2025 National Coaches Survey Report

BUILDING SAFER SPORT TOGETHER

U.S. CENTER FOR SAFESPORT

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This research would not be possible without the willingness of coaches to offer their experiences and perspectives through their survey responses. We want to thank all the coaches who participated in this survey for their time and valuable insight.

This report contains content related to physical, emotional, and sexual harm, as well as discrimination and other challenging topics. If you need crisis intervention, referrals, or emotional support at any time, contact RAINN's 24-hour services:

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Content

Message from the Chief Executive Officer and Board Chair Emeritus

In the summer of 2025, the U.S. Center for SafeSport launched a robust community engagement effort designed to seek additional input from key stakeholders across the United States. From athletes and coaches to parents and sport administrators, the candid feedback we received on ways to advance safety in sports has been invaluable.

One clear outcome was a recommendation to conduct a survey of coaches. The survey would be in addition to the ***National Athlete Culture & Climate Survey***, which was first released in 2020 and most recently in 2024 (https://uscenterforsafesport.org/culture-and-climate-survey/), and would seek to address gaps in understanding around the experiences of coaches, and the challenges they face when it comes to safety and well-being in sports.

Hearing this feedback, our team of researchers set out to develop a national coaches survey, collect responses, and release the findings in advance of the 2026 Winter Games in Italy. This ambitious timeline was focused on the goal of catalyzing opportunities for dialogue and action at and after the Games.

This survey recognizes that coaches have a unique and important role in efforts to prioritize athlete safety and well-being. Like athletes, coaches experience the benefits and challenges inherent in sport environments. They are impacted by the ecosystem, while also serving as an important force within it. As every athlete knows, great coaches not only improve performance, but support the development of healthy, well-rounded individuals.

Continued on page 5

Message from the Chief Executive Officer and Board Chair Emeritus

The results of the ***2025 National Coaches Survey: Building Safer Sport Together***—in complement to the ***2024 National Athlete Culture & Climate Survey***—will guide the Center's efforts to:

- Spur dialogue in the United States and internationally on how to better create safe sport environments and improve athlete safeguarding;
- Continue evaluating and improving the Center's approach and processes;
- Enhance our training, education, and engagement with all stakeholders;
- Host follow-up sessions across the community to further collect and explore the data; and
- Contribute to efforts as we prepare further research ahead of the 2028 Summer Olympic and Paralympic Games.

The findings of the 2025 National Coaches Survey are another tool and resource in our ongoing efforts to meet the needs of athletes and the entire sport community. It's one way we are continuing to collect and integrate stakeholder input into our work. We deeply appreciate every coach who took the survey, and all those who have joined the collective effort to safeguard athletes.

Sincerely,

Benita Fitzgerald Mosley, OLY
Chief Executive Officer, U.S. Center for SafeSport
U.S. Olympian, Gold Medalist

April Holmes, MBA, PLY, ACC, CPCC
Board Chair Emeritus, U.S. Center for SafeSport
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Executive Summary

In 2025, the Center partnered with an external research consultant to design and administer the ***National Coaches Survey: Building Safer Sport Together.*** This survey was developed to better understand the perspectives and insights of coaches across the United States, particularly concerning sport culture, norms and behaviors, training and education, and experiences related to abuse and misconduct in sport. The target population for the survey included any individual 18 years of age or older who had coached any sport at any level in the United States within the past five years (i.e., anytime since Fall 2020). This included coaches for school-based, community, and recreational sports, as well as those coaching within collegiate, Olympic and Paralympic, professional, and other competitive sport environments.

A total of 3,470 coaches, representing 66 different sports, responded to the survey from October 20 to November 12, 2025. The majority of coaches who took the survey had experience coaching under 18/youth athletes (93.3%), were currently coaching (87%), and have coached at the elite, select, or travel sports level (64.8%). Though the report was broadly distributed, most of the survey takers were men (67.6%), heterosexual (85.4), white (82.7%), and coaches without disabilities (90.4%). Listening to and examining the perspectives and experiences of these coaches is essential to inform prevention and accountability strategies and strengthen safety across sport systems. Key findings from this report are summarized below.

General Coaching Experiences

- More than nine in ten coaches (91.9%) expressed agreement that coaching has had a positive impact on their life. Coaches also shared strong intentions to continue coaching or remain otherwise involved in their sport.
- However, most coaches (84.6%) indicated that, at some point within the past five years, they felt burned out by their coaching duties. Nearly two-thirds of coaches (64.8%) had seriously considered quitting their coaching role entirely.
- Female coaches indicated that they were more likely than male coaches to feel burned out by their coaching duties (91.8% versus 81.9%) and seriously consider quitting their coaching role (73.7% versus 60.5%).

Executive Summary

Safety Culture in Sport

- The majority (88%) of coaches indicated that they felt comfortable raising concerns about athlete safety with other coaches in their sport organizations.
- Just over three-quarters of coaches (76.2%) expressed confidence that concerns raised about athlete safety would be addressed appropriately by their sport organization.
- Female coaches were less likely than male coaches to agree or strongly agree that athletes in their organization have a safe and confidential place to share concerns (65.1% versus 76.6%), and that the coaches in their sport organizations consistently intervene when they see signs that an athlete is being harmed (60.5% versus 72.4%).
- 38.0% of coaches agreed or strongly agreed that a lack of understanding on the part of parents creates a barrier when it comes to implementing or upholding athlete safety policies at their organization.
- Nearly three-quarters (72.5%) of coaches agreed that their sport organizations prioritize athletes' well-being over winning, while closer to half (54.2%) agreed that coaches' well-being is prioritized over winning

Beliefs About How Reports Are Received

- Most coaches (83.9%) agreed or strongly agreed that, in general, if an athlete reported abuse or misconduct to their sport organization, they would likely be supported and believed.
- Female coaches expressed less agreement (76%) than male coaches (88.7%) that their sport organization would support and believe an athlete who reports abuse or misconduct.
- Coaches who indicated they were a race/ethnicity other than white expressed greater agreement that reporting athletes would be punished or retaliated against. Nearly a quarter (23.8%) of coaches who identified as Asian agreed or strongly agreed that reporting athletes would be retaliated or punished. Black coaches were the next highest at 21.8%. White coaches agreed the least, at 6.5%.

- Coaches with disabilities also indicated greater agreement (23.1%) than coaches without disabilities (8.2%) that reporting athletes would be punished or retaliated against.
- Qualitative findings indicated that coaches were concerned about reports of abuse either not being taken seriously enough and/or being "weaponized" against them. They also commented on a lack of consistency in how reports were handled, citing influencing factors such as the relationship leadership had with the accused or if the accused was an elite level athlete.

Prevention Education & Safety Roles

- Participation in training to prevent physical, sexual, and emotional abuse and misconduct in sport was consistently high, with more than 90% of coaches having completed training in each area at least once in the past five years (94.1%, 93.1%, and 92.9%, respectively). Around three-quarters of coaches who had received training to prevent abuse or misconduct had received this type of training four or more times in the past five years.
- Coaches with NGB/USOPC affiliations completed each type of prevention training at a significantly higher rate than non-affiliated coaches (with about twice the odds of having more frequently completed abuse prevention trainings).
- Less than half (40.7%) of coaches knew of a designated Athlete Safety or Safeguarding role or team at their sport organization. In contrast, closer to one-third indicate that no such role or team existed at their organization (27.8%) or were unsure (31.5%).

Boundary Violating Coach Behavior

- Regarding observations of potential boundary violating behavior, coaches were most commonly aware of other coaches initiating a hug with an athlete (51%), followed by coaches shouting at an athlete in a frightening, threatening, or belittling manner (45.8%). Over one-third of coaches (33.9%) were aware of other coaches calling an athlete an insulting name and swearing or cursing at an athlete for not performing well.

- Nearly one in three coaches (27.9%) were aware of other coaches giving gifts or special attention to athletes, and nearly a quarter of coaches (24.6%) were aware of other coaches joking or making light of the hazing that went on when they were athletes.
- More than one-in-ten coaches (11.3%) observed or heard about other coaches making sexual comments or jokes about an athlete's body or uniform.
- For those involved in equestrian sports, observing or hearing about other coaches threatening to take away (35%) or to harm an animal that an athlete cares about (23%) occurred with concerning frequency.
- Female coaches were more likely than male coaches to indicate being aware of another coach telling an athlete about their sexual activities; specifically, they had 3.57 times greater odds of encountering this behavior at a higher frequency than men.

Discriminatory or Harmful Coach Experiences

- With respect to the types of mistreatment coaches experienced, coaches most commonly shared that they had at some point been the target of verbal harassment or abuse (46.2%), followed by discrimination based on some form of their identity (36.3%).
- For those coaches who experienced discrimination, sex was the identity that was most frequently targeted (47.1%), followed by age (being older 31.8% and being younger 25%), and having a disability (25%).
- Female coaches experienced discrimination (58.6% versus 25.3%) and sexual harassment or abuse (14.4% versus 1.9%) more frequently than male coaches.
- Discrimination was also experienced at higher rates among non-heterosexual coaches compared to heterosexual coaches (52% versus 33%).
- Coaches experienced discrimination primarily by another coach or assistant coach (60.8%) and parents of an athlete (46.8%).
- Coaches who experienced verbal harassment or abuse indicated that the source of that mistreatment was most often parents of athletes (56.4%), followed by other coaches or assistant coaches (50.4%).

Executive Summary

Experiences of Harm as Athletes

- Coaches were asked if they had experienced harm or abuse as an athlete. 42.5% indicated that they experienced some form of emotional abuse or misconduct, 14.9% stated that they had experienced some form of physical abuse or misconduct, and 5.9% said they had experienced some form of sexual abuse or misconduct as an athlete.
- Female coaches indicated experiencing emotional and sexual abuse more frequently compared to their male counterparts.

Coach Suggestions & Comments

- The primary suggestion (42%) for improving athlete and coach safety and well-being was to invest more resourcing and focus on coaching and leadership. Most comments reflected coaches' central role in athlete safety and well-being, but also suggested concerns about coach behavior, training quality, and accountability.
- The second most mentioned (34.4%) improvement for athlete and coach safety and well-being was parent behavior. For instance, one coach suggested improving "SafeSport training for parents, specifically focused on their own behavior with their child, officials, and other athletes."
- The most identified support need (21.4%) for coaches to maintain safe sports environments involved increased access to educational and training resources. Coaches noted the importance of training, workshops, and other learning opportunities, both for themselves and for other sport stakeholders (especially parents and volunteers).

Introduction

Background on the Center

The U.S. Center for SafeSport (the Center) is an independent, nonprofit organization dedicated to fostering a sport community that is free from emotional, physical, and sexual abuse and misconduct. The Center serves as the nation's go-to resource to address instances of abuse in sport, receiving, investigating, and resolving reports of abuse and misconduct involving individuals affiliated with the U.S. Olympic and Paralympic Committee (USOPC) and its National Governing Bodies (NGBs). The Center also provides education and training to athletes, parents, coaches, volunteers, and organizations at all levels for preventing abuse in sport settings, both inside and outside of the U.S. Olympic and Paralympic Movement. In doing so, the Center advances its mission of making safety and well-being the focus of our nation's sports culture through abuse prevention, education, and accountability.

Background on the Project

Coaches are critical leaders, mentors, and champions of athlete safety and beyond; they are stewards of safeguarding throughout all aspects of sport. Coaches are also survivors/victims of abuse and misconduct in sport, and their primary experiences of harm and/or violence are often left out of discussions of sport safety. Listening to and examining the perspectives and experiences of coaches is therefore essential to inform prevention and accountability strategies and strengthen safety across sport systems.

In 2025, the Center partnered with an external research consultant to design and administer the ***National Coaches Survey: Building Safer Sport Together.*** This survey was developed to better understand the perspectives and insights of coaches across the United States, particularly concerning sport culture, norms and behaviors, training and education, and experiences related to abuse and misconduct in sport. This report shares detailed findings from the 2025 National Coaches Survey, offering unique insights and one of the most detailed national portraits to date of coaching experiences related to safety, well-being, and abuse prevention. These results will guide the Center's ongoing work to strengthen education, enhance policy implementation, and expand resources that can cultivate safe sport environments for all.

Methods

Survey Population

The National Coaches Survey was designed to gather feedback from a broad and diverse range of coaches in various coaching roles, settings, and sport contexts across the United States. Accordingly, the target population for the survey included any individual 18 years of age or older who had coached any sport at any level in the United States within the past five years (anytime since Fall 2020). This included coaches for school-based, community, and recreational sports, as well as those coaching within collegiate, Olympic and Paralympic, professional, and other competitive sport environments.

For the purposes of this survey, coaches were considered as anyone in a role involving the direction, instruction, and training of a sport team or athlete. The survey audience did not include sport medicine trainers, sport administrators, or those involved in other roles in sport unless they also perform coaching duties. Coaches did not need to be affiliated with an NGB or the USOPC to participate.

Survey Development

Beginning in September 2025, the research team and Center staff began conceptualizing and developing the National Coaches Survey. The purpose of the survey was to generate actionable insights based on coaches' experiences, perceptions of safety culture, training needs, and observations related to boundary violations including abuse and misconduct in sport settings.

Survey development began by outlining goals and research questions to identify the survey topics to be included. During this phase, the research team incorporated lessons learned from prior Center surveys, evaluations, and research activities. Furthermore, existing peer-reviewed research articles in this space were consulted which helped to identify key domains most relevant to the coaching role. These topics include organizational safety climate, communication and support, boundary-setting, reporting processes, and coaches' experiences with misconduct or safety-related concerns. Specific survey items and language were developed through a trauma-informed lens with the goal of avoiding potential re-traumatization while ensuring that participating coaches were fully aware of the survey's purpose, the voluntary nature of their participation, and how to access supportive resources.

Methods

To promote content validity and confirm the instrument reflected the realities of coaching, the research team implemented a survey review and pilot process. Reviewers were Center employees and SafeSport Athlete Advisory Team members, including coaches and subject matter experts on abuse prevention in sport settings. The research team incorporated feedback from reviewers into the final version of the survey. Once finalized, the survey was programmed in SurveyMonkey, a secure online survey platform. The instrument included information, links, and phone numbers about support resources and reporting options for coaches who may have experienced, witnessed, or been affected by abuse or misconduct. The survey was programmed with screen reader accessibility in mind to promote greater reach across the coaching community.

Survey Administration

The online, self-administered, anonymous survey was open from October 20 to November 12, 2025. The Center distributed a survey link to NGB contacts and shared promotional materials to support consistent outreach across sport organizations. Additional recruitment efforts included email campaigns, outreach to national coaching organizations and collegiate partners, and posts on the Center's social media channels, including Facebook, Instagram, LinkedIn, and TikTok. The survey link was also shared through newsletters, partner organizations, and professional networks to reach coaches across the United States both inside and outside the Olympic and Paralympic Movement.

Findings

The findings sections that follow begin with descriptive information about the survey sample. Then, findings are organized into the key focus areas of the survey, listed below. This report concludes with a discussion of insights and next steps that are reflective of survey findings.

- General Coaching Experiences
- Safety Culture in Sport
- Beliefs About How Reports are Received
- Prevention Education and Safety Roles
- Boundary Violating Coach Behavior
- Discriminatory or Harmful Coach Experiences
- Experiences of Harm as Athletes
- Coach Suggestions and Comments

Several sections include findings related to group differences, when applicable. Analyses were considered significant if their associated ***p***-value was less than .05 and they were found to have at least a small effect size (i.e., an η^2 of .02 or higher, a Cramer's ***V*** or a ϕ of .10 or higher, or a Nagelkerke R^2 of .02 or higher). Group differences are explored based on the factors listed below and are explained further in the survey sample description.

- Sex
- Race/Ethnicity
- Sexual Orientation
- Coaches with disabilities vs. Coaches without disabilities
- NGB/USOPC Coaches vs. non-NGB/USOPC Coaches

SURVEY SAMPLE DESCRIPTION

Demographic and descriptive characteristics of surveyed coaches.

Survey Sample Description

Demographic and descriptive characteristics of surveyed coaches.

The total number of coaches who took part in this survey was 3,470. Coaches were able to skip survey items at their discretion, with many coaches exiting the survey before reaching the end. Therefore, the number of responses varies across survey items and are presented in parentheses in tables and figures throughout the report's narrative.

Coaches were asked to select the one sport in which they had the greatest involvement as a coach within the past five years. This was the only question required on the survey (all others could be skipped). The category "Another sport" contains all sports that were selected by fewer than ten coaches.[1] In all, the coaches surveyed represent 66 different sports. As shown in Table 1, the largest proportion of responses came from soccer coaches (37.1%).

Table 1. Sport representation among surveyed coaches (N = 3,470)

Sport	n (%)	Sport	n (%)
Soccer	1,286 (37.1%)	Equestrian	42 (1.2%)
Skiing (Alpine, Nordic, etc.)	321 (9.3%)	Triathlon	40 (1.2%)
Softball	136 (3.9%)	Archery	39 (1.1%)
Fencing	129 (3.7%)	Diving	32 (0.9%)
Gymnastics	108 (3.1%)	Sailing	32 (0.9%)
Climbing	97 (2.8%)	Rugby	31 (0.9%)
Rowing	95 (2.7%)	Wrestling	29 (0.8%)
Judo	93 (2.7%)	Football	25 (0.7%)
Basketball	83 (2.4%)	Squash	25 (0.7%)
Swimming	81 (2.3%)	Lacrosse	23 (0.7%)
Tennis	76 (2.2%)	Cheer	22 (0.6%)
Figure Skating	71 (2.0%)	Wheelchair Basketball	22 (0.6%)
Volleyball	62 (1.8%)	Shooting (rifle, pistol, or shotgun)	13 (0.4%)
Taekwondo	61 (1.8%)	Speedskating	12 (0.3%)
Track & Field	57 (1.6%)	Karate	12 (0.3%)
Baseball	57 (1.6%)	Water Polo	12 (0.3%)
Roller Sports	50 (1.4%)	Boxing	11 (0.3%)
Hockey	48 (1.4%)	Field Hockey	10 (0.3%)
Bowling	45 (1.3%)	Another sport	82 (2.2%)

[1] "Another sport" includes: Breaking or Breakdancing; Skateboarding; Water Ski & Wake Sports; Paddle Sports; Canoe; Curling; Goalball; Handball; Kayak; Powerlifting; Badminton; Cycling; Weightlifting; Golf; Snowboarding; Table Tennis; Biathlon; Artistic Swimming; Alpine Ski Racing; Chess; Color Guard; Cross Country/running; Dance; Irish Dance; Jiujitsu; Kendo; Motorcross/motorcycling; Orienteering; Polo

Survey Sample Description

Coaches had the option of indicating their racial identity using a select-all-that-apply approach. A large majority of coaches selected Caucasian/White (82.7%) to describe their race/ethnicity (see Table 2). Throughout the following findings sections of this report, analyses explore differences across racial groups (coaches who selected "Prefer not to say" are excluded from these analyses). For the purposes of those comparisons, coaches who selected more than one of the options in Table 2 are combined into a multi-racial category. Also, for the purposes of analyses, coaches who identified as Hawaiian or Pacific Islander and those who identified as Native American or Alaskan Native are combined with those who selected "Another race/ethnicity"; this is done to protect the anonymity of the small number of coaches who identified themselves as Hawaiian or Pacific Islander and Native American or Alaskan Native.

Table 2. Coaches' racial/ethnic identities (Select all that apply)

Race/Ethnicity (2,066)	%
Caucasian/White	82.7%
Hispanic or Latino/a/e	6.9%
Prefer not to say	5.0%
Asian or Asian American	3.1%
Black or African American	2.8%
Another race/ethnicity not listed here	1.9%
Native American or Alaskan Native	1.2%
Hawaiian or Pacific Islander	0.4%

The sample of coaches surveyed included more men (67.6%) compared to women (29.7%; Table 3). A small proportion of coaches chose to self-describe as an identity other than men or women (0.9%). For the purposes of subgroup analyses in the findings throughout this report, comparisons are made only between coaches who identified themselves as men compared to those who identified as women; this is done to protect the anonymity of the small number of coaches who identified themselves as a sex other than man or woman.

Table 3. Coaches' sex identities

Sex (2,066)	%
Man	67.6%
Woman	29.7%
Prefer not to say	1.8%
Prefer to self-describe	0.9%

Survey Sample Description

Surveyed coaches were asked to select all sexual identities that applied to them, with a majority identifying as heterosexual (85.4%; Table 4). For the purposes of subgroup analyses in findings sections throughout this report, two broad sexuality categories are compared: coaches who identified as only heterosexual/straight; and those who selected one or more sexual identity other than heterosexual/straight.

Table 4. Coaches' sexual orientations (Select all that apply)

Sexual Orientation (2,051)	%
Heterosexual/straight	85.4%
Prefer not to say	6.1%
Asexual	2.5%
Bisexual	2.0%
Queer	1.3%
Lesbian	1.2%
Gay	1.1%
Another sexuality not listed here or prefer to self-describe	0.7%
Unsure or questioning	0.5%
Aromantic	0.5%
Pansexual	0.3%

A small minority (6.4%) of coaches surveyed identified themselves as a person with a disability (Table 5).

Table 5. Coaches with and without disabilities, and those who prefer not to say

Disability Status (3,460)	%
Coaches without disabilities	90.4%
Coaches with disabilities	6.4%
Prefer not to say	3.2%

Most coaches (87.3%) who responded indicated that they are currently involved as coaches in their sport (see Table 6).

Table 6. Coaches' status as a current or former coach

Disability Status (3,460)	%
Current Coaches	87.3%
Former Coaches	12.7%

Survey Sample Description

Coaches who were not currently coaching were asked to share the year that they most recently coached. About one-third (32.3%) of former coaches had coached as recently as earlier in 2025 (see Table 7).

Table 7. Former coaches' most recent year coaching

Year Most Recently Coached (432)	%
2025 (earlier in the year)	32.3%
2024	21.3%
2023	13.7%
2022	10.0%
2021	5.8%
2020	17.1%

Surveyed coaches were asked to specify what type of coaching role they currently or most recently performed (see Table 8). Most coaches identified themselves as head coaches (56.3%), followed by assistant coaches (25.4%).

Table 8. Current or most recent coaching role

Coaching Role (3,460)	%
Head Coach	56.3%
Assistant Coach	25.4%
Private Coach	6.5%
Instructor	6.0%
Another Coaching Role	5.7%

When asked if, in connection with their role as a coach, they had ever been a member or an employee of an NGB or the USOPC, approximately half of our sample responded "no" (51.3%), while fewer responded "yes" (37.7%). About one in ten coaches (10.1%) expressed that they were unsure whether they had been members or employees of an NGB or the USOPC, and a small percentage indicated that they preferred not to say (see Table 9). Several findings in this report discuss variations between responses from coaches who have had NGB or USOPC affiliations versus those who have not. When those comparisons are made, coaches who are unsure of or did not specify their affiliation status are excluded from analysis.

Table 9. Coaches' responses regarding if they had ever coached in affiliation with an NGB or the USOPC

Coaches' NGB/USOPC Affiliation (3,459)	%
No	51.3%
Yes	37.7%
Unsure	10.1%
Prefer not to say	0.9%

Coaches varied in terms of how long they have coached their sport. The largest segment of responses (65.7%) came from individuals who had coached for more than 10 years (see Table 10).

Table 10. Range of total years of coaching experience

Years of Coaching Experience (3,458)	%
Less than 1 year	1.6%
1 to 3 years	8.7%
4 to 6 years	14.1%
7 to 9 years	9.9%
10 or more years	65.7%

Coaches were asked to share the sex classification of the athletic program(s) or sport discipline(s) that they have coached (see Table 11). Instructed to select all that apply, coaches' responses were fairly evenly split between those who have been involved in girls'/women's sports (46.4%), those who coached boys'/men's sports (41.8%), and those who have been involved in co-ed sports (46.7%).

Table 11. Sex classifications of sport programs/disciplines coached (Select all that apply)

Sex classification coached (3,453)	%
Girls'/women's sports	46.4%
Boys'/men's sports	41.8%
Co-ed sports	46.7%

Table 12 further details the sex classification of the athletic program(s) or sport discipline(s) from Table 11 by the sex of the coaches themselves. Responses were evenly split among the three classifications for male coaches. By comparison to male coaches, female coaches were more likely to coach co-ed sports (60.4%) and less likely to coach boys'/men's sports (19.8%).

Table 12. Sex classifications of sport programs/disciplines coached (Select all that apply)

Sex classification coached	Female Coaches (611)	Male Coaches (1,395)
Girls'/women's sports	48.0%	44.5%
Boys'/men's sports	19.8%	48.1%
Co-ed sports	60.4%	47.1%

Coaches were also asked to indicate whether they have coached adult athletes and/or youth athletes (see Table 13). A large majority (93.3%) of coaches indicated that they coached youth athletes (under 18 years of age).

Table 13. Age categories of athletes coached (Select all that apply)

Age categories coached (3,452)	%
Youth (under 18 years old)	93.3%
Adults (18+ years old)	37.6%

Coaches of youth athletes were asked what age ranges they have coached (see Table 14). Most responses indicated coaches working with youth in the 11 to 14 age range (85.7%), followed by ages 15 to 18 (74.4%), and ages six to 10 (72%).

Table 14. Age ranges of youth athletes coached (Select all that apply)

Age of youth coached (3,211)	%
5 years old or under	35.9%
6 to 10 years old	72.0%
11 to 14 years old	85.7%
15 to 18 years old	74.4%

Coaches were also asked to share the type of setting(s) that they have coached in (Table 15). Nearly two-thirds of coaches shared that they have coached in elite, select, or travel sport settings (64.8%), with a similar proportion indicating they coached in recreational community sport settings (63.7%).

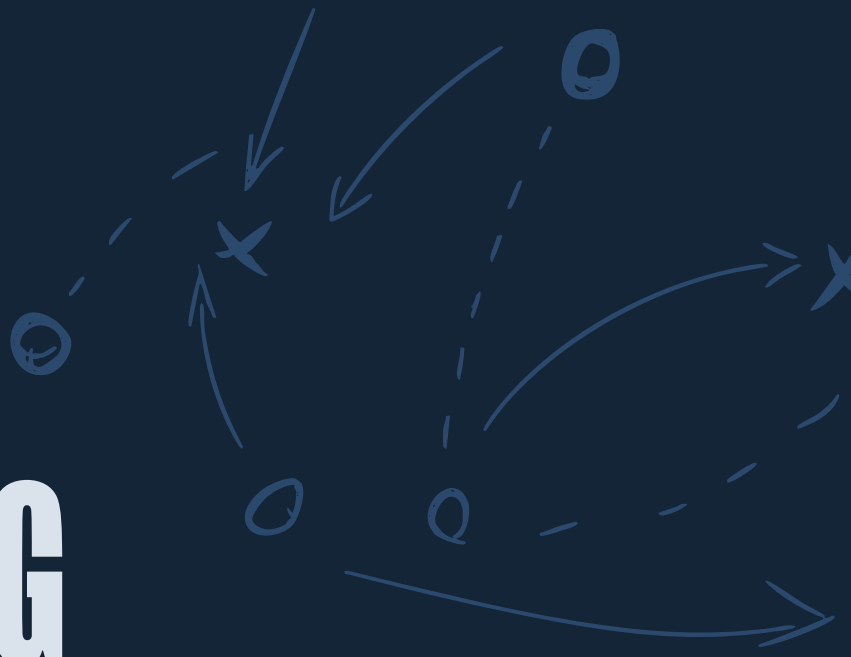
Table 15. Settings where coaching has taken place (Select all that apply)

Coaching setting (3,447)	%
Elite, select, or travel sports	64.8%
Recreational community sports	63.7%
School-based sports	42.1%
Collegiate sports (NCAA, NAIA, or NJCAA)	15.5%
Olympic or Paralympic programs (National, Developmental, or Junior)	12.3%
Semi-professional sports	8.2%
Professional sports	5.0%

A large majority of coaches surveyed (94.8%) shared that they have coached athletes in teams or larger group formats (i.e., four or more athletes at a time; see Table 16). More than half of coaches indicated they have either worked with athletes individually (51.1%) and/or in pairs or small groups (i.e., two or three athletes at a time; 55.0%).

Table 16. Format of coaching provided in terms of athlete group size (Select all that apply)

Format of coaching (3,441)	%
Teams or larger groups (4 or more athletes at a time)	94.8%
Pairs or smaller groups (2 or 3 athletes at a time)	55.0%
Individual coaching (1 athlete at a time)	51.1%



GENERAL COACHING EXPERIENCE

Coaches shared their perceptions related to feelings of satisfaction and burnout.

General Coaching Experience

Coaches shared their perceptions related to feelings of satisfaction and burnout.

In general, coaches shared a high level of satisfaction with their coaching experience. On average, coaches more often agreed with statements that indicated positive coaching experiences, with the highest rating (4.5 out of 5) reflecting coaching had a positive impact on their lives overall (Figure 1).[2]

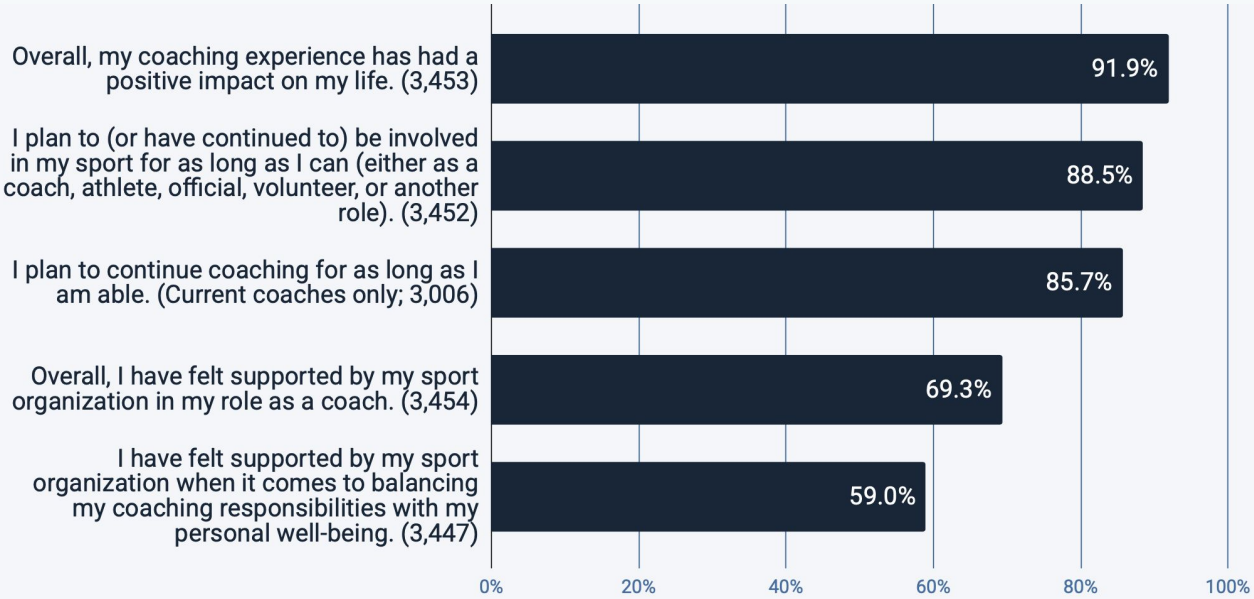
Figure 1. Average coach agreement with statements related to their satisfaction in sport

Further exploring the frequency at which coaches agreed with each statement related to their satisfaction in sport, Figure 2 shows the percentages of coaches who either agreed or strongly agreed with each item. These results complement the mean ratings shown in Figure 1 by illustrating how consistently coaches expressed positive sentiments about their coaching experience.

[2] Note that some questions throughout this survey use the term "sport organization." Coaches were instructed to think of sport organizations including clubs or leagues, multi-sport organizations, school or collegiate sports groups, NGBs, or other organizations that offer organized sports. For those who may have been involved in more than one sport organization, the survey instructed coaches to think about the organization that was most relevant or significant to them, given the context of the question.

General Coaching Experience

Figure 2. Percentages of coaches who agreed or strongly agreed with statements related to their satisfaction in sport



Most coaches (84.6%) indicated that, at some point within the past five years, they felt burned out by their coaching duties, while nearly two-thirds of coaches (64.8%) had seriously considered quitting their coaching role entirely. Table 17 shows the percentage of coaches who have had at least some experiences related to burnout or disengagement (i.e., responses of either rarely, occasionally, frequently, or very frequently) compared to those who never had those experiences in the context of their sport.

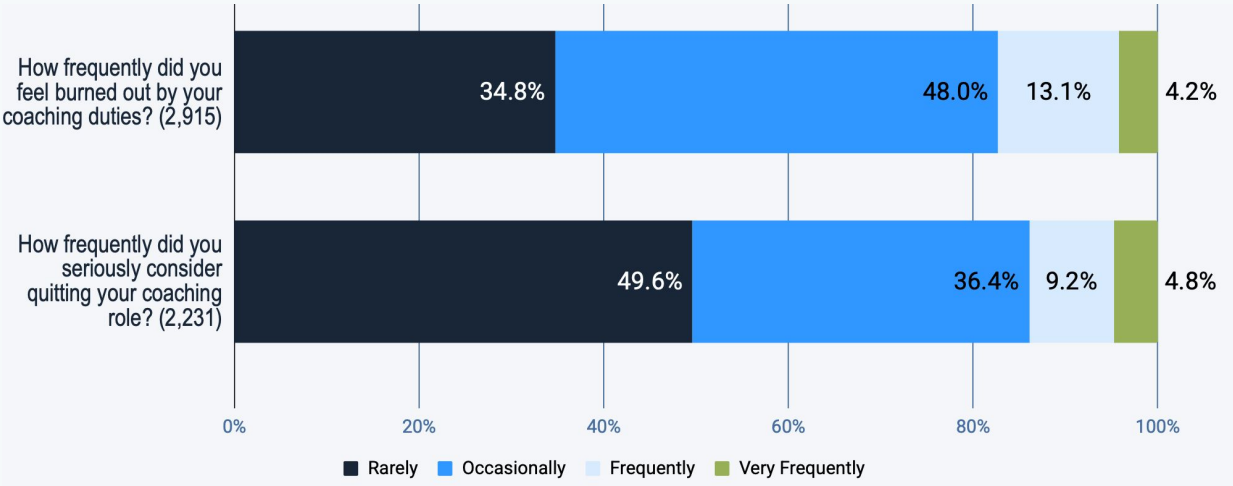
Table 17. Percentages of coaches who experienced vs. never experienced indicators of disengagement and burnout

Within the past five years, how frequently...	Rarely to Very Frequently	Never
Did you feel burned out by your coaching duties? (3,445)	84.6%	15.4%
Did you seriously consider quitting your coaching role? (3,444)	64.8%	35.2%

Coaches who experienced burnout or disengagement within the past five years most often indicated having those experiences rarely or only occasionally (see Figure 3).

General Coaching Experience

Figure 3. Frequency of disengagement or burnout (not including coaches who selected "Never")



Group Differences in Coaching Experiences

To explore group-level differences related to general coaching experiences, a composite score of survey responses was calculated by summing the ratings from the five items related to positive coaching experiences (Figure 1) and the two items related to disengagement and burnout (reverse coded; Figure 3).[3] Scale reliability analyses confirmed that these seven items have a high level of internal reliability and inter-item correlation, supporting the use of this composite score approach.[4] Composite scores ranged from 3 to 35, with higher scores indicating greater coach satisfaction.

Using these composite scores, group-level analyses were conducted to explore whether differences in coaches' demographics/background were related to their overall level of satisfaction in their coaching role. Analyses revealed that coaching satisfaction was significantly associated to a coaches' sex. Specifically, male coaches showed significantly higher levels of satisfaction from their coaching experiences compared to female coaches.[5]

Based on these findings, analyses were conducted on potential sex differences in coaches' responses to the individual survey items that comprise the composite score. Differences between men and women were most pronounced in response

[3] The five items related to positive coaching experience used an agreement rating scale and were scored as 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; and 5=Strongly agree. The two items related to burnout and disengagement used a frequency rating scale, which was reverse coded and scored as 1=Very frequently; 2=Frequently; 3=Occasionally; 4=Rarely; and 5=Never.

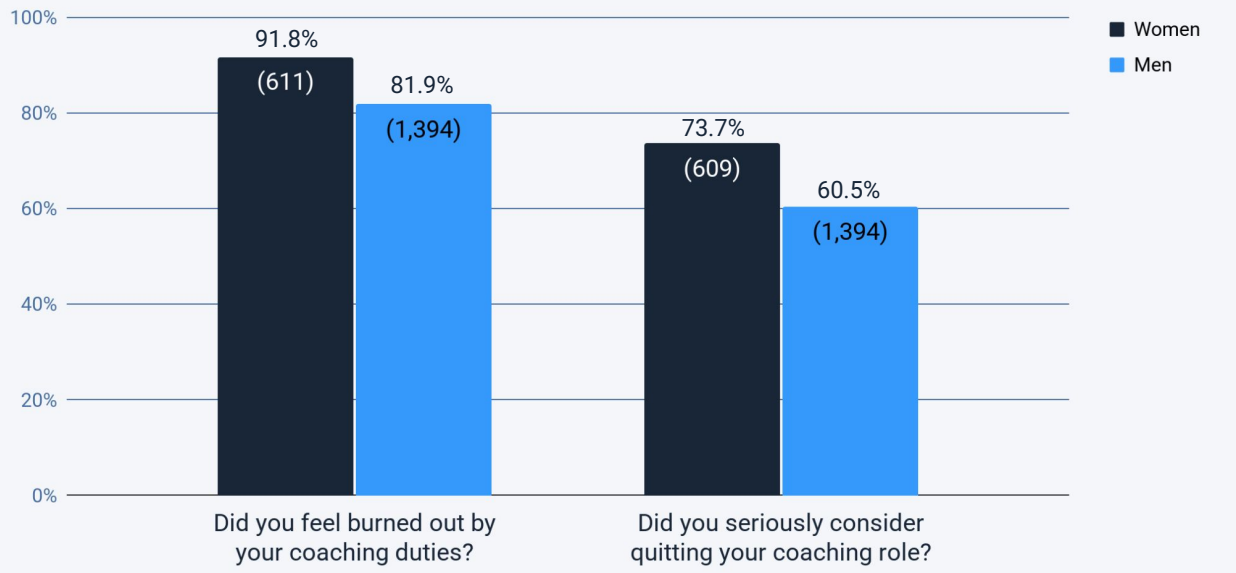
[4] Cronbach's α for the seven items loaded onto a single coach satisfaction factor was .781; the removal of any item did not increase Cronbach's α.

[5] ANOVA was significant, $F(1, 2{,}007) = 41.35$, $p < .001$, with a small effect size ($\eta^2 = .02$). Because Levene's test indicated unequal variances, Welch's adjusted test confirmed the finding, Welch's $F(1, 1{,}068.63) = 38.19$, $p < .001$. The mean satisfaction composite score was higher among men ($M = 28.04$, $SD = 4.55$) than women ($M = 26.57$, $SD = 5.04$).

to the items related to coaches' burnout and disengagement, with women reporting these experiences more frequently than men.

Figure 4 displays the percentage of men versus women who indicated that, during their coaching experience within the past five years, they felt burned out or seriously considered quitting their coaching role (i.e., selected anything other than "Never" for these survey items).

Figure 4. Percentages of coaches who experienced burnout or disengagement, by sex [6]



Reasons for Leaving Coaching

To understand why coaches leave their roles, they (survey takers who had indicated they had stopped coaching) were asked to "Please describe the main reason(s) you stopped coaching." A total of 156 coaches responded with a diverse range of experiences and perspectives; by analyzing these data for thematic insights, the following four themes were the most prevalent.

1. Retirement/aging out

The most common reason (21%) coaches described for leaving their positions was retiring or "aging" out of the role. Many of these responses indicated that coaches retired in their 70's and/or after 40+ years of coaching. For example, one participant shared, "I stopped because of retirement, age, and years of service. I coached for over 40 years." These findings, in part, demonstrate the level of commitment and dedication many coaches give over their lifetime.

[6] Numbers shown in parentheses represent the number of coaches that belong to each respective group. This is true for all graphs throughout this report.

2. Challenges with sporting organization(s)

Coaches frequently discussed (18%) leaving their sport due to challenges within their sporting organizations. These challenges typically represented one of two categories—lack of support or disagreement with organizational policies/practices. One coach stated they left because of, "lack of support from the administration causing burnout," while another answered, "ridiculous mandates that are too cumbersome and often misconstrued and not understood how they impact the whole community." Survey takers mentioned the importance of having organizations and their decisions be supportive of the work of coaches; analyses found that often when there is misalignment coaches end up exhausted by the intrinsic burden of the job coupled with the organizational lack of support.

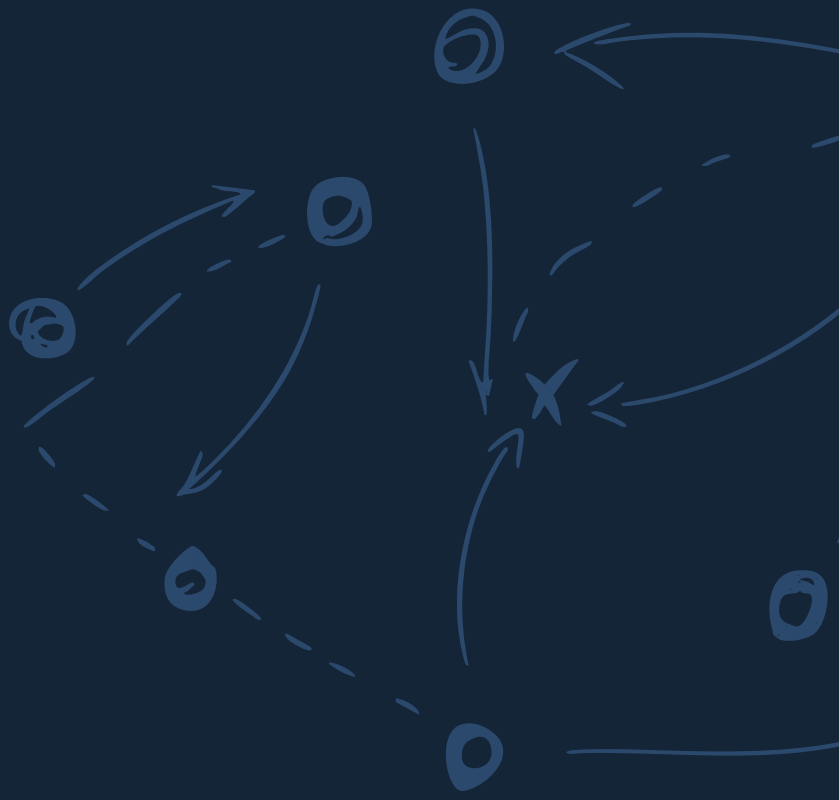
3. Family needs and/or children progressing or aging out of sport

Survey takers also described the impact of their own family (13%) on their choice to leave coaching. Most commonly they cited children progressing/changing sport or aging out and/or needing to take time to care for family members. Parent coaches indicated that once their child left or aged out of their local organization, they no longer continued coaching; "I coached my child from 6U through 16U. My child has now aged out of the town youth program and now splits time between the high school program and a local club program." These findings also speak to the time commitment of coaching; when family members need more support or care, coaches no longer have the time or resourcing needed to continue in their role. For instance, one coach described, "too much time away from home and my young family."

4. Challenges with parents

Another consistent finding (10%) shared across responses was the difficulty of managing and working with parents. Coaches described challenges ranging from parents' negative attitudes, inability to hold their children accountable, and sometimes exhibiting abusive behaviors. Coaches leaving their sport due to issues with parents is illuminated by this response, "Parents. They created tension. They instilled distrust. They were worse than children." By examining survey responses, it seems that success for athletes and coaches is heavily impacted by parent actions, belief, and sport culture; parents can either act as a support to the positive work of coaches or they can undermine it to the extent that coaches decide to leave.

SAFETY CULTURE IN SPORT



Coaches' perceptions related to the culture of safety and well-being in sport organizations.

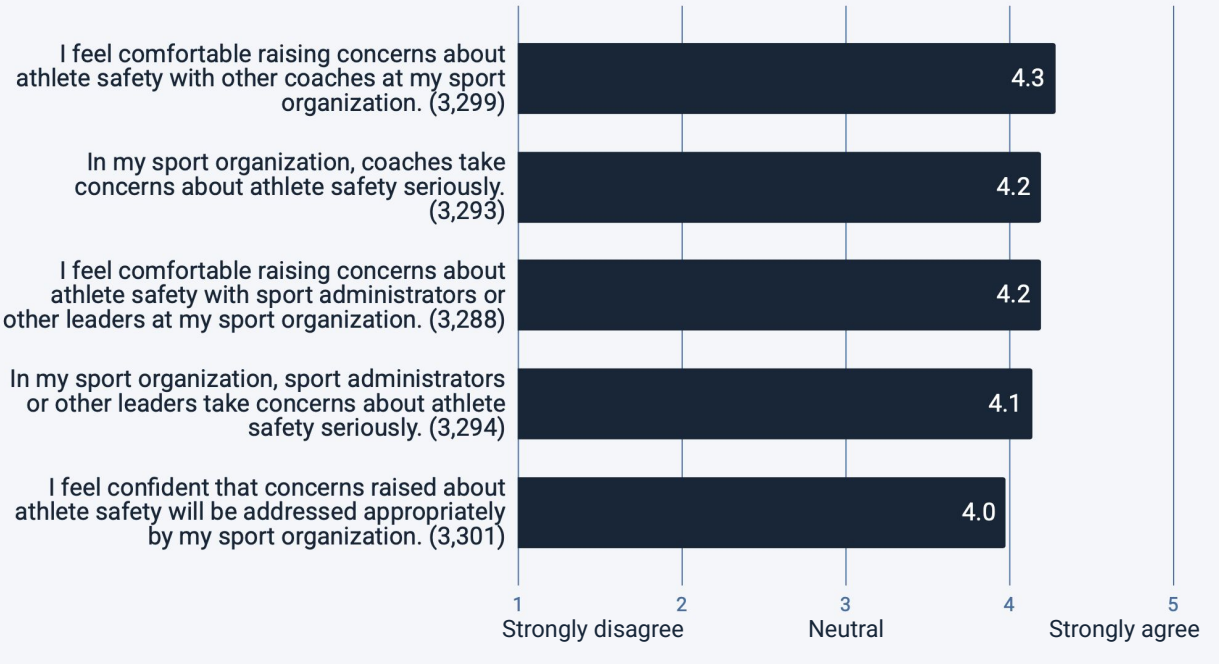
Safety Culture in Sport

Coaches' perceptions related to the culture of safety and well-being in sport organizations.

Coaches responded to a series of questions examining their perceptions of safety culture within their sport organizations. All 24 items asked coaches to reflect on their experiences within the past five years and to indicate their agreement with statements related to safety concerns, norms about safety and well-being, policies and practices, confidence recognizing and responding to harm, and perceived barriers to implementing safety policies.

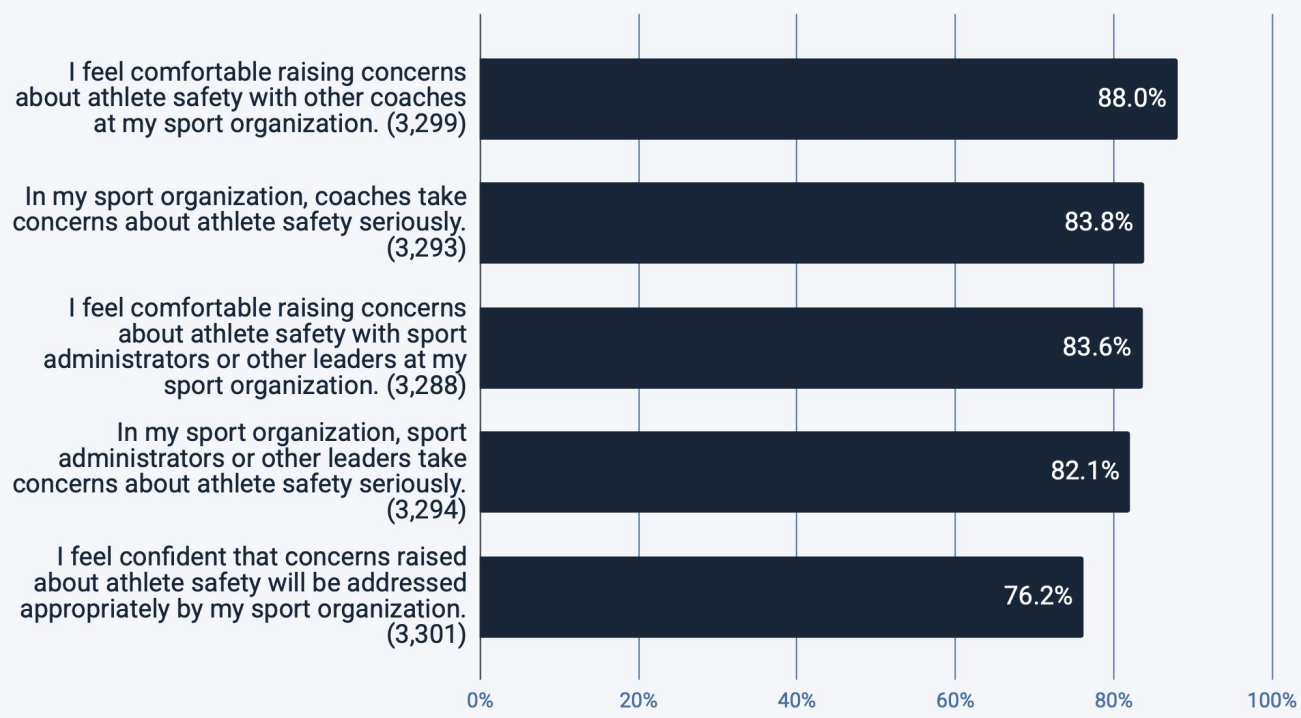
The first five statements in this section related to coaches' levels of comfort raising concerns about athlete safety, and their perceptions that such concerns are taken seriously within their sport organizations. As shown in Figure 5, coaches generally agreed with all five statements (i.e., mean values near 4 on the 5-point scale).

Figure 5. Average coach agreement with statements related to raising athlete safety concerns



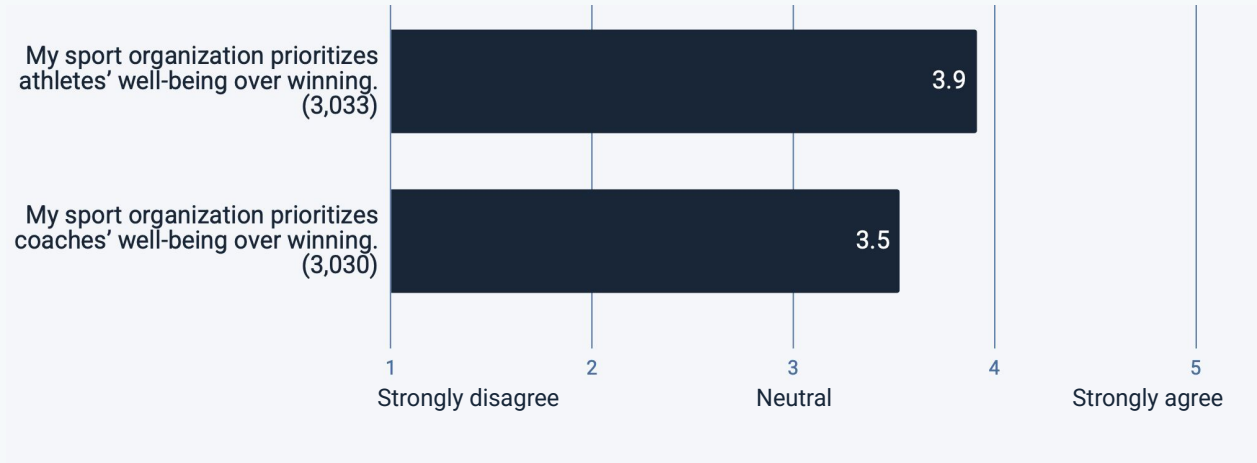
To further illustrate how frequently coaches agreed with each statement related to raising athlete safety concerns, Figure 6 presents the percentages of coaches who either agreed or strongly agreed with each item. While most of these items were agreed upon by at least 80% of coaches, somewhat fewer (76.2%) felt confident that concerns raised about athlete safety would be appropriately addressed by their sport organization.

Figure 6. Percentages of coaches who agreed or strongly agreed with statements related to raising athlete safety concerns



Coaches generally agreed with statements suggesting that well-being is prioritized over winning in their sport organizations. As shown in Figure 7, coaches agreed (3.9 out of 5) that their organizations prioritize athletes' well-being over winning; however, when asked whether their organizations prioritize coaches' well-being over winning, average ratings were somewhat lower (3.5 out of 5).

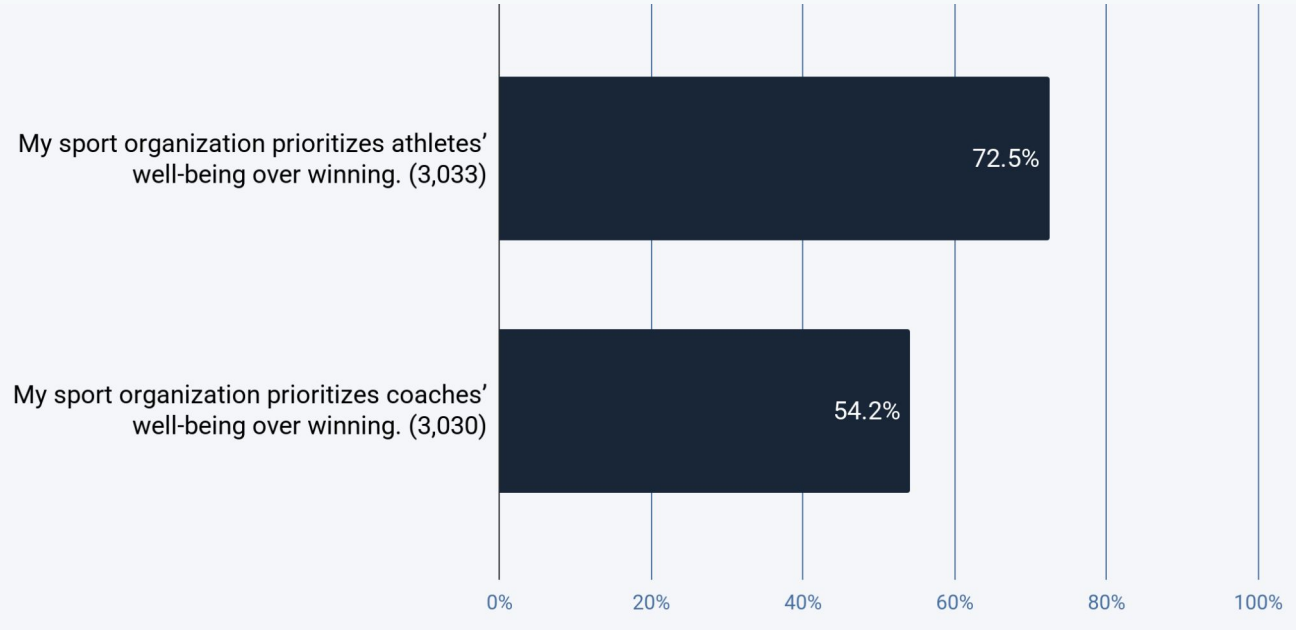
Figure 7. Average coach agreement with statements related to organizational priorities



Safety Culture in Sport

Nearly three-quarters (72.5%) of coaches agreed that their sport organizations prioritize athletes' well-being over winning, while closer to half (54.2%) agreed that coaches' well-being is prioritized over winning (see Figure 8).

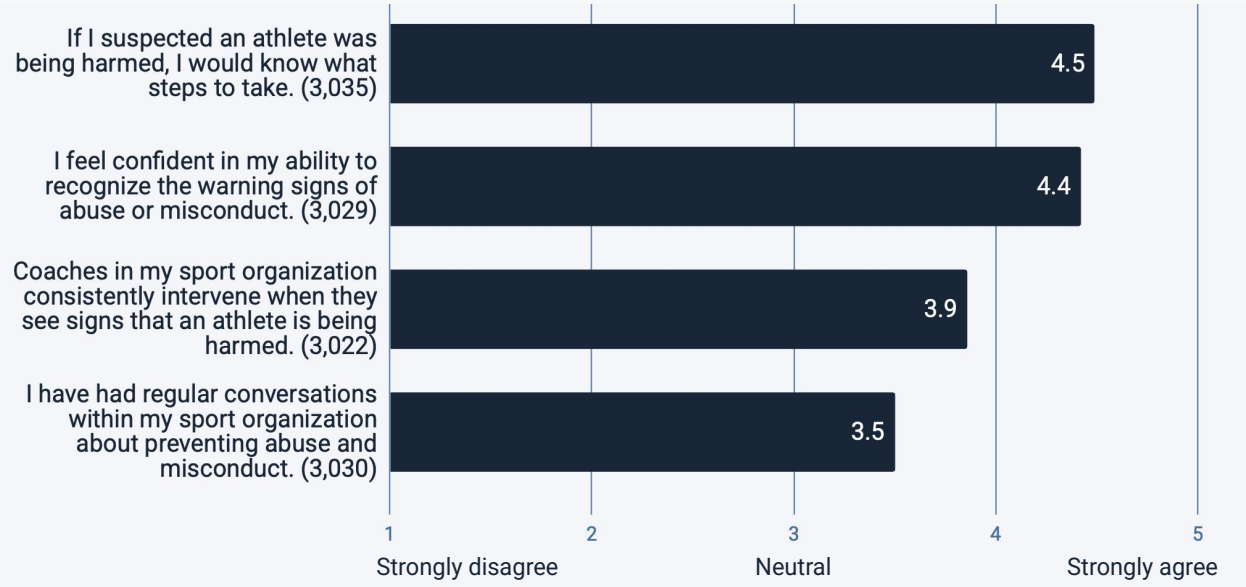
Figure 8. Percentages of coaches who agreed or strongly agreed with statements related to organizational priorities



Several statements (shown in Figure 9) assessed coaches' perceptions of their readiness to prevent and address safety concerns within their sport organizations. Overall, coaches expressed high levels of agreement that they would know what steps to take if they suspected an athlete was being harmed (4.5 out of 5). Coaches also felt confident in their ability to recognize warning signs of abuse or misconduct (with an average agreement of 4.4). Although coaches still agreed on average, they agreed to a lesser extent for statements reflecting broader organizational practices and norms. Specifically, they indicated moderate agreement that coaches in their sport organization consistently intervene when they see signs of harm, or that they have regular conversations within their sport organization about preventing abuse

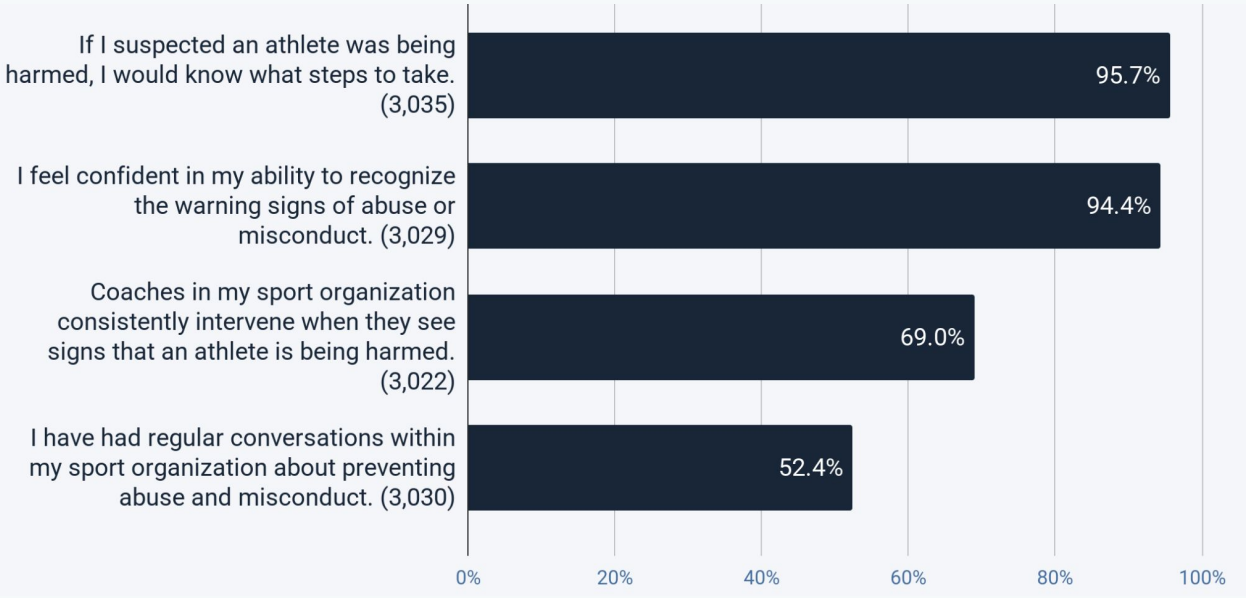
and misconduct (3.9 and 3.5 out of 5, respectively).

Figure 9. Average coach agreement with statements related to readiness to address concerns



Approximately 95% (95.7%) of coaches agreed (or strongly agreed) that if they suspected an athlete was being harmed, they would know what steps to take. However, only about half (52.4%) of coaches agreed (or strongly agreed) that they have regular conversations within their sport organization about preventing abuse and misconduct (see Figure 10).

Figure 10. Percentages of coaches who agreed or strongly agreed with statements related to readiness to address concerns



Safety Culture in Sport

Three additional safety culture items assessed coaches' perceptions of whether their sport organizations provide clear guidance on how to report abuse or misconduct, supportive and accessible resources for seeking support, and safe and confidential channels for athletes to share concerns. Coaches tended to agree with all three statements but agreed less consistently that their organizations provide accessible resources for seeking support (such as mental health resources). These findings are displayed in Figure 11 as average agreement ratings, and Figure 12 as percentage of coaches who agreed or strongly agreed with each statement.

Figure 11. Average coach agreement with statements related to organizational resources and support

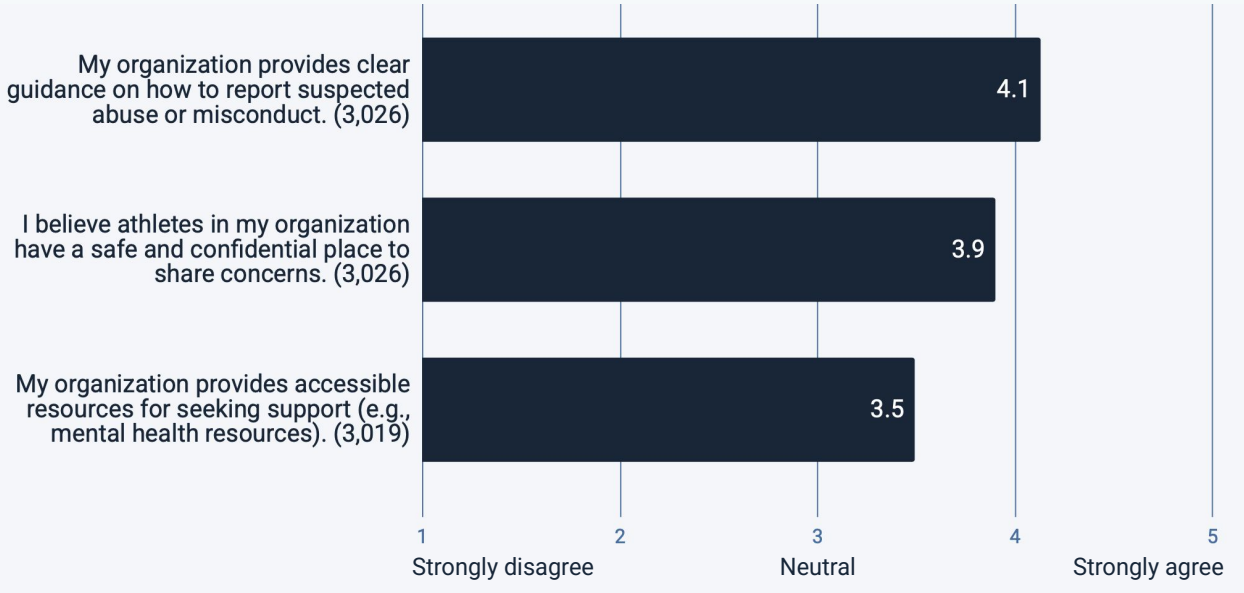


Figure 12. Percentages of coaches who agreed or strongly agreed with statements related to organizational resources and support

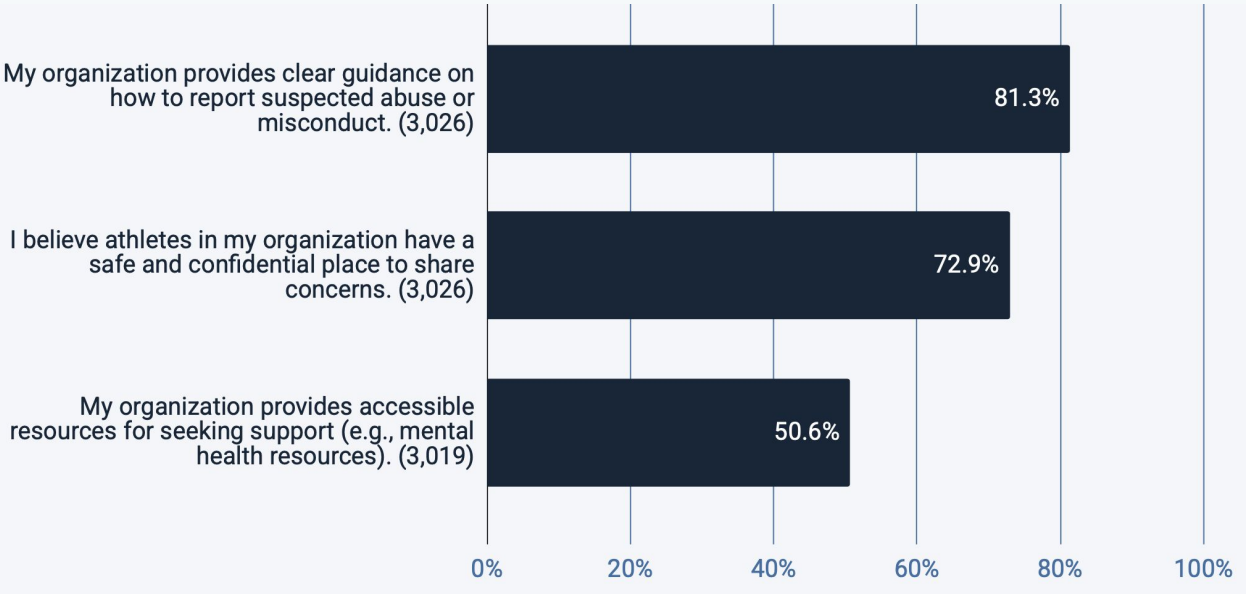


Figure 13 presents coaches' agreement with statements about the clarity and communication of their sport organizations' safety policies in five areas. Overall, coaches tended to agree that their organizations clearly communicate policies related to boundaries, bullying and hazing, and different forms of abuse, with mean scores all at or slightly above 4 on the 5-point agreement scale. Coaches expressed the highest agreement that their organization provides and clearly communicates policies related to preventing and addressing sexual abuse or misconduct.

Figure 13. Average coach agreement with statements related to organizational safety policies

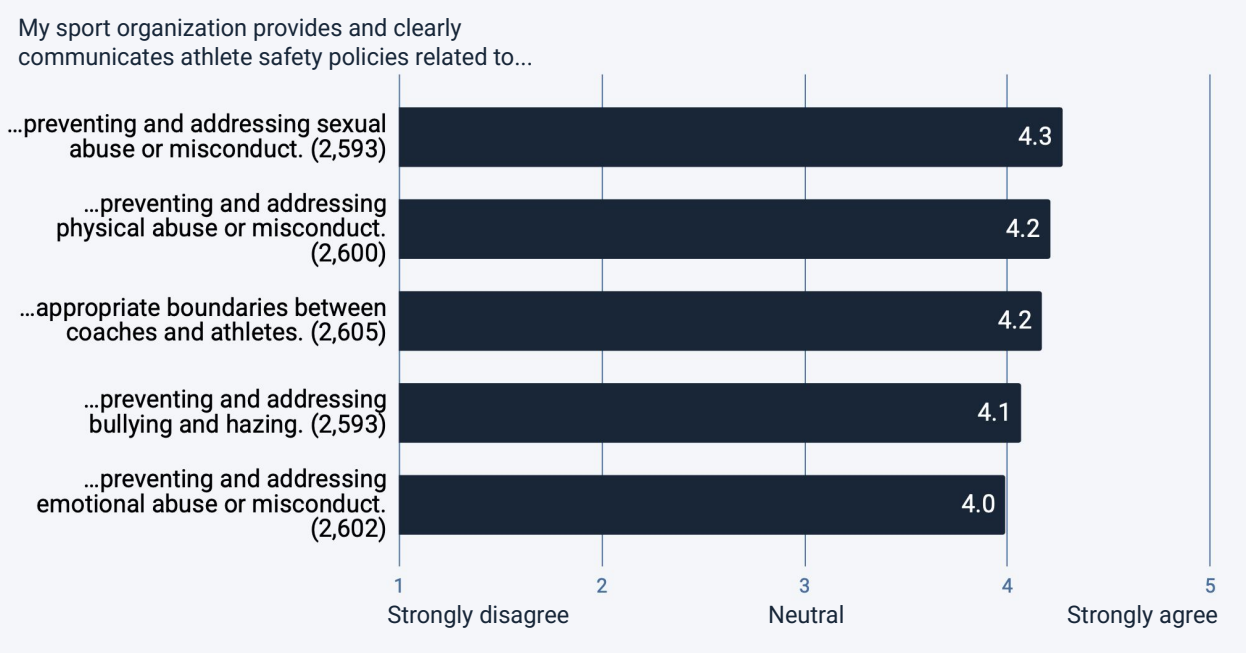


Figure 14 explores further the statements in Figure 13 to shed light on the percentage of coaches who agreed or strongly agreed with each statement related to organizational safety policies.

Figure 14. Percentages of coaches who agreed or strongly agreed with statements related to organizational safety policies

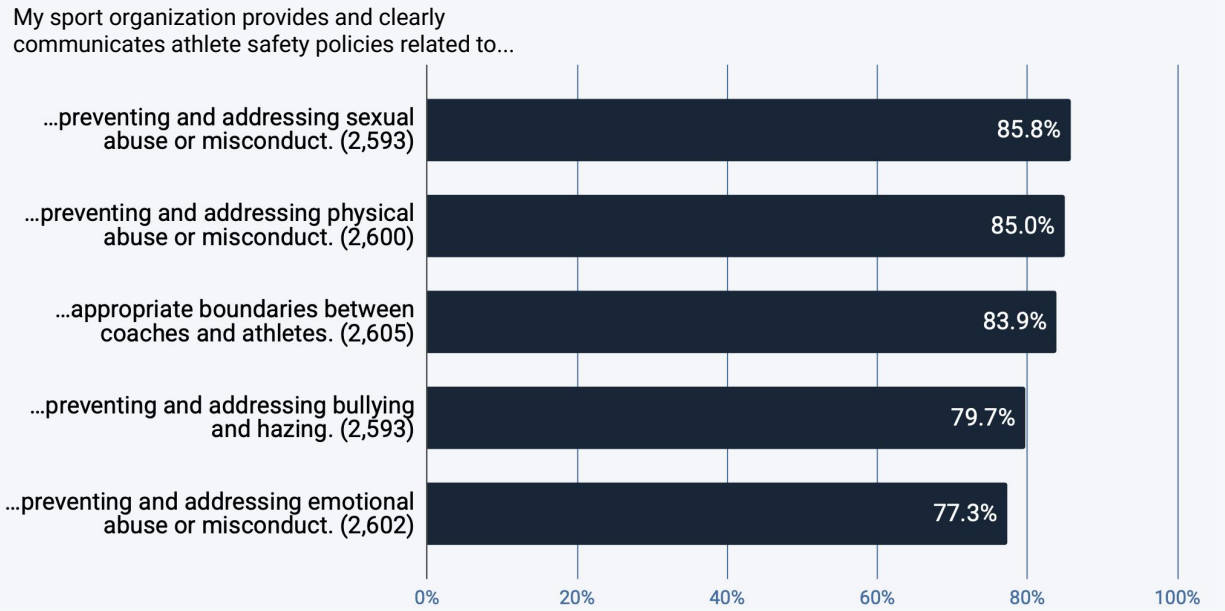
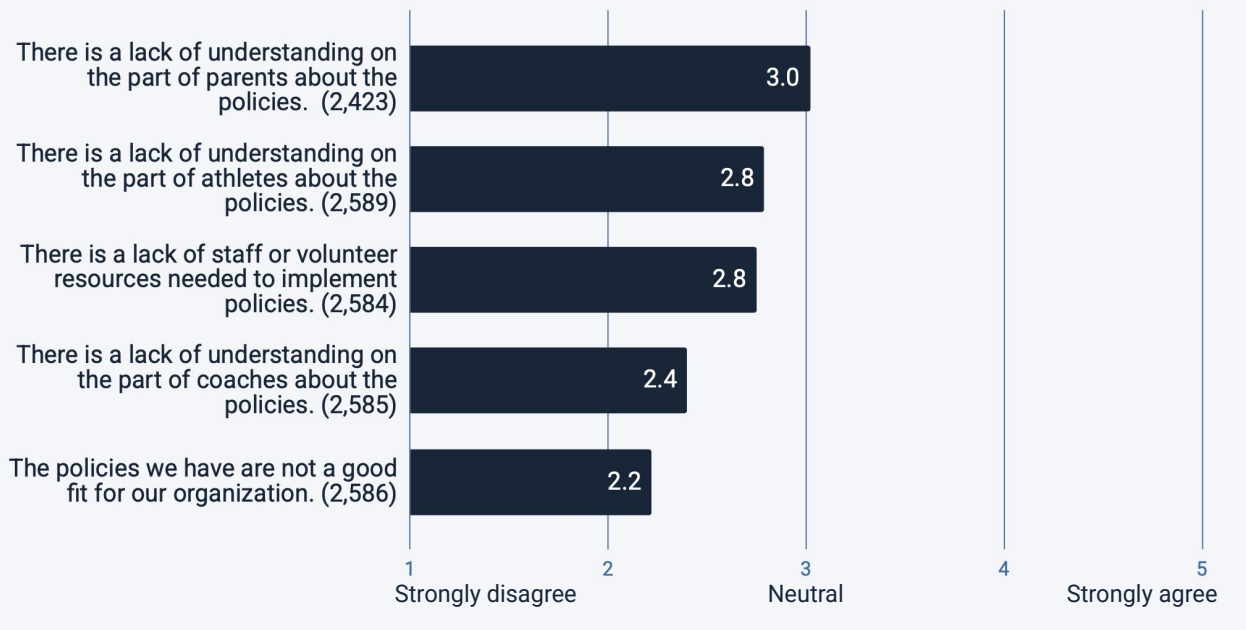


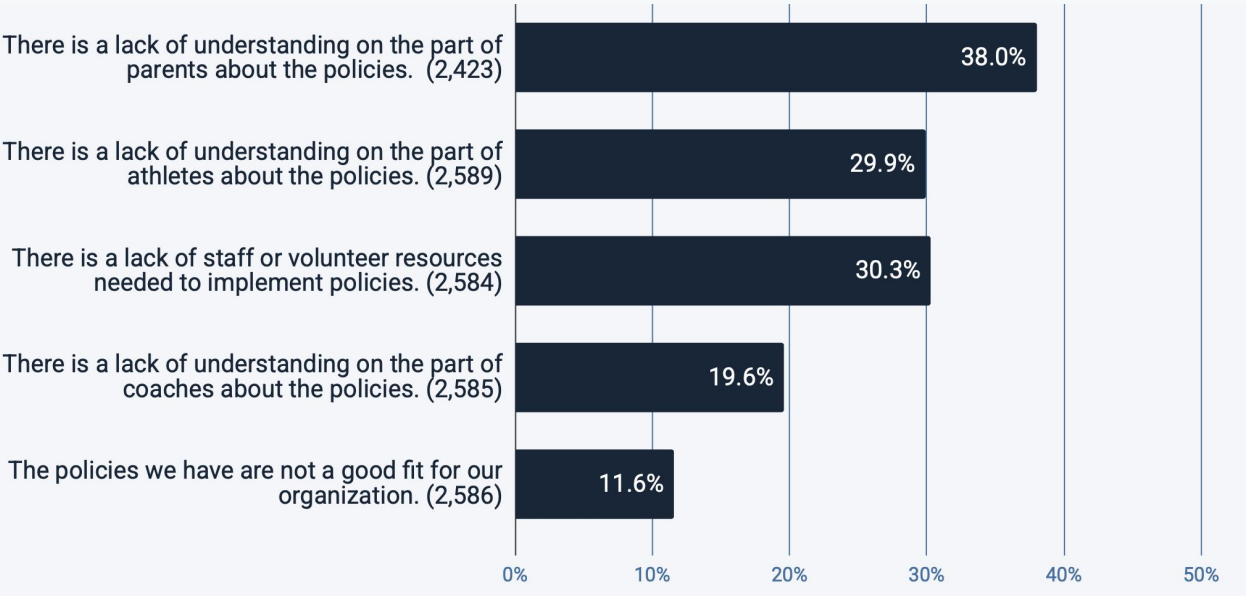
Figure 15 displays coaches' levels of agreement with several potential barriers that may make it difficult to implement or uphold athlete safety policies within their sport organizations. Across all five items, coaches' average ratings suggest that, overall, coaches tended to disagree or felt neutrally (represented by scale points 2 and 3, respectively) that these issues presented barriers within their organization. Encouragingly, coaches' responses suggest that they feel their athlete safety policies are a good fit for their sport organization. However, coaches expressed the most agreement with the statement suggesting that parents may not fully understand the athlete safety policies in their sport organizations (note that this survey item was only shown to coaches who indicated that they work with youth athletes), followed by the statement suggesting that athletes may be lacking in their understanding of their organizational policies. Collectively, these findings suggest that while coaches generally do not see major structural or knowledge-based barriers to implementing safety policies, they identify parent and athlete understanding as the areas where additional support or communication may be most needed.

Figure 15. Average coach agreement with statements related to barriers concerning athlete safety policies



As shown in Figure 16, nearly 40% (38.0%) of coaches agreed or strongly agreed that a lack of understanding on the part of parents creates a barrier when it comes to implementing or upholding athlete safety policies at their organization.

Figure 16. Percentages of coaches who agreed or strongly agreed with statements related to barriers concerning athlete safety policies



Group Differences in Perception of Safety Culture

To explore group differences related to coaches' perceptions of their sport organizational safety culture, a 24-item composite score was calculated by summing the ratings from the items listed in figures four through nine, above. The five items related to barriers (Figure 16) were reverse coded so that higher scores corresponded with fewer perceived barriers to safety policy. Scale reliability analyses confirmed that these 24 items have a high level of internal reliability and inter-item correlation, supporting the use of a summated composite scale score.[7] Composite scores ranged from 2 to 120, with higher scores indicating more positive perceptions related to safety culture.

Using the composite scores, group-level analyses were conducted to explore differences in coaches' perceptions of the safety culture within their sport organization. Analyses revealed that perceptions of safety culture were significantly associated with coaches' sex. Specifically:

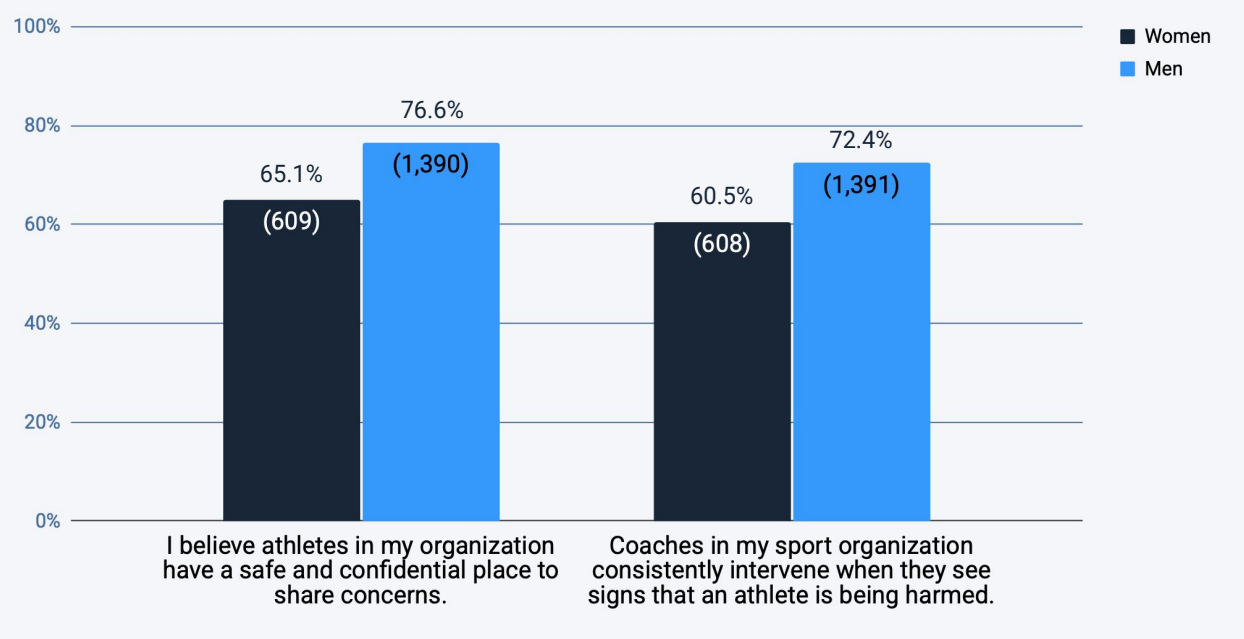
- Male coaches perceived their sport organizations' safety culture as significantly more positive compared to female coaches.[8]
- While men and women both generally perceived their organizational safety culture as positive, men consistently expressed slightly higher agreement with statements associated with a positive safety culture.

Figure 17 displays the percentage of male and female coaches who expressed agreement (agreed or strongly agreed) with two safety culture statements (i.e., those with the largest significant variance between sexes). While the majority of both male and female coaches agreed that coaches in their organization consistently intervene when they see signs of abuse, a lower percentage of women agreed compared to men. The same pattern can be seen in coaches' agreement regarding whether they believe athletes have a safe and confidential place to share concerns in their organization.

[7] Cronbach's α for the 24 items loaded onto a single safety culture factor was .939; the removal of any item did not increase Cronbach's α.

[8] ANOVA was significant, $F(1, 2{,}008) = 40.08$, $p < .001$, with a small effect size ($\eta^2 = .02$). Because Levene's test indicated unequal variances, Welch's adjusted test confirmed the finding, Welch's $F(1, 996.66) = 34.66$, $p < .001$. The mean safety culture composite score was higher among men was ($M = 94.76$, $SD = 14.81$) than women ($M = 89.91$, $SD = 17.88$).

Figure 17. Percentages of coaches who agreed or strongly agreed with statements related to organizational safety culture, by sex



Reflections on Barriers to Athlete Safety Policy

In an open-ended survey response, coaches were invited to describe any barriers they face when it comes to implementing or upholding athlete safety policies at their sport organizations. The major findings include:

1. Organizational communication, fairness, and mistrust

Survey takers identified organizational barriers at the highest rate (35%). These challenges primarily fell into the following categories: lack of communication from the top down, inconsistent enforcement across organizations, retaliatory experiences from the organization, and perceived nepotism/favoritism in accountability. One comment read, "a barrier that I see is a lack of organizational communication or points of contact." Another coach shared their experience by stating,

> ***"Speaking up about safety can come at a personal cost. Once I started asking tough questions and pushing for accountability, I began to notice how quickly communication stopped. Emails went unanswered. Calls weren't returned. It feels like once you challenge the system, you become an outsider, even when your intentions are rooted in care and protection."***

Coaches consistently felt that the mechanisms and systems put in place by either their organizations, and/or the Center, allowed for inconsistent or unfair enforcement of policies, ultimately leading to a distrust of the processes. However, they were not always in agreement on how these barriers arise; some coaches felt that when reports are made, organizations do not take them seriously, while on the opposite end of the spectrum others felt that reports result in too severe of outcomes. For instance, one response says, "I feel SafeSport does not address serious claims. SafeSport either takes forever or doesn't actually do anything with these claims," while another noted, "SafeSport presumes that an accusation is as good as a conviction…its presumption is that the complainant—parent or athlete—is always right." Regardless of where they see these issues arise, it seems that the organizational challenges experienced by coaches ultimately lead to obstacles in implementing and upholding safety programing and procedures.

2. Coach-related challenges

One of the most frequently mentioned barriers (34%) is coaching related issues. Specifically, concerns about coach quality, coaches' lack of commitment to prevention and response requirements, and pressures from within sport culture. One coach wrote, "we have hundreds of volunteer coaches who think SafeSport and concussion trainings are check the box items," this reflects what many coaches identified in terms of other coach disengagement with prevention material in tandem with the challenges of relying on volunteer coaches.

Another survey taker stated, "Coaches are not evaluated on how safe their athletes are, they are evaluated on records broken, medals won, etc." This highlights how the culture of sports and what that culture deems as important plays into the expectations in coach safeguarding practices. Another coach noted, "I don't think we collectively take things seriously when students show promise of elite abilities. I think people start ignoring signs when it might affect their career," indicating the pressure coaches are under to balance the expectations of producing elite athletes and prioritizing safety. This theme also had the highest gender variance with 44% of women compared to 30% of men identifying coaching-related challenges as a barrier.

3. Parental barriers

Coaches also identified parents as a major barrier (23%) to implementing or upholding athlete safety. Sentiments towards parents ranged from slight concern to total mistrust with one individual writing, "Parents selectively use policy to benefit their kid to the point coaches cannot contact parents anymore." Responses indicate that this arises when parents allow or encourage unsafe/harmful behaviors from

their child athlete, engage in harmful behavior themselves, or are unaware of/misuse safeguarding protocols and policies. One coach demonstrates these challenges when writing, "parents need more accountability when it comes to managing their athletes," while another commented, "parents think they know more than anyone else."

4. Knowledge and education gaps

Another key finding is that of knowledge gaps (23%); these challenges include 1) who is required to get training, and 2) lack of communication of training of policies, and 3) education providing practical tips on policy implementation. A main concern mentioned by coaches was that not all individuals involved in their sports are required to take training. One survey taker explained this by writing, "While coaches and referees are required to take SafeSport training, parents and athletes are generally unaware of what that training entails or what safety measures are expected of us, the professionals"; many coaches indicated individuals beyond coaches and officials also needed to get trained. Some coaches mentioned that they themselves were not aware of any safeguarding policies or procedures within their organization and felt this mirrored the overall experience of communication challenges within their sport. In regard to gaps within the current training, one coach stated, "It was encouraged to meet regularly with athletes to check in about mental health and school, but no training was provided to coaches to talk about sensitive issues..."; this sentiment was also shared by some coaches who felt they needed more practical education beyond what a policy is into how to implement it well.

5. Policies are difficult to implement

Many coaches (21%) indicated that the safeguarding policies are often difficult to implement either because the policy feels impractical or because they lack the resourcing to do so. Coaches (especially in contact sports[9]) felt that policies often do not fit the realities of their sports; some of the factors mentioned as barriers to implementation included type of facilities, the size of the sport, approaches to teaching technique, and how the sport is played. A coach spoke to these challenges when stating, "Facilities can make it difficult to abide by SafeSport requirements. Some facilities have been in place since the 1970's that make it impossible," with another describing, "As a contact sport, some of the SafeSport policies concerning contact are not directly relevant. With that said, I am confident that within our group all coaches strive to ensure a safe and welcoming environment for our students." Coaches also felt that policy adherence required resourcing that some clubs or organizations do not have; the most referenced constraints were time, money, and staffing.

[9] A contact sport is any sport where physical contact between competitors is an integral part of the game

BELIEFS ABOUT HOW REPORTS ARE RECEIVED

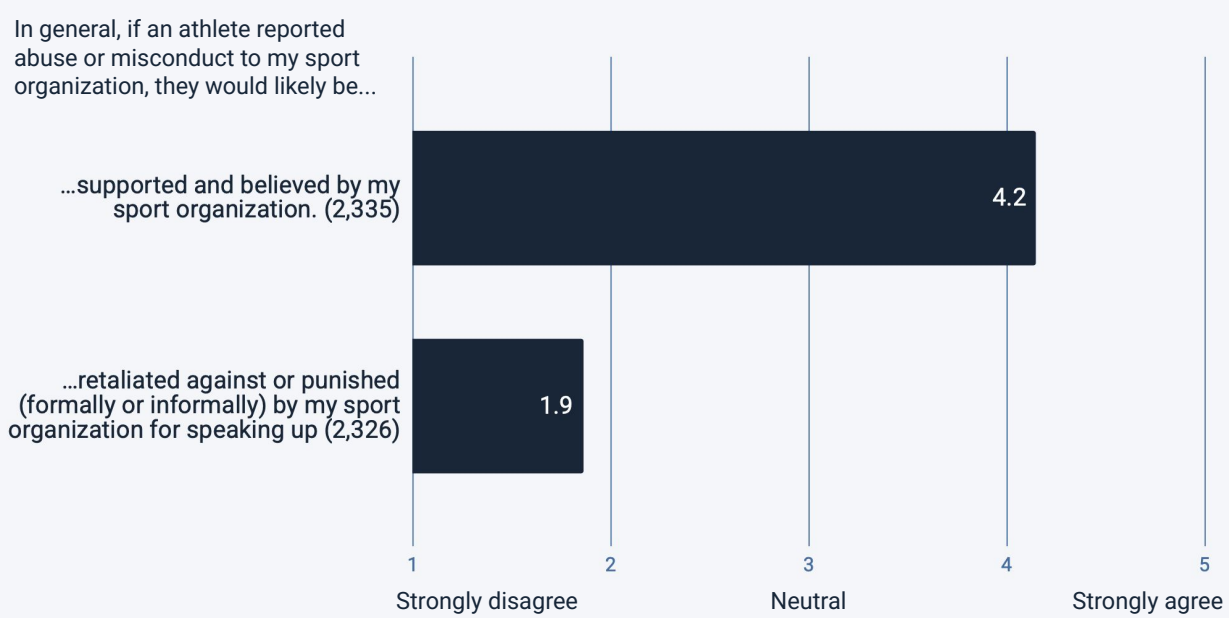
Coach perceptions about whether athletes who report abuse will be supported and believed.

Beliefs About How Reports Are Received

Coach perceptions about whether athletes who report abuse will be supported and believed.

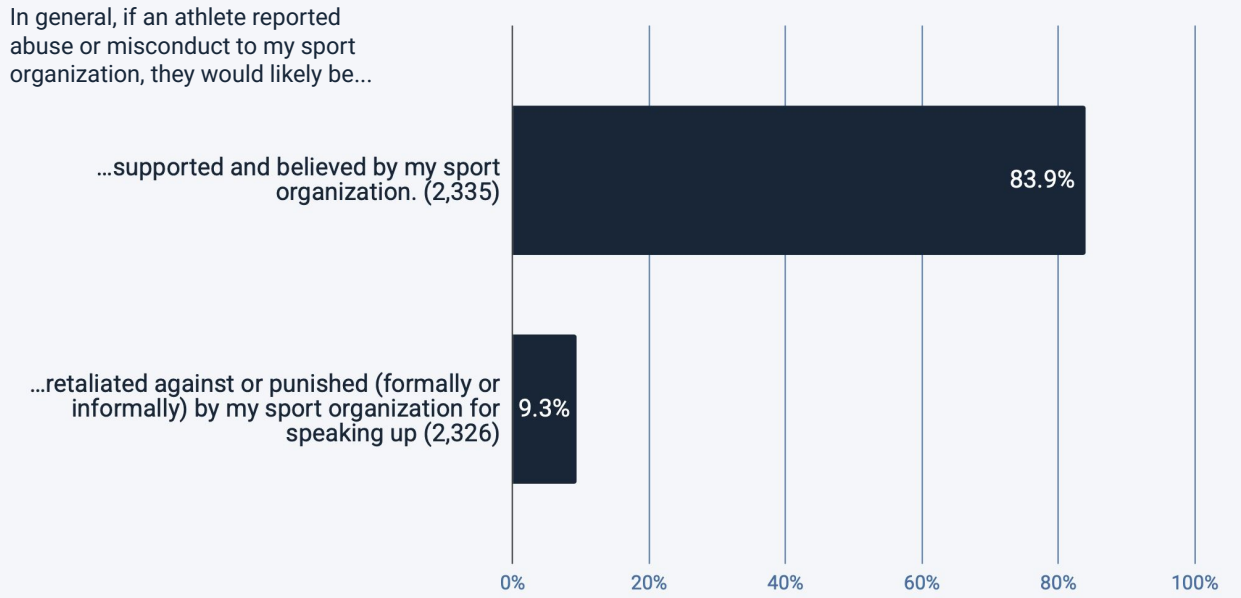
Coaches were asked how they believed athlete reports of abuse or misconduct would be received in their sport organizations. Overall, coaches expressed a high level of agreement that a reporting athlete would be supported and believed by their sport organization, along with strong disagreement that a reporting athlete would be retaliated against or punished by their sport organization for speaking up. Figure 18 displays the average agreement ratings for these items, and Figure 19 highlights the percentage of coaches who agreed or strongly agreed with each statement.

Figure 18. Average coach perceptions of how reports of abuse by athletes are likely to be received



Beliefs About How Reports Are Received

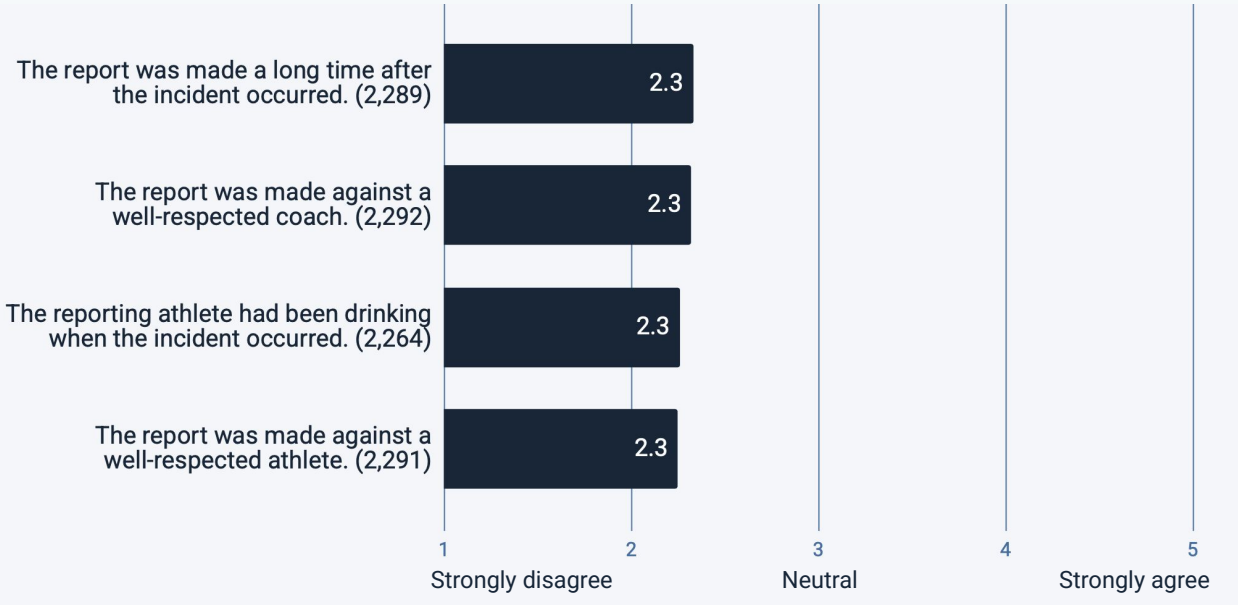
Figure 19. Percentages of coaches who agreed or strongly agreed with statements related to how reports of abuse by athletes are likely to be received



Surveyed coaches shared their perspectives on how different circumstances may reduce the likelihood that an athlete who reports abuse or misconduct would be supported or believed by their sport organizations. Using a 5-point scale ranging from "Not at all" (1) to "A very large extent" (5), coaches indicated that several factors (i.e., the status of the accused, delays in reporting, or alcohol use) could negatively impact the level of support an athlete who reports abuse or misconduct is likely to receive (see Figure 20). Average ratings all fell between 2 and 3 (between a small extent and a moderate extent); while not alarmingly high, these findings nevertheless suggest that coaches perceive notable vulnerabilities regarding how different factors may negatively impact their sport organizations' likelihood to view reports as credible.

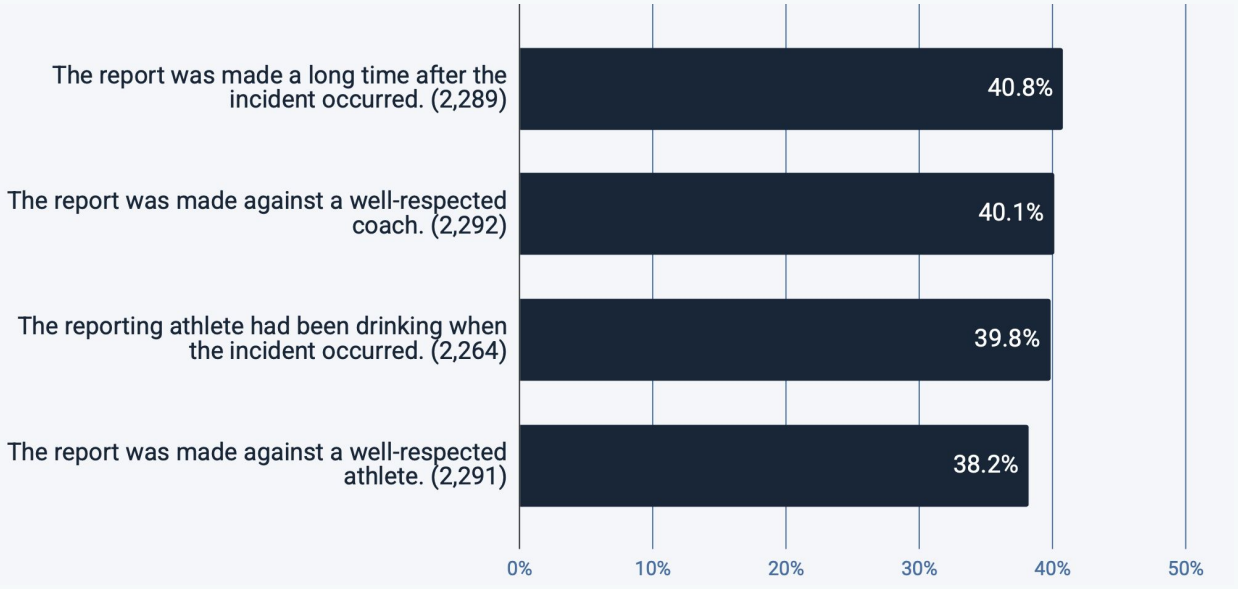
Beliefs About How Reports Are Received

Figure 20. Average extent to which coaches believe different factors may diminish the support received by reporting athletes



Around 40% of coaches felt that each of these factors would diminish the support received by athletes who report abuse or misconduct by at least a moderate extent (see Figure 21).

Figure 21. Percentages of coaches who felt that different factors may diminish the support reporting athletes receive by at least a moderate extent

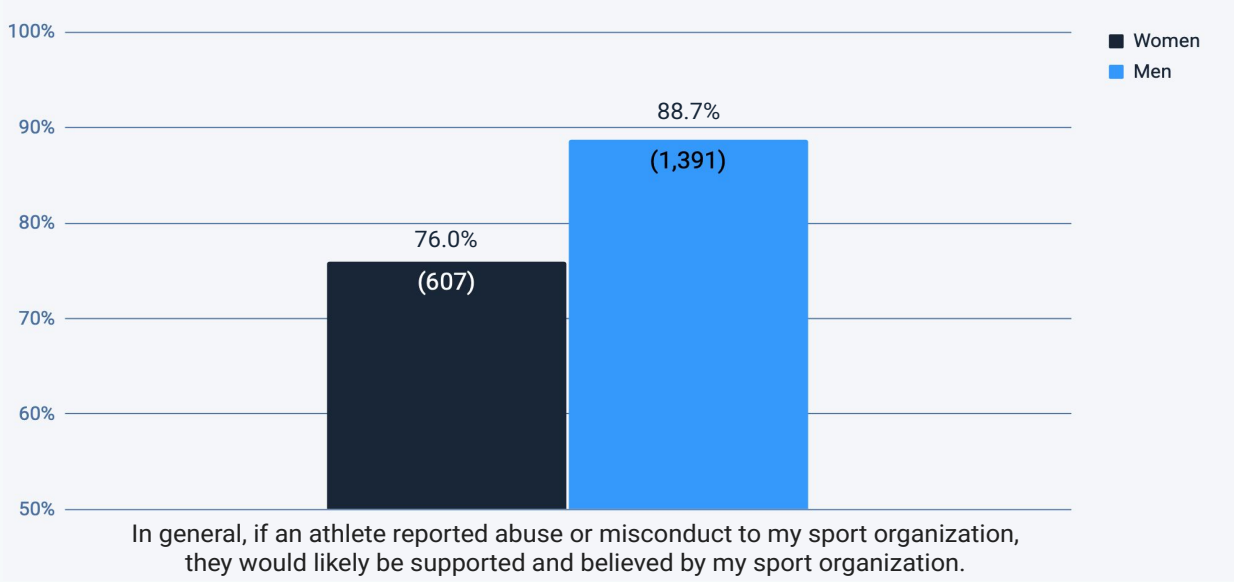


Group Differences in Beliefs About How Reports Are Received

Further analyses explored group differences related to coaches' perceptions about whether athletes who report abuse will be supported and believed. As discussed below, significant differences in coach perceptions were found to be associated with coaches' sex, their race/ethnicity, and whether they identified as having a disability.

Coaches' perceptions that, in general, athletes who report abuse or misconduct are likely to be believed and supported by their sport organization varied significantly between coaches who are men and those who are women.[10] Female coaches expressed less agreement compared to male coaches that their sport organization would support and believe an athlete who reports abuse or misconduct. As shown in Figure 22, nearly 90% of men (88.7%) agreed or strongly agreed that athletes who report abuse or misconduct would likely be supported and believed by their sport organizations, compared to about 75% of women (76.0%).

Figure 22. Percentages of coaches who agreed or strongly agreed that reporting athletes will be believed and supported, by sex



Coaches from different racial and ethnic groups showed small differences in their level of agreement regarding whether athletes would likely be retaliated against or punished (formally or informally) by their sport organization for reporting abuse or misconduct.[11]

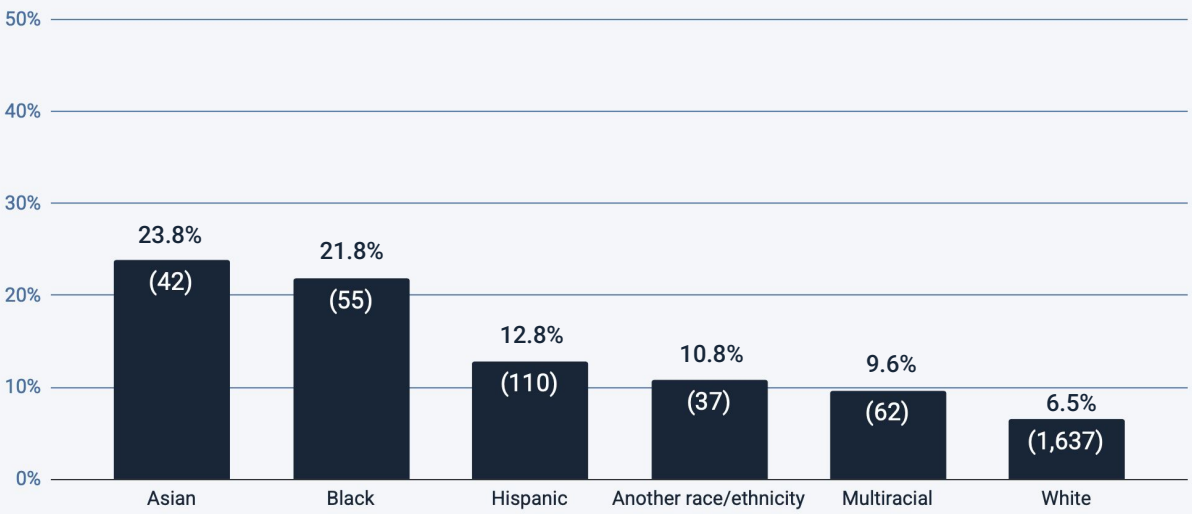
[10] ANOVA was significant, $F(1, 1,996) = 54.39$, $p < .001$, with a small effect size ($\eta^2 = .03$). Because Levene's test indicated unequal variances, Welch's adjusted test confirmed the finding, Welch's $F(1, 942.80) = 44.96$, $p < .001$. The mean agreement rating for this item was higher among men ($M = 4.27$, $SD = .81$) than women ($M = 3.95$, $SD = 1.04$).

[11] ANOVA was significant, $F(5, 1,937) = 5.96$, $p < .001$, with a small effect size ($\eta^2 = .02$). Because Levene's test indicated unequal variances, Welch's adjusted test was also examined and confirmed the finding, Welch's $F(5, 126.03) = 5.89$, $p = .003$. Agreement for this item was higher among coaches who are Asian ($M = 2.38$, $SD = 1.29$) than those who are Hispanic ($M = 1.92$, $SD = 1.17$) or white ($M = 1.77$, $SD = .96$).

Beliefs About How Reports Are Received

Figure 23 displays the percentage of coaches with different racial/ethnic identities who agreed or strongly agreed that athletes who report abuse or misconduct would likely be retaliated against or punished by their sport organizations.

Figure 23. Percentages of coaches who agreed or strongly agreed that reporting athletes will be retaliated against or punished, by race/ethnicity



In general, if an athlete reported abuse or misconduct to my sport organization, they would likely be retaliated against or punished (formally or informally) by my sport organization for speaking up.

Coaches with disabilities also varied from those without disabilities when it came to their perceptions of whether athletes would likely be retaliated against or punished by their sport organization for reporting abuse or misconduct.[12] Figure 24 displays the percentage of coaches with disabilities versus those without who agreed or strongly agreed that athletes who report abuse or misconduct would likely be retaliated against or punished by their sport organizations.

[12] ANOVA was significant, $F(1, 2{,}257) = 35.50$, $p < .001$, with a small effect size ($\eta^2 = .02$). Because Levene's test indicated unequal variances, Welch's adjusted test was also examined and confirmed the finding, Welch's $F(1, 155.25) = 23.84$, $p < .001$. Agreement for this item was higher among coaches with disabilities ($M = 2.34$, $SD = 1.23$) than those without disabilities ($M = 1.82$, $SD = 1.02$).

Beliefs About How Reports Are Received

Figure 24. Percentage of coaches with versus without disabilities who agreed or strongly agreed that reporting athletes will be retaliated against or punished

PREVENTION EDUCATION & SAFETY ROLES

Coaches' experiences with abuse prevention education and safeguarding roles in sport.

Prevention Education & Safety Roles

Coaches' experiences with abuse prevention education and safeguarding roles in sport.

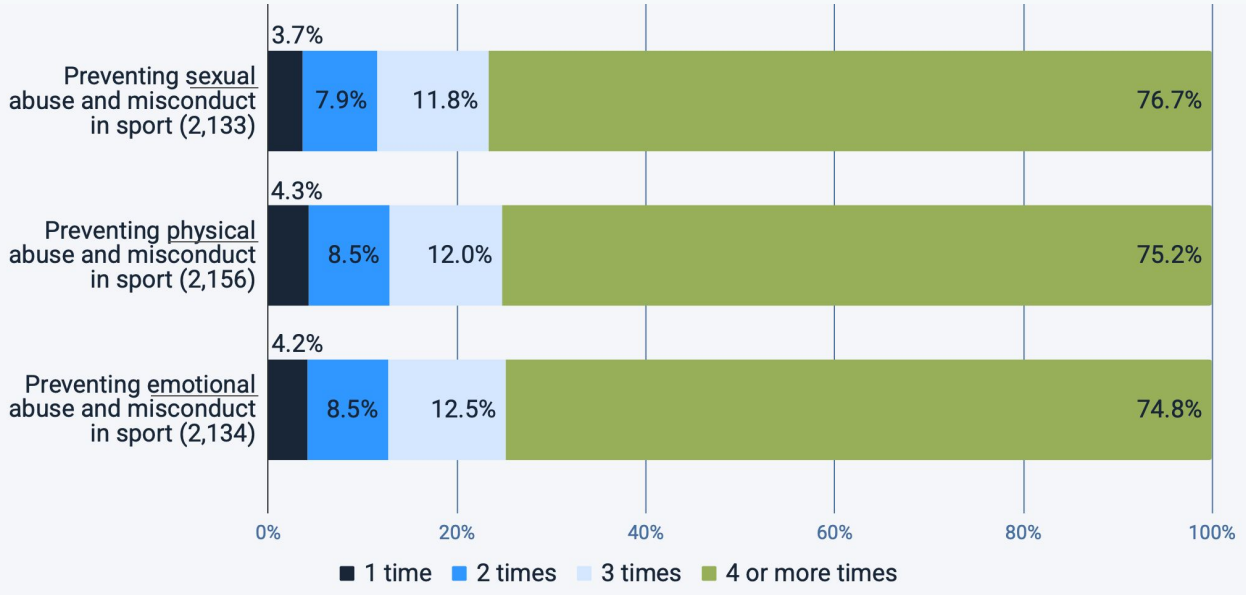
A large majority of coaches shared that, within the past five years, they had completed education or training related to preventing emotional, physical, and sexual abuse and misconduct in sport. Table 18 shows the proportion of coaches who have completed training on each of these prevention topics at least once in the past five years.

Table 18. Percentages of coaches who completed vs. did not complete training or education on preventing types of abuse and misconduct

Prevention Training or Education in Past 5 Years	1 or more Times	Never	Unsure or Don't Recall
Completed training or education on preventing physical abuse and misconduct in sport (2,290)	94.1%	3.9%	2.0%
Completed training or education on preventing sexual abuse and misconduct in sport (2,293)	93.1%	4.9%	2.0%
Completed training or education on preventing emotional abuse and misconduct in sport (2,295)	92.9%	4.1%	3.0%

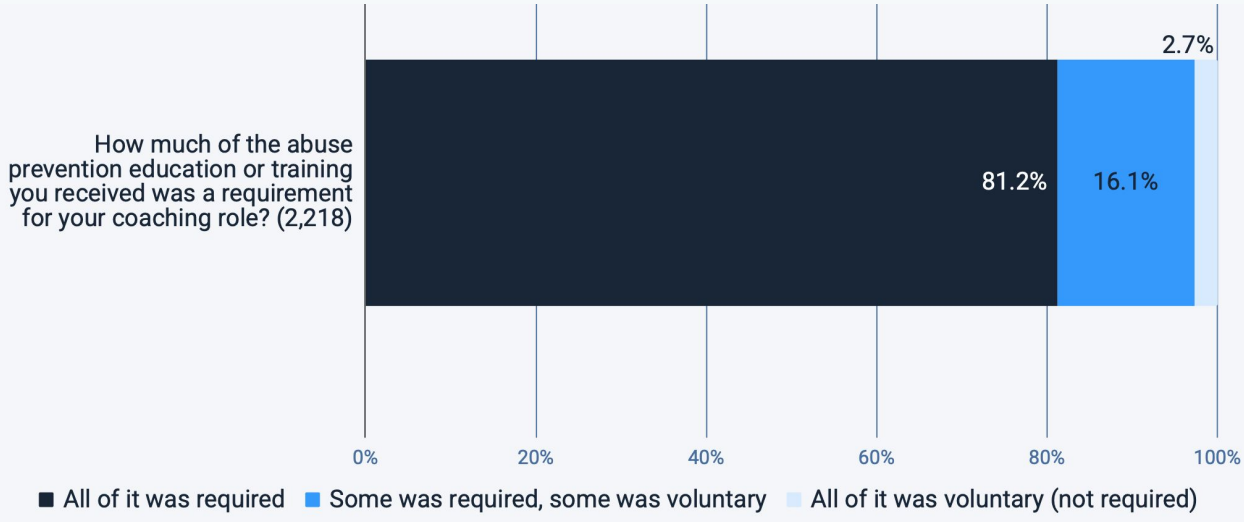
For most coaches, the completion of training or education on preventing abuse and misconduct was not a one-time occurrence, but something that was done closer to annually. Figure 25 shows the number of times within the past five years coaches completed training or education on preventing different types of abuse.

Figure 25. Frequencies of coaches' completion of different types of prevention training in the past five years (not including coaches who selected "Never" or "I'm not sure/don't recall")



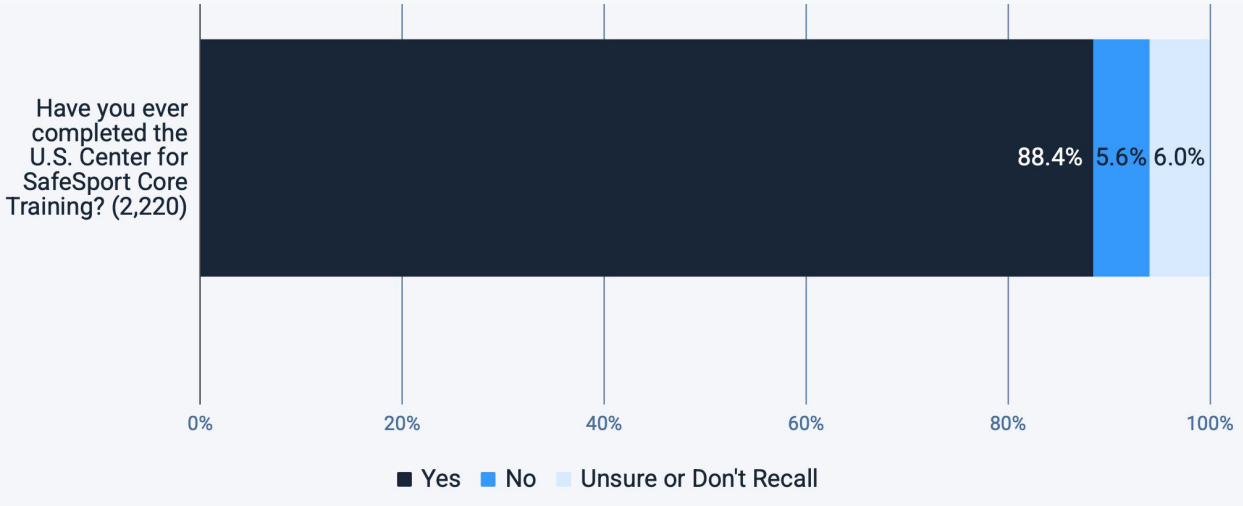
Completing training and education on preventing abuse and misconduct in sport was, for most surveyed coaches, a requirement for their coaching role. Figure 26 shows the percentage of coaches who completed their abuse prevention education or training either as a requirement, voluntarily, or in a combination of the two. Note that this question was only asked of coaches who had completed prevention-related training or education at least once in the past five years.

Figure 26. Coaches' completion of prevention education or training as a requirement, voluntarily, or a combination of both



Coaches were asked if they had ever completed the U.S. Center for SafeSport Core Training (a common requirement for coaches within the Olympic and Paralympic Movement). Nearly nine out of ten coaches (88.4%) had taken the Core training (see Figure 27).

Figure 27. Coaches' completion of the U.S. Center for SafeSport Core Training



Coaches were asked an open-ended question to briefly describe any other abuse prevention training they have received as a coach. The general findings were as follows:

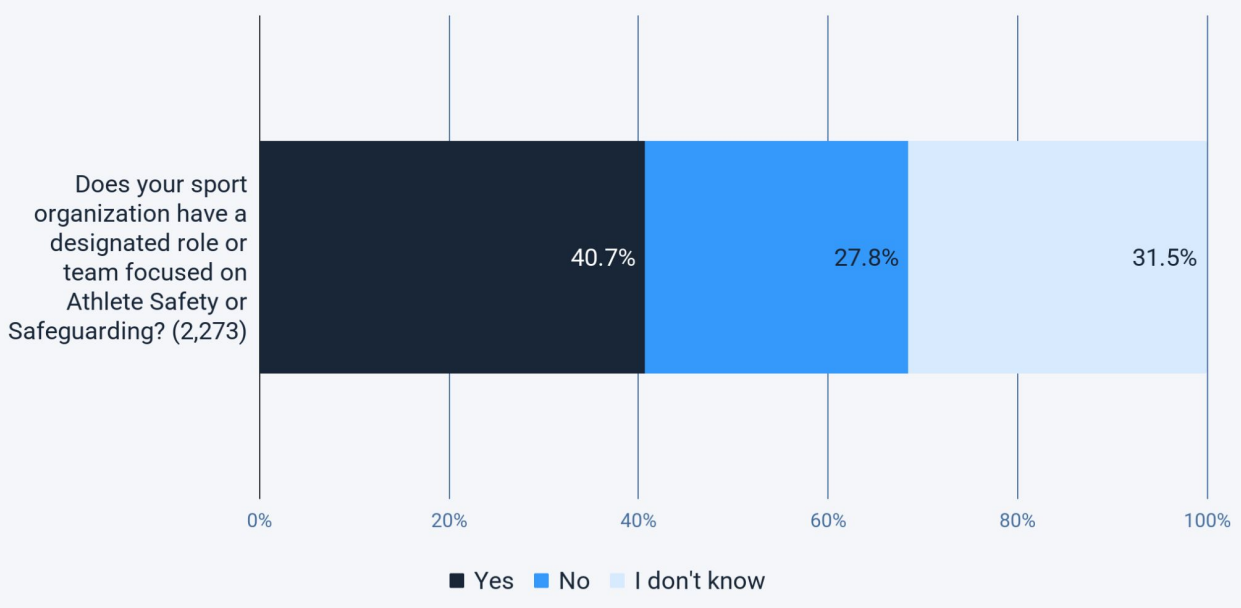
- 23% said that they also took the SafeSport refresher courses and/or other SafeSport courses (parents, volunteers, etc.)
- 19% indicated that they received a school-based training, such as NCAA required trainings and school district required trainings
- 12% have taken institutional/employer provided trainings
- 6% referenced a specific NGB training

Some other trainings mentioned included positive coaching education, legal information and resourcing, and professional development.

Athlete Safety or Safeguarding Roles in Sport Organizations

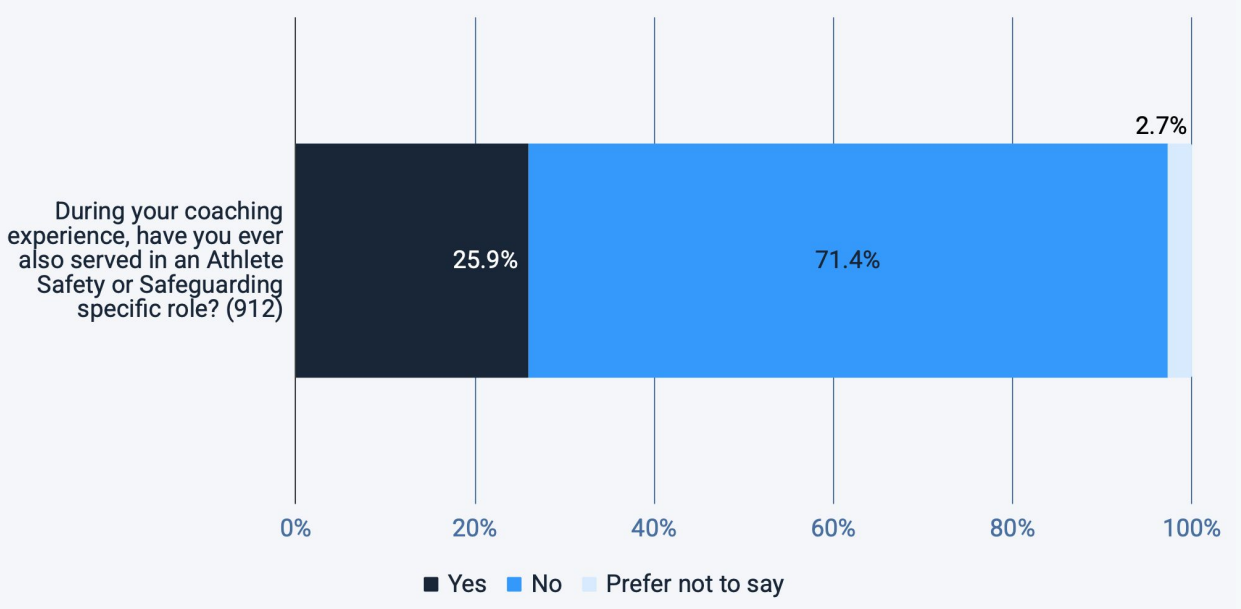
Coaches were asked whether their sport organizations have a designated role or team focused on athlete safety or safeguarding. As shown in Figure 28, less than half of coaches (40.7%) responded "yes" that they knew of this type of role or team at their sport organization.

Figure 28. Coaches' awareness of whether their sport organization has a designated Athlete Safety or Safeguarding role or team



Coaches who shared that their sport organizations have a designated athlete safety or safeguarding role/team were asked whether they have ever been in that role. As shown in Figure 29, approximately a quarter (25.9%) of coaches who responded to this question have served in athlete safety or safeguarding specific roles.

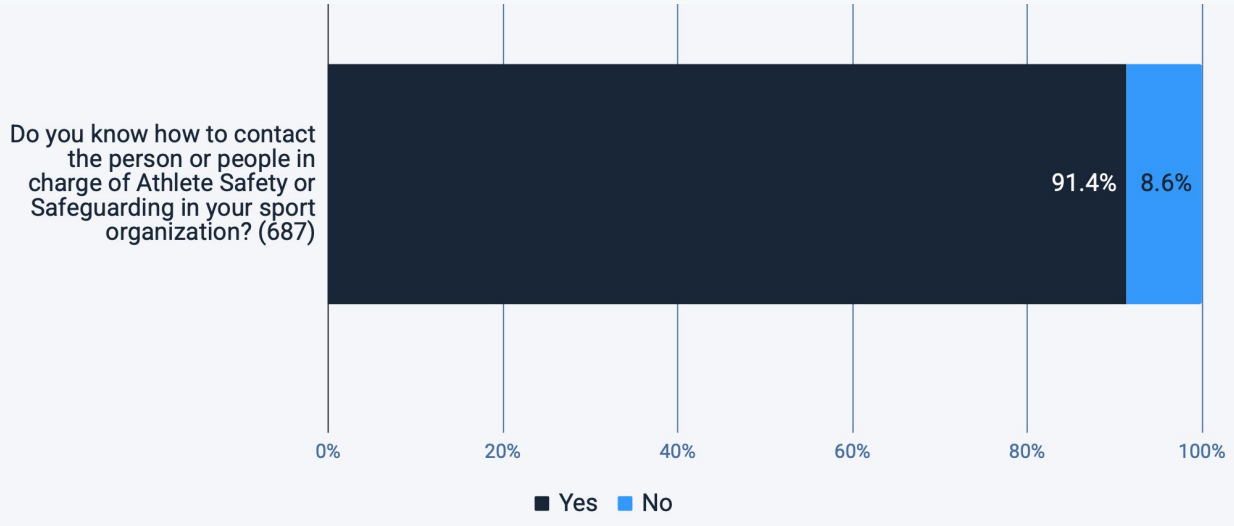
Figure 29. Coaches' experiences serving in athlete safety or safeguarding specific roles



Prevention Education & Safety Roles

A large majority of the coaches who responded "yes" when asked if their sport organization has a designated athlete safety role or team also responded "yes" when asked if they know how to contact that person or team (see Figure 30).

Figure 30. Coaches' knowledge of how to reach their sport organizations' athlete safety or safeguarding person or team

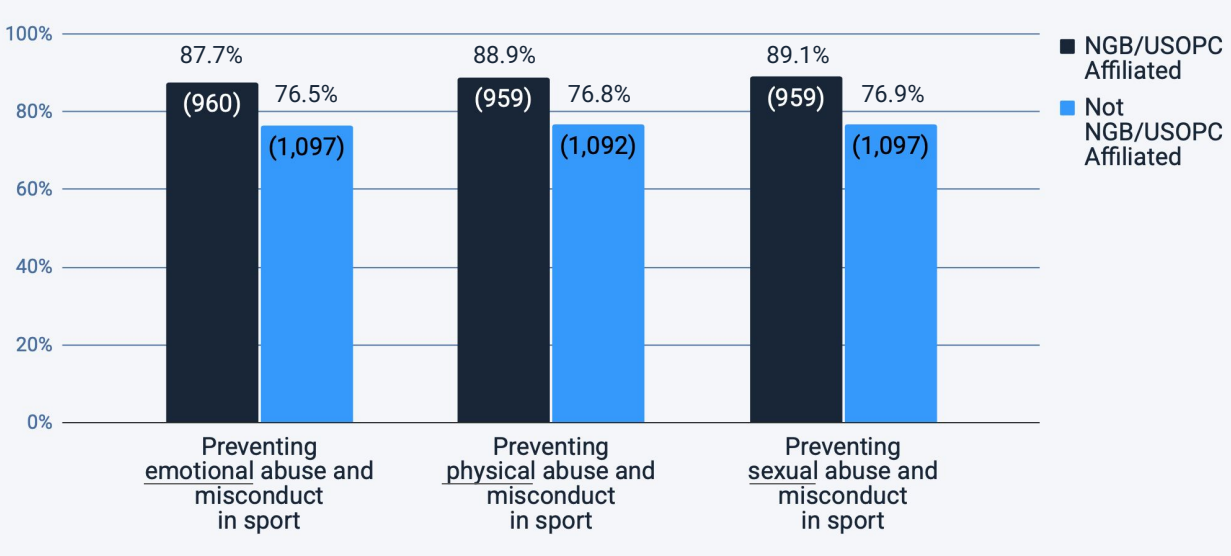


Group Differences in Prevention Education and Safety Roles

Coaches' completion of prevention training or education in the past five years varied significantly based on whether they were affiliated with an NGB or the USOPC. Specifically, coaches affiliated with NGBs or the USPOC had more frequently completed training or education on preventing all three types of abuse or misconduct (i.e., emotional, physical, or sexual) compared to non-affiliated coaches.[13] Nearly 90% of all NGB- or USOPC-affiliated coaches indicated completing each type of abuse prevention training three or more times in the past five years; in contrast, fewer than 80% of the non-affiliated coaches who responded reached this level of training completion (see Figure 31).

[13] Ordinal logistic regression models were significant for all three abuse prevention types as follows. Emotional: $\chi^2(1) = 57.42$, $p < .001$, Nagelkerke $R^2 = .033$, $OR \approx 2.13$; Physical: $\chi^2(1) = 61.63$, $p < .001$, Nagelkerke $R^2 = .035$, $OR \approx 2.20$; Sexual: $\chi^2(1) = 63.52$, $p < .001$, Nagelkerke $R^2 = .037$, $OR \approx 2.24$. Coaches who selected "Unsure or Don't Recall" were excluded from the ordinal regression analyses. Parallel lines tests were significant for the physical and sexual prevention models ($p = .002$ and $p = .017$, respectively), so these results should be interpreted with caution, although the sample size was sufficiently large to render the parallel lines tests as less of a factor.

Figure 31. Percentages of NGB/USOPC affiliated vs. non-affiliate coaches who completed each type of prevention training at least 3 times in the past 5 years



Further, coaches affiliated with an NGB or the USOPC were more likely to have ever completed the U.S. Center for SafeSport Core Training (94.2% having done so) compared to non-affiliated coaches (83.6% of whom had done so).[14]

[14] Pearson's chi-square test indicated a significant association between NGB/USOPC affiliation and completion of the SafeSport Core training, $\chi^2(2, N = 1{,}995) = 59.35$, $p < .001$, with a small effect size ($\phi = .172$).

BOUNDARY VIOLATING COACH BEHAVIOR

Coaches' awareness of potential boundary-violating behavior by other coaches.

Boundary Violating Coach Behavior

Coaches' awareness of potential boundary-violating behavior by other coaches.

Coaches were asked to share how often in the past five years they have observed or heard about a range of behaviors by other coaches in their sport. Survey questions in this section were designed to shed light on the frequency of behaviors that are or have the potential to be boundary violations. The sections that follow describe findings related to these behaviors—first, those directed toward athletes followed by those directed toward sport officials (i.e., referees, umpires, judges, technical delegates, and others who oversee sport competitions or evaluate athletic performances).

Coach Behavior Toward Athletes

Thirty-three survey items asked coaches about the behaviors they had witnessed or heard about by other coaches which had the potential to violate the boundaries of athletes. The items in this survey section included behaviors ranging in their level of invasiveness as well as in their potential to cause athlete harm.

Table 19 displays the most common behaviors coaches observed or heard about over the past five years (i.e., behaviors observed by at least one-third of surveyed coaches). Coaches were most commonly aware of other coaches initiating a hug with an athlete, followed by coaches shouting at an athlete in a frightening, threatening, or belittling manner. Over one-third of coaches were aware of other coaches calling an athlete an insulting name and swearing or cursing at an athlete for not performing well.

Boundary Violating Coach Behavior

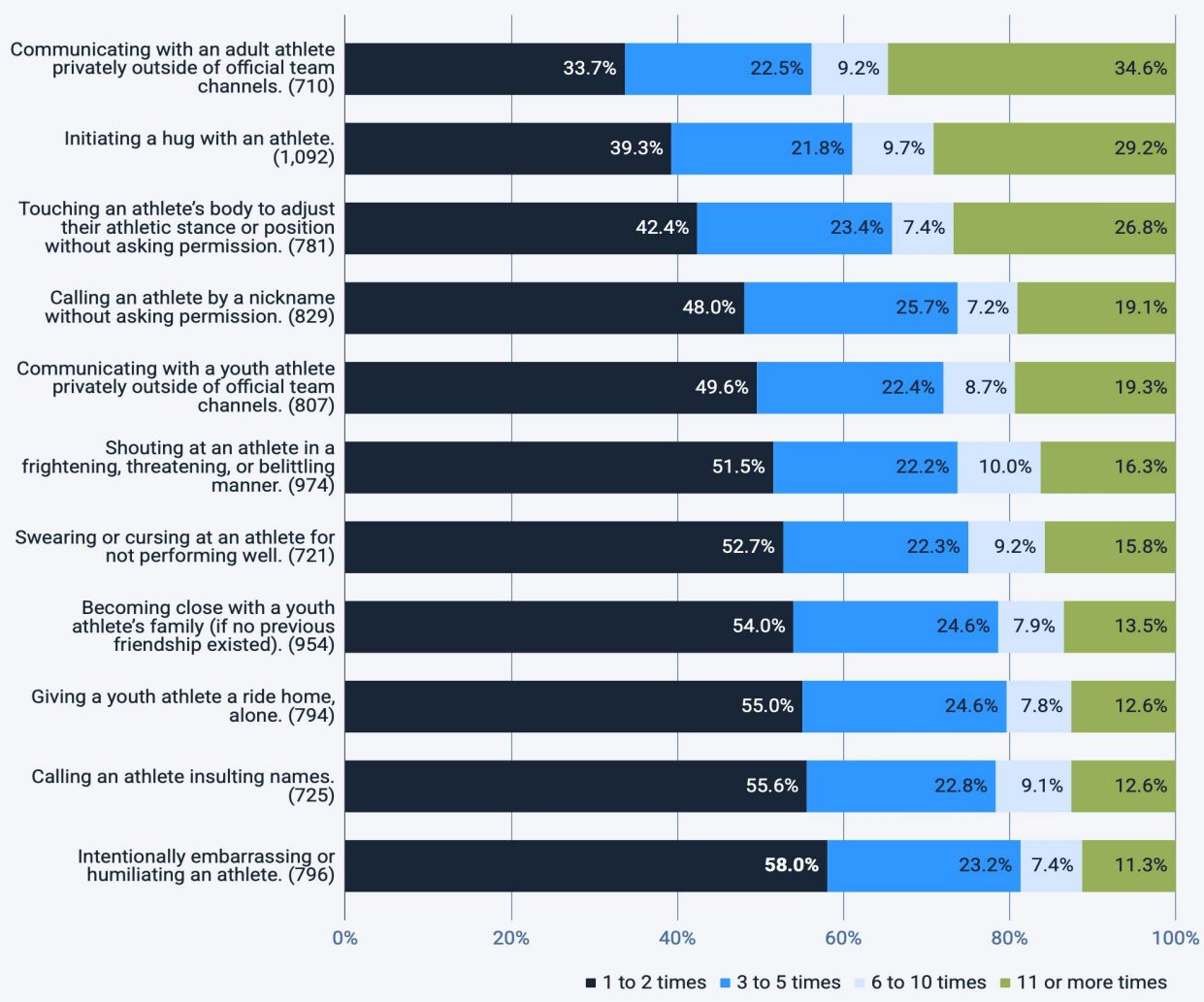
Table 19. Percentages of coaches who encountered vs. never encountered highest occurrence coach behaviors

Witnessed or heard of behaviors by other coaches	1 or more Times	Never
Initiating a hug with an athlete. (2,141)	51.0%	49.0%
Shouting at an athlete in a frightening, threatening, or belittling manner. (2,127)	45.8%	54.2%
Becoming close with a youth athlete's family (if no previous friendship existed). (2,154)	44.3%	55.7%
Calling an athlete by a nickname without asking permission. (2,143)	38.7%	61.3%
Intentionally embarrassing or humiliating an athlete. (2,127)	37.4%	62.6%
Communicating with a youth athlete privately outside of official team channels. (2,179)	37.0%	63.0%
Giving a youth athlete a ride home, alone. (2,178)	36.5%	63.5%
Touching an athlete's body to adjust their athletic stance or position without asking permission. (2,158)	36.2%	63.8%
Calling an athlete insulting names. (2,130)	34.0%	66.0%
Swearing or cursing at an athlete for not performing well. (2,127)	33.9%	66.1%
Communicating with an adult athlete privately outside of official team channels. (2,130)	33.3%	66.7%

Boundary Violating Coach Behavior

For the coaches who witnessed or heard about the behaviors listed in Table 19 at least once, the frequencies at which they knew of those behaviors occurring in the past five years are shown in Figure 32.

Figure 32. Frequencies of highest occurrence coach behaviors (not including coaches who selected "Never")



Boundary Violating Coach Behavior

Table 20 displays behaviors that were less likely to be observed or heard about by coaches over the past five years (i.e., those encountered by approximately 10% to 30% of surveyed coaches). Nearly 30% of coaches (27.9%) were aware of other coaches giving gifts or special attention to athletes, and nearly a quarter of coaches (24.6%) were aware of other coaches joking or making light of the hazing that went on when they were athletes. More than one-in-ten coaches (11.3%) observed or heard about other coaches making sexual comments or jokes about an athlete's body or uniform; approximately the same percentage (11.4%) knew of another coach beginning a romantic relationship with adult athletes.

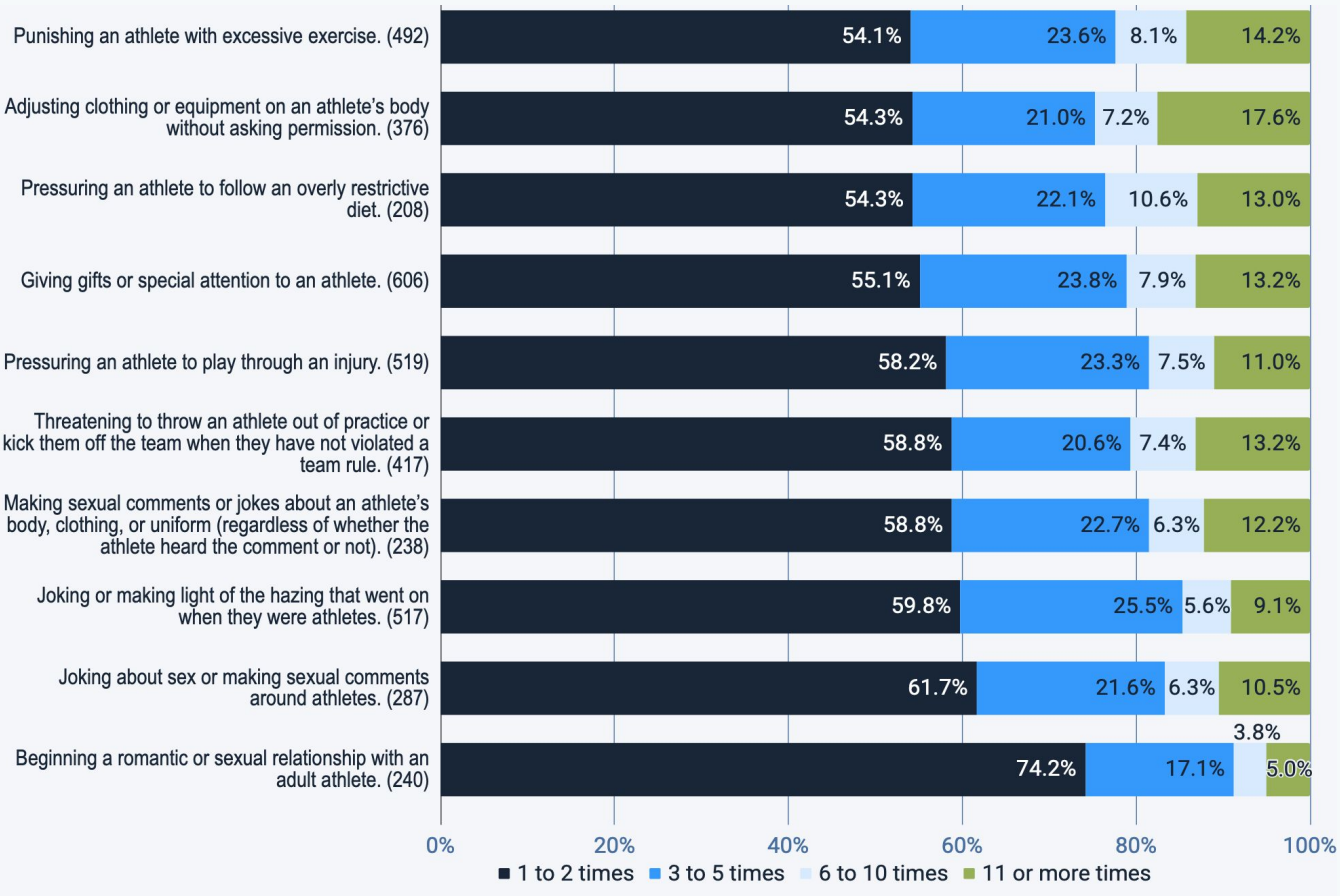
Table 20. Percentages of coaches who encountered vs. never encountered medium occurrence coach behaviors

Witnessed or heard of behaviors by other coaches	1 or more Times	Never
Giving gifts or special attention to an athlete. (2,174)	27.9%	72.1%
Joking or making light of the hazing that went on when they were athletes. (2,104)	24.6%	75.4%
Pressuring an athlete to play through an injury. (2,173)	23.9%	76.1%
Punishing an athlete with excessive exercise. (2,176)	22.6%	77.4%
Threatening to throw an athlete out of practice or kick them off the team when they have not violated a team rule. (2,131)	19.6%	80.4%
Adjusting clothing or equipment on an athlete's body without asking permission. (2,158)	17.4%	82.6%
Joking about sex or making sexual comments around athletes. (2,104)	13.6%	86.4%
Beginning a romantic or sexual relationship with an adult athlete. (2,107)	11.4%	88.6%
Making sexual comments or jokes about an athlete's body, clothing, or uniform (regardless of whether the athlete heard the comment or not). (2,105)	11.3%	88.7%
Pressuring an athlete to follow an overly restrictive diet. (2,108)	9.5%	90.5%

Boundary Violating Coach Behavior

For the coaches who witnessed or heard about the behaviors listed in Table 20 at least once, the frequencies at which they knew of those behaviors occurring in the past five years are shown in Figure 33.

Figure 33. Frequencies of medium occurrence coach behaviors (not including coaches who selected "Never")



Boundary Violating Coach Behavior

Finally, Table 21 displays the behaviors that were least likely to be observed or heard about by coaches over the past five years (i.e., those encountered by less than 9% of surveyed coaches). Approximately 5% of coaches in our sample were aware of other coaches asking athletes questions related to sexual activities (5.6%), telling an athlete about their own sexual activities (4.7%), and sending communications to athletes that had a sexual connotation or were sexually explicit (5.5%).

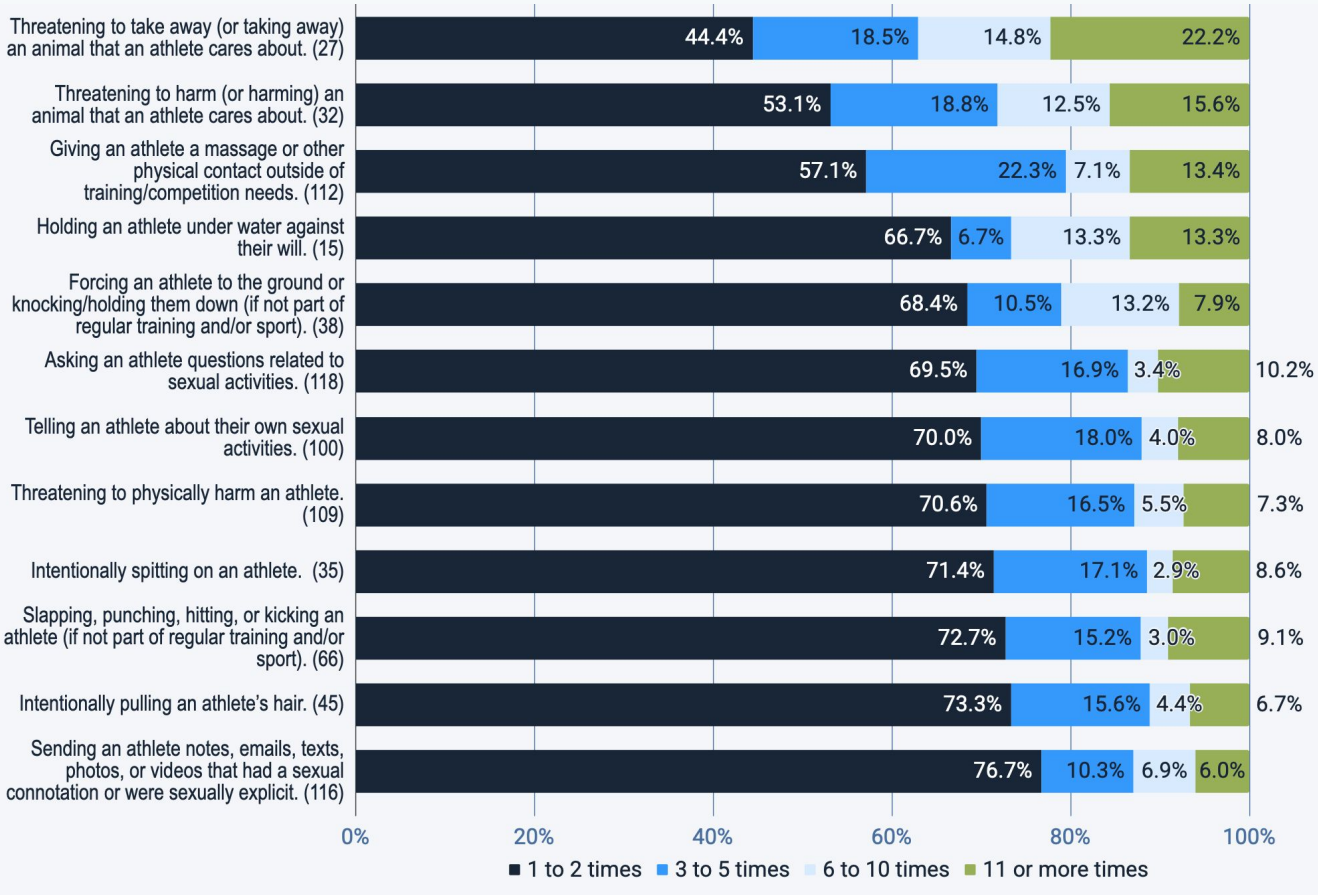
Table 21. Percentages of coaches who encountered vs. never encountered lowest occurrence coach behaviors

Witnessed or heard of behaviors by other coaches	1 or more Times	Never
Asking an athlete questions related to sexual activities. (2,110)	5.6%	94.4%
Sending an athlete notes, emails, texts, photos, or videos that had a sexual connotation or were sexually explicit. (2,108)	5.5%	94.5%
Giving an athlete a massage or other physical contact outside of training/competition needs. (2,173)	5.2%	94.8%
Threatening to physically harm an athlete. (2,138)	5.1%	94.9%
Telling an athlete about their own sexual activities. (2,107)	4.7%	95.3%
Slapping, punching, hitting, or kicking an athlete (if not part of regular training and/or sport). (2,135)	3.1%	96.9%
Intentionally pulling an athlete's hair. (2,138)	2.1%	97.9%
Forcing an athlete to the ground or knocking/holding them down (if not part of regular training and/or sport). (2,138)	1.8%	98.2%
Intentionally spitting on an athlete. (2,137)	1.6%	98.4%
Threatening to harm (or harming) an animal that an athlete cares about. (2,140)	1.5%	98.5%
Threatening to take away (or taking away) an animal that an athlete cares about. (2,137)	1.3%	98.7%
Holding an athlete under water against their will. (2,136)	0.7%	99.3%

Boundary Violating Coach Behavior

For the coaches who witnessed or heard about the behaviors listed in Table 21 at least once, the frequencies at which they knew of those behaviors occurring in the past five years are shown in Figure 34.

Figure 34. Frequencies of lowest occurrence coach behaviors (not including coaches who selected "Never")



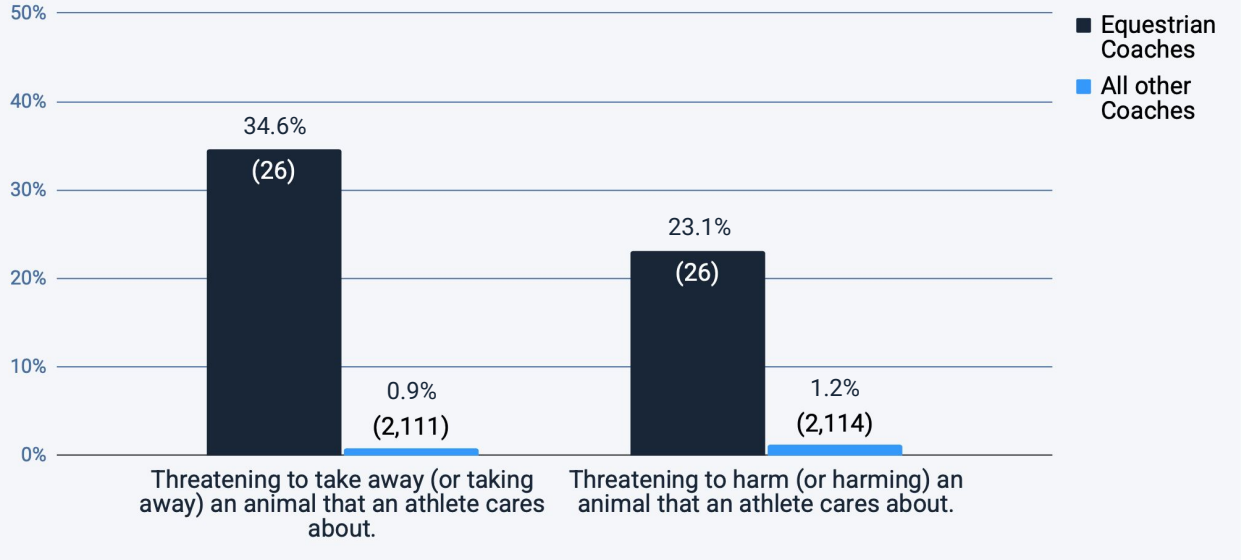
Group Differences in Observed Behavior Toward Athletes

Certain coach behaviors were expected to be more prevalent within specific sport contexts. In particular, two survey items related to actions involving animals and one item involving water were anticipated to be encountered more commonly among equestrian coaches and swimming coaches, respectively. For this reason, these items were examined separately by sport type to determine whether coaches in these environments indicated observing or hearing about these behaviors at different rates than coaches in other sports.

Boundary Violating Coach Behavior

For coaches involved in equestrian sports, the likelihood of observing or hearing about other coaches making threats or taking actions against an animal that an athlete cares about was far greater than for coaches involved in other sports. As shown in Figure 35, between 23% and 35% of surveyed equestrian coaches knew of these behaviors happening in their sport within the past five years.

Figure 35. Percentages of equestrian coaches vs. all other coaches who were aware of coach behaviors involving animals



Coaches were also asked if they had seen or heard about other coaches in their sport holding athletes underwater. Interestingly, coaches who knew of this happening represented a range of different sports that were not predominantly swim-focused.[15] This is in contrast with findings from the 2024 Athlete Culture and Climate Survey Report,[16] which indicated that athletes in swim-focused sport experience being held underwater against their will far more than athletes in other sports. One possible explanation is that hydrotherapy is commonly used for recovery in many sports and may be a context in which this behavior has occurred at the hands of coaches. It also suggests that when athletes are held underwater against their will, it may most often be other athletes who are doing this.

Group-level analyses showed that female coaches were more likely than male coaches to have encountered several coach behaviors within the past five years at a higher frequency (see Figure 36).[17] This difference was especially pronounced for awareness of another coach telling an athlete about their sexual activities; female coaches were 3.57 times more likely to report encountering this behavior compared to male coaches.

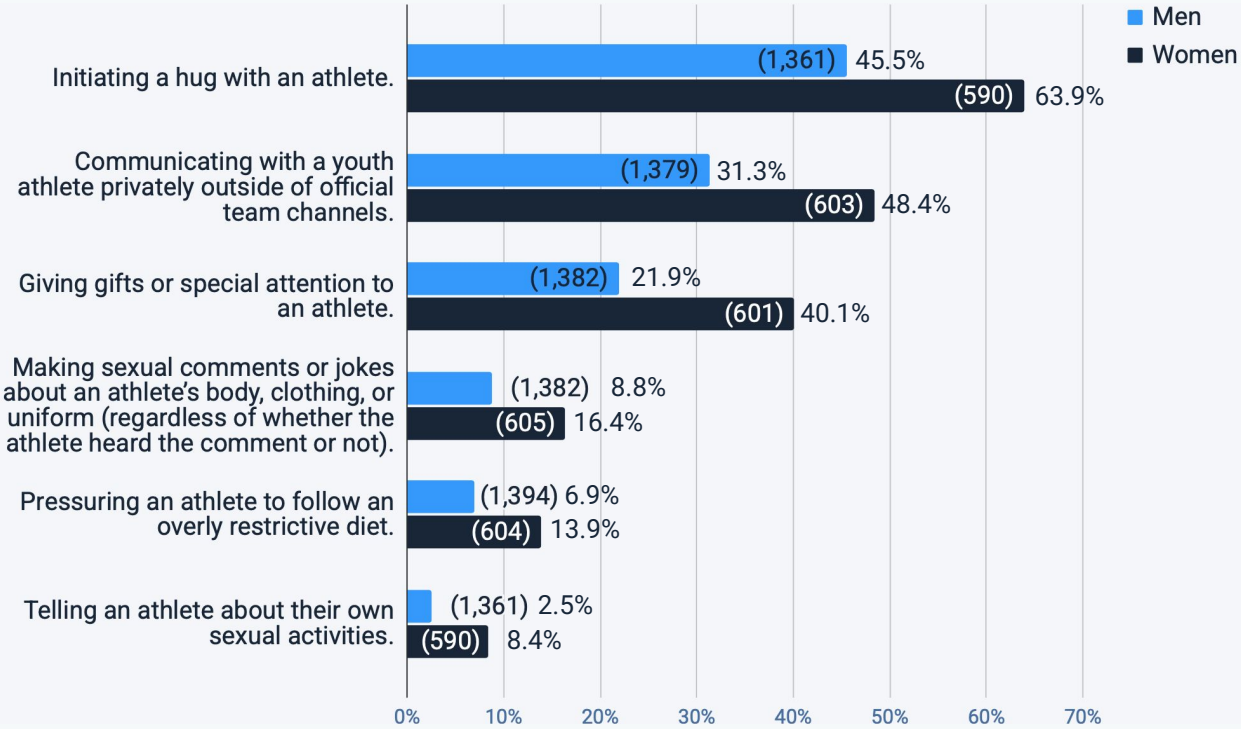
[15] Coaches who observed this behavior represented the following sports: Archery; Basketball; Biathlon; Canoe; Cycling; Figure Skating; Swimming; Tennis; Wheelchair Basketball; Soccer; Water Polo; and Sailing.

[16] Available at: uscenterforsafesport.org/culture-and-climate-survey/

[17] Ordinal logistic regression models were significant for all items listed in Figure 36 as follows (numbered from top to bottom). Item 1: $\chi^2(1) = 55.10$, $p < .001$, Nagelkerke $R^2 = .030$, OR ≈ 1.96; Item 2: $\chi^2(1) = 51.12$, $p < .001$, Nagelkerke $R^2 = .029$, OR ≈ 1.99; Item 3: $\chi^2(1) = 67.54$, $p < .001$, Nagelkerke $R^2 = .040$, OR ≈ 2.35; Item 4: $\chi^2(1) = 23.93$, $p < .001$, Nagelkerke $R^2 = .020$, OR ≈ 2.05; Item 5: $\chi^2(1) = 23.39$, $p < .001$, Nagelkerke $R^2 = .021$, OR ≈ 2.17; Item 6: $\chi^2(1) = 32.37$, $p < .001$, Nagelkerke $R^2 = .046$, OR ≈ 3.57.

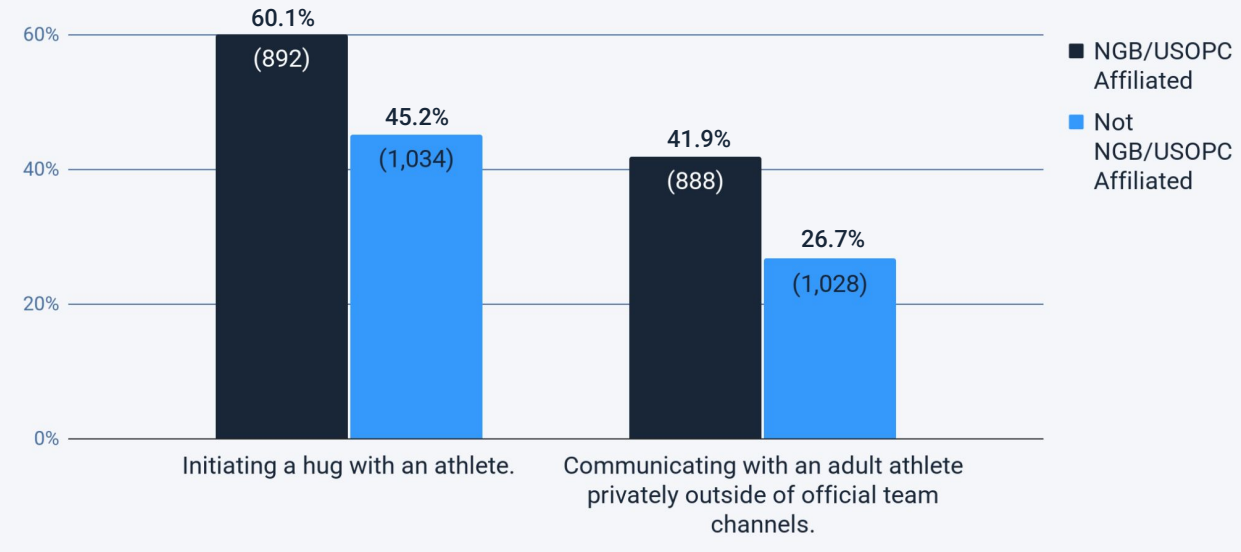
Boundary Violating Coach Behavior

Figure 36. Percentages of women vs. men who observed or heard about behaviors by other coaches at least once in the past five years



Coaches who were affiliated with an NGB or the USOPC were more likely to have observed or heard about two behaviors more frequently than non-affiliated coaches. As shown in Figure 37, NGB/USOPC-affiliated coaches more frequently knew of other coaches in their sport initiating a hug with an athlete[18] and communicating privately outside of official team channels with an adult athlete.[19]

Figure 37. Percentages of NGB/USOPC-affiliated vs. non-affiliated coaches who encountered coach behaviors at least once in the past five years



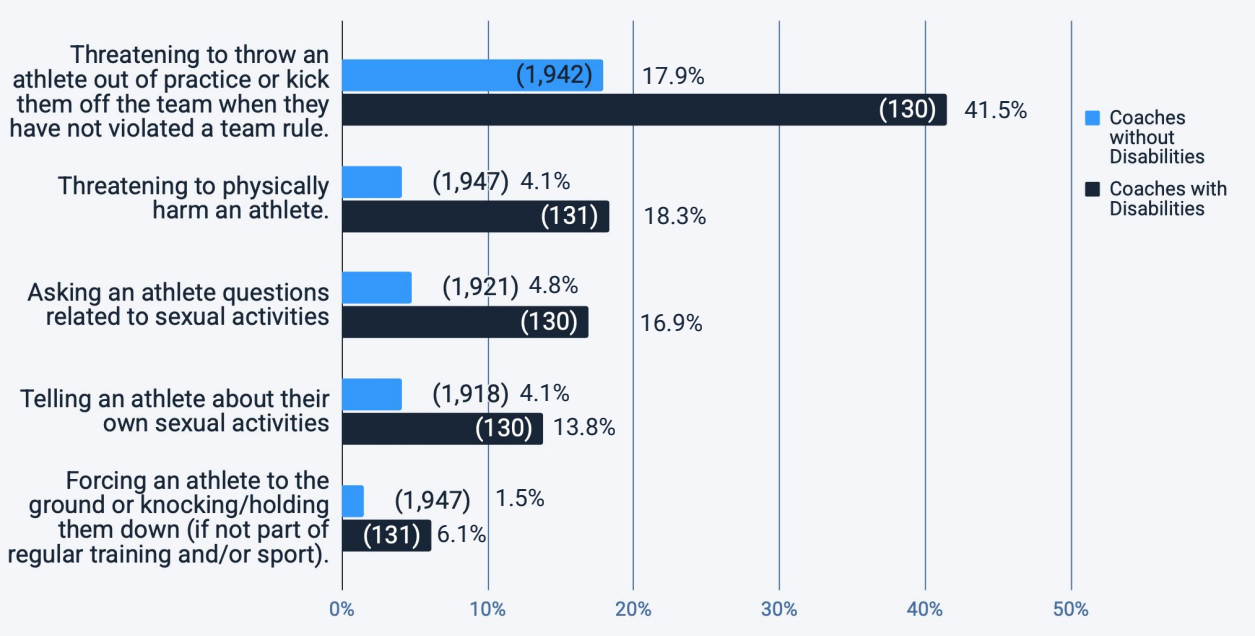
[18] The difference was statistically significant in an ordinal logistic regression model: $\chi^2(1) = 54.08$, $p < .001$, Nagelkerke $R^2 = .030$, OR ≈ 1.87

[19] The difference was statistically significant in an ordinal logistic regression model: $\chi^2(1) = 53.19$, $p < .001$, Nagelkerke $R^2 = .031$, OR ≈ 2.00

Boundary Violating Coach Behavior

Coaches with disabilities were more likely than those without disabilities to have encountered five specific coach behaviors toward athletes more frequently (see Figure 38).[20] Their odds of encountering these behaviors were between 3.35 and 5.31 times higher, with the largest difference associated with being aware of a coach threatening to physically harm an athlete.

Figure 38. Percentages of coaches with vs. without disabilities who encountered coach behaviors at least once in past five years



Coach Behavior Toward Officials

Coaches were asked to share whether, in the past five years, they have had interactions with officials who were youth (under 18 years old) and/or officials who were adults (18 years of age and over). Officials were defined as referees, umpires, judges, technical delegates, and others who oversee sport competitions or evaluate athletic performances. Most coaches shared that they had interactions with both adult and youth officials, with more coaches having interacted with adult officials (93.8%) than youth officials (57.8%).

Coaches who had interacted with adult officials within the past five years were asked whether they had observed or heard about several behaviors by other coaches toward adult officials. As shown in Table 22, over half of coaches (51.9%) were aware of coaches in their sport swearing or cursing at an adult official, while over a third (37.9%) were aware of coaches intentionally embarrassing or humiliating an adult official.

[20] Ordinal logistic regression models were significant for all items listed in Figure 38 as follows (numbered from top to bottom). Item 1: $\chi^2(1) = 39.14$, $p < .001$, Nagelkerke $R^2 = .025$, OR ≈ 3.35; Item 2: $\chi^2(1) = 31.22$, $p < .001$, Nagelkerke $R^2 = .042$, OR ≈ 5.31; Item 3: $\chi^2(1) = 31.95$, $p < .001$, Nagelkerke $R^2 = .028$, OR ≈ 4.08; Item 4: $\chi^2(1) = 18.11$, $p < .001$, Nagelkerke $R^2 = .024$, OR ≈ 3.79; Item 5: $\chi^2(1) = 9.68$, $p < .001$, Nagelkerke $R^2 = .024$, OR ≈ 4.31

Boundary Violating Coach Behavior

Table 22. Percentages of coaches who encountered vs. never encountered coach behaviors toward adult officials

Frequencies of observed coach behaviors	1 or more Times	Never
Swearing or cursing at an adult official. (1,934)	51.9%	48.1%
Intentionally embarrassing or humiliating an adult official. (1,937)	37.9%	62.1%
Threatening to physically harm an adult official. (1,937)	15.8%	84.2%
Intentionally spitting on an adult official. (1,939)	2.6%	97.3%

Additionally, coaches who had interacted with youth officials within the past five years were asked whether they had encountered any of the same behaviors (i.e., those listed in Table 22) by other coaches directed toward youth officials. Overall, fewer coaches encountered these behaviors when they involved youth officials compared to adult officials, with one notable exception (see Table 23): intentional embarrassment or humiliation of youth and adult officials were encountered at approximately similar rates.

Table 23. Percentages of coaches who encountered vs. never encountered coach behaviors toward youth officials

Frequencies of observed coach behaviors	1 or more Times	Never
Swearing or cursing at a youth official. (1,194)	41.2%	58.8%
Intentionally embarrassing or humiliating a youth official. (1,195)	39.0%	61.0%
Threatening to physically harm a youth official. (1,192)	8.8%	91.2%
Intentionally spitting on a youth official. (1,194)	1.7%	98.3%

The two figures that follow show how frequently coaches who witnessed or heard about these behaviors toward adult (Figure 39) or youth (Figure 40) officials encountered them in the past five years.

Boundary Violating Coach Behavior

Figure 39. Frequencies of coach behaviors toward adult officials (not including coaches who selected "Never")

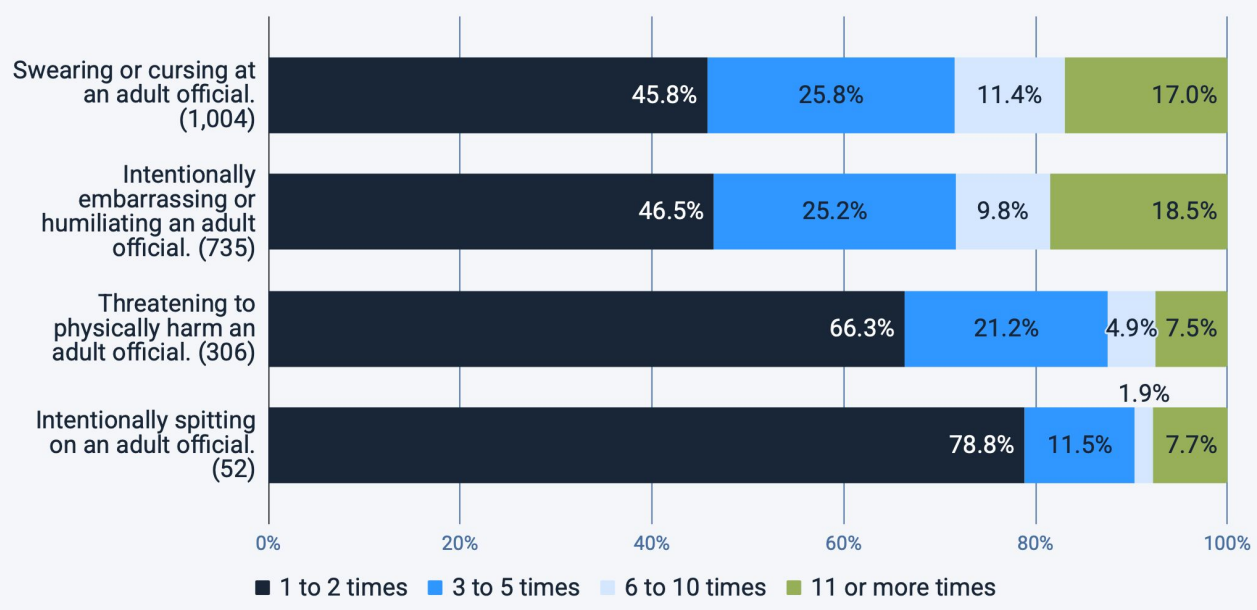
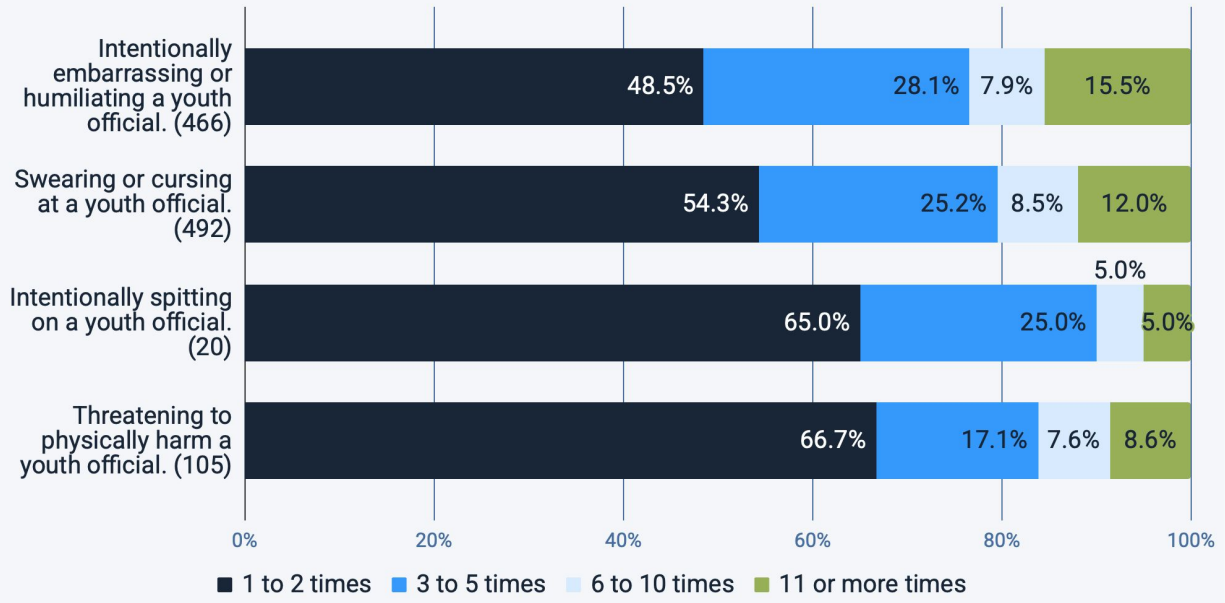


Figure 40. Frequencies of coach behaviors toward youth officials (not including coaches who selected "Never")



Impact of Harmful Behavior by Coaches

Thinking about any harmful or potentially harmful behaviors by coaches directed toward athletes, officials, or anyone else involved in their sport, coaches were asked to describe the impact of those behaviors in their sport. The most common impacts described were athletes leaving the sport, coaches witnessing or experiencing issues with mental well-being, and sports developing cultures of fear.

Many coaches described the psychological toll that these behaviors had on themselves or others in their sport, including experiencing/observing stress, depression, anxiety, and trauma. As one coach described, "it causes me to become less engaged, less friendly, and more distant from the people in my own club."

Some also shared experiences of fearful cultures where athletes, coaches, and officials were made to feel intimidated and discouraged to the point of leaving the sport. For instance, one coach wrote the behavior "discouraged kids from wanting to play the next year and crushed their spirit."

These findings reflect the negative impact and cost that harmful behaviors have on sports, while also underscoring the continued need to uphold safe environments for all. If organizations want to maintain their athletes, coaches, and officials, these findings suggest that preventing and responding to harmful or potentially harmful behaviors is crucial.

DISCRIMINATORY OR HARMFUL COACH EXPERIENCES

Coaches' experiences being the target of discriminatory or otherwise harmful behaviors.

Discriminatory or Harmful Coach Experiences

Coaches' experiences being the target of discriminatory or otherwise harmful behaviors.

Coaches were asked whether they had experienced various forms of mistreatment (including discrimination, threats, harassment, or abuse) while performing their coaching duties or as a result of being a coach. They were instructed to consider any incidents that had occurred at any point in their coaching career and to indicate how frequently each had happened using a 5-point scale ranging from "Never" to "Very frequently." Coaches most commonly shared that they had at some point been the target of verbal harassment or abuse (46.2%), followed by discrimination (36.3%; see Table 24).

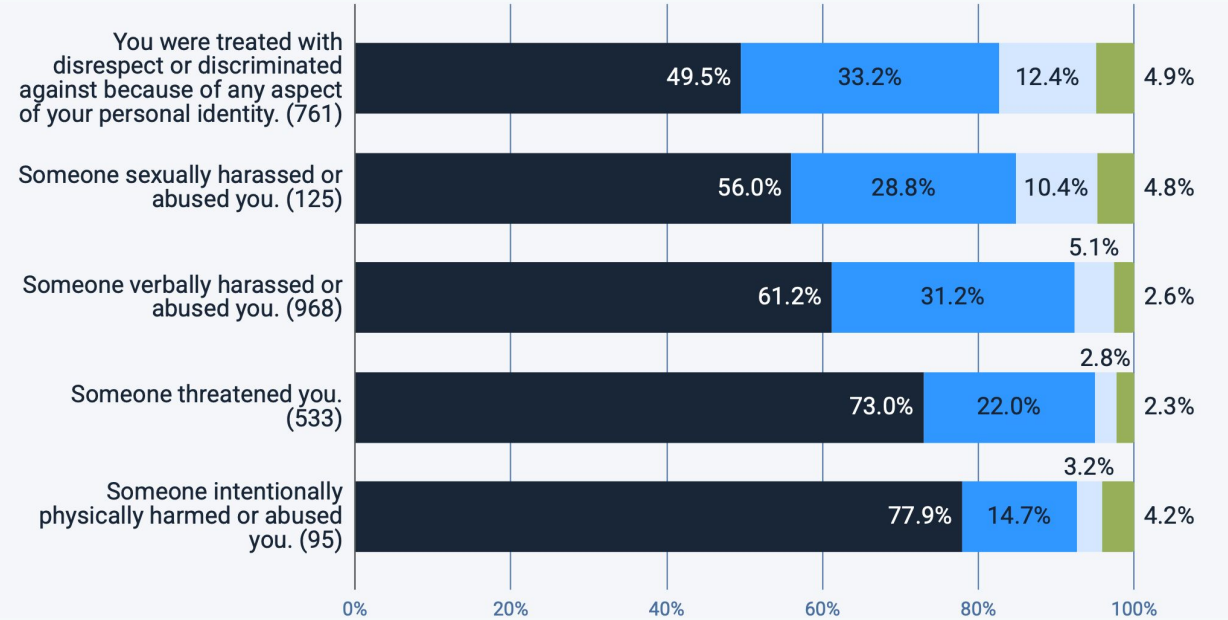
Table 24. Percentages of coaches who experienced vs. never experienced various forms of mistreatment

Experienced forms of mistreatment as a coach	Rarely to Very Frequently	Never
Someone verbally harassed or abused you. (2,095)	46.2%	53.8%
You were treated with disrespect or discriminated against because of any aspect of your personal identity (such as your race, sex, age, or another aspect of your identity). (2,096)	36.3%	63.7%
Someone threatened you. (2,092)	25.5%	74.5%
Someone sexually harassed or abused you. (2,097)	6.0%	94.0%
Someone intentionally physically harmed or abused you. (2,091)	4.5%	95.5%

For coaches who indicated that they experienced one or more forms of mistreatment (i.e., those listed in Table 24), Figure 41 shows how frequent those experiences were. Notably, for coaches who were the target of discrimination, those experiences were more likely to occur at a higher frequency compared to other forms of mistreatment.

Discriminatory or Harmful Coach Experiences

Figure 41. Frequencies of coach experiences with forms of mistreatment (not including coaches who selected "Never")



Coaches who experienced these forms of mistreatment were asked to indicate when those incidents occurred (with the option to select more than one timeframe). As shown in Table 25, coaches most often had these experiences more than four years ago. However, many also selected more recent timeframes; notably, one-third (33.2%) of coaches who experienced discrimination indicated that it had occurred within the past 12 months.

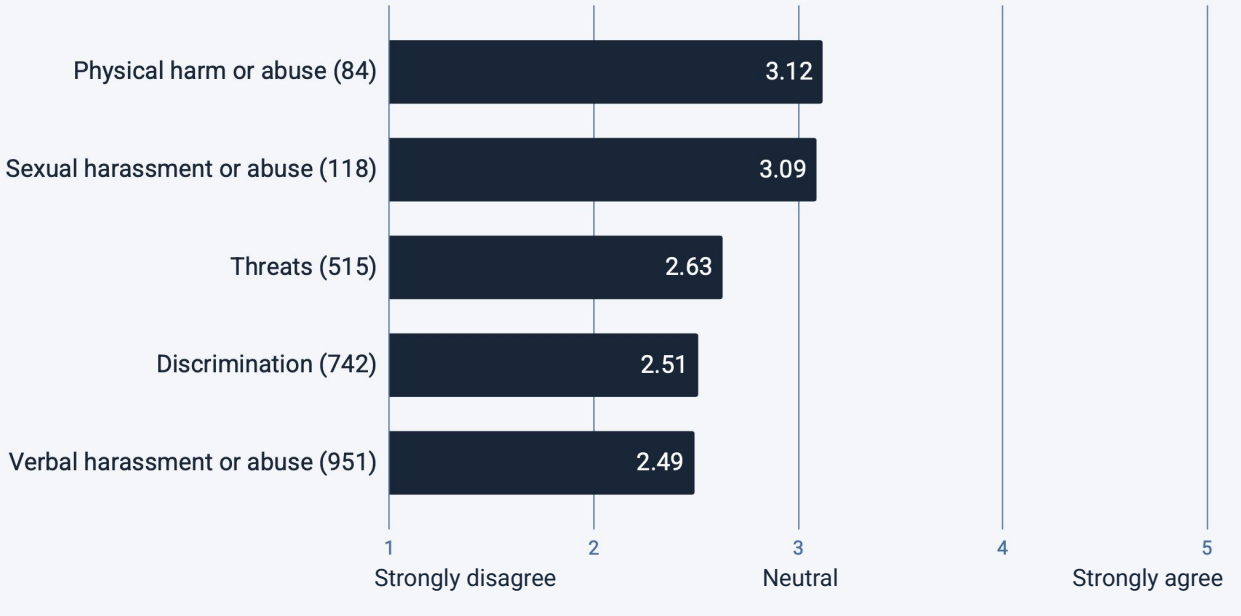
Table 25. Timeframes of mistreatment (only including coaches who experienced these behaviors)

Timeframe of coaches' experiencing...	Within the past 12 months	1 to 2 years ago	2 to 4 years ago	More than 4 years ago
Discrimination (742)	33.2%	31.3%	33.8%	47.4%
Verbal harassment or abuse (945)	29.3%	27.5%	29.5%	43.4%
Threats (516)	26.0%	24.0%	28.1%	46.7%
Physical harm or abuse (84)	16.7%	22.6%	23.8%	53.6%
Sexual harassment or abuse (118)	14.4%	27.1%	33.1%	64.4%

Discriminatory or Harmful Coach Experiences

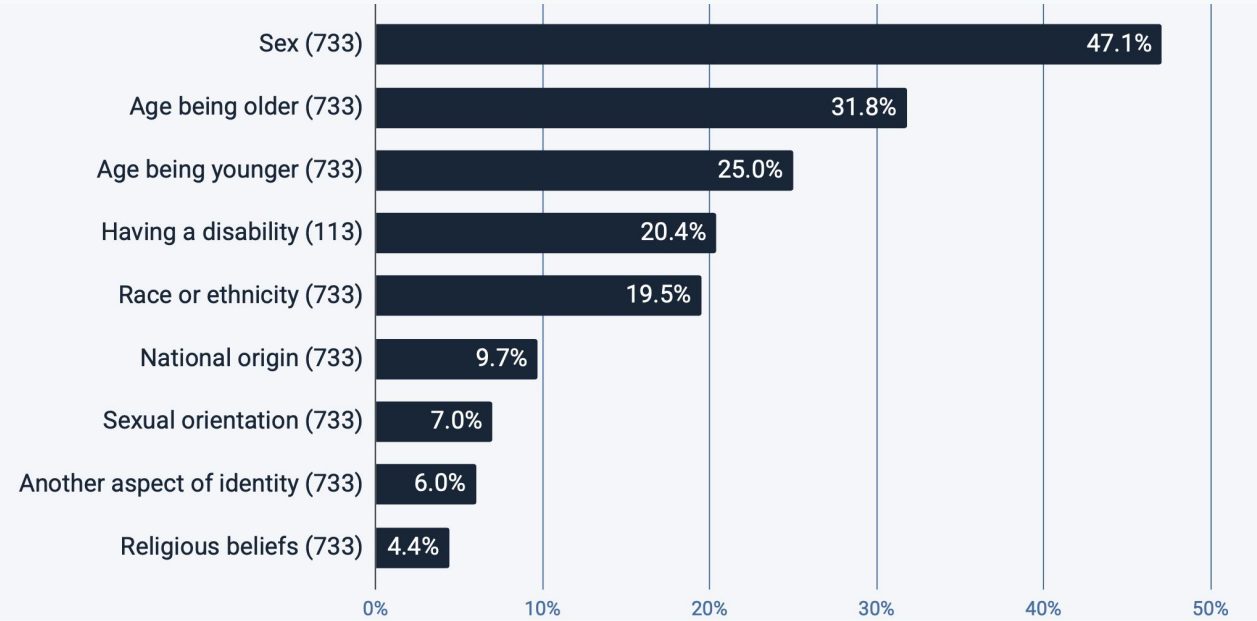
Coaches who experienced each form of mistreatment discussed above were asked to share the extent to which those experiences negatively impacted them using a 5-point scale ranging from "Not at all" to "A very large extent." On average, coaches who were the target of physical harm/abuse and sexual harassment/abuse tended to feel a larger negative impact of those experiences compared to the impact coaches felt from other forms of mistreatment (see Figure 42).

Figure 42. Average extent to which experiencing different forms of mistreatment negatively impacted coaches



Coaches who experienced discrimination during their coaching careers were asked to share the aspect(s) of their identities for which they felt they had been targeted. Coaches could select any aspects of their identity that they felt applied to their experiences of mistreatment from those listed in Figure 43. Coaches also had the option to write in other aspects of their identities, if applicable. As shown in Figure 43, the most common characteristic for which coaches felt they had been discriminated against was their sex. (Note: Only coaches who identified themselves as having a disability were given the option to select having been targeted for their disability.)

Figure 43. Aspects of coaches' identities targeted during discriminatory experiences (only including coaches who experienced discrimination)



Forty-four coaches wrote in other aspects of their personal identities that were targeted by the discriminatory behavior of others. Of those coaches who wrote in responses, the largest portion (20.5%) felt they had been discriminated against for their physical appearance (e.g., their height, weight, or other physical attributes). Others (18.2%) felt targeted because of their coaching role specifically (e.g., being a volunteer, being seen as too successful, being a decision maker). Smaller groups of coaches shared that they had been discriminated against for reasons including their economic situation (either being seen as having too much or too little wealth), not being college educated, gender, family background, sport club membership, and neurological differences.

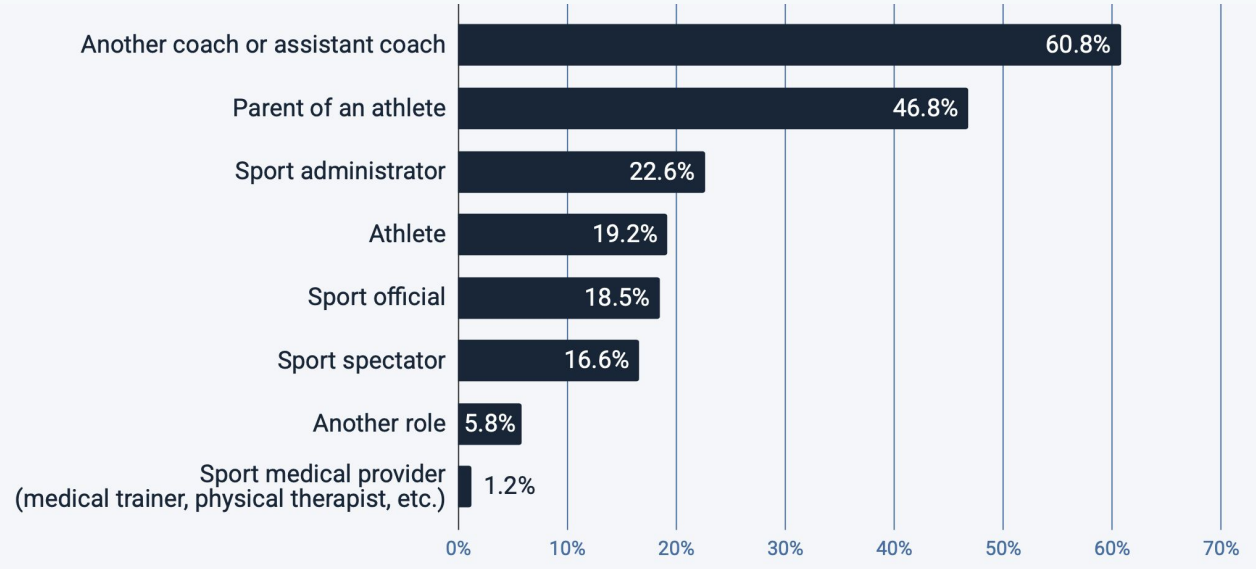
Sources of Mistreatment Toward Coaches

Coaches who shared that they had experienced any form of mistreatment were asked to identify the role or roles of the person or people responsible (with the option to select multiple roles). Coaches most often identified other coaches and parents of athletes as the sources of their mistreatment, though patterns varied by the type of harm experienced.

Discriminatory or Harmful Coach Experiences

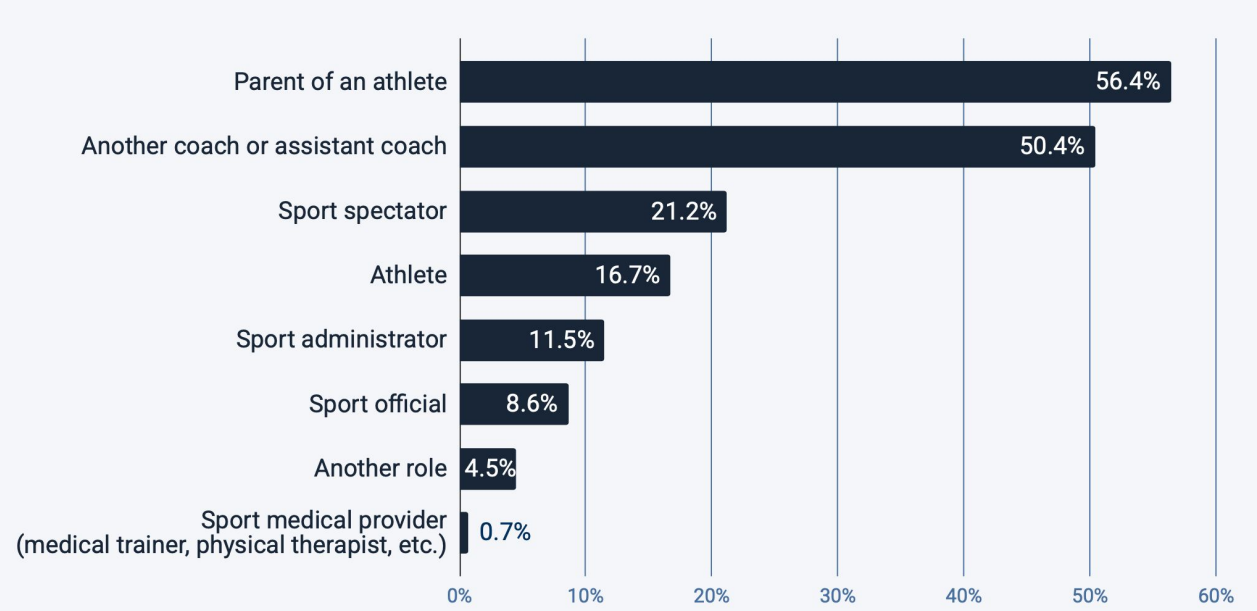
Coaches who experienced discrimination in the context of their coaching careers identified other coaches and assistant coaches (60.8%) as the most frequent perpetrators, followed by parents of athletes (46.8%; see Figure 44).

Figure 44. Sources of discrimination indicated by coaches who experienced discrimination (N = 739)



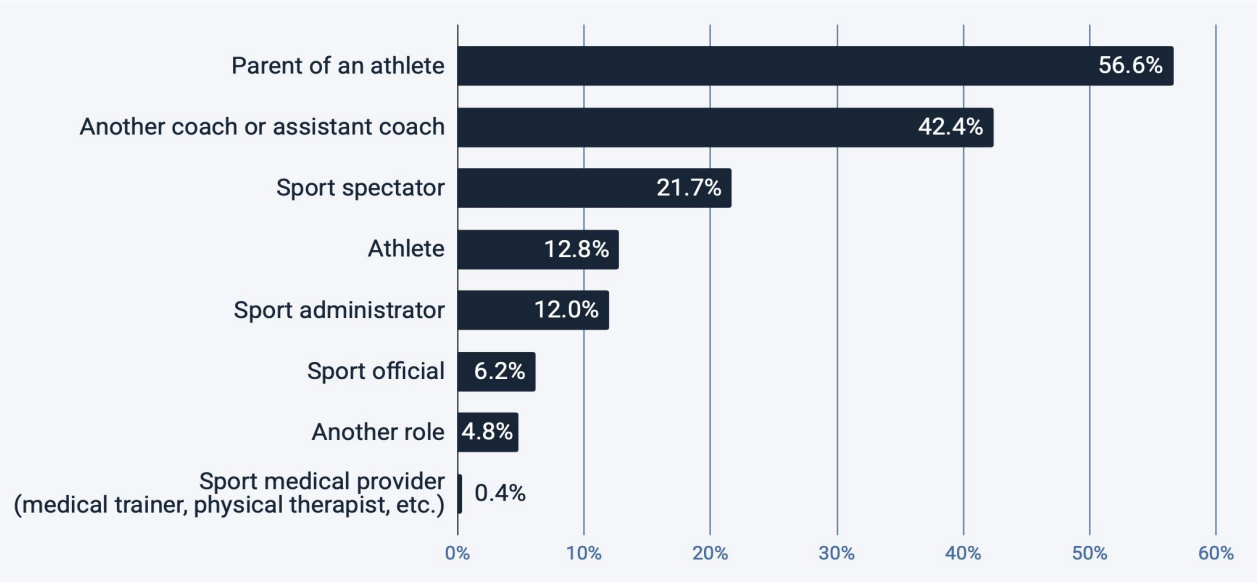
Coaches who experienced verbal harassment or abuse indicated that the source of that mistreatment was most often parents of athletes (56.4%), followed by other coaches or assistant coaches (50.4%; see Figure 45).

Figure 45. Sources of verbal harassment or abuse indicated by coaches who experienced verbal harassment or abuse (N = 950)



When it came to receiving threats, coaches again identified parents of athletes as the most common source (56.6%), followed by other coaches or assistant coaches (42.4%; see Figure 46).

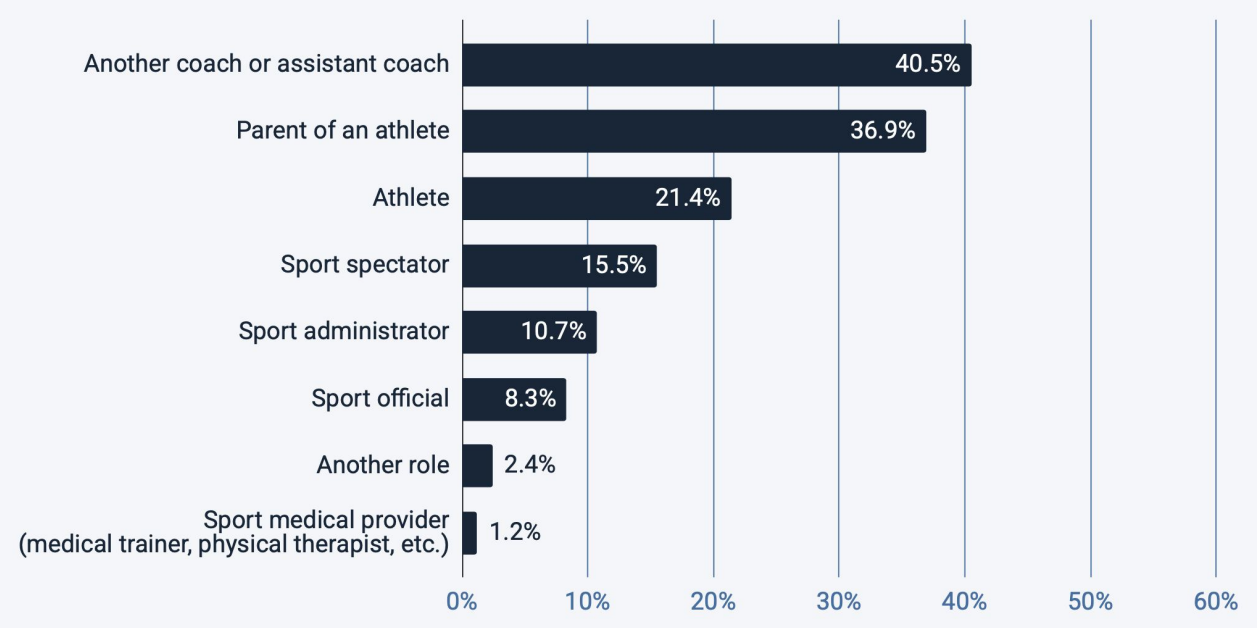
Figure 46. Source of threats indicated by coaches who received threats (N = 516)



Discriminatory or Harmful Coach Experiences

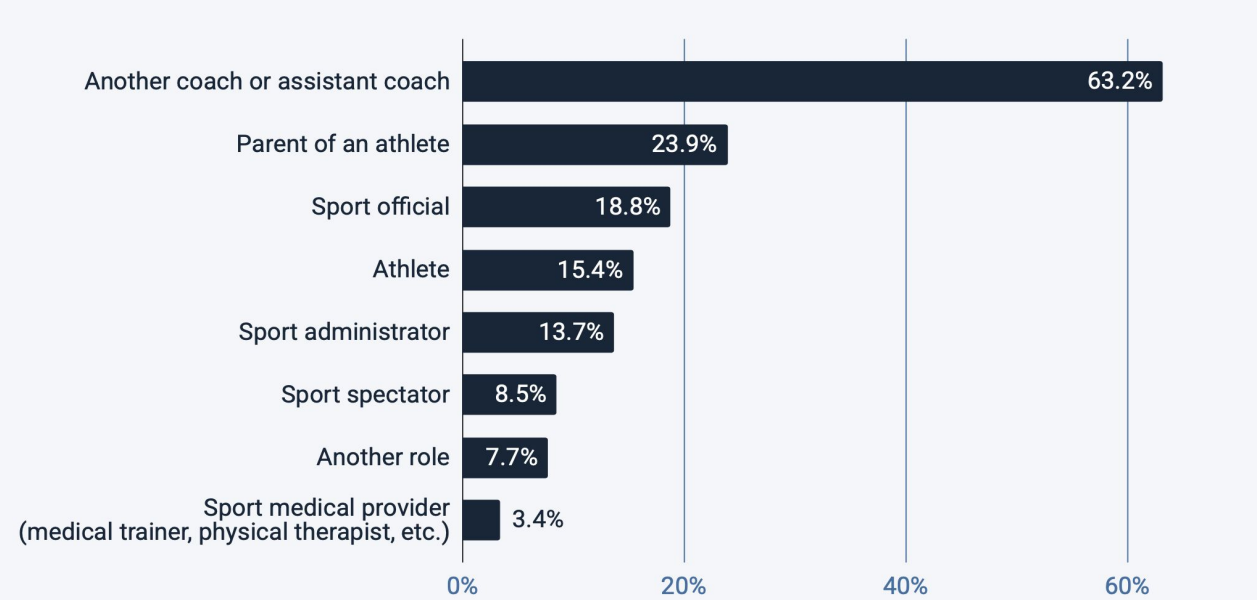
Among coaches who shared they had been physically harmed or abused, the most common perpetrators were other coaches or assistant coaches (40.5%), with parents of athletes being the second most frequently identified group (36.9%; see Figure 47).

Figure 47. Sources of physical harm or abuse indicated by coaches who were physically harmed or abused (N = 84)



Coaches who experienced sexual harm or abuse in the context of their coaching roles identified another coach or assistant coach as the person responsible (63.2%) far more frequently than any other roles (see Figure 48).

Figure 48. Sources of sexual harm or abuse indicated by coaches who were sexually harmed or abused (N = 117)



Some coaches (126) wrote in other roles occupied by those who were the source of the mistreatment they experienced. Across all five mistreatment categories, coaches most frequently wrote in leaders within sport organizations as the sources of their mistreatment (40.5%). This included individuals in different coaching roles, staff from sport organizations or clubs, program directors, board members, association leaders, and individuals in supervisory or administrative positions. Several respondents identified mistreatment by family members of athletes or of coaches themselves, and some mentioned facility owners or operators as individuals who mistreated them. A small number of write-in responses referenced roles associated with national or regional sport governance (e.g., NGBs or the U.S. Center for SafeSport). Other noted roles included journalists, vendors, sponsors, and anonymous or unknown individuals.

Group Differences in Discriminatory or Harmful Coach Experiences

Group-level analyses examined whether differences in coaches' demographic characteristics were related to how frequently they experienced the five types of mistreatment discussed above. These analyses indicated that the frequency of mistreatment varied significantly based on coaches' sex, sexual orientation, and whether they have a disability. Specifically:

- Female coaches experienced discrimination[21] and sexual harassment or abuse[22] more frequently than male coaches.
- Coaches who are non-heterosexual experienced discrimination at higher rates than those who are heterosexual.[23]
- Coaches with disabilities experienced discrimination[24] and physical harm or abuse[25] at higher rates compared to coaches without disabilities.

Figures 49, 50, and 51 highlight these significant findings by illustrating differences in the proportion of coaches in these different demographic groups (i.e., defined by sex, sexual orientation, and disability identity) who experienced various forms of mistreatment. As shown in Figure 49, more than half (58.6%) of women experienced discrimination in their coaching roles compared to a quarter (25.3%) of men. Similarly, more than one in ten (14.4%) women experienced sexual harassment or abuse as coaches compared to a far smaller percentage (1.9%) of men.

[21] ANOVA was significant, $F(1, 2{,}002) = 290.48$, $p < .001$, with a large effect size ($\eta^2 = .127$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 831.42) = 207.15$, $p < .001$. The mean discrimination frequency was higher among women ($M = 2.13$, $SD = 1.18$) than men ($M = 1.38$, $SD = .75$).

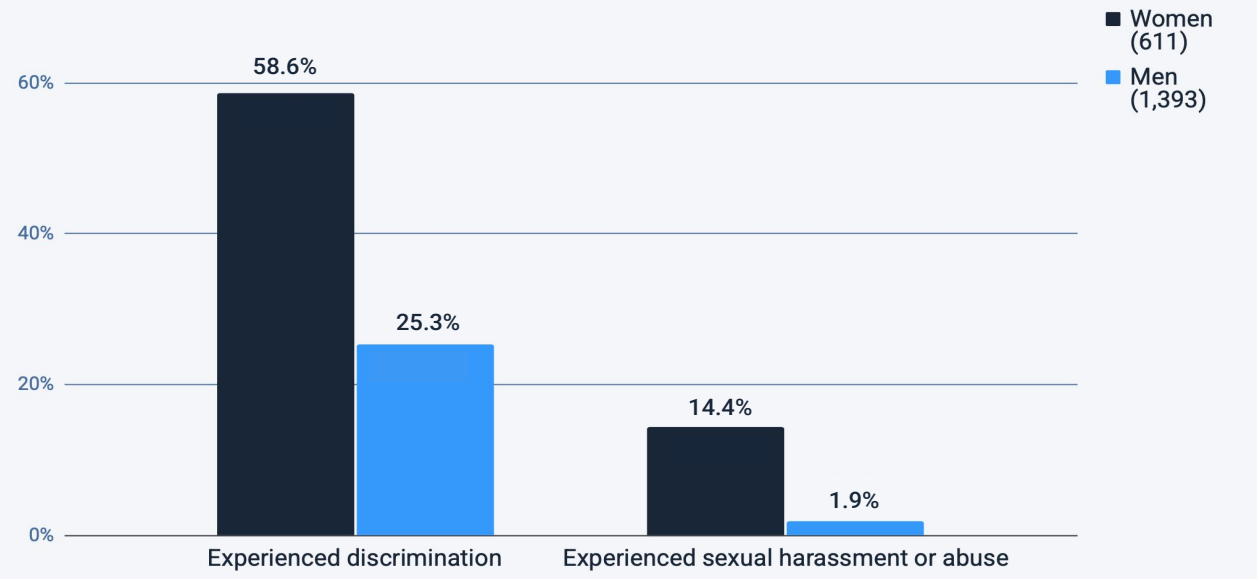
[22] ANOVA was significant, $F(1, 2{,}002) = 107.20$, $p < .001$, with a medium effect size ($\eta^2 = .05$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 688.48) = 58.75$, $p < .001$. The mean sexual harm frequency was higher among women ($M = 1.23$, $SD = .64$) than men ($M = 1.03$, $SD = .24$).

[23] ANOVA was significant, $F(1, 2{,}042) = 45.95$, $p < .001$, with a small effect size ($\eta^2 = .02$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 371.61) = 33.92$, $p < .001$. The mean discrimination frequency was higher among non-heterosexual coaches ($M = 1.96$, $SD = 1.15$) than heterosexual coaches ($M = 1.56$, $SD = .93$).

[24] ANOVA was significant, $F(1, 2{,}033) = 41.72$, $p < .001$, with a small effect size ($\eta^2 = .02$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 137.87) = 25.20$, $p < .001$. The mean discrimination frequency was higher among coaches with disabilities ($M = 2.15$, $SD = 1.26$) than those without disabilities ($M = 1.58$, $SD = .94$).

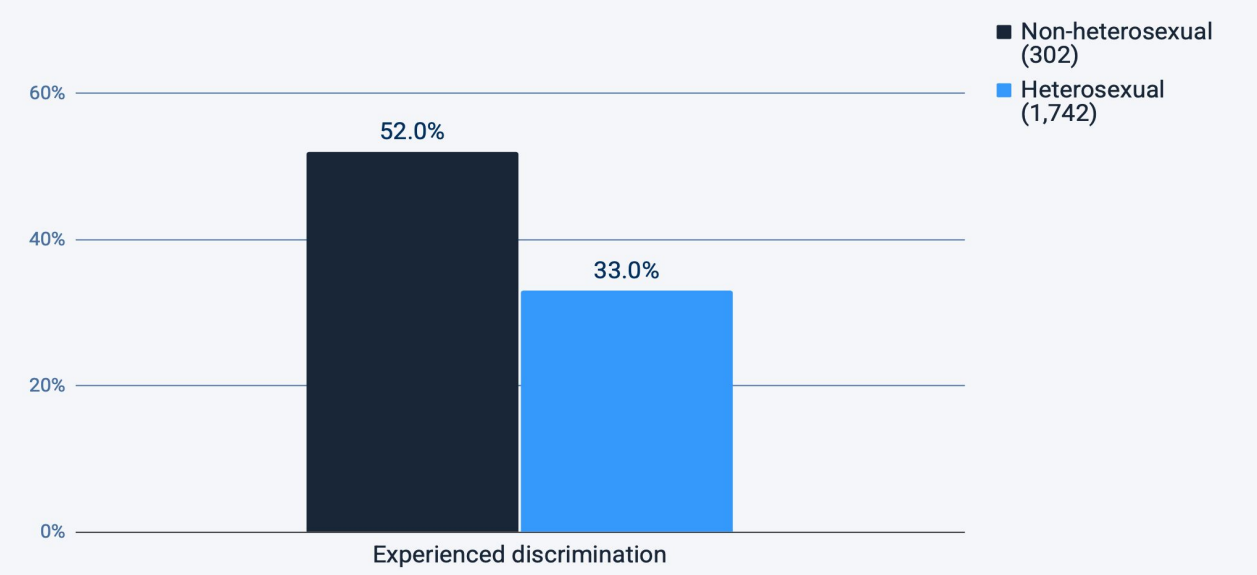
[25] ANOVA was significant, $F(1, 2{,}028) = 47.50$, $p < .001$, with a small effect size ($\eta^2 = .02$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 130.48) = 9.87$, $p = .002$. The mean physical harm frequency was higher among coaches with disabilities ($M = 1.25$, $SD = .72$) than those without disabilities ($M = 1.05$, $SD = .27$).

Figure 49. Percentages of women vs. men who experienced discrimination and sexual harassment or abuse as a coach (rarely to very frequently)



As illustrated in Figure 50, discrimination was experienced at a higher rate among coaches who are non-heterosexual compared to heterosexual coaches.

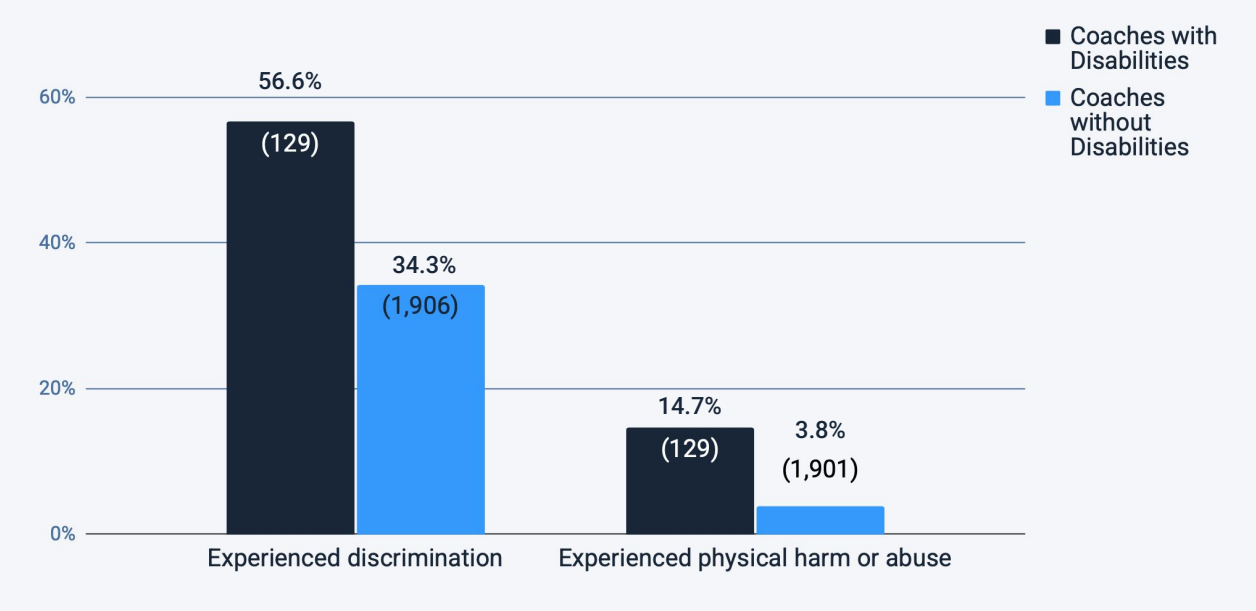
Figure 50. Percentages of non-heterosexual vs. heterosexual coaches who experienced discrimination in their coaching role (rarely to very frequently)



Discriminatory or Harmful Coach Experiences

Figure 51 shows that coaches who have a disability experienced markedly higher rates of discrimination as well as intentional physical harm or abuse compared to coaches without a disability.

Figure 51. Percentages of coaches with vs. without disabilities who experienced discrimination and physical harm or abuse (rarely to very frequently)



EXPERIENCES OF HARM AS ATHLETES

Coaches' experiences of abuse or misconduct during their time as athletes.

Experiences of Harm as Athletes

Coaches' experiences of abuse or misconduct during their time as athletes.

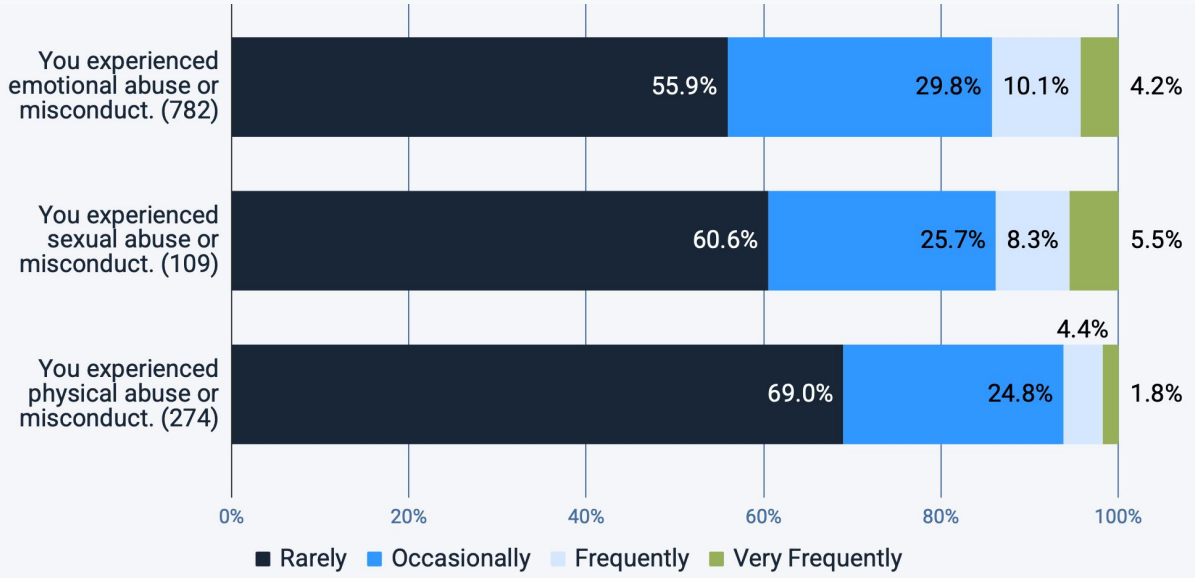
Coaches who shared that they have participated as athletes in the sport that they now coach were asked about the experiences of abuse or misconduct that they may have had during their athletic careers. Specifically, they were asked how frequently they were the target of emotional, physical, or sexual abuse or misconduct at any point while they were participating as an athlete or as a result of being an athlete using a 5-point scale ranging from "Never" to "Very frequently." Table 26 shows the percentages of coaches who experienced these three forms of misconduct or abuse as athletes.

Table 26. Percentage of coaches who experienced vs. never experienced various forms of abuse or misconduct as athletes

Experienced forms of abuse or misconduct as athletes	Rarely to Very Frequently	Never
You experienced emotional abuse or misconduct. (1,838)	42.5%	57.5%
You experienced physical abuse or misconduct. (1,837)	14.9%	85.1%
You experienced sexual abuse or misconduct. (1,837)	5.9%	94.1%

For coaches who indicated that they experienced one or more forms of abuse or misconduct as athletes, Figure 52 displays how frequent those experiences were.

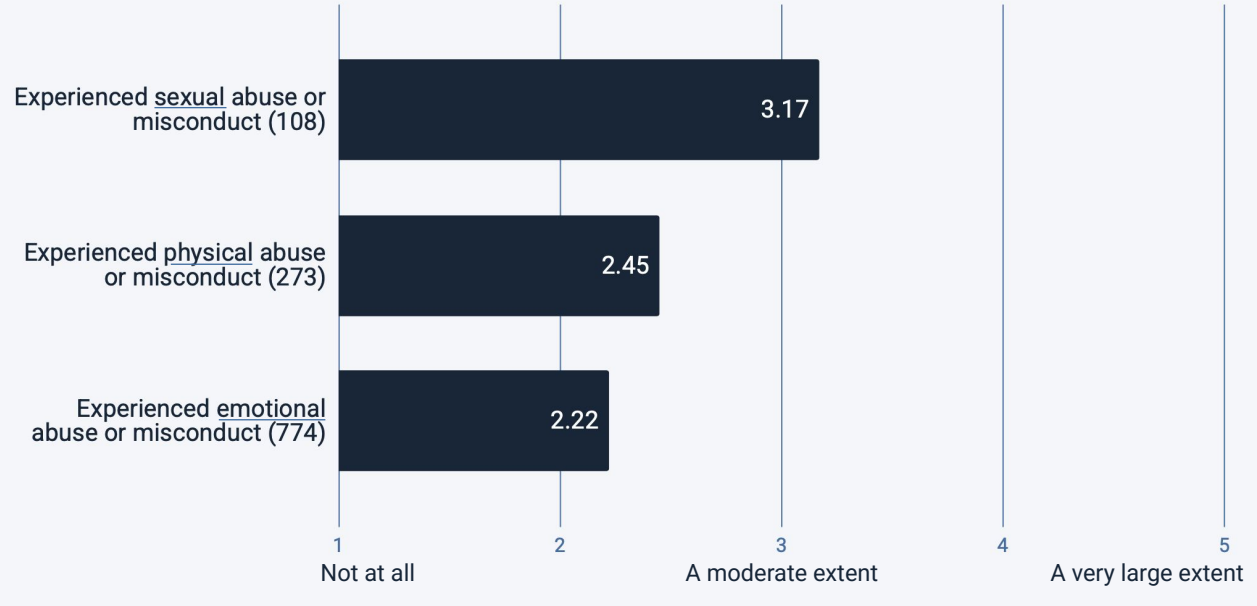
Figure 52. Frequencies of experiences of abuse or misconduct as athletes (not including coaches who selected "Never")



Experiences of Harm as Athletes

Coaches who had experienced abuse or misconduct as athletes were asked to indicate the extent to which those experiences had negatively affected them using a 5-point scale ranging from "Not at all" to "A very large extent." For this item, coaches were instructed to consider all abuse or misconduct they had experienced during their athletic careers, rather than rating the impact of each type separately. On average, coaches described small to moderate negative impacts of the experiences of abuse or misconduct they had as athletes. To better understand how different types of abuse or misconduct may have affected coaches differently, we examined the average impact separately for coaches who had experienced each form of abuse. As shown in Figure 53, coaches who experienced sexual abuse or misconduct as athletes indicated a greater negative impact (3.17 out of 5) than those who had experienced physical (2.45) or emotional abuse or misconduct (2.22).

Figure 53. Average extent of negative impact shared by coaches who experienced different types of abuse or misconduct as athlete



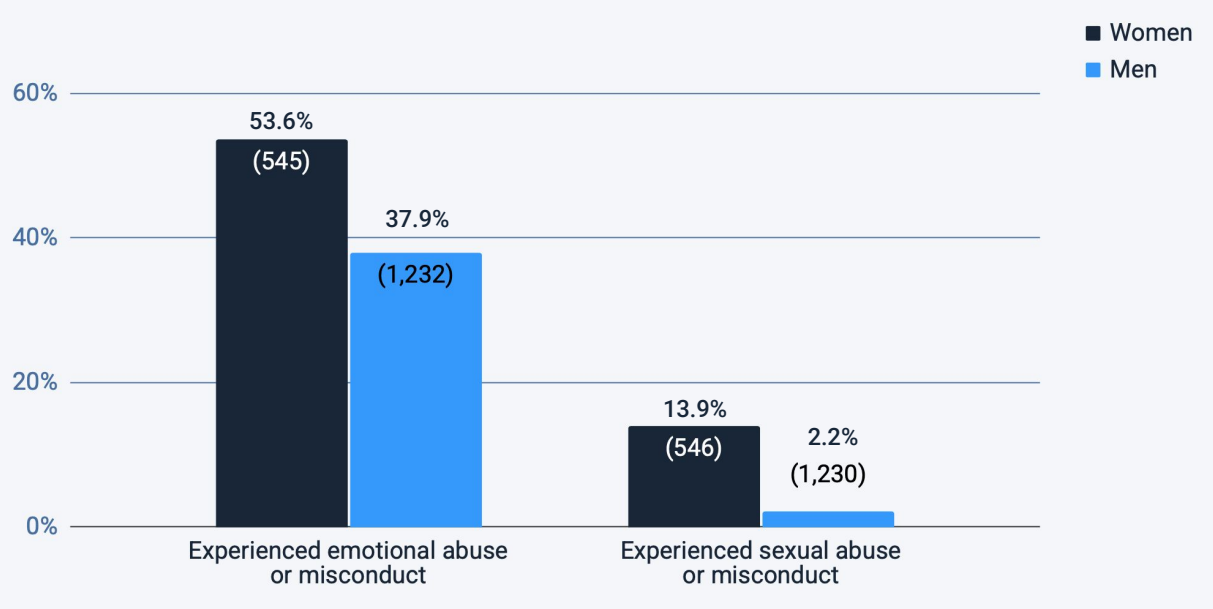
Group Differences in Harm Experienced as Athletes

Group-level analyses examined whether differences in coaches' demographic characteristics were related to how frequently they experienced sexual, physical, or emotional abuse or misconduct as athletes. These analyses showed that the frequency of experiencing certain forms of abuse or misconduct varied significantly based on coaches' sex. In particular:

- Women experienced emotional[26] and sexual[27] abuse or misconduct more frequently than men during their time as athletes.

Figure 54 shows the percentages of male and female coaches who experienced emotional or sexual abuse or misconduct during their time as athletes. More than half of women (53.6%) indicated experiencing emotional abuse or misconduct, compared with less than 40% of men (37.9%). Fourteen percent (13.9%) of women experienced sexual abuse or misconduct as athletes compared to two percent (2.2%) of men.

Figure 54. Percentages of women vs. men who experienced emotional and sexual abuse or misconduct as athletes (rarely to very frequently)



[26] ANOVA was significant, $F(1, 1,775) = 89.99$, $p < .001$, with a medium effect size ($\eta^2 = .05$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 798.32) = 69.83$, $p < .001$. The mean emotional harm frequency was higher among women ($M = 2.02$, $SD = 1.17$) than men ($M = 1.55$, $SD = .83$).

[27] ANOVA was significant, $F(1, 1,774) = 70.19$, $p < .001$, with a small effect size ($\eta^2 = .04$). Levene's test indicated unequal variances; Welch's adjusted test confirmed the finding, Welch's $F(1, 652.10) = 42.27$, $p < .001$. The mean sexual harm frequency was higher among women ($M = 1.22$, $SD = .63$) than men ($M = 1.04$, $SD = .29$).

COACH SUGGESTIONS & COMMENTS

Coaches shared their suggestions and reflections for the U.S. Center for SafeSport.

Coach Suggestions & Comments

Coaches shared their suggestions and reflections for the U.S. Center for SafeSport.

Coaches shared, in open-ended responses, their insights regarding what changes they feel would improve the safety and well-being of athletes and coaches in their sport, what support they feel would help them as coaches maintain a positive and safe team environment, and any other suggestions or comments related to their coaching role that they wished to share.

Suggestions for Improving Athlete and Coach Safety and Well-Being

This analysis, based on 1,061 open-ended responses, found three primary suggestions for improving athlete and coach safety and well-being. They are as follows:

1. Coaching is Central

Nearly 42% of responses mention coaching and leadership, making it the dominant theme. Most comments reflect coaches' central role in athlete safety and well-being, but also suggest concerns about coach behavior, training quality, and accountability. For example, one coach recommended, "More training and accountability for coaches who don't get it or don't care about athletes' mental and physical well-being." This finding once again demonstrates the role and responsibility that coaches play when it comes to supporting well-being in sport. It is also notable that coaches themselves are willing to identify and call out the need for improvements to their field.

2. Parents are a Major Concern

More than one-third of responses (34.4%) mention parent behavior. For instance, one answer reads, "SafeSport training for parents, specifically focused on their own behavior with their child, officials, and other athletes." Although the previous theme highlighted the need to focus on improvements within the culture and practice of coaching, parents greatly impact, for better or worse, the experiences and safety of coaches and athletes. This represents a critical area for intervention that extends beyond traditional athlete-coach relationships.

3. Training Fatigue vs. Training Need

While 39.4% mention training needs, there are concerns about training that is perfunctory rather than effective. Coaches suggest meaningful, practical education rather than compliance-focused training. One comment states, "better coaching education, education that helps coaches to become mentors" while another reads, "administer safety training in sessions shorter than an hour." Although some of the comments were focused on what to change within education and training many were also encouraged by the current trainings and policies, including this coach who shared, "I'm glad that we have SafeSport training now" and another who wrote, "Ensuring all coaches across all clubs are SafeSport certified. Some private clubs don't require it of their coaches/admin and that is typically where we see the misconduct."

Support Needs to Maintain Positive and Safe Team Environments

Coaches described a range of support they believe would help them maintain a positive and safe team environment. A total of 868 coaches responded to this open-ended prompt. Through thematic analysis, six major themes emerged, as detailed below.

1. Training and Education

The most identified support need (21.4%) involved increased access to educational and training resources. Coaches noted the importance of training, workshops, and other learning opportunities, both for themselves and for other sport stakeholders. Many coaches emphasized the value of continued coach education, certification programs, and workshops on specific coaching skills. Some noted the need for training explicitly linked to promoting a positive sport culture. As one coach explained, "Coaches create the culture of the team/club. Training in how to create a positive culture would be valuable." Coaches also expressed a desire for improvements to the U.S. Center for SafeSport training, as well as more educational opportunities for all sport stakeholders, including parents, officials, and athletes. Some highlighted the need for training on how to support athlete well-being more holistically. One coach captured several aspects of this theme, stating, "More parent education, more officials in the sport, more support on how to help athletes emotionally/mentally while competing."

2. Support with Managing Athletes' Family Members

The next most frequently identified support need (18.9%) involved challenges related to managing difficult behavior by athletes' parents and family members. Many coaches described challenges with navigating challenging parent behavior, setting boundaries with athletes' families, and creating accountability systems for parents. One coach noted that they would feel more supported "if all coaches, athletes, and parents were held up to the same high standard." Another coach expressed a desire for upper management at their sport organization to communicate expectations to parents and family members. Several coaches noted the need for more educational opportunities for athlete's family members, with some specifically calling for more courses for parents/guardians from the U.S. Center for SafeSport.

3. Sport Organizational Leadership Support

More than one in ten coaches (12.9%) highlighted a need for more active support from their sport organizational leadership "at all levels of management." Many coaches shared their desire for more administrative backing for their decisions, and for an organizational culture that prioritizes safety. Others pointed to the need for better communication from governing bodies and recognition that coaches should be supported from above. Coaches expressed hope that their organizations would embrace chances to improve, with one stating, "Be open to doing better. Admin and up need to realize that we aren't trying to tear them down but want to get the organization to perform better." Some coaches, on the other hand, shared positive sentiments about the support they receive, such as one who commented, "I think my organization is doing fine here."

4. U.S. Center for SafeSport Programs

Another common theme (10.1%) involved U.S. Center for SafeSport programs or related issued, with comments revealing mixed perspectives from coaches. While several coaches shared positive comments about the Center's trainings, some suggested that the trainings be more trauma-informed, including trigger warnings and language that is more sensitive to survivor experiences. For instance, one coach shared, "The annual SafeSport trainings are good, although they dig up my past trauma from when my governing body and SafeSport both failed me as a victim of child sexual abuse." Other coaches shared a desire for the Center's policies and practices to be extended and applied more broadly to include all

stakeholders in the sport ecosystem, and for training requirements to extend to all coaches, parents, and athletes. Some coaches reflected on a need for "more enforcement of SafeSport trainings." Finally, a few coaches shared concerns about false reports of abuse made to the Center, such as one coach who wrote, "I don't like that sometimes a person is reported to SafeSport as a way to get revenge. They are considered guilty."

5. Staffing Needs

Seventy-three surveyed coaches (8.4%) mentioned the need for additional staff or personnel to help create and sustain a positive and safe team environment. Some coaches identified specific roles in need of more personnel, including assistant coaches, administrators, and mental health professionals. Coaches noted that having more supporting personnel would ease their workload pressures and strengthen their capacity to meet athletes' needs.

6. Policies and Guidelines

Finally, 65 coaches (7.5%) reflected on the need for improved policies and guidelines to help them support and maintain positive, safe team environments. Specifically, coaches called for more clearly written policies, updated guidelines, and consistent application of policies and rules. Further, some coaches noted room for improvement when it came to the accessibility of the current policy documents used by their sport.

General Suggestions and Comments from Coaches

A final open-ended item invited coaches to share any additional thoughts about their coaching role that had not been covered elsewhere in the survey. In total, 555 coaches provided responses. Three of the primary themes are presented below.

1. Resources and Support for Coaches

One common theme (19.3%) was coaches' desire for greater support and resourcing to help them sustain their work and thrive in their coaching roles. Coaches in paid positions commonly expressed feeling underpaid and overworked; several noted that the demands of coaching far exceed the

compensation and support available to them. As one coach expressed, "Coaching feels like a career trap. Hours are ridiculous, and the pay is minuscule. Every year we are losing coaches (including me, I'm quitting) due to lack of monetary and emotional support." Several comments reflected frustration with training requirements that feel disconnected from their practical needs, particularly when coupled with inadequate pay. As one respondent wrote, "Money is respected in our world. Pay coaches more. Asking them to keep taking online classes is an insult." Burnout and emotional stress were also recurring concerns; some coaches suggested that "more mental and emotional support for coaches" could alleviate burnout.

2. Sport Development

Another theme centered on coaches' concern for the long-term development of sport programs (10.6%). Many coaches expressed a desire for practical guidance and resources to help grow or strengthen their clubs, youth programs, and grassroots initiatives. Coaches described wanting better club development, planning tools, and train-the-trainer resources that could be helpful to anyone looking to start new programs. Some coaches shared confusion or gaps in policies that affect whether local organizations are considered to be NGB or USOPC members or participants, calling for broader inclusion of those falling outside of the policy definitions. Several coaches shared concerns related to recruitment and retention of athletes and coaches in their sport. At the same times, some coaches expressed appreciation for efforts already in progress, such as a coach who wrote, "Keep up the awesome work, so that we can continue providing the best experience for our youth."

3. Accountability and Enforcement

A smaller subset of coaches (5.4%) shared feedback about inconsistent accountability and enforcement of policies in their sport. Several coaches described frustration with policies and standards that are inconsistently applied or that carry no meaningful consequences when violated. Some emphasized the need for proactive oversight, rather than relying on reactive reporting, including one coach who wrote, "NGBs need to be in the field checking that policies are followed rather than hoping people report issues."

Insights & Next Steps

Coaches are situated in a unique position within sports. They are often the individuals with the ability and responsibility to ensure not only the safety and well-being of athletes, but that of many within sport. They are present for every practice and game, inspiring their athletes and those around them to be the best they can be. In this sense, coaches have the power to create positive culture and safety within sport. However, the results of this survey also illustrate the ways in which coaches encounter barriers to enact change or safeguarding practices, and how they themselves are at times subjected to harm within sport. The following illuminates some of these key insights:

- Overall, coaches shared positive experiences in their role. Coaches expressed strong agreement that coaching has had a positive impact on their lives; they also shared high levels of intention to continue coaching or remain otherwise involved in their sport over time. Coaches' feedback throughout the survey reflected a strong sense of care and responsibility toward their roles and the athletes they serve. Although this is often positive, our findings also suggest that the demands of coaching may lead to personal sacrifices and burnout when proper organizational and communal support is not in place, presenting potential sustainability and coach retention concerns.
- Despite tending to agree that their safeguarding policies were a good fit for their organization, many coaches identified barriers to either implementing or upholding safeguarding practices. Commonly, these barriers included gaps in parents' and athletes' understanding of policies, as well as concerns related to trust, practicality, resourcing, and communication around policies. Particularly when it came to the Center, coaches' feedback highlighted implementation-related barriers. While coaches perceive the Center as a resource for preventing abuse and enforcing safety policy, many simultaneously mistrust how reporting is handled and recommend that policies and education focus more on practical implementation in different sport settings.
- Many coaches shared that they had observed or heard of a variety of behaviors by other coaches that have the potential to violate athletes' boundaries. Coaches were most commonly aware of other coaches initiating hugs with athletes, followed by coaches shouting at athletes in frightening, threatening, or belittling ways. Coaches were also aware of other coaches

calling athletes insulting names and swearing or cursing at athletes for not performing well. These and other findings related to observed boundary violations by coaches shared in this report shed light on specific situations and behaviors that may be in need of closer attention within safeguarding education.

- Coaches also described experiencing mistreatment themselves, with nearly half having been targeted by verbal harassment or abuse and more than one-third experiencing discrimination in their coaching roles. Among coaches who were the target of discrimination, those experiences tended to occur at a higher frequency compared to other forms of mistreatment. Coaches most often identified parents and athletes as the sources of the verbal harassment and abuse they experience, while discrimination and sexual abuse or harassment was most often attributed to other coaches. Viewed alongside the open-ended feedback shared by coaches, these findings suggest that parent and family conduct as well as accountability and enforcement related to adult-on-adult harm warrant greater attention in efforts to ensure sport environments are positive and healthy for all.
- Coaches' experiences of burn out, witnessing harmful behavior, and being targeted by harmful behaviors in sport depended on a number of personal coach characteristics, with sex emerging as the primary factor. Notably, female coaches tended to experience higher rates of burnout and were more often the target of mistreatment compared to male coaches. Differences were also observed across sexual orientation and disability status, with coaches in minority groups more likely to have experienced mistreatment during their involvement in sport. It is also important to note that the relative homogeneity of the sample with respect to race and ethnicity may have limited the ability to detect differences in coaching experiences across racial or ethnic groups.

- Finally, as a result of feedback from the coaches and the greater sports community as well as lessons learned through administering and reporting on this survey, the following four recommendations emerged to strengthen this survey in the future:

  1. Include questions to identify if coaches focus primarily on coaching adaptive sports or athletes with disabilities.

  2. Ask surveyed coaches to identify their age to better understand how age may impact coaching experiences.

  3. Shorten the survey and create a more concise focus.

  4. Include more collaboration with a range of coaches and organizations that work with coaches in creation of the tool, analyzing and interpreting results, and reporting.