



Winning Beyond the Game

FINDINGS FROM THE MILLION COACHES
CHALLENGE IMPLEMENTATION STUDY: TECHNICAL APPENDICES

Winning Beyond the Game

FINDINGS FROM THE MILLION COACHES CHALLENGE IMPLEMENTATION STUDY

Jessy Newman, Amelia Auchstetter, Brad Salvato, and John Kochanek
American Institutes for Research

April 2026

Contents

Appendix A. Demographics of Coaches Trained During the Million Coaches Challenge..... 3

Appendix B. Partner Interview Protocols..... 8

Appendix C. Partner Training Document Review..... 14

Appendix D. Million Coaches Challenge Coach Perception Survey (Current Version: Survey
Administration Wave 6)..... 20

Appendix E. Coach Survey Administration Waves..... 30

Appendix F. Coach Survey Participant Characteristics..... 31

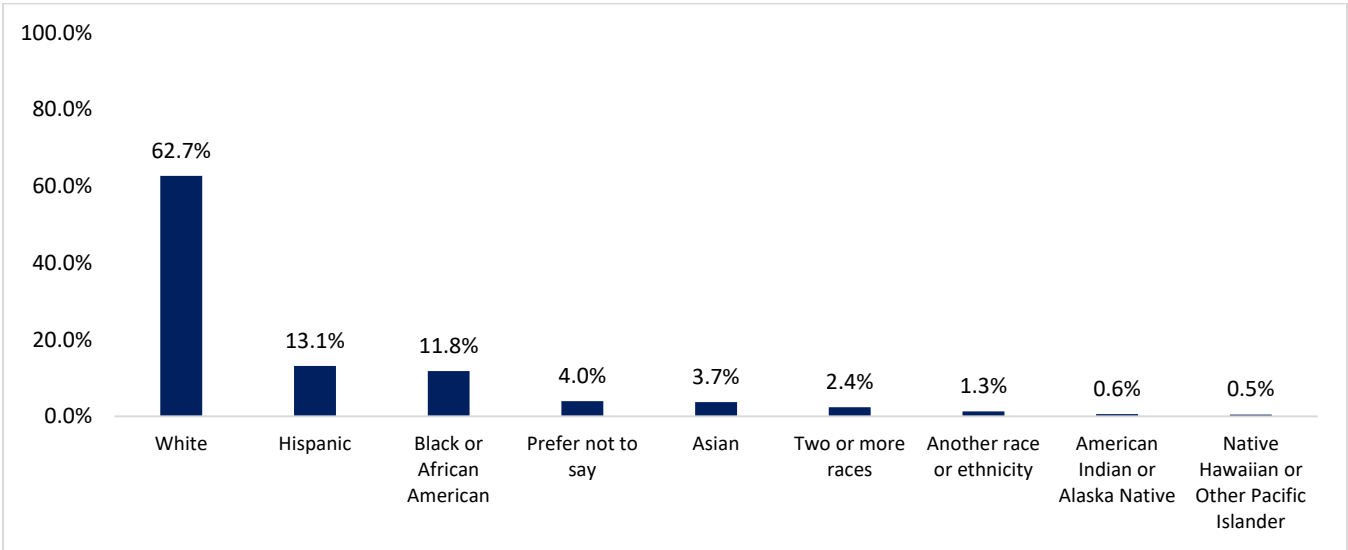
Appendix G. Youth Outcomes 37

Appendix A. Demographics of Coaches Trained During the Million Coaches Challenge

Coach Race and Ethnicity

The majority of coaches trained during the Million Coaches Challenge (MCC) identified as White (62.7%, $n = 121,211$). Another 13.1% of coaches identified as Hispanic or Latinx ($n = 25,373$), and 11.8% identified as Black or African American ($n = 22,801$). Exhibit A-1 presents the races and ethnicities of coaches trained during the MCC.

Exhibit A–1. Races and Ethnicities of Coaches Trained During the MCC

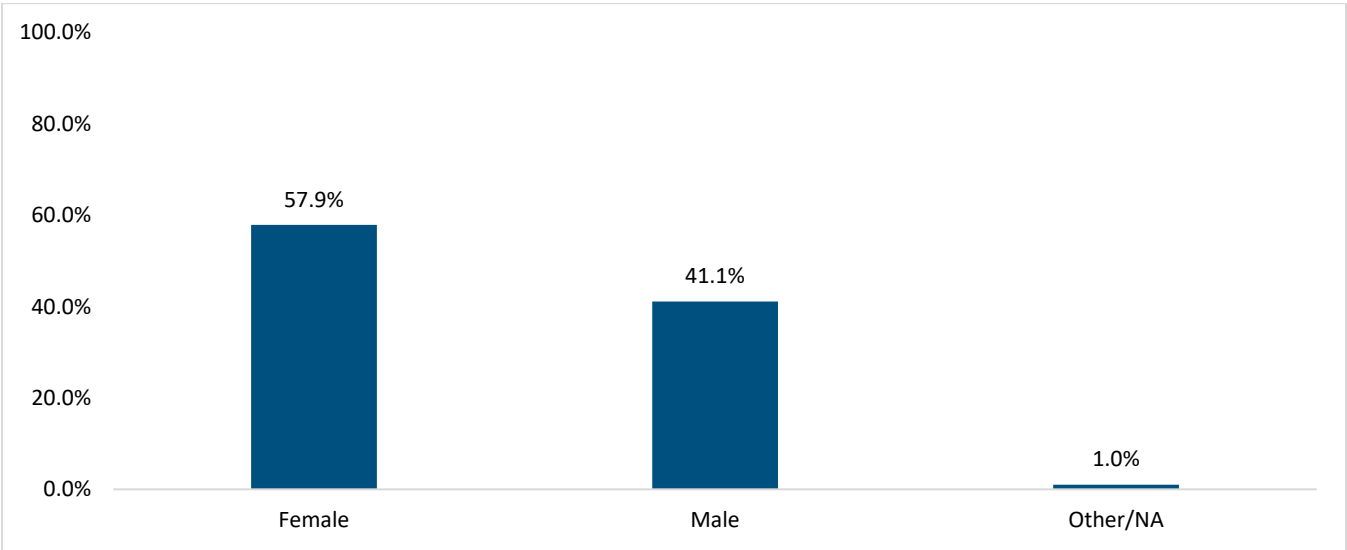


Note. $N = 193,423$

Coach Gender

Of the trained coaches with available demographic information, most identified as female (57.9%, $n = 115,960$). Another 41.1% identified as male ($n = 82,324$). Exhibit A-2 presents the genders of coaches trained during the MCC.

Exhibit A-2. Genders of Coaches Trained During the MCC

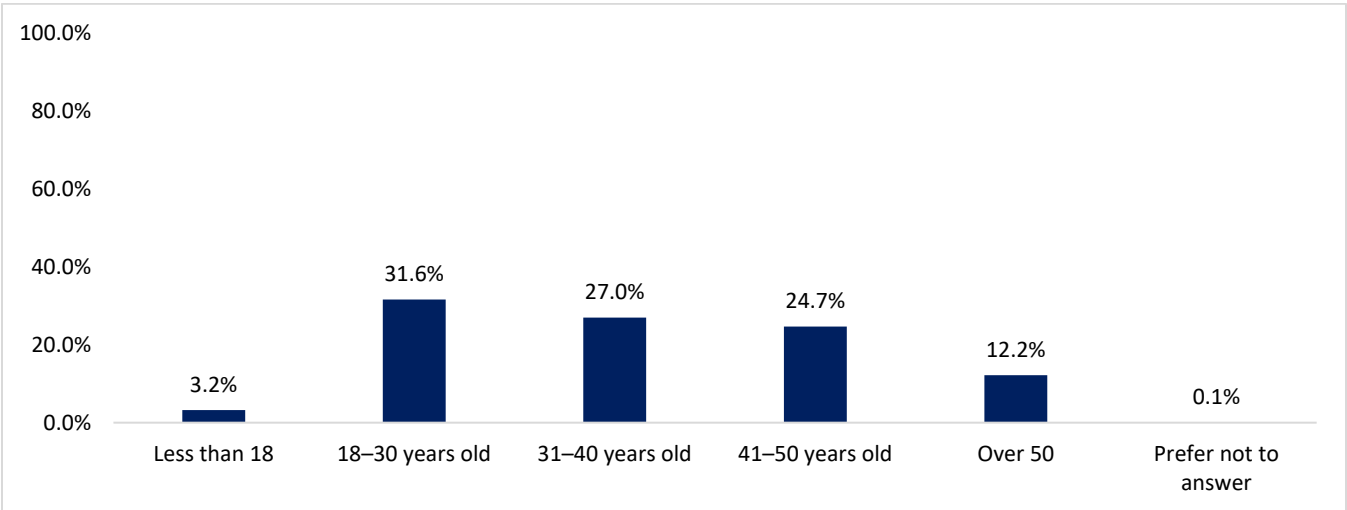


Note. $N = 200,324$

Coach Age

Of the trained coaches with available demographic information, the majority were 18–50 years old. Nearly one third indicated that they were 18–30 years old (31.6%, $n = 40,454$), 27.0% indicated that they were 31–40 years old ($n = 34,507$), and 24.7% indicated that they were 41–50 years old ($n = 31,564$). An additional 12.2% of coaches ($n = 15,564$) reported being over 50 years old. Exhibit A-3 presents the ages of coaches trained during the MCC.

Exhibit A-3. Ages of Coaches Trained During the MCC

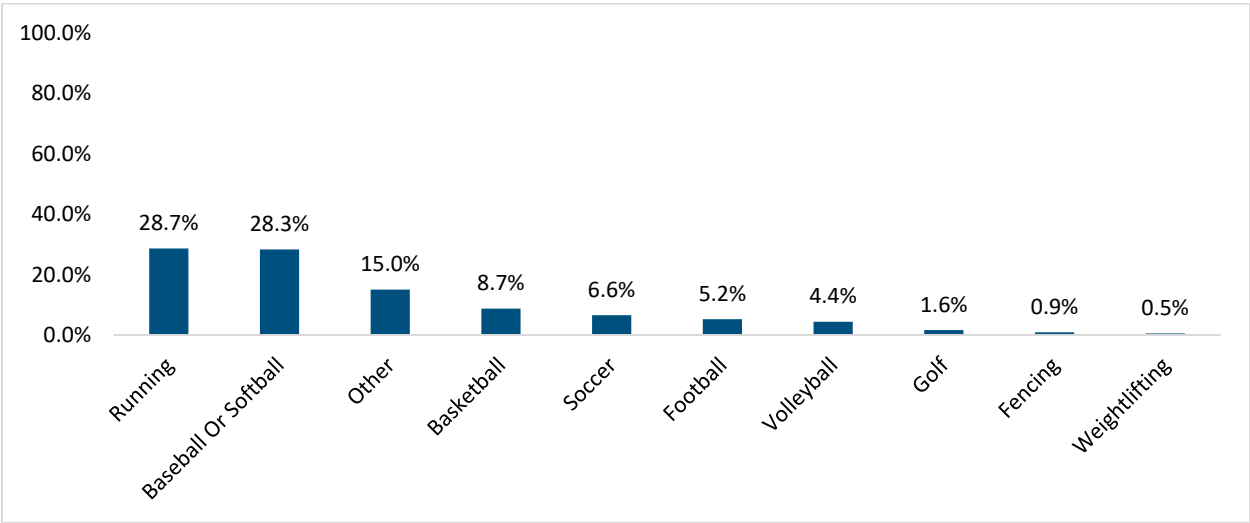


Note. $N = 126,419$

Sport Coached

Of the trained coaches with available demographic information, the majority reported that they coached running, baseball, or softball. Specifically, 28.7% reported that they coached running ($n = 76,201$) and 28.3% reported that they coached baseball or softball ($n = 75,345$). Exhibit A-4 presents the sports coached by coaches trained during the MCC.

Exhibit A-4. Sports Coached by Coaches Trained During the MCC



Note. $N = 265,909$

Coach Locations

To date, the state with the most coaches trained during the MCC is California ($n = 100,359$), followed by Texas ($n = 47,162$), Washington ($n = 46,134$), Ohio ($n = 39,901$), and Illinois ($n = 34,250$). Exhibit A-5 presents the locations of coaches trained during the MCC.

Exhibit A-5. Locations of Coaches Trained During the MCC

State	Number of coaches trained
Alabama (AL)	1,537
Alaska (AK)	831
American Samoa (AS)	4
Arizona (AZ)	14,521
Arkansas (AR)	2,295
California (CA)	100,359
Colorado (CO)	11,425
Connecticut (CT)	7,647
Delaware (DE)	2,653
District of Columbia (DC)	2,850

State	Number of coaches trained
Florida (FL)	33,132
Georgia (GA)	8,763
Guam (GU)	24
Hawaii (HI)	2,614
Idaho (ID)	4,269
Illinois (IL)	34,250
Indiana (IN)	8,219
International (INTL)	5,946
Iowa (IA)	3,659
Kansas (KS)	2,661
Kentucky (KY)	7,300
Louisiana (LA)	4,125
Maine (ME)	2,444
Maryland (MD)	12,526
Massachusetts (MA)	11,202
Michigan (MI)	13,136
Minnesota (MN)	13,294
Missing location	564,357
Mississippi (MS)	312
Missouri (MO)	5,601
Montana (MT)	1,567
Nebraska (NE)	1,109
Nevada (NV)	5,530
New Hampshire (NH)	2,333
New Jersey (NJ)	13,110
New Mexico (NM)	3,252
New York (NY)	29,727
North Carolina (NC)	10,548
North Dakota (ND)	375
Northern Mariana Islands (MP)	12

State	Number of coaches trained
Ohio (OH)	39,901
Oklahoma (OK)	1,153
Oregon (OR)	11,571
Pennsylvania (PA)	28,674
Puerto Rico (PR)	343
Rhode Island (RI)	1,581
South Carolina (SC)	4,154
South Dakota (SD)	1,082
Tennessee (TN)	5,703
Texas (TX)	47,162
U.S. Virgin Islands (VI)	20
Utah (UT)	2,582
Vermont (VT)	2,661
Virginia (VA)	19,891
Washington (WA)	46,134
West Virginia (WV)	4,852
Wisconsin (WI)	5,285
Wyoming (WY)	1,086

Appendix B. Partner Interview Protocols

In Appendix B, we present the protocols that guided our interviews with Partners. We conducted a series of virtual interviews with representatives from Million Coaches Challenge (MCC) Partner organizations at three timepoints: fall 2021, summer 2023, and summer 2024.

Fall 2021 Partner Interview Protocol

Background

1. Please share your name and position.
2. What are your typical roles and responsibilities at your organization?
 - a. Probe: How will you support your organization's MCC project?

MCC Project Description

3. Why was your organization interested in joining the MCC?
4. What are the primary activities of your organization's MCC project?
 - a. Probe: How does your project seek to integrate youth development and social emotional learning practices?
5. Overall, what are 2-3 goals that you hope to accomplish during your MCC journey?
 - a. Is there anything new that you would like to learn?

MCC Measurement Plans

6. Your proposal lists the intended outcomes and measurement strategies for your MCC project. They are [list outcomes and measures in proposal]. Are these still correct?
 - a. Probe: If any of the outcomes and measures have changed, please explain how and why they changed.
 - b. Who will be responsible for collecting these data? (i.e., Anyone on this call? Partner organizations?)
 - c. When and how frequently will data be collected? (i.e., Any particular month? Annually?)
 - d. How will data be collected? (i.e., Online survey tools? Organization database entries?)

Measurement Capacity

7. Are there any staff at your program who focus on measurement and data use?
 - a. What is their title?
 - b. What are their responsibilities?
8. Does your organization currently use any measurement or evaluation tools or frameworks? Some examples may include observation rubrics, participant surveys, or data systems.
 - a. If yes, what tools or frameworks?
9. Other than what we have already discussed, what resources does your organization currently have to support measurement and evaluation of the MCC project? (Probes: staff, professional development, technology, etc.)

10. What information do you currently collect about your programs?
 - a. How, if at all, do you currently use information (data, measures) that you collect about your programs?
 - b. What information do you currently use to evaluate your programs?
11. Other than what we have already discussed, what information do you currently collect about the youth you serve? About adult leaders?
 - a. How, if at all, do you use information you collect about youth participants? About adult leaders/coaches/staff?
 - b. How, if at all, do you use this information to understand and improve your programs?
12. How have you shared key learnings and findings from data use activities or measurement activities internally and externally?
13. What successes or challenges have you experienced with regards to measurement and data use?

Capacity-Building Needs

14. What do you think is most important or needed for your organization to build capacity for measurement and data use?
15. Other than what we have already discussed, are there any particular resources at your organization that will help support your MCC journey? If so, please describe.
16. Are there any concerns that you have going into the MCC? If so, what are they and why?

Summer 2023 Partner Interview Protocol

Introduction

First, we would like to know a little about each of you.

1. Can everyone please go around and share your name and role at your organization?

Training Plan Updates

We would like to start by talking about your MCC coach training plans. We recognize you may provide lots of different types of trainings, but for all of our questions, we want to specifically hear about the coach trainings you are providing aligned with the MCC.

2. **Let's think back to the start of your work developing coach trainings for the MCC. Tell us more about what went into the development process for the trainings.**
3. How, if at all, did your organization prepare for the development process of your trainings?
4. Who was involved in the development process of your trainings, and can you speak broadly about what the process looked like?

Next, let's talk about the trainings specifically. My records show that you are [describe the trainings they are offering and confirm that is accurate or clarify if not].

5. **Thinking about your work on coach trainings, what do you think has gone well?**
6. **What have been the most challenging aspects of your work related to coach trainings?**
7. What resources or supports, if any, were helpful to your work related to coach trainings?
8. What additional resources or supports do you still need in order to advance your coach trainings?

9. **What have you learned from your work related to training coaches that would be helpful for other organizations to know?**
10. Do you provide additional resources or tools to coaches besides training (e.g., curriculum, ongoing support)?
- a. If so, what do you provide?
 - b. How and when do you provide it?

Measurement and Evaluation Updates

Next, we would like to learn more about your organization's measurement and evaluation practices broadly.

11. **Tell us about what went into the process developing your measurement and evaluation practices.**
- a. **Did you build from something already in place or start from scratch?**
 - b. **What approaches did you take?**
12. Who was involved in the development process of your measurement and evaluation practices, and can you speak broadly about what that process looked like?
13. **Our records indicate you collect the following coach and youth data [describe the coach and youth data related to experiences, knowledge, practices, or outcomes they are collecting and confirm that is accurate or clarify if not].**
14. **Our records indicate you collect data through the following methods: [describe the methods they are using to collect data, and the frequency, and confirm that is accurate or clarify if not].**
15. **How do you use the information you collect from your measurement and evaluation efforts?**
16. What have you learned about...
- a. Coach trainings?
 - b. Coaches themselves?
 - c. Coach practice?
 - d. Youth/athletes?
17. How, if at all, did your organization prepare itself to engage in these measurement and evaluation efforts?
18. **Thinking about your measurement and evaluation efforts, what do you think has gone well?**
19. **What have been the most challenging aspects of your measurement and evaluation efforts?**
20. What resources or supports, if any, were helpful to your measurement and evaluation efforts?
21. What, if any, skills or knowledge gaps have you identified related to your measurement and evaluation efforts?
22. What additional resources or supports do you still need in order to advance your measurement and evaluation efforts?
23. **What have you learned from your measurement and evaluation efforts that would be helpful for other organizations to know?**

Communication Updates

Now, we would like to hear about the ways in which your organization has shared information with the field of youth sports.

- 24. Since the start of the MCC, how have you communicated about your work?**
- a. What approaches have you taken to communicate your work?**
 - b. How has this evolved over time, if at all? Where did you start compared to where you are now?**
25. What sort of topics do you communicate with the field of youth sports?
- 26. Who do you communicate with, and what do you share?**
- a. With coaches?**
 - b. With families?**
 - c. With youth?**
 - d. With policymakers?**
 - e. With others?**
27. How, if at all, did your organization prepare itself to engage in these communication efforts?
- 28. Thinking about your communications efforts, what do you think has gone well?**
- 29. What have been the most challenging aspects of your communications efforts?**
30. What resources or supports, if any, were helpful to your communications efforts?
31. What additional resources or supports do you still need in order to advance your communications efforts?
- 32. What have you learned from your communications efforts that would be helpful for other organizations to know?**

Policy Updates

Next, we would like to hear about your thoughts on how your organization and the MCC can advance policy in the field, and maybe already has. If it is helpful, we can think about policy at two levels: what we like to call “capital P Policy” that is more formal, maybe is legislated, for example, and “lowercase p policy” that happens within organizations, intermediaries, etc.

- 33. What do each of you think are the most important policy issues for your organization?**
- a. At the capital P Policy level?**
 - b. At the lowercase p policy?**
- 34. How, if at all, has your organization advanced policy (either kind) in the field?**
- a. What approaches has your organization taken to advance policy?**
 - b. Why did your organization decide to take that approach?**
- 35. Thinking about your policy change efforts, what do you think has gone well?**
- 36. What have been the most challenging aspects of your policy change efforts?**
- 37. What have each of you learned from your policy change efforts that would be helpful for other organizations to know?**
- 38. Okay, we’ve talked about training, measurement and evaluation, communication, and policy. Are there other areas that your organization is working on as it relates to the MCC?**

Looking Ahead

Finally, we would like to hear about the work your organization has planned for the future.

39. How are you feeling about your progress toward your goals for MCC?

40. What is next on the horizon for the organization?

- a. If not mentioned, probe for next steps for: training plans, measurement and evaluation, communications, and work on policy.

41. What aspects of your organization's upcoming work are each of you looking forward to most?

42. What concerns, if any, do each of you have about your organization's upcoming work?

Closing

43. Is there anything else that you would like to add?

Summer 2024 Partner Interview Protocol

Introductions

[If needed] First, we would like to know a little about each of you.

Q1. Can everyone please go around and share your name and role at your organization?

Opening (15 min)

Next, we want to do a rapid-fire check-in about progress, to date. In the last interview, we discussed progress and lessons learned in four areas:

- Training and training development
- Measurement and evaluation
- Communications
- Policy

Q2. Let's revisit each area, starting with training. Have there been any new developments we should discuss?

- Are there any new lessons learned or aha! moments?
- Looking back, is there anything you would have done differently now that you know what you know?

Q3-Q5. Repeat for measurement and evaluation, communications, and policy, as needed.

Call to Action (45 min)

Thanks for those updates – let's move on so we can talk about quality coaching and the role of coach training. We've been grappling with two questions during our work on the MCC: what makes a quality coach and what makes a trained coach and we understand that they are related but we want to unpack each of these with the MCC Partners.

Q6. Let's start with a big question: What makes a coach a *quality* coach?

- Probe about where these ideas are coming from and if they are drawing from anything in particular.

Q7. Great – let's hold that definition of a quality coach as the north star for this conversation and your response to my next question. **What makes a coach a trained coach?**

- Probe to capture the Partner's organizational perspective and also the bigger picture about coaches in the field. Avoid the narrow framing around compliance for each Partner.

Q8. When thinking about quality, trained coaches, how does the youth development and social and emotional learning piece fit in?

Q9. Bearing all of that in mind, what does a coach need to become a quality, trained coach?

- Probe: What are the foundations or essentials?
- Probe: What is needed after a coach is initially trained, if anything?
- Probe, if needed: What else, beyond training, is needed to ensure the coach is a quality coach?

Q10. Let's keep building. **If you consider everything we've just discussed** [recap for the respondents], **what do you see as the top 2 or 3 biggest barriers?**

Q11. What already exists in the field or related fields that could be leveraged or is an asset to build from?

Q12. What is still needed in the field to reach that north star around quality, trained coaches?

- Probe around measurement, communications, and policy if needed

Coalition-Building (15 min)

The power of the MCC lies in its cadre of Partners and the combined reach this group has when it works together. We just articulated what it means to be a quality trained coach, what coaches need, and the barriers, assets, and needs in getting there. Bearing all of that in mind, we'd like to conclude with a discussion about what you think the group or subgroups can or should do next to continue moving the work forward.

Q13. Let's start big: where do you think the work goes from here?

- What should the group do, big picture? What does that look like in the shorter and longer term?
- Who is "the group?" and is there anyone not at the table yet that should be?
- What would be needed to do that effectively?

Next Steps for Partner (10 min)

Q14. Thank you so much for this great discussion. We have one final question: What is next for **[Partner]**?

Appendix C. Partner Training Document Review

Appendix C presents the Partner trainings we reviewed and the process we used to review them.

Exhibit C–1. Partner Training Document

Partner name	Training name	Training format
Center for Healing & Justice Through Sport	Healing-Centered Sport	In-person or virtual facilitated
Center for Healing & Justice Through Sport	Sports-Based Youth Development	In-person or virtual facilitated
Girls on the Run	National Coach Training 2.0 (Part 1)	Online course
Girls on the Run	National Coach Training 2.0 (Part 2)	In-person facilitated
How to Coach Kids	How to Coach Kids	Online course
How to Coach Kids	How to Coach Girls	Online course
Little League	Diamond Leader Training	Online course
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Fostering a Positive Team Environment	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Improving Mental Strategies for Athletic Performance	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Supporting Student Athlete Mental Health	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Developing Leaders	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Key Practices for Teaching Life Skills in Sport	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Promoting Positive Behavior and Engagement	In-person or virtual facilitated
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Managing Stress and Pressure as Coaches	In-person or virtual facilitated

Partner name	Training name	Training format
LiFEsports, in partnership with the Ohio High School Athletic Association	Coach Beyond... Building a Community of Support	In-person or virtual facilitated
NGB Group	Coaching Fundamentals: Coaching Ethics and Philosophy	Online course with synchronous virtual meetings
NGB Group	Coaching Fundamentals: Creating a Culture of Belonging: Your Role as a Coach	Online course with synchronous virtual meetings
NGB Group	Coaching Fundamentals: Effectively Coaching Generation Z	Online course with synchronous virtual meetings
NGB Group	Coaching Fundamentals: Elevating Your Coaching IQ	Online course with synchronous virtual meetings
Positive Coaching Alliance	Coaching With Empathy	In-person or virtual facilitated
Positive Coaching Alliance	Culture, Practices, and Games	In-person or virtual facilitated
Positive Coaching Alliance	Developing the Triple Impact Competitor®	In-person or virtual facilitated
Positive Coaching Alliance	Double-Goal Coach®: Coaching for Winning and Life Lessons	In-person or virtual facilitated
Positive Coaching Alliance	Mastery: Coaching for Peak Performance	In-person or virtual facilitated
Positive Coaching Alliance	Positive Motivation: Getting the Best from Athletes	In-person or virtual facilitated
Positive Coaching Alliance	Sports Can Battle Racism	In-person or virtual facilitated
University of Washington Center for Leadership in Athletics	Foundations of Coaching: Developing Youth through Sport	Online course
US Soccer	Coach Mentor Training	In-person or virtual facilitated
US Soccer	Just Ball: Playmaker Training	In-person or virtual facilitated
US Soccer	Soccer for Success Social Emotional Learning Afterschool	In-person or virtual facilitated
US Soccer	Soccer for Success School Curriculum Training	In-person or virtual facilitated
USOPC	Making a Connection	online course
USOPC	Connecting With Your Athletes	online course
USOPC	The Power of Your Presence	online course

Partner Training Review Form

A core element of the Million Coaches Challenge implementation study is a comprehensive document review of Partner training materials. The purpose of this review is twofold: (1) identify the concepts, topics, social and emotional skills, and youth development practices and outcomes that Partners have prioritized; and (2) illuminate the training strategies Partners employ to bring these concepts to life for Coaches.

The document review will occur in two phases. The first phase requires a review of Partner training materials to identify and “pull out” the relevant information. That is the purpose of this document. The second phase involves systematic coding of the information gleaned from the training materials review (i.e., this document). Each reviewer will complete this training overview form for each discrete **training** submitted by Partners as part of their training strategy. For some Partners who may only have one training, only one form will be created. For other Partners with multiple trainings, multiple forms will be created.

Reviewer details	
Reviewer Name	
Review Date	
Materials Used to Complete Review	

Training basics	
Partner Name	
Name of Training	
Name of Training Suite <i>(if applicable)</i>	
Training Requirement <i>(Mandatory for All, Mandatory for Some/Voluntary for Others, Voluntary)</i>	
Training Mode of Delivery <i>(In-Person Only, Virtual Only, Hybrid)</i>	
Length of Training <i>(Take verbatim from training materials if available and we will determine how best to code later)</i>	
Training Can Stand Alone <i>(Does it make sense without other modules or materials? Yes, No, Unclear)</i>	
Training Is Part of a Suite of Trainings <i>(Yes, No, Unclear)</i>	

Training Approach and Learning Strategies

In this section, please describe *how* the training is delivered to Coaches.

Please outline the major sections of the training (e.g., overview/agenda, content, break, reflection, Q&A)

-
-

Adult learning strategies	Present? (Yes/No)	Description of HOW (if needed)
Interactive		
Self-paced (<i>go at your own speed</i>)		
Self-guided (<i>you get to determine what you learn and when; there are multiple learning paths</i>)		
Ice breaker or similar mechanism to build community and group connectedness		
Group agreements/norms		
Making it relevant to the learner (<i>training might prompt the learner to think about something personal or relevant in their own lives</i>)		
Making it relevant to coaching (<i>training shares the why or gives examples about how this content relates back to being a better coach or supporting athletes</i>)		
Summarizing content for the learning (<i>key takeaways, summaries</i>)		
Mechanisms to apply learning during the training (<i>e.g., scenarios, quizzes</i>)		
Time for self-reflection (<i>rating, journaling</i>)		
Action-orientation or approach to next steps after the training (<i>e.g., write down three things you will do after this training</i>)		
Additional resources made available for more learning		
Other		

Training Content

In this section, please list the concepts, topics, social and emotional skills, and youth development practices and outcomes that are described in the training. For each section, please bullet the information using content and language directly from the training (stay as close to verbatim as possible).

What is the goal/objectives/outcomes for the training?

Note: please stick as closely to the Partner's language when identifying content in this section. Synonyms or near-proximity terms are allowed so long as you observe the nuance between the terms and enter information accordingly.

■

What language does the Partner use to ground the training (e.g., social and emotional learning or SEL; youth development or YD; something else)? Don't include full definitions, just a list of terms is fine. Focus is on language choice.

■

What SEL/YD competencies for Coaches are covered in this training? In other words – what internal attitudes or skills is the training working to develop within coaches? Include a brief definition to the extent it will be helpful during coding. Look for headers, lists that define key terms.

■

What SEL/YD competencies for athletes are covered in this training? In this case, the focus will be on what coaches do to develop attitudes/skills in athletes. Include a brief definition to the extent it will be helpful during coding. Look for headers, lists that define key terms.

■

What coaching practices and strategies are covered in this training? In other words, what is the training asking coaches to do in terms of interactions with athletes, parents etc.?

■

Does the training or materials identify well-known/widely established frameworks that it is aligned with? For example, the Call for Coaches, CASEL, Quality Coaching Framework. This must be explicitly named within the training overview from the Partner or in the training itself. We will not make inferences based on content alone.

■

Other/Miscellaneous Information

Please use this space to describe other elements of the training not otherwise captured on this form.

■

Additional Ideas and Themes

Please use the data in the second round Excel file to denote “yes” if present. Take caution to ensure that you assign a “yes” for the appropriate training, as indicated in the notes section.

Additional ideas and themes	Present? (Yes)
What is your why?	
Think back to a great coach/what makes for a great coach?	
What will your athletes remember about you?	
“We are all in this together”	
The technical (sport) alone is not enough – coaching lays the foundation/environment is key	
Not just about winning/Moving beyond wins and losses to...	
Growth mindset	
Mastery focus	
Trauma/ACEs	
Stress	
Mental health	
Brain science	

Appendix D. Million Coaches Challenge Coach Perception Survey (Current Version: Survey Administration Wave 6)

Appendix D presents the current version of the MCC Coach Perception Survey that was administered in the spring and fall of 2025. Prior versions of the survey are available upon a request.

Screen 1

1. Do you agree to participate in this survey? **Click “Yes, begin the survey” below.** (Required question)
 - Yes, begin the survey
 - No, I do not wish to participate in this survey (skip to disqualification page)

Screen 2

2. Please confirm that you are over 18 years of age (Required question)
 - a. Yes, I am over 18 years of age
 - b. No, I am under 18 years of age (skip to disqualification page)

Screen 3

You are receiving this survey because our records indicate that you participated in **PARTNER NAME: NAME OF TRAINING(S)**.

3. Did you participate in **PARTNER NAME: NAME OF TRAINING(S)**? (Required question)
 - a. Yes
 - b. No [skip to Screen 6]

Screen 4

4. Was your participation in **PARTNER NAME NAME OF TRAINING(S)**:
 - a. Voluntary
 - b. Required
 - c. Both
 - d. I'm not sure

Screen 5

5. Did you attend multiple trainings through **PARTNER NAME**?
 - a. No, I attended one training
 - b. Yes, I attended multiple trainings

- c. I'm not sure
- 6. What format was the training you attended through **PARTNER NAME**?
 - a. Online asynchronous
 - b. Online facilitated (live)
 - c. In-person
 - d. Combination of online and in-person (hybrid)
 - e. Other
 - f. I'm not sure

Screen 6

7. Besides **PARTNER NAME**, have you attended other trainings through any of the following organizations? Please select all that apply.
- ☐ Center for Healing & Justice Through Sport
 - ☐ Coach Beyond...developed by OSU LiFEsports and OHSAA
 - ☐ Girls on the Run
 - ☐ How to Coach Kids
 - ☐ Laureus Sport for Good
 - ☐ Little League
 - ☐ National Recreation and Park Association
 - ☐ Positive Coaching Alliance
 - ☐ U.S. Olympic and Paralympic Committee
 - ☐ U.S. Soccer Foundation
 - ☐ Washington Interscholastic Activities Association
 - ☐ USA Fencing (NGB group)
 - ☐ USA Triathlon (NGB group)
 - ☐ USA Weightlifting (NGB group)
 - ☐ I have not attended training(s) with any of these organizations [skip to disqualification page if respondent selected this response and selected No for Screen 3]

Screen 7

Next, we would like to understand more about your training experience and outcomes.

8. Have you coached your sport within the last 6 months?
- ☐ Yes
 - ☐ No [skip to Disqualification page]

Screen 8

By participating in coach training, there may be many positive outcomes for you as a Coach.

9. First, we would like to know whether you experienced any of the following outcomes related to **helping athletes develop life skills** as a result of participating in this training. Please indicate how much you agree with the following statements: (respondents may only select one response per row)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I gained new knowledge about helping athletes develop life skills.					
I learned new skills to help athletes develop life skills.					
I changed my coaching practice to help athletes develop life skills.					
I feel more confident in my ability to help athletes develop life skills.					
I think all coaches would benefit from having the foundational knowledge and skills to help athletes develop life skills.					

Screen 9

10. Next, we would like to know whether you experienced any of the following outcomes related to **creating an environment where all athletes feel safe to be themselves** as a result of participating in this training. Please indicate how much you agree with the following statements: (respondents may only select one response per row)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I gained new knowledge about creating an environment where all athletes feel safe to be themselves.					
I learned new skills to create an environment where all athletes feel safe to be themselves.					

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I changed my coaching practice to create an environment where all athletes feel safe to be themselves.					
I feel more confident in my ability to create an environment where all athletes feel safe to be themselves.					
I think all coaches would benefit from having the foundational knowledge and skills to create an environment where all athletes feel safe to be themselves.					

Screen 10

11. Now, we would like to know whether you experienced any of the following outcomes related to **fostering positive relationships with the athletes that you coach** as a result of participating in this training. Please indicate how much you agree with the following statements: (respondents may only select one response per row)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I gained new knowledge about fostering positive relationships with the athletes that I coach.					
I learned new skills to foster positive relationships with the athletes that I coach.					
I changed my coaching practice to foster positive relationships with the athletes that I coach.					
I feel more confident in my ability to foster positive relationships with the athletes that I coach.					

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I think all coaches would benefit from having the foundational knowledge and skills to foster relationships with the athletes that they coach.					

Screen 11

12. Next, we would like to know whether you experienced any of the following outcomes related to **supporting athletes as they develop positive relationships with each other** as a result of participating in this training. Please indicate how much you agree with the following statements: (respondents may only select one response per row)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I gained new knowledge about supporting athletes as they develop positive relationships with each other.					
I learned new skills to support athletes as they develop positive relationships with each other.					
I changed my coaching practice to support athletes as they develop positive relationships with each other.					
I feel more confident in my ability to support athletes as they develop positive relationships with each other.					
I think all coaches would benefit from having the foundational knowledge and skills to support athletes as they develop positive relationships with each other.					

Screen 12

13. Next, we would like to know whether you experienced any of the following outcomes related to **supporting athlete mental health** as a result of participating in this training. Please indicate how much you agree with the following statements: (respondents may only select one response per row)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable – This Was Not Covered in Training
I gained new knowledge about supporting athlete mental health.					
I learned new skills to support athlete mental health.					
I changed my coaching practice to support athlete mental health.					
I feel more confident in my ability to support athlete mental health.					
I think all coaches would benefit from having the foundational knowledge and skills to support athlete mental health.					

Screen 13

(If respondent selects that they have already changed their practice for items)

14. You indicated that you have already changed your coaching practice. We would love to learn more about what you have changed and why. (open ended response item)

Screen 14

Please rate your agreement with the following statement:

15. Participating in this training has made me a better coach.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Screen 15

16. Please share more about your response to the previous question.

Screen 16

17. How likely are you to continue coaching in the future?

- Not at all likely
- Somewhat likely
- Very likely
- I am already confirmed to coach in the future

Screen 17

18. To what extent has your participation in the training contributed to your plans to continue coaching in the future?

- The training(s) **did not influence** my coaching plans for the future
- The trainings **negatively influenced** my plans to continue coaching – I am unsure I want to continue coaching because of my participation in this training
- The trainings **positively influenced** my plans to continue coaching – I want to continue coaching because of my participation in this training

Screen 18

(If respondent selects that the trainings had a positive influence on coaching again)

19. You indicated that your participation in the training made/makes you want to coach again. Please tell us more about how or why this training had that influence on you.

Screen 19

In addition to outcomes for you, as a Coach, you may also aim for positive outcomes with the athletes that you coach.

20. To what extent do you attribute the following possible athlete outcomes to your **participation in the training?**
(select one item per row)

As a result of my participation in this training, the athletes I coach will...	I do not think this will happen.	I think this will happen eventually.	I have already observed this outcome.
Improve their life skills (e.g., social skills, emotion management, goal-setting, leadership, decision-making)	..	..	..
Develop stronger relationships with other athletes	..	..	..
Experience improved mental health related to their participation in this sport	..	..	..

As a result of my participation in this training, the athletes I coach will...	I do not think this will happen.	I think this will happen eventually.	I have already observed this outcome.
Experience more joy in their sport	..	..	..
Experience greater success in their sport overall	..	..	..
Experience greater success in their life outside of this sport	..	..	..

Screen 20

21. Do you think your participation in **the training** has an influence on athlete retention?

My participation in this training...

- Did not have an influence on athlete retention
- Had a **negative influence** on athlete retention (athletes are **less likely to return** to this sport as a result)
- Had a **positive influence** on athlete retention (athletes are **more likely to return** to this sport as a result)

Screen 21

(If respondent selects that they have already observed athlete outcomes)

22. You indicated that you have already observed athlete outcomes as a result of your participation in the training. Please describe the changes in your athletes that you have observed. (open-ended response field)

Screen 22

Before we conclude the survey, we would like to know a little more about you. We know that each Coach is unique so learning more about you may help us to understand how different coaches think about their training experience and potential outcomes.

23. How many years have you served as a coach for any sport?

- I am in my first year as a coach
- 2-4 years
- 5-9 years
- 10-19 years
- 20+ years

Screen 23

24. What is the **primary** sport you currently coach?

- Soccer
- Wrestling
- Fencing

- Baseball
- Weightlifting
- Running
- Triathlon
- Football
- Tennis
- Hockey
- Basketball
- Volleyball
- Lacrosse
- Dance
- Other (please specify) (programmed with Other response option that includes open-ended field to specify sport)

Screen 24

25. How many years have you coached [use piping to insert primary sport from Screen 23]?

- This is my first year
- 2-4 years
- 5-9 years
- 10-19 years
- 20+ years

Screen 25

26. How many years have you been involved with **PARTNER NAME**?

- This is my first year
- 2-4 years
- 5-9 years
- 10-19 years
- 20+ years

Screen 26

27. What is your gender?

- Female
- Male
- Prefer not to say

Screen 27

28. What is your age?

- 18–29 years old
- 30–45 years old
- 46–60 years old
- Over 60
- Prefer not to say

Screen 28

29. What is your race and/or ethnicity? Please select all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Middle Eastern or North African
- Native Hawaiian or other Pacific Islander
- White
- Prefer not to say
- Some other race or ethnicity (please specify): (programmed with Some other race or ethnicity response option that includes open-ended field to specify race or ethnicity)

Screen 29

30. Where do you primarily coach?

City: _____ (open ended response field)

State: _____ (drop down menu of states, including Washington D.C.)

Zip: _____ (open ended response field)

- I coach in multiple locations
- I coach outside the U.S.

Appendix E. Coach Survey Administration Waves

The American Institutes for Research (AIR) administered the Million Coaches Challenge (MCC) Coach Perception Survey every 6 months (once in the spring and once in the fall). We administered the survey across six waves, with each wave lasting 4–7 weeks. Exhibit E–1 details the timing of each survey administration wave and which coaches were invited to participate.

Exhibit E–1. MCC Coach Perception Survey Administration Waves

Wave	Survey launch date	Survey close date	For coaches trained between
Wave 1	April 12, 2023	May 31, 2023	June 1, 2022–February 28, 2023
Wave 2	September 18, 2023	October 27, 2023	March 1, 2023–July 15, 2023
Wave 3	April 8, 2024	May 3, 2024	July 16, 2023–February 29, 2024
Wave 4	September 16, 2024	October 11, 2024	March 1, 2024–July 15, 2024
Wave 5	April 7, 2025	May 2, 2025	July 16, 2024–February 28, 2025
Wave 6	October 13, 2025	November 7, 2025	March 1, 2025–September 15, 2025

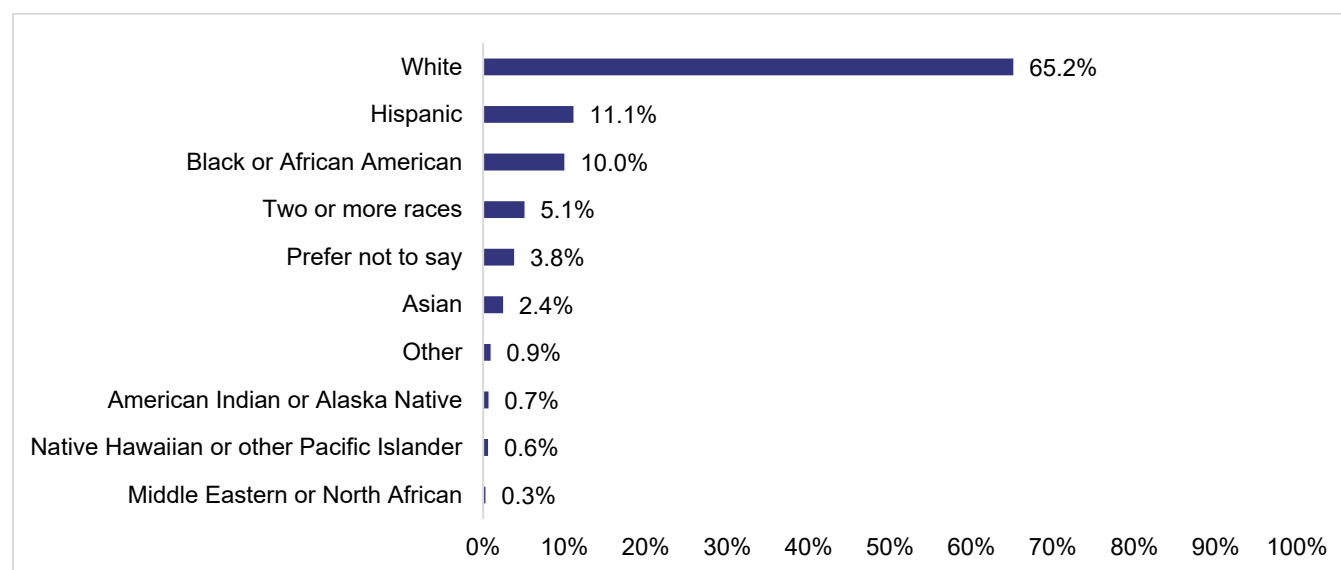
Appendix F. Coach Survey Participant Characteristics

Appendix F provides information about demographic characteristics and training participation for coaches who responded to the Million Coaches Challenge (MCC) Coach Perception Survey.

Respondent Race and Ethnicity

Most respondents identified as White, (65.2%, $n = 7,022$), with Hispanic or Latinx (11.1%, $n = 1,196$) and Black or African American (10.0%, $n = 1,075$) rounding out the three most common responses. The race and ethnicity of respondents varied after the top three most common responses, with 5.1% of respondents ($n = 547$) identifying as two or more races, and 2.4% ($n = 264$) identifying as Asian. Less than 1% of respondents identified as American Indian or Alaska Native (0.7%, $n = 71$), Native Hawaiian or Other Pacific Islander (0.6%, $n = 65$), or Middle Eastern or North African (0.3%, $n = 30$), and 3.8% of respondents ($n = 410$) preferred not to disclose their race or ethnicity. An additional 0.9% of respondents ($n = 98$) identified their race and ethnicity as “Other.” Exhibit F-1 presents the races and ethnicities of survey respondents.

Exhibit F–1. Survey Respondent Race and Ethnicity

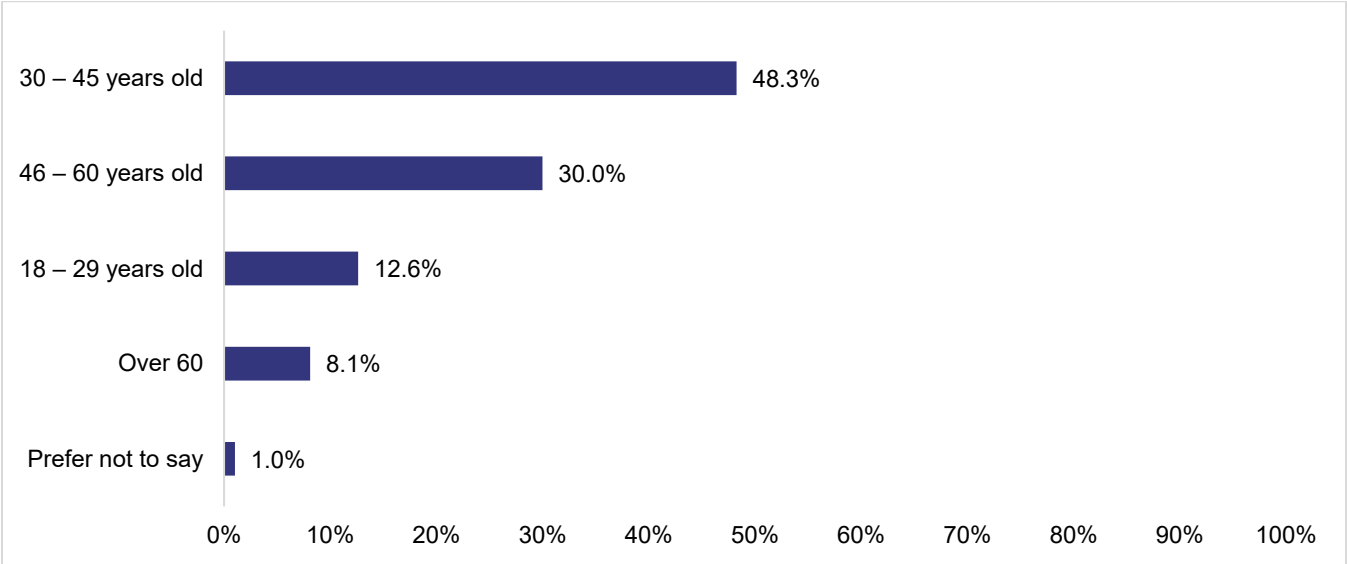


Note. $N = 10,778$

Respondent Age

Most respondents were 30–60 years old. About half of respondents indicated that they were 30–45 years old (48.3%, $n = 5,234$) and 30.0% ($n = 3,252$) indicated that they were 46–60 years old. Respondents who were 18–29 years old accounted for just 12.6% of those surveyed ($n = 1,369$). The smallest age group was respondents over 60 (8.1%, $n = 880$). An additional 1.0% of respondents ($n = 111$) preferred not to share their age. Exhibit F-2 presents the ages of survey respondents.

Exhibit F–2. Survey Respondent Age

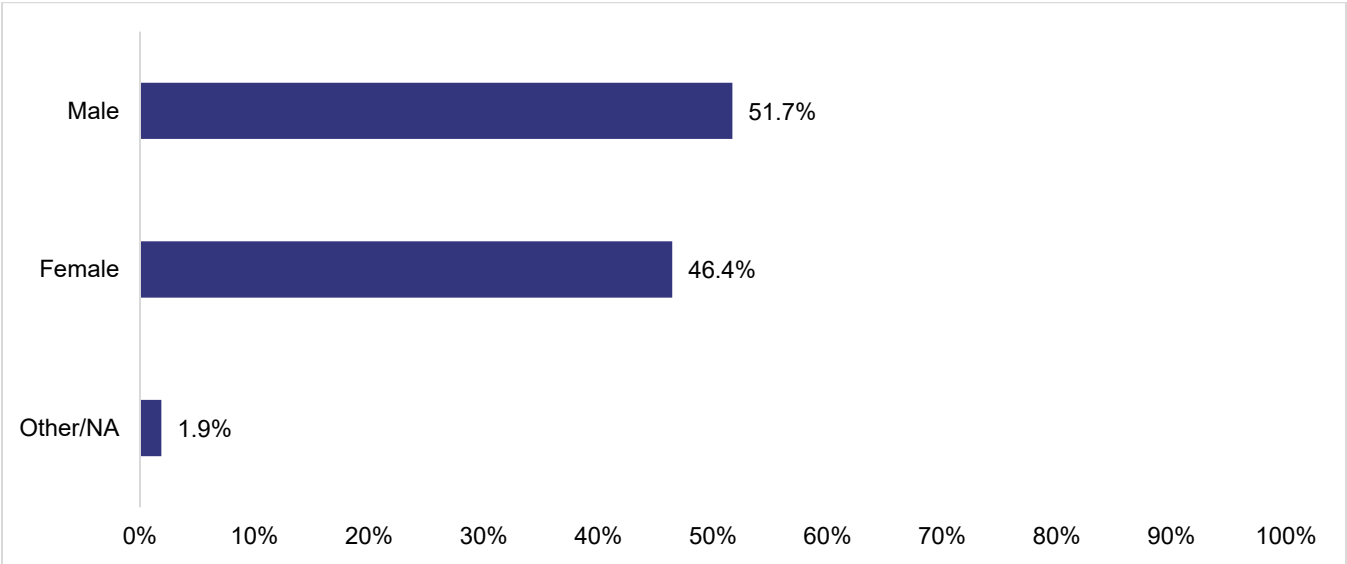


Note. *N* = 10,846

Respondent Gender

A little over half of respondents identified as male (51.7%, *n* = 5,595), slightly less than half identified as female (46.4%, *n* = 5,026), and 1.9% identified as another gender or preferred not to share their gender identity (*n* = 202). Exhibit F-3 presents the genders of survey respondents.

Exhibit F–3. Survey Respondent Gender



Note. *N* = 10,823

Respondent Location

Among respondents who reported that they were located in a U.S. state, we found that California (*n* = 1,261), Illinois (*n* = 816), Texas (*n* = 676), Florida (*n* = 669), Ohio (*n* = 652), and New York (*n* = 523) were the most

frequently reported states. Each of these states was selected by more than 5% of survey respondents. Exhibit F-4 provides the number of survey respondents located in each state.

Exhibit F–4. Survey Respondent Location

State	Number of respondents	Percent of respondents
Alabama (AL)	41	0.4%
Alaska (AK)	23	0.2%
Arizona (AZ)	299	2.9%
Arkansas (AR)	13	0.1%
California (CA)	1,261	12.4%
Colorado (CO)	222	2.2%
Connecticut (CT)	121	1.2%
Delaware (DE)	47	0.5%
District of Columbia (DC)	62	0.6%
Florida (FL)	669	6.6%
Georgia (GA)	141	1.4%
Hawaii (HI)	45	0.4%
Idaho (ID)	110	1.1%
Illinois (IL)	816	8.0%
Indiana (IN)	194	1.9%
International (INTL)	87	0.8%
Iowa (IA)	88	0.9%
Kansas (KS)	40	0.4%
Kentucky (KY)	105	1.0%
Louisiana (LA)	70	0.7%
Maine (ME)	55	0.5%
Maryland (MD)	226	2.2%
Massachusetts (MA)	256	2.5%
Michigan (MI)	310	3.0%
Minnesota (MN)	199	1.9%
Mississippi (MS)	9	0.1%
Missouri (MO)	80	0.8%

State	Number of respondents	Percent of respondents
Montana (MT)	40	0.4%
Nebraska (NE)	11	0.1%
Nevada (NV)	99	1.0%
New Hampshire (NH)	97	1.0%
New Jersey (NJ)	227	2.2%
New Mexico (NM)	42	0.4%
New York (NY)	523	5.1%
North Carolina (NC)	212	2.1%
North Dakota (ND)	6	0.1%
Ohio (OH)	652	6.4%
Oklahoma (OK)	44	0.4%
Oregon (OR)	146	1.4%
Pennsylvania (PA)	504	4.9%
Rhode Island (RI)	49	0.5%
South Carolina (SC)	92	0.9%
South Dakota (SD)	38	0.4%
Tennessee (TN)	92	0.9%
Texas (TX)	676	6.6%
Utah (UT)	67	0.7%
Vermont (VT)	19	0.2%
Virginia (VA)	424	4.2%
Washington (WA)	311	3.0%
West Virginia (WV)	81	0.8%
Wisconsin (WI)	223	2.2%
Wyoming (WY)	31	0.3%
Multiple locations	452	4.4%

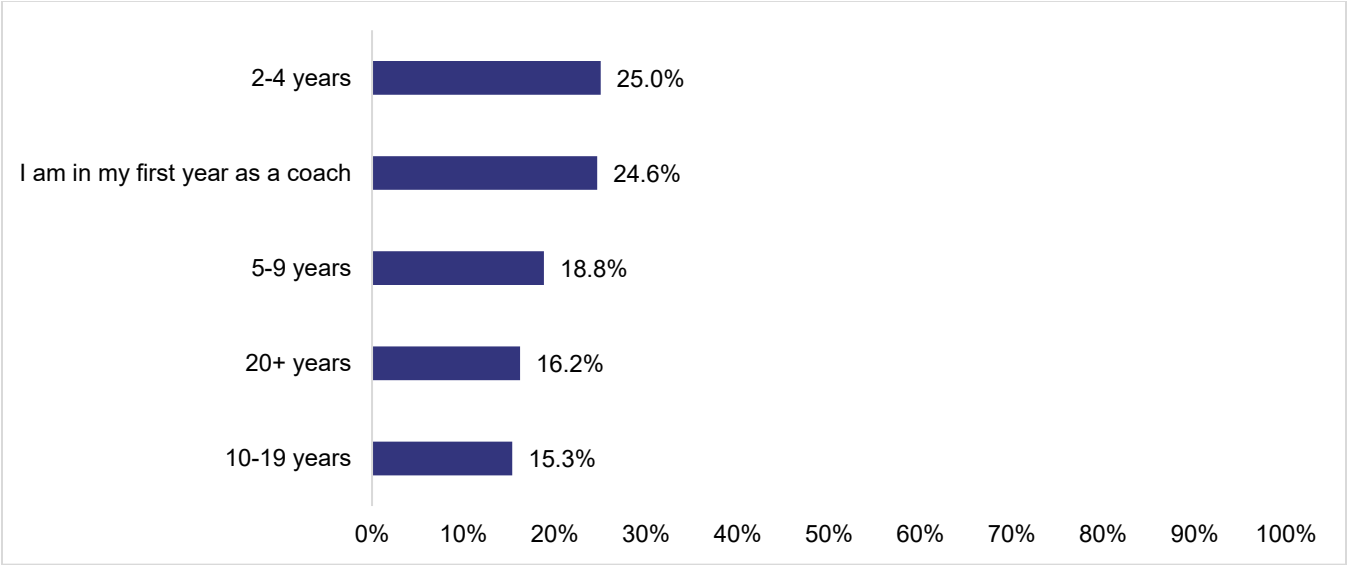
Note. $N = 10,316$

Years Coaching

About a quarter of respondents indicated that they were first-year coaches (24.6%, $n = 2,676$). Another quarter (25.0%, $n = 2,718$) indicated that they were in years 2–4 of coaching, 18.8% ($n = 2,042$) had 5–9 years of coaching experience, and 15.3% ($n = 1,666$) had 10–19 years of experience. Respondents with 20 or more years

of coaching experience accounted for 16.2% of the sample ($n = 1,760$). Exhibit F-5 presents the numbers of years survey respondents had coached sports.

Exhibit F–5. Number of Years Coaching Sports

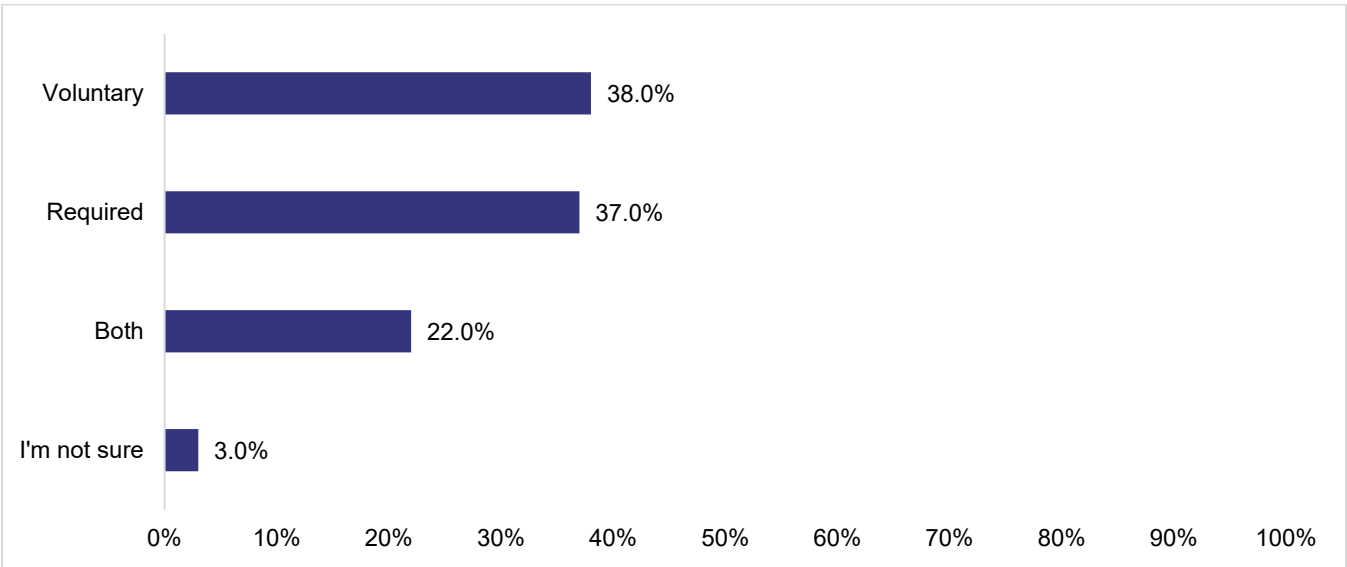


Note. $N = 10,862$

Training Participation Requirements

Slightly more than one third of respondents indicated that their training participation was voluntary (38.0%, $n = 5,233$), while a third (37.0%, $n = 5,090$) reported that their participation was required. Slightly less than one quarter of respondents (22.0%, $n = 3,025$) reported that their training was both voluntary and required, which may be because they participated in multiple trainings. Exhibit F-6 presents information about whether survey respondents attended voluntary or required trainings.

Exhibit F–6. Training Participation: Required or Voluntary

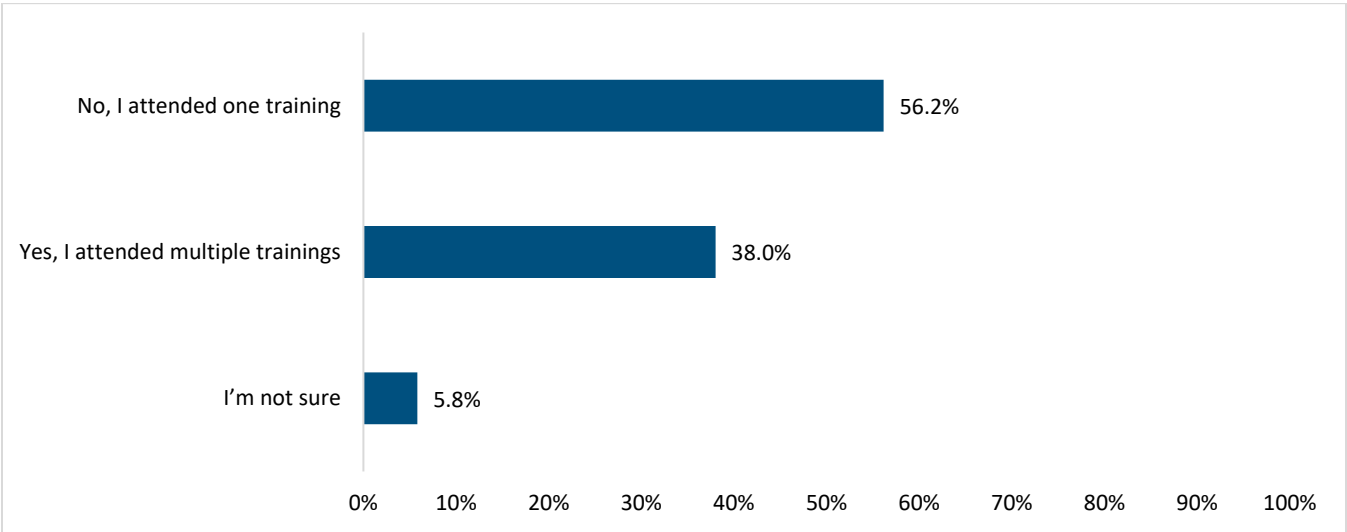


Note. $N = 13,761$

Multiple Trainings

Over half of respondents (56.2%, $n = 7,725$) attended a single training, and over a third (38.0%, $n = 5,230$) attended multiple trainings. Exhibit F-7 presents information about whether survey respondents attended one or multiple trainings.

Exhibit F-7. Multiple Trainings Attended

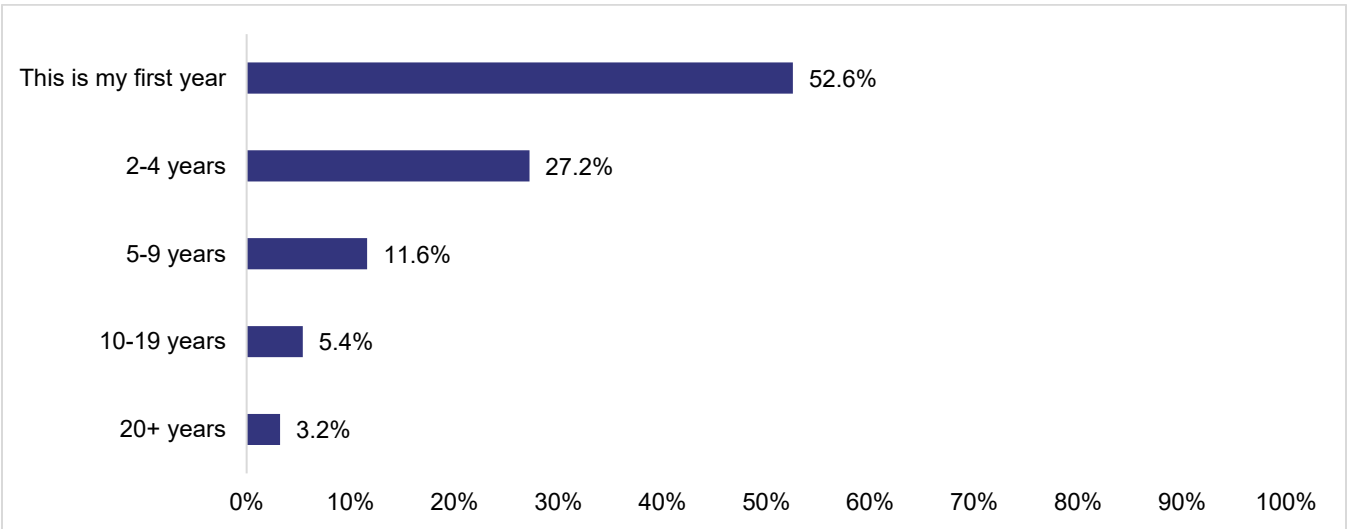


Note. $N = 13,756$

Years Involved With Training Provider

Slightly more than half of respondents were in their first year of being involved with the MCC Partner that provided the training (52.6%, $n = 5,679$). A quarter of respondents (27.2%, $n = 2,940$) had been involved with their training organization for 2–4 years, and 11.6% ($n = 1,253$) had been involved with their training organization for 5–9 years. Nearly 9% of respondents ($n = 932$) had been involved with their organization for at least 10 years. Exhibit F-8 presents the numbers of years survey respondents had been involved with the training organization.

Exhibit F-8. Years Involved With Training Organization



Note. $N = 10,804$

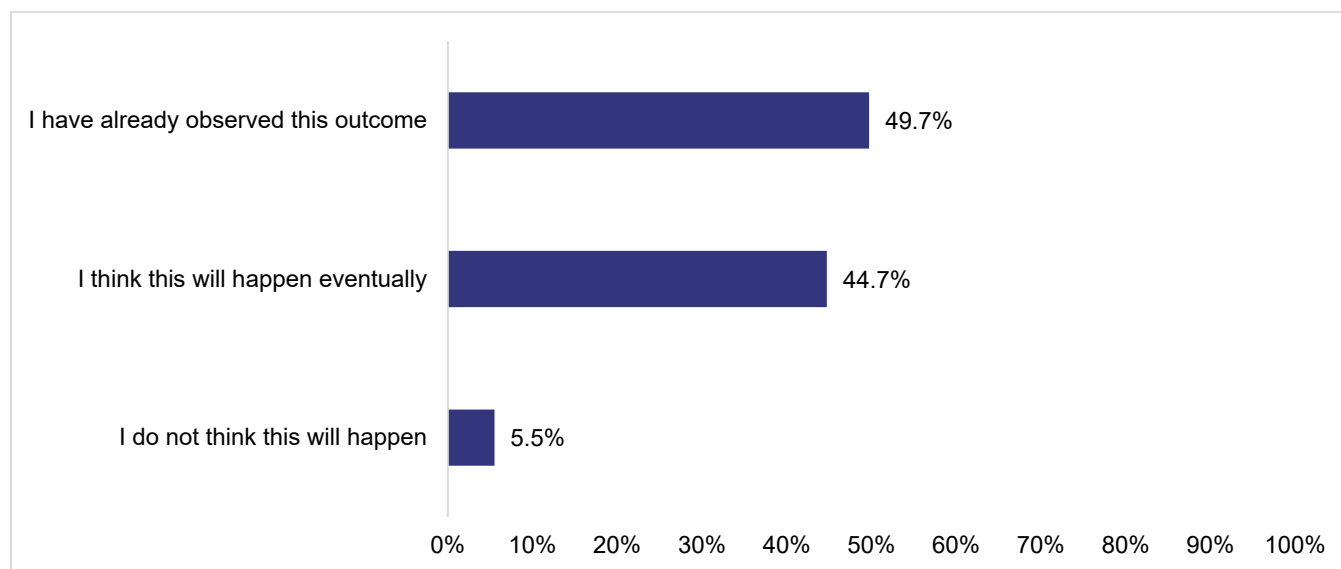
Appendix G. Youth Outcomes

Appendix G presents findings from the Million Coaches Challenge (MCC) Coach Perception Survey related to questions about coaches' perceptions of athletes' personal and social outcomes.

Improving Life Skills

Nearly half of respondents (49.7%, $n = 5,378$) reported that they had observed an improvement in athletes' life skills. Additionally, 44.7% of respondents ($n = 4,839$) thought that, eventually, the training would improve athletes' life skills. Only 5.5% of respondents ($n = 597$) did not think this outcome would happen. Exhibit G-1 illustrates survey respondents' perceptions of improvements in athletes' life skills.

Exhibit G–1. Improvement in Athletes' Life Skills

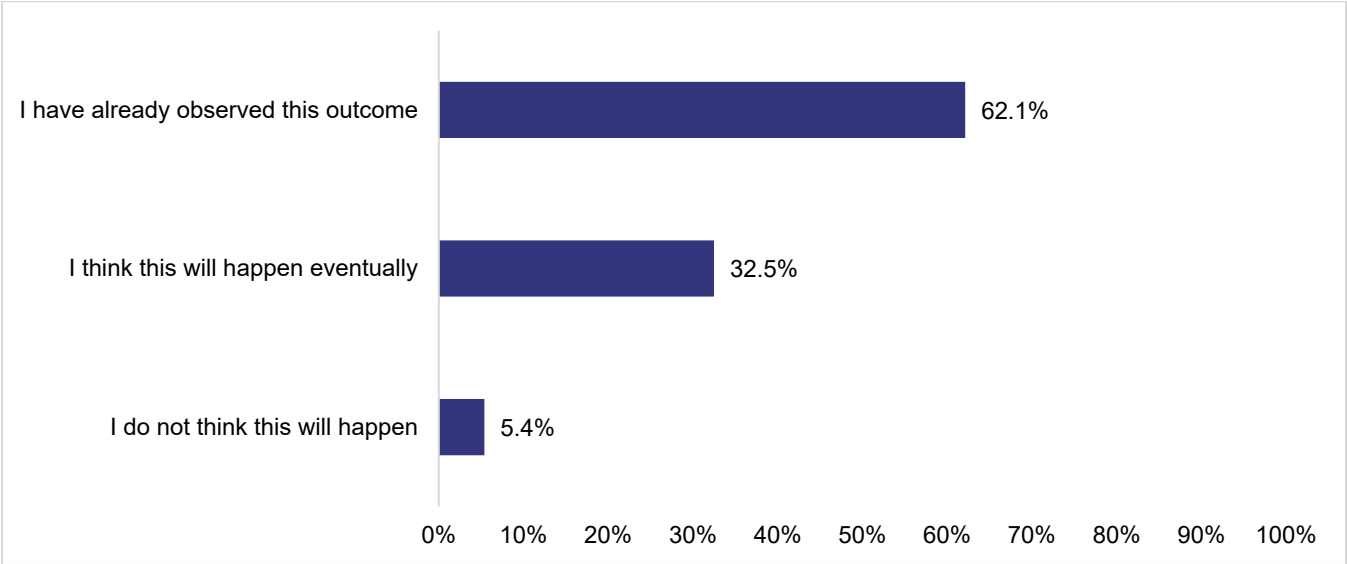


Note. $N = 10,814$

Developing Stronger Relationships With Other Athletes

As a result of training, most respondents (62.1%, $n = 6,636$) indicated that athletes were developing stronger relationships with other athletes. Additionally, 32.5% of respondents ($n = 3,469$) thought that, eventually, athletes would develop stronger relationships with one another. Only 5.4% of respondents ($n = 575$) did not think this outcome would happen. Exhibit G-2 illustrates survey respondents' perceptions of improvements in athletes' relationships with other athletes.

Exhibit G–2. Athletes Developed Stronger Relationships With Other Athletes

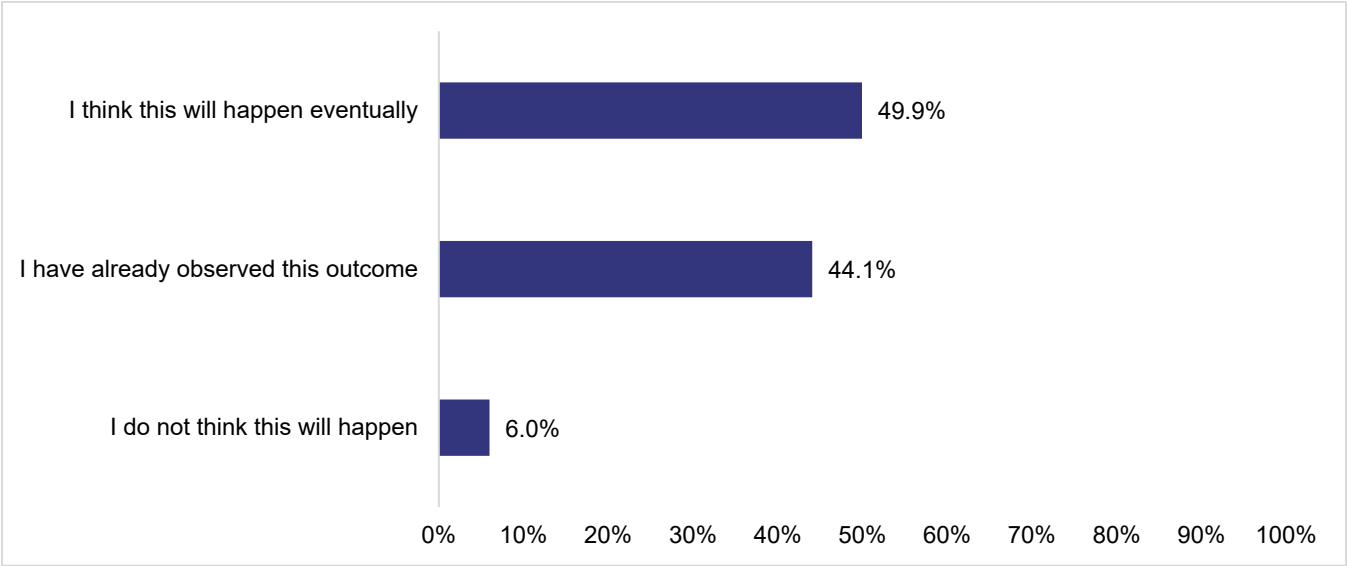


Note. $N = 10,680$

Improved Mental Health

As a result of training, half of respondents (49.9%, $n = 5,322$) thought that athletes would eventually see an improvement in their mental health. Similarly, almost half of respondents (44.1%, $n = 4,697$) indicated that they had observed improved mental health in athletes related to their participation. Only 6.0% of respondents ($n = 637$) did not think this outcome would happen. Exhibit G-3 illustrates survey respondents' perceptions of improvements in athletes' mental health.

Exhibit G–3. Athletes Experienced Improved Mental Health Related to Their Participation in This Sport

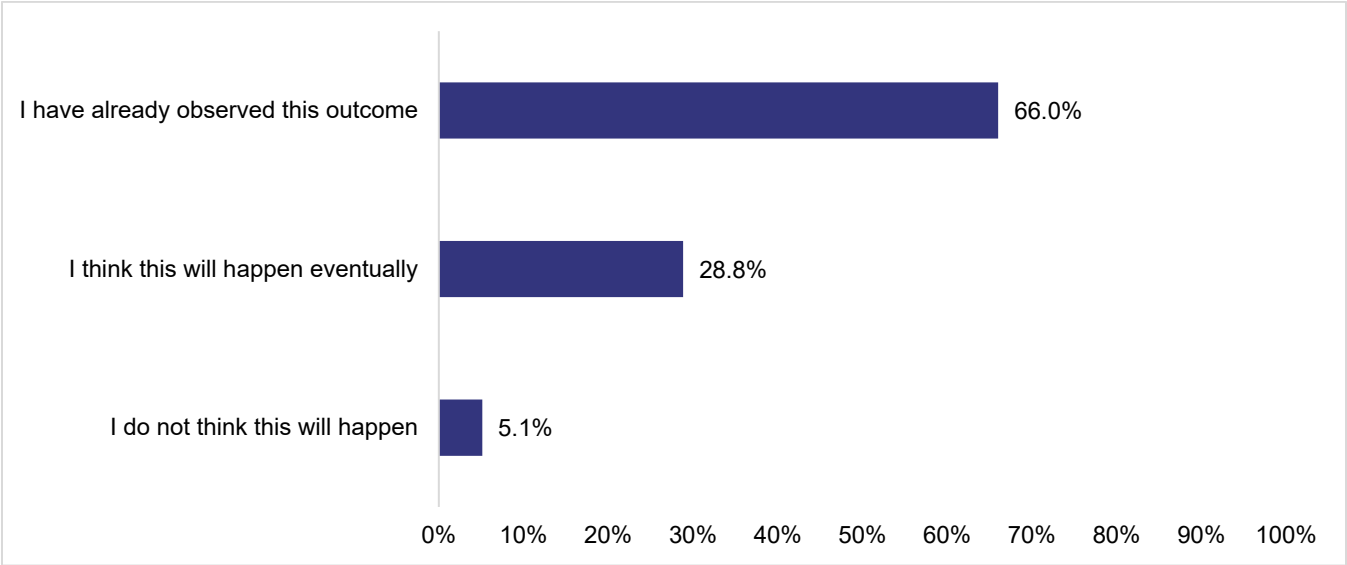


Note. $N = 10,656$

Experiencing More Joy in Their Sport

As a result of training, most respondents (66.0%, $n = 7,008$) indicated that they had observed athletes experiencing more joy in their sport. An additional quarter of respondents (28.8%, $n = 3,061$) thought that, eventually, athletes would experience more joy in their sport. Only 5.1% of respondents ($n = 544$) did not think this outcome would happen. Exhibit G-4 illustrates survey respondents' perceptions of improvements in athletes experiencing joy in their sport.

Exhibit G-4. Athletes Experienced More Joy in Their Sport

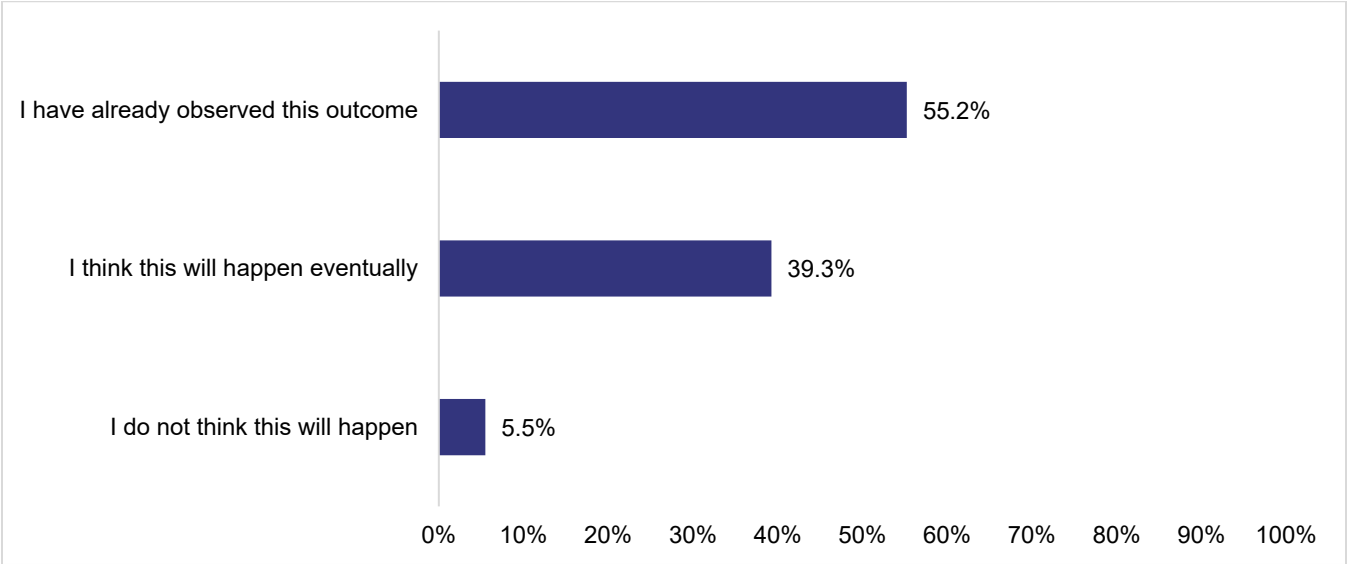


Note. $N = 10,613$

Experiencing Greater Success in Sport

Over half of respondents (55.2%, $n = 5,860$) reported that they had observed athletes experiencing greater success in their sport overall as a result of training. Additionally, 39.3% of respondents ($n = 4,164$) thought that, eventually, athletes would experience greater success in their sport overall. Only 5.5% of respondents ($n = 583$) did not think this outcome would happen. Exhibit G-5 illustrates survey respondents' perceptions of improvements in athletes experiencing greater success in sport.

Exhibit G–5. Athletes Experienced Greater Success in Their Sport Overall

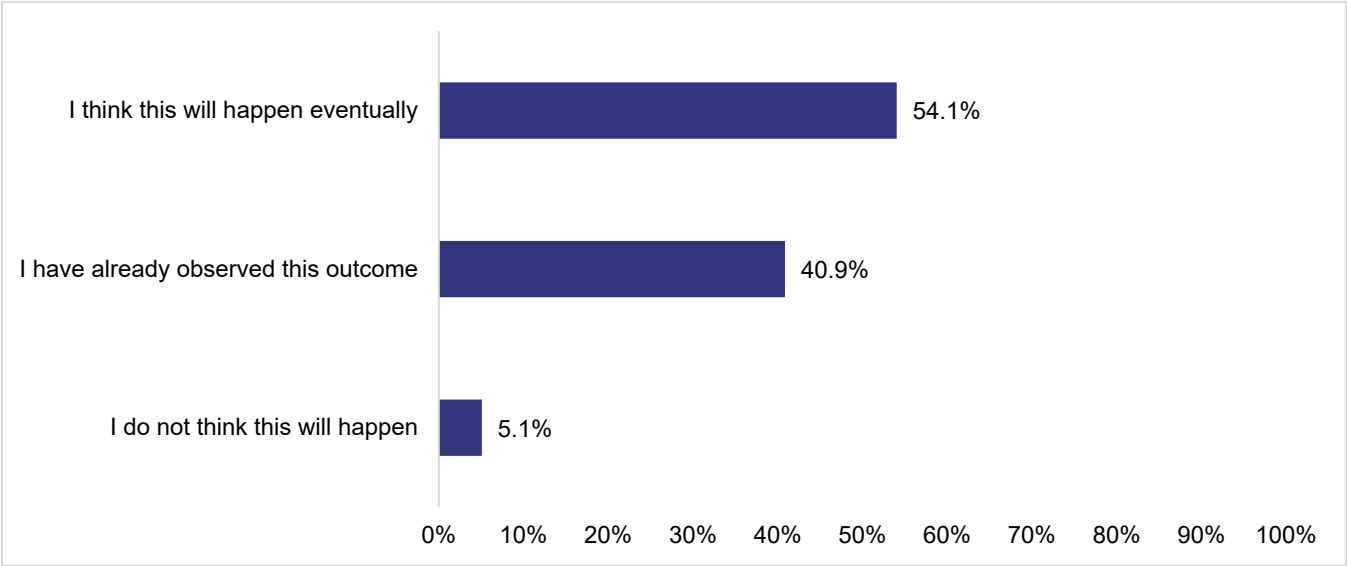


Note. N = 10,607

Experiencing Greater Success in Life Outside of Sport

As a result of training, over half of respondents (54.1%, *n* = 5,728) indicated that they thought athletes would eventually experience greater success in life outside their sport. Additionally, 40.9% of respondents (*n* = 4,330) indicated that they had already observed athletes experiencing greater success in their life outside of sports. Only 5.1% of respondents (*n* = 538) did not think this outcome would happen. Exhibit G-6 illustrates survey respondents' perceptions of improvements in athletes experiencing success in life outside of sport.

Exhibit G–6. Athletes Experienced Greater Success in Their Life Outside of Sport



Note. N = 10,596