

Coach for College

THRIVE NETWORKS

A Global Initiative to Promote Higher Education Through Sports

Frequently Asked Questions

Whom is the program designed to serve?

Coach for College is designed specifically for varsity student-athletes, who often are unable to study abroad or participate in extensive service-learning programs due to their athletic training requirements and commitments. It is also designed to benefit middle school youth in rural parts of developing countries, who are from poor families and are at risk for early dropout from school.

Does this program fulfill an academic need, program model or experiential need i.e. service learning, integrated, or geographic area, that is not being met by current university offerings?

The program operates in an area of rural Vietnam where no other study abroad programs or cultural immersion programs currently exist. It also reaches a population of students traditionally excluded from existing university programs, as described above. The program's design and methodology has been derived from the academic psychological literature. It is unique in its emphasis on sports as a teaching tool, and the strengths of student-athletes as role models and ambassadors of sports and U.S. higher education. Student-athletes engage in lesson planning and team-teaching with bilingual Vietnamese college students. They also form close relationships with several types of Vietnamese citizens – middle school youth, college students, program staff, and local residents near the guesthouse/housing facility and school. A primary goal is to reduce the dropout rate in the communities where we work. The program can also be integrated with existing university courses, as appropriate.

Will the destination or program be of interest to students?

Coach for College currently operates in five locations in Vietnam, with plans to expand to other countries in the future. This is a part of the world to which student-athletes would not ordinarily travel on their own. Vietnam is very different from most places the participants have ever experienced. It is very safe, the people are friendly, and the cultural customs quite new for the students. Most very much enjoy the country.

The program itself has an even more profound impact. Most of our alumni tell us, even years later, that it is one of the most significant and meaningful experiences of their lives.

Is the destination viable for travel (State Department Warning or excessive visa regulations)?

Our program handles all visa details for the students, which are straightforward. Beyond some petty crime in the big cities (the program sites are in rural areas) such as pickpocketing, Vietnam is a very safe country at a personal level. Politically, it remains quite stable.



Where is the program centrally administered?

The program was administered and incubated through Duke University until August 2014, when it transitioned to Thrive Networks, headquartered in Oakland, CA. Thrive Networks had

already served as CFC's on-the-ground logistical partner for the summer 2012 through 2014 programs, helping obtain governmental approvals, hiring and supervising local staff, and managing the program's finances in-country. They have worked in Vietnam for 25 years and have the highest rating (four stars) on Charity Navigator. They are a highly regarded non-profit well-known for their high-quality development programs and expertise in implementing programs in challenging environments.

What resources and infrastructure exist on site?

Coach for College has built multipurpose sports courts at two middle school sites in Southern Vietnam, which are used by the program. At each of our five sites, the camps are run using the existing facilities at our local partner middle school. Participants lodge with their Vietnamese peer counterparts in local guesthouses. Coach for College employs two to three Vietnamese staff on site throughout the year, and stores summer sports and academic materials in a store room provided to the program by one of the schools. Each summer the program also buys new sports equipment and classroom supplies as needed.

What is the cost structure and value?

The current value of the program is between \$6,000-\$7,000 per student, however, we only charge universities \$3,500, the direct cost of each athlete's participation (international airfare, visa, health insurance, uniform, curriculum book, and housing, meals, and transportation during the three weeks in country). Each selected athlete is required to raise \$1600 to support other costs of the program (participant costs for Vietnamese youth and college students, camp supplies, and staffing costs). Some universities choose to pay both the direct cost and the fundraising requirement (such universities pay \$5,100 per athlete); the large majority pay only the \$3,500 per athlete. The funding comes from the provost's office, president's office, Athletics Department, or some combination.

Are health, safety, emergency, and liability requirements adequately addressed?

As a former Duke and now Thrive Networks program, Coach for College meets the high standards set out by top institutions. The program purchases health insurance for the participants for the duration of their time in the program. Emergency contingency plans have been put in place. Site visits have been conducted by senior staff to verify the safety and conditions of the sites, accommodation, transportation, etc. A U.S. staff member is present on site for the duration of the summer in the role of health and safety coordinator, and is available to help student-athletes get the necessary medical treatment should they become sick or injured during the program.

Is it a non-profit or for-profit organization?

Non-profit

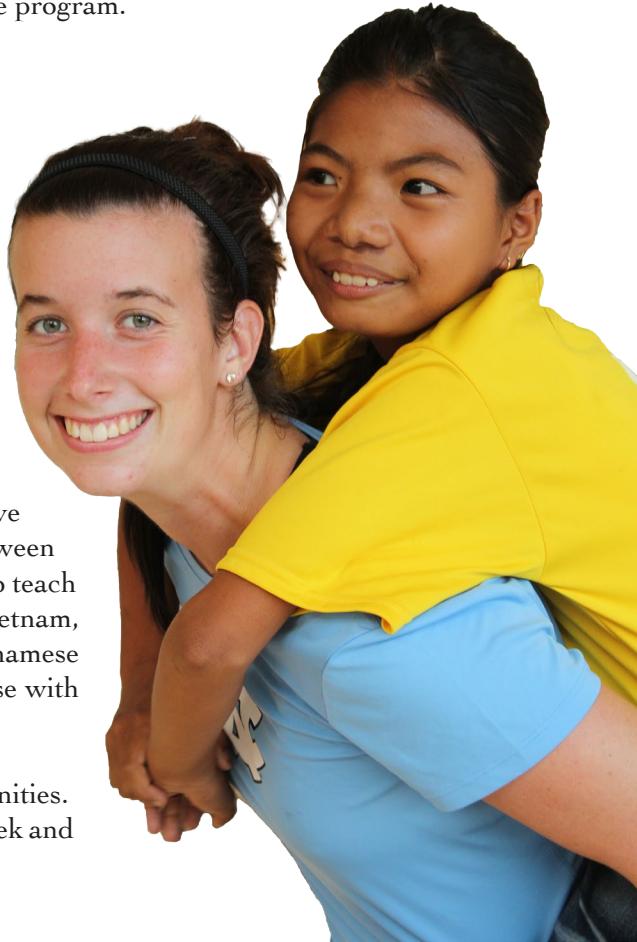
Does the program market programs appropriately?

We work with the Athletic Department to market the program, especially the Student-Athlete Advisory Committee (SAAC) and the Director of Student-Athlete Development. Past participants provide word-of-mouth advertising. CFC program staff are also available to make campus visits and present to student-athletes and university administrators.

Does the program engage ethically with local communities?

CFC's top goal is to impact the local communities in a lasting and positive way. One of the program's strengths is to create a venue for partnership between U.S. student-athletes and Vietnamese college students, working together to teach and impact the children they mentor. With 50% of the participants from Vietnam, the American coaches not only benefit from a deeper immersion into Vietnamese life, but the program gains the daily benefit of being advised by Vietnamese with regard to what is most appropriate and effective in their culture.

While in the program, American students are immersed in rural communities. They stay with the Vietnamese college students as roommates during the week and



travel with them on weekends to various cultural sites in Vietnam. American athletes form extremely close relationships with the Vietnamese youth, and sometimes also visit the students' houses.

How does the program integrate local culture and perspectives into program design?

See also previous answer. Each camp is taught by 8 U.S. student-athletes and 8 Vietnamese college students. For the 3 ½ weeks of the program, the American and Vietnamese participants eat, room, teach and plan lessons together. Each camp employs three local staff who are fluent in Vietnamese and English (usually program alumni) to help coordinate the on site program logistics. On weekends, we bring the group on cultural excursions, such as to the nearest university town or to a historic Vietnamese city, where the Vietnamese participants are eager to show their new friends an inside view of their everyday life and country. The program's lesson plans were designed in consultation with Vietnamese teachers and former Vietnamese college participants, who ensured the curriculum's stories and examples were appropriate for the Vietnamese culture.

Do other peer institutions use the program (referral)?

Yes, the program has partnered with several universities. Participants have come from all 15 ACC institutions, joined by 7 Big Ten schools, 4 in the Ivy League, 2 in the SEC, and 2 in the Pac-12. In total, we have had student-athlete participants from 32 different universities in eight different athletic conferences since 2008. The goal is to expand the program NCAA-wide.

Is there a process for external review and quality assessment?

Not at the moment, but we subject the program to the highest levels of review internally. Randomized trials of the program were conducted in summer 2012, 2013 and 2014 to ascertain the causal effect of the program on the motivation, confidence, and educational attainment of the Vietnamese youth. This is considered the gold standard for program assessment, and the findings from these studies will be published in academic journals. The program's theory of change was published in a chapter of an academic textbook about education. Additionally, we collect extensive qualitative data on the extent to which U.S. athletes in the program obtain five key outcomes: increased concern for others; increased cultural competency; global perspective; self-efficacy; and sense of purpose in life. We track the student-athletes both immediately after the program and at several intervals thereafter (see U.S. athlete results reports).



Does the program duplicate existing university programs?

Not to our knowledge. Coach for College is a unique program nationwide, in its tailoring for student-athletes, who frequently do not participate in existing university programs such as study abroad, whose time requirement is often greater than most student-athletes' schedules will allow. The program is also unique in its focus on the link between sports and higher education, and reliance on the strengths and skills of student-athletes as role models, leaders, and experts in sports.

How does this program support department/campus/university goals and initiatives?

In today's globalized world, most top institutions recognize the need for their students to graduate with an expanded firsthand knowledge of the world, and with skills necessary to thrive when working with people from a very different culture than their own. As a result, initiatives such as study abroad and international service-learning programs have expanded greatly in recent years. Given their strenuous athletic commitments, however, student-athletes are usually left behind, with only a very small number being able to take advantage of the international opportunities offered.

CFC is tailored specifically for student-athletes – not only to their scheduling needs, but also to leverage their unique skills as experts in sports and

education, helping them explore ways they can use these strengths once they transition from the university classroom and sports field, into the job market.

What are the developmental or professional goals or outcomes identified by the program?

Our outcomes for American Student-athletes are as follows:

- **Increased Commitment to Positive Social Change**

- * Greater feeling of responsibility to help others gain access to the same education and sports-related resources to which they have had access (Social Responsibility)
- * Increased commitment to help underprivileged youth improve their life outcomes and overcome other barriers they face in seeking higher education (Commitment to Social Issues)
- * Greater motivation to participate in similar initiatives in the future, in their local communities or other countries (Community Engagement, Public Service Motivation)
- * Greater motivation to seek out more systemic solutions to education reform and poverty alleviation in developing countries (Civic Activism)
- * Greater motivation to participate in movements to bring about positive social change (Social Movement Participation)

- **Greater Cultural Competency**

- * Increased knowledge about the culture, language, and challenges faced by people in another country and curiosity to learn about other cultures (Knowledge Discovery)
- * Increased ability to communicate with others, especially those from different cultures (Communicative Competence, Reduction in Communication Concerns)
- * Increased ability to take the perspective of people who are different from them (Social Perspective Taking Propensity and Confidence)
- * Increased awareness of similarities with people of other cultures and appreciation of the diversity within other cultures (Perceived Similarity with Outgroups and Appreciation of Diversity Within Outgroups)
- * Increased understanding of, tolerance for, and respect for people of backgrounds and cultures different from their own (Tolerance, Respect for Otherness)
- * Ability to empathize with diverse others (Empathy)
- * Ability to consider a wide range of possible approaches when evaluating a situation and to respect perspectives other than one's own (Flexible Thinking, Open-mindedness)

- **Development of Global Perspective**

- * Increased knowledge about the difficulties faced by low-income youth in developing countries which make it harder for them to take advantage of higher education opportunities (Consciousness Raising, Increased Awareness of Developing Country Challenges)
- * More nuanced understanding of challenges faced by poor people in developing countries (International Understanding, External Causal Attributions, Role of Resources in Determining Outcomes)
- * Identification and connection with humans generally and not just from one's immediate context (Global Identity)
- * Broader outlook on life and ability to think beyond their immediate surroundings. Value and appreciate the shared desires and issues faced by people throughout the world and desire to contribute to the solution of important global problems (Broader Perspective)

- **Increased Self-Efficacy to Generate Positive Social Change**

- * Increased self-efficacy to solve challenging problems in unfamiliar contexts (General Self-Efficacy)
- * Increased confidence in their ability to teach and positively influence youth (Teaching Self-Efficacy)
- * Increased confidence in their ability to use skills learned in sports to make an impact in alleviating



- important social problems (Self-Efficacy Towards Service)
- * Increased motivation to participate in community service upon their return to their hometowns or college campuses (Community Engagement)
- * Increase in their international social contacts with whom they can work to coordinate social action (International Contacts/Networks).
- * Desire to take advantage of further opportunities to become involved in the program's development and expansion through volunteer or staff roles (Program Continuation)
- * Increased confidence to be agents of positive social change in solving global problems (Engagement in Social Entrepreneurship)
- Increased Sense of Purpose**
 - * Increased awareness of issues and causes they care about and from which they derive meaning (Meaning Making)
 - * Orientation towards service/public sector careers and relevant college majors (Self-Efficacy in Career Planning)
 - * Establishment of a new identity that is not defined by athletic achievement (Identity Establishment)
 - * Development of what college athletes consider to be a passion or calling to a cause greater than themselves (Discovery of Passion/Calling)
 - * Increased entry or intention to enter education-related, youth development-related, and/or international development-related careers (Teaching and/or International Related Life Plans)
 - * Development of a greater sense of purpose and meaning in their lives. Feeling a sense of belonging to a cause greater than themselves (Purpose in Life)

How does the site support identified goals?

The program has three major components that allow us to achieve these goals.

- 1) **International**
 - a. Exposure to a collectivist culture
 - b. Intensive immersion in a developing country
 - c. Sustained interaction with foreign rural citizens
 - d. Team-teaching and social interaction with foreign college students
- 2) **Volunteer Service**
 - a. Teaching and coaching at-risk youth
 - b. Repeated mentor-student interactions with a team of youth
- 3) **Designed For College Athletes**
 - a. Team-teaching and social interaction with student-athletes from their own and other universities
 - b. Use of student-athlete leadership and life skills developed through sports
 - c. Use of student-athletes' expertise in sports, via a sports-based curriculum



How is the student-athletes' experience structured?

Program Activities (General)	Program Activities (U.S. Athlete Perspective)
Organization of rural Vietnamese adolescents in each four-hour session (2 sessions per camp) into teams of 12-15 students	--
Each American coach teaches six 45-min sports classes (in soccer, tennis, basketball, baseball, or volleyball) and six 45-min sports-themed academic classes (in Biology, Physics, English or Math) to FOUR teams of youth in each session	Teaching and Coaching At-Risk Youth, Use of Student-Athlete Leadership Skills, Expertise in Teaching Sports-Based Curriculum
Each American coach teaches twelve 45-min Life Skills Classes to ONE team of youth in each session and encourages this same team in the team-based sports competitions held weekly	Repeated Mentor-Student Interactions with One Team of Youth
College students are organized into cross-cultural coaching groups of four college students (2 U.S. college athletes and 2 Vietnamese college students per group). 12 coaching groups in total (1 for each Sport, Academic, and Team of Youth). The college students share meals and accommodations in the rural community during the camp and on weekend trips to cultural sites.	Exposure to Collectivist Culture, Intensive Immersion in Developing Country, Team-Teaching and Social Interaction with Foreign College Students, Sustained Interaction with Local Rural Citizens

What are our participant expectations?

Each group of U.S. athlete participants attends five Skype pre-departure orientation conference calls over the course of the spring, led by a second-year participant called a College Director.

Upon arrival all students take part in several orientation sessions their first day at camp, covering among other things, their roles, behavioral expectations, safety guidelines, etc.

Student-athletes must also complete the \$1680 fundraising requirement (if not paid by their university), complete all relevant pre-departure forms (visa application form, participation agreement), and meet relevant program deadlines (attending a health appointment at a travel clinic, obtaining a passport, providing information necessary to buy flights, visas, and health insurance).



Is preparation, orientation, and appropriate reflection integrated adequately?

Please see previous response. While the daily schedule of teaching, coaching and planning is demanding to preclude specific reflection activities during the camp, the staff engage the students in reflective discussion during free time and at meals. At program's end, participants are also asked to give short essay answers to a series of reflective questions about their views and what they have learned. We also would be happy to integrate reflection materials from existing university courses.

What are the associated fees or compensation?

Universities usually contribute \$3,500 per student-athlete from their school, and each participant commits to fundraising \$1,680. Some universities, as described previously, choose to cover a portion or all of the students' fundraising commitment.

What is the supervision and facilitation on site?

The is a U.S. staff member on site in Vietnam for the duration of the summer, to ensure health and safety is prioritized, oversee logistics, monitor participants' behavior, be a resource for all participants, with any problem or concern that might arise. Each camp is also staffed by three Vietnamese employees, who help run the logistics of the camp, and are a valuable resource in helping the Americans adapt. Each group also has one American and one Vietnamese team leader, former participants returning a second time to help mentor and lead the current participants. Both health & safety and program orientations are held upon arrival of each group. During the first weekend, students receive their curriculum workbooks for the Academic and Life Skills classes and prepare lesson plans for the program's Sports Classes.

Are activities safe and appropriate?

Coaches spend most of the day teaching, alternating between teaching in a classroom and coaching a sport outside to middle school students. There is a four hour session in the morning (7:30 AM – 11:30 AM), a four hour afternoon session (1:30 PM – 5:30 PM), and a nightly lesson planning meeting. Student-athletes eat all their meals together at a local guesthouse and travel to various cultural locations on the weekend. They are supervised by program staff at all times, as these staff stay with them at the housing facilities during the camp itself and on the weekend trips. The locations and activities are quite safe. Evenings are spent eating and planning the next day's lessons at the guesthouse where the group lodges along with all program staff. The students participate in a cultural excursion each weekend to local cities or historical sites. The group travels together with the program staff, on a program bus, rented for the duration of the program. Vietnam is a very safe country. In addition, given the highly structured nature of the program, the American and bilingual Vietnamese participants are together, along with the supervising program staff, at almost all times during the program.

