



## **ASU's Four for Forty Program**

### **Background**

ASU's Four for Forty Program intends to focus on the holistic development of student-athletes in academic excellence, community service, and personal development, particularly emphasizing self-efficacy and career development facilitated through on-campus programs, mentorship, and community engagement. As noted throughout the literature, athletic identity and career development are two issues that impact student-athletes, particularly when it relates to successfully transitioning out of college sports (Brown & Hartley, 1998; Grove, Lavalle & Gordon, 1997; Lally & Kerr, 2005; Murphy, Petitpas & Brewer, 1996). For most college athletes, competing at the professional level is not always viable, so appropriate career pathway alternatives must be introduced and provided for this specialized population. The Four for Forty Program will assist and empower ASU student-athletes in their professional development in a practical way by integrating their career aspirations with their athletic identities and experiences at the intersection of Black student-athletes socialized identities within an HBCU landscape.

### **Program Summary**

Throughout the year, we hosted five workshops focused on personal and career development for our student-athletes. In addition to the workshops, we provided students with an app called "The Zone" to help them track their daily mental health. The aim of these initiatives was to offer support and reduce the pressure on students to succeed solely in sports, ultimately helping them build resilience and a broader sense of purpose.

Another focus was to help students understand their role within the community. We utilized an app called Helper Helper to track community service performed by our student-athletes. This year, our students volunteered over 1500 hours at various locations, engaging in activities such as reading to local elementary school students, mentoring, and packing food at the local food bank.

The programs were successful, with 406 student-athletes participating in the five workshops. Seventeen speakers had an opportunity to pour into our students and share their expertise on different subject matters. In surveys administered, 87% of the students provided favorable feedback regarding the programs.

*This research was supported with a challenge award from the Knight Commission on Intercollegiate Athletics as part of its 'Achieving Racial Equity in College Sports' initiatives. The Knight Commission does not take a position on the findings produced by the research."*



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### Detailed Summary

Date of Event	Title (Topic)	Facilitator	Student Attendance
March 13, 2023	Growth Mindset/ Elevator Pitch	Monique Smith	121
March 27, 2024	Are you Married, Single, Dating, or having a One Night Stand with your money?	Taryn Bushrod	60
Feb. 28-29, 2024	ASU Pro Day	Dr. Tywana Smith	150
Sept. 20, 2023	Power of Language	Dr. William Robinson, Dr. Ashla Roseboro, and Dr. Carlos Morrison	30
March 8, 2024	Women's History Month	Felicia Martin, Dr. Adrienne Swinney, Penny Lucas-White Dr. Deneisha Hendricks Jasmine Quinn Candace Martin Lauriana Castonguay Katreshia Louis-Verrett	45

### Assessment Report

**Financial Literacy-** The Financial Literacy workshop was engaging and easy to understand. The presenter asked participants about their marital status and compared it to their relationship with finances. The workshop covered budgeting, saving, and investment and emphasized the importance of selfreflection in managing finances. A survey was provided to each participant. However, only thirteen students completed the survey. 100% of the students rated the presenter a 5 out of 5. The common theme of the survey was that the presenter was extremely interactive and that a key takeaway was changing the mindset about money to have a better relationship with money.

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**Pro Day-** The Pro Day was well-attended and insightful. The presenter discussed resume building and optimizing LinkedIn profiles and encouraged participants to shift their mindset about what it means to be a professional. The two-day event focused on career transition, career planning, networking, and life after sports. It also touched on personal development, emphasizing skills such as management, goal setting, discipline, work-life balance, stress management, leadership, and teamwork. A survey was provided to each participant. However, only fifty-six students completed the survey, and 80% rated the presenter a 5 out of 5 while the other twenty percent rated her a 4 out of 5. The participants' key takeaways were that they were all pros; they left the workshop understanding the SWOT analysis how to apply it to themselves, and how to control the controllable.

**Growth Mindset and the Elevator Speech-** The presenter discussed how having an elevator speech prepared can spark interest when networking. Students were given examples of how a growth mindset and an elevator speech are crucial tools for personal and professional success. They learned that a growth mindset enables continual development and resilience, while an elevator speech ensures effective communication of one's values and the ability to seize opportunities as they arise. A survey was provided to each participant. However, one hundred twenty-one students completed the survey, and 69% rated the presenter a 5 out of 5. The common theme the students enjoyed was learning about their personal compass and the four agreements.

**Women's History Month-** The Women's History Month Celebration was a three-hour presentation covering topics such as Navigating Paths and Crafting the Future, The Power of Negotiation, and SelfCare: Feeding Your Inner Goodness. Former ASU players shared their experiences and provided tips on utilizing available resources and networking. Additionally, one presenter talked about how mental health and taking care of self are of the utmost importance in any profession. She normalized seeking counseling. A survey was provided to each participant. However, only twelve students completed the survey. 100% of the students rated the program as extremely satisfied with the entire program and each speaker.

**The Power of Language-** The Power of Language workshop covered effective communication, advocacy, negotiation skills, and cultural competence. It highlighted how mastering communication enhances personal branding, media interactions, and professional relationships. The session also provided examples of how language skills can enable athletes to advocate for causes, influence public opinion, and inspire others. Surveys were not provided to participants. However, on the call, the students were engaged and asked plenty of questions of the presenters regarding their expertise.

### **Summary**

The programs offered in the past year aimed to encourage personal development and career growth. It was noted that the strong identification with athletic roles might overshadow other aspects of the students' identities. Therefore, focusing on career growth was seen as a way to help our student-athletes develop a well-rounded sense of self, highlighting that their value extends beyond their athletic achievements. These programs are crucial as they provide student-athletes with an understanding of their athletic identities and

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equip them with the skills and confidence needed to transition into other professional roles after their sports careers smoothly.

The programs offered were considered successful, with 406 student-athletes attending the five programs offered. 87% of the students provided favorable feedback regarding the programs in the four surveys administered.

Looking ahead, we have scheduled additional financial literacy workshops. Understanding long-term planning, debt avoidance, and entrepreneurial skills will be essential, especially in the NIL (Name, Image, and Likeness). In response to student requests, we will also focus on providing more workshops related to mental health, interviewing, and choosing a career path. We plan to concentrate on these areas this year and provide the students with panels to deliver transitioning presentations.

We have encountered a couple of challenges while planning and organizing events for our athletes. One challenge arose due to schedule conflicts. Balancing event times with the demanding schedules of student-athletes, including games, practice times, and academic commitments, can be difficult. Consequently, we felt a few workshops could have been better attended.

Lastly, obtaining feedback is essential to any program. Although we received some good feedback, it was inconsistent with the attendee number. For the upcoming year, we aim to gather more feedback through more accessible surveys on multiple platforms (e.g., mobile devices and computers) and send them through various channels. Additionally, we plan to encourage influential participants or SAAC leaders to promote the survey among their peers.

The acquisition of additional grant funding for the Four for Forty initiative for ASU student-athletes is of paramount importance. By bolstering funding, we can expand the resources available for training, mentorship, and tailored career development programs for our student-athletes. This expansion will let us cater to more student-athletes, providing them with enhanced opportunities for personal and professional growth. The long-term implications of securing more funding are profound, as they will ensure sustained support and guidance for future generations of student-athletes, contributing to their holistic career development.

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