



LiFE*sports*
LEARNING IN FITNESS AND EDUCATION

Annual Report

2012-2013



Written By: Dawn Anderson-Butcher, Rebecca Wade-Mdivanian, Lauren Paluta, Lee Lower, Anthony Amorose & Jerry Davis

A LETTER FROM OUR DIRECTORS

As we reflected on the past year, we were reminded of just how far The Ohio State University (OSU) LiFE Sports Initiative has come since it was first formalized in 2005. Foremost, we were so encouraged when compiling the list of partner agencies – the LiFE Sports community has grown so much! From youth, families, and staff that were part of Camp for the first time or again in 2013 to the new relationships developed at OSU and in the community, we have expanded our reach and diversified our approach – this past year would not have been what it was without you!



In all aspects of the LiFE Sports Initiative - Service & Outreach, Teaching & Learning, & Research – 2012/13 was a great year. In the fall of 2012, we were honored to receive the Excellence in Learning Award from the National Summer Learning Association. We shared our findings in various regional, national, and international outlets. Folks in Nicaragua, Chile, and even Michigan are interested in learning more about LiFE Sports – We have expanded our reach!

In this report, you will see that participation rates exceeded our expectations for both camp and clinics. More and more OSU students are taking advantage of LiFE Sports opportunities and furthering their knowledge and skills in the area of positive youth development. We realize that statistics only tell part of the story so this year, we've asked several of our partners to reflect on their experiences – you will hear what people are saying about LiFE Sports!

To get an even clearer picture of the difference that LiFE Sports makes, we invite you to join us in 2014. Read one of the newest research publications to find out how LiFE Sports is furthering the field of youth development through sport. Enroll in one of the classes to enhance your own knowledge and skills. Most of all, though, come to camp and watch as campers learn new skills, score goals, work in teams, display new levels of effort, and develop friendships. It is here that we see the greatest success and impact of the LiFE Sports Initiative – the success and impact that truly would not be possible without the commitment of the entire LiFE Sports community. Thank you for allowing us the privilege of being part of such a great team!

Sincerely,

Jerry Davis
Executive Director
Service & Outreach

Dawn Anderson-Butcher
Executive Director
Teaching & Research

Rebecca Wade-Mdivanian
Director
Operations

Table of Contents

INTRODUCTION	3
SERVICE & OUTREACH	4
Camp	4
Clinics.....	10
Youth Leadership Program	11
Parent & Family Engagement	12
Partnerships	13
TEACHING & LEARNING.....	14
Pre-Service Education.....	15
Continuing Education & Workforce Development	17
Curriculum Development	18
RESEARCH	19
Applied Research.....	19
Dissemination	20
DEVELOPMENT.....	21
Funding.....	21
Public Relations	22
Community Engagement	22
LOOKING AHEAD	23

INTRODUCTION

The Learning in Fitness and Education (LiFE) Sports Initiative is a sport-based positive youth development program which in 2012/13:

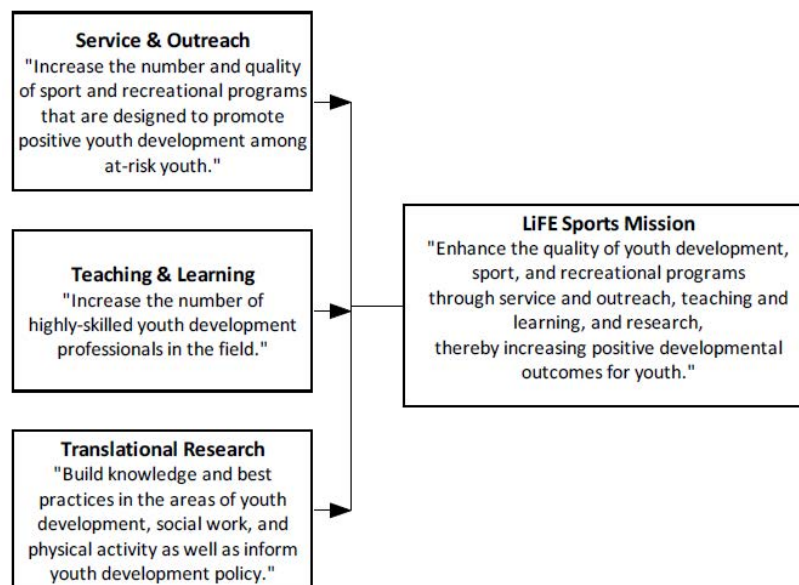
- Reached 723 youth with valuable opportunities to develop life and sport skills. In fact:
- 81.8% of youth feel that they learned to act responsibly at LiFE Sports
- 83.1% of youth shared that their involvement in LiFE Sports has made them want to go to college
- 79% feel they learned to get along with others at LiFE Sports
- Prepared 183 Ohio State University (OSU) students for careers involving youth development through classroom and field-based learning opportunities.
- Became the first program at OSU to receive United Way Grant Funding

Initial analysis of data collected during the summer camp revealed statistically significant growth in average social competence among participants, and the leadership program offered to older youth was reformulated to offer intentional, extended opportunities to refine leadership skills. All of these achievements, together with so many more that are described in this report, contributed to realizing LiFE Sport's overall mission to:

"enhance the quality of youth development, sport, and recreational programs through service and outreach, teaching and learning, and research, thereby increasing positive developmental outcomes for youth."

As this statement suggests, LiFE Sports focuses on three key strategies, as depicted in Figure 1. Goals were adopted for the 2012-2013 to grow and advance the Initiative. This report describes how these goals were met and exceeded; shares perspectives from key stakeholders; outlines the results of research efforts; highlights valuable partnerships; and looks ahead to the 2013-2014 year and beyond.

FIGURE 1. LIFE SPORTS OBJECTIVES AND MISSION



SERVICE & OUTREACH

LIFE SPORTS SUMMER CAMP

The 2013 LiFE Sports Camp took place over eighteen days in June/July, with 723 youth coming to campus for 6.5 hours each day. Each day, we focused on sport-based foundational skills, as well as self-control, teamwork, effort, and social responsibility – the four social skills central to the LiFE Sports curriculum because they have been shown to contribute to broader social competence and emotional/behavioral functioning. Campers received instruction in 9 different sport-related activities, including basketball, volleyball, swimming, social dance, lacrosse, football, soccer, baseball, and health and fitness. They also had the opportunity to think about future goals during the College Access Career Day and celebrate and display all that they learned at the culminating LiFE Sports Olympics.

CAMP OVERVIEW

In 2013, 751 campers were registered for the LiFE Sports Summer Camp, surpassing our goal of at least 600 registered campers. Of those registered, 723 attended at least one day of camp. Of these campers, 38.8% ($N = 290$) reported that they had attended camp in a previous year, marking a near 12% increase over 2012 returnees, and therefore ensuring we met our LiFE Sports retention goal.

Another goal set for the 2013 camp was to increase attendance rates at camp, as past research at LiFE Sports has shown that youth who attend with greater frequency are more likely to increase both their social and athletic competence. Specifically, the goal was that 51% of campers would miss no more than 2 days of camp. To this end, camp attendance tracking mechanisms were improved and behavioral incentives were developed to decrease attrition rates. These strategies seemed to make a difference. The 2013 attendance goal was exceeded, as 56.5% of participants missed two or fewer days of camp.

One strategy that assisted with the retention of campers included the use of Buckeye Leaf Buttons. These buttons were made to resemble the helmet stickers OSU football players receive for key contributions to the team. Campers received buttons from staff members when they demonstrated one of the four LiFE Sports social competence skills (i.e., self-control, effort, teamwork, and

A CAMP STAFF PERSPECTIVE



"Every year heading into Life Sports the same feeling seems to arise. It always seems to happen right around the end of April. I have to make sure I have my gear right, my jump shot, and stamina must be up to par. This is the same feeling I had as a kid getting ready for Life Sports! When it's time for camp you have got to be ready to go! Life Sports means opportunity to me. It means progression, it means advancement. Each year these kids walk onto Ohio States campus looking to show both peers and mentors how they've progressed throughout the year. Some of central Ohio's very own have thrived in the arms of the Life Sports spotlight. As an athlete you have the opportunity to meet and develop skills with children from all corners of Columbus. I sit back and marvel at all the talent at such young levels that central Ohio has to offer. They come and compete and learn leadership fundamentals for 4 weeks a year in develop lifelong relationships with peers and mentors that you will last them just until it's time to report next year."

-Coach Aaron, LiFE Sports staff & Former Camper

social responsibility). Based on staff feedback, youth seemed to buy into this system, which may be one reason that we also were able to meet the goal of dismissing less than 5% of campers during camp. In fact, of the 723 youth who attended at least one day of camp in 2013, less than 10 youth were dismissed (1.4%). Looking ahead to 2013/14, as we continue to train staff on positive behavior management and utilize behavior specialists to address problem behavior, our hope is to not have to dismiss any youth.

TABLE 1. OVERVIEW OF PARTICIPANT DEMOGRAPHICS

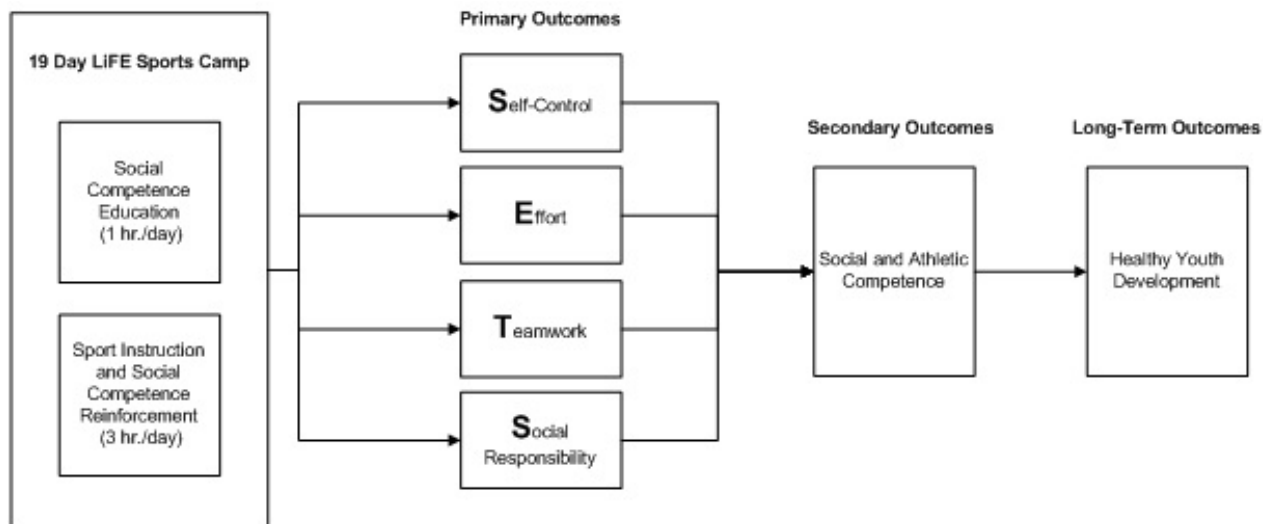
2013 LIFE SPORTS CAMP DEMOGRAPHICS		
GENDER	Percent	# of Youth
Male	60.1%	449
Female	39.9%	298
RACE		# of Youth
White, Caucasian	2.9%	21
Black or African American	86.6%	632
American Indian or Alaska Native	0.3%	2
Asian	0.3%	2
Multiple Races	7.7%	56
Other race	0.7%	5
Client refused	1.6%	12
HOUSEHOLD INCOME	Percent	# of Youth
Below \$4,999	8.8%	63
\$5,000 - \$9,999	4.9%	35
\$10,000 - \$19,999	10.1%	73
\$20,000 - \$39,999	35.0%	204
\$40,000 - \$59,999	15.6%	112
\$60,000 - \$79,999	9.4%	68
\$80,000+	3.9%	28
Unknown	19.0%	137
LIVING SITUATION	Percent	# of Youth
Both my parents	47.1%	281
Only my mom	43.6%	160
Only my dad	2.7%	16
My grandmother/grandfather	3.4%	20
Other relatives	2.5%	15
Non-relatives	0.8%	5

PROGRAM EVALUATION

SOCIAL COMPETENCE (PRIMARY OBJECTIVES)

Just as the buttons reinforce the primary key skills central to the LiFE Sports Summer Camp (i.e., self-control, effort, teamwork, and social responsibility (S.E.T.S)), the education and sports curricula also are designed to promote these same four outcomes. The logic behind developing the program in this way is diagramed in Figure Two, illustrating our long term goal of contributing to healthy youth development.

FIGURE 2. LIFE SPORTS MODEL OF CHANGE



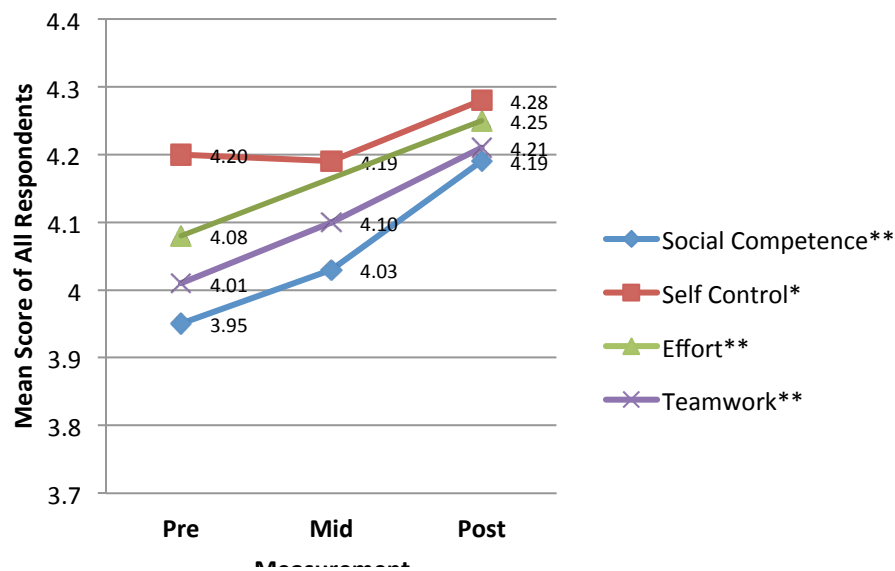
To assess the development of social competence over the course of camp, youth participants completed a survey on the first day of camp (Pre-test) and last day of camp prior to the culminating Olympic event (Post-test). The survey asked about youths' perceptions of their social competence (and athletic competence), as well as about their feelings of belonging, satisfaction, enjoyment, and the degree to which they were supported by LiFE Sports staff. The findings

indicated that youth experienced significant growth in all social competence skills over the course of camp, as shown in Figure 3.

When asked more specifically about their group leaders' reinforcement of social skills, campers indicated a relatively strong agreement. Campers expressed that their counselor set expectations for good S.E.T.S. (Range: 5-25; Mean = 20.92; Standard Deviation = 4.28) and

positively reinforced good S.E.T.S. (Range: 5-25; Mean 20.82; Standard Deviation 4.39). Social skill instruction and reinforcement are two of many ways that LiFE Sports staff members supported the development of social competence skills among the youth. Other data collected from youth further demonstrate impact, as:

FIGURE 3. PERCEIVED CHANGE IN SOCIAL COMPETENCY SKILLS



Note: * indicates statistical significant difference between pre-test and post-test at $p < .05$;

** indicates statistical significant difference between pre-test and post-test at $p < .001$.

- 81.8% of youth feel that they learned to act responsibly when playing sports at LiFE Sports.
- 83.1% of youth shared that their involvement in LiFE Sports has made them want to go to college.
- 83.9% of youth indicated that because of LiFE Sports they are interested in going to college.

In regards to the youth experience at camp, 77.7% ($N = 418$) of youth indicated “Overall, I am satisfied with the LiFE Sports program.” Similarly, 78.1% ($N = 420$) of youth indicated “I enjoyed the LiFE Sports program.” In total, these findings suggest that through the LiFE Sports summer camp, we met our primary objectives of increasing social competence and a sense of belonging to the LiFE Sports program and staff. We looking forward to continuing our efforts to enhance social competence among youth during the summer camp and through the six sport clinics held throughout the 2013-2014 academic year.



HEALTH & FITNESS (SECONDARY OBJECTIVES)

Secondary objectives of the LiFE Sports Initiative include increasing youth perceptions of athletic competence and their commitment to lifelong fitness and nutrition. In order to realize this goal, we first had to build our understanding of what level of fitness youth have when they arrive at camp. Nationwide Children’s Hospital (NCH) and OSU Sports Medicine proved to be a valuable new partner in this effort. Physicians from both settings volunteered during registration day, providing free physicals to 344 youth. NCH staff also came out to camp twice to conduct fitness measures with youth. Data from both of these sources reinforced the importance of engaging campers in the types of physical activity and health education provided at LiFE Sports summer camp.

Specifically, the majority of campers that participated in the fitness measures did not reach the “Healthy Fitness Zone,” which indicates that they are not meeting national standards of fitness for their age and gender. For example, only 13.2% of campers reached this Zone for the PACER test, which requires running a short distance at an increasingly faster pace. With respect to weight, more than one third of youth fall within the BMI categories of overweight and obese based on data collected at registration.

TABLE 2. BODY MASS INDEX (BMI) OF YOUTH

BMI CATEGORY	BOYS ($N=407$)	GIRLS ($N=269$)	TOTAL ($N=676$)
Underweight: ($< 5^{\text{th}}$ percentile)	2%	1%	2%
Normal BMI: (5^{th} - 85^{th} percentile)	65%	54%	60%
Overweight: (85^{th} – 95^{th} percentile)	16%	22%	18%
Obese: ($\geq 95^{\text{th}}$ percentile)	17%	23%	20%

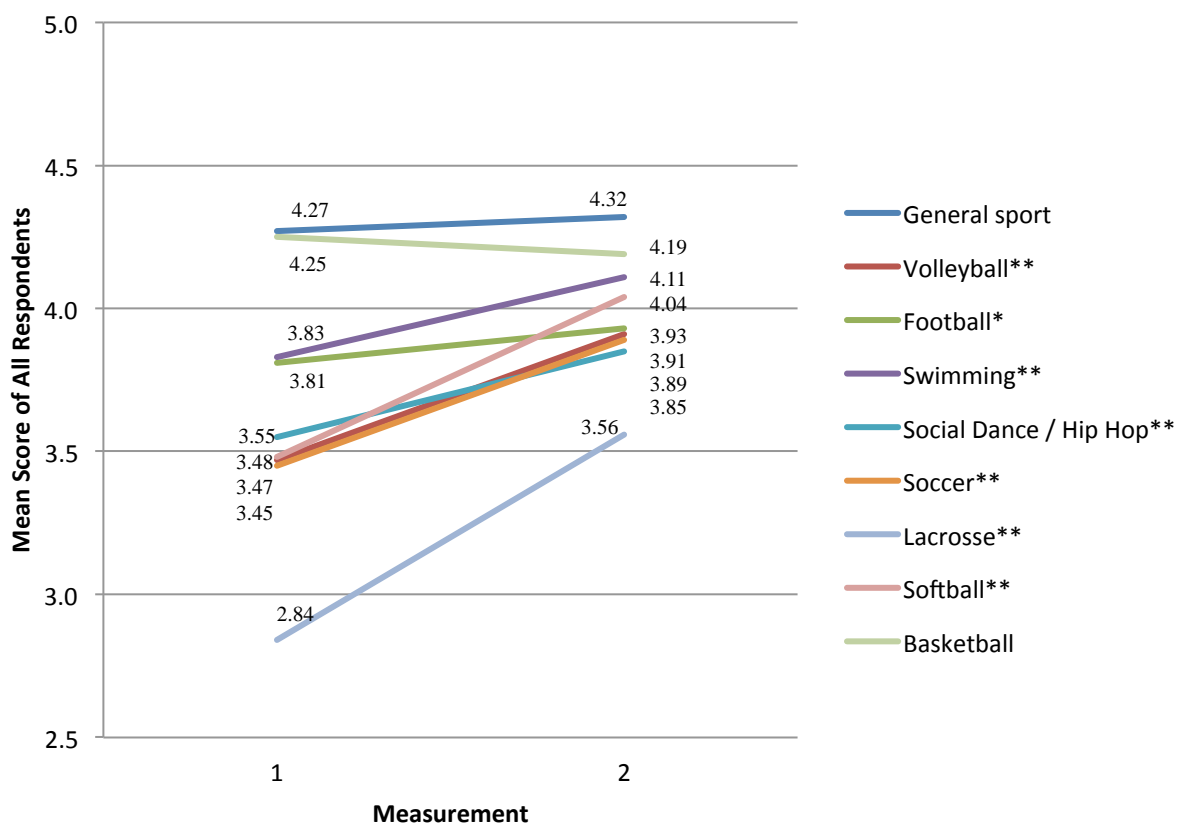
On a positive note, LiFE Sports appears to be making a difference in the way youth think about health & fitness. Campers were asked how sure they were that they could be active despite circumstances that make it difficult to exercise, for example “even if you have lots of homework.” On average, campers showed significant growth in this area. At the end of camp, youth were asked additional questions related to content covered during

Health & Fitness sessions. Encouragingly, when asked about their intentions to adopt healthy behaviors as a result of participation in LiFE Sports:

- 76.2% of campers indicated that it was either “pretty true” or “really true” that they planned to be active at least an hour each day.
- 73.9% shared that they will eat enough fruits & vegetables.
- 69.7% reported an intention to choose water over soda.
- 61.7% said they would minimize screen time (e.g. TV, video games) to less than two hours each day.

While at camp, youth were exposed to nine different sport-related activities. The youth participated in each sport for five consecutive days (a total of 5 hours in each sport), and at the end of this experience, youth reported an increase in sport ability in eight of the nine activities and an increase in overall sport ability. Figure Four showcases these findings.

FIGURE 4. CHANGE IN MEAN SPORT ABILITY SCALES



Note: * indicates statistical significant difference between pre-test and post-test at $p < .05$; ** indicates statistical significant difference between pre-test and post-test at $p < .001$.

The youth also reported that their involvement in LiFE Sports, in general, resulted in improved sport-specific skills. For instance:

- 83.1% of youth shared that they enhanced their sport skills at LiFE Sports.
- 81.5% of youth feel better about participating in sport and recreation since attending LiFE Sports.

Likewise, when youth were asked if they transfer the skills they learn at LiFE Sports to contexts outside of sport, their answers suggested that they would (Range: 3-15; Mean = 12.65; Standard Deviation = 2.51). When these data are examined more closely, it was found that:

- 79% of youth feel the skills they learn in sport are useful to them in other parts of their life.
- 80.3% of youth shared that they take many of the skills they learn in sport and use them outside of sport.
- 78.8% of youth indicated that they use the skills they learn in sport in other places.

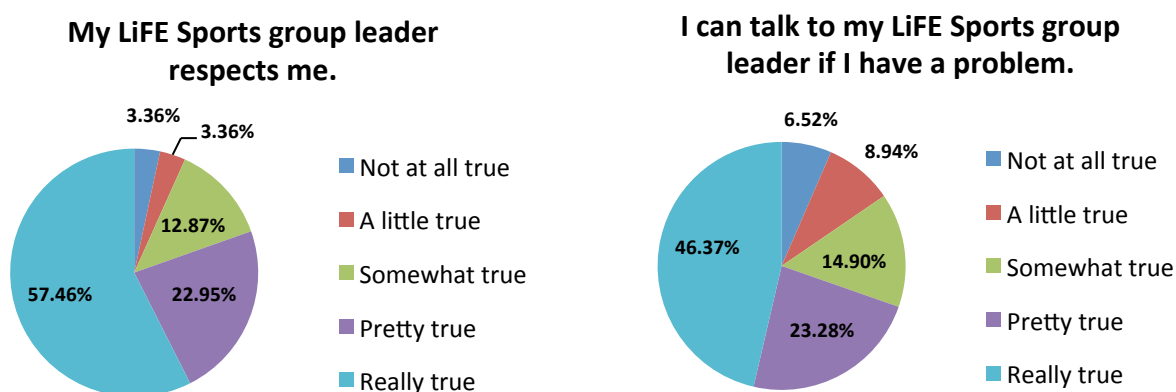
This finding suggests that LiFE Sports can have a broader impact through the instruction of skills within sport and play-based activities.

LEADER SUPPORT, BELONGING, PEER RELATIONSHIPS, AND GROUP DYNAMICS (MECHANISMS)

The relationships that youth with prosocial adults and peers at programs like LiFE Sports make important contributions to the social development of young people. Research has shown that when youth feel connected to the program and feel supported by program staff, they grow more from their experience and have better outcomes. Prosocial relationships can act as protective factors, strengthening a youth's ability to withstand risk factors they face at home, school, or in the community. Therefore, quality programs intentionally create opportunities for youth to develop meaningful peer-to-peer and peer-to-adult relationships. The LiFE Sports model is designed with this purpose in mind. At LiFE Sports, campers are assigned to groups with other youth of a similar ages. Each group has a counselor who remained consistent throughout the entire summer program. These counselors were trained in positive youth development principles, including how to foster caring relationships, and in turn implemented staff practices designed to develop relatedness at camp.

To assess feelings of relatedness to the LiFE Sports program and staff, youth were asked about their sense of belonging to the program as well as their relatedness with their LiFE Sports group leader. The findings suggest that youth feel a sense of belonging at camp (N = 538; Range: 6-30; Mean = 25.49; Standard Deviation = 4.50) and have strong relationships with their group leaders.

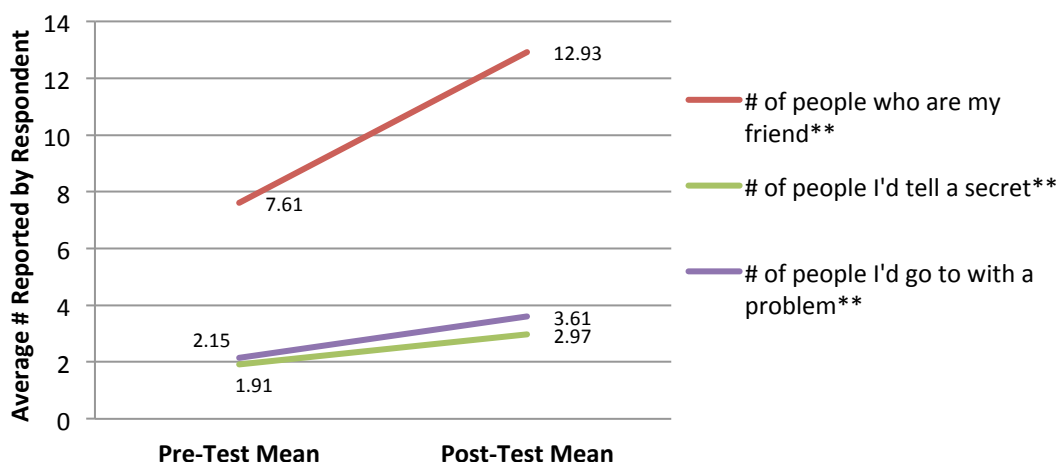
FIGURE 5. SAMPLE ITEMS ILLUSTRATING RELATEDNESS WITH GROUP LEADER



This year, we also assessed two new constructs, including peer group dynamics and diverse peer relationships. At the end of camp, the average response to the question “how many people in your group at Camp are your friends” was 70% higher than the answer to this same question at the beginning of camp. There was less of an increase over the course of camp in regards to how many people youth would share a secret with or go to

with a problem, though in both areas, increases did occur. These findings suggest that youth are forming peer relationships within their group, yet there is still an opportunity to strengthen the depth of these relationships.

FIGURE 6. PEER GROUP DYNAMICS



Note. ** indicates statistical significant difference between pre-test and post-test at $p < .001$.

CLINICS

The Service & Outreach component of the LiFE Sports Initiative extends beyond the summer camp. In order to make a lasting difference in the lives of youth, we need to reinforce the skills they are learning on a consistent basis. To this end, six clinics were offered during the 2012/13 academic year (between the 2012 and 2013 summer camps). While each of these clinics provided an opportunity to reinforce S.E.T.S, each did so in a unique and exciting way, thanks in large part to the help of some valuable LiFE Sports partners. The Columbus Crew organization helped 32 youth improve their soccer skills and also provided Crew tickets for families. The Milo-Grogan Boys & Girls Club hosted a dance clinic led by members of an OSU dance club. The OSU Women's Volleyball team did a great job instructing and encouraging the 85 youth that attended the volleyball clinic, and OSU track athletes came out for the track clinic which was attended by 108 campers. Finally, the Department of Athletics provided tickets for youth and families to attend a men's basketball game and the LiFE Sports Spring football game. At the latter, campers had the chance to go onto the field at halftime and meet Brutus the Buckeye! Because it was hosted in Cincinnati this year, campers and families also had the chance to visit the Cincinnati Freedom Center.

In total, 206 youth and 54 parents attended at least one clinic, with 71 campers attending three or more (which qualified them for early registration for the 2013 summer camp). On average, 72 youth attended each of the six clinics, exceeding our goal of 60. Engaging OSU teams, offering the chance at early registration, continuing to provide lunch or breakfast, and making an effort to reach families well in advance of clinic dates may have all contributed to the increased popularity of these sessions. Importantly, high attendance rates also point to the strength of the relationships that LiFE Sports has been able to form with parents/caregivers and youth. They are "voting with their feet" and engaging in LiFE Sports activities and programs year round.

YOUTH LEADERSHIP PROGRAM

PROGRAM OVERVIEW

In 2010, LiFE Sports began engaging youth between the ages of 15 and 18 as junior staff members during summer camp. Based on feedback from participants and staff, the LiFE Sports Youth Leadership Program (YLP) was formally created in 2013 to make this experience more meaningful for all involved. Youth were recruited to participate in YLP in January of 2013 and began preparing for their leadership role several months before camp started. Specifically, the 18 enrolled youth had the opportunity to learn about communication, teamwork, and expectations specific to their role at LiFE Sports prior to being a youth leader. These Youth Leaders also had the opportunity to meet the group counselors who would serve as mentors during camp during the staff training. Weekly during camp, LiFE Sports staff met with the Youth Leaders as a group to provide support and discuss job skills like professionalism, time management, and goal setting. Following camp, Youth Leaders had the opportunity to employ their leadership skills by planning and hosting a tailgate prior to the Crew soccer game clinic.

A YOUTH LEADER'S PERSPECTIVE

"LiFE Sports has made me gain more responsibility and has helped me become more outgoing and have more confidents. It has also helped me not only in a physical aspect but in a mental aspect as well. Especially because it made us learn teamwork and cooperation."

—Kai, 2013 Youth Leader

YOUTH LEADERSHIP PROGRAM EVALUATION

Because of the program changes in 2013, it was especially important to gather data about the youth leaders' experience and outcomes. To this end, Youth Leaders completed pre and post surveys similar to those completed by regular campers, though with greater emphasis on leadership and job skills development. Significant growth occurred in the areas of self-directed learning and self-efficacy, as portrayed in Figure Seven. Youth grew in all other concepts measured as well, although results were not statistically significant. This is most likely because Youth Leaders reported favorable perceptions on the various indicators at pre-test. Understanding these baseline measures will indeed help inform our planning for the 2013/14 leadership program and evaluation.

Youth Leader responses also were extremely positive when asked about their experience at LiFE Sports. At the end of the program:

- 100% of youth reported that it was pretty true (16.7%) or really true (83.3%) that "I am part of LiFE Sports."
- 100% of youth reported that it was pretty true (25%) or really true (75%) that "My LiFE Sports group leader respects me."
- 91.7% of youth reported that it was pretty true (25%) or really true (66.7%) that the skills I learn in sport are useful to me in other parts of my life."

A YOUTH LEADER'S PERSPECTIVE

"You think you run this camp, but actually you don't. We do! We organize all the activities, we make the decisions. You just do the paperwork!"

—2013 Youth Leader

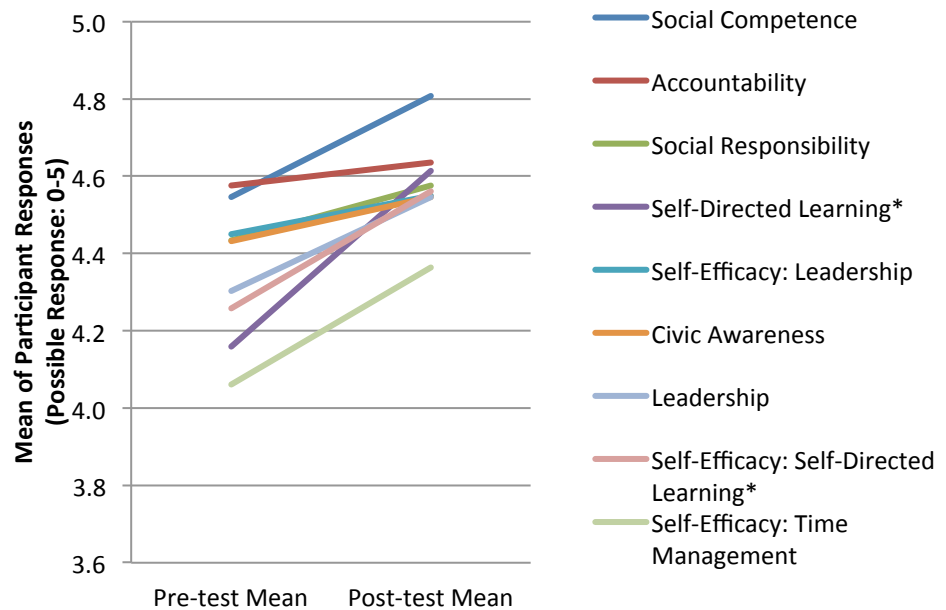
Further, all of the Youth Leaders completing the post-surveys indicated that they "enjoyed the LiFE Sports program." Informal feedback from youth and camp staff also was positive. Many counselors found their youth leaders helpful in managing day to day operations, and youth expressed a sense of ownership in LiFE Sports. The Youth Leaders also expressed excitement about the YLA, and many have mentioned their readiness to participate in the 2013/14 program. Building on this momentum, we are looking forward to an exciting future as the program continues to grow in reach and impact.

PARENT & FAMILY ENGAGEMENT

Some of our most important partners at LiFE Sports are the parents, caregivers, and families of the youth that participate. Not only are parents/caregivers the primary teachers of their children, they also are instrumental in reinforcing the transfer of skills that youth learn from camp to home, school, and other settings. In 2012/13, LiFE Sports sought to involve families in a variety of ways.

Parents/caregivers are always invited to come to clinics with their youth, and in 2012/13, fifty-four parents/caregivers attended at least one of the six clinics. Parent Orientation for summer camp was held during registration this year in order to make the process more streamlined and accessible for families. Every parent/caregiver with a child in LiFE Sports participated in this Orientation. During this Orientation, they also received education on the consequences of prescription drug abuse (through funding from Cardinal Health).

FIGURE 7. YOUTH LEADERSHIP PROGRAM OUTCOMES



Note. * indicates statistical significant difference between pre-test and post-test at $p < .05$;
 ** indicates statistical significant difference between pre-test and post-test at $p < .001$.

There were other ways parents/caregivers were involved. At the end of camp itself, parents/caregivers also were encouraged to come to one or both days of the LiFE Sports Olympics. It is estimated that over 100 parents/caregivers attended each day of the 2-day Olympics. For the first time in the history of LiFE Sports, our partners from the College of Nursing were available to provide free health screenings to adult family members

during the Olympic Event, and 80 individuals took advantage of this opportunity. Finally, parents received weekly newsletters during camp and periodic newsletters during the rest of the year whenever there was important LiFE Sports information to communicate. Our outreach and connection with parents/caregivers and families will continue to be a priority within LiFE Sports.

PARTNERSHIPS

Our conversation about the Service & Outreach component of LiFE Sports would not be complete without mention of the many partners that help make LiFE Sports possible. Several of them have been mentioned already or will be mentioned in the following sections, but it is worth devoting space in this report to formally thank all of our great allies. Without those listed in the Table Three, LiFE Sports would not be what it is today. Thank you!

A PARTNER'S PERSPECTIVE

"I think the biggest thing our [nursing interns] gain [from participating in the LiFE Sports summer camp] is an exposure to a vulnerable population. In the summer it is a challenge to find a group of school aged children in a single functional unit and LiFE Sports meets that need for us. The other plus is the opportunity to work with people from other disciplines and well...kids!"

—Judy Donegan, MSN, OSU College of Nursing

TABLE 3. LIFE SPORTS PARTNERSHIPS

Partner Organization	Thank you for ...
Ohio State University	
Department of Athletics	Funding for Camp; Funding for Graduate Research Associate position; Marketing supports; Advisory Council Membership; Athletic Training Supports
College of Social Work	In-kind appointment of Faculty/Staff Time; In-kind Development Support; Advisory Council Membership
Department of Recreational Sports	Facility Usage; Community Council Membership
Department of Human Sciences	Internship Development, Interdisciplinary Minor
College of Education and Human Ecology	Internship Development, Interdisciplinary Minor
OSU Physical Medicine and Rehabilitation	Health Physicals
First Year Experience	Career Day Programming
Economic Access Initiative	Career Day Programming
Office of Student Life	Career Day Programming
College of Food, Agricultural, and Environmental Sciences	Internship Development, Interdisciplinary Minor
College of Arts & Sciences	Interdisciplinary Minor
Office of Outreach & Engagement	Joint Programming; Community/Advisory Council Membership
College of Nursing	Student Clinic Placements; Community/Advisory Council Membership; COPE Programming; Family Health Screenings
College of Dentistry	Dental Screenings for Youth; Community Council Membership
OSU Men's Basketball Team	Clinic Event at Game; Guest Speaker at Event
OSU Women's Volleyball Team*	LiFE Sports Clinic Session; Instruction at Camp
OSU Track Team	LiFE Sports Clinic Session
Youth Agencies, Schools, and Other Partners	
Boys and Girls Club of Columbus	Internship Opportunities, Clinic Session, Facility Usage
I Know I Can	Career Day Programming
After-School All-Stars	Joint Programming

Ohio Child Care Resource and Referral Agency (OCCRA)	Policy; Community Council Membership
Columbus City Schools	Advisory Council Membership
United Way of Columbus Ohio*	Funding for camp; Community Council Membership
Gladden Community House*	Community Council Membership
Youth to Youth International*	Community Council Membership
Illinois State University	Research and Evaluation; Curriculum Development
Nationwide Children's Hospital*	Health Physicals; Fitness Measurements
Ohio Department of Education	Food for Summer Camp
Corporations	
Cardinal Health	Volunteers, Funding for Education Component, Board Membership
The Columbus Crew	Joint Programming
Willis of Ohio, Inc.	Advisory Council Membership; Hosting the 2013 Gala
Ortho Neuro*	Advisory Council Membership
Huntington*	Advisory Council Membership
Pitney Bowes*	Advisory Council Membership

* New partnerships formed in 2013

Not only do we rely on others to help strengthen our programming, but we strive to be an asset to the community in return. For the first time in 2013, we brought together a LiFE Sports Community Council. The role of the community council is to provide community coordination related to five main areas: 1) policy and programming, 2) community engagement, 3) professional development, 4) research, and 5) promotion. The first LiFE Sports Community Council meeting was held on March 19, 2013. Ten community partners representing eight of the twenty-one invited agencies were able to attend (see table above). Discussion topics included introducing the members to the idea of the Community Council and gaining a better understanding of the goals of the LiFE Sports Initiative. The meeting concluded with a discussion related to future collaborative efforts among all partners.

One result of the Community Council meeting was a partnership with the Boys and Girls Club of Columbus (BGCC) that began in the spring of 2013. This partnership allowed two undergraduate OSU students to pilot modified versions of the football and soccer LiFE Sports curricula in an afterschool setting. These students spent six weeks at BGCC within their sports programming. While only a small pilot, the lessons learned from this experience will be used to further refine this pathway for the expansion of LiFE Sports to other youth programs.

TEACHING & LEARNING

Another one of our primary objectives at LiFE Sports is to prepare and train youth development professionals for future involvement and/or employment. We accomplish this through several avenues, including classes in youth development, an interdisciplinary youth development minor; hands on experience through internships, employment, and practicum experiences; research opportunities; workforce development through involvement in presentations and workshops at regional and national conferences; and youth development curriculum development writing experiences.

PRE-SERVICE EDUCATION

Nearly all of the goals set in the area of pre-service education were met during the 2012/13 year. Through the LiFE Sports Initiative, OSU offers one undergraduate and one graduate course related to positive youth development. OSU also offers an interdisciplinary Youth Development undergraduate minor. The minor provides students with the necessary knowledge and skills about youth development principles and practices to prepare them for a future career in youth services and education organizations as well as careers serving youth populations. There are currently 15 students enrolled in the Youth Development minor from four different academic colleges, including Social Work; Food, Agriculture, and Environmental Sciences; Education and Human Ecology; and Arts and Sciences.

CLASSES OFFERED

The undergraduate course, Prevention through Sport, Recreation & Play (SWK 2110), focuses on how individual, environmental, and social influences contribute to the development of youth. Students then learn social work practice and how to apply these skills to the design of a positive youth development program within the sport, recreation, and play context. The course was offered twice during the 2012 Autumn semester (45 students enrolled), twice during the 2013 Spring semester (33 students enrolled), and once during the 2013 summer semester (10 students enrolled). A total of 88 undergraduate students completed the course during the 2012-2013 academic school year. Three students, in addition, were engaged as Teaching Assistants for this class.

The graduate course, Community Youth Development (SWK 7704), is designed to provide social work students with history, theories, and models related to community youth development in order to prepare them for future employment in community youth development organizations (e.g., settlement houses, afterschool programs, faith-based organizations). The course was offered for the first time during the 2013 Spring semester, during which 13 graduate students completed the course.

A STUDENT'S PERSPECTIVE

"As a social work student, LiFE Sports has taught me how to engage with children and adolescents in different aspects. I'm proud to say that I work for the camp and am able to have the opportunity of meeting families and their children from different backgrounds. Becoming involved with LiFE Sports has changed my outlook since I am pursuing a career in child welfare, and has provided me with different resources as well as connections to others who are in the social work field. LiFE Sports has inspired me and has impacted our community in a positive way."

-Brittany Wilson, OSU student & LiFE Sports staff member

HANDS-ON EXPERIENCE

LIFE SPORTS SUMMER CAMP

There are a multitude of opportunities for students and social workers to gain practical experience through the LiFE Sports Initiative. During the Summer Camp, we offered internship and employment opportunities for three primary positions, including: Recreation Leader, Education Leader, and Counselor. The Recreation Leader Staff facilitates daily sport-related activities for campers, teaching both social and athletic competence. Each Recreation Leader is responsible for one of the nine sport-related activities and implements three rotations of a five day lesson plan. The Education Leadership Staff introduces education topics and provides instruction designed to foster social competence. The Education Leaders focus on specific social skills (S.E.T.S.), with lesson plans building up until the culminating Olympic event. Counselors are responsible for supervising and mentoring a group

of LiFE Sports campers. The Counselors assist the Recreation and Education Leadership staff with facilitation of the activities and reinforcement of S.E.T.S as well as ensure the safety of the campers.



Fifty students from eight different post-secondary institutions (The Ohio State University, Shawnee State University, Furman University, University of Massachusetts, Kent State University, Bowling Green State University, Columbus State Community College, Ohio Dominican University) fulfilled internship (11 students) or employment (39 students) positions for the 2013 LiFE Sports Summer Camp. These students represent 23 different academic majors, including social work, sport industry, biology, human development and family sciences, etc. Of those students, 22 were Recreation Leaders, one was an Education Leader, and 22 were Counselors, with an additional three students assisting with research and two with administration. Please note that student-athletes from OSU (13 students) and other universities (5 students) were involved in these learning opportunities. In addition, approximately 10 OSU track/field and women's volleyball student-athletes helped implement LiFE Sports clinics. Further, two high school students from Cincinnati and a graduate student from the University of Michigan completed volunteer work during LiFE Sports camp.

During the 2012/13 academic year, we intentionally expanded our presence on campus in order to promote both positive youth development course opportunities and LiFE Sports internship and employment opportunities. For the first time, LiFE Sports presented at the 2012 College of Public Health Career Fair, which resulted in increased staff applications for the summer program. LiFE Sports also collaborated with the Student Athlete Support Services Office (SASSO) to provide demonstrations and presentations during the Special Issues Affecting Contemporary Student-Athletes and Positive Transitions for Intercollegiate Student-Athletes courses. Students in these courses were presented with information about how to become involved in LiFE Sports, as one of the ongoing goals of LiFE Sports is to increase student athlete involvement.

YOUTH DEVELOPMENT RESEARCH & FIELD EXPERIENCE

During the 2013 Summer semester, one of the LiFE Sports graduate research assistants (a doctoral candidate in the College of Social Work) defended her dissertation titled "Staff Practices and Youth Outcomes in a Summer Sport-Based Youth Development Program". The dissertation study examined how staff practices at LiFE Sports lead to positive youth outcomes. Findings from the study will be used to inform programs of effective staff practices which should in turn influence staff hiring, training, and development. In addition to this doctoral candidate, two students worked directly in the LiFE Sports office during the year and assisted with ongoing research and program management tasks. Nursing students gained practical experience through assisting with the facilitation of the health and fitness activities at camp. In total, 32 nursing students helped facilitate health and fitness sessions at some point during camp, enhancing their skills in working with youth as well as health-related instruction. Additionally, approximately 6 students from the College of Dentistry assisted with dental screenings on Registration Day, under the supervision of a local Dentist who is also an OSU graduate.

We also are involved in teaching and learning beyond just our LiFE Sports programming. For example, the College of Social Work placed eleven students in youth serving field placements, and a LiFE Sports staff member

served as the field supervisor for these students in order to support their development as youth development professionals.

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

For the 3rd year in a row, the *Protecting Youth at Buckeye Youth Sports* training materials developed through the LiFE Sports Initiative were used to train approximately 1000 OSU Buckeye Sports Camp staff members in child abuse and neglect prevention, identification, and reporting. LiFE Sports leaders also helped facilitate 3 trainings offered university-wide in partnership with the OSU Human Resources Department. As a result, the curriculum developed by LiFE Sports was used this past year to train all OSU staff involved in camps. Now implemented through the Human Resources Department, this training is another way in which LiFE Sports indirectly impacts the practice of the youth development workforce, extending our reach beyond our own programming.

LiFE Sports also continues to engage in opportunities to train social workers for employment in positive youth development organizations. The following table outlines the workshops facilitated by LiFE Sports team members during the 2012-2013 year. They represent learning opportunities for students, as they serve as key experiences for leading, presenting, training, and building capacities of others. For some, they also are important curriculum vitae markers that assist them on their way towards careers in research and higher education.

TABLE 4. CONFERENCE PRESENTATIONS: JULY 2012 THROUGH JUNE 2013

TITLE	CONFERENCE	DATE	LOCATION
How Do They Do It? :Excellence in Summer Learning Award Winner's Workshop	National Conference on Summer Learning	October, 2012	Pittsburgh, PA
Collaboration in Teaching and Learning, Service and Outreach, and Research	18 th Annual Coalition of Urban & Metropolitan Universities	October, 2012	Chattanooga, TN
Enhancing Student Learning through Experiences with OSU LiFE Sports Initiative	National Association of Social Workers – Ohio Chapter Conference	November, 2012	Columbus, OH
Social development in a sports-based positive youth development program	17 th Annual Conference for the Society for Social Work Research	January, 2013	San Diego, CA
Predictors of social competence among African American Teenagers participating in a sports-based positive youth development program	17 th Annual Conference for the Society for Social Work Research	January, 2013	San Diego, CA
Guest Lecture	Social Work Course – Resource Acquisition	March, 2013	Columbus, OH
LiFE Sports	OSU Outreach & Engagement Forum	April, 2013	Columbus, OH
Learning in Fitness and Education through Sports: An evidence-based sports-based youth development program at the Ohio State University	Proyecto FONDEF: Seminario Experiencias de Intervenciones Biopsicosociales en Contextos Escolares National Meeting	May, 2013	Santiago, Chile
Opportunities within the Community and Youth Collaborative Institute.	Mental Health-Education Integration Council National Conference	May, 2013	Columbus, OH
Understanding your role in protecting minors at Ohio State	Office of Human Resources, Ohio State University	March – May 2013	Columbus, OH

CURRICULUM DEVELOPMENT

CURRICULUM

Progress was made this year also in relation to curriculum development and refinement. Several of our LiFE Sports Curriculum Handbooks were updated. Foremost, the Health & Fitness sport curriculum was updated for the 2013 summer camp. This ensured that the LiFE Sports curriculum would focus on the same healthy behaviors promoted by many of our community partners. Specifically, under the new curriculum, each session focused on one part of “5-2-1-0,” a mnemonic used widely by programs to remind youth to eat 5 fruits & vegetables, minimize screen time to less than 2 hours, participate in 1 hour of physical activity, and avoid drinking sugar sweetened beverages each day. On the fifth day, these concepts were tied together through a discussion about health, body image, and the influence of advertisements, and groups created posters promoting healthy behaviors that were displayed during the Olympics for parents to view. Through funding from Cardinal Health, we were able to - again this year - talk with campers about the dangers of improper use of prescription drugs and strategies to avoid abuse. In addition, we made modifications to the LiFE Sports Education Curriculum, especially in relation to adding additional activities and providing more developmentally appropriate strategies. We also updated the YLP Curriculum and provided improvements to the YLP through the addition of COPE (through the College of Nursing).



CURRICULUM IMPLEMENTATION FIDELITY

Each year during the LiFE Sports Summer Camp, counselors and education/recreation leaders have been required to complete logs on which they provide curriculum-based and general feedback for each individual session facilitated. In previous years, staff submitted the session logs at the completion of camp. For the 2013 LiFE Sports Summer Camp, the staff session log template and procedures were revised to better measure curriculum implementation fidelity and also allow for more timely responses to staff needs. Preliminary data indicate that the program was largely implemented as intended. Based on a 0-4 scale (0 = no implementation ... 4 = total implementation), the staff reported high implementation for “use of the curriculum lesson for the day” (Mean = 3.50, Standard Deviation = 0.43), “introduction and demonstration of social skill” ($M = 3.54, SD = 0.66$), “introduction and demonstration of sport skill” (Mean = 3.62, Standard Deviation = 0.39), and “encouragement for participation by all” (Mean = 3.72, Standard Deviation = 0.33). The session log data suggest that the program design/curriculum is implemented by the staff. Additionally, the data collected on logs were screened daily by research staff, and notes about programming issues would be relayed to camp administration immediately. This allowed for concerns to be addressed in “real-time” and supports to be put in place to assist with programming.

In addition to the revised session logs, the format and schedule of systematic observations were modified to provide a comprehensive picture of what happens at camp. The observations focused on implementation of the activity, engagement of the youth, involvement of the staff, instruction, and behavior management practices. Preliminary data suggest that the staff create positive group dynamics by using the youths’ names (frequency Mean = 4.06, Standard Deviation = 5.11) and address conflict by redirecting negative behavior to positive behavior (frequency Mean = 1.90, Standard Deviation = 2.69). The data also suggest an area of opportunity in regards to

teaching and reinforcing S.E.T.S., as observation data indicate limited use of S.E.T.S. cues (frequency Mean = 1.26, Standard Deviation = 2.25). In the end, the program implementation data provide valuable insights into staff practices and youth engagement, which will inform future programmatic and staff development decisions.

RESEARCH

APPLIED RESEARCH

Part of the LiFE Sports Initiative mission is to advance scholarship for the purpose of increasing knowledge and best practices in the areas of sport, youth development, and social work. Every year the research team at LiFE Sports develops and revises our research agenda in order to consider new constructs, develop and test new or modified scales, further best practices, and engage in a continued investigation of how positive youth development organizations can enhance the social competence and health and fitness of today's youth. 2013 was no different: During the 2013 LiFE Sports summer camp, the research team conducted longitudinal studies of youth participants and staff as well as systematic observations.

TOOL DEVELOPMENT

The research conducted within the LiFE Sports employs both quantitative and qualitative methods, utilizing surveys, interviews, and observations as methods of data collection. Several new research tools were developed during the 2012-2013 year, integrating established scales in original or modified forms with scales and questions that were newly developed. The session logs and systematic observation tool were previously discussed within curriculum development as they were primarily used for program development and evaluation. Also further developed this year was the survey composed for the longitudinal study of youth participants.

A RESEARCHER'S PERSPECTIVE

"Assisting with LiFE Sports research has been the most enjoyable and rewarding collaborative research experience I have ever had. The LiFE Sports research team worked collectively to design and implement a research agenda which explored the characteristics and impact of the summer camp and Youth Leadership Program, with an emphasis on the youth experience and program implementation. LiFE Sports not only develops the research competencies of its student staff members but also makes a significant impact on PYD scholarship as well as PYD programs that adopt our evidence-based practices. Through research we can continue to improve the LiFE Sports program and meet the needs of disadvantaged youth."

- Leeann Lower, LiFE Sports graduate research assistant

The longitudinal study of youth participants for the 2013 LiFE Sports Summer Camp included five new constructs – peer group dynamics, diverse peer relationships, leader support of S.E.T.S., self-efficacy for physical activity, and healthy behaviors. To investigate these constructs, we utilized one established scale, modified three established scales, and developed two new scales.

To measure peer group dynamics, we developed a three item scale, using open-ended

questions like “how many people in your group at Camp are your friends?” to gauge whether youth gained peer relationships at camp. The construct “diverse peer relationships” was measured using a modified version of Hansen & Larson’s (2005) diverse peer relationships subscale from the Youth Experience Survey 20.0. Leader support has been assessed through at the LiFE Sport program to gain a greater understanding of the relationship between staff behavior and youth outcomes. For the 2013 LiFE Sports Summer Camp, there was greater emphasis placed on investigating curriculum implementation fidelity, therefore there was a need to assess the staff’s reinforcement and support of the social competence curriculum. We modified two of Bolter and Weiss’ (2012) Sportsmanship Coaching Behaviors subscales, utilizing a five-point scale, to assess leader support of S.E.T.S. Finally, the five item self-efficacy for physical activity scale (Dzewaltowski, Geller, Rosenkranz, & Karteroliotis, 2009) was integrated into the pre-test and post-test to assess self-efficacy growth over time and new items were created to reflect constructs specifically taught in the new health and fitness curriculum. Some of the data gathered using these tools were reflected in previously in this report in the Service & Outreach section.

DISSEMINATION

For the LiFE Sports research to have an impact broader than our initiative, it is important to share our research. To advance scholarship in the areas of sport, youth development, and social work, our LiFE Sports team has committed to disseminating research and best practices through presentations at regional and national conferences and in-house forums as well as through publications in academic and practitioner-based journals and textbooks. In addition to disseminating research through academic forums, we realize the importance of sharing our research with the community and are committed to providing relevant information through presentations, newsletters, and program materials.



ACADEMIC

During the 2012-2013 academic year, significant contributions, examining sport, youth development, and youth assets, were made to the *Encyclopedia of Adolescence*, along with several articles published in social work, sport, and programming related journals. The LiFE Sports program model was presented at international and national conferences, for the purpose of advancing PYD practices and programs. By disseminating our research to both academics and practitioners in the field, we can help reach more of today’s youth. For a complete list of LiFE Sports related research publications and presentations from the 2012/13 year, please see Appendix B.

COMMUNITY

We also recognize the importance of getting the community involved in LiFE Sports research by keeping them informed of programmatic and research updates. To this end, a four page version of the 2012 LiFE Sports Annual Review was created and included in all dissemination packets to be distributed to LiFE Sports partners, community members, and families. Additionally, two newsletters were used to disseminate information to the community. First, a LiFE Sports newsletter was composed once per week during camp and distributed to all parents of families participating in the summer program. The newsletter highlighted what was happening at camp, shared personal experiences from campers, youth leaders, and staff members, and highlighted relevant research.

Additionally, throughout the academic year, parents receive approximately three newsletters, which typically included an update on each of the three primary objectives of LiFE Sports (service and outreach, teaching and learning, and research) as well as information about upcoming clinics. Second, we also created a LiFE Sports Advisory Council newsletter that provides an update to Council members as to progress across the Initiative in between meetings. Through maintaining connection and communication with the community, partners, and families, we are able to reach more youth and foster support for the LiFE Sports Initiative.

DEVELOPMENT

The work of the LiFE Sports Initiative is currently made possible through the generous support of the Department of Athletics, College of Social Work, the Department of Recreational Sports, as well as through donations of time and resources from individuals, partners, and corporations such as the Cardinal Health Foundation. Without this generosity, LiFE Sports would not be capable of having such a large impact on the youth, families, students, and the community. To ensure that this impact can continue, LiFE Sports sets annual development goals that are not only aimed at ensuring ongoing support of the efforts but also at strive to increase fiscal, human, and in-kind resources to support additional improvements and opportunities.

FUNDING

At the beginning of the 2012/13 year, three main fundraising goals were set in addition to goals related to increasing LiFE Sports visibility in the community, which would indirectly create additional fundraising efforts. The development goals included raising \$100,000 in current use funds, raising \$10,000 in endowment funds, and maintaining a co-funded GRA between CSW and the Department of Athletics. A co-funded GRA was maintained, and \$81,479.96 was raised toward current use funds in 2012-2013. No additional funds were generated toward the LiFE Sports Endowment.

TABLE 5. LIST OF MAJOR LIFE SPORTS DONORS

ORGANIZATION	TOTAL
Cardinal Health (Employee-Related)	\$5,000.00
Cardinal Health (Rx Grant)	\$14,944.00
Cardinal Health (Camp Support)	\$25,000.00
Individual Donors (13)	\$11,535.96
United Way of Central Ohio	\$25,000.00
TOTAL	\$81,479.96

Several strategies were used to secure funding. The OSU LiFE Sports Spring Game also proves to be a strategic marketing and development opportunity. Again, proceeds from the OSU LiFE Sports Spring Game were allocated to the Initiative in support of the summer camp’s operations. We also wrote several grants to support LiFE Sports programming and research, of which two were awarded (i.e., United Way of Central Ohio, Cardinal Health Foundation). The first LiFE Sports Awareness Event was held on May 9th from 5:30 – 7:00 p.m. Potential donors were invited to this event, titled “An Evening with LiFE Sports,” to learn more about the LiFE Sports

Initiative. Willis, a current corporate partner, generously contributed their corporate offices as the location for the event. Twelve potential donors and/or current partners attended the evening, including representatives from the Huntington Foundation and the YMCA of Central Ohio, both of which are still currently engaged with LiFE Sports through partnerships jumpstarted at this event. Event attendees were treated to an evening of speakers that included Frank McCain (CEO of Willis Ohio), Gene Smith (OSU Athletic Director), Luke O'Quinn (OSU student), and Savon Banks (LiFE Sports youth). The evening concluded with the highlight speaker of the evening, Thad Matta, OSU Men's Basketball Coach. Coach Matta highlighted the importance of LiFE Sports and its impact on the community, students, and student athletes. This event was the first of its kind, and did facilitate initial relationships with new partners such as OrthoNeuro and Huntington Bank.

In addition to this Event, several guests also were invited to "see" LiFE Sports in action during the summer camp. Several potential partners and/or prospective donors visited the camp, including representatives from organizations such as the YMCA of Central Ohio, OrthoNeuro, Learn 4 Life, Columbus City Schools, and Pitney-Bowes. Several meetings have been held with prospective donors or leaders from corporations that have set the stage for future development opportunities. We are starting to see the results from our efforts. In fact, an anonymous donor contributed 10k to LiFE Sports in 2012/13. Initial awareness and relationship building with these entities and others will hopefully launch into more strategic partnerships and connections for 2013/14 and beyond.

PUBLIC RELATIONS

In addition to these traditional fundraising efforts, LiFE Sports also set out to increase its visibility in the community in 2012-2013. To improve their public relations, a new LiFE Sports Initiative video was created. This video can be viewed at: <http://www.youtube.com/watch?v=EDdollfoxNI>.

With the support of OSU Development, new marketing materials also were created. LiFE Sports now has a marketing folder that includes information on the Initiative, Service & Outreach, Teaching & Learning, Research, How to Get Involved, and How to Donate. These packets were first used at the Evening with LiFE Sports and then later used during camp tours. As mentioned previously, LiFE Sports also continued to publish two newsletters, one designed primarily to keep advisory council members informed between meetings and the other targeting campers and families. LiFE Sports also was highlighted in the Columbus Dispatch during the summer of 2013. We will continue to strategize about public relations and marketing, as these avenues increase awareness of the Initiative and its impact, thus setting the stage for the development of new partnerships and connections that may in turn benefit the Initiative-at-large.

COMMUNITY ENGAGEMENT

LiFE Sports also is made possible through the efforts of University and Community partners, including members of the LiFE Sports Advisory Council. The Advisory Council provides valuable guidance with respect to policy and programming decisions, leadership and philanthropic opportunities, and overall LiFE Sports

AN ADVISORY BOARD MEMBER'S PERSPECTIVE

"During my initial introduction to LiFE Sports, I was immediately drawn to the relationships that are so obviously nurtured amongst not only the kids with one another but the kids with the staff. There was a real sense of belonging, care and purpose. LiFE Sports is a "Summer Camp" that can change the trajectory of a young life and I am proud to be involved with a program that is focused and a staff that is passionate about positive youth development."

- Debbie Pfeiffer, LiFE Sports Advisory Council

promotion. The full list of Advisory Council members can be viewed in Appendix C, though here we would like to specifically welcome the four members that joined the Council during the 2012/13 year: Michael Childs (Huntington), Stephen Myers (OSU Outreach and Engagement), Debbie Pfeiffer (Pitney Bowes), and Devin Russell (OrthoNeuro). We are grateful for all council members' commitment to furthering LiFE Sports and look forward to another great year ahead.

LOOKING AHEAD

Just as LiFE Sports celebrates the many accomplishments from 2012/13, we look forward with excitement to the many developments that we will no doubt be able to share in the next edition of this Annual Report. Building on the aforementioned successes, several specific steps are outlined already that will move the Initiative forward into 2013/14 and beyond. For example, in 2013/14, we anticipate the development of a handbook that will provide summer camp counselors with concrete positive youth development strategies. We plan to revisit the design of the Youth Leadership Program in order to incorporate lessons learned during its inaugural year. We hope to further extend our presence at the university by recruiting more student athletes and formalizing partnerships with new Colleges within OSU. In addition, we are especially looking forward to the development of a new business plan which lays out these and other key priorities.

These next steps, as well as those steps taken during 2012/13, are all done in the hope of strengthening and building our LiFE Sports community. If you are not yet part of this community, we hope that you will join us in the coming year. If you have read this Annual Report as someone who is already connected to LiFE Sports, we hope that you know that we could not have met any of our goals without partners like you. We truly look forward to our continued to work together in the year ahead as we strive to carry out the LiFE Sports mission.



APPENDIX A: PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS

Iachini, A., & Anderson-Butcher, D. (in press). The connection between out-of-school time programs and school mental health. In Weist, M., Lever, N, Bradshaw, C., & Owens, J. (Eds.) *Handbook of school mental health (2nd Ed)*. New York: Springer.

McDonough, M., Ullrich-French, S., Anderson-Butcher, D., Amorose, A.J., & Riley, A. (2013). Social relationships predict social competence among low-income youth in sport-based positive youth development programs. *Journal of Applied Sport Psychology*, 25(4), 431-447.

Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., Davis, J., & Amorose, A. (2013). Exploring the impact of a summer sport-based youth development program. *Evaluation and Program Planning*. 37, 64-69.

Anderson-Butcher, D., Wade-Mdivanian, R., Davis, J., Ruch, D., & Riley, A. (2013). *OSU LiFE Sports 2012 annual report*. Columbus, OH: College of Social Work. Ohio State University.

Riley, A., & Anderson-Butcher, D. (2012). Participation in a summer sport-based youth development program for disadvantaged youth: Getting the parent perspective. *Children and Youth Services Review*. 34(7), 1367-1377.

Iachini, A.L., & Anderson-Butcher, D. (2012). The contribution of extracurricular activities to school priorities and student success. In J. Waller (Ed.), *Mental Health Promotion in Schools: Foundations (pp. 127-149)*. Oak Park, IL: Bentham Science.

PRESENTATIONS

Anderson-Butcher, D. (2013, May). *Learning in Fitness and Education through Sports: An evidence-based sports-based youth development program at the Ohio State University*. Keynote presented at the Proyecto FONDEF: Seminario Experiencias de Intervenciones Biopsicosociales en Contextos Escolares National Meeting, Santiago, Chile.

Anderson-Butcher, D. (2013, March). *Addressing the needs of underserved youth through the Ohio State University LiFE Sports Initiative*. Presented at the Beyond the Playing Field: University of Michigan Social Work and Sport Mini-Conference, Ann Arbor, MI.

Wade-Mdivanian, R. (2013, May). *Learning in Fitness and Education through (LiFE) Sports*. Presented at the Mental Health-Education Integration Council National Conference, Columbus, OH.

Anderson-Butcher, D., Riley, A., Amorose, A.J., & Ball, A. (2013, January). *Social development in a sports-based positive youth development program*. Presented at the 17th Annual Conference for the Society for Social Work Research, San Diego, CA.

Olate, R., Riley, A., Ball, A., & Anderson-Butcher, D. (2013, January). *Predictors of social competence among African American teenagers participating in a sports-based positive youth development*

program. Presented at the 17th Annual Conference for the Society for Social Work Research, San Diego, CA.

Yoho, P., Skotko, N., Daugherty, N., Bergen, M., Ruch, D., O-Quinne, L., Riley, A., Wade-Mdivanian, R., & Anderson-Butcher, D. (2012, November). *Enhancing student learning through experiences with The Ohio State University LiFE Sports Initiative*. Poster presented at the Ohio National Association of Social Workers Conference, Columbus, OH.

APPENDIX B: ADVISORY BOARD MEMBERS

NAME	TITLE	ORGANIZATION
Michael Childs	Community Development Relationships Manager	Huntington National Bank
Steve Christensen	EVP, Human Capital Practice Leader	Willis of Ohio
Vincent Clarno	Director of Student Activities	Columbus City Schools
Kristi Daiker	Director, Business Solutions	Cardinal Health
David Graham	Assistant Provost/Associate Athletic Director for Student-Athlete Success	The Ohio State University Department of Athletics
Tom Gregoire	Dean	The Ohio State University College of Social Work
Tom Katzenmeyer	President	Greater Columbus Arts Council
Bernadette Mazurek Melnyk	Dean	The Ohio State University College of Nursing
Stephen Myers	Vice Provost	The Ohio State University Office of Outreach and Engagement
Debbie Pfeiffer	President, Presort Service	Pitney Bowes
Mark Rosenbaum	Chief Customer Officer	Cardinal Health
Devin Russell	Administrator	OrthoNeuro
Gene Smith	Director of Athletics/Associate Vice President	The Ohio State University Department of Athletics
Jennifer Varenese	EVP, Human Capital Practice Leader	Willis of Ohio