BARNSTABLE HIGH SCHOOL ATHLETICS CLIMATE STUDY FINAL REPORT

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Overview

In Fall 2018, The Center for the Study of Sport in Society, in collaboration with Northeastern University, Graduate School of Education, and Bridgewater State University, College of Education and Allied Studies agreed to study the climate within athletics at Barnstable High School. The purpose of the project is to provide Barnstable Public School district with evidence to support increased understanding and targeted improvements to the Barnstable High School athletics program to align with the whole child vision of the district. The objective is to create a climate within athletics that promotes positive youth development, and the health and safety of all BHS students.

Through an internet-based descriptive survey, members of the Barnstable school and local communities were invited to share their observations and opinions of the athletics program at BHS. In addition to describing the BHS athletics program, current and former sport participants were asked to rate their satisfaction with their sport experience, as well as their perceptions of the priorities of the current administration and coaches as they relate to the athletics experience at BHS. The results of this study have been used to inform recommendations intended to improve the quality of students' experiences as participants in extracurricular athletics, as well as the experiences of all members of the school community as they relate to and are affected by the athletics program. Recommendations are focused on specific actions that could be taken to foster and promote positive youth development through an athletics climate that offers opportunities for all students to be engaged, supported, and challenged.

Data and Methods

The study was designed to examine the climate related to the athletics program at Barnstable High School (BHS) through both qualitative and quantitative research methods. Different sources of data and different methods of data collection were used to reduce systematic bias and strengthen the reliability of the study findings (Patton, 1999). Permission to conduct the mixed-method study was sought and obtained through the Institutional Review Board of Bridgewater State University. Quantitative data were collected from three stakeholder groups (i.e., high school students, high school employees, and community members) through a web-based descriptive survey. Qualitative data were collected through a web-based survey and through a series of one-hour focus group discussions with a sample of volunteers drawn from each of the three stakeholder group populations. Data collection methods and study sample will be described in the following two sections.

Descriptive Survey of the Barnstable High School Athletics Climate

The descriptive survey instrument was created by the Center for the Study of Sport and Society for a previous study and was modified for the current study. The survey was constructed in three aligned versions for students, high school employees, and members of the community. In total,

the survey consisted of 11 demographic, 93 attitudinal, and 4 open-ended response items. The content items were developed based on themes identified through a review of current literature related to positive and sport-based youth development, physical safety, sport coaching effectiveness, physical literacy, and the whole child approach to education. The original survey instrument was modified to obtain descriptive indicators of the following from BHS stakeholders:

1. Opinions regarding the alignment of the current athletics program with outcomes identified in the Barnstable Public Schools district vision statement;

2. Satisfaction regarding their experiences associated with the BHS athletics program; and

3. Perceptions of the athletics-related priorities of the administration (i.e., superintendent, principal, assistant principals, athletic director), and current sport coaches.

The Qualtrics (Qualtrics, Provo, UT) online survey platform was used for survey development, data collection, and data management. Through responses to survey items, students, high school employees, and members of the Barnstable community were asked to share their observations, opinions, and recommendations related to the BHS athletic program. (Qualtrics, Provo, UT)

The non-ordered response options were randomized to minimize selection bias. All content items were measured using 5-point Likert-type scales. Response options for perceptions of the athletics-related priorities of BHS administrators and coaches included *important*, *somewhat important*, *neither important nor unimportant*, *somewhat unimportant*, and *unimportant*. Response options measuring satisfaction included *extremely satisfied*, *somewhat satisfied*, *neither satisfied nor dissatisfied*, somewhat *dissatisfied*, and *extremely dissatisfied*. Numerical values were assigned to nominal responses to make them ordinal for statistical analysis. For all items, an option to respond, "I do not know" was included; however, these responses were coded and included as missing data in the analysis.

Three versions of the survey were created: BHS Student Survey, BHS School Employee Survey, and Barnstable Community Survey. Each version of the survey was available for respondents to complete in one of three languages: English, Portuguese, or Spanish.

BHS Student Survey

The sample of students was drawn from 1802 students enrolled in grades 8 through 12 at Barnstable High School (Massachusetts Department of Elementary and Secondary Education, 2019). Parental permission to participate in the study was obtained through passive informed consent by the administration of Barnstable High School. The student version of the survey was open to participants from February 7, 2019 until March 15, 2019. Teachers were asked to provide students with time to complete the survey during a weekly Academic Advisory block. A sample of 428 students responded to the survey represents 23.8% of students enrolled for the

2018-19 academic year. Of the students who were invited to participate, 512 (28.4% of BHS student population) agreed to participate, but 84 gave no further responses or provided incomplete or nonsense responses, yielding 428 usable student responses (Table 1).

An initial group of more than 200 students were provided with the incorrect web link and several completed the BHS School Employee version of the survey. Identical study data were collected through all survey version; however, student-specific demographic items were not displayed to students completing the BHS School Employee survey version. Due to missing demographic data, sample descriptors, such as age, class year (e.g., sophomore, junior), sports played, and sport level (e.g., junior varsity) are not included in this report. See Table 1 for key demographic descriptors used to analyze the student sample from this study.

Table 1. *Frequencies for BHS student sample from descriptive survey*

Student Demographics	*N*	Percent
Female	274	64.0
Male	151	35.3
Prefer to self-describe	3	0.7
TOTAL	**428**	**100.0**
Survey Version - English	422	98.6
Survey Version - Portuguese	3	0.7
Survey Version - Spanish	3	0.7
TOTAL	**428**	**100.0**
Student-Athlete	264	61.7
Non-Student-Athlete	164	38.3
TOTAL	**428**	**100.0**
Female Student-Athlete	163	61.7
Male Student-Athlete	100	37.9
Prefer to self-describe	1	0.01
SUBGROUP TOTAL	**264**	**100.0**

BHS School Employee Survey

The high school employee survey included all members of the faculty, staff, and administration of Barnstable High School. Of the school employees who were invited, 101 agreed to participate; however, 16 gave no further responses beyond the opening page of the survey, yielding 85 usable employee responses (Table 2). All high school employees were invited to participate in the survey via district email. The school employee survey was opened on February 7, 2019 and remained open until March 15, 2019.

Table 2. *Frequencies for BHS high school employee sample from descriptive survey*

Employee Demographics	*N*	Percent
Female	64	75.3
Male	20	23.5
Prefer to self-describe	1	1.2
TOTAL	**85**	**100.0**
Teacher	26	30.6
Athletic Coach	20	23.5
Teacher & Athletic Coach	16	18.8
Administration	5	0.1
Teacher & Club Advisor/Sponsor	2	0.0
Staff & Athletic Coach	2	0.0
Paraprofessional	2	0.0
Administrative Assistant	2	0.0
Administration & Athletic Coach	1	0.0
Nurse	1	0.0
School psychologist	1	0.0
Other, Unspecified	7	0.1
TOTAL	**85**	**100.0**
Parent of a Current or Former BHS Student-Athlete	45	52.9
Not a Parent of a BHS Student-Athlete	40	47.1
TOTAL	**85**	**100.0**

Barnstable Community Survey

The population of the community survey included all parents and community members of the Town of Barnstable. The sample of 205 parents and community members who responded to the survey represents 0.5% of the estimated 36,812 adult residents of the Town of Barnstable (United States Census Bureau, 2018). Of the parents and community members who were invited to participate, 205 agreed to participate, but 2 gave no further responses, yielding 203 usable community responses (Table 3). All parents and community members were invited to participate in the survey through public announcements on the school district's website and social media pages, and through an announcement at the BHS athletic department spring sport meeting. The community survey opened on February 7, 2019 and closed on March 15, 2019.

Table 3. *Frequencies for Barnstable community sample from descriptive survey*

Community Demographics	N	Percent
Female	144	28.1
Male	57	70.9
Prefer to self-describe	2	1.0
TOTAL	**203**	**100.0**
Survey Version - English	202	99.5
Survey Version - Portuguese	1	0.5
TOTAL	**203**	**100**
Parent of Current or Past BHS Student-Athlete	167	82.3
Not a Parent of a BHS Student-Athlete	36	17.7
TOTAL	**203**	**100.0**

Barnstable High School Athletics Climate Qualitative Survey & Focus Group

Open-ended Response Items

Open-ended questions were included in all versions of the Survey of Barnstable High School Athletics Climate to elicit unrestricted responses that could be used to make systematic comparisons with the results of the quantitative analysis, in turn strengthening the reliability of the findings (Patton, 1999). In all versions of the survey, respondents were asked to provide open-ended responses to four questions and students were asked to respond to an additional question (Table 4).

Focus Group Discussions

Researchers from Bridgewater State University and the Center for the Study of Sport in Society collected data from 24 focus group discussions with 185 high school students, 39 high school employees, and 55 parents.

Focus group discussions were conducted at Barnstable High School on three consecutive dates beginning January 28, 2019 and ending January 30, 2019.

Through the focus group discussions, researchers intended to gather information to make comparisons with the earlier survey results. Due to scheduling conflicts associated with the roll out of one-to-one Chrome Books for students at BHS, the web-based survey was not released until one week after the last focus group discussion was completed. With no survey responses to guide development of an interview guide, a semi-structured interview guide was developed based on themes identified through a review of current scholarly literature related to positive and sport-based youth development, physical safety, sport coaching effectiveness, physical literacy, and the whole child approach to education.

In each 50-minute focus group discussion, a researcher prompted participants to respond to questions from the semi-structured interview guide and responses were recorded by a scribe. Response data were collected from student-athletes ($n = 123$), non-student-athletes ($n = 62$), faculty and staff ($n = 22$), coaches ($n = 33$), and parents ($n = 55$). Male, female, and self-identifying student-athletes from all grades, all levels (i.e., freshman, junior varsity, varsity), and all school-sponsored sports were represented in the sample of student-athletes. The student sample included 30 participants classified as English language learner (ELL) students.

The sample of BHS students who participated in the focus group discussions represented 10.3% of all BHS students, 23.1% of all student-athletes, and 24.6% of all ELL students.

All content collected through open-ended survey questions and through focus group discussions was organized and managed in Qualtrics (Qualtrics, Provo, UT) web-based data collection, management, and analysis software. Thematic analysis (Braun & Clark, 2006) was used to

analyze the data, identify new themes, and revise initial themes. Through an inductive approach to thematic analysis, novel themes were identified and subjected to further triangulation with descriptive survey responses.

Results

Barnstable High School Athletics Climate Descriptive Survey Results

In total, 755 usable survey responses were collected from the three stakeholder groups. Survey results are presented in the following four tables: *BPS Vision-BHS Athletics Alignment* (Table 5), *Satisfaction with BHS Athletics* (Table 6); *Perceptions of BHS Administration's Athletics-Related Priorities* (Table 7); and *Perceptions of BHS Coaches' Athletics-Related Priorities* (Table 8).

Results are presented for the following five subgroups: student-athletes ($n = 264$), students who do not participate in athletics at BHS (n = 164), athletic coaches ($n = 39$), school employees, without coaches included ($n = 85$), and community members ($n = 203$). Students who did not participate in athletics at BHS are not represented in Table 6 and Table 8. Items in Table 6 were related to satisfaction with participation, thus they were intentionally not shown to non-athletics participants in the web-based survey. Understandably, only 11 survey respondents from the non-athletics participant group opted to complete items about coaches' priorities. Results from such a small sample (1.1%) of an estimated 1000 non-athletics participants were deemed unreliable, and were not presented in Table 8.

BPS Vision – BHS Athletics Alignment Survey Results

> *The vision of the Barnstable Public Schools is to educate the whole child by creating a student-centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.*
>
> (District Goals and Action Plans 2017-18)

In total, 755 usable survey responses were collected from the three stakeholder groups to determine if the current athletics program is in alignment with the vision for the school district. Results are presented in Figure 1 and Table 5 (see Appendix B) for the following five stakeholder subgroups: student-athletes ($n = 264$), students who do not participate in athletics at BHS (n = 164), athletic coaches ($n = 39$), school employees, without coaches included ($n = 85$), and community members ($n = 203$).

Figure 1. Frequency with which stakeholder subgroups agreed or strongly agreed that the Barnstable High School athletics program aligned with elements of the Barnstable Public Schools Vision Statement. Participants responded to the following survey prompt: *Please rate the strength of your agreement with the following statements about the athletic programs at BHS.* (*N* = 755)
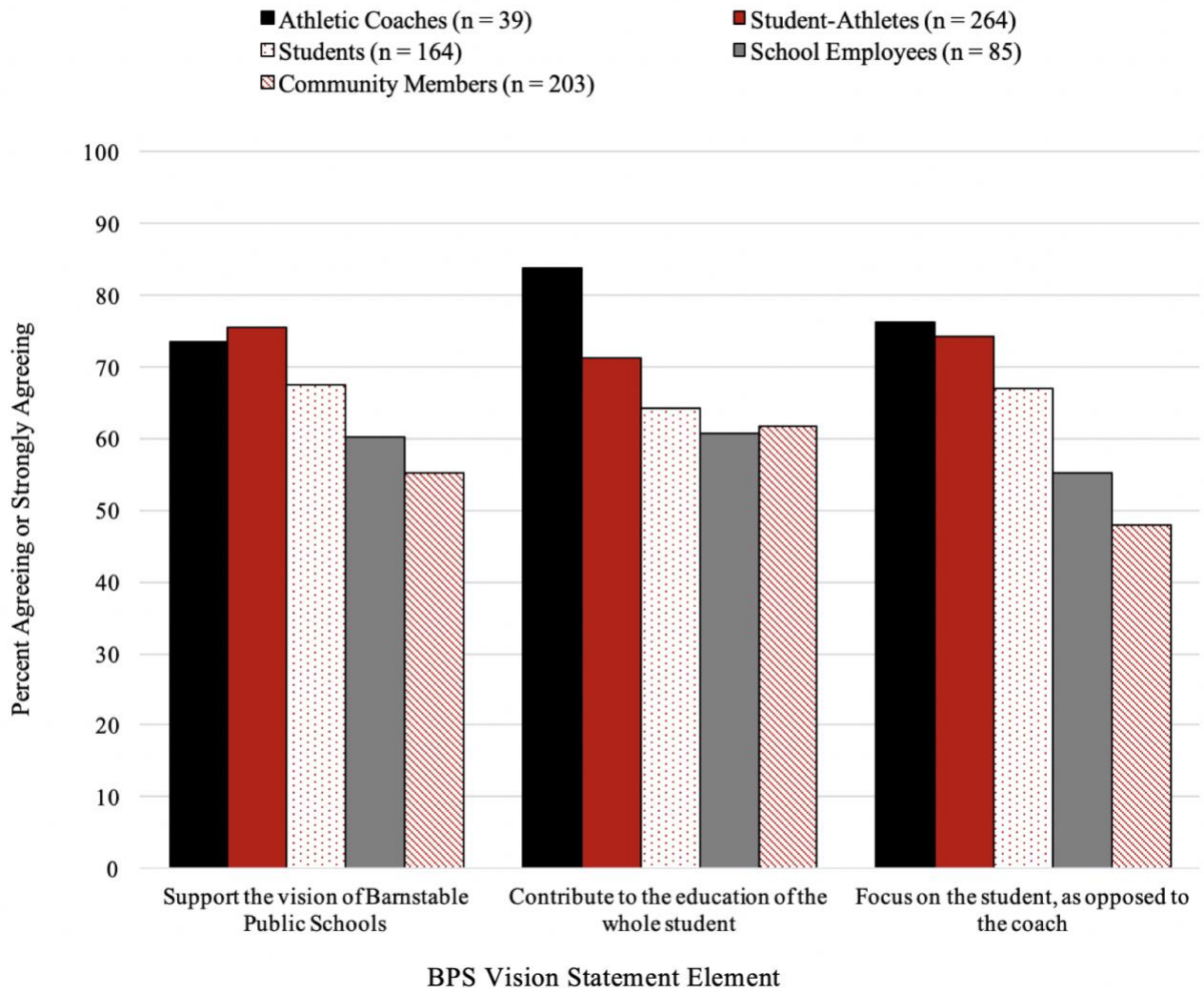
Figure 1A

- Athletic Coaches (n = 39)
- Student-Athletes (n = 264)
- Students (n = 164)
- School Employees (n = 85)
- Community Members (n = 203)

BPS Vision Statement Element

Figure 1B

Legend: Athletic Coaches (n = 39), Student-Athletes (n = 264), Students (n = 164), School Employees (n = 85), Community Members (n = 203)

Y-axis: Percent Agreeing or Strongly Agreeing

X-axis: BPS Vision Statement Element — Address students' physical needs, Address students' social needs, Address students' emotional needs, Address students' academic needs, Address students' athletic performance needs

Figure 1C

Legend:
- Athletic Coaches (n = 39)
- Student-Athletes (n = 264)
- Students (n = 164)
- School Employees (n = 85)
- Community Members (n = 203)

Y-axis: Percent Agreeing or Strongly Agreeing

X-axis: BPS Vision Statement Element
- Provide a safe and healthy learning environment
- Challenge students
- Support students
- Engage students

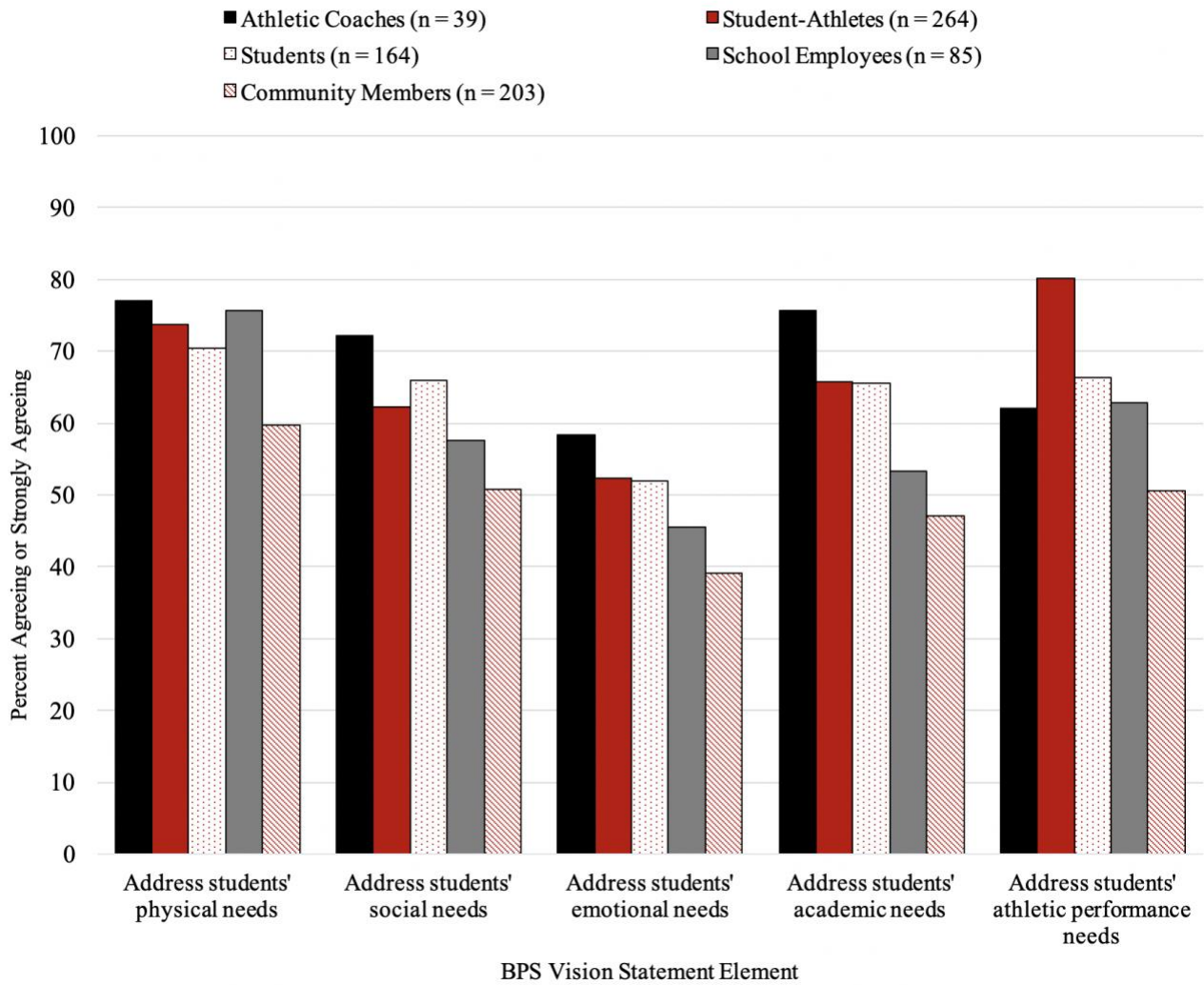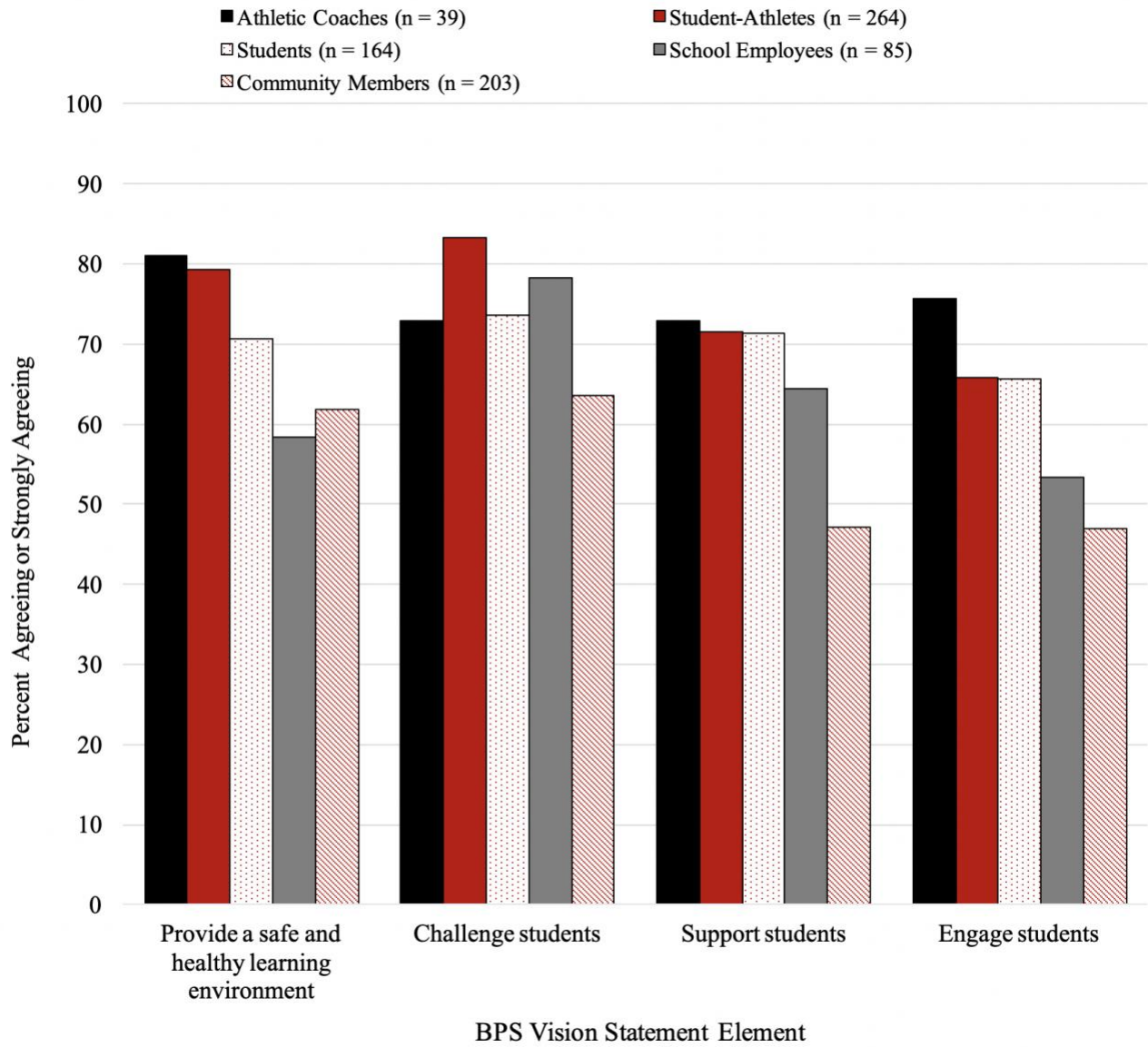**Satisfaction BHS Athletics Survey Results**

In total, 591 usable survey responses were collected from the three stakeholder groups to determine the satisfaction of stakeholder groups with the current BHS athletics program. Results are presented in Figure 2 and Table 6 (see Appendix C) or the following five subgroups: student-athletes ($n = 264$), athletic coaches ($n = 39$), school employees, without coaches included ($n = 85$), and community members ($n = 203$).

Perceptions of BHS Administration's Athletics-Related Priorities Survey Results

In total, 755 usable survey responses were collected from the three stakeholder groups to determine their perceptions of the current administration's and athletic director's athletics-related priorities. Results are presented in Table 7 (see Appendix D) for the following five subgroups: student-athletes ($n = 264$), students who do not participate in athletics at BHS (n = 164), athletic coaches ($n = 39$), school employees, without coaches included ($n = 85$), and community members ($n = 203$).

Perceptions of BHS Coaches' Athletics-Related Priorities Survey Results

In total, 591 usable survey responses were collected from the three stakeholder groups to determine their perceptions of the current coaches' athletics-related priorities. Respondents were asked to respond based on their perceptions of coaches in general, as opposed to their perceptions of a single coach. Results are presented n Table 8 (see Appendix E) for the following five subgroups: student-athletes ($n = 264$), athletic coaches ($n = 39$), school employees, without coaches included ($n = 85$), and community members ($n = 203$).

Figure 2. Frequency with which stakeholder subgroups indicated somewhat satisfied or extremely satisfaction with aspects of the Barnstable High School athletics program. Participants responded to the following survey prompt: *Please rate your satisfaction with each of the following aspects of the BHS athletic programs* ($N = 591$)

Figure 2A

Figure 2B

Figure 2D
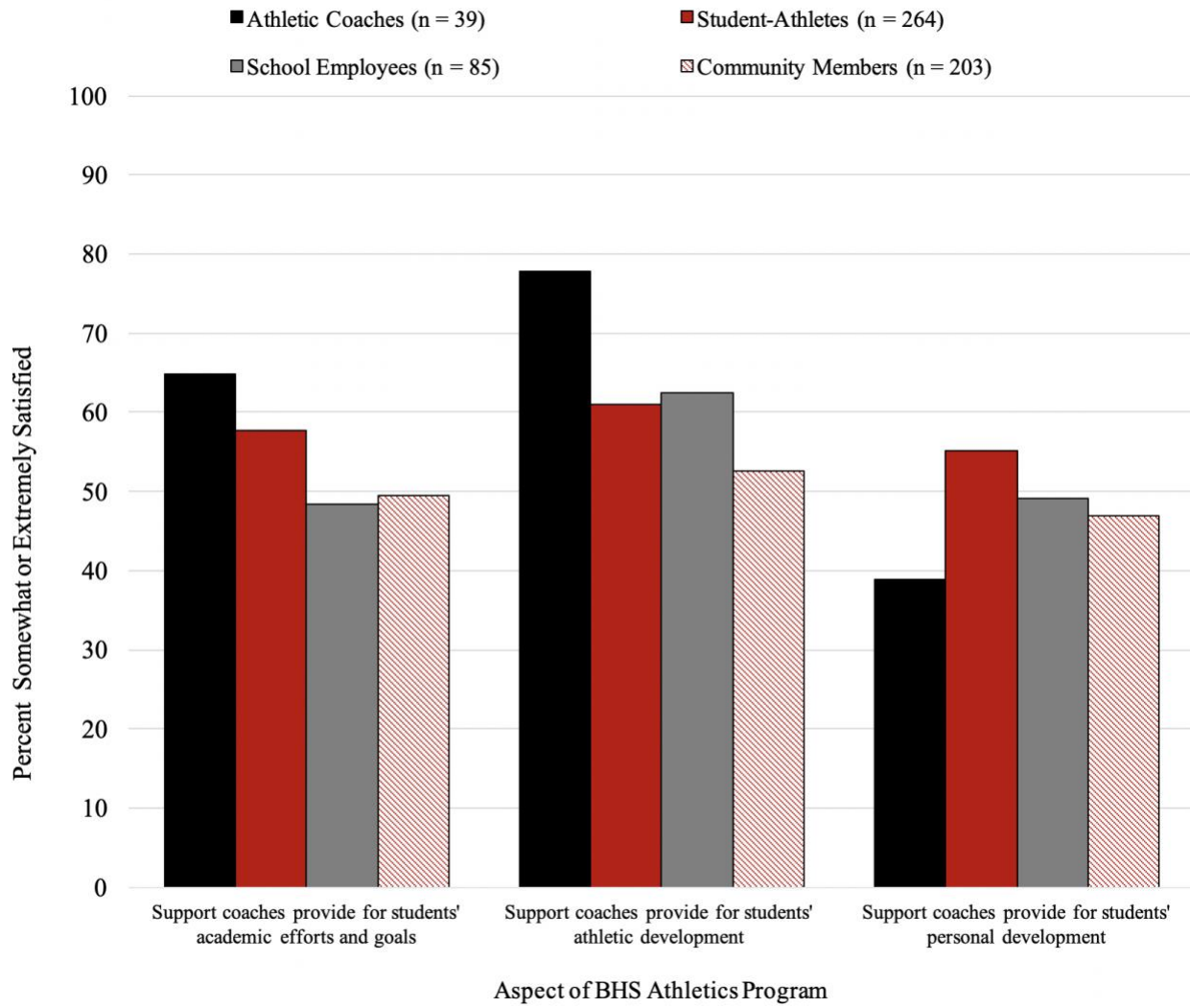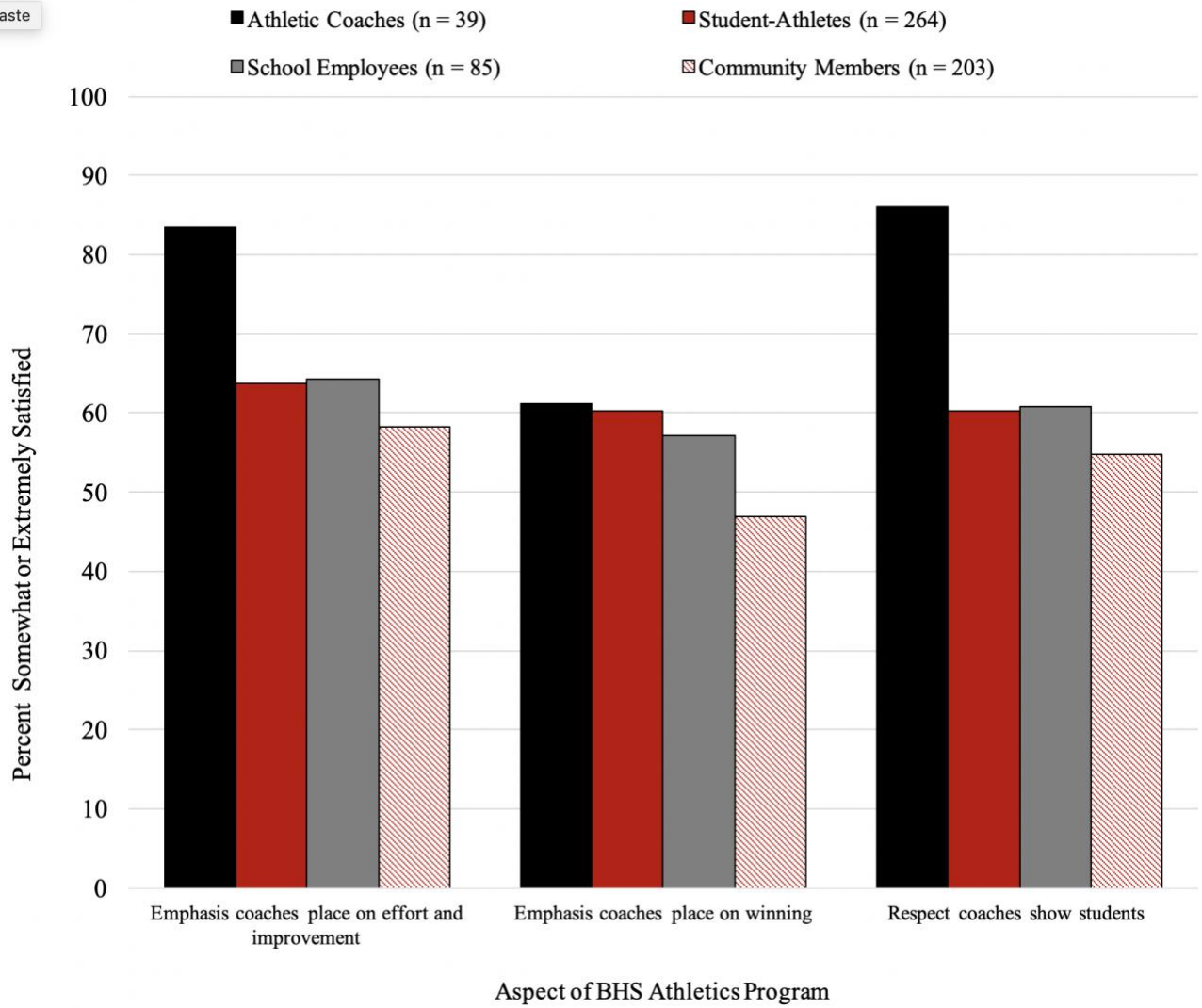
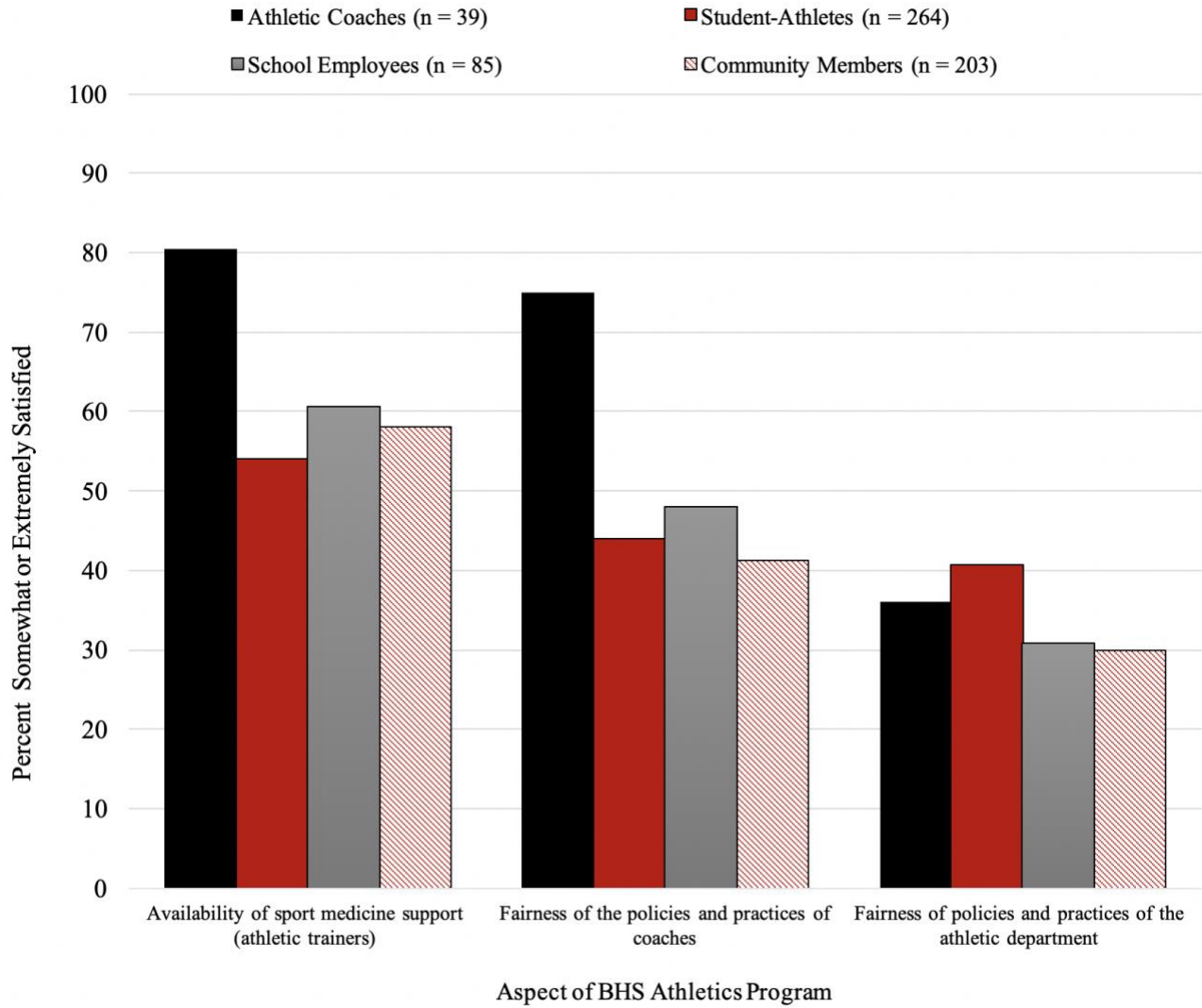Figure 2E

Figure 2E. Bar chart titled "Aspect of BHS Athletics Program" showing Percent Somewhat or Extremely Satisfied. Legend: Athletic Coaches (n = 39), Student-Athletes (n = 264), School Employees (n = 85), Community Members (n = 203).
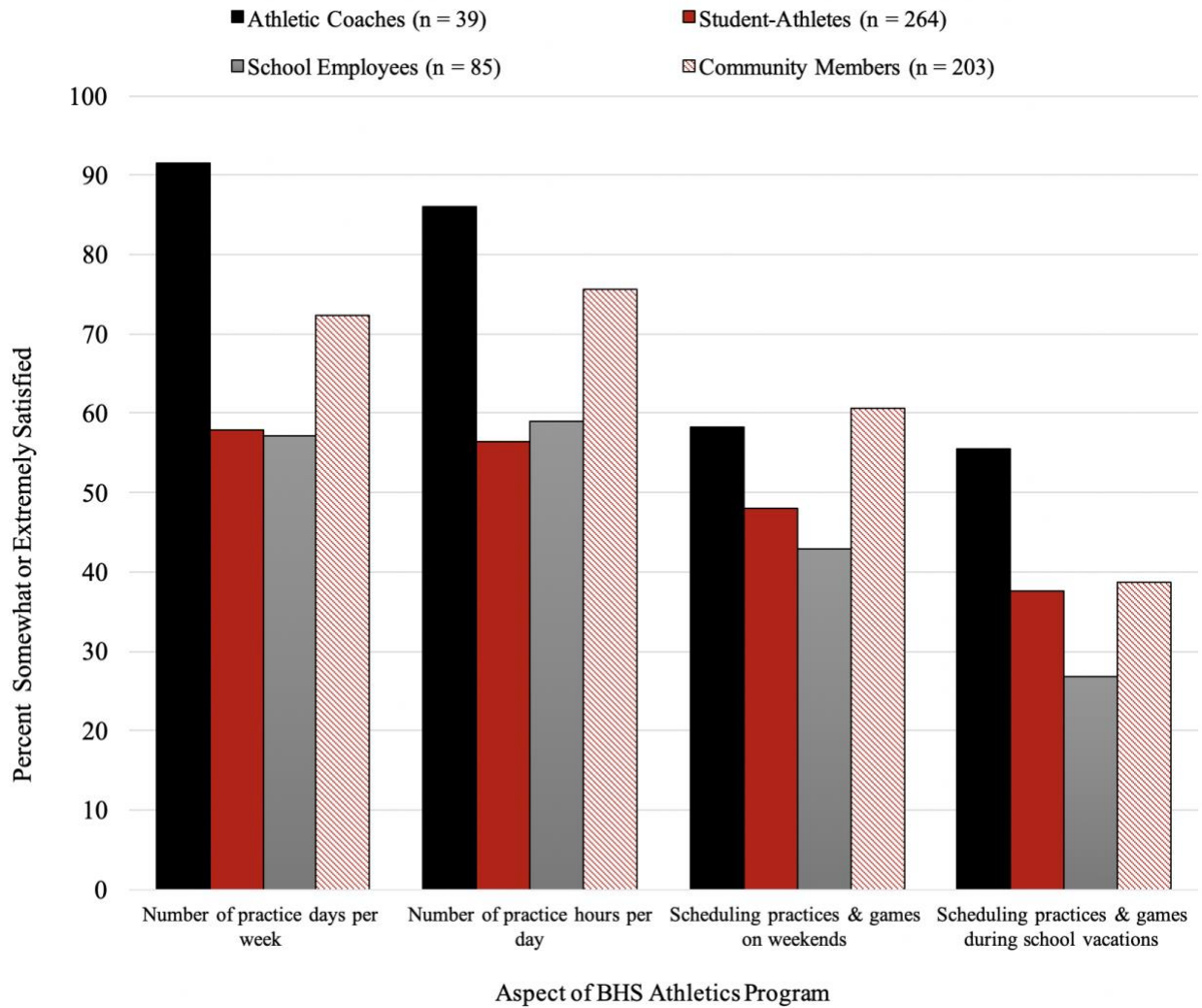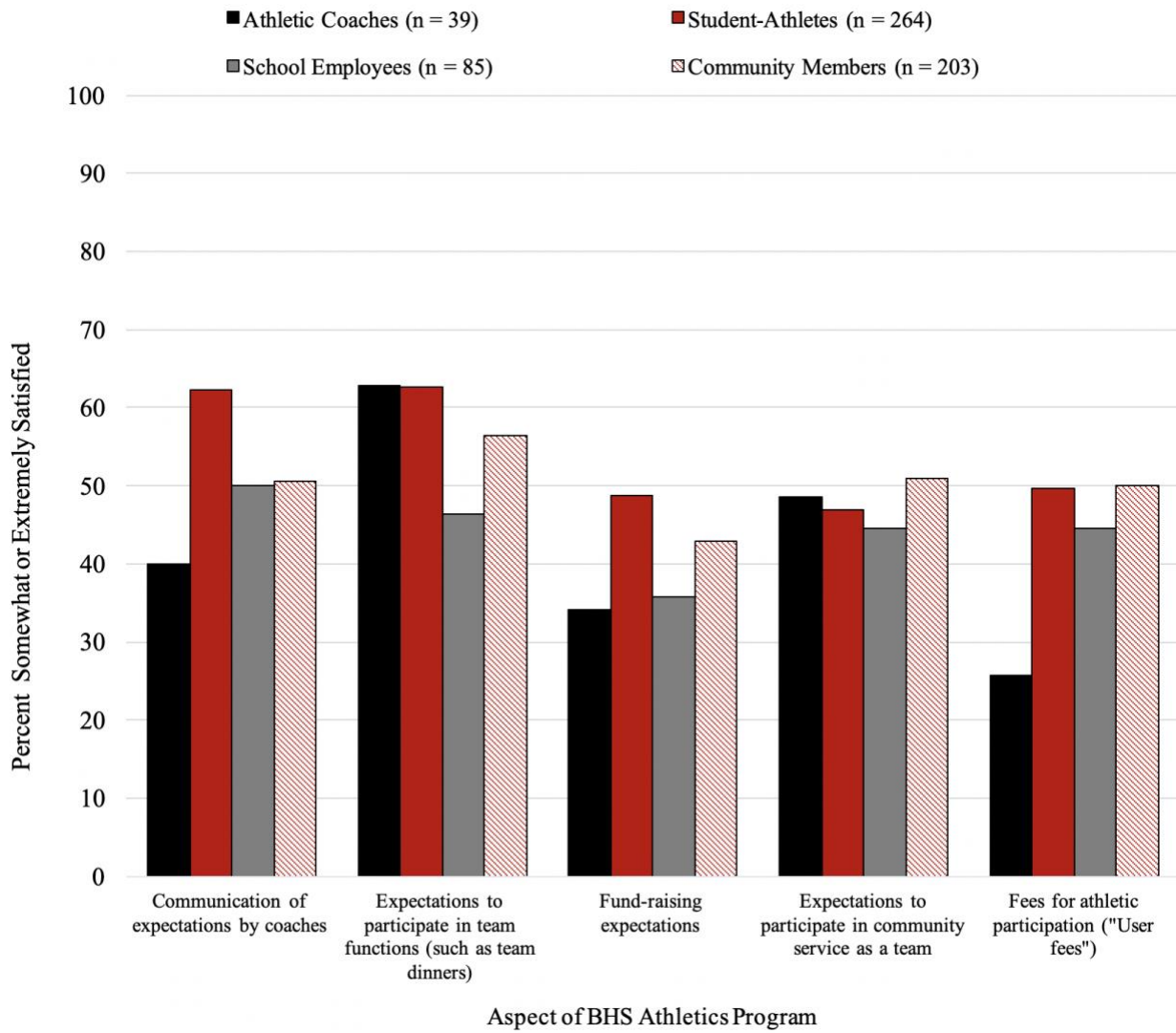
Open-Ended Survey & Focus Group Discussion Results

Responses to open-ended survey items and participant focus group feedback were analyzed using thematic analysis. From these transcripts, the following themes emerged:

1. Positive Youth Development
2. Ethics, Liability, & Safety
3. Access & Development
4. Equity
5. Time & Academics
6. Administration & Purpose

A description of each theme, exemplar statements from stakeholders, and minor recommendations are presented in the following six sections.

1. Positive Youth Development. Positive developmental indicators associated with the BHS athletics program were reported across all stakeholder groups. The following descriptors and exemplar statements represent the most frequently identified contributors and indicators of a climate promoting positive youth development.

Caring & Committed Coaches

- Coaches were identified by all stakeholder groups as the most critical factor in determining the quality of athletes' experiences. Most coaches were described as caring, passionate, and committed to the development of students.

Coaches who take great pride in their work with young people (school employee)

Os treinadores dão muita atenção pros alunos mesmo não falando inglês.
[The coaches pay close attention to the students even if they do not speak English.]
(student)

I feel we have wonderful coaches who work with the whole child. They develop skills not only in the sport, but also life skills teaching our students to work as a team member. Skills that will carry on within them in their life in the years to come. (school employee)

The best aspects of the athletic program at Barnstable are the dedicated coaches and athletes. We have many coaches who go above and beyond for their athletes, and support them both in and out of season in their pursuit of athletic, academic and personal goals. For the most part, our athletes are enthusiastic and dedicated, even though most find themselves overextended and often exhausted by their social and academic demands outside of athletics. Our coaches are underpaid, and go above and beyond for our student-athletes. It is impossible to think of any coach on the Barnstable staff who does not dedicated them self fully to their athletes and their needs. (student)

Peer Connection & Belonging

- The theme of connection and belonging emerged from all data sources. In 217 responses to an open-ended question asking students why they chose to participate on or try-out for an athletic team, 65.2% of individual statements included one of the following terms: "friends," "belong," "together," or "teammates."

Being able to be on a team. It's like an automatic second family. I have gotten to know so many amazing kids that I may not have met otherwise. (student)

The best aspect in my opinion would be the fact that no matter what sport you play, whether you're on varsity or jv, a captain or not, male, female, or whatever you so choose to be, there is a sense of belonging and trust in your team, coaches, and school that they have got your back and will help you no matter what it may be. (student)

Opportunity to Contribute and Engage in School Community

- The BHS athletics program was described as having many sport options for students to choose from to engage with the school community through athletic participation.

- The opportunity for students to participate on "no cut" sports was identified by students and school employees as a strength of the BHS athletics program.

- Students and school employees recommended creating additional opportunities for students to contribute to the school community through athletic participation.

There are lots of opportunities to grow and progress and compete in a variety of different events. Every kid is made to feel that they matter and can contribute. (school employee)

Barnstable has a wide range of athletic programs to choose from, this allows students the opportunity to choose a sport that interests them. (community member)

The school spirit that BHS has is phenomenal from both students and teachers. (community member)

Competence

- In 217 responses to an open-ended question asking students why they chose to participate on or try-out for an athletic team, 12.9% of individual statements indicated they chose to participate in athletics to develop competence or to demonstrate competence. Competence was identified in athletic, physical, social, and emotional skills.

How close you get with you team and the life skills you learn along with time management. the different sports you can take and the different coaches (student)

My children found as much enjoyment and inspiration in BHS athletics as I found in my athletics and extracurriculars in my high school. I saw in them the desire to survive academics to explore, learn and challenge themselves in athletics. They looked forward to their sport as if it was the air needed for life. They wanted to do well in school so that they could do their sport. It mattered so much. I just wish their sport had equal footing as art or music does for other students. (community member)

Sports teach sacrifice, work ethic, communication and most importantly, selflessness. Sacrifice came in the off season, taking time away from family, friends and the beach to train. Work ethic came from these off seasons. Training in the hottest days of the summer, when the beach is beckoning, teach you sacrifice. Sacrifice is also learned during the season, sometimes, no matter how hard you work, you will end up on the bench. This time on the bench teaches you to overcome adversity. You can be a good teammate, support those on the field and work harder to better your team or you can complain and quit. The decision is yours. As someone how spent plenty of time on the bench, but worked hard to become a starter, this was one of life's most valuable lessons. (community member)

2. Ethics, Liability, and Safety. Ethical, liability, and safety concerns were reported across all stakeholder groups. Examples of concerns included:

After-School Supervision

- Coaches and parents identified concerns about students being left alone in or around the school before practices that do not take place immediately after school ends.

- Opportunities for after-school study halls were reported to be available to some students from some teams, but not all. Many students reported having nowhere to go to spend time or to complete homework before a late practice.

  Recommendations:

  - Accommodate student-athletes need for a safe space to wait for practice by securing a consistent monitored study hall option for students after school.

  - Review safety protocols, policies, and procedures for students involved in after-school activities.

Booster Organizations & Outside Support

- In each focus group, discussion by all stakeholder groups centered around the role various booster organizations play in defining and explaining the athletics climate at BHS. Students, parents, teachers, and coaches identified more well-established booster organizations or those that have larger roster sizes as perpetuating a climate of inequity, or at least perceived inequity, within the athletics program, within the high school, and extending into the local community.

- The topic of gifts being given to some students, teams, and some coaches was raised. The legality of these gifts was questioned by stakeholders.

- Equitable accounting for gifts and booster contributions as part of the overall athletic budget was questioned.

- The lack of transparency in accounting for booster contributions led one coach to note a potential violation of Title IX of the Education Amendments Act of 1972 (2019).

> *The existence of booster clubs and resultant inequities in support (some teams have few boosters, these are the same teams without equipment, apparel, or any kind of voice) There is something very wrong when one team raises thousands of dollars because they have tons of boosters and a smaller team has no parent interest in boosters, so those athletes get nothing, not even a certificate for playing.* (coach)

> *Lack of acknowledging athletic scholars Lack of equal varsity attire for female athletes compared to male athletes Example football players varsity letterman jackets compared to no jackets for cheerleaders. I understand this is a booster club item but still feel it is unfair.*
> *(student)*

Recommendations:

- Review the district's alignment with the Office of Civil Rights, Commonwealth of Massachusetts, and district definitions, policies, and laws related to athletics booster clubs.

- Title IX review and/or compliance training for coaches, teachers, and administration

- Regularly communicate the district's policies and procedures for accepting donations from booster organizations to ensure compliance with Title IX and Civil Rights Act. All stakeholder groups should be informed of these policies annually.

- Revise booster club structure from independent clubs, to a single booster organization for all teams. Several local schools of similar size and demographic makeup could be consulted for comparison.

- Provide transparent accounting of all booster organization fundraising, savings, and contributions to the athletic department budget, including all gifts (e.g., jackets, warm-ups).

- Be sure a legal bidding process for booster club purchases is in place when required by law.

- Review the State Ethics Commission Conflict of Interest Law regarding gifts with athletics staff and booster organizations.

Transportation

- Coaches expressed concerns that they were recently told they would be driving students in newly-purchased, district-owned vans. They were also concerned about their liability exposure in this role, as well as the expectation that their personal insurance coverage would be used and no district coverage would be provided.

- Coaches and parents of athletes who regularly practice and play off site expressed concern about high school students expected to be the primary means of transportation for athletes to a school-sanctioned event. Concerns related to those who drive with others, and those who are expected to drive their peers.

Recommendations:

- Identify school-supported transportation options for off-site practice and game facilities. Students should not be expected to provide transportation for their peers to school-sanctioned practices or competitions.

- Establish and communicate policies and procedures for coaches who are required to drive students to competitions in school-owned vehicles. The relatively low compensation and independent contractor status of coaches should be considerations in the addition of this responsibility for coaches.

Conflicts of Interest

- Several students and parents expressed concerns about feeling "forced" by coaches to train at off-site facilities, or with a non-school team/sport club.

- Questions about the ethics of "forced" to participate in community service for organizations with which a coach may earn a salary was also raised by parents and students. Additionally, penalties for not participating in regular community service (including on Sundays) include a student not being allowed to play in games.

- Coaches with potentially conflicting responsibilities or employment with outside organizations, teams, or clubs were identified as ethical, as well as access, issues within some sports.

- Students reported feeling as though some coaches do not support their opportunities to participate and, in some cases, to have a fair chance to earn a spot on a team rosters if they are not actively involved in an outside organization, team, or club with which the coach is associated.

> *One big issue is having coaches in place that own or are affiliated with club teams. These coaches have pressured student athletes to tryout/play for the club teams they own/coach. This is a clear conflict of interest that has not been openly addressed by the athletic director or school administration. It's time for that to change. If you own or benefit from coaching a club program you should not be involved in decisions as to who makes the high school athletic teams period.* (community member)

Recommendations:

- Determine if current or potential coaches have any conflicts of interest in which they receive compensation for activities, products, or services current student-athletes are required or encouraged to participate or purchase. Create a structure to monitor such conflicts.

- Educate and set expectations for coaches who may not be familiar with reasonable demands of athletes' time and other resources in an education-based athletic programs.

Equipment & Facilities. Concerns related to equipment and facilities were reported across all stakeholder groups. Examples of concerns included:

- Athletes reported sub-standard equipment in several sports. Dirty, damaged, or excessively worn items and equipment were identified as an area of dissatisfaction for all stakeholder groups.

- Safety concerns and lack of maintenance of athletic facilities were noted. The field house, locker rooms, and non-turf fields were noted as either unsafe, or in need of repair by all stakeholder groups.

  Recommendations:

  - Written policies and procedures should be established for inspection, cleaning and/or disinfecting, maintenance, and repair of all athletic equipment and athletic facilities (including weight room/strength & conditioning facility). Requirements for safety audits and periodic inspections should be included in policies and procedures. All manufacturer-provided user manuals, warranties, and operating guides (e.g., installation, set-up, inspection, cleaning, maintenance, repair) should be kept on file and followed.

  - Enlist people trained in liability or risk management to review safety of indoor and outdoor facilities on an ongoing basis. Or, empower an athletic trainer or assistant athletic director with this responsibility.

Strength & Conditioning Supervision

- Access and availability of a supervised experience in the new weight room facility was reported as a concern by student, coach, and parent groups.

- Parents and coaches identified the qualifications of individuals currently supervising and providing instruction in both strength and conditioning, and sport nutrition as safety and scope-of-practice concerns.

  Recommendations:

  - Hire certified strength and conditioning specialists (CSCS) to oversee the weight facility and train athletes from all teams. CSCS is a certification obtained through the National Strength & Conditioning Association (NSCA), an accredited certifying organization. The CSCS is the required minimum certification for strength and conditioning coaches at all NCAA intercollegiate institutions and is recommended by the NFHS for high school coaches.

  - Minimum professional-to-participant ratios should align with NSCA Standards and Guidelines (NSCA, 2017) for age (junior high school, 1:10; high school, 1:15), floor space, and/or training stations (junior high school: 1 CSCS per 3-4 training stations and/or 1000 ft^2 area; high school: 1 CSCS per 5 training stations and/or 1500 ft^2 area and number training stations), and experience level of participants.

Supervision Responsibilities of Coaches

- Some coaches indicated they felt understaffed with their teams. Common coach-to-participant ratios range between 10:1 (e.g., gymnastics) to 20:1 (e.g., track).

- Some coaches expressed discomfort with the responsibility for supervising students who were changing in the locker room.

Recommendations:

- Ensure adequate minimum coach-to-participant ratios in all sports. Factors to consider when determining coach-to-participant ratio include: type and nature of sport, ability of coach, ability of players, and space.

- Develop policies and procedures for locker room use and supervision. Provide coaches with appropriate training and guidance to support this supervisory responsibility.

- Ensure all coaches are prepared to activate an emergency response plan in the event of injuries or emergencies. Written, venue-specific emergency response plans should be posted within each facility and practiced regularly.

3. Access & Development. Access to developmental sport programs is limited in the town of Barnstable and in local communities. This is a shared national problem that is creating a rapidly declining pool of high school student-athletes from which to create teams. This local challenge was reinforced in focus-group discussions and in the open-ended responses.

Coaching Quality

- When students do choose to play a new sport or a sport in which they are less prepared, coaches at the freshman level are often poorly-compensated, lower-skilled teachers of the sport.

- Concerns were raised by parents and school employees about whether hiring considerations for coaches included their ability to teach the sport or to address the social and emotional needs of high school students.

> *The head coaches for one of my sports is not knowledgeable about the sport, does not play by the rules, and does not have the capacity to help us grow as players and as a team because of his lack of knowledge/skills. I also wish all sports had weight training/conditioning sessions.* (student)

Recommendations:

- All coaches must be able and willing to support the needs of all learners in sport. Hire coaches who are relatively more knowledgeable about learning, teaching, and instruction in sport to coach at the freshman and junior varsity levels.

- Compensate coaches based their ability to support the learning needs of sport participants, as opposed to compensating coaches for their coaching tenure, team win-loss record or accolades, or sport participation experiences.

- At minimum, maximum standards for MIAA Certification of Coaches should be met by all coaches, including coaches with the option for an exemption. As of March 2019, only one current BHS coach was listed as being certified through the MIAA.

Physical Literacy

- The absence of regularly-scheduled physical education classes was identified as a limiting factor in the development of physical skills and competence to support participation in interscholastic athletics.

Recommendations:

- Promote development of physical literacy through increased access to regularly-scheduled physical education with highly-qualified physical educators.

Sport Pathways

- Participants reported a lack of available pathways into sports and to advance within sports. One student recounted dreaming of being a student-athlete at BHS, only to have no available opportunity to participate once she arrived. Many middle school and town recreation programs have been eliminated.

- Opportunities to participate on freshman teams are perceived to be limited to those sports that "feed" a high school program through an existing local pay-to-play sport program.

- Participant recommendations strongly favored reinstating intramural sport opportunities in team sports. Students who have not played on pay-to-play, organized youth sport clubs recognize that they are at a disadvantage when they arrive at BHS. There are limited opportunities to develop as athletes in school or through other public or subsidized programs.

- The absence of intramurals, cutting of middle school teams, and not fielding freshman teams, reduces opportunities for all students to engage in sport experiences that could have meaningful social, emotional, and health benefits.

- Eighth grade students participating in high school athletics have reduced opportunities for 9th and 10th grade students to participate at the freshman and JV levels.

- Several students reported feeling as though some coaches did not support their opportunities to participate and, in some cases, to have a fair chance to earn a spot on a team rosters.

We are one of the largest high schools in the state, but we lack middle school programs,

BHS is a high school that is grade 8-12, given that there are often instances where an 8th grader makes a team over a sophomore. There are many youth sports offered up through grade 8. If a youth sport is offered 8th graders should participate at that level. When my daughter was a student she stepped out of her comfort zone to try out for [a sport] as a sophomore, a handful of kids were cut from the team, one of whom was my daughter. 8th graders made the team and she lost an opportunity to learn a sport, participate on a team, and feel like she was a part of something. (community member)

Recommendations:

- Dedicate resources to increasing intramural opportunities at the middle and high school level, and interscholastic opportunities at the middle school level. If competitive interscholastic middle school teams are revived, consider returning 8th grade students to participate on middle school teams. While there may be sport performance benefits to placing 8th grade students on high school teams, socially, emotionally, and physically, typical 8th grade students are not mature enough to reap the full benefits of playing on high school teams. The adverse social, emotional, and physical effects on a 15- or 16-year-old student who is cut to allow an 8th grade student to make the team should also be considered.

- Engage the local community, park and recreation commission, elementary and middle schools in strategy discussions to identify or create new sport participation pathways for underserved youth in Barnstable. This should include creating strategies to meaningfully engage children from countries in which American sport is not the norm. Sport is a universal language and a prime vehicle to promote an inclusive social culture. These opportunities should also be extended to include children with disabilities.

- Monitor the preferential treatment shown by coaches toward student-athletes who also participate with local pay-to-play youth sport programs.

- Provide late-bus options to allow students without transportation to participate in athletics.

Communication

- Focus group participants who English language learners reported not being familiar with the rules or skills associated with some sports (i.e. football, ice hockey, gymnastics).

- There were several reports of students not receiving information about opportunities to tryout or participate in different sports. These experiences were also described by several student respondents in the online survey.

- Additional barriers to participation were cited by students, such as low English proficiency, not having friends who participated in school sport. outside school commitments such as paid work or family caregiving.

- Several ELL students not participating in athletics at BHS reported actively playing and enjoying sport in their country of origin.

- Approaches to communicating opportunities to participate in sport painted a confusing picture. Many students learned about opportunities directly through coaches or word-of-mouth. If a single site exists with tryout information for all sports, many students reported being unaware that it existed. The general understanding of all stakeholder groups, including coaches, is that there is no single, administration-directed method of communicating try-out or participation information to students. This was especially confusing for athletes indicating their desire to participate in fall sports.

Coaches reported being unhappy with and/or unaware that the expectation of the administration is that they recruit students to participate in their sport. New coaches, coaches who do not live in Barnstable, and coaches who do not teach at BHS, indicated this expectation poses a challenge and does not make them feel supported by the administration.

Recommendations:

- Develop and communicate a clear strategy for disseminating information through the athletic department regarding sport participation opportunities to incoming, existing, and transfer students. Evaluate the existing or newly-developed system to determine if students are aware of or accessing the current website containing.

- Communicate expectations regarding recruitment of students to participate in athletics. Clear expectations are essential for new coaches, as well as coaches who do not work at BHS or live in Barnstable.

4. Equity. Issues of inequity, whether real or perceived, were a major observation and concern reported by all stakeholder groups. Inequity was reported in the following four areas: gender inequity, between-sport inequity, within-sport inequity, and extracurricular equity.

> *The issues with the athletic programs at Barnstable High School come from the top. The current school and athletic administration do not support the important role athletics can play in the development of the "whole child." Athletics are not celebrated or appreciated, and the administration does NOTHING to foster pride in the community when it comes to our programs. ...some teams feel less important than others. Most coaches feel like we are "on our own" in terms of providing the things necessary to support our athletes fully (often literally spending our own money on our team needs.) There is no transparency in how things are budgeted or why, and there is no question preference is given to certain sports (football, boys ice hockey, boys soccer) and often the girls are made to believe they are "less than" without question. The current administration operates on convenience alone. We are one of the largest high schools in the state, but we lack middle school programs, sub-varsity teams are cut without any effort to understand why or to foster participation growth. There is no support of coaches, and most fear bringing up issues with the Athletic Director or School Administration due to past examples of coaches losing their position.* (coach)

Gender inequity. Concerns about gender inequity were raised by all stakeholder groups.

- Coaches identified this as a major area of concern in both the focus groups and open-ended responses; however, these concerns were primarily attributed to administrative actions (e.g., game and practice scheduling, coaches, facility use, equipment and uniform maintenance and purchases, social media, quality of coaches).

- Concerns about gender inequity were identified by most as problems within athletics, as opposed to structural or systemic issues within the high school.

> *The athletic department seems to not care as much about girls sports as they do boys sports. Boys sports always get the better fields and better uniforms and it just seems like they get more attention from the athletic department...* (student)

> *How boys sports get new uniforms, better fields, newer equipment and how overall they are just treated better than girls teams ever are. Unless...they go to the state tournament every year.* (student)

Between-sport inequity. Inequity between different sports was identified as a major area of concern for all stakeholder groups.

- More than any other aspect of the current athletics program, the perceived failure of the administration to ensure equity between sports was identified as the source of negative "climate" issues related to athletics at BHS.

- Specific sport programs were widely identified as being favored by the administration (i.e., boys' ice hockey, football, baseball, boys' soccer, girls' volleyball).

- Other sport programs (e.g., track, cross-country, wrestling, sailing, golf) were described by one student-athlete as "minor" sports at BHS.

In my opinion the money students pay to play for different teams should be spent equally. (student)

Inclusion and positive reinforcement should always be the mantra in team sports. Recognize that there are athletes in the halls that you know nothing about because they don't play football or hockey. (student)

I believe that at Barnstable High School the three main sports that teachers along with athletic directors and students that think are the only important sports is football, boys hockey and volleyball. i strongly disagree with these feelings because I believe all sports should be treated equally and should get the same recognition that those three sports get. (student)

Sport discrimination (if the admin doesn't have a child on your team or you coach a sport that isn't volleyball or men's soccer, football, baseball, and lax, don't expect uniforms, coaching resources, fair facilities access/use, or even a visit to a game by the admin) (coach)

Inequity in outfitting all sports teams with suitable warm-ups and equipment. Inequity in coaches' stipends. The appendix in the collective bargaining agreement that lists the coaching salary structure is way out of whack. (coach)

Within-sport inequity. Concerns about within-team inequity were raised by all stakeholder groups.

- All stakeholder groups identified inequity within sport teams at various levels. Freshmen and junior varsity teams reported feeling as though they were not valued or their needs were not a priority.

- Concerns about limited participation opportunities (i.e., freshman teams, practices, scheduled games), as well as quality and number of coaches available to support freshman teams.

- The age, wear, and disrepair of uniforms and equipment were identified as embarrassing and, in some cases (i.e., track & field) offensive to many who were playing or had played on freshman or junior varsity teams. In one case, students became aware that were issued uniforms that were more than a decade old.

- A student on the track and field team reported feeling exposed in an "underwear-like" uniform that had been worn by others for two or more seasons each year.

Extra-curricular inequity. Concerns about equity between athletics and other extra-curricular activities were primarily raised by school employees, students who do not participate in athletics at BHS, and community members.

- Students who do not participate in athletics at BHS expressed feeling as though they are valued less than athletics. This was attributed to the emphasis on athletics, as opposed to other extracurricular activities.

- Parents and other school employees also noted this inequity in attention and material investment on the part of the school community and administration.

> *As the parent of a student who participates in Barnstable High School's Marching Band, it would be great if the same enthusiasm to support Football Boosters would be extended to the Marching Band program, which works hard to entertain fans during each home football game. So, best aspect is the abundant enthusiasm for football and games, to the detriment of music and the arts, which contribute to the education of the whole child* (school employee)

> *Due to our school's increasingly demanding schedule, there is a complete lack of time to focus on anything that is "non-academic". We do not ever honor or take time to look at our student athletes, poets, musicians, artists, etc. If we modeled this type of support for our students and provided a safe and positive culture, we may then see our students adopt this mindset on their own.* (school employee)

Recommendations:

- Ensure appropriate representation of all stakeholder groups on the athletics advisory council. In addition to coaches, teachers, parents, community representatives, and administrators, council make-up should represent athletes from all sports, all levels, all participant groups, including students who do not participate in athletics.

- Empower upper-class students with strong or emerging leadership skills to co-chair the council.

- Pursue opportunities to highlight and elevate sports that are perceived by participants as "minor" in the BHS community.

- Include freshman and junior varsity sport in the rotation for purchase of new uniforms and upgraded equipment.

- Do not cut freshman teams without making a concerted effort to attract interested participants.

- Seek opportunities to expand participation opportunities at both the freshman and junior varsity levels.

- Create a balanced schedule of facility use that does not prioritize varsity practices, and compromise the experience of junior varsity and freshman participants.

- Review Title IX and recommendations listed under *Ethics, Liability, and Safety*.

5. Time & Academics. Concerns respect for students' time and academic learning were raised by all stakeholder groups.

Policies for Missed Practices

- There appears to be a lack of uniformity with regard to policies related to missed practice time. This was identified as a source of concern for all stakeholder groups. All groups are unclear about the source of athletics-wide policies, as well as their responsibility for enforcing the policies. Coaches expressed uncertainty about which policies they are required to enforce, and which are up to their discretion.

- Existing policies regarding missed practices are not being enforced by all coaches, leading to perceptions of favoritism, preferential treatment, or laxity of rules for some sports or teams.

> *Unfairness in how students are treated, some are allowed to miss practice with no consequences and some are not.*
> (student)

- Acceptable reasons for missing practices seem to vary. Some coaches clearly state and support athletes' missing some or all of a practice to stay after school or to complete academic work. Some students described their coach as being "open" to allowing students to miss a practice if they feel overwhelmed with academic work. Other coaches are reported to make claims that academics and family are a priority, yet enact punishments if students miss a practice for these reasons. One student explained that this punishment included missing practice for SATs or a college visit.

> *You have to go to all the practices; you can't miss any even if there's an important reason or you will get kicked out.* (student)

> *Don't forget that academics are certainly not the number one priority at all. Many coaches say to their athletes that they are but then punish students for missing practice because they stayed after school for extra help. I know of many occurrences where people have not gotten help after school because they were afraid they were going to lose playing time and be punished by coach.* (student)

> *Balancing athletics and academics is incredibly difficult. The administration added a course to the schedule and that has just added more homework to an already tight schedule. Students are "afraid" to miss practice for afterschool academics as playing time will be affected. Athletes usually want good grades and what suffers is the amount of sleep they get and their physical well-being.* (community member)

Practice & Game Schedules

- Across all non-coach stakeholder groups, there were concerns about the power individual coaches appear to dictate schedules for students as well as families. Scheduling of games and determining consequences for missed practices, appears to have been left to the discretion of individual coaches.
- One coach was described by a student as "protecting" the "down time" of students during weekends and scheduled school vacations.
- Several coaches have explicit policies related to missed practices on weekends or during school vacations. Consequences range from missing games to being removed from the team.
- Parents and school employees voiced strong objections to these policies and the apparent power of coaches to make decisions with what seem to all to be no school policies to govern or limit the coaches' absolute control of students' time in-season and in some cases, in the off-season.

- Many athletes articulated their acceptance of a climate in which the school athletic commitments are a priority and coaches have freedom to make decisions about students' time with limited advanced notice.

- Late practice and game times were also identified as a source of concern by students, parents, and school employees.

Coaches frown upon family vacations during school vacation or college touring.

(community member)

I strongly believe it is unfair to ask students to practice on weekends or to use holidays or vacation time for practices and games. BHS cannot say it supports student athletes' emotional, physical, academic, and social needs if it denies them down time on weekends (e.g., one day to sleep in!) and family vacation time. But with [XX team], the clear attitude is: the team comes first; you aren't a good team player if you go on vacation with your family. One [athlete] was told she would be kicked off the team if she missed a practice (by going out of town over break). As a parent (and a divorced parent who only gets certain vacation time with my children), I greatly resent this attitude. BHS students and families deserve better. (community member)

In general I feel the Athletic department has created a culture with the following priorities 1.) Sports team 2.) Academics 3.) Family. I think this is completely backwards, the coaches in general are more focused on winning then building a good environment for teaching, to me if there was a good environment for teaching, the winning would follow. We all want to see the teams be the state champions or our kids to achieve athletic success, but I think the environment is one where the coaches care more about the record then again looking how to teach a child. Their are by-laws on what happens when a student illegally uses a drug, and they can be suspended two games, but a family vacation you are thrown off the team, what is that teaching our kids. There also is no set rule for missing practices it is up to the coaches discretion, and schedules come out 4-5 weeks before the season and vacation time has to be planned well before that. (community member)

Late night meets not ending until after 10 pm is too late for students meets start at 800 pm and the athletes are tired by them is very late we need a gym at BHS so that we can have earlier meets times its also not fair for travel teams as they finish at 10 pm and then have more than an hr ride back to their schools. (community member)

Recommendations:

- Allow athletes to engage in other non-sport extracurricular activities. Consider designating an athletics department-wide day (e.g., Wednesday) on which no games or practices will be scheduled. This would allow students to engage in other extracurricular activities, seek academic support, care for a family member, work to earn money, or pursue other individual interests.

- Create a district-wide policy to reduce or eliminate school-sponsored activities during school vacations and at minimum one day per weekend (e.g., Sunday). Beyond any other recommendation for change, reclaiming vacation time had the strongest consensus across all stakeholder groups except coaches. To protect the rights of students and their families, coaches' ability to schedule and control students' time during the season and in the off-season must be restricted by the administration. At all intercollegiate levels, restrictions are in place to ensure athletes' rights to a specific schedule with limited contact hours with coaches. This is a policy that has been in place for NCAA institutions for more than three decades. Used appropriately with physiological and psychological considerations in mind, reduced practice days could be useful in the reduction of stress, reduce injury risk, and potentially provide a competitive advantage opponents through appropriate rest and recovery. This is one of the most whole-child centered recommendation presented within this report.

6. **Administration & Purpose**. While the themes that emerged through evaluation of the open-ended and focus group responses present challenges to existing traditions, attitudes, and practices within BHS athletics, the whole-child vision was embraced by most participants in this study. The following final theme-based recommendations relate to the purpose and administration of athletics at BHS.

- Several contradictory descriptions of athletics experiences were presented by students, indicating an inconsistent athletics experience for students. In each focus group, at least one student described a nearly opposite experience from the majority of students in the group. Some students describe consistently positive developmental experiences which promote their potential for thriving. Others report experiences in which they regularly experienced fear, devaluation, or humiliation at the hands of BHS athletic coaches.

- Within a climate of positive, student-centered coaching, such consistent disparities would not emerge within groups of athletes from the same athletic department.

- Similar feelings of fear or disconnection exist among the athletic coaches. Many described their experience as lacking leadership, support, connection, or communication from the administration.

- Many coaches had never met each other, and did not identify as part of a community of practice within the BHS athletic department.

- When asked what the purpose of athletics was at BHS, many coaches stated they did not know. Several other coaches did not articulate a response that aligned with the whole-child vision of the district.

There is an attitude of fear that the administration permeates. Each season, meetings are held to remind coaches of all the things that can go wrong and who is liable... Countless issues of scheduling have arisen. Sub-varsity games have been canceled with late notice or not made up due to weather cancellations. (coach)

Major Recommendations

Barnstable High School implement the following strategies to support a culture in which its athletics participants can thrive.

1. Identify a clear mission statement and values for the athletics department that align with the current district-wide vision. Revise and/or develop an athletics mission, purpose, and statement of core values that is in alignment with the vision for the district. Disseminate this information to all coaches and meet with them to discuss and reflect on their role in fulfilling the mission.

2. Develop and communicate clear policies, procedures, and expectations that align with the mission statement developed.

3. Establish school-wide, evidence-based standards for effective coaching practice and a system of evaluation of coaches. Consider modeling system after the 5-Step Cycle for educator evaluation established by the Massachusetts Department of Elementary and Secondary Education.

4. A position be assigned or created within athletics to oversee professional development and evaluation of coaches.

5. Formal and informal professional development opportunities for coaches should be expanded to include support for creating a climate in which the needs of the whole child are met and positive youth development is intentionally promoted.

6. Expand opportunities for sport participation beyond traditional high school sport offerings. Consider reestablishing middle school sport opportunities. Explore new opportunities to participate in sport (e.g., Unified Sport, student-centered intramural and non-traditional sport offerings) and fitness opportunities.

APPENDICES

APPENDIX A

BHS Athletics Open-ended Survey Items

Table 4

Frequencies for open-ended survey item responses

Item	Students (N = 428)		Employees (N = 85)		Community (N = 203)	
	n	%	*n*	%	*n*	%
Please describe the best aspect(s) of the athletic programs at Barnstable High School.	168	39.3	56	65.9	89	43.8
Please describe the least desirable aspect(s) of the athletic programs at Barnstable High School.	155	36.2	59	61.2	95	46.8
Please provide additional information to support your previous responses or that you believe might help improve the student experience at Barnstable High School as it relates to athletics.	63	14.7	41	48.2	70	34.5
*Why did you choose to play on a sport team at BHS? If you chose to not tryout or play, what was the reason for your decision?	178	41.5				

* Student survey only

BPS Vision – BHS Athletics Alignment Survey Results

Table 5

Descriptive Statistics for BPS Vision-BHS Athletics Alignment Survey Items by Stakeholder Subgroup (*N* = 755)

Item	Subgroup	% somewhat or strongly agree	% somewhat or strongly disagree	*M*	*SD*
VISION 1. Support the vision of Barnstable Public Schools	Student-Athletes	75.4	10.1	3.96	1.03
	Students (no athletics)	67.5	12.5	3.82	1.14
	Athletic Coaches	73.6	15.8	3.76	1.24
	School Employees	60.3	22.9	3.51	1.22
	Community Members	55.1	32.8	3.25	1.31
VISION 2. Contribute to the education of the whole student	Student-Athletes	71.2	12.2	3.90	1.15
	Students (no athletics)	64.3	15.9	3.73	1.20
	Athletic Coaches	83.8	13.5	3.97	1.09
	School Employees	60.7	23.8	3.50	1.23
	Community Members	61.7	26.4	3.49	1.27
VISION 3. Focus on the student, as opposed to the coach	Student-Athletes	74.2	11.6	3.92	1.08
	Students (no athletics)	67.0	8.7	3.80	0.88
	Athletic Coaches	76.3	10.5	4.08	1.08
	School Employees	55.3	25.0	3.47	1.26
	Community Members	48.0	39.9	3.10	1.38
VISION 4. Address students' physical needs	Student-Athletes	73.8	13.3	3.93	1.12
	Students (no athletics)	70.3	11.9	3.96	1.11
	Athletic Coaches	77.1	14.3	4.00	1.26
	School Employees	75.6	8.5	3.93	0.91
	Community Members	59.8	27.2	3.44	1.27
VISION 5. Address students' social needs	Student-Athletes	62.3	21.1	3.64	1.26
	Students (no athletics)	65.9	11.9	3.76	1.08
	Athletic Coaches	72.2	13.9	3.94	1.26
	School Employees	57.5	30.1	3.44	1.25
	Community Members	50.8	36.7	3.22	1.35

Note: Student-Athletes (*n* = 264); Students (*n* = 164); Athletic Coaches (*n* = 39); School Employees (*n* = 85); Community Members (*n* = 203)

Table 5 (continued)

Item	Subgroup	% somewhat or strongly agree	% somewhat or strongly disagree	M	SD
VISION 6. Address students' emotional needs	Student-Athletes	52.2	27.2	3.43	1.28
	Students (no athletics)	52.0	20.8	3.55	1.26
	Athletic Coaches	58.3	25.0	3.47	1.32
	School Employees	45.5	38.0	3.06	1.22
	Community Members	39.0	45.5	2.87	1.34
VISION 7. Address students' academic needs	Student-Athletes	65.8	16.0	3.82	1.20
	Students (no athletics)	65.6	14.8	3.78	1.22
	Athletic Coaches	75.6	13.5	3.92	1.14
	School Employees	53.3	33.8	3.22	1.30
	Community Members	47.0	34.0	3.20	1.29
VISION 8. Address students' athletic performance needs	Student-Athletes	80.2	8.6	4.14	1.05
	Students (no athletics)	66.4	8.2	3.92	1.03
	Athletic Coaches	62.1	21.6	3.57	1.37
	School Employees	62.8	15.4	3.68	1.19
	Community Members	50.5	38.9	3.08	1.35
VISION 9. Provide a safe and healthy learning environment	Student-Athletes	79.3	8.4	4.07	0.99
	Students (no athletics)	70.6	11.9	3.99	1.08
	Athletic Coaches	81.0	10.8	3.95	1.13
	School Employees	58.3	19.0	3.54	1.12
	Community Members	61.8	25.7	3.47	1.32
VISION 10. Challenge students	Student-Athletes	83.3	9.0	4.21	1.04
	Students (no athletics)	73.6	6.4	3.98	0.98
	Athletic Coaches	72.9	18.9	3.76	1.36
	School Employees	78.2	10.3	3.95	0.98
	Community Members	63.5	24.9	3.50	1.30

Table 5 (continued)

Item	Subgroup	% somewhat or strongly agree	% somewhat or strongly disagree	*M*	*SD*
VISION 11. Support students	Student-Athletes	71.6	13.3	3.96	1.12
	Students (no athletics)	71.4	7.9	4.03	1.06
	Athletic Coaches	72.9	21.6	3.73	1.50
	School Employees	64.5	19.0	3.57	1.12
	Community Members	47.2	39.2	3.09	1.38
VISION 12. Engage students	Student-Athletes	78.1	8.9	4.10	1.04
	Students (no athletics)	72.4	7.9	3.98	1.05
	Athletic Coaches	75.6	10.8	3.97	1.26
	School Employees	74.0	14.8	3.84	1.01
	Community Members	56.0	30.5	3.30	1.34

APPENDIX C

Satisfaction with BHS Athletics Survey Results

Table 6

Descriptive Statistics for Satisfaction with BHS Athletics Survey Items by Stakeholder Subgroup (N = 591)

Item	Subgroup	% extremely or somewhat satisfied	% extremely or somewhat dissatisfied	*M*	*SD*
SATISFACTION 1. Support coaches provide for students' academic efforts and goals	Student-Athletes	57.8	23.1	3.39	1.34
	Athletic Coaches	64.8	20.5	3.74	1.19
	School Employees	48.3	21.4	3.43	1.06
	Community Members	49.4	29.1	3.27	1.23
SATISFACTION 2. Support coaches provide for students' athletic development	Student-Athletes	60.9	25.4	3.39	1.45
	Athletic Coaches	77.8	16.7	3.94	1.12
	School Employees	62.5	14.3	3.71	1.04
	Community Members	52.6	37.3	3.21	1.38
SATISFACTION 3. Support coaches provide for students' personal development	Student-Athletes	55.1	26.5	3.30	1.36
	Athletic Coaches	38.9	25.0	4.00	1.04
	School Employees	49.1	18.2	3.40	0.96
	Community Members	47.0	30.9	3.26	1.29
SATISFACTION 4. Emphasis coaches place on effort and improvement	Student-Athletes	63.8	24.0	3.47	1.46
	Athletic Coaches	83.4	11.1	4.11	1.04
	School Employees	64.3	14.3	3.70	1.06
	Community Members	58.3	29.2	3.39	1.36
SATISFACTION 5. Emphasis coaches place on winning	Student-Athletes	60.2	25.5	3.44	1.45
	Athletic Coaches	61.1	13.9	3.72	1.09
	School Employees	57.2	12.5	3.59	0.95
	Community Members	47.0	27.0	3.29	1.21

Note: Student-Athletes (*n* = 264); Athletic Coaches (*n* = 39); School Employees (*n* = 85); Community Members (*n* = 203)

Table 6 (continued)

Item	Subgroup	% extremely or somewhat satisfied	% extremely or somewhat dissatisfied	*M*	*SD*
SATISFACTION 6. Respect coaches show students	Student-Athletes	60.2	25.5	3.41	1.40
	Athletic Coaches	86.1	8.4	4.36	1.02
	School Employees	60.8	14.3	3.59	1.06
	Community Members	54.7	30.0	3.38	1.36
SATISFACTION 7. Availability of sport medicine support (athletic trainers)	Student-Athletes	54.1	30.6	3.18	1.49
	Athletic Coaches	80.5	11.1	4.11	1.06
	School Employees	60.7	12.5	3.89	1.09
	Community Members	58.0	15.3	3.65	1.11
SATISFACTION 8. Fairness of the policies and practices of coaches	Student-Athletes	44.0	42.5	2.92	1.47
	Athletic Coaches	75.0	16.6	3.78	1.20
	School Employees	48.1	29.7	3.31	1.20
	Community Members	41.2	44.7	2.93	1.41
SATISFACTION 9. Fairness of policies and practices of the athletic department	Student-Athletes	40.7	45.4	2.84	1.49
	Athletic Coaches	36.1	55.5	2.67	1.57
	School Employees	30.9	52.7	2.71	1.33
	Community Members	30.0	55.9	2.57	1.39
SATISFACTION 10. Number of practice days per week	Student-Athletes	57.9	28.2	3.37	1.52
	Athletic Coaches	91.6	2.8	4.47	0.74
	School Employees	57.2	16.1	3.66	1.08
	Community Members	72.3	3.0	3.90	1.06
SATISFACTION 11. Number of practice hours per day	Student-Athletes	56.4	30.8	3.32	1.50
	Athletic Coaches	86.1	8.3	4.28	0.91
	School Employees	59.0	14.3	3.73	1.09
	Community Members	75.6	10.1	3.98	0.98

Table 6 (continued)

Item	Subgroup	% extremely or somewhat satisfied	% extremely or somewhat dissatisfied	M	SD
SATISFACTION 12. Scheduling practices & games on weekends	Student-Athletes	47.9	36.6	3.06	1.45
	Athletic Coaches	58.3	16.7	3.69	1.22
	School Employees	42.9	30.3	3.27	1.33
	Community Members	60.7	17.3	3.65	1.17
SATISFACTION 13. Scheduling practices & games during school vacations	Student-Athletes	37.6	42.3	2.80	1.41
	Athletic Coaches	55.5	19.5	3.56	1.38
	School Employees	26.8	46.4	2.68	1.30
	Community Members	38.7	40.4	2.89	1.35
SATISFACTION 14. Communication of expectations by coaches	Student-Athletes	62.4	23.2	3.49	1.41
	Athletic Coaches	40.0	14.3	4.17	0.89
	School Employees	50.0	16.1	3.50	1.11
	Community Members	50.6	35.1	3.27	1.31
SATISFACTION 15. Expectations to participate in team functions (such as team dinners)	Student-Athletes	62.7	23.8	3.46	1.46
	Athletic Coaches	62.8	5.7	3.94	0.97
	School Employees	46.4	14.2	3.50	1.16
	Community Members	56.5	16.1	3.61	1.09
SATISFACTION 16. Fund-raising expectations	Student-Athletes	48.7	30.6	3.15	1.39
	Athletic Coaches	34.2	20.0	3.23	1.14
	School Employees	35.7	26.8	3.07	1.06
	Community Members	42.9	23.8	3.27	1.16
SATISFACTION 17. Expectations to participate in community service as a team	Student-Athletes	46.9	29.2	3.17	1.38
	Athletic Coaches	48.5	14.3	3.60	1.19
	School Employees	44.6	17.8	3.36	1.20
	Community Members	50.9	22.5	3.43	1.19

Table 6 (continued)

Item	Subgroup	% extremely or somewhat satisfied	% extremely or somewhat dissatisfied	M	SD
SATISFACTION 18. Fees for athletic participation ("User fees")	Student-Athletes	49.7	26.9	3.22	1.32
	Athletic Coaches	25.7	34.3	2.83	1.32
	School Employees	44.6	25.0	3.29	1.00
	Community Members	50.0	25.3	3.36	1.22

APPENDIX D

Perceptions of BHS Administration's Athletics-Related Priorities Survey

Table 7

Descriptive Statistics for Perceptions of BHS Administration's Athletics-Related Priorities by Stakeholder Subgroup (*N* = 755)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
ADMINISTRATION 1. Students feel physically safe	Student-Athletes	85.6	7.5	4.39	0.98
	Students (no athletics)	82.7	4.5	4.38	0.91
	Athletic Coaches	79.4	14.7	4.15	1.08
	School Employees	86.1	9.7	4.35	1.00
	Community Members	79.0	11.6	4.08	1.09
ADMINISTRATION 2. Students feel emotionally safe	Student-Athletes	74.3	13.5	4.11	1.19
	Students (no athletics)	78.2	8.2	4.25	1.06
	Athletic Coaches	73.5	20.6	3.85	1.33
	School Employees	70.0	18.6	3.89	1.29
	Community Members	57.5	25.7	3.51	1.29
ADMINISTRATION 3. Students have regular and immediate access to sports medicine staff (certified athletic trainers)	Student-Athletes	83.8	5.4	4.38	0.96
	Students (no athletics)	75.5	7.8	4.15	1.11
	Athletic Coaches	85.3	8.8	4.21	1.09
	School Employees	70.8	24.6	3.68	1.35
	Community Members	75.9	10.6	4.05	1.12
ADMINISTRATION 4. Students are provided with safe and modern athletic facilities	Student-Athletes	78.9	10.8	4.21	1.10
	Students (no athletics)	77.9	5.8	4.26	1.00
	Athletic Coaches	44.1	50.0	2.91	1.64
	School Employees	69.6	15.9	3.91	1.27
	Community Members	61.7	29.4	3.49	1.45

Note: Student-Athletes (*n* = 264); Students (*n* = 164); Athletic Coaches (*n* = 39); School Employees (*n* = 85); Community Members (*n* = 203)

Table 7 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
ADMINISTRATION 5. Students are provided with safe and modern sport equipment	Student-Athletes	76.5	8.4	4.19	1.07
	Students (no athletics)	81.1	6.6	4.27	1.06
	Athletic Coaches	54.5	39.4	3.18	1.65
	School Employees	67.2	20.9	3.81	1.28
	Community Members	58.1	25.7	3.48	1.39
ADMINISTRATION 6. Boys' and girls' sport teams are supported equally	Student-Athletes	66.5	24.1	3.74	1.49
	Students (no athletics)	71.6	14.7	4.00	1.25
	Athletic Coaches	52.9	38.2	3.24	1.56
	School Employees	46.4	43.5	3.16	1.61
	Community Members	46.0	43.1	2.99	1.56
ADMINISTRATION 7. Different sports are supported equally	Student-Athletes	54.7	34.3	3.37	1.69
	Students (no athletics)	63.7	25.4	3.62	1.45
	Athletic Coaches	35.3	61.8	2.44	1.58
	School Employees	39.1	50.7	2.75	1.52
	Community Members	33.1	60.6	2.51	1.55
ADMINISTRATION 8. All levels of sport are supported equally (freshman, junior varsity, varsity)	Student-Athletes	55.6	32.0	3.43	1.56
	Students (no athletics)	57.9	23.4	3.61	1.39
	Athletic Coaches	29.4	58.8	2.47	1.50
	School Employees	39.7	50.0	2.78	1.57
	Community Members	34.3	56.7	2.61	1.51
ADMINISTRATION 9. Undesirable behaviors are reduced or eliminated (such as violence, alcohol use, gambling)	Student-Athletes	78.8	9.1	4.24	1.17
	Students (no athletics)	75.7	11.7	4.04	1.19
	Athletic Coaches	75.8	9.1	4.09	1.07
	School Employees	62.3	26.1	3.61	1.44
	Community Members	66.7	19.8	3.77	1.30

Table 7 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
ADMINISTRATION 10. Desired life skills and abilities are developed (such as personal responsibility, leadership skills, communication skills)	Student-Athletes	79.8	7.4	4.23	1.07
	Students (no athletics)	69.7	15.2	3.82	1.26
	Athletic Coaches	76.2	9.9	4.11	1.13
	School Employees	66.2	17.6	3.75	1.24
	Community Members	62.9	25.8	3.56	1.36
ADMINISTRATION 11. Coaches engage in practices that address students' physical needs.	Student-Athletes	80.6	6.1	4.28	1.01
	Students (no athletics)	80.0	5.7	4.25	0.97
	Athletic Coaches	66.7	18.2	3.76	1.23
	School Employees	78.5	6.2	4.09	0.93
	Community Members	64.0	20.6	3.67	1.27
ADMINISTRATION 12. Coaches engage in practices that address students' social needs	Student-Athletes	63.0	15.2	3.84	1.28
	Students (no athletics)	72.3	9.9	4.02	1.13
	Athletic Coaches	55.9	29.4	3.44	1.40
	School Employees	50.8	20.0	3.46	1.20
	Community Members	45.7	30.3	3.19	1.32
ADMINISTRATION 13. Coaches engage in practices that address students' emotional needs	Student-Athletes	60.0	18.2	3.75	1.34
	Students (no athletics)	74.0	13.0	4.01	1.24
	Athletic Coaches	54.5	30.3	3.36	1.37
	School Employees	49.2	24.6	3.34	1.25
	Community Members	44.1	38.4	3.06	1.41
ADMINISTRATION 14. Coaches engage in practices that address students' academic needs	Student-Athletes	72.6	11.6	4.03	1.19
	Students (no athletics)	75.8	10.1	4.08	1.21
	Athletic Coaches	58.8	26.5	3.50	1.31
	School Employees	54.4	32.4	3.34	1.29
	Community Members	55.9	24.9	3.46	1.33

Table 7 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	M	SD
ADMINISTRATION 15. Coaches engage in practices that address students' athletic performance needs	Student-Athletes	85.3	3.7	4.34	0.93
	Students (no athletics)	76.0	7.0	4.22	1.03
	Athletic Coaches	61.8	20.6	3.68	1.32
	School Employees	75.0	7.4	3.99	0.98
	Community Members	66.1	21.1	3.62	1.33
ADMINISTRATION 16. Students enjoy their sport participation experience	Student-Athletes	78.3	7.8	4.26	1.06
	Students (no athletics)	79.4	8.4	4.23	1.08
	Athletic Coaches	67.6	17.6	3.79	1.30
	School Employees	76.8	11.6	3.94	1.11
	Community Members	53.6	30.4	3.38	1.40
ADMINISTRATION 17. Coaches continue developing their coaching skills and knowledge	Student-Athletes	78.6	8.3	4.18	1.10
	Students (no athletics)	72.5	10.8	4.07	1.14
	Athletic Coaches	52.9	26.5	3.47	1.40
	School Employees	57.1	20.6	3.54	1.27
	Community Members	47.3	32.7	3.18	1.48
ADMINISTRATION 18. Coaches are held accountable for their actions	Student-Athletes	77.8	11.4	4.12	1.19
	Students (no athletics)	74.0	15.4	4.06	1.29
	Athletic Coaches	73.5	11.8	4.06	1.20
	School Employees	70.8	24.6	3.68	1.35
	Community Members	48.2	37.1	3.21	1.56

APPENDIX E

Perceptions of BHS Coaches' Athletics-Related Priorities Survey

Table 8

Descriptive Statistics for Perceptions of BHS Coaches' Athletics-Related Priorities by Stakeholder Subgroup Priorities ($N = 591$)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 1. Addressing students' physical needs.	Student-Athletes	84.9	5.5	4.33	0.91
	Athletic Coaches	92.3	3.8	4.62	0.75
	School Employees	90.5	4.8	4.26	0.86
	Community Members	75.5	11.9	3.90	1.01
COACH 2. Addressing students' social needs	Student-Athletes	66.7	19.4	3.81	1.29
	Athletic Coaches	88.5	3.8	4.46	0.81
	School Employees	67.5	20.0	3.63	1.19
	Community Members	46.0	31.7	3.24	1.23
COACH 3. Addressing students' emotional needs	Student-Athletes	63.4	25.4	3.69	1.37
	Athletic Coaches	84.6	3.8	4.42	0.86
	School Employees	56.1	26.8	3.37	1.30
	Community Members	42.1	35.0	3.14	1.25
COACH 4. Addressing students' academic needs	Student-Athletes	69.0	12.7	3.97	1.13
	Athletic Coaches	88.5	0.0	4.58	0.70
	School Employees	60.5	25.6	3.58	1.30
	Community Members	55.6	27.5	3.44	1.31
COACH 5. Addressing students' athletic performance needs	Student-Athletes	88.7	4.2	4.42	0.90
	Athletic Coaches	100.0	0.0	4.72	0.46
	School Employees	81.0	11.9	4.02	1.09
	Community Members	68.8	19.4	3.66	1.27

Note: Student-Athletes ($n = 264$); Athletic Coaches ($n = 39$); School Employees ($n = 85$); Community Members ($n = 203$)

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 6. Developing their own coaching skills and knowledge	Student-Athletes	81.4	7.1	4.24	1.01
	Athletic Coaches	84.6	7.7	4.46	0.95
	School Employees	68.4	15.8	3.79	1.17
	Community Members	51.9	32.8	3.27	1.46
COACH 7. Supporting students with less athletic skills	Student-Athletes	66.1	22.0	3.81	1.48
	Athletic Coaches	84.6	7.7	4.38	0.94
	School Employees	48.6	35.1	3.24	1.52
	Community Members	32.8	47.8	2.75	1.48
COACH 8. Supporting students with more athletic skills	Student-Athletes	90.0	3.3	4.65	0.82
	Athletic Coaches	92.3	0.0	4.58	0.64
	School Employees	86.5	8.1	4.32	1.00
	Community Members	74.4	9.0	4.05	1.11
COACH 9. Providing helpful and informational feedback to students'	Student-Athletes	78.3	11.6	4.19	1.19
	Athletic Coaches	92.3	3.8	4.69	0.74
	School Employees	70.3	16.2	3.86	1.21
	Community Members	59.6	28.4	3.37	1.35
COACH 10. Punishing students for mistakes and poor performance	Student-Athletes	59.1	24.2	3.68	1.49
	Athletic Coaches	36.0	36.0	2.96	1.46
	School Employees	44.1	32.4	2.97	1.27
	Community Members	39.6	31.3	3.01	1.28
COACH 11. Encouraging students to take appropriate risks during sport participation without fear of punishment	Student-Athletes	67.6	16.2	3.94	1.30
	Athletic Coaches	75.0	4.2	4.29	0.95
	School Employees	58.8	17.6	3.71	1.17
	Community Members	46.2	34.1	3.10	1.39

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	M	SD
COACH 12. Encouraging or developing character strengths and values that are unique to the student	Student-Athletes	68.7	13.4	3.97	1.27
	Athletic Coaches	88.5	0.0	4.58	0.70
	School Employees	66.7	22.2	3.72	1.26
	Community Members	56.0	29.1	3.38	1.33
COACH 13. Encouraging or developing character strengths and values that are shared by the group/team	Student-Athletes	74.6	10.4	4.12	1.23
	Athletic Coaches	88.5	3.8	4.62	0.80
	School Employees	71.1	18.4	3.92	1.26
	Community Members	61.7	21.3	3.57	1.27
COACH 14. Encouraging students to explore and reflect on their identity beyond that of an "athlete"	Student-Athletes	57.4	25.0	3.69	1.45
	Athletic Coaches	73.1	7.7	4.23	1.14
	School Employees	50.0	30.6	3.50	1.30
	Community Members	42.6	40.4	2.99	1.40
COACH 15. Supporting individual differences in values and interests	Student-Athletes	67.2	12.1	4.00	1.21
	Athletic Coaches	84.0	4.0	4.36	0.99
	School Employees	55.9	26.5	3.59	1.46
	Community Members	38.0	31.8	3.05	1.30
COACH 16. Supporting students' academic goals and interests	Student-Athletes	68.3	16.7	3.93	1.40
	Athletic Coaches	84.6	3.8	4.42	0.99
	School Employees	57.9	28.9	3.47	1.43
	Community Members	45.4	33.8	3.16	1.39
COACH 17. Supporting students' non-sport extra-curricular interests	Student-Athletes	56.7	31.7	3.53	1.58
	Athletic Coaches	73.1	15.4	4.12	1.24
	School Employees	31.3	40.6	2.78	1.21
	Community Members	30.6	45.2	2.69	1.37

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 18. Supporting students' family obligations and priorities	Student-Athletes	74.6	16.9	4.02	1.36
	Athletic Coaches	88.5	0.0	4.58	0.70
	School Employees	32.4	51.4	2.78	1.32
	Community Members	39.5	41.9	2.89	1.40
COACH 19. Encouraging students to demonstrate personal responsibility	Student-Athletes	77.3	10.6	4.24	1.08
	Athletic Coaches	88.5	7.7	4.54	1.03
	School Employees	74.3	11.4	4.09	1.20
	Community Members	67.2	21.9	3.69	1.32
COACH 20. Creating a sense of belonging for all students	Student-Athletes	75.0	7.8	4.22	1.09
	Athletic Coaches	96.2	0.0	4.62	0.57
	School Employees	73.0	24.3	3.73	1.43
	Community Members	51.1	34.8	3.20	1.48
COACH 21. Encouraging students to obey authority figures (such as coaches, captains)	Student-Athletes	80.6	9.0	4.30	1.15
	Athletic Coaches	92.3	7.7	4.35	0.98
	School Employees	83.8	5.4	4.19	0.84
	Community Members	73.5	14.0	3.86	1.14
COACH 22. Encouraging students to work together to solve problems	Student-Athletes	76.1	13.4	4.16	1.20
	Athletic Coaches	80.8	7.7	4.50	0.99
	School Employees	69.4	19.4	3.92	1.23
	Community Members	55.9	26.5	3.39	1.41
COACH 23. Encouraging students to participate in decisions that affect the team	Student-Athletes	79.4	2.9	4.31	0.97
	Athletic Coaches	84.6	3.8	4.46	0.86
	School Employees	69.4	16.7	3.86	1.15
	Community Members	52.9	27.2	3.35	1.36

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 24. Encouraging students to practice leadership skills	Student-Athletes	82.4	4.4	4.29	0.96
	Athletic Coaches	88.5	7.7	4.62	0.90
	School Employees	74.4	10.3	4.08	1.09
	Community Members	60.7	25.2	3.50	1.36
COACH 25. Encouraging students to sacrifice their own needs for the sake of the team	Student-Athletes	80.6	9.0	4.10	1.10
	Athletic Coaches	88.0	8.0	4.48	0.92
	School Employees	66.7	20.0	3.70	1.15
	Community Members	48.0	28.3	3.24	1.35
COACH 26. Encouraging participation in fund-raising activities	Student-Athletes	79.0	11.3	4.15	1.19
	Athletic Coaches	80.8	7.7	4.15	1.05
	School Employees	76.5	5.9	3.97	0.83
	Community Members	69.1	15.4	3.77	1.07
COACH 27. Encouraging students to engage in positive relationships with individuals from different backgrounds	Student-Athletes	78.3	10.0	4.22	1.28
	Athletic Coaches	84.6	3.8	4.46	0.99
	School Employees	74.3	20.0	3.94	1.28
	Community Members	59.1	17.3	3.58	1.26
COACH 28. Encouraging active engagement in community service	Student-Athletes	67.2	21.3	3.89	1.48
	Athletic Coaches	76.9	7.7	4.27	1.12
	School Employees	62.9	17.1	3.71	1.27
	Community Members	57.5	24.6	3.42	1.30

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	M	SD
COACH 29. Encouraging students to demonstrate empathy and compassion	Student-Athletes	67.2	16.4	3.93	1.31
	Athletic Coaches	84.6	3.8	4.42	0.86
	School Employees	66.7	15.2	3.88	1.24
	Community Members	50.4	30.8	3.23	1.37
COACH 30. Encouraging students to respect athletic opponents	Student-Athletes	84.4	6.3	4.45	0.96
	Athletic Coaches	96.2	3.8	4.62	0.70
	School Employees	84.2	7.9	4.34	0.94
	Community Members	82.1	9.7	4.10	1.06
COACH 31. Supporting the development of individual skills that will transfer into other areas of students' lives (such as communicating effectively, making positive decisions, solving problems)	Student-Athletes	69.5	10.2	4.10	1.20
	Athletic Coaches	88.5	7.7	4.54	0.90
	School Employees	55.9	23.5	3.59	1.28
	Community Members	45.7	33.3	3.16	1.34
COACH 32. Supporting pursuit of individual athletic goals	Student-Athletes	80.3	13.1	4.23	1.19
	Athletic Coaches	92.3	3.8	4.38	0.90
	School Employees	66.7	13.9	3.78	1.15
	Community Members	55.9	30.9	3.31	1.39
COACH 33. Supporting pursuit of team goals	Student-Athletes	90.2	6.6	4.48	0.96
	Athletic Coaches	80.8	19.2	4.69	0.84
	School Employees	89.5	5.3	4.32	0.90
	Community Members	80.1	10.3	3.99	1.06

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 34. Providing an enjoyable experience for students	Student-Athletes	72.5	14.5	4.04	1.17
	Athletic Coaches	96.2	3.8	4.73	0.67
	School Employees	69.0	19.0	3.71	1.38
	Community Members	44.8	31.7	3.19	1.39
COACH 35. Creating a positive team culture	Student-Athletes	87.1	7.1	4.37	0.94
	Athletic Coaches	96.2	3.8	4.73	0.67
	School Employees	73.8	19.0	3.93	1.30
	Community Members	54.9	32.6	3.38	1.51
COACH 36. Preparing athletes to play at the college or professional level	Student-Athletes	75.4	17.4	4.03	1.26
	Athletic Coaches	69.2	7.7	4.00	1.20
	School Employees	50.0	30.0	3.30	1.34
	Community Members	38.8	43.2	2.87	1.50
COACH 37. Promoting students' continued participation in sport	Student-Athletes	84.3	8.6	4.30	1.07
	Athletic Coaches	84.6	3.8	4.50	0.86
	School Employees	63.4	17.1	3.63	1.24
	Community Members	41.1	43.3	2.91	1.50
COACH 38. Supporting the pursuit of academic excellence	Student-Athletes	75.9	10.3	4.17	1.17
	Athletic Coaches	84.6	0.0	4.58	0.76
	School Employees	55.3	28.9	3.55	1.33
	Community Members	42.0	28.2	3.20	1.30

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 39. Improving students' physical fitness (such as cardiovascular fitness, muscular strength)	Student-Athletes	79.7	10.1	4.25	1.17
	Athletic Coaches	88.5	0.0	4.62	0.70
	School Employees	80.5	7.3	4.07	0.96
	Community Members	67.6	19.7	3.71	1.24
COACH 40. Increasing students' knowledge related to maintaining physical fitness and appropriate nutrition habits to enhance sport participation	Student-Athletes	71.0	18.8	3.97	1.33
	Athletic Coaches	72.0	16.0	4.04	1.24
	School Employees	63.4	24.4	3.63	1.24
	Community Members	52.5	30.9	3.28	1.34
COACH 41. Increasing students' knowledge related to maintaining physical fitness and appropriate nutrition habits to enhance health and well-being.	Student-Athletes	72.5	14.5	4.12	1.30
	Athletic Coaches	72.0	20.0	4.00	1.29
	School Employees	57.5	27.5	3.53	1.26
	Community Members	48.6	33.6	3.19	1.34
COACH 42. Developing students' physical skills (such as throwing, running)	Student-Athletes	89.7	5.9	4.49	0.94
	Athletic Coaches	92.3	0.0	4.65	0.63
	School Employees	80.5	9.8	4.12	1.03
	Community Members	69.9	18.2	3.74	1.23

Table 8 (continued)

Item	Subgroup	% important or somewhat important	% unimportant or somewhat unimportant	*M*	*SD*
COACH 43. Developing students' sport knowledge (such as when to run a zone defense in basketball, when to bunt in softball)	Student-Athletes	85.5	7.2	4.43	0.96
	Athletic Coaches	92.3	0.0	4.62	0.64
	School Employees	87.2	5.1	4.28	0.92
	Community Members	68.8	19.9	3.68	1.28
COACH 44. Enhancing students' motivation, competence, and knowledge to engage in physical activities for the rest of their lives.	Student-Athletes	76.8	10.1	4.26	1.20
	Athletic Coaches	88.5	3.8	4.58	0.81
	School Employees	65.0	17.5	3.78	1.21
	Community Members	46.5	33.1	3.18	1.41