

CONTENTS

Introduction	4
People: Characteristics and Past Experiences.....	5
Paths to Play.....	10
Experiences: Sports Played and Coach Interactions.....	14
Outcomes of Participation	18
Activity During the Covid-19 Pandemic	22
Ancillary Analysis: Tackle Football	24
Appendix	29

INTRODUCTION

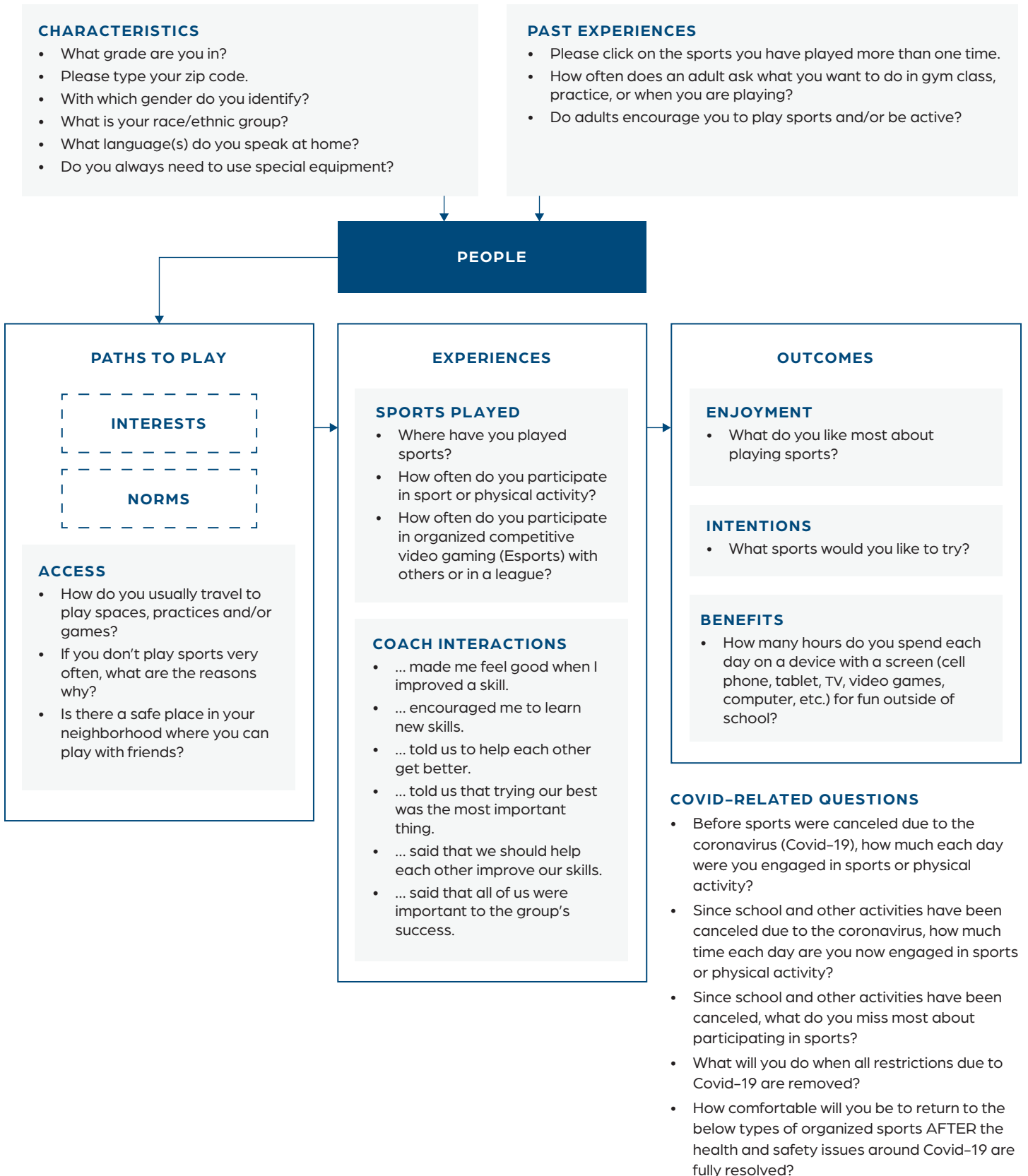
In 2020, with the support of The Columbus Foundation, the Lindy Infante Foundation, the Columbus Youth Foundation, The Columbus Recreation and Parks Department, Nationwide Children’s Hospital and The Chris and Lori Holtmann Fund, the [Aspen Institute’s Project Play initiative](#) worked to collect information and write the State of Play Central Ohio report. The purpose of the [State of Play Central Ohio report](#) is to understand the landscape for youth sports in the Central Ohio region and provide recommendations to ensure all young people have access to high-quality sport experiences.

As part of the information collection process for this report, the Aspen Institute partnered with Resonant Education to administer the State of Play Youth Survey via Resonant Education’s online survey collection platform. The survey was administered between March and October 2020 (Note: most responses came in September–October 2020) to youths in grades 3–12 living in the Columbus, Ohio area using open, multi-use links. Resonant Education provided these links to the Aspen Institute to share with its contacts within Central Ohio at the school district and community-based organization level. These contacts then distributed the links directly to families and students directly. In total, 594 unique responses were received. The survey covered a wide array of topics related to involvement in sports and physical activity and asked participants to share the sports they are playing, wanted to play, and their reasons for engaging or not engaging in sport and play.

For the sake of this report, the questions were organized into four general areas. First, “people” related to questions about individual characteristics (age, gender, race/ethnicity) as well as their past experiences with sports. Second, “paths to play” referred to individual interest in sports and access to physical activity (e.g., transportation, barriers to sports). Third, “experiences” referred to the frequency, location, and type of activity in which respondents engaged, as well as their interactions with coaches. Finally, “outcomes” were framed as the enjoyment respondents reported, their intentions for future activity, and general active behavior. Figure 1 outlines the proposed logic model for the survey around these four general areas, which provide the structure for the remainder of the report. Given the impact of the Covid-19 pandemic in 2020, an additional set of questions was reviewed for this report relating to respondents’ changes in activity due to the pandemic.

The remainder of this report will present survey results in these four general areas plus a section on Covid-19 questions. In each case, an overall description of the results and general findings for the population will be presented, as well as analysis by several key variables: data collection site, gender, and race/ethnicity. Across all items, results for response options were only displayed if the sample size was large enough. An additional ancillary analysis is provided, disaggregating key questions for respondents with experience playing tackle football.

Figure 1. Survey logic model.

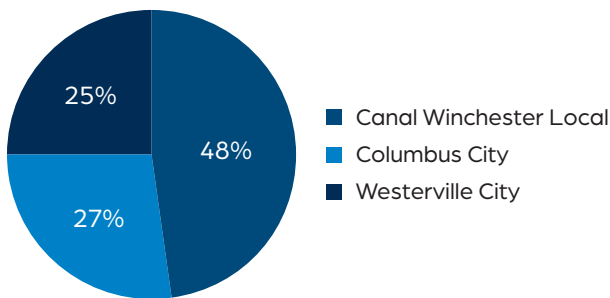


PEOPLE: CHARACTERISTICS AND PAST EXPERIENCES

Five questions were asked in relation to individual characteristics (“demographics” or “background information questions”). Because of the formats and distributions of data, some questions were recoded in order to simplify the presentation of results here.

With regard to response site, the largest portion of responses came from the Canal Winchester Local site (n=285; 48.0%), with fewer responses coming from Columbus City (n=159, 26.8%) and Westerville City (n=148, 24.9%; see Figure 2).

Figure 2. Distribution of responses by site

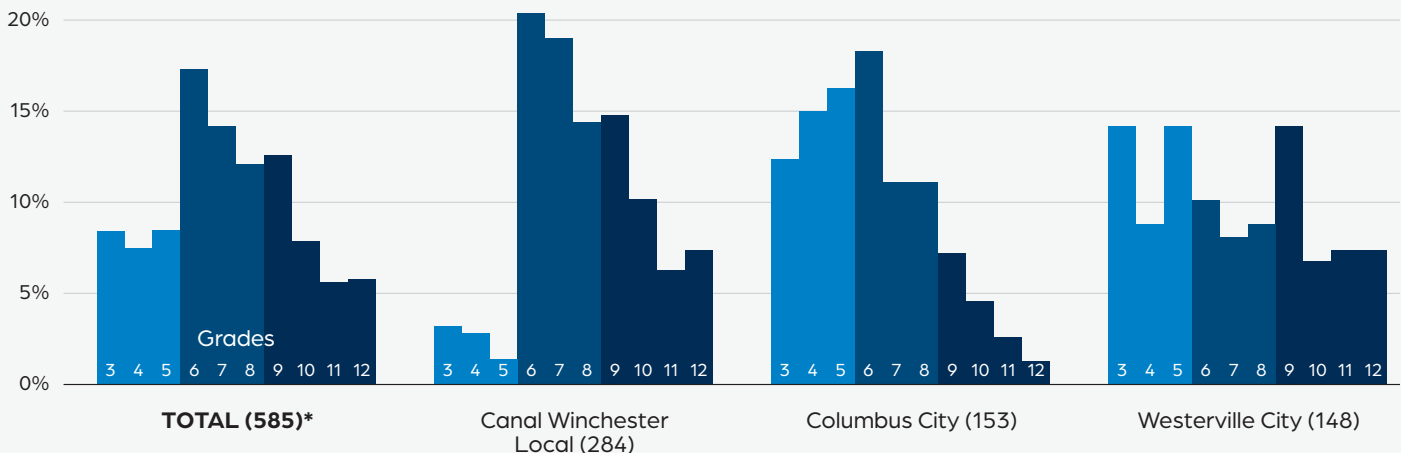


QUESTIONS IN THIS SECTION

1. What grade are you in? (Multiple choice)
2. With which gender do you identify? (Male, Female, Prefer not to answer)
3. What is your race (or ethnic origin)? (Multiple choice with open-ended option. Recoded, simplified.)
4. What language(s) do you speak at home? (Select all that apply. Recoded, simplified.)
5. Do you always need to use special equipment such as a brace, a prosthetic, or a wheelchair (excluding ordinary eyeglasses or corrective shoes)? (Yes/No)

The distribution of responses by grade are provided in Figure 3. There is relatively balanced representation across grades 3–12, with the lowest percentage of all responses coming from grade 11 (5.6%) and the highest coming from grade 6 (17.0%).

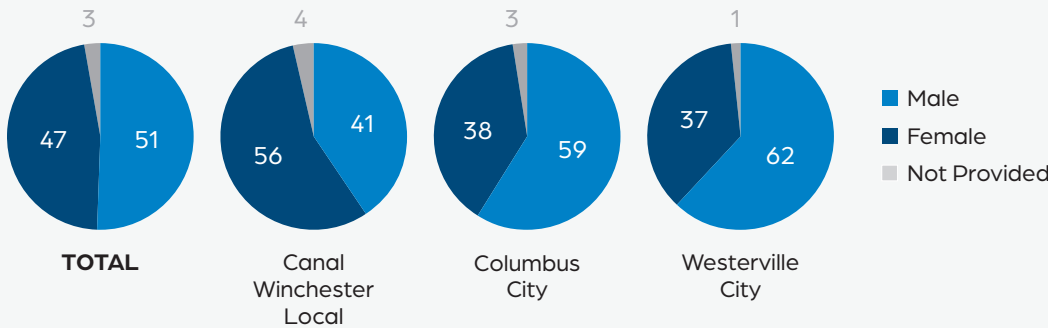
Figure 3. Distribution of responses by site and grade.



* 9 responses were missing grade selections

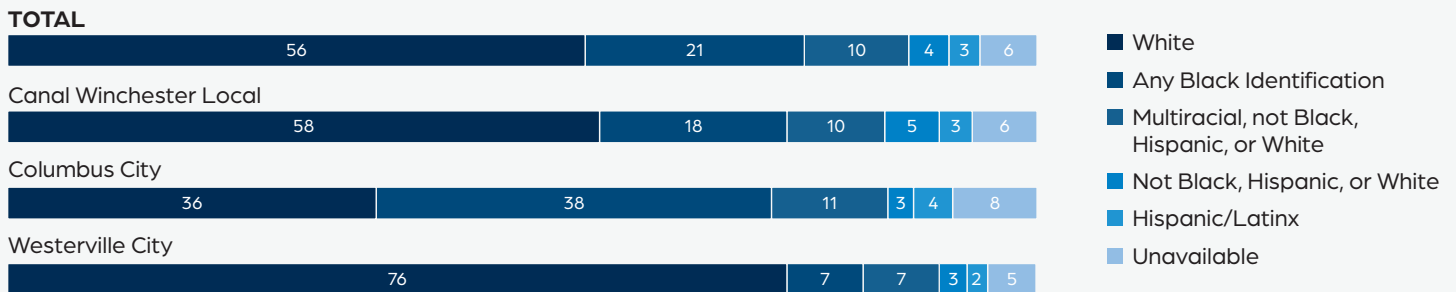
The number of responses by gender are provided in Figure 4. Overall, the sample was fairly evenly distributed between males (50.8%) and females (46.5%). This distribution varied by site, with Canal Winchester having a larger portion of respondents identifying as female (55.8%). The only other response option was “Prefer not to answer,” which was selected by only 2.7% of respondents (n=16). Given this low portion and total number of responses, further analyses disaggregated by gender only refer to males and females.

Figure 4. Percentage of responses by site and gender.



Race/ethnicity identification data are provided in Figure 5. As respondents could select from seven options, as well as enter their own identification, a large number of responses were present. Data were thus recoded for further presentation of race/ethnicity using the process outlined in Figure 1.1 in the Appendix, with the final results shown in the figure below. Ultimately, a majority of respondents identified as White (56.1%), though this varied significantly by site, ranging from 35.8% of responses from Columbus City to 75.7% of responses from Westerville City. The next largest group were respondents identifying as Black (20.9%), which also varied notably by site. Unfortunately, no other group yielded a sufficient response size to allow disaggregation of further results.

Figure 5. Percentage of responses by site and race/ethnicity.



Responses by language are presented in Figure 6. The vast majority of respondents indicated English as their primary language (91.5%), with slight variance across response sites. Only 2.0% of all respondents indicated speaking primarily a language other than English.

Figure 6. Percentage of responses by site and language.

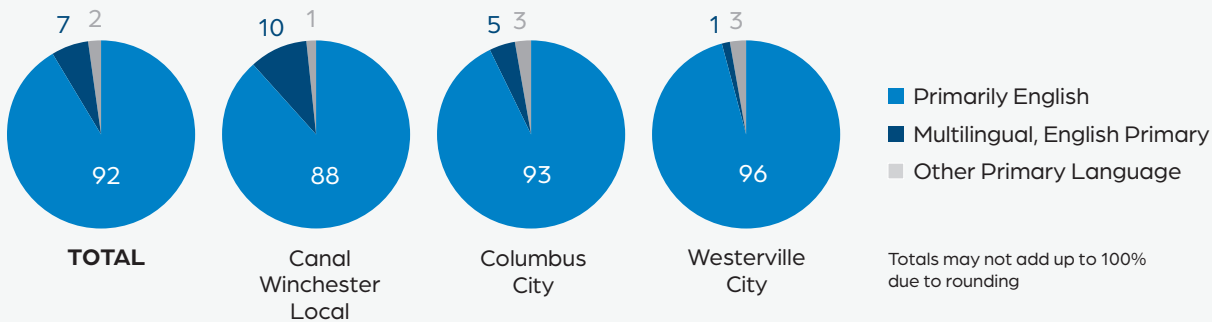
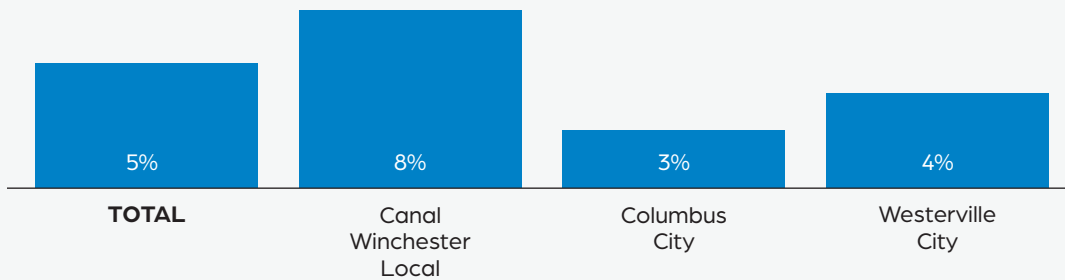


Figure 7 displays responses to the question, “Do you always need to use special equipment such as a brace, a prosthetic, or a wheelchair (excluding ordinary eyeglasses or corrective shoes)?” Only 5.4% of respondents indicated that they required special equipment.

Figure 7. Distribution of responses by site and special equipment use.



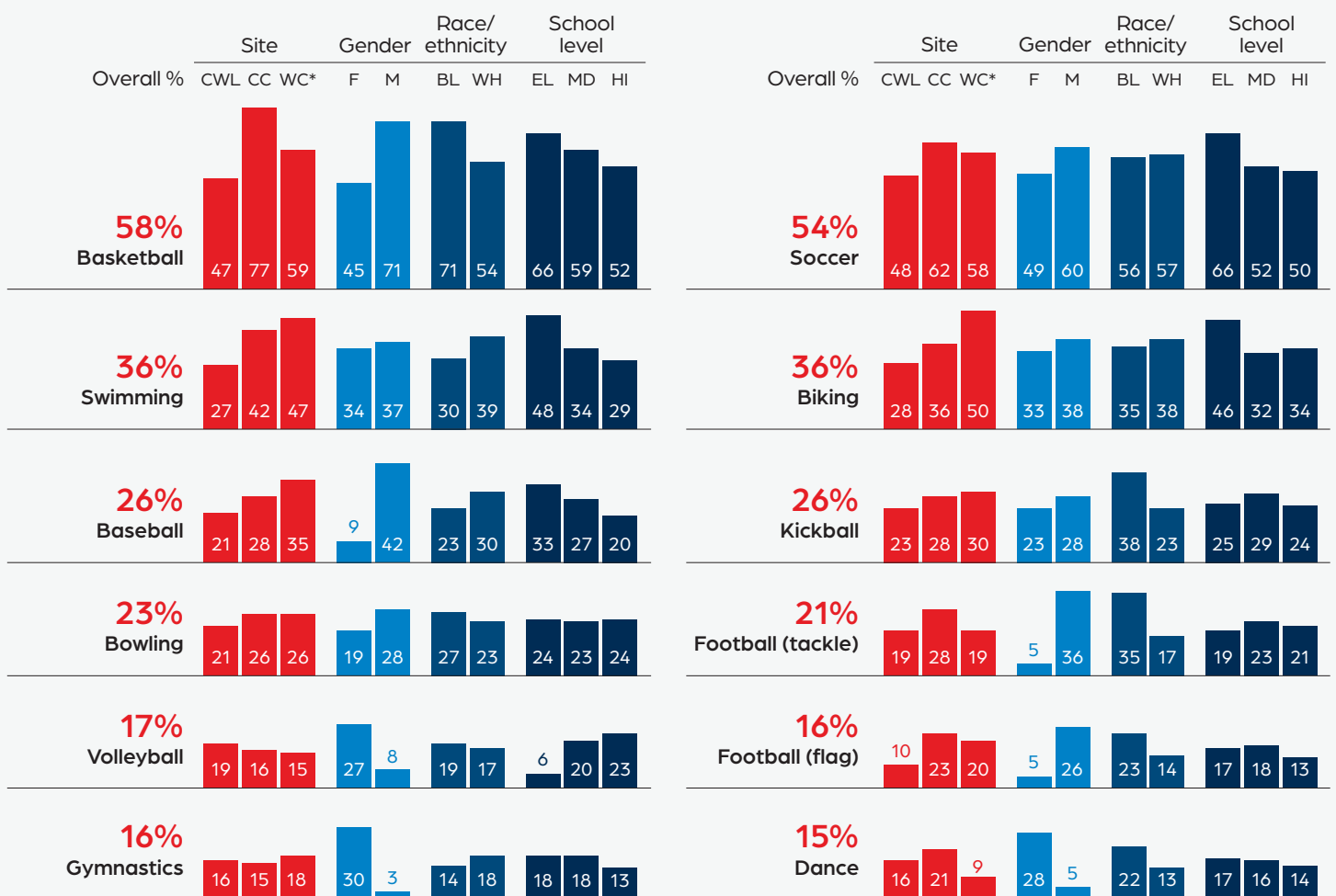
Three items referred to past athletic experiences. The question referring to previous sports played contained 36 responses, as well as an option to write-in additional sports. The frequency of each response is provided, and open-ended responses were recoded to either refer to one of the original options or create additional categories. It should be noted that, given the high number of response options, few additional responses options were given. Results for the questions referring to adult inquiry and adult encouragement are provided using the original response options.

QUESTIONS IN THIS SECTION

1. Please click on the sports you have played more than one time. (Select all that apply. Recoded to frequency of each sport)
2. How often does an adult ask what you want to do in gym class, practice, or when you are playing? (Never, Rarely, Sometimes, Often)
3. Do adults encourage you to play sports and/or be active? (Yes, No, I don't know)

Figure 8 displays the results for sports played by site, gender, and race/ethnicity. Results are listed by the total frequency of responses. (Full list can be found in Figure 1.3 in the Appendix). Most of the sizable differences are based on gender and are likely expected (e.g., girls with more experience in volleyball, gymnastics, and dance; boys more experience in baseball and tackle football). Basketball saw notable differences, with more experience among Columbus City respondents (77%, compared to 47% in Canal Westchester Local and 59% in Westerville City), more respondents among boys (21% more than girls), and among Black respondents (17% more than white respondents).

Figure 8. Top sports experience by site, gender, race/ethnicity, and school level (%).



* CWL – Canal Winchester Local. CC – Columbus City. WC – Westerville City.

Figure 9 displays the total number of sports played by key background variables. Overall, more than 85% of respondents indicated playing more than one sport. Though there were few differences according to the subgroups examined here, it is worth noting that girls (18.8%) were more likely than boys (9.9%) to play only one sport.

Figure 9. Number of sports played by site, gender, race/ethnicity, and school level (%).

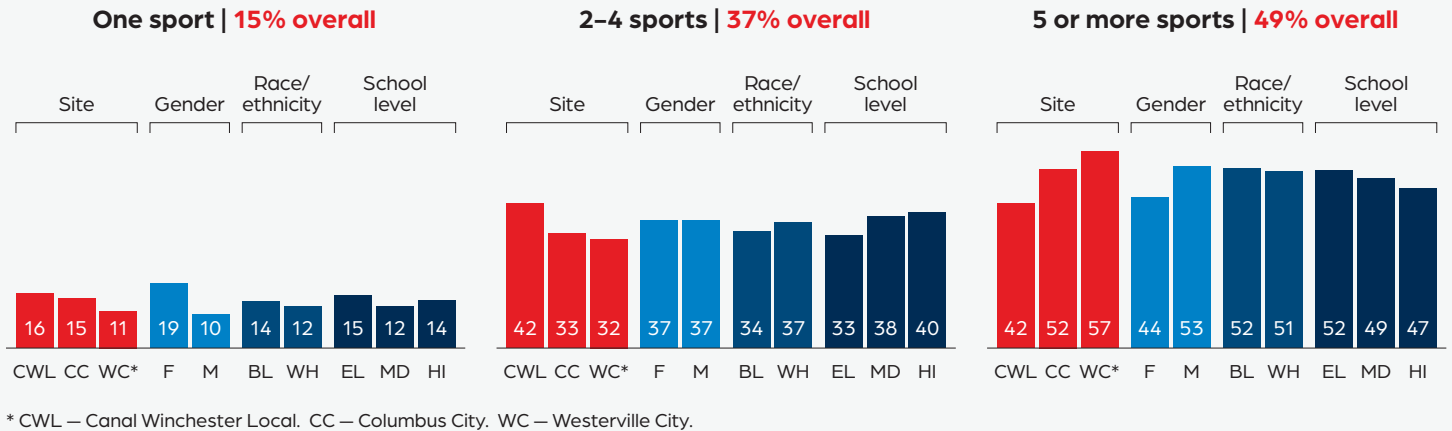


Figure 10 displays response data for questions regarding adults’ inquiry into respondents’ interests and encouragement to play sports, respectively. Most respondents (60.1%) reported that adults sometimes or often inquired about their interests in gym class, practice, or during play, with few differences among characteristic variables of interest. Figure 11 shows the percentage of respondents agreeing that adults encourage them to play sports and be active. Overall, nearly 93% of respondents agreed with that statement, again with little variance across key characteristic variables.

Figure 10. Response frequency to “How often does an adult ask what you want to do in gym class, practice, or when you are playing” by site, gender, race/ethnicity, and school level (%).

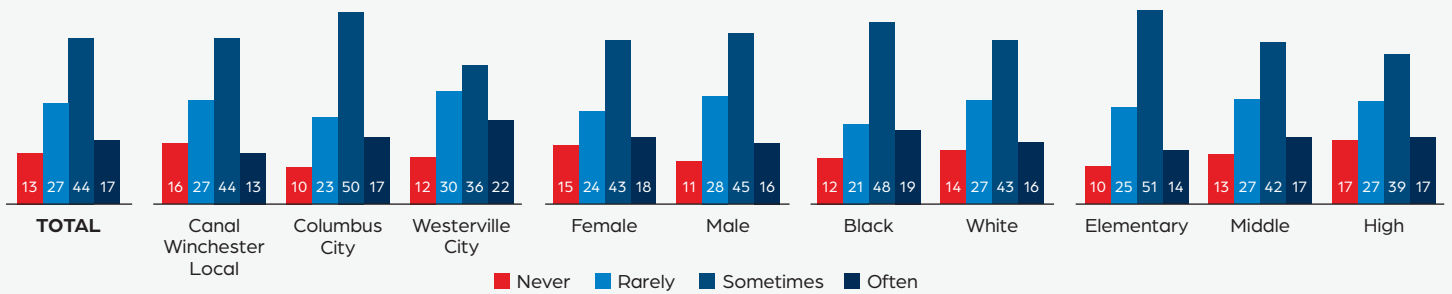
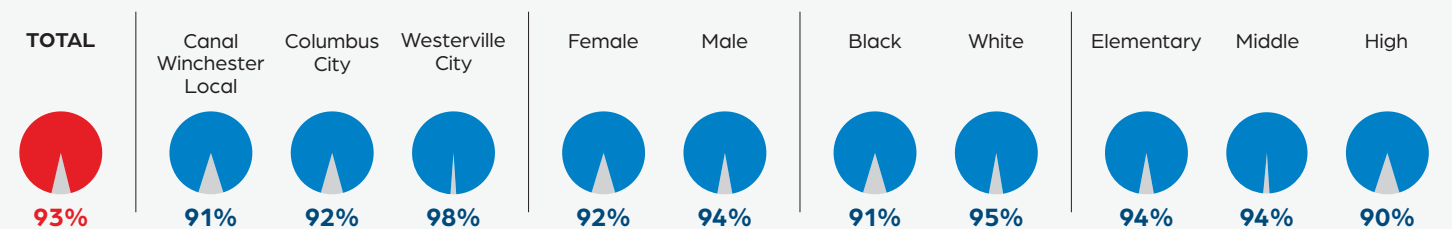


Figure 11. Percentage agreement with adult encouragement of physical activity.



PATHS TO PLAY

“Paths to play” refers to access and barriers to physical activity and sports involvement. Three questions were included in this area, including inquiries about transportation, reasons for not playing sports, and having a safe space to play.

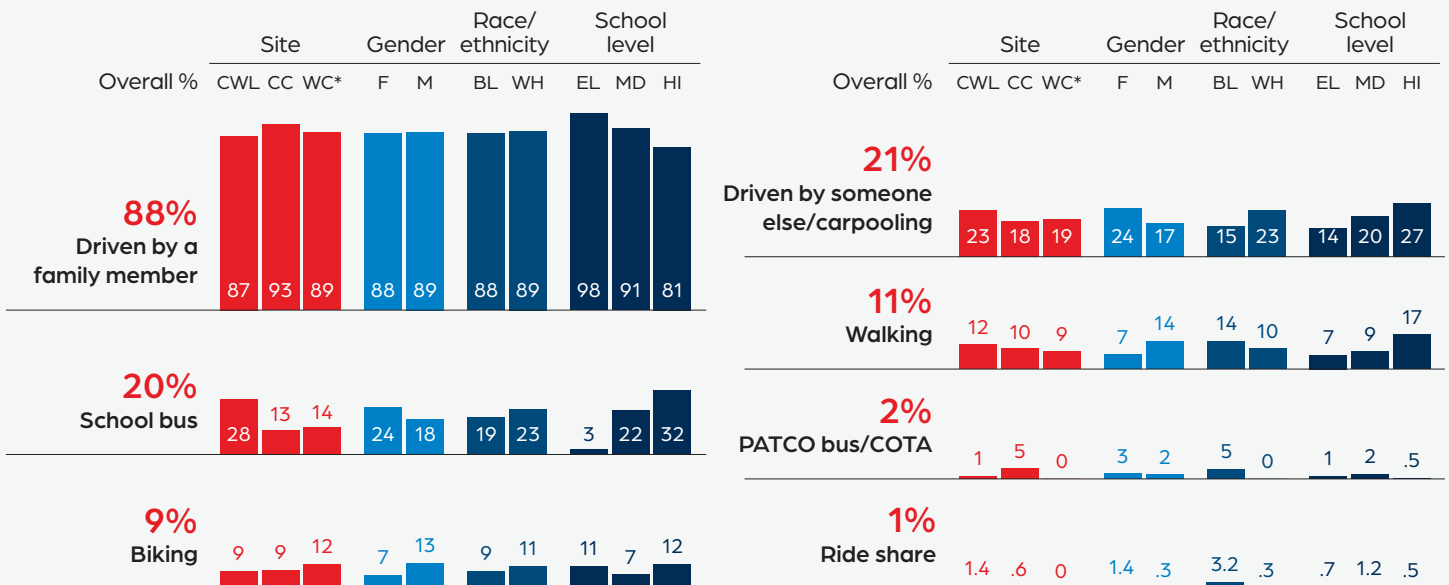
Respondents were asked, “How do you usually travel to play spaces, practices and/or games?” and given the option to select any applicable responses from the eight options given, as well as write-in other modes of transportation. Figure 12 displays the frequency of responses across each background characteristic. Overall, the most popular form of transportation by far was being driven by a family member, selected by nearly 89% of all respondents. While there were many areas in which respondents were similar, some notable differences included:

- Respondents from Canal Winchester Local (27.7%) were more likely to take a school bus than those from Columbus City (13.2%) or Westerville City (13.5%).
- As respondents increased in school level, they were more likely to be driven by someone else/carpool, more likely to use a school bus, more likely to walk, and less likely to be driven by a family member.

QUESTIONS IN THIS SECTION

1. How do you usually travel to play spaces, practices and/or games? (Select all with open-ended. Frequencies for each response and open-ended responses re-coded.)
2. If you don't play sports very often, what are the reasons why? (Select all with open-ended. Frequencies for each response and open-ended responses re-coded.)
3. Is there a safe place in your neighborhood where you can play with friends? (Yes, No, I don't know)

Figure 12. Transportation by site, gender, race/ethnicity, and school level (%).



* CWL – Canal Winchester Local. CC – Columbus Civ. WC – Westerville Civ.

It is also worth noting the frequency with which respondents wrote in that they drove themselves. While this only appeared in 2.2% of responses, given that it is applicable to less than 20% of the sample (estimated, based on distribution by grade), it is worth noting for future consideration.

Respondents were then asked to identify any contributing factors if they did not play sports. This question appeared to be challenging to respondents. Many respondents indicated that this question was not applicable, as they did indeed play sports. In fact, according to Table 8, more than 85% of respondents play multiple sports. Thus, results from this question should be interpreted with caution.

Figure 13 shows the major categories of responses, with options that were provided on the survey indicated in blue, and other text representing reasons provided directly by respondents. The most popular responses were time (30.3% of comments), cost (20.0%), and socially related factors (20.0%).

Figure 13. Major categories of responses (provided options indicated in blue)

TIME 30%

No time to play due to family responsibilities

No time to play due to schoolwork

Example coded comment: "They do not fit into my current schedule."

COST 20%

Sports are too expensive

SOCIAL 20%

My friends don't play sports

Sports are too serious

I don't feel welcome in athletic activities

Example coded comment: "I don't like talking."

PHYSICAL 13%

I don't want to get hurt

Example coded comment: "I keep getting hurt and I'm not allowed."

ABILITY 12%

I'm not good enough to play

Example coded comment: "Cut from team."

ACCESS 11%

Not enough information available about sports programs

The fields, gyms, and/or courts are bad quality

Example coded comment: "Sometimes there aren't enough gyms or gym time available for me to play..."

POLITICAL 9%

Too many bad coaches

Example coded comment: "Tryouts = politics, those that make team have parents that are influencers in the community."

INTEREST RELATED 8%

I am not interested in sports

Example coded comment: "I don't play because I'm not that kind of person."

TRANSPORTATION 7%

I don't have a way to get to practices/games

Example coded comment: "I would miss most practices because I wouldn't always have a ride."

COVID 1%

Example coded comment: "I do play sports but stopped due to covid 19 will continue when covid 19 is over."

OTHER 1%

I don't feel safe at the fields, gyms, or courts

In examining Figure 14, which disaggregates the barriers results by site, gender, and race/ethnicity, there are multiple notable differences. These include:

- Time was the most frequent barrier in both Canal Westchester Local and Columbus City (34.0%), though was less of a barrier in Westerville City (19.6%), where social issues were the most listed barrier (25.0%).
- Access was a more significant issue among Columbus City respondents (18.9%) than among Canal Westchester Local (7.7%) or Westerville City (9.5%) respondents.
- Girls (39.9%) are more likely than boys (21.9%) to list time as a barrier to play.
- Black respondents (37.0%) are more likely than white respondents (25.5%) to list time as a barrier.
- Black respondents (28.2%) are more likely than white respondents (18.0%) to list cost as a barrier.
- High schoolers (42.2%) were far more likely to list time as a barrier than elementary (23.1%) or middle (25.9%) schoolers.
- Elementary school respondents were more likely to list cost and access as barriers than their peers.

Figure 14. Barriers to play by site, gender, and race/ethnicity, %

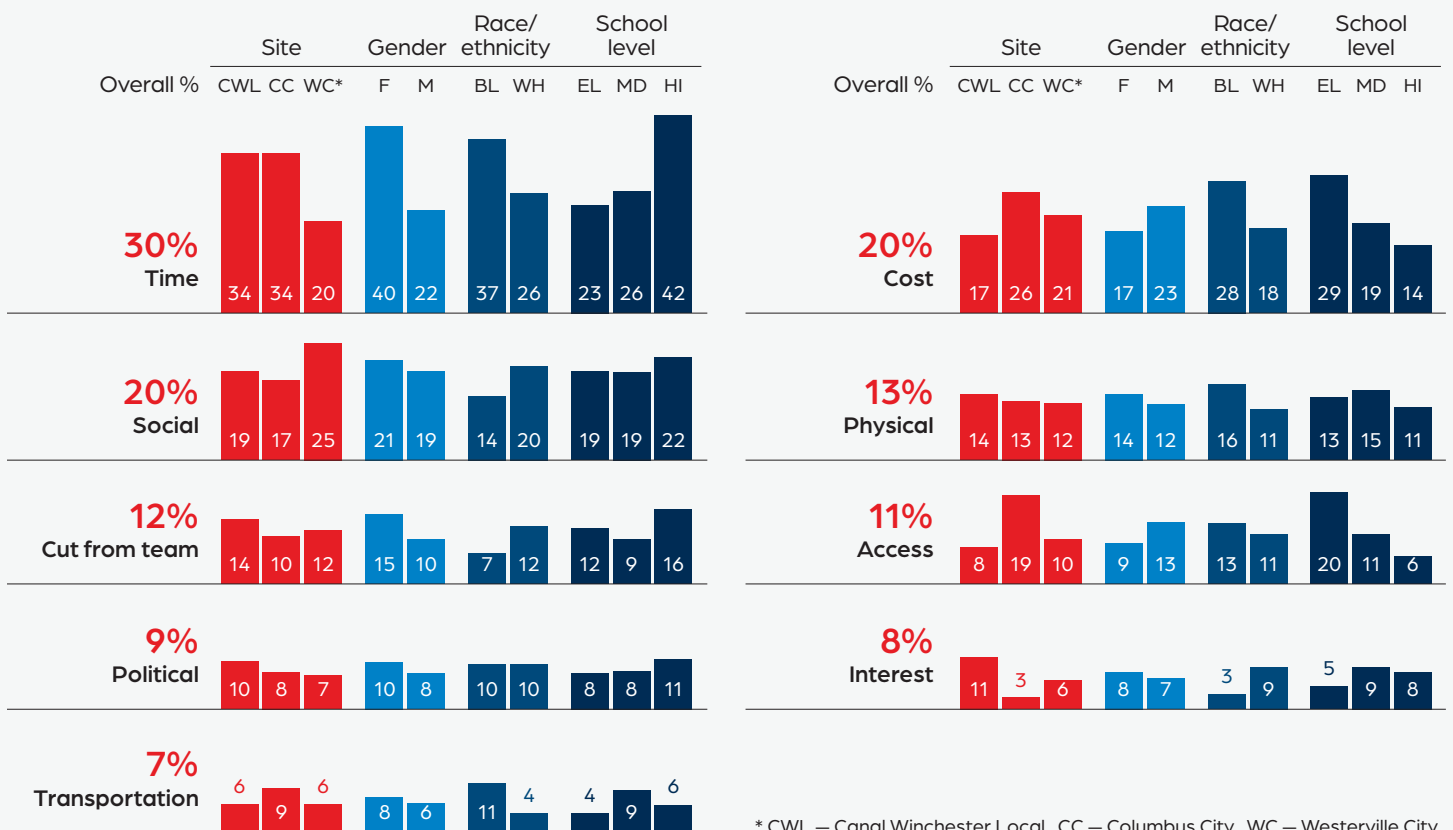
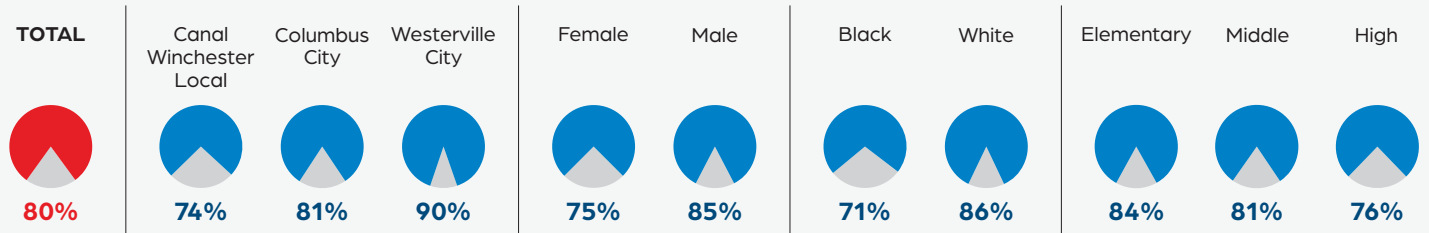


Figure 15 displays the percentage of respondents selecting “Yes” for the item, “Is there a safe place in your neighborhood where you can play with friends?” Overall, 80.0% of respondents agreed with this item, with notably less agreement for females (75.4%, compared to 84.8% of males) and Black respondents (70.7%, compared to 86.1% of white respondents). There was also notable variance across the three response sites, with Canal Winchester Local having the lowest rate of agreement (74.2%).

Figure 15. Percentage of respondents indicating they have a safe place to play by site, gender, race/ethnicity, and school level.



EXPERIENCES: SPORTS PLAYED AND COACH INTERACTIONS

“Experiences” refer to respondents’ involvement in sports and physical activity—including where they play, how often, and if they participate in competitive video gaming—as well as their interactions with coaches. The box to the right outlines the questions asked in this area, their response formats, and any recoding of variables that took place for the purposes of this report.

Figure 16 displays the frequency with which respondents reported playing sports in various settings, disaggregated by site, gender, race/ethnicity, and school level. The most popular responses overall included at school during P.E. (64.0%), at a recreation center not on a team (61.6%), at a playground or park (58.8%), at school during recess (56.9%), and at school on a team (52.5%). There were some notable differences by subgroup, including:

- Boys are more likely than girls to play at school during recess (+11.8%).
- White respondents reported greater frequency of playing sports in all locations than Black respondents except afterschool programs, with the largest gaps for travel teams (+13.7%), school teams (+13.6%), and at school during recess (+13.4%).

QUESTIONS IN THIS SECTION

SPORTS PLAYED

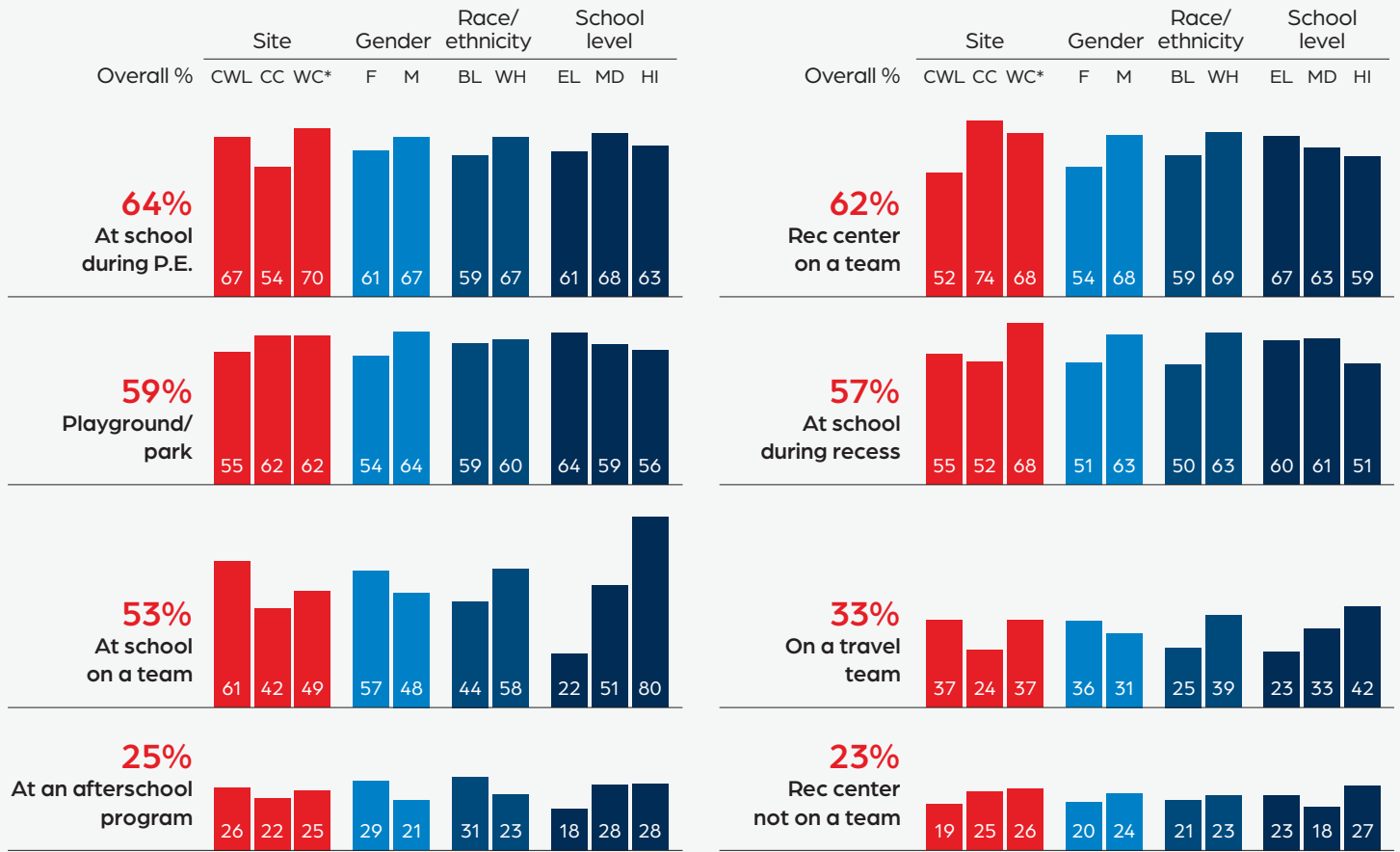
1. Where have you played sports? (Select all with open-ended)
2. How often do you participate in sport or physical activity? (Never, Once per month or less, 2–3 times per month, Once a week, 2–3 times per week, 3–4 times per week, Every day. **Recoded to:** Rarely (once a week or less), Often (2–3 times per week or more))
3. How often do you participate in organized competitive video gaming (Esports) with others or in a league? (Never, Rarely, Sometimes, Often)

COACH INTERACTIONS

4. The coach made me feel good when I improved a skill.
5. The coach encouraged me to learn new skills.
6. The coach told us to help each other get better.
7. The coach told us that trying our best was the most important thing.
8. The coach said that we should help each other improve our skills.
9. The coach said that all of us were important to the group’s success.

(Almost never, Rarely, Sometimes, Frequently, Almost Always, Not applicable. **Recoded to:** Rarely (Almost Never, rarely, sometimes), Often (Frequently, Almost Always))

Figure 16. Sport locations by site, gender, race/ethnicity, and school level (%).



* CWL – Canal Winchester Local. CC – Columbus City. WC – Westerville City.

Figure 1.2 in the Appendix shows the overall frequency for each response to the question, “How often do you participate in sport or physical activity?” Responses of “once a week” or less were recoded as rarely, while responses of “2–3 times per week” or more were recoded as frequently. Overall, most respondents (78.4%) indicated that they were active 2–3 times per week or more, with more than a third indicating that they were active on a daily basis. Figure 17 shows the percentage of respondents reporting frequent physical activity by subgroup. While there was some variance across reporting sites, the most notable (albeit not overly large) difference was between Black (73.8%) and White (81.9%) respondents.

Figure 17. Percentage of respondents reporting frequent physical activity (2–3 times per week or more) by subgroup.

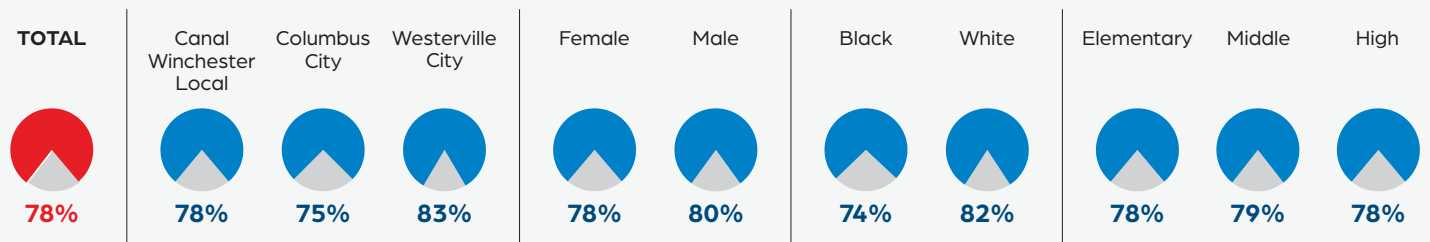
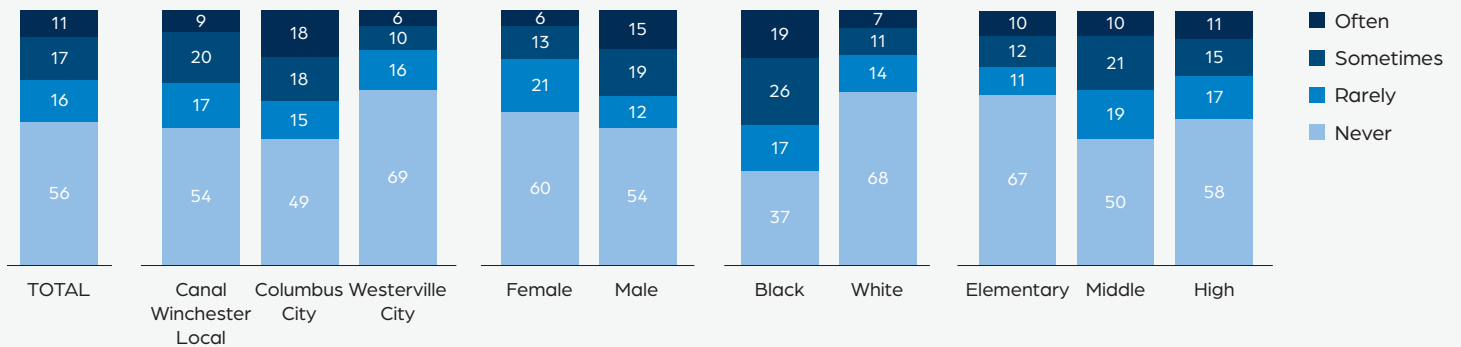


Figure 18 displays the frequency with which respondents reported participating in competitive video-gaming or “Esports.” Most respondents (56.4%) reported never participating in Esports, though there was some variance by subgroup. Notably, girls (19.1%) were less likely than boys (33.8%) to report participating in Esports sometimes or often, and White respondents (17.7%) were far less likely than Black respondents (45.2%).

Figure 18. Frequency of participation on competitive video gaming (Esports) (%)



The six items related to interactions with coaches are presented in Figures 19 and 20. Figure 19 shows the overall distribution of responses, as well as the recoding process that was used to simplify results. Responses of “almost never,” “rarely,” and “sometimes” were recoded to **rarely**, while responses of “frequently” and “almost always” were recoded to **frequently**. Generally, respondents indicated positive interactions with coaches on each item, with the percentage of positive (i.e., frequently) responses ranging from 68.5% to 76.0% across the six items. Figure 20 shows the percentage of “frequently” responses for each item, broken down by subgroup. The most notable finding here is that Black respondents were less likely to indicate agreement with 5 out of 6 items, with the exception being “The coach told us that trying our best was the most important thing.”

Figure 19. Frequency of responses for coach interaction items. (%)



Figure 20. Percentage of respondents indicating “frequently” to the questions about coach interactions.



OUTCOMES OF PARTICIPATION

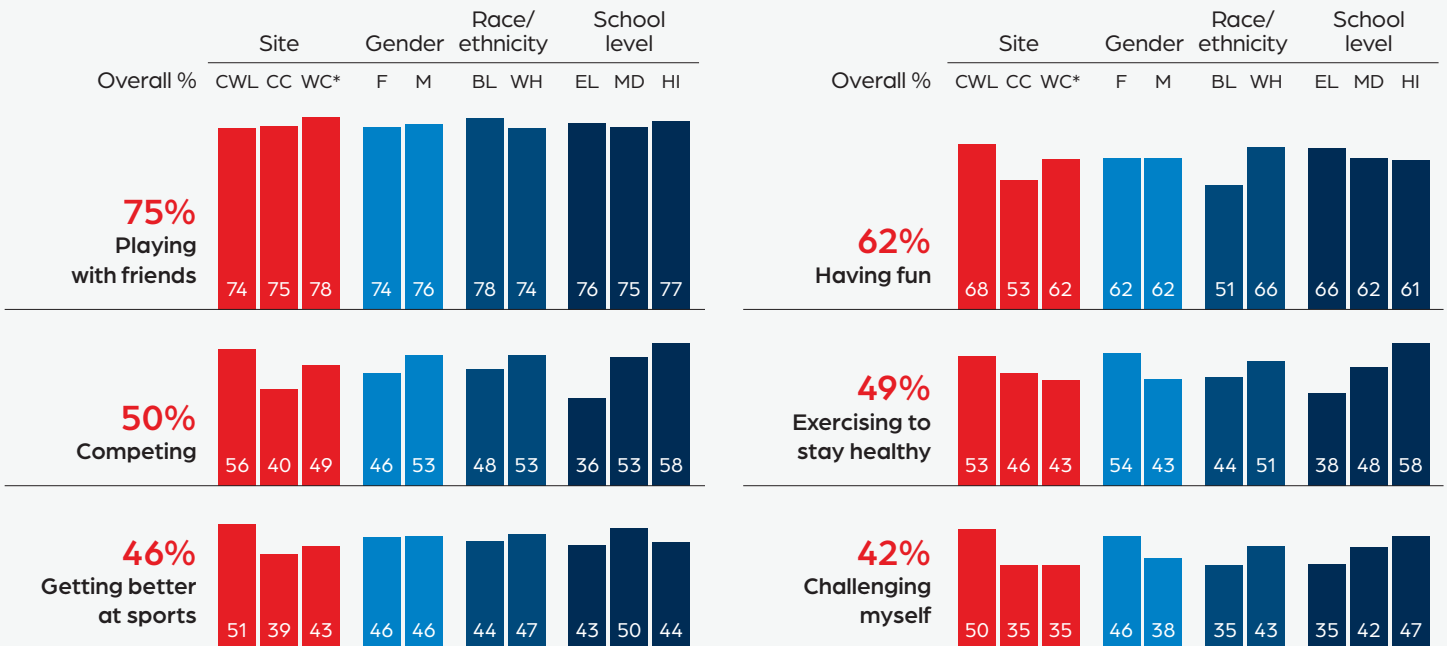
“Outcomes” refer to three items that could be viewed as results of participating in sports and physical activity. These questions refer to enjoyment of current activities, intentions for additional activities, and device screen time. The box to the right outlines the questions asked in this area, their response formats, and any recoding of variables that took place for the purposes of this report.

When asked what respondents liked most about playing sports, the “playing with friends” (75.1%) and “having fun” (61.8%) were endorsed most frequently (see Figure 21). In comparing subgroups, there are many areas where respondents differed based on site, gender, race/ethnicity, and school level. For example, girls were more likely to list “supporting my teammates/friends,” “making new friends,” “exercising to stay healthy,” “feeling supported by my friends/teammates,” and “getting away from problems.” Additionally, Black respondents were more likely to select “learning new skills,” while White respondents were more likely to identify “having fun” and “supporting my teammates/friends” as benefits of sports participation.

QUESTIONS IN THIS SECTION

1. What do you like most about playing sports? (Select all with open-ended. Frequencies for each response and open-ended responses re-coded)
2. What sports would you like to try? (Select all with open-ended. Frequencies for each response and open-ended responses re-coded)
3. How many hours do you spend each day on a device with a screen (cell phone, tablet, TV, video games, computer, etc.) for fun outside of school? (0–2 hours, 2–5 hours, 5–10 hours, 10+ hours)

Figure 21. Frequency of responses for “What do you like most about playing sports?”



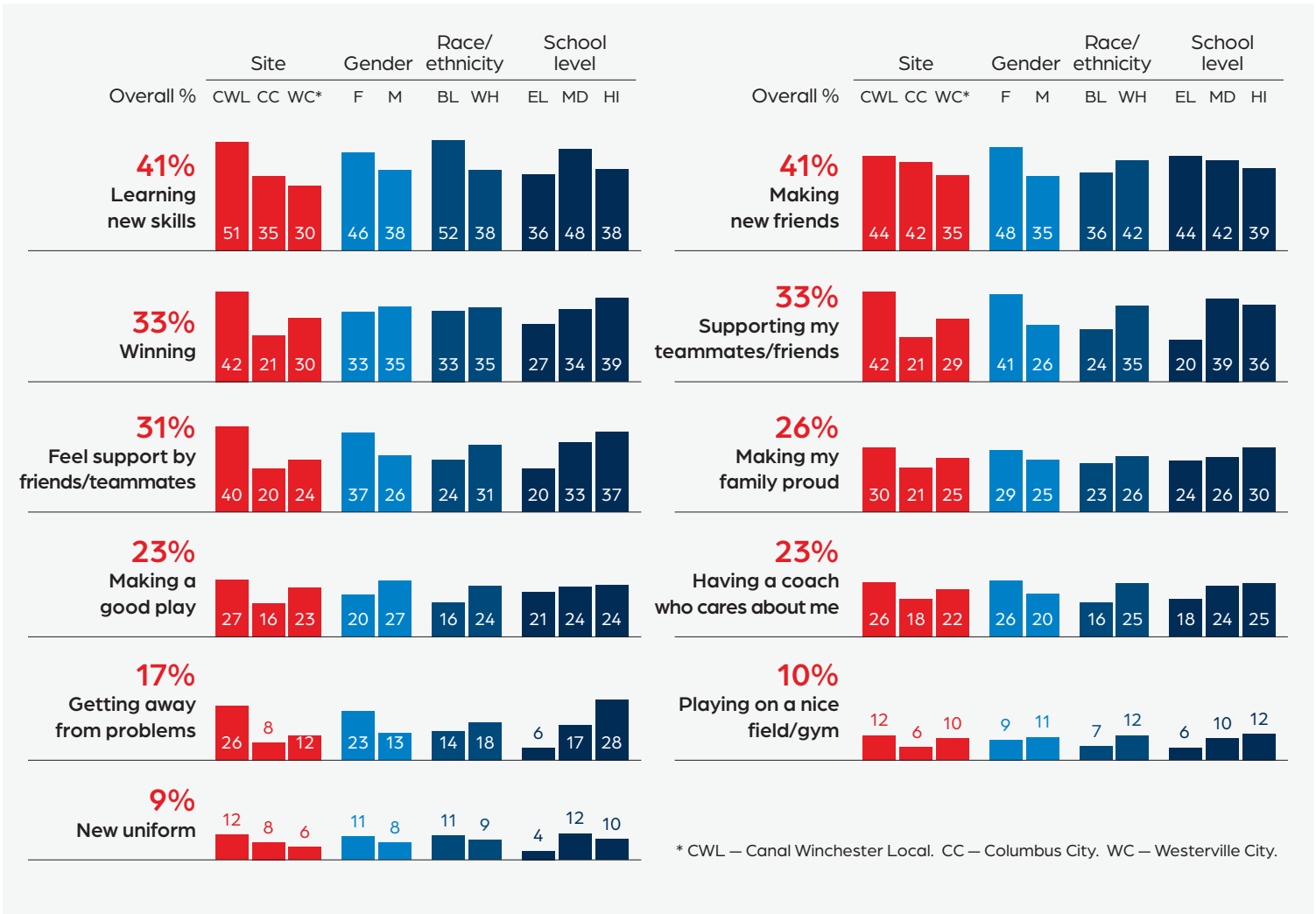


Figure 22 on the next page displays the frequency with which respondents indicated interest in trying various new sports. There are severable notable differences across the subgroups in Figure 22, although an exhaustive review of all sports is beyond the scope of this review. As with sports experience, many of these are expected differences based on gender. One phenomenon of note is that, for most sports listed, black respondents were more likely to indicate interest than white respondents.

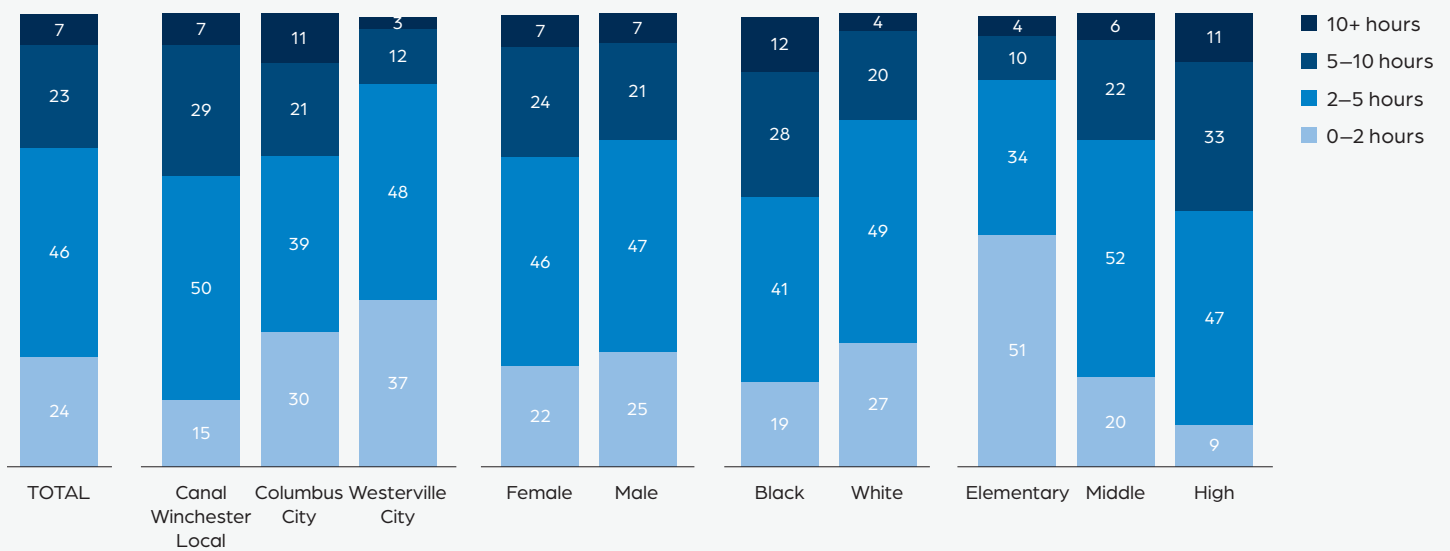
Figure 22. Frequency of responses for “What sports would you like to try?”

		Site			Gender		Race/ethnicity		School level		
		CWL	CC	WC*	F	M	Black	White	Elem.	Middle	High
Basketball	17%	18%	23%	10%	18%	18%	25%	15%	16%	24%	10%
Volleyball	15%	17%	14%	12%	25%	6%	20%	12%	17%	17%	10%
Track & Field	14%	16%	13%	13%	16%	13%	21%	11%	13%	18%	10%
Karate	13%	9%	21%	10%	12%	13%	23%	9%	22%	10%	10%
Rock Climbing	13%	12%	17%	14%	11%	16%	18%	13%	15%	14%	12%
Soccer	12%	11%	18%	7%	11%	13%	19%	11%	20%	14%	4%
Running	12%	14%	10%	9%	13%	10%	11%	13%	12%	13%	9%
Cross Country	12%	14%	10%	9%	13%	10%	11%	13%	12%	13%	9%
Swimming	12%	11%	16%	9%	16%	9%	19%	10%	20%	9%	11%
Boxing	12%	10%	18%	9%	8%	15%	19%	8%	11%	13%	11%
Football (Tackle)	11%	8%	19%	7%	4%	17%	23%	7%	15%	13%	4%
Tennis	11%	9%	16%	9%	12%	11%	12%	11%	15%	11%	9%
Skateboarding	11%	10%	16%	8%	11%	11%	10%	12%	16%	9%	10%
Lacrosse	10%	8%	12%	12%	9%	11%	9%	12%	15%	7%	11%
Fencing	10%	10%	12%	9%	9%	11%	10%	9%	13%	10%	9%
Football (Flag)	9%	7%	14%	7%	4%	13%	12%	8%	16%	7%	5%
Hockey (Ice)	9%	6%	11%	11%	5%	12%	8%	8%	15%	5%	7%
Gymnastics	9%	9%	11%	4%	16%	2%	16%	5%	10%	7%	9%
Parkour	9%	7%	11%	10%	3%	14%	10%	8%	13%	8%	6%
Baseball	8%	7%	9%	9%	3%	13%	12%	7%	16%	7%	3%
Cheer/Step	8%	12%	7%	4%	16%	1%	13%	5%	8%	10%	7%
Dance	8%	9%	8%	7%	15%	2%	6%	6%	8%	10%	6%
Biking	8%	8%	10%	6%	10%	6%	14%	7%	8%	7%	9%
Rowing	8%	6%	12%	8%	9%	7%	8%	8%	9%	9%	7%
Bowling	8%	5%	11%	9%	4%	11%	7%	7%	10%	7%	7%
Golf	8%	8%	6%	10%	6%	10%	5%	9%	10%	8%	7%
Figure Skating	7%	9%	6%	4%	14%	1%	8%	5%	4%	8%	9%
Wrestling	7%	5%	10%	8%	1%	12%	8%	6%	13%	5%	4%
Hockey (Street)	6%	5%	8%	6%	2%	9%	2%	8%	10%	5%	3%
Kickball	6%	5%	10%	4%	5%	8%	14%	3%	6%	8%	4%
Rugby	5%	4%	7%	5%	2%	8%	4%	6%	8%	4%	4%
Frisbee	5%	5%	5%	4%	3%	6%	6%	4%	8%	4%	4%

Other sports not listed were selected by fewer than 5% of respondents.
 * CWL – Canal Winchester Local. CC – Columbus City. WC – Westerville City.

Figure 23 displays the frequency of responses for screen time usage. This item is presented as an “outcome” using the hypothesis that physical activity and sports would lead to decreased screen time as part of a more active lifestyle. The most popular choice among all respondents was 2–5 hours of screen time daily (46.2%). Of note, Black respondents were more likely to indicate higher levels of screen time, with fewer respondents selecting “0–2 hours” and far more respondents (12.2%, compared to only 3.9% of White respondents) indicating 10 or more hours of screen time. While there was an effect of school level (51.1% of elementary schoolers selected 0–2 hours, compared to 9.2% of high schoolers), this is likely due to access to devices based on their age.

Figure 23. Frequency of screen time by site, gender, race/ethnicity, and school level (%).



ACTIVITY DURING THE COVID-19 PANDEMIC

Three questions were asked in relation to the impact of the Covid-19 pandemic on physical activity.

While Figure 24 shows the frequency of responses for questions pertaining to activity before and during the pandemic, perhaps the more telling information is provided in Figure 25. By comparing responses to the item about daily activity prior to Covid-19 to those about activity during the pandemic, one can examine whether activity increased or decreased (note that individuals who indicated the same amount of activity for both questions are excluded from Figure 25). Overall, physical activity was likely to decrease than increase, though this was more salient in responses from Columbus City. Differences in activity change according to gender, race/ethnicity, and grade level were minimal.

QUESTIONS IN THIS SECTION

1. Before sports were canceled due to the coronavirus (Covid-19), how much time each day were you engaged in sports or physical activity?
(30 minutes of less, 1 hour, 2 hours, 3 or more hours)
2. Since school and other activities have been canceled due to the coronavirus, how much time each day are you now engaged in sports or physical activity?
(30 minutes of less, 1 hour, 2 hours, 3 or more hours)
3. Since school and other activities have been canceled, what do you miss most about participating in sports? (Open-ended)

When asked the open-ended question about what aspects of sports were missed most during the pandemic, 498 of the 594 respondents wrote in a valid response to this question (83.8%). Responses covered a wide array of topics, similar to the wide array of categories covered in the question asking what respondents enjoyed about sports in general (e.g., social, physical, competitive). While social responses seemed more prevalent, additional analyses could explore the quantitative distribution of all responses.

Figure 24. Activity prior and during Covid-19 pandemic

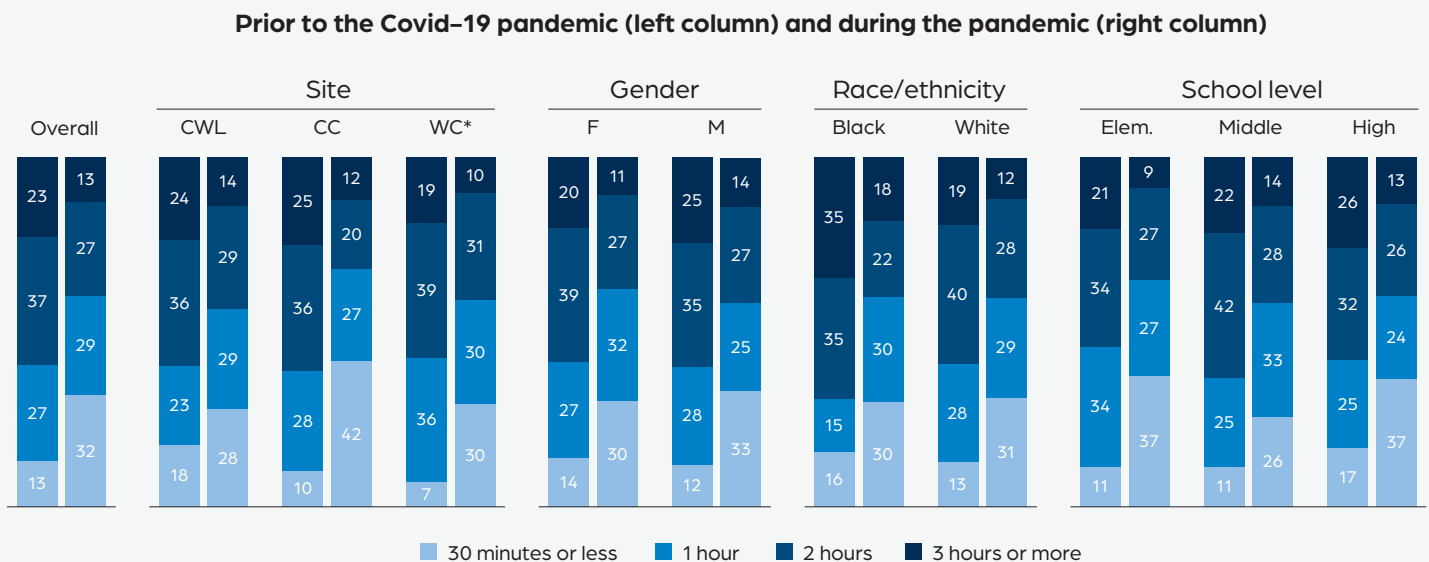
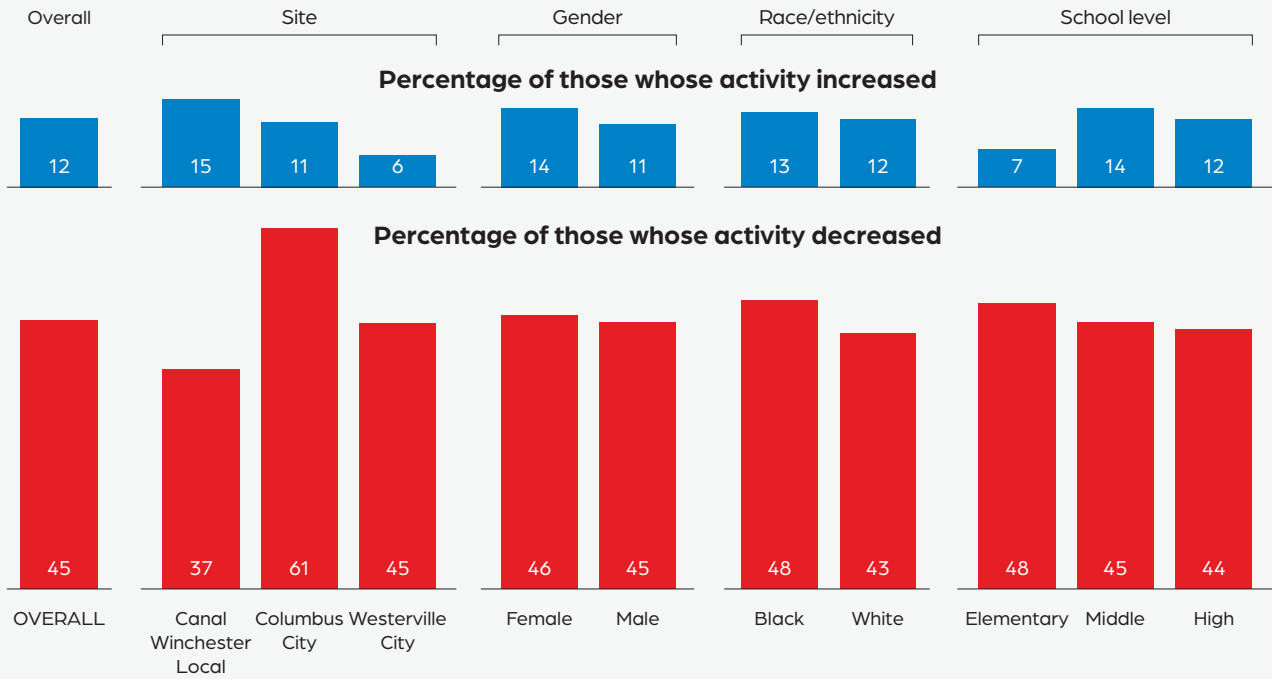


Figure 25. Changes in activity during the Covid-19 pandemic.



ANCILLARY ANALYSIS: TACKLE FOOTBALL

Additional ancillary analyses were requested in relation to individuals playing tackle football. In order to establish a relevant sample, the question related to sports experience (“Please click on the sports you have played more than one time”) was used. In total, 125 respondents (110 male, 15 female; 21.0% of respondents) indicated experience playing tackle football. This group was compared to two other “control” groups: females who had not played tackled football (n=261; 43.9%) and males who had not played tackle football (n=192; 32.3%). These samples were compared on 13 variables seen as relevant to these analyses.

VARIABLES USED TO COMPARE FOOTBALL PLAYERS

1. Response site
2. Race/ethnicity
3. Grade
4. Adult inquiry
5. Adult encouragement
6. Transportation
7. Barriers
8. Safe place to play
9. Physical activity frequency
10. E-sports
11. Device usage
12. Coach interactions
13. Like most about sports

Figures 26–32 show the results for these analyses, presenting a large amount of data relevant to further understanding the experiences of football players. The most noteworthy differences are listed below:

- Respondents who identified as Black/African American were the most likely to indicate experience playing tackle football (34.7%), more than other groups and more than double that of White respondents (16.9%; see Figure 28).
- Football players (29.6%, 25.6%) are more likely to use public transportation and school buses when compared to non-football males (13.0%, 12.0%. respectively).
- Football players are less likely to list social issues (e.g., “My friends don’t play sports,” “I don’t feel welcome in athletic activities”) as a barrier to play (12.8%) than non-football females (21.3%) or males (22.4%).
- Football players are more likely to participate in sports or physical activity (90.3%) frequently than non-football females (77.0%) or males (74.0%).
- Football players indicated greater screen time than other respondents, with 10.5% indicating 10+ hours of screen time, compared to only 4.2% of non-football males (see Figure 32).
- Football players are more likely to agree that coaches encourage them to help each other (84.3%) than other respondents (non-football females = 70.6%; males = 67.6%).

Figure 26. Comparing football and non-football players by location.

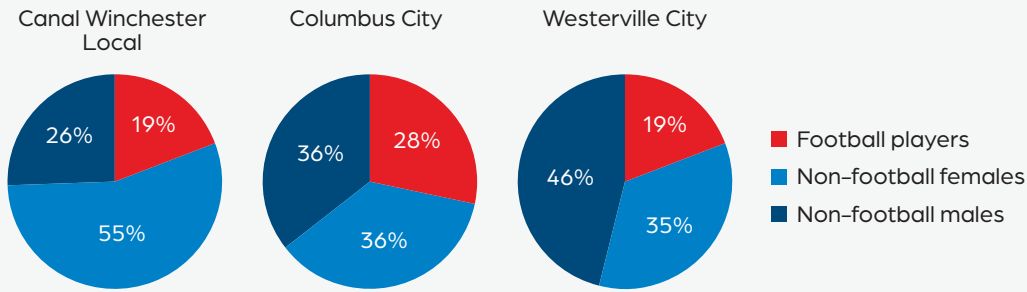


Figure 27. Percentage of football and non-football players by school level

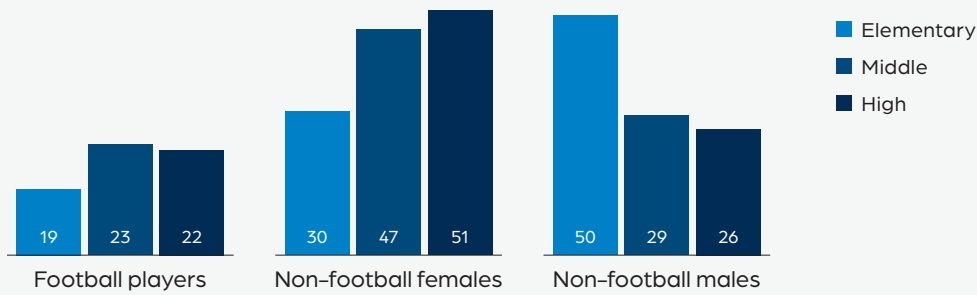


Figure 28. Percentage of football and non-football players by race/ethnicity

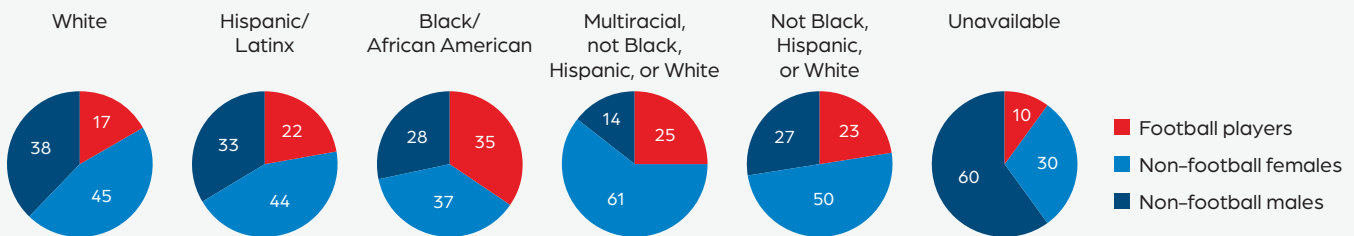
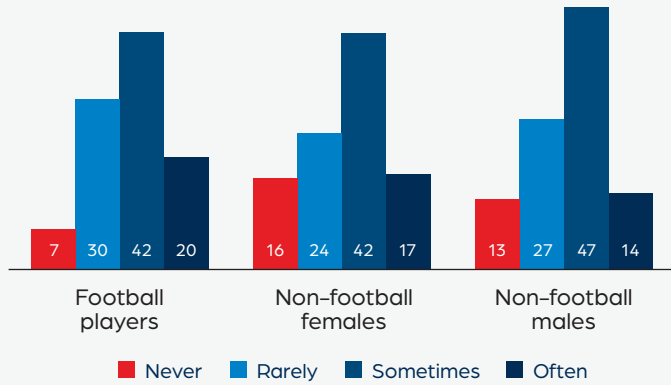


Figure 29. Comparing football and non-football players by adult inquiry and encouragement

How often does an adult ask what you want to do in gym class, practice, or when you are playing? (%)



Do adults encourage you to play sports and/or be active? Percentage of those who answered yes.

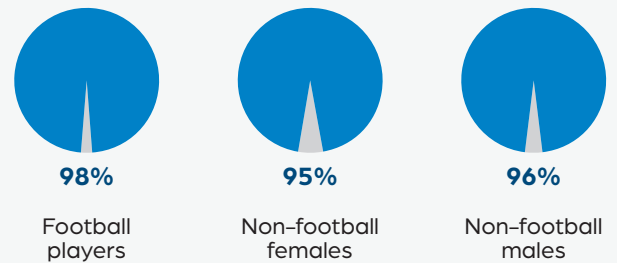


Figure 30. Percentage of football and non-football players by transportation.

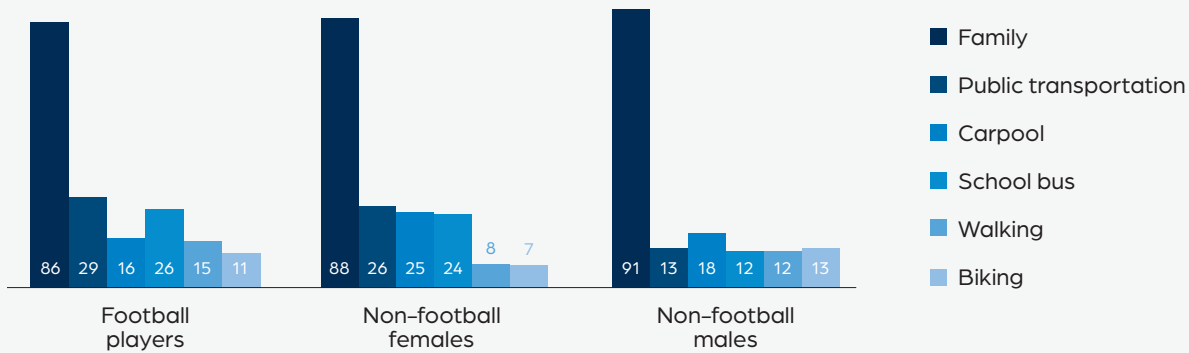


Figure 31. Comparing football and non-football players by barriers to play (%)

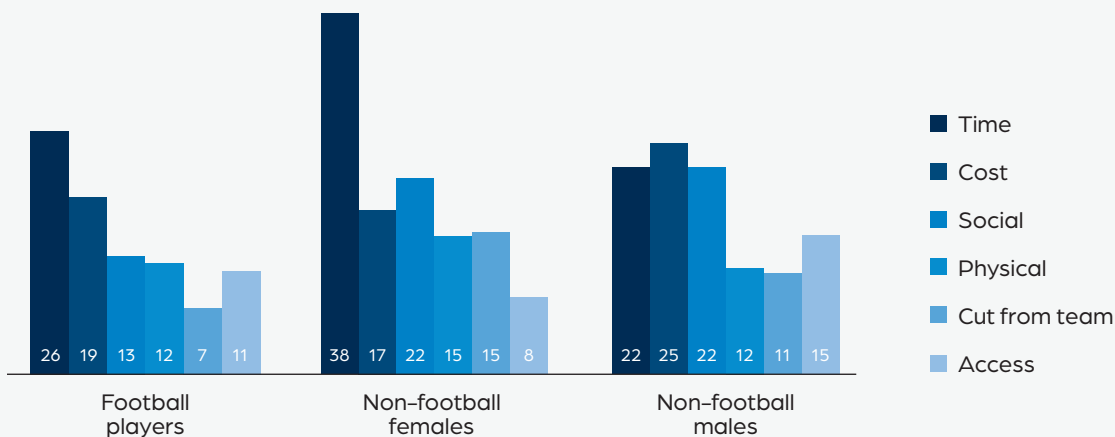


Figure 32. Comparing football and non-football players by safe places to play, physical activity, screen time, and Esports.

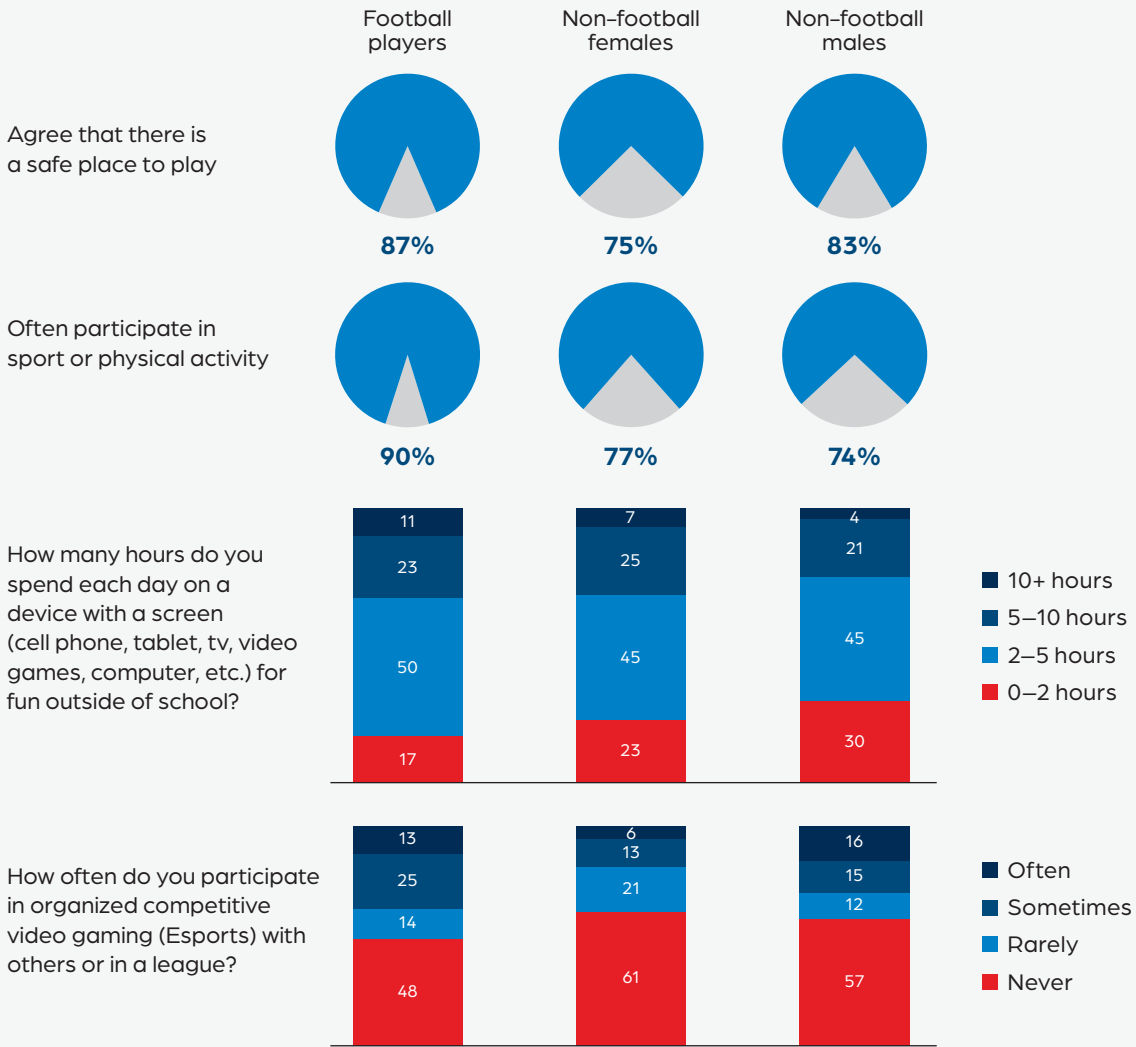


Figure 33. Agreement with coach interaction items by football player status.

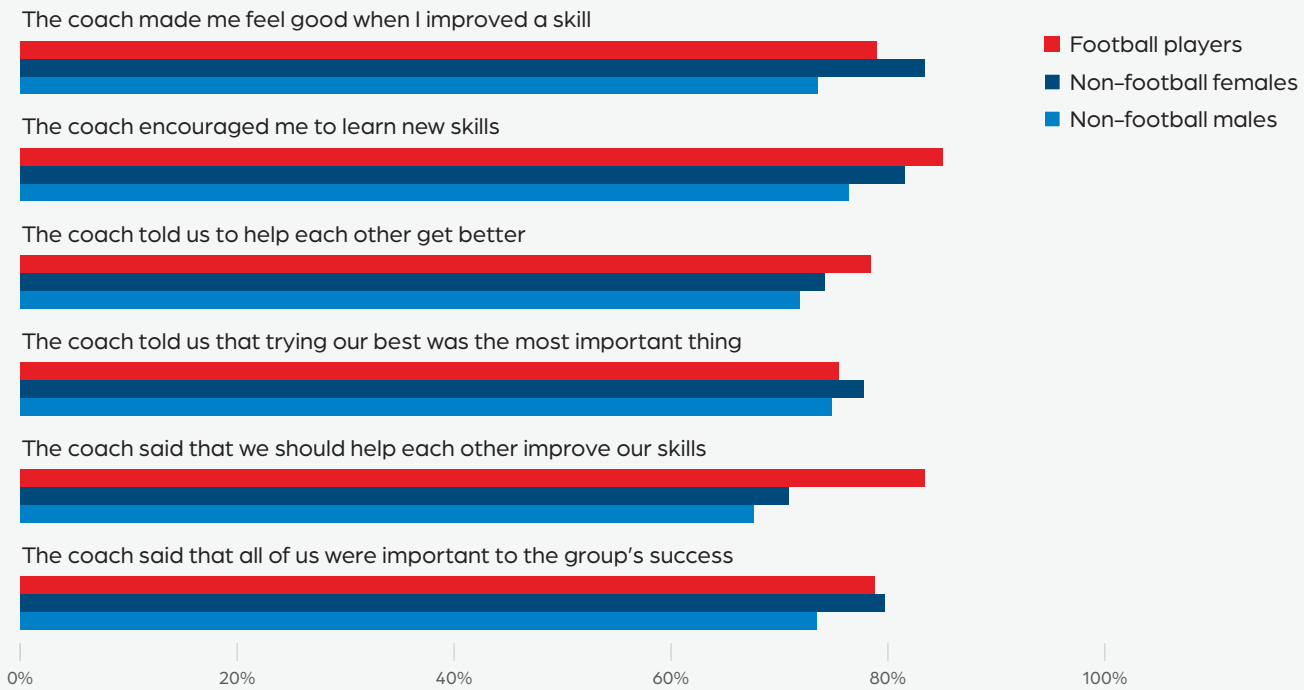
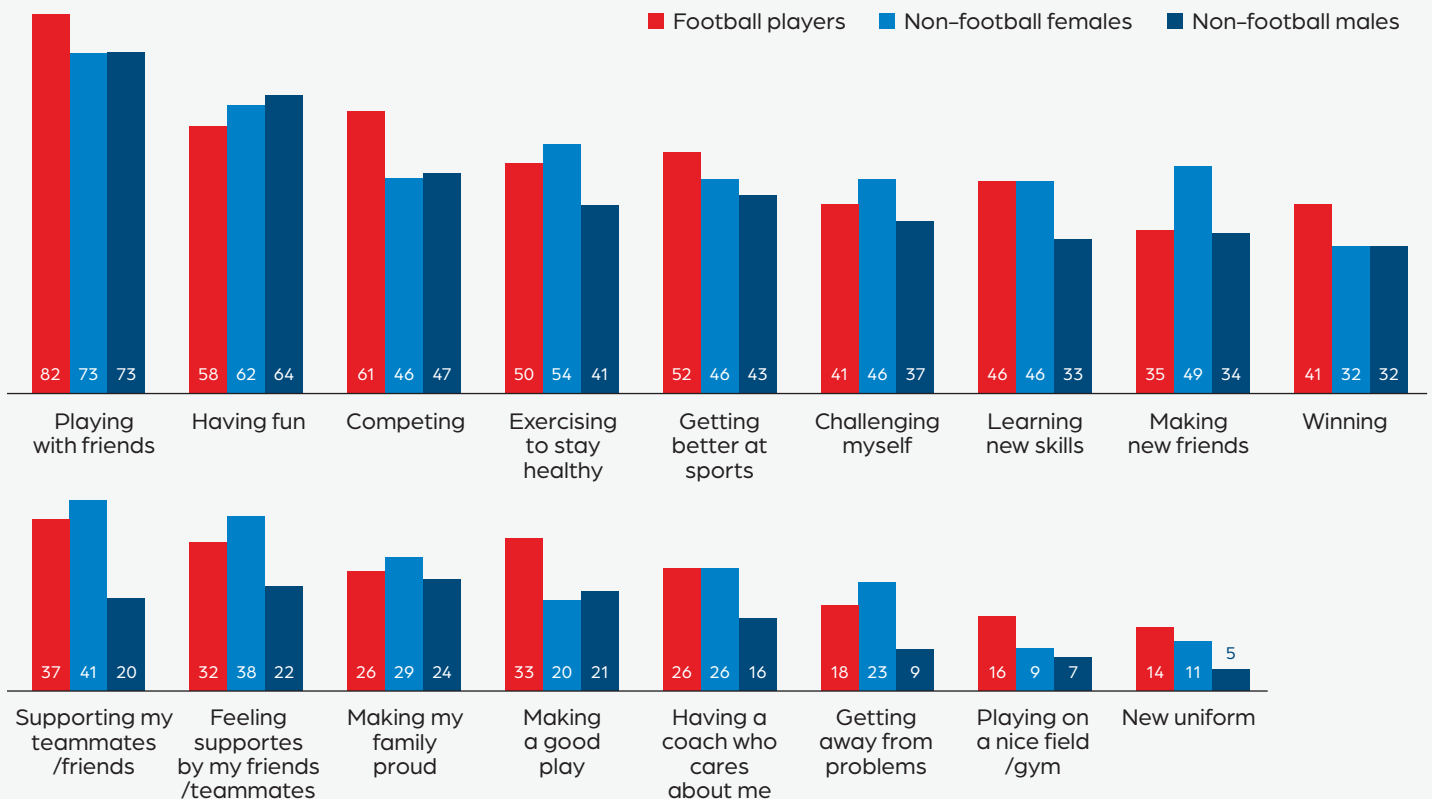


Figure 34. Comparing football and non-football players by things liked most about sports.



CONCLUSIONS

Overall, while there are some differences among survey responses based on subgroup analyses, the data showed more similarity among racial/ethnic and gender identity than differences. When differences did exist, they suggested a quantitative, rather than qualitative, difference in sports and physical activity. That is, while the proportion of responses to some questions may have varied, these results did not suggest a wholly different engagement with sports and activity based on respondent characteristics. Some data, particularly those around barriers and interest in trying new sports, suggested that Black/African American youths lack access to sports and physical activity, though further study should explore this issue further.

APPENDIX

Figure 1.1

Final encoding	Inclusive responses
Not Black, Hispanic, or White	Arabic; Asian/Pacific Islander; Moorish American; Native American or American Indian; White/Asian/American
Multiracial, not Black, Hispanic, or White	Biracial; More than 1 of the listed options
Any Black Identification	Black and white; black, white, Chamorro; Black/African American; white, black, Irish and Indian
Hispanic/Latinx	Hispanic/Latino(a); Hispanic/Islander

Figure 1.2

	Original scale		Recoded	
	#	%	#	%
Never	16	2.7	126	21.6
Once per month or less	24	4.1		
2–3 times per month	41	7.0		
Once a week	45	7.7		
2–3 times per week	114	19.5	458	78.4
3–4 times per week	140	24.0		
Every day	204	34.9		

Figure 1.3. Sports experience (played more than one time) by gender, site, race/ethnicity, and school level.

	Total	Canal Winchester Local	Columbus City	Westerville City	Female	Male	Black	White	Elementary	Middle	High
Basketball	58%	47%	77%	59%	45%	71%	71%	54%	66%	59%	52%
Soccer	54%	48%	62%	58%	49%	60%	56%	57%	66%	52%	50%
Swimming	36%	27%	42%	47%	34%	37%	30%	39%	48%	34%	29%
Biking	36%	28%	36%	50%	33%	38%	35%	38%	46%	32%	34%
Baseball	26%	21%	28%	35%	9%	42%	23%	30%	33%	27%	20%
Kickball	26%	23%	28%	30%	23%	28%	38%	23%	25%	29%	24%
Bowling	23%	21%	26%	26%	19%	28%	27%	23%	24%	23%	24%
Football (Tackle)	21%	19%	28%	19%	5%	36%	35%	17%	19%	23%	21%
Volleyball	17%	19%	16%	15%	27%	8%	19%	17%	6%	20%	23%
Football (Flag)	16%	10%	23%	20%	5%	26%	23%	14%	17%	18%	13%
Gymnastics	16%	16%	15%	18%	30%	3%	14%	18%	18%	18%	13%
Dance	15%	16%	21%	9%	28%	5%	22%	13%	17%	16%	14%
Tennis	15%	13%	18%	14%	17%	13%	20%	14%	11%	15%	18%
Frisbee	14%	11%	14%	20%	12%	16%	17%	13%	17%	13%	13%
Running	13%	14%	8%	17%	15%	12%	9%	17%	7%	13%	19%
Cross Country	13%	14%	8%	17%	15%	12%	9%	17%	7%	13%	19%
Softball	12%	13%	13%	12%	24%	2%	8%	16%	8%	13%	15%
Track & Field	12%	14%	11%	9%	13%	11%	15%	11%	6%	10%	19%
Karate	12%	11%	14%	13%	9%	15%	15%	11%	14%	11%	12%
Golf	11%	10%	10%	16%	7%	16%	8%	14%	14%	11%	11%
Rock Climbing	11%	10%	11%	14%	11%	12%	15%	11%	14%	10%	11%
Skateboarding	11%	7%	15%	16%	7%	16%	13%	11%	15%	11%	11%
Cheer/Step	9%	12%	8%	6%	19%	1%	10%	10%	5%	10%	11%
Badminton	8%	7%	11%	7%	8%	9%	13%	6%	6%	9%	9%
Lacrosse	7%	6%	9%	9%	5%	10%	8%	8%	8%	7%	8%
Wrestling	7%	6%	8%	8%	3%	11%	7%	8%	8%	6%	7%
Hockey (Street)	5%	2%	5%	9%	4%	6%	3%	7%	8%	3%	5%
Hockey (Ice)	4%	2%	5%	5%	3%	5%	2%	4%	6%	2%	3%
Both Cheer & Dance	4%	5%	4%	3%	9%	0%	6%	4%	2%	6%	4%
Boxing	4%	3%	9%	1%	2%	6%	12%	1%	6%	4%	3%
Parkour	4%	5%	3%	5%	2%	7%	4%	4%	3%	5%	4%

Sports not listed were selected by fewer than 5% of all respondents.

