

Washington Youth Soccer Annual General Meeting, 5/19/2018

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WASHINGTON YOUTH SOCCER

2

ANNUAL GENERAL MEETING

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TRANSCRIPT OF PROCEEDINGS

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Held at Hilton Hotel Seattle Airport & Conference Center

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Horizon/Alpine Room

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17620 International Boulevard

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Seattle, Washington 98188

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9:03 a.m. to 12:42 p.m.

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24 REPORTED BY: Julia Williams, CCR #2307

25 DATE OF MEETING: May 19, 2018

Verb8M Reporting, Inc.

Ph: 206/467-0800 E-mail: info@verb8m.net

1 ROSTER OF ATTENDANTS  
2 WASHINGTON YOUTH SOCCER BOARD OF DIRECTORS:  
Leah Gray  
3 Bill Hurme, Secretary  
Jane McGillivray  
4 Felipe Mendez, Treasurer  
William Nuttall  
5 Dan Popp, President  
Greg Rogers  
6 Brian Smith, Vice President  
Lane Smith  
7  
WASHINGTON YOUTH SOCCER BOARD OF DIRECTORS NOMINEES:  
8 Rich Austin  
Lauren Pendergraft  
9 Chris Stiles  
10 WASHINGTON YOUTH SOCCER STAFF:  
Briana Aguila, Communications Coordinator  
11 Mike Anderson, Director of Communications  
Paul Bayly, League Commissioner/Director of Coaching  
12 Education  
Keli Bitow, Administrative Services  
13 Terry Fisher, CEO  
Shaneika Lai, Creative Director  
14  
15 GUESTS  
16 Judy Andrews, Legal Counsel  
Brian Buron, Wilson Smith Cochran Dickerson  
17 Chris Ed, Chinqually Booters Soccer Club (CBSC)  
Kylie Groetsema, Positive Coaching Alliance  
18 Jen Heger, Positive Coaching Alliance  
Tony Roberts, Tacoma Stars  
19 James Stewart, Sharper Counsel LLC  
Bret Wilhelm, President, Blackhills Football Club  
20 Monica Wilhelm, Blackhills Football Club  
21  
ASSOCIATION REPRESENTATIVES  
22  
EASTSIDE YOUTH SOCCER ASSOCIATION (EYSA):  
23 Fred Beuthel, President  
24 FEDERAL WAY SOCCER ASSOCIATION (FWSA):  
Jammie Hair, President  
25

1 ROSTER OF ATTENDANTS (CONTINUED)

2 GRAYS HARBOR FOOTHILLS YOUTH SOCCER ASSOCIATION (GHFYSA):  
Travis Hoppe, President

3 Ben Winkelman

4 GREATER RENTON-TUKWILA YOUTH SOCCER ASSOCIATION (GRTYSA):  
Rich Turner, Treasurer

5

6 HIGHLINE SOCCER ASSOCIATION (HSA):  
Chris Braun, Vice President of Administration

7 KENT COVINGTON YOUTH SOCCER (KCYSA):  
Art King, President

8

9 LAKE WASHINGTON YOUTH SOCCER ASSOCIATION (LWYSA):  
Cheryl Manao, Administrator

10 LEWIS COUNTY YOUTH SOCCER ASSOCIATION (LCYSA):  
Ronda Chumbley, Treasurer

11

12 NORTH COUNTY YOUTH SOCCER ASSOCIATION (NCYSA):  
James Calvert, President

13 NORTHSHORE YOUTH SOCCER ASSOCIATION (NYSA):  
Bryan O'Donnell, President

14

15 NORTHWEST SOUND YOUTH SOCCER ASSOCIATION (NSYSA):  
Bob Bjornemo, Vice President of Competition  
Darcy Buell, President

16 Valerie Corden, Vice President of Administration

17 PIERCE COUNTY SOCCER ASSOCIATION (PCSA):  
Dave Miller, Registrar

18

19 SEATTLE YOUTH SOCCER ASSOCIATION (SYSA):  
Phil Herold, Member Association Representative

20 SKAGIT VALLEY YOUTH SOCCER ASSOCIATION (SkVYSA):  
Chad Burton, President

21

22 SNOHOMISH YOUTH SOCCER ASSOCIATION (SnYSA):  
Hal Uderitz, President

23 SNOQUALMIE VALLEY YOUTH SOCCER ASSOCIATION (SnVYSA):  
Bud Raisio, President

24

25 SPOKANE SHADOW YOUTH SOCCER ASSOCIATION (SSYSA):  
Michael Pellicio, Director of Coaching

1 ROSTER OF ATTENDANTS (CONTINUED)  
2 THREE RIVERS SOCCER CLUB (3RSC):  
Ray Evans, Director of Coaching  
3  
THURSTON COUNTY YOUTH SOCCER ASSOCIATION (TCYSA):  
4 Catherine Cregg, Finance  
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1 SEATTLE, WASHINGTON; SATURDAY, MAY 19, 2018

2 (Proceedings began at 9:03 a.m.)

3 MR. POPP: All right, Ladies and Gentlemen. Let's  
4 go ahead and call this meeting to order. I do have a gavel.  
5 It's in my bag. I'm just going to use my hand today.

6 We have a full agenda. I want to welcome you. My  
7 name is Dan Popp, President of the Board of Directors of  
8 Washington Youth Soccer. We have a full agenda today, and  
9 we're going to stay on task and on schedule for that. I  
10 know that you all are very busy. Some of you come from long  
11 distances. You want to probably get home this afternoon.

12 So I have a -- I have a commitment and a request  
13 for commitment from you all. The commitment from us, as I  
14 mentioned, is to stay on task, to stay on schedule, and to  
15 get through this very important agenda for all of us.

16 My reverse request for commitment from you is,  
17 will you to stay for the duration of the discussion? Mostly  
18 because (a) I think it's important information for you all  
19 to carry on to your respective associations, and (b) because  
20 the last item on the agenda before good of the game is  
21 our -- is our collective strategic plan. And I'll talk a  
22 little bit more about that when we get to that part of the  
23 discussion, but this board has spent a tremendous amount of  
24 time leveraging the surveys and information we get back from  
25 the associations to develop a multiyear plan to execute and

1 improve everything that we do and grow, grow our programs.

2           So it's important for us and I think important for  
3 you -- I'll take a leap there, important for you -- to hear  
4 what's going on in the strategic plan. We'll have a  
5 dialogue about it. It's not going to take forever to get  
6 through. I think we've, you know, budgeted an hour, maybe a  
7 little bit more, but I just would request that you stick it  
8 out for that and help us through the process of fine-tuning  
9 it and providing your feedback to it. So that's my ask for  
10 the latter part of the morning.

11           So with that, let's go ahead and call the meeting  
12 to order with roll call, Mr. Hurme.

13           MR. HURME: Good morning, everyone.

14                           (Simultaneous responses.)

15           MR. HURME: North County Youth Soccer Association?

16           NCYSA: Here.

17           MR. HURME: Seattle Youth?

18           MR. HEROLD: Je suis ici, for the benefit of our  
19 stenographer.

20           UNIDENTIFIED SPEAKER: Now say your name.

21           MR. HURME: Skagit Valley?

22           SkVYSA: Present.

23           MR. HURME: Snohomish Youth Soccer?

24           SnYSA: Here.

25           MR. HURME: South Snohomish Youth Soccer?

1                   Whatcom County?  
2                   Whidbey Island?  
3                   Eastside Youth Soccer?  
4                   MR. BEUTHEL: Here.  
5                   MR. HURME: Lake Washington Youth Soccer?  
6                   LWYSA: Present.  
7                   MR. HURME: Northshore Youth Soccer?  
8                   Snoqualmie Valley Youth Soccer?  
9                   MR. BEUTHEL: They are here. They're just not in  
10                  the room.  
11                  MR. HURME: Auburn Youth Soccer?  
12                  Federal Way Soccer Association?  
13                  FWSA: Here.  
14                  MR. HURME: Greater Renton-Tukwila?  
15                  GRTYSA: Here.  
16                  MR. HURME: Highline?  
17                  HSA: Here.  
18                  MR. HURME: Kent Covington?  
19                  KCYS: Here.  
20                  MR. HURME: Maple Valley?  
21                  Pierce County?  
22                  PCSA: Here.  
23                  MR. HURME: Northwest Sound?  
24                  NSYSA: Here.  
25                  MR. HURME: Olympic Youth Soccer?

1 Cowlitz Youth Soccer?  
2 Southwest Washington Youth Soccer?  
3 Columbia Basin Youth Soccer?  
4 Spokane Shadow?  
5 SSYSA: Here.  
6 MR. HURME: Three Rivers Soccer Club?  
7 3RSC: Yep.  
8 MR. HURME: Yakima Youth Soccer?  
9 Grays Harbor Foothills?  
10 GHFYSA: Here.  
11 MR. HURME: Lewis County?  
12 LCYSA: Here.  
13 MR. HURME: Thurston County?  
14 TCYSA: Here.  
15 MR. HURME: Board of Directors. Dan Popp?  
16 MR. POPP: Yes, sir.  
17 MR. HURME: Brian Smith?  
18 MR. BRIAN SMITH: Here.  
19 MR. HURME: Felipe?  
20 MR. MENDEZ: Here.  
21 MR. HURME: I'm here.  
22 Jill Christiansen?  
23 Bill Nuttall?  
24 MR. NUTTALL: Here.  
25 MR. HURME: Greg Rogers?



1 MR. ROGERS: Here.

2 MR. HURME: Leah Gray?

3 MS. GRAY: Here.

4 MR. HURME: Jane McGillivray?

5 MS. MCGILLIVRAY: Here.

6 MR. HURME: Lane Smith?

7 MR. LANE SMITH: Here.

8 MR. HURME: The roll call is complete. We have a  
9 quorum.

10 MR. POPP: Thank you, Mr. Hurme. One moment.

11 The third item on our agenda, a moment of  
12 remembrance. We'd just like to take a moment and recall all  
13 of those members, friends, soccer associations --  
14 associates, rather, that are no longer with us. If you take  
15 a moment and recognize those friends.

16 (Moment of silence.)

17 MR. POPP: Thank you. Next on the agenda is  
18 approval of our minutes. May I have a motion please to  
19 approve the minutes of the Annual Player Fee Meeting from  
20 January 27th, 2018.

21 UNIDENTIFIED SPEAKER: So moved.

22 (Court reporter requests identification of speakers.)

23 GHFYSA: Grays Harbor Foothills.

24 MR. POPP: Motion from Grays Harbor.

25 MR. HEROLD: Second from Seattle.

1 MR. POPP: Second from Seattle. All in favor?

2 (Simultaneous group vote.)

3 MR. POPP: Any opposed? Hearing none, the motion  
4 passes. Thank you.

5 All right. So next on the agenda, one of -- one  
6 of the both exciting and somewhat melancholy moments of our  
7 meeting each year is when we have an opportunity to elect  
8 new board members, but it also provides us an opportunity to  
9 say thank you and sincere gratitude to our departing  
10 members.

11 We have two departing board members this meeting,  
12 Bill Hurme, our Secretary, and Bill Nuttall down on this  
13 end. We heard from Terry last night. He did the math, and  
14 these two gentlemen have spent 3,000 --

15 MR. FISHER: 85.

16 MR. POPP: -- 85 days on our board, 3,085 days  
17 helping us be responsible for the programs in Washington  
18 State, and their -- their fingerprints are on a great  
19 history of several years of good youth soccer in our state,  
20 and on behalf of our board and -- and our organization, I  
21 just want to say thank you to Bill Hurme and to Bill Nuttall  
22 for their contributions.

23 (Applause.)

24 MR. POPP: You're welcome to take a moment if  
25 you'd like to say a word if you'd like.

1 MR. NUTTALL: No, I think that would be fine.

2 MR. POPP: All right.

3 MR. NUTTALL: Bill may have a word.

4 MR. POPP: Bill, you want to say anything?

5 MR. HURME: Sure. Why would anyone pass up a  
6 chance to speak, right? I think that the -- the board and  
7 this organization and the associations and clubs and teams  
8 that we serve are in much better shape today in almost all  
9 ways than they were eight plus years ago when we were  
10 appointed to the board. I think there's big challenges,  
11 participation, increased participation being -- being one,  
12 but I think this has been a terrific board to serve with,  
13 and I've enjoyed meeting some of you, and if we can get  
14 US Youth to move forward and do the right things, I think  
15 it's -- I think the next five years or ten years are going  
16 to be terrific. So thank you for allowing us to serve.  
17 It's been a privilege.

18 (Applause.)

19 MR. POPP: Thank you, Bill. And, again, thanks on  
20 behalf of the board and the organization for your  
21 contributions.

22 So to new board members, we have -- we have some  
23 returning board members, and we have some newly nominated  
24 board members that are in your packets for selection today.  
25 Sorry. Just pulling my notes out here. So inside of

1 your -- inside of your envelopes are the ballots, and the  
2 number of ballots in your envelope are respective to your  
3 membership, weighted voting. There are -- should be seven,  
4 yeah? No. Six. Sorry. One, two, three, four, yep, seven.  
5 Some of these are join -- I'm going to start with the new  
6 nominations. Sorry for my pausing here. I just want to  
7 make sure I get it right.

8           Some of them -- I'm going to have the -- ask each  
9 of the new nominations to stand and take a minute or two --  
10 there's a microphone up here, or you can grab one of the  
11 mics from the table -- to introduce themselves briefly. We  
12 sent the bios and the resumes out for those individuals  
13 previously to the meeting, and we would like them to  
14 introduce themselves. So anyone who's going to be joining  
15 the board as a new member, please take a moment and  
16 introduce yourselves. Don't be shy.

17           MS. MCGILLIVRAY: Hi. I'm Jane McGillivray, and I  
18 was appointed last April, so some of you I have seen and had  
19 the pleasure of meeting. One of the reasons why I want to  
20 be on the board is, it's a mission statement of my own to  
21 create a positive space for kids to play soccer with their  
22 friends, develop some skills and become their best selves  
23 and really and truly just maximize human potential through  
24 the vehicle of youth sports, and I see soccer and I love the  
25 game of soccer, so this is a great way for me to do that.

1 So thank you.

2 MR. STILES: Thank you. Good morning. I'm  
3 Chris Stiles, and so for me I have been a part of Washington  
4 Youth Soccer for probably over four years now as a -- as a  
5 player, then a parent and a volunteer coach and then -- and  
6 then as a club coach, and currently I -- I coach on our EPD  
7 team. I'm from the other side of the state, Spokane, spend  
8 most weekends over here, take the kids around and playing,  
9 but, you know, for me, I just -- I want to help grow the  
10 game of soccer and do what I can to help make that happen.  
11 So thank you.

12 MR. AUSTIN: Thank you. My name is Rich Austin.  
13 I'm in Yakima, been there pretty much most of my life. For  
14 the last 12 years, I've been Director of Sports Development  
15 for the Yakima Valley Sports Commission, and in that role  
16 I've had the opportunity to work with many different  
17 organizations including Yakima Youth Soccer to help put on  
18 tournaments and events. Enjoy working with those  
19 organizations and would really like to -- to be a part of a  
20 larger governing body like this one that reaches out and --  
21 and touches thousands of lives.

22 Soccer is a great sport. It's very important to  
23 all the kids in our valley and throughout the state. I just  
24 welcome the opportunity to -- to perhaps serve with this --  
25 this great organization.

1 MS. PENDERGRAFT: I'm Lauren Pendergraft, and I  
2 want to join the board because soccer has been a huge part  
3 of my life, a defining part of my life. I grew up in  
4 Northern California, played soccer there, and then played  
5 collegiately at Gonzaga, and I'm just now starting my parent  
6 experience of youth soccer. My oldest of three children  
7 just concluded the first season of U6 rec, so starting to  
8 get a different -- different side of it to be on the  
9 sideline now.

10 And I think my playing experience, from the  
11 perspective of being a parent of young children joining the  
12 soccer world and also my professional experience being a CPA  
13 and manager in a finance department of our company, I think  
14 I can bring some value to this organization and just believe  
15 in the mission of giving the kids in our state the same  
16 opportunities of experience -- to experience the game that I  
17 fell in love with.

18 MR. LANE SMITH: Hello. My name's Lane Smith.  
19 They put me between Bill Nuttall and legal counsel, so --  
20 instead of down there, so I don't know, but I -- I think I'm  
21 clean.

22 (Laughter.)

23 MR. LANE SMITH: I started playing youth soccer  
24 because -- in East Tacoma because that's the only sport that  
25 I could afford to play. You know, 50 years later here I am.

1 I'm also an executive board member for the Boys & Girls  
2 Club. I firmly believe that young men and young ladies are  
3 our absolute best investment that we can make. I wasn't  
4 very good, so I had to go get a job, and I'm trying to help  
5 any and all soccer in the communities that I'm involved in.

6 MR. POPP: Leah.

7 MS. GRAY: I'm Leah Gray, and I was appointed in  
8 April, and so some of you have seen me before. I coached  
9 for five years as a parent coach, and I've been involved  
10 with soccer for about 15 years and then just recently wanted  
11 to join the board because I've been working with the club  
12 that my kids play at. We've been doing fundraising and  
13 trying to make sure soccer's affordable for all of our  
14 players. So I've been working a lot on fundraising and  
15 trying to make sure that we can get our players to play and  
16 not have to turn any kids away.

17 So I'm the CFO of a nonprofit in Seattle and work  
18 a lot with -- also with -- I'm also a CPA and work with 990s  
19 and try to -- so I'm looking at helping good  
20 administrative -- lower administrative cost for  
21 associations, trying to put some good bylaw, easy, easy  
22 administration in place so we don't have to do -- don't have  
23 to spend a lot of money there, so.

24 But I'm really excited to join this group. We  
25 have a great -- a lot of great energy and a lot of great

1 skill sets, and I think we're going to have a great year.

2 MR. POPP: And then, lastly, we have one returning  
3 board member, Brian Smith.

4 MR. BRIAN SMITH: Yeah, believe it or not, after  
5 three years, I'm asking to be appointed for another three  
6 years, and I have enjoyed my time and also have become  
7 invested in what we're doing as a mission, as a strategic  
8 plan and excited to work for your group. So I appreciate  
9 the opportunity.

10 MR. POPP: Thank you, Brian. Thank you all for  
11 raising your hand to be here.

12 Couple notable items on -- on as I -- as you think  
13 about affirming these board members. We are definitely  
14 expanding. We are definitely expanding our reach in terms  
15 of our geography. We have a couple of -- have had a couple  
16 of board members from the Spokane area, which is -- and they  
17 have been instrumental in finding additional board members  
18 from east of the mountains, and Rich of course in Central  
19 Washington is a good add. Felipe and I both grew up in  
20 Central Washington, so we have some affinity for growing  
21 programs there as well.

22 So our board is growing. It's becoming more  
23 diverse both in geography and otherwise, and we're very  
24 excited to -- to include these new board members.

25 So with that, I would ask you to fill out your



1 ballots, if you will. A simple checked box, check in the  
2 box, is a vote to affirm these board members. I'll give you  
3 a moment if you need them to -- to do that, and then put  
4 them back in the envelopes if you don't mind, and then one  
5 of the staff will come around and collect them.

6 MR. FISHER: Don't put them in the envelopes.

7 MR. POPP: Oh, don't put them in the envelopes.

8 MR. FISHER: There's a box coming around to  
9 collect them.

10 MR. POPP: Yeah. There was a -- in case the  
11 question hasn't been asked yet, I'll answer it. We --  
12 there's no -- there's no competitive roles here. These are  
13 open board positions. Every board member who's up here who  
14 is interested there's a position for. We have open  
15 headcount on the board, in essence, is what I'm saying. So  
16 you're not voting for one versus another in any of these  
17 cases.

18 Any questions?

19 UNIDENTIFIED SPEAKER: How many positions are  
20 there?

21 (Court reporter requests speaker identification.)

22 KCYS: Kent Covington Youth Soccer. How many  
23 board positions are we voting for?

24 MR. POPP: You're affirming all seven.

25 KCYS: All seven.

1 MR. POPP: Yes, you're affirming all seven, yes.

2 Yeah, and if you -- if you came in after the start  
3 of the meeting and roll call, would you just acknowledge for  
4 the record that you are here. I see Mr. O'Donnell. Thank  
5 you, Bryan. Northshore Soccer.

6 MR. O'DONNELL: (Demonstrating.)

7 MR. POPP: Yeah. Anyone else?

8 (Filling out and collection of ballots.)

9 MR. POPP: And the official count will be managed  
10 by Judy Andrews. All right. Are we all set? Anyone else  
11 need to hand off their ballots? Thank you, Bri and Shan,  
12 for collecting those.

13 All right. Let's move on, shall we, in the  
14 interest of time. The next item on the agenda is old  
15 business, and there's none on the agenda for today, so we're  
16 going to move straight into new business.

17 We have a guest here today, Mr. Brian Buron -- Did  
18 I pronounce that right, Brian?

19 MR. BURON: Buron.

20 MR. POPP: -- Buron, Buron, who is here to help us  
21 in a little bit of association education on insurance policy  
22 and the importance of focus on our -- both our policies as  
23 well as all the actions that we take as an organization to  
24 prevent claims. So I'll leave it -- I won't say any more  
25 than that because Brian's got a presentation, and I'm really

1 looking forward to it. So welcome, Brian.

2 MR. BURON: Thank you.

3 (Applause.)

4 MR. BURON: All right. This will be the part  
5 where I can test if I have technical skills. (Referring to  
6 PowerPoint.) The reason why I'm here today -- I'm here  
7 today to talk to you about some updates in some federal law.  
8 Can everybody hear me? And they're important because they  
9 were just recently enacted, and it's going to bear on the  
10 liability for your umbrella organization but also for your  
11 individual clubs. And even five minutes watching CNN,  
12 you've probably got an idea of why this topic is really  
13 important.

14 So I'm here to talk to your organization  
15 concerning the Safe Sport Act of 2017. I practice in tort  
16 law and also in insurance coverage, so I have sort of a  
17 unique sort of exposure in terms of understanding how claims  
18 get made and what a person's going to have to do in order to  
19 prove that claim, but the bigger part of that that sometimes  
20 gets lost is, who's going to end up paying for it, and if  
21 your insurance doesn't, that -- that's a big deal.

22 So that's the point of my presentation today. I'm  
23 not going to talk to you about the specific protocols that  
24 you have for recognizing abuse. My presentation is to just  
25 reinforce the idea that your organization does have policies

1 in place for reporting and recognizing abuse and what to do  
2 if -- that you need -- that everybody in your organization  
3 has to follow them.

4 So there was a -- there was a new act that was  
5 enacted in February of 2018 that was added to some older  
6 statutes. The -- the new statute that was just enacted in  
7 February is called the Protecting Young Victims from Sexual  
8 Abuse and Safe Sport Authorization Act of 2017. That's --  
9 I'm going to try to shorten that a little more and just call  
10 it the Safe Sport Act.

11 Just some basic attributes of this is, even though  
12 the underlying statutes have been -- and laws have been in  
13 place since 1990, the purpose for the -- the new statutes  
14 was to add onto that due to some -- some events in --  
15 nationwide events.

16 So the new attributes to the statute were passed  
17 through Congress in February 2018, signed into law February  
18 of 2000 -- February 14, 2018.

19 So anytime that a new law is enacted, there's a  
20 reason why a new law is enacted, and lawyers will generally  
21 call it, what's the legislative purposes? What's -- what's  
22 the point? What -- what are we trying to accomplish?

23 And so what the Safe Sport Act actually says is  
24 that it's to prevent sexual abuse of minors and amateur  
25 athletes by requiring prompt reporting of sexual abuse to

1 law enforcement authorities, and for other purposes. That's  
2 language that's actually in the statute.

3 I've highlighted some of the key concepts that are  
4 going to be kind of the themes that are the point of the  
5 statute, and that's preventing, prompt reporting, law  
6 enforcement, and other purposes. And you might think that  
7 one of those might be more important than the other. I want  
8 to impress upon you today they're probably all equally  
9 important, and we'll get into that.

10 So when we're talking about prevention, the  
11 prevention piece of that is that I probably don't need to  
12 tell you this, but predators go where the prey are, and the  
13 sad reality is that your clubs are where the prey are.  
14 Okay? And so the way that you make that prevention work is  
15 by making that environment toxic to abusers. Okay? And so  
16 what you're going to new -- do is have procedures in place  
17 where people that are enticed to do this know that they're  
18 going to be watched, discovered and reported, and your  
19 organizations and your clubs have those policies already in  
20 place in order to know what to do and how to report it.

21 The other part of the prevention piece is that you  
22 can and must stop abuse by curtailing the behaviors that let  
23 it worsen and fester. Okay? And that means you don't call  
24 attention to it. That's not preventing it. If you  
25 rationalize it, Oh, well, you know, it's part of the sport,

1 that's just the way it is; that doesn't work. That's not  
2 preventing it. Ignoring. Definitely not preventing it.

3           And a big part of the reason why this new statute  
4 was put into place was because you can't -- you've got to  
5 deal with it timely. Okay? There's a difference between  
6 making somebody a one-time incident or a suspicion and  
7 having something that blows up over time over years and over  
8 multiple children.

9           So another part of the prevention is, the way you  
10 stop abuse, especially sexual abuse, is to have the internal  
11 and external machinations up and running, and so that means  
12 that clubs like yours have to have procedures in place to  
13 protect the children. You have that. You just need to  
14 follow it. Okay? You have to get the parents involved.  
15 You have to get the insurer on notice. That's a -- that's a  
16 big part because if you don't get the insurer on notice, the  
17 reason why you have insurance is because it's there to  
18 defend you if -- if necessary, you know. Hopefully it never  
19 becomes necessary, but invariably it will.

20           The other part of it is documentation. If you  
21 didn't document it, it didn't happen. This is why you take  
22 minutes. This is why you have a court reporter, is to  
23 document it. So when it comes to sexual abuse or any kind  
24 of abuse really, you've got to document what your notice  
25 was, what you did, who you got involved, and -- and really

1 . importantly is that you didn't ignore it. I think you know  
2 in your heart of hearts the reason why this exists and the  
3 reason why this came up now is, you're trying to avoid this.  
4 Okay?

5           There's something that lawyers will call righteous  
6 indignation, and basically what that means is, I'm pissed  
7 off and rightfully. I probably should have said this  
8 before, but we're dealing with topics that are going to be  
9 really sensitive, and they deal with coarse issues, and it's  
10 just the way it is.

11           So when you've got a guy like that that gets into  
12 your organization and you don't report it and you don't  
13 recognize it and then he goes after girls like that or boys  
14 like that, makes a dad that angry, that's going to happen.  
15 That judge, this is the righteous indignation part. How  
16 many people know who this judge is? How many thought that  
17 this is the judge that said, I just signed your death  
18 warrant? That's the righteous indignation because a judge  
19 under most circumstances would never say that, but because  
20 you're dealing with this kind of stuff, they get to say  
21 that. They get to rip up your letter, and nobody's going to  
22 care. Nobody's going to be sympathetic.

23           So the key features of the new statute, the new  
24 statute really has -- there's four things that I'm really  
25 going to be focusing on. We've already talked about one,

1 and that's sort of the reason why the statutes exist.

2 The second thing is, we're going to talk about  
3 some of the key components to the -- the new statute.

4 The third is going to be what happens if you don't  
5 follow the statutes, if you don't report it timely.

6 And then the fourth is that other part the statute  
7 said, other purpose, that there are going to be other  
8 consequences as well.

9 So, as I mentioned before, the Safe Sport Act adds  
10 definitions and encompasses to the Child Abuse Act of 1990.  
11 So this has been around, but it's gotten to a point where  
12 the legislature and the public realized there were -- there  
13 were loopholes. There were things that needed to be kind of  
14 closed up.

15 So both the old and the new parts of the statute,  
16 this is what they're trying to prohibit. Physical,  
17 emotional, sexual abuse can't be tolerated. Can't be  
18 ignored. Can't be dismissed. It can't be rationalized. So  
19 it's got to be reported.

20 So who it applies to. This is a new part of the  
21 statute. It says that it applies to covered individuals.  
22 Covered individual learns the facts that give reason to  
23 suspect that a child has suffered an incident of child abuse  
24 including sexual abuse. All right. So what that really  
25 means is that it applies to everybody in your organization.



1 Okay? It applies to your coaches. It applies to your  
2 administrators. It applies to your volunteers, your bus  
3 drivers. Anybody that's going to have any kind of contact  
4 with a minor has to know about these procedures. Okay?

5 MR. MENDEZ: Brian, quick question for you.

6 MR. BURON: Yes, sir.

7 MR. MENDEZ: Do you know whether our state  
8 legislature is contemplating enacting a state-equivalent  
9 statute?

10 MR. BURON: I don't know the answer to that and --  
11 but for reasons that I'll explain later, it probably doesn't  
12 matter whether they do or they don't because the federal --  
13 this is a federal statute that we're talking about, and the  
14 federal statute is going to preempt anything.

15 So this is the sort of activities that it's going  
16 to apply to. So your recognition and reporting obligations  
17 are going to apply to anything that would be an event, and  
18 the statute defines an event as travel, lodging, practice,  
19 competition, healthcare treatment.

20 Again, what does that mean in layman's terms?  
21 Everything. Okay? If you're staying overnight at some  
22 hotel because your club's got a match the next day. You're  
23 going for a pizza party after, yeah, and you see something,  
24 it's going to apply. You've got to note it down. You've  
25 got to report it.

1           So you already have this. This is the part of the  
2 statute that says you have to have your own policies and  
3 procedures on how to prevent and report it. And so it just  
4 says, the amateur sports organization or person requesting  
5 sanction from a national governing body will implement and  
6 abide by the policies and procedures to prevent the abuse,  
7 including emotional, physical, child abuse, of amateur  
8 athletes participating in amateur athletic activities  
9 applicable to such national governing body.

10           That's you guys. So there's two real big parts of  
11 this, and that's implement and abide by. You already have  
12 them implemented. You just need to follow because if you  
13 don't, you're in violation of the Safe Sport Act.

14           So you're implementing and abiding is going to  
15 include reporting it to the SafeSport Center, reporting it  
16 to local law enforcement as you need to. You've got to have  
17 methods that easily report an incident of child abuse.  
18 You've got to have procedures that limit one-on-one  
19 interaction between an adult and a minor, and you have to  
20 have procedures that avoid retaliation. The good news for  
21 you guys is that that's already there. It's already in  
22 place. You don't have to create anything in order to -- to  
23 do this.

24           UNIDENTIFIED SPEAKER: Sorry. The Center means  
25 what?

1                   MR. BURON: Okay. The Center is -- under the old  
2 law the Attorney General was the person who basically --  
3 they would receive complaints and act upon them. Under the  
4 Safe Sport Act, the Attorney General has the same sort of  
5 powers, but they've also -- the statute created what's  
6 called the Center for SafeSport, and that's going to be sort  
7 of like the national kind of governing enforcement body  
8 that's going to receive those reports. So on those written  
9 forms that you guys should have, that's going to go to them,  
10 that report, and then they're going to be the ones that end  
11 up investigating. Okay?

12                   MR. MENDEZ: One more question for you.

13                   MR. BURON: Yes, sir.

14                   MR. MENDEZ: When we talk about the organization,  
15 are we talking about Washington Youth Soccer and where are  
16 our procedures located so that we can have access to them,  
17 or are we talking about the USYS or USSF organizations and  
18 they have procedures that we've adopted at the state level?

19                   MR. BURON: It should be for the Washington Youth  
20 Soccer.

21                   MR. MENDEZ: Okay. So we have our own on the  
22 website or?

23                   MS. ANDREWS: Yes, they're on the website.

24                   MR. MENDEZ: Okay.

25                   MR. BURON: All right. So this is -- this is also

1 important. So the statute before said you have to report  
2 it, but now they're -- they're trying it again. They're  
3 trying to close the loophole. They're trying to make it  
4 mandatory reporting.

5 So explicitly it says, A covered individual --  
6 again, that's you guys. That's all your employees. That's  
7 all your volunteers, everybody -- who learns of facts that  
8 give reason to suspect that a child has suffered abuse,  
9 including sexual abuse, shall as soon as possible make a  
10 report -- this gets back to your question, sir -- make a  
11 report of suspected abuse to the agency designated by the  
12 Attorney General. That's going to be that SafeSport -- or  
13 Center. Excuse me.

14 So as soon as possible, that that kind of sounds  
15 like it might be a little squishy. It's not. 24 hours. So  
16 if you find information, if one of your drivers finds  
17 information, if your coach finds information concerning  
18 abuse or sexual abuse or emotional abuse, you've got to  
19 follow those procedures within 24 hours. That's a very  
20 narrow range. And if you don't, then you violated the  
21 statute, and we'll get into why that's not a good thing. We  
22 don't want to do that.

23 MR. ROGERS: Question, Brian.

24 MR. BURON: Yes, sir.

25 MR. ROGERS: Does that -- so the example you used,

1 if I as a club or association, once I'm made aware of that,  
2 does that 24-hour time clock start at that point, or does it  
3 start when I do an investigation and find out whether it's  
4 true or false?

5 MR. BURON: It's the first.

6 MR. ROGERS: Thank you.

7 MR. BURON: It's the first because the reason for  
8 that is, Well, oh, I want to go and try to verify some of  
9 this. It doesn't get done.

10 MR. ROGERS: Okay.

11 MR. BURON: Yeah.

12 MR. ROGERS: Just I just wanted to clarify. I  
13 wanted to know when the -- the clock starts as soon as  
14 you're told.

15 MR. HOPPE: Grays Harbor Foothills, Travis Hoppe.  
16 So it's knowledge and/or suspicion of? That's when it's --  
17 that's when the clock starts?

18 MR. BURON: Yep.

19 MR. HOPPE: Okay.

20 MR. MENDEZ: Another question in the back.

21 MR. BURON: Yes, sir.

22 MR. BURTON: So, if I'm understanding correctly  
23 then, if we are made aware and somebody comes to us with a  
24 complaint, we really shouldn't be trying to do any  
25 investigating, digging or anything; we should immediately

1 report this up the chain to law enforcement, et cetera? Is  
2 that -- Am I understanding that correctly?

3 MR. BURON: Correct.

4 MS. ANDREWS: And then you still look into it.

5 MR. BURTON: Still look into it, but get it  
6 reported.

7 MR. BURON: Right, yeah. It's not an either/or.  
8 It's you've got to --

9 MR. BURTON: It's not a, let's take some time to  
10 dig into this, look into this, let's see what's going on, to  
11 substantiate it, et cetera? We report it now? Is that  
12 pretty much --

13 MR. BURON: Yep.

14 MR. BURTON: -- what I'm understanding?

15 MR. BURON: Yep.

16 MR. BURTON: Okay.

17 MR. MENDEZ: So one more question in that regard.  
18 At the state level we have a mandatory-reporting statute,  
19 RCW 26.44. So, Judy, how does that play in with the notice  
20 requirements here for those of us as -- do we even fit as  
21 mandatory reporters in that regard?

22 MS. ANDREWS: You do, and you -- yes, so you have  
23 to report to both. We still have a requirement to follow  
24 the state mandatory reporting.

25 MR. MENDEZ: Right, right.

1 MS. ANDREWS: And --

2 MR. MENDEZ: And that's a call to CPS or law  
3 enforcement?

4 MS. ANDREWS: Correct.

5 MS. MCGILLIVRAY: Can we get the name over here  
6 for the reporter? If you could state your name before your  
7 question.

8 (Court reporter requests speaker identification.)

9 MR. BURTON: My name is Chad Burton.

10 COURT REPORTER: Thank you, sir.

11 MR. BURTON: Skagit Valley Youth Soccer Burton.

12 MS. MCGILLIVRAY: Much appreciated.

13 MR. BURON: Okay. So this was another new  
14 provision built into the Safe Sport Act, and this is what is  
15 sort of in the legal parlance generally referred to as  
16 whistleblower protection, and basically what this provides  
17 is that if somebody in your club or the organization reports  
18 this, they can't be retaliated against, and they have --  
19 this gives them some comfort that the abuser or somebody  
20 isn't going to say, Well, you slandered my good name.

21 This -- this insulates them from some liability.  
22 It -- there's an exception to say that if somebody just  
23 makes it up, they want to harm somebody, then -- then this  
24 whistleblower protection doesn't apply.

25 MR. HOPPE: Can I ask a question real quick?

1 MR. BURON: Yes, sir.

2 MR. HOPPE: So I'm interested in what we're  
3 talking about in terms of the folks that have to do this.  
4 We already identified any volunteer, but what about a parent  
5 who registers with our club? Do they immediately fall under  
6 this umbrella also and need to be informed of their  
7 responsibility?

8 MR. BURON: If they are doing activities for your  
9 organization.

10 MR. HOPPE: Okay. So only the volunteers? So  
11 essentially the same folks that we would do an RMA for,  
12 those are the folks that need informed that they're  
13 mandatory reporters; is that right?

14 MS. ANDREWS: Yes.

15 MR. HOPPE: Okay.

16 MS. ANDREWS: Yes, that's correct.

17 MS. CHUMBLEY: I have a question regarding that.  
18 Ronda Chumbley. Okay. I understand volunteers, but there  
19 are some instances too where we have parents that will take  
20 other kids other than their own to different activities --

21 MR. BURON: Right.

22 MS. CHUMBLEY: -- because that's how they have to  
23 transport.

24 MR. BURON: Right.

25 MS. CHUMBLEY: If they do something, are we --



1 we're liable to report them also, aren't we?

2 MR. BURON: Right.

3 MS. CHUMBLEY: Even though they're not RMA  
4 underneath our volunteer system?

5 MR. BURON: But they're --

6 MS. CHUMBLEY: They're still there. I want to  
7 make that --

8 MR. BURON: They're engaged in activities for the  
9 organization.

10 MS. CHUMBLEY: This is similar to what I have to  
11 do with the school district, report anything to CPS, and  
12 then we just turn it over to them, and we don't do anything  
13 else. They have to do --

14 MR. BURON: Yeah, I don't know that you really  
15 have -- I mean your internal procedures will tell you what  
16 to do, but --

17 MS. CHUMBLEY: Yeah.

18 MR. BURON: -- I don't know that you can just  
19 report it and let it go because --

20 MS. CHUMBLEY: Well, no. We -- but we don't --  
21 they have to do the --

22 MR. BURON: Right, they'll do the investigating,  
23 right.

24 MS. CHUMBLEY: Investigating, yeah.

25 MR. BURON: Right. And that's --

1 MS. CHUMBLEY: That's what I meant, the  
2 investigating part.

3 MR. BURON: Right.

4 MS. CHUMBLEY: Okay.

5 MR. BURON: So another really important thing to  
6 keep in mind is that the child doesn't have to tell you,  
7 Hey, this person touched me, this person said this to me,  
8 this person showed me a pornographic picture. It's not up  
9 to them. It's up to you all, and it's up to the people that  
10 work for you. Okay? They're the ones that have to -- to  
11 make these disclosures.

12 Again, this goes back to your question, sir, that  
13 this is the commission that ends up being the enforcement  
14 organization for when -- this is who's going to receive the  
15 reports for -- for under the federal statutes. And they  
16 also have the ability to audit your records -- and this is  
17 why records are important -- and they're also going to be  
18 the ones that investigate claims.

19 So I just told you that -- all that -- everything  
20 that we just talked about, that's the stuff that you've got  
21 to do. This is the stuff -- and this is the stuff that  
22 happens if you don't do it. Okay? And there are two pieces  
23 to that. There's what happens inside of the law, and then  
24 we'll talk about the stuff that happens outside of the law.  
25 Okay?

1           So the Safe Sport Act creates some new civil  
2 remedies that you need to be aware of. It creates a cause  
3 of action in federal court. And you may not know why that's  
4 important, but let me explain to you why it's important.  
5 Federal courts, those judges are appointed. They aren't  
6 elected. They are there for life. They are effectively  
7 untouchable. Some of these judges in Washington were  
8 appointed when Reagan was president. And so they are going  
9 to come at that -- these problems with that sort of a  
10 mindset, with that sort of a point of theory. They're going  
11 to be maternalistic. They're going to be paternalistic.  
12 They're not going to put up with any stuff.

13           The liability for the organization is created when  
14 you don't have a report timely made, you don't have the  
15 documentation, you don't have the training implemented and  
16 followed, and that child is going to have a cause of action  
17 against you and your organizations if they've suffered an  
18 injury while they were a minor. And the key part of that is  
19 that they may not have anything actually happen to them  
20 until they're an adult. So, for example, the psychological  
21 harm might not happen until they're 21, but if it goes back  
22 to being touched when they were 14, 12 or whatever, that's  
23 what -- that's what creates the liability.

24           Now, the Safe Sport Act creates some -- and this  
25 is another reason why federal is important as opposed to

1 state is, it creates some very expensive remedies that  
2 wouldn't normally occur. They can get actual damages like  
3 medical expenses, pain and suffering, loss of earnings. All  
4 right? That's all fairly standard.

5 What's not standard is that it sets what's  
6 referred to as liquidated damages. So bear minimum that kid  
7 is going to have an entitlement to \$150,000.

8 Now, another thing that a child who sues under the  
9 statute is going to be able to obtain are attorneys' fees.  
10 Speaking from personal experience, attorneys are expensive.  
11 Okay? The only attorneys that aren't expensive are the ones  
12 that you don't want to interact with. Okay? They're going  
13 to be able to recover that against you.

14 They're also going to be able to recover the  
15 litigation costs. So if they end up like hiring a child  
16 psychologist, they're going to be able to recoup those fees  
17 against your club.

18 Another thing that's going to be important is  
19 we -- and this is part of the Center's enforcement  
20 activities -- is that they get to ask for preliminary  
21 relief. They may shut your club down because the judge is  
22 like, Well, we better make sure that this club isn't doing  
23 anything wrong. They may seize your records, anything the  
24 judge thinks is appropriate.

25 This is the part that really needs -- I really

1 need you to pay attention to, and this is again why federal  
2 is more important is because the Safe Sport Act allows for  
3 an award of punitive damages. Washington law doesn't  
4 normally allow punitive damages, but it does under this  
5 statute because it's a federal law. Punitive damages can be  
6 very high, millions upon millions and hundreds of millions  
7 of dollars. Your insurance doesn't go that high.

8           And, again, going back to the whole righteous  
9 indignation thing, you think 12 people hearing about like  
10 some kid that was abused by some doctor is going to be  
11 motivated to like give a high award or low award? It's a  
12 high award. They're going to be angry. They're going to be  
13 angry that this poor 12-year-old, whoever, was put into this  
14 position, you guys had knowledge of it, and you didn't act  
15 on it. Okay?

16           The other part is, is that -- and this is relevant  
17 for your insurance -- is that often punitive damages aren't  
18 going to be covered by the insurance. And the reason for  
19 that is, normally Washington law allows for the payment of  
20 punitive damages under your insurance policy because it  
21 doesn't -- Washington law doesn't inherently recognize a  
22 difference between punitive damages and what we call  
23 compensatory damages, things like medical expenses. All  
24 right? But the problem is, is that there is an exclusion in  
25 your policy -- and it's present in any commercial general

1 policy -- is that the insurance doesn't cover it if there is  
2 an expected or intended injury.

3 So that exclusion reads, Bodily injury or property  
4 damage expected or intended from the standpoint of the  
5 insured. The exclusion does not apply to bodily injury  
6 resulting from the use of reasonable force to protect  
7 persons or property.

8 So the whole point of the Safe Sport Act is that  
9 it recognizes that if you know something and you don't --  
10 and if you keep that and you sit on that information, harm  
11 is going to happen. That's what that exclusion precisely is  
12 going to avoid the insurance from paying, and when you're  
13 dealing with hundreds of millions of dollars, that's going  
14 to be -- that's going to be the organization's  
15 responsibility. So that's why it's important to follow your  
16 procedures. That's why it's important to do it 24 hours  
17 after you come into this knowledge.

18 Another big part of it is that your victim of  
19 child abuse, they have a long time to make a claim, up until  
20 the age of maybe 28 because it's ten years after they reach  
21 the age of majority. So that's a long time. So that's a  
22 long time for this sort of thing to be festering, and during  
23 that time, you're going to lose -- you're going to lose  
24 witnesses. You're going to lose proof. That's the reason  
25 why it has to be dealt with immediately.

1                   So has anybody ever sat for a deposition?

2   (Hands raising.)

3                   MR. BURON:   What was it like?

4                   MR. WINKELMAN:   I've been the subject of a  
5 deposition, and I'm also a practicing attorney.

6                   MR. BURON:   Okay.   All right.   Let me tell you  
7 this:   This is -- again, I apologize for some of the coarse  
8 language, but I only do it because it kind of reinforces my  
9 point.   It sucks.   You really do not want to be deposed  
10 because under federal law they can depose you for -- without  
11 asking the judge for seven hours, seven hours of some  
12 attorney with righteous indignation hollering questions at  
13 you.

14                   Another part is, if this child is trying to prove  
15 that you knew about circumstances arising for abuse, where  
16 are they going to find that kind of information?   Well,  
17 they'll find it in your records, but guess where they're  
18 also going to want to look?   They're going to want to look  
19 at your e-mails.   They're going to want to look at your  
20 Facebook page.

21                   MR. WINKELMAN:   Ben Winkelman, Grays Harbor  
22 Footballs.   About that, because of the statute of  
23 limitations being so long, what type of record-retention  
24 policy should we have for when the reports and notices are  
25 made?

1 MR. BURON: That's a good question because I don't  
2 know that anybody's going to necessarily say that you have  
3 to keep all of your e-mails.

4 MR. WINKELMAN: Right. As they relate to  
5 something like this though.

6 MR. BURON: Right. I mean it's, you know,  
7 certainly once a claim is made, you better not delete  
8 something. You better not take something than might relate  
9 to this from your Facebook page.

10 MR. WINKELMAN: Sure.

11 MR. BURON: My point with this is that they're  
12 going to have very intrusive access to your personal life.

13 Federal cases usually require you to mediate.  
14 You're going to have emotional children in that room.  
15 You're going to have angry parents in that room. Yes, sir.

16 MR. MILLER: Dave Miller, Pierce County Soccer.  
17 So when we as an association provide e-mail accounts for our  
18 members for record retention, what should we be doing  
19 because I mean, you know, over a ten-year period, we could  
20 change servers? We could -- you know, hosts and stuff like  
21 that. People come and go. I mean what -- what should we be  
22 doing for that kind of record retention?

23 MR. BURON: I mean as harsh as it sounds, it's  
24 like, you know, a lot of times the pack rat mentality's the  
25 best. Never throw anything out.



1 MS. ANDREWS: Can I intervene? So you should  
2 probably have a record-retention and destruction policy.  
3 It's a typical government's policy. There are lots of  
4 samples online. You could e-mail me, and I'll send you one.  
5 And it basically lays out for every type of record you have  
6 for a nonprofit how long you should keep it with respect to  
7 statutory -- statutes of limitations and so on, and if you  
8 follow that policy, then you have reasonable defense to say,  
9 Well, we followed our records-retention and destruction  
10 policy when destroying these records because we got --  
11 that's when they said we could destroy them.

12 So if you have one of those policies, it's great  
13 to have one, but you really need to make sure you follow it.

14 MR. MILLER: I was thinking more along the lines  
15 of physically how do we store them? I mean organization --

16 MS. ANDREWS: You can store them these days  
17 electronically.

18 MR. MILLER: Yes.

19 MS. ANDREWS: So -- so -- and then you could do  
20 the pass-off, right, which means secretary to secretary or  
21 treasurer to treasurer.

22 MR. MILLER: Like, see, everybody has to have a  
23 secretary, and then you keep all of those forever on that  
24 date -- on a --

25 MS. ANDREWS: Yep.

1                   MR. BJORNEMO: Bob Bjornemo from NSYSA. With that  
2 same question in mind, who has access to -- this being  
3 sensitive, I'm assuming we have limited access to it, so --

4                   MS. ANDREWS: Do you mean to your general records  
5 in general?

6                   MR. BEUTHEL: To specific reporting.

7                   MS. ANDREWS: To specific reporting? Yes, of  
8 course you do have to.

9                   MR. BJORNEMO: So how do we do that if we're  
10 passing it off secretary to secretary? You know, where does  
11 the transfer --

12                   MS. ANDREWS: Yeah, I understand. Well, I think  
13 that you would probably want to maintain certain records in  
14 confidential ways, so one of those USBs is going to be our  
15 confidential records, and they are going to be passed from  
16 secretary to secretary, and that secretary has a fiduciary  
17 duty to preserve the confidentiality of the organization.  
18 So yes, that's how that works. Does that answer your  
19 question?

20                   MR. BJORNEMO: Yes.

21                   MR. BURON: Okay. So this is the last part. This  
22 is the what's going to happen if you don't report it,  
23 recognize it and you don't report it, you don't document it,  
24 you don't let the insurer know, and this is what happens  
25 outside of the legal arena. So there's going to be very

1 serious consequences and not just from the insurance  
2 standpoint because I'm sure all of us like, you know, had a  
3 hard day at work, go home. It's like, Oh, I'm in my  
4 sanctuary. Great. But when this kind of stuff doesn't get  
5 dealt with timely and according to your own procedures, like  
6 there are other things that are going to happen that are  
7 going to intrude on that sanctuary.

8           Like what? Local news hears about it. Then the  
9 newspapers get a hold of it. Oh, all of a sudden  
10 Nancy Grace is leaving you messages. Imagine not returning  
11 her call. Okay? Anderson Cooper, I'm sure he's a great  
12 guy, but I'm not sure I want to be on his bad side. And if  
13 you don't report these things, if you don't follow your  
14 procedures, this is that -- they're going to -- they're  
15 going to find out about it.

16           And then everybody's tweeting about it. The next  
17 thing you know, you've got, you know, some new hashtag  
18 about, you know, You suck. But if you timely report it,  
19 like look, look, it's -- that's the difference between  
20 having something that's just smaller scale and you dealt  
21 with it and you were upfront about it versus letting a guy  
22 like Nassar go on and on for years and years and kid after  
23 kid.

24           Do you think the irate parents are going to worry  
25 about, Oh, I'm home now, I don't want to do any more of my

1 work? Probably not.

2           They're going to start asking you questions --  
3 children are -- questions you don't want to answer. All  
4 right? Whether your claim ends up getting covered by the  
5 insurance or not, the bigger these things get, the worse  
6 it's going to be.

7           We also live in an unfortunate reality where if  
8 something doesn't get appropriately dealt with, some claims  
9 are going to get made up. That's just the way it works.  
10 Whether you agree with that or not, that possibility  
11 remains.

12           Again, this is under the enforcement mechanism.  
13 The Center starts auditing your records. It starts asking  
14 you questions. Why didn't you have a retention policy? Why  
15 can't I find these e-mails from ten years ago? They're  
16 going to start talking to the parents.

17           So, as I've said, Judy said, you must have the  
18 procedures in place. They're sufficient. You just have to  
19 follow them. If you don't understand what they are, ask  
20 your counsel. If you don't know where to get them, ask your  
21 counsel. If you don't understand what abuse covers, ask  
22 someone. Okay? Everyone -- I've said this before --  
23 everybody in your organization needs to do it. They need to  
24 go through the training. They need to know where to get the  
25 form. They need to know how to fill it out. They need to

1 know what to look for because, again, not up to the kid.

2 Just in a nutshell, these are sort of guidelines  
3 that can help. If you see something, say something. Report  
4 it to your risk management with Washington Youth Soccer,  
5 report it to the Center, and if you need to, report it to  
6 local law enforcement.

7 This is why this statutory scheme exists, because  
8 it destroys the lives of children. All right? It destroys  
9 the legacies of this organization that you guys -- well,  
10 what Greg said, 40 years. That can go away. (Descriptive  
11 sound.) Gone. Destroys reputations, and especially if the  
12 insurance decides you knew about this and you didn't follow  
13 the statute. That's going to ruin your organization  
14 financially. I hope I kept it to 30 minutes. Probably  
15 didn't.

16 MR. FISHER: 36.

17 MR. BURON: Anyway, all right. Well, thank you.  
18 That's all I have.

19 MR. POPP: Well, before you -- before you go,  
20 Brian, thank you very much. Do you have -- anyone else have  
21 any questions for Brian while he's here? And we of course  
22 have Judy Andrews. Sorry. I didn't see you. Go ahead.

23 MS. CORDEN: Val Corden. Can we get that  
24 presentation?

25 MR. BURON: Actually, as I understand, Mr. Fisher

1 has it printed for -- for you.

2 MR. FISHER: We're passing them out right now.

3 MS. CORDEN: Okay.

4 MR. FISHER: We have the statute large enough to  
5 read, and we have the entire presentation that you're  
6 getting a copy of as well as we'll send it to you  
7 electronically so you can put it on your website and talk to  
8 your members.

9 As a little bit of a background to this, National  
10 Casualty because of our recent activity informed us a few  
11 weeks ago that they were not going to renew our policy.  
12 That's standard once they make a huge payment, so they  
13 notified us. We had to write for them a plan of action of  
14 what we're going to do as an organization to remediate, and  
15 that means more of everything we're doing, doing it better,  
16 doing more of what we're doing and doing it better and more  
17 education and having an audit trail and talking to you, our  
18 members, because it -- it's your coverage. We provide it.  
19 It's your coverage. And we'll get coverage from them again  
20 at probably some inflated premium because they love to  
21 collect premiums without paying money out, but when they pay  
22 money out, it seems to be exponential about the increase,  
23 but we are working very hard with other consultants to look  
24 at the processes, look at the plans, investigate with you  
25 all the best way to do the audit trail to make sure that we

1 have all voluntaries risk-managed, that we have procedures  
2 within the organization to do your best.

3 And, oh, by the way, you do your absolute best.  
4 You did absolutely nothing wrong. You still could fall prey  
5 to an episode. So it's a work-in-progress, and our service  
6 to you is to try to provide coverage that gives you at least  
7 some comfort.

8 Yes, Dave.

9 MR. MILLER: Dave with Pierce County Soccer. So  
10 we talked about civil. What about criminal negligence for  
11 staff and board? Not the -- not the abuser. We know that's  
12 there, but what about criminal negligence for anybody in  
13 that chain of reporting?

14 MR. BURON: The old statute does have some  
15 criminal liabilities. I'm not convinced that they -- that  
16 that's as -- oddly enough, that that's the bigger problem  
17 for you because it does -- the statute does provide for I  
18 think a year imprisonment, but I think the real thrust of  
19 this, especially the new statute, is to create civil  
20 liability because that's -- when it really comes down to it,  
21 the only guy that's going to jail is Dr. Nassar. It's  
22 not -- it's not the -- it's the people --

23 MS. MCGILLIVRAY: Teaching gymnastics.

24 MR. MILLER: Even the ones who swept it under the  
25 rug, I mean?

1           MR. BURON: Well, they may. I mean there's --  
2     it's hard to know whether or not they're going to end up  
3     getting prosecuted. It's possible. It's possible under the  
4     statute.

5           MR. BEUTHEL: Fred Beuthel, Eastside Youth Soccer.  
6     This may be for Judy, may be for Brian, and it may be  
7     something we're going to get to here shortly in the agenda,  
8     but I mean we're a series of cascading organizations here on  
9     down to our local clubs. At what -- do we -- essentially  
10    are we passing through most of these policies from  
11    Washington Youth Soccer on down?

12          MS. ANDREWS: Yes, exactly. It will go all the  
13    way down to the club and to the volunteers in the club.

14          MR. BEUTHEL: Yes.

15          MS. ANDREWS: That's exactly right.

16          MR. BEUTHEL: We're not inventing new policy.  
17    We're basically just -- this is something we're dealing with  
18    all the way through?

19          MS. ANDREWS: Yes, and the training as well. It's  
20    really important to get the training done.

21          MR. BEUTHEL: Okay.

22          MR. HOPPE: So my follow-up there is, I assume you  
23    guys have got resources that are going to be able to make  
24    that simple and clear to pass that all the way down? I mean  
25    we've already had our existing risk-management training, but



1 the next level of that, because ten years of document  
2 preservation is not in that existing resource training? So  
3 I mean is that something you guys are working on to roll out  
4 for us? Buying insurance is one thing, but putting the  
5 policies in place and making sure they're -- they're  
6 actually utilized properly by volunteer clubs with three  
7 board members is a -- it turns over every two or three  
8 years, that's a big challenge.

9 MR. FISHER: That is the reason that we always  
10 talk to you about we're here to serve you, and you're our  
11 member, and we're here to help you. Our job is to provide  
12 you the resources, where to find it, what training it is, to  
13 reinforce the training, to help you with an audit trail, to  
14 help you, remind you to be diligent. And that's why you are  
15 not the end of the story. You're the beginning of the  
16 story. And if we could talk to a hundred thousand kids,  
17 moms and dads today, we would do that. That's why we  
18 publicize it in all of our media, in the Play On, et cetera.

19 We have taken every one of our policies and have  
20 sent it out to an external specialist to do a forensics at a  
21 high cost because there is no cost too big when you get  
22 these types of issues. So we just have to do it. We have  
23 to tell you that we're doing it in your best interest  
24 because you're the ones that are on the front line just as  
25 we are with US Youth, just as we are with U.S. Soccer. Dan

1 and I went to Kansas City to the Member Services Group.  
2 They presented the entire SafeSport project, and he'll get  
3 into it after PCA. It's online. It's training. It's  
4 forever. It's once you've done it, do it again. And, oh,  
5 by the way, just because you do .98 percent, it's not good  
6 enough.

7 So creating audit trails in the process, this  
8 is -- this is now the business of youth sports. This is no  
9 longer kicking the ball around the field. This is sadly  
10 what we all sign up for to keep kids safe. When you look at  
11 our mission, mental and physical health of kids through the  
12 sport of soccer, well, subplot, go over here to the right.  
13 Now this is the necessary due diligence that we accept as  
14 volunteers or paid staff.

15 So we're going to do everything we can do,  
16 spending money on experts, refining processes and making it  
17 so seamless that you say, Well, what else can we do, because  
18 whatever we do, it isn't good enough because something else  
19 has been created. So we have to continue to refine it, and  
20 that's the commitment we're going to make to help you try to  
21 be as safe as you can be.

22 MR. POPP: I would add to that that it's important  
23 to note that we are an aggregator of your insurance policy,  
24 so we support you all through aggregation for, you know,  
25 economies of scales around policies and premiums, et cetera,



1 light of it, but -- but it illustrates the responsibility  
2 that we have in running programs for children. So we -- we  
3 take on -- we take on the responsibility as leadership of  
4 our respective associations to take care of kids. That's  
5 part of the joy of what we do in bringing youth soccer to  
6 the kids in our state, but we also have a responsibility for  
7 that.

8           So I'm not going to wax poetic further about it,  
9 but just remember that as you engage your neighbor,  
10 associations, other leadership, club leadership that  
11 everyone needs to be on the same page with diligence to  
12 these topics, to training, to certifications, and to  
13 recertifications going down the street.

14           So we -- we appreciate your support in doing that.  
15 We -- I mean we. I represent you all -- appreciate your  
16 support in doing that because we're kind of all on the same  
17 boat here, if that makes sense. Go ahead.

18           MR. KING: Art King, Kent Covington. What I would  
19 ask from Washington Youth Soccer and the board would be,  
20 there's a lot here, and it feels like for us to be really  
21 successful to be able to implement some of these pieces,  
22 some simplification or support in order to -- you know, I'm  
23 looking at the same thing I would expect from a corporate  
24 structure in training, how I ensure that people are trained.  
25 For us to try and put all these pieces together, it would be

1 great if we could have some support of tell me all the  
2 different pieces that would be ideal for a treasurer or a  
3 board member or a coach. There's a lot here. If I'm  
4 spending all this time to figure out this best plan, but if  
5 we could have a consistent plan or some kind of  
6 documentation around it, what would be the best things for  
7 them to be trained on, to be -- to review, or as a board  
8 member for me to kind of make sure I'm always checking.

9 MS. MCGILLIVRAY: Like a toolkit?

10 MR. KING: Yeah.

11 MS. MCGILLIVRAY: Yeah.

12 MR. KING: Because I look at the -- on Washington  
13 Youth Soccer there's a ton of links, but for me to -- I'd  
14 have to piece together all the different trainings that I'd  
15 have to get for that coach or that volunteer. It would be  
16 great to have that consistent set of things that we should  
17 be telling them to do.

18 MR. POPP: It's a great suggestion. You know,  
19 we'll --

20 MR. FISHER: One of the things we're doing with  
21 the forensics outside is putting it right there front and  
22 center, and then there's a checklist, check the boxes. And,  
23 Art, in fairness, you're right. There is a lot, and this is  
24 a lot that the U.S. Soccer attorney gave us because they're  
25 scared. He saw the 500 million that Michigan just paid.

1 They're concerned, and you all should be concerned, and  
2 we're concerned. And we also want you to understand that  
3 we'll work at it every day to make it better, more clear,  
4 and you've got that commitment from us to do that.

5 The BoardSource was a good resource that you had  
6 for years for Washington Youth Soccer, BoardSource resource,  
7 that tells you about all these things, but we'll simplify  
8 that so it's in a, there it is, do those things, and you're  
9 on a good beginning. It won't be everything because we  
10 could never do everything, but we're going to do a lot, so  
11 we'll get that worked on this week.

12 MR. POPP: We have a -- you know, you'll hear this  
13 later in the strategic plan discussion around a variety of  
14 toolkits, et cetera, and we're going to I think -- though,  
15 this is not referenced specifically because it's relatively  
16 new to our engagement on it, but I would submit we'll  
17 probably include that in the strategic plan going forward as  
18 well because it's such a critical element of what we do.

19 So thank you for your support on that. Thank you,  
20 Brian, for being here today. We really appreciate the  
21 information.

22 MS. MCGILLIVRAY: Yeah.

23 (Applause.)

24 MR. POPP: Yes. All right. Sorry. Thanks. Judy  
25 just -- our vote auditor, Judy Andrews, just gave me the

1 information, and I'm proud to tell you all that all nominees  
2 were elected by our membership today. All board nominees  
3 were elected. So congratulations.

4 (Applause.)

5 MR. POPP: Thank you. Thank you for that. That  
6 will be an ongoing discussion about how to keep our kids  
7 safe, and I'll talk a little bit more about it, though  
8 probably much more briefly when we get into the SafeSport  
9 item on our agenda.

10 But now we have an exciting opportunity to  
11 introduce to you a new program that we're just launching,  
12 and I'm not going to steal any thunder from Jane because  
13 she's going to introduce it. It is her pet project for our  
14 association, so thanks, Jane.

15 MS. MCGILLIVRAY: Thank you, Dan. So some of you  
16 have heard me talk about PCA before, and the SafeSport, it  
17 goes right along with SafeSport, which is, how do we create  
18 an environment that keeps kids safe and is a positive place  
19 where parents, coaches, players all want to show up and do  
20 their best?

21 And I'm going to keep this brief because I know we  
22 want to keep -- we want to get the PCA training going, but I  
23 will say this, which is, leadership starts at the top, and  
24 part of the Lead your Organization training is creating the  
25 culture in which kids thrive, and if you do not or have not

1 picked up the Lead your Organization book from the desk  
2 outside, please pick it up. It supports the training that  
3 we have here today.

4           And I was that parent on the sidelines. When I  
5 was coaching my daughter when she was in first and second  
6 grade, you would have thought it was the World Cup, right?  
7 It was ridiculous. And I was handed that book, and thank  
8 God I read it, and, as a result of it, I completely changed  
9 how I showed up on the sidelines, and it was a much better  
10 experience with the girls, for me, and those girls stayed  
11 with me throughout the entire five years of our -- our  
12 rec -- rec experience until they all started playing select  
13 or high school or whatever.

14           So you may have parents on your sidelines. You  
15 may have coaches on your sidelines who are that parent as  
16 well. It can be improved. I'm your poster child for that,  
17 and it's awesome to focus on the development of the kids  
18 rather than the scoreboard because let's face it. We're --  
19 we're competing with ultimate Frisbee and other sports like  
20 that, and if we want to continue to grow our game, we need  
21 to make this a great place for kids to show up.

22           And with that, I'm going to introduce Jen Heger,  
23 who is our PCA trainer today. Thank you, Jen.

24           MS. HEGER: Thank you, Jane. I appreciate it.  
25 All right. I'm going to set my timer. I have an hour. Is



1 that true, Terry?

2 MR. FISHER: Perfect.

3 MS. HEGER: Okay. That you. I want to thank  
4 Brian and the board for those really difficult, necessary  
5 conversations to keep our kids safe. I look forward to a  
6 day when Anderson Cooper comes here to do a story about your  
7 incredible work and time you do to grow and develop our  
8 kids.

9 So without further ado, the first thing I do want  
10 to do before we jump into our workshop is have everybody  
11 take out their phone and sign into our workshop. It's a  
12 really easy text-to-sign-in process. You're going to text  
13 to the 650 number, 650-763-2405, hashtag our workshop  
14 number, no space between the hashtag and the number, your  
15 first name, your last name and your e-mail address. We keep  
16 it confidential. We're not going to call you and hit you up  
17 for money. We don't sell your information. We do this for  
18 you because it gives you automatic sign-up for our free  
19 e-mailed newsletter biweekly. In that newsletter will be  
20 something to watch, a video by folks like Doc Rivers,  
21 Julie Foudy, Herm Edwards, Brandi Chastain, some of the best  
22 athletes and coaches in the business.

23 You'll also get a podcast to listen to, research  
24 and other articles to read, information about our  
25 scholarship. Clearly it's athletic-centric. However,

1 there's information there about management and leadership,  
2 all kinds of things.

3 Does anybody have any questions about the sign-in  
4 process? I'm going to give you a few minutes to do that.

5 So, again, as Jane said, my name is Jen Heger, and  
6 I'm your Positive Coaching Alliance workshop facilitator for  
7 today. While you're signing in, I want to give you a brief  
8 overview and a framework of what we're going to be talking  
9 about today.

10 Because you're all leaders in this room, initially  
11 we were going to do a full Lead your Own -- Lead your  
12 Organization workshop. However, we realized that there may  
13 only be one or two from each of your associations, so coming  
14 in to do that workshop wouldn't really give you a robust  
15 experience when most of your folks aren't here.

16 So what we're going to do today is what we call a  
17 PCA Sampler. You will experience a piece or an exercise  
18 from each of our four main workshops. Okay? You will leave  
19 here today with an understanding of PCA's mission and our  
20 models, as well as an understanding of what our development  
21 zone culture is. If tomorrow you go back to your  
22 communities and you have to coach a 10U team or you have to  
23 meet with some parents or you have a board meeting, you will  
24 have takeaways from today, tools that you can implement  
25 first thing tomorrow. Okay?

1 Does anybody have any questions right off the bat  
2 or any difficulty with signing in? Awesome. Thank you.  
3 Let me know at any point you can't hear me.

4 Another important piece about today is, most of  
5 our workshops run about two hours long, so this is a super  
6 truncated version, so I'm going to move fast. If at any  
7 point you have a question or like, Whoa, whoa, whoa, slow  
8 down; just let me know.

9 I want to jump in with a taste of the Leading your  
10 Organization workshop. This is something that we typically  
11 do for the board members of your association or of your  
12 individual clubs. Okay? The great part about this workshop  
13 is, you come in, and you leave with product. So we look at  
14 bring your board together, roll up our sleeves, look at,  
15 what are your areas for growth for your association or your  
16 clubs?

17 Then we come up with some action items to help  
18 make that growth happen. You will leave with timelines and  
19 the people who are ultimately responsible for making those  
20 things happen. It's one of my absolutely favorite  
21 workshops.

22 So what we're really talking about here is  
23 culture. It says team culture up here but easily replaced  
24 with organizational culture. (Referring to PowerPoint.)  
25 What is it you want your association and your club to be?

1                   If I am new to Snoqualmie Valley Youth Soccer  
2 Association and I sign my kids up and we come to your team,  
3 we should be able to discern pretty quickly what your  
4 culture is and what it isn't. We all know in our workplaces  
5 and in our families, on teams we've been on that that group  
6 is going to have a culture whether someone does something  
7 about it or not. The good news is, you as leaders get to  
8 drive that culture, and at PCA we define culture as, this is  
9 the way we do things here.

10                   So how do we come away from workshop with a big  
11 action plan? We ask some pointed questions. We put your  
12 board through some good exercises, and this is one of them.  
13 What are the signs of a youth sports organization that has a  
14 healthy culture? What I'm going to ask you to do right now  
15 is to have everybody get up. Find somebody you haven't  
16 talked to today, which is going to be really hard for Jane  
17 because I think she's talked to everybody today. I've been  
18 watching her.

19                   So I know it's a long morning, but I want  
20 everybody to get up, introduce yourself to someone new or  
21 someone you haven't touched base with today, and I want you  
22 once you're there to take two minutes to answer this  
23 question: What are the signs of a healthy culture in your  
24 youth sports organization? 3, 2, 1, go. You can do it.  
25 You got it.

1 (Attendants participating in workshop exercise.)

2 MS. HEGER: Okay. Washington Youth Soccer.  
3 Washington Youth Soccer. Round it up, and you can either  
4 stay where you are or return to your seats, but I want to  
5 hear what you came up with as your signs of a healthy  
6 culture in your youth sports organization. Who wants to  
7 jump in and let me know what some of those might be?

8 (Court reporter requests speaker identification.)

9 MS. HEGER: Kylie, do you want to be my scribe up  
10 here?

11 MS. GROETSEMA: Sure.

12 MS. HEGER: Okay. What kind of things did you  
13 come up with? Yes, in light blue.

14 MR. PELLICIO: I'm Mike Pellicio, Spokane Shadow.  
15 Ray and I came up with consistency across all age groups  
16 including your best players but also the players that are  
17 not the best players because everyone always --

18 (Court reporter interrupts.)

19 MR. PELLICIO: Consistency across all age groups  
20 and abilities.

21 MS. HEGER: Wonderful. Thank you so much. Yes.

22 MR. WINKELMAN: Ben Winkelman, Grays Harbor  
23 Foothills. Lake Washington Youth Soccer and I, we discussed  
24 the fact that a healthy culture can be identified when you  
25 have players or families that are not always on that team as

1 taking the championship finals, but they're still interested  
2 in coming back every year and playing. So they're --  
3 they're acknowledging that they're benefiting even though  
4 they're not winning every game.

5 MS. HEGER: Might not be on the scoreboard, but  
6 they're engaged in developing and growing. I love that.  
7 Anybody else? What other things did you guys come up with?

8 MR. POPP: A growing board.

9 MS. HEGER: I like that. Volunteer participation.  
10 Could someone please run concessions? Anything else you  
11 guys came up with with regard to a healthy culture in your  
12 youth sports organization? Yes.

13 MR. MILLER: Dave Miller, Pierce County. A  
14 uniform look. When you walk up, everybody's wearing the  
15 uniforms. The coaches, you can identify who the coaches  
16 are. They have pride in the fact that they're wearing it.  
17 They're not all just wearing whatever they want. They're  
18 not wearing the Surf shirt with practice. You know, they're  
19 wearing -- everybody's wearing their training tops and  
20 everything --

21 MS. HEGER: So pride in their organization, and  
22 one way that's manifested is through your uniform and being  
23 proud about that.

24 MR. MILLER: That you're proud to wear it and that  
25 you will wear it.

1 MS. HEGER: That's wonderful. What other things?  
2 Can I get maybe one more about a healthy culture? Yes.

3 UNIDENTIFIED SPEAKER: The ability of the  
4 participants and the leaders to provide a clear statement  
5 about what they're trying to do and what their expectations  
6 are.

7 MS. HEGER: Clear statement about what they're  
8 doing and what their expectations are. Excellent. Thank  
9 you. I know we had -- Rich and I had talked about  
10 communication, about kids having fun and developing.

11 In a Leading your Organization workshop, we would  
12 spend a lot of time talking about this because everything I  
13 just heard you all say was about developing people. Nobody  
14 said, I know we've got a good culture when all my teams are  
15 undefeated, right? Nobody mentioned the scoreboard. What  
16 you're talking about here is what PCA would refer to as the  
17 development zone. Okay? So you'll see all four components  
18 up there. You all as leaders, our coaches, our parents and  
19 our athletes, all four of these need to be on the same page  
20 in order to be in a development zone.

21 We all know what sports done right looks like and  
22 how powerful it can be. That's probably why we're all here.  
23 We also see too many times sports gone south, things gone  
24 wrong, and oftentimes that's because of a win-at-all-cost  
25 mentality.

1                   So here we are with all these great leaders in our  
2 organizations, but what happens? Where does that  
3 win-at-all-cost mentality come from? What's your best  
4 guess?

5                   MR. BURTON: Parents.

6                   MS. HEGER: Parents. What else? Yes.

7                   MS. MCGILLIVRAY: Your own experience with your  
8 own past.

9                   MS. HEGER: Your own experience?

10                  MS. MCGILLIVRAY: How you grew up.

11                  MS. HEGER: Yeah, because I still have some  
12 Olympic eligibility that I haven't used in any sport. I  
13 don't know what that sport would be, but, dang, I want a  
14 gold medal. Yes.

15                  MR. MILLER: The cost.

16                  MS. HEGER: Cost.

17                  MR. MILLER: Because as you pay more, you feel  
18 more entitled that you should win.

19                  MS. HEGER: Cost and entitlement. Another factor  
20 that we see is when our kids are watching collegiate and  
21 professional sports, those teams are an entertainment  
22 industry. I mean come on, LeBron, right? It's  
23 entertaining.

24                  And economic industry. The Sounders have to keep  
25 winning to fill all those little pubs and eateries. They've



1 got to keep winning so that we're buying their jerseys,  
2 filling their seats, buying their tickets. It's an economy  
3 and entertainment industry unto itself, and unfortunately  
4 sometimes that trickles down to 10U or our high school  
5 sports. Okay.

6 So our mission, PCA's mission, is pretty clear and  
7 pretty simple right here at the middle of this, better  
8 athletes, better people, and we need all four components to  
9 do that. Who's at the top? You all as Single-Goal Leaders,  
10 shaping our culture, creating and defending a development  
11 zone. In our Leading your Organization workshops that we  
12 can bring to your boards or your association or club levels,  
13 we can work on that.

14 The second thing there are coaches. How many of  
15 you have or do coach?

16 (Hands raising.)

17 MS. HEGER: Yeah, a lot of you. At our  
18 Double-Goal Coach workshops, we ask coaches to do two  
19 things. The first is to win. After I just finished talking  
20 about how we shouldn't focus on winning, that's the one goal  
21 of a coach. At PCA we absolutely believe that there's value  
22 in striving to win and to compete.

23 The second but more important goal that will  
24 always take precedent is teaching life lessons. At PCA we  
25 think that if you're striving to win, you're more likely to

1 have these life lessons if you can learn, and as you absorb  
2 those, you're more likely to strive to win.

3           The third component up there is parents. Parents  
4 have been mentioned a couple times today already. Parents  
5 we consider to be Second-Goal Parents. The beauty of this  
6 is, they don't need to worry about the scoreboard or playing  
7 time or your league standings. Their role is to help their  
8 kids absorb all the life lessons that are offered through  
9 sports.

10           And then, finally, we have work -- and we help  
11 give tools for our parents to do that because it is a hard  
12 conversation to have.

13           And, finally, our Triple-Impact Competitor  
14 workshops, which are for our athletes, teenagers all the way  
15 down to our little ones, we ask our kids to be a  
16 Triple-Impact Competitor by making themselves better, making  
17 their teammates better, and making the game better.

18           As you might guess, all of our workshops are  
19 interactive. Our workshops particularly for kids and  
20 teenagers are pretty high energy, pretty interactive. We  
21 like to keep them busy.

22           So a Double-Goal Coach workshop, we talked about  
23 the two goals of winning and teaching life lessons. I want  
24 you to put on your coach's hat for a minute. When folks  
25 come into our workshops, one of the first things we want to

1 do is kind of define what does positive coaching mean.

2 Whoops.

3 So what does this phrase mean to you, positive  
4 coaching? What do you guys think that means? Be honest.

5 UNIDENTIFIED SPEAKER: Encouraging.

6 MS. HEGER: Encouraging. What else?

7 UNIDENTIFIED SPEAKER: Not yelling.

8 MS. HEGER: Not yelling.

9 MR. POPP: Negatively.

10 MS. HEGER: Negatively I guess. That was pretty  
11 loud. What else? What other kinds of things would positive  
12 coaching be?

13 UNIDENTIFIED SPEAKER: Constructive.

14 MS. HEGER: Constructive feedback. Nice. Thank  
15 you.

16 UNIDENTIFIED SPEAKER: Recognition.

17 MS. HEGER: Recognition.

18 MR. AUSTIN: Supportive.

19 MS. HEGER: Supportive.

20 MS. CHUMBLEY: Equal playing time as much as  
21 possible.

22 MS. HEGER: As much as possible, equal playing  
23 time. Right. So we have a discussion of this because a lot  
24 of times when coaches hear that when Positive Coaching  
25 Alliance is coming in, they think, Hmm, soft, Miss Jen is

1 bringing trophies for everybody, it's going to involve juice  
2 boxes after every practice; but I want to assure you that at  
3 PCA we believe creating an at -- that positive coaching is  
4 creating an atmosphere for the -- that supports the best  
5 possible performance for each of your athletes. Okay?

6 I actually had a great conversation with a Little  
7 League coach who came in. He was sitting in the back with  
8 his hat down like this, and he said, I thought PCA meant  
9 Politically Correct Coaching, and I looked it up; otherwise,  
10 I wasn't going to come. So he came in pretty guarded about,  
11 What's this, all this new-age group out of California, but  
12 throughout the workshop, he saw that he pretty much had  
13 similar values. He just needed the tools to put that in  
14 action for his kids.

15 So in Double-Goal Coach workshop, we drill down on  
16 the three things that kids need to have a meaningful  
17 experience. Those are up here in yellow. Our kids need to  
18 feel connected to you as coaches and to their teammates.

19 Secondly, they need to know they can get better.  
20 To develop, they need to see a pathway to improvement.

21 And, finally, they need to feel like they acting  
22 -- know that they're acting with integrity. Even your  
23 littlest soccer players know if the coaches are acting  
24 without integrity or if they're being asked to act without  
25 integrity.

1           So in yellow are the three things kids need for a  
2 meaningful experience, and in white are the three principles  
3 of a Double-Goal Coach. So we have the Double-Goal Coach  
4 model with the three principles here in white, each  
5 dressing -- addressing a meaningful experience. In our  
6 workshop we will go down and drill down on each one of these  
7 and give our coaches tools to make that happen.

8           Real briefly in this context, the first is filling  
9 the emotional tank. I'm going to go over that in a minute.

10           The second, so our kids know that they can get  
11 better, we talk about the ELM Tree where we focus on ELM, E  
12 being for efforts. This is about how hard are you trying  
13 regardless of the results on the scoreboard.

14           L is for learning, right? So I'm comparing me to  
15 me, not me to you. You may have like a way better free  
16 throw than me, but I'm getting better over time, so  
17 learning, I'm learning.

18           And, finally, the M in ELM Tree stands for the  
19 mistakes are okay. We make mistakes. It's going to happen,  
20 but it's how you respond. Does your player throw his water  
21 bottle and go sit on the end of the bench and pout, or does  
22 he get up and say, Wait, Coach, can you show me how to do  
23 that again because I didn't quite get it, and I want to  
24 learn how to do this? Okay?

25           So -- oops -- filling the emotional tank. I'm

1 going to move fast through this. Athletes with an empty  
2 tank are pessimistic. They give up more easily, and they're  
3 not as coachable. This is the dumbest drill. I hate when  
4 Coach makes us to that. You take my reps. I literally  
5 heard a young man say than once.

6 Kids with a full emotional tank, they're  
7 optimistic, they're going to deal better with adversity, and  
8 they're going to be more coachable. As a coach, these are  
9 the kids I want to coach, right? And I want to know how to  
10 fill their tanks so I can get there, and I want to make sure  
11 as a coach I'm not draining their tank. So how do we do  
12 that? What drains a tank, and what fills a tank?

13 So I'm guessing most of us here are sports nuts  
14 and haven't done anything remotely athletic today. Do I  
15 have any basketball -- former basketball players, current  
16 basketball, basketball fans in the house?

17 MR. RAISIO: (Raising hand.)

18 MS. HEGER: Would you be willing to come up and  
19 give me a hand? Super easy. He's like, Oh, no. I know I  
20 shouldn't.

21 (Applause.)

22 MS. HEGER: I'm Jen.

23 MR. RAISIO: Bud. I can't dunk like I used to  
24 though.

25 MS. HEGER: Maybe I'm like low rim. Is that how?

1 MR. RAISIO: Okay.

2 MS. HEGER: Bud, thank you for coming up. What  
3 we're going to do today is, Bud's actually going to be the  
4 hoop, okay? And I'm going to shoot. I'm that kid, we're  
5 down by one, few seconds left on the clock. I take that  
6 open shot, and I miss. When kids make a mistake on the  
7 soccer field, where do they look?

8 MR. RAISIO: Coach.

9 MS. HEGER: To the coaches, yeah. So I'm that kid  
10 who misses. We lose the game, and I'm going to look to my  
11 coaches.

12 In the first shot I'm going to have like  
13 approximately this half of the room be the coaches who give  
14 those tank-drainers, okay? Christopher is like, Oh, yeah, I  
15 got a list. I've heard those before. So -- and I want the  
16 other half of the room to observe. So you're going to be  
17 my -- this is great to do with kids because they want you to  
18 get it in. (Demonstrating.) So funny. I'm like, no, let  
19 me do it.

20 Okay. So I'm the kid who misses. (Shooting the  
21 ball.) Oh, my gosh, guys. Come on. So I want to hear the  
22 things that drain a kid's tank. Let me hear them. Don't --  
23 I -- I can take it.

24 UNIDENTIFIED SPEAKER: Nice shot. Move closer.

25 (Simultaneous responses.)

1 UNIDENTIFIED SPEAKER: You did it at practice.

2 UNIDENTIFIED SPEAKER: You throw like a girl.

3 MS. HEGER: You throw like a girl. We did this in  
4 practice. Come on. Where's your follow-through? Drop your  
5 head. I saw a hand -- you know, the slapping of the  
6 forehead. Really? We went over this drill ten times in  
7 practice. Are you kidding me? All those things drain a  
8 tank. There's a lot of nonverbal over here that I saw, no  
9 eye contact, turning, ignoring by turning his shoulder, all  
10 those things.

11 So on this half of the room, I'm going to be that  
12 same kid who misses the shot. Even though I miss, I want  
13 you to give me those things that fill a kid's tank, okay?  
14 (Shooting ball.) Thank you.

15 (Simultaneous responses.)

16 UNIDENTIFIED SPEAKER: Great effort.

17 UNIDENTIFIED SPEAKER: Awesome job.

18 UNIDENTIFIED SPEAKER: Nice try.

19 MS. HEGER: You'll get it next time. Great  
20 effort. Awesome job. Thank you, Bud. You get a hand.  
21 (Shaking hands.)

22 (Applause.)

23 MS. HEGER: Okay. So when we do this with  
24 coaches, we drag it -- not drag it out a little bit, but we  
25 extrapolate, and we actually do want the room silent just



1 for the nonverbal things that we as adults and coaches do,  
2 and it's pretty powerful.

3           So what did we just see? What drains a tank?  
4 Criticism and correction. Really? We just went over that.  
5 Come on. Follow through with that. Get your hand in the  
6 cookie jar. Sarcasm. Really? Ignoring and all the  
7 nonverbals.

8           But wait a minute because I'm a coach. I'm  
9 supposed to correct, give feedback, criticize, because  
10 that's kind of what coaches do, but it's a tank-drainer.  
11 It's going to give me pessimistic, obstinate children. So I  
12 want to know more about that. So hold that thought for a  
13 minute.

14           What fills a tank? Truthful and specific praise,  
15 okay? Expressing appreciation, listening, and all those  
16 great nonverbals of high 5's, knuckles, eye contact, all  
17 those kinds of things.

18           In our coaches' workshop we spend a significant  
19 amount of time talking about filling the emotional tank  
20 because it's one thing that coaches can do that will make a  
21 huge difference on their teams, and we spend a lot of time  
22 talking about, how do you criticize, correct, coach without  
23 draining a tank? Does anybody know or want to guess how  
24 many positives you need to every one criticism or  
25 correction?

1 MR. FISHER: Five.

2 MS. HEGER: Five.

3 UNIDENTIFIED SPEAKER: Yeah, five.

4 (Simultaneous responses.)

5 MS. HEGER: Five. I heard three. What else?

6 MR. BEUTHEL: Ten, ten.

7 MS. HEGER: Ten. I'm going to play for this guy.

8 Awesome. Ten. It is actually five. Did you guess or did  
9 you know?

10 MR. FISHER: I've sat and listened to Jane tell me  
11 that more than once.

12 MS. HEGER: Jane is a rock star. Six. Yes. So  
13 in our coaches' workshops for anybody who's like a total  
14 research geek, we have some great research that points to  
15 this that has nothing do with sports but everything to do  
16 with five-to-one, and I'm happy to talk with you about that  
17 at another point, but it is, in fact, five-to-one. You'll  
18 notice when I clicked, the yellow bar came up, and it says  
19 toolkit. In every one of our workshops like you guys got  
20 today, here's a coaches' book. That yellow bar corresponds  
21 with the toolkit for this idea, this concept, that will be  
22 in their books. Okay?

23 So it is a five-to-one ratio. I'm going to give  
24 you -- so as coaches you may be thinking, Okay, that's  
25 really cool for my good player who played all those

1 positions and is really nice and remembers his cleats, but  
2 every year as a coach you may get a kid on your team where  
3 you think, I'm not even really that fond of this kiddo. I  
4 don't know how to connect with him. How am I going to get  
5 five things? He's a bit of a train wreck, right?

6 I'll give you tip of something that happened to me  
7 just this morning. I was a little discombobulated when I  
8 got here, kind of wandering around in the parking garage,  
9 and I run into Christopher. I've never seen him or met him.  
10 So he made eye contact, and he was like, Hey, are you going  
11 to the soccer thing? Eye contact. He talked to me. We  
12 walked together. Two or three positive things before I  
13 think we actually exchanged names, right?

14 When a kid comes to practice and you say, you  
15 know, Hey, Jane, it's good to see you today, let's have a  
16 great practice; I've already given her three things before  
17 I've even had to give her any correction.

18 We also give our coaches some really -- some good  
19 boots-on-the-ground tools for this, and one I'm going to  
20 leave you with today is positive charting that we can have  
21 our coaches do with our athletes. The great thing about it,  
22 we can have you as leaders do this for your coaches.

23 So positive charting, you have a clipboard with  
24 the kids' names down one side. One or two things you want  
25 each of those kids to work on, and throughout practice you

1 tick off when you see them doing it. This is a great tool  
2 to get more positives in your practice that you can hand to  
3 an assistant coach who maybe is trying to find their role or  
4 if you have a young person who's showing up to practice but  
5 can't participate because they're injured. You have those  
6 kids who are troopers who come time and time again on their  
7 crutches or whatever. What a great way to keep them  
8 involved in the game.

9           If you have an enthusiastic or energetic parent  
10 who needs some focusing, it is great to give them this  
11 clipboard as well, and you automatically have some  
12 positives. So that's a piece of our Double-Goal Coach  
13 workshop.

14           I want to move on to the Second-Goal Parent. I  
15 want you to think back to the development zone with the four  
16 boxes that we talked about, right? I'm very fortunate like  
17 Lauren -- Lauren. I was going to say you were over here --  
18 like Lauren to have stood in all four boxes. I was an  
19 athlete growing up and through college. I have served like  
20 you on youth sports leadership boards. I have been a coach.  
21 I was so fortunate to coach youth football for six years,  
22 and I'm a parent of two athletes from -- we've been through  
23 tee-ball through collegiate football. Being a sports parent  
24 is absolutely the most difficult of those four roles for me.  
25 So I love this workshop.

1           So, as a reminder, the Second-Goal Parent doesn't  
2 focus on winning, doesn't focus on, Oh, get your elbow up  
3 when you're swinging. They focus on taking in those life  
4 lessons. When they come to our workshops, one of the first  
5 things we want to do with them is get them clear about what  
6 their goals are. In their parent book it's a little more  
7 fleshed out than this, but we have what we call the  
8 hundred-point exercise. So we give the parents a hundred  
9 points to spread across a bunch of goals or values any way  
10 they want. And I'll tell them, you know, if you brought  
11 your kid here to U8 soccer because you want them to get a  
12 scholarship to play at Gonzaga, give it all a hundred  
13 points.

14           And it's really interesting what parents tell us.  
15 They tell us, I want my daughter to play so she's more  
16 confident. I want my son to meet new friends. I want them  
17 to learn how to play soccer. I want them to learn  
18 determination, perseverance, and I want them to have a good  
19 time with their buddies. They tell us all these great  
20 things about why they've signed their kids up for youth  
21 sports.

22           So I challenge them. Then how come on any given  
23 Saturday morning if I stop by the soccer pitch or the  
24 basketball court and I look into the stands, what would I  
25 guess they gave all hundred pounds to?

1 (Simultaneous responses.)

2 UNIDENTIFIED SPEAKER: Winning.

3 MS. HEGER: Winning, yeah, or scholarship. Same  
4 difference, right?

5 MS. MCGILLIVRAY: Outcome.

6 MS. HEGER: Right, winning or scholarship. It's  
7 not because they're bad parents. It's just really hard,  
8 right? It's a challenge to bring what we say we want for  
9 our kids in line with our behavior. So we give our parents  
10 in the workshop tools to make manifest in the world that  
11 thing that they say they want.

12 If you look at this -- so one of the tools that we  
13 talk about giving them is targeted cheering. So when you  
14 look at the list, if I'm the mom who says, Oh, my daughter  
15 really needs to learn how to work better with others, I want  
16 her to learn teamwork; for targeted cheering I would have  
17 them go home and write down, what are some of the things  
18 that you can say from the stands that represent or reflect  
19 that value?

20 So those would be things -- well, can you guys  
21 think of something? What -- what can you yell from the  
22 stands cheering on your kids that would be representative of  
23 teamwork?

24 MS. MCGILLIVRAY: Great passing.

25 MS. HEGER: Great passing.

1 UNIDENTIFIED SPEAKER: Great movement off the  
2 ball.

3 MS. HEGER: Nice movement off the ball. Way to  
4 chat it up out there. Way to work together, right?  
5 Oftentimes what we see with parents in the stand, which I am  
6 still guilty of today, is coaching from the stands. Pass,  
7 pass. Come on. You guys get back on defense. Let's go.  
8 Let's go. Jonathan's open, right?

9 When you give our parents tools about what to do,  
10 then they'll do that. They'll do the positive thing. When  
11 you're cheering from the stands, it's because you don't know  
12 what else to do. So in our parent workshop, we leave them  
13 with all kinds of tools like that.

14 Finally -- wow, Terry, I'm making up for time  
15 here.

16 MR. FISHER: Good for you.

17 MS. HEGER: I hope that's okay.

18 Finally, our kids with a Triple-Impact Competitor,  
19 we ask our kids to make themselves better, their teammates  
20 better and the game better.

21 I want you to put yourself in your old teenage  
22 shoes and look at these -- these photos and think about  
23 which one best represents competitor to you.

24 So the first one we have two young women going  
25 after the basketball. They're going hard. They're going to

1 go to the floor for that one. The second one we have the  
2 postgame handshake, right? The third down here in the  
3 corner is a girls cross-country team that's won a state  
4 championship, and the fourth one we have some guys consoling  
5 a teammate.

6 Think about which one best represents competitor.  
7 When I say go, if you think it's number one, go to that  
8 corner of the room, number two to that corner. If it's the  
9 third one, I'm going to have you gather here, and if it's  
10 the fourth, right here. When you get to your group, choose  
11 a spokesperson -- they usually kind of emerge on their  
12 own -- and talk about why you chose that picture, okay?

13 So 1, 2, 3, 4. Ready, go.

14 (Attendants participating in workshop exercise.)

15 MS. HEGER: Okay. Did everybody have a chance to  
16 talk? Okay. You're good. Who's ready? Okay. So I want  
17 to hear from one person in each group about why your group  
18 chose that.

19 So Group Number One, the girls going to the floor  
20 in the basketball game. Why did you choose that one?

21 MR. FISHER: It's all about the competition, the  
22 fight, the battle, the win, me first, me great, be always on  
23 time, be there.

24 (Simultaneous responses.)

25 UNIDENTIFIED SPEAKER: Politically correct photo



1 of people smiling.

2 MS. HEGER: That's right. It's competing. I like  
3 that. Thank you, Terry.

4 In this group, the picture of the team shaking  
5 opponent's hand. Why did you guys choose that one?

6 UNIDENTIFIED SPEAKER: The consensus was, this was  
7 the epitome of sportsmanship, respecting the aspect of the  
8 game, and now we're honoring our opponent at the end of the  
9 game and saying that this was an incredible experience, you  
10 know, thank you so much, and just loving the game itself.

11 MS. HEGER: Nice. So the honor and love of the  
12 game. You have epitome of sportsmanship.

13 Group Number Three, the girls cross-country -- oh,  
14 Four -- Three, Three, the girls cross-country team who won  
15 the championship.

16 MR. BURTON: I like that fact that they're  
17 together as a team.

18 MS. HEGER: Nice.

19 MR. BURTON: They're having fun, they're obviously  
20 all happy, and they're doing it as a team, as a group.

21 MR. STEWART: And they won.

22 MS. HEGER: And they won. They did it as a team,  
23 as a group. They're enjoying the winning and the being  
24 together. Awesome. Thank you, gentlemen.

25 And this group over here, the consoling the

1 teammate. You don't know if he was injured or if they just  
2 lost the state title, but what did you think?

3 MS. GRAY: Our team said showing honor and respect  
4 to their teammate and had that life lesson also, and I think  
5 there's a lot of good strong points in here, but we really  
6 have to worry about those kids working together, taking time  
7 for each other and helping each other as a team.

8 MS. HEGER: Honoring, respecting and helping a  
9 teammate and a lot of other conversation in there.

10 If I -- raise your hand if I'd given you the  
11 choice to say -- to come to the center of the room because  
12 you believed all four were part of being a competitor. How  
13 many of you would have done that?

14 (Hands raising.)

15 MS. HEGER: So it's really interesting. A lot  
16 more hands go up when you do this with adults than with  
17 teenagers because there's always one kid who asks in the  
18 beginning, I'm going to the center of the room because I  
19 think they all are, and there's a whole bunch of other kids  
20 who are really puzzled, but what we help them do is think  
21 about how all of these things, for all the reasons you just  
22 told me are about being a competitor, being a Triple-Impact  
23 Competitor.

24 I want to thank you guys for actively  
25 participating. You can go back to your seats.

1                   So as we move through our athlete workshop -- and,  
2    just like everybody else, the athletes get a book.  Theirs  
3    is called Elevating your Game -- we return to the common  
4    language that we use in all of our workshops.  Here in  
5    yellow are the traits of a Triple-Impact Competitor, and  
6    then in white you'll see the three principles that you would  
7    get in a Leading your Organization or a Double-Goal Coach  
8    workshop like the ELM Tree of Mastery, the filling the  
9    emotional tank, and the roots of honoring the game.

10                  What I want to leave you with here today as we  
11    close out the Triple-Impact Competitor workshop is a tool  
12    that we use to help kids make themselves better, but it also  
13    helps make their teammates better.  It's the M in ELM for  
14    mistakes are okay.  That's the principle.  The tool is the  
15    mistake ritual.  How many of you have heard of or actually  
16    used a mistake ritual?  Do we have anybody?  
17    (Demonstrating.)  Oh, this is a good one then.

18                  Okay.  A mistake ritual is anything that you do as  
19    a team that you practice that signifies, no worries, you're  
20    moving on, because when a kiddo makes a mistake or even a  
21    professional athlete, what's the most important play?

22                  UNIDENTIFIED SPEAKER:  The next one.

23                  MS. HEGER:  The next one.  Love it.  So -- but  
24    what happens sometimes when kids make a mistake, you told me  
25    they look to their coaches.  They drop their heads.  How

1 many times do we see it in lacrosse they take a -- or  
2 basketball or soccer they take a shot, they miss. Hands on  
3 their knees. Parents are yelling, Get back on defense.  
4 Come on. So they've missed the opportunity.

5 The classic is the quarterback who throws the  
6 interception and he watches the middle linebacker pick it  
7 off, and he's so focused on the mistake he just made, he  
8 puts his head down, and now what was an interception is a  
9 pick six because he's missed the tackle.

10 So we want our kids to move on to that next play.  
11 A mistake ritual can help them do that. It is something  
12 physical that teammates do to be a signifier that, No  
13 worries, we got you. I want you to remember the name  
14 Curtis Granderson from Major League Baseball, Curtis with a  
15 C. He has a great video for a mistake ritual I'm going to  
16 have you search. It's your homework.

17 Mistake rituals, I coached offensive line in  
18 football. Ours was this: Brush it off, man.  
19 (Demonstrating.) You may miss your block, make a mistake.  
20 Brush it off. Get back on lineup. We have a girls lacrosse  
21 team that does the little Taylor Swift, Shake it off, Shake  
22 it Off. So I mean they all do this. It's pretty cute. No  
23 sweat is another mistake ritual. Let it roll is another  
24 mistake ritual.

25 The key for our teenagers and for our kids and for

1 our coaches is that you can't just do it once a week at game  
2 time or every third, you know, practice, that it's something  
3 you have to do all the time.

4 In a minute I'm going to talk about our searchable  
5 database. I would love for you all to go home, check out  
6 the searchable database and type in Curtis Granderson,  
7 mistake ritual, because he has a fabulous mistake ritual  
8 that's used in Major League Baseball, and we're seeing it on  
9 TV with college baseball and collegiate basketball, and it's  
10 the flush. So he does a great job of describing it.

11 Any questions about the mistake ritual before I go  
12 on? Thank you.

13 Everything we've been talking about today,  
14 everything that Brian talked about when he was talking about  
15 liability was about culture. What is this culture that you  
16 want your associations, your clubs, your groups to have,  
17 okay? Culture, the way we do things here, the good news  
18 again, being as the leaders of the organization, that's  
19 something that you get to choose and to drive.

20 At PCA, as Terry said when he kicked off, we're  
21 your partner, okay? I'm going to -- that means we're here  
22 to help you do all of these things, bring all of these  
23 workshops to you. So I want to leave you with four  
24 resources. The first is the book that you were given. If  
25 you didn't get a book when you came in, make sure you do.

1           The second, when you texted to sign in, you are  
2 now going to get those free e-mail newsletters, the  
3 talking-points newsletters.

4           The third is this development zone website. So I  
5 so wish we had this when I was a young sports parent. PCA  
6 has their own like, you know, PCA work kind of website like  
7 all corporations do, but we have this PCADevZone.org, which  
8 is reserved just for developmental zone material. It's a  
9 searchable database like WebMD. So you go on WebMD, and you  
10 type in strep throat, and you get symptoms and treatments,  
11 all that kind of stuff.

12           Here you can go in and type in youth in high  
13 school sports-related stuff, and up will come videos, blogs,  
14 research, podcasts related to that topic. So you can type  
15 in Curtis Granderson, and he will give you an incredible  
16 mistake ritual for your kids. You can type in first-time  
17 coach, coaching my own kid, trouble with officials,  
18 organizational culture, scholarship, college recruiting,  
19 anything related to youth and high school sports, and you're  
20 generally going to get some great resources.

21           The fourth resource we have is Kylie, who I'm  
22 going to introduce in a minute. After Kylie's done  
23 speaking, what I would love to have happen is, in the back  
24 of your books is a perforated evaluation form. It's very  
25 brief. If you could fill that out, my name is Jen. The

1 workshop is Sampler. And because it was a little different  
2 today, the feedback we get from you is going to help us make  
3 better workshops and help me be a better facilitator.

4 In the meantime I would like to introduce Kylie.  
5 She is our partner manager. She is the absolute best  
6 resource for all of you here because you are our partners.  
7 And, as I step off, I want to thank all of you not just for  
8 being here today, but the incredible number of hours and the  
9 amount of energy you put in on behalf of the kids in  
10 Washington. So thank you very much.

11 (Applause.)

12 MS. GROETSEMA: Hi, everyone. My name is  
13 Kylie Groetsema. I'm the partner manager, like Jen said.  
14 I've talked to a lot of you in this room, but I'm actually  
15 going to have Jane talk a little bit more about the  
16 partnership that we have in place with Washington Youth  
17 Soccer, and then I'll step in a little bit more after that.

18 MS. MCGILLIVRAY: Thank you. So the partnership  
19 that PCA and Washington Youth Soccer have is, currently we  
20 have a two-year engagement for 36 workshops per year. These  
21 are free for you to take advantage of. We have Paul Bayly,  
22 which I don't know if he's still in the room. He's around  
23 here somewhere. Paul is doing the scheduling of all of  
24 those workshops. You can schedule a Lead your Organization  
25 workshop for your board. If your board is small and you're

1 adjacent to another association, you may want to combine  
2 your boards to make a Lead your Organization.

3           One of the benefits of having more people at a  
4 Lead your Organization workshop is, in some of the  
5 interactive exercises, you learn more. One of the things  
6 that I saw when we did this with Ballard Youth Soccer  
7 coaches, we had 58 coaches attend. They were from Ballard  
8 Youth Soccer, Magnolia Youth Soccer, LDR Youth Soccer, Lower  
9 Woodland Youth Soccer. We just had all of these clubs come,  
10 and we had 58 coaches, and they were like, Well, how do I  
11 give five technical, you know, comments to a kid, and they  
12 came to the conclusion that it could be, I like that color  
13 shirt, I like your haircut, you did great at the concert  
14 last night. It does not have to be specifically technical,  
15 but by forming that connection with these kids, you get the  
16 ability to then give them those specific corrections that  
17 they will then hear because they already have a connection  
18 with you, and they're open to your coaching in a different  
19 way.

20           So I just want to really encourage you to take  
21 advantage of the Lead your Organization workshops because  
22 culture does start at the top. It is how we do things here.  
23 We don't yell at the kids on the field. We don't yell at  
24 the referees. We really want parents to just say these six  
25 words to their players after every game -- I love to watch



1 you play -- and let the child just, you know, decompress on  
2 their own and enjoy that the parent loves to watch them  
3 play.

4           Additionally, when we get to the strategic plan,  
5 we have put some toolkits together for you. Some of the --  
6 one of the toolkits specifically has the five-to-one ratio,  
7 the ELM Tree of Mastery and honoring the game, and so those  
8 will be a lot more -- you'll see those in the toolkit for  
9 you, and if anybody has questions about any of that, you can  
10 always e-mail me at Washington Youth Soccer. I'm more than  
11 happy to talk with any of you about what's happening with,  
12 you know, PCA.

13           And, again, reach out to Paul Bayly to get the  
14 workshops scheduled because there's limited resources and  
15 limited days of the year, and we all know in the fall soccer  
16 starts up, so we want to get those scheduled for you and on  
17 the books as quickly as possible so they can happen at an  
18 optimal time for your club.

19           And then once Kylie is done speaking, the  
20 Washington Youth Soccer staff will be passing out a flyer.  
21 There is a Triple-Impact Competitor Scholarship that PCA  
22 offers that is available for high school students to apply  
23 for. Last year we gave it to five individuals, and we had  
24 this great ceremony. Was it Dan -- (Demonstrating.) What's  
25 the Mariners'? Wilson, Dan Wilson, and a guy from

1 Bellingham who owns the Bellingham Bells, another baseball  
2 team, were there, and they spoke. Dan got an award, and  
3 then the major focus of that event was the kids and their  
4 scholarship. So I'd really just take that and give that  
5 information out to your teams and your associations as well.

6 MR. FISHER: Can I add one thing? The commitment  
7 that Washington Youth Soccer on your behalf has made is  
8 about \$20,000 a year, 36 sessions a year, use them or lose  
9 them. So 36 is what we need to fill. You've got up to 40,  
10 50, 60 kids, parents in the classes. Please don't schedule  
11 them with two people. It's the same as a hundred in the  
12 same session. We're working with referees on this as well.  
13 We're going to do a class out in Ellensburg with referees so  
14 they actually understand a little bit about what we go  
15 through.

16 So two years, 19 grand a year, 36 a year plus the  
17 books. It's to help us all be better, and if you don't take  
18 advantage of it, we're going to be calling you because we  
19 need to schedule the classes, right? More people available  
20 in a class, the better.

21 MS. MCGILLIVRAY: And one last thing is, Terry has  
22 offered five coaches up who know how to speak Spanish, and  
23 we're getting them trained through the PCA training so that  
24 we can engage all of our communities or more of our  
25 communities in developing a positive development zone.

1 UNIDENTIFIED SPEAKER: How long are the workshops?

2 MS. MCGILLIVRAY: About two hours.

3 MS. HEGER: Just -- and we can -- if you're tight  
4 for time, we certainly have changed workshops to be an hour,  
5 90 minutes. If we can, the preference is that we take a  
6 deep dive and do the work, and the Triple-Impact Competitor  
7 one's a little shorter because kids don't sit that long.

8 MS. MCGILLIVRAY: And I will recall Jen telling me  
9 that they've done workshops in pretty much every venue  
10 including on the sidelines of a field.

11 MS. HEGER: Sure.

12 MS. MCGILLIVRAY: So don't let a venue stop you.  
13 Just get the content.

14 MR. POPP: Right. So the call to action is to  
15 get -- get back with your association leadership, schedule  
16 these events, contact Paul Bayly to organize and get them on  
17 the calendar. Paul's in the back.

18 MR. BAYLY: Sorry. I was out discussing Eastern  
19 Washington on a private meeting, so I apologize.

20 MR. POPP: So -- and it is first come, first  
21 serve. We have 36 in that calendar year to support you  
22 with, so we encourage you to take advantage of that. Any  
23 other questions? Do you have more?

24 MS. GROETSEMA: I would just say packets were  
25 handed out to you guys. More information obviously in there

1 for you to see what workshops we offer. Specifically to  
2 this partnership, it is the Lead your Organization workshop  
3 and the coaches' one, so one or the other.

4 And, again, scheduling process, Paul is a great  
5 resource for you guys, along with myself. My card is in  
6 that packet, so if you do have questions, deeper dives on  
7 what is the content, if you want to have more conversations  
8 around any -- any sort of thing, please do not hesitate to  
9 reach out to myself here, and then, again, the flyer that is  
10 being passed around for our Triple-Impact Competitor  
11 Scholarship. The deadline is fast-approaching for that, so  
12 I highly recommend getting it out to your junior student  
13 athletes as quickly as possible.

14 MS. CHUMBLEY: I have a question.

15 MS. GROETSEMA: Yes.

16 MS. CHUMBLEY: Is there a max on how many you  
17 want?

18 MS. GROETSEMA: So typically on average we want to  
19 have about 75.

20 MS. CHUMBLEY: Okay.

21 MS. GROETSEMA: But we've done way more than that.  
22 It's just coordination with you as an association to make  
23 sure that our trainers like Jen --

24 MS. HEGER: Mm-hmm.

25 MS. GROETSEMA: -- like Jen have that knowledge

1 . beforehand of how many people.

2 MS. CHUMBLEY: Okay.

3 MS. GROETSEMA: So that they can tailer the  
4 workshops to that consistent group because when we get above  
5 75 or a hundred, that interactive piece is going to decrease  
6 a little bit more.

7 MS. CHUMBLEY: Okay. Thank you.

8 MR. FISHER: Thank you.

9 MS. GROETSEMA: Yeah.

10 (Applause.)

11 MR. POPP: We're looking to one of those referee  
12 coins to toss. In the interest of time, we are going to  
13 press on unless you all collectively feel like we need a  
14 five-minute break for restroom. I think everyone's just  
15 been kind of excusing themselves as necessary, but shall we  
16 press on?

17 UNIDENTIFIED SPEAKER: Press on.

18 MR. POPP: Okay. All right. Rock and roll.  
19 Good. So look. We've covered -- the next item on our  
20 agenda is SafeSport. We've covered the -- frankly, the  
21 viability side of not paying attention to this, but I want  
22 to take a brief moment and high level. I don't have a slide  
23 deck, and I'm just going to throw out a couple of website  
24 ideas for you.

25 On the Washington Youth Soccer website, we have

1 had under our risk management resource center a number of  
2 documents, programs including the US Youth Soccer KidSafe  
3 Program, which is a great, you know, pdf document that you  
4 can go and follow, but because of the Safe Sport Act, U.S.  
5 Soccer Federation has amped up their interest in driving  
6 SafeSport.

7           So the U.S. Center for SafeSport was basically  
8 tapped by the governing bodies of youth athletics in the  
9 country to be the -- What's the word I had on the tip of my  
10 tongue? -- basically to be the resource center and the  
11 enforcement center for these programs. Their website is  
12 very simply SafeSport.org. Within that resource center at  
13 SafeSport.org are tools for certification, for parents to be  
14 certified, for coaches to be certified, leadership of our  
15 youth sports organizations to be certified. The  
16 certification lasts for two years. After two years, you are  
17 I'm going to say required -- required is a strong word, but  
18 strongly encouraged -- to renew that certification every two  
19 years. The content I imagine will be out.

20           When Terry and I visited the new development  
21 center in Kansas City earlier this spring, we covered, you  
22 know, not in depth dialogue but a fairly good strong  
23 introduction to SafeSport. It is not a requirement today  
24 for U.S. Soccer Federation members, US Youth or US Club or  
25 others, AYSO or any of them. It's not a requirement today

1 to have the organization leadership, coaches, volunteers to  
2 have that certification, but I can envision a day in the  
3 near future where it might be.

4 So when Terry said they're -- they're very afraid  
5 of the future of not doing, not paying attention to these  
6 issues, the obvious -- the obvious circumstances that we've  
7 seen in the news recently kind of illustrate that.

8 So I would encourage you strongly to, you as youth  
9 program leaderships, get out to SafeSport.org, register  
10 yourselves, get certified yourselves, promote that site to  
11 your parents, to your volunteers. Everyone has a role in  
12 keeping the kids safe. Everyone involved in our programs  
13 has a role. The reporting tools, if you see an incident or  
14 learn of an incident, the reporting tools are there as well.  
15 So it can be a clearing house, if you will, of everything  
16 you might want to know.

17 I will tell you this: My -- my editorializing of  
18 this, their website is a little thin right now. It's not  
19 significantly robust. They're just getting rolling  
20 themselves. They are a nonprofit organization themselves.  
21 They're run by a board of nine independent board members who  
22 have dedicated their focus on improving kid safety in our  
23 country related to sports.

24 So that's all I really have to say about SafeSport  
25 other than it's in our collective best interest for us all

1 to engage with that program. Yes, Dave.

2 MR. MILLER: Yes, Dave with Pierce County. So our  
3 clubs at our last meeting just a couple days ago had like --  
4 were all freaking out because they all heard about this, so  
5 they want to know, because you've said like this is how you  
6 would be certified. What is Washington Youth Soccer doing?  
7 When we go through our RMA process the next time we go  
8 through our RMA process, is there going to be something like  
9 how this is part of that process?

10 (Court reporter interrupts.)

11 MR. POPP: It was similar to Art's question  
12 earlier, you know, what can we provide in terms of guidance  
13 or checklists or et cetera. All right. So SafeSport's not  
14 on our site today, not any depth. It's brand new to us as  
15 well, to the organization as well. So longterm as we  
16 develop our strategy towards supporting our member  
17 associations around this, SafeSport will be a strong element  
18 of that.

19 MR. FISHER: So the answer, Dave, is that less  
20 than 24 hours ago, six pages from our outside expert that's  
21 detailing exactly what we will do Monday morning starting  
22 this process, and it's very comprehensive. I'm going to  
23 share it with you all electronically. Our work has just  
24 begun, and this is going to be a huge --

25 MR. MILLER: And that's the --



1           MR. FISHER: Because National Casualty's big deal  
2 is about what is the -- you know, it's great that it's on  
3 our court reporter's information, but the question is, how  
4 did it get to this group, how did it get to your 200 clubs,  
5 and what did they do because at the end of the day, what's  
6 the audit trail? That's a huge problem for U.S. Soccer. I  
7 said to the lawyer, can I produce what you gave Dan and I in  
8 April? She said, I'd rather not because it has our logo on  
9 it, and that created a stream of liability U.S. Soccer said.

10           So that's the answer I get, but we have this  
11 project that as of Monday morning we will start putting this  
12 out there giving you the process of what we're going to do  
13 with our experts to give us the best next chance.

14           MR. MENDEZ: It could be as simple as getting the  
15 information to the website, going in and taking the  
16 training, right? As a board member and a coach of an  
17 association and a parent of a child in the same association,  
18 I got the website, I went, and I did the 20-minute training.  
19 There's four different trainings. Watched the videos, got  
20 my certification, just like that.

21           MR. MILLER: So -- but the thing is, everybody has  
22 to be RMA-cleared in order to be involved, so that's already  
23 a funnel that they have to go through. If we add a separate  
24 funnel that they have to go through, that's going to be  
25 harder. That's why I'm saying.

1 (Simultaneous speakers.)

2 MR. MENDEZ: I see a streamline happening, but  
3 that doesn't stop the fact that I as a parent.

4 MR. MILLER: Do we already --

5 MR. MENDEZ: I also do RMA training, and I also  
6 have to sign up for RMA through Washington Youth Soccer.  
7 That didn't stop me from going to the website and being  
8 certified.

9 MR. FISHER: In this moment there are multiple  
10 places to go. What we're trying to do is get it all in one  
11 database, but you can't get risk-managed, you cannot get  
12 cleared without having done A, B, C, and obviously that  
13 takes all of your providers.

14 MR. MILLER: Right.

15 MR. FISHER: It takes national database. Takes  
16 something that is legally correct, put on the website  
17 because it creates all kinds of other liability. So we're  
18 working through that. So it's a work-in-progress. As soon  
19 as we get it, we'll implement. We understand that it may  
20 not be perfect timing for everybody. We'll get it. We're  
21 going to do it as fast as we can, and we're -- we're  
22 contracting through the legal people and the right folks  
23 that know how to do it.

24 MR. O'DONNELL: Bryan with Northshore. After they  
25 complete this, do they get a certificate they can upload to

1 our site similar to the concussion that they can upload  
2 because --

3 (Court reporter interrupts.)

4 MR. FISHER: Same.

5 MR. O'DONNELL: So if they print out a  
6 certificate, they can upload it to our system?

7 MR. POPP: Yes. It's a pdf certificate.

8 MR. O'DONNELL: Okay. Perfect.

9 MR. POPP: Yeah. So just -- any other questions  
10 before I close on that?

11 MS. CORDEN: (Raising hand.)

12 MR. POPP: Yes.

13 MS. CORDEN: Valerie Corden, Northwest Sound Youth  
14 Soccer Association. So under the risk management on the  
15 Washington Youth Soccer site, there is already an  
16 abuse-prevention class. So are we no longer going to be  
17 taking that class; instead, we're going to be doing a  
18 SafeSport class?

19 MR. POPP: Good question.

20 MS. CORDEN: Because under -- on the website  
21 already you already have abuse prevention and also the  
22 KidSafe Program.

23 MR. POPP: I don't know that we have an answer for  
24 that, Val, because this is a work-in-progress and we're just  
25 introducing this.

1 MS. CORDEN: Okay.

2 MR. FISHER: Well, I'll add that you should do  
3 both of those.

4 MS. CORDEN: Do both? Okay.

5 MR. FISHER: Yes. We're recommending -- in this  
6 note I'm reading, it says, I know Washington has considered  
7 implementing SafeSport (abuse-prevention program), and I  
8 highly recommend that you do. So just do both of them. You  
9 can never go wrong. Safe -- the first one, abuse  
10 prevention, is there. Do it. If you do it again, the  
11 lawyers are going to say, well, they did them both, in the  
12 meantime.

13 MS. CORDEN: Okay. Because I do know that the  
14 abuse-prevention class, you also -- it's also \$10 per  
15 individual for each single user.

16 MR. FISHER: Yep.

17 MS. CORDEN: And then you also have the option for  
18 the 250. Which one would you recommend for a club to use?

19 MR. FISHER: Well, if I look at the  
20 500-million-dollar lawsuit, I would do both.

21 MS. CORDEN: Okay.

22 MR. POPP: Yeah.

23 MR. FISHER: Just saying.

24 MR. POPP: Val, we'll get back to you with that  
25 question.

1 MS. CORDEN: Okay.

2 MR. POPP: I know we chatted about it earlier.

3 MS. CORDEN: Yeah.

4 MR. POPP: And I'm not super clear myself on the  
5 distinction between those and what liability coverage that  
6 provides for you, but let me just -- let me just add this in  
7 closing: We've had a lot of conversation today about  
8 liability to our organizations and insurance and all of  
9 that, but let's not lose sight of the fact that these  
10 programs, these certifications, this push toward -- toward  
11 enlightening our respective communities on the safety of  
12 kids is about the kids, right? It's to prevent the children  
13 and -- under our watch from being abused. So that's the  
14 goal, right?

15 The sidebar to that is, we also prevent our  
16 organizations from -- from additional liability. We will  
17 always be liable as organizations to protect kids, always.  
18 Even the best programs doesn't prevent a lawsuit, but every  
19 moment that we focus on these programs and education and  
20 certifications might prevent one child from being abused,  
21 and that's the goal is get ahead of it, stay ahead of it,  
22 and protect the kids, right?

23 MS. CORDEN: (Raising hand.)

24 MR. POPP: Yes.

25 MS. CORDEN: And, again, I just want to be clear

1 that when we do the abuse-prevention class, because there is  
2 a drop-down with multiple classes to choose from, it is the  
3 Abuse Prevention 2018 class that we're talking?

4 MR. FISHER: Yeah.

5 MS. CORDEN: Okay.

6 MR. POPP: Yeah, the most recent.

7 MS. CORDEN: Okay. Thank you.

8 MR. POPP: Anyway, I'll get off my soapbox, but I  
9 think you've all gotten the importance of the message today.  
10 Anything else on that topic? Hearing none, let's move on.

11 All right. So the next element of our agenda is  
12 our strategic plan, and when I say our strategic plan, I  
13 don't have a mouse in my pocket, or I'm not just referring  
14 to the people sitting at the table up here, our board. This  
15 strategic plan is paramount to the growth of our  
16 association.

17 So James Stewart will be presenting our updated  
18 version -- there's James -- our updated version of the  
19 strategic plan. We've been working on this. He'll touch on  
20 this briefly, but we have invested at the board a  
21 significant amount of time, multiple conference calls,  
22 multiple meetings, executive sessions, if you could call  
23 them that, after our board meetings to spend time on  
24 developing, and he'll get into kind of how we've honed down  
25 some immediate focus on the many, many ideas that were

1 generated out of the surveys to the parents, out of the  
2 surveys to you, our member associations, about what both  
3 value we bring as an association leadership as well as what  
4 is needed out there to grow our programs and improve our  
5 programs.

6 So it will be a bit of a -- it's not a formal  
7 presentation, but it's not informal either from the  
8 standpoint that the board members that have taken on kind of  
9 adoption of some these core ideas will chime in with James,  
10 so we'll -- you'll hear all of us kind of adding our two  
11 cents, if you will, to that discussion, but I'll let James  
12 kick it off from there.

13 MR. STEWART: Okay. Thank you very much. Can you  
14 hear me? Do I need a microphone? Okay. Fantastic.

15 So James Stewart. I've been doing US Youth Soccer  
16 support consulting for about five years now, USYS level, a  
17 couple of state organizations, some little -- a little bit  
18 of adult soccer and --

19 MR. FISHER: James, use the microphone please.

20 MR. STEWART: Okay.

21 MR. FISHER: It's a little bit hard to hear.

22 MR. STEWART: Okay. Not a problem. Sorry. I'm  
23 not going -- whoop, I'm going to turn it on first. Does  
24 that work? Does that work? Does that work? Is that  
25 better?

1 (Simultaneous responses.)

2 MR. STEWART: Okay. So I've been doing youth  
3 soccer support for about five years in a variety of ways. I  
4 do strategic planning, strategic project execution, board  
5 support, decision-making, and large-meeting management to  
6 help move important agendas forward for various  
7 organizations.

8 AS I was -- a little bit of an aside, how many  
9 people in here have used Uber?

10 (Hands raising.)

11 MR. STEWART: Half the room or something like  
12 that. So I was coming to this meeting, and I was just going  
13 to walk over here from the airport, and I needed a couple  
14 other rides, and so I refreshed my Uber account and tried to  
15 get on and log on, and it wouldn't take it. And did it  
16 again, and it wouldn't take it. Got on the phone. Tried to  
17 log on, and it wouldn't take it. Wouldn't take it. Tried  
18 it about ten or 12 times.

19 I finally realized my phone wouldn't update the  
20 app because I had too many pictures in my phone and the  
21 memory was consumed, so when I finally deleted the pictures  
22 and updated the app, it said, Your account's been locked.

23 Great. Got to go to the website. I went to the  
24 website. I got -- it said, Well, you've got to fill out a  
25 form and send it in, and we'll review your account. Please



1 give us the last couple of Uber rides you've taken so that  
2 we can verify that it's you and your personal information.

3 Well, lo and behold, fast forward, I've now been  
4 banned from using Uber irrevocably for the rest of my life  
5 because of my suspicious misbehavior and activities in  
6 trying to restore my account, so I'll no longer be using  
7 Uber, and I've become a best friend of Lyft. Okay.

8 So this is the agenda for today. How many people  
9 were here in January with the APFM?

10 (Raising hands.)

11 MR. STEWART: Remember some of the content we  
12 shared? Okay. So we'll go over that pretty quickly and  
13 talk about what's happening since the APFM, and what you'll  
14 find is that we've been driving a lot of decision-making and  
15 getting the, what specifically are we trying to create  
16 different for Washington Youth Soccer as a result of the  
17 strategic planning exercise. And that is the purpose for  
18 this -- for this meeting. We'll have -- as we present each  
19 of the items that are the strategic results from the work  
20 that's been done, we'll go through discussions and next  
21 steps along the way.

22 Before we get done, I'd like to get, if there's  
23 any feedback for me in particular, for the board on how the  
24 process is, what you liked, what you didn't like. We'll  
25 spend just a few moments on that, and then we'll adjourn

1 this part of the meeting, okay?

2 Wrong way. (Referring to PowerPoint.) Okay. So  
3 this particular phase of what Washington Youth Soccer  
4 strategic planning began last September, and during the  
5 fall, we went through a series of meetings driven by the  
6 Board of Directors and with the Board of Directors to gather  
7 information and get everybody on the same page, and then  
8 between the board meeting in November and the day the -- the  
9 APFM, we basically came down with a set of objectives and  
10 goals and strategies. I'll review those real quickly in a  
11 moment.

12 And then since the APFM, we've gone to a phase-two  
13 activity, and that's what we're going to share with you  
14 today, the results of the phase-two work.

15 The basic structure that I coach teams through for  
16 strategic planning is, you come up with your objectives, and  
17 then you set goals in different areas to drive that  
18 objective forward. Three objective areas for Washington  
19 Youth Soccer: Participation, partnerships and branding.  
20 And then a couple of goal areas underneath that start to be  
21 more specific about what you might want to accomplish with  
22 the strategic plan.

23 For instance, participation. The one objective  
24 area, three goal areas and then some strategies that we want  
25 to use. So I won't go through each of those, but for this

1 one there's like 11, 11 different strategies that were  
2 identified as good ideas.

3 For partnerships another ten or 12 areas that will  
4 be good ideas to pursue.

5 And then for branding here's some other things we  
6 would like to pursue.

7 One of the issues that teams face with strategic  
8 planning is, we have a whole really long list of things to  
9 do. You never actually get around to being able to do them,  
10 okay? It's just too much to manage. So what we've been  
11 doing for the last several months is setting priorities on  
12 all those great ideas of things that would be good to do,  
13 but what are we really going to be taking action on?

14 So we've been able to boil that down to seven key  
15 strategies. We've been detailing them out, we've been doing  
16 some action planning, and then most recently what we've done  
17 is say, okay, here's specifically what we want to work on in  
18 each of these strategy areas, and here's the expectations  
19 that you as members of Washington Youth Soccer should  
20 observe. As we work together to accomplish these goals,  
21 this is what -- this is how it will feel for you. And  
22 that's the material that we want to review today, which is  
23 really a result of strategic-planning process. It's boiled  
24 down to seven things that we want to do together.

25 The other 27 good ideas are still there. What

1 you'll see is what's the plan for the next six months or a  
2 year, and this list of ideas is a multiyear agenda. As we  
3 get things accomplished, we'll come back and look at it  
4 again and add another thing to the list. Some of them are  
5 shorter duration. They'll be done more quickly. Some of  
6 them are putting permanent infrastructure in place, so  
7 that's going to last a long time. And they all have a  
8 different flavor and a different variety, and we'll kind of  
9 step through that. Okay.

10           A bit of summary, but I wanted to reorganize  
11 ourselves on the seven areas that we've decided to put teeth  
12 into for the next period of time. So participation, an  
13 objective around participation and a goal area around player  
14 retention. Again, participation, volunteer toolkit,  
15 participation and multitier leagues.

16           Strategic objective around partnerships,  
17 association and club outreach, communities, socioeconomic  
18 and cultural development, so extending to underserved  
19 communities, partnerships, marketing and sponsorships and  
20 how to use partnerships to do a better job there.

21           And then the near-term goal on branding is  
22 building an image platform. Okay. So how do we begin to  
23 articulate more precisely and more powerfully the Washington  
24 Youth Soccer value proposition, et cetera and get it out  
25 there, and what can we do in the near term to do a better

1 job of that?

2           At this point in time, we're going to shift, and  
3 we're going to -- there's actually seven more slides in this  
4 presentation, one each. We'll talk to specifically what  
5 each of -- that area and then the details underneath. Board  
6 members are going to do the primary presentation of this  
7 material. There is -- behind each of these very simple  
8 slides is a full project data sheet that we've developed  
9 that's got lots of materials. I would encourage the board  
10 members as you feel free to reference that material to show  
11 that there's a lot behind the simplicity. There's a lot  
12 more things that can be done, but unless we get very  
13 specific on, this is what we're going to do in the next six  
14 months, then you just die under the weight of too many lists  
15 of things to do, and everybody's busy. Everybody's got a  
16 full day. How do you really drive time into the agenda to  
17 be able to make something, make a difference and put it in  
18 place in a sustainable way to create good change? Okay?

19           So let's go first.

20           MS. MCGILLIVRAY: All right. Player retention.  
21 So on the player retention strategy, our goal is to increase  
22 retention at specific soccer enrollment dropoff points. We  
23 had quite a number of great ideas, but, like James was  
24 saying, we required order to actually make progress on  
25 something. We had ideas like futsal, indoor soccer, soccer

1 tennis, speed soccer, et cetera, et cetera, right? But what  
2 we have discovered is that in Spokane on a small scale  
3 they're having success with a mixed coed league for some of  
4 the high school students. There's a small amount of kids  
5 that don't make their high school team. They're not on a  
6 select team. They still want to play. They want to have  
7 fun. They want to develop their skills. Sometimes it's  
8 more fun to play in a corec league just like adults do.

9 So one of the things that we're going to do is  
10 research and do some analysis on how that's working, how  
11 it's structured in Spokane and see if we can broaden that  
12 across the state in a new geographic locale so that we can  
13 begin to provide additional opportunities for high school  
14 students and others to play soccer when the traditional  
15 channels that exist today are not quickly available to them.

16 MR. FISHER: Jane, was that Greg's part?

17 MS. MCGILLIVRAY: Was that -- was that Greg's?  
18 Hey, Greg, was that your part?

19 MS. GRAY: It was Greg's part, yeah.

20 UNIDENTIFIED SPEAKER: Greg, do you have anything  
21 to add?

22 MS. MCGILLIVRAY: I thought that was my part.

23 MS. GRAY: You're the next one.

24 UNIDENTIFIED SPEAKER: Good job.

25 UNIDENTIFIED SPEAKER: Good job though.

1 MS. MCGILLIVRAY: Hey, Greg, you want to do the  
2 next one?

3 MR. ROGERS: No, you're good. You covered it all.

4 MS. MCGILLIVRAY: Okay. Do you want to do the  
5 next one, Dan? Okay.

6 MR. BEUTHEL: Fred Beuthel, Eastside Youth Soccer.  
7 They're no longer here, but my colleagues from Lake  
8 Washington Youth Soccer run a program for coed in the  
9 spring, high school coed. It's difficult to get information  
10 out of them on it because it's run on sort of a shoestring,  
11 but they've had -- it's been fairly successful. It's run  
12 for several years.

13 MR. ROGERS: So we want to do is, we want to  
14 formalize that and reach out to those areas --

15 MR. BEUTHEL: Right.

16 MR. ROGERS: -- that we know have programs that we  
17 are not aware of, find out how that's working and share it  
18 with the group.

19 MR. BEUTHEL: That's why I'm raising it. Thank  
20 you.

21 MS. MCGILLIVRAY: Thank you. Much appreciated,  
22 Fred.

23 MR. STEWART: Okay. Any other questions or  
24 comments on the idea about piloting, taking best practices,  
25 what's going on across the state and then piloting a program

1 . sometime in the -- as early as the fall. Yes.

2 MR. HOPPE: Travis Hoppe from Grays Harbor  
3 Foothills. Have you formalized just a note out to all of  
4 the associations because I suspect everybody's got a little  
5 in-house project somewhere in their geography that they're  
6 running either through their own umbrella or an alliance  
7 with a nearby partner that addresses a particular need or  
8 issue? And you could get flooded with the answer to that  
9 really quick if you want to know all the things that we do.

10 MS. MCGILLIVRAY: That's exactly what the research  
11 is going to attack first.

12 MR. HOPPE: Okay.

13 MS. MCGILLIVRAY: And then as we get more  
14 information, incorporate your thinking and get your feedback  
15 on how we can do that.

16 MR. ROGERS: Kind of do it globally. So what we  
17 want to go over in the next six months is do that research  
18 piece, reach out and do that and analyze what works, what  
19 hasn't worked, and then come back and share it as a whole.

20 MR. HOPPE: Well, from our point of view, the one  
21 area that -- it sort of hit a couple of your strategic  
22 points I continue to struggle with from a Washington Youth  
23 Soccer structure point of view is sort of the sandlot  
24 soccer, showing up, having registered -- or showing up for a  
25 day and just being able to experience together with



1 mixed-age, you know, sort of fun environment, that kids come  
2 in and out of those solid teams, which seem to, you know --  
3 which have a lot of cohesion, but that -- that's where one  
4 of those dropoffs is, is your team dissolves if you had a  
5 team, and then you're like, Well, I still like soccer, and I  
6 don't play in high school. Well, you have another  
7 magnetizing event that allows them to keep playing, but we  
8 don't really have that structure within our clubs to offer a  
9 sandlot, show up on a Friday night and play, and it's all  
10 organized and sure. We've got, you know, responsible adults  
11 watching it and et cetera. And I've been watching for that  
12 for years and years.

13           It would also definitely reach across those  
14 socioeconomic challenges there too, so.

15           MR. STEWART: Okay. Now I want to be a little bit  
16 clear on what this slide says. Jane talked about the  
17 backdrop behind it was a bunch of ideas, sand soccer,  
18 futsal. I don't know -- remember all the things, but the  
19 most recent decision made by the board was of all of those,  
20 our opinion is that the coed is the next thing for us to  
21 pursue to add to our programming. Okay? So we'll take the  
22 note and do it, and then during the research, it's okay if  
23 the research says, well, that's actually -- we've gone out  
24 and talked to people, and we want to change that platform.  
25 We're going to jump over here. That's an okay thing for the

1 strategic process to do, but what's not okay is to try to  
2 push forward six things in parallel to watch six of them  
3 die. All right?

4 MR. ROGERS: Right.

5 MR. STEWART: And so we've said coed. Let's do  
6 the research. If it's confirmed, that goes ahead first. If  
7 it's not confirmed, we can change it, but you're not going  
8 to change it and say, We've got to do six at once. Okay.

9 MR. ROGERS: Well, and I think it's important to  
10 understand the reason why we chose that is the same  
11 conversation I was having at breakfast over here. When you  
12 reach that eighth and ninth grade level, that's where we see  
13 the huge dropoff. We want to try to see if we can address  
14 that issue and then go back and say, okay, now what are the  
15 other pieces that we can address?

16 MR. STEWART: Okay. Any other questions on this  
17 Item Number One?

18 Okay. Now we go to Item Number Two. Volunteer  
19 toolkit.

20 MS. GRAY: Okay. So some of you are probably  
21 familiar that we have volunteer toolkit at Washington Youth  
22 Soccer. And just to take a quick step back to some of Dan's  
23 original comments, we took all the seven selections that  
24 were seven strategies that we -- that we're working towards  
25 are what kind of bubbled up in the surveys from kind of

1 players, associations, and -- so that's why these are our  
2 seven focus areas. And volunteers, the retention of  
3 volunteers, finding volunteers, is one of the biggest  
4 issues.

5           So they're -- Washington Youth Soccer has a  
6 volunteer toolkit, and our -- one of our committees has been  
7 looking in that volunteer kit, trying to add components to  
8 it to make -- just make it more effective.

9           Now, the volunteer toolkit as it stands is on the  
10 website, but there will be some additional components as we  
11 roll out, but we're trying to -- also we'll be adding some  
12 SafeSport components to the volunteers because we want to  
13 make sure those people are safe as well, but the volunteer  
14 toolkit is very comprehensive on all kinds of different  
15 volunteers from parents and asking what -- what they can do  
16 and how to reach out. And what we'd like to do is make sure  
17 you have -- and for the fall we're basically going to roll  
18 it out now and then get your feedback on what else you need  
19 to get those volunteers and how to outreach. It's hard to  
20 get volunteers, as you know, to commit to different things,  
21 and -- but that's one of the things for the associations. A  
22 lot of you are working with volunteers, so you need them,  
23 and you need to keep them around and have them engaged.

24           So the last piece is that we're -- the feedback  
25 and formal survey in fall we'll do after you've had a chance

1 to use a volunteer handbook, and then annually we'll be  
2 rolling out enhancements to it.

3 MR. STEWART: Okay. One comment that I wanted to  
4 add to this was, this was -- this idea percolated forward  
5 based on, as part of the original work done in the fall, we  
6 did a parent survey and asked them about volunteering  
7 because we know that's a perennial issue or resource issue  
8 for everybody that's in youth sports, and what came back  
9 loud and clear was, I haven't been asked. So part of that  
10 volunteer toolkit is, here's how you ask, here's the pieces  
11 you need to provide, here's some tools and techniques for  
12 how to go out there and do it. You do not have to invent  
13 this. Other people have done it. Let's accumulate the  
14 earnings and leverage that.

15 MS. MCGILLIVRAY: We also added in the volunteer  
16 toolkit some of the ideas that Jen was speaking of regarding  
17 PCA. One of those is a coach's job description. Another's  
18 the ELM Tree. How do you actually put that into practice in  
19 your games and your practices, honoring the game, the  
20 five-to-one ratio. There are very specific PCA checklists  
21 and very brief, this is how you do it. So those are -- are  
22 being added to the toolkit as well.

23 MR. STEWART: Any -- any questions or comments on  
24 volunteer toolkit?

25 Okay. Next item. Multitier leagues. This is

1 Item Number Three, and Terry.

2 MR. FISHER: Washington Youth Soccer supports the  
3 South Sound United League, the NPSL, the RCL, and just  
4 recently met with people in Eastern Washington to reform a  
5 league we want to call Intermountain Champions League, which  
6 is addressing the desertion of all those teams that went to  
7 US Club because they wanted to be in some sort of premier  
8 level and try to recapture those.

9 And so those are the four leagues that we propose  
10 that will cover the state. We have a great deal of sympathy  
11 for the rural areas that have really tough times finding  
12 places and teams to play because there seems to be a wall  
13 built at the south of Olympia somewhere that people won't go  
14 south from the north, and then south doesn't want to come to  
15 the north. So we're still dealing with Southwest Washington  
16 because it's a big issue.

17 We've got a great relationship with Oregon. We  
18 have nearly 2,000 players registered in the state of Oregon  
19 because it's great for families. We made the decision some  
20 years ago that every decision we would make would be  
21 family-friendly and how you shouldn't travel further for the  
22 game than the time that you're actually playing the game.  
23 And when you drive by multiple clubs that you should be  
24 playing because they're in some other affiliation, it makes  
25 my crazy. And we've addressed that within Sunil Gulati when

1 he was still president, and it's still sitting there. After  
2 we get the bid for the World Cup in two weeks for 2026,  
3 we'll readdress fragmentation and aggregation because that  
4 is truly the inhibitor of soccer growth and success in  
5 America.

6           These leagues, we support them 100 percent.  
7 Art King and his group have taken on the SSUL, and Lisa and  
8 her group that is continuing to push forward with the NPSL.  
9 The RCL continues to evolve. We still have ways for teams  
10 to get promoted into the RCL. Paul Bayly is here as the new  
11 commissioner taking over for Wade Webber and to do that  
12 assessment.

13           And we think that the pathway for success in the  
14 east I think Abbas and his group over there with -- we've  
15 brought in Coeur d'Alene Sting, so now we have a second team  
16 in the east that is of some substance that can link up with  
17 Three Rivers and can link up with the Yakima teams and  
18 hopefully try to bring back in Wenatchee and some of the  
19 mid-state, eastern state groups.

20           So we're going to spend a lot of time, energy and  
21 money -- and Crossfire Yakima too. I forget -- I forgot  
22 that. Sorry. We have a large contingent of people in  
23 Eastern Washington that need to be brought back into the  
24 Washington Youth Soccer stream.

25           These leagues we think are the correct

1 developmental pathway. We know that we live in a very  
2 complicated developmental scheme in the United States, but  
3 those leagues, tier leagues, do provide opportunities for  
4 teams to move, and we are always being asked about  
5 opportunities for clubs that exist now that are not in  
6 Washington Youth Soccer, and we want to encourage them to  
7 come back in. Maple Valley came back in. The group up  
8 in --

9 MR. POPP: Cascade FC from Snoqualmie Valley  
10 Soccer is competing in NPSL this fall.

11 MR. FISHER: And we have a very disturbing  
12 situation arising in Auburn where they're not here today,  
13 and everything in their website says they're going to  
14 Mount Rainier FC. That's very concerning. They are a  
15 member of Washington Youth Soccer; yet, there's no mention  
16 in their website about Washington Youth Soccer. So we are  
17 going to meet with the surrounding associations and try to  
18 rectify that situation because we want our programming  
19 offered to children because we think it's very good  
20 programming, and we want to support the leagues. We also  
21 want to be friendly to families.

22 So we're addressing it, and hopefully, you know,  
23 we've discussed this for the last 15 years from the PDL days  
24 back in the early 2000s to today, and I think that we're  
25 trying to do the best we can to help parents find the right

1 pathway for their children.

2 MR. POPP: Very good. Any questions? Yeah.

3 MR. ROGERS: I don't have a question. I just -- I  
4 think just to let you guys know, Terry really underplayed  
5 the -- the ICL.

6 From my standpoint of view moving over to Spokane  
7 area three years ago coming from this area, moving over  
8 there and seeing what was going on over there, the ICL is  
9 going to be huge over there. It's a huge impact for Idaho.  
10 It's a huge impact for us.

11 And I originally approached Terry after I'd been  
12 over there, and I said, I find it very interesting that we  
13 don't have a similar agreement over there like we do down in  
14 Vancouver and Portland. And I said, this doesn't make a lot  
15 of sense, and it was very interesting. I think  
16 conversations occurred at higher levels with the Idaho State  
17 Youth Soccer Association just like ours, and we tried to  
18 create that path because they were having the same problem  
19 we were having in Eastern Washington. Their folks in  
20 Coeur d'Alene and all throughout Northern Idaho was having  
21 to travel to Boise to play games, and, believe it or not, if  
22 you travel to Boise through there, you actually travel  
23 through Spokane and around most of the time, so they're  
24 trying to invite us to go play games in Boise.

25 So they reached out to us, and we reached out to



1 them, and we've created this joint partnership. It's our  
2 goal to actually grow that and increase it and bring even  
3 more of those clubs back in Eastern Washington that have  
4 gone other places, as well as help Idaho do the same thing.

5 So I think kudos goes to Terry and the staff, as  
6 well as a couple of board members that are over there  
7 helping facilitate that and put it together, and it's still  
8 a work-in-progress, but I think it's going to be huge moving  
9 forward for the entire state here.

10 MR. STEWART: You have a comment?

11 MS. CREGG: Just one question please. Is it  
12 appropriate at this level to go into the promotion and  
13 relegation process that you're looking at for those  
14 multitier leagues?

15 MR. FISHER: It would be really appropriate but  
16 too lengthy. The process, we're open to hearing the  
17 dialogue about that. The assumptions that we make,  
18 Catherine, are that if you do well in a league, you should  
19 apply for promotion to the next level, and Paul Bayly sits  
20 here from the structure of the RCL to look at those  
21 applications. I got a lengthy two-page letter from  
22 Todd Lincoln who told me about teams over the years that  
23 have applied and been accepted, so it isn't an unusual case.

24 The goal is to get kids playing, and there are no  
25 glass houses. With the academies coming in and the absolute

1 proliferation of opportunities for kids at every level of  
2 top end, the middle level is totally re -- has to be  
3 revisited because the RCL isn't what it was because kids  
4 have moved over here. The NPSL continues to thrive and do  
5 great things. The SSUL provides a great opportunity for  
6 geographically close neighborhood clubs to play, and  
7 hopefully the level of that play continues to grow and get  
8 better, and if we can do the same in the west -- in the  
9 east, we now have four leagues, and we'll get back to  
10 solving Washington Southwest. I think that covers the whole  
11 state and provides opportunities for kids.

12 Pro/rel is -- at youth level has to be on the  
13 table because it won't probably get to the pro level ever at  
14 the top of the game, but at the youth level it certainly  
15 makes sense, but, again, it's -- it's a fascinating  
16 discussion that everybody understands the concept. You  
17 should get promoted if you win, but the team has to stay  
18 together, and if the team changes, it isn't the same team.

19 So there's a lot of pieces to it, Catherine, and  
20 believe me, I think that the pathway is play in a  
21 competitive league, do well, do well in the cups. Those are  
22 the measuring tools -- Paul, if I'm speaking out of turn --  
23 those are some of the measuring tools for going to the next  
24 level to play, and we are open to that.

25 MR. STEWART: And I'd like to add a comment to

1 this as well because when I started working with you, I mean  
2 Washington Youth Soccer, in 2014/15 era, the whole  
3 competitive-play area was a known issue. It's a very  
4 difficult problem to solve with all the individual and  
5 family requirements and travel, nontravel, family  
6 aspirations, you know, and level of play they want to aspire  
7 to versus just being able to keep playing when they get to  
8 that age group, and I looked at this proposal that came out  
9 and I said, this is really a fantastic next step. Is it  
10 going to be perfect? Is it going to solve everything? No.  
11 But this starts to plug some holes that developed a couple  
12 years ago, and it's a great structure that's leveraging  
13 leagues that are already in place that are providing best  
14 examples, a great growth plan. And, like I said, it's a --  
15 I just felt really good that it's still continuing to be  
16 worked on, and we're taking some really solid steps towards  
17 it.

18 Any other comments on this? Okay.

19 UNIDENTIFIED SPEAKER: Just real quick, for ICL  
20 what levels of play are involved there?

21 MR. FISHER: The long-term view if you were  
22 looking at a five-year plan would be recapturing all the  
23 teams that are now playing in US Club that are not currently  
24 in Washington Youth Soccer, so that's -- that's -- we have  
25 RCL teams and provisionally with Coeur d'Alene and Spokane

1 and Crossfire Yakima and Three Rivers, so there's four in  
2 the east. Who knows? In the good ol' days, there used to  
3 be good players up at Wenatchee that I remember. There were  
4 other good players in the middle of the state someplace, but  
5 I think if you have four or five vibrant clubs in the east  
6 that are doing great and then there's a whole level of  
7 competitive mid-level, select, competitive play that would  
8 rival SSUL and NPSL, my goal would be to have a league over  
9 there that is just as vibrant as your two leagues, SSUL and  
10 NPSL. Game covered. Then we have the top of the game to,  
11 you know, aspire to.

12 And as Sounders reach out for more and more  
13 affiliated clubs and as there are other things developing in  
14 the ECNL side, this is complicated landscape. How many  
15 great players do we have? We hope to have a lot more, but  
16 the body of work has to settle out.

17 So that level we would like to recapture all those  
18 teams that went away because truly they belong back. That  
19 was our District 7, 5. What district? 6? That was our  
20 District 6 league in the gold ol' days. They all went away  
21 because they couldn't find common ground with the RCL  
22 structure. They all went away. So the idea is to get them  
23 back because we know that we have the better competition,  
24 and I think we do try to run good programs. So that's the  
25 idea.

1                   MR. STEWART: Okay. Any other comments? Let's  
2 move forward.

3                   Changing over from participation to partnerships  
4 and association and club outreach is a specific topic in the  
5 area of partnerships to be talked to by?

6                   MR. POPP: That's me. Right. So one of the --  
7 one of the decisions that we made as a board -- and this was  
8 in my opinion quite strategic -- is that we continue to  
9 develop and represent Washington soccer on a more local and  
10 personal level with our member associations.

11                   So one of the -- one of the things we started not  
12 quite a year ago, maybe -- well, it was about this time I  
13 guess of the AGM last year is that we agreed as board  
14 members to adopt a few associations each and get out as  
15 often as we can to have personal contact with you, with your  
16 board members, with your association leadership to both  
17 represent what we're doing here at Washington Youth Soccer,  
18 as well as a bit of a listening tour to be able to hear from  
19 you all what more you need from us in terms of services.

20                   This is one great example of where we get feedback  
21 from you on what you need us to do, whether it's around  
22 liability or whatever. I -- I think we all agree that a  
23 more personal relationship with you all and having us be  
24 more present in your organization is a critical element for  
25 us to have a strong multimember association.

1                   So we've done that over the last year. If you  
2 haven't had one of our board members in one of your  
3 meetings, then I'm just going to go out now and say we're  
4 sorry we missed that. We're regrouping on this concept. We  
5 have gotten out to many of the membership meetings. I've  
6 personally gone out to several. I know many of the board  
7 members have got out to a couple each.

8                   So here's -- here's our ask for that. And we have  
9 a -- as you see on the slide, we have new board membership  
10 now. We're going to do a shuffle on the -- on the  
11 assignments for associations per board member so that we all  
12 have a very specific list of associations that we are  
13 responsible for developing a better relationship with.

14                   So that -- that will happen before our next board  
15 meeting in August, and you should -- and we should --  
16 Greg -- we're going to give them all to Bill.

17                   Here's our -- here's our ask of you, and that is  
18 please engage with us around your meetings. Let us know  
19 when they are, let us know that we are welcome, and let us  
20 come -- worst case scenario, we sit in the corner and learn  
21 something new about your organization. Best case is, we  
22 engage in a dialogue around our collective best interests  
23 and best practices.

24                   So we will be reaching out to you. I assure you  
25 we will be reaching out to you about your next board

1 meetings and our interest in attending them, and we hope  
2 that you will get back to us with your dates and times so we  
3 can get them on our calendars and get out there and visit  
4 with you and your colleagues.

5 By the APFM of next year, my expectation or our  
6 expectation is -- as part of our strategic plan is that we  
7 will have a report back to you about the many, many meetings  
8 that we were able to attend and participate with you all.  
9 Any questions on that? We won't embarrass you when we show  
10 up. I promise. It's for the -- for the good of the  
11 organization. Yes.

12 MR. FISHER: The difficulty of finding out when  
13 meetings are is incredible. How do you notify your members  
14 when they are? We have literally a few that we can't even  
15 find out when they are, nor can we get a return call that  
16 they are happening. And I might put out a bounty list for  
17 anybody who knows when this group is meeting and we want to  
18 find them. That's how interested we are about getting  
19 there, and this isn't the smallest clubs. This is the  
20 biggest clubs.

21 So we're interested. We're not there to be the  
22 agenda. We're there to help. We work for you. We serve  
23 you.

24 MR. POPP: Noted. So please help us engage with  
25 your organizations. That is our ask. That's it for me.

1                   MR. STEWART: Okay. That you very much, and I'll  
2 go on to Number Five.

3                   MR. POPP: Well, I'm also tapped for this one, and  
4 Felipe is -- and I are the board ownerships of this, but  
5 I'll just grab it because I'm standing near a microphone  
6 from Felipe. One of the things I think that you all  
7 recognize in your own local communities and we recognize at  
8 a state level is to develop the growth of the game and  
9 adding players, getting more kids to play, also requires a  
10 focus on diversity, so socioeconomic cultural diversity in  
11 the programs that we offer, engaging those communities that  
12 don't normally get engaged by us.

13                   And I respectfully say, you know, I'm sure you all  
14 have your own efforts around those every day. We're going  
15 to double-down on that and find partnerships. This is under  
16 our element of partnership that we're going to double-down  
17 and throughout this summer look for local partners, at least  
18 one per "region" in the West, in Central, in Eastern  
19 Washington, and help identify programs where we can recruit  
20 and engage kids who aren't presently being engaged. Whether  
21 that's through schools, whether that's through partnerships.  
22 We have a couple that we're already working on.

23                   Example, you know, the Washington Youth Soccer  
24 Foundation runs the Soccer for Success program. For the  
25 first time in its history, we introduced a program in Yakima



1 this last fall, and it's culminating this week with a parent  
2 night and award night in Yakima. It's the first time in  
3 Central Washington, so expanding into that.

4 Expanding in Western Washington, Soccer for  
5 Success has moved out into suburban areas like Auburn and  
6 Pacific and places where we're engaging kids that  
7 normally -- don't normally get access to these. These  
8 programs are covered in terms of cost. There's no expense  
9 to the parents or to the player, and it's growing the game,  
10 and typically they in -- those programs typically tap into  
11 socioeconomic and culturally diverse communities.

12 The -- the grant that we received from the U.S.  
13 Soccer Federation around the Soccer Starts at Home program  
14 with Tommy Byer is a program that we are engaging in  
15 partnership with the RAVE Foundation to bring that program  
16 out into the community in the next six months or so or some  
17 time frame to be defined.

18 But these are programs that we are going to be  
19 working on to identify partners, specific target audiences  
20 and then, by the fall or spring of next year, be able to  
21 come back and report to you on the success of those  
22 programs.

23 So if you have local -- the ask from us is, if you  
24 have local programs than you need some support in or that  
25 you'd like to expand or that you have some good ideas

1 around, please share them with Washington Youth Soccer staff  
2 or me personally, and we will -- we will try to invest and  
3 focus on those to grow them. We don't need to reinvent the  
4 wheel here. What we need to do is grow the programs to any  
5 shape or fashion that we can and engage those communities  
6 that don't typically get focused on, so.

7 Any questions on that? Do you want to add  
8 anything, senor?

9 MR. MENDEZ: I would just say that, you know, it's  
10 not a Washington Youth Soccer Board-specific, sort of  
11 working-in-isolation proposal. It is a, we want to work  
12 with the associations in these "regions" to identify that  
13 partner and develop some programming together with our  
14 association at the local area.

15 MR. POPP: So please engage us because we will --  
16 we will help. We will help. All right.

17 So, James, that's all on Number Five.

18 MR. STEWART: Okay. We'll go on to the next one.  
19 Again, another partnerships one. This one's talking about  
20 marketing and sponsorships.

21 MR. FISHER: Our goal here is, we -- we have a  
22 very aggressive, outstanding Marketing Communications Group  
23 with Mike, Shaneika and Bri and in all aspects of marketing  
24 communications. We're trying to get better reach. I think  
25 our numbers continue to grow, and we think the quality of

1 our product is obvious if you look at our website, and we're  
2 extremely proud of that Communication Group.

3 That's marketing, marketing our programs,  
4 marketing our people, marketing the fact that we're  
5 interested in helping the communities, but in order to  
6 market, you also need to market with the cooperation of what  
7 we call partners, marketing partners.

8 The classic marketing partner for us was in 2009  
9 when we became marketing partners with the Sounders. We  
10 asked for nothing. Because we asked for nothing, we got  
11 everything. And in the early days we were important for  
12 them to launch their brand. Ten years later they've  
13 matured, the game's matured, it's changed, but it will never  
14 be the same as it was in years one to five or six.

15 But we want to be good marketing partners. We do  
16 a really lousy job of reaching out to our members across the  
17 state and saying, what companies exist in your market that  
18 should be marketing partners, because our brand, our reach,  
19 is 150,000 e-mails, very, very sophisticated communication  
20 skills, abilities, and our value is totally undervalued.  
21 We're probably the best buy in the marketplace in terms of  
22 becoming a partner.

23 When I first arrived, Dairy -- Dairy Farmers left  
24 us, \$50,000 a year, and went and spent their money in a  
25 really silly way with?

1 MR. BRIAN SMITH: WIAA.

2 (Laughter.)

3 MR. FISHER: So if you go to the Tacoma Dome and  
4 you see Dairy Farmers, that's our money on that wall. And  
5 if you go and look at Fred Meyer, they also left in the same  
6 year, if you remember those times. It was a reorganization  
7 of business, another 50,000. We lost right as I arrived  
8 \$100,000 from two sponsors that we've never gotten back, and  
9 every year I call both of them up, and, you know, they're  
10 polite, but their money is allocated in different ways. We  
11 do a lousy job of reaching out.

12 Think all the people that we have in this room,  
13 and one of the reasons, Lane Smith sitting here, he says,  
14 How is it possible we don't have more people involved in  
15 Washington Youth Soccer? Datec? Lane Smith. Tacoma Stars?  
16 Lane Smith. All we need is another 20 board members like  
17 Lane, and we will have lots of revenue to continue to  
18 provide more services.

19 The point is, we're setting modest goals because  
20 my metrics are going to be based on really low goals which I  
21 set there to the dismay of these two guys, but the point is,  
22 we want to add more sponsors, both revenue and nonrevenue.  
23 What's a nonrevenue? Working with Parks and Rec, working  
24 with Boys & Girls. It gives things back, you know, and  
25 we -- we cooperate with them. Those are nonrevenue. If you

1 look at our budget in January, it's \$130,000 a year in  
2 revenue that we put there in sponsorships. You can probably  
3 ask, why isn't it at \$500,000? Well I see T-Mobile, my  
4 president, his shirt is being worn by a club, not by me.  
5 What's the question? Why is that?

6 MR. POPP: Good question.

7 MR. FISHER: The question is that most of those  
8 parents that spend those dollars are kids that play for your  
9 club, so it's a different animal. So we have to do a better  
10 job of reaching out. If you have companies out in the state  
11 that for a very modest investment can get a broad reach, and  
12 I think you have the list in your -- in your materials  
13 somewhere online. We have 12, 14, 16 marketing partners,  
14 sponsors, all different levels, all different types, all  
15 different, but it's nowhere near what we could possibly do,  
16 so we're going to try and do better.

17 MR. LANE SMITH: I'm going to amplify, do a little  
18 commercial for what Terry just said is, you know, my company  
19 Datec, we did the Seattle United Cup, and we also did the  
20 Washington Premier Cup, and to us, if we get one customer,  
21 it's worth the money that we spent to sponsor those. And  
22 I'm just one little guy. And so there is a tremendous  
23 business value out there, and I know even people sitting in  
24 this room either are principals of companies, manage  
25 companies or have influence with large companies, and we all

1 focus our energy oftentimes to either particular association  
2 or club for a particular cut or whatever, but if we think  
3 larger -- and I've gone through this with the Boys & Girls  
4 Club as example. When each Boys & Girls Club in past  
5 history went and tried to get large grants and things,  
6 they -- they were turned down because they were too local,  
7 two individual, but if you move up the ladder, okay,  
8 Washington Youth Soccer can go to the Bill and Melinda Gates  
9 Foundations. They can go to the Milgard Foundations. It's  
10 built, you know, 30-million-dollar Boys & Girls Clubs. They  
11 can go to other very, very large philanthropic organizations  
12 to give us money at the large level. That will trickle  
13 down, but when we always think club, club, club or  
14 association, association, we don't go after the big fish.

15 So that's just, you know, a comment and a thought.

16 And the other thing that I always scratch my head,  
17 and Terry and I talk about this, is that Washington Youth  
18 Soccer is a 501(c)(3) organization, okay? If I write a  
19 check or any one of us writes a check, it's a writeoff. If  
20 a business writes a check, it's a writeoff. We have  
21 traditionally been a fee-based organization, but we can also  
22 have a component that is just philanthropy. I mean I don't  
23 know what our numbers are, but I looked through the numbers,  
24 and I don't know how many people are actually just donating.  
25 We donate to our church. We donate to the United Way. We

1 denote to a lot of different things, but we are ourselves a  
2 501(c)(6) as well, and the byproduct of what we do isn't  
3 just soccer. It's health and well-being, cultural  
4 diversity, losing weight, which is a big one. We need to  
5 attack that. All those things. We should go out to our  
6 members and say, hey, give back to us because we fulfill all  
7 those things just besides soccer. So I'll get off my  
8 soapbox.

9 MR. FISHER: That's all, James. Any questions  
10 about that?

11 MR. STEWART: Okay. We'll move on to  
12 Number Seven. It's another marketing item, in this case  
13 branding and improving -- figuring out how to make better  
14 impact on branding and awareness for Washington Youth  
15 Soccer. So this will go to Terry.

16 MR. FISHER: Yes. That -- it's a little  
17 repetitive about our Communications Group with Mike,  
18 Shaneika and Bri. We think that we've reached out to  
19 multiple associations, heard lots of stories, I am  
20 Washington Youth Soccer. We're really getting pretty good  
21 at the storytelling of opportunities to promote our members  
22 and programs that they do. If you have ideas, reach out to  
23 the staff, and share with them what you'd be interested in  
24 explaining or sharing with the membership.

25 The idea that 20 years ago when I first was

1 coaching in California, all of our kids in the state of  
2 California wore patches that talked about Cal North, Cal  
3 South, and I recall playing against some teams in  
4 Washington -- we would beat them -- and they were also  
5 wearing Washington Youth Soccer patches, and now I look  
6 around, and they've disappeared.

7           So my wondering is, is it possible for us as a  
8 company to say, let's revisit branding so that when you're  
9 looking at a team on a field, you'll recognize it as a  
10 Washington Youth Soccer experience and you won't have to  
11 say, Who are those kids? They belong to a club. They  
12 belong to an association. They belong to US Youth.

13           So I would say, when you plan your next buy, build  
14 it into the brand. Build it into the model. Put it out  
15 there and be proud of it because it is something. 51 years  
16 we've been doing this. 3 million kids have gone through it,  
17 parents, so it's something that you should be proud of.

18           The logo is part of the brand. What is it?  
19 Washington Youth Soccer, part of US Youth, part of  
20 U.S. Soccer, and if we host the World Cup in '26, we'll have  
21 a lot to be talking about in the next eight years about the  
22 brand. And I --

23           MR. POPP: I'm going to jump in on that comment.

24           MR. FISHER: Okay.

25           MR. POPP: I think there's a -- there's -- you



1 know, I don't know how many of you focus on marketing as  
2 part of your career path, but I do, and one of the things  
3 that we are -- I think you all are as we hear from you is  
4 what we're running into is competing for kids' attention.  
5 We're competing against other sports, we're competing  
6 against other programs, and the average parent, when they  
7 get into, you know, looking around for soccer for their kids  
8 don't necessarily recognize that your programs are part of  
9 a, as Terry just described it, 50-year for us history of  
10 3 million kids going through the program. This is I would  
11 submit a -- as competitive an environment as we've ever been  
12 in youth sports with the pulling of attention away to  
13 other -- other sports, other activities, Xbox. You name it.  
14 Branding is part of what keeps our organization and our  
15 association strong, and the Washington Youth Soccer logo,  
16 whether it's on your website or whether it's on your jerseys  
17 for the kids that play at the rec level on up through  
18 competitive play, it's important that we as an organization  
19 solidify around the brand, and the only unique brand that  
20 goes across all of our organizations is the Washington Youth  
21 Soccer brand.

22           So, you know, Terry positioned it as a request.  
23 I'm going to come a little stronger on that and say that I  
24 think as an organization it is imperative that we rebrand  
25 ourselves as a statewide best program. Washington Youth

1 Soccer isn't the biggest sports, youth sports, program in  
2 the state. It's the biggest youth program, period. A  
3 hundred thousand kids involved in a single entity, and  
4 branding of that will give meaningfulness to the parents; it  
5 will give meaningfulness to your organizations and broadly  
6 help us grow. It's not a small thing in my opinion.

7           And let's work together over the next six to ten  
8 months to figure out what's the pathway for that, what's the  
9 cost structure, how do we share the cost of that, but  
10 collectively it's good for our organization to be unique in  
11 our brand.

12           Does that make sense? I mean, you know, it was  
13 there at one time. It fell off probably for just simple  
14 lack of attention, but I think as an organization broadly  
15 across the state, we need to readdress our unity in youth  
16 soccer. So we're open to ideas and suggestions on that.

17           MR. HOPPE: (Raising hand.)

18           MR. POPP: Yes.

19           MR. HOPPE: Travis Hoppe, Grays Harbor Foothills.  
20 All right. I would recommend that when you do your meetings  
21 as individual Board of Directors and all your clubs and  
22 associations that you have that conversation, and I think  
23 you will have some extremely eye-opening and revealing  
24 conversations and be able to understand how to potentially  
25 make Washington Youth Soccer as a brand really relevant at

1 the very grassroots level because I would love to have that  
2 conversation with some of my clubs and share back with you  
3 the feedback I get back.

4 MR. POPP: Yeah, well --

5 MS. MCGILLIVRAY: Great suggestion.

6 MR. LANE SMITH: Does that sound like a good  
7 thing? I'm trying to be very direct.

8 MR. HOPPE: No, I'll -- if I can go back just a  
9 little bit, a few years ago I began to hear the word, We're  
10 a business and customers, and when you talk to the volunteer  
11 coaches and parents and the volunteer board members of the  
12 little clubs, they don't understand that language, and that  
13 language is very confusing to them, and -- and, frankly,  
14 it's a turnoff. And so we need to really understand why  
15 they're getting together, what we're offering them and how  
16 exciting that is, and when you combine that with the  
17 Washington Youth Soccer brand, then you'll get some  
18 excitement. Then you'll have somebody wanting to put it on  
19 their sleeve, okay, but they don't want customers and  
20 businesses. That's not what they're doing.

21 MR. POPP: Yeah. It's interesting. We were  
22 talking about this last night at our board meeting, and I  
23 said I was six years -- before I got involved, my kids got  
24 involved with soccer, I was six years as president of the  
25 board for a local Little League program. Well, Little

1 League, it's not an option. You are billed by Little League  
2 International a dollar a patch, and they'll send them to  
3 you, right? And for all intents and purposes, there's a  
4 mandate from Little League International to put that badge  
5 on the sleeve of every player in every Little League  
6 program.

7 Now, some may choose not to do that, right, and  
8 ignore the requirement, if you will, but I'll tell you in  
9 our organization we would hand them out to the parents as we  
10 handed out the jersey and said, please iron them onto the  
11 sleeve. If they didn't get ironed on, the kid would be told  
12 the next day, go iron on your patch so you can be part of  
13 the team, and it was -- and, frankly, aside from the  
14 branding value of that, it is -- it is part of the  
15 "uniform", not the physical uniform but the uniformity of  
16 our program, and I think that that is -- that is something  
17 as we compete against other sports, as we compete against  
18 other youth soccer organizations, they may not be so  
19 thrilled about business and marketing, but they might be --  
20 they might be thrilled or interested in legacy and  
21 community, and that may be part of that dialogue or must be  
22 I suspect part of that dialogue.

23 But it's great feedback, Travis. Thank you.  
24 Thank you. Any other thoughts on that?

25 MR. BEUTHEL: I would say the biggest piece that I

1 . hear from my clubs has to do with the fact that they are  
2 front and center trying to position their brand in the  
3 community because they've got little recognition. They're  
4 concerned about the local-recognition differentiation versus  
5 a U.S. Club pop-up that's working in their back yard, and  
6 that their challenge and the challenge that WYS has is to  
7 demonstrate what in addition you're bringing to it because  
8 99 percent of the parents out there are unaware of WYS.  
9 They're aware of the -- they know the local clubs, and even  
10 the local clubs they get confused. I mean they confuse  
11 local clubs with Boys & Girls Club, with the after-school  
12 program because there's a huge chunk of the population that  
13 just doesn't differentiate that. We get complaints called  
14 into our clubs having to do with, Why are the rules in Boys  
15 & Girls Club program different? Why don't they form the  
16 teams the same way? Why are the referees calling  
17 different -- you know, it's like wow.

18 MR. POPP: Well, that's part of the dialogue also  
19 is that recognition of quality. You know, we even had -- we  
20 even had the dialogue last night about, I would submit even  
21 having the brand on the jerseys or whatever helps recognize  
22 that it has the highest quality of player and  
23 child-protection programs, that we are invested in them so  
24 that even from a simple practice of, Oh, that's a Washington  
25 Youth Soccer program; I know that my kid's going to be well

1 taken care of in that program. When they walk past the  
2 field of play and they're taking the kids to the playground  
3 and they look over, they see the badge. All of that, it's a  
4 long-term project, right?

5 MR. BEUTHEL: Yeah.

6 MR. POPP: It's a long-term project that we have  
7 to work on here, but I would submit that the minimum is that  
8 we have a unified brand on our collective program.

9 MR. MENDEZ: I would just add that in that regard  
10 my thinking is that I echo Fred's comment. As a parent, I  
11 had no idea what the distinctions were between any  
12 organizations, right? I was just a parent trying to get my  
13 kid to play. But initially and fundamentally if there's a  
14 patch or if there's a logo that I see that says Washington  
15 Youth Soccer, all of a sudden I make that connection that  
16 there's a distinction between this company or this logo or  
17 this organization and other organizations that are out  
18 there, but if I don't see that, then I get confused, and I  
19 don't make a distinction because I don't know what the  
20 framework looks like, but if I do see a WYS patch, then I  
21 know, okay, well, at least I know that this group is  
22 distinct for some reason or is different for some reason,  
23 and now I want to go see what that reason is, or what makes  
24 you different from the other association down the street  
25 now, because now I have something to see. I have something

1 tangible to look at and observe and start looking into.

2 MR. POPP: Can you tell we're passionate about it?

3 I think it's really important. It's really important that  
4 we as an association adopt a brand.

5 MR. FISHER: That's all we have.

6 MR. POPP: That's all we've got, James.

7 MR. STEWART: Okay. Thank you so much. I want to  
8 just spend just a little bit of time going back and  
9 summarizing some and then asking for everyone here if you've  
10 got comments or feedback about the strategic planning  
11 process that's been working since, you know, September, six  
12 to eight months' worth of work. I don't know how many  
13 meetings we've had, ten to 20 meetings, face to face, a lot  
14 of telephone calls. Come up, been able to boil down a very  
15 complicated scenario to seven elements that we think we  
16 ought to be driving together. That's not driving together  
17 to the people in the front of the room. That's driving  
18 together with everybody in the room, you know, the  
19 associations and the clubs that you represent as well as the  
20 organization that exists and the board.

21 How's it going? Is this working? Like it? Don't  
22 like it? Missing something? Just open the floor for a  
23 couple minutes. If there's no -- not many comments, we'll  
24 proceed full speed ahead, but you have an opportunity right  
25 now to help shape what the next period of time looks like on

1 this particular topic.

2 MR. HOPPE: I'm on a couple other different boards  
3 and committees, and they've been doing strategic planning  
4 and re-embracing the vision of what their organizations  
5 were, and I notice that most of my clubs and most of my  
6 associations I interact with don't really articulate their  
7 core values very well. And it's easy, right? We're doing  
8 sports. We've got easy stuff. We've got those great  
9 pictures of teamwork and sportsmanship and competition.  
10 Like there's some easy stuff that can just begin to be  
11 articulated that everybody in the room can agree on before  
12 we even start the meeting, right, and they're not doing it  
13 because they show up and they want to talk about someone or  
14 paint, and we have this problem between this club because  
15 they approached a player on that team, and they get sort of  
16 lost in the details.

17 What I attempt to do in my association was, I  
18 noticed that we're really dropping off at a club level of  
19 having directors that are coaching or offering meaningful  
20 introductory training and repeat training with the coaches  
21 to remind them what they're -- why -- what their real duty  
22 is to be out there with those kids. And so we did a -- just  
23 some easy -- easy surveys that just -- I think those  
24 categories of, did you -- that allow coaches to do a  
25 self-survey for themselves, and I made those fun. I did



1 categories like, did -- did you teach the kids some  
2 fundamentals this season? Did the kids learn some teamwork  
3 this season? Did the kids -- did you talk about  
4 sportsmanship this season? These are easy ones, right? I  
5 gave them even funny choices that they make. So one about  
6 teamwork was, it was like herding cats. That was the  
7 zero-level response.

8           And I sent those out to my clubs, and I said, hey,  
9 I made this survey available to you. Would you shoot it out  
10 to your coaches preseason and then shoot it out to them  
11 again postseason so that they can just take a look at it,  
12 just remind. You know, even if two of those seven key words  
13 bounces around in their head a little bit.

14           And then I did a simpler version for the parents,  
15 again, the same key words. Did you observe your kid  
16 learning new soccer fundamentals? Did you observe your team  
17 showing sportsmanship, 1, 2, 3, easy ones. And not mean  
18 stuff like, No, my coach sucked, but, Didn't really see it,  
19 or, Yeah, all the time.

20           And I just felt like that gave some going back to  
21 those core values of why we're doing this, and it just  
22 enabled these coaches, who really -- I mean they're not --  
23 all those words on the PowerPoints, they don't want to see  
24 PowerPoints. They don't want to see words. They certainly  
25 can't navigate the Washington Youth Soccer website and find

1 complicated written documents. They want to take a soccer  
2 ball and six kids and start teaching them stuff. So I tried  
3 to make it nice and simple, boil it down, and I was just  
4 hoping that that might, you know, produce some resonance.

5 So we did that this year. We had three board  
6 members on my association board, and we got every board  
7 member filled except the secretary --

8 (Court reporter interrupts.)

9 MR. HOPPE: So, anyway --

10 (Court reporter interrupts.)

11 MR. HOPPE: We're pretty excited by that. I hate  
12 taking minutes.

13 UNIDENTIFIED SPEAKER: Hire a court reporter.

14 MR. HOPPE: Anyway, just wanted to let you know  
15 that that's just sort of communicating the basic why are we  
16 doing this, it's been real effective in our world.

17 MS. MCGILLIVRAY: Nice. Thanks for that.

18 MR. ED: My name's Chris Ed with Chinqually, so  
19 I'm kind of like the elephant in the room. I'm not part of  
20 this association right now. There are a lot of efforts  
21 going on, but my question is for Washington Youth -- and I  
22 love the effort that you guys are putting in -- it's, what  
23 are we -- what was the reason why -- I mean obviously  
24 there's a ton of egos and whatever, but for PSPL the reason  
25 why some of our teams play there is because it's

1 competition, right? When we used to be part of the  
2 association, I had my teams make good-faith effort, try to  
3 play in District 3 or South Sound United. There just wasn't  
4 enough teams.

5 And then I -- the -- the e-mails I sent to  
6 Todd Lincoln and said, hey, man, South Sound United's just  
7 not ready yet, but can we play in the PSL or -- yeah, so  
8 District 2, and better teams than that, so that was kind of  
9 fun.

10 But I guess what's been -- what have you guys  
11 found that the reason these teams are leaving and some of  
12 the efforts that you guys are getting back because it is?  
13 It's all about computation, right? You've got teams -- you  
14 even have clubs here that have dual-affiliated. You've got  
15 your select playing in Washington Youth, and then you've got  
16 both. I know it's kind of rambling, but what is the -- I  
17 guess what's the effort to kind of unify that? And I know  
18 there's not a --

19 MR. FISHER: Well, I would say that our statement  
20 to U.S. Soccer in November of 2016 was that we're not happy  
21 with the way youth soccer in America is fragmented, and that  
22 was the shot across the bow to the United States of  
23 America -- we laid this out to Sunil Gulati and Dan Flynn in  
24 Los Angeles in 2017 -- from 1970 until January prior to us  
25 losing in this qualification round, that if you continue on

1 this pathway, you will be mediocre to poor for the rest of  
2 your life. So that's a pretty big start, and that caused a  
3 national discussion that Washington got credited for big  
4 changes at US Youth.

5 So, Christopher, to get back down to your point  
6 is, we have huge parent and coach ambition factored together  
7 with structure within our associations for what we call PDL  
8 that went to become regional club leagues to dissident  
9 coaches and teams that said, I'm as good as those group of  
10 19 or 20 teams, and if I can't get in that today and I don't  
11 believe there's a pathway, I'm going to go over here today  
12 as a competitive team and call myself the New York Yankees.

13 Well, hello, Marketing 101. I get tired of  
14 hearing about us getting outmarketed by U.S. Club. Well,  
15 call yourself anything you want to. The truth of the  
16 pudding is what we said to U.S. Soccer. Let's aggregate all  
17 the players again. Get them all on one structure. Play in  
18 a field. There will be no more, Chris, your teams having to  
19 travel 60 miles --

20 MR. ED: Right.

21 MR. FISHER: -- to play a nothing game when you  
22 have five teams nearby to play. That's ending  
23 fragmentation, and that's aggregating players. As soon as  
24 we get this World Cup, number one thing on Carlos Cordeiro's  
25 plate is this topic because they kicked it to the sidewalk

1 over this election because it was all teed up if Sunil had  
2 run again. So that's what's going to happen to that because  
3 all of this parent/coach ambition, fragmentation/not  
4 aggregating is our demise to make sure that we are never  
5 great. This cannot happen.

6 MR. POPP: So to answer your question on a local  
7 level, right --

8 MR. ED: Yeah.

9 MR. POPP: -- we are still champions of that  
10 discussion, no question. On a local level you asked the  
11 question, What's the difference? What's changing? What  
12 brings Maple Valley --

13 MR. ED: Yeah.

14 MR. POPP: -- Premier and Cascade FC and clubs in  
15 Eastern Washington and the Timber Sting from Northern Idaho  
16 playing in Washington leagues? And that is level of  
17 competition. So our goal is -- and we touched on this  
18 briefly in the multileague discussion of our strategic  
19 plan -- the short-term is getting opportunity with great  
20 league play, whether it's SSUL, whether it's NPSL, whether  
21 it's the ICL now, the Intermountain Champions League in  
22 Eastern Washington, give opportunities for any club to come  
23 back and compete in a Washington Youth Soccer-sanctioned  
24 league.

25 If that club has teams that are -- can compete at

1 the highest level of competition in the state, which is RCL,  
2 then we will -- with vetting and validation, that team can  
3 compete because we don't want them to run into an RCL  
4 Division 4 and get shellacked because that's no fun just for  
5 the value of saying, We're in RCL. Not good. Not good for  
6 the players. Not good for the experience of the families.  
7 Not going to do it. But if we can vet those teams and we  
8 can validate that they can compete and our commissioner,  
9 Paul Bayly, wherever he is now --

10 UNIDENTIFIED SPEAKER: Probably in Eastern  
11 Washington.

12 MR. POPP: He's talking to Eastern Washington --  
13 you know, we're going to -- we're to create that -- you  
14 touched on it earlier, Catherine, with your question about  
15 promotion and relegation. Our goal is, is that teams, not  
16 necessarily full clubs --

17 MR. ED: Sure, sure.

18 MR. POPP: -- that teams will be able to compete  
19 and promote themselves right up to the top of a league.

20 MR. ED: Right.

21 MR. POPP: It's going to be tough for a really  
22 small club to have a team that's going to compete in RCL  
23 Division 1.

24 MR. ED: Because there's a ton of great examples  
25 that I've seen over the past years that have competed, you

1 know, this District 3 and NPSL. Like I mean I'll just use  
2 it as an example. Was it South Tacoma United, they  
3 represented Washington State for that -- was it B97, B98?

4 MR. FISHER: Presidents Cup, yeah.

5 MR. ED: And they got a star on the crest, you  
6 know, but I don't think that's stuff that's being promoted  
7 within Washington Youth as all worth a pathway, how did they  
8 get a star on their crest because they did. They  
9 represented, you know, playing in this tier level, so.

10 MR. POPP: Yeah. Yeah. Well, I think that the  
11 message that we would have you bring is, we don't -- we  
12 can't --

13 MR. ED: Yeah.

14 MR. POPP: -- an ocean, right, but we can solve  
15 for -- we think we can solve for the competitive environment  
16 in a local basis because we have -- you know, South -- even  
17 Southwest Washington, if you head down toward Vancouver, has  
18 an option to play in Oregon, and it's more level, and it's  
19 good competition. Our goal is to have leagues that  
20 represent geographically the ability for good competition,  
21 local, local as -- I think Terry's description is a good  
22 one. You don't have to drive farther than the game will be.

23 MR. ED: Right.

24 MR. POPP: Right? If we -- and I can tell you  
25 that -- that is possible because there are teams everywhere.

1 MR. ED: Yes.

2 MR. POPP: And, you know, we hear from members  
3 like Maple Valley or Cascade FC where the parents say, You  
4 know, I'm tired of driving past 25 perfectly good soccer  
5 fields to go play someplace else, and the only reason that  
6 they have to do that is because they're in a league that is  
7 so small, they have to extend that far.

8 And, frankly, we're kind of in the same boat. We  
9 believe we're at a tipping point where we think we can drive  
10 really good, local competition for the mid-tier competitive  
11 level and then offer promotion into the top league in the  
12 state, and there's no question what the top league in the  
13 state is. There's no question.

14 MR. ED: Right.

15 MR. POPP: With all due respect, with all due  
16 respect. PSPL runs a good program. They have some great  
17 leagues, they have some great teams, some great programs,  
18 but it is not the top-tier competition in the state of  
19 Washington.

20 So we want to open that up, but we are going to be  
21 very, very judicious about how we do that. It's not going  
22 to be a free-for-all. You're not going to be able to sign  
23 up and just automatically promote your whole club, anyone's  
24 whole club, into RCL because it's not the right level of  
25 competition for most of us out there.



1 MR. ED: Yep, yep.

2 MR. POPP: But it might be for some teams within  
3 that club, and that's the interest that we're getting from  
4 clubs calling to say, Hey, we've heard about Maple Valley.  
5 How does that work? We've heard about Cascade FC. What  
6 exactly is their pathway? So we've defined it, it's viable,  
7 it's valuable for the clubs, and I think we can grow in that  
8 respect. We're going to be taking baby steps, but we want  
9 to welcome that.

10 That was a big, long answer. Sorry.

11 MR. KING: Art King, Kent Covington. I would say  
12 what would be great is to make sure that it's not isolated  
13 to the clubs, that it's open, that it's not something where  
14 that club has to be part of that membership, that it is  
15 something that moves up and down. I would love to see those  
16 RCL clubs and associations, you know, something where they  
17 are part of those other leagues as well and it's not  
18 something where it's just -- like it's fluid. We've talked  
19 about it, and I will tell you that as a club or association  
20 we talk about it all the time. Those teams and parents want  
21 to see that best level, but we've been talking about it so  
22 long where it is a fluid movement for those clubs and  
23 associations that are outside of that RCL membership, a  
24 formal piece, they want to see that. We talk to these other  
25 clubs and teams all the time, and, again, I -- we come each

1 year, and we talk about it. I would love to see some  
2 additional movement. We've had some decisions with the  
3 leagues and have been talking about it, but, you know, the  
4 longer it takes, the longer we have some teams that will  
5 stay on the outside. So it would be great to see some  
6 additional discussions as we move along. So --

7 MR. FISHER: My comment is, I think I'll take  
8 Seattle United as an example. Many of their teams play in  
9 the NPSL. I would not believe that they are an outlier,  
10 that there should be many teams that decide they're going to  
11 play in the SSUL or NPSL, their third and fourth teams,  
12 whatever those are. That's an ongoing discussion that we'll  
13 have with Paul Bayly because they need to find their level,  
14 and our weakest teams in the RCL should be, in fact, playing  
15 in the NPSL because that's a better level of play for them,  
16 and as the game is changing, the academies are over here,  
17 and the metrics are changing within the RCL. NPSL, SSUL,  
18 ICL make a whole lot of sense for like versus like. Let's  
19 get real, guys.

20 So unrealistic expectations of coaches, moms,  
21 dads, they have to understand the process that they're  
22 buying and where they're assigning their kids to and get  
23 into one of those PCA courses and understand that it's about  
24 education and learning and growing.

25 MR. KING: Yes.

1                   MR. FISHER: And promotion, Catherine, and  
2 relegation is real simple then. Hey, we have examples, and  
3 if you play in a certain league and you finish over 15, 18  
4 games in the middle, you weren't the best team this year.  
5 You might have had a lot of bad games. You did win the cup.  
6 I don't know. Just another couple bad games. The truth is,  
7 if you practice a lot and you play competition, then you  
8 have some stacking of results. That doesn't say that's all  
9 there is, but the reality is, we want like versus like  
10 playing next to each other with a limited amount of travel.  
11 And every one of the opportunities we have -- and we can  
12 talk about them -- is to put a soccer club in Eastside.  
13 Chinqually, down there with our friends from Blackhills and  
14 from Thurston County. My God, I could spend a lifetime  
15 trying to figure out what's going on there, right? Why  
16 can't we get in a room and lock the door and solve it? It's  
17 adults that can't figure it out. Seriously? It's a game of  
18 soccer. We have fields. We have kids. We have  
19 opportunities. Solve it. Put the egos outside the room and  
20 solve it because that's how we're going to end  
21 fragmentation.

22                   MR. STEWART: Okay. One more comment if there is  
23 any. Okay. Thank you so much.

24                   MR. POPP: Great question, Chris.

25                   MR. ED: Thank you, guys, for answering honestly.

1 I really appreciate it.

2 MR. STEWART: Okay. I appreciate it. And it goes  
3 back to Dan.

4 MR. POPP: All right. So last item is good of the  
5 game. Before -- I know you have some things, Terry --

6 MR. FISHER: Yeah.

7 MR. POPP: -- but I want to take one more minute  
8 and give a round of applause and support to Bill Nuttall and  
9 Bill Hurme.

10 (Applause.)

11 MR. FISHER: And I want to say their reward was an  
12 edible fruit basket.

13 UNIDENTIFIED SPEAKER: Yeah.

14 MR. POPP: We're going to miss the banter in the  
15 boardroom I can tell you. I mean -- well, I was going to go  
16 political there, but I won't on Bill Hurme's behalf. Thank  
17 you, gentlemen, very much. Thank you for all your work.  
18 Appreciate it. Terry.

19 MR. FISHER: I just want to take a second to  
20 acknowledge the staff, Keli Bitow, Mike Anderson and  
21 Briana Aguila, Shaneika Lai, Paul Bayly. That's it.

22 (Applause.)

23 MR. FISHER: Bastien is busy putting together EPD  
24 for support -- 700 kids to Oregon, but thank them. They do  
25 an incredible job. We have a really talented group of

1 people that work hard to deliver products and services for  
2 you.

3 MR. POPP: I'd also like to extend a thanks to  
4 Hal Uderitz for attending all of our board meetings every  
5 time as the Chairman of the SOC. So thanks, Hal.

6 (Applause.)

7 MR. POPP: Anything else for the good of the  
8 order, good of the game? Can I have a motion to adjourn?

9 MR. HEROLD: So moved from Seattle.

10 MR. ROGERS: A second.

11 MR. POPP: We are adjoined. Thank you so much.

12 (At 12:42 p.m. the proceedings concluded.)

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C E R T I F I C A T E

STATE OF WASHINGTON -- COUNTY OF KING

I, the undersigned Washington Certified Court Reporter,  
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IN WITNESS WHEREOF, I have hereunto set my hand  
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