

Program SOAR: Successful Organized Athletes with Responsibility

94% Great Job!

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Term Paper

KIN 857 Promoting Positive Youth Development Through Sport

Michigan State University

Kin 857 Term Paper Evaluation Criteria

- How well you use the course literature in designing and carrying out your program; You did an excellent job at integrating the course material into your program and I really appreciated your efforts to do so. Frankly, grading papers is not my favorite thing to do but I really enjoyed reading your paper.
- The logic, justification for, and structure of your program; Excellent
- How realistic what you propose is (could it actually be carried out); Sounds like it is very realistic. It would be good if you could provide some mentor and coaching education into it—provided their was enough time
- How creative your program is; Nicely done
- The likelihood that your program would really have an impact; High
- Ways in which you will insure the program will be carried out as planned; The logic model helps here. Also, building in some self-monitoring checklist might help
- Your ability to evaluate the effectiveness of the program; Logic model was a nice application. Thinking of ways to conduct some exit interviews might help
- The references — relevance, quality, and appropriate usage; and, Strong
- Writing quality and overall organization. Strong

Abstract

Positive Youth Development “encompasses all our hopes and inspirations for a nation of healthy, happy, and competent adolescents on their way to productive and satisfying adulthoods (Roth 2004, p 3). Nice quote to lead off with This paper explains a positive youth development program for the high school varsity girls’ basketball team at the International School of Luxembourg. The importance of youth sport participation will be discussed as well as the valuable life skills these young girls can learn through their participation. A description of program SOAR and the purpose of the program will be discussed, along with the structure and identification of literature to support the program. The paper will conclude with a critical look at the program, and means to evaluate it.

Excellent abstract—provides a really nice overview of what is to come.

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Program SOAR: Context

This program is to be carried out at the International School of Luxembourg by the girl's high school varsity basketball team. The International School of Luxembourg is an IB school that educates 1060 students; made up of 45 different nationalities from over 20 different countries. The school combines two different divisions. The lower school consisting of preschool through grade 5, and the upper school consisting of middle school, grades 6-8, and high school, grades 9-12. The school "emphasizes respect, understanding and interdependence as fundamental to the future" (islux.lu).

This school has a unique opportunity to engage kids from ages 3-19 in various sport and developmental programs. All the kids are on the same campus and very

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intermingled with each other throughout the school year. I have been to the international school in Ethiopia and it sounds pretty similar. The philosophy on athletics at the International School is one that is about participation, cooperation and sportsmanship. Athletic director, Neil Spencer, of the ISL states “While the ISL takes great pride in winning and success, it does not condone “winning at any cost. ISL **strongly discourages any and all pressures, which might tend to neglect good sportsmanship**” (ISL Sports Handbook).

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The school competes in international play, consisting of 10 other schools in countries such as Belgium, The Netherlands, and Germany. The high school basketball season begins the middle of November and takes place until the end of March. At the end of the season there is the NECIS (Northwest European Council of International Schools) tournament in which the team participates in. Prior to this tournament there will be 3 home games and 4 away game weekends. Games are played on Friday evenings and Saturday mornings during game weekends.

The high school varsity girls’ team is made up of 15 girls. This includes 4 freshmen, 2 sophomores, 4 juniors and 5 seniors. Four of the 5 seniors have played on varsity since they have been freshmen, all the junior and sophomores are in their second year on varsity, and the freshmen are experiencing varsity basketball for the first time. The age range of these girls is between 14 years to 19 years. They are from many different countries including Germany, Denmark, Spain, United States, France and Norway (see Table 1). English is the common language the team uses to communicate, and all of the girls are very proficient in the English language.

These girls are all very **involved in not only athletics, but many other activities** at

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the school; IB work for the seniors, and also club sports outside of the school. Five of the girls are involved with club basketball in Luxembourg, and 2 of the girls are involved with club volleyball outside of the school. Research by Daniel Gould and Sarah Carson (2004) has shown that youth specializing in sports in intense year round programs at too early an age has-have many disadvantages. This same research found that many elite athletes were involved in numerous sports when they were young, not just specializing in the one they were most talented at (p24).

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Based on their review of the research Dr. Gould and Sarah Carson (2004) found-concluded that participating in more than one sport was an advantage to children “because it develops a number of fundamental motor skills (such as running, jumping, throwing, hopping), allows children to find the right sport for their body type and disposition, and helps prevent burnout and overuse injuries” (p24). The girls that make up the basketball team are highly involved in many things, and the program that will be implemented wants them to continue to be involved with not only basketball but the other activities they are partaking in. Note: However, remember the talent development research discussed towards the end of the course suggests that there comes a time where youth may want to specialize but this is usually around ages 14-15 and for those youth who want to go to a very high level of athletics.

The skill level of the players is very different. Four of the players are extremely talented and are already on their way to great basketball careers with their club teams in Luxembourg. Another 4-5 of the girls are good athletes, and have a good skill set they have acquired over the years of playing basketball at the school, the last 4-5 girls are just learning the game of basketball, and are more focused on fun and the experience of being

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a part of the high school varsity team. Makes for an interesting coaching situation.

Research by Ewing & Seefeldt (1989) states that “Children’s sport participation peaks between the ages of 10 and 13 years and then consistently declines to the age of 18.” This same research lists 10 reasons that girls participate in School Sports. The number one reason was to have fun, followed by staying in shape, getting exercise, improving skills, and to perform something they were good at. These top 5 reasons were followed by to be part of a team, the excitement of competition, to learn new skills, team spirit and for the challenge of competition (Ewing & Seefeldt, 1989). Did you find that these girls have similar motives?

At the start of the season the 15 girls were given a note card, and on this card they were to write down goals. On one side of the card their personal goal for the season and reason for trying out for the team; on the other side of the card they were to write the team goal they wanted to achieve. I might suggest that they indicate the goals on one side and write why they play basketball on the other – their goals might not reflect all their reasons of motives for participation. These note cards were a way to find out what each players reason was for their participation in basketball, and also a way to find out what they wanted to get out of the season individually and as a team. Nice idea!

There were a lot of differences in the goals and also a lot of similarities that contained both performance and outcome goals for the players and for the team. Five of the players’ goals stated that they were playing to have fun, and their goal was as simple as making a left hand lay-up. Eight players had a goal of wanting to become a better player and stated they were participating because they liked being part of the team. Two players were playing because they wanted to show off their talents to the school and had

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goals of being the “MVP” of the NECIS tournament. These were the two players that are very involved in club basketball, and play at a much higher level than the rest of the team. The similarities came when the team goal was tallied. All 15 of the players stated that their team goal was to be **NECIS champions** by winning the tournament at the end of the season.

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Gould & Carson (2008) have researched the fact that sport is a great way for children to develop and use goal setting (p294). By the girls actually writing down their goals, they are making a commitment to the team and to themselves of what they want to accomplish. especially if you follow-up and have them write down their goal achievement strategies. Research by Danish et al. (2003) explains setting goals as “typically tangible, short-term, and easily measured”, and goes onto explain that this gives “the adolescent a better opportunity to see the value in goal setting and to experience success in setting and achieving goals” (p99). Goals don’t automatically happen, but require work and dedication on the part of the players. The collaborative team goal of winning NECIS can be used throughout the season as motivation for all the players, and help the coach keep the team focused on what they want to accomplish.

Program SOAR: Purposes

The program set up at the international school with the varsity girls basketball team is based on the idea that “sport participation provides fertile ground for youth to develop skills and attitudes that have considerable value in adult life” (Petitpas et al.

2005, p.63) good Program SOAR’s main objectives **are to enhance the girls athletic development, personal development, and to be positive, active role models in the school community.**

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The International School of Luxembourg mascot is the Eagles. Eagles are powerful birds that soar high above everything. Since the girls will be the ISL Eagles I thought it was great to call this positive youth development program, Program SOAR.nice In the case of the girls SOAR will stand for Successful Organized Athletes with Responsibility. This acronym coincides with the purposes of the program because through player and personal development, and becoming an active role model at the school the girls will become successful organized athletes with responsibility.

One of the main purpose's of the program is to develop the girls on the basketball team not only as basketball players, but also as young ladies. They are to learn not only the athletic skills needed for the game of basketball, but also the life skills that are needed to succeed in life outside of basketball. "Effective programs should strive to teach important life skills in a systematic manner and contain clear strategies to foster generalizability of these skills to other domains" (Petitpas et al. 2005). Good These life skills will include things such as goal-setting, responsibility, time-management, leadership, appreciating differences, self-esteem and becoming a positive role model (Gould & Carson, 2008).

Gould's & Carson's positive youth development model states that there needs to be a philosophical foundation that a coach believes in. Next there needs to be a strong coach-player relationship. The next phase of this model is one in which the coach needs to develop the specific life skills strategies they believe their athletes should be learning through sport. Lastly this model teaches coaches to take environmental factors into account and utilize the resources needed to put this model into action (Dr. Gould Lecture 2.b, Slide 41). For example,

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My philosophy believes that young athletes are developed on and off the court and learn numerous life skills through their participation in athletics. Dr. Gould and Sarah Carson's (2008) research on personal development through sport states "...life skills being viewed as those internal personal assets, characteristics, and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and potentially transferred for use in non-sport settings" (p. 287).

Might mention the life skills you will focus on

In regards to the coach-player relationship needed for the Life Skills model, the Lane4 Approach to coaching will be looked at. This approach starts with a coach's belief in their players' potential, and emphasizes 4 skills that lead the athletes to higher functioning. These 4 skills are building coaching relationships, asking questions, providing feedback and setting goals (Dr. Gould Lecture 3.b, Slide 7). Nice application here

A coach needs to show their players that they care, not only about them as athletes but also as people. I am in a fortunate situation with my team because I have worked with them for 4 years and coached many through the youth teams at the school. I believe in them and their potential on the court and off. At the same time these girls know they have a coach who is honest, knowledgeable, one who cares about them, and sincerely wants them to succeed. These are all factors that will help with the coach-player relationship phase of Gould & Carson's life skill model.

To aid in the development of life skills, in particular leadership and being a positive role model, the program will include a mentoring program the girls will partake in. Mentoring is defined as "a structured and trusting relationship that brings young

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people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee“(Hamilton et al. 2006, p729). There will be two aspects to the mentoring part of the program.

The first one will consist of the girls being put in a situation where they will be in “mentor-rich environments” (Hamilton et al. 2006, p 729), in which they will get the chance to be around many professional female basketball players that can help guide them, teach them, and give them someone to look up to. The second aspect of the mentoring part of the program will consist of the girls on the Varsity team becoming mentors to the younger children at the school. Good application here

The international school includes kids from the preschool to the high school, all intermixed on the same campus. The older kids at the school really have a chance to be positive role models to the younger kids at the school, because they are seen and looked up to by the young kids on a daily basis. The girls will be in charge of this aspect of the program and responsible for what takes place with it. Will you train them in any way? Hamilton et al. (2006) research states that “Service-learning experiences that give youth greater autonomy and self-direction, entailing greater responsibility, choice, and independence, appear to be most beneficial to youth” (p 737). Creating these leadership and positive role model skills in the girls would be the main purpose of the mentor part of the program.

Another dimension of the program is to engage the girls as **active and positive role models**. The school offers CASS (Citizenship Awareness Student Service) hours, in which they receive credits for working in various programs and helping aid in the awareness of them. I want the girls to engage in CASS hours, in which the A stands for

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Active. The idea is that the girls will actively help out at the Under 12, and Under 14 girls' basketball practices and they will in turn be able to receive the same credit hours for the original CASS hours. [Great](#) Research by Hamilton et al. (2006) on service learning has found that it "increases participants' feelings of confidence, efficacy, and self-esteem (mental health) and feeling of being important and helpful" (p737).

One of the last parts of the program that the girls will implement will be a motor skills program for kids' preschool age till the fourth grade. In Tom Farrey's book *Game On; The All-American Race to Make Champions of Our Children*, he emphasizes the importance of unstructured play for youth, and how valuable it is in their long term sport participation (Chapter 4). In this chapter he goes on to explain Dr. Istvan Balyi's ideas for Long-Term Athlete Development., with the first stage being FUNdamentals (p95).

The girls will use the ideas of this FUNdamental stage when working with the young kids at the school. The objective of what this part of the program wants to accomplish is to "build overall motor skills....speed, power, and endurance are developed using FUN games" (Farrey, p95). Another important idea of this program is that "the skills they have acquired during the FUNdamental phase will still benefit them when they engage in recreational activities, which will enhance their quality of life and health" (Farrey, p95).

This is another way that the girls will implement the life skills they are learning, especially that of being responsible for helping develop the youth at the school. It is also a great way for the girls to actively and positively promote athletics and sport participation, and hopefully increase the number of youth that want to sign up and participate in the athletics.

Nice integration of the class literature to provide a rationale for your program

Program SOAR: Structure

The girls' varsity basketball team will practice Monday through Friday, from the hours of 3:30-5:30. On Monday, Wednesday and Friday this will consist of a team practice on the basketball court. All 15 of the girls are expected to be at all practices, unless they have commitments with club sport, or are ill. The girls are to plan their time efficiently throughout the season so all conflicting demands are known in advance, and so that they sufficiently have time for academics and are not missing basketball practices because of a lack of time management.

As stated earlier the girls have many different goals, but a common goal of winning the NECIS tournament. At the start of the season when this goal was written down, I met with the girls and discussed the concept of SMART goals. These are specific, measurable, attainable, realistic and timely goals (M. Camire et al. 2011, p 96).

After this discussion the girls came up with 4 charts that they thought would help hold them accountable in reaching their championship goal. Great! These 4 charts tracked how many lay-ups the team made and missed each practice, the combined free-throw percentage of the players at each practice, the amount of hard work they rated the team as giving, and lastly how they felt the team chemistry was.

My goal as a coach of this team is that the team is always better than the week before. This will require a lot of skill work, but at the same time a fun positive atmosphere will be present for the girls. At the end of each practice the team fills in areas of the charts based on practice, with the end goal of getting better every week up to the NECIS tournament. Neat application It is imperative for me as a coach to reiterate to my

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players that our win/loss record is not of up most importance. That improving as individual players, as a team, and as young ladies is what being successful truly means.

The big gym is not available to practice in on Tuesdays and Thursdays because the Under 12 and Under 14 basketball teams are practicing at the gym. On these days the girls will implement the mentoring program, CASS hours, and motor skill program for the young ones.

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The first part of the mentoring program consists of the girls having the chance to have positive role models in their lives. I play professional basketball in Luxembourg and have a lot of friends that are also in the country playing professionally. I thought this is a remarkable opportunity for the girls to be around positive female role models, and give them someone to look up to and learn from. Great, especially if you make sure you select the right pro models. Dr. Gould states that mentoring helps by “enhancing youth social relationships and emotional well-being, cognitive skills through instruction and conversation, and identity development through serving as a role model” (Lecture 3.a, Slide 52). Instrumental mentoring will take place between the girls and the professionals, as the primary goal will be learning basketball skills and life skills from the mentors involved. Will you do anything to prime your fellow pro players on what you are trying to achieve in your program and things that might be good to talk to their mentees about. Being realistic it might be unreasonable to ask the pros who are already volunteering to go through some training, but it might be helpful to provide a little booklet that outlines what your program goals are, keys to being an effective mentor, etc.

The second part of this program will involve the girls on the team setting up a mentor program for younger kids at the school. The assistant coach, the professional

mentors and myself would oversee this program and work with the high school girls and teach them about mentoring. This part of the program would use developmental mentoring, in which the girls would “establish a relationship that can facilitate youth’s social, cognitive and emotional development” (Dr. Gould Lecture 3.a, Slide 51). The girls would introduce the program to the school, and hopefully get kids that want to sign up in the program.

Again, while time is always an issue, you might find it helpful to provide an orientation or some training to the players on what it means to be a mentor.

Journals of what they are experiencing and how they are handling being a mentor are to be kept by all the players. Great idea At the same time they are also to record what they are experiencing in regards to the mentors they are working with. This gives the girls a lot of leadership, responsibility and the chance to be real positive role models in the young kids at the schools lives. They are able to transfer the life skills that sports teach to real world settings.

The CASS hours will also take place on Tuesday and Thursday. The girls that want to receive credit hours for this will have a chance to arrange with the under 12 and/or under 14 coaches if they can help out at their practices. The school administration has agreed on the A in CASS becoming Active for these hours. The U12 and U14 coaches will report back to me or the assistant coach about attendance, activity and how helpful the players are for their youth teams. For this part of the program I would expect the girls to be prompt, helpful, and able to help teach the basketball skills to the under 12 and under 14 players, in a fun and efficient manner. These practice sessions they can help out at will take place during 3:30-5:30, the schedule will be determined as the girls sign

up for hours with the youth coaches. There are some online coaching education programs that offer short programs like the Positive Coaching Alliance or American Sport Education Program. It might be an interesting exercise to have the girls take these to prepare for their roles as coaches.

The last part of the program that will take place on Tuesday and Thursdays is the motor skills developmental program. The high school girls will advertise this program, like they did the mentoring program at the school and encourage the young kids to sign up. The motor skills program will last from 3:30-4:30 on these days, as the kids are young and don't need to be in a gym much longer than that.

The number of Varsity girls that run the program at a time will be dependent on the number of children that sign up. A schedule will be made with the girls that will be running the program, and when they will be in charge of it. Again the program will be overseen by the assistant coach and me. The girls will be educated on motor skill development and age appropriate activities. How? What materials will you use? The girls are to provide a FUN atmosphere where the children can learn the motor skills of running, jumping, throwing, catching and skipping. This is to be done through the use of fun games, not drill work or skill work. This program is to introduce sport and athletics to the kids, in a fun way that makes the kids excited about sport and makes them want to keep participating as they get older.

This program will run the entire basketball season, from November until the end of March. The mentor program will run throughout the school year, based on Rhodes research that the longer the mentoring relationship, the more effective it is (2005).

Research by Camire et al. (2011) states that "Coaches are arguably the most

important actors in the youth sport context and play an influential role in facilitating or hindering the development of youth” (p92). The girls’ team will have an assistant coach who has taught basketball at the school for 25 years, and also coached them on numerous occasions, and myself as their coaches. Smith and Smoll’s (2002) coaching behavior model states that athletes evaluate their athletic experience based largely on their experience with their coach (p 213). According to Smith and Smoll “This model stipulates that the ultimate effects of coaching behaviors are mediated by the athletes’ recall and the meaning they attribute to the coach’s actions” (p213).

I want the girls to experience a positive team atmosphere and have fun playing and being part of the team. Based on Smith and Smoll’s (2002) research this experience will be largely based on our coaching behaviors. I would like to incorporate Coach Effectiveness Training (CET) for the entire girls’ basketball program, so that all the coaches have learned “coaching principles in a manner that is easily comprehended, and to maximize the likelihood that coaches will adopt the information” (p 222). Nice idea. Through behavioral feedback and self-monitoring I hope the coaches become more aware of their actions and behaviors, and are able to provide a positive athletic experience for the players.

The costs of this program will be minimal, as the gyms needed for the program are provided through the school and have all the equipment the team will need. Travel expenses are covered by the school, and for any extra costs the players need money for, the girls have a player’s fund. They raise money for this fund by participating in various fundraisers throughout the school year. —might be interesting to give the girls more responsibility (if you don’t already) to organize and run fund raisers. As Walker &

Larson contend make them the agents of their own behaviors.

All aspects of this program are to enhance the girls as basketball players, develop them as people, and actively engage them as positive role models in the school community. I want my players to not only learn the basic or advanced sport skills they need, but the discipline, time management, self-motivation, work ethic, honesty, sacrifice, the heart break from a loss, the euphoria after big victories, self-esteem and self realization skills, that I believe kids can learn through sports. I truly believe these life skills and values will help carry them through other aspects of their lives.

An important aspect of this program for the players is the **transfer of the life skills** they learn through sport, to other areas of their life. Gould and Carson's (2008) research states that "personal development can occur through the youth sports experience, but is fostered and taught, not caught from mere participation" (p. 299). Gould and Carson also created a pyramid explaining 4 tiers of life skill development (Dr. Gould lecture 2.b, Slide 42). (See Table 2) This idea of transfer of life skills goes hand in hand with Gould's positive youth development model. This program not only wants the girls to learn life skills through their participation in sport, but also be able to transfer them to life outside of basketball. An important way coaches can aid in this is "to talk to their athletes about the transferability of life skills and provided athletes concrete examples of situations and contexts in which life skills can be transferred" (Camire et al. 2011, p97).

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Along with the transfer of life skills, Gould's positive development model supports the idea that it is not only sports that create these life skills and transfer of them, but also the environment the athletes are in and also the interactions of the individuals (Lecture 2.b, Slide 44). The program at the school wants to create interactions and an

environment in which the girls can constantly be learning and transferring life skills from sport to other areas of their lives.

Program SOAR: Evaluation

One last important aspect of this program is the means by which it can be evaluated. Research by Martinek (2000) explains that “one of the most important reasons we evaluate programs is to improve them” (p211). To evaluate this program the theory of change model by Izzo et al. (2004) will be looked at. NICE This logic model is divided into four parts, which are ultimate outcomes, intermediate outcomes, immediate outcomes and activities (p 312). The process of “working backwards” (p313), is very helpful when developing a program, and was a technique used to get to the intended outcomes of the program.

Ultimate outcomes refer to what the program will ultimately be evaluated on and how effective the program was (Izzo et al. 2004, p 313). In the case of project SOAR the ultimate outcomes are to enhance the girls’ athletic development, personal development, and to be positive, active role models in the school community. The ultimate outcomes for program SOAR touched on all these purposes. The first outcome was to win the NECIS championship. Achieving this outcome would demonstrate that the girls have all developed into better basketball players, and a better team.

The next ultimate outcome would consist of the transfer of life skills in the girls, from a sport context to life outside of basketball. Seeing this outcome would be a strong way to see that the girls had personally developed while participating in this program.

How might you measure this outcome? Talk to parents to see what is being used outside of sport, do exit interviews with those players who graduate, etc. The last outcome would

look at the numbers of youth that have signed up for the mentor and motor skills program. The goal is to get the youth at the school interested in sport and positively looking up to the girls. If these programs are increasing in number, it is a good indicator that the girls are being active role models in the school community.

“Intermediate outcomes are expected to play a direct casual role in bringing about the ultimate outcomes” (Rizzo et al. 2004, p312). In program SOAR these intermediate outcomes consist of being completely involved with the basketball team, both physically and mentally. Also having a sense of making a difference with the youth at the school, and at the same time a feeling of importance about what they are doing. One last intermediate outcome of this program is better behavior by the girls, both on the court and off. All these intermediate outcomes will play a role in achieving the ultimate outcomes of the program (p 314).

Immediate outcomes are those that are seen immediately and “are seen as initiating the change process” (Izzo et al. 2004, p 312). The immediate outcomes of program SOAR are increased skills and knowledge concerning the game of basketball, players are given more responsibility for themselves and also for others, players are put in positions of leadership while working with young children, have a positive learning experience with mentors who in turn teach them how to be a positive mentor and role model to the youth they are working with. Izzo et al’s (2004) research believes that if these outcomes are achieved it will push the youth in the right direction to reach the intermediate and ultimate goals of the program (p 314).

The last step of this theory of change logic model in the evaluation process is activities. This step refers “to the content of the program and aspects of its

implementation that affect its ability to produce positive outcomes.” (Izzo et al. 2004, p 312). The activities in program SOAR consist of three parts. The first is the basketball structure. This consists of three practices a week in the big gym where basketball skills and strategies will be worked on. This will also consist of the 15 girls being at the three practices.

The second part is the mentoring structure. These activities include frequent meetings between player and professional player, the length of the meetings, topics discussed between the two, and all players being involved with a mentor. These same activities apply to the girls when they mentor the youth at the school in addition to applying life skills and actively engaging themselves as a positive role model for the school. For the CASS hours the activities will include one on one time with young players, teaching skills to young kids at their practice, and working with a different coach to help their team. The last part of step 4 is motor skill structure. This part will include activities such as high ratio of varsity players to youth involved, implementation of fun games, and players ability to lead and design motor skill activities for the children.

Izzo et al. (2004) tells us that many evaluations find it difficult to show that the outcomes are because of the program; but if a program has a strong theory of change logic model, and it can be shown that the ultimate outcomes were achieved by reaching the intermediate and immediate outcomes, than the program has stronger support that it has helped implement the purposes (p 318). I believe that all the activities, immediate and intermediate outcomes mentioned above, that are seen throughout program SOAR, do help reach the ultimate goals of the program (See Table 3).

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Program SOAR: Conclusion

In this paper I have discussed my ideas for program SOAR. I believe that through the use of Dr. Gould's life skill model the players in this program will have increased player development, personal development, and will become an active, positive role model at the International School of Luxembourg. There will be many life skills that the girls learn through this program, and ones that they will be able to transfer to areas outside of basketball. The eagles in the program will be fully engaged in becoming Successful, Organized, Athletes with Responsibility.

Table 1

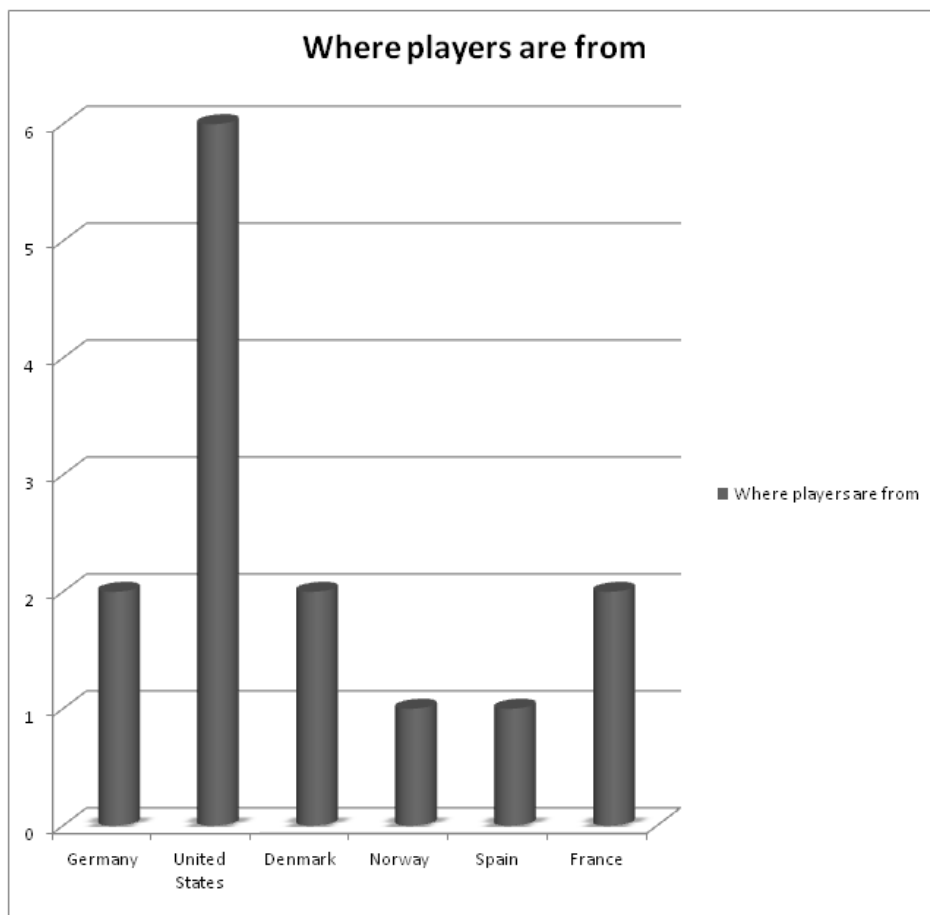
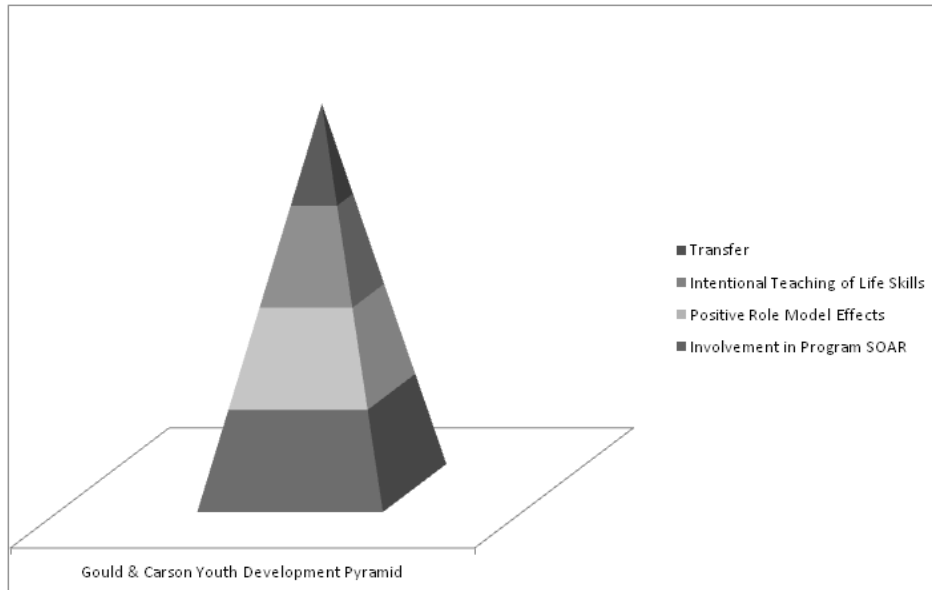


Table 2



Program SOAR Evaluation Logic Model Table 3

ACTIVITIES	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	ULTIMATE OUTCOMES
Basketball Structure *Three practices a week *All Players at practices	*Increased skill and knowledge about basketball		
Mentoring Structure *Frequent meetings between Player and professional player *Length of the meetings Topics discussed between Mentor and mentee *All players being involved with mentor, and as a mentor *Actively applying life skills at school	*Increased responsibility for themselves and others *Positions of leadership while working with young children *Positive learning experience with mentors *Learn how to be a positive mentor themselves	*Completely involved with basketball team both physically and mentally *Sense of making difference with the youth *Feelings of importance about what they are doing *Better behavior by the girls both on and off the court	*NECIS Champions *Transfer of life skills to outside of basket-ball. *Increase number of youth signing up for mentor and motor skills programs
CASS Hours *One on one time with young Players *Teaching skills to young players at their practice in *Working with different youth Coaches			
Motor Skills Structure *High ratio of varsity girls to youth participating *Implementation of fun games *Players ability to lead and design motor skill education			

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