

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%)

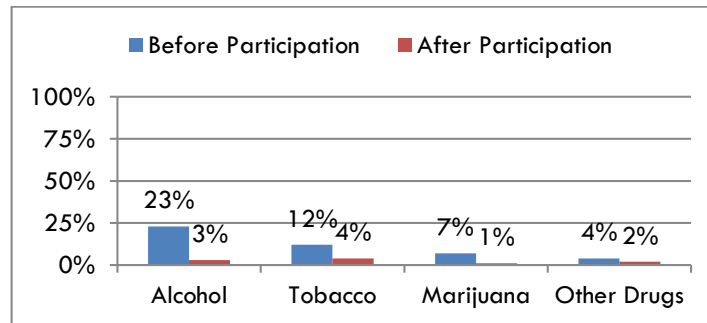
“I am able to stand up for what I believe in.”
Strongly Agree responses increased from 48% to 75%)

“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-seven (57) percent of participating students increased their GPAs during program participation; 94 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 467,051 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	182,137
CORE PROGRAMS TOTAL	*69	423	90	467,051
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 98 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 .08 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 182,137 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% 9th
 - 20% 10th
 - 21% 11th
 - 58% 12th

**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?

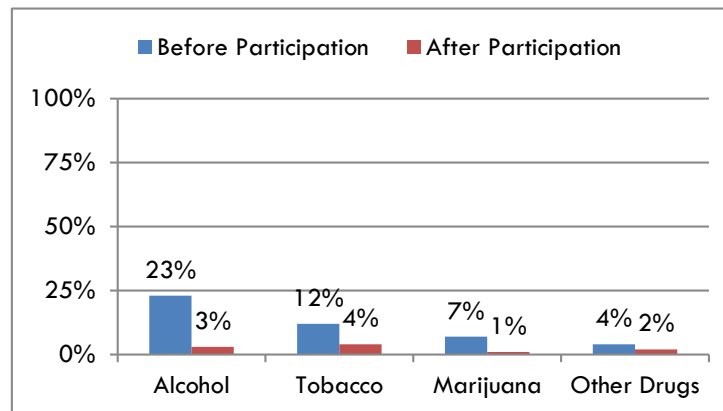
56% of students reported having been in this situation. Of those, 92% were able to help others resist using ATOD.

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

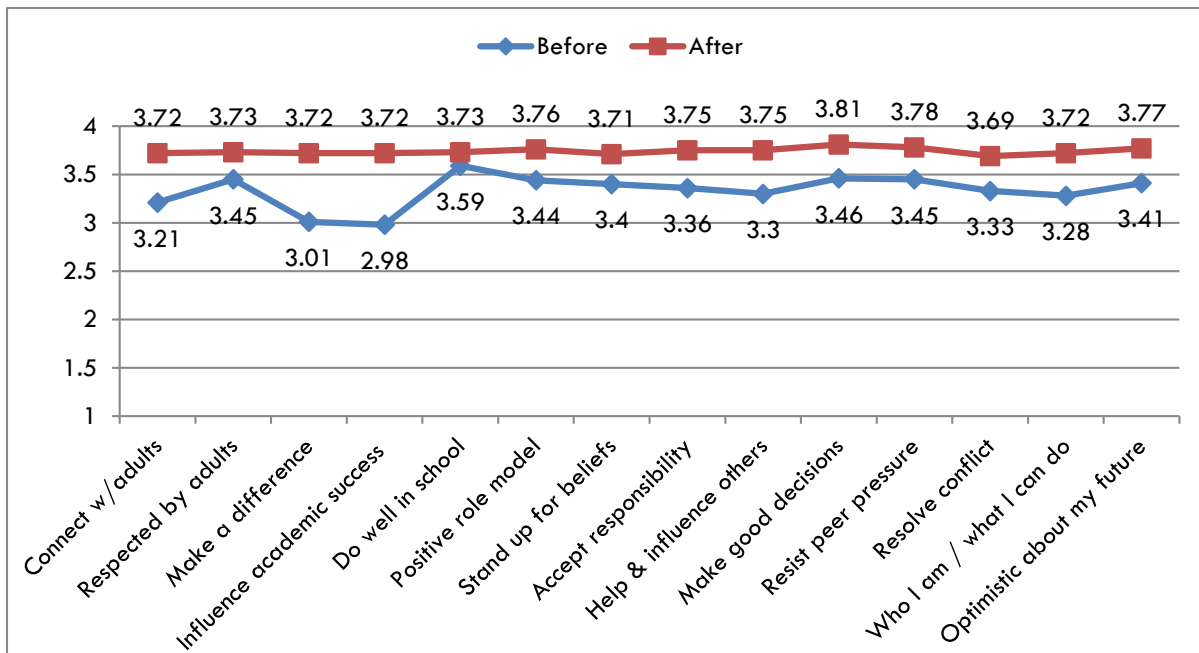
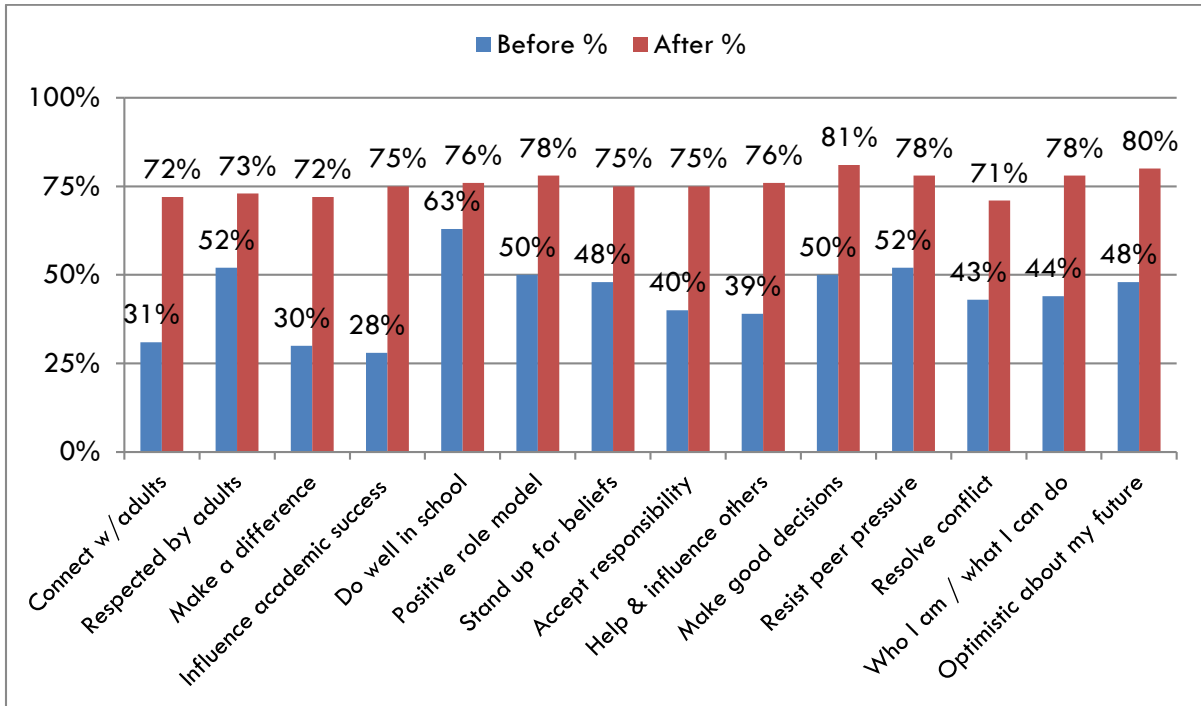


Chart 5
Percentage Comparison of *Strongly Agree* Responses
Before and After Core Program Participation



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 he 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.

COACH AND CAPTAIN RETREAT

2015 - 2016



PROGRAM DESCRIPTION

The *Coach & Captain Retreat* is a weekend leadership development program targeting student athletes, coaches, and parents. Schools from across the state send teams of student athletes, a coach, and a parent to Raleigh, North Carolina for a weekend retreat. The goal is to train student athletes who are team captains or will be team captains in leadership development skills, effective communication techniques, productive teaming, and positive role modeling. The weekend retreat program introduces planning and decision-making skills through hands-on activities.

Program facilitators lead training sessions for student athletes, coaches and parents on a variety of topics using interactive training techniques encouraging participant involvement. Participants are grouped together for several sessions and are then separated for a discussion about ideal role models. By the conclusion of the *Retreat*, each school team has prepared an Action Plan for one or more service projects they intend to carry out to make a positive difference in their home school and community environments.

Coach & Captain Retreat objectives are as follows:

- Define leadership qualities associated with being a team captain.
- Identify key issues affecting student athletes.
- Communicate effectively with other students and adults about issues that affect student athletic teams or groups.
- Understand how Captains and other leaders can use their influence for preventing problems that affect young people and at the same time promote healthy lifestyles.
- Identify ways student leaders can be successful.

2015-2016 PROGRAM SUMMARY

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 Coach and Captain school teams can be found on page 28.

Demographics and training survey results from the Fall 2015 *Coach and Captain Retreat* training session are shown on pages 18-23.

Program outcomes, including reflections on training, activities impacting schools and communities, changes in student performance data, participant ATOD use and student self-perceptions are discussed and illustrated on pages 23-33.

RETREAT ATTENDANCE DEMOGRAPHICS

TABLE 4

**Schools Participating in
Fall 2015 Coach and Captain Retreat Session**

School	Region	School Size
Cape Fear	4	4A
East Bladen	4	2A
East Chapel Hill	3	4A
East Wake Academy	3	4A

Eastern Randolph	5	2A
Hobbs	2	1A
C.E. Jordan	3	4A
Knightdale	3	4A
McDowell	8	4A
Mountain Island Charter	6	1A
North Wilkes (3 teams)	7	1A
South Brunswick	2	3A
South Iredell	7	2A
West Carteret	2	3A
West Forsyth	5	4A
West Iredell (2 teams)	7	3A
Woods Charter	3	1A

The NCHSAA student enrollment classification categories were used to categorize Retreat participation numbers by school size. Forty-one (41) percent of participating schools represented small enrollment high schools (1A, 2A) while 59 percent of participating schools represented large enrollment schools (3A, 4A). The state is divided into 8 educational regions for administrative purposes and athletic conferences. The only region not represented at the Fall 2015 Retreat was Region 1.

CHART 6

Student Participant Gender

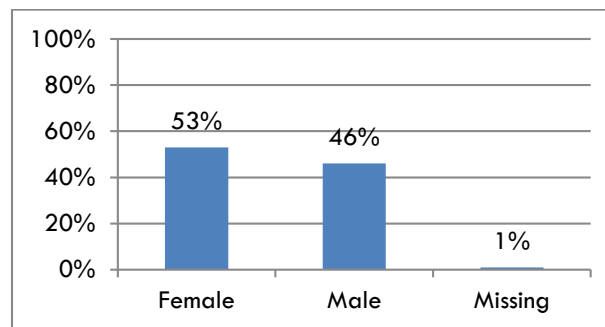


CHART 7
Student Participant Ethnicity

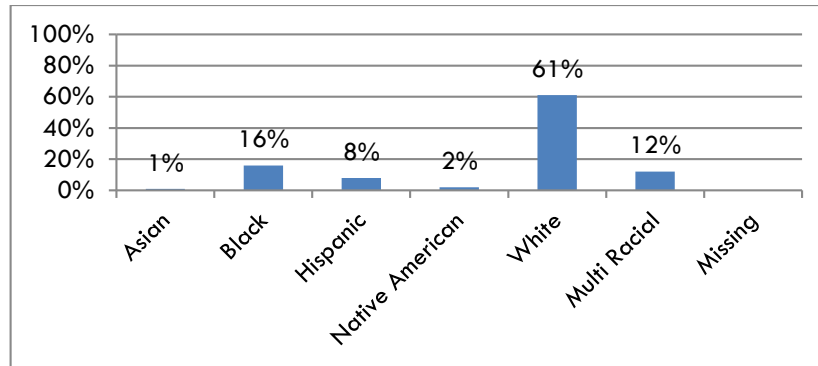


CHART 8
Student Participant Grade Level

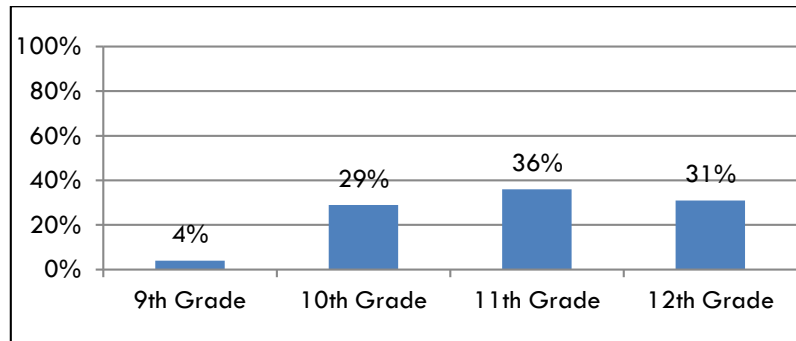
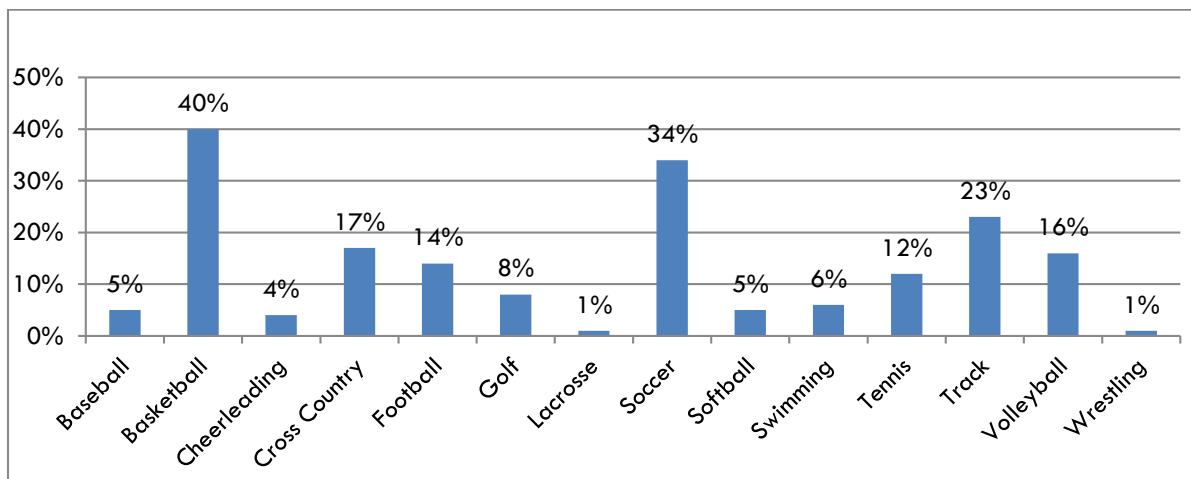


CHART 9
Student Participation Numbers for Sports Played



*Participation numbers exceed numbers of athletes completing surveys since students play more than one sport.

TABLE 5
Student Participant Involvement in Multiple Sports

Students who . . .	Percentage
Played one sport	47%
Played two sports	26%
Played three or more sports	27%

TRAINING SURVEY RESULTS

CHART 10
Training Satisfaction
Statistical Mean for Student Athletes, Coaches, and Parents Responses

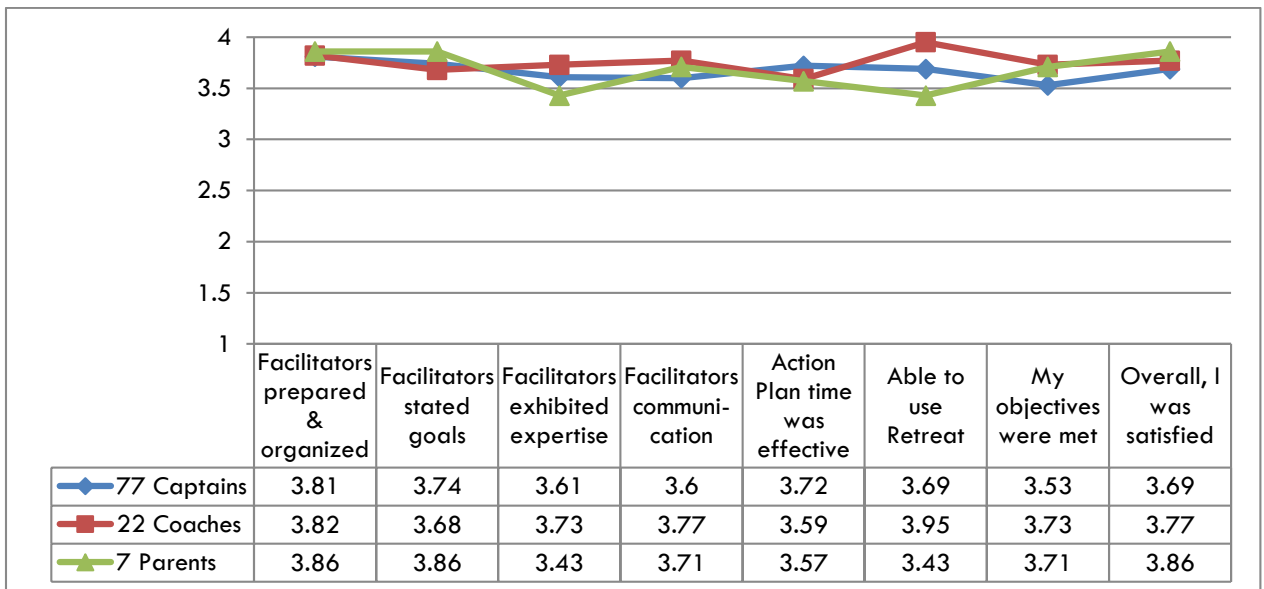
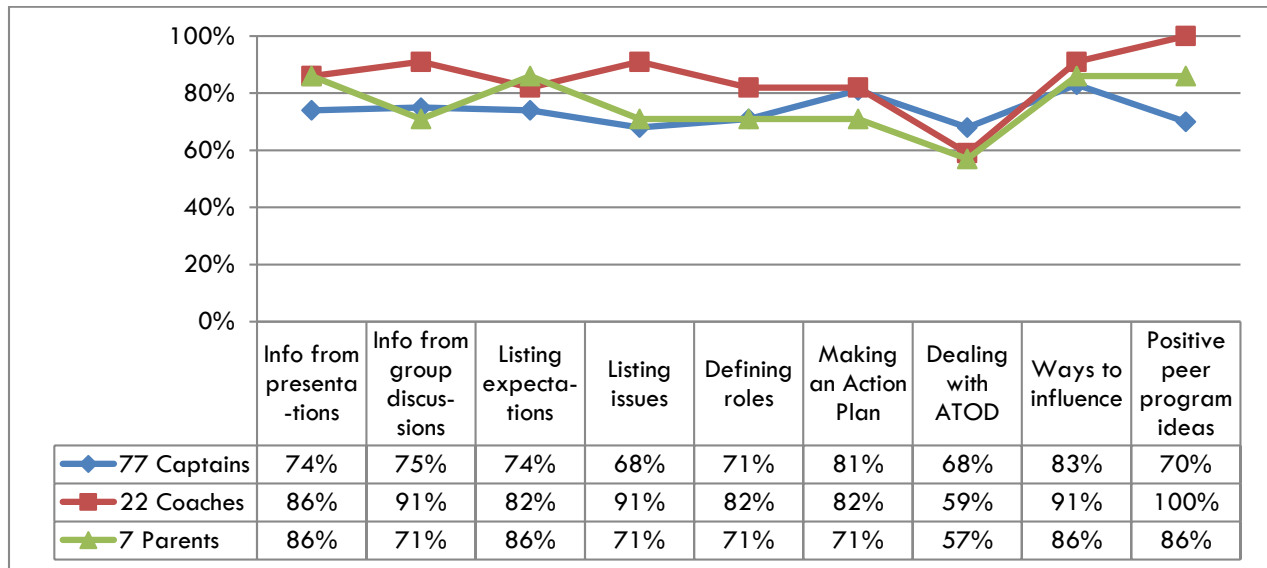


CHART 11
Usefulness of Training Topics
Percentage of “Very Useful” Responses for Student Athletes, Coaches, and Parents



The three groups of Retreat participants were asked if there were additional topics they would like to have seen addressed during the Retreat. Unedited suggestions are shown below.

Captains:

How to talk.
Attitudes toward team mates.
How to personally show leadership qualities.
College was never really mentioned.
Actually influencing people.
Bullying.
Talk about different personalities.
How to deal with different personalities on a team.

Coaches:

How to change bad behavior?
A bit more about elements of a successful leader in place of issues we face at the school/outside.
How to deal with these situations.
How to approach issues in your school without being put down.
Building better relationships with parents
Cyber bullying

Parents:

no additional topics were suggested

LEVEL OF COMMITMENT

Action planning, a key component of Coach and Captain Retreat activities, provides an opportunity for student athletes to use newly acquired knowledge and skills learned over the training weekend. A *Solution Plan* form is provided as a tool to guide the discussion and development of each team's Action Plan. Implementation steps are provided to help school teams determine individual responsibilities, set realistic timelines, assign responsibilities, and list desired outcomes.

The survey asked each retreat participant group to rate their commitment to following through on their team's Action Plan. 100% of all Retreat participants were either *Very Committed* or *Somewhat Committed* to carrying out their team's Plan.

All participants were asked *what actions they planned to take as a result of attending the Retreat*. Responses from the three participant groups are listed beginning on page 29.

COACH AND CAPTAIN PROGRAM OUTCOMES

END-OF-YEAR SURVEY DATA

At the end of the 2015-2016 reporting year, student athletes who had participated in all three **Coach Mentor Training Program** Core Programs were invited to complete an end-of-year online survey designed to gather:

- specific Program outcomes such as how useful Program training topics had been during participation as well as the types of activities implemented by each Program;
- information about how participants' behavior and attitudes regarding Alcohol, Tobacco and Other Drugs had changed over their year of participation; and
- information about how participants' self-perceptions had changed over the course of their Program participation.

Program Involvement. Seventeen (17) percent of all end-of-year online survey respondents indicated they had attended the Coach and Captain Retreat in the Fall of 2015.

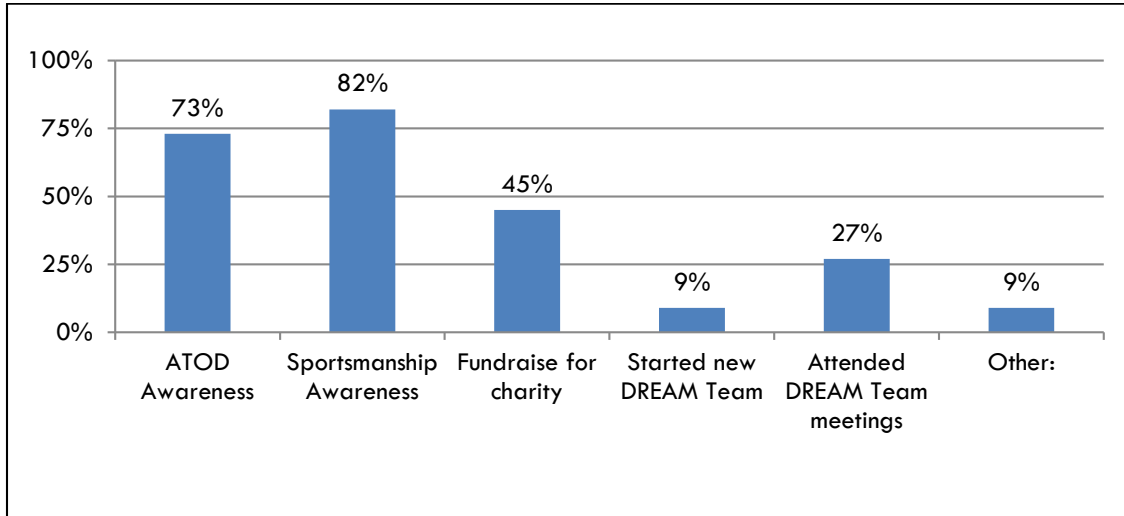
Many Coach and Captain student athletes indicated they had also participated in other Core Programs during the academic year. Fifty-five (55) percent reported attending the SASI Camp in June of 2015 and 36 percent reported participating in DREAM Teams at their schools.

During the Coach and Captain Retreat, student athletes and their school teams outlined specific activities they planned to implement in their schools and communities to make a positive difference. The end-of-year survey asked about the types of activities students had been involved in during the academic year following the Retreat. Multiple responses were allowed. Eighty-two (82) percent of Coach and Captain student athletes reported participating in activities focused on Sportsmanship

Awareness. Seventy-three (73) percent reported activity participation focused on ATOD Awareness. Other activities included fundraising for charity, mentoring/tutoring younger children, and promoting school spirit. Thirty-six (36) percent of students indicated they had been involved with DREAM Team at their school.

Chart 12

**Percentage of Activity Participation by Type
For Coach and Captain Retreat Student Attendees**



NOTE: Percentages exceed 100% due to allowing multiple responses.

Training Topics. On the end-of-year survey, Program participants were asked to reflect on the usefulness of four of the training topics that were directly related to prevention education and Action Planning in the following survey item:

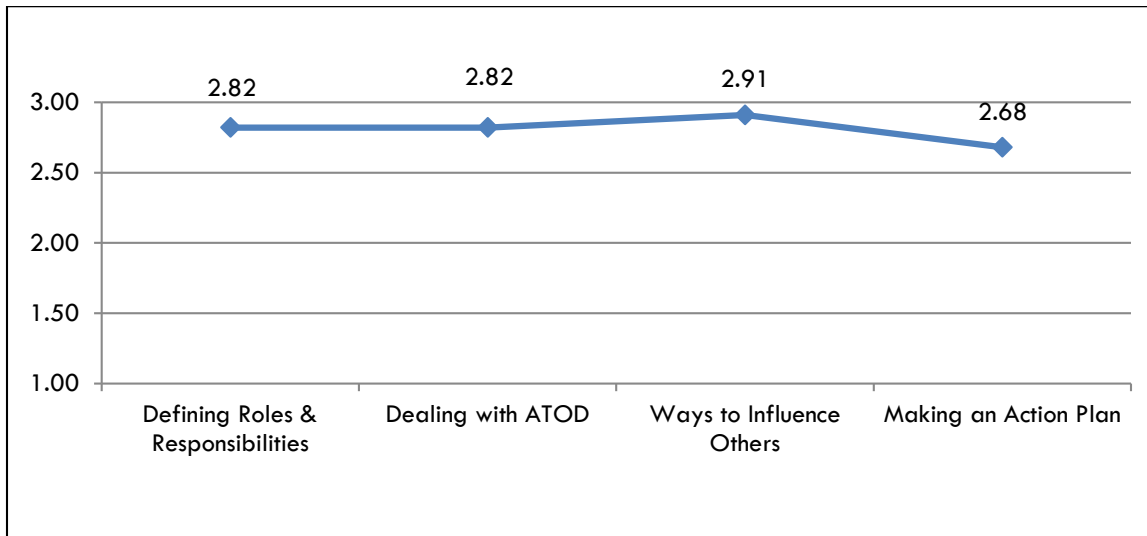
It has been some time since your Coach & Captain Retreat, but please think back to a few of the topics presented to you during your training and let us know how useful each has been to you this year.

A three-point scale was used to determine the mean score for each question response. Three (3) points were assigned to *Very Useful* responses, 2 points to *Somewhat Useful*, and 1 point to *Not Very Useful*. Chart 13 on the next page shows mean score responses.

Responses indicated students valued the importance of their training after having a chance to implement their Action Plans at their home schools and communities. Opportunities during the year to practice skills and knowledge learned during training helped students to build confidence in their abilities to make a difference for others.

Chart 13

**Perceived Usefulness of Select Coach and Captain Training Topics
On the End-of-Year Survey**



The end-of-year online survey also asked if there were topics not addressed during Coach and Captain Retreats that would have been useful during the year of Program participation. Eight students responded “yes” to the question and suggested the following as possible topics for future Retreat sessions:

- *Learning how to be a leader*
- *Talking problems out*
- *How to successfully use leadership on and off the field, even after a tough loss*
- *Respect, consent*
- *Respecting others*
- *How to be a more effective leader among your peers*
- *How to treat people from the outside world*
- *How to give advice to other teammates*

Academic Achievement. Program sponsors for student athletes attending the Fall 2015 Coach and Captain Retreat Student reported performance data including grade point averages, student attendance, and school dropout rates for Program participants. The data submitted by sponsors were matched and compared for the end of the year prior to program participation versus the end of the year after Program participation. Changes in GPA and absences over the year of participation are displayed in Table 6 on the next page. A full data table showing student performance data submitted by sponsors is presented in Table 7 on page 27.

A review of matched student performance records showed most students maintained or improved academic grade point average during the year of Program participation following training. Eighty-two (82) percent maintained a GPA of 3.0 or better and 36 percent of students improved their GPA. Analysis of aggregated student records submitted showed a slight decrease in GPAs of .05 percent. Days absent increased by slightly more than one day (1.27). All students were on track to graduate.

Table 6
Coach and Captain Student Performance Data Summary

	GPA 14-15	GPA 15-16	ABSENCE 14-15	ABSENCE 15-16
Sum	40.24	39.00	39.69	53.00
Average	3.66	3.55	3.61	4.82

Represents GPA and attendance data submitted and matched for 11 student athletes

School and Community Impact. At the end of the 2015-2016 academic year, program sponsors and coaches were asked to submit Activity Logs documenting successful implementation of team Action Plans created during the Retreat sessions. Two school teams reported activities impacting an estimated 853 persons. Reported activities focused on tutoring/mentoring younger students, honoring a retiring coach and promoting school spirit. A listing of reported Coach and Captain activities can be found in Table 8 on page 28.

Participant Outcomes. All Core Program participants were asked to respond to a series of questions on the end-of-year online survey designed to capture how Program participation affected their attitudes and behaviors regarding ATOD use, as well as their perceptions of themselves and their place within their schools and greater communities.

Changes in Participant ATOD Attitudes and Behaviors: 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.

Please refer to pages 6-7 in the Cross-Program Outcomes section of this report for a full description of survey results regarding changes in participants' attitudes and behaviors regarding ATOD as a result of Program participation.

Changes in Participant Self-Perceptions: The end-of-year survey administered to Core Program participants included 14 statements crafted from Dr. Peter Benson's 40 Developmental Assets instrument which are specific to the central objectives of the three Core Programs. Benson's research indicates that the more internal and external assets that youth possess, the healthier and more successful is their development into adulthood.¹

Analysis of responses for *Before* and *After* program participation in the Cross-Program end-of-year survey revealed that Core Program participants perceived themselves to be a generally confident group of student athletes with positive values and the desire to make a difference and positively influence others even *Before* their program participation. Percentages of responses on survey items for *After* program participation showed statistically significant changes in the *Strongly Agree* response category for all fourteen survey items, indicating positive personal student growth.

Please refer to pages 8-11 in the Cross-Program Outcomes section of this report for a full description of survey results regarding positive changes in participants' self-perceptions.

TABLE 7
Coach and Captain Participants Matched Performance Data
(GPAs and Absences)
2014-2015 and 2015-2016

School	Student	14-15 GPA	14-15 Abs	15-16 GPA	15-16 Abs
South Brunswick	1	4.00	4	4.38	5
	2	4.75	2	4.67	3
	3	4.63	3	4.67	1
	4	4.00	0	3.75	2
West Forsyth	1	3.67	13	3.21	15
	2	4.00	5	3.90	7
	3	3.83	2	3.60	2
	4	3.86	2	3.80	1
West Iredell	1	3.25	3	3.60	2
	2	2.63	5	2.88	8
	3	1.63	0	1.25	7
SUM		40.24	39.00	39.69	53.00
Average		3.66	3.55	3.61	4.82

¹ 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.

TABLE 8

**School and Community Impact
Through Coach and Captain Action Plan Implementation**

School	Activity	What Activity was About	Who Activity was For	Number of Students Impacted	Number of Adults Impacted
West Forsyth					
	Tutoring	Helping students with math: repeated every Wednesday from October until May - approx. 25 sessions	Math classes at our high school	10	7
	Superhero Pay	Presented math problems and solutions to elementary students	15 classes of 3rd graders	350	6
	Coach Celebration	Hosted celebration for coach who was leaving with past, current and future athletes	Coach, alumni, players	75	5
West Iredell					
	Senior Night	Promoting school spirit	Seniors	200	200
SUBTOTAL				635	218
TOTAL				853	

END OF RETREAT QUESTION RESPONSES

The three groups of Coach and Captain Retreat participants were asked on the survey administered at the end of the Retreat, *“What actions will you take as a result of attending this Retreat?”* Unedited responses from Captains, Coaches, and Parents are listed below.

CAPTAIN RESPONSES:

Step up and be the best captain possible.

I will use the knowledge to motivate and better prepare my team.

Set my standards as a leader and set a tone.

Try to be nice/helpful in any way possible I can!

I will follow with the bulletin board and community service.

Being an leader and not being selfish.

Following through with plan and positive influence.

Better educate not only my team mates, but my class mates on the valuable tools learned this weekend.

Community outreach projects.

Realize how much of an impact on people I make - not just team mates.

I will spread awareness for school spirit.

Lead in a better way; Organize more events and take action.

Anything I can to benefit my school and team.

My acting on positive influence and become more involved.

I will try to go back to school and do some of the things.

Influence my school more.

Every action I can.

Canned food drive; attend more sporting events.

Take back ideas for better school spirit.

Being a better leader/role model/person.

I will show more leadership and take better control of my self-image.

Standing up for others.

To be an effective leader.

Use all the skills and education to help my school.

Follow through with our Action Plan.

I will be sure to tell my team mates

Take all this info back to my school and outside groups, share what I've learned and try to make a difference.

Speak out more, meet new people. Act with a sense that even if no one is looking you should 100% represent what you stand for in a mature, nice, and kind way.

Try to present these ideas to my team and coaches so we can set goals and function better as one unit.

Show leadership towards my team mates.

Be a leader with all I do and begin my campaign.

Be a better leader.

The Action Plan to better my school and community.

The Action Plan at our school.

Posting bulletin boards, presenting new material not only to students but to teachers.

Use the leadership skills I was shown and apply them to my team and show them to others.

Being more of a leader.

Being a positive influence to my peers and team mates. Working harder in my sport and in academics.

Go back to school and make more people aware of what is going on.

I will follow through with my Action Plan and make sure that I show strong leadership on my team with what I learned at the retreat.

I will try to become a better leader and a more supportive person.

Following through with my Action Plan.

Action Plan.

I will help out with my school more and I will be a better leader.

Make bulletin boards, PSAs, and spread the word about what I learned. Put new skills in action.

I'll interact and listen to my team and use some of the skills and information I've learned more.

I will use my influence on others for the better.

Leadership role and influence others to better them.

More service, leadership and understanding.

Spreading sportsmanship, leadership and positive influence.

My Action Plan.

ATOD community service projects.

Being a better leader, having more school spirit.

More aware that people are always watching.

Enforcing leadership qualities and opportunities.

Be a better leader.

Create a very effective buddy system at my school.

Showing more leadership.

Stepping up as a captain and player. Be the best role model I can be.

More leadership.

Things to create more school spirit.

I will fulfill my Action Plan.

I will acknowledge that I am a leader and help others as much as I can.

Be more of a leader on my team.

Leadership.

More of a leader.

Being a better leader.

I will implement the Action Plan and act as honorably as I can.

I will make sure I address issues we talked about and help influence a positive attitude on the team.

*I will follow through with the Action Plan and address issues that are happening on the team.
Make team bonding events for the team.*

More community service.

Try to be a better leader on and off the court.

I will enact our Action Plan and use the skills learned to better our team.

Encouraging team more.

Bring more school spirit.

COACH RESPONSES:

How I look at my student athlete and remembering that they are always watching me!!

I am sacrificing my morning this coming week to host a meeting on public service.

Vowing to become a better coach and listen to my student athletes.

Complete Action Plan, expectations for my captains to step up.

Use our influence to make change.

Continue to bring athletes to these events. Motivate them to be leaders on and off the playing field.

Staying a positive role model. Inspired!

Action Plan!

Well-rounded and mindful of developing student athletes as leaders.

Make a video and do a service project with our team. Talk more about sports values and leadership. Build the belief of our team to be champions. :)

Trust captains as leaders.

More communication with players.

Move forward with our Action Plan.

I will do my best to fulfill my Action Plan. My students seemed very enthusiastic about the ideas.

Speak with my A.D., other coaches, other captains.

Being more understanding and more involved.

To ensure I am promoting a positive influence on student athletes.

Make our school have some spirit.

Work on the Action Plan. Spread the word.

Encourage athletes to follow through with Plan.

Implement.

Be a better, caring coach!

PARENT RESPONSES:

Continue my involvement and try to be more available for students in need.

Help the team organize events and community service.

Be involved more.

The discussions can be used in everyday life and careers.

Listen to student athletes' problems.

Get more involved. Communicate more!

Working harder to educate others about issues in today's schools and how students make an impact.

D R E A M T E A M

*(Daring to Role Model Excellence
as Athletic Mentors)*

2015 - 2016



PROGRAM DESCRIPTION

Daring to Role Model Excellence As Athletic Mentors (DREAM Team) is an experiential training program held throughout the school year. School coaches / faculty sponsors initiate the DREAM Team program, often as an outgrowth of the *Coach & Captain Retreat* or *Student Athlete Summer Institute* (SASI). The NC High School Athletic Association's role is to provide training and on-going support.

DREAM Team student athletes participate in training sessions that include instruction in effective communication skills and presentation methods, role modeling, mentoring, and positive lifestyle choices. Criteria for Team selection begins with a commitment from student athlete applicants to remain drug-free. The Team selects and plans service projects/activities for elementary schools, middle schools, community organizations, and/or their own high school. DREAM Team participants meet regularly with their coach/faculty sponsors throughout the academic year to prepare and carry out their projects and activities. Program activities are sometimes completed in collaboration with other school leadership programs.

Three roles that DREAM Team student athletes assume are:

- ➔ **Role models and mentors** when visiting elementary and middle schools to make presentations, tutor students, and assist officers with the DARE (Drug Awareness Resistance Education) Program.
- ➔ **Peer helpers** for in-coming students new to the school.
- ➔ **School ambassadors** during athletic events and at local civic organizations telling about DREAM Team purposes, performing community service activities, and promoting healthy lifestyle choices.

2015-2016 PROGRAM SUMMARY

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, use of public media was not 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 very 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 on pages 43-48.

Data collected and analyzed over recent years have consistently shown DREAM Team members to be a group of students who are confident and academically successful even prior to their Program training. End-of-year survey item analysis and feedback submitted by DREAM Team members showed students had experienced significant personal growth and increased confidence as a direct result of their Program participation.

Demographics and training survey results from the 2015-2016 DREAM Team training sessions are shown below and through page 39. Comments provided by students regarding the day-long training sessions begin on page 49.

Program outcomes including school and community impact, changes in participant ATOD use and student self-perceptions are discussed on pages 39-43.

ATTENDANCE DEMOGRAPHICS

Table 9
2015-2016 DREAM Team Training
and School Participation

Training Date	School	# Student Participants	Region	Size
4/1/2015	Myers Park	12	6	4A
8/20/2015	North Wilkes	24	3	2A
9/17/2015	Butler	8	6	4A
9/18/2015	Independence	13	6	4A
9/23/2015	East Wilkes	17	6	4A
10/30/2015	Gray Stone Day	8	7	1A
11/5/2015	Gates County	19	1	1A
02/12/16	West Bladen	15	4	2A
<i>Schools receiving training in prior years, continuing DREAM Team participation during current reporting year</i>	Ayden-Grifton	26	1	1A
	Cedar Ridge	25	3	2A
	Cummings	2	5	2A
	East Bladen	9	4	2A
	Eastern Alamance	5	5	3A
	Graham	3	5	2A
	Mitchell	2	8	1A
	Western Alamance	2	5	3A

The state is divided into eight regions for educational administrative purposes as well as for athletic conferences. DREAM Team Training sessions were requested by and held in regions 1, 4, 6 and 7. Sixty (60) percent of participating schools represented small enrollment high schools (1A, 2A) while 40 percent represented large enrollment schools (3A, 4A).

Chart 14

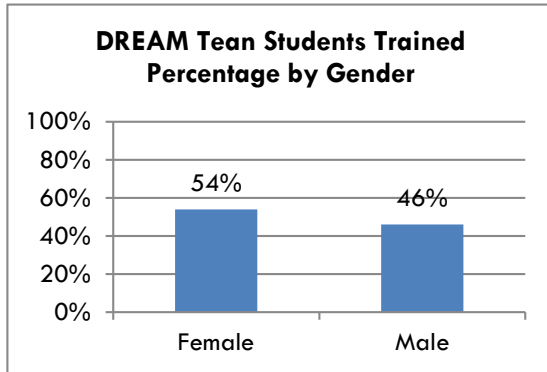


Chart 15

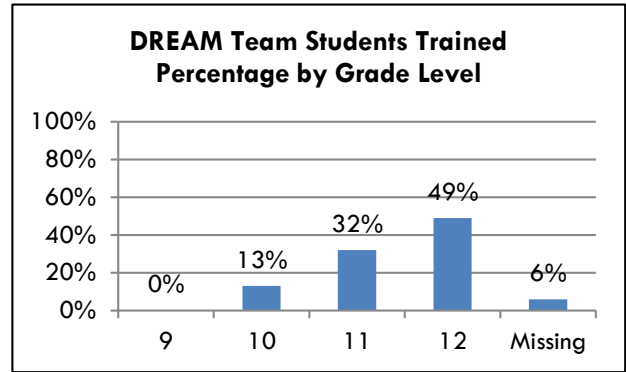


Chart 16

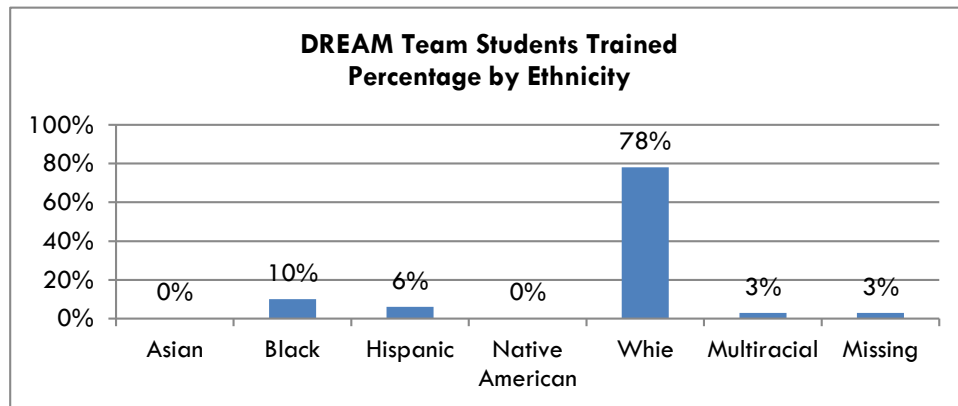
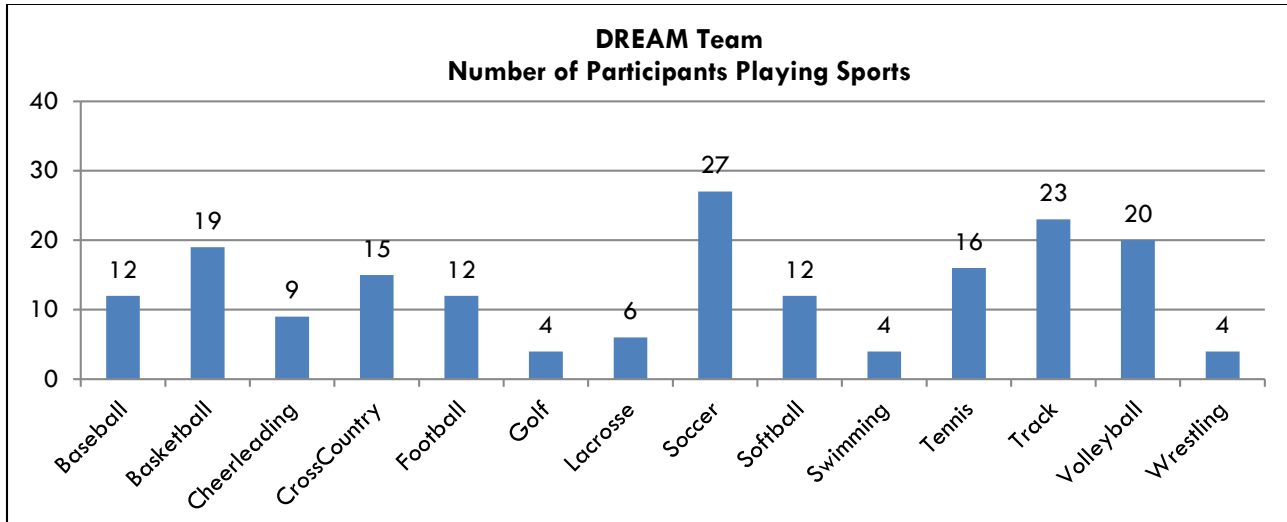


Chart 17

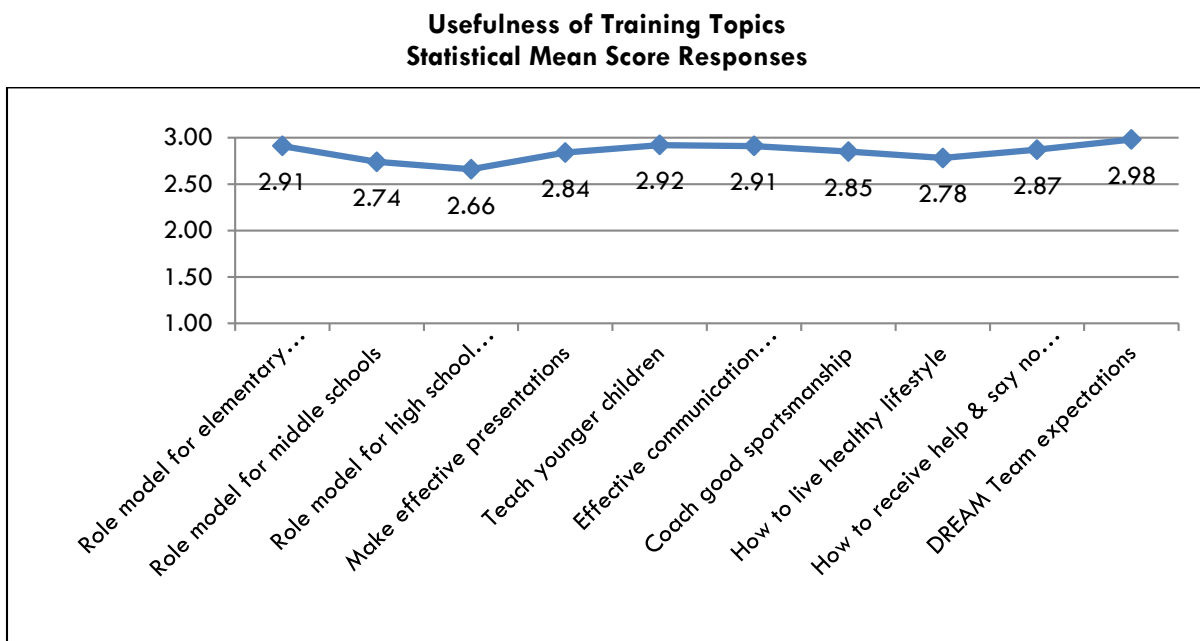


**Numbers participating in sports exceed numbers of athletes reported in DREAM Team since students play more than one sport.*

Students who . . .	Percentage
Played one sport	39%
Played two or more sports	61%

TRAINING SURVEY RESULTS

Chart 18



The post-training survey also offered students the opportunity to write-in comments about their day-long training experience. Review of these comments indicated a high level of satisfaction with the training facilitator and content. All comments submitted on the survey are documented on Table 11 beginning on page 49.

DREAM TEAM PROGRAM OUTCOMES

END-OF-YEAR SURVEY DATA.

At the end of the 2015-2016 reporting year, student athletes who had participated in all three **Coach Mentor Training Program** Core Programs were invited to complete an end-of-year online survey designed to gather:

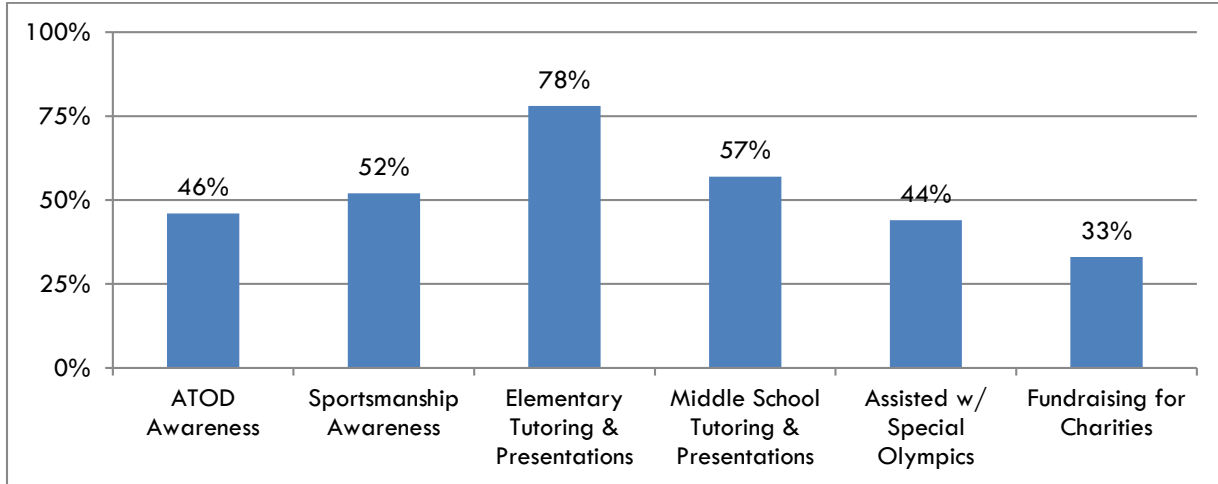
- specific Program outcomes such as how useful Program training topics had been during participation as well as the types of activities implemented by each Program;
- information about how participants' behavior and attitudes regarding Alcohol, Tobacco and Other Drugs had changed over their year of participation; and
- information about how participants' self-perceptions had changed over the course of their Program participation.

Program Involvement. Sixty (60) percent of DREAM Team members completing the end-of-year survey indicated they had attended a NCHSAA-facilitated one day training session earlier in the school year. Forty (40) percent of respondents had completed DREAM Team training in a previous reporting year and were continuing their Program participation during the current year. Thirty-four (34) percent of DREAM Team members also attended either Coach and Captain Retreats or SASI Summer Camp during the current reporting year.

The end-of-year survey asked DREAM Team students about the types of activities they had participated in during the year. Multiple responses were allowed. Sixty-eight (68) percent of DREAM Team members participated in activities focused on ATOD prevention and awareness. Chart 19 on the next page shows making presentations to and providing tutoring for students in lower grades was also a primary focus for many DREAM Team activities. Seventy-eight (78) percent of question responses indicated student athletes worked with elementary level students and 57 percent showed interactions with middle school students during the reporting year. These activities included one-on-one tutoring/mentoring as well as making presentations to both small and large groups of younger students delivering anti-ATOD, anti-bullying, good sportsmanship, and other positive messages.

In the Charlotte area, DREAM Teams from area high schools collaborated on and implemented several activities together. In addition, one DREAM Team helped establish a Junior DREAM Team at one of their school's feeder middle schools. The Junior DREAM Team members were mentored by the high school Team, who also provided guidance with activity design and implementation.

Chart 19
DREAM Team End-of-Year Activity Participation
Percentage of Responses



NOTE: Percentages exceed 100% due to allowing multiple responses.

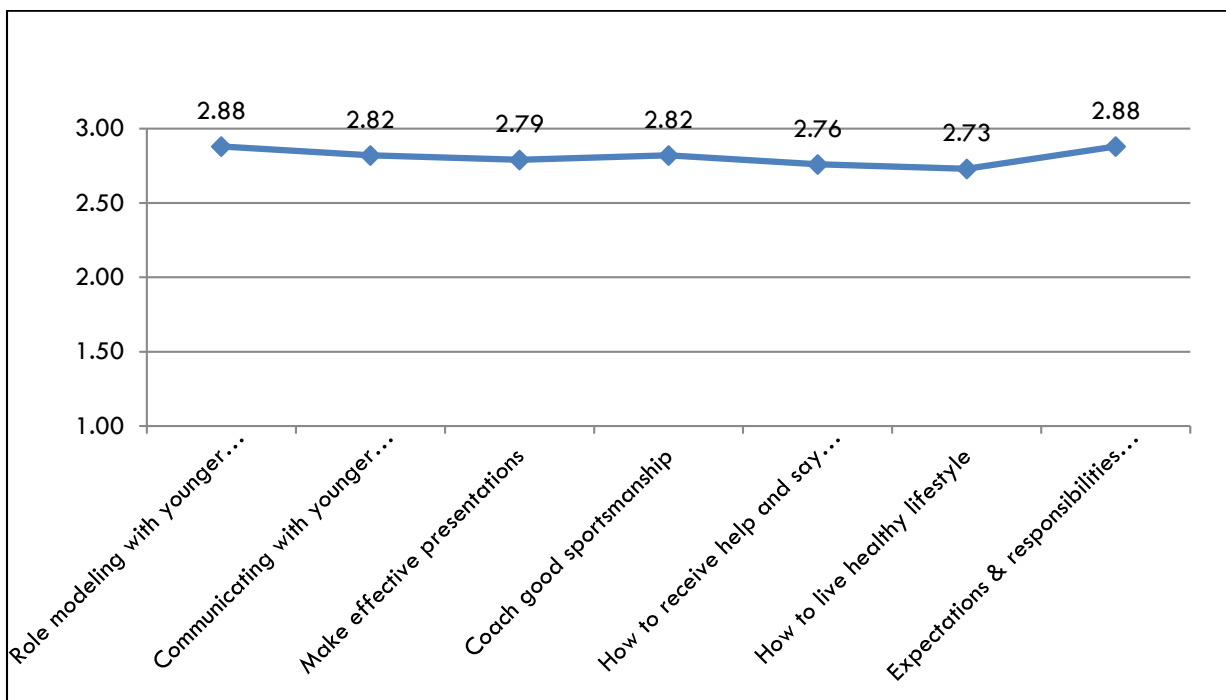
A listing of all reported DREAM Team Activities can be found on Table 10 beginning on pages 43-48

Training Topics. Throughout the academic year following training, DREAM Team participants were afforded opportunities through Program activities for practical applications of new skills and knowledge acquired during DREAM Team training. The end-of-year online survey asked DREAM Team members to reflect on selected training topics presented to them earlier in the year and to report on their perceived level of usefulness for each.

A three (3) point scale was used to determine the mean score for each topic. Three (3) points were assigned to *Very Useful* responses, 2 points to *Somewhat Useful*, and 1 point to *Not Very Useful*. A mean score of 3.0 indicates the highest score possible. Chart 20 on the next page shows mean score responses.

Responses indicated students valued the importance of their training after having a chance to mentor younger students and to implement and deliver ATOD and Sportsmanship Awareness activities for others. Opportunities during the year to practice skills and knowledge learned during training helped students to build confidence in their abilities to make a difference for others.

Chart 20
Perceived Usefulness of Select DREAM Team Training Topics
on the End-of-Year Survey



The end-of-year survey asked student athletes if there were topics not addressed during training that would have been useful to them during their participation. Suggestions for additional topics or expansion of existing topics made by 8 students are listed below.

- Teen dating violence awareness
- Talking about other drugs to teenagers, especially e-cigarettes
- More about leadership
- More about public speaking (3)
- Coaching skills
- Teaching studying techniques to younger students

School and Community Impact. At the end of the 2015-2016 academic year, DREAM Team school sponsors and coaches submitted Activity Logs documenting program activities and service projects carried out by their school Teams. Activity Logs estimated 284,079 students and adults were impacted by DREAM Team activities. However, Teams used social media to advertise some activities so it is likely many more individuals were touched by positive messages delivered by DREAM Teams.

School faculty sponsors provided ongoing support during the academic year to DREAM Team members by meeting regularly with students to plan and deliver school and community service projects. Student athlete participants used new knowledge and skills they learned during training sessions to deliver drug-free healthy living messages to local schools and communities. 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. 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.

Table 10 beginning on page 49 shows all reported DREAM Team service activities provided to individuals, schools and communities.

Participant Outcomes. All Core Program participants were asked to respond to a series of questions on the end-of-year online survey designed to capture how Program participation affected their attitudes and behaviors regarding ATOD use, as well as their perceptions of themselves and their place within their schools and greater communities.

Changes in Participant ATOD Attitudes and Behaviors: 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.

Please refer to pages 6-7 in the Cross-Program Outcomes section of this report for a full description of survey results regarding changes in participants' attitudes and behaviors regarding ATOD as a result of Program participation.

Changes in Participant Self-Perceptions: The end-of-year survey administered to Core Program participants included 14 statements crafted from Dr. Peter Benson's 40 Developmental Assets instrument which are specific to the central objectives of the three Core Programs. Benson's research indicates that the more internal and external assets that youth possess, the healthier and more successful is their development into adulthood.¹

Analysis of responses for *Before* and *After* program participation in the Cross-Program end-of-year survey revealed that Core Program participants perceived themselves to be a generally confident group of student athletes with positive values and the desire to make a

¹ 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.

difference and positively influence others even *Before* their program participation. Percentages of responses on survey items for *After* program participation showed statistically significant changes in the *Strongly Agree* response category for all fourteen survey items, indicating positive personal student growth.

Please refer to pages 8-11 in the Cross-Program Outcomes section of this report for a full description of survey results regarding positive changes in participants' self-perceptions.

Table 10
School and Community Impact
through DREAM Team Activities and Service Projects
2015-2016

School	Activity	What Activity was About	Who Activity was For	Number of Students Impacted	Number of Adults Impacted
Ayden-Grifton					
	Grifton Middle Presentation	Presentation on ATOD, Sportsmanship and Decision-Making	4 classes Grades 7-8	80	3
	Ayden Elementary	Read Across America	14 classes of Grades K-3	250	15
	Ayden Boys & Girls Club	Tutoring (2 days)	Younger students	20	0
	Food Pantry Drive	Giving Back to Community	Children's Hospital	50	100
Butler					
	School announcements	8 days - Promoted DREAM Team events, tips, facts, and video clips on making good decisions	Grades 9-12	2300	200
	Presentation to Middle/High Principals and RSOs	2 years of DREAM Team students came together to present school safety and problems we see on campus and to promote a DREAM Team in every High School.	Principals and RSOs	100000	300
	Freshman Orientation	What to expect in high school, rules, procedures and how to get involved.	Freshmen	300	300
	Matthews Parade	Our DREAM Team joined forces with the Crestdale HS DREAM Team to be part of the Matthews parade to begin mentoring to the Junior DREAM Team	Three DREAM Teams	20	100

	Celebrate My Drive Safe Driving Video	5 Regional DREAM Teams joined forces to create a video to enter into the 100 safe driving videos in the country contest. WE DID IT!!	Students from all five high schools	10000	1000
	Fundraiser	CureSearch Walk for Pediatric Cancer	Community	500	500
	Chris Herren Visit	Chris Herren, ex NBA star came to talk to two high schools and a middle school about his battle with substance abuse and how to deter students from using by asking WHY?	Grades 8-12 (3 schools)	1600	200
	Crimestopper Event	Promoted reporting crime at a football game	Students and spectators	500	200
	DARE Program	Elizabeth Lane, Crown Point schools - presentations to 8th graders at 2 middle schools	Grade 5 at 2 schools	800	100
	Staff Meetings	Speaking once a month at school staff meetings to promote our events	Faculty and Staff	2300	200
	North Star Program	Weekly visits through school year to Bain Elementary to tutor 3rd graders	Grade 3	30	30
	GASO	Great American Smoke Out - spent time during lunch to display visuals on tobacco products. Created and presented tobacco-free video.	Grades 9-12, faculty & staff	2300	200
	Safe Driving Promotion	Periodically rewarded student drivers with candy for wearing seat belts or driving distracted free with safe driving messages, poems to remind them of dangers of driving impaired, under the influence, or without a seatbelt.	Student drivers, faculty & staff	500	10
	Dodge Out Tournament	Juniors and seniors participated in free event to raise awareness for distracted driving by playing dodgeball	Grades 11-12	1000	20
	Luminaries for Substance Abuse	Raised awareness for substance abuse using signs and luminaries on campus	Grades 9-12, faculty, staff, and community	2300	1000
	Kick Butts Day	Traced bodies with chalk on hard surfaces around campus to show lives lost due to tobacco use. Printed statistics inside body outlines.	Grades 9-12, faculty & staff	2300	200

	Sports Night - Battle of the Dawgs	First Annual Battle of the Dawgs was the first Sports Night to show students you can have fun through healthy competition and physical activity instead of drinking or using drugs. Strategically, it was St. Patrick's Day!	Students and staff	500	20
	Mint Hill Fun Day	Our DREAM Team helped the Mint Hill Junior DREAM Team run their first schoolwide event	Grades 6-8	500	100
	Challenge Day	Organized with Meck County Drug-Free Coalition to host Challenge Day where all student athletes gathered in the gym to work on team building, respect, breaking down walls and boundaries they had put up instead of working together as a unit. Progress was made and it was a powerful day.	Student athletes	90	4
	Take Back 4/20	All CMS DREAM Teams promoted physical activity instead of smoking weed on the classic 4/20 Weed Day. They took photos of having sober fun and hashtagging all over social media #takeback420 and #DrugFree	Charlotte community, DREAM Team athletes and friends	1000	100
	X out YOUR Cause	CMS DREAM Teams hosted walk/run for YOUR cause. Vendors from all over Charlotte came out to raise awareness, play ultimate Frisbee, music, fun and games.	Charlotte community	1000	2000
	Arrive Alive Pledges	Promoted safety for Prom with pledge banners	Grades 9-12, faculty & staff	2300	200
	Batmobile Arrives	Batmobile (mobile police station) came to campus to educate on consequences of drinking and driving and the procedures officers have to go through when they are faced with pulling over a driver who is DUI.	Grades 9-12, faculty & staff	2300	200
	Prom Night Gone Bad	Reenactment of crash scene using students, parents, police, fire & rescue to respond to drinking and driving situation.	Grades 9-12, faculty, staff and service community members	2300	500

	Sock it to Cancer	2nd annual Kickball Tournament for Pediatric Cancer. All funds given as donation to CureSearch - Pediatric Cancer Research	CMS DREAM Teams, students, faculty and staff	200	10
	DARE Dance	Hosted a dance for rising 6th graders at Crestdale MS	Grade 6	200	50
	ESL Memorial Day Cup	Soccer Game - Teamed up with ESL program to work with ESL students to promote staying in school, graduation, and motivating students to succeed. Awarded medals for achievement.	Butler Soccer Players and ESL Students	50	50
East Bladen					
	Primary School Project	Books given to Media Center	Grades PreK-3	80	7
	Primary School Reading	Reading to 1st grade	Grade 1	38	4
	Primary School Reading	Read First (2 days)	Grades 1-3	120	8
	PSA	Sportsmanship message read to fans at game	Spectators	600	400
	Primary School Reading	Read First	Grade 4	37	2
	Primary School Reading	Read First	Pre-K	18	1
	Elizabethtown Middle School	Tutoring science and math (16 days March - May)	Grade 5	30	2
	Special Olympics	Volunteered and ran events	Grades K-12	150	50
	8th Grade Transition	Helped escort 8th graders on high school tour	Grade 8	145	22
	Elizabethtown Primary School	Assisted with events on Field Day	Grades PreK-4	545	25
East Wilkes					
	Real Men Read	Reading to elementary school students (6 days)	Elementary students	17	2
	Shopping for Christmas	Sponsored 2 teens in need for Christmas	Teens in need (2)	2	0
	Baseball	Leadership and communication skills through teaching	Youth group	7	1
	Special Olympics	Interacted with EC and handicapped students	Special Olympics athletes	100	200
Independence					
	Chick-fil-a Leadership	Packed food for disadvantages families in	Charlotte community	25000	50000

	Academy	community			
	Cancer Awareness	Promoted awareness for melanoma, leukemia, brain and breast cancer	Grades 9-12	2500	200
	Student Athlete of the Week	Showcased athletes that show great school spirit and balance athletics with academics	Student Athletes	20	15
	Powder Puff Game Fundraiser	Recreational football games between grade levels to raise money for Second Harvest Food Bank	Students	500	50
	Subway Fundraiser	Worked with Subway to raise money for future events	Grades 9-12, parents and teachers	2500	5000
	Red Ribbon Week	Campus campaign to encourage students to remain drug free and seek out help from counselors	Grades 9-12	2500	200
	Fudruckers Fundraiser	Worked with Fudruckers to raise money for future events	Grades 9-12, parents and teachers	2500	5000
	Healthy Living Month	Organized activities for students to promote healthy lifestyles and talked to the school on the announcements	Grades 9-12	2500	200
	Do Good December	Collected socks for churches to donate for those in need	Community	2500	200
	Kings Pajamas	Collected socks for the Kings Pajamas Organization	Community	2500	200
	Tobacco Awareness Month	Series of announcements to make students aware of the dangers of tobacco	Grades 9-12	2500	200
	Dodgeball Tournament	Dodgeball Tournament for students to promote healthy lifestyles	Grades 9-12	2500	200
	Teen Dating Violence Awareness Month	Raised awareness about teen dating violence	Grades 9-12	2500	200
	Freshmen Follow Up	Presentation to Academy of Engineering, Academy of International Studies and all Freshmen to encourage them to pursue their dreams	Grade 9 and select others	800	100
	Elementary School Mentoring	Encouraged and guided K-1 students at two elementary schools through their daily assignments	Grades K-1	150	12
	Reality High	We wrote a script to touch on delicate topics such as segregation, peer pressure and drugs	DREAM Team	20	5

	Matt is Dead	We filmed an infomercial about the consequences of drugs and alcohol use, especially tobacco	Grades 9-12	2500	200
	Patriots on Parade	Introduce Independence High to incoming freshmen	upcoming 9th graders	500	40
	Fresh Empire Photo Shoot	Fresh Empire came to do a photo shoot with us to help us promote our cause against drug and alcohol use	Grades 9-12	3000	200
	Prom Promise	Engaged the theater program to re-enact an automobile accident with the help of the Mint Hill Fire Department in order to make students aware of the consequences of drinking and driving	Grades 9-12	2000	200
West Bladen					
	Adap PE	Assisted with PE for EC students throughout the year (10 days)	EC Inclusion students	22	5
	Dublin Primary School	Tutoring (17 school visits)	Grades K-4	250	12
	Bladenboro Middle School	Tutoring (7 school visits)	Grades 6-8	163	15
	Dublin Primary School	Field Day	Grades PK-4	250	25
	Special Olympics	Assisted with district Special Olympics	Special Olympics athletes	110	300
	Every 15 Minutes	DREAM Team students teamed with State Hwy Patrol, EMS, and Air Unit simulation to raise awareness for the effects of drinking and driving	Grades 9-12	800	100
	Reading Support for Children	Created a video recording to support "Watch Me Read a Book Today". The Na Na song lyrics were changed to correlate with our Read 5 campaign for the summer.	All county students	5000	7000
SUB-TOTAL				205564	78515
TOTAL				284079	

Table 11

DREAM TEAM TRAINING COMMENTS

DREAM Team training participants were asked on the survey administered at the end of the workshop to share any comments regarding their training experience. Unedited comments are listed below.

I really loved the presentation and training program.

You had great stories and you really know how to engage your audience. Thank you so much for your time!!

Very insightful presentation. Very powerful. The training is much more than a lecture. I took away some tips for life that I will need and share with others. Thank you for your presentation.

Continue intermixing the lectures with activities because they were spaced out perfectly, giving us time to get the blood flowing and learn while having a great time.

Thank you. It was inspirational.

He was an awesome presenter and he really captures your attention. He used really good stories and videos to back up his points. It was a fun, awesome day. I appreciate him coming out to speak.

I have been to a lot of leadership trainings, but I believe that yours has been the most motivational. Your examples and explanations, especially those of presenting to middle and elementary schools really hit home because of my little brother. You have been through a lot and you are a great presenter and even better person. Please continue what you do.

Mark was enthusiastic, funny and overall an incredible joy to be an audience to.

This training has been a great experience and I've truly enjoyed this. Everything I have learned today will help me throughout life. Thank you for taking your time to come and share all this wonderful information with us today!

I wanted to thank you so so very much for your time and passion you put into this. I have been going through a tough time in my life where I find it hard to find happiness. Sometimes I have found that simply loving, helping and encouraging others is the BEST thing to do if you want to feel like you've done something in someone's life and find happiness. These things you shared will help so much with filling my day with positivity. It's a great feeling. Thanks sooo much!

I absolutely loved today's training with the DREAM Team. Words cannot describe how excited I am to see this club prosper and to get closer to the people on this team with me. Thank you for coming and talking to us today. I believe with this group of students, promises will be kept and we will try our hardest to be the leaders we know we can be.

I want to thank you for giving me a new appreciation for this club. I really enjoyed your methods of teaching and truly had a blast. You've really inspired me to do all that I can to make a positive difference in the lives of those around me. Thank you for all that you do and all that you are. God bless!

To be completely honest I didn't realize how excited I would end up to be part of this DREAM Team. I realize now how much of an impact I can have on everyone including people my age. You have opened

my eyes to what I can do better with my life and what I can do for other people's lives so I would just like to say thank you.

I would like to thank you for coming and training us students on the DREAM Team. I believe your teaching was great and it reached out to me and will definitely help me in the future working with older and younger kids. I want to thank you for opening up and talking to us about your personal life. That meant a lot.

I've enjoyed the training session. It kept my attention and I learned a lot from it. With this training session, it showed me some things I needed to fix for me to be a great role model to other peers. Mark was a wonderful trainer and hit everything and more of what we were supposed to learn on this training session.

First of all, thank you for coming to talk to us. It was fun and I had a great time but more importantly I feel like it had a big impact on me. I feel motivated and ready to help others as well as to make right decisions for myself. I'm proud to be a DREAM Team member.

Today, I have really enjoyed the DREAM Team training. It gave me a better outlook on life and team building. I learned a lot and loved the stones! Thank you! :) for the confidence in believing I can be a part of the Team!

I really enjoyed this training! It was very inspiring to me, because I learned many new skills. Also, it was very interactive which made learning more fun. I love the way you presented the topics. It was very exceptional. Thank you so much for doing this for us. I am interested in working with children in my future career and this really helped me out!

Thank you so much for what you do. You are a great person. I like you a lot and I hope God keeps blessing you. This was the best meeting I've ever been to. All this learning will help me in my future athletic career through high school and hopefully through college. Thank you again.

I really enjoyed the training today. I would like to thank you for this opportunity to be on the DREAM Team. Thank you for taking your time to come here and do this training with us. I have learned things today that will not only be useful now but for the rest of my life. I promise that I will never break the DREAM Team pledge. Again thank you for this experience. I had a wonderful time.

Today was the best representation on how to lead right. I love the positive attitude and I am glad we accomplished hands-on activities. I had loads of fun and cannot wait to use what I learned today to better my community forever. Thanks!

You are a great guy and I have learned a lot today. Thank you for everything.

The training we received today has been a great experience. I learned a lot of very useful things to help me be a mentor and member of the DREAM Team. Today's training was very interesting and fun. Thank you for coming and spending the day with us.

The training has been a great experience. I learned many positive ways to mentor others and make an impact. I believe Mark Drive-A-Bus lives what he teaches and is a great guy. Thank you!

Thank you for coming today.

This training has helped me learn how to work better with kids. It has showed me how much kids look up to us as student athletes.

I enjoyed it very much. It was useful and fun.

I loved it and I loved him! He is one of the best presenters I've been in front of in a long time. He kept me engaged and it was very fun!

This is a great program and I hope that it will continue.

This is my second year doing this and I still had as much fun and learned as much as I did the first year!

I enjoyed this training session. I learned a lot and am inspired by this to do better and make a difference.

Very inspiring. Definitely helps set a positive outlook.

I learned a lot from this training and I am inspired to make better decisions and try to help my peers around me make better decisions and be the best they can be as well.

Thank you for your time and wise words of encouragement! I will take these words with me for all time and I hope your son gets well and recovers soon from surgery! I will be thinking of you!

This was a very good training for learning how to teach younger kids. Thank you for taking the time to speak with us.

This training helped me realize how much of a difference I can make on someone else's life.

I thought the presentation was very helpful and I enjoyed it.

I really enjoyed the training. Thanks so much for making it fun! I am inspired to go out and make a difference. :)

This was an excellent course! Thank you so much!

I really enjoyed this class! Loved our teacher! Thanks so much!

I liked how the trainer kept everything interesting and used many examples.

Great times with you learning about DREAM Team training. Thank you!

You did a really good job and it was a pleasure to have you at Gray Stone! :)

This training was extremely informative and I enjoyed the entire training.

Try to tie stories in to presentations a bit better.

I really loved this presentation! You inspired me today on so many levels!

This was amazing. He shared his life and taught us how to be role models.

You are awesome Mark! Very wise and you taught me a lot about being a better leader. Hopefully I can lead my teams well this year.

Motivating and inspiring presentation. Made me want to be better.

You were such a great guy to teach us these things today! You knew when to be funny yet serious. I learned so much and I will do my best to carry everything over to DREAM Team, my sports teams, and my life. Thank you and I love you.

I loved this training and I love Mr. Mark. He is full of energy and wonderful comments. Keep up the great work! :)

This presentation was engaging and fun to listen to. The speaker's personal experience added to his credibility. Even though I was sick today and would rather have been at home sleeping, I feel like I learned a lot and got a lot out of it. I'm glad I didn't stay home.

Thank you!

I loved this training because it emphasized how important our role is to our school and community. It was very inspirational too.

Gives great personal stories and is very interesting to listen to. He gives snack breaks :)

The training session was a lot of fun and really awesome. I learned a lot.

My expectations were surpassed! He made me think and taught me how what I do matters and makes a difference.

Thank you so much for the time you spent with use today. I cannot wait to start this journey and reach to become a great DREAM Teamer. Thank you for sharing your story with us.

This was an excellent presentation. He very effectively communicated his points and inspired me with his passion. Thank you for coming and sharing.

Thank you so much! I can tell you're extremely passionate about what you do and you did a great job!

Thank you for taking the time out of your day to come train us on being better role models.

I am so grateful for Mr. D and his passion for what he does. This passion was obvious and I loved listening to him speak. His stories were very meaningful and the activities were fun and helpful. Overall I had a great time and learned a lot. Thanks Mr. D!!

Thank you for coming out today and presenting to the Myers Park future DREAM Team. Your presentation was very intriguing and fun. You taught me some valuable lessons and communication skills. I appreciate what you do. You're awesome.

Thank you for taking your time to teach and share. You made this a great experience. Thank you.

I really enjoyed your stories. I hope your son gets better. You should check out intervention.com

I'm a very visual/hands-on learner so I appreciate you teaching through interactive activities. You're a great speaker and listening to you was easy because you made it fun. Thank you for putting this together.

This was a very helpful class for me to let people know about the dangers of drug, alcohol and tobacco use. Thank you so much for coming and teaching us the ways we should teach and educate young people about it all.

I loved attending. Mark was a wonderful speaker and seems like an amazing guy. You can tell that he truly loves what he does and has a passion for it. He was GREAT!

Mr. Dreibelbis was a wonderful speaker and made me realize how much impact one person can have. I loved hearing him speak and I hope to think as positively as he does. He is truly inspirational.

It was very educating. It was also a good learning event to teach the children.

I really enjoyed the presentation.

Thank you.

Mr. Mark is awesome at what he does. He helped me realize the DREAM Team is very important and what we do is great. Thank you!

So blessed that I was able to be a part of this experience! Thank you for coming and sharing! :)

I loved your positive attitude about every situation. The activities made orientation fun and well worth it. I really liked how you were comfortable sharing personal experiences I can relate to. Thank you so much. Your family is in my prayers. <3

Amazing presentation! It is amazing to have had this experience. Thank you!

Overall, I enjoyed this training session and I was very impressed by the things we learned.

The session was very informative and eye-opening.

This training has been very helpful in teaching younger kids.

I want to say thank you for this opportunity. I have been given the chance to learn how to make an impact on others.

Just to say thank you for taking your time into helping us today.

SASI (Student Athlete Summer Institute)

2015 - 2016



PROGRAM DESCRIPTION

The *Student Athlete Summer Institute (SASI)* program is a prevention program targeting teams of student athletes enrolled in grades 10 and 11 in North Carolina high schools. The curriculum includes activities focused on leadership development, effective teamwork, and skills for healthy living. Athletes are selected by their coaches and teachers to participate in a summer residential program followed by a variety of leadership activities held during the school year. Selection criteria requires students to have leadership potential and an average or above average academic record. School coach sponsors assume responsibility for each SASI team.

The SASI curriculum is based on (1) Hawkins and Catalano's¹ work related to risk and resiliency in high school students, and (2) Benson's² developmental asset research. Specifically, SASI participants learn about the following:

- Detrimental effects of alcohol and other drugs
- Peer empowerment
- Positive role model influence
- Effective leadership skills
- Appropriate peer interactions in a variety of settings, and
- Goal setting and planning

The SASI curriculum is delivered through both classroom and out-of-classroom activities within a week-long summer residential program. The instructional activities are experiential and developmentally appropriate. SASI programs are required to include:

- Classroom presentations on how alcohol and other drugs hurt personal relationships, hinder athletic performance, and impair judgment when driving and performing other physical activities
- Small and large group discussions of how to be a positive role model with young children and peers

¹ Hawkins, J.D. and Catalano, R.F. *Communities That Care: Action for Drug Abuse Prevention*. San Francisco: Jossey-Bass, 1992.

² Benson, Peter. *All Kids Are Our Kids*. San Francisco: Jossey-Bass, 1997.

- Instruction in leadership skills with activities for applying skills
- Opportunities to make new friends by sharing experiences with student athletes from different schools
- Methods of peer empowerment with anticipated outcomes
- Instruction and support in the design of an action plan to Take A Stand against risk behaviors at home, school, and in the community during the year following the Summer Institute

SASI provides strategies for student athletes to handle the tremendous pressure they experience to compete and win. Transition from the less competitive environment of elementary and middle school to the highly competitive high school environment can be difficult for students. Many high school students may have the necessary physical ability, but not the emotional or social skills needed to deal with high-stakes competition. Students equipped with positive and effective strategies are less likely to turn to Alcohol, Tobacco, and Other Drugs (ATOD) to understand and deal with the pressures of athletic competition.

Goal setting is integrated throughout the SASI training curriculum and is key in the development of the *Team Action Plan*, an activity necessary for training implementation. Designing the *Action Plan* allows school teams to plan to practice new skills and knowledge learned during the summer training camp by carrying out service projects/activities during the following academic year. Activities and service projects designed by school teams as their *Action Plans* must address and combat risk behaviors and must provide at least two hours of weekly community service.

2015-2016 PROGRAM SUMMARY

Five regional locations across the state hosted week-long SASI Training Camps in June 2015. Student athlete participants then spent the 2015-2016 school year using their training to better their schools and communities.

A total of 156 student athletes and 44 adults/others from 36 schools attended and participated in SASI 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.

Newly learned knowledge and leadership skills guided SASI student athletes in creating Action Plans to provide community service activities that ultimately impacted a reported 182,137 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 on pages 71-75.

School program sponsors collected student performance data for SASI student athletes prior to training and after their year of program participation. Reported data showed 98 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 .08 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.

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.

Demographics and training survey results from the 2015 SASI training sessions are shown on pages 58-66.

Program outcomes, including reflections on training, activities impacting schools and communities, changes in student performance data, participant ATOD use and student self-perceptions are discussed and illustrated on pages 66-77.

ATTENDANCE DEMOGRAPHICS

SASI regions are established by using the eight North Carolina education regions and recombining them into five regional Institutes. In June of 2015, Student Athlete Summer Institute (SASI) Camps were held in each of the five regions. One hundred forty-eight (148) students, 67 local school faculty / coach sponsors and junior counselors attended the Camps, representing 33 schools across the state. The map below shows the SASI Institute regions and Table 12 shows student athlete participation within each region.

Illustration 1

SASI Regions

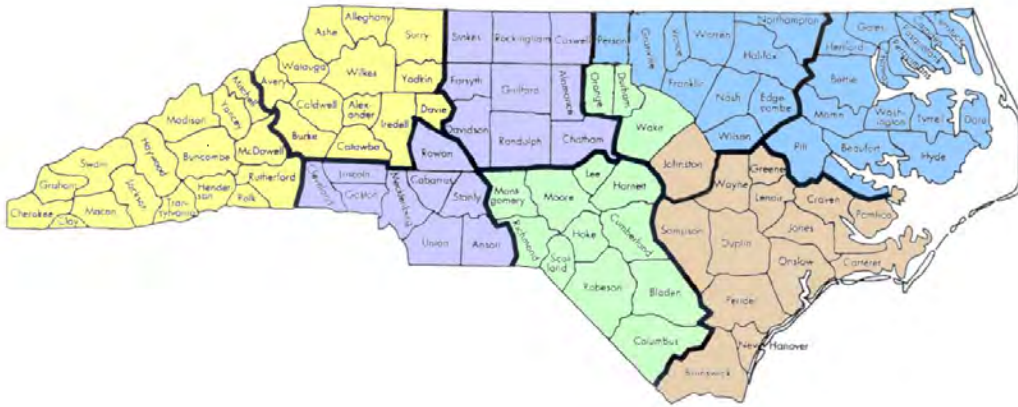


Table 12

Number of SASI Participants by Region

REGION	NUMBER OF PARTICIPANTS
Central	29
Mountain	21
Northeastern	20
Piedmont	45
Southeastern	41

At the end of the week-long training camp, all Summer Institute participants completed a survey designed to collect information regarding demographics as well as feedback about training experiences. Charts showing demographics and training satisfaction are shown on the next page.

Chart 21
SASI Participation by Age

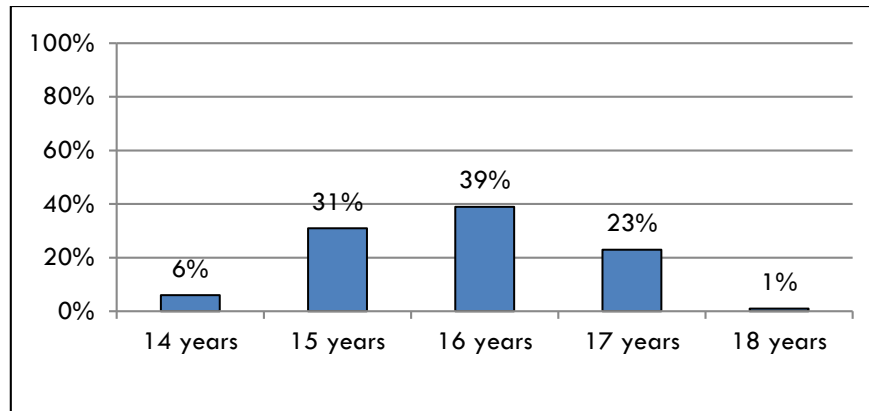


Chart 22
SASI Participation by Gender

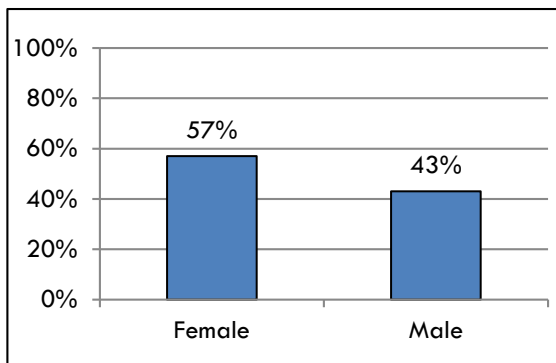


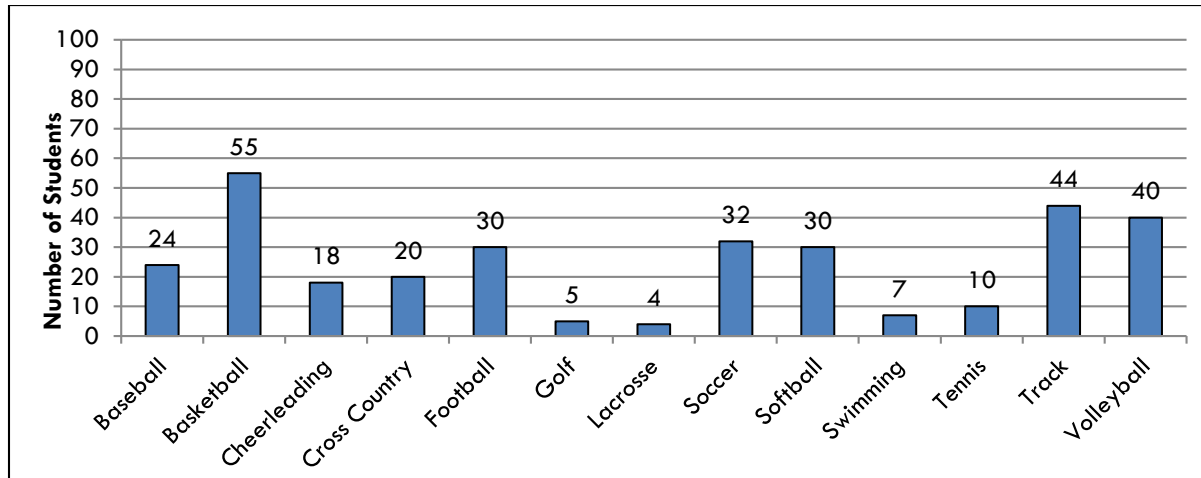
Table 13
SASI Participation by Gender for 5 Years

	Female	Male
2015	57%	43%
2014	58%	42%
2013	52%	48%
2012	58%	42%
2011	57%	43%

Table 14
SASI Participation by Ethnicity over 5 years

	2015	2014	2013	2012	2011
Black Female	10%	12%	9%	16%	14%
White Female	41%	38%	25%	36%	40%
Other Female	8%	8%	18%	5%	3%
Black Male	4%	6%	16%	12%	12%
White Male	29%	31%	25%	23%	25%
Other Male	8%	5%	7%	8%	6%

Chart 23
Sports Played By SASI Participants



**Numbers participating in sports will exceed numbers of athletes participating in SASI since students play more than one sport.*

Students who . . .	Percentage
Played one sport	28%
Played two or more sports	72%

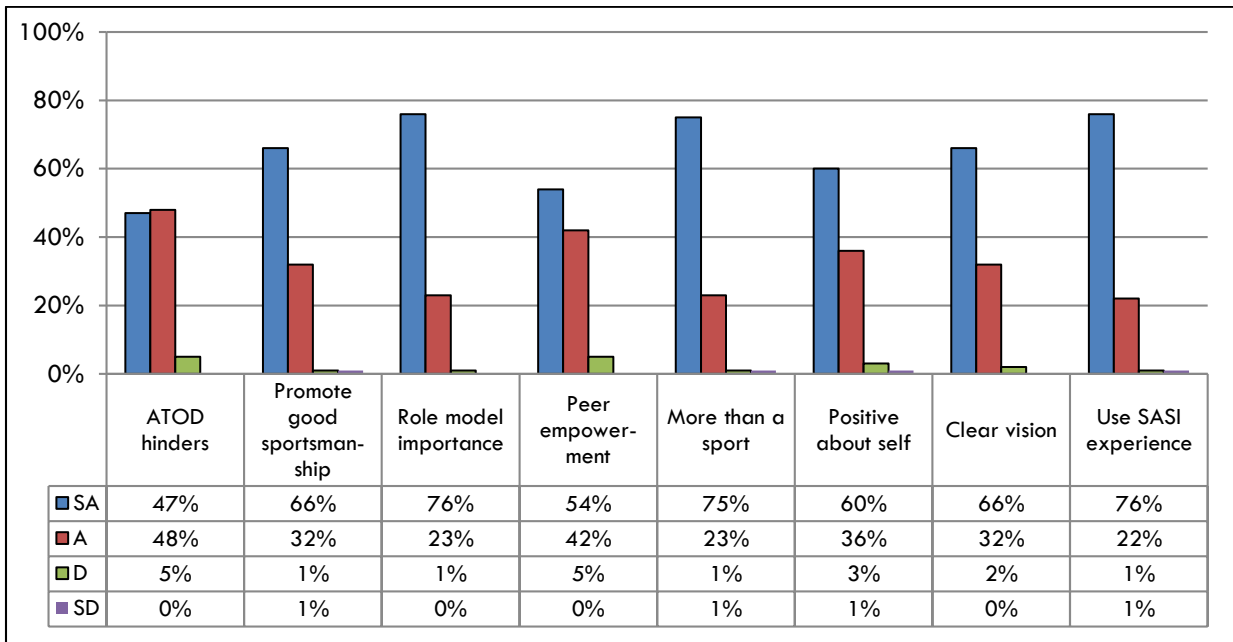
TRAINING SURVEY RESULTS

Knowledge Impact. Eight survey statement items related to Program goals were presented to determine the degree to which SASI participants felt they learned new information. Response options allowed were *strongly agree*, *agree*, *disagree*, or *strongly disagree*. The statement items are listed below:

1. I now know more about how alcohol and other drugs hinder athletic performance and hurt personal relationships.
2. I now know more about how to promote good sportsmanship.
3. I now understand the importance of being a positive role model in and out of season.
4. I better understand how peers empower peers.
5. I understand that participating in athletics is more than just playing a sport.
6. SASI helped me feel more positive about who I am and who I want to become.
7. I have a clear vision of what being a SASI participant means.
8. I can use my SASI experience to become a more effective school leader.

Chart 24

**SASI Participant Knowledge Impact
Percentage of All Response Types**

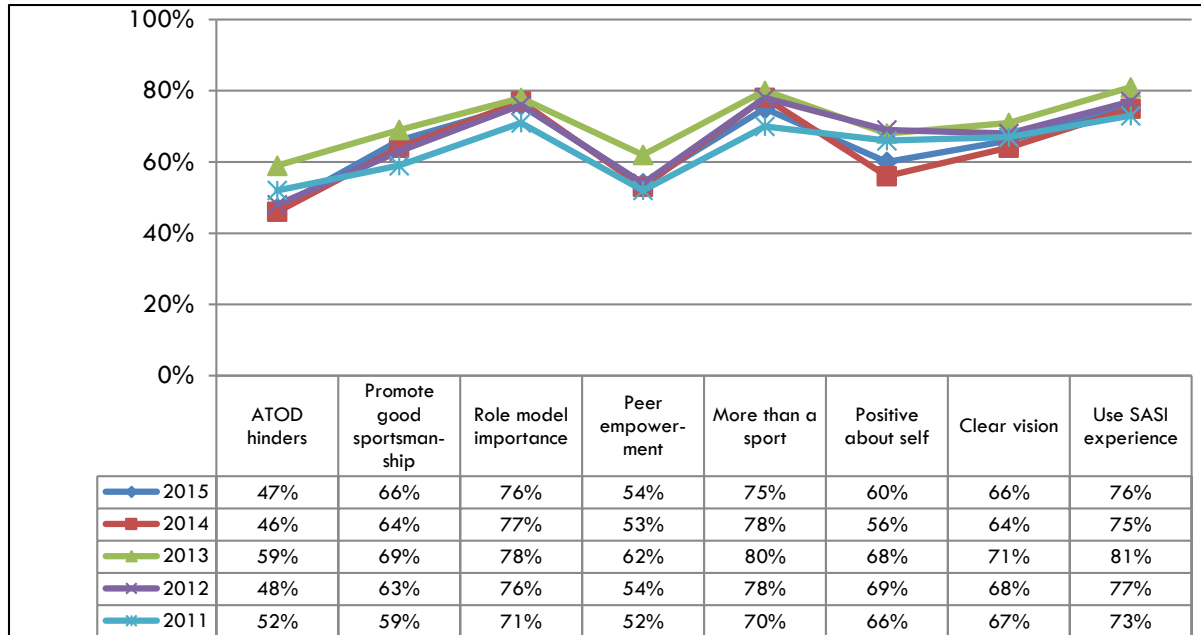


Survey item response analysis showed combined participant responses of *Strongly Agree* and *Agree* yielded a highly positive response rate of 95 percent or better for all 8 survey statements.

1. I now know more about how alcohol and other drugs hinder athletic performance and hurt personal relationships. (95%)
2. I now know more about how to promote good sportsmanship. (98%)
3. I now understand the importance of being a positive role model in and out of season. (99%)
4. I better understand how peers empower peers. (95%)
5. I understand that participating in athletics is more than just playing a sport. (98%)
6. SASI helped me feel more positive about who I am and who I want to become. (96%)
7. I have a clear vision of what being a SASI participant means. (98%)
8. I can use my SASI experience to become a more effective school leader. (98%)

Chart 25

SASI Participant Knowledge Impact
Percentage of Strongly Agree Responses over 5 Years

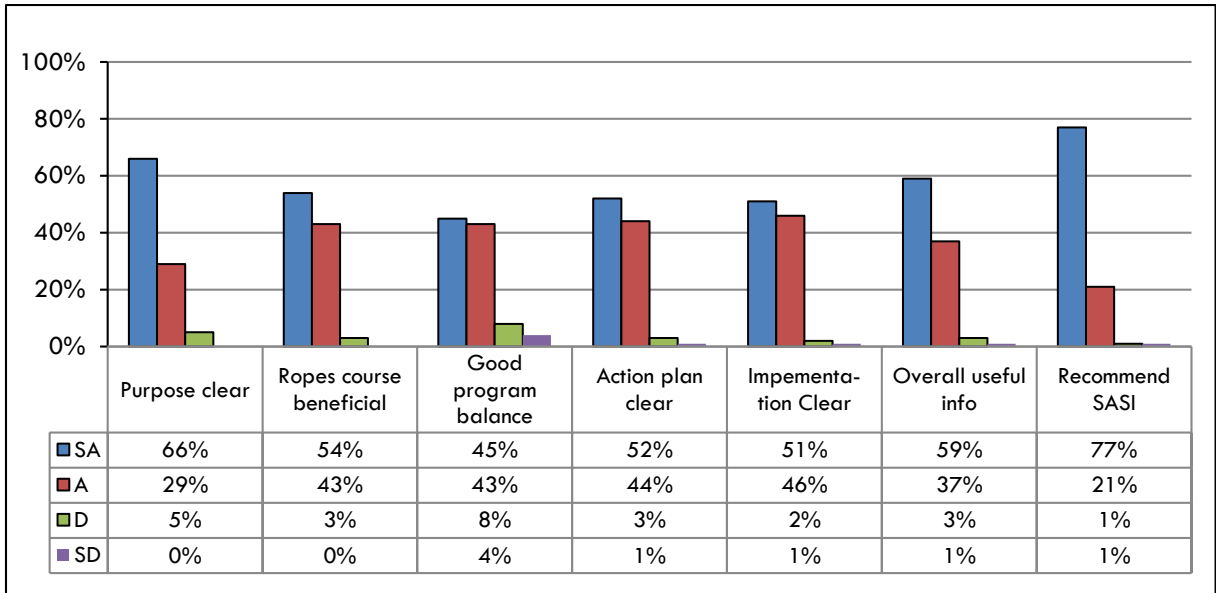


Training Satisfaction. Another set of survey questions sought participants' level of satisfaction with Institute activities and SASI program delivery. Again, participants were asked to mark responses from *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. The eight related survey statement items are shown below.

1. The purpose of SASI was clear.
2. The ropes course was beneficial.
3. There was a good balance of presentations, group activities, recreational time, and free time.
4. The need for a team action plan was clear.
5. The importance of implementing my school's action plan was clear.
6. Overall, the information presented was useful.
7. I would recommend SASI to my fellow student athletes.

Chart 26

**SASI Participant Satisfaction of the Week's Program
Percentage of All Response Types**

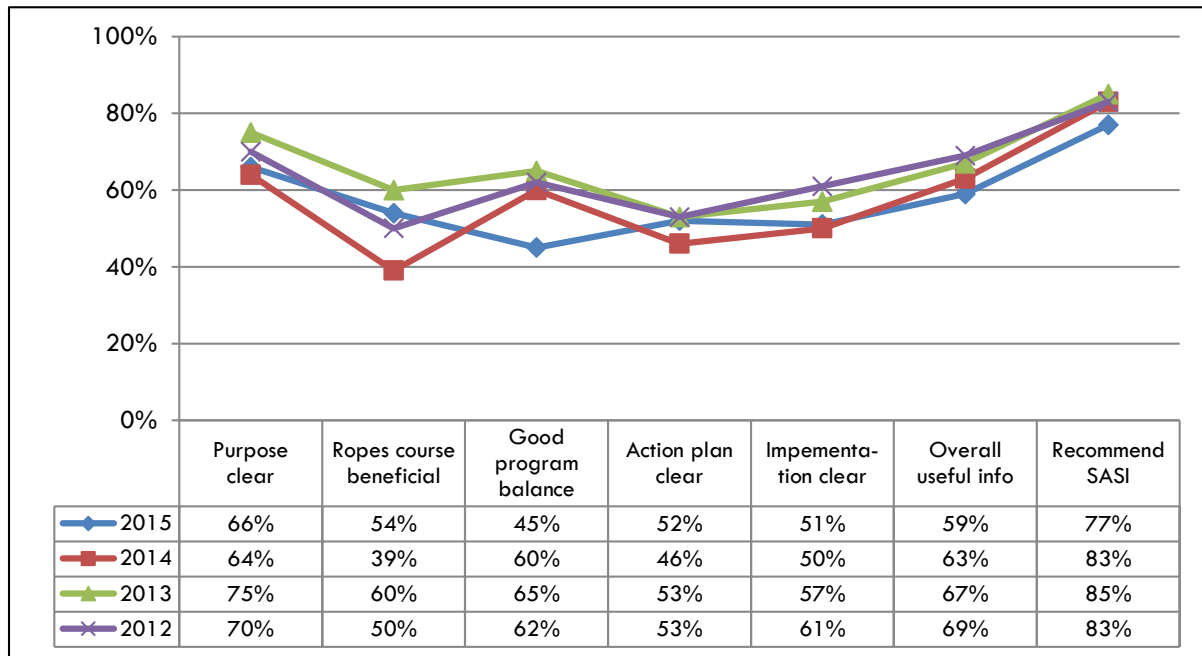


Combined responses of *Strongly Agree* and *Agree* show a high level of satisfaction with the week's program.

1. The purpose of SASI was clear. (95%)
2. The ropes course was beneficial. (97%)
3. There was a good balance of presentations, group activities, recreational time, and free time. (88%)
4. The need for a team action plan was clear. (96%)
5. The importance of implementing my school's action plan was clear. (97%)
6. Overall, the information presented was useful. (96%)
7. I would recommend SASI to my fellow student athletes. (98%)

Chart 27

**SASI Participant Satisfaction of the Week's Program
Percentage of *Strongly Agree* Responses over 5 Years**



Usefulness of Training Topics. SASI participants were asked about their perceived level of usefulness for each topic addressed during the Summer Institute training sessions.

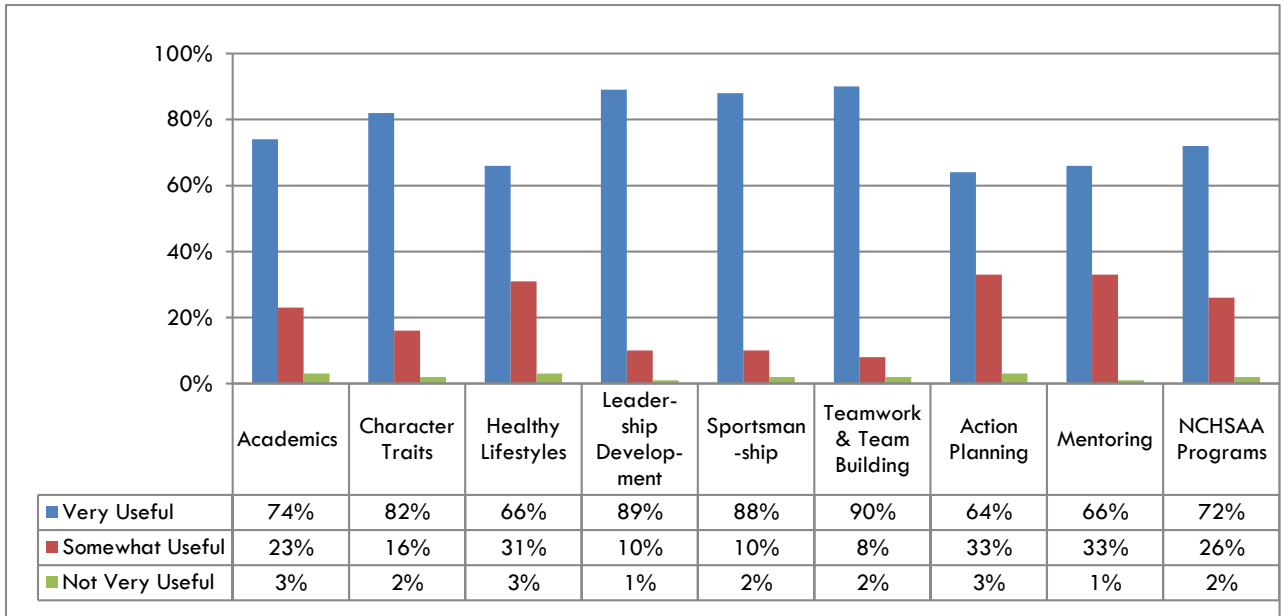
The nine (9) training topics were

- ▣ Academics
- ▣ Character Traits
- ▣ Healthy Lifestyles
- ▣ Leadership Development
- ▣ Sportsmanship
- ▣ Teamwork & Team Building
- ▣ Action Planning
- ▣ Mentoring
- ▣ NCHSAA Programs

Inappropriate Use of Social Media was also a topic addressed at the training Camps but was not included on the post-training survey document.

Chart 28

**Usefulness of Training Topics
Percentage of All Response Types**



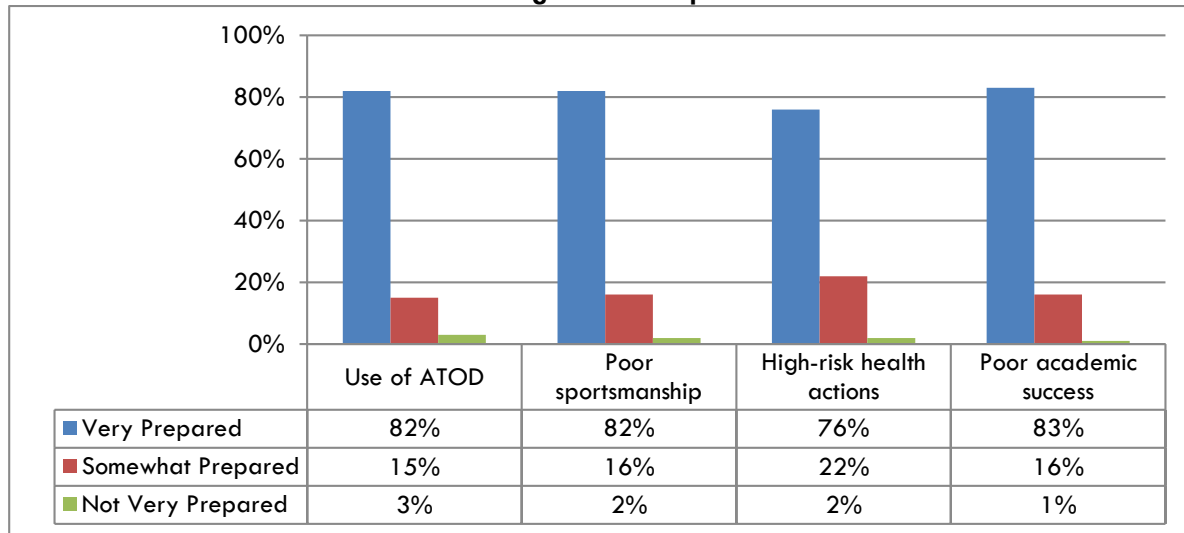
The survey offered an opportunity for participants to suggest additional topics they felt would be helpful. Seven students offered topic suggestions:

- *teen pregnancy*
- *nutrition (2)*
- *suicide*
- *leadership for workplace*
- *what happens if you aren't a good leader*
- *sports injury prevention*

Take A Stand. SASI training provides student athletes information and techniques on how they can Take A Stand to positively influence others on a variety of common issues and situations they are likely to witness back in their home schools. Student athletes were asked to share *how prepared* they felt after their summer training to Take A Stand if they encountered certain behaviors displayed by their peers. Most students felt *Very Prepared* to speak out or take action against negative behaviors they might witness. Chart 29 displays percentages of responses for how well-prepared students felt about each topic presented during training.

Chart 29

**Preparedness to Take a Stand After Training
Percentage of All Responses**



A final question on the training survey allowed students a chance to comment on their training experience. Table 18 beginning on page 78 lists all comments submitted by participants.

SASI PROGRAM OUTCOMES

END-OF-YEAR SURVEY DATA. At the end of the 2015-2016 academic year, student athletes who had participated in all three **Coach Mentor Training Program** Core Programs were invited to complete an end-of-year online survey designed to gather:

- specific Program outcomes such as how useful Program training topics had been during participation as well as the types of activities implemented by each Program;
- information about how participants' behavior and attitudes regarding Alcohol, Tobacco and Other Drugs had changed over their year of participation; and
- information about how participants' self-perceptions had changed over the course of their Program participation.

Program Involvement. Ninety-seven (97) percent of SASI students completing the end-of-year survey felt creating an Action Plan during SASI Camp was beneficial. Eighty-eight (88) percent of

respondents also reported using their Action Plan to guide activity implementation in their home school and community.

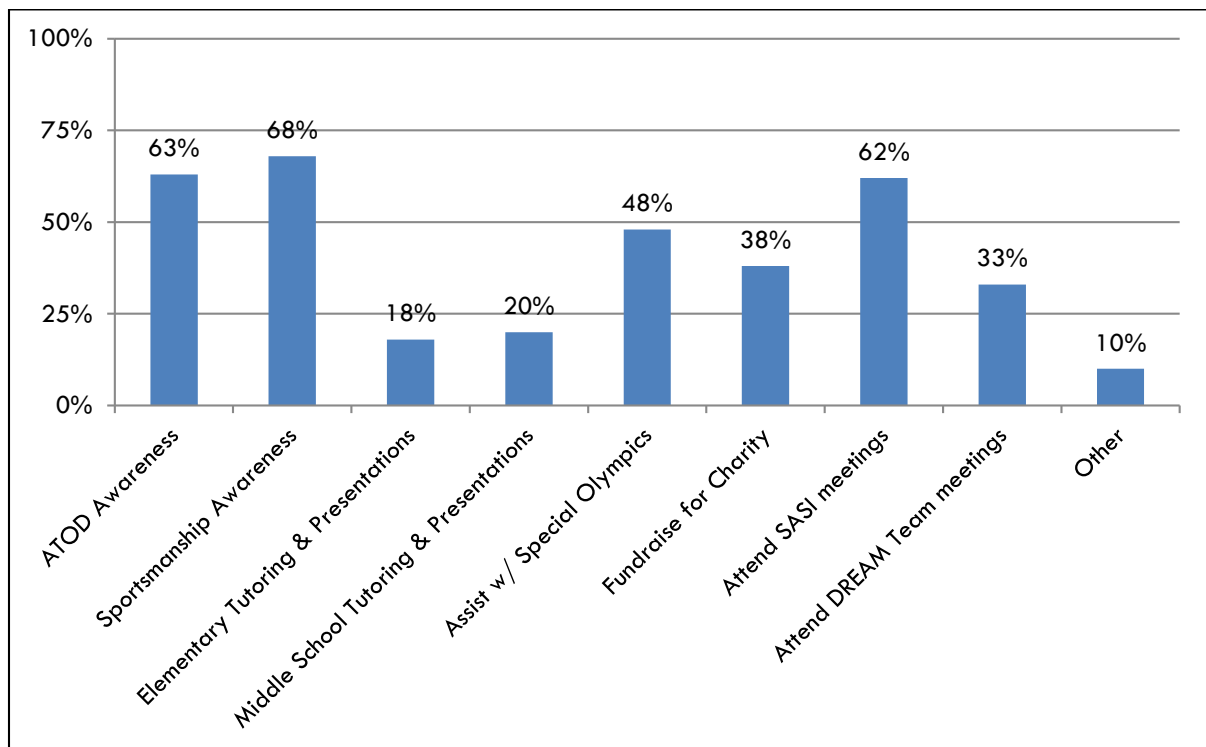
The end-of-year survey asked about the types of activities SASI students participated in during the year. Students were allowed to check as many responses as applied. Sixty-eight (68) percent of participants indicated they engaged in activities promoting Sportsmanship Awareness. Sixty-two (62) percent of responses showed participation in promoting ATOD Awareness.

Thirty-three (33) percent of student responses showed participation in DREAM Teams at their schools during the 2015-2016 reporting year.

Percentages of student-reported activity participation are shown in Chart 30 below.

Chart 30

Percentage of Participation by SASI Type of Activity



NOTE: Percentages exceed 100% due to allowing multiple responses.

A listing of all SASI Activities reported by school sponsors on Activity Logs at the end of the reporting year can be found on Table 16 beginning on page 71.

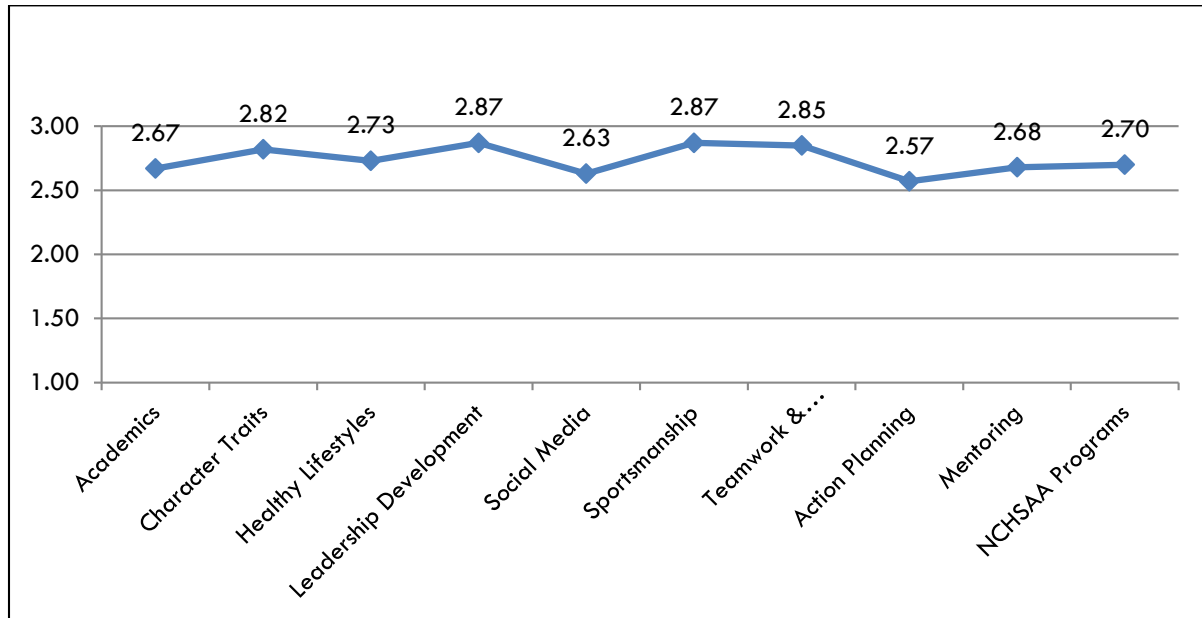
Training Topics. During the academic year following summer training, SASI participants engaged in activities designed to utilize new knowledge and skills in practical applications. SASI participants were asked on the end-of-year survey to reflect on training topics presented to them during SASI Summer Institutes and to report on the perceived level of usefulness for each.

A three (3) point scale was used to determine the mean score for each topic. Three (3) points were assigned to *Very Useful* responses, 2 points to *Somewhat Useful*, and 1 point to *Not Very Useful*. A mean score of 3.0 indicates the highest score possible. Chart 31 below shows mean score responses.

Responses indicated students valued the importance of their training after having a chance to implement their Action Plans back at their home schools and communities. These opportunities during the year to practice skills and knowledge learned during training helped students to build confidence in their abilities to make a difference for others.

Chart 31

Perceived Usefulness of SASI Training Topics at End-of-Year



Note: Question regarding topic on "Social Media" was not on the training survey.

Take A Stand. SASI Summer Institutes prepared student athletes to Take A Stand on a variety of common issues and situations they would likely encounter with their peers back in their home schools. The end-of-year online survey asked students if they had witnessed specific issues/behaviors addressed during training sessions during the school year. If they responded "yes" they were also asked whether or not they were able to Take A Stand with their peers regarding the witnessed issue/behavior.

An analysis of responses showed participants were well-prepared to confront behavioral issues with peers. At least 71 percent and as many as 93 percent of students who witnessed detrimental or negative behaviors in others were able to Take A Stand against those issues/behaviors.

Table 15 below displays percentages of survey respondents who witnessed behaviors as well as percentages of those who chose to Take A Stand against the witnessed behavior.

Table 15
Participants' Ability To Take A Stand Against Witnessed Behavioral Issues

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%

ACADEMIC ACHIEVMENT DATA. Balancing academics and athletics is a key component of the SASI curriculum. SASI school sponsors were asked to collect school performance data for students attending the SASI 2014 Summer Institutes. Data were collected for the academic year prior to Program training and again at the end of the academic year following training. Student grade point averages were reported using the North Carolina Standardized Transcript system. Quality weight points were applied by each school according to the standardized system.

School performance data were submitted by program sponsors at the end of the year and comparison data were matched for the two academic years for SASI students. Ninety-eight (98) percent of SASI students maintained a GPA of 3.0 or better and 63 percent of students improved their GPA over the course of the reporting year. Analysis of aggregated data showed an increase of .08 percent in GPAs for SASI participants. Attendance data showed the average number of days absent for SASI students increased by less than a day from 6.17 to 6.83. All students were on track to graduate.

Table 17 on page 76 displays a full listing of reported and matched student performance data for SASI participants.

SCHOOL AND COMMUNITY IMPACT. During the 2015 SASI regional Summer Institutes, student athletes and their school sponsors spent time developing Action Plans to guide their activities during the school year. During the 2015-2016 academic year following training, SASI athletes mentored and tutored young students, sponsored anti-substance abuse campaigns in their schools and communities, promoted good sportsmanship, fundraised and volunteered for charitable organizations/causes and performed a variety of other community services benefiting 182,137 students and adults.

Activities implemented by SASI participants to positively impact their schools and communities, as reported by Program sponsors are detailed in Table 16 beginning on page 71.

Participant Outcomes. All Core Program participants were asked to respond to a series of questions on the end-of-year online survey designed to capture how Program participation affected their attitudes and behaviors regarding ATOD use, as well as their perceptions of themselves and their place within their schools and greater communities.

Changes in Participant ATOD Attitudes and Behaviors: 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.

Please refer to pages 6-7 in the Cross-Program Outcomes section of this report for a full description of survey results regarding changes in participants' attitudes and behaviors regarding ATOD as a result of Program participation.

Changes in Participant Self-Perceptions: The end-of-year survey administered to Core Program participants included 14 statements crafted from Dr. Peter Benson's 40 Developmental Assets instrument which are specific to the central objectives of the three Core Programs. Benson's research indicates that the more internal and external assets that youth possess, the healthier and more successful is their development into adulthood.³

Analysis of responses for *Before* and *After* program participation in the Cross-Program end-of-year survey revealed that Core Program participants perceived themselves to be a generally confident group of student athletes with positive values and the desire to make a difference and positively influence others even *Before* their program participation. Percentages of responses on survey items for *After* program participation showed statistically significant changes in the *Strongly Agree* response category for all fourteen survey items, indicating positive personal student growth.

Please refer to pages 8-11 in the Cross-Program Outcomes section of this report for a full description of survey results regarding positive changes in participants' self-perceptions.

³ 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.

Table 16
Program Impact for SASI Action Plan Activities and Projects
2015-2016

Region/School	Activity	What Activity was About	Who Activity was For	Number of Students Impacted	Number of Adults Impacted
CENTRAL REGION					
Hoke					
	6 Bulletin Boards	Sportsmanship	High School	1800	200
	6 Bulletin Boards (December)	Test Taking Strategies	High School	1800	200
	6 Bulletin Boards	Character Anti-Labeling	High School	1800	200
	6 Bulletin Boards	Alcohol Awareness	High School	1800	200
	6 Bulletin Boards (May)	Test Taking Strategies	High School	1800	200
	Road Signs	Posted road signs over 40 weeks with the "Vocabulary Word of the Week"	Community	5000	50,000
	PSA	PSAs focusing on Sportsmanship at every home football game	Community	10,000	14,000
	PSA	PSAs focusing on Sportsmanship at every home basketball game	Community	10,000	10,000
	WHKE News	Daily (180) PSAs to support Bulletin Board messages	High School	1800	200
South View					
	Painting Paws	School Spirit on school grounds	High School	18150	130
	Sportsmanship Pledge	Pledge at four (4) home football games	Spectators	2000	4000
	Jungle Run	Volunteering	XC	1200	900
	Kids Captain	To bring elementary school kids as a reward for having good grades (2 separate occasions)	Elementary School	250	500
	Elementary Night	Sportsmanship	Elementary School	10	50
	Baddest Cat	Volunteering	Wrestling	500	500

	Cancer Fundraiser	To make students aware of cancer	Soccer	300	200
	Adult Spelling Bee	To raise money to purchase books	CCS	35	150
	Sportsmanship Pledge	Pledge at three (3) games in March	Spectators	30	100
	Child Abuse	Breaking the Chain of Child Abuse (awareness)	Elementary Schools	300	50
	Senior Citizens' Day	Bring seniors in to eat, play games and listen to music	Senior Citizens	45	30
			TOTAL Central	60420	82010
MOUNTAIN REGION					
North Surry					
	Adopt a Smoker	Be support for a smoker to quit for a day	Grades 9-12 and Staff	850	100
	Athlete of the Week	Spotlight athletes for being good role models	Grades 9-12	850	100
	Bulletin Boards	Anti-ATOD messages	Grades 9-12	850	100
	Angel Tree	2 needy children were provided items from a wish list	Community	2	4
	Safe-n-Sober Prom	Assisted a local law firm with pledge cards and tee shirts	Juniors and Seniors	400	0
			TOTAL Mountain	2952	304
NORTHEASTERN REGION					
J.H. Rose					
	Christmas Trees	Set up and decorated Christmas trees in the children's hospital	Hospitalized children	30	5
	Goff's Galley	Held a food drive for the families of children in the hospital	Families of hospitalized children	30	50
	Special Olympics Pep Rally	Held pep rally for Special Olympians with entire school	Special Olympians	35	10
	Special Olympics	Assisted Special Olympians in events	Special Olympians	35	10
	Read Across America	Read Dr. Seuss books to elementary students	Elementary Schools	300	25

			TOTAL Northeastern	430	100
PIEDMONT REGION					
Eastern Alamance					
	Bulletin Board	Harmful effects of alcohol/drugs	Grades 9-12	500	20
	South Mebane Fall Festival	Mentoring and organizing at elementary school	Grades K-5	400	100
	Red Ribbon Week	Making good choices presentation at Yoder Elementary	Grades K-5	600	20
	Red Ribbon Week	Refrain from using drugs presentation at Garrett Elementary	Grades K-5	600	30
	Announcements at football games	Focus on dangers of drugs and underage drinking	Spectators	5000	5000
	Trick or Treat	Presenting dangers of poor choices	High School visitors	300	300
	Veterans Day Parade	Thanking veterans and their contributions	Alamance County	1000	1000
	Parent Night volunteer	Table set up teaching about DREAM Team	Rising freshmen	200	100
	Read Across America	Sharing positive academic performance with students at Yoder Elementary	Grades K-5	500	200
	Valentines Dance	How to have fun and make good choices presentation at South Mebane Elementary	Grades K-5	300	100
	Fun Run	How physical activity can promote character development - presentation at South Mebane ES	Grades K-5	200	100
	Community Service	Clean up at local church	Local church	20	150
	Spring Fling	Wellness promotion through outdoor activities at Yoder Elementary	Grades K-5	300	200
	Field Day	Assisting with Field Day activities at Yoder Elementary	Grades K-5	500	30
	Field Day (2	Assisting with Field	Grades K-5	250	15

	days)	Day activities at Haw River Elementary			
	NC Shrine Bowl	Promoting wellness through service	Grades 9-12	500	100
	Fun Run	How physical activity can promote character development - presentation at Alex. Wilson ES	Grades K-5	400	50
	Earth Day	Promoting wellness through service	Grades 9-12	700	25
Forbush					
	SASI Twitter	Promoting sporting events and sportsmanship quotes	Athletes	20	5
	Sportsmanship Goodie Bags w Starmount	Promoting sportsmanship at county rival football game. Goodie bags with quotes in them	Spectators	250	200
	Racemore for Macemore	Raising money for Big A Ministries and helping with race	5K runners	100	500
	Orientation for rising freshmen	Introducing incoming freshmen to Forbush HS	Rising freshmen	200	100
	College Sports Preparedness	Gathering information and contacts for future college athletes	Future college athletes	10	5
Graham					
	Special Olympics (Oct)	Assisted Special Olympians with Bocce	2 classes of 9-12 graders	12	6
	Special Olympics (Dec)	Assisted Special Olympians with Bowling	2 classes of 9-12 graders	12	6
	Special Olympics (Feb)	Assisted Special Olympians with Basketball	2 classes of 9-12 graders	12	6
	Special Olympics (April)	Assisted Special Olympians with Spring Games	2 classes of 9-12 graders	12	6
Southern Alamance					
	Fundraiser RFMF	Collected donations at football game	Spectators	1500	4000

	Kid's Night at Football Game	Ran out with Kids	Young children attending game	300	2500
	SASI Meeting	Discussed meeting with middle schoolers	SASI team	6	1
	Middle School Meeting	Discussed "What is SASI?" with middle school athletes	6-8 grade athletes	30	1
	PSA at Football Game	ATOD Awareness	Spectators	1500	4000
			TOTAL Piedmont	16684	18886
SOUTHEASTERN REGION					
Kinston					
	Community Weekend	Sponsored Community Weekend with Football Camp and basketball games	Kinston Community	80	50
	Ironclad Half Marathon	Half marathon for GHPAC and community	Kinston Community	30	60
	Special Olympics	Helped participants get to events	Special Olympians	56	75
			TOTAL Southeastern	185	185
			SUBTOTAL SASI	80652	101485
			TOTAL SASI	182137	

Table 17
SASI Participants' Matched Student Performance Data
 (GPAs and Absences)
2014-2015 and 2015-2016

Region	School	Student	14-15 GPA	14-15 Abs	15-16 GPA	15-16 Abs
Central	Hoke	1	3.6300	6	3.7500	5
Central	Hoke	2	4.4400	2	4.2000	3
Central	Hoke	3	5.0000	4	5.0000	2
Central	Hoke	4	4.4200	3	5.0000	2
Central	South Brunswick	1	3.4583	5	3.4444	5
Central	South Brunswick	2	3.6667	7	3.7500	12
Central	South Brunswick	3	2.7500	16	2.8330	12
Central	South Brunswick	4	4.0000	9	4.0470	3
Central	South Brunswick	5	3.0625	6	3.0000	6
Mountain	North Surry	1	4.3897	6	4.5850	5
Northeastern	Ayden-Grifton	1	4.3750	1	4.5600	1
Northeastern	Ayden-Grifton	2	3.6870	1	3.9500	0
Northeastern	Ayden-Grifton	3	4.3120	5	4.1600	5
Northeastern	Ayden-Grifton	4	3.4370	0	3.3400	1
Northeastern	Ayden-Grifton	5	4.6250	5	4.4600	7
Northeastern	Ayden-Grifton	6	4.2080	5	4.2300	0
Northeastern	JH Rose	1	4.7500	2	4.9100	1
Northeastern	JH Rose	2	4.8100	1	4.8500	12
Northeastern	JH Rose	3	4.8100	1	4.9000	1
Northeastern	JH Rose	4	3.9400	11	3.8500	2
Northeastern	JH Rose	5	4.4400	7	4.6000	5
Northeastern	JH Rose	6	4.4600	1	4.5300	2
Northeastern	JH Rose	7	4.5000	2	4.5700	12
Northeastern	JH Rose	8	4.8800	0	5.0000	9
Piedmont	Eastern Alamance	1	3.3750	15	3.4000	14
Piedmont	Eastern Alamance	2	3.4000	14	3.4000	16
Piedmont	Eastern Alamance	3	4.0000	7	4.0000	8
Piedmont	Eastern Alamance	4	4.4000	2	4.4000	10
Piedmont	Eastern Alamance	5	4.5000	1	4.5000	7
Piedmont	Forbush	1	4.5700	0	4.6200	3
Piedmont	Forbush	2	3.9100	0	3.7600	1
Piedmont	Forbush	3	3.7700	1	4.1300	3
Piedmont	Forbush	4	4.5000	0	4.6300	0
Piedmont	Forbush	5	3.2000	3	3.3000	7
Piedmont	Graham	1	3.1000	12	3.2000	4
Piedmont	Graham	2	4.1000	3	4.2000	2
Piedmont	Graham	3	3.8000	2	4.0000	2

Piedmont	Southern Alamance	1	4.0000	6	4.0000	3
Piedmont	Southern Alamance	2	4.2500	5	4.2500	6
Piedmont	Southern Alamance	3	3.2380	8	3.2380	6
Southeastern	No valid data reported					
	SUM		162.1642	185	164.5474	205
	AVERAGE		5.4055	6.17	5.4849	6.83

TABLE 18**SASI TRAINING COMMENTS**

SASI student participants attending the June 2015 summer training camps were asked on the survey administered at the end of the week-long summer training to share any comments regarding the training. Unedited comments are listed below.

Central:

I loved SASI. It was very fun and I don't want to leave. I enjoyed everything.

I love the program. I had a lot of fun.

I had a fun time and SASI helped my leadership and sportsmanship grow more.

I enjoyed my time at SASI. It was a great experience and great leadership! Thank you!

Very fun / beneficial camp. Make earlier bed times so we will have more energy.

Needs more organization; counselors need to know their schedule and how to do things; counselors need to be prepared for events and know the background knowledge.

Loosen the reigns and use a little trust in us as your leaders to make good choice.

My SASI experience has been wonderful. I have met people and done things that I'm blessed, so thank you for this chance.

Counselors need to inform campers of activities going on before they get to the camp so they can pack and be prepared. The camp was a little unorganized.

Mountain:

I loved SASI. Great learning experience :)

I enjoyed every minute of it and loved hearing from all the different speakers.

Pretty fun camp. It should expand.

This is a wonderful program and I'm glad I had the opportunity to participate.

I really enjoyed SASI. It was a good experience and I would recommend this camp to my friends.

SASI was a great experience because it helped our school to come up with a plan to help improve our athletic program.

I had an amazing experience this week at SASI. I feel that I have grown as a better person and a better leader. I just wish that I would have gotten into SASI earlier!

After SASI I feel like I have gained some confidence and am now more willing and confident to speak up and express my thoughts.

I think this program is great and it really has helped me in more ways than I thought. It's been one of the greatest times of my life.

Very fun camp! Great to meet new people and learn new things!

I really enjoyed everything about it! It was a really nice experience and I would do it again if I had the chance.

Northeastern:

I had a blast and learned very useful REAL WORLD information that will benefit me for the rest of my life, unlike p. 29 in my history text book.

I loved SASI. It had a very good balance between sessions and recreation.

Piedmont:

We need more free time (down time). We had no time to relax and just be together as a group.

It was more than I expected it to be. Some still stand alone and are left out of the group but it's other than that.

I think SASI was very fun. I learned a lot and met some new friends.

I had a great time and learned multiple new skills. Thanks :)

It was phenomenal!

It was fun to meet new people from different schools and learn more about how to lead a team.

Had a great experience. Can't wait to be a JC.

I enjoyed SASI! It helped me learn about different things and I went out of my comfort zone for some things.

I enjoyed it very much but would have liked more recreation time. Overall, very fun!

More games, less waiting around. I also wish we had more time in the hotel so that we could talk to each other before "lights out."

You guys should feed the next group more food; not be outside that much; and more free time.

I really enjoyed my time at SASI. It was very organized and informational.

Learned lots!

I had a great time this week. I'm so glad I was able to experience this wonderful camp.

The days were long but it was worth it. It was a lot of fun.

I LOVE this camp! I am definitely applying to be a JC next year!

This camp was very useful and will prepare me to be a better leader in the future.

I think SASI Helped a lot because you could do the activities that SASI assigned and it will more than likely help you; shows you to never give up.

Southeastern:

It was nice to meet new people and it gives you an understanding of what other people from different schools are going through.

I think it helped me find more ways to become an effective leader.

SASI was a very useful camp for all athletes.

We have to work together; trust and communication is key; step back and look at the big picture.

I feel more confident and feel like I can better lead correctly. This camp has taught me to stick to my morals and treat others how I want to be treated.

SASI was a great experience for me and really opened my mind up to a lot of different things.

It was very eye opening and fun.

SASI was an amazing experience and I'm so glad I came here and met all the people I did.

The one thing I would like to share about SASI is that it has made me become a more knowledgeable athlete who looks forward to being a very helpful leader to his team. The people are also very friendly and I made new friends.

SASI camp was great! I learned a lot, especially at the ropes course. We had to rely on each other and work together. This camp has been very useful.

SASI camp is very fun and I had a great time meeting new people and doing the ropes course.

It was awesome.

I feel like it made my team a family.

I would love to come back next year and be a JC! I have had the best 4 days ever!!!!

I've had a great time meeting new people. I can tell I've grown as a person and have become more outgoing.

The location of some of the group time was unclear ... but I Love SASI!

SASI was extremely fun and I am grateful to be a part of the 2015 SASI family! It is a great camp to learn useful athletic, academic and social information, and a great place to make new friends.

SASI is the best camp I have ever been to and it is actually very informational also. I would recommend it to anyone who plays sports.

I loved it!!

Please fix the air conditioning in the dorms.

I loved it. During this camp I was able to sharpen my leadership skills. Please fix the ACs in dorms.

The AC system in the dorms was not working well. The room was 80 degrees.

Fix the AC!!

ANCILLARY PROGRAMS

- *Student Leadership Conference*
- *Fundamentals of Coaching Course*
- *Concussion Course*

2015 – 2016



During the 2015-2016 reporting year, the **Coach Mentor Training Program** supported a complementary set of programs targeting student athletes and coaches in addition to the three Core Programs described in the previous sections of this report.

STUDENT LEADERSHIP CONFERENCE

On April 16, 2016, fifty (50) student athletes and adults from across the state attended the NCHSAA-sponsored **Student Leadership Conference**. The Conference was a day-long event, designed to provide participants opportunities to further develop their understanding of positive leadership and to gain knowledge and skills to effectively lead others. Schools across the state were encouraged to register two student athletes and one adult (coach, Athletic Director, Principal, etc.). Keynote presentations and breakout sessions provided interactive learning experiences for student athletes and their adult chaperones.

Forty-one (41) student athletes and 9 coaches/teachers/other adults attended the one-day Conference. At the end of the day, all participants completed a brief survey requesting demographic information, feedback about the conference, and participants' thoughts about new knowledge/skills gained and how it might be applied at their schools and in their lives.

Tables 19 and 20 show the demographics of the Conference Participants.

Table 19

Gender Breakdown by Group

	Female	Male
ALL Attendees	28 (56%)	22 (44%)
<i>Student Athletes</i>	23 (56%)	18 (44%)
<i>Coaches/Adults</i>	5 (56%)	4 (44%)

Table 20
Ethnicity Breakdown by Group

	Asian	Black	Hispanic	Native American	White	Multi-racial
ALL Attendees	2%	28%	2%	2%	62%	2%
Student Athletes	2%	24%	2%	2%	66%	2%
Coaches/Adults	0%	44%	0%	0%	44%	0%

Conference attendees completed a survey at the end of the day and were asked to rate six statements using *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. Responses were analyzed using a 4-point scale, with 4 being the highest rating and 1 being the lowest. Feedback was extremely positive. Mean score responses are displayed in Chart 32 below for ALL Attendees. A breakdown of mean score responses for All, Students, and Adults are presented on Table 21 on the next page.

Rated Statements:

- The facilitators were prepared and organized.
- The facilitators exhibited expertise in the topics they covered.
- I now know more about how to positively influence others.
- I learned information that will help me become a better leader.
- I will be able to use the information from this Conference.
- Overall, my expectations for this Leadership Conference were met.

Chart 32

Mean Score Responses to Conference Satisfaction Questions for All Participants

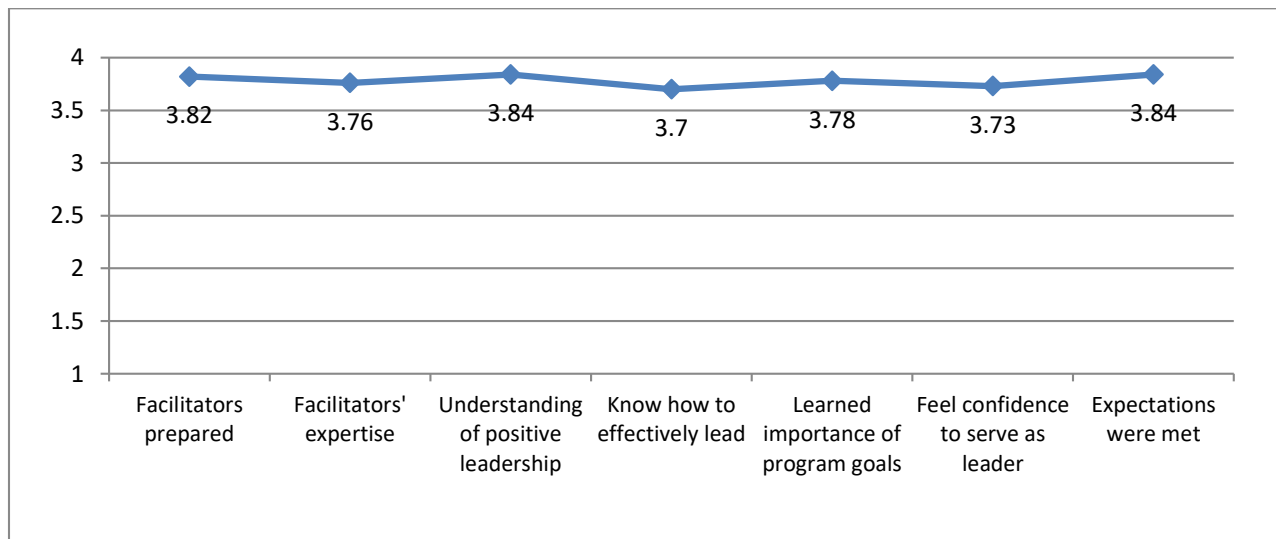


Table 21
Breakdown of Response Mean Scores by Group

	ALL	Student Athletes	Coaches/Adults
Facilitators Prepared	3.82	3.78	4
Facilitator Expertise	3.76	3.73	3.89
Know how to influence	3.84	3.85	3.78
Learned information	3.7	3.71	3.67
Will use information	3.78	3.78	3.78
My expectations were met	3.73	3.73	3.75

The 2016 Student Leadership Conference participants were asked two open-ended questions on the survey. Unedited responses are provided below for each question asked.

1. What new knowledge and/or skills do you believe you gained from your attendance?

Note: Not all session participants offered comments.

Comments from Student Athletes	Comments from Coaches/Adults
<i>To lead.</i> <i>How to be a better positive leader.</i> <i>Better understanding of how you can lead without trying.</i> <i>How to be more of a leader.</i> <i>I've learned more about ways to lead a team to a common goal.</i> <i>How truly important being a leader is.</i> <i>How to evaluate myself better as a leader and how to use social media to lead.</i> <i>How to be a better leader.</i> <i>I have gained the tools I need to feel confident in being a leader on my team and moving forward out of high school into life.</i> <i>A more effective leader.</i> <i>Team work.</i> <i>To be yourself and be a leader and give advice</i>	<i>Set goals for me and the team.</i> <i>Effective leadership skills; motivation to do more and work harder.</i> <i>How to develop and communicate with athletes better.</i>

<i>only when asked for.</i> <i>Sportsmanship.</i> <i>How to hold myself/team accountable.</i> <i>How to better myself as a person and then use it to better everyone around me, especially my teammates.</i> <i>Learned the most important ways to be a leader. Block out those who don't want what you want.</i> <i>I feel like I now know how to better lead fellow students and athletes by leading by example.</i> <i>Traits and actions to keep in mind when trying to lead.</i> <i>Better understanding of what it means to be a leader and how to be an efficient leader, and what type of impact you can make!</i> <i>I believe I became a better leader and learned how to influence my teammates in a positive way.</i> <i>How to connect with future relations. How to become a better leader.</i> <i>New ways to show leadership. New ideas for my future.</i> <i>I learned how to communicate more effectively and be less distracted by social media.</i> <i>Being a leader isn't about how good you are, it is about persistence and never giving up.</i> <i>I now know what qualities to work towards as a leader and different strategies to use in leadership.</i> <i>Leadership is earned not given.</i> <i>I learned what 10 skills it takes to be a good leader.</i> <i>How to see forward as a leader and the steps I need to take to gain more qualities as a leader in my school.</i> <i>I learned there is more to being a leader than I thought and that many different aspects make up</i>	
---	--

<i>being a leader.</i> <i>Losing once in a while is part of life and you should never give up. You should practice with harder people to get to a new level.</i> <i>I learned how important leadership and confidence is.</i> <i>How to continue to grow as a leader.</i> <i>That communication is key and that you need to be confident in yourself.</i> <i>Try to be more outgoing, don't bring up the bad things in life.</i> <i>To be a leader and more mature in life.</i> <i>How to be a successful leader not only in sports by the rest of my Life.</i> <i>How to set better examples for my teammates and how to influence them better.</i>	
---	--

2. How do you think you will use the information from this Leadership Conference?

Note: Not all session participants offered comments.

Comments from Student Athletes	Comments from Coaches/Adults
<i>To influence my team to do better.</i> <i>Lead my team to success.</i> <i>Be a better leader and captain.</i> <i>In my sports and classroom.</i> <i>I will talk to team mates and hope to get everyone going towards a common goal.</i> <i>Volleyball team.</i> <i>To lead the Tiger roar group at my school and as captain of Field Hockey and Lacrosse teams.</i> <i>Help all my teammates want to be leaders.</i> <i>I will begin to explore career options and use social media to do so. I will also communicate this</i>	<i>It gives players and coaches time to work together.</i> <i>Share with others and use in my own life.</i> <i>As part of our local SASI, I found some things that will be used there, plus stuff to use on my teams.</i>

info to my coach. Promote more people to come. In my athletic career. By spreading it with other student athletes at my school. Help the team show more respect. To better my team and I. To better everyone on my football team. I will apply it at cheer and dance practice. I can use what I've learned to grow as a student and as an athlete and especially as a leader. I think I'll try to be more of a leader in all aspects of my life and incorporate traits discussed. I will become more of a leader on and off the court. Hopefully next year I will be able to lead my sports teams to better attitudes and success! At school, at the field, and just in general in Life. Throughout community. Make my school and team better. To help me and my teammates on and off the field. I will change the way I present myself over the internet. Being a better leader in school and on the court. I will go back and help lead my team to positive success. To perform better on and off the field. I can start showing some of these character traits at school. I will set an example for those younger than me and continue to grow as a leader. I will apply this information in my 4 sports teams	
---	--

<i>and in school and Life in general to improve my leadership skills and overall positive attitude.</i> <i>To become a better student athlete and lead my team to success.</i> <i>I will use it in leading my athletic teams both in the classroom and on the court.</i> <i>To lead my FFA, FCH, and Ducks class and my baseball team.</i> <i>When I am an officer in the Air Force and captain of the swim team.</i> <i>By showing it every day.</i> <i>In our teams, I feel with this I can perform better with my fellow athletes and students. Also, leaders don't always have to be strict and harsh.</i> <i>Win championships.</i>	
--	--

FUNDAMENTALS OF COACHING

The National Federation of State High School Associations (NFHS) introduced the Accredited Interscholastic Coach (AIC) national certification program for coaches in 2009. The comprehensive coaches' education program complements and supports the goals of the **Coach Mentor Training Program** and provides a unique student-centered curriculum for interscholastic teacher-coaches, assisting them in creating a healthy, age-appropriate and educational athletic experience. Educational athletics provides student athletes with skills beyond athletics like hard work, team work, ethics, integrity, respect, good sportsmanship, citizenship and critical thinking skills – all of which are lifelong skills.

The AIC certification program consists of four course components. They are delivered to coaches across the state via both face-to-face training sessions and completion of on-line units:

- ▣ NFHS Fundamentals of Coaching
- ▣ NFHS First Aid for Coaching
- ▣ Concussions in Sports
- ▣ Fundamentals of Coaching (Sport-Specific)

The **Coach Mentor Training Program** adopted the NFHS *Fundamentals of Coaching* course in 2010-2011. The Director of Student Services is nationally certified to teach the course and has certified other instructors regionally in North Carolina. Coaches in NC are required to complete the *Fundamentals of Coaching* course. At the end of the 2015-16 reporting period, 6,830 coaches had completed the NFHS *Fundamentals of Coaching* education course.

All coaches in North Carolina are strongly encouraged to go beyond the *Fundamentals* course certification to 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.

CONCUSSION COURSE

The *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.