Welcome and congratulations on being selected by the USTA to help grow 10 and Under Tennis in your local community. Tennis is one of the most popular sports in the United States and is the second most-played sport worldwide.

When 28,000 boys and girls were asked in a study about why they played sports, the top answer was “fun,” followed by “to do something I am good at” and “to improve my skills.” “Winning” did not even make the Top 10! Tennis has a great advantage over other sports in that it is a sport that a child can learn at a young age and enjoy with friends and family over a lifetime—now more than ever with 10 and Under Tennis.

10 and Under Tennis is tennis sized right for kids so they develop skills and have fun right from the start. Using modified equipment and courts tailored to a child’s size and age, kids 10 and under will learn, rally, play and compete quickly and in a way that is both enjoyable and rewarding. The majority of youth sports have followed this formula for years. Youth baseball, soccer, basketball and other sports all offer modified gear, courts and fields that give kids confidence and enjoyment as they develop and mature.

In support of 10 and Under Tennis, the USTA passed new rules that all 2012 USTA-sanctioned events for 10 and Under tournaments are required to be played using a combination of slower-moving and lower-bouncing balls, shorter and lighter racquets, and smaller courts. A similar rule change was also passed by the International Tennis Federation in 2010. These changes are significant to the growth of tennis as the new rules will make it easier for more kids to get into the game and stay in the game. The smaller courts will give kids the confidence and ability to cover the entire court. The shorter, lighter racquets will allow kids to control the racquet and discourage extreme grips. The balls will slow play down, bounce at a height equal to the kids’ playing abilities and provide longer rallies, allowing kids to better develop their court skills, tactics and strategy.

In addition to the rule change, the USTA is investing in 100 communities through 2013 to promote 10 and Under Tennis. The goal of this investment is to create self-sustaining tennis communities that offer a pathway to tennis success through 10 and Under Tennis—a pathway that bridges beginning players to competitive players, and ranges from schools to after-school programs to informal competition to USTA competition.

This manual has been designed to provide you with the tools needed to build a pathway of 10 and Under Tennis programming in your area.
Introduction

10 and Under Tennis using the QuickStart Tennis play format, is designed to enable kids to learn, rally, play, and compete right from the start. Tailoring equipment and courts to a child’s size makes the game more accessible and fun. Kids will see their own immediate progress and success, making them more enthusiastic about continuing to play and improve.

About 10 and Under Tennis

How is “QuickStart Tennis” used?

• “QuickStart Tennis” should be referred to as the “QuickStart Tennis play format”
• QuickStart Tennis is a “play format”, not a program
• General verbiage “10 and Under Tennis, using the QuickStart Tennis play format”

Equipment breakdown (Sized right for kids):

• Courts: Shorter and narrower. They are small, but to scale.
• Balls: Lighter, lower-bouncing and slower moving
• Racquets: Proportionate in length and weight, and have grips that fit smaller hands

10 and Under Tennis develops confidence because young children can rally successfully with appropriate swing patterns, grips and better racquet control. Since kids can cover the entire court, they are better able to develop tactical and technical skills—now earlier than ever before. 10 and Under Tennis using the QuickStart Tennis play format is not a race to the full size court. Mastery of skills and tactics should take place at each level.

Rules

The USTA and ITF have required that in 2012, all 10 and Under Tennis tournaments be played using a new combination, including smaller courts, lighter, slower moving and lower-bouncing balls and smaller and lighter racquets adjusted to a child’s size. Modified scoring will also be used in all 10 and Under Tennis tournaments beginning in 2012.

10 and Under Tennis arranges kids into two age groups: 8 and Under and 10 and Under. By allowing kids to play with their age group, they have more fun while learning and developing skills.

10 and Under Tennis Written Copy

10 and Under Tennis is always written using a capital “U” and “T” with “and” (an “&” should not be used). The number “10” should be numerical and not spelled out “ten”.

10 and Under Tennis Brand Language

Recommended Language

• 10 and Under Tennis as the overall brand—not “QuickStart Tennis”
• “QuickStart Tennis play format” when referring to the play format
• “Scaled or tailored to a kid’s size” or “adjusted to a child’s size”
• “Age/size appropriate”
• “Red ball, orange ball, green ball, or yellow ball”
• “Blended lines” over “permanent lines”
• “Real tennis” when referring to 10 and Under Tennis
• “Other youth sports have long offered modified gear, courts and fields, so why not tennis?”
• “Tennis can be played at any age—making it the sport for a lifetime”

“Do Not Use” Language

• “Scaled down” or “Sized down”: Never use “down” in describing 10 and Under Tennis
• “QuickStart” by itself. Always has to be “QuickStart Tennis play format”
• “Regular yellow ball”. It should just be “yellow ball”.
• “Little Tennis” or “Beginner Tennis” when referring to 10 and Under Tennis
• “Sponge balls”, “squishy balls”, “nerf balls” when referring to red foam balls
• “Transitional” to refer to any of the equipment, courts or balls
# 2011 USTA Standards for 10 and Under Tennis

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Ball</th>
<th>Court</th>
<th>Net Height</th>
<th>Racquet</th>
<th>Scoring</th>
<th>Description</th>
</tr>
</thead>
</table>
| Red   | 5 - 8 years| Red felt or foam                                | 36' x 18'                      | 2'9"       | Up to 23"                                    | 2 out of 3, 7-point tiebreaks (official USTA rule for 8 and Under competition) | - Slower play on smaller court  
- Shorter racquets enable earlier rally/play  
- Individual/team games and activities are played  
- Development of technique and simple tactics  
- Required specifications for all USTA-sanctioned 8 and Under tournament play*                                                                 |
| Orange| 9 - 10 years| Orange                                         | 60' x 21' singles, 60' x 27" doubles | 3' center, 3'6" at net posts | 23" – 25" | 2 out of 3, 4-game sets using no-ad scoring; 3rd set is a 7-point tiebreak | | - Play is faster vs. Red stage  
- Lower bounce appropriate for child's size  
- Implementation of advanced techniques and tactics  
- Longer matches for individual/team events  
- Approved for USTA-sanctioned 10 and Under tournament play**                                                                                   |
| Green | 9 - 12 years| Green Slightly reduced bounce from standard tennis ball | 78' x 27' singles, 78' x 36" doubles | 3' center, 3'6" at net posts | 25" – 27" | Modified scoring formats for shorter matches are recommended | | - Play is faster vs. Orange stage  
- Continued development of technique, movement and advanced tactics  
- Individual/team events are played  
- Approved for USTA-sanctioned 10 and Under tournament play**                                                                                     |
| Yellow| 11 years and over| Yellow Standard tennis ball | 78' x 27' singles, 78' x 36" doubles | 3' center, 3'6" at net posts | 25" – 29" | Any scoring system within the Rules of Tennis | | - After progression of Red, Orange and Green stages                                                                                                                                             |

* Red - Official rule in 2011  
** Orange and Green - Official rule effective 2012
Today, more than ever, the volume and variety of activities available to kids is staggering. In order to get them involved, and keep them involved, the activity must be something special. It must be engaging, exciting and, most importantly, fun!

Research shows that one in every three kids in the U.S. is overweight or at risk of becoming overweight. A number of studies indicate that tennis cuts the risk of heart disease, is a great stress reducer and burns more calories than other popular sports—all while developing cooperative and competitive skills and teaching mental focus, teamwork and discipline. With the health and obesity crisis that exists in this country, many school systems are being required by law to provide and support wellness and recreational programs for their students. Because of this trend, the opportunity to standardize tennis within school districts and communities has never been greater.

Tennis has a great opportunity to engage with kids ages 10 and under to be active in a fun and exciting way using the QuickStart Tennis play format. The QuickStart Tennis play format enables kids to have more enjoyable experiences early on in the learning process, and having fun is always a factor in keeping kids involved.

Bringing 10 and Under Tennis to kids in schools is a great way to get kids moving and keep them engaged and having fun. The USTA offers training for physical educators, classroom teachers, program providers and volunteers who are responsible for offering tennis in school settings. No courts are required and no previous tennis experience is necessary. In addition, the USTA offers assistance in obtaining equipment such as racquets, portable nets and balls to help bring 10 and Under Tennis programs to schools. For information on how to get 10 and Under Tennis equipment and qualify for equipment discounts and grants, please visit: 10andUnderTennis.com/usta/equipment.

TRAINING FOR TEACHERS

School Tennis Trainings are offered nationwide through a network of USTA section and local offices. These interactive workshops are three (3) hours in length and focus on the following:

- Managing large numbers of students in limited spaces
- Teaching basic tennis skills with student-friendly equipment
- Organizing tennis games and activities for physical education classes, recess and after-school programs

The School Tennis Trainings are based on the USTA’s Physical Educators Guide for Teaching Tennis in Schools. This multimedia tennis curriculum has eight easy-to-follow lesson plans created for teachers, by teachers, that can be used in any school environment.
CURRICULUM
Written in conjunction with renowned physical education expert Dr. Robert Pangrazi, the lessons are:

- Based on National Association for Sport and Physical Education standards
- Designed to fit unique time and scheduling needs
- Flexible enough to accommodate small and large groups
- Fun and challenging for all kids, and adaptable for students with special needs
- Targeted toward grades 3 through 6, and can be adapted to higher and lower grade levels
- Able to be taught on any flat surface—no courts required!

The curriculum kit also includes a teacher’s manual, pocket guide, DVD and CD-ROM.

LESSON PLANS
The lesson plans are developmentally appropriate for third through sixth grade students and focus on how to safely and effectively teach tennis in a gym, activity room or outside playing area. No tennis courts are required and no previous tennis experience is needed by the teacher or the students to have a successful unit. Higher grade levels can benefit from the activities presented, and older children will be able to accelerate through the lesson plans at a faster rate. The manual is divided into eight lessons. Teachers may choose to select from all the lessons depending on the experience and skill of their students. Each lesson plan offers enough activities for one day of instruction. Each lesson is divided into four instructional parts to assure students are presented a lesson with variety and purpose.

Each lesson plan includes the following components:

1. Outcomes: Student objectives are what teachers should expect students to accomplish as a product of their teaching. The objectives give direction to instructional goals and expected student outcomes.

2. NASPE Physical Education Standards: These national standards should be viewed as the institutional objectives. In other words, the physical education standards are the expected outcomes the school leaders and parents expect teachers to accomplish.

3. Equipment Required: Specific equipment needed for each lesson is listed.

4. Instructional Activities: Instructional activities and skill experiences to be taught in the lesson are delineated in the proper developmental sequence.

5. Teaching Hints: This section includes organization tips and important learning cues. How equipment is arranged, how students are grouped, and proper technique cues are examples of information placed in this column.

Tennis Skillastics®—A Fun Addition to Any School Program
As you are talking to the schools in your market, let them know about another offering available to them to help introduce tennis to their students. Tennis Skillastics® is a standards-based fitness and tennis game for physical education classes, after-school programs and summer camps created in partnership with the USTA. The innovative Skillastics® format is ideal for introducing tennis skills to large groups of children without the need for tennis courts. USTA members can receive a 15 percent discount on Tennis Skillastics at www.skillastics.com.
SCHOOL TENNIS PROGRAM IMPLEMENTATION

To help you, below are the steps you will need to take to promote tennis throughout the school system in your community:

1. Be sure that you work closely with your USTA section and/or district office to coordinate efforts for schools that will be targeted for tennis programming.

2. Determine if a working relationship already exists within the school district or individual schools. If not, research who the key decision-makers are and establish contact with them.
   a. Some examples of these decision-makers are the board of education, district curriculum director, athletic director, individual school principals and physical education teachers.

3. Stress the lifelong physical and emotional health benefits of tennis and how that will reflect positively on their school district.

4. Take them through the QuickStart Tennis play format. Explain how the modified tennis equipment is student friendly and ensures a high level of perceived competence for all students.
   a. Highlight the fact that tennis can be conducted on school grounds without tennis courts. It can be offered in physical education, at recess, indoors, outdoors as well as before and after school.

5. Familiarize them with the kid-friendly school equipment offered at substantial savings through the USTA’s equipment sponsors. (Show samples of the equipment and hit balls in the hall if necessary!)

6. Explain that the USTA has resources and programming that can address the health and wellness needs of their school/s. Mention the following benefits:
   a. Teacher training workshops
   b. USTA Schools Tennis curriculum kit
   c. Equipment and facility assistance
   d. Program start-up grants
   e. Access to network of USTA trainers and staff
   f. Teachers’ recognition incentives and start-up materials

7. Show a copy of the USTA’s Physical Educators Guide for Teaching Tennis in Schools. Utilize the name and reputation of Dr. Robert Pangrazi and refer to the endorsements by the American Heart Association and the Cleveland Clinic. Explain that the materials were written according to national standards by physical educators, for physical educators.

8. Make a note of mentioning that teachers can receive free materials and recognition incentives by logging on to www.usta.com/schools.

9. Finally, listen carefully to all questions, provide practical information on how much the program will cost and who will execute it, and get a commitment from the decision-maker before leaving.
Now that you’ve gotten your local schools to include tennis as part of the physical education curriculum for kids 10 and under, you want to work on establishing programs like a “Tennis Club” outside of the PE class where these same kids can continue to develop their tennis skills and enjoy the game.

Of the estimated 49,700 public elementary schools in the nation, 56 percent reported that one or more after-school programs were physically located at the school. In addition, it is reported that more than 15 million school-age children are alone after school. Among them are more than 1 million in grades K through 5. Only 8.4 million K–12 children participate in after-school programs but an additional 18.5 million would participate if a quality program were available in their community. This shows that there is a tremendous opportunity to grow 10 and Under Tennis through the after-school and out-of-school recreational program space. Offering a “Tennis Club” after school on school grounds, at parks or at an after-school program such as the YMCA or Boys and Girls Clubs gives kids the chance to develop their skills while staying active and having fun with friends. 10 and Under Tennis can be set up anywhere—inside or outside—and is easy to facilitate. In addition, students who are introduced to tennis in school can continue to learn and play during school, after school and in summer-time programs through their local NJTL. The National Junior Tennis & Learning (NJTL) network is a nationwide group of nonprofit youth development organizations that provide children with free tennis, education and life skills programming.

Anyone can help to start a “Tennis Club”—PE teachers, administrators, faculty, parents, volunteers, tennis teaching pros, parks and recreation providers or after-school providers.

**GETTING STARTED**

**Obtain necessary approvals:**
- Meet with appropriate administrators (principal, athletic director, PTA/PTO president, after-school provider, parks and recreation provider, etc.)
- Review rules and regulations for that facility/entity.
- Get required clearance for all volunteers.
- Determine if the proposed club can be sponsored and funded.

**Set a schedule and a playing area:**
- Determine the season—consider weather, school or parks and recreation schedule, and conflicts with other extracurricular activities and sports.
- Determine the playing area—tennis can be played in almost any available activity space such as blacktops, gym floors, multi-purpose courts and even on school or parks and recreation fields.
- Obtain insurance to conduct the program as required by school/district/city.
You will need:

- An indoor or outdoor play area
  - Most any activity space will do; existing markings on floors (badminton and volleyball lines) can be utilized
- Lightweight nets and portable standards; or makeshift nets or barriers
  - Use any lightweight net that can cover an 18- to 20-foot area
  - A lowered badminton or volleyball net can be used
  - You can improvise using plastic barrier tape, yellow caution tape or rope with streamers
- Tennis racquets sized right for a child’s size
  - Suggested racquet lengths range from 21 to 23 inches for 36-foot courts and 23 to 25 inches for 60-foot courts
- Red foam and/or red or orange low compression felt tennis balls
  - Red foam or red felt low compression balls are best for beginning players on smaller 36-foot courts and indoor spaces or for players with limited space
  - Orange low compression/low bounce felt balls are best for the intermediate players on a 60-foot court

PLAY!

The Game
The goal of 10 and Under Tennis using the QuickStart Tennis play format is to simulate full-size tennis. As a result, play can be either singles or doubles. Overhand or underhand serves can be used. Once in play, the ball can be hit after one bounce or out of the air. All other rules parallel tennis.

Serving
Give players two serves to get the point started (overhand or underhand).

Scoring
For beginners 8 and under, numerical scoring is recommended (1-2-3-4) with games being seven point tie-breaks. If time permits, play two-out-of-three games. For more advanced players and those over 8, play two-out-of-three, four-game sets using no-ad scoring. The third set is a seven-point tie-break.

ORGANIZING PLAY
There are many successful models for organizing play. These range from drop-in and round-robin formats to structured team play and non-elimination tournaments. We recommend play formats that emphasize participation. Team Play formats are a perfect bridge toward no-cut team programs at the middle school and high school level.

Supervised Drop-In Tennis (“Skate Park”style)
- Concept: To provide a safe and open play environment in which kids can participate in self-directed tennis games (e.g., Champ of the Court) or practice skills with their classmates.
- How to: Arrange set days and times in which equipment will be set up at school for kids to use with adult supervision.

Flexible Team Competition
- Concept: To allow for team competition in a situation where the student population changes from day to day.
- New players can participate in simple skills contests.
- How to: Divide students into teams and play a series of short scoring singles and doubles matches (e.g., seven-point games), or for a designated time (ten-minute matches).

Structured Team Play
- Concept: To provide structured team matches with students remaining on the same team for an entire season.
- How to: Students are divided into teams representing their class, their grade or their school. Team size should reflect the facilities, with the goal of creating matches where every player can remain active. Schedule of matches should allow each team to play each other at least once during the season.

For the official specifications of 10 and Under Tennis using the QuickStart Tennis play format, visit 10andUnderTennis.com.
Hosting a 10 and Under Tennis Festival will be a key driver to the success of 10 and Under Tennis in your community by allowing you to showcase the sport for kids and their parents and get them excited about the opportunity to have it available in their area. In addition, having the festival will help sell the development of tennis programs as you are having conversations with local school and after-school program organizers. These contacts can be invited to attend and they can see the effects of what incorporating tennis programming in their community can do firsthand. This event should also be used to generate additional leads and sign up attendees for existing 10 and Under Tennis programs in the area.

A 10 and Under Tennis Festival is a three- to four-hour event that can be done in partnership with a local school, after-school program or park and recreational facility, and will serve as an introduction to tennis for the kids in the community. This format will allow for the opportunity to raise money for partner organizations—they can attract sponsors and sell tickets to the event, offer different tennis games and activities, provide prizes, sell food and refreshments and collect donations for the organization’s tennis program.

During the event, kids will participate in a variety of tennis skill and game challenges that can be done individually or in teams, and will be arranged to address various skill levels and ages. Activities and stations will be in fixed rotations or in a free flowing format.

In addition to the tennis activities, you can also include a variety of other activities found at regular kids’ events that will keep the kids entertained and will increase attendance, while building the scale of the event, such as face painting, juggling contests, T-shirt decorating, etc.

SET-UP

- Tennis games and activities are organized in stations throughout the court or activity area. Each group starts at a designated station and moves to the next station in a timed rotation. Another option is to have the students go to the station of their choice.

- The number of stations set up, the time spent at each station and the size of each group/team can be adjusted based on the number and skill of the participants.

- Stations can be set up in any facility: blacktop, gymnasium, parking lot, dirt field or tennis court.
ACTIVITIES

- Select games that are appropriate for your students and your facilities.
- Make a sign for each station (laminate for future use) naming the activity and include a simple explanation.
- Have a reliable station or group leader to keep the activity running smoothly.
- Each group can have a scorecard listing the events and the names of the people in the group. The station or group leader will record individual and/or group scores, depending upon the activity.
- Awards can be given for completion and achievement.

SAMPLE TENNIS FESTIVAL GAMES

1. **Racquet Quickness Circle**: Create a large circle with the participants and have each player stand their racquet upside down on the racquet tip. When the leader calls out either “right” or “left,” students let go of their racquet, move in the direction called, and try and catch the racquet next to them before it falls to the ground. If everyone has a successful catch, move back a step. If everyone is not successful, move in a step. Try and see how large the circle can get with everyone being successful. This is a great activity to start off your play day.

2. **Inchworm Relay**: Players line up shoulder to shoulder with their teammates behind a starting line. The player farthest from the starting line places the ball on top of his/her racquet strings. When the team leader calls “go,” the ball is passed from racquet to racquet. After passing the ball, each player runs behind his/her teammates to the front of the line to wait for the ball. Each team that completes the task earns 50 points.

3. **Bull’s Eye**: Hang hoops and/or banners at different heights against the back fence and have players serve or drop-hit balls at the targets. Smaller and more challenging targets can be given greater point values.

4. **Bucket Head Catch**: Create teams of four to six players. One player from each team is placed on the opposite side of the net holding a bucket in position over their head (if a bucket is not available, a laundry basket or cardboard box can be used.) Teams are given 60 seconds to hit balls, one player at a time, to the designated “bucket head” who must position himself/herself to catch the balls. The team with the most balls captured in the bucket wins.

EQUIPMENT AND SUPPLIES

- Signs for each activity
- Tennis racquets sized right for a child’s size
- Red foam/red or orange low compression felt balls
- Stopwatches
- Scoreboards/scorecards
- Chalk/floor tape/rubber lines
- Targets/rubber spots
- Pop-up nets, lowered volleyball nets
- Caution tape (for instant nets)
- Music
- Microphone or megaphone
- Prizes
Kids Tennis Play Day is a great way for kids 10 and under who are not quite ready for sanctioned tournaments to play tennis in a fun, non-threatening competitive environment. With equipment sized right for their size and play that is appropriate, kids build confidence, improve their skills and stay active. Over the duration of a few hours, a Play Day allows for kids to experience rallying, scoring and playing over a net in an informal competition.

Similar to a swimming or track and field meet, players participate at their skill level against opponents of similar skills. Emphasis is placed on participation, effort and sportsmanship, as opposed to highlighting the achievements of certain players. These low key competitions are organized in round robins, compass draws or other formats that allow a child to play and whether they win or lose they play again.

The Kids Tennis Play Day format can be held at a school, park, tennis facility or local YMCA or Boys & Girls Club where an organizer and volunteers can create a fun tennis event for kids 10 and under. Matches are of short duration, players group by ability and game modifications allow each child to experience success. Organizers provide a fun atmosphere with prizes, refreshments and participation awards. It also is a great opportunity to promote local tennis programs in the area.

SET-UP
A Kids Tennis Play Day should be designed to accommodate beginning and intermediate-level kids. It is important that every child in these events has fun and leaves with the desire to play in more. This will most likely happen if the players are of similar ability. It is possible to group children according to ability if you know the playing experience or if there is a warm-up period where players can be observed and then placed in an appropriate group.
The following divisions of play are suggested for organizers:

**8 and Under Division**

**Coach Toss — Red Court (36’)**
A coach or adult volunteer is responsible for dropping the ball in front of the player or from the side to begin the rally. Coach hits are not allowed. Coaches/parent volunteers are responsible for keeping score.

**Player Serve with Modification — Red Court (36’)**
Players are responsible for starting the ball in play with a drop-hit serve, overhand serve or underhand serve without help from the coach. The first serve is attempted from the proper distance. Players can stand closer to the net on the second serve to get the ball in play and are responsible for keeping track of score.

**Player Serve — Red Court (36’)**
Players are responsible for starting the ball in play with an overhand serve, without help from the coach. The first and second serves must be attempted from the proper distance and players are responsible for keeping track of score.

**10 and Under Division**

**Player Serve with Modification — Orange Court (60’)**
Players are responsible for starting the ball in play with an overhand serve. The first serve is attempted from the proper distance. Players can stand closer to the net on the second serve to get the ball in play and are responsible for keeping track of score. Another potential modification for inexperienced players is to have them play in the service boxes (42 feet) with a red foam ball.

**Player Serve — Orange Court (60’)**
Players are responsible for starting the ball in play with an overhand serve, without help from the coach. The first and second serves must be attempted from the proper distance and players are responsible for keeping track of score.

**Parent Orientation**
A kids tennis play day is a perfect opportunity to inform parents about 10 and Under Tennis, how they can best participate and support their child as well as provide them with or direct them to where they can find additional information. This is also an opportunity for parents to ask questions. This is a critical component for families to make a commitment to 10 and Under Tennis and we suggest every play day incorporate a parent orientation into their schedule of events.
FORM\textit{TENNS PLAY DAYS}

**FORMAT**
An effective way to provide a safe fun experience for kids is to use non-elimination type play. These include round robins, compass draws and timed play formats.

**ROUND ROBINS**
A round-robin event is a great way to separate players into ability levels and give everyone an opportunity to play many matches with many different players. Once participants have been separated into groups, each player will play every other player in his/her group.

- **Round Robin Format for Players of Different Abilities**
  All participants are split into small groups of four to six players and placed into brackets. In each bracket, every player plays one match against every other player in the bracket. The winner is determined by which player has the most individual wins or total number of games. If there are an uneven number of players in the round robin (e.g., three or five), each player will be required to sit out one round.

- **Round Robin Format with Playoffs**
  Have all players complete all their matches within their bracket, then regroup the players based on their finishes. That is, the first-place finishers will form a new bracket, as will the second-place finishers and so on. The playoff format helps level out the playing field and direct players into groups of similar abilities.

- **Round Robin for Team Play**
  Put all players into four teams (try to keep teams equal in terms of ability). Seed each player in the team from 1 (Strongest) to 4 (Least strong). Organize so that all the Number 1 seeds from each team play in Round Robin Box 1 (e.g., Red 1, Blue 1, Green 1, Yellow 1), all the Number 2 seeds from each team play in Box 2, all the Number 3 seeds from each team play in Box 3, etc.

**COMPASS DRAW**
Compass draws follow the traditional tournament model but gives players who lose matches multiple opportunities to play. This is a wonderful format to give players an opportunity to play a lot of matches without being eliminated. It also can accommodate different ability levels in one draw. At the end of each round, the winners continue advancing in the draw in the traditional fashion, while the losers move to other points on the compass to form a new satellite tournament.
TIMED FORMATS
Below are some tried and true formats for organizing play that will ensure kids have the opportunity to play against multiple opponents. Using timed formats helps ensure play starts and stops on time and allows for a maximum rotation of players.

• **Up and Down the River**
  All players/teams are assigned a court to start on. Play can be run to music or to a set amount of time. At the end of each round, the player/team with the higher score moves up to the next higher court and the player/team with the lower score moves down to the next lower court.

• **Musical Courts**
  Mini tennis courts are set up throughout the playing area with two or four players to a court. When the music starts, players begin to rally and/or play out points among one another. As soon as the music stops, players must find a new court and new partner. Players that are leftover and cannot find an open court wait out until the next round.

• **Random Draw**
  Players get matched up for singles or doubles matches with names drawn from a hat, racquets drawn from a pile, by numbers, etc. Players can play to time, music or for a designated number of games before getting new partners and/or opponents.

• **Star Catcher**
  Quick games of singles or doubles are played on each mini-court (e.g. first to win three points). Extra players wait on deck outside of the playing area. As soon as players finish a game, they come off the court and get back in line. People that are first in line on-deck quickly fill the open courts as they become available. Players can earn a star or a stamp for each mini-match they win. Players rotating out should match up with new partners for their next game.
ORGANIZING A PLAY DAY

The most important elements in a Kids Tennis Play Day are good planning and organization, lots of action, music and fun! Here are some tips to make your Play Day a huge success:

Get the word out

- Send out entries/fliers
- Contact schools
- Work with your local CTA
- Send out e-mail, post on Facebook and Twitter
- Register the event on tennislink.net
- Inform teaching professionals and program leaders in your area

Recruit Volunteers

- Parents
- Local tennis players
- Local high school and college students
- CTA volunteers

What you will need

- Nets or caution tape, pennant banners
- Masking tape to mark off court lines
- Balls
- Extra racquets for participants who do not have the correct size
- Awards and prizes for participants
- Food/snacks and drinks
- Draw sheets
- Participation awards

RUNNING THE TOURNAMENT

1. If possible, have a court monitor for each court with the following duties:
   - Make sure all of the players are on the court for the first match.
   - Start matches immediately; only the first match (for each player) should receive a five minute warm-up.
   - Possibly use non-playing participants as ball persons—preferably at the net—keep them busy.
   - Help with scoring if needed.
   - Record scoring after each match and send it to the score recorder or check-in desk.
   - Stop the match after exact allotted time (e.g., 20 minutes for most) and start the next match.
   - At the welcome/check-in desk, have one person taking names and one person greeting players.

2. Set up a table with snacks.

3. During the event, circulate, watch matches, encourage the children and engage the parents in conversation. Get to know people and let them get to know you. This will impress parents and increase the likelihood that they will register their children in future events.

4. This will be the first experience for many adults with the QuickStart Tennis play format. They will need to be educated just like the players, so include a parent orientation.

5. Make the awards a fun ceremony to end the event. Recognize each child individually with their certificate of participation. Children love to be in the spotlight!

6. Talk less about the result and more about the performance, or at least ask, “How did you play?” before you ask, “Did you win?”
As you are meeting directors from different schools and facilities, make sure to mention to them that the USTA is committed to growing 10 and Under Tennis in their community and is providing financial assistance for painting blended lines on courts, as it is the next step to growing kids tennis. The lines do not interfere with those of the 78-foot court, and they are easily distinguishable from the white 78-foot lines. The blended lines are thinner than the 78-foot lines, are either a darker or lighter shade than the actual playing surface, and end 3 inches from the white 78-foot court lines. While the 36-foot courts require lightweight, portable nets, the net specification for the 60-foot court is identical to the net of a 78-foot court; therefore, there are no additional net set-up requirements for 60-foot tennis!

To request assistance with lining courts, have the facility apply for a USTA Public Facility Category I Facility Assistance Program Grant (a $4,000 maximum grant which requires a 50 percent local match) by filing out a Facility Assistance Form at ct.usta.com/pfa.

The USTA will match dollar for dollar the investment a local community makes toward the total cost of lining courts capped at $4,000. Currently, the cost to line QuickStart courts is approximately $200–$400 per 78-foot court. Converting an existing 78-foot court to four permanent 36-foot courts is approximately $8,000–$10,000 per 78-foot court.

To learn more about USTA Facilities Assistance, please visit www.usta.com/facilities.
As kids are introduced to tennis in physical education classes and after-school programs, and once they participate in a few Play Days and advance in skill, help transition these kids by working with your local community to start their own USTA Jr. Team Tennis leagues.

USTA Jr. Team Tennis is a league for kids ages 6 to 18 that combines the challenge and fun of playing tennis with the educational and character-building aspects of team sports. Jr. Team Tennis gets kids involved in the game by allowing them to learn the fundamentals of tennis—serving, rallying and scoring—by taking part in the action.

And most importantly, USTA Jr. Team Tennis is incredibly fun. Kids stick with it because they can practice and play with their friends in an enjoyable and team-friendly atmosphere, all while improving their strokes, technique and strategy. That combination keeps kids coming back to play and learn again and again, in turn developing a lasting relationship with our lifetime sport.

We encourage you to work with your local community to start up a Jr. Team Tennis League if one does not already exist. It is important to communicate that the minute they start a Jr. Team Tennis League, kids have a nationwide network of resources ready to help them every step of the way. For more information about how someone in your area can start a USTA Jr. Team Tennis League, please contact your local section and/or district.
Scoring
The QuickStart Tennis play format has a scoring system that is very simple for all ages. It helps kids understand the structure of the game and allows them to keep track of the competition as it unfolds. Conveniently, it also gives parents and players a start and finish time.

For the 8-and-under age group, there are only seven points in a game, so match play is short and sweet. Kids play the best two out of three games, with each game including a seven-point tie-break. This follows the official USTA rule for 8 and under competition. The first to win two games wins the match and the longest a match will last approximately 20 minutes.

For the 10-and-under age group, children play the best two-out-of-three, four-game sets using no-ad scoring. The first to win four games wins a set. In lieu of the third set, a seven-point tie-break is played.

Balls
Kids need a ball that is sized and paced to their playing abilities. A yellow tennis ball moves too fast, bounces too high and is too heavy for the smaller racquet. Each age group, therefore, uses a ball better suited to its size and unique playing ability.

For children ages 8 and under, a red foam ball or a red felt low compression ball moves slower, bounces lower and travels less distance.

For children ages 10 and under, a low compression ball moves a little faster and travels farther than the ball used with the younger group, but it still has a lower bounce than a yellow ball.

Racquets
For an adult player to succeed at tennis, racquet control is essential; the same goes for kids. However, since they are smaller than adults, kids have trouble controlling full-size racquets. They’re too long, too heavy and the grips are too large. Kids need racquets that are proportionate in length and weight and have a grip that fits their smaller hands.

For children ages 8 and under, the appropriate racquet size should be 19, 21 or 23 inches.

For children ages 10 and under, the appropriate racquet size should be 23 or 25 inches.

Courts
Children ages 8 and under will play on a court that is 36 feet long and 18 feet wide. You can fit four of these types of courts on a regulation court.

Children ages 10 and under will play on a 60-foot long court.
10 AND UNDER TENNIS
THE RULES HAVE CHANGED!

IT’S A WHOLE NEW BALL GAME - 
BE A PART OF THE REVOLUTION!

The future landscape of tennis in the United States has changed. New rules passed by the ITF and the USTA will require all 10 and Under tournaments to be played using slower moving/lower bouncing balls with shorter, lighter racquets on smaller courts.

“10 and Under Tennis” is designed around the same concepts as other youth sports such as soccer and baseball. With equipment and playing fields scaled to the size of kids 10 and Under so they can achieve success the first time out—and sustain that success as they continue to develop and improve their skills.

With over 18 million children under the age of 10 in the U.S., getting more kids on the court and keeping them coming back translates to big growth for tennis.
The USTA is investing significantly in media, advertising, PR and events to support these exciting changes and encourage more kids to play tennis.

**PROVIDER DIRECT MAILER – JAN-MARCH**
- This packet includes everything tennis providers need to develop impactful 10 and Under Tennis programming at their facilities and register their programs on 10andundertennis.com
- This packet will be sent out to certified teaching pros, tennis facilities, elementary schools and after-school programs across the country. 100,000 in all!

**TENNIS NIGHT IN AMERICA/YOUTH REGISTRATION – FEB 28-APRIL**
- The USTA will leverage the BNP Paribas Showdown (Agassi vs. Sampras) to generate awareness for 10 and Under Tennis and deliver key message points through:
  - TV Advertising targeting providers and tennis parents to air on ESPN, Tennis Channel and other targeted media including print and online that will leverage Tennis Night in America and Youth registration through March
  - TV spot(s) and commentary on 10 and Under Tennis during broadcasts
  - 10 and Under on-court demos with equipment giveaways.

**TV ADVERTISING BUY DURING KEY TOURNAMENTS – MARCH-APRIL**
- BNP Paribas Open at Indian Wells
- Sony Ericsson Open

**HIGH-IMPACT, PARENT AND PROVIDER TARGETED PRINT – MAY**
- Print ads and informative advertorials featuring top coaches (i.e., Nick Bollettieri, etc.) endorsing 10 and Under Tennis in top industry publications
- Engaging 12-page tennis insert in 9 leading consumer magazines reaching over 6 million qualified consumers in top markets nationwide
  - Redbook
  - Family Fun
  - Tennis Magazine
  - Affluent suburban local publications
- Full page/4 color ads in top tennis and consumer publications promoting 10 and Under Tennis

**YOUTH MOBILE TOUR – JUNE-SEPT**
- To build awareness for 10 and Under Tennis, this summer, a mobile SmashZone tour will visit key market events/festivals, retail locations and top US tournaments allowing kids and families to experience new ways to learn and play tennis

- Create traction and broad reach awareness of 10 and Under Tennis around major tennis events throughout the year with:
  - On-site Activation
  - Print
  - TV spots targeting parents and providers
  - On-line
  - Public Relations

**ONGOING PUBLIC RELATIONS – YEAR ROUND**
- Drive additional interest for 10 and Under Tennis initiatives through national and local media attention

Join the revolution – support 10 and Under Tennis!
National funding for Year One of the Target Market Initiative is in the amount of $25,000 and will be used for the following:

- Courts and lines
- Training
- Equipment
- Marketing

In order to facilitate immediate needs such as funds for marketing materials, supplies, etc., National will distribute $2,500 to each of the local markets up front. The remainder of the funds will be requested by project based on the market’s business plan. Requests for funds will be made by the market’s Section contact to Ingrid Chen at ichen@usta.com. Ingrid will then forward the request to the appropriate National office contact, and the National office contact will reach out to you.

Specifically, for each of the above areas, the procedure is the following:

**Courts and Lines**

To request support and funding, fill out online form at [http://ct.usta.com/pfa/](http://ct.usta.com/pfa/). For your reference, the form is attached to this packet; however, you **must** fill out the online form. After you have submitted the online form, please notify Ingrid by email with the following info:

- Contact name who is making the request and his/her email address
- Facility/location name

The Facilities department will review the request and follow up with the contact making the request.

**Training**

To request support and funding for training, email Ingrid the following information:

- Target Market
- Which Training is being requested
- How many people need to be trained (minimum number of participants is 20)
- How the request pertains to the business plan
- Contact person to host training

Someone from the training department will follow up with the appropriate RCW/QST Section contact person. We will have a meeting with our Section contacts that have target markets and go over the process with them.
**Equipment**

To request funding, determine the equipment needs and the approximate costs. Then email Ingrid with the following information:

- Program or facility needing equipment
- Equipment requirements: type and quantity
- How the request pertains to the business plan
- Cost

After review and approval, a check will be made out to the Section, and the Section/TMI contact will be responsible for ordering the equipment.

**Marketing Materials**

There are 10 and Under Tennis marketing templates available for your use online at [usta.com/marketingresources](http://usta.com/marketingresources). If you need additional marketing materials outside of the templates listed online, email your request to Ingrid using the Creative Brief included in this packet.

To request funding, please email Ingrid the project description and estimate and/or invoice.
Creative Brief for TMI Marketing Materials

Please fill out brief and email to Ingrid Chen at ichen@usta.com.

Project Name:

Short description:

Requested by:

• Name:
• Email:
• Phone:

Type of collateral (i.e., poster, ad, web banner, etc.):

Specs:

Objective (What is this piece for; what are you trying to accomplish):

Target Audience:

Content (e.g., copy that needs to be included such as facility contact info, event date/time, etc.; logos; images):

Timing (Be specific—by when does the printer need the files, by when does the piece need to be delivered, etc.):
Suggestions for Four Program Areas from Staff Reviewers of TMI Business Plans
February 13-14, 2011, Arlington VA

Schools

**Goal:** Implement tennis into the PE curriculum and as an intramural activity (Kids Clubs) in a minimum of 10 schools by 12/31/11.

**Strategies:**

- **Obtain buy-in:** Meet with school district leadership and/or individual school personnel and obtain a commitment to offer tennis (promote training, curriculum, equipment assistance, facility assistance, teacher recognition and staff support).

- **Create Excitement for Tennis at Each School:** Host assemblies, lunchtime demos, class visits, and/or festivals (i.e. Back-to-School nights, PTO fundraisers, etc.).

- **Conduct Training/Distribute Curriculum Kits:** Coordinate and host a district-wide School Tennis Workshop for teachers and organizers. Distribute curriculum and promote Tennis Skillastics.

- **Provide Teacher Recognition/Support Materials:** Register individual teachers/organizers on the USTA Schools Registry to qualify them for free start-up materials and appreciation incentives.

- **Facilitate Equipment Assistance:** Help secure equipment for participating schools and distribute to programs (utilize grant funds, solicit contributions, host a fundraising event).

- **Secure PR:** Utilize press release template and contact local media about tennis programming efforts.

- **Wrap-Up the Season:** Organize a season ending Play Day for all participating schools.

Out-of-School Time

**Goal:** Build a year-round system(s) of out of school time tennis opportunities for every 10U child in the community.

**Strategies:**

- **Community Assessment:** Survey the out of school time networks that may already exist in your community as potential partners in the delivery of tennis. Prime examples include NJTLs, CTAs, Parks, YMCAs, YWCAs, Boys and Girls Clubs (B&GC), Police Athletic Leagues (PAL), Churches, mission-specific non-profit organizations, for-profit clubs, and more. Take note of the number of 10U participants each organization reaches, what assets they have (e.g. facility, bussing, funding). Approach low hanging fruit first to establish success, and grow over time.

- **Partnership/Buy In:** Partner in such a way that it is win-win for both parties, and consider formalizing what each partner will do/provide in a Memorandum of Understanding (MOU). Since the long-term goal is systems change and not just one-off, unrelated programs, the ideal situation is to establish seasons of play that may be 6-8 weeks long and repeat multiple times per year. Hint—you’ll want all out of school time providers to operate during the same seasons, with dates that run as close to each other as possible in order to simplify the marketing and promotion.
**Sustainability:** Discuss the possibility of forming a coalition that includes all 10U tennis activity, and the ability to seek outside grants, sponsorship, and investment into the overall activity. Funding sources may include: businesses, foundations, individuals, PTAs/PTOs, Community Development Block Grants, 21st Century grantees, juvenile justice-related sources, health-conscious sources, education-related sources, and more. Consider adding educational or life skills programming in addition to tennis in order to qualify for more funding. Invite the Mayor, City Council Members, and others to see programming taking place in their district. Have this drive PR.

**Education and Training:** One important aspect to include on your side of the ledger in the MOU, is free or low-cost training opportunities through an RCW or QuickStart Workshop. Conduct a RCW/QSW immediately before each season in order to train new instructors and ‘remind’ others.

**Equipment:** Insist on the use of appropriate sized equipment from partners. Direct them to the discount equipment ordering site for all the latest gear at the best prices. Consider supplying equipment or matching equipment purchases to jump-start activity.

**Facilities:** Non-traditional spaces work great for 10U recreational out of school time programming. Look for indoor gyms, outdoor blacktops/flat pavement areas, repurposed and multi-purpose parking lots, 78' tennis courts that can be retrofitted with 36' and 60' lines, etc.

**Marketing and PR:** Work closely with the School Tennis and Kids Clubs programs to find an already-primed audience. Target schools with Kids Clubs and consider using a School Assembly to promote the launch of an upcoming out of school time season at any number of locations. Use partners’ communications vehicles to drive awareness and promote upcoming seasons where more kids can get involved. Consider non-traditional communication vehicles such as churches, malls, community events, and more.

**Constant Systems Improvement:** As parents involve their kids, capture their contact information in order to create a database of likely targets for future trainings, Play Days, tournaments, and more. Create a year-round calendar of activity that covers the entire community so that new ideas, activities, and personnel can be included as they are developed. Promote Informal and formal play opportunities throughout a season so that kids who want more know where to find it.

**Informal Competition**

**Participation Assessment:** Establish goal for the number of Play Days and participation in year one and projection for year two and three.

**Partnership / Buy In:** Reach out to schools, clubs, parks and Rec, after school providers as potential host of play days and to have their players participate. This could be done with an informational meeting or individual meetings kick off festival.

**Education / Training:** Schedule on court training for coaches/parents to promote the idea of play for 10 and under children. Provide off court training for providers on how to run a successful Play Day. Use online training as developed.

**Facilities (lines and permanent) / Equipment:** Utilize facilities that have permanent lines or courts. Have plan in place to increase the number of permanent lines and courts. Address how to help secure the correct equipment to facilities and individuals participating in 10 and under programming.

**Marketing / PR:** Plan to Cross-promote in Kids Clubs, school / after-school , clubs, parks and Rec and parents to drive Play Day participation and across all area of play. Plan to implement registration for Play Days.

**Volunteer Recruitment:** Plan to recruit, train, and recognize local volunteers to help run Play Days.
**Formal Competition**

**Participation Assessment:** Establish baseline of USTA Jr. Team Tennis and Tournament players in the effort to realistically formulate future projections.

**Partnership / Buy In:** Develop and foster relationships with school personnel and leadership to provide introduction to formal play opportunities (team tennis and tournaments) in conjunction/collaboration with after-school programming offerings.

**Education / Training:** Provide on court training (via RCW or QST) for coaches/parents to run/coach teams and leagues. Provide off court training for parents/providers in the administration of the team/league; including sportsmanship. Take part in online courses for Coaches (i.e. Positive Coaching Alliance, etc)

**Facilities (lines and permanent) / Equipment:** Utilize existing facilities that possess permanent facilities or in partnership with local community advocates solicit areas to line 10U courts (i.e. parking lots, school blacktop, etc). Use existing equipment from school /after-school programming for formal competition as add-ons or stand alone events/programming.

**Marketing / PR:** Cross-promote in school / after-school opportunities with first exposure to formal competition with tournaments and/or team tennis via e-blast or direct mail pieces. Enhance CTA/local website to update programming to community.

**Volunteer Recruitment:** Recruit, train, assess and recognize local volunteers who participate within the local leagues / tournaments and/or those individuals from school/after-school programming
**Objectives**
What specific goals did you set out to achieve? What areas/populations were targeted by this approach?
- To introduce tennis into the PE curriculum in all Albemarle County elementary schools and connect to parks and recreation summer programs.
- The goal in the first year was to start with one pilot school and expand over time.
- Motto: "A racquet in every hand, a smile on every face!"

**Obstacles**
Were there specific challenges that you encountered in implementing your strategy? How did you overcome them?
Securing equipment for the schools and after-school programs. Sought out grants and donations from USTA and non-USTA sources; also conducted fundraising events to raise money and awareness for tennis in the community. By offering equipment assistance and training to key decision makers, it made it easy to have more open doors into the schools.

**Results**
What were the results and how well did you meet your goals? By what measure do you see this strategy as successful?
We started slowly by introducing tennis into two schools in year one for 1,000 kids; after three years we have covered all local elementary and middle schools (29) and impacted almost 12,000 kids. We also have taken tennis to 62 additional schools in 14 other counties with another 32,000 kids so far.

**Recommendations**
How easily could this practice be adopted or adapted in other locals. What recommendations do you have for others looking to address similar situations?
With training, equipment assistance, curriculum, and staff support from the CTA and local USTA District and Section office, getting tennis into schools can be done rather quickly. It's important to partner with groups like Parks and Recreation, Youth Organizations, and PTOs to maximize the resources and opportunities for kids to experience tennis beyond PE.

**Conclusion**
What lessons did you learn from implementing this? What would you do differently?
- It is essential to become familiar with the inner workings of the school systems, local agencies and USTA structure to be effective as a conduit for providing tennis opportunities for kids.
- Develop sustainable programs by following a simple 3 step process: Train, equip, and support.

**Additional Notes**
Note any additional information you feel is relevant that was not covered in any of the above sections.
- If you want to introduce tennis to kids of all backgrounds, go where the kids are . . . SCHOOLS!
- Schools represent the ultimate pathway for play - from elementary school and into HS and college
- Good PR can really help your program raise funds, increase awareness and recruit additional people to assist and grow the program.
- Success is all about building relationships with people and leveraging talents and resources to achieve results.
Target Market

City or County: Trenton
State: NJ

Local Performer

Contact Person: Dan Faber
dfabes@aol.com
1-609-341-1698

Program Area

After School

Objectives

What specific goals did you set out to achieve? What areas/populations were targeted by this approach?

To provide Tennis and Education Programming Throughout the City of Trenton in partnership with the School District and the City Administration

Our current after-school programs operate in 17 schools – approximately 600+ kids. Twelve of these programs take place at the school (gymnasiums), one at a Boys & Girls Club and the other programs run off site at local tennis clubs (which are donated). Currently, we have 4 schools utilizing our ACE Program (academic creative engagement) and 13 schools/after-school providers receiving our SET2 Program (students exercising through tennis). We have had after-school programs for many years, but not to this magnitude. Each school/after-school provider receives NJTLT programming 1-3 days per week.

Obstacles

Were there specific challenges that you encountered in implementing your strategy? How did you overcome them?

Our challenges were funding, affordable staff, facility space and transportation.

Funding: we created educational and health/fitness programs (SUH and ACE) to help leverage support from private individuals and grants. We use educational and health programs in conjunction with tennis as our “advocacy tools.” This strengthens our ability to get in front of principals, teachers, government officials, other service providers and funders.

Staff: we hire and train local high school and college students (past participants) as assistant instructors. We also train and use (not pay) staff from service providers that we operate with - to help lower our staffing expense.

We also work hard to overcome these challenges by communicating with the community and by engaging the school board, principals, government officials and funders. We spend a lot of time scheduling program tours to current and prospective funders – “donor education.” We arrange numerous presentations for school board members, government officials, superintendents, teachers, principals and after-school service providers. You have to sell yourself and the benefits of your programs. We also work hard to partner with other after-school service providers, non profits and local tennis clubs to provide facility space and transportation – e.g. B&G Club, YMCA, etc.

Most importantly, be smart when recruiting board or committee members – recruit individuals who can provide you assess and open doors in the after-school sector (e.g., principals, teachers, athletic directors, etc.)

Results

What were the results and how well did you meet your goals? By what measure do you see this strategy as successful?

We started with one school and over the years, built it to 17 unique sites
**Recommendations**
How easily could this practice be adopted or adapted in other locals. What recommendations do you have for others looking to address similar situations?

**Engage stakeholders from your current programs –** host focus groups about your program and what the community needs are, etc. Have them help you reach out to teachers (gym), principals and other service providers. Create your after-school tennis program so that it is connected to education and/or health. Use input from your parents and partners; secure necessary funds and start small. Partnerships are key. We have numerous partners for our after-school programs – our partners help provide equipment, transportation, field trip opportunities, facilities, funding, staff and program participants.

**Conclusion**
What lessons did you learn from implementing this? What would you do differently?

**Right from the start, I would do a better job of getting a financial buy-in from after-school service providers and the school district. Once you give it for free, it is more challenging to change this mindset.**

**Additional Notes**
Note any additional information you feel is relevant that was not covered in any of the above sections.
**10 & Under Target Market Initiative**

**Best Practice for TMI Workshop**

*February 13-14, 2011, Arlington VA*

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### Target Market

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<tr>
<th>City or County:</th>
<th>Midland</th>
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<td>State:</td>
<td>MI</td>
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### Local Performer

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Sharon Cleland, Mike Woody</td>
<td><a href="mailto:cleland@midlandtennis.com">cleland@midlandtennis.com</a>; <a href="mailto:woody@midlandtennis.com">woody@midlandtennis.com</a></td>
<td>(989)631-6151</td>
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</tbody>
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### Program Area

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<th>Program Area</th>
<th>Informal Competition</th>
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### Objectives

What specific goals did you set out to achieve? What areas/populations were targeted by this approach?

*Provide play opportunities for those players that are not ready for formal competition*

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### Obstacles

Were there specific challenges that you encountered in implementing your strategy? How did you overcome them?

*Had to be flexible and realistic about playing expectations. Willingness to alter a game to make it easier/harder; even throw out the game all together and move on to the next one. Also, show them different ways to start the point: hand toss, drop-hit, move closer to the net. Be realistic about what a rally may look like for different level of players or age group. For a 5 & 6 yr old newcomer to the game a rally may look like rolling a ball on the ground back and forth. It may then progress to 2/3 hits- this is success for this age and level of player. It takes time to set up the courts- give yourself time to do this*

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### Results

What were the results and how well did you meet your goals? By what measure do you see this strategy as successful?

*We have been running these informal competitions for several years with great success. At a time we can get up to 70 kids.*

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### Recommendations

How easily could this practice be adopted or adapted in other locals. What recommendations do you have for others looking to address similar situations?

*Tie in play opportunities with your program. For example, at the Midland Community Tennis Center all 10 and under programs have a play component outside of their group lesson every week. In addition, every other weekend we have a drop-in Quickstart Play Day*

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### Conclusion

What lessons did you learn from implementing this? What would you do differently?

*For the Quickstart Play Days have volunteers on hand (high school players, parents)- especially for the 8 and under group. 5 & 6 yr old newcomers struggle with the concept of in and out- implement a lot of co-operative games.*

---

### Additional Notes

Note any additional information you feel is relevant that was not covered in any of the above sections.

*Use your communication sources: e-mail, face-face, flyers, social media to promote your informal competition*
Target Market

City or County: Charlotte
State: NC

Local Performer

Name: Carla O’Connor
Email: oconnfam@aol.com
Phone: 704-491-9745

Program Area | Formal Competition

Obstacles
Were there specific challenges that you encountered in implementing your strategy? How did you overcome them?
Our greatest challenge was access to public courts, as well as delivery at facilities where there is not a structure (or history) for tennis programming. Recently, we developed a positive relationship and collaborated with our county park and recreation agency to offer Jr. Team Tennis on the park courts to impact a broader clientele. We have demonstrated the benefits of the partnership with the CTA/USTA through assistance with line grants, equipment grants, marketing resources and collateral materials, scholarship support, etc. Together we have been able to provide an opportunity for children in the community who are not affiliated with private tennis clubs to learn tennis by playing the game with minimal effort and cost to the park and recreation agency. The CTA has representation from the county park and recreation agency serving as a Liaison to the CTA Board of Directors. The CTA has assisted the park and recreation agency with public workshops related to seeking input for tennis programming, operations and policies.

Results
What were the results and how well did you meet your goals? By what measure do you see this strategy as successful?
On average, there are 100 teams competing at all levels of play, with about 20% in the 10 & under divisions. Last spring, 50 10 & under children registered to play on teams in the park venues which was a new offering for the community.

Recommendations
How easily could this practice be adopted or adapted in other locals. What recommendations do you have for others looking to address similar situations?
This practice can easily be adapted in other communities. Learn as much as you can about the organizations you wish to collaborate with; work to develop relationships that are mutually benificial for both and understand how each organization can support the other.

Conclusion
What lessons did you learn from implementing this? What would you do differently?
Based on what we learned last year, we would account for play opportunities internally at various park venues for introductory 10 & under children for enhanced local participation. As children age up and their skills progress, we will form teams so individually can participate in the community wide
program, which consists of a home and away match format.

Additional Notes
Note any additional information you feel is relevant that was not covered in any of the above sections.

We feel that USTA Jr. Team Tennis is a great feeder to local tournaments. The CTA hosts four USTA Sanctioned junior tournaments each year. In 2011, all four tournaments will implement the QuickStart format for 10 & under competition. Two of the tournaments are "Futures" events and will offer both 8&U and 10&U play utilizing the QuickStart Tennis Play format. These two events are strategically scheduled to follow Jr. Team Tennis season play to recruit participants. The CTA sends a mailing to the Jr. Team Tennis participants to promote the event and there exists a USTA North Carolina voucher program where entry fees are free to Jr. Team Tennis players who are entering their first USTA sanctioned tournament. The average response has been 25 participants using vouchers, of the 125 to 175 total number of competitors. In 2011, USTA NC will send a direct mail piece to all junior tournament players to promote Jr. Team Tennis participation.