



## **“Kid-Focused, Coach-Driven: What Training is Needed?”**

### Roundtable Summary

There are more than 6.5 million youth sports coaches in the U.S., according to original data developed for the Aspen Institute’s Project Play by the Sports & Fitness Industry Association. Of these coaches of children ages 14 and under, fewer than 30 percent have received training in sport-specific skills and only 19 percent in effective motivational techniques. This is of particular concern given that a primary reason kids drop out of sports is because of a bad experience. Once kids leave sports, it’s difficult to get them back. They may well miss out on the benefits of sports and physical activity for the rest of their lives.

On November 20, 2013, the Aspen Institute’s Sports & Society Program convened more than 30 national leaders in sport and coaching at the U.S. Olympic Training Center in Colorado Springs. The goal of the roundtable was to gather expert insights and collectively determine an appropriate path for stakeholders to develop a simple, scalable, affordable platform to help youth coaches deliver early positive experiences. Ultimately, such a platform would aim to drastically increase the number of trained youth coaches in the U.S.

### OUTCOMES

The roundtable established a common understanding and point of view on:

- What good youth coaching looks like
- The minimum requirements for a “good” coach
- The optimal way to deliver training at scale
- How organizations can support, adapt and draw from a coaching platform

### STIMULUS MATERIALS: CASE STUDIES AND EXPERTISE

The agenda was structured to allow lead discussants to present research and insights for others to react to. These included:

- **What is the state of youth coaching in the U.S.?**  
*Garrett Beatty, University of Florida*
- **Think Globally: What does the International Sport Coaching Framework offer?**  
*Sergio Lara-Barcia, International Council for Coaching Excellence*
- **Act locally: What does good youth coaching look like?**  
*Dr. Frank Smoll, University of Washington*
- **What’s the best way to align, push training down the pipeline?**  
*Chris Snyder, U.S. Olympic Committee*

The insights and observations that appear below were captured in response to these four presentations. Please also note that much of the data covered in these presentations is included in the Supporting Materials section at the end of this document.

### TOPLINE FINDINGS AND SELECT OBSERVATIONS

Participants were clearly united in their belief that increasing the number of trained coaches in the U.S. is critical to increasing the number of children who have early positive experiences with sports. In a post-event survey, when asked about its importance, coach training was given a 4.8 score on a scale of 1-5. Overall, there also was significant alignment at the table and in the post-event survey regarding the key areas of emphasis needed to improve coach education. The strongest support coalesced around each of the following areas of training, as a minimum ask of all volunteer coaches working with children:

1. A **coaching philosophy** that is consistent with the “big picture” needs of children, including knowledge of age-appropriate principles of play (one of the seven Design Filters or key factors that experts say helps deliver a great experience for kids; the others are universal access, dosage & duration, fun, incentives & motivation, feedback to kids, and teach/coach/mentor)
2. Tools to guarantee **physical and emotional safety**
3. Tools to help kids **develop skills and tactics** specific to a sport

Following is a brief summary of the key themes observed.

**Program administrators are gatekeepers of quality.** Participants widely acknowledged that information flows to grassroots programs level through program administrators. This presents a significant opportunity in terms of influence and scalability. The concern is a matter of quality control. Are those administrators adequately trained? Are they validating that local coaches have completed required trainings? Is that validation credible? How do we know?

Nick Inzerello, Senior Director of Football Development for USA Football called attention to the leadership role these administrators play. “If you have a good program administrator, they’re going to follow through on the details and they’re going to sign somebody to the coaching education piece, and they’re going to say, ‘You’re responsible to ensure that every coach who steps on the field is certified and has a minimum level of compliance, to ensure that they’re creating a better, safer environment, no matter what sport it is.’ So one of the things that is important to us is spending more time on those youth football commissioners. Because they’re the gatekeepers, and they’re the ones that determine what we’re doing, and when it comes to coaching education, they’re the ones that determine what we’re doing in terms of how we’re training and educating parents.”

Ted Miller, VP and Sports Education Director at Human Kinetics, agreed with the administrators’ influence and argued for an even greater role for the best administrators. “The program ... really takes off when you’ve got an administrator who knows how to implement it, and then oversees it. Wouldn’t it be good if an administrator was observing those practice sessions, and then giving coaches feedback on that to say ‘Hey, you know, maybe you’ll want to correct some things here.’ That kind of oversight and responsibility ... a lot of these are very novice coaches, and they need that kind of feedback.”

Frank Smoll, University of Washington Psychology Professor, cautioned on the issue of quality. “When we talk about ‘train the trainers,’ then we get into the issue of fidelity. Are you training people to offer a program that will be consistent across those trainers, and that they’re actually delivering the same

program? The only study that I know of ... (is) at Michigan State, and they found that when they went out, they couldn't even recognize the program that the trainers had been trained in."

**When coaches have the opportunity to lead the way, change takes shape from the ground up.** If coaches are expected to implement change, then they ought to have a say in it. This is an intuitive concept and one that roundtable participants appeared to embrace.

Sergio Lara-Barcia, Senior Research Fellow at the International Council for Coaching Excellence, spoke of his experience in helping introduce a coach training framework in the United Kingdom that even led to a shift in competition structure. "Once coaching started to lead the way ... that had a snowball effect on all other aspects of the sport. Through coaching, we showed that this is how you get kids to stay with you, to participate, to have a good time, then that forced their sports to reconsider everything else they were doing. For example, rugby. Two years ago a child of six years of age would be involved in an eight-per-side full contact game. The stronger children get away with murder basically, and no one learns anything, and it's not fun. What's happening now? The last two years, children six years of age, they play four a side, and there's no contact. They've made the game fit the children, not the other way around."

Small addressed this from the experience of the young athlete. "Entry-level coaches, they've got to have an understanding of young athletes, and how to effectively relate to them, so that leadership skills, they actually translate into coaching styles."

**Coaches need mentorship opportunities.** Coaching is serious business and it is reasonable to expect that coaches—whether paid or volunteer—would benefit from professional development opportunities. A key aspect of that, according to our participants, is mentorship.

Garrett Beatty of the University of Florida stressed this point, saying that, "Formal coach training is limited for many coaches, and particularly for the volunteer coaches. So, situations where mentorships can be applied can be very critical, especially for volunteer coaches who aren't getting this formalized training."

Janet Carter, the CEO of Coaching Corps said, "What do volunteer coaches need? They need ongoing support ... somebody they can call and say 'I don't know what to do with this because I've got an intense bullying situation.' ... I have this vision of communities having infrastructures that provide that kind of support for volunteer coaches ... As long as you have two or three mentor coaches that then mentor two other Coaches [and so on] ... I think that would go a long way to both recognition, incentivizing this, and continuing to support Coaches to get better."

Kristen Dieffenback, University of West Virginia Associate Professor and Director of NCACE agreed. "There aren't the formal mentorship programs in the United States academic system ... Typically the coaches in the U.S. are not independent of the sport in which they're working. The coaching education they're going to receive is typically to that sport. And they're not looking for global, base foundational stuff... they don't necessarily think to seek that out, especially the beginning coaches."

**The role is undervalued.** There was some indication that volunteer coaches would never be appropriately valued until the profession of coaching is established and valued.

Paul Roetert, CEO of AAPHERD, suggested that this starts at the university level. "As we look at colleges and universities around the country, many of those colleges in the past used to provide physical

education degrees. Then people started calling them sports science programs, kinesiology programs, health and human performance, and all different names. What we really don't see are coaching education programs per se. And I think if colleges and universities started to look at coaching as a true profession and not an accidental profession, but something that people truly strived for and had an academic curriculum ... a recognized profession that people could strive for getting a degree in the field of coaching education, that would really help the overall environment."

Jim Thompson, CEO of Positive Coaching Alliance, echoed this sentiment. "Social learning theory says that people learn how to behave by looking at what other people do. And if you've got people coming out of college coaching programs who are then coaching youth sports, that begins to create a critical mass of people. So, when youth coaches look around they say, 'This guy is really getting great results from the kids and he's really positive.' And I think having that, having just more and more people who are role models who are coaching in a really positive manner, gets us closer to the tipping point so that the coach who's screaming at kids and humiliating them sticks out like a sore thumb."

USOC Director of Coaching Education Chris Snyder said, "Until we really increase the prestige of being a youth coach and the value of those youth coaches, driving people to master's degree, undergraduate degrees in coaching education would be absolutely awesome. I think we have to grow the value of being a coach in the United States, an educated coach to the consumer, and then that would actually allow the supply and demand chain kind of to grow so that there's actually demand for quality coaches which would then allow the universities to offer those opportunities in coaching education."

Ken Martel, Technical Director of the American Development Model for USA Hockey, wrote in his post-event survey, "We need to create a demand at the local level for coach training in the minds of the consumer (parents). Adults will do more research into a contractor who is going to put a new roof on their house than the coach who will be influencing and directing their most precious possession -- their child."

**Positive coaches are the best coaches.** At the start of the session, participants shared their best memories of coaches from their own childhoods. Martel, at the roundtable, shared a particularly memorable story that highlighted the value of coaches delivering an early positive experience. "My most influential coach was one of my youth coaches. Couldn't skate, went on the ice in tennis shoes, didn't know much about our sport, but he created an environment where we felt like we could do anything. We had freedom to make mistakes, he was always positive, always encouraging. And kids from southern California where I grew up didn't at that time go on to Division One college hockey on scholarship, or playing in the NHL. And out of our little group of kids they had nine players under this gentleman's tutelage growing up that went on. Three played in the NHL, the rest of us were all full scholarship Division One players from southern California, from a guy that didn't know a thing about the sport. But he knew kids, and he knew how to create the environment that allowed kids to flourish."

This sentiment was echoed throughout the day. Thompson said, "We've got thousands of people around the country who are involved with the Positive Coaching Alliance. They've taken coaching workshops. We've got close to 200 board members or chapters around the country. I would say a majority of them had a headache. The reason they came to Positive Coaching Alliance is because they had a headache. And what was the headache? The headache was they had a kid who had a bad experience with a negative coach... What I find is that positivity makes a good coach, makes a great coach, the positivity aspect of it is embedded in [the 7 Design Filters]. You'll find the word positive, positive experience here and there. I really think it needs to be elevated, especially if we're talking about participation."

**When it comes to training content, safety is first and foremost.** Only 37 percent of coaches are trained in general safety, according to results of a survey conducted by the Sports & Fitness Industry Association which, at the request of the Sports & Society Program, added youth coaching questions to its annual online query of 42,000 U.S. households and individuals related to sport participation trends. The experts at the roundtable spent a considerable amount of time discussing the importance of safety education, both in terms of physical safety and emotional safety.

Smoll, of the University of Washington, said, “Safety is the number one priority for coaches at all levels, not just the entry-level. We’re really focusing on two primary areas. First, the methods of injury prevention that are specific to the sport. For example, in baseball, what are the pitch count limits for kids at different age levels? Second, injury recognition and first aid techniques. What are the signs of concussions? What do you look for in terms of symptoms to recognize their potential occurrence, and then if a concussion is suspected what do you do? Usually when we think about safety, we think about protecting athletes from physical harm, but sports safety should also include consideration of psychological damage. For example, what are kind of understanding should [coaches] have about bullying? They should be able to recognize it. They should be able to prevent it.”

In terms of best practices, Lara-Barcia pointed to the example of the United Kingdom’s implementation of the International Sport Coaching Framework. “The governing bodies signed up to [safety requirements], and with their requirements to coach we have now ‘minimum standards for deployment.’ ... So, if you want to work for example with children in the UK in any sport, you’re very unlikely to find a sport or a club that is going to take you in unless you are qualified to level one, and that allows you to be an assistant coach, or level two, and that allows you to lead sessions by yourself. But then on top of that you are really encouraged to have what we call a child protection certificate. There’s a three-hour workshop to raise awareness around what child abuse is in sports, a first aid qualification and equity in coaching qualification, and a criminal record background check. It’s not legislated, but it’s been adopted as the way to go. And you know, to my knowledge it’s not really stopping anybody from coaching.”

**Requiring training is seen as more of an opportunity than a barrier.** Several people disputed the notion that volunteer coaches will be deterred by mandated training.

McCann, of USA Rugby, emphasized feasibility. “We put in mandatory requirements for sexual molestation prevention training, concussion training, and an introduction to rugby (module) through the (International Rugby Board). We actually went up from 4,400 coaches to 4,800 coaches this year with those requirements, and also went from 350 coaches trained at the next level to 1,500 coaches. So, when you put in requirements, as long as they’re doable, low cost, and good stuff -- and that’s a critical thing, it’s got to be good stuff -- and useful, it has a positive effect on the coach numbers.”

Martel, of USA Hockey, agreed that mandated training is possible and extremely effective. “We put a mandatory coach education program in 10 years ago and there was some grumbling when we first started. Now it’s nothing. We’ve improved upon it, we continue to improve upon it, and it’s been fairly positive, well received. It’s just what is expected, and it’s part of the culture now, so people, ‘OK, this is what I do.’ And we put about 60,000 coaches through a year. So, it’s changing a little bit of culture, but to Dave’s point, if you make it of high quality, then people are happy with it.”

Carter, of Coaching Corps, cautioned that building it into the culture might be more effective than mandates. “I think if you mandate it, especially if there’s cost, then it is prohibitive. But I think we’ve got the situation on our hands here where if our goal is more and better coaches, then the good news is, they’re out there. There are lots of people that want to do this. It’s not like we have to convince people. The bad news is they don’t have the access to the kinds of information they need to have, to be able to coach in a positive and age-appropriate manner... So is there a small first step that simplifies what we will offer to volunteer coaches that sounds really appealing and goes toward our objectives of positive and age-appropriate ... but that it’s not too complicated and it’s not mandated. It’s exciting, it’s incentivizing, and you get recognition for it. I think that could be the first step that we take to begin to fundamentally change the culture around the importance of coaching, and using coaching as improving our next generation’s lives and having access for all kids.”

Alan Ashley, USOC Chief of Sport, focused on the buy-in. “The way you arrive at a mandate is really important, and I’d say the process that you use to get there could make a big difference, so if it starts as excellence, as quality, as programming that basically people are attracted to, people vote with their feet ... I’ll use the (USOC’s new anti-abuse Safe Sport Program) example. We mandated that the NGBs adopt safe sport principals, but it was only after we engaged with them, and created the principals together, and actually talked about it, and worked through it again, and they said ‘You know what? This is a positive, this is positive momentum. We’re not home having to do it ourselves, we’re doing it together as a family,’ then the mandate came down.”

**The cost of coach training is an important consideration.** Participants agreed that cost could be prohibitive in terms of coaches being willing and able to engage in training opportunities. Opinions varied, however, on exactly what level of cost would be a turn-off.

While some suggested that training should be free to encourage participation, others felt that a nominal fee would serve a greater purpose. Smoll, the University of Washington Psychology Professor, remarked on the connection between cost and value. “If you want to double the number of participants at a coach training session, charge a nominal fee. If you offer the program for free, that’s exactly what the coaches perceive it is—worth nothing.”

Lara-Barcia, of the International Council for Coaching Excellence, pointed to the example of the United Kingdom’s implementation of the International Sport Coaching Framework. “Having to justify the value of education and paying for education ... when we started doing this 10 years ago, we were asked that question every day. And we aren’t anymore. People have realized the value of being educated... And they, they’ve become very choosy. So, they go to the clubs that can prove that their coaches are ready to deal with other kids.”

**Align the message, and simplify it.** An overcomplicated message—especially for the lay audience or volunteer coach with plenty of other demands on their attention—was a common concern.

Caitlin Morris, Nike’s North American Executive Director of Access to Sport, used the example of the seven Design Filters—a set of core elements that must be present in effective program design—presented in *Designed to Move: A Physical Activity Action Agenda*. “All of the content is there. The Design Filters reflected more than 70 experts’ points of view, and a stack this high of documents that no one was reading. How are you going to get the alignment that’s in the room consolidated and simplify it so that people actually read it? As a product design-driven company, we’re always thinking about who the end user is and working back from, in this case, two end users. Who’s the kid who’s ultimately

getting coached? Where are they and what do they need? And who's in the pipeline as the coach who's delivering that to them? ... There is this opportunity to really synthesize and simplify, and that's what people have to start actually getting pretty tactical about ... and figure out how you're going to consolidate it in a way that's appealing."

Chris Snyder, the USOC Director of Coaching Education, suggested that the delivery of early positive experiences might also involve establishing a set of core values to rally around. He pointed to the National Governing Bodies' collective work on creating an Athlete Development Model that could be broadly delivered but customized by sport. "We all agreed on the core concepts and the main fundamentals. The multi-sport aspect under the age of 12—not one person in the room had an issue with it... we're speaking the same language. We're saying the same things, we're cool with this, now let's just come up with a way that we could actually sell it. That's where we're going to need to think smart and work with good communications people, good marketing people, because we all get it in this room, that's why we're here, we get it. But how do we deliver that out to the everyday mom and dad for making those decisions for their athletes, for their kids ... So, that's really what we're trying to decide our next steps of: how do we make it visual, how do we make it impactful, and make it simple?"

**There is considerable interest, and some trepidation, regarding program rating systems.** Lara-Barcia pointed to the success of rating sports clubs on their effectiveness in the U.K. "It says what criteria need to be met to be a one-star club versus a five-star club."

The reaction was one of cautious optimism.

Jay Demings, Youth Program Director at USA Basketball, said, "We will enter the youth space at that level by marking clubs or accrediting clubs. These organizations currently exist and they all think that they do it at a very high level, and some of them do a very good job. For us, it, it won't be a mandate necessarily. What we'll try to do is get enough of our coalition-building organizations on board, so that those people who don't want to do things the correct way ... eventually won't have a place to be able to take their teams or club, their club teams, or players, or what have you... there's a way to do it at more of a friendly level and say 'this is something that you want to do, not something that you have to do.' "

Jon Nolting, Director of Sport Education at the U.S. Ski and Snowboard Association, indicated his NGB is starting to develop a baseline right now, but there's uncertainty as to what it will look like. "We're starting this year. It drives coaches' education as part of it. We're hoping to work towards in the next two or three years of a minimum baseline level, so that certification would be a requirement at some point, or the baselines, then we have podium levels on top of that."

Kyle Boyer, Manager of Coaching Education and Training at US Lacrosse, said, "We have been in a long process to try to work a similar program, to at some point maybe accredit leagues that are demonstrating the set behaviors or standards that we would like them to be exhibiting, i.e. requiring certification of their Head Coaches, demonstrating through the information they disseminate to their parents, good risk management technique, things like that. The road blocks that we're running into are the management and scalability of such a program when you're talking about potentially thousands of leagues in an area. How you do police that? ... We can't be everywhere. We have 70 local chapters, but they're all volunteer-driven... So it's great in theory, really hard in practice."

**The power of the permit, however, holds promise:** In the post-event survey, several respondents suggested expanding the conditions under which municipalities allow sport leagues to use of public

facilities. (University of Missouri law professor Doug Abrams had previously [written on the topic in a Huffington Post column](#) in advance of a Sept. 12 panel at Santa Clara University, “*ASPEN TIMEOUT: How will the Concussion Crisis and Liability Concerns Reshape Youth Sports*”)

McCann, of USA Rugby, wrote, “Establish national parameters for youth physical activity and sport development based on the USOC/NGB work on Long Term Athlete Development, so we can have national standards for youth coaches and youth sports. Tie requirements for use of municipal fields and facilities with having trained (certified) coaches on each of the teams. At USA Rugby we require teams to have registered and certified coaches in order to receive Certificates of Insurance (COI) so that they can use municipal fields. We have issued over 1,800 COIs this year and this was one of the reasons we increased the number of certified coaches trained.”

Nolting, of U.S. Ski & Snowboard, wrote, “NGB’s are reaching to the club level, but in many cases not to the recreational level where the first experiences often occur. Standards that communities can apply would expand the emphasis on coach training.”

**Coaching training delivered at scale must have a strong online presence, supplemented, as much as possible, with in-person teaching.** There also was an interest in a mix of distribution models to ensure that the end user would have access to the level and type of information needed at any given time.

Ted Miller, of Human Kinetics, talked about the delivery of his Coaching Essentials course. “Primarily, it includes the principles of coaching, First Aid is tied in, and then a test that comes with the youth coaching guide. It’s a minimal ask. It takes a few hours. It’s all online. At the high school level we encourage a blended approach – live and online.”

Smoll, who for decades has trained youth coaches in clinics primarily in the Pacific Northwest, argued for live training (in this context, as it related to train the trainers). “A video can’t answer a question and the spontaneity, the exchange, the dynamics of a live workshop -- that’s golden.”

Dan Schuster, Assistant Director of Coach Education at the National Federation for State High School Associations, said, “The youth coaching universe is a very large one and it is hard to imagine a system to reach the masses in any other format than online. Online education, when executed well, can be a great teaching method. It may not bring all that face-to-face training brings, however online education brings consistency, a platform that can be accessed nationwide, which eliminates several costs that clinics can carry (travel costs, lodging, time away from office). Online education can create the baseline knowledge that will prepare a coach and hopefully get that coach to value professional development.”

Scott Gimple, Director of Development, Events & Camps at American Youth Soccer Organization, shared some of his lessons learned. “In 2009, we actually mandated age-appropriate coach training for all of our coaches starting at U-6 ... But we didn’t change the curriculum or any tools or resources that we provided the volunteer coaches. And it was a horrible experience because we didn’t do anything to make their lives better ... This last year what we’ve done is we’ve rewritten the curriculum and use our manuals as a driving factor. So, one of the things that we include in the manual starting at U-8 is, we have training plans for an entire season ... Included in the manuals is actually online content that gives them video demonstrations of what the activity should look like. It’s animation, it’s simple animation, and also video demonstrations of kids doing the technique ... If you don’t give them something that they can use when they leave it’s just going to be a waste of their time.”



Nathan Plowman, Nike Access to Sport's Partnerships Director, stressed the importance of easy access for what he called the kitchen table coach. "We tend to think about training in terms of 'just in case,' so 'just in case this happens, we need to tell you everything.' Volunteer coaches have a different approach which is just in time. 'Don't tell me everything I might need to know. Tell me what I need to know right now.' I wonder whether we can identify the three key things that coaches actually need to know that consistently come up 95% of the time. I would just push us to consider as we talk about the core competencies, let's align those with the things that coaches consistently need ... Our audience for this is at the kitchen table, has five minutes to put stuff together. What can we give them that is just in time? Or what messages can we consistently repeat rather than spending too much time in a day's training, or an online program talking about things which are rarely going to happen."

### UNIQUE PERSPECTIVES

While the primary purpose of this document is to convey the general themes captured at the roundtable, there were a few standalone comments that bear coverage here.

**Women are a critical untapped resource in coaching.** Jay Coakley, Sociology Professor Emeritus at the University of Colorado-Colorado Springs, was the only person to bring up the issue of gender in growing the base of coaches who can deliver early positive experiences. This is particularly interesting in that girls are far more likely than boys to drop out of sports in adolescence. In addition, only 26.5 percent of coaches in the U.S. are female.

"If a young person can't claim ownership of what it is they're doing, then they're going to drop out. Girls are dropping out a whole lot more than boys, and especially when they hit post-12. The reason we have the Amateur Sport Act is that a bunch of (organizations) basically had screwed sport up in this country... the system was corrupt and that's one of the reasons why the government had to step in to create a structure within which sport could be organized in some kind of fair way for athletes, and others. It's taken 35 years for some of the people at the USOC to really start to think about things the Amateur Sport Act suggested back in 1978.

"If we want to actually tap into the 35 million kids who are not currently participating, then we have to think about what it is we need to create, the structures within which that can happen, and when we talk about coaching is what we're about here today, we can't do that unless we bring women into coaching in numbers far, far, far, far greater than they currently are. If we actually made it more inviting, or more welcoming, to women, that would be a step in a direction of changing some of the culture at least in the 6 to 12 year old categories that we've been talking about."

**Learn from those who are getting it right.** It was also noted that lacrosse leads the way in percentage of coaches trained—at least in CPR/first aid (73 percent), as well as in sports skills and tactics (54 percent) and effective motivational techniques (51 percent). When asked what her sport is doing right, Erin Smith, Director of Education and Training at USA Lacrosse said,

"It's been the fastest growing team sport in the last decade in the United States. A lot of it has been because kids were seeking a non-traditional or more

alternative sport ... We are starting to struggle with over-organization of the sport, and more skin in the game and people seeing how they can now make a buck on lacrosse. We have had as the governing body to be out ahead of that, and a lot of that we felt had to do with our coach education. We were the first national partners with Positive Coaching Alliance... and our coaching education program was built first on how do we educate these coaches on what it means to be a lacrosse coach culturally, to preserve that culture as we saw the interest in growth of the sport happening, and had the benefit of seeing what a lot have you have struggled with. We've put a high emphasis on the cultural aspect of the training, and then actually put the X's and O's secondary to that. ... It starts with 'Here's what it means to be a lacrosse coach, and here's what Double Goal Coaching means.' Our online training is free with a membership which is \$50 a year, and then if you attend the live training it's \$70.

"We are also fortunate to be, to not be an Olympic sport, so we don't have to grapple with a lot of the push-pull that a lot of you (at the roundtable) feel with having to balance the elite resources with the grassroots. We are very purely grassroots, though we certainly do aspire to the Olympics, but it's a burden that we don't have to bear right now."

#### NEXT STEPS

- Seek insights on the barriers, opportunities to creating early positive experiences in the most underserved populations
- Catalyze development of an online platform that can best deliver those experiences at scale, through youth coaching
- Identify the best content resources to populate that platform

#### SUPPORTING MATERIALS

Research report by Garrett Beatty and Bradley Fawver, the University of Florida's Sport, Policy & Research Collaborative: [What Is the Status of Youth Coach Training in the U.S.](#)

The International Council for Coaching for Coaching Excellence's [International Youth Sport Coaching Framework](#).

#### [Designed to Move](#)

Full list of participants, events, other materials can be found on [Aspen Institute Project Play microsite](#)

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