



Sport for Social Inclusion Award

Please complete the form in black font (Arial 10) only. Do not change the structure of the entry form in any way. Any additional marks, photos, tables, or colours will result in possible disqualification of your entry. Any words over the word limit will not be considered.
Once completed, upload on www.beyondsport.org/the-awards

CRITERIA SPECIFIC TO THIS CATEGORY:

In addition to following Beyond Sport's **Four Basic Principles**, the entry must show:

- That the project uses sport to address issues of individuals or communities that are excluded socially, ethnically, physically, economically or by gender
- That the project has targeted individuals and communities that have been significantly isolated from society and has successfully demonstrated engagement of that group
- That the project has a lasting effect on the wider community beyond the direct beneficiaries of the programme

GENERAL CRITERIA:

In addition to the above, the entry must show:

- That the project has been operational for a minimum of two years (in relation to the date of your Awards entry)
- That the project has effectively used partnerships
- That the project has well-supported evidence of change through a monitoring and evaluation structure
- That the project's targeted audience has played a role in the design of the programme

ENTRY FORM SECTION 1 - GENERAL INFORMATION	
Project Title:	ICEF Public Schools Rugby Program
Parent organisation:	ICEF Public Schools
Year organisation was founded:	2003
Reach of project (local, regional, national, global):	Global
Project host continent:	North America
Project host nation:	USA
Sport(s):	Rugby
Contact Person Name:	Stuart Krohn
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Email Address:	skrohn@icefps.org
Website:	http://icefps.org/i_c_e_f_model/athletics/about_rugby
Provide the story of how your project got started (200 words max):	I was a founding teacher at the first ICEF school, View Park Elementary, in 1999. In 2003, when the students were in middle school we started the rugby program. I was an All American at the University of California, Santa Barbara, and went on to play professionally in France, New Zealand, South Africa, and Hong Kong. At the end of my playing career and the beginning of my coaching career I had a vision of bringing rugby to an inner city environment in the US. We started ICEF Rugby with a \$5000 grant from the LA84 Foundation.

ENTRY FORM SECTION 2 – DESCRIPTION OF YOUR PROJECT’S MODEL <i>(Refer to the Beyond Sport Four Basic Principles for more information on the ‘Model’)</i>	
Provide a mission statement of your project (In a single sentence)	To use rugby as another way to prepare ICEF students to compete and succeed in the top 100 universities of the United States.
How does your project use sport to tackle a specific social issue and why is this issue is your focus? (200 words max) <i>Tip: Provide information on the social issues present where your project is based</i>	More than half of the students in South Los Angeles do not graduate from high school. ICEF Rugby is another sign pointing toward university and the world outside of South Los Angeles. We travel internationally annually and have been on 11 trips to date. Not only do we change our students’ hearts and minds by exposing them to different cultures, but we also undo stereotypes others hold about people from South Los Angeles through the way we conduct and represent ourselves.
What is innovative about your project? (200 words max)	There are very few inner city rugby programs in the US, and there are none that travel the globe every year. We are truly an international program. We now have 8 high school rugby playing students that attend the University of California Santa Barbara for the summer semester, and to this date have 6 students that have been invited to live, study, coach, and play overseas in China, England, and New Zealand for extended periods of time. We stay connected to our students even after they graduate. Many of our students come back to help coach and serve the program for years after they’ve already graduated. They are viscerally connected to it and form networks of relationships and supporters that will stay with them for the rest of their lives.
Describe your participants (eg economic background, gender, ethnicity, age), how you engage them, how many you work with, and why you have targeted them (200 words max) <i>Tips: Include how you specifically get participants that are in need of what your project provides as well as how you ensure consistent participation – as opposed to just</i>	Students that attend ICEF Public Schools are all from South Los Angeles. They are predominantly African American, but are also Hispanic ages 10-18. Out of the 250 students playing tackle rugby, 100 are female and 150 are male. The majority of our students qualify for free and reduced lunches from the State meaning that they are low income families. We provide a safe space where these students can release built up stress and emotions that may accumulate as part of living as a young minority in the inner city but in a positive and constructive way, while at the same time teaching them leadership and good

<p><i>one-off engagement, and how reliant they are on the project's services</i></p>	<p>sportsmanship. We've targeted low income inner city students because we know that rugby, being a largely international sport, can take them places and provide them with opportunities that they would not likely come across otherwise. We aim to keep these kids from dropping out, going to jail, or falling victim to gang violence; all occurrences that plague young people in our area.</p>
<p>Explain what happens day-to-day in your programme (200 words max)</p> <p><i>Tip: Include your step-by-step curriculum and what the participants experience</i></p>	<p>Day to day we go into one of our 14 schools and teach flag rugby in PE, electives and in after school activities. All students on each school campus are exposed to rugby outside of the team, and they view the team as ambassadors for their schools and their city. From December through May our tackle program runs on Tuesday, Wednesday, and Thursday after school. We have one bus that stops by each campus and picks up the students and takes them to the rugby field. We saw this as a way to connect the students from different campuses and not have ICEF Rugby be a secluded experience to each campus, but rather it be experienced all together as a unit. It aids in building the inclusive camaraderie of the team and the charter as well. Since none of our campuses have grassy fields, only hot asphalt tops, we go to a public park to practice tackle rugby. Lots of open space to run and soft green grass to fall onto, they love it! We play on Saturdays in the Southern California Youth Rugby Football Union, which is the largest youth rugby league in the US.</p>

ENTRY FORM SECTION 3 – DESCRIPTION OF YOUR PROJECT'S IMPACT
(Refer to the Beyond Sport Four Basic Principles for more information on the 'Impact')

<p><u>How</u> do you measure the success of your project and how does it inform your programme design? (200 words max)</p> <p><i>Tip: Reflect on your missions statement and provide an evidence baseline; note any monitoring and evaluation approaches or tools you use</i></p>	<p>We measure the success of our program through its growth, the leaders that we develop, and the acceptances to university (for the past 6 years our rugby students have been admitted into Ivy Leagues and other top ranked universities such as Dartmouth, Brown, Cornell, Bowdoin, Cal, UCLA.) We take note of the positive feedback and warm messages we receive from the people we come into contact with. We observe how the trips abroad impact the students' lives after they return home, this illustrates how reflective they are about their experiences. We measure it through the eagerness and willingness of graduated players to return and give back to the program through volunteering and internships. We measure it through our community and the world at large, how accepting and supportive they are of our program. We currently have a documentary series about our program playing around the world, "Red, White, Black & Blue". It documents journeys through New Zealand, China, and the last film on our journey through England and France is currently in production. The film clearly documents how the program works, how our students are inspired, and how they inspire others.</p>
<p><u>What</u> are the results of your project's impact, in numerical terms, on the participants? (200 words max)</p>	<p>We have a very strong ethos of inclusion within ICEF Rugby. "No one is cut, everybody plays." This goes against what traditional American high school sports advocate, with limited numbers and high competition. Our numbers have grown from 15 students involved in 2003 to over 250 students in 2014, but also 4000 students exposed to flag rugby. The peer pressure of</p>

<p><i>Tip: Do not only include the number of participants who have completed your program; include measurements of success against your mission statement. Be sure that the numbers you provide are in context – ie school graduation rates, attitude and behavioral change</i></p>	<p>the older students acting as leaders is very apparent, we watch as they develop from their elementary school years into high school. We do not tolerate negative behavior. If the students want to make the international trip, and they all do, they have to be on point with character and effort in school and on the playing field. This is determined through interviews with teachers, parents, and other people that interact with our players everyday. We've seen students not be selected for the international trip one year due to behavioral or academic problems and completely exceed expectations the next. Our university acceptance rate for rugby players is 100%. Not only are we teaching them the game, but they are learning how to properly interact in different professional settings and be productive and culturally aware citizens of the world.</p>
<p><u>What</u> has been the impact of your project on the wider community (200 words max)</p> <p><i>Tip: Include how the program has impacted others aside from those directly taking part in the program – ie parental feedback, teacher feedback, crime statistics, community member feedback</i></p>	<p>The community of South Los Angeles has embraced ICEF Rugby and are incredibly proud of the program. We have huge community turnouts at our assemblies where we send off our students right before an international trip. Our documentary showed at the Pan African Film Festival in South LA and had a packed audience. Many of our supporters come from Los Angeles. Parents credit ICEF for allowing their child to have life experiences that they only dreamed of. Students who are not on the team look to the players and see them as role models for being able to maintain good grades, travel the world, and get accepted into exceptional universities. Teachers appreciate the academic standards and scholarliness required of the students in the program. Community members appreciate how the players of our program spread positivity, respect, and culture while representing South Los Angeles overseas. They cross barriers and break down negative stereotypes that have been pinned on the community.</p>
<p>Provide a story that best demonstrates your project's impact (200 words max)</p>	<p>Like many young people in South LA, one of our girls disclosed that her parent struggled with drug addiction. She changed homes and schools many times before she ended up with ICEF. She expressed that the reason she loved our program so much was the culture of it; camaraderie, respect, and discipline. She had found her greatest friends through rugby, people so different from her that she would not have formed bonds with them otherwise. Our tour to South Africa impacted her because she discovered that this rugby culture was not exclusive to our program, but was shared world wide. After the trip she expressed that rugby was one of the few constants in her life. Everything changes when you move schools and homes, but rugby culture is the same on different continents. After that trip she connected to the game in a deeper way. Now 4 years later, she continues to play in university with dreams of the Olympics. She has returned to the program as an intern to coach and manage teams. As a young girl she hated moving, but now she is addicted to traveling because she knows that wherever she finds rugby, she finds home.</p>

ENTRY FORM SECTION 4 – DESCRIPTION OF YOUR PROJECT'S SUSTAINABILITY
(Refer to the Beyond Sport Four Basic Principles for more information on 'Sustainability')

<p>Describe how you currently resource your project</p>	<p>We receive funds through different sources. We have a few corporate sponsors who have been supporting the program</p>
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<p>and how you plan to sustain it long-term (200 words max)</p> <p><i>Tip: Include resources received in the form of funding, in-kind support, leadership, kit, equipment, etc.</i></p>	<p>since its inception, we receive a grant through LA84, a foundation that supports the role that sports play in the Los Angeles community. Students raise money through a rugby raffle every year, teaching them how to network and reach out to their own resources. ICEF Public Schools also contribute to the budget, and a group of individual supporters called the Tommy Fund, founded in memory of one of the first inner city rugby visionaries and a dear friend to the program. We are starting an endowment in fall of 2015 so that the program will eventually be self-sustaining. One of our sponsors is making a significant contribution to kick start the campaign. Donations come in from both the Los Angeles community and around the globe.</p>
<p>Winning a Beyond Sport Award means receiving funding and a Business Support Package. Describe the changes and actions you would make to your project if you won (200 words max)</p> <p><i>Tip: Keep in mind the Business Support Package includes strategic consultancy, value in kind on sports surfaces, key introductions and advisory from Beyond Sport</i></p>	<p>We would use the support to increase the outreach of our program. We also need another full time administrator as the demands of the program has grown tremendously with the increased numbers of students participating. Our time is currently split between rugby and other school related projects. We would embrace the Business Support Package because it would offer guidance our ever expanding program.</p>

ENTRY FORM SECTION 5 – DESCRIPTION OF YOUR PROJECT’S ABILITY TO SHARE EXPERTISE
(Refer to the Beyond Sport Four Basic Principles for more information on ‘Share’)

<p>Describe your partnership approach and the type of relationships you have set up (200 words max)</p> <p><i>Tip: Do not list your funders. This is an opportunity for you to describe your more creative partnerships set up with key community organisations, other NGOs, development agencies, health centres, schools, etc.</i></p>	<p>We typically look to partner with organizations and individuals who share our vision that rugby plays a much more vital role in our community than merely games and practices. We are partners with LA84, they have been with us since we received a founding grant from them in 2003. The mission of the LA84 Foundation aligns with our own; we both realize the crucial role that sports play in LA. They keep kids off the street, out of jail, and alive. Sports can be a vehicle to higher education. None of our students take part in gangs or gang activity. Our latest partnership has been with the United Nations Office on Sports for Development and Peace, through their Global Youth Leadership Camp in Florida. This year we presented to their young leaders on how to implement virtues learned on the field into their everyday lives and be successful. All of our partnerships are an active part of the program. We are in constant contact with these groups; they not only support us, but give us guidance when needed. Lately, we’ve partnered with ICEF Rugby alumni at their universities, helping fundraise for their teams with screenings of our documentaries.</p>
<p>Winners of the Beyond Sport Awards are expected to share their learnings. What is the single biggest practical insight from your project that you could share with other initiatives to aid their</p>	<p>Build a strong support group for your program that is inclusive. But more importantly than that, stay focused on what your program is about. ICEF Rugby has redefined what winning means to the community, and we are still highly competitive. Winning is the students having a positive experience through playing rugby. We want each student to feel they are an important part of the team and that they matter. It is not just</p>

development? (200 words max)

Tip: These will be categorised and made available for the attendees of the Beyond Sport Summit; ensure they are practical, relevant, and tangible

their skills and contributions to the team that matter, but to society at large. We want them to know that their entire lives matter, every interaction. We want them to have fun while developing their awareness of the world. This awareness of diverse cultures with differences and commonalities will help them form their own identity. We want them to learn life lessons that will help prepare them for university and beyond. We want them to be willing to embrace new possibilities that they never imagined, like rugby in inner city Los Angeles.

ENTRY FORM SECTION 6 - SUPPORTING INFORMATION

Photos, Videos, Child Protection Policy, Marketing Materials

ICEF Rugby received an invitation from GAI Sports & United Nations Office on Sport for Development and Peace (UNOSDP) for to present at the Global Youth Leadership Camp at the IMG Academy.

<http://youtu.be/NW6FHszV19M>



ICEF's 16 year old Nia Tolliver was invited for 6 month residency at the Burnside High School International Rugby Academy in New Zealand.

American Lomu making her mark

Brandon Egan
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Nia Toliver is the Jonah Lomu of Canterbury schoolgirl rugby.

The 16-year-old American is attending Burnside High School for the next four months, where she is involved in their international rugby academy.

She has only been in Christchurch for five weeks, but has already made a major impact in the 10-a-side game, scoring 21 tries in four games.

In a friendly with Rangitapu, she scored two tries in the first half as her side raced to a lopsided lead. To even things up, she was loaned to Rangitapu for the second half and ran in four tries against her team-mates.

On Saturdays, Toliver plays senior women's rugby for University and has been just as impressive. Playing on the wing, she has dotted down for eight tries in three games.

Toliver idolises All Blacks great Lomu and watches YouTube clips of his rampaging runs. She based her play on his power and mobility.

"He was so big, but he was quick and used to run them over," she said.

The youngster is also an exceptional sprinter, achieving a personal best of 11.86sec in the 100m sprint.

Toliver became involved in rugby four years ago after seeing older sister, Rashida play. Rashida went on a rugby tour to South Africa and Nia said the chance to see the world appealed to her.

Toliver is part of the Inner-City Education Foundation (ICEF) rugby programme in her hometown of Los Angeles, which has grown the sport in the schools.

She went to England and France on a rugby scholarship in late March with the ICEF, which had been a wonderful experience.

Playing rugby in New Zealand this winter was the opportunity of a lifetime and would only improve her skills.

"The kind of experience I could get here, I could never get in America. The forwards run the ball a lot more out here. In America it's mainly the backs who run the ball."

Burnside High girls' coach Ross Kennedy said he had never seen a schoolgirl player with Toliver's skill and size.

"It's the Jonah sort of scenario when they play against her. Having grown up watching Jonah, I'm in awe of Nia and some of her runs."

"I'm sure she'll go on to create her own legend."

Toliver's ambition is to represent the United States women's sevens team at the Rio Olympics in 2016.

"That's the milestone goal. It would mean all this hard work I feel like I've been doing has paid off. It would be a sign, you really can do what you put your mind and energy into."

Burnside High international rugby programme co-ordinator Mark Ealey said he had been astonished by Toliver's ability.

"Her speed and power, she's in a different league. She's an extreme talent. We're just trying to help her in her development towards the Olympics."

66 Her speed and power, she's in a different league.

Mark Ealey



Unstoppable: Burnside High School student Nia Toliver is a try-scoring machine.

Insightful interview with Cameron Griffin and David Icef Hughes on the KTLA live Sunday news.

<http://ktla.com/2014/04/27/south-la-rugby-players-go-the-distance-2/>



Article in the Los Angeles Register: South L.A. Rugby Athletes are Models in Sport and Community

<http://www.losangelesregister.com/articles/rugby-598359-icef-griffin.html?page=1>



Last Call with Carson Daly Interview: Stuart Krohn & ICEF Rugby

<http://www.nbc.com/last-call-with-carson-daly/video/stuart-krohn-and-icef-rugby/n4370>

Interview with ICEF's Nia Tolliver on KTLA

<http://ktla.com/2013/03/31/local-charter-high-school-features-rugby-program/#axzz2PEKiAc8w>