



Laureus
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SPORTS-BASED YOUTH DEVELOPMENT:

HITTING A HOME RUN in Social and Emotional Learning Outcomes

Kim Sabo Flores, Ph.D.
Nicolas Garcia Mejia
HELLOINSIGHT.ORG

Jamie Schmill
Julia Lankford
LAUREUS USA

PARTNERS



Introduction

“We recognize the growing contribution of sport to the realization of development and peace in its promotion of acceptance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT, UNITED NATIONS

Laureus USA is a 501(c) 3 philanthropic intermediary foundation whose mission is to improve the lives of youth and unite communities through the power of sport. We are committed to the creation and dissemination of knowledge that supports the broad field of diverse nonprofits using sport as a tool for positive youth development.

Laureus USA is part of a global Laureus network that has raised and invested more than \$150 million for the Sport for Development programs in the past 20 years, positively impacting more than six million youth. Laureus’ grant partners intentionally use sport and physical activity to deliver positive youth development curricula that, in conjunction with the provision of safe and inclusive spaces, contribute to improvements in social impact areas that are critical to individual and community well-being. These social impact areas, aligned to the UN Sustainable Development Goals, include education, women and girls, health and well-being, peaceful society, inclusive society, and employability. Reaching hundreds of thousands of young people annually, Laureus’ grant partners do life-changing and groundbreaking work with youth in some of the most historically under-resourced and marginalized neighborhoods in the country.

Sports Based Youth Development (SBYD) is a methodology that uses sports to provide the supports and opportunities youth need to be healthy contributing citizens now and as adults. A sports-based youth development program offers youth an experience in which they learn and master sport skills along with life and leadership skills in a safe, fun, supportive and challenging environment. This experience involves caring relationships, facilitated learning, experiential learning and vigorous physical activity (Up2Us Sports). Globally, this sector is more widely known as Sport for Development

The benefits of regular physical activity and sport has been well documented, but the impacts of sports- based youth development (SBYD), have not. In their SBYD Playbook (2020), Hiershenee and Joseph Luesse state: “Despite the continued growth of and attention to developing and studying SBYD, there are not yet definitive studies that broadly prove its efficacy and impact.”¹ This current report was developed to help fill this knowledge gap. Laureus USA aspires to provide the tools and resources that SBYD organizations need in order to empower the young people they serve to lead themselves and their communities into brighter, more positive and equitable futures.

1 Luesse, H. and Luesse J (2020). Sport Playbook 2020. New Heights Youth, Inc.

Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.

NELSON MANDELA

All of Laureus USA's work is guided by its founding patron, Nelson Mandela, who highlighted the transformative power of sport at the inaugural Laureus World Sports Awards. He stated that: "Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair." Laureus wholeheartedly believes in the power of sport to change the world. Our unique formula for success brings together youth, community assets, and our unique model (grant making, technical assistance, capacity building, convening, research, and more) with our diverse ecosystem of allies, to address the challenges young people face today. Simply put, Laureus serves as a bridge for collaboration among Sport for Development organizations and acts as a destination for funders, researchers, and policy makers that are interested in changing community chemistry from what is predictable to what is possible through the power of sport.



Executive Summary

All children are born with the right to play and move. Movement and play are fundamental elements of human development and have been enshrined in cultural, political, social, and religious traditions around the globe for millennia.

In the last 30 years, there has been rapid growth and investment in sports-based programming for children and youth. And, its importance has long been acknowledged by the international community, starting with the proclamation in the 1950 Declaration of the Rights of The Child: "The child shall have full opportunity for play and recreation." The value of sport was further amplified in 1989 by the signing and ratification of the Convention of the Rights of The Child (CRC) which, in Article 31 – Children's Right to Play, explicitly recognizes the "right to engage in play and recreational activities appropriate to the age of the child" (UN Committee on The Rights of The Child). This treaty made play and sport a fundamental right for all children and is considered core to their healthy development. It has been further enshrined in the supporting text of the UN's Sustainable Development Goals and the Kazan Action Plan.

However, the gradual shift toward the privatization of youth sports in the United States has created an unfortunate reality for many young people and their families—access for those with financial resources and limited to no access for those without. Low-income families often cannot afford participation fees, and in historically under-resourced communities choices for participation are limited.

In the wake of these circumstances, it is no surprise that many nonprofit organizations have risen up to address the needs and fill the youth sports gap over the past three decades. For many children and youth in the United States, these organizations serve as a sanctuary of sorts, a place where young people can be themselves, be respected, be part of a positive setting, and think about a positive future. It may be the one place in their lives where thriving is a real possibility.

Positive youth development (PYD) is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youth's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. (The Federal Interagency Working Group on Youth Programs)

As early as 1990, a growing number of sports programs began to emerge and adopt a positive youth development (PYD) approach, focusing on sport as a strategy to promote optimal human development. Champions of these programs met at a summit in June of 2006 and coined the term Sports-Based Youth Development (SBYD) to describe programming that intentionally coupled sports with a PYD approach and focused on holistic youth development. Since then, hundreds of programs nationwide have created SBYD environments. SBYD organizations value improvement in whatever sport may be offered, but their true focus is the positive development of the youth they serve.

SBYD ORGANIZATIONS ARE FOUNDED ON TWO IDEAS THAT NATURALLY FOSTER SOCIAL AND EMOTIONAL LEARNING (SEL) OUTCOMES:

1. Young people seek enjoyment, fulfillment and a sense of belonging, and that with this sense of belonging grows respect for one another and a sense of personal and social responsibility;
2. Coaches in SBYD programs act as mentors, counselors, teachers and sometimes even second parents who care about the whole child—the emotional, social, psychological and physical.

Social and Emotional Learning (SEL) is the process through which young people understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)

Understanding SEL as an integral component of SBYD and relies on an acknowledgment of SBYD as distinct from neutral youth sports provision. While opportunities for character building and the growth of developmental assets are potentially present in all sports (Vierimaa, Bruner, and Cote 2018; Ferris, Ettekal, Agans, and Burkhard, 2015), SBYD programs are distinct in several important ways. First, SBYD programs integrate sport and/or physical activity into an intentional youth development curriculum and/or program design and delivery model that ensures physical, psychological, and emotional safety. Second, they are designed to be inclusive regardless of the skill level or ability of participants; while hard and soft skill transference often happen in tandem with sport or movement skill transference, sports skills and/or performance are not the primary goal.

In the summer of 2020, with the support of The Allstate Foundation, Laureus USA commissioned Hello Insight to analyze data from its online platform, representing more than 60 SBYD programs nationwide, surveying nearly 10,000 young people. By comparing SBYD programs with non-sports programs, this report illustrates the unique contribution that SBYD programs have in a young person's life. Findings show that **young people who attend SBYD programs are more likely to exhibit positive SEL outcomes than young people who attend non-sports programs** because they are “hitting a home run” when it comes to implementing key PYD practices. **Young people in SBYD programs are far more likely to experience key PYD practices associated with growth in SEL than those in non-sports programs.**

PART 01

Methodology

THE STUDY WAS DESIGNED TO ADDRESS TWO KEY RESEARCH QUESTIONS:

1. What is the impact of SBYD programs on the development of young participants' social and emotional learning?
- How, and to what extent does this impact differ from non-sports programs?

How does impact differ by gender and ethnicity?
2. What types of experiences are young people having in SBYD programs and how do these promote positive outcomes for young people?
- How do these experiences differ from non-sports programs?

How do these differ by gender and ethnicity?

The primary method used to address these questions was a secondary analysis of data gathered through Hello Insight’s (HI) platform. Since 2013, HI’s Core SEL assessment has captured data from nearly 100,000 young people across more than 1,000 afterschool programs nationwide, ranging from arts to camps to leadership programs. In 2016, with the support of The New York Community Trust, Laureus USA, and Vita Sports Partners, a new tool, Hello Insight: Sports (HI: Sports), was specifically developed and embedded in the platform to provide a cost-effective measurement, evaluation and learning solution for SBYD programs.

All Core SEL capacities (see Box 1) are included in HI: Sports with complementary capacities added to better mirror the SBYD outcome goals, measuring five Core SEL capacities, two sports-specific capacities (see Box 1) and six shared PYD experiences (see Box 2), with one specific to HI: Sports. These specific measures were considered critical for the field because they align well with Up2Us Sports and UNICEF’s High Impact Attributes framework,² which was already being widely used in the SBYD field. Additionally, mounting research shows that they correlate with longer-term outcomes such as: increased academic skills, positive behaviors, reduced risky behaviors, improved career readiness, and, ultimately thriving, happy, and healthy young people.³ HI: Sports was tested with nearly 10,000 young people’s responses across more than 60 organizations nationwide and proved to be a valid and reliable measure of the SEL and PYD concepts, most important for SBYD programs.

In order to develop a robust comparison between young people in SBYD programs and those in non-sports-based programs, a propensity score matching strategy was used. Young people from the HI: Sports tool were matched with young people in HI: SEL based on their age, gender, ethnicity, pre-SEL score, and Social Capital score. The rationale behind using the pre-SEL score was because it is the highest predictor of overall SEL growth. The Social Capital score was also used because data shows that when young people have a large number of adults and allies who support their growth and development, it correlates with greater SEL growth.

In the end, a sample of 2,090 young people with matched pre- and post-program surveys were selected from the HI: Sports dataset and 1,993 were selected from the HI: SEL dataset; all data were captured during 2016-2020. The demographics of the HI: Sports sample included 57% boys, and 40% girls, with 3% either non-binary gender or choosing not to answer. The mean age was 13.5 years old. The largest racial demographics were LatinX (37%) followed by African American (26%), Two or More Races (13%), White (13%), Asian (8%), Native American (1%), and Other (2%). Because data was matched on these variables, the comparison group had near identical demographics.

2 Up2Us: https://homecourt.up2us.org/page/HIA_survey_info

3 Up2Us: Sports-based Youth Development, Featured Research Brief. <https://static1.squarespace.com/static/58bddd12e58c6278e8a670e2/t/5c4a35558985830928519bef/1548367190189/Research+Brief.SBYD+%281%29.pdf>

BOX 1: SEL CAPACITIES

CORE SEL (α = 0.90)	All of the SEL capacities are interrelated and are part of a larger validated model that measures social and emotional learning.
Academic Self Efficacy (α = 0.81)	A young person’s motivation and perceived mastery over learning, school performance and potential to attain academic success. This correlates with higher grade point averages and standardized test scores, fewer suspensions and expulsions, and longer-term gains in skills to identify, attain, and retain a career (Afterschool Alliance, 2009; Zins, J.E., et al., 2004).
Contribution (α = 0.78)	A young person’s desire to engage with and contribute to family, community, and society. This has been correlated with a propensity to engage civically later in life, positive links to the institutions of civic society, and improved social development (Lerner, R. M., et al., 2005).
Positive Identity (α = 0.77)	A young person’s internal sense of who they are and confidence to explore their multiple identities. Positive identity is correlated with higher confidence and reduced behavioral problems (McLaughlin, M.W., 2000).
Self Management (α = 0.83)	The ability of a young person to regulate their emotions and behavior, take positive risks, and persist through life’s challenges. Self-management correlates with longer-term outcomes such as higher academic performance, lower engagement in negative behaviors, and improved social acceptance by peers (Brandy, T & Moore, K.A., 2010).
Social Skills (α = 0.78)	The ability of a young person to take others’ perspectives into account, developing a sense of caring, and empathy. Social skills are considered an important part of development because it supports positive social interactions and promotes positive youth <-> environment interactions (Payton, J.W. et al., 2008).
Specific to HI:Sports tool:	
Goal Orientation (α = 0.78)	When young people have a goal orientation, they are able to envision a positive future and set a path forward to achieve their dreams. This increases motivation, helps us develop a sense of control over our future, and promotes overall positive youth development (Lerner, R.M. et al., 2011; Houston, H. 2020).
Self Confidence (α = 0.84)	A youth’s positive sense of who they are in the world and what they have to offer. Youth’s confidence is an internal sense of self-worth and self-efficacy. A sense of confidence correlates with reduced behavioral problems and increased thriving (Taylor, J. Nov. 09, 2009; Pickhardt, C. June 10, 2013).

BOX 2: PYD EXPERIENCES

Challenge Growth ($\alpha = 0.89$)	Challenging young people to take risks and perform beyond even their own expectations. Research tells us that when young people engage in challenging tasks that fit their abilities, they rise to the challenge and find the activities are more enjoyable and interesting (Holzman, L. 2018; Search Institute 2020).
Engage Authentically ($\alpha = 0.85$)	Getting to know each young person by really listening and understanding who they are - their cultural and lived experiences, their interests, their passions, etc. Building these types of relationships have been shown to increase positive youth development and thriving (Larson, R. & Dawes, N. 2015, Search Institute, 2020).
Expand Interests ($\alpha = 0.86$)	Supporting young people to try new things, broaden their horizons, learn about other people, cultures and perspectives, and explore their own identities. Expanding a young person's interests broadens their possibilities, helps them understand multiple points of view, promotes contribution and the development of a positive identity, and has also been shown to reduce bullying (Communities in School, 2016; Durden, T. et al., 2014; Flores, K., 2020; Scales, P.C., et al., 2011; Simmons, D. 2019).
Manage Goals ($\alpha = 0.80$)	Assisting young people to set and manage goals that are important to them and that build upon their passions and interests. Goal management has been shown to increase motivation, impacts our perceived control over our future and promotes overall positive youth development (Lerner, R.M., et al., 2011; Houston, H. 2020).
Promote Peer Bonds ($\alpha = 0.80$)	Helping young people to work together in teams and groups, creating a safe space for young people to learn with and from one another, exploring similarities and differences, and developing deep bonds and relationships. Positive peer engagement increases self-confidence and life skills; academic motivation; and leadership skills and disposition (Search Institute, 2020; Reach Out, 2020).
Share Power ($\alpha = 0.78$)	Ensuring that young people feel that their voices and opinions matter. Sharing power supports young people to feel connected, engaged and included as true contributing members of their programs, teams, groups, community and society. It has been shown to promote diversity, equity and inclusion both in the classroom and society (Zeldin, Z, et al., 2000; Sabo-Flores, 2013; Friere 1993; Ginwright, S. & James, T., 2002).
Specific to Hi:Sports tool:	
Build Positive Coaching Relationships ($\alpha = 0.89$)	When young people have a goal orientation, they are able to envision a positive future and set a path forward to achieve their dreams. This increases motivation, helps us develop a sense of control over our future, and promotes overall positive youth development (Lerner, R.M. et al., 2011; Houston, H. 2020).

PART

02

Findings

Significantly more young people in SBYD programs develop SEL outcomes than those attending non-sports programs.

This difference is statistically significant — it is not happening by chance! In fact, the analysis provides us with 99% confidence that the difference is meaningful and would occur if we compared any other SBYD program to a non-sport program.

An analysis by gender shows that **significantly more boys in SBYD programs develop SEL compared to boys in non-sports programs. This is true for every SEL capacity.** However, the differences seen in Contribution (12% difference) and Self-Management (10% difference) are especially impressive. **More girls in SBYD programs succeed in the area of Social Skills** (see Table 1).

TABLE 1: DIFFERENCE IN NUMBER OF YOUNG PEOPLE WHO GREW IN SEL

	OVERALL	BOYS	GIRLS
OVERALL SEL	5%**	11%***	-2%
Social Skills	6%***	8%***	4%*
Contribution	6%***	12%***	-1%
Self Management	5%**	10%***	-1%
Positive Identity	3%	7%***	-4%
Academic Self Efficacy	2%	6%**	-5%

*p<0.05; **p<0.01; ***p<0.001 More asterisks (*), more confidence.



SBYD programs are also doing a particularly good job supporting young people, both boys and girls, who enter with relatively low SEL (e.g., below the 50th percentile in the whole Hello Insight database) (see Table 2). On average, young women and men enter SBYD programs with low scores and both show statistically significant growth over time; however, growth for boys is greater than for girls. In other words, **young people in SBYD programs who need SEL the most show the greatest growth.**

In non-sports programs, the ethnicity of a young man negatively effects their SEL growth. This is especially true for young men who identify as: Latino, Two or More Races, Asian/Indian and Other. Table 3 shows that when boys of color in non-sports programs are compared to boys identifying as White, they develop less SEL skills. On the other hand, young men of color in SBYD programs do not have significantly different scores from their White peers. In other words, **ethnicity does not have an impact on SEL growth in SBYD programs** (see Table 3).

TABLE 2: DIFFERENCE IN GROWTH FOR YOUNG PEOPLE ENTERING SBYD PROGRAMS WITH LOW SEL

Scale of 1 to 5, with 1 representing “does not describe me at all” to 5 representing “describes me very well”

	PRE MEAN	POST MEAN	DIFFERENCE
Low SBYD Boy	3.43	3.64	0.21***
Low SBYD Girl	3.41	3.52	0.11***

*p<0.05; **p<0.01; ***p<0.001 More asterisks (*), more confidence.

TABLE 3: DIFFERENCES IN SEL GROWTH BY ETHNICITY

DEMOGRAPHICS	SBYD PROGRAMS		NON-SPORTS PROGRAMS	
	BOY	GIRL	BOY	GIRL
African American	0.03	-0.04	-0.24	-0.07
Latino	0.05	0.30	-0.33*	-0.16
2+ Races	-0.13	0.03	-0.52*	0.10
Asian/Indian	0.18	0.23	-0.48**	-0.10
Other	-0.14	0.34	-0.45**	0.15

*p<0.05; **p<0.01; ***p<0.001 More asterisks (*), more confidence

Young People’s Experiences of Research-Based PYD Practices

Given these positive trends in SEL growth, it is not surprising that young people in SBYD programs are experiencing many of the PYD practices shown by research to predict SEL growth. In fact, they are having **significantly more of these research-based experiences than their peers in non-sports programs** (see Table 4).

On HI surveys, young people are asked to report how often they experienced key PYD experiences. The response scale provided is: 1-Never, 2-Rarely, 3-Sometimes, 4-Often, and 5-Always. SBYD participants report that their coaches “often” (see Table 4):

- **Challenged Their Growth** (Avg. 4.25). Helped them take risks, persist through challenges, and perform beyond even their own expectations.
- **Engaged Them Authentically** (Avg. 4.09). Took time to get to know them by really listening and understanding who they are - their cultural and lived experiences, their interests, their passions, etc.
- **Promoted Peer Bonds** (Avg. 4.04). Supported them to work together in teams and groups, creating a safe space for them to learn with and from one another, exploring similarities and differences, and developing deep bonds and relationships.
- **Expanded Their Interests** (Avg. 3.99). Encouraged them to try new things, broaden their horizons, learn about other people’s cultures and perspectives, and explore their own identities.
- **Managed Goals** (Avg. 3.92). Assisted them to set and manage goals that are important to them and that build upon their passions and interests.
- **Shared Power** (Avg. 3.78). Ensured that their voices and opinions were heard and mattered.

TABLE 4: DIFFERENCES IN PYD EXPERIENCES

RANGE = 1 TO 5	CHALLENGE GROWTH	EXPAND INTERESTS	SHARE POWER	ENGAGE AUTHENTICALLY	MANAGE GOALS	PROMOTE PEER BONDS
Avg. Non-Sport	4.11	3.89	3.67	3.95	3.82	3.96
Avg. SBYD	4.25	3.99	3.78	4.09	3.92	4.04
Sports Program	0.13***	0.10***	0.11***	0.14***	0.10***	0.08**

*p<0.05; **p<0.01; ***p<0.001

An analysis of differences by gender shows that **boys in SBYD programs have significantly more of these research-based experiences than girls in SBYD programs** (see Table 5). And while boys in SBYD programs also have significantly more PYD experiences than their peers in non-sports programs, girls have significantly fewer. In addition, those identifying as LatinX tend to have more of these experiences than any other demographic population.

TABLE 5: DIFFERENCES IN SBYD EXPERIENCES BY GENDER

	BOYS	GIRLS	DIFF
Challenge Growth	4.33	4.13	0.20**
Engage Authentically	4.21	3.92	0.29**
Expand Interests	4.08	3.86	0.22**
Share Power	3.86	3.64	0.22**
Manage Goals	4.05	3.76	0.29**
Promote Peer Bonds	4.12	6%**	0.20**



Experiences that Drive Impact in SBYD Programs

Five of these PYD experiences have a significant impact on young people’s SEL growth in SBYD programs.

The one that correlates with the most SEL growth is Expand Interest, promoting a statistically significant change of approximately half of a point (0.51) (on a scale of 1 to 5). This is followed by Share Power which has the potential to increase the SEL score by more than a quarter of a point (0.27). Both Challenge Growth and Manage Goals increase SEL growth by nearly a quarter of a point (0.22). Developing Positive Relationships with Coaches also promotes a statistically significant growth in SEL (0.17) (see Table 6). Note: Positive Relationships with coaches was only measured as a part of the SBYD tool, and refers to a relationship in which young people feel known, valued and supported (it was not used with the non-sports comparison group).

Once again, there are differences between boys and girls. **Boys’ SEL growth is driven by Expanding Interests, followed by Goal Management, and then a Positive Relationship with the Coach. A girl’s SEL growth is promoted when she develops a Positive Relationship with the Coach who Shares Power with her** (see Table 7).

TABLE 6: EXPERIENCES PROMOTING SEL GROWTH IN SBYD PROGRAMS

Expand Interest	0.51***
Share Power	0.27**
Challenge Growth	0.22**
Manage Goals	0.22*
Positive Relationship with Coaches	0.17*



TABLE 7: EXPERIENCES PROMOTING SEL GROWTH IN SBYD PROGRAMS BY GENDER

	BOYS	GIRLS
Challenge Growth	0.10	0.07
Engage Authentically	-0.05	0.18
Expand Interests	0.54***	0.20
Share Power	0.23	0.50***
Manage Goals	0.28*	0.04
Promote Peer Bonds	0.18	0.26
Positive Relationship with Coaches	0.47***	0.49***

*p<0.05; **p<0.01; ***p<0.001

The Role of Satisfaction

In order to further understand the gender differences, an analysis of satisfaction was conducted. While both boys and girls in SBYD programs would recommend their program to a friend, boys are significantly more likely to do so.⁴

While boys in SBYD are more likely to recommend their program to a friend than boys in non-sports programs, girls are not. **However, it should be noted that girls in both SBYD and non-sport programs are still very likely to recommend their programs** (rating it a 4.12 out of 5).

TABLE 8: SATISFACTION IN SBYD AND NON-SPORTS PROGRAMS BY GENDER

	NON-SPORTS			SBYD		
	Boys (n=1,173)	Girls (n=1,152)	Difference	Boys (n=778)	Girls (n=800)	Difference
OVERALL Satisfaction	4.25	4.43	-0.18*	4.43	4.15	0.28

4 Scale from 1 to 5; 1=Definitely No to Definitely Yes.

PART

03

Conclusion

Conclusion

While champions of SBYD always believed that sports are fertile ground for whole-child development, this study adds further evidence to this widely held belief. Findings show that SBYD programs not only foster social and emotional learning but do so significantly more than non-sports programs. What is most exciting is their exceptional impact on young men of color and those who need it the most.

But how do they do it? This study shares SBYD's recipe for success. For boys, coaches support them to try new things, broaden their horizons, learn about other people, cultures and perspectives, and explore their own identities. They assist them to set and manage goals that are important to them and that build upon their passions. But most of all, SBYD coaches take the time to build strong supportive relationships in which young people feel known, valued, and supported.

This study also sheds light on the unique experiences of young women in SBYD programs. Coaches who have been most effective with girls not only spend time building relationships, but ensure that those young women's voices and opinions matter - they share power. This quality significantly increases the likelihood that they will develop SEL. **The differences between 'what works' for girls and boys demonstrates a need for intentional PYD approaches but also a gender-sensitive one.**

The more that we learn about SBYD programs, the greater the urgency to assure that all young people have opportunities to play and that costs do not exclude youth from lower income families from participating in sports. As one of the leading funders in SBYD both domestically and globally, Laureus is well positioned to address the gaps and opportunities from all sides. For example, investing in the systematic and rigorous measurement of SEL outcomes as a result of participation in high quality SBYD programs while simultaneously supporting the ability of SBYD organizations to address framework gaps that limit access to SBYD programs for historically under-represented or vulnerable youth.

Laureus USA will continue to advance awareness of and support for the immense role SBYD programs play in the development of SEL capacities. In addition, Laureus will advance the discussion about access to SBYD for all. We encourage and welcome others to join us on this journey and put forth this call to action that we hope others will endorse and activate.

Laureus is grateful for the support and partnership of The AllState Foundation in producing this report, as well as to Comic Relief US for continued support of our research, monitoring, evaluation and learning, and to our Global Partners Mercedes-Benz, IWC Schaffhausen and MUFG.

Call to Action

To assure that all young people, regardless of age, gender, ethnicity or socio-economic status have access to high quality SBYD programs, that fulfills their inalienable right to play, we put forth four calls to action.

1. SUPPORT SPORTS PROGRAMS TO ADOPT SBYD APPROACHES AND MODELS

We encourage all sports programs to more deeply adopt the SBYD model, specifically the research-based PYD approaches outlined in this report to ensure greater SEL development. Strategies to achieve this might include:

- Creating an advocacy campaign to raise awareness and amplify the benefits of SBYD with sport programs, funders and donors.
- Developing workshops for coaches on the key PYD experiences that promote the greatest growth in SEL, highlighting the practices that are uniquely effective for young men and young women.
- Working alongside national intermediaries that traditionally provide coach training to assure that they have embedded findings from this report into their frameworks and trainings.
- Conducting a feasibility study to create a certificate program to certify an SBYD entity.

2. BUILD THE CAPACITY OF SBYD PROGRAMS TO USE & IMPROVE PYD APPROACHES

For SBYD programs, it will be important to strengthen their research-based approaches, with special attention to gender. Possible actions are:

- Providing virtual and online training for coaches to build strong supportive relationships with young people.
- Creating specific supports to help coaches share power with young women and support boys to explore and expand their interests, manage goals, and challenge growth.
- Strengthening their capacity to assess young people's experiences and outcomes so they can continuously improve and meet their needs.

3. DEVELOP GREATER FIELD COLLABORATION AND LEARNING

In order to strengthen the field, SBYD champions need to collaborate and create greater cohesion and cross-site learning. Recommendations include:

- Creating opportunities for SBYD champions to make meaning of the data generated for this report, exploring unanswered questions, such as: Why do girls in SBYD programs develop such strong social skills?; Why are SBYD programs so effective at promoting SEL amongst young men?
- Identify high impact SBYD programs and conduct case studies on their inner workings to share with the field.
- Hosting regular conferences or town halls to lift up best practices and highlight new and innovative models.
- Work with like-minded programs to discuss adopting a common theory of change and set of measures similar to the one used in this study (see Figure 1). This will support continuous cross-site and field learning about what really matters in supporting each and every young person.
- Developing a "Learning Center" to house professional development opportunities and materials that foster ongoing learning and improvement.

4. IGNITE GREATER COMMUNITY ENTHUSIASM FOR SBYD

To assure enthusiasm for SBYD programs amongst parents and community members, they will need to have a keen awareness of the value of SBYD on their child's development.

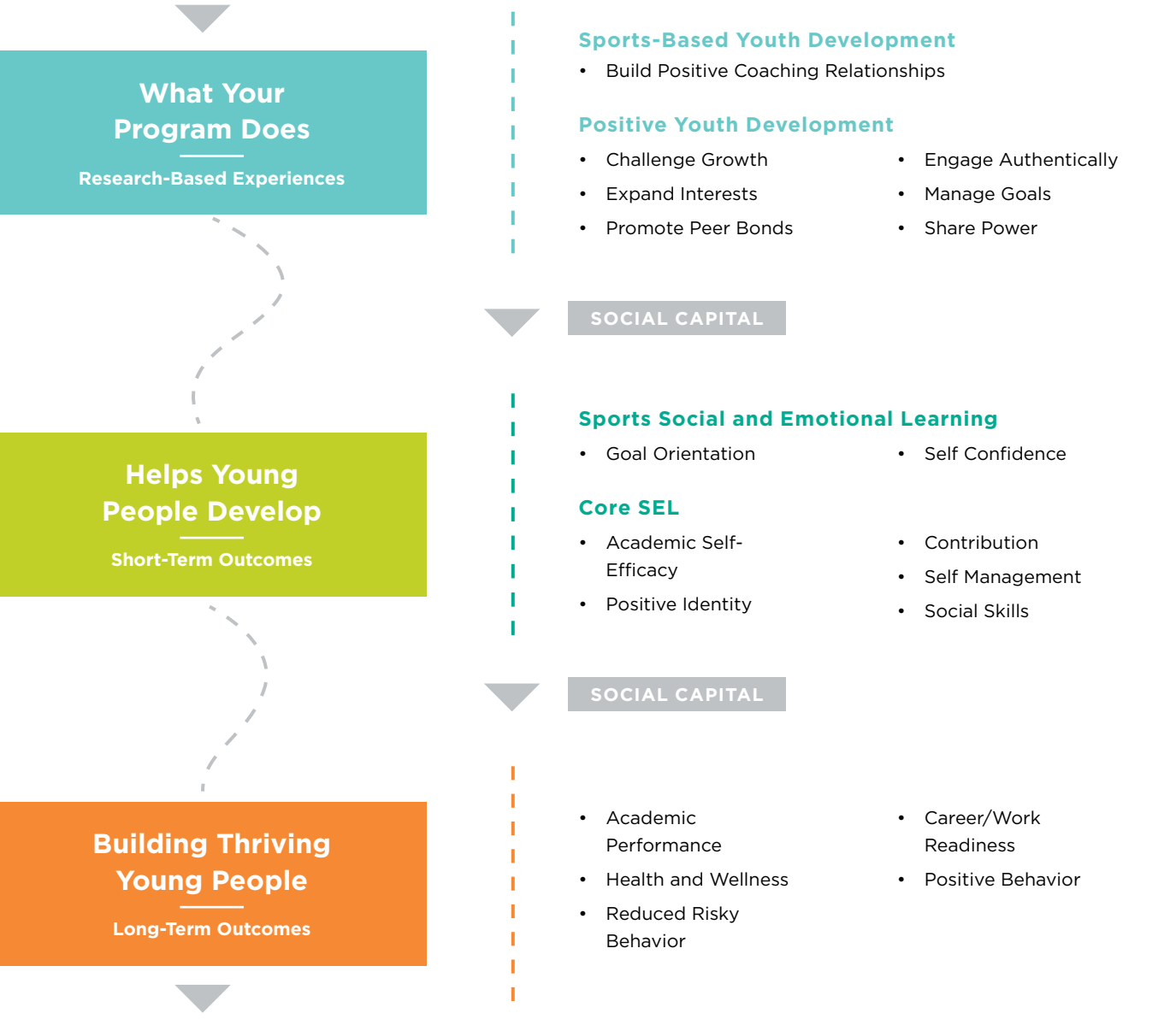
- Creating a Resource Center specifically for parents and community members that includes a checklist of qualities to look for in an SBYD program, as well as videos, workshops and briefs about the unique impact of SBYD.
- Helping parents locate a (certified) SBYD program in their community. This could begin by Laureus making a catalogue of programs available in their Sport for Good Cities membership base.

Sport can no longer be considered a luxury within any society, but is rather an important investment in the present and future.

**UNITED NATIONS,
APRIL 6, 2013**



Hello Insight: Sports Theory of Change



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