



# **Value and Philosophy of Education Based Athletics**

**National Athletic Directors Conference**

**Workshop #33**

**Room 213 A - Concourse**

**Henry B. Gonzalez Convention Center**

**San Antonio, Texas**

**December 17, 1012**

**9:30 -10:30 a.m.**



# Education Based Athletics

- Extension of regular classroom
- Tracks, courts, fields, pools, courses are classrooms
- Compliment educational experience
- Inherently educational
- Enhance academic mission of the school
- Many lessons learned not taught in academic classroom



What is response to requests for support of your athletic programs?





# ***Radio & Print Media Public Service Announcements***

- Message to educational leaders, school board members & community.
- Personalized for each state athletic/activity & athletic administrator association.
- Support for those defending programs in face of budget reductions.





# Standing Claims & Opinions Benefits of Participation

- Higher Classroom Grades
- School Attendance
- School Dropout Rate Lower
- Graduation Rates Higher
- Fewer Discipline Problems
- Superior Standardized Test Scores
- Fitness & Health
- Stronger Leadership Skills
- Character Development
- Teamwork/Cooperation
- Sportsmanship/Citizenship
- Dedication/Perseverance
- Managing Time
- Work Ethic/Ambition
- Reliability
- Approach to Winning & Losing
- Respect
- Decision Making/Self Control





# Testimony of Successful Business People, Political Leaders & Athletic World

**95% of male Fortune 500  
CEO's participated in high  
school sports.**

USA Today

**80% of female executives at  
Fortune 500 companies identified  
themselves as sports participants.**

Women's Sports Foundation





# Academic Achievement

Higher GPA's – Studies in:

Colorado, Indiana, Iowa, Kansas, Michigan, Minnesota, New Mexico, North Carolina, North Dakota, Oregon, Texas, Wisconsin...





# Research Initiative



NIAAA and NFHS collaborated on conduction of research.



Study conducted by Indiana State University  
Department of Kinesiology Recreation, Athletic Management

Focus on importance to student of Education Based  
Athletic Programs from all 50 states and D.C.

Grade Point Averages

Discipline Referrals

Attendance

Graduation Rates



# National Study Findings

## ISU - NIAAA - NFHS

- ✓ Athletes higher GPA than non-athletes  
**also higher graduation rate**
- ✓ 2 season participants higher average than single sport athletes  
**also higher graduation rate than 1 sport or non-athlete**
- ✓ 3 sport athletes scored higher than 2 season participants  
**also higher graduation rate than 1 or 2 sport and non-athlete**

Mannen (1995), Rainier High School, Rainier, Oregon

- 1) athletes required to follow rules regarding academic eligibility
- 2) good physical condition translated to positive mental effectiveness
- 3) Education based programs promote academic excellence through incentive programs – media attention
- 4) better attendance
- 5) conference, league or state scholar-athlete standards & recognition.



# Comparison - Grade Point Average

## Non-athlete

## One Sport Athlete,

## Multiple Sport Athlete

**Non-Participant**    **One Sport Athlete**    **Multiple Season Athlete**

Year 1	6.56	8.22	10.3
Year 6	7.19	8.57	9.53
Year 11	7.43	8.98	9.89
Avg.	7.14 (2.7) B-	8.59 3.2 B+	9.81 3.6 A-



# Study of Graduating Classes

- Attendance Rates – 67% better attendance rate for athletes over non- participants.
- Dropout Rates - 95% better rate of staying in school.  
1/2 % compared to 10%.
- Suspensions - 12% fewer discipline suspensions for athletes.  
30% compared to 42%.
- Grade Point Avg. – Significantly higher GPA for participants.  
GPA continued to climb with seasons participated in.



# Attendance & Graduation

## School Attendance

- Athletes have 14% better school attendance than non-athletes.

*National Center for Educational Statistics (1995)*

- Average number of absences significantly lower for North Carolina athletes with average number of days missed at 6.3, compared to 11.9

*Overton (2001)*

## Remaining in School

- 1 million - 12% of students Drop Out of school annually.
- 96% of those do not participate in athletics.
- Dramatic differences in dropout rate percentage for athletes miniscule 0.6%, corresponding to non-athletes at 10.32%.

*Overton (2001)*

## Graduation Rates

- Graduates was significantly higher for athlete group with 99.4% compared to 93.51% for non-athletes.

*Overton (2001)*



# Academic Test Scores

- Girls who play sports have much higher achievement levels in science and math.

Arace (2012)

- Students who participate in activities score 11% higher on SAT exams.

College Entrance Examination Board

- Athletic participants have 10% better scores in math, science, English & Social Studies.

Medicine & Science in Sport & Exercise

Athletic participation positively correlates to higher test scores in both science and math.

Libscomb (2007)

Athletes 3 times as likely to perform in top quartile on composite math and reading assessment compared with nonparticipants

National Center for Educational Statistics (1995)

Longitudinal studies suggest that participation raises student's...test scores.

(Broh, 2002)



# Race, Ethnicity, Gender

- **Hispanic** and **Caucasian females & males** sports participants had positive correlation to higher grades and scores over non-participants.

School Counselor

- Research suggests that **girls** who participate in sports are more likely to experience academic success and graduate from high school than those who do not play sports.

Sabo, Melnick, & Vanfossen (1989)

- Positive correlation for **African-American male** & **Caucasian female** high school athletes in staying in school, educational attainment & graduating from college.



Eide & Ronan (2001)



# Specific Benefits to Female Participants

- Lower risk of female triad – breast cancer, heart disease, and osteoporosis  
Indiana Women's History Association & NCAA (2003)
- Reduce teenage girl's risk of breast cancer by up to 60%  
Journal of the National Cancer Institute, 1994
- Less likely to be depressed...
- More likely to have positive body image  
Miller, Sabo, Melnick, Farrell, Barnes (2000).



## Time Management & Study Skills

Student athletes spend more time studying than non-athletes.

Female student-athletes spend less time watching television than general student body.

Anderson (2001)

## Illegal & Performance Enhancing Substances

- Teenage female athletes 50% less likely to use dangerous and illegal substances

Miller, Sabo, Melnick, Farrell, Barnes (2000)

- Non-participants 49% more likely to use drugs

No Child Left Behind (2002)

## Sexual Experimentation

- half as likely to become pregnant as non-athletes (5% compared to 11%)
- reported no sexual relationships compared to non-athletes (54% and 41%)
- more likely to experience first sexual intercourse later in adolescence than female non-athletes.

Sabo, Miller, Farrell, Barnes & Melnick, (1998, 1999, 2002)

The Women's Sports Foundation Report: Sport and Teen Pregnancy

- Non-participants 37% more likely to become teen parents.

No Child Left Behind (2002)

## Fitness & Health

- Adolescents who participated in organized competitive sports were most likely to continue with physical active lifestyles in adulthood.

AAHPERD (1997)

- Examined status of people eight years after their graduation from high school.

Those who participated in extra-curricular programs

1. attained higher education levels
2. were more physically fit
3. acquired better jobs.

U.S. Department of Education (1992)



# Discipline Referrals & Suspensions

- Percentage of discipline referrals was lower (33.3) for the athlete group than non-athlete (41.8)

Overton (2001)

- Students with behavior problems benefit from participation through positive effect of others... gain pro-social attitude toward school.

Education Week



# Higher Adult Incomes HS Athletic Participants

Regardless of race, male high school athletes earn higher incomes as adults.  
Positive relationship for salaries of white females.  
Eide and Ronan (2001)

Revealed that men who participated in athletics received \$3000 annual higher wages than those who did not participate.  
Curtis, McTeer & White (2003)

Minimum increase in yearly income of \$8,950, and a maximum of \$11,300 supporting study that participation in athletics results in greater labor market success.  
National Longitudinal Survey of Youth (2002)

Research supports the fact that athletic participation during high school yields higher incomes in the labor market.  
Brandin Heidbreder, Illinois Wesleyan University (2007)

those who participated in organized sport as a youth tended to have higher annual earned incomes as adults than those who did not participate in this way.  
Curtis, McTeer, & White

Men at average age of 32, who participated in high school athletics were paid 31 percent higher wages & graduated college at 4% higher rate than those who did not participate in high school athletics.  
Barron, Ewing & Glen Waddell (2000)

Positive wage effect on future earnings for high school high school athletic participants  
Kosteas, Cleveland State University (2012)

Males that participated in athletics earned 4 % more income than those who did not participate.  
Long and Caudill (1991)

5 years after completion of a bachelor's degree, and every five years thereafter, analysis determine that men & women who participated in athletics earned more than non-athlete fellow students. Shulman and Bowen in 2001



# Non-Cognitive Skills Research



Critical for relational, academic, professional success.

Patience

Ambition

Cooperation

Humility

Motivation

Resourcefulness

Self Control

Confidence

Will Power

Can be taught through participation in education based sport programs



# College Admission



- **Colleges admissions offices interested in participation outside the academic classroom.**
- Reveals interests, **balance**, demonstrate student abilities:  
Make a **meaningful contribution**.  
Maintain long-term **commitment**.  
**Manage time** and prioritize.

**"We're looking for a commitment to and a passion for an activity outside of the academic setting. We're looking for depth rather than breadth."**

(N. Tessier, college admission director)



# Student Scholarship/Essay National Winners

Alyvia Clark, Ohio - 2011

“...a large part of who I am today has been shaped by high school athletics.”



David Welch, Mississippi – 2010

“In high school, learning to balance life is a requirement for success. The balance of my time and skills have been developed and accentuated by my participation in athletics.”

Nathanael Franks, Oregon – 2011

“Athletics have helped mold me into the balanced...person I am today...teaching me many significant life lessons. They have taught me more than just how to shoot a jump shot, spike a ball or score a goal. Through athletics, I have learned the importance of teamwork, a concept crucial for success. I have gained excellent time-management and organizational skills.”



Ashley Nault, Wisconsin – 2009

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# Brightest and Best Argument

Those attracted to sports already have personal, social and physical qualities to succeed in life.

Supportive Parents

Work Ethic

Physical Talents

Ambition

Intelligent

It's not just that people who are going to do well in life play sports, but that sports help people do better in life."

Betsey Stevenson (2010) , Economist at University of Pennsylvania



# California

## Extrapolation of Attendance Data

**Roger Blake, CMAA**  
**CIF Executive Director**



- California school district of 5 high schools
- Student athletes accounted for 32,244 additional days of attendance
- California revenue imbursement of days attended accounted for \$1,036,735 for school district



**Western Kentucky University**

**The economic impact of local  
interscholastic athletic program on  
community**





# Juvenile & Police Budgets

Most teen crime occurs between 3 and 6:00 p.m. on weekdays.

- #1 – Study of increased juvenile activity during non-active times for school sports.
- #2 – Police and juvenile budgets/activity in community where school sports totally dropped or severely reduced.



# Impact of Dropping High School Athletic Programs

- Families moving out, or enrolling student in another school district.
- Re-starting a program that ceased to exist.  
Financial aspects, student mindset, community interest, competitive level.
- Economic impact on district budget & community businesses.



# U.S Congressional Committee



## Roy Turner, CMAA, Wilmington, North Carolina

Funding for 3700 student athletes at 4 high schools and 8 middle schools was  
\$1,470,000

Return on Investment -  
8.4 million in post graduate academic and athletic scholarship dollars earned by senior athletes



**The Real Cost Would Be Not Having School Athletic Programs**



# International Professionals

## Leadership Training Institute



Budapest, Hungary

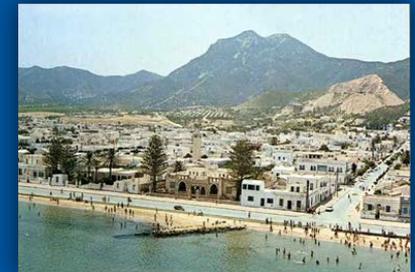
Warsaw, Poland



Prague, Czech Republic



Tunis, Tunisia



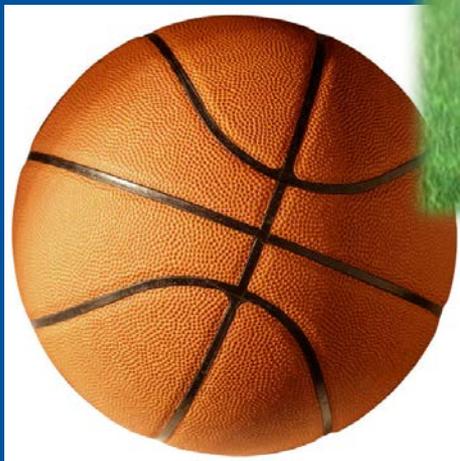


# Douglas Heath, Haverford College

## 40 Year Study

*Fulfilling Lives – Paths to Maturity & Success*

- “...involvement in extracurricular activities predicts best how well they will succeed in their adult years.”
- “...the best predictor of success in later life...was a person’s performance, during youth...active in extracurricular activities...”



National Federation of State  
High School Associations



# Values and Philosophy of High School Sports

Take Part. Get Set For Life.™

# Why High School Sports Exist

- Provide students with the opportunity to grow, learn, achieve, and fail in an environment of minimal risk.



# Objectives of High School Sports

- To expand the horizons of each student.
- To promote fitness.
- To build better citizens through participation.
- To equip students to handle adversity.
- To develop grace under stress.



# Looking at Our History

- Originated by students.
- No faculty or administrative Support.
- No coaches.
- Few rules.



# Gradual Change

- Community support builds.
- Faculty and administration tolerate.



# Abuses Force School Control

- Recognition of need for standard rules.
- Recognition of need for administrative control.
- Coaches evolve from faculty support.
- Community acceptance and support grows.



# States Form Organizations to Control High School Supports

- One century ago, schools formed state organizations to make common rules.
- 1923 brings early National Organization into existence.
- High school sports enjoy growth that is still going today.



# Students Come First

- High School sports must be fun for students.
- They must recognize value in participation.
- The focus must always be on the students.



(picture of football players)



# High School Sports Good Programs

- Level the playing field.
  - Race is no factor in participation.
  - Religion is no factor in participation.
  - Economic status is no factor in participation.
  - Social status is no factor in participation.
  - Participation based on merit of the student.



# Good programs

- Value the experiences of all students
- Promote widespread participation
- Respect Opponents
- Develop sense of Responsibility in students
- Build strong connections to Community
- Enhance the academic mission fo the school



# Good Programs

- Teach sportsmanship.
- Foster teamwork.
- Model dedication.
- Teach time management.



# Good Programs

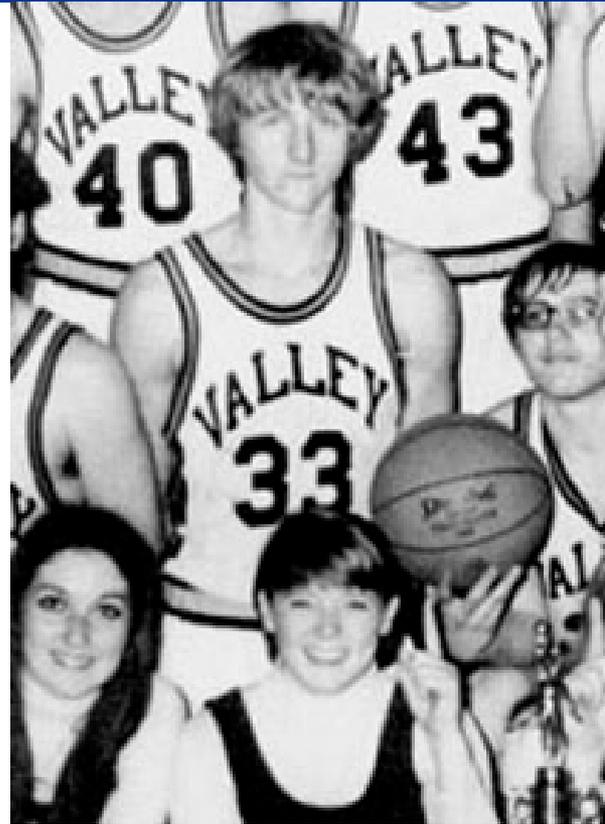
- Use all circumstances to build better citizens.



# (Basketball Players)



# Larry Bird



# High School Sports

- Add value to education.
- Cost is minimal – 1-3% of school's budget.
- “Price is what you pay. Value is what you get.”
  - Warren Buffet



# High School Sports

- It is a privilege to participate.
- Reinforces sound principles.
- “A people that values its privileges above its principles soon lose both.”
  - Dwight David Eisenhower



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Bob Gardner

NFHS Executive Director

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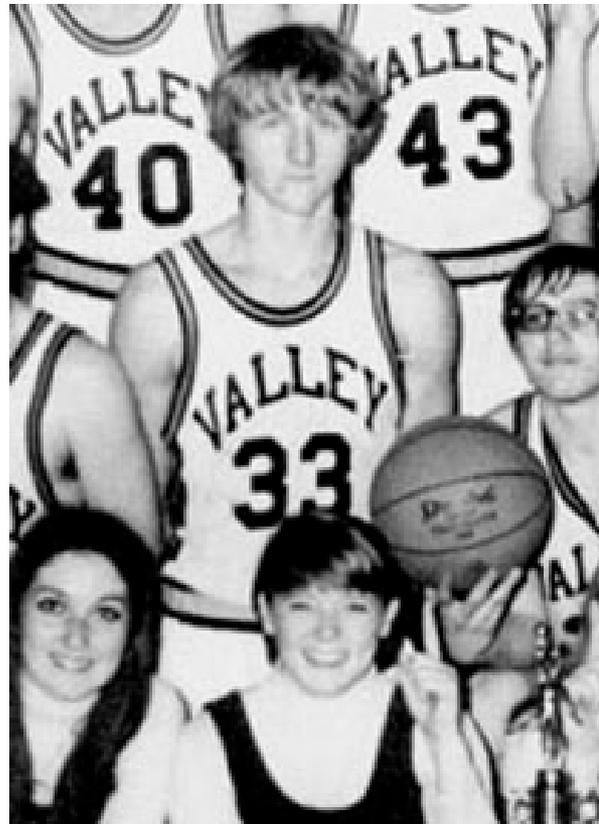


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