COACHING CORPS

TRAINING EVALUATION REPORT

January to September 2021

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Submitted to

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CONTENTS

EXHIBITS

INTRODUCTION

Coaching Corps' mission is to "ensure that all kids reap the benefits of playing sports with a trained, caring coach." To fulfill this mission, the organization actively recruits and develops high-quality coaches to improve the physical, social, and emotional well-being of young people and, in doing so, to help expand the power of sports-based youth development for every child. Coaching Corps maintains a focus on recruiting, training, and placing high-quality coaches into a wide range of afterschool sports-based youth development programs to increase capacity to serve more youth through sports, ensure excellence in coaching, and improve the impact of existing community programs. In this way, Coaching Corps works to develop, magnify, and leverage the capacity and impact of afterschool organizations (which Coaching Corps calls "partner organizations") by providing them with a trained workforce of volunteer coaches and by training partner agency staff to use sports as a youth development tool.

Coaching Corps envisions a high-quality coach for every child. High-quality coaching requires the commitment, knowledge, and attributes that enable a coach to use sport as a vehicle to impart social and emotional skills that affect character development and influence life outcomes. Coaching Corps has an established track record of in-depth and comprehensive training to maximize coaches' ability to bring this quality of interaction to their athletes.

In 2020, Coaching Corps revised its strategic plan and redefined its approach to ensuring that every child has access to a trained, caring coach. Coaching Corps retained the effective components of its historical programming and designed a new approach that would better enable scaling. The new program model entails two main offerings: (a) **Universal Services Offerings**, which are a scalable, low-touch suite of supports to meeting the core needs of afterschool programs and coaches nationwide, and (b) **Premium Services Offerings**, which are a set of premium, higher-touch supports for select afterschool program partners and communities.

UNIVERSAL SERVICES OFFERINGS

As part of its Universal Services Offerings, Coaching Corps provides easy referral pathways for coaches to connect with partner organizations, an array of training curricula for coaches to increase their skills for working with youth, and a variety of resource materials to support coaches' ongoing knowledge and skill development. This report focuses specifically on the coach training component.

COACH TRAINING

During 2021, Coaching Corps offered 3 training curricula:
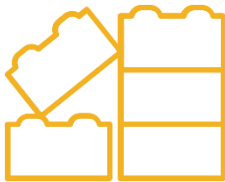
**Youth Development
"Building Blocks"**

**Coaching for Character
("POSE"[1])**

Coaching for Empathy

Trainings were delivered via 3 mediums. First, each curriculum had an online training available, which coaches could access at any time. Second, Coaching Corps trainers conducted live virtual training sessions using video conferencing software (e.g., Zoom), which enabled coaches to attend a live training remotely. Finally, Coaching Corps trainers held a limited number of in-person training events, which were generally restricted due to the COVID-19 pandemic. Exhibit 1 shows the types of trainings held between January and September 2021.

Exhibit 1. Training Offerings Available in 2021

Curriculum	Online Module	Live Virtual Sessions	In-Person Events
Building Blocks	√	√	√
Coaching for Character	√		
Coaching for Empathy	√		

Training Evaluation

Each training involves a customized "Training Exit Survey" that askes coaches about their satisfaction with the training and how likely they are to use the material with their teams and assesses coaches' knowledge of the key curriculum content.

THIS REPORT

This report presents the results of the Training Exit Surveys completed by coaches for all of the trainings completed from January through September 2021.

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[1] POSE stands for persistence, optimism, self-regulation, and empathy, the four character attributes addressed by the curriculum.

TRAINING REACH

Below is a summary of the coaches who completed at least one Coaching Corps training from January 1 to September 30, 2021. Detailed tables showing these data can be found in the appendix.

From January through September 2021 . . .

422 Coaches completed at least one Coaching Corps training

Of these 422 coaches . . .

276 Completed the Building Blocks training

178 Completed the Coaching for Empathy training

59 Completed the Coaching for Character (POSE) training

*58 coaches completed more than one training.

Among trained coaches:

51% Identified as women

72% Were staff coaches

28% Were volunteers

85% Were from California, although coaches from 17 different states accessed a training

31% identified as Hispanic or Latinx

24% identified as Black or African American

11% identified as Asian American

DATA AVAILABILITY

Because the Training Exit Surveys are completed at the end of the training module, it is possible for coaches to complete a training and leave without completing the survey. Data from Coaching Corps' administrative database indicate that a total of 422 coaches completed a training between January and September 2021. However, survey data were available for 290 of them.

These 290 coaches completed a total of 384 trainings. Of this group, 232 coaches completed 1 training and 58 coaches completed multiple trainings (21 completed 2 trainings, and 37 completed 3 trainings). Across the 384 completed trainings, Coaching for Empathy accounted for the majority (204), followed by Youth Development/Building Blocks (98), and then Coaching for Character (82). These findings are shown in Exhibit 2.

Exhibit 2. Number of Coaches who Completed Trainings

Training Curriculum	# of Training Exit Surveys
Building Blocks	
Online	72
Live Virtual, In-Person[a]	26
Coaching for Character	82
Coaching for Empathy	204
Total Trainings	**384**

Note: Some coaches completed multiple trainings.
[a] It was not possible to discern the number of coaches who completed a live virtual Building Blocks training versus an in-person Building Blocks training. Therefore, these groups are combined. They utilized the same Training Exit Survey, so their data are easily aggregated.

It was also possible for coaches to start an online training and drop out before completing the entire curriculum. In fact, the online trainings for Building Blocks, Coaching for Character, and Coaching for Empathy all had more coaches completing the first module than the last module (see Exhibits 4, 10, & 15). This pattern can be seen by the assessment data, because the online trainings have a few assessment questions after each module, unlike the live virtual and in-person trainings, which conduct the full assessment at the end of the session. Analyses in this report use all available data. Coaches are included in the analysis for any modules they completed, even if they did not complete the entire training.

SNAPSHOT OF KNOWLEDGE RESULTS FOR ALL TRAININGS

Exhibit 3 below shows the average score (average percent of items answered correctly) for each of the post-training knowledge assessments (note that some training modules do not have an associated knowledge assessment). Overall, coaches' average scores were high, suggesting that coaches left the trainings with good comprehension of key curriculum content. This was especially true for the Building Blocks online training and the Coaching for Empathy online training, for which the average score was 90% or higher for all modules. The Coaching for Character online training had slightly lower, but still fairly high, average assessment scores, between 80% and 85% of items answered correctly. The lowest average score (78%) was found among coaches who completed the live virtual or in-person Building Blocks training (the only curriculum not exclusively online this year).

Exhibit 3. All Trainings: Percentage Correct for All Knowledge Assessments
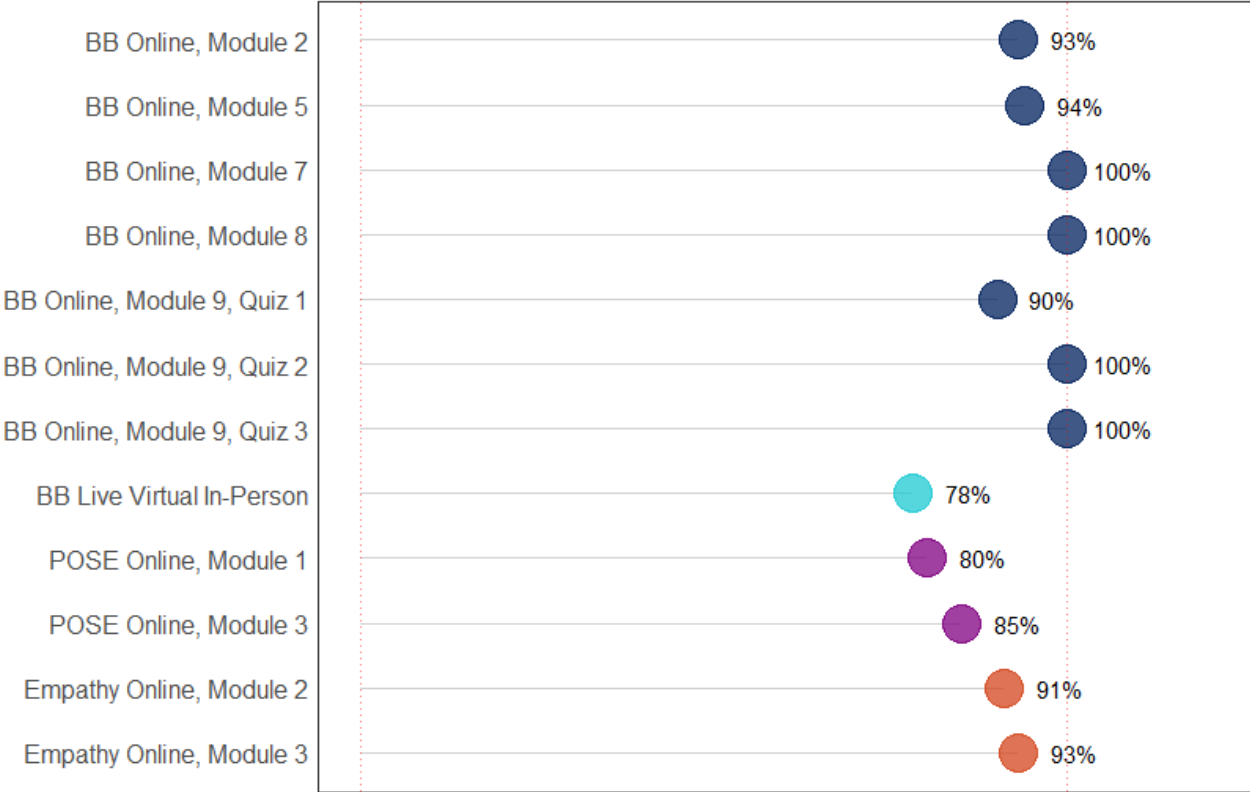
Note: "BB" = Building Blocks training. "POSE" = Coaching for Character training. "Empathy" = Coaching for Empathy training. Not every training module had an associated knowledge assessment. All available data is shown.

BUILDING BLOCKS TRAINING
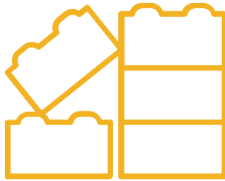
The Building Blocks (Youth Development) curriculum was the only curriculum to be delivered using more than one method during 2021. In total, 26 coaches completed either a live virtual or an in-person Building Blocks training session, and 72 coaches began the online trainings and completed at least some of the subsequent modules. These numbers are shown in Exhibit 4.

Exhibit 4. Number of Coaches who Completed Assessments for Building Blocks

	# of Coaches who Completed
Building Blocks Live Virtual and In-Person	26
Building Blocks Online	
Module 2	72
Module 5	57
Module 7	51
Module 8	51
Module 9, Quiz 1	51
Module 9, Quiz 2	50
Module 9, Quiz 3	50

COACH SATISFACTION, PERCEIVED IMPACT, AND CONFIDENCE

Live Virtual and In-Person Trainings

Satisfaction with training. At the end of the training, coaches were asked to rate their satisfaction with the training on a 4-point scale, from 1 (not at all satisfied) to 4 (very satisfied). Nearly all coaches (96%) reported being satisfied or very satisfied with the live virtual and in-person Building Blocks training. Coaches' average rating was 3.6 out of 4.[2] Results are presented in Exhibit 5, upper chart.

Impact on their coaching. Coaches were also asked how much the training would impact their coaching and they rated this impact on a 4-point scale from 1 (not at all) to 4 (a lot). Most (89%) coaches reported that the training would moderately or strongly impact their coaching, with 12% saying that it would impact their coaching a little bit. The average impact score was 3.5[3] (see Exhibit 5, lower chart).

Exhibit 5. Building Blocks (Live Virtual and In-Person): Satisfaction and Impact

How satisfied were you with this training?

Very satisfied	65%
Satisfied	31%
A little satisfied	4%
Not at all satisfied	0%

N=26

How much will this training impact your coaching?

A lot	62%
Moderately	27%
A little bit	12%
Not at all	0%

N=26
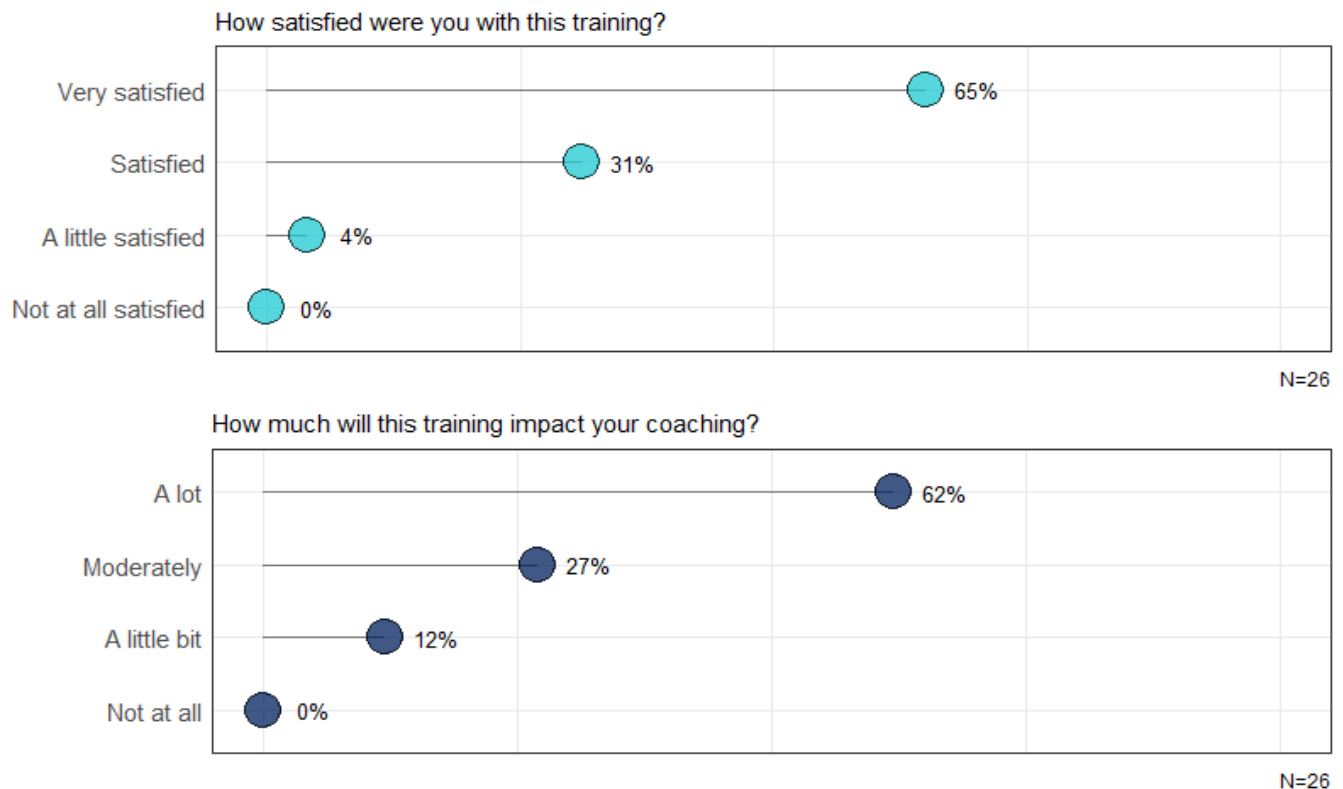
Note: Percentages may not sum to 100% due to rounding. "N" stands for the number of coaches reflected in the analysis.

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[2] Mean of 3.6 with the following scale: Very Satisfied = 4, Satisfied = 3, A little satisfied = 2, and Not at all satisfied = 1.
[3] Mean of 3.5 with the following scale: A lot = 4, Moderately = 3, A little bit = 2, and Not at all = 1.

Online Training

Satisfaction with training. At the end of the training, coaches were asked to rate their satisfaction with the training on a 5-point scale, from 1 (not at all) to 5 (very). All of the coaches (100%) reported being somewhat or very satisfied with online Building Blocks trainings. This question had an average score of 4.8[4] out of 5. Results are presented in Exhibit 6, upper chart.

Confidence to coach youth. Coaches were also asked how confident they felt to coach a youth sports team, by rating their agreement with the statement, "I feel confident that I can coach a youth sports team" on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Nearly all (98%) coaches agreed or strongly agreed, indicating a high level of confidence. The average confidence score across coaches was 4.8[5] out of 5 (see Exhibit 6, lower chart).

Exhibit 6. Building Blocks (Online): Satisfaction and Confidence

Overall, how satisfied were you with the Coaching Corps Coach training

Very	82%
Somewhat	18%
Undecided	0%
Not Very	0%
Not at All	0%

N=49

I feel confident that I can coach a youth sports team

Strongly Agree	82%
Agree	16%
Neutral	0%
Disagree	2%
Strongly Disagree	0%
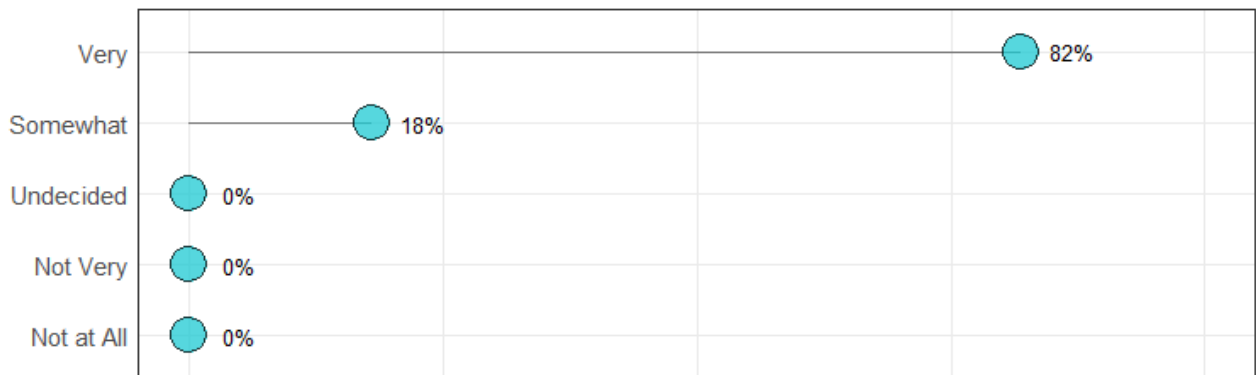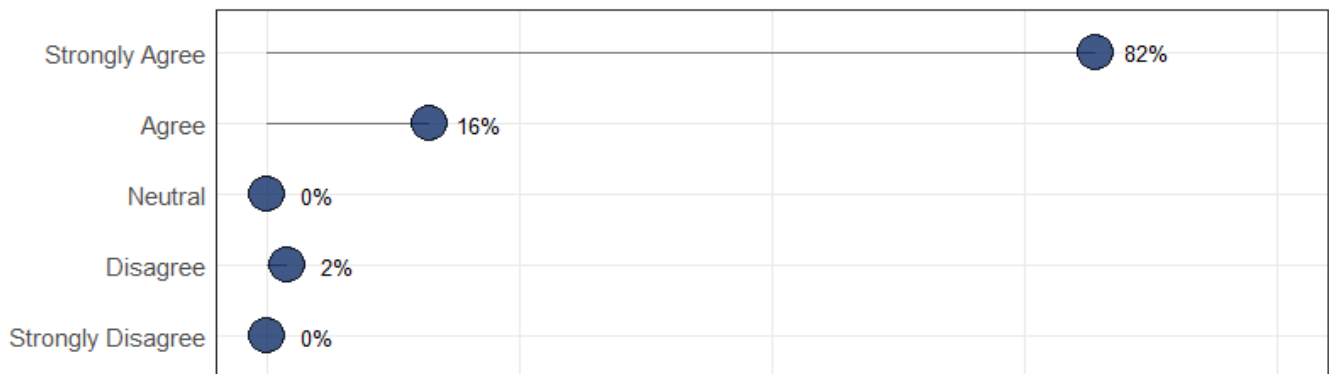
N=49

Note. "N" stands for the number of coaches reflected in the analysis.

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[4] Mean of 4.8 with the following scale: Very = 5, Somewhat = 4, Undecided = 3, Not Very = 2, and Not at all = 1.
[5] Mean of 4.8 with the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

KNOWLEDGE OF KEY CURRICULUM CONTENT

Live Virtual and In-Person Trainings

Overall knowledge. On average, coaches who completed the live virtual or in-person trainings answered 4.7 questions (out of 6) correctly, yielding an average percent correct of 78%. Notably, two-thirds of these coaches answered 5 or 6 questions correctly. Results are detailed in Exhibit 7.

Exhibit 7. Overview of Building Blocks Live Virtual and In-Person Assessment Scores

	Average % Correct	Average # Correct	Total # Questions	# of Coaches
Building Block Live Virtual and In-Person	78%	4.7	6	26

Item-level responses. Exhibit 8 shows the number and percent of coaches who selected each answer option. Examining item-level results can illuminate patterns of confusion among learners and identify curriculum concepts that may require additional clarification. Three of the 6 questions had at least 85% (22 coaches) endorsing the correct answer option, suggesting that coaches understood most of the content. However, responses to one question indicated some confusion. The item about youth engagement (#5) was correctly answered by only 31%. Most (62%) coaches chose "all of the above" which included some inappropriate coaching strategies.

Exhibit 8. Building Blocks Training (Live Virtual and In-Person): Item-level Responses

Question	# (%)
1. What are some of the possible ways that a child's experience of trauma could show up in sports?	
a. They react very strongly when a minor foul is called on them	0 (0%)
b. They struggle to focus during practice	1 (4%)
c. They feel overwhelmed by the pressure of competition	1 (4%)
d. They are scared to participate and hang on the edges of the group	0 (0%)
e. All of the above*	23 (92%)
2. What are the five Building Blocks of Quality Youth Sports?	
a. Good Team Management, Positive Athlete Experiences, Collaboration with Schools, Fair Games, Leadership	0 (0%)
b. Social Emotional Skills, Athlete Choice, Cultural Sensitivity, Parent Feedback, Team Building	0 (0%)
c. Safety, Team Building, Youth Engagement, Skill Building, Physical Activity*	23 (88%)
d. Physical Activity, Fair Rules, Youth Development, Trauma-informed Practices, High Performance	0 (0%)
e. Sport Skills, Positive Coaching, Parent Involvement, Safe Spaces, Consistent Practices	3 (12%)

3. Coach Tanisha is setting up practice for her soccer team. What can she do to make sure that she creates Safety for her athletes?

a. Focus on teaching fundamentals with the proper technique	0 (0%)
b. Listen to understand athletes' perspectives	0 (0%)
c. Establish a routine so athletes know what to expect	0 (0%)
d. Create a welcoming environment for all athletes	0 (0%)
e. All of the above*	26 (100%)

4. Coach Marcus wants to support Team Building among his athletes. Which of the following should he NOT do?

a. Conduct an opening circle at the beginning of practice to check in with athletes	1 (4%)
b. Motivate athletes by comparing them to their teammates with higher skills*	21 (81%)
c. Be available for informal connection with athletes before and after practice	2 (8%)
d. Encourage athletes to share examples of their teammates' effort and improvement	2 (8%)
e. Have athletes create a team cheer	0 (0%)

5. Youth Engagement includes "voice, choice, and leadership." How can Coach Kim support "choice" with her team?

a. Empower athletes to run practice without coach input	2 (8%)
b. Let the team captains choose who starts on game days	0 (0%)
c. Ask the team what skill they want to work on at an upcoming practice*	8 (31%)
d. Let athletes decide who will be the referees for the next game day	0 (0%)
e. All of the above	16 (62%)

6. Coach Brian is working on Skill Building with his athletes. What should he remember to do?

a. Prioritize athletes' effort over results	0 (0%)
b. Help athletes reframe their experiences to identify strengths	1 (4%)
c. Work with athletes to find strategies they can use to manage and express their emotions	0 (0%)
d. Break skills down into steps and repeat them so athletes can process at their own pace	3 (12%)
e. All of the above*	22 (85%)

Note: Question 1 had 25 respondents while the rest of the questions had 26 respondents. Red font and * indicates the correct response.

Online Training

Overall knowledge. All the Building Blocks online modules had an average percent correct of at least 90%. The number of coaches completing assessments ranged from 72 (Module 2) to 50 (Module 9 Quizzes 2 and 3). For Modules 7, 8, 9 Quiz 2, and 9 Quiz 3, all coaches chose the correct answers. Overall knowledge results are shown in Exhibit 9. Item-level results for each module are shown in tables in the appendix.

Exhibit 9. Overview of Building Blocks Online Training Scores by Module

	Average % Correct	Average # Correct	Total # of Questions	# of Coaches
Module 2	93%	3.7	4	72
Module 5	94%	11.3	12	57
Module 7	100%	3.0	3	51
Module 8	100%	3.0	3	51
Module 9, Quiz 1	90%	3.6	4	51
Module 9, Quiz 2	100%	3.0	3	50
Module 9, Quiz 3	100%	3.0	3	50

Module 2 assessment. Module 2 focused on teaching coaches about the "sports gap," the disparate number and type of sports opportunities available in middle/upper class communities versus the (much more limited) opportunities available in low-income communities. More than 90% of coaches answered 3 of these 4 questions correctly. One question (#3; What can you do to help close the sports gap?) had a lower rate of correct response (75%), because 21% of coaches endorsed "I can coach anywhere" instead of the correct response ("I can coach in a low-income neighborhood"). Results for this module are shown in the appendix, Exhibit A-6.

Module 5 assessment. Module 5 covered considerable content and primarily addressed how coaches can create physical and emotional safety for their athletes. More than 90% of coaches answered 10 of the 12 questions correctly. Question #4 about how often youth should be able to choose the activities was answered correctly ("some of the time") by 84% of coaches, and incorrectly ("all of the time") by 16% of coaches.

The question with the lowest correct response rate was question #2, which asked about the fitness levels of athletes "at the end of a successful season." Not quite three quarters (72%) of coaches selected the correct answer, "All kids should be more fit than they were at the beginning of the season." The remaining 29% chose an incorrect response: 18% endorsed "Fitness improvement doesn't matter for kids" and 11% chose "The kids who were out of shape at the beginning of the season should be more fit." Results for this module are shown in the appendix, Exhibit A-7.

Module 7 assessment. Module 7 discussed ways for coaches to create a culture of respect and emotional safety for their teams. This assessment had 3 questions, and 100% of coaches answered all of these questions correctly. Results for this module are shown in the appendix, Exhibit A-8.

Module 8 assessment. Module 8 addressed issues such as establishing your role as a coach and responding to behavior issues. This assessment had 3 questions, and 100% of coaches answered all of these questions correctly. Results for this module are shown in the appendix, Exhibit A-9.

Module 9, Quiz 1. This module provided coaches with ideas for effective practice planning, such as how to divide athletes into groups, how to get athletes' attention, and how many skills to focus on. More than 90% of coaches answered 3 of the 4 questions correctly. One question, "How many skills should a practice focus on?," showed some confusion among coaches. The majority (71%) correctly indicated that a practice session should focus on 1 skill, but 14% said 2 skills, 12% said 3 skills, and 4% said 4 skills. Results for this module are shown in the appendix, Exhibit A-10.

Module 9, Quiz 2. This module addressed the emphasis on winning and coaches' communication about behavior expectations. This assessment had 3 questions, and 100% of coaches answered all of these questions correctly. Results for this module are shown in the appendix, Exhibit A-11.

Module 9, Quiz 3. This module focused on behavior management. This assessment had 3 questions, and 100% of coaches answered all of these questions correctly. Results for this module are shown in the appendix, Exhibit A-12.

COACHING FOR CHARACTER ONLINE TRAINING

Eighty-two coaches completed the first module of the Coaching for Character training about POSE[6] coaching strategies, 61 coaches completed module 3 about the POSE action steps, and 59 coaches responded to the survey questions at the end of module 6.

Exhibit 10. Coaching for Character (Online): Number of Coaches who Completed Assessments

	# of Coaches
Module 1, Coaching Strategies	82
Module 3, Action Steps	61
Module 6, Survey Questions	59

COACH SATISFACTION AND CONFIDENCE

Survey questions at the end of module 6 asked coaches about their level of satisfaction with the training and their confidence in their ability to coach youth.

Satisfaction with training. Coaches were asked to rate their satisfaction with the training by indicating their agreement with the statement, "I am satisfied with the Coaching for Character training" on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Overall, 95% of coaches agreed or strongly agreed that they were satisfied. This question had an average score of 4.7.[7] Results are presented in Exhibit 11, upper chart, on the next page.

Confidence to coach youth. Coaches were also asked how confident they felt to coach a youth sports team. They rated their agreement with the statement, "I feel confident that I can coach a youth sports team" on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Just over 98% of participants agreed or strongly agreed that they felt confident to coach a youth sports team while just under 2% of participants disagreed with the statement. The average confidence score was 4.7[8] (see Exhibit 11, lower chart).

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[6] POSE stands for four character attributes addressed by the trainings: persistence, optimism, self-regulation, and empathy.

[7] Mean of 4.7 with the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

[8] Mean of 4.8 with the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

Exhibit 11. Coaching for Character (Online): Satisfaction and Confidence
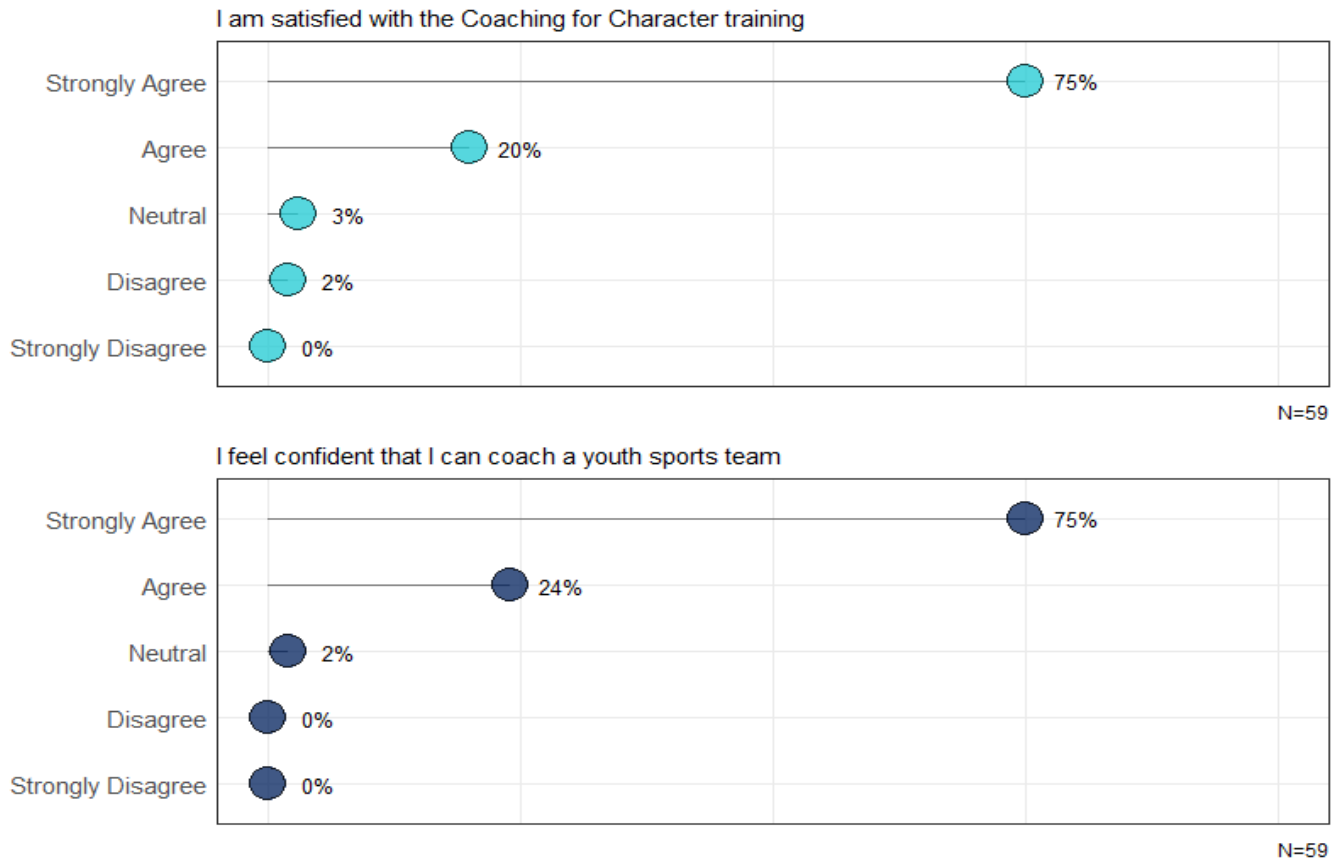
I am satisfied with the Coaching for Character training

N=59

I feel confident that I can coach a youth sports team

N=59

Note: Percentages may not sum to 100% due to rounding. Note. "N" stands for the number of coaches reflected in the analysis.

KNOWLEDGE OF KEY CURRICULUM CONTENT

Overall knowledge. At the end of module 1, coaches' knowledge of the POSE Coaching Strategies was assessed with 4 multiple choice questions. At the end of module 3, coaches' knowledge of the POSE Action Steps was assessed with 4 additional multiple choice questions.

Data indicate that coaches who completed the knowledge assessments left the training with a strong grasp of the curriculum content. The average number of questions that coaches answered correctly was similar for the two modules, with 3.2 and 3.4 correct out of 4. That is, on average, coaches answered 80% of the Coaching Strategies questions and 85% of the Actions Steps questions correctly.

Exhibit 12. Coaching for Character (Online): Average Number of Correct Responses

	Average % Correct	Average # Correct	Total # of Questions	# of Coaches
Module 1, Coaching Strategies	80%	3.2	4	82
Module 3, Action Steps	85%	3.4	4	61

Coaching Strategies assessment. Exhibit 13 shows the number and percent of coaches who selected each answer option. Examining item-level results can illuminate patterns of confusion among learners and identify curriculum concepts that may require additional clarification. The question about how to coach persistence shows the lowest rate of comprehension, with just over half (56%) of coaches identifying the correct response (helping athletes shift their strategy). Incorrect responses are split between helping athletes shift their behavior (10%), thinking (17%), and focus (16%). The question about how to coach optimism was answered correctly by 78% of coaches (helping athletes shift their thinking), and this was most often confused with helping athletes shift their behavior (13%). In contrast, there appeared to be little confusion regarding how to coach self-regulation and empathy, as approximately 9 out of 10 coaches answered these questions correctly.

Exhibit 13. Coaching for Character (Online Module 1): Responses for Coaching Strategies

Question	# (%)
1. Coaching persistence involves helping athletes shift their	
a. Behavior	8 (10%)
b. Communication	1 (1%)
c. Thinking	14 (17%)
d. Strategy*	46 (56%)
e. Focus	13 (16%)
2. Coaching optimism involves helping athletes shift their	
a. Behavior	11 (13%)
b. Communication	1 (1%)
c. Thinking*	64 (78%)
d. Strategy	3 (4%)
e. Focus	3 (4%)
3. Coaching self-regulation involves helping athletes shift their	
a. Behavior*	73 (89%)
b. Communication	3 (4%)
c. Thinking	1 (1%)
d. Strategy	0 (0%)
e. Focus	5 (6%)
4. What is the most effective way to teach empathy?	
a. Explain it very clearly	3 (4%)
b. Discipline athletes who are mean to their teammates	1 (1%)
c. Let your athletes see you cry	0 (0%)
d. Model it*	78 (95%)

Note: N = 82. Red font and * indicates the correct response.

Action Steps assessment. Exhibit 14 shows the number and percent of coaches who selected each answer option for the questions about POSE Action Steps. Coaches most often correctly recognized the *See it* (97%) and *Name it* (87%) steps. While 80% of coaches correctly answered the question about *Share it*, it was typically confused with *See it* (11%) and *Coach it* (8%). As in previous seasons, the question that evinced the most confusion pertained to *Coach it*. Three quarters of coaches answered this question correctly, and those who did not most often confused it with *See it* (20%).

Exhibit 14. Coaching for Character (Online Module 3): Responses for Action Steps

Question	# (%)
5. At the end of practice, the coach praises Marcus for overcoming the challenges he experienced and asks him what specific tools he used to do so. Which Action Step is the coach demonstrating?	
Coach it	5 (8%)
Name it	0 (0%)
See it	7 (11%)
Share it*	49 (80%)
6. During an activity in which Dominique is struggling, the coach asks Dominique which parts of her strategy are working and helps her identify some other tactics to try. Which Action Step is the coach demonstrating?	
Coach it*	46 (75%)
Name it	1 (2%)
See it	12 (20%)
Share it	2 (3%)
7. The coach sets up cones and a basket for an activity then turns to the athletes and states the overall purpose and goal of the activity. Which Action Step is the coach demonstrating?	
Coach it	2 (3%)
Name it*	53 (87%)
See it	3 (5%)
Share it	3 (5%)
8. Throughout practice, the coach observes the athletes to identify where they are struggling and where they are experiencing success. Which Action Step is the coach demonstrating?	
Coach it	1 (2%)
Name it	1 (2%)
See it*	59 (97%)
Share it	0 (0%)

Note: N = 61. Red font and * indicates the correct response.

COACHING FOR EMPATHY ONLINE TRAINING

A total of 204 coaches completed the assessment questions for module 2 about trauma and traumatic exposure, 188 coaches answered questions for module 3 about the PACT framework, and 178 coaches responded to the survey items at the end of the training.

Exhibit 15. Coaching for Empathy (Online): Number of Coaches who Completed Assessments

	# of Coaches who Completed
Module 2	204
Module 3	188
Final Module, Survey Questions	178

COACH SATISFACTION AND CONFIDENCE

Survey questions at the end of the training asked coaches about their level of satisfaction with the training and their confidence in their ability to coach youth.

Satisfaction with training. Coaches were asked to rate their satisfaction with the training by indicating their agreement with the statement, "I am satisfied with the Coaching for Empathy training" on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). Ninety-six percent of participants agreed or strongly agreed that they were satisfied with the online Coaching for Empathy training. This question had an average score of 4.6[9] out of 5. Results are shown in Exhibit 16, upper chart on the next page.

Confidence to coach youth. Coaches were also asked how confident they felt to coach a youth sports team. They rated their agreement with the statement, "I feel confident that I can coach a youth sports team" on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree). The vast majority (93%) of coaches agreed or strongly agreed that they felt confident to coach a youth sports team. The average confidence score was 4.6[10] out of 5 (see Exhibit 16, lower chart).

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[9] Mean of 4.6 with the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1
[10] Mean of 4.6 with the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1

Exhibit 16. Coaching for Empathy (Online): Satisfaction and Confidence
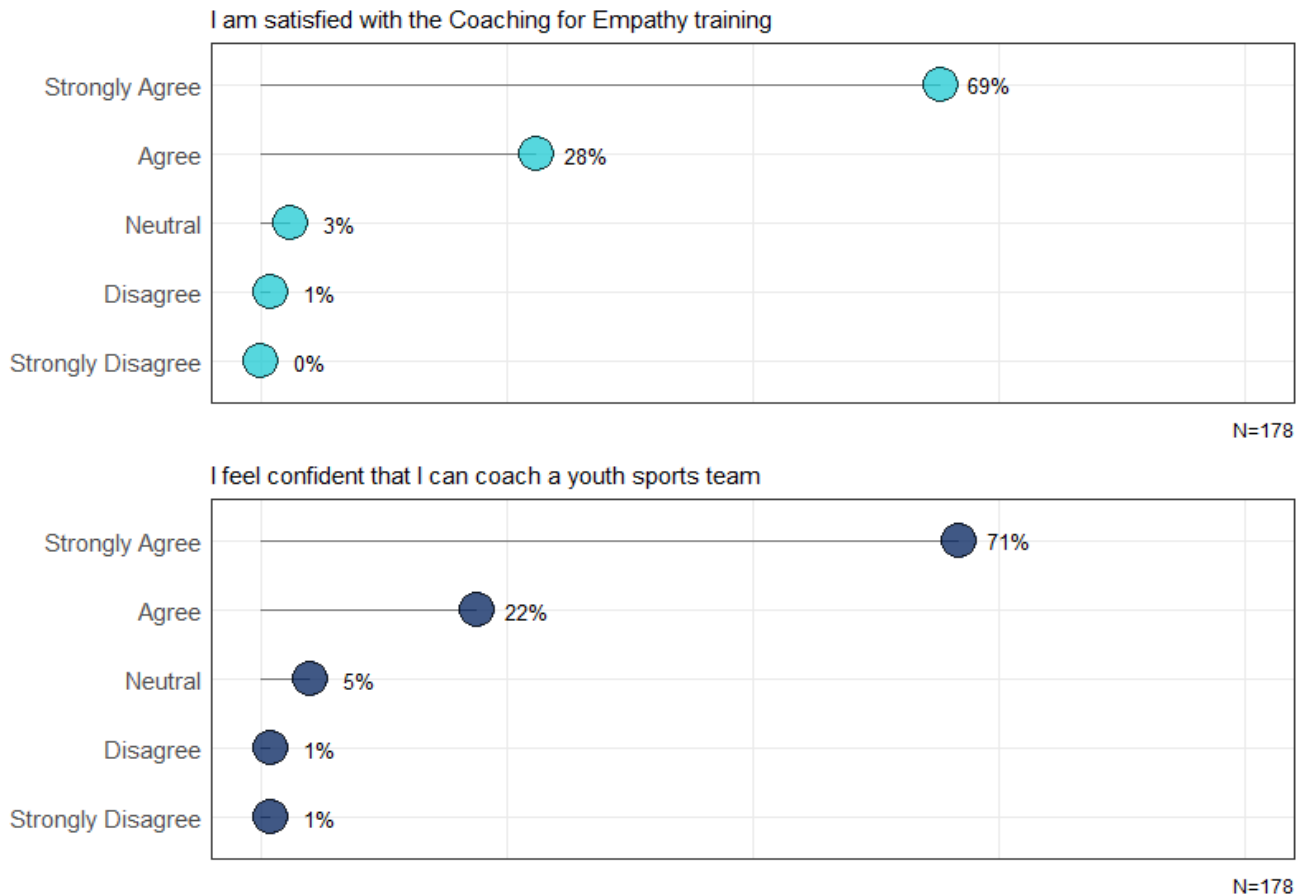
I am satisfied with the Coaching for Empathy training

Strongly Agree	69%
Agree	28%
Neutral	3%
Disagree	1%
Strongly Disagree	0%

N=178

I feel confident that I can coach a youth sports team

Strongly Agree	71%
Agree	22%
Neutral	5%
Disagree	1%
Strongly Disagree	1%

N=178

Note: Percentages may not sum to 100% due to rounding. Note. "N" stands for the number of coaches reflected in the analysis.

KNOWLEDGE OF KEY CURRICULUM CONTENT

Overall knowledge. At the end of module 2, coaches' knowledge of trauma was assessed with 4 multiple choice questions. At the end of module 3, coaches' knowledge of the PACT framework was assessed with 4 additional questions. Data indicate that coaches who completed the knowledge assessments left the training with a strong grasp of the curriculum content. The average number of questions that coaches answered correctly was 3.7 for both modules. That is, on average, coaches answered more than 90% of the module 2 and module 3 questions correctly (see Exhibit 17).

Exhibit 17. Coaching for Empathy (Online): Average Number of Correct Responses

	Average % Correct	Average # Correct	Total # of Questions	# of Coaches
Module 2, Trauma exposure	91%	3.7	4	204
Module 3, PACT framework	93%	3.7	4	188

Trauma knowledge assessment. Coaches demonstrated very good understanding of the key concepts in module 2. More than 90% of coaches answered the first and last questions correctly, and the second and third questions were answered correctly by at least 84% of coaches. Results are seen in Exhibit 18.

Exhibit 18. Coaching for Empathy (Online Module 2): Responses for Trauma Questions

Question	# (%)
1. Which of the following statements is true?	
a. Any child, regardless of their race or gender, can experience individual trauma, such as abuse and neglect	4 (2%)
b. Black and Brown children from under-resourced communities are more likely to experience collective traumas, like racism and poverty	9 (4%)
c. It is possible for children to experience both individual and collective traumas	1 (<1%)
d. All of the above*	189 (93%)
e. A and B only	1 (0%)
2. Which of the following might cause a child to experience "toxic stress"?	
a. Occasional pressure from other kids to break the rules at school	13 (6%)
b. Experiencing frequent hardship without the support of a caring adult*	171 (84%)
c. A steady diet of unhealthy junk food and no exercise	1 (<1%)
d. Spending too much time on social media	3 (1%)
e. Living in a violent neighborhood without consistent support from a caring adult	16 (8%)
3. How might "toxic stress" show up in athletes?	
a. A minor foul escalates into a fight with teammates	13 (6%)
b. The athlete has a hard time staying focused	3 (1%)
c. The pressure of competition creates a lot of emotional stress for the athlete	2 (1%)
d. All of the above*	174 (85%)
e. A and C only	12 (6%)
4. Of the statements below, which is the best way for a coach to show empathy toward an athlete?	
a. Listen to the athlete without judgment and try to understand their perspective*	196 (96%)
b. Tell the athlete that everything will be fine	0 (0%)
c. Make sure that the athlete's parents know how the athlete is doing at practice	1 (<1%)
d. Encourage the athlete to be strong and not let their fears win	7 (3%)

Note: N = 204. Red font and * indicates the correct response.

PACT Framework assessment. Coaches also demonstrated very high retention of the PACT framework for coaching empathy. Across the 4 questions in this module, coaches answered correctly at least 93% of the time. Very few coaches exhibited confusion. Results are shown in Exhibit 19.

Exhibit 19. Coaching for Empathy (Online Module 3): Responses for PACT Questions

Question 3	# (%)
5. What does the "P" in PACT stand for?	
a. *Persistence*: Teach your athletes to stay focused and not give up	9 (5%)
b. *Play*: Make practice fun for the athletes	1 (1%)
c. *Perspective*: Look and listen to understand your athlete's experiences*	175 (93%)
d. *Participate*: Make sure that all athletes are participating equally	3 (2%)
6. What does the "A" in PACT stand for?	
a. *Align*: Take a breath to re-center and believe what your athlete is telling you*	173 (92%)
b. *Assess*: Observe how well your athletes are doing on the field and provide tips	12 (6%)
c. *Accommodate*: Make special arrangements for certain athletes	1 (1%)
d. *Assume*: Decide that you know what is going on with the athlete without asking them	2 (1%)
7. What does the "C" in PACT stand for?	
a. *Challenge*: Push the athlete to be strong and not get stuck in their emotions	2 (1%)
b. *Cheerlead*: Tell the athlete that everything is fine, and they shouldn't worry	3 (2%)
c. *Commit*: Promise the athlete that you will be there for whatever they need	7 (4%)
d. *Connect*: Confirm what the athlete is feeling and show them that you care*	176 (94%)
8. What does the "T" in PACT stand for?	
a. *Team*: Keep team spirit and morale positive all the time	7 (4%)
b. *Think*: Reflect on the interaction with the athlete and recognize where you can improve*	176 (94%)
c. *Technology*: Use social media to communicate with athletes and their parents	1 (1%)
d. *Train*: Focus on skills and let athletes know that their emotions can get in the way of them developing strong sports skills	4 (2%)

Note. N = 188. Red fond and * indicate the correct response.

SUMMARY & RECOMMENDATIONS

SUMMARY

In 2021, while the world was still reeling from the COVID-19 pandemic and many youth-based sports programs were in a state of flux due to various levels of shutdown and social distancing requirements, Coaching Corps continued to make trainings available to coaches around the country. From January through September, 422 coaches completed at least one Coaching Corps training (58 of whom completed more than one). Demand was highest for the Building Blocks and Coaching for Empathy trainings, with Coaching for Character having fewer completions.

The pandemic curtailed in-person training events, which historically had been a staple of Coaching Corps' training program. However, Coaching Corps' creation of online training modules, undertaken in previous years to scale up the training program, presciently enabled these resources to be accessed by coaches around the country when communities shut down and services transitioned to virtual environments. Online curricula also expanded the training reach. During 2021, coaches from 17 states accessed a Coaching Corps training (although California continued to be the state with the largest number of trained coached).

The trainings also reached a diverse population of coaches. Half identified as women. Nearly one third identified as Hispanic or Latinx, one quarter identified as Black or African American, and one tenth identified as Asian American. These are important data points, given Coaching Corps' emphasis on recruiting and training women coaches and coaches of color.

Results of post-training knowledge assessments indicated that coaches generally left online training sessions with good comprehension of key curriculum content. This was especially true for the Building Blocks online training and the Empathy online training, for which coaches' average score was 90% or higher for all modules. While coaches' average scores were slightly lower for the Coaching for Character online training (80%-85%), they were still relatively high and indicative of good uptake of the information. Because coaches only completed a knowledge assessment after completing the training modules, it is not possible to know their level of pre-existing knowledge. It is possible that some coaches came to these trainings already knowing some or all of the content.

Overall scores were lower for the Building Blocks live virtual and in-person trainings (the only curriculum that was not exclusively online this year). This result seemed largely due to coaches' confusion regarding youth engagement ("voice, choice, and leadership") and appropriate ways for them to give their athletes choice. In general, coaches tended to think that giving athletes choice meant giving them control over a several areas of team management (e.g., choosing captains, choosing referees, running practice without adult input), which contrasted with the training guidance to use a more balanced approach (e.g., empower athletes make some decisions, but ensure that the coach

remains in charge of the team management). This topic might benefit from some additional clarity during the live virtual and in-person training sessions.

These results underscore that Coaching Corps' trainings are an important, accessible resource for youth sports coaches. In addition to demonstrating strong retention of the content, across all of the curricula, coaches report being highly satisfied with the trainings and confident that they can effectively coach a youth sports team.

RECOMMENDATIONS

Coaching Corps staff might consider:

- Continue administering the knowledge assessment as a routine part of any training event.
- Incentivize the completion of the knowledge assessment by all trainees, which will support a higher response rate and more representative data.
- Align questions about coach satisfaction with training, impact of training on coaching, and confidence to coach. Currently, the training surveys use slightly different items to assess these concepts. It is recommended that Coaching Corps identify one question to assess coach satisfaction with the training, one question to assess coach confidence, and one question to assess the anticipated impact on coaching skills and then use the same items on all of the training assessments (both across curriculum and across training delivery method). This consistency will allow Coaching Corps to compare coaches' perceptions across curricula and across training delivery method.
- Ensure that trainers of the Building Blocks curriculum clearly explain how coaches can best promote youth engagement (voice, choice, and leadership) and provide examples of how to do this appropriately in practice. If knowledge assessment scores remain low, Coaching Corps may want to revise that question wording to ensure it is assessing coaches' understanding accurately.
- Consider having trainers review the knowledge assessment after coaches complete the Training Exit Survey during live or in-person trainings. This may help to correct any misunderstandings before coaches leave the session.
- Revise all knowledge assessments to use non-gendered language whenever possible.

APPENDIX TABLES

Training Reach

Exhibit A-1. Number of Coaches who a Completed a Training

Number of coaches who completed…	#
Any training	422
Building Blocks training	276
Coaching for Character (POSE) training	59
Coaching for Empathy training	178

Note: Some coaches completed multiple trainings

Exhibit A-2. Gender of Coaches who Completed a Training

Gender	# (%)
Female	179 (51%)
Male	167 (47%)
Non-binary/Other	4 (1%)
Declined to state	2 (1%)

Note: Gender data were available for 352 of the 422 coaches.

Exhibit A-3. Race/Ethnicity of Coaches who Completed a Training

Race/Ethnicity	# (%)
Hispanic/Latinx	108 (31%)
Black or African American	83 (24%)
White	79 (23%)
Asian	37 (11%)
Multi-Racial	23 (7%)
Native Hawaiian/Other Pacific Islander	1 (0%)
Other	9 (3%)
Declined to answer	7 (2%)

Note: Race/ethnicity data were available for 347 of the 422 coaches.

Exhibit A-4. Type of Coach who Completed a Training

Coach Type	# (%)
Staff	304 (72%)
Volunteer	118 (28%)

Note: N = 422

Exhibit A-5. State of Coaches who Completed a Training

State	# (%)
California	357 (85%)
Maryland	34 (8%)
New York	9 (2%)
Massachusetts	4 (1%)
Illinois	3 (1%)
Virginia	3 (1%)
Florida	2 (<1%)
Arizona	1 (<1%)
Colorado	1 (<1%)
Connecticut	1 (<1%)
Iowa	1 (<1%)
Missouri	1 (<1%)
North Carolina	1 (<1%)
New Hampshire	1 (<1%)
New Jersey	1 (<1%)
Ohio	1 (<1%)
Wyoming	1 (<1%)

Note: N = 422

Building Blocks Online Modules Knowledge Assessments

Exhibit A-6. Building Blocks Online Module 2: Frequency of Responses

Question	# (%)
1. The sports gap is	
a. The difference in the number and type of sports opportunities available in middle/upper class communities versus the opportunities available in low-income communities*	68 (94%)
b. The difference in playing time of youth on a team	1 (1%)
c. The difference in the type of youth who excel in sports versus those who do not	2 (3%)
d. The difference in the type of youth who are interested in playing sports versus those who are not	1 (1%)
2. The main cause of the sports gap is	
a. Financially strapped schools and after-school programs	0 (0%)
b. Neighborhoods that are unsafe for youth to play in	0 (0%)
c. Not enough access to good coaches in low-income neighborhoods	1 (1%)
d. All of the above*	71 (99%)
3. What can you do to help close the sports gap?	
a. There is nothing I can do	1 (1%)
b. I can coach in a middle- or upper-income community	2 (3%)
c. I can coach in a low-income neighborhood*	54 (75%)
d. I can coach anywhere	15 (21%)
4. Which of the following describes a great coach?	
a. Helps players develop their skills	2 (3%)
b. Challenges players to reach their potential	0 (0%)
c. Creates a safe place to play and learn	0 (0%)
d. All of the above*	70 (97%)

Note: N = 72. Red font and * indicates the correct response.

Exhibit A-7. Building Blocks Online Module 5: Frequency of Responses

Question	# (%)
1. As a coach, which of the following are you responsible for to ensure players' physical safety?	
a. Sports equipment is age appropriate and well taken care of	0 (0%)
b. Drills are set up with clear boundaries and proper sports technique is taught	4 (7%)
c. Playing space is free from debris	0 (0%)
d. All of the above*	53 (93%)
2. At the end of a successful season:	
a. All kids should be as fit as they were at the beginning of the season	0 (0%)
b. All kids should be more fit than they were at the beginning of the season*	41 (72%)
c. The kids who were out of shape at the beginning of the season should be more fit	6 (11%)
d. Fitness improvement doesn't matter for kids	10 (18%)
3. How can you try to ensure that youth on your team have fun while participating in physical activity?	
a. Plan practices that include creative games and scrimmages in addition to skill building through drills	2 (4%)
b. Encourage youth to play and practice for enjoyment in their free time	0 (0%)
c. Do not use physical activity as a punishment	0 (0%)
d. All of the above*	55 (96%)
4. How often should you let the youth on your team choose what activities to do?	
a. All of the time	9 (16%)
b. Some of the time*	48 (84%)
c. Never	0 (0%)
d. Only after they win a game	0 (0%)
5. How will you know that the sports skills of the youth on your team have improved at the end of the season?	
a. The players loved coming to practice	1 (2%)
b. Each player improved his or her individual skill set	2 (4%)
c. The team improved their ability to play with each other	1 (2%)
d. B & C*	53 (93%)
6. What is the best way to ensure that your team is constantly moving during their practice?	
a. Limit how much time you spend talking	0 (0%)
b. Use space and equipment to make sure that kids are not standing in long lines	0 (0%)
c. When scrimmaging, separate kids into small teams so all kids are playing	0 (0%)
d. All of the above*	57 (100%)

7. When coaching a new team, you should set rules and expectations:

a. On the first day*	56 (98%)
b. After you have gotten to know the kids	1 (2%)
c. Mid-season, once the team dynamics have emerged	0 (0%)
d. There is no need to set explicit rules; you can handle behavior issues as needed	0 (0%)

8. Which group of children should have the opportunity to take on leadership roles for their team?

a. Elementary school kids	0 (0%)
b. Middle school kids	0 (0%)
c. High school kids	2 (4%)
d. All of the above*	55 (96%)

9. Whose primary responsibility is it to ensure that the players on your team are respectful to one another?

a. The Site Supervisor	0 (0%)
b. The Team Captain	0 (0%)
c. Yours -- The Coach *	57 (100%)
d. The team should be able to hold themselves accountable	0 (0%)

10. You overhear a player on your team tell a friend that she didn't do well on her math test. What do you do?

a. Ignore it, since it is an academic issue	0 (0%)
b. At the end of practice remind your team that if they need to talk about anything, you are available, and follow-up with the player 1-on-1*	55 (96%)
c. Ask the player's teammate to tell you what is going on	1 (2%)
d. Put the player on academic probation	1 (2%)

11. Your team has not won any games this season, and you notice that morale is low. What would be an appropriate response?

a. Take time to check in with the youth about what they think we could do to make things better*	57 (100%)
b. Wait a while before you say anything -- things will get better once you win a game	0 (0%)
c. Give your team a talk about how important winning is	0 (0%)
d. Give a prize to the best players at the end of each practice	0 (0%)

12. Your team is losing badly in the second half of the game. You notice that most of your players have stopped trying. How do you respond?

a. Ignore it – the game is almost over.	0 (0%)
b. Call a time-out and talk to your team about the importance of not giving up on or off the court*	56 (98%)
c. Talk to the other team's coach about running up the score	0 (0%)
d. Call a time out and tell your team that they need to try harder because they are really disappointing you	1 (2%)

Note: N = 57. Red font and * indicates the correct response.

Exhibit A-8. Building Blocks Online Module 7: Frequency of Responses

Question	# (%)
1. How can a coach support kids and create a culture of respect?	
a. Talk to anyone who is bullying and explore with that athlete why she is acting the way she is and set the expectation that inappropriate behavior will not be tolerated	0 (0%)
b. Talk to anyone who has been bullied to make sure the athlete knows he is supported and that you have his back	0 (0%)
c. Set team expectations during the first practice	0 (0%)
d. All of the above*	51 (100%)
2. Was it a good decision to take the unsupervised water break right after the comment?	
a. Yes	0 (0%)
b. No*	51 (100%)
3. Which quadrant do you think the coach was in?	
a. Neglectful*	51 (100%)
b. Permissive	0 (0%)
c. Punitive	0 (0%)
d. Reasoning	0 (0%)

Note: N = 51. Red font and * indicates the correct response. Question 2 refers to a scenario presented in the training module.

Exhibit A-9. Building Blocks Online Module 8: Frequency of Responses

Question	# (%)
1. On the first day you coach a new team, the most important thing to establish is:	
a. That you are their friend	0 (0%)
b. That you are an authority figure who is in charge*	51 (100%)
c. The game schedule	0 (0%)
d. To make sure the youth are afraid of you, so they won't talk back	0 (0%)
2. To prevent behavior issues and set kids up to succeed during practice:	
a. Give clear and concise instructions	0 (0%)
b. Actively engage all players to make sure no one is standing around for a long period of time	0 (0%)
c. Build positive relationships with the kids on your team	0 (0%)
d. All of the above*	51 (100%)
3. When kids are late to practice, the most effective way to respond is:	
a. Make them run laps	0 (0%)
b. Ignore them – since they are late, they don't deserve your attention	0 (0%)
c. Have them join the practice like usual	0 (0%)
d. Have them join the practice and follow up with them later to find out what's going on, and discuss the importance of coming to practice on time*	51 (100%)

Note: N = 51. Red font and * indicates the correct response.

Exhibit A-10. Building Blocks Online Module 9, Quiz 1: Frequency of Responses

Question	# (%)
1. From the examples below, what is the most effective way to divide your team into two groups?	
a. Have the team captains select their teams	1 (2%)
b. Tell the kids to divide themselves into two groups	0 (0%)
c. Count off "Apple, orange, apple, orange...etc."*	49 (96%)
d. It is not necessary to divide kids into smaller groups	4 (8%)
2. From the examples below, what is the most effective way to get your team's attention when they are all talking?	
a. Yell at them to be quiet	0 (0%)
b. Wait to give instructions until they stop talking, no matter how long it takes	0 (0%)
c. Say "If you hear my voice, touch your head. If you hear my voice, touch your toes...etc."*	51 (100%)
d. Continue speaking, even if just a couple of kids are listening	0 (0%)
3. How many skills should a practice focus on?	
a. 1*	36 (71%)
b. 2	7 (14%)
c. 3	6 (12%)
d. 4	2 (4%)
4. What is the ideal way to close each practice with your team?	
a. Gather your things and go	0 (0%)
b. Gather equipment and say goodbye to the team	0 (0%)
c. Gather equipment and reflect with the youth about the practice and suggestions on what to do next time*	49 (96%)
d. Have a check-in with each player before they leave	2 (4%)

Note: N = 51. Red font and * indicates the correct response.

Exhibit A-11. Building Blocks Online Module 9, Quiz 2: Frequency of Responses

Question	# (%)
1. In youth sports, coaches should prioritize the development of their athletes over winning at all costs.	
a. True*	50 (100%)
b. False	0 (0%)
2. Is the coach sending the right message to all her players about expected behavior?	
a. Yes*	50 (100%)
b. No	0 (0%)
3. Which quadrant do you think the coach was in?	
a. Neglectful	0 (0%)
b. Permissive	0 (0%)
c. Punitive	0 (0%)
d. Reasoning*	50 (100%)

Note: N = 50. Red font and * indicates the correct response. Question 2 refers to a scenario presented in the training module.

Exhibit A-12. Building Blocks Online Module 9, Quiz 3: Frequency of Responses

Question	# (%)
1. How can you respond more effectively to behavior challenges?	
a. Be proactive and handle issues early on	0 (0%)
b. Talk to athletes individually instead of singling them out in front of the team	0 (0%)
c. Hold your athletes accountable to their actions	0 (0%)
d. Support your athletes by digging deeper to find out what is going on for them	0 (0%)
e. All of the above*	50 (100%)
2. Using physical activity to control behavior can result in kids no longer enjoying physical activity.	
a. True*	50 (100%)
b. False	0 (0%)
3. Which quadrant do you think the coach was in?	
a. Neglectful	0 (0%)
b. Permissive	0 (0%)
c. Punitive*	50 (100%)
d. Reasoning	0 (0%)

Note: N = 50. Red font and * indicates the correct response