

Soccer Report/Recommendation

The Arcola School Board was approached this summer about starting a high school soccer program. The initial contact was made by the high school summer Arcola Recreation League coach. He indicated that he was representing several people in the community that were interested in starting a soccer program.

This report will include the information in the following areas: student interest; information from similar sized schools that operate both football and soccer currently; logistics (field, travel, schedule, etc.); dual sport participation at the high school level; a review of recreation league participation; Title IV implications; conclusions and a recommendation.

I. Student Interest Surveys

The school district surveyed all male and female students in Grades 8-11. In other words, the district surveyed all the students that will be in high school during the 2020-2021 school year. Although survey data is an important piece of information, it is not always the most valid set of data. Simply stated, validity is defined as the quality of being correct or true. Just because a teenager indicates in January that he/she would be willing to play both soccer and football as a dual sport athlete doesn't mean that the same teenager will have the desire, dedication, and commitment nine months later to actually play both soccer and football. Please read the results with some caution.

The results that are reported focus on the fall and spring seasons only because that is when the sport of soccer is offered. The fall season allows for either boys soccer or coed soccer, where the coed teams play in the boys' state soccer series. The spring season allows only for girls soccer.

Survey Results from Male Student Athletes

Students had the option to rank order the sports they would be interested in playing during each season. Below are the three questions that were asked for each season (fall, winter and spring) to male and female athletes. The sample below is from the fall boys season.

- The following sports are offered by the IHSA during the FALL season for BOYS. Check the sport(s) you would participate in if offered at AHS. You may check more than one. (* indicates that it is currently offered at AHS) Cross Country, *Golf, Soccer (Boys Only), Soccer (Coed), *Football
- If you are interested in going out for more than one FALL sport, please select your order of preference. You only need to prioritize the sports that you are interested in. If you are not interested in more than one sport or a girl, you may skip this item. (* indicates that it is currently offered at AHS)

- If you selected more than one FALL sport, would you be willing to be a dual sport athlete (playing two sports at the same time)

The first two charts below report on male students that chose soccer or football as a first or second choice. Remember there were other sports that students could have selected such as Cross Country or Golf. The results for those are not generally reported (unless used to support a point being made) because they really do not impact the decision whether or not to offer soccer. In addition, the results do not differentiate between whether or not a student chose Soccer (boys only) or Soccer (coed). That difference is discussed in the summary following chart #2.

The following results are for fall sports for boys only:

Chart #1 – Football

<i>First Choice</i>	<i>Second Choice</i>	<i>Number of Students</i>
Football	Anything but Soccer	26
Football	Soccer	13
Anything but Soccer	Football	5
Soccer	Football	11

There were 55 male athletes that picked football as a first or second choice. Of the 55 students, 24 of them paired football with soccer (13 had football as first choice and 11 had soccer). There were 39 students that selected football as their first choice and 31 students that chose football without soccer. Of the 24 students that chose both football and soccer (as first and second choices in no particular order), 16 had indicated they would be willing to be a dual athlete and 8 indicated they would not be willing. There were 6 other students that chose Soccer (Boys) and Soccer (Coed) as their first and second choice but then chose Football as the 3rd choice. This would indicate the soccer is their first choice and football is their second choice. That would make 61 athletes that chose football as first or second choice and push the last line of the chart to 17 students (the number of students that chose Soccer as 1st choice and Football as 2nd choice).

Chart #2 - Soccer

<i>First Choice</i>	<i>Second Choice</i>	<i>Number of Students</i>
Soccer	Anything but Football	16
Soccer	Football	11
Anything but Football	Soccer	2
Football	Soccer	13

There were 42 total male athletes that picked soccer either with their first or second choice. Only 5 of the boys that selected soccer as a 1st or 2nd choice, chose “coed” over “boys only”. But, only 4 of the boys that selected soccer as 1st or 2nd choice listed “boys only” without also choosing “coed” as an option. In other words, most of the boys would prefer to have a “boys only” team but would welcome a “coed” team

as well. Again, 24 of the 42 students had combined soccer with football in some order. That means that there were 18 students interested in soccer without having any interest in football.

Survey Results from Female Student Athletes

The girls were asked the same questions as the boys (with different sports listed). Due to when girls can participate in soccer, it is important to look at the fall results as well as the spring results. In the fall, girls were asked if they were interested in playing “coed” soccer and then asked in the spring about having a “girls only” soccer team. Charts 3 and 4 below represent fall results and the remaining charts are for the spring.

Chart #3 - Volleyball

<i>First Choice</i>	<i>Second Choice</i>	<i>Number of Students</i>
Volleyball	Anything but Soccer	18
Volleyball	Soccer	8
Anything but Soccer	Volleyball	1
Soccer	Volleyball	4

There were 31 girls that chose volleyball as a 1st or 2nd choice. Of those 31, 19 of them chose volleyball without soccer. Also 26 of the 31 said that volleyball would be their 1st choice. Of the 12 that said they would be interested playing coed soccer and volleyball, 11 of the 12 said they would be willing to play dual sports.

Chart #4 - Coed Soccer (Fall)

<i>First Choice</i>	<i>Second Choice</i>	<i>Number of Students</i>
Soccer	Anything but Volleyball	17
Soccer	Volleyball	4
Anything but Volleyball	Soccer	5
Volleyball	Soccer	8

There were 34 girls that chose coed soccer as a 1st or 2nd choice. 21 out of the 34 said soccer would be their first choice in the fall and 22 chose soccer without volleyball.

The spring survey results get even more complicated because there are three sports involved. They include soccer (girls only), track and softball. There were actually a total of 6 sports on the survey because IHSA also offers badminton, water polo and lacrosse in the spring for girls.

There were a total of 55 female athletes that selected Softball, Track and/or Soccer as a 1st, 2nd or 3rd option. The following is a breakdown of the number of athletes that selected the different sports at various ranks.

Chart #5 – Spring Female Sports

	<i>1st Choice</i>	<i>2nd Choice</i>	<i>3rd Choice</i>	<i>Total</i>
Soccer	25	10	3	38
Softball	13	6	5	24
Track	5	16	7	28

When you combine 38 + 24 + 28, you get 80 but keep in mind several of the 55 respondents chose more than one sport. Soccer had the highest total selections and also the most 1st choice selections.

There were 25 athletes that selected only one of the three sports being discussed (track, softball and soccer). The following chart is a breakdown of where those athletes selected.

Chart #6 – Female Athletes Selecting One Sport Only

	<i>1st Choice</i>	<i>2nd Choice</i>	<i>3rd Choice</i>
Soccer	10	3	1
Softball	6	0	0
Track	3	2	0

The fact that these students selected only one sport but then one student chose soccer as a third choice may be confusing. But, keep in mind that student probably chose something like Badminton and Lacrosse as 1st and 2nd choices.

That means there were 30 female athletes that selected more than one of the three sports are being analyzed. Some of them selected two of the three sports being discussed as a 1st, 2nd or 3rd choice and others selected all three. The following were those students' selections:

Chart #7 – Female Athletes Selecting Multiple Sports

	<i>1st Choice</i>	<i>2nd Choice</i>	<i>3rd Choice</i>
Soccer	15	7	2
Softball	7	6	5
Track	2	14	7

Only 4 of the 30 athletes that selected multiple spring sports had a combination of Soccer and Softball as 1st and 2nd choices. That means that most of the students combined soccer or softball with track. Of the 30 female athletes that selected more than one sport, 20 of the 30 indicated that they would be willing be a dual sport athlete in the spring.

II. Historical Enrollment for Fall and Spring Sports

The following are the participation numbers for the current programs in Arcola. The percentage reflects the percent of the overall student population in the high school

at the time (the number of participants in the sport was divided by the high school for that year). The chart includes football, volleyball, girls track and softball because they would be the sports potentially impacted by adding coed soccer or boys/girls soccer.

Chart 8 - Historical Participation

	<i>Football</i>	<i>Volleyball</i>	<i>Girls Track</i>	<i>Softball</i>
2019-2020	51 (21.3%)	23 (9.6%)	TBD	TBD
2018-2019	46 (20.3%)	27 (11.9%)	10 (4.4%)	12 (5.3%)
2017-2018	42 (18.7%)	22 (9.8%)	21 (9.3%)	11 (4.9%)
2016-2017	38 (18.0%)	26 (12.3%)	6 (2.8%)	14 (6.6%)
2015-2016	35 (16.4%)	25 (11.7%)	12 (5.6%)	18 (8.5%)
2014-2015	40 (18.5%)	26 (12.0%)	11 (5.1%)	19 (8.8%)
Average	18.9%	11.2%	5.5%	6.8%

Football is the only sport that seems to have an increasing trend in participation. Softball seems to be seeing a slight decline. As you can see in the last line of the chart, the five/six-year average are as follows: Football - 18.9%; Volleyball - 11.2%; Track - 5.5%; Softball - 6.8%.

The following is the high school enrollment, including the projected enrollment next year.

Chart 9 - High School Enrollment History/Projection

<i>School Year</i>	<i>9-12 Enrollment</i>
2020-2021	214
2019-2020	240
2018-2019	227
2017-2018	225
2016-2017	211
2015-2016	213
2014-2015	216

It is important to look at overall enrollment numbers currently in each class in the district. Below are the numbers:

Chart 10 - Current Grade-by-Grade Student Enrollment

<i>Grade Level</i>	<i>Enrollment</i>
Preschool	80
Kindergarten	43
1 st Grade	35
2 nd Grade	56
3 rd Grade	49
4 th Grade	46
5 th Grade	36

6 th Grade	50
7 th Grade	52
8 th Grade	36
9 th Grade	59
10 th Grade	58
11 th Grade	61
12 th Grade	44

You can see the trend is lower enrollment in the younger grades, which could eventually lead to lower participation at the high school level. For example, when grades 5 through 8 are in the high school, the enrollment will be 174 students. That would be 60 students less than it is now and the impact of this decline on participation needs to be considered.

III. Schools

The district conducted a survey of similar schools that offer both football and soccer. The district received responses back from six schools: Decatur LSA, Blue Ridge, St. Theresa, Argenta-Oreana, Fisher and ALAH. The athletic directors provided the information. These schools are very different so some program information needed to be collected along with their perceptions. The enrollments vary; some have a cooperative in soccer and others have a cooperative in football; and some offer coed soccer rather than boys and girls only soccer. Here is some information about those teams:

Chart 11 – Program Information of Soccer Teams

	<i>Years with Program</i>	<i># Games</i>	<i>Days of Week for Games</i>	<i>Type of Program</i>
LSA	15	20+	M, R, S	Boys and Girls
St Theresa	20+	20-22	M, T, R, S	Boys and Girls
Blue Ridge	20	18	M,T,W,R,S	Co-Ed
Argenta	1	18	M, R, S	Boys Only
Fisher	18	21	M,T,W,R,S	Co-Ed
ALAH	10+	22	M,T,W,R,S	Co-Ed

The schools were asked if they had athletes that played both football and soccer; how they handled practices; and whether or not they have seen an increase/decrease in participation in football due to adding soccer. They all indicated they had dual sport athletes but 5 out of the 6 indicated it only affected the kicker, which means they only had 1 dual sport athlete. The school that had dual athletes said the students must pick a primary sport and that sport gets preference with practicing and games.

The following were the comments provided when asked about an increase/decrease in football/volleyball (depending on coed or not) numbers due to soccer. The

question specifically was “Have you noticed a numbers increase/decrease in your fall sports (football/volleyball) after adding soccer?” The answers were:

- Yes.
- I'm sure our football numbers would be slightly higher, but not much.
- Decrease in football numbers. Watch out, it has killed our football over the years.
- Too early to tell
- Yes, with football we lose 1-2 players per year to soccer. Which doesn't sound like a lot, but in a 1A school freshmen-senior that ends up being 6-8 kids on your football team. 6-8 kids can make a big difference at our size.
- No

The following is a list of schools that have soccer programs and the type of program they offer in our area:

Chart 13 – Area Soccer Programs

<i>School</i>	<i>Estimated Distance</i>	<i>Enrollment</i>	<i>Type</i>	<i>Coop</i>
ALAH	10	297	Coed	
*Altamont	56	224	Coed	
*Argenta Oreana	45	280	Coed	X
*Arthur Okaw Christian	11	TBD	Coed	
*Blue Ridge	55	228	Coed	X
Champaign Centennial	31	1415	B & G	
Champaign Central	33	1254	B & G	
Champaign Judah Christian	35	130	B & G	
Champaign Sat. Thomas Moore	35	281	B & G	
Charleston	22	804	B & G	
*Danville Schlarman	74	180	Coed	
*Decatur Christian	48	184	Coed	
*Decatur LSA	46	126	B & G	
*Decatur St. Theresa	45	240	B & G	
Effingham	47	726	B & G	
*Effingham St. Anthony	44	205	B & G	
*Fisher	51	190	Coed	X
*Georgetown Ridge Farm	51	300	Coed	X
*Macon Meridian	40	266	B & G	X
Mahomet Seymour	42	938	B & G	
Mattoon	16	1042	B & G	
*Monticello	39	511	B & G	
*Mt. Pulaski	62	157	Coed	
Mt Zion	35	780	B & G	

*Oakwood	58	304	Coed	X
Rantoul	48	763	B & G	
*St Joseph Ogden	49	468	Coed	
*Teutopolis	48	326	Coed	
*Tolono Unity	23	550	Coed	
Urbana High School	31	1145	B & G	
Urbana University HS	31	250	B & G	
*Warrensburg	53	293	B & G	X

*denotes schools that were on ALAH's soccer schedule in 2019.

IV. Logistics

There is a lot of planning and organization that would need to go into adding a sport like soccer. But, none of these (with the possible exception of facilities) could create a barrier to adding the sport. The costs associated with transportation, uniforms, coaching, etc. would not be prohibitive at this time. Of course, no one can determine long-term financial stability in Illinois. The following is an estimate for initial and on-going annual cost associated with adding soccer.

Chart 14 - Projected Expenses for Soccer

<i>Expense</i>	<i>Amount</i>	<i>Frequency</i>
Uniforms	\$2,500	Every 5-7 Years
Transportation	\$2,700 (this is based on V-ball for 13 away games)	Annual
Supplies	\$500	Annual
Coaching Stipends	\$8,000 (\$16,000 for fall and spring)	Annual for Head and Assistant Coach
Start Up Equipment	\$10,000	Goals, etc. (One Time Cost)

There would be an annual cost of between \$11,000 and \$12,000 to run the program. There would be an additional \$12,000 - \$15,000 in start-up costs, not including facility related expenses.

V. Facilities

The rule for field dimensions is this: "Field of Play shall be rectangular, 100 to 120 yards long and 55 to 80 yards wide. The following minimums are highly recommended for high school: 110 Yards by 65 Yards." In addition, there are also requirements in terms of coaching and team boxes and also an official area. All of this can be seen on the picture included below (Page 10).

For the purpose of this study, there were four sites considered for a regulation sized soccer field. They included: practice field for football; current practice field for JFL; the official football field; and the current soccer field at Moore Park. Here is some information on those:

JFL Practice Field – this area is 73 yards long and 50 yards wide. It is simply too small. In addition, there are many trees and sidewalks in the area. The field would need a lot of work to smooth it out. This area is not a viable option.

Current HS Football Team Practice Field – This area is close to meeting minimum standards but falls short in the area of width. Anything over 50 yards in width would take the field into the ditch on the west side. The area would also be obstructed by the drainage ditch in that area. The ditch and drainage area cannot be renovated without significant cost, if renovation is even possible. The area is right around 120 yards long but that is not squared up. Finding a squared-up area with goals included might not be possible. This could be used as a practice field only field.

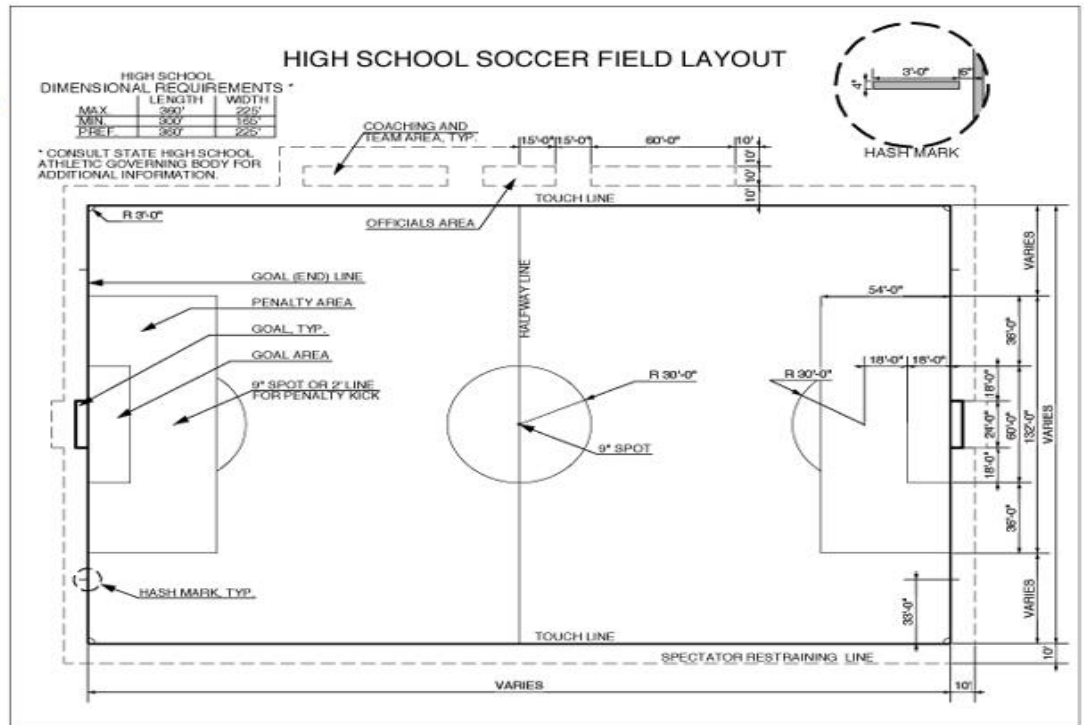
High School Football Field – there are aerial photos showing how the regulation size, IHSA recommended size and the minimum size would fit on this field. It is simply too skinny to fit the regulation size field. When laying the absolute minimum field of 55 in width and 100 in length on the football field, the length would work but the width is tight. There is a 10-foot area (noted with the dotted line on the map) on each side of the field where athletes stand when making throw into the field surface. That would push the field into a would be at a slope because of the field drainage. In addition, the team and official area would need to be on the track area. The recommended minimum for high school of 65 would put both sides on the track.

There would be great concern on the ability to keep that field in safe playing condition for football if there were 12-15 soccer contests added to the schedule. This area may be possible depending on the slope, how the track could be protected, and how the field could be maintained. But, this would not be recommended.

Moore Park – this area is very similar to the football field. The recommended regulation size field does not fit in the current soccer field area, especially from a width perspective. The minimum field does fit although it does push the field somewhat close to the road on the west side. There would need to be some upgrades done to that field to make it playable for high school contests. Without the regular field, the district would not be able to host regionals, etc.



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VI. Review of Recreation League Participation

The Arcola Recreational League always has strong participation in their soccer programs. The following are the totals from the spring of 2019 and fall 2018 soccer league:

Chart 15 – Recreation Soccer Participation

Birth Year (Age)	Spring 2019	Fall 2018
2015 (Age 4)	4	0
2014 (Age 5)	5	7
2013 (Age 6)	11	14
2012 (Age 7)	12	9
2011 (Age 8)	10	15
2010 (Age 9)	16	20
2009 (Age 10)	13	15
2008 (Age 11)	7	9
2007 (Age 12)	2	6
2006 (Age 13)	4	10
2005 (Age 14)	0	4
2004 (Age 15)	5	0
2003 (Age 16)	6	0
2002 (Age 17)	4	0

2001 (Age 18)	15	0
Total	114	115

It is hard to predict high school participation based on current recreation league participation. On the other hand, this data does show there is significant interest at all levels in the community. It also shows that there has always been strong support from the community for soccer.

VII. Benefits to Student Participation

The Arcola School District has a strong belief in student participation in extra-curricular activities. In addition, the school board put into place a “no cut” policy many years ago to ensure student participation. We are one of the few school districts (maybe the only) in our area that has a “no cut” policy. But in addition to the district’s strong belief, there is also an abundance of research that supports the impact that student participation has on student success.

It is often quoted that “research says” that students involved in extracurricular activities out-perform their “uninvolved” peers academically. One of the seminal studies in this field was completed in 1992 with Hood, Craig and Ferguson, which found that although the impact on academic achievement was not necessarily seen in freshman, it showed more than double the achievement in the years following freshman year. Additionally, a study published by Feldman and Matsjeko (2005), outlined the impact that extracurricular activities have on the whole child/student. In other words, the impact is not solely based upon the academic output of students - it affects their achievement, their grades, but also their paths in life. It specifically details the impact on the emotional development of these students and the impact that coaches can and do have. This study also provides a stellar literature review with over 100 scholarly articles cited from which the authors are based.

The research in this area is compelling and there is little argument against the premise that increased participation in extra-curricular activities leads to positive student outcomes.

VIII. Title IX Discussion

Title IX was enacted as a follow-up to passage of the Civil Rights Act of 1964. The 1964 Act was passed to end discrimination in various fields based on race, color, religion, sex, or national origin in the areas of employment and public accommodation. The 1964 Act did not prohibit sex discrimination against persons employed at educational institutions. Title IX was then enacted to fill this gap and prohibit discrimination in all federally funded education programs. This legislation has had many direct implications on high school athletic programs to ensure equity between female and male athletic programs.

In order to ensure gender equality, schools must pass at least one of three tests measuring gender equality among athletics the school offers. These tests consist of:

1. Proportional numbers of males and females participating
2. Whether or not the school is making an effort to increase the number of the unrepresented sex
3. If the school has a certain history of one specific sex dominating numbers in a sport, the school is showing an effort to expand the program to the other sex

There are also three requirements to Title IX as it applies to athletics:

1. Effective accommodation of student interests and abilities (participation),
2. Athletic financial assistance
3. Other program components (the “laundry list” of benefits to and treatment of athletes). The “laundry list” includes equipment and supplies, scheduling of games and practice times, travel and daily per diem allowances, access to tutoring, coaching, locker rooms, practice and competitive facilities, medical and training facilities and services, publicity, recruitment of student athletes and support services.

Based on a review of the 2018-2019 Arcola High School participation, there were 54 out of 109 female students that participated in either Cheerleading, Softball, Track, Volleyball, Football, or Basketball. That is 49.54% of the female students. On the other hand, there were 67 out of 121 male students that participated in either Cheerleading, Football, Track, Golf, Baseball, or Basketball. That is 55.37% of the male students.

For Title IX purposes, a district needs to look at total participation for female and male athletes in all sports as compared to overall percent of population. There were 83 seasons played by female athletes and 107 by male athletes. That means that 43.7% (83/190) of all Arcola High School participation was done by females and 56.3% (107/180) was done by males. This number should then be compared to the percent of the overall student body that was male and female. When doing that, 47.4% of the high school population is female and 52.6% is male. There is a slight difference between Participation and Enrollment (43.7% vs. 47.4% for females and 56.3% vs. 52.6% for males).

This relates to the first prong listed above, which was “Proportional numbers of males and females participating.”

IX. Other Benefits Presented by Advocates for Soccer

When school personnel first met with the recreational league soccer coach, there were a few other benefits presented that are not addressed elsewhere in this report. The first was that adding soccer at the school with help bridge the cultural gap that sometimes exists between the school and the community. Soccer is embraced by a

large percent of the Hispanic families that live in Arcola and adding the sport would generate more involvement from those parents. In addition, adding soccer would in general help to get more community members involved in the school. Finally, the coach indicated that recent success by some of the older recreational teams seems to indicate that Arcola would likely have a high level of success in high school soccer, which could lead to more name recognition for the district.

X. Conclusions

Based on all the information discussed above, there are several conclusions that can be drawn.

1. Football is still the top sport of interest for high school boys.

Although there is a lot of interest in soccer from boys, football has the highest numbers. The following is the support for that conclusion: 61 had football as 1st or 2nd choice while 42 had soccer; 31 students chose football as option 1 or 2 without soccer while 18 chose soccer without football; and 39 students chose football as the 1st choice while 27 that chose soccer as a first choice.

2. There are mixed results with respect to fall sports for girls.

There were 34 female athletes that chose coed soccer as either 1st or 2nd choice and 31 that chose volleyball. In addition, 22 out of the 34 that chose soccer said they would choose soccer without volleyball while 19 out of 31 said they would choose volleyball without soccer. On the other hand, 26 students had volleyball as first choice and 21 had soccer as a first choice.

3. Soccer seems to have the strongest interest in the spring among female athletes.

There were 38 girls that chose soccer either as 1st, 2nd or 3rd choice. That is compared to 24 for softball and 28 for Track. In addition, 25 girls had soccer as a 1st choice (compared to 13 for softball and 5 for track). As was noted earlier, only 4 of the girls would possibly have the conflict about making a choice between softball and soccer unless they were able to do both. The challenges that go along with dual sport participation in major team sports will be discussed in the next conclusion. Participation in softball over the last two years has been around 11 – 12 student athletes. Losing four softball players could potentially end that program.

4. Most student athletes indicated they are willing to participate in two major sports at the same time but that doesn't mean that will necessarily occur.

Of all the students that chose multiple sports, 47 out of 66 or 71% indicated they would be willing to participate in dual sports. Of the three combinations, football and soccer had the lowest percent of students indicating a willingness to participate in dual sports, 66%.

In reviewing the results from small schools that offer both football and soccer, only one school indicated that more than just the kicker for the football team was a dual sport athlete. In addition, our own experience this fall indicates that dual sport participation with major team sports can be problematic. There were 7 female athletes that were dual sport athletes starting the year in cheer and volleyball/basketball. In the end, all of them ended up dropping out of one sport.

The following is a summary of a report written by the Arcola Athletic Director after interviewing the dual sport athletes from the fall. “I interviewed some of the students who were in that position. The main concern from them was that it was too much of a time commitment doing both sports. They felt like in the spring, having track as more of an individual sport makes it easier to be a dual sport athlete. They indicated that by doing two team sports, they felt obligated to be at both practices and they quickly got burnt out and found it difficult to keep up with school work. They said it was nice having a schedule made for them, however it made it so they were practicing both sports for a total of 4-5 hours per day. That left no time for work, school, or keeping themselves healthy.

In summary, it is probably unrealistic to expect several (there certainly may be some) athletes to play both “soccer and football” or “soccer and volleyball” during the fall unless some sort of modification is made to practice schedules, games, etc.

5. Interest doesn’t always mean participation

If we were to look at the 5-year average for participation (or use the percentages of current participation) in each of the current sports (Football - 18.9%; Volleyball – 11.2%; Track – 5.5%; Softball – 6.8%.) and multiplied the average by the projected 9-12 enrollment next year (referenced in Chart 9); we can project the participation in the current sports for the 2020-2021 school year (Column 2 below). This does NOT take into account student interest, only historical numbers.

Chart 16 – Projected Participation Based on Historical Data Only

	<i>20-21 Participation based on 5-Year Average</i>	<i>20-21 Participation Based on Current Percentages</i>
Football	41	46
Volleyball	25	21
Track	12	10
Softball	15	12

The next chart tries to project participation in soccer using both student interest and historical numbers.

The 2nd column in the chart below shows the number of students that expressed interest in each sport. For example, 61 students indicated interest in participating in football as a 1st or 2nd choice.

The 3rd column uses the five-year average numbers and the 5th column uses current percentage numbers to generate the percentage of the students that showed interest would actually participate. For example, the analysis above indicated that the projected participation using the 5-year average for football was 41. If you take 41 and divide by 61, you get 67%. Also, the analysis above indicated that the projected participation using the current numbers for football was 46. If you take 46 and divide by 61, you get 75%.

This process is done for football, volleyball, soccer and track. The overall average (at the bottom of column 3 and 5) for the 5-year average is 63% and the overall average using current numbers is 57%. This calculation would indicate that 63% (or 57%) of students that express interest most likely will follow through and participate.

Finally, the 4th and 6th column multiplies the overall averages from columns 3 and 5 by the student interest numbers for soccer to generate a more likely number of students that would participate if the sport were offered. For example, multiply 63% by 42 boys that indicated interest in fall soccer and you get 27 students. Doing the same with current numbers, you get 24 students.

Chart 17 - Projected Participation Using Historical and Student Interest Data

1	2	3	4	5	6
	<i>1st / 2nd Choice for Interest</i>	<i>% of 5- Year Average</i>	<i>Projected Participation using 5-Year Ave.</i>	<i>% of Current</i>	<i>Projected Participation using Current #'s</i>
Football	61	67%		75%	
Soccer (Boys or Coed)	42		27		24
Volleyball	31	81%		68%	
Track	28	43%		50%	
Softball	24	63%		57%	
Soccer (Girls)	38		24		22
Soccer (Coed Girls)	34		22		19
Average		63%		57%	

Based on using the analysis for the five-year average, the district could expect 27 boys to participate in soccer in the fall and 24 girls to play in the spring. It also

projects that 21 girls would be willing to join the 27 boys creating a total of 48 athletes for a fall coed team if spring soccer was not offered. The numbers are lower by using the percentages generated by current participation. This does NOT take into account that most likely several athletes that would be lost because they are not willing to participate in dual sports.

6. There seems to be sufficient interest to offer soccer.

Based on the numbers above, there seems to be enough student interest to offer coed soccer in the fall or even to have a “boys only” team in the fall and “girls only” team in the spring. This is based on just numbers only and does not take into account what impact this may have on other sports.

7. Based on the Title IV analysis, the district is currently in compliance but needs to carefully analyze the impact on male and female participation when adding programs.

Using the figures listed in the earlier section on Title IX, there is a small gap in female participation rates of around 3.7% (47.4%-43.7% for females and 56.3% vs. 52.6% for males). This most likely would not be at the level of disproportionality as outlined in Title IV. But, as the district makes decisions on whether or not to add sports, the district needs to be sure to not make this gap grow larger.

8. Soccer would likely have a negative effect on the current football, volleyball and softball programs.

It seems likely that the adding soccer would have a significant impact on participation in football. The current enrollment would likely allow the football program to continue for a few years but as high school enrollment drops, the long-term viability of football may be in question. In addition, it is hard to measure the immediate impact that the loss of football athletes to soccer would have on the quality of the football program. This is a big deal considering the successful history of football in Arcola.

9. The only feasible location for contests would be the current soccer field at Moore Park although that facility will still be too small for the recommended high school field dimensions by the IHSA.

A soccer team could probably practice on the current football field practice area but contests could only be played at Moore Park. There would need to be some upgrades done to the field, which would lead to additional expense. The team would not be playing on the same size of field that they would be in post season play or even at most away contests.