

A PROGRAM PROPOSAL FOR DEVELOPING
STUDENT-ATHLETES THROUGH THE RELATIONSHIP BETWEEN ATHLETICS AND
HIGHER EDUCATION

By

Brian I. Cooper

A Program Proposal

Presented to the

Faculty of the Department of Public Policy and Administration

School of Business and Public Administration

CALIFORNIA STATE UNIVERISTY, BAKERSFIELD

In Partial Fulfillment for the Requirements for the Degree of

MASTERS OF PUBLIC POLICY ADMINISTAION

June 2014

Copyright

By

Brian Issac Cooper

2014

A PROGRAM PROPOSAL FOR DEVELOPING
STUDENT-ATHLETES THROUGH THE RELATIONSHIP BETWEEN ATHLETICS AND
HIGHER EDUCATION

By

Brian I. Cooper

This thesis has been accepted on behalf of the Department of Public Policy and Administration
by:

Jinping Sun

Jinping Sun, Ph. D., First Reader

5/27/14

Date

Thomas R. Martinez

Thomas Martinez, Ph.D., Second Reader

5/27/14

Date

Acknowledgements

There have been many people in my life that have made this possible for me to achieve my Master's Degree in Public Policy and Administration. I must first thank God, for given me the athletic ability and the will to pursue postsecondary education through sports. While I was first only motivated by sports to earn the grades needed to participate, did I come to understand what a University Degree really meant. After coming to this realization, I ultimately chose this path because of the encouragement from family and friends.

I thank all my professors, especially Dr. Jinping Sun and Dr. Thomas Martinez for their guidance, expertise, and giving me the confidence to focus my graduate studies on what I am passionate about most, sports and education. I thank Dr. R. Steven Daniels for his exceptional rhetoric and extensive knowledge in the field of Public Policy and Administration. I would also like to thank Dr. Chandra Commuri for his engaging and thought provoking lectures in multicultural and special topics in the field of Public Policy and Administration.

Last, but not least, I thank my four children, Kennedy (9), Billie (9), Polo (7), and Guy (1), for reminding me every day I had class; asking if I get straight A's; and for going to bed early so I could get my school work done. Finally, Jacey, my True Beauty, I thank her for giving me the strength to quit my job and to pursue a Master's Degree so we could both be happier. I thank her for her showing me drive and focus, and sacrificing time at work to get me through this. Jacey has supported our family with her hard work and passion and has been a great example to our children and me. I look forward to supporting her through her graduate degree.

Table of Contents

Executive Summary	iii
Chapter 1 – Introduction	
Background of the Problem.....	7
Statement of the Problem.....	8
Methods and Procedures of Study.....	8
Importance of the Study.....	9
Chapter 2 – Statement of the Problem	
Overview.....	11
Definition of the Problem.....	13
Major Stakeholders.....	14
Goals and Objectives.....	18
Measures of Effectiveness.....	20
Potential Solutions.....	21
Chapter 3 – Program Proposal	
Statement of Need.....	23
Mission Statement.....	23
Rationale.....	23
Resources Involved in the Program.....	24
Activities.....	24
Procedures Implementation.....	26
Program Management.....	27
Chapter 4 – Alternative Selection	
Criteria for Recommending Alternatives.....	30
Comparison.....	31
Monitoring and Evaluating.....	32
Limitations and Unanticipated Consequence.....	33
Chapter 5 – Summary, Conclusion and Recommendation	
Summary and Conclusion.....	36
Recommendations.....	37
References	39-41
Appendix	

EXECUTIVE SUMMARY

Kern County public high school student-athletes are an underdeveloped population in California. They need an efficient transition process that is concentrated on gaining access to postsecondary education opportunities through sports participations. The proposed program aims to encourage student-athletes to focus on education for life after sports while staying motivated on high school athletics to gain college entrance and to find the benefits that sports participation can offer.

The proposal will provided a few areas of concentration for Kern High School District (KHSD) to consider. The areas include the collaborated efforts form athletes, coaches and parents; social influences of student-athletes in high school; and fostering the correlation of athletic participation and academic success. The research has identified that each of these areas has been studied and serves as an important part of student-athlete success in high school to college transition.

Through analysis it is recommended that KHSD implement a student-athlete development program. The program will be unique to each high school, and standards will be made for increasing graduation and proficiency rates, and a collective effort from the “athletic triangle” will increase student-athlete postsecondary entrance. The goals and objectives will be set from the previous years results. Feedback from all public high schools will be circulated around the district to create a more comprehensive program.

CHAPTER 1

INTRODUCTION

Background of the Problem

California's high school sports programs have developed into a college-professional like atmosphere. As they are divided up into sections, ranked by divisions and separated by public and private, the educators, administrators and heads of these programs have competed only to expose the collegiate and professional direction they are headed. Student-athletes seek out these top-level programs as a service to facilitate the expectation of gaining an advantage of academic achievement and/or professional contract after high school. High school student-athletes have learned about the strict guidelines and education standards set by the National Collegiate Athletic Association (NCAA) and National Association Intercollegiate Athletics (NAIA), which serve as encouragement to enroll in high schools that can expose their talents to college and professional recruitment.

Further challenges arise when socioeconomically disadvantaged students struggle with meeting the financial cost of the involvement in sports and extra curricular activities that aid in furthering the education and athletic opportunities. The cultural-linguistically diverse students are often in catch-up mode with English language barriers and feel discouraged to engage personally with teachers, coaches, and counselors. Students of full-time working parents find it taxing to schedule trips to colleges and universities keep in contact with recruiters and narrow down which sports to choose for their multisport student-athlete. Fractured families also have the same issues of the full-time working parents and also face personal challenges when trying to make the best decision for their student-athletes. The less than college educated and inexperienced parents who did not attend college for more than two years and or play sports in

high school are overwhelmed by recruiters and the demands of the NCAA and NAIA. Without a process, these challenges can multiply as each group tries to uncover the secrets behind the college and professional recruitment agenda.

Statement of the Problem

California currently supports an agenda to build on the college readiness of high school students, so the need for a targeted student-athlete development program is in demand for enhancing the development of high school student-athletes to help forward this agenda and promote college readiness. The problems high school students and student-athletes face are similar. However, the complexities of gaining entrance to postsecondary education that student-athletes face becomes more extreme as the talent level rises. California's current athletic and counseling departments of high school are out of date and cannot fully support the demands of college and professional recruitment. If the current situation progresses, the estimated probability of competing in athletics beyond the high school interscholastic level will continue to remain stagnant.

Methods and Procedures of the Study

The purpose of this project is to define the issues with student-athletes low transition rates into postsecondary education, identify possible solutions, and provide a proposal as a guide for Kern High School District to look into and possibly provide for their student-athletes. The proposal is based on the solid backing from the district; variable implementation strategies from high schools; and strong parent involvement.

Over the last few decades there has been an increasing level of importance to study student-athlete, coach and administrator development. But, for those decades, the research provided has not been focused on the education attainment benefits of sports for student-athletes.

This study aims to contribute to the opportunities and at least magnify the shortcomings of the development of student-athletes in Kern County, California.

This study has been devoted to the relationship between athletics and higher education. Not only has the academic community studied this issue; the NCAA also keeps a national record of the possibility of high school student-athletes to competing in athletics beyond high school.

Importance of the Study

Life after high school is a genuine concern for many high school student-athletes. The magnitude of the continuation of where, if at all, they will be playing sports after their senior year is one of the most talked about subjects between high school athletes. The realization that many student-athletes come to is the same as when intercollegiate participation ends. The vast majority of interscholastic athletes will not go on to pursue a collegiate or professional sports career. This can trigger a critical life event, including the loss of a significant source of prestige and identity.

The student-athlete has then become abruptly placed in an unfamiliar territory, where an issue of student-athlete role conflict is flipped into the distress of starting a new life and career goals. This fear can be linked to many problems that high school student-athletes face. However, the true importance of the study is to keep interscholastic athletics a part of the educational mission and to further develop this important population in high school.

This study will analyze the current state of interscholastic transition from high school to college, and then recommend a program that increases the probability of competing in athletics beyond the high school interscholastic level.

Given the complexity of development of student-athletes and the encouragement of building for a life after high school, the purpose of the present research will generally consider these objectives:

- 1) General counseling for high school student-athletes
- 2) Improving the existing techniques of student-athlete counseling
- 3) Examining relationship between sports and higher education
- 4) Development strategies for high school student-athletes

These aspects will be used to outline a student-athlete development program proposal and will include the following details:

- 1) Statement of Need
- 2) Mission Statement
- 3) Rationale
- 4) Resources Involved in the Program
- 5) Activities

CHAPTER 2

STATEMENT OF THE PROBLEM

Overview

California high school student-athletes are an under-developed population. It is unclear how California public high schools initiate the development of its student-athlete population to improve their postsecondary academic entrance. A valuation of the current efforts to improve the probability for high school student-athletes to compete intercollegiately in an effort to increase academic achievement is greatly needed. There have been competing views on the importance of athletics and interscholastic participation since its implementation into secondary education. It is well known that student-athletes are multifaceted, continuously changing, and developmentally overlooked as a population. As individuals, the views of the student-athlete have ranged from extremely negative to very positive when considering its participants, students and administrators, to the various programs that have been developed around sports and its participants.

The multifaceted aspects of students-athletes are, but not limited to: male, female, culture, socioeconomic status, first-generation high school graduate, and first-generation college student. According to the 2012-13 High School Athletics Participation Survey conducted by the National Federation of State High School Associations (NFSH), there are close to a million more males that participate annually in high school athletics. Conclusively, males are more multifaceted because there is more male participants at the high school level than there are females. Females are also found to be multifaceted because female student athletic participation is growing and so has attention from advocacy groups to close the gap of the girls playing and the percentage of female enrollment (NFHS, 2011).

In a research done by Kaylor & Flores, in 2007, they have exemplified the idea that culture and socioeconomic status are closely link to one another through the culturally and linguistically diverse (CLD) students that come from a low socioeconomic background. In their summary they state, “Students from culturally and linguistically diverse background have lower rates of high school graduation and university attendance” (p. 67). In my personal experience, being a coach at the youth and high school level and a college player, a combine experience of over 20 years I have found that many of the participants that play a team sport are from a African-American or Hispanic decent. A multifaceted example of the CLD students is found in Braddock & Hua, 2006 findings of,

“The descriptive result show that roughly one our of every three African-American respondents in a nationally representative sample of high school seniors reported that a school’s athletic reputation is at least a somewhat important consideration in determining their college choice” (p. 532).

Lastly, the graduation from high school is not firm tradition to the student-athlete that is the first-generation high school graduate. It is extremely difficult to expect a high school student-athlete to successfully transition to college without a diploma. Kath Christie (2008) explains, “We speak easily of first-generation college students. But it is less common to hear about first-generation high school graduates. Yet each first-generation high school graduate exponentially increases the odds that, for subsequent children, the expectation of graduation will be ‘a lock’” (p. 325). Remember that these few multifaceted aspects explained above only skim the surface of high school sports’ participants and their upward mobility aspirations.

Definition of the Problem

California's high school sports programs have developed into a college-professional like atmosphere. As they are divided up into sections, ranked by divisions and separated by public and private, the educators, administrators and heads of these programs have competed over athletes only to expose the collegiate and professional like direction they are headed. Student-athletes seek out these sports programs as an athletic stage to exclaim their efforts to gain college entrance. The possible exposure that these sports programs can provide to its student-athletes is only used to increase the institution's prestige in sports.

Adverse effects of the expectation of the student-athletes, parents, and coaches are imposed when gaining an academic achievement advantage and/or professional contract after high school. High school student-athletes have learned about the strict guidelines by the National Collegiate Athletic Association (NCAA) and serve as encouragement to enroll in high schools that can expose their talents to college and professional recruitment.

Further challenges arise when full-time, working parents, fractured families, and less than college-educated parents are overwhelmed by recruiters. And, the inexperienced parents, those that did not play sports in high school, can couple these challenges as they try to uncover the secrets behind the recruitment agenda.

While no specific program exists at the high school level, this literature review is an approach to define the importance of:

1. Collaborated efforts from athletes, coach and parents;
2. Social influences of student-athletes in high school; and
3. Fostering the correlation of athletic participation and academic success

College readiness is an important policy issue to educators in California. The fact that athletes are amongst the highest achieving students should be evident enough to further look into as a special population in need of development.

Major Stakeholders

Collaborated efforts from student-athletes, coaches, counselors and parents.

The student-athlete has two interconnected roles because of the hyphenated role identity within their academic setting (Goldberg & Chandler, 1995). The collaborated efforts in this role identity has shown to be beneficial in keeping students Grade Point Average (GPA) at or above a 2.0. Athletes also bring funds to public schools by way of attendance. California public schools receive more funding from the student-athletes because they attend on average 6-10 more days a year than non-athletic students. Depending on the size of the school, California average student-athlete participation is 42%, you can multiply 6 days times the number of athletes participating will give you the additional day of attendance that student-athletes generate for your school (Blake). Student-athletes also perform many types of fundraising activities to help pay for number of efforts. Things like membership to the California Interscholastic Federation the safety and rules governing body, transportation and the meals to out-of-town competitions, uniforms, equipment, and athletic camps to form better team building. The main responsibility for student-athletes is to maintain a high level of conduct, set forth by their coaches, on and off of the field.

Both coaches and counselors should work collaboratively with parents to help the student-athletes develop a plan that assist in the transition into postsecondary education and life after sports. The role of the coaches of these impressionable student-athletes is to teach them life skills through sports, to motivating the student-athlete to further their education through sport, and develop interpersonal and intrapersonal intelligence. Likewise, counselors are inextricably

linked to the success of student-athletes. It is also important that these three personnel teach student-athletes that, “They must learn early in their high school careers that the value of sports participation is realized now, not at some undefined, improbable future moment when someone might offer them a scholarship” (Koehler, 1995, p. 159)

“Although providing services for student-athletes is a complex and multifaceted task. The primary role of the school counselor should be that of acting as a preventative mental health specialist” (Goldberg, 1991, p. 339). Goldberg explains that many contentions have shed light on the importance of the development of high school student-athletes. The base of their argument is that the “unflattering light” that is placed on the college and professional athlete is because they are “products of our high schools systems” (1995). In his conclusion, Goldberg defines the counselor’s goal is to educate the members of the “athletic triangle,” the athlete, coach and parent, and develop a close collaboration to build a psychologically healthy systems of values that can extend beyond athletics. Likewise, this same approach was found to be helpful as they deployed “a targeted athletic-advisement program for selected high school student-athletes would increase basic knowledge of National Collegiate Athletic Association (NCAA) rules and regulations on eligibility, financial aid, and recruitment, and improve the self-knowledge needed to make an informed college choice” (Abdur-Rahman, 1993, p. iv).

Furthermore, a collaborated effort from the “athletic triangle” is needed because, “During in-season sports, it is necessary for the coach to monitor grades, providing a more frequent check on the athletes’ academic performance that in turn could impact the academic effort put forth by the participants” (Kaylor & Flores, 2007, p. 85).

“Athletes are often admitted to institutions where they do not have a reasonable chance to graduate. They are athlete-students, brought into the collegiate mix

more as performers than aspiring undergraduates. Their ambiguous academic credentials lead to chronic classroom failures or chronic cover-ups of their academic deficiencies. As soon as they arrive on campus, they are immersed in the demands of their sports (Knight Foundation, 2001, p. 16)

In response, administrators, coaches, teachers, counselors, and parents have attempted to assist student-athletes in balancing these competing demands with series of accommodation ranging from simple over-indulgence to outright academic cheating to ensure continued academic eligibility or to guarantee college admission. The “varsity syndrome” is a concept that Lipsyte, in 1982, explains is a detrimental socialized factor that encourages the acceptance of poor adolescent, student-athlete achievement. Much research also holds a connotation of the proxy that is the athletic expectation in college.

Social influences of student-athletes in high school

Social influences are not always shed in a positive light. But, encouragements from teachers that place goal setting as an important priority can assist the skills that can help athletes sustain visibility and popularity (Hanks & Eckland, 1976). The attraction from other social groups, like student government, can help relieve the pressure from the athlete stigma like the “dumb joke stereotype; low intelligence, little academic motivation and receipt of undeserved benefits and privileges” (Simons, Bosworth, Fujita, & Jensen, 2007, p.251). Athletes have a very distinctive attitude to choose to work harder to overcome negative stereotypes (Simons et al., 2007). These mechanisms can potentially enhance or hamper the psychological stages of student-athletes and potentially impact the outcome of student-athlete academic achievement.

However, further social acceptance is felt when there’s a large attendance at school pep rallies and athletics events. One positive view explains, “The most popular element of the ‘high-

school-sport-pays-off' is the belief that athletes can use sport ability to get a college education (Peltier, Laden, & Matranga, 1990, p.237). In that estimation, Koehler (1995, p. 158) says that,

Approximately one in one hundred high school football players can expect a college scholarship. The same numbers are roughly true for basketball and most other sports. In the other sports, however, both men's and women's, the scholarships are mostly partials.

One attempt to increase the college scholarship opportunities was Proposition 48. The policy was “ a substantial increase in the number of junior college transfer student athletes recruited” (Heck & Takahashi, 2006, p 608). These students can be considered part of the socialization influence of their college-oriented peers; which, deals strongly in the Hanks and Eckland’s abstract, “Social participation had relatively strong direct and total salutary effects on academic performance and achievement in both school and college no matter the sex” (1976, p. 271).

Fostering the correlation of athletic participation and academic success

The large schools have the most immediate impact of achieving the greater athletic participation and academic success. Educational aspirations of student-athletes are high and have been found to be top academic achievers... most mature and pleasant students, says Ann Cutler (2009). She equates this to becoming intelligent because they have grown up differently—more effectively and faster—than many of her other students. Not only does a successful athletic program foster the development of students indirectly, it “enhances community pride in the local school leading to more parental support and eve extra local funding” (Couch, Lewis-Adler, & Burton, , 2011). Additionally, states like California have included certification for teachers to help the culturally and linguistically diverse students, which also benefit from academic motivation that is interrelated to the goal setting nature of athletic

and the “fostering a caring adult-student relationship that research has shown increases academic achievement” (Kaylor & Flores, 2007, p. 88).

Mainly, student-athletes need help with major developmental issues. Fostering the correlation of athletic participation and academic success can rid the negative feelings of personal competence when, “one’s dream of athletic accomplishment fails” (Goldberg et al., 1995, p. 40). Furthermore, the realization that the student-athlete has high educational expectations from parents can combat the feelings. Underlining impacts like socioeconomic status, and family structure are considered to be high contributors to the academic performance and athletic endeavors (Reynolds, Fisher, & Cavin, 2012).

Goals and Objective

The goal for this program proposal is to increase the overall college entrance rates of high school student-athletes. An increase to high school student-athlete that graduates from high school will, potentially, make high school graduation of the first-generation high school graduate a firm tradition and add future expectations to the first-generation college student. The process to get student-athletes into the college of their choice is determined by the college admission standards. Increasing college entrance rates will give the student-athlete a better change to gain a college education.

There are several objects that must be met in order to reach the goal. The first objective is to create a process that includes more accountably with all the stakeholders involved. Accountability is the best way to get everyone involved to better support the student-athlete that is at risk for retention and remedial course enrollment. By using a rigorous high school student-athlete graduation and college admission plan, every student-athlete will graduate and plan for

college admission. This will allow for early and continuous development of student-athlete higher educational and athletic aspirations.

The second objective is providing education of three major college athletic conferences, National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA) and National Junior College Athletic Association (NJCAA), college admission standards to the “athletic triangle”. This process is essential to keeping the “athletic triangle” of each sport with the most up-to-date information. Each corner of the triangle should be educated of their role and responsibility to the intuition and the student-athlete. The “athletic triangle” should also be educated on common upheavals that student-athletes are confronted with that lead to retention of courses and remedial learning definiteness.

Lastly, constant contact with college coaches and administrators on the availability of position being recruited, and request of updates on successful student-athlete admittance and their practices. This process will raise the competitiveness of clientele and the program above other areas of the country that are also developing high school student-athletes with higher educational and athlete aspirations.

Measures of Effectiveness

To measure the effectiveness of the program, high school to college transition rates will be measured against preceding years. This plan will track every student-athlete. Each student-athlete will be monitored by specific categories when entering high school and evaluated every sports season. These categories are as follows:

1. Student-athlete profile

2. HS Graduation Path and Status
3. College readiness

The high school student-athlete profile will be a living document that will include sections of generation of high school (HS) graduate and college student; coach's player evaluation and progress; and athletic team(s) and individual accomplishments that will identify all sport(s) and teams the student-athlete has competed on and their stats, to include the previous two (2) years before HS. HS graduation path and status is the specific courses the student-athletes needs to complete to graduate and the status will track completion and grades received in the course with additional recommendations to college preference. College readiness will provide records of completion of athletic conference course work requirements; HS exit exam scores and college admission test scores; and/or practice exams for underclassmen.

These categories will measure the effectiveness of the entire program and the successfulness of HS to college through their first year. It will also shoe the increase graduation rate of student overall. This is important because it shows a larger positive impact on the high school district.

Potential Solutions

There are several potential solutions to this problem. The first is to do nothing and allow student-athletes continue to transition into college at the national probability of 12% (NCAA, 2013). In high school a student-athlete will speak with a guidance counselor about his or her aspirations to go to college once per year. Talk amongst peers and a coach is more likely to occur. This is, however, a possible solution to the problem and continues the low percentage rate

of student-athletes from HS to college and would increase the college-professional like atmosphere.

Another possible solution to the problem is to higher more counselors to better the ratio of counselor to students. This would potentially make the counselor's job lighten the work-load and allow them to help students manage a dual full-time student-athlete type challenges. For example, student-athletes are challenged with competing deadlines of multiple class assignments and missing class because of out of town games. This solution would place more responsibility between the student and counselor to help with communication to the teacher and coach to allow time for the student athlete to get assignments done. However, the ratio of student-athletes and counselors would fluctuate between seasons and major team sports. Never really allowing the ratio to stay consistent enough for student-athlete to have the greatest possible benefit.

The final option is to engage every student-athlete during the open enrollment period. The moment that a student-athlete in enrolled into a high school he or she will follow a schedule that will give them and their parents a chance to meet with teachers, coaches, counselors. This process is designed to get everyone on the same page with individual student-athlete and start a report with the "athletic triangle". This also gives the student-athlete a chance to speak about his or her plans for their future. At this point in the athlete's career, they have been told what, when, and how to do everything. Once they are given the opportunity to express their own goals an objectives to future plans they will feel more accountable to the outcome. Moreover, with responsibility being divided specifically to those with experience in their respective areas departments can collaborate more effectively to pursue the development of high school student-athletes. To summarizes, the possible solutions are (1) do nothing and maintain 12% national

average, (2) higher more counselors to form a better ratio, and (3) engage student-athletes immediately and divide responsibilities to “athletic triangle”.

The research has led me to trying to find the answer to one question: How do public high schools in California develop their students-athletes to help them gain postsecondary academic entrance? Student-athletes are in desperate need of a developmental program to steer them from becoming products of their current high school system. The common theme discussed in the research is that high school student-athletes have been viewed as a critical part of education and adolescent development. And the social aspect, just as any other extra curricular activity, drives them to become successful. The student’s participation in athletics is also based on the strong predictor of social influence and is wholly a positive impact in finding the necessary contacts in advancing their academic performance or achievement. This thesis will study the need to implement a student-athlete development programs in public high schools.

CHAPTER 3

PROGRAM PROPOSAL

In this chapter the research will propose a new program for the student-athlete development for public high schools in California.

Statement of Need

Student-athletes are greatly underdeveloped as a population in public high schools in California, and currently, there is not a formal high school student-athlete development program in Kern County. A development program will help student-athletes transition into college.

Mission Statement

My mission is to establish an efficient transition process for high school student-athletes into college at public high schools with the ultimate goal of preparing student-athletes for life after sports; increasing graduation rates; and encouraging athletic participation to achieve academically. The student-athlete program will serve any student-athlete at public high school and will be coordinated within the high school that the student-athlete is attending.

Rationale

The rationale for this program is that Kern County high schools do not send enough student-athletes to top universities for their respective sports, such as those universities and colleges in NCAA and NAIA governing bodies. This is based on the underdevelopment of the multifaceted student-athletes and the demands of sports. If Kern High School District (KHSD) implements a student-athlete development program, it will fix the problem of their student-athletes gaining access to postsecondary opportunities. If this does not happen, Kern high schools will fall short of new college readiness demands for its students and athletes and allow student-athletes continue to transition into college at the national probability of 12% (NCAA,

2013). A collaborated effort by district and high school administrators will instill the idea that high school leads to college opportunities and will help student-athletes become better prepared for the transition from high school freshman to college freshman.

Resources Involved in the Program

The resources that will be used to make this program successful are the same resources that are already being used. KHSD has the necessary division to coordinate a student-athlete development program at each high school site. The division that is already being used by the district is the Instruction Division. Under the Instruction Division at KHSD, there are multiple departments that will take on roles in the program to better serve its student-athletes. The departments are the instruction department, school support services, special projects, and staff development and guidance programs. All the personnel that will be used in this new program will be staff that are employed by KHSD. This includes all teachers, counselors, and coaches at each high school. Parents that are involved are considered to be representatives of the student-athletes and should consult with teachers, counselors and coaches to be made aware of the student-athletes progress for postsecondary entrance.

Activities

The program or process will begin at the time of enrollment. After student-athletes have been officially enrolled and have been given the privilege to participate in sport, a student-athlete profile should be created and sent to the district office and then added to the schools website.

KHSD personnel will monitor the activities and it will be a collaboration of work among the departments mentioned above. Each program participants are expected to participate in the following activities:

- 1) The student-athlete profile will be created by the parent/guardian and then updates will be made each semester by coaches, teachers, and parents.
- 2) Parent communication to coaches and teachers on classroom performance and graduation requirements will be necessary to adjust time spent at practice or to increase study time to best fit the student-athletes schedule.
- 3) College entrance requirements and career guidance will be offered by the counselor, which will be unique to each student-athlete and will become more defined as the student-athlete progresses through the program.
- 4) NCAA and NAIA rules and requirements will be administered by the athletic department of each high school to notify all student-athletes about definitions and regulations.
- 5) Early assessment program will be followed-up by counselors, after parents/guardian have confirmed completion to facilitate transition into college coursework.
- 6) Tobacco, alcohol, and performance enhancing drug prevention education will be focused on by coaches and administrators of the athletic department with new techniques for awareness forwarded from KHSD.

Procedures of Implementation

The procedure for implementation of the program will serve as a guide for enforcing the program plan. The plan will initially be used as a tool for piloting of the program. Lastly, the piloting will provide a timeline of actions and activities.

The pilot program will bring a common understanding among staff. Regardless of the level of involvement, everyone will understand the goal of the program. The pilot program's goal will be to establish best practices and force proactive thinking. It will also allow for efficient use of time and energy. The time spent on maintaining focus on objectives strives to increase the number of student-athletes participation and maintain a high quality program.

To increase the development of the program, piloting will chart the course from thought to action. Staff will use individual interpretation to reinforce consistent interpretation between schools and district. Staff meetings will showcase how the student-athlete profile is a living document and will be revised as necessary.

Each high school will have a separate section for their procedures of implementation and will be accepted as part the individual uniqueness of the high schools. To better suit KHSD needs the programs will have alternative procedures or needs based for individual high school program models. Each school will have identifying information to include important contacts. The high school will also identifying its program model, goals of the program, number participates in the program (student-athletes and staff), and what stage the program is in (implementation, or testing).

The high schools will also include site-specific information. The site-specific information will include: facilitators of the program, setting of each high school, location, dates and time when the program will be implemented. Further, the high school will provide

supplemental program intervention information during each year to provide the number of student-athletes served. As the program changes, a record of the number of staff hired; additional staff that needs to be hired; and program recruitment strategy (staff and student-athletes); retention of staff and student-athlete on a year-by-year bases; and staff training new roles will be created, if necessary, for implementation purposes.

Parental involvement is also very important in the procedures for implementation. Parent involvement is an evidence-base program that has proven to positively change the student-athlete development. Parents' involvement will be crucial in collecting evidence through the implementation and add value to resolving the conditions of family specific limitations or advantages that can later be documented as effective supports or avoidable hindrance. Parents can assist in finding creative ways to keep student-athletes engaged and get peer support.

KHSD procedures of implementation will be focused on fidelity for high schools. Fidelity is a major concern for high schools in that student-athletes can transfer between schools with ease, to gain college recruitment opportunities. KHSD will monitor and propose adaptations to high schools with a history of low fidelity or student-athlete program retention. The district will also include activities that will better suit high school specific plans.

Management of the Program

The management of the program proposal is important because the program is new and doesn't exist at any other high school, public or private, in Kern County. The program is important for current administrators to pay attention to because it can significantly improve the overall education of student-athletes and promote an interest in gaining higher academic achievement.

At this point, the program proposal plan has been done and specific uniqueness for each student-athlete will bring further opportunities for all students. As the program develops, groups of “like” student-athletes will allow for the program to become less reactive and more proactive. It will also help identify challenges early in the process and allow for each school site to build specific plans to later become assets for all Kern high schools.

With a collaborated effort from parents, teachers, counselors, and coaches, the list of actions to achieve the goals and objectives are:

- (1) High school student-athletes and their peers will be provided with a plan of action that will allow them to make informed choices about their education, alcohol and drugs deterrence, and other factors that would affect reaching their full potential.
- (2) To improve participants study habits and school attendance that will translate into better grades and better college opportunities, early interventions from parents, teachers and coaches will be discussed to offer tutoring sessions and study time.
- (3) Provide participants with opportunities to play and compete in regional and national tournaments leading to exposure from college coaches and scouting services. Coaches will be offered opportunities to speak with personal trainers and club team coaches of the student-athletes to coordinate a clearer understanding of the student-athletes goals.
- (4) Counselors will be used to maintain a strong focus on raising the proficiency rates through motivation of participating in sports and gaining postsecondary education admittance. They will provide the student-athlete with an efficient college bound course schedule that will guarantee to meet college requirements.

- (5) To increase graduation rates, especially for disadvantaged students-athletes, an evaluation will be done by the athletic director to find potential student-athletes that did not participate in extracurricular sports to encourage them of the opportunities that sports can bring after graduation from high school.
- (6) To improve scores on standardized test and close the gaps that persist from lower-level grades coaches will allow for shorter practices in order for student-athletes to get proper rest. Teachers will also let student-athletes know what areas that they need to concentrate on during test time.

The elements included in the management plan will vary from high school to high school. The description of roles and time commitments of personnel and participants involved in the program and how roles might change will be determined by the athletic director and principal. Each high school will also have to develop its staff to recruit and train participants, if applicable. The timeline for the various stages will follow the student-athletes level of education. Each year of high school completed will determine the success of college transition and possible program modifications for individual student-athletes. Lastly, a consideration of the program's broader impacts will be evaluated by KHSD.

Chapter 4

Alternative Selection

Criteria for Recommending Alternatives

The criteria for recommending alternatives will be based on effectiveness and feasibility. The effectiveness of the program will be measured by students-athlete college entrance rates, which will vary by school and will be measured as a district. The goal is to create better college entrance rates for student-athletes by implementing a student-athlete development program by using the same number of resources. Additionally, the program's desired effectiveness is to have an overall impact on high school graduation and proficiency rates, to improve scores on standardized test, and to create a culture for high school student-athletes to become a college bound population. College applications submitted, college acceptance letters, scholarship offers, and signed commitments would measure the culture of college-bound student-athletes.

Feasibility can be defined as the level of capability that the program can be carried out. The feasibility of this program proposal will be measured by the program's ability to implement the alternatives that will increase college entrance rates of its student-athletes from its current level. The current level or previous year of college student-athlete entrance rates from the respective KHSD high school will be the data that is used to ultimately process the difference in participates and those that admit to college. Feasibility is heavily dependent upon the acceptance of major stakeholders at KHSD and individuals at participating high schools. The major stakeholders would be KHSD office employees in the supportive services, instructions, special projects and guidance departments; high school staff in athletic departments, counselors, teachers, student-athletes and parents. There must be a general agreement by the major stakeholders to accomplish this program proposal because they will be the people to do this.

Comparison

Continuing with the status quo will mean that no program will exist and there is no process of developing student-athletes to generate higher graduation, and proficiency rates. The current KHSD system doesn't have a student-athlete development program. There is no comparison, specifically, to the proposed program. The status quo contains no formal process that increases the student-athletes transition into college, high school graduations and proficiency rates, nor is there a consensus that the student-athlete is a population that is underdeveloped.

Comparing the status quo and this program proposal based on effectiveness and feasibility, the proposed program would be more effective because the stakeholders have the desired to reach the goals of the program proposal in that coaches, teachers, counselors, and parents want to provide and assist in more opportunities for their student-athletes. Adding to the development of student-athlete's for the chance to gain opportunities, such as postsecondary education, is essentially an idea that trends among student-athletes and their mentors.

Moreover, the proposed program would be feasible because there will be define roles, student-athlete progress records, and the ultimate goal of postsecondary education access. To meet the already informal process, the proposed program will merge less haphazardly with the status quo. Therefore, a general consensus would then be gained and stakeholders would then follow a standard approach and accept the new proposal.

The goals can be met based on the assumed criteria presented. If KHSD follows the steps proposed by the program, then KHSD can give their student-athletes a better chance to gain postsecondary education.

Monitoring and evaluation

To monitor the progress of the proposed program, student-athletes, parents, coaches,

teachers, and counselors will continuously update the student-athletes profile as needed. The profile will have guidelines, milestones, and the current status of the student-athletes path to getting into the desired college or university. As the student-athlete meets and follows his/her profile, the parents and student-athlete will update their profile with proficiency met or gained and graduation status. Coaches, teachers and counselors will also have access to the profile for review and suggestions. After the student has reached the end of the program, request will be made to the parents to access possible offer letters, scholarship packet and acceptance materials to better serve the next generation of student-athletes.

Evaluation will be based on increased graduation and proficiency rates, college or university acceptance. The counseling staff will project and make quarterly evaluations and annual reports for student-athletes in grades 11 and 10 and make summer and the next year's benchmarks. Coaches will estimate enrolled student-athletes and track summer practice attendance from incoming 9th graders. They will also communicate with coaches and personal trainers outside of educational setting for updates and progress of student-athletes. Parents and student-athletes will be responsible for enrollment in summer school for possible early graduation, tutoring, and college entrance exams updates and for out-of-season stats of travel and club sports.

Limitations and Unanticipated Consequences

This program proposal has several limitations, including the lack of time to investigate the real problem of developing student-athletes, the lack of time to investigate if the program proposal will work at all the high schools in KHSD, and the lack of time to develop a survey to

understand the true impact of student-athlete's successful transition from high school to college. The researcher was not able to receive input from student-athletes, parents, coaches, teachers, and counselors on how he or she develops a student-athlete. It would be very important to develop a survey to gain a general consensus about the development of student-athletes and to understand the impact of the program proposal. After the survey is circulated, the results would be used to adjust the program to meet the needs of student-athletes at every high school.

There was a lack of research to investigate earlier attempts at trying to establish a student-athlete development program at the high school level in Kern County. There is a possibility that KHSD has grown significantly over the ten years. With respect to the growth in the number of students and high schools built in ten years, there is a limitation on the access to information and to question past administration.

KHSD has many high schools in its boundary. Although each location has its own athletic programs set in place, it could negate the proposed program. High schools in Kern County operate their athletic programs by need base or by number of students. Further, creating a program for a high school with a large number of participants may limit the program and its effectiveness at smaller schools if they have similar sports.

Participation also varies among high schools making the true impact of the proposed program difficult to understand. In other words, if the researcher had more time, a survey would have provided more specifics for each high school and a better-tailored program would have been designed. A tailored program for each specific high school is ideal and larger high school will most likely have a longer implementation process than smaller high schools. Further, sports specific program would also be the most beneficial because the amount of details about student-athletes would increase the attractiveness to college recruiters.

Spillovers, negative and positive, may occur with the proposed program. There may be a negative attitude from other students about special treatment for student-athletes and more opportunities. The new proposal puts the student-athletes mind back on school, to where it may draw negative attention from other students about the advantages for athletes that are considerably better than regular students. And, if some student-athletes are not interested in playing in college, the program will lose its positive reinforcement value.

A positive spillover effect is that more students may become student-athletes to gain the advantages that the proposal offers. For example, students are sometimes unfamiliar with sports and the opportunities that they offer, therefore, trying-out for sports becomes a more favorable alternative to gain college entrance. Student-athletes will become the overall betterment of the high school and education, as a whole will be focused on a path to becoming more educated.

Currently there are no other alternatives that can take place based on the criteria presented in the proposal. The program will develop student-athletes to achieve academically and athletically. The student-athlete will have a number of high school staff monitor and evaluate their progress. During the updates to the student-athlete profile, the staff can take action to control spillovers and the proposed program can meet the needs of student-athletes in KHSD.

Chapter 5

Summary, Conclusion and Recommendations

Summary

This master's thesis has proposed that high school student-athletes are greatly underdeveloped as a population in Kern High School District. Therefore, the development will contribute to the higher transition-rate of high school student-athletes to college. As previously stated by Goldberg, the "unflattering light" that is placed on the college and professional athlete is because they are "products of our high schools systems" (1995). The 12% national probability of a student-athlete transitioning into NCAA College is accepted because it is difficult to meet the academic and athletic criteria and maintain a high-level of performance and character over the, arguably, most important four short years of transitioning from adolescence into adulthood. It should also be highlighted that the multifaceted aspects of high school student-athletes and its relation to the successfulness of those that transition into college is an understudied topic.

Conclusion

Generally, this thesis has identified that high school student-athletes are special population and their development is an important part of high school education and postsecondary entrance. The proposal focuses on the development program, which will aim to serve every student-athlete in the Kern High School District (KHSD). More specifically, the researcher's analysis shows that KHSD will benefit from a student-athlete development program through higher graduation and proficiency rates. The program proposal also insists that the effort from parents, teachers, coaches, and counselors is also an important part of student-athlete success. The support of my proposal will be based on implementation from each school site,

with specifics and then minimum encouragement from the staff for student-athletes to join and continue the program.

General Recommendations

The study was conducted to find ways to better high school student-athletes transition into college through the relationship of athletics and higher education. For this reason, I consider it appropriate to extend the research to developmental programs that have been implemented at the college level that emphasize life after sport.

Another limitation of the study is that the study doesn't cover budgetary aspects that would stall a district-wide proposal. The budgetary aspects are extremely complicated in the respect that over the last ten years the KHSD has added a significant number of new schools. Furthermore, much legislation is being considered to change the way that the K12 system is currently setup and much talk says the new system will be a K through college system.

A strategic plan is also appropriate to redefine the proposal around the growth in population and potential new high schools. The change in the number of schools and the attendance of student-athletes can dramatically change the multifacetedness and participation needed to sustain the proposal. The long-term plan for the program can also serve private schools; private Junior High and High Schools could easily accommodate student-athletes on transformational benefits of gaining postsecondary education through sports.

Lastly, the literature supports that the success of the program is not defined to what college the student-athlete is accepted to, but to the development of gaining access to education and a firm grasp on what lies ahead after sport. Life after sport is an inevitable reality for student-athletes. Kern High School District should maintain an atmosphere that keep student-

athletes focused on how what they can take away from sports that will help the become successful later in life.

References

- Abdur-Rahman, K. (1993). *An examination of a targeted athletic-advisement program for selected high school student-athletes*. (Order No. 9316448, Temple University). *ProQuest Dissertations and Theses*, 128-128.
- Blake, R. Associate Executive Director. California Interscholastic Federation. (Year Unknown). How athletes help fund your school district. Retrieved from:
<http://www.cifns.org/Announcements/2009-2010/AthletesHelpFund.html>
- Braddock, J., & Hua, L. (2006). Determining the College Destination of African American High School Seniors: Does College Athletic Reputation Matter?. *Journal Of Negro Education*, 75(3), 532-545.
- Christie, K. (2008). An Exponential Payoff. *Phi Delta Kappan*, 89(5), 325-326.
- Couch, J. F., Lewis-Adler, K., & Burton, P. A. (2011). Successful athletic programs and academic achievement at high school: Substitutes or complements. *Global Education Journal*, (4). Retrieved from:
<http://connection.ebscohost.com/c/articles/71497185/successful-athletic-programs-academic-achievement-high-school-substitutes-complements>.
- Cutler, A. (2009). A sporting chance. *Journal of College Science Teaching*, 38(5), 6-7.
- Goldberg, A. D. (1991). Counseling the high school student-athlete. *School Counselor*, 38(5), 332-40.
- Goldberg, A. D., & Chandler, T. (1995). Sports counseling: Enhancing the development of the high school student-athlete. *Journal of Counseling & Development*, 74(1), 39-44.
- Hanks, M. P., & Eckland, B. K. (1976). Athletics and social participation in the educational attainment process. *Sociology Of Education*, 49(4), 271-294. doi:10.2307/2112314

- Heck, R. H., & Takahashi, R. (2006). Examining the impact of Proposition 48 on graduation rates in Division 1A football and program recruiting behavior: Testing a policy change model. *Educational Policy*, 20(4), 587-614.
- Kaylor, M., & Flores, M. M. (2007). Increasing academic motivation in culturally and linguistically diverse students from low socioeconomic backgrounds. *Journal of Advanced Academics*, 19(1), 66-89.
- Knight Foundation: Commission on Intercollegiate Athletics. (2001). A call to action: Reconnection college sports and higher education. Retrieved from http://www.knightcommission.org/images/pdfs/2001_knight_report.pdf
- Koehler, M. (1995). Student athletes and high schools: Let's shift the focus. *Clearing House*, 68(3), 158-59.
- Lipsyte, R. (1979). Varsity syndrome: The unkindest cut. *The Annals of the American Academy of Political and Social Science*, 445(1), 15-23.
- The National Federation of State High School Associations (NFHS). (2011). 2012-13 High school athletics participation survey. *NFHS Handbook*, p. 52-70.
- NCAA, National Collegiate Athletics Association. (2013). Probability of competing beyond high school.
- Green, L. (2010). The National Federation of State High School Associations (NFHS). *High school today: Sports law year-in-review 2010*, 4(4).
- Peltier, G. , Laden, R. , & Matranga, M. (1999). Do high school athletes succeed in college: A review of research. *The High School Journal*, 82(4), 234-238.

- Reynolds, L., Fisher, D., & Cavil, J. (2012). Impact of demographic variables on African-American student athletes' academic performance. *Educational Foundations*, 26(3-4), 93-111.
- Simons, H. D., Bosworth, C., Fujita, S., & Jensen, M. (2007). The athlete stigma in higher education. *College student Journal*, 41(2), 251-273.
- Wittmer, J., Bostic, D., Phillips, T., & Waters, W. (1981). The personal, academic, and career problems of college student athletes: Some possible answers. *Personnel & Guidance Journal*, 60(1), 52. Retrieved from:
<http://web.a.ebscohost.com/falcon.lib.csub.edu/ehost/pdfviewer/pdfviewer?sid=e34c790d-a788-4f53-b823-4b8bbf65f2ad%40sessionmgr4004&vid=8&hid=4207>

Appendix A



CSU Bakersfield

Academic Affairs

Office of the Grants, Research, and Sponsored Programs (GRaSP)

Mail Stop: 24 DDH Room 108
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2231
(661) 654-3342 FAX
www.csub.edu

Institutional Review Board for Human Subjects Research

Scientific Concerns
Roseanna McCleary, Ph.D.
Masters of Social Work
Scientific Concerns

Steven Gamboa, Ph.D.
Department of Phil/Rel Studies
Nonscientific/Humanistic Concerns

Lily Alvarez, B.A.
Kern County Mental Health
Community Issues/Concerns

Grant Herndon
Schools Legal Service
Community Issues/Concerns

Kathleen Gilchrist, Ph.D.
Department of Nursing
Scientific Concerns

Paul Newberry, Ph.D.
Department of Philosophy/
Religious Studies
Nonscientific/Humanistic Concerns
IRB/HSR Chair

Tony Alteparmakian, Ed.D.
Teacher Education
Nonscientific/Humanistic Concerns

Steve Suter, Ph.D.
Department of Psychology
Research Ethics Review
Coordinator
and IRB/HSR Secretary

Date: 14 May 2014

To: Brian Cooper, PPA Student

cc: Jinping Sun, Department of Public Policy & Administration
Paul Newberry, IRB Chair

From: Steve Suter, Research Ethics Review Coordinator

Subject: Protocol 14-48: Not Human Subjects Research

Thank you for bringing your protocol, "**Program Proposal for Developing Student-Athletes Through the Relationship Between Athletics and Higher Education**", to the attention of the IRB/HSR. On the form, "*Is My Project Human Subjects Research?*", received on May 14th, 2014, you indicated the following:

I want to interview, survey, systematically observe, or collect other data from human subjects, for example, students in the educational setting. **NO**

I want to access data about specific persons that have already been collected by others [such as test scores or demographic information]. Those data can be linked to specific persons [regardless of whether I will link data and persons in my research or reveal anyone's identities]. **NO**

Given this, your proposed project will not constitute human subjects research. Therefore, it does not fall within the purview of the CSUB IRB/HSR. Good luck with your project.

If you have any questions, or there are any changes that might bring these activities within the purview of the IRB/HSR, please notify me immediately at 654-2373. Thank you.

A handwritten signature in blue ink, appearing to read "Steve Suter".

Steve Suter, University Research Ethics Review Coordinator