

# Coach for College

T H R I V E N E T W O R K S

A Global Initiative to Promote Higher Education Through Sports

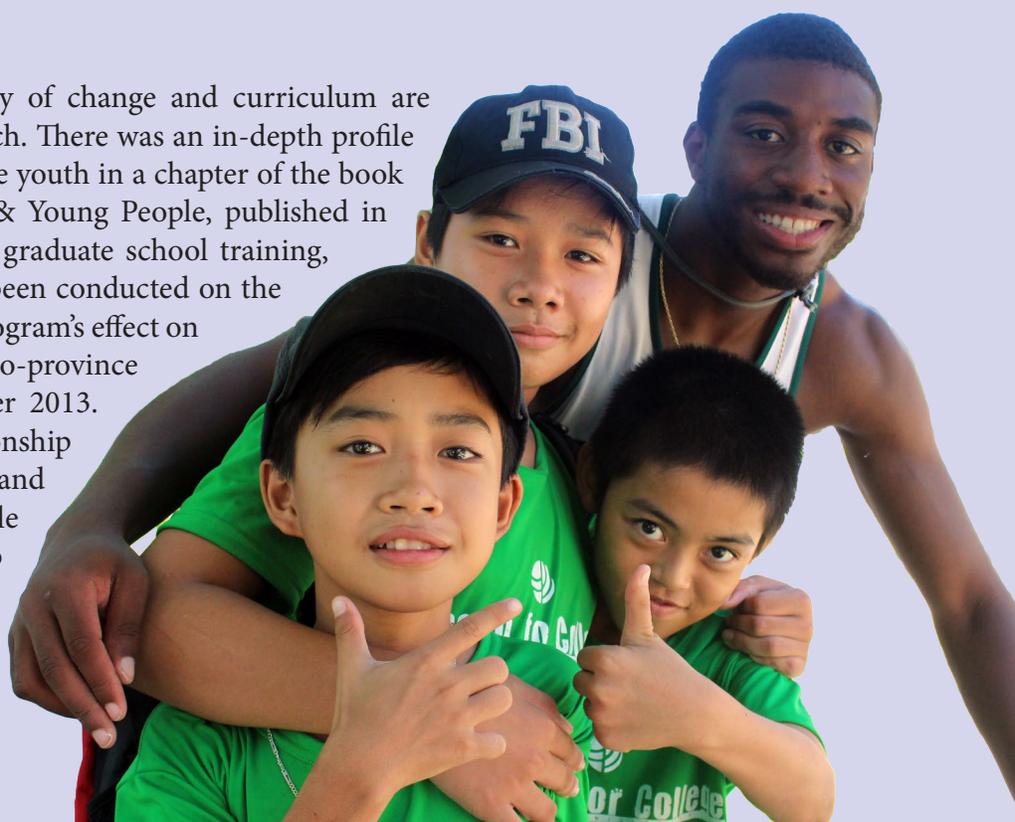
## ADVANTAGES OF COACH FOR COLLEGE AS A VENDOR

**MISSION – DESIGNED FOR AND BY COLLEGE ATHLETES:** From its inception, Coach for College has been designed specifically for student-athletes who have difficulty participating in existing study abroad or service programs due to their athletic training schedules. The design – in which they serve as teachers and coaches for youth – and curriculum – in which they teach academic and life skills classes through the lens of sport – capitalize on their unique skills and strengths as athletes and as natural role models for youth. The status of sports as a universal language also makes it a great tool for international volunteer programs, where there are often cultural and language barriers between participants and volunteers. In contrast with organizations that serve a wide variety of students, our focus is solely on tailoring the program for the needs of student-athletes. College athletes also play a critical role in marketing the program and setting up new program sites.

**MULTI-PRONGED IMPACT:** Coach for College is designed explicitly to benefit three groups of beneficiaries: middle-school youth and college students in developing countries, and American college athletes. It also has indirect impacts on others, such as local teachers, family members of the youth participants, and government officials.

**SUSTAINED COMMUNITY ENGAGEMENT:** Coach for College programs return to the same sites year after year. This allows for youth to participate in the program multiple times, and creates stronger relationships between the program and local partner communities, increasing the probability that the program has a lasting impact on the communities where it serves. Student-athletes who serve subsequently as College Directors or staff members are often able to continue their relationships with the same students during second and third trips to the program sites.

**EVIDENCE-BASED:** The program's theory of change and curriculum are based on the latest psychological research. There was an in-depth profile of the program's theory of change for the youth in a chapter of the book *Education & Disadvantaged Children & Young People*, published in Oct. 2013. As a result of the founder's graduate school training, various academic studies have already been conducted on the program, including an analysis of the program's effect on the middle-school dropout rate and a two-province randomized trial conducted in summer 2013. Due to the founder's current relationship with the Stanford School of Education and Psychology Department, we are able to draw on experts in psychology to continue to refine and evaluate the program model and curriculum, to maximize its impact for beneficiaries.



**TRACK RECORD OF SUCCESSFUL IMPLEMENTATION:** The program has been in operation since 2008, implementing 47 three-week camps over 8 summer programs, at 5 sites in Vietnam. This has allowed all aspects of the program, from the logistics to preparation and schedule, to be optimized over time.

**CULTURAL IMMERSION:** Coach for College prioritizes locations where student-athletes would not normally travel on their own, such as Vietnam. Their experience with the culture often goes far beyond what is possible in a standard study abroad program, in which students might be mostly confined to major cities where Western conveniences may be readily available. The camps themselves take place at middle schools in low-income, rural communities in developing countries. Students stay in local guesthouses and hotels nearby. This allows them to have deep immersion in a part of the country they could not ordinarily access as a tourist. In addition, the program's design is set up to facilitate relationships with a wide variety of people in the society: youth whom they teach, especially those on their "team"; peer college students from the host country who serve as fellow teachers, and who eat and live with them during the camp and travel with them to various cultural sites on the weekends; parents and siblings of the youth participants, whom it is sometimes possible for the athletes to meet during home visits; and local citizens who assist with the program, such as bus drivers, cooks, and hotel owners. These relationships facilitate mutual cultural exchange and maximize student-athletes' learning.

**MULTIPLE OPPORTUNITIES FOR CONTINUED PARTICIPATION:** The program offers multiple opportunities for participation with increasing levels of responsibility, and the chance to become part of an international movement.

The deep relationships formed in the program (among American student-athletes, between American athletes and Vietnamese college students, and between American athletes and youth) are often maintained long after the program ends. The program is organized around pipelines by which each group of participants can continue to remain involved with the program, while also continuing to develop their leadership skills. Currently, Vietnamese college students can serve the program as coaches, then College Directors, and finally, work as staff members for the program. Similar pipelines are being developed for American college athletes (for whom we seek to develop a post-graduate fellowship program, as well as programs that would allow them to set up future CFC camps for other athletes in new countries) and for youth (whom we hope to eventually hire as local program coordinators after they complete high school or college). For more details on this pipeline approach to continuing leadership development, please see the document "CFC Leadership Pipeline Description."

**NCAA APPROVAL:** Any programs that work with student-athletes (and children of recruiting age) must comply with all NCAA regulations. The safest way to ensure compliance is to obtain explicit approval from the NCAA, a process that can take months to years. We obtained an initial letter of approval in May 2008 before the first summer program. We obtained an updated letter in February 2014. These letters are available upon request.



**EXPERIENCE IN DEVELOPING COUNTRIES:** To ensure full compliance with laws and regulations in host countries, as well as to ensure the deepest impact on the local communities, it is important to have the proper licenses and local staff required to do business in the host country. As we have learned via our own experience while a program under Duke, universities typically do not have such licensing and staffing themselves. Thrive Networks (formerly East Meets West) has licenses to do business in a range of different countries. Their high-level staff and program sites in these countries, combined with their 25 years of experience working in international development, can minimize bureaucratic hurdles and facilitate the expansion of CFC programs to multiple locations within Vietnam and other countries.

**PARTNERSHIPS WITH MULTIPLE UNIVERSITIES:** Since inception, Coach for College has included participants from 32 different universities, and seeks to eventually become NCAA-wide. Working with so many universities allows us to create innovative partnerships based on the unique offerings of each university (e.g., collaborating with Minnesota on the Global Identity Course, collaborating with Missouri on MBA consulting teams that would assist Coach for College), which will enhance the experience and learning that student-athletes from any one university can obtain from participation. In addition, having a national network of university partners provides a platform for bringing awareness of the accomplishments of each institution's student-athletes (and associated pipeline) to a larger audience. Any unique collaborations that CFC develops with university partners can serve as a pioneering model that other universities might emulate.

