

THE OHIO STATE UNIVERSITY



2011 Annual Evaluation

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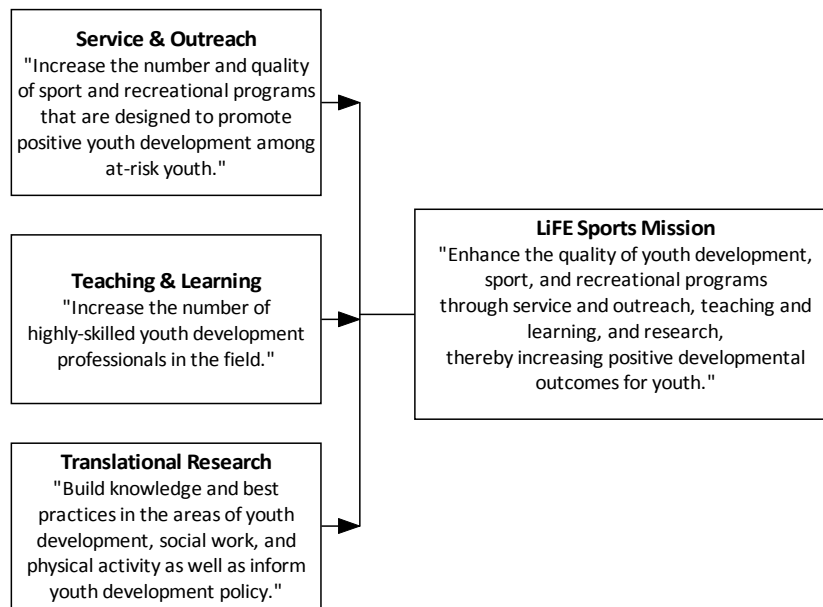
Introduction

The following annual evaluation report has been developed to share outcomes and findings related to the Learning in Fitness and Education through Sports (LiFE Sports) Initiative. The mission of the LiFE Sports Initiative's is to:

"Enhance the quality of youth development, sport, and recreational programs through Service & Outreach, Teaching & Learning, and Research, thereby increasing positive developmental outcomes for youth."

LiFE Sports focuses on three primary strategies: Service & Outreach, Teaching & Learning, and Research. Each of these strategies is designed to help LiFE Sports reach their overall mission. The following diagram overviews each strategy's overall objective and the alignment of the objective with the LiFE Sports mission.

Figure 1. LiFE Sports Objectives & Mission



Following the conclusion of the 2010 LiFE Sports Summer Camp, the LiFE Sports leadership team set overall initiative goals for the 2010-2011 academic year. These goals were developed to strengthen each of the 3 strategies: Service & Outreach, Teaching & Learning, and Research. Goals were also set pertaining to the continued funding and development of the LiFE Sports Endowment Fund and ongoing operating expenses. The following sections overviews each 2011 goal and describes the attainment or level of fulfillment. Please note that the LiFE Sports Advisory Board was still under development in 2011, therefore these goals were not approved by the Advisory Board.

Service & Outreach

Four Service & Outreach goals were set, including the enhancement of the LiFE Sports Summer Camp and Clinics, broadening the LiFE Sports community impact by expanding partnerships with local youth service organizations, and making LiFE Sports more visible to our youth, families, community, and university partners. The following provides an overview of each Service & Outreach goal for the 2010-2011 academic year as well as describes progress made towards the goals.

Goal 1: Improve Camp Attendance

LiFE Sports operated during the summer of 2011 for 19 days for 6.5 hours/day. Each day focused on a sport-based foundational skill, as well as a social skill related to broader social competence and emotional/behavioral functioning. Specifically, the first week focuses on competencies related to *Self-Control in Sport*, the second on *Effort*; the third on *Teamwork*; and the fourth on *Social Responsibility in Sport*. Daily activities also incorporate scenarios and role plays involving the application of these social skills in other social settings. Figure 16 in the Appendix showcases the social competence curriculum. In addition to these sessions, participants received instruction in 8 different sports, such as basketball, swimming, and soccer. They also engaged in a College Access Career Day and culminating Olympic event.

In 2011, 599 campers were registered for the 2011 LiFE Sports Summer Camp. Please note that the demographics included here are representative of all youth who attended at least one day of camp during 2011. Demographics include: 31.1% reported that they were a previous camper of LiFE Sports. 62.9% of the campers were male and 37.1% female. 71.9% of campers were African-American (n=299), 12.5% were multi-ethnic (n=52), 4.8% is White/Non-Hispanic (n=20), 4.3% is Native American (n=18), 1.7% were Hispanic (n=7), and 4.1% were Other (n=17). Please note that 183 youth did not report ethnicity on their surveys.

Of the 599 youth attending camp, 62.4% reported receiving free or reduced lunch at school; 49.2% (n=204) campers reported living with their mom; 41.4% (n=172) reported living with both parents; 4.6% (n=19) reported living with someone other than their mom or dad; 3.4% (n=14) reported living with their dad; and 1.4% (n=6) reported living with a grandparent. Table 1 below also provides youth participation by school district.

Table 1. Youth Participation in 2011 LiFE Sports Summer Camp by School District

SCHOOL DISTRICT		
DISTRICT	Total #	Percentage
Columbus City	322	53.8%
Charter	74	12.4%
Private	48	8.0%
Reynoldsburg	25	4.2%
Gahanna	19	3.2%
Westerville	19	3.2%
Groveport Madison	14	2.3%

Pickerington	11	1.8%
Licking Heights	9	1.5%
Whitehall	8	1.3%
Southwestern	7	1.2%
Other Local Schools	19	3.2%
Non-Local Schools	8	1.3%
Unknown	16	2.6%

*Other local schools include Bexley, Canal Winchester, Dublin, Hamilton, Hilliard, New Albany, Olentangy, and Worthington.

One of our specific goals for 2010-2011 involves increasing camp attendance, as past research at LiFE Sports indicates that youth who attend with greater frequency are more likely to increase both their social and athletic competence (Anderson-Butcher et al., 2010; McDonough, Ullrich-French, Anderson-Butcher, Riley, & Amorose, in review). Therefore during the 2011 LiFE Sports Summer Camp, the goal was to increase the percentage of youth who attend camp 89% of time (17 of 19 days). During 2010, 49% of LiFE Sports youth attended camp 89% of the days (16 out of 18). Camp attendance increased in 2011, as 51% of LiFE Sports youth attended camp in 2011 more than 89% of the days (17 of 19).

Goal 2: Increase Clinic Attendance

LiFE Sports Clinics were offered to LiFE Sports youth for the first time in 2009. During this initial year, each clinic averaged 25 youth. Similar to the LiFE Sports Summer Camp, research indicates that long-term relationships with youth that foster connectedness and belonging are found to improve outcomes (Anderson-Butcher & Cash, 2006; McDonough et al., in review). Based on this research, the goal was set during 2010-2011 to increase the average attendance at each clinic to at least 30 youth per clinic. The average attending during 2010-2011 LiFE Sports clinics was 26.5 youth. (Please Table 4 in the Appendix for each clinics attendance count from 2009-2011). While an increase in attendance was achieved, the goal of 30 youth per clinic was not reached. However, three of the clinics did have attendance above 30 youth (basketball, volleyball, and football), which gives hope to attaining this goal in the years to come.

Goal 3: Expand Community Partnerships

LiFE Sports currently partners with a number of organizations both internal and external to OSU. Table 2 provides a list of current partnerships and their primary purpose.

Table 2. LiFE Sports Partnerships

Partner Organization	Primary Purpose
University	
Department of Recreational Sports	Facility Usage
School of Physical Activities and Educational Services	Internship development, Interdisciplinary minor
College of Education and Human Ecology	Internship development, Interdisciplinary minor
First Year Experience	Career Day, Booster Session
Economic Access Initiative	Career Day, Booster Session
Office of Student Life	Career Day, Booster Session
P-12 Project	Career Day, Booster Session

College of Food, Agricultural, and Environmental Sciences	Internship development, Interdisciplinary minor
Purdue University	Research and evaluation
Illinois State University	Research and evaluation; curriculum development
College of Arts and Sciences	Interdisciplinary minor
OSU Office of Outreach and Engagement	Joint programming
Youth Agencies and Schools	
Boys and Girls Club of Columbus	Internships, Booster Sessions, Facility Usage
The Academic Acceleration Academy	Joint programming
All THAT	Professional development
Youth Coaches within Dublin United Soccer Club	Coaching clinics; registration
Northmor School District	Joint programming
Corporations	
Cardinal Health	Volunteers, Funding related to Education component, Board membership
The Columbus Crew	Joint programming
Willis	Board membership
Public Agencies	
Ohio Department of Education - Office for Safety, Health & Nutrition	Food for summer camp

Each year LiFE Sports works to connect and reach more youth serving agencies both in the Columbus community as well as nationally. Specifically during 2010-2011, LiFE sports aimed to add 2 new non-university community partners as well as to partner with two former National Youth Sports Programs (NYSPs).

In 2010-2011, LiFE Sports began partnering with the Academic Acceleration Academy (AAA), a dropout recovery charter school, and the Columbus Crew Foundation. LiFE Sports partnered with AAA to provide the opportunity for AAA youth to serve as youth leaders during the LiFE Sports Summer Camp. This partnership provided the opportunity for these at-risk youth to learn valuable workforce and leadership skills as well as hold gainful employment. A partnership also was created during 2011 with the Columbus Crew Foundation. The Crew Foundation gave free tickets to youth on the day of a soccer clinic this past year; and discussions have started in relation to offering joint programming between the Columbus Crew Foundation and LiFE Sports in the future (such as a soccer clinic). Together with coaches from the Dublin United Soccer club, we also implemented a LiFE Sports soccer clinic for 40 U-8 boys during the winter of 2011. Finally, LiFE Sports began partnering with Northmor Local Schools in 2010-2011 to implement LiFE Sports in their afterschool program. Students from OSU implemented this program.

LiFE Sports also aimed in 2010-2011 to partner with 2 NYSPs. Follow suit to prior years, LiFE Sports once again partnered with one former NYSP, the Purdue Athletes Life Success (PALS) program. Together LiFE Sports and PALS were able to implement joint evaluation tools which will be used to further the research at both camps as well as support the publication of research findings. While LiFE Sports was unable to partner with a second NYSP in 2010, we did work on youth development research with faculty members

at Washington State University and Illinois State University. Additionally, LiFE Sports was able to support Florida State University's (FSU) College of Social Work in the development of a university-based youth development program on their campus. Members of the LiFE Sports faculty and staff provided consultation to faculty at FSU to help the college further the development of their new program. Leaders from the University of Connecticut's outreach initiative, the Husky Afterschool Program, also visited the OSU campus to discuss the LiFE Sports model in the fall of 2011.

Goal 4: Increase the Awareness & Visibility of LiFE Sports

As LiFE Sports has continued to expand and develop over the past 3 years, the LiFE Sports Leadership Team began to see a need to "get the word out" about all of the new developments. To support this during 2010-2011, the goal was set to increase the awareness and visibility of LiFE Sports both at the university and in the community. Specifically, LiFE Sports set a goal to develop and distribute a LiFE Sports newsletter to over 1,000 readers annually. The first newsletter was developed and distributed at the end of the first week of camp in June of 2011. Subsequent newsletters were then released at the end of the second and third week. Each newsletter also was distributed to all LiFE Sports youths' families, community partners, university partners, and other business and community members. It is estimated that each newsletter reach approximately 600 recipients (1,800 annually). The newsletter is now disseminated on a quarterly basis during 2011-2012. To read past issues of the LiFE Sports Newsletter, please visit the website at: www.osulifesports.org.

Teaching & Learning

Five goals were set related to Teaching & Learning. Specifically, the LiFE Sports Leadership team determined that priority areas for 2010-2012 would focus on maintaining enrollment in SWK 310 (Prevention and Youth Development through Sport, Recreation, and Play), increasing internships and field placements, establishing the youth development minor, and developing coaching clinics. The following provides a brief overview of the Teaching & Learning goals for the 2010-2011 academic year as well as progress towards meeting these goals.

Goal 1: Maximize Enrollment in Social Work 310

The SWK 310 undergraduate course was developed during 2010 by LiFE Sports faculty, staff and students. This course was offered for the first time during the 2010-2011 academic year during each academic quarter. The goal was set in 2010-2011 to reach maximum enrollment (20) during each quarter the class was offered. 21 students enrolled in Fall 2010, 17 students enrolled during Winter 2011, and 19 students enrolled during Spring 2011 (19 students/quarter average). In total, 57 students completed SW310 during the 2010-2011 academic year. While 4 seats were left unfilled during the academic year, this mainly was the result of students dropping the course after the start of the quarter (so new students from the wait list were not able to be added). One other progress indicator related to SWK310 involves the examination of the Student Evaluations of Instruction (SEIs) for the classes. All 3 sections offered in 2010-2011 had SEIs greater than 4.8 (out of 5). Students report regularly that SWK310 is one of the most meaningful classes they take at OSU.

Goal 2: Increase LiFE Sports Internships

Each year since the conception of LiFE Sports, LiFE Sports has strove to increase the involvement of both OSU students and student-athletes. One such avenue for increasing the involvement of OSU students in LiFE Sports has been the creation of internships within the summer camp. These internships support the students by providing hands-on learning experiences and support the camp (as costs associated with interns are generally lower than costs associated with hiring a staff member). In 2010-2011, LiFE Sports strove to place 10 interns within the LiFE Sports summer camp. We exceeded this goal, as 14 OSU students completed internships. Students completing internships came from a variety of OSU Colleges and Departments: Education (1), Food Science (1), Human Development and Family Sciences (1), Public Health (1), Sports and Leisure Studies (4), Sports Management (1), Social Work (2), Sociology (1), and Undecided (2).

Goal 3: Increase Youth Development Field Placements

The LiFE Sports Initiative also works with the community to increase opportunities for students to gain valuable experiences at community youth development agencies. In 2010, LiFE Sports aimed to create 4 field placements through the College of Social Work at the Boys and Girls Club of Columbus (BGCC). These field placements would allow for social students to complete necessary field hours for the degree while also providing additional manpower for the BGCC. Six students completed 2,400 hours of field hours at the BGCC during the 2010-2011 academic year (2 more students than the goal). Additionally, LiFE Sports also placed 3 students at the AAA and had a College of Social Work post-doc provide supervision and administrative functions.

Goal 4: Develop LiFE Sports Coaching Clinics

While LiFE Sports prioritizes reaching OSU students, the Initiative also strives to reach other professionals in the field of youth development. During 2010-2011, LiFE Sports set a goal to develop and conduct 2 coaching clinics that had an average attendance of 30 coaches in attendance. This goal was intended to support LiFE Sports in reaching current coaches in the field and disseminating current best practices found through research in the fields of youth development, social work, and coaching. This goal was modified during the 2010-2011 academic year as OSU Athletic Department priorities involved the development and implementation of trainings for student-athletes working Athletic Department funded sports camps. As such, the OSU Department of Athletics and LiFE Sports partnered together to develop a 2-hour seminar to support student-athletes and staff working in Buckeye Sports Camps. The seminar was made available to all OSU students employed by the Department of Athletics' Camps Office. The seminar was presented 6 times to 59 participants (9.8 participants/session). While LiFE Sports did not reach its intended goal related to the provision of coaching clinics, the Initiative did succeed in disseminating best practices to a new audience of youth development professionals through the Camps Office.

Goal 5: Finalize the Youth Development Minor

As an additional avenue to reach OSU students, faculty from the College of Social Work (leaders in LiFE Sports), the College of Education and Human Ecology, College of Arts & Sciences, and the College of Food, Agricultural, and Environmental Sciences collaborated to develop an interdisciplinary youth

development minor to be offered at OSU main campus. This minor is designed to provide students with knowledge and skills about youth development principles, processes, and practices. Students with career interests in youth services and education (non-formal and formal) are ideal candidates. The minor prepares students for careers in schools and out-of-school organizations such as Boys and Girls Clubs, YMCAs, FFA, 4-H Youth Development, Sport Organizations and through other employers such as city governments, parks, recreation centers, and after-school programs. The Youth Development minor also would be valuable for students majoring in social work pursuing careers serving youth populations, from hospitals to residential treatment centers. The minor was approved in August 2011 and made available for students to declare at the start of the 2011-2012 academic year.

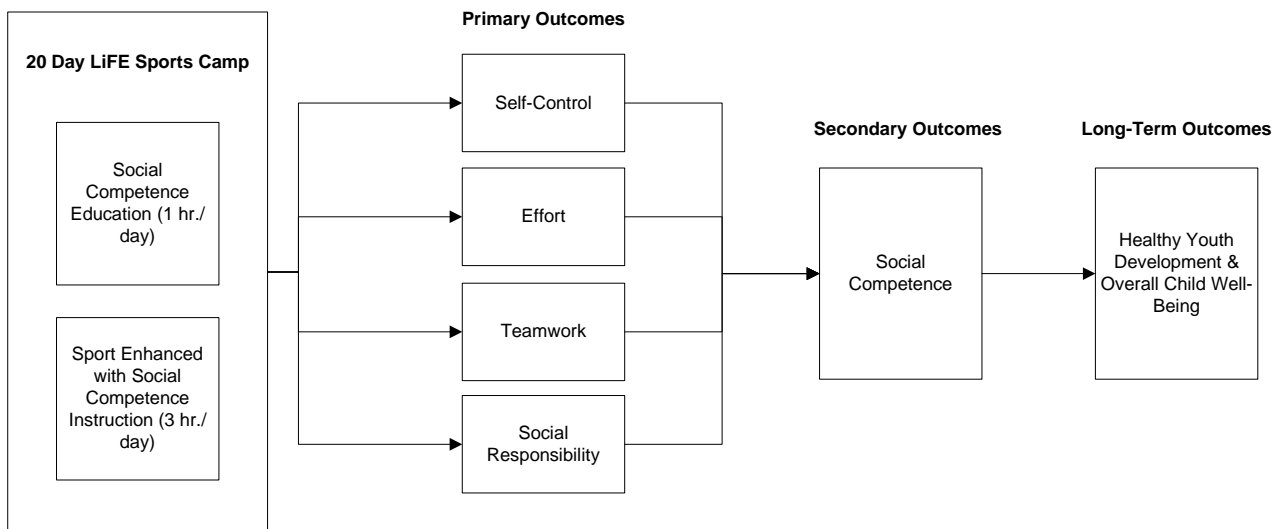
Research

Five goals were set related to Research. Specifically, the LiFE Sports Leadership team determined that priority areas for 2010-2012 should include the continued research and evaluation of the LiFE Sport Intervention (including measuring fitness outcomes), formalization of the LiFE Sports curriculum, and dissemination of these research and evaluation findings. The following provides a brief overview of each Translational Research goal for the 2010-2011 academic year as well as documents progress towards these goals.

Goal 1: Continuously Evaluate the LiFE Sports Intervention

Several objectives were established for 2010-2011 that relate to the continued evaluation of the LiFE Sports Camp. The annual evaluation is grounded in the theory of change behind the program:

Figure 2. LiFE Sports Summer Camp Theory of Change



Primary Objectives

Objective 1: Increase social competence among youth participants.

Objective 2: Increase self-control, personal motivation/commitment, teamwork, and social responsibility

Objective 3: Youth will demonstrate a sense of belonging and connection to the LiFE Sports camp and its staff

Two primary objectives of LiFE Sports are focused on increasing social competence and related self-perceptions among youth participants through participation in sport, fitness, and education activities. A third objective focuses on the development of a sense of belonging and connection to the LiFE Sports camp.

Participants' abilities to interact pro-socially and maintain positive relationships with others (i.e. social competence) were measured using the Perceived Social Competence Scale developed by Anderson-Butcher, Iachini, and Amorose (2008). Sample items included "I help other people" and "I get along well with others." Sport specific social competence was measured using items modified from the Perceived Social Competence Scale (Anderson-Butcher, Iachini, & Amorose, 2008). Example items included "I help others when playing sports" and "I am good at making friends in sport." We also assessed various demographic variables as well as overall program attendance.

To study this, we conducted a series of advanced statistical analyses – namely, second order latent growth curve modeling - to explore changes in each of the key outcome variables. These procedures were used for a number of reasons including: (a) they allowed us to explore changes in the variables after controlling for measurement error, (b) they give us information about group level and individual level change, and (c) they enabled us to explore predictors of change in the key outcomes. Only participants who attended camp at least 15 days, indicated they were honest in completing the surveys, and who had no more than a single item on the key outcome variable missing in the data were included in these analyses. While there were slight variations in the final numbers for each outcome variable based on the missing data, this sample used in the following analyses included approximately 287 campers (Mean age = 11.85±1.54 years, 58.9% males, 72.5 % African-American, 55.7% 1st time campers).

The first step in these analyses involved the modeling of the initial level and change in each of the key outcomes. A summary of the critical information from these analyses is presented in a Table 5 in the Appendix. The table shows the estimated mean scores (and standard deviations) at the beginning of the camp (i.e., initial level). Further, the table presents estimates about the change from pre- to post-camp. The mean scores for each variable in this column represent the average rate of change for all campers. Of the six outcome variable, only social competence and social responsibility significantly changed – both showing increases from pre- to post-camp.

Interestingly, the estimated standard deviations associated with the change scores revealed significant individual differences in all the outcome variables. In other words, there were campers who increased and campers who decreased on each of the variables across the camp. Finally, the last column of the table shows that there was a significant negative relationship between where campers started on each variable and the amount they changed, suggesting that campers with lower scores to begin with tended to demonstrate greater rates of change over the camp whereas those who started higher showed lower rates of change.

Using the sample of 287 campers described above, we ran additional latent growth curve analyses to examine whether belongingness to camp was related to program outcomes. These analyses explored potential predictors of both the initial level and - more importantly – the change in each of the variables. Our primary interest here was to examine whether the campers' perceptions of belongingness at the end of the camp predicted the change in each of the key outcome variables after controlling for age and the pre-camp scores on the remaining outcome variables. A summary of the results for each variable are presented in a Table 6 in the Appendix. Overall, results indicated the set of predictors explained a significant amount of variation in both the initial level and changes in each outcome variable. While there were some unique relationships that emerged in each analysis, perceived belongingness was a significant positive predictor of change in each of the key outcome variables. In other words, the more the campers felt connected to and supported at LiFE sports the more likely they experienced positive changes in the outcomes.

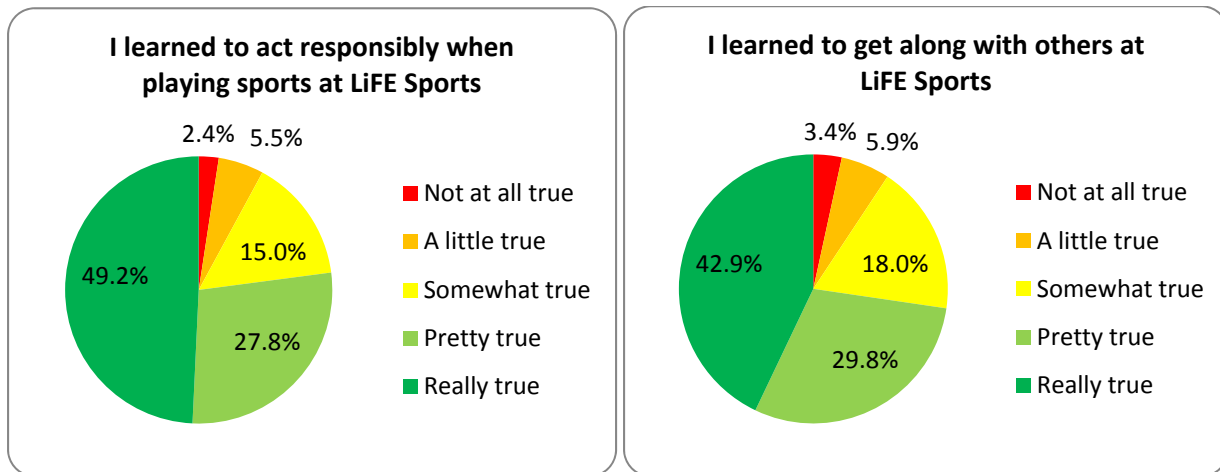
Overall these analyses suggest that the LiFE Sports can have a positive impact on youth who regularly attend the camp. This is particularly the case when considering changes in social competence and self-responsibility. The results also suggest that the camp may be most effective for those campers who start out lower in the youth development outcomes. Camp may also be most effective for those who perceived a higher degree of support and develop a stronger sense of connection with the camp (see Objective 3).

We also examined data from campers at the end of the camp to showcase the degree to which campers perceived their skills and satisfaction of the program. These findings are presented next.

Social and Personal Skills

The vast majority of participants perceived that they learned social skills at LiFE Sports. For example, 77.0% of participants indicated that they learned to act responsibly when playing sports at LiFE Sports; whereas 72.7% of participants indicated that they learned to get along with others at LiFE Sports (these percentages include both "pretty true" and "really true" respondents from the figures below).

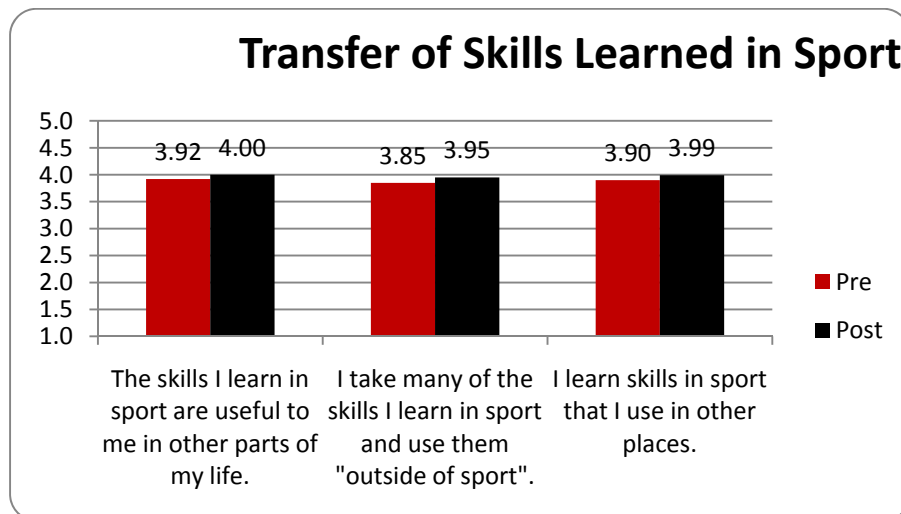
Figures 3 and 4. Social and Personal Skills Items



Transfer of Skills Learned in Sport

Three items were used to measure participants' ability to transfer skills they learned in sport to other settings. Items included "The skills I learn in sport are useful to me in other parts of my life," "I take many of the skills I learn in sport and use them outside of sport" and "I learn skills in sport that I use in other places." T-tests were completed to examine differences between pre and post scores on campers' perceptions of their ability to transfer the skills they learned at LiFE Sports. Although scores were higher at post-test than pre-test, none of these differences were statistically significant.

Figure 5. Transfer of Skills Learned in Sport

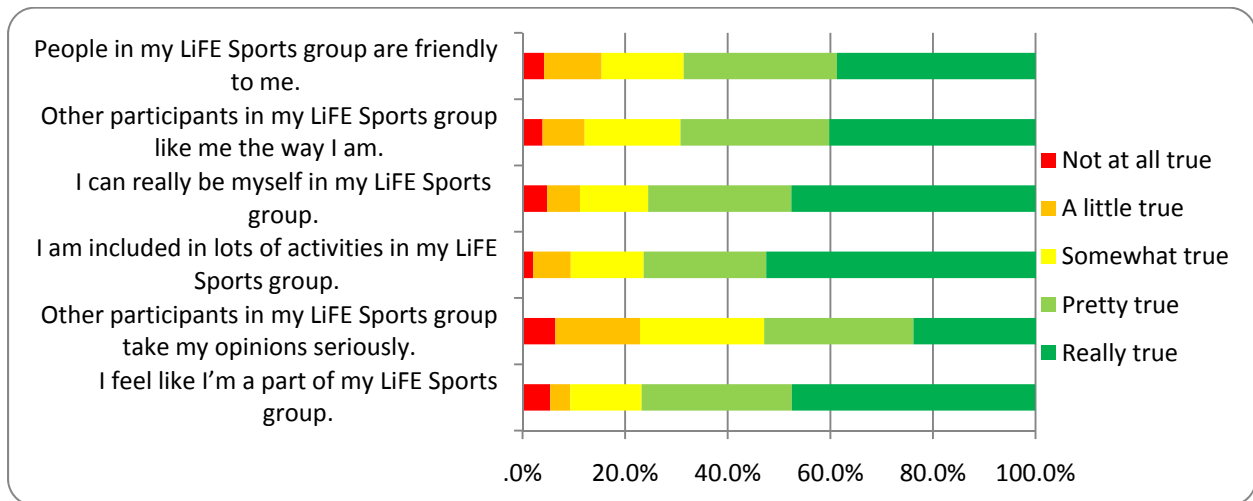


Several measures were used to assess participants' perceptions of their sense of belonging and connection to the LiFE Sports camp and staff, as well as their overall satisfaction with LiFE Sports. An individual's perception of relatedness to his/her LiFE Sports group and perceptions of leader support were assessed using a modified version of the Psychological Sense of School Membership Scale (PSSMS);

Goodenow, 1993). This original scale was modified by Cox and Williams (2008) for the physical activity context. In the current study, the relatedness scale consisted of 6 items. The leader support scale also consisted of six items. Please note that those participants that completed the post-test were included in these analyses.

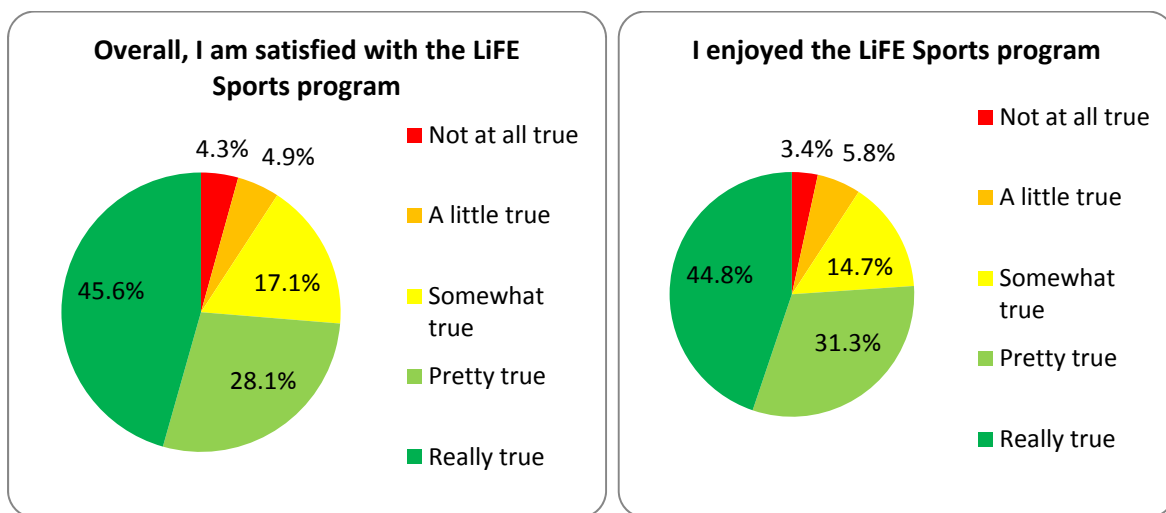
Findings show that 76.7% of participants agreed that they felt like part of their LiFE Sports group. The majority of participants also agreed that they could really be themselves in their LiFE Sports group (75.5%). 76.5% of participants also agreed that they were included in lots of activities in their LiFE Sports group.

Figure 6. Relatedness Items



Overall, 73.7% of participants reported strong satisfaction with the LiFE Sports camp and 76.1% of participants indicated they enjoyed the camp.

Figures 7 and 8. Satisfaction and Enjoyment Items

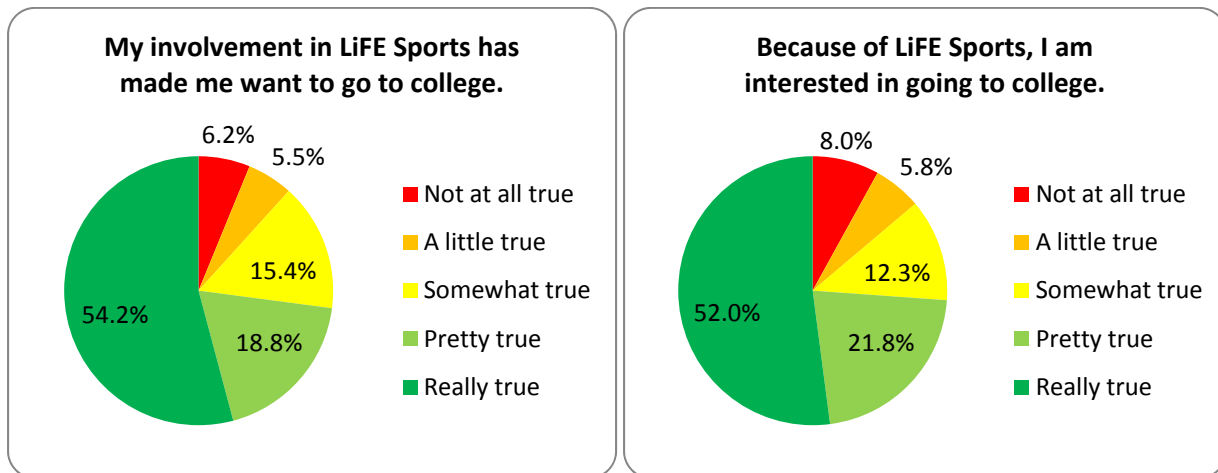


Secondary Objectives

Objective 1: Increase participants' exposure to university/college life and interest in higher education

Post camp participation, LiFE Sports participants indicated a strong desire to attend college. For example, 73.0% of these campers indicated that their involvement in LiFE Sports has made them want to go to college. Additionally, 73.8% of reported that they are interested in going to college because of LiFE Sports.

Figures 9 and 10. College Items



Objective 2: Refer participants to other youth organizations and opportunities in Columbus

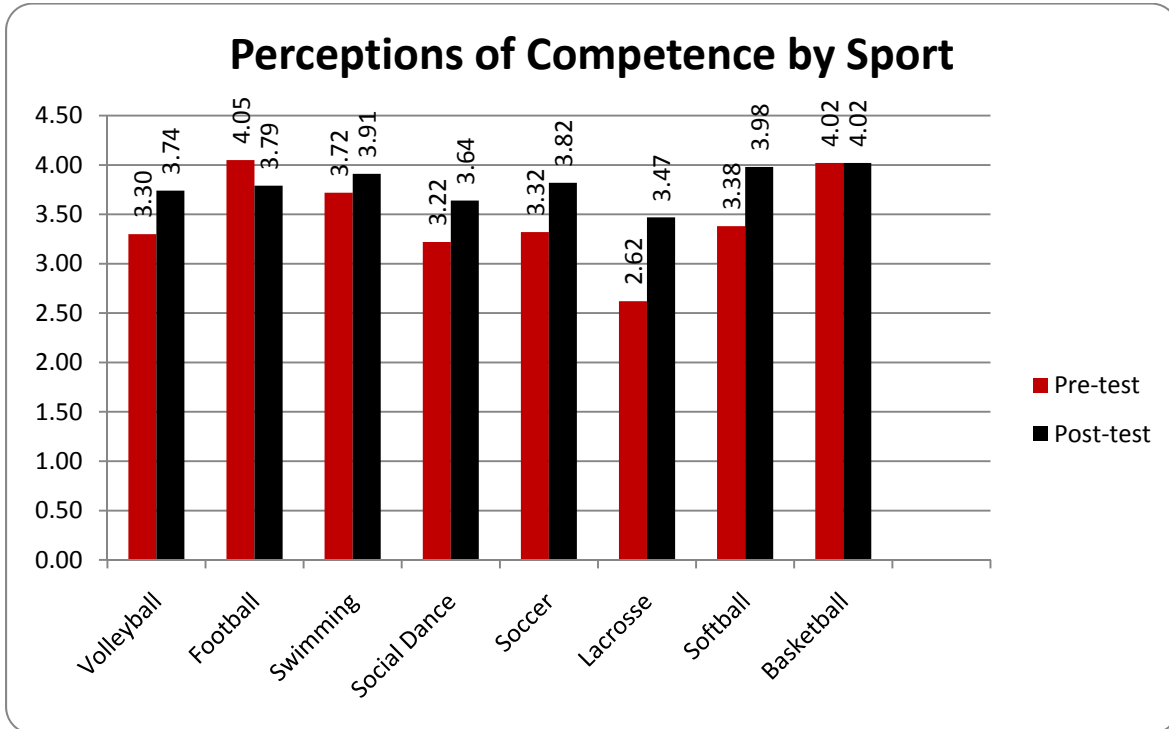
One of the secondary objectives of the LiFE Sports camp is to refer participants to other youth organizations and opportunities in Columbus. In 2009, participants were given the opportunity to be dropped off at the Boys & Girls Club of Columbus after camp each day. We were not able to transfer campers to the Boys & Girls Club this past summer because the Club's camp was full. We did, however, make sure that youth who were enrolled at the Club were adequately dropped off there after LiFE Sports was over.

Objective 3: Increase participants' perceptions of athletic competence

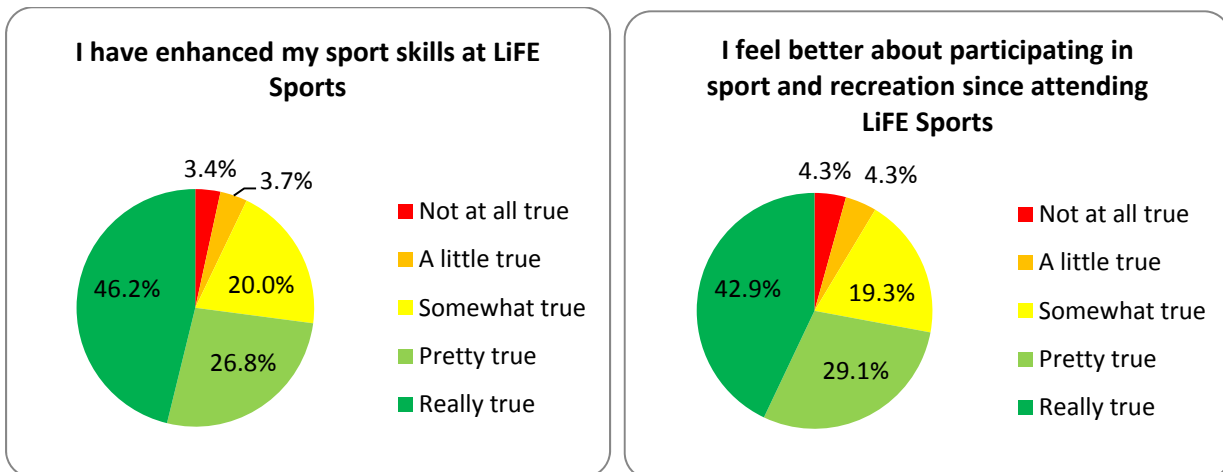
LiFE Sports also is focused on increasing campers' perceptions of athletic competence. T-tests were conducted to examine differences between pre and post scores on multiple items assessing camper perceptions of athletic and sport specific competence. The competencies measured are the ones that were targeted at the LiFE Sports camp this summer. Statistically significant differences were found from in perceptions of athletic competence in all areas except basketball and football from pre to post camp.

Findings indicate that campers' perceptions of their athletic competence were higher at the end of camp than in the beginning. Figure 11 highlights changes among LiFE Sports participants' athletic competence by sport. Figures 12 and 13 examine general perceptions among LiFE Sports participants' at the end of camp.

Figures 11. Sport Competence



Figures 12 and 13. Sport Skill Items



Goal 2: Submit a Federal Research Grant

A grant to the National Institutes of Health was submitted in summer of 2010. Feedback from reviewers was examined in 2011 in partnership with Dr. John Clapp, a research consultant for the College of Social Work. Through ongoing consultation, it was determined that federal research dollars are perhaps not the best avenue of support for research on LiFE Sports. It was recommended that we look to Foundations and Corporations for this type of funding. As such, we have explored Requests for Proposals ongoing during the past year. We also have sought out OSU students who are interested in research experiences. We rely on their volunteerism and in-kind work to do the pre and post data collection process. We also have partnered closely with faculty in other institutions as we conduct research on LiFE Sports. This has allowed us to continue evaluating and researching without the need for extensive dollars.

Goal 3: Formalize the LiFE Sports Curriculum

Over the past three years, LiFE Sports faculty and staff have worked to develop curricula for both the social competence sessions as well as all sports at LiFE Sports. Specifically, the LiFE Sports sport curriculum is designed to teach fundamental sport skill while integrating and reinforcing the daily social competence lessons. During 2010, the LiFE Sports leadership team set a goal to finalize all sport curricula, revise the social competence curricula, and develop an introductory guide that would provide a framework for all curricula. This goal was met as all sports (except swimming) have curricula and an introductory guide has been developed. As 2011 was the first time many of the sport curricula were utilized, continued refinement of the curricula will need to occur in 2012.

Goal 4: Measure the Fitness Impact of LiFE Sports

Data were collected during health physicals so that Body Mass Index could be calculated for each camper involved in LiFE Sports. This was done for the first time in 2011. A total of 229 or 56.6% of campers had data for this calculation. The average BMI of all participants was 22.0 which is considered a "normal" BMI.

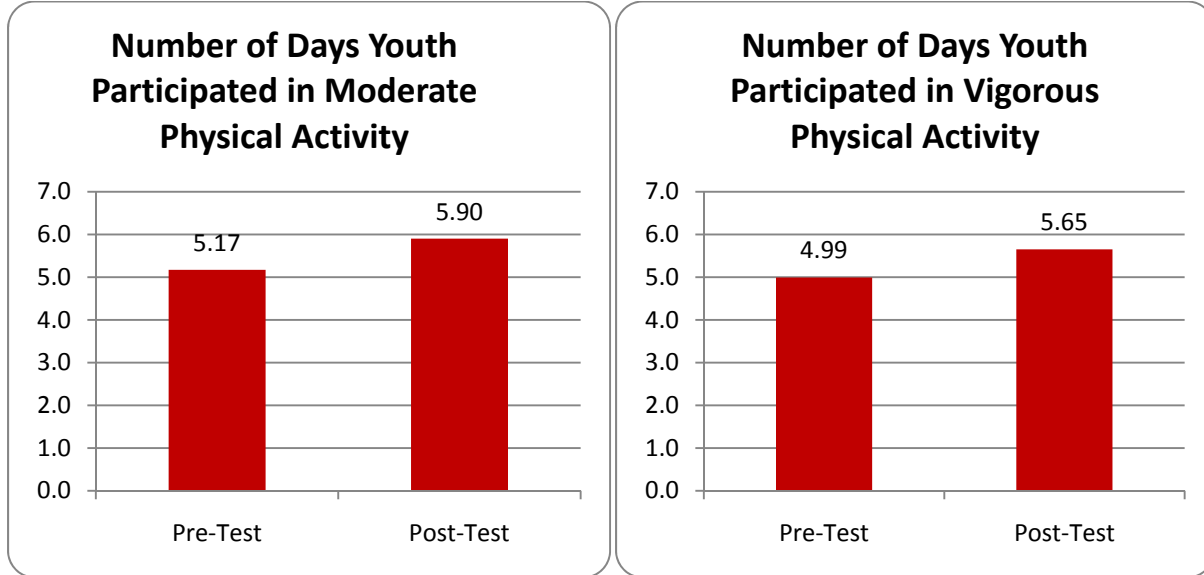
Table 3. Body Mass Index of Youth Participants

BODY MASS INDEX		
Category	Total #	Percentage
Underweight (<18.5)	143	23.9%
Normal (19.5-24.9)	281	46.9%
Overweight (25.0-29.9)	86	14.4%
Obese (>30.0)	47	7.8%
Unknown	42	7.0%

Findings are interesting to examine, however. For instance, nearly 24% of our campers are underweight with another near 23% overweight or obese. These findings points to important targeting strategies needed within LiFE Sports. It also showcases further the value of the LiFE Sports breakfast and lunch program for the undernourished campers, in particular.

Additionally, we collected data from youth post-camp that pointed to other valuable health and fitness benefits of LiFE Sports. Specifically, youth report increases in both moderate and vigorous physical activity levels, as shown in Figures 14 and 15 below.

Figures 14 and 15. Physical Activity



Goal 5: Disseminate Research Findings from LiFE Sports

Another research goal involves the dissemination of knowledge and lessons learned from the work in LiFE Sports. Several manuscripts were written in 2010-2011 that included LiFE Sports as an exemplar model of positive youth development programming. This includes an article for the *Prevention Researcher* on the prevention of prescription drug abuse and use among youth, one in the *Community Practitioner* that highlights the Teaching & Learning aspect of LiFE Sports (the youth development minor), and another one in the *Prevention Researcher* focused more generally on the value of afterschool programs for promoting school connectedness. Three additional papers are under review in top research journals such as the *Child and Youth Services Review*, *Research Quarterly for Exercise and Sports*, and the *Journal of Applied Sports Psychology*. We hope to have these in press in 2012.

During the 2010-2011 academic year, 3 book chapters were released related to findings from LiFE Sports. The first publication was a book chapter to be published in the *Encyclopedia of Adolescence*. This chapter highlights key elements that must be included when utilizing sport programming to enhance adolescent development. Additionally this book chapter highlights some of the best practices currently in use by LiFE Sports. A second book chapter was written by Dr. Dawn Anderson-Butcher for the *Encyclopedia of Adolescence*. This chapter examines the ways in which sport supports families and communities. Finally, a third book chapter was written in 2010 and submitted for publication by Dr. Dawn Anderson-Butcher and Aidyn Iachini. This chapter outlines the importance and contribution of extracurricular activities to school priorities and student success. This chapter will be published in the book titled, *Mental Health Promotion in Schools: Foundations*.

In addition to these 3 book chapters, LiFE Sports faculty, staff and students also presented on research findings at various conferences. Two papers on LiFE Sports were presented at the International Association of Physical Education in Higher Education Conference in Limerick, Ireland. Posters were presented at the Society for Social Work Research Annual Conference, Alliance for Health, Physical Education, Recreation and Dance National Conference, and the National Outreach Scholarship Conference. A complete list of references for all conference publications and presentations can be found in Table 7 in the Appendix.

Development

Currently the LiFE Sports Initiative, particularly the camp, receives the most funding from the Department of Athletics. Specifically, the Department of Athletics covers costs associated with the LiFE Sports Summer Camp, as well as provides funding for a .25 FTE graduate research assistant year-round. In addition to funding by the Department of Athletics, the College of Social Work (CSW) provides funding to support the overall Initiative. CSW provides funding for .25 FTE of a graduate research assistant as well as .25 FTE of a staff member. These two positions allow for year-round work related to teaching & learning and research. In-kind supports from the CSW Community and Youth Collaborative Institute also assist with Teaching & Learning and research goals. Finally, funding was provided through an Excellence in Engagement grant by the Office of Outreach and Engagement at OSU during 2010-2011. This funding was used to further the overall LiFE mission including the enhancement of the social competence curriculum, the development of the youth development minor, and the ongoing research. While this funding has provided an overall base for the Initiative, some of these funds will end in the next fiscal year. Additional funding remains a continued priority as we strive to expand, improve, and institutionalize the LiFE Sports Initiative.

As such, development has become an increasing priority for LiFE Sports. Four 2010-2011 goals were set related to Development in 2010-2011 and include increasing current use funding, creating an endowment fund, increasing business partners, and creating an advisory board to help champion LiFE Sports. The following provides a brief overview of each Development goal for the 2010-2011 academic year as well as outlines progress towards attaining these goals.

Goal1: Increase Current Use Funding

Each year, LiFE Sports must continue to raise funds in an effort to ensure funding of existing programs, as well as to fund further Initiative enhancements. Given these funding needs, LiFE Sports set a goal in 2010-2011 to increase current use funding. Prior to 2010, the only current use funding being received by LiFE Sports was provided by entities within the University. LiFE Sports met this goal in 2010-2011 by receiving two sources of outside funding: \$14,871 from the Cardinal Health Foundation and \$7,000 from AAA. Additionally, for the first time LiFE Sports was also included in the OSU Campus Campaign. LiFE Sports received a total of four donations, which is currently generating about \$200/month.

One other avenue for increasing awareness related to LiFE Sports, as well as build relationships with potential donors or corporations, has been development efforts at the OSU football spring game. The Department of Athletics has provided a suite at the game that allows for LiFE Sports development

activities, as well as identified that some proceeds from the game will support the summer camp. CSW has provided the refreshments for this game and donations were sought from in-kind sources for a cookout pre-game for guests, LiFE Sports campers, OSU students and staff involved in LiFE Sports, and parents. This is the second year we have done this event. We hope to continue using the spring game as an opportunity to foster future funding opportunities.

Goal 2: Increase Contributions to the LiFE Sports Endowment Fund

In addition to trying to raise current use funds, LiFE Sports has a long-term goal of life-long sustainability for the LiFE Sports Initiative through the creation of an endowment fund. In 2010, CSW secured a gift of \$50,000 that initiated the LiFE Sports Endowment fund.

Goal 3: Increase Business Partnerships

While individual donors are one avenue to support LiFE Sports, businesses also are invested in the mission of LiFE Sports, especially as today's youth become their future workforce. As such, LiFE Sports set a goal to increase the number of private business sector partners during 2010-2011. During 2010, LiFE Sports developed initial partnerships with Willis, a national risk management and insurance intermediary, and continued to foster its relationship with Cardinal Health, a pharmaceutical distributor based in Dublin, Ohio.

Goal 4: Develop the LiFE Sports Advisory Board

The final Development goal for 2010-2011 was to create a LiFE Sports Advisory Board. This board would help further the mission of LiFE Sports by providing leadership, vision, and fundraising support from a diverse group of individuals. Recruitment for the Advisory Board was ongoing through the year. Those joining the LiFE Sports Advisory Board include: Gene Smith (OSU Department of Athletics), Tom Gregoire (OSU College of Social Work), Joyce Beatty (OSU Office of Outreach and Engagement), Gene Harris (Columbus City Schools), Jennifer Varenese (Willis), and Mark Rosenbaum (Cardinal Health). Each of these leaders visited the LiFE Sports camp in summer 2011 so that they may be more aware of how the LiFE Sports Initiative governs and operates.

Summary of Initiative 2010-2011 Accomplishments

To summarize, the LiFE Sports Initiative has been successful in reaching almost all of its outlined goals and objectives for the 2010-2011 year. We have made significant progress towards fulfilling our mission, to *enhance the quality of youth development, sport, and recreational programs through Service & Outreach, Teaching & Learning, and Research, thereby increasing positive developmental outcomes for youth*. To name a few successes:

The implementation of the summer LiFE Sports camp continues to be the centerpiece of our Service & Outreach efforts. Teaching & Learning accomplishments were significant, especially given the offering of several sections of SWK 310 and the development of the youth development minor with others on campus. Our Research contributions continue to be meaningful. Findings support the important role of LiFE Sports in contributing to social competence outcomes. Several publications and presentations resulted through the dedicated work in this area. Finally, we have had initial successes in the area of

development with the funding received from individual and corporate donors, as well as in the establishment of the Advisory Council.

In areas where we didn't full achieve the identified goal or objective, significant progress was made in relation to that goal (such as in offering SWK 310) or the goal was modified "in-flight" to address a different need (such as when student-athlete camp trainings were done instead of coaching clinics).

In the end, there are many achievements to be celebrated related to LiFE Sports Implementation in 2010-2011. We will examine our progress-to-date in the Fall of 2011 and determine continued goals and priorities for the future of LiFE Sports. We look forward to continuing this important work in the area of youth development through Service & Outreach, Teaching & Learning, and Research.

Appendix

Figure 16. Social Competence Curriculum Outline.

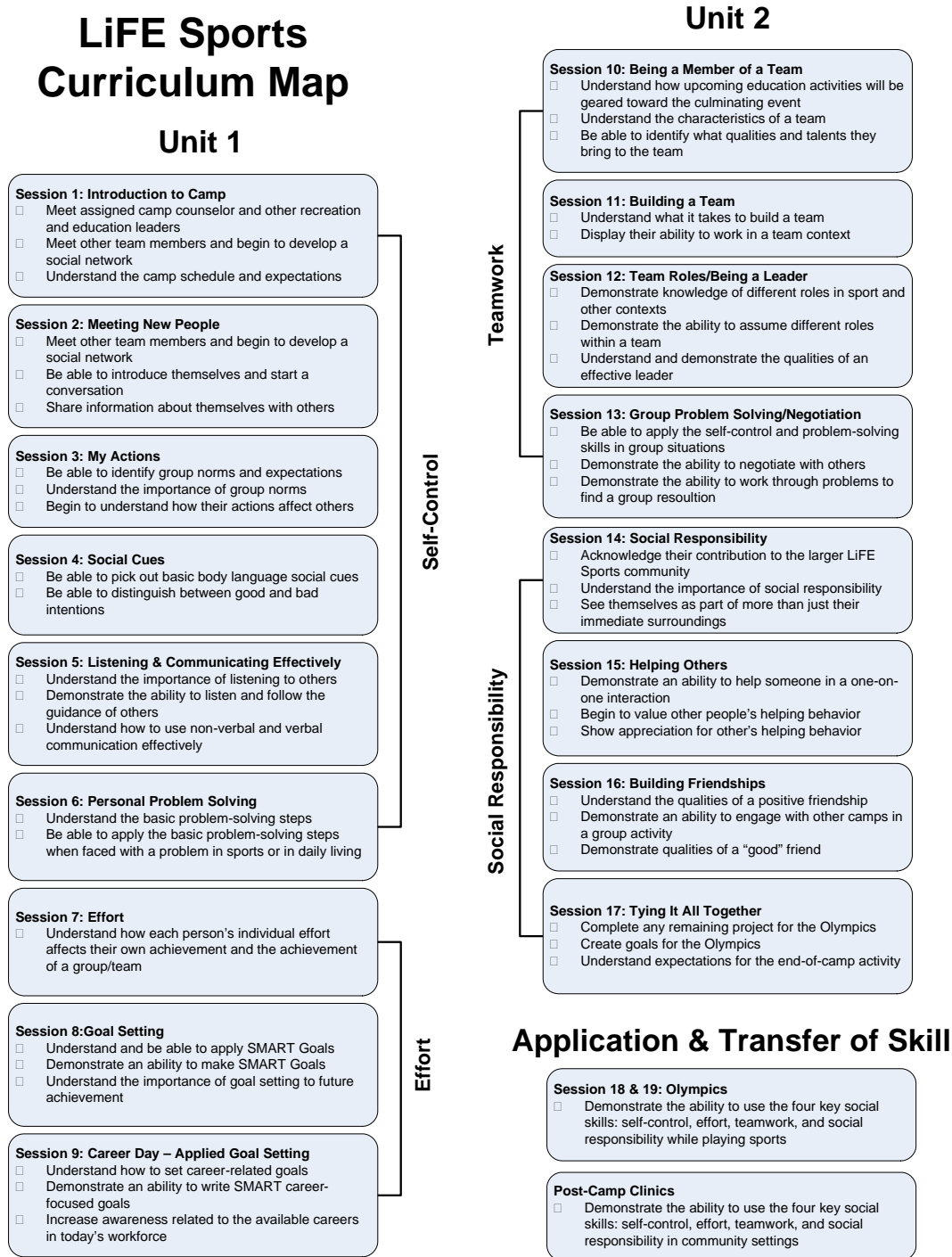


Table 4. Clinic Attendance 2009-2011

Date	Program Topic Area	Location	Attendance
2009-2010			
October 17, 2009	Basketball	Westside Boys & Girls Club	19
December 12, 2009	Holiday Party	Westside Boys & Girls Club	37
January 16, 2010	Soccer	Westside Boys & Girls Club	25
February 13, 2010	Social Dance	Westside Boys & Girls Club	13
March 13, 2010	College Access	OSU	15
April 24, 2010	Swimming & Spring Game	OSU	43
2010-2011			
September 18, 2010	Soccer	Westside BGCC	16
November 6, 2010	Lacrosse	Westside BGCC	15
December 4, 2010	Basketball	Milo Grogan BGCC	36
February 12, 2011	Social Dance	Milo Grogan BGCC	26
March 17, 2011	Volleyball	Milo Grogan BGCC	30
April 23, 2011	Football/Spring Game	OSU	36
TOTAL			311

Table 5. Modeling the Initial Level and Change in Key LiFE Sport Outcome Variables

Outcome Variable	Initial Level		Change		Relationship Between Initial Level and Change
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>r</i>
social competence	3.73*	.88*	.19*	.98*	-.41*
social competence in sport	4.16*	.69*	-.08	.71*	-.36*
social responsibility	4.11*	.58*	.11*	.53*	-.44*
perceived sport competence	4.19	.81*	.00	.58*	-.45*
commitment	4.00*	.76*	-.04	.72*	-.26*
teamwork	4.05*	.68*	.03	.71*	-.38*

Notes: All values were estimated using second-order latent growth curve modeling. All models fit reasonably well based on commonly accepted standards. * indicates value is significantly different than zero ($p < .05$).

Table 6. Summary of Results Predicting the Initial Level and Change in Key LiFE Sport Outcome Variables

Outcome Variable		Predictor Variables								R ²
		age	pre-camp social competence	pre-camp social competence in sport	pre-camp social responsibility	pre-camp perceived sport competence	pre-camp commitment	pre-camp teamwork	belongingness at the end of camp	
social competence	initial level	.07	--	.23*	.20*	.13	-.10	.49*	--	.64
	change	-.05	--	-.08	-.05	-.04	.18	-.46*	.60*	.35
social competence in sport	initial level	.02	.12*	--	.16*	.03	.08	.63*	--	.76
	change	.06	.00	--	-.01	.00	.10	-.58*	.54*	.33
social responsibility	initial level	-.11*	.21*	.31*	--	.08	.26*	.08	--	.60
	change	.14*	-.02	-.10*	--	-.03	-.04	-.10	.49*	.21
perceived sport competence	initial level	-.02	.23*	.11	.02	--	.43*	.02	--	.46
	change	.05	-.06	.13	-.15	--	-.32*	-.02	.37*	.16
commitment	initial level	-.02	-.10	.18*	.18*	.28*	--	.47*	--	.70
	change	-.05	.14	.11	-.19*	-.06	--	-.46*	.49*	.26
teamwork	initial level	.05	.24*	.54*	.03	.03	.27*	--	--	.85
	change	-.03	-.07	-.36*	.01	.05	-.12	--	.63*	.34

Notes: All values were estimated using second-order latent growth curve modeling. All models fit reasonably well based on commonly accepted standards. * indicates the value is significant predictor ($p < .05$). "--" indicates the variable was not estimated.

Table 7. List of Publications & Presentations for LiFE Sports 2010-2011

Manuscripts & Book Chapters
Anderson-Butcher, D. (in press). Sport as a context for building community and supporting families. In R.J.R. Levesque (Ed), <i>Encyclopedia of Adolescence</i> . New York: Springer.
Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., & Davis, J. (in press). Using sport to enhance adolescent development. In R.J.R. Levesque (Ed), <i>Encyclopedia of Adolescence</i> . New York: Springer.
Anderson-Butcher, D. (2010). The promise of afterschool programs for promoting school connectedness and other youth outcomes. <i>The Prevention Researcher</i> . 17(3), 11-14.
Iachini, A.L., & Anderson-Butcher, D. (in review). The contribution of extracurricular activities to school priorities and student success. In J. Waller (Ed.), <i>Mental Health Promotion in Schools: Foundations</i> . Bentham Science.
Presentations
Anderson-Butcher, D., Martinek, T., & Doolittle, S. (2011). <i>Using elements of the Teaching Personal and Social Responsibility Model (TPSR) in three urban settings: Lessons learned from working with underserved youth in the United States</i> . Symposium presented at the International Association of Physical Education in Higher Education Conference, Limerick, Ireland. (Peer Reviewed).
Dunn, R., Anderson-Butcher, D., & Riley, A. (2011). <i>Decreased barriers to physical activity in Black girls participating in a summer sports program</i> . Poster to be presented at the International Association of Physical Education in Higher Education Conference, Limerick, Ireland. (Peer Reviewed).
Payton, A. N., Iachini, A., & Anderson-Butcher, D. (August, 2010). Exploring parent's perceptions of afterschool programs in Ohio. Poster presented at 2010 Student Research Opportunities Program Poster Presentation. Columbus, OH, USA.
Riley, A., Wade-Mdivanian, R., & Anderson-Butcher, D. (January 2011). <i>Examining the outcomes of a summer sport-based youth development program for disadvantaged youth</i> . Poster presented at the Society for Social Work Research Conference. Tampa, FL, USA
Ullrich-French, S., McDonough, M., Anderson-Butcher, D., Amorose, A.J., & Riley, A. (June, 2011). <i>Profiles of social relationships for low-income youth in physical activity based positive youth development programs</i> . Poster presented at the North American Society for the Psychology of Sport and Physical Activity National Conference.
Wade-Mdivanian, R., Riley, A., Davis, J., Roth, B., & Anderson-Butcher, D. (October, 2010). Building a sustainable outreach agenda around the "One University" concept." Poster presented at 2010 National Outreach Scholarship Conference. Raleigh, NC, USA.
Publications in Review for 2011-2012
Anderson-Butcher, D., Amorose, A.J., McDonough, M., Riley, A., & Ullrich-French, S. (in review). Reliability and validity evidence of the social competence in sport scale. <i>Research Quarterly for Exercise and Sport</i> .
McDonough, M., Ullrich-French, S., Anderson-Butcher, D., Amorose, A.J., & Riley, A. (in review). Social relationships predict social competence among low-income youth in sport-based positive youth development programs. <i>Journal of Applied Sport Psychology</i> .
Riley, A., & Anderson-Butcher, D. (in review). Participation in a summer sport-based youth development program for disadvantaged youth: Getting the parent perspective. <i>Children and Youth Services Review</i> .
Wade-Mdivanian, R., Anderson-Butcher, D., Hale, K., Kwiek, N., Smock, J., Radigan, D., & Lineberger, J. (in press). Utilizing business, university, and community resources to target the abuse and misuse of prescription drugs by youth. <i>The Prevention Researcher</i> .