

Rich Coaches Academy
Trauma-Informed Coach Training Program
Summer 2024 Cohort Final Report

DBH Opioid Abatement

Funding for
ACC Transformers ROPE
February 5, 2025

Prepared by





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DBH OPIOID ABATEMENT FUNDING TO ACC TRANSFORMERS ROPE FINAL REPORT FOR RICH COACHES ACADEMY

Prepared for: Department of Behavioral Health Office of Opioid Abatement

Submitted by: Rich Coaches Academy (RCA)

Contact: Dr. LaVerne Adams

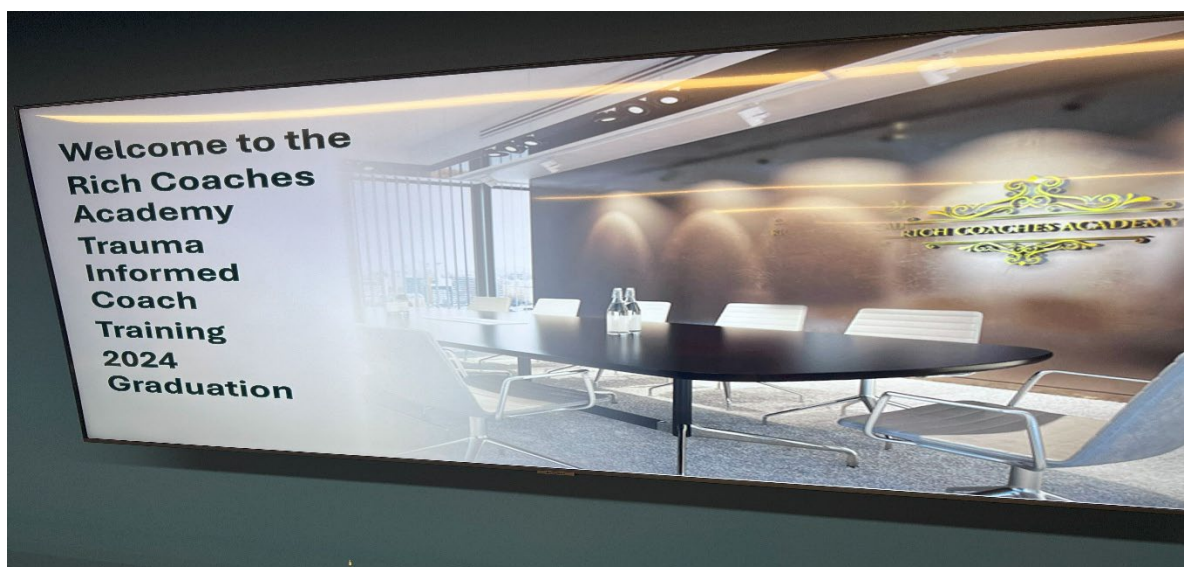
Grant Amount: \$50,000

Grant Period: July 2024 – December 2024

Report Submission Date: February 7, 2025

I. Executive Summary

The Rich Coaches Academy (RCA) Trauma-Informed Coach Training Program Summer 2024 successfully trained ten students in an International Coaching Federation (ICF) accredited coaching program. The program was designed to equip aspiring coaches with the competency skills, knowledge, and experience required for professional coaching ICF certification. This report provides an overview of the program's objectives, coursework and key achievements.





II. Program Goals & Objectives

The goal of this program was to:

1. **Train 10 students** in professional coaching through an ICF-accredited coach training academy.
2. **Provide structured coursework** training for three months.
3. **Provide three months additional months of mentor coaching plus conduct** one-on-one mentor coaching sessions and weekly group coaching practice.
4. **Conduct weekly one-on-one Student Success Sessions** for two months
5. **Ensure** all students complete at least 25 pro bono coaching hours, leading to 250+ community coaching hours for the residents of Wards 7 and 8.
6. **Prepare students for** the ICF certification exam with mock exams, study resources, and feedback sessions.
7. **Celebrate student success** with a graduation ceremony, recognizing top-performing students.





III. Student Enrollment & Completion

Recruitment Process

Recruitment began with a marketing campaign in mid-July 2024. The recruitment process was designed to attract dedicated individuals residing in Washington, D.C., Wards 7 and 8 where the program could have the most impact. The campaign consisted of a flyer announcing an opportunity to enroll in a Trauma-Informed Coach Training Scholarship Program. The flyer was widely distributed through Wards 7 and 8 social media platforms, community networks, and local organizations.

Interested candidates completed the online application which included questions about their coaching interests, experience, and commitment to completing the program. Over sixty individuals inquired about the program with a total of 31 applications submitted and reviewed based on eligibility, alignment with program goals, and potential for success.

Qualified applicants were invited to an initial interview conducted by RCA Dean of Students. During the interview, potential students discussed their motivations, coaching aspirations, and ability to commit to the training requirements.

Candidates who passed the initial interview progressed to a final interview, with RCA Chancellor, Dr. LaVerne Adams where their readiness and fit for the program were further assessed. Ten out of the thirty-one candidates were selected and began the enrollment process which included enrollment agreements and contracts outlining the program expectations, attendance policies, and required commitment to coursework and 25 pro bono coaching hours.

Students were officially admitted into the program and attended a student orientation session. This session introduced them to program policies, curriculum structure, expectations, and key milestones on their journey towards certification.



RCA PROGRAM METRICS		
Metric	Number of Students	Percentage
Enrolled	10	100%
Completed Core Training	10	100%
Ward 7 / 8 Residents	10	100%
Completed Mentor Coaching	9*	90%
Graduated Program	9*	90%

*Student completed all of the course work but did not complete their homework therefore full tuition was charge.





IV. Curriculum & Training Structure

Students completed an **intensive 20-module coaching curriculum** covering all eight ICF Core Competencies, business development, and real-world application.

The training program began on Thursday, July 18, 2024. Ensuring a structured and interactive learning experience, classes were conducted via Google Classroom, providing students with a centralized platform for accessing course materials, submitting assignments, and engaging in discussions and feedback with RCA faculty. Classes were held every **Tuesday and Thursday from 6:00 PM EST to 8:00 PM EST**, for three months.

To maintain engagement and professionalism, students were required to be on time and have their cameras on for the entire class duration. Breakout sessions were incorporated into the training to encourage peer learning, hands-on coaching practice, and collaborative discussions on case studies and coaching techniques.

In each class, students actively participated in peer coaching sessions, where they applied coaching concepts, practiced ICF competencies, and received real-time feedback from their peers and RCA faculty. These sessions helped refine their skills, build confidence, and prepare them for their pro-bono coaching hours and real-world coaching scenarios.

The core RCA coursework provided students with sixty hours of coach training. Forty hours of synchronous learning and twenty-hours asynchronous learning.



Course Breakdown (20 Modules)

Module	Course Topic
Module 0	Orientation
Module 1	Student Introductions How YOU Fit in the Coaching industry?
Module 2	Trauma-Informed Practice
Modules 3 & 4	What makes ICF coaching different? ICF Core Competencies
Module 5	How to demonstrate an ethical practice
Module 6	How to embody a coaching mindset
Module 7	Why You should establish and Maintain agreements with your clients
Module 8	How to Cultivate Trust & Safety
Module 9	How to show respect for the client - With Diversity, Equity, Inclusion, Belonging
Module 10	Importance of Maintaining a Coaching Presence
Module 11	Effective Communication / Active Listening
Module 12	Evoking Awareness in Your Clients – Part 1
Module 13	Evoking Awareness in Your Clients – Part 2
Module 14	Facilitating Your Client's Results
Module 15	Why You Want to Use Brain-Based Coaching
Module 16	Unconscious Bias
Module 17	The Power of Emotional Intelligence Why You Need Ongoing Professional Development



Module 18	What Experts Won't Tell You about NLP, Positive Psychology, Mindfulness Tools
Module 19	The Business of Coaching - Discover Lucrative Coaching Business Tips & Trade Secrets
Module 19A	Make-Up Class
Module 20	GRADUATION

Homework Assignments & Practice Work

To reinforce learning, students were given weekly homework assignments to reinforce key coaching concepts, provide structured guidance, and support student comprehension. Students were required to provide written reflections to homework questions which helped students absorb:

- Coaching principles and ethics
- Coaching techniques
- Coaching case study analyses
- ICF core competency review and practice to help students master the key skills required by ICF

Students further deepened their understanding of ICF coaching methodologies by meeting with each other outside of structured class time to promote confidence in their ability to coach effectively.

In-Class Peer Coaching

At the end of each class session, students participated in a **30-minute peer coaching exercise** to practice their coaching skills in a structured, real-time environment. This component of the training was designed to enhance learning, develop coaching confidence, and ensure students applied ICF Core Competencies in a live setting.



Peer Coaching Structure (30 Minutes)

- **First 15 Minutes:** One student served as the coach, while another acted as the client, engaging in a live coaching session on a real topic of the client's choice. The remaining students and the RCA faculty observed the session.
- **Second 15 Minutes:** Observers provided structured feedback using the **ICF Competency Observation Form**, assessing key coaching behaviors such as:
 - **Establishing the Coaching Agreement** – Did the coach chose the topic or did the client?
 - **Establishing Trust & Intimacy with Client** – Did the coach seem really confident in the client as the expert?
 - **Coaching Presence** – Coach was fully present as a coach
 - **Active Listening** – Did the coach hear the client at a deep level and helped the client hear him/herself?
 - **Powerful Questioning** – Most of the questions were powerful and thought provoking
 - **Direct Communication** – Coach communicated clearly and was able to use the client's words
 - **Creating Awareness** – The client gained new awareness
 - **Designing Actions** – Did the coach help the client identify and design the actions

Each student rotated roles throughout the program, ensuring everyone gained experience as a coach, client a minimum of two times. This peer coaching structure allowed students to practice real-time coaching techniques, receive immediate feedback, and refine their skills in alignment with ICF certification standards.



V. Staffing

RCA Staffing Roster

Dr. LaVerne Adams, RCA Chancellor

Dr. LaVerne Adams, Chancellor of Rich Coaches Academy, has been a certified professional coach for over ten years and founder of the Rich Coaches Academy, she is passionate about helping aspiring coaches or those who are struggling with their coaching skills to realize their highest potential so that they can prosper and succeed.

Claudia Humphrey, RCA Dean of Students

Claudia is a graduate of Rich Coaches Academy, 2020, and an ICF ACC-certified coach with over 17 years of experience in the nonprofit sector. Claudia holds a master's degree in Global Leadership. As Dean of Students, Claudia is an RCA instructor, provides student support, including grading, student admissions, attendance, handling correspondence, and other administrative tasks as needed.

Gail Whipple, RCA Mentor Coach

Gail is an ICF-accredited coach with a master's degree in transpersonal psychology from the Institute of Transpersonal Psychology (now Sofia University). Specializations: Creativity, and Innovation, and Coaching. Gail uses her decades of mentor coaching experience to serve as Mentor Coach for Rich Coaches Academy.

Tiara Jackson, RCA Student Guide

Tiara came through the Fall 2022 *Rich Coaches Academy* Cohort. She uses many skills gained, particularly trauma-informed care, in her federal and court mediation practice—understanding that different skill sets are required for ADR facilitation and coaching. Most of Tiara's career has been spent conducting EEO investigations, mediations, and training. Tiara serves as Rich Coaches Academy Student Guide.



VI. Graduation Celebration

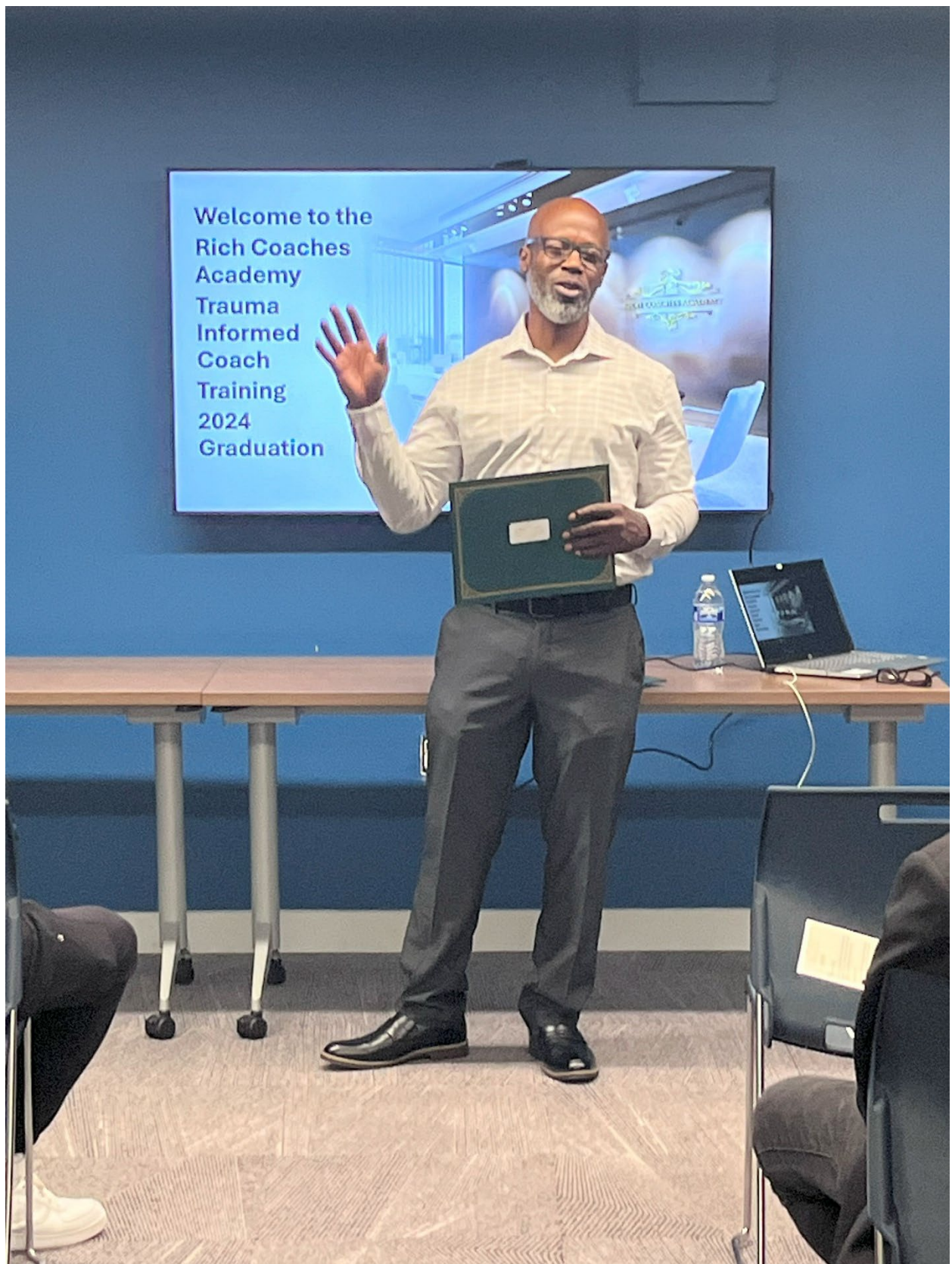
An in-person Graduation Ceremony was held on Friday September 27, 2024, at 6:00pm to celebrate student achievements and completion of three months coursework. The students and their families joined in the festivities located at 2006 Martin Luther King, Jr. Avenue, SE, Washington, DC.

For the graduation, students were asked to submit a short bio, a photo, and a two-minute testimonial video to be played during the graduation. The testimonial video was to include the impact of the RCA program on their coaching and their life and business.

Two top performing students were awarded the **Top Coach** – Greg W. and the **Emerging Coach** Khendall B. Top Coaches were selected based on the number of points received for class attendance, performance, and participation. Top Coaches were awarded one-on-one coaching sessions with Chancellor, Dr. LaVerne Adams.

During the graduation, students were awarded a **“Most” Certificate** which reflected their individual personality and accomplishments. “The Most” certificates were awarded to the following:

The “Most”	Student Name	
The Most Transformed	Chris T.	
The Most Authentic	Prince H.	
The Most Analytical	Demetrius J.	
The Most Inquisitive	Villareal J.	
The Most Enriched	Sherita W.	
The Most Intrigued	Khendall B.	
The Most Intuitive	Greg W.	
The Most Original	Denise R.	
The Most Developed	Patrice L.	
The Most Passionate	LaShonia T.	





VII. Mentor Coaching

As part of the ICF requirement for course completion, students were required to complete ten mentor coaching hours. Seven hours in-class mentor coaching and three hours one-on-one mentor coaching with RCA's mentor coach and Chancellor Adams.

Mentor coaching focuses on refining student coaching skills, deepen their understanding of the ICF core competencies, and build a powerful foundation for student success.

RCA's mentor coach training sessions took place on:

- Tuesday, October 8, 2024, 6:00 p.m. – 8:30 p.m. EST – 2.5 Hours
- Tuesday, November 5, 2024, 6:00 p.m. – 8:30 p.m. EST – 2.5 Hours
- Tuesday, December 3, 2024, 6:00 p.m. – 8:00 p.m. EST – 2.0 Hours

Other components of RCA Mentor Coaching included:

- **Mentor Coaching Curriculum**
- **Peer Coaching** - In each of the three classes, students continued to have an opportunity to peer coach their classmates.
- **In-Class Coaching** - The names of three students were drawn in a lottery to receive in-class coaching by the RCA faculty.
- **Three - One-on-one Mentoring Sessions** – Students were required to submit three recorded audio coaching sessions through RaeNotes and schedule their mentor coaching one-on-one one-hour appointments with Gail Whipple, RCA's Mentor Coach.



MENTOR COACHING METRIC

Metric	Number of Students	Percentage
Enrolled in Mentor Coaching	10	100%
Completed Mentor Coach Training	9	90%
Submitted three coach recordings	4	40%
Met One-on-One with Mentor Coach	4	40%



VIII. Student Success Sessions

The **Student Success Sessions** were designed to support coaching students in completing their RCA program requirements and progressing towards completion in preparation for ICF certification if desired.

These sessions took place after three months of intense in-class coursework and training. These sessions provided continual structured accountability, guidance, and tracking mechanisms to ensure students met key milestones.

Purpose of Student Success Sessions

1. **Accountability & Support:** Help students stay on track with their 25 pro bono coaching hours, one-on-one mentor coach meetings, and required recordings.
2. **Progress Tracking:** Monitor and document student achievements, challenges, and next steps.
3. **Skill Development:** Identify coaching strengths and areas for improvement.
4. **Engagement & Motivation:** Provide encouragement and resources to help students reach completion.

Structure of Student Success Sessions

- **Frequency:** Met once per week.
- **Format:** A minimum 15-minute check-in per student.
- **Focus Areas:**
 - Start/End Time of the Session
 - Check-in Date
 - Coaching Strengths & Areas for Growth
 - Pro Bono Hours (including tracking hours in Ward 7/8)
 - Use of the Coaching Hours Tracker
 - Obtaining Client Permission To Record Coaching Sessions
 - Goals for Completing Pro Bono Hours
 - Number of Recordings Submitted for Review
 - One-on-One Mentor Coach Meetings Completed
 - Homework Status & Assignments
 - Makeup Hours Needed
 - Next Steps & Action Plan
 - Additional Notes (Concerns, Achievements, or Barriers)



Student Progress Reporting Matrix

Student Name	Pro Bono Hours Completed	Coaching Strength	Coaching Stretch	Recordings Submitted	Mentor Coach Meeting	Homework Hours
Chris	32 / 25	Cultivating Trust	Presence	0 / 3	0 / 3	20 / 20
Prince	25 / 25	Active Listening	Designing Actions	0 / 3	0 / 3	19 / 20
Demetrius	25 / 25	Presence	Powerful Questions	0 / 3	0 / 3	20 / 20
Villareal	30 / 25	Active Listening	Facilitating Growth	3 / 3	3 / 3	20 / 20
Sherita	21 / 25	Establishing Agreements	Powerful Questions	0 / 3	0 / 3	20 / 20
Khendall	25 / 25	Powerful Questions	Establishing Agreements	3 / 3	3 / 3	20 / 20
Greg	30 / 25	Cultivating Trust	Establishing Agreements	3 / 3	3 / 3	20 / 20
Patrice	17 / 25	Presence	Powerful Questions	0 / 3	0 / 3	17 / 20
LaShonia	28 / 25	Establishing Agreements	Presence	3 / 3	3 / 3	20 / 20
Denise	0 / 25	N/A	N/A	0 / 3	0 / 3	4 / 20
GOAL TOTAL	233/ 250	N/A	N/A	12 / 30	12 / 30	180 / 200



IX. Community Impact – Pro Bono Coaching Hours

As part of their enrollment agreement, students were to complete a **minimum of 25 pro bono** coaching hours each for residents of Wards 7 and 8, resulting in over 250 hours of free coaching provided to nonprofits, entrepreneurs, and individuals.

Please refer to the Student Progress Reporting Matrix above to see the number of hours completed.





X. Lessons Learned

Student Success Factors:

- Structured class hours and homework assignments reinforced learning.
- Students took pride in their coaching and the impact it made on the lives of those they coached.
- In-class peer coaching opportunities helped students to practice and refine their skills.
- Students built their own network and support system outside of class.
- Students recruited their peers to provide coaching in the community for their organizations.
- One-on-one mentorship helped students to be more confident in their coaching ability.
- Weekly Success Sessions helped students stay on track, and keep their coaching skills intact.
- Coaching logs and tracking tools to monitor achievements.
- The In-person graduation celebration boosted student motivation.
- Encouraged a disciplined approach to synchronous and asynchronous learning.
- Access to resources and tools was helpful.
- Practical application of ICF core competencies.
- Feedback for continuous improvement.

Student Challenges:

- Time management and balancing responsibilities between coursework, coaching, work, and personal life.
- Difficulty finding paid clients.
- Fear of not being “good enough” as a coach.
- Clients canceling or not committing to the full process.
- Procrastination delaying progress on key milestones (homework).
- Technical & logistical challenges in submitting recordings.
- Struggling to apply core competencies in coaching sessions at the beginning of coursework took some time to improve.



XI. Conclusion & Appreciation

Rich Coaches Academy expresses its deepest gratitude to **the Department of Behavioral Health** Office of Opioid Abatement for selecting our program to support the community with coaching to help them better understand how to deal with trauma as a preventative measure in reducing opioid abuse, overdoses and deaths.

The Rich Coaches Academy Trauma-Informed Coach Training Program not only empowered the students who participated in the program but also transformed the lives of the people in the community that they touched. We look forward to future collaborations to continue making a lasting impact.

