

S A S I (Student Athlete Summer Institute) 2009-2010



PROGRAM DESCRIPTION

The *Student Athlete Summer Institute (SASI)* program is a prevention program that targets teams of student athletes enrolled in grades 10 and 11 in North Carolina's public high schools. The curriculum includes activities focused on leadership development, effective teamwork, and lifelong skills for healthy living. Athletes are selected by their coaches and teachers and participate in a summer residential program followed by a variety of leadership activities held during the school year. Selection criteria requires students to have leadership potential and an average or above academic record. Coach sponsors assume responsibility for each SASI team.

The SASI curriculum is based on (1) Hawkins and Catalano's¹ work related to risk and resiliency in high school students, and (2) Benson's² developmental asset research. Specifically, SASI participants learn about the following:

- ➡ Detrimental effects of alcohol and other drugs
- ➡ Peer empowerment
- ➡ Positive role model influence
- ➡ Effective leadership skills
- ➡ Appropriate peer interactions in a variety of settings, and
- ➡ Goal setting and planning

The SASI curriculum is implemented through classroom and out-of-classroom activities taught through a summer residential program. The instructional activities are experiential and developmentally appropriate. SASI programs are required to include:

- ➡ Classroom presentations on how alcohol and other drugs hurt personal relationships, hinder athletic performance, and impair judgment when driving and performing other physical activities
- ➡ Small and large group discussions of how to be a positive role model with young children and peers
- ➡ Instruction in leadership skills with activities for applying skills
- ➡ Opportunities to make new friends by sharing experiences with student athletes from different schools

¹ Hawkins, J.D. and Catalano, R.F. *Communities That Care: Action for Drug Abuse Prevention*. San Francisco: Jossey-Bass, 1992.

² Benson, Peter. *All Kids Are Our Kids*. San Francisco: Jossey-Bass, 1997.

- Methods of peer empowerment with anticipated outcomes
- Instruction and support in the design of an action plan to Take A Stand against risk behaviors at home, school, and in the community during the year following the Summer Institute

Goal setting is integrated throughout the curriculum, especially in support of the *Team Action Plan*, an activity necessary for training implementation. The *Team Action Plan* places the week long training activities into practice throughout the school year within the student athlete's home environment. The Plan must include activities that combat risk behaviors and provide at least two hours weekly community service.

PROGRAM DEMOGRAPHICS

Two hundred twenty five (225) student athletes from 51 high schools attended the *Student Athlete Summer Institute* during June of 2009. Institutes were established by using the eight NC High School Athletic Association regions and combining them into five regional Institutes. The map below shows the Institute regions and Table 15 below shows participation within each region.

Illustration 1

SASI Regions



Table 15

Number of 2009 SASI Participants by Region

REGION	NUMBER OF PARTICIPANTS
Central	16
Mountain	25
Northeastern	70
Piedmont	51
Southeastern	63

Two hundred twenty two (222) of the 225 SASI participants completed surveys at the end of the 5 summer Institutes regarding their experiences. The majority of student athletes participating were aged 15, 16 and 17 years old representing the program target population of student athletes in grades 10 and 11. Six percent of student participants represented 14 and 18 year olds. Three (3) percent of students did not respond to the question about age.

Chart 16 illustrates the age distribution of students attending 2009 SASI. Table 16 below shows the participants' age distribution over the past five years.

Chart 16
2009 SASI Participation by Age

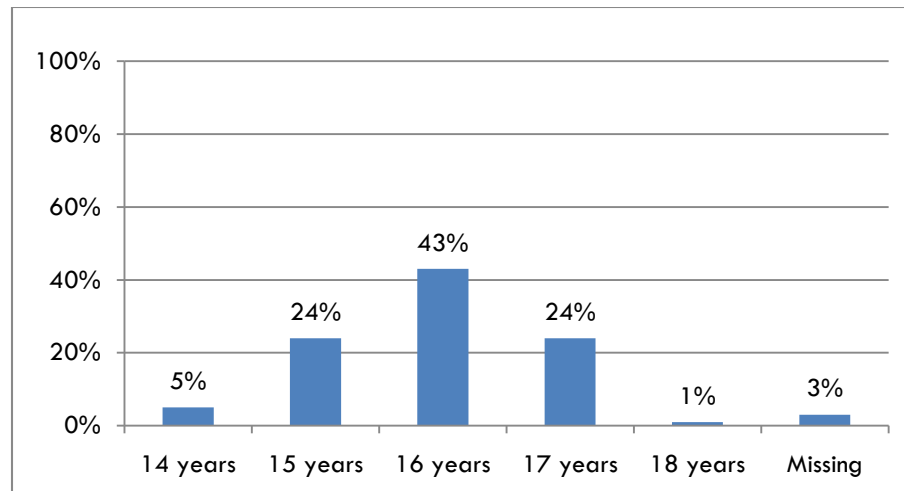


Table 16
SASI Participation by Age over 5 Years

	14	15	16	17	18
2009	5%	24%	43%	24%	1%
2008	3%	25%	40%	23%	2%
2007	6%	22%	42%	25%	3%
2006	2%	30%	39%	20%	2%
2005	2%	27%	39%	28%	2%

Over the past 5 years, female participants have outnumbered males each year. However, in 2009, females and males were equally represented. The percentage of females declined by 6 percent while males increased by 6 percent over the previous year. On page 50, Chart 17 shows gender data for 2009 and Table 17 shows gender data over the past five years.

Chart 17
2009 SASI Participation by Gender

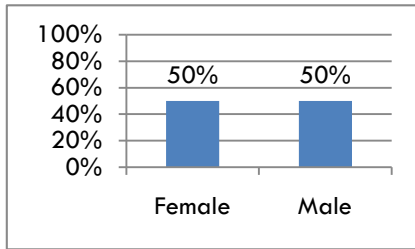


Table 17
SASI Participation by Gender for 5 Years

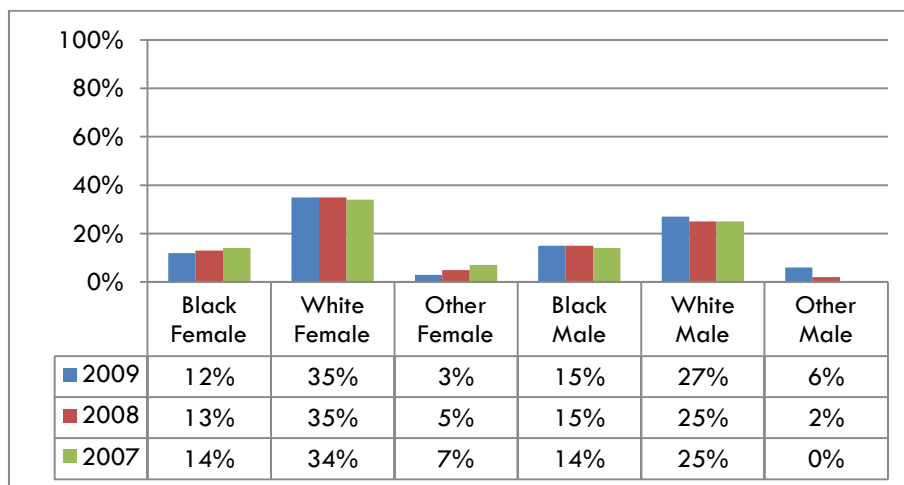
	Female	Male
2009	50%	50%
2008	56%	44%
2007	57%	43%
2006	58%	41%
2005	59%	41%

Sixty (60) percent of SASI participants reported themselves as white, 28 percent as black and 7 percent as Asian, Hispanic, Native American, or Other. Ethnic and gender data are very similar to those data reported last year. Five (5) percent of students chose not to respond to the question regarding ethnicity. Table 18 below displays the distribution of ethnic participation over the past 5 years. Chart 18 shows a comparison of ethnic/gender data for SASI participants over 3 years.

Table 18
SASI Participation by Ethnicity over 5 years

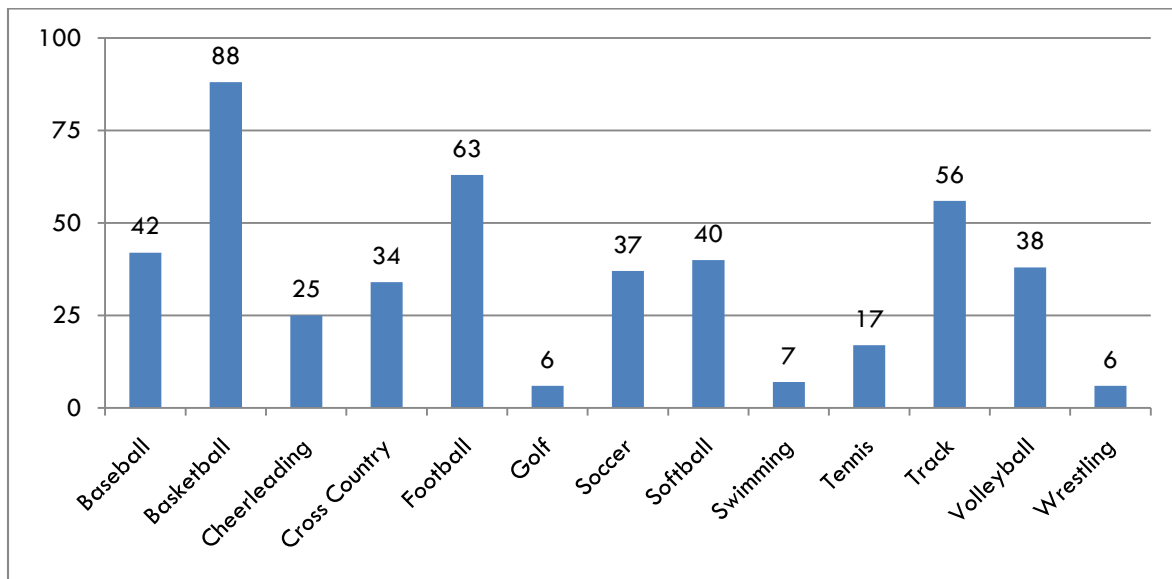
ETHNICITY	2009	2008	2007	2006	2005
Asian	1%	1%	0%	0%	0%
Black	26%	28%	28%	29%	31%
Hispanic	1%	1%	2%	2%	2%
Native American	3%	1%	3%	2%	4%
White	61%	60%	59%	56%	58%
Multiracial	6%	3%	3%	4%	4%
Other	n/a	1%	1%	1%	0%
Missing	2%	5%	4%	5%	4%

Chart 18
SASI Participation by Gender & Ethnicity



The top four sports played by participants in order by popularity were basketball, track, softball, and football. Twenty-seven (27) percent of student athletes participating in SASI played one sport, 39 percent played two and 36 percent played 3 or more sports. The popularity of sports played by SASI participants was very similar to that reported by both Coach & Captain Retreat and DREAM Team students.

Chart 19
Sports Played By SASI Participants



*Numbers participating in sports will exceed numbers of athletes participating in SASI since students play more than one sport.

SUMMER INSTITUTE SURVEY DATA

SASI Summer Institute participants were asked to complete surveys at the end of the Summer Institute to assess 1) Knowledge Impact; 2) Institute Satisfaction; and 3) Institute Impact.

Knowledge Impact. To assess the degree to which SASI participants felt they learned new information, the survey provided eight statements and requested a response from options including *strongly agree*, *agree*, *disagree*, or *strongly disagree*. The statements were:

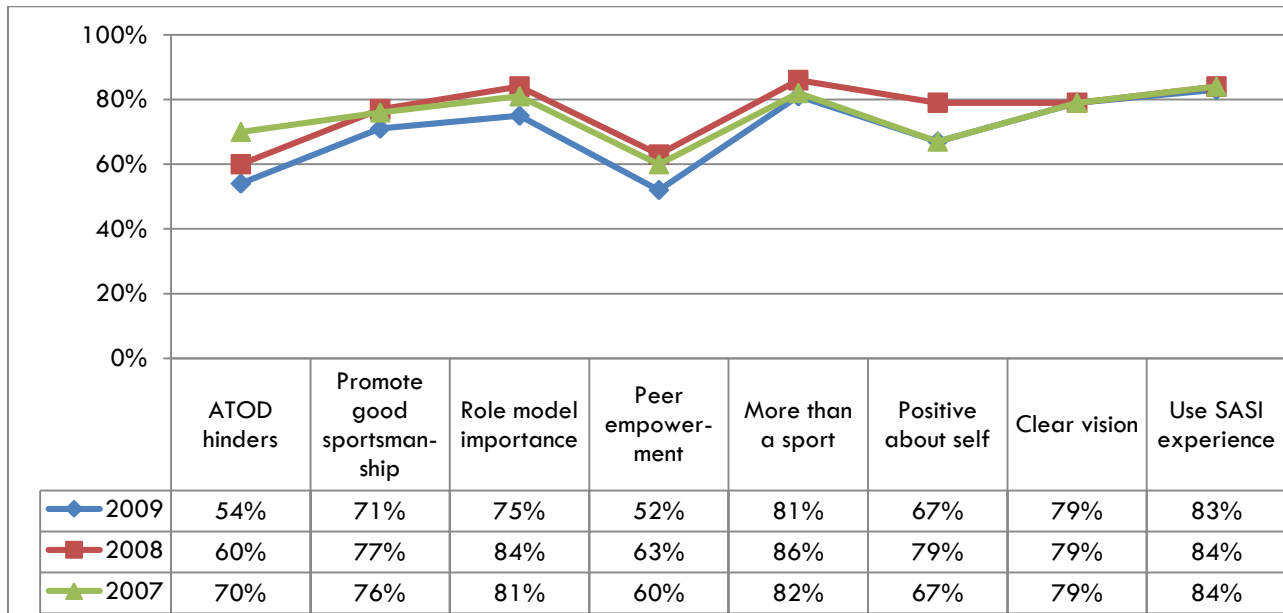
1. I now know more about how alcohol and other drugs hinder athletic performance and hurt personal relationships.
2. I now know more about how to promote good sportsmanship.
3. I now understand the importance of being a positive role model in and out of season.
4. I better understand how peers empower peers.

5. I understand that participating in athletics is more than just playing a sport.
6. SASI helped me feel more positive about who I am and who I want to become.
7. I have a clear vision of what being a SASI participant means.
8. I can use my SASI experience to become a more effective school leader.

Survey results showed SASI participants gained new and useful information as a result of attending the Institute. A comparison of *strongly agree* responses to the 8 questions over the past three years is illustrated in Chart 20 below.

Chart 20

**SASI Participant Knowledge Impact
Percentage of *Strongly Agree* Responses over 3 Years**



Moreover, data analyses of survey item responses showed combined participant responses of *strongly agree* and *agree* also yielded a highly positive response rate of either 99 or 100 percent for all 8 survey statements.

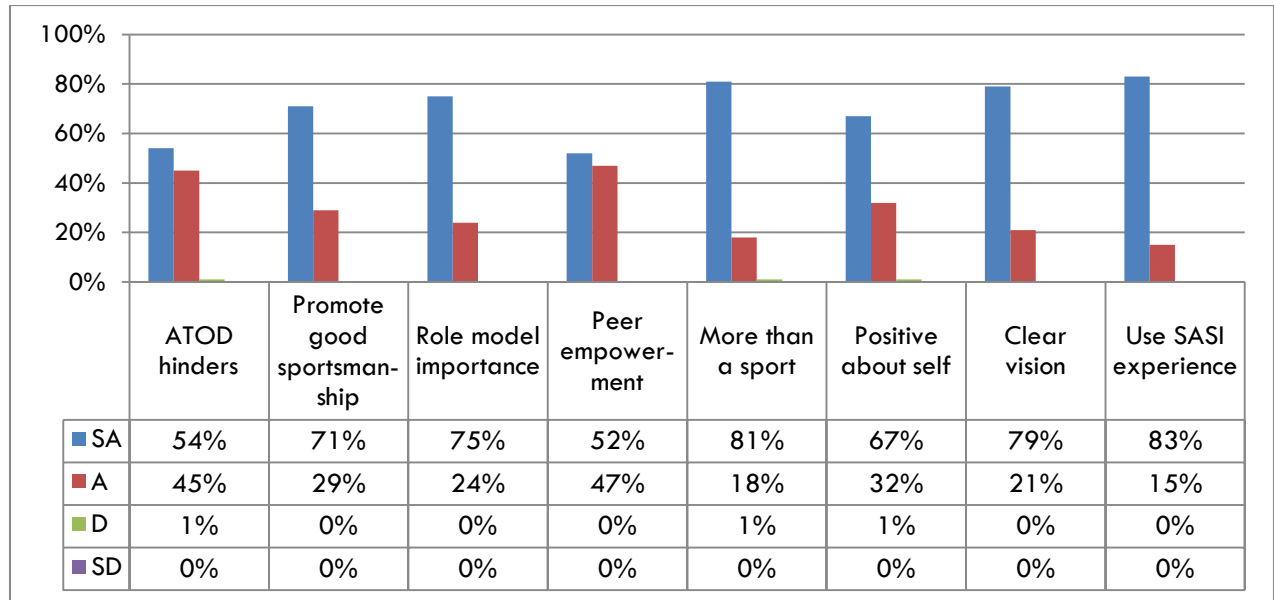
1. I now know more about how alcohol and other drugs hinder athletic performance and hurt personal relationships. (99%)
2. I now know more about how to promote good sportsmanship. (100%)
3. I now understand the importance of being a positive role model in and out of season. (100%)
4. I better understand how peers empower peers. (100%)
5. I understand that participating in athletics is more than just playing a sport. (99%)

6. SASI helped me feel more positive about who I am and who I want to become. (99%)
7. I have a clear vision of what being a SASI participant means. (100%)
8. I can use my SASI experience to become a more effective school leader. (100%)

Percentage response rates for all response options – *strongly agree, agree, disagree, and strongly disagree* – are displayed in Chart 21.

Chart 21

SASI Participant Knowledge Impact – Percentage of All Response Types



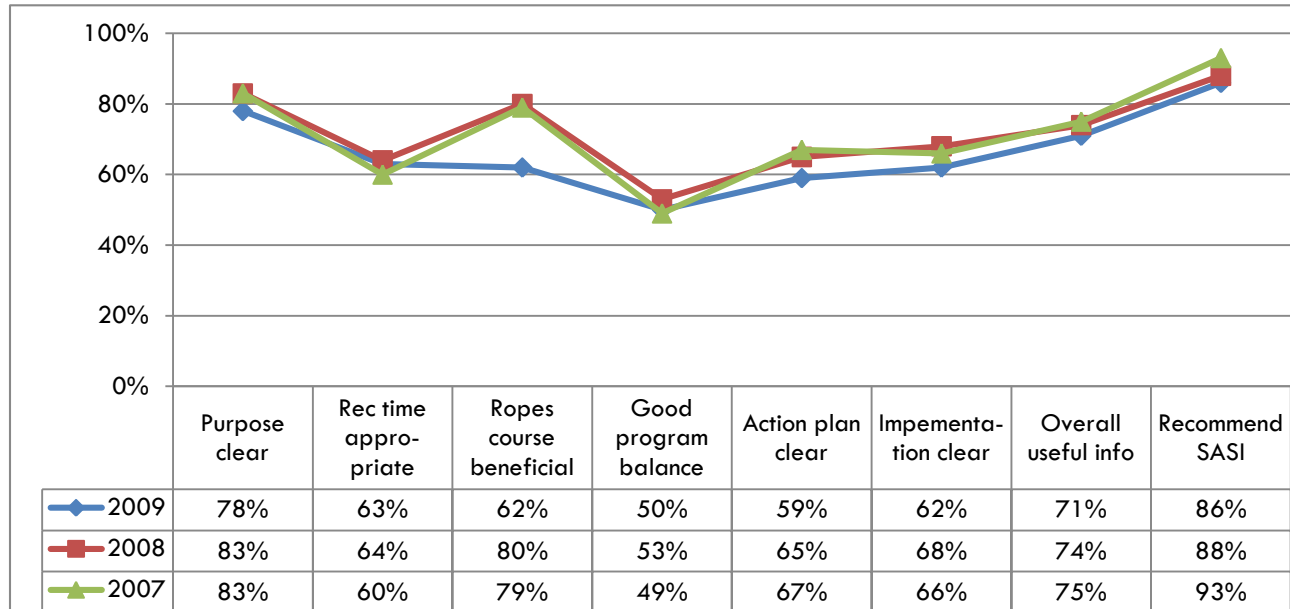
Institute Satisfaction. Another set of survey questions sought to determine participant satisfaction with Institute activities and SASI program delivery. Again, participants were asked to mark responses from *strongly agree, agree, disagree, or strongly disagree*. The eight related survey items are listed below.

1. The purpose of SASI was clear.
2. The recreational time was appropriate.
3. The ropes course was beneficial.
4. There was a good balance of presentations, group activities, recreational time, and free time.
5. The need for a team action plan was clear.
6. The importance of implementing my school's action plan was clear.
7. Overall, the information presented was useful.
8. I would recommend SASI to my fellow student athletes.

SASI participants were highly satisfied with the week's program. Chart 22 displays a comparison of response percentages for *strongly agree* over the past three years.

Chart 22

**SASI Participant View of the Week's Program
Percentage of *Strongly Agree* Responses over 3 Years**



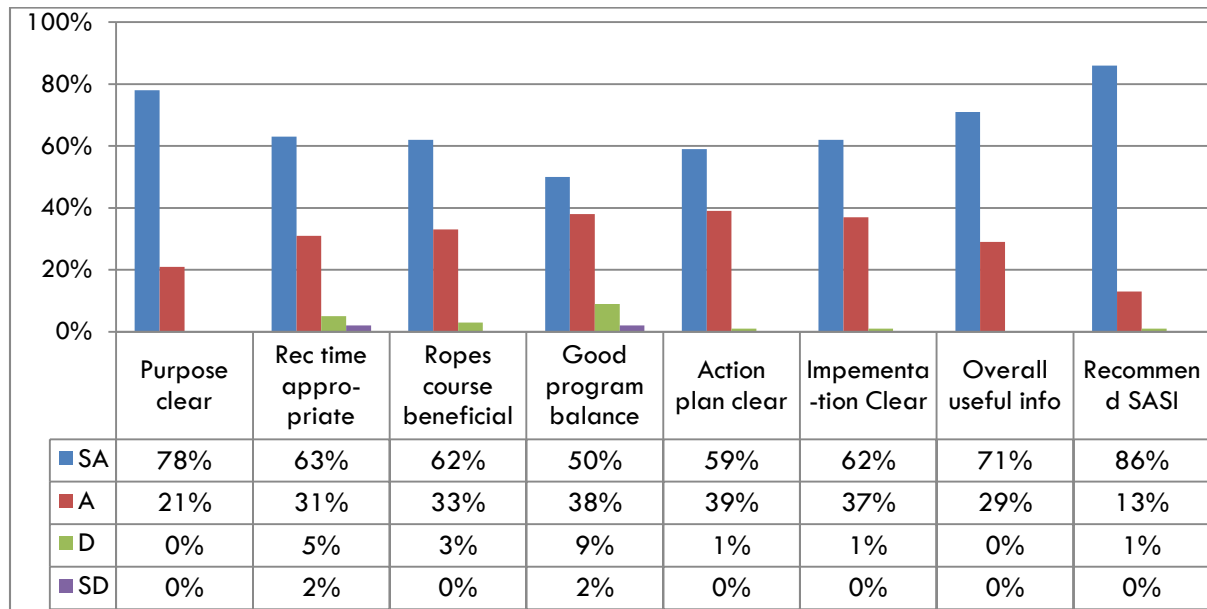
Combined responses of *strongly agree* and *agree* showed five of eight items yielded responses of 99 or 100 percent. As in years past, the lowest rate of satisfaction was found on items 2 and 4 which are related to the amount of program time allocated as “free time” where students have the opportunity to foster their newly formed friendships. 2009-2010 participants found the ropes course slightly less beneficial than those surveyed in years past. All eight survey items and their corresponding percentage of combined positive responses are listed below.

1. The purpose of SASI was clear. (100%)
2. The recreational time was appropriate. (93%)
3. The ropes course was beneficial. (97%)
4. There was a good balance of presentations, group activities, recreational time, and free time. (89%)
5. The need for a team action plan was clear. (99%)
6. The importance of implementing my school's action plan was clear. (99%)
7. Overall, the information presented was useful. (100%)
8. I would recommend SASI to my fellow student athletes. (99%)

Percentage response rates for all response options – *strongly agree, agree, disagree, and strongly disagree* – are displayed in Chart 23.

Chart 23

SASI Participant View of the Week's Program – Percentage of All Responses



Usefulness of Training Topics. In the past, participants were asked to select up to three topics from a list of nine when asked *which topics provided the most useful information*. The survey was revised for 2009-2010 to determine the level of usefulness for each of 9 topics presented. Additionally, participants were asked if they would suggest other topics that were not covered.

Six (6) percent of student athletes indicated there were additional topics they felt would have been helpful. Seven students made suggestions as follows:

- ◆ *PEER PRESSURE*
- ◆ *SIGNS OF DRUG USE*
- ◆ *SEX AND DRUGS*
- ◆ *COCAINE*
- ◆ *TEEN PREGNANCY*
- ◆ *SEXUAL RELATIONSHIPS*
- ◆ *PRE-MARITAL SEX*

The nine (9) topics presented were

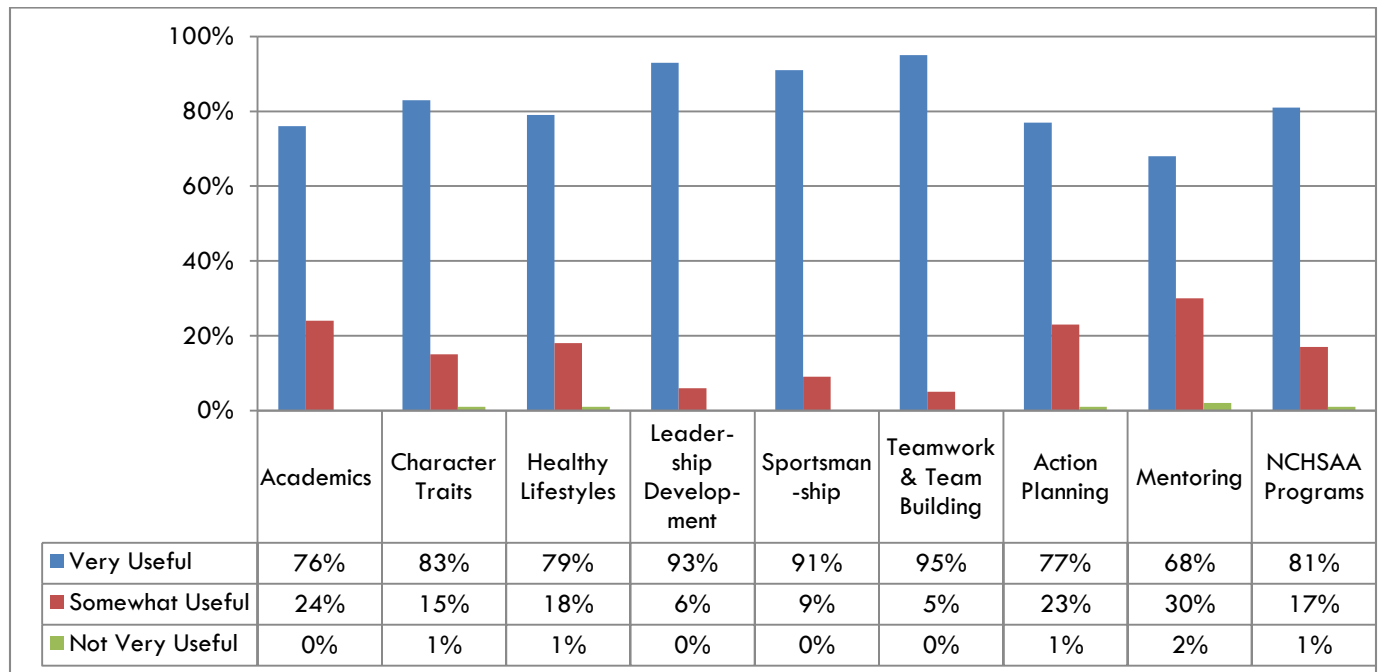
- ▣ Academics
- ▣ Character Traits
- ▣ Healthy Lifestyles
- ▣ Leadership Development
- ▣ Sportsmanship
- ▣ Teamwork & Team Building
- ▣ Action Planning
- ▣ Mentoring
- ▣ NCHSAA Programs

Analysis of responses found all topics perceived to be very useful. *Teamwork & Team Building*, *Sportsmanship*, and *Leadership Development* stood out as being the most useful topics.

Chart 24 displays the percentage of all responses for each topic presented.

Chart 24

Usefulness of Training Topics – Percentage of All Responses

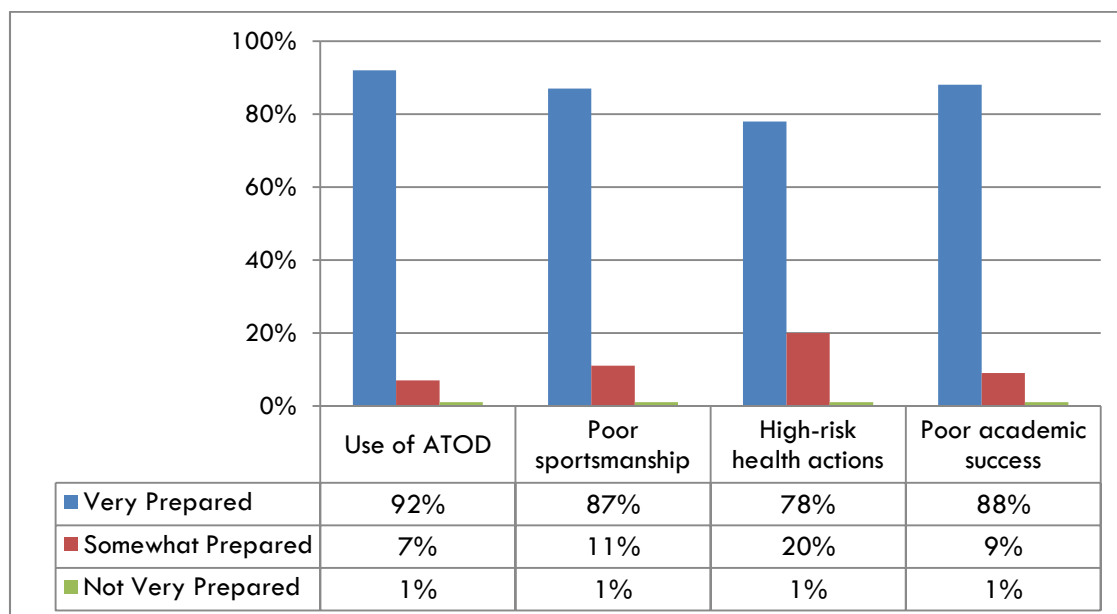


Take A Stand. The SASI Summer Institute sessions provide student athletes with information and techniques preparing them to Take A Stand on a variety of common issues / situations they are likely to witness back in their home schools. Previously, the survey has asked SASI participants to select one issue they learned about during the Institute on which they intended to Take A Stand during the upcoming year. For the current reporting year, student athletes were asked instead to share *how prepared* they felt after their training to Take A Stand if they encountered certain behaviors displayed by their peers. At the end of the year, a follow-up survey asked them to reflect on situations they had witnessed during the year and share perceptions of how well the Summer Institute had prepared them, and whether or not they had actually chosen to Take A Stand.

Responses provided after the Summer Institutes indicated students felt most prepared to Take A Stand on the *Use of Alcohol, Tobacco, and Other Drugs* back in their home schools. Chart 25 displays the percentages of how prepared students felt about each topic presented during training.

Chart 25

Preparedness to Take a Stand – Percentage of All Responses



OUTCOME DATA

A variety of data were collected at the end of the year from (1) school performance forms, (2) end-of-year surveys, and (3) Team Action Plan forms and Activity Logs completed by school SASI coaches and/or sponsors.

School Performance. The importance of academic and school success is a fundamental theme woven throughout the SASI curriculum. SASI team coaches submitted 2008-2009 performance

data for their team members when they arrived at the residential Institute in June 2009. Student grade point averages were reported using the North Carolina Standardized Transcript system. Quality weight points were applied by each school according to the standardized system. Performance results for the academic year were collected and reported again at the end of the 2009-2010 school year.

Performance data were reported and matched for 63 of the 225 individual students participating in the program (a 28 percent return rate) and were aggregated for each SASI region. Grade point averages for the five regions ranged from a low of 3.07 to a high of 3.94 for the baseline year of 2008-2009. Four regions showed increases in student achievement with 2009-2010 average GPA ranging from 3.51 to 3.76. One region showed a marginal decrease in average GPA from 3.07 to 3.05. Perhaps more important than the actual GPAs reported, eighty one (81) percent of SASI students maintained a GPA of 3.0 or better throughout the reporting year.

Attendance data for the 2009-2010 school year were also collected for each SASI participant and matched to data from the end of the 2008-2009 school year. Overall absences from school by SASI participants increased from one year to the next but remained relatively low.

Tables 19 and 20 display the average GPAs and days absent for 2008-09 and 2009-10 for each of the five SASI regions. Combined student performance data is reported in Table 24 on page 73.

Table 19**Summary of Academic Achievement**

REGION	GPA 2008-09	GPA 2009-10
Central	3.07	3.05
Mountain	3.94	3.94
Northeastern	3.38	3.43
Piedmont	3.83	3.86
Southeastern	3.65	3.67
OVERALL	3.66	3.68

Table 20**Summary of Student Attendance in Days Absent**

REGION	AVERAGE DAYS ABSENT 2008- 09	AVERAGE DAYS ABSENT 2009- 10
Central	10.3	14.0
Mountain	3.3	7.3
Northeastern	5.3	5.8
Piedmont	3.3	7.8
Southeastern	2.9	3.2
OVERALL	3.93	5.54

Additional program impact indicators are (1) school discipline infractions, (2) school dropout rates and, (3) game ejection numbers. Disciplinary infractions decreased from 13 to 2 during the reporting period. No students were ejected from games during either year and all students were on track to graduate.

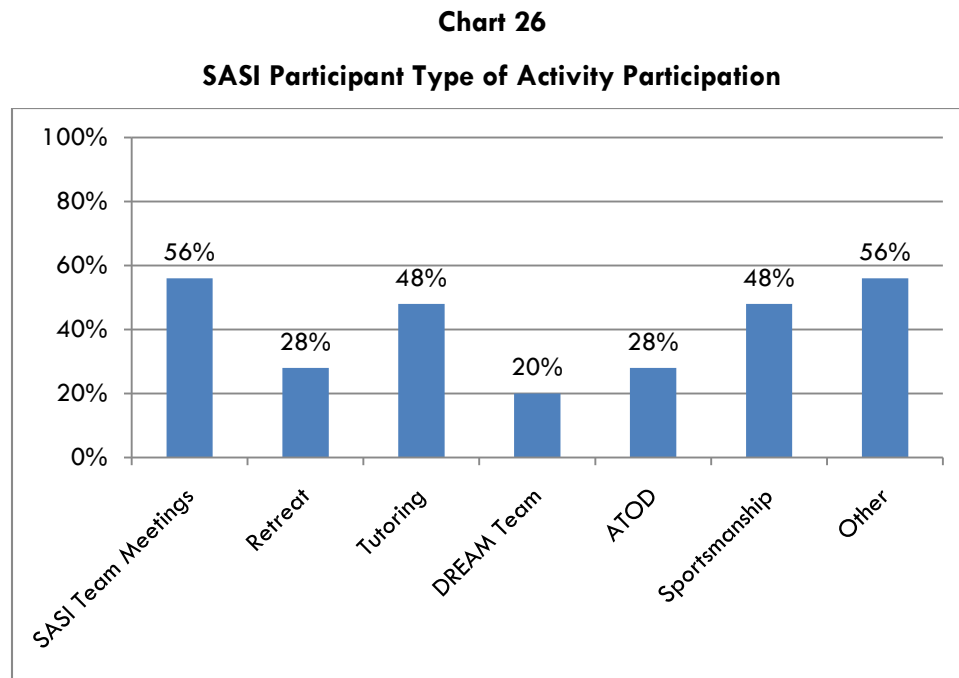
End-of-Year Survey. Follow-up surveys were distributed to participating schools at the end of the year and coaches / sponsors were asked to have SASI student athletes complete and return the survey.

Action Plans developed during the June 2009 training were implemented and carried out by SASI participants throughout the following academic year. One hundred (100) percent of SASI survey respondents thought that making a *Team Action Plan* was a good idea and reported having used the Plan during the year.

Student athletes were asked about the types of activities they had participated in during the year. They were allowed to mark as many answers as applied. Fifty six (56) percent of respondents indicated they had participated in students *SASI Team meetings*; 48 percent participated in activities promoting good *Sportsmanship* and *Tutoring* younger children. Twenty eight (28) percent implemented activities pertaining to *ATOD* education. Twenty (20) percent of SASI participants were also *DREAM Team* members. Over half of those student athletes responding also participated in *Other* types of service activities related to executing their Action Plans.

All survey respondents indicated that they participated in SASI activities during the past year. Seventy six (76) percent marked that they participated in *1-3 activities* during the year, 16 percent participated in *4-6 activities*, and 8 percent marked that there were *too many activities to count*.

The distribution of reported activities by type is displayed in Chart 26.



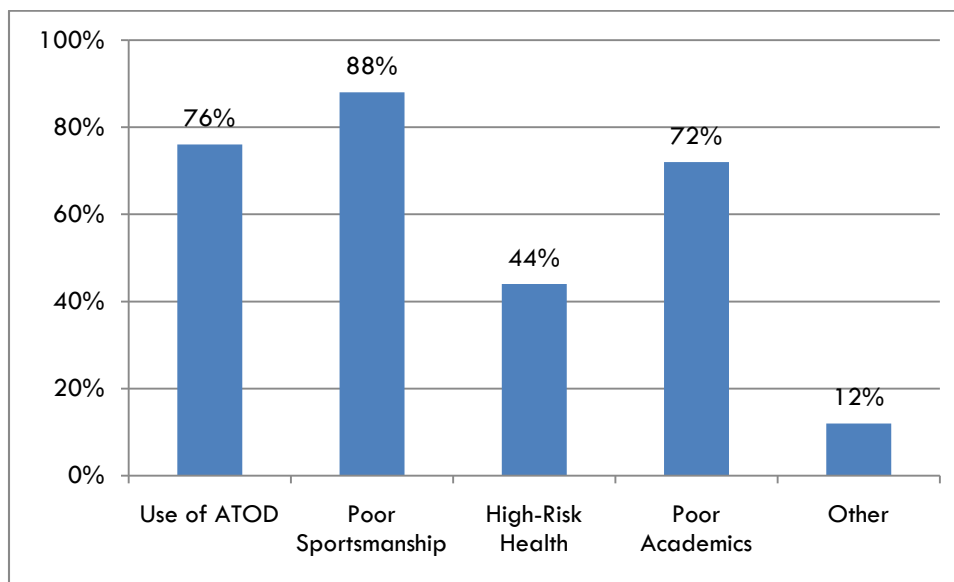
SASI students were also asked to reflect on those topics taught during the Summer Institute and to indicate the level of usefulness they had realized for each topic after implementing their Action Plans. All students completing the survey reported having found every Summer Institute topic either *very useful* or *somewhat useful* during the year. The survey asked if there were additional topics not covered at the Institute that would have been helpful to them. Three suggestions were offered:

- ♦ *HAZING; SKIPPING SCHOOL*
- ♦ *TEEN PREGNANCY*
- ♦ *MORE INFORMATION ABOUT STEROIDS*

The Summer Institutes provided student athletes with information and techniques to enable them to Take A Stand on a variety of common issues / situations they would be likely to encounter back in their home schools. The end of year survey asked student athletes which of the issues they had actually witnessed and chosen to Take A Stand on with their fellow students. Eighty eight (88) percent of students were able to Take A Stand after witnessing poor sportsmanship-like behaviors; 76 percent stood up to their peers on the use of alcohol, tobacco or other drugs; 72 percent confronted their fellow students regarding academic success; and 44 percent witnessed and spoke up against high-risk health actions. Twelve (12) percent of students witnessed Other behaviors and Took A Stand as a result; however, none chose to list what those behaviors were.

Chart 27

Percentage of Students Witnessing Behaviors and Choosing to “Take A Stand”



The End-of-Year survey offered students the opportunity to freely express themselves by responding to the question “What has this year’s SASI experience meant to you?” Over the past years, student comments have consistently illustrated the strength of the SASI program and its ability to positively impact student athlete success both in and out of school. This year was no exception. Some examples from those comments are:

- ◆ *THE WEEK WE SPENT AT SASI HELPED ME BUILD CONFIDENCE AND LEADERSHIP. I CAN WORK WITH OTHERS BETTER AND I CAN DISCUSS ISSUES BETTER. MY GRADES AND MY FRIENDS’ GRADES IMPROVED. I WILL USE THE THINGS I LEARNED THROUGHOUT MY LIFE.*
- ◆ *THE WEEK I SPENT AT SASI WAS SPECIAL. IT HELPED ME BECOME A BETTER LEARNER AND LEADER. I UNDERSTAND HOW TO HELP OTHERS AND HAVE A MORE POSITIVE INFLUENCE ON OTHERS. I PLAN TO USE WHAT I LEARNED ALL THE TIME.*
- ◆ *MY TIME AT SASI WAS REWARDING. IT MADE ME MORE AWARE OF MY FUTURE. I CAN TELL OTHERS HOW I FEEL AND HELP THEM WITH PROBLEMS AND SCHOOL WORK. I WISH WE COULD GO AGAIN!*

- ♦ *I ENJOYED MY TIME AT SASI AND IT HELPED ME UNDERSTAND MYSELF AND OTHERS BETTER. WORKING ON TEAM ASPECTS AND SHOWING LEADERSHIP SKILLS IS A LOT EASIER.*
- ♦ *I ENJOYED WORKING WITH SMALL CHILDREN. SASI HELPED ME WITH MY COMMUNICATION AND WITH BEING ABLE TO STAY FOCUSED.*
- ♦ *BEING A LEADER AT SCHOOL AND ON THE PLAYING FIELD.*
- ♦ *BEING ABLE TO BE A GOOD MENTOR TO LITTLE KIDS AND SHOW GOOD LEADERSHIP.*
- ♦ *IT MADE ME A BETTER PERSON. I AM MORE MOTIVATED.*

RESEARCH BASED DATA. Prior to 2009-2010, student athletes participating in the summer SASI Institutes have completed a Student Life Questionnaire, developed using Dr. Peter Benson's research. Analyses of the Questionnaire data has consistently revealed that SASI participants have typically been students who are confident, interested in doing well in school, involved in a variety of extra-curricular activities, and who feel supported by family.

Benson developed 40 Developmental Assets that children and adolescents need to grow up healthy, caring, and responsible. The research-based framework is organized into two types of assets. External Assets refer to the support and opportunities that are provided by family, friends, organizations, and communities. The Internal Assets focus on the capacities, skills, and values that young people need to internalize as part of developing their character, identity, and life skills. The more assets young people experience, the less likely they are to engage in a variety of high-risk behaviors and the more likely they are to engage in thriving behaviors.

In his research, Benson substantiated the need to have specific assets present in young people's lives for them to grow up as healthy, caring and responsible individuals.³ Benson's eight asset types as applied to DREAM Team member comments are: support; empowerment; boundaries and expectations; constructive use of time; commitment to learning; positive values; social competencies; and, positive identity.

EXTERNAL ASSETS

Support

Empowerment

Boundaries & Expectations

Constructive Use of Time

INTERNAL ASSETS

Commitment to Learning

Positive Values

Social Competencies

Positive Identity

The Student Life Questionnaire was not administered to SASI students in 2009-2010. Rather, a definitive set of 16 statements were developed based on Benson's 40 Developmental Assets and were posed to SASI participants. Each item statement solicited rating responses for both *before program participation* and *as a result of program participation*. Analysis of this data set proved to yield a more definitive set of data documenting positive life changes in program participants.

³ Benson, Peter. *All Kids Are Our Kids*. San Francisco: Jossey-Bass Publishers, 1997.

Asset types and their correlating survey item statements are listed below.

ASSET TYPE	SURVEY STATEMENT ITEM
Support	I receive support and encouragement from adults outside of my family.
Support	I am able to effectively connect with and communicate with adults.
Support	I am respected by adults at my school and in my community.
Empowerment	I am confident in my ability to make a difference in my school and community.
Empowerment	I am a positive role model for others.
Commitment to Learning	I am motivated to do well in school.
Commitment to Learning	I am confident in my ability to influence others about their academic success.
Positive Values	I am able to stand up for what I believe in.
Positive Values	I can accept personal responsibility.
Positive Values	I am committed to help and influence others to do the right thing.
Social Competencies	I make thoughtful and good decisions.
Social Competencies	I am comfortable working with others who I perceive to be "different" than me.
Social Competencies	I am confident in my ability to resist peer pressure.
Social Competencies	I am confident in my ability to resolve conflict in a non-violent manner.
Positive Identity	I am confident in who I am and what I am capable of.
Positive Identity	I am optimistic about my future.

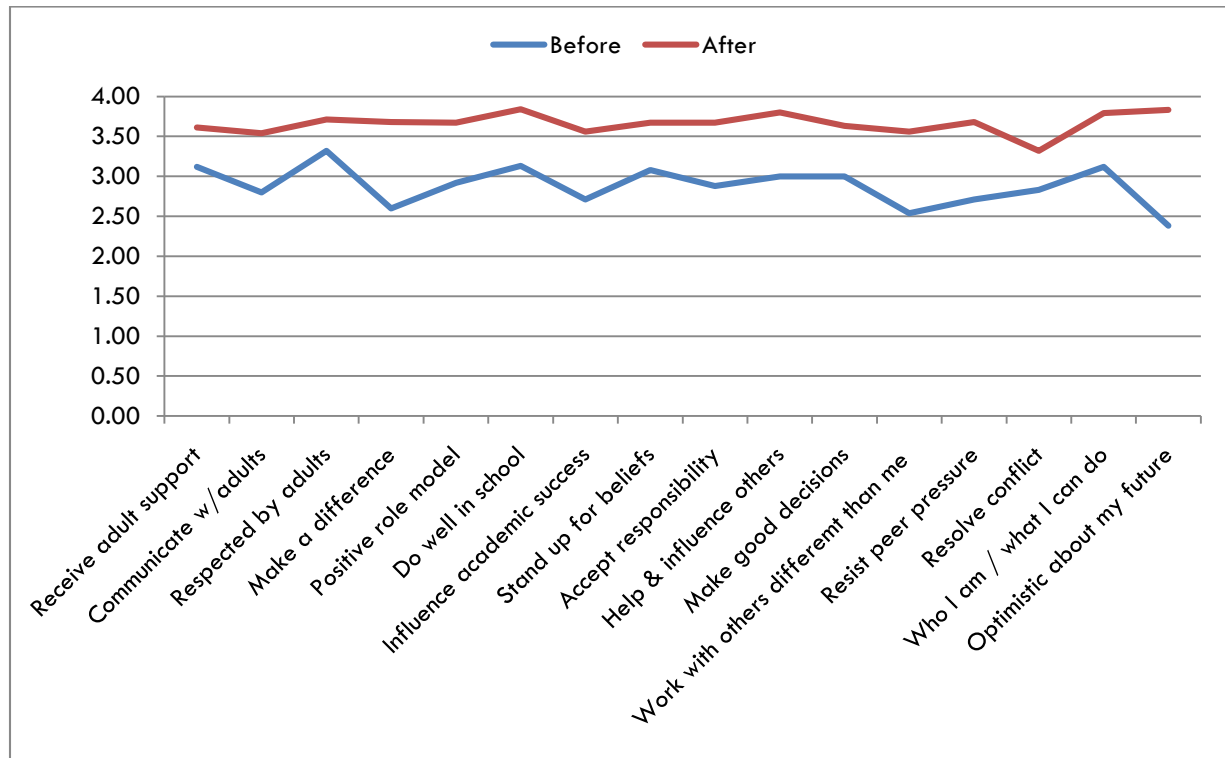
Survey responses were first analyzed using statistical means. A 4 point rating scale was used with response options including 4 levels of agreement for each statement presented. Four (4) points were assigned to *Strongly Agree*; 3 points to *Agree*; 2 points to *Disagree*; and 1 point to *Strongly Disagree*. Four points indicates the highest score.

Analysis revealed that DREAM Team members perceived themselves to be a generally confident group of student athletes with positive values and the desire to make a difference and positively influence others prior to their program participation. Mean scores for *before* responses fell within a very narrow range between 2.38 and 3.12. Mean score responses for *after* program participation increased for all sixteen survey items with a positive range between 3.32 and 3.84.

Chart 28 on the following page displays statistical means scores *before* and *after* program participation. A data table containing specific mean scores for each statement is provided for reference. The reader is strongly encouraged to reference the full statement items shown above as only partial statements are shown on the chart.

Chart 28

**Mean Score Responses to Self-Perception Statement Items
Before and After Program Participation**



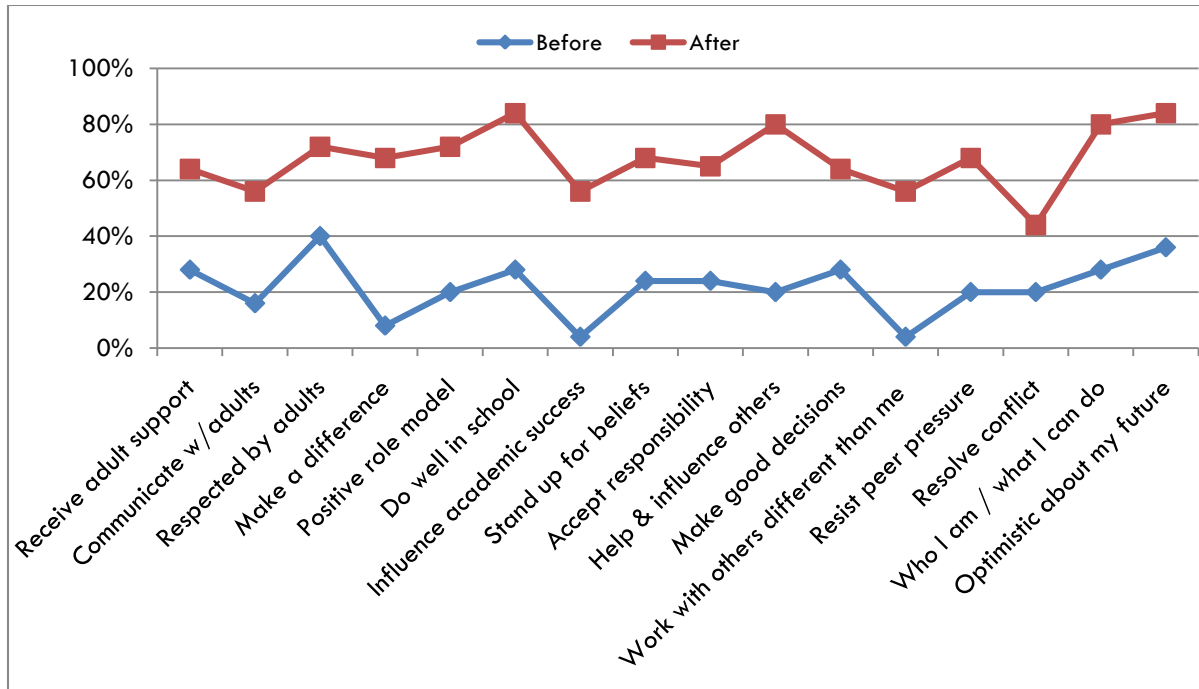
Partial Survey Statement	Before	After
Receive adult support	3.12	3.61
Communicate w/adults	2.80	3.54
Respected by adults	3.32	3.71
Make a difference	2.60	3.68
Positive role model	2.92	3.67
Do well in school	3.13	3.84
Influence academic success	2.71	3.56
Stand up for beliefs	3.08	3.67
Accept responsibility	2.88	3.67
Help & influence others	3.00	3.80
Make good decisions	3.00	3.63
Work with others different than me	2.54	3.56
Resist peer pressure	2.71	3.68
Resolve conflict	2.83	3.32
Who I am / what I can do	3.12	3.79
Optimistic about my future	2.38	3.83

Further analysis compared changes in the percentages for each response type. Response changes in the *Strongly Agree* category were statistically significant for every survey statement item at

$p < .05$ and are displayed in Chart 29 on the next page. Again the reader is encouraged to reference the entire survey statements shown at the top of page 62.

Chart 29

**Percentage of *Strongly Agree* Responses to Self-Perception Statement Items
Before and After Program Participation**



Partial Survey Statement	Strongly Agree	
	Before	After
Receive adult support	28%	64%
Communicate w/adults	16%	56%
Respected by adults	40%	72%
Make a difference	8%	68%
Positive role model	20%	72%
Do well in school	28%	84%
Influence academic success	4%	56%
Stand up for beliefs	24%	68%
Accept responsibility	24%	65%
Help & influence others	20%	80%
Make good decisions	28%	64%
Work with others different than me	4%	56%
Resist peer pressure	20%	68%
Resolve conflict	20%	44%
Who I am / what I can do	28%	80%
Optimistic about my future	36%	84%

Documenting increases in how agreeable participants are to survey statement items is critical to understanding program impact. Equally important are the changes that occur within the *Disagree* and *Strongly Disagree* response types. Percentages of SASI participant responses within these response types, although low, were nevertheless provided by some students for *Before Program Participation*. Substantial changes occurred in responses *As a Result of Program Participation*, as they were nonexistent except for the statement regarding confidence in participants' ability to resolve conflict in a non-violent manner. See Table 21 below to note the elimination/reduction in disagreement to survey statement items.

Table 21

**Percentage of *Strongly Disagree* and *Disagree* Responses to Self-Perception Statement Items
Before and After Program Participation**

	Strongly Disagree		Disagree	
	Before	After	Before	After
I receive support and encouragement from adults outside of my family.	0%	0%	16%	0%
I am able to effectively connect with and communicate with adults.	4%	0%	28%	0%
I am respected by adults at my school and in my community.	0%	0%	8%	0%
I am confident in my ability to make a difference in my school and in my community.	4%	0%	40%	0%
I am a positive role model for others.	0%	0%	28%	0%
I am motivated to do well in school.	4%	0%	0%	0%
I am confident in my ability to influence others about their academic success.	4%	0%	24%	0%
I am able to stand up for what I believe in.	4%	0%	8%	0%
I can accept personal responsibility.	12%	0%	12%	0%
I am committed to help and influence others to do the right thing.	0%	0%	20%	0%
I make thoughtful and good decisions.	8%	0%	12%	0%
I am comfortable working with others who I perceive to be "different" than me.	12%	0%	24%	0%
I am confident in my ability to resist peer pressure.	8%	0%	32%	0%
I am confident in my ability to resolve conflict in a nonviolent manner.	8%	4%	20%	4%
I am confident of who I am and what I am capable of.	4%	0%	8%	0%
I am optimistic about my future.	0%	0%	8%	0%

TEAM ACTION PLAN & ACTIVITY LOG. During the 2009 Summer Institutes, student athletes and sponsors developed Action Plans to guide their activities during the school year. At the end of the year, SASI coaches /sponsors submitted Activity Logs documenting the types of activities completed and the estimated numbers of persons impacted. Thirteen (13) of 51 SASI coach/sponsors reported an estimated 40,641 students and 25,697 adults received information and services through the activities planned and implemented by SASI student athletes.

Table 22 below summarizes the reported numbers of persons impacted by the five SASI regions. Activities are detailed in Table 23 beginning on page 69. All impact numbers are a best estimate and were reviewed for feasibility and to avoid duplication with other program reporting.

Table 22
Impact Summary of SASI Action Plan Projects

SASI Region	# Schools Reporting	# Impacted by SASI Activities	
		Students	Adults
Central	1 of 6	18,970	5,755
Mountain	1 of 4	3,253	358
Northeastern	1 of 12	9,302	8,320
Piedmont	3 of 12	3,490	2,450
Southeastern	7 of 17	5,626	8,814
Total SASI	13 of 51	40,641	25,697

Photographs, letters, news articles, internet web sites and media links, and other artifacts were submitted and reviewed. A sampling can be found under the “Pictorial Documentation” tab of this report.

DISCUSSION

The Student Athlete Summer Institute (SASI) program began in 1985 with support from the former NC Department of Public Instruction, Alcohol and Drug Defense Division. The Department of Public Instruction administered and staffed the program until outsourcing to the North Carolina High School Athletic Association. Until seven years ago, SASI was administered separately from the *Coach Mentor Training Program* by NCHSAA. After researching and planning, the program was assimilated into the *Coach Mentor Training Program*.

SASI is a comprehensive introductory program designed to train student athletes to become role models and leaders. The SASI program complements other programs administered through the *Coach Mentor Training Program* and serves as a springboard or starter program for DREAM Team, Coach and Captain Retreat, and PATH/Peer Helper.

SASI is a research-based program adhering to evidence-based principles for substance abuse prevention.⁴ The program curriculum uses researched strategies and instructional activities, including experiential/hands-on activities, from nationally recognized authorities in the field. The program targets rising 10th and 11th grade high school student athletes who have some risk areas, but are able to maintain acceptable school performance. Schools are encouraged to select a 4 to 6 member SASI team balanced by gender, ethnic background, and sports participation. Participating schools make every effort to select students who meet this target population profile, as evidenced by demographic data review and analysis.

Students are trained by *Coach Mentor Training Program* facilitators at five regional week-long Summer Institutes. The program depends on coaches at the school level to provide follow up with year-long leadership development activities. The school is the logical place for implementation of new skills and activities. The setting is relatively low risk with a high protection factor. Students interact in the safety of the school environment learning self-confidence, empowerment, and leadership skills under the guidance of the coach/sponsor who attended the Summer Institute with them.

The gender and ethnic balance of SASI participants has remained relatively consistent over the past 5 years. Gender balance for 2009 SASI participants was evenly split between males and females. Of those responses submitted regarding ethnicity, 61 percent of SASI participants reported themselves as white, 26 percent as black and 10 percent as Asian, Hispanic, Native American, or Other. Three (3) percent of student athletes chose not to report their ethnic background.

With Action Plans developed during the 2009 Summer Institutes to guide them, student athletes planned, designed, and delivered a wide variety of leadership development activities and services to peers and young students in their schools and communities. The year-long activities and services not only significantly impacted and influenced the student athletes, but also created a wide sphere of positive influence to all persons who came into contact with SASI athletes and their positive messages and actions.

Transition from the less competitive environment of elementary and middle school to the highly competitive high school environment can be difficult for students. SASI provides strategies for student athletes who are experiencing tremendous pressure to compete and win. Many high school students may have the necessary physical ability, but not the emotional or social skills needed to deal with high-stakes competition. Conference and state championships and college scholarships are at stake. Students equipped with positive and effective strategies are less likely to turn to ATOD to understand and deal with the pressures of athletic competition. The SASI experience continues to be highly successful at helping students gain a full understanding of what it means to participate in athletics. Survey data reveal 99 percent of 2009 SASI student athletes understand *athletic participation is more than playing a sport*.

Additionally, the integration of the topic of good sportsmanship throughout the curriculum has been shown to positively change the way students view sportsmanship. SASI participants have been successful in using tools provided to them during training to become strong, vocal advocates for good sportsmanship-like conduct. End-of-Year survey data revealed 88 percent of students Took A Stand against poor sportsmanship they witnessed, and 76 percent Took A Stand against

⁴ *Evidence-Based Principles for Substance Abuse Prevention*. Office of National Drug Control Policy: Washington, DC, 1998.

ATOD during the school year, augmenting the successful impact of these topics on program participants.

Data gathered for 2009-2010 confirm extremely positive personal growth outcomes for SASI participants and positive influences delivered to others. As students implemented their team Action Plan throughout the academic year, they provided widespread influence to peers, younger students, and their communities.

Table 23**Program Impact for of Regional SASI Action Plan Projects**

Region/School	Activity	What Activity was About	Who Activity was For	Number of Students Impacted	Number of Adults Impacted
CENTRAL REGION					
South View					
	Beautification Project	Campus beautification	Everyone	1800	150
	Little Tigers Camp	Sportsmanship Camp for Little Tigers	Younger Students	100	30
	Reading Program	Reading to Kindergarten and 1st Graders	Grades K-1	120	25
	Bulletin Board	Motivation / Sportsmanship	Grades 9-12	1800	150
	Elementary Night	Bring Elementary kids to football game for Sportsmanship	Elementary Schools	2500	800
	Bulletin Board	Sportsmanship Camp for Little Tigers	Grades 9-12	1800	150
	Bulletin Board	Reality	Grades 9-12	1800	150
	Coaches VS Cancer	Fundraising for breast cancer	Grades 9-12	2000	150
	Bulletin Board	Motivation	Grades 9-12	1800	150
	Bulletin Board	ATOD - Prom Week	Grades 9-12	1800	150
	Jungle Clean Up	To pick up trash on campus	Grades 9-12	1800	150
	PSA	Sportsmanship (October, November and May)	Game attendees	1650	3700
TOTAL CENTRAL				18,970	5,755
MOUNTAIN REGION					
North Surry					
	Anti-ATOD Poster	Posters with anti-ATOD slogans	Grades 9-12	900	100
	Athlete of the Week	Outstanding athletes	Grades 9-12	900	100
	Anti-ATOD Poster	Posters with anti-ATOD slogans	Grades 9-12	900	100
	Welcome Wagon	Treats for visiting basketball teams(varsity)	Visiting Teams	250	25
	Adopt A Family	Provide Christmas for needy family	One Family	3	2
	Middle School Presentations	Visited middle schools and provided anti-ATOD presentation (3 sessions)	Grades 7-8	180	3
	Varsity Athletes Social	Ice cream social	Varsity Athletes	120	0
	Coaches' Appreciation	Cookout at end of year	Coaches	0	28
TOTAL MOUNTAIN				3,523	358

NORTHEASTERN REGION					
JH Rose					
	DREAM Team Training	Training on working with elementary students	DREAM Team	15	3
	Rampant Tree	Clubs adopted needy children and provided clothes and items for Christmas	All Clubs	1700	130
	Salvation Army Bells	DREAM Team students rang bells for Salvation Army	DREAM Team	15	1
	PSA	DREAM Team wrote and read PSA at all Football and Basketball games	School & community	4000	8000
	SASI Sportsmanship Awards	Awards presented to one athlete per varsity sport	Athletes and coaches	10	10
	Coupon Book Fundraiser	Sold coupon books to raise funds for new mascot	DREAM Team members	92	1
	Read Across America	Visited elementary schools to read to students K-2	Grades K-2	900	11
	National Sportsmanship Day	Presented sportsmanship program to 5th graders at 6 elementary schools	Grade 5	400	11
	Special Olympics	Volunteered assistance at Special Olympics for the county	Special Olympics students	350	1
	PEP Assembly	New mascot was introduced	Students & Faculty	1800	150
	Concession Stand	Worked concessions for basketball games to raise money for SASI Camp next summer	DREAM Team members	20	2
TOTAL NORTHEASTERN				9,302	8,320
PIEDMONT REGION					
Forbush					
	Community Service Challenge	Challenged coaches to do community service with team	Athletic teams and coaches	200	20
	Sportsmanship Awareness	Worked with Starmount SASI and had booth at Unifi Bowl football game. Handed out goodie bags.	Fans	1000	1000
	Red Ribbon Week	Events during the week and Guest Speaker who talked about his drinking & driving experience	Grades 9-12	1000	60
	Pink Night	Sponsored a night to honor cancer survivor at softball games - teams wore pink shirts	Fans & players	200	200

Southern Alamance					
	Athletic Boosters Presentation	Positive Initiation: Presented healthy living alternatives to hazing	Members of Boosters, parents, coaches, athletes, administrators	200	30
	Signing Day Awards	Presented Male/Female Athlete of the Month	Varsity athletes, parents and community members	70	15
	SASI Athlete of the Month	Presented Male/Female Athlete of the Month	Varsity athletes, parents and community members	70	15
Starmount					
	Athlete of the Week	Chose outstanding athlete to honor each week			
	Athlete of the Year	Male and Female Athlete Awards for Athletics Banquet	Athletes, coaches, and parents	150	100
	8th Grade Visit	Presentation to 8th graders about academics and athletics	8th Graders	100	10
	Unifi Bowl Sportsmanship Day w/Forbush	Passed out candy and quotes about sportsmanship at Starmount vs Forbush football game	Students and Fans	500	1000
TOTAL PIEDMONT				3,971	754
SOUTHEASTERN REGION					
CB Aycock					
	Open House Presentation	Balancing Athletics and Academics in HS (presented on 2 occasions)	8th Graders and parents	300	500
Jones					
	VIP for a VIP	Presentations regarding results of drugs, alcohol, texting and no seat belt use when driving	Grades 9-12	385	

	VIP for a VIP	Presentations regarding results of drugs, alcohol, texting and no seat belt use when driving	Local law enforcement, EMS and Central School personnel		85
	Special Olympics	Assisted Special Needs students during events	Grades PK - 12	100	50
Kinston					
	Special Olympics	Helping athletes go to their events	Special Olympians	15	6
	Middle School Presentation	Presentation about high school	Grade 8	40	4
Rosewood					
	Sportsmanship Pledge PSA	PSA at all home athletic events during the year promoting good sportsmanship	Players, parents, coaches and fans	4000	8000
South Lenoir					
	Mini SASI Camp	Provided leadership training and instruction to middle schoolers	Grades 7-8 athletes	25	1
	Freshman Orientation Presentation	Presented and encouraged the SASI ideals	Rising freshmen	200	20
	SASI Website Creating	Recruiting and informational website for students and parents; teaching tool	All interested students; target on Middle School	50	20
Spring Creek					
	Adopted Family	Provided Christmas for needy family	Family	60	3
	Prom Safety	Chalk drawings in parking lot preventing drunk driving during Prom	Grades 11-12	300	76
White Oak					
	Volunteer/Community Work	Worked at Christmas Cheer to provide toys and food to the poor and homeless	Needy community members	16	40
	Elementary Presentations	Importance of academics and staying drug and alcohol free	Grades 5-6	55	4

	Middle School Presentations	Importance of academics and staying drug and alcohol free	Grades 7-9	80	5
TOTAL SOUTHEASTERN				5,626	8,814
TOTAL SASI				40,641	25,697
GRAND TOTAL				66,338	

Table 24

**SASI Student Performance Indicators by Region
2008-09 and 2009-10**

Region and School	Student	GPA 08-09	Abs. 08-09	Disc. 08-09	Eject 08-09	GPA 09-10	Abs. 09-10	Disc. 09-10	Eject 09-10	Drop Out
CENTRAL	N=4 students with 1 schools reporting Performance Indicators for both 2008-09 and 2009-10									
South View	1	3.0909	3	0	0	3.1	12	0	0	0
South View	2	4.2083	13	0	0	4.1563	14	0	0	0
South View	3	2.5625	17	1	0	2.4583	17	0	0	0
South View	4	2.4167	8	0	0	2.4839	13	0	0	0
MOUNTAIN	N=7 students with 2 schools reporting Performance Indicators for both 2008-09 and 2009-10									
McDowell	1	4.37	1	0	0	4.42	4	0	0	0
McDowell	2	4.04	1	0	0	4.125	15	0	0	0
McDowell	3	3.75	5	0	0	3.7917	7	0	0	0
McDowell	4	3.87	2	0	0	3.75	5	0	0	0
North Surry	1	4.2266	4	0	0	4.3542	6	0	0	0
North Surry	2	3.8125	8	0	0	3.6979	8	0	0	0
North Surry	3	3.5234	2	0	0	3.4583	6	0	0	0
NORTHEASTERN	N=6 students with 1 schools reporting Performance Indicators for both 2008-09 and 2009-10									
JH Rose	1	2.0833	4	0	0	2.1786	6	0	0	0
JH Rose	2	2.125	6	0	0	2.25	6	0	0	0
JH Rose	3	2.5	17	0	0	2.4286	15	0	0	0
JH Rose	4	4.9375	2	0	0	5	3	0	0	0
JH Rose	5	4.25	3	0	0	4.25	3	0	0	0
JH Rose	6	4.4375	0	0	0	4.45	2	0	0	0
PIEDMONT	N=13 students with 3 schools reporting Performance Indicators for both 2008-09 and 2009-10									
Forbush	1	4.375	2	0	0	4.4296	3	0	0	0
Forbush	2	4.3838	4	0	0	4.7864	4	0	0	0
Forbush	3	3.1094	1	1	0	3.0429	1	0	0	0
Forbush	4	4.0156	1	1	0	3.906	10	0	0	0
Forbush	5	3.4141	4	5	0	3.4895	12	0	0	0
Forbush	6	4.4115	4	2	0	4.5312	14	0	0	0
Starmount	1	3.29	2	0	0	3.21	5	0	0	0
Starmount	2	3.32	5	0	0	3.38	19	0	0	0
Starmount	3	3.48	0	0	0	3.54	1	0	0	0
Starmount	4	3.12	5	0	0	3.17	13	0	0	0
Southern Alamance	1	4.5	5	0	0	4.4376	6	0	0	0
Southern Alamance	2	4	4	0	0	3.875	3	0	0	0
Southern Alamance	3	4.33	6	0	0	4.375	11	0	0	0

SOUTHEASTERN	N=33 students with 8 schools reporting Performance Indicators for both 2008-09 and 2009-10									
C.B.Aycock	1	4.4479	6	0	0	4.5	5	0	0	0
C.B.Aycock	2	4.1458	1	0	0	4.2	1	0	0	0
C.B.Aycock	3	3.8828	2	0	0	3.9	2	0	0	0
C.B.Aycock	4	3.4922	3	0	0	3.4	3	0	0	0
C.B.Aycock	5	4.0313	0	0	0	4.1	6	0	0	0
Jones	1	3.7031	3	0	0	3.3984	7	0	0	0
Jones	2	3.9844	4	0	0	4.125	0	0	0	0
Jones	3	2.8917	4	0	0	2.9635	5	0	0	0
Jones	4	4.2188	5	0	0	4.1765	8	0	0	0
Jones	5	3.4333	5	0	0	3.5761	3	0	0	0
Kinston	1	3	7	0	0	3.1	2	0	0	0
Kinston	2	3.47	3	0	0	3.3	2	0	0	0
Kinston	3	1.65	6	2	0	1.96	2	0	0	0
Kinston	4	3.8	2	0	0	3.8	0	0	0	0
Rosewood	1	2.84	4	0	0	2.69	6	0	0	0
Rosewood	2	3.51	0	0	0	3.28	0	0	0	0
South Lenoir	1	4.5	1	0	0	4.6146	2	0	0	0
South Lenoir	2	4.6797	0	0	0	4.8281	1	0	0	0
South Lenoir	3	2.4844	4	0	0	2.3438	5	2	0	0
Southern Wayne	1	4.78	0	0	0	5.0489	4	0	0	0
Southern Wayne	2	4.34	5	0	0	4.4063	3	0	0	0
Southern Wayne	3	2.79	5	0	0	2.8226	7	0	0	0
Southern Wayne	4	4.27	2	0	0	4.3125	2	0	0	0
Southern Wayne	5	4.45	3	0	0	4.4896	2	0	0	0
Southern Wayne	6	2.9	4	0	0	3.4113	1	0	0	0
Southern Wayne	7	4.47	0	0	0	4.5065	3	0	0	0
Spring Creek	1	4.2	9	0	0	3.92	1	0	0	0
Spring Creek	2	4.4	0	0	0	4.48	4	0	0	0
Spring Creek	3	3.6	1	0	0	3.46	6	0	0	0
Spring Creek	4	2.8	4	1	0	2.42	0	0	0	0
Spring Creek	5	3.9	3	0	0	3.85	6	0	0	0
White Oak	1	3.179	2	0	0	3.286	5	0	0	0
White Oak	2	2.31	0	0	0	2.42	1	0	0	0
SASI TOTALS		3.66	3.8	13	0	3.68	5.5	2	0	0

