the use of recruitment via soccer
tournaments and the sense of support felt. In addition, respondents expressed Copa Unidos
delivered a tournament driven by educational opportunities. Study participants also suggested
that Kicking it with Juntos was used as a competitive tool along with the intention to create an
environment of support.
CHAPTER FIVE: DISCUSSION

The purpose of this study was to understand the role of sport within a Hispanic-based youth development initiative. Two overarching research questions guided this study. First, what role does sport play in a Hispanic-based youth development program? Second, how do stakeholders (i.e., player participants, county coordinators, and planning committee members) perceive the implementation of sport in a Hispanic-based youth development program? Post-event surveys and semi-structured interviews were conducted with tournament stakeholders. Three themes emerged from the data: 1) **sports provide a context for building a stronger social network** (e.g., sense of community, family engagement); 2) **sport as a bridge to connecting participants to program outcomes** (e.g., educational opportunities, social mobility, recruitment and retention); and 3) **roles of sport determined by stakeholder context** (e.g., players viewed tournaments as fun, county coordinators were unsure about tournament purpose, committee members understood the intended role). Findings from the pre- and post-test survey illustrated that player participants recognized the emotional connectedness of the tournaments more so than the tournaments purpose in relation to SFD approaches. Nevertheless, findings from the present study support extant literature that indicate the benefits from combining SFD models and YDP’s.

According to Falicov (2005), the social climate of structural exclusion is not only suffered by Hispanic parents, but also by their children, as their sense of self-esteem decreases and opportunities to participate in the society at large are placed even further out of reach. Latino youth development and academic achievement is often hindered due to poor living conditions, such as living in low SES communities, fear of crime and violence (Perreira et al., 2010; Potochnick & Perreira, 2010). However, programs that are culturally sensitive are inclined to alleviate some barriers Latino youth and parents may face (e.g., language barriers, cultural
expectations around school involvement, financial limits; Hayes et al., 2015). YDP’s have been illustrated to aide youth in navigating the adversity they face. Alone, SFD approaches hold sport as a necessary component to success but sports are not sufficient enough for the achievement of developmental outcomes (Coakley, 2011). Hartmann and Kwauk (2011) suggest that combining sport and non-sport activities in a youth development program results in program outcomes being maximized.

For Hispanic youth in particular, SFD approaches (i.e., soccer activities) offer a familiarized, comfortable, and cultural space where they can positively develop (Arreola, 2004). Within a sport context, participants’ ecological structure (e.g., mentors, coaches, familial and non-familial adults, schools, and organizations) serve as important external assets that help facilitate or impede development (Bloom et al., 2013). This study illustrates SFD approaches being utilized to build a stronger social network, connect player participants to program outcomes, and showcase stakeholders’ perceptions of sport within the Juntos Program.

**Sport leading to community capacity**

The Juntos Program created a familiarized and comfortable environment for Latino youth and parents. Similarly, research highlights that programs that are culturally and linguistically affirming allow students to be themselves (Carter, 2007; Wong, 2010). In support, SFD models offer migrant youth a team-like environment, which facilitates a degree of social connection and a development of language skills (Coalter, 2013). In this study, research participants (players, county coordinators, and planning committees) suggested that they had a positive perception about the role of sport, specifically player participants noted the strong emotional connection and community building that occurred throughout the tournament days. This emotional connection concept resulted in the highest mean among both tournaments. Player participants highlighted
that both tournaments made them feel included and part of a community (Copa Unidos; M= 3.31 SE=.88; Kicking it with Juntos; M= 3.06 SE= .97) (Table 3). Player participants also identified tournaments as events that allowed them to develop new friendships (Copa Unidos; M= 3.27 SE=.76; Kicking it with Juntos; M= 2.96 SE=1.06) (Table 3). Due to player participants’ cultural backgrounds it may be easier for them to identify community unity and emotional connectedness compared to SFD approaches.

Community and one’s family unit are highly valued within the Hispanic culture. The Latino family serves as a support mechanism for all members, providing emotional and material support (Delagado, 1995). The Hispanic culture’s conception of family differs from the Anglo-American conception of family. Anglo-Americans depend on their extended families the way Latinos look to their communities; Delgado (1995) describes these communities as tightly knit. Hispanic culture embodies this tightly knit community concept through familism: maintaining good relationships with community and family members; caring for ill or elder relatives; and placing family needs above individual needs. Famililism has been suggested as a protective factor that keeps Latino youth from being influenced by negative peer influences, such as delinquent youth groups (i.e., gangs; Delgado, 1995). However, when familism is absent it may also serve as a risk factor that draws youth to delinquent groups that serve as surrogate families (Soriano, 1994).

This study indicated that the Juntos Program in North Carolina incorporated SFD approaches that met the need for familism, encouraged social mobility, and community capacity building between both tournaments. The Hispanic community rely heavily on familism, which can be conceptualized through an assets framework as “bonding social capital” (Mathie & Cunningham, 2003). Parental support, peer support and Latino community support was well
received by research participants. Player participants suggested that this sense of unity and pride resulted from this familism. Some of the biggest takeaways for youth were having their parents present, reconnecting with friends from previous events and meeting new individuals, like college players. Delgado (1995) suggests that Latinos view on family expand to their communities, their role in the community and their preference to belong to and work in those groups. Both tournaments provided many opportunities for youth and parents to become involved, be present, and take full advantage of resources available (i.e., networking/developing relationships).

Sport's ability for community capacity building is not inherent nor should it be implied that sport is a feasible community development tool. To gather desired program outcomes, sport must be intentionally and strategically managed. SFD approaches incorporated with intentional culturally sensitive programming seem to be a potential framework to overcome many of the current limitations of sport to build community capacity (Edwards, 2015). Hispanic-based YDP typically use SFD approaches to engage youth and increase community unity among participants.

Facilitating community development occurs when one engages with community partners to identify social issues and their roots, design SFD interventions to specifically address those social issues with appropriate non-sport programming, and build community capacity to ensure cultural relevance, adoption, and sustainability (Edwards, 2015). Both tournaments originated from Juntos members. Copa Unidos was founded by Lisbeth Arias who believed that Juntos 8th grade and high school Juntos members needed to connect with each other and the community. Soccer was the first thing that Ms. Arias thought about that would really bring everyone together without hesitation. Kicking it with Juntos also resulted as an initiative to bring youth and parents
across Sampson County together to support the Juntos Program in fundraising for their annual events. Since the initial tournament (2013 for Copa Unidos and 2014 for Kicking it with Juntos) both programs have developed their event into the needs of the community (e.g., adding an educational piece to Copa Unidos, cost and profit for Kicking it with Juntos). Community programmers should also strive to recognize the capacities of local people and their associations in order to build powerful, autonomous, and sustainable community-based programs (Mathie & Cunningham, 2003).

**Sport as a bridge to connecting participants to program outcomes**

The Juntos Program highlighted the opportunity SFD approaches offer YDPs to engage Latino parents and youth. Similar to Perkins and Noam’s (2007) study where soccer was repeatedly used as a hook to entice youth to participate and then drawn into becoming heavily interested in writing along the way, the Juntos Program enticed both youth and parents to participate in sporting events and also to expand their interests in college and community. Specifically, youth were encouraged to participate and learn about college (through Copa Unidos) or experience the community support (both tournaments). Parents were encouraged to be involved and support both the program and their child.

Parental involvement has a positive impact on reducing the likelihood of Hispanic students dropping out of high school (Schargel & Smink, 2014). Unfortunately, many Hispanic parents are less engaged than other parents. Some of the reasons for that include: language barriers, cultural expectations around school involvement, and financial realities that require them to work multiple jobs (Hayes et al., 2015). Based off my participatory observations and interviews, both tournaments attempted to alleviate the barriers Hayes et al., (2015) described in order to facilitate parent involvement. Typically, parents from low SES households tend to not be
as active in their child’s education or present in school activities (Rumberger, 1995; Schargel & Smink, 2014). The Juntos Program actively combats this. One of the Juntos Program core pillars is parent engagement, as it is significant in promoting high school graduation and higher educational opportunities for youth (Green, Walker, Hoover-Dempsey & Sandler, 2007). Studies of elementary, middle, and high school students have shown that parental involvement leads to positive educational outcomes including self-efficacy for learning and perception of personal control over school outcomes (e.g., Bandura et al., 1996; Green et al., 2007; Sheldon & Epstein, 2005). Parental engagement that occurs through sporting activities also results in positive influences on the child (Bocarro, Kanters, Casper, & Forrester, 2008; Wiersma & Fifer, 2008). Both Juntos tournaments incorporated parental engagement in various forms (e.g., volunteering: food, security, and coaching, officiating, and as vivid spectators). Specifically, the ways parents become involved may vary according to background and personal traits they hold. The Hoover-Dempsey and Sandler (2005) theoretical model for parent involvement states that a parent is more likely to become involved in their child’s sport experience if they perceive themselves to have the requisite knowledge and aptitudes.

In both the qualitative and quantitative findings from the present study, it was evident that both Copa Unidos and Kicking it with Juntos used soccer as a vehicle to recruit both parents and youth. Player participants from both tournaments expressed that after their experience with the soccer tournament, they plan to return and participate in future Juntos events (M = 3.46 and M = 1.16, respectively; Table 3). The Juntos Program used both tournaments as recruitment tools although this finding was more heavily represented in interview responses. When player participants were asked if the tournaments were used to attract more people to learn about the Juntos Program the majority of player participants agree (M= 3.17, SE= .863; Copa Unidos) and
(M= 2.97, SE= .99; Kicking it with Juntos), there was no statistical significant difference. Soccer offers Latino youth and parents a familiar context, one in which they are comfortable in engaging. Removing language and financial barriers maximizes program outcomes. Intentional programs allowed for an increase in the following: recruitment possibilities, retention from members, exposure, and unity and support across Juntos members and non-members in North Carolina. Both tournaments were tailored towards different end goals (college exposure and community development, respectively); however, both seemed to be successful at their intended goal.

**Stakeholders’ perceived role of sport**

Overall, all research participants had positive perceptions of the program but highlighted that both sporting events had an unclear purpose. In particular, county coordinators highlighted the confusion within the tournament’s objective, stating that there was no clear purpose communicated to them. It is understandable for stakeholders to have different interpretations of the role of sport within the Juntos Program, based off of their context. However, there should be some correlation among all stakeholders, hinting at the targeted outcomes of the tournaments. SFD programs can provide settings and experiences that enable PYD experiences to occur if program organizers, staff, and volunteers are intentional in how they go about implementing these programs (Perkins & Noam, 2007). Thus, SFD programs must establish clear goals and communicate these with relevant stakeholders. This study highlights a missed opportunity; without a clear understanding of the intentional outcomes, program goals are not maximized.

Stakeholders all had a positive outlook for the implementation of sport. However, all research participants valued separate things in regard to sport implementation. Player participants in both tournaments gave importance to the sense of connectedness and inclusion between both
tournaments. Player participants plan to return and participate in future Juntos events ($M = 3.46$ and $M = 1.16$, respectively) (Table 3). Players also highlighted a sense of belonging among the community (Copa Unidos; $M= 3.31\ SE= .88$; Kicking it with Juntos; $M=3.06\ SE=.97$). However, planning committee members suggested the tournaments primary purpose was to fundraise money for Kicking it with Juntos and for Copa Unidos it was an educational exposure in a comfortable setting. Yet, they did mention sub-goals for the events (e.g., community unity, parent engagement, social mobility, recruitment and retention). County coordinators were transparent about not being sure what the program goals were intended to be.

Although both Copa Unidos and Kicking it with Juntos incorporated various SFD approaches, these approaches were not always intentionally integrated into the events. However, findings demonstrated that the program delivery from the Copa Unidos event was perceived to be more intentionally aligned with program goals. This illustrates a potential area of growth for both events, but particularly Kicking it with Juntos. A number of studies have shown that community organizations provide the context that allows Hispanic students to connect with caring adults who support their educational aspirations, engagement, and attainment (Liou, Antrop-González, & Cooper, 2009; Stanton-Salazar, 2001; Woolley & Bowen, 2007). However, if all adults are not clear on what the intended purpose of the events are then there may be a limit to the achievement of program outcomes.

**Limitations**

This study had several limitations which should be highlighted. First, the study is limited by the small sample size, location of participants, and high male participation. Majority of the participants came from counties in North Carolina. Thus, the findings in this study may not be representative of other Hispanic populations. In addition, working with the Latino community
also known as the “hidden” or “hiding” community (e.g., undocumented, or involved in illegal activities; Deren et al., 2005) presents unique challenges for researchers to get participation due to fear or unfamiliarity. Nevertheless, undergoing participant observation allowed me to build rapport. Participant observation was beneficial to develop trust and familiarity with research participants; yet, it may also increase social desirability bias among research participants.

Another potential limitation may be the duration of the tournaments as they were one-day events and interviews were conducted immediately following the tournament. Research participants, specifically tournament player participants, may have been limited on the time they were given to fully reflect on the event. Based on the one-day nature of this event, the applicability of the SFD framework may be limited. This limitation may have strained researchers from capturing participants’ in-depth perspectives on their perceived role of sport in the Juntos Program. This study also does not investigate the potential impact of acculturation. The different levels of acculturation may impact how player participants view the role of sport within the Juntos Program (Garcia-Reid, Reid, & Peterson, 2005; Lopez, Ehly, & Garcia-Vazquez, 2002). In addition, this study did not collect demographic data on the post event survey limiting the use to run a stratified analysis comparing on genders. Despite the limitations listed, this study had primary strengths that should be noted.

**Study Strengths**

One of the challenges noted about working with Hispanic communities is the need to use multilevel theoretical frameworks, ability and understanding to differentiate between Hispanic subgroups, and recruitment of participants (Deren et al., 2005). Research suggests that Latino groups prefer personal rather than impersonal contact (Delgado, 1979), this study incorporated both surveys and interviews to accommodate all participants. The use of in-depth interviews
allowed researchers to gain insights through extended conversations and probing that would not have been possible with only depending on a larger scale quantitative survey. One of the study’s strength is that I am a native Mexican American, Latina, first generation student. I also work as an interpreter where I have been exposed to various Latino subgroups, family dynamics, and language varieties. These traits and skills assisted in building rapport with research participants. Being a minority, I am susceptible to racism, sexism, and xenophobia. I can be seen as relatable and part of the tightly knit family context among Latinos. These factors along with undergoing participatory observations had implications in the development of building rapport with research participants, relationships, the quality of fieldwork, and ultimately for the validity and utility of the data obtained. Also, having an established relationship with the Juntos Program allowed me to be smoothly accepted within the Hispanic community Juntos serves. This helped reaffirm the legitimacy of the research team and study. Furthermore, expanding the study to interview all stakeholders’ perception of the role of sport holds this study as unique. When working with youth, their ecological system plays a significant role in their development, it is important to understand how stakeholders viewed the incorporation of sport within the Juntos Program. This present study filled a gap in the literature by exploring SFD models with minority serving PYD programs and expanding consideration to a broader realm of stakeholders (e.g., players, volunteers, staff members and youth’s family unit).

**Implications**

This study highlights findings that are substantial in the field of sport for youth development, community capacity, social science, youth development, and minorities’ academic achievements. Understanding the potential SFD approaches hold is influential in an individualized and corporate level.
Research

Implications for the field of study add to Coalter’s (2007) theoretical framework. SFD models were explored specifically with a Hispanic serving youth development organization. Results illustrated the fluidity of model concepts throughout the Juntos Program. Both sport plus and plus sport were incorporated to achieve Juntos ultimate goal of promoting high school graduation. The cultural construct of familism has been identified as a strength in Latino families (Shetgiri et al., 2009). Thus, the Juntos Program utilized SFD approaches to incorporate the sense of familism throughout both tournaments. The cultural relevance and sense of familism participants felt through the two tournaments was greatly supported. One of the research questions that emerged was the influence familism had on Coalter’s theoretical SFD framework. For example, would there be a significant impact on the Juntos Program (or another Hispanic youth serving organization) if cultural relevance was considered or integrated into the program delivery. Sport and non-sport activities are highlighted to be successful; however, to what extent does cultural context (i.e., acculturation of the participants) impact a program’s success or failure? For future research, an acculturation instrument should be included to examine the different levels of acculturation of participants. Furthermore, future research can also focus on understanding Latinas low levels of participation in SFD approaches. Subsequent research should also run a comparison (i.e., stratified analysis) on gender to note if there are any differences. This study should also be replicated to continue testing the potential of SFD concepts to be used to research other childhood outcomes (e.g., childhood obesity, sexually transmitted diseases).
Practical

YDPs should consider incorporating SFD models within non-sport activities. Sport is a strong tool that can be applied in various ways. Sport can be incorporated to recruit or educate participants. It can also be implemented to create a familiar or comfortable setting to reduce barriers to participant involvement. Practitioners should clearly articulate the role of sport to staff members and relevant stakeholders (e.g., parents, volunteers, youth members). Being transparent with all stakeholders in regard to the intended role of sport and its relationship to youth development will better assist in achieving the tournament’s purpose. In addition, it is recommended that organizational leaders understand who their program participants are, so they can personalize activities. This could be fundamental in increasing female participation. For example, if tournament and program organizers better understand the motivations, interests and constraints facing female participants, they will be better positioned to design and deliver programs that meet the needs of Latina participants who are currently underrepresented. Based off of my field notes, I would also recommend increasing female representation from college player volunteers. Also, having county coordinators encourage female participation regardless of skill level and reinforcing a friendly, inviting atmosphere is recommended. If sport is integrated as a SFD model, it is suggested that offering training to educate staff members and program leaders on what SFD approach will be incorporated, how it will be incorporated, and the rationale behind the approach.

This study has provided the Juntos Program with an understanding of what the perceived role of sport is within their annual programs. The leadership staff now understand the capacity sport had on their youth and family members. Participants expressed how they viewed the role of sport and to what extent they were impacted. Player participants and county coordinators also
identified suggestions for future tournaments that may be beneficial for the Juntos leadership team to incorporate. For example, player participants recommended the tournament to be a two-day event as opposed to one, or to have it occur twice a year as opposed to annually. Aside from having an opportunity to play more frequently, see their friends or mentors they have made, this would be an opportunity to reinforce the concept of higher education. If the tournament duration was longer then there would be more time to include more non-sport activities to convey the significance of higher education and allow more time for college volunteers to develop stronger bonds with youth. Jalisa (county coordinator) suggested the keynote speakers should speak during lunch and not in the beginning of the tournament when everyone was excited and eager to play. Keynote speakers should be strategically incorporated so player participants can have an opportunity to reflect and engage in the speech. In addition, many county coordinators recommended that teams should have college students with different interest or majors. Based off my field notes some teams had college players studying the same major (i.e., engineering) while none of the high school players were interested in that major. Being more intentional about placing college volunteers with high school students based off of academic interest or similar majors may develop stronger networking opportunities. Another suggestion was having a mini college fair going on throughout the tournaments duration, so parents and students can be further informed about the university, relevant resources, and the application process.

An ideal outcome of the tournament would be for the Juntos Program to take into consideration the study’s results and implement changes accordingly. One suggestion would to be incorporate sport with other non-sport activities to maximize outcomes. This is seen through Copa Unidos and the incorporation of non-player activities; however, Kicking it with Juntos can benefit from the incorporation of non-sport activities to maximize targeted outcome. In addition,
other youth development programs should take into consideration the high benefits of incorporating sport for development into their programs. It is also important to identify the cultural identities of the population professionals will be working with and personalize the programs to their participant’s needs. To reiterate, sport has different uses. It can serve as a vehicle to increase participants or introduce a new concept to leverage social issues such as high school dropout rates among Latino youth.

**Conclusion**

Overall, this study represents the influence sport has within Hispanic youth. The study shows how sport can be utilized differently to accomplish the same ultimate goal. The Juntos Program’s goals are to increase Latino high school graduation rates, increase the percentage of Latino students attending higher education, increase family engagement that leads to student educational success and increase the sense of belonging among Hispanic students and families in their schools and communities. Both tournaments work differently in regard to achieving these goals. The study supports and adds more richness to Coalter’s (2007) framework of sport for youth development. Addressing these SFD approaches with minority populations and seeing the beneficial outcomes magnifies the uses for these approaches. Intentional programming with Coalter’s (2007) framework and participants’ cultural identity result in successful program outcomes. This study highlights the role SFD approaches played in two Juntos soccer tournaments (e.g., parent engagement, player recruitment and retention, and social capital). However, there are areas for improvement (e.g., clear communication from leadership team, increase female participation, implement some recommendations from research participants). Nevertheless, both programs excelled in providing a tightly knit environment where youth and parents felt supported.
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Appendix A

Juntos Program Survey

Parents gave consent and youth gave assent at the beginning of the academic year to be surveyed throughout the year as part of registration into the Juntos Program. This study incorporated a mixed method approach in which students were surveyed prior and after the event. Researchers have received training about the pre- and post-survey tests. The research team was able to pass out pre-surveys prior to the start of the soccer tournament. Researchers also passed out post-survey prior to the conclusion of the event. As teams became eliminated from the tournament, researchers passed out post-surveys. The goal was to allow participants to have enough time engaged in the tournament to be able to reflect on it. Both pre- and post-surveys were returned to researchers once completed, responses were completely anonymous and kept in a locked box throughout the entire tournament. There were two boxes, one labeled pre-surveys and one labeled post-surveys to ensure surveys were being placed in appropriate places. These surveys were entered into a password protected excel document and the surveys were then destroyed.

In addition, for the qualitative side of this program evaluation there were semi-structured interviews that occurred throughout the soccer tournament. Interviews were valuable to gain a deeper understanding of outcomes, programs efficiency and efficacy, ways to improve the program, and maximize outcomes. Researchers received training on how to approach and administer semi-structured interviews. Participants were chosen at random, every 10th person was approached and asked if they would be willing to participate in a short interview. Interviews were administered as a guided conversation with more in-depth questions being asked (e.g., Is this your first time participating in this tournament? If so why do you continue coming back? Do you think having this tournament has an impact for students, explain? What is your highlight of
the tournament? How can this tournament be improved? Is this program a main component of Juntos? Do you believe this tournament aligns with Juntos mission/aims?). Researchers took field notes as needed, and interviews were audio recorded to assist in transcription. Participants remained anonymous throughout interviews as well. After transcriptions were completed, any source of audio recordings was erased.
SURVEY AS YOU ARRIVE

Pre-Survey
Thank you for taking the time to share your thoughts about today’s soccer tournament.
Gender: ____ Age: ____ School Attended: ____

<table>
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<tr>
<th>How strongly do you agree or disagree with the following statements:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1. This tournament helps attract more people to learn about Juntos</td>
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<td>2. This tournament will help inform me about college</td>
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<td>3. This tournament helps raise money for Juntos</td>
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<td>4. This tournament will help to motivate me to graduate high school</td>
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<td>5. This tournament will help me feel included, part of a community</td>
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<td>6. If you are reading this survey mark neutral for this question</td>
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<td>7. This tournament will help me create new friendships</td>
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<td>8. This tournament seems like it is just a sporting event</td>
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<td>9. I plan to participate in more Juntos events</td>
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SURVEY BEFORE YOU LEAVE

Post-Survey
Now that you have participated in today’s soccer tournament, please share your thoughts and reflections.

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<tr>
<th>How strongly do you agree or disagree with the following statements:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
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<th>Strongly Agree</th>
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<td>10. This tournament should be held more than once a year</td>
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Appendix B

Juntos Interview Protocol

Hello. My name is ______ and I’m a graduate researcher from NCSU for today’s soccer tournament, I was wondering if you would be willing to participate in a short interview about today’s event.

Thank you for taking the time to talk to me. We appreciate your time and opinion on Juntos Programs. The purpose of this research is for us to learn from you what you liked and didn’t like about the tournament, how the event has helped you, and any ideas you have about how we can improve the program. Basically, we want to know what your thoughts on the soccer tournament and we will use your comments to make the program better. This is your opportunity to make a better program for yourself and future Juntos families.

Verbal Informed Consent

This form is valid from March 25, 2017 through March 25, 2018.

You may not have participated in an interview before, so I’d like to take a minute to explain the process to you. The first and most important rule is that your participation is voluntary, and you can choose to participate as much or as little as you feel comfortable with. If at any time you’d like to leave, you may do so.

An interview is basically a discussion or guided conversation. As the facilitator, I will ask questions and then you’ll respond. You may also feel as if we are simply having a conversation, it is pretty similar to having a conversation with your friends, parents or teachers. I’ll be recording your responses through recording equipment to ensure that we don’t miss your feedback. The entire process will take approximately ten to twenty minutes (semi-structured interviews) or half an hour to about an hour (structured interviews or focus groups).
Feel free to make any negative or positive comments about any of the things we will be discussing today. We want this to be a free-flowing discussion and there are no right or wrong answers. Everything that you say here will be kept strictly confidential. Nothing said will ever be associated with any individual by name.
Appendix C

Interview Questions

Semi-Structured Interview Questions

1. Is this your first time participating in the tournament?
   a. If yes: why do you continue coming back?
   b. If no: why did you come?

2. Do you think having this soccer tournament has an impact for students, explain?

3. What is your highlight of the tournament so far? How can this tournament be improved?

4. Is this program a main component of Juntos?

5. Do you believe this tournament aligns with Juntos mission/aims?

In-depth Semi-Structured Interview Questions

1. What do you perceive the role of sport to be in this organization?

2. In what ways do you believe the tournament aligns with Juntos mission? Explain?

3. How does the soccer tournament help Juntos the serve its target population?

4. What do you think participants get out of engaging in the soccer tournament?

5. How does Juntos connect soccer to other activities within the program?

6. In what ways is soccer important in helping Juntos achieve program outcomes?

7. What do you intend to accomplish with sport included in the Juntos Program?

8. Why it is necessary to include sport in Juntos organization?

9. What do you think the outcome of the soccer tournament was (Copa Unidos or Kicking it with Juntos)?

10. How do you think this tournament has an impact on the participants perceived identity?

11. How is this tournament a beneficial resource for youth to have? Explain?
12. What changes would you recommend for future sport tournaments?
Appendix D
Participants

<table>
<thead>
<tr>
<th>Pseudonyms</th>
<th>Title</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Sara</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Maria</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Brenda</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Jalisa</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Erica</td>
<td>County Coordinator</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Jose</td>
<td>Player participant</td>
<td>Male</td>
<td>14</td>
</tr>
<tr>
<td>Mia</td>
<td>Player participant</td>
<td>Female</td>
<td>12</td>
</tr>
<tr>
<td>Sophia</td>
<td>Player participant</td>
<td>Female</td>
<td>16</td>
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<tr>
<td>Luis</td>
<td>Player participant</td>
<td>Male</td>
<td>17</td>
</tr>
<tr>
<td>Marvin</td>
<td>Player participant</td>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td>Christian</td>
<td>Player participant</td>
<td>Male</td>
<td>19</td>
</tr>
<tr>
<td>Juan</td>
<td>Player participant</td>
<td>Male</td>
<td>17</td>
</tr>
<tr>
<td>Leslie</td>
<td>Player participant</td>
<td>Female</td>
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<tr>
<td>Nicolas</td>
<td>College participant (NC State University)</td>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>Mike</td>
<td>College participant (East Carolina University)</td>
<td>Male</td>
<td>22</td>
</tr>
<tr>
<td>Nicole</td>
<td>Planning committee member</td>
<td>Female</td>
<td>n/a</td>
</tr>
<tr>
<td>Alex</td>
<td>Planning committee member</td>
<td>Male</td>
<td>n/a</td>
</tr>
</tbody>
</table>