

Positive Youth Development through the AthLife Foundation

Core Components of Youth Development Framework		AthLife Foundation School's Program Elements
CREATE A CONTEXT FOR GROWTH	Sport is intrinsically motivating/ Requires commitment/Provides challenge	Sport participation is voluntary and one of the few activities that young people find challenging and worthy of lots of time and energy (Larson, 2000)
	Valued place in a constructive group	Sport is highly valued by youth and athletes hold the most respected position and status among their age-mates (Weiss, 1995). Each participant is supported and guided in finding a special role within a special group (The High School sports team benefitting)
	Voluntary, rules, constraints, goals, rewards and concerted effort over time	The program and has clear rules for participation set forth by administrators and coaches. Programming involves participants throughout the entire school year supported by a school personnel team which plans, sets goals, and provides incentives for efforts without entitlement. Policies are put in place by administration and coaches that encourage participation.
SURROUND WITH EXTERNAL ASSETS	Close relationship with caring adult mentors	Training available for all school personnel involved in the program. Emphasis on assets and the quality of the mentor/student-athlete relationship
	Involvement of parents and parental monitoring	Parents are engaged in traditional and non-traditional ways (i.e. Parent Booster Clubs, Parent night programs, regular communication, Parent Handbooks and Newsletters)
	Structured activities that provide opportunities for participants to become external assets for others	Service learning and community outreach activities, peer mentoring opportunities within the structure of the program.
DEVELOP INTERNAL ASSETS	Development of planning, social, and problem solving skills	Focus on future planning, decision making, and problem-solving through one-on-one meetings, group educational activities, team building events, and positive peer influence.
	Sense of identity and purpose; hope and plan for the future	Promotes stronger identification and pride for their team, school, and community that fosters expectations for higher education and future careers
	Transfer of life and leadership skills through practicing those skills in non-sport domains	Service Learning Activities; leadership roles outside of sport; life and leadership skill workshops; one-to-one mentor interaction; program accountability
IMPROVE THROUGH RESEARCH & EVALUATION	Evaluation of changes in positive and negative behaviors using multiple and standardized assessment measures	Assessment of GPA, State Test Scores, SAT/ACT, graduation and college matriculation, and service learning, parental involvement life and leadership skill education, as well as related psych-social variables
	Evaluation of program effectiveness beyond the conclusion of the program or intervention	Follows each student throughout their high school years and beyond (e.g., Adjustment to College) by tracking their academic, personal, and career progression.
	Assessment of which program components lead to positive developmental changes	Assesses which program components have the largest impact (e.g. quality of Academic-Athletic Coach/participant relationship or participation in Service Learning Activities); internal evaluation of strategic planning; and school personnel evaluation of national program support.