

**Positive Coaching Alliance (PCA)
Evaluation Report
June 27, 2006**

**Prepared by Program Evaluation Across the Nation Using
Technology (PEANUT[©])
for NikeGO**

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Evaluation Report 2005-2006
Prepared by PEANUT[®] Evaluation Team**

1. Description of grant program

NikeGO makes it possible for PCA to bring positive coaching training to underserved communities in Los Angeles, New York City and Chicago. The program is specifically focused on Latino and African-American populations. This training includes workshops for youth sports organization (YSO) and schools. The workshops target coaches, parents, and other youth leaders in positive coaching techniques that will help the young athletes take away positive character traits, life lessons, and a life-long love of sports from their sports experience.

2. Focus/ Limits of evaluation and its findings

Our evaluation focused on Nike sponsored, Double Goal Coaching Workshops provided by PCA. The main objective was to assess the effectiveness of introducing the PCA philosophy into practice and games as perceived by coaches, parents and young athletes.

Details of methods:

Based on last year's experience using web-based surveys and case studies with limited success due to response rate and logistical issues, (PEANUT) worked with PCA (Tina Syer) to derive an improved strategy. The strategy included the original web based survey but was improved with a telephone follow-up interview (using the web survey questions) for coaches who did not complete the web-survey to increase response rate. The number and comprehensiveness of case studies was increased to one per season (ideally, but not realized) with incentives now provided to the YSO's who agreed to be case study sites. All of these subtle changes improved our ability to evaluate PCA.

For the web survey:

PCA provided sign in sheets with phone numbers and e-mail addresses of workshop attendees. The PEANUT evaluation team used the data provided in the sign in sheets to identify coaches trained in the Double-Goal workshops with a legible e-mail address or phone number. From the sign in sheets (September-April), 496 coaches were sent an e-mail notice with the web-survey link (93 did not reach the intended coach). For those with no e-mail address or an e-mail address that failed), we attempted reaching them by phone. A total of thirty-three participants respond (5 by phone). The purpose of the survey was to assess what the trainees had retained from the training, and to determine what PCA philosophies they were incorporating into their coaching.

For the case studies:

Our team worked with the appointed PCA representative in NY, Chicago, and LA. We were able to identify two YSO per season per city in NY and LA, and three in Chicago. The case studies were comprised of an *observation* of youth in game situation or in practice (twice); a coach interview, a parent focus group (or structured interviews), parent surveys, and youth surveys (whenever possible).

3. Numbers I

Number of cities (3)

- 1) Los Angeles
- 2) New York
- 3) Chicago

Number of organizations served : Total 66

Los Angeles (total 15)*

- 1) AYSO Region 1288 Lynwood
- 2) Boys & Girls Club of Burbank
- 3) Boys & Girls Club—Challengers
- 4) Boys & Girls Club of East LA
- 5) Boys & Girls Club—Salesian Park
- 6) City of Colton
- 7) City of Fontana
- 8) City of Los Angeles
 - Algin Sutton Recreation Center
 - Balboa Recreation Center
 - Evergreen Recreation Center
 - Glassel Recreation Center
 - Jim Gilliam Recreation Center
 - Peck Park Recreation Center
 - Ramona Hall Recreation Center
 - Ross Snyder Recreation Center
 - Saint Andrews Recreation Center
 - Valley Plaza Recreation Center
 - Van Ness Recreation Center
- 9) City of Pico Rivera
- 10) City of San Fernando
- 11) County of Los Angeles
 - Obregon Park Recreation Center
 - Ringrove Park Recreation Center
 - Roosevelt Park Recreation Center
 - Valleydale Park Recreation Center
- 12) Jurupa PONY Baseball
- 13) Wolfpack de Los Angeles
- 14) YMCA East Los Angeles
- 15) YMCA Weingart-Lakewood

New York City (total 13)

- 1) Inner City Empowerment Foundation
- 2) Kennedy Community Center of Harlem
- 3) Kips Bay Boys and Girls Club
- 4) New Heights Youth Inc.
- 5) New York Junior Tennis League
- 6) New York SCORES
- 7) PowerPlay

- 8) Public Schools Athletic League (PSAL)
- 9) Region 8 Physical Education (NYC Department of Education)
- 10) S. Carter Elite
- 11) Sports and Arts in Schools Foundation (CHAMPS)
- 12) Spring Creek Traveling Program
- 13) YMCA of Greater New York

On the schedule for NYC Summer 2006 (7)

- 14) Children's Aid Society - Dunlevy Milbank
- 15) CityLax
- 16) Harlem Children's Zone
- 17) Harlem RBI
- 18) North Bronx Youth Sports Association
- 19) Positive Influence
- 20) Street Squash

Chicago (total 25)*

- 1) Abbott Park Baseball
- 2) Boys and Girls Club of Chicago (multiple clubs)
- 3) Chicago Math and Science Academy
- 4) Chicago Park District
 - Central Region
 - Lakefront Region
 - North Region
 - Smith Park Little League
 - South Region
- 5) Chicago Public Schools - Sports Administration
- 6) Chicago Public Schools - Special Olympics
- 7) Chicago Public Schools - Track and Field
- 8) Chicago SCORES
- 9) Chicago Public Schools - After School All-Stars
- 10) Girls in the Game
- 11) Horner Park Baseball
- 12) Love to Serve Tennis Academy
- 13) Modesto Junior Baseball
- 14) Mollison School
- 15) Neighborhood Boys and Girls Club
- 16) North Lawndale College Prep
- 17) Pilsen Athletic Conference
- 18) Roberto Clemente Youth Baseball
- 19) San Miguel School
- 20) Southwest Youth Collaborative
- 21) St. Richard School.

* Some city and county organizations have more than one site and will count as separate YSOs.

Number of workshops (and types as appropriate): 153 total*

- Double-Goal Coach Workshops: 90
- Sports Parent Workshops: 30
- Leadership Workshops: 32
- Student-Athlete Workshop: 1

*the remaining 27 workshops will take place in NYC Summer 2006

Number of adults served/ trained: 4,910

- Coaches - from a variety of sports (baseball, basketball, soccer, track and field, tennis, etc. for youth/high school.
- Parents – supporting youth athletes from a wide variety of sports.
- Policymakers - Athletic Directors, Boys & Girls Club Executive Directors, Parks and Recreation Supervisors, YMCA Directors, and YSO Board Members involved in youth sports/high school.

Number of youth served or any relevant subcategories: estimated 49,100 (10 per trained adult)

4. Numbers II

- At least 70% of coaches recently trained felt that the workshop strongly reinforced their;
 - desire to teach life lessons.
 - respect for opponents.
 - need to coach respect for teammates.
 - use positive reinforcements.
 - desire to encourage players to do their best.
- At least 40% of coaches recently trained felt that the workshop changed their behavior “a lot” with regard to:
 - desire to teach life lessons.
 - respect for my self.
 - need to reward players' effort.
 - desire to help players learn and improve.
 - desire to help players bounce back from mistakes.
 - use positive reinforcements.
- About 80% of coaches recently trained said they recognize unsuccessful players for good effort, and that they have established effort goals with their players; and nearly half said unnecessary conflict decreased since PCA training

5. Qualitative/ Perceptions (from structured interviews of coaches, focus groups of parents, and surveys with a comment line from youth).

Coaches:

- Coaches remarked that they tried to fill the “emotional tanks” of the players
- Coaches recognized the importance of positive feedback and encouragement.
- Coaches were reminded that the game is for the children and their role is to support the team and foster teamwork
- Most coaches, (about 80%) would definitely recommend the PCA training to other coaches.

Parents

- In general, parent’s perceptions of the coaches were quite positive.
- Parents reported that the coach made the sport fun for their child.
- Parents noticed that the coach was not focused solely on winning.

Youth

- Several youth volunteered “great coach” on the comment line.
- Most youth thought they would continue with this sport when they get older.

6. Hits

- The NikeGO PCA project is filling a much needed gap in these communities regarding youth sports by improving the quality of adult leadership.
- The young athletes are having fun and enjoying their sport under the leadership of their PCA-trained coach.
- Two thirds of coaches trained say that PCA training has made them a better coach.
- It appears the PCA concepts are well-understood by the coaches once trained.
 - At least one league in LA is not keeping score. In this league, it is apparent the YSO leader embraces PCA philosophies.
 - Many coaches recognize unsuccessful players based on effort.

7. Misses

- It seems as though the training does not penetrate the league; in other words,
 - attendance to workshops is far less than expected in some cases, and
 - coaches trained encounter coaches who are not trained and/or are not incorporating the PCA philosophies.
 - At one of our observations, poor attitudes and sportsmanship were displayed by the coaches (mostly by opposing team, but PCA coach too).
 - At one of our case studies, the coach embraced PCA concepts during the observed practice session, but NOT during the observed game – most of the time, he was “yelling at the players.”

8. Lessons learned

Base on our evaluation, we suggest with the following two recommendations:

- PCA ought to find ways to reinforce what was learned at the workshop during the sports season (e.g., additional trainings, handouts during the games).
 - Note: in LA, we understand PCA hired a mentor, which we feel is a much needed adjunct to the program
 - We suggest that YSO leadership is important, where the YSO leaders were present (and PCA trained) we observed especially good behavior.
- PCA might consider focusing more intensely on promising sites to get better penetration and saturation into a sports league (i.e., get all coaches and YSO leader within a given league trained, have a mentor in that system for follow-up, provide booster training session via mailing or other format, get most parents trained, provide reminder handouts at games for PCA-endorsed behavior)
 - This is a recommendation that would reduce the total number of sites within a city trained (quantity), but increase the depth of training within a given locale (quality).

Addendum

Detailed Evaluation Results

Survey of recently trained coaches (N=33)

On a 7-point scale ranging from not reinforced (1) to extremely reinforced (7):

My desire to teach life lessons	80% responded 6 or 7*
My respect for rules of the game	79% responded 6 or 7
My respect for opponents	82% responded 6 or 7*
My respect for officials	72% responded 6 or 7
My need to coach respect for teammates	80% responded 6 or 7*
My respect for my self	69% responded 6 or 7
My need to reward players' effort	80% responded 6 or 7
My desire to help players learn and improve	87% responded 6 or 7
My desire to help players bounce back from mistakes	80% responded 6 or 7
My use of symbolic rewards	48% responded 6 or 7
My use positive reinforcements	80% responded 6 or 7*
My desire to encourage players to do their best	83% responded 6 or 7*
My ability to make the game fun for kids	83% responded 6 or 7
And	
My only desire to win at all cost	86% responded 1 or 2

* 70% or more of respondents answered Extremely Reinforced for these items

For all the same questions, coaches were asked whether or not their behavior with regard to these items changed: none, a little, or a lot.

My desire to teach life lessons	72 % responded a little or a lot*
My respect for rules of the game	72 % responded a little or a lot
My respect for opponents	69 % responded a little or a lot
My respect for officials	68 % responded a little or a lot
My need to coach respect for teammates	72 % responded a little or a lot
My respect for my self	68 % responded a little or a lot*
My need to reward players' effort	79 % responded a little or a lot*
My desire to help players learn and improve	69 % responded a little or a lot*
My desire to help players bounce back from mistakes	76 % responded a little or a lot*
My use of symbolic rewards	76 % responded a little or a lot
My use positive reinforcements	82 % responded a little or a lot*
My desire to encourage players to do their best	62 % responded a little or a lot

My ability to make the game fun for kids 69 % responded a little or a lot

And

My only desire to win at all cost 38% responded a little or a lot

*** 40% or more of respondents answered A LOT for these items**

PCA practices

18% of the coaches said their team has adopted a “culture keeper”

57% said they adopted a “mistake ritual”

78% said they recognize unsuccessful players for good effort

86% said they have established effort goals with their players

54% have had at least one formal meeting with parents

68% have discussed PCA concepts with parents “some” or “a lot”

62% have players officiate at practice “sometimes” or “often”

25% introduce parents to the officials before games

15% of coaches said attendance increased since PCA training (0% said decrease)

46% said unnecessary conflict decreased since PCA training (8% said increase)

PCA terminology

Familiarity with PCA terms was assessed on a 7-point scale; mean scores were:

Double-goal coach	4.96
Honor the game	6.48
ROOTS	4.30
Culture keeper	4.93
ELM	4.41
Emotional tanks	5.69

These mean scores indicate “honor the game” and “emotional tanks” are most memorable terms.

Positive reinforcement (PCA recommends a ratio of 5 to 1)

The most common response was 5 to 1 (33%) and **85%** said 4 to 1 or higher

Fun

On a 10-point scale with 10= always fun, coaches were asked their perception of the children’s ranking of practices and games:

the average response was 7.11 for practices and 7.64 for games

Recommend PCA to other coaches

78% would “definitely” recommend PCA

63% said that PCA training “definitely” made them a better coach (another 26% said maybe)

Some revealing open-ended comments

When asked what they would use this season, several PCA concepts were cited:

- mistake ritual
- positive reinforcement
- emotional tanks
- fun
- effort goals

- the right attitude
- two different individuals of 20 gave negative input stating that they learned very little.

When given room to add anything else, 8 responded (4 very favorably).

- One suggested the training and materials be more gender equitable (e.g, female athletes as role models)
- One suggested the trainers need to adopt language that acknowledges the fact that these youth will not always have parents present – but may have grandmothers, friends, aunts etc present)
- One felt three hours was too long.
- One felt insulted by a few of the examples, and insulted that the trainer did not take the time to address the coaches needs or learn about their organization and its mission.

Case Studies:

In the fall, the workshop in NY that we observed was well attended; the workshop in the spring had **only 2 participants** (of an expected 12-14).

In the winter, the workshop in LA that we observed had 20 people in attendance included youth leaders. In the spring, **only 3 coaches and 1 YSO leader** attended the training.

In Chicago, we attended a fall and winter training, both were well attended.

Salient points from the observations:

- youth appear to be having quite a bit of fun (4 on a scale of 1-5)
- competition does NOT appear to be dominating the activity (1 on a scale of 1-5)
- youth appear to exhibit respect (4 or 5 on a scale of 1-5)
- The RAs observed coaches using positive reinforcement
- The RAs observed coaches encouraging players to do their best
- The RAs heard coaches calling youth by name

Parent focus groups/surveys

In a focus group of 4 parents in LA, the general sense was that the coach was very encouraging to their children and that they coach made the sport fun. The parents would have their children play for this coach again.

In a focus group of 4 parents in Chicago, parents were impressed that the coach let's them know their child's progress. The coach was said to be encouraging, kind, patients etc, and not focused on winning. It was a very positive reflection on the coach from the parents.

From youth surveys:

- The youth, in general, indicated that their coaches encouraged them to show respect for rules, opponents, officials, teammates and self.
- The youth, in general, indicated that their coach was positive (i.e., rewarded effort, helped them learn, bounce back from mistakes, listened, encouraged, and made the game fun).
- the youth have fun at both practices and games (usually 8, 9, or 10 on 10-point scale).
- the youth hear the coach use their name often.

From coach interviews:

- One coach remembered most about teaching players life lessons and having a balanced approach (winning is not everything).
- The most challenging thing this coach faced was the competitive nature of the other program coaches who maintain their competitive behaviors even post-PCA-training.
- Another coach listed many things that he/she remembered from the PCA training: relationships with players, giving feedback to players, teaching respect, instilling responsibility (as life lesson), the importance of speaking to parents about displaying respect for referees.
- The most challenging thing this coach faced was getting parents to help with practices and getting them involved in games, and getting them to get their child to practice and games on time. He/she has made phone calls to parents and talked to players about getting parents involved.

- For many coaches, the concepts of the training were well understood, but not the specific terms (ROOTS, ELM)
- "A lot of acronyms .. confusing and difficult to remember"

- One coach sensed that the PCA training was abbreviated, and would prefer to see the "training in full."