

REVIEW & OFFICIATING COMMITTEE

Committee Members: David Gentry, Chair
Marc Whichard, Sherry Hoyle, Carla Black
Brad Allen Jeff Morris

Staff: Mark Dreibelbis

AGENDA ITEM	RECOMMENDATION	SUPPORTING INFORMATION
1. Incident and Penalty Report (HANDOUT WILL BE PROVIDED AT BOARD MEETING)	Review and approve the comprehensive listing of incidents per school. Fine(s) assessment will be included in this report.	Rationale: To detail the incidents and fines. Budget Impact: Varies; Schools are responsible for payment of fines. Educational Impact: Serves to educate and enforce the regulations of the NCHSAA Handbook Equity Impact: Consistent for all schools and programs Effective Date: Current date to payment of fines and reconciling school/sport account
2. Ejection Report (Discussion Only)	To review the comprehensive breakdown of ejections per school and sport. The report includes a summary of percentages of year-to-date versus previous year(s) infractions. A breakdown by sport is also included in this summary.	Rationale: Budget Impact: Educational Impact: Equity Impact: Effective Date:

AGENDA ITEM	RECOMMENDATION	SUPPORTING INFORMATION
3. Review the NCHSAA ejection policy – Playoff sanctions. (Discussion; Could Become Action Item)	Review Handbook regulation 2.4.2 (a) (5): Fighting, which includes, but is not limited to, combative acts such as: Leaving the bench area to participate in a fight (contact or no contact. Review Handbook regulation 2.4.3 (d): Teams: Teams in the following situations will not be allowed to participate in the playoffs: (1) A team whose players and coaches accumulate six or more individual ejections. (2) A team whose players and coaches accumulate three or more individual ejections for fighting (note: if a situation occurs where three or more players on one team are ejected during one fighting incident, those three individuals will cause the team to lose its playoff privileges	Rationale: Budget Impact: Educational Impact: Equity Impact: Effective Date:
4. Create a specified time period for coaches to annually take and complete the NFHS “Concussion in Sports” course prior to the first date of practice in their sport	Fall sports – June 1 to July 31 Winter sports – September 1 to October 31 Spring sports – January 1 to February 28	Rationale: Clarity for completion Budget Impact: None – free course Educational Impact: Reinforces commitment to safety and welfare Equity Impact: None Effective Date: August 1, 2017

AGENDA ITEM**RECOMMENDATION****SUPPORTING INFORMATION**

5. Reinstate "Sectional" language into NCHSAA Playoff brackets
(Attachment R&O 1)

Current Language	Proposed Language
1st Round	1 st Round
2nd Round	2nd Round
3rd Round	3rd Round (Sectional Final)
4th Round	4th Round (Regional Semi-Final)
Regional	5th Round (Regional Final)
State Championship	State Championship

Rationale: The return of the Sectional Championship would match with the level of the playoffs where State Wells Fargo Points are currently awarded. The Final Four of the East and the Final Four of the West (Final 8 teams remaining) earn State Wells Fargo points. The Sectional Championship language fits nicely with the point recognition - there would be 8 Sectional Champions and those are the **8** teams earning the State Wells Fargo Points for their sport under the current structure.

Budget Impact: No required budget impact. Schools could choose to purchase a trophy and/or banner, if they desire.

Educational Impact: Additional opportunities for student recognition and celebration. No negative impact.

Equity Impact: The proposal provides a positive impact equally to both genders.

Effective Date: Beginning in the 2017-18 school year.

AGENDA ITEM	RECOMMENDATION	SUPPORTING INFORMATION
6. Review pre-season requirements for officials Discussion Only	Arbiter registration system for eligibility is based on pre-season requirements: • State rules clinic • NFHS exam ○ 75 for regular season eligibility ○ 80 for post-season eligibility • Scrimmages (3) • Local association meeting • Local clinics • NFHS “Concussion in Sport” course ○ Current plan is once every 2 years for officials to complete the course • Background check Note Rule 4.1.5(f)	Rationale: Budget Impact: Educational Impact: Equity Impact: Effective Date:
7. NFHS Rule 8.2.7 (blood time). Bleeding situations stop the match for a cumulative of five minutes. Then, if bleeding is not stopped the match is defaulted. By NFHS rule number of stoppages at the discretion of the referee. NCHSAA rule caps the stoppages at five (5). Discussion Only	Presented to coaches in Greensboro and Regional Supervisors in meeting in Chapel Hill. Differences of input. This was put in place to have a definitive amount of stoppages and not allow for potential discontinuation of wrestling action by participant/coach Should maintain current policy	Rationale: Budget Impact: Educational Impact: Equity Impact: Effective Date:

NORTH CAROLINA HIGH SCHOOL ATHLETIC ASSOCIATION

Meeting of the Board of Directors

Name(s): LEA/Conference/Group:

22 member schools of the Wake County Public School System

We request that the following item be placed on the agenda for the next meeting of the NCHSAA Board of Directors:

Recommendation/Proposal: (State in detail the recommendation/proposal)

Reinstate "Sectional" language into NCHSAA Playoff Brackets

- **Rationale: (Why should the board consider and possibly pass this recommendation?)**

For decades, the NCHSAA recognized "Sectional" Championships, which upon winning, advances a team to the Final Four of the East or Final Four of the West (3rd Round Playoff win in a 64-team bracketed sport). That 3rd Round win, in the past, would earn a "Sectional Championship" for those teams that "win" their 8-team "Section" and advance to the "Regionals."

A 3rd Round Playoff win is monumental achievement for a team and that advancement to the Final Four of the East or West is on-par with a Conference Regular Season or Conference Tournament Championship in terms of accomplishment. It also serves an additional opportunity for student-athletes to gain recognition, especially those student-athletes on teams within a conference that has two or more highly competitive teams. Southwestern Wake Athletic Conference baseball is a great example and there are many others across the state. The only true way a SWAC baseball team is currently recognized is if they win the conference or if they play in the Eastern Final (5th Round) as "Regional Champion" or "Regional Runner Up."

We would not even go as far as proposing the NCHSAA return to paying for/providing/delivering a Sectional Championship trophy- the proposal would be to simply reinstate the "Sectional" language in the brackets so that teams that advance to the East or West Final Four can be called "Champion" and be recognized for that great accomplishment. As it stands, there is no recognition unless you reach the Regional Final. Recognition could take place at the school level. Adding back the "Sectional" language would bring little to no burden/cost to the NCHSAA and would provide student-athletes, teams, coaches, and schools more championship opportunities to compete for and be recognized for across the state in so many sports.

Any future decisions/changes in the seeding/bracketing process would not impact "Sectional" language -- the "Section" is simply the grouping of 8 teams for the first three rounds of the state tournament and is not tied to geography.

Round	Current Language	Proposed Language
	1 st Round	1 st Round
2	2 nd Round	2 nd Round
3	3 rd Round	3 rd Round (Sectional Final)
4	4 th Round	4 th Round (Regional Semi-Final)
5	Regional	5 th Round (Regional Final)
6	State Championship	State Championship

The return of the Sectional Championship would match with the level of the playoffs where State Wells Fargo Points are currently awarded. The Final Four of the East and the Final Four of the West (Final 8 teams remaining) earn State Wells Fargo points. The Sectional Championship language fits nicely with the point recognition - there would be 8 Sectional Champions and those are the **8** teams earning the State Wells Fargo Points for their sport under the current structure.

Bracketed Sports (64-team)

Baseball

Basketball-M

Basketball- W

Lacrosse-M

Lacrosse-W

Soccer-M

Soccer-W

Softball

Volleyball

32-Team Bracketed Sports that earn a 2nd Round Playoff Win are currently awarded State Wells Fargo Points - those teams would then, in this proposal, also earn the title of "Sectional Champion.")

Football

Tennis-M

Tennis-W

Wrestling

o Budget Impact: (What does this mean to a school's/athletic department's finances?)

No required budget impact. Schools could choose to purchase a trophy and/or banner, if they desire.

o Educational Impact: (Does this mean loss of school time? Does it interfere with study time?)

Additional opportunities for student recognition and celebration. No negative impact.

o Gender Impact: (Is this proposal fair to males and females?)

The proposal provides a positive impact equally to both genders.

o Effective Date: (When would this go into effect?)

The proposal can be made effective moving forward, beginning in the 2017-18 school year.

“Together – We Make the Right Call...Sportsmanship!”

Baseball & Softball Coach Protocol

- Zero Tolerance (all sports) -- Automatic Ejection
 - Inappropriate language/profanity
 - Assistant coaches contesting calls
- Zero Tolerance (all sports) -- Automatic Ejection
 - Inappropriate language/profanity
 - Assistant coaches contesting calls
- If assistant coach is on the field (coaching bases) and contests a call – automatic ejection
 - If assistant coach is in dugout contesting call – restrict to dugout by NFHS rule code.
 - 2nd offense – automatic ejection
- No coach may come onto the field or to the home plate area to contest a call
 - If they come onto the field of play (between the foul lines) or immediately towards home plate – **automatic ejection**
 - **Head coach** may come to the respective foul line in front of their dugout, midway between home plate and first/third base, to confer with crew chief to make an appeal/protest
- Head Coach Appeal:
 - This appeal/request must be done in a professional manner.
 - When a ruling is given, the appealing coach must return to the dugout.
 - If the call is overturned, opposing coach may come out to the foul line in front of their respective dugout for an explanation without penalty
- Head Coach Appeal:
 - If the appealing coach questions the call or is unsporting in his conference, a team defensive conference will be charged
 - If the conversation/action of the appealing coach warrants, restriction to the dugout or/ejection will be given
 - If no defensive conferences are available and coach comes out to confer – automatic ejection if action is unsporting
- Any player displaying verbal or physical dissent to an umpire
 - Restricted to the dugout
 - 2nd offense – ejection from contest

Basketball/Player Coach Protocol

- Zero Tolerance (all sports) -- Automatic Technical Foul
 - Inappropriate language/profanity
 - Technical foul – loss of coaching box

- If directed at an official – immediate ejection
 - 2-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
 - Assistant coaches contesting calls
 - Indirect technical foul to Head Coach – loss of Coaching Box
- Any physical or verbal display in a negative/demonstrative manner
 - Technical foul – loss of coaching box
 - Counts as 1 of 2 towards disqualification
 - If by a player – automatic technical foul
 - Counts as 1 of 5 personal fouls and a team foul
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

Football Coach/Player Protocol

- Zero Tolerance (all sports) -- Automatic Unsportsmanlike Penalty (15-yard)
 - Inappropriate language/profanity
 - Unsporting foul on the team bench – charged to the Head Coach
 - If directed at an official – immediate ejection
 - 1-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
 - Assistant coaches contesting calls
 - Unsporting foul on the team bench – charged to the Head Coach
 - 1 of 2 unsporting fouls charged to the Head Coach
 - On 2nd offense, Head Coach is ejected
- Any coach/player coming onto the playing field to contest a call
 - Automatic unsporting foul charged to coach/player
- Any player displaying verbal or physical dissent to an official
 - Unsporting 15-yard penalty
 - 1 of 2 allowed for game disqualification
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

Soccer Coach/Player Protocol

- Zero Tolerance (all sports) -- Automatic Unsportsmanlike – Yellow Card issued

- Inappropriate language/profanity
 - Unsporting foul on the team bench – charged to the Head Coach
 - If directed at an official – immediate ejection
 - 2-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
- Assistant coaches contesting calls
 - Unsporting foul on the team bench – Yellow Card issued
 - charged to the Head Coach
 - 1 of 2 unsporting fouls charged to Head Coach
 - On 2nd offense, Head Coach is ejected – Red Card issued
- Any player displaying verbal or physical dissent to an official
 - Immediate Yellow Card issued
 - 1 of 2 allowed for match disqualification
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

Wrestling Coach/Player Protocol

- Zero Tolerance (all sports) -- Misconduct Penalty – loss of team point
 - Inappropriate language/profanity
 - Unsportsmanlike conduct on the team bench – charged to the Head Coach
 - No warning – penalty issued
 - Loss of team point
 - If directed at an official – immediate ejection
 - 2-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
 - Assistant coaches contesting calls
 - Unsportsmanlike conduct on the team bench – charged to the Head Coach
 - If an individual tournament and an Assistant Coach is the only one in the corner – charged directly to the Assistant Coach
 - Loss of 1 team point
 - 1 of 2 unsportsmanlike conduct penalties charged to Head Coach
 - On 2nd offense, Head Coach is ejected (for remainder of the event/day)
 - Loss of 2 team points
- Any player displaying verbal or physical misconduct to an official

- Loss of 1 team point
 - On 2nd offense, wrestler disqualified and loss of 2 team points
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

Volleyball Coach/Player Protocol

- Zero Tolerance (all sports) -- Automatic Unsportsmanlike
 - Inappropriate language/profanity
 - Unsporting foul on the team bench – charged to the Head Coach
 - Head Coach loses their right to stand and must remain seated for the remainder of the match
 - If directed at an official – immediate ejection
 - 2-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
 - Assistant coaches contesting calls
 - Unsporting foul on the team bench – charged to the Head Coach
 - Administrative Yellow Card issued
 - 1 of 2 unsporting fouls charged to Head Coach
 - On 2nd offense, Head Coach is ejected – Unsporting Red Card shown apart. A red card is a penalty point.
- Any player displaying verbal or physical misconduct to an official
 - Yellow Card Issued
 - On 2nd offense – Player issued Red Card and Disqualified
 - This includes any demonstration made towards the opponent after points scored – considered taunting. Keep between points/game celebrations contained to their own team
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

Lacrosse Coach/Player Protocol

- Zero Tolerance (all sports) -- Automatic Unsportsmanlike – one- to three-minute releasable penalty
 - Inappropriate language/profanity
 - Unsporting foul on the team bench – charged to the Head Coach

- If directed at an official – immediate ejection
 - 2-game sanction
 - Completion of NFHS “Teaching and Modeling Behavior” course before returning to coaching duties
- Assistant coaches contesting calls
 - Unsporting foul on the team bench – charged to the Head Coach
 - One- to three-minute releasable penalty
 - 1 of 2 unsporting fouls charged to Head Coach
 - On 2nd offense, Head Coach is ejected – 2nd unsporting foul
- Any player displaying verbal or physical dissent to an official
 - One- to three-minute releasable penalty
 - 1 of 2 allowed for match disqualification
- Any physical or verbal display in a negative/demonstrative manner by school administrator
 - Stop game and warn
 - 2nd offense – Game suspended until administrator leaves the area

COACH MENTOR TRAINING PROGRAM EVALUATION REPORT

EXECUTIVE SUMMARY 2015-2016



The **Coach Mentor Training Program** is organized and administered by the Student Services Division of the North Carolina High School Athletic Association (NCHSAA) and is made possible by funding from the North Carolina State Legislature through the North Carolina Department of Health and Human Services.

The **Coach Mentor Training Program** consists of three Core Programs including two targeting student athletes (*DREAM Team* and *SASI*) and one targeting school teams of student athletes, coaches, and parents (*Coach and Captain Retreat*). Training and services in all three Programs focus on leading Alcohol, Tobacco, and Other Drug (ATOD)-free lives while developing skills in the areas of leadership development, sportsmanship, and role modeling. Interrelated training program components provide students a pathway to practice and expand those skills throughout their high school student athletic careers.

During the 2015-2016 reporting period, three ancillary Programs included 1) *Fundamentals of Coaching*, a certification course within a national Interscholastic Coaches' education program provides a unique student-centered curriculum for interscholastic teacher-coaches; 2) the *NFHS Concussion Course*, a free course developed by the National Federation of State High School Associations (NFHS) in partnership with the Centers for Disease Control helps educate coaches, officials, parents, and student athletes on the importance of proper concussion recognition and management; and 3) the *Student Leadership Conference* provides student athletes and their coaches from across the state a day of workshop sessions focusing on a variety of leadership topics.

PROGRAM GOALS AND OUTCOMES SUMMARY

Qualitative and quantitative data gathered and analyzed during the 2015-2016 reporting year show the **Coach Mentor Training Program** was very effective in training student athletes in leadership, positive values and sportsmanship, and in educating them to make positive, healthy lifestyle choices. The Program continues to maintain a high level of success and positive outcomes due to the dedication of Program staff and Program sponsors and coaches within the schools.

The three Core Programs within the **Coach Mentor Training Program** provided training during 2015-2016 that supported and motivated student athlete participants to demonstrate good sportsmanship

both on and off the field, to recognize they are role models, to lead by example, and to reach out and impact local schools, younger children, and their communities through planned activities.

Student athlete Program participants provided feedback at the end of training sessions and again at the end of the year. A comparison of reported data showed positive personal growth and increased confidence which participants applied in their relationships with peers and adults, in making good personal decisions, and in influencing others to make good decisions and to live Alcohol, Tobacco and Other Drug-free lives. The three Core Programs successfully promoted their messages of demonstrating good sportsmanship, making positive choices and leading ATOD-free lifestyles to their own schools, feeder schools, and the greater community.

Selected outcomes demonstrating success in meeting each of the *Coach Mentor Training Program's* goals during the 2015-2016 reporting period are highlighted within this Executive Summary. Specific Core Program outcomes can be found within the full evaluation report.

GOAL 1: Prepare student athletes, coaches, and other school personnel to be mentors, role models, and leaders.

OUTCOMES

During the 2015-2016 reporting period, the three Core Programs provided training experiences to 349 student athletes in 56 unique schools, preparing them as mentors, role models and leaders. An additional 74 students who were trained during 2014-2015 continued Program participation this year, bringing the total of student athlete Core Program participants to 423. Ninety (90) adults (coaches, school Program sponsors, and parents) participated in training and educational programming through the three Core Programs, preparing them to support student athletes in their mentoring and leadership roles.

- A comparison of pre- and post- Core Program participation survey items showed a statistically significant increase in *Strongly Agree* responses to the following survey statements:

“I am a positive role model for others, both on and off the field.”
(*Strongly Agree* responses increased from 50% to 78%)

“I am confident in my ability to make a difference in my school and in my community.”
(*Strongly Agree* responses increased from 30% to 72%)

- 75 percent of Program participants reported having tutored/mentored younger children at local elementary and middle schools.
- Comments provided by Program participants on the End-of-Year survey documented and summarized their participation experiences. Comments included such powerful statements as:
 - *MY THOUGHTS ABOUT MY NCHSAA PROGRAM EXPERIENCES THIS YEAR ARE REALLY POSITIVE. I HAVE BEEN ABLE TO HELP TUTOR MIDDLE SCHOOL STUDENTS, VOLUNTEER AT THE ELEMENTARY SCHOOL AND WITH SPECIAL OLYMPICS. IT IS ALWAYS A HONOR TO BE A MENTOR AND ROLL MODEL TO A YOUNGER STUDENT OR FELLOW STUDENT.*

- *IT WAS NICE TO INTERACT WITH OTHER SCHOOLS DURING TRAINING TO SEE WHAT THEY WERE DOING IN EFFORT TO COMBAT ALCOHOL AND DRUG USE. IT HELPED US ATHLETES BECOME MORE AWARE OF WHAT AN INFLUENCE WE ARE TO THE SCHOOL AND HOW WE COULD USE OUR INVOLVEMENT TO STOP BULLYING OR DRUG USE.*
- *I REALLY ENJOYED THIS PROGRAM AND FEEL LIKE IT IS GOOD TO EDUCATE YOUNGER PEOPLE AND HELP THEM MAKE THE RIGHT CHOICES IN LIFE.*
- *I HAVE HAD MANY GREAT EXPERIENCES WITH MY NCHSAA PROGRAM. I HAVE LEARNED A LOT ABOUT HOW I CAN MAKE MY COMMUNITY A BETTER PLACE AND HOW I CAN MAKE A DIFFERENCE IN MY COMMUNITY AND IN OTHERS.*
- *I FELT THAT THE SASI PROGRAM IS A VITAL AND EFFICIENT CLUB THAT EVERY SCHOOL SHOULD HAVE. IT IS A SUPPORT SYSTEM TO INFLUENCE OTHER ATHLETES AND THE SCHOOL TO HELP BUILD A PROGRAM FILLED WITH LEADERS FOR THE NEXT GENERATION...IT STARTS WITH US.*
- *I LOVED THIS PROGRAM, IT WAS A GREAT WAY FOR ME TO DEVELOP AND GROW AS A HUMAN BEING! I LEARNED THAT SPEAKING TO OTHERS AND SHOWING COMPASSION, WHILE LEADING OTHERS HAS A POSITIVE EFFECT ON THE COMMUNITY. ANYBODY CAN MAKE A CHANGE AND THIS PROGRAM MOLDED ME INTO A PERSON THAT CAN MAKE A BIGGER CHANGE.*

The third NCHSAA Student Leadership Conference was held on April 16, 2016. Forty-one (41) student athletes and 9 coaches, athletic directors, and principals from schools across the state attended the one-day conference which provided opportunities for participants to further develop their understanding of positive leadership and to gain the knowledge and skills to effectively lead others. On a post- Conference survey, 100% of attendees reported having gained a better understanding of what positive leadership is.

GOAL 2: Offer prevention education in alcohol and drug use, school failure, and teen pregnancy to students and adults.

OUTCOMES

Prevention training and drug awareness instruction, including refusal strategies and strategies for addressing high-risk behaviors in others, was provided to participants during training sessions for the three Core Programs.

- A comparison of pre- and post- Core Program participation survey items showed a statistically significant increase in *Strongly Agree* responses to the following survey statements:

“I am confident in my ability to resist peer pressure.”
(*Strongly Agree* responses increased from 52% to 78%)

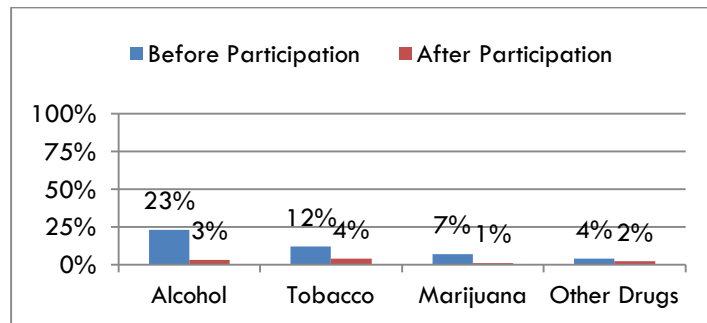
“I am able to stand up for what I believe in.”
Strongly Agree responses increased from 48% to 75%)

“I am committed to help and influence others to do the right thing.”
Strongly Agree responses increased from 39% to 76%)

- 88 percent of Core Program participants completing the End-of-Year online survey indicated increased knowledge of Alcohol, Tobacco and Other Drugs (ATOD) as a result of their training and program participation.
- 85 percent of the Core Program participants shared their knowledge of the effects of using ATOD with others, either through program-related activities or through personal experiences.
- 47 percent of students surveyed at the end of the year had been in situations with friends or peers where they had to make a personal choice about ATOD use. 98 percent reported the training they received helped them to personally resist using ATOD while socializing with friends/peers.
- 56 percent of the students surveyed at the end of the year had been in situations where they had an opportunity to help fellow team mates, friends or others resist using ATOD. 92 percent were successful in helping others resist.
- The End-of-Year survey showed the percentage of student athletes admitting to trying/using Alcohol, Tobacco, and Other Drugs dropped considerably after Core Program training and program participation as shown in Chart 1 below.

Chart 1

Percentage of Students Who Reported Trying/Using ATOD Before and After Core Program Training and Participation



- SASI participants are trained on how to “Take A Stand” with peers upon witnessing various issues/behaviors. End-of-Year Survey responses to whether SASI participants witnessed specific issues addressed during training sessions *and* whether or not they were able use their leadership skills to Take A Stand regarding the witnessed issue/behavior showed participants were well-prepared to confront issues with peers. High percentages of those students who witnessed behaviors addressed during training were able to Take A Stand against the issues with their peers. See Table 1 on the next page.

Table 1

SASI Participants' Ability to Take A Stand Against Behavioral Issues

TAKE A STAND - Percentage of Student Responses		
BEHAVIOR	Percentage of Students Who Witnessed Behavior	Percentage of Those Who Witnessed Behavior and Took A Stand Against It
Use of Alcohol, Tobacco and Other Drugs (ATOD)	75%	93%
Poor Sportsmanship	86%	80%
Poor Academic Success	73%	80%
Hazing/Bullying	60%	92%
High Health Risks	57%	77%
Inappropriate Use of Social Media	68%	71%

GOAL 3: Support the improvement of student athlete performance in academic achievement, school attendance, graduation rates, and peer relationships.

OUTCOMES

Training curricula for all three Core Programs include stressing the importance of academic achievement, school attendance, graduation, and peer relationships. Student athletes were taught strategies for balancing academics and sports and for influencing others to achieve academic success. Both Coach and Captain and SASI Program sponsors collected and reported changes in participants' student performance data over the course of one year of Program participation. For the 2015-2016 reporting period, both qualitative and quantitative data showed student participants' motivation to succeed academically improved over the course of their Core Program participation. Moreover, most students were able to influence others in their behaviors regarding academic performance.

- A comparison of pre- and post- Core Program participation survey items showed a statistically significant increase in *Strongly Agree* responses to the following statements:

"I am motivated to do well in school."

(*Strongly Agree* responses increased from 63% to 76%)

"I am confident in my ability to influence others about academic success."

(*Strongly Agree* responses increased from 28% to 75%)

- Student performance data reported by SASI and Coach & Captain sponsors showed an overall increase of .03% in student athletes' GPAs over one year of Program participation. Fifty-six (56) percent of participating students increased their GPAs during program participation; 93 percent of students achieved and/or maintained a GPA of 3.0 or higher during the reporting year. Overall absences increased by less than one day.
- Eighty-three (83) percent of SASI students reported they were *Very Prepared* to address poor academic success with others after completing training. At the end of the year, 73 percent of SASI students surveyed had witnessed poor academic success behaviors in others. Eighty (80)

percent of participants who had witnessed the negative behaviors were able to use their leadership skills to Take A Stand with their peers against the displayed behavior.

- Reported student performance data showed all participants were on track to graduate at the end of the year.

GOAL 4: Teach positive values, respect, teamwork, and sportsmanship to student athletes and adults associated with athletic programs.

OUTCOMES

Good sportsmanship, teamwork and ethics are key elements for training and preparing student athletes to participate in all three Core Programs. With guidance from adult Program sponsors, student participants created and implemented Activity Plans to make a positive difference in their schools and communities through a wide range of actions such as promoting and demonstrating good sportsmanship, teaching the negative effects of bullying to peers and younger children, and assisting with local Special Olympics events. Additionally, adults participating in the Coach & Captain Retreat (coaches and parents) committed to supporting their school's student athletes in carrying out their Action Plans to initiate positive changes.

- The End-of-Year survey results showed 86 percent of SASI respondents had witnessed poor sportsmanship during the academic year following training. Eighty (80) percent of the student athletes who witnessed it were able to Take A Stand against the poor sportsmanship behaviors.
- 60 percent of SASI students reported having witnessed bullying and/or hazing during the academic year following training. Ninety two (92) percent of those who witnessed bullying Took A Stand against the behavior.
- Survey results at the end of the year showed 92 percent of students felt their Program training had been *Very Useful* in preparing them to coach others in good sportsmanship.
- 6,830 coaches completed the NFHS Fundamentals of Coaching education course certification during the 2015-2016 academic year.
- NC ranks #2 in the nation for number of coaches (239) receiving the top professional development status of Certified Interscholastic Coach. An additional 949 coaches received status of Accredited Interscholastic Coach.

GOAL 5: Expand the overall program by increasing numbers of student athletes and adult participants and by adding innovative and effective training programs to the overall Program.

OUTCOMES

- Twenty (20) percent of schools participating in the three core Coach Mentor Training Programs participated in multiple programs during 2015-2016. In some cases, Coach & Captain and SASI students joined DREAM Teams from their schools in planning and implementing program activities.
- One DREAM Team helped create a Junior DREAM Team at one of its feeder middle schools. The high school Team mentored the junior Team during the year and helped them implement school-level activities.
- A state-wide Student Leadership Conference was held on April 16, 2016. Two keynote speaker sessions and a series of elective workshops were presented during the one-day conference. Forty-one (41) student athletes and 9 coaches, athletic directors, and principals from schools across the state attended. Sessions and workshops offered opportunities for all participants to further develop their understanding of positive leadership and to gain the knowledge and skills to effectively lead others.
- 17,567 individuals received certification for participating in the online NFHS *Concussion Course* during the reporting period.

CONCLUSION

During the 2015-2016 reporting period, the three Core Programs trained 349 student athlete participants. An additional 74 students who were trained in 2014-2015 continued their Program participation in the current reporting year. The 423 student Program participants planned and implemented activities under the guidance of their adult coach/teacher sponsors. They used newly acquired skills in role modeling, mentoring, teamwork, and leadership to positively influence others in the areas of good sportsmanship, making positive choices, and leading Alcohol, Tobacco and Other Drug-free lifestyles.

At the end of each year, Core Program coaches and sponsors submit Activity Logs documenting school and community activities implemented by student athlete Program participants. The Activity Logs describe activities and estimate the number of students and adults who were impacted. The significance of reporting activity impact numbers annually is to showcase how Programs influence many more persons, both directly and indirectly, than the actual number of Program student and adult participants.

In recent years, Program participants in urban areas utilized local media such as radio and TV to promote various activities, potentially impacting hundreds of thousands of listeners/viewers across their local regions. A review of Activity Logs submitted by Program sponsors for 2015-2016 showed no such use of local media to advertise and promote Program activities, resulting in a reduction of the estimated activity impact numbers from last year. Program Activity Logs showed 445,391 persons were directly impacted by Core Program activities this year. Consideration must also be given to the

unknown numbers of persons *indirectly* impacted by Core Program-related messages delivered via social media (Facebook, Twitter, Instagram etc.), local school Program websites, the NCHSAA website, and word of mouth.

An analysis of pre-post survey item responses from Core Program participants indicated student athletes experienced significant personal growth and increased levels of confidence during their Program participation. Through practicing the leadership skills learned during training sessions, they gained the self-confidence to speak out when they encountered negative behaviors from others. Student athlete participants indicated they changed their own behaviors and attitudes about Alcohol, Tobacco and Other Drugs (ATOD) during Program participation. They also reported the ability to influence others regarding ATOD behaviors as a direct result of Program training. Percentages of students who reported trying or using ATOD after Core Program training and participation were greatly reduced.

Student performance data showed student athlete Program participants are typically academically successful before they enter the **Coach Mentor Training Program**. During the current reporting year, the vast majority participants demonstrated the ability to maintain or increase grade point averages while also participating in multiple sports and in community service Program activities.

The analyses of both quantitative and qualitative data for 2015-2016 indicate all three Core Program components were effective and highly successful in training student athletes in leadership skills, positive values and sportsmanship, and positive, healthy lifestyle choices.

Table 2 below displays **Coach Mentor Training Program** participation and impact for the 2015-2016 reporting period.

Table 2

2015-2016 Program Participation and Impact Summary

Program	Schools	Students	Adults & Others	# Impacted
Coach and Captain	17	77	29	835
DREAM Team	16	**190	17	284,079
SASI	36	156	44	160,477
CORE PROGRAMS TOTAL	*69	423	90	445,391
State Student Leadership Conference	n/a	41	9	n/a
NFHS Concussion Course certifications issued	n/a	n/a	17,567	n/a
Fundamentals of Coaching certifications issued	n/a	n/a	6,830	n/a
Accredited Interscholastic Coach certifications issued	n/a	n/a	949	n/a
Certified Interscholastic Coach certifications issued	n/a	n/a	239	n/a
ALL PROGRAMS TOTAL	*69	561	25,712	445,391

* Some schools participated in multiple programs.

** Includes numbers of student participants trained in 2015-16 plus those who reported continued Program participation in 2015-16 after receiving training in a previous reporting year.

COACH MENTOR TRAINING PROGRAM EVALUATION REPORT

PROGRAM EVALUATION SUMMARY AND CROSS-PROGRAM OUTCOMES 2015-2016



The Student Services Division of the North Carolina High School Athletic Association (NCHSAA) organizes and administers *The Coach Mentor Training Program* which is made possible by funding from the North Carolina State Legislature through the North Carolina Department of Health and Human Services. The Program provides services for high school athletes and coaches through a select group of interrelated training program components focusing on leadership development, role modeling, sportsmanship, and healthy living.

Program components include three Core Programs including two targeting student athletes (*DREAM Team* and *SASI*) and one targeting teams of student athletes, coaches, and parents (*Coach and Captain Retreat*). Program participants are provided prevention education in Alcohol, Tobacco, and Other Drug (ATOD) as well as training in role modeling, mentoring, sportsmanship, and leadership development skills. With guidance from their adult school sponsors, training allows time for Program participants to plan and implement year-long activities designed to positively influence others in their home schools as well as their local communities.

During the 2015-2016 reporting period, three ancillary Programs included 1) *Fundamentals of Coaching*, a certification course within a national Interscholastic Coaches' education program provides a unique student-centered curriculum for interscholastic teacher-coaches; 2) the *NFHS Concussion Course*, a free course developed by the National Federation of State High School Associations (NFHS) in partnership with the Centers for Disease Control helps educate coaches, officials, parents, and student athletes on the importance of proper concussion recognition and management; and 3) the *Student Leadership Conference* provides student athletes and their coaches from across the state a day of workshop sessions focusing on a variety of leadership topics.

PROGRAM EVALUATION SUMMARY

Highlights from 2015-2016 Program outcomes for each of the three Core Programs and the three Ancillary Programs are provided below. Specific outcomes, charts and tables for each individual Core Program as well as the ancillary Programs are provided within the Program report segments of the full evaluation report.

Coach and Captain Retreat. The Coach and Captain Retreat is a weekend training program targeting school teams and is typically made up of four student athlete team captains, a coach, and a parent. A *Coach and Captain Retreat* was held in October of 2015 and was

attended by 77 student athletes and 29 coaches/parents from 17 schools across the state. Interactive activities were used to train school teams on such topics as leadership development, Alcohol, Tobacco, and Other Drug (ATOD) education, positive influence techniques, sportsmanship, and healthy living. School teams developed Action Plans for activities intended to address issues or problems at their schools and to positively influence team mates and others through leadership. Retreat attendees reported 100% commitment to implementing their Action Plans during the school year.

Analysis of a post-training survey administered to athletes, coaches and parents showed participant satisfaction with the Retreat to be extremely high. The format of the training sessions allows opportunities for student athletes, coaches and parents to engage in small group discussions where student voices are as important as those of adults. Comments expressed on the survey revealed coach and parent participants acquired a new level of respect for the students. Student athletes expressed enthusiasm to take newly learned skills and knowledge to become better leaders, to positively influence team mates and peers and to become positive role models.

All **Coach Mentor Training Programs** emphasize the importance of academic success. School team coaches collected and matched student performance data for participating Coach and Captain student athletes prior to and after the year of Program participation. Analysis of matched student records submitted by school sponsors at the end of the year indicated 36 percent of student participants improved GPAs during the year while 82 percent maintained a Grade Point Average (GPA) of 3.0 or better. Comparison of aggregated data showed a slight decrease in GPAs of .05 percent at the end of the year of Program participation while the average number of days absent increased by approximately one day (1.27). All students were on track to graduate.

Action Plans created by school teams during the Retreat were implemented during the school year. At the end of the year, two of the Coach and Captain school teams reported their teams' activities impacting approximately 685 persons. Activities included communicating positive messages on a variety of topics, including ATOD awareness and prevention, good sportsmanship, and safe driving. A listing of activities reported by school teams can be found within the Coach and Captain tabbed segment of this evaluation report.

Daring to Role Model Excellence as Athletic Mentors (DREAM Team). The DREAM Team Program trained student athletes in positive lifestyle choices, effective communication skills, role modeling, and presentation methods. NCHSAA Student Services personnel facilitated DREAM Team training for 116 students at 8 schools during the academic year. End of year data submitted by school Team sponsors showed an additional 8 schools hosted DREAM Teams with 74 students participating in DREAM Team who had been trained in previous years and continued program participation during the reporting period. The total number of reported active DREAM Team members during 2015-2016 was 190.

At the end of the 2015-2016 school year, DREAM Team school coaches/faculty sponsors reported their Teams had planned and delivered a wide variety of community service projects during the school year, directly impacting 284,079 persons in their schools and communities. In recent years, DREAM Teams have utilized local radio and television news shows to promote and advertise activities, thereby reaching potentially hundreds of thousands of listeners/viewers across the region. These methods of advertising have greatly affected the estimated numbers of persons potentially impacted by Program activities. During the current reporting year, no such use of public media was documented by Program sponsors, thereby

reducing the estimated number of persons directly impacted and reported. This year, DREAM Teams made use of social media to spread the word of upcoming activities. However, Program sponsors were not able to estimate numbers of persons who were impacted by Teams' positive messages via social media. As a result, it is highly likely the numbers of persons directly and indirectly impacted by DREAM Team activities is much higher than the 284,079 documented. A complete listing of reported activities that were planned and delivered by DREAM Teams can be found at the end of the DREAM Team section of the full evaluation report.

Many DREAM Teams influenced younger students through tutoring, mentoring and making presentations on such topics as leading ATOD-free lives, achieving academic success, and making good decisions. Other activities advocated safe driving practices while still others fundraised for charitable causes and assisted with local Special Olympics. Some DREAM Teams partnered with SASI and Coach & Captain participants at their schools carrying out their Action Plans as school teams. Charlotte area high school DREAM Teams joined together in implementing several activities. One Team helped start and mentor a Junior DREAM Team at one of its feeder middle schools.

Historical data show DREAM Team members are a group of students who are confident and academically successful prior to their Program training. Data and feedback submitted by DREAM Team students on the end-of-year online survey during the current reporting period showed students experienced significant personal growth as a direct result of their participation.

Student Athlete Summer Institute (SASI). The *Student Athlete Summer Institute (SASI)* Program is a research-based prevention program that targets school teams of student athletes enrolled in grades 10 and 11 during a summer residential training program. Five regional locations across the state hosted week-long SASI Training Camps in June 2015. A total of 156 student athletes and 44 adults/others from 36 schools attended and participated in training focused on the detrimental effects of using Alcohol, Tobacco and Other Drugs, effective leadership skills, positive role modeling, sportsmanship, and the importance of academic success.

School program sponsors collected student performance data for SASI student athletes prior to and after their year of program participation. Reported data showed 97 percent of SASI students maintained a GPA of at least 3.0 over the year of participation while 63 percent improved their GPA. Aggregated data indicated a .07 percent improvement in GPAs. SASI students were also able to influence others about academic success. Data reported show 80% of SASI students who witnessed poor academic behaviors in others were able to speak up in support of academic success.

"Take A Stand" is an important component of training each year, focusing on how participants can stand up and speak out against specific behavioral issues they typically witness during the school year. At the end of the year following training, SASI students were asked if they had witnessed specific issues addressed during training sessions. They were also asked whether or not they were able to Take A Stand regarding the witnessed issue/behavior. Survey responses showed at least 71% and as many as 93% of students who witnessed specific behaviors were able to speak out and Take A Stand. Specifically, 93% of student participants who witnessed ATOD use, 92% who witnessed Hazing/Bullying and 80% who witnessed poor sportsmanship were able to Take a Stand with peers against those behaviors.

Newly learned knowledge and leadership skills guided SASI athletes in creating Action Plans to provide community service activities that ultimately impacted a reported 160,477 students

and adults during the 2015-2016 academic year following training. Activities led by SASI students included promoting good sportsmanship, sponsoring ATOD and bullying awareness and prevention campaigns in their schools and communities, honoring leadership, promoting academic success and good sportsmanship in fellow athletes, assisting with and supporting local Special Olympics teams, and helping needy children and families within their communities. A complete listing of reported activities that were planned and delivered by SASI students can be found at the end of the SASI section of the full evaluation report.

Pre- and post- survey data analyses showed statistically significant and positive changes in SASI students' self-perceptions and behaviors as a direct result of Program participation. Data also showed students participating in SASI gained confidence to stand up for what they believe in as well as to influence others to do the right thing.

Ancillary Programs. In addition to the three Core Programs, the *Coach Mentor Training Program* delivered three ancillary Programs during the 2015-2016 reporting year.

The **Fundamentals of Coaching Course** is a component of the comprehensive coaches' education program offered by the National Federation of State High School Associations (NFHS) and is designed to certify individuals who successfully complete the course. Developed for the interscholastic teacher/coach, the program focuses on a student-centered coaching philosophy. Course components are delivered via face-to-face training sessions and completion of on-line units. The Director of Student Services is nationally certified to teach the course and has certified other instructors across North Carolina.

At the end of the 2015-2016 reporting period, 6,830 coaches had completed the NFHS *Fundamentals of Coaching* education course. Coaches are strongly encouraged to go beyond the *Fundamentals* course certification and complete two additional levels of achievement in the education program which include course certifications as Accredited Interscholastic Coach (AIC) and Certified Interscholastic Coach (CIC). At the end of the reporting period, North Carolina ranked 2nd in the nation having 239 coaches achieve the top professional development status with CIC certification. NC ranked 4th in the nation, having 949 coaches achieve AIC certification.

NFHS Concussion Course is a free, online course offered by the National Federation of State High School Associations (NFHS) in collaboration with the Centers for Disease Control (CDC) to educate coaches, officials, parents and students on the importance of proper concussion recognition and management in high school sports. This course highlights the impact of sports-related concussions on athletes, teaches how to recognize a suspected concussion, and provides protocols to manage a suspected concussion with steps to help players return to play safely after a concussion. Each state's requirements for concussion management are included as part of the course.

Certificates of course completion were received by 17,567 persons during the 2015-2016 reporting period.

The third **NCHSAA Student Leadership Conference** was held on April 16, 2016. The day-long conference allowed the 41 student athlete and the 9 coach/athletic director participants an opportunity to 1) further develop an understanding of positive leadership; 2) gain knowledge and skills to effectively lead their peers; 3) acquire a general understanding of the importance of community service, positive values, sportsmanship, healthy lifestyles and self-

evaluation; and 4) feel empowered to serve as advocates for their school, community and state.

Student participants completing a post-Conference survey reported learning new ways to present themselves as leaders and to handle difficult situations on and off the field. Adult participants reported gaining new knowledge and skills that would help them communicate better with student athletes, parents, and other school personnel.

CROSS-PROGRAM OUTCOMES

At the end of the 2015-2016 academic year, students who had participated in the three Core Programs during the year completed an online survey regarding their participation. Students were asked:

- 1) to reflect on Core Program training sessions they attended the year prior and to assess the usefulness of their training;
- 2) to report about their attitudes and behaviors regarding Alcohol, Tobacco and Other Drug (ATOD) both before training and since Program training and participation;
- 3) to reflect on changes in their self-perceptions since beginning Program participation; and
- 4) to provide comments regarding their NCHSAA Program participation.

Survey results displayed on pages 5-15 include participant demographics, changes in participant ATOD attitudes and behaviors, changes in self-perceptions, and general comments from student athletes regarding their Program participation. Additional information for specific Core Program training questions can be found within each Core Program segment of the full evaluation report.

END-OF-YEAR SURVEY RESPONDENT DEMOGRAPHICS

- | | |
|---|--|
| 1. Which of the following NCHSAA-sponsored programs have you participated in this year? | 15% Coach & Captain Retreat
32% SASI
84% DREAM Team
(note: numbers exceed 100% due to student participation in multiple programs) |
| 2. What is your gender? | 60% Female
40% Male |

- | | |
|--------------------------------------|--|
| 3. What is your race? | 4% Asian
14% Black
5% Hispanic
0% Native American
71% White
6% Multiracial |
| 4. What grade were you in this year? | 1% 9 th
20% 10 th
21% 11 th
58% 12 th |

CHANGES IN ATTITUDES AND BEHAVIORS REGARDING ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) USE

HIGHLIGHTS

- 88% of student athletes reported that program participation increased their knowledge of ATOD.
- 85% were able to educate others about ATOD.
- 98% of program participants were able to personally resist using ATOD and 92% were able to influence others to remain substance-free.
- Students' self-reported trial or use of substances was reduced after program participation.

- | | | |
|--|---------------------|--------------------|
| | <u>% Yes</u> | <u>% No</u> |
| 5. Has your training and/or participation in NCHSAA-sponsored programs increased your knowledge about Alcohol, Tobacco, Steroids, and Other Drugs? | 88% | 12% |
| | <u>% Yes</u> | <u>% No</u> |
| 6. Have you had an opportunity to share your knowledge of the effects of using Alcohol, Tobacco, Steroids, and Other Drugs with others (fellow students, younger students, adults, etc.)? | 85% | 15% |
| 7. Has your training and/or participation in NCHSAA Programs helped you personally resist using Alcohol, Tobacco, Steroids, and Other Drugs when you are with your team mates, friends, and peer students? | | |

47% of students reported having been in this situation. Of those, 98% were able to resist using ATOD when socializing with their peers.

8. Have you been able to help fellow team mates, friends, or other people resist using Alcohol, Tobacco, Steroids, and Other Drugs?

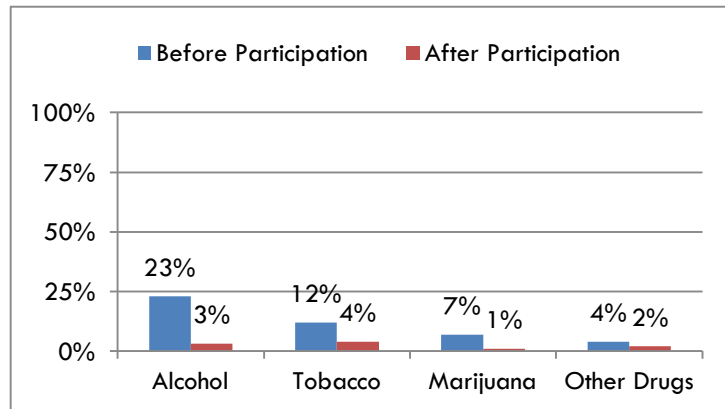
56% of students reported having been in this situation. Of those, 92% were able to help others resist using ATOD.

9. **BEFORE** you participated in NCHSAA-sponsored program(s), which of the following substances had you tried or used?

AFTER you participated in NCHSAA-sponsored program(s), which of the following substances have you tried or used?

Results are displayed in Chart 2 below.

Chart 2
Percentage of Participants Disclosing Substance Use
Before and After Program Training/Participation



The ATOD Attitudes and Behaviors segment of the end-of-year survey asked student participants whether they had tried and/or used Alcohol, Tobacco, Marijuana and Other Drugs (including steroids, prescription drugs not prescribed to them, and other drugs). An analysis of responses provided evidence that Program participants benefitted from the prevention education they received during Program training sessions. They used new knowledge and resistance skills learned during training to personally resist trying and using ATOD. Participants used influencing skills, also learned during training, to assert themselves and dissuade peers from trying and using ATOD.

Of the 47% of participants who were in situations where they could have tried or used ATOD, 98% were able to resist. Of the 56% who found themselves in a situation where they could help someone else to resist, 92% were able to do so. Approximately half of students indicated they had not been in a situation where they needed to personally resist or help others resist trying or using ATOD.

For those students who admitted experimentation or use of ATOD prior to Core Program participation, trial and/or use significantly decreased for trying or using substances after Program training/participation.

CHANGES IN PARTICIPANT SELF-PERCEPTIONS AS A RESULT OF PROGRAM PARTICIPATION

HIGHLIGHTS

Student participants ...

- ❑ experienced significant personal growth as a result of participation.
- ❑ increased their ability to resist peer pressure.
- ❑ became empowered to make a positive difference for younger students, peers and others through role modeling and mentoring.
- ❑ realized a greater sense of their own personal values and their ability to make good personal decisions.
- ❑ increased their self-confidence.

Participants responded to a series of questions on the end-of-year online survey designed to capture how their Core Program participation affected their perceptions of themselves and their place within their schools and greater communities.

Research-Based Data. The eight developmental asset types established by Dr. Peter Benson were used to create a series of statements presented to participants on the end-of-year survey. In his research, Benson substantiated the need to have specific assets present in young people's lives for them to grow up as healthy, caring and responsible individuals.¹ Benson's eight asset types are: support; empowerment; boundaries and expectations; constructive use of time; commitment to learning; positive values; social competencies; and positive identity. Benson's research indicates that the more internal and external assets that youth possess, the healthier and more successful is their development into adulthood.²

EXTERNAL ASSETS	INTERNAL ASSETS
<i>Support</i>	<i>Commitment to Learning</i>
<i>Empowerment</i>	<i>Positive Values</i>
<i>Boundaries & Expectations</i>	<i>Social Competencies</i>
<i>Constructive Use of Time</i>	<i>Positive Identity</i>

The end-of-year survey administered to Core Program participants included 14 statements crafted from Benson's 40 Developmental Assets instrument which are specific to the central objectives of the three Core Programs. Program objectives include improving communication skills; role modeling and mentoring; making and teaching positive lifestyle choices, particularly in the area of Alcohol, Tobacco, and Other Drugs (ATODs). Survey item statements selected to match Program goals and objectives fall into the six asset categories of *Support*, *Empowerment*, *Commitment to Learning*, *Positive Values*, *Social Competencies*, and *Positive Identity*. Definitions of each of these asset categories are listed on the next page.

¹ Benson, Peter. *All Kids Are Our Kids*. San Francisco: Jossey-Bass Publishers, 1997.

² Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4(1), 27–46.

- ◆ **Support.** Support includes parental involvement, communication and encouragement as well as relationships with other adults, including those at their school and in the community.
- ◆ **Empowerment.** Benson defined the empowerment asset as one where young people sense they are treated with respect and feel they can make a difference in the world. They benefit from playing useful roles within the community. According to Benson, of the eight types, this asset is the least common for young people to experience.
- ◆ **Commitment to Learning.** Commitment to Learning includes a student's own motivation to academic achievement, the ability to balance academics with sports and work and community service, and the skill to influence and motivate others toward academic success.
- ◆ **Positive Values.** Positive Values include characteristics of caring, integrity, honesty, responsibility, restraint, equality, and social justice.
- ◆ **Social Competencies.** Social competencies as defined by Benson include planning and decision-making, interpersonal and cultural competence, resistance skills, and peaceful conflict resolution. Benson states that the development of this asset type inhibits chemical use and is essential for preventing high-risk behaviors. Taken as a whole, social competencies are important for larger social tasks of civic engagement and effectiveness in the workplace.
- ◆ **Positive Identity.** Positive identity is defined as feeling a personal power or control over events, having positive self-esteem, feeling that life has a purpose, and being optimistic about one's own future.

Asset types and their corresponding end-of-year survey item statements are shown in Table 3 below.

Table 3

ASSET TYPE	SURVEY ITEM STATEMENT
<i>Support</i>	I am able to effectively connect with and communicate with adults.
<i>Support</i>	I am respected by adults at my school and in my community.
<i>Empowerment</i>	I am confident in my ability to make a difference in my school and community.
<i>Empowerment</i>	I am a positive role model for others, both on and off the field.
<i>Commitment to Learning</i>	I am motivated to do well in school.
<i>Commitment to Learning</i>	I am confident in my ability to influence others about their academic success.
<i>Positive Values</i>	I am able to stand up for what I believe in.
<i>Positive Values</i>	I can accept personal responsibility.
<i>Positive Values</i>	I am committed to help and influence others to do the right thing.
<i>Social Competencies</i>	I make thoughtful and good decisions.
<i>Social Competencies</i>	I am confident in my ability to resist peer pressure.
<i>Social Competencies</i>	I am confident in my ability to resolve conflict in a non-violent manner.
<i>Positive Identity</i>	I am confident in who I am and what I am capable of.
<i>Positive Identity</i>	I am optimistic about my future.

Each end-of-year survey item statement sought rating responses for both *before program participation* and *as a result of program participation*. Response options for each item included four levels of agreement: *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. A four (4) point rating scale was used with 4 points assigned to *Strongly Agree*; 3 points to *Agree*; 2 points to *Disagree*; and 1 point to *Strongly Disagree*. Four points indicates the highest score.

Survey responses were analyzed using statistical means as well as percentages for each response type. Chart 4 below and Chart 5 on the next page display *Before* and *After* mean score responses and percentage of *Strongly Agree* responses, respectively. The reader is urged to reference Table 3 on the previous page for the full survey statement as only partial statements are shown on the Charts.

Chart 4
Mean Score Comparison of Self-Perceptions
Before and After Core Program Participation

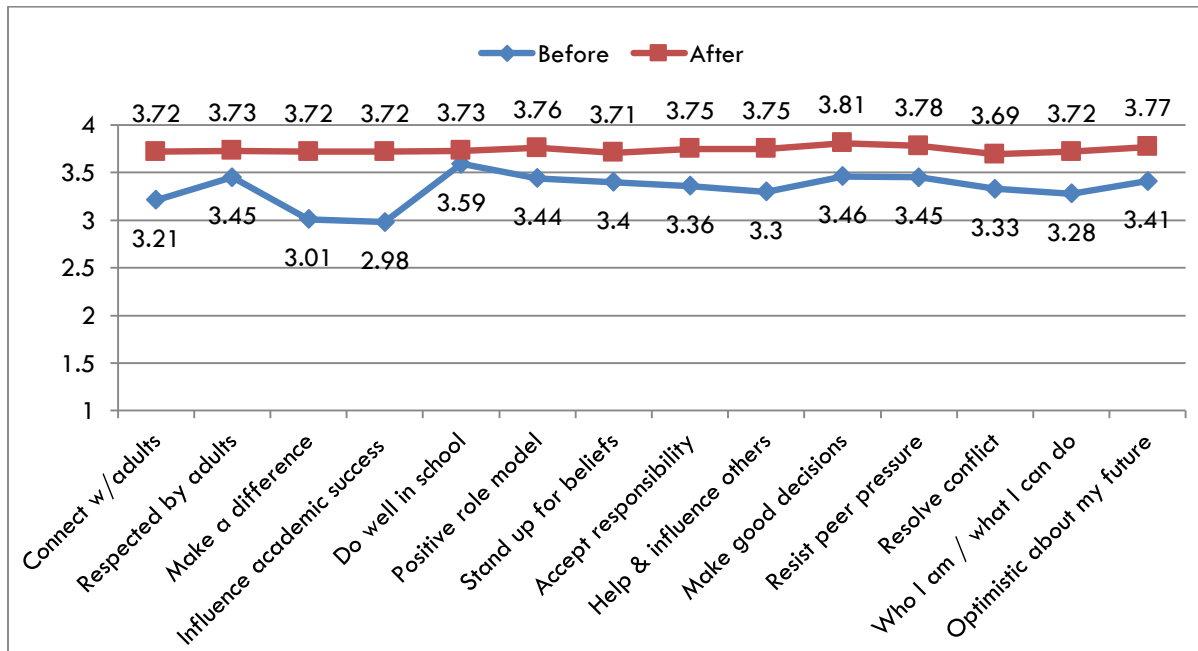
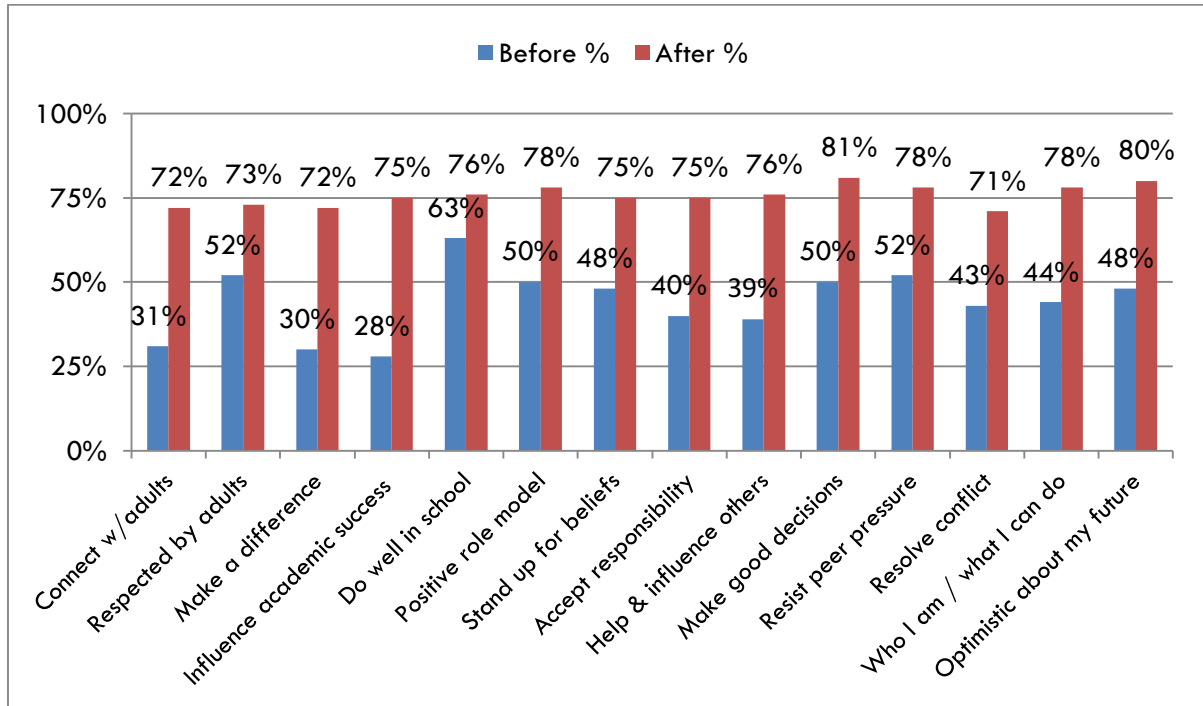


Chart 5
Percentage Comparison of *Strongly Agree* Responses
Before and After Core Program Participation



NOTE: All statement items show statistically significant change at $p < .05$

Program data analyses in years past have consistently shown Core Program participants perceiving themselves as a confident group of student athletes with positive values and the desire to make a difference and positively influence others *Before* their program participation. Percentages of responses for *After* program participation showed statistically significant changes in the *Strongly Agree* response category for all fourteen survey items, indicating significant positive personal student growth.

CORE PROGRAM PARTICIPANTS' COMMENTS **ABOUT PROGRAM PARTICIPATION EXPERIENCES**

The final item on the end-of-year online survey invited Coach and Captain Retreat, DREAM Team, and SASI student athlete participants to share thoughts regarding their Core Program participation during the current reporting year. The following responses are unedited.

Please use this space to tell us about your NCHSAA-sponsored program participation this year. Hearing your thoughts and comments about your experience(s) is important to us.

- *I had so much fun interacting with the kids and helping out with dream team. This was a time to remember and a time to learn new ways of becoming a leader.*
- *It was a great program. With the right person you can change others' lives. I have and I still do. The team looks at me and are like I want to be like him*
- *It was a great experience and I wish I could attend it again!*
- *I really enjoyed this event and was able to learn more things and become closer with my team mates and coach.*
- *Programs like Dream Team are extremely helpful, most people think in order to make an impact you need to make direct contact with the person. Though that still remains true we impacted many people indirectly and we had many compliments throughout the year.*
- *It was an amazing opportunity and a tremendous experience. It is something that I am truly grateful for and that I will remember for the rest of my life. Getting to share what I believe in and help others to make good decision is something that I love doing so it was amazing to be a part of DREAM team this year! My time on DREAM team has prepared me for the two year LDS mission I will be serving in Italy starting in October! The experiences I have had this year have made me a better person and prepared me for a life that I can spend my time helping others. I would not trade it for anything.*
- *The NCHSAA program really helped me inform my peers on the dangers of drugs and alcohol.*
- *I think the NCHSAA program can help students to impact other students more than you can imagine. Thank you for this big opportunity.*
- *The training in the beginning of the school year helped a lot, but in order for the program to be effective they should follow up with the students and staff that they trained.*
- *I am so glad that I was given the opportunity to participate in this great program!!*
- *It was a really good experience. It was nice to meet new people my age that had some of the same interests that I have. I enjoyed the team building exercises, the ropes course and going tubing was the best parts of the camp.*
- *I really enjoyed attending SASI for a second year in a row, but this year as a counselor. I loved being a part of such a good program!*
- *It was a great experience and it turned me into a better leader.*

- *I think that everybody should get the chance to attend sasi and get the chance to be on dream team*
- *I loved it. Try to make the classes more interactive.*
- *I really enjoyed this program and feel like it is good to educate younger people and help them make the right choices in life.*
- *I thought it was a great experience, and I am glad to be a part of.*
- *NCHSAA does a great job helping people be aware of the negative affects of drug and alcohol use.*
- *During my experience I enjoyed getting to meet new people and explore more with myself.*
- *It was fun and I hope I can continue being in it*
- *I enjoyed the rope course, and other group bonding activities. The lectures were hours, and made me fidgety. What was said in the lectures was important, but we needed breaks in between the lectures.*
- *It was nice to go out and see what other schools were doing in effort to combat alcohol and drug use. It helped us athletes become more aware of what an influence we are to the school and how we could use our involvement to stop bullying or drug use.*
- *The NCHSAA program is very informative. I enjoyed my time at the conference and learned many things. It was very well organized and everyone was very friendly.*
- *It was really fun and helpful. I would love to go again.*
- *I thought the directors were very motivated and the activities we did as a group were very fun and entertaining.*
- *I thoroughly enjoyed my time as a part of an NCHSAA leadership building programs, as I learned a lot and was surrounded by fellow athletes in an environment that was comfortable. I also enjoyed the staff present in the retreat I was a part of, they were all friendly and helpful.*
- *Gives more social activities for the youth to participate in. Also more fun and new team building exercises.*
- *This was a great experience, I had an amazing time. Meeting new people and learning new things were the best parts.*
- *They were a welcome experience and if at all possible I will help all the years I can.*
- *I like being a role model to the young kids and helping others.*
- *I have had many great experiences with my NCHSAA program. I have learned a lot about how I can make my community a better place and how I can make a difference in my community and in others.*
- *I really like and enjoy this program.*
- *I am very glad that I had the opportunity to connect with a group of students that want to make a difference in their sports teams and communities. And to have been able to participate in a way that helped to further not only my own community but also the communities of others.*

- *I loved being a part of this camp and learning new things to help me be a better role model.*
- *I feel that it was a great experience and I am looking forward to continuing with it next year.*
- *I would highly suggest to anyone. It is a great program and it changes lives drastically.*
- *I really like dream team.*
- *The Dream Team Program allowed me to learn a lot about how to properly live my life and how to interact with kids.*
- *It was very helpful on making me become a better role model.*
- *I was extremely impressed with my experiences with DREAM team this year. I would recommend applying to join to any fellow athlete.*
- *I enjoyed it.*
- *This program has helped me engage more with younger kids and helped me not be as shy. I love helping kids.*
- *It has been fun.*
- *The NCHSAA was a very helpful program that allowed me to better myself. I feel stronger and smarter in what I believe in.*
- *It was fun and something new and I enjoyed it.*
- *It was a very good program. I had the chance to see the problems other athletes face and how they deal with the situation.*
- *Wonderful experience! Loved it! Really helped me improve my communication skills with coaches, teammates, classmates, friends, family, and adults.*
- *I loved this program, it was a great way for me to develop and grow as a human being! I learned that speaking to others and showing compassion, while leading others has a positive effect on the community. Anybody can make a change and this program molded me into a person that can make a bigger change.*
- *The DREAM Team program is vital to the community at our high school and allows students to have peers to look up to.*
- *The DREAM Team program is a beneficial program that should be extended to all North Carolina High Schools.*
- *I really enjoyed it and would recommend it. It is a lot of fun and helps then student athletes to know what to do as a member of a sports and a student at their school*
- *I love DREAM Team. It is awesome! Go Eagles! <3*
- *DREAM Team and 2015 Coaches & Captains Retreat helped me immensely in learning how to be a better teammate and also a better person. The C&C Retreat gave me a chance to understand more about what coaches and parents expect of me and my peers as athletes and also as students. DREAM Team helps me connect with my younger peers and also allows me to influence them to make better choices, especially those who plan on playing sports.*

- *My experience this year has been good. I feel like the NCHSAA helped me to become a better person, teammate and athlete.*
- *It was cool.*
- *My thoughts about my NCHSAA program experiences this year are really positive. I have been able to help tutor middle school students, volunteer at the elementary school and with Special Olympics. It is always an honor to be a mentor and roll model to a younger student or fellow student.*
- *My program experiences this year were very enjoyable.*
- *I love having the opportunity to be a part of DREAM Team.*
- *I had a lot fun at SASI this past summer. I also was able to pick up on some more character traits. Overall I believe that the SASI camp is good for young athletes*
- *I loved DREAM Team!*
- *I had a wonderful time at SASI!! Thank you for the opportunity!*
- *I loved the program. I was so blessed to be able to be a part of the wonderful group, DREAM Team. I would love to be a part of the group again!*
- *It has been great! I love helping others in hard situations... This has given me many of helpful tips and advice.*
- *Good it is fun*
- *I have enjoyed being a part of the dream team program.*
- *NCHSAA helped boost my confidence.*
- *Being in Dream Team helped me to remember my responsibilities as a student athlete. It helped me to realize I had more to life than risking getting caught drinking and doing drugs or becoming a teenage mom.*
- *I feel like going to all these programs helped a lot. I know how to be a better leader.*
- *SASI was an amazing experience and it helped me understand the negative effects of alcohol, drugs, etc.*
- *I felt that the SASI program is a vital and efficient club that every school should have to always have a support system to influence other athletes and the school to help build a program filled with leaders for the next generation...it starts with us. Thank you.*
- *I loved SASI! It was a great experience and I can't wait to go back as a JC this summer!*
- *It was overall an amazing experience and I enjoyed my time there.*

CONCLUSION

Qualitative and quantitative data gathered and analyzed during the 2015-2016 reporting year show the **Coach Mentor Training Program** was very effective in training student athletes in leadership, positive values and sportsmanship, and in educating them to make positive, healthy lifestyle choices. The Program continues to maintain a high level of success and positive outcomes due to the dedication of Program staff and Program sponsors and coaches within the schools.

At the end of a year of **Coach Mentor Training Program** participation, student athletes reported changing their own behaviors as well as influencing others regarding ATOD use as a direct result of their Program training. Percentages of students reporting trying or using ATOD after Core Program training and Program participation were greatly reduced. Pre- post-survey data revealed significant personal growth in student athletes after one year of Program participation. Student athlete participants led by example and internalized positive values which they applied in their relationships with peers and adults and in making good personal decisions.

Student athlete participants are typically academically successful before they enter the **Coach Mentor Training Program**. During the 2015-2016 reporting year, participants demonstrated the ability to maintain and/or increase grade point averages while also participating in multiple sports and in community service activities.

Program sponsored activities were planned and implemented by 423 Core Program student athlete participants under the guidance of their adult sponsors. These activities directly impacted an approximate 445,391 persons within student athlete participants' local schools and communities. It is impossible to document additional numbers of persons who were *indirectly* impacted by Core Program-related messages delivered via social media (Facebook, Twitter, Instagram etc.), local school Program websites, the NCHSAA website, and word of mouth.

Training and participation in each of the three Core Programs provided new knowledge and skills to student athletes and allowed them to confidently lead activities for their schools and communities promoting ATOD-free lifestyles, positive values, respect, teamwork, and good sportsmanship.